SNEHA CHILDREN'S HOME



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FOUNDATION

Biography Design-Si



Rouben Mohiuddin
IIDA, CID, M.ARCH
Principal Designer

Rouben Mohiuddin, is a licensed practitioner and has over 25 years of experience. Growing up internationally instilled in him a bounty of diversity, which influenced a lifelong appreciation for architecture and design. With a B.A in Environmental Design and an M. Arch from the prestigious Southern California Institute of Architecture, Rouben launched his design career working at award winning residential design firms in New York and Los Angeles then founded Design SI in 2014. Endlessly driven by the practice, he has always been inspired by the notion of 'giving back' through volunteering in community oriented projects and has serving as an educator at UCLA, Otis School of Art and Design and New York School of Interior Design. Currently he is Associate Professor of Interior Architecture at CSU-Chico. Rouben enjoys fly-fishing, the outdoors and urban forestry. He and his wife, Trina, have a son, Zayd and reside in Chico, CA.



Alyson Meucci
BFA I.ARCH
Interior Designer

Alyson Meucci was born in Washington and raised in California. She always knew she wanted to be a designer and started shaping her skills at a young age by designing homes on computer programs for hours at a time. Alyson pursued a BFA in Interior Architecture at CSU Chico and has LEED experience. During her time at CSU Chico, Design SI principal Rouben Mouhiddin took notice of Alyson's work in an architecture course called "creative thinking" which he considers a litmus test for student's future success and asked her to join the Design SI staff. She has grown from a young intern to a full time designer and project manager. Her primary responsibility is to work closely with clients helping them with all aspects of projects, which range from predesign to selecting and specifying finishes, fittings, furnishings and accessories to construction management. She prides herself in the details of a project and getting to know her clients well enough to know exactly what they are looking for.



Zack Heckerson
AS CAD
Draftsman

Zack Heckerson is a Chico native, having parents in construction and in real estate, he developed a keen interest in custom residences and the building process. He pursued a degree in Computer Aided Design and Drafting at Butte College and currently with the Construction Management program at CSU-Chico. Making sure the project runs smoothly from start to finish, he works closely with clients in developing 3D digital models and works with allied professionals developing drawings from preliminary design to construction documents.

An Huang
Intern
Model Maker

An Huang is an international student at CSU, Chico. After finishing his high school in China, he moved to Japan and studied Political Science at Doshisha University. However, an unsatisfied experience during his internship let him decide to change his career goal right before graduation. Therefore, he transferred to CSU, Chico and pursues his objective as an architect. His architecture models caught the attention of Design SI principal Rouben Mouhiddin during an architecture course called "creative thinking". Rouben asked him to join his team as an intern. His precise craftsmanship of model making help clients fully understand the design physically in a real 3D level.

Marissa Millan
Intern

Marissa Millan is a Northern California native, born and raised in Stockton. From a young age, she was fascinated by design and architecture drawing her to follow an education in the arts. Once in college, she was unsatisfied with the education she had been receiving in her hometown and decided pursue a BFA in Interior Architecture at CSU Chico. Along the way, she has received certification in LEED and Career Development Facilitation as well as degrees in Liberal Arts & Sciences, Family & Consumer Sciences and Humanities. During her time at CSU Chico, Design SI principal Rouben Mouhiddin took notice of Marissa's work while being her professor in interior architecture and asked her to join the Design SI staff as an intern. She spends her time as an intern making physical models, Auto CAD drawings, 3D digital model and digital renders.

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Social Issue

Traditional children homes in Bangladesh can be criticized for lack of significant human elements, as they only focus on the very basic needs. The need of a community set up, a beautiful environment for creative growth, environmental design enabling best human potentials are rarely present in these conventional institutions. Sneha does not address this project as an 'orphanage' for the defeating connotation of the word. It is more of a home and community where the children will grow as self-reliant, confident and contributing human beings.





Data Information

- About 6 per cent of all children are orphans; and relatively more orphans (30 per cent) are from female - headed households.
- Despite constitutional recognition of the right to shelter for all citizens, 41 per cent of all children are deprived of adequate shelter. At policy and program levels, there is little provision for providing shelter facilities to poor, homeless households, or children living on the streets.
- It is estimated that 5 million people live in slums. Access to basic essential services in such communities is scarce. Many children must work, are denied an education and are vulnerable to violence, abuse, and exploitation.
- An estimated 5 million children aged 5 to 14 years are working, many under dangerous conditions. Poverty is the main cause of child labor.
- There are virtually no structured early learning opportunities to prepare young children for school.
- Anemia is a severe public health problem for pre-school children and pregnant women. Health facilities suffer from shortages of supplies and qualified staff.
- An estimated 4.4 million orphaned children have lost a mother, father or both parents.

Sneha Foundation

Sneha Foundation is an independent, not for profit, social development organization. Sneha is dedicated to provide orphaned, abandoned & disadvantaged children an upbringing with love, nutrition, health care and protection that they need to survive and grow to their fullest potential - from vulnerable childhood right up to a productive, rewarding and self sufficient adulthood. Sneha also works with underprivileged women in Bangladesh. The Foundation is committed to complete transparency and full implementations of its undertakings.

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Children's Home

Sneha Foundation Children's Home is an initiative towards creating a community where 100 abandoned/orphaned children can grow as responsible human beings in an eco-friendly environment. This is a development approach for a children's home that focuses to create a home and a small community balancing all the necessities where the children will have the opportunity to flourish. The humane need of caring and homelike environment susceptive to mental as well as physical growth is prioritized in this approach.

Case Studies 1

Sangkhlaburi Village

- **Location:** Shanghlabri, Kanchanaburi, Thailand
- **Owner:** Kagayaku Inochi(grolious life):Japanese NPO
- **Year of completion:** 2012- 2013
- **Architects**: Kikuma Watanabe +d environmental design system laboratory
- **Structural engineer:** D environmental design system laboratory
- **Construction:** Kikuma Watanabe + d environmental design system laboratory, carpenters of garian (minor mountain people), children of rainbow school
- **Site area:** 3880.50m2
- **Building area:** 125.10m2
- **Total floor area:** 104.60m2
- **Structure:** earthbag building, steel pipe, bamboo



The 'rainbow ark soaring in the sky' school by Japanese architect Kikuma Watanabe of D environmental design system laboratory aims to help alleviate poverty in Sangkhlaburi village, Thailand. Located near the border of Myanmar, there are a lot of immigrants and orphans in the area, with people being unable to raise their children themselves. Wanting to provide a good future for these kids, they were asked by their teacher to envision the school of their dreams. One of them drew a flying ship, which was then translated into the design. The image was adapted into two main architectural components: the round, 'earth bag' volumes on the ground floor and the other, a light steel structure finished with bamboo and a grass roof.

The round volumes create a warm interior, fostering a sense of comfort for the children in the prayer dome and classroom of earth. The floating level above functions as a Buddhist room and learning area. A gentle breeze flows through the thatched roof, giving the feeling of being in a ship. Since its completion, the school has become a successful place for the community to enjoy studying, playing, and praying every day. The interpretation of their dreams into an architectural form establishes a foundation to help lead the children to a bright future.





The domes on the ground floor and the floating space above are used for prayer and classrooms



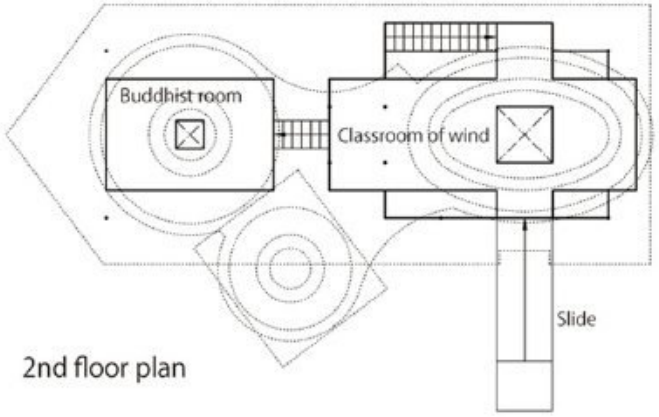
The open area between the three ‘earth bag’ domes



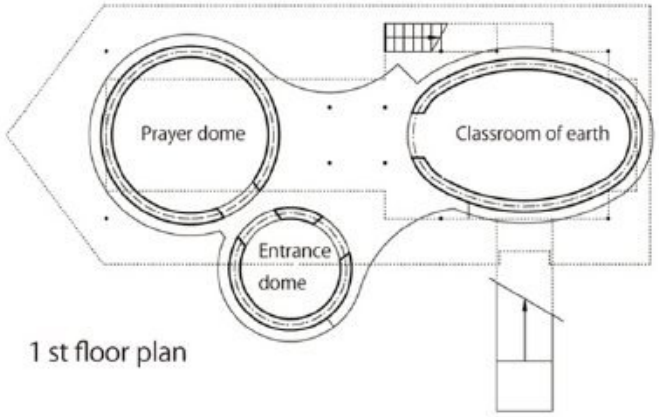




Interior views of top classroom



2nd floor plan



1 st floor plan



The prayer dome (left) / Round earth classroom (right)



Case Studies 2

Handmade School / Anna Heringer + Eike Roswag



- **Location:** Rudrapur, Dinajpur district, Bangladesh
- **Architect:** Anna Heringer & Eike Roswag
- **Structural Engineerins:** Ziegert Roswag Seiler Architekten Ingenieure Bürogemeinschaft
- **Construction:** Dipshikha / METI (Modern Education and Training Institute) with local laborers and own training workshop
- **Footprint Area:** 275 sqm
- **Area:** 325.0 sqm
- **Project Year**: 2007

METI, Modern Education and Training Institute: METI enables children and young people in the region to take classes up to the age of 14 and provides workshops for trade-oriented professions. The idea is to provide the rural population with access to good, holistically-oriented education. The children and young people are encouraged to develop into responsible, motivated and creative personalities and to use their skills to improve and develop their immediate rural environment. Reading, writing and arithmetic as well as languages are offered in a free environment and through open forms of learning. Meditation, dance and creative writing are part of everyday learning at the METI School as are discussions, learning as part of a group and self-critical and social behavior.

