workshop themes

Education to Everybody / Structures in Ljubljana

the 1936-1964 series of standardised school buildings by the Slovenian Modern Movement architect Emil Navinšek

- structures as a design tool (research & analysis)
- adaptive re-use of heritage buildings (elaboration & design)
STRUCTURING TIME
STRUCTURING SPACE
7AM: Jaka is six yrs old. This is his first day of school. His dad takes him across a big, cold square, and between the two tall towers he can see an opening in a line of trees and after that, a glimpse of white- that’s his school.
8AM: Jaka and his dad come to a small park in front of the school. On the left side, there is an unusual triangular structure, and there seems to be something under the playground. Jaka is interested. What could this thing be?
9am: Jaka is eating his snack with some other kids on the terrace that overlooks some Roman ruins. How strange to think there were people eating their snacks in the same place thousands of years ago!
10AM: Jaka's first class is on the ground floor. In a regular classroom, the teacher tells the children some exciting things about their school! They are all sitting in a circle and talking.
DISTRIBUTION OF SUNLIGHT - SOCIAL STRUCTURE

NORTHERN LIGHT FOR SPECIAL CLASSROOMS

WEST AFTERNOON LIGHT AT THE END OF LESSONS

EAST MORNING LIGHT AT THE BEGINNING OF LESSONS

FILTERED SOUTHERN LIGHT FOR REGULAR CLASSROOMS
11am: It's Jaka's fourth period – art class.
The folding doors to the classroom are open, and the children are free to explore and find materials for their art project.
The teacher takes them out into the big hall to show them the clever way their school was constructed.
2pm: Jaka's dad has come to pick him up from school. But they are not going straight home! They will take a dip in the school's swimming pool first. So that's what has been hiding under the playground!
workshop themes

Education to Everybody / Structures in Ljubljana

- the 1930-1964 series of standardized school buildings by the Slovenian Modern Movement architect Emil Navratil

- structures as a design tool (research & analysis)
- adaptive re-use of heritage buildings (elaboration & design)
Group 2

Andrea Canziani (Italy)

Aleš Vodopivec (Slovenia)

Eduard Josip Ciković (Germany)
Anne Sophie Kortman (The Netherlands)
Aylin Tekin (Germany)
Luka Pulević (Slovenia)
Dorian Schott (Germany)
Movement an Character of the urban surrounding
Characteristic of the urban context next to the building

1. **Green space**
   - Could bring the people in a different way to the building.

2. **Barrier**
   - Isolating the building from outer space.

3. **Perception**
   - Fences block movement from the building, and blocks connection to the playground.

4. **Playground**
   - Non-used space, because it's closed.
   - Fences block movement from the building, and blocks connection to the playground.

5. **Park**
   - Public space to relax and sit down.
The composition is a **great value** of the building
Daylight and repetitiveness as leading theme

Facade is a great value of the building
The construction follows the grid of the facade.
The flexibility of the construction is a great value of the building.
The variety of the materials represent multiple functions.
The material is a **great value** of the building.
Conclusion

Values of the building

- Composition of the building
- Clear lines
- Rhythm of the facade and walls
- Grid in the facade and the composition of the rooms
- Location of the building
- Central space

Flaws of the building

- mixture of materials
- Different types of windows (wood, pvc)
- No clear structure in the pre renovations (different tiles, not accurate work)
- Function in the nowadays urban context

Materials

Values

- original floors
- warm materials in classrooms
- easy cleanable Floors

Flaws

- wall materials differ
- Different tiles in every classroom
- Original floor covert in linoleum

KEYWORDS |

Flexibility, Rhythm, Central space, Grid
Save The Building!!!

Within 10 years the function of the school in this building will no longer work....
Honoring the modernism movement

By giving it back to the civil society
The building could be occupied by many functions....

