





***'But his words fell on deaf ears.** The boy continued to soar up into the bright blue sky, edging nearer and nearer to the sun and, as Daedalus flew along below him, he saw a bright white feather flutter through the sky and, looking up, watched in horror as more and more feathers detached themselves from his son's wings.'*



education

'But his words fell on deaf ears.'

industry

education

'But his words fell on deaf ears.'





LEARNING BY DOING

RE-IMAGINING CRAFT EDUCATION

DESIGN AS POLITICS: New Utopias on the Ruins of the welfare state

TU Delft, MSc Architecture

Erik Groenendijk, 4249364

Mentors:

ir. Huib Plomp

ir. Bas Gremmen

drs. Marta Relats

1. Introduction
2. Problem statement
3. New guilds
4. Learning by doing
5. Future developments

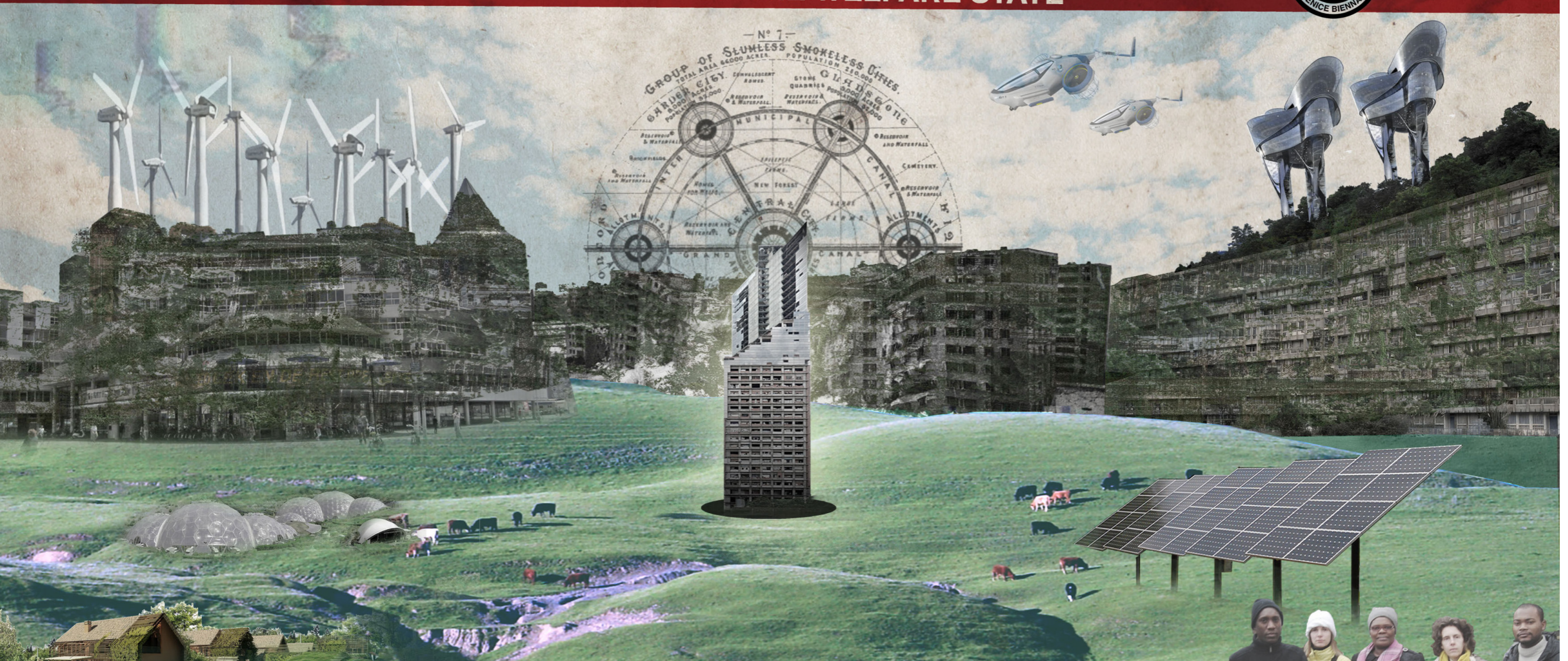
INTRODUCTION

brief explanation of this thesis

NEW UTOPIAS: ON THE RUINS OF THE WELFARE STATE

GRADUATION STUDIO 2014/2015

NEW UTOPIAS ON THE RUINS OF THE WELFARE STATE



MOVING TOWARDS A NEW SOCIETY



*Combined with the need to reduce the government deficit, this will cause the classical welfare state to change into a **participation society***

WHAT DO I ENVISION?

utopia *noun*

- *ideal state*
- *non place*



NEW UTOPIA'S
ON THE RUINS OF THE WELFARE STATE

TOWARDS A NEW SYSTEM

WHAT DO I ENVISION?

PROBLEM STATEMENT

description of issue that will be adressed

INSTITUTIONALIZATION OF LEARNING

RUIN OF THE WELFARE STATE

Een hotel, een supermarkt
maar geen geschikte lokalen

Een hotel, een supermarkt
maar geen geschikte lokalen

ROC Leiden dieper in crisis

Een hotel, een supermarkt
maar geen geschikte lokalen

ROC Leiden dieper in crisis

Bij ROC Leiden keek iedereen weg

|

Een hotel, een supermarkt
maar geen geschikte lokalen

ROC Leiden dieper in crisis

Bij ROC Leiden keek iedereen weg

**Minister redt ROC Leiden met
maximaal 40 miljoen**

BIG EDUCATIONAL INSTITUTIONS
MOVED AWAY FROM CORE BUSINESS

Een hotel, een supermarkt
maar geen geschikte lokalen

ROC Leiden dieper in crisis

Bij ROC Leiden keek iedereen weg

**Minister redt ROC Leiden met
maximaal 40 miljoen**

INSTITUTIONALIZATION OF LEARNING

RUIN OF THE WELFARE STATE



‘Megalomaan bouwproject’

De gebouwen zijn niet alleen te duur, er is ook niet goed nagedacht over roltrappen, gangen en liften om de leerlingen goed door de gebouwen te laten stromen. Er zijn lokalen niet afgeschermd zodat concentreren lastig is.

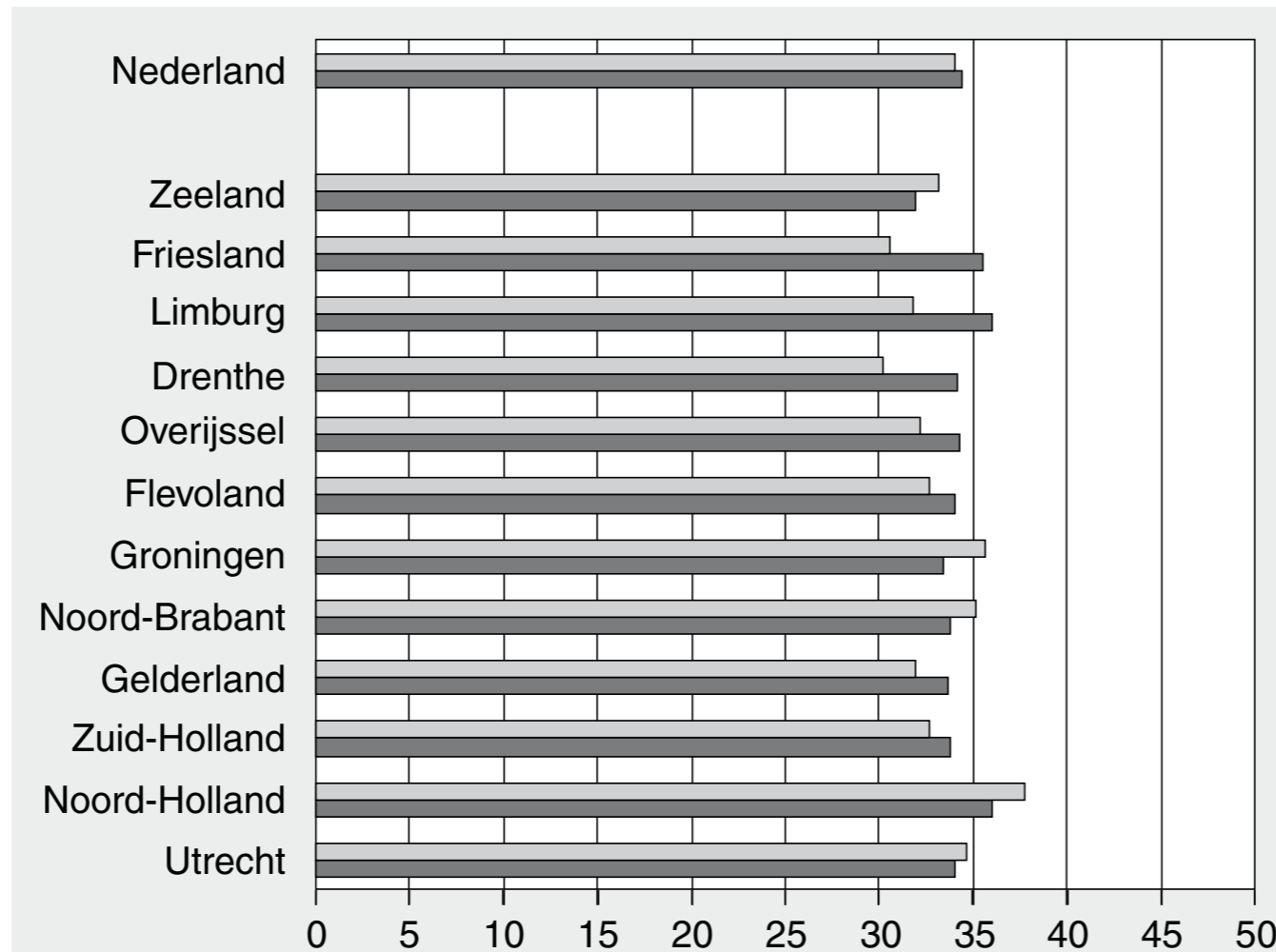
Betrokkenen zeggen tegen deze krant dat het jarenlang alleen maar over geld en gebouwen ging, en nauwelijks over onderwijs.

INSTITUTIONALIZATION OF LEARNING

RUIN OF THE WELFARE STATE



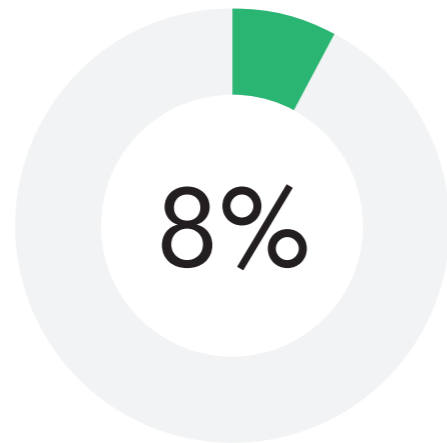
4. Aandeel 25–64-jarige hoogopgeleiden dat een beroep onder zijn of haar opleidingsniveau uitoefent, 2007/2009



LACK OF CRAFTSMEN

RUIN OF THE WELFARE STATE

MISMATCH IN TEACHING



8% of the working force is unemployed, this is 628.000 people



There are 63.000 engineers and craftsman needed. This is 0,8% of the working force



Zondag 12 oktober 2014. Het laatste nieuws het eerst op NU.nl



Zoek nieuws

Economie / Ondernemen

volg op twitter | rss

Gepubliceerd: 11 september 2014 12:40
Laatste update: 11 september 2014 14:47

'Nederland heeft meer vaklui nodig'

Als Nederland zijn concurrentiepositie niet wil verliezen, dan moet het tekort aan vakmensen worden verminderd. Met name in technische en verwante beroepen zijn meer specialisten nodig.



Foto: ANP

Dat stelt de [Europese Commissie](#) donderdag in haar nieuwe jaarlijkse rapport over het concurrentievermogen van Nederland en de andere EU-lidstaten.

Volgens Brussel is het ook nodig dat het midden- en kleinbedrijf weer makkelijker kan lenen om te investeren. Deze situatie zal waarschijnlijk verbeteren naarmate het economische herstel aanhoudt, verwacht de

commissie.

WHY IS THERE A LACK OF CRAFTSMEN?

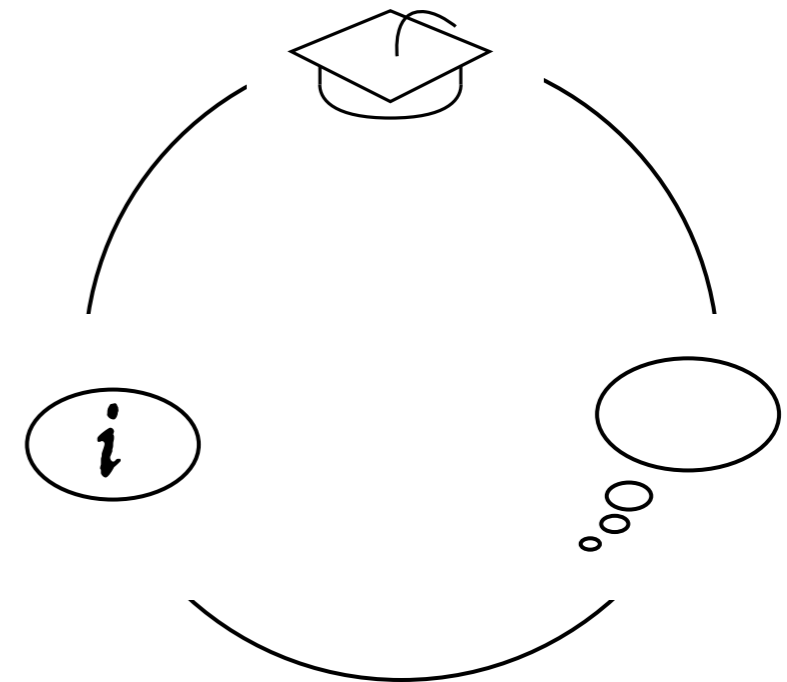
HOW TO GET MORE CRAFTSMEN?

AWARENESS, IMAGE, AND EDUCATION

There are not enough students who pursue a career as a craftsman.

These are the main things to consider: status, image, lack of awareness and the educational system.

(SER (2013) p. 25)



WHY IS THERE A LACK OF CRAFTSMEN?

HOW TO GET MORE CRAFTSMEN?

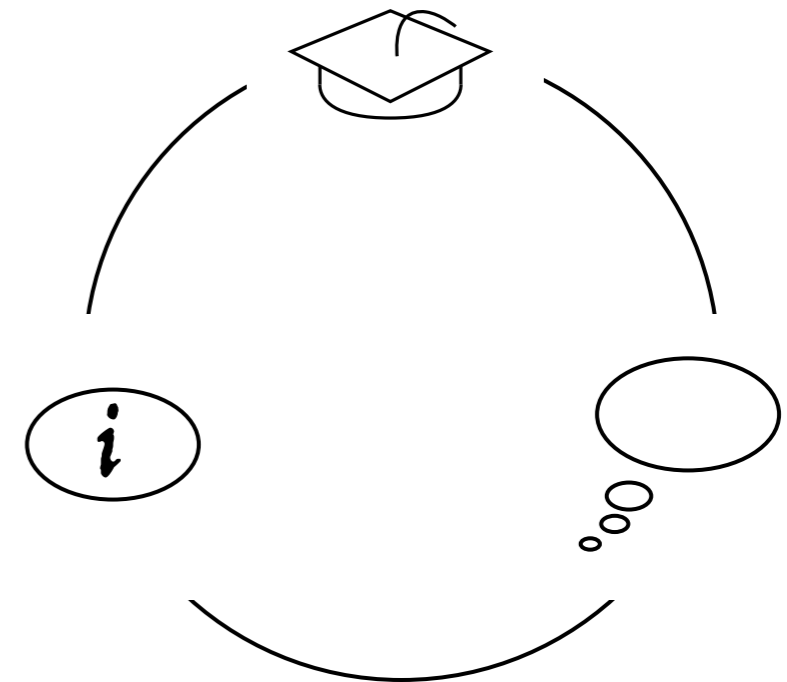
AWARENESS, IMAGE, AND EDUCATION

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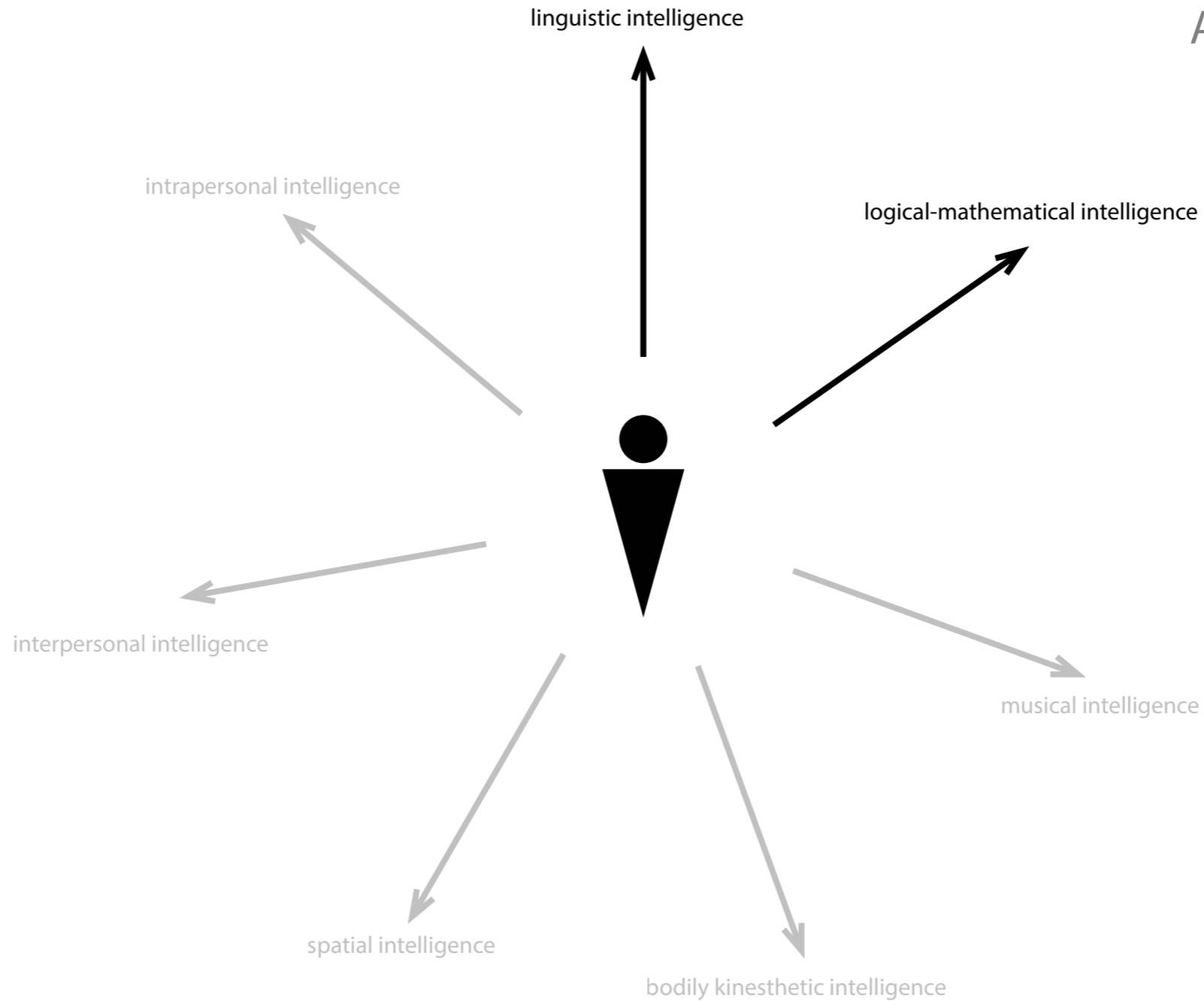
- *What people know about craftsmen*
- *What people think about craftsmen*
- *How craftsmen are educated*



CURRENT EDUCATIONAL MODEL

RUIN OF THE WELFARE STATE

FOCUS ON LIMITED
AMOUNT OF SKILLS



‘What would an alternative, tertiary educational model, which focusses on craft skills, look like?’

