

# **EDUCATIONAL HOMES FOR CHILDREN IN COLOMBIA**



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- 2. The Colombian context**
- 3. Research: Tangible citizenship in educational architecture projects**
- 4. The project's locations**
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- 6. A constructive system**
- 7. The design proposal in the locations**

# MY PROJECT'S ORIGINS

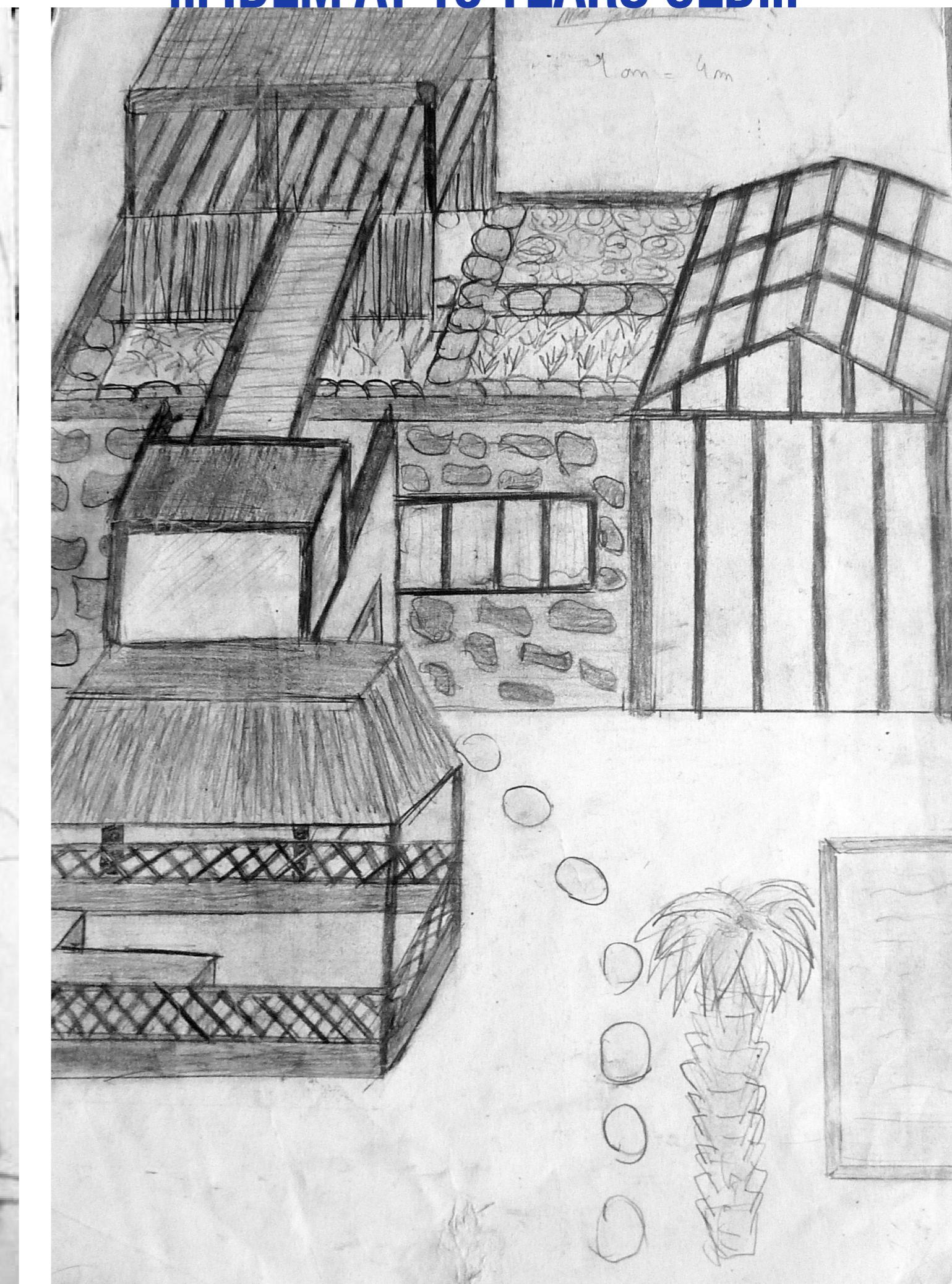
**ME, 12 YEARS OLD:**

**« A DREAM HOUSE,  
FOR ME AND MY 30  
ADOPTED CHILDREN »**

# THE HOUSE, 12 YEARS OLD:



# ... IDEM AT 15 YEARS OLD...





**from that point of origin  
to the 1st frame:**

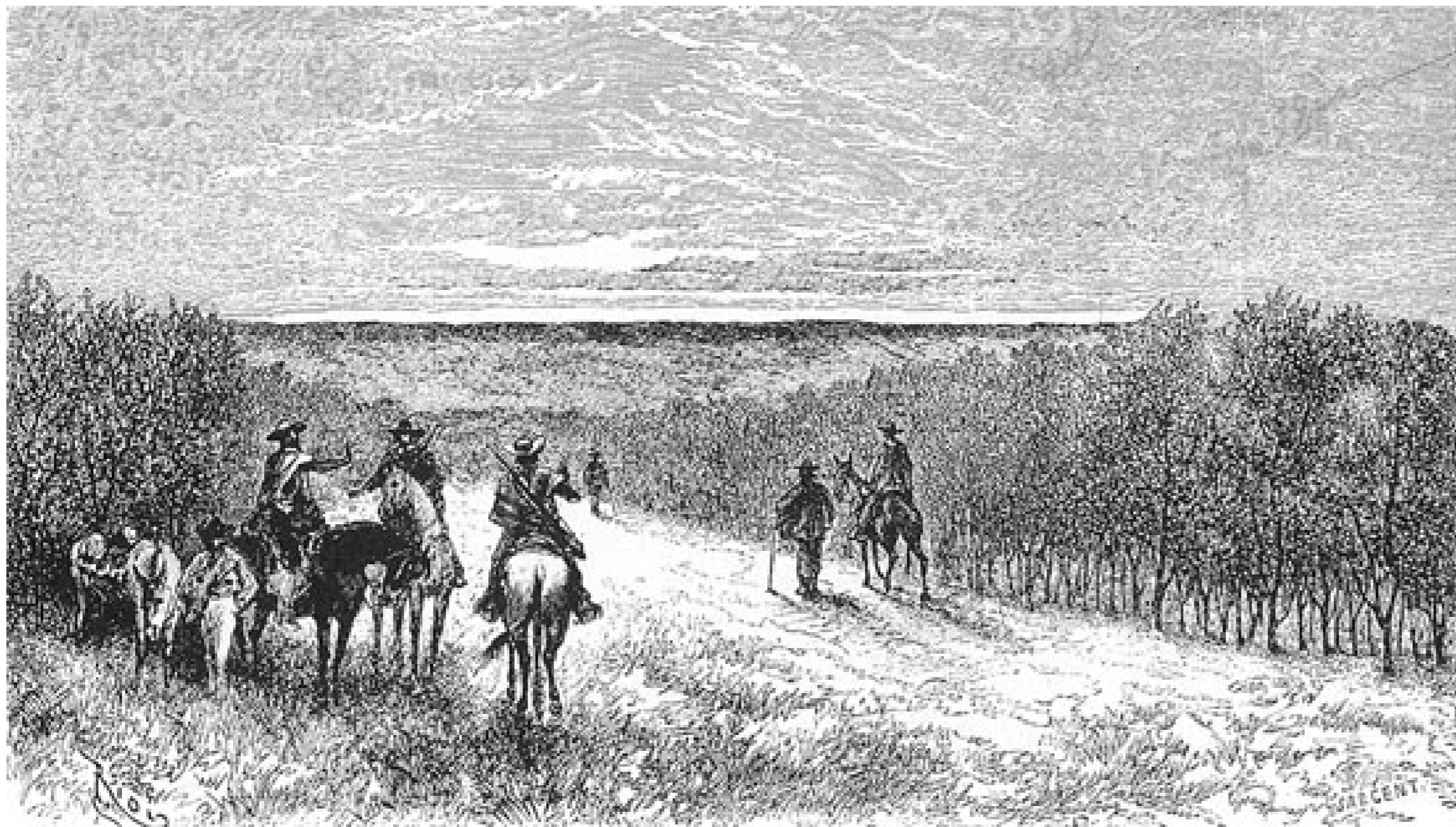
**children in vulnerable  
situations**

**+**

**Colombian context**

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## COLOMBIAN CONTEXT



**Agrarian  
colonisation  
Dispossession  
of lands**



COLOMBIAN CONTEXT

*EL*  
**LIBERALISMO  
PIDE  
PAZ  
SÍ**

## 'La Violencia'

Unequal land  
distribution

Liberalists against  
Capitalists



## **‘Armed conflict’**

**Peasant militia reject central authorities**

**FARC, ELN guerrillas  
self-defense group  
and paramilitaries**



**‘1948 - end  
date?’**

**Attacks on  
civilians**

**7.4 million of  
internally displaced  
Colombians**



## **Vulnerable children**

**75% of the displaced population are women and children.**

**870,000 children are orphaned**

**1.039.000 child workers**

**In rural areas. 720.905 children, between 5 and 16 are outside the educational system.**

**11.000 children are in need for an adoptive family**

**...Many issues challenging and even defying their status of citizens**

**The greatest existing threat to their citizenship is the current lack of education, as it is a major hindrance and offence to the equality principle that citizenship stands for.**

## RESEARCH QUESTION

**The configuration of educational built environments plays a key normalising role in the construction of citizenship.**

**1**

**LITERATURE  
SURVEY:**

**definitions of  
citizenship**

**2**

**TRANSLATION:  
from literate  
notions to  
spatial notions**

**3**

**CASE STUDIES:  
Analysis of  
successful realms  
of citizenship**

# 1

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## LITERATURE SURVEY:

definitions of  
citizenship

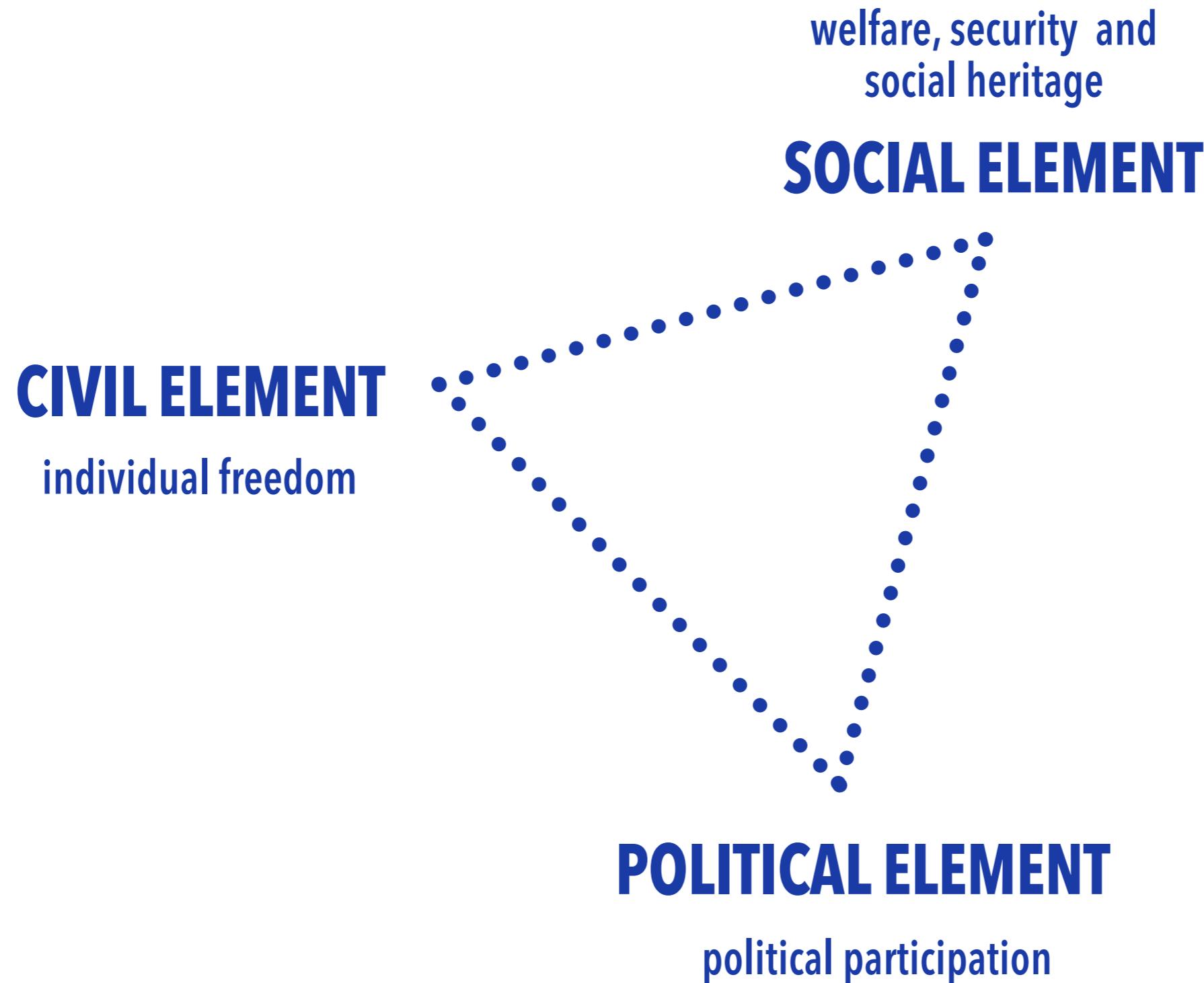
## LITERATURE SURVEY

«[...] **confers an identity on individuals.** [...]»

*Ensile, 2000*

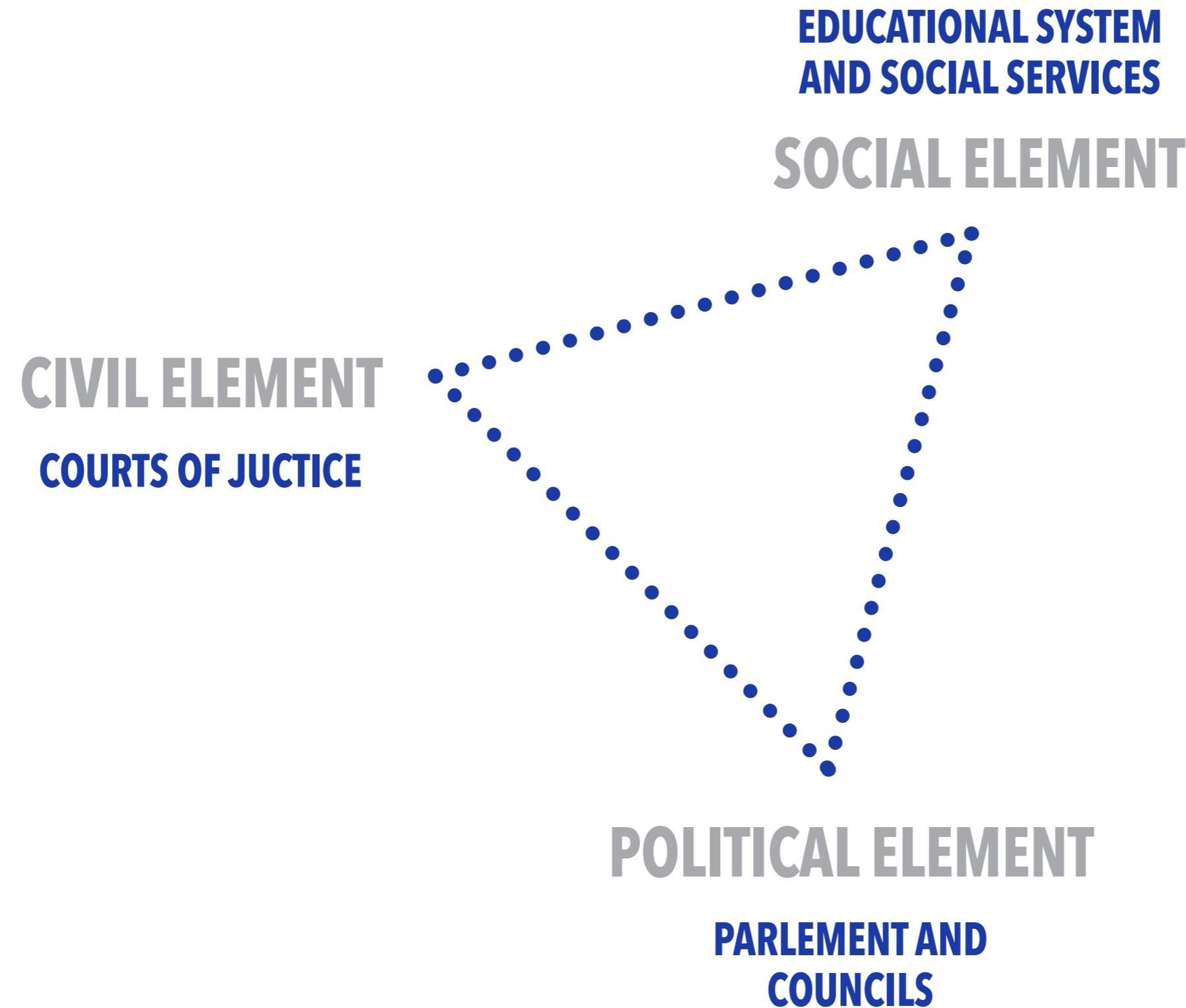
**“ Citizenship is not just a matter of formal legal status; it is a matter of belonging, which requires recognition by other members of the community. Community members participate in drawing the boundaries of citizenship and defining who is entitled to civil, political, and social rights by granting or withholding recognition. ”**

*Sociologist Evelyn Nakano Glenn*

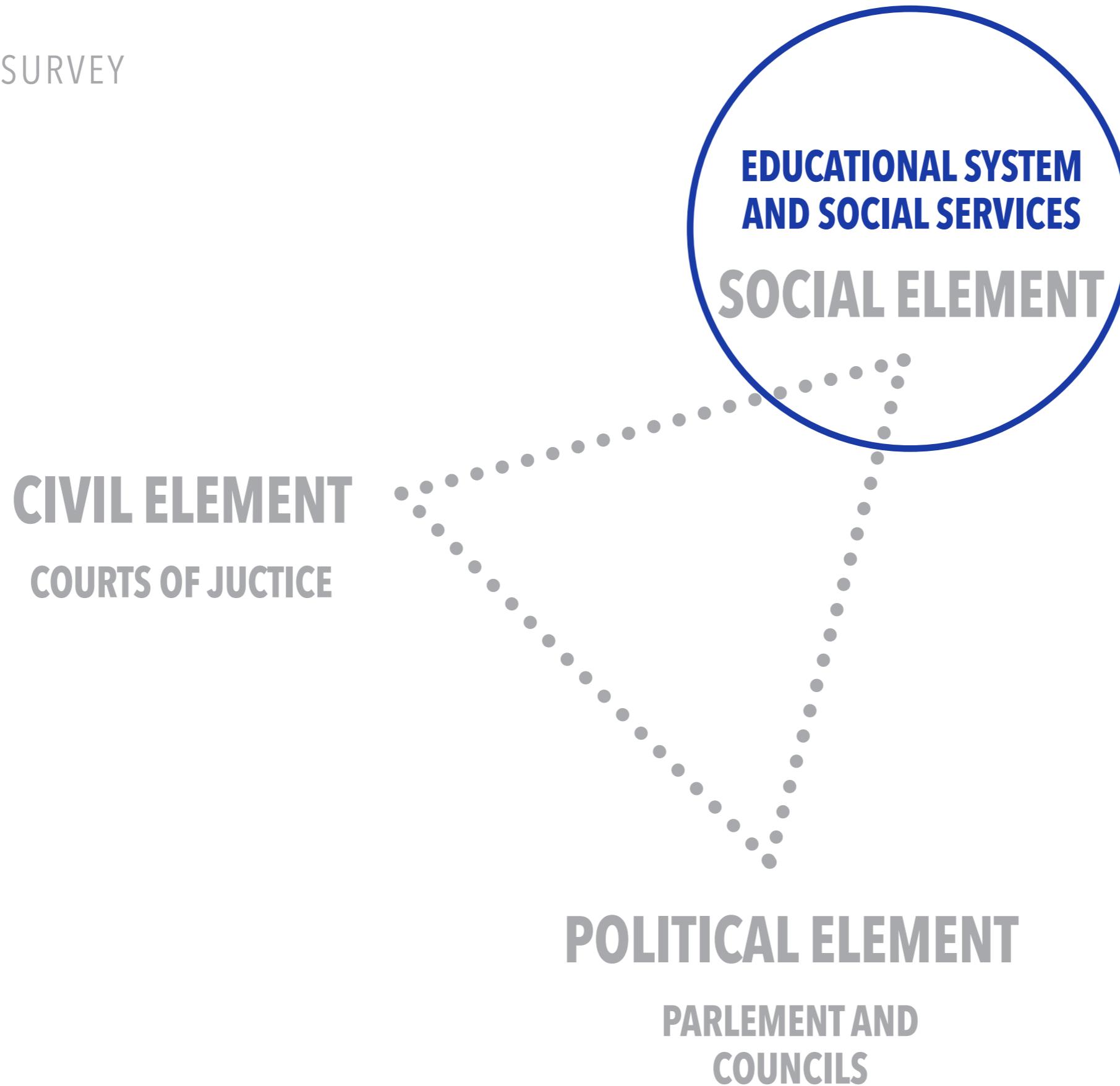


*Sociologist T. H. Marshall*

## LITERATURE SURVEY



*Sociologist T. H. Marshall*



*Sociologist T. H. Marshall*

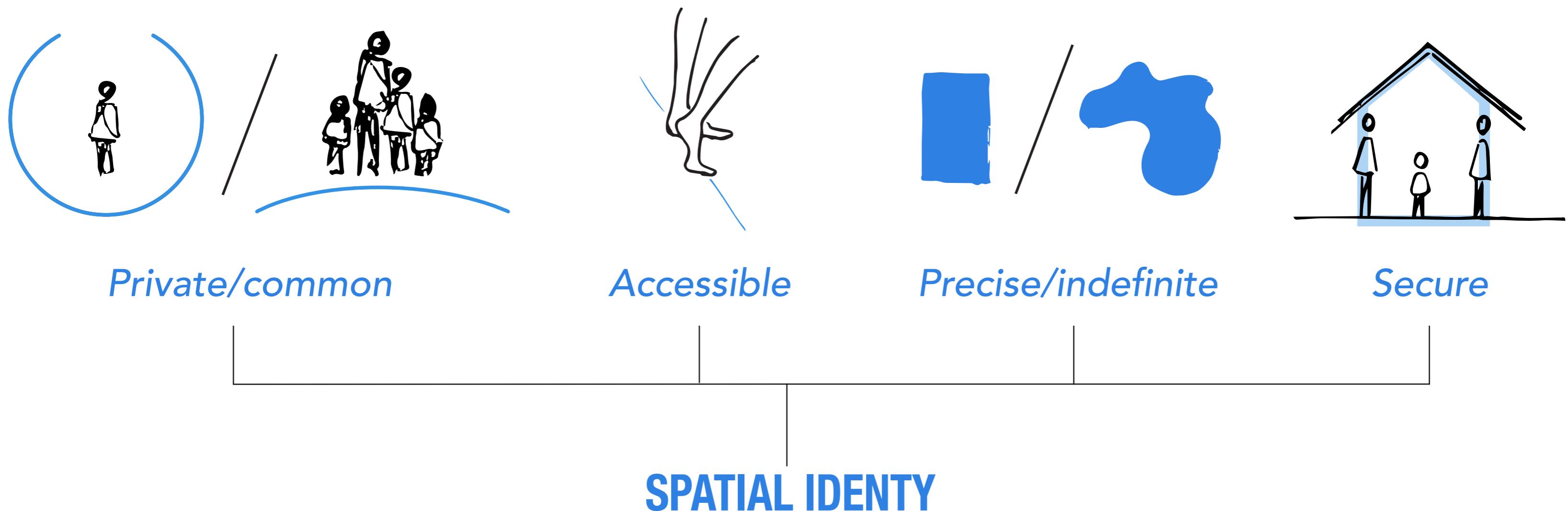
# 2

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## TRANSLATION: from literate notions to spatial notions

TRANSLATION

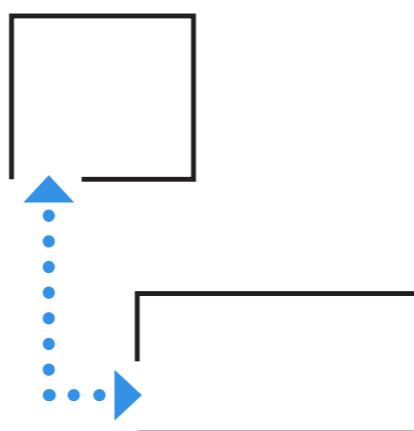
## TANGIBLE ASPECTS OF CITIZENSHIP



## TANGIBLE ASPECTS OF CITIZENSHIP

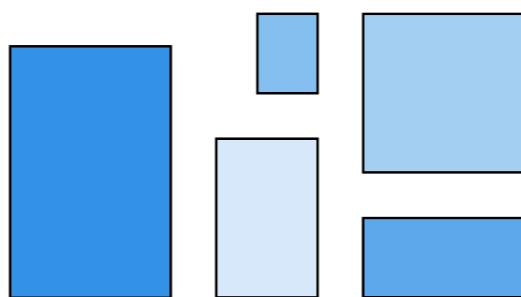
## SPATIAL ASPECTS

TRANSLATION



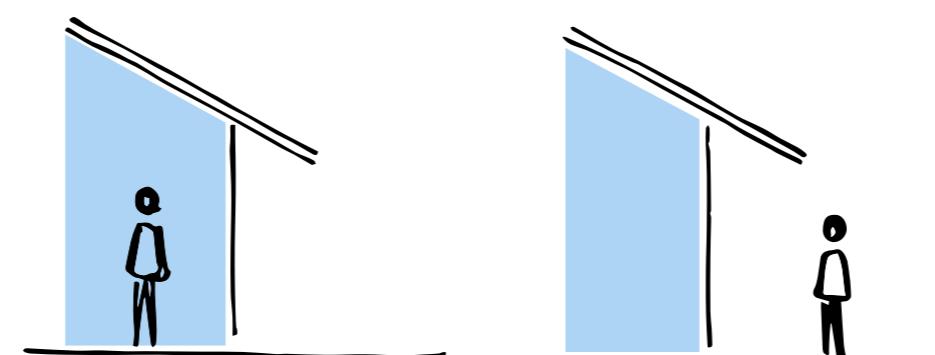
*Translations*

Delimitations



*Space dimensions*

Adaptability



*Interior / exterior*



*Vernacular*

# 3

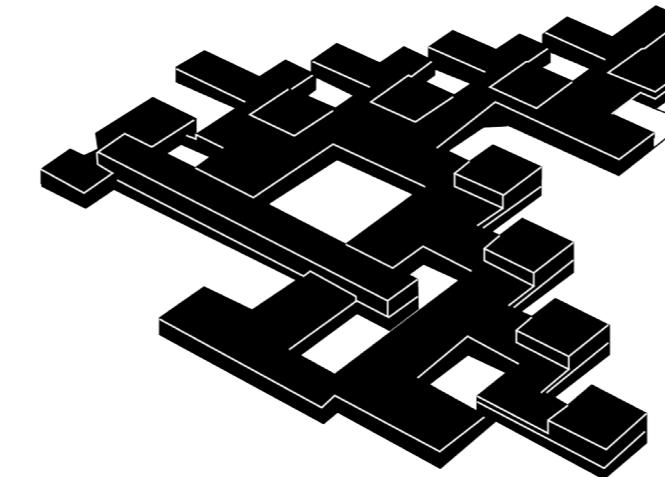
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## CASE STUDIES:

Analysis of  
successful realms  
of citizenship

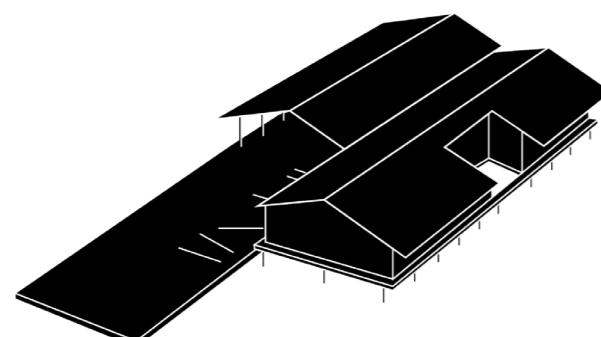
## CASE STUDIES

**2A**



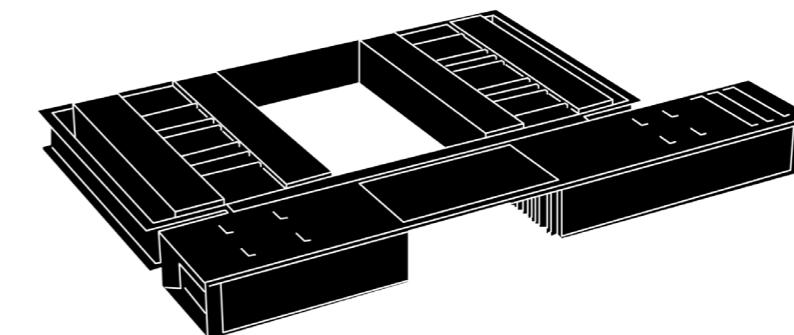
Burgerweeshuis, 1960, Aldo van Eyck Amsterdam, the Netherlands

**2B**



Parque Educativo Saberes Ancestrales 2013, Mauricio Valencia, Diana Herrera Lucas Serna, Farhid Maya, Vigia del Fuerte Colombia

**2c**



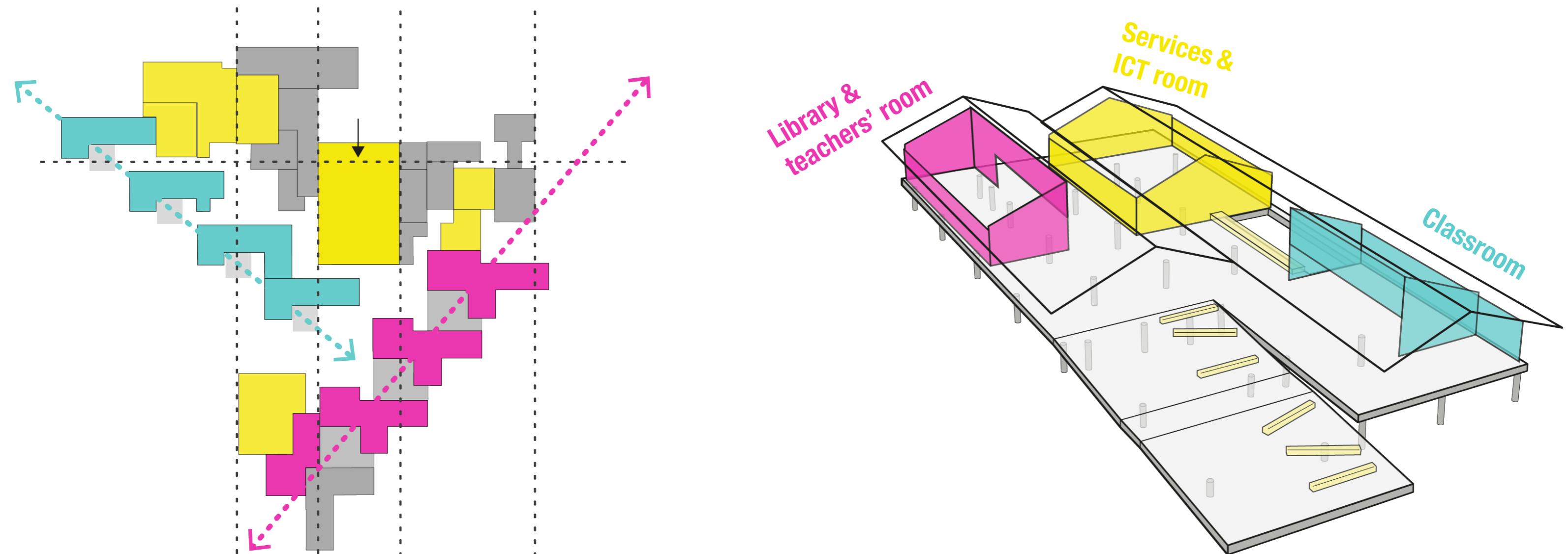
Ambientes de aprendizaje para el siglo XXI, 2014, Colectivo 720, Bogota Colombia

