FOR A SCHOOL ARCHITECTURE
FOR ALL

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INTRODUCTION
As a second home, school asserts itself by playing a decisive role universally, as it is responsible for the education, formation, socialization and humanism, surpassing the traditional pedagogical situation stemming from national curricular content. Thus, school facilities should belong and matter to ALL, making its social responsibility imperative, due to the globality it embraces and the awareness of the transformative times it accommodates.

In order to improve both the quantity and plurality of its group of users, in a way that properly integrates diversity and equals opportunities, an analysis should be implemented in each school to serve as an explanation for the insufficient inclusion, especially when it is promoted and stimulated by the school’s organization, structure and facilities. In this context, it is necessary to invoke the disciplinary field of architecture.

This study is part of the research project ESCOLAS: Complexidade e Interpretação, based at CEAU, having as a backdrop a reflection on the architectural transformation of school buildings, intervened under the School Park Program, integrated by a universe of 74 schools sealing “to the north” of the country.

AIM
This research addresses social inclusion, which is considered an essential and extremely decisive theme in all domains, especially in architecture. As the school matters to everyone, it should be able to serve anyone, regardless of their physical or cognitive abilities, or even their social context. In order to guarantee a dignified quality of life and equal opportunities, the present work will analyze the responsibility and progress of architecture towards society and its evolution, as we believe in its potential to contribute to a more inclusive world in the school context. In this regard, the investigation analyzes the schools equipment from a perspective of social inclusion.

METHODOLOGY
Considering that the value of social inclusion in the context of the school environment is fundamental, we intend to understand its contextualization, as well as its characterization. To this end, the study methodology seeks to explore various concepts, with a fundamental collection of elements that represent the state of the art. The work’s bibliography is essentially based in the field of educational sciences, psychology and architecture, so that a case study analysis can be executed in a substantiated manner.

Therefore, it is important to understand the socio-historical framework of architecture in what regards the theme of social inclusion, using school as study tool. Then, different guidelines for an inclusive architecture in schools are collected and analyzed. All of these elements intend to launch a discussion about the PMEES transformations.

RESULTS
It is important to identify their added value, as well as exposing the less successful causes that still hamper the plan to guarantee the adequacy and universality of a school space for all. As well, it is interesting to examine options and provide responses that embrace communities, in order to encourage more complicity, as well as, add a greater sense of social sensitivity towards inclusion and exclusion.

In this sense, the results seek to influence and encourage the ideals of inclusiveness and to contribute to the materialization of solutions in new school projects. The collective conscience must not be exhausted in the understanding that the school is for everyone, making it essential to understand that everyone is different.

ACKNOWLEDGMENTS
The collective conscience should not be exhausted by the collective conscience in the understanding that the school is for everyone, internalizing that just as we are all different, we are all the same. It should be noted that inclusion is not just for the benefit of those to be included, but for EVERYONE. The school building needs to respond to a profound diversity. Drawing always implies the same principles: being for all people, managing universal environments, generating ALL the same opportunities.