METI aims to promote individual abilities and interests taking into account the different learning speeds of the school children and trainees in a free and open form of learning. It offers an alternative to the typical frontal approach to lessons. The architecture of the new school reflects this principle and provides different kinds of spaces and uses to support this approach to teaching and learning.

The project's main strategy is to communicate and develop knowledge and skills within the local population so that they can make the best possible use of their available resources. Historic building techniques are developed and improved and the skills passed on to local tradesmen transforming in the process the image of the building techniques.







Building construction and techniques: The building rests on a brick masonry foundation rendered with a facing cement plaster. Bricks are the most common product of Bangladesh's building manufacturing industry.

The upper story is a frame construction of four-layer bamboo beams and vertical and diagonal members arranged at right angles to the building. The end of the frames at the short ends of the building and the stair also serve to stiffen the building. These are connected via additional structural members with the upper and lower sides of the main beams and equipped with additional wind bracing on the upper surface of the frame. A series of bamboo rafters at half the interval of the frame construction beneath provide support for the corrugated iron roof construction and are covered with timber paneling and adjusted in height to provide sufficient run-off.

The ground floor is a triple layer of bamboo canes with the central layer arranged perpendicular to the layers above and beneath to provide lateral stabilization and a connection between the supporting beams. A layer of planking made of split bamboo canes was laid on the central layer and filled with the earthen mixture analogue to the technique often used in the ceilings of European timber-frame constructions.

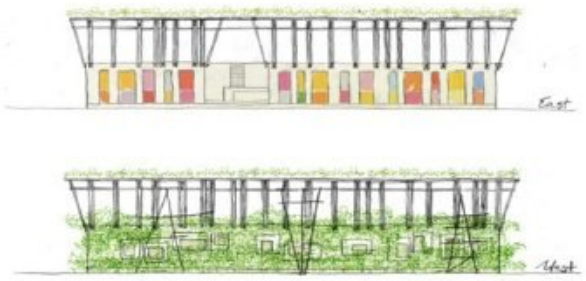
On the ground floor with its thick earth walls, three classrooms are located each with their own access opening to an organically shaped system of 'caves' to the rear of the classroom. The soft interiors of theses spaces are for touching, for nestling up against, for retreating into for exploration or concentration, on one's own or in a group.

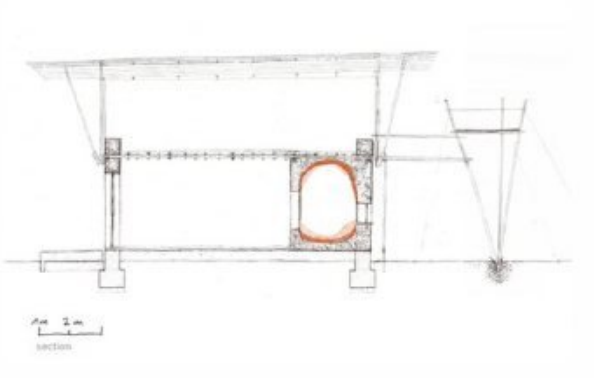
A stable foundation and a damp proof course are the primary technical prerequisites for building with earth, making the buildings last longer and reducing maintenance requirements. For smaller room spans, the newly developed bamboo ceiling construction can be made entirely out of local materials using handmade jute rope and bamboo doweling.

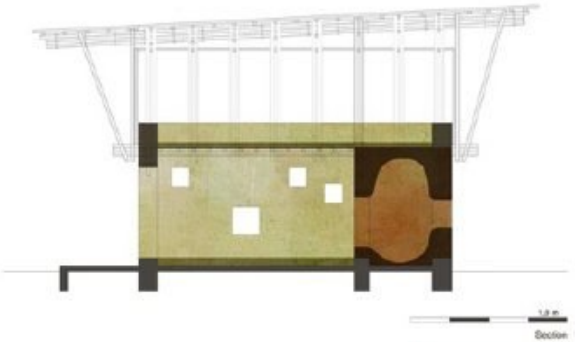
Finishes and fittings: The exterior surface of the earth walls remains visible and the window jambs are rendered with a lime plaster. The framework construction of the green façade to the rear is made of bamboo canes seated in footings made of old well pipe and with split horizontal timbers as latticework. The interior surfaces are plastered with a clay paster and painted with a lime-based paint. The 'cave's are made of a straw-earth daub applied to a supporting structure of bamboo canes and plastered with a red earth plaster. The upper story façades are clad with window frames covered with bamboo strips and coupling elements hung onto the columns of the frame construction. A fifth layer of cob walling provides a parapet around the upper story forming a bench running around the perimeter of the building and anchoring the upper story frame construction and roof against wind from beneath. A textile ceiling is hung beneath the roof is lit from behind in the evening. The cavity behind the textiles ventilates the roof space.

Exemplary nature, transferability, follow-on projects: School handmade showcases the potential of good planning and design, from the arrangement of the building on the site to the realization of aspects in detail. Furthermore it demonstrates the possibilities of building with earth and bamboo using simple methods as the continuation of a local rural building tradition and can serve as an example for future building developments in the area.

On-site labor using local workforce: The masonry foundation was constructed by a company from the regional capital Dinajpur. The earth building works and bamboo construction was undertaken by local laborers. 25 local tradesmen from the vicinity were trained during the building works creating new jobs and providing professional "help for self-help".







Sneha's Location

Bangladesh, a country of lush greenery and many waterways, is one of the world's most densely populated countries, with its people crammed into a delta of rivers that empties into the Bay of Bengal. Poverty is deep and widespread, but Bangladesh has in recent years reduced population growth and improved health and education.

Climate: tropical; mild winter (October to March); hot, humid summer (March to June); humid, warm rainy monsoon (June to October)

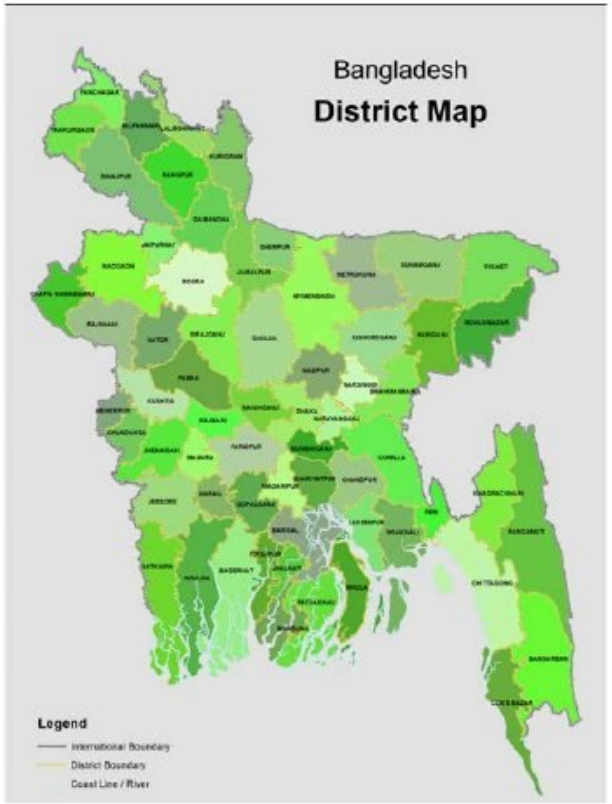
Terrain: mostly flat alluvial plain; hilly in southeast

Natural resources: natural gas, arable land, timber, coal

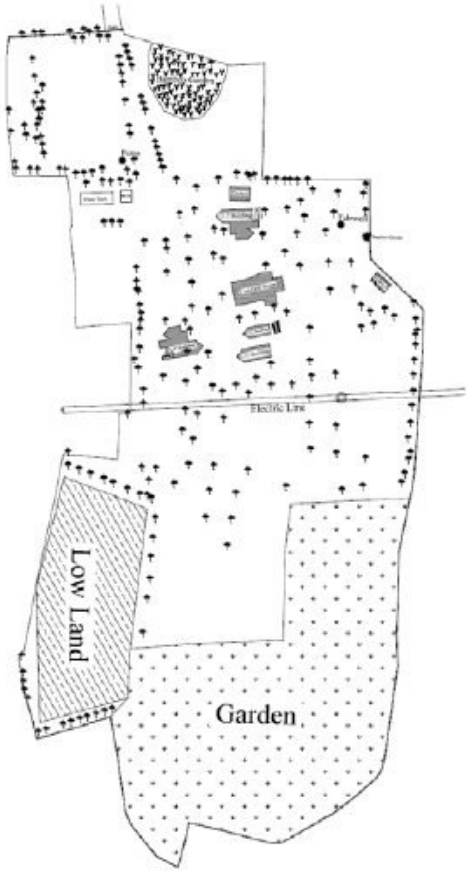
Bordering Countries: Southern Asia, bordering the Bay of Bengal, between Burma and India

Geography: most of the country is situated on deltas of large rivers flowing from the Himalayas

