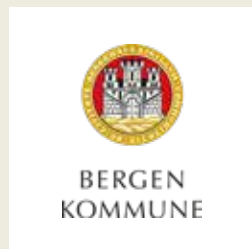
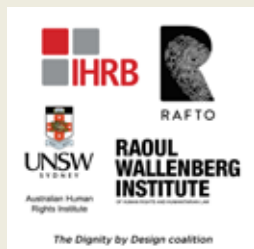


BERGEN INCLUSION CENTRE

Pilot project for Building Dignity

Progress report

June 2019–march 2020





This progress report has been prepared by the City Architect in Bergen Municipality, adviser in the pilot project, in collaboration with the pilot project's working group.

The report aims to inform readers about the pilot project, document the process along the way, and report to Building Dignity's partners. A progress report will be prepared for each phase of project development until the centre opens in 2023, and two years after its opening.

This progress report is for the period June 2019 to March 2020, in which the project has been in the preliminary design phase.

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The Rafto Foundation tries to connect players working with urban development and the built environment. Architecture affects us all. Bergen is the first Norwegian city that has been declared a human rights city. It is important to realize this ambition through specific projects. Therefore, Bergen is the ideal place to have a pilot project such as the Bergen Inclusion Centre.



*Jostein Hole Kobbeltvedt
Executive Director
Rafto Foundation*

01

INTRODUCTION

In June 2018, the Bergen City Council stated that Bergen would become Norway's first human rights city. This means that the municipality must integrate human rights throughout its activities.

Through participation in Building Dignity pilot project program, (see section 1.2), Bergen municipality seeks to put this ambition in practice within the field of urban development and architecture, and show how the design and development of municipal buildings and properties can help achieve the goal of an inclusive urban community.

Bergen Inclusion Centre, which will be established in the old teacher college at Landås, was chosen as the pilot project. The centre will gather in one place most of the activities of the Agency for Inclusion. Through extensive co-operation, the facility will also be open to sports organisations and the local community.

The goal is that the Bergen inclusion Centre will emerge as an international role model project when it comes to actively using architecture as a tool for an inclusive society.

The status as a pilot project means that in the development of the project, solutions that safeguard human dignity are prioritized in a way that builds on the overall objective of the Agency for Social Inclusion.

The report "Framework for Action in the Built Environment" forms the basis for the work on the pilot project. There will be particular focus on implementing dignity principles in all phases of the building life cycle.

This report discusses the development of the project in the preliminary design phase, between June 2019 and March 2020. Issues related to human dignity and an inclusive city were prioritized in programming and designing the building and outdoor spaces. The following questions have been central to the project development:

What architectural choices can best promote inclusion and dignity for all users of the Centre?

How to organize and design the building so that users can use and develop their expertise and skills?

How to organize and design the building so that it is easy to take advantage of the services offered by the centre?

How can architecture contribute to a good learning environment and ensure that users feel safe and develop a sense of belonging in Norwegian society?

How can the Centre contribute to an inclusive community and become a meeting place in the neighbourhood?

How can the Centre deal with the diversity and variety of needs of users?

1.1 BERGEN INCLUSION CENTRE

The old teacher's college at Landås will be converted into Bergen Inclusion Centre, where most of the services of the Agency for Social Inclusion will be gathered in one place. The centre will provide the best possible facilities for the agency's teaching and introduction activities. The building is located in an attractive established neighbourhood, close to public outdoor spaces, school, church, sports facilities and housing, which provide good pre-conditions for a socially sustainable urban development.

Co-location of services will provide a better offer for newly arrived refugees in Bergen

Nygård school is currently located in two different buildings in the city centre, while the Refugee Agency and Agency for social inclusion is located on Møhlenpris. Most of the participants in the introductory program have their daily offer at Nygård school, but they also often have follow-up and meetings at the Introduction Centre. This means that they spend a lot of time and effort moving between places. Employees at Nygård school and the Introduction Centre also have a great need for collaboration and interactions around - and together with - the individual refugee. Co-location of these two units will facilitate a significantly better offer to newly arrived refugees in Bergen.

BERGEN INCLUSION CENTRE

**200 employees
1350 participants
300 in the evening**



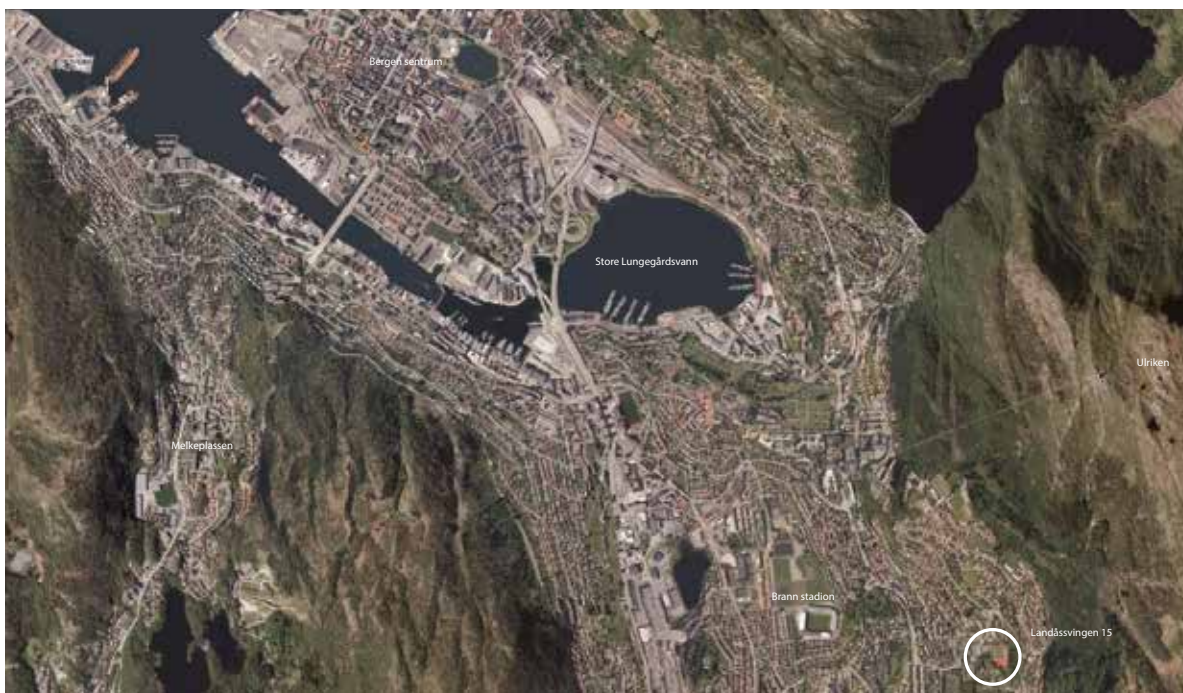
Aerial photo of former teacher's college at Landås



The centre will have an attractive location in the neighbourhood of Landås

The Bergen inclusion centre will be established in the premises that formerly housed the teacher's college, centrally located on Landås on a high ridge with fine sun and view conditions. Landås stands out as an attractive residential area in Bergen, with good services, well-developed public transport and a short distance to the city centre. The attractiveness of Landås is also enhanced by the strong involvement of the local population within the field of sustainability. The location on Landås will be somewhat less central for employees and users than today's

location right in the city centre. At the same time, the location in a "regular" neighbourhood will increase the possibility of interaction between newcomers in Bergen and established residents and participation in the neighbourhood's activities. The Inclusion Centre will also be able to enrich the local living environment with new amenities, and will be designed to function as an open meeting place also for locals. In addition, efforts are being made to improve the public transport and cycling offers in the area.