By giving it back to the civil society
And by opening up the surroundings of the building.....
We want to improve quality of life of every citizen
We want to improve quality of life of every citizen
Workshop
Education to Everybody | Structures in Ljubljana

Group 3

Daniela Arnaut (Portugal)
Aleksander S. Ostan (Slovenia)
Prasanna Manandhar (Nepal, Germany)
Zora Spook (The Netherlands)
Žilvinas Rinkšelis (Lithuania)
Tjaša Čakš (Slovenia)
Yicheng Yang (Japan)
Within the Emona walls / visibility
The urban context and programming
Openness limited by fences
Existing situation / concept
Proposal for the masterplan
Before

Private parking  No connection  Fenced sports area

After

Emona wall / park  Arch. park  Visual connection  Urban square
Before

After
Workshop

Education to Everybody | Structures in Ljubljana

**Group 4**

Wolfgang Jung (Germany)

Sonja Ifko (Slovenia)

Guo Jiaxin (China, Germany)
Neeladri Sarkar (UK, The Netherlands)
Agata Jasiolek (Poland)
Jan Šimnovec (Slovenia)
Victor Tessler (Brazil)
re-thinking-re-evaluating-re-using
METODOLOGY

re-thinking-re-evaluating-re-using
+ Entrance has a good platform and good connection to the sport field, but still need to be improved.

- Platform is big enough for rush hours, has an open view;
- Outdoor auditorium has good connection to the sport field;
- Fence is a practical way to keep children safe, but makes the connection between school and neighborhood poor.
- Fences can keep the students absolutely safe;
- Fences clearly defined the border of the campus;

- Platform and steps are not covered;
- Ramp too wide only for ambulances;
- Stairs are missing to go onto the platform;
- Entrance has no connection to the auditorium.
- Fences cannot improve the communication between neighborhood and school;
- Fences are ugly;
- Fences and the entrance are not integrated.
re-thinking-re-evaluating-re-using
EXTERIOR ROOMS

+ kids love this place
nice light and ambient
transition space

- space is not used efficiently
not enough outdoor classrooms
not enough scope for kids to garden
no covered areas
SOLUTIONS

EXTERIOR ROOMS

re-thinking-re-evaluating-re-using

Prof. Dr. Wolfgang Jung, Assoc. Prof. Dr. Sonja Ifko
Guo Jiaxin, Neeladri Sarkar, Agata Jasiolek,
Jan Šimnovec, Victor Tessler
BASEMENT AND GYM

+ basement has sufficient windows to work
+ nice light and ambient transition space

- corridor-free space is lost
- narrow and dark
- bad connection inside/outside
- gym is blocking the light
- no attention to roman ruins
- lockers obstruct the corridor-free experience
- lack of social life space
- lack of importance of the hall

+ the heart of the school
+ safe entrance area

re-thinking-re-evaluating-re-using
re-thinking-re-evaluating-re-using

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Guo Jiaxin, Neeladri Sarkar, Agata Jasiolek, Jan Šimnovec, Victor Tessler
re-thinking - re-evaluating - re-using

+ lots of sunlight
already a place for cultural events
social life

- natural ventilation is not happening
wardrobes not in use
no storage for equipment
structure of space not updated to today’s needs

preserve
new
remove
allows the passage of light  allows the ventilation  works as a shelf  accessible on both sides  provides storage (closed)

maximum light passage  additional storage space  storage without restricting view

allows light but prevents view  more storage and ventilation  maximum storage

re-thinking-re-evaluating-re-using
Re-thinking - re-evaluating - re-using

**CLASSROOMS**

- connecting classes
- protection for the windows

**Pro**
- height allows circulation
- module by windows

**Con**
- no solar protection
- no relation with garden
- unflexible class structure and layout
- windows not as the original

Prof. Dr. Wolfgang Jung, Assoc. Prof. Dr. Sonja Ifko
Guo Jiaxin, Neeladri Sarkar, Agata Jasolek, Jan Simnovec, Victor Tessler
respect
analysis through design
reversible proposals
CONNECT AND ACTIVATE THE SPACES

Tone Čufars primary school

Student workshop

Group 5: Tutors: Matej Blenkuš, Yasuko Kamei  I  Students: Clara Schwab, Joanna Gronostajska, Manisha Rajopadhyay, Michiel Baltus, Mitja Kuret
Does this school fit in the contemporary fabric of the city?
CONCEPTS

No connection

Connection

Interlocking spaces
CONCEPTS

New connections

Entrances

Group 5: Tutors: Matej Blenkuš, Yasuko Kamei  I  Students: Clara Schwab, Joanna Gronostajska, Manisha Rajopadhyay, Michiel Baltus, Mitja Kuret
CONCEPTS

