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ABSTRACT

A study was conducted to consider ways in which the existing stock of educational buildings can be deployed together with new capital investment and, where appropriate, in cooperation with other national or local initiatives, to contribute to social, economic, and environmental renewal in urban areas. Issues of management and access in the design and planning process was also assessed. The study analyzed a small number of completed or planned projects in Organisation for Economic Cooperative Development countries where this type of facility planning and construction was conducted within depressed urban areas. This report represents a description of the study, its results and various reactions, and the case studies used. (GR)

THE ROLE OF EDUCATIONAL BUILDING IN URBAN RENEWAL

Galjoenschool Leiden 1991

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21 November 1991

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1. INTRODUCTION

1.1 FORMULATION OF THE ASSIGNMENT

In August 1991, the OECD commissioned the ICS to carry out a study of the ways in which the existing stock of educational buildings can be deployed together with new capital investment and, where appropriate, in co-operation with other national or local initiatives, in order to contribute to social, economic and environmental renewal in urban areas. Attention was to be paid to issues of management and access as well as design and planning.

The study was to be based on an analysis of a small number of completed or planned projects in OECD Member countries where educational facilities have been, or are planned to be, built or remodelled with the intention of alleviating one or more of the problems associated with depressed urban areas.

1.2. OBJECTIVES AND SCOPE OF STUDY

The study aims to:

- gain insight into interaction between school and neighbourhood;
- exchange views and experience;
- promote further discussion;
- distribute final results.

The purpose of the study is to explore and inventorize existing problems. The inventory focuses on the question of how school buildings might contribute to the aspects of renewal listed below:

- co-ordination of education programmes and building resources with other aspects of renewal programmes;
- improvement in the physical environment;
- encouragement of residential and commercial development;
- reduction of crime and vandalism.

The study is limited to the contribution made by educational facilities, and does not attempt to tackle broader issues of urban renewal.

1.3. APPROACH AND PROCEDURE

The study proceded as follows:

1. Inventory

The first step was to gather information:

- Several architects and planning officers in different OECD countries were contacted, by post and by telephone. A number of them were able, in the brief period of time available to them, to formulate a case study on this subject. Others were interviewed over the telephone and said that, in a subsequent phase, they would study one or more cases in depth;
- Extensive study was done of relevant literature;
- Visits were made to several projects, and interviews

were held with persons involved.

Researchers strived to gather as many different examples as possible.

2. Analysis of Themes

Once a diversity of examples had been gathered, a broad overview was made of themes drawn from these examples.

3. Recommendations for Future Projects

Recommendations for future projects have been formulated on the basis of the abovementioned inventory and themes.

1.4. CONCLUSIONS AND RECOMMENDATIONS FOR FUTURE PROJECTS

This exploratory study has approached the subject from various angles, thus yielding a variety of themes and case studies. These themes and case studies can serve as catalysts in the formulation of a broader inventory and in the exchange of ideas which could, for example, take place at an international conference on the subject.

In urban depressed regions, the school building is one of the few public facilities whose course can be directed by the government. The degree of government control depends on how successful administrators are in developing an integral approach, which is essential in dealing with the complex problems encountered in these neighbourhoods.

The most successful methods are those based on practical experience. It has been said repeatedly, in case studies and interviews: even the best-laid plans, once implemented, can turn out differently than planners and administrators expect. Detailed descriptions of "real-life cases", their circumstances and environment, are crucial in determining whether or not to apply a certain method to a different situation.

Particularly important is the exchange of practical experience, i.e. at an international conference, at which time long-term monitoring and evaluation of projects can also be discussed. In the interests of continuity, an international network can be set up to periodically exchange and publish practical experience.

An international conference might focus on the following questions and topics:

- discussion of case studies from various countries, with special emphasis on descriptions of the administrative approach, social context and town planning environment of the project;

- What does an integral approach involve? What preconditions are necessary for this approach? Who are the key figures in this process?

- What role does the (local) government play? Which is preferable: direct or indirect involvement by government authorities?

- How should a well-structured exchange of international experiences be organized?

2. URBAN RENEWAL

2.1. CHARACTERIZATION OF NEIGHBOURHOODS

A school building is, first and foremost, a facility in which education is provided. But that's not all. A school (and its grounds) is also part of the neighbourhood in which it stands, as much a part as the shops, church, community centre, firms and local pub. In a newly-built area, the school is often the first facility to go up: in a deteriorating neighbourhood-- together with the pub-- the last to come down.

In order to define the role of school buildings in urban depressed areas, it is necessary to characterize the neighbourhoods in which these school buildings are situated. This can be done on the basis of relevant literature.

Much has been written, in town planning and human geography literature, about the dynamics of a city and its neighbourhoods. The dynamics of a city-- and of a neighbourhood-- are determined by the size and composition of the population, the provision of public services, the living and working conditions and government policy with regard to the area. These factors are interwoven and can "make or break" the original character of a neighbourhood. The first sign of deterioration in a neighbourhood is when its original residents begin moving out, leaving undesirable vacancies. When the population decreases, it is only a matter of time before local shops start closing. A social vacuum comes into being: the perfect breeding ground for pollution, vandalism, and criminality. Although the following descriptions are of Dutch origin, they can be applied to many many other West European cities as well.

2.1.1. Older "Newly-Built" Neighbourhoods

The years following 1945 were years of reconstruction. Cities had to contend with a great housing shortage; new homes were sorely needed. The Dutch government stimulated the construction of 60,000 to 70,000 homes per year, often two or three-family dwellings to cut costs.

The town planning concept was based on the body of ideas that had been developed in the years 1910-1930: light, air and space, and a strict separation of living, working and social services. These homes, built in the 1950's, are now threatened with vacancy: the original occupants, now senior citizens, are moving out because they cannot manage without an elevator, and poor construction quality discourages newcomers on the housing market.

These post-war neighbourhoods are faced with a decrease in the quality of their facilities, and local primary schools have closed down. In the literature, these neighbourhoods are described as "the problem of the 1990's". 16% of the housing stock in the Netherlands dates from this period.

2.1.2. Construction in the 1960's

In the 1960's the Dutch government, determined to put an end to its housing shortage problem, stepped up the production of

homes to 100,000 per year. Tall, good quality (galleried) blocks of flats were built. For the sake of social interaction, designers planned communal facilities and open spaces. Grass-plots, playing fields and parking facilities were also provided. The separation of functions was taken one step further: student flats were built, as were separate flats for the elderly, and all school buildings were planned on the same site.

Nowadays these galleried flats are characterized by a high rate of residential mobility, resulting in frequent vacancies. Families with children come and go, usually because they cannot afford maintenance costs. These spacious dwellings are allotted to large families, often ethnic minorities. The "dividing line" between private and public terrain is often unclear, and attracts vandalistic behaviour.

23% of the housing stock in the Netherlands falls under this category.

2.1.3. Construction in the 1970's

In the 1970's, new residential areas were built on the periphery of the city. 80% of these building efforts (peak year 1973: 155,000 homes) involved one-family dwellings situated on a "woonerf", an area designed to slow down traffic. However, high rental costs for these relatively small dwellings posed a problem for many residents. During this period the separation between functions began to fade, as more and more residents strove to bring their living and working situations closer together.

2.1.4. Post-War Neighbourhoods in General

In all these newly-built areas, there was a marked increase in the first few years in the number of nursery and primary school-age children. The number of pupils was sometimes 60% higher than the stabilized number usually attained after 20 years, and as more and more immigrant workers brought their families over to the Netherlands, school attendance rose even higher. This led to "concentratiescholen", schools attended primarily by pupils belonging to an ethnic minority. Some of these post-war neighbourhoods became problem areas: families moved out, there was a increase in the elderly population and an influx of cultural minorities, facilities declined, unemployment increased.

The new residential areas built after the war are likely candidates for "ghetto status": combined problems of poor housing, high unemployment rates, poor general health and poverty influence and reinforce each other. These are the urban depressed areas of the 1990's.

2.1.5. Inner City Areas

It is neither feasible nor expedient, in the space of this preliminary study, to deal with all the issues related to neighbourhoods in inner city areas.

Generally speaking, town centres have had to relinquish part of their residential and employment functions. Because of the

urban renewal which has been so beneficial to these very neighbourhoods, the housing stock has diminished and occupancy has decreased. These factors have led to depopulation of the inner city areas which in turn, has led to a decrease in neighbourhood facilities, including local schools. Small businessmen can no longer hold their own, and those who want to expand can do so more cheaply on the city periphery.

Employment in the city is becoming a matter for the service industry and public service sector.

Inner city areas can be revitalized by means of:

1. realization of new construction;
2. loft conversion;
3. gentrification;
4. incumbent upgrading.

1. New Construction

Old dilapidated buildings are torn down and replaced with new construction.

2. Loft Conversion

Old commercial property is converted into spacious dwellings. These are occupied, initially, by artists, who need the space for their studios. Subsequent tenants tend to be members of the middle-class. The longer this process continues, the smaller the dwellings become.

3. Gentrification

This term, first devised by Ruth Glass in 1964, refers to a phenomenon she observed in the United States: the social structure of an old working-class neighbourhood was altered by an "invasion" of more affluent households. Preconditions for gentrification are that the area is:

a. historically valuable, from an architectural point of view;

b. centrally located with regard to urban facilities and employment opportunities.

The condition of the houses themselves is of little or no importance. Neighbourhoods around the Central Business District, whose actual land value is low, but whose potential land value is high, are the most likely candidates for gentrification.

The first residents of a gentrified area are young singles or couples who practise a creative profession and are willing to risk settling in an old, neglected neighbourhood. They buy these homes at low prices and convert them into "modern old homes". The unfriendliness of the inner city usually poses no problem for them, since most of them have no children. In a following phase, families with children also come to live in these neighbourhoods. Generally speaking, use of local school facilities is minimal: these families opt primarily for newer forms of education-- such as the Rudolf Steiner school system-- not located in the neighbourhood.

Living in the centre of town means a higher social status for these new residents.

Cities in which gentrification takes place are referred to as "post-industrial" cities, whose population is employed in the service industry and public service sector, and where universities and research organizations have become leading

institutions.

4. Incumbent Upgrading

Incumbent upgrading can be observed on the periphery of the city: older residents have acquired a higher status, but instead of moving out-- as is usually the case-- they repair and redecorate their homes and, in doing so, help improve the neighbourhood.

2.2. URBAN AND SOCIAL RENEWAL

If the revitalization of a neighbourhood, as described above, does not happen of its own accord, the authorities must lend a helping hand. Aldermen for housing and town planning have spent years tackling the problem of deteriorating neighbourhoods and urban areas-- with varying degrees of success.

Housing corporations, too, are aware of the necessity to deal with the steady deterioration of their property. It has become increasingly obvious that the only possible solution is an integral approach to the neighbourhood as a whole. Urban depressed areas are characterized by an accumulation of different problems, all of which reinforce each other. If a district or neighbourhood is to be saved from a downward spiral, strong measures must be taken in the fields of employment and housing, community control and crime reduction, education and social involvement.

The Dutch government is trying to overcome these problems with a policy of social renewal. This requires quite an effort on the part of local civil servants: the rigid "pigeonholing" inherent to the municipal services, political structure, legislation, flow of funds and division of tasks must be broken through.

The municipal education service will also have to participate-- not only to provide the necessary schooling, but also to view critically the educational buildings in a given neighbourhood. To what extent does a school "provoke" vandalism, and how could this problem be alleviated? Is the school playground open to the rest of the neighbourhood? Can the school be used by other residents after school hours? Might the school play a pioneering role in the general revitalization of the neighbourhood?

School buildings are considered, in this (preliminary) study from the above perspective. Perhaps this study will serve to reinstore the school building to its forgotten, but original place in the social structure of the neighbourhood.

3. INVENTORY OF THEMES

3.1. INTRODUCTION

All the examples studied involved a "compound" set of problems, for which a compound solution is required.

The various themes have been deduced separately. The relationship between these issues is dealt with in the descriptions of individual cases.

Because this exploratory study was (deliberately) not aimed at setting up a theoretical model or structure, all themes, old and new, were open to discussion.

The order in which the themes are discussed is arbitrary, and not an indication of their degree of importance.

3.2. THEMES

3.2.1. Urban Renewal and Higher and University Education

Urban renewal of old neighbourhoods often has a great impact on the composition of the population. After implementation of urban renewal projects, many students or well-educated young "starters" opt for small, cheap homes in the renovated, old neighbourhood. This is especially true of those cities in which higher or university education is offered. The location of these neighbourhoods, usually near the city's "entertainment districts", also plays an important role.

A socially-mixed population structure has a positive effect on the quality of the facilities in a neighbourhood; it is therefore important to keep these new residents in the neighbourhood. Sufficient opportunity to move up the "housing ladder", and quality facilities such as good schools and creches, will often determine whether or not they remain.

3.2.2. Good Schools of Secondary Education Contribute to Neighbourhood's Sense of "Confidence and Identity"

The school's major contribution to the neighbourhood is the provision of education, starting with primary education. A lack of good (secondary) schools can lead to decline and stigmatization, inevitably resulting in migration out of the neighbourhood.

This was reason enough for the city of The Hague to build a large new school for secondary education right in the middle of the "Schilderswijk" (a depressed area with many problems), the Johan de Witt College.

The school's educational system is adapted to suit the needs of the neighbourhood. All types and levels of secondary education can be pursued under the motto, "Nobody leaves here without a diploma!"

Because of a lack of space in the neighbourhood for new construction, the school was built in a section of one of the few small parks. The local community council was closely involved in development of the plans; this led to the construction of a

relatively low building (wider storeys) and the use of pale colours. In addition, approximately 40% of the ground floor (the school is built on columns) is open to the public, in an area where urban vistas and pedestrian passageways are of importance.
Examples:
Johan de Witt College,
Helena van Doeverenplantsoen 12, The Hague, Netherlands

3.2.3. Resident Participation

School buildings are dependent on public funds for their existence. Parents, too, often participate in the running of a school, organizing school lunch periods, assisting in the actual education process ("reading helpers"), and so on.

In Haarlem, the municipal "community controller" urged schools to "return the favour" by making school space available to local residents, i.e. for use by local clubs. These clubs usually have limited funds-- as do the schools. The first area to suffer in a school, when money is tight, is the school garden. The community controller is an expert in devising "win-win" solutions: in one Haarlem school, it is now possible for a card-playing club to use school space (after school hours) in exchange for maintenance of the school garden.
Examples: see case studies 1 and 2.

3.2.4. Combination School Building / Creche

In the New York borough of the Bronx, four "Educare Centres" are being built. These centres comprise facilities for child care, kindergarten through second form, after-school, and parent and community programmes. Aims are:
- to organize the community by providing gathering centres;
- to provide full-day child care, important for working and student parents;
- to make maximum use of space;
- the availability of more and different types of rooms for everyone.

It is the first-of-its-kind collaboration of the New York City Public Schools and the Agency for Child Development.

In the Netherlands, the city of Leiden has built a school with a creche on the premises for children up to 4 years of age, to increase the participation of (foreign) housewives in literacy programmes and Dutch language lessons. Housewives no longer have to stay at home because of the children. The initiative has proved extremely positive.

3.2.5. Schools Disappear from Neighbourhoods

The disappearance of schools from residential neighbourhoods is due primarily to the following factors:
- Scale enlargement in secondary and higher education: schools are becoming increasingly regional, drawing their students from a wider catchment area. The newly formed, larger schools strive for concentration of accomodation near transport nodal points.

Subsidiary branches in residential neighbourhoods are closed down. This can also mean the end of the local snack bar, coffee shop and other small shops in the area;
- Changes in the composition of the population: a large number of small homes results in a "thinning-out" of the neighbourhood (many single occupants, few families);
- "Life cycle" of a neighbourhood (increase in the ageing population);
- Migration of families to suburbs, where better facilities and homes are available.

3.2.6. School Closer to Place of Work than to Residence

Schools have historically been located near homes, when mothers were not in the labour force. Working mothers now want schools-- combined, if possible, with day care-- closer to their places of work. The New Orleans City Council wants to stimulate more residential development in inner city areas, in order to encourage retail commercial development which has been hurt by movement of more affluent persons to suburban areas.

Good schools are necessary to attract families back to the city core.

Examples: see case study 6

3.2.7. Concentration of Regional Schools Behind Railway Station has Positive Effect for School and Depressed Neighbourhoods

In 1987, 14 school merged to form the Haagse Hogeschool. In order to realize the educational aims of the fusion, it was essential to concentrate the accomodation (originally at 20 locations) at one location, easily accessible from all over the region.

In The Hague, as in many other cities in the Netherlands, the following urban development took place in the 19th century. Railways were situated along the periphery of the city. The railway station was also located on the periphery of the (now old) city. Behind the station, on the opposite side of the railway, small businesses and factories were established in combination with inland harbours. At the beginning of the 20th century, the city expanded to include a number of residential neighbourhoods.

Between these residential neighbourhoods and the city centre, the railway, the inland harbours, the now outdated businesses and factories form a major town planning obstacle. One of these residential neighbourhoods is even known among residents of The Hague as "the forgotten village". Breaking through the isolation and disadvantageous situation of these neighbourhoods is one of the Hague City Council's primary aims. For this reason, the Council has stimulated-- in various ways-- the establishment of the Haagse Hogeschool on the former industrial site behind the station. This stimulus consisted of agreements about acquisition of the school buildings to be left behind in the city centre; the Council also made possible a relatively low price for the new location, and guaranteed improvement of the infrastructure. The latter will include a tunnel under the railway, two new bridges over the inland harbours and a new tram route. The plans made

for this site by the Council and the Hogeschool are being used by the Council to interest property developers and investors to invest in this area as well. The presence of the Haagse Hogeschool, and improvement of the infrastructure, will inevitably result in an increase in property value.
Examples: Haagse Hogeschool, The Hague, Netherlands

3.2.8. Investing in a school as signal to the neighbourhood

The centre of New Orleans combines living, retail and tourism. The combination of living and working and the old, "European character" of the neighbourhood make it particularly interesting to tourists.

At the same time, however, the neighbourhood is declining. Residents are moving out, partly because of the commerce resulting from tourism. There seems to be no stopping this development, and residents are no longer investing in houses or in the surrounding area.

The Council is faced with the choice of either shutting down or renovating the old local school. Although closing the school would have been the most economically advantageous, the Council chose for renovation. This was a clear signal to local residents: the Council considered it important for the neighbourhood to preserve its residential function. The Council hoped that this would be an incentive for families to remain in the neighbourhood, and for the neighbourhood to work to "get back on its feet".
Examples: case study 6

3.2.9. School and Park around School as Part of Landscape

A school in New Orleans was recently completed with extra landscaping as part of the municipal government's effort to improve the visual image of a major traffic corridor into a new residential and business development.
Examples: case study 6

3.2.10. Legislation Promotes Efficient Use of all Facilities in a Neighbourhood

In the Netherlands, there is a legislation for the expansion and foundation of primary schools: it must first be shown that there is no room in existing schools within a 2000-metre radius.

The city of Leiden wanted to expand an existing school building. Within a 2000-metre radius of this school, however, was a school building complex with vacant classrooms. Next to this school was a community centre which, like the school, was struggling to meet high maintenance costs resulting from vandalism. The following solution was devised.

The community centre was torn down and a new community centre was built in an unused portion of the school, thus solving the vacancy problem. The vandalism problem was reduced by means of several specific technical measures, and also because the building was now being used in the evenings and at weekends. Homes will be built on the site of the former community centre.

Finally, the request to expand the primary school on the other site was granted and the plan realized.
Examples: see case study 3

3.2.11. Breaking through administrative pigeonholing

"Administrative pigeonholing" is perhaps the largest obstacle in what would seem the most obvious solution: combining the school with other neighbourhood facilities, and an integral approach to the problems in a given neighbourhood.

In several municipalities in the Netherlands, a new approach is being used, namely "community control". Before taking any action, the Council waits for initiatives from the neighbourhood itself. In this way, the Council hopes to avoid a situation in which residents assume that the Council will arrange everything for them, followed by accusations from residents that they never have any say in the matter. It is essential that the neighbourhood be involved.

Often the initiator is a housing or tenants' association. Housing associations have a vested (financial) interest in well-functioning community control : vacancy and a rapid turnover of tenants are harmful to income accrued from rental. The next step-- provided the neighbourhood is in agreement-- is to form a community control team. This team can consist of: residents, housing associations, schools, institutions such as tenants' associations, clubs, youth organizations and suchlike, and the Council. The Council is one of the participants-- no more than that.

A community supervisor is appointed; he has his office in the neighbourhood itself and his salary is paid by the Council. The community supervisor functions as sole contact person for local residents, who can approach him with all their queries and complaints. He tries to solve as many problems as possible on his own, though he may call on the help of Council authorities if necessary. If a particular municipal department is unable or unwilling to help him further, he can refer directly to the municipal community controller, who then tries to resolve the matter as swiftly as possible.

In neighbourhoods where a community control team has been formed, the Council provides extra funds for supernormal maintenance work, such as the installation of an extra pedestrian crossing near a school.

After approximately one or two years, if this approach has led to positive developments and the community control team is functioning well, the community supervisor will withdraw and begin work on the next "needy" neighbourhood. From then on, residents will have the chance, once a week, to air their grievances at the "Crime Mobile", the community supervisor's "office on wheels".
Examples: case study 1

3.2.12. Lack of Open Space in Old Neighbourhoods

One of the problems to emerge from the study was the lack of open space in old neighbourhoods.

In Leiden, all primary school-schoolyards are open for use by

local residents. In the past, the Council had built fences around these play areas, but children were always climbing over them. Now that the schoolyards are open to the public, the fences can be removed, thus eliminating maintenance costs for the fences! Opening the schoolyards to the public also makes it possible to invest in the yards themselves (new equipment, new lay-out, etc.): this is no longer a matter for the Council's Education Department alone, it concerns the entire community.

In several new schools in old neighbourhoods, play areas for the youngest pupils have been built on the roof. An added advantage of this solution is that the play area is well-protected without the use of high walls or fences.

For many residents of old neighbourhoods, the streets are "too gloomy". In two examples in Leiden and the Hague, the architect brought more light into the streets by designing lower construction and using smoother materials and pale colours-- much to the satisfaction of local residents. In Leiden, a gloomy, massive school building which had been plagued by vandalism has been replaced by a cheerful new school building painted in fresh, pale colours. One and a half years later, the building is still intact, but the old walls next to the building are covered with graffiti.

Throughout the building process of the abovementioned schools, local residents were involved and well-informed.

Not only do old neighbourhoods lack open space; in many cases, they have very little reenery. In the Berlin case study, the preservation of several old trees was an important starting-point for the design.

Another aspect of the lack of open space is the parking problem. Because of the increase in scale in many schools (wider catchment area) and longer use of school space (evening use of secondary schools), the need for parking space is also increasing-- a need these neighbourhoods cannot meet adequately. Examples: case study 4 (and theme 2)

3.2.13. Lack of Space for School Buildings in Old Neighbourhoods

In neighbourhoods with a lack of open space, there is often a sense that whatever open space is available, belongs to the neighbourhood. For this reason, the appropriation of open space for the purpose of building or expanding a school must be done, as much as possible, in close cooperation with the neighbourhood.

For the architect, designing for an existing urban area demands extra creative solutions and expertise. Solutions are often thwarted by an awkward geographical location, and the situation may be further complicated by execution difficulties on the site (insufficient space for machinery, etc.)

Space for the construction of schools can sometimes be found within a closed block. The school is then "protected" by the surrounding block and, by nature of its location, automatically suited to its environment. Extra attention has to be paid to the entrance leading to the inner area, such as the placement of a "gatehouse" in a monumental facade. This has been realized in the Berlin case study.

3.2.14. Keeping School Building in Line with Urban Renewal

The life cycle of a school building must be attuned to that of the neighbourhood. Renovation of a neighbourhood may require that the local school be renovated as well, which means that investments may have to be made earlier than originally planned. This creates extra costs.

The shifting composition of the population within a given neighbourhood means a changing need for facilities: not only schools, but also the design and furnishing of playgrounds and schoolyards. For this reason, the city of Alkmaar has formed a "playground-equipment pool": playground equipment circulates among the various neighbourhoods, in consultation with community control teams.

3.2.15. School Buildings and Vandalism

Much has been written about school buildings and vandalism, particularly about problems which can be directly expressed in financial terms. Because there is already so much literature on the subject, this study will not be dealing with technical measures, but rather with a number of solutions concerning the relationship between school and neighbourhood.

Utilization of school space for longer periods of time; incorporation, into the school, of neighbourhood facilities which can be used evenings or at the weekend; and making school space available to members of the public-- these factors all have a preventative effect. Naturally, a school building must make certain adjustments for after-school use, such as creating a burglarproof storage area for expensive equipment.

There are a variety of ways to combine residential and educational facilities. In Alkmaar, homes have been built around existing schools on school premises; residents have agreed to keep an eye on the premises and notify police in the event of trouble. Homes on top of a school must be clearly recognizable as homes. Ideally, the building's residential function should dominate its other functions.

When homes and school building are combined, it is important that residents and pupils each have their own entrance. In Leiden, a school of this type was built on the ground floor of a block of flats. Income accrued from the homes on top of the school meant lower investment costs. It is essential that responsibility for maintenance be shared by school and residents, and adapted to the needs of both parties.

Vandalism problems cannot be solved by simply chasing perpetrators away: often the problems will reappear in other vulnerable areas in the neighbourhood.

Local solutions, provided they are feasible, are better than defensive measures. In Alkmaar, a "vandalism crisis team" has been formed specially for this purpose. This crisis team consists of the councilman or woman concerned with juvenile affairs, the director of administrative crime prevention and the planning officer of juvenile affairs, all of whom have agreed to contact each other immediately after receiving such a report.

The ambulent activity supervisor, who is employed wherever needed, is sent out to "chat" with the youths to try and discover what their intentions are, as well as the reasons for their

discontentment. Once this is clear, the activity supervisor attempts to solve the problem. One Alkmaar activity supervisor has organized an indoor football competition for the youth (neighbourhood vs. neighbourhood); local schools allow players to use their gymnasiums in the evenings for this event.
Examples: case studies 1 and 2

3.2.16. Relocation of School to Encourage Social Integration

In New Orleans, a school was relocated from the centre of a depressed urban area to the periphery of this neighbourhood, bordering on a "better" neighbourhood. With this move, local authorities hope to achieve a social and cultural "mix" of pupils from both areas.

3.2. 17. Preventing Deterioration of Buildings by Giving them New, Educational Function

As a result of changes in culture, technology and the economy, many old buildings are losing their original function. Building vacancy leads to deterioration, not only of the building itself, but also-- because large building complexes are often involved, such as hospitals, monasteries, military quarters and textile factories-- of the surrounding area.

There are a variety of arguments, both economic (the building is still quite serviceable) and cultural-historical, for the preservation and maintenance of old buildings.

One solution is to provide these buildings with a new function (reallocation), such as education. Education does not place terribly great demands on the supporting structure of an old building. Less parking space is needed-- much less than is the case with offices and shops.
Examples:
- Enschede: Twenthe College in machine factory
- Enschede: College in hospital
- Den Bosch: Conservatory in monastery
- Portugal: schools in various monumental monasteries
- many others...

3.2.18. Preventing Deterioration of Schoolbuildings by Giving them New, Residential Function

The relatively low construction requirements placed on a building by an educational function (i.e. low floor load), and the tight budgets with which schools are built, make it difficult to reallocate school buildings for a new function.

Financially speaking, reallocation of school buildings for the purpose of office or industrial space is rarely more advantageous than tearing down the old building and putting up a new one on the same site.

There are, however, various examples of the reallocation of school buildings for residential purposes.

In the old neighbourhoods in The Hague, for example, several old primary schools have been converted into single and double-family homes. This is a boon to the inner city area (and

environs), where there is a great need for homes for smaller households.

Accomodation of residences in school buildings has proved feasible: each classroom can be converted into one home. The maximum controlling floor load for homes is no greater than that for schools. No required outdoor space (garden or balcony) is prescribed for these small homes, as it is for all other types of residences in the Netherlands. Moreover, old schools in an old neighbourhood are usually located on a much more attractive site than local homes.
Examples: various projects in The Hague, Netherlands

3.2.19. Large, Autonomous Schools are Worthy Partners for Neighbourhood

In a recent interview (published in "De Maatregelen", August 1991, no.4) the State Secretary of Education, Mr. Wallage, said: "You can't boost learning development among ethnic minorities until you tackle the problem of integrated neighbourhoods, push back criminality in these residential areas, and create attractive recreational facilities for children. In other words, you have to improve the circumstances under which these children grow up-- on various fronts. This makes it doubly important to break through the isolation of local schools.

"In our department, we've often wondered why it's so difficult to achieve any sort of coherence in this particular struggle. One reason may be that the school is so often unable to make its own decisions: schools are continually involved in implementing government policy. The minister and I would like to see increased autonomy among schools. Next year we'll be giving them a lump-sum budget, to be spent as they see fit. If we can create larger, more solid schools, capable of developing their own policy, neighbourhoods and city councils will have gained strong, worthy partners, and maybe then we'll begin to see concrete results."

4. VARIOUS REACTIONS

Various other reactions (derived from telephone conversations), though they yielded no immediate contributions to the study, are definitely worth mentioning:

- A reaction heard from several sources: A school adds to the problems, not to the solutions. Schools, especially those for secondary education, are often a source of public nuisance (drugs, vandalism, parking problems). Preferably no schools in the neighbourhood.

- Other reactions (France, New York): this study is extremely relevant and deals with the same issues we're involved with at present. We'd be delighted to hear the outcome, and to be informed of any further developments. Our own projects and experience are still at a premature stage; it's too early to report on the findings.

