



CHAPTER 4: BASELINE DOCUMENT

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1. The stakeholders:

The stakeholders in this urban, architectural and landscape intervention, at all dimension - economical, sociocultural, environmental - are the following:.

- . The Nosy Be municipality
- . The Antsiranana Province
- . The Non-Governmental Organisations and International Agencies
- . The environment

2. The users:

a. User category: adult students

Anybody of the age of 18 and over, wishing to acquire business and entrepreneurship base knowledge, as well as artists and artisans who would like to form associations or enterprises to make oneself or one's groups a place in the art industry.

One of the main goals of the empowerment centre is to assist the economically-challenged citizens deprived of choices and options, and those ones in the informal sector.

b. User category: music and dance artists

In the project, artists of all genre are to be assisted in order to promote the continuation of the diverse cultural identities and customs in the popular tourist destination of Nosy Be.

Therefore, the existing traditional dances helped forward at the beginning are the following: *tsapiky* (see Fig. 104 & 107) and *salegy* (see Fig. 105) - national popular dance, born in Antsiranana, capital of the Northern province, danced in choreography groups or in couples. In other words, there might be more traditional or hybrid dances still unidentified which need to be consulted. However, space is allocated for any type of dance activities, and the programme needs to be adjusted consequently with the newly identified community dance aspirations.

Another traditional activity encouraged in the centre is the practice of the traditional wrestling, the *moraingy* (see Fig. 106) - traditional martial art, wrestling, practised by the coast people now associated with parties and ceremonies throughout the

island. The aim of the game is to throw the opponent on the ground without hitting him. This art is transmitted from father to son.

c. User category: artists, artisans and crafts people

The project caters for the local and regional artists to give them a solid background of knowledge in the art industry to expand their skills and opportunities, and to emphasize the importance of cultural expression and everyday crafting as a way towards happy and complete individuals, hence a healthy community, as well as to promote local produces as everyday tools and fashion.

Therefore, the preliminary activities included and encouraged in the programme, with possible adjustments with time, are the following:

. *Richelieu* embroidery (see Fig. 108), one of the Western heritages that the Nosy Be ladies have taken over to implement as a very strong economical asset, very popular for the visitors.

. *Papier Antemoro* (see Fig. 112), form of crafts very popular in Nosy Be, also a Western heritage - the paper is made of *havoha* tree paste; the paste consists of mashed bark and vegetal fibres, which is then dried and inserted with painted flowers and plants. The whole is then left to dry before getting ready to be sold.

. Textile, especially wax printing on cotton *pareos* called *lambahoany* (see Fig. 110 & 111), still very much in fashion in the coastal areas as well as in Nosy Be, since it is one of the most appropriate clothing for the hot and humid setup. Design around the patterns and the colours, as well as clothing pieces, can also be helped forward by the centre's programme.

. Woodwork and carpentry (see Fig. 113 & 114), very popular in the Hell Ville town and throughout the island, especially for the men.



FIG. 104 (TOP LEFT): TSAPIKY DANCE (SOURCE: GROUPEMENT INTERPROFESSIONNEL HOTELIER ET TOURISTIQUE DE NOSY BE. 2005: 8).

FIG. 105 (TOP RIGHT): SALEGY DANCE (SOURCE: GROUPEMENT INTERPROFESSIONNEL HOTELIER ET TOURISTIQUE DE NOSY BE. 2005: 9).



FIG. 106: MORAINGY WRESTLERS (SOURCE: ACQUIER, J. L. ET AL. 1999: 251).



FIG. 107: TSAPIKY DANCE IN ACTION (SOURCE: GROUPEMENT INTERPROFESSIONNEL HOTELIER ET TOURISTIQUE DE NOSY BE. 2005: 6).



FIG. 109 (TOP LEFT): LAMBAHDANY OR PAREDS, TRADITIONAL YET FUNCTIONAL AND CONTEMPORARY FABRIC USED BY THE LADIES AND EVEN THE GENTLEMEN, VERY LIGHT, APPROPRIATE IN TROPICAL AREAS. (SOURCE: ACQUIER, J. L. ET AL. 1999: 246).

