Ideas competition for the design of learning spaces

Educational infrastructure and environments in Latin America and the Caribbean in the 21st century

DEVELOPMENT BANK OF LATIN AMERICA AND THE CARIBBEAN

FPAA
Pan-American Federation of Architects Associations

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TABLE OF CONTENTS

1. CALL FOR ENTRIES

"Space as the third educator"
L. Malaguzzi (1920-1994)

In 2015 all countries in the region committed to achieving Sustainable Development Goal 4 to ensure inclusive, equitable and quality education by 2030. The agenda urges countries to build and improve educational facilities that are child, disability and gender sensitive, and to provide safe, nonviolent, inclusive and effective learning environments for all. Addressing this goal requires comprehensive actions aimed at reversing inequalities in a strategic area for countries in the region.

As regional reports show, average levels of inequality in the region have not changed in recent decades despite the various advances promoted by countries (CAF 2022). CAF's 2022 Report on Economy and Development RED (CAF 2022) analyzes educational, occupational, income, health and wealth in Latin America. The report highlights that educational mobility plays a central role in an integrated approach to inequality analysis due to its strong connection with many other facets of people's well-being and due to the broad availability of measurements for other regions that facilitate international comparison. The study also notes a close relationship between measures of intergenerational persistence in years of education and those that approximate inequality of educational opportunities (CAF 2022). Some authors argue that poverty and inequality are expressed in the difficulties faced by the most disadvantaged populations in accessing education (Gallegos 2005), while others note that low-income students who study in deficient school infrastructure face a double disadvantage in terms of equal conditions (Barrett et al. 2019).

Another aspect to consider is the region's particular characteristics regarding the prevailing urbanization process in its territorial dynamics and the inequalities this entails between urban and rural environments. Despite the region's high shares of urban population (more than 90% in some countries such as Uruguay, Argentina and Venezuela), rural schools represent at least 30% of all educational establishments in the region (UNESCO 2016). According to UNESCO, all countries in the region show large gaps between infrastructure conditions in schools attended by rural students compared with those attended by urban students (UNESCO-OREALC 2017). Differences between rural and urban schools are substantial and relate to multiple infrastructure aspects, from access to basic services to the configuration and comfort of spaces and furniture (Duarte et al. 2011).

Despite these differences and the complexity of each country context, there appears to be broad consensus that the physical aspects of educational infrastructure strongly influence educational processes. Regional studies and those analyzing impacts in national contexts show a particular link between the physical quality of infrastructure and students' academic achievement across educational levels (UNESCO-OREALC 2010 and 2017; Duarte et al. 2011; Murillo & Roman 2011; Miranda 2018; Claus 2018; Barrett et al. 2019; Nasuna et al. 2022, among others). Studies also show that, beyond effects on learning processes, the physical quality of schools affects students' health and safety (Barrett et al. 2019). Miranda (2018) highlights some studies and points out two types of influence of infrastructure on learning: a motivational role, whereby a more pleasant environment generates well-being for users and improves attitudes toward learning and teaching, and a functional role, whereby it enables better development of teaching-learning activities.

Even studies by international organizations such as UNESCO make similar arguments. The Second Regional Comparative and Explanatory Study (SERCE) (UNESCO-OREALC 2010) assessed primary students' performance and found that school infrastructure and the availability of pedagogical resources were strongly related to students' academic performance. It also recognizes that better facilities and pedagogical resources correlate with better student outcomes and a higher probability of completing primary education and continuing to secondary education. A study in the African context (Nasuna et al. 2022) found that better quality school infrastructure (classrooms, bathrooms and sanitation) increases students' propensity to enroll and thereby improves access to primary education. Likewise, other authors note that, in schools with greater needs, students obtained worse results on reading and mathematics tests (Duarte et al. 2011).

These and other studies highlight the gap in provision of basic infrastructure in schools across the region despite its direct influence on educational quality and the learning processes promoted there. According to

Miranda (2018), gaps are driven mainly by deficits in basic infrastructure (roofs, walls, bathrooms, blackboards, tables and chairs) which primarily affect schools serving vulnerable groups, as well as gaps linked to curricular innovation, which affect not only schools serving vulnerable groups but also many schools within the education system. This and other perspectives show the importance of infrastructure for addressing the education gap at a regional scale. Evidence shows that the lack of basic services such as electricity, drinking water, sanitary drainage, telephone service or adequate waste disposal in schools is strongly associated with violence, discrimination and limited opportunities to learn (Duarte et al. 2011).

Another factor highlighted by some authors is the influence of the surrounding environment on the quality of educational infrastructure. Studies such as Dorman et al. (2006) show that students learn better when they perceive their learning environment as positive and supportive. For his part, Barrett et al. (2019) notes that education does not occur in a vacuum and emphasizes the importance of schools being rooted in their social and built environments, often becoming the center of public, civic, social and cultural activities in most communities, among others. In many cases, school buildings are the largest capital asset in a residential neighborhood. This is supported by the British Commission for Architecture and the Built Environment, which identifies identity and context among the most important criteria for designing successful schools (Barrett et al. 2019).