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Hebreeuwse tekst engelse samenvatting

CASE STUDY 1.:

THE "INSOLUBLE" VANDALISM PROBLEM IN A DUTCH PRIMARY SCHOOL

By Martin Walop

In this article, I will be dealing with the problems of and approach to vandalism in a public primary school in Haarlem, in the Netherlands. Haarlem is the capital of the province of North Holland and has a population of 150,000.

The "Martin Luther King School" was built in the 1960's. Since 1970, the school has been prey to continual vandalism. As one policeman put it, "Everything these kids can possibly do to wreck a building, they've done to the M.L. King School!"

First I will describe the original situation: the location of the school, the nature and extent of the problems, and the measures taken in an attempt to tackle them. Next I will discuss the way in which the new approach was developed, what it entailed, and its results. Finally, the most significant conclusions will be enumerated and the approach placed within a broader framework.

1. Original Situation (1970-1987)

Location

The school consists of a building complex, located on a 175x50 metre site. On one side of the complex is a nursery and primary school; on the other side, a gymnasium and an annex to the primary school. Between these clusters of buildings are a playground and several grassy areas. A sports centre runs along the length of the complex on one side; the back gardens of houses line the other side. Along the shorter sides of the complex are streets; the school grounds are used as a way through by pedestrians and cyclists. The complex is a dismal sight; the buildings are covered in grafitti, the playground equipment is blackened, the area is desolate and inhospitable.

Problems

From 1970 to 1987, the school was the target of repeated incidents of vandalism: arson; smashed windows, sometimes 30-40 per night; defaced walls. Surrounding sidewalks were broken up to use as ammunition. Pupils often had to cross a carpet of broken glass to reach their classrooms, and first period was spent clearing away debris. Sometimes everything in the classroom would be smashed to bits, including the children's artwork, and there were beads and paint all over the floor. On these occasions, it took several days to clean up the mess. Arson was responsible for more permanent damage: the school's archives were completely destroyed by a fire bomb.

The (flat) roofs held great attraction for vandals. Drainpipes were climbed and demolished. Bicycle stands were used as ladders to reach the roofs and cycle across them. Playground equipment, bicycles, telephone wires, locks and doors were

repeatedly destroyed.

Local residents courageous enough to notify the police were threatened. Some even had their windows smashed. When parents congregated at the school for meetings and social events, their cars were damaged. The staff was often threatened with physical violence, both at school and (over the phone) at home.

Damage

Damages within this 17-year period amounted to over 500,000 dollars, an average of 35,000 dollars per year. There was more at stake, however, than material damage and the heavy financial blow; immaterial damage, the terrorization of teachers, parents and local residents, cannot be expressed in monetary terms.

Despite the school's steadily worsening reputation because of the vandalism, attendance did not decrease, perhaps because the school was known for its continuing high standard of education and its good relations with pupils, parents, and the neighbourhood. This was due in part to the efforts of the director throughout this trying period.

Measures

Obviously, measures were taken to try and remedy the situation. For example:

- Playground equipment was set up for the youth (and quickly demolished);

- A social worker was hired, for one year, to work in the vicinity of the school;

- An anti-vandalism project was organized among the pupils;

- Prior to each holiday period, thick wooden boards were nailed across the windows;

- The gymnasium was kept open after school hours for use by the youth;

- Special lexan glass, five times stronger than ordinary glass and costing 150 dollars per window, was substituted for ordinary glass-- and subsequently bashed in with wooden beams;

- The buildings were repainted;

- Police patrolled the school grounds regularly. It proved extremely difficult, however, to catch individual perpetrators "in the act";

- Teachers and parents sometimes spent the night in the school, keeping watch over the premises;

- An alarm system was installed.

These measures proved insufficient, possibly because many of them were merely ad hoc solutions. Moreover, individual measures taken by various municipal authorities (Police, Education, Public

Works, Departments of Juvenile Affairs and Sports) during this period were often at cross-purposes with each other. Only the installation of a silent fire alarm, which served to alert the fire department and minimalize arson damage, had any significant effect.

A New Approach (1987-present)

In 1987, the city of Haarlem adopted a new approach to the problems of criminality, vandalism and security. By the middle of the 1980's, Haarlem scored third on the list of the Netherlands' "most unsafe cities". Each year, one out of every two citizens was the victim of some form of criminality, and incidents of vandalism were becoming increasingly frequent. The City Council concluded that the traditional approach (by police and judicial authorities alone) was insufficient. Conditions in the city could be improved only if all municipal authorities worked together. This new approach was called "administrative crime prevention". The council set up a crime prevention office, under the jurisdiction of the mayor.

The first spearhead of this policy was solving the vandalism problem in the M.L. King School.

How?

All concerned-- the school principal, parents, police, staff members from public works and urban renewal, and members of the neighbourhood council-- met to discuss the problems. The unfortunate location of the school buildings, and a lack of social control, emerged as primary causes. Other bottlenecks were discussed: many felt that the vandalism problem had been aggravated by insufficient coordination among the various parties involved. An attempt was made to establish the identity of the culprits; these seemed to be primarily local teenagers, though sometimes pupils and ex-pupils were responsible for the damage.

In analyzing the problems, the members of the meeting gradually realized that each of them would have to be "part of the solution", and that this solution would have to be feasible.

With this in mind, a plan was developed. The Council, which was involved and informed on a regular basis, endorsed the proceedings. This mutual cooperation at the beginning stages, combined with the Council's support, motivated the participants even further.

Points of Departure

In developing this new approach to the vandalism problem, the following points were taken into consideration:

- The plan had to consist of a set of specific measures;

- Expense was subordinate to quality. Costs would not be allowed, if possible, to stand in the way of a solid, effective plan.

Contents

The resulting "new approach" is summarized below:

- Remodelling of the school grounds: a fence, approximately 1.20 metres in height, would be built around the primary school, and bordered with burberry bushes. This would make the school grounds less easily accessible, without giving the school the appearance of a fort (which might in fact present an irresistable challenge to potential vandals);

- A well-lit path would be laid outside the fence, along the school. This path would also serve as a distinctly separate "way through" for the general public;

- School gardens, to increase the pupils' sense of involvement with their school, would be planted directly behind the school building;

- A caretaker would be hired to do (minor) repairs and provide addtional supervision;

- Educational programmes dealing with vandalism and its consequences would be organized regularly (in conjunction with the local police) for pupils;

- The Department of Juvenile Affairs would devise a plan to realize facilities (meeting place, etc.) for young people in the neighbourhood;

- In order to increase social control, local residents would be asked to notify the police immediately if they sensed trouble in the vicinity of the school. Names and addresses of persons notifying the police would remain strictly confidential;

- If caught, young perpetrators would have to pay immediately for damage done. Police, judicial authorities and the crime prevention office would coordinate their efforts to this end.

The plan, which cost 90,000 dollars, was implemented in its entirety, with the exception of the facilities for the young. This aspect of the plan met with resistance from the community council, which feared an onrush of young people from other neighbourhoods. The prickly burberry bushes, which were to form a second barrier behind the fence, fell short of expectations. It would take years before the cuttings, planted two metres apart, were large enough to act as any sort of deterrent to potential vandals. Despite these shortcomings, it was possible to realize a reasonably solid set of measures.

Results

What effect have these measures had?

The results are remarkable. For the past three years there has been no trouble whatsoever, no damage done.

Even during the "Luilak"-- in the small hours of the morning before Pentecost when, according to Dutch tradition, young people run through the streets kicking up a racket-- there was no vandalism. In the past, luilak had been good for an average of

50 smashed windows.

The investment in prevention has proved extremely profitable. By saving on maintenance and repairs which had been necessary in the past, the Council has recovered the costs of the investment within a mere two years. Teachers can now go to work without fear, and parents no longer have to hesitate before enrolling their children in the school.

Still, we are not yet entirely satisfied. In other sections of the neighbourhood, there have been reports of trouble (on a smaller scale) caused by young people. It is possible that the problem has, in part, simply shifted to another area, perhaps because the youth facilities have not yet been realized.

Explanation

One may wonder how the new approach to vandalism could have yielded such startling results. This was due, in my opinion, to a combination of factors: content, integrality, and sound, specific measures.

* Integral Approach

The approach offered not only physical measures, but also spatial and social measures, all of which complemented and reinforced each other.

Another aspect of the integral approach was the combined effort of many different parties. Because each party participated in analyzing the problem and in formulating the plan, they were more motivated to strive for successful implementation of that plan.

* Nature of the Measures

The measures were offensive and constructive, rather than defensive. For example: a low fence was built, creating a natural physical barrier, rather than a high fence with barbed wire, which may have provoked aggression and given the school even more of a negative image than it already had. Or: school gardens, which increased the pupils' sense of involvement with and pride in their school-- as well as that of parents, teachers and local residents. This resulted in a natural form of social control by all concerned.

Moreover, research has shown that the more attractive and well-tended something is, the less likely young people are to destroy it. Property that has been vandalized and left in a state of disrepair attracts further vandalism. These positive measures, which ensured that the school always looked clean and well-kept, deterred vandalism.

Conclusion

The approach to the vandalism problem in the Martin Luther King School in Haarlem is part of the Council's preventative policy against criminality. The policy consists of both a problem-solving approach (such as the one described in this case study), and the systematic incorporation of crime prevention into the regular policies of municipal authorities (vandalism prevention is part of the school curriculum, building plans are checked on aspects of criminality, etc.) Thus, numerous authorities in Haarlem are actively involved in fighting criminality.

These communal efforts have not been in vain.

In the past few years, vandalism-damage to municipal property has decreased significantly. In 1984, damages amounted to 550,000 dollars. Because of the preventative approach (including that of the M. L. King School), damages now total less than 250,000 dollars, a saving for the city of 300,000 dollars per year.

As a result of the communal approach to crime prevention, a citizen of Haarlem is now much less likely to be a crime victim. Since 1984, this likelihood has dropped from 49% to 33% per year: a saving of 100 dollars per household. Haarlem now ranks among the safest cities in the Netherlands. Research has also shown that, unlike residents in other parts of the country, most Haarlemmers feel safer than ever.

The conclusion: criminality is not a multi-headed monster that cannot be brought under control. By means of a specific, systematic approach and the close cooperation of all concerned, concrete results can be achieved.

Martin Walop - September 1991

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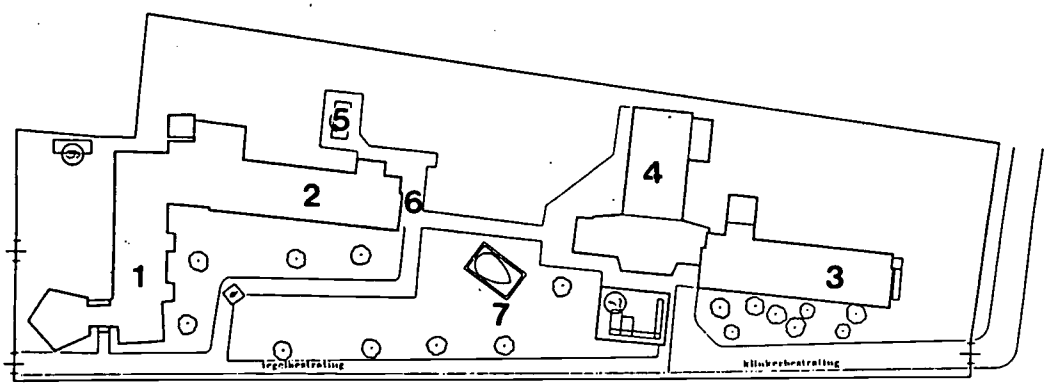
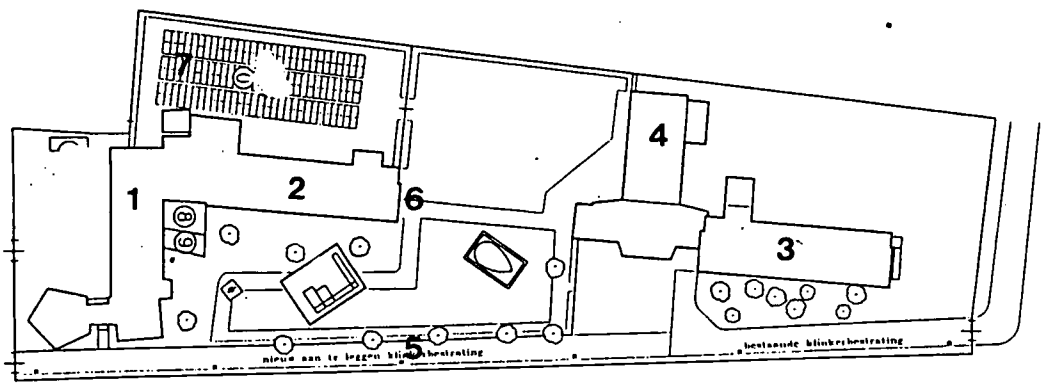
Original situation
M.L.Kingschool

1. nursery school
2. primary school
3. primary school
4. gymnasium
5. sandbox
6. school entrance



New Situation
M.L.Kingschool

1. nursery school
2. primary school
3. primary school, later torn down and replaced with homes
4. gymnasium
5. new paving and fence
6. school entrance
7. school gardens



school entrance

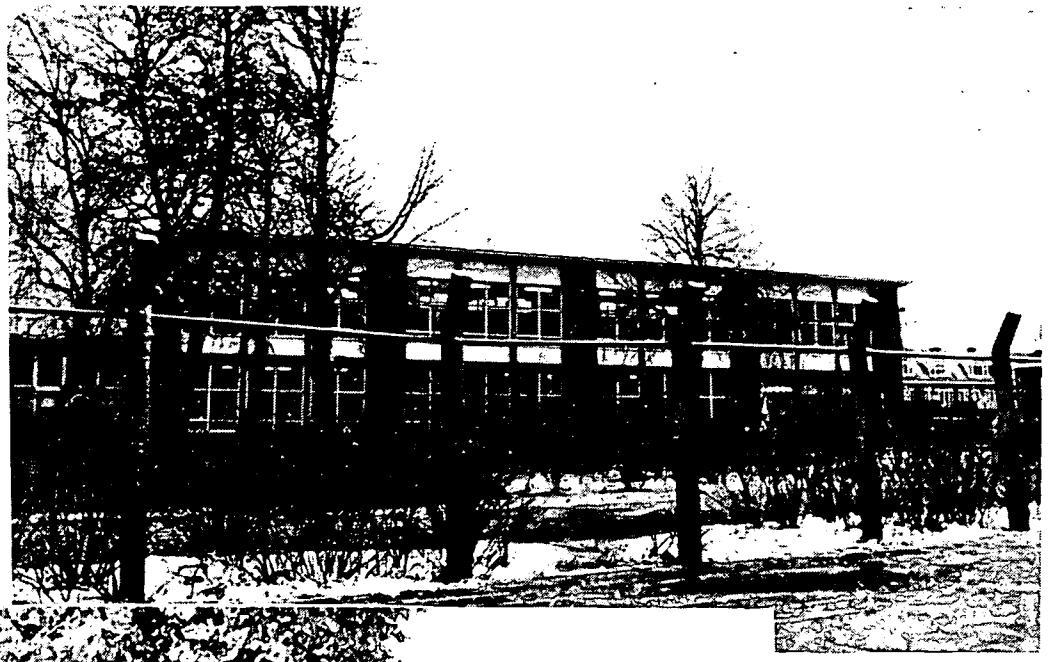
"bicycle rack"

gymnasium entrance

first lesson Monday morning:
cleaning up glass!

original situation:

high metal fence was
continually destroyed

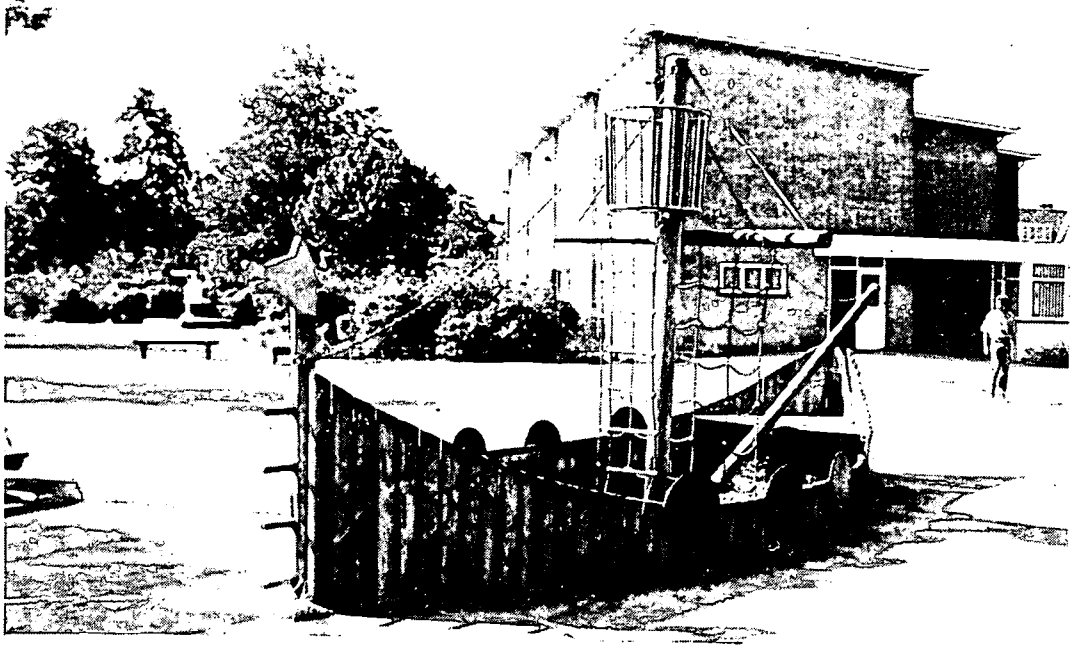


new situation:

lower fence,
newly paved path and
good lighting

one of the schools
has been torn down
and replaced by homes

new playground equipment



for each pupil:
a school garden with flowers, herbs and vegetables

adjoining residential street

CASE STUDY 2.:

"SCHOOL MUST BE REINSTATED AS NUCLEUS OF COMMUNITY"

For the past two years, Menno Haga has been a "coordinator of administrative crime prevention" and municipal community controller in the city of Alkmaar.
Prior to that he was planning officer in the Department of Education in Alkmaar.
T. van Wijk interviewed Mr. Haga on August 23, 1991; the following report is based on that interview.

Center of Urban Growth

The city of Alkmaar is located approximately 30 kilometres north of Amsterdam. Alkmaar is an important regional centre: every Saturday, people come from miles around to shop in its many department stores and boutiques. Over the past 20 years, the population of Alkmaar has doubled: the current population numbers approximately 90,000. This is the result of the so-called "Centre of Urban Growth" policy in the 1970's. At that time, there was a great housing shortage in the big cities in the Randstad (Amsterdam, Rotterdam, The Hague, Utrecht). New towns were built within commuting distance of these cities, and several existing residential areas, such as North Alkmaar, were expanded considerably.

Dormitory Suburbs

Every day, 55% of the working population in North Alkmaar commutes to the Randstad, particularly to Amsterdam and environs. A recent survey has shown that of this 55%, 50% are considering moving back to the Randstad. The sense of social solidarity among residents of North Alkmaar is minimal; there are few social contacts within the community and, as is often the case in such areas, families tend to be quite self-orientated. The neighbourhood is a "dormitory suburb", both during the week and at weekends, when many residents leave to visit family and friends living in other parts of the country.

These neighbourhoods offer little in the way of cultural life. There are few possibilities for either young or old; community centres tend to be too commercial.

Schools are often the only facility in the neighbourhood. When a school closes down, it is a blow to the community. Many schools for Higher and Secondary Vocational Training now make use of school buildings in residential areas. Due to scale enlargement in these educational sectors and an increase in the ageing population, these schools are becoming more regional in character, drawing their students from neighbourhoods other than their own. The schools strive for new branches at public transport nodal points. "Subsidiary branches" are closed down. These buildings are often located in neighbourhoods no more than 35 years old.

If the subsidiary branch of a college closes down in a particular neighbourhood, the nearby snackbar and coffee shop

will probably close as well. And what about the primary schools? An increase in a neighbourhood's elderly population, and scale enlargement in primary education, will inevitably lead to the closing of a number of primary schools. The neighbourhood will then consist exclusively of homes.

Community Control

The city of Alkmaar places great importance on the improvement of urban living conditions. This forms one of the two pillars of the "Social Renewal" project (the other being the improvement of the working climate).

Here's how it works.

Before taking any action, the Council waits for initiatives from the neighbourhood itself. In this way, the Council hopes to avoid a situation in which residents feel imposed upon, as though they themselves have no say in the matter. Participation of the neighbourhood is essential to this process.

Often the initiator is a housing or tenants' association. Housing associations have a vested (financial) interest in well-functioning community control: vacancy and a rapid turnover of tenants are harmful to rental earnings. The next step-- provided the neighbourhood is in agreement-- is to form a "community control team". This team may consist of: residents, housing associations, schools, social institutions (tenants' associations, clubs, youth organizations and the like) and the Council. The Council is one of the participants-- no more than that.

At the present time, there are five such community control teams in Alkmaar. A "community supervisor" is appointed; he has his office in the neighbourhood itself and functions as sole contact person for local residents, who can approach him with all their queries and complaints. The community supervisor tries to resolve as many problems as possible on his own, though he may call on the help of Council authorities if necessary. If a particular municipal department is unable to help him any further, he can refer directly to the municipal community controller, who then tries to resolve the matter as swiftly as possible.

Everyone on the community control team does their part. One LTO school, for example, built playground equipment for the neighbourhood. The Council provides extra funds for supernormal maintenance work, such as the installation of an extra pedestrian crossing near a school or the implementation of traffic control measures. Residents in an Alkmaar neighbourhood wanted to restore the large round flowerpots which had adorned the streets in the 1970's. The Council, which had saved the pots, agreed to the plan, and even provided the soil, with the understanding that the neighbourhood would care for the flowers.

The School as Nucleus of the Community

In the past, a school building was more than an educational facility, particularly in villages. Clubs, for example, made extensive use of the schoolrooms.

Just as in villages, the school building is an indispensable

facility within a newly-built area. Often it is the only facility in the neighbourhood, a facility with which everyone, at one time or another, is involved. Parents often play an active part in maintaining the school. Since the school is financed by communal funds, should the neighbourhood expect something in return? Menno Haga thinks so: "A school can certainly offer more to its neighbourhood." Some schools have extra classrooms as a result of decreased enrollment. Requests to make use of such space, however, often run up against the unwillingness of the school board, which foresees extra problems and expense.

Even a community control team, in which a school is usually represented, occasionally has trouble finding space to hold its meetings.

Advantages for All

A school can benefit from opening its doors to the public.

Primary schools are often the object of vandalism. One reason for this, explains Menno Haga, is that these schools are deserted from 4 o'clock on, while schools of secondary and higher education are used in the evening as well.

Decreased enrollment and vacancy have direct consequences on a school's budget. Maintenance of the garden is often the first area to suffer. Overgrown bushes in front of the windows are practically an invitation to vandals. Why not strike a bargain? If the bridge club agrees to care for the garden, they may make use, twice weekly, of one of the empty classrooms. Under these circumstances, the school may have to make certain adjustments, such as storing expensive equipment in a burglarproof area.

Another example. Youths often loiter in the schoolyard or on the schoolyard fence; vandalism may result from sheer boredom. In Alkmaar, if a neighbour or police officer spots a group of youths "on the prowl", the "crisis team" is called in. The crisis team consists of the councilman or woman concerned with juvenile affairs, the coordinator of administrative crime prevention, and the planning officer for juvenile affairs, all of whom have agreed to contact each other immediately after receiving such a report.

The ambulent activity supervisor, who is employed wherever needed, is sent out to "chat" with the youths to try and discover what their intentions are, as well as the reason for their discontentment. "There's nothing to do around here!" is a common complaint. The activity supervisor then goes about trying to resolve this problem. One supervisor in Alkmaar organized an indoor football competition (neighbourhood vs. neighbourhood), making use of school gymnasiums. In addition to indoor football, combat sports and "survival expeditions" have also been organized for these youngsters.

School Gardens

Menno Haga is also involved in a project to bring back school gardens. Because of cut-backs, many schools had discontinued their gardening activities, but now a number of schools are interested in resuming them.

It goes without saying that school gardening projects are

beneficial to a child's development. School grounds in post-war residential areas are more often too large than too small, with plenty of room for a garden. Management and maintenance of the school garden are the responsibility of the teaching staff.

Strangely enough, vulnerable as these gardens may be, vandals tend to spare them. Menno Haga has no concrete explanation for this, but he believes that some youths may not want to risk damaging the gardening efforts of their younger sisters.

A school garden can increase the neighbourhood's involvement with the school. It is a fruitful venture-- literally: pupils come home proudly bearing baskets of strawberries for their parents.

An Integral Approach to the Problems

When dealing with vandalism and criminality, measures which are ineffective on their own are often effective in combination with other measures. In Alkmaar, for example, the Council is tackling its graffiti problem from several different angles at once.

"Work" by "graffiti-artists" is photographed for the police, who are gradually becoming familiar with the style and identity of the artists. The police has invited all graffiti-artists to discuss payment for restoration of property to its original state. At the same time, the Council has created a zone in which these youths are free to indulge their creativity. This has yielded positive results, while having no negative effect on the rest of the community.

A painting course organized for graffiti-artists has also proved successful: several of the participants are now paid to paint roll-down shutters in local shops. Graffiti-artists have been invited to design murals for buildings and structures with blank walls, such as transformer kiosks. These murals are often of higher quality than "uncommisioned" murals, and therefore not as readily defaced. For large works, a graffiti-artist may use up to 30 cans of spray paint per week. This amounts to hundreds of guilders: that is, if the artist pays for his supplies! In order to nip a potential problem in the bud, the coordinator of administrative crime prevention is now conferring with a number of large "D.I.Y." shops on the "burglar-proof display" of spray paint.

School Residences in Alkmaar

Under the terms of the policy plan "Community and Criminality", the city of Alkmaar has received government subsidy for the implementation of pilot projects concerning the administrative approach to criminality. One such project was a study of the technical and town planning possibilities of "school residences" situated on the premises of two schools in North Alkmaar. The study showed positive results. In 1990 the Alkmaar City Council, on the basis of this study, built 12 additional homes on school premises. A housing association is in charge of these homes and rents them to families not employed in the schools. The houses are situated in such a way as to afford maximum visibility of the most likely vandalism targets.

Residents and local police have agreed on a course of action in the event of trouble. Generally speaking, residents will not take it upon themselves to intervene. A "silent alarm" has been installed in both the schools to alert police immediately. The police have agreed to give priority to reports of this type.

With regard to the reparation of damages, residents have been requested to notify the officials responsible for the school residences as quickly as possible. The sooner property is restored to its original state, the less susceptible it is to erosion-vandalism.

The first results have been extremely positive. One school complex had been suffering vandalism damages amounting to 35,000 dollars per year. Ever since the introduction of school residences within the complex, damages have decreased-- in one year (1990)-- to 7,500 dollars. The experiment has proved so successful that 14 new school residences will be built in Alkmaar this year.

Immediate Success is Important

Immediate success is important to the community controller, which is why the school residence project has received considerable attention: detailed registration of damages, and of a decrease in damages, is essential.

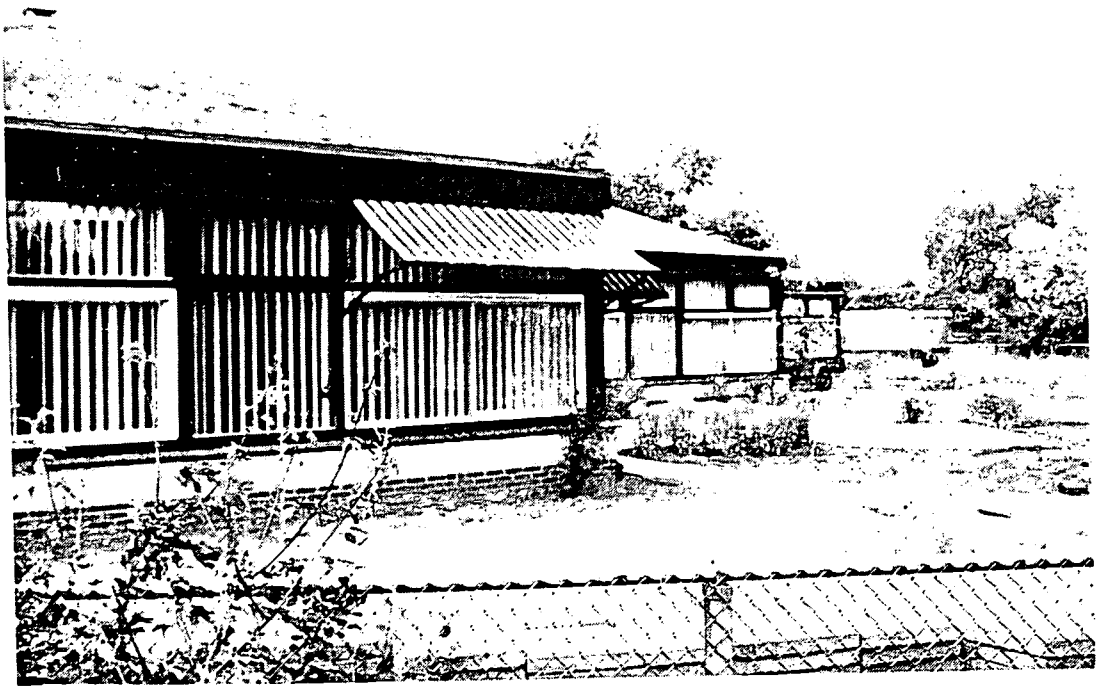
Long-term projects, such as programmes geared towards teaching pupils about the consequences of vandalism, are equally important. Research has shown that such programmes actually do help. According to Menno Haga, the trick is to "structure" a successful project and not allow it to "peter out" over the years.