The old teachers' college is centrally located at Landås, a residential area in Årstad district, ca. 5 km from Bergen city centre.

1.2 ABOUT BUILDING DIGNITY AND THE PILOT PROJECT

Building Dignity is an international program that focuses on human rights and dignity in the built environment. Bergen Inclusion Centre is the first construction project to be included in the pilot program. This pilot project is about safeguarding and promoting human rights and dignity in all aspects of the project development process. In the programming and preliminary design phase there has been a particular focus on how design can contribute to an inclusive meeting place and learning environment.

Building Dignity

The report "A Framework for Action in the Built Environment" presents overall principles for how human dignity and respect for human rights can be safeguarded in construction or urban development projects.

The principles are rooted in international human rights standards and provide guidelines for their implementation: accountability, participation, non-discrimination and transparency.

The report recommends actions throughout the development process: from land acquisition, planning and financing, to design, construction, management and use, demolition and reuse.

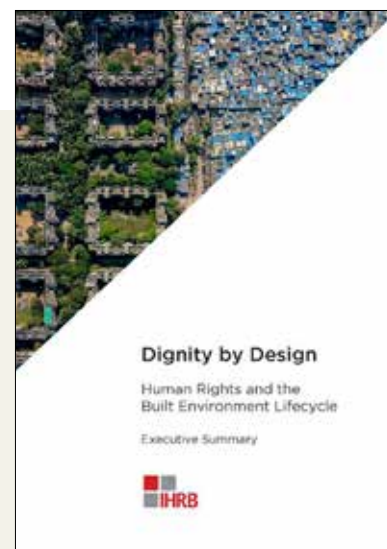
Furthermore, the report identifies which actors drive the decision-making process around the design of the built environment, and makes recommendations that will help to specify the principles in each project.

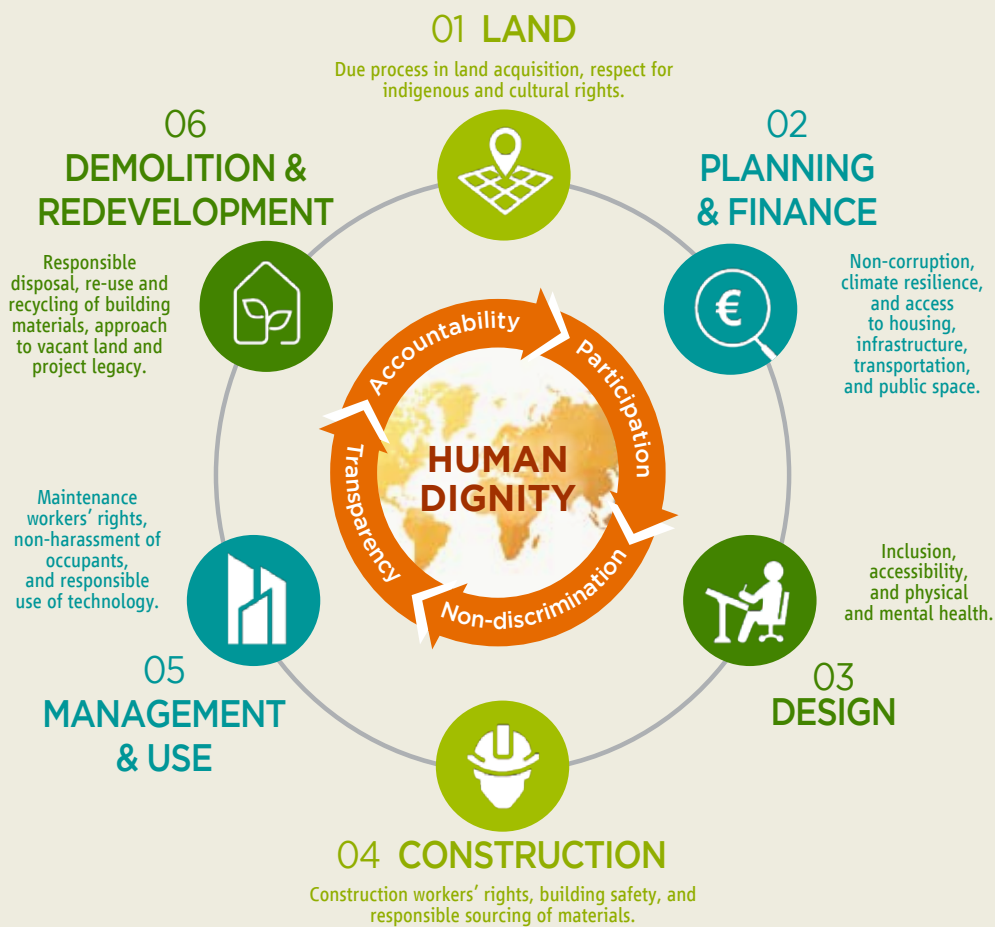
The program is a collaborative project between four international human rights organizations and research institutions:

- ▶ Rafto Foundation for Human Rights
- ▶ The Institute for Human Rights and Business (IHRB)
- ▶ Raoul Wallenberg Institute of Human Rights and Humanitarian Law (RWI)
- ▶ The Australian Human Rights Institute at the University of New South Wales (UNSW)

Link english version:

https://www.ihrb.org/uploads/reports/Dignity_by_Design_Executive_Summary_-_Human_Rights_and_the_Built_Environment_Lifecycle_IHRB.pdf





