SCHOOL BUILDINGS
Adaptation of its’ pre-existence for future generations

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“Recovering the heritage is always transforming it, never leaving it as it was.”
Alexandre Alves Costa

INTRODUCTION

The concepts of rehabilitation and heritage are analyzed, as well as the understanding of the intervention method in buildings with a monument character and also those with impact and methodologies brought to school intervention. The present work seeks to deepen the patrimonial value of the recent architectural transformation of school buildings in Portugal, as it aims to analyze the importance of the pre-existence as the foundation of this process, as well as the necessity of the users’ needs. This study is embedded in the investigation project ESCOLAS: Complexidade e Interpretação (CEAU-FAUP).

AIM

In order to intervene in the largest number of school buildings, this Program was seen as the foundation of recognition for the need to adapt pre-existing buildings for future generations. Through the implementation of the Parque Escolar Program, the public school building affirms the possibility of being nationally recognized by its cultural and heritage values. Starting from pedagogical, urban, social, cultural, economic, architectural and technical factors, the school field evolves at the same time, still trying to maintain its identity.

METHODOLOGY

Seeking to respond to pedagogical needs and innovations, the Program allowed us to study and recognize the works and projects proceeded through the analyses of the pre-existences and the interventions by the authors selected by Parque Escolar. In an attempt to maintain the location, identity and cultural reference affirmed by the national school park, all architectural interventions go through an evaluation that affirms the necessity of each program in each community. Through the dialogue between the essence behind the preexistences and the interventions by the authors selected by Parque Escolar.

RESULTS

This process aims to preserve the identity of the school space following a position affirmed by society. It is worth highlighting the relevance of social inclusion through a pedagogical virtue valuing the architectural heritage. The perspective of educating a community while respecting architecture and the building appears in the educational context of the school context. With this operation comes the responsibility of knowing how to take care of the space, respecting the memory, identity and culture according to a global commitment of society.

ACKNOWLEDGMENTS

The main mission of architecture was to reinvent school equipment through a transformation to contemporary times, asserting itself as something unique and requalifying the public school institution. All school buildings with different values have undergone a requalification process. Although some lost some skills, such as the possibility of the classrooms becoming smaller, all proved to be valid in this rehabilitation process. In this way, the importance of the pedagogical value of the Program is clear.