He gives an example based on the experiences of a colleague in the north of the country. Every New Year's Eve, free rock music concerts were organized, sponsored by local shopkeepers, to keep the youth "off the streets". The plan worked, but as memories of past disturbances and vandalism began to fade, shopkeepers felt less and less inclined to sponsor the event.

Exchanging Experiences

Community "teams" are continually engaged in devising creative solutions to pressing problems. In the course of time, some prove effective, while others do not. It is therefore important for city councils to exchange experiences. For this purpose, a network of coordinators of administrative crime prevention has been established. At the present time, more than 100 city councils are affiliated with this network.

one of 6 homes built around a school complex on school premises.
Residents can oversee the school complex from windows at the back of the house.



school building North Alkmaar
Architecture of the 1970's provoked vandalism:
- gradual (unclear) transition from interior to exterior space
- also: from private to public
- 3 schools combined on 1 large site; trees and bushes around the site block it from view of homes

CASE STUDY 3.:

THE ROLE OF EDUCATIONAL BUILDING IN URBAN RENEWAL IN LEIDEN

Three Case Studies

Norbert Smulders is acting Head of Education in the city of Leiden. The education department can pursue a fairly autonomous policy because it is responsible for the education itself as well as the management and maintenance of the school buildings. When asked for examples of schools in depressed urban areas, Smulders gives three, the first of which is the "Leidse Studiehuis", a school for adult basic-education. 18 public housing units have been built on top of the school. The complex is located on the site of the former "Marnix School", a primary school housed in a building which was extremely susceptible to vandalism and eventually demolished.

The second example is the new Marnix School, an eight-group, state primary school. The school is situated in a lovely park not far from the old location. Between both sites, however, is a wide canal. Although a bridge has been built to facilitate access, the new school is gradually losing contact with its original catchment area (pupils across the canal have enrolled in other schools nearer to home), and its existance is threatened.

Public housing units have also been built on top of the new Marnix School: 4 in total.

The final example is a complex consisting of what used to be three primary schools and three nursery schools in the 15-year-old neighbourhood of Merenwijk. Due to a lack of insight on the part of the original architect, the schools had been plagued by vandalism. After a series of constructional adaptations, and after the community centre across the street had been torn down and integrated into the school complex, vandalism decreased considerably.

School Grounds

In both the primary schools mentioned above, the school grounds are open to the public. For some time now, this has been true of all state primary schools in Leiden, and is particularly welcome in urban renewal areas, where there is so little recreational space. In the winter, the older pupils' playground at the Marnix School is used as a skating rink. The younger pupils' playground has a large sandbox which, unfortunately, is also frequented by dogs and cats-- a problem that has proved more difficult to solve. The grounds of the school complex in Merenwijk have been remodelled by the Council. Originally a crooked path wound between the schools, with side-paths leading to the various school buildings. This path, however, was considered unsafe, so the Council had a new, straight path laid to avoid hidden corners. The Council also provided the play area in front of the primary schools with attractive new playground equipment. Because this school playground clearly served a community function as well, the Council spent more time and money on it than it normally would have done.

Susceptibility to Vandalism

Estimated damages to educational buildings in Leiden used to average 250,000 to 500,000 dollars per year. Increased social control seemed to be the answer, but how was this to be accomplished? In two cases, school buildings were built with homes on top to increase social control after school hours. Of course, such measures cannot completely eliminate vandalistic behaviour: a school building remains susceptible to vandalism, as the scorched window frames and graffiti-covered walls of the Marnix School clearly indicate.

The lower forms of the Marnix School are located on the ground floor; the upper forms, on the first floor, and the homes on the second floor.

The homes on top of the school are fairly inconspicuous. Seen from outside, it appears as though people are living in several school classrooms rather than in separate residential units. Residents and users of the school both make use of the same (outside) staircase which, unfortunately, is a nuisance for all concerned. The staircase has been designed as a wide portico and difficult to supervise. Result? Frequent instances of vandalism.

The Leidse Studiehuis presents a different situation. The building looks like a large block of flats whose ground floor "just happens" to be occupied by a school. In actuality, the establishment of the school on this site was the starting-point; the 18 homes raised the property value, thus lowering building costs for the school.

The Leidse Studiehuis offers basic education for adults, including literacy projects and Dutch courses for foreigners. Child care is available on the premises to enable mothers to attend daytime classes.

The homes and the school each have their own, clearly identifiable entrance. The entrance to the homes leads, via a staircase, to a gallery along the rear side of the building. From there, the homes can be reached by means of two landings. The front of the building looks out on the canal. Tall columns lend a monumental appearance to the facade, of which the school and the homes each have their "fair share". The school also has an attractive, high-ceilinged, reception area on this side of the building.

Designing for an existing urban area entails many pre-conditions and requires extra creativity on the part of the architect. In the case of the Leidse Studiehuis, the architect has made successful use of the existing situation. While the former Marnix School had a serious vandalism problem on this very site, the new school is spotless and shows no trace of vandalism damage.

The relatively new schools in Merenwijk were a monthly financial disaster: windows were smashed, walls defaced, downspouts destroyed. One of the three schools, the Roman-Catholic primary school, eventually closed. The Council decided to tear down the community centre across the street and re-house it in the former school building. The School Board invited "graffiti-artists" to decorate the blank walls of the gymnasium-- in exchange for beer and chips-- and the walls were transformed into works of art. Since then, they have not been defaced by fellow graffiti-artists.

All the windows have been equipped with lexan glass: footballs bounce right off them.

Although these measures have not entirely eliminated vandalism, there is certainly a marked decrease. By combining schools and community centre in one complex, the premises are occupied for a longer period of time each day and social control is increased.

Learning from Mistakes

The Leiden City Council has learned from its mistakes: the Marnix School is an obvious example. The architect had designed a fanciful structure with one entrance for both residents and pupils. The exceptionally ugly-- but efficient-- result: a metal fence has had to be installed to close off the entrance. After school hours, an intercom ensures that only desirable visitors are allowed inside. Corners and niches, however attractive they may be, have proved an irresistable invitation to vandalistic behaviour.

In the school complex in Merenwijk, the Council went so far as to convert all niches and recesses into one straight wall. Norbert Smulders admits that too little consideration was given at the planning stage to development, maintenance and use of the building, and to what the impact of such a building might be within the community.

In the Leidse Studiehuis, built later on, these factors were given due consideration. Smulders believes that if various partners are involved, such as a city council and a housing association, it is essential to agree on a clear, solid plan beforehand. In the case of the Leidse Studiehuis, there were often rigorous negotiations between the Council and the housing association-- the standard budget for educational buildings is tight, as is the budget for council housing.

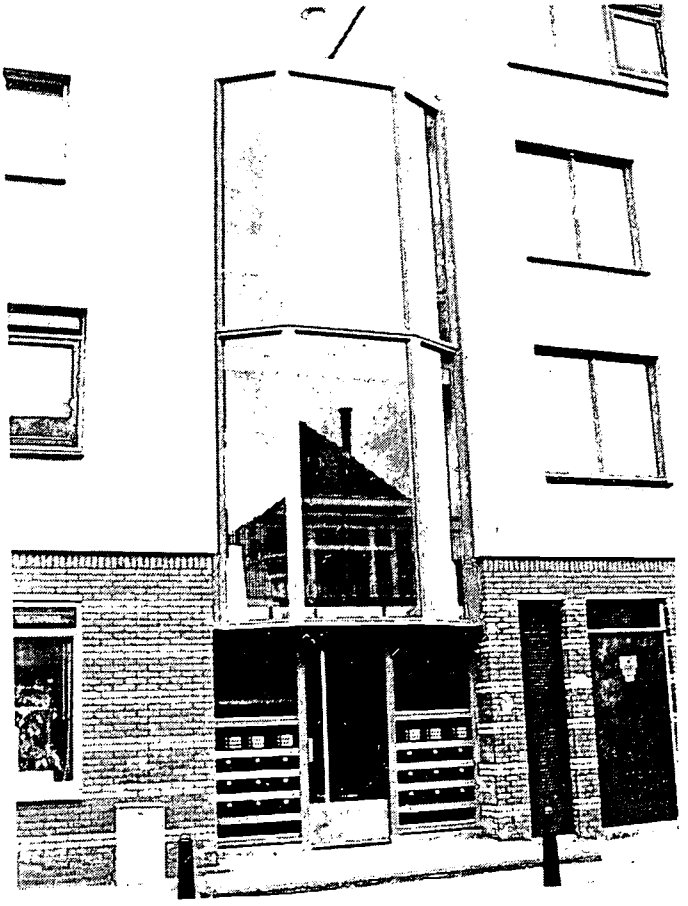
The Council argued that the housing association should defray most of the costs since communal foundations would have to be more massive, and that the school itself would have to be built more solidly to bear the weight of the homes. Because two different clients will be negotiating with contractor and architect during the building process, it is crucial that both parties are in agreement.

The same is true for (long-term) maintenance: who is responsible for what? Paint jobs, for example, must be scheduled to suit both the homes and the school.

Importance of a Good Building

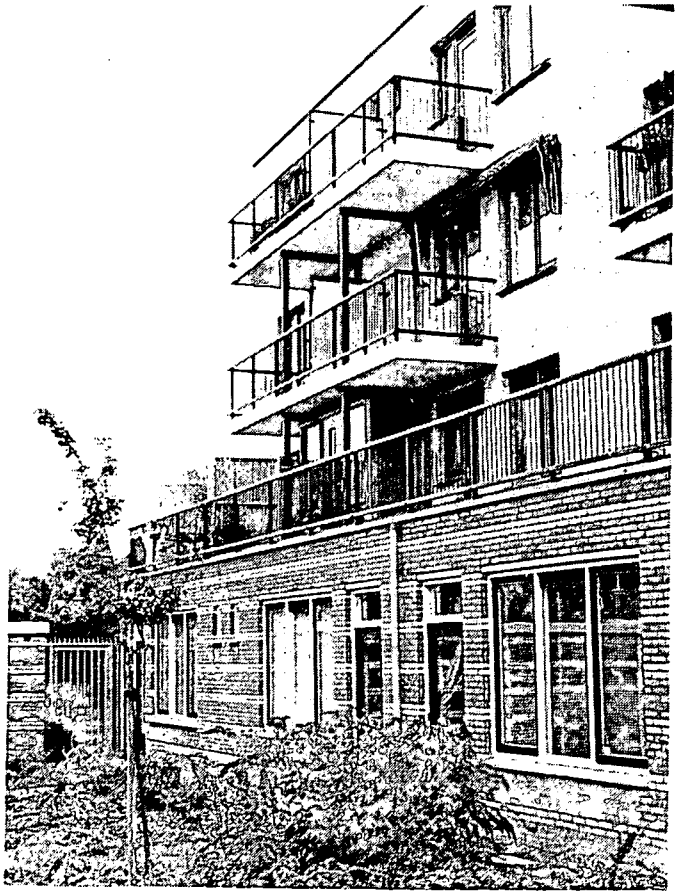
The three educational facilities described above clearly illustrate the importance of a good, functional building. Building in urban renewal areas is more than just the realization of an attractive design. All those involved in the building process must seriously consider the impact of the building on the surrounding neighbourhood. The architect must provide creative and functional solutions to achieve both spatial and social integration, and to prevent vandalism. Building homes on top of schools is only a partial solution. More important is the way in which such an idea is executed, as the examples described here have shown.

The Leidse Studiehuis.
From residential street, the building looks like a housing block.
The ground floor is the school.



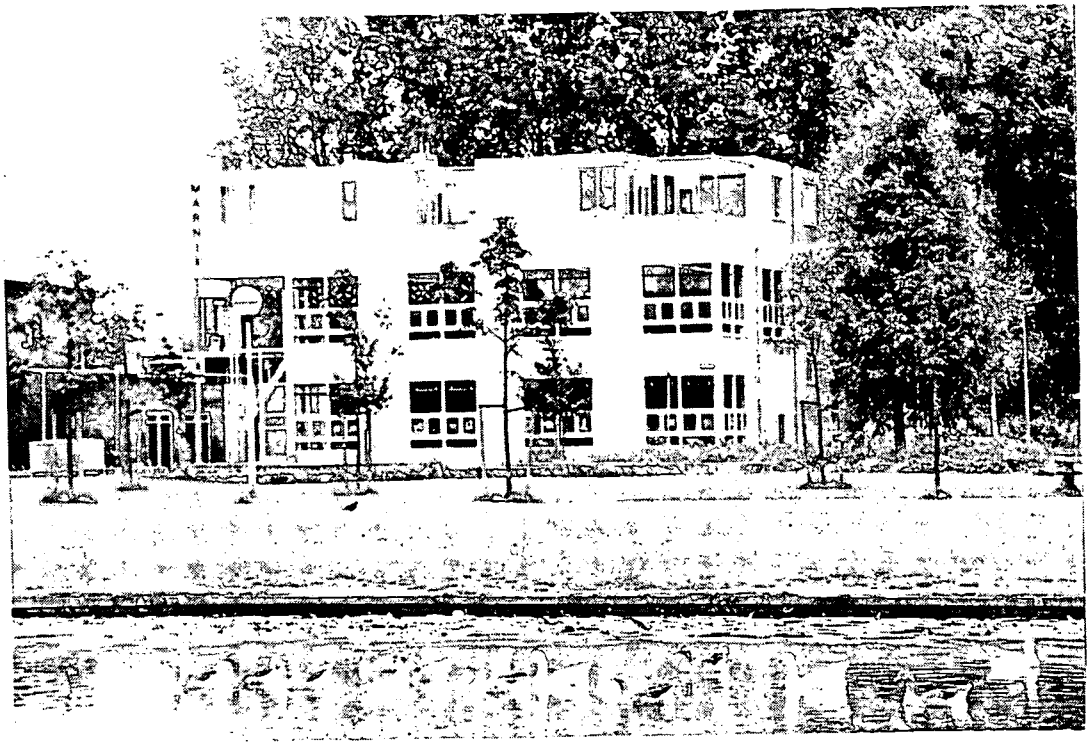
The Leidse Studiehuis.
Separate entrance for homes on top of school.

The Leidse Studiehuis.
Rear view. By virtue of their educational function, schools require more space than homes.

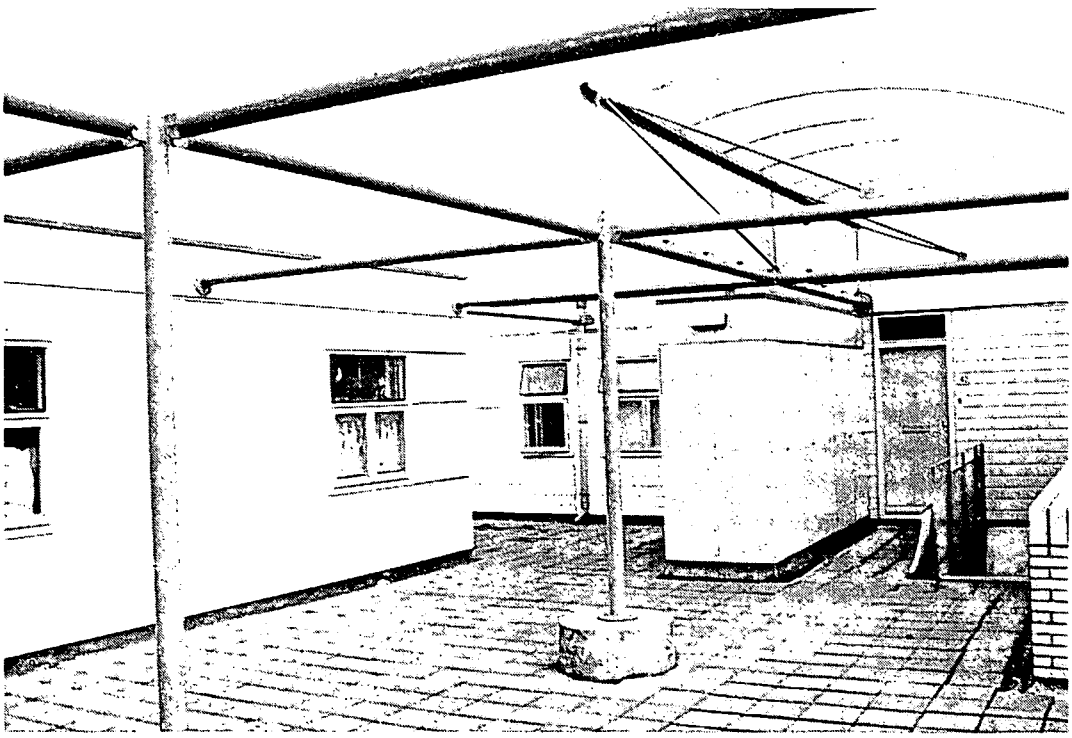


The Leidse Studiehuis.
Monumental entrance to the school on short side of the block.
Behind entrance is a high-ceilinged central/reception area.

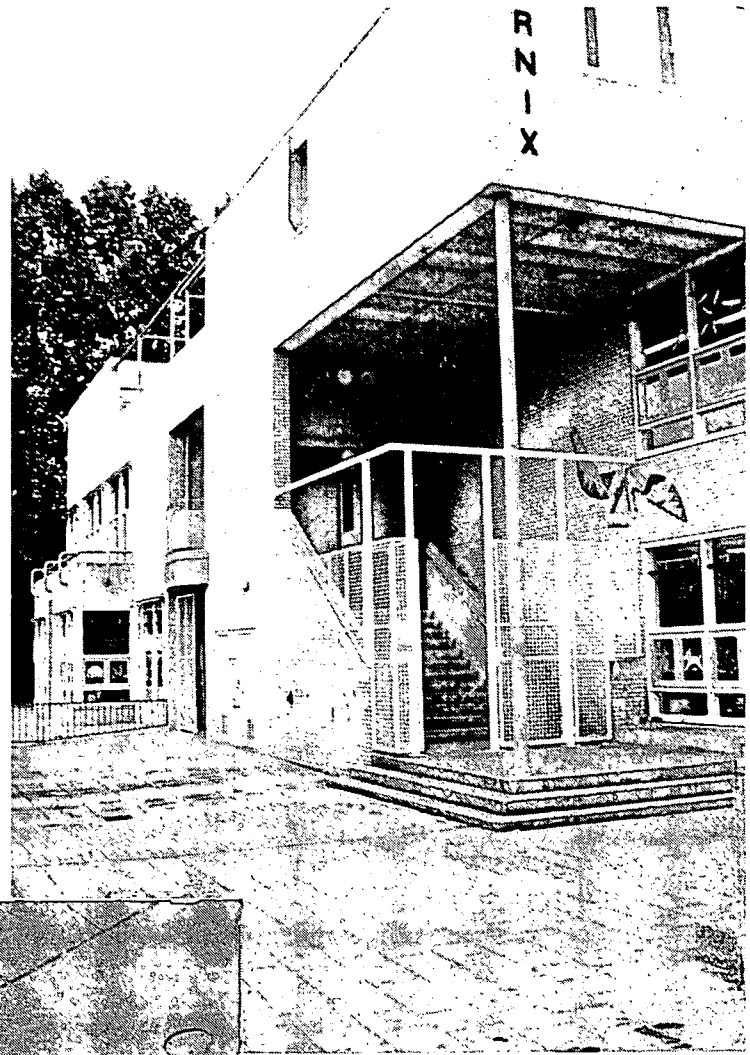
The Leidse Studiehuis.
Rear of school. The round canteen juts out into the garden.



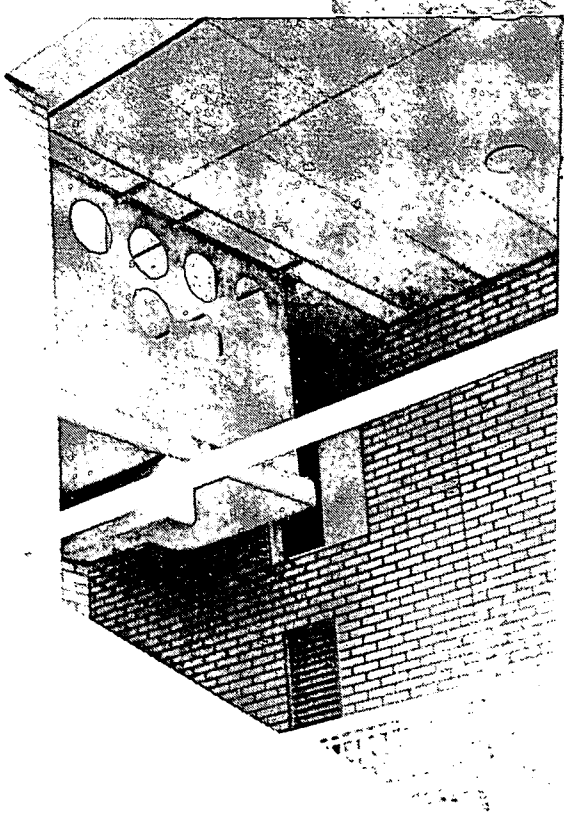
Marnixschool
Homes on the roof are fairly inconspicuous.



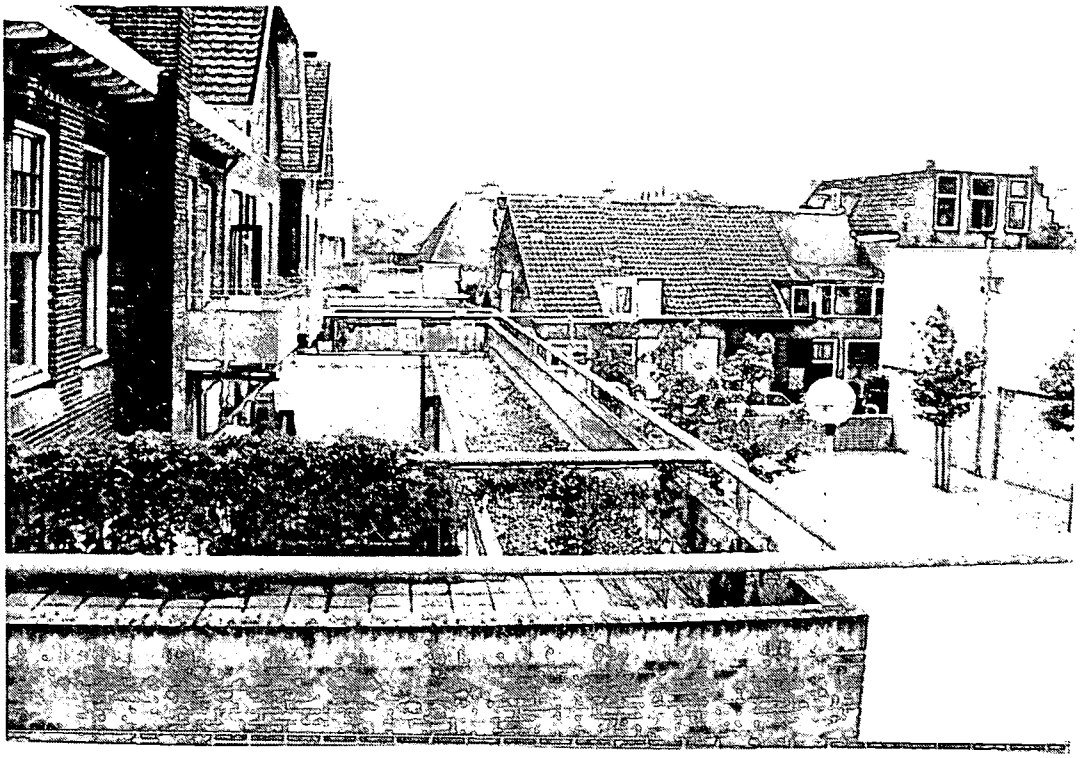
Marnixschool
4 homes have been executed in lightweight materials at the 4 angular points of the school building



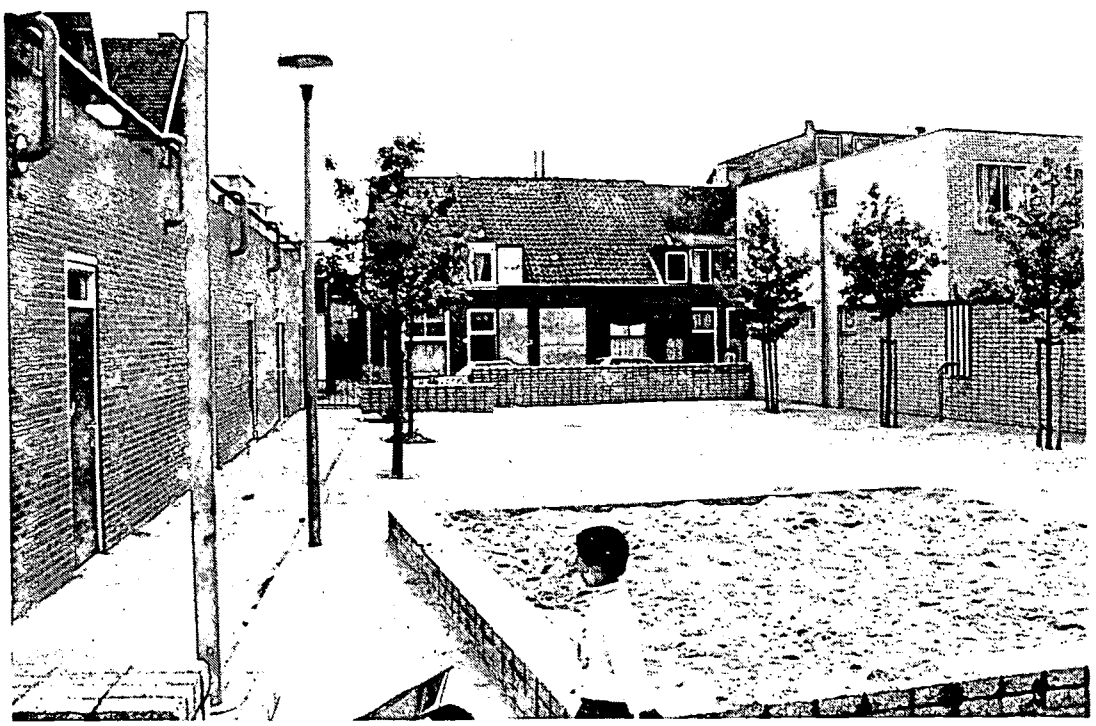
Marnixschool
Combined staircase for school
and homes causes inconvenience.



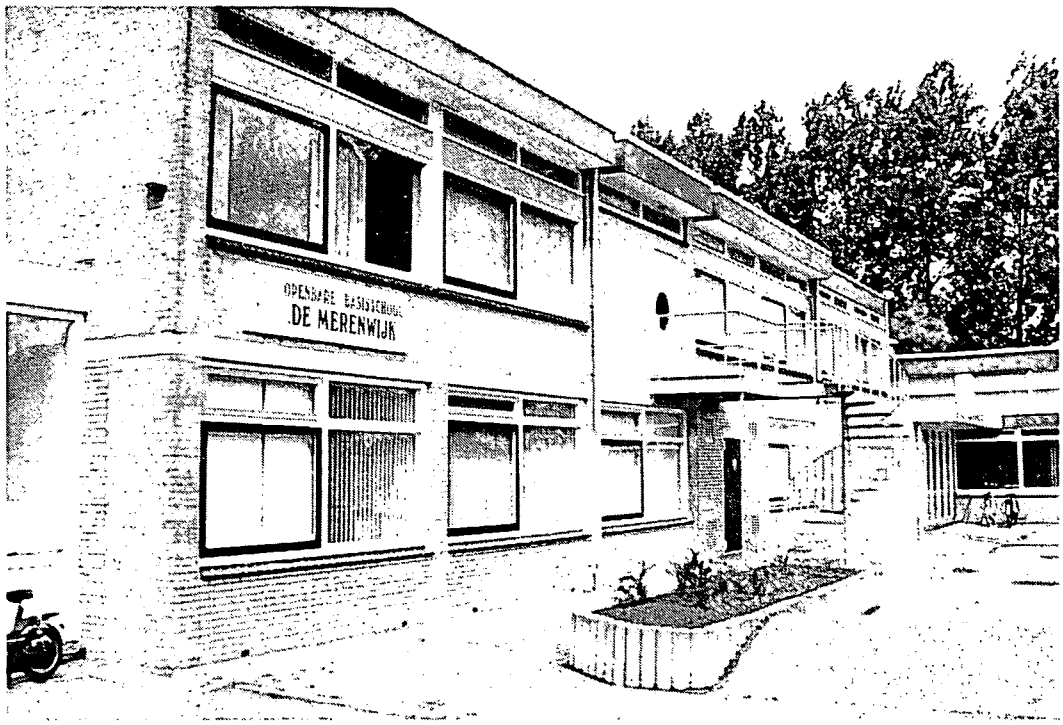
Marnixschool
Portico and fanciful elements encourage
vandalism. The high fence was added later.



