PROJECT LOCATION

COUNTRY: NICARAGUA
DEPARTMENT: NUEVA SEGOVIA
MUNICIPALITY: QUILALÍ

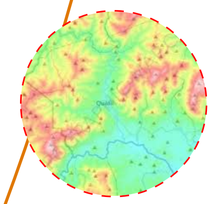
FLORA AND FAUNA

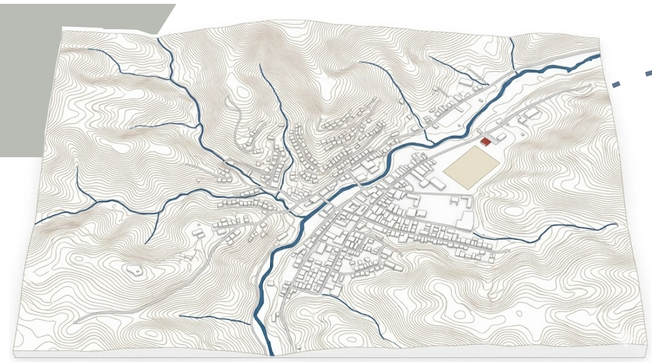
The abundant vegetation and wildlife indicate a vibrant natural environment that directly influences the project's design and materials. This implies:
- The use of natural and local materials (wood, bamboo, stabilized earth) that blend into the landscape and reduce environmental impact.




TOPOGRAFHY

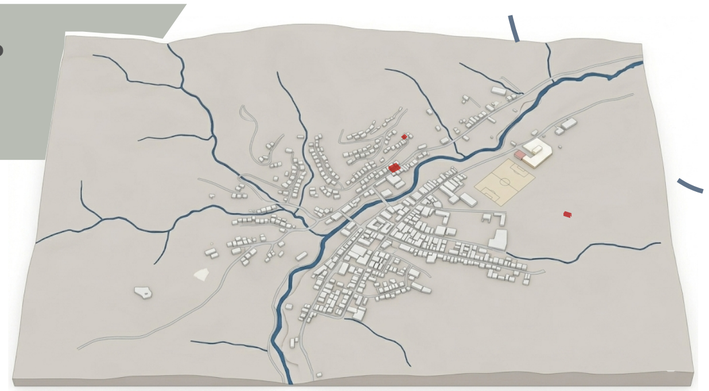
The site has a slightly irregular topography, with gentle slopes and an approximate altitude of 800–900 meters above sea level, which favors natural drainage and allows for an adaptable installation with minimal intervention in the terrain.





EXISTING EDUCATIONAL CENTERS

In the municipality of Quilalí there are two primary education centers close to the study area: the Santa Rita School and the San José School Center, both located approximately 676 meters from the site, which demonstrates accessible educational coverage in the immediate environment.

SOCIOECONOMÍCS


The economy of Nueva Segovia is based primarily on agricultural exports, with high-quality coffee production standing out—especially in areas like Jalapa, Dipilto, and Quilalí—as well as tobacco cultivation, which ranks first nationally in planted area. Furthermore, its mountainous terrain and abundant natural resources favor the development of agriculture, livestock farming, and tourism.

CULTURE


It is characterized by a rich blend of colonial and indigenous heritage, alongside deeply rooted productive traditions. Notable among these are the pottery of Mozonte, pine crafts, and a strong coffee and tobacco culture, which not only drives the local economy but also forms part of the identity and lifestyle of its communities.