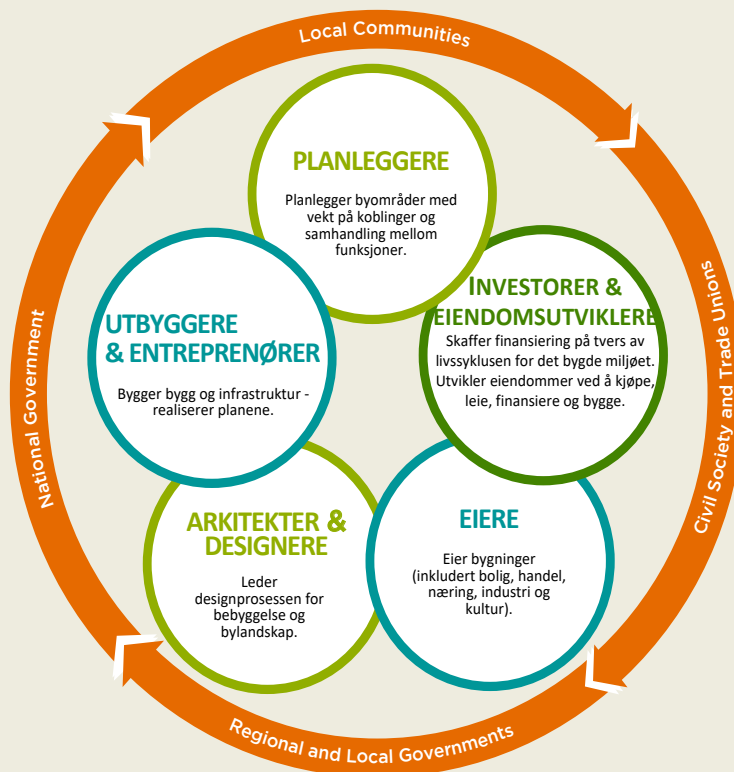
The Built Environment Lifecycle

Source: IHRB, Dignity by Design-Human Rights and the Built Environment Lifecycle

OVERALL PRINCIPLES

The following principles must be observed throughout all stages of the built environment's life cycle:

- *All human rights standards are upheld, including the cross-cutting principles of transparency, accountability, participation and non-discrimination.*
- *Everyone has the opportunity to participate meaningfully in the decisions that affect their neighbourhoods and lives. This includes women, children, minorities, migrants, refugees, indigenous peoples, people with disabilities, older people and others whose perspectives are often excluded.*
- *Trade unions and civil society can operate freely.*
- *All decisions are free from corruption.*



Actors Driving Decisions Across the Built Environment

Source: IHRB, Dignity by Design-Human Rights and the Built Environment Lifecycle

“Living case studies” program

The Building Dignity program is associated with several “Living case studies” (pilot projects), which seek to implement the framework and which will provide the opportunity to share experiences at international level.

In April 2018, the City of Bergen was invited to participate in the network meeting “Building Dignity - human rights for the built environment” on the initiative of the Rafto Foundation. In this meeting, the municipalities were encouraged to submit specific projects within the Living Case Studies program, where additional focus should be placed on the relationship between architecture and human dignity.

Bergen Municipality chose to enrol Bergen Inclusion Centre in the living case studies program. The project had already been going on for some years, but was in a new phase after it was decided in May 2018 that the Agency for Inclusion would use the facility as a whole (without the International School of Bergen, the International School).

The formal order to register Bergen Inclusion Centre as a pilot project for Building Dignity came from the City Council Department for Social, Housing and Inclusion to the Agency for Development on September 07, 2018.

Bergen kan bli først!

I år skal bergenspolitikerne vedta en ny internasjonal strategi for kommunen. Vi oppfordrer dem til å gjøre Bergen til Norges første menneskerettighetsby.



BERGEN. Å være menneskerettighetsby handler om å ta et bevisst forhold til hvordan som ressurser, beredhet, kompetanse og kompetensemangfoldet, skaper anerkjennelse. ■ Jan M. Lunde (arkiv)

Debattnettlegg

Av Fiere Forfattere

Publisert 24. mai 2018

Et signal fra Bergen til verden

Onsdag kveld vedtok bystyret at Bergen skal bli Norges første menneskerettighetsby. Her er fire ting beslutningen betyr.



BYSTYRET (ONDAG KVELD): 31 saker berøyt vedtok at Bergen skal bli Norges første menneskerettighetsby. ■ Foto: Jostein Hole Kobbeltvedt

Debattnettlegg

Av Jostein Hole Kobbeltvedt
Daglig leder i Rattspisningen

21. mai 2018

Opportunities- why choose Bergen Inclusion Centre as a pilot for Building Dignity?

Bergen Municipality has the opportunity to develop a unique and exemplary facility based on the municipality's own resources and ambitions, and make a difference that is visible and felt.

The pilot project will help to realize the municipality's ambitions on several different levels:

- ▶ Contribute to realize Bergen municipality's ambition as a human rights city, and put Bergen on the map as a pioneering municipality in an international context
- ▶ Help realize the goals in the Municipal Plan-social section (KPS BERGEN 2030) that states that Bergen shall be an inclusive city
- ▶ Contribute to the goal of Bergen Architecture Strategi that states that architecture should be used as a tool to realize societal changes, with focus on inclusive architecture.
- ▶ Contribute to the goal of the Agency for Social Inclusion (Etat for inkludering) to provide a robust connection to the labour market and Norwegian society for all newly arrived refugees and immigrants
- ▶ Contribute to goal of the Agency for Development (Etat for utbygging) of being an exemplary developer and contactor, where quality is of paramount importance when developing public facilities.

“

The way we build public facilities is crucial to achieving overall goals for the municipality, for the user, for the local community and for the city. Every single decision we make should provide the best effects for our community and help achieve our vision for the city.

Architecture is an important framework around people's lives. Architecture provides space for people, where rooms and places can invite, include and inspire people to be active and participatory citizens.

The construction of Bergen Inclusion Centre will therefore be a particularly suitable pilot project for the Building Dignity living case-studies program.

*Bergen City Architect and the Agency for social inclusion
Rationale for choosing the
Inclusion Centre as a pilot project*

september 2018

“

The ambition is for Bergen's inclusion centre to emerge as an international role model when it comes to actively using architecture as a tool for an inclusive society.

02

AMBITIONS

The ambition is for Bergen's inclusion centre to emerge as an international role model when it comes to actively using architecture as a tool for an inclusive society.

The architecture policy for Bergen, adopted by Bergen City Council June 2019, encourages the creation of exemplary and innovative architecture that contributes to a beautiful, distinctive, inclusive and green city. The built environment influences us as individuals and communities, and the policy is based on the principle that architecture should be used as a tool to provide increased quality to the place and added value for city residents and building users.

In this context, public buildings such as schools and kindergartens have an important role to play, as these functions are essential elements for local urban life and for nurturing a sense of belonging in the local community. The municipality is responsible for ensuring that the potential for a positive impact on the local community and users is utilized to the full, especially when it comes to a school for newly arrived refugees in Bergen.

The ambition as a pilot project means that one will think openly and creatively about how the centre utilizes the building's resources, how functions are integrated in relation to the local environment and how the local environment and the centre can make the most of each other.

