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Where Architecture Meets knowledge

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Weekly book Inside

Photo: Roland Halbe

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THIS RAIN OF LIGHT

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Architecture is the art of building a place that meets human needs, meets place functional requirements, keeps the emotional bond and respecting human psychological necessities.

Perceiving place features and its meanings; and observing the reason behind the idea of that place, are all indicators of a successful piece of art. Communicating to human senses by using architecture elements is a great job from architects, and it’s a proof of a great job.

United Arab of Emirates with a belief in human story with history, formed a brilliant environment from the heart of humanity and to humanity.

It is the enormous Louvre Abu Dhabi, the first major building that had been constructed in what is one of the most ambitious cultural masterplan’s ever undertaken.[1]

Louvre Abu Dhabi’s shows its new approach to the history of civilization. It is dedicated to focusing on moments of cultural exchange and encounter rather than crisis and conflict, the museum sets out to explore our common humanity rather than the things that divide us through the display of similar or thematically linked objects from disparate cultures and civilizations.[2]
By meeting three random visitors of the Louvre Abu Dhabi, and by asking them about the feeling they experienced with the place, one of the visitors told me “it’s a strange feeling, you can feel the light connecting you to the external space and let you feel the freedom, and in a special way your soul gets purified”.

Two other visitors told me the same comment “It’s a building that blends with surrounding in a unique harmony”.

ABOUT THE ARCHITECT and the idea behind the project

Louvre Abu Dhabi designed by Pritzker Prize winning architect Jean Nouvel.

Louvre Abu Dhabi is the genuine fact of architecture responsibility in serving humanity and in initiating a conversation with place inhabitance and visitors through place features, architecture and interior design.
The first key principle is to highlight the museum structure as a metaphor of the traditional Arabic souk, with small shaded passages. The second key principle is the protection of this museum, where the pedestrian areas and the nested artworks are roofed by a large dome.\[^{[3]}\]

The Louvre Abu Dhabi is classical arts museum, and it had been planned as a central feature of the cultural district of Saadiyat Island. Louvre Abu Dhabi is consisting of 22,500m\(^2\) of gallery space and supporting programs, the museum buildings are arranged in a micro-city floating on the sea, shaded by an iconic shallow dome.\[^{[4]}\]

The Shallow dome plays an inimitable role with its peerless location at the heart of the design; as the dome structure implements environmental, aesthetic, and structural functions.\[^{[4]}\]

From an environmental perspective, it provides shade and cooler temperatures to the outdoor public spaces that connecting the different divisions of the museum village. Aesthetically, it functions as an external open-air canopy, filtering the natural light of the sun and creating a dramatic and constantly transforming lighting effect beneath the dome.\[^{[4]}\]

The dome design and structure are an impressive collaboration of architecture, science and construction to grant a special effect that architects describes as a “rain of light”.

Blurring art and engineering, the dome is perforated to create an internal effect using the light and affects human feelings with that sensational effect.
Creating the museum’s rain of light effect was far from easy. The Dome’s steel structural core is covered with eight perforated layers of cladding – four on top and four underneath. These layers are formed from 7,850 star-shaped aluminum and stainless steel elements, measuring between 6 and 40 feet wide each, and weighing up to 1.3 tonnes. The effect is a seemingly random geometric arrangement. However, the pattern – the result of years of testing including a full-size mockup placed on the site – is carefully calibrated to modulate the light and temperature conditions of the internal space.[1]

Louvre Abu Dhabi is a smart tagline for an institution that has dedicated itself to rewriting the history of humanity. Louvre Abu Dhabi’s galleries are bathed in sunlight, reflected or muted in some places, bright and direct in others, but when this literal and metaphorical reflection and illumination combine, the effect is exhilarating.[2]

The Design And Architecture Of The Magnificent Louvre Abu Dhabi:[5]

• Way-finding System: The Louvre Abu Dhabi has three-languages way-finding system to help people locate their desired works of art. This amazing system was designed by Philippe Apeloig and is implemented in both Arabic and Roman script. Perfect readability has been ensured by using the very readable Frutiger LT typeface for the Roman texts. The bespoke Arabic typeface was created by Lebanese typographer Kristyan Sarkis.
• The Pictograms: The museum’s own abstract architecture inspired the
design of the pictograms. The juxtaposition of light and shadow that filter in from the dome’s star-shaped openings create the illusion of rain. This rain of light has been used in image form within each pictogram, which is a combination of several abstract shapes born of this concept, creating silhouettes and objects.

Louvre Abu Dhabi designed to show human history of civilizations, and it is a robust evidence that architecture can speak, guide and inspire humanity when it masters the language of humanity.

[4] Frédéric Imbert, Kathryn Stutts Frost - Concurrent Geometric, Structural and Environmental Design: Louvre Abu Dhabi

The Louvre Abu Dhabi

is an art and civilization museum, located in Abu Dhabi, UAE. The museum was established on November 8th 2017. It is part of a thirty-year agreement between the city of Abu Dhabi and the French government. The museum is located on the Saadiyat Island Cultural District, making it the largest art museum in the Arabian Peninsula. Artwork from around the world are showcased at the museum, with particular focus placed upon bridging the gap between Eastern and Western art.