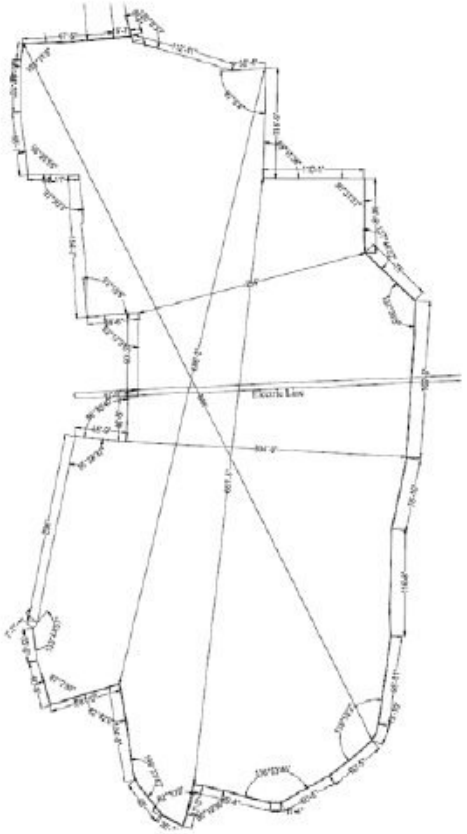




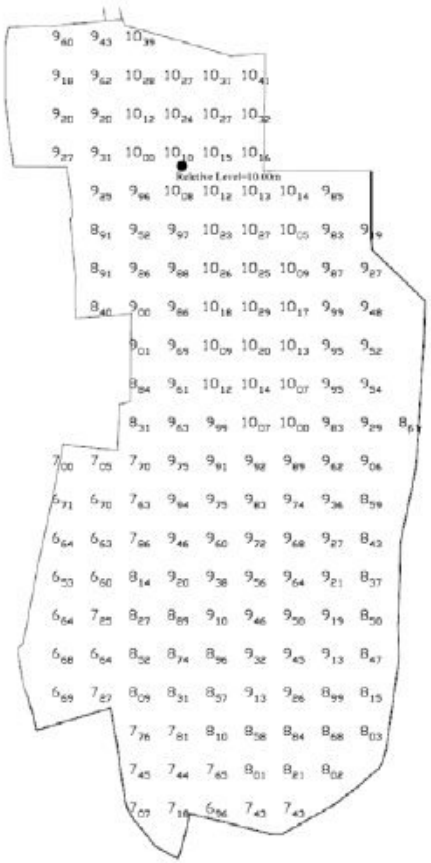
Sneha's Site Condition



Existing Conditions Survey



Plot Plan



Topographic Plan

Site Condition










Bamboo Construction

Bamboo can be utilized as a building material as for scaffolding, bridges and houses. Bamboo, like true wood, is a natural composite material with a high strength-to-weight ratio useful for structures. Bamboo has a higher compressive strength than wood, brick or concrete and a tensile strength that rivals steel.

Bamboo makes ecological sense. It is one of nature's most sustainable resources. Bamboo is not a wood and as a grass, it continuously sends up new shoots after harvesting without the need for replanting. Growing at a fast rate it can be harvested every 4-5 years, as opposed to 25-70 years for commercial tree species.





Benefits of Building with Bamboo:

- Non-polluting, natural, and highly renewable
- Easy to construct with
- No need for sophisticated tools
- High tensile strength
- Pliable
- Seismic-resistant
- Many possible uses and shapes

Pros:

1. Bamboo is cheap, strong and easily renewable.
2. Bamboo homes are visually very appealing.
3. There are no knots in bamboo which makes it an easier wood to work with and you don't need special tools to cut it.
4. Bamboo is sheathed naturally in silica, which makes it durable.
5. It is naturally termite proof.
6. Bamboo homes can also withstand earthquakes due to its light and favorably elastic structure.
7. Bamboo requires only 1/50th the energy for processing in comparison to steel.
8. Bamboo is considered to be as strong as wood and has great tensile strength.
9. Bamboo housing is extremely affordable and can be 20% cheaper than regular homes.
10. Raw materials for bamboo housing is easily available and is renewable.
11. Bamboo homes are simple to construct and require minimum technology, a major benefit in countries that are technologically backward.
12. Since bamboo homes require little use of machinery, it employs more labor, hence creating employment opportunities.



Cons:

1. One of the biggest disadvantages of bamboo housing is the wear and tear that comes with it. When bamboo gets heated, it becomes soft making the structure unstable. Darker colors become soft faster and so the bamboo has to be coated with lighter colors for greater protection.
2. Fewer choices available to select from.
3. More prone to fading as is easily damaged by moisture.

Super-adobe Construction

Super-adobe is a form of earthbag construction that was developed by Iranian architect Nader Khalili. The technique uses layered long fabric tubes or bags filled with adobe to form a compression structure.





Benefits of Building with Super-adobe:

- Quick, easy construction
- Sustainable
- Earthquake-resistant
- Hurricane-resistant
- Flood-resistant
- Fireproof
- Self-insulated
- Many possible uses and shapes

Advantages:

Environment friendly:

- Reduces consumption of high impact materials like cement, steel and wood
- Reduces freight cost
- Uses natural, sustainable materials

Flexible

- Adaptable to different shapes.
- Adaptable to different geographic conditions

Replicable

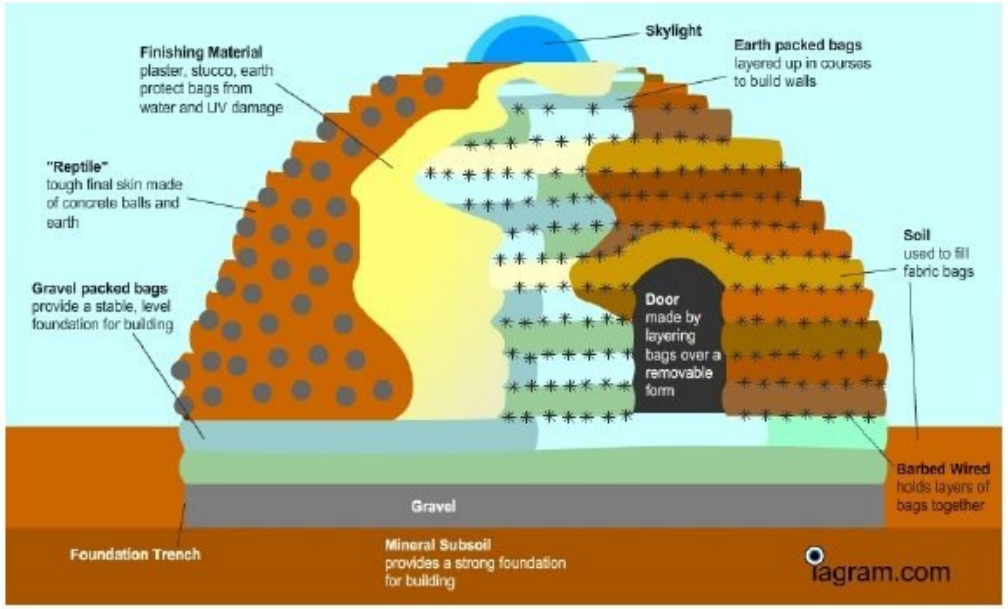
- Easy to learn and duplicate
- It can be adopted to cultural, regional needs

Safe

- Resists all kinds of severe weather
- Great resistance to fire
- Stands up to natural calamities like earthquakes, floods, hurricanes, tornadoes

Affordable

- Can be erected simply with readily available materials and components
- DIY friendly
- Good thermal performance / Saves energy
- Uses local / unskilled labor



Rammed Earth Construction

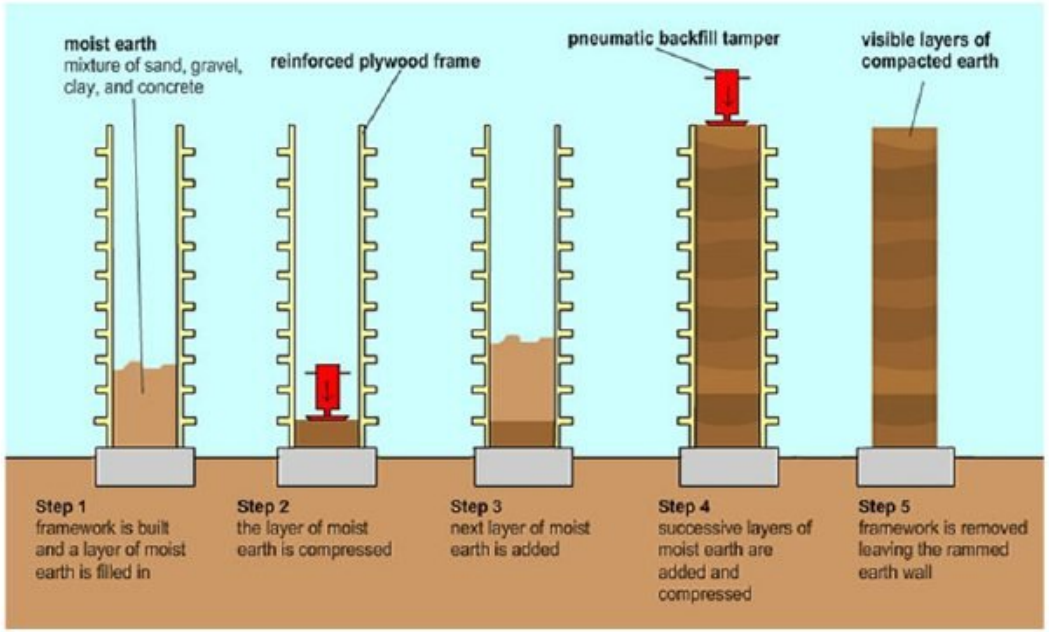
Rammed earth is a technique for building walls, foundations, and floors using natural raw materials such as earth, chalk, lime or gravel.

