

boarding school tradition +
community connection +
agriculture & islam +
levels of interaction +

financial

human

social

physical

natural

Many children lost both parents, and extended family members in the Tsunami disaster. In the aftermath both mosque and boarding schools have provided shelter and relief to victims. With an estimated twenty to thirty thousand orphans, and broadly felt concerns over child trafficking, there has been discussion of the construction of more boarding school facilities to care for these displaced children. Inspired by the traditional use of boarding schools within Aceh, this project explores, through prototypical design, the ways in which community interaction and connection, may be fostered through spatial design and social programs. The main goal being, to provide children and adults, who've lost every social and familial connection, with the opportunity to regrow those vital relationships.

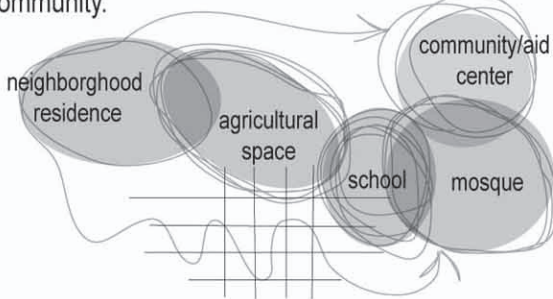
Spaces and structures

School. The school acts as the central 'child focused' element of each design, connecting the various children's residence through a program of education.

Mosque. The community Mosque acts as the main outlying community connection within each design. Providing children frequent interaction with their larger outlying community.



Agricultural Space. Community agricultural space within each design creates common space for daily exchange and interaction between children and neighbors of their community.



Community/Aid Center. The community/aid center within each design provides connection to the broader outlying community, and may facilitate family aid programs.

Streets. In some cases the street is used as one of the primary community elements, in which children may experience a more public focused community interaction.



Design Considerations

Based on Grid. The first three prototypes are designed using a grid for basic organization, in an attempt to provide easy translation of space to differing urban context, and to provide legibility of construction to a broad audience.

Flexible Pattern. By developing repeating patterns of space, these facilities could be easily extended or reduced to accommodate larger or smaller populations in need.

Use Over Time. Prototypes are designed in a manner which may accommodate different uses over time. Structures may be adjusted to suit family housing, or continue to serve as a community centered' boarding school.

Architecture. These prototypes provide an arrangement of outside space and structures in an attempt to encourage community interaction. The specific design of structures and their architectural elements are left flexible to suit differing cultural preferences, and building materials, specific to the region and individual site.

Private vs. Public. The first three prototypes have been designed with differing levels of public and private space. The first prototype being the most privately focused, the third being the most publicly focused, in an attempt to provide flexibility for different cultural preferences of community interaction, and children's lifestyle.

Social Programs

Community/aid center. The community/aid center may provide family aid programs to those families within the community who need help becoming self-sufficient again. Aid programs may also help those older members of the community who have been left with few family connections.



Agriculture. Shared agricultural space may provides an opportunity for the children's school and community residence to be self-sufficient through food production. As well as providing another component to the children's daily activity.

Relative's weekend. Visiting weekends may provide any remaining relatives of the children (who are not able to provide long term care) an opportunity to remain a part of the child's life, keeping remaining family connections in tact.

Residential community housing. Community housing within close proximity of the aid center and shared agricultural space, may provide living space for elderly people who have lost their family and social connections. Shared community activities and daily interaction with younger generations may allow them to re-establish relationships they have lost.



Design Types

A range of outside spaces are provided within these designs to facilitate different aspects of community life.

Spaces

Private-enclosed prototype. Design is inspired by sheltered interaction, which provides various levels of private and semi-private space.

Private space. Children residence centered around a small courtyard provide an outside sheltered space which may foster the activities of a family household.

Semi-inclusive prototype. Design is inspired by a balance of public and private space, which provides a range of public and semi-private space.

Semi-private space. Children's residence facing a shared courtyard more open to the residential community, may still find the feeling of family, as well as have more visual and perhaps social connection to their outlying community.

Inclusive network prototype. Design is inspired by fitting into a more typical neighborhood setting, which provides levels of public and semi-public space.

Shared courtyard. Both shared courtyard of school/children residences and school/children residences/mosque, may provide an important sheltered community space in which children are able to create a larger private community connection.

