

CONVERGING MAÂRIF.

EDUCATIONAL FOCAL POINT FOR MAÂRIF.

EDUCATION AS A COMMON MEANS TO CONSOLIDATE
THE DISCONNECTED NEIGHBORHOODS OF MAÂRIF

**CASABLANCA IS THE
LARGEST CITY OF MOROCCO.**



**CASABLANCA IS
SITUATED AT THE COAST.**



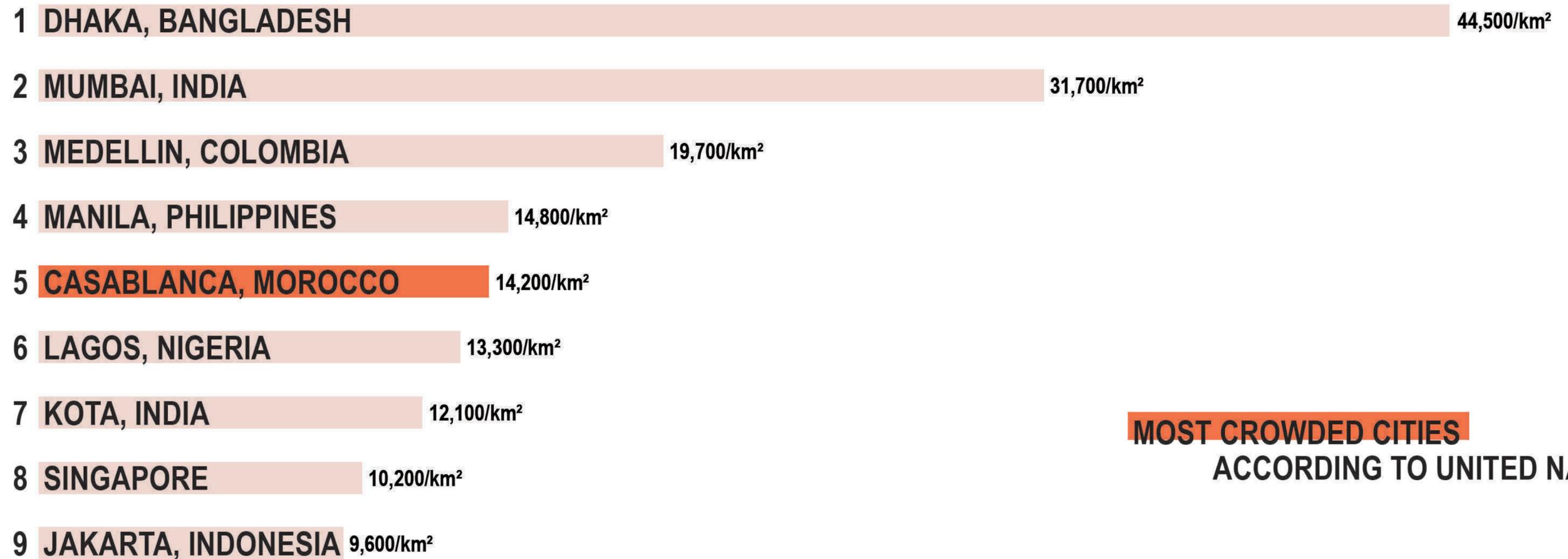
**CASABLANCA IS
NOT HOW YOU MIGHT IMAGINE MOROCCAN CITIES**



SOURCE: WWW.TRIPSAVVY.COM/GUIDE-TO-VISIT-FES-MOROCCO-1454427

**MODERN ARCHITECTURE
WITH EUROPEAN INFLUENCES.**

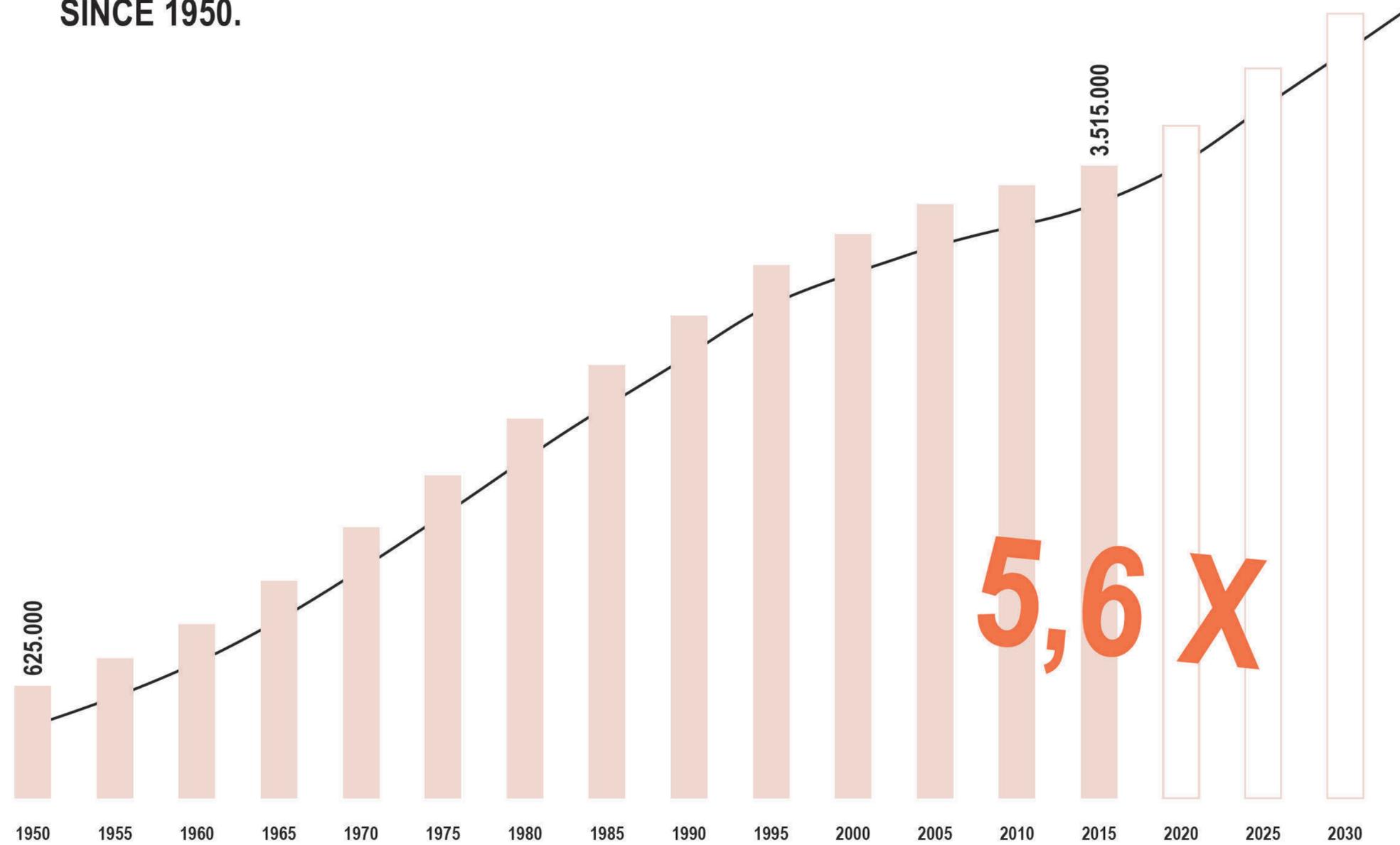




SOURCE: UN HABITAT DATA

MOST CROWDED CITIES
ACCORDING TO UNITED NATIONS

POPULATION GROWTH SINCE 1950.



SOURCE: WORLDPOPULATIONREVIEW.COM

**ARCHITECTURAL EXPERIMENTS
BY EUROPEAN ARCHITECTS.**



SOURCE: BLUECOTE.TUMBLR.COM/POST/111008688700/LOW-COST-APARTMENTS-CASABLANCA-1954-5-BY-ANDRE



SOURCE: ARCHNET.ORG/COLLECTIONS/669/MEDIA_CONTENTS/93730



SOURCE: WWW.UNCUBEMAGAZINE.COM/BLOG/13418013

**STACKING OF
TRADITIONAL RURAL HOUSES.**



SOURCE: WWW.UNCUBEMAGAZINE.COM/BLOG/13418013

**USERS' NEEDS
CHANGED OVER TIME.**



SOURCE: WWW.UNCUBEMAGAZINE.COM/BLOG/13418013

DEFINITION OF ADHOCISM

[AD HOK-IZ-UHM]

NOUN

1. A PURPOSE IMMEDIATELY FULFILLED BY RESOURCES THAT ARE AT HAND.

2. A POLICY OR METHOD CHARACTERIZED BY ACTIONS OR DECISIONS CHOSEN TO SUIT OR FULFILL IMMEDIATE NEEDS OR GOALS

SOURCE: CHARLES JENCKS AND WWW.MERRIAM-WEBSTER.COM/Dictionary/ADHOCISM

**THE BASE-LAYER ALLOWS FOR
INFILL BY THE USERS' NEEDS.**

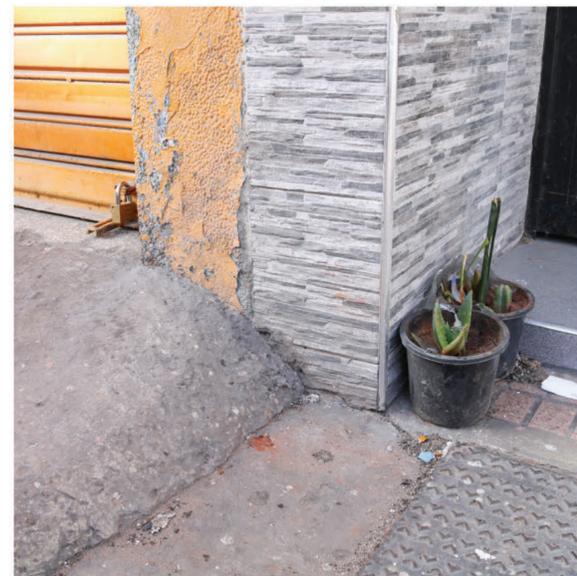


THE BASE-LAYER ALLOWS FOR
INFILL BY THE USERS' NEEDS.





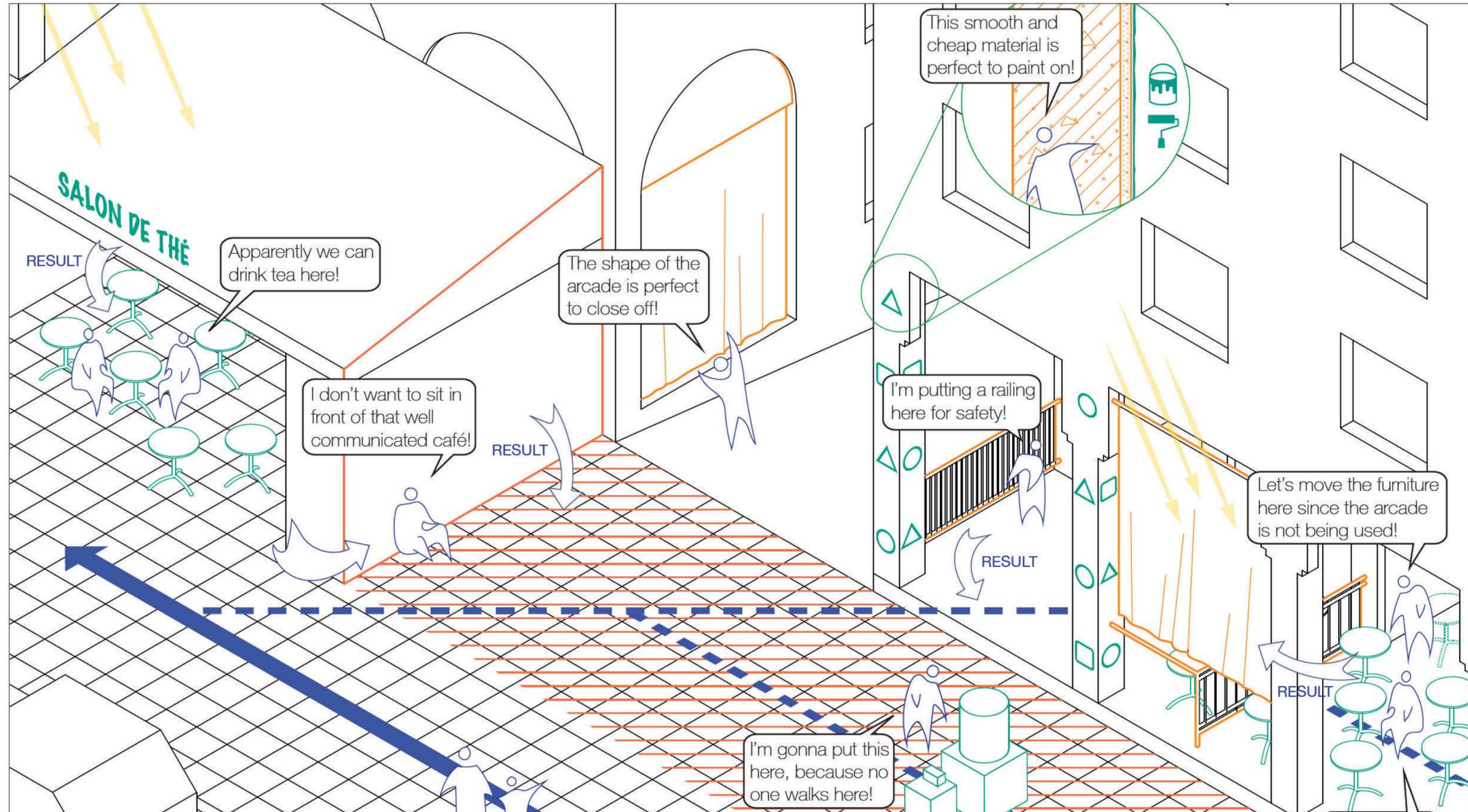
**ADHOCISM SHOWS THE MISFIT
BETWEEN THE BASE LAYER AND USE.**



**SOLVING ONE PROBLEM
CREATES THE NEXT PROBLEM.**



ENDLESS SERIES OF AD HOC INTERVENTIONS.



**WHAT POSITION DO YOU TAKE
AS AN ARCHITECT.**



**ENDLESS SERIES
OF AD HOC INTERVENTIONS.**





**HIGH DENSITY ZONE
IN DISTRICT MAÂRIF.**

**GROWTH CAN THREATEN
THE QUALITY OF LIVING.**

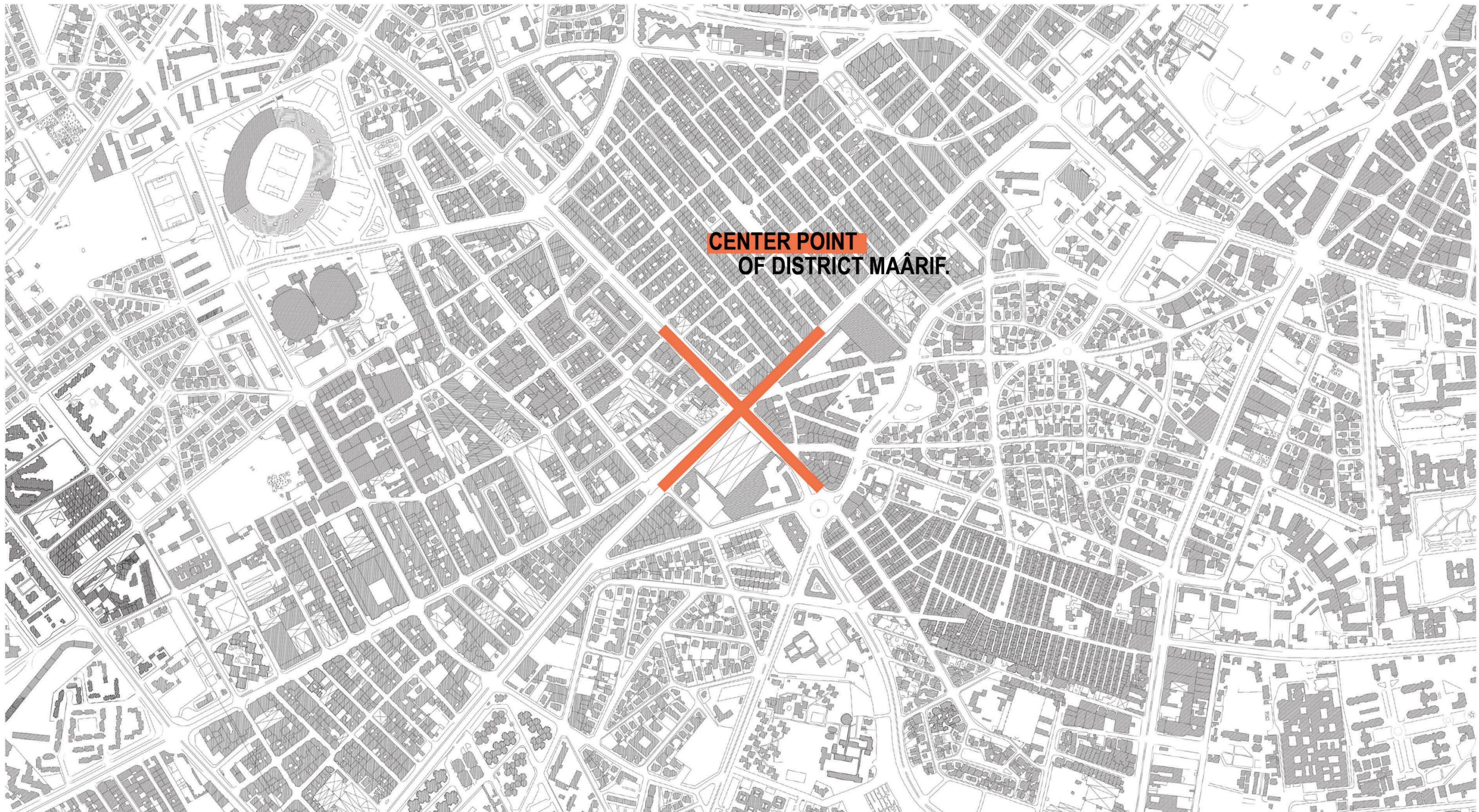




**M'DINA BUS COMPANY
MAÂRIF HEADQUARTERS.**

**CONTRACT ENDING
IN 2019.**





CENTER POINT
OF DISTRICT MAÂRIF.

**BUSY TRAFFIC NODE
IN CITY'S ROAD NETWORK.**



**INTERSECTION IS ENTIRELY FOCUSED
AROUND **MOTOR VEHICLES.****





MAÂRIF

MAÂRIF EXTENSION

M'DINA BUS

PALMIER

DERB GHALLEF

VAL FLEURIE



MAÂRIF

MAÂRIF EXTENSION

M'DINA BUS

PALMIER

DERB GHALLEF

VAL FLEURIE



MAÂRIF

MAÂRIF EXTENSION

M'DINA BUS

PALMIER

DERB GHALLEF

VAL FLEURIE

INTRODUCING PUBLIC SPACES FOR INTERACTION BETWEEN COMMUNITIES



INTRODUCING EDUCATION AS A SOCIAL EQUALIZER.



SOURCE: WWW.INSTITUT-AGDAL.MA

EDUCATION IN A COMMUNITY.
SCHOOL IS CONTINUOUS IN LIFE.
SCHOOL IS FOR SOCIAL SKILLS.
SCHOOL IS SOCIALIZATION.
SCHOOL IS COMMUNIZING.
SCHOOL IS TEACHING SOCIETY.
SCHOOL IS CONNECTING.

ECOLE TABARI MAÂRIF

CRÈCHE
KINDERGARTEN
PRIMARY

GRUPE SCOLAIRE LE CEDRE PALMIER

CRÈCHE
KINDERGARTEN
PRIMARY

ECOLE BARHOUMY MAÂRIF EXT.

KINDERGARTEN
PRIMARY

M'DINA BUS

INSTITUTION PRIVÉE AGDAL VAL FLEURIE

KINDERGARTEN
PRIMARY
SECONDARY

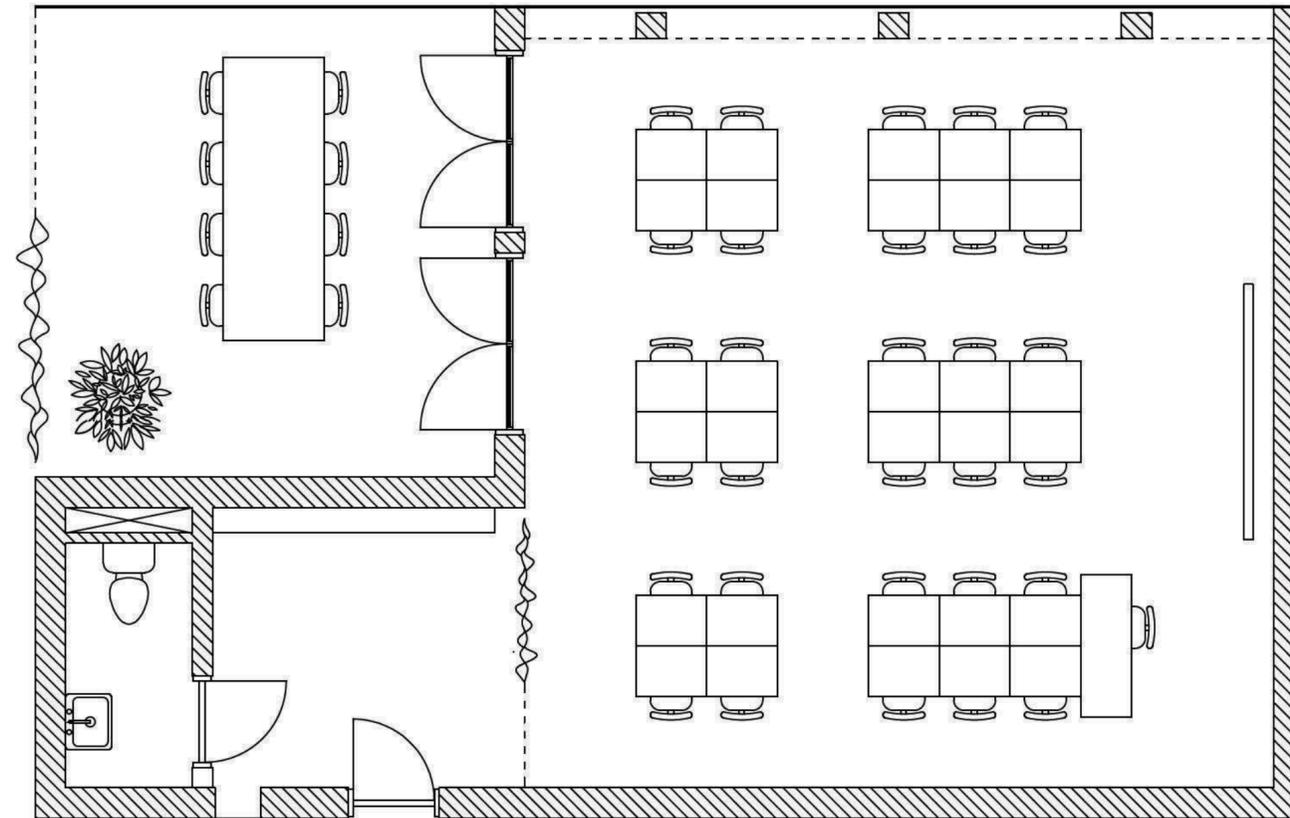
CLUB SOCIO-ÉDUCATIF DERB GHALLEF

CULTURAL CENTRE
EVENING CLASSES

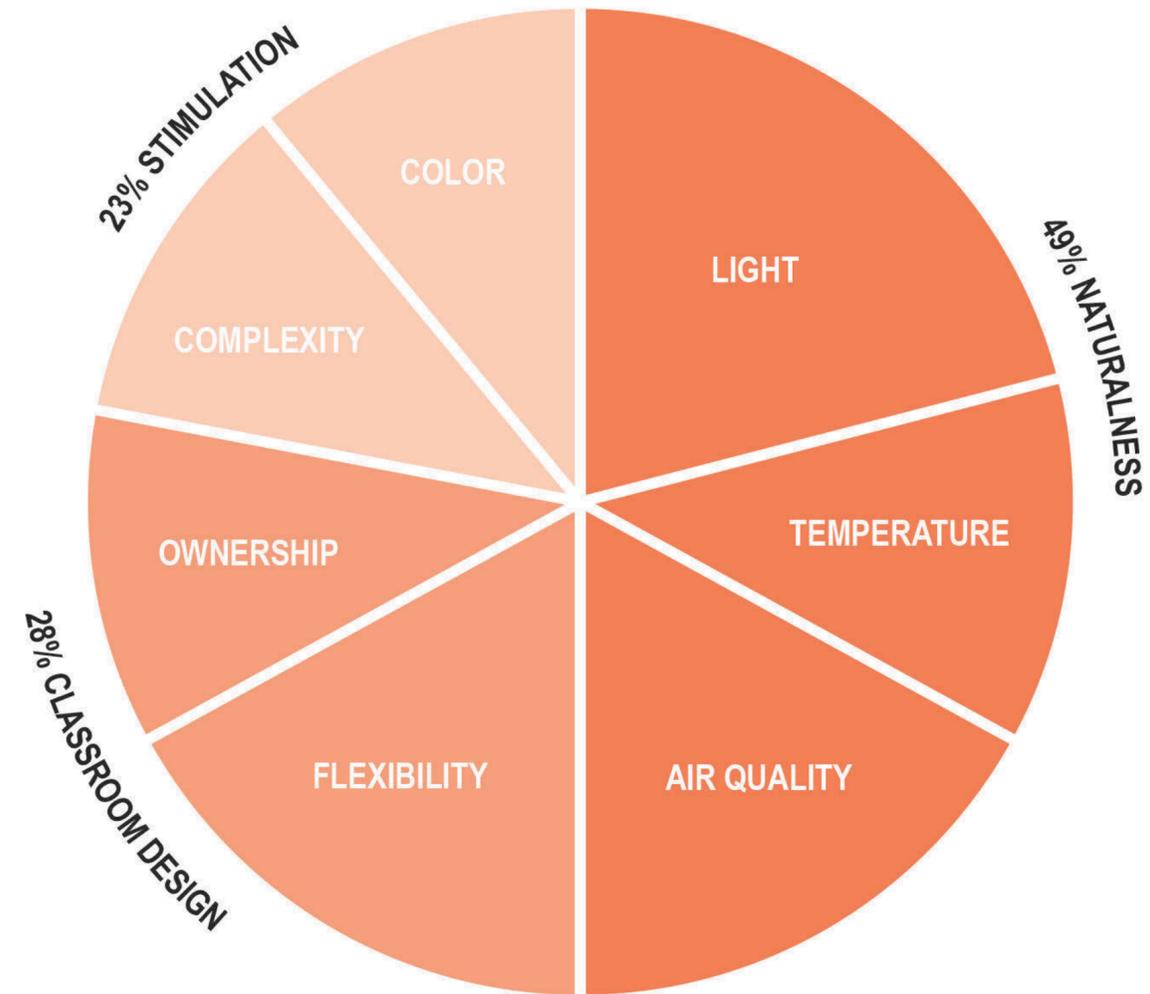
**DISTRIBUTE THE NEIGHBORHOOD SCHOOLS
OVER THE DIFFERENT GRADES.**

CRÈCHE	KINDERGARTEN	PRIMARY	SECONDARY	
<i>300 STUDENTS</i>	<i>650 STUDENTS</i>	<i>1500 STUDENTS</i>	<i>650 STUDENTS</i>	<u>3100 STUDENTS</u>
<i>20 CLASSROOMS</i>	<i>25 CLASSROOMS</i>	<i>51 CLASSROOMS</i>	<i>21 CLASSROOMS</i>	<u>117 CLASSROOMS</u>

THE DESIGN OF ONE CLASSROOM

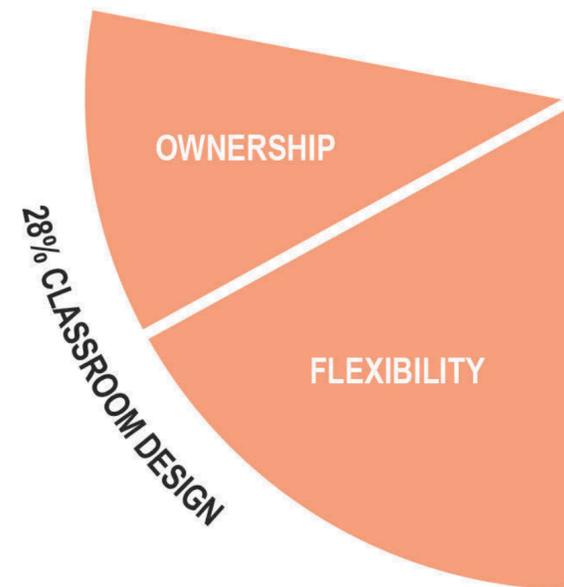


BUILDING BETTER SCHOOLS.
SIX WAYS TO HELP OUR CHILDREN LEARN.



research by University of Salford Manchester

BUILDING BETTER SCHOOLS.
SIX WAYS TO HELP OUR CHILDREN LEARN.



