INTRODUCTION

Reflecting on the dialectic between pedagogy and space, the theme of standardised architecture is invoked. Relevant by its mark in the national history of school architecture, standardised buildings, defined by several studies and typified projects idealised from industrial processes, were able to respond the emerging need for fast construction with controlled financial resources. This study is embedded in the investigation project ESCOLAS: Complexidade e Interpretação (CEAU-FAUP).

AIMS

The present work focuses on the qualities, disadvantages and constraints of the 3x3 schools, a typified project, developed as a result of the social and political changes motivated by the 25th of April. The democratic school was embraced by the government, evidencing the massification of the education system which resulted as an emerging need for expansion of the school buildings. With the rehabilitation intervention conducted by the Programa de Modernização das Escolas com Ensino Secundário (PMES) developed by Parque Escolar, these buildings were rehabilitated in order to adapt to a new type of school, more contemporary and adapted to current pedagogical needs. In this sense, the work seeks to understand how this typology (considered with less architecture and constructive value) was submitted to the process of rehabilitation.

METHODOLOGY

The investigation is structured in two parts, the study of the pre-existences of this typology, and its architectural interventions, to understand how the original context conditioned or encouraged the options of the authors, in response to the ideals of Parque Escolar and how these strategies and responses behaved in the academic use of the school community. A journey from the original conception, through the construction to the contemporary transformation, accompanied by a critical and conclusive reflection on future projects.

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The investigation concludes with the recognition that the 3x3 typified projects, from the imago-geometric point of view and the quality of spaces and their relationship with the outside, are, in fact, of lesser quality. Unable to meet the demands for flexibility and quality, these buildings have stagnated at levels far from the desired democratisation and universalisation of the education system. Nevertheless, its interventions were able to re-embed, renovated, contemporary schools, adapted to current pedagogical needs. PMES changed the paradigm of typified schools to unique ones, that made it possible to value the particularities of each school, enhancing the introduction of new educational practices.

In one hand, rehabilitated standardised architecture proved the test of time, on the other hand, those interventions gave them value, recognising the Program, a pedagogical dimension, aiming to provide buildings of knowledge, integrated in structural strategies in processes of innovation, adapted to pedagogical needs, refocusing on the perspective of close relationship with the social and urban context and finally with conditions worthy of a school establishment.