'How to embed this new model so that it revitalises the city'

'How can this model stimulate other educational facilities, so that the students have a broad range of options'

INSTITUTIONS MOVED AWAY FROM CORE BUSINESS

EDUCATION IS BECOMING TOO EXPENSIVE

SOCIETY IS OVEREDUCATED

THERE IS A MISMATCH IN TAUGHT SKILLS

THIS HAS LED TO A SHORTAGE OF CRAFTSMEN

THREE THINGS HAVE CAUSED THIS:
LACK OF AWARENESS, BAD IMAGE AND EDUCATION

TESTS ALL THE SKILLS WITH THE SAME TESTS

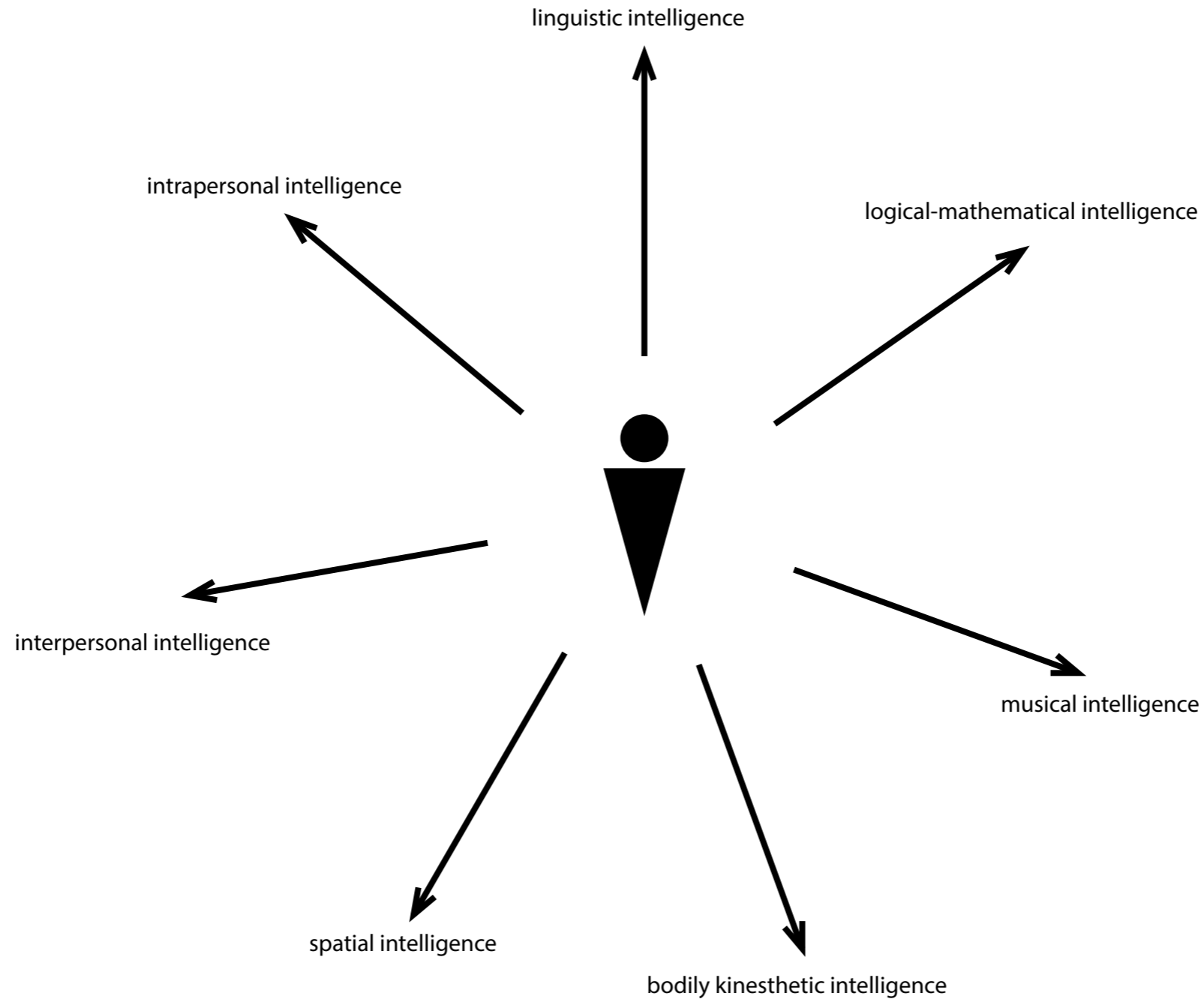
NEW GUILDS

how to fix this failing model

THEORY OF MULTIPLE INTELLIGENCES

HOWARD GARDNER

EQUAL OPPORTUNITIES



(Gardner, 1983)

CRAFT GUILDS IN 1662

HOW SHOULD CRAFT GUILDS FUNCTION?

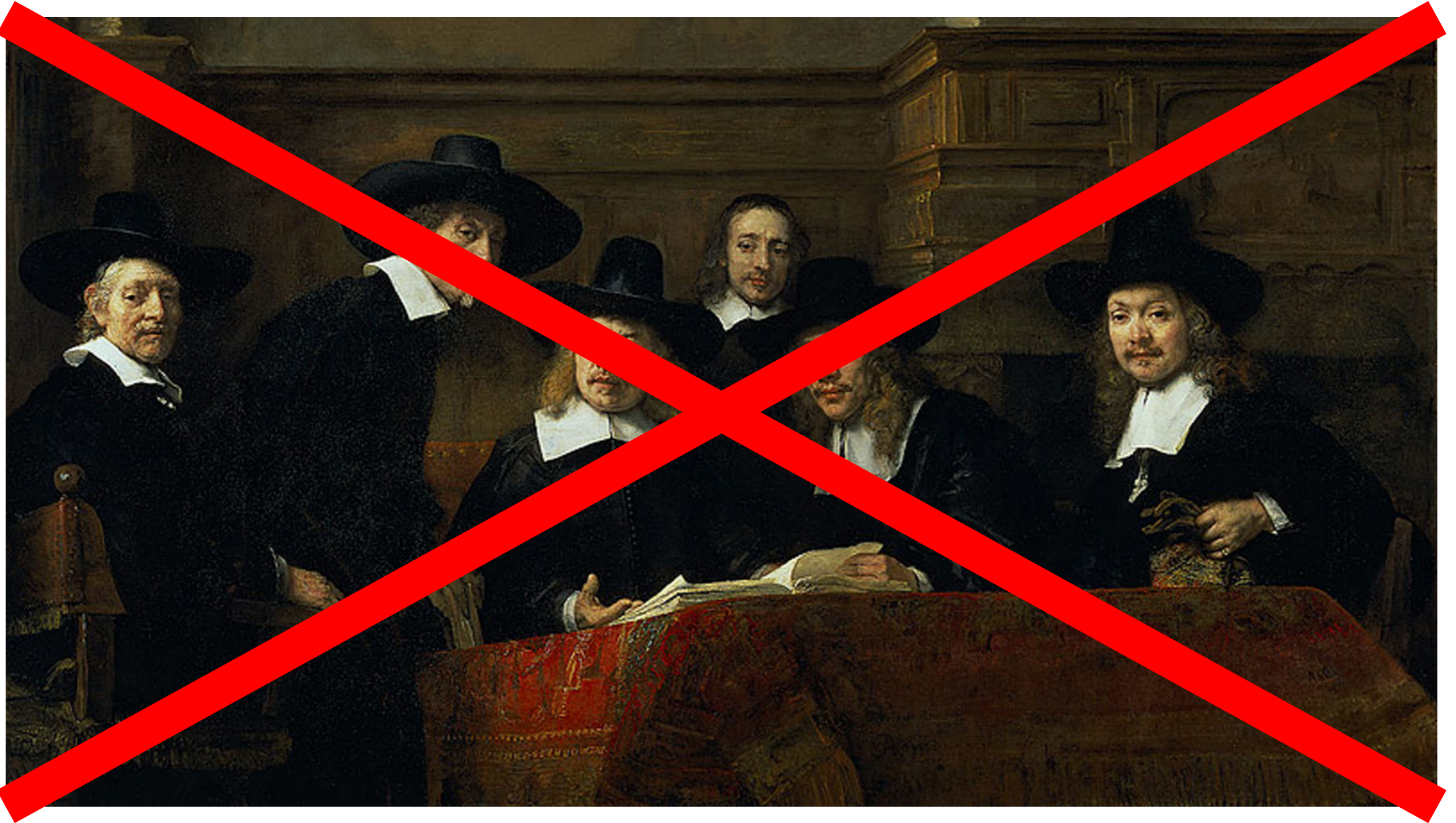
REINSTATE CRAFT GUILDS



CRAFT GUILDS IN 1662

HOW SHOULD CRAFT GUILDS FUNCTION?

REINSTATE CRAFT GUILDS



CRAFT GUILDS IN 2020

HOW SHOULD CRAFT GUILDS FUNCTION?

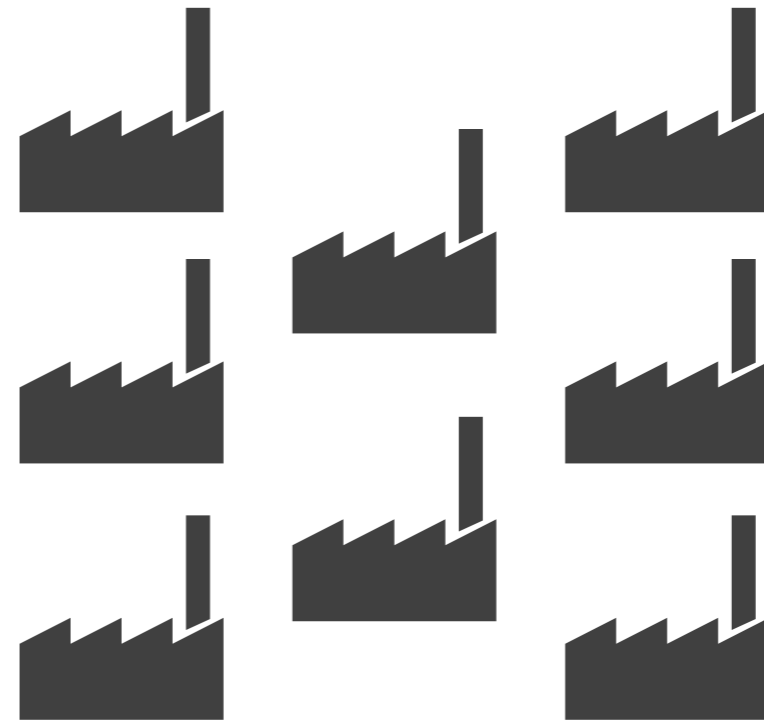
IN A CONTEMPORARY WAY



CURRENT MODEL

HOW SHOULD CRAFT GUILDS FUNCTION?

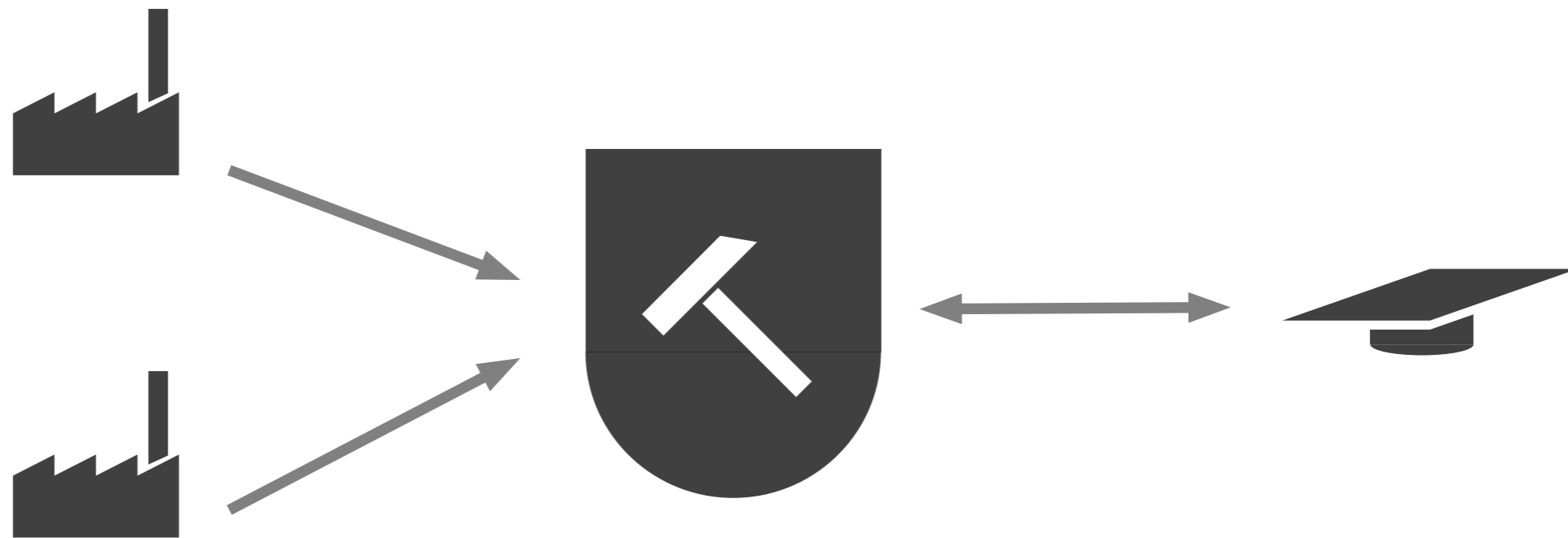
INSTITUTIONALIZATION



PROPOSED MODEL

HOW SHOULD CRAFT GUILDS FUNCTION?

INTERACTION BETWEEN INDUSTRY AND EDUCATION



GARDNER'S THEORY OF MULTIPLE INTELLIGENCES

USE CRAFT GUILDS TO ORGANIZE EDUCATION

STRONGER LINK BETWEEN INDUSTRY AND EDUCATION

LEARNING BY DOING

the future of craft education

SCHOONHOVEN

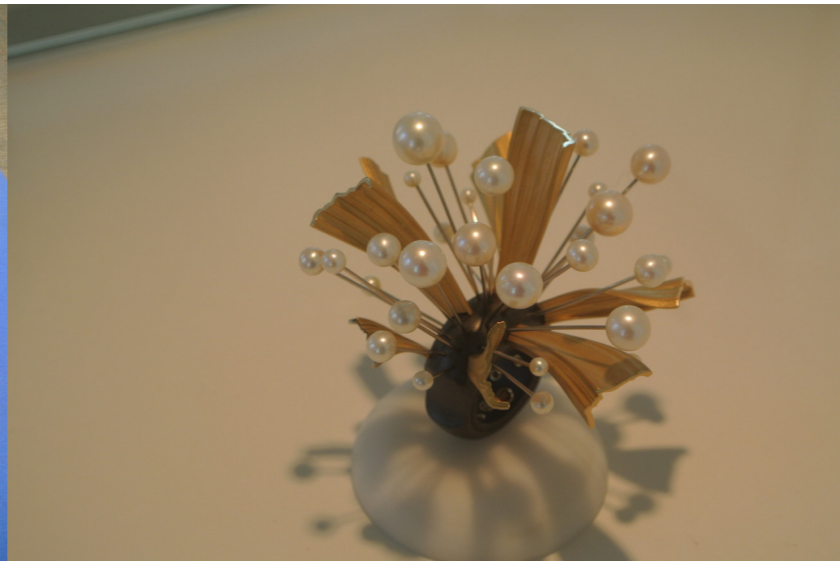
SILVER CITY: CASE STUDY FOR NEW EDUCATION

THE SILVER CITY



WHAT DOES SILVER LOOK LIKE?

SCHOONHOVEN: SILVER CITY



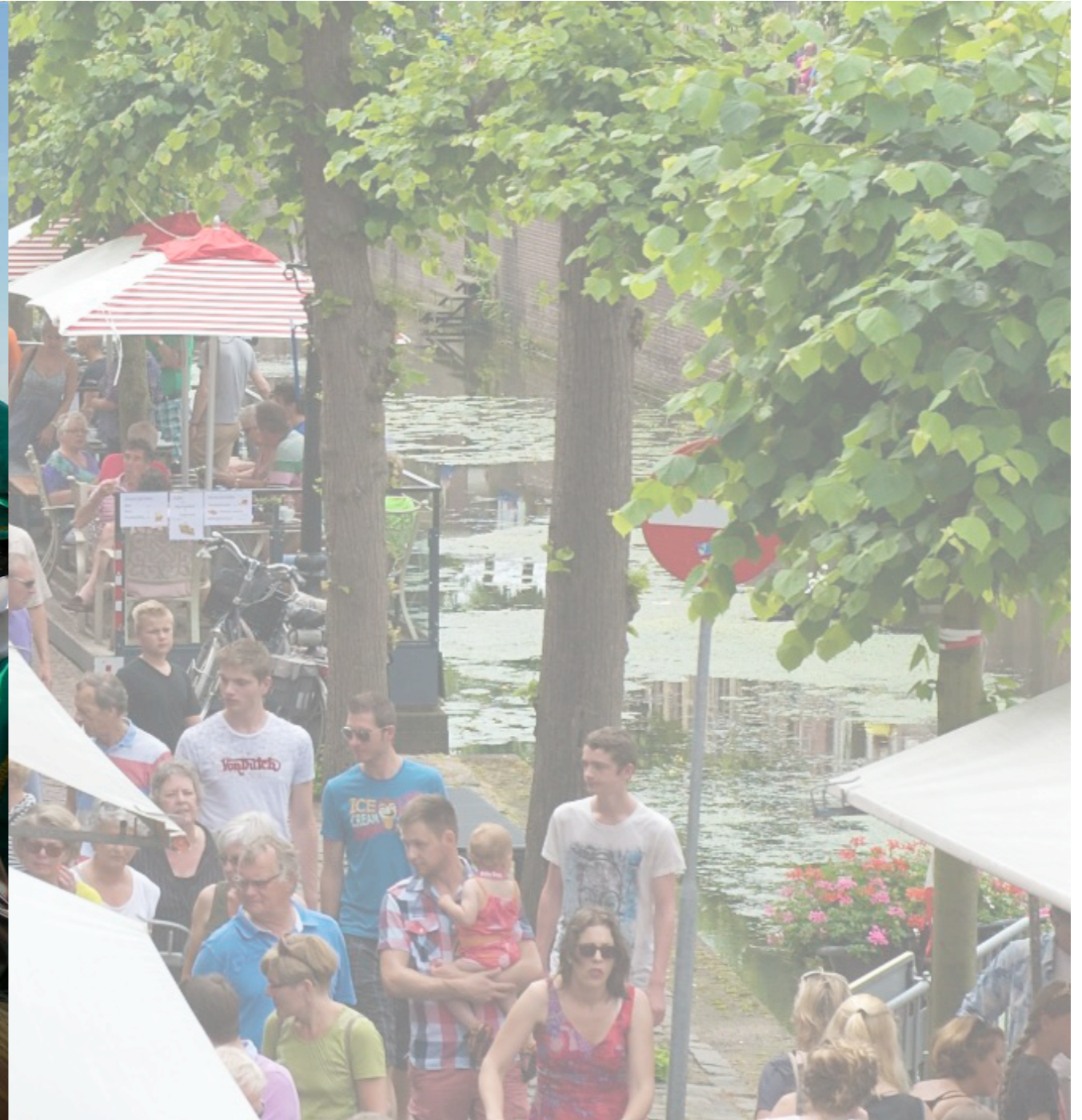
SILVER IN DAILY LIFE

SCHOONHOVEN: SILVER CITY



SILVER IN DAILY LIFE

SCHOONHOVEN: SILVER CITY



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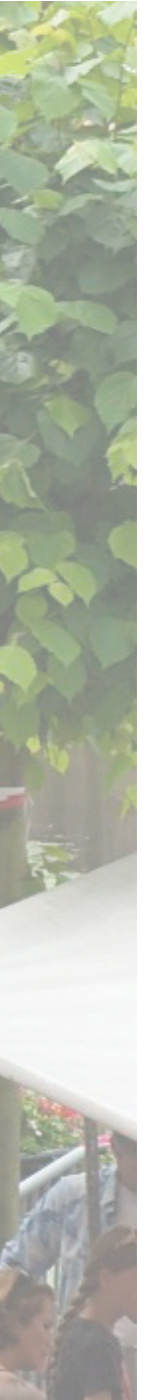
NEW GUILDS

LEARNING BY DOING

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DEVELOPMENTS

SILVER IN DAILY LIFE

SCHOONHOVEN: SILVER CITY



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ISOLATED INSTITUTION IN CITY

