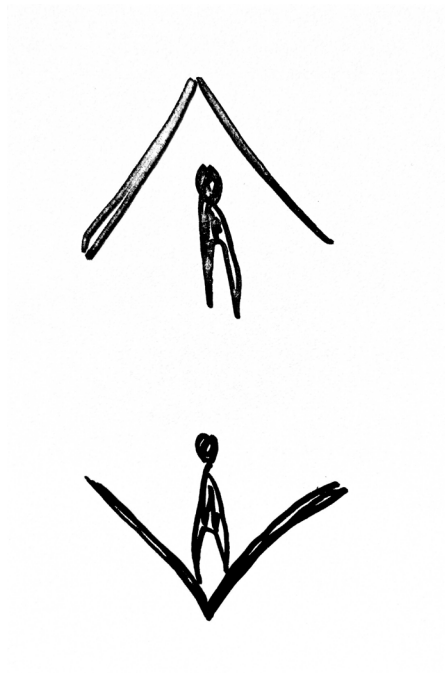


Coastal Existence

– A SCENARIO IN ALVER: SECURING ACCESS TO THE OCEAN THROUGH PRACTICAL LEARNING.



Project description
Diploma program



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COASTAL EXISTENCE

Part one | Diploma description

COASTAL EXISTENCE

— A SCENARIO IN ALVER: SECURING ACCESS TO THE OCEAN THROUGH PRACTICAL LEARNING.

The sea is becoming a passive actor as the coastal zone gets privatised. Its use value is gradually being degraded and limited only to its aesthetic and recreational values.

Along the sea in Norway there is an invisible urgency, one third of the coastline is already considered private and built. Even though the planning and building act from 1971 came with a permanent building ban in the beach zone there is a steady number of dispensations given every year by the municipalities. Since the country is divided into three zones depending on building pressure, some municipalities have a greater freedom to develop their coastal land than others. The Oslo fjord has one of the strictest guidelines, here seventy percent of the beach zone is inaccessible.

The area defined as the beach zone starts from the line where land meets water and a hundred meters in on land. In order to secure public access to the ocean this zone was defined by the government as early as in the 1960s. Terrain, ecology and human use all play a role whether the zone is accessible or not. The 100 meter belt is therefore often used as a guideline and it is the individual municipalities who are responsible for securing this land.

Since last year there has been an ongoing political debate about the beach law because the government has proposed new guidelines for planning in the beach zone. The politicians and the media have their focus on the larger cities such as Oslo as well as the southern coast where the building pressure is high. Hence, the rest of the coastline in smaller communities goes under the radar. In the new guidelines, the government decided on 28.05.2021, district municipalities are given greater freedom to facilitate business development and settlement along the coast without any control from the county or state in the process.

When municipalities allow for new development or dispensations along the coast the decision is taken for all future. This makes the development in the coastline into an irreversible process. People are slowly being distanced from the sea as land is being privatized.

The aim of the proposal is to reestablish human contact with the sea through practical learning. By facilitating education in and by the sea, a long term desire for access and curiosity can take place. The younger generation has to build a safe relationship with water to become experts on one of our main resources.

The project facilitates a school with focus on practical learning, community building and using the body as a tool for new experiences. Instead of planning a project along the roads, this proposal use the sea as a connector. As an extension of the school the local community can use the structures and program in order to experience a common access to the coast.

The sites are located around a quiet bay on the west coast, strategically placed in a historical context when the water was the main travel route. The name of the place is Flatøyosen and the municipality is called Alver. It is located half an hour drive north of Bergen. The name Alver means “all weather” referring to the location which is exposed to the weather from all directions. Since the weather conditions can be harsh, the protected bays are of great value today but also historically. They used to be a necessary shared good for people living off fishing and farming in Alver.

Alver Municipality has recently become an **Unesco Biosphere Area**, which is the first biosphere area in Norway. Along with the title there is a certain responsibility and the municipality has now said yes to be a model area for sustainable development. The contradictory part is that the municipality in Alver was working to be moved from zone two to three. Then they would have been given more freedom to develop their own coastline. The government has now decided that they will continue to stay in zone two, but parts of the municipality will be treated as zone three areas.

The project is developed through **scenario building**. When interviewing local teachers and politicians from Alver we found that there is a need for an alternative to the regular school. Not all students fit in the same learning environments and this proposal focuses on the practical ways of learning as well as raising curiosity about the sea.

In our scenario the students will take part in the building process of the school and then become versatile in traditional construction methods as well as learn the ability to be inventive within the subject. The students will gain skills in understanding the landscape they are surrounded by.

Through **interviews** we have found that the only sustainable way to build along the Norwegian coast is to reuse land that has already been developed. The proposal respects and enhances the existing elements on the sites. These elements are traces in the landscape of the life lived there before. The different sites are loaded with energy. By using an **acupunctural approach**, smaller components added to the sites can trigger and release this potential energy.

Therefore, the proposals carefully read the existing landscape and structures before adding, moving or extending. These will be the building strategies used on the sites. The foundation of the school will be planned from an architectural perspective and transformed to fit the everyday life of the class. The students will be handed out manuals for each site and the building process will include architectural detailing, material science and building techniques. The students will learn to appreciate the value of what is built along the coast, and then treat these structures with dignity, creating spaces with a unique atmosphere and energy.