Marnixschool
New sheds for homes act as buffer between playground and homes

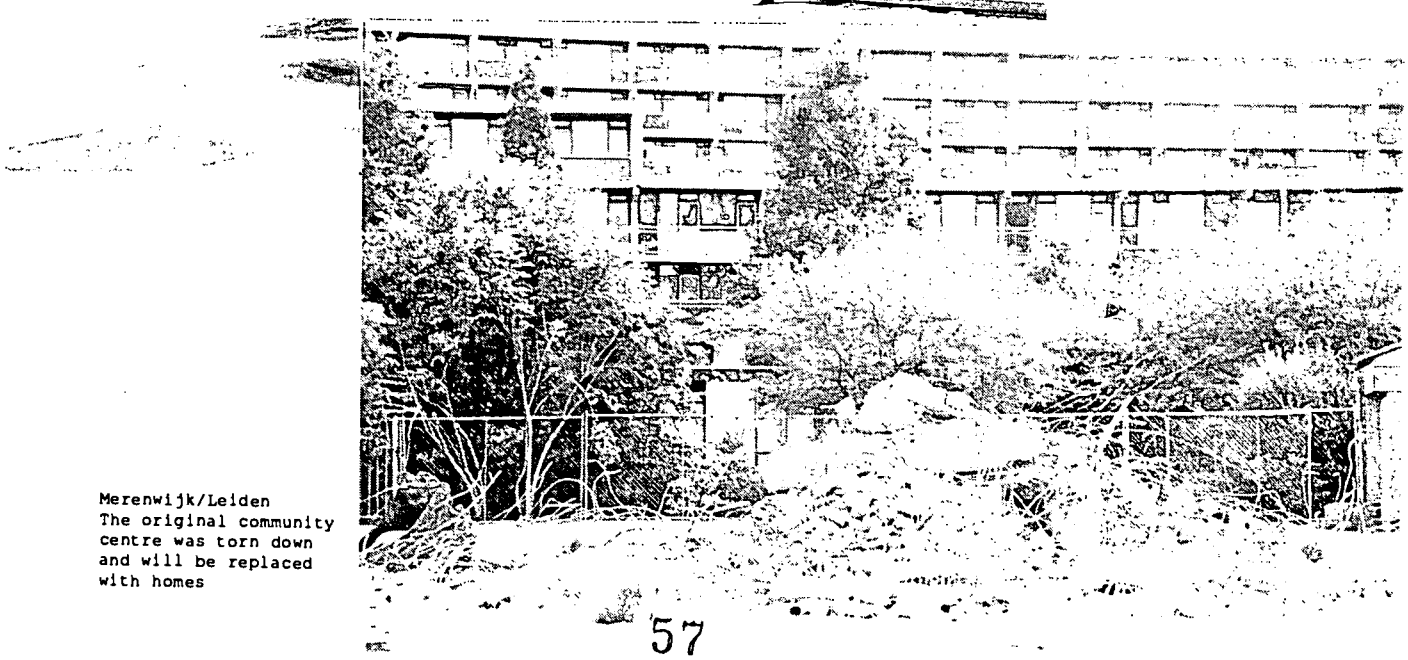


Marnixschool
Marnix School playground



Merenwijk/Leiden
On the ground floor, the facade has been brought forward to eliminate niches, thus creating a single flat facade

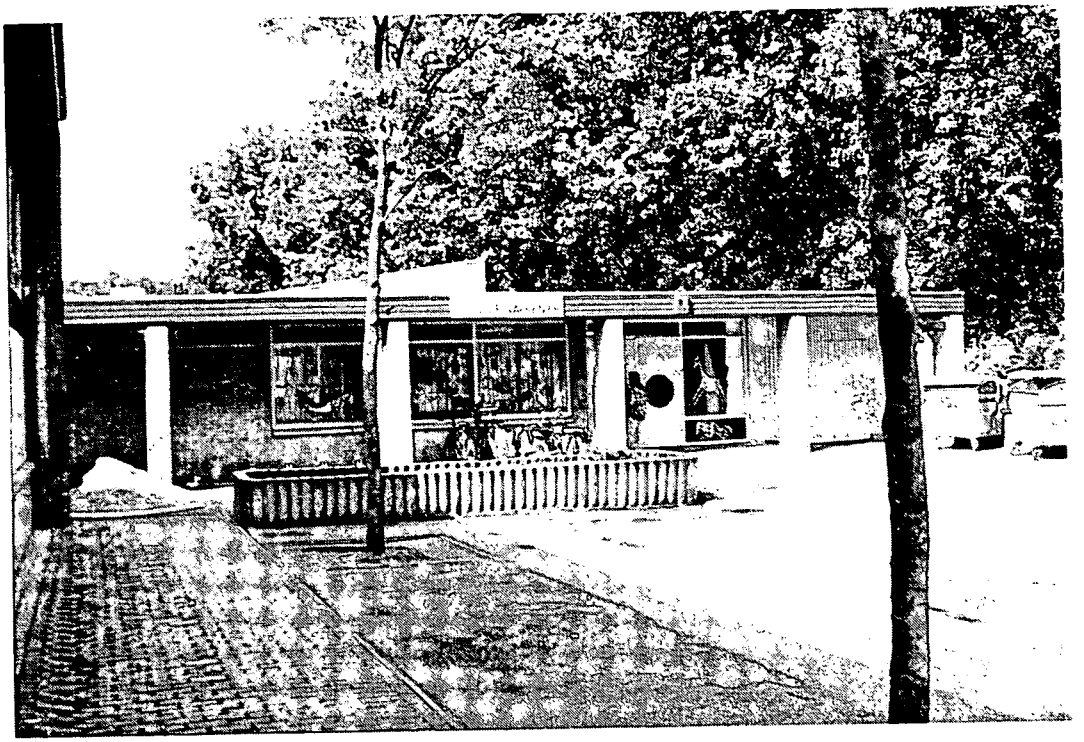
Merenwijk/Leiden
Community centre "Op Eigen Wieken" has been housed in school complex



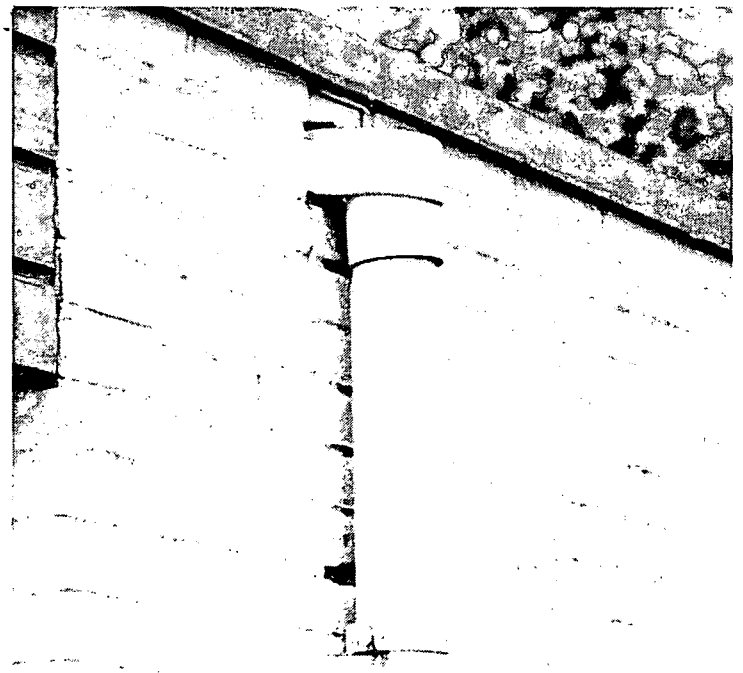
Merenwijk/Leiden
The original community centre was torn down and will be replaced with homes

Merenwijk/Leiden
"Graffiti-artists" have been invited by the school to paint the gymnasium walls. This "organized graffiti" is respected by fellow "spray paint-fanatics"

Merenwijk/Leiden
All glass has been replaced by special reinforced glass.
Footballs bounce right off.



Merenwijk/Leiden
Eaves overhang and niches attract vandalism.
Originally, the entire school complex was designed this way.



Merenwijk/Leiden
L-shaped steel elements make it more difficult to climb drainpipes.

CASE STUDY 4.:

NEWLY-BUILT 7-GROUP PRIMARY SCHOOL "THE GALJOEN" IN ZEEHELDENBUURT, LEIDEN

by Mr. E. Van Reyzen, Architect

On the east side of the city of Leiden, bordering directly on the Zijlsingel, is the "Zeeheldenbuurt", in a section of town known as "De Waard". For as long as anyone can remember, the Zeeheldenbuurt has been a working-class neighbourhood. The majority of the more than 900 homes is pre-war and in fair structural condition. Over the past 10 years, the number of residents (approx. 2,300) in the neighbourhood has remained fairly constant.

Until recently, the Zeeheldenbuurt had an 8-group nursery school and an 8-group primary school, linked by a gymnasium (see figure 1). The entire complex was built in the 1920's. Both schools were built according to the same type of floor plan, namely: 4 classrooms on the ground floor and 4 classrooms on the floor above, verging on a long corridor. The stairwell and entrance are located in the middle of the building. Both buildings have a large gable roof.

Due to a decreasing number of pupils over the years, more and more space in the two schools was left unused. It became increasingly difficult to meet maintenance costs, and the buildings deteriorated. The dreary, half-empty buildings were a perfect target for vandalism. The School Board was unable to bring this deterioration to a halt.

Since the neighbourhood had no meeting place for adolescents, many young people would gather in the schoolyard. The schoolyard, however, was situated in such a way that a large portion of it was hidden from view of neighbouring homes. This soon led to vandalism: smashed windows, defaced walls and the like. Teachers returning to work after the weekend often found the sandbox full of broken beer bottles and windows.

In a desperate attempt to put a stop to these incidents, a 2-metre fence was installed around the younger pupils' play area (see figure 2). This measure, however, provoked even more aggression. The situation persisted to the end of the 1980's.

The introduction of concrete rubbish skips in the neighbourhood only worsened the appearance of the streets. Because of a lack of space, these obstacles were placed in the middle of the sidewalk, five of them in the direct vicinity of the school. This led to the irritation of pedestrians and hazardous traffic situations (figure 3).

At the beginning of 1989, the minister granted permission to build a new 7-group primary school. The School Board, together with the Department of Town Planning, sought a possible location for the school elsewhere in the neighbourhood; once the new school was completed, the existing school buildings would have to make way for housing.

In the end, the authorities decided to build the new school on the site of both old school buildings. Initially, preference was given to a school building combined with housing. This was dictated, among other things, by the available building capacity (more than 10,000 m3), of which only 6000 m3 would be used for

new construction.

However, in accordance with current standards for surface area required for a 7-group primary school, it was necessary to use the entire site for the school.

The Leiden architectural firm Van Reyzen, Verbeek and Roosendaal developed a plan providing: a new 2-storey, 7-group school; 2 temporary classrooms (one above the other); renovation of the existing gymnasium, and realization of a community centre in a portion of one of the school buildings due for demolition (see figure 4).

The situation of the school, gymnasium and community centre resulted in an L-shaped construction, bordering on a surveyable (increased social control) courtyard.

The character of the Munnikenstraat and Oosterstraat, which were dominated by the old school buildings, has been transformed by these new buildings (see figures 5 and 6). On the Munnikenstraat, at the site of the former somber, closed facade, a much lower building has been realized with an extroverted facade design (see figures 7 and 8). On the Oosterstraat, a dominant facade has been replaced by a community centre and the schoolyard mentioned earlier. The remodelling of the schoolyard also made it possible to remove the rubbish skips from the sidewalk and relocate them in specially designed areas on the school grounds.

The Community Centre

The type of L-shaped structure described above must meet certain town planning requirements. Because a 7-group school building is relatively small, it would seem difficult to comply with these requirements. By renovating the existing (dilapidated) gymnasium and preserving a portion of the school to be demolished, a community centre can-- in conjunction with the Department of Welfare-- be housed in the latter (formerly 2 classrooms) at considerably less expense than new construction.

The realization of a community centre which would provide (among other things) a meeting place for adolescents in the neighbourhood, was a long cherished plan. Originally there were doubts about situating the community centre in the schoolyard, so close to the school, but there were also arguments in favour of the plan, namely:

a. The schoolyard was already being used as a meeting place for the youth;

b. The new schoolyard was considerably larger and would attract youngsters no matter what measures were taken, particularly because it would be the only such space in the neighbourhood;

c. Situating the community centre within the school complex would undoubtedly increase social control-- by the users themselves;

d. Educational and socio-cultural activities would be housed under one roof, in a location familiar to the entire neighbourhood;

e. Neighbourhood involvement and a sense of communal

responsibility for the built environment could be increased by providing facilities for local residents.

Gymnasium

The existing gymnasium was in poor condition. Because of a decrease in the number of pupils, this facility was no longer eligible for subsidy. The gymnasium has been repaired and refurbished, as simply and inexpensively as possible, and can be used once again for gym instruction.

After school hours the gymnasium is used for "neighbourhood evenings", gymnastics for the elderly, badminton and so on. In this way, local residents are more involved and the community centre can be truly integrated into the surrounding neighbourhood.

Phasing

Teaching continued throughout the construction period. Construction was executed in phases, beginning with the housing of all pupils in building B (see figure 1). Next, building C was torn down and the new school building built in its place. The schoolyard was off-limits during this phase; pupils used a local playground.

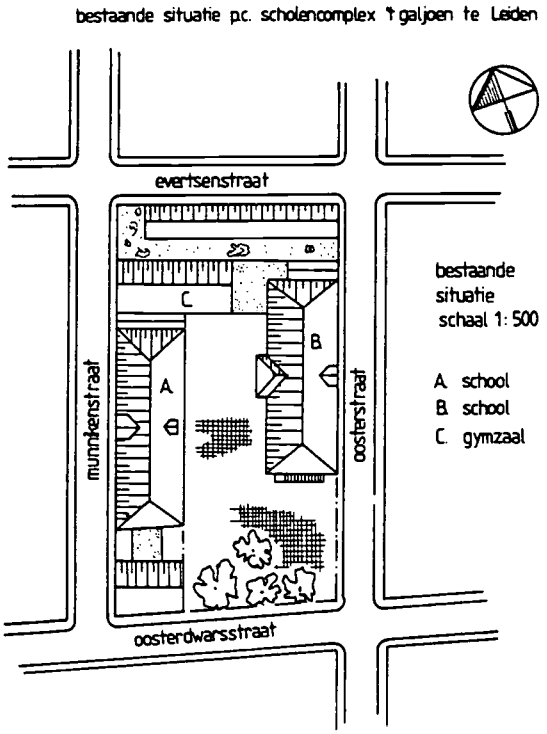
During the construction period, lessons often dealt with the building process. Rather than regarding construction as a source of inconvenience, teachers took advantage of a unique educational opportunity.

When the new building was completed, the old building B was partially torn down and the grounds were made ready for use. In the final phase, the remaining portion of building B was converted into a community centre.

Present Situation

The School Board's willingness to participate in the process, to improve life in and around the school by renovating the gymnasium and housing the community centre on school premises, has had extremely positive results. The school building has a fresh, new look-- a snowy-white facade with pale blue and yellow windows and doors, a contemporary design, modern materials. Despite its gleaming new exterior, there have been practically no instances of vandalism at the Galjoen to this day-- one year since the building opened. The community centre, executed in the same colors as the school building, is nearly ready; the "grand opening" will be celebrated in November 1991, two years after the demolition of the school in the Munnikenstraat, and the final phase of the project will be complete.

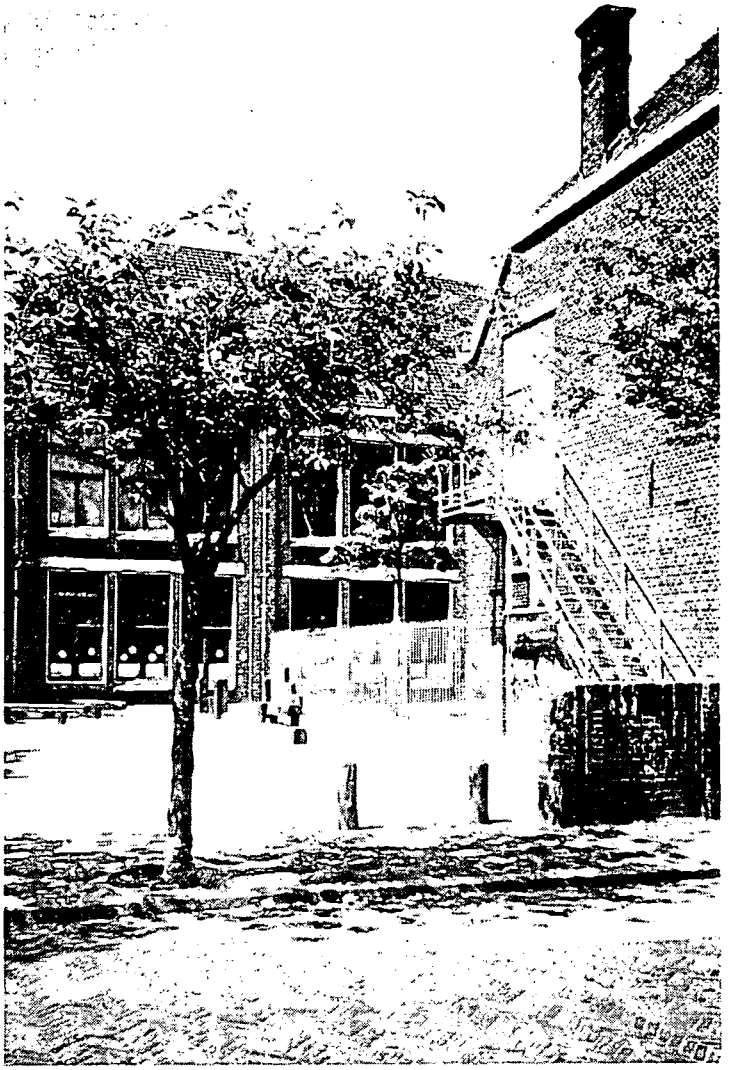
E. Van Reijzen
Van Reijzen, Verbeek and Roosendaal, Architecural Firm, Leiden.



1

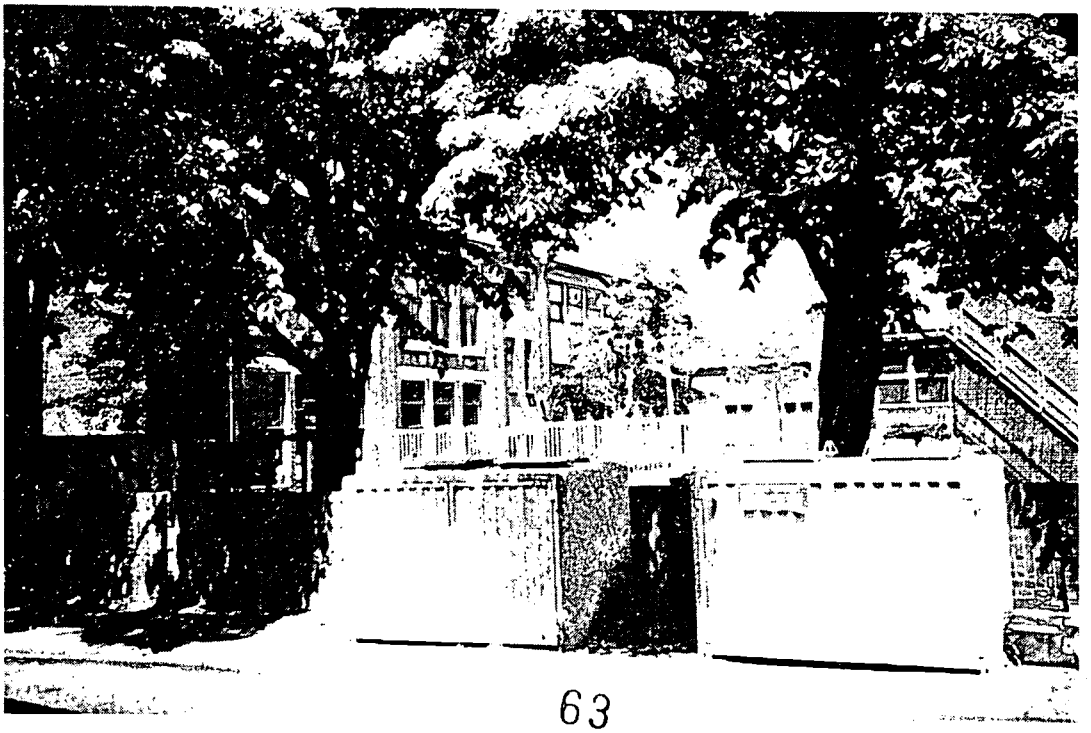
The Galjoen/Leiden

Original Situation
A and B : school
C : gymnasium



Playground enclosed by school buildings, surrounded by high fence.

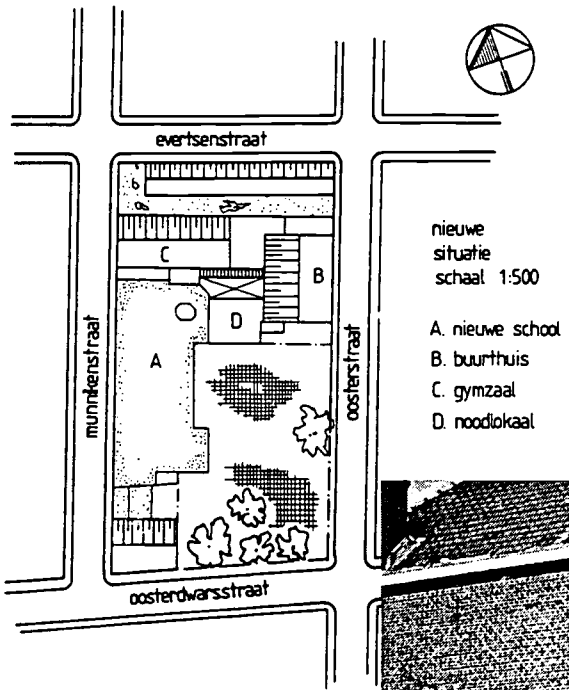
2



3

Extra blockade: rubbish skips on the sidewalk

nieuwe situatie p.c. scholencomplex 't galjoen te Leiden



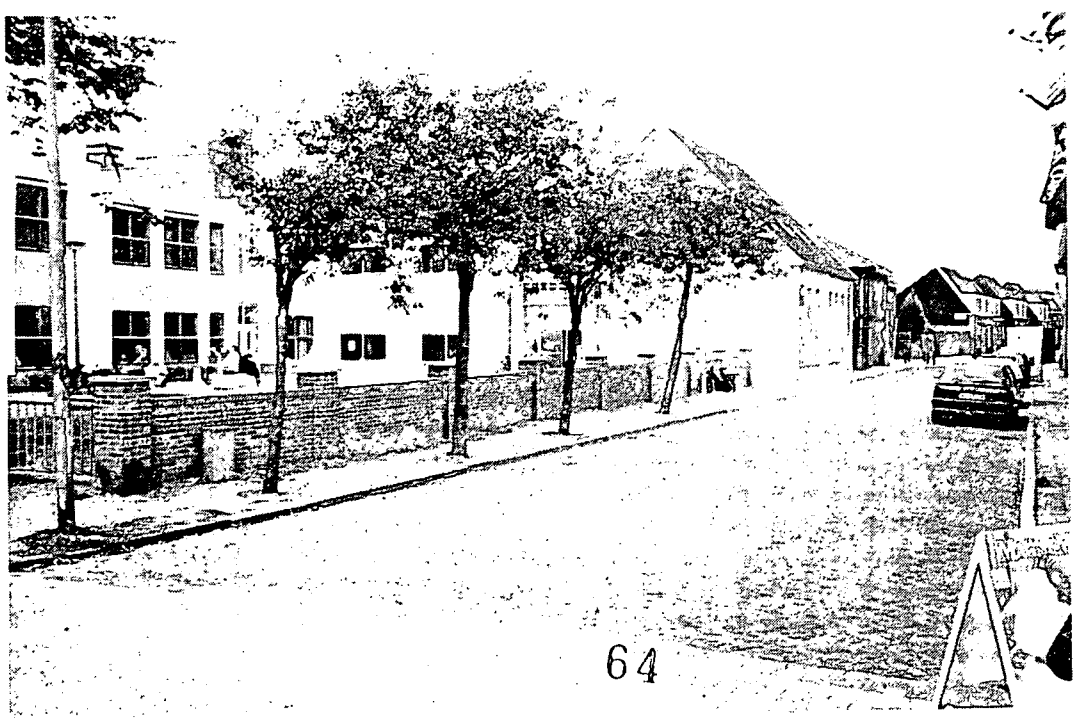
4

New Situation:
A: new school
B: community centre in portion of old school (see 5)
C. gymnasium
D: temporary classrooms

Original Situation Oosterstraat
The two rearmost classrooms on the ground floor were later incorporated into the community centre.
The rest of the building was torn down.

5

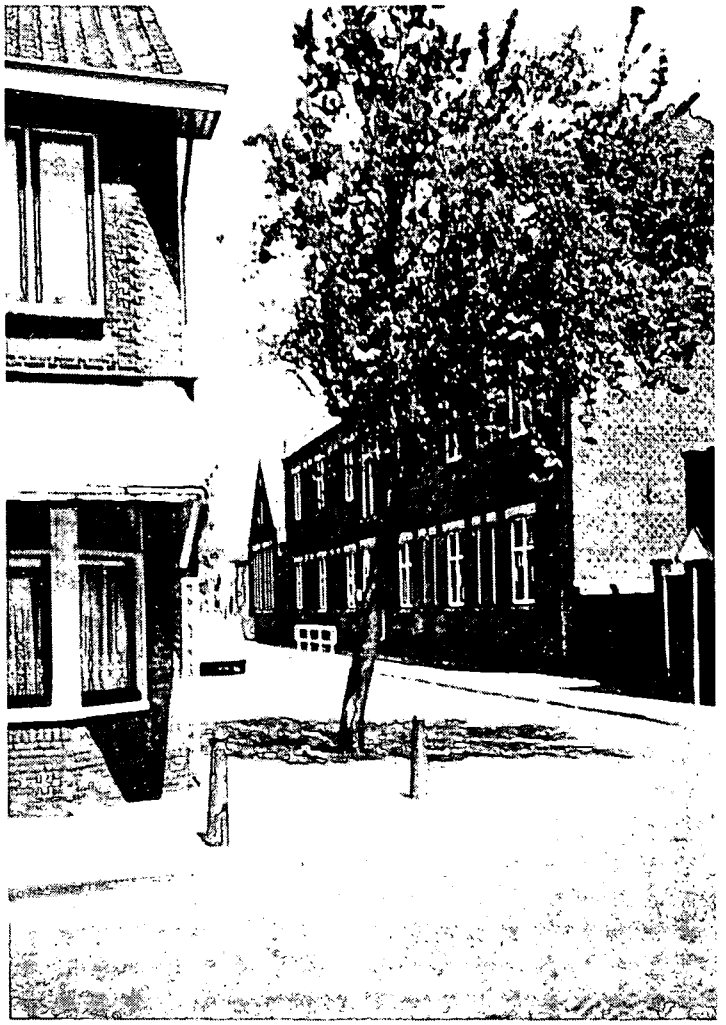
New Situation
Oosterstraat



6

7

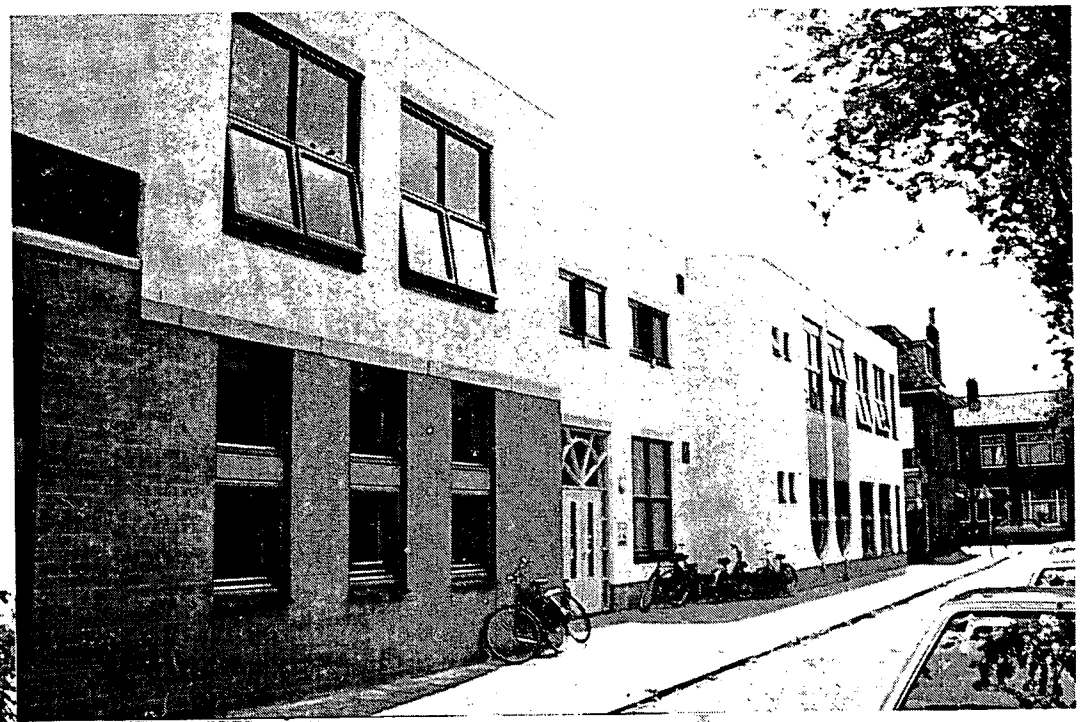
Original Situation Munnikenstraat



8

New Situation Munnikenstraat

Munnikenstraat Entrance. In consultation with the neighbourhood, the height was limited to 2 storeys and pale colours were used, resulting in a cheerful building.



Old wall is covered in graffiti, walls of new building are not.

