The Luminaire is a safe haven of education for young women in planned refugee camps that serve as both learning centers and community activators. This project is responding to the lack of community, life, and identity in planned refugee camps, such as the Azraq refugee camp in Jordan. For despite the good intentions and efficiency displayed in the design, the monotonous field of modular houses instills an artificiality that is hindering refugees from wanting to come and live in a planned community like this. Thus the design of the school addresses the issue of community while still maintaining privacy and security for the young women of planned refugee camps. This is done in both the macro and micro scale.

At the macro scale, community activation is achieved by decentralizing these schools so that they become a part of the residential fabric. Multiple school units are distributed within a planned 'village' to minimize travel distances and also provide opportunities to form more micro-communities. Because they are decentralized, the size of each school unit can become smaller and its subject matter more varied. Security is addressed by tilting the classroom modules to a point where it rises above the residential fabric, providing street level visibility. Each classroom module is equipped with solar panels, LED lights, and a translucent polycarbonate facade that allows it to function as a beacon by night and help increase security in the area.

At the micro scale, security is addressed by placing service modules on both sides of the classroom and forming a protected courtyard. Additional security measures are introduced by creating buffer zones to nearby site elements, such as the road and the residential grid, that is defined by a prayer room annex that protrudes to the entry and is oriented differently (Qibla) than the other modules. These buffer zones will then be activated with solar powered streetlights and benches, consequently turning them into public spaces where families can socialize. The quantity and quality of micro-communities centered around these schools will increase as more and more of them are introduced to the residential fabric.

**Starting Mass**
a typical classroom module that can accommodate up to 10 students with various furnishing options.

**Tilt**
a tilting gesture both increases the interior space height and also raises it above the residential grid.

**Absorb Energy**
solar panels are installed in the roof of the tilted classroom modules to power lights within it.

**Emit Light**
by night the modules light up; the translucent facade allows these modules to act as beacons for the community.

**Protected Courtyard**
service modules flank the classrooms on both sides to define a protected courtyard and play area.

**Qibla-oriented Annex**
a smaller, tilted module serve as a place of prayer and is qibla-oriented, defining an entry to the school.

**Buffer Zones**
the annex also defines two buffer zones between the school and the road (1) and between the school and the residential grid (2).

**Activate**
the buffer zones are activated with solar powered lights and benches to define public spaces where families can socialize.