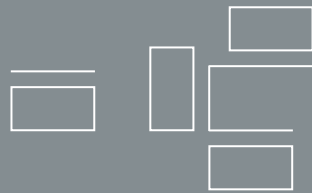


Home for youth: *Initial step*



HOME FOR YOUTH: INITIAL STEP

Design studio: Starting a Life, a Home for Youth
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01_INTRODUCTION

The master project ,Starting a Live: A Home for the Youth' pursues answers to one important problem of our time - youth homelessness. In the current state of housing shortages and high prices, it is very challenging for young adults to find affordable housing. Particularly, for young people without any financial support from their closest ones, it is often unrealistic to be independent and secured during this time. It is common, they move from place to place or stay at their friends places. Unfortunately for some, there is no other option than sleeping on the street.

Consequently, the master studio project on TU/e focuses not only on architectural but also social solutions on how to improve their current situation. Based on the initial research including literature, meeting with the youth from Neos organization and studio discussions, several concepts have been developed by the students in the studio. The following pages contain my project development during the whole semester from the prime research, through design development to the final proposal.

02 _ RESEARCH

LITERATURE

Youth homelessness is a complex matter because there is not just one type of a problem. It very much depends on the health of the teenager and what preceded the ending on the street. These are often traumas in life, from which it is then difficult to get back into society. Youth homelessness can therefore be considered short-term (a matter of days or weeks) or long-term (months to years). The main question we should ask ourselves: **How to prevent the problem?** Young people need access to appropriate housing advice and **information at the earliest stage possible**. Among other things, they should be provided quality housing for a specified period and **move-on opportunities** (e.g. job) for helping them get back into society. (Quilgars & Fitzpatrick & Pleace, 2011)

We can say that one of the cornerstones of the problem is inaccessible housing. Young people often cannot afford to pay high rents and live so-called from paycheck to paycheck. Thanks to this, there is a very thin line between living in a home and on the street. Temporary housing should therefore be accessible to young people and should not be neglected by society. It would be useful to come up with new funding mechanisms to keep both rent and service charge elements at an **affordable** level. (Quilgars & Fitzpatrick & Pleace, 2011)

Homeless young people often become homeless during adolescence in response to high levels of family conflict and maltreatment that leads them to run away; others are

forced to leave by parents who can or will no longer provide care. Not only do these young people face difficulties associated with living on the streets, they experience challenges associated with their developmental stage. It is very important to offer these youngsters **support** and the opportunity to improve their situation. Above all, to allow them accommodation, either informal (shelter) for a few days, or formal (residential) within the **housing program**. Supportive or transitional living programs typically provide longer term residential services and serve the average participant for approximately one year. They offer offering skills training, educational or employment opportunities while providing stable housing. (Ryan & Thompson, 2012)

In most cases, young homeless people do not have support from their parents and adults in general. They depend mainly on themselves, thanks to which they build a high level of independency relatively quickly. In housing programs and supported accommodation, frequent inspections and a lot of rules are common. This is often the reason why young people do not use this service. **Freedom** of movement and choices are often more important than **comfort**. These emerging adults have a great deal of pride in their independence and are resilient in spite of diverse challenges. It is difficult for them to consider living under close monitoring and supervision. It appeared that the regulations and rules associated with housing services decreased their desire to seek these services and transition off the streets. (Ryan & Thompson, 2012)

Designers have the ability to generate a new identity for homeless because they can design a variety of shelters that promote and project individuality, self-sufficiency and **dignity. Safety, privacy** and self-preservation are of utmost importance. Providing means of personal control in the physical environment (e.g. the ability to rearrange furniture) has great symbolic and psychological significance, as well as practical benefit; balance personal independence with the comfort and safety of other residents. Yet, as numerous studies have shown, aesthetics have a profound effect on the mood and well-being of occupants. (Berens, 2017)

As I mentioned in previous page, part of the support should be promote the opportunity for choice of youth. Building should be designed to easily adaptable so each resident can personalize certain aspects, like furniture arrangement and colour, thus adding to their sense of empowerment and of having their own home. Visual complexity should be kept to a minimum. **Privacy as a one of the most important aspects relates to independence, autonomy, dignity and identity, but also to safety, stress reduction and healing**. (Berens, 2017)

Summary of design guidelines and recommendations: provide ways for the individual to exhibit their self-reliance; provide and promote connectedness to the natural world; separate the individual from others who may be in distress; reinforce the individual's sense of personal identity; promote the opportunity

for choice; using right colour to evoke a certain feeling (e.g. light coloured rooms, avoid red, orange, etc.). (Berens, 2017)

It is very common that the youth are usually from troubled families whose are not providing good environment for growing up. Often the parents are alcoholics and the children's experiencing abuse (physical, emotional, ...). Sometimes part of the problem can be marital discord. Usually these families are on social support or with social assistance. Individuals are feeling outside of the cultural models of 'normalcy', not in social norm. It often leads to depression, suicidal behaviour, etc.. They are experiencing social stigma that can have huge impacts on their mental health. It was found that perception of discrimination based upon negative stereotypes was related to feelings of worthlessness, loneliness and social alienation, and suicidality. (Kidd, 2005)



Fig.1 | Analysis of our homes within studio meeting, Tu/e, February 2020

ANALYSIS

The first step after the beginning of the semester was an effort to further elaborate on what actually alternative housing for young people in need can mean. Within four different topics (house, social, development, urban) we asked different questions that are important for the specific theme.

01_THE HOUSE

What is the difference between a house and a home? What do people like to share and what do they like to have for their own? Who are the users? How they spend their day? What are the minimal requirements for a home for the youth? For how long they will stay in the house? Short / long term housing?

02_THE SOCIAL CONTEXT OF A HOME

What makes you feel safe at home? How is privacy related to your home? What type of neighbours is a good fit? Do they want to live alone or with others? What kind of support (help) do they need?

03_THE URBAN CONTEXT OF A HOME

What transport modes are preferred by the youth? What are the most important facilities to have in the surrounded urban context? Should there be job opportunities around? How many neighbours should they have? In what kind of building they would like to live?

04_THE DEVELOPMENT OF A HOME

How do the needs change over time? How to engage the future residents in the development of their house? What kind of strategies are known / can be used to enlarge the housing stock? How to shape a home for a flexible future? How that can be built quickly?

However, in the topic 'the development of a home', we should have asked more about housing career of the youth rather than development of the building. If I had to choose the most important question of all, it would be: **WHO IS MY CLIENT?** Because from the answer is the whole process unfolding and it is important to put the client's needs at the first place.

When researching a problem and finding the right concept for an architectural design, it is very important to constantly ask different questions from different angles and scales. Finding their answers will help us realize what is important and find the direction we want to go.

There were more questions than answers in the first few weeks, but we tried to find a way to answer them. For example, by analysing our own houses (Fig. 1). How we live and what are our habits, in part, was the cornerstone for the further development of finding the right concept. Despite the fact that many things are individual, certain behaviours are experienced in society. A closed door to the room clearly means that the roommate should not enter without knocking. But open or half-open door mean that the person is ready to communicate with someone else.

Youth can behave differently if they live with their family or peers. An example can be seen in spending time together. It is customary for the family to all eat together. But later in the evening everyone can spend their time as they want. From my own experience with living with students, most cook and eat at another time and alone, but later in the evening they invite other friends or play some games together. It is necessary mention that there is difference between living with a family, friends or roommates. Among other things, how long people live together and how they understand each other.

The behaviour and feelings of the residents can be influenced by the typology. An example could be when one has to go from his private room to the front door through the common living area. In summer, the ideal common area can be a balcony or terrace. Sharing could be throughout the whole house (for example, a roof terrace for everybody).

It is necessary to mention that during the peer reviews of classmates housing we could see the differences based on the nationality. Different nations have a different view of common space. For example, in the Czech Republic, each family house has a fence and is almost never seen from the street to the interior rooms. In contrast, Javier's example of living in Spain was that the occupants of the house shared an common area with a swimming pool in centre and it works well.

In the initial research, I focused mainly on the **relationship of the adolescent to society**. I found their integration and contact with other people very important. Various facilities tend to isolate these youngsters and try to manipulate them through many rules and constant supervision. However, if these teenagers have tried to live independently with frequent moving or even with life on the street, these rules are often the reason for them not to want to go to such a facility.

My idea was to **integrate them into society as much as possible**. I tried to find different scales of shared space within a room, apartment, house and house with public space. Examples could be a group living in apartment, a shared terrace within a floor, a common room within a house and a public atrium with access from the street. In my imagination, I was thinking about **modular system** where some modules would be omitted as common spaces. An example can be seen at attached reference (Fig.2). However, it was only an initial idea, which later proved not very suitable. Based on the discussions with Neos youth, I found that they valuable the most safety and privacy, and they do not want to share much space with other occupants of the house, let alone share the space with public.



Fig.2 | Rebel, Studioninedots, 2017



Fig.3 | Drawings of important things in terms of housing, Neos meeting, March 2020

NEOS ORGANISATION

In addition to literature, analysis and various discussions, the process of creating an architectural design also includes consultations with experts. In our case with the **Neos organization**. Neos is a Dutch regional organization for social assistance, women's protection, assisted and sheltered housing and restorative support. Among other things, Neos mediates accommodation for young people in need.

Thanks to the connection with the members of the organization, we had the opportunity to meet several juveniles who use their housing program. Not only did we find out what their current situation was going through, but we could also understand how they think and **what they consider important**. Working with these young people is very enriching for us as architects, and without their influence, most concepts and designs would probably look very different. Within the studio, they can be considered as **our clients** and at the same time as **authentic experts** from practice.

During the meeting with these youngsters, I had the opportunity to talk and get to know **Kazoe** quite well. After the introduction, she presented her housing career. Kazoe grew up in a family where her parents were alcoholics and experienced child abuse. For childhood it was a very bad environment and there were perhaps no positives. She did not feel well at school either, because no one

understood her problems. After the situation getting worse, she decided to report to the police, and social organization moved her to a **children's home** in another city. By doing so, she had to break all contacts with her friends and siblings, and even there the situation was not ideal. The children's home was too crowded, noisy and she had not any privacy. The big negative was that no one really cared. No one cared about her and about any type of preparation for next phase of life after she will turn 18 years old. In her words, she only received money for a week and no one controlled what she was going to do with it. It was really bad experience for further development in live. When she turned 18 years old, after some time, signing up for a Neos **housing program** was the only option. After that, she changed a lot of types of apartments until how she lives now.

On the basis of this meeting, my view of my current concept has changed a lot. Knowing Kazoe, her opinions and, above all, her housing career was the basis of the idea - **how to prevent this?** It is clear that none of us can see inside family and trying to tell people how to raise their children. But what we can change is that we provide them good environment in the children's home for successful development. They are vulnerable during growing up but also they learn fast. Providing them nice **home, safety** and **privacy** should be main aim not only for every children's home.

CONCLUSION

YOUTH

- _ lot of **types of youth** 'homelessness'
- _ prejudices of society (social stigma)
- _ **distrust** of adults (common unfair behaviour)
- _ are vulnerable (**trauma**, depression, etc.)
- _ hard to build trust towards others
- _ don't want to stand out among others (in society)
- _ close **friends** are important (or ,street family')
- _ complicated housing career (frequent moving)

KEYWORDS

privacy	support (care)
safety	freedom (choice)
dignity (respect)	stability
trust	identity
flexibility	cleanliness
children's home	

QUESTIONS

- _ Who is my client?
- _ What is my main goal?
- _ How can I influence the development of an individual through architecture?

ARCHITECTURE

- _ lot of **types of housing** (short / long term; shelter / residential; children's home, etc.)
- _ support services
- _ **neighborhood** based on the type of housing
- _ **flexibility** of the room (apartment) for its own arrangement and decoration => feeling of home
- _ **private room** with lock
- _ aesthetics as a positive effect on well being
- _ **typology as a tool** (open and clear space = greater sense of security)

How can
I reduce
the steps
in the
housing
career?

03 _ DESIGN DEVELOPEMENT

CONCEPT

As I mentioned in the previous chapter, after meeting with Neos researchers I decided to focus more on prevention, or how to achieve that youth do not have to sign up for housing program at all. The first important questions is how the ideal children's home should look like to prepare youth enough for their next phase in life after turning 18 years old. And if they still are not ready for full independency yet, how to help them after leaving the children's home.

I have prepared two scenarios, one showing the current development (Fig.4) and the other, new one, showing my concept (Fig.5). From the current scenario, it is clear that path to independency can be long and it is very difficult to get out of the circle of housing program. My concept is not only to improve the children's home, but also link it with a housing program to provide option of housing for youth after they turn 18 years old - if they are not ready for independency yet. These two types of housing under one organization should be good preparation for the next phase of youths life.

current scenario

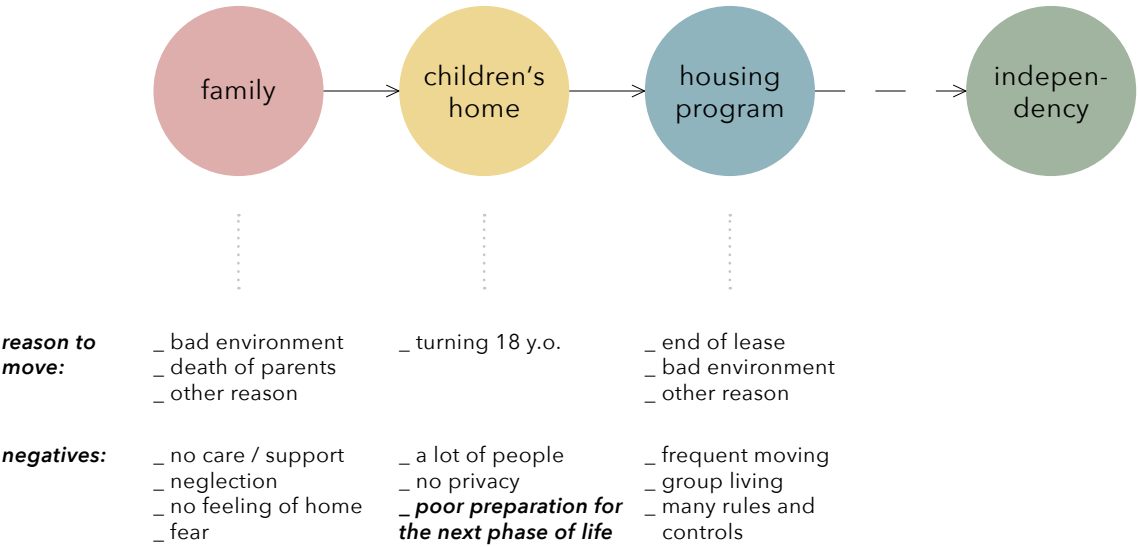


Fig.4

new scenario

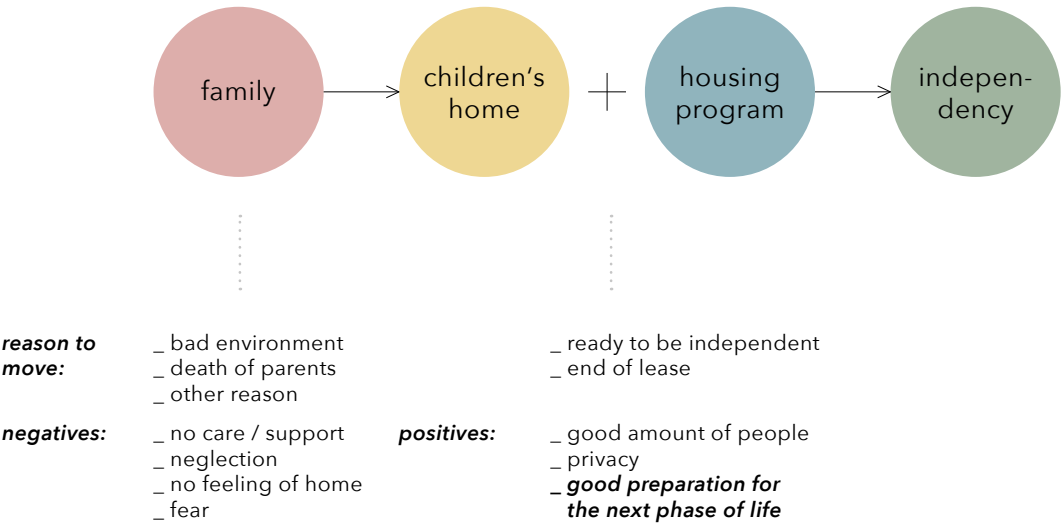


Fig.5

How to improve a children's home?