18 hours a week practical skills

traditional



8 hours a week theory

Dutch, English, Math
Physics, Chemistry



ISOLATED INSTITUTION IN CITY

18 hours a week practical skills

traditional

8 hours a week theory

Dutch, English, Math
Physics, Chemistry



THE NEW CRAFT SCHOOL

EDUCATION BECOMES PART OF THE CITY

SCHOONHOVEN



THE NEW CRAFT SCHOOL

EDUCATION BECOMES PART OF THE CITY

PROPOSED EDUCATIONAL AREA



THE NEW CRAFT SCHOOL

EDUCATION BECOMES PART OF THE CITY

CITY CENTER



THE NEW CRAFT SCHOOL

EDUCATION BECOMES PART OF THE CITY

INDUSTRIAL AREA



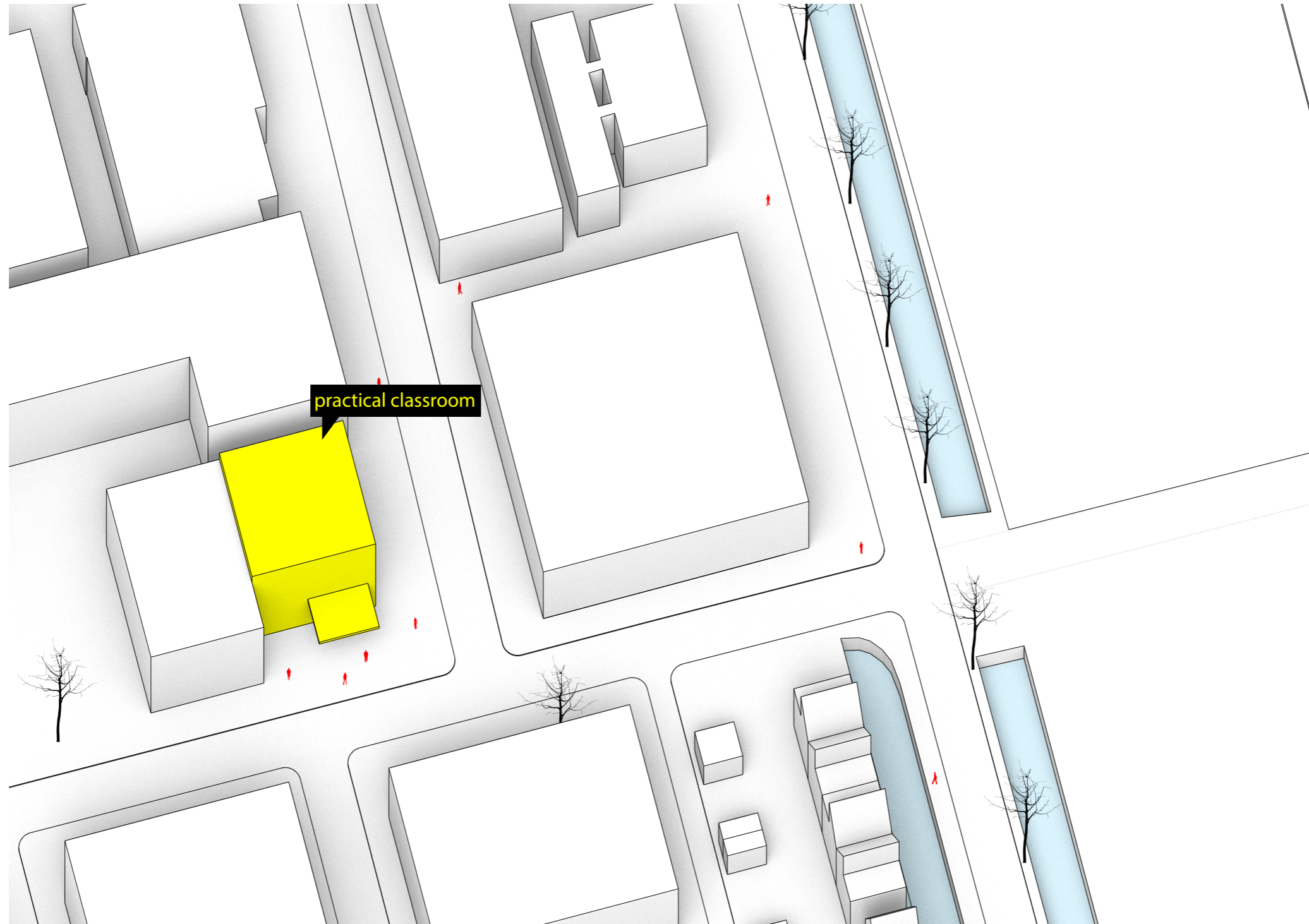
CITY CENTER

SCHOONHOVEN: SILVER CITY



INDUSTRIAL AREA

SCHOONHOVEN: SILVER CITY



WORKSHOPS AND MARKET

CITY CENTER



WORKSHOPS AND MARKET

CITY CENTER



HAVENKAZERNE & DOELENPLEIN

SCHOONHOVEN: SILVER CITY

OLD MILITARY GROUND



HAVENKAZERNE & DOELENPLEIN

SCHOONHOVEN: SILVER CITY

OLD MILITARY GROUND



FACILITATING START UPS



FACILITATING START UPS



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LEARNING BY DOING

FUTURE
DEVELOPMENTS

FACILITATING START UPS



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LEARNING BY DOING

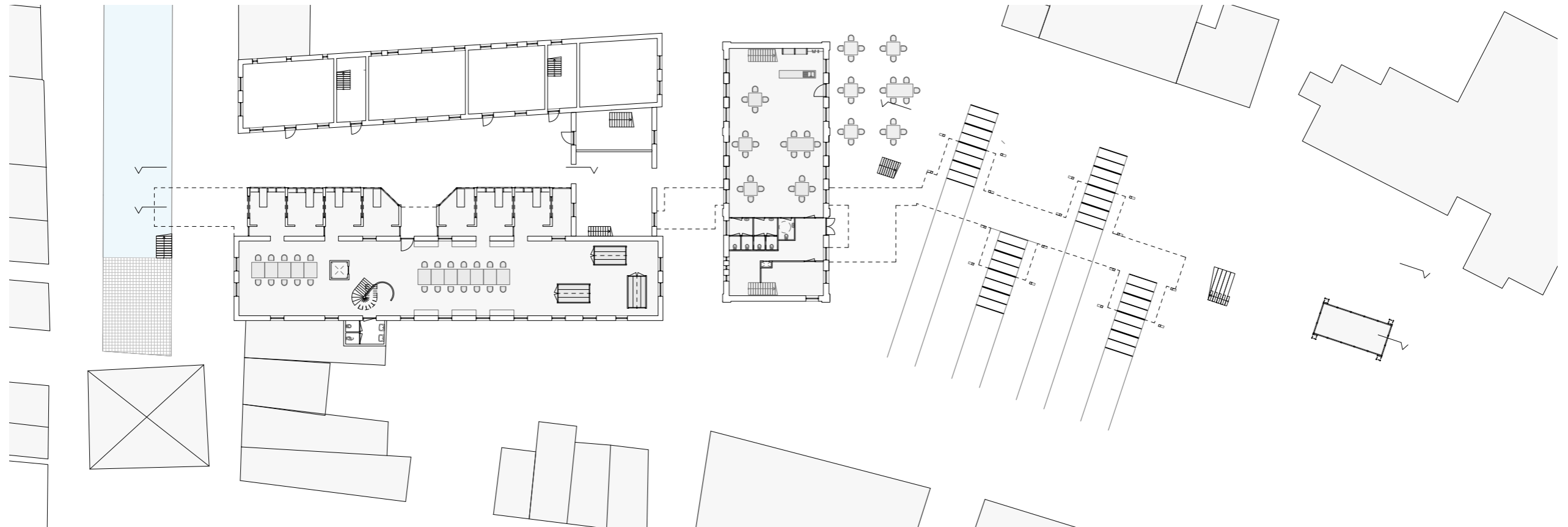
FUTURE
DEVELOPMENTS

FACILITATING START UPS



FIRST FLOOR

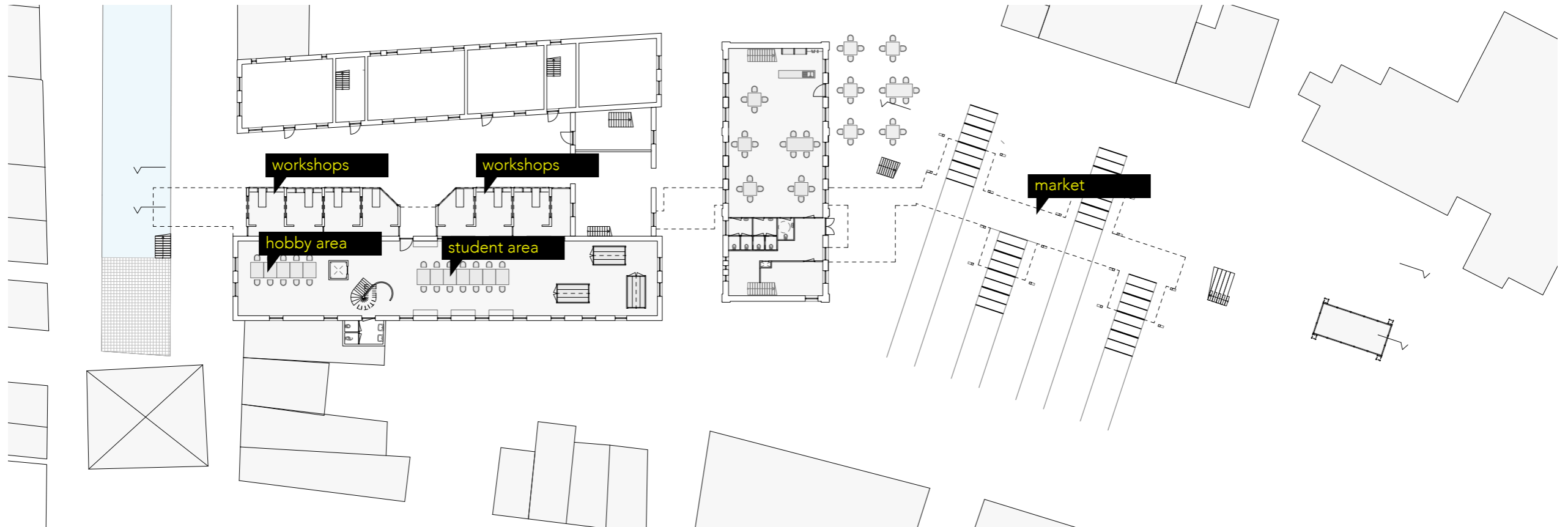
LEARNING BY DOING 1



first floor
level 0.000

FIRST FLOOR

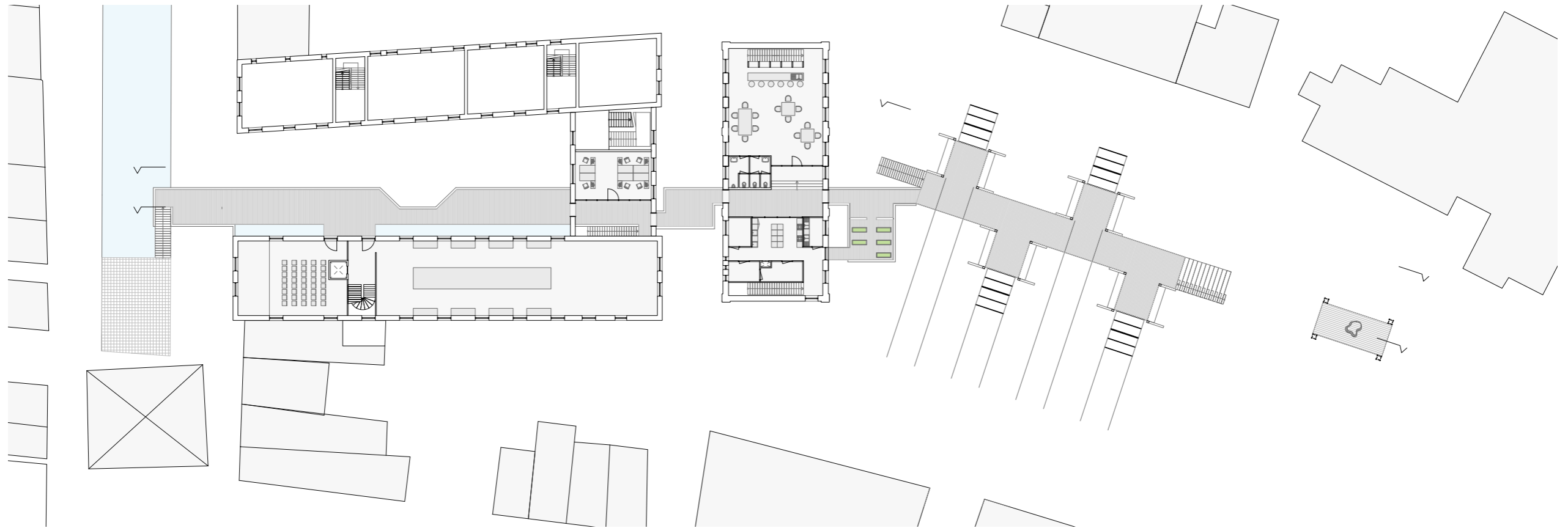
LEARNING BY DOING 1



first floor
level 0.000

SECOND FLOOR

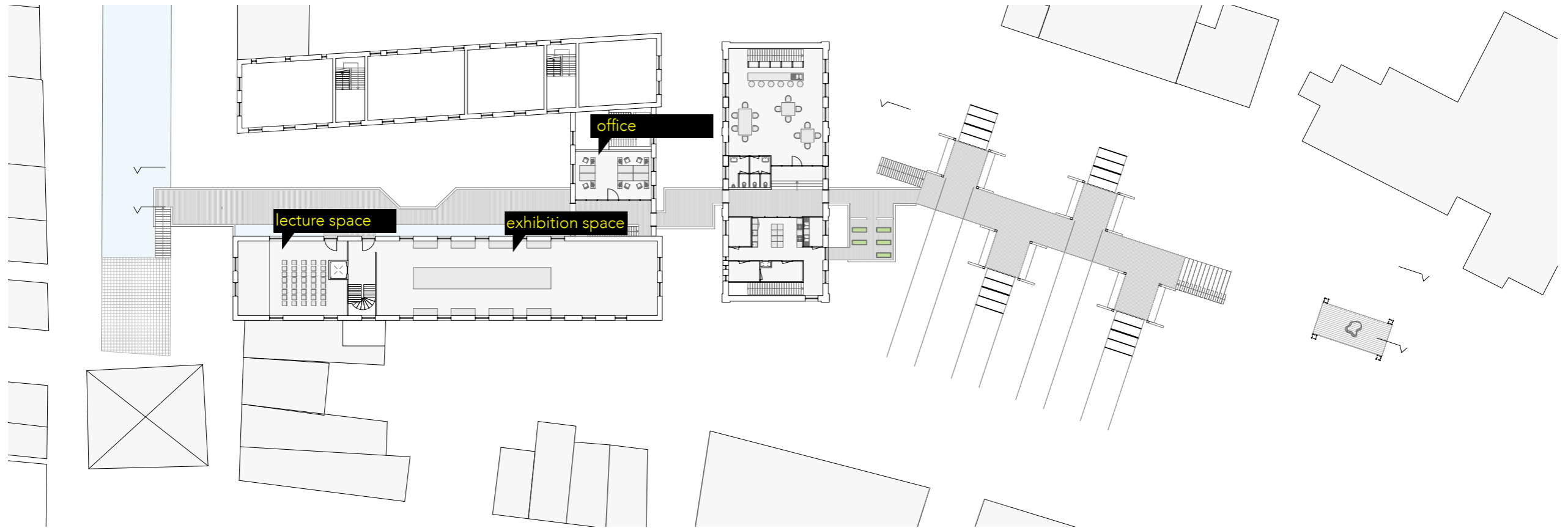
LEARNING BY DOING 1



second floor
level +4000

SECOND FLOOR

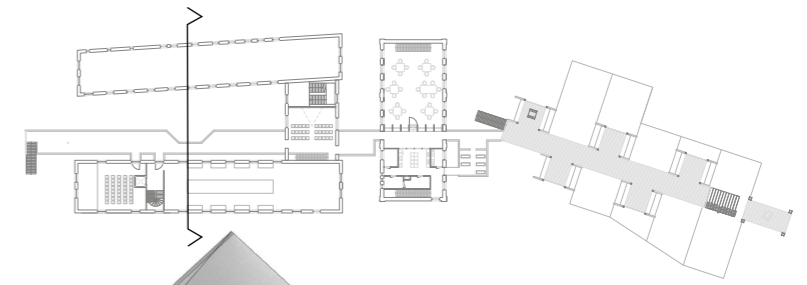
LEARNING BY DOING 1



second floor
level +4000

WORKSHOPS

LEARNING BY DOING 2



section

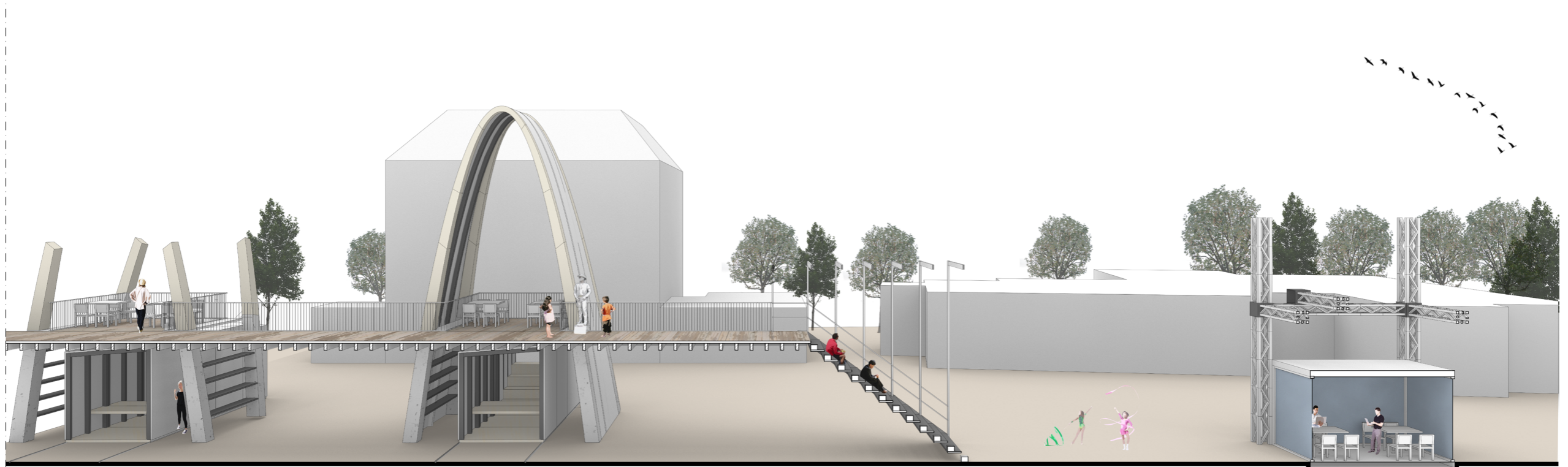
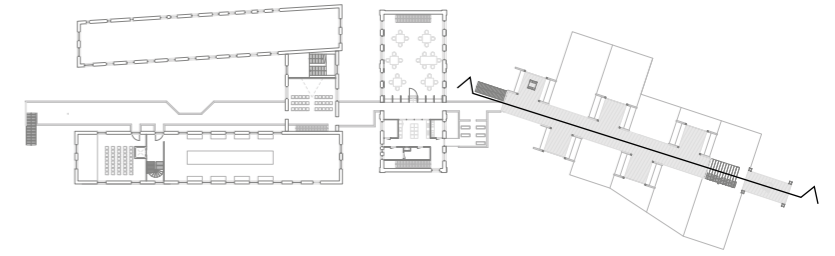
VISIBILITY OF CRAFTSMANSHIP