FIG. 110 (BOTTOM LEFT) & 111 (RIGHT): FASHIONABLE “PORT DU LAMBAHDANY” IN HELL VILLE, (PHOTOS: AUTHOR, JANUARY 2006).



FIG. 112: A LADY PREPARING A “PAPIER ANTAIMORO” (SOURCE: TREAL C. & RUIZ J. M. RAMANANTSOA, C. RATSIMIEBO, H. 1999: 83).



University of Pretoria etd – Raveloarison, R S. (2007)

FIG. 113 (TOP) & 114 (BOTTOM): HELL VILLE CARPENTERS (PHOTOS: AUTHOR, JANUARY & MARCH 2006).



FIG. 108: RICHELIEU TABLE CLOTHES (SOURCE: GROUPEMENT INTERPROFESSIONNEL HOTELIER ET TOURISTIQUE DE NOSY BE. 2005: 9).



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3. DESIGN BRIEF:

a. PROJECT PROGRAMME – DEVELOPMENT STAGES:

1ST STEP: Small change concept, in other words, put in place drinking fountains and laundry facilities by the taxi stop to draw attention and investment in between the buildings by the Boulevard General de Gaulle, to start emphasizing the pedestrian corridors. This is the main stage for landscaping interventions, consisting mainly of the furnishing and humanization of the urban links.

2ND STEP: In-between buildings concept, whereby the empowerment centre is erected to intensify the urban linkages and providing for community upliftment programmes.

3RD STEP: Community empowerment, consisting of the community taking over all decision-making, the centre management, as well as all identified and relevant future projects.

b. HELL VILLE EMPOWERMENT CENTRE COMPONENTS:

- an **entrepreneurship academy**, which is an adult educational facility to teach basic business and entrepreneurship knowledge, to give opportunities to the citizens to expand on their knowledge and enterprises in the future.

- an **employment agency**, undertaken by a multisectorial association committee to assist the centre's newly graduates as well as the citizens in employment research on the local, regional, national and international levels.

- a **design centre**, which is a facility for community expression through arts and crafts, also educational.

- a **cultural centre**, for community expression through music, dance and performances, as well as

to assist with the yearly *Donia* event.

- a **reference centre**, consisting of a library, a multimedia theque, and a study centre.

- **rented spaces**, undertaken by the centre management rented out to newly graduates or local citizens to practice their enterprises and businesses, formed by shops, offices and studio apartments.

c. FINANCING:

Financing funds could be granted from the United Nations agencies, which are the UNDP (United Nations Development Programme) and UNFPA (United Nations Population Fund), in the context of the national campaign against widespread poverty. There is also the Prince Claus Fund for Culture and Development, which general goal is "increasing cultural awareness and promoting exchange between culture and development" in Africa, Asia, Latin America and the Caribbean (<http://www.princeclausfund.org/en/index.html>).

d. MANAGEMENT:

For the project to be successful, it is important to consider the following points:

i. To form a representative executive committee, with members from the financing parties, the local authorities, the involved Non-Governmental Organisations, and most importantly the community.

ii. The community representatives in the committee need to be chosen by the community itself, and all actions and decisions undertaken by the committee run to the community as a whole.

iii. Since the project is an empowerment initiative, the centre should be managed by another community committee with trained and skilled managers, transparent enough to prioritize the community's well-being and the centre's adequate maintenance.

e. SITE CHOICE:

Because of its centrality, the site is very accessible, appropriate for a community facility, providing for empowering spaces that enable the community to control and take ownership.

The site, together with the programme and the landscaping interventions, becomes very legible and offers more opportunities to the town users.

f. CLARIFICATION ON SPATIAL DECISIONS: i. THE CLASSROOMS, STUDIOS AND WORKSHOPS:

Because with two classrooms, more or less identical, separated by soundproof sliding screens, a bigger room can be created to cater for a bigger audience for different types of functions, such as: social gatherings (community associations), part-time schooling (children or adult), repetition rooms during *Donia* events, etc.

