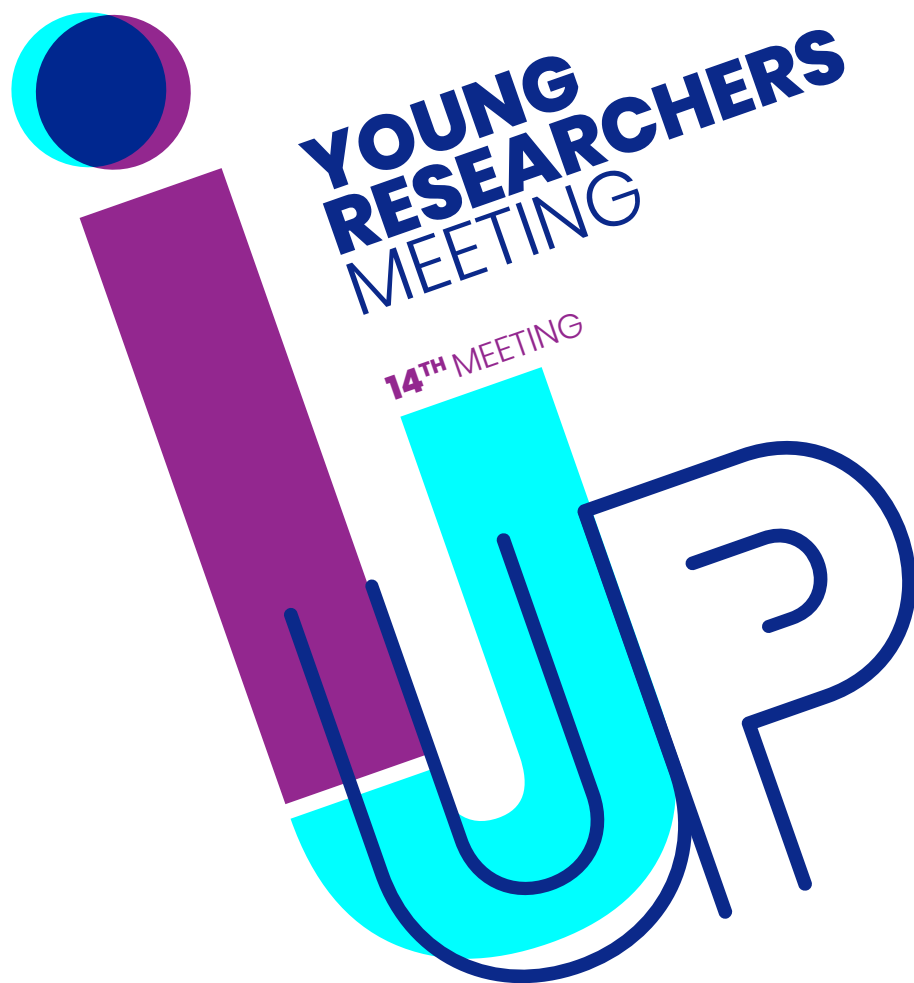




BOOK OF ABSTRACTS



U. PORTO

Scholar architecture and urban space: rehabilitation and recentralization of schools in the city

KOVÁCS, Alexandra, Faculdade de Arquitectura da Universidade do Porto, Portugal

SANTOS, André, Faculdade de Arquitectura da Universidade do Porto, Portugal

Abstract

The public-school network modernization program carried out by Parque Escolar E.P.E. has in its priority was the adaptation of school buildings to contemporary requirements. The focus of this study is on the redignification of the urban environment surrounding schools, instituting a reflection on the bonds that were sought to establish with the city and its community, however now faded.

The heterogeneity of the numerous secondary schools has shown a bond between the development of the urban fabric and the perception of pedagogy, transforming, consequently, the urban importance assigned to them as socioculturally aggregating and inclusive elements. Schools were monitoring the availability of the city, but the weight of the building in the urban fabric, the quality of architecture and the relationship it establishes with the context suffered a sequent degradation in the approach to the 21st century, a condition that has been changed with the Programa de Modernização de Escolas com Ensino Secundário (PMEES). Also recognised a decrease in the quality of the urban environment and the dignity of equipment: what once identified the centre of social and urban dynamics, was moved to the periphery, alienating the commitment of the school building as a public institution in the urban context.

Consequently, the new solutions are decisive in the rehabilitation of the preexistences, conceiving an opening to the city deliberately projected by the new pedagogical culture of integration. The process unfolded in the recentralization and reconnection of school equipment with the urban daily life, as well as in the preservation of the heritage identity: the school becomes a pretext for the rehabilitation of the urban areas where it is inserted.

The presented abstract is part of the research project ESCOLAS: Complexidade e Interpretação (CEAU-F AUP) and the development of the integrated master's dissertation (MIArq), supervised by Professor Doctor André Santos.