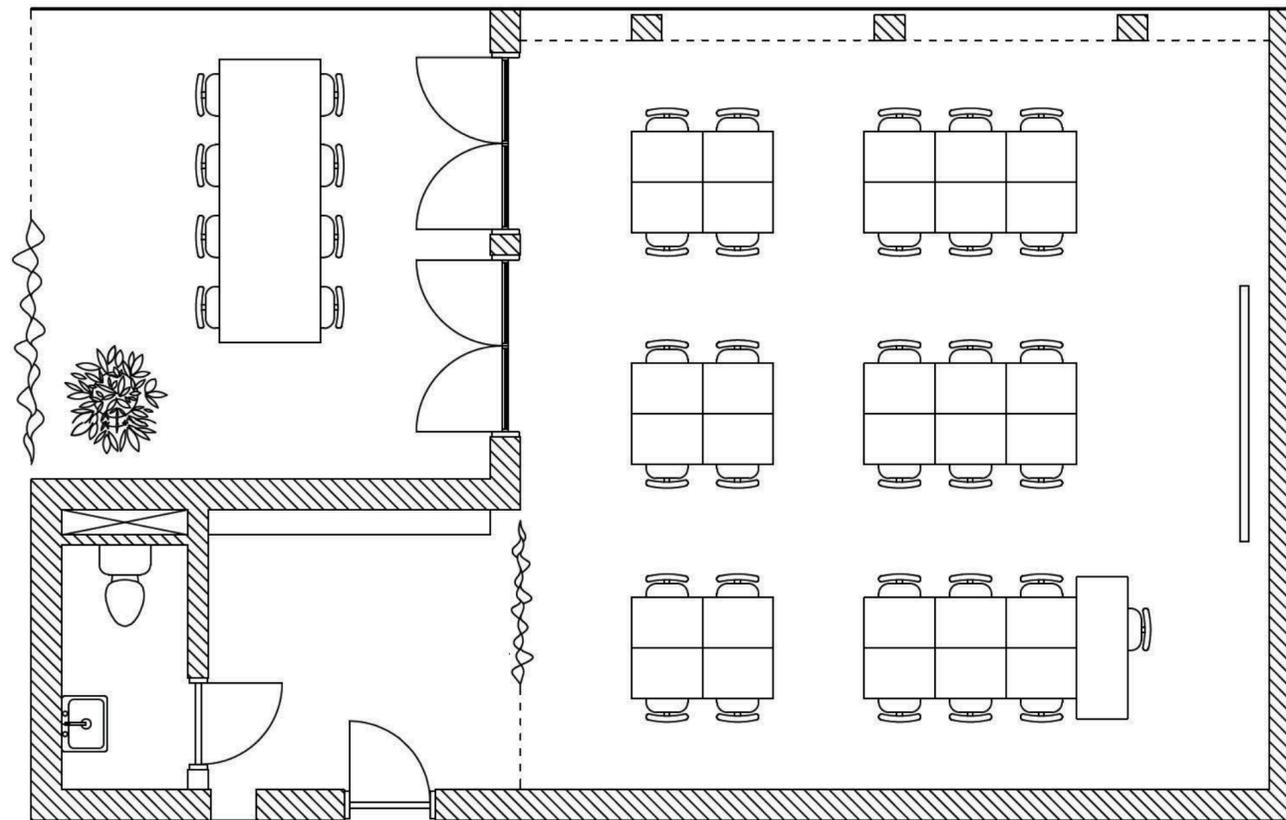
GARDEROBE AND TOILET IN CLASSROOM ADD TO SENSE OF RESPONSIBILITY

PERSONALIZED SPACES HELP MEMORIZING AND RECALLING INFORMATION

LARGE WALL AREA FOR DISPLAY AND STORAGE

CLEAR SEPARATION BETWEEN TEACHING AND BREAKOUT ZONES

research by University of Salford Manchester

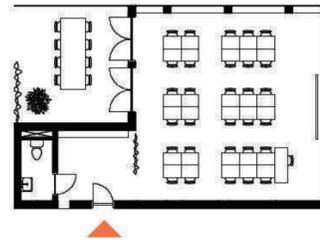


GARDEROBE AND TOILET IN CLASSROOM ADD TO SENSE OF RESPONSIBILITY

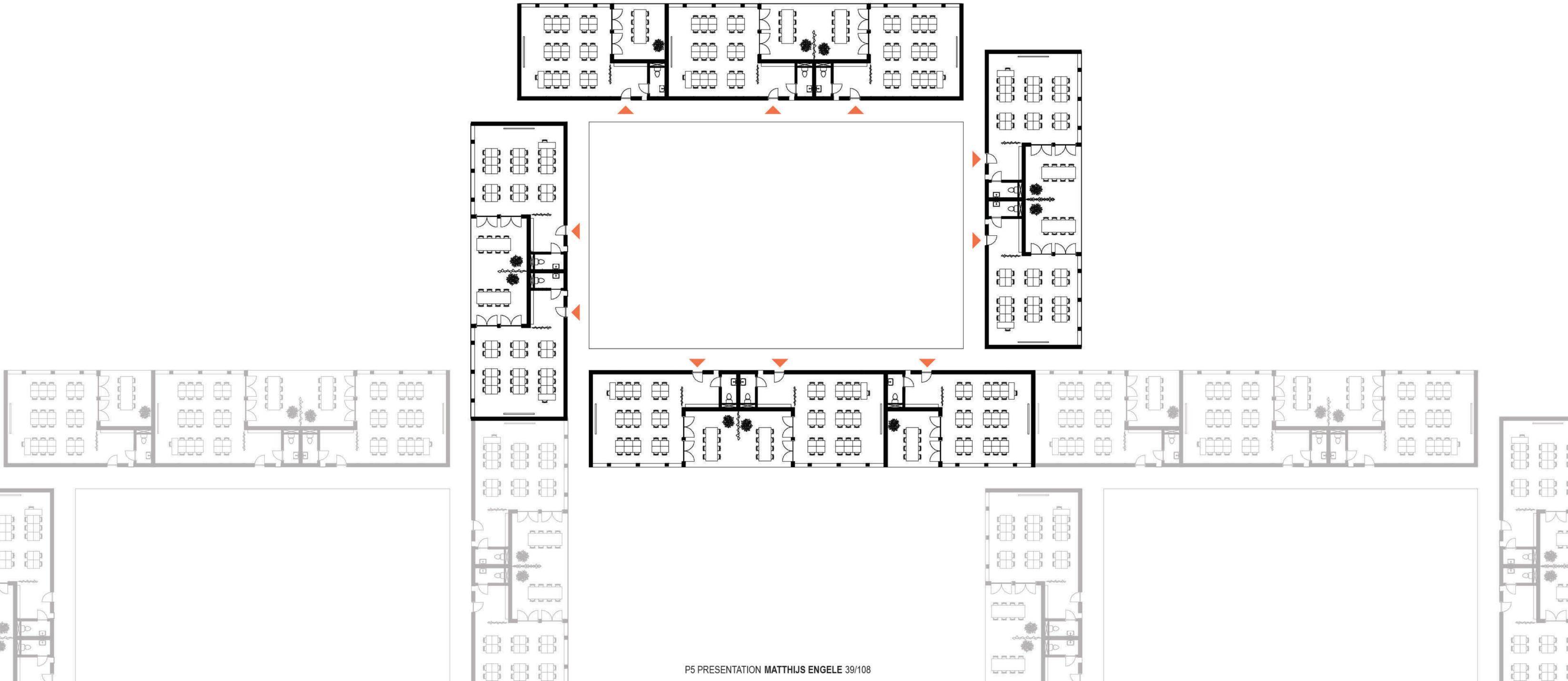
PERSONALIZED SPACES HELP MEMORIZING AND RECALLING INFORMATION

LARGE WALL AREA FOR DISPLAY AND STORAGE

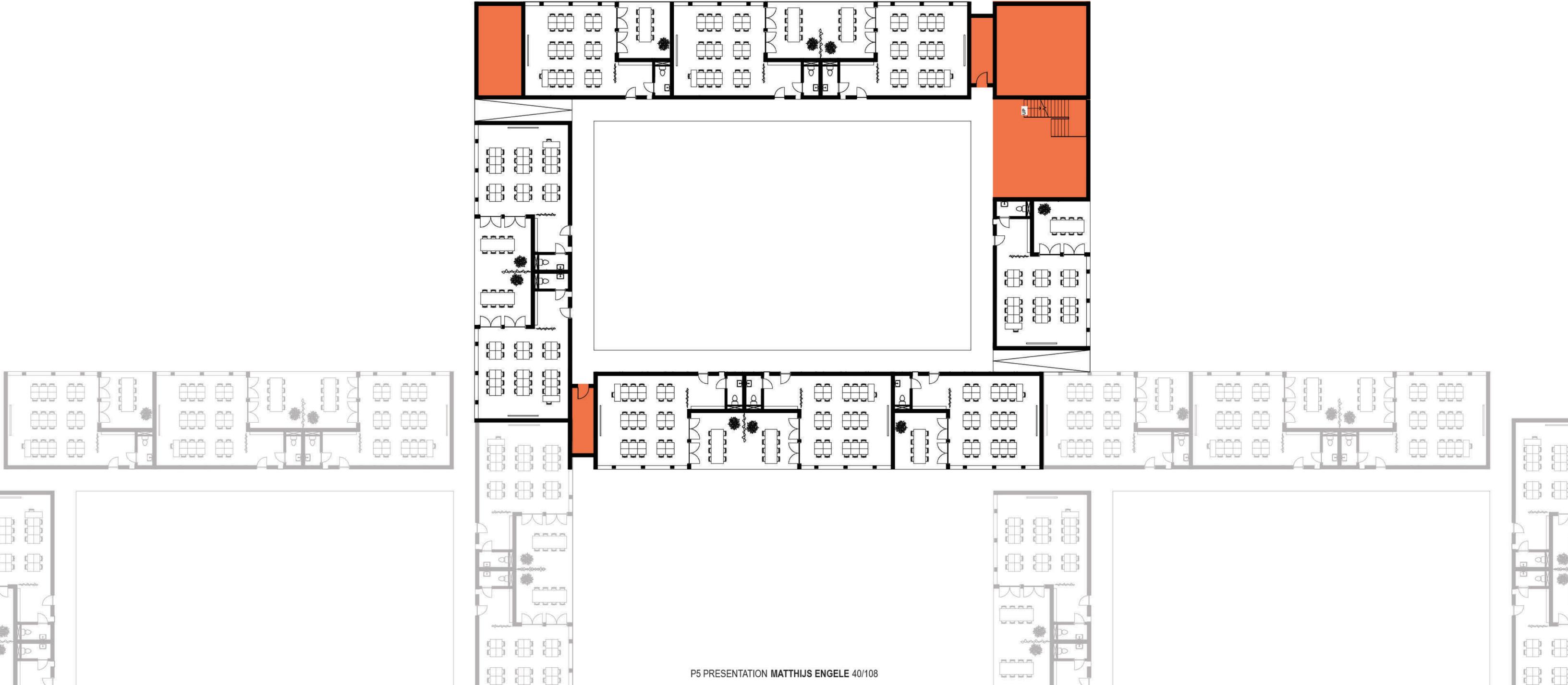
CLEAR SEPARATION BETWEEN TEACHING AND BREAKOUT ZONES



**COURTYARD AS STAMP
TO CREATE INTIMACY.**



**INTRODUCING POCKETS AND SPACES
OPEN FOR INFILL.**

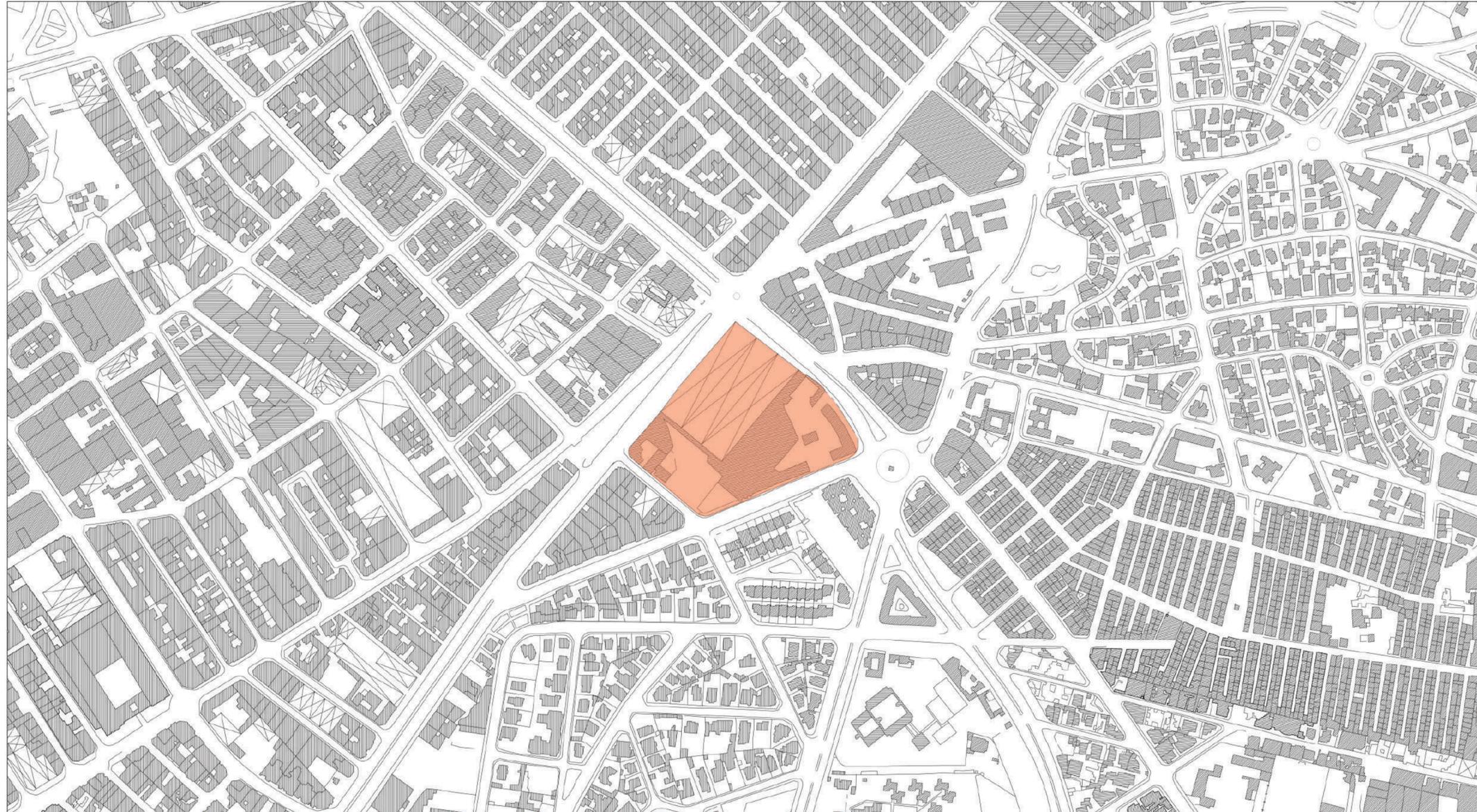


REGGIO EMILIA APPROACH. ARCHITECTURE AS THE THIRD TEACHER.

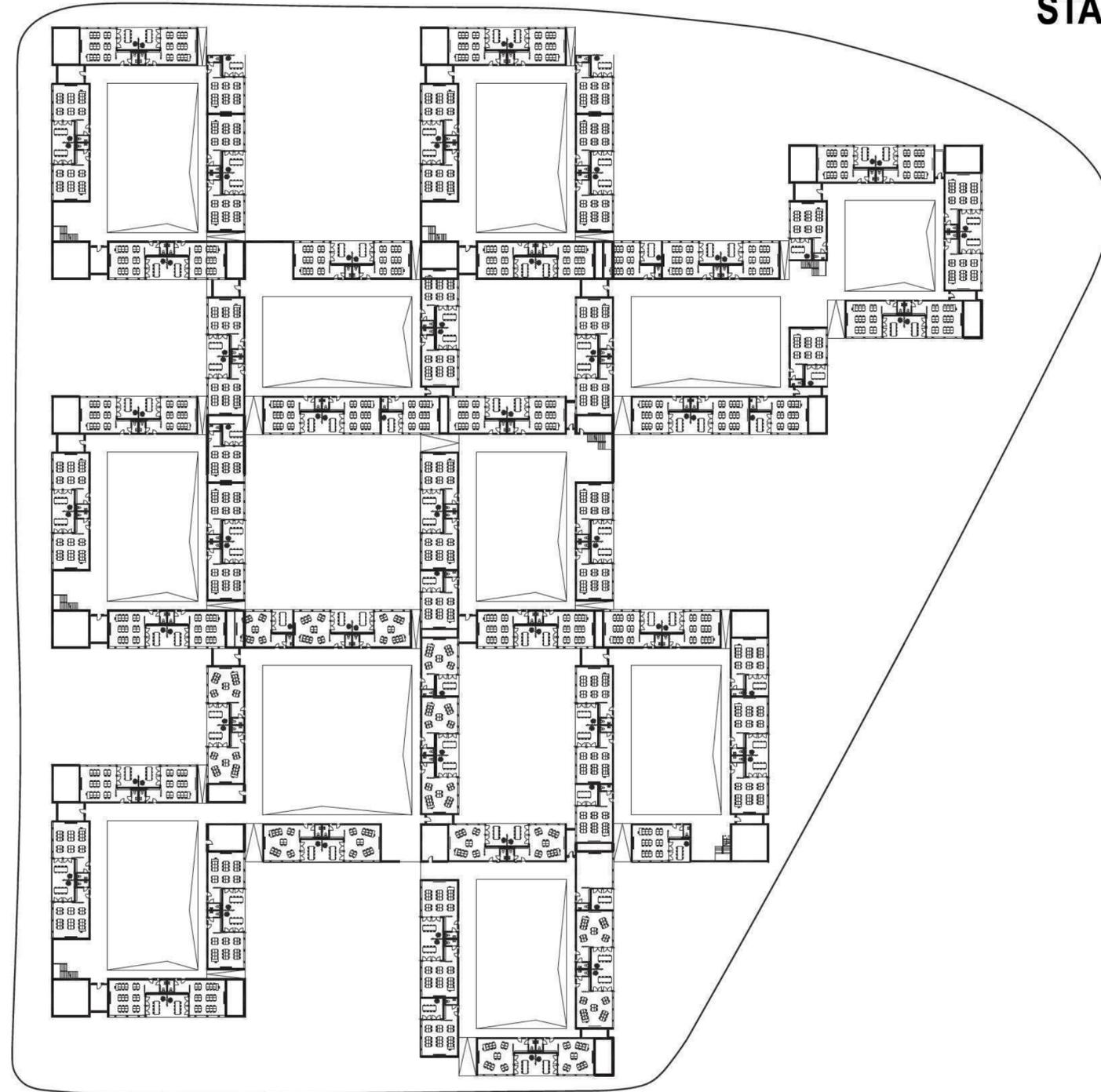
ALTHOUGH THE ARCHITECTURE OF THE SCHOOL MUST BE **HIGHLY FLEXIBLE** AND ABLE TO RELATE TO THE CHANGING SOCIETY, THUS CHANGE IN APPEARANCE OVER TIME, IT IS IMPORTANT TO KEEP ITS OWN SPECIFIC IDENTITY. **A HORIZONTAL LAYOUT** OF THE BUILDING DOESN'T CREATE A HIERARCHY AMONG THE SPACES. ANOTHER IMPORTANT FEATURE IS THE PRESENCE OF A LARGE **CENTRAL AREA** CALLED THE PIAZZA ONTO WHICH THE MAIN SPACES FACE, A PLACE OF MEETING AND THE FORMATION OF RELATIONSHIPS. **THE PIAZZA** ELIMINATES AT THE SAME TIME THE NEED FOR CORRIDORS, A SPACE DEDICATED EXCLUSIVELY TO DISTRIBUTION AND CONNECTION, AND THUS NOT EASILY USABLE FOR CHILDREN'S ACTIVITIES. THE SCHOOL ENVIRONMENT MUST LEND ITSELF TO MANIPULATION AND **TRANSFORMATION** BY ADULTS AND CHILDREN ALIKE AND OPEN TO DIFFERENT WAYS OF USE. THE SCHOOL SHOULD BE ABLE TO CHANGE DURING THE DAY AND DURING THE YEAR, AS A RESULT OF THE EXPERIMENTATION OF THE CHILDREN AND TEACHERS. THIS CAN BE SHORT-TERM AND LONG-TERM TRANSFORMATIONS. SHORT-TERM CAN BE: **PARTITIONS**, FURNISHING ELEMENTS, WALL PANELS, SCREENS. LONG-TERM COULD INVOLVE: MODIFICATION OF TECHNICAL SYSTEMS AND STRUCTURES, EXPANDABILITY AND VARIED USE OF THE SPACE. THE RELATION BETWEEN THE **SCHOOL AND THE COMMUNITY** ITS SET IN IS REALLY IMPORTANT. THE BUILDING SHOULD BE EQUIPPED FOR USE OUTSIDE SCHOOL HOURS. RANGING FROM TEACHER MEETINGS, PARTIES, SPECIAL EVENTS AND **NEIGHBORHOOD ACTIVITIES**. ANOTHER IMPORTANT RELATION IS THAT BETWEEN **INSIDE AND OUTSIDE**. A SCHOOL MUST BE A PLACE THAT 'SENSES' WHAT IS HAPPENING OUTSIDE, FROM WEATHER CHANGING, TIME OF THE DAY AND THE RHYTHMS OF THE CITY. **TRANSPARENCY** IS A CONCEPT THAT HAS BEEN EVOLVED OVER THE YEARS. INITIALLY IT WAS THE VISIBILITY OF THE BUILDING ELEMENTS AND TECHNOLOGIES. NOW IT IS MORE ON THE SPECIAL LEVEL. TO BE ABLE TO LOOK FROM ONE SPACE TO ANOTHER.