Some studies introduce considerations for the design of school infrastructure and prioritize certain dimensions. On the one hand, schools must be inclusive and ensure access for everyone, especially those who are most vulnerable due to their economic and or social situation, gender, or disability. On the other hand, schools must be adequate, so they must meet basic safety conditions such as temperature, indoor air quality, lighting, hygiene, and others related to external factors such as protection from floods and earthquakes, among others. Finally, they must be effective and flexible because they should enable different pedagogical practices to achieve 21st century learning objectives such as collaboration and teamwork (Barrett et al. 2019). These premises encompass a set of aspects to consider when designing and intervening in school infrastructure:

-Local distribution of schools to keep travel distances to school reasonable;
-Relatively small institutions, with relatively small classes and relatively low classroom occupancy density;[1]
-Use within a reasonable school day and with optimal programming within spaces to free capacity and maximize educational benefits;
-Adaptation to climatic conditions and cultural conditions;
-Provision of good natural conditions for lighting, air quality, temperature control, acoustics and protection from external factors;
-Adaptation and flexibility of learning spaces to accommodate different uses and student ages;
-Implementation of learning zones and connections between learning spaces that are easy to navigate;[2]
-Promotion of environmental stimulation through the use of color and visual complexity;
-Design from the inside out, classroom to school, so each space meets the needs of those who use it;
-Incorporation of high-quality, flexible furniture to support different uses;
-Participatory design that incorporates the voices of involved communities and the needs of users;
-Incorporating a gender, diversity, and inclusion perspective into the design of spaces and fixed and movable furniture; among others.

These actions can be addressed by considering different design elements and factors. Specific aspects of how to design and build innovative educational environments have been addressed by some authors (Nair and Fielding 2005; O'Donnell et al. 2010; OECD CELE 2011; World Bank 2014; Bosch 2018), taking in to account different contextual and design-related dimensions. In this regard, we can note the following examples:

[1]TSmall schools without overcrowding provide an environment in which teachers, students and parents see themselves as part of a community and address issues of learning and diversity, governance and construction in a home-like place of learning. An analysis of studies for the Finnish context notes that primary schools should be limited to between 300 and 500 students, while for secondary schools that limit should be between 600 and 1,000 students (Barrett et al. 2019).

-The World Bank's GLOSI catalog (Global Library of School Infrastructure)[3] was developed under the Global Program for Safer Schools (GPSS) and funded by the Global Facility for Disaster Reduction and Recovery (GFDRR). It focuses on boosting large-scale investments to improve the safety and resilience of school infrastructure at risk from natural disasters and to improve the quality of learning environments for children (World Bank 2014). It constitutes a repository of evidence-based knowledge and data on school infrastructure that includes an open global catalog of school building types, information on vulnerabilities and solutions to improve safety and resilience of school infrastructure at scale (World Bank 2014).

-The Inter-American Development Bank catalog "21st Century Schools in Latin America and the Caribbean" identifies design principles and strategies for learning environments and provides references and examples that support decision-making for planning and design.

-The University of Salford's HEAD study (Holistic Evidence and Design) defined three general factors to consider (Barrett et al. 2015). On the one hand, natural elements, including light, sound, temperature, humidity and connections with nature, is the most influential category in the quality of the infrastructure analyzed. Individualization includes aspects related to ownership, flexibility and connection. Stimulation includes aspects related to visual complexity and color. While each aspect has different relevance depending on context, the study finds that the latter two groups of factors together account for nearly half of the influence on infrastructure quality and, although they are rarely considered, together they represent equal importance to naturalness (Barrett et al. 2015).

-Finally, CAF, the Development Bank of Latin America and the Caribbean, has produced a set of publications that address challenges in formulating and designing learning infrastructure projects: (a) the "Design Guide for Educational Infrastructure Projects" (CAF 2021a) and the "Formulation Guide for Educational Infrastructure Projects" (CAF 2021b)[4], which aim to support public sector stakeholders, implementers and program managers in formulating educational infrastructure actions from inception through production of the executive project; (b) a work on "Five Successful Cases of Planning and Designing Educational Infrastructure Projects" (CAF 2021c), which analyzes regional experiences and provides recommendations for policy and action in the sector; (c) the "Infrastructure Management Guide for Safer Schools" in the context of the "Comprehensive School Safety Framework" (CAF 2021d), which includes a specific focus on safety; (d) the "Guide for Designing Educational Infrastructure from a Gender Perspective" (CAF 2023), which provides theoretical and practical tools to integrate an intersectional gender perspective and environmental sustainability into educational infrastructure design; and (e) the "Guide for Innovation in Learning Spaces,[5]" which proposes tools to analyze and promote educational environments and infrastructure in Latin America and the Caribbean in the 21st century, based on innovation criteria linked to ecodependence, adequacy and inclusion.