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is the Founder of “educhamber” the coming promising educational platform. She is an architect and a researcher in Architecture Psychology and well-being. She has 15 years of experience in training, and delivering the information in a practical way and with an academic flavor.

Iman delivers courses through Classroom training, One to one online training and e-learning material by using Adobe Captivate and LMS. She is bilingual trainer who deliver courses in both Arabic and English Languages, until 2018 she delivered more than 27000 hours of in-house and online training.
THE MUSEUM AS THE EXTENDED CLASSROOM

Education is one of the key activities of museums, together with keeping, research and presentation of museum objects. Today, with the permanently growing information flow, society needs, more than ever before, to get targeted, verified and comprehensible information.

Louvre Abu Dhabi launches education portfolio

Louvre Abu Dhabi organised an event for schoolteachers, educators and university faculty members to highlight the role of the museum in education and launch its teaching tools and initiatives.

“Louvre Abu Dhabi’s approach encourages audiences – including children, teenagers and young adults – to look closely and think deeply about the artworks on display, and the wider cultures and ideas they represent. What we encounter in a museum can open our eyes, and transform our perspective on the world. That begins with education. We have carefully crafted the museum’s offering for children and families, ensuring that visitors of every age will find something to inspire them and set them on a path of exploration – transforming lives for the better.”[1]
Museums offer unique possibilities in the area of education

Museums, which have, have been accumulating civilization experience of the humankind for centuries along with universities and scientific and research institutions, represent valuable sources of such information.

As a unique intermediary between the object of historical and cultural heritage and recipient of cultural codes — the visitor — museums offer almost unlimited possibilities in the area of education. The social mission of museums in the educational sphere can be defined as follows [2]:

“Keeping and transferring to the following generations the cultural experience and humanitarian traditions of humanmankind, developing axiological, moral and philosophical principles regarding tolerance for natural, ethnical, cultural and religious diversity, as well as developing the creative potential of personality (including communication skills) through specific forms of educational work and use of museums as a unique carrier of historical and cultural memory of the humankind coded in authentic objects of its heritage”.

Education in museums is important on many fronts and most importantly it connects the community to the museum and provides inspiration for both children and adults. As well as linking up to school curriculums (and in some cases creating new strands), museums can also respond to societal challenges such as health, well-being, immigration and workforce development. In doing so, educational programmes in museums can also provide opportunities for the more isolated, vulnerable and marginalised members of society to take part in activities and gain experiences, where they otherwise may not. [3]

The lack of effective links between the supply and demand sides of the education and training system is reflected in the irrelevance of many of the curricula and in general followed with a very low public and particularly employer confidence in content. This article highlights the challenge in Kosovo, a challenge we may face in many countries.

Technological change

Vocational Education and Training school in a small town Vushtrri, Kosovo, which has career centre operational managed this year to fulfil required number of student in a first call for application and even had to refuse some students because luck of available places. Officials working on Career Centre in school are helping students on finding practical training which easy schools to work transition.

There is a change in the trends. More young people want education and skills that are on demand in the labour marked. The Career guidance Centres have become a key partner to make a bridge between the school and the industry.

Career guidance Centre in municipality of Prishtina, Kosovo, helps students of VET schools in Prishtina on finding practical training.

Technological change and the advent of the knowledge economy are leading to the creation of new occupations and to changes in existing ones.
**Guidelines and curriculum**

Until now, curriculum reform and teacher training in Kosovo have been on top of the list of measures of Ministry of Education Science and Technology. Aiming at quality improvement in the Vocational Education and Training system and substantial resources have been spend from public budget and donor support.

To comply with the guidelines of Kosovo Curriculum Framework and requirements from Kosovo National Qualifications, Authority Accreditation procedures donor agencies developed curricula based on occupational standards for each professional profile with expertise by the Kosovo Chamber of Commerce (KCC). These standards were the basis on which the curricula are developed.

Lack of equipment, resources and consumables at the one side and lack of practical skills by Vocational Education and Training teachers and trainer to implement these curricula are followed by poor learning outcomes. This also gives low achievements and lack of appropriate practical skills of Vocational Education and Training school students.

There is a problem because Vocational Education and Training programmes from the Ministry are not structured in a way that gives accreditation from the National Qualifications Authority.

**ICT and e-Business**

The growth in the services sector has led to a greater demand for people confident in the use of ICT and with high level interpersonal, team-working and customer service skills and an ability to solve front-line problems. This is particularly important in Kosovo which
has a very high reliance on the service sector, like wholesale and retail trade, hotels and restaurants, real estate and business services.

The growth of e-business internationally, is driving demand for senior technicians who can design, manage and maintain internet-based operations and for professionals who are confident with working across geographical boundaries. These needs could soon become prominent in Kosovo and certainly, having such skills increases people's employment [1].