Remaining Pattern Prototype. Street layout is inspired by remaining patterns surrounding a surviving mosque structure in Banda Aceh. This prototype provides a range of semi-private to public space.

Shared agricultural space. Shared public garden space provides children with a larger semi-public sheltered area, in which they may have daily interaction with older members of their community while playing or participating in shared agricultural activities.

Public open space. Large public open space which may provide sports activities or a market place, may provide children with a closer connection to outlying community activities and events.

Neighborhood streets. For children's residences located along neighborhood streets, the street may become one of the primary community spaces.

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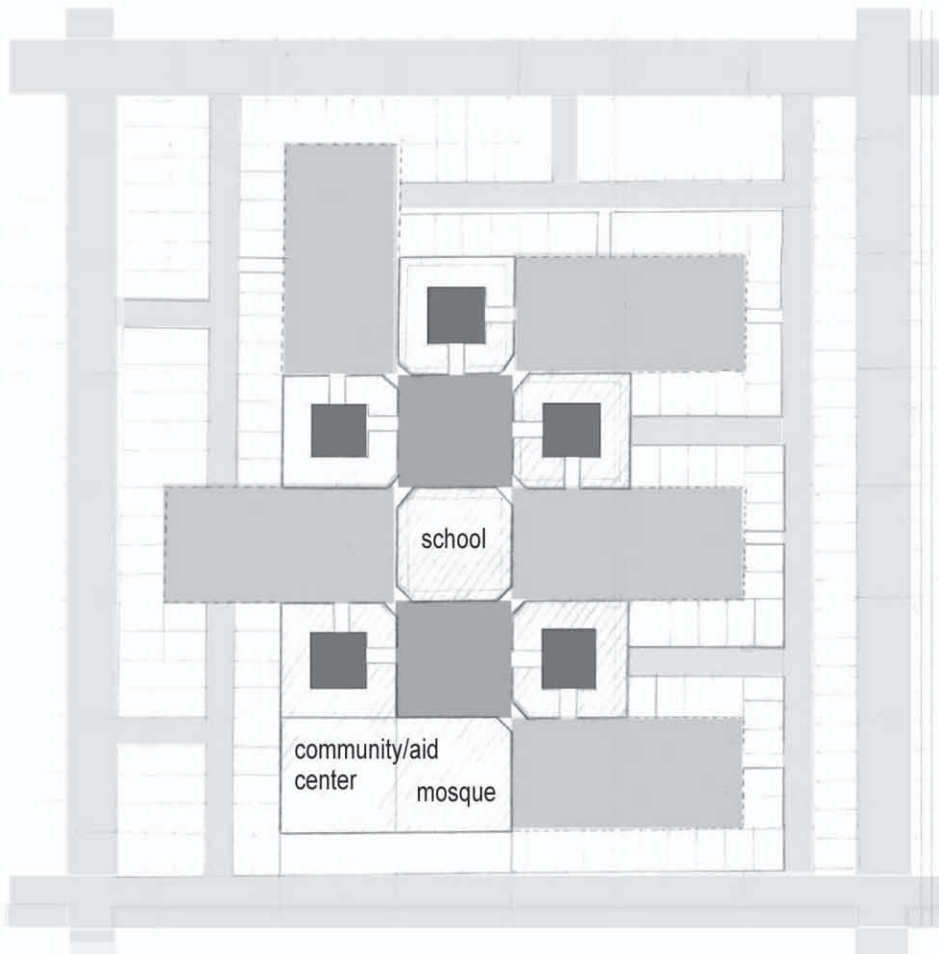
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Private-enclosed prototype

Inspired by the creation of sheltered community space, the goal of this prototype is to provide a variety of private and semi-private space.



Community agricultural space. One of the primary neighborhood community connections, this space may provide daily community interaction through agricultural activities.

Secondary and primary streets. Narrow secondary streets are found throughout the close community residences, while primary roadways are left to the perimeter.

'Children's housing structures (zone). Intended as single story structures, architectural design to be decided by regionally specific cultural preference and available building materials. Children's homes are centered around small courts.

Community residence housing structures (zone). Intended as single story structures, architectural design dependent on regional preference. Neighbors homes and small streets provide a community buffer to large outlying roadways.



