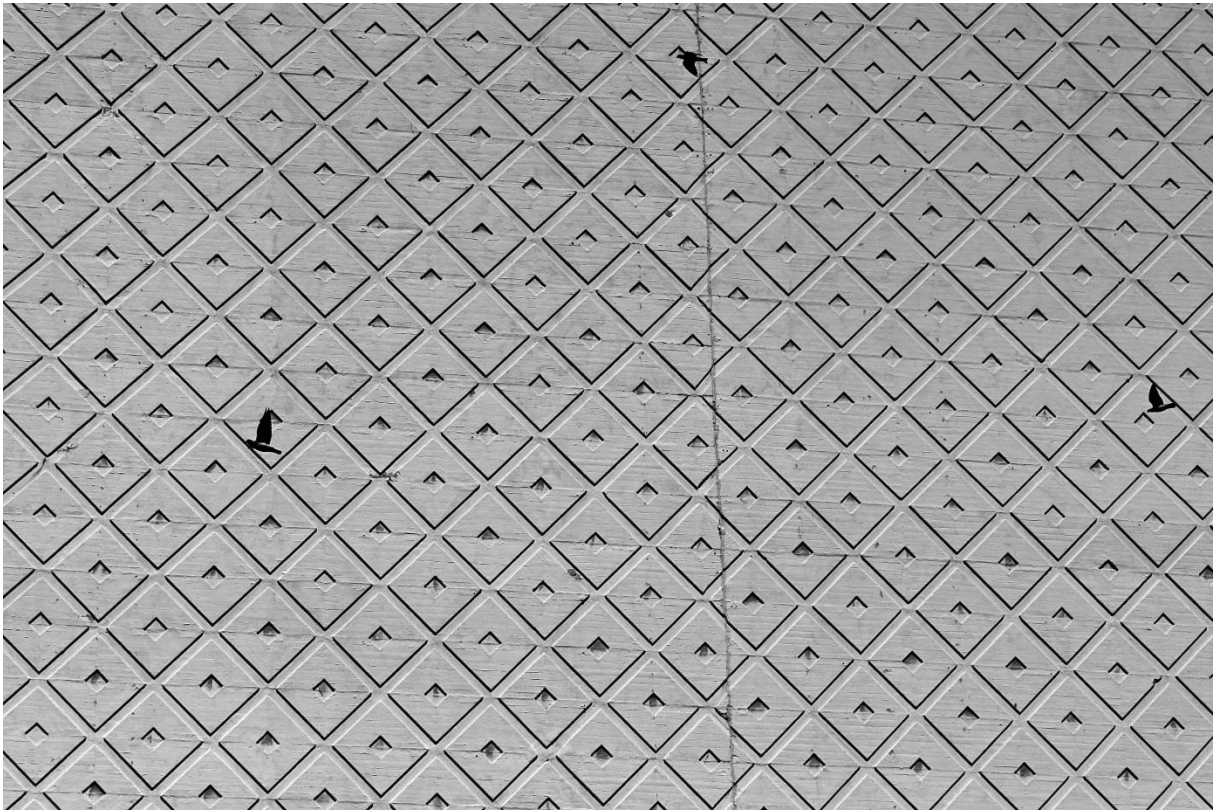


Can the Social Hub increase understanding of the importance of planning with communities?



Students' experiences of the *Social Hub for Community and Housing* class "Planning with the Community"

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1. Introduction

“I define service-learning as a form of experimental education in which students engage in activities that address human and community needs, together with a structured opportunity for reflection designed to achieve desired learning outcomes.” (Barbara Jacoby 1996).

What is this so-called service-learning that enables student to reflect? Why is it needed and what is new about it? Universities as teaching institutions have the responsibility for preparing students for their work life after their academic studies, helping them to understand the strengths and weaknesses of communities, neighborhoods and society. Developing a specific form of education fitting for the demands of society is one aim of “community-based learning”.

This research examines how teaching in academe can increase awareness both of community needs and of the aims of architects or town-planners. How are academic education and teaching designed? What methods are used and what are the potential and qualities of practice-oriented teaching? Furthermore, what kind of understanding do students acquire from their field and profession of architecture and town-planning, and what are their problems, and responsibilities? The relationship between both lies in the interaction and interdependence of education and society.

Can the Social-Hub class “Planning with the Community” increase understanding of the importance of planning with communities? Students of architecture, landscape architecture and urban planning at the Technion (Israel Institute of Technology) in Israel are learning to work and plan with communities in the city of Haifa, to understand this field of study in practice, and to define an urban space that ‘works well’. Six students who attended the class in “Planning with the Community” were interviewed. Their subjective perceptions and experience of this course suggest that Haifa has been their “laboratory”. Whether they are Haifa residents or from elsewhere, the intention is to find out how their experiences with “Planning with the Community” influenced them and their perceptions. What changed for them during the study time? How do they define a “nice” urban area in Haifa? What are their

professional aims, and are they perhaps connected with the experience of the community-based-learning class?

The problem-centered interviews emphasize the personal view of these students, their subjective experiences of urban places, of the class, and of project-work. This study is based on the idea that meaning - of social objects, situations, and relations - is made through a symbolically mediated process of interaction and/or communication. The interviewed students are learning to understand the idea of the city and its citizens, which also happens through interaction and communication.

2. What is Community Based-Teaching?

The *Social Hub for Community and Housing* was established in 2011 by Professor Rachel Kallus and is located in the Faculty of Architecture and Town Planning of the Technion in Haifa. The idea of community-based learning is practice-oriented teaching. Supported by the of Council of Higher Education, the *Social Hub* pursues the goals of social change, increased awareness of problems and needs, and the usefulness of working with communities. The *Social Hub* is still developing, and hopes to interact with other disciplines to establish this teaching approach of exploring and working in the field in order to broaden students' academic knowledge.

In Barbara Jacoby's definition of service-learning can also be applied to community-based learning, which is the term used by the Social Hub:

"Service-learning is explicitly designed to promote learning about historical, sociological, cultural, economic, and political contexts that underlie the needs or issues the students address. Different programs or courses emphasize different types and combinations of learning goals: intellectual, social, civic, ethnical, moral, spiritual, intercultural, career, or personal. Additional learning outcomes can include, but certainly not limited to, deepening understanding of academic content, applying theory to practice, increasing awareness of the strengths and limitations of using a discipline's knowledge base to address social issues, understanding human difference and commonality, exploring options for future individual and collective action to solve community problems, and developing a wide range of practical skills." (Jacoby 2014:3).

Amy E. Traver and Zivah Perel Katz, in their volume "Service-Learning at the American Community College", present comprehension of both theory and

practice, which they define as *constructivist pedagogy*. Almost 60% of American community colleges offer service-learning. These colleges are “open-enrolment, regionally accredited institutions” for higher education (Traver & Katz 2014: 1) that offer a cheaper option for advanced studies.