Across these dimensions, some authors emphasize the importance of participation by the different contributors involved in projects and collaboration among all stakeholders to ensure the operation of the infrastructure and its sustainability. Participation should be grounded in ongoing dialogue among planners, educators, and designers to complement their perspectives.

The concept that is opened in this introduction, "space as the third educator" -introduced by educator Loris Malaguzzi, founder of the Reggio Emilia approach- argues that the environment should be considered an important pedagogical tool that facilitates learning and promotes individual and collective autonomy. In brief, following Balmaceda Errazuriz et al. (2019, p. 20), space is proposed as "a relevant pedagogical tool for the learning and agency of each boy and girl, where they can learn autonomously, both individually and collectively, and

[2]Flexibility and adaptability in the design of formal and informal learning spaces can not only provide students with more diverse learning opportunities, stimuli and experiences but also the opportunity to develop noncognitive skills (Barrett et al. 2019).
[3]See https://gpss.worldbank.org/glosi/overview (accessed 12/28/2025).
[4]The guide is also available in Portuguese as "Guia Escolas Seguras para América Latina e Caribe" (CAF 2021e) and in English as "Safe Schools Guide for Latin America and the Caribbean" (CAF 2021f).

where this educational space becomes a true place of exploration, discovery, and innovation". This is possible when learning spaces are harmonious, welcoming, challenging, ordered and organized, diverse in experiences and resources, diverse in relationships, and promote autonomous learning (Figure 1).

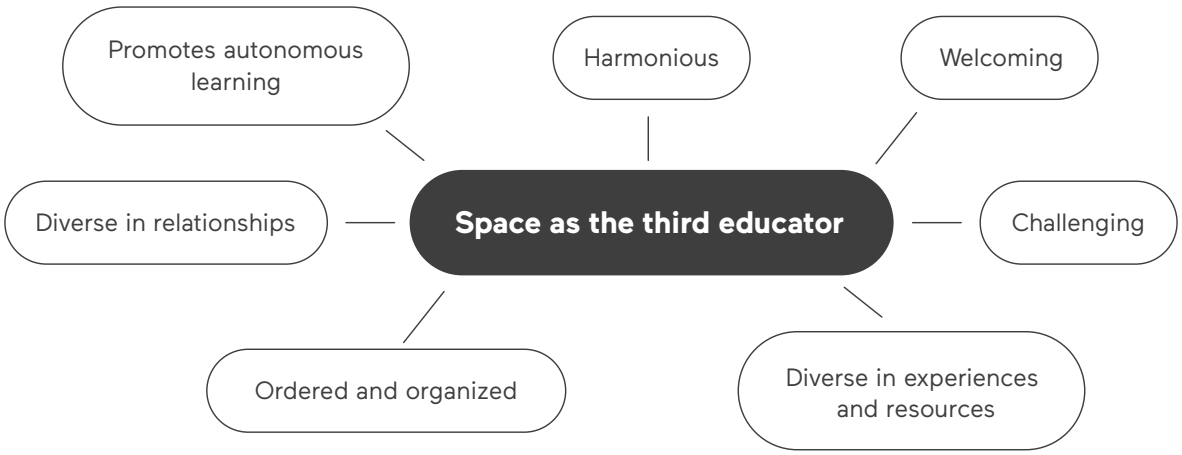

Figure 1. Characteristics of a space considered as the third educator (Source: translated from Balmaceda Errazuriz et al. 2019, p. 20)

Based on these premises, the proposed competition seeks to convene innovative ideas for construction and improvement of educational infrastructure in our region, the same that promotes quality advances in the creation of architectural projects for educational establishments. **Within this framework, an ideas competition is proposed to promote the production of innovative architectural proposals aligned with state-of-the-art in education, through an approach centered on student learning.**

2. Competition rules

2.1 Call and nature of the competition

CAF -**development bank of Latin America and the Caribbean**-, hereinafter the Sponsor, together with the **Pan-American Federation of Architects' Associations (FPAA),** hereinafter the Co-organizers, invite architects from Latin America and the Caribbean to participate in the **Ideas Competition for Innovation in Learning Infrastructure.** The subject of the competition is public schools at the early childhood, primary and secondary levels and any variants or models that may be developed in the participating countries. The goal is to develop innovative proposals for the design of learning spaces through which it is possible to rethink educational environments at a regional scale.

A fundamental condition of this competition is to work with the idea of a situated project that is culturally rooted, environmentally sustainable and developed with a gender, diversity and inclusion perspective, while also incorporating criteria of replicability and scalability. All ideas and proposals must adopt design criteria appropriate to environmental, economic, sociocultural, pedagogical, technological and institutional contexts, among others, seeking original responses that can be adapted and transferred to analogous contexts.

