

Graduation Plan

Master of Science Architecture, Urbanism & Building Sciences



Graduation Plan: All tracks

Submit your Graduation Plan to the Board of Examiners (Examencommissie-BK@tudelft.nl), Mentors and Delegate of the Board of Examiners one week before P2 at the latest.

The graduation plan consists of at least the following data/segments:

Personal information		
Name	Luuk Verbaal	
Student number	4856880	
Studio		
Name / Theme	Heritage / Transitional Identities	
Main mentor	Christopher de Vries	Design
Second mentor	Lidwine Spoormans	Research
Argumentation of choice of the studio	I am interested in the crossover of heritage and social design. This studio is the ideal combination of the two.	
Graduation project		
Title of the graduation project	Designing a youth centre for the vulnerable youth of Amsterdam North	
Goal		
Location:	Amsterdam North, De Gele Pomp	
The posed problem,	Vulnerable youth of Amsterdam North are facing significant struggles. A lack in public spaces for interaction restrains them from crucial social engagement. In contributing to these challenges through architecture, the design of new youth centre will be proposed. The main problem of this research is to understand how the design of a youth centre can contribute to the support of vulnerable youth in Amsterdam North. (see full problem statement below)	
research questions and	<p>Main question</p> <p>How can a youth centre and its architectural design approach contribute to the support of vulnerable youth of Amsterdam North?</p> <p>Sub questions</p> <ol style="list-style-type: none"> 1. What is the importance of a youth centre for the vulnerable youth of Amsterdam North? 2. What is the role of architecture in designing a youth centre, within the 	

	<p>societal, social, and spatial dimension?</p> <ol style="list-style-type: none"> 3. What parameters should be taken into consideration when assessing the design of a youth centre? 4. What are different design strategies for a youth centre concerning the design parameters? 5. How can the established design principles be applied to the design of a youth centre in Amsterdam North?
design assignment in which these result.	<p>The design assignment of my project is that of a new youth centre for the vulnerable youth of Amsterdam North. In doing so, the obtained knowledge from the literature research and case studies will be applied. This will form the bridge between research and design, and justify the design approach through a firm base of knowledge and design principles.</p> <p>For the design of the youth centre, two old gas stations (De Gele Pomp & De Roze Tanker) will be transformed. This puts the project in the scope of the heritage studio. Existing gas station architecture as Googie and Populuxe will be cited to show the architectural celebration from where this typology stems. The playful optimism about the future in these styles will be linked to youth culture, connecting the function of a youth centre to the architectural typology in which it is located. The goal of the project is to design a youth centre that attracts young people in Amsterdam and encourages them to interact with each other and the building. Eventually the aim is to achieve youth empowerment through the youth centre.</p>
<p>Problem statement</p> <p>The youth of Amsterdam North is facing serious challenges. Many live in poverty and economic uncertainty. They find themselves in stressful home environments and have limited access to education, sports and recreation (Meester, 2022). Along with a lack of meeting places and social exclusion, these issues create loneliness among many young people in Amsterdam North. External oppressions make the situation of these young people even more difficult. Gentrification threatens their stability and</p>	

connection to their local community (Hutak, 2021). Furthermore, they often bear the brunt of social exclusion and stigmatization, and they are restrained to hang out in public spaces (Martineau, 2006). If the vulnerable youth of North continues to be driven out of their home environment, and are constrained of having social engagement in public spaces, where will they find a safe space for crucial social interactions? To address the issues of social injustice, empowerment of the youth is crucial: "Programs that support empowerment or act in the face of oppression, result in group bonding and improved mental health" (Bemak et al., 2005). Critical youth empowerment programs engage youth in actions that advocate change in organizational, institutional, and social policies and values (Jennings et al., 2006).

How can a youth centre contribute to this empowerment of at-risk youth? What is the role of architecture in designing a communal space for youth? How does the design of a youth centre determine the appropriation and use of its spaces? These are all questions that come to mind, when entering the discussion of the youth centre. For the different design approaches and its development, have truly constructed a complex debate about the role of the architecture in the youth centre. To understand the complexities of this topic, the debate will be divided into three categories. (1) The societal dimension connects the centre with larger societal ideas, such as education and the participation in the public realm. (2) The social dimension focuses on the notion of interaction, community building, and social engineering. (3) The spatial dimension examines the physical environment, and spatial strategies when it comes to flexibility, multifunctionality and appropriation.