Stabilized rammed earth is made by compacting a mixture of gravel, sand, silt, clay (and often cement) between form work in a series of layers approximately 100mm thick.



Benefits of Building with Earth:

- Uses one-third as much energy as a conventional home
- Fire-resistant
- Rodent resistant
- Natural material
- Breathable walls



Rammed Earth Pros:

- Great for off-grid living. The thick walls retain heat during the day and slowly release it at nigh.
- Easy to work with. Can be built with little to no experience.
- Expense. Done right, you can easily put a lot of "sweat equity" into the building process and save bundles on the construction cost.
- Easy to acquire building materials that can be had locally.
- Can stand the test of time, and has proven it.

Rammed Earth Cons:

- Soil selection is critical. Not any soil can be used. If using it from your own site, you'll have to figure out what to do with the large holes.
- If you don't do it yourself, the labor costs can be expensive. Count on it costing 5-15% more than a conventional home.
- Colder climates may require added insulation, like a foam wall with stucco on the outside.
- Due to the difficulty in designing the forms, circular shapes are usually out. Most rammed earth construction is box shaped.

Program

GOALS AND OBJECTIVES

The beauty of this project is the strong focus on the holistic development of a child, which is determined by proper development of a child's physical, cognitive, social and inner self/emotional aspects. We want to raise these 1—children as independent, emotionally resilient, confident and contributing members of the community in an eco-friendly environment.
Furthermore, maximum usage of traditional materials (earth and bamboo, straw, hay, golpata, nypa fruticans, kans grass/saccharum spontaneum), design influence of the surrounding environment (mud walls and straw-thatched roofs) – These need to be incorporated to maintain cohesiveness.

PROGRAM ABSTRACTS

Sneha's Children's Home is a home to 100 children who, for various reasons, are no longer able to live with their biological family. Many are orphaned or abandoned. In the Children's Village, a Sneha mother looks after each child. She lovingly cares for a group of 10 children and they live together as a family.

There are 10 such families in the Children's Village. Together, they form a safe and supportive community. Every child is unique, so those growing up in the children's village are given individual, tailored support until they are young adults. This includes healthcare, quality education and a wholesome, holistic upbringing.

- Care from a Sneha mother, a dedicated woman from the local area who looks after a number of children.
- A Sneha Family with boys and girls of different ages. Wherever possible, biological brothers and sisters stay together in one family.
- In the Children's Village, there are about 10 houses offering loving homes to 100 Children.
- A Village community to grow up in, with a network of support from adoptive mothers, aunts, matrons and other staff
- Good education at Lighthouse School or local schools. Quality healthcare at local medical centers, or Upazila hospitals where appropriate.
- Support until they are independent young adults. Older teenagers can live in shared housing called Sneha youth home. At this point, Sneha staff help them become self-sufficient, complete vocational training or higher education, and find work.

SPECIFIC NEEDS FOR CHILDREN'S GROWTH AND DEVELOPMENT

1. A loving environment that nurtures their creativity from toddlerhood to young adults.

2. A small plot with each cottage where the children can garden. This an important aspect of making them self-sufficient in their own food production.

3. Lighthouse School that harbors creativity, allows them to think freely and take risks. Hand-on experiential learning. Library and tree-houses to push their imagination. Open amphitheater for everyday practice of self-expression.

4. Small medical unit to cater to immediate needs, large Upazila hospitals to take on bigger ailments.

SPECIFIC DESIGN NEEDS

1. Each cottage needs to be unique, carrying a fusion of local & international architecture and usability.

2. We would love to see organic shapes that are open and fluid. A smooth flow of the interior into the exterior. Nature Dominant.

3. Landscape that creates interesting pockets of mystery and gives different parts unique stories.

Program Analysis

SNEHA FOUNDATION CHILDREN'S HOME DESIGN REQUIREMENTS

1. Cottage Units

Brief: two storied buildings. Big room, which can accommodate 10 children starting from toddlerhood to young adults, a room for caregivers, small service kitchen, living &dining space, bathrooms and toilets.

2. Central Kitchen

Brief: All the cooking will be done here for all. The cottages will have separate kitchenettes but the main cooking for the village will be done in a separate facility. Children will eat in their respective homes to keep the homely feel &a sense of family alive. Teachers and staffs will eat at their own facility.

3. School + Library

Brief: Two storied building. Large classrooms preferably open concept, a room for teachers and admin staffs, computer lab, small pantry, toilets.

4. Hobby House / Tree House

Brief: Several small tree houses built in the forest part of the land, which will be used for students' hobby houses. i.e. book club, photograph club, quilting club etc.

5. Amphitheater / Open Space

Brief: To unleash their potential in debate, theater performance, cultural programs, exhibitions, movie nights, sports.

6. Front Office And Admin

Brief: Entrance to the facility. Will accommodate the function of Front Office and Administration. These can be separate units as well in two different locations if space doesn't allow.

7. Temporary Health-Care Facility

Brief: Mini-care unit for treating contagious ailments that need separating children from others. 4 seats.

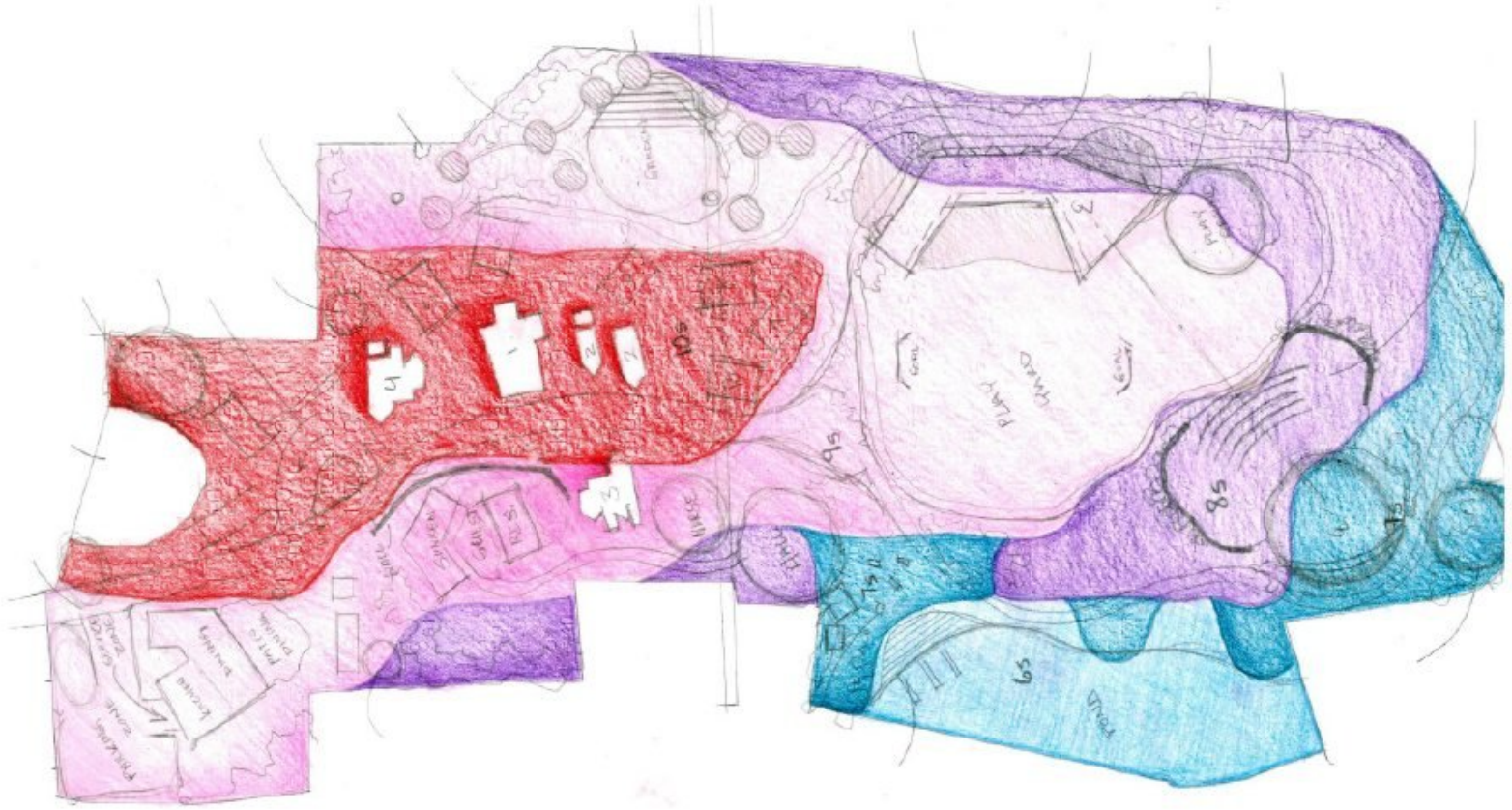
8. Teacher & Staff Accommodation

Brief: Several single rooms (10 rooms, in 2 separate units) for the teacher and staff who need to stay at the property. Shared bathrooms and toilets, communal living-dining space.

9. Guest Accommodation

Brief: 2 double bed rooms in one unit, 2 storied if possible for guests / sponsors who visit and willing to stay at the property. Private bathroom and toilet, living area to unwind, small kitchenette + pantry, small reading nook. Sponsors need to feel comfortable while visiting the facility.