Children's residence courtyard. A private 'small community' space in which a close eye may be kept on children playing outside, may provide a stronger feeling of family household setting. One direct connection is given to an agricultural space. Encouraging regular interaction with a defined portion of the neighborhood residence may create a larger sense of family

Shared courtyard space. Both school and mosque boarder medium sized shared courtyards in which larger community interaction can be found, while still keeping sheltered semi-private space.

-  children's residence courtyard
-  shared courtyard space
-  community agricultural space
-  secondary and primary streets
-  children's housing structure
-  community residence housing structure

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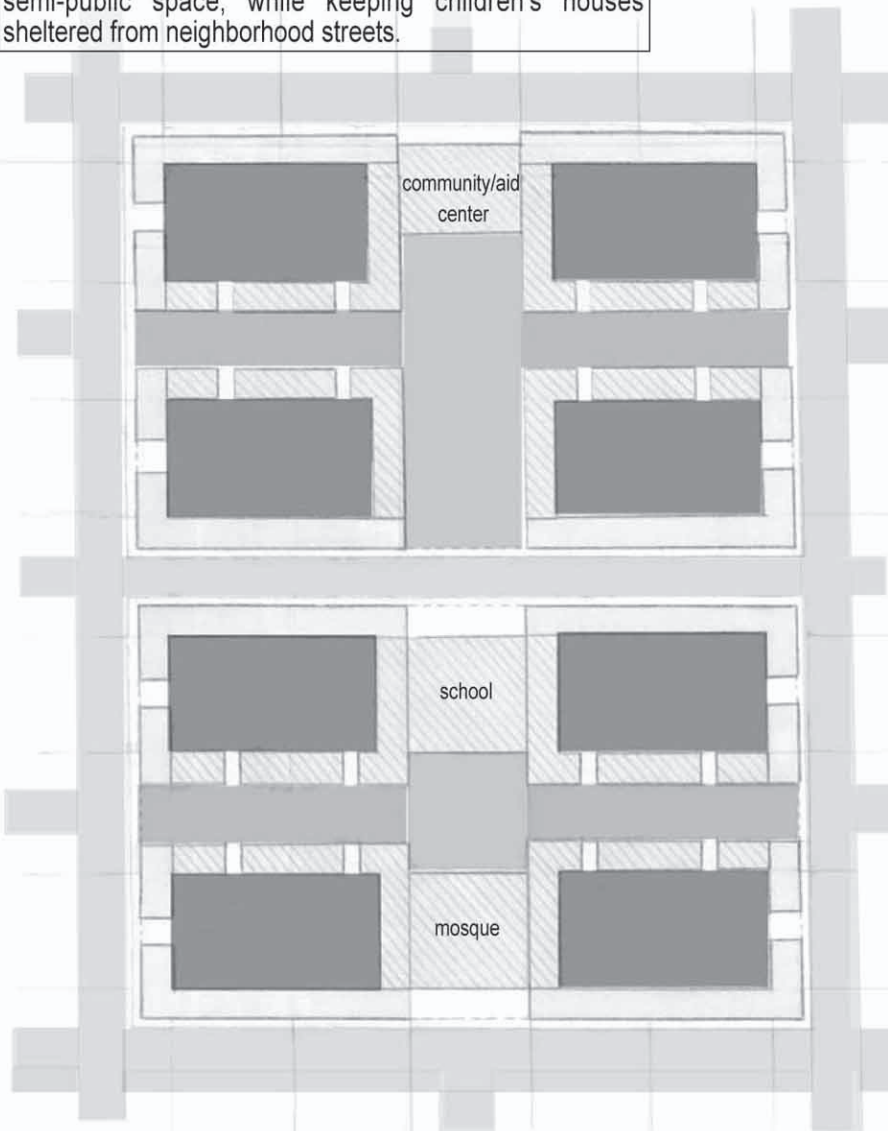
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Semi-inclusive Prototype

Inspired by a balance of private and public interaction, the goal of this prototype is to provide a variety of flexible semi-public space, while keeping children's houses sheltered from neighborhood streets.



Secondary and primary streets. The dividing central street may act as a typical neighborhood street, which is more slow and safe for children to cross. While the outlying mosque street may act as a busier street. This prototype is designed to fit more easily into an urban street layout.

Children's house structures (zone). Intended as single story structures, architectural design to be decided by regionally specific cultural preference and available building materials. These houses are located near the center of the blocks, providing shelter from outlying streets.