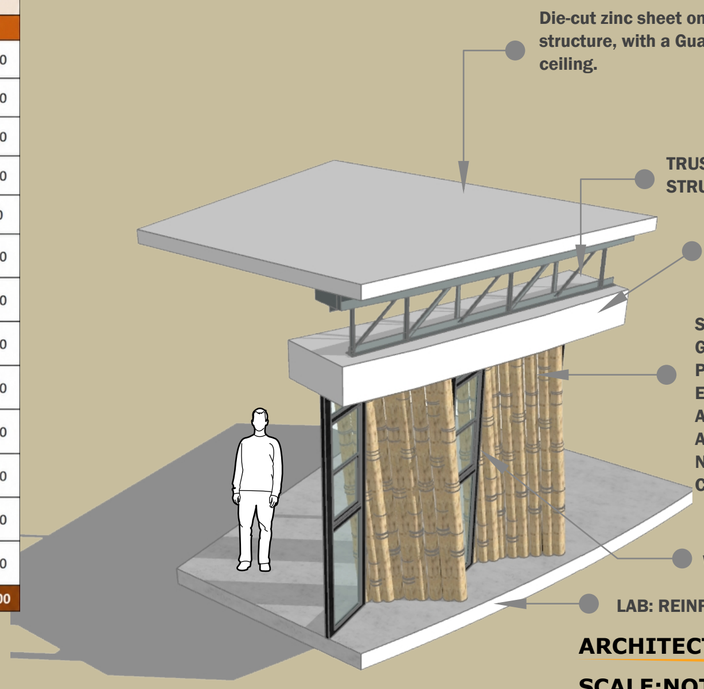
PEDAGOGY

PEDAGOGICAL SYSTEMS IN NICARAGUA

- THE TRADITIONAL MODEL PREDOMINATES (TEACHER AS THE CENTER OF LEARNING).
- MODERN APPROACHES SUCH AS CONSTRUCTIVISM AND COMPETENCY-BASED LEARNING ARE INCORPORATED.
- INTERCULTURAL BILINGUAL EDUCATION IS IMPLEMENTED ON THE CARIBBEAN COAST.
- PRIVATE SCHOOLS EMPHASIZE ALTERNATIVE METHODS SUCH AS THE MONTESSORI METHOD (AUTONOMOUS AND SELF-PACED LEARNING).


ARCHITECTURAL SHEET: A4/04

ROOM SCHEDULE		
ROOM NO.	NAME	M²
100	PRESCHOOL CLASSROOM	55.00
101	PRESCHOOL RESTROOM	25.00
102	TEACHERS' LOUNGE	35.00
103	TEACHERS' RESTROOM	16.00
104	PRINCIPAL'S OFFICE / STORAGE	6.00
105	PARENT / STUDENT COUNSELING	30.00
106	MULTIPURPOSE CLASSROOM	50.00
107	PRIMARY / SECONDARY GIRLS' RESTROOM	30.00
108	PRIMARY / SECONDARY BOYS' RESTROOM	30.00
109	PRIMARY / SECONDARY CLASSROOM	55.00
110	PRIMARY / SECONDARY CLASSROOM	55.00
111	PRIMARY / SECONDARY CLASSROOM	55.00
112	PRIMARY / SECONDARY CLASSROOM	55.00
TOTAL CONSTRUCTION AREA		497.00



ARCHITECTURAL DETAIL

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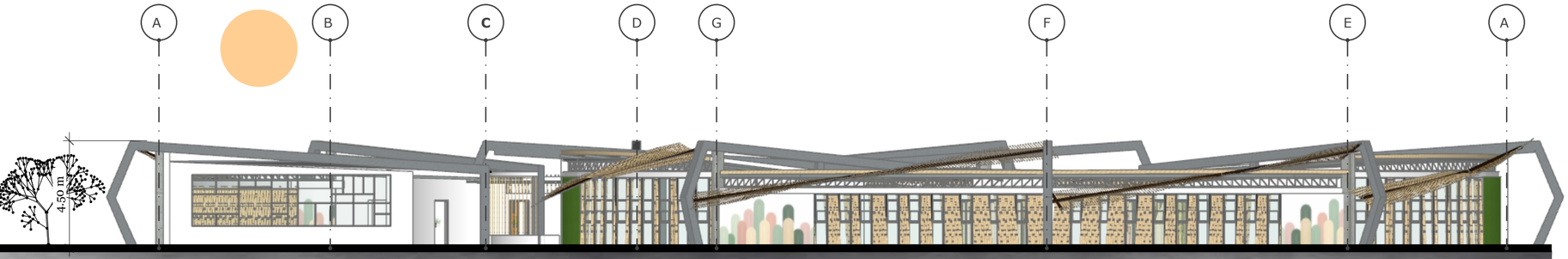