CASE STUDY 5.:

EDUCARE CENTER

By Rose T-Diamond
Director
Office of Strategic Planning
Division of School Facilities
Board of Education
City of New York
United States of America

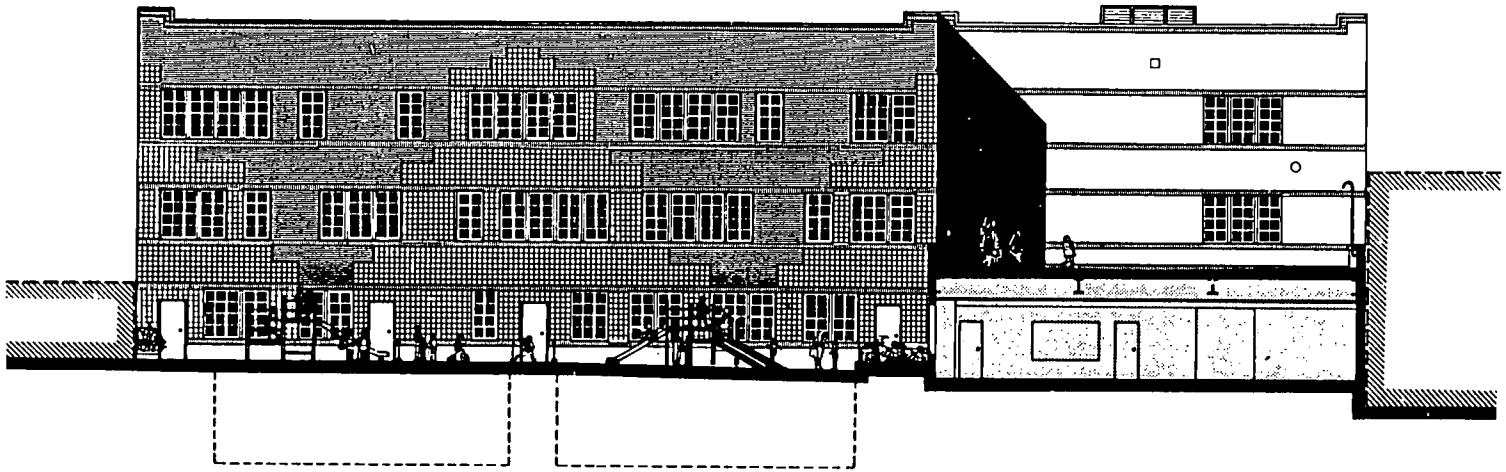
The New York City Public Schools (BOE) and HRA's Agency for Child Development (ACD) are currently working together to build four educare centers in the Bronx.

This first-of-its-kind collaboration will produce unique school buildings with facilities for daycare, kindergarten through second grade, afterschool, and parent and community programs. It is our hope that these buildings will serve as an important resource and gathering centers for their communities, and will demonstrate the tremendous benefits that can come out of innovative collaboration between city agencies.

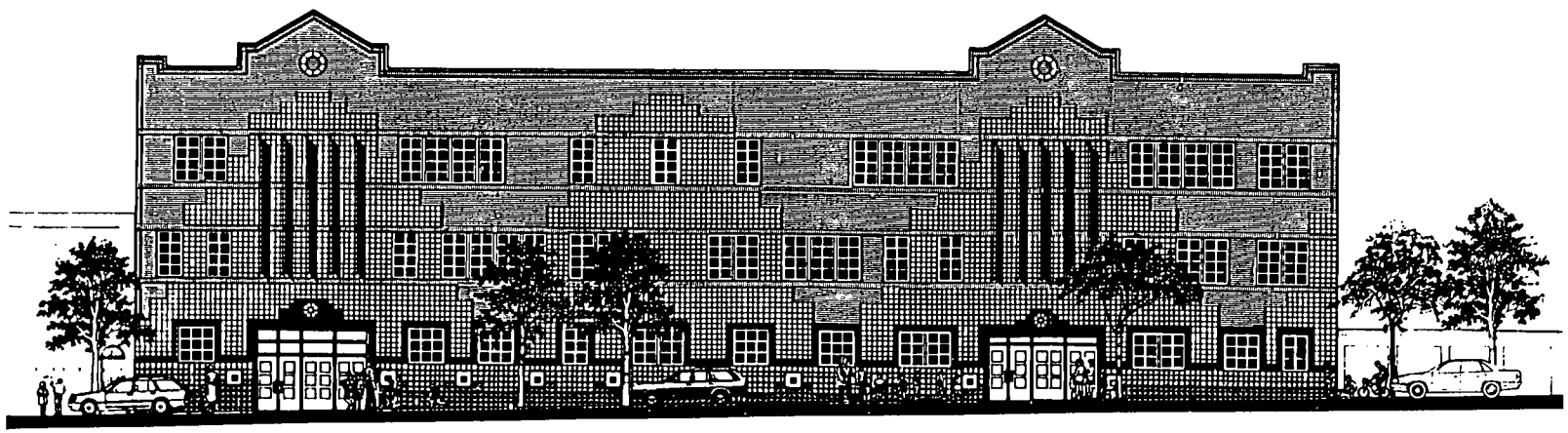
The area of the Bronx in which these centers will be located has recently undergone extensive housing rehabilitation, specifically for low income and previously homeless individuals and families. These centers are essential to the successfull renaissance of these South Bronx neighbourhood.

The educare centers will be designed and programmed to make maximum use of space. The decision by ACD and BOE to build together, rather than seperately, means not only a significant cost savings for both agencies, but also the availability of more and different types of rooms for everyone. The program for space use allows for classrooms to be used "full day" -- that is, during the regular school day and for afterschool programs -- to provide the full-day care and supervision which is so important to the working and student parents in the communities. While the "school day" group will range from infants to Second grade, the afterschool programs will include slighty older children as well.

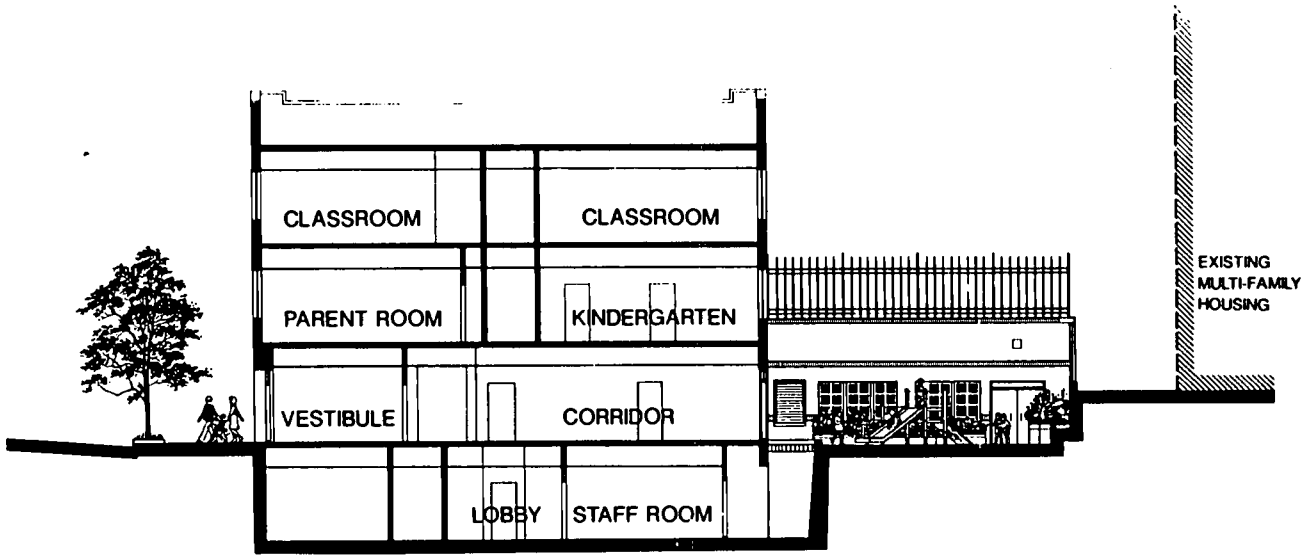
The Board of Education portion of the building will house four classes each of Kindergarten, first and second grade. Ancillary spaces include a nurses office, teachers lounge/workroom, administrative office and exterior play terrace. The large BOE lunchroom serves as a multipurpose room which will also be available for community gatherings after the work day. A parent room has been included in our program to provide a base of support for parenting and parent activities.



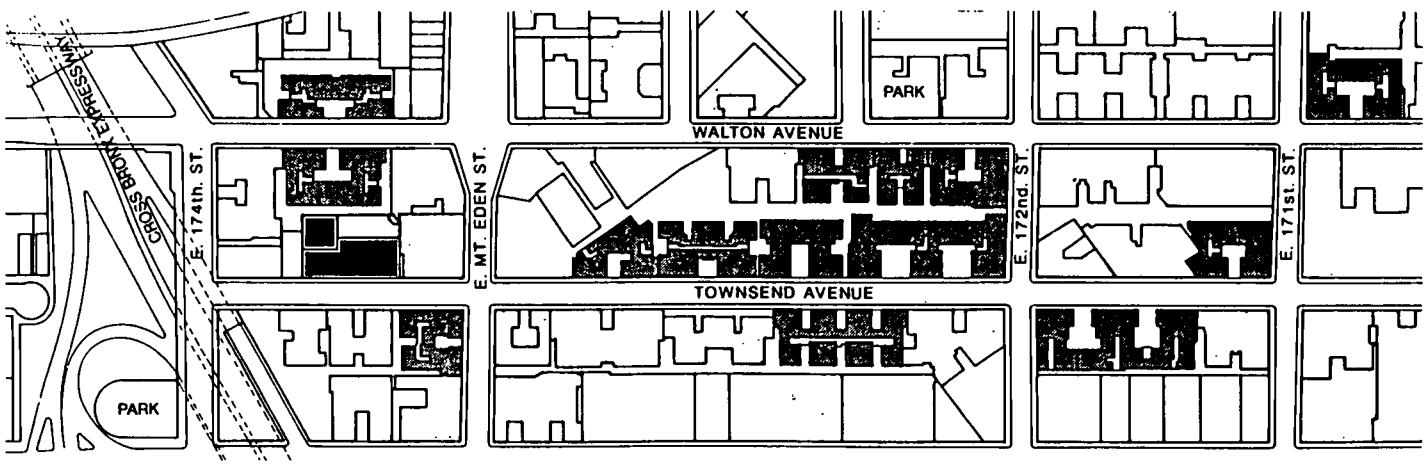
WEST ELEVATION



EAST ELEVATION



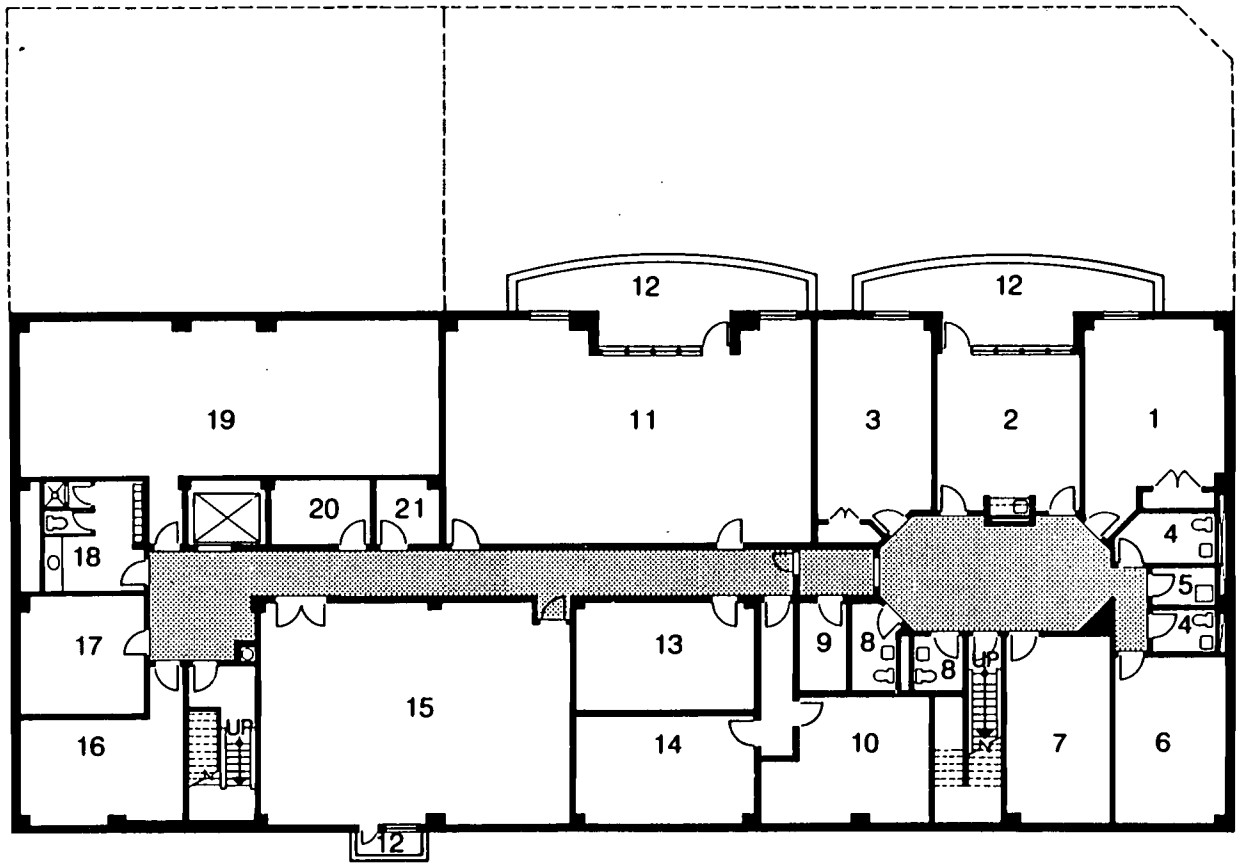
SECTION A-A



LOCATION PLAN

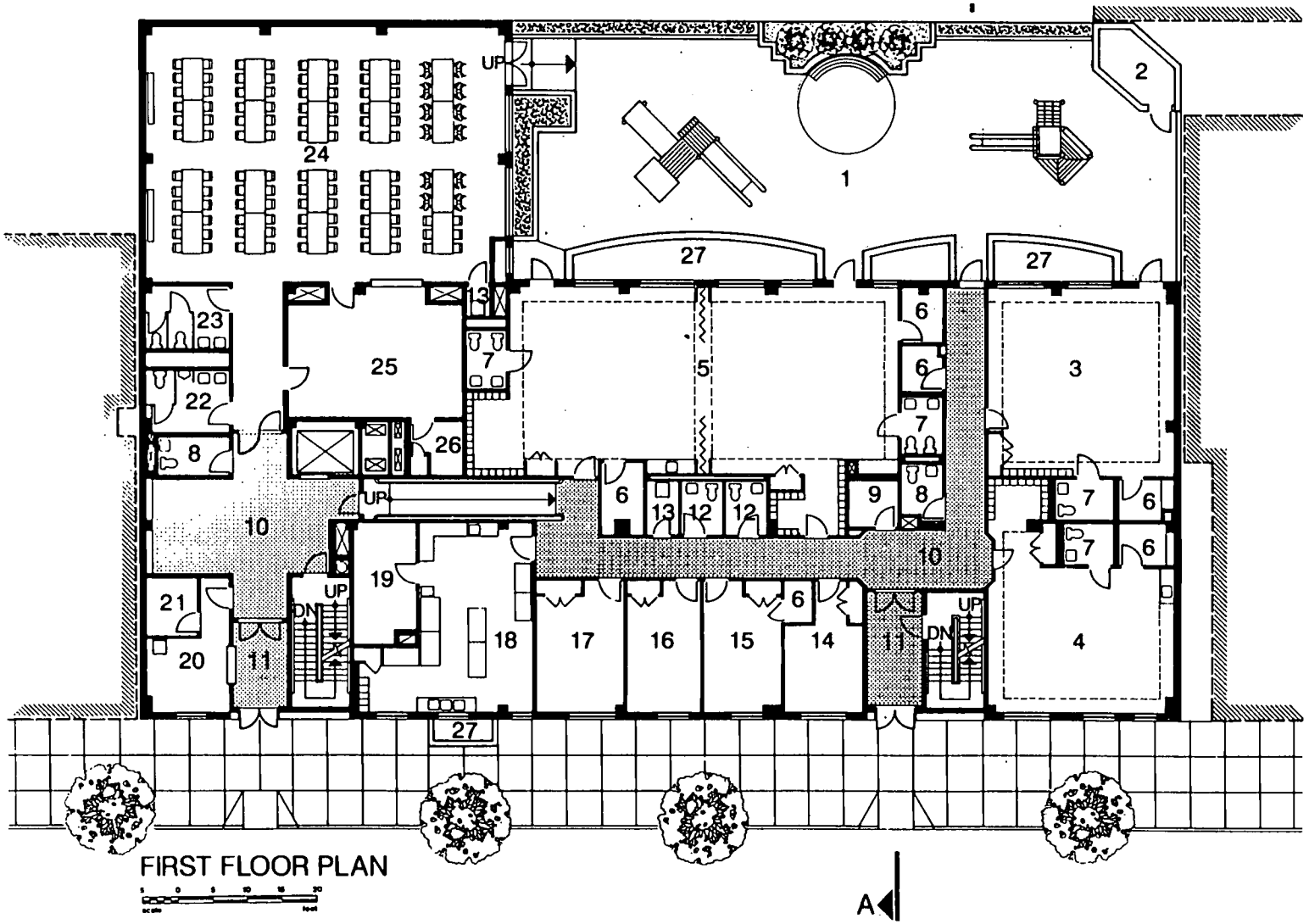
LEGEND:

- EARLY CHILDHOOD CENTER
- REHBILITATED FAMILY HOUSING DESIGNED BY CASTRO-BLANCO,PISCIONERI AND ASSOCIATES
- EXISTING MULTI FAMILY HOUSING



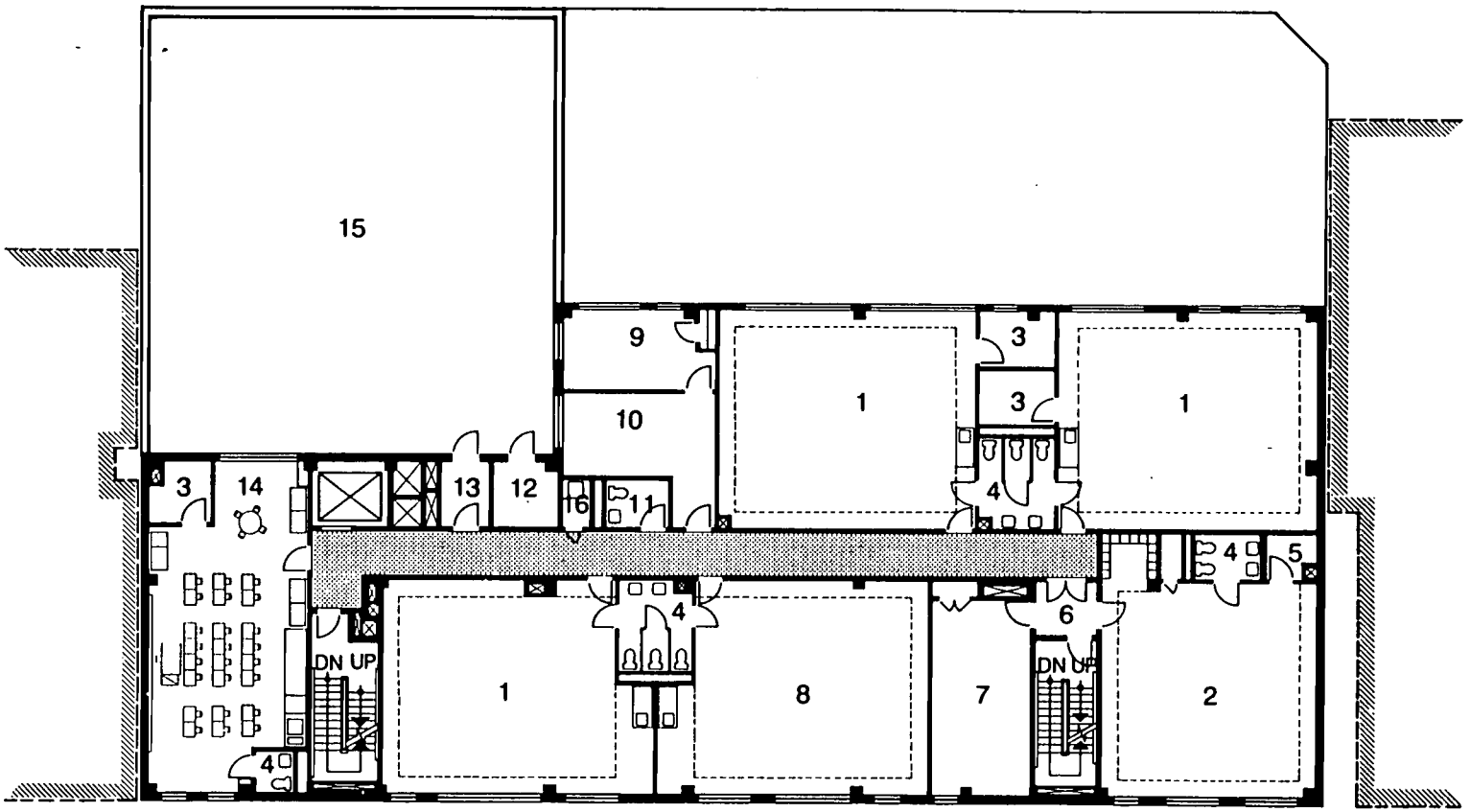
BASEMENT FLOOR PLAN

1 CLUSTER FAMILY PARENTS ROOM
2 STAFF ROOM
3 CLUSTER FAMILY PROGRAM OFFICE
4 PUBLIC TOILET
5 JANITOR CLOSET
6 GENERAL STORAGE
7 CLUSTER FAMILY STORAGE ROOM
8 STAFF TOILET
9 CUSTODIAL STORAGE
10 GAS METER ROOM
11 COMMUNITY ROOM
12 AREAWAY
13 OIL TANK ROOM
14 ELECTRIC METER ROOM
15 BOILER ROOM
16 WATER METER ROOM
17 PANTRY STORAGE ROOM
18 HELPER LOCKER ROOM
19 MECHANICAL ROOM
20 ELEC./MECH. ROOM
21 TELEPHONE ROOM



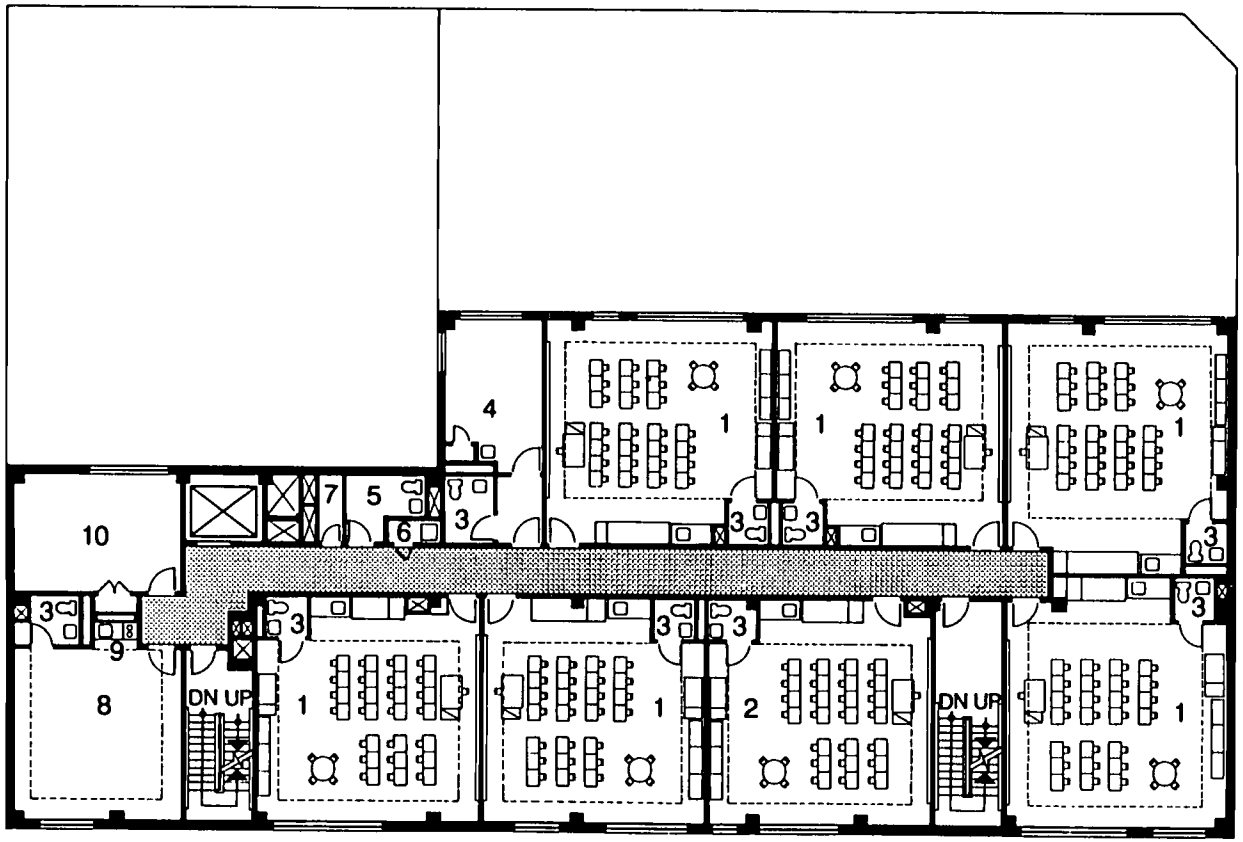
FIRST FLOOR PLAN

1 PLAYGROUND
2 PLAY EQUIPMENT STORAGE
3 PLAYROOM (TODDLERS)
4 PLAYROOM (3 YEAR OLDS)
5 PLAYROOM (PRESCHOOL)
6 STORAGE
7 TOILET
8 PUBLIC TOILET
9 GENERAL STORAGE
10 LOBBY
11 VESTIBULE
12 STAFF TOILET
13 JANITOR'S CLOSET
14 BOOK KEEPER OFFICE
15 DIRECTOR OFFICE
16 ASSISTANT DIRECTOR OFFICE
17 SOCIAL WORKER OFFICE
18 KITCHEN
19 FOOD STORAGE ROOM
20 CUSTODIAN OFFICE
21 CUSTODIAN STORAGE
22 BOYS' TOILET
23 GIRLS' TOILET
24 STUDENT DINING / MULTI PURPOSE ROOM
25 WARMING PANTRY
26 PANTRY STORAGE
27 AREAWAY



SECOND FLOOR PLAN

1 KINDERGARTEN 'A'
2 PLAY ROOM (4 YEAR OLD)
3 A.C.D. STORAGE
4 TOILET
5 STORAGE
6 LOBBY
7 PARENTS ROOM
8 HOLDING AREA - KINDERGARTEN 'A'
9 ASSISTANT PRINCIPAL OFFICE
10 GENERAL OFFICE
11 PUBLIC TOILET
12 PLAY EQUIPMENT STORAGE
13 VESTIBULE
14 CLASS ROOM (GRADES 1 & 2)
15 PLAY TERRACE
16 JANITOR CLOSET



THIRD FLOOR PLAN

1 CLASS ROOM (GRADES 1 & 2)
2 HOLDING AREA CLASS ROOM (GRADES 1 & 2)
3 TOILET
4 MEDICAL OFFICE
5 PUBLIC TOILET
6 JANITOR CLOSET
7 GENERAL STORAGE
8 STAFF LOUNGE
9 KITCHENETTE
10 PARENTS' ROOM

CASE STUDY 6.:

SEVERAL EXAMPLES OF NEW ORLEANS PUBLIC SCHOOLS CORRELATED TO URBAN DEVELOPMENT

By Kenneth J.Ducote,
Director
New Orleans Public Schools
United States of America

Summary possible future case studies.

1. Several Schools

Designed in conjunction with adjacent parks for public recreation, creating a neighbourhood center of children-related functions, open space, and related vehicle and pedestrian traffic.

2. McDonogh # 15 Elementary School

Recently renovated, located in French Quarter (Vieux Carre). Public Policy is to encourage more young families to move into area by providing amenities like quality schools.

3. M.L.King, Jr. Elementary School

Funded and in design, will be built in conjunction with the municipal government's new public library and literacy center and as part of total community development in a low-income neighbourhood to augment existing medical and social service center.

4. McDonogh # 40 Elementary School

Recently renovated with the construction of an additional 8 classrooms, thus allowing old classroom wing to be renovated by municipal urban renewal agency into community center providing child care and elderly support programs as part of development of low income, blighted area.

5. Fannie C.Williams Middle School

Recently completed with extra landscaping as part of municipal government's effort to improve visual image of major traffic corridor into new residential and business development.

6. New Orleans Center for Creative arts

Existing highschool will be relocated to new building under design as part of redevelopment of Mississippi River bank funded by state government to encourage tourism as the industry

replacing port facilities being rlocated and as part of effort to develop Marigny neighborhood as a center of arts and culture, thus encouraging residential and commercial development of a blighted but historic area.

7. Central Business District Elementary School

Planned but not yet funded. Schools have historically been located near homes when mothers were not in the workforce. Working mothers now want schools closer to their places of work. Also, municipal government want to encourage more residential development in core city to encourage retail commercial development which has been hurt by movement of more affluent persons to suburban areas. Good schools necessary to attract families back to city core.

8. Rabouin Vocational High School

Existing school. Current study under way to determine feasibility of encouraging arts and culturally related industry in the school's area by various steps, including the development of programs at Rabouin in stage make-up, theatrical design, musical instrument repair, television technology, arts marketing, commercial art, etc.