The three sites chosen represent different building principles and original programs. The class will be given a ferry as their main transportation on shore. The first site is an industrial building from the 1940s which was never finished. The strategy for this place is to **continue** the program of making and production. A continuation of the existing structure is also used as an architectural tool. In this specific case the roof is extended to create an outdoor space. Here the students will build a community and learn to work together.

The second site is a motor boat harbour where the students will make a “portal” out to the ocean. This portal is an old boathouse given to them by a farmer in Masfjorden. The strategy here is to **move** the structure and reorganize the program. The class will learn to negotiate space and interests with the surroundings.

The boathouses they are given are common boathouses found along the west coast. The building principle makes them easy to disassemble and assemble, these structures were made to be moved. Many of them are now left to decay because their use value is outdated and the owners have trouble figuring out what to do with them.

The third site is a landscape of ruins from the time when there was a military station in Håøy. Students from the local schools are invited to participate in the last phase of the building process. The class now become the “teachers” and will have more responsibility in this last step. The strategy is to **add** structures which follow the logic of the place but are independent from the existing. By adding new structures the outdoor spaces between are reactivated and again defined. When the three sites are formed the school will have a base in Flatøyosen.

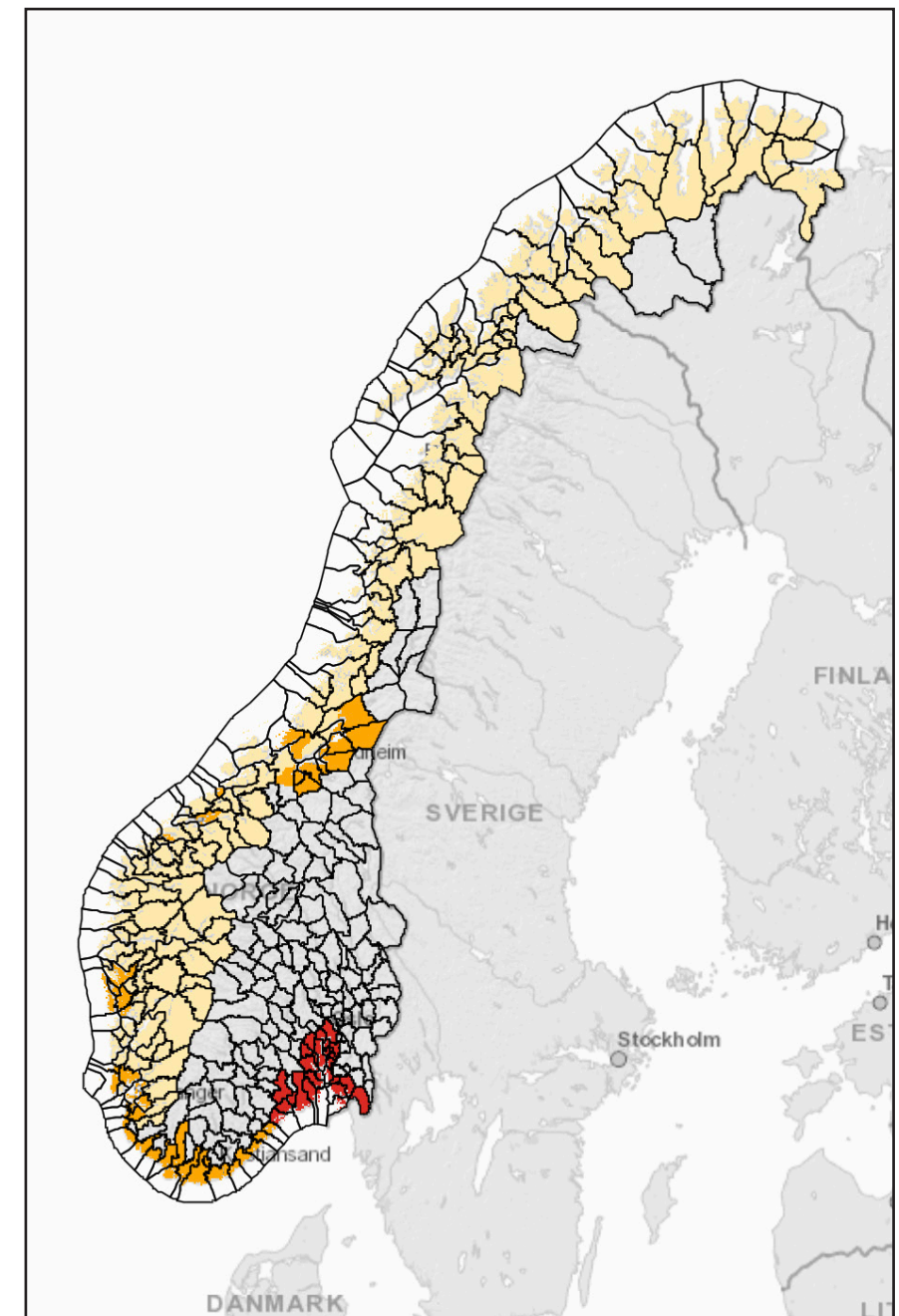
These three steps will show good examples of how to strengthen and give use value to structures and places along the coast. These actions will hopefully generate a further idea of how to work in the meeting between land and sea as well as feeling the desire to discover the ocean, new destinations and inspire future projects. The school is about giving the younger generation a healthy attitude towards the sea. They will learn the value of a community and what benefits that gives them, but in order for that community to continue existing along the coast people need to have access.

