

Graduation Plan

Master of Science Architecture, Urbanism & Building Sciences



Graduation Plan: All tracks

Personal information	
Name	Hidde Bartstra
Student number	4539923

Studio		
Name / Theme	AR3AP100 2024-25 Public Building Graduation Studio "Public Condenser, Copenhagen"	
Main mentor	Paul Kuitenbrouwer	Project Design
Second mentor	Elina Karanastasi	Technical Building Design
Third mentor	Stefano Corbo	Theory and Delineation
Argumentation of choice of the studio	<p>When reading about the Public Building graduation studio I was excited by the idea of the changing role of public buildings, and creating buildings that fulfil a wider variety of functions while also being able to adapt to changing needs over time. Especially with the concept of 'public condensers', there seems to be a lot of room for new approaches within this domain, and it's a topic that is increasingly relevant as we demand more from our built environment.</p>	

Graduation project	
Title of the graduation project	Crafting Connections
Goal	
Location:	Bispebjerg, Copenhagen
The posed problem,	<p>This project focuses on access to educational opportunities, particularly with regards to vocational education. In Denmark, the share of 15-19-year-old students enrolled in vocational programs is one of the lowest among OECD countries, ranking 34/43 with a percentage of 19.3%. In Copenhagen, the figure drops to 13% of students who apply for vocational education. At the same time, a major shortage of skilled labor has been predicted.</p> <p>These vocational challenges are compounded by the shifting role of traditional educational institutions. Technological advancements are changing the dynamics around information, challenging the traditional ways in which knowledge is organized and disseminated in educational systems. Access to information is being democratized, and the role of formal educational institutes is being called into question. Critics such as Hugo Labate call for educators to change their role from</p>

	<p>'gatekeepers of knowledge' to 'facilitators of learning experiences'. Labate argues that the rigid structures and barriers that exist in formal educational institutes should be dismantled, allowing for more equitable access to knowledge.</p> <p>These broad educational issues, particularly regarding vocational pathways and the evolving role of traditional educational institutions are especially relevant to Bispebjerg. At the heart of the site area sits NEXT, a vocational education institute that reflects the area's heritage of craftsmanship and which is set for significant development in the coming years. As part of the urban renewal plan, the NEXT school campus will be opened up to the local community, an area facing socio-economic challenges such as low-income and high-unemployment. As shown in a study on youth challenges in the area by sociologist Aydin Soei, young residents in Bispebjerg are lacking opportunities for structured engagement through education, employment, or leisure activities. Data suggests that increasing access to educational and vocational programs could significantly enhance safety and well-being for Bispebjerg's young population.</p> <p>The opening up of the NEXT campus provides an opportunity to address these challenges by developing the role of NEXT as an educational institute, promoting vocational pathways, and providing structured engagement opportunities for local residents.</p>
research questions and	<p>Main Question: How can the design of a public condenser facilitate stronger connections between educational institutions and the local community, enhancing access to knowledge?</p> <p>Sub-Questions: What are the specific needs and preferences of the youth in Bispebjerg regarding educational and community engagement? What types of programs and activities could be hosted in a public condenser to promote educational opportunities and community involvement? What spatial design strategies and tools can be employed to facilitate meaningful interactions between NEXT students and the local community within the public condenser?</p>
design assignment in which these result.	<p>The goal is to transform an existing building on the NEXT campus into a public condenser where vocational knowledge is made accessible to the local community,</p>

	<p>changing the role of the institution from a so-called 'gatekeeper of knowledge' to a facilitator of learning experiences. The project aims to democratize access to vocational knowledge, and demonstrate how formal educational institutes may evolve in their role as educator and become community anchors. One method to achieve this is to blur the boundary between formal education and community learning by designing the program of the building to be student-led. The building takes on a hybrid identity, serving NEXT students during school hours, and providing the opportunity for NEXT students to host workshops, events, and exhibitions for the local community during the afterschool period. In this manner, the building is a place where vocational knowledge is condensed into various programmatic elements and opened up to the community.</p>
Process	
Method description	
<p>The methodology for this project integrates quantitative and qualitative approaches. First, a further analysis of reports, studies, and statistics, such as the Nordvest Study or the Urban Renewal Plan for Bispebjerg provided deeper insight into the current context and local needs within Bispebjerg, as well as further development plans to align the project with broader objectives. Next, a literature review provided the theoretical foundation of relevant topics, such as knowledge access and educational pathways. Complimenting this, a quantitative case study analysis identified successful projects of public buildings that effectively bridge educational institutions and local communities, with a focus on youth engagement and educational buildings. A site analysis examined local challenges and opportunities for the implementation of a public condenser in the allocated site area, looking specifically at existing public spaces and buildings for young residents of Bispebjerg, as well as the relationship between NEXT and its immediate surroundings. Further research-by-design methods were implemented in the form of conceptual models exploring various spatial and programmatic strategies, aiming to show how the public condenser can facilitate interaction between NEXT and the local community. Finally, a design framework, synthesizing the insights from the data analysis, literature review, case studies, site conditions, and conceptual design explorations establish the overarching design principles and strategies that inform the design process.</p>	

Literature and general practical references

The literature review focuses partly on research data, specifically with regards to vocational education as well as socio-economic challenges in Bispebjerg, with an emphasis on younger residents as examined by Aydin Soei in the Nordvest Youth Study (Soei, 2021). The Bispebjerg Urban Renewal Plan, Adept's Vision Plan, and the Copenhagen Citizen's Assembly programs are consulted in order to gain an understanding of current developments in the area, as well as to inform the urban plan for the project (ADEPT, 2024; Kvarterplan, 2022).