My concept is to divide children into several age groups, where each group has its own 'apartment'. The apartment can be easily adapted to specific age, for example youngest kids want to play more and need more supervision, while the oldest want to have their privacy and peace. This division should also work well with regard to the supervision of children, where it is not necessary for the governess to control all children at the same time, but can concentrate on a specific apartment (the youngest for example). The oldest may not have to feel that they are constantly monitored and controlled, which was mentioned in several articles as a one of the main problems with youth (Fig.6).

All age groups would share a central common area, which could be a garden for example (Fig.8). Within the apartment there would be a maximum of 4 children, each with its own room (Fig.7). Furthermore, the apartment would be equipped to satisfy not only basic needs. For the youngest two age groups there should also be a bedroom for the nurse who stays there overnight. The whole complex would be interconnected in order to be able going through the apartments without having to enter on the ground.

children's home

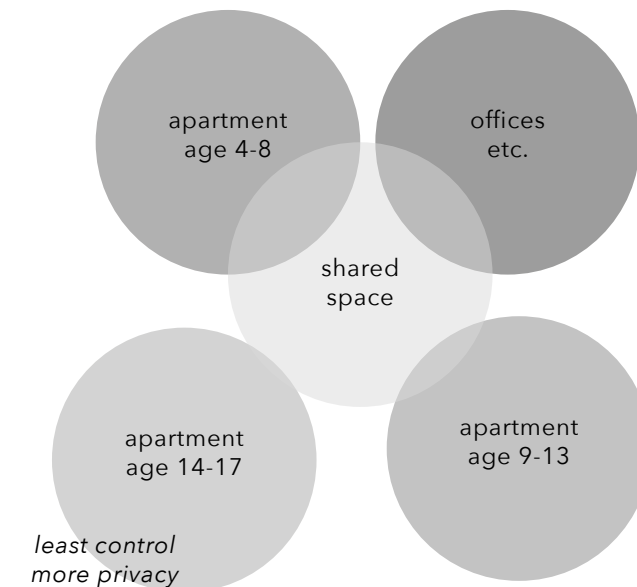


Fig.6

independent ,apartment'

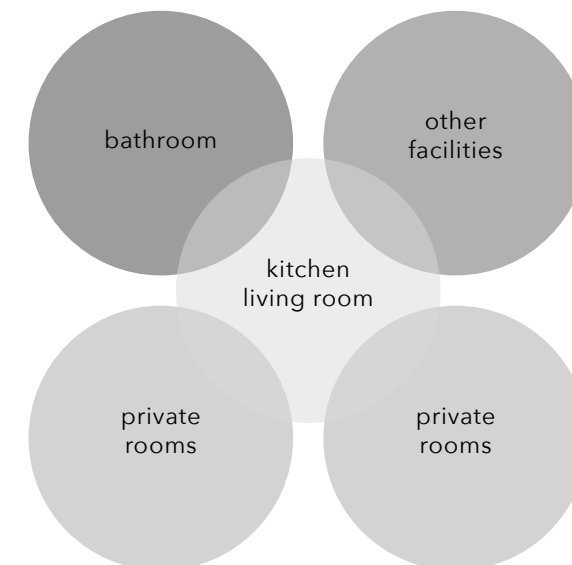


Fig.7

volume concept

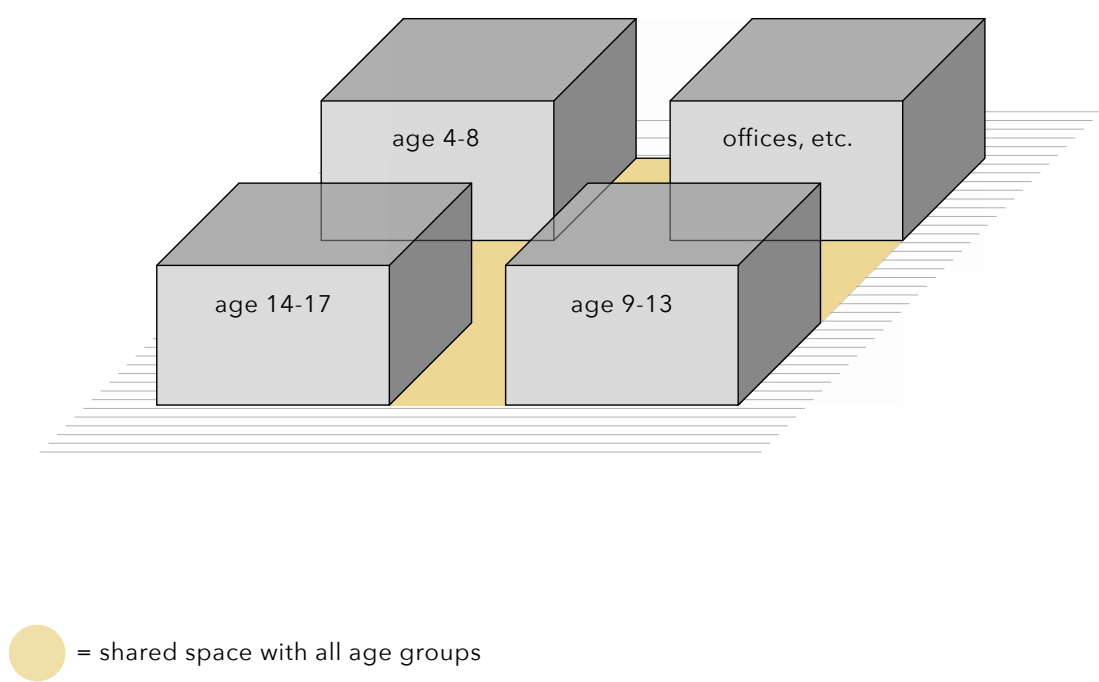


Fig.8

references



Fig.9 | Little House on the Ferry, GO Logic, 2014



Fig.10 | Maierhof housing estate, Feld72, 2019



Fig.11 | Ca l'Amo House, Marià Castelló Martínez, 2020

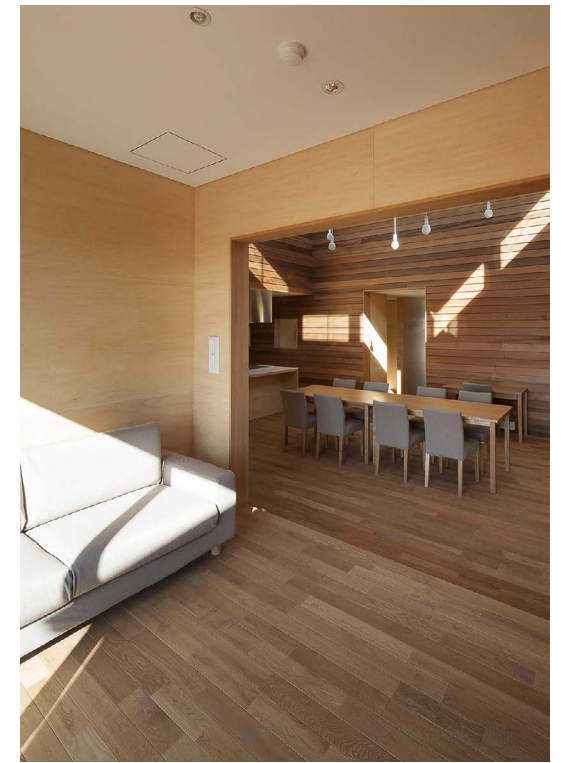


Fig.12, 13 | Children's Nursing Home „Tsukuba-Aiji-en“, K+S Architects, 2014

How to combine a children's home and housing program?

In my concept, I place the housing program near the children's home, in the same neighbourhood. This housing program is, as I have already mentioned, intended for youth from the children's home after reaching the age of 18 and who are not yet ready to live completely on their own. The form of housing should be as small houses (cabins) for individuals or as a house with two separated apartments above each other.

A small garden can be part of it, but it depends on location and site. Importantly, youth could live there for a maximum of 3 years (up to the age of 21). Thanks to location close to the children's home, youth will stay in touch with their friends. At the same time, they can easily contact the organization or the nurses themselves for the help at any time. The program gives them freedom and independency with the possibility of feeling safe and secure in the background.

volume concept

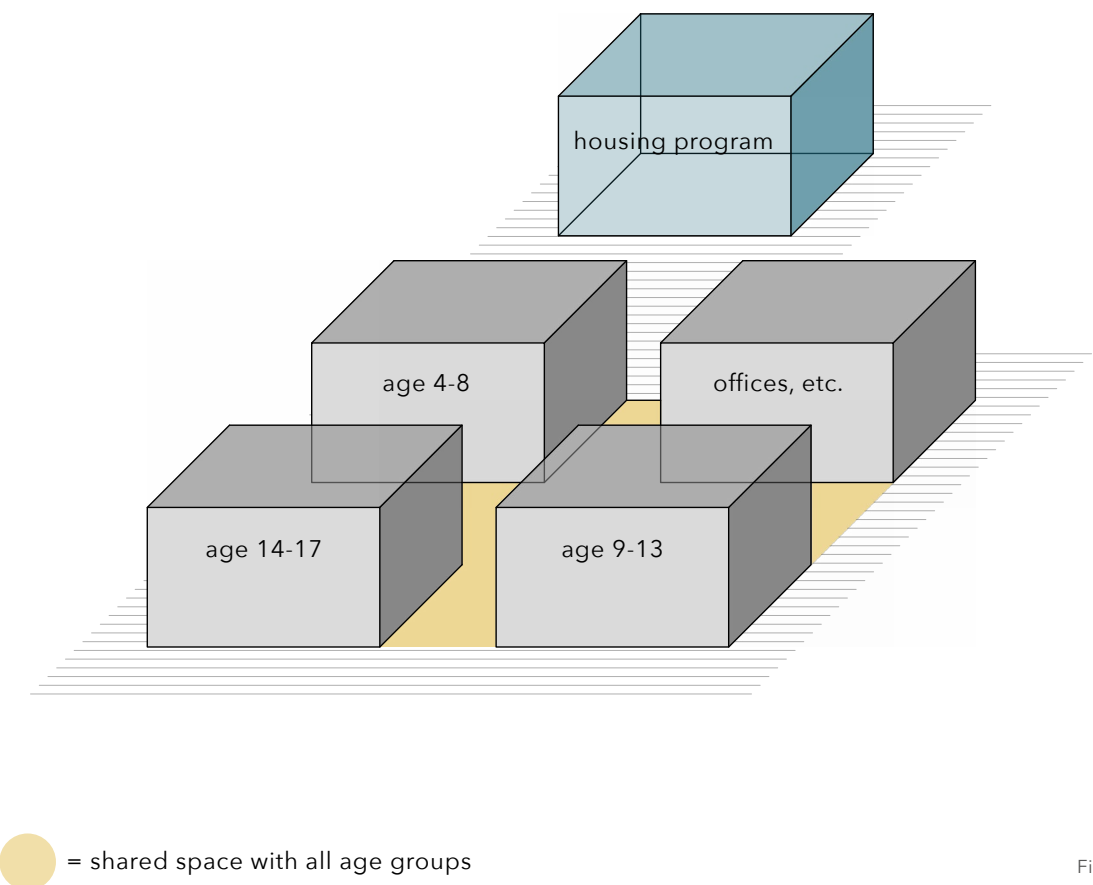


Fig.14

references



Fig.15 | Landscape Laboratory, Cannatà & Fernandes, 2010



Fig.16 | Villa Vassdal, Studio Holmberg, 2019

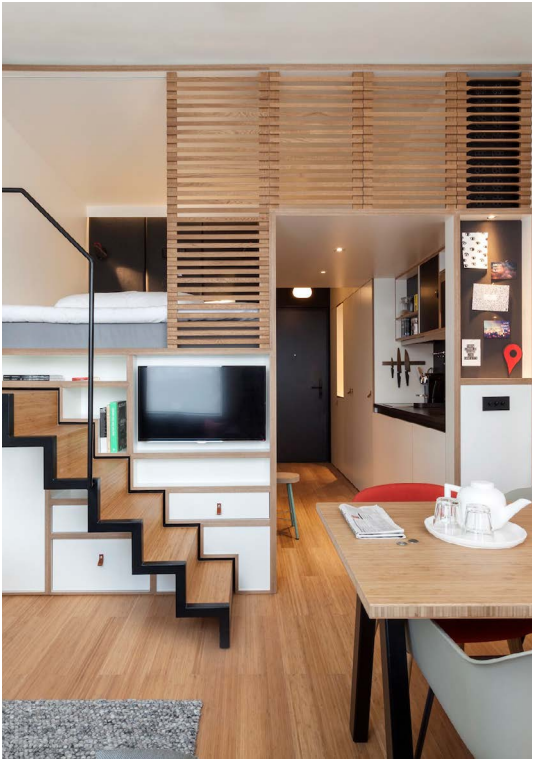


Fig.17 | Zoku, Mulderblauw, 2016

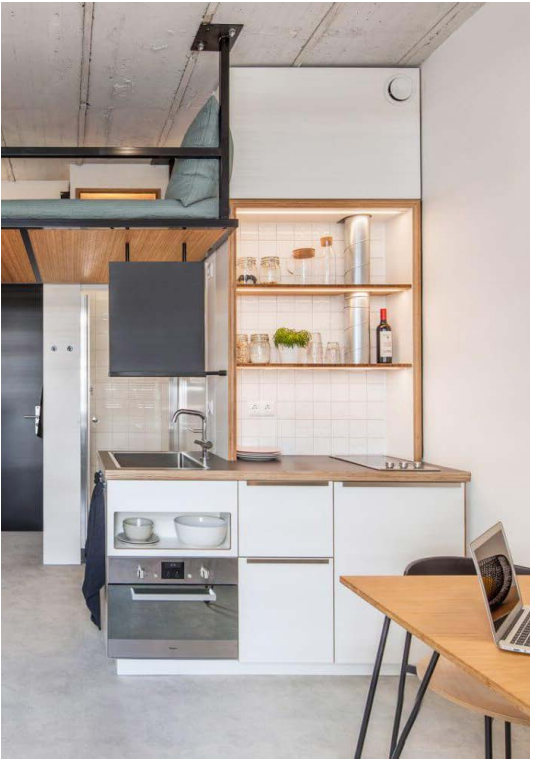


Fig.18 | Hermes City Plaza, Standard Studio, 2017

PROGRAM REQUIREMENTS

CHILDREN'S HOME

soft aspects	hard aspects
CLIENT	HOUSE
<div><div>_ pernament residents 4-17 years old</div><div>_ children separeted into groups by age</div><div>_ adults (guardians)</div><div>_ main requirements: safety, privacy, feeling of home, good conditions for development, satisfaction of basic needs</div></div>	<div><div>_ kitchen: oven, fridge, freezer, stove</div><div>_ bathroom n.1: toilet, sink (2), bath</div><div>_ bathroom n.2: toilet, sink, shower</div><div>_ living room: sofa, armchairs, coffee table</div><div>_ dining area: table, chairs</div><div>_ bedroom n.1: double bed, table, chair, closet; 12-15 m²</div><div>_ bedroom n.2: single bed, table, cabinet</div><div>_ entrance & vestibule: closet, shoe cabinet, bench (seat), mirror</div><div>_ study (play) room: table, library, storage</div><div>_ laudry & technical room: washing machine, boiler, storage, ...</div></div>
HOUSE	
<div><div>_ daylight, view, space, air, warmth, peace, private place</div><div>_ flexible, moveable, possibility of change for self-identification with place</div></div>	
NEIGHBOURHOOD	_ 2 floors (stairs)
<div><div>_ low population density => familiar faces (family houses, suburban)</div><div>_ elementary school, high school, supermarket, park (greenery), bus stop, doctor</div></div>	<div><div>_ garden</div></div>

