

ID 1407 | LEARNING THROUGH SOCIAL ACADEMIC GROUPS: UNDERSTANDING, SHARING AND CONTRIBUTING. THE FAU SOCIAL CASE

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1 INTRODUCTION

In 1st January 2016, more than 150 world leaders signed a historical pact towards the Sustainable Development of all the countries in the world. The “United Nations’ 2030 Agenda for Sustainable Development” is a document composed by 17 Goals and 169 Targets, which aims to put the entire world in a sustainable development in three different dimensions: economic, social and environmental.

The seventeen goals are related to people and eradication of poverty; planet and the sustainable usage of natural resources; prosperity and citizens access to economic, social and technology progress; peace and the end of violence in all forms; and global partnership, strengthening solidarity intra and inter nations.

Since this paper concerns about the play architects and urban designers have in the society, it will focus on the topics which reach us the most and can be practiced within our career:

- Goal 1 - End poverty in all its forms everywhere: the document ensures that, by 2030, all genders and especially vulnerable groups will have access to basic services, equal rights to economic resources and control over land and property. As urban designers, our actions generate impacts both in land access and social development, making us indirect but important actors in the achievement of this goal.
- Goal 4 - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all: the document guarantees the access to affordable and qualified education. As urban planners, we have a play in ensuring all children have a learning place next to their residences and that they are able to commute there safely.
- Goal 6 - Ensure availability and sustainable management of water and sanitation for all: the Agenda ensures the access to safe and affordable drinkable water, the improvement on wastewater treatment and recycling. Besides, it wishes to promote more efficiency in water use and protection to ecosystems related to the water cycle. Strictly related to land ownership issues and city spread over environment protected areas, architects and urban designers are directly responsible for the success of this goal.
- Goal 11 - Make cities and human settlements inclusive, safe, resilient and sustainable: the document ensures the access to safe and affordable housing and services, as well as the upgrade of slums to formal residences. It also brings attention to the importance of integrated planning and management, and participatory decision making.
- Goal 17 - Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development: this is the most important goal, since it is not an actual aim but the main method to achieve all the sixteen commitments made before. Through the Global Partnership in all levels (finance, technology, building, trade, accountability) and with all actors (governments, private sector, civil society, academia, philanthropic organizations, volunteer groups, the United Nation), the accomplishment of this Agenda is directly related to this globalized commitment and help.

The document is very embracing and gives more emphasis on international mobilization and finance support in order to help poorer countries to reach the goals. Even though, it leaves space for interventions in all levels, evoking groups from different scales and backgrounds to be responsible and make their part: “Our journey will involve Governments as well as parliaments, the United Nations system and other international institutions, local authorities, indigenous peoples, civil society, business and the private sector, the scientific and academic community – and all people.” (United Nation, 2015, p. 12)

Seven days after this agreement, a much smaller group, formed by less than 30 students of the School of Architecture and Urbanism from the University of São Paulo, was also making a commitment with a document with more similarities with the UN's Agenda than they could imagine. January, 7th 2016 is the date of the foundation of FAU Social, a new model of academic extension, created by undergrad students, with no links to professors or university staff, aiming to contribute with society, raising accessibility to architecture and technical support to needy communities, through partnerships and mutual collaboration.

2 THE EMERGENCE OF FAU SOCIAL

In the past decade, Brazil saw the rise of several groups called “coletivos urbanos”. They are usually a group of people with common interests, united by social medias and with no internal hierarchy, who want to interfere in the city somehow, bringing more awareness of public spaces to general people, through small interventions such as painting streets, planting trees and improvising urban gardens, promoting free “walking tours”.

Following this tendency, similar groups started to grow inside universities, intending to combine this desire of improving the city with the knowledge learned in classroom. In the University of São Paulo, where FAU Social was conceived, several other coletivos arose, such as FEA Social and Poli Social, created respectively in the School of Economics and Administration and School of Engineering.