CASE STUDY 7.:

THE VICTORIA CENTRE CREWE: AN UPDATE

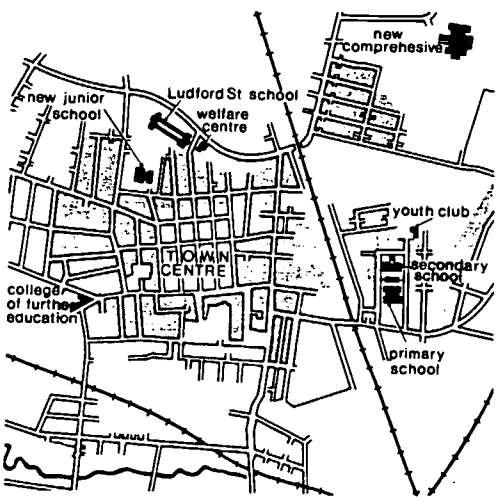
Graham Parker
Superintending Architect
Architects and Building Branche
The Department of Education and Science
London
United Kingdom

Reprinted from Architects' Journal 21 November 1984
Written by Tony Aldous

As the Government tightens its squeeze on local authority spending, more education authorities are being attracted by the advantages of building for joint education and community use. About 30 local education authorities now have some joint use facilities, and seven or eight of them have been building community schools as a matter of policy where circumstances permit. One of these is Cheshire County Council. With the Department of Education and Science it began seven years ago an experimental project, now complete, the Victoria Community Centre and High School in Crewe.

A number of factors make the Crewe scheme worth studying: its role in reviving a derelict inner city area, *2*, *3*; its relationship with an adjacent central shopping redevelopment; the fact that there are three separate phased new buildings rather than one large one; the system of joint management exercised by county and borough staff; and the benefits—some expected, some unexpected—that have accrued to both the community and the school. Crewe, a town created by railways, is split into segments by the lines radiating from its station, *1*. When the county council embarked on secondary reorganisation its education planners envisaged that the north-west segment—which includes the town centre—would be served by a conventional single site comprehensive school on the edge of town. It gradually became apparent, however, that money for this would not be forthcoming.

Architects in the DES's development group had been working on the twin notions of re-using sturdy old education buildings and joint school and community use. At this point they came forward with a solution. By the combined upgrading of one existing school and an incremental programme of separate, smaller new buildings—and including in each some community use to attract non-education money—it offered a way round the budgetary constraints while providing better facilities for the school and the community.



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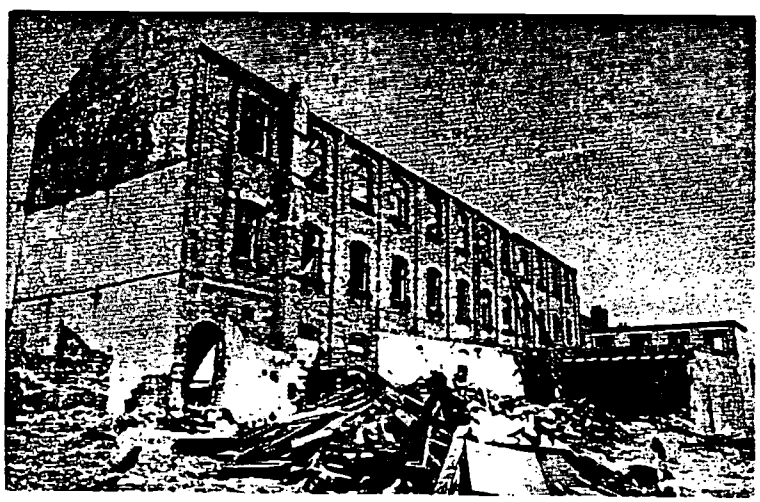
1 Crewe town centre was cleared for redevelopment but this lost some of its impetus during the recession. Part of the site was used for the school and community buildings.
2 Crewe town centre, 1977 (DES).
3 Housing round the school site in 1979. The Victoria Centre has played a large part in revitalising the area (DES).

Upgrading Ludford Street School

The first phase, designed by DES architects, involved upgrading an inter-war elementary school, Ludford Street School. Bolstered by no fewer than 27 huts and mobile classrooms of various kinds, it had struggled as a mixed secondary modern. The original building, not without architectural appeal, dated from 1931. It consisted of a pair of two-storey blocks with halls linked by two single-storey classroom ranges with colonnaded covered ways opening on to a central garden, *4-10*. The DES team



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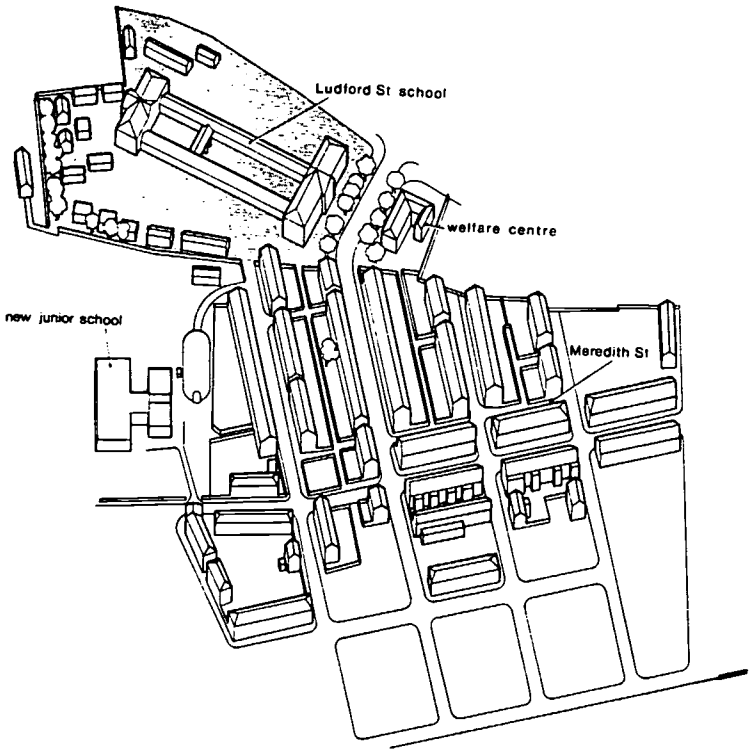

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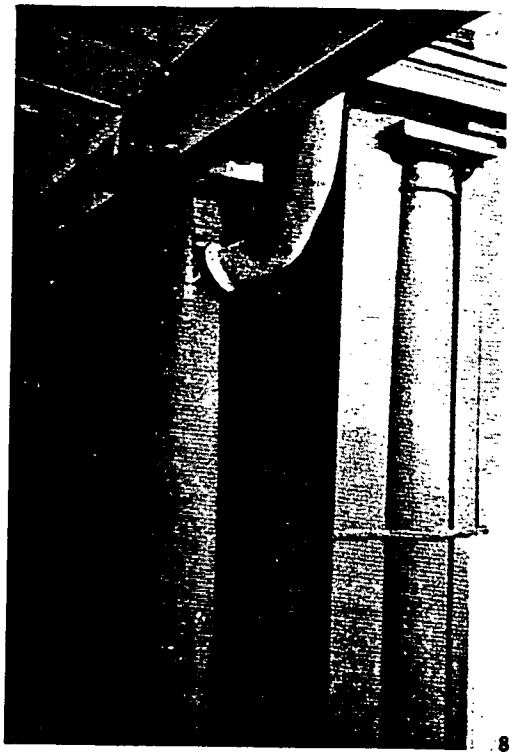

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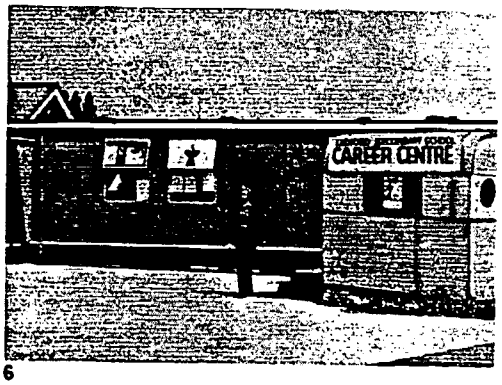

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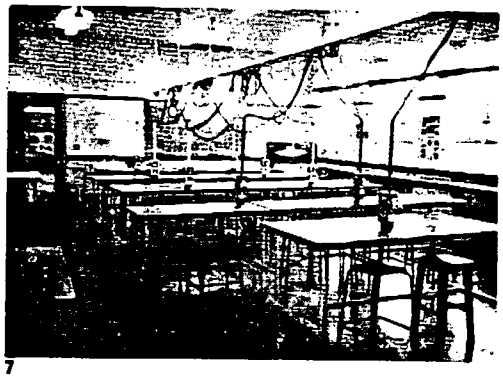

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4 Ludford Street School with the cleared town centre to the south.
5 Courtyard of Ludford Street School (DES).
6 Less than uplifting surroundings for starting a new career: some of the 'temporary' buildings at Ludford Street (DES).
7 Refurbishment to create science laboratories.
8 A constructional curiosity—the gutter drains into a column.

designed an upgrading for about 40 per cent of the cost of providing equivalent new facilities. This included improving insulation, a blown warm air heating system, standard classrooms combined into suites and roofing in links with previously outside toilets.

The aim was to transform this building into a semi-self-contained lower school for 11- to 13-year-olds, who now have to go to other buildings only for PE and some craft lessons. Some parts are also equipped for community use: a mothers and toddlers' centre, a youth club for 9- to 13-year-olds and an activities centre for pensioners. The remodelled Ludford is designed to stand as an educational link between the adjacent primary school and Victoria High School, and to offer community involvement. (In contrast to this casual 'drop-in' range of facilities, community use of the Victoria Centre is more formal and timetabled.)

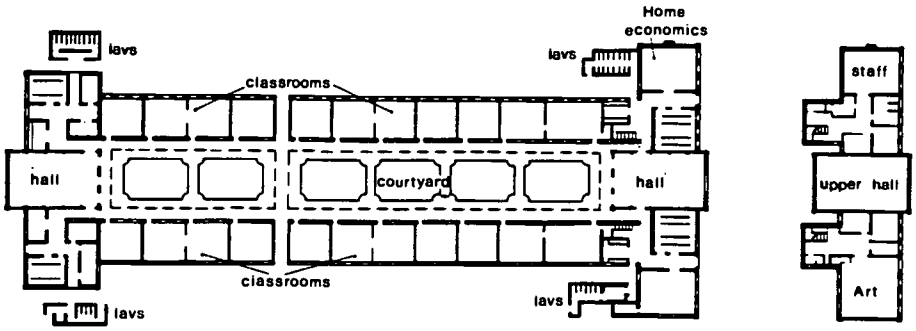
Over-ambitious hopes

Between Ludford Street School and the centre of Crewe lay an area of nineteenth century terrace houses, part of which had been cleared for town centre redevelopment and the rest of which was suffering from increasing blight and dereliction. Crewe's aspirations for a new shopping centre had, like so many other towns, proved too ambitious, so part of the site was made available for a community school, *11*, *12*.

It was here that the incremental approach, adopted for financial reasons, proved to have other advantages. Three moderately sized buildings could be made to fit in with the scale of adjacent terrace housing more easily than one large one. Moreover some local people and councillors for the Borough of Crewe and Nantwich were sceptical to the point of derision of the idea of mixing schooling and recreation in their town. But by doing the work in stages the council could test the water, committing itself only to one instalment of joint use at a time. The borough used the proceeds of sale of shopping sites to finance its share of the new facilities.

The first and smallest of the three new buildings to be completed, the single-storey Newdigate Centre, built in 1979, stands to the west of the site. It has teaching facilities

9 Plan of original school use, a, and, b, after refurbishment. Classrooms were opened up to house larger subject bases. Community uses were introduced.
10 The Ludford family centre. Door leads to an enclosed toddlers' play garden.
11 Development of the Victoria Centre from an open site, 4. It comprises three related buildings. The shopping centre is to the south.
12 Plan showing the scale of development, related to the town centre (see figure 1).



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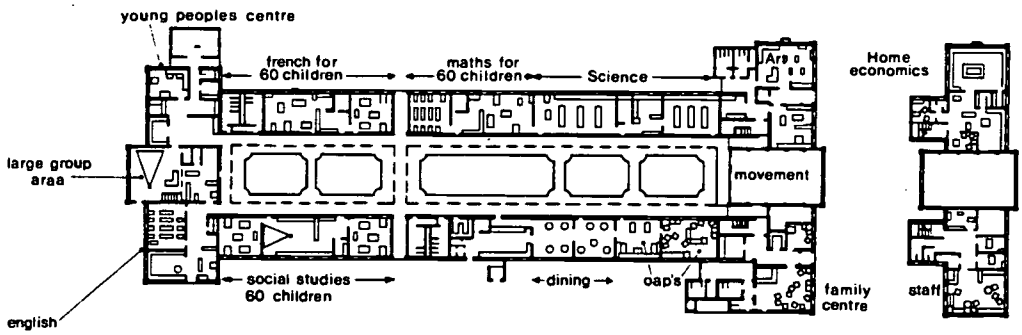

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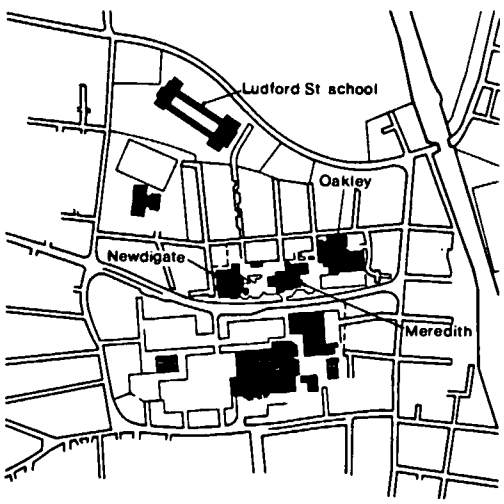

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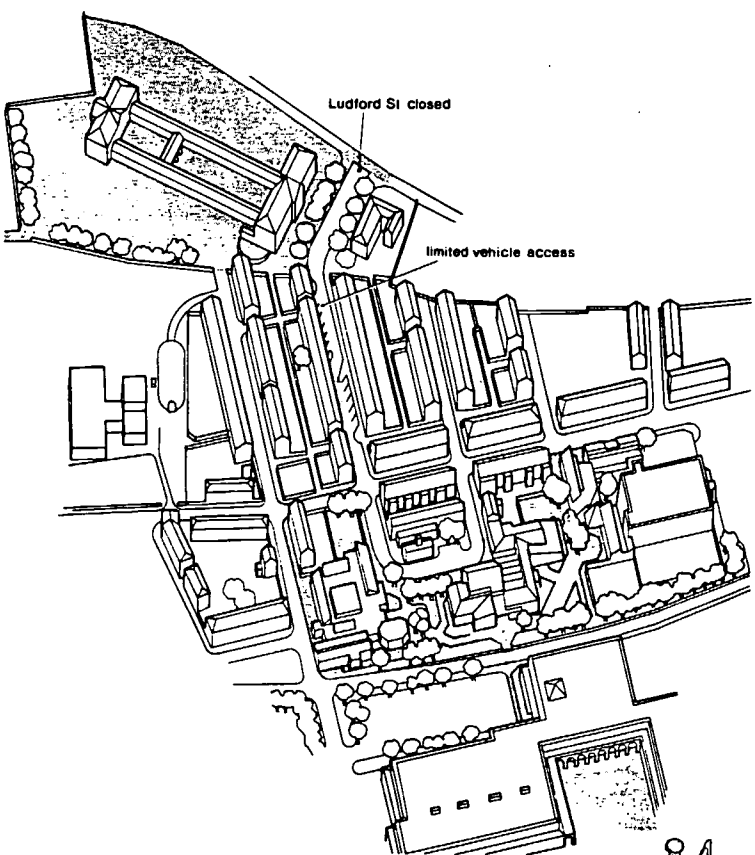

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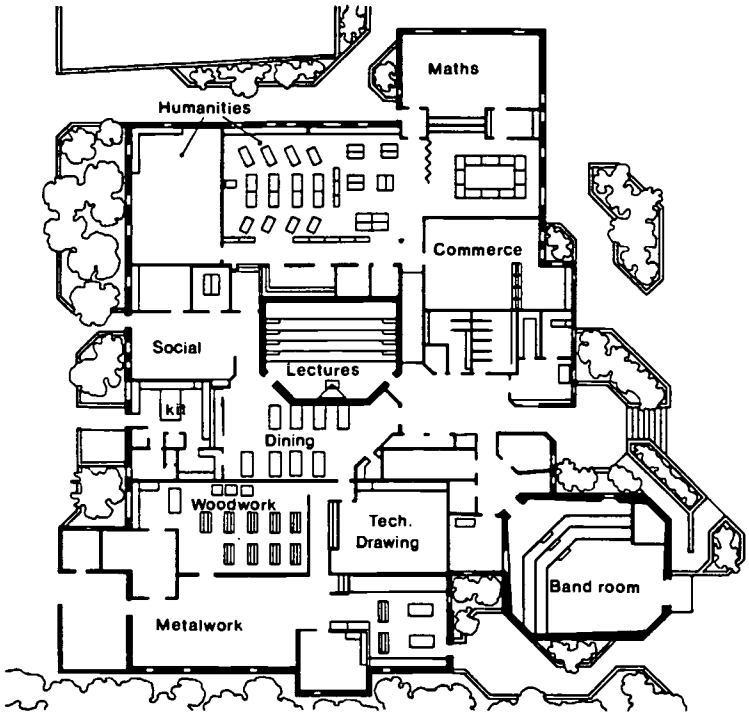
for commerce, the humanities, woodwork, metalwork, technical drawing and music, *13*, *16*. It also has a theatre with raised seating and lighting and cooling equipment made possible by joint funding, a central lecture theatre with bleacher seating and a capacity of 40 (wholly paid for by the borough) and a semi-detached, well insulated bandroom (for which the borough contributed 33 per cent of costs). Its central lounge and circulation area has a coffee bar which is open in the evenings.

A multi-purpose space

The second building, Oakley, which opened in late 1980, lies at the east end of the site and is the biggest. It provides for science and language teaching and sports. Its multi-purpose hall has six badminton courts extending beyond a sliding partition into a side hall or halls. For community use, a large bar and cellar have been built between it and a service yard. A smaller bar to serve the minor halls can use the adjacent multi-gym (weight-training room) working space. A second storey on two sides of the double-height main hall accommodates a lounge bar and the gallery—a space used for everything from bowls to wedding receptions, *14*, *15*.

The middle of the site is taken up by the third building, Meredith, which opened in 1982. Part of its first floor houses the community



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development administration. It includes a drama studio and workshop; teaching space for English, pottery, art, photography and home economics; a coffee bar and dining area; the school library; and a playgroup, *18-20*.

A further ingredient of the joint use project, completed in 1981, is the Cumberland Sports Ground, on reclaimed derelict railway land. Five minutes' walk away, it has a running track to regional standard and all-weather sports pitches.

In scale with the surroundings

Cheshire county architect's department took the DES's sketch plans as a basis for the three new buildings. It has kept the buildings small and used materials and forms that prevent any of the centres from overwhelming the residential neighbourhood to the north. The buildings are in red brick, with decorative use of Staffordshire blue engineering brick and pitched roofs of asbestos slate, and generally drop down to single storey on the north side. Higher, bulkier structures and buildings accommodating noisier activities face the main road. The Oakley building in particular drops down from the 10 m high cube of the main hall to single-storey, pitched roofed science and language blocks. Its main entrance is on the diagonal and sits under a complex arrangement of pitched roofs which hide the bulky flat-roofed block behind, *17*.

Opening the building to the community

One unforeseen obstacle to the original plan of integrating the community centre and school with the town centre results from the insistence of the highway authority on building a four-lane highway between the two. This road—intended to permit the pedestrianisation of the town centre—is undoubtedly a psychological barrier and was strongly resisted. However, in the event, the barrier has to some extent been overcome, *21*. The shoppers' car park doubles as the centre's car park, thus leading some users to this route. At night the three buildings of the centre have illuminated signs. There is also the same kind of landscaping on both sides of the road—planting boxes of red brick and luxuriant evergreen shrubs—to lessen the impact of the road and guide pedestrians towards a pelican crossing. This points to the heart of the centre, the Meredith building, with its reception desk for bookings, and footpath system leading from it. The entrance itself has a rather low profile and is fairly dark, although new lettering has improved matters, *19, 22*.

Everyone has been surprised at how many people are using the centre. On average there are 550 attendances a day, seven days a week, for nearly 52 weeks of the year. Use by the community has risen from 146 000 in the school year 1981-82 to 185 000 in 1982-83 and 192 000 in 1983-84. Community use includes adult education courses, sports facilities for individuals, lettings to local groups and societies, PTA meetings, private functions and the borough's leisure department's own promotions. Brindley Hughes, who runs these facilities, needs three managers on shifts to cope with demand. A building superintendent and two assistants deal with cleaning, porterage and security, *23*.

No history of community involvement

For the school's head, David Burbidge, some of the advantages of joint use have been as predicted. But there is more community interest in the school itself. The school had no tradition of community involvement, and no PTA, but one is now developing.

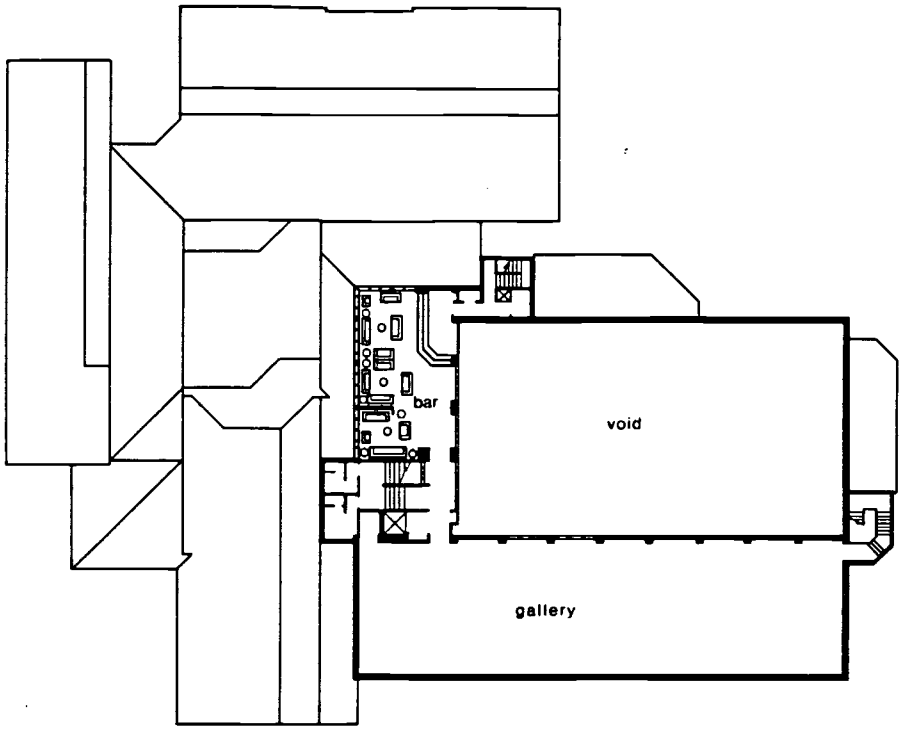
Burbidge, who was previously wary of split site schools, was also surprised by the great bonus of a separate lower school in the upgraded Ludford Street building; the civilising effect of buildings designed for community use, with carpets and attractively furnished social areas; and the fact that moving between centres in the open air acts as a sort of safety valve for teenage energy.

Perhaps the most eloquent testimony to success is the school's rising rolls. Ludford Street was, not to put too fine a point on it, a 'sink school'. Victoria High School is now more popular than any of the town's three other comprehensives—and the revamped Ludford, which might have appeared the weak point in the scheme, is largely responsible for this. Parents identify with it, especially mothers who moved to the new estates. They found much needed company and friendship at the mothers and toddlers' centre. They and others see the small scale, neighbourhood-oriented Ludford as a reassuringly gradual transition from primary to secondary school.

Initial doubts about having a centre users' licensed bar in Oakley have been asked, partly because of its unobtrusive siting. It

13 Plan of the Newdigate Centre.
14 Oakley drops down from the large sports hall to the scale of the street, although it doesn't address it. Even so, it is a small revolution, with classrooms abutting the pavement.

15 First and ground floor plans of the Oakley building.
16 Entrance to the Newdigate Centre from one of the public routes through the site.
17 Another public route—looking across the face of the Meredith building to the Oakley building. Its changing roof planes mask the bulk of the sports hall, back right.



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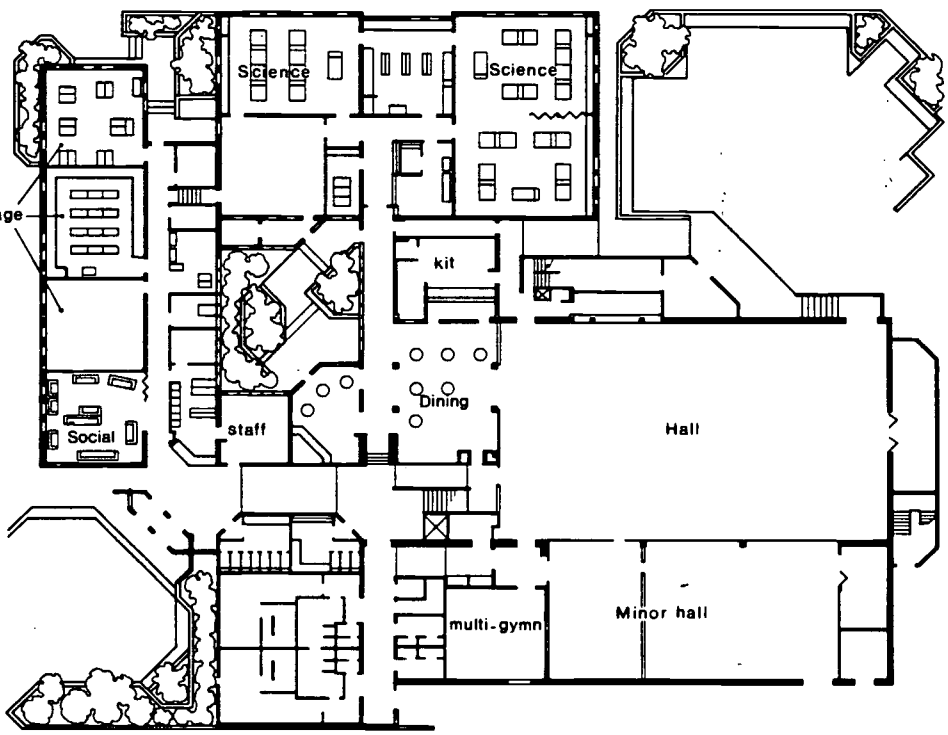

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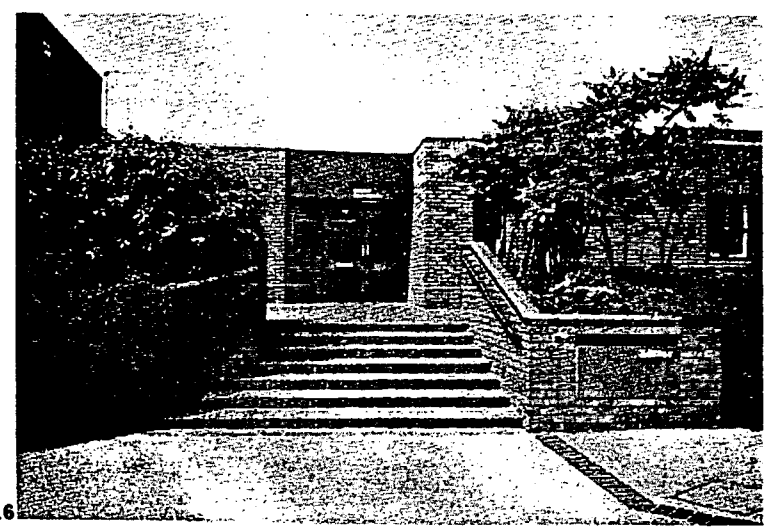

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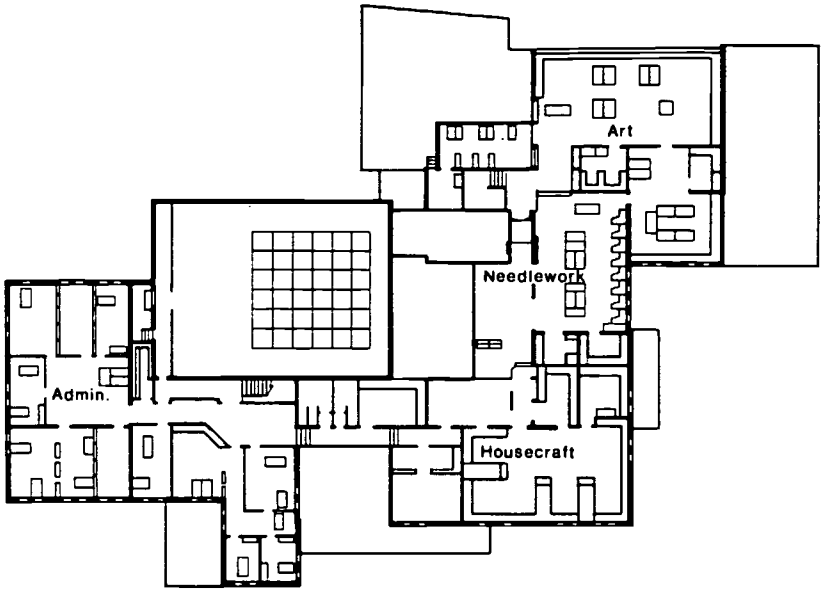
18 First and ground floor plans of the Meredith building.
19 The rather understated entrance to the Meredith building which is also the main public entrance for bookings and enquiries. New lettering has now been added to the flank wall identifying the centre, but not the entrance (Cheshire County Council).
20 Playspace outside the Meredith crèche.
21 Emerging from the paths through the Victoria Centre site at the road which divides it from the shopping centre.
22 Inside entrance lobby at the Meredith building.
23 One of the main multi-use spaces, the Oakley main hall. Through the sliding partition to the left is the minor hall. As well as sports it has housed rock and classical concerts, cabaret and a model railway fair (DES).
24 Bar on the first floor of the Oakley building. Through the glazed screen, right, the main hall can be observed (DES).