Part two | Theme

The long long coasline.

The mentality in Norway seem to be that the coastline is endless. Full of posibilites and potential, but who gains on all this. Is it positive for the few and rich or for the commoner?

We Wanted to dive into the debate and try to understand what it really was about.



Map from SSB showing the division of municipalities and which zone they are in.

THE COASTAL BELT

Norway's beach sone: Life between land and sea

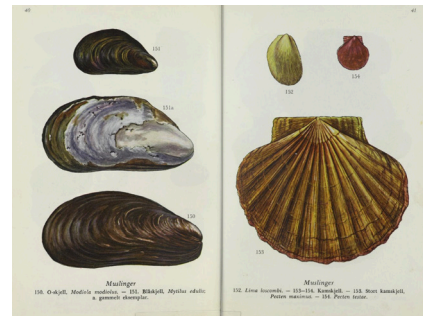
Program Diploma 2020

Marte Bjørge & Øystein Aamli Gagnat

The Norwegian Government wants to change today's guidelines regarding development along the coast. Their aim is to give the municipalities in the districts a greater opportunity to facilitate business development and settlement along the coast. What might seem promising in theory can have a very different outcome in practice. Are the municipalities to be trusted when managing the coast line? How can the freedom to roam and biodiversity exist along with new development?

As early as in 1954 came the first regulations concerning developments along the Norwegian Coast line. Later, in 1965 the building ban in the 100-meter belt was enacted by the Government. The building pressure and privatization of the coastline had by that time become so great that it threatened the nasjonal interests and freedom to access the coast from land and sea. But in practice, it has always been possible to grant dispensation from the ban if there are "special reasons" to do so. What these "special reasons" are have been commented on and changed by the Ministry of the Environment on several occasions.

Even though this ban exists, the privatization of the coastline continues to grow. Today, more than 30 percent of the coast is considered privatized. The Government has decided that the coast is to be divided into three zones:



More are allowed to build in the beach zone

More than before are allowed to build within the 100-meter belt along the sea, recent figures show. - The government does not have a good enough overview of the scope of the development, the Nature Conservation Association believes.



Last year, 900 exemptions were granted for construction in the beach zone. This is an increase of more than 10 percent from the previous year.
PHOTO: BERGER KJØLBERG / NRK

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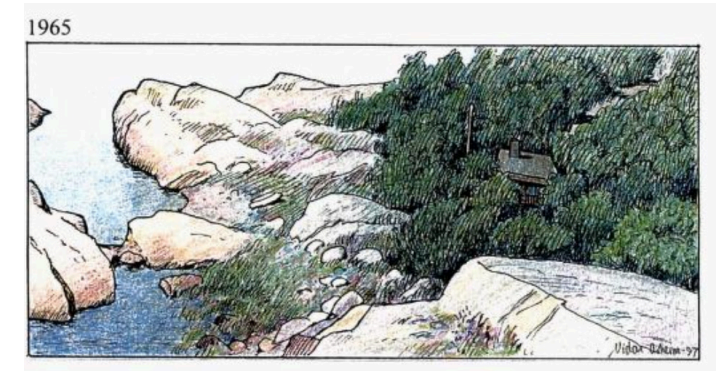
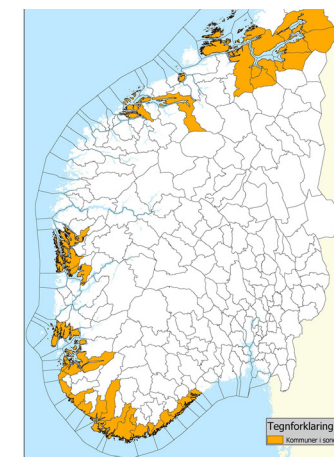
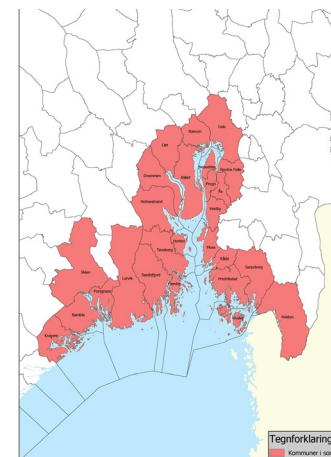
Veronica Westrin
@NRKveronica

Will invest billions in Meland

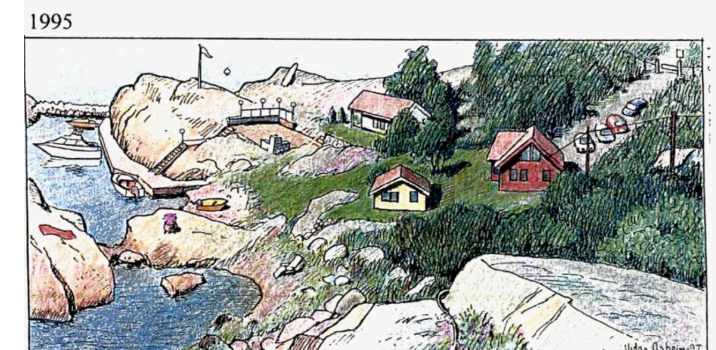
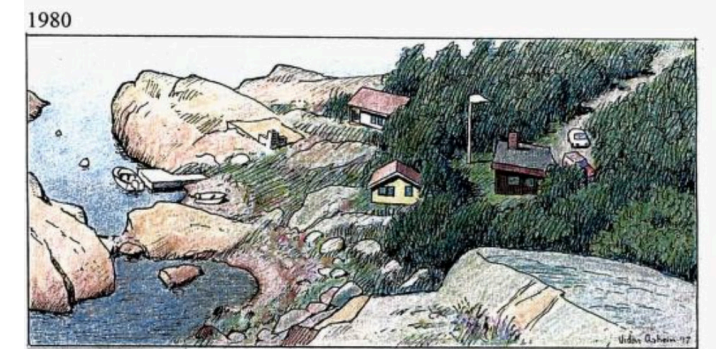