LEARNING BY DOING 3



CRAFT MARKET

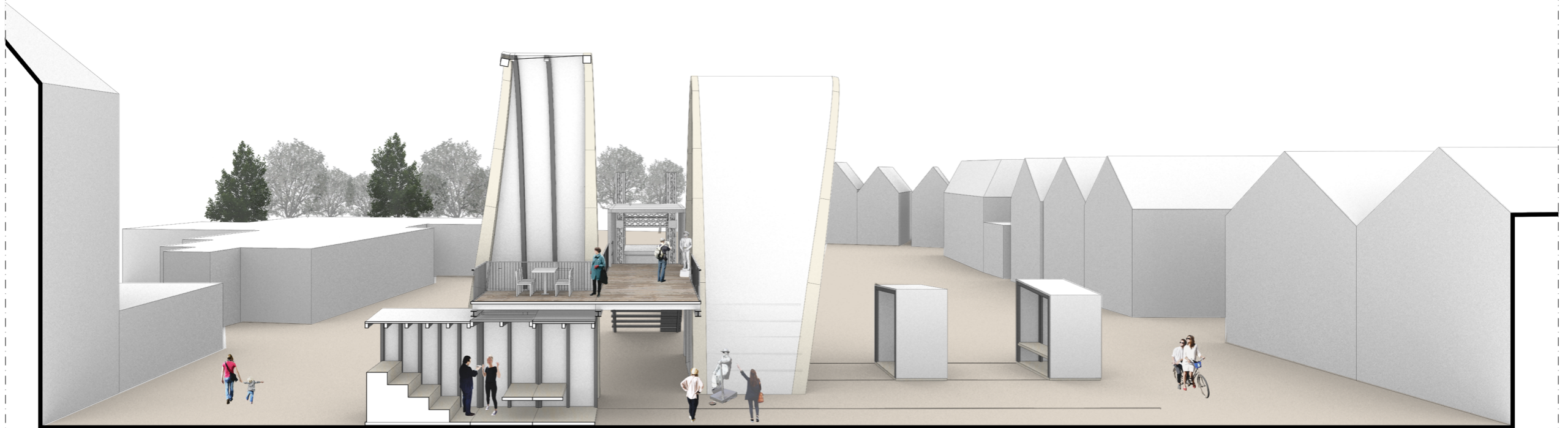
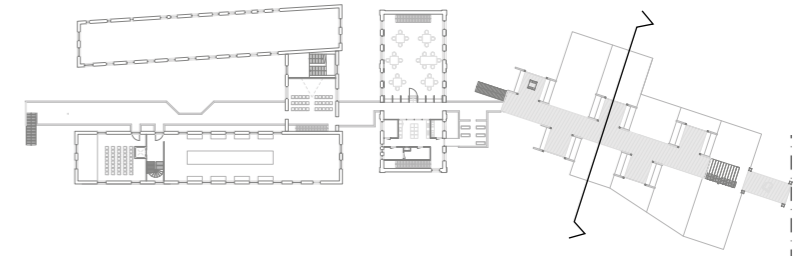
LEARNING BY DOING 4



section

CRAFT MARKET

LEARNING BY DOING 4



section

FACILITATING DIFFERENT ACTIVITIES



FACILITATING DIFFERENT ACTIVITIES



EDUCATIONAL ACTIVITIES IN PUBLIC REALM



CRAFT MARKET

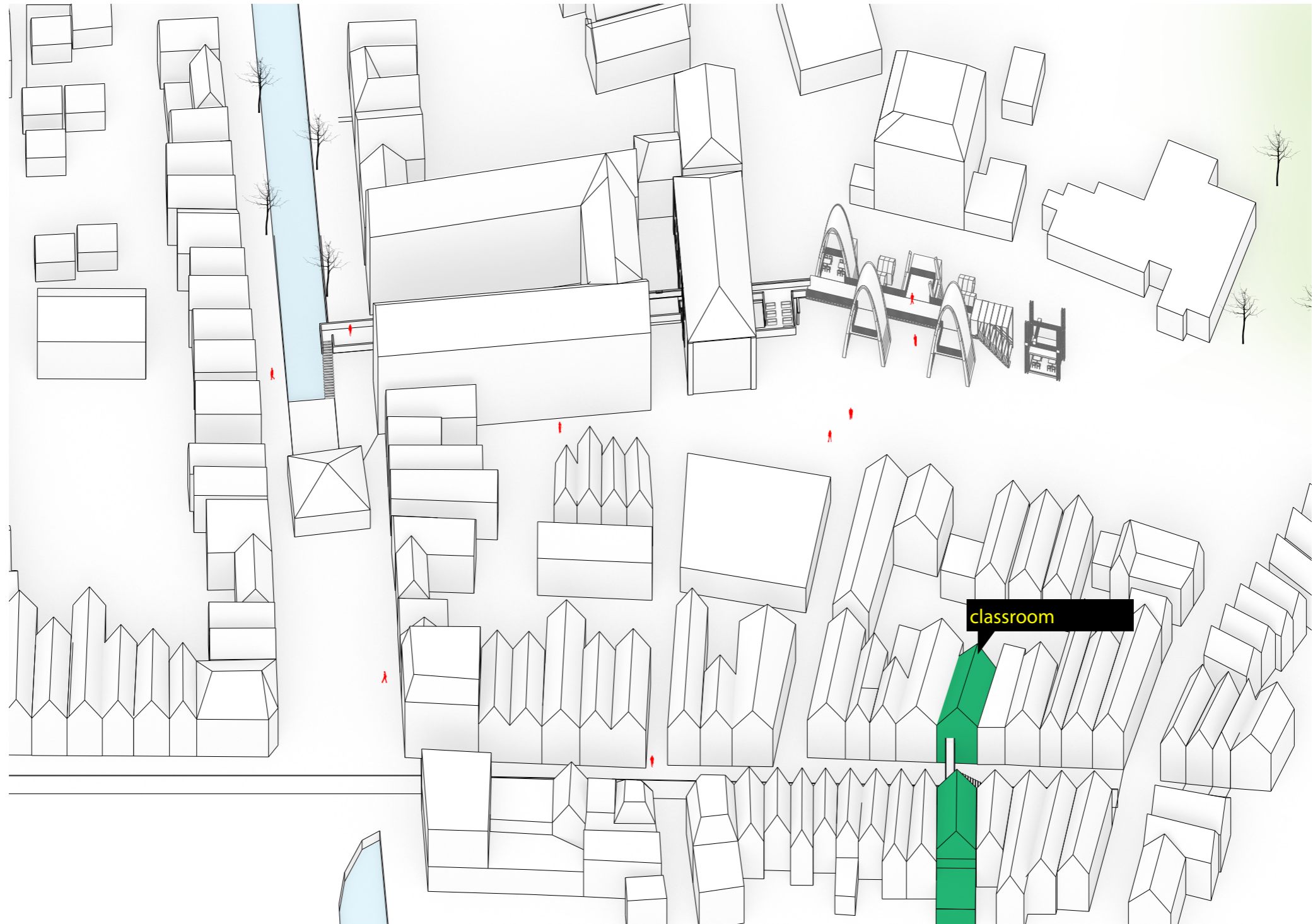
LEARNING BY DOING

EDUCATIONAL ACTIVITIES IN PUBLIC REALM



CLASSROOMS

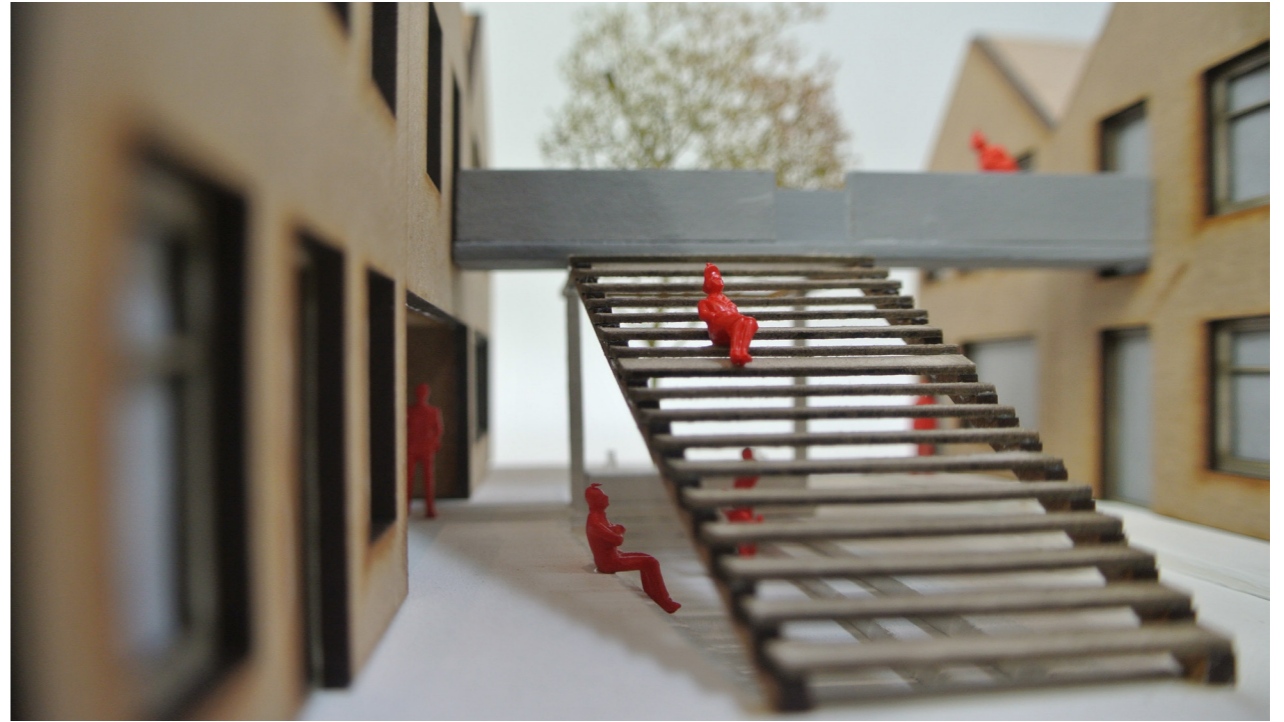
CITY CENTER





CLASSROOMS

CITY CENTER



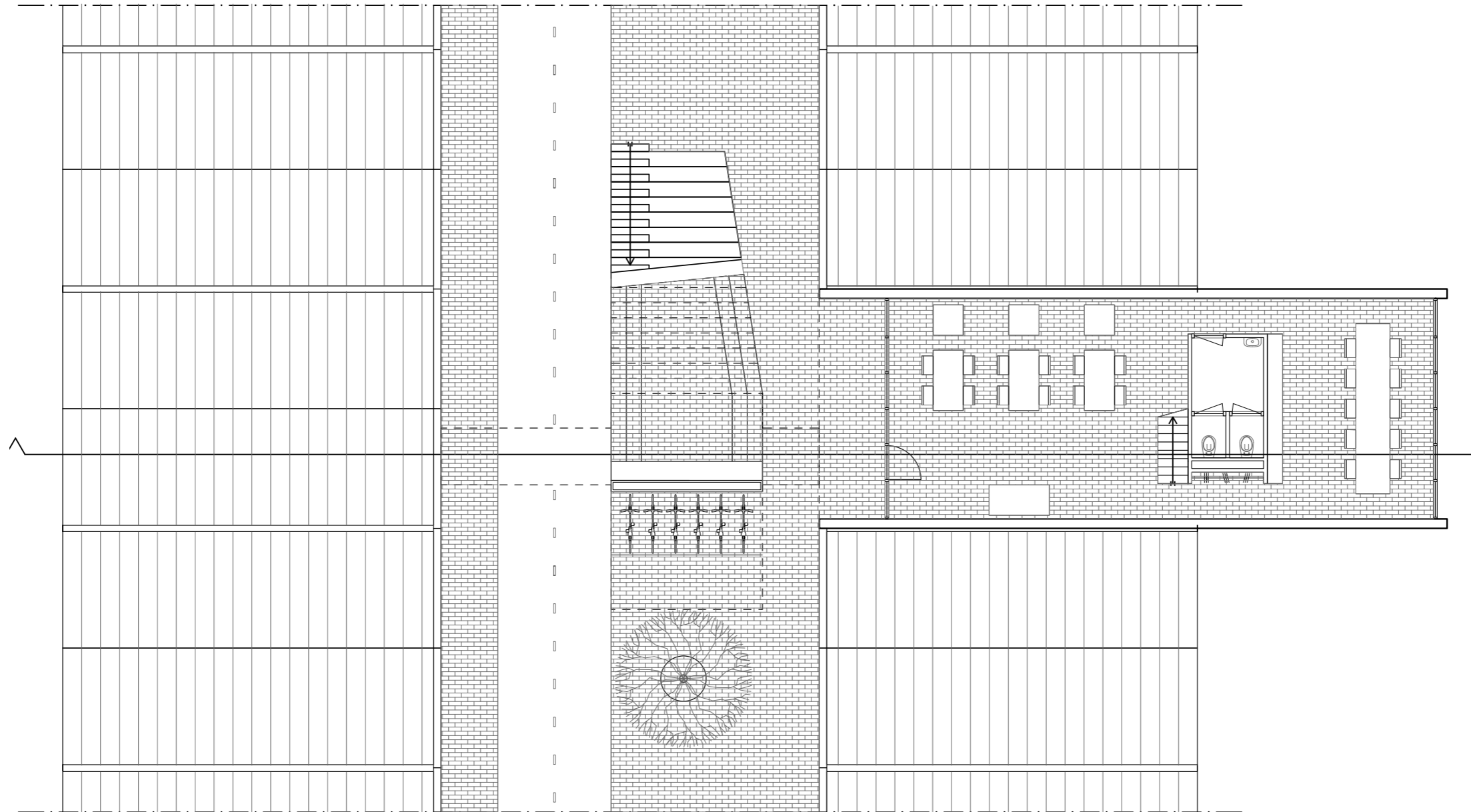
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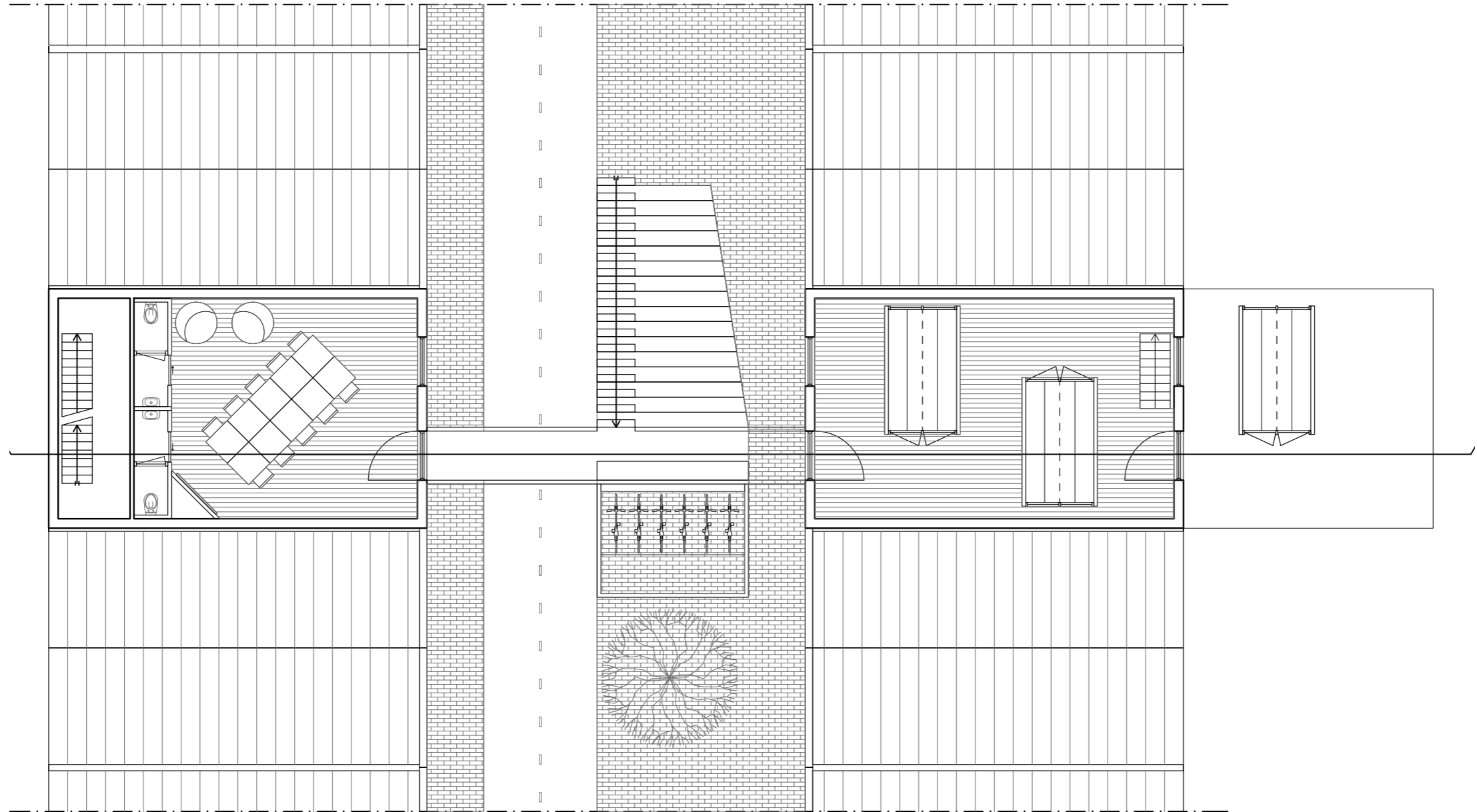
NEW GUILDS