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# CONCLUSIONS

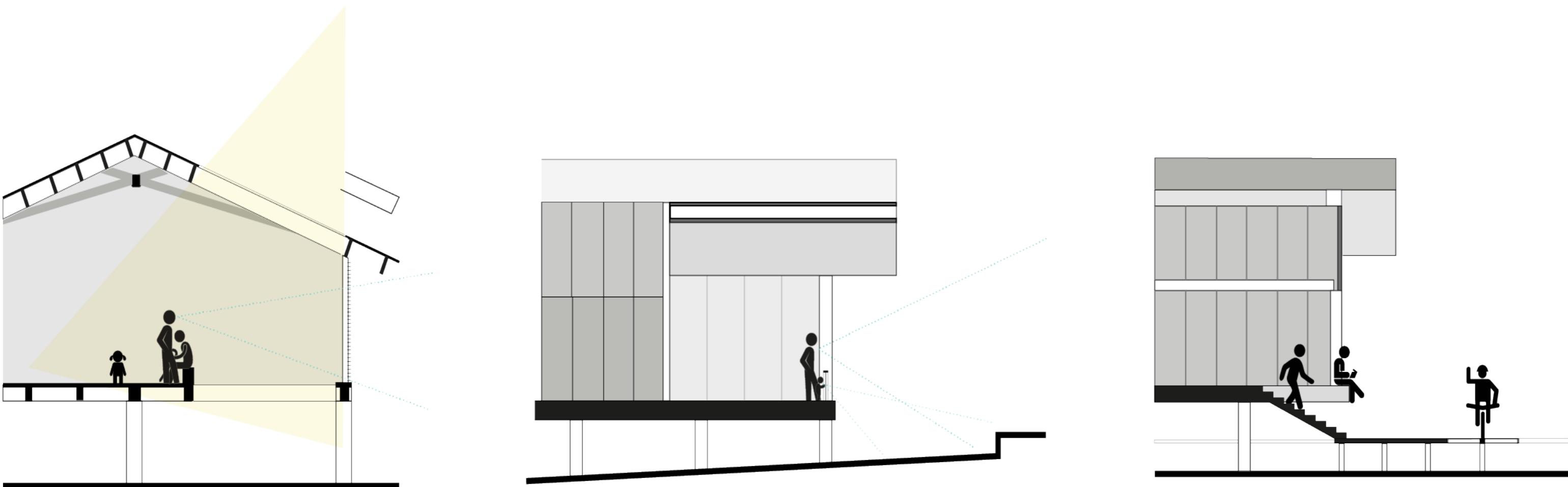
## CONCLUSIONS

**Readable volumes enclosing an informal space...  
such as patios and circulation areas**



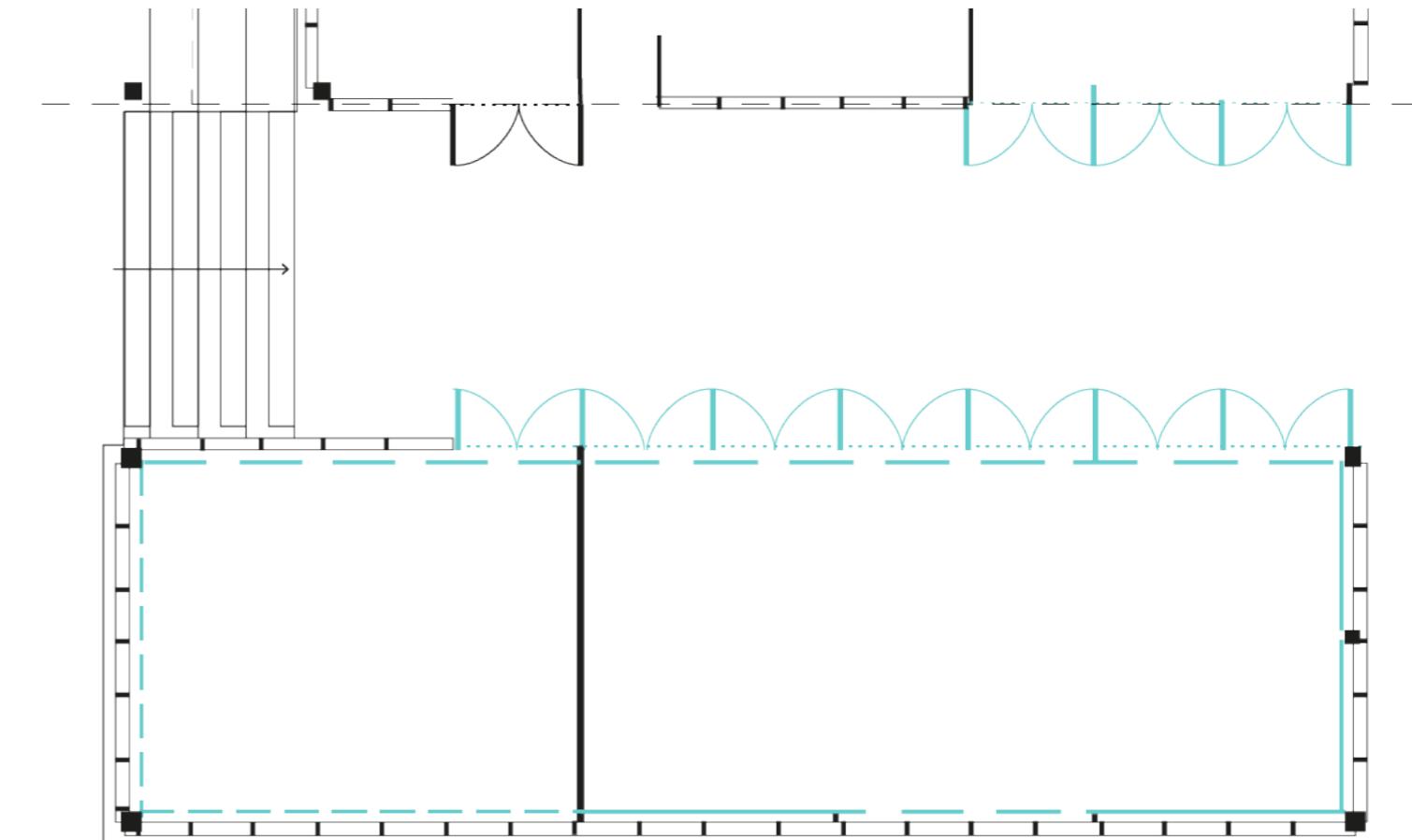
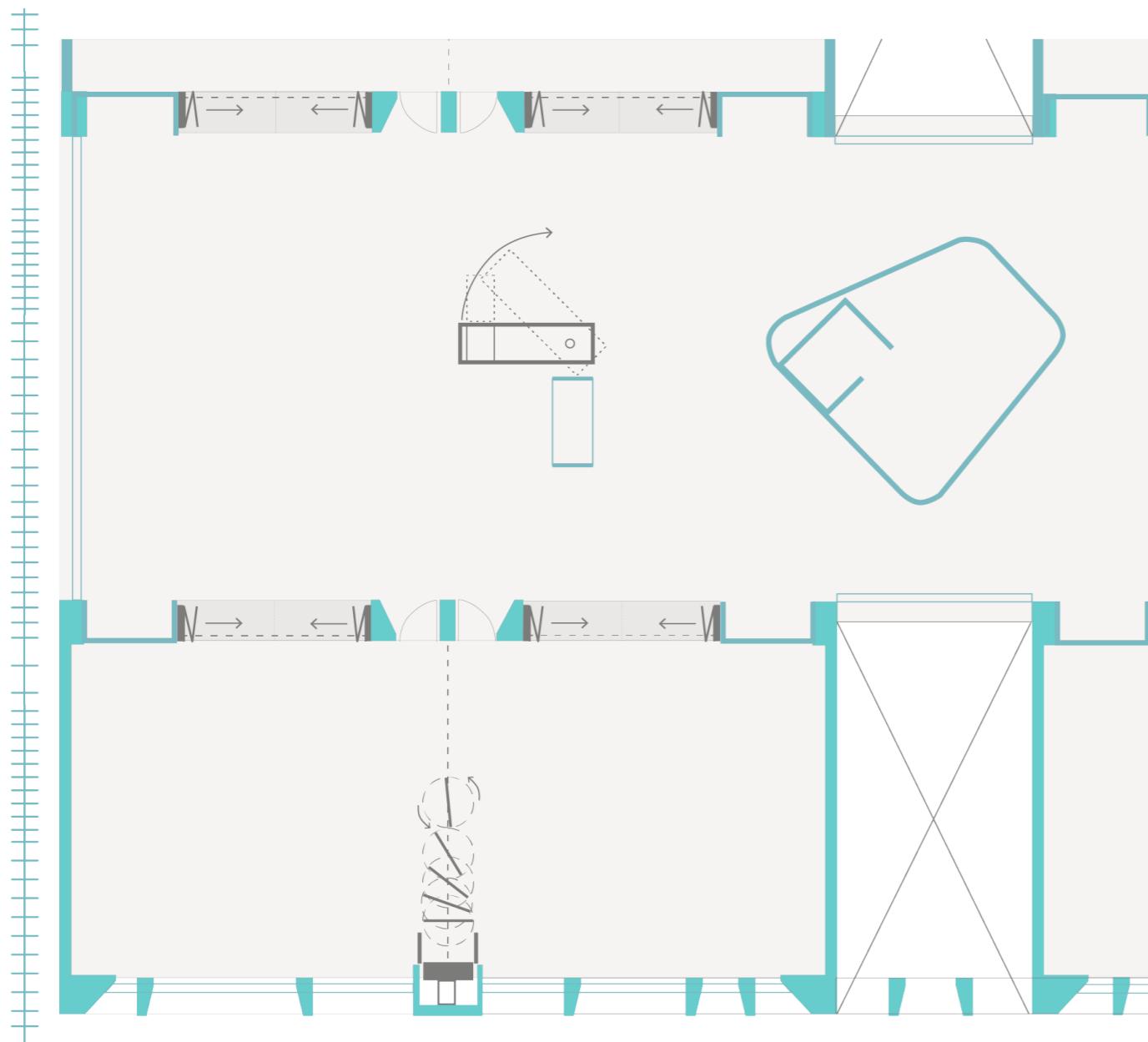
## CONCLUSIONS

### Delimitation playing with outside/inside connections



## CONCLUSIONS

# Adaptable delimitation engaging with the educative functions



## QUALITIES OF BOUNDARIES

- *Opened / closed*
- *Vertical / Horizontal*
- *Transparency / opacity*
- *Transformable or movable*
- *Representative of culture or local strengths*
- *Imposing / endorsing*

# PROJECT'S LOCATIONS

LOCATIONS

## PROJECTS' LOCATIONS IN COLOMBIA



# VALLE DEL COCORA QUINDIO, COFFEE REGION

:



## COLOMBIA



## COFFEE REGION



LOCATIONS

**ARMENIA --> SALENTO**







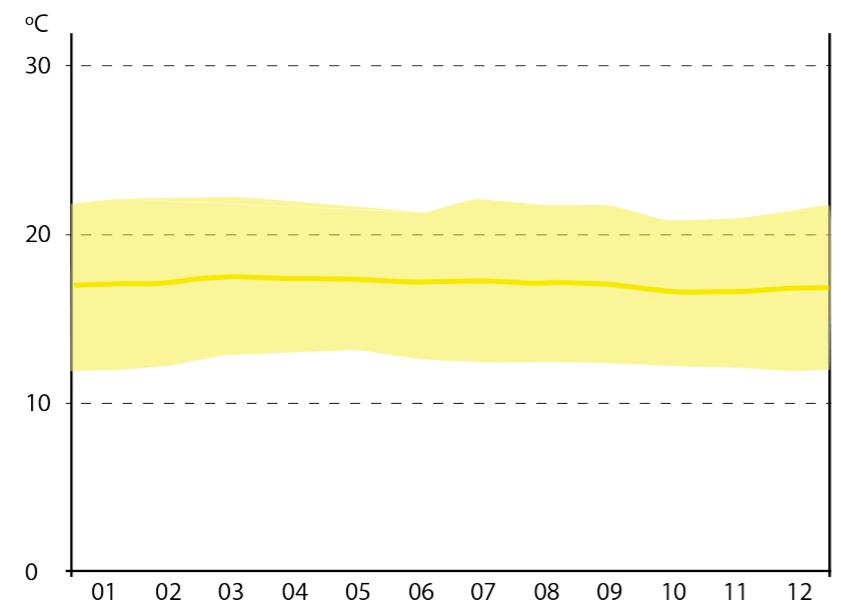
PROPIEDAD  
PRIVADA  
LA ESPERANZA



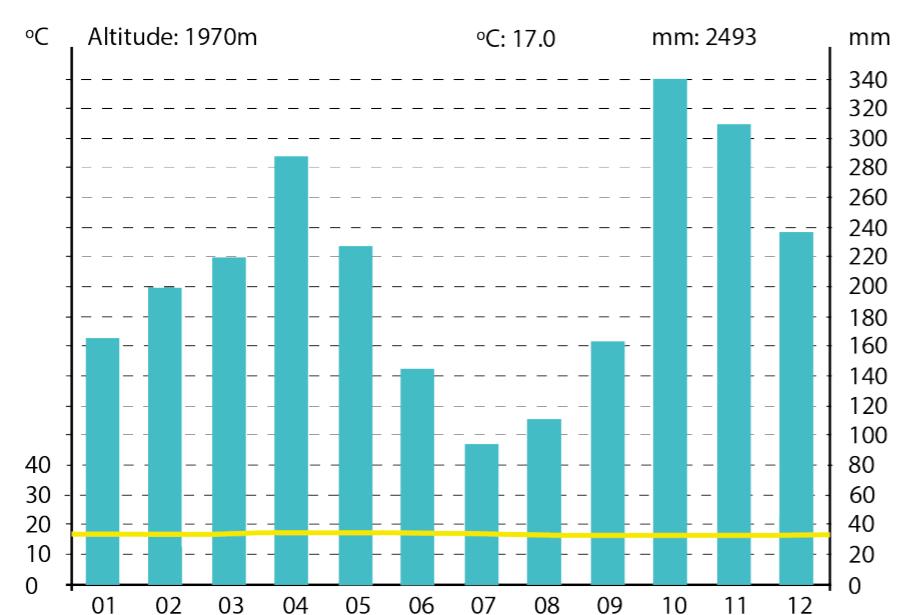


# TEMPERATE & HUMID CLIMATE

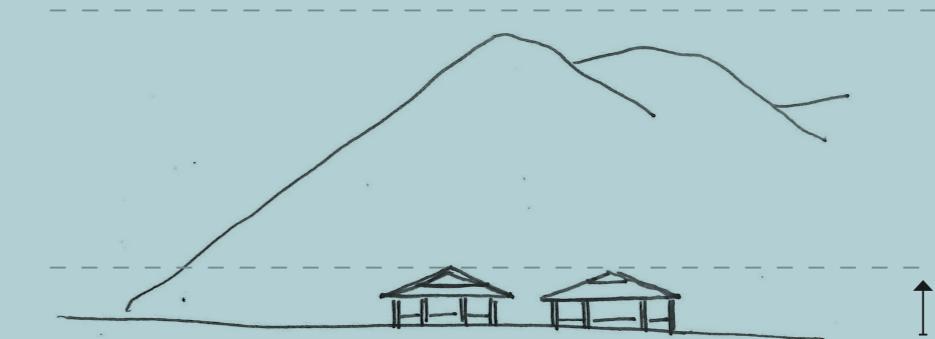
Average temperatures per month



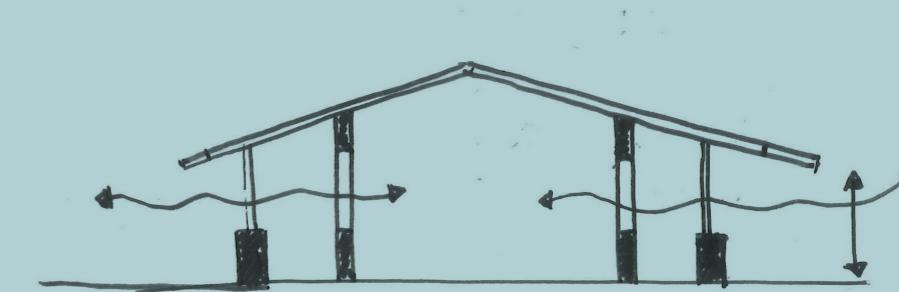
Average rain per month



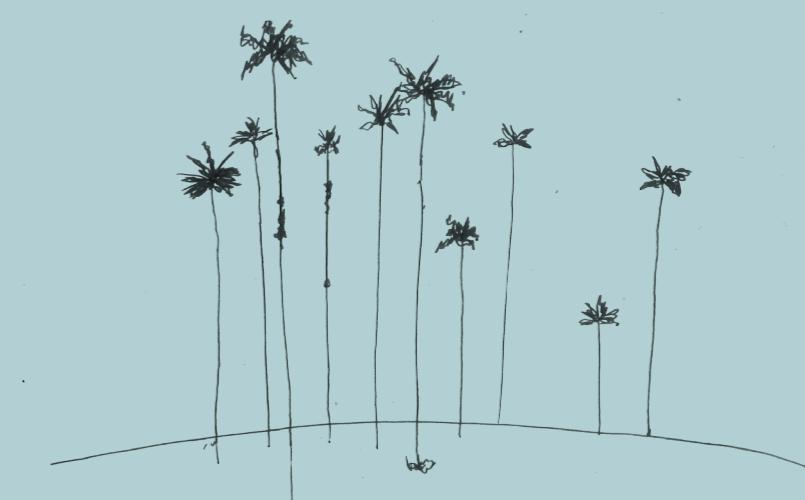
# OBSERVATIONS



Low constructions / High mountains



Circulation corridor: Double facade: Ventilation



Individuals and yet a community

# SAPZURRO, CHOCO DARIEN GAP JUNGLE



## COLOMBIA



## CHOCO









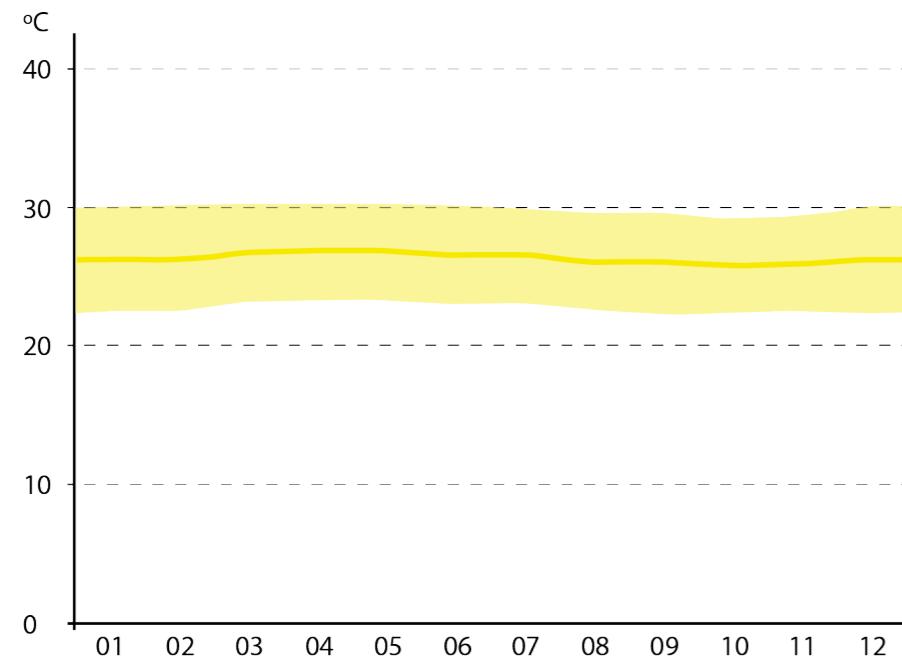




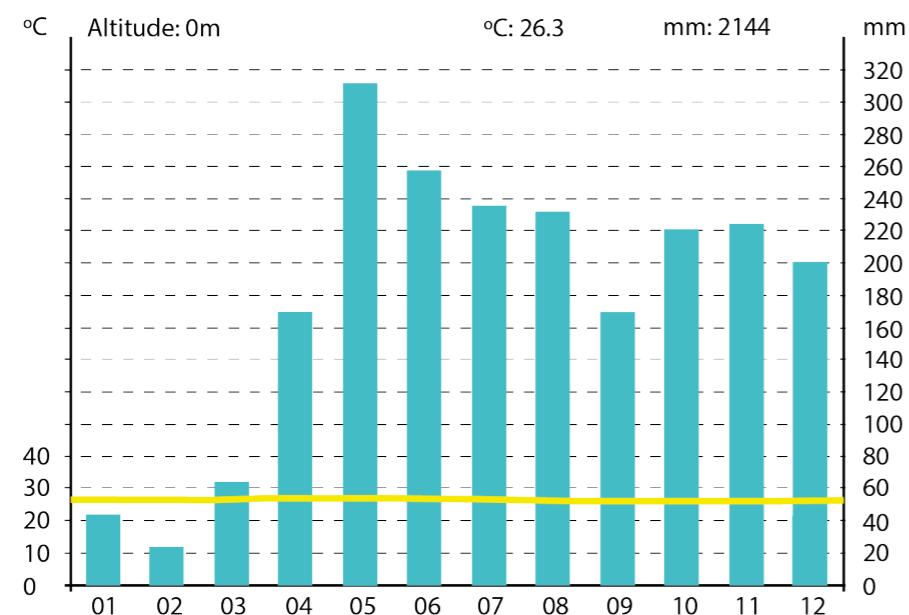


# TROPICAL CLIMATE

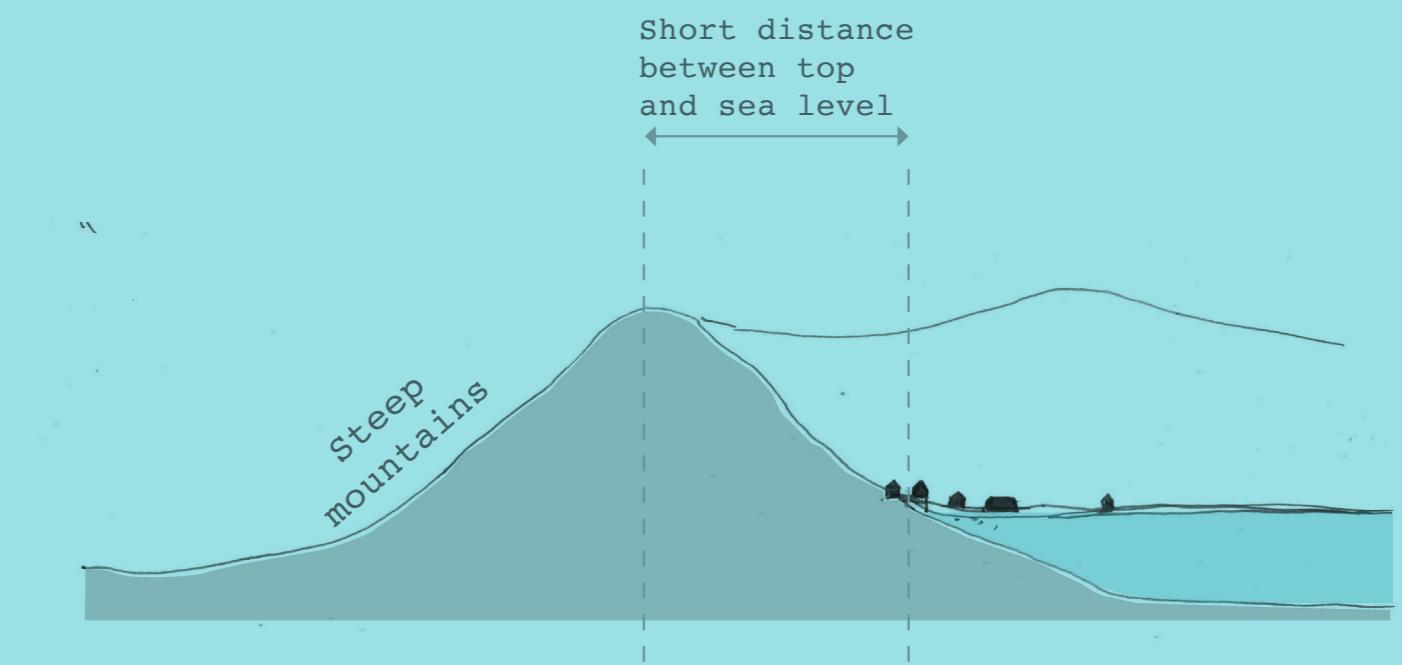
Average temperatures per month



Average rain per month



# OBSERVATIONS



# EL PAJARO, GUAJIRA GUAJIRA DESERT

:



## COLOMBIA



## GUAJIRA



MANAURE

SALINE

EL PAJARO







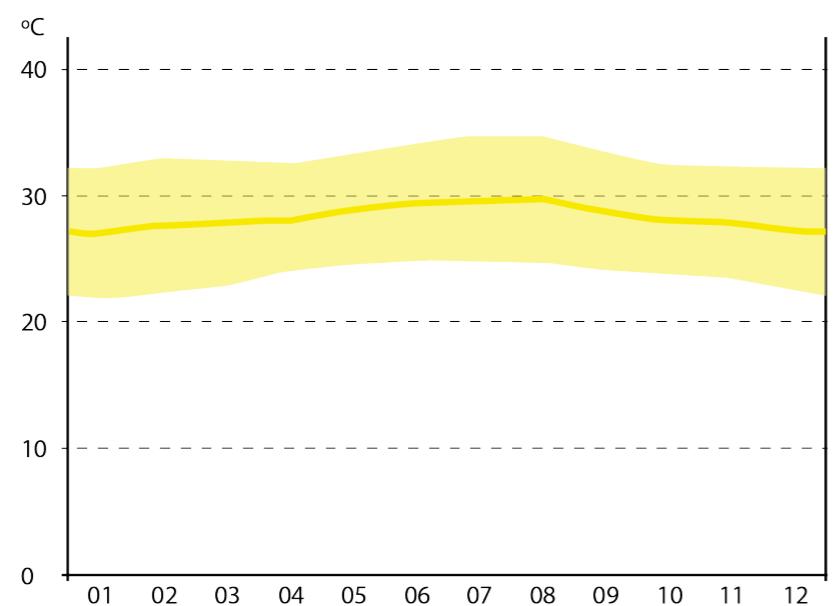




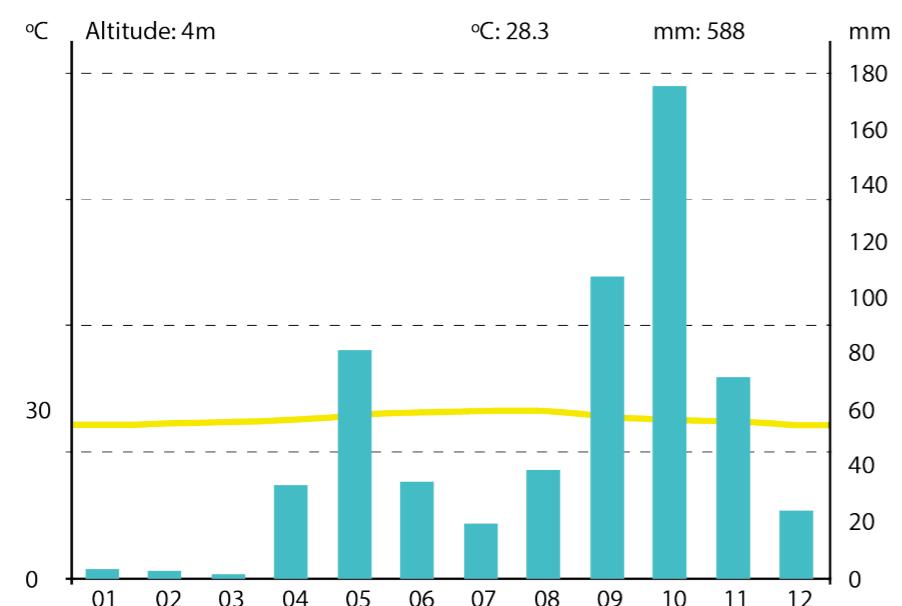


## ARID CLIMATE

Average temperatures per month



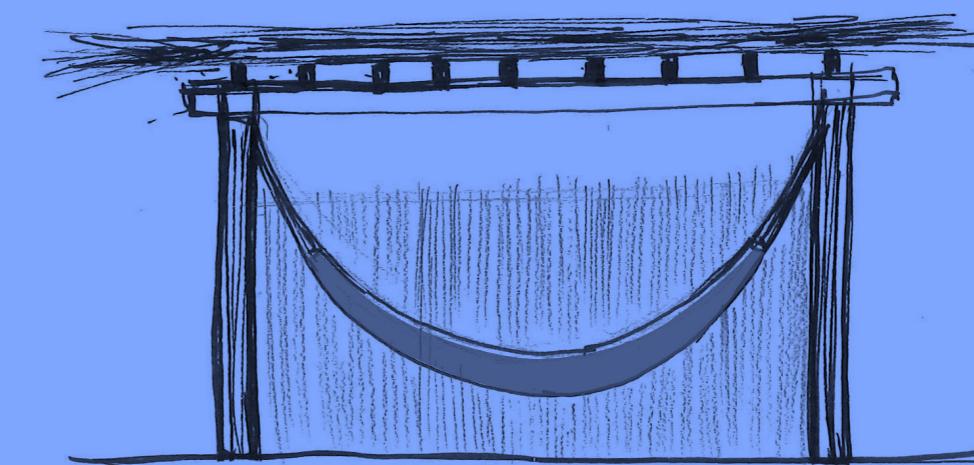
Average rain per month



## OBSERVATIONS



primary light constructions with open facades for the breeze to cool down the air temperature



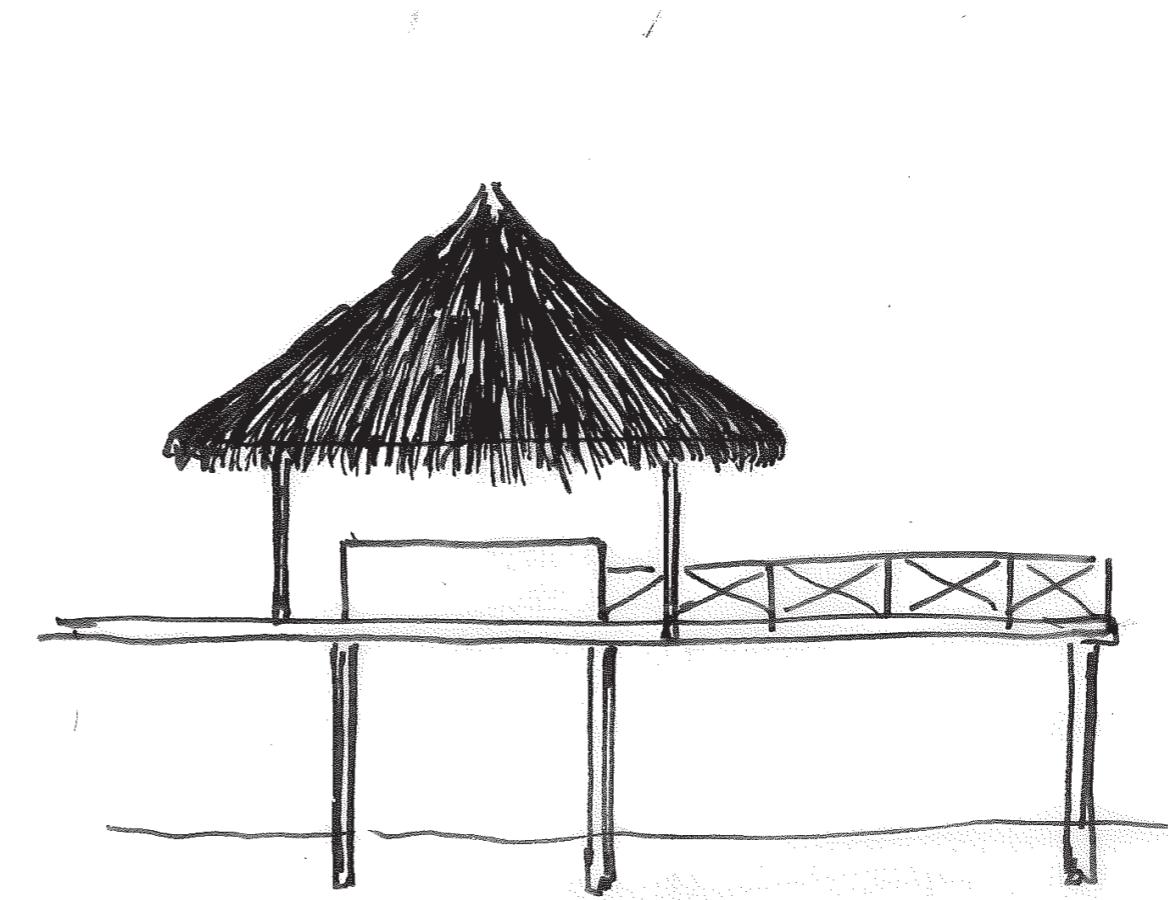
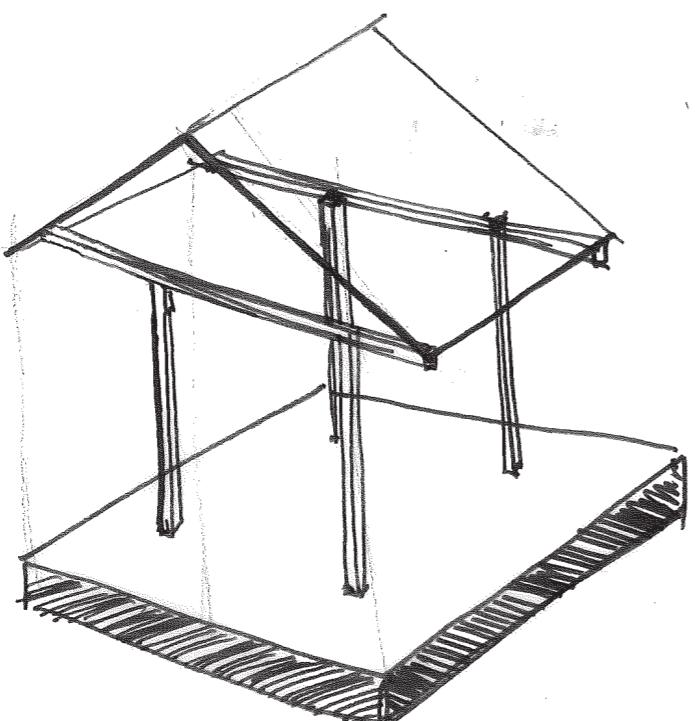
Hammock serving as a bed and sitting space under a roof

