



UNIVERSITY OF LIECHTENSTEIN



BERGEN SCHOOL OF ARCHITECTURE

HASSELT UNIVERSITY



ERASMUS+ PROJECT

ROYAL DANISH ACADEMY



Four Universities – One Common Goal

The Social and Environmental Impact Academy for Architects (SEIAA) is an Erasmus+ project that was centered around innovative teaching formats to educate responsible architects that have the skills and knowledge to support a transformation towards a sustainable society. From 2020 until 2023 the University of Liechtenstein (LI), the Hasselt University (BE), the Bergen School of Architecture (NO) and the Royal Danish Academy (DK) shared their transformative teaching formats, based on which, each of them organized a five-day workshop focusing on the Sustainable Development Goals (SDGs). In the workshops twenty students worked in five mixed groups, each consisting of one student from every university. The workshop programs depended on the teaching format of the university as well as the needs of its context. All workshops included a collaboration with actors outside the university campus and took place in real life locations.

Editors:

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Goals

- > to explore and test more effective formats and settings to “teach” sustainability in architecture schools,
- > to create a dialogue among architecture faculties and cross-sector stakeholders from different fields,
- > to strengthen the responsibility and agency of the participants regarding the creation of resilient communities through architectural investigations,
- > to scale the result of the developed project through cooperations with NGOs and local actors.

Challenges

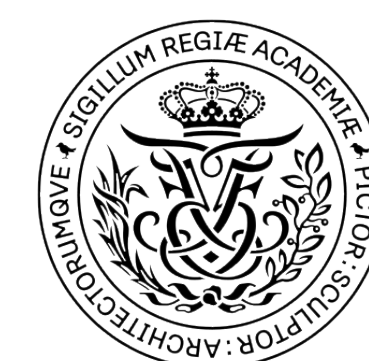
- > How can we as architects and architecture students tackle global challenges?
- > How do we get from an output-oriented to an impact-oriented design?
- > How do we foster social engagement in architecture studies?
- > How do we build an ecosystem of changemakers to support each other?

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University of Liechtenstein, Hasselt University, Bergen School of Architecture, Royal Danish Academy
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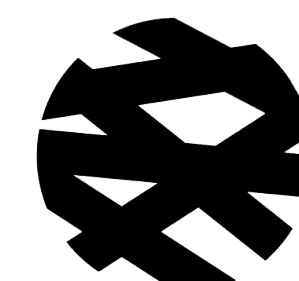
Impact Manifesto

- > Provide more real-life settings where students get in contact with important stakeholders and where designs and planning processes can be implemented and scaled.
- > Widen the traditional knowledge transfer on an emotional, motivational and actional level so that students also gain responsibility and motivation, awareness and agency to act.
- > Articulate the roles and train the capabilities of teachers to initiate and deal with co-creative and transformative settings.
- > Complement system- and target-knowledge with transformative knowledge to empower students to initiate and implement changes themselves.
- > Introduce a code of conduct that ensures consistency between taught and lived sustainability in the context of the architecture university and beyond.



UNIVERSITÄT LIECHTENSTEIN

Bergen Arkitektthøgskole
Bergen School of Architecture



AIBA
Agentur für Internationale
Bildungsangelegenheiten

UHASSELT

Erasmus+

SOCIAL AND ENVIRONMENTAL IMPACT ACADEMY FOR ARCHITECTS



“How can architects transform the built environment in a way that the most sustainable use of it also becomes the most convenient?”

University
University of Liechtenstein

Location
Vaduz (LI)

Date
2022 May 02 – 06

Perspective
Educational Perspective

Partner
Highschools in Liechtenstein

Keyword
Sufficiency

In the first workshop of the Erasmus+ project “Social and environmental impact academy for architects (SEIAA)”, nineteen architecture students and five teachers from the Bergen School of Architecture (NO), the Hasselt University (BE), the Royal Danish Academy (DK) and the University of Liechtenstein (LI) have dealt with the topic of sufficiency in relation to the use and design of the built environment. In a five days workshop in the context of the University of Liechtenstein the participants have explored ways to (re)design the built environment so that a sufficient use of it becomes a key to a good life. The findings were brought together and translated into “sufficiency-lessons” that the participants implemented at the high school in Vaduz and the Formatio school in Triesen. What does a built environment look like whose primary purpose is not economic growth but a good life? This was a question that has guided us through the workshop and hopefully continues to guide us through our lives as architects and users of the built environ-

ment. Among the three sustainability approaches – efficiency, consistency and sufficiency – the latter was in the focus of this workshop. Whereas efficiency and consistency relate to our ways of production and depend on technological innovation, sufficiency relates to consumption and depends on social innovation. Certainly, a challenging topic as it confronts the individual with his or her daily actions. However, for architects and urban planners it is relevant to understand the mutual influence of built structures and behaviour to (re)design a built environment wherein the most sufficient way of living is also the most convenient. Thereby, sufficiency can get rid of its negative connotation that often equates it with renunciation. Especially architects could perceive sufficiency as a creativity-booster in the sense of limitation as the mother of invention.