HOUSING PROGRAM

soft aspects	hard aspects
CLIENT	HOUSE
<div><div>_ residents 18-21 years old</div><div>_ main requirements: safety, privacy, feeling of home, good conditions for development, satisfaction of basic needs</div></div>	<div><div>_ kitchen: oven, fridge, freezer, stove</div><div>_ bathroom: toilet, sink, bath, washing machine, storage</div><div>_ living room: sofa, coffee table</div><div>_ dining area: table, chairs</div><div>_ bedroom: double bed, table, closet</div><div>_ entrance & vestibule: closet, shoe cabinet, bench (seat), mirror</div></div>
HOUSE	
<div><div>_ daylight, view, space, air, warmth, peace, private place</div><div>_ flexible, moveable, possibility of change for self-identification with place</div></div>	<div><div>_ terrace</div></div>
NEIGHBOURHOOD	
<div><div>_ close by the children's home</div><div>_ supermarket, park (greenery), bus stop, doctor, job opportunities</div></div>	

LOCATION

In an effort to find the ideal site to place my project, I mainly looked at locations with a low population density, which are characterized by family houses and a pleasant environment. Despite the fact that Eindhoven offers a relatively large number of such sites, there are often no larger vacant plots. In addition, my condition was to find two plots (one for a children's home, the other for a housing program) that are nearby but not adjacent.

Finally, based on research and analysis of various locations, I chose Putten in the south of Eindhoven. Not only does the place meet all my requirements, but it is also in the immediate vicinity of a pond, which increases the quality of the site. Within my requirements, I wanted easy access to kindergarten, elementary school and high school, which Putten meets. In addition, there is a supermarket, park, bus stop and more in the area. Everything available within 5 minutes by bike.





Fig.20 | Location analysis of Putten, Eindhoven

PLOT AREA	DISTANCE
children's home plot 2 858 m²	elementary school 8m walk 3m bike
housing program plot 1 063 m²	high school 15m walk 4m bike
distance between 80 m	supermarket 10m walk 3m bike
DATA OF PUTTEN, EINDHOVEN	bus stop 4m walk 2m bike
	park 8m walk 4m bike
	city centre 20m bike 20m bus

character of the neighborhood



Fig.21 | Typical houses



Fig.22 | Pont



Fig.23 | Sketch of a house nearby



Fig.24, 25 | Typical houses

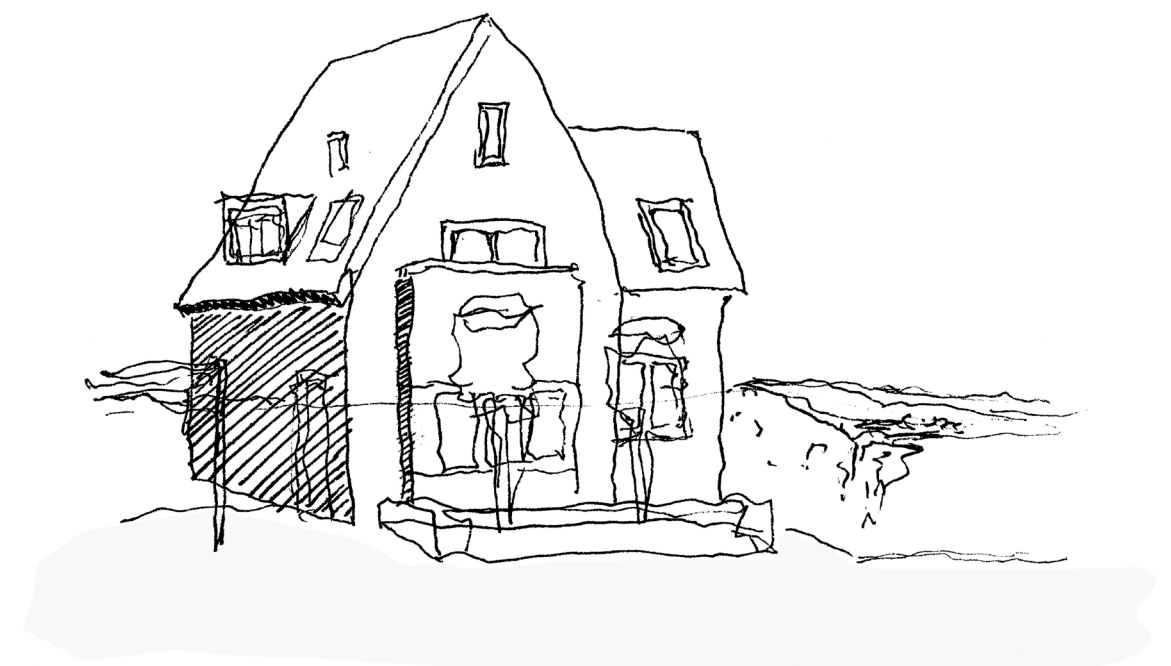


Fig.26 | Sketch of a house nearby

plots



Fig.27 | Children's home plot (left) and housing program plot (right) view from the west



Fig.28 | Children's home plot (right) and housing program plot (left) view from the east



Fig.29 | *Children's home plot*



Fig.30, 31 | *Housing program plot*



04

_PRESENTATIONS' REPORTS

PRESENTATION WITH NEOS YOUTH

25 03 2020

Kazoe and Maaïke received my video a day earlier with the opportunity to ask questions if they don't understand my concept. However, they did not make use of this possibility in their preparation, because, as they said, the video was clear and immediately understandable. During the online discussion the following day, we reviewed the presentation again and discussed almost every slide, what is or is not clear, or what is or is not a good idea.

The first slide was the current housing development scenario containing a children's home and a housing program. They agreed with the scenario drawn and had no comments on the 'reasons to move' or the 'negatives'. The new scenario, combining a children's home and housing program into one institution, seemed like a good idea to improve the current situation.

In my proposal, I divided the children's home into smaller units, called 'apartments'. Each smaller unit would serve children in a particular age group. For example, one 'apartment' would be for ages 14-18. Under this division, it would be easier for adults to divide their supervision over children, as younger age groups need more control than older ones. In each unit would be live maximum 6 kids. For Kazoe and Maaïke it seems to be a very good idea, but they also liked the fact that it is still possible to share space with all age groups within a building or area. They were reminded of the number of children in an 'apartment' where 6 children could be too much. The size of the building (or complex) and its smaller parts, however, depends a lot

on the location of the land and its possibilities. If the land permits, it is possible for one age group to have, for example, a small house with two floors, where 6 children would be together and each would have more space and privacy.

The comparison of the possible shape of the children's home building based on its location in the city was clear to them and they had no comments. When viewing the reference photos, they especially appreciated the appearance of the private room, but they also liked the other pictures of common areas as living room, etc.

When discussing the connection of the children's home with the housing program together, they agreed that it is very important and good that the housing program is close to the children's home. Being able to see friends and adults they know is very important to them and it helps to feel good and safe. At the same time, the 'housing program' allows enough privacy, where youth lives almost independently. But getting help from people they know when they need is very good for further development. In comparing examples of the housing program, they appreciated that there is a possibility of housing in and outside the city, because each adolescent has different preferences.

At the end of the presentation we went through my questions. On the first questions about how they would improve the life in the children's home, Kazoe answered that I had already said everything important in the presentation. Maakie added that it was important for the children's home to be made strictly for children, as it often happens that children often premature and do not have the possibility of being 'just kids'. This means, in practice, that there should be enough space to play and that they have the appropriate equipment.

Another question was whether they would prefer to share space only with children of the same age or not. Both confirmed that it is better to live in an 'apartment' with children of the same age, mainly because of noise. Younger children are more active, louder and need more control and supervision. At the same time, it is better to have friends of the same age who are going through the same problems and life phases.

When discussing the positive and negative aspects of the children's home, the prevalence was of course negatives - noise, lack of privacy, too many children, insufficient support from adults. But Maakie also mentioned some positives as new friends and so on. We have addressed the last two questions at the same time. The girls clearly agreed that for a children's home is a better location on the side or outside the city. It was supported by reasons such as plenty of space, close to nature, and mainly familiar faces in the area - a feeling of greater security.

Presentations and discussions with Kazoe and Maaïke helped me a lot, because at first I was not sure about the correctness of my concept. Both girls confirmed that it was a good idea and that I was well on the way. At the same time, they described me more how the children's home works, which is crucial information for me at the moment. I am glad that the presentation was clear to them and they had no major reservations about it.

MIDTERM PRESENTATION

03 04 2020

My concept did not very changed since the presentation with Kazoe and Maaïke. As stated in the report above, none of the girls had any fundamental comments on my idea and they liked the overall concept. I took their recommendations into account and I tried to find location for my project on the side of the city.

In the midterm presentation I introduced my previous concept with minor modifications. One of them was the presentation of mass, where individual ,apartments' represent small houses. In the original presentation, I was still considering the possibility of location in the city.

For my project I chose location in Putten, Eindhoven. For this area are typical detached or terraced family houses. The population density is not too high, which makes it easy to know your neighbours better and feel safe. Putten offers several vacant sited close to each other, which helps my concept of locating a children's home and housing program near by. My requirement was also good accessibility to public services such as kindergarten and primary and secondary school, which Putten meets very well. Besides the school, we can reach supermarket, bus stop and park. Everything achievable within 5 minutes on bike.

The reactions to my concept and my presentation was mostly positive. The question is whether the age groups are divided correctly and whether the children's home will be able to work flexibly when there are more (or less) than 5 children in one group.

Furthermore, the question is the functioning of the children's home in terms of whether it should paraphrase the family or not. The division into smaller units (age groups) can easily be considered as an attempt to evoke a feeling of a family but at the same time it is important to give children the option to choose adult (for example when they need advice). I do not find it right to assign a particular governess to a particular group to represent parents. The governess should be for everybody and the children's home should function primarily as a whole with a common space around the 'apartments'. However, the mass and its distribution should follow the character of the surrounding development of family houses.

PRESENTATION WITH EXPERTS

24 04 2020

After presentation with Neos researchers and midterm presentation with several experts, we had another chance to show our concept to external experts in the field of social care, social housing and the like. Based on our concepts, each student was assigned several specialists, who were first introduced to our concept and then followed by a discussion.

I presented my project 'Home for youth: Initial step' to Johan Wagenaar, Sarach Rach and Raisa Paula. In about 10 minutes, I introduced my idea of improving the children's home as a preventive measure against adolescent homelessness and connecting the children's home with a housing program nearby. Part of the presentation was a analyses of the chosen location for my project in Putten, Eindhoven. Unlike previous presentations, this one contained not only graphic images but also hand sketches for a closer image of the mass concept and atmosphere. Despite the fact that the shape of the house is in the beginning and will most likely change greatly, it was easier for the experts to imagine my design in real.

Peter's presentation also took place within my group, followed by a joint discussion. I can say with certainty that all the experts understood my concept and it seems good to them. However, several topics and comments for reflection were raised.

Regarding specifically my project, at the end of the presentation I asked few questions. One of them was what, in addition to basic accommodation and care, I can provide as an extra to the children and whether it is good to share these 'special' activities with the kids outside the children's home. As an example, I mentioned a ,drawing hobby group' that other children from the neighbourhood could attend. This activity could bring something more to the community in the area and improve social connection. The response to this idea was positive. Several comments were made, such as how the children's home could be financed from such activities. At the same time, it is necessary to separate the public social space from the private one (keep the private rooms for children really private, etc.).

As for the housing program, my new idea was to use the new buildings 50% for youth from children's home and 50% as publicly rentable housing, which could bring additional money for the organization. Based on the comments, it could be said that it is important to ask what my children's home & housing program can bring to the neighbourhood and how it can improve the location. At the same time, how the project will be financed and whether, for example, it can earn for itself with that extra activities. One cannot omit a comment from Johan Wagenaar that it might be a good idea not to divide children so specifically into age groups, but to let them decide when they are ready for the next phase. Or, not to have age as a limit, but use instead the emotional and mental state of the child.

After the discussion in groups, another consultation took place within the entire studio and all experts together. Each specialist said a conclusion from the presentations of which he was a part and added other comments. Maarten Davelaar emphasized the essence of a feeling of home and acceptance into the neighbourhood community. Nina Angelov added that it is above all necessary to know the social structure of the place we are designing so that the building can function properly (for example, who has and who has not access to some room, etc.). At the same time, she pointed out that an individual's private space should be the basis of our designs for a sense of safety, privacy and dignity. Furthermore, the adolescents should not be denied option of a choice - whether at style of living or, for example, to decorate their private room as they like.



Fig.32 | Design sketch of the volume and layout of buildings on the plot _ children's home

05

_ FINAL PROPOSAL

PLOT ANALYSIS

Both plots are located between development of family houses and in the immediate vicinity of pond. There are many trees and other greenery around.

When analyzing the sites, the first thing that matters is accessibility and how much the plot is visible from the various access roads and paths. The main traffic routes are marked with a red arrow. In addition to roads, the already mentioned greenery is also important for visibility, which is why I have drawn all the larger and denser vegetation affecting the visual accessibility of the plots. Based on not only these two factors, I divided the sites into several parts according to visibility. Red means the most visible and at the same time the most easily accessible part. This is followed by yellow and then blue.

