

HOPE SCHOOL.

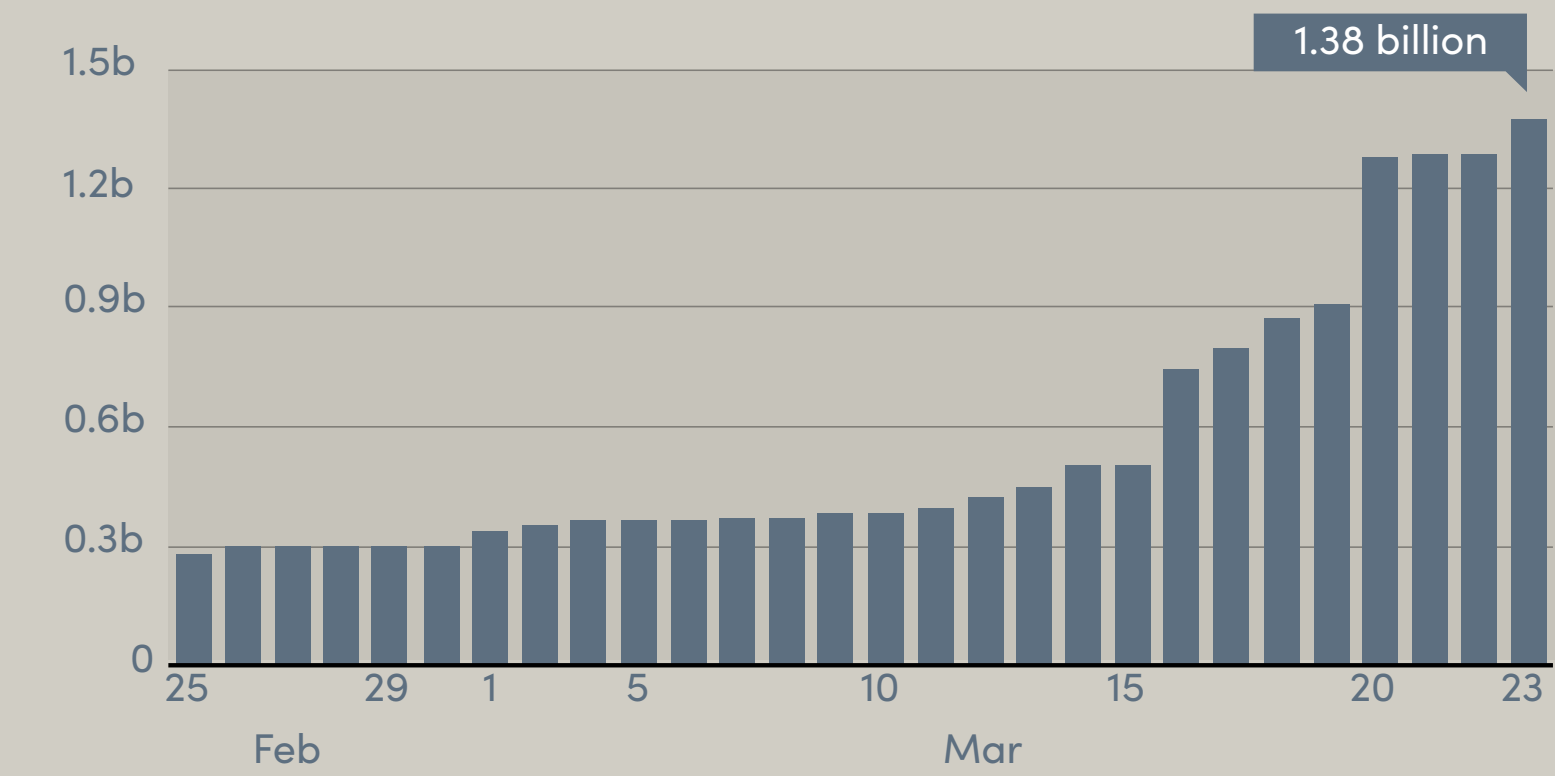
The Challenge - Education in crisis

During the last year and a half, coronavirus shut down schools at an unparalleled rate - affecting the overwhelming number of 1.6 billion children worldwide.

This ongoing crisis obliged caregivers to stay home with their children, causing market stagnation and substantially impacting the economy and public resilience.

The emotional and social consequences of the extensive isolation are yet to be fully comprehended and appear to be severe. That, especially among vulnerable and disadvantaged communities who rely on the National School Lunch Program or lack access to proper technology.

Number of students impacted by school closures worldwide



The current alternatives for attending school - remote or hybrid learning, fail to create an appropriate learning environment, and expose inherent weaknesses of the current school system.