The authors claim that the core mission of an educational institution is not just to teach the disciplines, but to prepare students for “cultivating critical thinking and problem-solving, and for careers, for promoting economic development, contributing to local communities, generating knowledge, and cultivating the civic capacities needed for a flourishing democracy” (ebd.(R.) 14).

The roots of service-learning go back to the 1960s and 1970s, when visions of social justice, civil rights activism, communities, and campus learning gave rise to a new pedagogical spirit. Critiques of teacher-centered practices in education promoted reformative concepts about student-centered learning, in which students integrated in a community learned to solve problems - an innovative paradigm shift in iteaching and learning (cf. ebd. 17 ff.).

The authors propose a circle of learning: abstract conceptualization, active experimentation, concrete experience, and reflective observation (cf. ebd.19). This research focuses on the last two, since the class was for students who had been interviewed students in the past.

Students frequently referred to the difference between working with and working for the community: “seeking the public good *with* the public and not merely *for* the public as a means of facilitating a more active and engaged democracy” (Saltmarsh et al., 2009: 9).

Reported research in the book cited the effects and impact of educating by community-learning as compared to non-community-learning. It was found that students from these classes had higher grades on essays and tests, and better results in critical thinking, communication, career and teamwork, civic responsibility and academic development (cf. Traver & Katz 2014: 24ff.).

This learning approach “seeks to strike a balance between student learning and community outcomes” (Jacoby, 2014: 3) and the research findings offer related comments from the students on that point.

Gans insisted that goal-oriented planning starts from the planners' perspective of the community: "planners must begin with the goals of the community – and of its people – and then develop those programmes that constitute the best means for achieving the community's goals, taking care that the consequences of these programmes do not result in undesirable behavior or cost consequences." (Gans, 1968: 65). Thus, community-based learning can give students a practical insiders' view of the working world.

3. Methodology

3.1 Interviews

Six students from the "Planning with the Community" course were interviewed in January 2015, five in Haifa and one in Tel Aviv. This is an optional course, so that there is self-selection of students who are interested in community-based learning and may already have some awareness of its content. Contact was initiated through an email circular with a short overview of the research. Of the eleven students who were contacted, seven agreed to be interviewed. The first interview is not transcribed due poor voice-recording quality. Duration varied between 8 and 19 minutes. The interviewees were free to choose their preferred date and location for the interview.

This research was conducted by a non-native English speaker, as were five out of the six students. Hence, there may have been some difficulties in understanding, communication of ideas, and giving the right response. Furthermore, the researcher's background is in the social sciences, while the students are from the fields of architecture, landscape architecture and town planning. Thus terminology may not have been identical, though each question was intended to be as comprehensible for interviewer and interviewee as possible.

3.2 Problem-centered interviews

This is a qualitative research, so that problem-centered interviews were conducted according to Andreas Witzel. The intention was "to gather objective evidence on human behavior as well as on subjective perceptions and ways of processing social reality" (Witzel 2000) The interviews were guided by guided

by semi-structured prompts based on grounded theory, from which the researcher gains inductive-deductive knowledge during the process of data collection and evaluation, i.e. “theoretical knowledge is generated in the evaluation phase through the application of «sensitizing concepts» (cf. Blumer 1954: 7) that are further developed in the ongoing analysis and reinforced with empirically grounded hypotheses from the data material” (cf. ebd.).

For this research interviewing guidelines and voice records were used. The guidelines with leading questions were memory aids and provided an open frame of topics for input from the interviewee. The records were transcribed after the interviews, precisely capturing both what was said and reactions to such statements during the interview (cf. ebd.). In order to eliminate the language barrier there were “strategies which generate understanding: specific explorations with elements of references to previous answers, questions directed toward understanding” (ebd.), and self-reflection.

The students were asked to fill out an information sheet to ensure anonymity, but with agreement to allow use of their name and a profile photo for a blog. Four students agreed to be identified in the research. Two preferred to remain anonymous. Since the problem-centered interview is a discursive dialogue, it was important to emphasize that the research was about the students’ personal experiences and subjective points of view, in order to obtain reliable content.

3.3 Questions

The first question was about academic background, e.g. architecture, landscape architecture or urban planning. The students were then asked about their living conditions: Where did they grow up? Where do they live in Haifa and why there? Haifa residents were asked how long they had been living in Haifa. The intention was to clarify the connection of the student to Haifa, whether grew up in Haifa, whether they lived in the Technion dorms, and if not, what area they preferred to live in. The first question about the Social-Hub class concerned the previous information and whether/what they had heard about this project before entering the class. They were then given space to talk about their projects, and their impressions of this class as

compared to “non-Social-Hub” classes. The final question in this set was about their personal involvement and motivation to take this class. They were then asked about memories - the sites where they had worked, first impressions of them, and whether those impressions had changed after the Social-Hub class. The next question was intended to elicit connections between a perceived “nice” and “well-working” urban area and a sense of community, and students were asked to give examples of this and of the opposite, and to explain their choices.

The next question was implicit, concerning the students’ personal involvement in community work, and attempting to relate the previous question to the Social-Hub experience and to their professional aspirations. The final question was intended to investigate professional and/or academic aims, preferred fields of activity, and whether the class of the Social Hub had any impact on their future plans.

<p>Academic Background: What program do you study in and what year?</p>
<p>Socialization: Where did you grow up? Where do you live, and why? If Haifa: How long have you lived in Haifa?</p>
<p>Learning A: Social Hub What did you know, before this project, about the social hub? On what project did you work in the Social Hub? When? What was characteristic of that project? Were you more motivated in this class as compared to others? If so, why?</p>
<p>Memories: What was your first impression of the area of XY? Do you still think/feel the same about the place after the project?</p>
<p>Learning B: What constitutes a “well” or “badly” working area in Haifa for you and why? What is missing?</p>
<p>Learning C : What importance does community work have for you? Explain why.</p>
<p>Future: What is your professional aim for the future or post-study?</p>

4. Research Findings

The scope of the research was limited due to the small number of interviews and lack of time. Thus it is impossible to state categorically that awareness was higher due to the "Planning with the Community" class because there was no control group for comparison. Focus was on individual experience, the personal impact on students attending the class.

4.1 Socialization and living choices

Most of the students had a rationale, a practical or financial reason for choice of their living area. They are obviously mobile and flexible, and curious about the different neighborhoods and their experience of their living situation.

Student E decided, after four years in the Technion's student housing, to move to a quiet place in Bat Galim:

"Because it was the farthest place from Technion that I could find. [...] And Bat Galim has a beach and is very nice and quiet."

Student B grew up in the former USSR (Union of Soviet Socialist Republic). He has lived in several settlements, including a kibbutz, and decided for financial reasons to live in the Technion student housing while studying. Student G also decided to live in the dorms, after living in Neve Sha'anun:

"I lived in NeveSha'anun, near the Technion. It was interesting for me to see another place, to live in another city.... Actually, I didn't get out much. I found myself going to the Technion and back ... At first I didn't want to live in the dormitories at the Technion, because I wanted to get to see the city and to get to know the people, but finally I realized that I have no time because of the degree studies - in the studios, working till late at night on our projects, and without much time to have fun and go out."

