



Culture



**EUROPEAN UNION PRIZE FOR CULTURAL HERITAGE/
EUROPA NOSTRA AWARDS 2013**

ENTRY FORM CATEGORY 1- CONSERVATION

The form should constitute part of a detailed entry dossier and be submitted by **1 October 2012 (date of sending)** to:

Elena Bianchi, Heritage Awards Coordinator, Lange Voorhout 35, NL - 2514 EC Den Haag, The Netherlands

Please FILL OUT **in English**, PRINT, SIGN and SEND

Title of the project

Liceu Passos Manuel : restauro, reabilitação e ampliação do primeiro edifício Liceu em Portugal

(Lisboa, Portugal)

Lyceum Passos Manuel:

restore, rehabilitation and extension of the oldest Portuguese historic secondary school building

(Lisbon, Portugal)

To be completed by Europa Nostra:

Name and complete address of the building

Escola Básica e Secundária Passos Manuel

Travessa do Convento de Jesus

1249- 027 Lisboa – Portugal

<http://passos.abc.edu.pt/>

<http://www.parque-escolar.pt/en/school/005>

GPS co-ordinates of the building

GPS: 38.7119775600000, -9.1494951640000

Former and new use of the building

The original (1911) use of the building was kept until today: secondary school education

Type

Building conservation

Archaeology / sub-marine archaeology

Building Conservation areas and urban design

Landscape, historic parks and gardens

Works of art and collections

Other (please specify)

Brief description of the conservation work (max. 150 words)

Lyceum Passos Manuel is the first secondary school building built in Portugal. It is part of a reduce number of school buildings built between the end of the 19th century and the beginning of the 20th century. Its cultural and historical significance can be perceived through its urban character, architectural and aesthetic value as well as its educational role with significant emotional value for many generations of students, teachers and staff.

Initially designed in 1882, with a final scheme in 1907, it opened in 1911 and reached 2007 in need of rehabilitation due to its obsolete and physically degraded condition. The intervention was carried out between 2008 and 2010, as part of a wider national modernization programme aiming at providing 21st century learning environments.

The actions of restore, conservation and extension kept its cultural significance with the minimum intervention possible, and updated the building conditions to current educational needs.

Start and completion date of the project (between September 2009 and September 2012)

Project started in 2007. Construction started: 01-10- 2008 and finished at 31-03- 2010.

Officially inaugurated: 24-04-2010.

The Rector's House is still a part of the project that is waiting conservation intervention. At the moment, a proposed deadline for the completion of that building is not known.

Entrant

Name: Architect Victor Mestre + Architect Sofia Aleixo

Function: Architects and coordinators of the conservation design project

Organisation: victor mestre | sofia aleixo, arquitectos lda

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Owner

Name: Parque Escolar, EPE

Function: Parque Escolar's corporate object is the planning, management, development and execution of the modernisation programme for the public network of secondary and other schools in Portugal under the responsibility of the Ministry of Education and Science

Organisation: Parque Escolar, EPE

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Project leaders

Name: Architect Victor Mestre + Architect Sofia Aleixo

Function: Architectural Conservation project and coordinators of the technical design team

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Collaboration:

Project: Arch. Nuno Gaspar; Carlos Graça. Intern Arch. Alexandra Vieira, Francisco Tristão, Cláudia Almeida, Daniel Pires, João Silva, Raquel Canelas

3D Renders: Intern Arch. João Silva, Daniel Pires

Model: Intern Arch. Alexandra Vieira (existent); Joana Bastos, Carlos Campos (intervention)

Construction phase: Arch. Nuno Gaspar, Carlos Graça, Francisco Tristão; Intern Arch. Daniel Pires, Carlos Campos

Administrative: Carla Santos

Measurements, Estimates, Tender Packages: Coopas – Planning, Architecture and Services: Arch. Hugo Pombo, Carla Pardal, Susana Couceiro, José Barbosa, Eng. Pedro Topa

Photography: José Manuel

Other participants

Parque Escolar, EPE: **owner/client**

Director Prof. João Paulo Martins Pereira Leonardo, Deputy Director Prof. Susana Monteiro da Câmara e Sousa – Passos Manuel Secondary School: **client**

Mota-Engil Engenharia e Construção, S.A. with HCI Construções: **contractor and maintenance**

