CULINARY INSTITUTE BERLIN

CP
10
complex projects

2023

COMPLEX PROJECTS
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AR3CP100

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Research question: How can a culinary institute educate the public about food, health and sustainability?

INTRODUCTION

01

Figure 1. Berlin has a strong traditional cuisine with many international influences (Kristin, 2016)

Figure 2. Berlin sets trends in sustainable dining (Roeger, 2017)

Thesis topic

Berlin is known for its unique cuisine which can best be described as a traditional cuisine with many international influences (Visit Berlin, n.d.).

How Berlin got its unique food scene can best be explained due to its history, as only a few world capitals have undergone as many changes in power over the last centuries as Berlin. Due to this Berlin fluctuated between periods of being very open and attracting a lot of international people before periods of shutting down completely. The closed eras happened during the wars and when the wall divided the city, making west berlin an 'island' surrounded by the GDR (Reuter & Erb, 2023). This flux had two major impacts on the food scene. During the open periods, the cuisine was internationalised as new people brought local foods and flavours from their homes. While the closed periods were generally met with less economic prosperity, resulting in a culture of cheap, comfort food (Arrouas, 2018).

"Berlin's food scene is picking up pace faster than a Berghain techno beat."

However, since the fall of the wall, in 1989 (Reuter & Erb, 2023), this is rapidly changing. Currently, ''Berlin's food scene is picking up pace faster than a Berghain techno beat (Abbott, 2021)." Chefs from all over the world came to Berlin to open restaurants. Now these Berlin-based restauranteurs and chefs are building an impressive Berlin food culture (Arrouas, 2018).

In the last decade three trends have arisen that shape the current development of Berlin's Cuisine, these trends are; go vegan, get local and get sustainable (Rybalko, 2023). Berliners, and society in general, are getting more conscious when it comes to sustainability, accountability and overall health. Therefore, chefs feel the responsibility to respond to these calls, making Berlin one of the most influential cities in Europe when it comes to diversity in a sustainable kitchen (Martinez, 2017).

To make sure Berlin's cuisine keeps developing and the city stays at the forefront of culinary innovation it is important to keep learning. Therefore, Berlin needs a Culinary Institute. A central place where young chefs could learn about the skills and knowledge it requires to keep innovating. Apart from learning how to cook the main ambition of the Culinary Institute will be to raise food awareness for Berliners. Reimagining the way we produce and consume our food, can positively affect our society, the environment, and our overall (planetary) health (Berry, 1990). And therefore have immense value.

The city currently does not have any culinary school buildings, therefore this building can be an example for the whole city on how to build a future-proof Culinary Institute.

Problem statement

Apart from the obvious that Berlin does not have a culinary school and therefore requires one. The argument can be made that raising food awareness and stimulating food innovation is required within a time when people are conscious of their health amid a climate crisis (Rybalko, 2023) the current model of a culinary school, that focuses solely on cooking does not satisfy. There needs to be a new model that is more future-proof.

There have been some recent attempts to come up with this new model for culinary schools. Like the creation of the GOe: gastronomy open ecosystem by the Basque Culinary Center. Which aims to become a point of reference and attraction for its surroundings. The program of the building focuses on research, innovation and entrepreneurship (Bravo, 2022). As the building is currently still in development the effects have the building have not been tested yet.

Therefore, the Culinary Institute Berlin can be an important test case for a new future-proof culinary school.

Research questions

The main objective of this research is to raise food awareness through the design of a Culinary Institute. To investigate the problem the following research question is formulated: How can a culinary institute educate the public about food, health and sustainability?

This design brief will investigate the design of a Culinary Institute through the lens of program, client and site. However, to answer the research question the following sub-questions need to be answered first. Firstly, as society is changing and becoming more conscious about sustainability, accountability and health it is important to wonder, what does the future of culinary education look like? As this has a major effect on the program of the building Secondly, how does the university needs to be positioned within the city in order to educate the public? Lastly, how can the flow of the building be designed in such a way as to accommodate the interaction between students and the public?

In the following chapter, the theoretical framework of the design research will be further explained. After, the chapter on research methods explains how the research about the site, program and client will be conducted. In the final chapter, the preliminary design brief will explain the current state of the design and the proposed further development for P2.