One, two and three, where zone three gives the municipalities the most freedom to decide without interruptions from the County and State. Zone one includes the Oslo fjord region with high building pressure. Zone two includes the southern coast and areas around the cities in Rogaland, Hordaland and the Trondheim fjord. Zone three includes what is left. Now that the Government has decided on this freedom more municipalities that are considered to be in zone two desires to be moved to zone three. Two examples are Alver and Øygarden municipality outside of Bergen.

Our aim is to understand why they want this freedom. If there are good intentions, working alongside with allemannsretten and biodiversity or if the economic benefits are those that rule. What can be a sustainable method of developing the coast line both in a short and a long term perspective? In smaller communities the developers and politicians might be neighbours, friends or family which means that it's harder to be objective in development questions. The municipality might gain a short term profit, but what happens after? Once land is developed and privatized it's difficult to reverse.



men det føles nå en tanke ubehagelig.

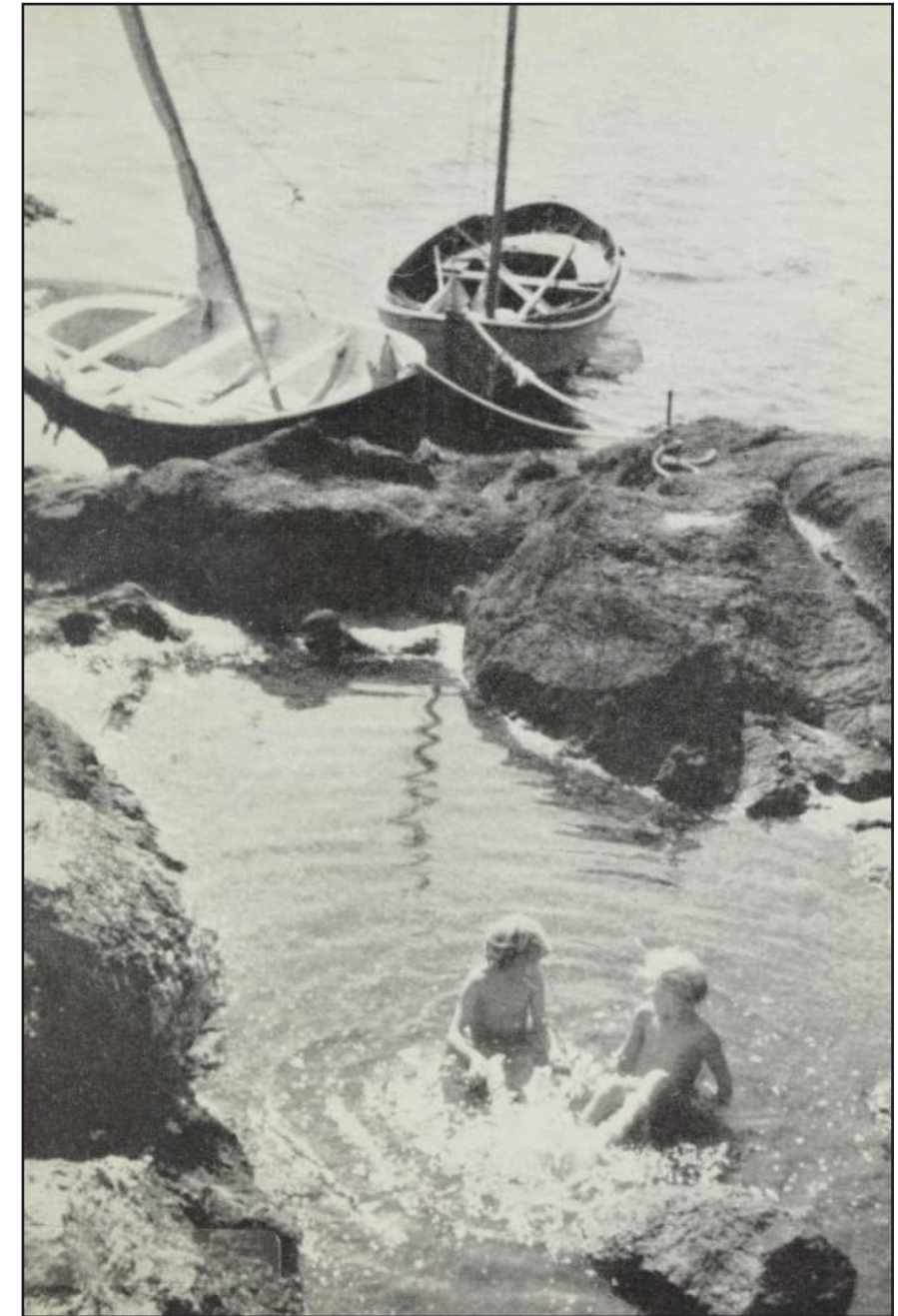


Part three | In search for a site

The Attractive coastline

We found it necessary to approach the debate about the coastal zone. We chose to look at a municipality who wanted to be moved to zone three because they often seem to under the radar. For us it was important to understand why this is an urge for them and what they would eventually gain or lose from it.