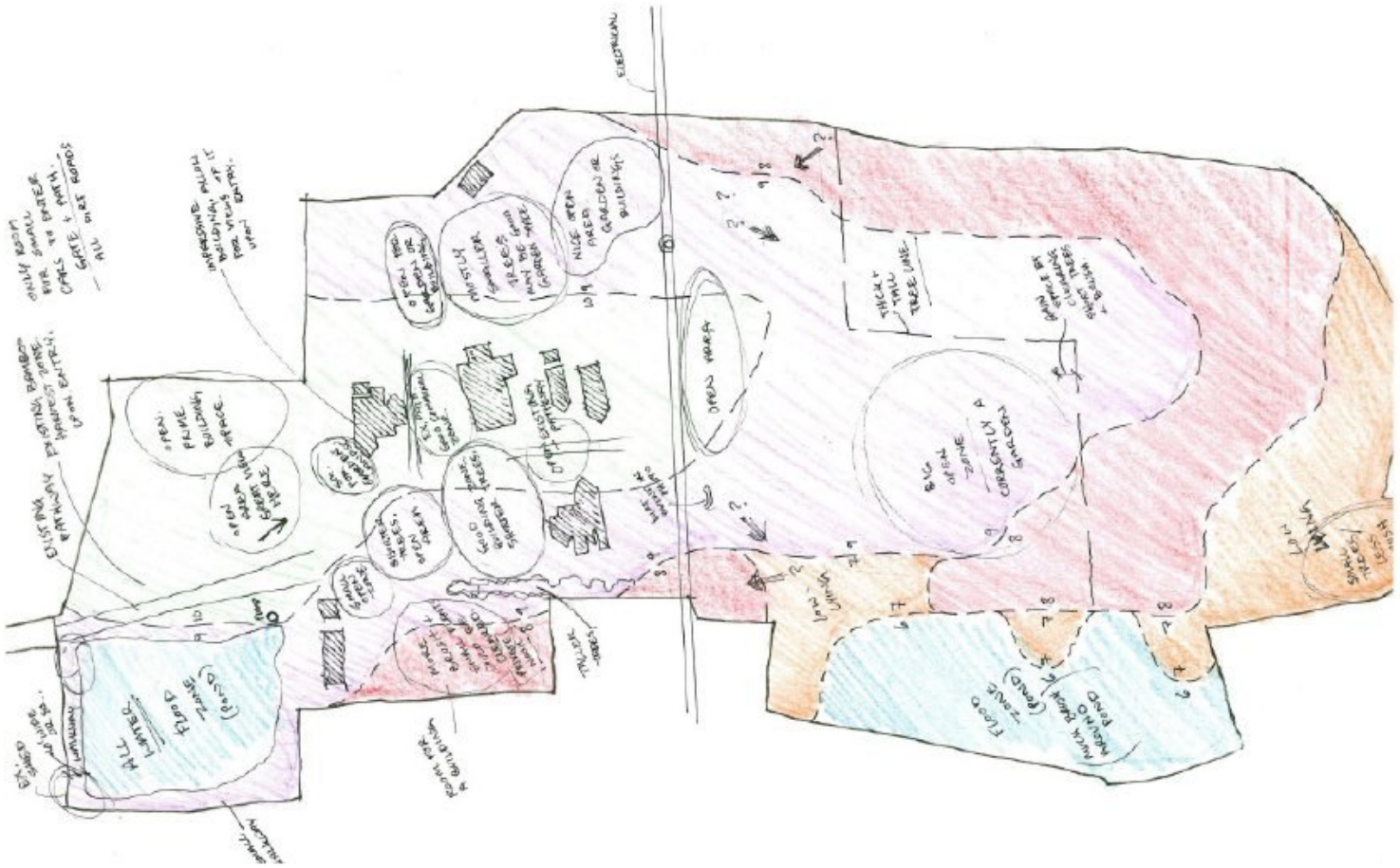
Site Topo Analysis



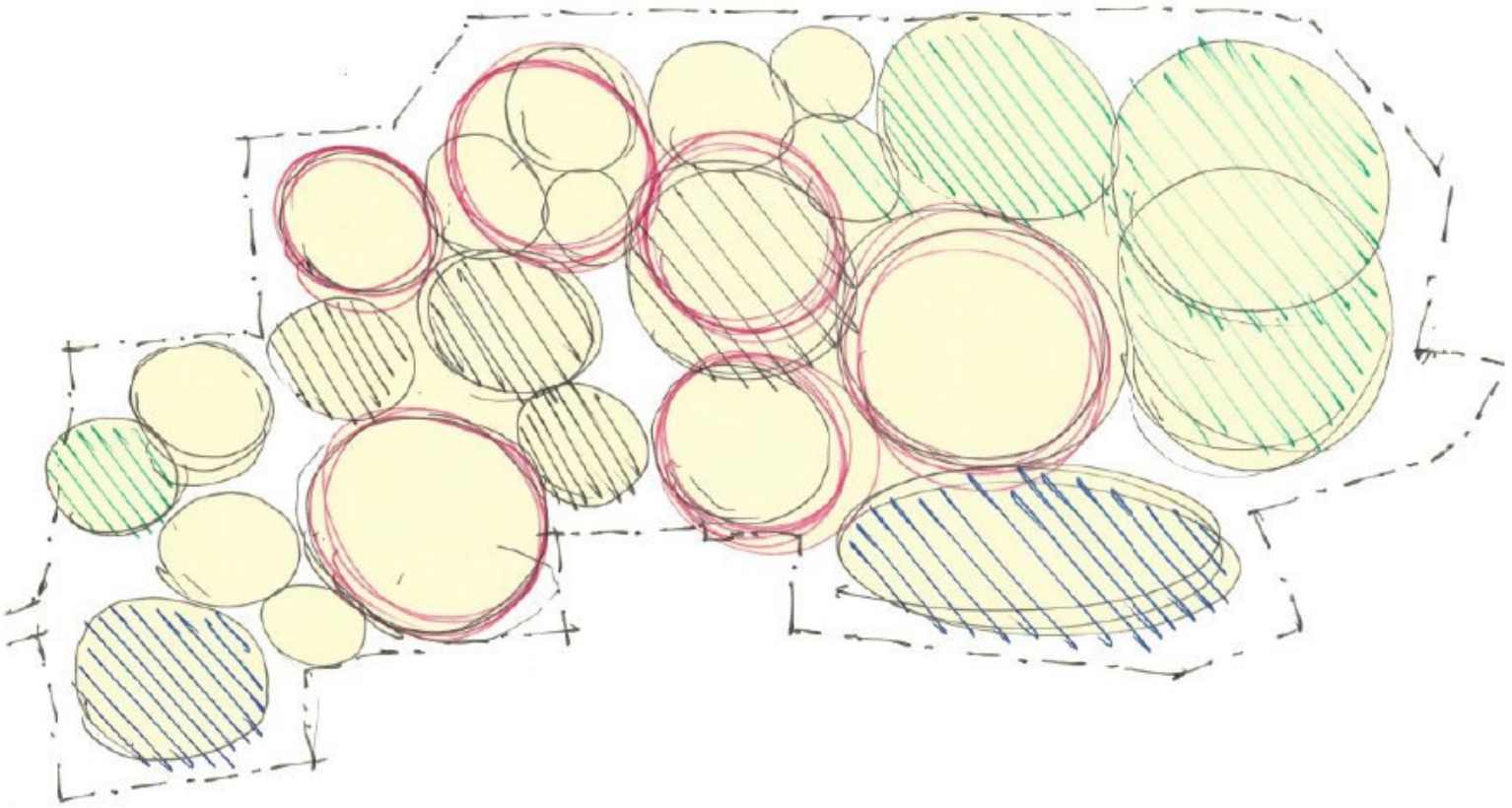
Green Space/Trees



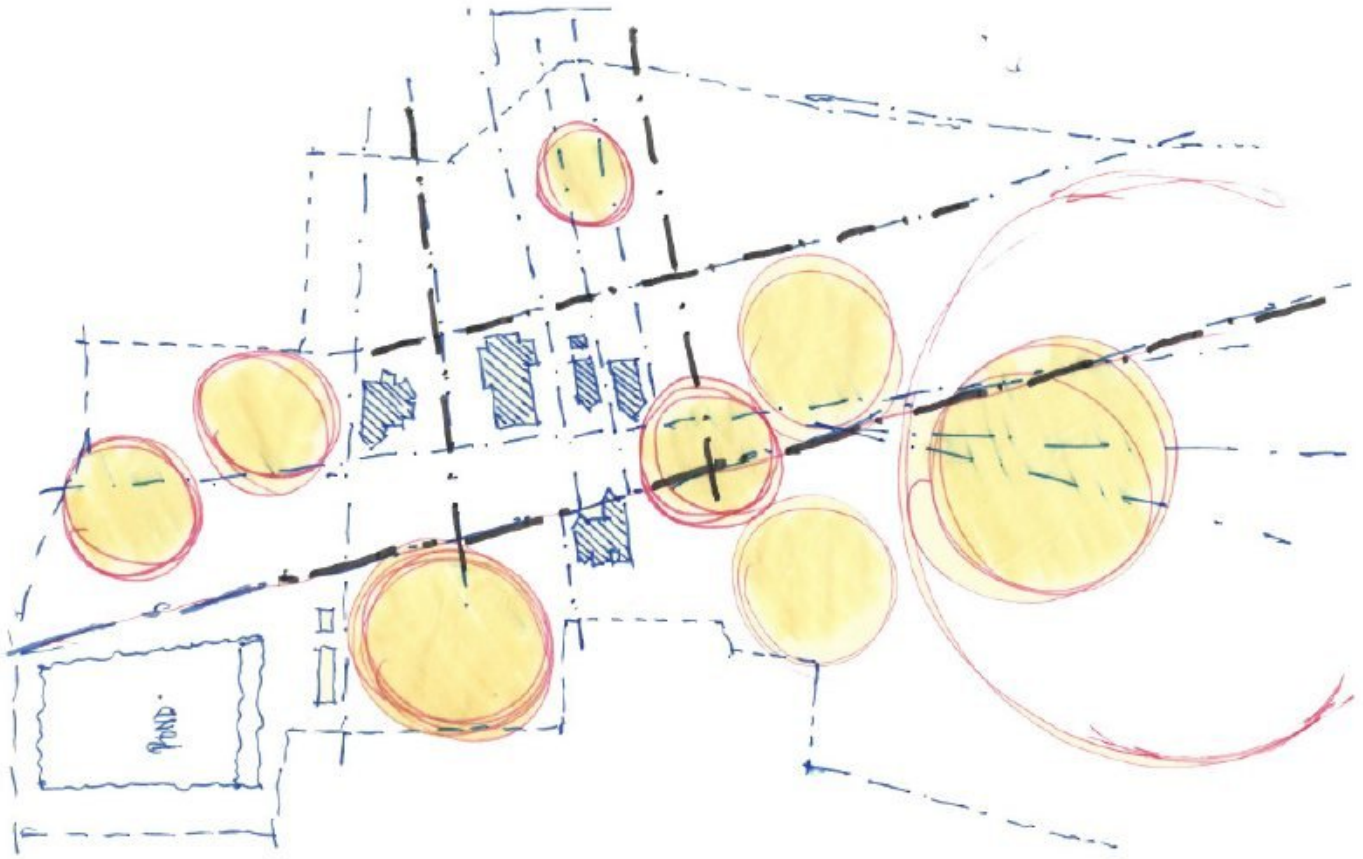
Existing Conditions Spatial Analysis



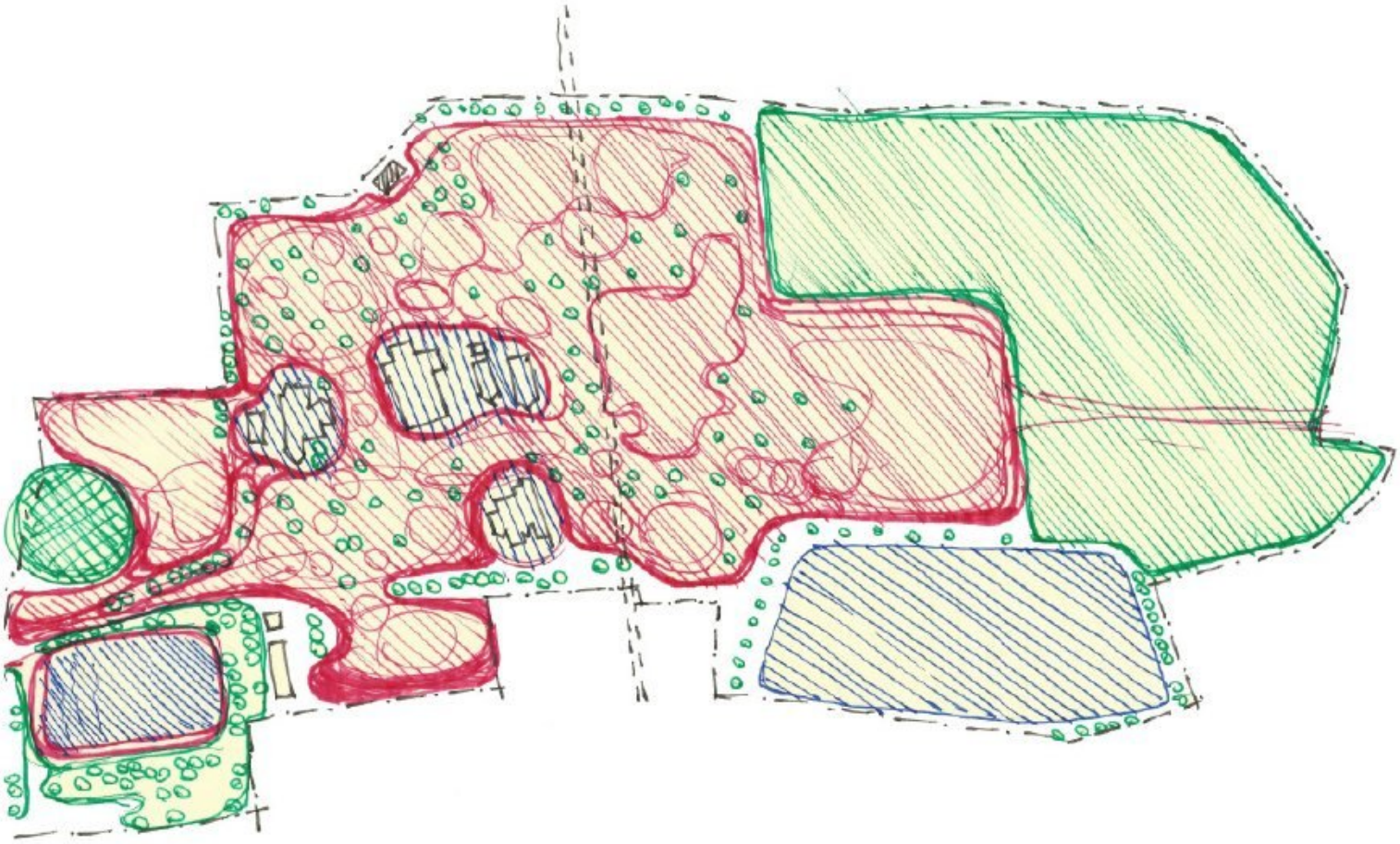
Site Zoning Analysis



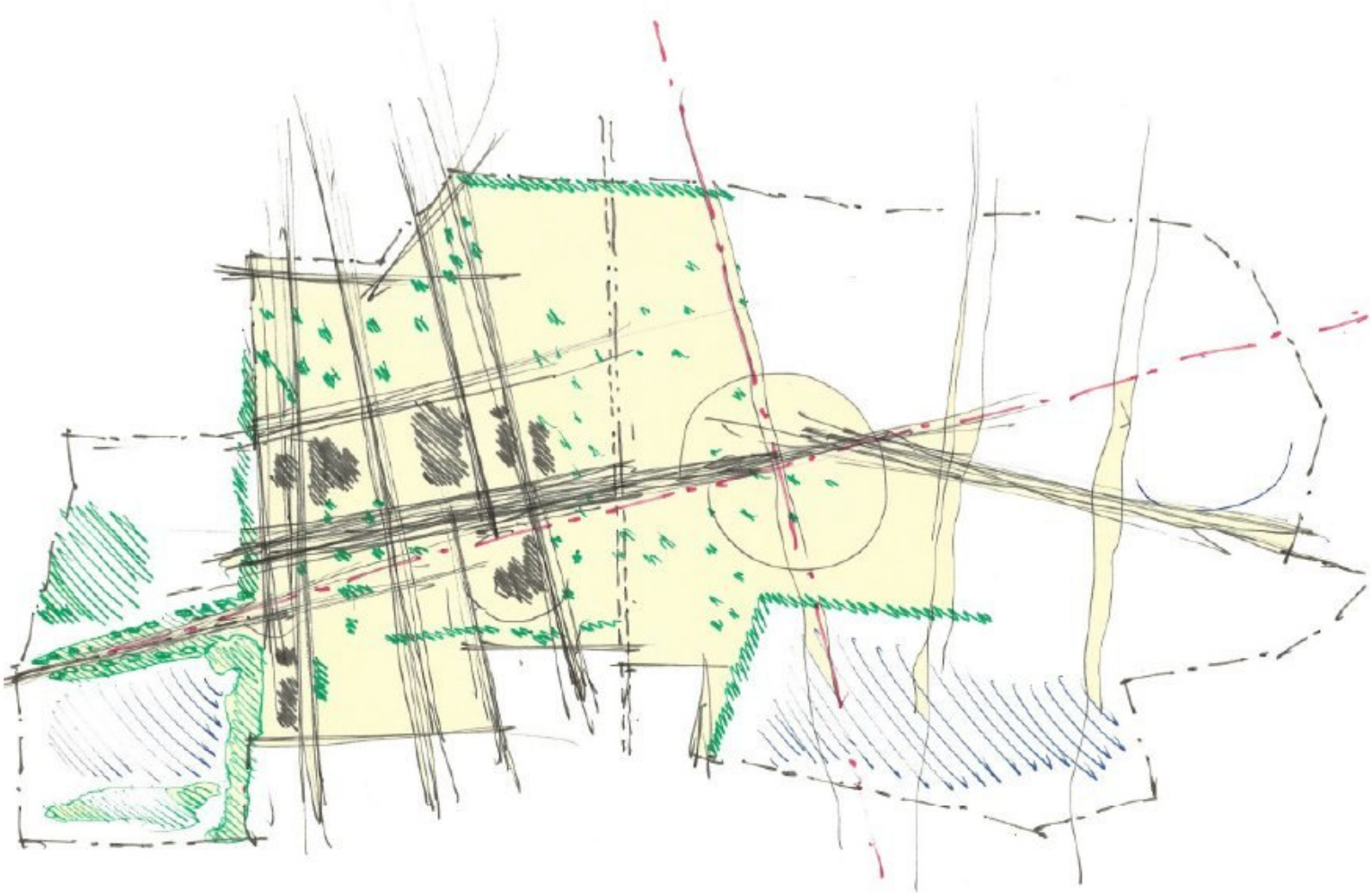
Space & Circulation



Spatial Zone Analysis



Axis/Vista Conditions



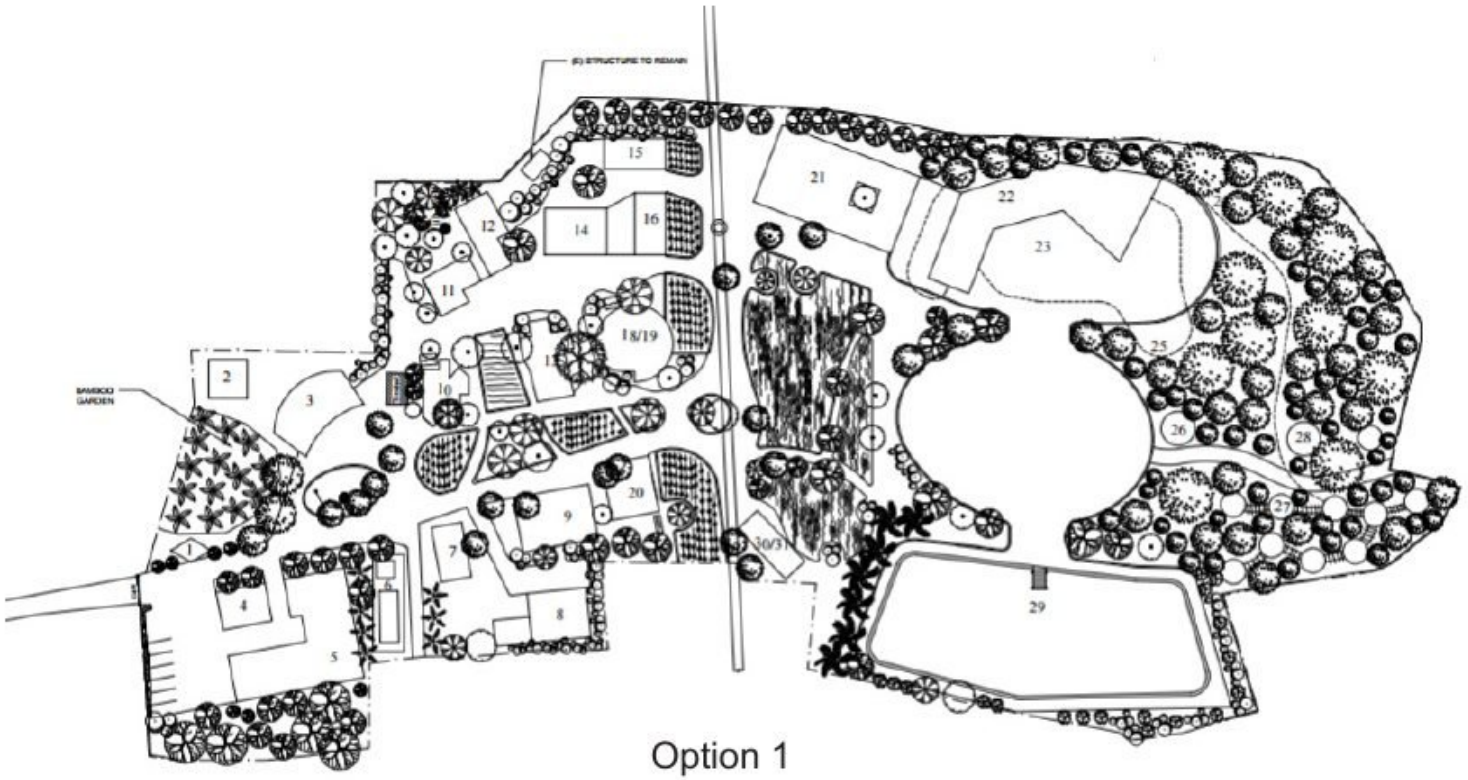
Initial Master Plan

Key

1. Guard Tower #1/Reception
2. Admin Building
3. Director's Residence
4. Water Tank
5. Staff Residence
6. Guest Instructor House
7. Cottage 3
8. Tin Shed
9. Laundry
10. Maintenance
11. Cottage 4
12. New Student Residence
13. New Student Residence
14. Cottage 1
15. New Student Residence
16. Semipucca
17. Cottage 2
18. New Student Residence
19. New Student Residence
20. New Student Residence
21. Kitchen/Dining Hall
22. Nurse Station