**Challenges and policy responses**

There is a need for a systemic approach to education system financing, to address the inadequacy of available resources. Further decentralisation and autonomy regarding Vocational Education and Training school budget for planning, running and management from municipalities at school level is needed, for linking school priorities and budget allocations. This should be supported by developing a school principal capacity to manage with its own school budget.

Another challenge is administrative and bureaucratic procedures for income generation, funding sources and management which need to be simplified. Vocational Education and Training institutions should be encouraged and stimulated in this direction. This will have a great impact in providing skills that are required by labour market.

The key challenge remains provision of the work based learning, as the vast majority of the businesses remains unwilling or unable to offer work placements for students.

**Reforms in the programs are needed**

A large number of vocational programs remain irrelevant to emerging labour market needs. Many examples are pointing in that direction:

1. More than half the total cohort of school leavers is classed as “unskilled”, lack the skills, knowledge and attitudes regarded as prerequisites for employability. This means that some businesses have difficulties in filling vacancies, because of specific skills required.

2. The lack of a qualified workforce is a major obstacle to innovation for 50% of the ICT companies in Kosovo. Similarly, the analysis of the ICT Industry in Kosovo shows that the gap between demand and supply of sufficiently qualified graduates, especially in the areas of software development and programming, is an important challenge in this sector [2].

3. The growing mass of socially excluded youngsters lacking in basic employability skills constitutes a major long-term social problem. Moreover, one third of youth...
population in Kosovo is “invisible”, falling into the NEET category (not in employment, not in education and not in training) [3].

**Miss match**

There are no structured links between Vocational schools and the industry. It’s difficult to speak about further development of specific skills.

A test organized by Ministry of Education Science and Technology for the fifth grades, shows that 27% of students up to fifth grade lack two very important skills: literacy versatility and numbering.

The lack of technical skills reflects a continued lack of dialogue between government and enterprises. The enterprises lack the capacity to participate in such dialogues and lack awareness of the benefits of engaging in such dialogue.

This leads to miss match. The students go to employment below their level of qualification or in jobs outside their field of study. This become worse for disabled people and those with learning difficulties.

Vocational schools in Kosovo seem to be less effective in providing employment opportunities for girls than boys as many plan to continue their education, and few plan to look for a job. The level of qualification and the reputation of the school were found to be the main barriers to future employment, highlighting the crucial importance of vocational schools in the employability of graduates [4].

[2] OECD, 2013, Assessment of the Kosovo Innovation System
[4] Serhati and Gashi, 2013, ETF Mapping of VET educational policies and practices for social inclusion and social cohesion, Study: Kosovo

Lumnie Mehmetaj, Consultant on Career Guidance,

Started her career as a VET teacher in a school in Peja west part of Kosovo. Since 2002, she works as an expert on Vocational Education and Training-VET, Career Guidance, Labour Market, Business Development with a demonstrated history working in the management consulting filed. She has experience on supporting modernization of the VET system, youth employment promotion and establishment of the National Career Guidance Resource Centre. She also has experience in managing, planning, preparing and delivering of the capacity building training in the field of VET, Career Guidance, and Employment.
**BOOK**

**Museum Space: Where Architecture Meets Museology**

*By Kali Tzortzi (2015)*

**How does the architecture of museums affect our experience as visitors?**

Museums are among the iconic buildings of the twenty-first century, as remarkable for their architectural diversity as for the variety of collections they display.

This book proposes that by seeing space as common ground between architecture and museology, and so between the museum building and its display, we can illuminate the individuality of each museum and the distinctive experience it offers - for example, how some museums create a sense of personal exploration, while others are more intensely didactic, and how the visit in some cases is transformed into a spatial experience and in other cases into a more social event.

The book starts with an overview of the history of museum buildings and display strategies, and a discussion of theoretical and critical approaches. It then focuses on specific museums as in-depth case studies, and uses methods of spatial analysis to look at the key design choices available to architects and curators, and their effects on visitors’ behaviour.

Read more…([https://lucu.nkb.no/books-right-now/](https://lucu.nkb.no/books-right-now/))
The world is changing all around us. A skilled population is the key to a country’s sustainable development and stability. We know that obtaining a quality education is the foundation to improving people’s lives and sustainable development. To contribute to skill people over the next ten years and beyond, we must look ahead, understand the trends and forces that will shape our business in the future and move swiftly to prepare for what has to come. We must get ready for tomorrow today. We will make it possible for youth and young adults all over the world to gain skills they can use in the labour marked or to create their own jobs. We will make it possible for every person to have lifelong learning opportunities to acquire the knowledge and skills they need to fulfil their aspirations and contribute to their societies.

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• Our purpose is to bring Quality Education and Skills Everywhere.
• Our mission is to support education for building skills to all kind of businesses to create possibilities for jobs and make a lasting difference to people’s lives. Globally. 24/7.
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