Alver Municipality became of interest. They identify as a coastal community and wants to have more individual freedom in future decision making on developments along the coast. They say that it would make it easier to create more positive projects for the locals.



Where the picture comes from



Flatøyosen in Alver Municipality

Bergen Municipality

THE SEA LANE/FARLEDEN

The sea lanes are the road system at sea, and the entire Norwegian coast is today covered by a network of different sea lane categories. The Norwegian Coastal Administration is responsible for sea lanes and their structure, including the improvement of vulnerable sea lanes, and contributes to improve the accessibility and safety of traffic along the Norwegian coast.

<https://www.kystverket.no/Maritim-infrastruktur/Farleder>



Alver Municipality

Bergen

A biosphere reserve is a delimited geographical model area where sustainable development is facilitated. The goal is to achieve a more sustainable balance between preserving biological diversity and natural resources, promoting economic development and ensuring good societal development through cooperation between the local population, the public sector, the business community and research institutions. The biosphere reserve's most important tool is dialogue between the social actors in the local community, and experience around the world shows that this work gives good results. Many biosphere reserves are skilled in promoting local identity and product, something that contributes to greater awareness of the city's resources, business development and that the population is more proud of their area.

<http://www.nordhordlandbiosphere.no/om-biosfaeromraadet.353323.nn.html>

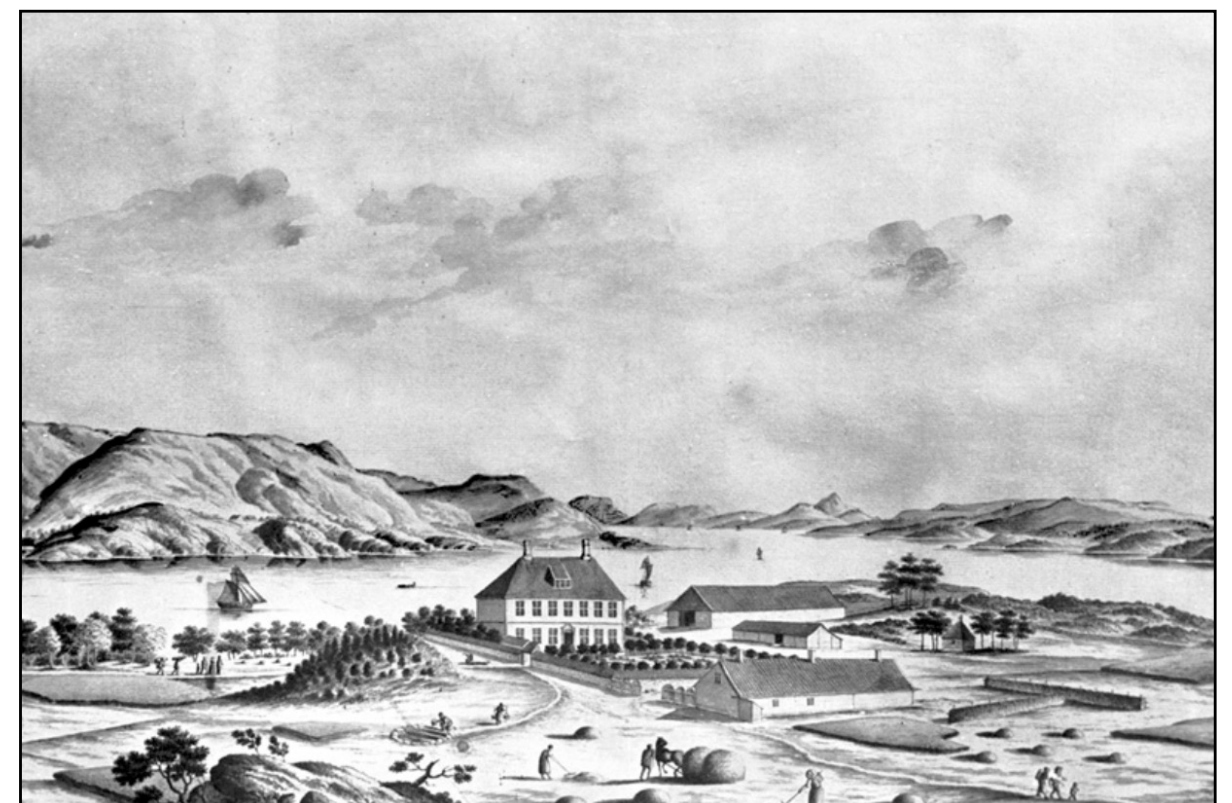
”A model area for sustainable development”