Figure 3. Unlocking the potential of food through cooking (Study and go abroad, 2016)

RESEARCH FRAMEWORK

02

Figure 4. The position of a university within the urban fabric (TU Berlin, sd)

Theoretical framework

The theoretical framework will help to contextualise the design research. The first sub-question deals with the shift in perception of how we produce and consume our food. Therefore, it is important to choose a clear direction in how the building could be a catalyst for this new way of thinking. Von Braun studies the shift toward bio-economy as countries address their resource constraints related to water, climate, energy, land and the shift in consumer preferences (Braun, 2018). Schaft researches the initiatives of urban commons for the edible city in Berlin and concludes that initiatives like this can have positive impacts on the overall food awareness and social resilience of the city (Scharf, Wachtel, Reddy, & Saumel, 2019). These two sources give a direction for the concept of the building.

The second sub-question is about the positioning of the university within the city and the effects this could have. Blaik writes that a campus built with good access in an urban design framework can promote education and public awareness (Blaik, 2007).

For the third sub-question, how can the flows of the building stimulate interaction and therefore create an environment where people could share knowledge? Scott Brown once stated ''Architecture can't force people to connect, it can only plan the crossing points, remove barriers, and make the meeting places useful and attractive (Brown, 2009).'' Therefore, architecture does not hold the outcome but the potential to set the stage (Cultieru, 2020). The building can create a fertile ground for interaction. Hertzberger has worked a lot with buildings that stimulate visual and social connections by the way they are designed. As schools are not only learning spaces but also serve an important function of interaction between students (Hertzberger, Interview with Herman Hertzberger (2017): architecture as visual and social connection, 2017). Studying his work can give helpful additional insights for answering the sub-question about this topic.

Relevance

Due to climate change and a changing society, the food scene of Berlin needs to transition towards a more sustainable model. As architects alone cannot easily solve these issues, it is important to make conscious design decisions in order to minimise the carbon footprint while maximising the potential to set the stage for creating better awareness about the issues at large. Therefore, the project could not solve but steer people in the right way. This makes the topic and sources relevant for its time.