Personal summary of Children, spaces, relations from Malaguzzi, pdf found on <https://llk.media.mit.edu/courses/readings/reggio.pdf>

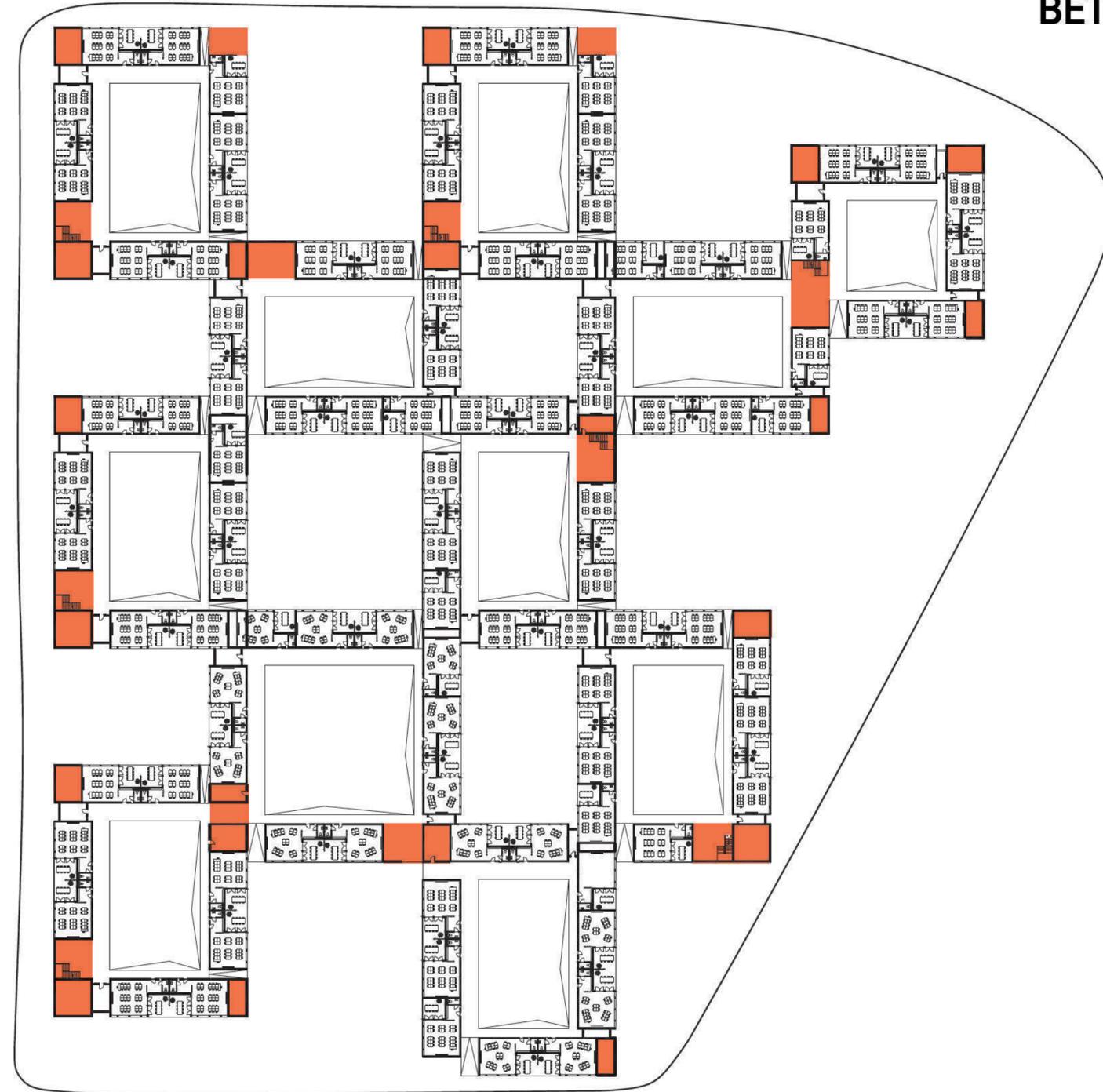
TOTAL SITE AREA
35.000 M²



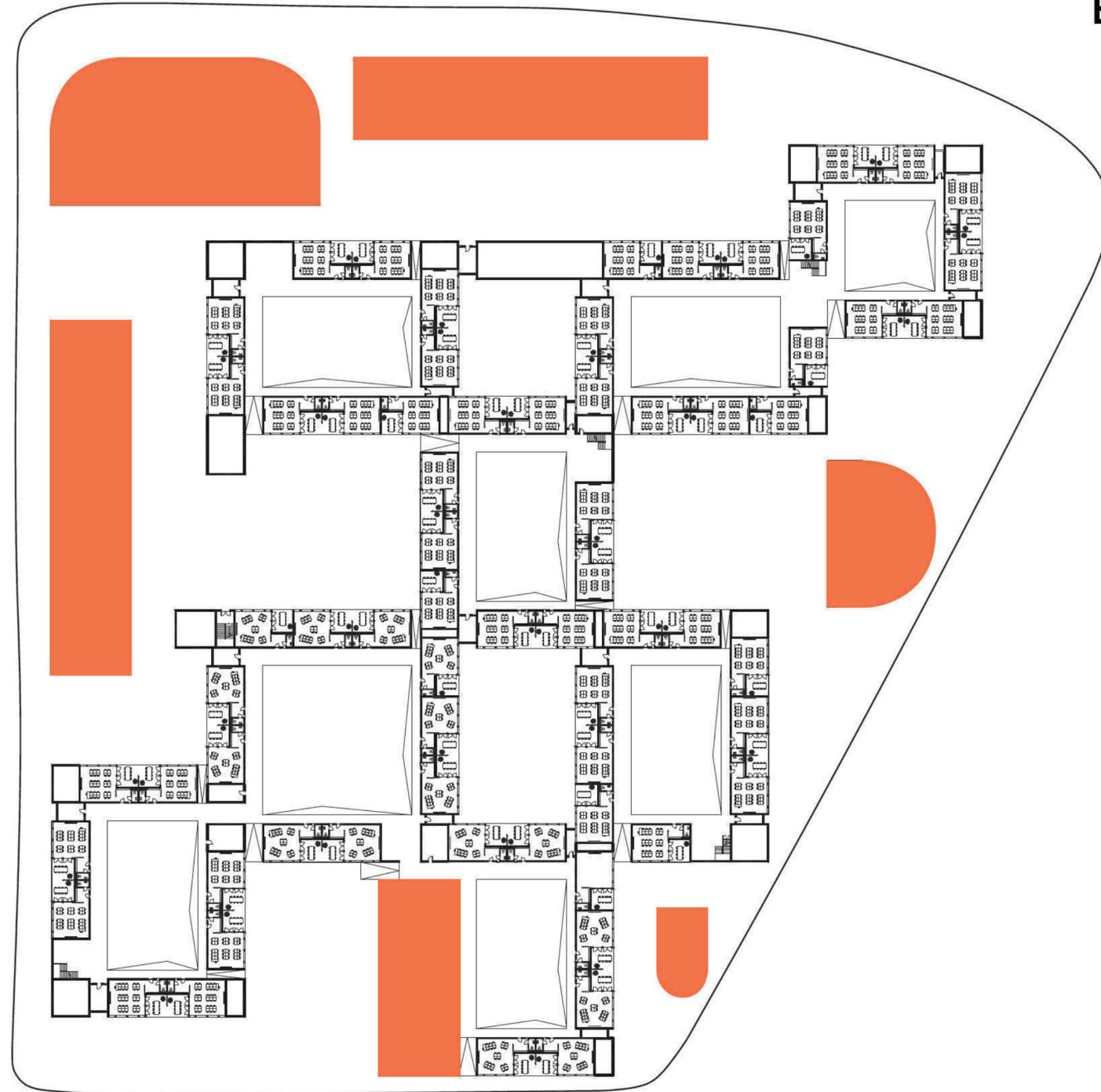
**REPEAT AND ROTATE
STAMP ON THE SITE.**

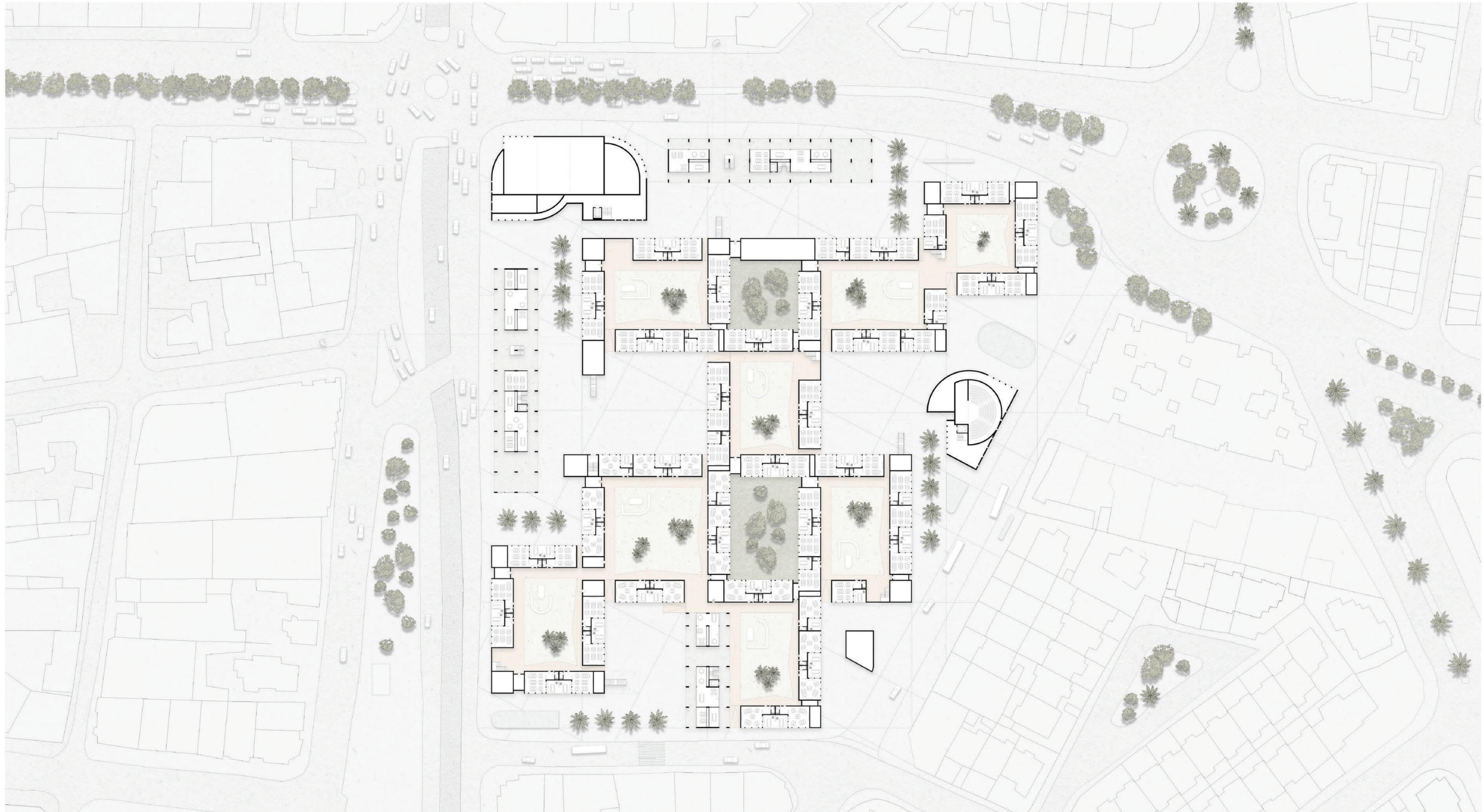


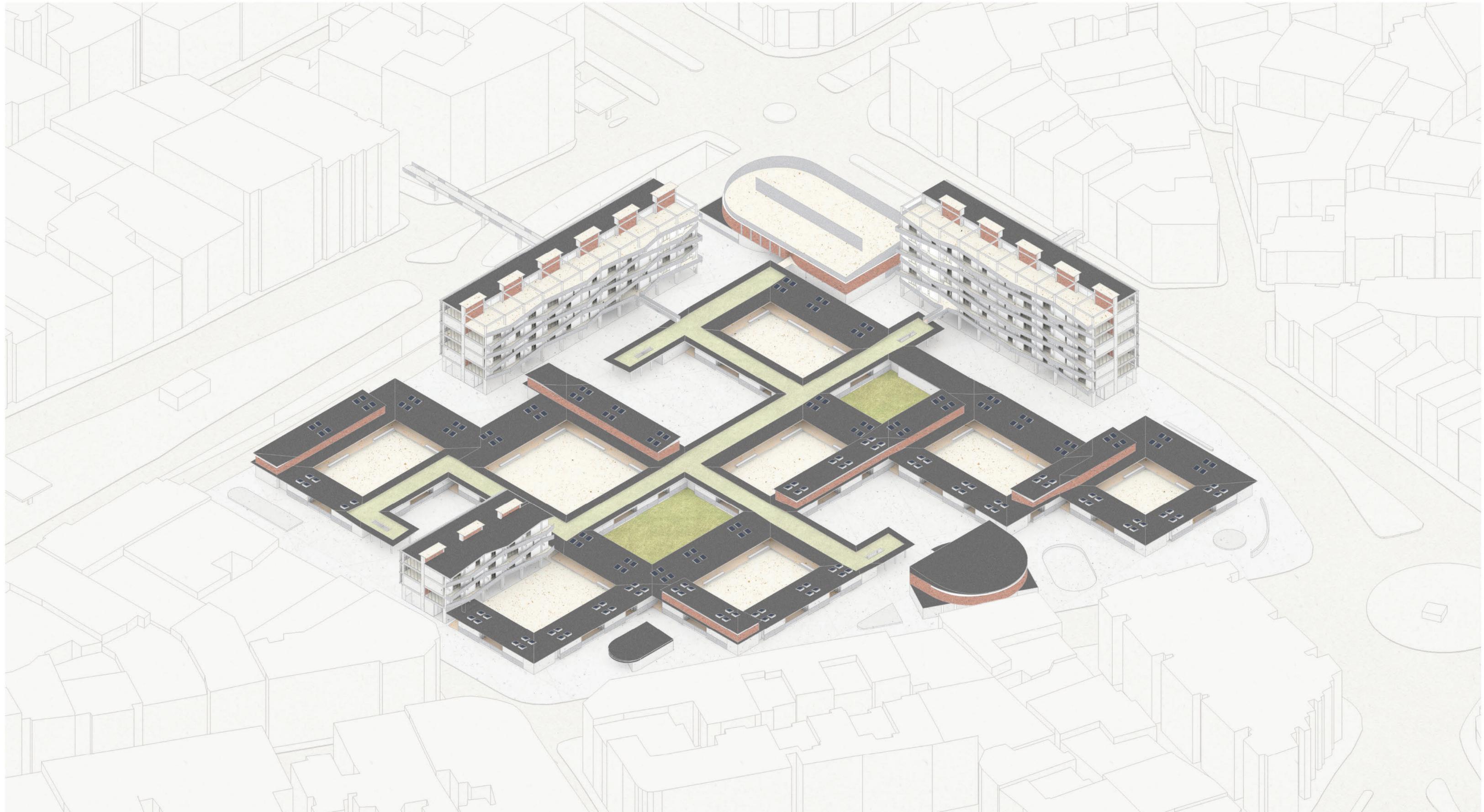
**BREAK OUT SPACES AND CONNECTIONS
BETWEEN COURTYARDS.**



**REPLACING STAMPS
BY OTHER PROGRAM.**









BIG HALL

MEDIUM HALL

SMALL HALL



BIG HALL

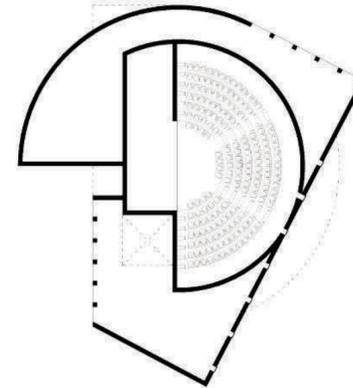
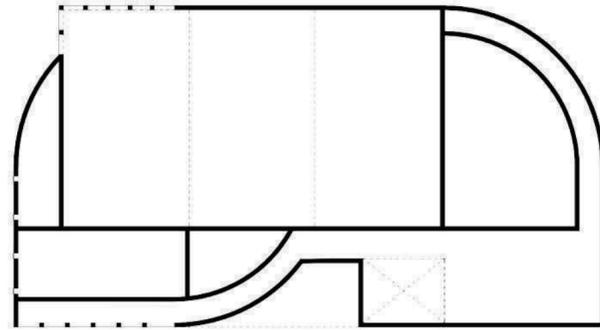


MEDIUM HALL

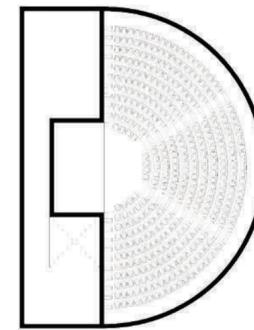
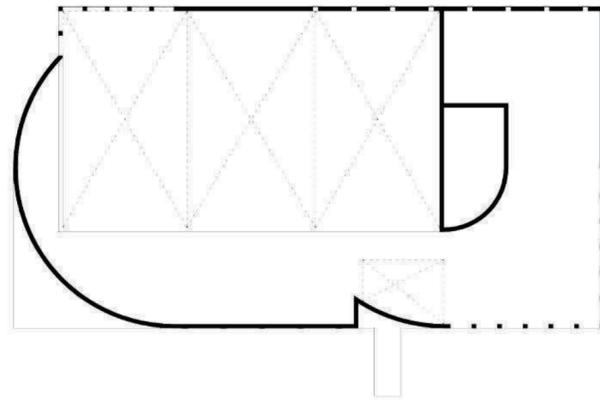


SMALL HALL

0



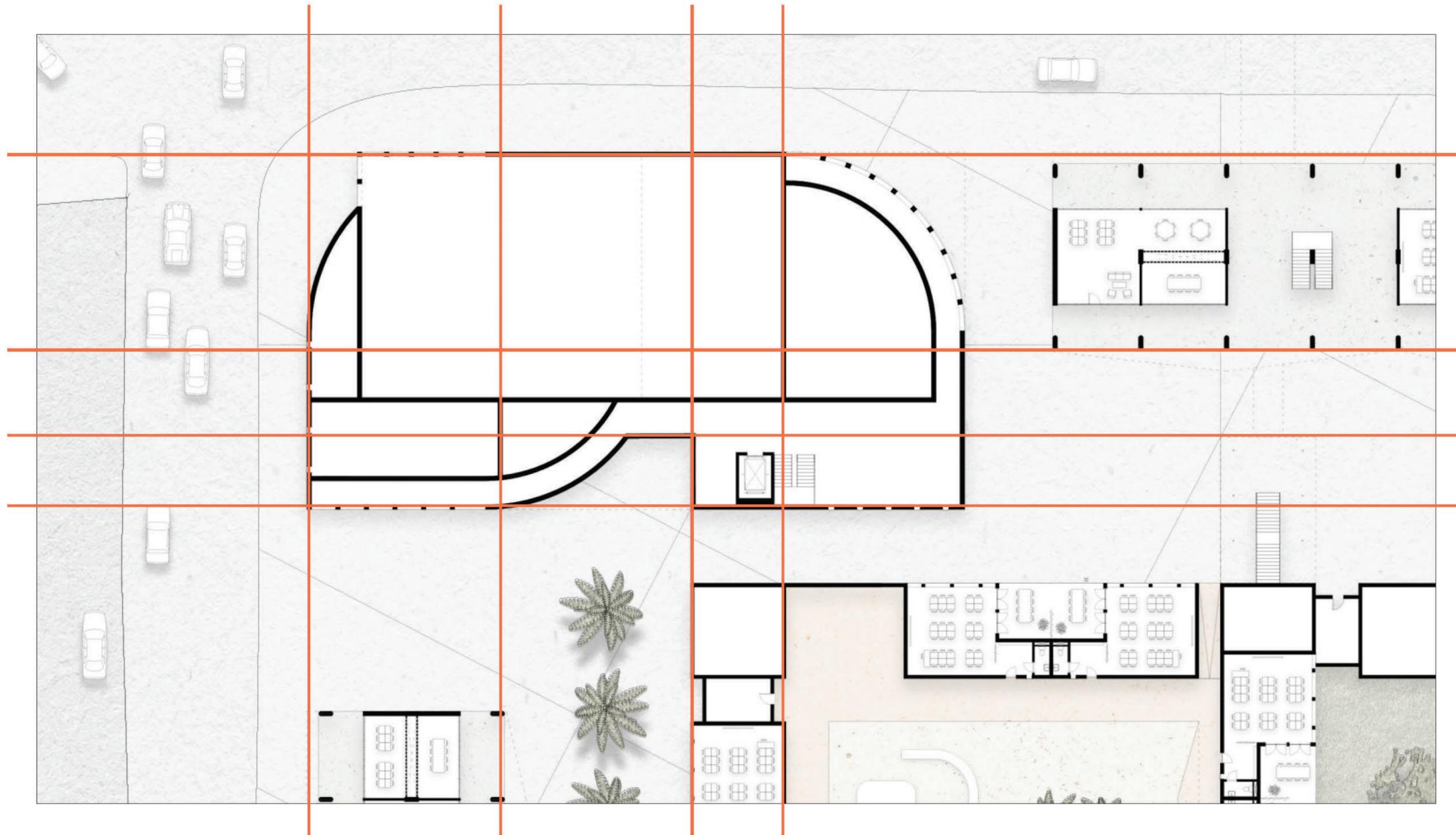
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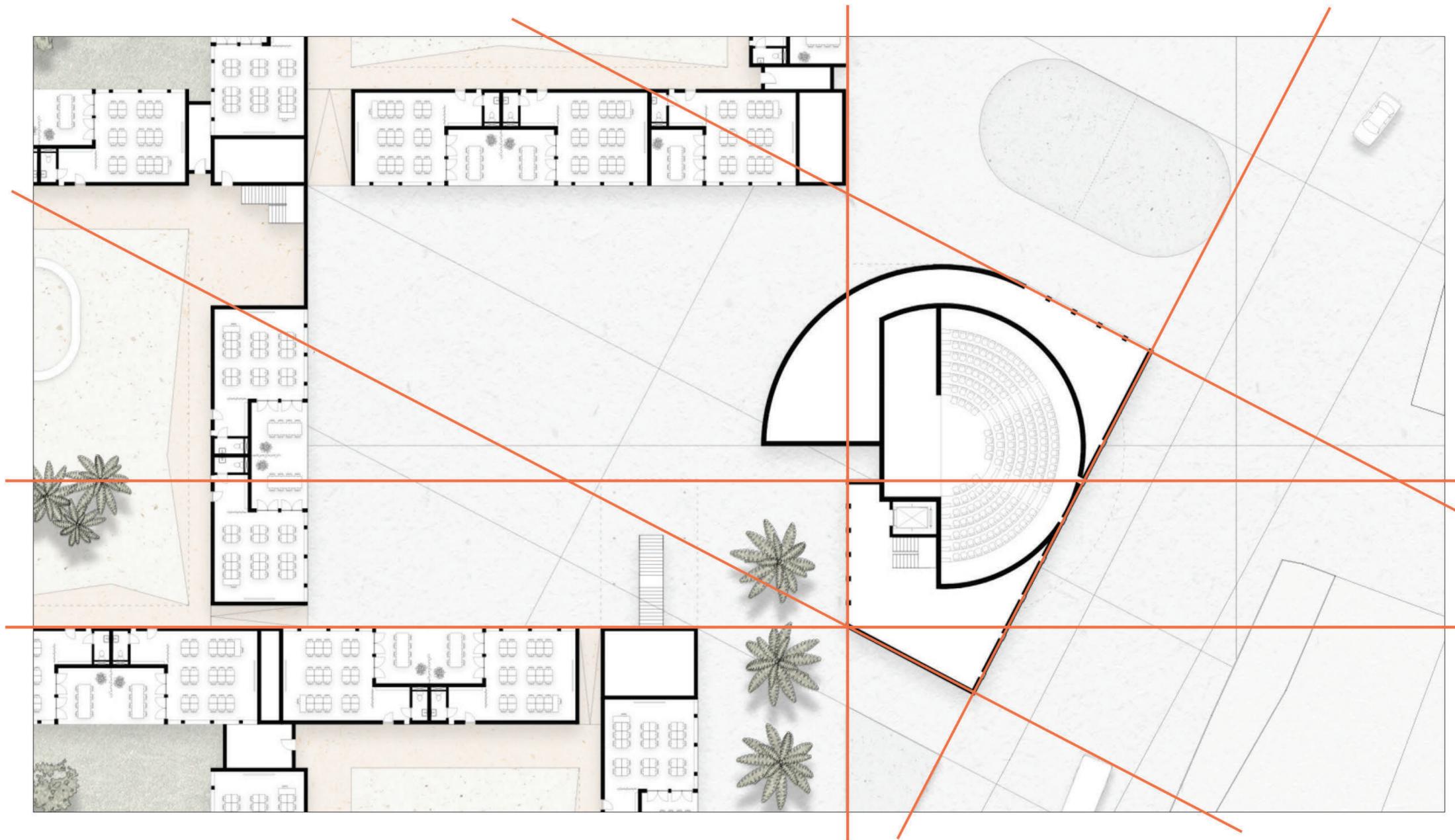