It also means that the refugees and migrants, when moving in, make the most of the resources that are in the building itself and the local environment, and have meeting places for activities that many know from their home country and can participate in (football, music, workshops, cooking, etc.). The integration of these resources can provide even greater opportunities for the school to become a place where the agency's goal can become a reality and provide a robust connection to the working life and Norwegian society for all newly arrived refugees and immigrants.

In the fall of 2019, the project group worked on anchoring the ambitions of the pilot project with all the actors in the construction project, including the users. In addition, efforts have been made to find good working methods to ensure that the ambitions will give concrete results in the design and operation of the building, and ensure a good participation process.



2.1 COMMITMENT TO THE PILOT PROJECT AND CHANGES IN THE PROJECT

The success of the pilot starts with building a solid foundation among all participants in the construction project. It has been important to ensure the project team works towards a common goal and feels ownership of the ambitions, while everyone is aware of their own role and responsibility. The project’s organizational structure was adjusted slightly, to ensure good decision-making, clear roles and a clear division of responsibilities.

In the process, it has emerged the need for two new roles within the organization:

- ▶ A dedicated coordinator for the user project, with responsibility for clarifying and coordinating the needs and requirements of the users and for establishing a comprehensive space and function program
- ▶ A dedicated communication and stakeholders participation manager, with responsibility for driving the participation process with the center’s external users and the neighborhood

2.2 REQUIREMENTS FOR THE DESIGN AND MANAGEMENT

The ambitions and goals of the Bergen Inclusion Centre will form the basis for the centre’s programming, design, management and use. In the fall of 2019, the pilot project group worked to clarify the ambitions and goals of the inclusion centre, and methods to ensure that these are realized in the construction project. What values should the inclusion centre bring to society? What effect will the centre have on users? And what requirements do these have for the design and operation of the centre?



SOCIAL GOALS

- The added value the project will bring to society. The social goals show the owner’s intention and ambition.

DESIRED EFFECT FOR THE USERS

- The direct impact the project will lead to for the building’s users.

REQUIREMENT FOR THE DESIGN AND MANAGEMENT OF THE BUILDING

*- How should the building be designed to support the effect goals?
- How should the building be used to support the effect goals?*

2.3 USER PARTICIPATION AND STAKEHOLDER ANALYSIS

A fundamental principle of Building Dignity is that everyone should have the opportunity to participate meaningfully in the decisions that affect their neighbourhood and lives. In connection with the development of the preliminary design, sessions were held in the fall of 2019 where the centre's users could provide input for the design. In parallel, actors who will be affected by the project have been identified (stakeholders analysis) and the project team has established a plan for how these should be informed, involved, collaborated with or engaged in different phases of the project development.

STAKEHOLDER ANALYSIS METHOD

As a first step in active participation with external actors, the project group performed a stakeholder analysis based on the following method:

Mapping: Identify those who are interested or affected by the project process or the outcome of the project.

Analysis: Assess the stakeholders' influence on or interest in the project. Based on this, identify which actors should be informed, involved, engaged or collaborated with.

Planning: Describe forms of communication and frequency for each stakeholder, define the responsibilities of communication and set a deadline for the first interaction.

Over 100 stakeholders have been registered, ranging from neighbourhood organizations to sports and cultural players and local and regional authorities. Each player is categorized by type of participation, and an action plan has been drawn up for when and how communication should happen.



Startup Seminar for the pilot project, 20 September 2019, at the city architect office.

Guidelines from the Framework for Action in the Built Environment regarding design:



03 DESIGN

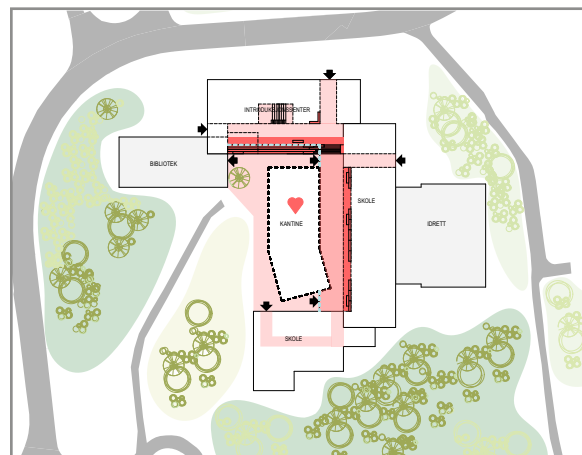
- The built environment expands inclusion and accessibility, regardless of age, ability, race, gender and other factors.
- The built environment has a positive impact on physical and mental health.
- Design seeks to open rather than close space for the realisation of all human rights and the protection of human dignity.

03

ARCHITECTURE

The new inclusion centre at Landås will link Nygård school, the Introduction Centre and the Agency for inclusion with the district and Bergen in general. Students and users at the centre will connect with the local community, where people of all ages and with different backgrounds are invited to a proud and outgoing building.

The goal is to create an open, readable and dynamic system, which in addition to containing teaching and working premises, has a wide range of outreach functions that are publicly available. An open canteen serving breakfast, lunch and dinner, library, user-run shop and hairdresser is among the services that will be available to visitors.



The architectural concept will help to create:

- ***A compact, extrovert and inviting building, which makes its functions visible both inside and outside***
- ***A legible building which is easy to navigate***
- ***Optimum joint use across age, gender, ethnicity and cultural background***
- ***A robust and flexible facility where users can help shape their everyday lives.***
- ***A building that can withstand educational changes***
- ***Inspiring and safe workplaces and learning environment.***
- ***A living building both during the day and in the evening.***

3.1 PARTICULAR ISSUES

– *related to gender equality and discrimination*

Norway has a legal framework with the aim of combating discrimination and promoting equality (the Equality and Discrimination Act). In some projects, dilemmas or challenges may arise with regard to how to balance different considerations, and what specific solutions will best meet the intention behind the law.

During the preliminary design phase, a number of issues have been discussed that are relevant for the student / participant group that will use the building. This has included, for example, measures to prevent negative social control or bullying of vulnerable groups, and to ensure safety for both participants and employees. Here, some issues will be discussed, what assessments have been made and what solutions have been chosen. The management and user groups have been involved in the assessments of these issues.

LEGIBILITY AND ORIENTATION

The centre will be a large building with many entrances and many different activities. The size and complexity of the building offers many opportunities, and the centre's users will have access to more services than many other schools, such as libraries, workshops and sports facilities. Meanwhile, it can be challenging for the users to orient themselves in a large and complex building, and find their way to the many activities, especially considering that the main user group is newly arrived in Norway, the neighbourhood and the centre itself.