Archaeologist Nuno Neto (Coord.) - Neoépica – Arqueologia e Património: Archaeological survey

CENOR - Projectos de Engenharia, S.A./GESBAU - Engenharia e Gestão, S.A.: **Field Management and On-site Safety Coordination**

Conservation Design Team

Stability, Excavation in peripheral contention

A2P Consult: Eng. João Appleton, Pedro Ribeiro

Collaboration: Eng. Rita Gonçalves, Rui Pombo, Marco Figueiredo

Electrical energy supply and distribution | Structured wiring systems and telecommunication installations | Electro mechanical Installations| Passive security | Structured I&T wiring

Quanti – Estudos e Realizações de Engenharia, Lda.: Eng. Luís Alegria

Installation, Equipment and Water Distribution Systems| Fire Safety Water Systems | Residual and Rain Water Drainage

Termifrio – Projectos e Planeamento Industrial, Lda.: Eng.Serafin Graña, Ana Casaca

Installation, Equipment and Systems of Ventilation and Fume Exhaust | Gas | Solar Thermal | Climatization | Centralized technical management | RCC TE – RSECE

Termifrio – Projectos e Planeamento Industrial, Lda.: Eng. Serafin Graña

Acoustic Conditioning Study

Engenharia de Acústica e Ambiente, Lda: Eng. Pedro Martins da Silva

Collaboration: Arch. Lara Vasconcelos

Fire Safety

Nuno Duarte - Arquitectos, Lda: Arch. Nuno Duarte

Phase 2: Arch. Sónia Silva

Exterior Spaces

Arpas, Arquitectos Paisagistas Associados, Lda: Arch. Luís Cabral

Collaboration: Arch Adelaide Trigo de Sousa, Maria Maltez

Health and Safety Plan

Eng. Nuno Appleton

Solid Waste

Ecoserviços – Gestão de Sistemas Ecológicos, Lda: Eng. José Santiago

Collaboration: Eng. Ana Pinela, Sandra Nobre

Concise summary

Lyceum Passos Manuel is an exception in the range of Portuguese school buildings. It is the first purposely-designed secondary school building in Portugal, which is included in a restricted national heritage list of 20th century buildings. It is located in the historical centre of Lisbon and integrated in the urban tissue of a 15th century expansion area. The building is in continuous educational use since 1911, and remained intact up to 2008 even though it displayed some signs of disqualification as a result of the intense use it had undergone for practically a century and the lack of functional adaptation in light of curricula changes and educational and training practices.

In 2007, this Lyceum was included in a national programme for the Modernization of Secondary School Buildings. Supported on the outcomes of a previous evaluation of the capacity to accept new educational programs and functionalities, the client, a state owned company under the supervision of the Portuguese government ministers of finance and education, decided to conserve the building and adapt it to current needs.

This intervention was developed by addressing three fundamental challenges: to re-infrastructure the building and outdoor spaces, to introduce new learning facilities, and to respectfully locate a new dining hall and a new multipurpose sports facility, with the overall aim to retain the cultural significance of this valuable heritage place.

The research started with documental study, site survey and geotechnical reconnaissance. It was confirmed that the electrical infrastructures for telecommunications, sound, air conditioning, computer systems, and water plumbing system were obsolete and inadequate for current demands.

Design criteria identified the need to limit interventions, to avoid replacing building materials as well as the intrusive presence of equipments, to construct extensions for the new facilities, and to strategically locate machinery related to building's environmental performance. Therefore, conservation and restoration work were the more delicate phases of this intervention. Some particular signifying spaces of this typology were carefully restored, as for example the library, auditorium, atrium and the monumental staircase, the school's *ex-libris*, lit by a vast glazed roof. As for the new spaces, due to their dimensions requirements were strategically located. The dining hall was implemented in a new lower level and the new multipurpose sports building was located under the existing sports ground, providing two inner gyms below ground level with upper glazed windows for natural light and air ventilation.

An exceptional opportunity to prepare this historic building for a new cycle of intense use was taken. This school can now be opened up to the community for use after classes or at weekends, namely the multipurpose sports facility, unique in this historic neighbourhood. It can be said that, while the adults' perception is of enchantment, it is among the students that one feels greater empathy and enthusiasm on these new learning spaces, although it is still too soon to evaluate the socio-cultural impact of this physical change.