Another layer is the area marking the ideal location of the new development with respect to the surrounding houses and visibility areas. The curves are drawn on the basis of my concept where the central common space within the children's home is important. The same principle is repeated for the housing program. The most visible and most easily accessible part of the children's home plot is intended for a public building and public garden.

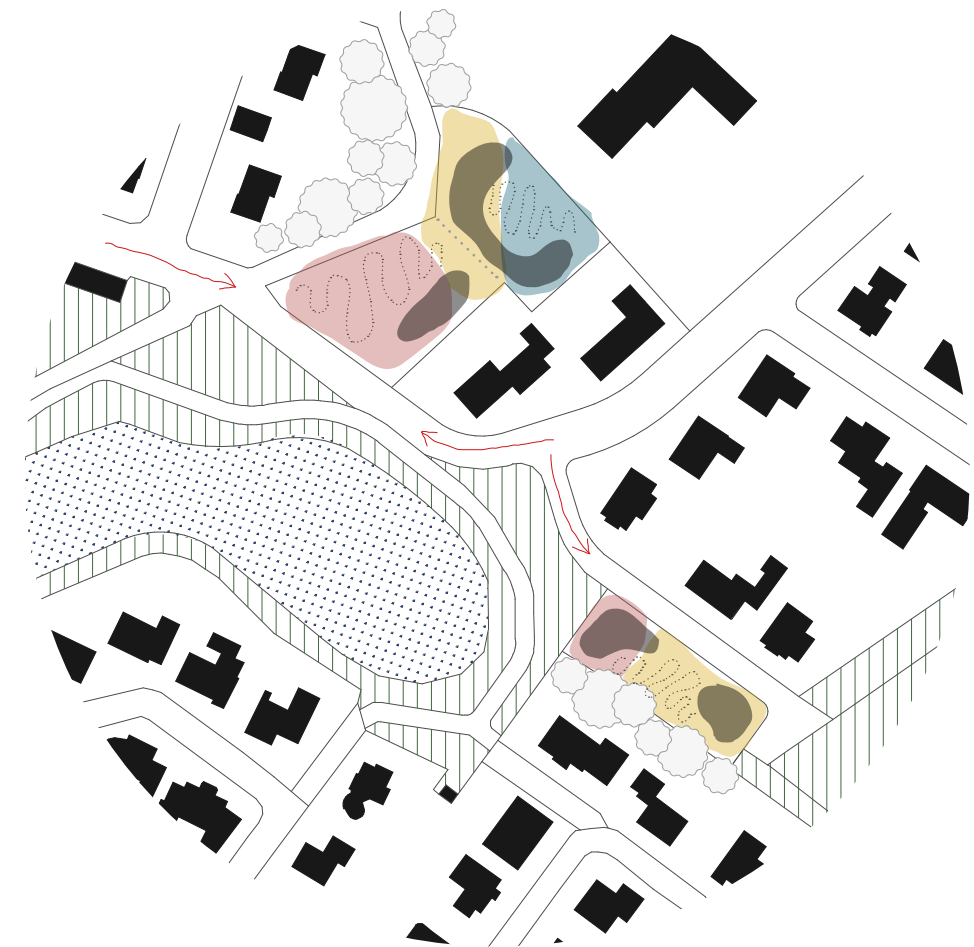


Fig.33 | Plot analysis

VOLUME CONCEPT

children's home

The volume concept of the children's home is based primarily on the plot analysis shown on the previous page. Outside the areas showing visibility, it was important for me to do the concept also with connection to the character of the surroundings - for example, how the mass behaves towards the pond, roads and surrounding buildings.

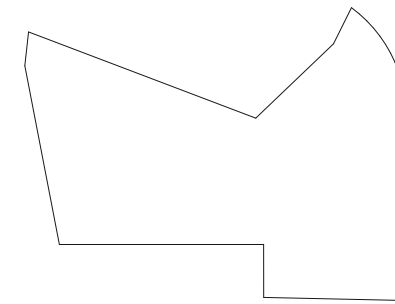
When creating the volume concept, I drew a 4x4 meters grid on the plot, into which I inserted the basic mass. Later, based on my design idea, I divided the large mass into four parts - buildings. Three of the buildings serve as residential houses for the children's home and they are connected by a path, for easy transition from one house to another. The fourth, partially separated house serves as a public building for events within the neighborhood community. Thanks to this building, not only does the children's home take qualities from the neighborhood, but at the same time the project can bring something back. The public building, as well as the children's home buildings, opens through a raised terrace to the central common garden.

For the children's home I decided to have two floors. The ground floor with the entrance serves mainly as a day zone, which means that there is a kitchen, living room, dining table, study room, and so on. The first floor is a night area and contains mainly private bedrooms and a master bathroom for all residents.

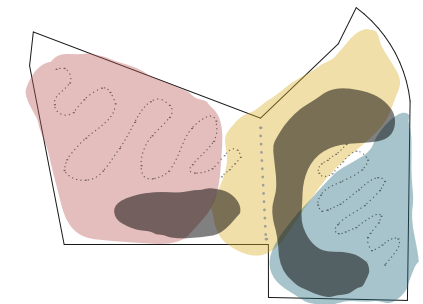
The public building has only one (ground) floor, which is used primarily for hobby groups for children and other social events within the neighborhood. Besides the main central room, we can find an office, toilets, and other basic equipment of a public house.

For the location are typical saddle roofs. I decided to keep this 'tradition' and used it in my design as well. The roof is the same for all buildings and has 45 ° tilt. Thanks to this, a very open, tall and airy space is created in the interior.

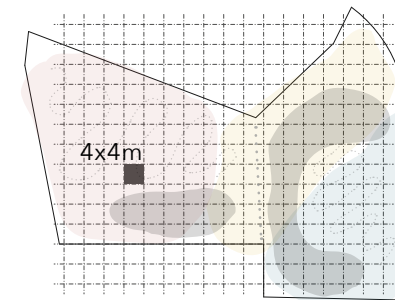
In addition to the same module, floor plan size and saddle roof, all houses have also in common a central main window. In the case of a public building, there are two - always one on opposite sides. This large opening serves primarily to connect the interior with the exterior as much as possible. Not only does it bring fresh air in, but it also encourages you to go out. Among other things, it provides an easy overview of what is happening in the central communal garden or in case of the workshop building, in the public garden.



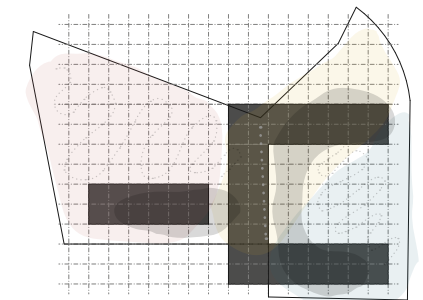
plot / 01



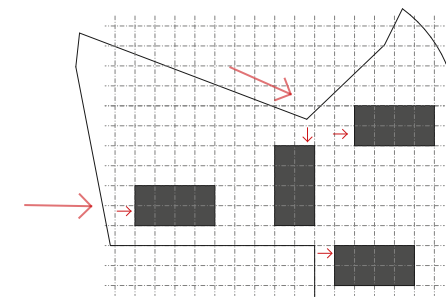
analysis / 02



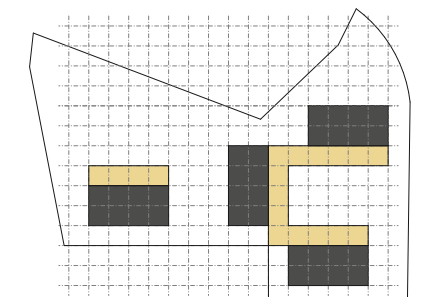
grid / 03



mass / 04



division / 05



connection / 06

Fig.34 | Volume concept

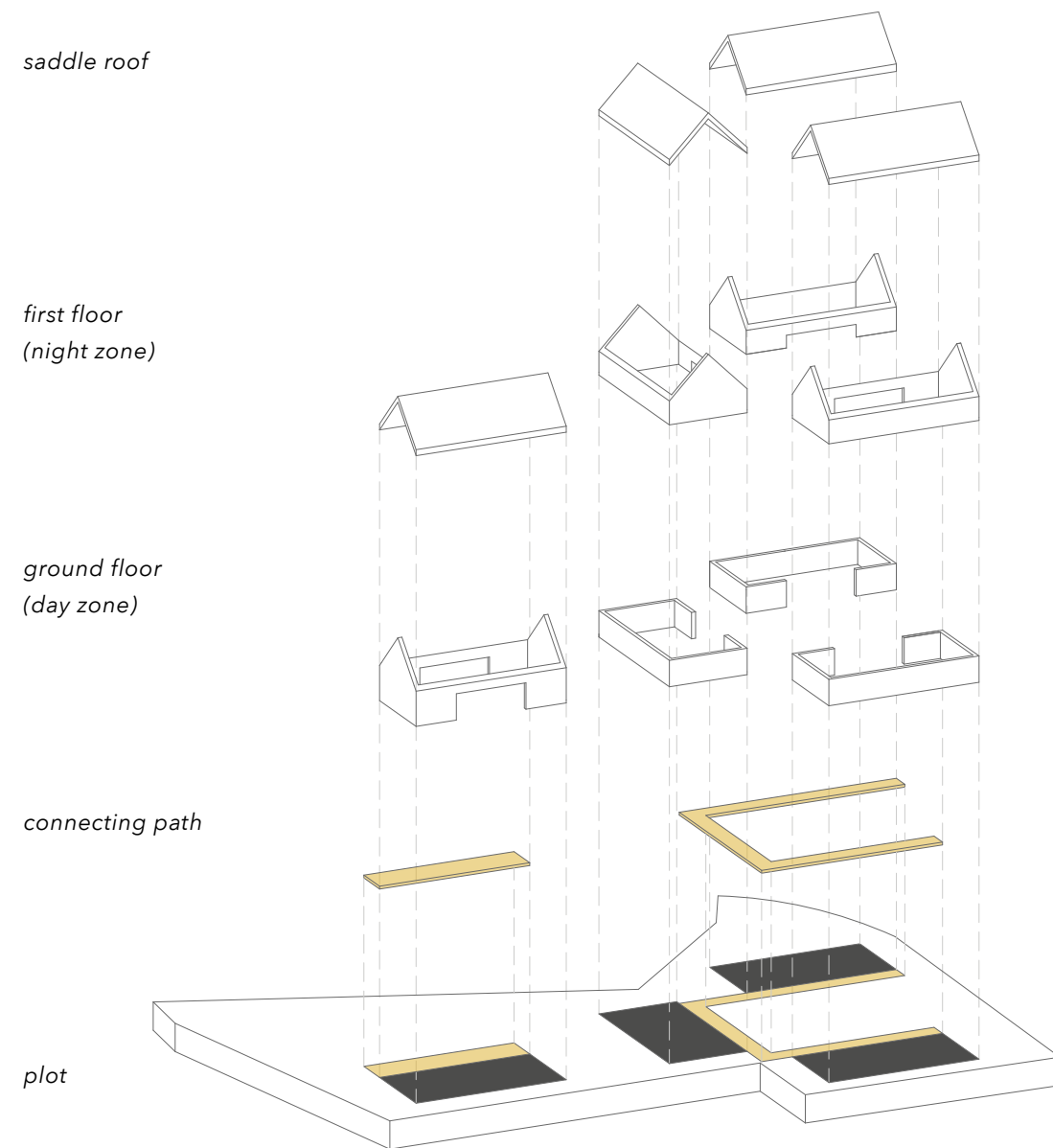


Fig.35 | Exploded axonometry _ zones

- children's home
- public building

- A _ children's home age group 4-8
- B _ children's home age group 9-13
- C _ children's home age group 14-17
- D _ public building (+ children's home office)

plot area: 2 858 m²
 gross floor area _ house _ one floor: 128 m²
 gross floor area _ house _ all floors: 256 m²
 gross floor area _ all floors: 897 m²
 paths: 288 m²
 roof: 45°

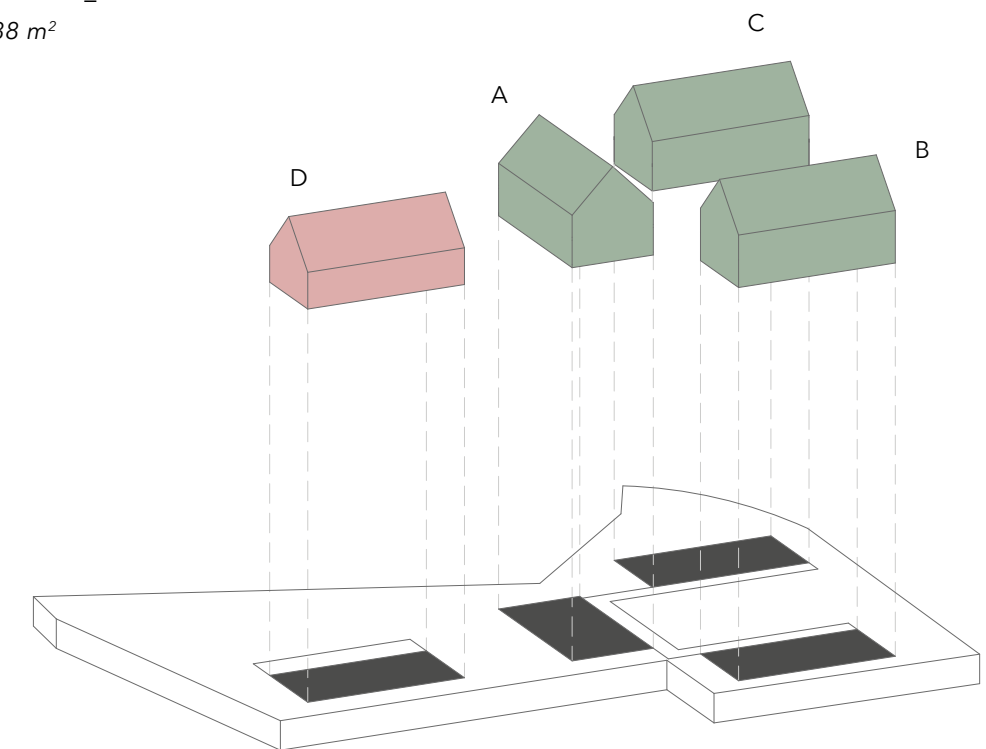


Fig.36 | Exploded axonometry _ functions

housing program

As was the case with the children's home, the volume concept of the housing program responds to the analysis of the plot, the connection to the nearby area and the surrounding buildings, including greenery.

The procedure of the volume concept is the same. I drew 4x4m grid on the plot, in which I placed the basic mass based on the previous analyses and the design concept. The central space between two larger masses is intended for a common garden. This was followed by the division into smaller units, in this case three and three small houses, based on the size could be also call cabins. Due to the importance of privacy and also to the older age of the residents, I decided not to make a terrace common as is the case with the children's home, but to create a separate elevated terrace for each house. However, thanks to the central garden, the concept of sharing the outdoor space is preserved.

Each house serves as a residence for one youth aged 18-21. Based on not only this fact, I decided to design the houses as one floor with an inserted mezzanine. The ground floor serves, as in the children's home, as a day zone. In addition to the entrance, we find a kitchen, living room and bathroom. The mezzanine is a night zone with doublebed, work table and storage.