It is a goal that it should be easy and predictable to use the premises and services in Bergen's inclusion centre. In the schematic design, the emphasis was placed on designing the building so that it is easy and intuitive to navigate and find your way, and design and organize functions so that the need for signs is reduced. Among other things, an atrium is planned as the centre's heart, so that it will serve as a reference point on arrival and when moving in the building.

MEALS / CANTEEN

Some religions have rules with regards to food and drink. These are interpreted and practiced differently, and the center will facilitate different practices. It is important to counteract negative social control and surveillance culture associated with meals - the food one buys and eats. Therefore, it is planned to provide

screening of the counter in the canteen, so that one does not gain insight from others when buying food. It is also arranged with many smaller and partially sheltered areas near the canteen, where one can eat undisturbed if one wishes to.

RESTROOMS

Bergen has received many refugees from the LGBTI community and wants to have a special focus on facilitating this group. Gender-shared toilets can be perceived as stigmatizing and exclusionary for trans people, and can lead to alienation and, at worst, bullying and harassment. One has chosen to establish gender neutral toilets to avoid this.

On the other hand, some people, especially women, will feel uncomfortable entering a gender-neutral toilet with, for example, a common wash area. In addition, there will also be a toilet for both sexes on all floors.

PRAYERS AND PRACTICE OF RELIGION

It is a human right to be able to practice one's religion. In different cultures, religion has different place in everyday life. In some Muslim countries it is quite common to seek out suitable places for prayer during the day, but in the Norwegian culture religious practice is more a private matter, and it is not common for example to take break from work to pray.

It has been carefully considered whether prayer rooms should be established at the inclusion centre. Much evidence suggests that we should have such a room, so that those who want to pray can gather there. Some may find it difficult to participate in activities at the Inclusion Centre due to the lack of prayer rooms, or lack of facilitation to be able to practice religious and cultural rules and traditions.

On the other hand, the participants must be prepared for the Norwegian working life, where time or room for prayers is not provided.

Nygård school, which has long experience in the field, emphasizes that a school should be a place where everyone can experience belonging and respect for the individual's beliefs, as stated in the Education Act. They have learned that a dedicated prayer room can also lead to negative social control, with close supervision of who comes to prayer and who does not. In addition, there will be many religions represented at the center, and it will be difficult to organize prayer rooms for everyone.

The project team concluded not to plan for dedicated prayer room within the centre's premises. However, the centre will collaborate with various religious institutions that exist locally (mosque, church, etc.), so that newcomers are informed and can take part in the various existing services.

COMMON AREAS

Some of the centre users come from very gender-divided cultures, also when it comes to common areas inside and outside. Many women will refuse to stay or settle near groups of men. We have therefore arranged for many small gathering places inside and outside - and not least under roof outside, which is experienced as necessary in the Bergen weather.

Another issue that has to be addressed in the design of common outdoor areas is that a large percentage, especially of the male users, are smokers. We have wanted to make sure that they do not have to stand outside in wind and harsh weather, and also avoid standing at the front door. Therefore, a "barbecue hut" is planned - a shed with shelter for the wind, a short

distance from the entrance, but well integrated in the park surrounding the building.

OPENNESS AND SAFETY

The social goals of the project emphasize that the building should signal openness and inclusion, with open entrance doors and an inviting architecture. At the same time, it is a building where a large number of newly arrived immigrants and refugees are gathered, and these can be a vulnerable group when it comes to security. It is also necessary to safeguard the safety of employees at the introduction centre and at Nygård school.

The main approach to safeguarding security is to create different zones - green, yellow and red: Green zone is open to all, and includes common areas such as canteen, library, amusement area and waiting area for reception. Yellow zone is for students / participants and includes all classrooms. Students are given access cards for this section. The red zone is reserved for employees and includes workplaces, meeting rooms, etc. Access here is also regulated by access cards.

In addition, the Introduction Centre's meeting room will have two exits, the reception area will have a glass partition wall, and the classrooms will have a window out onto the corridor, but not full visibility.

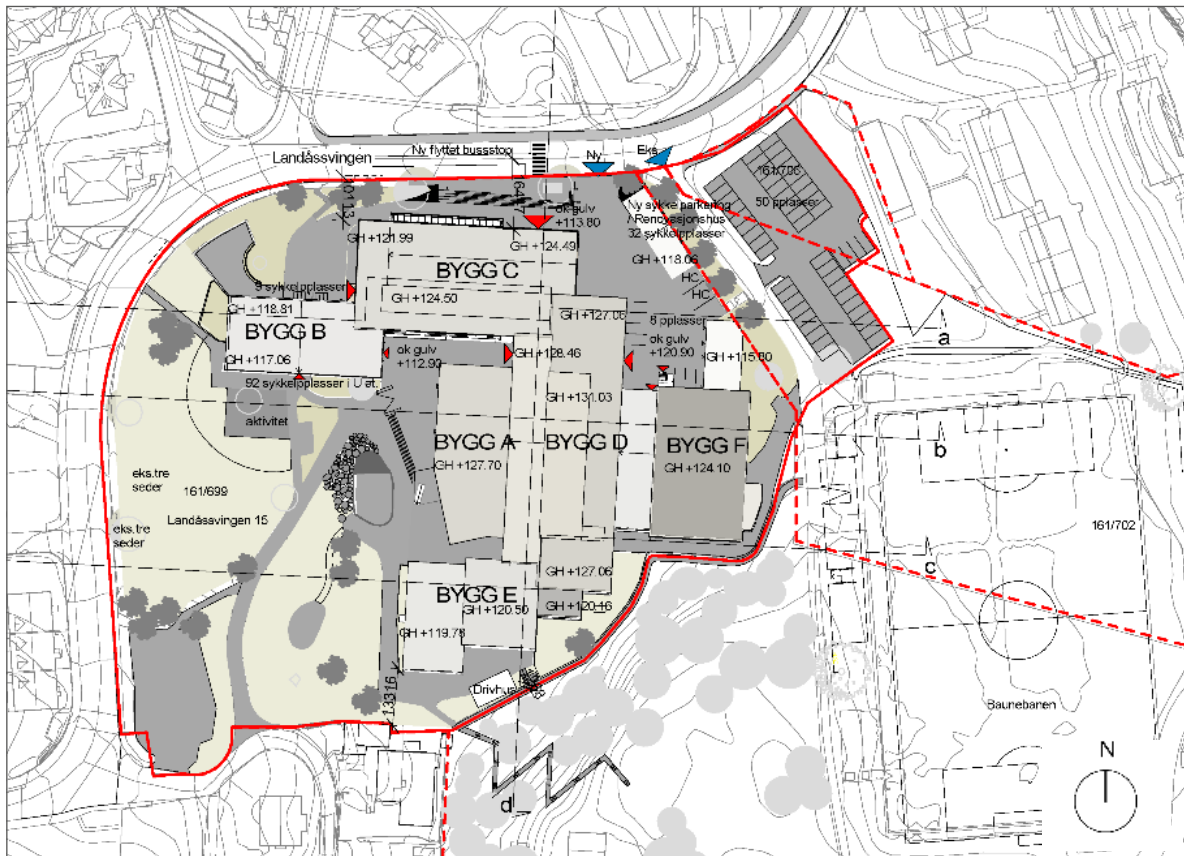
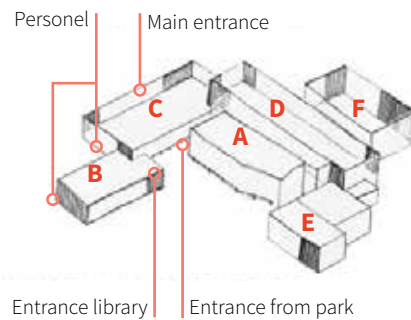
Information and collaboration with neighbours and organizations in the local community will also be important in order to create a sense of security for both users of the building and the surrounding community. It will be important to create space for meetings between the neighbourhood and the school, and to make the building a social and cultural arena for the entire local community.