This intervention followed a sequence of architectural stages: firstly the recognition of the existing reality, secondly understanding its significance, thirdly addressing needs within physical constraints, and finally a deep immersion into the construction site during the conservation design project implementation on site.

The project relied on three financing sources: Government (PIDACC + IIE), European Investment Bank (EIB) and Council of Europe Development Bank (CEB) and the commercial bank in an investment of almost 26 million euros.

The intervention has been considered as 'a magnificent example of contemporary architecture respecting tradition, allowing both a new breath, and highlighting the Portuguese culture. A piece of architecture that Portugal must be proud of' (Alastair & Almeida, 2011: p.65)

Detailed description

A - Description of the heritage

The Lyceu Passos Manuel, initially named Lyceu Nacional Central of Lisbon, is a secondary school building which has been originally designed according to the French model of urban lycées, created by Bonaparte. Stylistically eclectic, it was designed to perform as highly visible local landmarks, both by their strong architectural projection and contribution to the townscape: a single multi-story building, with a compact configuration defining two enclosed courtyards, showing a relative massive scale in comparison to surrounding buildings. The artistic training of the architects of the second half of the 19th century led them to *model* architecture like a volume, the façades of which expressed hierarchies of geometric elements of great and medium density, lending a certain expression of *building sculpture*, based on the unity of a great mass, the identity of which could be seen on its façades in the style of the *beaux arts* of classicist commitment. However, some, albeit few, architects tended towards a pragmatic architecture more aligned with the technological vanguards where the incorporation of new materials and new technologies not only led to a simplification of building processes but also, above all, brought a fresh interpretation of buildings as a whole.

The design that reached the 21st century corresponds to the latest version after architect José Luíz Monteiro's original designs of 1882. A brief participation by Raphael da Silva Castro in 1888 changed the plan shape. Lastly, the design was handed to Rosendo Carneiro who would also change his own first version drawn up in 1896, which enabled the works to finally begin. However, the work on the basements was suspended in 1907. The design was once again reviewed to adapt to the pedagogical and financial programme imposed by a steering committee in 1902. This new design contained many alterations, one of the main ones being the disappearance of its monumental aspect.

In terms of its programme, the school has a large atrium and central staircase with the peripheral distribution of the patios, in an analogy to cloisters, allowing direct access to the classrooms, including a museum of natural history and physics, with the chemistry laboratory in a separate building of its own over the gym. The Headmaster's Office and the library occupy the first floor at the front of the building, where a stone veranda honours the mast of the national flag crowned by an entablature with a clock. A monumental staircase, lit by a vast glazed roof is the school's *ex-libris* and is the main access route between floors.

The fundamental characteristic of this new design will without doubt be the assimilation of the hygienist principles of the 19th century, together with new technologies which also permitted a new approach to philosophical issues, from the basis of the pedagogical programme to the architectural design. These are much more pragmatic as opposed to the traditional *invention of the architectonic idea* based on a certain reproduction of a design or vocabulary of a predefined canon.

It would make no sense to simplify the structure of the building for economic reasons and at the same time conceal it within academic architecture. It is our opinion that Rosendo Carneiro took the opportunity to create a unity somewhere between the interior and exterior, making technology appear in the façades and thereby also transmit innovation through architectonic language. Curiously Rosendo Carneiro, whose basic training was in the Industrial Institute of Lisbon, was at the forefront of public works for a long time, only receiving the recognition of the title of architect later on due to his time accumulated in the service of the Portuguese State.

Given its dimension, programme and socio-political significance, the Lyceu Passos Manuel represents a particular moment of our recent school history. This attests to the break with a deposed system of ecclesiastic education, after the victory of the liberals over the absolutists at the start of the 19th century, but which practically did not categorically impose itself as a new *architectonic model* for a century, temporarily installing secondary schools in pre-existing buildings with major difficulties of adaptation, with much of the previous model of education also lasting up to the implantation of the Republic, well within the 20th century. There was therefore great difficulty in constructing a building from the ground up

that would be the National Central Lisbon Lyceum where the organization of the modern school programme could be tested.

In addition, the architects of this period also perceived an emerging economy in the new materials which made shorter building times possible and consequently led to new financial engineering for large scale projects. We believe that when the Lyceu Passos Manuel was conceived as a *functional model* with the aim of being able to build a Secondary School in each district capital, the factors of speed and economy of construction would have been decisive, and would be planned and tested in the design and construction stages based on this pilot project.