The fields consist of the following: business, entrepreneurship, textile design, woodwork design; and the levels, spread throughout one semester per level, are formed: beginners, intermediates and advanced classes.

Therefore, the classrooms need to be booked on a time/period basis in relation with the practicals, classes and lectures, in such a way that these latter run simultaneously so that the centre is populated thoroughly throughout the day.

ii. NUMBER OF USERS:

It is a test. The flexibility of the spaces could suggest other functions and activities to be decided by the community if the empowerment centre is unsuccessful. Otherwise, if it does succeed, and the number of users grows, then the empowerment centre, as a satellite project, shall become a physical guideline building for its future extensions. These extensions are not necessarily allocated on-the site but a network of linked empowerment centres could be created in association with a public transport system. To answer the question, from case studies of national classrooms, students usually do not exceed 30 heads for a better supervision monitoring.



iii. WHY A SIX-MONTH LEVEL?

It is an assumption and approximation if basic business management and entrepreneurship is being taught at the centre. The aim is to guide the student in setting up their enterprises or companies, give them advise and counselling on business relations and long-term benefits. Therefore, academic credits are not really necessary at this stage. At a later stage, after the preliminary phase, if the project does go ahead, it will be primordial to consult tertiary education representatives on an appropriate curriculum.

iv. WHY AN EMPOWERMENT CENTRE?

With a multipurpose centre, spaces are randomly laid together with no specific spatial quality for any possible purpose or activity. Therefore, for instance, a simple hall does not maximise its capabilities of holding a smaller audience for a seminar or a class. Therefore, in the design process here, activities are anticipated and accommodated in such a manner that they form the primary function of the space, allowing other unanticipated events to happen, making the space flexible by leaving it open plan and providing for service areas (storage, bathrooms, circulation, etc).

From the interviews with the different social and cultural associations of Hell Ville, there is a general aspiration for a life upgrade, in terms of professionalism, since the tourism market is not accessible to the citizens due to the lack of standard skills and training; the SIRAMA factory's bankruptcy, and the fisheries' financial instabilities. Therefore, as traditional arts and crafts skills already exist, and potentials around the international cultural event *Donia*, together with the plurality of identities and cultures in Hell Ville, one approach could be towards the emphasis on those positive characteristics to motivate and assist the Nosy Be community towards a more sustainable and happier life.

Therefore, the empowerment centre acts as a catalytic intervention and a stage to enhance community life and its rich culture. It is formed by a rent-

able space component; a cultural, design and reference centres; and an employment agency; as well as public open spaces and ablution facilities.

v. SPECIAL SPACES TO GIVE ATTENTION AND PROVIDE FOR DETAILS – TRANSLATING DIFFERENT CONCEPTS:

1. forum space – for the partnership committee to meet as well as exchange ideas to the different groups they represent, especially targeting the community forum

2. forum space associated with a flexible public square – public square adjacent to public activities: drinking fountains; bath houses; formal – targeting high income – and informal – low income – retail; public transportation (introduction of rickshaws); tourist centres – mingling of the urban population with the visitors; cultural performances & events – therefore translated in some sort of outdoor amphitheatre, and/or exhibition of outdoor urban artefacts, and/or ball games (if the space permits); etc.

vi. LANDSCAPING INTERVENTIONS:

1. Project's phase 1:

The interventions at the phase one consist of the enhancement of the urban pedestrian linkages with street lighting, provision of benches and more tree canopies along the walkways, surface treatments and appropriate storm water drainage; etc.

2. Empowerment centre landscaping:

Since outside spaces have the same value as indoor liveable rooms, these outdoor courts need to be landscaped adequately to accommodate for indoor type activities, such as attending a class, or revising through text books, or designing, or crafting, etc. However, the spatial difference between outside and inside, is outside openness to the sky and to the surroundings, meaning no built walls or screens obstructing the activities, neither any man-made roof or ceiling top, but rather bushes and plants to provide outdoor privacy, and tree canopies to create shading.

