



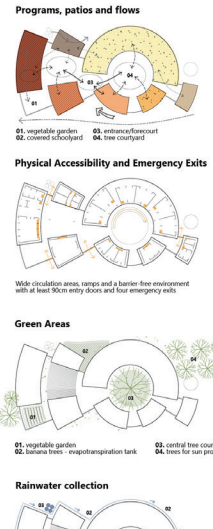
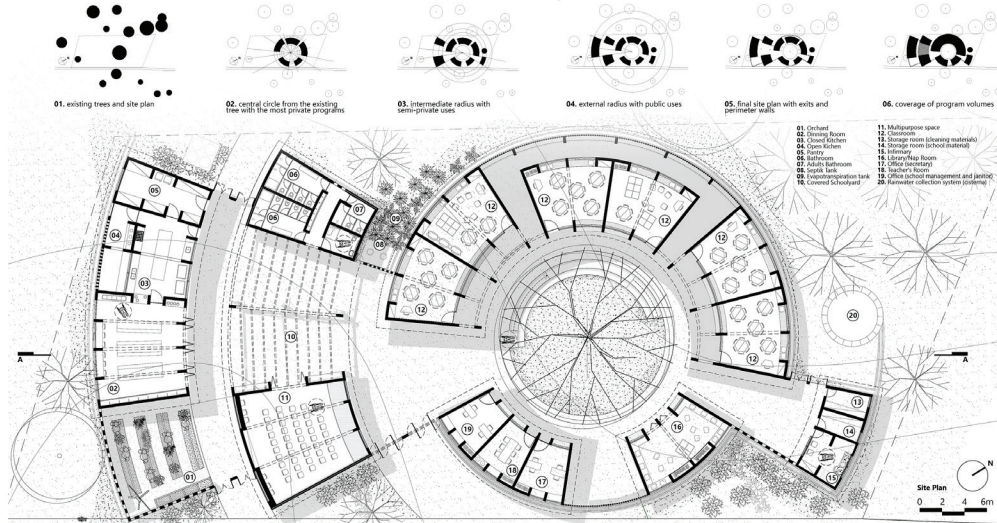
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Project Name: Flor da Manhã Mozambique Pre School

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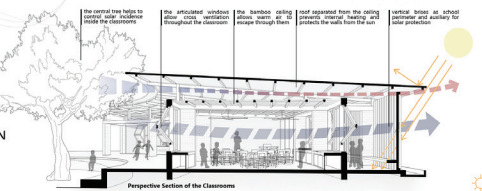
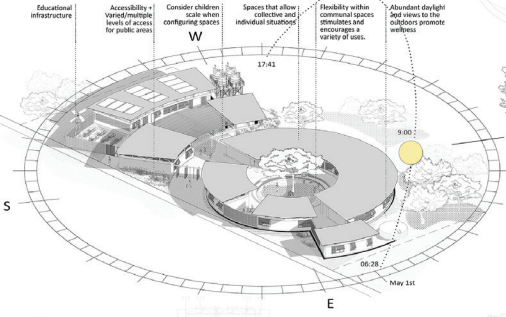
Country: Brazil



How can a school be, since early, a stage for the transformation of a community?
 A school should be, in principle, an inclusive space. Ensuring for all equal conditions to access education, is essential for guaranteeing the quality of teaching in student academic formation and, consequently, the transformation of the community in which it operates. Because of that, the concept of school proposed in this project is to be a safe, friendly and welcoming environment for children education. The space is designed to help kids develop their own identities based on

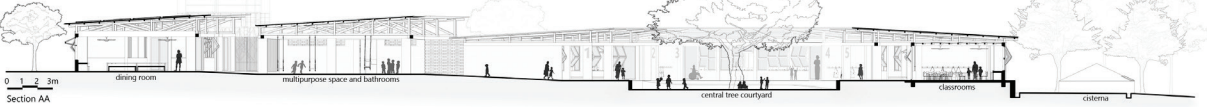
exploration of the environment they live in, interpersonal relationships, and in the knowledge and values they are taught. Like the African village, the school site plan respects the organization and hierarchy of spaces that come from traditional knowledge, cultural heritage and local identity. Designed from the central courtyard of the existing tree - the garden for all - the spaces are visually arranged to have the most public programs external protecting the most private to the center, always taking into account the proximity

to the child's scale. In this way, the site plan begins with the classrooms, the most private and vulnerable space. In this same lane, near to the main access are all semi-public parts: administration, library and teachers' room. In the outermost radius: the vegetable garden, dining room, kitchen and the pantry. All programs are visually connected. This results in a welcoming, adaptable and inclusive environment for children with cognitive, physical and motor difficulties.



The construction principle is based on the use of local materials and labor, energy self-sufficiency and respect for the environment. The project proposes the involvement of community in the school construction in order to provide community empowerment and a sense of belonging that can contribute to the transformation of children families. In addition, all infrastructures are designed to be educational: rainwater collection and reuse, sewage treatment in

evapotranspiration tanks, reuse of organic waste in compost, recyclable waste in art workshops and contact with agriculture and nature. As a result, each element of the school, from the site plan concept to construction method, is designed to be part of a system, allowing resources to be reused or reinvented and to continue to circulate and feed the cycle itself indefinitely (cradle to cradle) in a safe and healthy manner for both humans and nature.



African villages are usually planned in a circle around a central area, a garden for everyone. [...] Spaces and paths in an African village are hierarchically organized, from public through semi-private to private." (Gerard Stuy and Andre Roodt in "Two traditional African settlements - context and configuration")



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