Thus, on one hand there was interest and curiosity about moving to another city and get to know it, but on the other hand, concentrated study time and living on campus were more attractive.

Student C decided to live in Kiryat Motzkin in a rent-free apartment. Student D grew up in Stella Maris and still lived there:

“Actually I love the quiet area we have because our apartment is near the mountains, so we have a view of the small gardens. That’s one reason. Secondly, it is close enough to everything. We use buses and trains, about 20-minutes’ walk away; the grocer’s, and everything is about 5-10 minutes’ walk. [...] Also, because I am a dancer, there is a studio about 9 minutes’ walk from home. So it’s really really convenient. That’s the main reason I think.”

This decision was both practical and romantic - tranquility, the view, and accessibility.

Student F moved about a lot in Haifa, and was curious about the different neighborhoods:

“Actually, I moved almost each year. Because... of different circumstances, such as roommates. But also I like to try new places, so I decided that there are plenty of places in Haifa, and if I have five years why not change every year and give it a try?”

This student initially lived in Ramat Remez, then in Ramat Alon, after that in Carmel Center, and then in Neve Sha’anana before finally moving to Hadar this year because her parents owned an apartment (?) in the area.

One could thus identify several reasons for not living in Technion housing in order to see and experience other parts of the city. The Social Hub project evidently enabled some students to get to know Haifa on that level.

4.2 Working with a community

All of the students showed increased awareness of to the necessity of understanding the needs of a neighborhood or the community they worked with - the difference between working *for* and working *with* the community.

Student G explained about the difference to a non-Social Hub class:

“Well, ... it was not sitting in class... [...] in front of a lecture or a presentation. It was outside, meeting people, studying real life issues and bringing them to class.”

Later on the student explained how this changed her/his idea about the profession as an architect:

“It sounds banal, but It’s planning with people and not for people. Planning for the people sounds very social, very humanitarian. But there is a quite big difference between planning for the people and with the people... and hearing what they want, and not coming from your professional opinion, so it was a great change in me to understand this point.”

Student E described the learning process they underwent in order to learn to work with the community:

“We work in a sterile environment [...] we work in studios. We are always working on real cases, and we think we make plans according to the real population and their real problems. But we never talk to them and we never show them what we want to do. [...] When we came with our first suggestions they laughed at us, and said “Do you know where/who we are, and do you know what will happen to what you do?”. And this [...] experience shook us up.... Of course we came out of this meeting pretty shocked, but it was a very positive experience. Because we understood that you can’t just plan for yourself, you are planning for other people.

So, this student was used to a certain way of dealing with issues and methodologies, and realized for the first time that it did not appeal to the people they were planning for. That was described as a wake-up moment.

Student B assumed that the teachers wanted to show the students how to plan with the community and to work with people:

“How it is to work with the people you plan for, because usually you don’t do that, right? as an architect... That worked pretty well, I guess. For us it was to create interventions that would answer certain needs that we identified as the needs of this particular group.”

Student F connected growing up in Jerusalem and community work in the Hadar with an orthodox community, and explained how it changed her/his perception about them:

“For me personally it was really interesting, because I lived in Jerusalem for many years, a city with many ultra-orthodox As a secular person, I know Jerusalem’s other side. [...] I didn’t really know these people. My neighbors and my friends were like me. So it was as if something maybe changed a bit.”

Thus, even after living and growing up in Jerusalem, community work in the Social Hub class allowed the student to have a closer view, to get an inside perspective, and to become more sensitive to this issue and think less stereotypically.

The students all seemed to benefit from working in the field, and to understand the difference between top-down and bottom-up from their own experiences.

Student F explained, about top-down:

“You do it in a very sterile way, like checking out maps, checking out all kinds of material. [... but you don’t ask anybody. This time, it was totally different, because our beginning point was to go there and ask them what they needed. For me, that was very nice. That’s how I saw my profession as an architect... before I began to study – I thought wow! yeah! It will be great, it’s such a social profession.”

So the experience had an impact on the student’s image of the profession of architect.

Another important experience (noted by Student D) was awareness of the usage of language as an architect while talking to non-architects:

“It’s not usual to try to explain architectural drawings to women who have never seen a technical drawing before. So we had to find some tools in order to make it possible for them to participate in the process of thinking about the project; and to make them feel that they are involved, not just us coming and showing them this and that. We really made an effort to combine these primitive tools with what we’ve learned in the faculty... and I think it worked out”

Awareness is something that students might not learn in other classes because they are not confronted with that problem. Thus, learning how adapt their language, being able to explain plans to non-planners/architects and non-academics is one great advantage of community-based learning.

Student C mentioned that the difference between first impressions of the Hadar neighborhood, and then after the Social Hub class was the realization that Hadar is in bad shape **not** because of its inhabitants:

“I still feel that it’s run down, but I know it’s not the fault of the residents. ... It’s lack of help, which they don’t get from the city, and lack of accessibility and transportation ... in the area”

The question of who has access in the city is often about social integration and social power. The student began to feel empathy for the residents, which was due to the community-project work s/he has done there.

4.3 Personal Involvement

Due to the length time spent on this course, students’ personal involvement was higher, and they reported feeling more motivated. The structure of this course was greatly appreciated as being very different to studio learning.

Student B mentioned that some things were different, such as working with an anthropologist:

“Definitely more involved and more motivated. But I don’t know if it is just the content, ... It’s the mixture of the format of the class, which was very personal eventually, because the ratio of teachers to students was very high. We were only 12 students. It was more like a debate, like a round table, all sitting in a group, not like a lecture, [...] or in the studio where you have instructions, you present your material and you get criticism for it. It was more like an open discussion, debate. They sometimes bring outside lecturers that give us more inside. In fact, it was more like personal involvement, because we met the community, we communicated with them”.

The student evidently appreciated the class set-up, including the debate aspect, the good student-teacher ratio, and the communication with the community itself, all of which gave rise to higher motivation.

About motivation, Student E said:

“It was very time consuming and a lot of work, and it’s very difficult – everything is a lot of work here. But I think eventually it was worth it. I rather put myself into this kind of project.”

Student F explained greater motivation because of the intense effort invested, but wished it could be recognized in regard to the credits given:

Yes, more than in regular classes... I can’t say, because it has many other parts that affect this. Ideally yes, it would be my best course and I would put all my efforts into making it best, because it is so real. But no, because I am a student, the time, it doesn’t give me enough credit points”

Student G mentioned self-selection:

“I think everyone was motivated. Because you don’t go to this class if you don’t have the urge to meet people and see what are the real problems of planning and what are the main issues to deal with.”

Thus, students who come to this class usually have concrete explanations and demands for more personal involvement and activity as compared to other class formats.

