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.

‘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.”
'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
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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

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NEW GUILDS

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FUTURE DEVELOPMENTS
Combined with the need to reduce the government deficit, this will cause the classical welfare state to change into a participation society.
**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 addressed
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
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**
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INSTITUTIONALIZATION OF LEARNING

RUIN OF THE WELFARE STATE

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.

‘Megalomaan bouwproject’
INSTITUTIONALIZATION OF LEARNING
RUIN OF THE WELFARE STATE

PROBLEM STATEMENT
NEW GUILDS
LEARNING BY DOING
FUTURE DEVELOPMENTS

INSTITUTIONALIZATION OF LEARNING
RUIN OF THE WELFARE STATE

INTRODUCTION
NEW GUILDS
LEARNING BY DOING
FUTURE DEVELOPMENTS

<table>
<thead>
<tr>
<th>Provincie</th>
<th>Aandeel hoogopgeleiden</th>
<th>Netto arbeidsparticipatie</th>
<th>Aandeel met werk onder niveau opleiding</th>
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<td>Utrecht</td>
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<td>87%</td>
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</tr>
</tbody>
</table>
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 craftsmen needed. This is 0.8% of the working force.
'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.

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.
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)
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)

- 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

- linguistic intelligence
- logical-mathematical intelligence
- intrapersonal intelligence
- interpersonal intelligence
- spatial intelligence
- bodily kinesthetic intelligence
- musical intelligence

CURRENT EDUCATIONAL MODEL

RUIN OF THE WELFARE STATE

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PROBLEM STATEMENT

ERIK GROENENDIJK
‘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

linguistic intelligence

intrapersonal intelligence

interpersonal intelligence

musical intelligence

spatial intelligence

bodily kinesthetic intelligence

logical-mathematical intelligence

(Gardner, 1983)
DYSTOPIA

CRAFT GUILDS IN 1662

HOW SHOULD CRAFT GUILDS FUNCTION?

REINSTATE CRAFT GUILDS

ERIK GROENENDIJK

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CRAFT GUILDS IN 1662

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HOW SHOULD CRAFT GUILDS FUNCTION?

REINSTATE CRAFT GUILDS
CRAFT GUILDS IN 2020
HOW SHOULD CRAFT GUILDS FUNCTION?

IN A CONTEMPORARY WAY
DYSTOPIA
CURRENT MODEL
HOW SHOULD CRAFT GUILDS FUNCTION?

UTOPIA

INSTITUTIONALIZATION
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HOW SHOULD CRAFT GUILDS FUNCTION?

INTERACTION BETWEEN INDUSTRY AND EDUCATION

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USE CRAFT GUILDS TO ORGANIZE EDUCATION

STRONGER LINK BETWEEN INDUSTRY AND EDUCATION

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the future of craft education
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SILVER CITY: CASE STUDY FOR NEW EDUCATION

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WHAT DOES SILVER LOOK LIKE?
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FUTURE DEVELOPMENTS
18 hours a week practical skills

8 hours a week theory

- Dutch
- English
- Math
- Physics
- Chemistry
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

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EDUCATION BECOMES PART OF THE CITY

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THE NEW CRAFT SCHOOL
EDUCATION BECOMES PART OF THE CITY

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EDUCATION BECOMES PART OF THE CITY

INDUSTRIAL AREA
WORKSHOPS AND MARKET

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HAVENKAZERNE & DOELENPLEIN
SCHOONHOVEN: SILVER CITY

OLD MILITARY GROUND

ERIK GROENENDIJK
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SILVER MUSEUM
SCHOONHOVEN: SILVER CITY

ERIK GROENENDIJK

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LEARNING BY DOING

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SCHOONHOVEN: SILVER CITY

SILVER MUSEUM

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FACILITATING START UPS

Dystopia

Silver Museum

Schoonhoven: Silver City

Erik Groenendiuk
SECOND FLOOR
LEARNING BY DOING 1

second floor
level +4000
DYSTOPIA
LEARNING BY DOING 4

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LEARNING BY DOING

FACILITATING DIFFERENT ACTIVITIES
LEARNING BY DOING

CASTLE MARKET

FACILITATING DIFFERENT ACTIVITIES
EDUCATIONAL ACTIVITIES
IN PUBLIC REALM

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FUTURE DEVELOPMENTS
Dystopia
City Center

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Problem Statement

New Guilds

Learning by Doing

Future Developments

Second floor
Level +3500

Utopia

Classrooms

Erik Groenendijk
STUDENT HOUSING
CENTRAL AREA

student housing
The *polders* around the city are parallel to each other.
The lots were allocated perpendicular to the structure of the polders. As a result of this, every house has its own backyard.
Silversmiths built workshop in the back of the backyard. This way the workshop was separated of the house.
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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The idea is to restore this typology by giving people the opportunity to house students in their backyard.
STUDENT HOUSING

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FUTURE DEVELOPMENTS

section A

section B
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

ERIK GROENENDIJK
PRACTICAL CLASSROOMS

INDUSTRIAL AREA

section A

section B

LEARNING BY DOING
REDESIGN STREET

ERIK GROENENDIJK

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REDESIGN STREET

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how to accommodate other educational facilities
AGRICULTURE SCHOOL

INDUSTRIAL AREA

classroom

agriculture school
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INDUSTRIAL AREA

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UTOPIA

ERIK GROENENDIJK
STREET AS STRUCTURAL ELEMENT
BUILDINGS SCATTERED ALONG STREET
EDUCATION BECOMES PART OF PUBLIC LIFE
EVERYBODY BENEFITS FROM THE SCHOOL