RESEARCH METHODS

03

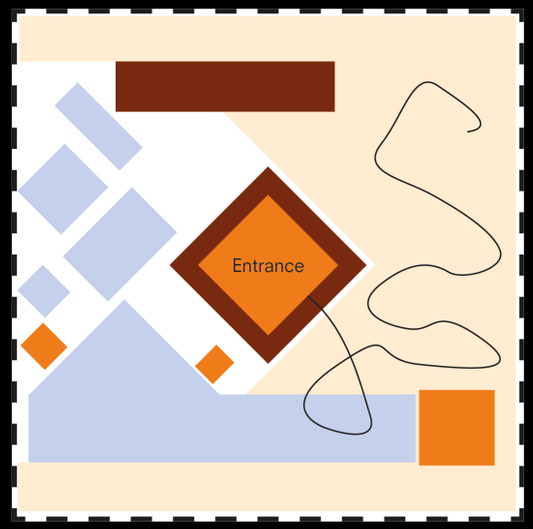

Figure 5. Relation scheme Canteen Vocational School

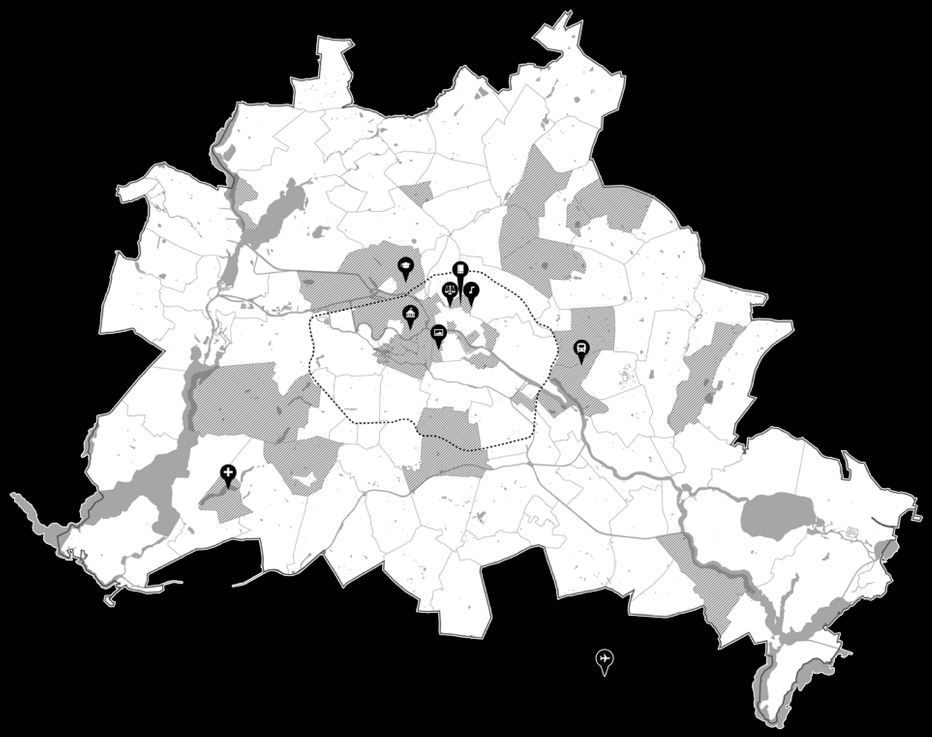

Figure 6. Location requirements from the Economy group

introduction

Within the discourse of the graduation studio, the design research is divided into three categories: program, site and client. In this chapter the different research methods are explained that are necessary to conclude what program, client and site best fits the building type and concept and how this research can help guide the project.

Program

An important tool to formulate the program will be the benchmarking of case studies. Firstly, the size of four notable culinary schools will be analysed in order to determine the possible size and users of the proposed building. Secondly, for the contents of the program a culinary school, canteen, the world's best restaurant, the Bristol Life Sciences laboratory, a greenhouse and Mediamatic aquaponics will be analysed. The program will be divided into six categories: cooking, eating, growing, education, circulation and others. This division will help to draw insights and conclusions from the different contents of the buildings. Thirdly, the relation schemes of these six buildings will be analysed to determine the key spaces. Lastly, extra analysis for the specific requirements of the keyspaces for cooking, eating, growing and learning will be analysed. Apart from this, the benchmarking literature will be analysed. This information is combined with three programmatic ambitions that will be used to formulate the program. The programmatic ambitions are the following:

1. Displaying the activity in the kitchens

2. Connect the people of Berlin with the students to stimulate dialogue and connection

3. Celebrate the produce so that food is not a commodity anymore

Furthermore, the sub-question, What does the future of culinary education look like? Will give extra insights into how to future-proof the program.

Client

For the client research, the main question will be which client can have a positive influence on the desired outcome of the building. This will be analysed through an internet search and possibly contacting certain companies.

Site

The requirements for the project location are partly decided by group research. As the economy group, the main goal is to sustainably grow the economy of Berlin. From the group research, the following three requirements are:

1. The building needs to be located in an area where the residential land value in the past 10 years has increased more than the average growth of 304%.

2. The building needs to be in an area where the job density is lower than 25.000 jobs per square kilometre.

3.The building needs to be located in a borough that has a lower density of inhabitants than the top 15 boroughs.

Furthermore, the sub-question, how does the university needs to be positioned within the city in order to educate the public? Will give extra insights and requirements for the location of the project. However, as this will be developed after P1 this still needs to be researched. After setting the requirements mapping will help to determine the possible location of the project. These areas will be scouted with satellite imagery and Google Street data to find the exact location. Finally, the field trip to Berlin will possibly give additional insights into choosing the site.

DESIGN BRIEF

04

Figure 7. Collage exterior

Figure 8. Collage interior

Introduction

This chapter will briefly showcase the initial program, client and site research. This will be further developed for P2.

Program

As explained In the previous chapter the program is mainly analysed through the use of benchmarking and literature. However, the program must be more based on the overall project ambitions instead of merging the program of a greenhouse with a school. Therefore answer to the sub-question, What does the future of culinary education look like? Is important. As the program can reflect the program ambitions better with smart and technical solutions.

Client

Currently, the client research is not fully developed. As the research about the client will take a better shape in the upcoming weeks. The current potential clients are; the Berlin government for its ability to fund projects in the public interest of the city, the Technical University of Berlin as this institution has experience with a vast amount of research about food innovations and lastly, the Food Campus Berlin as it acts as a hub for food innovation and can connect businesses with scholars. However, as mentioned before this all will likely be changed.

Site

Positioning the culinary school on the correct site will be invaluable for the success of the project. Therefore, the site must have the correct requirements. As most of this research will be conducted after P1 not all requirements are known yet. However, here are the first three preliminary requirements:

1. Size, the size of the site needs to be sufficient to house the desired program.

2. Accessibility to the public transport network, as all educational buildings should be easily accessible by the public transport network.

