

**FINAL REFLECTION: THE FUN FACTORY**  
**DESIGNING INCLUSIVITY: ELIMINATING SOCIAL BARRIERS,**  
**INCREASING COLLECTIVE IDENTITY**

**Introduction**

In an era where public spaces often lack the warmth and accessibility necessary to foster genuine connections, and on a site that is dominated by closed buildings and transitional spots seen as non-place, this building emerges as a counterpoint—a destination in itself rather than a mere transition between destinations. By prioritizing social interaction, engagement, and inclusivity, it becomes a dynamic catalyst for community cohesion.

## THE INFLUENCE OF DESIGNING FOR ACCESSIBILITY AND INCLUSIVITY ON THE DESIGN

The building is accessible to all, ensuring that everyone, regardless of ability, can navigate its spaces with ease. From ramps and elevators to quiet zones, every aspect of the design is carefully crafted to accommodate diverse needs and preferences.

Accessibility is not an afterthought but a guiding principle woven into the fabric of the building. Ramps, elevators, and wide doorways ensure that everyone, regardless of mobility, can navigate the space with ease.

## THE SPECIAL EXPERIENCE

Central to the building's ethos is the concept of shared spaces—areas where individuals can come together to connect, collaborate, and celebrate. These spaces are not just functional; they are designed to evoke specific emotional responses through the strategic use of color, texture, and form.

The use of colour plays an important role in shaping the emotional experience of the building. Warm, inviting hubs evoke feelings of comfort, while bold pops of colour inject energy and vitality into the space. Each colour is carefully chosen to elicit a specific emotional response and experience. Identity is another key consideration, with the building serving as a reflection of the communities it serves.

Shared spaces are designed to serve diverse needs and preferences. From green patios that invite relaxation to bustling communal hubs that celebrate cultures and social interactions. These spaces serve as the lifeblood of the building, fostering a sense of community and belonging among its occupants.

Collaborative use is encouraged, with flexible spaces that can easily adapt to a diverse range of activities and events. From art exhibitions to community workshops, the building serves as a canvas for creativity and expression, fostering a sense of ownership and investment among its users.

## THE RELATION BETWEEN THE GRADUATION TOPIC, THE STUDIO TOPIC AND THE MASTER TRACK

The Public Building studio investigates the future of public buildings and their role in the built environment, by developing new spatial formulas, programmatic articulations, and building components. The work of the Public Building studio involves reinventing past structures and questioning existing typologies through research and design as well as research by design. The Graduation Studio aims to produce sustainable future-proof designs and investigates the possibilities of design thinking in a world where the definition of what an architect is and does ceaselessly shifts. Public architecture should respond to and accommodate today's needs while anticipating the future. That is why my graduation topic responds to the problems that The Hague's Central Station Area is facing such as lacking of quality public spaces, inaccessibility and disengagement of people with the site. By providing these qualities, the site will be transformed into an inclusive public hub.

During the first phase of this graduation project, an urban concept was made for the site around the Hague's Central Station which is further developed during P2. Further, the main focus during P2, P3 and P4 is the architectural design of a vertical campus through the method of research by design. Also, the project will be refined by paying attention to building technology and sustainability aspects.

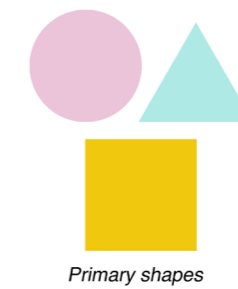
## THE RELATION BETWEEN RESEARCH AND DESIGN

Research-by-Design focuses on design work as a special form of research. It considers theory and praxis, analysis, and imagination as inseparable and as a medium to help conceive and develop architectural ideation. Research is not only about preparation, description, and explanation but also more importantly about projection and speculation. Research is therefore a form of design and design is a form of research. The research process started with analysing The Hague with a special focus on the design site, which in my case was the high-density city fabric. Also, during P1 various famous campuses were studied and visited in London to get a clear idea of what a Campus can be. Based on the outcome of this research and the site analysis I came up with the research topic, Designing inclusivity and creating a sense of belonging, which is a reaction to the non-place phenomena on the site.