[5]See: CAF Development Bank of Latin America and the Caribbean (2025). Guide for innovation in learning spaces: educational environments and infrastructure in Latin America and the Caribbean in the 21st century. Available at: https://scioteca.caf.com/handle/123456789/2531; and CAF Development Bank of Latin America and the Caribbean (2025). Tool for including innovation criteria in learning infrastructure in Latin America and the Caribbean. Institutional trifold brochure.

This geocultural point of view means that each professional, or team of professionals, must develop a proposal in a defined geographic location, according to the categories established in these Rules, providing a geographic, environmental, cultural, socioeconomic and urban or rural characterization of that specific context. Authors must also identify project components that can be replicated (including principles, systems, criteria, devices and or strategies) and specify minimum conditions for implementation in other territories.

The competition promotes ideas that arise from real, identified needs in the localities for which projects are proposed, for example an expansion of an existing school or the construction of a new facility in a site with unmet needs. It also seeks ideas that can be scalable and replicable elsewhere. In other words, it aims for a balance between projects that provide concrete responses to shortages and or problems identified in the territory and research that enables a deeper reflection commensurate with the complexity demanded by the learning-spaces challenge in our region. It seeks specific solutions (think local), that can also become transferable and replicable solutions (implement regionally).

To transform the educational reality in our region, the competition advocates to action strategies across five fundamental pillars, taken from de Innovation Guide for learning spaces (CAF 2025):

1. Infrastructure as a place of inclusion: imagine educational spaces as a third teacher (the first being the learning community and the second being educators), a living space that facilitates and conditions learning. Promoting this vision implies designing environments that reflect respect for diversity and gender equality.

2. Connecting infrastructure with its surroundings: Foster connections between educational spaces and the surrounding community to enrich knowledge exchange and strengthen ties between school and community, favoring the creation of a more rich and collaborative education ecosystem. This includes participatory design and implementation processes adapted to local contexts and realities, for example through the use of available and appropriate materials and taking advantage of local cultural knowledge and techniques.

3. Adequacy and flexibility of learning spaces: Recognize that learning is not limited to four static walls. Flexibility is needed to adapt to different pedagogical methods and forms of learning. Educational infrastructure should enable fluid transitions between spaces, fostering collaboration and creativity, with versatile classrooms and outdoor learning areas that offer dynamic opportunities to explore and learn. Inclusive education is key when speaking about the flexibility of learning spaces, the surrounding environment is also an educator and teaches students in traditional and diverse ways (GARNER 1983).

4. Eco-efficiency and environmental sustainability: Promote interventions that are environmentally responsible and reflect the importance of respecting the environment and conserving resources. The usage of efficient materials, reduced emissions and the use of Nature-based Solutions (NbS) and Blue-Green Infrastructure (BGI) become elements to consider when designing learning infrastructures.

5. Transferability or replicability: Promote proposals that are transferable or replicable, to catalyze new initiatives in other contexts, and replicable to be reused in contexts with similar characteristics. Proposals should develop clear, rational organizational strategies, and material and construction logics that support systematization or prefabrication, emphasizing the use of local resources and local labor.

Imagine a future in which our schools are hubs of dynamic knowledge, strengthened by an equity framework where each student builds a pathway together with their educational community to access opportunities for development and progress. Moving toward that scenario requires innovative practices to transform educational infrastructure in Latin America and the Caribbean, into places that reflect the aspirations of the people in our region for a more equal and just structure. This call for entries covers the following FPAA-associated regions and countries in Latin America and the Caribbean with associations, councils or professional bodies of architecture and urbanism:

Northern Region
– Federación de Colegios de Arquitectos de la República Mexicana A.C. (FCARM)

Central Region
– Colegio de Arquitectos de Panamá (CAP)
– Colegio de Arquitectos de Costa Rica (CARC)
– Colegio de Arquitectos de Honduras (CAH)
– Colegio de Arquitectos de El Salvador (CADES)
– Colegio de Arquitectos de Guatemala (CAG)

Caribbean Region
– Institute of Bahamian Architects (IBA)
– The Jamaican Institute of Architects (JIA)
– Sociedad de Arquitectos e Ingenieros Antillanos (SAIA)
– The Barbados Institute of Architects (BIA)
– Sociedad de Arquitectos de la República Dominicana (SARD)
– The Trinidad and Tobago Institute of Architects (TTIA)
- Ordre des Architectes de Martinique*
- Ordre des Architectes de Guadeloupe*
- Ordre des Architectes de Guyane*

Andean Region
– Sociedad Colombiana de Arquitectos (SCA)
– Colegio de Arquitectos del Perú (CAP)
– Colegio de Arquitectos de Venezuela (CAV)
– Colegio de Arquitectos de Bolivia (CAB)
– Colegio de Arquitectos del Ecuador (CAE)

Southern Cone Region
– Colegio de Arquitectos de Chile (CA)
– Sociedad de Arquitectos del Uruguay (SAU)
– Asociación Paraguaya de Arquitectos (APAR)
– Instituto de Arquitetos do Brasil (IAB)
– Federación Argentina de Entidades de Arquitectos (FADEA)

***Note:** Those registered in national sections based in Martinique, Guadeloupe and French Guiana may submit proposals located in CAF member countries.[6]

2.2 Participants

2.2.1 Consent

By participating in this competition, each participant acknowledges and accepts all provisions of these Rules. No participant may bring claims against the Sponsor and or the Co-organizers, nor engage in publicity intended to distort the decision or discredit members of the Jury, the Advisory body, the Sponsor, the Co-organizers and or other participants. The decision is final and not subject to appeal. Anyone who violates these provisions will be subject to the corresponding sanctions.