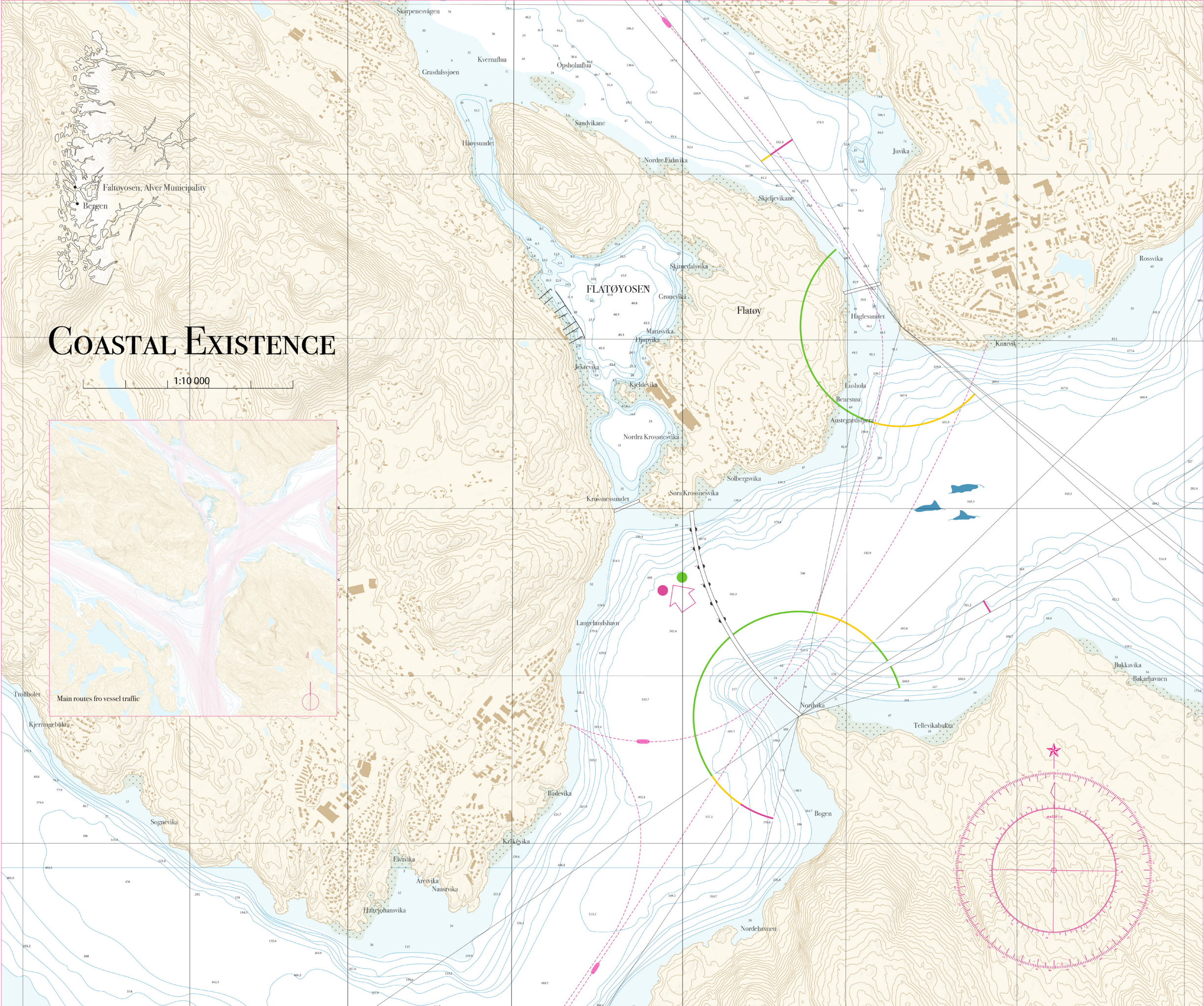
Part four | The site

The site is a quiet bay in flatøyosen which at the same time carries a lot of tension. Historically it was a strategic place and the inner sea line where boats traveled went through the bay. Originally a few farmers setteled there. From the beginning of the 1900s Håøy became a military settlement and other smaller factories setteled during the beginning of the 1900s. Today, old and new structures coalesce. Flatøyosen is the working place for around 1500 people in Framo and is at the same time one of the main destiantion for people traveling by boat or by foot.

We have done several site visits and talked to the locals trying to understand and get an overview over the different actors in the bay. We have looked into what the municipality needs in the area and what they want. Here we found that the need for an alternative school was a relevant topic as well as maintaining the art of cultural handcraft.



Historical drawing of Meland farm in Alver.