To establish a more tangible framework within this discussion, important criteria for designing a youth centre will be assessed. these design parameters belong to one or more categories of the youth centre dimensions, thus linking the debate about design strategies to the specific case studies. The parameters used for assessing the projects are: (1) Transparency, (2) invitingness, (3) multifunctionality & flexibility, (4) concatenation, (5) appropriation, (6) activation, (7) contemporaneity, (8) attractiveness. With this framework of criteria, a variety of case studies will be conducted. Findings of these studies will be fed back to the main problem of this thesis, in designing a youth centre for the vulnerable youth of Amsterdam North

Process

Method description

Literature study

Firstly, existing studies and theories provide the framework of knowledge for the specific problems and challenges (e.g. loneliness, gentrification, and stigmatization) among the youth of Amsterdam North, and how they relate to the youth of Amsterdam North. Next, the concept of youth empowerment will be proposed as a possible solution of these problems.

Secondly, a variety of essays and articles will be used, to examine the role of architecture in designing a youth centre. As shown in the theoretical framework, these theories and perspectives will be divided into three comprehensive categories (societal, social, and spatial). As such, a systematic framework will be constructed, to structure the complex debate about the architecture of a youth centre. By organizing the existing theories and perspectives, this research eventually aims to position itself in this ongoing debate, to understand the societal, social and spatial demands of a centre for the vulnerable youth of Amsterdam North. To fully comprehend the design

approach for such a youth centre, existing projects will be analyzed. Various articles and essays will help establish a framework of parameters to assess existing youth centres. These obtained parameters will then function as a assessment framework for the individual case studies.

Case studies

Several case studies will be done to understand the design approaches for a youth centre. The set of parameters will be used to assess different aspects of the design. The aim of the case studies is to understand the different ways in which a design can approach these parameters. The findings of the case studies will be linked back to the role of architecture in the societal, social and spatial realm of the youth centre. The case studies are: (1) ECAM Youth Centre - AgwA; (2) Dynamo - Diederendirrix; (3) Vias Cultural Centre - Estudio SIC; (4) Waterloo Youth Centre - Collins and Turner; and (5) Rabot youth centre - Beel & Achtergael. By comparing each design parameter through these case studies, a set of design principles will be established. These principles will then be applied on a specific case in Amsterdam North, to see how they can contribute to the design of a new youth centre for the vulnerable youth of Amsterdam North.

Literature and general practical references

I will be using a list of literature of existing theories and data to (1) understand the problems concerning vulnerable youth in Amsterdam North, (2) understand the role of architecture in designing a youth centre, and (3) construct a framework of design parameters to conduct case studies. For the case studies I will use project information from Archdaily and the architects' website.

Literature:

Avermaete T. (2018) A thousand youth clubs: architecture, mass leisure and the rejuvenation of post-war France, *The Journal of Architecture*.

Bemak, F., Chi-Ying, R., & Siroskey-Sabdo, L. A. (2005). Empowerment groups for academic success: An innovative approach to prevent high school failure for at-risk, urban African. *Professional School Counseling*.

Bergen M., Vollaard P. (2003). Participation and Development: Frank van Klingeren's Jeugdgebouw Noord in Amsterdam. *Hinder en ontkenning. Architectuur en maatschappij in het werk van Frank van Klingeren*

Broekhuizen, A. (2015). Housing youth work: Architecture for a new social institution. In S. Pietsch, & A. Müller (Eds.), *Walls that teach: On the architecture of youth centres* (pp. 41-48). Jap Sam Books.

Cacioppo, J. T., Cacioppo, S., Cole, S. W., Capitanio, J. P., Goossens, L., & Boomsma, D. I. (2015). Loneliness across phylogeny and a call for comparative studies and animal models. *Perspectives on Psychological Science*

Driessche M. (2003). The Journey of Children. *OASE #72 Back to School. Journal for architecture*.