4.4 A “nice” urban area in Haifa and the opposite

The question about their personal definitions of a “well-working” or a “nice” urban area in Haifa (or the opposite) was intended to reveal whether the attribute of community or neighborhood feeling is a positive characteristic for that area. What are their ideas about becoming architects or urban planners of a place that “works well”? None of the six students referred to this issue. Their responses were more concerned with the design or the accessibility of the sites:

Student F liked Haifa mainly because of the port and the sea, which are lacking in Jerusalem:

“It’s difficult for me to say, because I really like the city although I know it has many, many problems. And I think part of the things I like are the non-functioning places. ..., One of the things I like the most in the city is the port. It is really amazing [...] when I am talking about the port, something that symbolizes for me adventure, all those ships [...] When my family came to visit me here, we went there, so unfriendly for visitors. You can’t even get into it”

Student B also talked about Haifa’s topography and the waterfront:

“Also the waterfront, for example. Haifa is the only place in the world where, basically, the further you go from the waterfront, the fancier the apartments become. When you live in Bat Galim for example, you pay, like, pennies [...]. But if you live in Denya, it’s the furthest from the sea because it’s in the mountains, this is the fancy neighborhood... This is absurd, because usually the waterfront is the biggest asset, here it’s like the biggest pollution [...]... an obstacle. [...] In Haifa it is kind of tragic, something is working here and something is working there, but there is no big downtown center.”

From the two statements above, one could conclude that it is the port of Haifa that the students liked most because of its adventurous character, even though there is criticism concerning the unfriendliness of the locals and the difficult accessibility. They want the sea and the coast of Haifa to be positive attractions for its citizens and tourists.

Student G talked about density, and how it creates a positive urban atmosphere:

“that has living and trade and places to hang out, and many cultural places - more “city-ish”. [...] Wherever you see more people in the streets, in my opinion that is more urbanism... in the evening you see many places in the higher areas of Haifa, on Mount Carmel, where there is nothing to do, no urbanism, people in their homes... Closer to the sea you see more activity”

The same student explained the potential of Hadar with its concentration, but lacking in green spaces:

“Hadar is a place which has great potential. It is concentrated. The concentration makes places much more significant. There is a big lack of green gardens and places to meet”

Student C talked about Hadar and participating in the Social Hub project:

“I mean the neighborhood we worked in, it could be a very good urban area if they had transportation and if it was not separated from the city.... This area of Hadar and this feeling that it has, the urbanism ...”.

4.5 Long-term outcome

Some students spoke about the fact that in the end the outcome was too little for the community they had worked with during the semester. This can be seen as a sign of social conscience due to their involvement. Perhaps they would not have had the same feeling without being in contact with the community itself.

Student F said the class was too theoretical and that a concrete outcome for the community was missing

“I think what was missing for me in this course, although I really enjoyed it, was that it was too theoretical. [...] But I also believe that this kind of course can bring much more hope for the community and also make bigger changes,... physical changes, like... I’m not talking about building houses, on a small scale”

But the student then referred to the financial issues and problems of potential realization, which should not be the Technion’s problem.

4.6 Professional future

Student C mentioned, when questioned about the personal relevance of community work, that s/he wanted to work in this area, because of the realization that the planning process was much more successful when people were involved:

“That’s what I hope to use in my future profession [...] Like a community development director ...someone who focuses on the development of the community, on different aspects social, economic, health, all the different aspects”

One student announced the wish to work as an architect with a community-planning approach, but was disappointed at the lack of options in this field:

“There is no profession where you can make a living... out of planning with the community. In Jerusalem, there are community planners, or community social workers or architects... trying to build a field. But it’s a long way away from existing”

The student’s idea was to make planning with the community a more popular and common practice at both the top-down and bottom-up levels:

“...People have to be pioneers. Someone must go and do it. ... I need to do my internship, so I have no other option. ...I need to come from both sides, top-down and bottom-up. So people in the government should realize the importance of doing and integrating it, not only in studying, but also in life.”

The responses to questions about their future plans indicate that the students had sharpened their views about their profession. They might not have achieved that perspective without experiencing the “Planning with the Community” class and gaining better understanding of their field.

5. Afterword

Whether a university course like “Planning with the Community” can increase awareness also questions how education is still imparted as if at school, or whether universities and professors interpret “teaching” as an innovative and practice-oriented apprenticeship. There is also the question about where knowledge is generated and what are the dynamics of the production of knowledge. To avoid the separation of the sphere of academic knowledge from the rest of society, reforms in teaching are important, as is the recognition of knowledge acquired outside the classroom.

Community-based knowledge has had great influence and a positive impact on the interviewed students. All of them showed awareness of critical thinking about planning with versus planning for the community, about the complexities of community work and social responsibilities. In regard to the theory-practice relationship, the students realized that what they learned in the classroom could not simply be applied to the community project, that they had to rethink their ideas and interact with the community to understand its needs. This way of looking at a problem was new for the students, allowing them to be more aware of community problems because the gap between architects, planners and the community was reduced. This gave them a key qualification - that it is worth linking education to life with practice-oriented learning. It also emphasized the importance of an integrated or holistic approach to education and academic study.

Community-based teaching is intended for learning in partnership in order to gain mutual understanding, in academic programs, between students, professors and communities, by formal or informal methods. Traditional

pedagogic teaching cannot fulfill all the requirements for an understanding in the fields of architecture, landscape architecture and town planning.

The students began to reflect during their practical work with the communities. After the class, they more aware of the meaning of planning *with* the communities, and had learned to communicate and work with them. They felt more responsible for the community's needs because of their personal involvement, thought less stereotypically, and had a sharper image of their profession.

The idea of how students are taught and prepared for life after the university is also connected to questions about what future we want. In this case, one asks how should the cities of tomorrow look if we want to live in them?

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Appendix (transcripts)

Interview B

Me: What kind of program are you studying?

Partner: So, I study in the landscape architecture program

Me: In the first degree or the second?

Partner: the first degree

Me: And what year is it?

Partner: I am in my fourth year out of five.

Me: Where did you grow up?

Partner: I am not born in Israel, I am born in the former UdSSR, move to here when I was about six. So, that was an urban area, the city of Baku, capital of Azerbaidshan. When I moved to Israel I used to live in all kind of settlements including the Kibbutz, [...] and also settlement called Omer, also in the South near Be'erSheva [...]

Me: Since what age are you in Israel?

Partner: I moved here in the age of [...]

Me: Do you live in Haifa?

Partner: At the moment I am living in the dorms.

Me: And since when do you live in Haifa?

Partner: About four years ago, when I started my degree.

Me: Why do you decide to live in the dorms?

Partner: Because it's cheaper this way

Me: So now I want to know more about the project in the Social Hub. What kind of project did you worked in and where did it take place?

Partner: That was a project in Hadar, in the neighborhood in Hadar. Each group needed to find a social group and see how we could intertwine architecturally, kind of make their environment better.