Connection
+
Interlocking spaces
SITUATION
SECTION N-S

Group 5: Tutors: Matej Blenkuš, Yasuko Kamei  I  Students: Clara Schwab, Joanna Gronostajska, Manisha Rajopadhyay, Michiel Baltus, Mitja Kuret
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NEW CONNECTIONS BETWEEN CLASSES AND HALLWAY

Group 5: Tutors: Matej Blenkuš, Yasuko Kamei  I  Students: Clara Schwab, Joanna Gronostajska, Manisha Rajopadhyay, Michiel Baltus, Mitja Kuret
Group 6

Wido J. Quist (The Netherlands)
Nataša Koselj (Slovenia)
Ana Kreč (Slovenia)

Anne-Sophie Wouters (The Netherlands)
Keigo Kubishiro (Japan)
Karin Štrlič (Slovenia)
Pavel Lisiak (Poland)
THE LIVING STRUCTURE
From passive to active learning
## ASSESSMENT MATRIX

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<thead>
<tr>
<th></th>
<th>SPACE PLAN</th>
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<th>FACADE / SKIN</th>
<th>MATERIALS / DETAILS</th>
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Structure without life is dead, 
but life without structure is unseen.

- John Cage
ACTIVATING

Time

Connectivity

Grey space
FROM PASSIVE TO ACTIVE
FROM PASSIVE TO ACTIVE
THE LIVING STRUCTURE
THE LIVING STRUCTURE

Ground floor

1st floor
THE LIVING STRUCTURE
THE LIVING STRUCTURE
From passive to active learning

Use of time ratio

Volume ratio

50%

40%
Recovering the Heart of Navinšek
Renegotiating Fixed & Flexible Spaces
in Majde Vrhovnik School

Group 7
Paulo Providencia, Peter Šenk, Jure Hrovat
Adoul Jibrel, Robert Flahive,
Joanna Wiśniewska, Monika Vešligaj
WHAT IS THE CONTEXT?

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WHAT IS THE CONTEXT?

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What is the context?

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what is the context?
WHAT IS THE CONTEXT?

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WHAT DO WE NEED TO ALTER?

Recovering the Heart of Navinšek
Renegotiating Fixed & Flexible Spaces in Majde Vrhovnik School
EXISTING DISTRIBUTION OF PROGRAM

Recovering the Heart of Navinšek
Renegotiating Fixed & Flexible Spaces in Majde Vrhovnik School
Recovering the Heart of Navinšek
Renegotiating Fixed & Flexible Spaces in Majde Vrhovnik School
DESIGN SOLUTION

Recovering the Heart of Navinšek
Renegotiating Fixed & Flexible Spaces in Majde Vrhovnik School

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Workshop
Education to Everybody | Structures in Ljubljana

Group 8

Grazyna Hryncewicz-Lamber (Poland)

Tomaž Ebenšpanger (Slovenia)

Mert Güler (Turkey, Germany)
Freija Rozendaal (The Netherlands)
Wojciech Wiśniewski (Poland)
Lev Rahovsky (Slovenia)
Aristea-Evangelia Koukounouri (Greece)
The analysis of the building is based on the fact that the school building typology is a generic element but it is located in a specific site.
TURNING THE BUILDING INSIDE OUT
INTERVENTIONS

Basement

1 | Enlarge library and connect with outside
2 | Opening up the sports hall

Ground Floor

1 | Free corridor access to archeological site
2 | Free corridor access to front site
3 | Smaller boxes in classrooms for private meetings

Top Floor

1 | Creating outside terraces on the roofs
2 | Adding mini bar / café
3 | Replacement of administration
Entrance front yard
1 | Enlarge library and connect with outside
2 | Opening up the sports hall
Floor Interventions

1 | Free corridor access to archaeological site
2 | Free corridor access to front site
3 | Smaller boxes in classrooms for private meetings
1 | Creating outside terraces on the roofs
2 | Adding mini bar / café
3 | Replacement of administration
Time

Public - Private
TURNING THE BUILDING INSIDE OUT

Open up to the rich context
Increase the quality of the open space
Relate the school to the city context
Design the common ground for different age and social groups