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# **SIMILIRATIES IN THE 3 REGIONS**

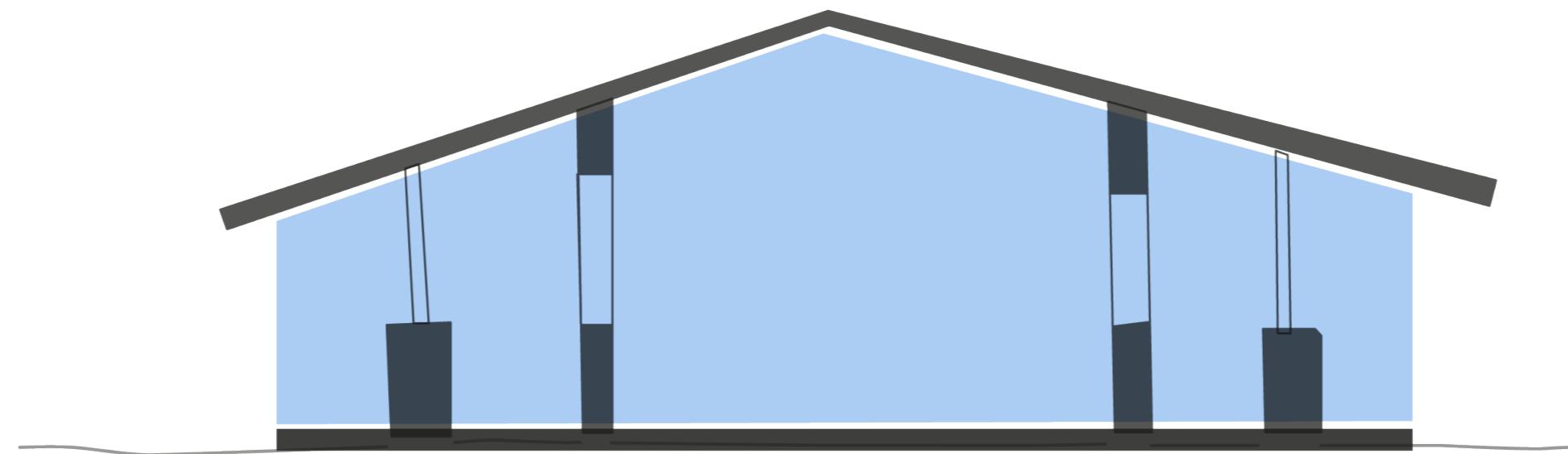
SIMILARITIES

## Light construction on slab or elevated floor



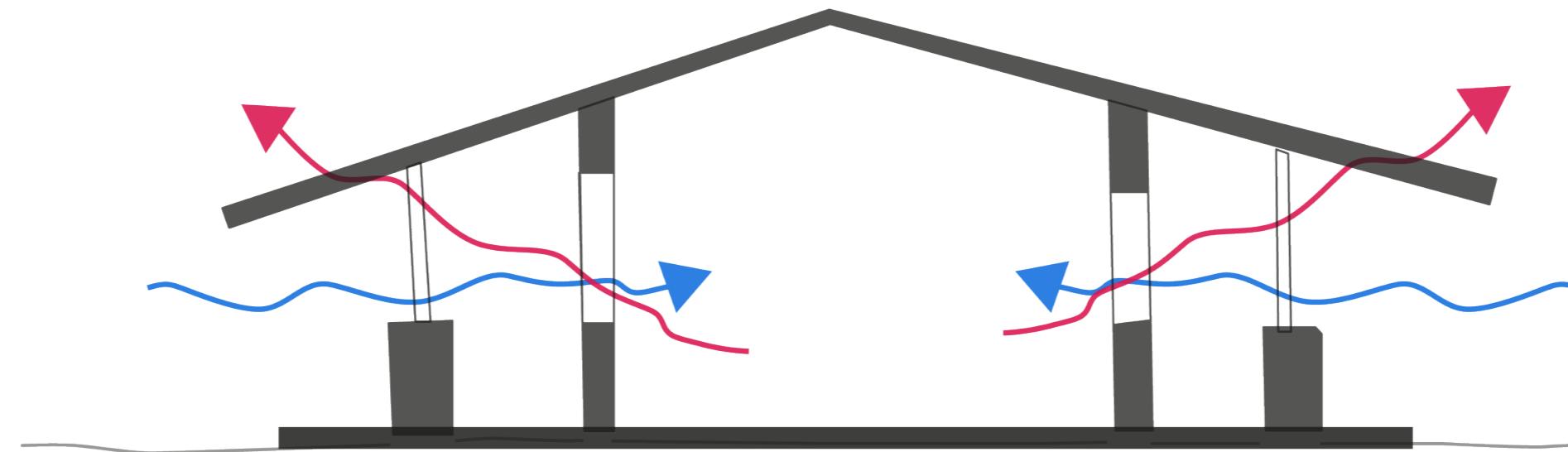
SIMILIRATIES

## Single floor level



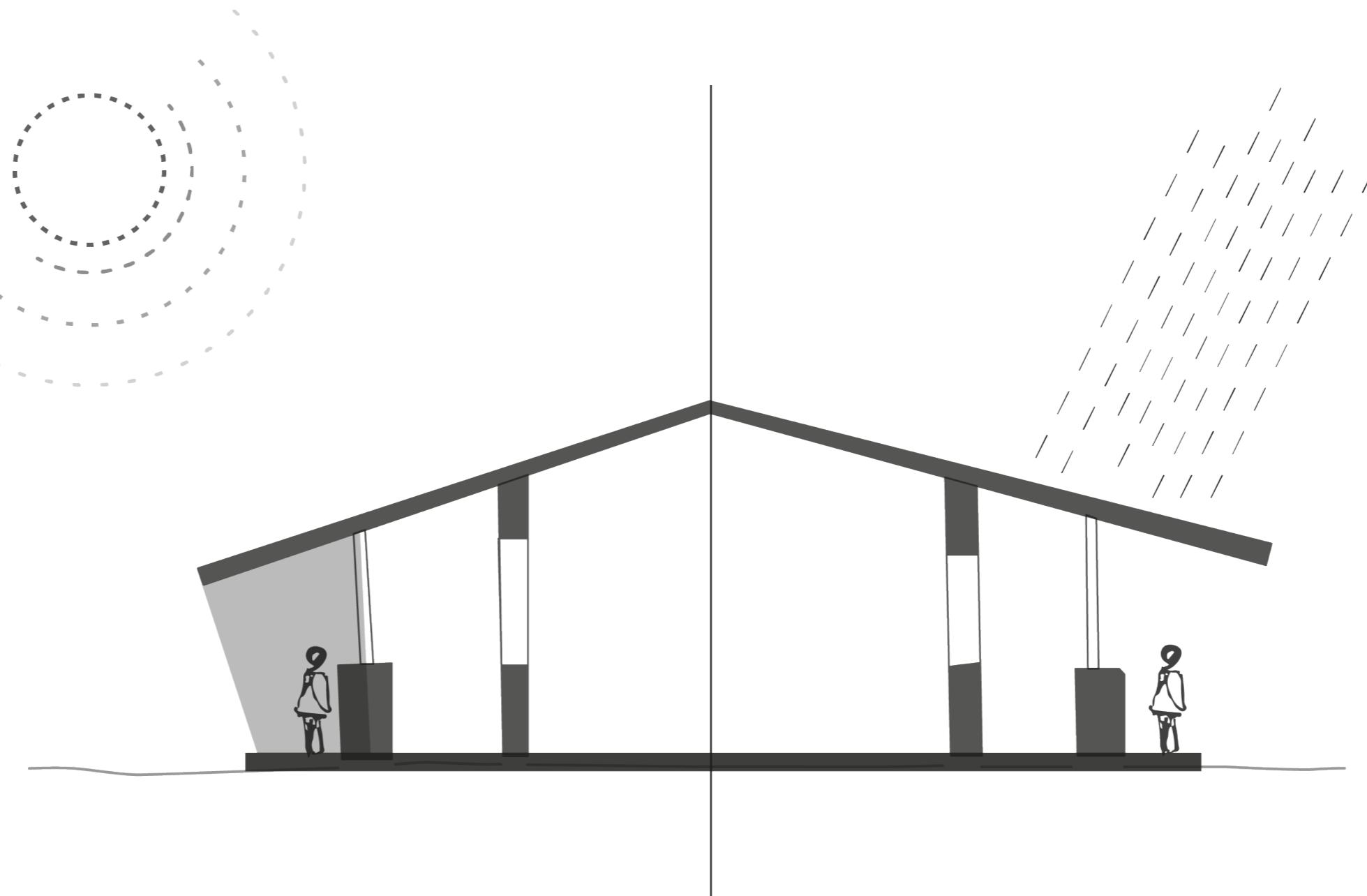
## SIMILIRATIES

### Openings on corridor to facilitate natural ventilation

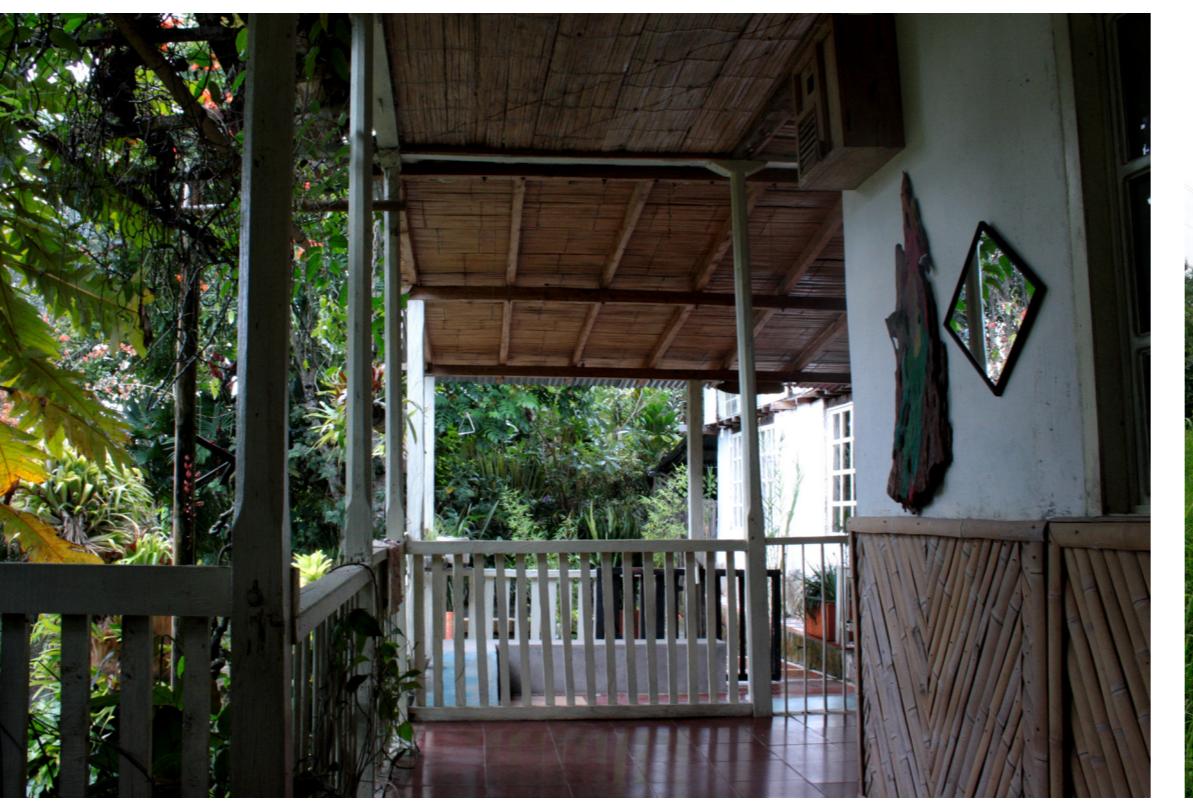


## SIMILARITIES

### Roof protecting from the sun and the rain







**Local constructions aspects are considered as strengths and serve as design starting points**

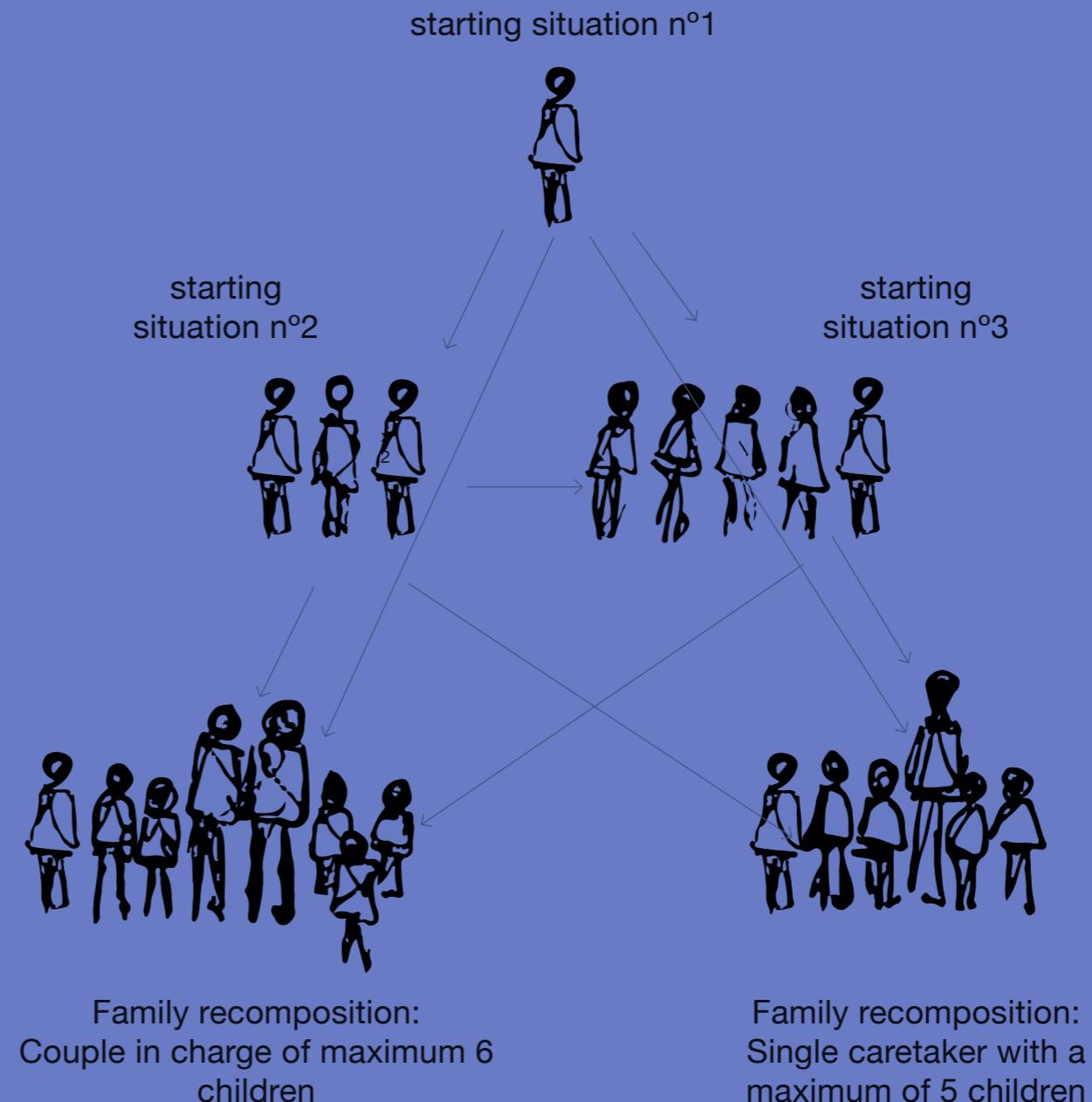
# DESIGN PROPOSAL

# HOUSING + EDUCATIVE PROGRAM



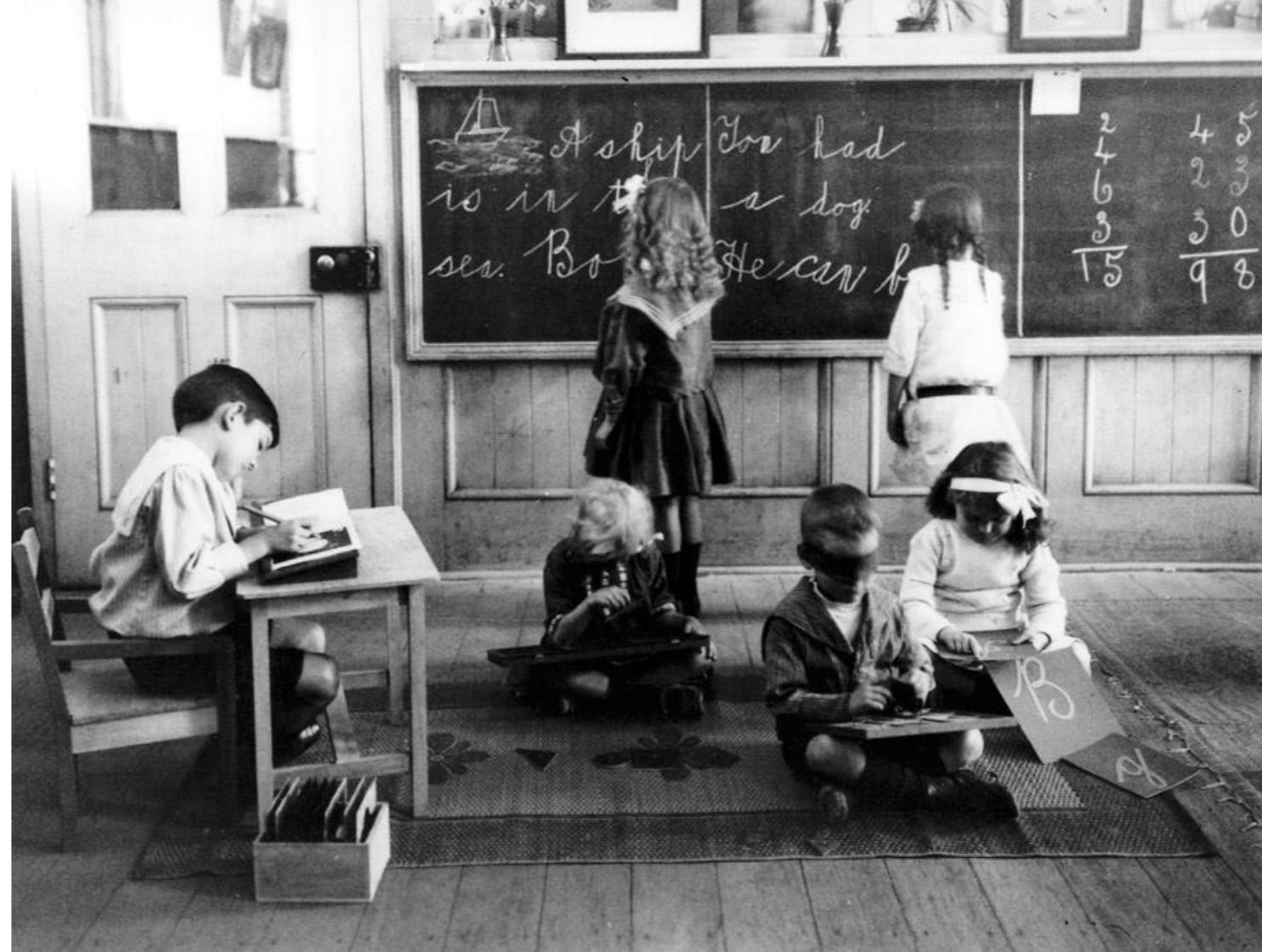
# **HOUSING PROGRAM IS BASED ON SYSTEM OF S.O.S CHILDREN VILLAGE**

- Reconstruction of families
- 1 caretaker and an average of 5 children

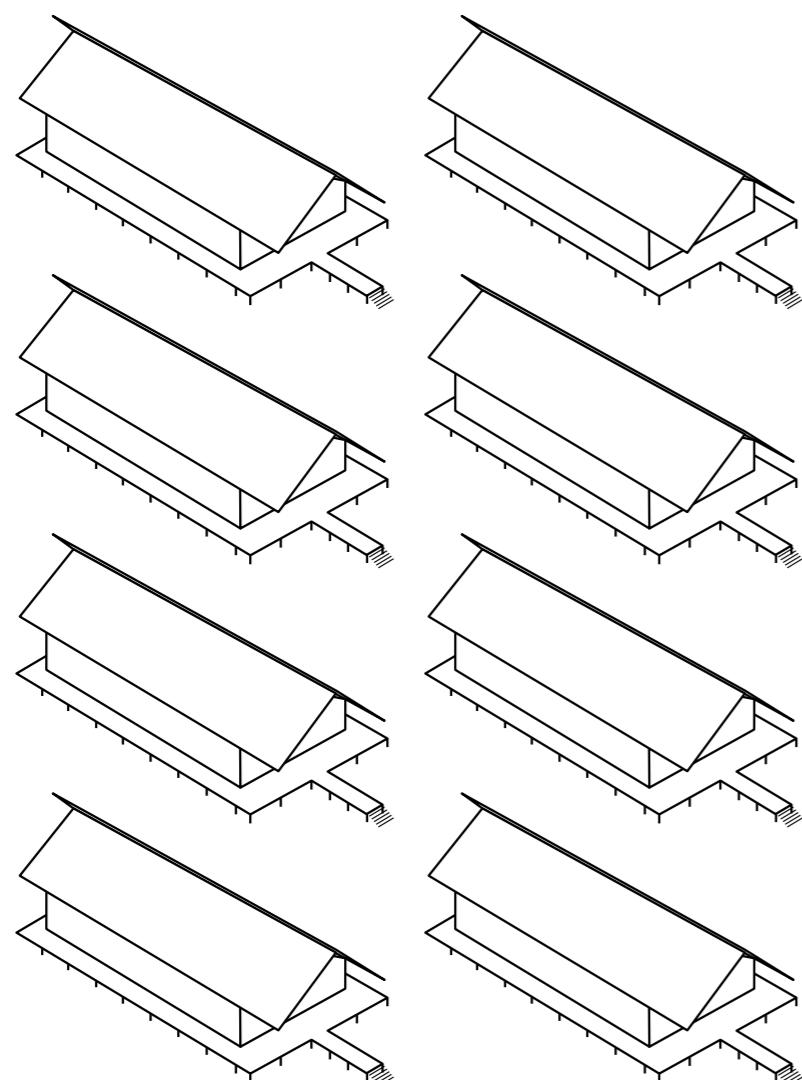


# EDUCATIVE PROGRAM ACCORDING TO THE ESCUELA NUEVA METHODOLOGY

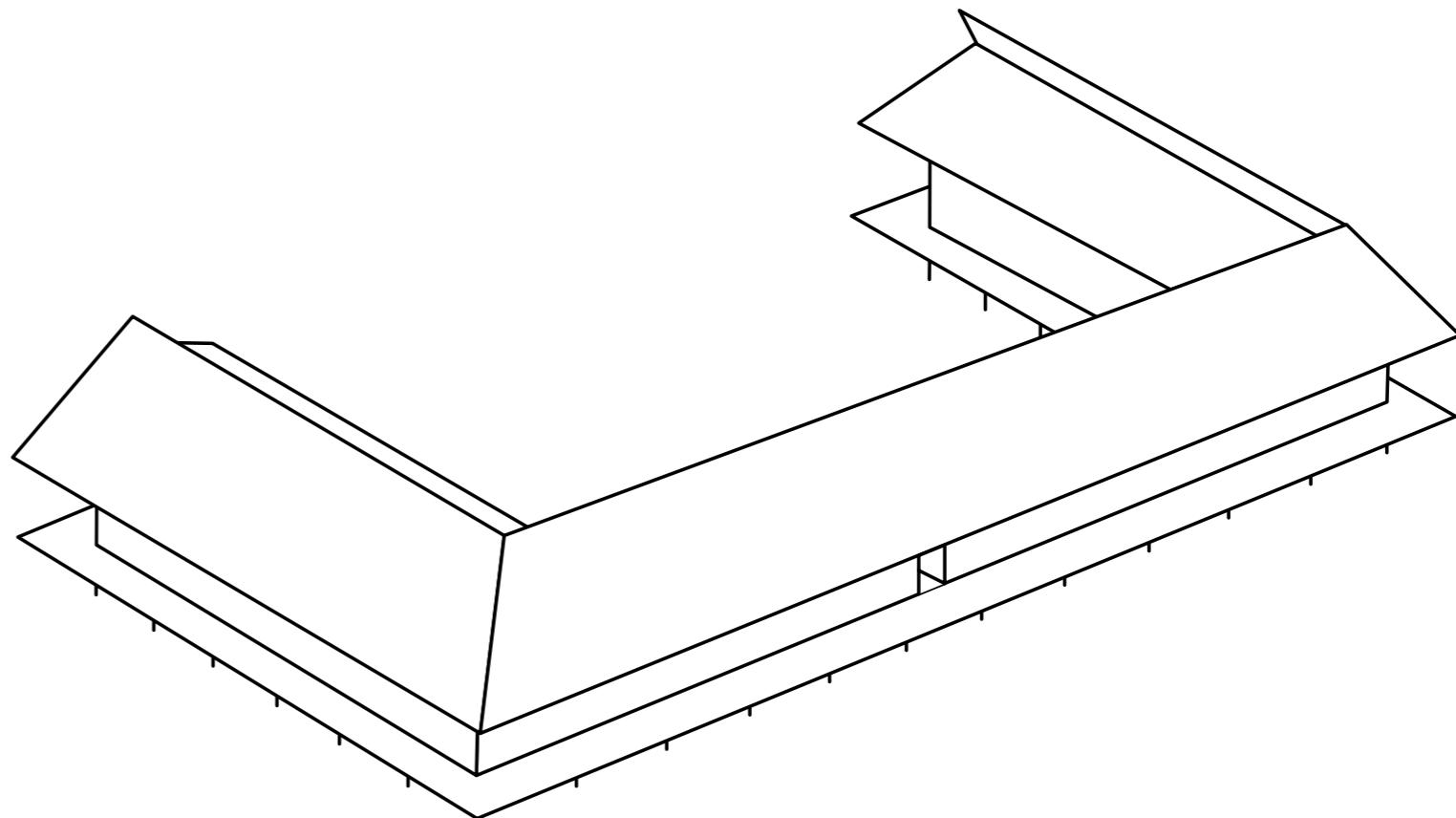
Montessori method +  
local rural activities