GGD & RIVM. (2023). Gezondheidsmonitor Jeugd, Eenzaamheid.
<https://www.vzinfo.nl/eenzaamheid/regionaal/jongeren>

Hang S. & Jost G. M. (2023). Understanding the development of chronic loneliness in youth. *Child Development Perspectives*.

Hoebink W. (1966). Open Door Youth Work - Architectural Models.

Hutak M. (2021). Nieuwbouw-paniek. Opstand tegen de gentrificatie. *De Groene Amsterdammer*.

Jennings, L. B., Parra-Medina, D. M., Messias, D. K. H., & McLoughlin, K. (2006). Toward a critical social theory of youth empowerment. *Journal of Community Practice*.

Jones P. B. (2015). Peter Hübner's Self-built Youth Clubs.

Krijnen, F. (2017) Misdaad Klassieker: Jeugdbendes in Amsterdam. Beeld van de late jaren zeventig: een verhaal over de 'verloren jeugd' in de hoofdstad. *Redactie Panorama*.

Loades, M. E., Chatburn, E., Higson-Sweeney, N., Reynolds, S., Shafran, R., Brigden, A., Linney, C., McManus, M. N., Borwick, C., & Crawley, E. (2020). Rapid systematic review: The impact of social isolation and loneliness on the mental health of children and adolescents in the context of COVID-19. *Journal of the American Academy of Child and Adolescent Psychiatry*.

Lott, B., & Rogers, M. R. (2005). School consultants working for equity with families, teachers, and administrators. *Journal of Educational and Psychological Consultation*.

Mack J. (2015). Love in the Time of Pinball. *Walls that Teach. On the Architecture of Youth Centres*.

Martineau E. M. (2006). "Too much tolerance": Hang-around youth, public space, and the problem of freedom in The Netherlands. *UMI Microform*.

Meester, F. (2022). Factsheet Jeugd Stadsdeel Noord. *Gemeente Amsterdam*.

Müller A. & Pietsch S. (2015) Walls that Teach. On the Architecture of Youth Centres.

Nallo M. D. (2014). Recreation Centres for People of All Ages. *Walls that teach. On the Architecture of Youth Centres.*

Pearrow M. M. & Stanley Pollack BA and MA (2009) Youth Empowerment in Oppressive Systems: Opportunities for School Consultants. *Journal of Educational and Psychological Consultation.*

Pretty G. M. H., Andrewes L., Collet C. (1994). Exploring adolescents' sense of community and its relationship to loneliness. *Journal of Community Psychology.*

Reid S. E. (1962). Khrushchev in Wonderland: The Pioneer Palace in Moscow's Lenin Hills. *The Carl Beck Papers in Russian & East European Studies.*

Robertson S. (2009). Withywood Youth Centre.

Russel C. E. B. & Rigby L. M. (1908). Working Lads' Clubs: Buildings and equipment.

The Sorrell Foundation. (2010). Engaging young people in youth-centre design. *London: The Sorrell Foundation.*

Reflection

1. Relation between the project and the studio

The studio topic is about the adaptation of an existing structure in Amsterdam North into a civic centre. My graduation project will touch upon this my means of a youth centre. This will tackle the main objective of the studio, which is contributing to the social environment of Amsterdam North through a civic centre. Not only the design, but also the research will be of an architectural perspective. In this architectural research, existing theories about the youth centre will be investigated, and multiple case studies will be done.

2. Relevance

There is an adequate amount of knowledge about the architecture of the youth centre. The found literature reveals a complex debate about the role of the architect in designing a youth centre. What is missing is a clear structure to grasp the different perspectives and a tool to assess the architecture of the youth centre. This research aims to create a framework for understanding the complexities that the design of a youth centre brings with it. Subsequently it will construct a framework of parameters to assess the architecture of existing youth centres. These parameters will help to comprehend different design approaches. By comparing various case studies through these parameters, a thorough comprehension of the different design approaches to a youth centre will be obtained. Finally, the relevance of these frameworks and comparison will be proved, by utilizing them in the understanding of the needs of a specific target group, in this case the vulnerable youth of Amsterdam North. The goal of this research is to construct a potential design approach for the centre for this target group. In this development, the knowledge gained will be used to help solving the problems concerning the youth of Amsterdam North, and assist in the empowerment they need by means of a new youth centre.