The public school system emerged in the 19th century, and has not evolved much since. It developed in parallel to the industrial revolution, and to this day resembles the approach of an assembly line in a factory. The system prioritizes standardization and discipline over creativity, innovation and genuine self expression.

The pandemic, revealing and highlighting these flaws, should become a catalyst for a long-needed, critical paradigm change.

We believe that the current system is not fit, both in practice and theory, to how learning should be conducted in the 21st century. We believe that our students deserve better.

Manhattan



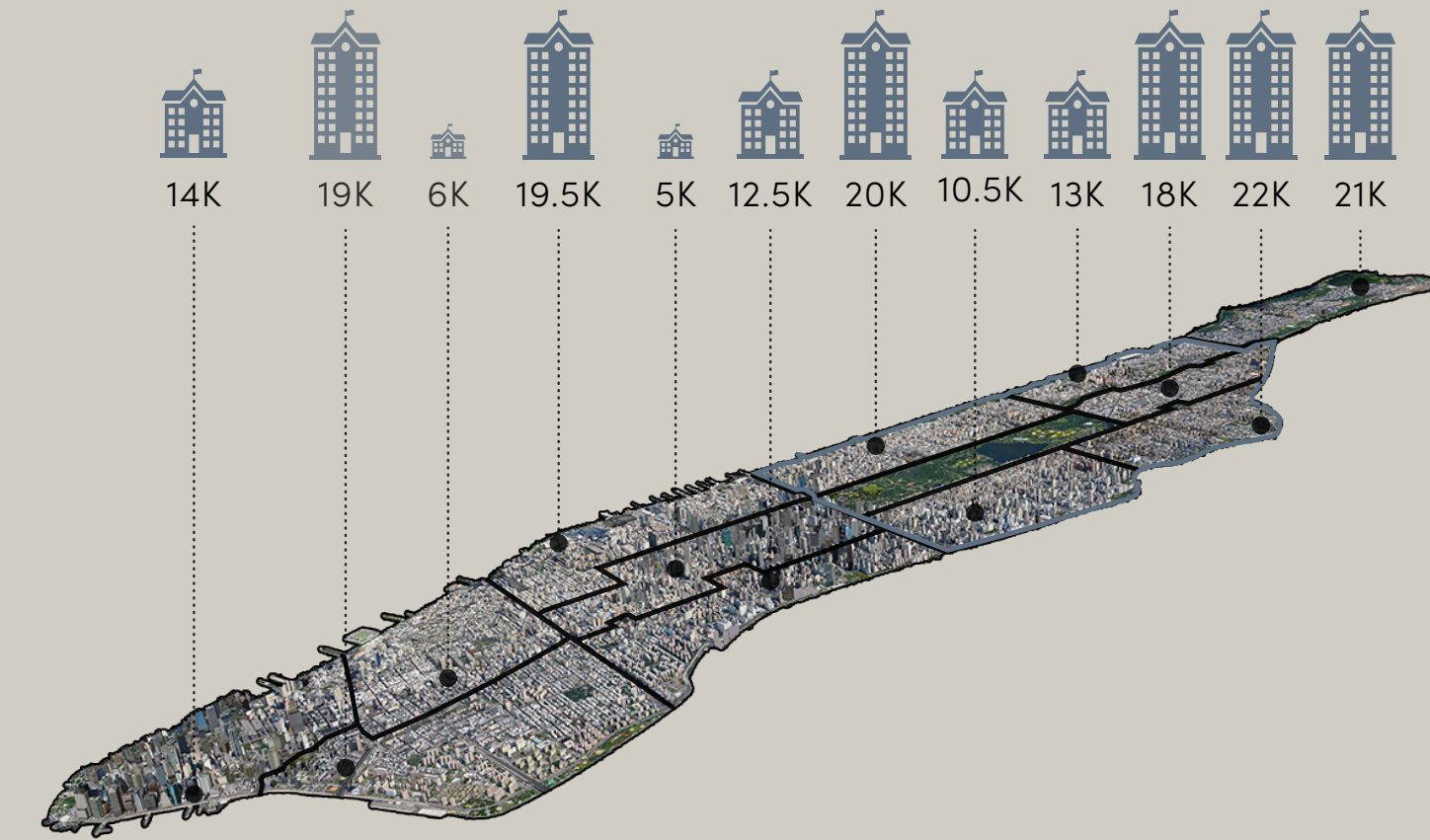
Manhattan is the beating heart of New York City, its most crowded borough and an economic and cultural hub on a global scale.

It is also a place of contradictions, of astronomical wealth and degrading poverty, of invisible boundaries of class and race.

New York City was badly hurt during the pandemic, with around 33 thousand deaths and a total paralysis of most urban utilities and services, which in turn resulted in vast changes in the public domain.