Me: Was it up to you as a student to find a group or was it given?

Partner: I think it was given, we had some choice, we had some variance but eventually it was kind of dictated.

Me: What kind of group did you have?

Partner: We worked with elders and it so happened that most of them were Russians speaking, like immigrants.

Me: When was it?

Partner: I think it was last year, I don't remember the semester.

Me: Did you know that kind of learning, that kind of project before?

Partner: It was kind of new to me, because we usually plan in the studio from top to bottom, [...] but there we plan from bottom to top.

Me: What was characteristic in this class compared to others?

Partner: So, first of all the format of the class, there are a few things that are very different and I appreciated them very much. [...] which was also working with an anthropologist, she was one of the instructors.

Me: Did you were more involved, more time you spent?

Partner: Definitely more involved and more motivated. But I don't know if it is like the content, also the content, it's the mixture of the format of the class very personally eventually, because we had a ratio of teachers to students was very high, we had 12 students. [...] It was more like a debate; it was like a round table, all sitting in a group, it wasn't like a lecture, so the setting you have teacher that [...] or in the studio where you have like instructions, you present your material and you get criticism for it. But that was more like an open discussion debate. And they bring sometimes outside lectures that give us more inside. And also the fact that it was more likes a personal involvement, because we meet the community, we communicate with them, we [...]....

Me: So, what was the aim of this project?

Partner: What was the aim for me or for them?

Me: like both

Partner: So, I would assume that what they wanted to kind of in a larger scale to show us how it is to plan not for the community, but with the community, how it is to work with the people you plan for, because usually you don't do that, right? as an architect... That worked pretty well, I guess. For us it

was to create intervention that would answer certain needs that we identified as the needs of this particular group.

Me: Do you remember what your first impression of that area was before you worked there?

Partner: To say the least, I was not impressed by it. Basically I don't [...] Haifa so much; I think it has its problems. It happened to work as a tour guide in Haifa, it kind of grew up on me.

Me: You work as a tour guide?

Partner: I work in the International School with Post-docs and some of the activities are to show them around Haifa.

Me: Do you think that your work in Hadar in this project changed your idea about this neighborhood?

Partner: I think yeah, I think I found out how diverse it is. It was interesting to find out the historical places and sites [...] for example the old techno building there [...] it has two [...] nobody know about it, but they were planted by Einstein and his wife. And this is a big landmark and it's right here in Haifa which was interesting to me. In a way it's interesting to explore it and see the urban tissue and it's and architectural thing we say, we don't understand it really but we just say it

Me: Do you have an idea about a place in Haifa which is a good functioning, good working place or not working at all?

Partner: Do you want either one of them? ... Well, a good functioning place I guess MerkazHaKarmel in a way, the Karmel Center. And I guess Herzl in Hadar as well.

Me: Why?

Partner: It's functioning, people get there, [...] which is commercial. I would say it is fulfilling its full potential; many things could be done there.

Me: What kind of things?

Partner: Inside of Hadar, there is one street really dominant, Herzlstreet, and maybe spreading the dominance a little bit [...] because the next street is dead. The potential is not fulfilled. [...] Masada I guess is like a young, hipster kind of thing more developed. So, yeah, Haifa has potential in lots of places. [...] Also the waterfront for example, Haifa is the only place in the world that basically the further go from the waterfront, the fancier the apartments are. When you live in Bat Galim for example, you pay like pennies [...] if you live in Denya, it's the furthest from the sea because it's in the mountains, this is more the fancy neighborhood... this is absurd, because usually the waterfront is the biggest acid, here it's like the biggest pollution [...]... an obstacle. [...] In Haifa it is kind of tragic, something is working here and something is working there, but there is no big downtown center. What is not working? Many things I guess. The waterfront, definitely..a historical mistake. [...] Another thing is all these neighborhood that are gentrified... Hadar in way, in some parts, WadiSalib, even WadiNisnas, which is a [...] it's becoming denser and denser and there is no... the needs are growing, nothing feeds the needs of the population there. Just from my basic background, I am not an expert of Haifa.

Me: Do you plan to do a second degree?

Partner: If I do it, I am gonna do it in Canada. I would like to, because my wife is there.

Me: And what kind of professional aim do you have?

Partner: I don't know ... [...] I definitely tend to like more in education, social... So, if I can find a niche inside the profession that could take me there, that would be the best for me... [...] If it is possible to stay in academia; its not possible for me, because it takes grades that I don't have. And second, if I move to Canada, then the system is different, I have to move to a lot of phase. And also my wife is like a professor, so she says that there is enough academics in the house. [...] I would like very much to have a teaching job.

Me: What relevance has or had the community work for you?

Partner: It is actually a good closure, I get inside of the field my professionalism, which is like what I know, ... maybe have an influence through one-one communication. I guess this is basically what I also like about education and guiding, I like the interaction here. ...[...] as an architect or landscape architect if I could do these kind .. have you heard of architect for humanity? ... that's the kind of job I was talking.

Interview C

Me: So, you are doing the Urban Planning Master degree?

Partner: Yes

Me: And what was your first degree?

Partner: Anthropology

Me: And in what year in your Master?

Partner: third year

Me: Where did you grow up?

Partner: In a small in the United States called [...] Hockinson

Me: Since when do you live in Haifa?

Partner: Ah, I don't live in Haifa, in KiryatMotzkin since 2011.

Me: And why do you live there?

Partner: I have a free apartment to live in.

Me: So, the next question is about the social Hub. What project did you work in?

Partner: Ah, the planning with the community.... I did a project with two other young women and we were in the neighborhood in ShukHaTalpiot and worked there with a group of older women [...] active members of the community there [...] planning processes that are happening in the neighborhood [...]. We create a proposal to help the accessibility in the neighborhood. [...] the proposal we came up with was called an "urban step" [...] resting place because there are a lot of stairs... between all the different level so people can sit at, have meeting places, wait for busses [...] this was the main idea.

Me: When did you take this class?

Partner: Last year... I think spring semester last year, spring 2014.

Me: Did you know about this project before?

Partner: Yeah, I have seen it at the campus a lot like advertisement in an email and so on.

Me: And what was characteristic for it when you compare it to other classes?

Partner: Ehm, I had more to do to work in field and that is something that doesn't happen in ordinary classes.

Me: And would you say that you were more or less motivated to do this because of working more in field?

Partner: I assume I was more motivated because it is a very important aspect of planning in my education here so I very motivated to do it, to be active, participate with people who aren't in my profession.

Me: Do you know this area before?

Partner: No

Me: And what was your first impression of that area?

Partner: Pretty abandoned, abandoned buildings and it looks pretty run down.

Me: And do you still think the same after doing the project over there?

Partner: I still feel that it's run down but I know it's not the fault of the residence who live there, it's a lack of help and they don't get from the city and lack of accessibility and transportation they have in that area... And other [...]

Me: And what do you have in mind a place in Haifa which is working, good functioning or not working at all?