The idea of FAU Social emerged in the beginning of 2015 and one year was necessary to fortify it, define goals and principles, research and organize its structure, call for new members and accomplish the pilot project. According to Lucas Piaia, one of the cofounders, in an interview to *Jornal da USP* (USP Newspaper), the concretization of the idea was inspired in this already existing coletivos. “We got in contact with other social entities from USP, who already existed, and started the work of adapting this knowledge and applying it to FAU's reality” (Gomes, 2016).

FAU Social main objectives are to put into practice the knowledge obtained in the classroom, reinforcing the social role of the university, informing and promoting the right to the city, fomenting local appropriation, and promoting exchange of knowledge. Besides, its central way of acting is through partnerships, much in agreement with UN's 2030 Agenda.

These goals and values are compiled in its statute, where eleven objectives are enumerated: (i) Put into practice the university's social role through the student's organization; (ii) Develop the project through a joint construction by members of the entity and its target group; (iii) promote the requalification of spaces; (iv) inform citizens of their rights; (v) promote well-being activities in communities; (vi) promote the right to the city; (vii) promote actions in agreement with real demands, among our assignments; (viii) promote autonomy and empowerment inside the groups we act; (ix) promote the intermediation with other urban agents; (x) promote the exchange of knowledge, experience and technique; (xi) act directly or via partnerships with NGOs, civil associations, through an analysis, selection and definition of a strategic plan. (FAU Social, 2016)

I joined the group in March 2016, in the first call for new members, participated for two semesters, being part of the Project Group working in the Jardim Jaqueline Project, as will be explained further on. In 2017, I had to end my active participation and today I am part of the counselor board.

3 THE FAU SOCIAL ACTION WAYS AND STRUCTURE

The organization, or entity, as we call it, acts in two different types of projects, the One Time Actions and the Project Groups:

- One time Actions are activities where everyone is invited to participate, members of the entity or not, and their objective is to revitalize, in one day, a place that impacts in a vulnerable group life. One example was the *Aplicação*, a two days' intervention (in this case, two days were needed, but people participated in just one day or in both) held in September 2016, that revitalized the open areas of the public school *Aplicação*, located inside USP campus, in São Paulo, Brazil.

Much more than qualifying a space, this type of intervention has the objective of connecting users of the space, empowering them and creating a sense of belonging.

- Project Groups have the purpose of making deep intervention in spaces where more technical knowledge is required. They are held by groups of around 10 people and last one semester (four months), with the possibility of extension for another one, through the approval of all members. In 2016, first years of activity, three projects were conducted at a time; in 2017, with the entrance of new members, this number could be increased to four. The entity is organized in a horizontal structure, with no president or hierarchical relationship.

Instead, there are five administration areas (macro areas) responsible for specific subjects, with two to three sists each, that are rotated among all members. The macro areas are:

- Public Relations (PR) – responsible for seeking new projects, representing the entity in formal events, communication with other organizations, and settling practical subjects with university's staff.
- Creation and Branding (C&B) – responsible for creating visual communication material, publishing in the Facebook page, compiling and keeping the photography bank and editing flyers and presentations.
- Human Resources (HR) – they organize the General Reunions (as will be explained further ahead), give feedbacks, organize calls for new members, and concern about motivation and commitment of all members.
- Resources Management (Resources) – responsible for developing tools to raise funds, such as selling lunch in special events in the university, and keeping transparency in accountability.
- Events – They organize the One Time Actions and promote internal confraternization parties, such as picnics and meetings.

Due to its absence of hierarchy, all decisions are taken in the General Reunions, held every fifteen days regularly and in extraordinary sessions when needed. Before the meetings, the topics to be discussed are published in one of the used medias (usually Facebook), so members can come prepared.

Today the group has 53 active members, some working only in the macro areas, others just in project groups and a few in both functions. Since the workload in the architecture bachelor is large, having FAU Social as an extra activity requires a lot from students. Even though, most of them show real commitment to the proposed projects and sacrifices leisure hours and weekends.