For the same reason as in the children's home, a saddle roof with an angle of 45° is used here, especially thanks to this type of roof, it is suitable to use a maisonette, which creates a cozy attic space. All six buildings are the same and share a middle garden.

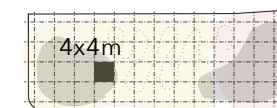
Due to the effort to be as similar as possible and interconnected with the second project, the principles of the design are repeated. The same is true when using a large window to connect the interior with the exterior. The window is freely connected to the already mentioned elevated terrace and the opening also illuminates almost the entire interior.



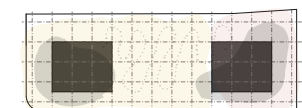
plot / 01



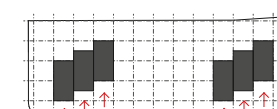
analysis / 02



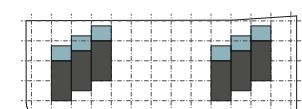
grid / 03



mass / 04



division / 05



connection / 06

Fig.37 | Volume concept

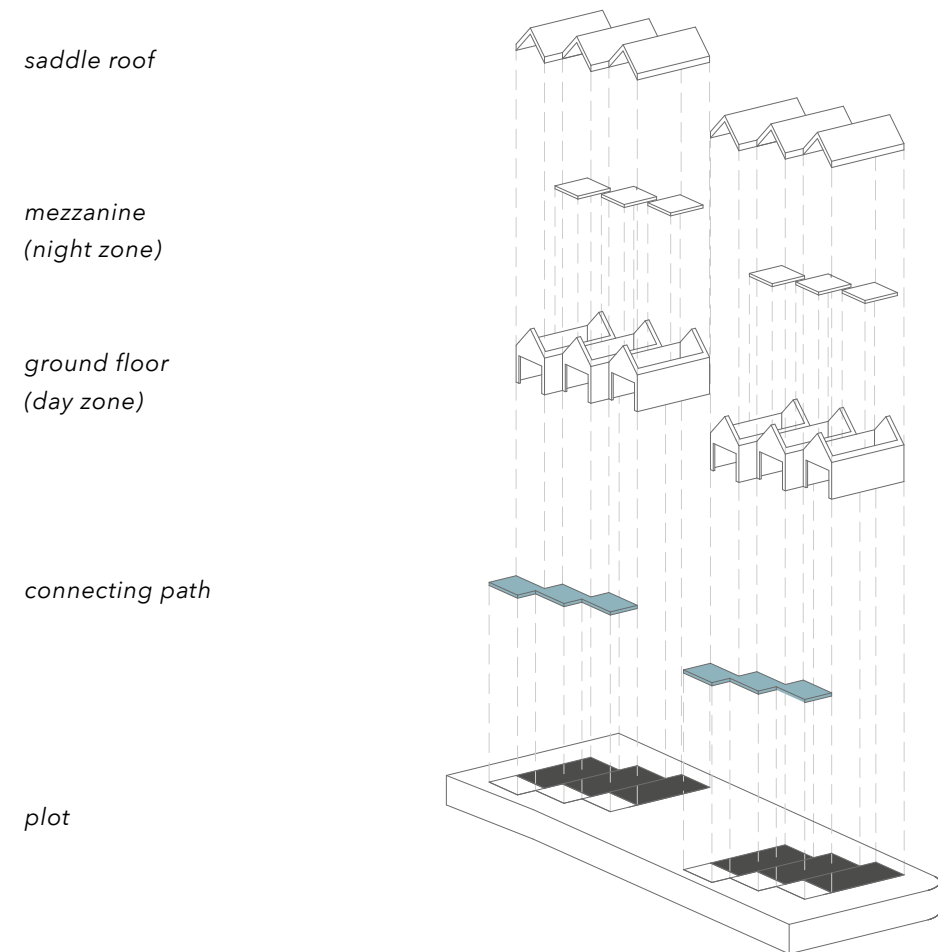


Fig.38 | Exploded axonometry _ zones

● housing program

A-D _ housing program age group 18-21

plot area: 1 063 m²

gross floor area _ house _ ground floor: 32 m²

gross floor area _ house _ mezzanine: 16 m²

gross floor area _ house _ all floors: 48 m²

gross floor area _ all floors: 288 m²

paths: 72 m²

roof: 45°

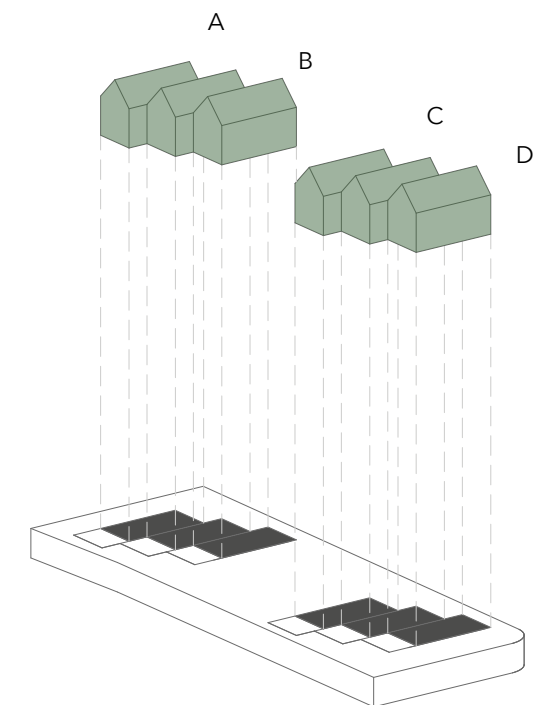


Fig.39 | Exploded axonometry _ functions



CHILDREN'S HOME

The designed volume corresponds to the height and size of the surrounding buildings. Due to this, the houses do not protrude and fit into the character of the surroundings. The attached axonometry clearly shows the connection to the pond, which is located in the immediate vicinity. From the right, northeastern part, the road is densely surrounded by mature trees and vegetation. At the border with the neighboring plots, the existing high fence is left, which is overgrown with bushes, so it does not protrude too much.

As already mentioned in the concept, the residential buildings of the children's home have two floors, unlike the public building, which has only one. The floor plan based on a 4x4m network is clearly marked in the internal layout and typology of the walls. All houses have the same character and almost identical interior layout. The major difference is the orientation of one of the houses, being perpendicular to the other ones.

The garden is based on the original concept, where I mainly tried to create an internal shared space between the houses of the children's home. For closing from all four sides, and at the same time arranging shelter and space for possible meeting and sitting of all residents, the common space is closed by a pergola. Not only is it possible to bypass the common space from all sides, but the pergola serves as another shared place, from which there is also a good overview of the surroundings.

The children's home is divided by a low fence from the public building to ensure the safety of children. In the residential part, the fence continues along with the road and connects to the existing, high fence of the surrounding plot. Due to the design of wooden poles, it is possible to easily play with the height of the fence. In the corner, therefore, the fence has the same height as the existing one, but getting gradually lower as it joins the one dividing the plot.

Part of the plot in the northern part, behind building number A, can be used as a more closed and private garden for the oldest youths, when they do not want to spend time in the common central area with others. In order to provide this, some trees were placed there, to, at some extent, match the ones across the street (as mentioned before, there is a lot of greenery).

At the entrance of the children's home site, a bicycle parking lot was placed on the paved area. This area is relatively large, but it prevents the creation of well-trodden paths in the grass and allows free movement in all directions. In other words, it does not radically stimulate the movement of people when entering different houses.

In front of the public building a terrace was placed, allowing the realization of events with more people. This part is public and freely accessible. I deliberately left it emptier and did not place any fixed elements such as tables, benches, etc., so that the inhabitants of the neighborhood could adapt it to their needs.



Fig.41 | Axonometry

ground floor



Fig.42 | Plan _ ground floor

plot area: 2 858 m ²	children's home area: 1 552 m ²	public building area: 1 306 m ²
	buildings: 428 m ²	building: 143 m ²
	path (+ entrance): 443 m ²	path: 287 m ²
	greenary: 681 m ²	greenary: 876 m ²

first floor



Fig.43 | Plan _ first floor

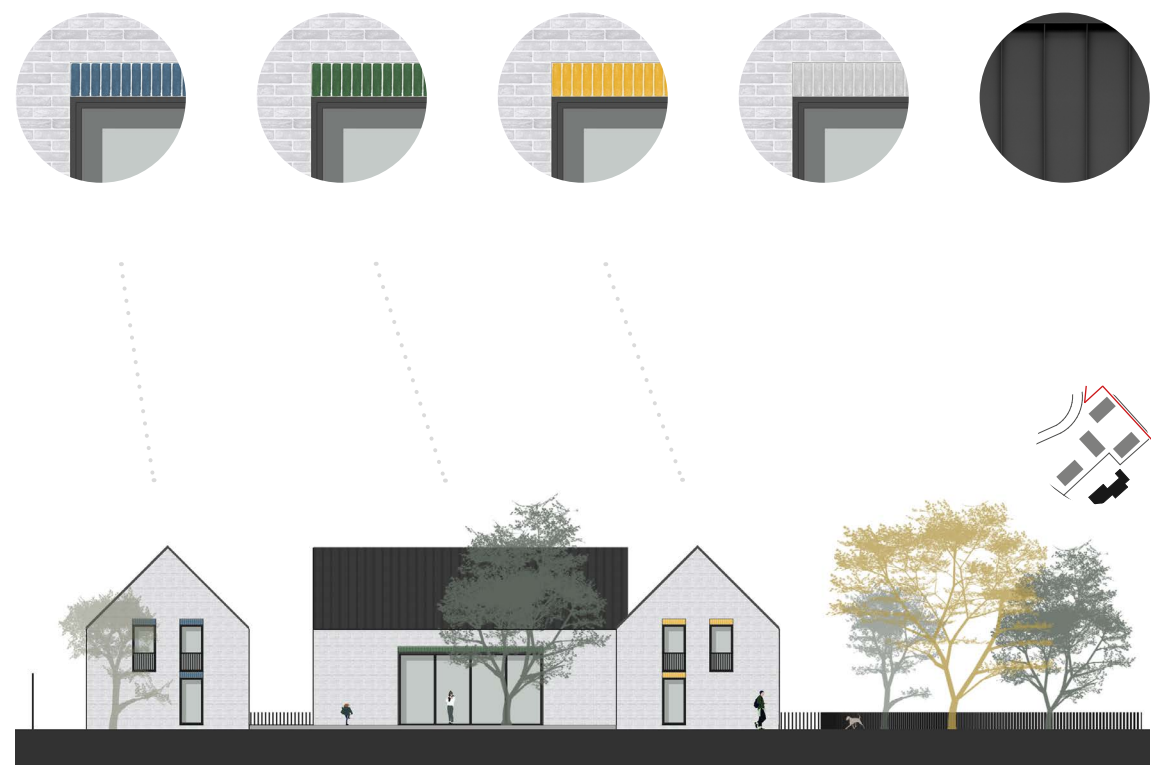


Fig.44 | Northeast elevation

Despite the houses in the area having being mainly consisted by red bricks, I chose a light gray brick. This color is quite neutral, allowing to be easily combinable with other colors while still being suitable for use on a public building. The brick facade, despite the color, leaves the design visually uniform with the surrounding area. As a way to differentiate the three residential houses, since each of them will have a different age group living there. For this, some colored details around the facade will lead the residents to, naturally, call their house by the colored assigned to it. These different colours will be present as the bricks that form the lintels of windows and doors. The colors are blue, green and yellow. For the public building the gray brick is kept everywhere.

The roof is made of galvanized roof sheet in anthracite color. It goes well with window frames, doors and other parts such as railings for windows on the first floor. The choice for this type of roof cladding can create a minimalist and simple look, while, thanks to its color, creates a certain contrast with the gray brick. It also complements the three different colors well, since it does not compete with them in color, allowing them to still can stand out as the main house element. In an effort to leave the buildings as simple and minimalist as possible, the roof gutter is integrated in the roof cladding to not be noticeable from a human perspective.

The central common space between the houses is dominated by a tree, which partially breaks down the visual connection between the buildings. Residents have an easy overview of the living room of other houses while still maintaining, to some extent, their privacy. This tree is also placed in order to avoid a direct view from the street to the central space of house C (with blue color). Aside from the three, no other elements were added in this area, as it is important to leave the choice of residents to adapt the exterior to their needs.



Fig.45 | Northwest elevation



Fig.46 | Northwest section / elevation

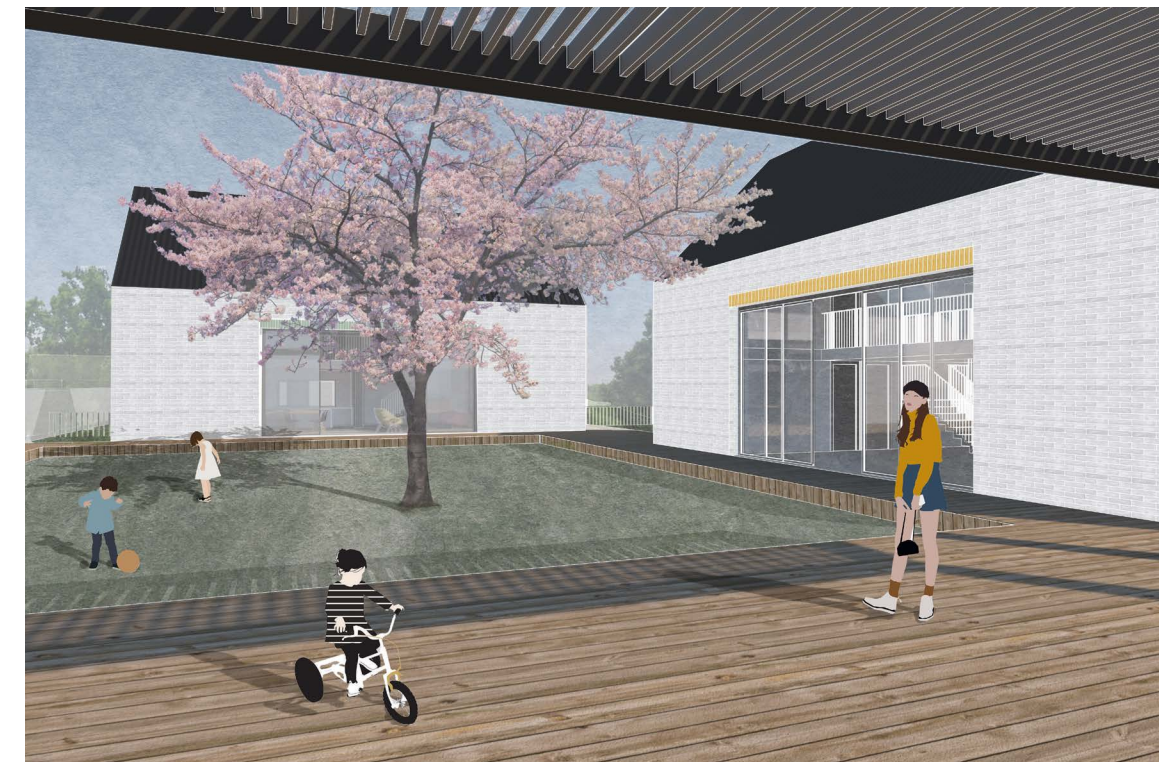


Fig.47 | Visualization view from the common pergola



Fig.48 | Visualization of the private room

typical house

Within the children's home, all buildings are based on the same principle of modular division and are almost identical in their typology. The difference can be found between the building for the oldest youth, where instead of a bedroom for an nurse, youngsters have a game room.