Neighborhood residence house structures (zone). Intended as single story structures, architectural design decided by regional preference and available building materials. These houses are located along the perimeter of the blocks.

-  community agricultural space
-  children's residence semi-private courtyard
-  public open space and mosque/school shared courtyard
-  secondary and primary streets
-  children's house structures
-  community residence house structures



Community agricultural space. Acting as one of the primary semi-public community connections, this space is bordered by both children's and neighborhood housing.

Children's residence semi-private courtyard. Each courtyard space is bordered by access to agricultural space and the outlying community. Courtyards may provide visual connections to the outlying community, while remaining primarily private.

Public open space and shared courtyard. A large area of public open space may hold community functions such as soccer sports field, or community market space. While the school and mosque share a courtyard which may provide sheltered space for smaller community activities.

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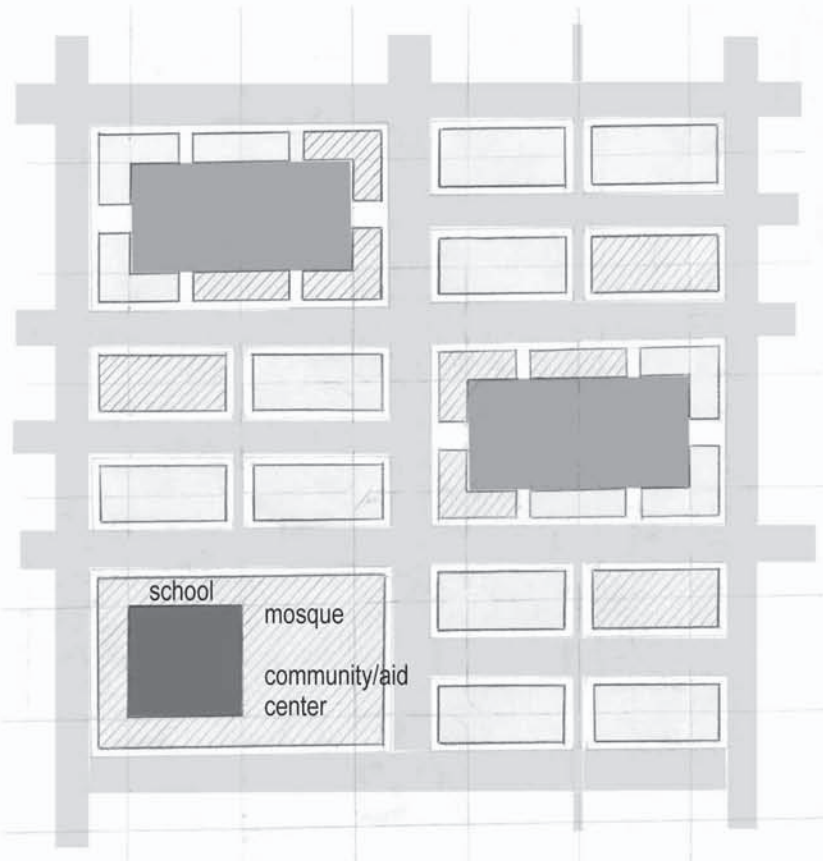
Inclusive network prototype

Inspired by the incorporation of urban street pattern, the goal of this prototype is to disperse children's homes in the form of a neighborhood network, side by side with neighborhood residence. Primary community interaction found within daily neighborhood routines.



Shared school/mosque courtyard. This space may provide an inclosed sheltered space for school children at play, or outdoor mosque community functions.






Community agricultural space. Agricultural space is sheltered by both neighborhood and children's homes. Several pathways to the outlying community exist between houses, providing stronger access for outlying house holds, perhaps making the space feel more public.



Secondary streets and alleys. Secondary streets may provide a primary community interaction space between children and their neighbors. These internal streets are intended to be slow paced settings which provide moderate safety for children.

Children's house structures (zone). Intended as single story structures, architectural design is to be decided by regionally specific cultural preference, and available building materials. Children's houses are grouped together among neighborhood houses, which may provide a more typical neighborhood feeling and atmosphere.

Neighborhood residence house structures (zone). Intended as single story structures, architectural design is to be decided by regionally specific cultural preference, and available building materials. Neighborhood residence housing is evenly distributed among children's housing.