3.2 INVITING AND LEGIBLE ARCHITECTURE

ARRIVAL TO THE BUILDING

The main entrance from the street Landåssvingen and the entrance from the park will be the centre's main arrival points.

The library has a newly established separate entrance to the inner courtyard. Delivery of goods is located on the east side of the centre. Staff at the Introduction Centre and other administration have a separate entrance from the west side of building C, in addition to personnel entrance with Nygård school in the basement of the building B.





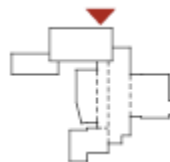
Entrance from the park

The footpath through the park up to the entrance on this side of the building will be upgraded, but will retain its shape as it is today. The outdoor areas contain activity space for children and adults, sensory garden, parcel garden with cultivation, benches and various areas under roof. The park and outdoor areas are designed to be accessible to all. The walkway will also be a main arrival route for those with a bicycle, which can go straight into the inside bicycle parking area under the library, where there are also wardrobes for the staff at the centre.



New entrance from Landåssvingen

A new main entrance will be established from Landåssvingen. This is due to the restructuring of existing buildings, where the reception is centrally located on the ground floor, midway between the main entrance from the street and the entrance from the park. Upon arrival at the Inclusion Centre, you will immediately spot the reception, and then be shown further into the centre. The main entrance is made universally accessible by lifting the terrain around the building to lie on the same floor as the ground floor. The terrain jump from the front doors to the street is levelled with stairs and ramps, with seating and planting near the entrance. This helps to make the building inviting from the outside.





Social gathering between the entrance, library and canteen



The entrance to the centre from the park is in the same location as the old teacher's college, but is further pulled into the building. This creates room for the new courtyard. One can quickly see the reception from this as well as from the main entrance from the street. This is important for the orientation further into the centre. Important common functions such as a library, canteen, shop, open study areas and interior play area are connected to this entrance, so that we get as many meeting places as possible on the ground floor, which, as far as safety concerns allow, is intended as a publicly accessible floor. There is a lot of glass on the ground floor, which will erase much of the transition between the outside and inside. The facades are otherwise developed based on the existing building, and should reflect the history of the building in a respectful way. The architectural expression is a modern reinterpretation of the old, where warm colours and a friendly expression will contribute to how we think about inclusive architecture.



RECEPTION

The reception is centrally located on the ground floor, between the two entrances. Here visitors and new users will be shown further into the centre. Past the reception are common functions such as open study areas, amphitheatre with showroom, shop, play area, canteen, etc.

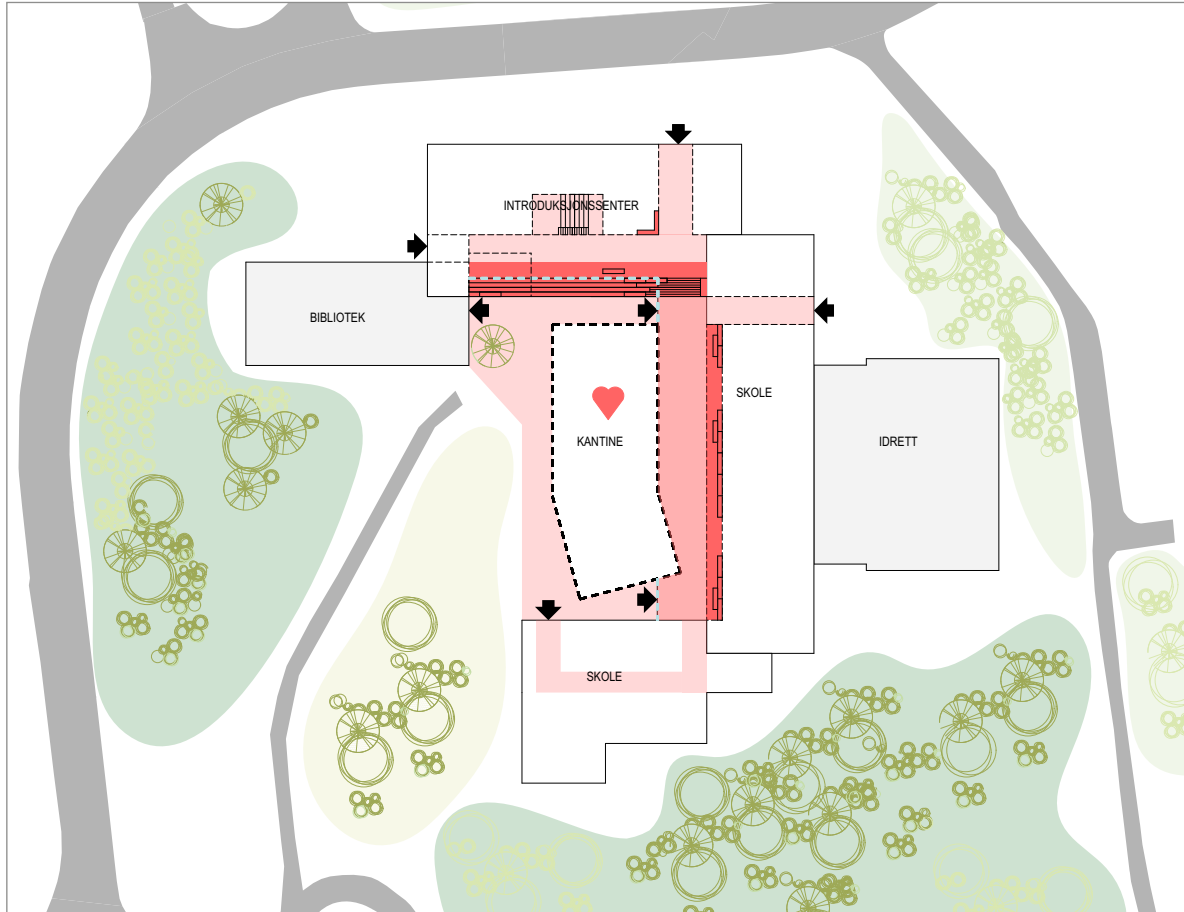
The centre should appear open and accessible and should be easy to navigate. Material use, colours and signage will signal different functions and directions in the centre, making it easy to orientate people with different backgrounds, genders and ages.