ARCHITECTURAL ELEVATION

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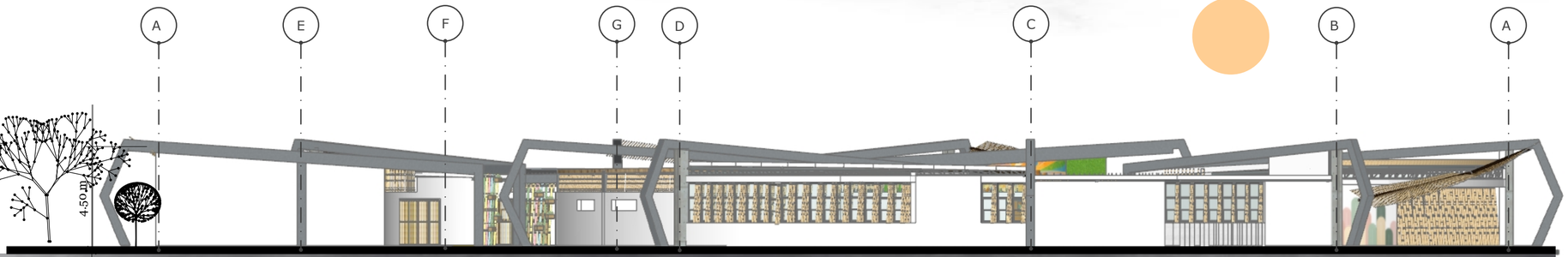

ARCHITECTURAL ELEVATION

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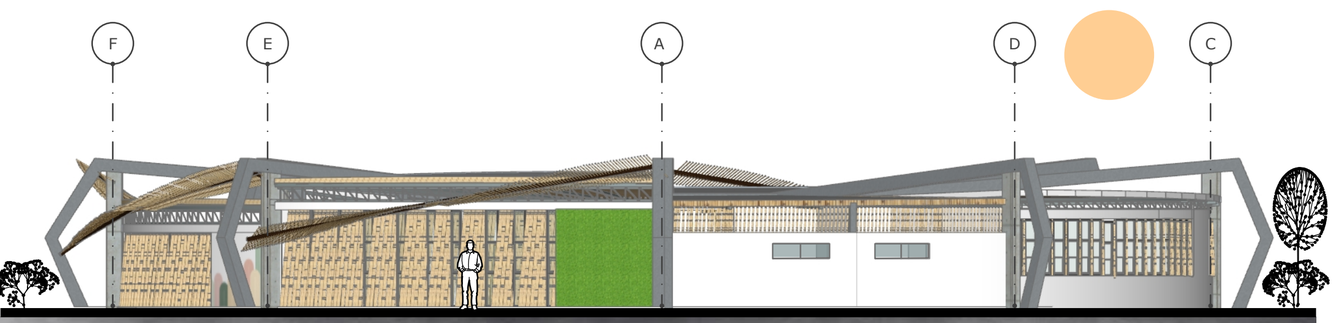
In Latin America, clay bricks remain a widely used building material due to their accessibility, low cost, and local availability. Their traditional construction methods, combined with their thermal insulation properties, make them an efficient solution for warm climates. These characteristics allow for the creation of comfortable, functional, and sustainable spaces, maintaining their relevance in contemporary architecture.

Guadua bamboo is an accessible and sustainable material, widely available in tropical regions. It stands out for its strength, flexibility, and good climate performance, making it an economical and efficient option for contemporary architecture.

In Latin America, steel beams enable efficient and robust construction systems thanks to their high structural capacity, speed of assembly, and market availability. Their combined use with other materials generates modern, durable, and versatile architectural solutions.

ARCHITECTURAL SHEET: A1/04



ARCHITECTURAL ELEVATION

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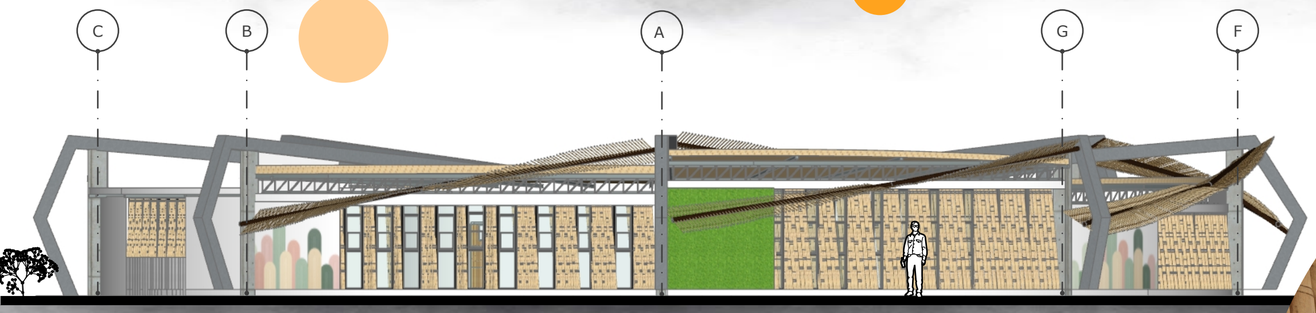