In its third semester of activity, FAU Social already delivered, besides the One Time Activities, five projects and have four more ongoing. The projects concluded until now are: (FAU Social, 2017)

- Casa do Estudante (Students' house) – The house receives students with low income who study at USP Law School. The building is in very poor condition and students are requesting its renovation. FAU Social participation was to make a diagnostic of the renovations needed and make a conceptual project, empowering students to claim for the renovation.
- Cairbar Schutel Assistencial Center – The main effort of the project group was to make the Asbuilt of the center, allowing the staff to regularize the edification. The non-profit organization, that receives vulnerable children, was now preparing itself to also welcome elderly. For this reason, the team also made the design for a new kitchen.
- Vila Capriotti Missionary Project – This NGO, situated inside the slum Murão (Carapicuíba, SP, Brazil) works with 80 children, from 3 to 12 years old, organizing cultural, learning and sports activity. The Project consisted in the redesign of their leisure area, concerning the water drainage in the patio, the necessity of a storage room and the optimization of the patio.
- Education Week – Project organized in partnership with the School of Education from USP, the goal was to develop the Visual Communication to the academic event Education Week, organized by students from that institution.
- Jardim Jaqueline – The Project Group entered to add forces in a team fighting to transform a vacant lot in a park, inside the slum Jardim Jaqueline (São Paulo, SP – Brazil). This project will be our object to deepen this analysis in the following sections.

4 THE JARDIM JAQUELINE PROJECT

Jardim Jaqueline is a slum of approximately 111.000m² (Zamoner, 2013, p. 39) that housed, according to the Public Defense, 2.867 families in 2012. (Zamoner, 2013, p. 20) Its occupation started in the decade of 1960 and had the most significant expansion in the 70's and 80's, period when São Paulo passed through a large industrialization and migration process. Today it is politically organized through the association Associação União dos Moradores do Jardim Jaqueline (Jardim Jaqueline's Union of Residents Association), with the leadership of the community members Nivea and Bete, both very respected among residents and well-articulated with local politicians.

In 2010, the public defender and former student of FAU USP Tatiana Zamoner started leading a pioneer project: the land regularization of the entire neighborhood. The work started with a vast research and the registration of all constructions in the area. The data and experience collected is synthesized and problematized in her Master's thesis, developed in 2013 .

Through Tatiana's relationship with the Jardim Jaqueline leaders, the university approached the community, in order to develop ideas to the urbanization of the slum. The first approach was in the course Urban Design, in which students proposed a requalification for the area, intervening in the most vulnerable lands. This project was held in 2013 and the design of the student Daniel Collaço evolved to an extension project, with supervision of the professor Dr. Karina Leitão and the other bachelor student Willian Valério.

By this point, four years have passed from the start of the regularization process and no apparent progress had occurred. The community has lost belief in the power of governances and university in helping them and, in this context, the extension team, with the advice of Tatiana, decided to change their project focus and work in a much smaller area, designing a park in a public terrain with approximately 2,400.00 m² in the entrance of the neighborhood. This project could work as a starting point, giving the community something easier to visualize and accomplish, keeping the mood to fight for the bigger steps.

The project, realized in one year inside the Laboratory for Housing and Human Settlements LABHAB and discussed with the community leaders, delivered a conception plan of the park to the association, who used the design to make pressure among local politicians to finance its construction. (Figure 1 and 2)

FAU Social joined this partnership in 2016, when Nivea (the community leader) got in contact with the old extension group signaling she got interested people inside the local government, who could sponsor part of the construction. Because the extension program was over, and Daniel and Willian would continue this work as volunteers, they and LABHAB made a partnership with FAU Social in order to add forces and help making the park feasible.