Partner: For me good working? ... hmm, you mean like design?

Me: Yeah, what do you think is a good urban area because of this and that?

Partner: Hmm, that's a really good question, I don't know.... I mean the neighborhood we worked in, it could be a very good urban area if they have transportation and if it was not separated from the city.... This area of Hadar and this feeling that it has there, the urbanism that exhibits [...] seems successful, people buying [...] I guess that area maybe unpleasant at night for some people, but yeah

Me: and this is a bad example for a not working place?

Partner: Well, the neighborhood we worked in is certainly not in the best working place

Me: And what would you say is a good working place?

Partner: I think places like Herzl, there is life. [...]

Me: What relevance does the community work have for you and can you explain?

Partner: Relevance in my life? Hm, I think it's very relevant and really important part in planning processes... and planning processes always in my opinion go much more successful and run much [...] when people are involved and if it is something for their needs, what they wants rather than just someone is putting it down for them. And I believe in that and that's what I hope to use in my future profession.

Me: What would you like to do in your future?

Partner: Like a community developmentdirector ...which is someone who focuses on the development of the community, of different aspects social, economic, health, all different tax... [...] making sure that [...] working in this sector...

Me: And here in Israel?

Partner: If I have it here, great.

Interview D

Me: Did you grow up here?

Partner: I was born in Russia ... [...]... grew up in Stella Maris

Me: And where do you live in Haifa?

Partner: also in Stella Maris [...]

Me: Why do you live there?

Partner: Actually I love the quite area we have because our apartment is near the mountains, so we have a personal view of our small gardens. That's one reason. Second reason is that it is close enough to everything. We busses, we train, like 20min walk, we have grocery, we have everything like in 5 to 10 min walk. [...] And also because I am a dancer, so I have some studio like in 9 min walk from home, so it's really really comfortable. That's the main reason I think.

Me: Now about the social hub project. What kind of project did you work on?

Partner: It was a social project we did with older women [...] poorest are of Hadar... [...] that was the ... where the was no circulation, no busses, not transport [...] the initial aim of the project.

Me: What area exactly in Hadar?

Partner: Oh, hmm, I can't really remember. So, the main reason was to work with these women. So we went there once a week, and we sat together how to [...] things out because they are very active in the neighborhood.

Me: How old are they?

Partner: 65 plus. And they were so active and so positive about it. At the end of the semester we had some meeting... with the municipality and we explained them the project and how important it is for the elderly women in order to move in the neighborhood.... [...] and they have to make some things about transportation and also we suggested that, not only to put some bus stops, you know some place to connect the neighborhood with all the city... we suggested that each bus stop should have something unique, something that connects to its surrounding. So, for example if the bus station is near a school or kindergarten, so you connect a kiosk to the station. So, they have somewhere that you can wait and rest and meet with other people and interact. That was the purpose of the whole thing.

Me: What was characteristic for it if you compare it to other classes you had?

Partner: That it was really working with the community. It's not a usual thing to study to explain some architectural drawings to women that have never seen a technical drawing before. So, we had to find some tools in order to make it possible for them to participate in the process of thinking about the project. And also in order to make them feel that they are doing, not only we come and show them this and this. So, we really made our effort in order to combine these primitive tools with what we have learned in the faculty... and I think it worked out [...]

Me: Did you feel that you were more or less motivated in that class compared to others?

Partner: Yea, I think I would do this again, but maybe with different group of people. Because right now, I had some experience with what does it mean to work with elderly people.... But also I would

like to work with teenagers for example. Because it is a lot of effort to explain yourself in some different language, some different words. And sometimes it was really really hard. So, I would like to do it again, but maybe with some different group of age.

Me: What field are you studying?

Partner: Architecture

Me: And what degree?

Partner: the first

Me: Do you have memories of the place you studied?

Partner: Actually, like ten years ago Hadar was [...]... after... [...] people that were homeless, that was scary. And then they started a project of renewal. And along with that they started to doing the infrastructure for the circulation and transport from the scratch... [...] with all that infrastructure came... [...] made a huge impact on the neighborhood. And from that they starting making a new image of what Hadaris... Because once Hadar was really powerfull neighborhood. [...] So, Haifa started from Hadar. It started as the main area where you go shopping, when you go to business and mix use of everything. So, along with the years the rich people went to the Carmel, like above. [...] gets porer and porer and only the old people stay there. So, now it's a good period...

Immediate stop, phone problem - handnotes:

Question: What is a "good working" urban place or area in Haifa for you and why? And what the oppostie

German Collony as a good example - as a street not as a neighborhood. Carmel Moriah Street as well a good example. Downtown a bad example – people are missing there, just a business place, an urban renewal is needed to make people living there.

Question: What relevance does the community-work have for you?

Opened the eyes to new tools as an architect and to explain to non-architects

Interview E:

Me: What degree are you studying in?

Partner: Architecture

Me: First degree?

Partner: Yes

Me: What year?

Partner: 5th year

Me: And where did you grow up?

Partner: Tel Aviv

Me: Do you live in Haifa? ... And since when?

Partner: Since the first year

Me: And where?

Partner: The first four years I was living in the dorms – Canada. And this year I moved to Bat Galim

Me: Why Bat Galim?

Partner: Because it was the farthest place from Technion that I could find.

Me: And why do you not want to live close to it?

Partner: I lived inside of it for four years ... [...] needed to get away. And Bat Galim has a beach and very nice and quiet.

Me: And the social hub project: what did you work on? Can you tell me a little bit about it?

Partner: We did planning with the community. We worked with a group of elderly women in Hadar. They live in the area next to the Talpiot Market... it's a very [...] very difficult to work there. There were a couple of changes in the public transportation. They did a general planning, and they moved the busses that were relatively close to the market further from it. And kind of created a situation that it is even more difficult to walk there or to move from places to places, especially when you are an old person, which Hadar has a lot of them... And we worked with these women about trying to find a way

to solve or flatten the area. We tried to think creative way to make it easier or to make it more pleasant....

Me: And how do you find the group? Was this your idea to work with them?

Partner: Professor Kallus suggested a few projects to the whole group and each chose. They prefer to give this group to us since we had a student who speaks Arabic and there were Arabic women. [...] They thought it would be easier for us to communicate with them through that student

Me: What would you say was characteristic for this class for you? The way of studying?

Partner: It was a lot more practical anything we have ever done. We are working in a sterile environment [...] we are working on studios. We are always working on real cases and we think we take plan according to the real population and real problems they have. But we never talk to them and we never show them what we want to do. [...] When we came with our first suggestions they laughed at us and they said like "Do you know where/who we are and do you know what will happened to what you do?". And this very [...] experience, shaking us up.... Of course we came out of this meeting pretty shocked, but it was a very positive experience. Because you understand that you can't just plan for yourself, you are planning for other people.

Me: And you would say you were more or less motivated for this class compared to others?