3. Proximity to existing restaurants, to make sure the building is located in a food hotspot and therefore maximise the impact it can have on creating food awareness.

After P1 this will be further analysed through data, sketches and satellite imagery. As well as, more and better requirements from the group and individual work.

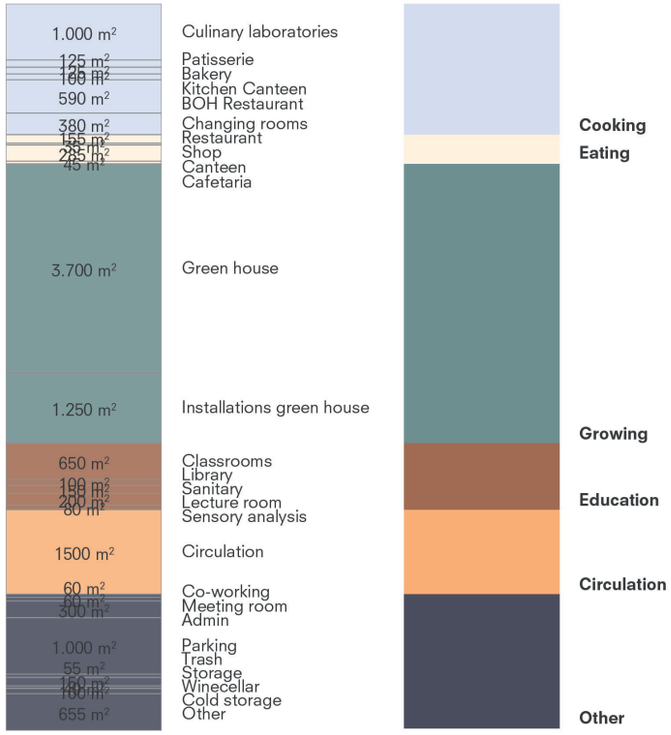

Figure 9. Preliminary program

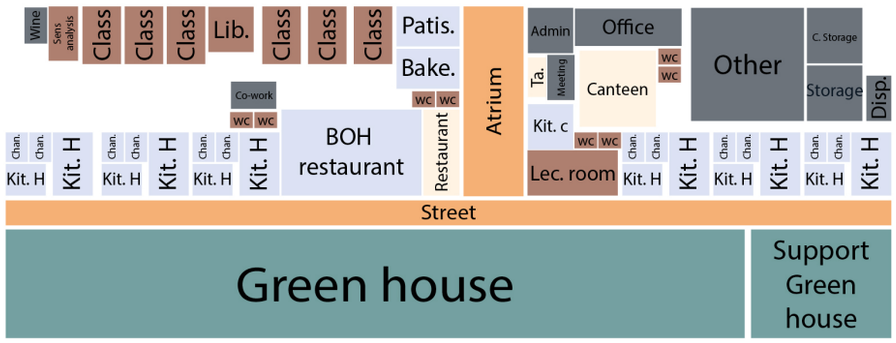

Figure 10. Preliminary relation scheme

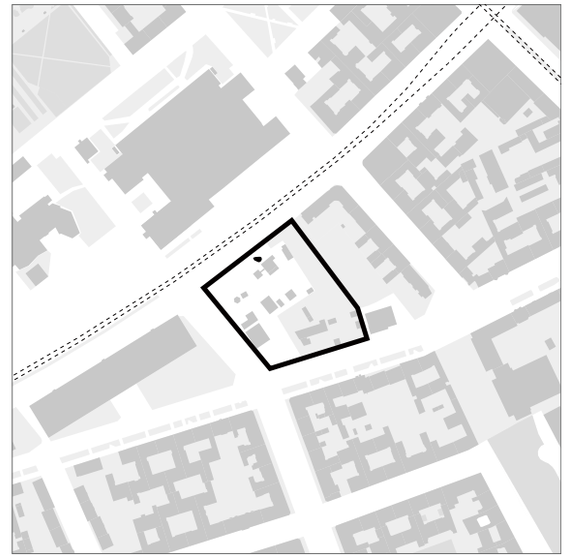

Figure 11. Preliminary site location

Berlin / German Government

Universities

Food Campus

Figure 12. Preliminary clients

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