LEARNING OBJECTIVES

- Understanding the power of empathy
- Modeling an inspiring and responsible process
- Developing creative ideas within a cultural and sustainable context
- Supporting and fostering environments for learning
‘Education is the most powerful weapon to bring change in the world’

Nelson Mandela
PARTNERSHIPS

ECONOMIC . POLITICAL
ENVIRONMENTAL . NATURAL

FOR
TO
WITH
BY

‘The Problem Solvers’
CHARLES LEADBEATER
PARTNERSHIPS

‘...care about what happens in the world
...empathize with other people
...create new solutions’

‘The Problem Solvers’
CHARLES LEADBEATER
6 PRINCIPLES

- Building Capacity
- Empowering Access
- Sustaining Relationships
- Learning for Living
- Preserving Culture
- Adapting the Vernacular
PROCESS
DESIGN THINKING
EMPATHY . DEFINE . IDEATE . PROTOTYPE . TEST
SYMPATHY VS EMPATHY

Together - The Rituals, Pleasures and Politics of Cooperation

RICHARD SENNETT

2012

... THE LISTENER HAS TO GET OUTSIDE HIM OR HERSELF.

EMPATHY
Empathy

Together - The Rituals, Pleasures and Politics of Cooperation
Richard Sennett 2012

‘...the space in which strangers dwell with one another.’
‘...unpack and synthesize your empathy findings into compelling needs and insights, and scope a specific and meaningful challenge.’

d School
STANFORD UNIVERSITY
‘...a good point of view is one that...provides focus and frames the problem.’
ACTIVITY

What have you observed?

What are the important questions?

Establish a problem statement/s

‘How might we...?’
‘...break away from familiar or established ways of seeing and doing things to come up with something new and fresh.’
keep your prototypes rough and rapid to allow yourself to learn quickly and investigate a lot of different possibilities.
FEEDBACK

‘…TEST AS IF YOU KNOW YOU’RE WRONG.’

TEST & REFINE

..expect the unexpected, insights that will only be gleaned by going back into your empathetic dialogue mode.
TEST
PRESENT...SHHH!

Feedback to the first group - listen and note...

THEN
Reverse roles
MATIPWILI
A STORY OF HOPE
Village Life

Day One

The project team established empathy with people in Matipwali on day one. Sharing in their daily activities, the team observed house-building techniques, methods of cooking, small village businesses, while inquiring about the way the community could be improved.

Empathy

Empathy is the foundation of a human-centered design process. To empathize, we: Observe, Engage and Immerse.

The team met with the Village Council in accordance with tradition to make introductions and share the intent of the few days to be spent with them. They warmly welcomed the participation and time being offered to work with them on the project. In establishing this empathy, they willingly opened up their houses and businesses to the group and proudly shared their everyday activities. It was eye-opening and informative to share with the villagers.

Define

The Define mode is when we unpack and synthesize our empathy findings into compelling needs and insights, and scope a specific and meaningful challenge. Two goals of the Define mode are to develop a deep understanding of our users and the design space and, based on that understanding, to come up with an accountable problem statement: our point of view. Our point of view became the guiding statement that focused on the specific users, and the needs that we uncovered during the empathized mode.

The team, made up of both architects and teachers, observed and synthesized different things from the empathetic experiences.
After an afternoon session on Day One of brainstorming questions to assist with formulating a 400-page report, the project team returned to the village community for a Community Consultation. As they departed, the team was eager to return, knowing that the community was eager to share their experiences. The intention was to encourage the community to reflect upon their own development and to propose solutions for the future.

Day Two

The second day of the project was dedicated to rolling out the Village Council’s vision for the village’s future. A full day of sessions included discussions and brainstorming, with the team working to develop a comprehensive plan for the village’s growth. The day culminated in a presentation to the village council, which was met with much enthusiasm and support from the community.

How Might We...

The concept of ideation is a key element of the project's methodology. The goal is to encourage a wide range of ideas and perspectives to be explored, with the aim of identifying potential solutions to the village's challenges. The process involves brainstorming, ideation, and prototyping, with the aim of developing a comprehensive plan for the village's future.
DAY THREE

Day three was a hive of activity as the team of architects and teachers went about the business of working up a prototype design with models being created of the site and the facility. Discussions held in meetings on the site of the new building and some of the teachers, spending time with the children of the village in running some art, reading and sporting activities.

PROTOTYPE + TEST

Prototypes are most successful when people (the design team, the user, and others) can experience and interact with them. What we learn from those interactions can help drive deeper empathy, as well as shape successful solutions.

Testing is the chance to refine solutions and make them better. The test model is another iterative mode in which we pace our low-resolution artifacts in the appropriate context of the user’s life.

WORKSHOP

People working together within a limited timeframe can produce amazing ideas and generate inspiring outcomes. Sharing the concept with the Villagers, helping them to articulate their vision with the whole village and inspiring all of us to work together in partnership will sustain this project.

There is genuine excitement about what has been achieved together and an ownership of the project engendered through a carefully thought-out process of open collaboration. The testing model is a dynamic process that continued back in Australia as the project team developed the design concept and liaised with the Village Council through the Barours, with feedback provided in response.
RESPONSE & SIMPLICITY

DESIGN CONCEPT
The final design incorporates areas for learning opportunities in trades for Matipwili. The construction uses techniques prevalent in the village, including the use of timber framing, concrete block walls, concrete floors and stabilised earth.

SIMPLE GEOMETRY
The feature covered area has been designed with simple geometrical principles and to enable ease of construction. This structure will supply the below ground water tank, providing access from the community kitchen and laundry areas. Store rooms are incorporated into the training modules and the provision for additional buildings to be constructed over time is integrated into the site planning.

LOCAL COMMUNITY
The project has already led to qualified locals being sent off for professional development in training techniques for instructing trades. It will be an inclusive setting for the women of the village doing laundry together, assisting in the community kitchen, and providing opportunities for mat making.
JOURNEY CONTINUES

Raising awareness
Student fundraising
Education delivery

...next project?
IN MEMORY OF
RICHARD ‘BABU’ BARBOUR

MATIPWILI
THANKS

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