



ESR 8

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## Case study

# Grant Scheme for Existing Multifamily Housing in Government Housing Estates for Displaced Persons



Cyprus experienced a housing crisis after the island's partition in 1974, resulting in the construction of large housing estates for internally displaced persons (IDPs). A recent national plan aims to demolish, reconstruct, or renovate these government-built estates. The plan is based on a structural assessment of 358 apartment buildings, with 43 slated for demolition and the rest for rehabilitation. However, long-term residents strongly oppose the plan, citing issues such as rental subsidies and lump sum payments. Participants will need to find private rentals during construction. At a public hearing in Nicosia, residents expressed discontent over low subsidy values, below market prices. Disagreements arose from residents in buildings marked for demolition and rehabilitation. The policy has faced criticism for its insufficient understanding of practicalities and residents' diverse needs, sparking debates in the local media.

**Instrument:** National policy  
**Issued (year):** 2023  
**Application period (years):** 2023-  
**Scope:** National  
**Target group:** Lower income residents  
**Housing tenure:** Public housing  
**Discipline:** Policy  
**Object of study:** Instrument

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“The Nicosia summer school ended with the viewing of documentary film ‘Anamones’ followed by a discussion with architect Andri Tsiouti who collaborated on the production of the documentary. The film investigates the sociological impact of designing in starter bars (structural steel rods) protruding from the roofs of homes in Cyprus for “future use”.”

Annette Davis, blog post “Nicosia: The divided city”, December 2021



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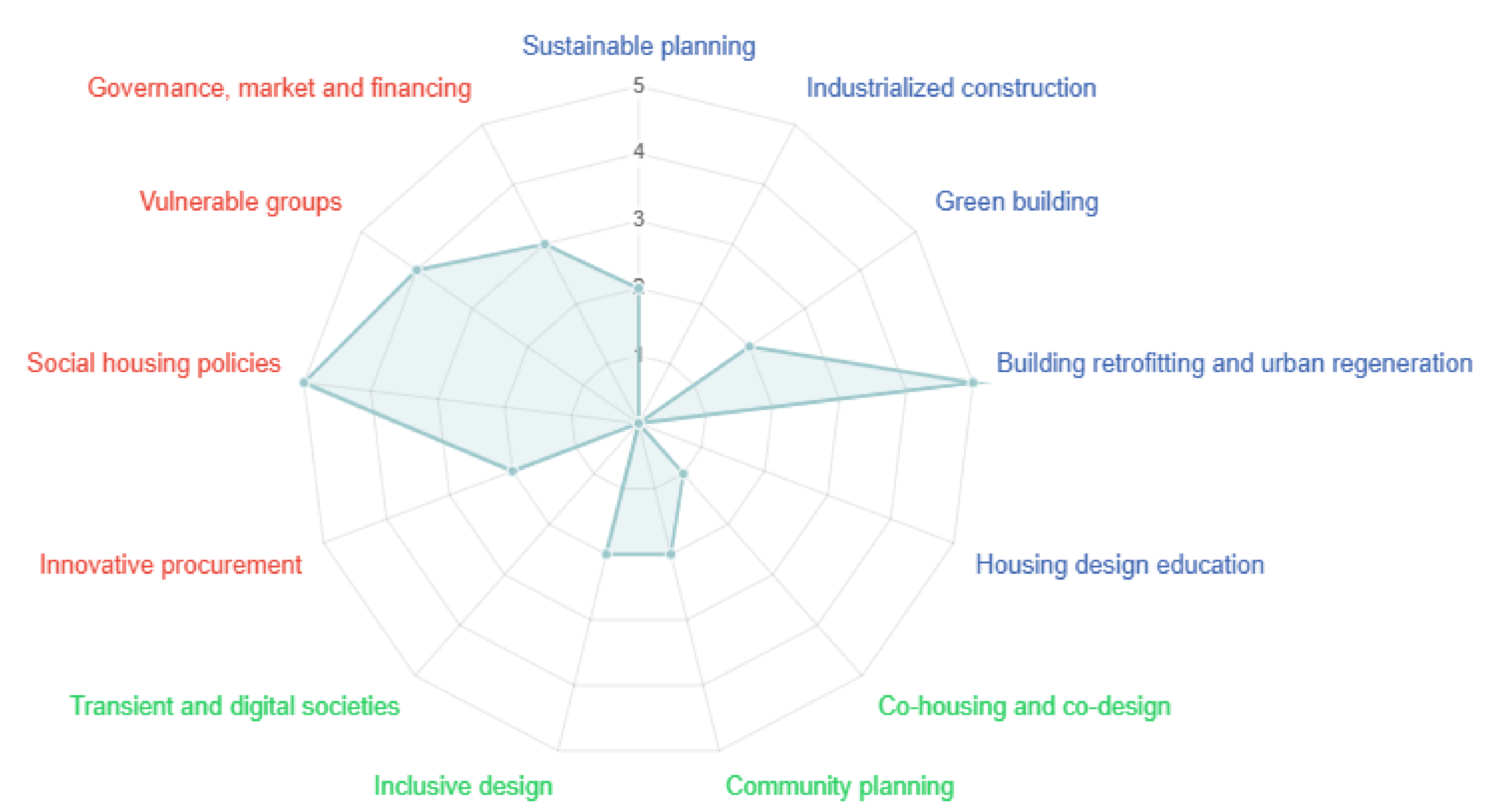
“It is not worth wasting our time and discussing with you!”