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[6]VConsult: The Development Bank of Latin America and the Caribbean (CAF). Guide to the innovation of learning spaces, surroundings and educational infrastructure in Latin America and the Caribbean in the XXI century. Available at: https://scioteca.caf.com/han

Any participant who fails to comply with, alters, modifies and or replaces, in whole or in part, the requirements that enable participation in this competition will be disqualified and will lose the right to be called by the Sponsor to develop the architectural idea, as well as the right to receive payment, if selected for the idea development stage. If the breach is considered serious or contrary to the spirit of the competition by jurors and or advisors, the matter will be submitted to the Honor Tribunal or the relevant disciplinary or ethics body in the participant's jurisdiction with due intervention of the Court of Honor or disciplinary or ethics body corresponding to its jurisdiction.

2.2.2 Eligibility requirements for participants

Participation as Author:

Architects, participating individually or as part of national or international teams, holding a degree issued or revalidated by public or private universities with a qualifying degree, registered with one of the FPAA member professional associations listed above, and not subject to ineligibility under these Rules. For interdisciplinary teams, it is necessary and sufficient that the lead architect or architects meet these requirements. Those architects will be listed as authors and other professionals will be listed as collaborators.

Participating architects must have official invoicing mechanisms that allow the Sponsor, if selected, to make an international payment for development of the architectural idea.

Participants who do not meet the conditions detailed above may participate as collaborators. It is highly recommended that the participants include educational and pedagogical specialists in their teams.

May not participate in the competition:

A. Anyone who is related by blood within the fourth degree or by affinity within the second degree, or who is a creditor, debtor, guarantor, partner, collaborator, or has an employment, contractual or commercial relationship with any member of the Jury, the Advisors, the Sponsor, or those who took part in drafting these Rules, either currently or within the last six months. Likewise, any person whose employment relationship is incompatible with these Rules may not participate.

B. Any person subject to public ethics law. (whether as an employee and or contracted staff)

C. Members of the governing bodies of the organizing entities, unless they notify the authorities of their participation in writing and request leave during the course of the competition.

D. Professionals who do not meet international invoicing requirements.

-To request payment for services, selected participants must submit to CAF an invoice, in paper or electronic form, addressed to Corporación Andina de Fomento, containing at a minimum:
-Detailed identification of their billing name or legal entity name;
-Address and phone number;

Concept: description of the services to be paid and, if applicable, the deliverable to which they correspond;
Disaggregated amount to be paid, according to the details established in these Rules.

2.2.3 Participation

Participation is free of charge. Entries, together with the Sworn Statement (Annex A), must be uploaded to the official competition website from 00:00 a.m. in Caracas, Venezuela (GMT -4) from April 6, 2026 until April 16, 2026 at 23:59 p.m. in Caracas, Venezuela (GMT -4).
https://www.caf.com/en/work-with-us/calls/educational-architecture-competition/

2.2.4 Participants' sworn statement

Each participant must declare in writing and under signature that the idea submitted is their personal work, conceived by them and drawn under their direct supervision, in accordance with the sworn statement included in Annex A of these Rules. This file must be downloaded from the platform, printed, completed in handwriting, digitized and uploaded as Document 3. This statement may not be replaced, modified or altered under any circumstances. It may list collaborators whether or not they meet the stated requirements, but the Sponsor assumes obligations arising from the competition only toward the professional or professionals who are authors of the selected entry. Any other names are considered informational only.

All participants must also include the following information in the sworn statement:

A. Declare that they acknowledge they must comply with all requirements and conditions established in these Rules.

B. Declare that they acknowledge any failure to comply with the instructions and participation requirements set out in these Rules will result in disqualification, regardless of whether the entry is selected for the idea development stage.

C. Declare that the authors notify and accept that the submitted work, whether or not selected by the Jury, may be exhibited, published and or disseminated in the form, modalities and media determined. For that purpose, by competition decision, authors grant the Sponsor and the Co-organizers a free, nonexclusive authorization of use for an indefinite period, limited exclusively to institutional exhibition, publication and dissemination purposes. This does not imply a transfer of copyright and does not create any right to economic compensation.

D. Declare that they acknowledge a false declaration will be considered an ethics violation and will be subject to sanctions determined by the ethics body in their jurisdiction, as well as liability for damages that may be caused.