LEARNING BY DOING

FUTURE
DEVELOPMENTS



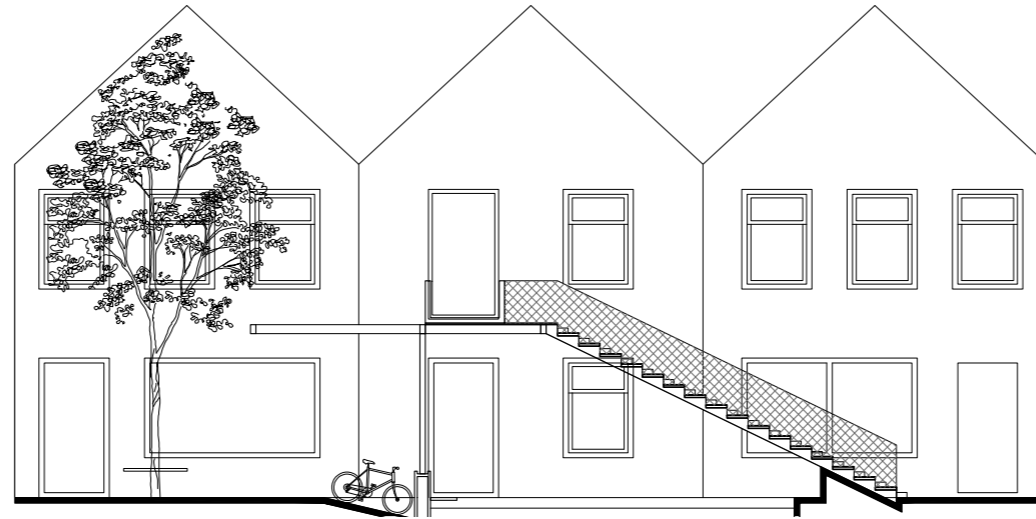
first floor
level 0.000



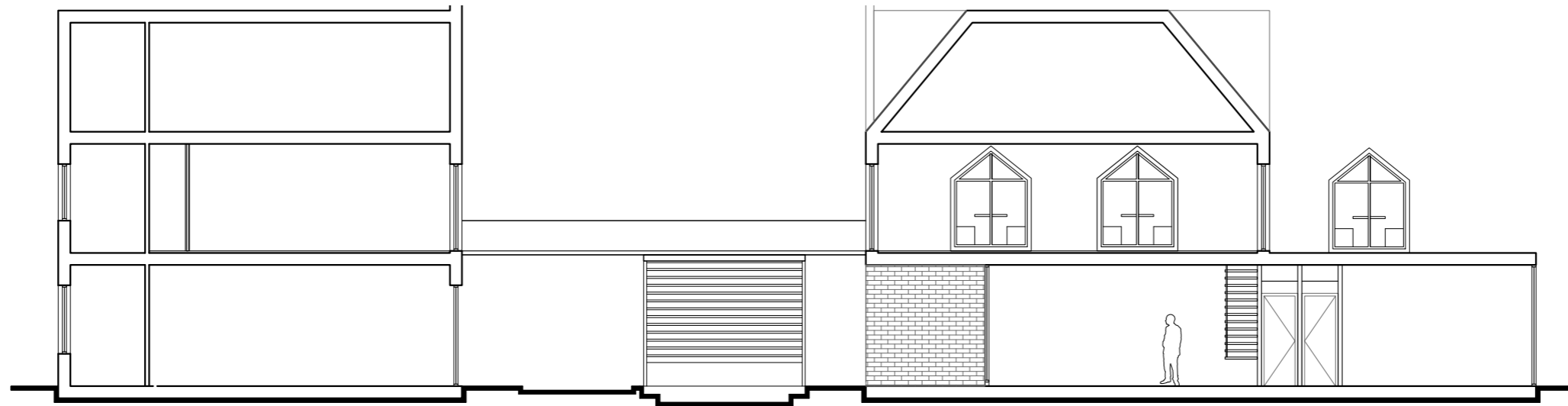
second floor
level +3500

CLASSROOMS

CITY CENTER



section



section

CLASSROOMS INTERIOR

CITY CENTER



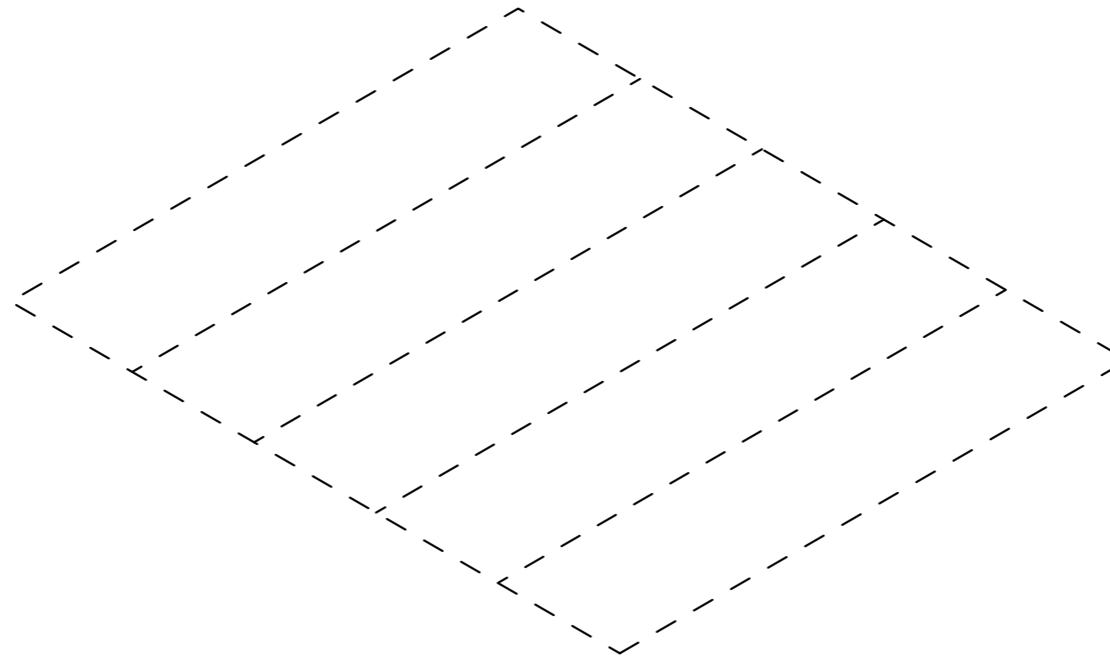
STUDENT HOUSING

CENTRAL AREA



RESTORING OLD WORKSHOP TYPOLOGY

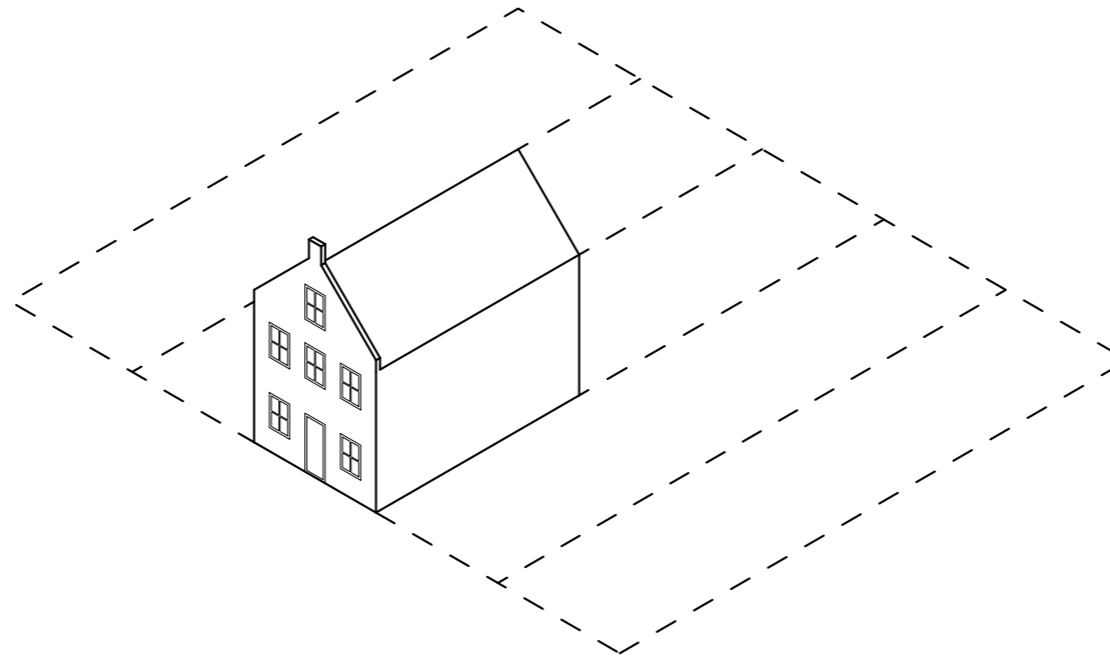
STUDENT HOUSING



The *polders* around the city are parallel to each other.

RESTORING OLD WORKSHOP TYPOLOGY

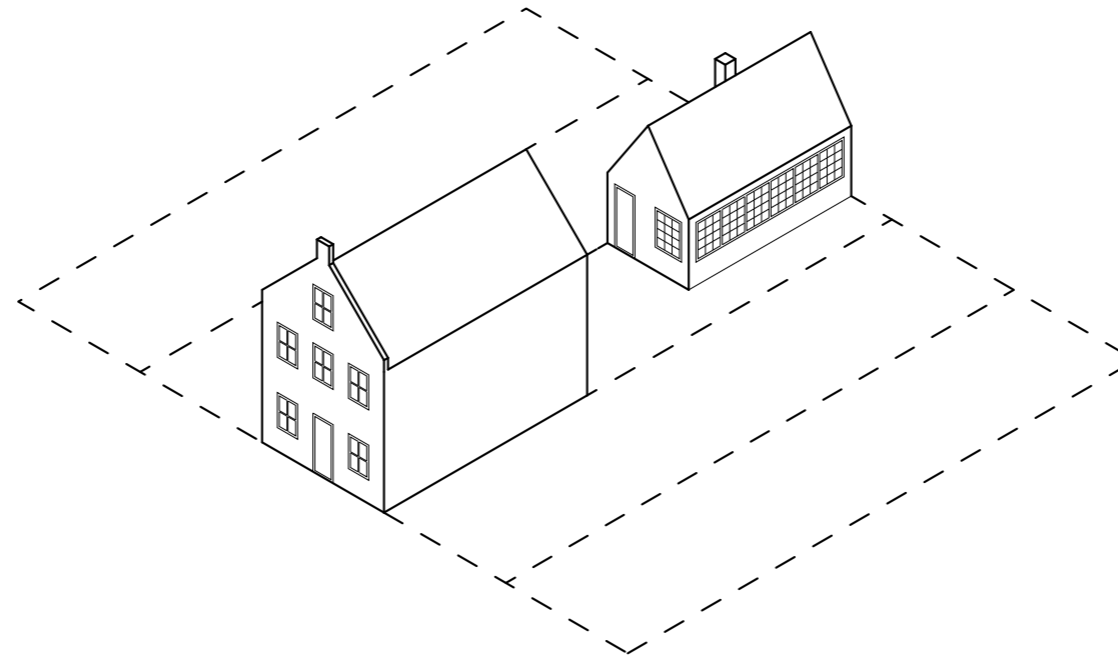
STUDENT HOUSING



The lots were allocated perpendicular to the structure of the polders. As a result of this, every house has its own backyard.

RESTORING OLD WORKSHOP TYPOLOGY

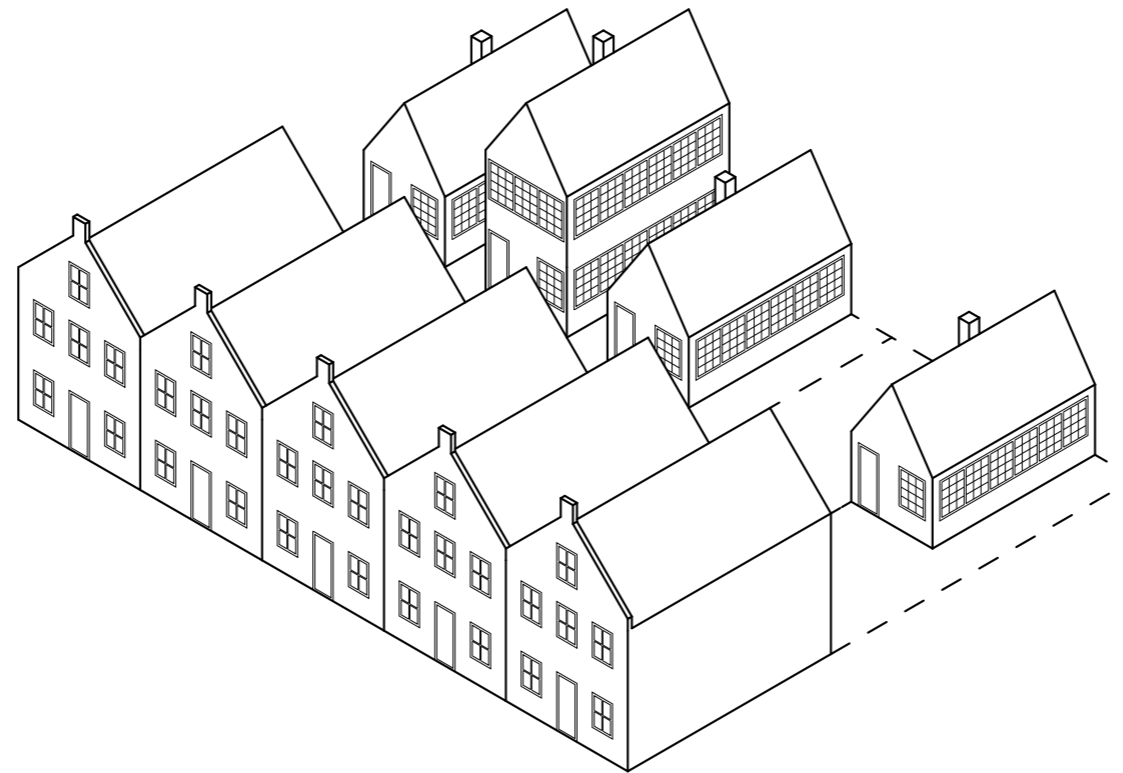
STUDENT HOUSING



Silversmiths built workshop in the back of the backyard. This way the workshop was separated of the house.

RESTORING OLD WORKSHOP TYPOLOGY

STUDENT HOUSING



At a certain moment around 40% of the houses in Schoonhoven had its own workshop in the backyard.

RESTORING OLD WORKSHOP TYPOLOGY

STUDENT HOUSING



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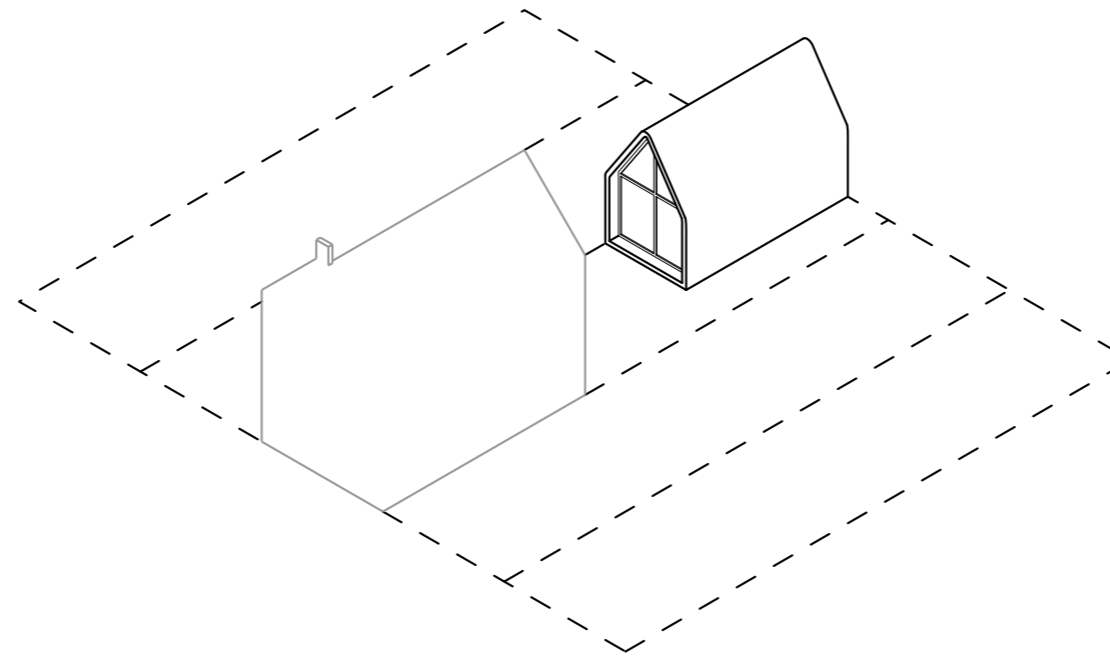
LEARNING BY DOING

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RESTORING OLD WORKSHOP

STUDENT HOUSING

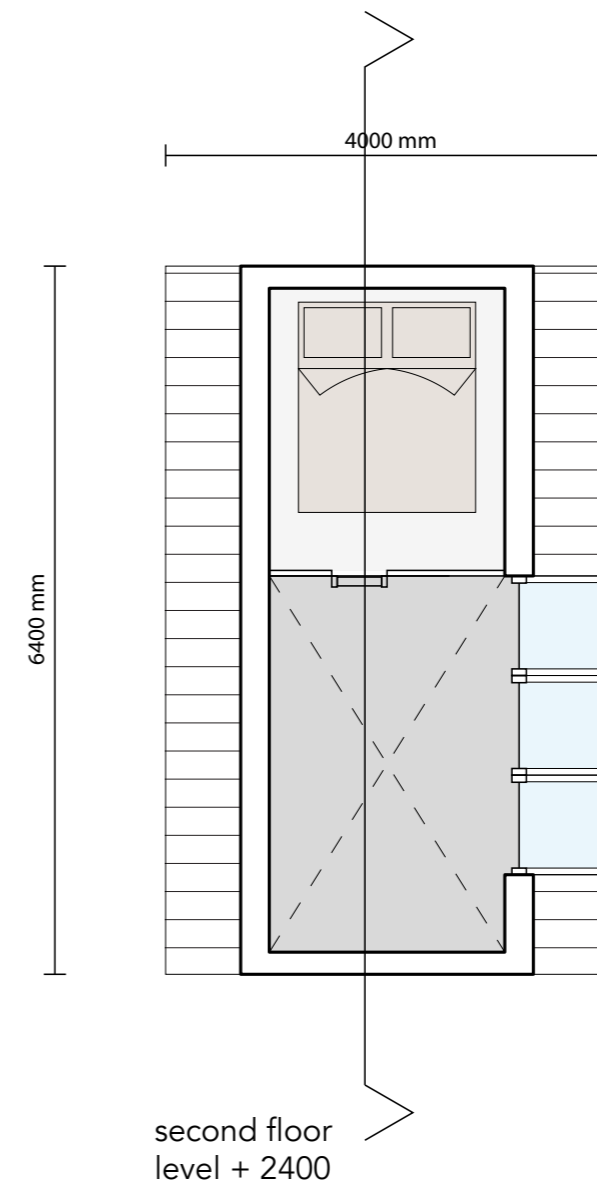
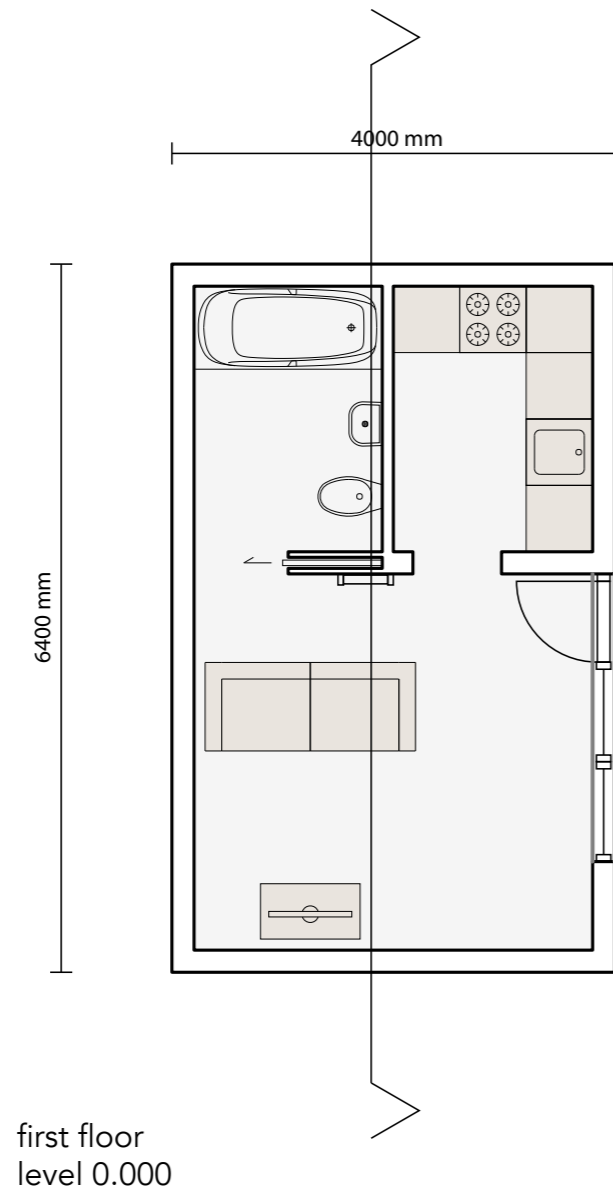
KEYWORD / DIAGRAM

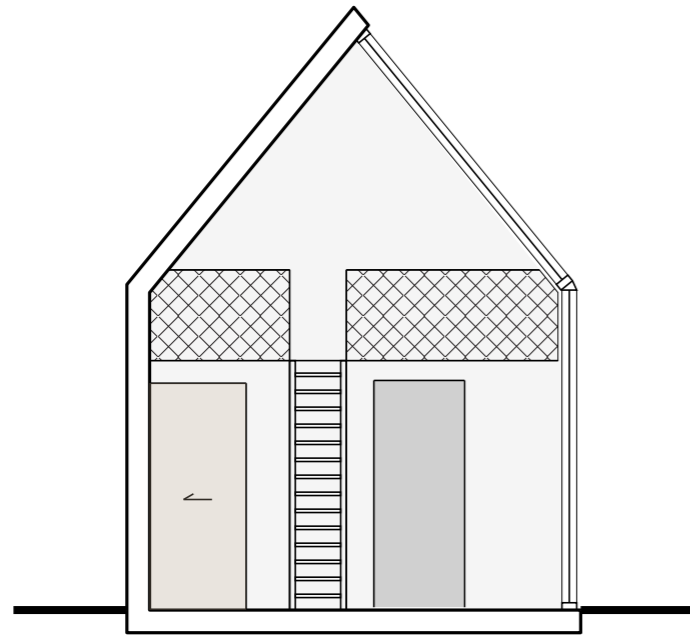


The idea is to restore this typology by giving people the opportunity to house students in their backyard.