Partner: It was very time consuming and it was a lot of work and it's very difficult – everything is a lot of work here. But I think eventually it was worth it. I rather put myself into this kind of project

Me: So, grow up in Tel Aviv... what was your first impression about this Hadar area before you were studying it?

Partner: This are specifically I running to it the first of our studies. The first exercise we had was to document it, to mark it... [...] So, I remember walking there ... and it looks like the market area in Tel Aviv or ... it's a busy area and it has an urbanistic area which other places of Haifa are not.

Me: And do feel afterwards to have the same idea about this place?

Partner: Yeah... I thought maybe to move there. But it is scary at night [...] so not.

Me: What do you think about a place in Haifa as a good working place, nice urban atmosphere?

Partner: This one... it's pretty much the only place in Haifa where I can say, that you can actually experience the urban...

Me: and the opposite of it?

Partner: Hm, I think ...Ziv is a bad example, very busy but it has no urban value – in my opinion.

Me: What is missing?

Partner: I don't know, [...] I think people don't like walking the streets there, I don't think that you have what you need [...]... place you can hang out in [...] it has, but very little, not interesting places

Me: And what relevance has the community work for you? This community based learning?

Partner: I think it has a great influence on. Because like I said, it was very... em, I learned a lot of that from that experience and I think I learned about the importance of the community in the planning process. And I thought maybe to do something connected to do it in my final project, but now I chose something else.

Me: What did you have in mind?

Partner: I wanted to do a project that was based on planning with the community. But I didn't find a community, I didn't look very hard ... and then I then I thought of something else that was very interesting from me.... [...] It's very far from Haifa

Me: What kind of future aim do you have?

Partner: I have no idea, I just hope this year will end ... and then [...]

Interview F

Me: So, ok, first question what kind of degree are you studying in?

Partner: I study Architecture in the first degree, this is kind of a Bachelor, and on my 5th year.

Me: Where did you grow up?

Partner: Actually, I am not from Haifa, I am from Jerusalem. And I just moved here to study here five years ago. And what else?

Me: And where did you moved first in Haifa? Partner: Actually, I moved almost each year. Because... of different kind of circumstances like roommates. But also I like this trying of new places, so I said there are plenty of places in Haifa and if I have five years why not change every year and try.

Me: What neighborhood did you live first?

Partner: For the first time I came to Ramat Remez ... [...] and afterwards I switched to Ramat Alon, which is a really beautiful place and a beautiful view to the Carmel Mountains, but I had difficulties with the roommates. And afterwards I went to NeveSha'anana, I lived there for two years in a really perfect area, but my parents have here a flat in Hadar and all the years there had residents inside and then, it was a family, then they decided to move. So, it was empty and for me it was ideal to move too to move.

Me: And so since one year you are living in Hadar?

Partner: since this year, this academic year.

Me: Do you like to live here?

Partner: Yeah, very much.

Me: Ok, so I want to know about the social hub class and the project you worked in. What was it about?

Partner: It was planning with the community and it was with Rachel Kallus It was very interesting. Actually it was done also in Hadar, but not in this part of the neighborhood.

Me: Where was it?

Partner: In the east part, where the ultra-orthodox Jews live. And we take to take some out of space between the buildings and to make it into a nice place for community to stay in. All kind of ... [...]... try to think about how can we transfer them to something more liveable.

Me: Ok. So you worked with the residents over there?

Partner: Yes, so we had to meet them. We worked only with the women, because of the religion it's a problem to mix between the sexes. So, we met them inside their houses, which is something that also broke the eyes, but very nice.

Me: What do you mean by that?

Partner: I think this was a direct translation from Hebrew.... I think, I mean our... because they are total strangers for us, we go into their home, something that really made us closer from the beginning, for both them and us. From the first moment we were in their natural environment, which really made us feel more connected.... made it easier afterwards. And for me personally it was really interesting, because I live in Jerusalem for many years, a city with many ultra-orthodox, not only. For me as a secular person, I know Jerusalem by its other side. Although I grew up in a neighborhood that is really ...[...]... I didn't really know this people. My neighbors and my friends were like me. So, it was like something that a bit maybe changed. It was like psychological...

Me: What would you say was really typical or characteristic for this class to others?

Partner: It's very, it's 180 degrees.... Usually, when you go to plan, when you are a student of architecture, at least in my faculty, the main, the regular approach. How do you say: from top to down. That means you trying to figure out what are the needs, I mean it depends on you; each one put his main effort in some different topics. But usually, you try to figure out the communities, and about some other characters of like more geographic, social, financial. But you are doing it in a very sterile way, like checking out maps, checking out [...] all kind of materials. You suppose to say what you think that is most the [...]... but you don't ask, nobody. And this time, it was totally different, because our beginning point was to go there and first to ask them for their needs. So, for me it was very nice and that is how I saw my profession as an architect like before I began to study – I thought wow yeah, it will be great, it's such a social profession. But I was a bit naïve, it is possible to do it like this, but it's much harder and less common. These days, like recently, like ten or twenty years I know it's much wider this approach this planning with the community. But its not like classic approach

Me: So, you think it was changing your idea of your profession you are studying?

Partner: Actually, I am not sure, ... it confuses me. I think what was missing for me in this course, although I really enjoyed it, was it was too much theoretical. Even though we have met, and I also told Rachel, although we met the community.... we didn't got to do nothing.... but talking and giving some drawings. But I believe in these kind of course you can bring both much more hope for the community

and also do a bigger change, if you also get to do some physical change, like to... and I am not saying building houses, in a small scale. But if we had some plans for planning on their gardens and thinking about... we also thought about ... [...] the financial, where they should get the money from, because it is not supposed to be by the Technion. So, if we were going through this phase it would be much much better, both for us, because we feeling how it is like practically and also for them. I really felt in the end of the semester, we kind of gave the community a lot of hope and finally it ended with not concrete outcome.... And, I know the ideological side; I mean I know reason for this. I know it's not only because we have not enough time. The idea is to give them the tools and not the results. But I think it's not enough. Because this course runs four years, if there was some kind of... if it would continue with the same people, with the same group, I know what they try to do and they did it with one group and it was better with them [...]... but if it was wider and with other groups, it would be much much better. Because you can't do a real change in less than six months.

Me: And would you say you were more or less motivated in this class?

Partner: Yes, more than in regular classes... I can't say, because it has many other parts that affect this. Ideally yes, it would be my best course and would put all my effort to make it best, because it is so real. But no, because I am a student, the time, it doesn't give me enough credit points, you know... [...] Actually now I remember that I did this kind of course once before and it was also quite the same. Like I had to, it was in Kiryat Ata, it was kind of similar. It was very nice for us as students, ... future clients. But I really felt for them it was like...

Me: And do you think this class changed your idea about this area?