Therefore, we believe that Manhattan, with its bustling urbanism, would make an optimal testing ground for a new school prototype. One that its structure could in time be implemented and adapted to different places around the city, and the rest of the world.

Number of students per neighborhood



In order to find an optimal intervention area within the borough, we analyzed and compared its different districts, measuring the number of schools and children served by each area.

Continuity and Resilience

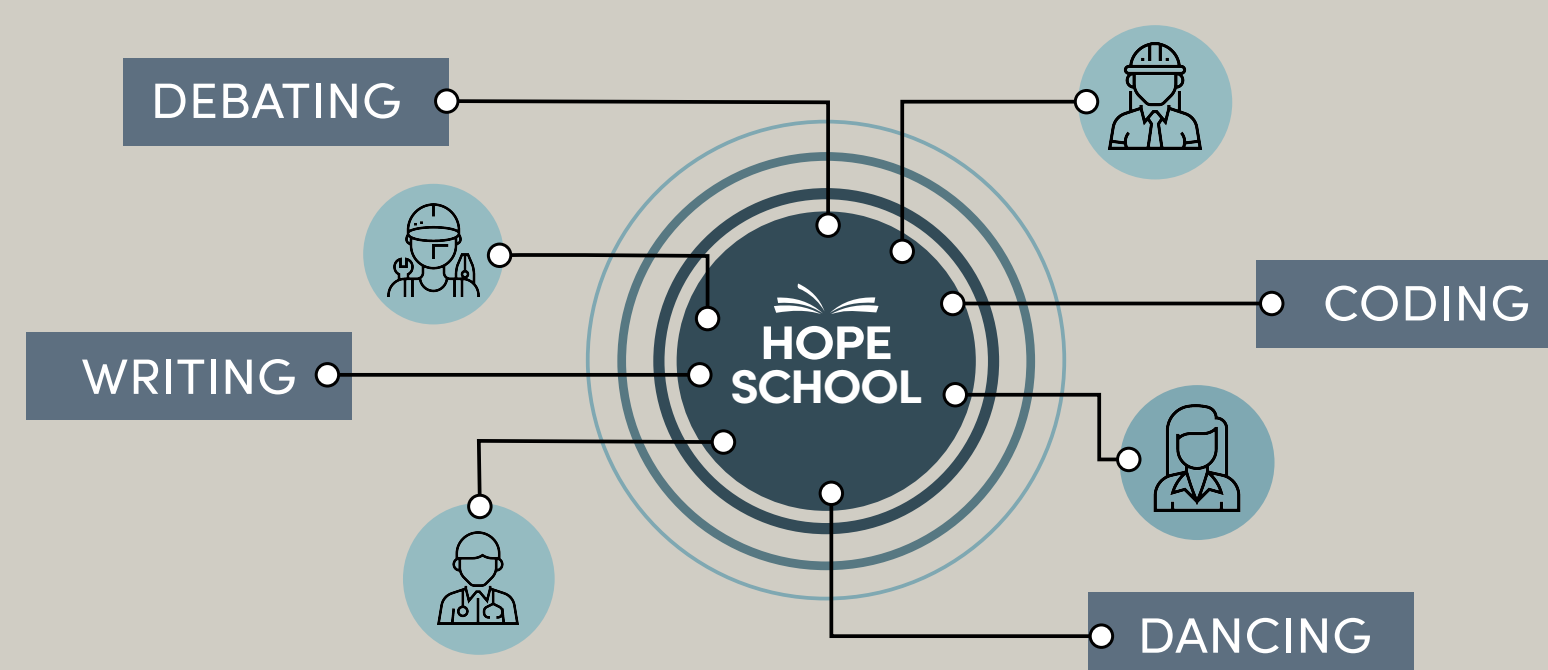
We offer a model that would guarantee an uncompromised continuity of schools functioning, both educationally and socially, during pandemics, while redefining the learning environment and making it suitable for the 21st century.

The building is situated in a dense urban area, as we see the urban environment as a formative "teacher" in a student's life.

By connecting the building to the Metro network, we attempt to enable increased accessibility for its students and visitors.

The building provides a vast area for public use - including an open amphitheater, a library and a community hub. These spaces would offer working spaces for professionals and artists, who in return are expected to engage with and contribute to the students' learning processes and professional training.

The city as a teacher



In case of a pandemic, the school would be prepared to physically isolate itself, including its staff and students, from the city, while catering to their physical and psychological needs, providing them with an enriching and playful inner world.

Despite the physical isolation placed to create a sterile and safe environment, the school would remain connected to the city on several levels. Students would be allowed to meet their parents in a dedicated, secured intermediate space. Additionally, the valuable visual connectivity between the school and the cityscape would be maintained.



"The youth are humanity's eternal possibility for happiness" (Martin Buber)