Furniture is also provided for in these courtyards, such as benches and tabletops.

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4. USER REQUIREMENTS:

TABLE 3: USER REQUIREMENTS (adapted by Author, 2006)

CENTRE COMPONENT	USERS	TIME USAGE	ACTIVITIES	FUNCTIONAL SPACES	SPATIAL REQUIREMENTS	SERVICES	COMPONENTS	USERS (how many?)	m ²
ENTREPRENEURSHIP ACADEMY:									
	- scholars - teachers - staff	08.00 – 12.00 15.00 – 19.00	Concept: sharing of knowledge between students, between teachers, and between teachers and students in formal and informal places to allow a constant mingling of the academy users and visitors. Therefore, spatial layout = circular & democratic.	Concept: all these rooms or spaces are flexible enough to accommodate other undefined activities (e.g. computer laboratory or the audiovisual reference room turned into a classroom, therefore allow for natural lighting to come in while being able to control it for darker environments).	Concepts: - natural ventilation - natural light - views/access (private/public courtyard; circulation; outside street; peripheral vision; urban/natural surroundings; horizon; etc)	General: - public toilets - main circulation area - service entry + circulation	Concepts: 1. components to be energy savers 2. components – in case of furniture + decoration + artefacts – to be manufactured by centre and/or local artists	TOTAL: 255 – 325 MIN: 250 MAX: 350	



CENTRE COMPONENT	USERS	TIME USAGE	ACTIVITIES	FUNCTIONAL SPACES	SPATIAL REQUIREMENTS	SERVICES	COMPONENTS	USERS (how many?)	m ²
SMALL									
			> for staff members - management + teachers - to take a break, leave their belongings while on duty, etc	staff room	> accessed from circulation space > privacy > access to private court	- kitchenette - toilets - lockers	- lounge - desks + chairs + shelves	10	
			> for management staff (ground personnel) to work & formally meet with scholars and stakeholders	2 x offices	> waiting area close to circulation > reception area acting as transitional space office vs. waiting space > privacy > access to private court	- toilets - lockers	- <u>waiting area:</u> lounge + reception desk - <u>office:</u> desks + chairs + couches + shelves	5	
			> for formal teaching & learning > big enough for each level > flexible enough to have seminars & conferences - Therefore introduce movables dividers that are still soundproof	2 x audiovisual classrooms	> lobby - to contain big movements in/out of classrooms; very close to circulation - outdoor or indoor (preferably outdoor)	- close enough access to public toilets	- projection screen - white/black board - classroom shelves - poster/mural walls - <u>teacher set:</u> desk + chair - <u>student set:</u> desks + chairs	2 x 30	

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CENTRE COMPONENT	USERS	TIME USAGE	ACTIVITIES	FUNCTIONAL SPACES	SPATIAL REQUIREMENTS	SERVICES	COMPONENTS	USERS (how many?)	m ²
SMALL									
			> classrooms to have lobbies for people to hang around before or after lectures, and to hold ques	x 2 audiovisu al classroom s	> be aware of glare > close to main circulation > direct/indirect access to outside space				

CENTRE COMPONENT	USERS	TIME USAGE	ACTIVITIES	FUNCTIONAL SPACES	SPATIAL REQUIREMENTS	SERVICES	COMPONENTS	USERS (how many?)	m ²
MEDIUM:									
			> for digital assignments > for global information & referencing - evolution & development = connection to the world & participation in the world affairs > up to date - not just fashionable but in active participation with the global world - means contemporariness + true witnesses of global yet Malagasy & Nosy-Be-an XXIst century world	computer laboratory	> computer room for internet researches (Google based) - least noise pollution > semi-darkness to darkness inside computer room > natural ventilation (to be cooler than average)	- network and server room - computer repairation room	- <u>computer room</u> : computers + tables + chairs - <u>technical room</u> : shelves for computers + parts & working tables & chairs + server box	30	