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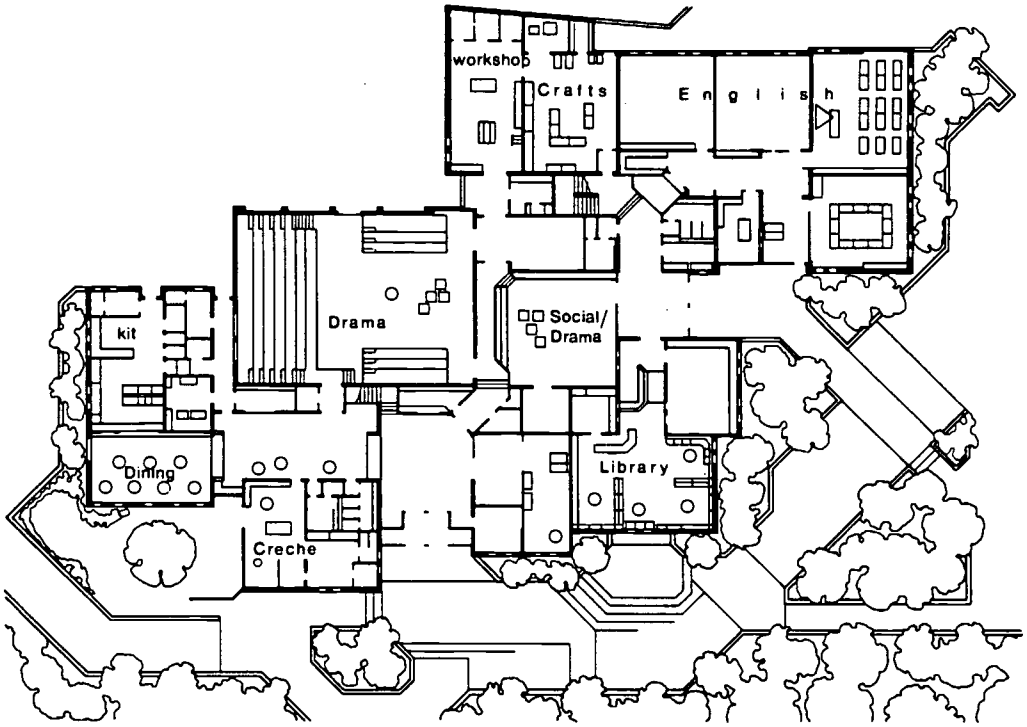

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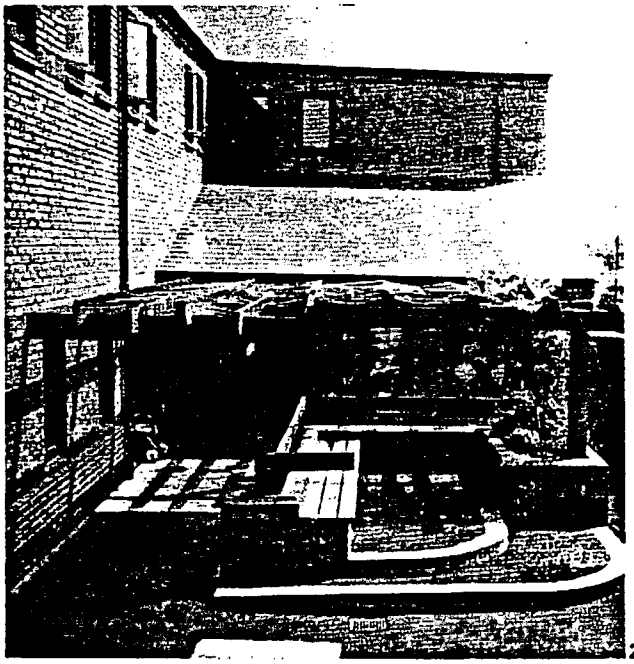

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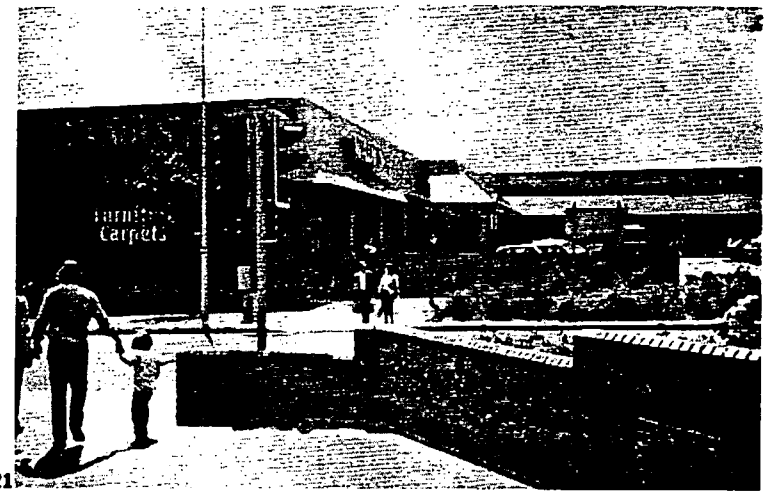

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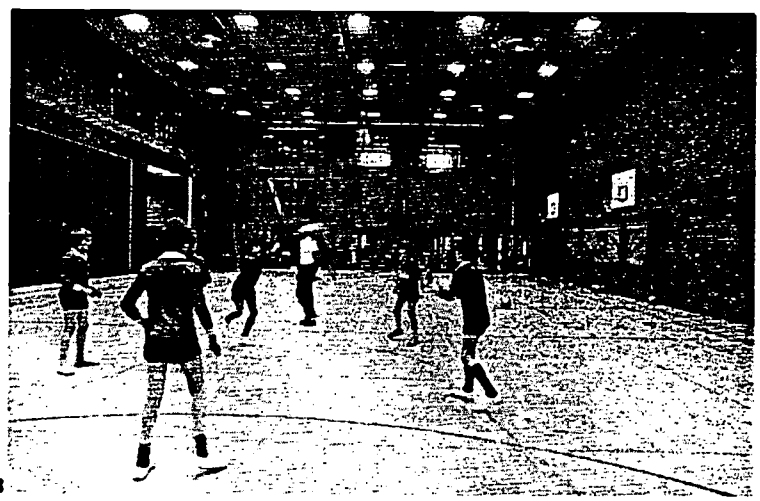
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now operates under a very flexible regime which allows it to open as required, not just at set hours, *24*.

Organisation

At the start of the project, architects and joint clients held public meetings and small informal meetings with interest groups. At first there was some cynicism of anything ever being built in Crewe, and some antagonism; and the previous head was not keen on joint use.

Setting up the project was a complex task. No one embarking on a similar joint use project should underestimate the complications and tensions that a hydra-headed client poses for the architect, with each authority representing a number of specialist departments.

Now that the centre is open, the school and community normally use it separately. Community use at this early stage is concentrated on lettings for programmed events rather than drawing adults into the classroom. The school has no trained community teachers.

With success has come competition for space between school and community uses, requiring flexibility which rules out some types of timetabling. A triumvirate consisting of Burbidge, Hughes and a budget and space controller iron out these problems. From Burbidge's point of view it is wonderfully liberating not to have to get involved in letting halls and negotiating with caretakers.

Building performance

How have the buildings performed? Given that many of the facilities are compromises between community and school needs, very well, according to Burbidge and Hughes. The least successful of the new buildings is Newdigate, which is a SCOLA frame building clad in brick. This has meant columns in awkward places, and partition walls which compare badly in appearance and maintenance with the handsome and hard-wearing brick interiors of Oakley and Meredith. Oakley, with its large hall, side halls, lounge bar and gallery reception suite, was the watershed of the local reaction. People who had smiled and said, 'It'll never work in Crewe', began to turn up for wrestling matches and country and western or classical concerts by the Manchester Camerata. This last has drawn a largely new audience. (Indeed the main hall needed a new and better acoustic fire door to protect neighbours from ultra-high volume pop.)

Inner city revitalisation

Two other effects of the scheme have wider implications. Crewe and Nantwich council brought forward a planned General Improvement Area for the blighted streets between Ludford Street and the three new buildings. It has been a remarkable success, with terrace houses that hardly drew a buyer now going for fairly high prices, and gap sites being developed by housing associations. The town's planners have no doubt that the Victoria Community Centre contributed to this transformation.

The other effect was on the design of the nearby new shopping centre. The use of characteristic red and blue brick and pitched roofs met with the approval of the borough and has been used—though with less success—in the town centre redevelopment. As a result, the shopping centre—though sometimes bizarre and clumsy in detail—at least in its materials and scale fits the town's character.

CASE STUDY 8.:

Gregor Friedl

Sekretariat der Kultusministerkonferenz;
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Bundes Republik Deutschland.

URBAN RENOVATION AND SCHOOL BUILDING IN BERLIN

Many attempts were made in the years preceding the destruction of the Wall in 1989 to renovate deprived and neglected districts in Berlin (West Berlin) by carefully renovating buildings and by resuming vital economic and cultural urban functions.

The renovation and improvement of existing schools also played an important part in this process.

The run-down parts of Berlin also have a high proportion of foreigners in their population, and their integration into the German urban community has therefore been one of the important tasks in redevelopment. For with the improvement of existing inner city schools, which were no longer functional in any respect, there was an opportunity not only to achieve new building standards and keep the location, which also had its historical and sentimental value, but also to develop a central social and cultural point in the district.
The aim was to make the town inhabitable again, to create variety and therefore greater scope for activity, as well as to get the better of a town consisting of ghettos.

The following examples of school renovation in Berlin should be seen in this context.

An elementary and a special school in the Charlottenburg district

The school buildings were erected on the Nehringstrasse 10 in the years 1889 to 1900 and officially opened in 1901. The building was considered too old. The schools were included from the outset in the plans for the Klausener Platz redevelopment area, since the site was considered advantageous and was to be maintained. Accordingly the schools were a basic component in the redevelopment plan for the district. The ground area provided for the schools in the building plan was about 2.25 ha. Although the area for the two schools was too small by current standards, it was possible to make adequate use of the ground area by keeping the old building and by using the most compact design possible for the necessary extension.

The basis for the building plans was an earlier experts' report and a competition on which a decision was taken in 1981. In a preliminary report by the School Building Institute the following statement had been made:

"The location under consideration is in the Charlottenburg/Klausener Platz redevelopment area. The intention is to make a greater effort to keep the old buidings in this area and to modernise them with the town planning objectives of

- retaining the resident population;
- retaining the town's distinctive image;
- creating a forward-looking inner-city housing area.

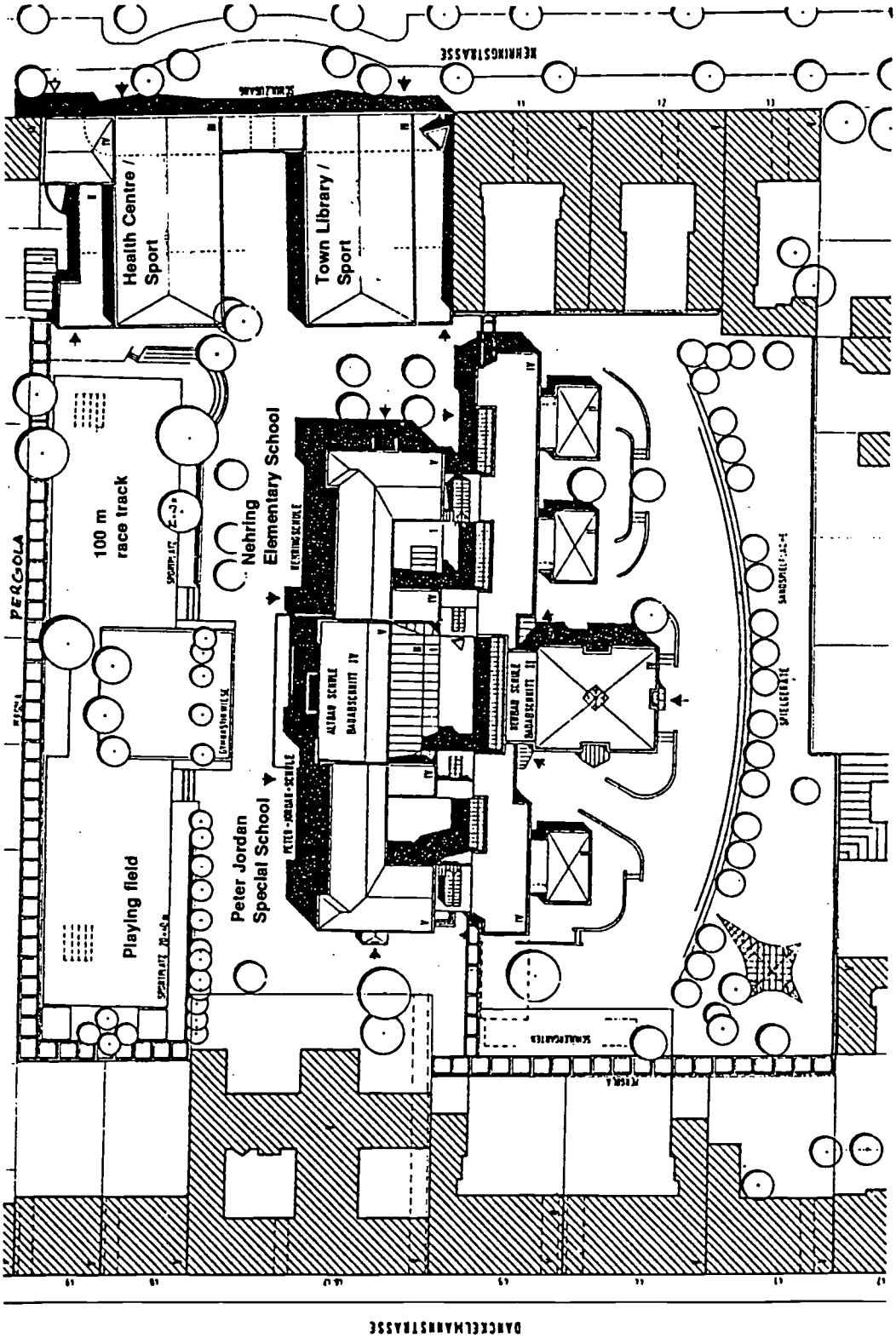
The school location seems ideal for the catchment area, also with regard to the possibility of making it into the district's central point by means of social, training and recreational facilities. The proposed community facilities are ideally located in the residential area, in a place where a self-contained, single-purpose school site cannot be justified from the town planning viewpoint. Through joint or multi-purpose use of the facilities, more economic utilisation of ground and building areas and savings on staff, materials and maintenance costs are to be expected. The School Building Institute fully supports the creation of such public facilities at this school site."

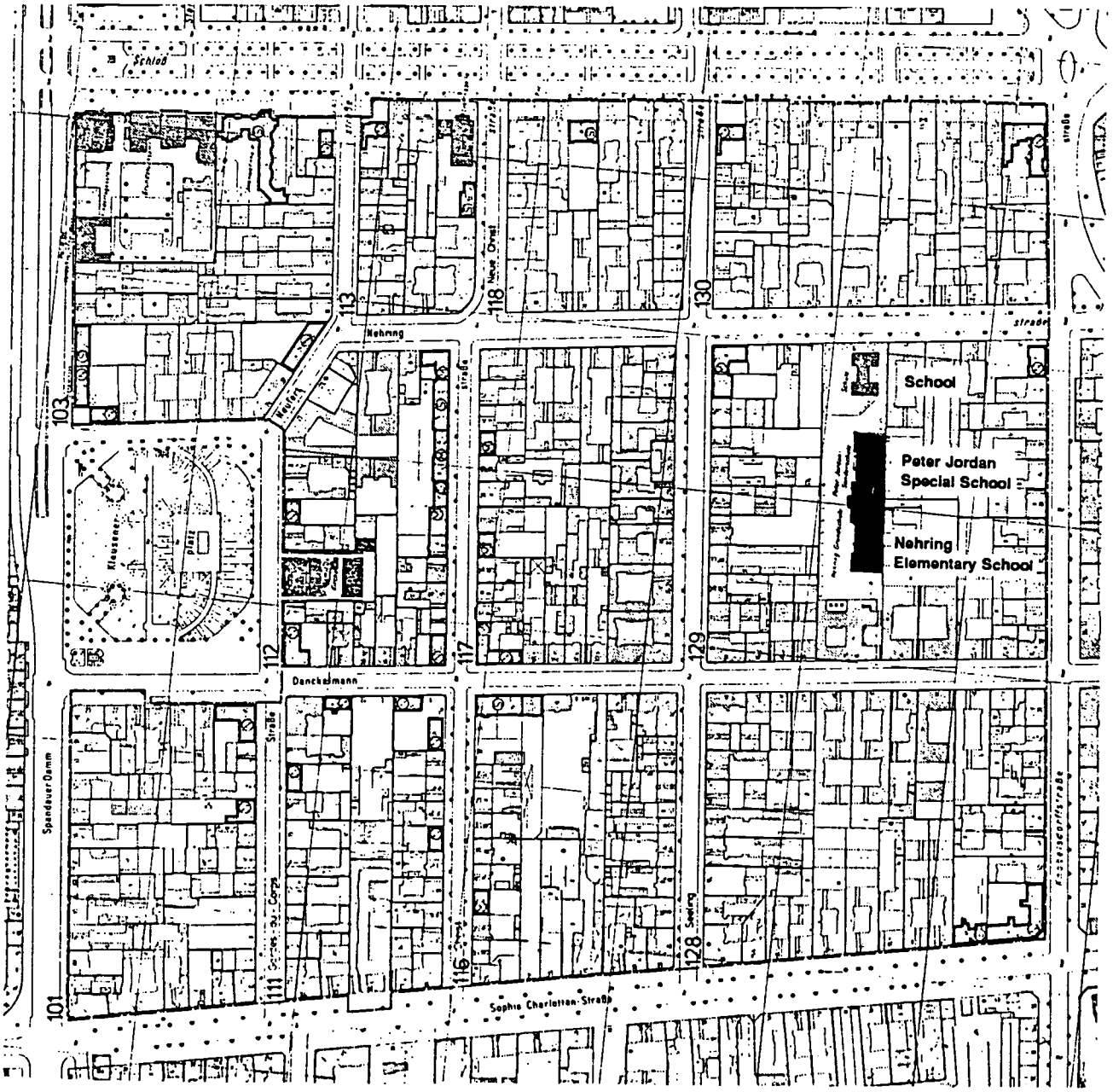
The project finally comprised a four-story elementary school (grades 0 to 6), a two-story special school for children with learning difficulties (grades 1-10), a school library and a town library and a health care facility for the district.

The school site was in the Klausener Platz redevelopment area in Charlottenburg, where careful renovation and restoration as well as the maintenance of the original municipal street layout and the social amenities system were considered important. Here the school was to be an integral part of the district.

Although the so-called block-edge construction system was to be maintained for town planning purposes, it was possible to create a link between the school within the block and the public street area. The school is located in an area with a high proportion of foreigners. Already in 1980 more than half the pupils in the existing elementary school were the children of foreign parents while the proportion in the special schools was about 25 per cent.

From the architectural viewpoint, the connection of the new three-section building with the old building via staircases and the associated open view onto both schools should be stressed. The necessary works on the old building were carried out carefully.


Health Centre / Sport
Town Library / Sport
100 m race track
Nehring Elementary School
Playing field
Peter Jordan Special School
PERGOLA
NEHRINGSTRASSE
DANCKELMANNSTRASSE


School
Peter Jordan
Special School
Nehring
Elementary School
Nehring
Danckelmann
Sophie Charlotten-Straße
Spandauer Damm
Schloß
Klausenerplatz
103
101
111
112
113
116
117
118
128
129
130

Adolf Damaschke School in the Kreuzberg district
- A combined secondary modern and junior high school

Like the schools in the Nehringstrasse and Stephanstrasse the Adolf Damaschke School, which is about 100 years old and is in the Kreuzberg district, has been carefully modernised and extended.

The school, architects and local residents of the district took part in the planning phase. This led to a concept in which the school was seen as part of the district; new teaching requirements had to be met with modified premises in old buildings, the environment consisting of the neighbouring residential buildings had to be improved and the necessary free areas for the school had to be set aside. It had to be ensured that a compromise was found with the block development concept which provided for the retention as well as the renovation and modernisation of the available housing stock. For this reason the number of pupils in the new school was limited to about 370.

The residential area concerned had been neglected for decades and had a predominantly foreign population. The proportion of foreign pupils in the existing school had risen to almost 80 per cent, while the remaining German pupils were increasingly exposed from the physical, psychological and social viewpoints to considerable pressures. With a precinct school that related to the district, a general improvement in the state of the district was expected.
This school project was a "pilot project intended to test the possibilities of survival for schools in the particularly deprived areas of large towns and to help eliminate deprivation in these areas." The following quotation is from a catalogue produced by the educational planning group: "the school becomes the district's central domain. The subsidiary domain covers all the measures that can help the district's inhabitants, including both schoolchildren and their families, i.e. those concerning the counselling, training and recreational amenities, which, through co-ordination and co-operation with the school, can be mainly organised by non-school institutions, bodies and undertakings." The programme was also concerned with forming a close relationship between vocational training and schooling, and facilitating the move to more advanced schooling. In addition, full-day instruction was to be a socially stabilizing influence on the schoolchildren's daily routine. Another point was that teams of teachers, would remain as permanent father figures for the pupils for four years, i.e. uninterruptedly from the 7th to the 10th grades. To facilitate incorporation into the 7th grade, the programme also emphasized cross-subject teaching and the new specialty of "practical community-oriented experience" concerning the individual pupil's work projects in the locality. The education experts finally hoped for considerable support from increasingly associating parents with the school's educational activity.

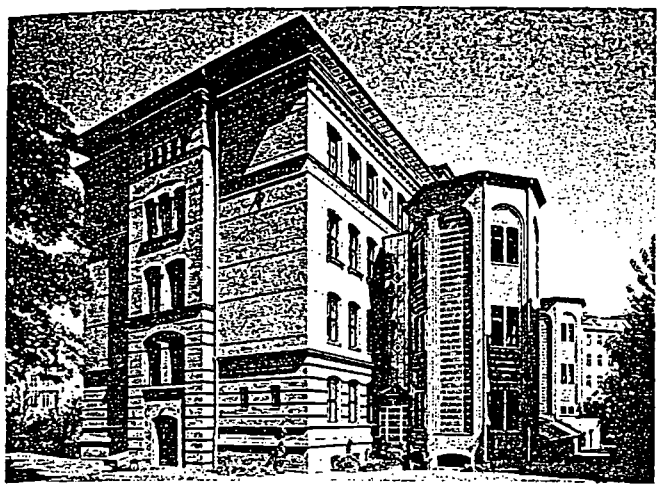
On the basis of this project an architectural competition was advertised, and the winners were Keith Murray (London) and

Joachim Schmidt (Berlin). Their plan whereby the school and subsidiary facilities were to be set up to a large extent within existing buildings by means of conversion and extensions was implemented. The use of this approach made it possible, which was not the case of any of the other plans submitted, to keep the few remaining open areas and, under the specified conditions, use them extensively and in various ways for the benefit of the school and local people.

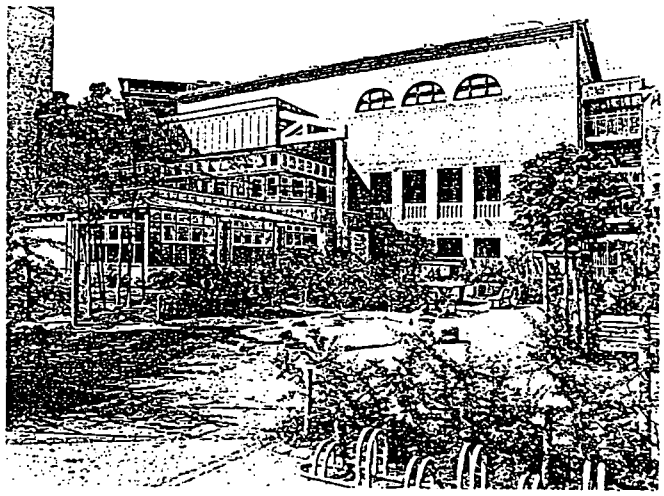
While the old teachers' accommodation in the Skalitzerstrasse -- which had been carefully restored -- remained externally just as it was and was converted into a recreational facility, the other old buildings could not be adapted to new uses without considerable modifications. For instance, only the front of the old gymnasium could be kept. The old porch is still in the middle of the facade and is the entrance to the community centre, which forms the mid-point of the school complex and can be used for both school and non-school activities. The library and the "art" premises, including a photo laboratory, are on the ground floor of this multi-purpose building; on the first floor are the music premises and a hall with about 200 seats for every conceivable function. This hall leads directly onto the terrace roof of the gymnasium premises located below. The main part of the multi-purpose building consists of the two gymnasiums, one of which is sunk into the ground, while the other forms a second floor above the multi-purpose area. Both gymnasiums with their changing rooms and wash rooms can be reached by separate staircases.

The old 19th century school building in no way complied with the new educational requirements of the late 20th century. Additional premises had to be incorporated. The allocation of premises and their size had to be adapted to the special plan of the school. The top floor of the main building was converted into specialized premises by raising the roof, in order to avoid, whenever possible, using available ground areas for new buildings. The premises for the so-called educational team project are on the first and second floors, where at each end of the building a cluster is formed with every four classrooms for one age group. Equipped with podiums and false ceilings and furniture selected in agreement with the teachers, the classrooms have been designed in such a way that they contribute to the desired differentiation and at the same time form the "home base" of the individual class. Every team area for an age group can be reached directly from the main staircase. The group premises are in the four new towers in front of the old school building. On the ground floor, where the administrative premises are, one tower room serves as a staff room and another tower room as a cafeteria.

With the choice of natural building materials and a uniform window row and roof design, the school has been given a distinctive, homogeneous look within the block. The position of the workshops which are connected with their own entrances to the main building and the design of the external areas provide a wide variety of perspectives but also direct links between the school and the block edge. The structural and municipal requirements for a precinct school have been met.