23. Educational Center
24. Music Exploration Path
25. Amphitheater
26. Guard Tower #2
27. Play Area + Buses
28. Natural Forest
29. Playground
30. Pond
31. Gardens
32. Round-About
33. Entry Pond



Proposed Concept Master Plan



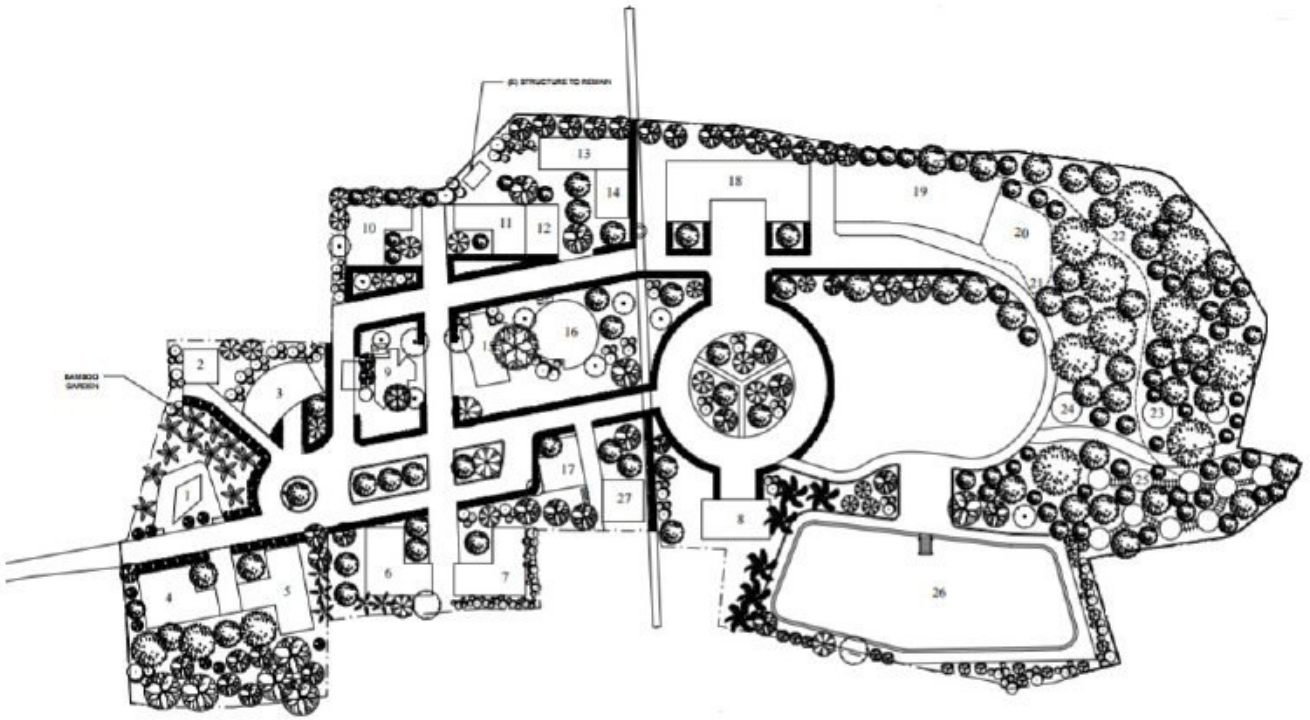
Option 1

Master Plan Rendering

BUILDING SCHEDULE	
#	ROOM NAME#
1	ENTRY CHECKPOINT FOR VISITORS PROTECTION FOR RESIDENTS/WAITING AREA
2	RESIDENCE ONLY
3	ADMIN OFFICES/MEET WITH GUESTS/NURSES OFFICE/QUARANTINE ZONE FOR KIDS
4	STAFF ESIDENCE/ADMIN OFFICER / PROJECT MANAGER / SUPERVISOR / ACCOUNTANT / 4 PERMANENT TEACHERS
5	RESIDENCE FOR SEASONAL STAFF, SEASONAL GETS BUNK ROOMS
6	REPLACE BAMBOO TREATMENT SHEDS / ADAPT FOR SUPPLIES
7	LARGE LAUNDRY FACILITY FOR ALL LAUNDRY, STAFF OPERATED ONLY
8	NICER RESIDENCE FOR VEST INSTRUCTOR AND THEIR FAMILY / MAIN BEDROOM AND ADAPTABLE GUEST BEDROOM