5 FAU SOCIAL GOALS AND ROLE IN THE PROJECT

Initially FAU Social Project Group had a workforce of 11 people and one semester to help in the construction of the park. Our internal goals (FAU Social members only) were to be able to conclude the implementation, through the support of stakeholders; and to apply concepts of participatory project learned in classroom, connecting and exchanging experience with the community. Quickly we realized that our goals were very ambitious and both process would need much more than four months.

In practice, we extended the project for one extra semester, working for almost one year with LABHAB, the teacher Karina, Daniel and Willian, as "the university group", with no clear distinction for the other parts involved. Our participation can be divided in three work fronts:

5.1 THE PROPOSAL REVIEW

Two circumstances forced us to review Daniel and Willian's project: the method of construction, through sponsors; and the aim to broaden the community's contribution to the design.

The first job made by the team was to budget the costs of implementation (first knowledge obtained, since academic projects usually don't take price into consideration). We reached a number of approximately R\$500,000.00 (€137,000.00). So far, the community had obtained a budget of R\$50,000.00 (€13,700.00),

mobilized by a councilman to install fitness equipment, that would be implemented by the construction department of the local government. Luckily, one of the architects responsible for the department, Ana Paula Pereira, was also a former student from FAU and related to the project. At this point, we were already four parts involved: the community association, the academy (FAU Social + LABHAB + Daniel and Willian), the construction department and the councilman.

With no money to complete the project, Ana Paula and Nivea's idea was to raise funds from private stakeholders. Jardim Jaqueline is well situated, having a bid from a shopping mall and a unit of a home improvement retail store as neighbors, who showed interest in financing parts of the park.

Our play was then to revisit the project and divide it in different parts, that could be budgeted and constructed separately. We had to redraw the park several times, making it smaller and using cheaper materials, trying to fit it in the available budget. When this article was written, only one private stakeholder had actually contributed to the project: the Bimbo Group, a company from the food industry, had financed the construction of the sports court and a leisure benches area.

The second reason to rethink the project was to contemplate the community's wishes, collected during the approximation activities, as we called the meeting realized with residents. As we will see, both the activities and the possibility to make a joined designed were not as we expected. Due to the lack of money, the only desire we could add to the plan was the sports court; other important equipment, such as toilets, were not included.

The final design was divided in five parts: (i) the entrance square, where the topography is very complicated; (ii) the playground and fitness equipment, the first part constructed and sponsored by the government; (iii) the leisure area and sports court, constructed in 2016 and sponsored by the private company; (iv) the arena theater, which terrain was disfigured during the construction of other parts; (v) and the vegetable garden, situated in the steepest terrain.

5.2. DIALOGUE WITH COMMUNITY AND THE IMPLEMENTATION OF THE PARTICIPATORY PROJECT:

The main goal of FAU Social team was to approximate the community, who would actually use the park, put them in the design process and create an affective connection with the area, creating the sense of responsibility towards the project and its maintenance. Our initial idea was to create a series of activities regarding not only the project but important issues such as garbage control, the use of the public spaces and healthy food (part of the park project is a common vegetable garden).

In a conversation with the Prof. Dr. Catharina Pinheiro, who has a lot of experience in participatory project, she suggested us to realize playful activities using humanized designs and drawings of what the square could become, make a party to choose the name of the park and baptize it. She also suggested us to contact with local schools and other entities, an easier way to approach the residents.

At this point we understood the difficulties of making a participatory project. It was really hard to combine everyone's agenda: the team, the community leaders, the politician involved. Besides, the bidding process takes time and the construction would not start in the first semester of 2016, as we wanted.

Another complication was the diversity of interests of each part. We, as academia, were trying to implement a research and wanted to hold the approximation activities preferably before the beginning of the construction. The leaders, on the other hand, ground their recognition in the community through accomplishing the ideas they are involved with. Therefore, they did not want to start advertising the park with no guarantee that it would be finalized. They were not wrong, though, considering the number of unfulfilled promises they receive. Still, this disconnection forced us to summarize our activity in a one-day breakfast, before the construction started.

