

- **16732 | SCHOOL ARCHITECTURE AND SOCIAL INCLUSION**

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This research focuses on addressing an essential topic – Social Inclusion – determining responsibility in all areas, and from which school architecture can't be unrelated or dismissed of. School, since its origin, has been affirming an historical social evolution that, adding various sciences, such as education and psychology, aim at improving educational practices. Thus, pedagogy incorporates ideals of insertion, worrying about universal integration and the links between school collective and local community.

And in order to ensure a superior articulation of these designs, architecture is called upon to intervene in congregation with the other sciences, perpetuating that, from school equipment, the objective of universal integration is intended.

The School building has been accompanying us since childhood and it can be said to be the more intensely frequented space throughout life, where education is enriched, personality and purposes are influenced by and where humanism is stimulated. It is from this awareness that the study seeks to expose the importance of architecture in the pursuit of universal inclusion, regardless of the disabilities, physical or cognitive limitations, in order to ensure, to all users and society as a whole, the maximization of life quality and dignity ensuring.

Thus, this work seeks to express the social role of the architect and the responsibility of architecture, as a positive contribution to minimize fairness conditions.

In this sense, it will seek no analyze the school as equipment of social inclusion, identifying their capital gains but also, and above all, the shortcomings that the purpose of ensuring the adequacy and universality of a school space for all still inhibit.

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