Translated comment by unknown participant at public hearing by Andreas Panagidis on 18/05/23 in Nicosia



“My child is sick from the mould on the walls, I do not trust the government to fix my house!”

Translated comment by unknown participant at public hearing by Andreas Panagidis on 18/05/23 in Nicosia



\* This diagram is for illustrative purposes only based on the author's interpretation of the above case study





ESR 9

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## Case study

### DARE to Build, Chalmers University of Technology



**Initiating entity:** Chalmers University of Technology

**Objectives:** Reconcile the disparity between monodisciplinary education and multi-disciplinary practice, while at the same time creating impact and outreach in local communities

**Educational/participation methods:** Problem-and-project-based learning (PPBL), design & build, CDIO (conceive, design, implement, operate)

**Context:** Million home programme (Miljonprogrammet) areas in Gothenburg

**Place:** Neighbourhood-level interventions, Gothenburg, Sweden

**Period:** 2018 –

**Duration:** 5 weeks, fulltime (7,5 ECTS)

**Stakeholders:** Municipality of Gothenburg, local housing companies, local community

**Scale:** Neighbourhood

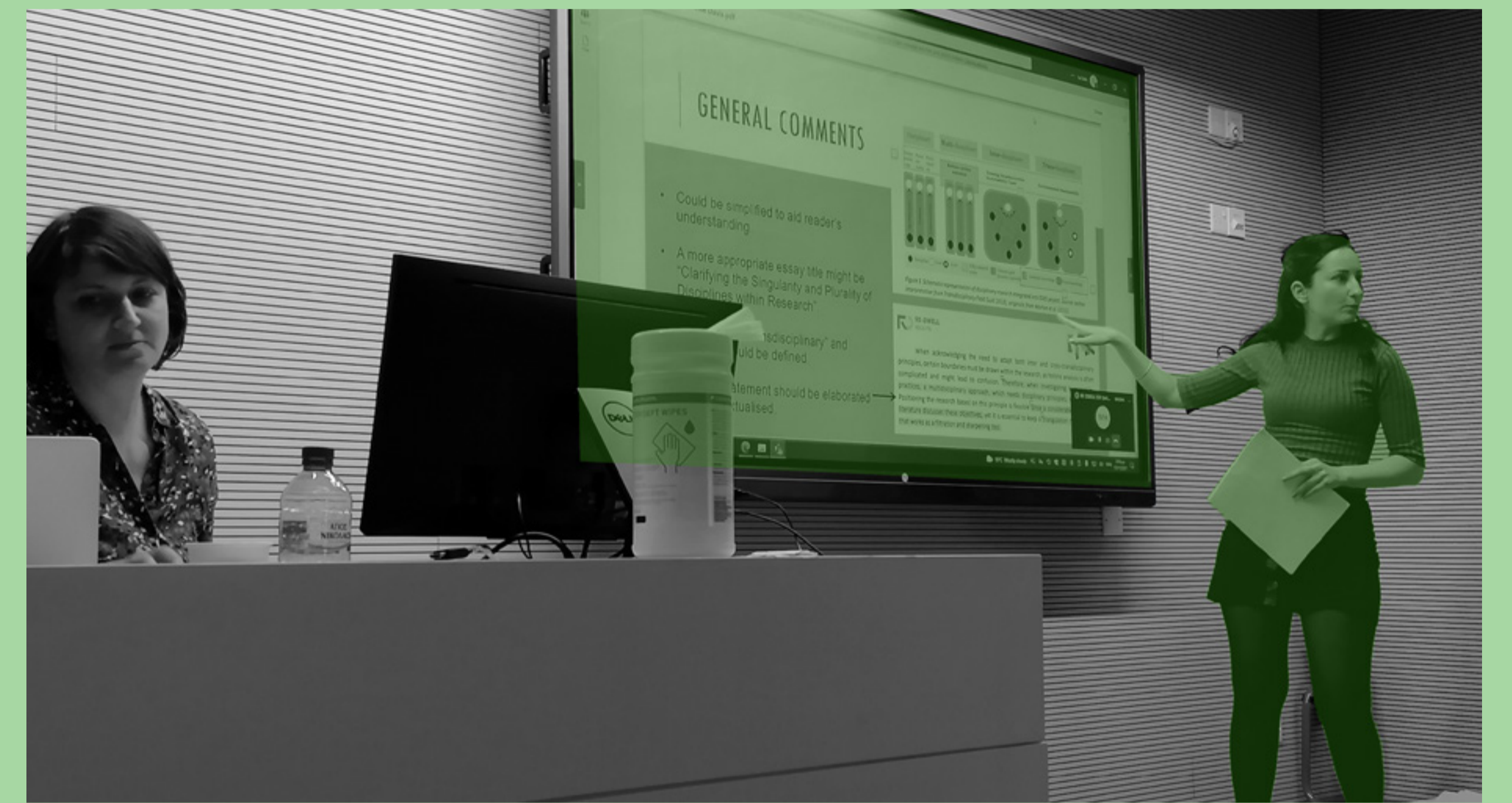
**Project type:** Live project

“DARE to build” is a 5-week summer course at Chalmers University of Technology in Sweden. It focuses on interdisciplinary communication and real-world design projects in the fields of architecture, engineering and construction. The course uses a problem-and-project-based learning approach and involves multiple stakeholders from the municipality, housing companies, professionals, and local residents. Students apply the CDIO framework, emphasizing building, making, and designing as interconnected activities. The course structure includes a design phase, construction phase, and project handover. Students take on different roles and responsibilities and engage in team-building activities. The learning outcomes cover knowledge, skills, and attitudes related to sustainable