**8 FAMILY HOUSES**



**1 COMMON HOUSE**



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# THE COMMON HOUSE

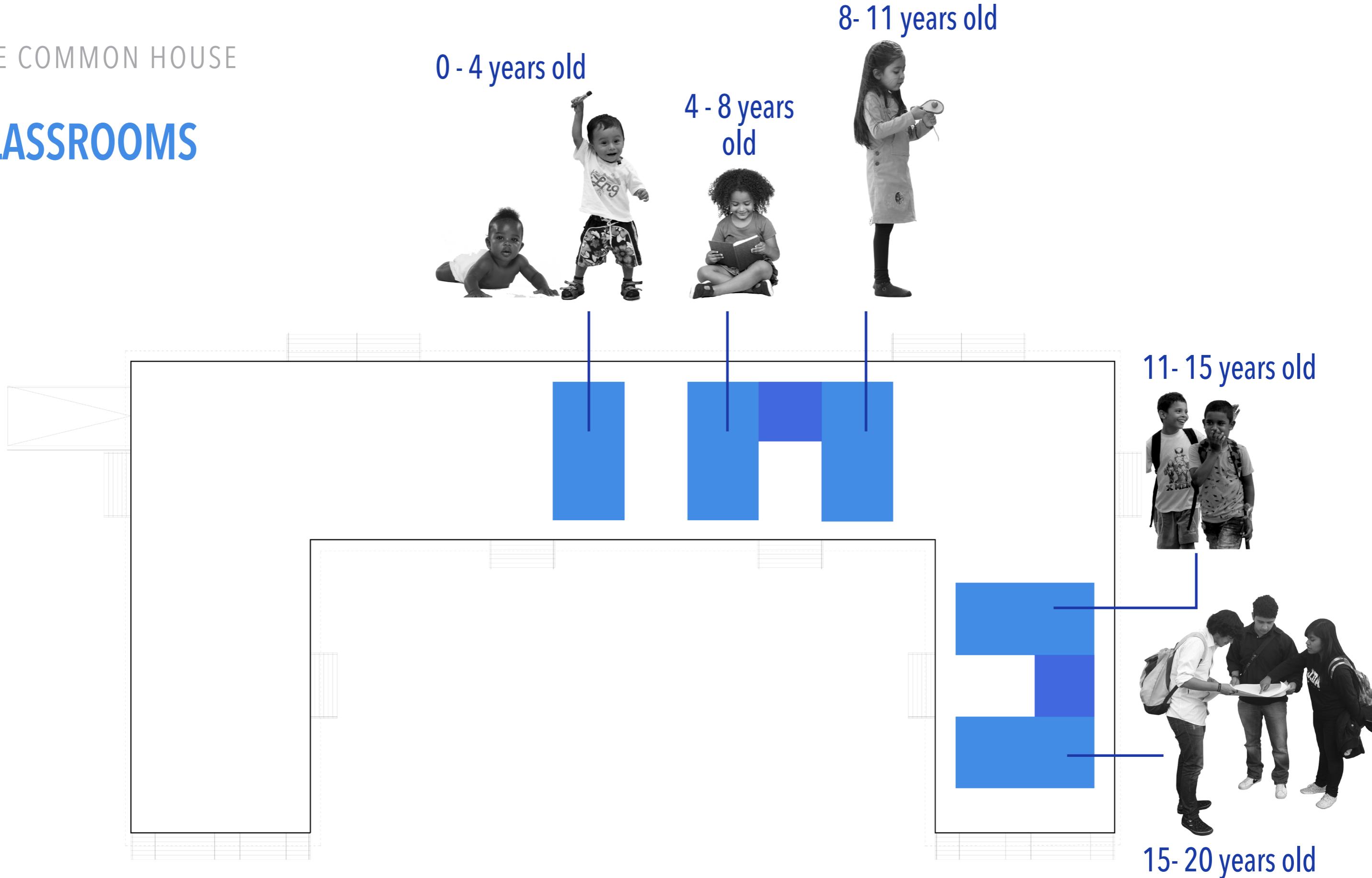
THE COMMON HOUSE

# **PROGRAM / ACTIVITIES**

# THE COMMON HOUSE

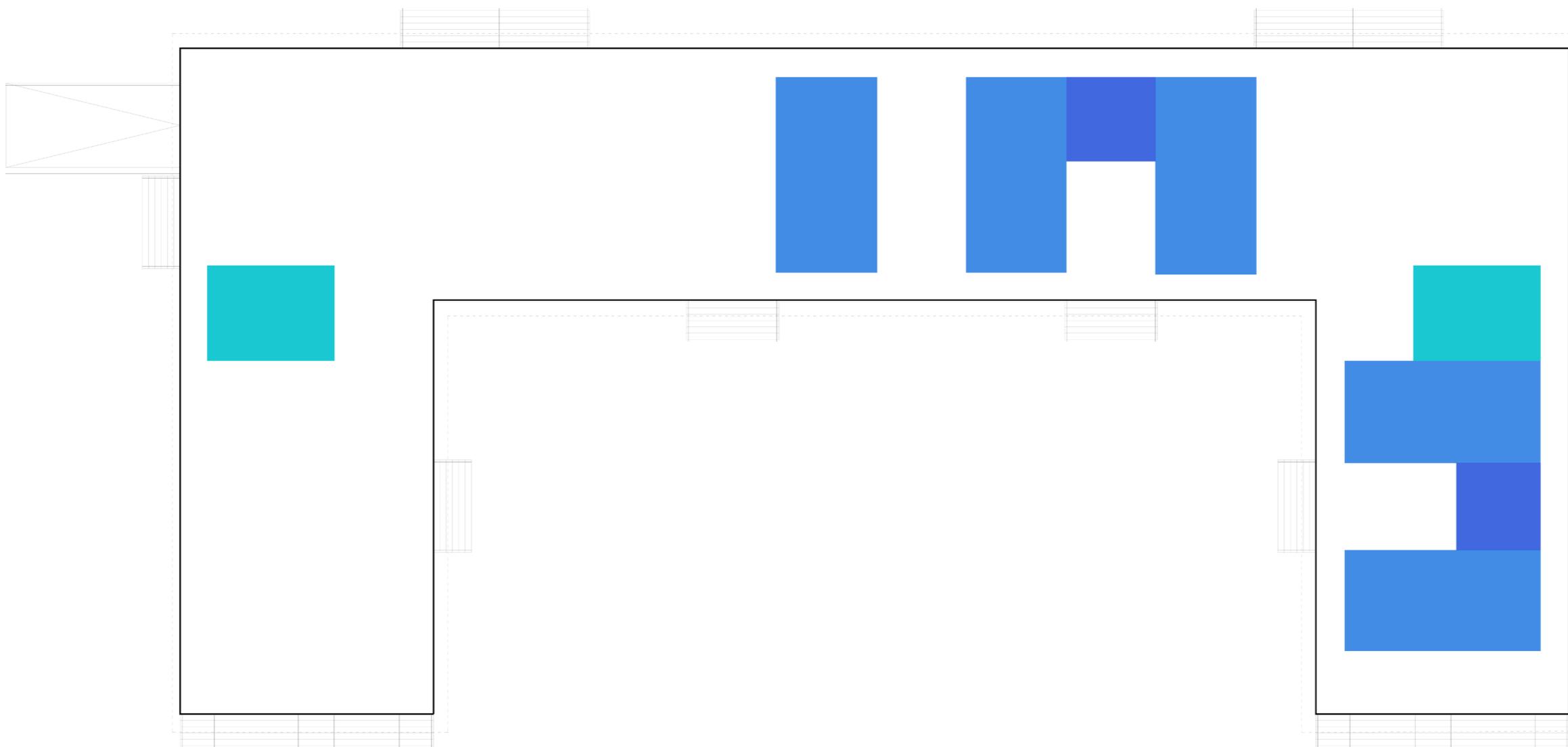


THE COMMON HOUSE  
**CLASSROOMS**



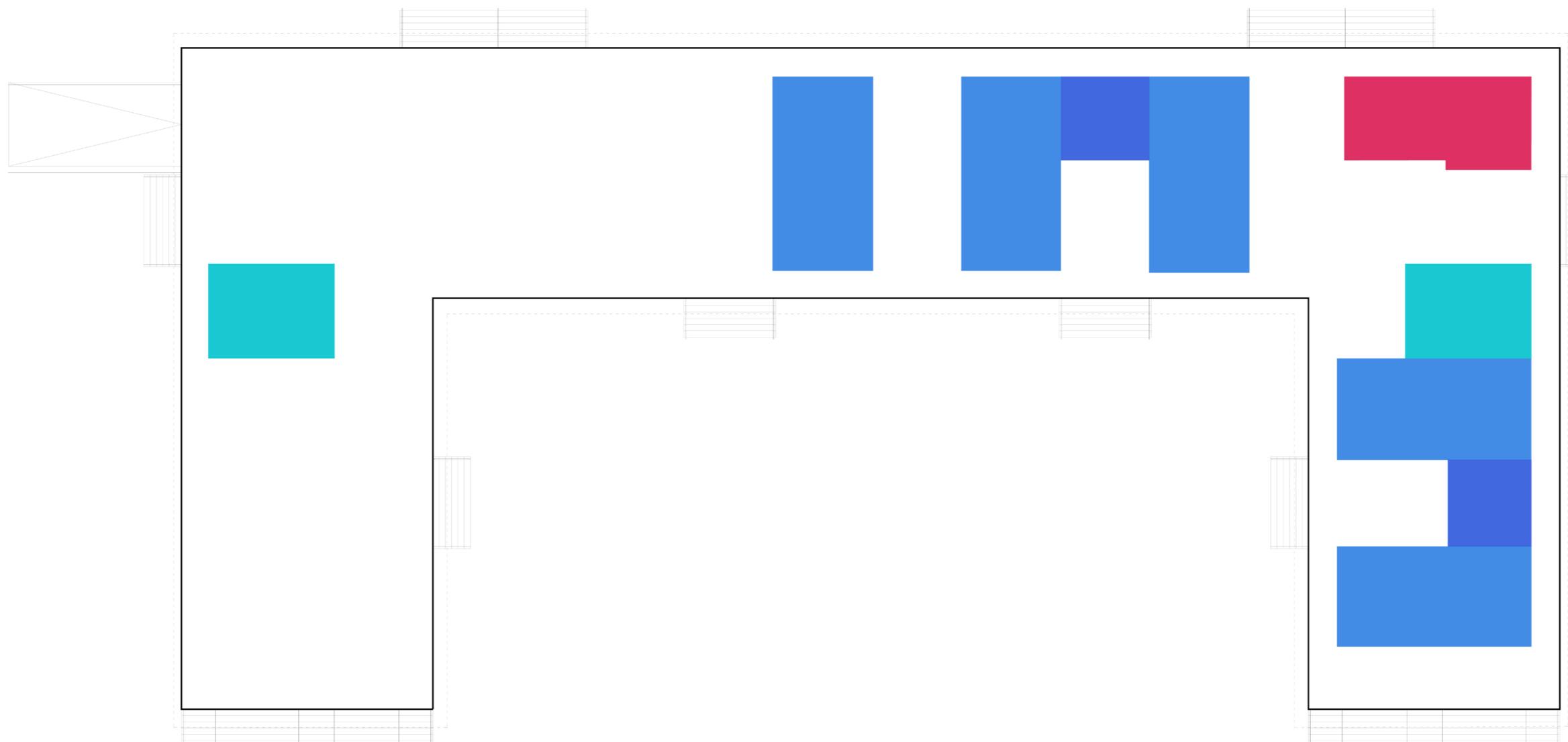
THE COMMON HOUSE

## CRAFTS AND ICT ROOMS



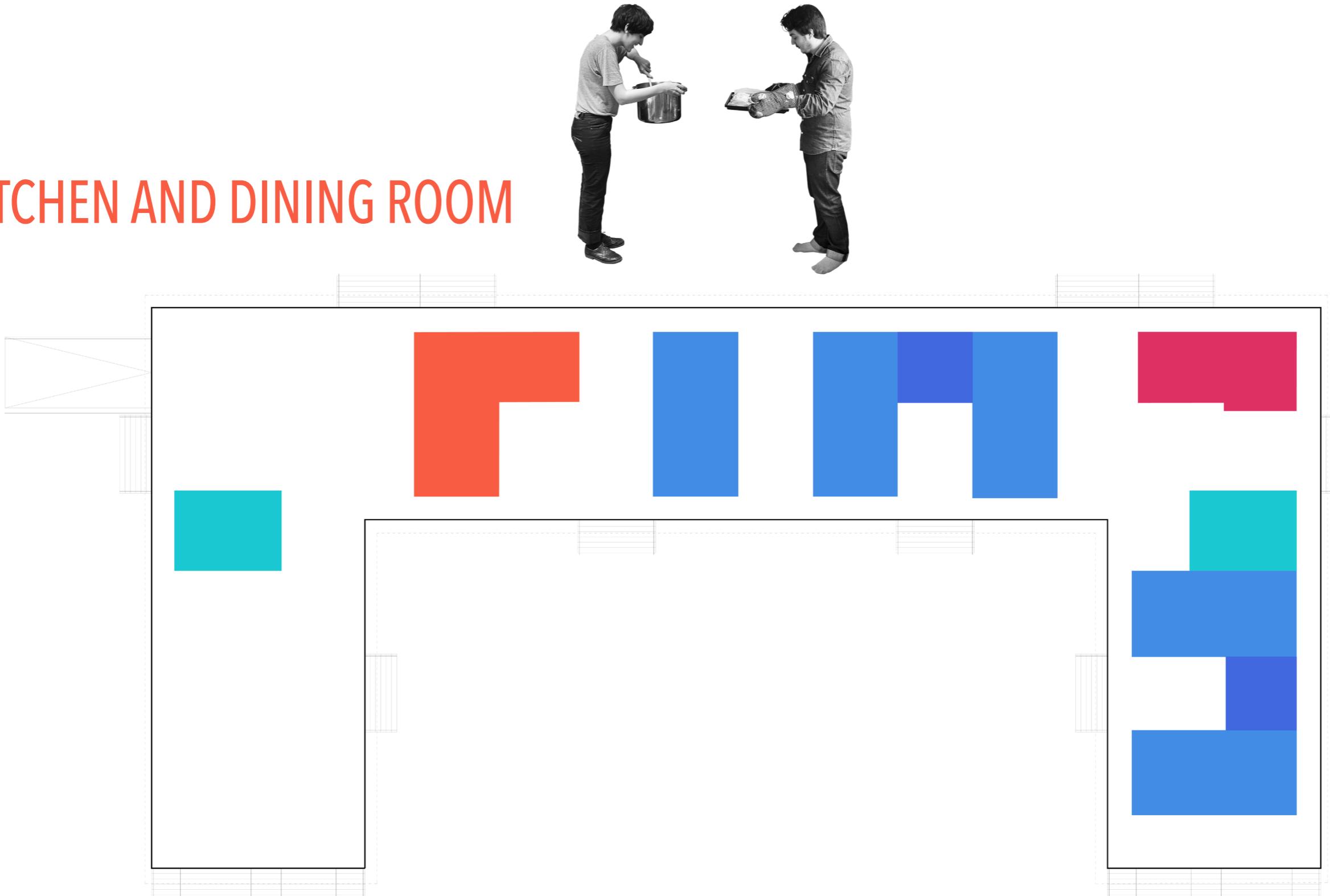
THE COMMON HOUSE

## ADMINISTRATION AND ARCHIVES



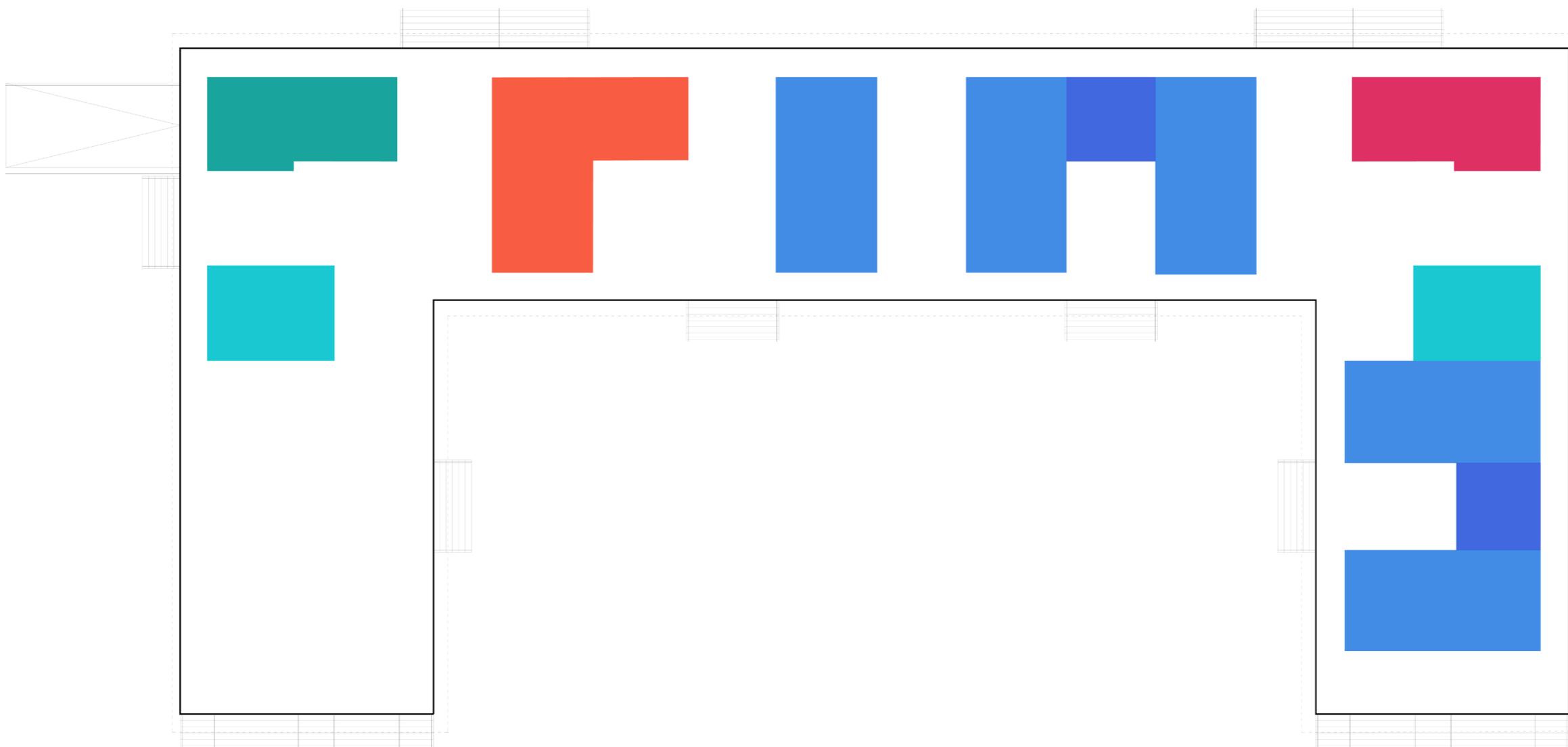
THE COMMON HOUSE

## KITCHEN AND DINING ROOM



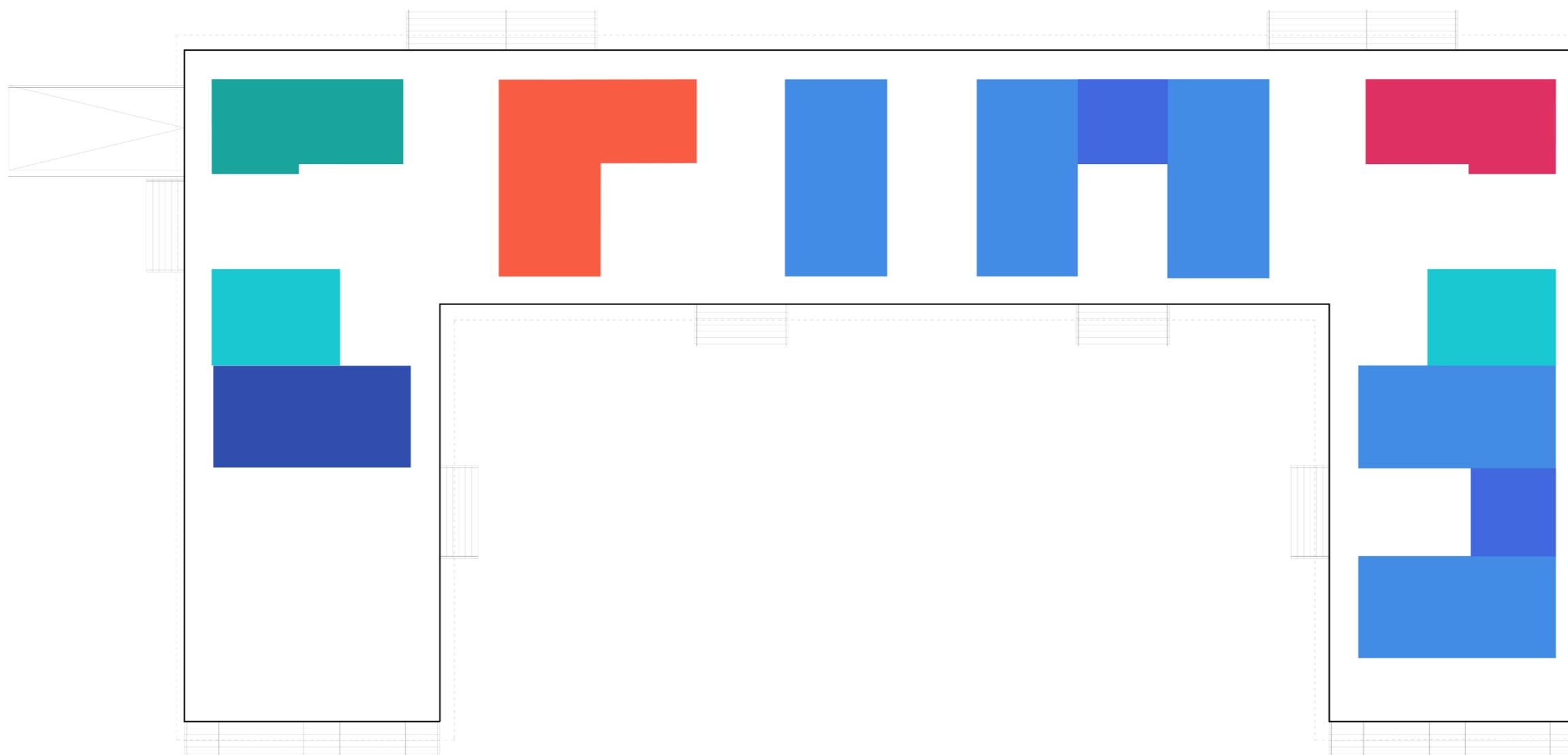
THE COMMON HOUSE

## REPAIR WORKSHOP



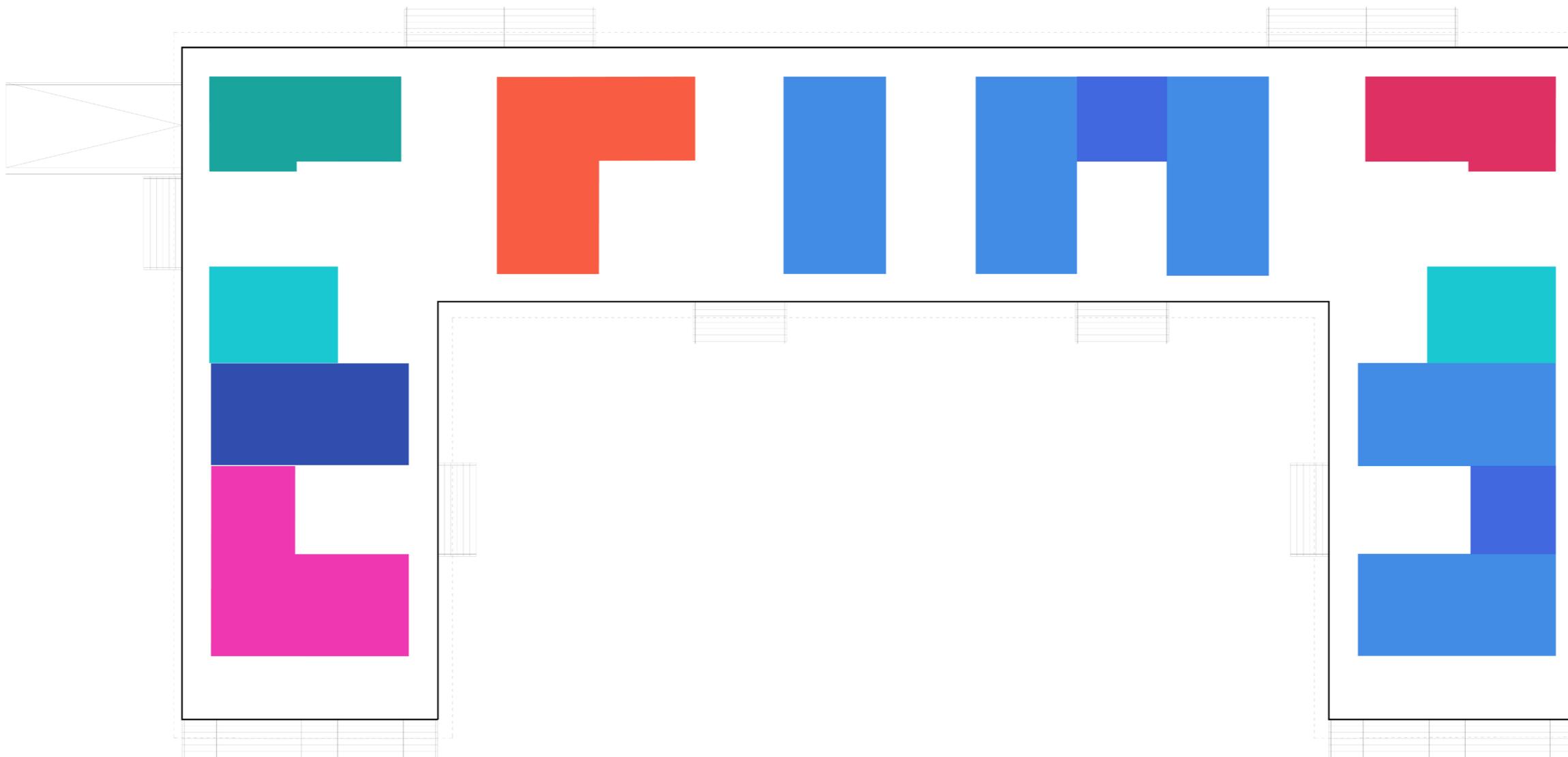
THE COMMON HOUSE

## GUESTROOMS



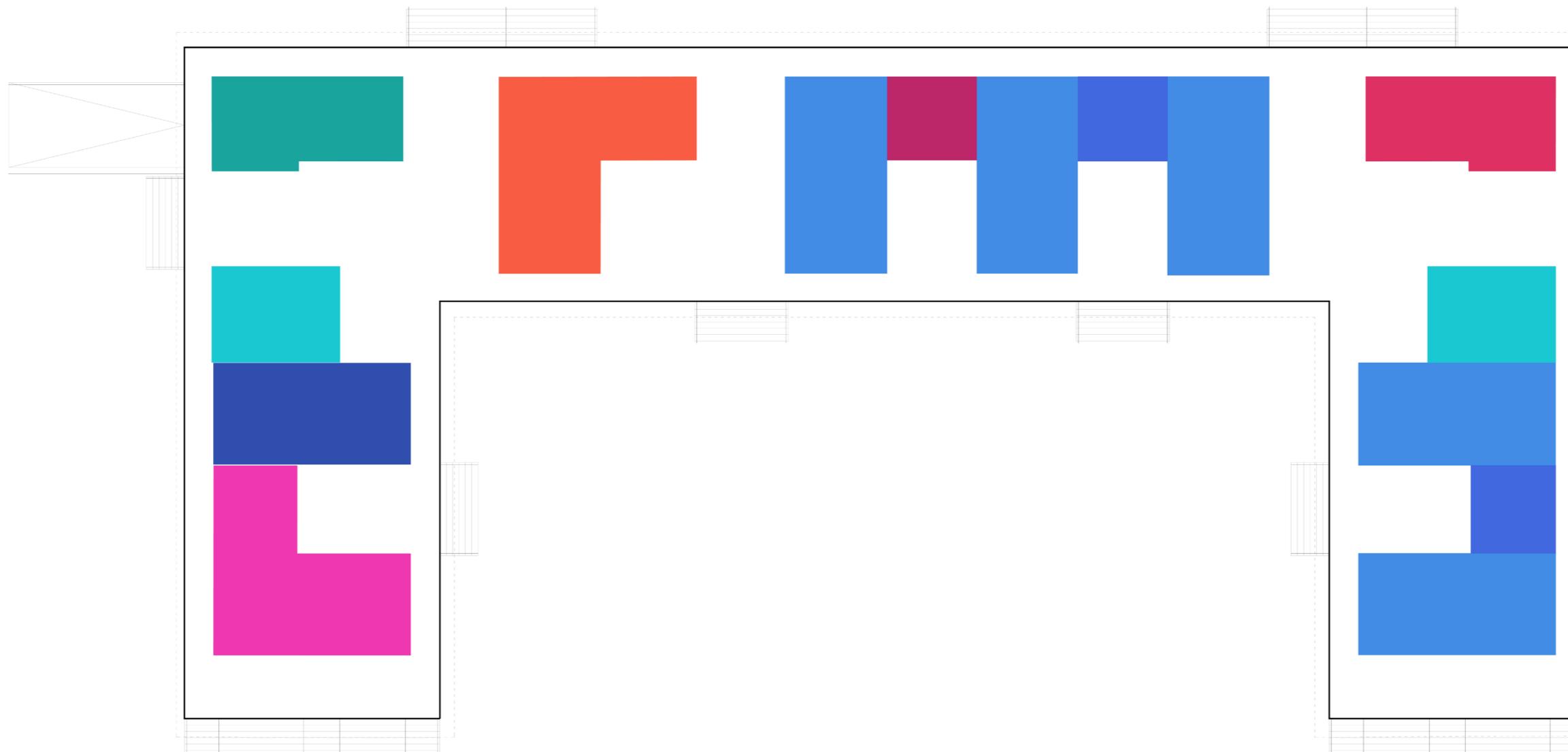