-  school/mosque shared courtyard
-  community agricultural space
-  secondary streets
-  childrens house structures
-  community residence house structures

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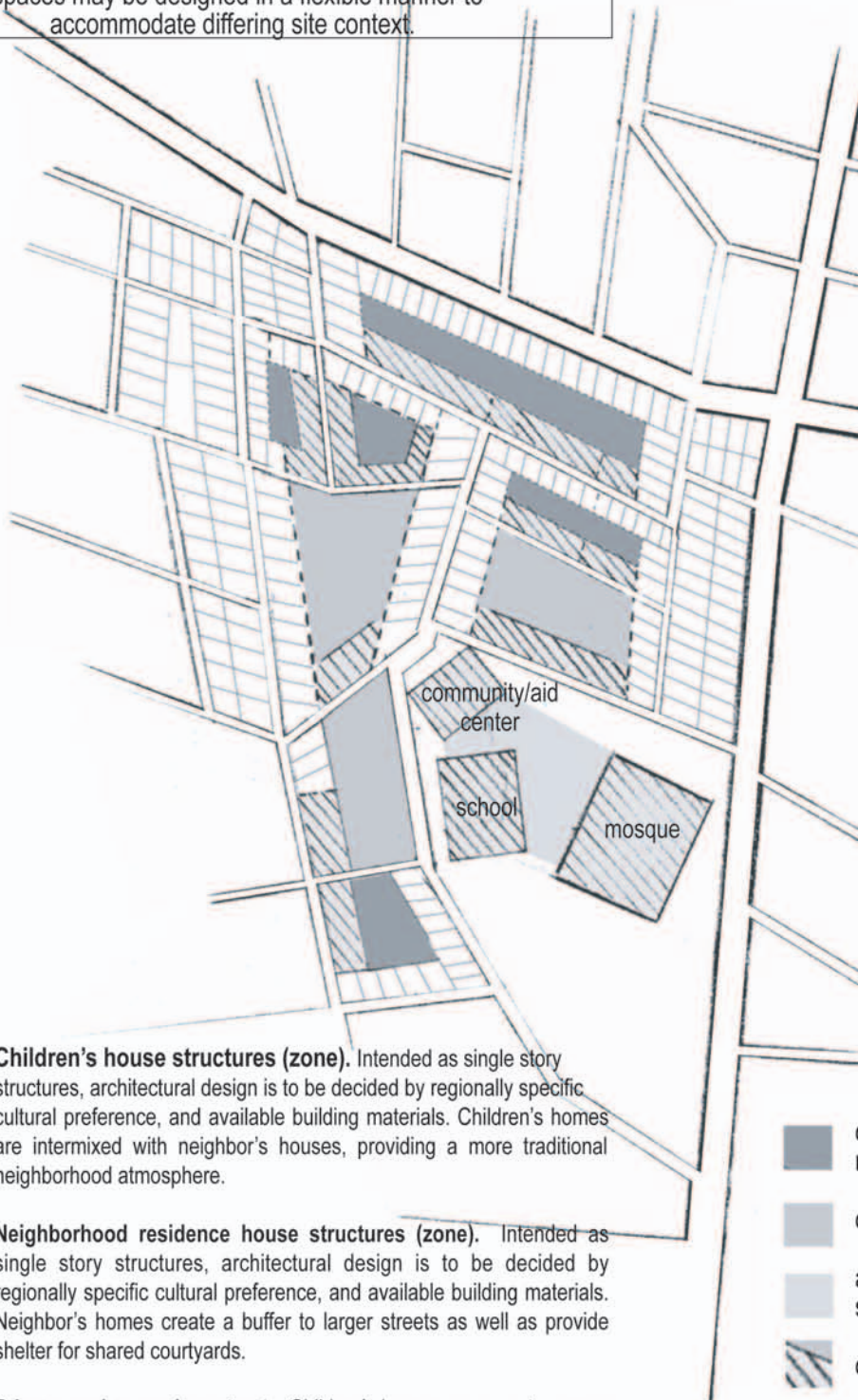
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Remaining Pattern Prototype