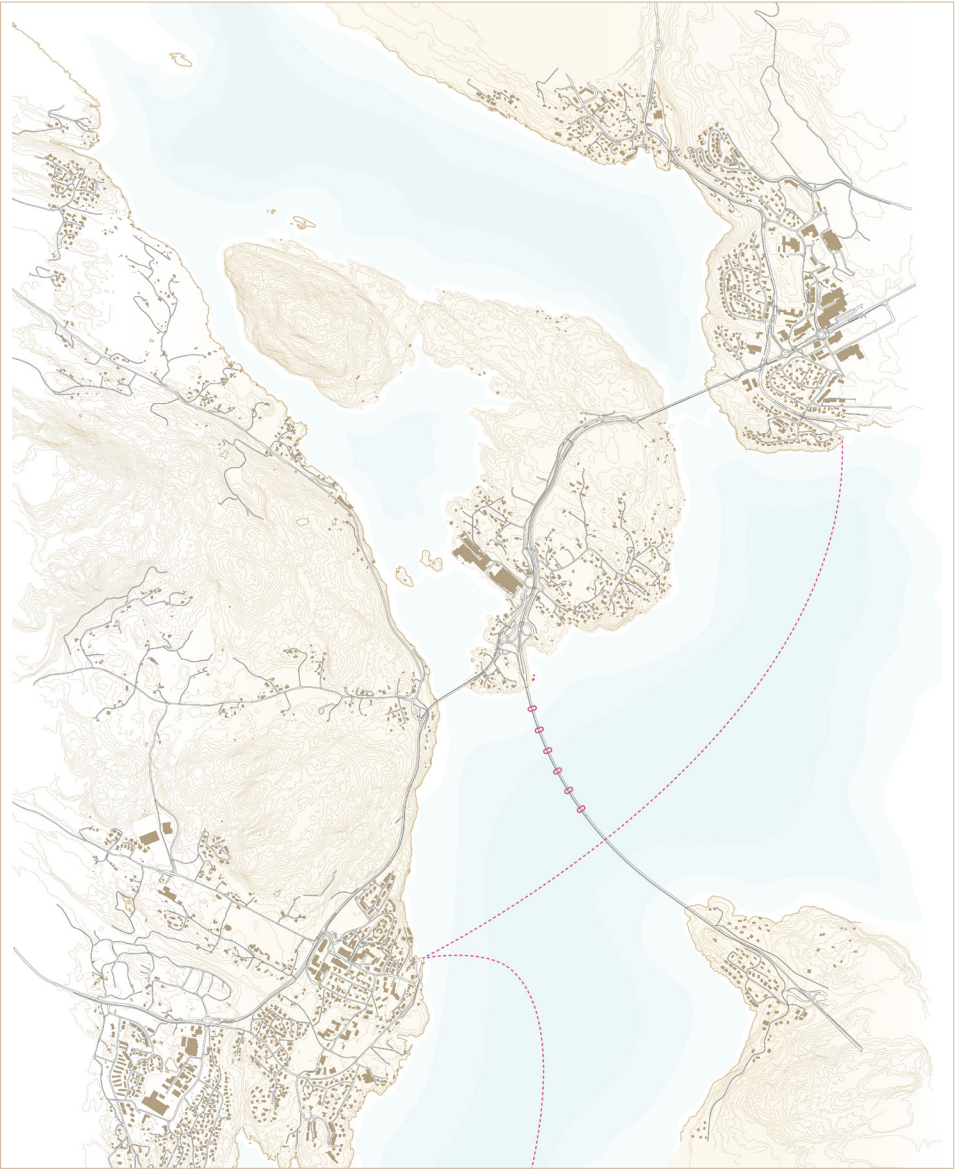




1893



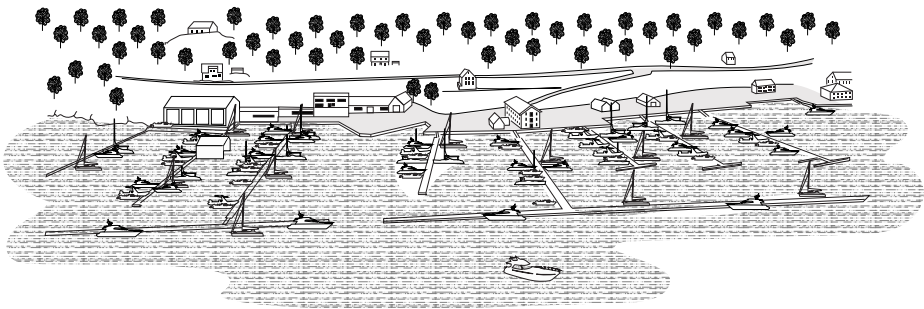
1966



2021

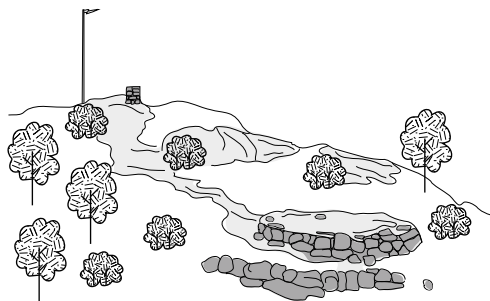
1 Lillebergen

Harbour for 320 boats, guest harbour, boat dealership and workshop.



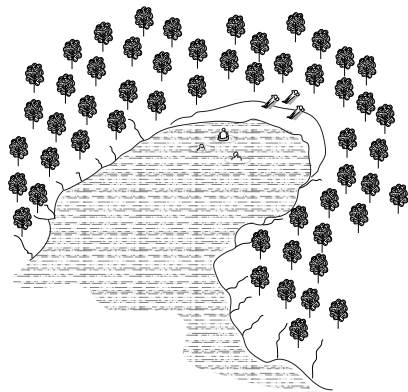
2 Håøy Battery

military observation. Strategically placed with good overview of boats coming and going. Remaing ruins from observation facilities after first and second world war.



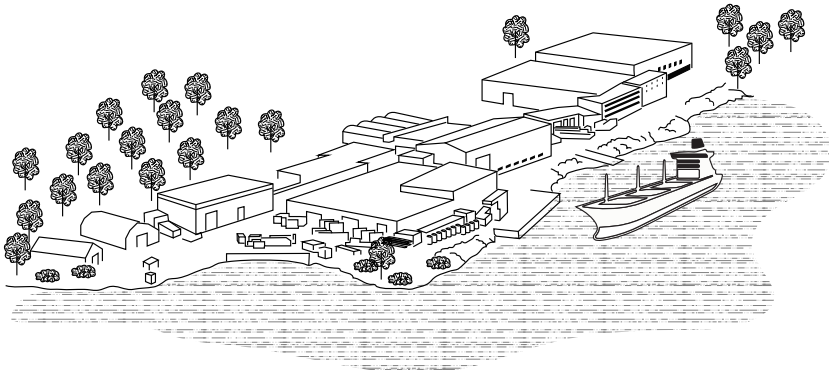
3 Beach at Flatøy

Flatøy is a popular destination for people in the area, grøntområder og strender. Diverse amount of people using it elderly, Families and youth.