THE COMMON HOUSE

## PERFORMANCE ARTS STUDIO



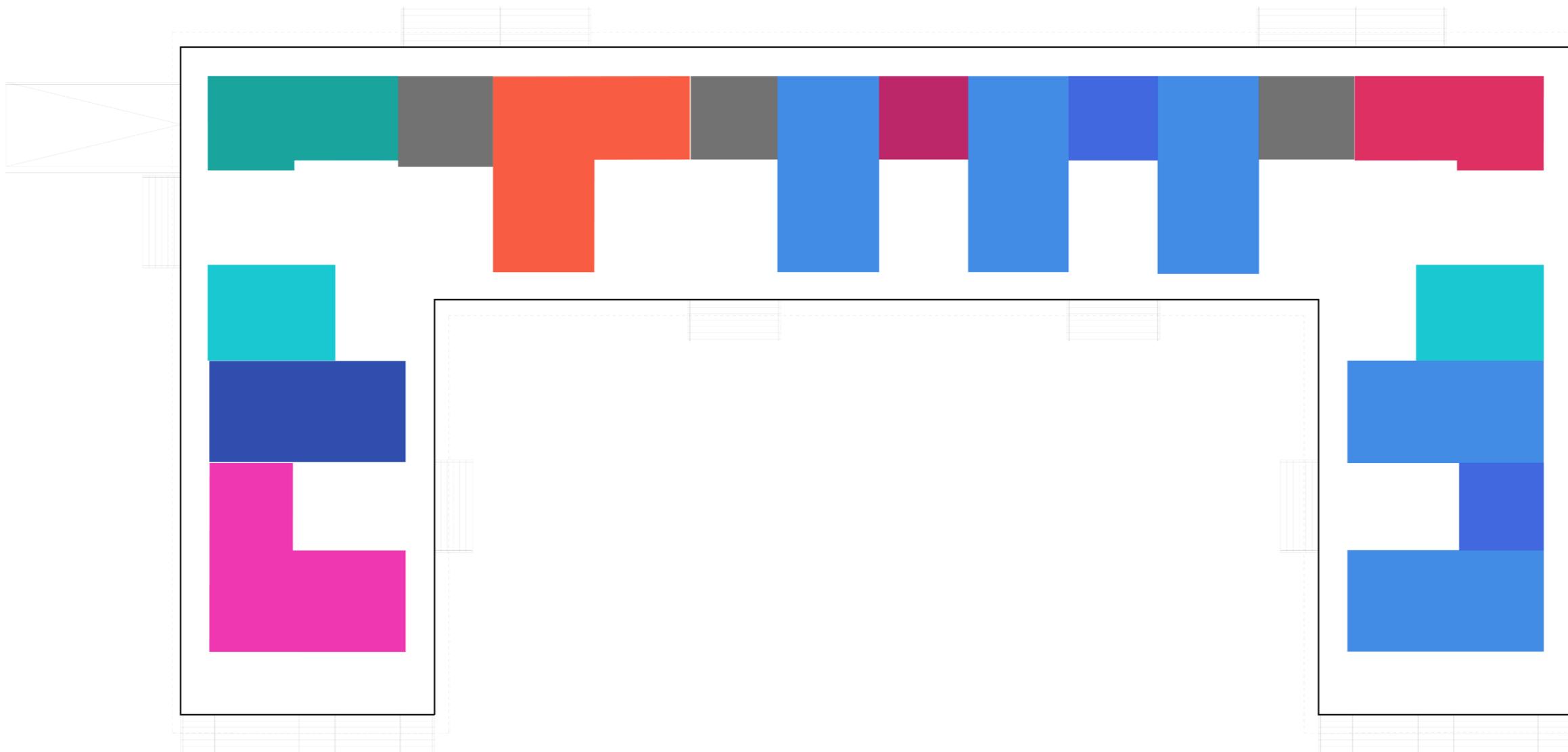
THE COMMON HOUSE

## INFIRMARY



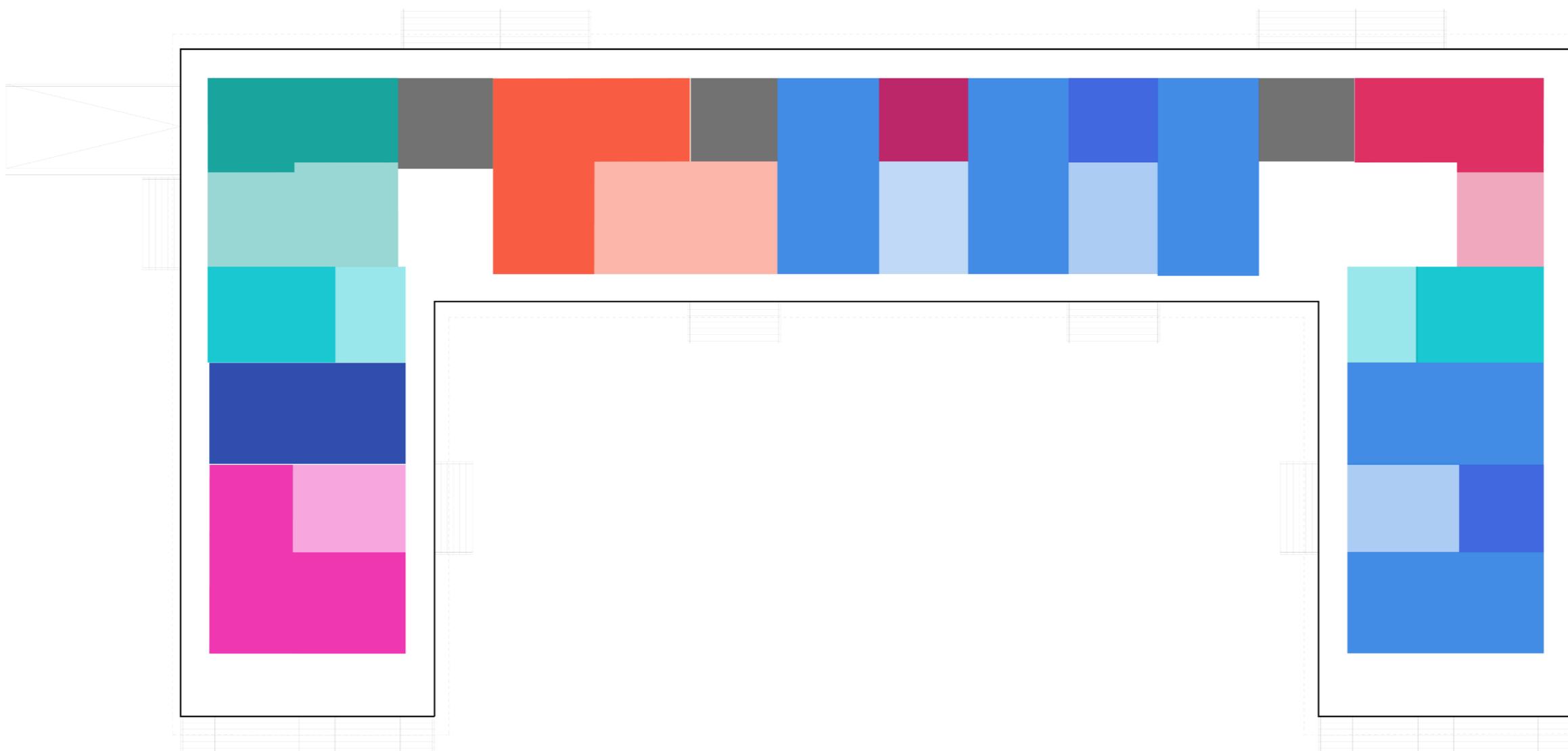
THE COMMON HOUSE

## STORAGE, LAUNDRY AND LAVATORIES



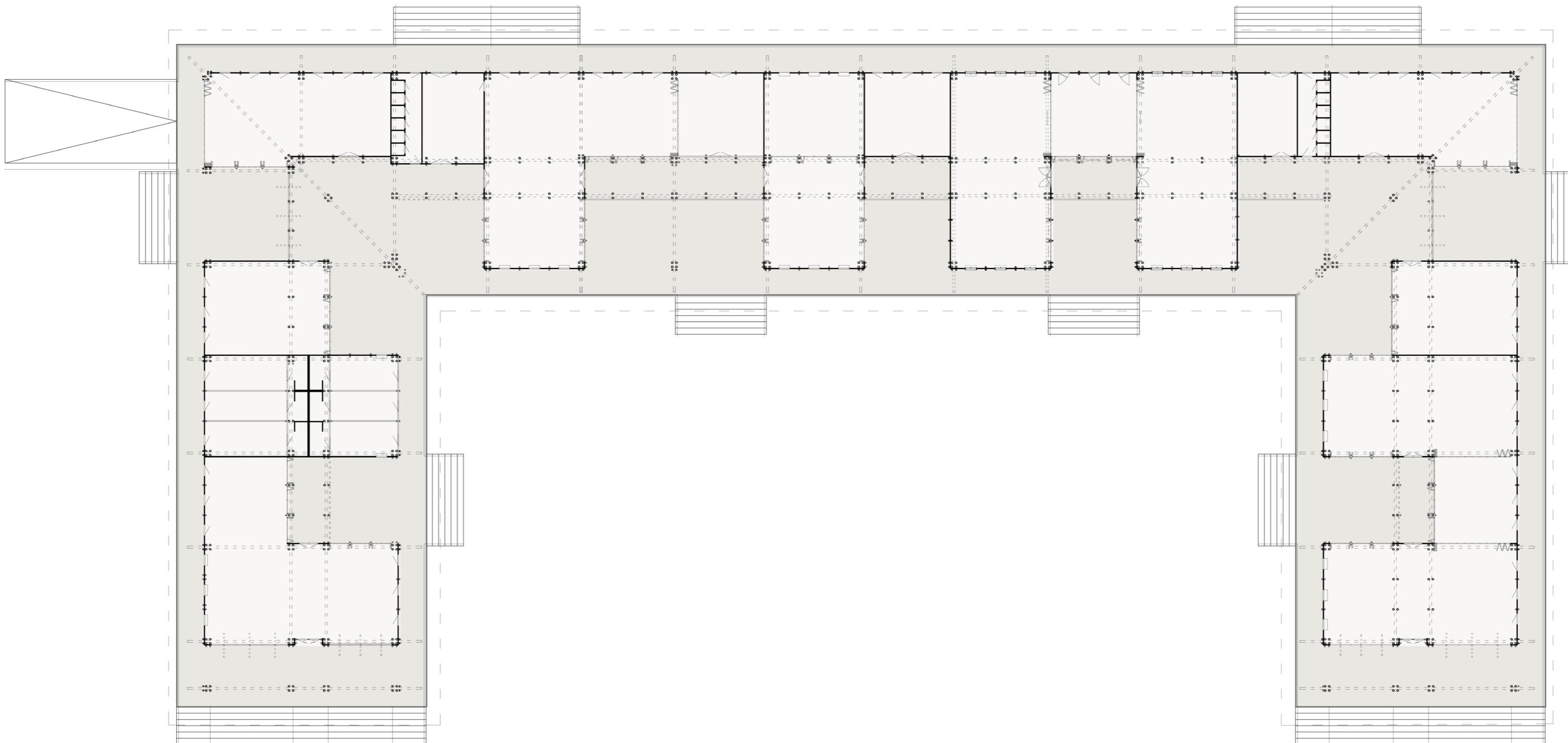
THE COMMON HOUSE

## FUNCTIONS WITH THEIR RELATED PATIOS



THE COMMON HOUSE

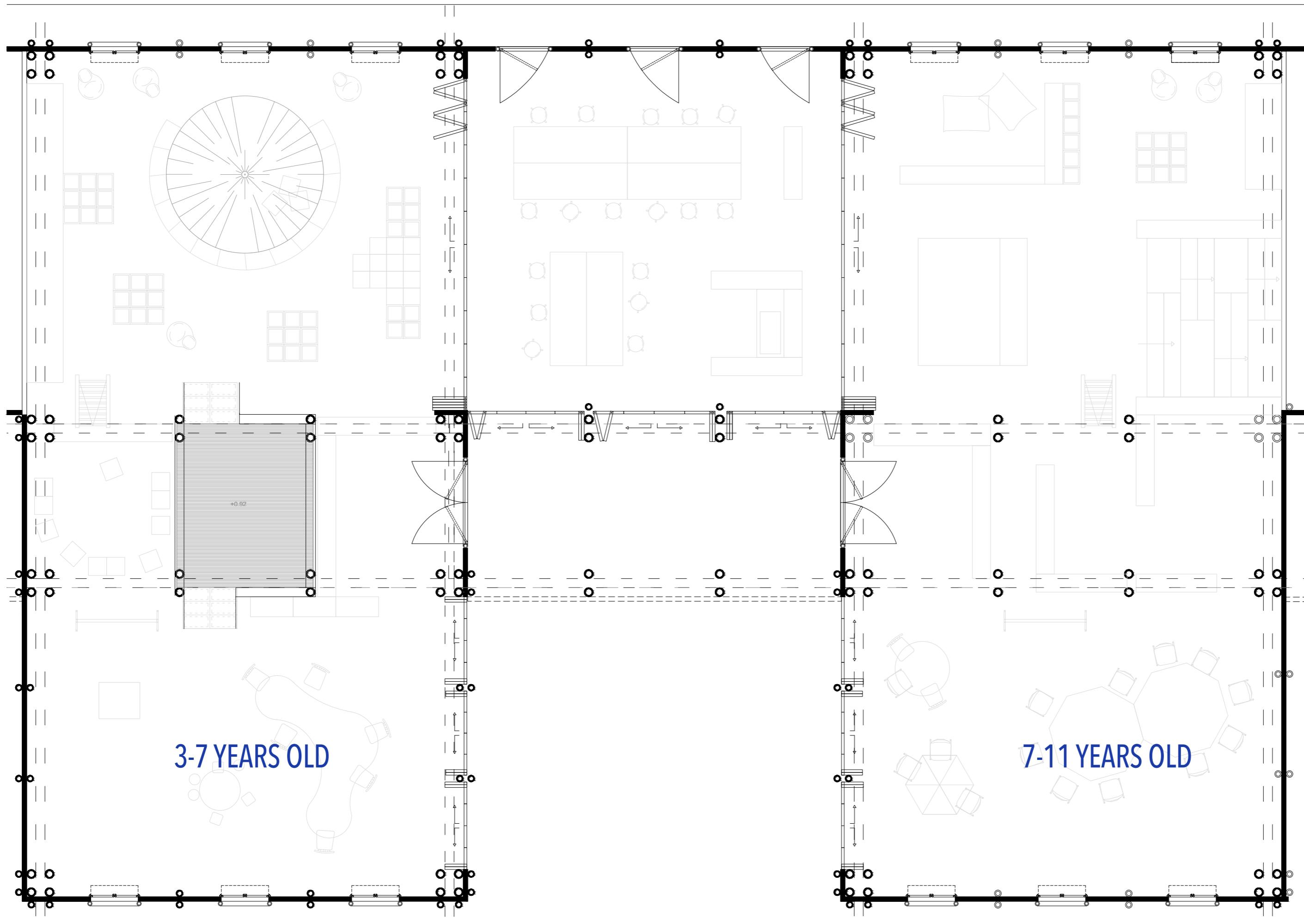
## TOTAL FLOORPLAN

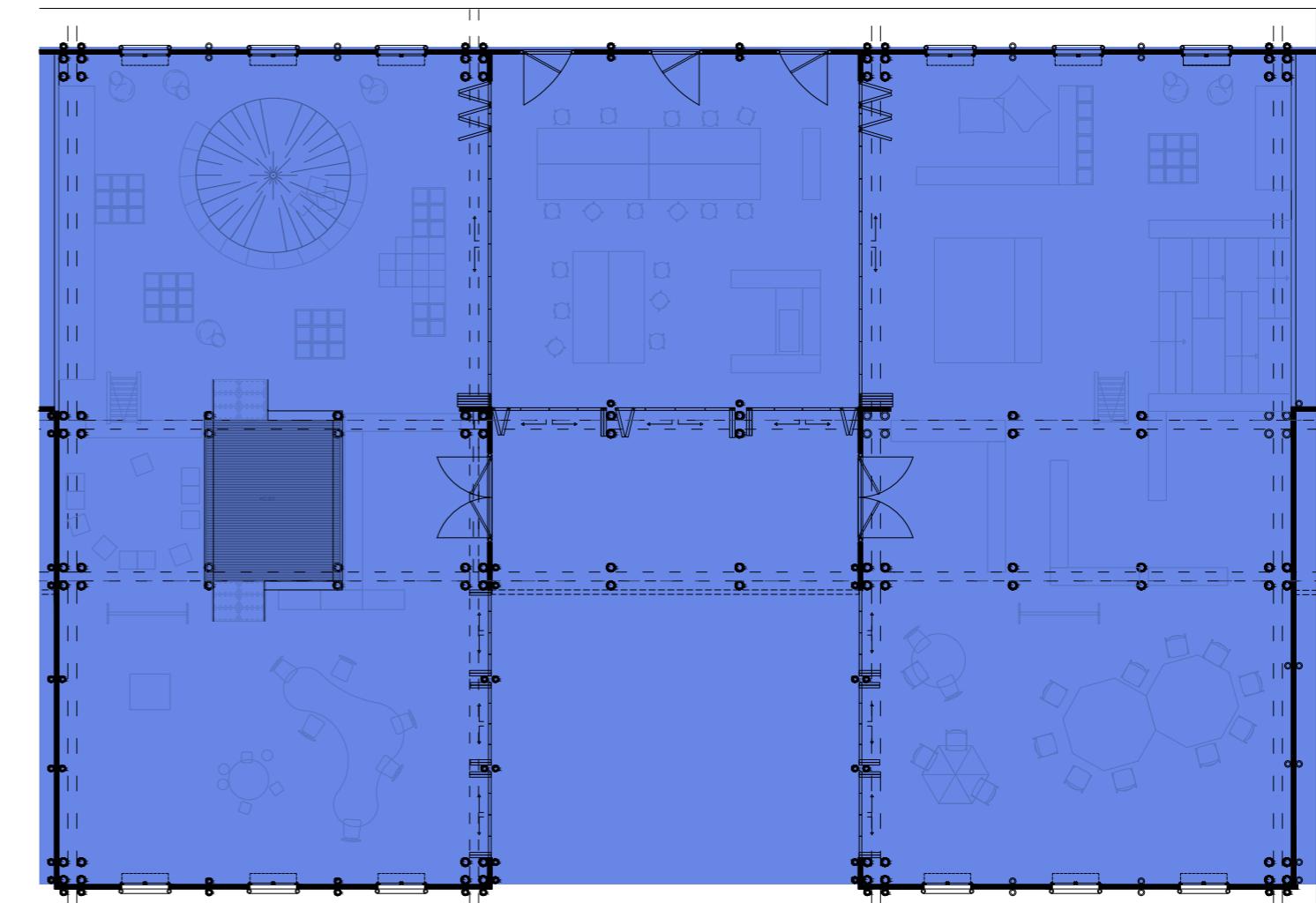
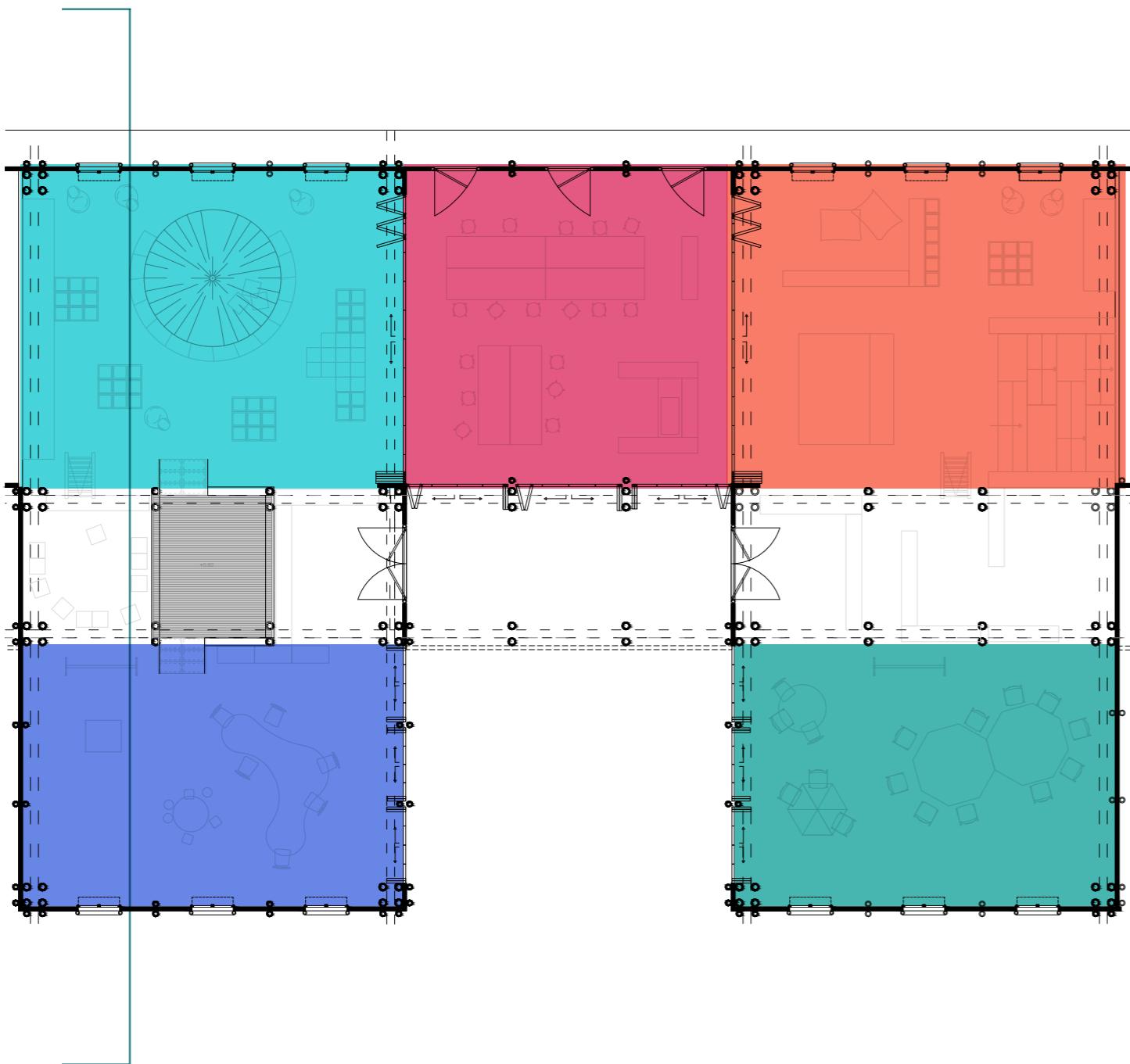


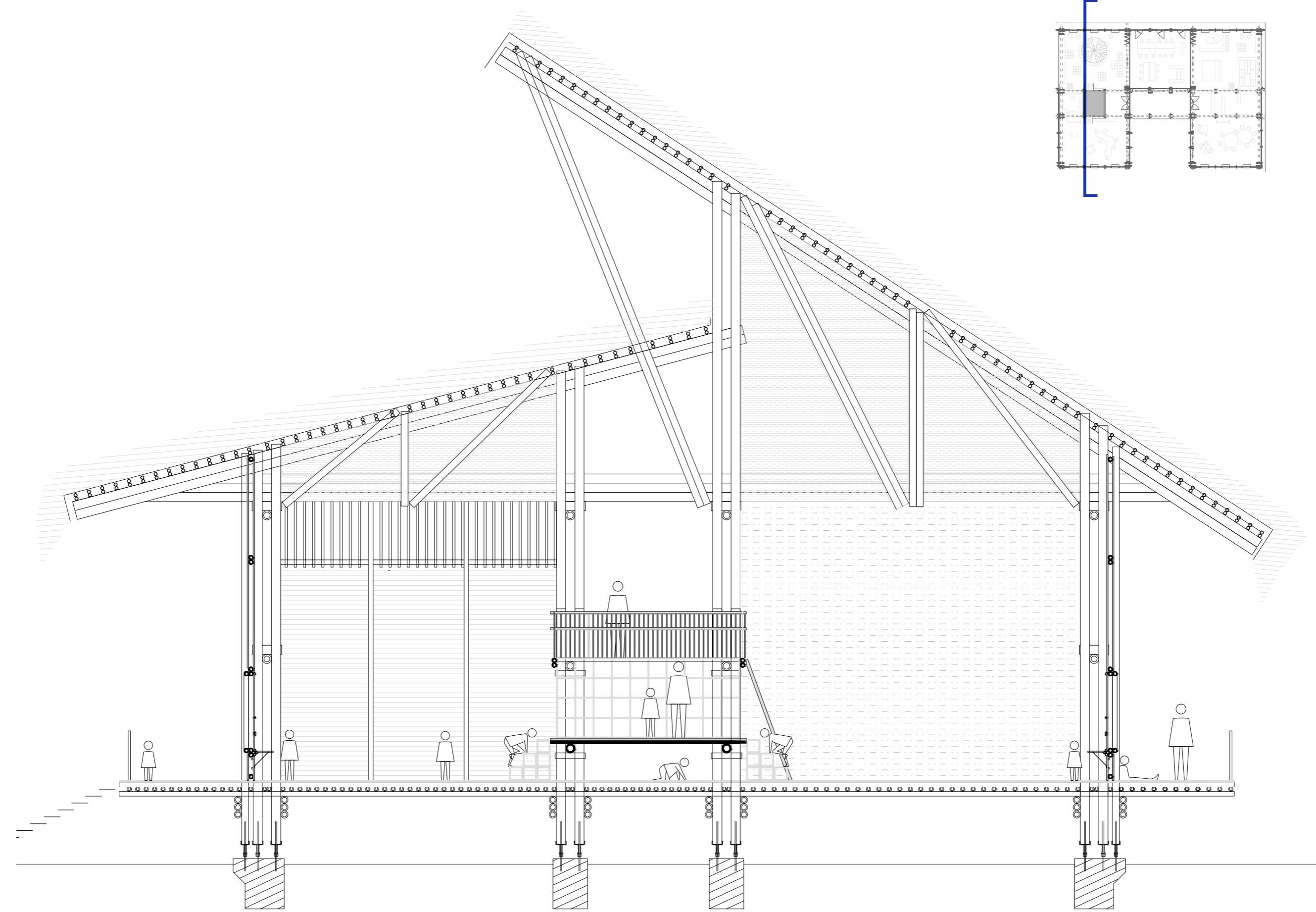
THE COMMON HOUSE

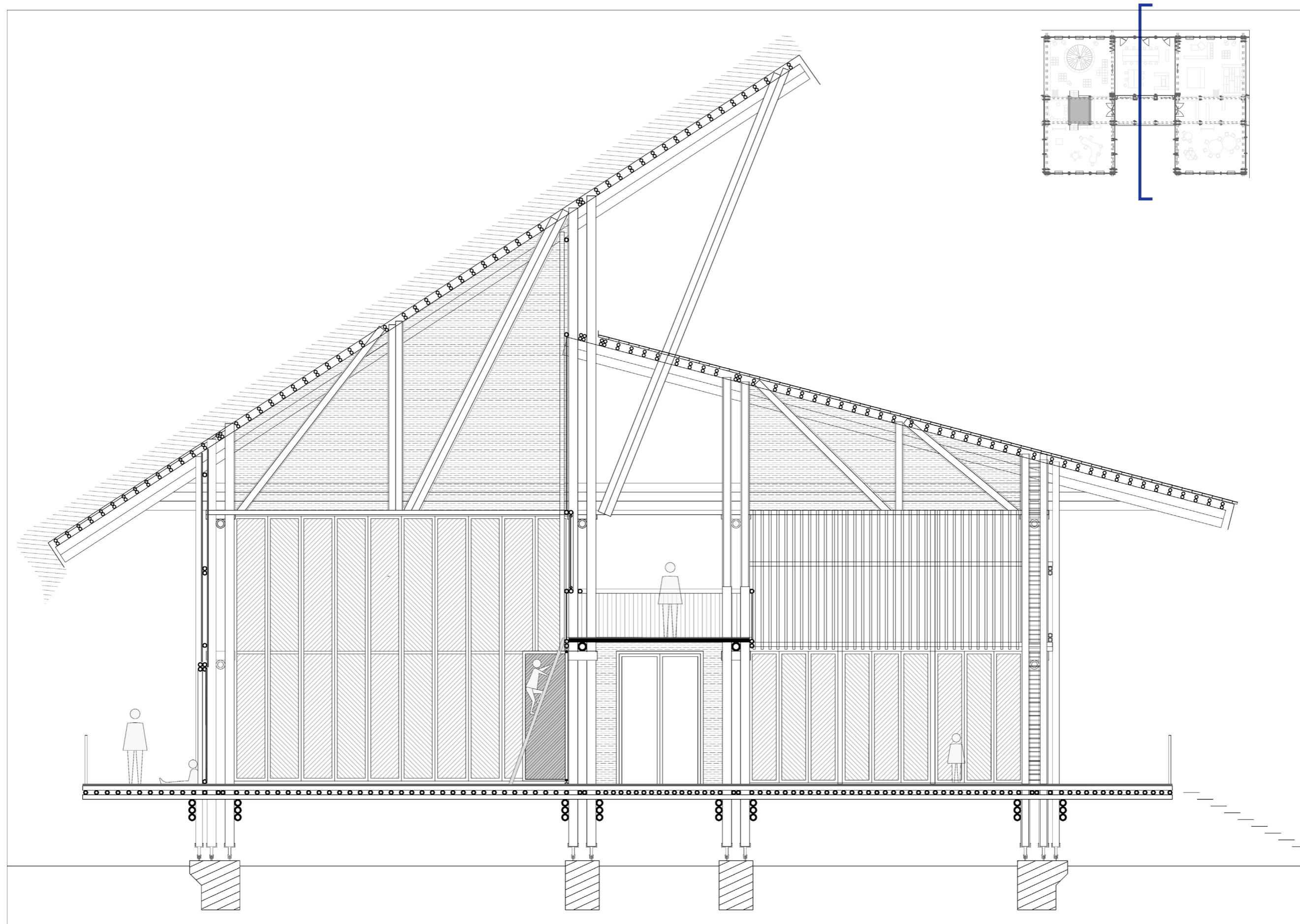
# **EDUCATIVE SUPPORTS**

# FLOOR PLAN





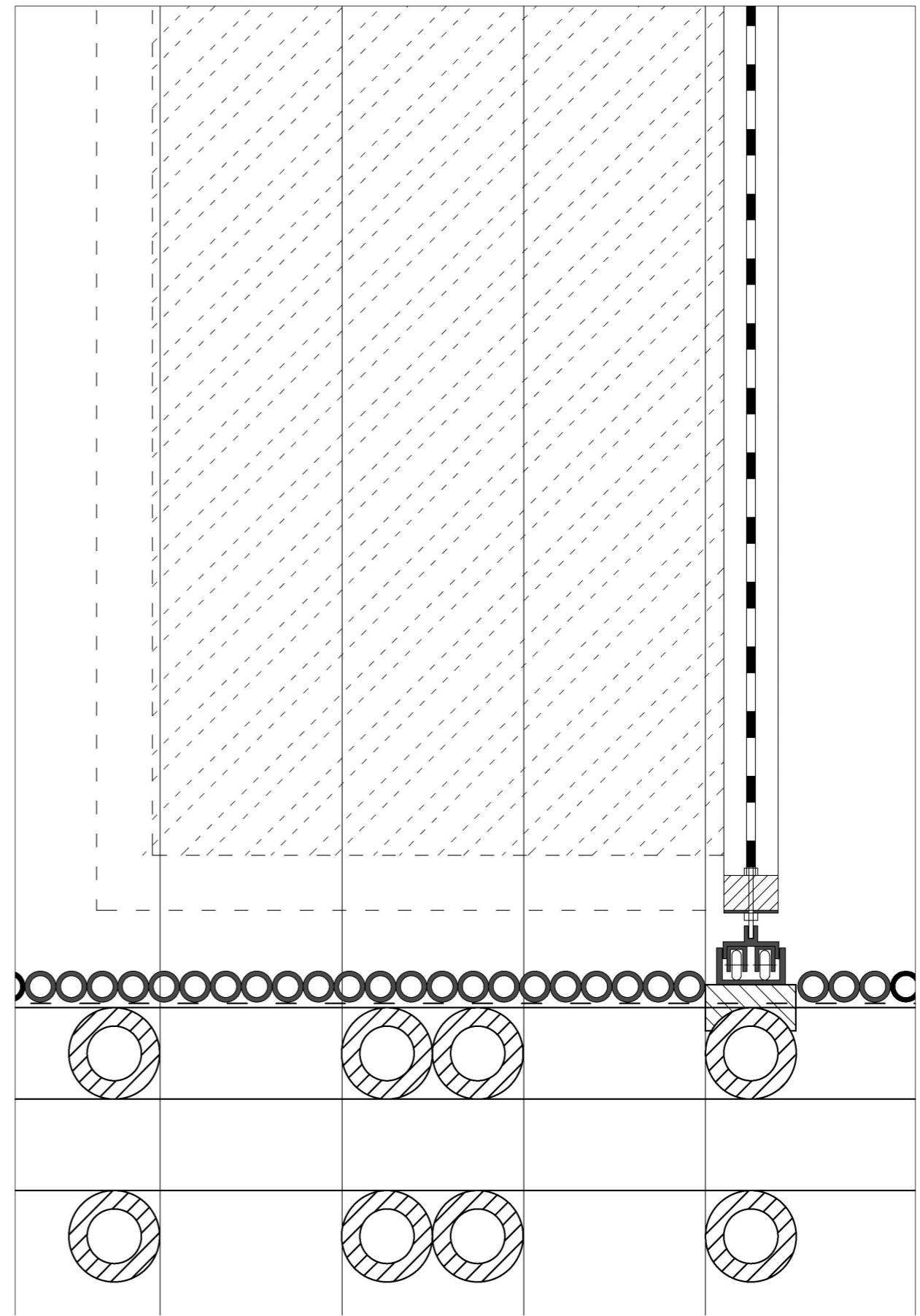
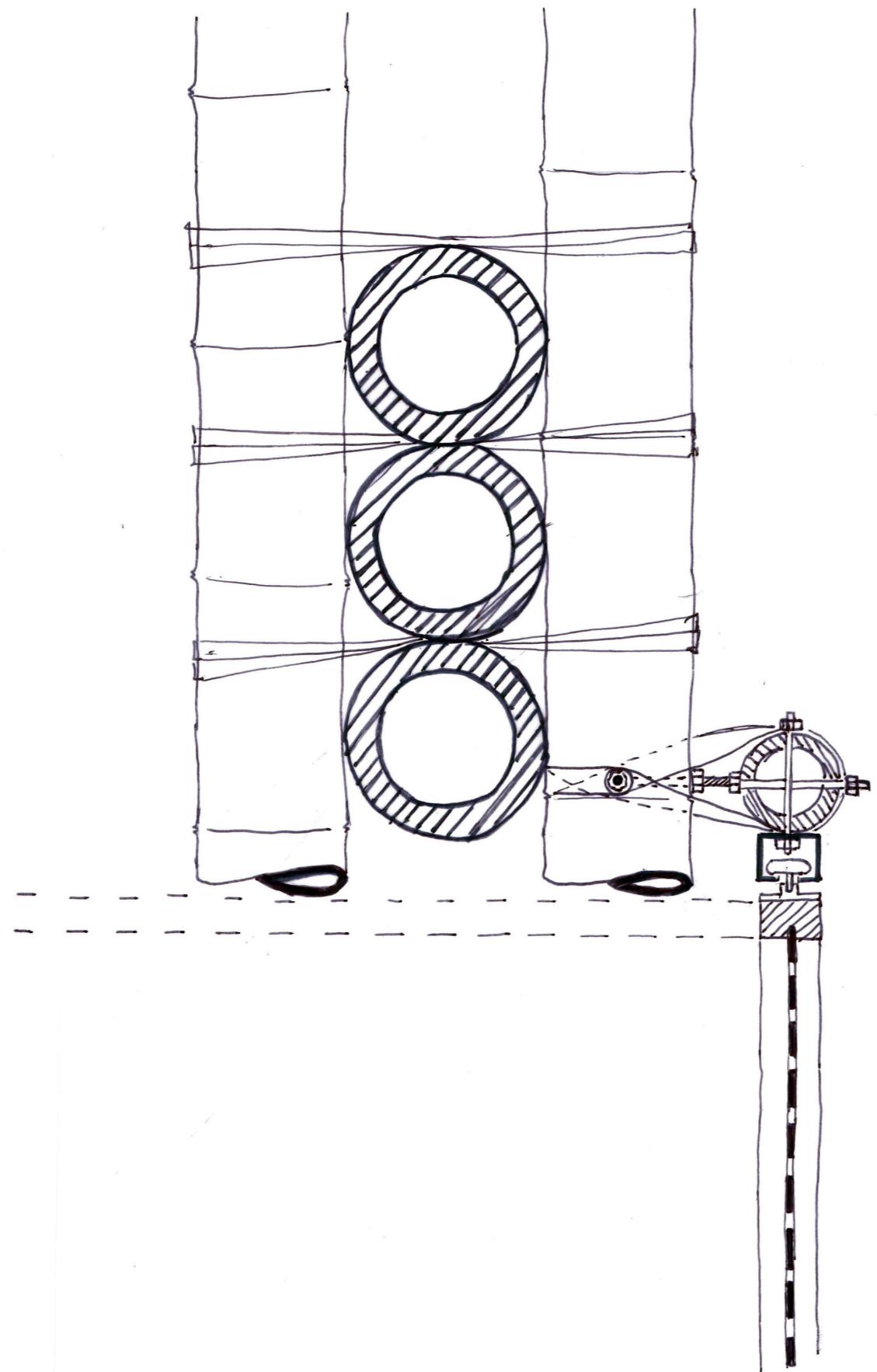