Although the typology and layout are the same, the use of the rooms can be flexibly adapted to the given age group. For example, for the oldest children, the room is called a study room, but when we talk about the youngest children, the room can be used as a play-room and for storage toys.

The private rooms of the two oldest groups are equipped with a raised bed (see Fig.48), which copies the principle of the housing program buildings. Thanks to this type of bed, which is possible mainly due to the high ceilings under the gabled roof, we get extra living space. The space under can be used as a small private living area, space for storing books and the like. The private room is dominated by a large French window that can be opened in its entirety. The idea of the possibility of partial flexibility was especially important when designing the room. It is very important for children, but especially youth, to be able to identify with the place and to arrange it to themselves as they wish. It is their private space, which should not be dictated by adults and other people. Having your own place, where you feel safe and at home is the cornerstone for proper development.

Since the first floor serves as a night zone and allows access to private rooms, we could talk about a different degree of privacy compared to the ground floor. This was the reason for placing the toilet with shower also on the ground floor, to preserve the first floor exclusively for residents of the house.

The building is dominated by a large sliding window opening into the central shaded space of the garden. The size of the window is adapted for the benefit of sufficient lighting both in the central room and partly in the first floor. Within the first floor, the elevated part in the floor is omitted, which allows a view of the garden, but also of the living room (Fig.52). In addition to lighting, the reason is the greatest possible connection of the interior with the exterior. Thanks to the window, there is also an easy overview of what is happening outside and in other houses.

Wood is used for floors in combination with white plaster on the walls. To leave the minimalist look of the house, a hidden exterior window shading is used, as well as the already mentioned hidden gutter in the roof.

ground floor

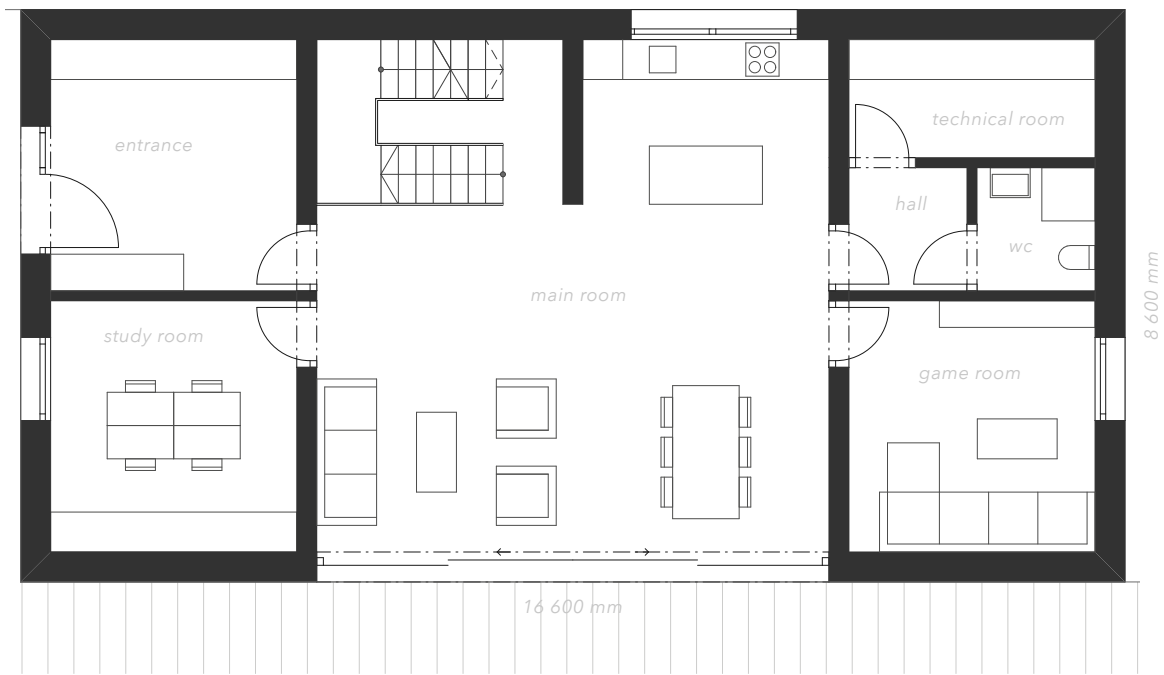


Fig.49 | Plan _ ground floor

floor area: 115 m²

entrance, study room,
game room: 14 m²
main room: 50m²

technical room: 6,6 m²
hall, toilet: 3,3 m²
stairs: 9,2 m²

first floor

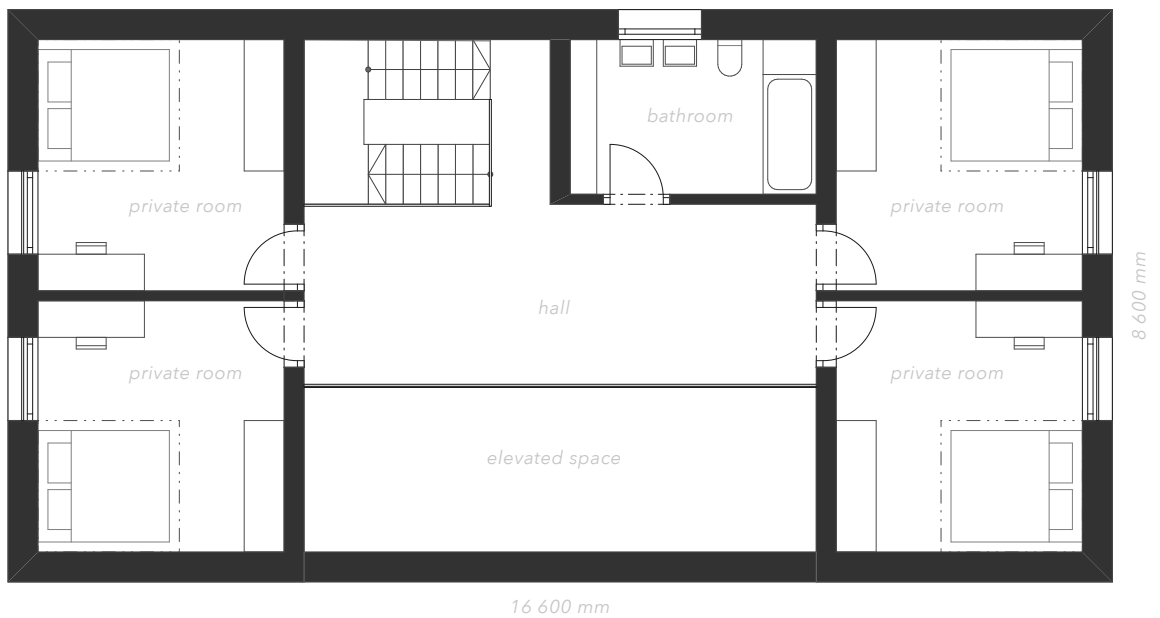


Fig.50 | Plan _ first floor

floor area: 94,8 m²

private room (4): 14 m²
bathroom: 8,6 m²
hall: 21 m²

stairs: 9,2 m²
elevated space: 20,2 m²

section



Fig.51 | Cross-section

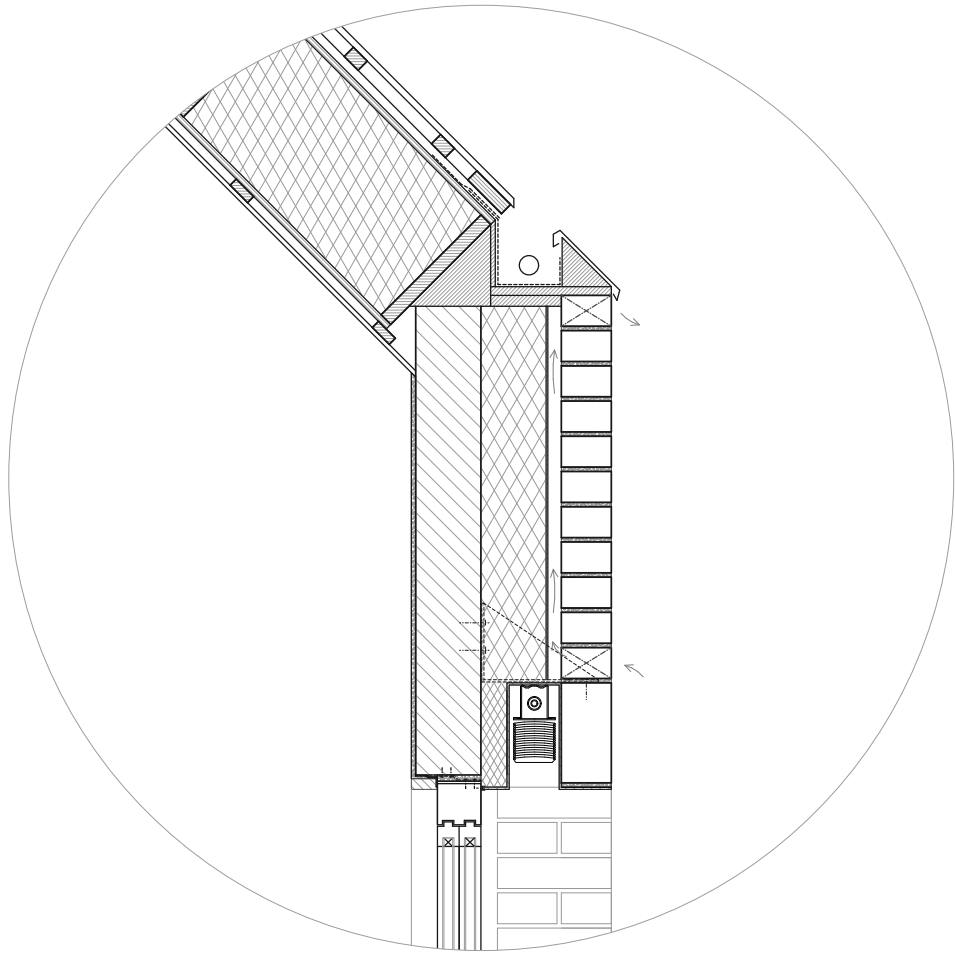


Fig.52 | Technical detail of window lintel and hidden gutter

elevations



Fig.53 | Facade facing the common garden



Fig.54 | Facade with entrance



Fig.55 | Facade with window into kitchen (ground floor) and main bathroom (first floor)



Fig.56 | Facade with window into game room (or bedroom for nurses) and private rooms (first floor)

axonometry

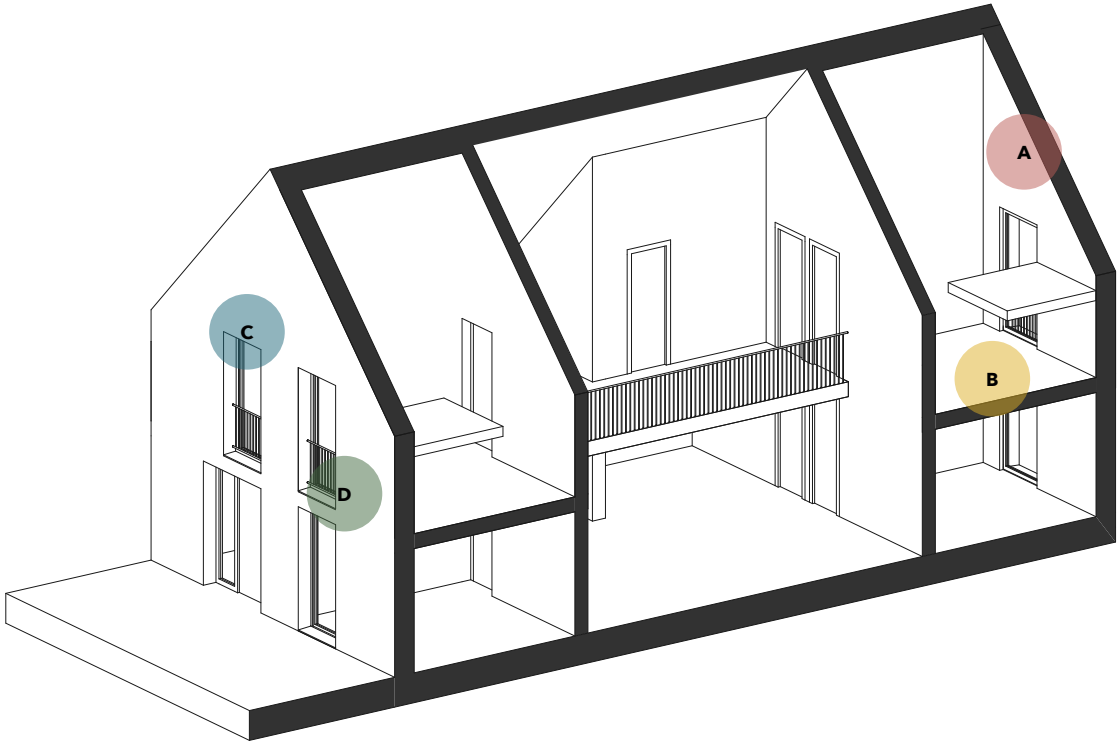
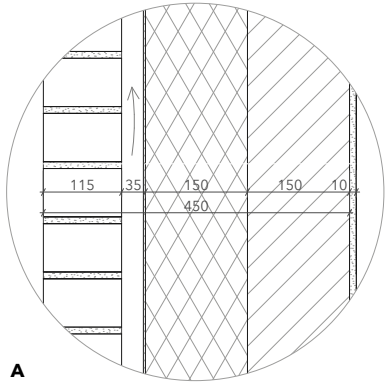
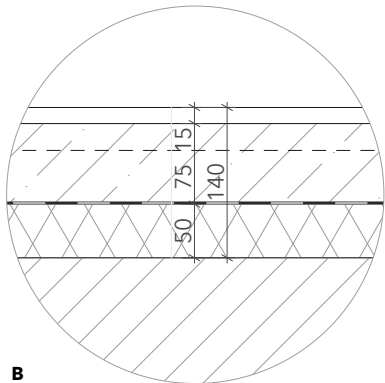


Fig.57 | Axonometry with technical details



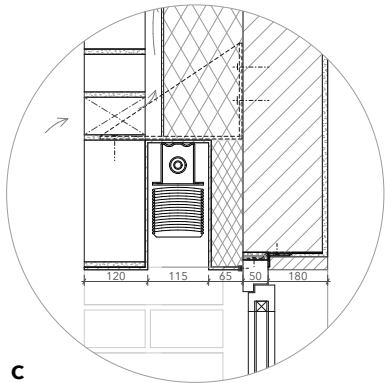
A

- perimeter wall composition**
- _ lime plaster, 10 mm
 - _ porotherm, 150 mm
 - _ isolation, 150 mm
 - _ foil
 - _ air gab, 35 mm
 - _ face bricks Klinker, 115 mm



B

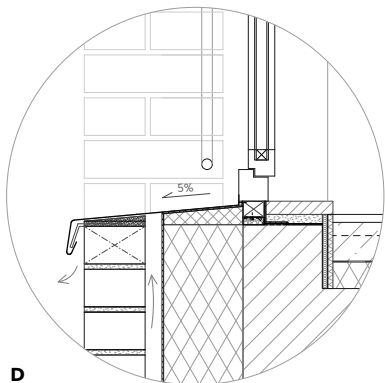
- wooden floor composition**
- _ oak wooden slats, 15 mm
 - _ concrete spreading layer, 75 mm
 - _ separation foil
 - _ acustic isolation, 50 mm



C

window lintel detail

The lintel of the window is provided with a hidden exterior shading to maintain the minimalist appearance of the building. From the interior, the lintel are equipped with a board (cover) in the same color as the windows frame. It is provided with insulation to prevent the formation of a so-called thermal bridge.