E. Declare their billing name or legal entity name.

Sworn statements submitted by participants will be opened by the Coordination after selection of entries for each category, in the presence of advisors, the jury and representatives of the Co-organizing entities. If the content of any statement does not match these Rules, the entry will be declared out of competition and the Jury will make a new award, preserving the order established in the decision.

2.2.5 Anonymity

It is essential to clarify that no names or identifying data may appear on the exhibits, the Project Report or the file names, nor any data that links the documents to the authors. Failure to comply with this requirement is grounds for disqualification. Once entries are received, the Advisors will assign a confidential identification code to preserve authors' identity. After selection of entries and any honorable mentions, as applicable, identities will be revealed, and compliance with sworn statements will be verified.

2.3 ADVISORY

2.3.1 Advisors

Advisors are Dr. Arch. Daniel Kozak and Dr. Arch. Roberto Busnelli for FPAA. The competition coordinators are Dr. Arch. Martín Motta for CAF and Hernán Bisman for FPAA.

The Co-organizers may appoint other advisors if these advisors cannot fulfill the required tasks.

2.3.2 Advisors' duties

The Advisory body must:

a) Draft the call for entries and these Rules, in accordance with Co-organizers' guidelines.
b) Obtain Co-organizers' approval of the Rules.
c) Respond, following the procedure established in these Rules, to questions or clarifications submitted anonymously by participants.
e) Request from the Co-organizers the list of selected jurors.
f) Receive the submitted entries from the Co-organizers, generate a key to preserve participant anonymity and draft a report describing entries received, rejected and observed.
g) Convene the Jury, deliver the entries and the report referred to above, and participate in the meeting with authority to provide opinions on interpretation of the Rules made by the participants, ensuring compliance with mandatory provisions.
h) Together with the Jury, sign the decision record and communicate results, noting any discrepancies if applicable.
i) Once participants for each category are selected, advisors must verify that their sworn statements comply with the requirements set out in these Rules.

2.3.3 Questions to the advisors

Advisors will answer participants' questions and publish the responses on the official competition website: https://www.caf.com/en/work-with-us/calls/educational-architecture-competition/

Questions must refer to specific points of these Rules and must be expressed briefly and clearly. Advisory reports become part of these Rules and will be delivered to the Jury upon its establishment. All questions from the participants must be submitted exclusively to concursofpaacaf@gmail.com and will be answered according to the established dates for the competition.

2.3.4 Schedule

February 20, 2026	Competition launch
February 26	Close of first Q&A round
March 1	Advisors' responses
March 15	Close of second Q&A round
March 25	Advisors' responses
April 6-16*	Period to upload proposals to the competition

*Until April 16 at 23:59 p.m. Caracas, Venezuela (GMT -4)

2.4 SUBMISSION OF ENTRIES

2.4.1 Conditions

Submission is digital and consists of three non-editable PDF files:
-The first file consists of four (4) exhibits in A2 landscape format (up to 40 MB);
-The second file consists of an A4 Project Summary
-The third file consists of a signed sworn statement (Appendix A).

The minimum required content to be included in proposal presentations is detailed below:

EXHIBIT 1: context analysis including environmental, geographic, cultural, socioeconomic and pedagogical aspects, among others. Site data and diagnosis for the specific intervention location, including a record of existing conditions when proposing an upgrade and identification of the problem the proposal seeks to address.

EXHIBITS 2 AND 3: design solution including plans, sections, views, perspectives, diagrams of the pedagogical proposal, replicability and scalability strategies, sketches and any other elements the authors consider necessary for a full understanding of the proposal.

EXHIBIT 4: key image(s) of the proposal (for example a photomontage) occupying the full board.

PROJECT SUMMARY: must include a summary or abstract of up to 2,000 characters including spaces, followed by a complete report of no more than 8 A4 pages, Arial 12 point, double spaced, which, in the authors' judgment, illustrates the intervention. One vertical and one horizontal image must be identified for possible publication.

The summary must detail theoretical and technical principles, territorial, geographic, cultural and social context, bioclimatic conditions, overall character, the set of design operations, technologies, research and prior studies that determined the adopted proposal, and any documentation and references (if any) that provide significant concrete data on proposal performance. The summary must also describe innovations incorporated in the project, based on at least four CAF - *Development Bank of Latin America and the Caribbean* - pillars outline in the Guide to Innovation in Learning Spaces: connection with the urban or rural environment; spatial adequacy and flexibility; eco-dependence and environmental sustainability; and inclusion, diversity and a gender perspective.

2.4.2 Categories

This Ideas Competition for Innovative Proposals in Learning Infrastructure is organized into four categories:

1. Urban context: New build
2. Urban context: Renovation or expansion
3. Rural context: New build
4. Rural context: Renovation or expansion

The New Build category entails the comprehensive design of the facility and does not include existing conditions. The proposed area must be duly justified based on the use program defined by participants and may not exceed 500 m2 of total built area.