01



ACADEMY 01 MEDIATING LIMITS TO BUILDING



“How can an educational project bring different ways of being together? And what does that being together generate?”

University
Hasselt University

Location
Winterslag (BE)

Date
2022 July 04 – 08

Perspective
Community Perspective

Partner
Community Committee

Keyword
Participation

In the second workshop of the Erasmus+ project “Social and Environmental Impact Academy for Architects (SEIAA)”, twenty architecture students and six teachers from the Hasselt University (BE), the Bergen School of Architecture (NO), the Royal Danish Academy (DK) and the University of Liechtenstein (FL) came together in Genk (BE) to address the issue of Re-Wilding in relation to the social and ecological dynamics of the Winterslag-neighbourhood, which was originally designed as a garden city in the first half of the 20th century.

The workshop was organised as a short Live Project. A Live Project is a collaboration between an educational institution and an external client characterised by design negotiations in a short time period with limited resources or budget. In this case the client was the local social housing organisation ‘Nieuw Dak’. The Live Project was part of a larger research framework of the faculty of Architecture of the Hasselt University dedicated to facilitate the climate transition of Social Hous-

ing in the province of Limburg towards 2050. The focus of the five day workshop was on five selected sites in Winterslag.

This method gives a unique perspective on design whereby the designer is in fact immersed within the local community, interacting with inhabitants, actors and stakeholders and working bottom-up with material, natural and human features of the sites ‘as found’, to provide an in-depth understanding of the design issues at hand, often leading to creative and sometimes unconventional responses as the faculty of architecture’s Live Projects Program – established in 2016 – has shown throughout the years. The results of the participants’ work are five future fictions reframing the issue at hand and offering a fresh take on specific questions at each of the selected sites.

02



ACADEMY 02
RE-WILDING THE GARDEN CITY



“How can architects gain more empathy for the often invisible and inaudible stakeholders of our environment?”



University
Bergen School of Architecture

Location
Bergen (NO)

Date
2022 August 01 – 05

Perspective
Environmental Perspective

Partner
Municipality

Keyword
Empathy

In the third workshop of the Erasmus+ project “Social and Environmental Impact Academy for Architects (SEIAA)” 19 architecture students and 11 teachers from the Bergen School of Architecture (NO), the Hasselt University (BE), the Royal Danish Academy (DK) and the University of Liechtenstein (LI) came together. In Bergen the workshop participants were invited to a five-day empathic exercise to dwell with all the living species that one can find in the shared habitat at the seaside outside the school.

The workshop was a search for ways to reorient design impulses towards gestures for enhancing the habitats of the living species as alternatives to the proposed municipal seaside-pathway. The encounters during the workshop-week provided the participants with a different attitude to how the urban might coexist with nature in this area where the new urban seafront strategy only states that the city should meet the sea and where large development projects are enrolled based on the acceptance of urban expansion into the sea.

Our aspiration to dance with the living sprung from Chus Martinez who held a talk at Bergen School of Architecture the previous year, emphasizing the need for an empathic shift in art and design and fronted the attitude of babbling with other species to grasp the co-evolution of life, as a way to engage with the living on more equal terms. She made us ask; how we can make use of our empathy to develop a more gentle architecture? And how we can explore a concrete poetry of co-experience and through that give form to a co-existence with the living here in Sandviken.

03



ACADEMY 03
DANCING WITH TROUT



“How can architects design for disassembly and perceive the built environment as material storage and resource?”

University
Royal Danish Academy

Location
Copenhagen (DK)

Date
2023 June 26 – 30

Perspective
Industrial Perspective

Partner
Companies

Keyword
Circular Economy

The workshop at the Royal Danish Academy has been the 4th workshop and culmination of Erasmus+ project “Social and environmental impact academy for architects (SEIAA)”. The research center CINARK – Center for Industrialised Architecture at the Royal Danish Academy (DK) facilitated in June 2023 a five-day workshop in Copenhagen in cooperation with the University of Liechtenstein (LI), Bergen School of Architecture (NO) and Hasselt University (BE).

The academic framework of the workshop has been linked to the topic “ecology of tectonics” that is fundamental to work executed at CINARK.

As in the previous workshops, students worked in groups mixed across the four universities. Together they have explored and defined circular design strategies through hands-on 1:1 experiments, combining functionality, aesthetics and circularity and exploring questions, such as: What does it mean to build circularly? What characterizes the beauty of circular and tectonic solutions?

As an outcome, they provided material evidence for how you can work with the topic of two loops of circularity in the built environment. The findings have been brought together and materialised into five multipurpose podiums, that demonstrated five strategies of how a random assortment of materials can be translated in a multipurpose podium.

04



ACADEMY 04
BUILDING CIRCULARLY