Despite the lack of time to advertise it, just one week, our group and the leaders leafleted and announced the event. The consequence was a number of participants not as large as we wished, around 30 came to the breakfast. Even so, we classified it as positive, since important things happened: it was the first step to show some parents the possibility of having a new leisure area for their kinds; people sang local songs; we

could make an activity with the kids where they give ideas; and, the most important part, we met two coletivos which worked inside the community, who helped us a lot (and are still helping) to foment the use of the area. The groups Progueto and Batukaí teach music to children inside the community and held with us the second proposed integration activity. (Figure 3 and 4)

With the beginning of the second semester, the construction started. As part of our appropriation plan, we wanted to organize a second event, to show the residents what was being done in the terrain. Once again, the difficulties in combining agendas, the uncertainty of the exact construction date and, a last aggravating, the arrival of a rainy period, forced us to change our plans and simplify the activities. At the same time, we started contacting the surrounding schools, following the suggestion given from the teacher Catharina.

Combining all these elements, the solution was to realize the activity in the municipal school EMEF Viana Moog, in November 2016. The concretization of the event was a real lesson of commitment, organization and improvising for all students. We organized three activities: the Affective Mapping was made with a giant Google Earth picture of the neighborhood where the kids had to identify their school, the land of the future park, the main landmarks of the neighborhood and their houses. This game was a real success, with children surrounding the map, wanting to find the proposed spots. (Figure 5)

The second activity was a music workshop given by the Batukaí group. They brought several different instruments and taught notions of rhythm and sheet music.

We had problems with the third activity and, in the day before the event, we knew it would not happen. At this point, the group learned a great improvising lesson and organized a Muay Thai workshop, held by one of FAU Social members. He explained the philosophy of the sport and taught a few techniques.

In conclusion, this second event had a much broader purpose, to show children how architects and urban designs work, who were we and what was our university, what are maps and blue prints and how to look at them, besides presenting the project of the park.

The last event was much more organized by the community leaders than by us. Following teacher Catharina's advice, they made an election to choose the name of the new park. The winner name was Praça Só Alegria (Only Joy Park). The event was then the inauguration of the park – the two parts constructed so far - and its baptism, with a cake and beverages also sponsored by Bimbo.

5.3 DIALOGUE WITH THE LOCAL MUNICIPALITY AND MONITORING THE CONSTRUCTION:

The construction of the park was made by two different private companies, one hired by the construction department and in responsibility of Ana Paula and other contracted by Bimbo, which responded to both Ana Paula and the private company. To our group remained the responsibility of monitoring the work made by the companies, because Ana Paula could not stay in the site all the required moments. Since we could not make an executive project, we were responsible for ensuring that the project was being done as we imagine and giving instant solutions for elements not explained in the blue prints. (Figure 6 and 7)

Several hindrances made this task more difficult than we imagine. First, the tractor entered the area and excavated the plateaus in different locations, not following the project. We got very frustrated, but later on we understood the reason: our topographic survey was not accurate and our propose would not work. Ana Paula, with much more experienced eyes than ours, saw that and asked the men to change equipment locations.

The second hindrance: we were supposed to give advice for workers from a private company, that had no idea who we were and had no connection with the entire process. In consequence, everything that we saw in disagreement with the project had to be discussed with Ana Paula, who would communicate it to the coordinator of the project inside the contracted company, who would talk to the workers; all very busy people. It meant that our requests would become an action in weeks or, what most frequently happened, were never contemplated.

Still a third problem made this process harder: most of the students did not have enough experience or knowledge to decide things instantly or even to see problems in the construction site. Ideally, less experienced colleagues should always monitor the site following more experienced peers. However, the lack of time and our rotation scheme to visit the park made some unexperienced students go by themselves to monitor the construction.