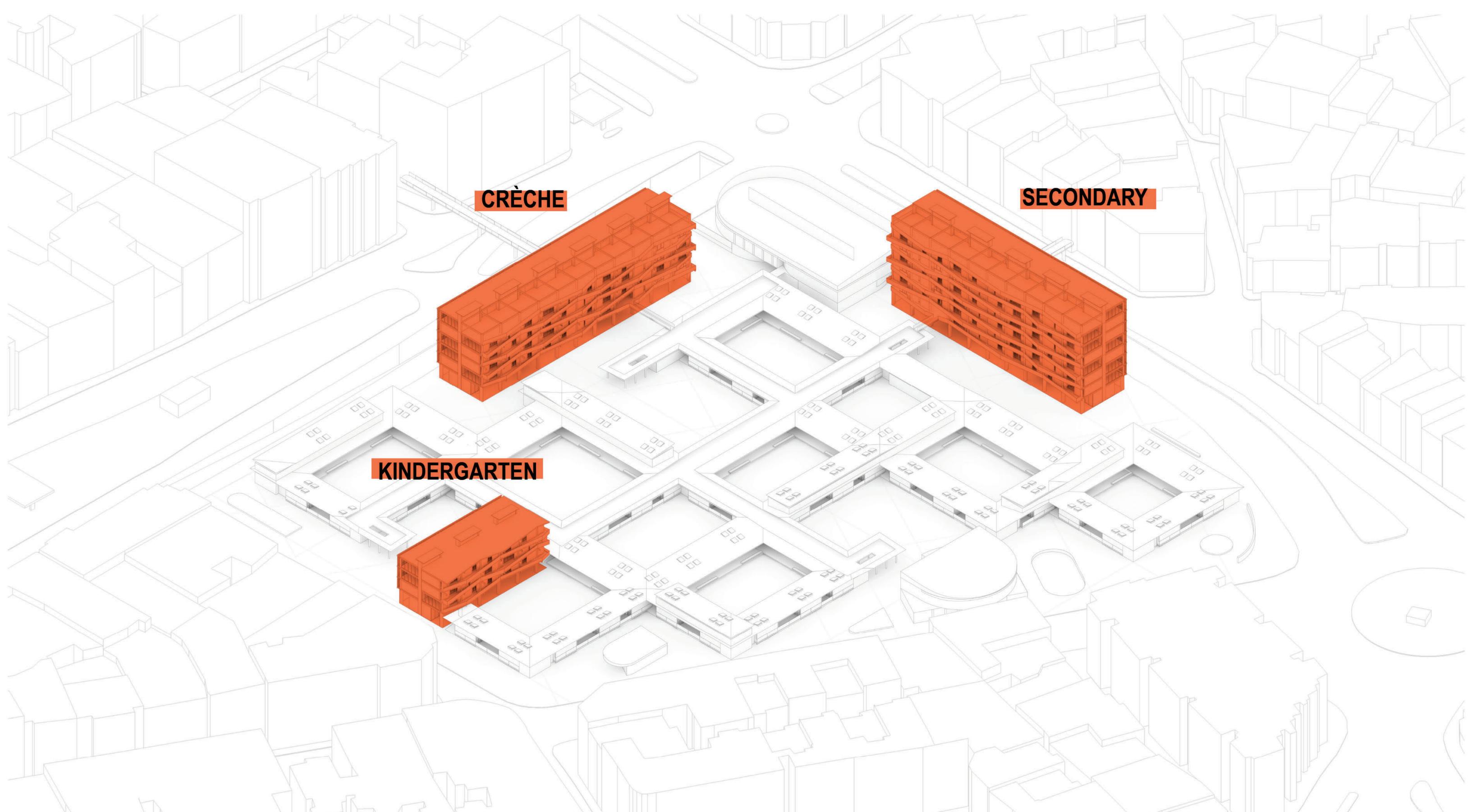
**SMALL EVENTS:
 ADDITIONAL CLASSROOM
 EVENING COURSES
 PRIVATE EVENTS**

**LARGE EVENTS:
 SPORT FACILITIES
 GRADUATION CEREMONIES
 CONCERTS**

**MEDIUM EVENTS:
 LECTURE HALL
 THEATRE
 CINEMA**



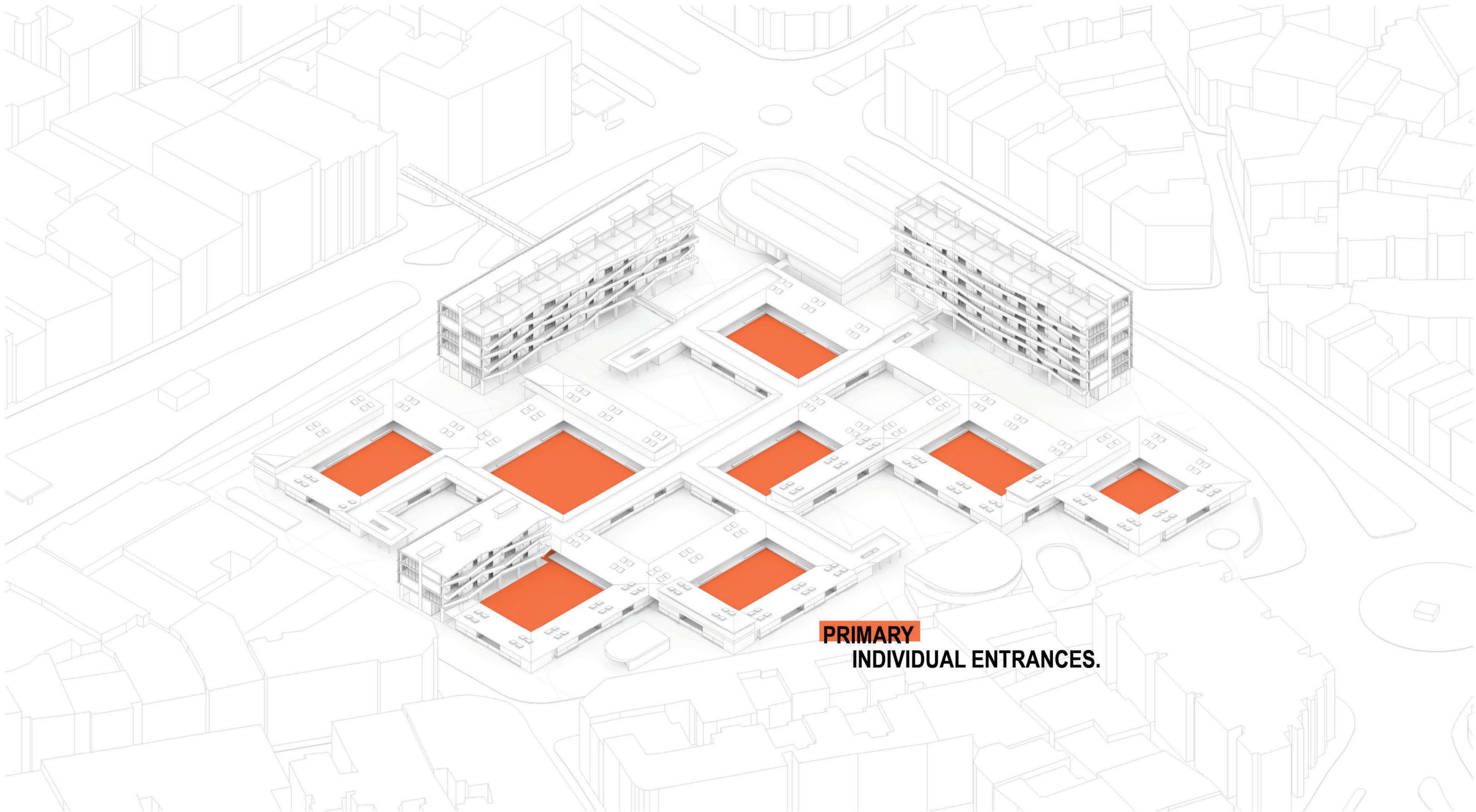




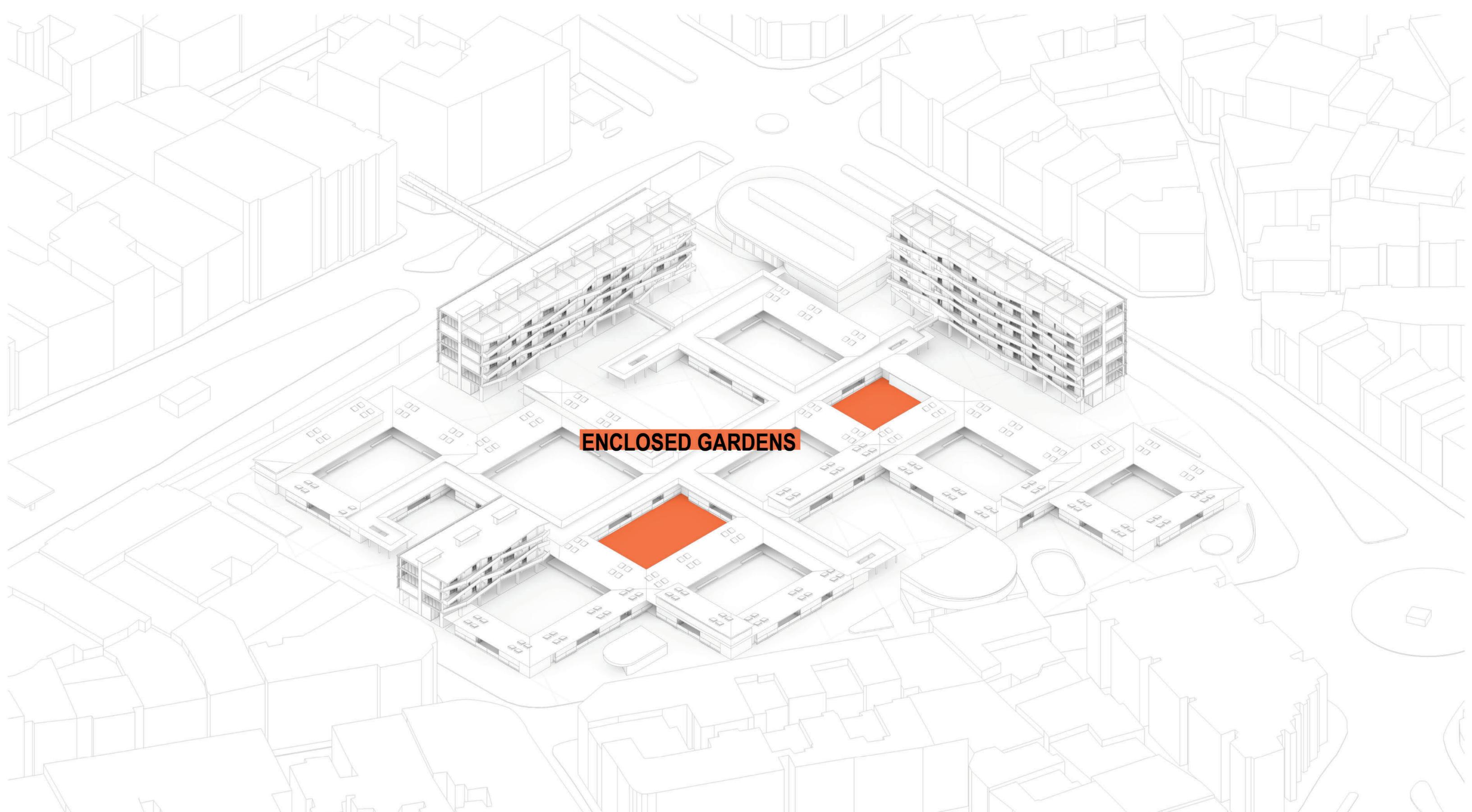
CRÈCHE

SECONDARY

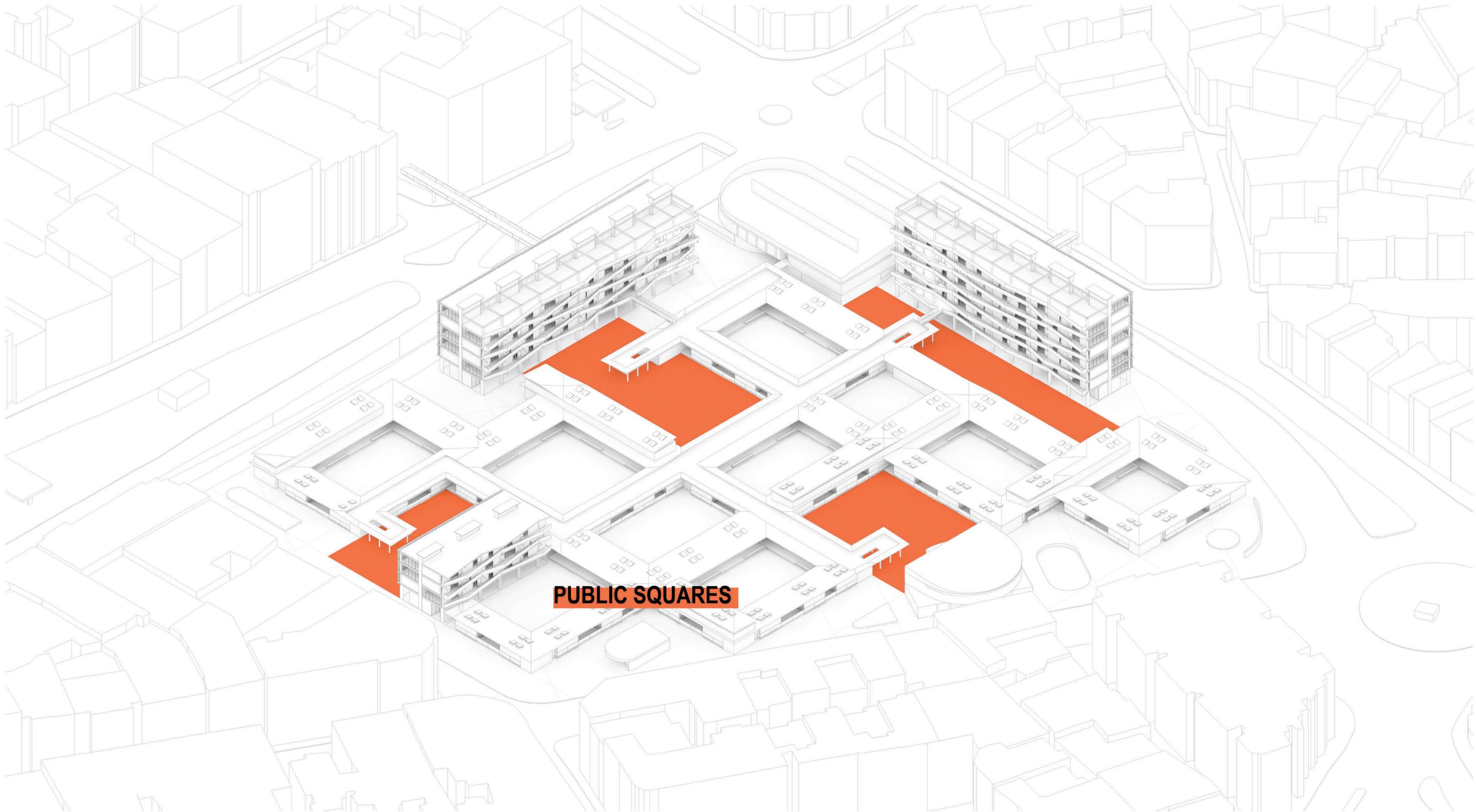
KINDERGARTEN



**PRIMARY
INDIVIDUAL ENTRANCES.**

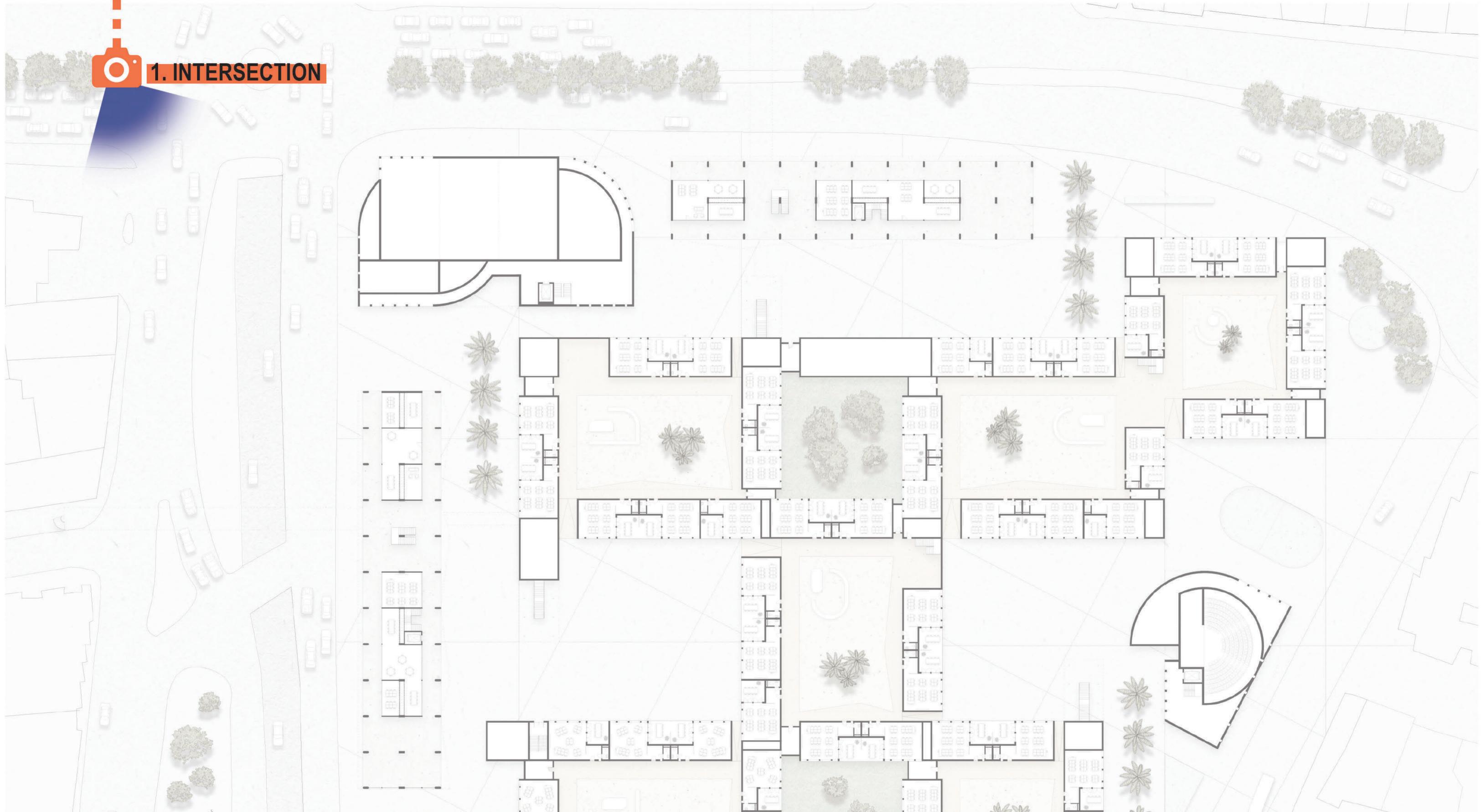


ENCLOSED GARDENS



PUBLIC SQUARES

1. INTERSECTION

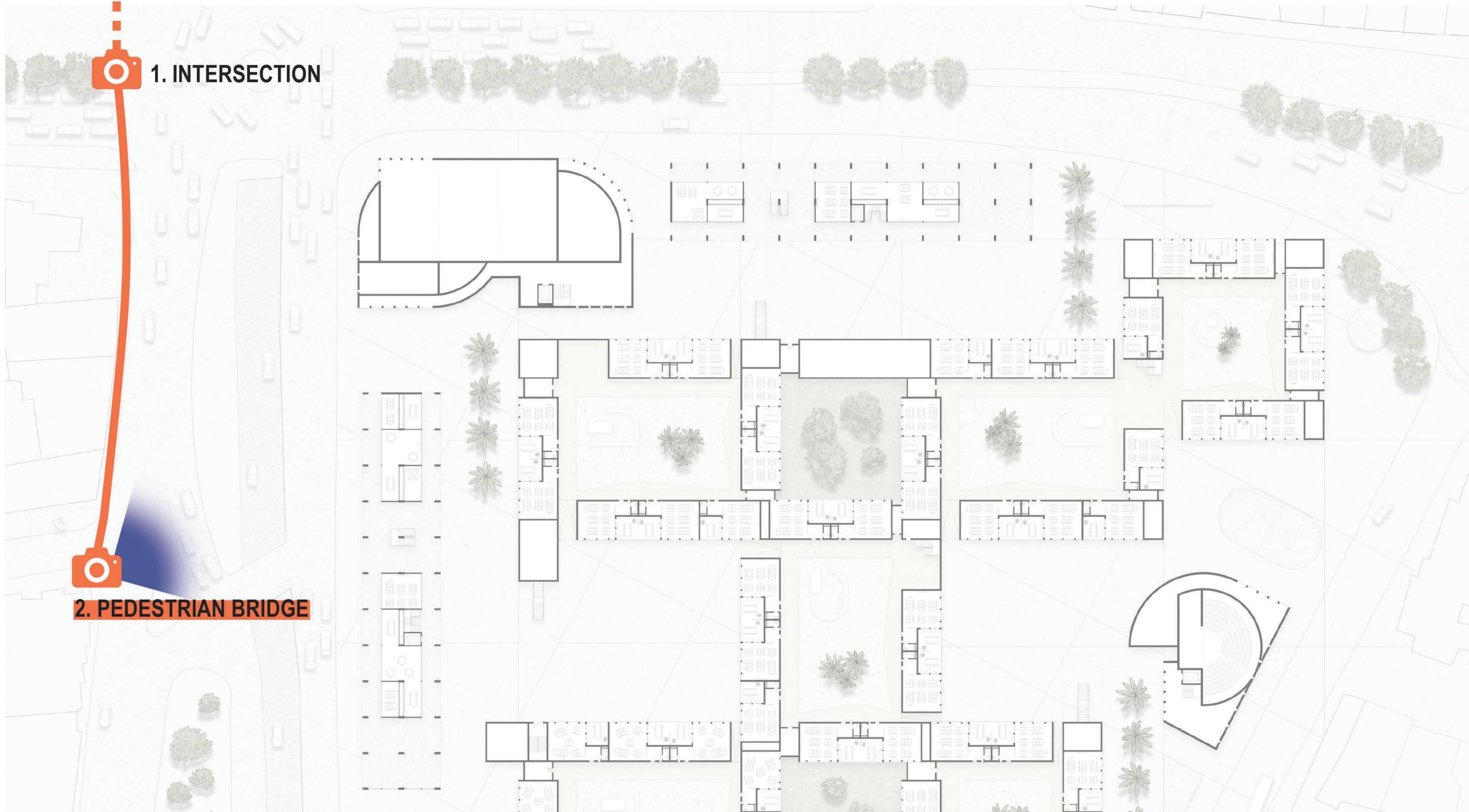




1. INTERSECTION



2. PEDESTRIAN BRIDGE





1. INTERSECTION



2. PEDESTRIAN BRIDGE

3. SITE ACCESS





1. INTERSECTION



2. PEDESTRIAN BRIDGE

3. SITE ACCESS



4. HIGH RISE INTERIOR



 **1. INTERSECTION**

 **2. PEDESTRIAN BRIDGE**

3. SITE ACCESS

  **4. HIGH RISE INTERIOR**

5. ROOF PARK

 **1. INTERSECTION**

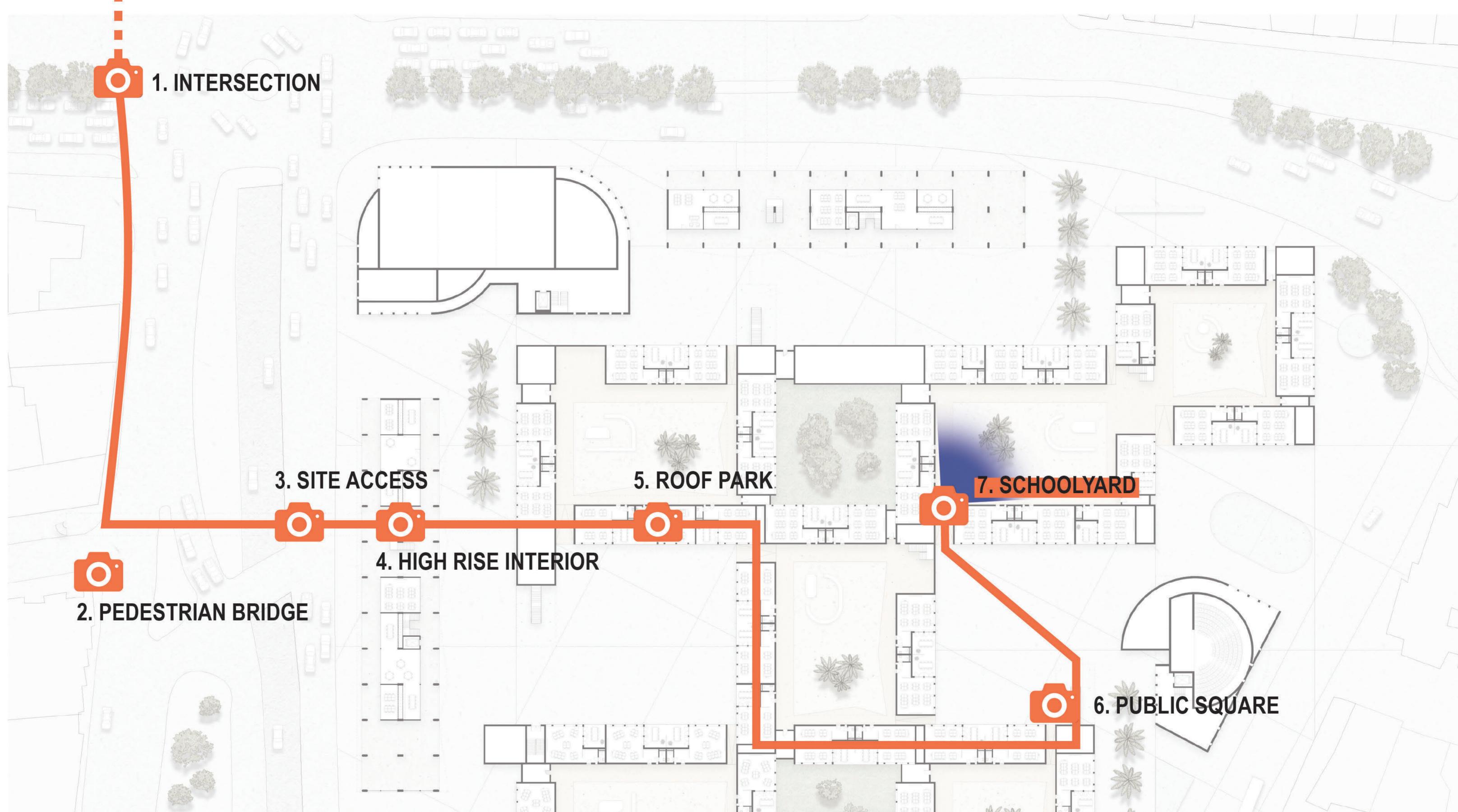
 **2. PEDESTRIAN BRIDGE**

3. SITE ACCESS