3.3 ARCHITECTURE THAT CREATES MEETING PLACES AND STIMULATES COLLABORATION

The ambition is that the inclusion centre becomes a central meeting place in the neighbourhood, and is actively used throughout the week, both daytime and evening. The finished building with outdoor area and sports facilities should be adapted as much as possible for use by local communities, teams and organizations, by a wide range of users of different ages and interests.

The ground floor is largely devoted to common functions that will serve as the inclusion centre's interface to the outside, such as the library, canteen, shop, hairdresser, playground and informal meeting places in the large common area. Each department has their area, but the location of functions and hub is carefully considered in terms of maximizing the possibility of common use of areas and services.

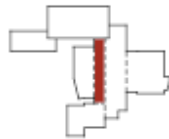




COMMON AREAS IN THE ATRIUM

The atrium, as it was formed in the old teacher’s college, lost a lot of light due to partially covered ceilings and because of a large centrally located staircase and elevator shaft. The atrium is now redesigned, and will be somewhat reduced in size, as the shape is simplified to only embrace only the common area.

A new wooden structure holds the glass roof up and lets in as much light as possible, while the wood material plays with layers of new facades and gives a warm and friendly architectural expression in the large common area. The atrium is a link between several buildings and functions. New bridges tie these together, and thin decks and narrow railings will make them appear as “light” as possible, which is important for the overall expression in the atrium, but also to ensure the penetration of daylight into adjoining rooms. Extensive use of sound absorbers should also help with the acoustic of the atrium.



The common area extends from the main entrance in the north, through building C and into the atrium between buildings A and D. The large common area will be the heart of the inclusion centre, which binds all functions and people together. Informal meeting places here help to support the possibility of shared-use and the benefits you get by meeting across interests and disciplines on a daily basis.





CANTEEN AND OPEN STUDY IN COMMON AREAS

The canteen is centrally located on the ground floor, close to the common hall, so that it can expand its use into the large common area. The canteen has large glass surfaces towards the courtyard and the park, and will be able to pull out in that direction as well. The canteen is open to all regular users, visitors and staff at the centre and can be rented out on special occasions



AMPHITHEATRE- A MEETING PLACE

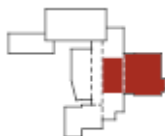
the Introduction Centre and the offices for Agency for inclusion are located in parts of the ground floor and the entire second floor, In Building C. The rest of the building contains mostly common areas: reception, dining area, playground, open study spaces and shop on the ground floor; classrooms, teaching and wardrobes downstairs. A centrally located amphitheatre connects the common areas on the lower ground floor and ground floor and at the same time acts as a meeting place, teaching area or viewing point for film or performing arts.





LIBRARY

The library is open to all regular users, visitors and staff at the centre, and may be rented out on special occasions. The existing structure and fitting will be retained as much as possible.



GYMNASIUMS AND SWIMMING

The Bergen Municipal Sports Department manages the part of the building that contains sports functions, including three gymnasiums, a swimming pool and associated wardrobes. Nygård school will be able to use the gymnasiums in teaching. Swimming lessons will take place in the pool, and local teams will be able to use the facilities in the evening.



MUSIC / DRAMA ROOM

The music room will remain in the same location it had in the old teacher’s college. It has good quality, with good ceilings height, flexible fittings, and good stage solutions and storage. Many users will be involved in activities including through the organization Fargespill, where students will be able to use and develop their skills and competence.



WORKSHOP TEACHING AND PLACES FOR WORK TRAINING

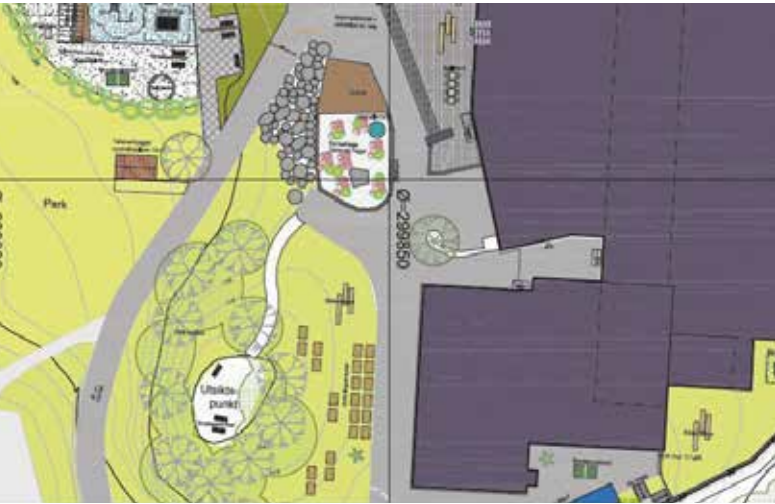
In a similar way to the music / drama room, the various workshops and places for job training will give users the opportunity to develop their own skills and expertise, and participate in the job training program.



WARDROBES FOR THE FOOTBALL FIELD

The "Baunebanen" football field, which is just off the inclusion centre, is being expanded, and there will be a wardrobe facility in the building adjacent to the pitch.

It is the Agency for Sports in Bergen Municipality that will manage these areas and allocate time to different teams and organizations.



GARDENS AND CULTIVATION AREAS

In the south, by the existing grass mound, cultivation boxes of various sizes are built. The location is close to the school kitchen and the large canteen kitchen, with potential for collaboration and student involvement. The zone in the south may today seem like the "back side", but here we want to establish new activities for the users of the inclusion centre. Here we also have a large enough vacant area for a greenhouse. The new greenhouse is 50 m2, which allows for cultivation inside. We propose that it be built on site of old windows reused from the main building.



OTHER POSSIBLE SHARED FUNCTIONS

The neighbourhood organization "Sustainable Life in Landås" wants to establish a "library of things" (lending equipment and tools) at Landås.

Bergen Municipality is in dialogue with the organisations to see if it is possible to find space for the "library of things" near or in the building, possibly lending the workshops or other areas in the centre.