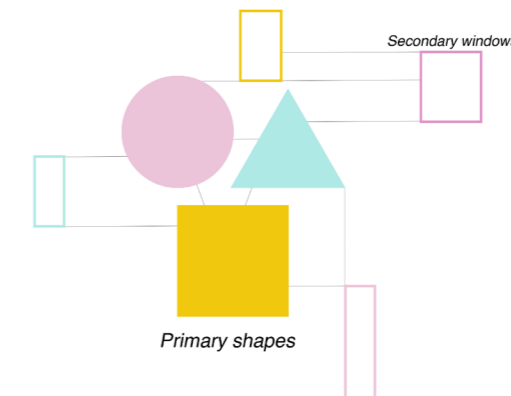
After translating these analyses into an urban design during P1, I started speculating and imagining how my idea on campus could take shape. One of the methods I used to imagine was creating different types of collages about my idea of campus, the experience in the building and the social manifesto. These collages were starting point of the preliminary design which I developed until P2.

Also, based on my research topic, the theoretical research and surveys about the site, I defined some basic elements for my project which are the three basic shapes: Square, Circle and Triangle. In addition, the campus will have colourful volumes which communicate with the surroundings and invite people to different levels of the building.

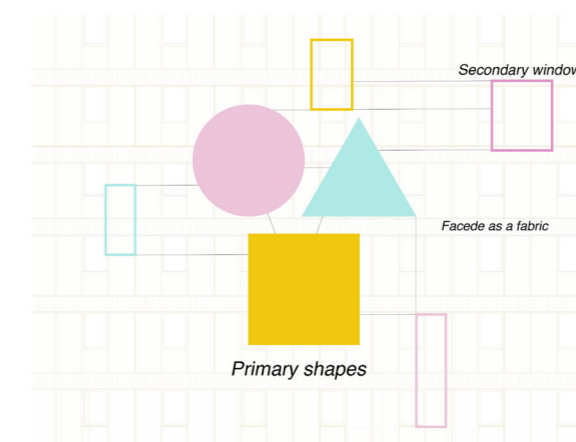
Further, after P2 I did research and thought about the technical aspects of the design and how to make the building future-proof, resilient and flexible. All of these different types of research led to an integrated design.



### 1. Primary shapes and colours



### 2. Secondary windows



### 3. Facade as a fabric

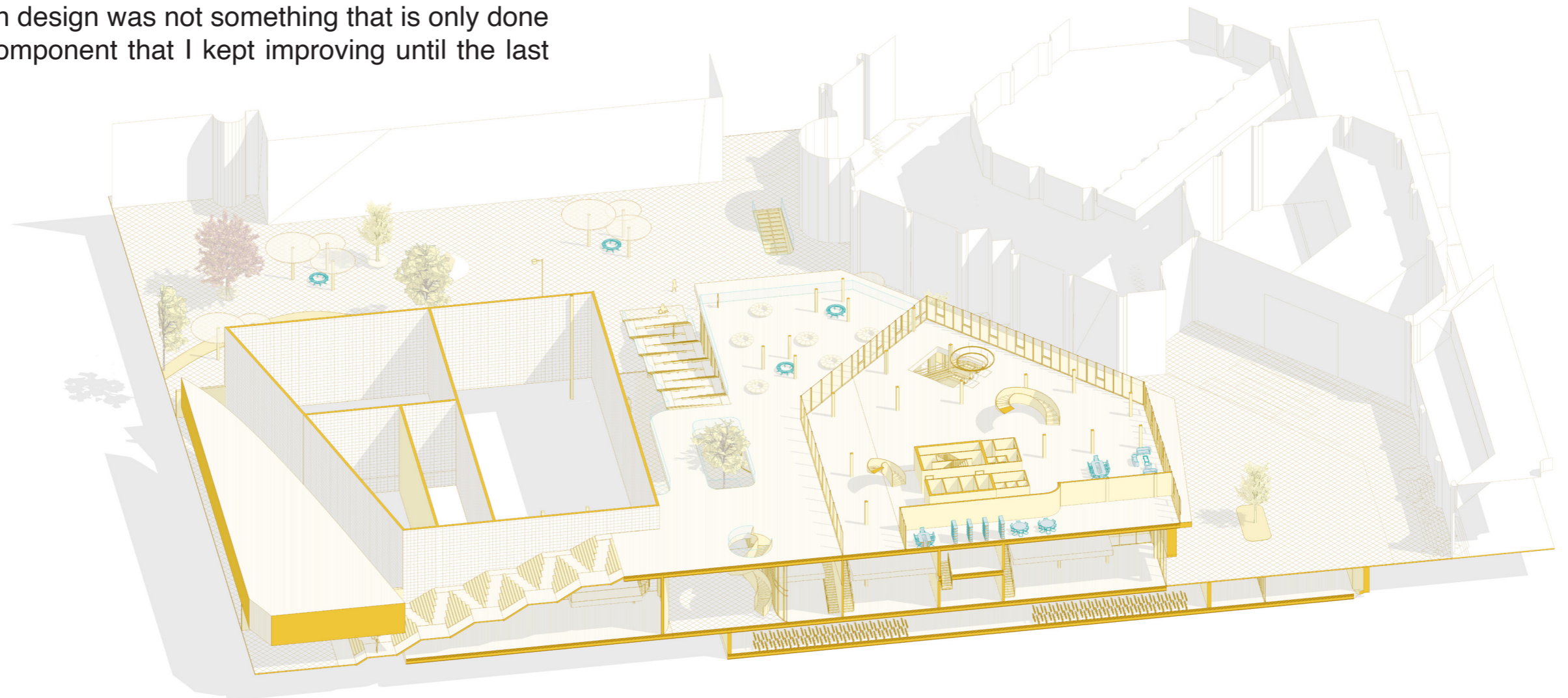
## THE VALUE OF THE WAY OF WORKING DURING THE GRADUATION PERIOD