design, co-creation, teamwork, and critical thinking. The course operates in the context of the Million Homes Programme areas in Gothenburg, aiming to address social inclusion and the challenges faced by low-income immigrant communities. The course is aligned with the UN Sustainable Development Goals, particularly in the areas of quality education, gender equality, reduced inequalities, and sustainable communities and cities. Nordic Swan Ecolabel which is the Nordic official environmental label.

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“There are two parallel and interdependent discussions. One is what people can do for themselves and by themselves. The other one is the states' role to guarantee housing for the whole population. The individual groups are never to solve that problem because it is not up to them to solve it. Although many of them are engaged in political action as individual or groups, ultimately the responsibility for providing adequate housing for the whole population lies with the state, at least in the European context”

Darinka Czischke, RE-DWELL Round-table no. 2, “Design of Affordable and Sustainable Housing: Challenges and Opportunities”, 16 November 2021



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“Knowledge always comes from someone somewhere, and global discourse on sustainability, following the absolutist western paradigm, has been for a long time ‘placeless’ and ‘bodiless’”

Effrosyni Roussou, “Situated knowledge(s) in methods of comparative analysis in research: reflections on the importance of context and reflexivity within a globalised sustainability discourse”, essay written for the RMT2 course

“David Clapham, drawing from a posthumanist perspective, advocated for the use of inhabitation and co-habitation as an umbrella term for any form of living and co-living respectively, thus decentralising human well-being.”

Effrosyni Roussou, from David Clapham presentation at the RE-DWELL Grenoble Conference 2022



■ Design, planning and building ■ Community participation ■ Policy and financing

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