The Renovation category, in both urban and rural contexts, entails the expansion, refurbishment, rehabilitation and or adaptation of an existing building or part of it. It may include spaces directly linked to learning such as classrooms, multipurpose rooms, gardens, patios and or galleries, as well as support areas or infrastructure such as bathrooms, kitchens, dining spaces, storage rooms, mechanical rooms, among other options. Proposals may also include outdoor areas with complementary equipment.

Some principles or themes that must be present in these categories and the basis for eligibility:

- Projects that include innovation in environmental aspects and ecodependence.
- Projects situated in areas with high socio-economic vulnerability.
- Projects that combine building innovation and educational innovation, where the educational framework challenges and defines the spatial organization and the functional-pedagogical organization of the proposal.

- Projects that include innovation in social aspects, promoting participation and an inclusion, diversity and gender equity perspective.
- Projects that are improvable and develop new concepts of adequacy, flexibility and adaptability to change, focusing on the user as the protagonist of these strategies.
- Projects that promote innovation in the use of local materials and techniques and that value the human capital of the community where the project is developed.
- Projects that, while developed for a specific case, can establish region-wide action protocols so they can be transferred and or replicated in other contexts and problem types.

2.4.3 Identification

With each entry, participants must upload the sworn statement (Appendix A) to the upload link, with their respective scanned signatures.
It must include:

a) Name of the proposal's authors, with or without listing collaborators. All participants, regardless of their role, must sign by hand next to their information. Anyone who omits this step will not be considered part of the team.

b) University degree (institution and date received), architectural license number and the professional body, association or council with which they are registered.

d) Address (street, postal code, state and country), contact phone or mobile number and email of one author representing the team.

e) Billing name or legal entity name.

Any sworn statement that does not contain the data required in these Rules may lead to disqualification, if selected, with no right to claim.

2.4.4 Receipt of entries

Entries must be uploaded to the official competition website by 23:59 p.m. in Caracas, Venezuela (GMT -4) according to the schedule, following these instructions:

1) Upload the entry on the official competition website: www.caf.com/es/trabaja-con-nosotros/convocatorias/concurso-de-arquitectura-educativa/
2) The submission consists of three non-editable PDF files: Document 1 contains the four exhibits (up to 40MB), Document 2 contains the Project Summary as detailed in Section 1.4.1 and Document 3 contains the sworn statement, see Annex A.

Files are named as follows: the first PDF with exhibits is DOCUMENT 1, the second PDF with the Project Summary is DOCUMENT 2 and the third PDF with the sworn statement is DOCUMENT 3 (Appendix A).

The documents submitted must not contain any identification information, including file details or metadata. The exhibit template attached to these Rules must be used, included as Appendix B.

2.5 JURY

Jurors are designated by name and are not replaceable from constitution of the Jury until issuance of the decision. The Jury will operate with a minimum quorum of one half plus one of its members.

When determining selected entries for each category, the decision will be made by direct vote of jurors. In case of a tie between two or more entries, the Jury Chair may cast an additional vote to break the tie. Jury sessions are confidential and only jurors and advisors may attend. Each juror has one vote. Advisors do not vote.

2.5.1 Jury composition

The Jury consists of six members:

- The CAF Social and Human Development Manager or their designee;
- The FPAA President or their designee;
- Four jurors appointed by the Co-Organizers.

The Jury may declare any competition category void, subject to a simple majority vote of the jurors present, and must provide detailed reasons for doing so. The Jury's presidency will be in charge of CAF's designee and the Vice-presidency will be in charge of FPAA's designee. If a tie occurs during the vote, the President of the Jury will be empowered to define the result by exercising a double vote.

2.5.2 Jury duties and powers

Jury duties and powers include:

a) Review and accept these Rules, responses and clarifications, issuing norms and premises governing its work to ensure all entries are assessed.

b) Receive the entries and its report from the Advisory body.

c) Interpret, after consulting the Advisors, any ambiguities in the Rules, programs and annexes as well as responses or clarifications issued by the Advisors in response to the participant's questions.

d) Declare the competition entries that do not comply with mandatory conditions of these Rules and the program and those not admitted under the established provisions.

e) Formulate a critical judgment of all selected entries, honorable mentions and those not selected that, in its judgment, deserve it.

f) Award selected entries for each category provided in these Rules and grant honorable mentions when deemed appropriate.

g) Record the competition results.

h) Hold a virtual workshop (date and time announced well in advance) with authors of selected entries to share the evaluation and provide suggestions or minor adjustments.

i) The Jury must remain in its functions until the recording of the competition results for which it was appointed are finalized.

2.5.3 Advisory report

At the first Jury meeting, the Jury will receive from the Advisors a report on participant compliance with the Rules, substantiating observations and describing competition characteristics. The Advisors will be available during the Jury's work to provide necessary clarifications.