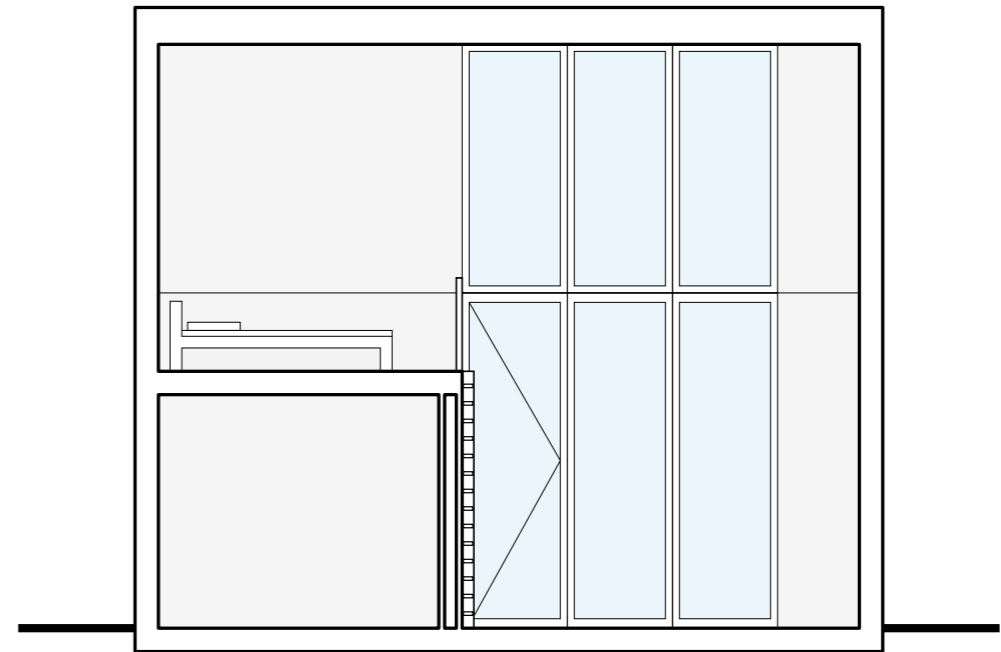
STUDENT HOUSING

CENTRAL AREA





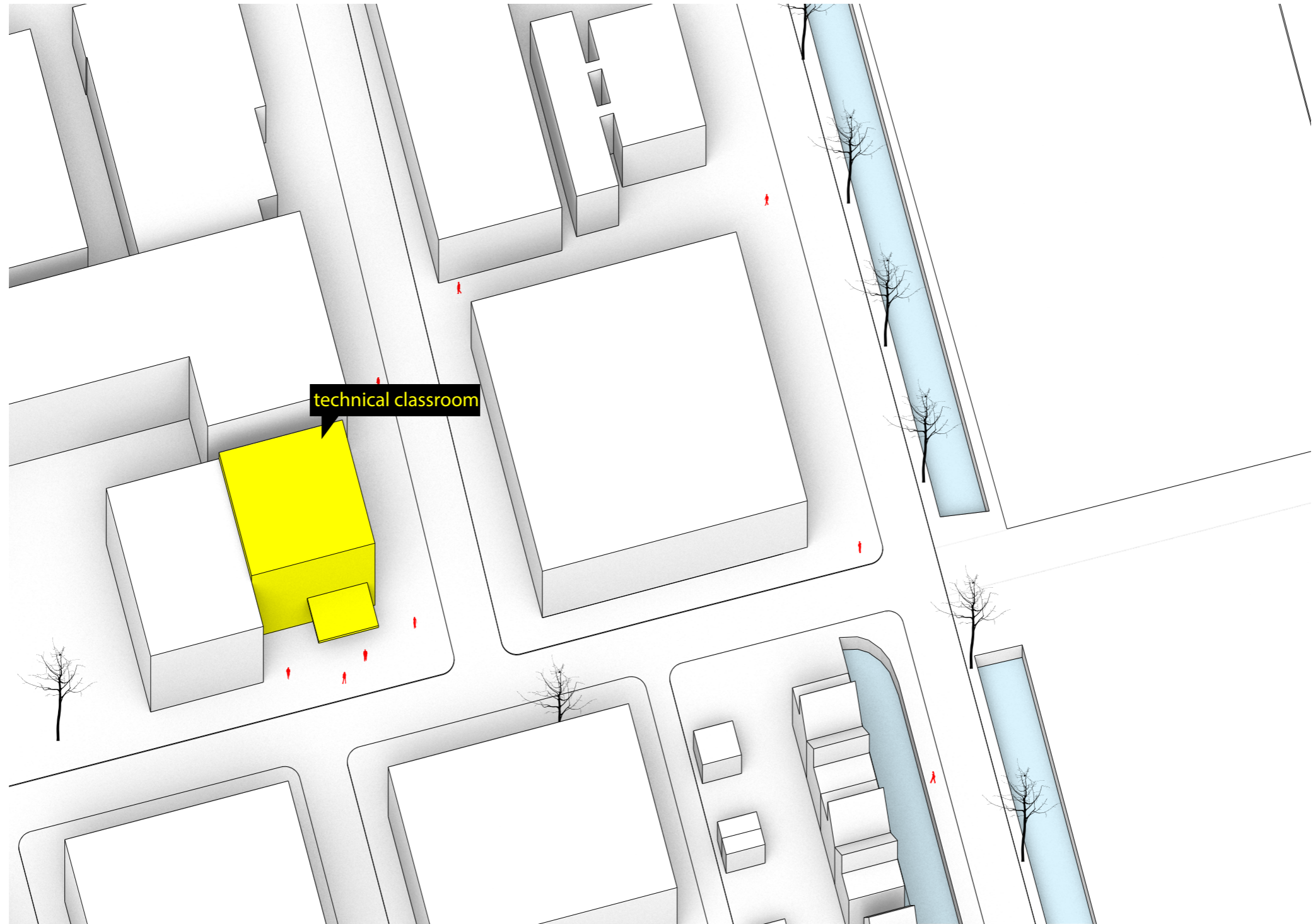
section A



section B

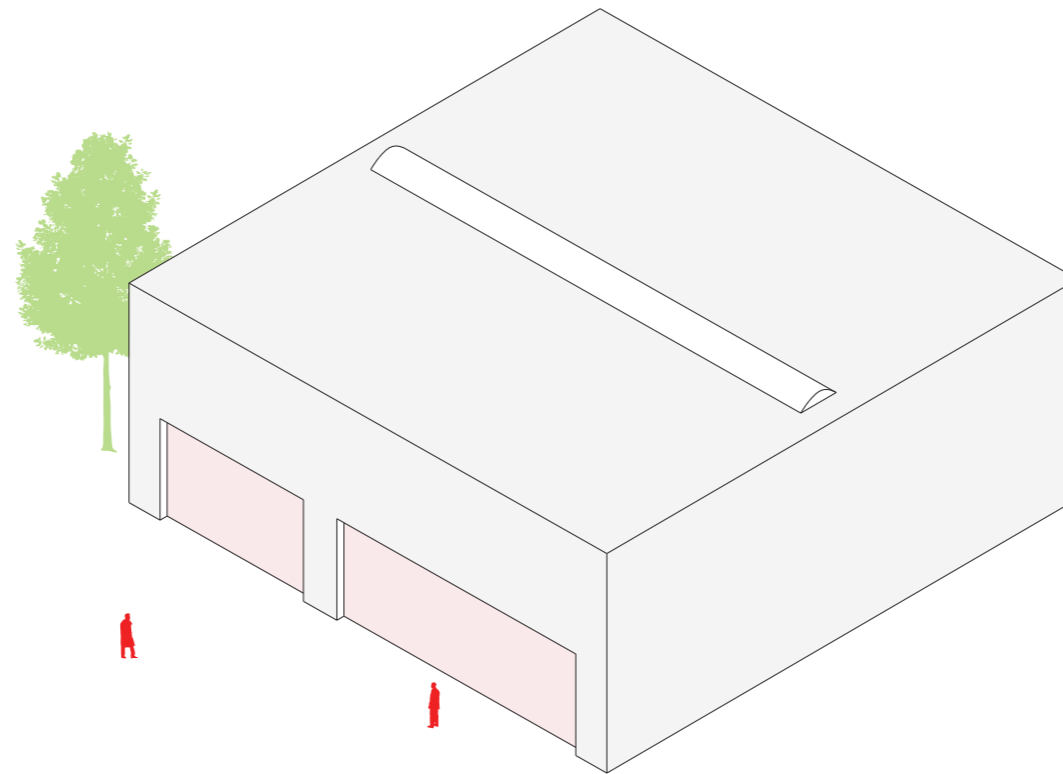
TECHNICAL CLASSROOM

INDUSTRIAL AREA

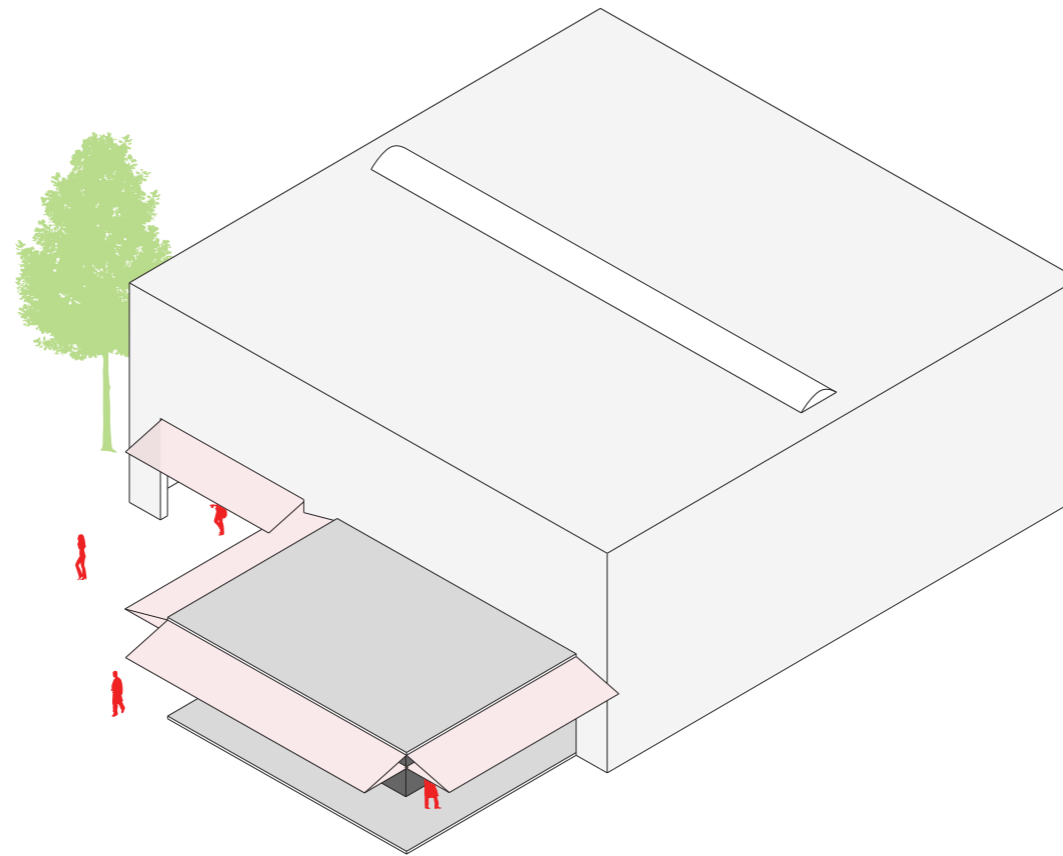


TECHNICAL CLASSROOM

INDUSTRIAL AREA



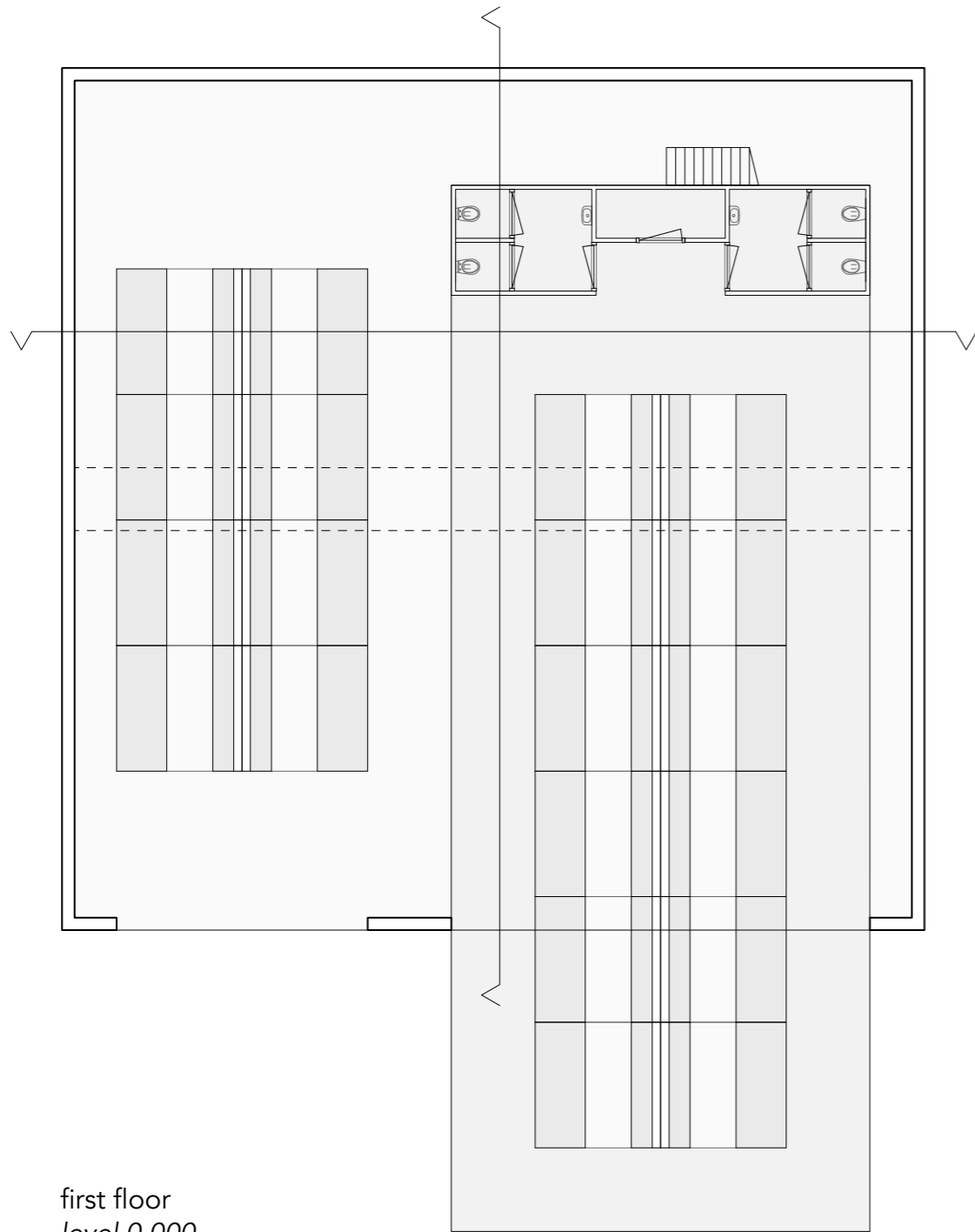
This vacant industrial building is transformed into a practical classroom. In this building students will learn the skills that they need in order to become a silversmith.



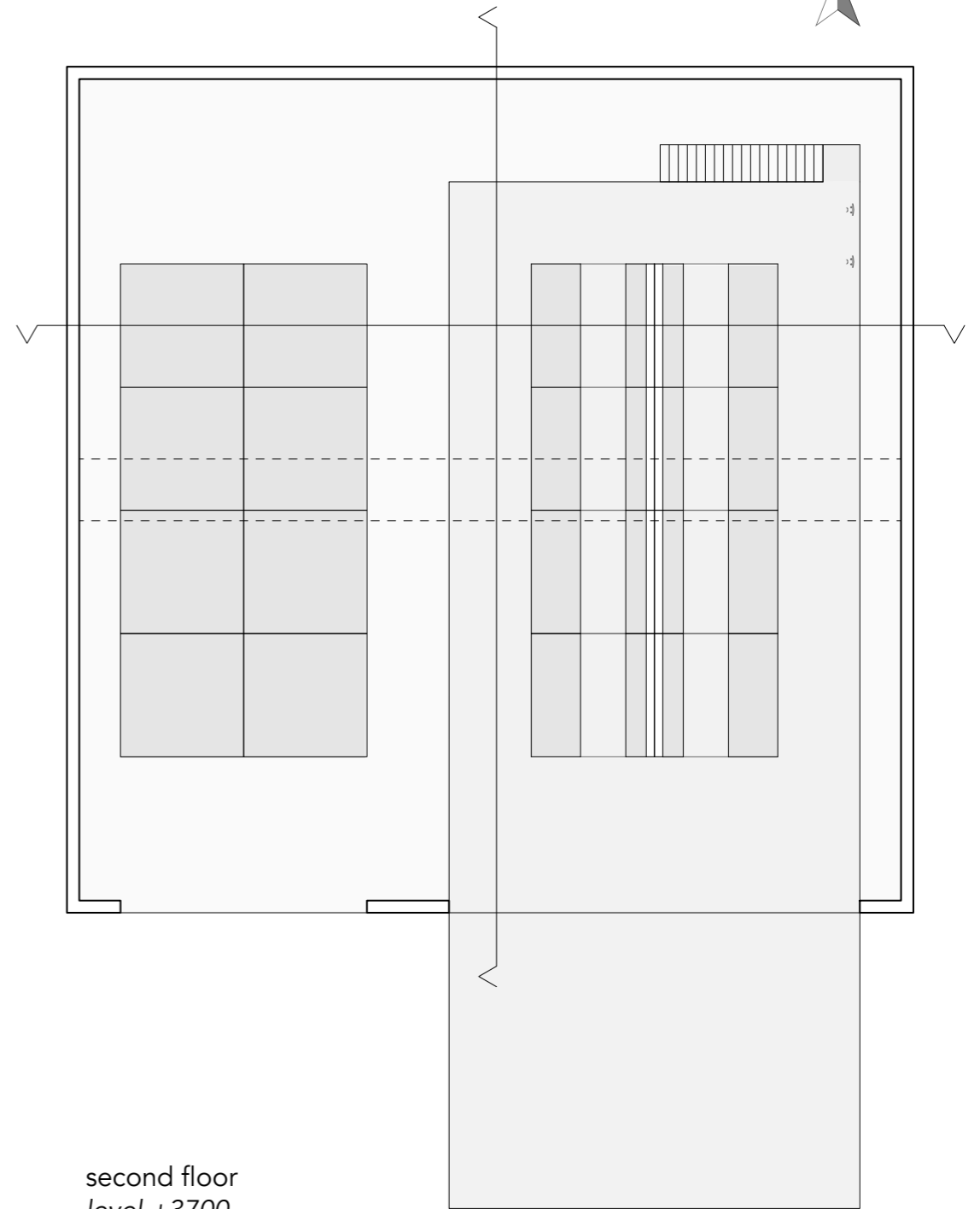
By inserting a new element, the building will open up to the public. This allows people to see what is going on inside the classroom.