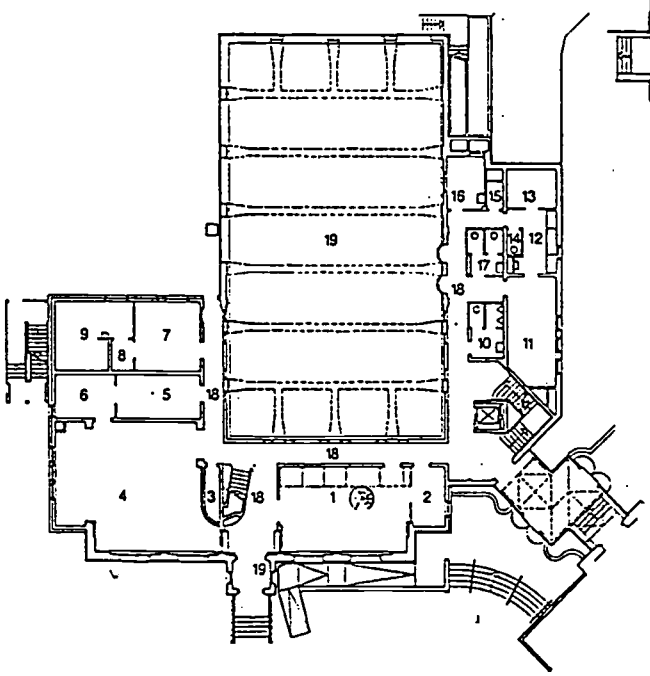


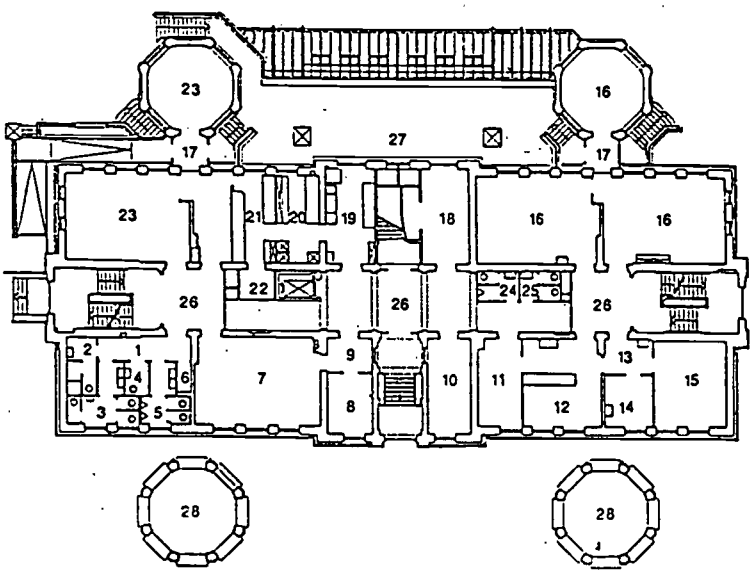
Alfred Damaschke School



Alfred Damaschke School, Gymnasium Building

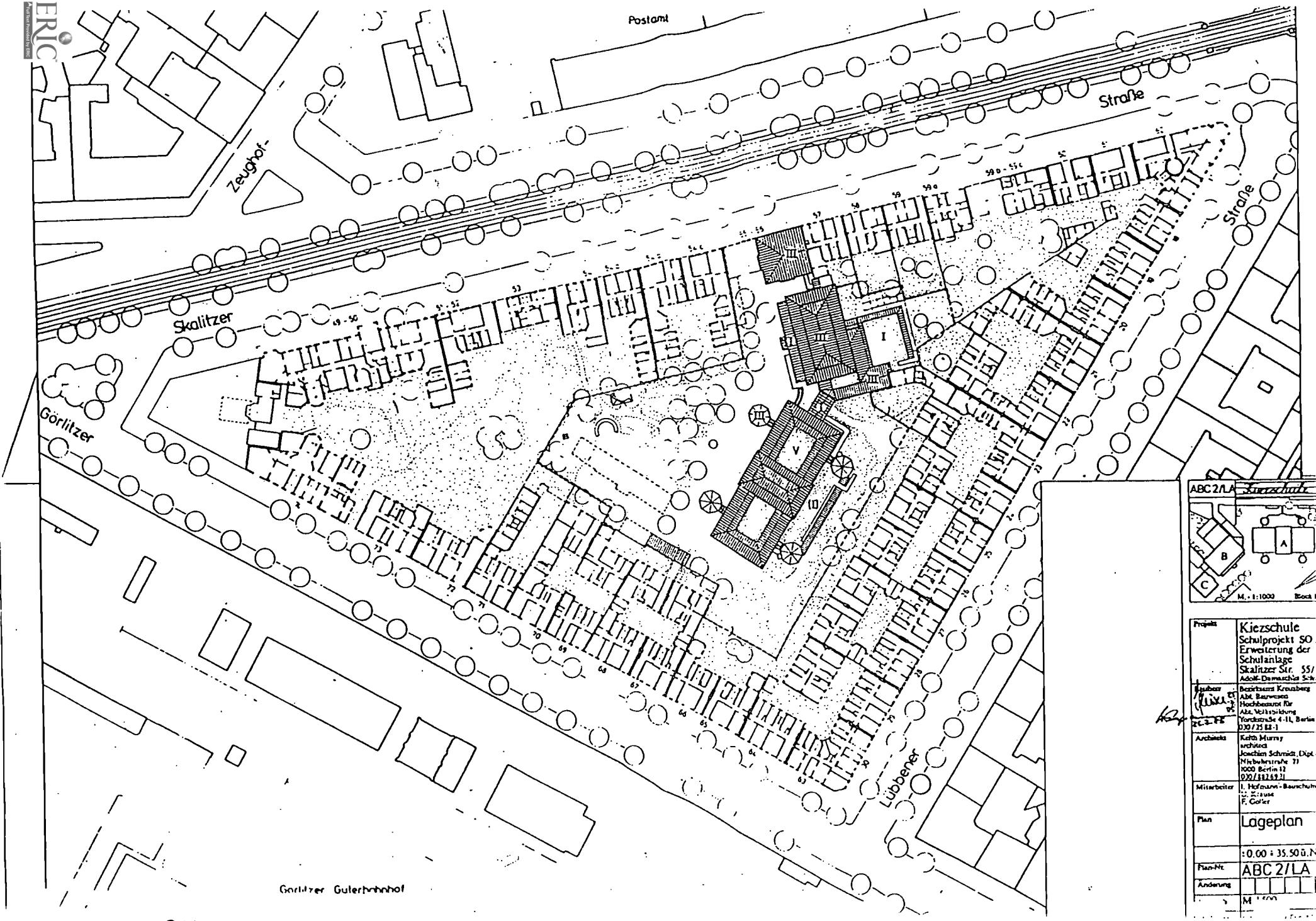
1. Library
2. Side room
3. Storage room
4. Art room
5. Gallery
6. Baking kilns
7. Photo laboratory
8. Passage
9. Dark room
10. Toilet
11. Changing room
12. Washroom
13. Shower room
14. Toilet
15. Cleaning room
16. Teachers' changing room
17. Toilet
18. Corridor
19. Overhead hall





1. Toilet Lobby
2. Toilet, shower room
3. Toilet
4. Toilet for disabled persons
5. Toilet
6. Cleaning room
7. Recreation room
8. Room for social workers
9. Lobby
10. Caretaker's room
11. Deputy Head's office
12. Secretariat
13. Office lobby
14. Parent's consultation room
15. Head's Office
16. Staff room
17. Bridge
18. Kitchen staff premises
19. Scullery
20. Hot food kitchen
21. Cafeteria
22. Side room
23. Dining room
24. Teachers' toilet
25. Teachers' toilet
26. Corridor
27. Terrace
28. Covered recreation area

Alfred Damaschke School, class area (above) and gymnasium building (left), ground plan of the ground floor 1 : 500.


Postamt
Straße
Zeughof-
Straße
Skalitzer
Görlitzer
Lübbener
Görlitzer Güterbahnhof
ABC 2/LA
Kiezschule
A
B
C
M. 1:1000
Projekt
Kiezschule
Schulprojekt SO
Erweiterung der
Schulanlage
Skalitzer Str. 55/
Adolf-Damaschke Sch.
Bauherr
Bezirksamt Kreuzberg
Abt. Bauwesen
Hochbauamt für
Abt. Volksbildung
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030/25 88-1
Architekt
Keith Murray
architect
Joachim Schmidt, Dipl.
Niebuhrstraße 71
1000 Berlin 12
030/3126921
Mitarbeiter
I. Hofmann-Bauschuh
U. Strauss
F. Gotter
Plan
Lageplan
:0.00 = 35.50 ü.N
Plan-Nr.
ABC 2/LA
Änderung
M 1:500

The Moses-Mendelssohn Comprehensive School in the Tiergarten District

The Moses-Mendelssohn Comprehensive School in the Tiergarten district is a pilot project. Its aim was to contribute to integrating foreign children and young people into German society and to enlivening the district by means of appropriate teaching and learning methods, course contents and back-up measures, plus intensive co-operation involving parents, intercultural recreational facilities and community-related activities. The school is therefore to be developed into the "Stephanstrasse" district's cultural centre which will also permit and encourage non-school activities through training, sports and recreational facilities.

Dense housing with very narrow backyards is typical of this locality which in most respects was decrepit and run down until work started on the careful renovation of this typical late 19th century residential area. Large parts of the district are protected by building restrictions.

The population of this deprived district therefore also has a high proportion of foreigners, so that about 30 per cent of the new school's intake were to be foreign children.

The old buildings dating from the year 1889 in the school's locality were, in themselves and as far as the district was concerned, of considerable historical value and therefore had to be included in the planning project.
This also applied to the former teachers' dwellings in the Stephanstrasse and the gymnasium, which, along with the residential buildings, formed an important part of this complex with its attractive design and layout: the buildings left their mark on the environment for almost 100 years and are of considerable value in terms of the architectural past.

The Moses-Mendelssohn Comprehensive School is the only one of its kind in the Tiergarten district. The decisive factor behind the project was that the district's educational and social problems could not be solved with Germany's traditional three-tier school system. A comprehensive school with its possibilities of assisting all pupils was therefore seen as the appropriate way of integrating foreign children and their families into the German population.

In addition to the new school's educational and organisational concepts to promote integration, the idea of using the premises for non-school activities was meant to contribute to the urban renovation of the district.
The following requirements were decisive in the design project:

"Pupils will identify with their school only if the routine school day is closely connected with the reality of the pupils' lives in their locality. On the one hand, the school must open up to the outside world by including lay educationalists (parents, elderly, disabled and interested persons with specific skills) in teaching/non-teaching activity, as well as by incorporating functions organised by non-school groups (e.g.

theatre and music groups, exhibitions); on the other, the school must also utilise non-scholastic learning locations and sources (public institutions, economic sectors) in its programme.

In this practical intercultural project an attempt is being made to open up the school to social and cultural life in the district by taking the living conditions and problems of the district as the starting point of the programme.

In keeping with the description of the project, it must include both non-school bodies and persons such as:

- voluntary bodies working with young people;
- representatives of firms;
- trade unions;
- trade associations;
- parents;
- senior citizens;
- citizen action groups.

In terms of location, learning sources outside the school will be frequently required. Within the school, premises must be made available that are not primarily used for teaching (multi-purpose premises). Of special importance for the success of community-related projects are premises which are meeting places for both young people and parents and where functions can take place that include non-teaching activities (small gymnasium, housing authority offices)."

These requirements were met most effectively by the design project which was submitted in a competition by the architectural team Jürgen Böge, Jörg Friedrich and Ingeborg Böge-Lindner. The construction works were carried out between 1985 and 1987.

The new school meets the demands in every respect and really does seem to be emerging as the district's cultural centre. In the words of an architectural critic, the reason is that "the school children's acceptance of their school is not only due to the committed school management, but also to the quality and character of the architecture."

Planning history and factors

In the education field, the Tiergarten district had to contend with particular disadvantages due to the population's social structure and the high proportion of foreigners. With the construction of a comprehensive school for 600 pupils, an overall structural improvement was to be achieved. The design project provided for the conversion and extension of a former elementary school, for which a replacement had been provided on a new site.

Three factors had a practical bearing from the municipal and planning architectural design viewpoints:

. The educational concept with special emphasis on the integration of foreign children, for which the basic aim required

a close relationship between learning and practical life, the school and the district;

. The historical buildings dating from the turn of the century, which were good examples of Berlin brickwork;

. The magnificient old trees.

These factors led to the school being designed as part of the municipal complex as a reflection of daily life.

Town planning

The school forms a block in the district. On the outside as in the inside, its structures define different kinds of municipal areas. The block is surrounded by lanes and streets. The intercultural and community-related parts of the school as well as the main entrance are located at the junction point with the district, i.e. on the Stephanstrasse. The main "plane-tree" entrance leads into the inner area of the block, from which decentralised access to all parts of the school is provided.

In integrating the school with municipal complex, the aim was to maintain the block structure with edge buildings and different kinds of areas within the block, as well as to incorporate existing buildings in order to form an enclosed entity. Only the wings built onto the former gymnasium and onto the Quitzowstrasse, which were of no historical value, were torn down. Because of this, difficult frontage restoration work was required on the Quitzowstrasse.

Areas

The body of the building is divided into four areas:

The cultural and community area with the houses on the Stephanstrasse.
This is the location of the school facilities which are essential for "practical intercultural" activities. Here we have an arts centre, the "plane-tree" main entrance, a "learning by doing" centre, a media centre, a youth centre and the refectory. All these facilities are particularly suitable for non-school activities.

The area for specialized classrooms has been located in the old school building which, with its high stories and room dimensions, was particularly suitable for specialized classrooms and technical equipment. The former assembly room, which has been restored with great care, should be mentioned as a special feature of this part of the building.

The core group area has been designed as a new four-story building. It is divided up by half-year age groups, with in each case a decentralised recreation area, a teacher's area and an access area in the centre. The classrooms look onto the peaceful inner sector of the block.

By locating the gymnasium under the inner court, the sports area was used to provide additional free space. Since the gymnasium is under the ground, special importance has been attached to the atmosphere and the detailed design of the interior.

Interior access

A decentralised access system is used for the individual school areas.
In each case these areas are arranged vertically and given a special atmosphere and architectural form in keeping with the main educational objectives.
Bridges, gangways and glass-covered corridors on the first floor provide a direct connection between all parts of the building.

Outside areas

All open areas are within the block. The existing trees are fully integrated within the architectural and spatial concept. Special attention was given to differentiating the design of the various open spaces.

The Stephan Court is a continuation of the precinct as the Stephanstrasse leads onto it through the "plane-tree" main entrance and partly open ground floor. The old trees stand on a pebble-covered surface, and only along the houses is there a paved footpath.

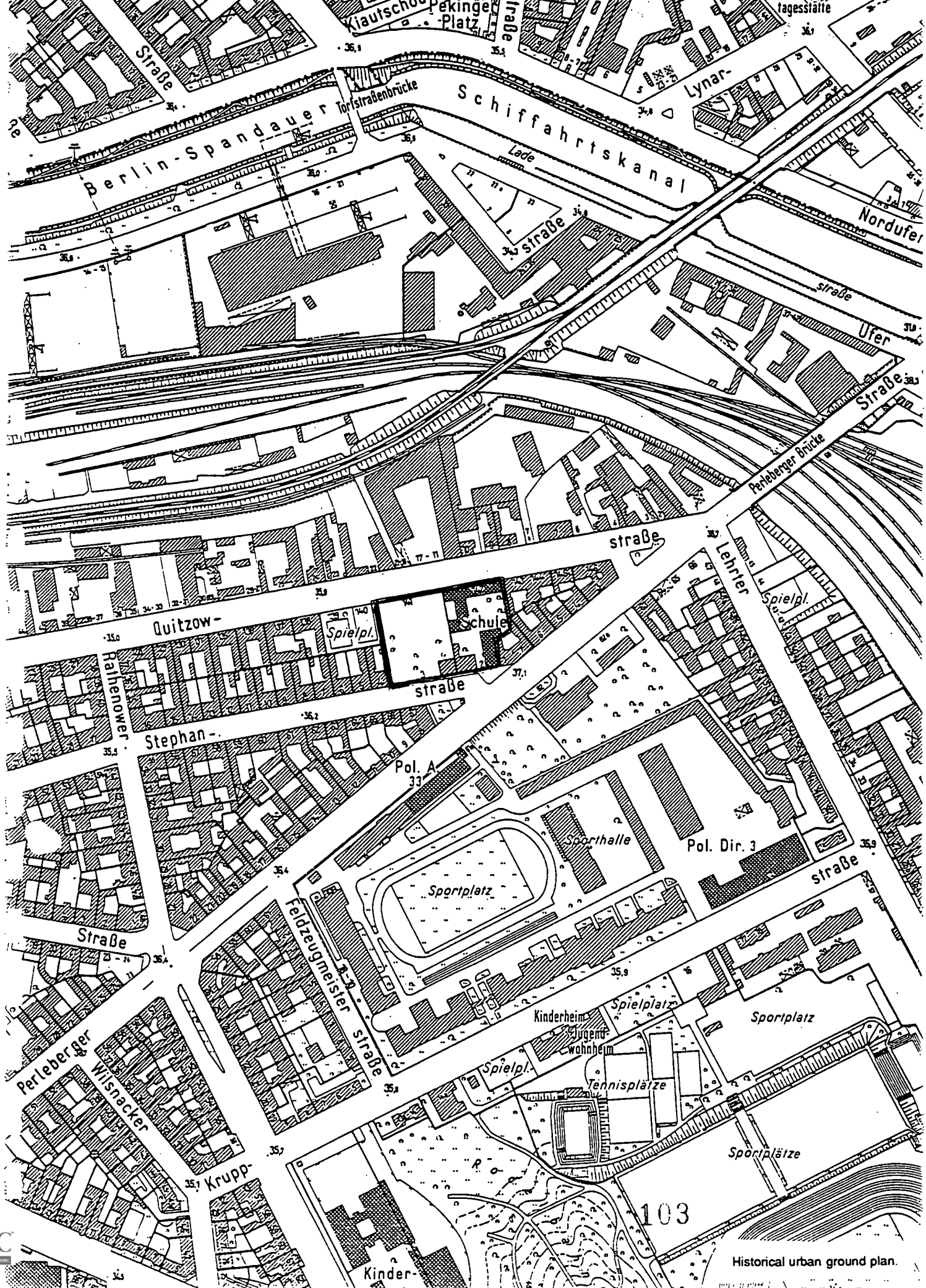
By contrast, the school yard which is at a higher level atop the gymnasium has been given a perfectly flat clinker paving surface. The two areas are connected by a spacious staircase.

The refectory court has been designed as a small intimate area with a leafy armour formed by clinker pillars and benches. Granite chippings have been used as a paving surface.

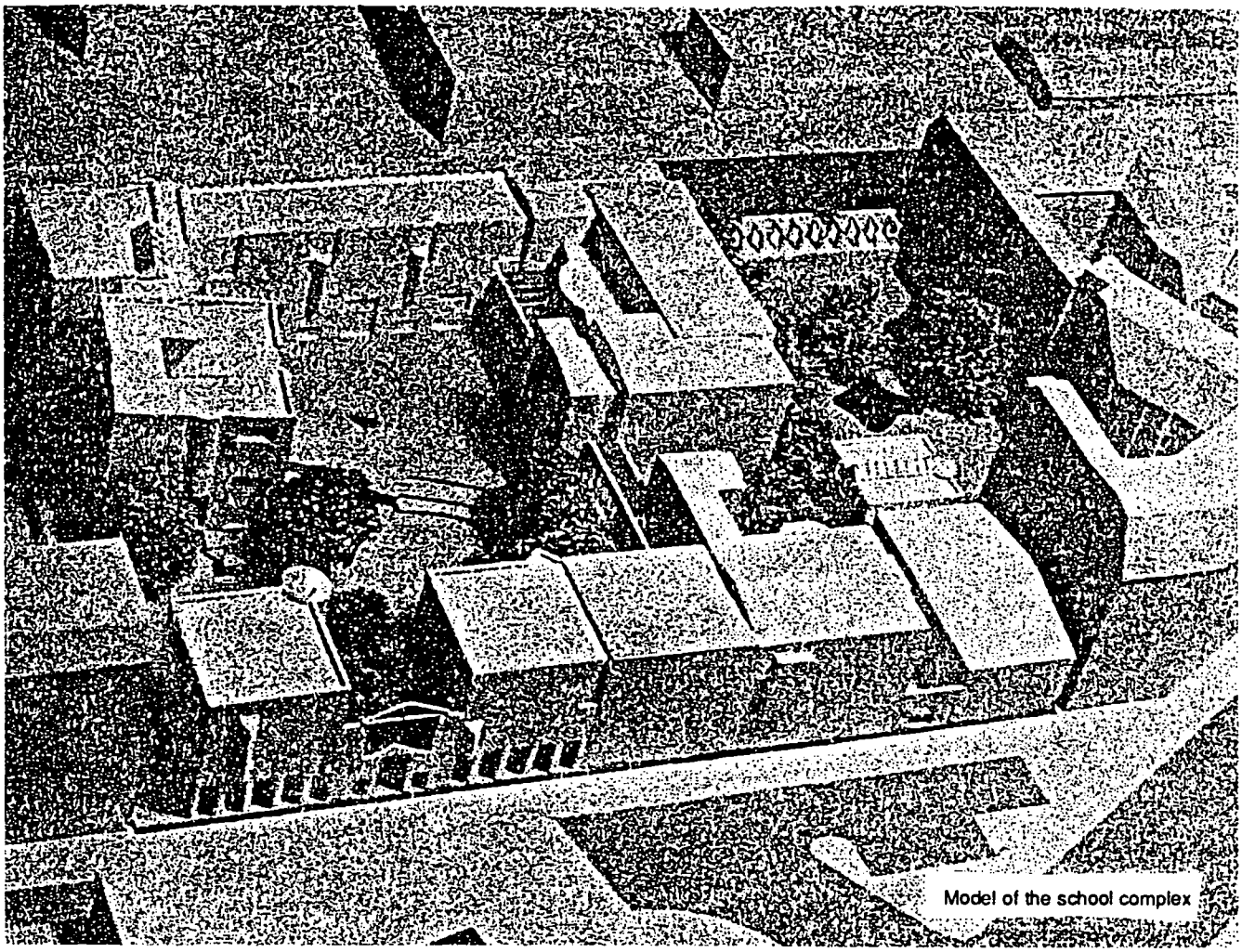
The sports ground on the Quitzowstra*e has been given visual and acoustic protection by means of a partly solid screen built onto the street.

Construction and materials

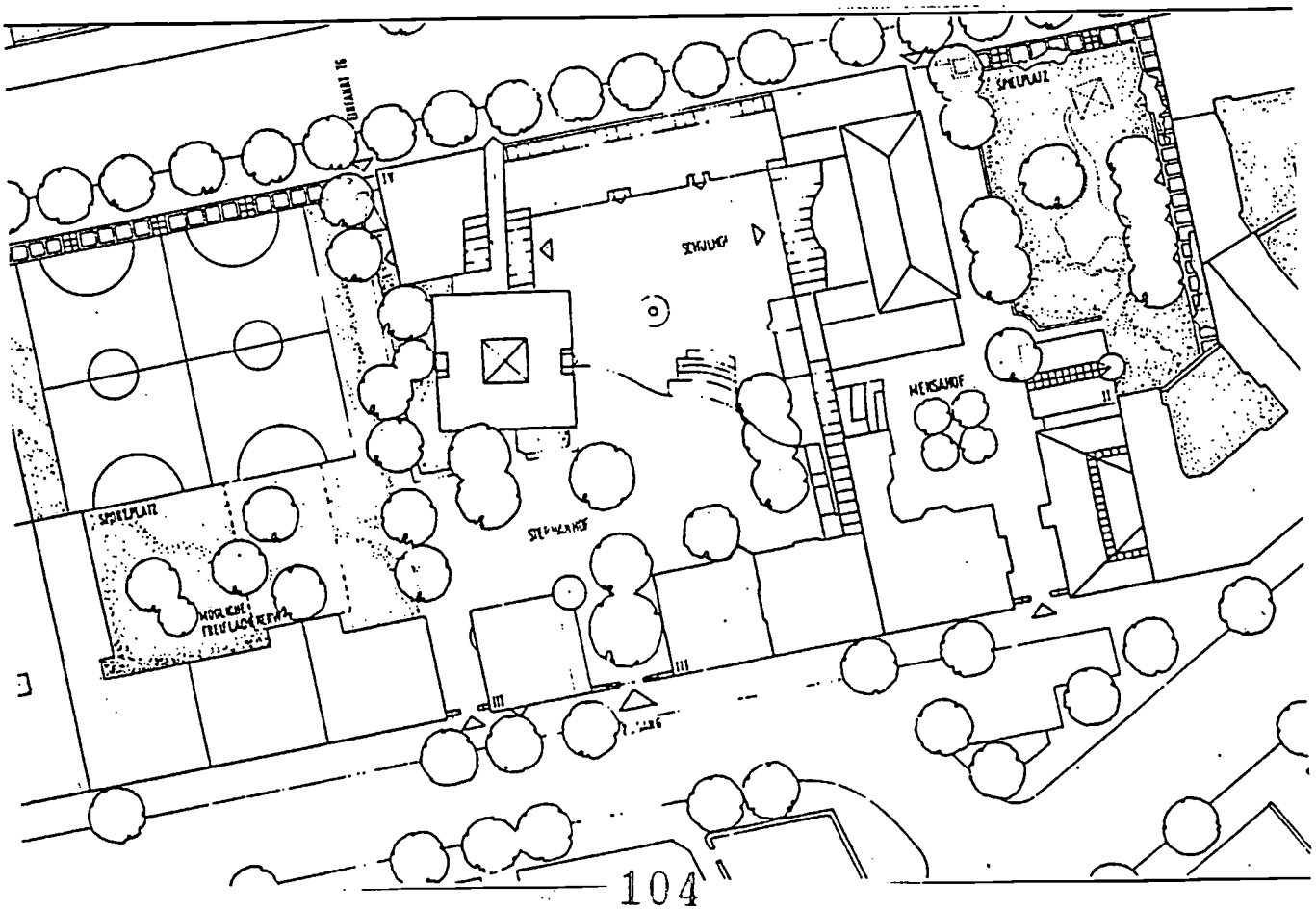
Brickwork or reinforced concrete with a clinker facing have been used for the new buildings. The round upright facings made of steel plate and the coloured steel structures of the bridges, staircases and bay windows give a filigrane touch to the massive brickwork.

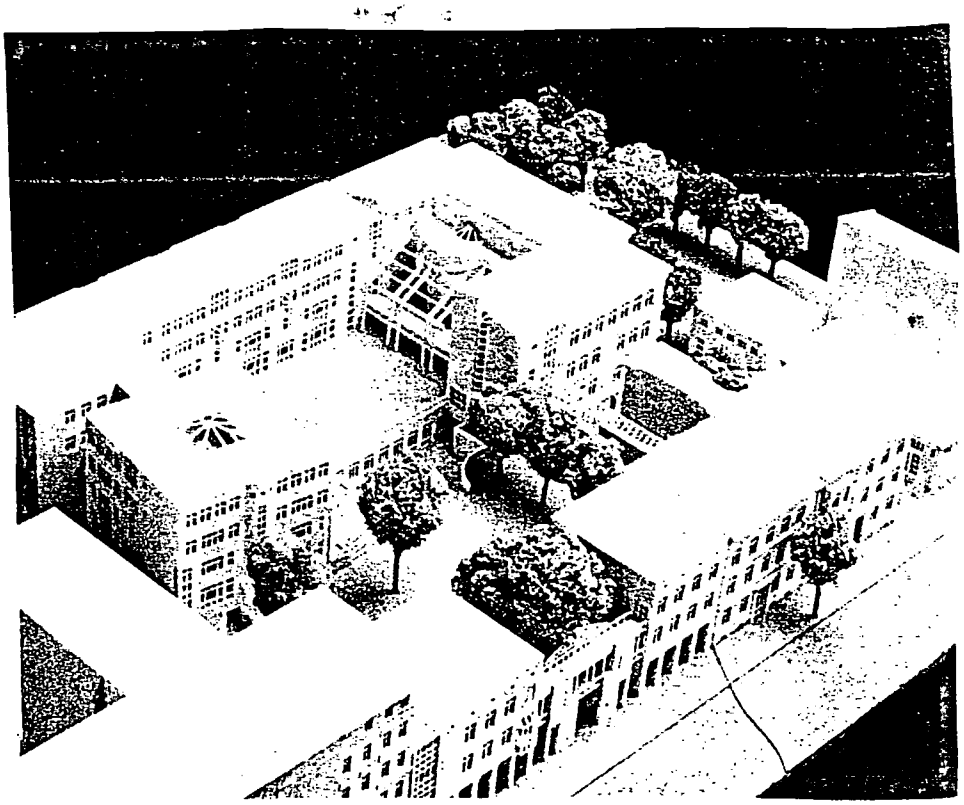


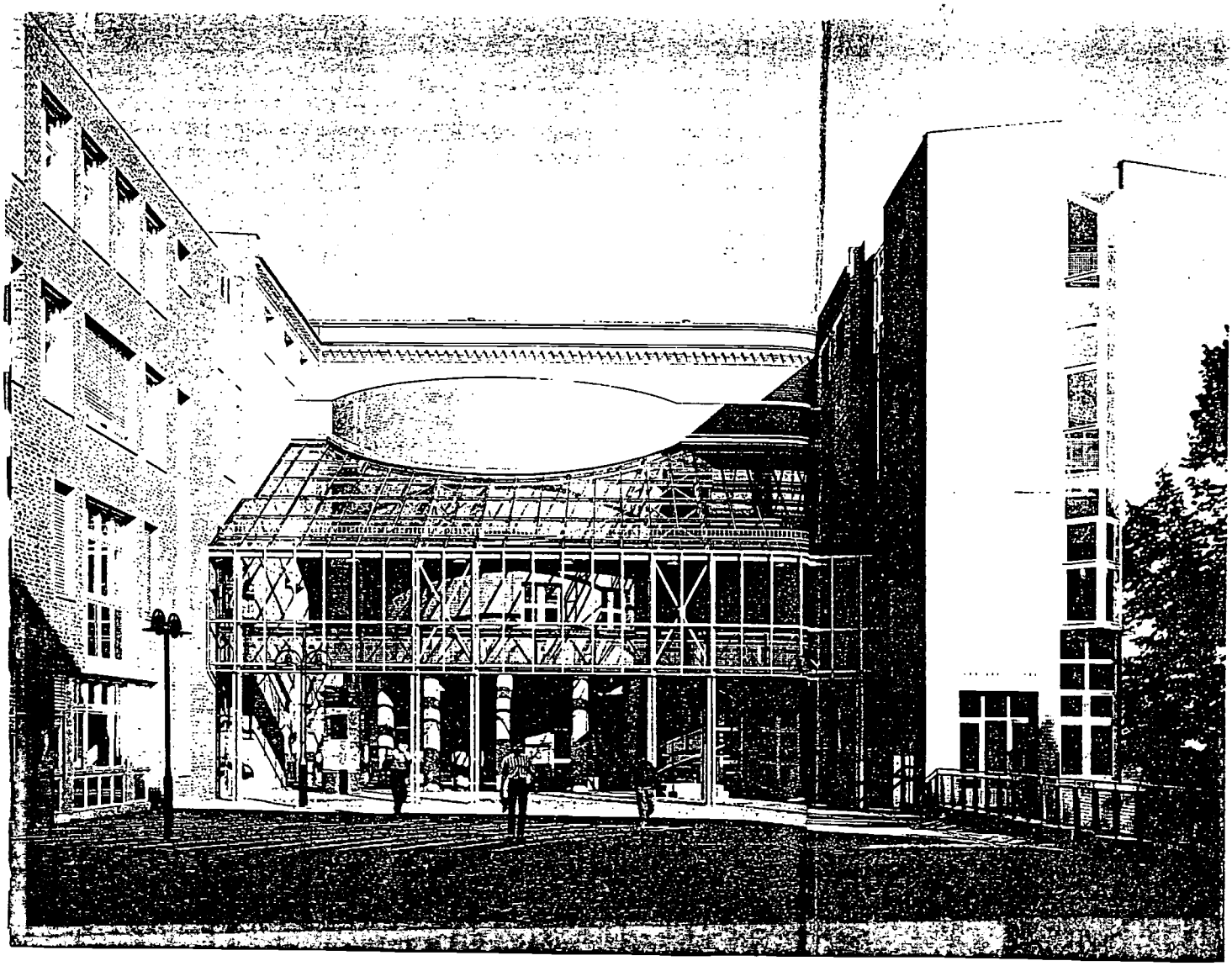
Historical urban ground plan.



Model of the school complex







The glass-covered entrance area connects the new and old buildings

Street of major historical importance with particular requirements relating to the protection of historical buildings and to new building projects.

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