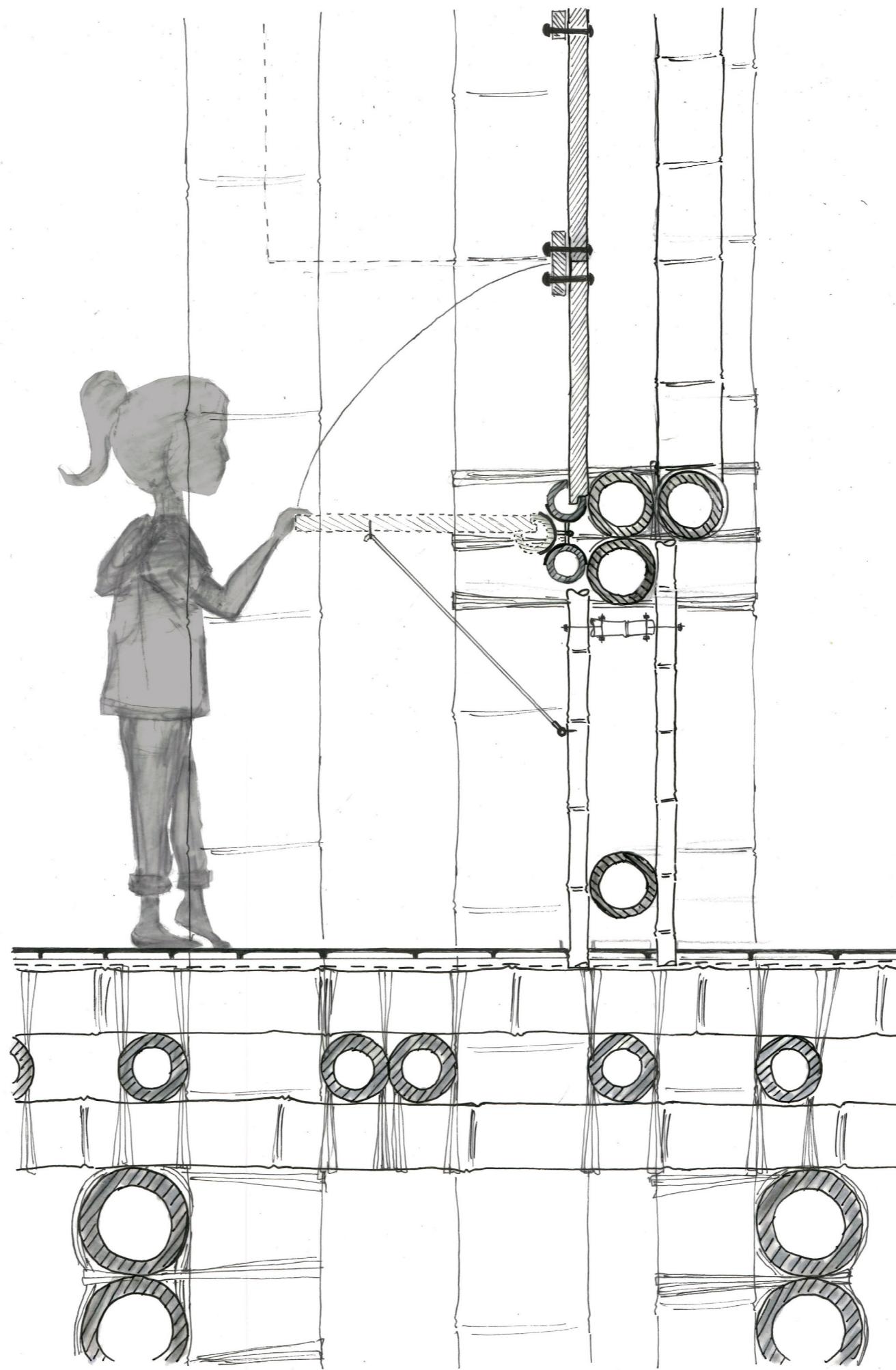
## THE COMMON HOUSE



## THE COMMON HOUSE



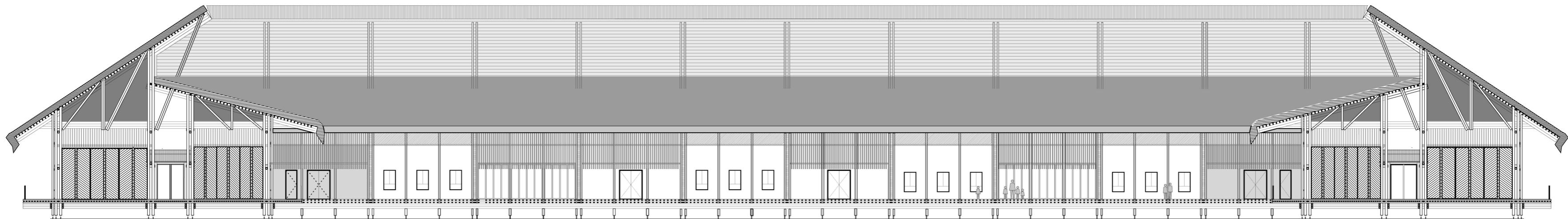
## THE COMMON HOUSE

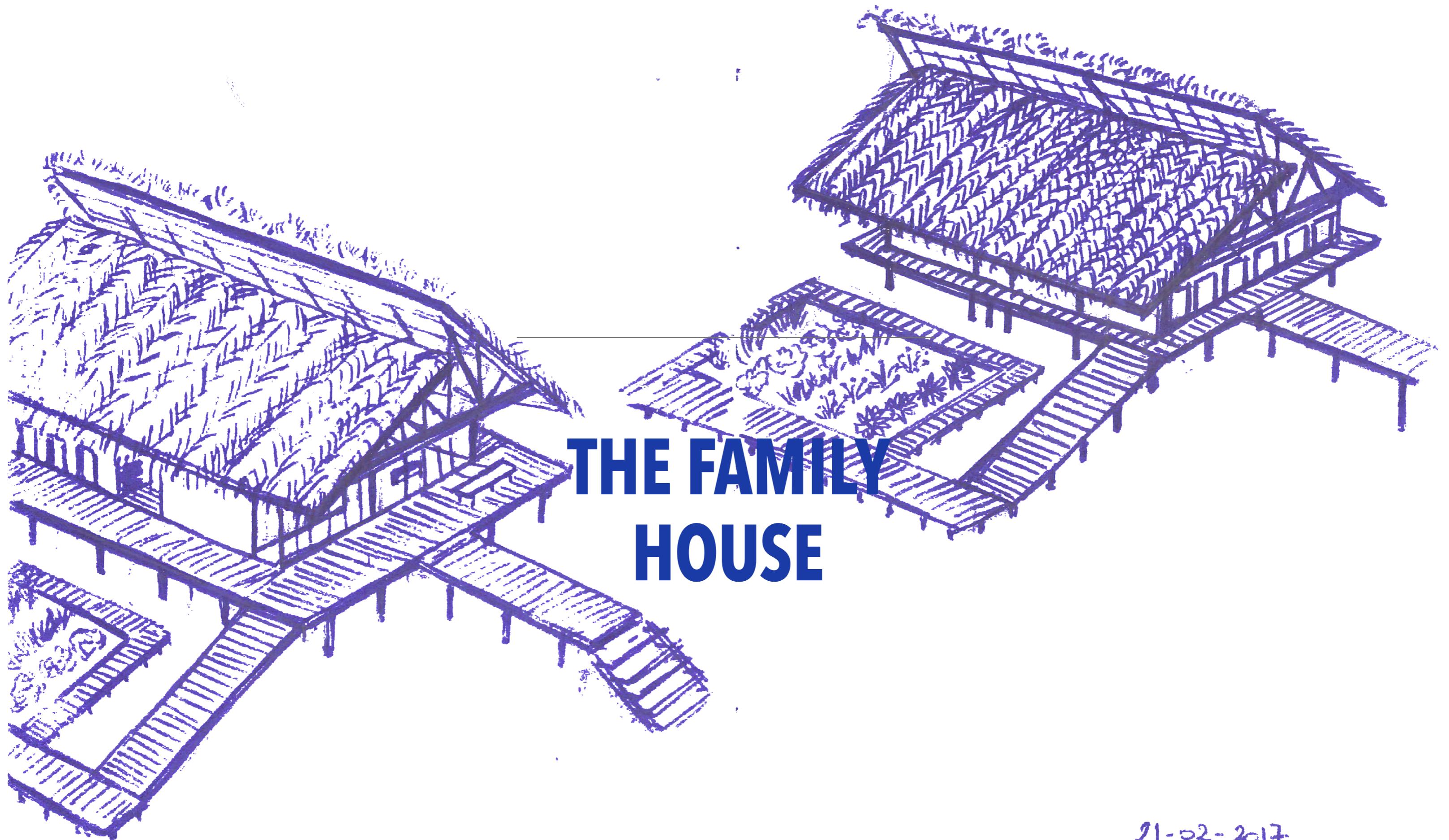




THE COMMON HOUSE

## FACADES

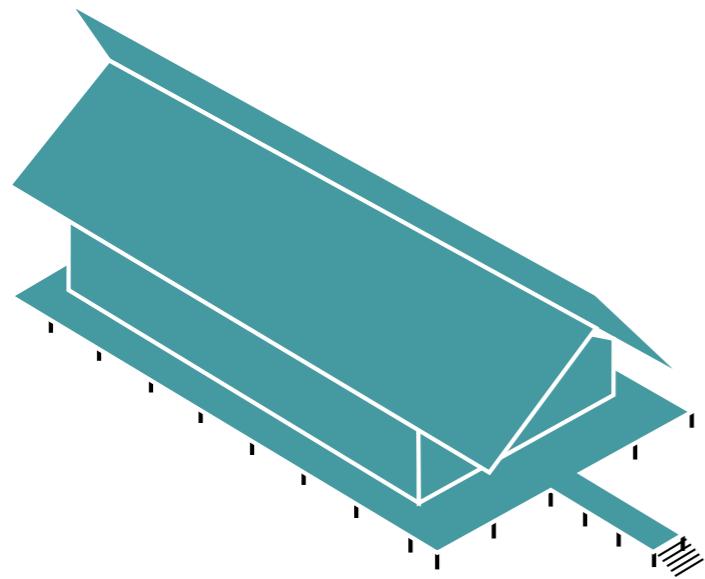




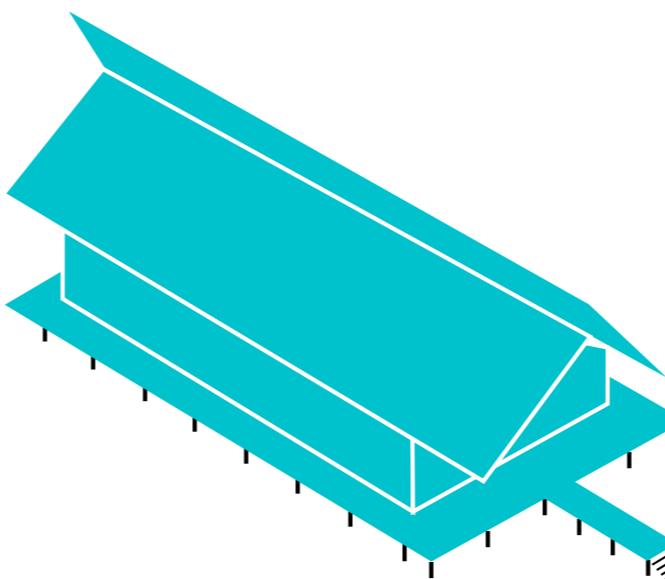
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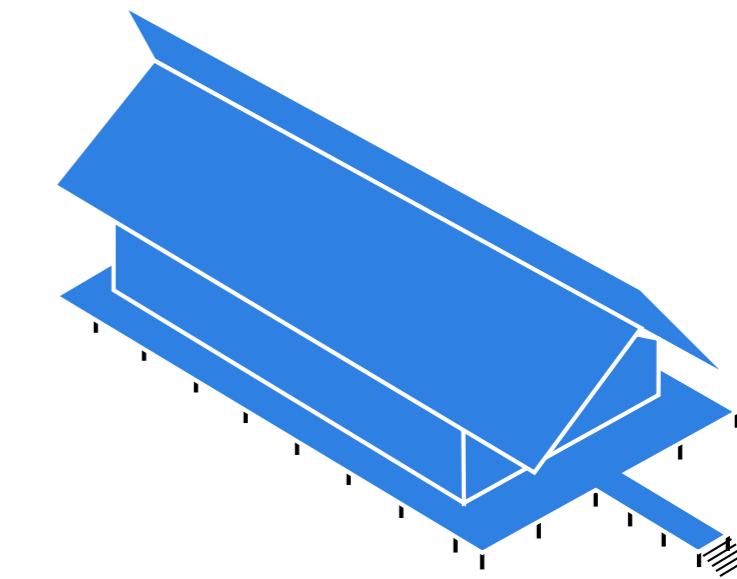
98/135