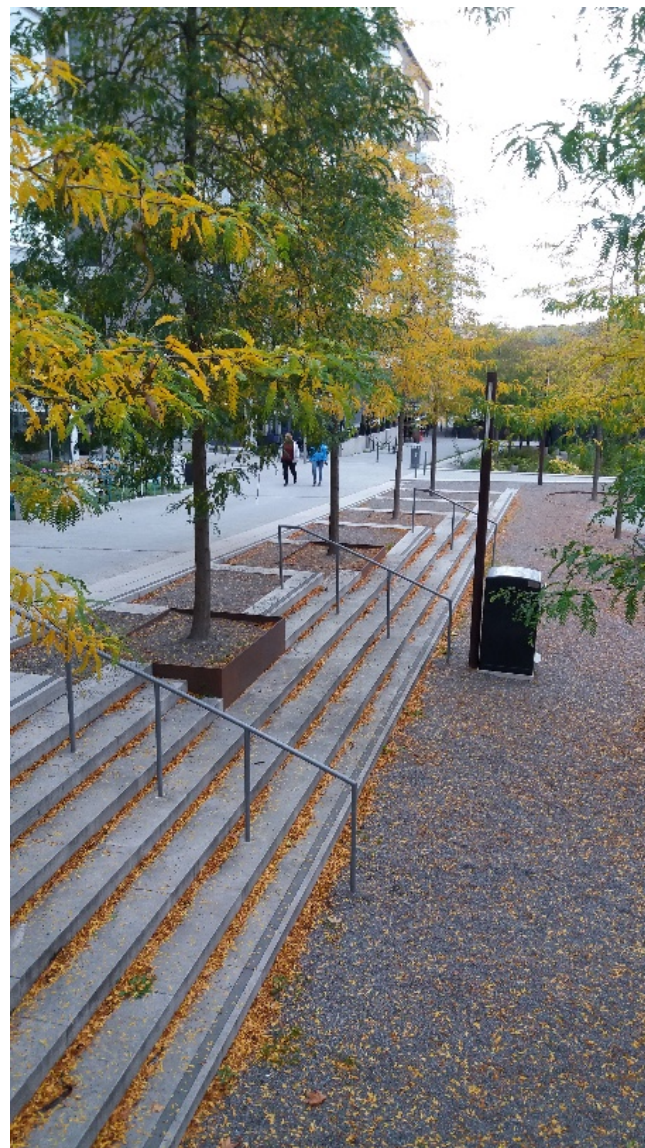


THE COURTYARD AND ACTIVITY SQUARE

The courtyard is the outdoor space between the canteen, the library, the entrance from the park and the common area with shop, which is located along the facade of building C.

The courtyard will have hard flooring suitable for outdoor canteen furnishings, and benches and stairs suitable for sitting. The courtyard will be an important hub for informal meetings and an important place of residence for users who have a little time to spare.

Activity Square is located in the transition zone to the park area and includes play equipment for all ages. It is designed to be a place for relaxation and entertainment for the inclusion centre and the neighbourhood at large.



3.4 DISTINCTIVE ARCHITECTURE

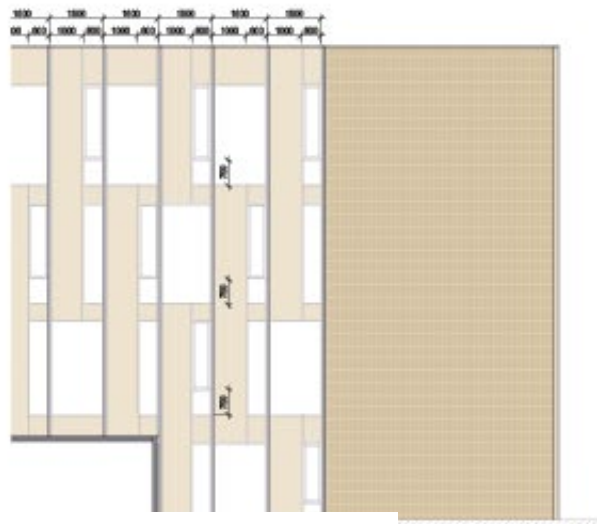
The architectural character of the existing 60's building is reinterpreted to a new facade concept.



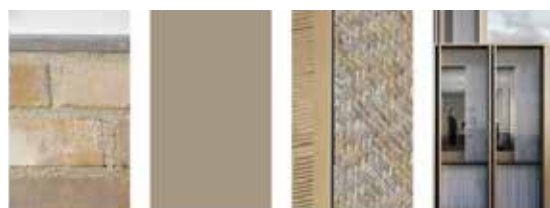
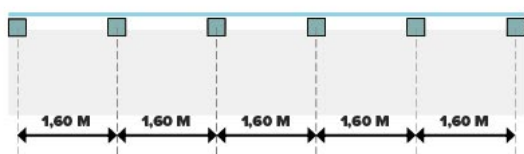
Existing facade building D



Existing facade building D



New facade building D

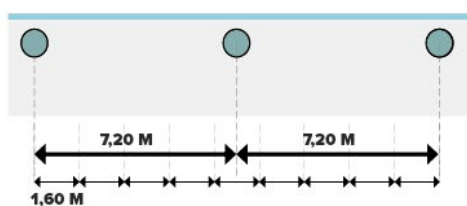




Existing facade building A



New facade building A



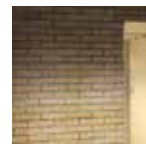
POTENTIAL REUSE OF MATERIALS AND FEATURES

The buildings contain a number of elements of high architectural value. This applies, for example, to lamps, fixed fixtures, wood wall panels, stairs, and material qualities in facades and surfaces. In order to preserve the distinctive character of the original 1960s building, it is planned for as much reuse as possible and integration of these elements into the new project.





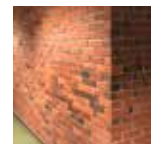
Bricks will be re-mounted



Type 1
ca 900 m2
Pusset tegl
ca 1400 m2



Type 2
ca 40 m2



Type 3
ca 500 m2



04

NEXT STEPS

In the next phase, the project will go to the detailed design phase, and will be further developed before going to the construction phase. Detailed design and construction is managed by the chosen contractor, while the same architect will follow the entire project until the completion of the building.

In this phase, the project team will continue to work on the implementation of Building Dignity Framework and the implementation of the goals, with architecture as a tool. This implies:

- following up on requirements that are set for the design and management of the centre
- following up on stakeholder analysis and the communication plan, as well as user participation
- continue our focus on inclusive architecture and human rights and dignity when it comes to the choice of art, furniture, signage, materials and architectural details

In addition, the construction project group will consider measures to ensure that human rights are safeguarded throughout the construction process, through tender documents and choice of contractors.

The pilot project will be presented in various seminars and forums in Bergen in collaboration with the Rafto Foundation.



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