However, the design of the Lyceu Passos Manuel and work took a long time (from 1882 to 1911), plagued with pauses and alterations, resulting from successive adjustments to the functional programme due to a shortage of financial resources, alterations in pedagogical orientation, which themselves were evolving in the light of international models used as references, hygienist concerns and also certainly questions related with the very architectonic model to follow, as an artistic expression as well as the technological component, and “resistance” to time given the enormous sum to be invested. In fact the materials chosen would reflect fears over its intensive use which could cause extreme wear and tear given the vast number of students, teachers and staff. Only sanatoriums, hospitals and factories housed so many users and so all previous knowledge was still not enough as most of the larger buildings continued to operate in convents adapted to these uses.

At the present moment, Lyceum Passos Manuel is protected by the classified as a Public Interest Building (IIP) and is waiting for a protection buffer area to be approved, since 2011.

Detailed description

B - State of conservation

This school, which has kept its use as secondary education facility since its inauguration in 1911, would remain intact **up to the present day** even though it might display some signs of degradation as a result of the intense use it has undergone for practically a century.

A structural diagnostic study was conducted and showed that the most relevant aspects related with the building conservation had to do with the differential foundations in the south wing, with special note for the west stretch where significant fractures were visible along the wall as well as in stone lintels. Internally some fissures in door and window lintels were also observed. In both cases surveys were planned in order to assess the causes and the type of repair/rehabilitation to be implemented and to establish the methodology of restoration.

At the start of this project, in general and particularly in the case of the south/west wing, the foundations pathologies were suspected to be due to underground landslip, perhaps caused by water running from piping circuits. During the work these problems were confirmed, deriving principally from the breakage of sandstones drains, spreading detritus and waste over a significant area underground, so that, when the ground was decompressed to underpin the foundations there was some slippage of compact "mass" (Appleton and Ribeiro, 2011).

In other cases, pathologies such as the cracks in certain lintels, might have been caused by the internal collapse of rigid elements supporting the paving. Geotechnical reconnaissance and localised surveys turned up important data for reaching a diagnosis and the design methodology to use. The electrical infrastructures for telecommunications, sound, air conditioning, computer systems, and water and drains were obsolete and inadequate for current demands.

As for functional aspects and especially in view of the increase in the number of students due to the new school grouping of the zone, and new demands from the architectural programme, regulations (safety, acoustics, heating, ventilation, among others) required the building to be reconsidered in order to re-equip and reorganise it technologically and functionally for a further long period of intense use.

'Once the diagnostic study stage was concluded it was considered and confirmed that the intrinsic characteristics of the building and its state of conservation meant that most of the construction could be preserved' (Appleton and Ribeiro, 2011: p.117). Consequently, this intervention aimed to upgrade and safeguard this 'heritage by restoring its physical and functional effectiveness with regard to the viability of their conditions of structural safety and seismic strengthening' (Heitor, 2011, p. 8). Therefore, all technical information gathered on site during the preliminary stage, such as topographical, photographic, architectural and structural surveys, informed the design proposal, and during the works, the process of evaluating its state of conservation was continuous.

Detailed description

C – Proposal

The Lyceu Passos Manuel is included in a **restricted list of classified buildings** of the 20th century, partly due to the acknowledgement of its architecture but also because it merits collective esteem for having been the first Portuguese secondary school planned from the ground up using the innovative concepts defended and proclaimed by the founder of modern education in Portugal, the lawyer Dr. Manuel da Silva Passos (1801-1862), known as Passos Manuel.

The **place** chosen is symbolic as it is set between the Convent of Jesus, a bastion of the education taught by the Jesuits and the Convent of the Paulists which is part of an extremely erudite building used as a Library. The site is also important within the historical context of the city. This place is like the geometric centre of a number of founding convents of the city like the Carmo Convent of the 14th century and, mainly, of convents from the end of the sixteen hundreds, the start of the seventeen hundreds where we find several convents as well as various churches at Chiado area.