D

window sill detail

The window sill is placed at a slope of 5% to ensure the outflow of rainwater. The window reach to the floor and can be open in their entire size. From the interior, the part is provided, as is the case with the lintel, with a board (cover).



Fig.58 | Visualization from the kitchen

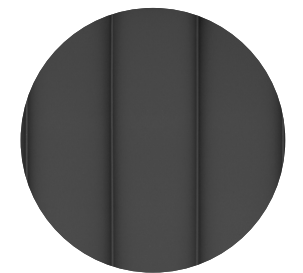
materials



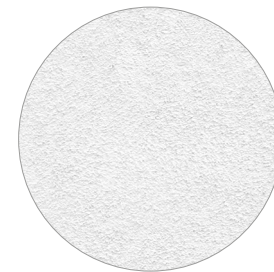
light grey bricks
perimeter walls



coloured bricks
windows & doors lintel



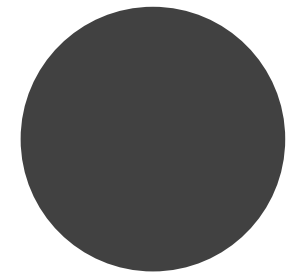
metal sheet
roof



white lime plaster
interior walls



oak wooden slats
floor



anthracite color
window's frames, details

Fig.59 | Materials concept

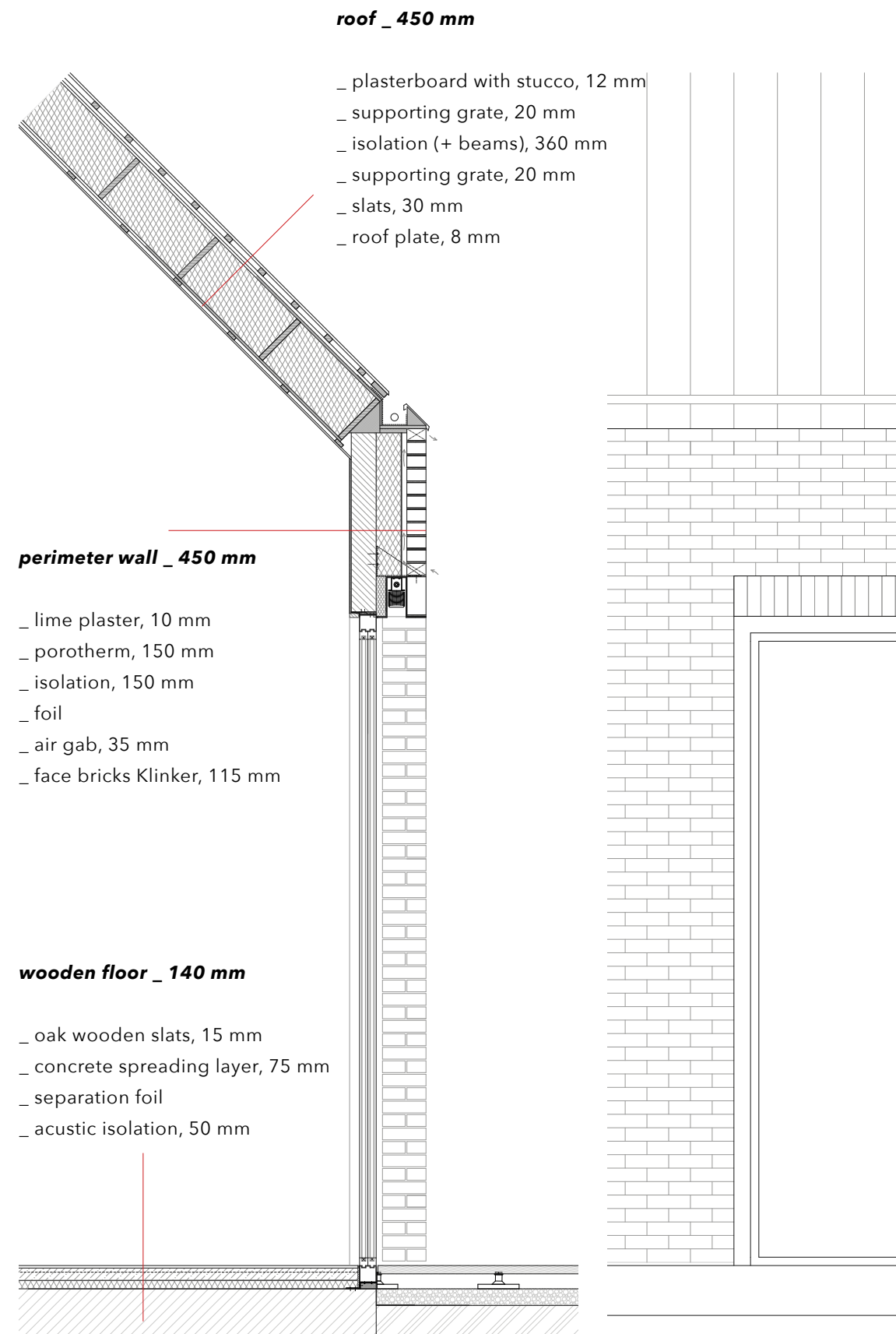


Fig.60 | Technical section & elevation of the facade

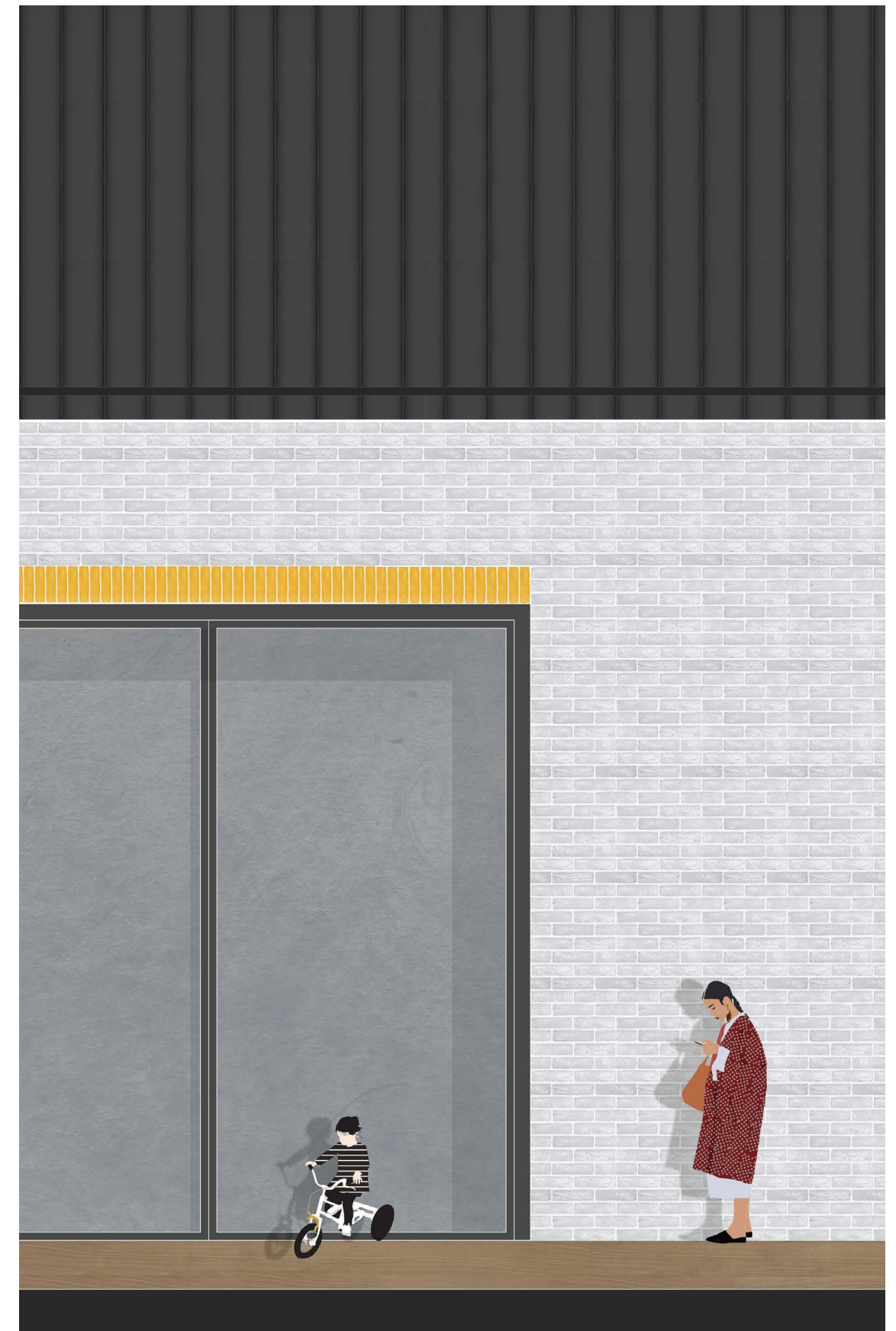


Fig.61 | Facade elevation

public building

The public building serves not only the children's home, but primarily the whole neighborhood. It aims to provide space and shelter for gathering people in the area, organizing events, hobby groups for children and so on.

The typology is based on the concept of modules, as is the case with a children's home (and housing program). In this case, however, it is a one floor building, so the central space is not disturbed by stairs. The furniture is moveable so that the main room can be used flexibly for various types of events and activities. A small kitchen is also placed, which is recessed as not to disturb the visual openness of the room. A separate room is designed for storing the furniture and other. Part of the public building is also the office of the children's home, which is not expected for daily use. At the entrance to the house we find closet for storing coats.

As the buildings of the children's home are dominated by the main central window, the same principle is used here. However, the central window is located on both sides of the longitudinal façade, so that the main room can be almost completely connected to the exterior. A big terrace is connected to the southwest facade, places towards the garden and the pond.



Fig.62 | Visualization from the street

ground floor

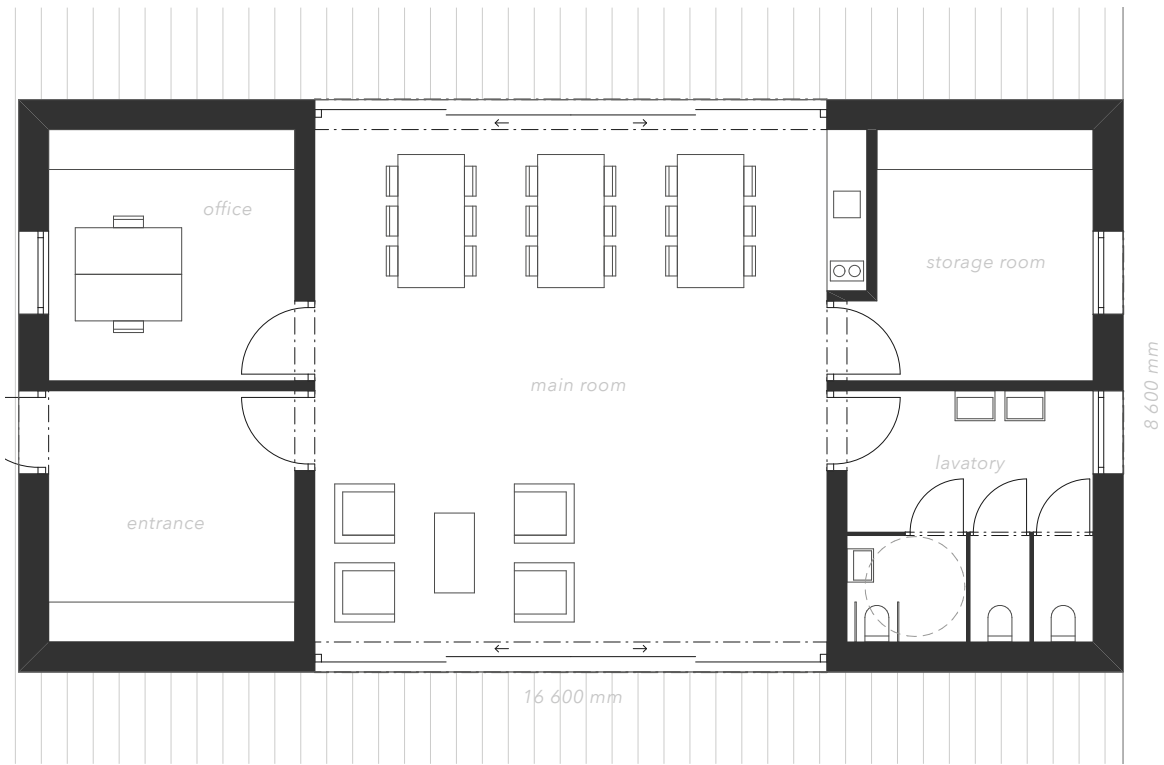


Fig.63 | Plan _ ground floor

floor area: 115 m²

- entrance: 14 m²
- office: 14 m²
- storage room: 14m²
- main room: 60 m²
- lavatory: 7,9 m²
- toilet (2): 1,4 m²
- invalid toilet: 2,9 m²



Fig.64 | Visualization of the main room



Fig.65 | Southwest facade

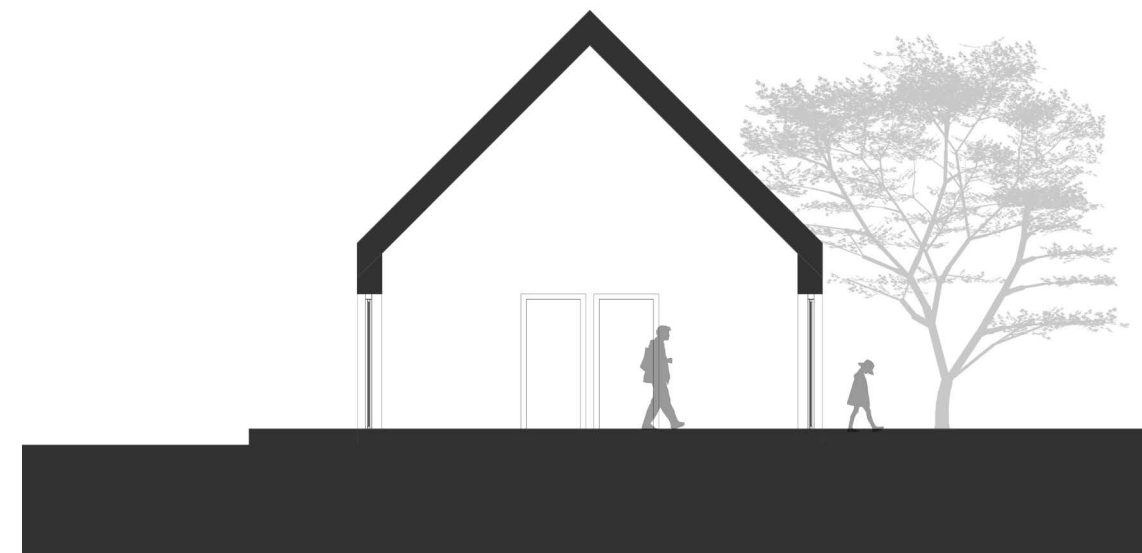


Fig.66 | Section

HOUSING PROGRAM

By the age of 18, youth are required by law to leave the children's home. For some individuals, this is still too early to live completely independently. As a result, they often get into a cycle of frequent moving, sleeping over at friends' places, or, in the worst case scenario, on the street. My housing program proposal is for those who leave the children's home and are not able to provide care for themselves. They can live here up to the age of 21.