ARCHITECTURAL ELEVATION

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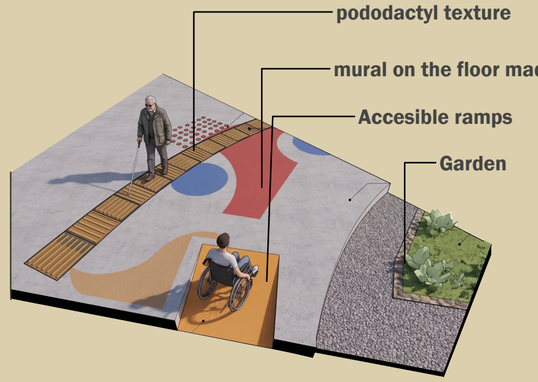
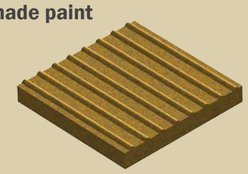
4



ARCHITECTURAL DETAIL

SCALE:NOT TO SCALE

2



A tactile paving system that guides and alerts visually impaired people using textures. It includes directional and warning strips, improving safety, wayfinding, and accessibility in public spaces.

Accessible ramps are essential to guarantee the mobility of people with physical disabilities, allowing for continuous, safe, and inclusive movement within the project. Their design eliminates barriers and promotes the autonomy of all users.

For its part, the internal garden acts as a green lung for the building, promoting cross-ventilation, natural light, and thermal regulation. Furthermore, it creates an accessible and communal space that improves the environmental quality and the experience of those who inhabit the space.

MONTESSORI PEDAGOGY

The classroom is conceived as an open learning space where architecture acts as a mediator between the child and nature. Through transparency and the use of natural materials, a constant connection with the environment is fostered, allowing light, vegetation, and the landscape to become active parts of the educational process.
In the Montessori approach, the environment not only contains learning but also inspires it, promoting exploration, autonomy, and sensory development.

ARCHITECTURAL SECTION 1-1

SCALE: NOT TO SCALE

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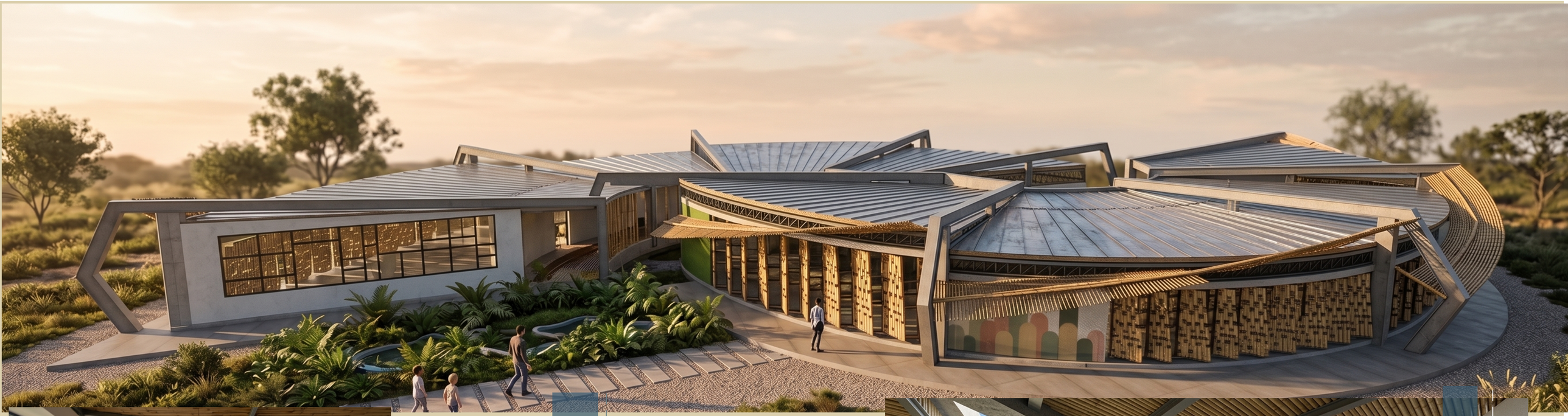
ARCHITECTURAL SHEET: A2/04



PRESCHOOL CLASSROOM

EXTERIOR HALLWAYS

PRIMARY/SECONDARY CLASSROOM HALLWAY

MODEL

MULTIPURPOSE CLASSROOM

ARCHITECTURAL SHEET: A3/04