CENTRE COMPONENT	USERS	TIME USAGE	ACTIVITIES	FUNCTIONAL SPACES	SPATIAL REQUIREMENTS	SERVICES	COMPONENTS	USERS (how many?)	m ²
MEDIUM:									
			<ul style="list-style-type: none"> > to have (respected & respectable) privacy for personal research & work > privacy & publicness = one still needs to find one self in this global world 	study space	<ul style="list-style-type: none"> > private cubicles – be aware of glare > privacy > noise pollution from outside 	- photocopy room	- cubicles of screens + desks + chairs	30	
			<ul style="list-style-type: none"> > alongside technology, history is somehow recorded in many mediums which need to be safely maintained and archived, as well as easily accessed > students must be able to add onto the archives therefore choose any medium to record more history 	audiovisual reference room	<ul style="list-style-type: none"> > exhibition of dvd/cd/video/audio media – be aware of storage environment (humidity + heat) > audiovisual cubicles – very private & semi-dark > soundproof projection room – semi-dark, flexible as seminar room 	- reparation room	<ul style="list-style-type: none"> - <u>exhibition space</u>: shelves - <u>projection room</u>: seats for 15-20 people + projector + dvd/video player - <u>audiovisual cubicles</u>: screens + media player + table + chair - <u>reparation room</u>: working table + chair + artificial light + media player 	30	

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CENTRE COMPONENT	USERS	TIME USAGE	ACTIVITIES	FUNCTIONAL SPACES	SPATIAL REQUIREMENTS	SERVICES	COMPONENTS	USERS (how many?)	m ²
			<p>LARGE: issue: how to clean + maintain + assure security of objects & people</p>						
			<p>> reference books + magazines + journals – mainly donated > main gathering space because all fields' references contained in one space = library > therefore there needs to be an outdoor space adjacent to library & main circulation & urban spaces</p>	<p>library</p>	<p>> information desk > in/out desk – both desks to be at close proximity of circulation > librarian office – private > books + magazines + journals exhibition shelves – be aware of humidity & glare > reading areas – be aware of glare > privacy + noise pollution > direct/indirect access to/from private court</p>	<p>- book repair office - photocopy & scanning room - trolley storage – need trolleys to carry books around</p>	<p>- <u>desks</u>: shelves + counters + chairs - <u>office</u>: desk + chair + shelves - <u>resource exhibition</u>: accessible shelves - <u>reading areas</u>: couches + side tables; tables + chairs - <u>book repair office</u>: shelves + working table + chair + tool storage - <u>photocopy & scanning/printing room</u>: P.C. + scanner + printer + table + chair; photocopy machines; recycling bins</p>	<p>60 (for how many books?)</p>	



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CENTRE COMPONENT	USERS	TIME USAGE	ACTIVITIES	FUNCTIONAL SPACES	SPATIAL REQUIREMENTS	SERVICES	COMPONENTS	USERS (how many?)	m ²
			> formal teaching & learning for a much larger audience ± 100 > lobby space – outdoor &/or indoor > flexible enough for cultural performances + audiovisual projections + conferences & forums	lecture hall	LARGE: > lobby – containing hall users before or after use; very close to circulation > amphitheatre configuration > allowing for functions other than lecturing to take place (e.g. performance & conference) > soundproofing > lighting control	- technical room - change room (coulisses) - storage for extra furniture	- lobby: open plan, fed y circulation - hall: auditorium seats + stage + projection screen - service room: furniture storage space + other components + storage + partition walls (changing)	60 - 100	

CENTRE COMPONENT	USERS	TIME USAGE	ACTIVITIES	FUNCTIONAL SPACES	SPATIAL REQUIREMENTS	SERVICES	COMPONENTS	USERS (how many?)	m ²	
			INFORMAL							
			SMALL:							
			Issue: to refine during exploration of formal/informal relationships of designed spaces							
				circulation seating spaces						
				circulation niches						
			MEDIUM:							
				stairwells						
				ramps						
				terraces						
			LARGE:							
				public courtyard with main circulation						