9	FACILITY DIRECTORS / ADD GUEST BEDROOM / SMALL OFFICE SPACE
10-20	CHILDREN'S RESIDENCE 1 MATRON AND 1 MOTHER PER STUDENT HOME / LARGE DORM STYLE BEDROOMS / 2 SMALL STAFF BEDROOMS
21	COOKING / EATING / MEETING / COOKS OFFICE / RESTROOM / MULTI PURPOSE ACTIVITY ROOM / NURSES OFFICE
22	CLASSROOMS / KITCHENETTE / BATHROOMS / SMPHITEATRS SPACE WHICH OPENS TO OUTDOOR STAGE
23	SWINGS / SLIDES / HILLS / TUNNELS / CLIMBING / EXPLORATION / SEATING
24	LEARNING EXPLORATION PATH FOR CLASS GROUPS AND TEACHERS
25	MUSIC EXPLORATION FOR CLASS GROUPS AND TEACHERS
26	PROTECTION FOR RESIDENTS / OERSIGHT OF CHILDREN IN TREEHOUSES AND SPORTS FIELDS / BATHROOM AND MINI KITCHEN
27	ADAPTABLE MODULAR SPACES TO FACILITATE PLAY AND LEARNING / HAMMOCK / DESKS / SEATING
28	SMALL BUILDING FOR TEACHER RESOURCES
29	LAKE WITH WATER ACTIVITIES SUCH AS BOATING OR FISHING
30	SPORTS SUPPLY STORAGE SHED
31	GARDEN STORAGE SHED



