

- **16716 | SCHOOL BUILDINGS REHABILITATION AND ITS' PATRIMONIAL VALUE**

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Based on the ongoing master thesis work in Architecture¹, this research aims to study the strategy of rehabilitation of pre-existing school buildings in relation to their patrimonial value, developed in PMEES². From the analysis centered on the universe of 74 schools, the architecture method as an axis from the personal and pedagogical relations intent to understand how the school building were readapted and transformed in the process.

The Program has been acknowledged by its' ability to keep a significant portion of the original buildings as well as the construction area, redesigning the school and modernizing the high school public buildings, ensuring that this could bring communities closer with a stronger social, cultural, civil and economical dimension. In addition, this new school model incorporates responses to the needs and innovations of the reality and contemporary pedagogical dimensions.

Throughout the process, the place, memory and identity of the schools were considered as pre-existing essentials conditions encouraging the rehabilitation regardless of the patrimonial and architectural value of each of the buildings. Recognizing the public character of the institutions and recalling buildings with different times and types, the PMEES (re)defines a new school building condition and architecture responsibility. In this context, all the buildings contributed as a positive and operational material in their transformation process, marking a potentially pedagogical and applicable process to the public buildings' management with other functions. The strategy, centered in the rehabilitation of a large built complex, declared a conjuncture that settled for the buildings survival, using a sense of innovation towards the future from the process that consolidates a concept of global patrimonial value.

1 Under the supervision of Professor Doctor André Santos

2 "Programa de Modernização das Escolas com Ensino Secundário" developed by Parque Escolar since 2007.