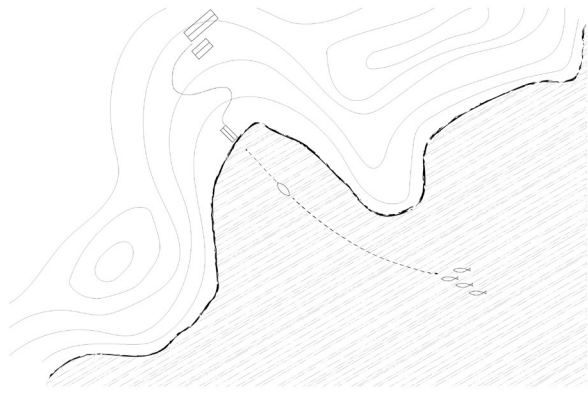
4 Framo/Alfa Laval

Important company with 1500 emplyees. Develops drilling technology for offshore use.





Site model of flatøyosen.

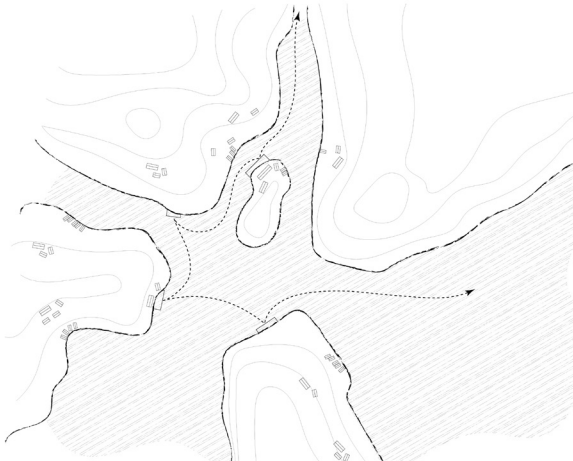


300 AD: Traditional farm settlement in the western coast landscape. A boathouse in a small bay and the buildings for staying and farming in walking distance up the hill.

The sea was an important source of food, as the farming conditions were poor due to harsh weather conditions and steep topography.



1000 – 1800 AD: More familie and famrs shaped the landscape. The access to the sea was limited, the few places suited for boat houses were shares. This meant that that the families together could buy and own bigger boats. The cooperation made fishing easier, and the Stril people could travel to Bergen, sell their fish and trade the surplus food.

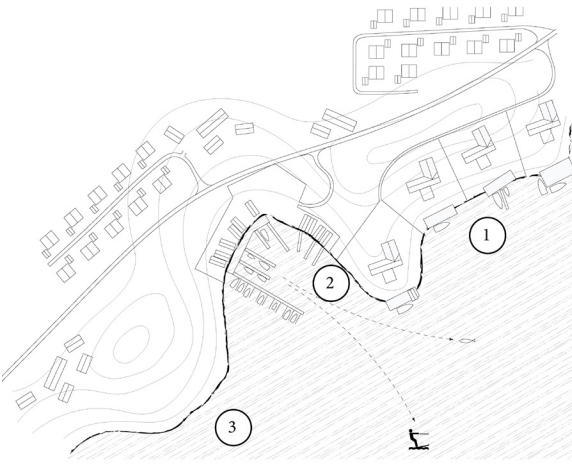


1850 – 1900 AD: The steam boat revolutionized the way of travelling at the west coast. First the Stril people were doubtful. They thought the noisy and polluting machines would ruin their fishing. Later, they realised that the steamers made trading easier. They no longer had ro row to Bergen.

Farmers built larger piers together for the steamboat to have access to their islands.



1950 – AD: The Improvement of the infrastructure on land made the islands more accessible. People who had their work in the city would now buy cheap land to build a huge house and a garden. Commuting communities were the new settlement in the west coast islands. The islands that stayed unconnected experienced a rapid recession.



1980 – AD: The modern community with with land infrastructure eliminates any basic need for access to the waterfront. Small island municipalities gave dispensation to build in the beach zone to secure the demograhic survival. This ignored the commoner to have waterfront access for recreational reasons. This map illustrates the three most common inaccessible situations on the west coast today.

1 Villa with private pier. Such properties were developed step by step: House (or cabin/boathouses were developed into houses with a private dock, lawn and white fences around.

2 The odl common access points have been developed to facilitate more boats with floating piers. This is often only accessible by the boat community.

3. Topography made inaccessible. Cliffs and steeo hills making it hard o access and even harder to develop

Part five | The proposal

The project is a scenario of how a practical school can be built and work as an alternative to the regular school system.

A class will be formed. They will start by being given a ferry which will function as their main transportation. Then they will continue building the projects on the three different sites starting with their own classroom and Flatøy mekaniske.

1 Flatøy Mekaniske – Classroom

2 Lillebergen – Portal to the sea

3 Håøy – Base when coming back from excursion

