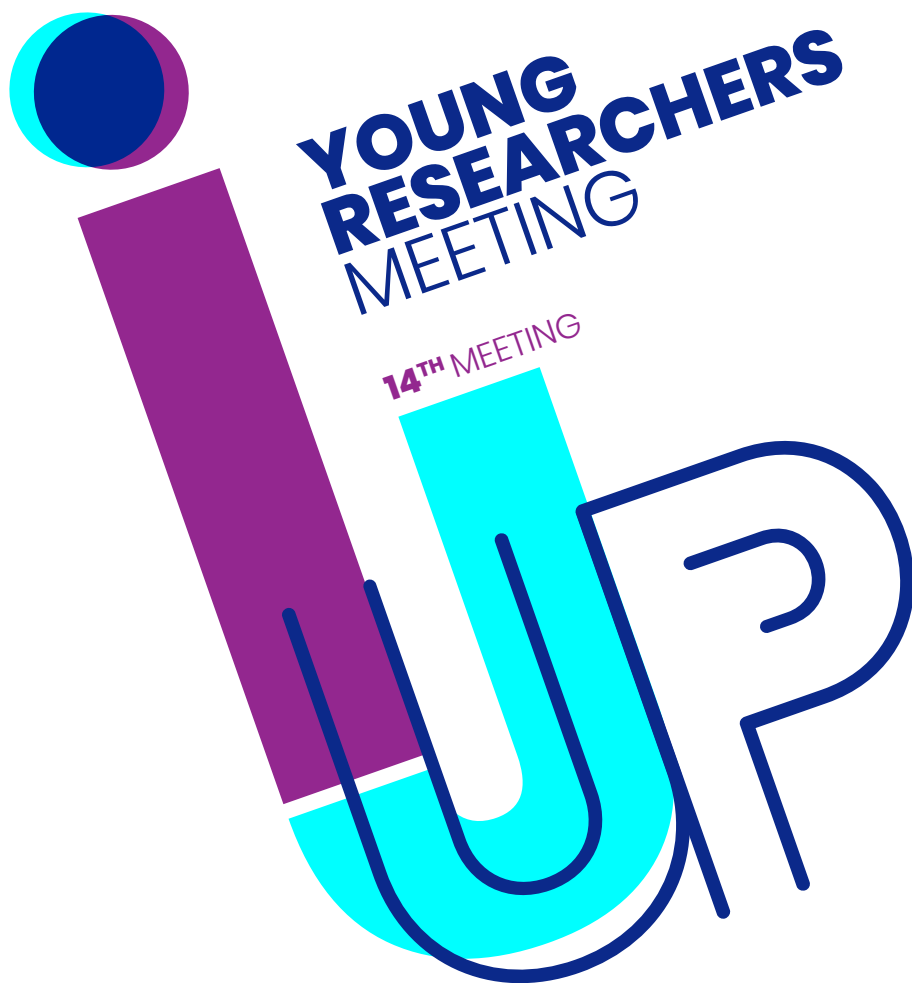




# BOOK OF ABSTRACTS



**U. PORTO**

## Standardization as a Strategy in the Construction of the School of Democracy

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### **Abstract**

The school's architecture's evolution, in Portugal, attended the development of criteria inherent to political, social and economic reality. School buildings function as a conducting instrument of values from the Portuguese identity, in other words, it is possible, through architecture, to identify the time of construction and the social and cultural status of the country.

The democratisation of education has had its impetus since 1974, opening the school to EVERYONE and highlighting the massification of the education system in an emerging need for expansion and privileging quantity over quality.

From the eighties, the standardization of the school building became a reality, given the appearance of the pavilion type. Massification favoured a setback in some of the values that had been characterising school equipment, such as the relationship with the urban context, the diversity and spatial hierarchy, the constructive quality, the differentiating expressiveness of buildings and the adaptation to climatic contexts.

With the rehabilitation intervention conducted by the Programa de Modernização das Escolas com Ensino Secundário (PMEES) developed by Parque Escolar, even the buildings of lesser architectural and constructive value were rehabilitated in order to adapt to a new type of school, more contemporary and adapted to current pedagogical needs.

In this sense, it is intended to develop an analysis of architectural interventions of the 3x3 typology, in a narrative from the original design, through construction and use, to contemporary transformation, accompanied by a critical reflection on future projections.

The presented summary is part of the SCHOOLS: Complexity and Interpretation research project (CEAU-FAUP) and in the development of the integrated master's dissertation (MIArq) supervised by Professor Doctor André Santos.