Even though the dialogue with sponsors and local municipality was not as wide and harmonious as we dreamed, the experience put everybody's feet in the ground and showed us the real possibilities of working in partnerships. Besides, everyone learned more about the day-by-day in construction sites and the real concerns needed when designing. One good example was the space needed to the tractor to move around. Not planned, he had to open a new plateau, which was later used to the leisure benches area.

6 THE LESSONS LEARNED

All projects held by FAU Social had the purpose of complementing the knowledge obtained in the university and approximating the higher education to people who cannot access it. In the particular case of the Praça Só Alegria, lessons were learned through the success and failure of ideas.

The first taught to be highlighted is the shift in the relationship with the architectural project, especially in urban design. Vitor Miceli, one of the members in this project, told us his impression, in an interview given to this research:

“The project works as a tool to reunite people with different visions and different ways of acting towards a final ideal, that not necessarily is the same to everyone, but that walks in the same direction (through the project). It becomes a type of marketing material, not in a bad sense, but a method to ‘sell’ and idea, a purpose. (...) The project won’t be constructed to the letter and we have to detach ourselves from the drawing we made.”

Everyone broadened their understanding of a Master Plan: much more than the final project to be constructed, it is an instrument of discussion, advertisement and learning. We revisited the plan so many times that, when going to the construction site, we had it in mind and could make the necessary changes. For example, when the plateaus changed and we had to decide how to relocate the equipment, we could do it, because we had previously studied each part of the terrain and the necessities for each equipment.

Another important lesson was the challenge in implementing a participatory project. In the university, we study the concept and the tools to develop it, but in practice, everything happens different than expected. Specially talking about students’ intervention, as it is one of the proposals of FAU Social, the first hindrances were our lack of money and time to maintain the planned activities. In order to really implement the concept, we wished to go to different schools in the neighborhood, distribute flyers about the project, advertise the events several weeks in advance, have tools, games and gifts to call people’s attention. Instead, each member had around two to four hours in the week to attend the meetings, do field survey, redesign the project, create the activities and make the advertisement material.

In relation to financial support, the partnership with LABHAB was crucial, since they sponsored most of the materials needed and some food for the activity. If the university had some program to finance this new group’s formation, maybe we could put in practice many more of our ideas. Having the second activity day in a public school was also a great way to enable it, because they gave all needed support: the roof, teacher’s supervision to the children and the meal.

To Vitor Miceli, the interaction with the general people from the community was weaker than he expected and he attributes this to the lack of time and difficulties in combining agendas. “If maybe we had split the group in two and one on them had worked only immersed in the community, seeking demands and legitimizing our acts, there is no doubt that the project would be much better, both in its acceptance and its maintenance, what is missing now.”

Most of the students were, for the first time, acting in a construction site, doing data survey, studying different material and caring about construction methods. The project was then a first approach to all these

aspects, combined with the experience of dealing with construction workers. Since FAU Social's idea is to always act in real situations and generate a product, working with more experienced people, such as Daniel and Ana Paula, was an important step, considering that in future projects these students might be expected to be the ones with the technical knowledge.

7 FINAL CONSIDERATIONS

The usage of the park was intense since its inaugurations. People from all ages started to exercising when the first sunbeams appeared and, even at night, people would use lanterns to illuminate the equipment (the park still does not have public lighting) and enjoy the park. Some residents even reunited themselves to paint the wooden toys from the playgroup. (Figure 8 and 9)

Six months passed from the inauguration, however, we do not see the park we were expecting. It is still widely used, but the maintenance is very poor. Benches are graffitied, some equipment in the playground are broken and the court's fence is partially in the ground. This situation makes us question what did we do wrong, what could have been done better. (Figure 10)

Firstly, we attribute the situation to the bad quality of materials and construction methods used. From the beginning, we questioned the chosen techniques, such as the use of non-framed concrete and not welding the iron structure of the fence. Since sponsors did not have much money, they selected cheaper materials, to purchase more equipment.