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CENTRE COMPONENT	USERS	TIME USAGE	ACTIVITIES	FUNCTIONAL SPACES	SPATIAL REQUIREMENTS	SERVICES	COMPONENTS	USERS (how many?)	n ²
DESIGN CENTRE:									
	- teachers - students - visitors	24 hrs/day 7 days/week						TOTAL : 240 MIN : 135 MAX : 300	
FORMAL									
			SMALL > formal lectures	2 x audiovisual classrooms	- lobby – to contain big movements in/out of classrooms; very close to circulation - be aware of noise pollution between 2 classrooms + from outside - be aware of glare - close to main circulation - direct/indirect access to outside space	- close enough access to public toilets	- projection screen - white/black board - classroom shelves - poster/mural walls - <u>teacher set</u> : desk + chair - <u>student set</u> : desks + chairs	2 x 30	



CENTRE COMPONENT	USERS	TIME USAGE	ACTIVITIES	FUNCTIONAL SPACES	SPATIAL REQUIREMENTS	SERVICES	COMPONENTS	USERS (how many?)	n ²
			MEDIUM						
			design assignments	2 x studios:					
			<ul style="list-style-type: none"> > hand pattern or/and woodwork design + crafting > any hand medium – pencil, charcoal, pen, aquarelle, etc (white & black and/or colour) 	craft studio	<ul style="list-style-type: none"> - enough space for batik fabric + wood modelling - enough space for any type of hand drawing technique - lighting to be very good & very fair - allow for outdoor space for drawing - mini-reference room for catalogues 	<ul style="list-style-type: none"> - storage for drawing mediums - storage for conceptual designs 	<ul style="list-style-type: none"> - drawing tables - shelves for drawing rolls - shelves for pattern catalogues & references - to investigate: batik fabric sizes + batik techniques - to investigate: donations of drawing mediums 	30	
			<ul style="list-style-type: none"> > computer design + pattern printing or/and woodwork conceptual design 	digital design studio	<ul style="list-style-type: none"> - computer room with batik and computer-aided design software installed on machines - least noise pollution - semi-darkness to darkness - natural ventilation (to be cooler than average) 	<ul style="list-style-type: none"> - computer to be linked into network & printers/plotters 	<ul style="list-style-type: none"> - computers - tables + chairs - printers (to investigate: batik printers + software) 	30	

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CENTRE COMPONENT	USERS	TIME USAGE	ACTIVITIES	FUNCTIONAL SPACES	SPATIAL REQUIREMENTS	SERVICES	COMPONENTS	USERS (how many?)	n ²
			> production assignments		2 x workshops:				
			> creative use of (patterned) fabric - if not produced by centre, still locally manufactured	fashion	<ul style="list-style-type: none"> - individual design + sewing space - lounge spaces for discussions and/or pauses 	<ul style="list-style-type: none"> - storage for fabric - storage for finished clothes 	<ul style="list-style-type: none"> - sewing machines - fabric cutting + sewing tools - drawing + cutting + sewing tables - mannequins - shelves for catalogues & references 	30	
			> wood crafting: sculpture + furniture + lighting (product design)	woodwork	<ul style="list-style-type: none"> - space for rough drawing & dimensioning - allocated space for each machinery: cutting + assembling + finishing - easy maintenance & cleaning surfaces 	<ul style="list-style-type: none"> - storage for raw timber - storage for tools - storage for finished products - storage for waste - sorted & to be recycled > loading for raw materials + machines 	<ul style="list-style-type: none"> - woodwork machines (to identify & investigate) - woodwork hand tools (to identify & investigate) - drawing tables + chairs - shelves for catalogues & references 	30	