2.5.4 Evaluation of selected entries

After the submission period closes, the first phase of the evaluation process includes a preselection of entries based on the eligibility criteria per the Rules. Those advancing in this preselection will be evaluated by the Jury using the following criteria, aligned with the action strategies introduced in Section 1.1:

Evaluation criterion	Weight
Comprehensive design and architectural proposal: coherently and innovatively integrate concept, program, form, materiality and construction systems. The design must demonstrate a deep understanding of the problem, translated into a clear, consistent and well-supported architectural solution.	**25%**
Infrastructure as a place of inclusion: conceive learning spaces as a *third teacher*, places that support teaching and foster individual and collective autonomy. This vision implies designing environments that reflect respect for diversity and gender equality.	**15%**
Connecting infrastructure with its surroundings: connect educational spaces with the surrounding community to enrich knowledge exchange and strengthen ties between school and community. Promote participatory processes for design and implementation adapted to local contexts and realities, for example regarding the use of available and appropriate materials.	**15%**
Design, transitions and flexibility of learning spaces: promote flexibility to adapt to different pedagogical methods and forms of learning. Create versatile spaces and outdoor learning areas that offer opportunities to explore, experiment and learn dynamically.	**15%**
Eco-efficiency and environmental sustainability: ensure interventions that reflect the importance of respecting the environment and conserving resources through the use of efficient materials, reduced emissions and the use of Nature-based Solutions (NbS) and Blue-Green Infrastructure (BGI).	**15%**
Transferability or replicability: propose solutions that are transferable so they can catalyze new initiatives in other places and replicable in contexts with similar characteristics. Proposals must develop clear and rational organizational strategies and material logics and construction systems that support systematization of construction solutions or prefabrication.	**15%**

2.6 SELECTION OF ENTRIES

2.6.1 Selected proposals

One entry will be selected per category, plus any honorable mentions the Jury deems appropriate.

Selected entries and honorable mentions will become part of an Ideas Bank administered by CAF and disseminated to national and subnational governments of its member countries. A preselection of finalist entries may also be included in a traveling exhibit and a publication jointly organized by CAF and FPAA. This stage should be understood, not as the end of a process, but as the start of a broader initiative involving governments (in their different jurisdictions), institutions and civil society.

Each selected participant or team will be contracted by the Sponsor to adjust the proposed idea based on feedback provided in the workshop held with the Jury. Once adjustments are completed, selected participants will receive USD 6,000 (six thousand US dollars), minus local taxes, fees and bank costs related to national and or international transfers, which will be deducted from the stated amount.[7]

Payment to authors of selected entries will be transferred by CAF within up to 120 business days from receipt of the corresponding tax documentation needed to register the authors as vendors in the countries where they were selected. If CAF does not have a local representative office, payment will be processed from CAF headquarters in Venezuela, for which selected participants must be authorized to issue international invoices. In all participating countries, payment will be made in US dollars or, if local laws do not allow it, the equivalent amount in local legal tender.

2.6.2 Workshop for adjustments to selected proposals and contracting conditions

Once selected entries are announced, Competition Coordination will invite authors to a virtual workshop with Jury members. After the workshop, authors must incorporate any minor adjustments that arise from the exchange about their proposals.

Adjusted proposals must be submitted under the same conditions established in Section 1.4.1, through four (4) exhibits and a Project Summary. The revised Project Summary must detail the changes made using explanatory text and or diagrams, as applicable. After submission of adjusted proposals, payment will be processed.

Selected participants have a maximum of 15 days to submit the documentation required to begin vendor registration for contracting. If the deadline is not met, participants are not allowed to claim the award.

If, for any reason, selected participants cannot or do not wish to accept contracting conditions or they withdraw, they must provide a handwritten statement giving reasons and a signature certified by an authorized entity. A new award will then be made, preserving the order established in the Jury decision.

By participating, selected participants expressly authorize the Co-organizers and the Sponsor to disseminate their names, personal data, drawings and images in the manner, form and media they deem convenient for disclosure and informational purposes, without any right to compensation.

All amounts mentioned in these Rules will be paid by the Sponsor, who is expressly and fully released from any commitment and liability with selected participants and or third parties, who waive any right to file claims.

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[7]The participant's engagement will be governed by the Sponsor's procurement system clauses and no additional payments, charges or changes may be claimed beyond what is established in these Rules.

2.6.3 Finality of the decision

The Jury's decision is final and not subject to appeal.
To declare any of the competition categories void, serious reasons justifying this measure must be thoroughly stated.

CAF and FPAA may resolve all situations that arise during the competition regarding interpretation, modification and effects of these Rules.

2.6.4 Final record

At a public session, a record will be drawn up stating the names of authors of selected entries together with the corresponding code generated by the system.

2.6.4 Intellectual property and authorizations

The intellectual property of submitted and selected works will become the property of the Sponsor, who may reproduce the idea and disseminate it without the author's express consent.

Selected participants retain the right to cite and publish the selected work without claiming any additional monetary authorship rights. By participating, they also expressly authorize the Co-organizers and the Sponsor to disseminate their names, personal data, drawings and images in the manner, form and media they deem convenient, for disclosure and informational purposes, without compensation.

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