  **4. HIGH RISE INTERIOR**

5. ROOF PARK

 **6. PUBLIC SQUARE**



 **1. INTERSECTION**

 **2. PEDESTRIAN BRIDGE**

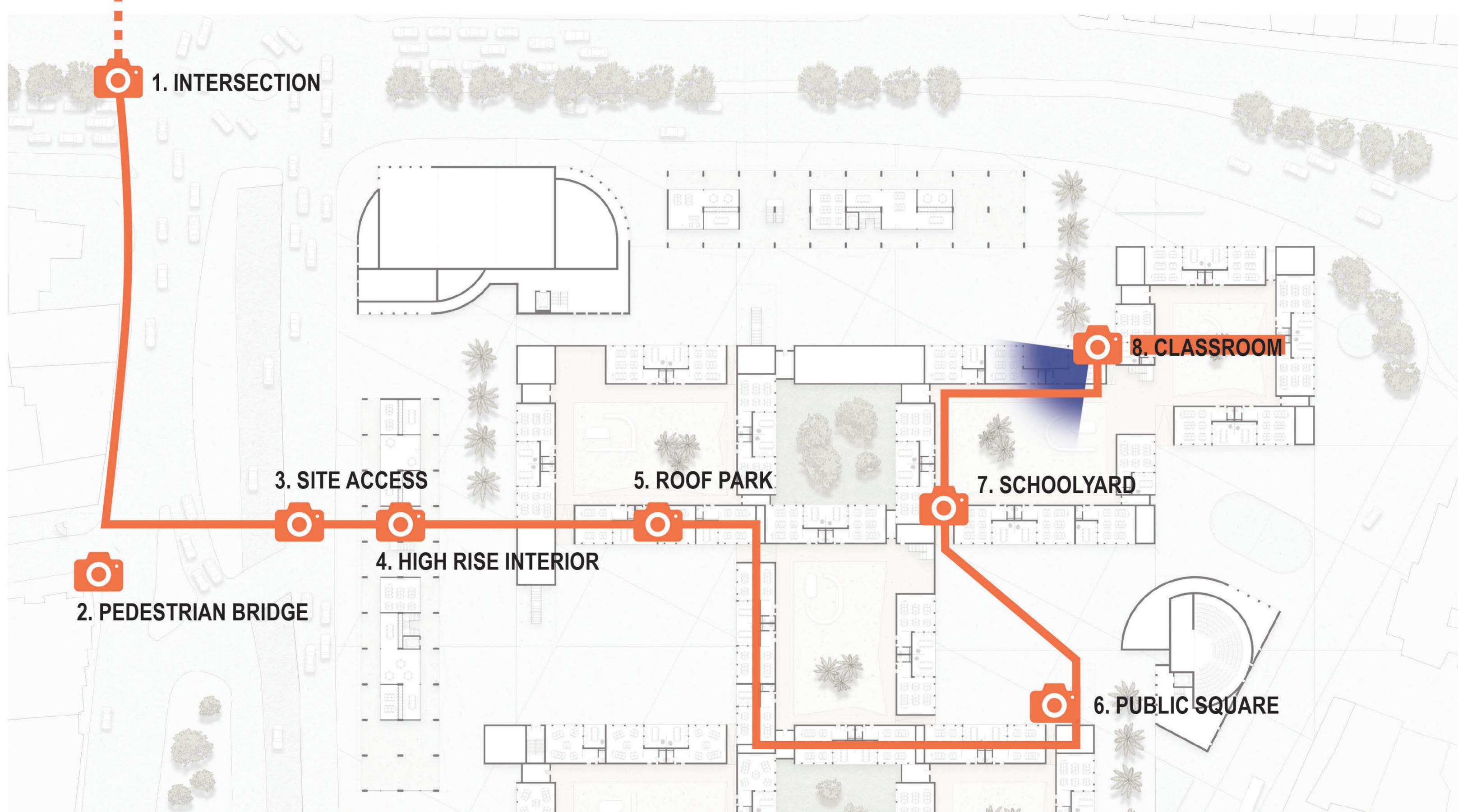
3. SITE ACCESS

  **4. HIGH RISE INTERIOR**

5. ROOF PARK

7. SCHOOLYARD

 **6. PUBLIC SQUARE**



1. INTERSECTION



2. PEDESTRIAN BRIDGE



3. SITE ACCESS



4. HIGH RISE INTERIOR



5. ROOF PARK



7. SCHOOLYARD



6. PUBLIC SQUARE



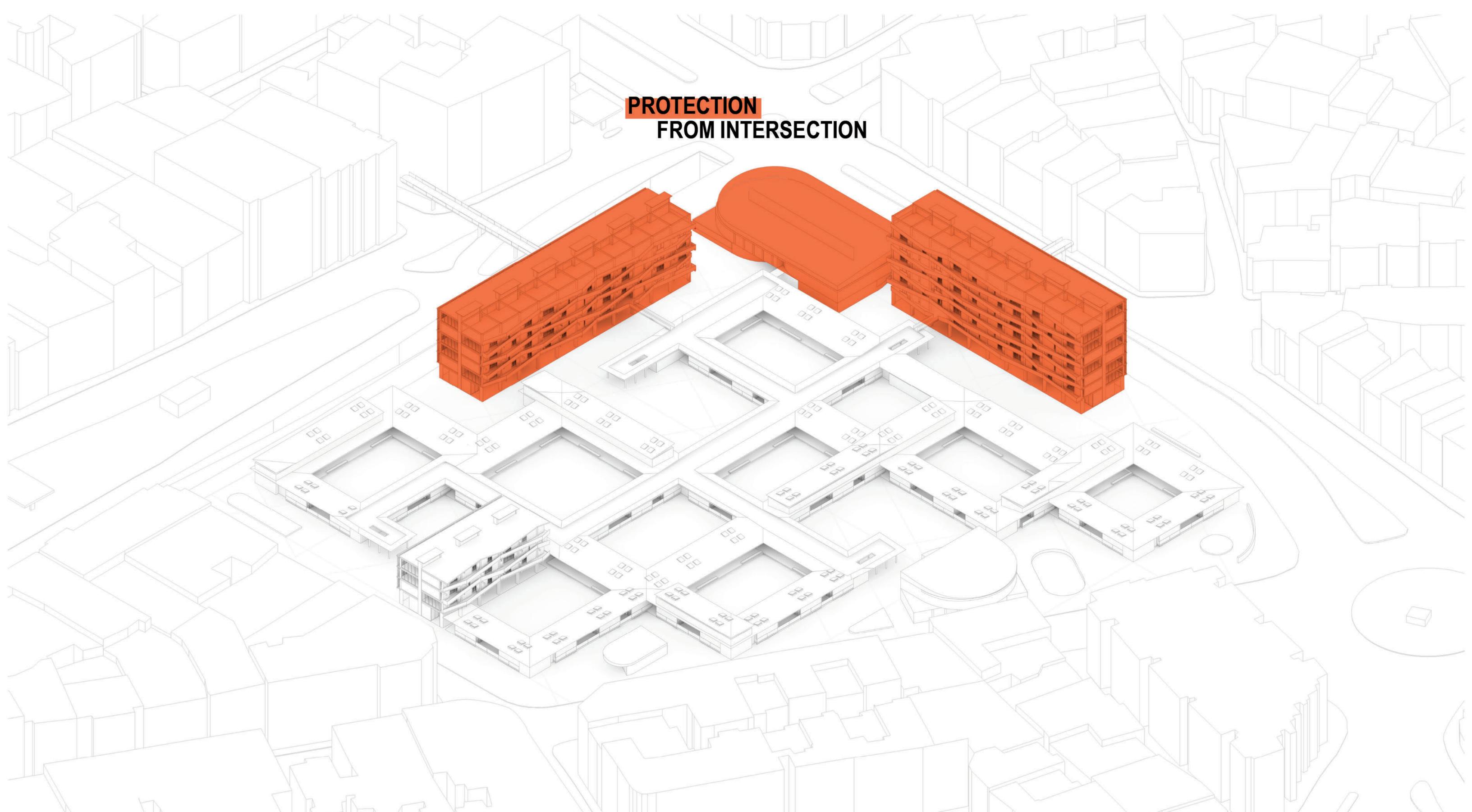
8. CLASSROOM

 1. INTERSECTION

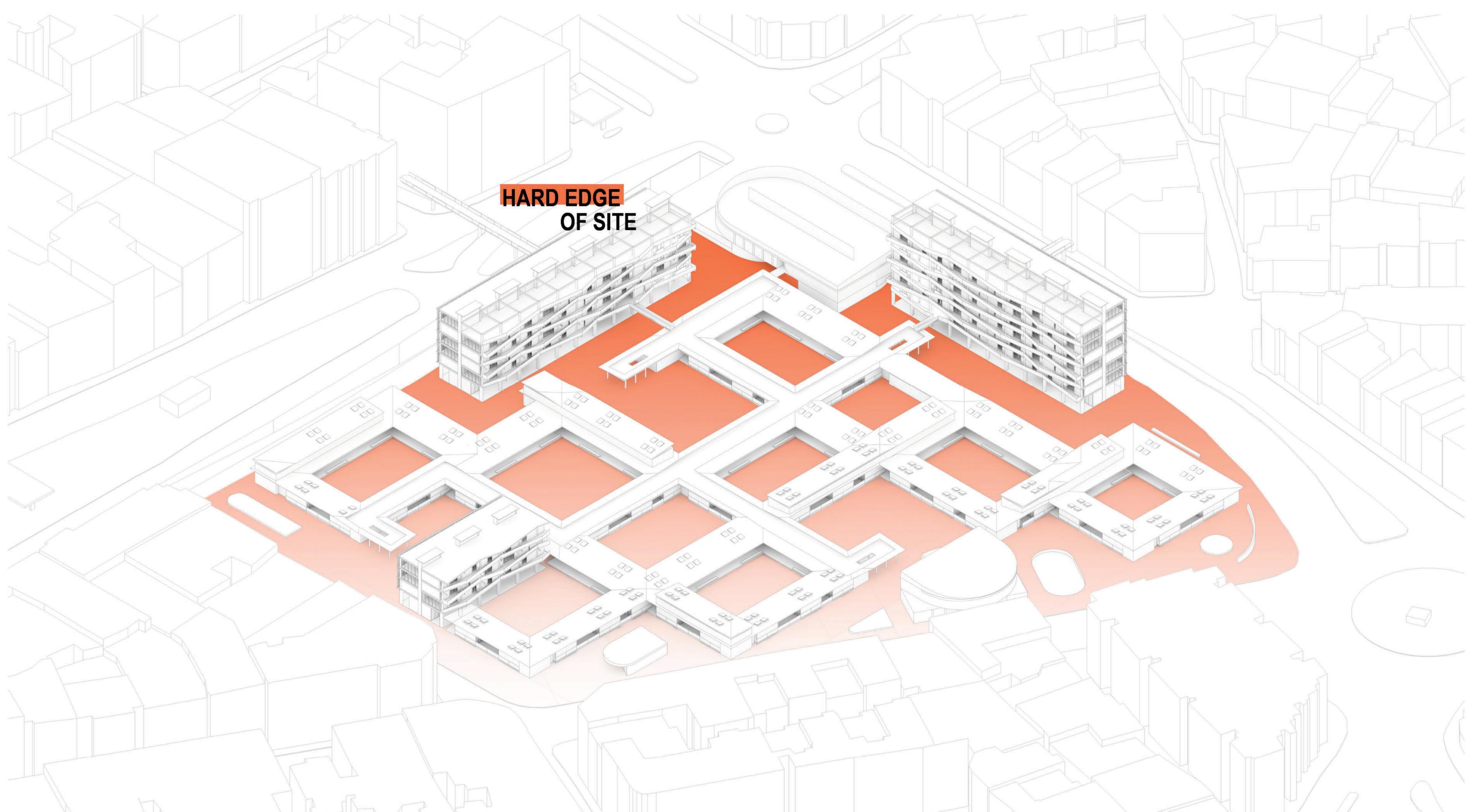




**PROTECTION
FROM INTERSECTION**



**HARD EDGE
OF SITE**





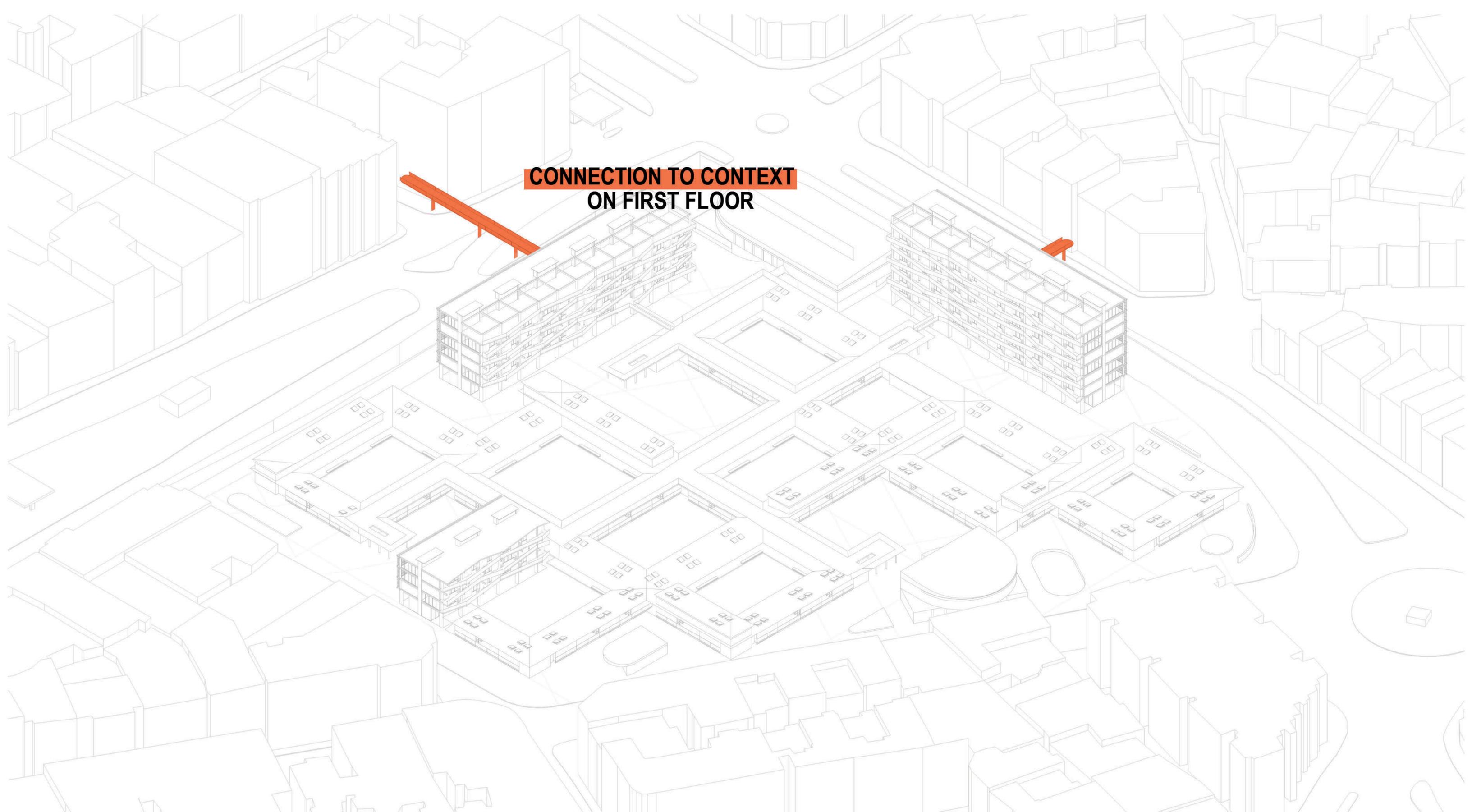
ROOF ACCESS





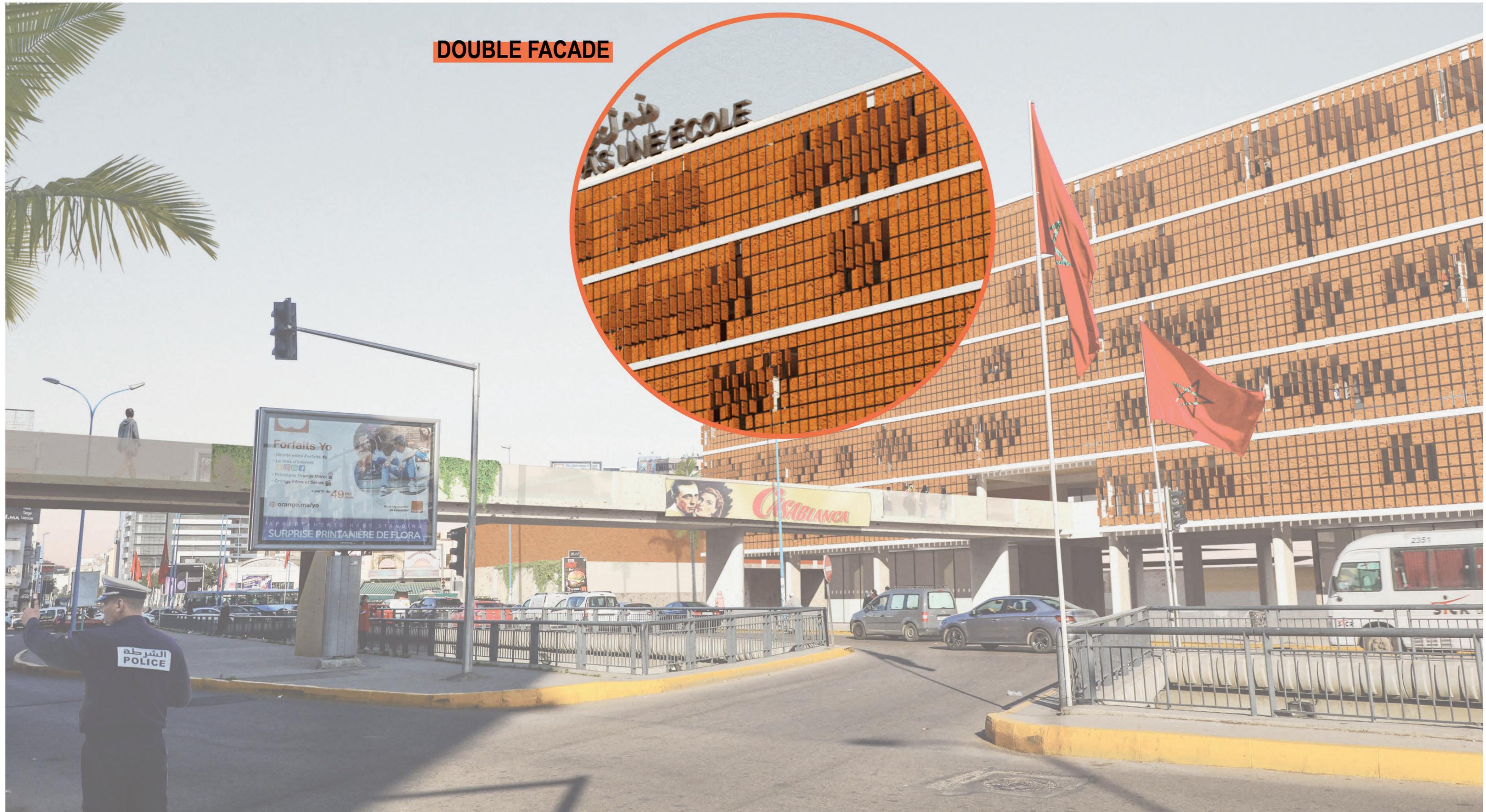


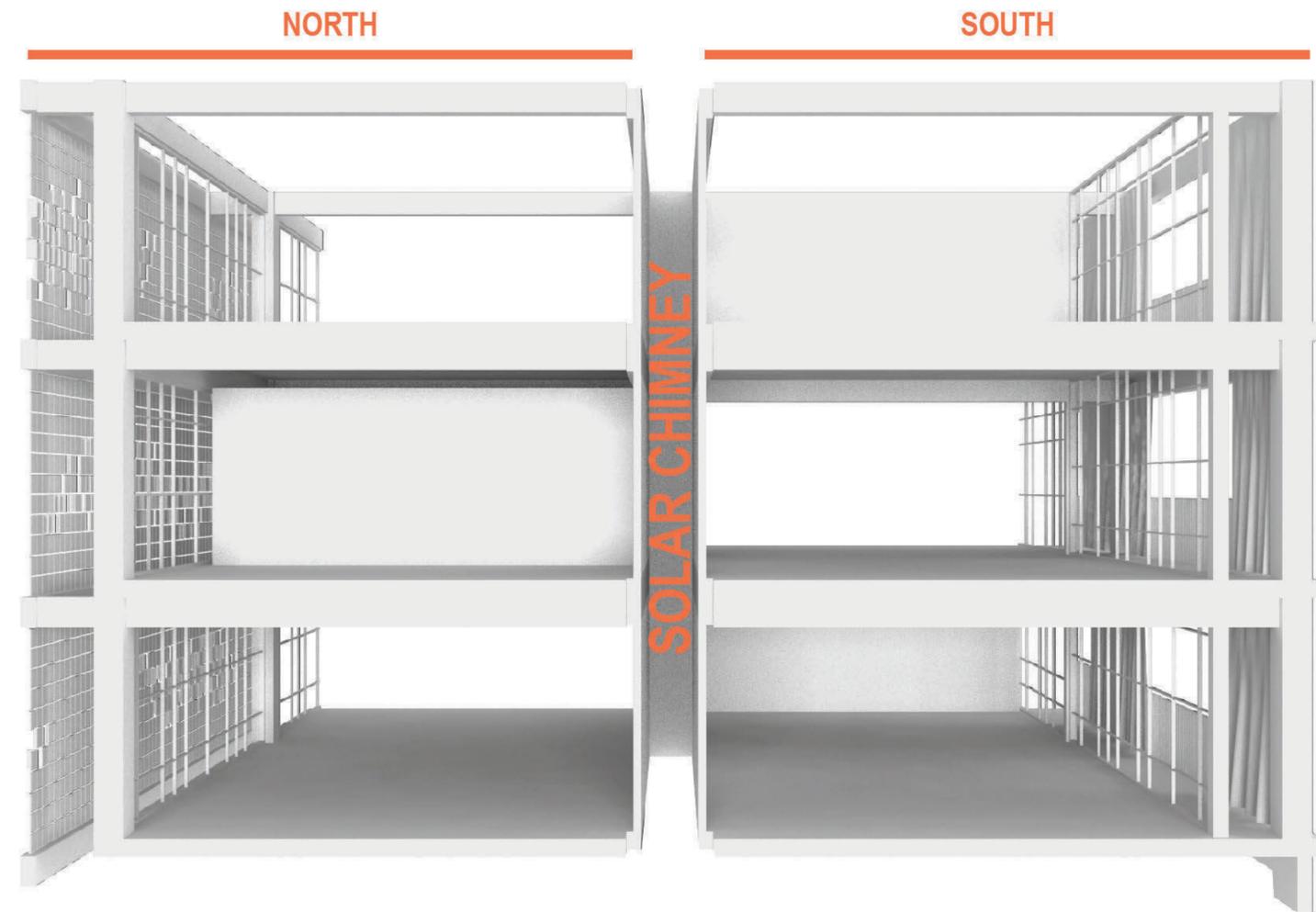
**CONNECTION TO CONTEXT
ON FIRST FLOOR**



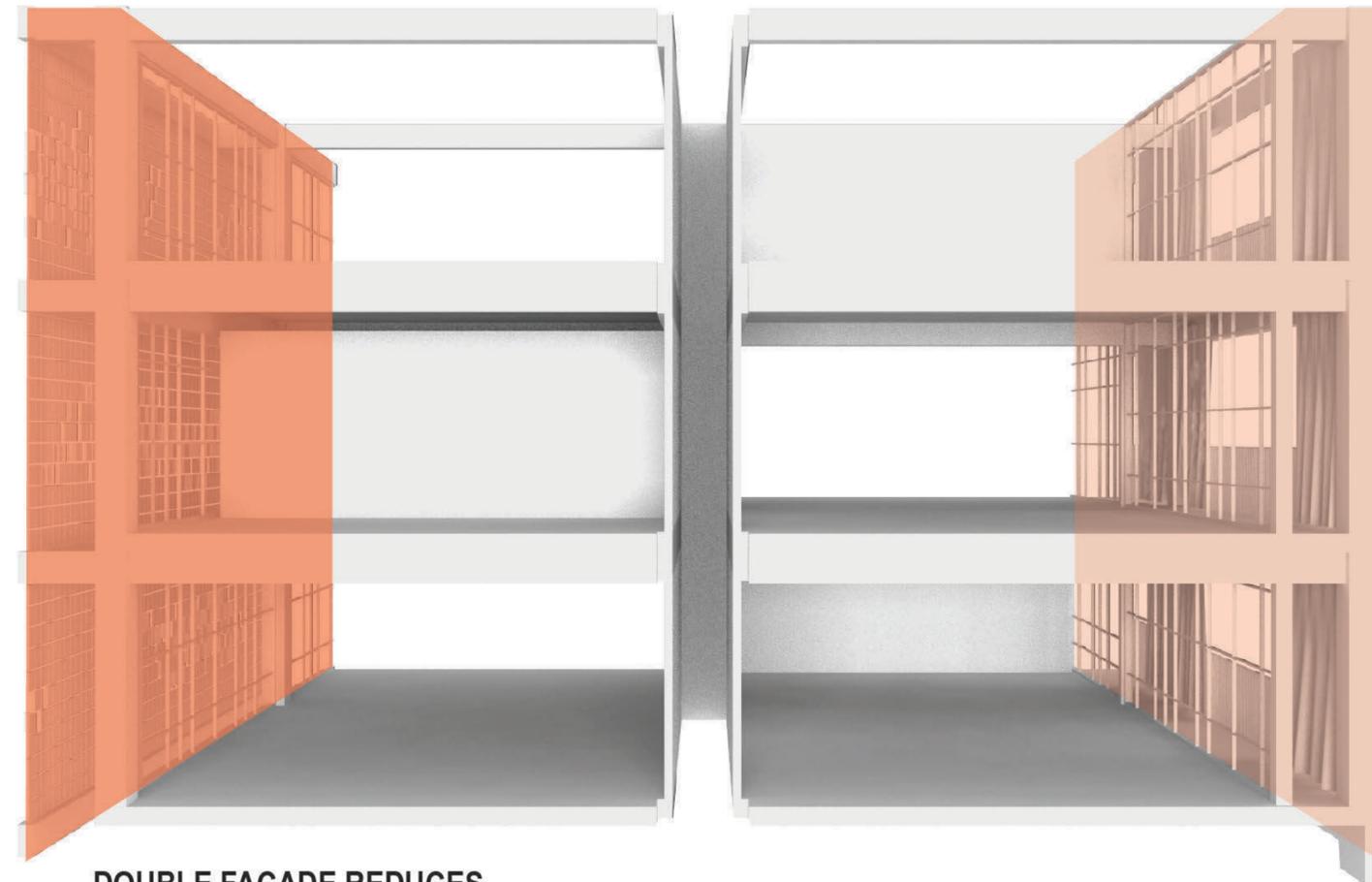


DOUBLE FACADE



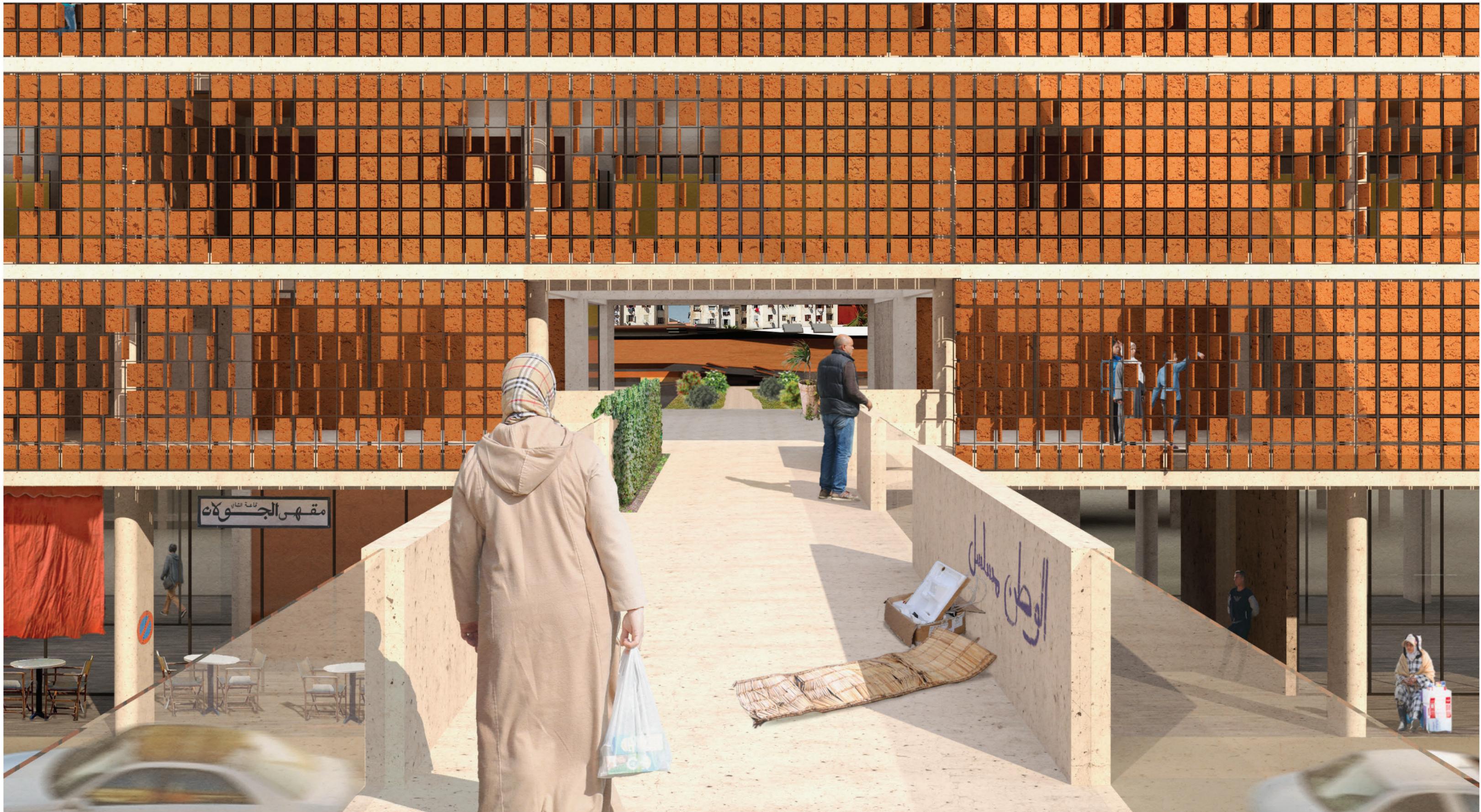


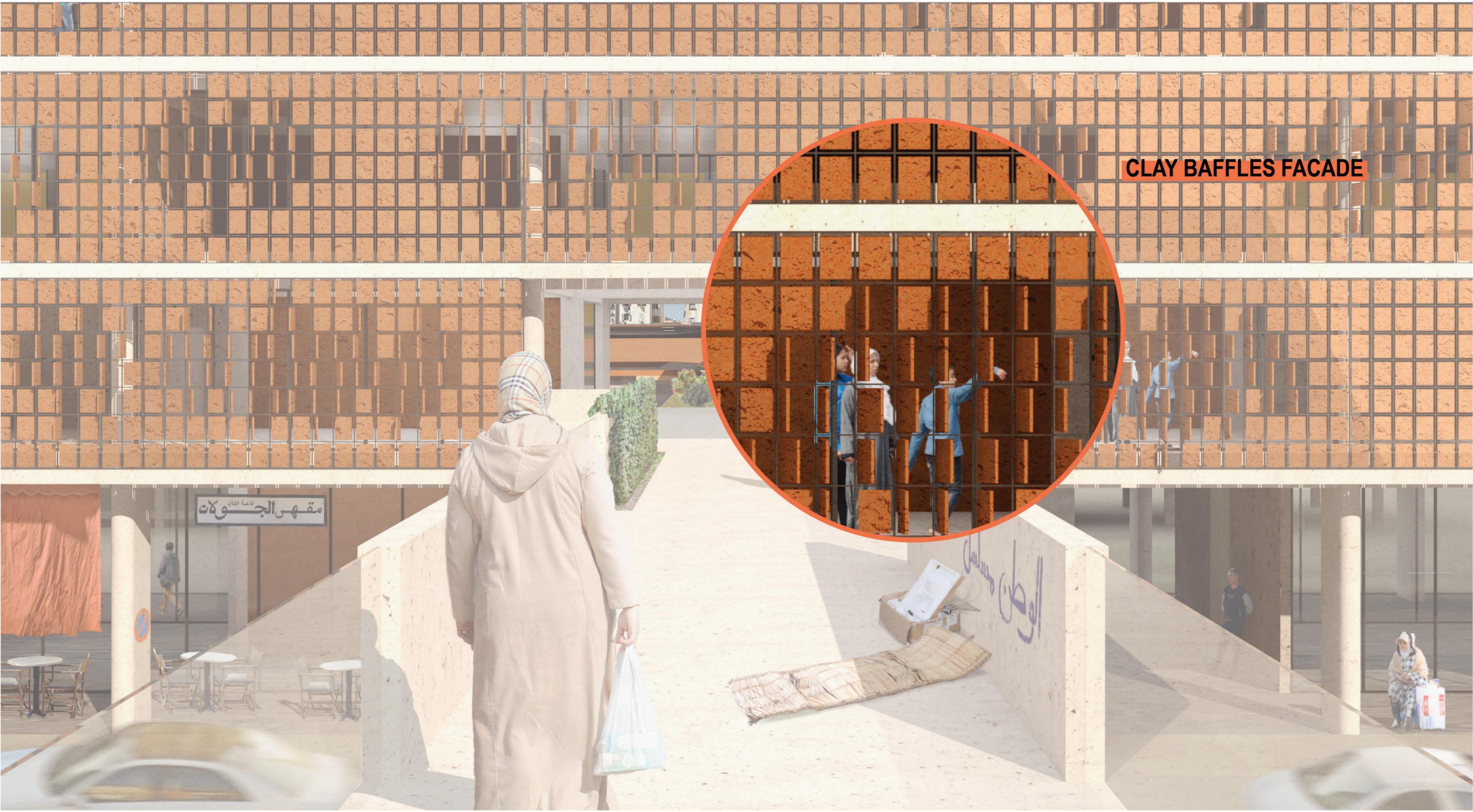
**BUILDING OPENS UP
TOWARDS THE INSIDE**