**SALENTO:**



**SAPZURRO:**

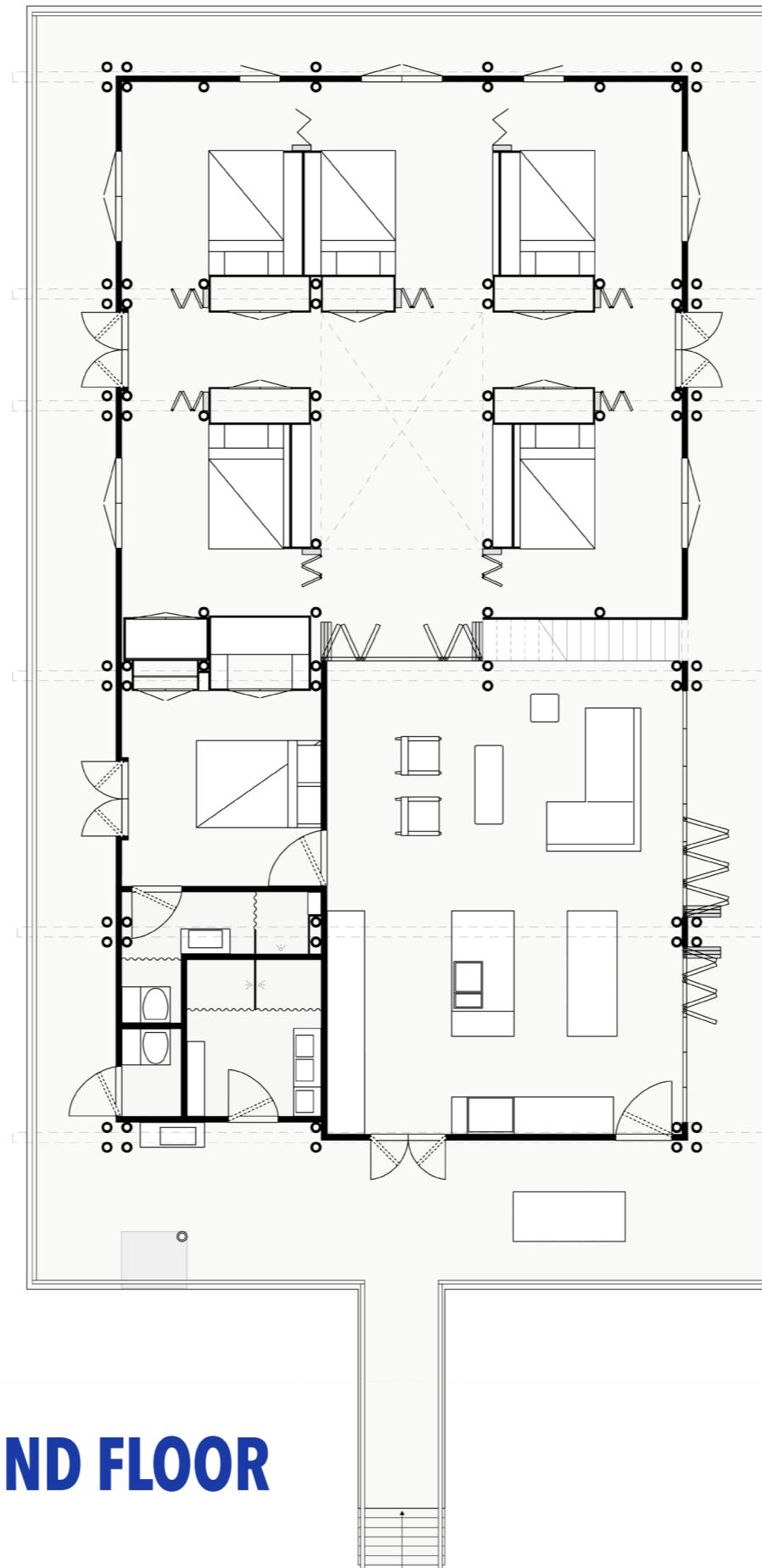


**EL PAJARO:**

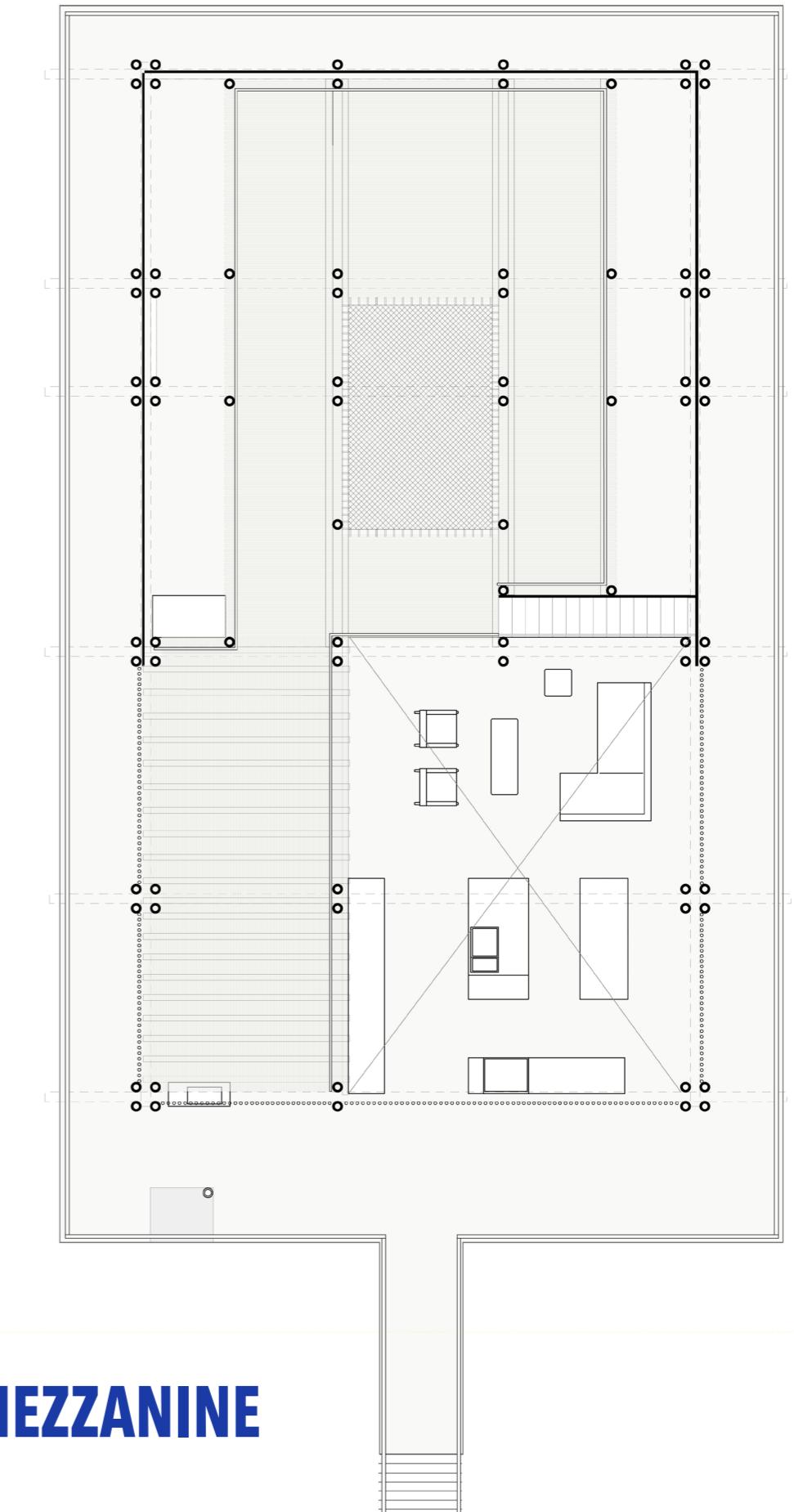


THE FAMILY HOUSE

## FLOOR PLANS



GROUND FLOOR



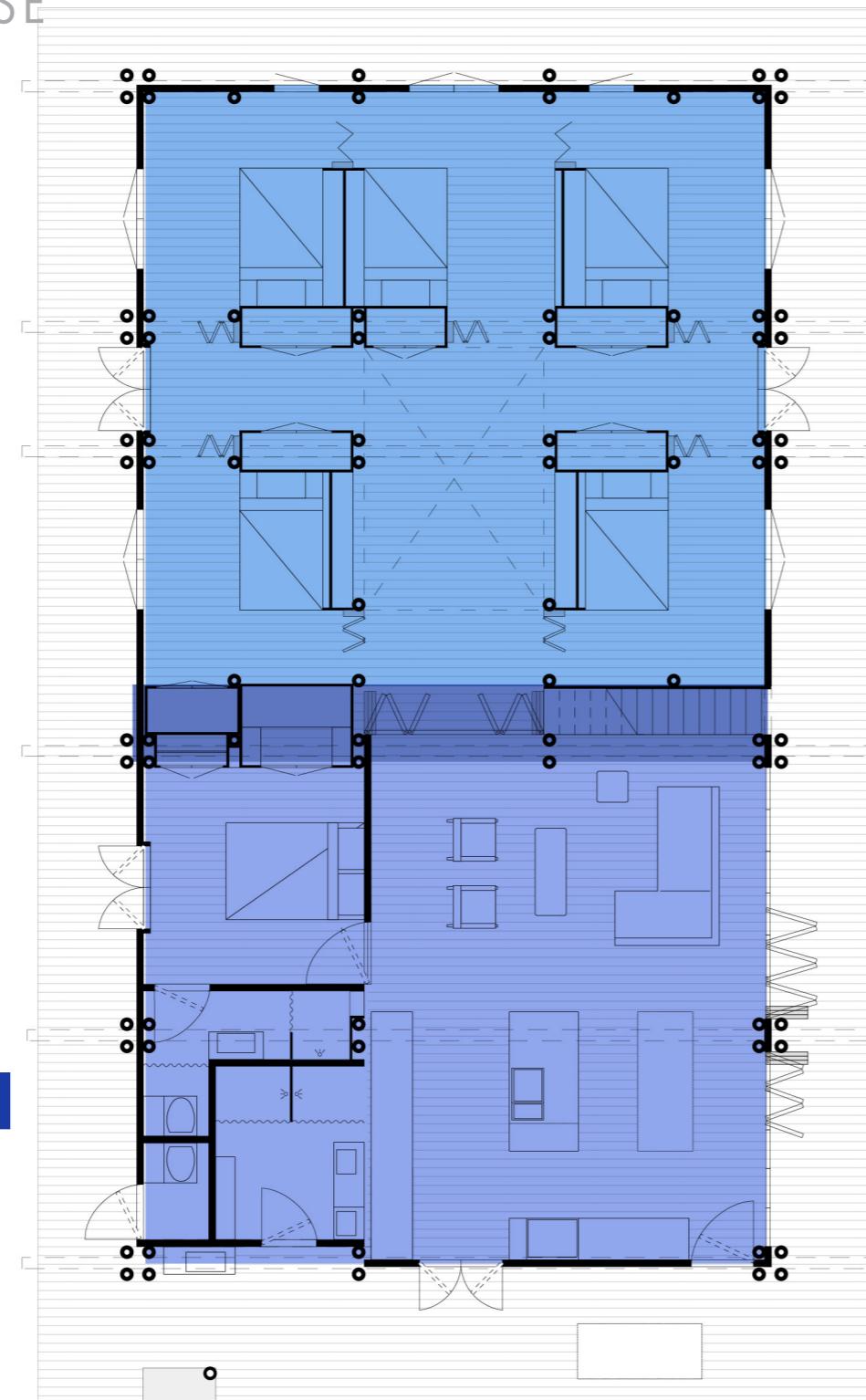
MEZZANINE

THE FAMILY HOUSE

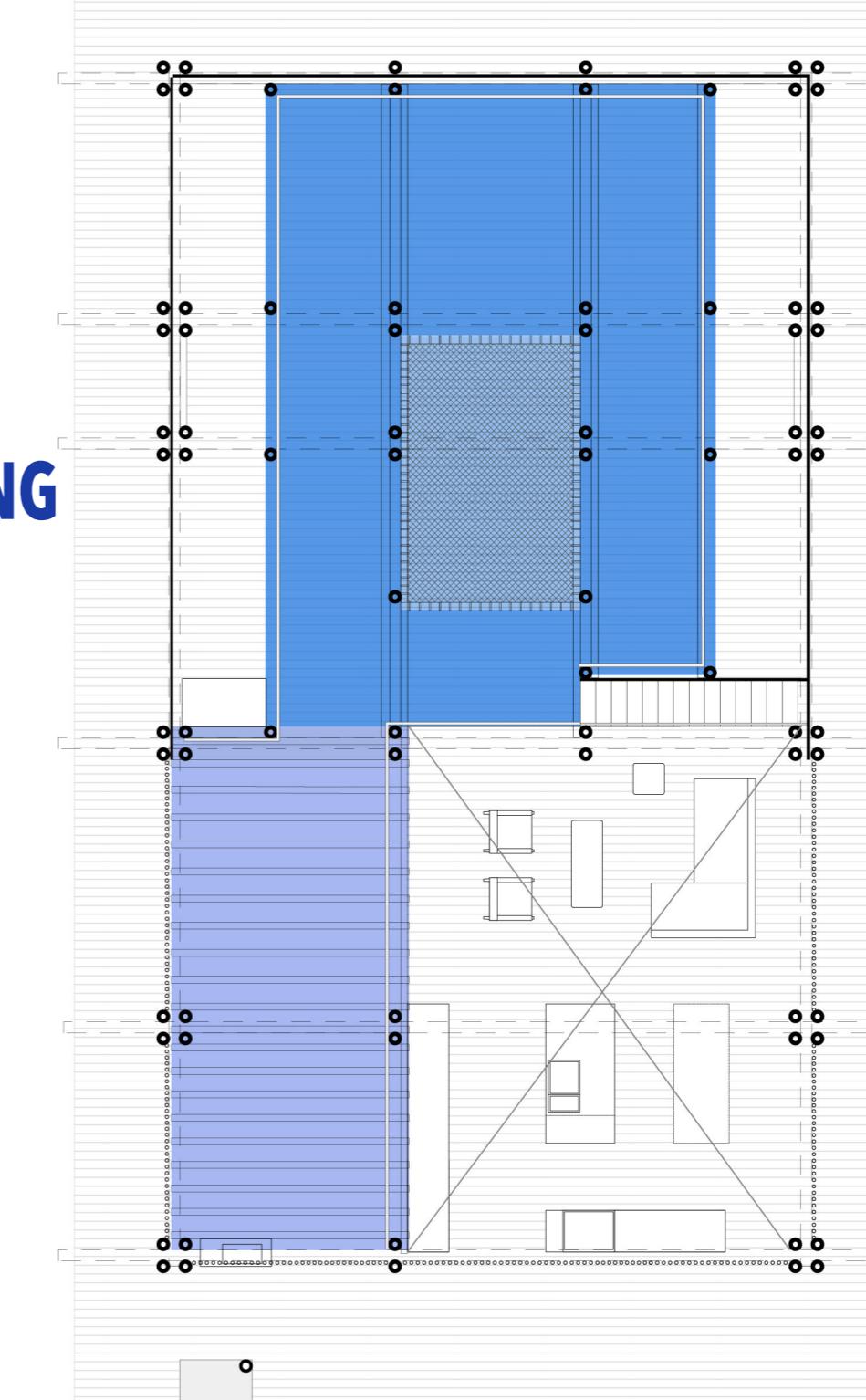
**2 VOLUMES**

**CHILDREN'S  
ROOM**

**LIVING AREA  
AND CARE  
TAKER'S ROOM**

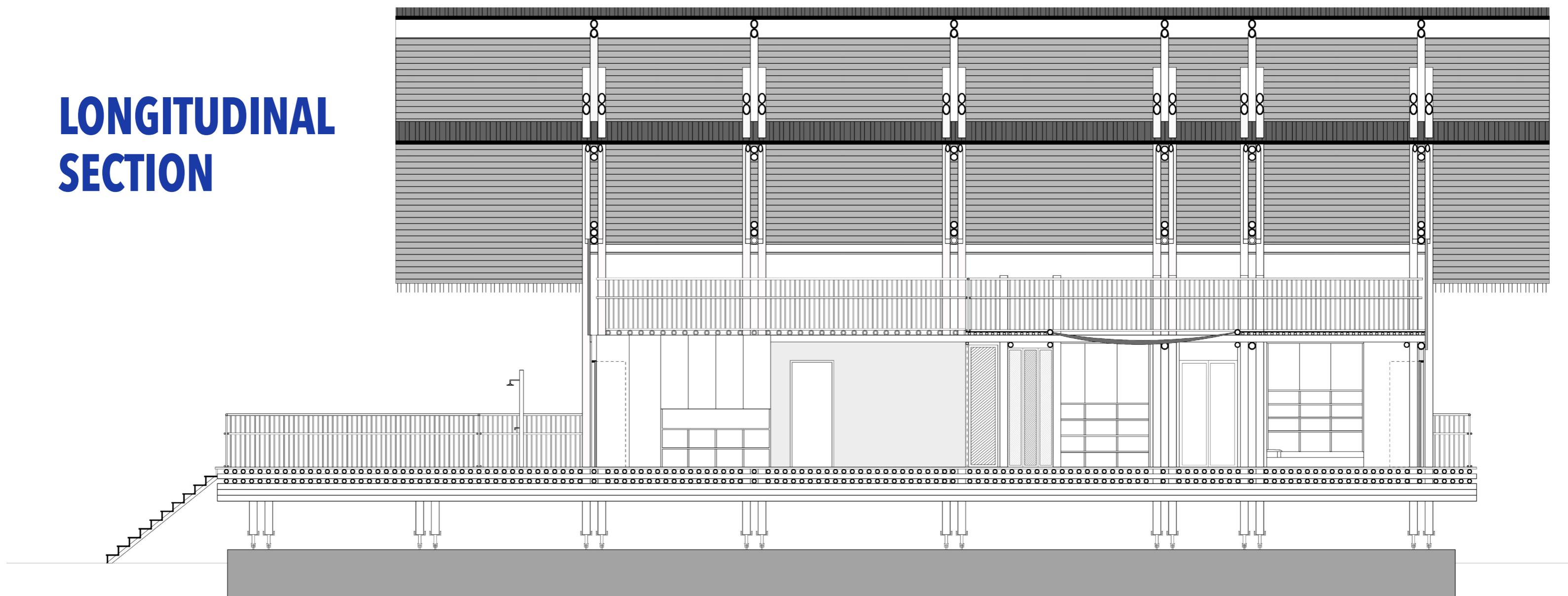


**PLAYING  
AREA**



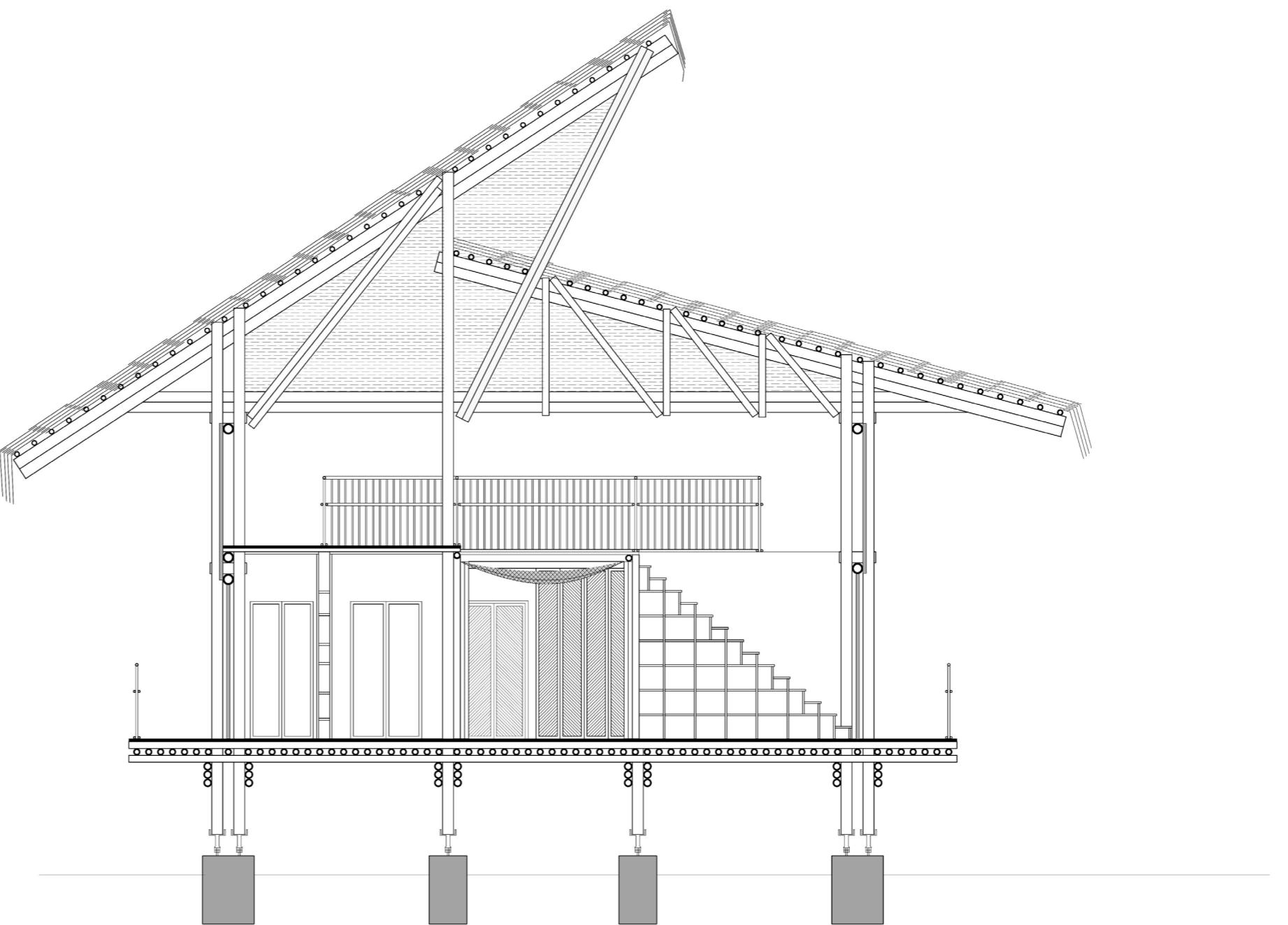
THE FAMILY HOUSE

**LONGITUDINAL  
SECTION**



THE FAMILY HOUSE

## CROSS SECTION





# A CONSTRUCTIVE SYSTEM

## ABOUT BAMBOO

- LOCAL MATERIAL
- FAST GROWING
- STRONG MATERIAL



A CONSTRUCTIVE SYSTEM

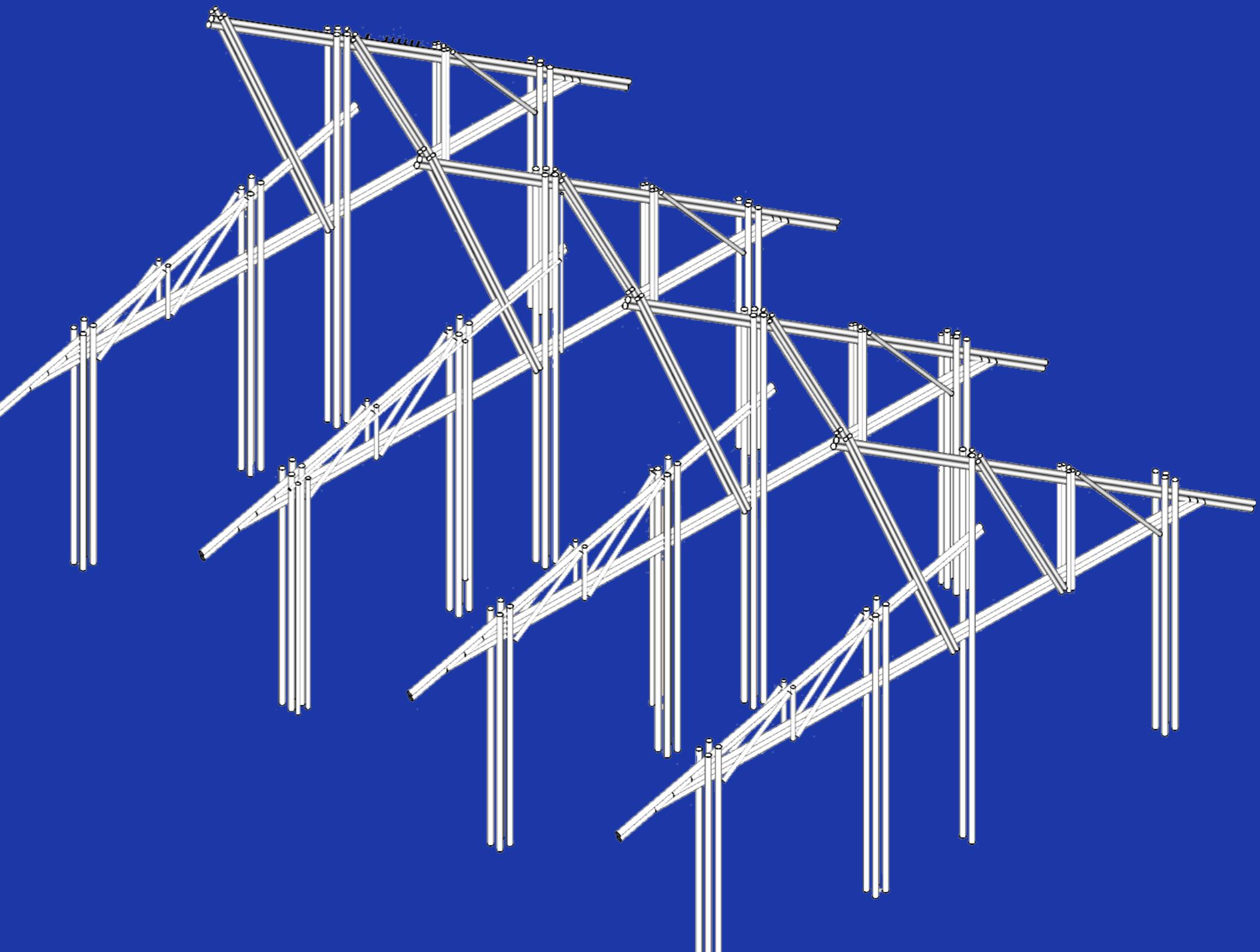
**AND LIGHT TO  
TRANSPORT !!!**



A CONSTRUCTIVE SYSTEM

**Skeleton frame as construction type**

**Repetition of a portal frame every 9 meters**



**The foundations depend on the terrain and the type of soil**



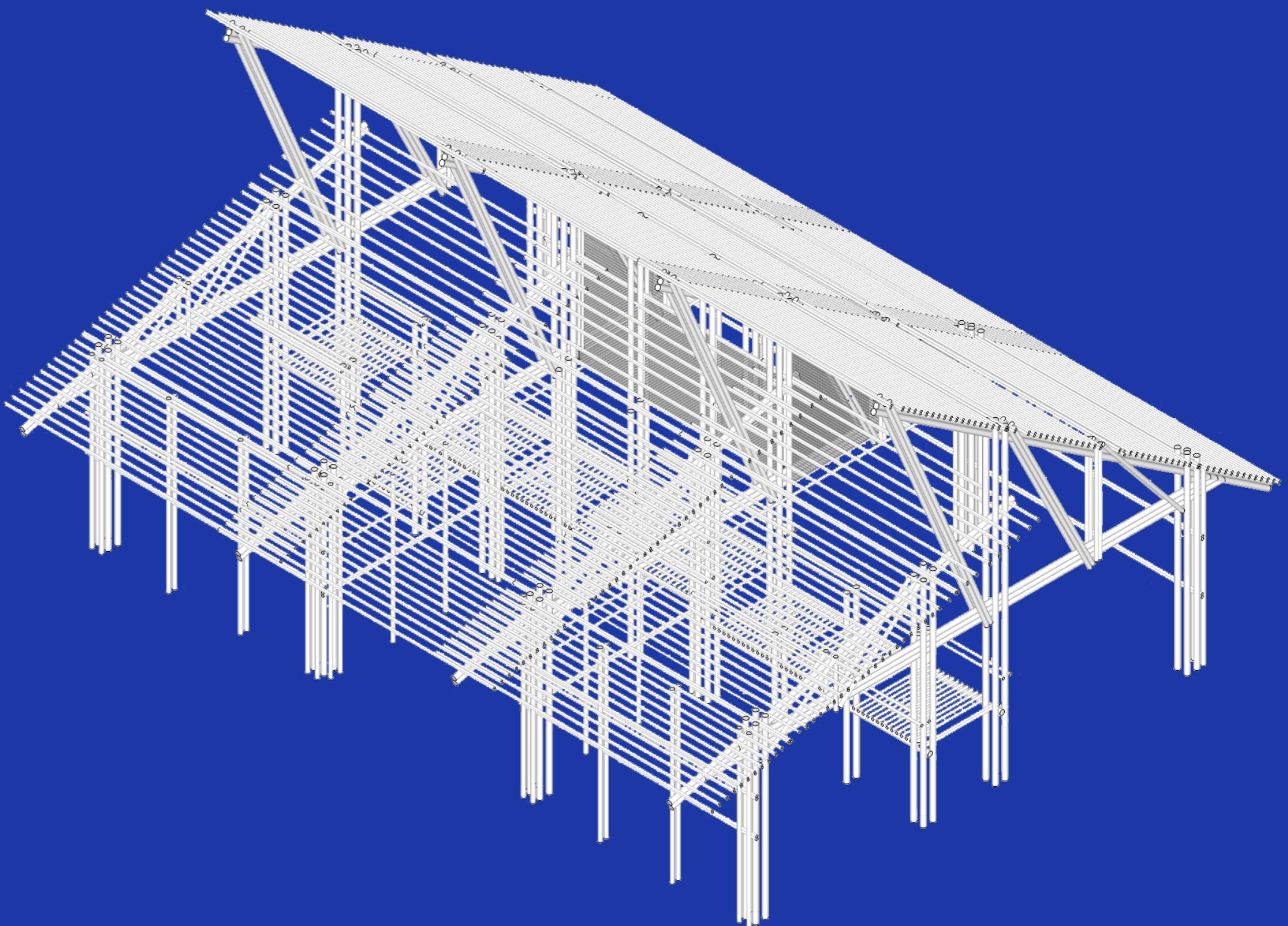
CONCRETE BEAMS AND BLOCKS



CONCRETE POLES

A CONSTRUCTIVE SYSTEM

**Roof structure  
and mezzanine  
bind the portals  
together**

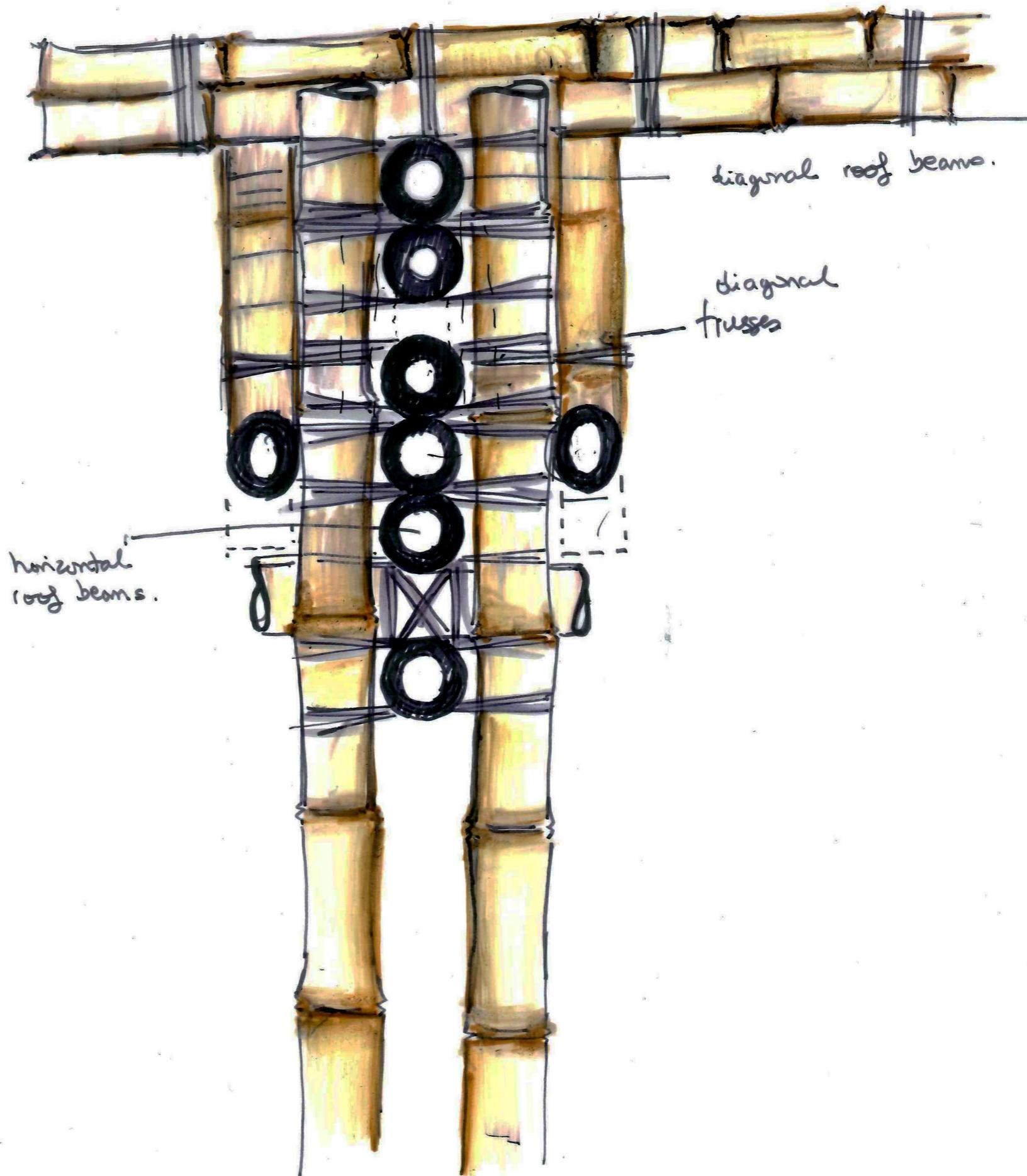


## Clasping bamboo in the making of joints



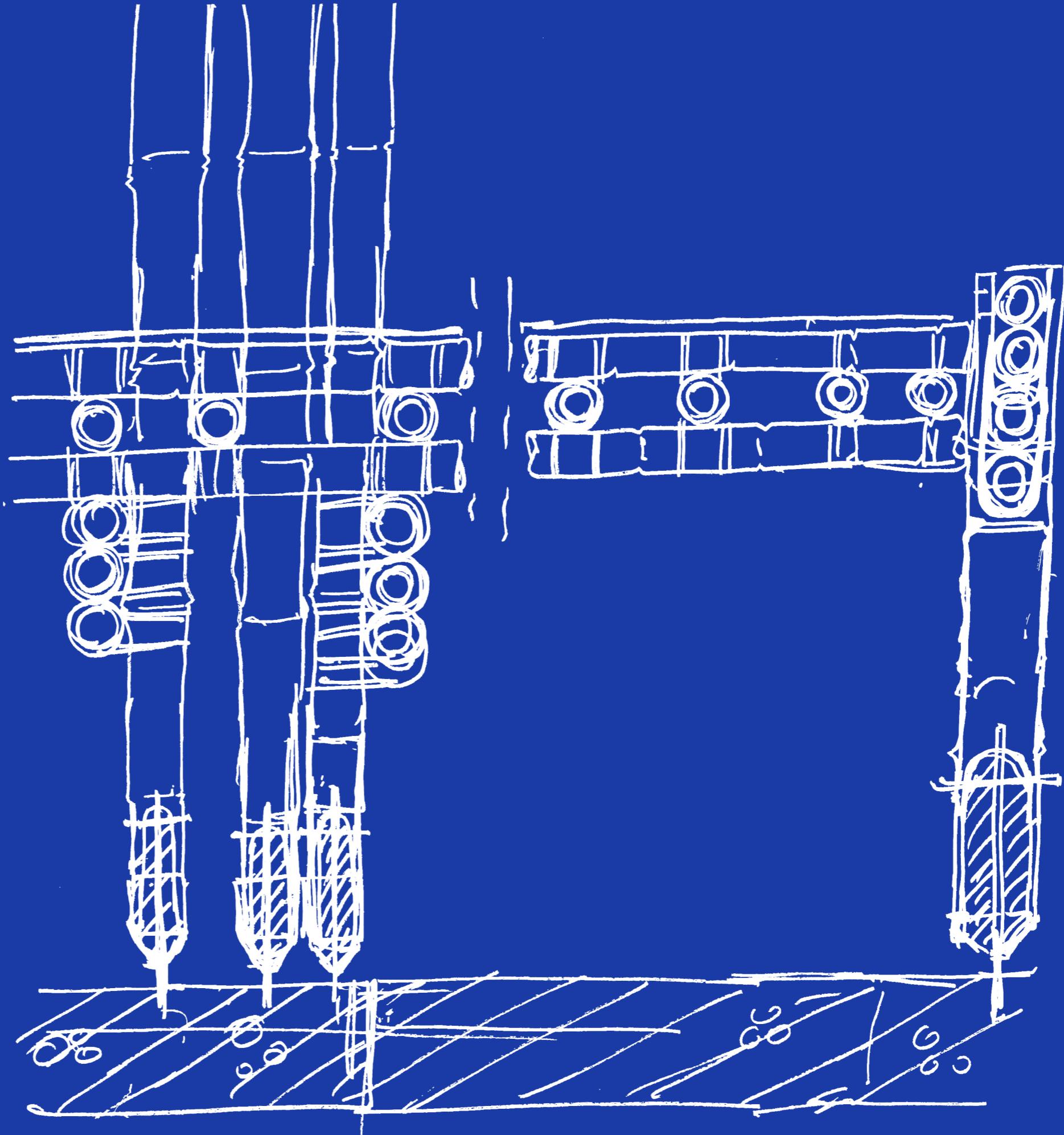
## A CONSTRUCTIVE SYSTEM

### Clasping the bamboo beams of the portal frame between two columns



A CONSTRUCTIVE SYSTEM

**Clasping the  
bamboo poles  
for the floor  
structure**

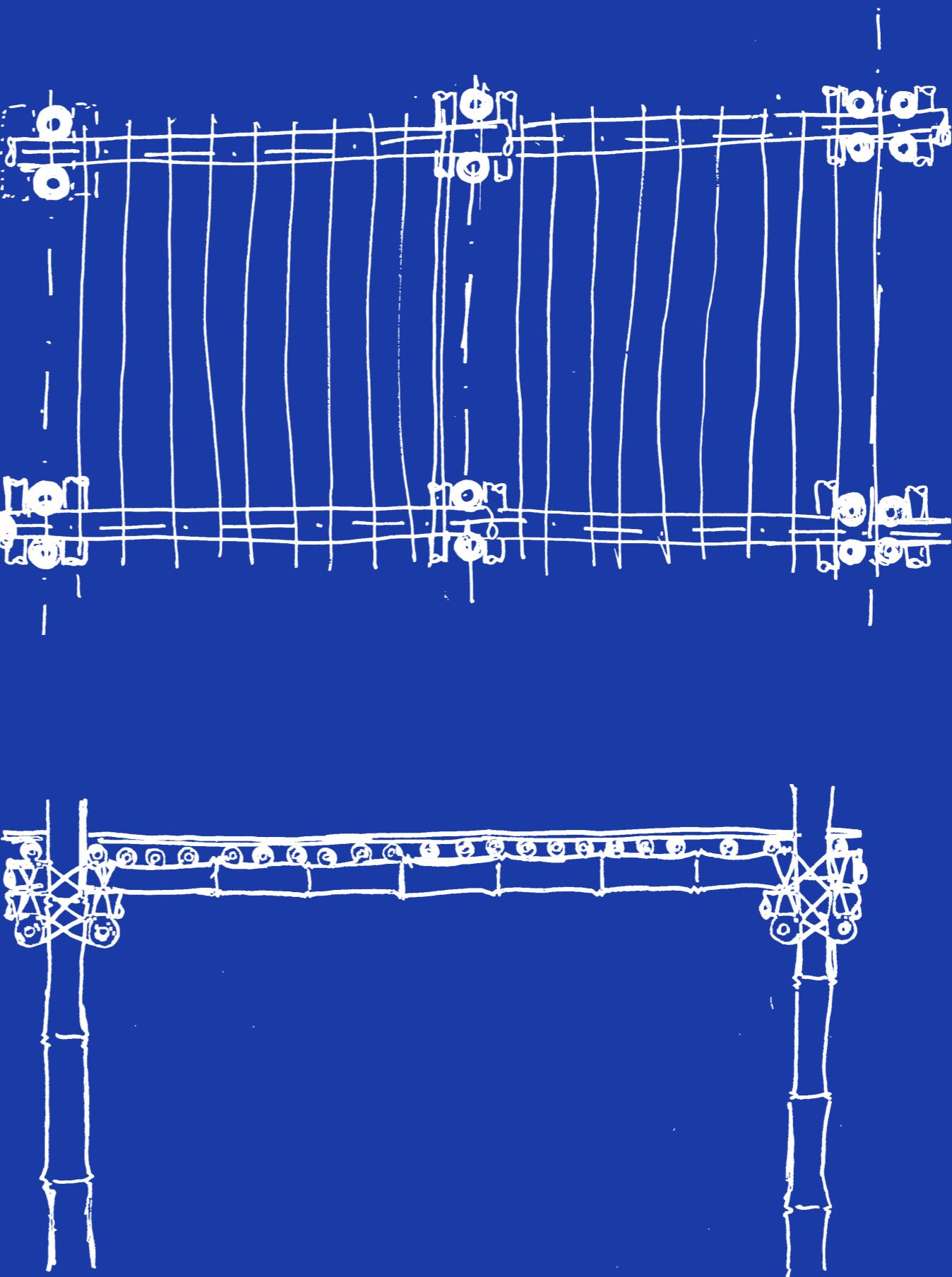


A CONSTRUCTIVE SYSTEM

## Layers of the floor construction



## Construction of the mezzanine floors



A CONSTRUCTIVE SYSTEM

## Construction of the mezzanine floors



## A CONSTRUCTIVE SYSTEM



## A CONSTRUCTIVE SYSTEM



## A CONSTRUCTIVE SYSTEM





**Palm leaves**



**weaved bamboo**



**vertical bamboo  
strokes**



**see-through  
diagonal pattern**



# THE DESIGN PROPOSAL IN THE DIFFERENT LOCATIONS

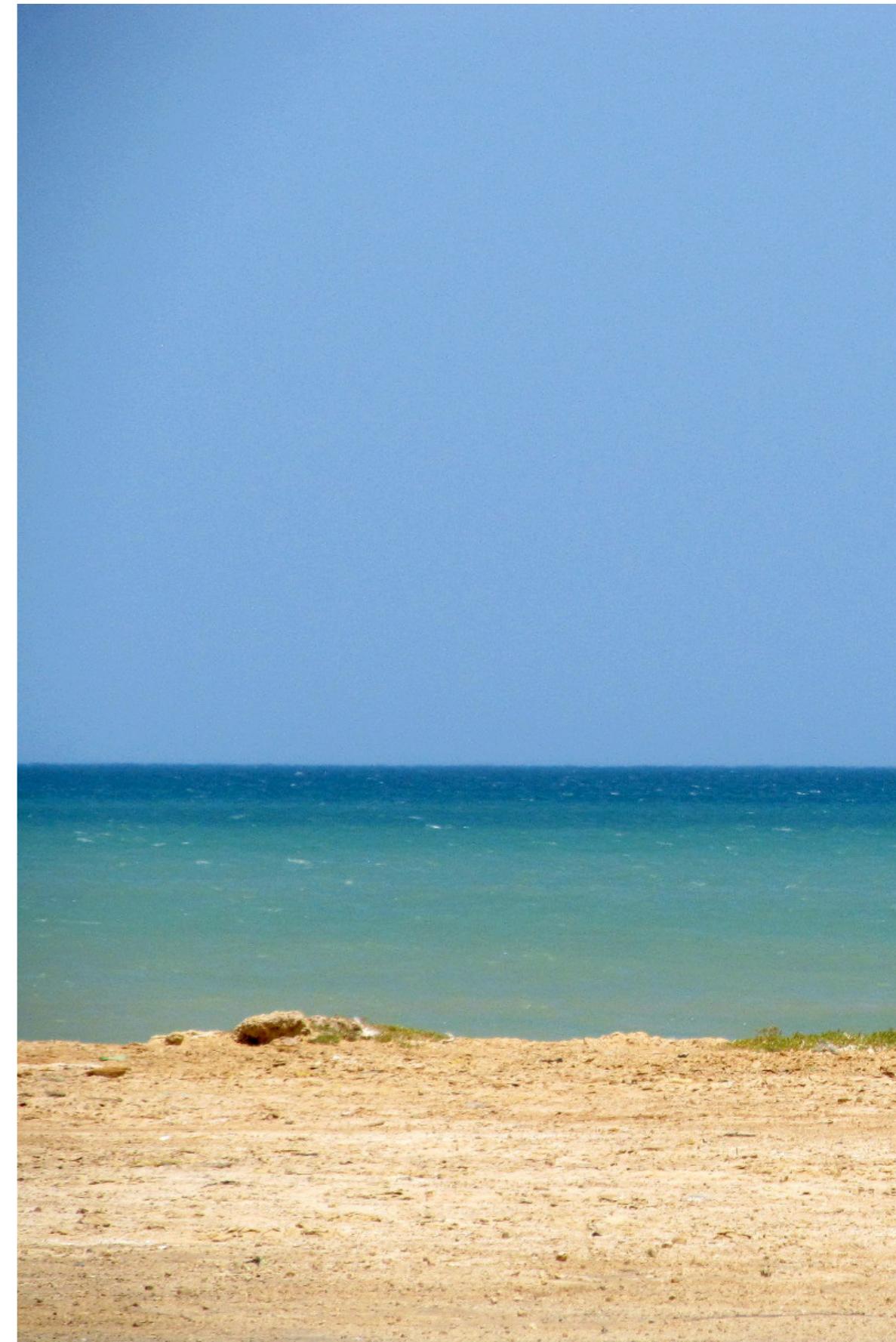
# SALENTO



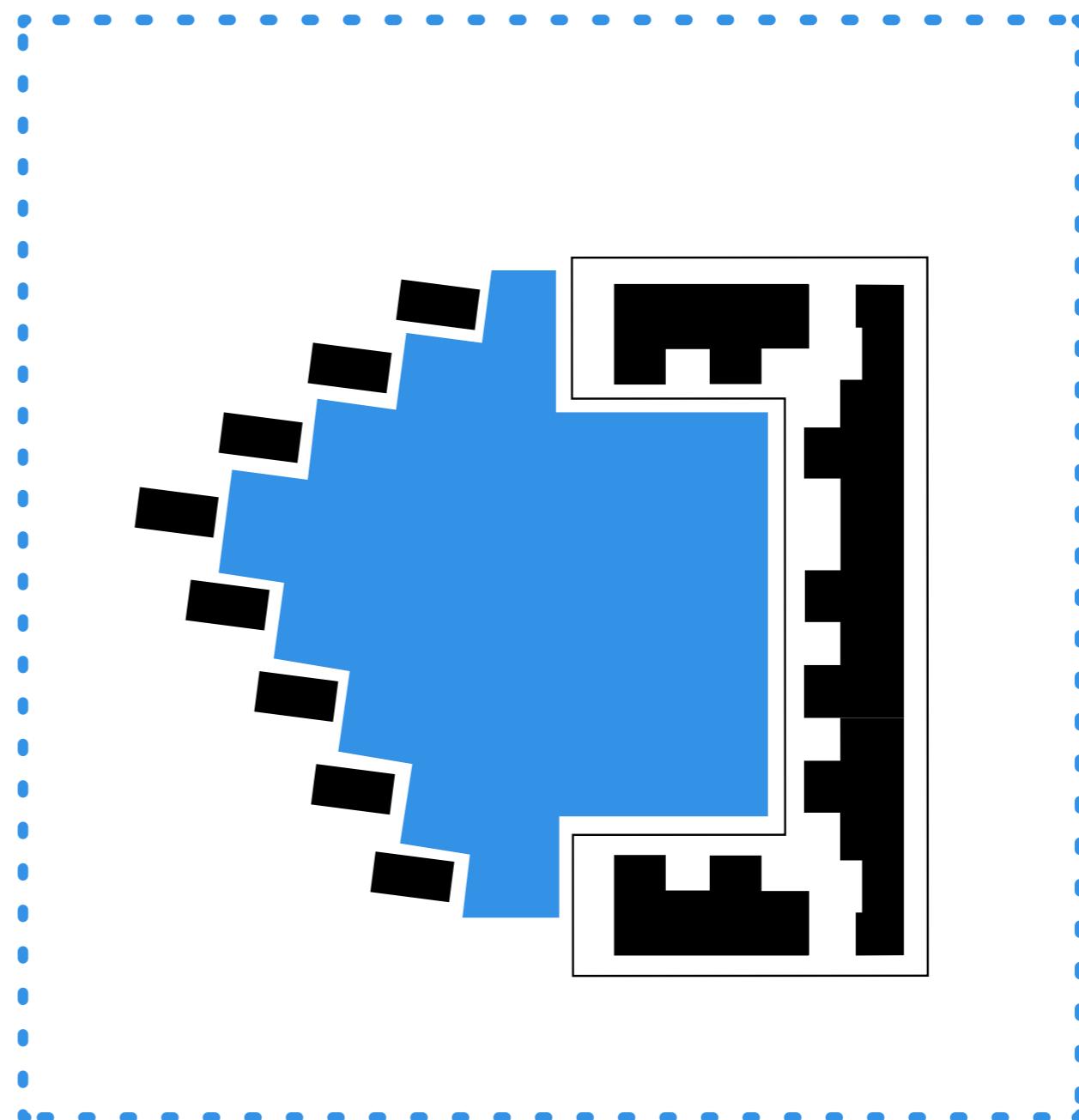
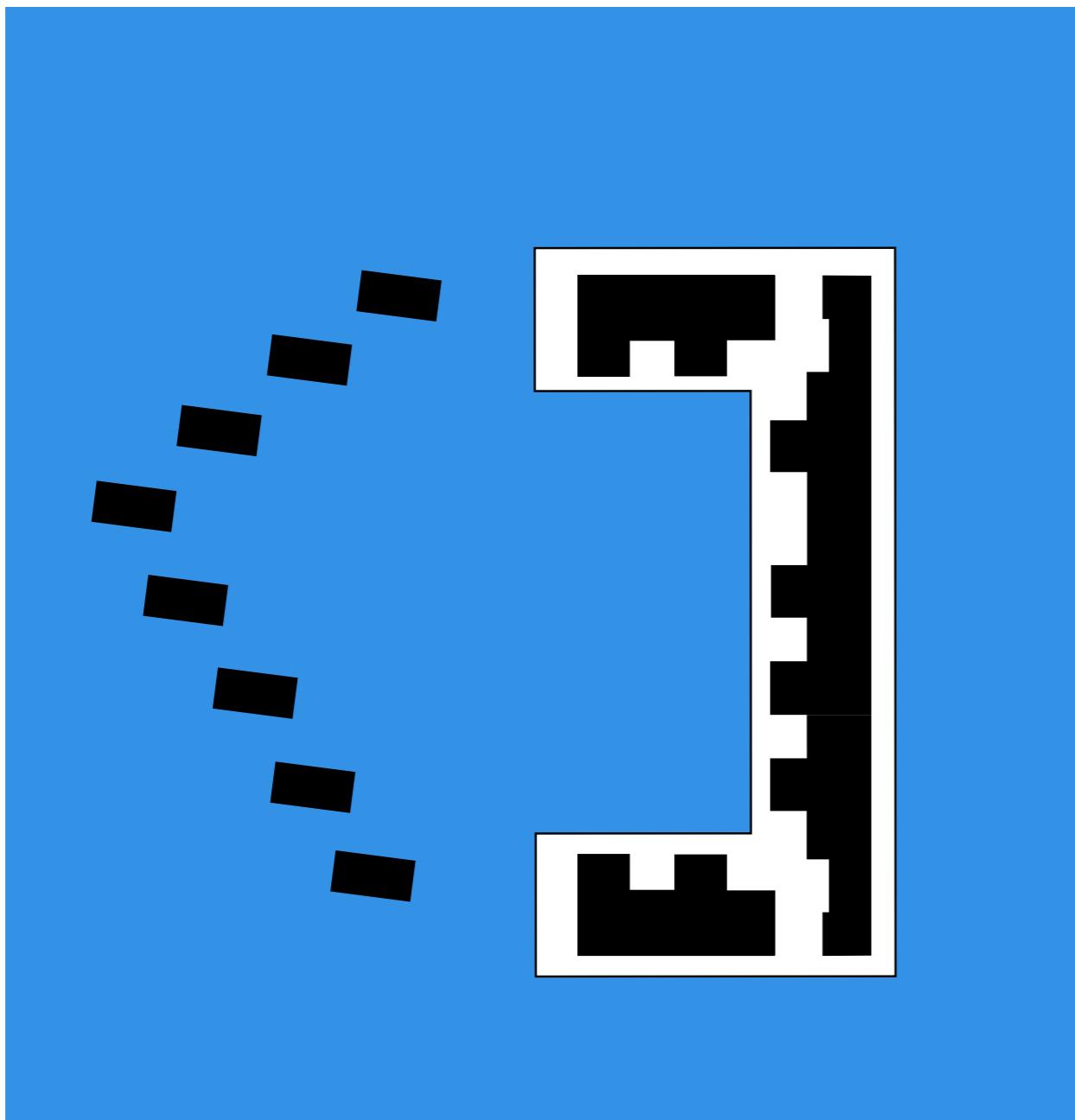
# SAPZURRO



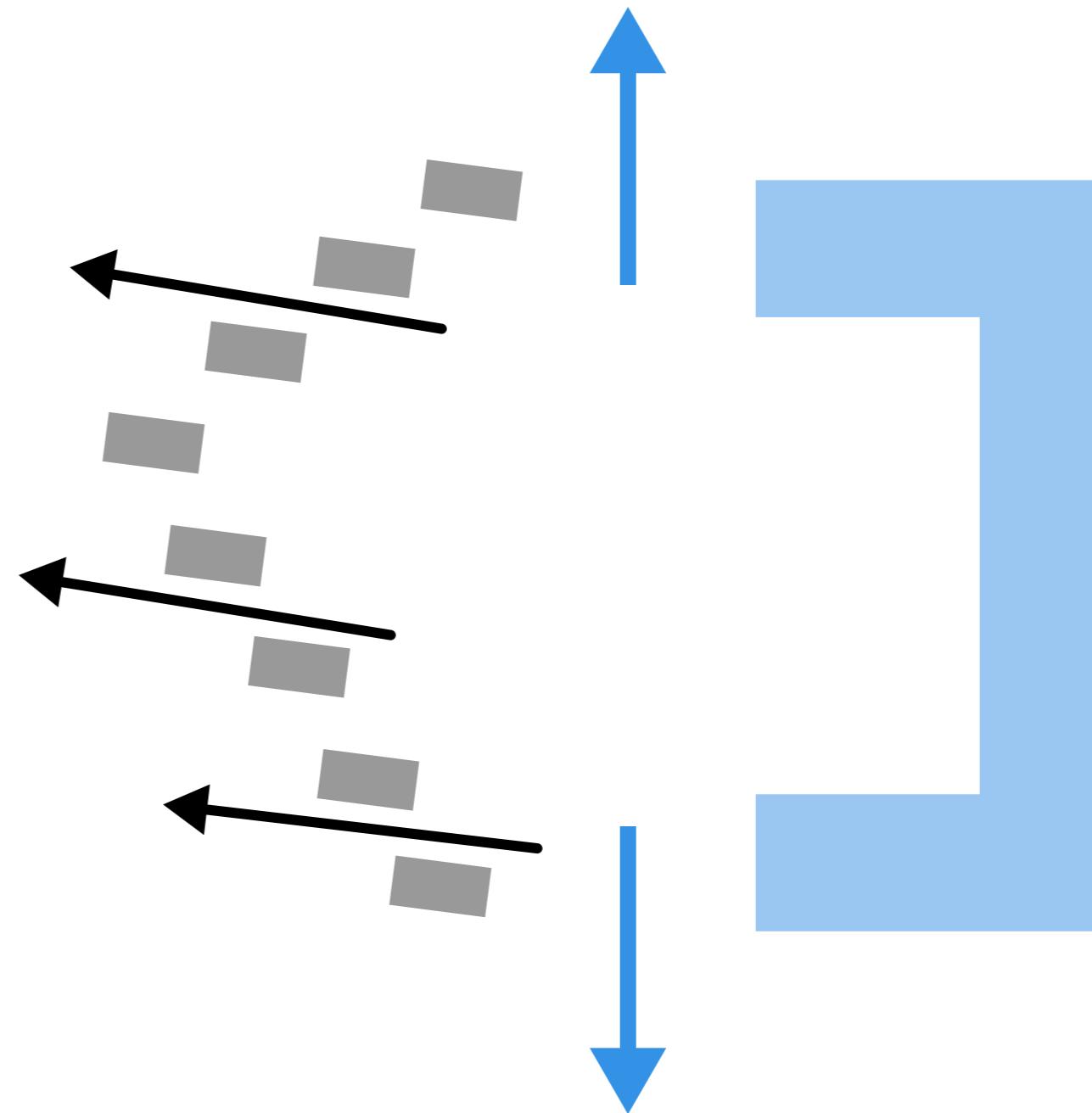
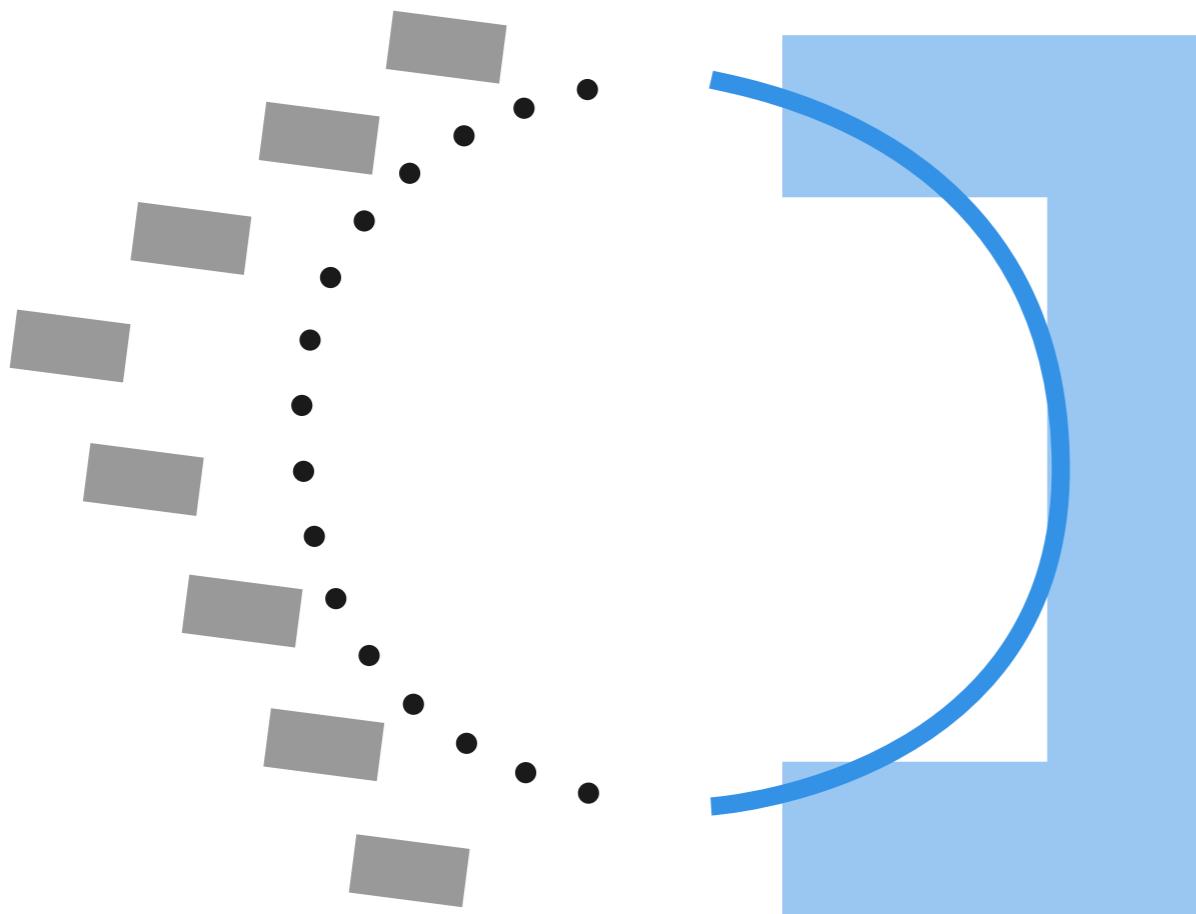
# EL PAJARO