CENTRE COMPONENT	USERS	TIME USAGE	ACTIVITIES	FUNCTIONAL SPACES	SPATIAL REQUIREMENTS	SERVICES	COMPONENTS	USERS (how many?)	n ²
			LARGE						
			> research: patterns + styles + case studies	research block – mentioned above					
			> exhibition of finished products: posters + fabric + mock-up prototypes + models + clothing + product design + house fabric + house ware	exhibition gallery	- big enough space for cohabitation of objects + people - natural & even lighting (natural) - in conjunction with outside gallery space - light controllable day & night - flexible for audiovisual events	- storage for finished products - storage for furniture (screens + tables + etc) > loading bay for exhibition items (small to very large)	- projection wall - general feeling = nicely lit open space	60 - 100	
INFORMAL									
			> outdoor (natural) informal knowledge – acting as a plain recreational outside space but also able to contain formal lectures	outside courtyard adjacent to main circulation space + public toilets + drinking fountain + etc					

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CULTURAL CENTRE:									
	- staff - teachers - learners - visitors	- 24 hrs/day - 7 days/week						TOTAL: 740 MIN: 345 MAX: 780	
SMALL Challenge: 2 x small music studios + 2 small dance studios = 1 large music + dance rehearsal									
	> small group rehearsals + recording > simultaneous rehearsal for small &/or medium groups	2 x music studios	> technical room – for mixing tables + computers + etc > soundproofed singing booth – to accommodate for instruments + people (singing & music players)	> storage for musical instruments (identify some traditional instruments – <i>valiha</i> + <i>kabaosy</i> + etc)	> technical room: to investigate > soundproofed booth: to investigate N.B.: dimensions + sound systems + space requirements (m ²)	2 x (1-10)			
	> small to medium groups dance rehearsals	2 x dance studios	> even natural lighting very important > cooling very important for dancers – look for alternatives other than air-conditioning	> lockers + showers > storage for costumes	> at least 2 walls with mirrors > ceiling: mirror? > floor finish: parquet > sound system	2 x (15-30)			



CENTRE COMPONENT	USERS	TIME USAGE	ACTIVITIES	FUNCTIONAL SPACES	SPATIAL REQUIREMENTS	SERVICES	COMPONENTS	USERS (how many?)	n ²
			MEDIUM Challenge: 1 medium music studio + 1 medium dance studio = 1 large music + dance rehearsal						
				1 x music studio	> technical room - for mixing tables + computers + etc > soundproofed singing booth - to accommodate for instruments + people (singing & music players)	> storage for musical instruments (identify some traditional instruments - valiha + kabaosy + etc)	> technical room: to investigate > soundproofed booth: to investigate N.B.: dimensions + sound systems + space requirements (m ²)	60 - 100	
				1 x dance studio	> even natural lighting very important > cooling very important for dancers - look for alternatives other than air-conditioning	> lockers + showers > storage for costumes	> at least 2 walls with mirrors > ceiling: mirror? > floor finish: parquet > sound system	60 - 100	

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CENTRE COMPONENT	USERS	TIME USAGE	ACTIVITIES	FUNCTIONAL SPACES	SPATIAL REQUIREMENTS	SERVICES	COMPONENTS	USERS (how many?)	m ²
EMPLOYMENT AGENCY:									
	- staff = 25 - 1 x sector: 2 x representative - 1 x team leader + 1 x teller - max. customers = 18/day/teller; 180 – 220/day - max. tellers = 12 - 1 x caterer	08.00 – 12.00 15.00 – 18.00	> <u>sectors:</u> - ecotourism - tourism - agriculture - farming - fisheries - arts & crafts - dance & music - sports - services - trade & industry - private - informal						
			> meeting between sector representatives – without the public			- service entrance - toilets			
			- pause area for staff members	> 1 x staff room	- accessed from circulation space - privacy - access to private court	- kitchenette - lockers	- lounge - desks + chairs + shelves	25	



CENTRE COMPONENT	USERS	TIME USAGE	ACTIVITIES	FUNCTIONAL SPACES	SPATIAL REQUIREMENTS	SERVICES	COMPONENTS	USERS (how many?)	m ²
			- for different paperwork – digital + hard copy archiving - for networking & communication with different regional + national + international sectors	> 12 x offices	- privacy - access to private court	- archive room/office	- shelves - desks - chairs - computers + printers	12 (1/office)	