This immense **building** was made in the image of the large convents, the functional layout of which was organised around two patios like two cloisters. With the extinction of the religious orders in 1836, convents were mostly immediately converted into the large urban facilities necessary to renew the liberal economy. Those that were not dismantled for urbanisation were adapted into factories, warehouses, public buildings, and also **buildings of education**. These circumstances prolonged the conventual concept and typology as a base model for new public buildings. In general, the architecture of some buildings that were built from the ground up would have also been strongly influenced by the French *beaux arts* movement, the architectonic expression and functional construction of which gravitated towards a centralised layout, the geometric nature of which accentuates a central axis marked by an entrance with monumental characteristics, such as those in the Lyceu Passos Manuel.

When we **started our research** we consulted the historic archives of the Ministry of Public Works where we observed the original designs and so record in detail the long and complex evolution of the conception and construction process. From this research, it was confirmed that the area available from the enclosures of the Convent of Jesus to the north and of the Paulists to the south was occupied with the building. Old maps show water tanks, probably fed by underground water systems coming from the north, forming a line of water running in the south direction. These sites would be connected by platforms supported by walls and probably an ancestral system of open-air canals and piping/aqueducts underground. This system, improved during the period of occupation by monks, stabilised the land enabling it to be cultivated and for the water to be used in these large convent units as well as by their respective neighbours. As the work progressed and, mainly with the excavations monitored by specialists in the area of archaeology, some of these suspicions were confirmed and recorded in drawings and photographs.

The visit by King Carlos and various members of Parliament to the interrupted works in 1907, still only comprising the foundations, demonstrates the importance of this undertaking which was intended to set an example in the reorganisation and modernisation of education in Portugal. This was to be the model that the monarchy wanted to implement throughout the country. The delay in the works and the regicide with the consequent installation of the Republic will have affected the progress of the works which ended up being rescheduled over a number of years until the Lyceu Passos Manuel was finally opened on January, 1911.

Its heritage recognized by its classification as a **Building of Public Interest** and especially the public esteem it is granted by the community in general and in particular by former students, former teachers and staff. This fact raises this building to an exceptional status where its material and immaterial heritage are unique. This broadly acclaimed recognition has meant that it will continue to be preserved even when the needs to bring it up to date require new and perhaps precarious adaptations. And, as a direct result of these circumstances, there was the concern to establish criteria, according to the international conservation principles and guidelines, set out in Charters and Recommendations

from UNESCO, Council of Europe and ICOMOS, the most significant of which was that which cherished reversibility as opposed to permanent work that could destroy the value of the whole. The context of the surroundings has been that which has changed the most and especially the one that has shown more signs of loss of character. The fact that the Lyceu Passos Manuel is on the inside of a city block means that it benefits from a certain calm, indispensable for a place of education.

The intervention took place in the context of a wider national Programme for the Modernization of Public Secondary Schools, under the auspices of the Ministry of Education which created Parque Escolar to implement the programme which aimed 'to put Portuguese education at the best international level' (Parque Escolar EPE, 2011, p. 22). A conceptual model for the intervention was provided along with the design brief which detailed the type of spaces needed and the dimension of each type of space. The model was based on the principles of integration between functional areas, enable conditions for its operation and facilitate some sectors to open to the wider community (Parque Escolar EPE, 2011). Times and targets to be met on each stage were identified by Parque Escolar EPE, and were quite tight. Our proposal was based on three fundamental areas. First the re-infrastructuring of the building(s) and outdoor spaces, second the introduction of new functions and equipment considering the adaptability of buildings, with the location of a new multi-purpose sports facility, and finally the overall aim to enhance Lyceum's cultural significance and its architectonic identity, so meeting Parque Escolar's specifications for this school.

The **conservation and restoration** work was one of the most

delicate aspects requiring daily presence to monitor all of the works. The wood-working required much attention, requiring work to be carried out *in loco* by **craftsmen**. Doors, windows, panels, stairs, skirting, furniture, among other things, were restored using the principle of minimum intervention. The wood replaced after the removal of damaged or missing areas comes from the same source and is of the same age, given that it was a requirement to apply old wood, almost all in Riga pinewood. Associated to the joinery work is the ironware and the mechanisms for hoisting the flags on the archways were also restored. Even the old standard model of door knobs, that it was still possible to find in an old hardware store, was used as a replacement. The original system of room ventilation was also rehabilitated by restoring the small ventilators of the perforated filter type with a gyrating armature on the outer wall. Similarly the hydraulic tiles that were missing were made using traditional methods, testing their composition and colour. One of the pioneering features of this building has to do with the primitive self-levelling pavements, which we restored after a number of tests to fill the deep and surface cracks in order to replace the worn layer. Ironwork, masonry, smooth plasterwork, *scagliolas*, and friezes were also restored avoiding the removal of small or medium-sized parts as much as possible.