PRACTICAL CLASSROOM

INDUSTRIAL AREA



first floor
level 0.000



second floor
level +3700

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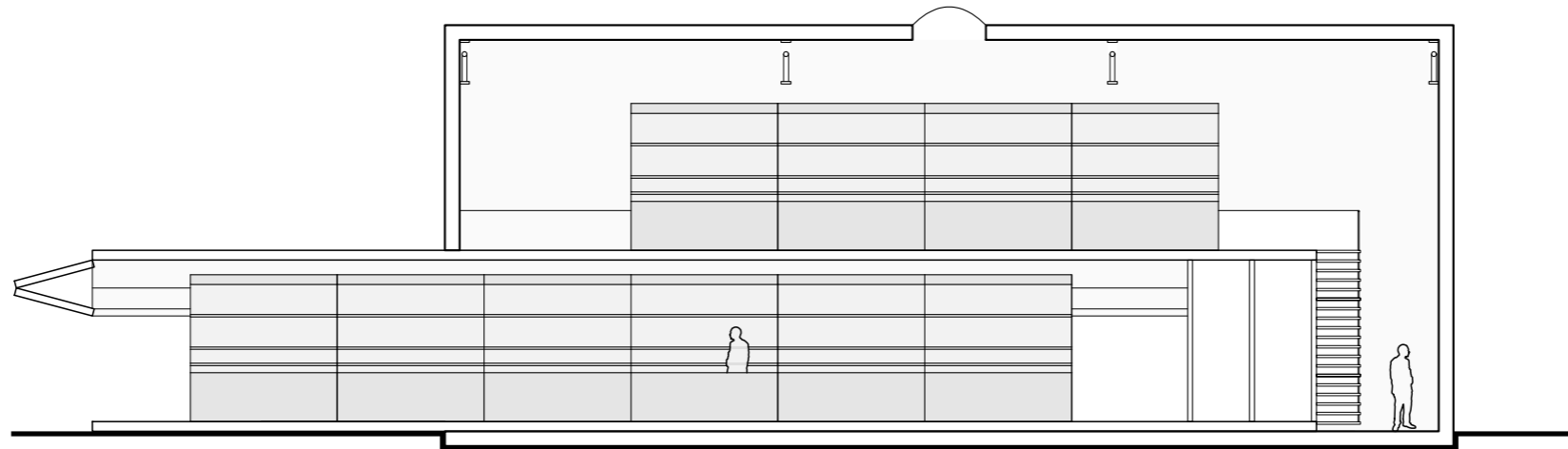
NEW GUILDS

LEARNING BY DOING

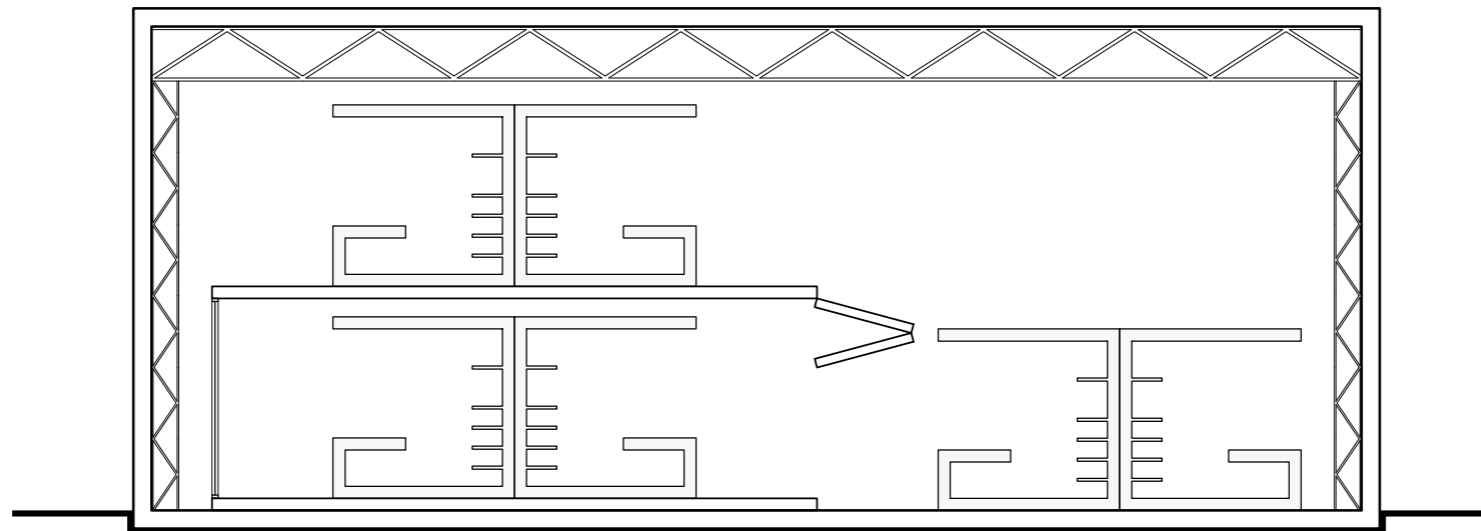
FUTURE
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PRACTICAL CLASSROOMS