The housing program consists of six separate buildings designed for one person. Due to the small size compared to the surrounding volumes, they are placed as three connected houses next to each other.

The concept of the garden follows the same principle as a children's home, with the difference that each house has its own terrace. To ensure privacy, the cabins are spaced apart in the longitudinal direction, which creates a private nook. Together, residents share a terrace between the buildings, which they can use as a space for barbecue, relaxation and such. On the southern part of the land the existing mature greenery visually separates new buildings from neighboring existing ones. In the northern part, between the houses and the pond, new trees are designed to ensure privacy, as the surroundings of the pond are widely used by the neighbors.

The floor plan follows the concept of a 4x4 metre grid, where each house uses 2 modules. The first is for the entrance, bathroom and stairs, the second for the kitchen and living area. Thanks to the high ceilings and the space under the roof, the bedroom is located on a raised floor along with a work desk and a small storage space. The house is therefore designed as a mezzanine. The living space is dominated, as in the children's home, by a large window opening onto the garden. The window has the width of the entire space and its task is to connect the exterior with the interior as much as possible. At the same time, it brings a large amount of light into the interior. To ensure complete daylight lighting, there are two additional skylights in the roof - above the work table and the dining table.

The same materials are used as for children's home and public building. The window lintel is the same as the perimeter walls with light gray bricks.



Fig.67 | Axonometry

ground floor



Fig.68 | Plan _ ground floor

plot area: 1 063 m²
buildings: 214 m²
paths (+ terrace): 226 m²
greenary: 623 m²

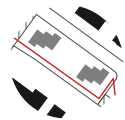


Fig.69 | South elevation

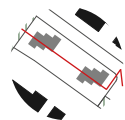


Fig.70 | Section

ground floor

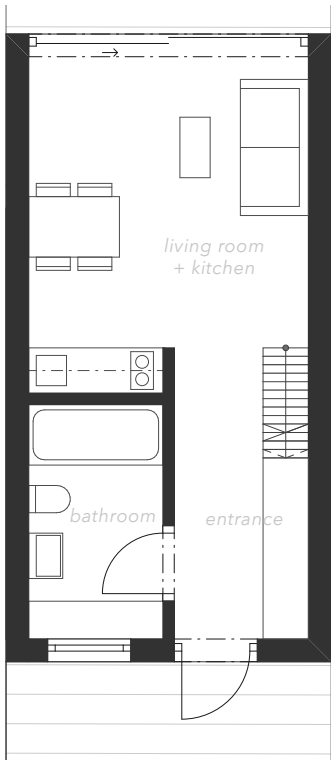


Fig.71 | Plan _ ground floor

mezzanine

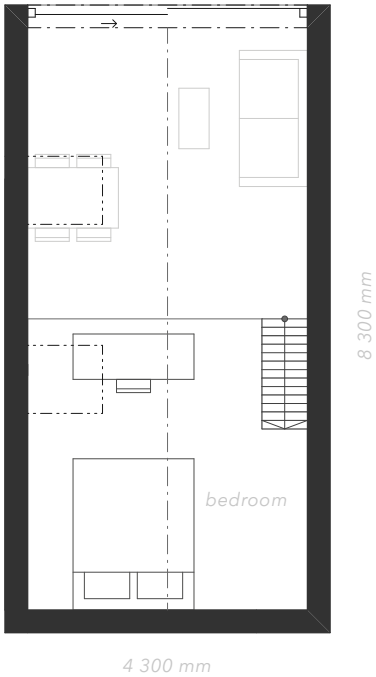


Fig.72 | Plan _ mezzanine



Fig.73 | Visualization of the living room

floor area: 41 m² entrance + stairs: 6,8 m² bathroom: 5,5 m²
living room: 15,3 m² bedroom: 13,4 m²



Fig.74 | Visualization from the common garden

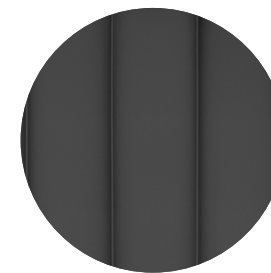
materials



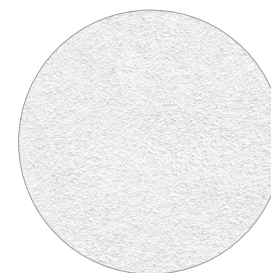
light grey bricks
perimeter walls



wooden slats
terrace



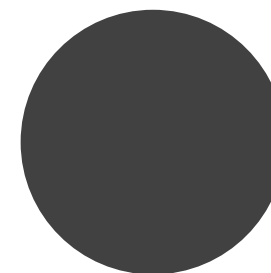
metal sheet
roof



white lime plaster
interior walls



oak wooden slats
floor



anthracite color
window's frames, details

Fig.75 | Materials concept

axonometry

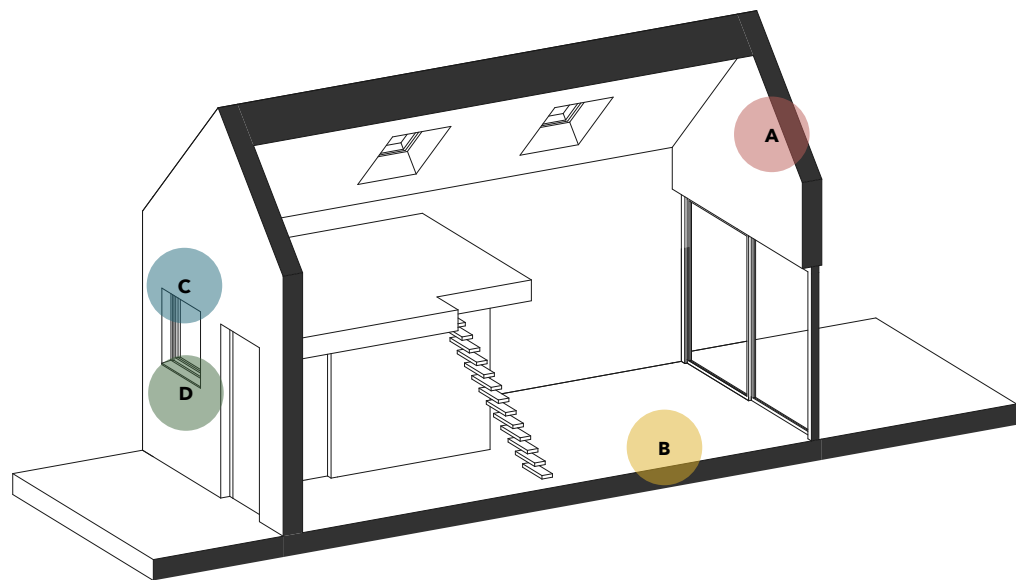
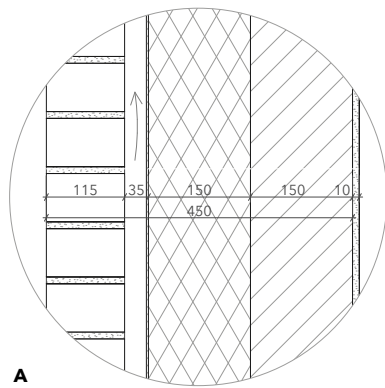
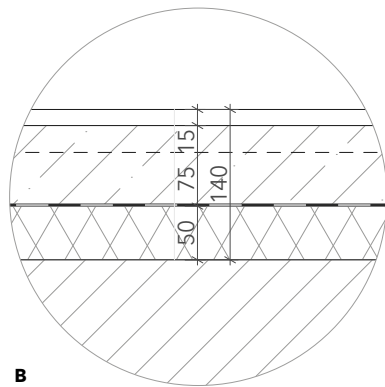


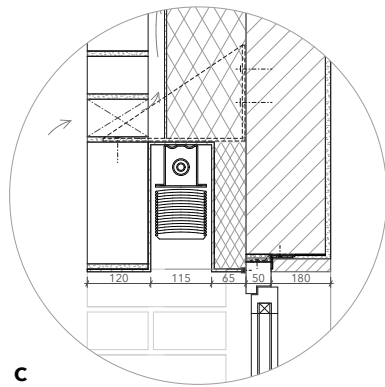
Fig.76 | Axonometry with technical details



- perimeter wall composition**
- _ lime plaster, 10 mm
 - _ porotherm, 150 mm
 - _ isolation, 150 mm
 - _ foil
 - _ air gab, 35 mm
 - _ face bricks Klinker, 115 mm

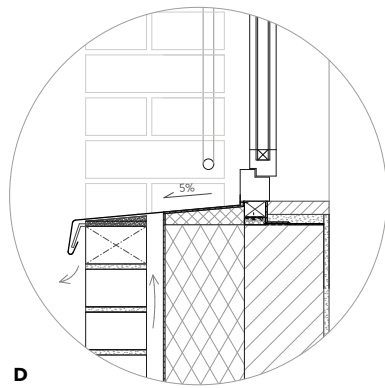


- wooden floor composition**
- _ oak wooden slats, 15 mm
 - _ concrete spreading layer, 75 mm
 - _ separation foil
 - _ acustic isolation, 50 mm



window lintel detail

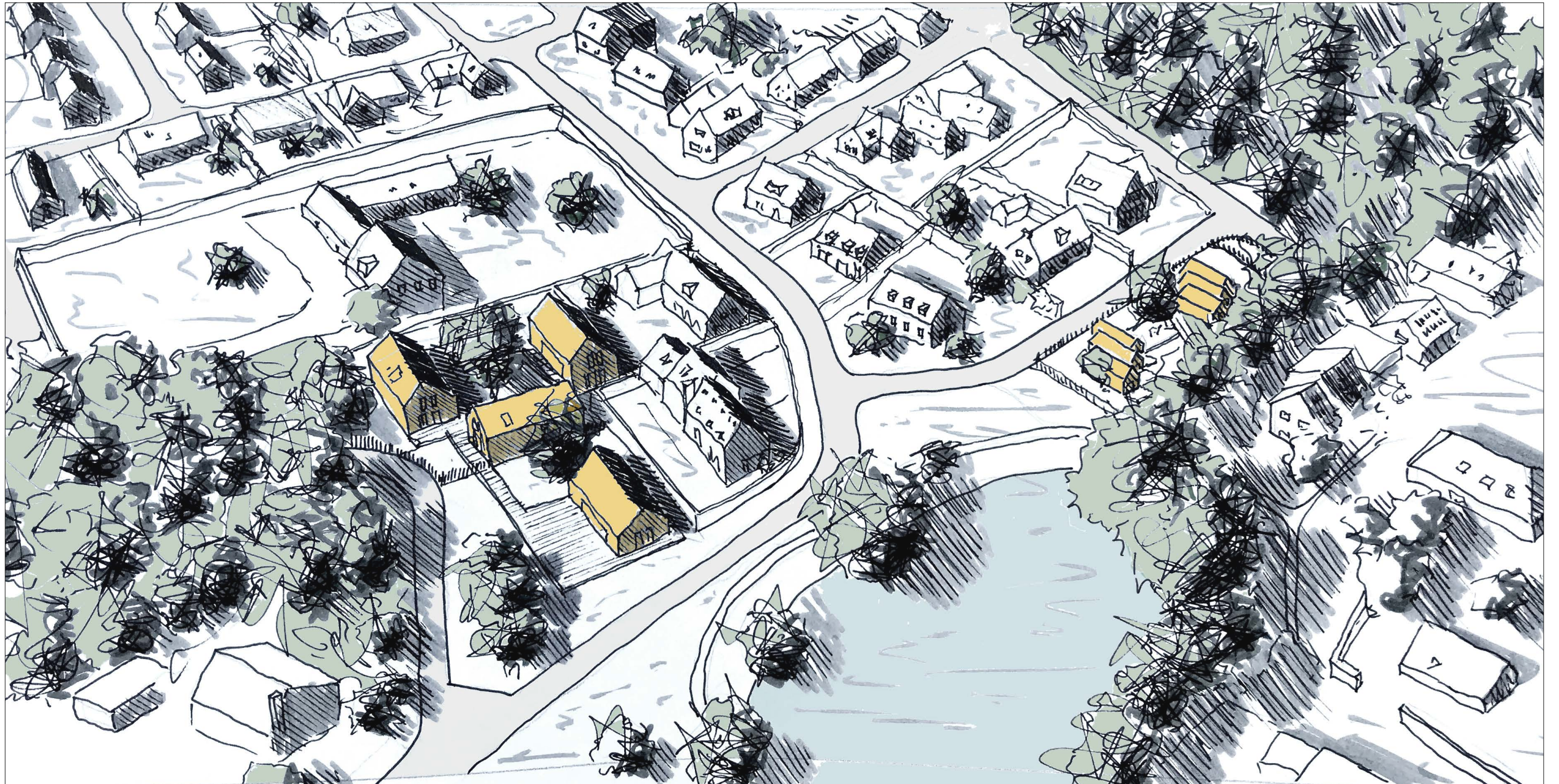
The lintel of the window is provided with a hidden exterior shading to maintain the minimalist appearance of the building. From the interior, the lintel are equipped with a board (cover) in the same color as the windows frame. It is provided with insulation to prevent the formation of a so-called thermal bridge.



window sill detail

The window sill is placed at a slope of 5% to ensure the outflow of rainwater. It can be open in their entire size. From the interior, the part is provided, as is the case with the lintel, with a board (cover).

FINAL SKETCH



06 _ CONCLUSION

Overall, I consider the project to be successful, but of course it has many shortcomings. The garden of the children's home, especially the part with the public building, could still be improved and in more detail and connection with the road and its surroundings. In both parts of the project, grassy parts were created that cannot be used meaningfully. It would be good if the project could be worked out in greater detail, especially in the interior. However, due to the length of the semester and the time schedule, this was not possible to be done.

The project had a great basis in analysis, research and meetings with experts, which helped a lot for the right concept and in the subsequent development. However, due to the large amount of time spent on research, in my opinion, there was not too much time for the design itself. The situation was also fundamentally complicated by only online teaching, when it is not possible to discuss printed drawings and easily draw into them.

It is worth noting that thanks to the initial development, ten different projects were created in the studio, in terms of concept, size, and the resulting visual presentation, which was very interesting.

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