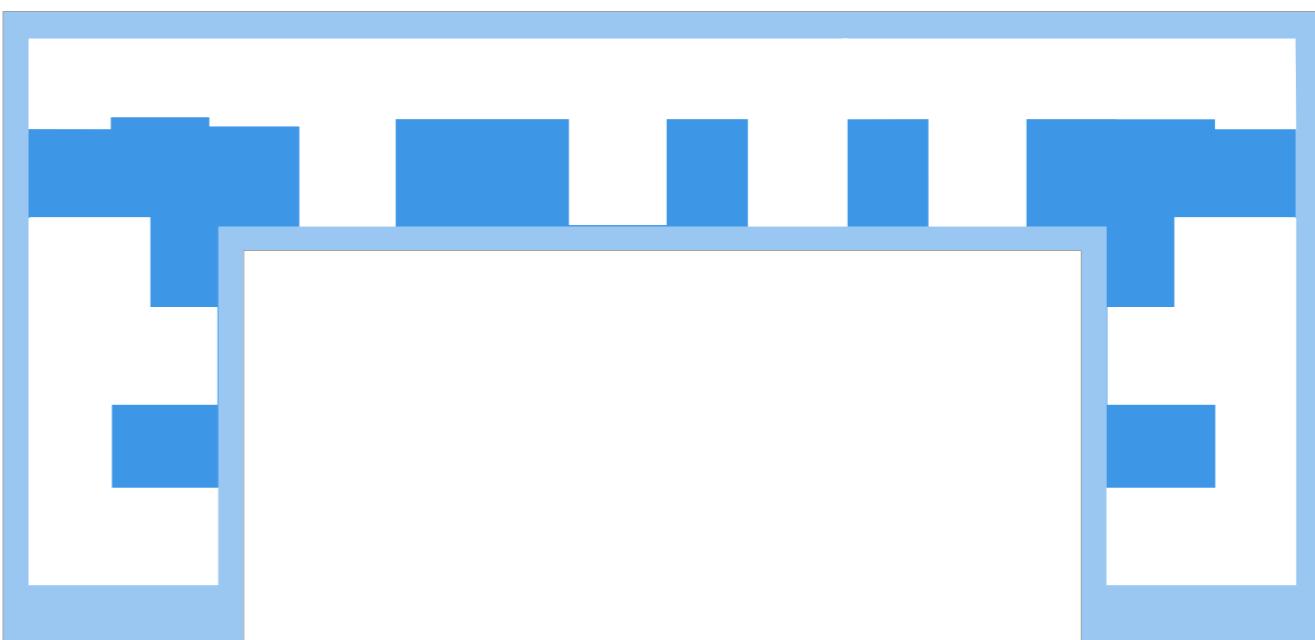
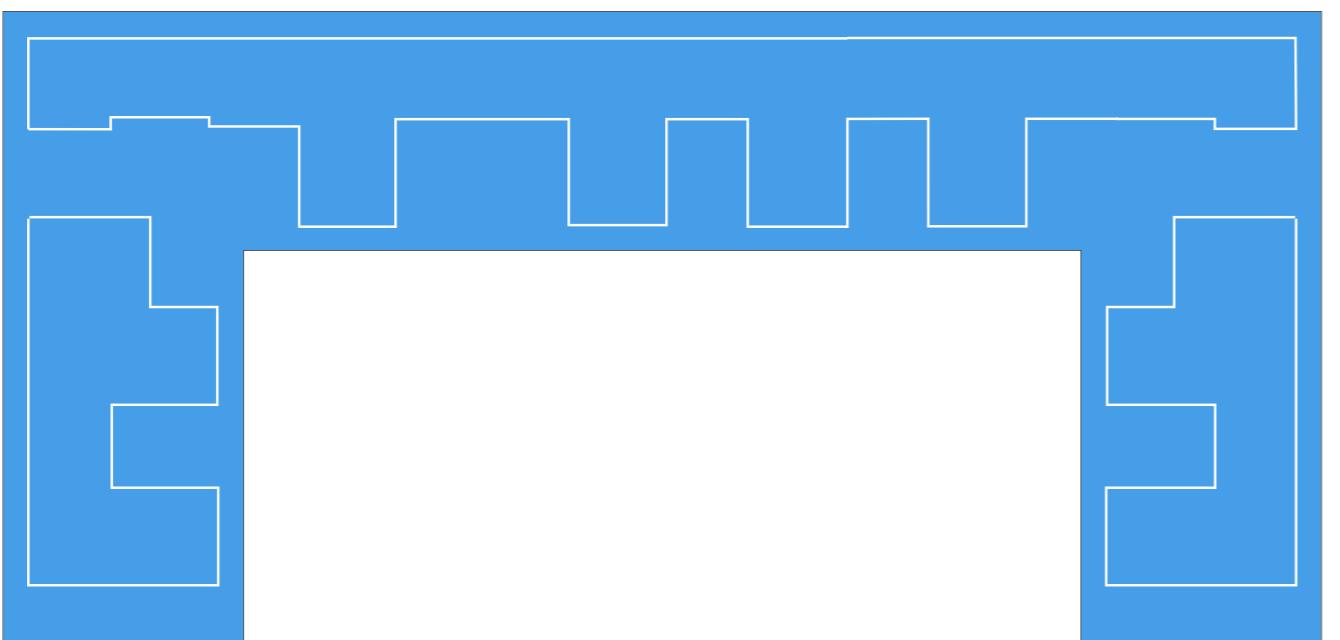
## Framing and enclosing a piece of landscape



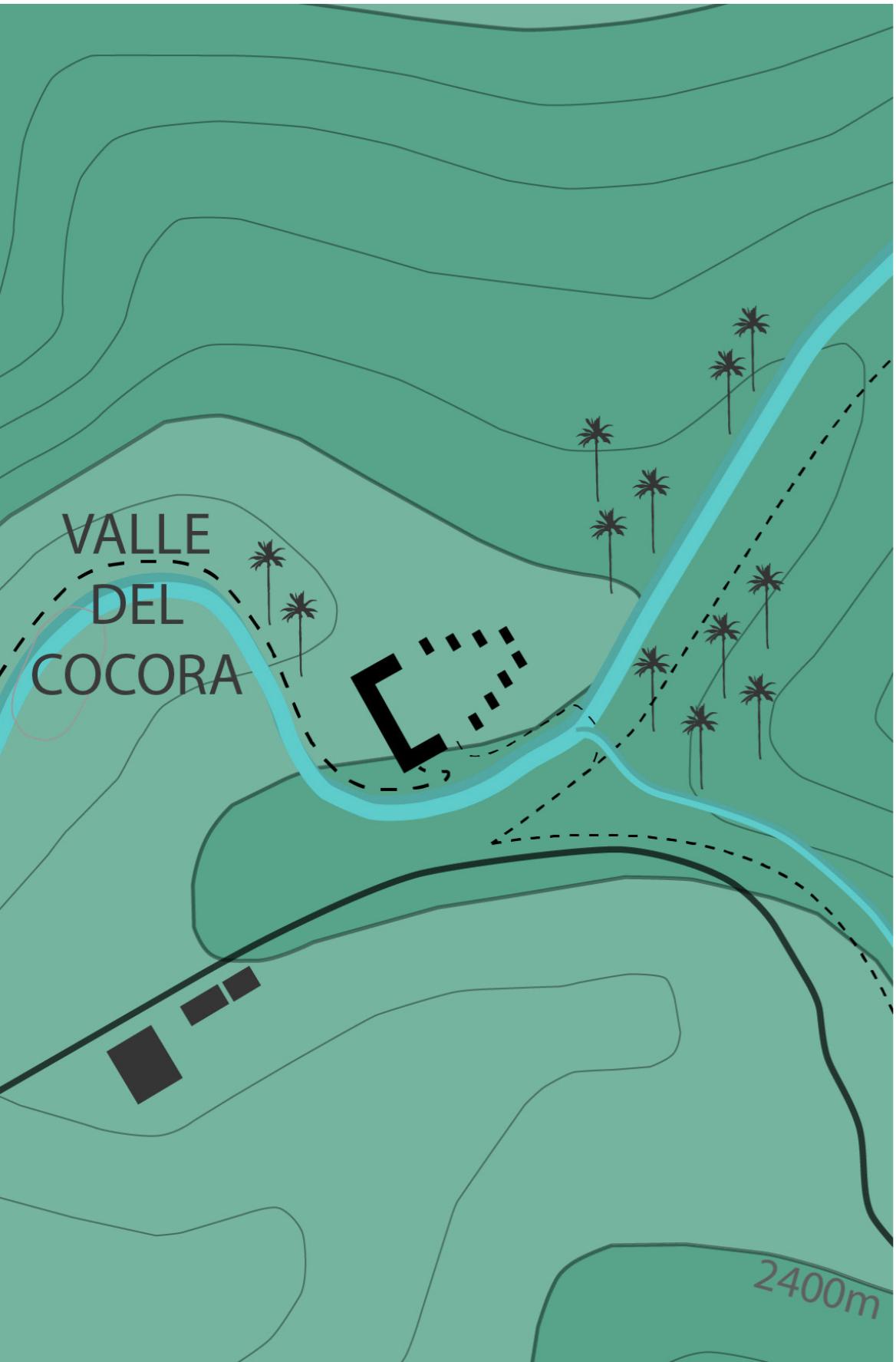
## Patios as a transition area between the landscape and the building



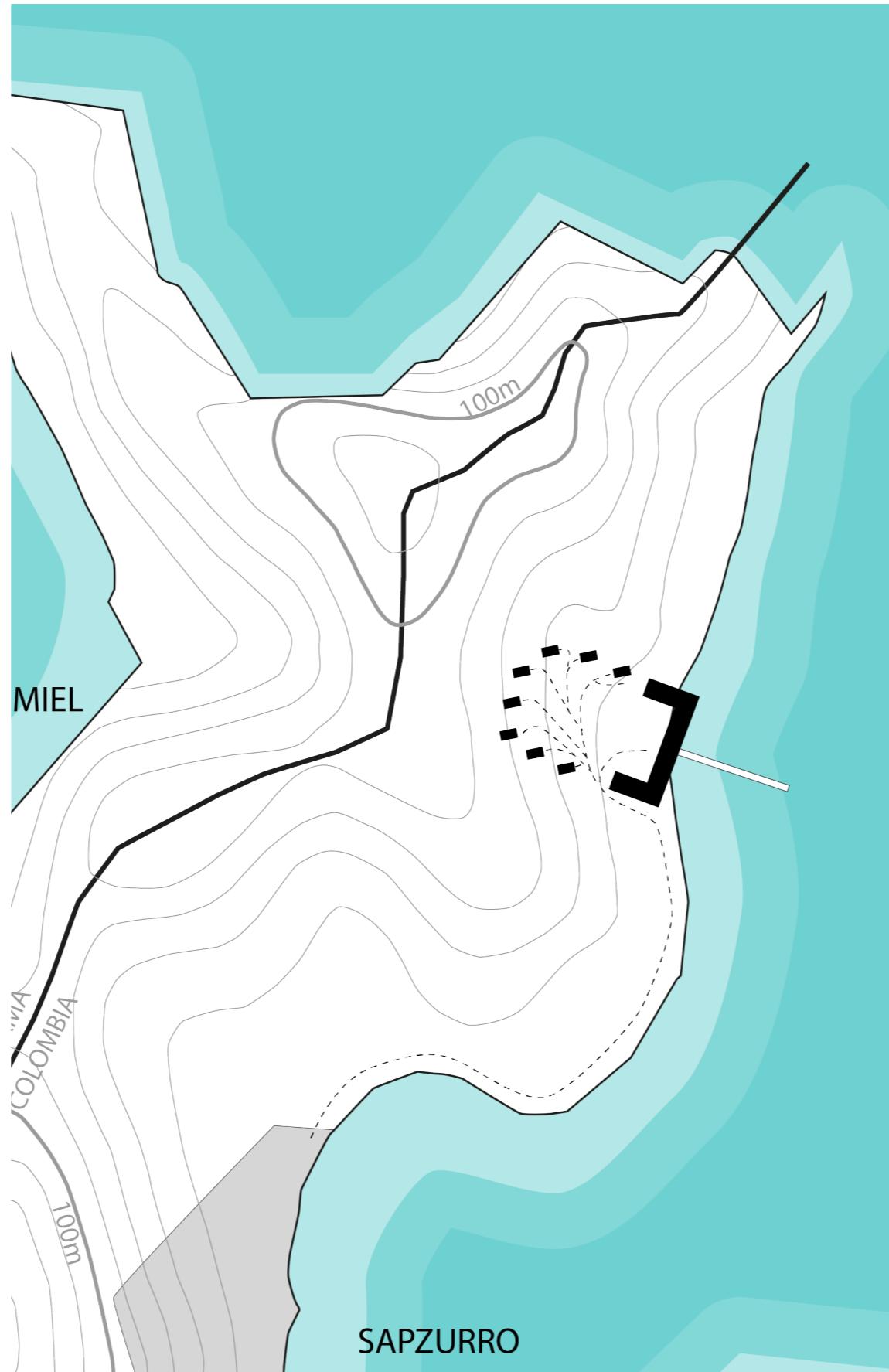
# **Patios as a transition area between the landscape and the building**



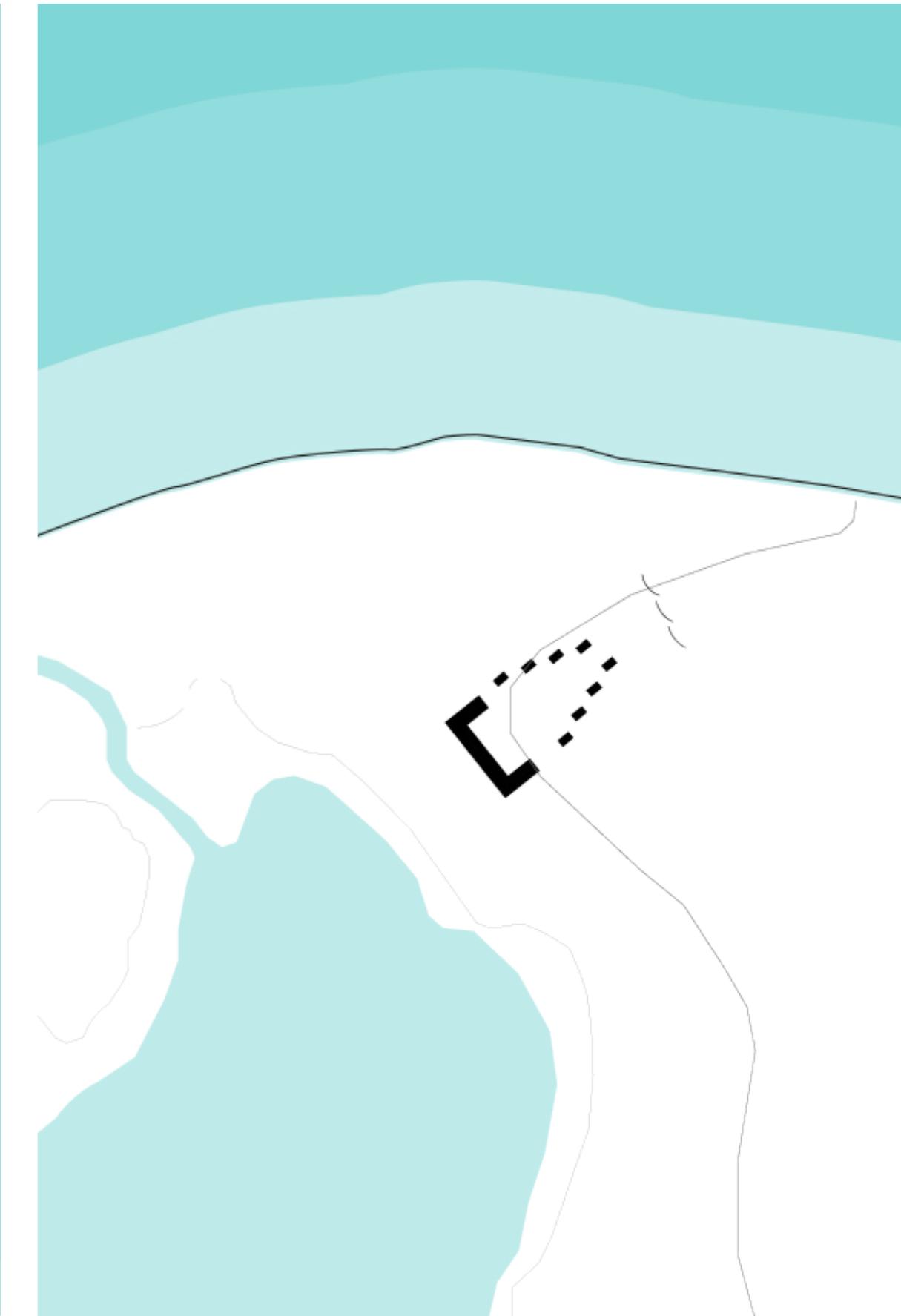
# VALLE DEL COCORA

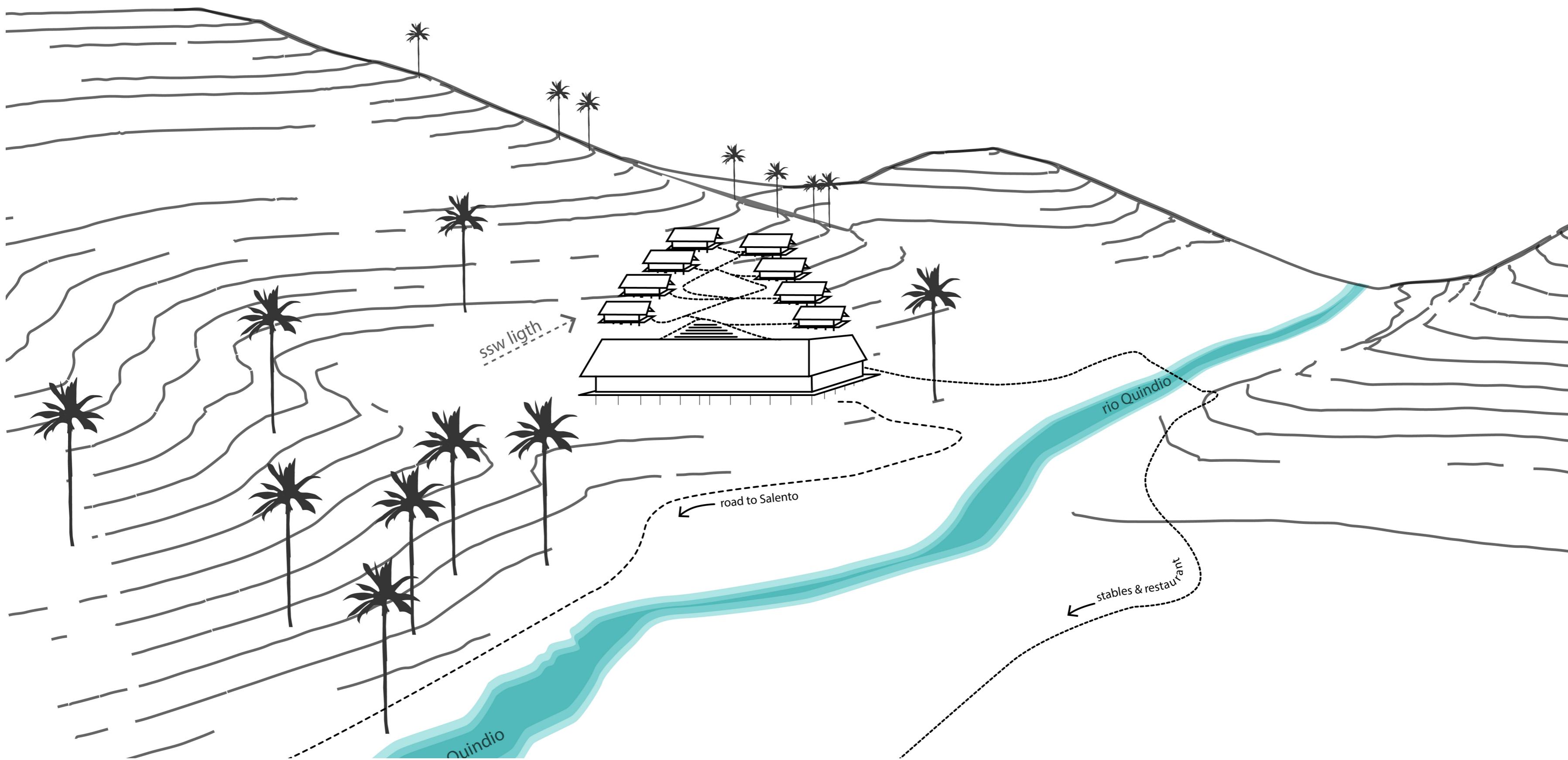


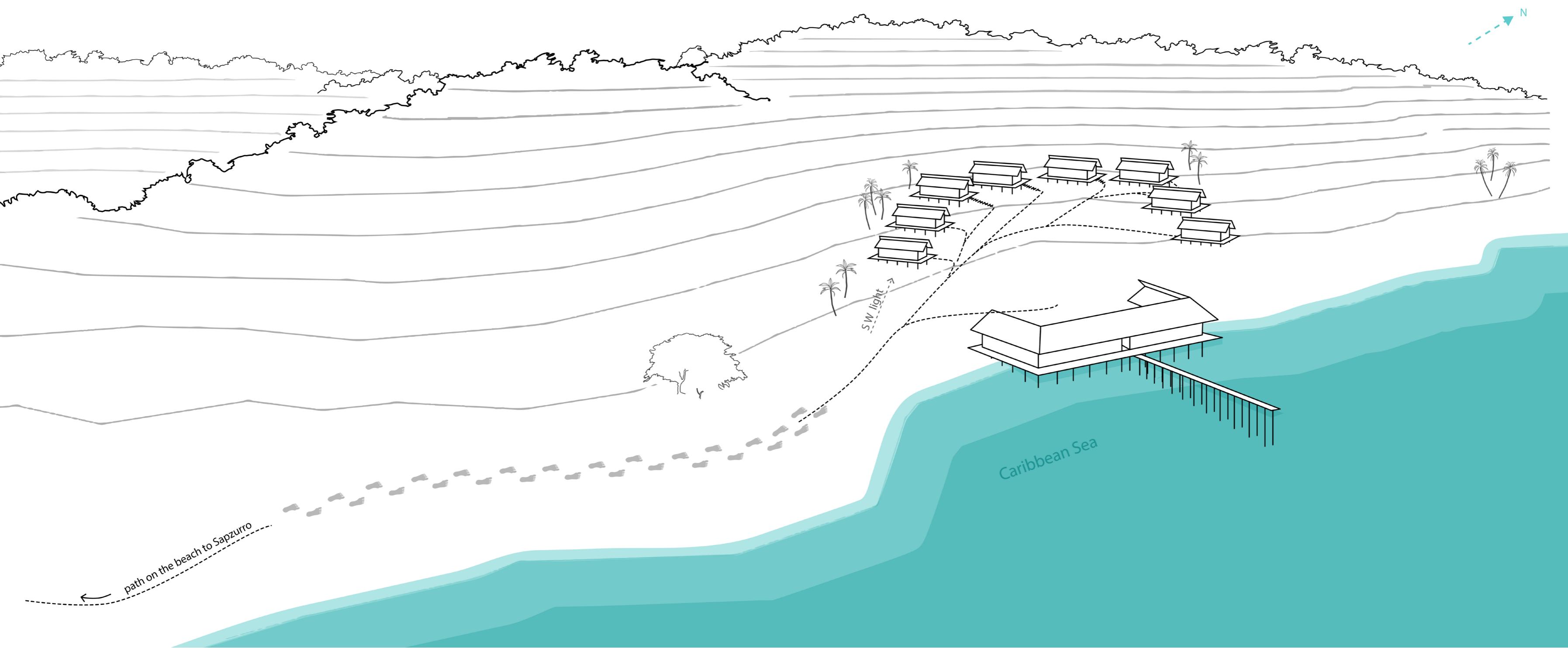
# SAPZURRO

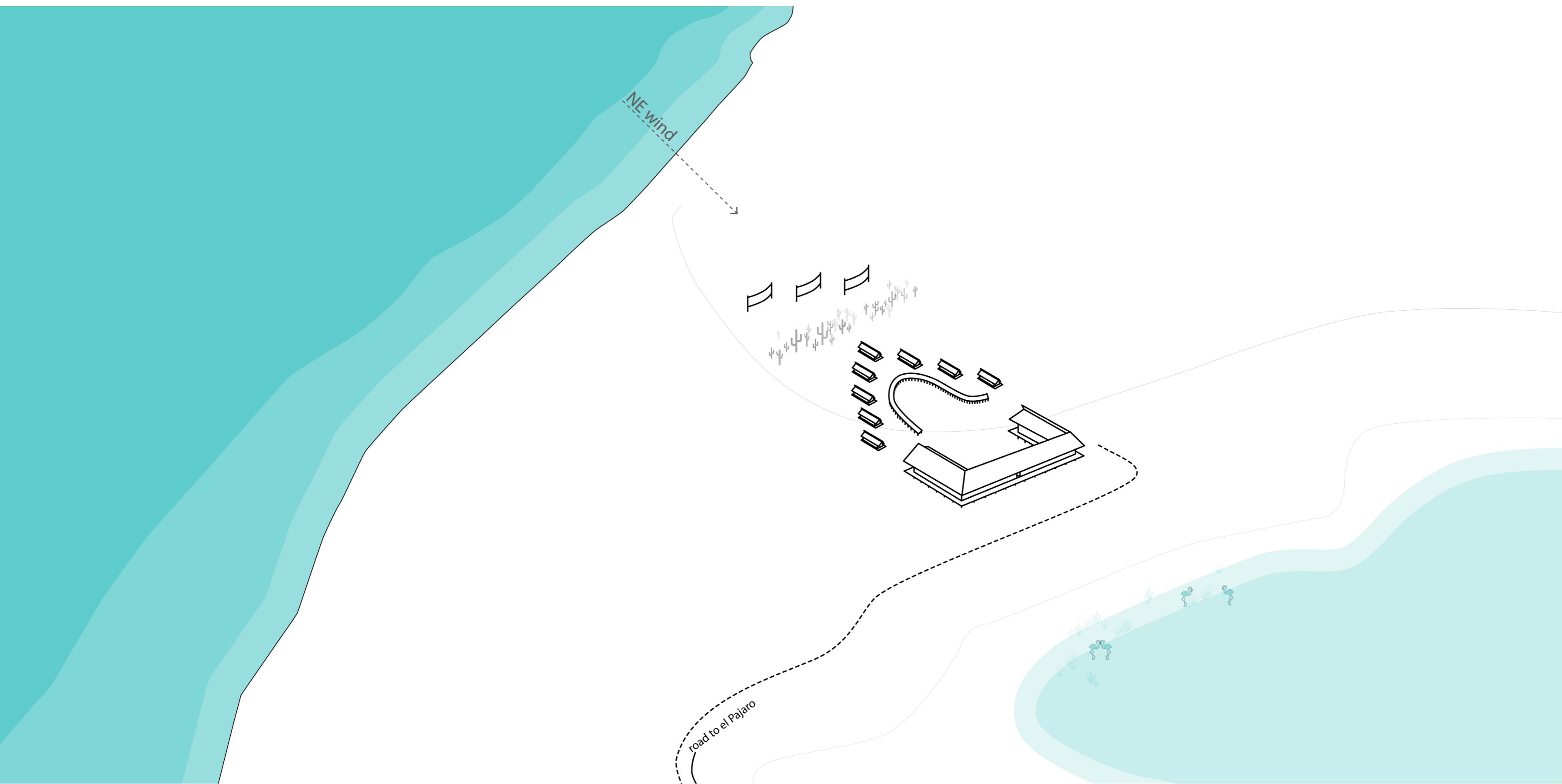


# EL PAJARO









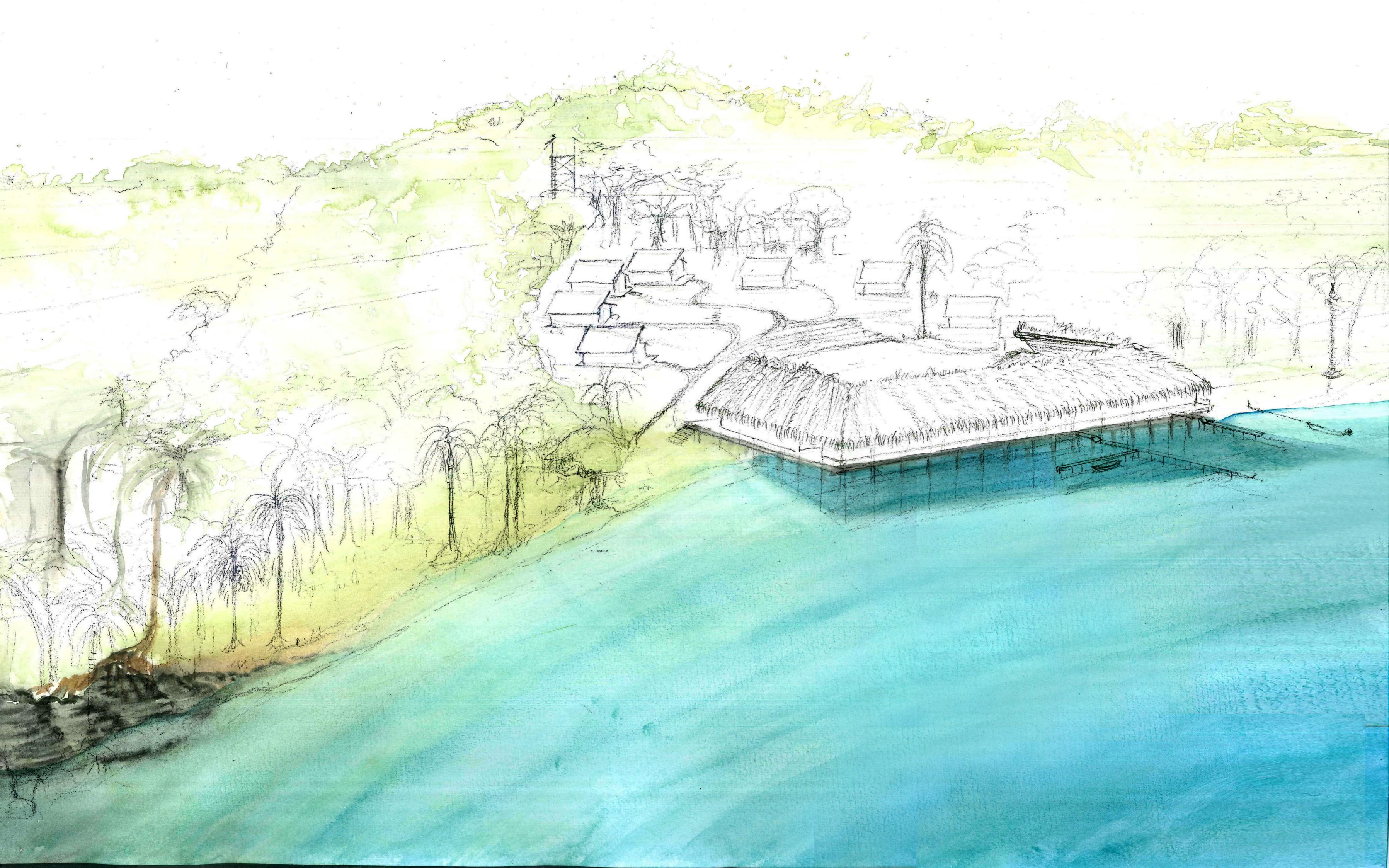


# THE EDUCATIONAL HOMES IN SAPZURRO

21-02-2017

...

130/135









**THANK YOU  
FOR YOUR  
ATTENTION**



THE COMMON HOUSE

## VOLUMES ON AN ELEVATED CONTINUOUS FLOOR