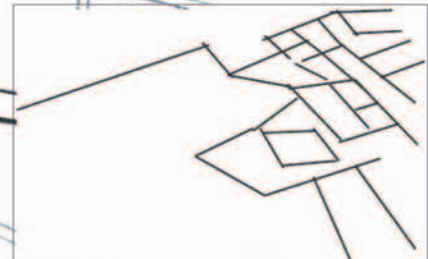
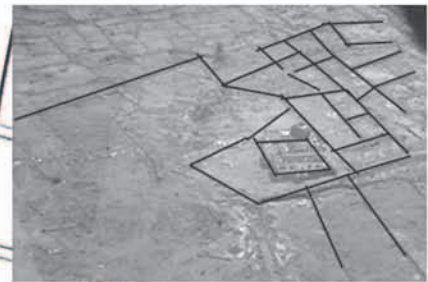
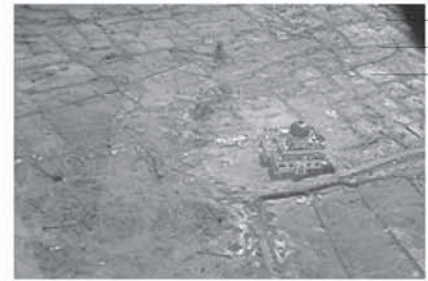
Inspired by remaining patterns surrounding a surviving mosque structure in Banda Aceh. This prototype works to incorporate traces of past development in the form of a street network, while using the surviving mosque as the center of reconstruction. It serves as an example of how spaces may be designed in a flexible manner to accommodate differing site context.



Children's house structures (zone). Intended as single story structures, architectural design is to be decided by regionally specific cultural preference, and available building materials. Children's homes are intermixed with neighbor's houses, providing a more traditional neighborhood atmosphere.

Neighborhood residence house structures (zone). Intended as single story structures, architectural design is to be decided by regionally specific cultural preference, and available building materials. Neighbor's homes create a buffer to larger streets as well as provide shelter for shared courtyards.






Primary and secondary streets. Children's homes are open to narrow secondary streets of the neighborhood, spaces which may provide the primary public interaction for community residence.



Children's & neighbor's residence courtyard. These sheltered spaces may provide areas of children's play as well facilitate casual interaction of community.

Community agricultural space. Areas of agricultural space are within close proximity of the school and mosque, sheltered by both children's and neighbor's houses.

Aid center / school / mosque shared courtyard. This large shared courtyard may facilitate both school and mosque outdoor activities, offering a larger community gathering space.

-  children's/neighbor's residence shared courtyard
-  community agricultural space
-  aid center/school/mosque shared courtyard
-  children's house structures
-  neighborhood residence house structures

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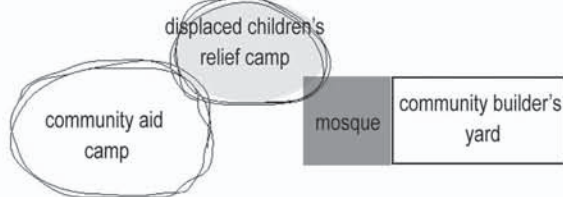
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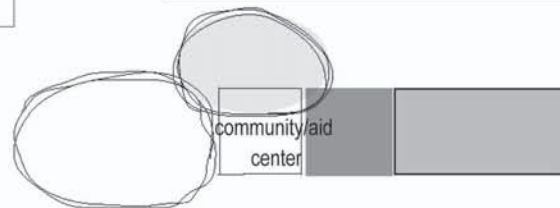
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Construction Phasing Process centered around surviving mosque structure, based on private-enclosed prototype.

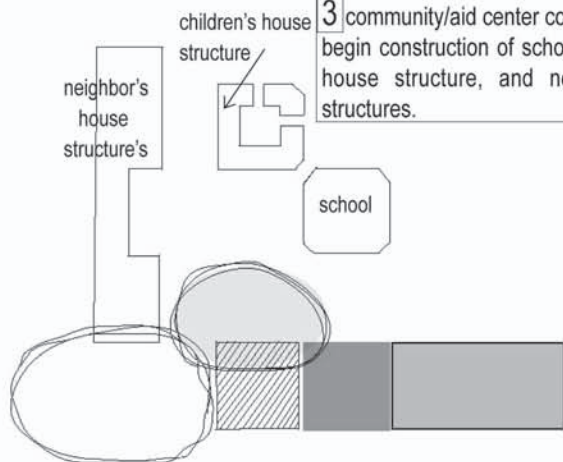
1 form community aid camp, and displaced children's relief camp around existing mosque structure. (displaced children, needing special attention, identification, and protection from child trafficking may be placed in a more secure camp setting slightly separate from the general community aid) gather building materials, form community builder's yard.