INDUSTRIAL AREA



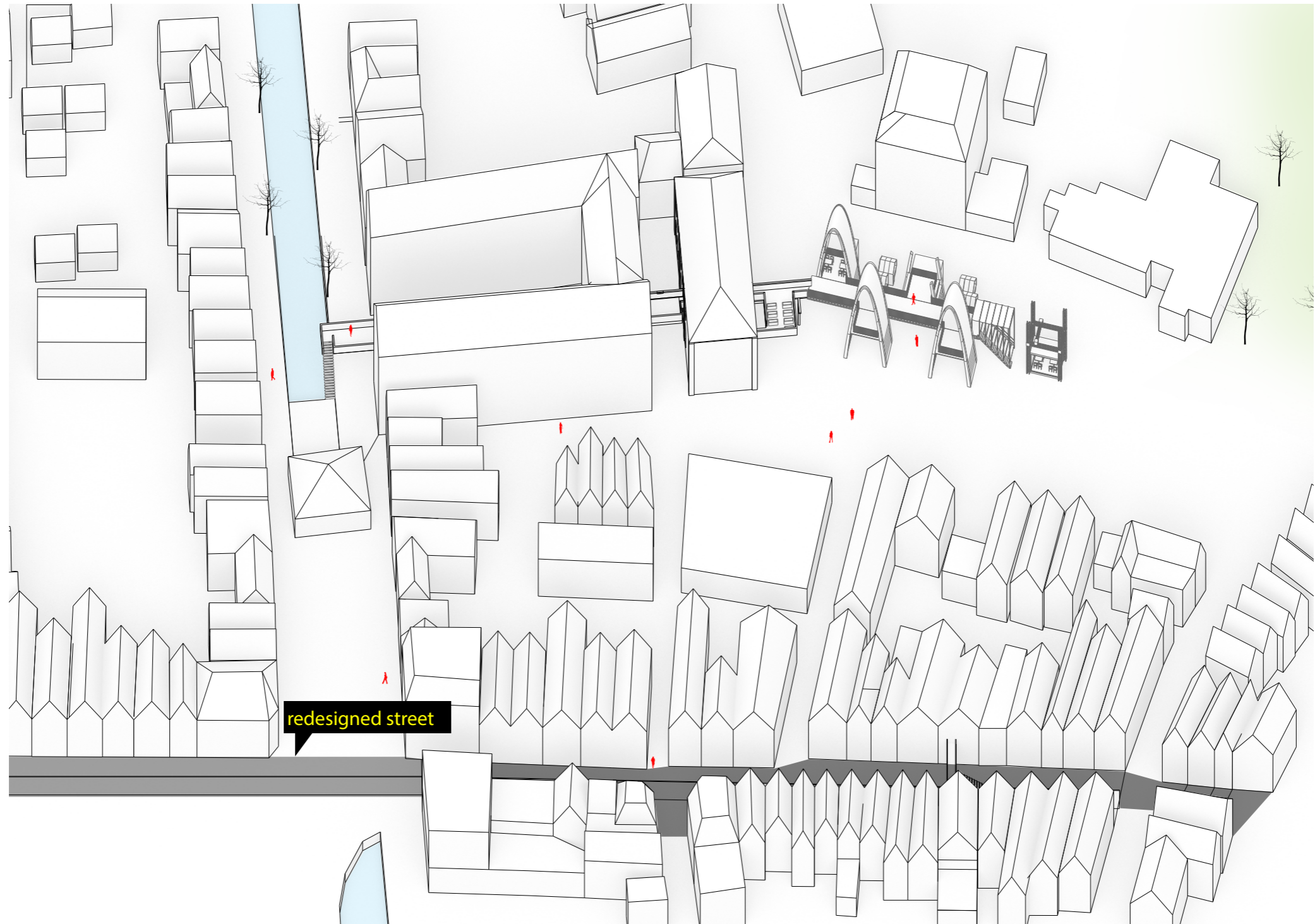
section A

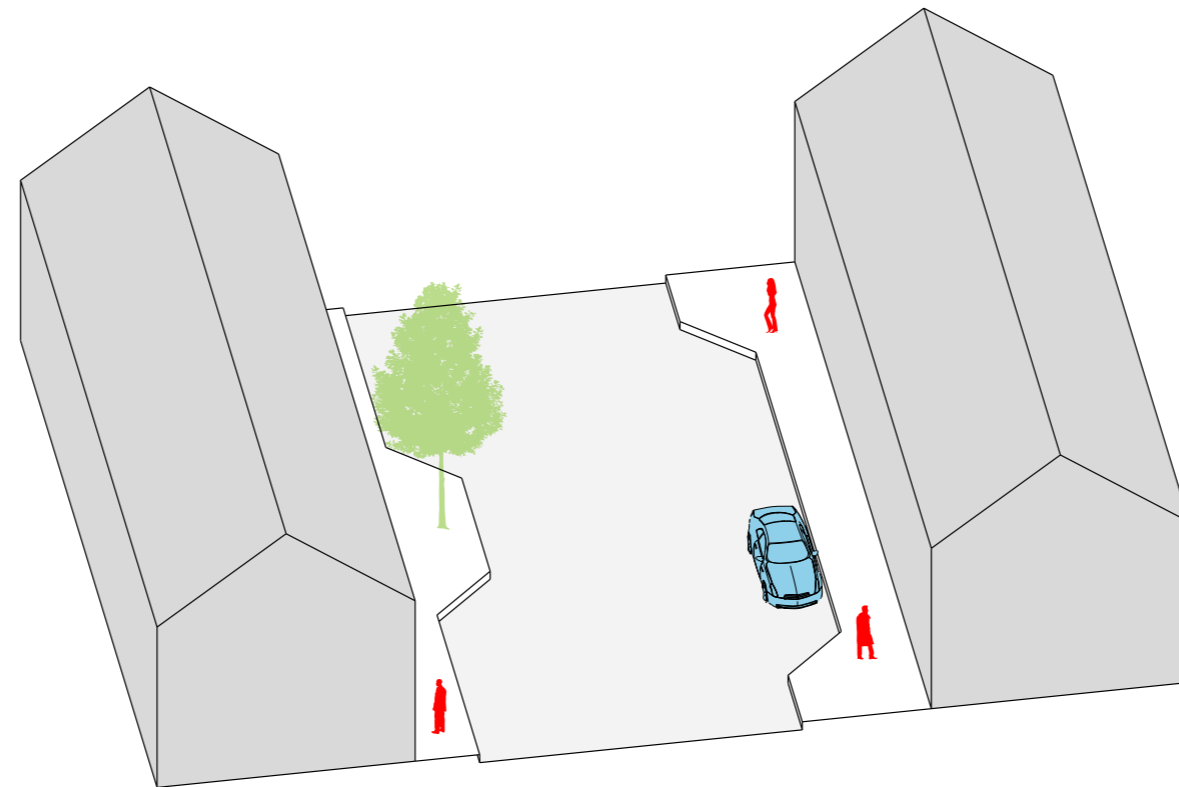


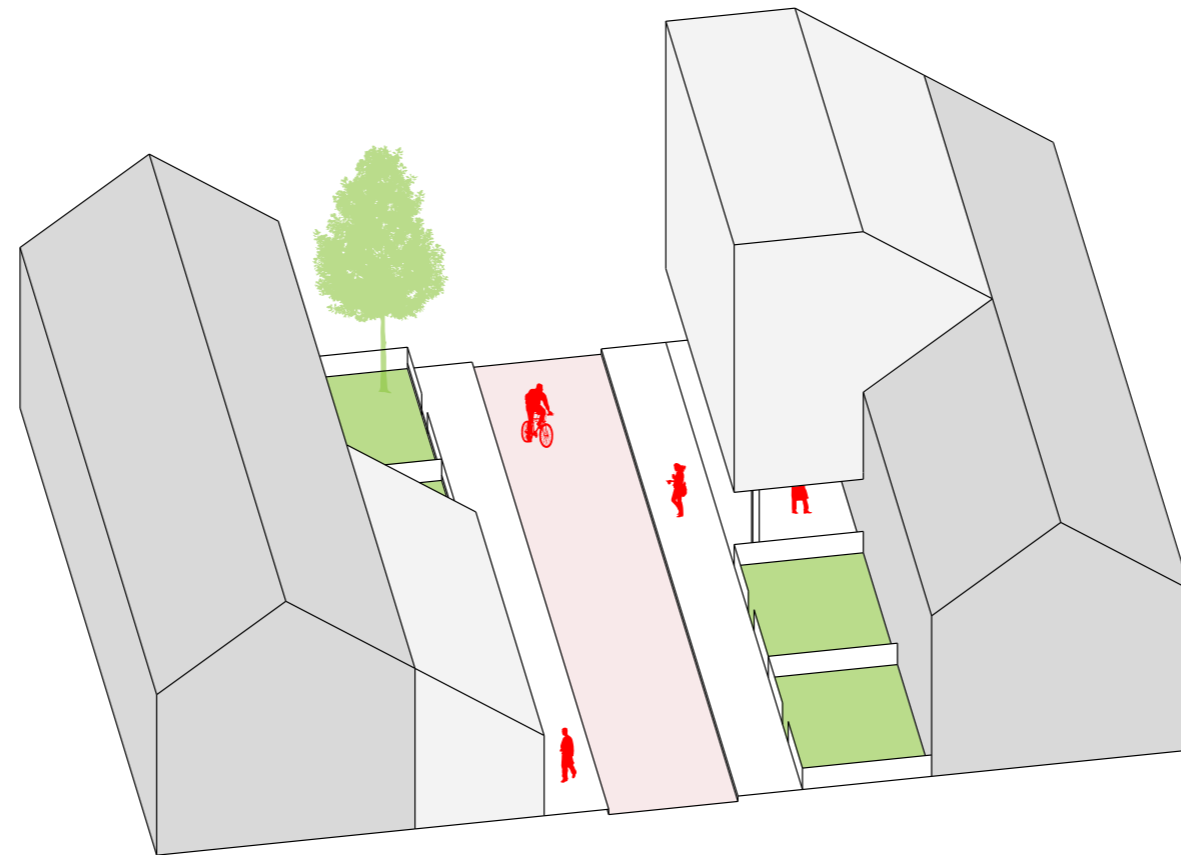
section B

REDESIGN STREET

CITY CENTER

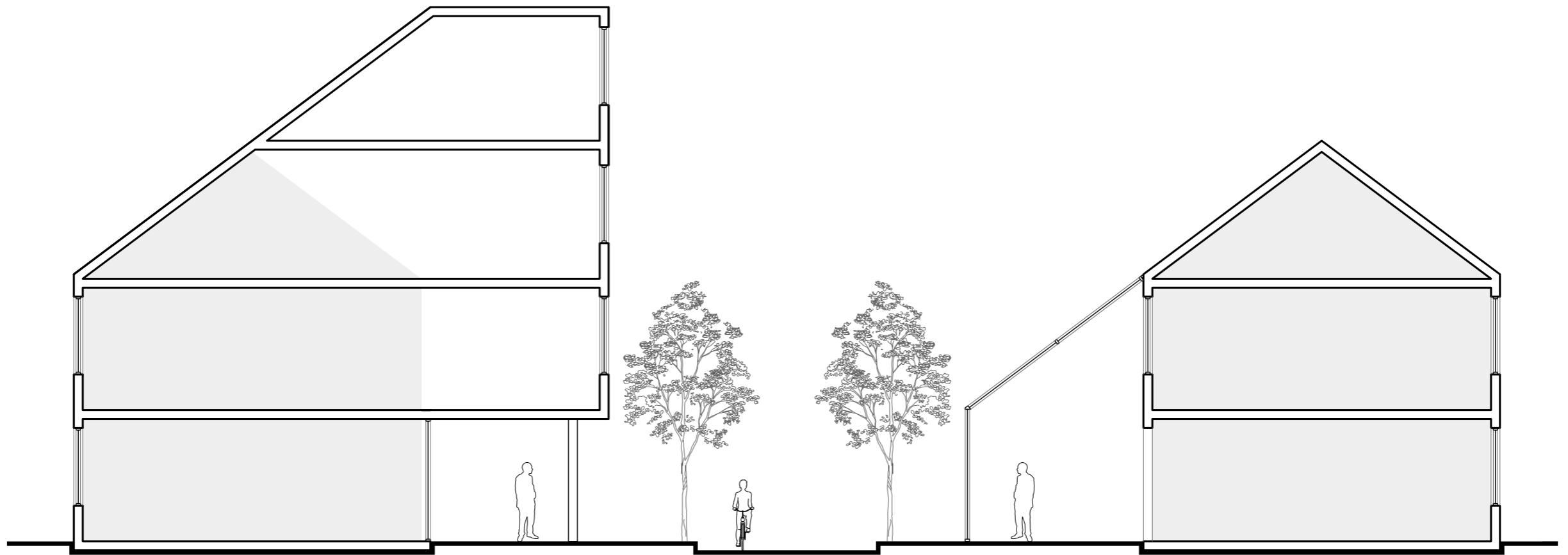






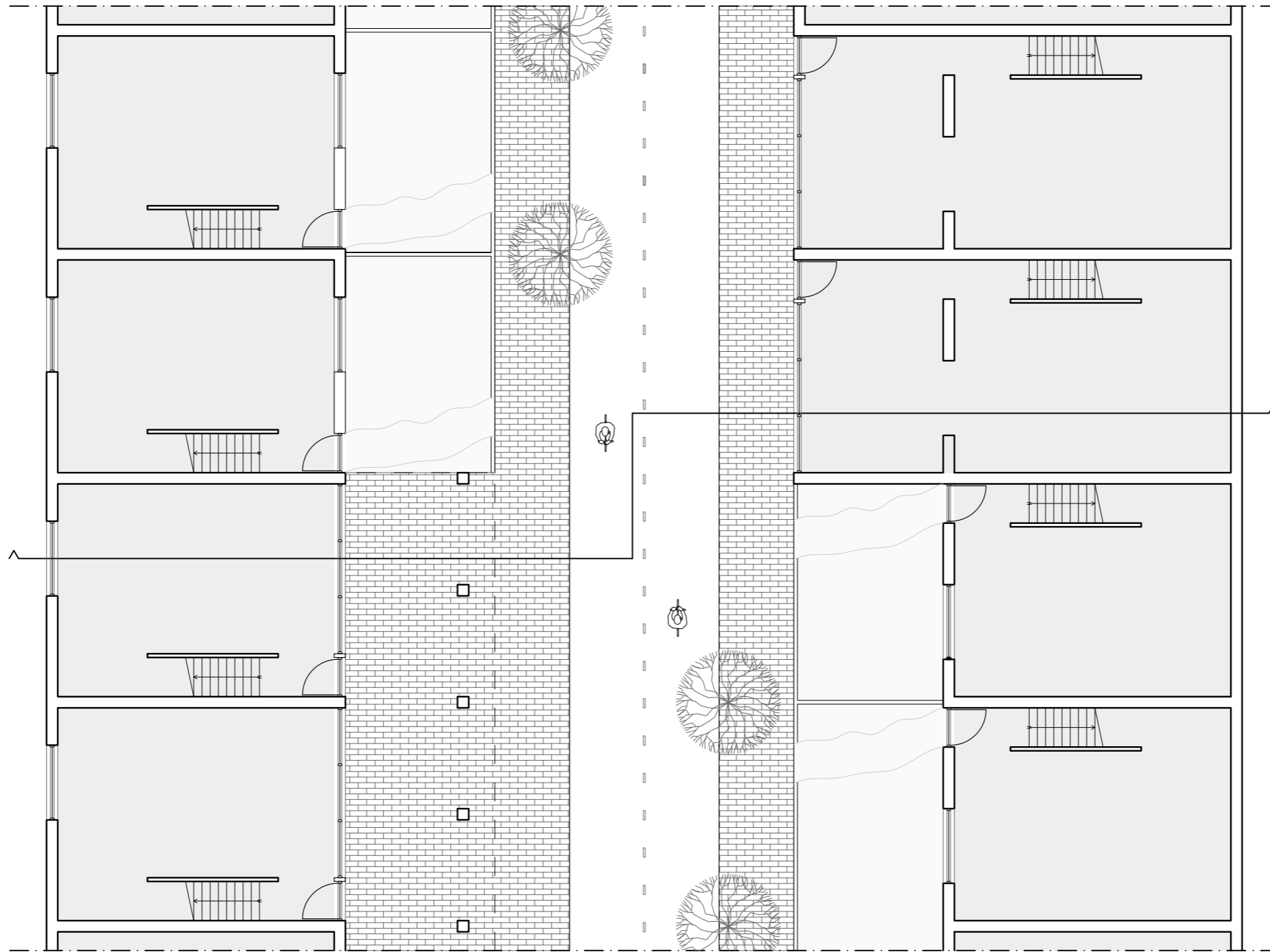
REDESIGNED STREET

CITY CENTER



REDESIGN STREET

CITY CENTER

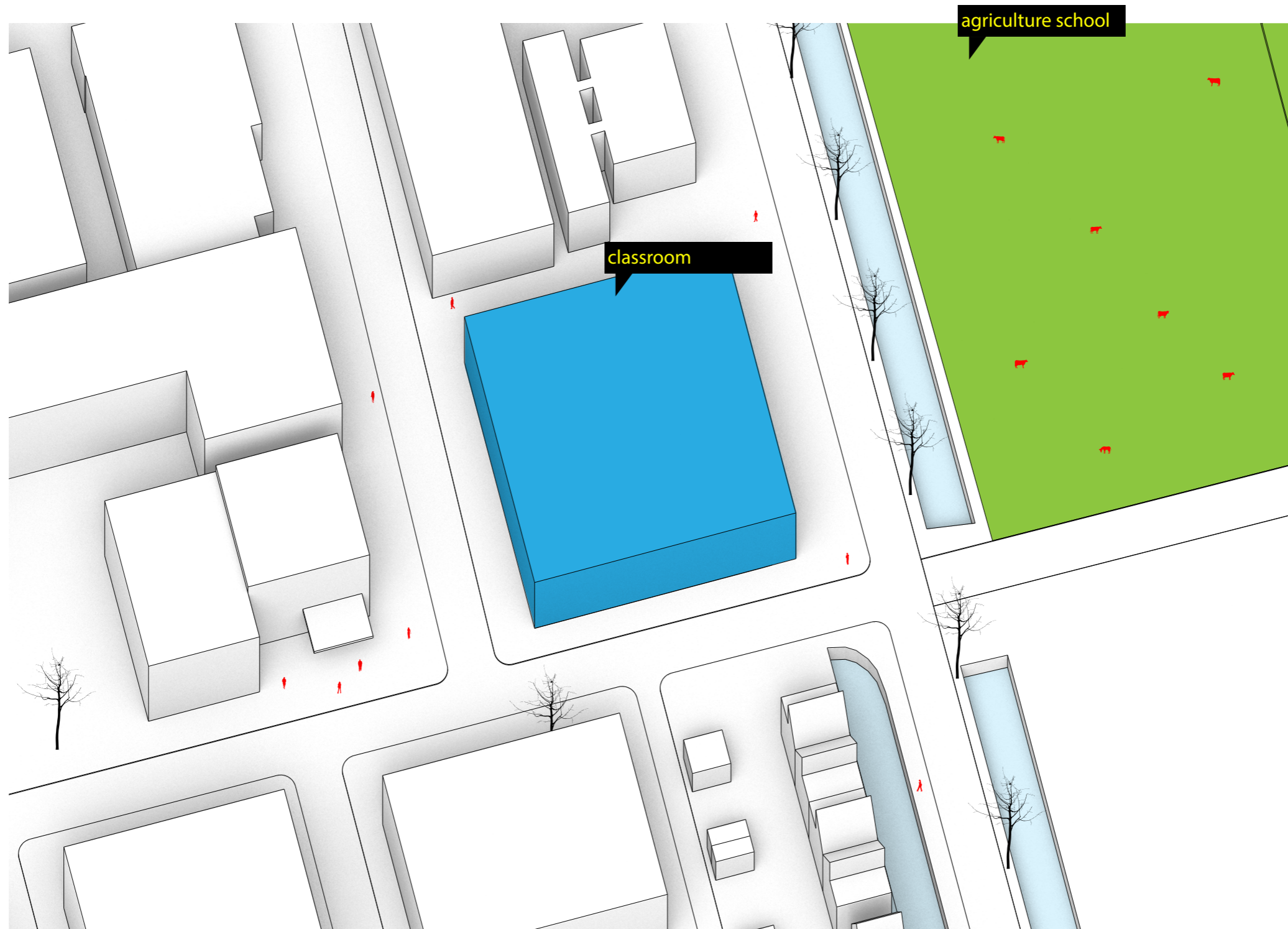


FUTURE DEVELOPMENTS

how to accomodate other educational facilities

AGRICULTURE SCHOOL

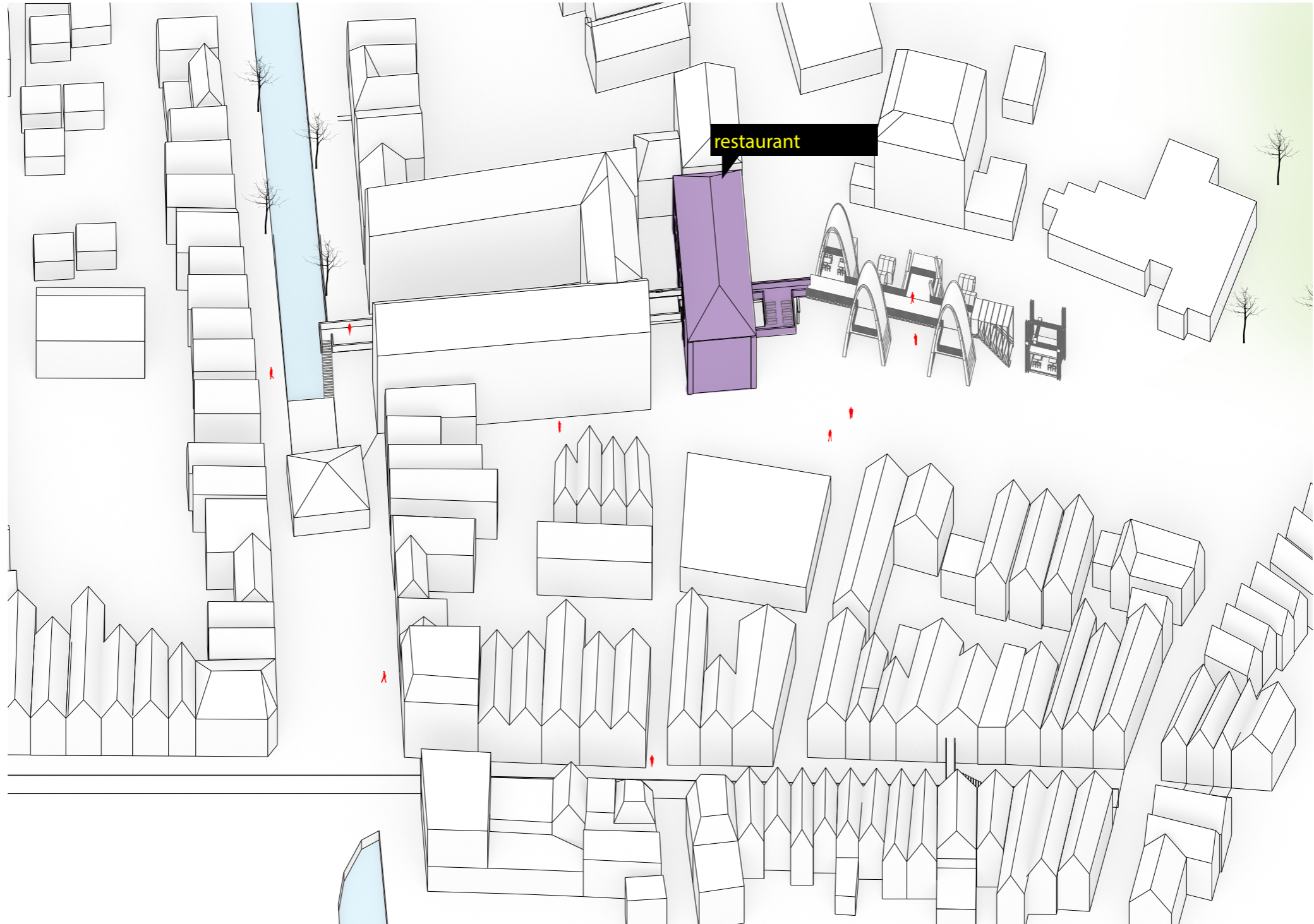
INDUSTRIAL AREA

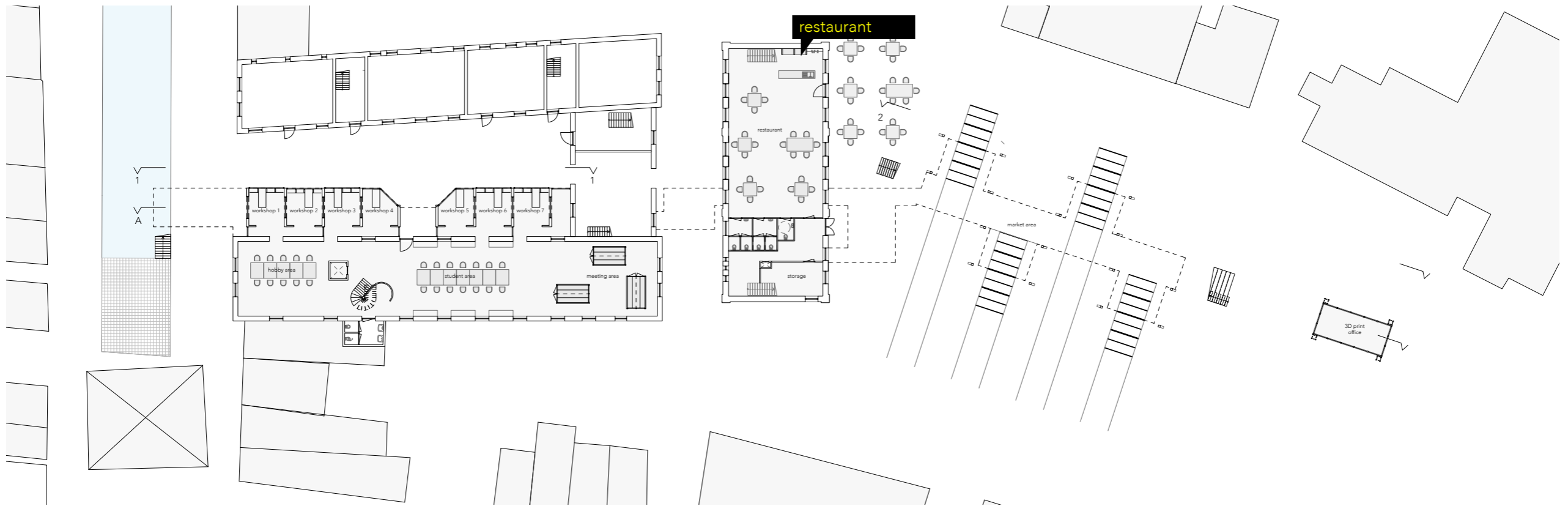


AGRICULTURE SCHOOL

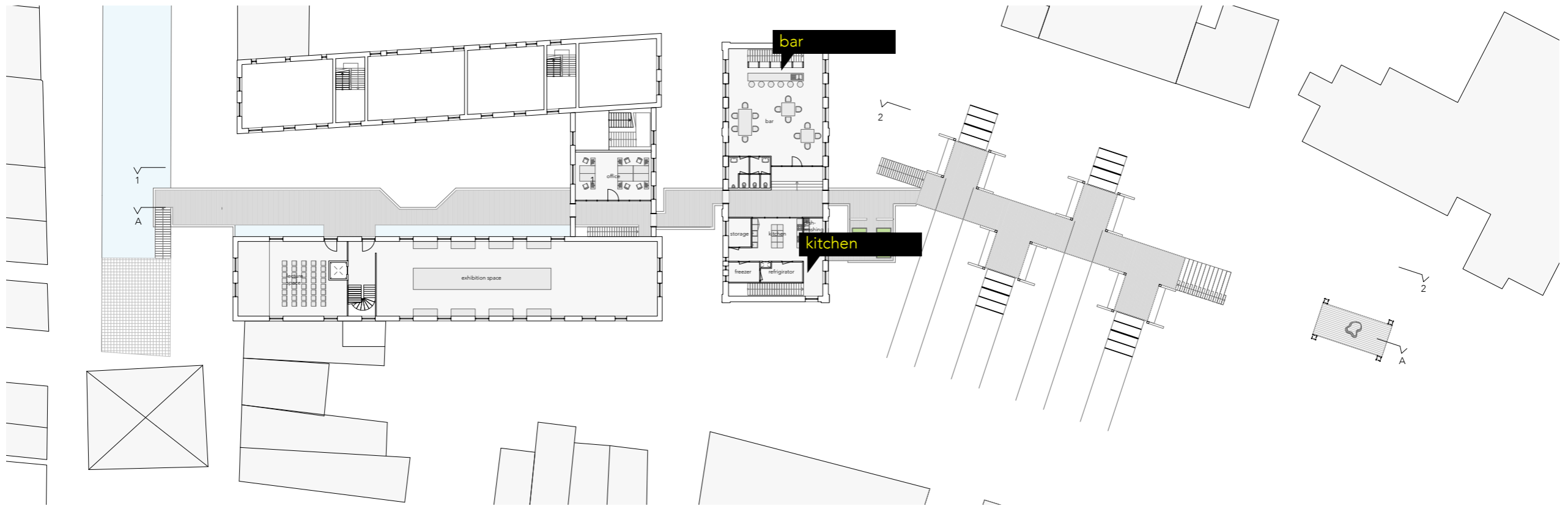
INDUSTRIAL AREA







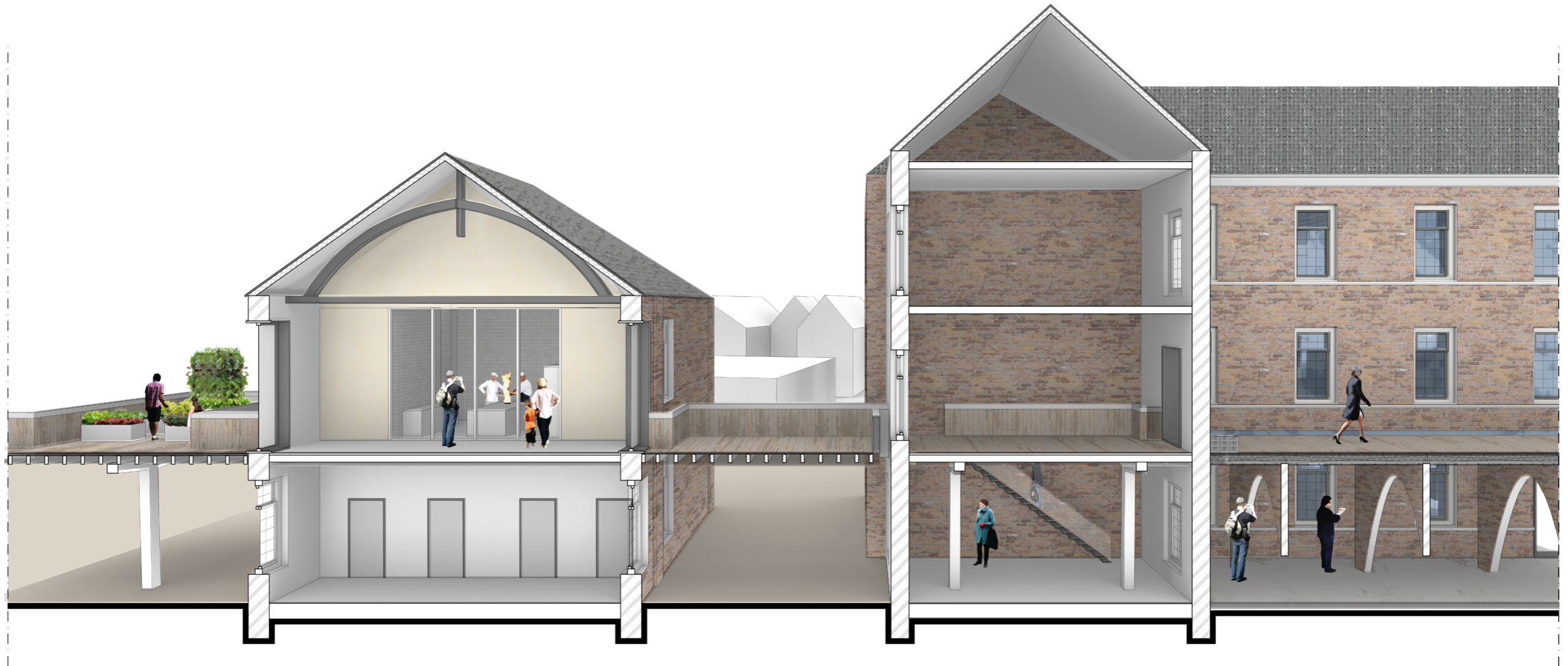
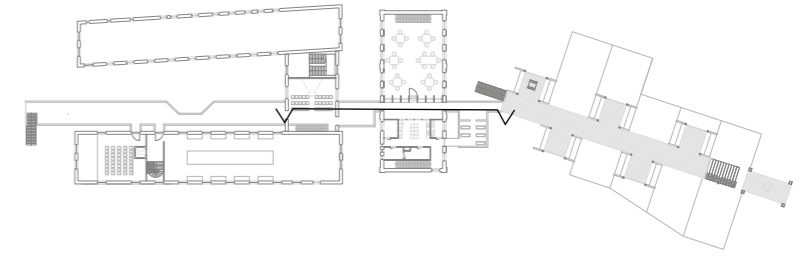
first floor
level 0.000



second floor
level +4000

TOURISM SCHOOL

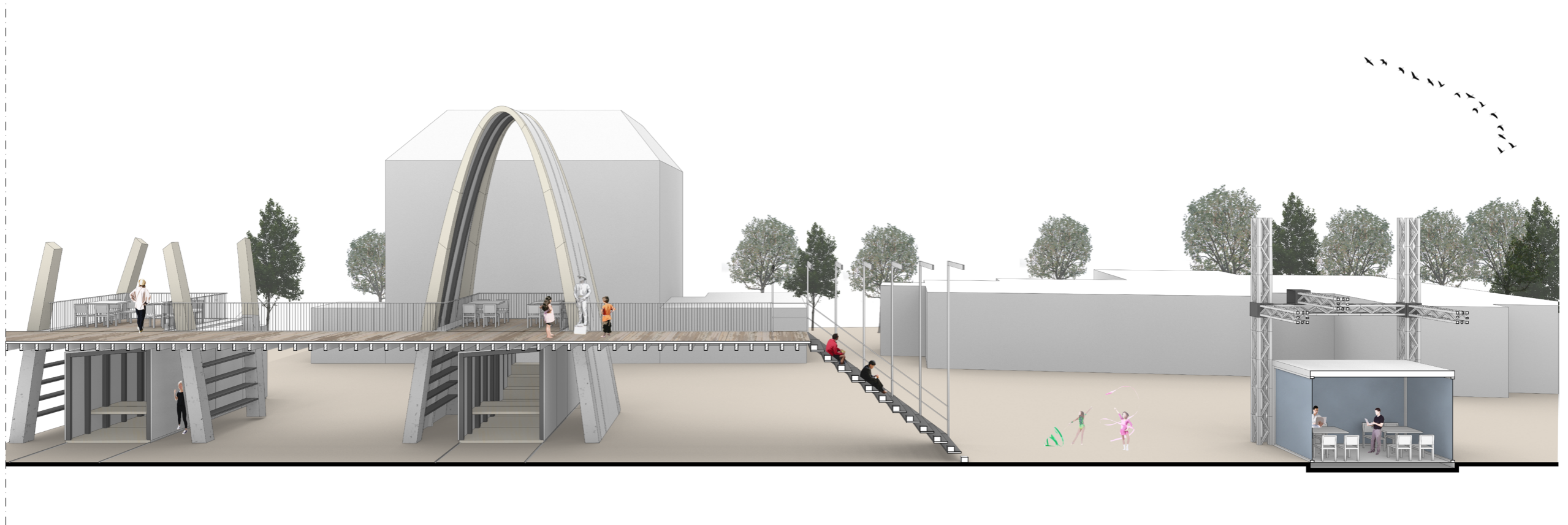
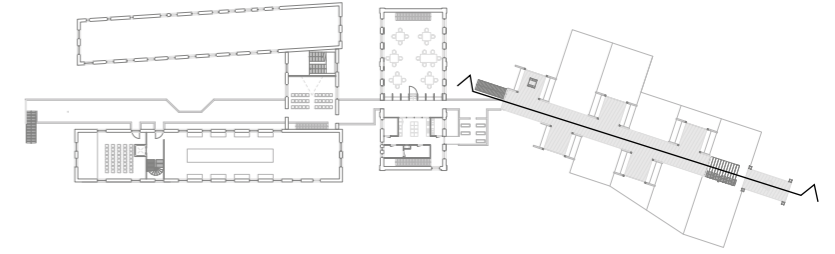
CITY CENTER



section

MODERN CRAFTSMANSHIP

NEW TECHNOLOGIES



section

STREET AS STRUCTURAL ELEMENT

BUILDINGS SCATTERED ALONG STREET

EDUCATION BECOMES PART OF PUBLIC LIFE

EVERYBODY BENEFITS FROM THE SCHOOL