As mentioned in the paragraph before, I used different methods and ways of research to achieve my final design. This approach to research and design might be different from the classic way of designing, but in my opinion it was the perfect way for this assignment and this site. Because this design could not be achieved in a linear way of designing. The way I approached was more organic. For example, the collages I created at the beginning of p2 were always a sort of reference which I always went back to which helped me with making design choices.

Furthermore, the complexity of the location played an important role in making decisions because one of the challenges I wanted to solve was activating the closed-off and inaccessible buildings and extending the plinth. Therefore the urban design was not something that is only done during P1, but it was a component that I kept improving until the last moment.

Another tool I used and which I am very happy about is making physical models. These helped me examine the logic of my building and test its potential. Also, making illustrations and renders from an early stage of the design helped me visualise how I imagined the campus to look like, and also the complexity of this mixed-used tower required that.

The weekly tutoring sessions with the tutors were enlightening and helped a lot with widening my perspective and eliminating ideas that did not strengthen my concept. Therefore, I made sure to be well prepared every week and set deadlines and products I wanted to show for the next week.



Activating the urban fabric

## THE ACADEMIC AND SOCIETAL VALUE, SCOPE AND IMPLICATION OF THE PROJECT, INCLUDING ETHICAL ASPECTS

The design described holds significant academic value within the field of architecture and urban planning. Firstly, it serves as a practical demonstration of theoretical concepts such as inclusive design, social sustainability, and accessibility. By implementing these principles in a tangible architectural form, the design offers valuable insights into how architecture can positively impact social dynamics and promote community well-being.