The second possible reason, more related to our participation, was the inefficiency of the participatory project. It did work as an advertisement, but did not take the next step: create the sense of responsibility towards the space. It was also not effective in clarifying our role in that process. For the residents, we were related to the government and responsible for the maintenance of area. We attribute this fault to the lack of time and knowledge in both sides. The appropriation of an area takes time and the participatory project should be something continuous, where both the community and us – the technical support team – learn to establish goals, methods and limits.

I would like to highlight that none of these setbacks are reasons to avoid this type of partnership. They are all elements to be studied in order to improve these actions. The union of all actors was a pioneering project, which enabled the construction of a park desired by the community and allowed the exchange of experiences in many levels.

Even though the final form was not what we dreamed, it was something inside everybody's expectations, teaching us what an urban project really is, with several interests and hands working together. In the end, all parts benefitted from the results: The community earned a leisure area, gained new mood to fight for their bigger cause – the land regularization gave a big step in 2016 – and learned more about the role of urban planners. The university could work for the public good, as it is expected to. The local government made possible the construction of a new park and experimented a new working model; and us, the students, got in contact with a real project, with real demands, and real problems, being challenged in so many ways and learned from so many sources. (Figure 11)

8 PICTURES



Figure 1 – Original Park's Plan
Design: Daniel Collaço and Willian Valério



Figure 2 – Original Terrain from Jardim Jaqueline's Park "Praça Só Aleguia" Photo: Daniel Collaço

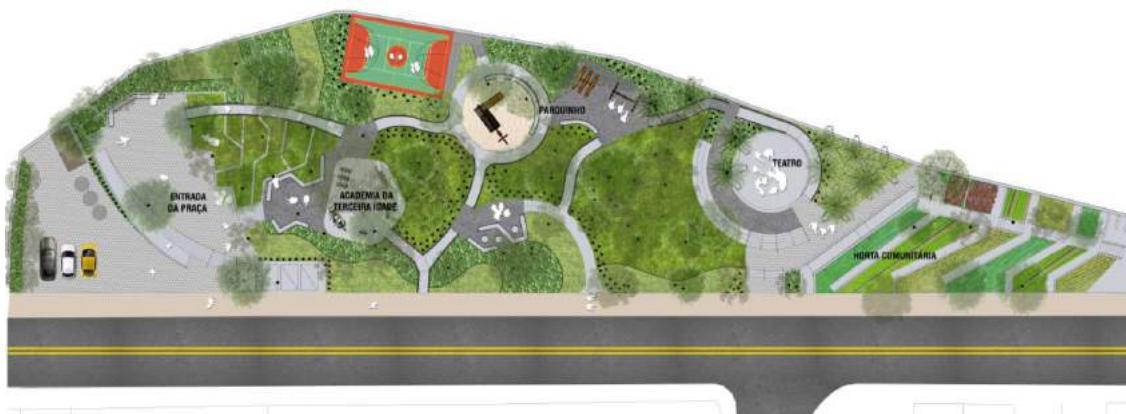


Figure 3 – Humanized Plan of "Praça Só Aleguia" – Used in the activities with the community
Source: FAU Social collection



Figure 4 – Breakfast in Jardim Jaqueline
Source: FAU Social collection



Figure 5 – Activity in the school
Source: FAU Social collection



Figure 6 - Construction of the Park in Jardim Jaqueline
Source: FAU Social collection



Figure 7 - Field work at Jardim Jaqueline
Source: FAU Social collection



Figure 8 and 9 - Inauguration of Praça Só Alegria. Pictures: Nívea Santos



Figure 8 and 9 - Inauguration of Praça Só Alegria. Pictures: Nívea Santos



Figure 10 - Inauguration of Praça Só Alegria.
 Pictures: Nívea Santos



Figure 11 – Current situation of the park in May 2017.
 Pictures: Vitor Miceri



Figure 12 – FAU Social Project Team at Só Alegria Park Source – FAU Social

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