**DOUBLE FACADE REDUCES
SOUND OF INTERSECTION**



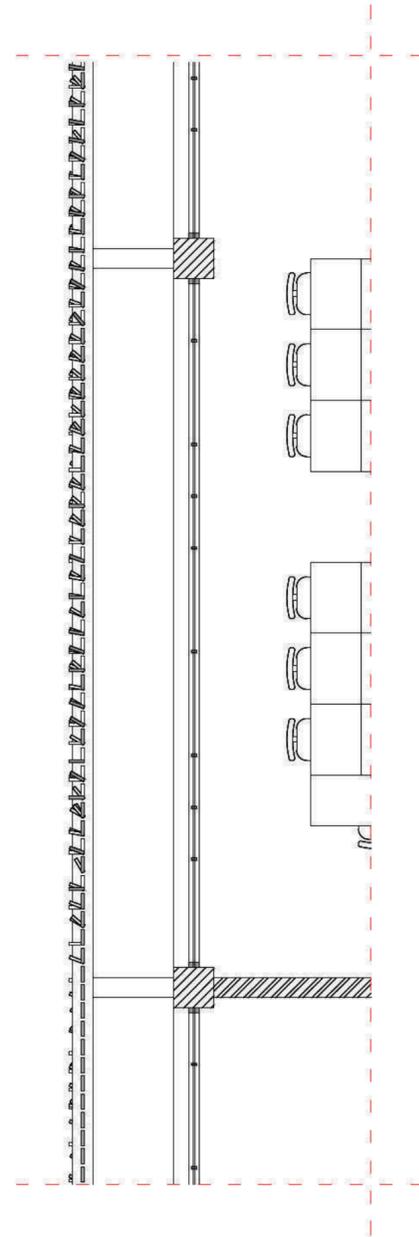




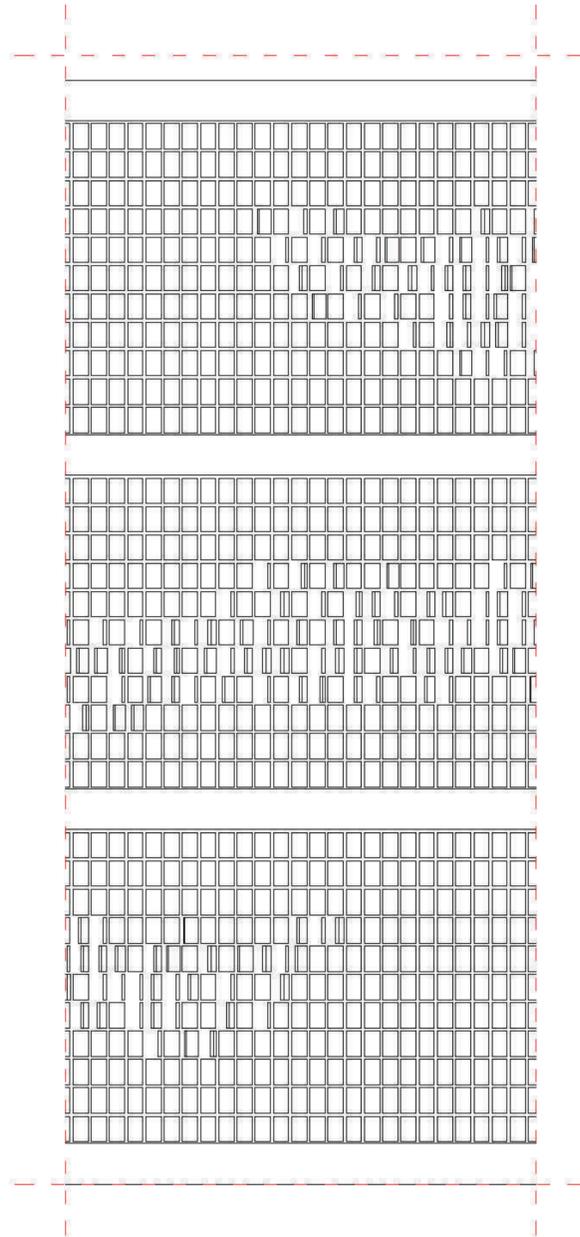
CLAY BAFFLES FACADE

مقهى الجولات
قاعة الشاي

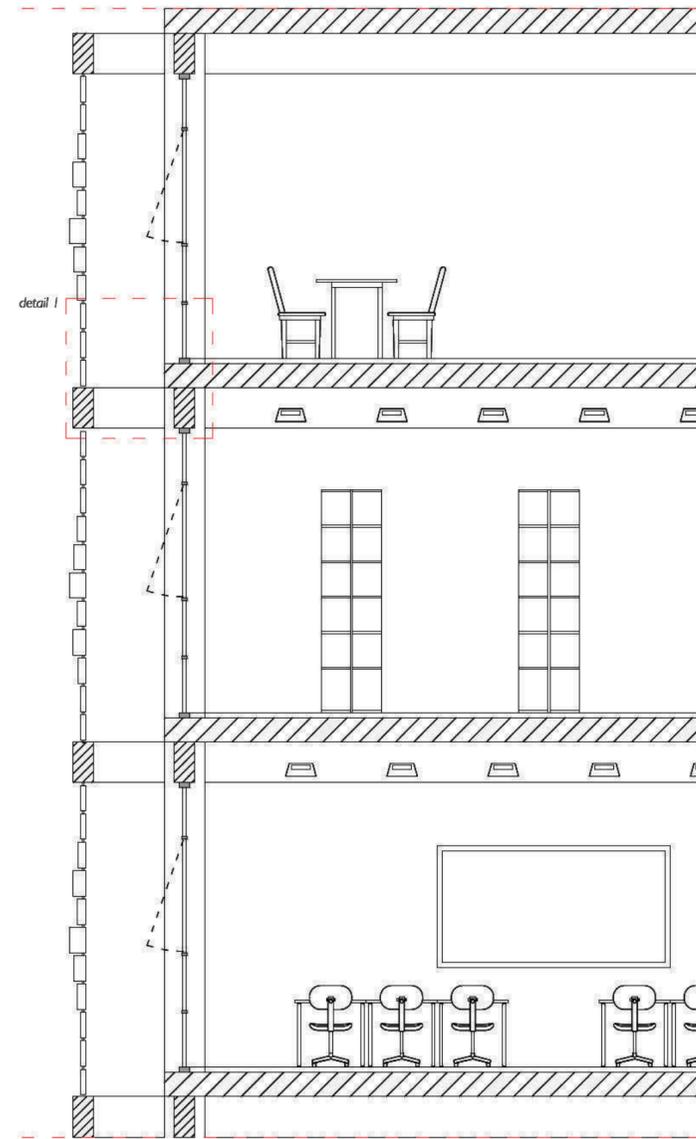
الوطن
مستقبل



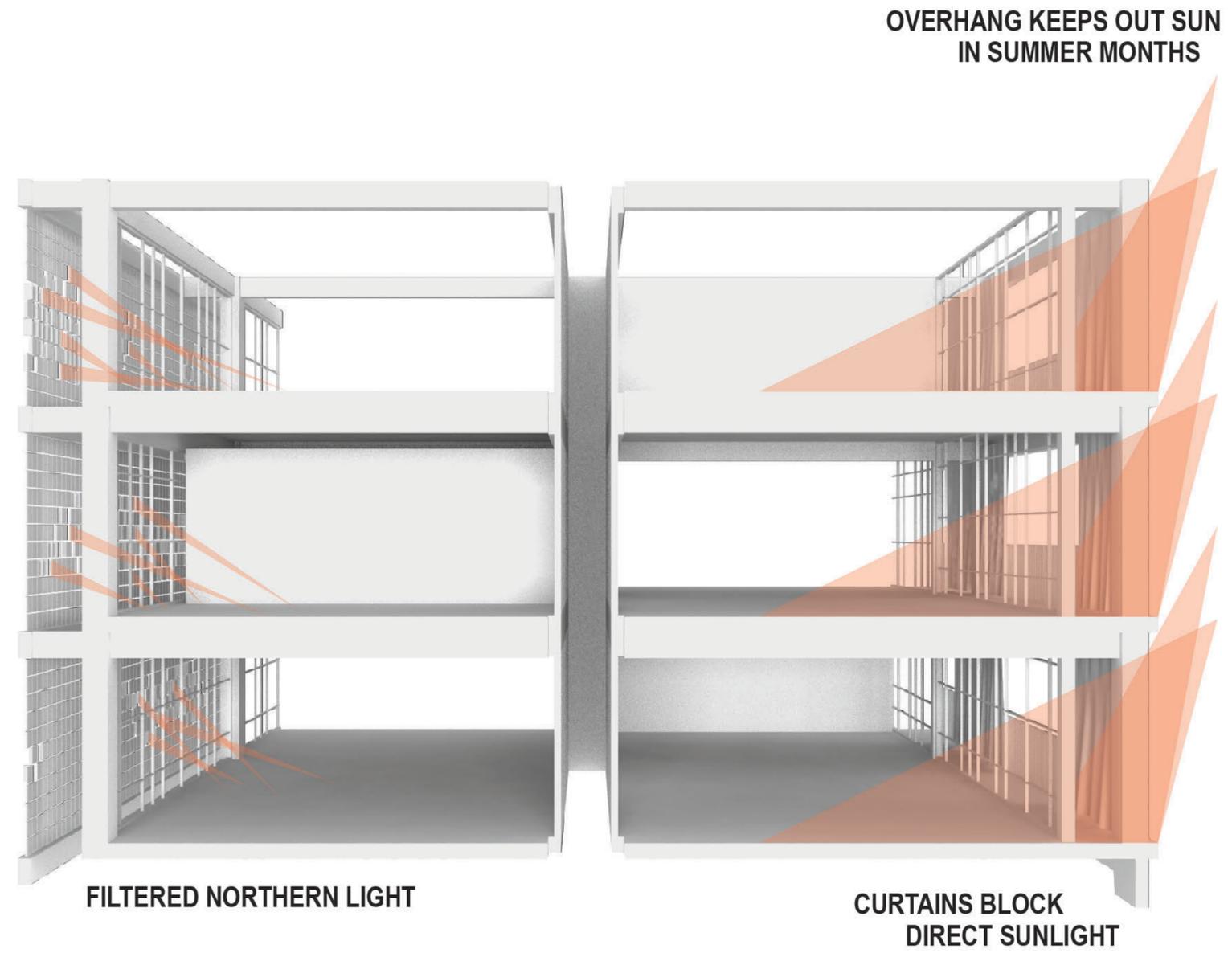
PLAN



ELEVATION



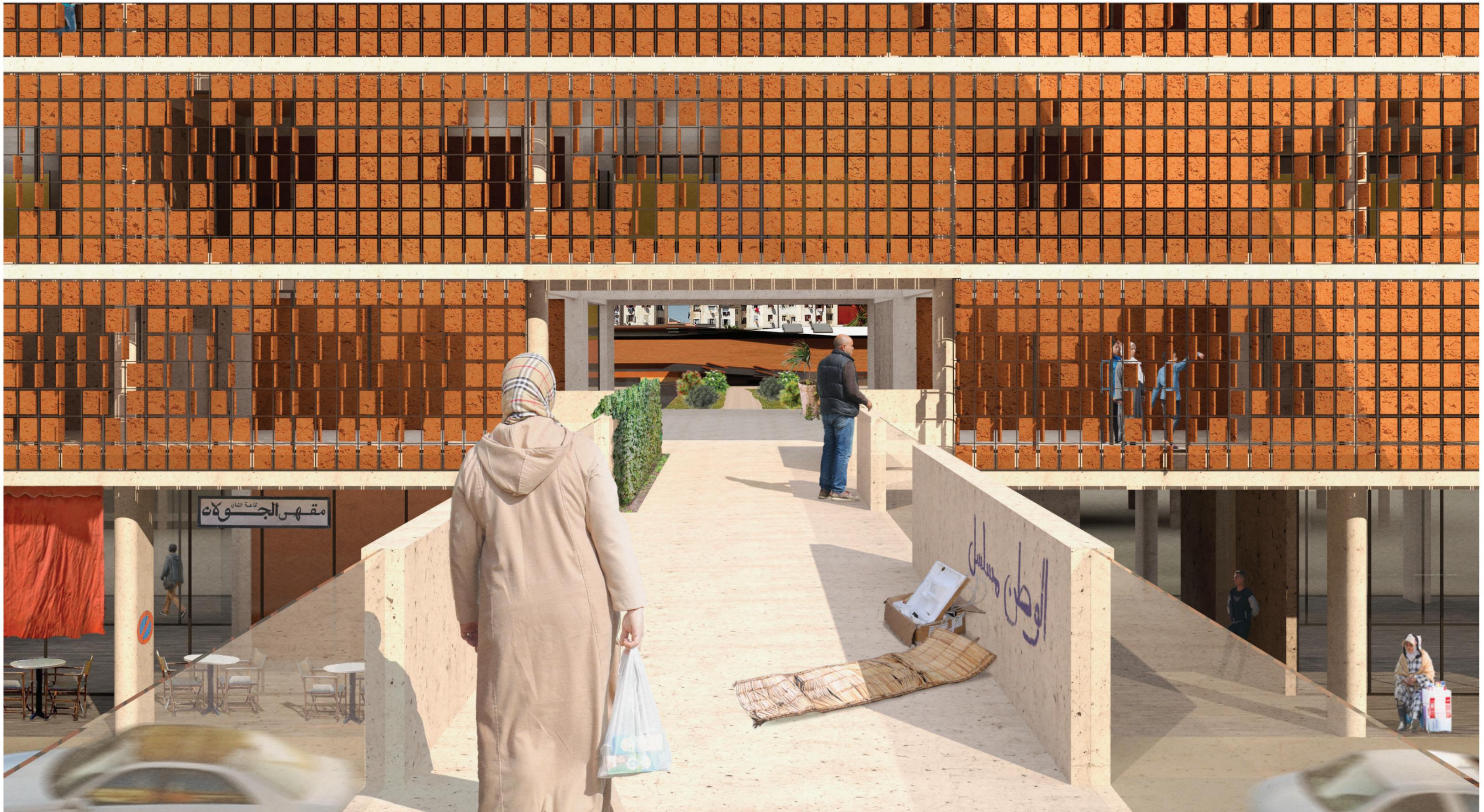
SECTION



**OVERHANG KEEPS OUT SUN
IN SUMMER MONTHS**

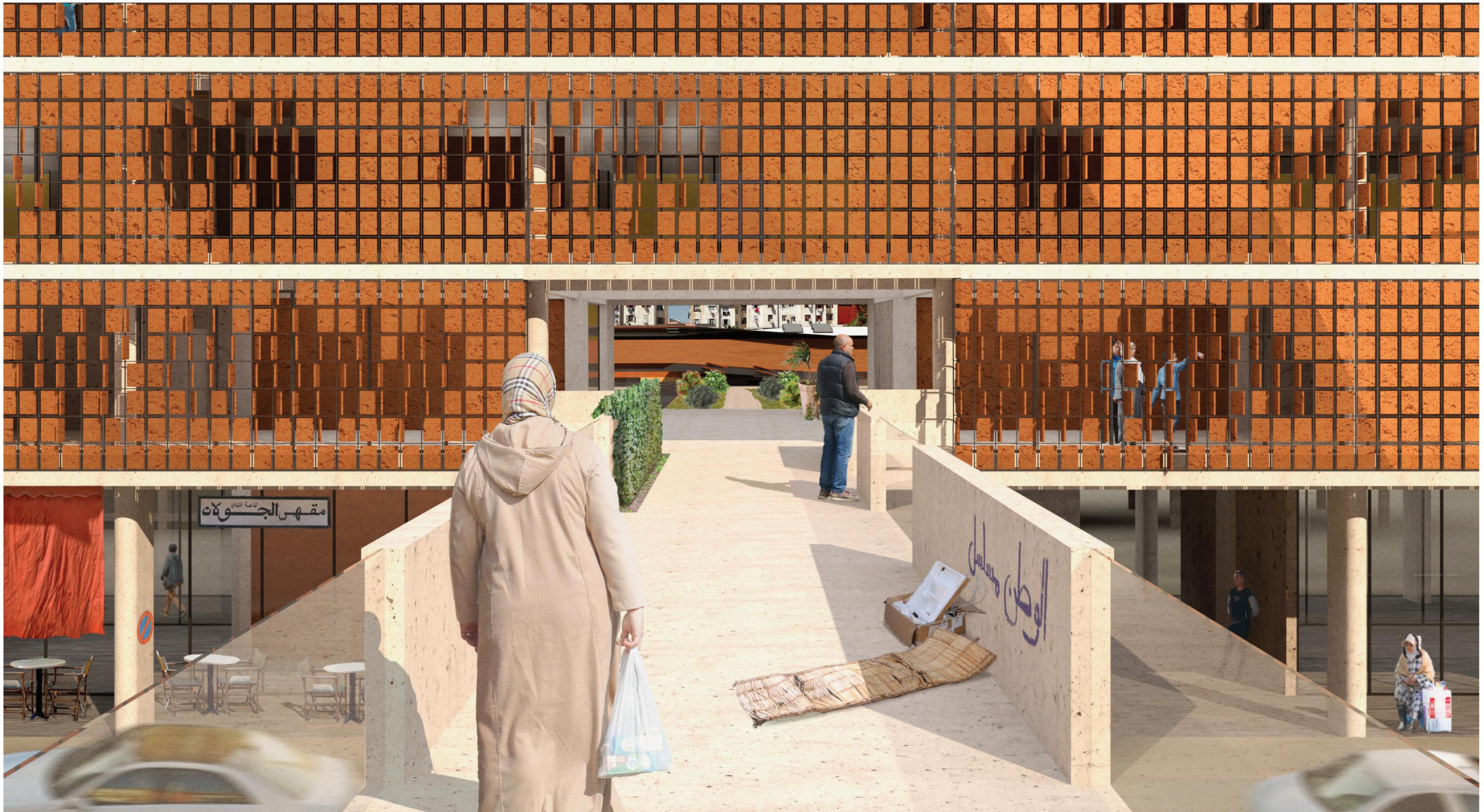
FILTERED NORTHERN LIGHT

**CURTAINS BLOCK
DIRECT SUNLIGHT**





INFILL BY THE USERS

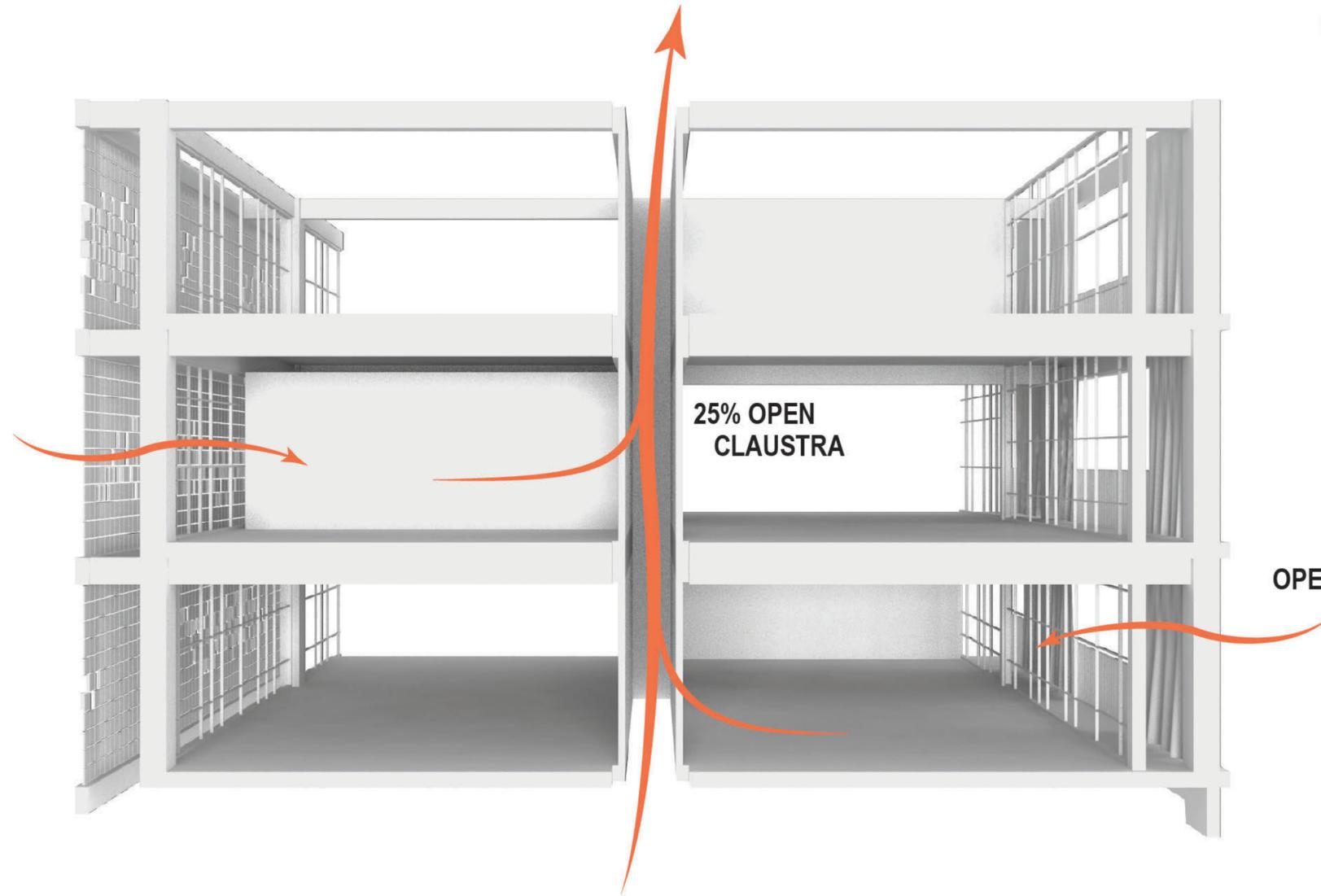




SOLAR CHIMNEY

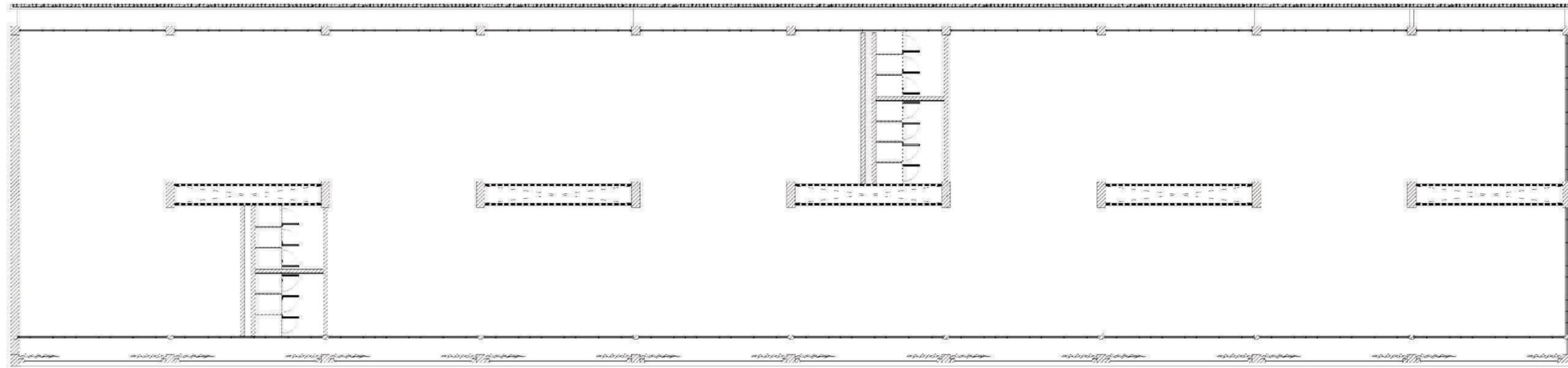


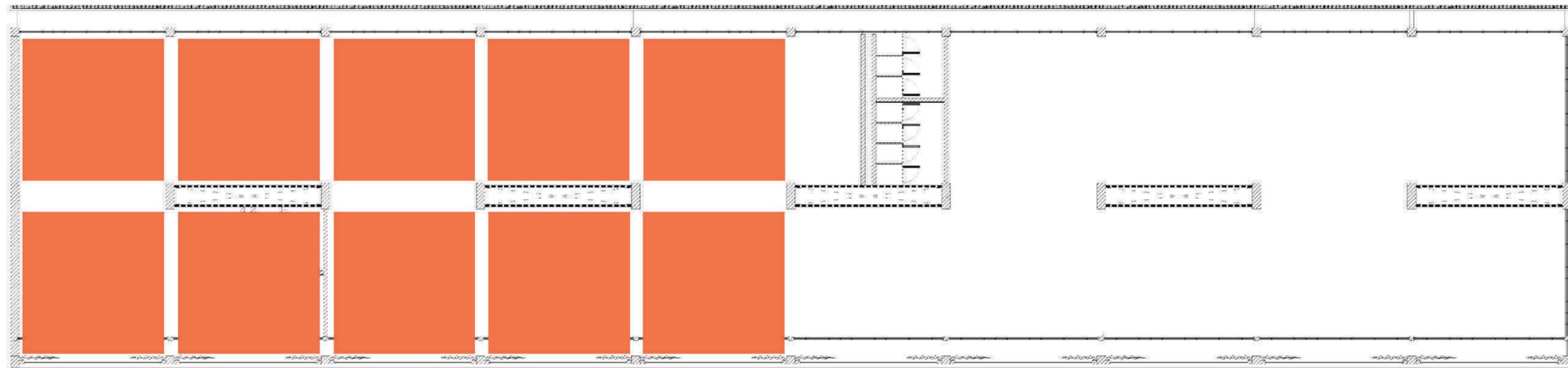
NATURAL DRAFT
BY SOLAR CHIMNEY



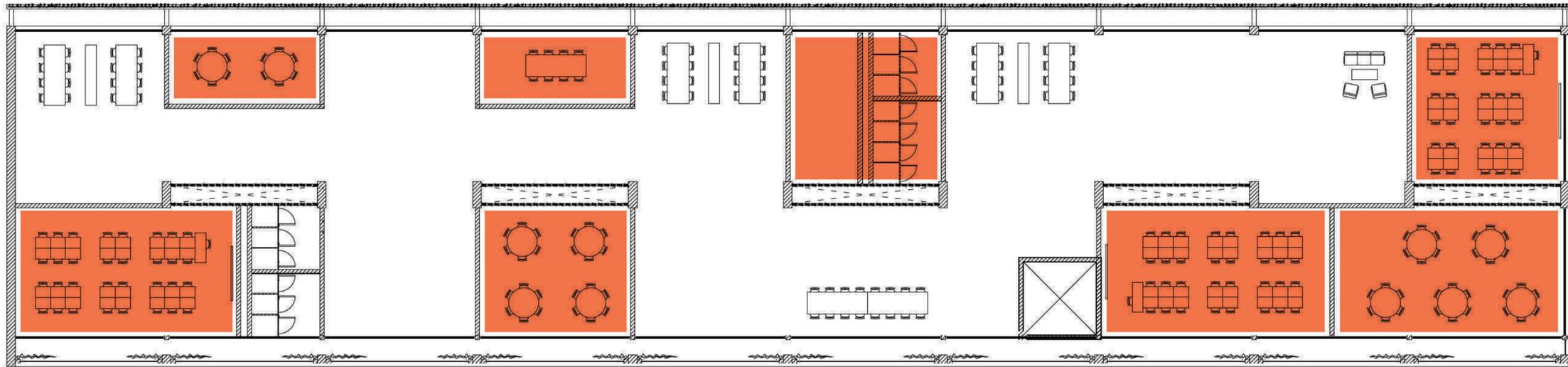
OPERABLE WINDOWS

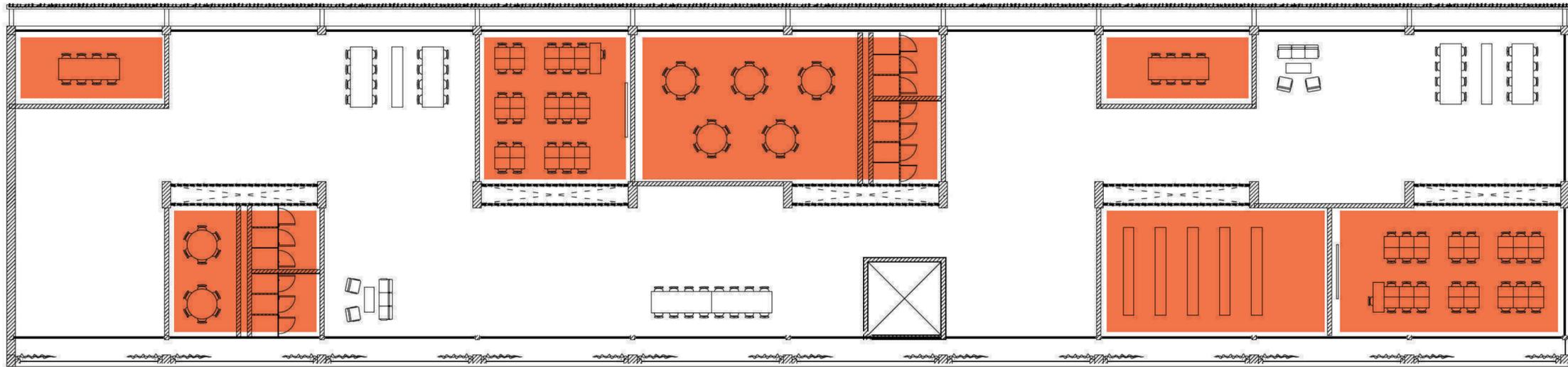