USER REQUIREMENTS

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CENTRE COMPONENT	USERS	TIME USAGE	ACTIVITIES	FUNCTIONAL SPACES	SPATIAL REQUIREMENTS	SERVICES	COMPONENTS	USERS (how many?)	m ²
			- for meetings between co-workers inside agency - for meetings between local agents & visiting colleagues	> 4 x audio visual board rooms - convertible into 2 x medium &/or 1 x large meeting room	- adjacent to service circulation - not far from staff room		- table - boardroom chairs - projection room + appliances	20 (5/room)	
			- to connect all sectors' computers – businesses digitally loaded onto regional + national + international virtual network	> 1 x server room	- secure - very private			1	
			> meetings between sector & community representatives	- public toilets		- public toilets			
			- one-and-one consultation (max. 15-20 mn.) - each business = 1 file to be archived & processed – therefore put on the national & international market	> 12 x tellers	- tellers to be adjacent with the offices – 1 x office for 1 x teller	- service circulation - file circulation	- teller counters - chairs - shelves - computers	12 (1/teller)	



CENTRE COMPONENT	USERS	TIME USAGE	ACTIVITIES	FUNCTIONAL SPACES	SPATIAL REQUIREMENTS	SERVICES	COMPONENTS	USERS (how many?)	m ²
			<ul style="list-style-type: none"> - allow for comfortable queuing space - informative reception + lobby – easy signage etc - projection screens for waiting lobby 	<p>> 1 x waiting area + lobby with pin-up boards + reception & information desk</p>	<ul style="list-style-type: none"> - to easily contain 200 customers at once - adjacent with public toilets + main circulation + outside waiting area 		<ul style="list-style-type: none"> - lounge chairs - magazine + journal coffee tables & shelves - signage - interactive information screens - projection screens - pin-up boards 	180 – 220	
			<ul style="list-style-type: none"> - group consultation & workshopping - update on sectorial info + new developments - update happening during formal audiovisual projections &/or presentations & workshops 	<p>> 4 x seminar rooms</p>	<ul style="list-style-type: none"> - flexible into one big hall – dividable screens - audiovisual rooms - layout = circular & democratic workshopping than lecturer vs. teacher 		<ul style="list-style-type: none"> - tables - chairs - mini-stage - projection screen + appliances 	200 (50/rm)	
			<ul style="list-style-type: none"> > meeting between community representatives & members = forum 	<p>public forum – as mentioned above</p>					

CHAPTER 4: BASELINE DOCUMENT

CENTRE COMPONENT	USERS	TIME USAGE	ACTIVITIES	FUNCTIONAL SPACES	SPATIAL REQUIREMENTS	SERVICES	COMPONENTS	USERS (how many?)	m ²
RENTED SPACES									
						<ul style="list-style-type: none"> - public toilets – managed & maintained by centre - laundry - bath house - drinking fountains 			
	> business graduates			SHOPS > restaurants > cafes > textile > fashion > domestic ware	<ul style="list-style-type: none"> - ground floor - very public 	<ul style="list-style-type: none"> - loading area - storage 			



CENTRE COMPONENT	USERS	TIME USAGE	ACTIVITIES	FUNCTIONAL SPACES	SPATIAL REQUIREMENTS	SERVICES	COMPONENTS	USERS (how many?)	m ²
	> arts & crafts graduates > cultural graduates			WORKSHOPS > textile > woodwork > dance/music studios	- ground floor - very public	- loading area - storage			
	> business graduates > services sector > tourism operators > travel agencies			OFFICES	- upper floor - semi-private - access to outdoor – pause area	- storage			
	> single graduates			STUDIO APARTMENTS	- upper floor - very private - studio = open plan kitchen with lounge & dining & balcony + bathroom + bedroom + small working studio				
	> students' children > local children			DAY CARE	- semi-private - access to nature - children day care: sleeping area & reading + activity area	- children bathrooms + change area			