Partner: Hmm, not sure. For sure I can say it may change my perception, like I told before...[...] stereotypes about this communities.... I had kind of a perception about green spaces...[...] because it was planned and designed by architects that had their ideas by German architects, the idea of garden city, so I said ok very green area. ... [...] and you think also they have many open spaces, like public open spaces. And then when you go to the map and try to map this, so you see it's not true. They don't really have these spaces... [...].. the number of children in Hadar in orthodox zone is very high, I mean you can assume it because of their religion, but you don't know how much. So, it's like ..it changed a bit the perception of how things are for the one that live here. But I don't know about planning, maybe no.

Me: And do you have a concrete place in mind when I ask you what is a good working, good functioning place in Haifa?

Partner: That's a good question. It's difficult for me to say, because I really like the city although I know it has many many problems. And I think part of the things I like are the non-functioning places. I really like, one of the things I like the most in the city is the port. It is really amazing

Me: What is it that you like about it?

Partner: I guess it's just because I came from Jerusalem, not had a sea, and all this view to the see is very [...]. And when I am talking about the port, something that symbolizes for me adventures, all these ships.... But I don't think it is functioning well, not at all, the opposite. [...]. When my family went to visit me here, we went there, so unfriendly for visitors. You can't even reach it. So, it's just more the perception of it... [...] I see it from my window, but when I am there it's not really comfortable.

Me: Ok, when you think about the opposite: a place that is not working?

Partner: We can go not far from here, to the HaKhalutz Street... [...] the reason for it is... I think it is a combination of neglect and population.... people from low social economical... and the fact that it is open for so little, really few hours a day, this makes a really abandoned place. ... Many abandoned buildings.

Me: What kind of future, professional aim do you have?

Partner: Not sure about it. I am on kind of a junction. I just want to graduate and I want to be afterwards. And I hope afterwards I get a perspective of what I want to do. Till now, I work in all kind of jobs, not in the field of my studies. I guess when I will begin to work ...[...] I will get some.... [...] And that's it. And mean maybe I will do a second degree. But I am not even sure if here in Israel or maybe somewhere abroad, because I just came back from student exchange and it really opened my mind.

Me: Where have you been?

Partner: Italy. Actually, I was supposed to go to the TU in Berlin, but I postponed it in one year.

Interview G

Me: Ok, so what kind of degree are you studying in?

Partner: I studied. I studied architecture, five years degree.

Me: first degree?

Partner: Yes, first degree...maybe my last.

Me: And you finished this when?

Partner: One year ago.

Me: And where did you grow up?

Partner: In Tel Aviv

Me: Where in Tel Aviv?

Partner: in the northern side, in Bavli.

Me: Where did you live in Haifa?

Partner: I lived in NeveSha'anana, in the neighborhood of the Technion. And it was interesting for me to see another place, to live in another city.... Actually, I didn't get out much, I find myself going to the Technion and back, ... actually at first I didn't want to live in the dormitories at the Technion, because I wanted to get to see the city and to get to know the people, but finally I have seen that I have no time because of the way we study the degree, been in the studios, working till late night on our projects and we had not much time to have fun and go out.

Me: So, it was quite practical to live there?

Partner: It was practical, but not enough. I rather preferred to live inside, because I had not time to see the city at all.

Me: Ok. So, you live there for the whole degree?

Partner: No, I live in Ramat Alon first, and afterwards I moved to NeveSha'anana and finally, my last year I live in Zichronyaakov [...] you need a car ... 40 or 30 min drive, something like that.

Me: And the class with Rachel you took, can you tell me what the project was about?

Partner: The project was about... we had chosen an elderly community in Hadar. Actually, first we searched for a community [...]... it was quite difficult to find the people to work with and to find the people who need our help and the willing to cooperate.... [...]. We had some guidance from Rachel and her associate from the community.... [...]

Me: And, you worked with women or?

Partner: No, we worked of four or five people, sometime more, who came every meeting, some of them were female or male.

Me: Ok, and what would you say what was characteristic for this class?

Partner: Well, I would say that it was not sitting in class... [...] in front of a lecture or a presentation. It was outside, meet people, studying about real life issues and bring them to class [...]

Me: And would you say you were more or less motivated?

Partner: I think everyone was motivated. Because you don't go to this class if you don't have the passion to meet people and see what are the real problems of planning and what are the main issues to deal with.

Me: And does it change your idea about your field of architecture?

Partner: Of course, of course.

Me: In what way?

Partner: It will sound banally. It's planning with people and not for the people. Planning for the people is one thing which sounds very socially, very humanically. But still, there is a quite big difference between planning for the people and with the people... and hearing what they want and not come from your professional opinion and it was a great change in me to understand this point.

... [...] ... Unfortunately, I would have preferred to have it longer. But the studies have it disadvantages. Still there are certain ... [...] ability you can accomplish and some things you can't. I would like to know how could we take the conclusions we had forwards and do something with it ... [...]. I would like to see how it goes into the neighborhood.... I would like to see the neighborhood ..[...]...

Me: Ok. And what would you say is a good working or nice urban place for you in Haifa?

Partner: Well, it depends. There are places in Haifa like NeveSha'anana, which I lived in most of my years, which is not so [...]... a bad example for urbanism

Me: Why?

Partner: Because businesses close at 8 pm, everything is quiet, you have nowhere to go. And there are quite big, ah long distance to walk, it's not compact. [...] it's spread.

Me: And what is a good example?

Partner: A good example is I believe is the downtown, the downtown.

Me: Why?

Partner: Because once downtown has ... Again, more concentrated places of [...] that has living and trade and places to hang out and many cultural places and more of a cityish [...] I believe wherever you see more people in the streets in my opinion it is more urbanism... in the evening you see many places on the higher points of Haifa, mount of Carmel, you see places where you have nothing to do, no urbanism, people in their home... more close to the sea you see more activity

Me: Do you remember your first impression of Hadar before the project?

Partner: Ehm, again to the urbanism subject... Hadar is a place which has great potential. It is concentrated. The concentration makes places much more significant. There is a big lack of green gardens and places to meet and [...]... you see businesses, you see cultural places. It has a variety, yeah. [...]... I found Haifa quiet boring before.

Me: What kind of impact made the social Hub class?

Partner: it helped me to reflect my job. And see whether I believe in it. [...]... Finally, bottom line, we need to believe in what we do. So, rather we build for rich people and just building for money or changing life, changing the way of living.

Me: And what is your aim after that time, for the future?

Partner: Well, I haven't planned it yet. It is a problem. There is no profession where you can make a living... Planning with the community. In Jerusalem, there is community planners, or community social workers or architects... try to build a field. But it is far away from being [...]...

Me: Ok, so, what do you think is the problem: this field is not implemented in the architecture or in government?

Partner: I believe it is not implemented in the studying, so why should it be in the other. [...]... People have to be pioneers. Someone must to go and do it. I didn't know ...[...]. I need to do internship, so I have no option to make my internship in this. I need to come from both side, top-down and bottom-up. So, people in the government should realize the importance of this doing and making it implanted. Not only in studying, but also in life.