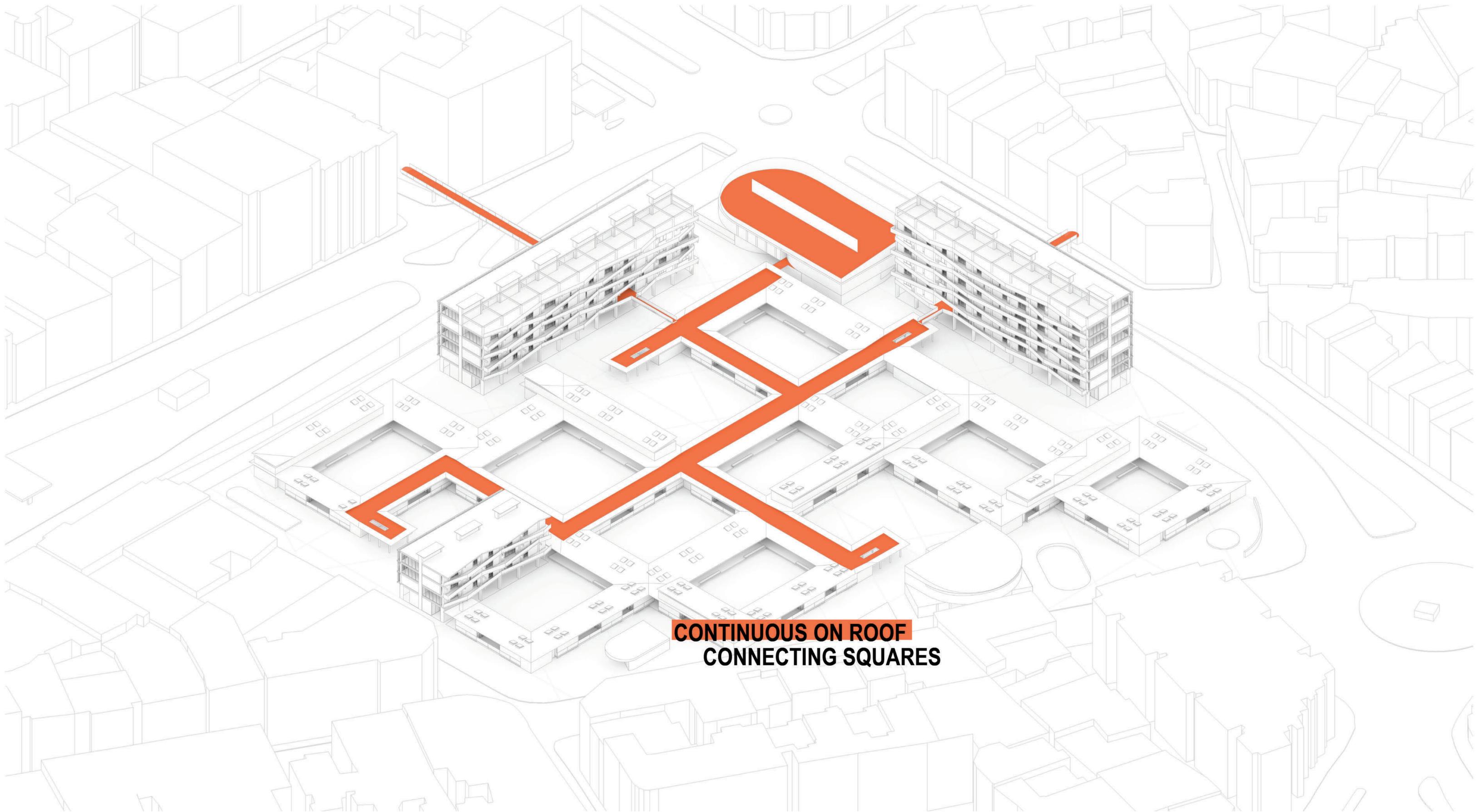
7200 X 7200 GRID





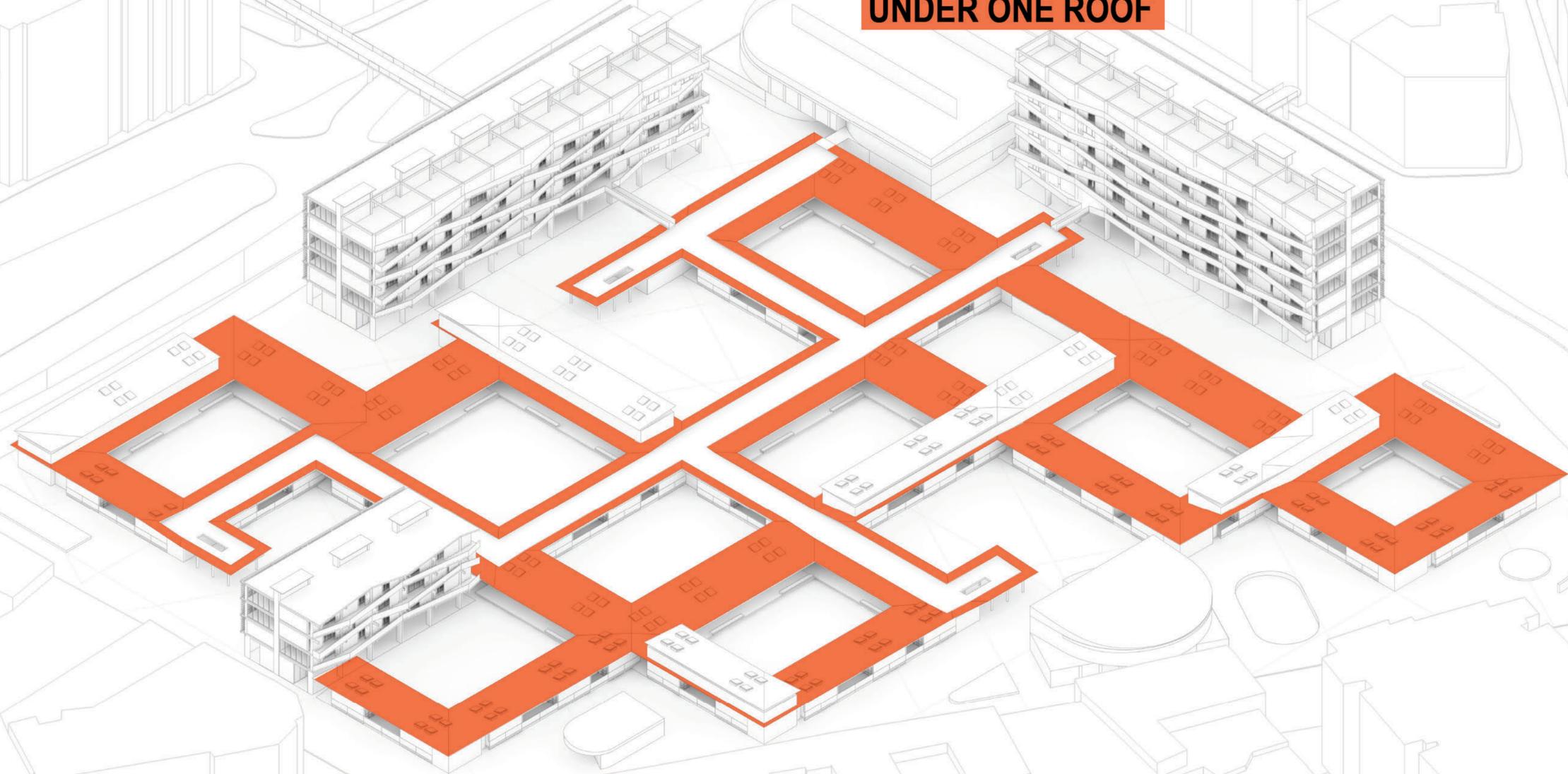


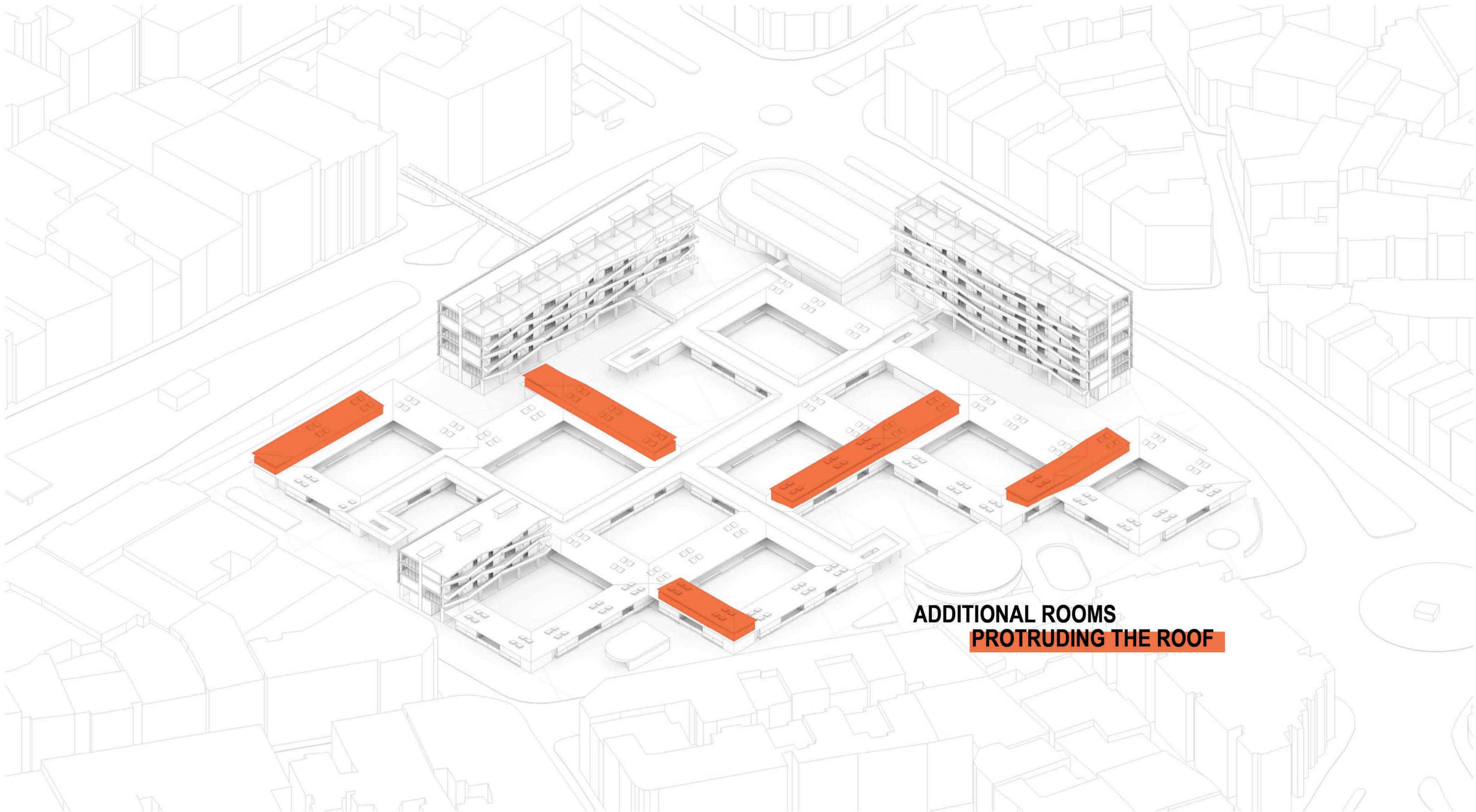




**CONTINUOUS ON ROOF
CONNECTING SQUARES**

**ALL CLASSROOMS
UNDER ONE ROOF**





**ADDITIONAL ROOMS
PROTRUDING THE ROOF**

**OFFICES FOR SCHOOL
OR CULTURAL CENTRE**

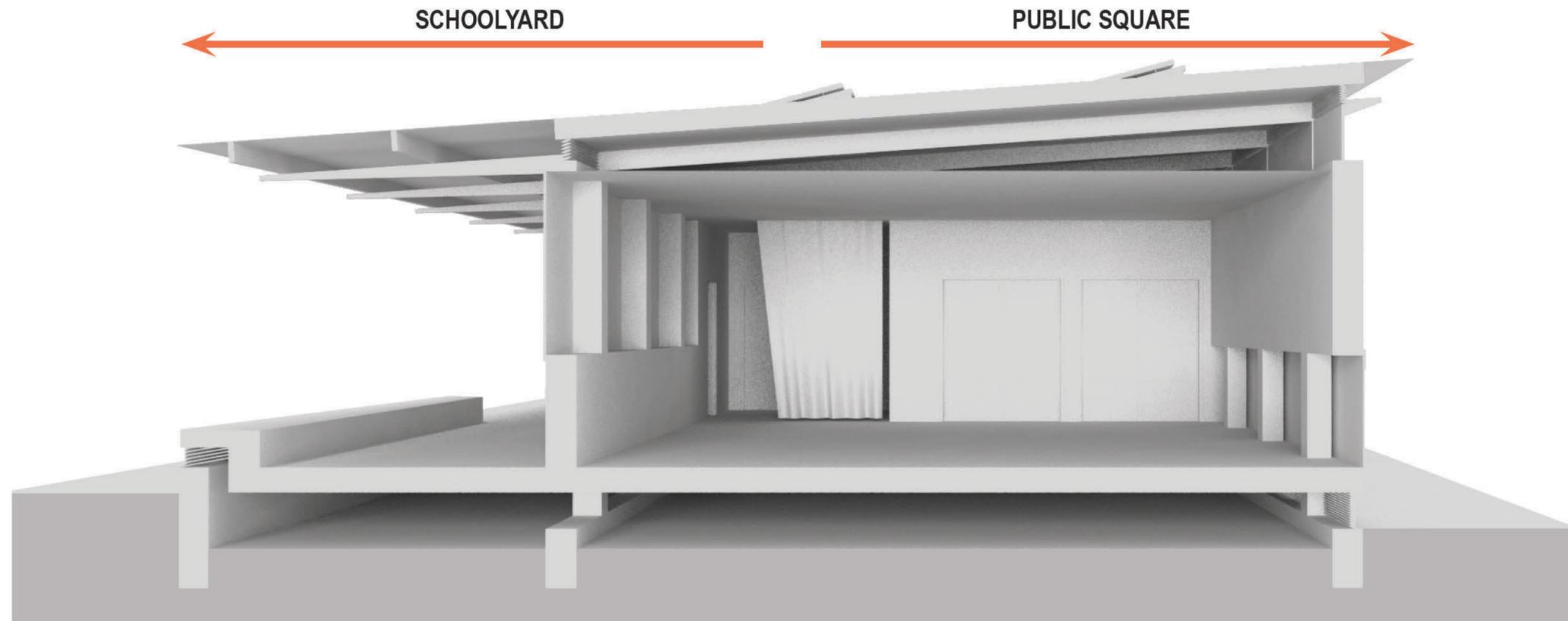


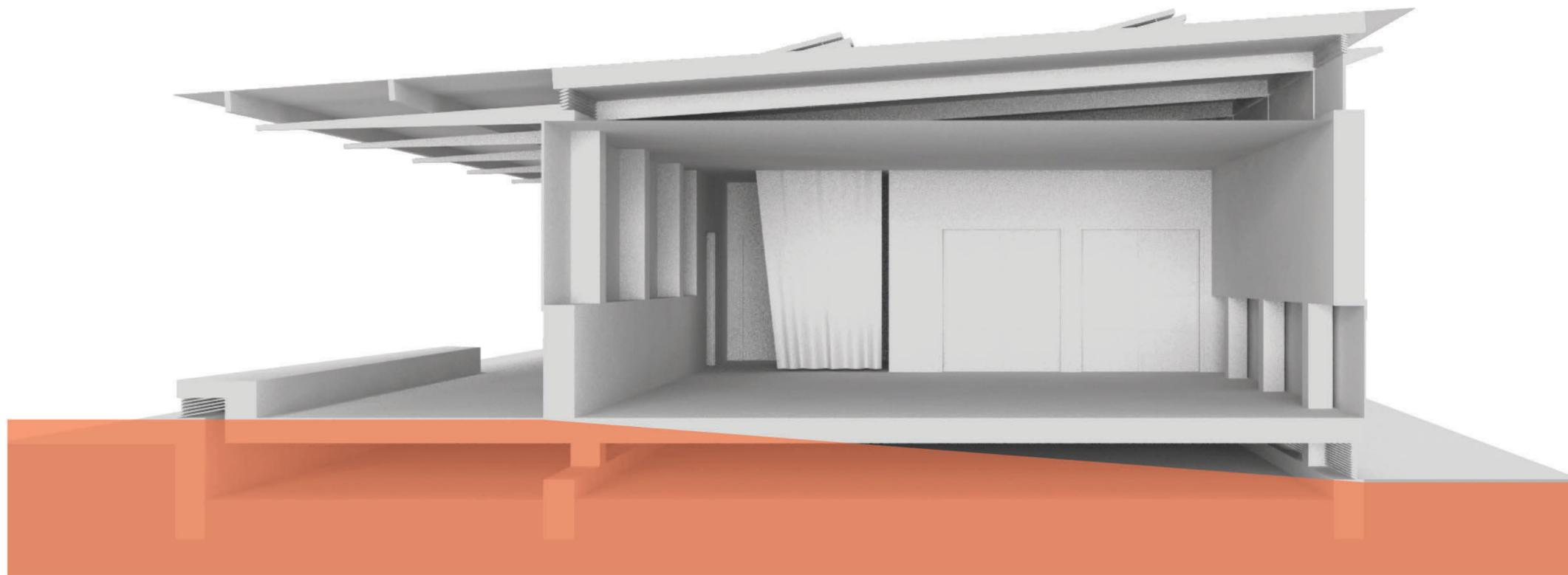
COLOR AS REPRESENTATION











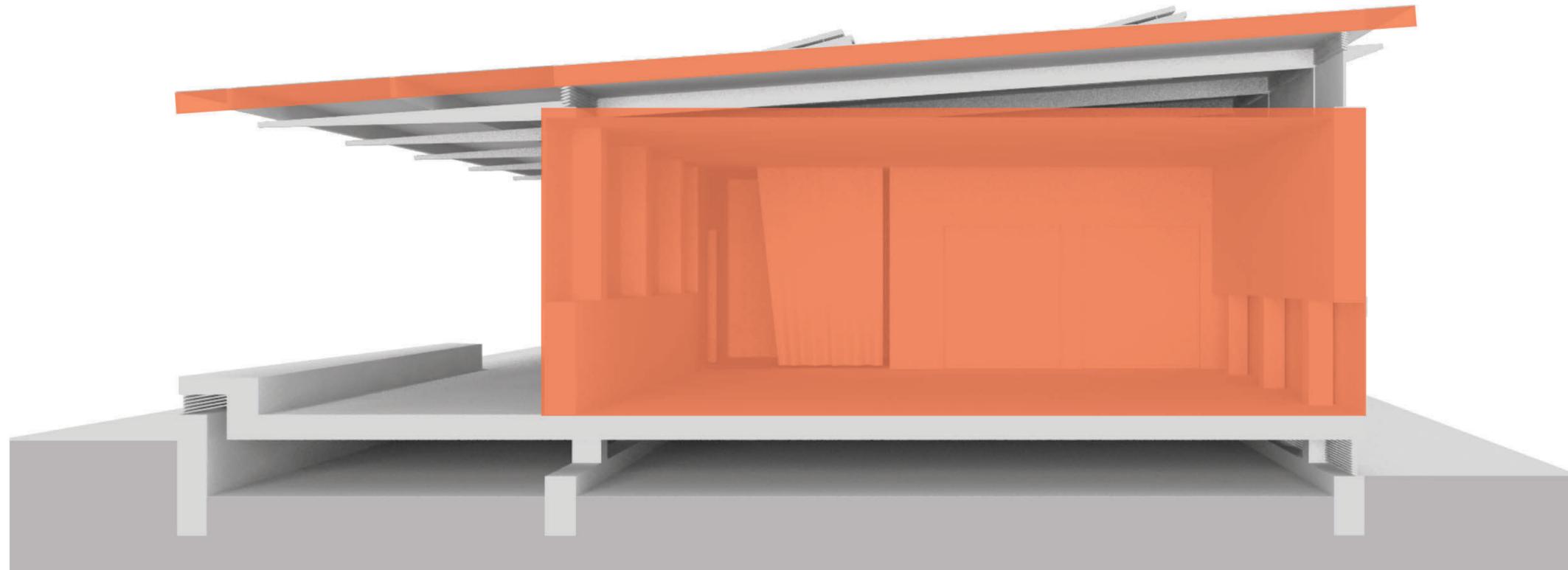
HEIGHT DIFFERENCE FOR CLEAR SEPARATION

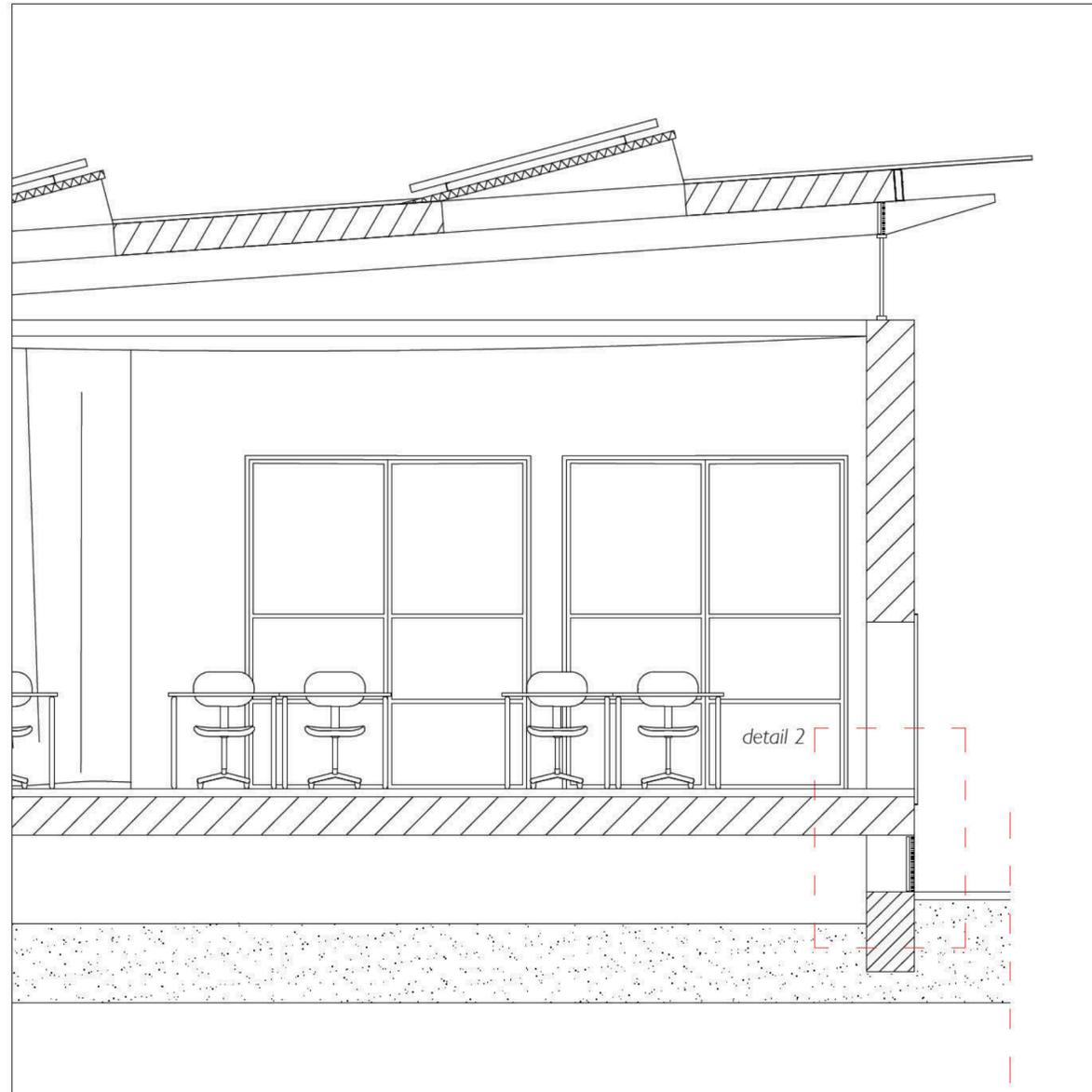


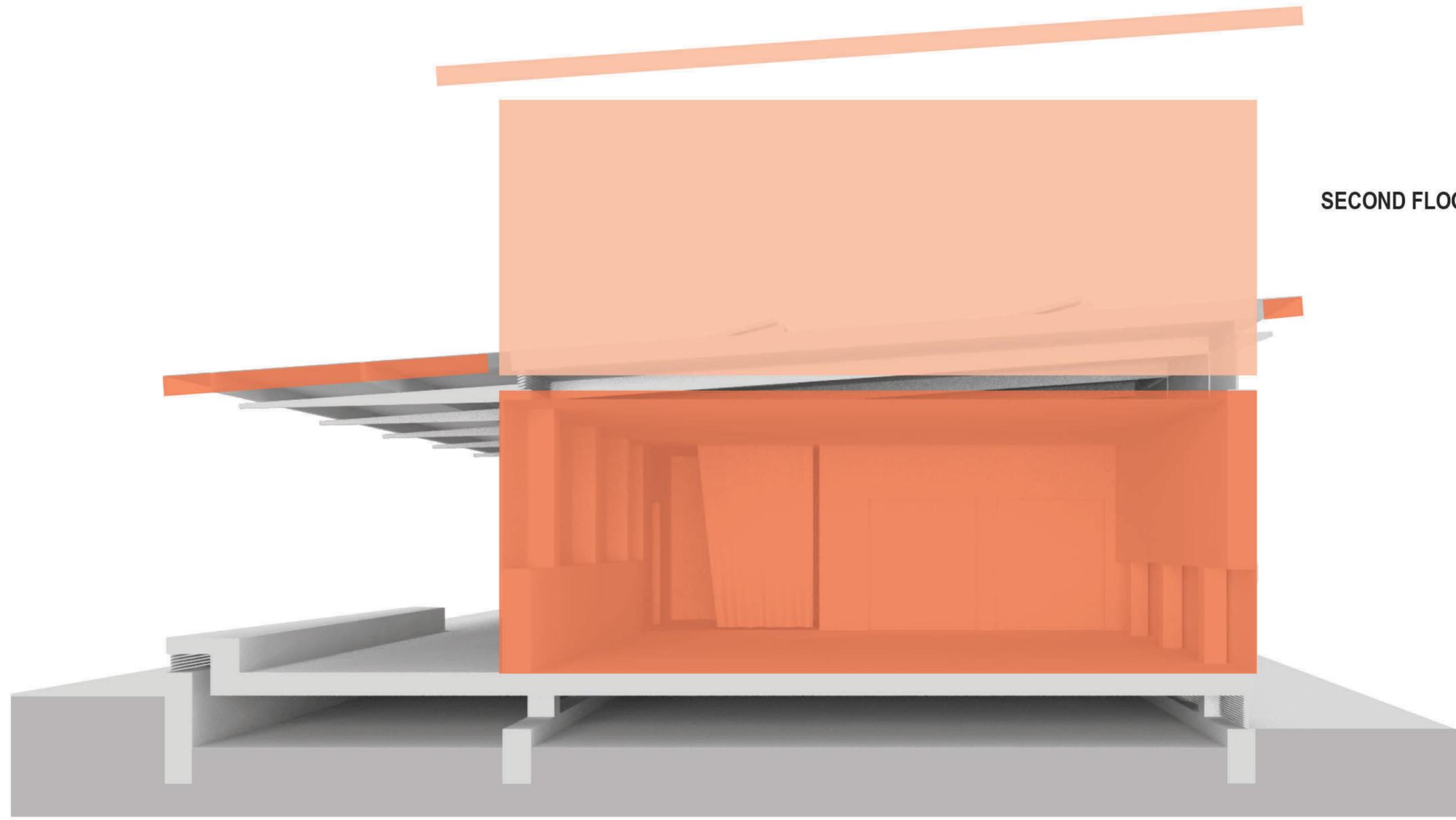


**ROOF CONTINUOUS ELEMENT
ABOVE CLASSROOMS**

ROOF DISCONNECTED FROM VOLUME







SECOND FLOOR 'CUTS' THROUGH
THE ORIGINAL ROOF

ROOF BECOMES BALUSTRADE
FOR ROOF PARK