Furthermore, concepts such as those put forth by Hugo Labate are consulted to form the theoretical foundation of the project, particularly regarding access to knowledge and the evolving role of traditional educational institutions from gatekeepers to facilitators (Labate, 2020). Similarly, design projects such as the LocHal Library in Tilburg by Civic Architects are used as reference, particularly in the way that the architecture aims to redefine the public library typology and support the changing role of libraries as 'curators' of knowledge (Civic Architects, 2019). With the increase in access to information in the digital age, institutions such as libraries are, similarly to other educational institutions, being forced to adapt their role to changing dynamics. Additional inspiration is drawn from other projects which also aim to challenge traditional roles or typologies, such as the Fondazione Prada by OMA, which introduces a new set of spatial typologies in which art can be exhibited and engaged with (OMA, 2015). Projects such as these can be investigated to discover the ways in which architects have reimagined the existing roles and expectations of various types of public buildings, in order to explore new approaches for the design of an vocational education building in Bispebjerg.

Books and papers:

ADEPT. (2024). *Vision plan for Area Renewal Bispebjerg Bakke*. [Unpublished document].

Christensen, G., Lunde Christensen, M., Winkler, A., & Holm Enemark, M. (2022). Tryghed og trivsel i udsatte boligområder. In VIVE (No. 978-87-7582-140-2). VIVE. Retrieved October 26, 2024, from <https://www.vive.dk/media/pure/bxq3pqvk/14872219>

Grafisk, C. (2023). Københavnersamling Bispebjerg 2023. In We Do Democracy (Ed.), Københavns Kommune. Retrieved October 26, 2024, from <https://kobenhavntaler.kk.dk/da-DK/folders/kobenhavnersamlinger>

Kvarterplan for Områdefornyelse Bispebjerg Bakke 2022-2026. (2022). In Københavns Kommune. The City of Copenhagen. Retrieved October 21, 2024, from https://kk.sites.itera.dk/apps/kk_pub2/index.asp?mode=detalje&id=2376

Labate, H. (2020). *Knowledge access and distribution: The future(s) of what we used to call 'curriculum'*. Paper commissioned for the UNESCO Futures of Education report (forthcoming 2021). <https://unesdoc.unesco.org/ark:/48223/pf0000374153>

Nielsen, R. S., Beckman, A. W., Blach, V. E. M., & Andersen, H. T. (2016). DIVERCITIES: Dealing with urban diversity: The case of Copenhagen. In Aalborg Universitet Videnbasen (No. 978-87-563-1828-0). SBI Forlag. Retrieved October 26, 2024, from [https://vbn.aau.dk/da/publications/divercities-dealing-with-urban-diversity\(27c2548b-6ccd-4d9b-b94e-14b7f7c23bca\)/activities.html](https://vbn.aau.dk/da/publications/divercities-dealing-with-urban-diversity(27c2548b-6ccd-4d9b-b94e-14b7f7c23bca)/activities.html)

Sennett, R. (2008). *The craftsman*. Yale University Press.

Soei, A. (2021). Nordvest-undersøgelsen: Sociale overdrivelser og fritidsliv blandt unge i Københavns Nordvestkvarter. In Københavns Kommune. Municipality of Copenhagen. Retrieved October 21, 2024, from <https://www.kk.dk/sites/default/files/2022-05/Nordvestunders%C3%B8gelsen%202021.pdf>

Case Studies:

Civic Architects. (2019). *Lochal Tilburg*. Civic Architects. Retrieved January 7, 2025, from <https://www.civicarchitects.eu/projects/lochal-tilburg>

OMA. (2015). *Fondazione Prada*. OMA. Retrieved January 7, 2025, from <https://www.oma.com/projects/fondazione-prada>

Reflection

1. What is the relation between your graduation (project) topic, the studio topic (if applicable), your master track (A,U,BT,LA,MBE), and your master programme (MSc AUBS)?

The graduation project topic is concerned with new approaches to increasing the degree of publicness of educational institutions, exploring their changing role from self-contained gatekeepers of knowledge to more accessible and communal facilitators of learning experiences. This relates to the topic of the studio, 'public condensers', which has a similar aim of exploring new typologies of public buildings. The emphasis in the architectural design on hybridity and sustainability also aligns with the studio's focus.

Sustainability: The design adaptively reuses an existing campus structure and utilises sustainable timber construction methods for any additional structures, while the green space in the area is increased. Social sustainability is also an important focus of

the project, especially with regards to enhancing community engagement, particularly for young residents who may lack opportunities for productive and structured engagement.

Hybridity: The project merges educational, vocational, and recreational functions, creating a community anchor that promotes educational pathways, enhances youth engagement, and enhances the cultural identity of the area. Furthermore, the program of the building is shared, serving the upper secondary school during school hours, and the local community in the afterschool period. The students from the school do not only use the building to learn, but also to apply their study programs in the real world through hosting events and workshops for visitors.

2. What is the relevance of your graduation work in the larger social, professional and scientific framework.

The project attempts to reimagine the role of formal educational institutions in relation to their local communities, highlighting the potential for isolated, self-contained buildings to adapt to the developing educational landscape.

By transforming the NEXT campus building into a public-facing space, the project addresses social equity, offering the community greater access to educational and cultural resources. It fosters community engagement, making vocational education more approachable and integrated into daily life, thereby strengthening Bispebjerg's identity as a hub of craftsmanship. Professionally, the project showcases the potential of adaptive reuse in educational architecture, providing a model for how such spaces can evolve to meet contemporary societal needs. It may serve as a case study in designing hybrid spaces that cater to both educational and public functions. Scientifically, the project engages with modern educational theories that emphasize equitable access, lifelong learning, as well as community involvement.