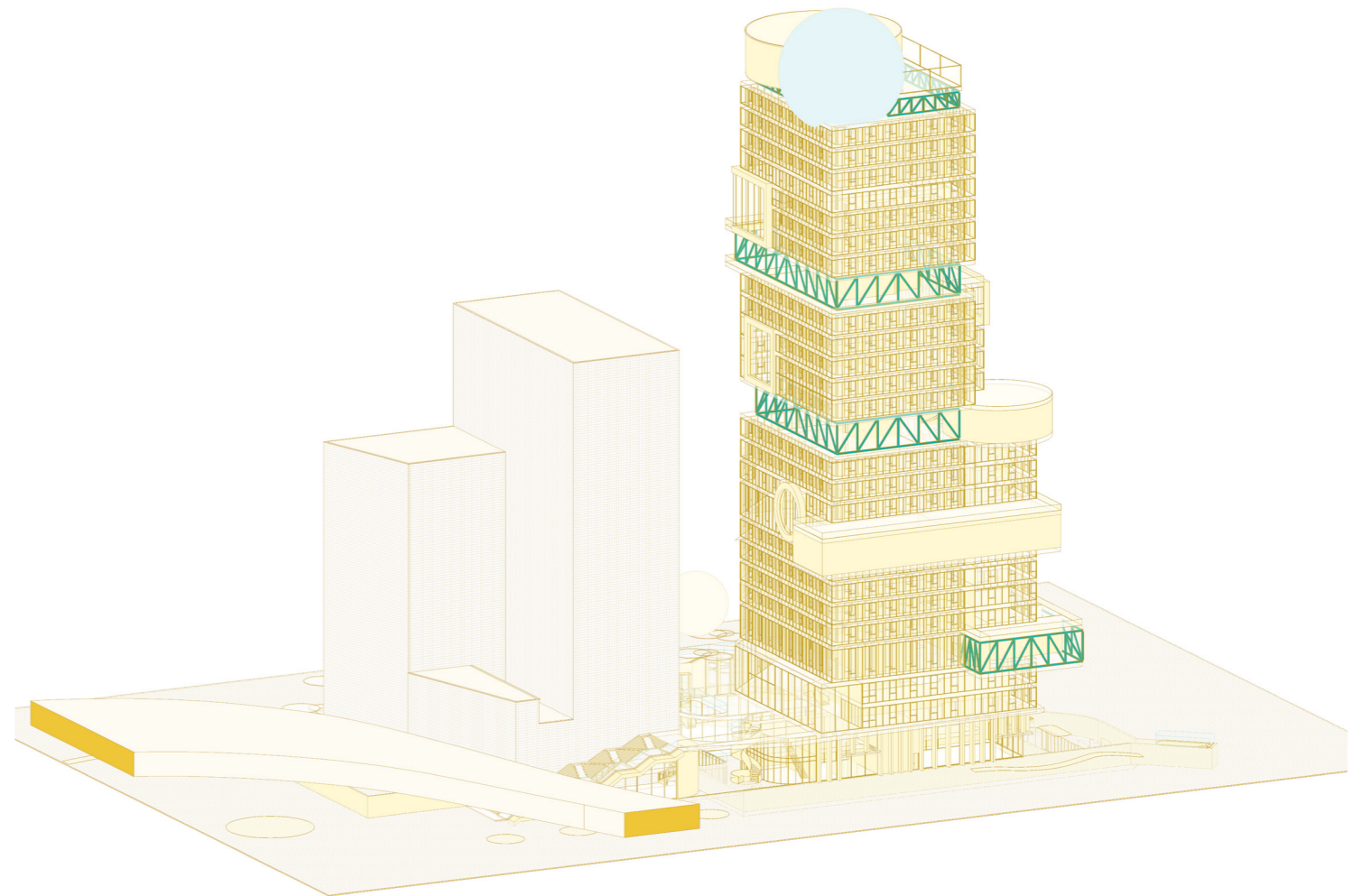
Moreover, the design encourages interdisciplinary collaboration and research across various academic disciplines. Scholars from fields such as sociology, anthropology, psychology, and urban studies can study the building's impact on social cohesion, cultural exchange, and individual well-being. This interdisciplinary approach fosters a deeper understanding of the complex interactions between built environments and human behaviour.

Furthermore, the design provides a case study for exploring innovative architectural strategies, such as climate-transparent facades, adaptable spaces, and colourful volumetric expressions.

The architectural design envisioned here embodies a vision of inclusivity, diversity, and social engagement. At its core, the design seeks to foster a sense of community by providing spaces that encourage social gathering and interaction among people from all backgrounds. With a commitment to accessibility, the building features open and inviting entrances, ramps, and elevators to ensure that everyone can navigate the space comfortably.

Transparent facades invite passersby to engage with the building, while vibrant, colourful volumes with distinct shapes serve as a celebration of diverse identities and cultures. And because these volumes hang on the building and are cantilevered they connect with the surroundings and invite people in.

Moreover, the design embraces the concept of lifelong learning by incorporating flexible spaces that can adapt to various educational and recreational activities, fostering a spirit of continuous growth and exploration within the community.



The design

## THE TRANSFERABILITY VALUE OF THE PROJECT RESULTS

The transferability value of this project is significant, as the design principles and strategies employed can be adapted and applied to various contexts and settings beyond the specific project site. Firstly, the emphasis on inclusivity, diversity, and social gathering can be replicated in different communities and urban environments, regardless of cultural or geographical differences. The design's focus on creating welcoming and accessible spaces can serve as a model for architects and planners seeking to promote social cohesion and community engagement in diverse contexts.

Additionally, the transparent facades, colourful volumes, and adaptable spaces showcased in the project offer examples for architects and designers looking to create visually stimulating and flexible environments. These design elements can be integrated into a wide range of building typologies, including schools, community centres, cultural institutions, and commercial developments, enhancing their functionality and aesthetic appeal.

Also, the sports facilities, green spaces, and cultural/ public zones transform the campus into a vibrant hub of activity, where people can come together to unwind, socialize, and participate in leisure activities. This emphasis on FUN and enjoyment contributes to the overall liveliness and vibrancy of the campus, making it an attractive destination for students, faculty, and visitors alike.

Overall, the transferability value of this project lies in its potential to inspire and inform architectural and urban design practice across diverse contexts, offering examples and strategies for creating inclusive, vibrant, and socially engaging built environments.