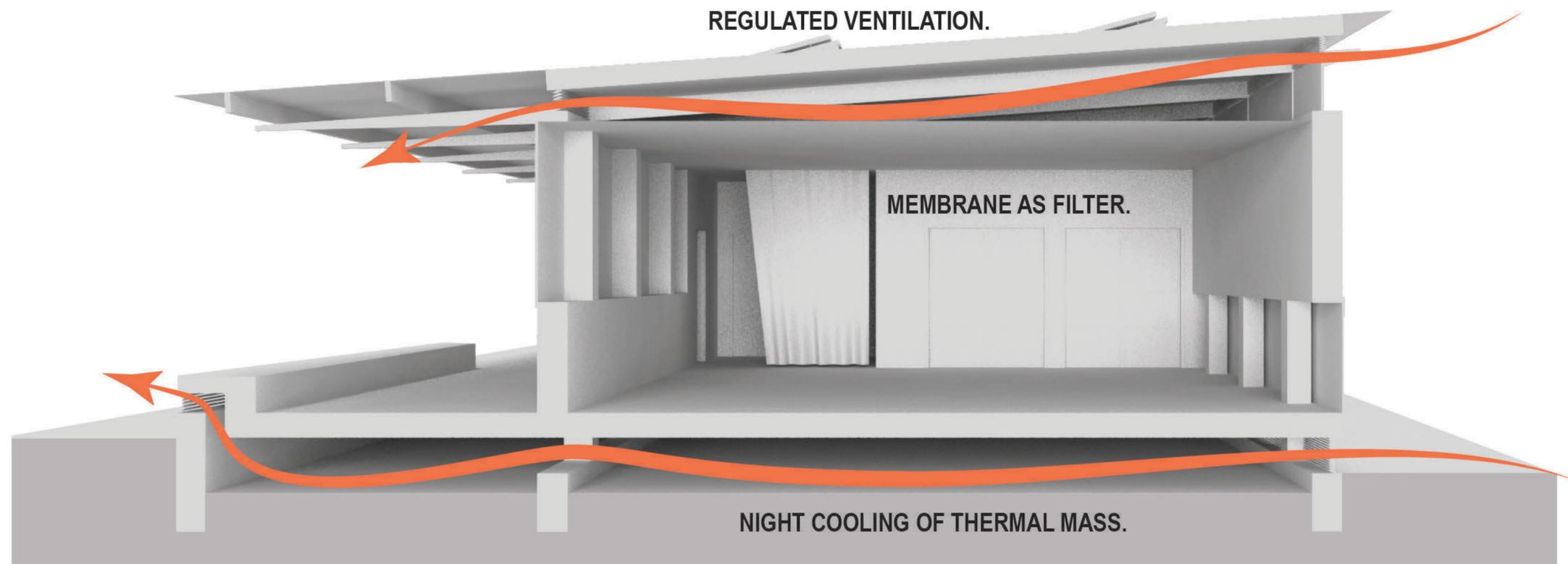








SEATING ELEMENTS
PART OF VENTILATION



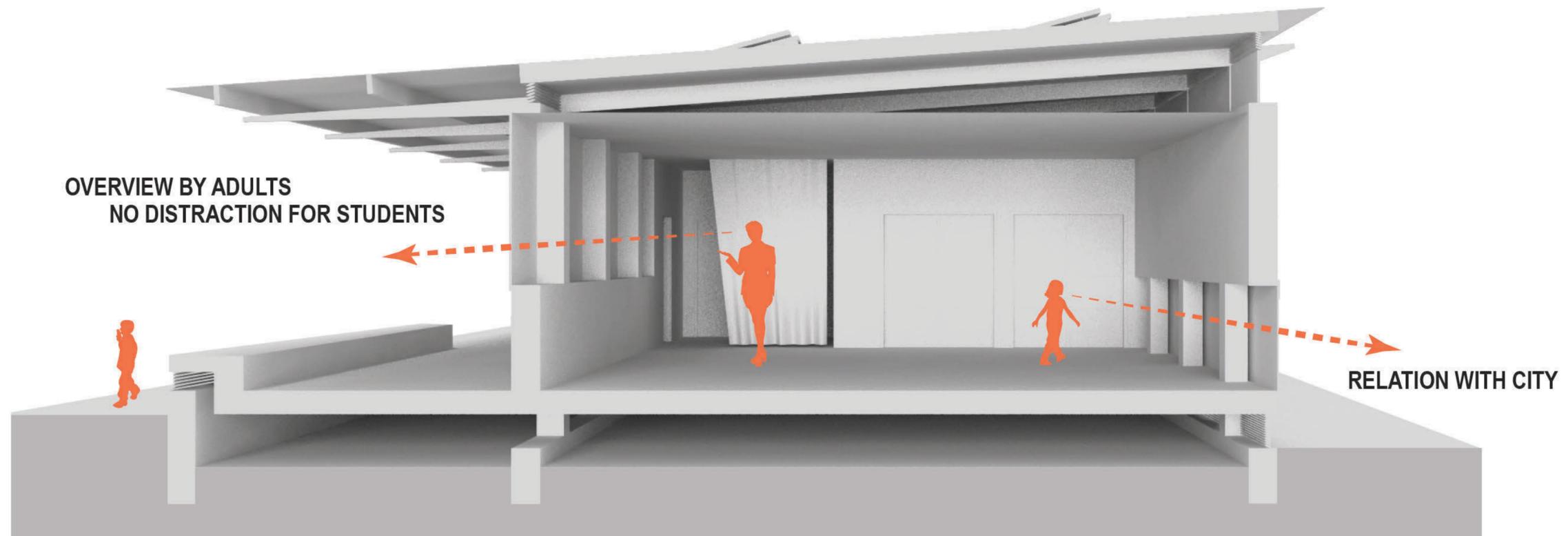




WINDOW FLUSH WITH WALL



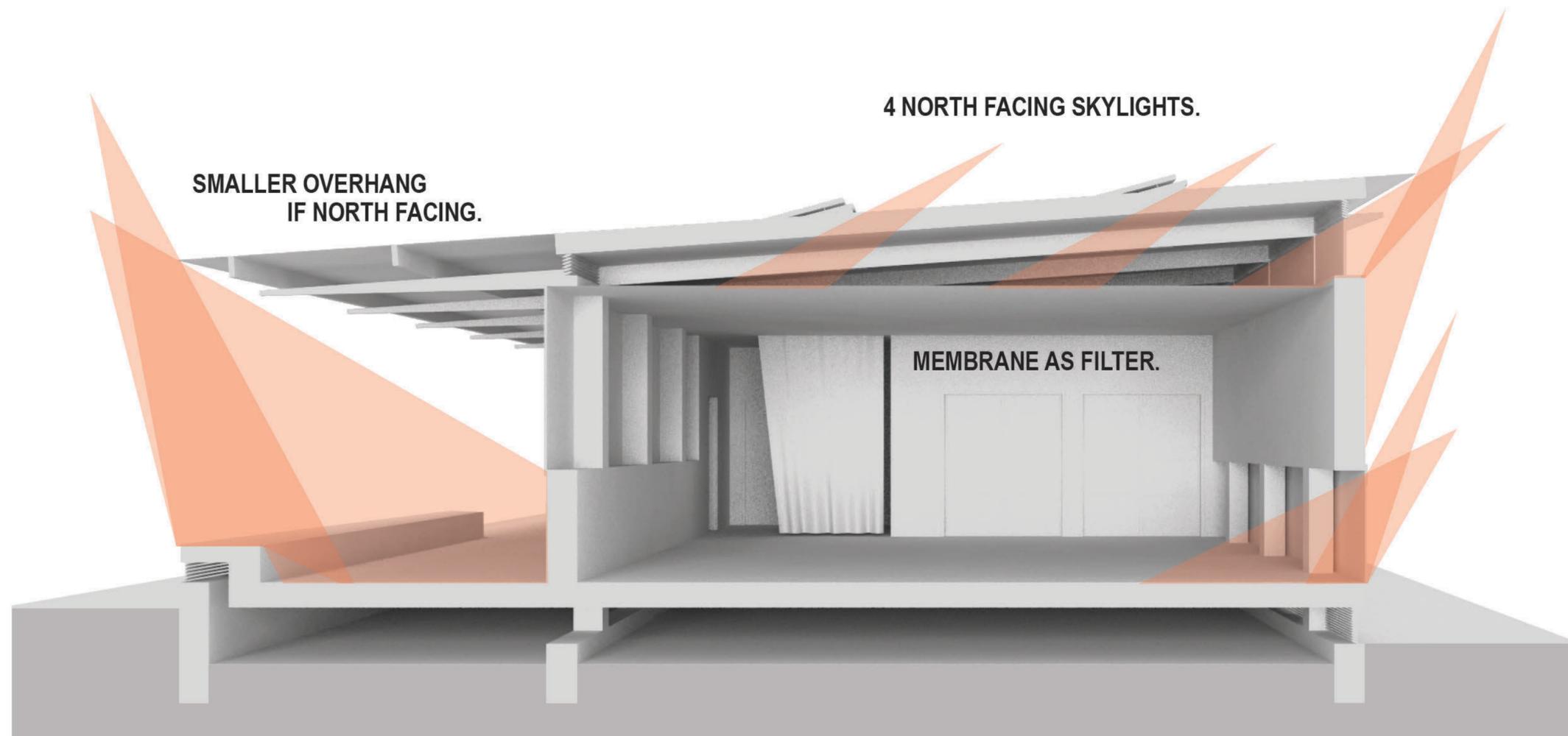


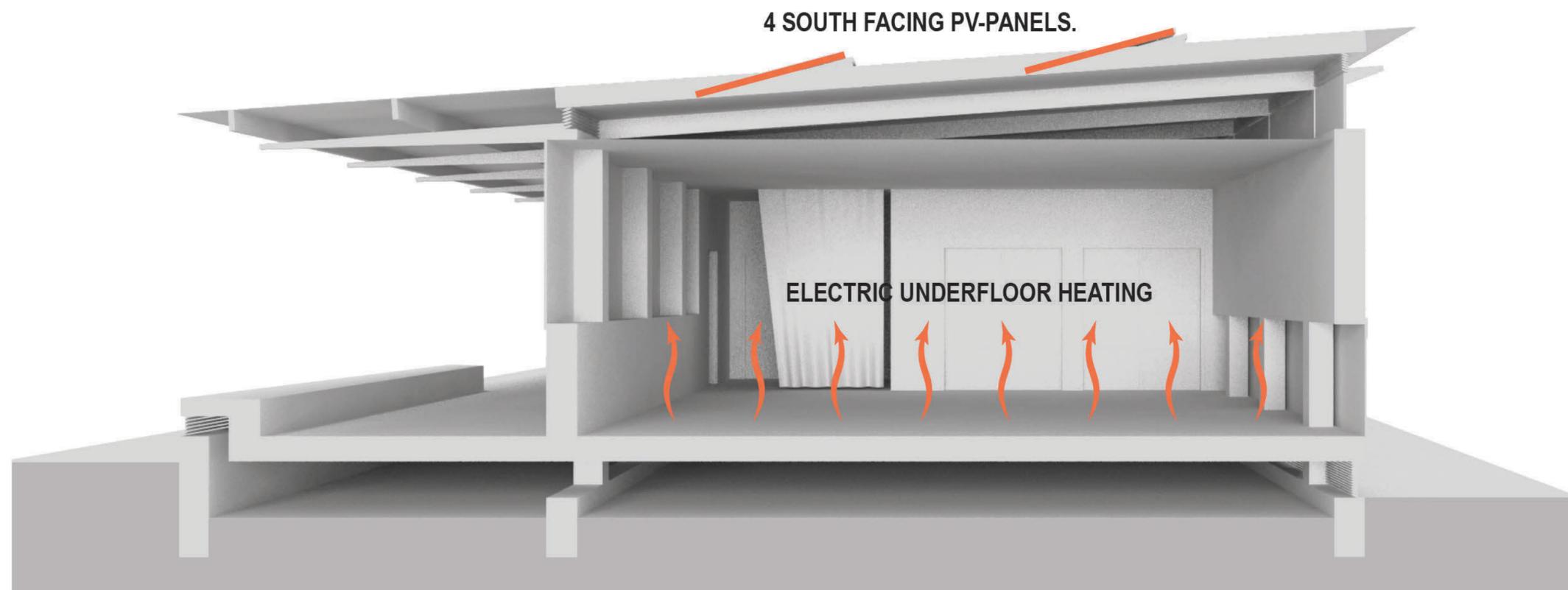




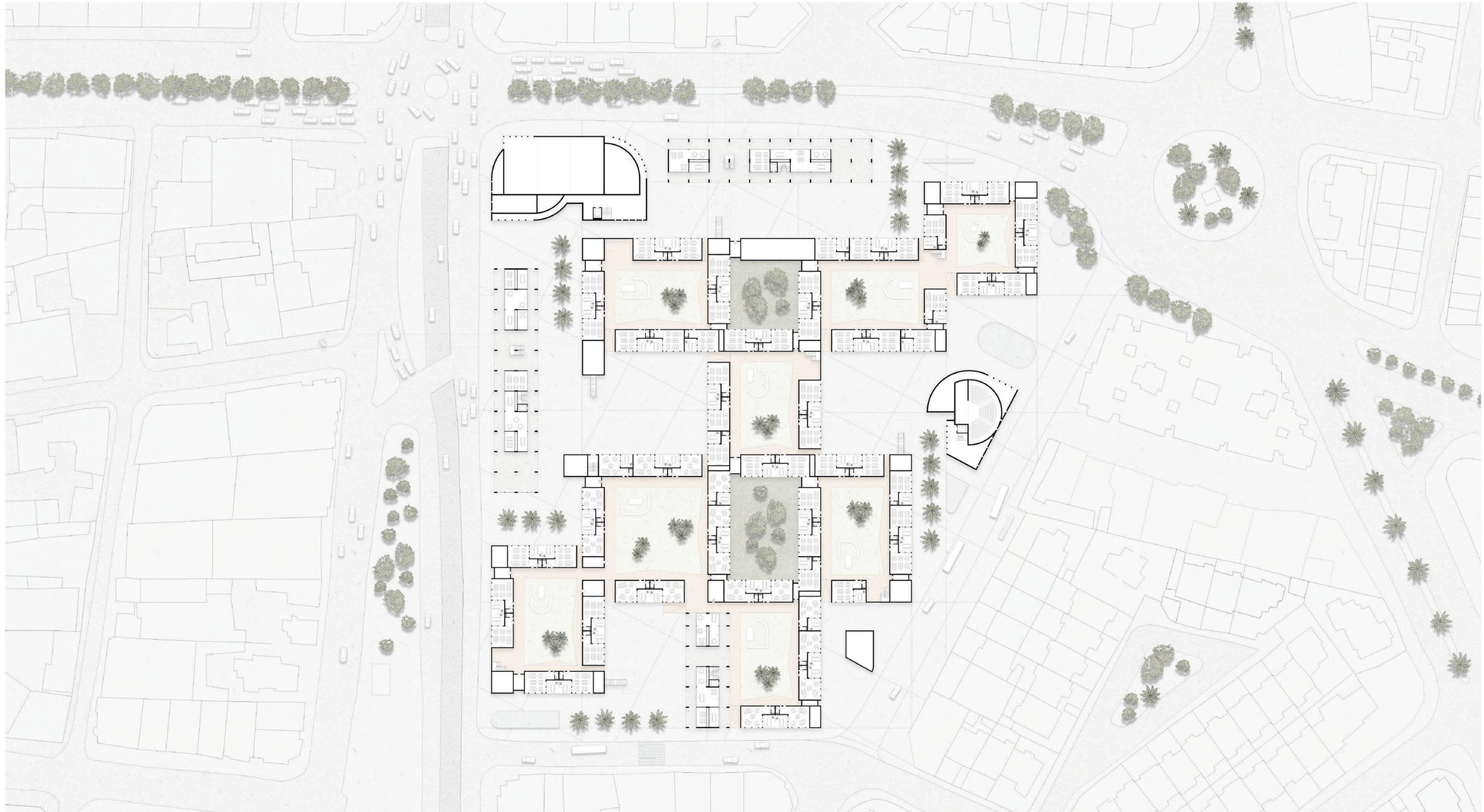
MEMBRANE AS A FILTER













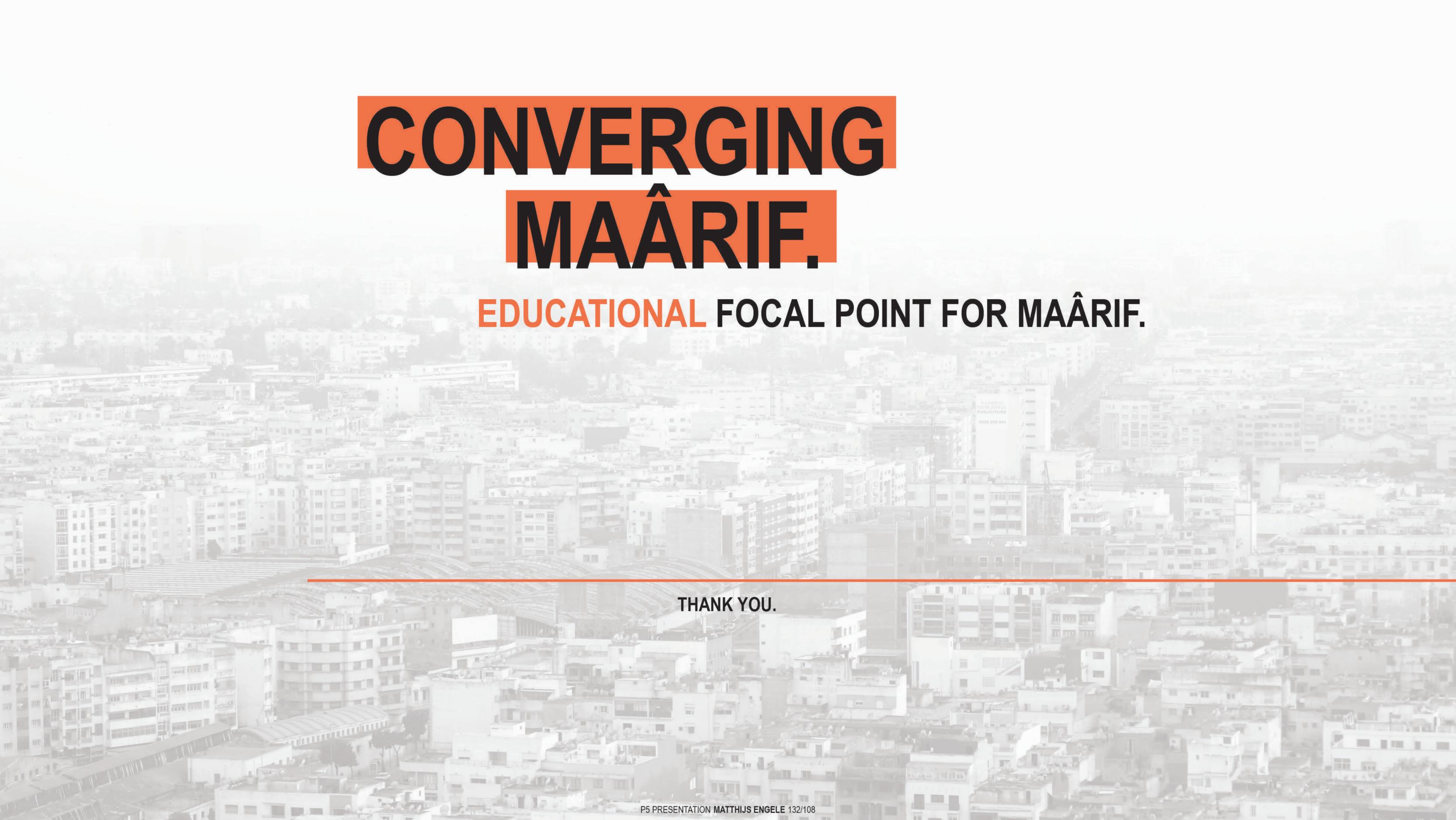










An aerial, high-angle photograph of a densely populated city, likely Marrakech, Morocco. The foreground is dominated by a large, modern stadium with a distinctive, curved, ribbed roof structure. The rest of the city is a dense grid of multi-story buildings, with some taller structures visible in the distance. The overall tone is muted, with a light grey overlay.

CONVERGING MAÂRIF.

EDUCATIONAL FOCAL POINT FOR MAÂRIF.

THANK YOU.