Proposed Concept Master Plan 2



Option 2

Existing Cottage Design



Digital Rendering







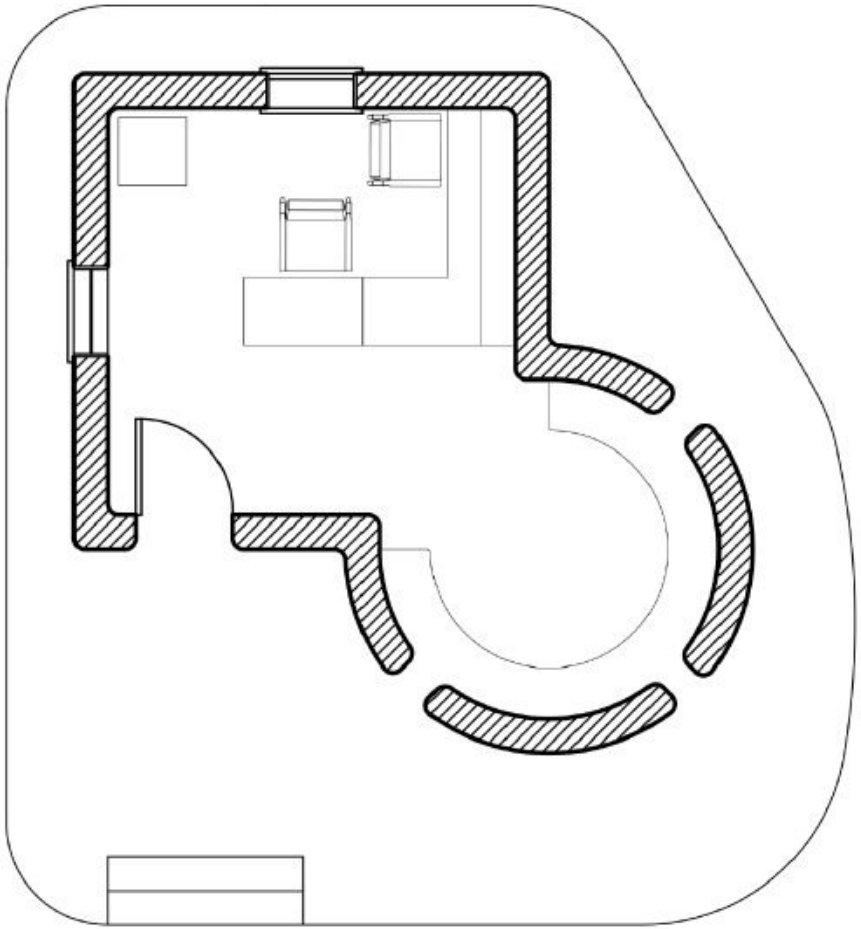




Concept Typology Design

As a start, we wanted to establish the general typology of the design and used the entry building as a base point for the use of alternative materials such as bamboo and rammed earth.

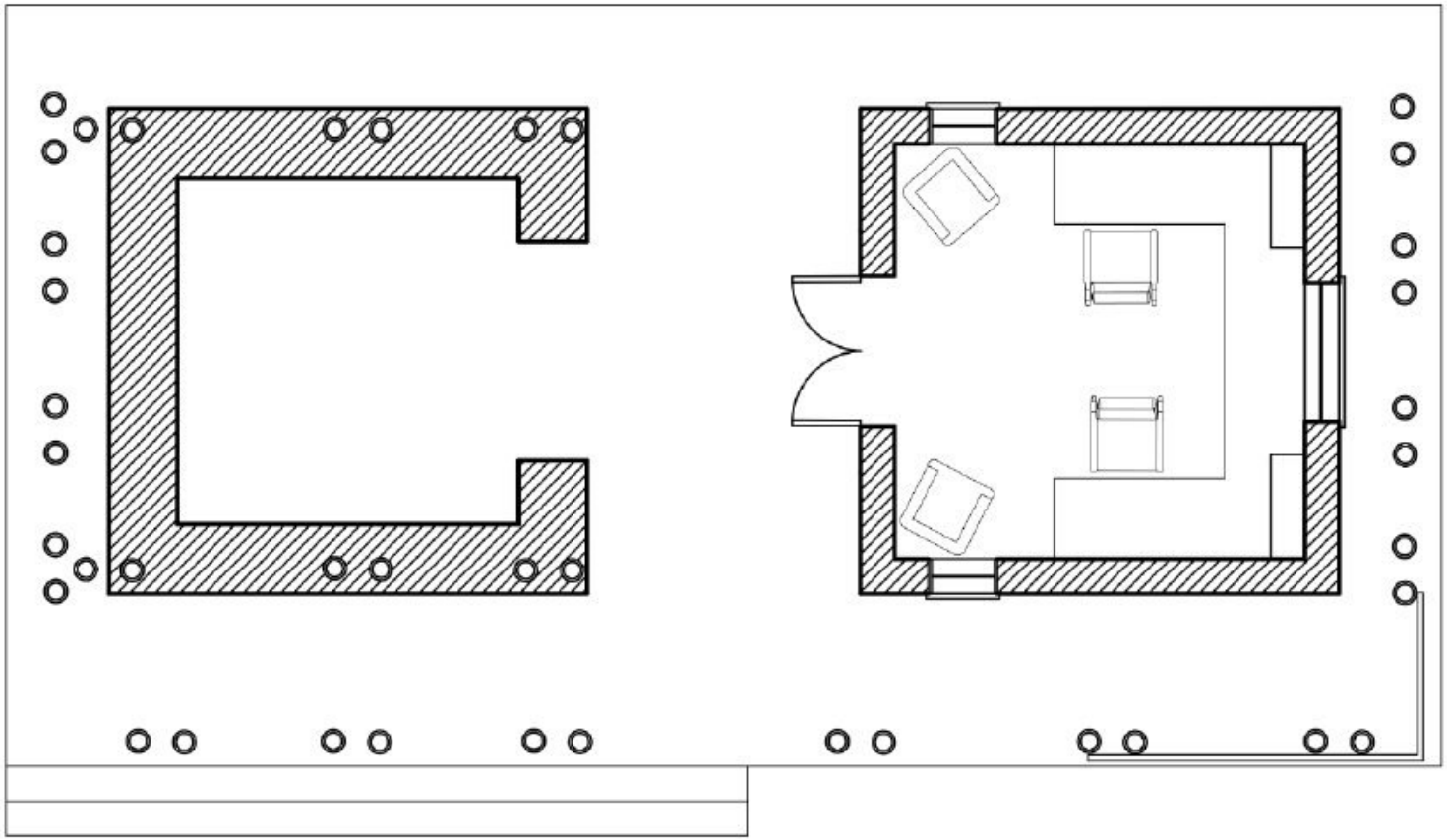
Entry Building Example I



FLOOR PLAN



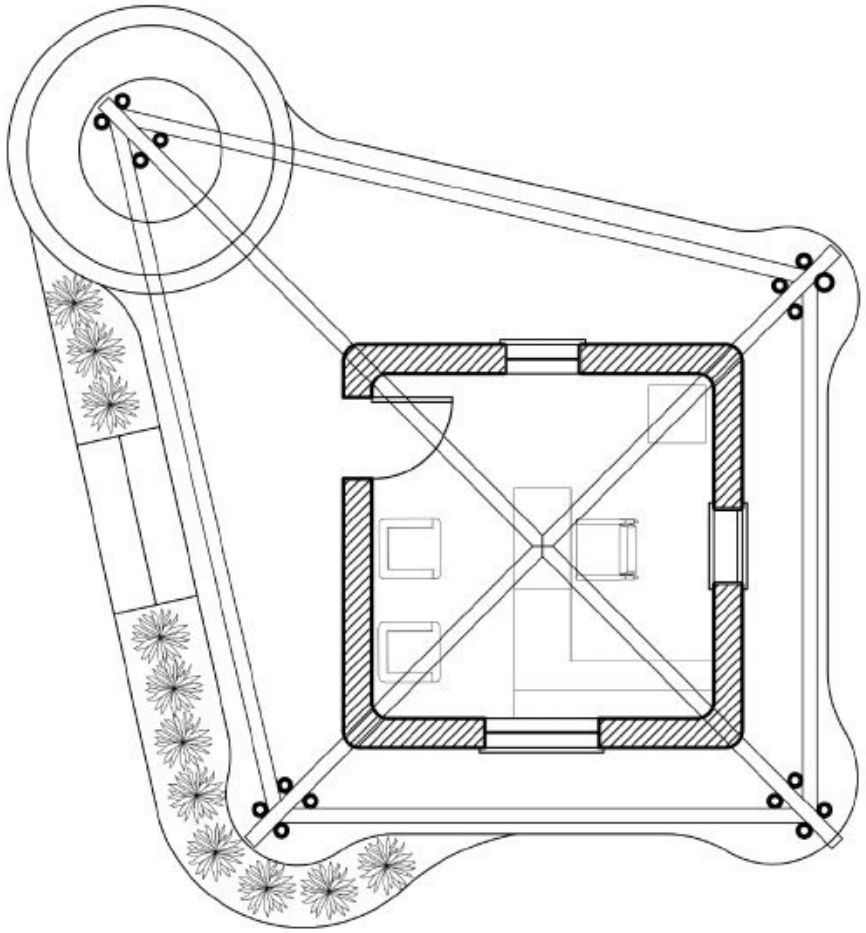
Entry Building Example 2



FLOOR PLAN



Entry Building Example 3



FLOOR PLAN