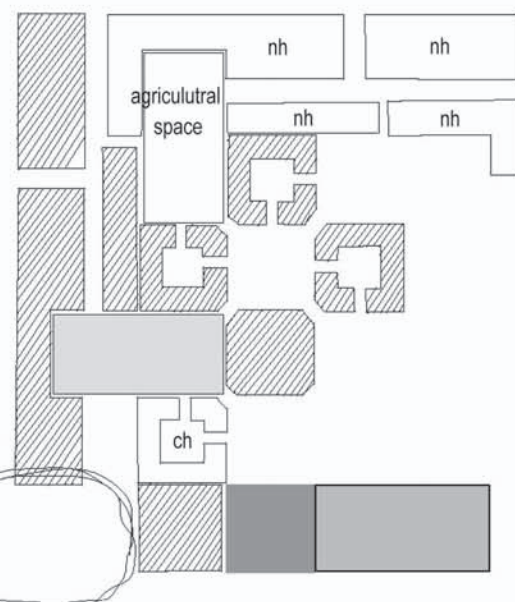
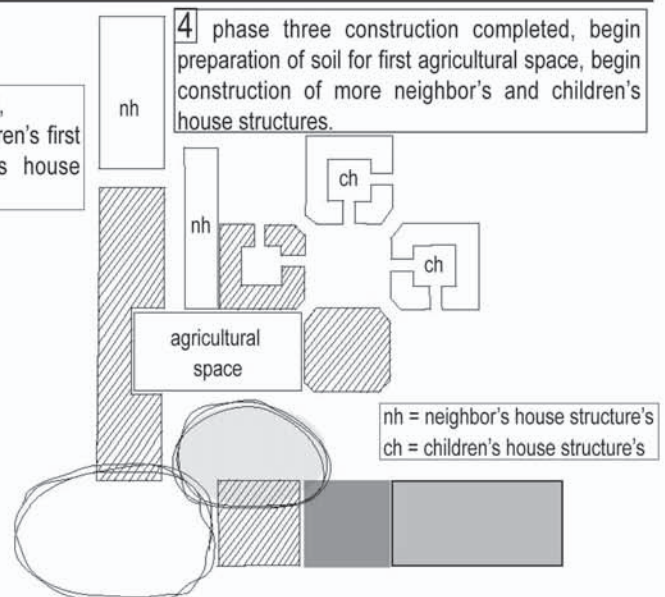
2 finish formation of builder's yard (where building materials have been gathered, and organized). begin construction of community/aid center.



3 community/aid center completed, begin construction of school, children's first house structure, and neighbor's house structures.

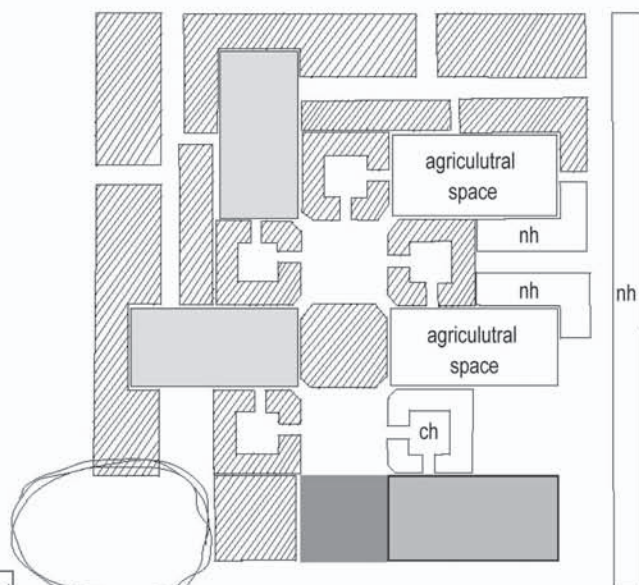


4 phase three construction completed, begin preparation of soil for first agricultural space, begin construction of more neighbor's and children's house structures.



5 phase four construction completed, begin preparation of soil for second agricultural space, begin construction of more neighbor's house structures, and a children's house structure. all children may live in the three out of five home structures, while last two are constructed.

6 phase five construction completed. begin preparation of soil for two other agricultural spaces. begin construction of more neighbor's house structures, and last children's house structure.



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