Conservation and restoration work prevailed in most of the building. The re-infrastructuring of the networks alongside the introduction of elements to correct heating and acoustics as well as air conditioning machines installed up in the roofing complemented its physical rehabilitation in terms of comfort, especially in terms of the quality of the air. A ramp was placed in the main entrance to improve accessibility to the building, besides the installation of a panoramic lift in the south face. The lifts presence on the existing building was minimised through the use of glass, connecting all existing floors and also the new ones. The **Historic Library** remained intact with the full restoration of its furniture and corrected lighting so as to improve the conditions of use, and which, given its size, also hosts the meetings of the Executive Board.

The laying of new infrastructures was meticulously monitored so that any intervention involving them would affect the building as little as possible which not only required a high level of attendance on site, but above all a methodology concerning the relationship with all the craftsmen/workers at work and foremen. Note should also be made of the indispensable contribution of the Executive Board in the preparation of the functional programme with the technicians from Parque Escolar and in the valuable liaison with the whole design team, which continued throughout all stages of the work. Community **participation**, so advocated in schools design principles and in heritage conservation theory, had an

important role in the public presentations and discussions were the school stakeholders and local community were invited to participate and give their opinion as members of the *heritage community*.

The **methodology of intervention in the Lyceu** therefore implied absolute respect for the architectonic complex, rehabilitating the whole structural system and making it operational once more through specific actions, avoiding the removal and replacement of materials and technologies, and rather repairing them and reinforcing some of the damaged elements. In the more serious cases, like the differential foundations of the south wing, underpinning of the foundation was planned at the same time as the implantation of the **new dining hall** and all the inherent services on a level just below that of the south outdoor paving. This excavation, which was around 74 m long, 9.35 m wide and 4.50 m high, helped to take advantage of the structural consolidation of the foundations and architectonically integrate a smaller unit within the context of the work on the Lyceu. The new location allowed appropriate accessibility to users together with the agreed conditions in the work, storage, changing rooms/toilet areas, and direct loading and unloading to the street, through a reception quay built into the interior of the building and avoiding the circulation of vehicles within the school space. The waste circuit is also duly sheltered, fulfilling the standards in force.

Parque Escolar's support, through its **consultants**, in the definition of spaces where the infrastructures are more intrusive, like the School Laboratories, the School Library and the Dining hall, Cafeteria and Bar complex, was essential for defining the equipment to be installed, in accordance with the general philosophy adopted by Parque Escolar for the school's modernisation, adapting it to this building's situation, both in terms of its heritage and of its spatial constraints. Making use of the area of the old Gym it was possible to install two floors of laboratories and safeguard the Historic Chemistry Laboratory and respective original Amphitheatre located on the Laboratory building.

This intervention is the result of an exceptional opportunity to prepare this historic building for a new cycle of intense use, expecting 1125 students from 10 to 18 years-old, bringing it up-to-date through the introduction of new infrastructural networks and making new activities possible with current levels of comfort, while respecting and even enhancing its heritage value. This also enabled this building and its respective outdoor spaces to be opened up to the community, a main feature of which is the new multi-sports facility which is an excellent facility for this historic area of the city of Lisbon.

The **old Rector's House** will be rehabilitated according to the principles used on the Lyceu. In general conservation and restoration work will be undertaken to introduce corrections related with heating, acoustics and air renewal. The works in this building did not have an opportunity to be conducted at the same stage.

Detailed description

Total investment of € 26.354.577,00

The programme relies on the following financing sources:

- Government (PIDACC + IIE)
- European Investment Bank (EIB)
- Council of Europe Development Bank (CEB)
- QREN-FEDER
- Commercial Bank

Detailed description

E - Contribution of the project

Lyceum Passos Manuel, the first secondary school built for purpose in Portugal, is part of a reduce number of educational buildings conceived and built in the beginning of the 20th century, in the main historic cities. The cultural significance of such buildings can be perceived in architectural and educational history literature, in architectural fabric and historic collections of pedagogic objects, in historic records of events and former students' stories, and in the way current users, teachers, staff, students and local community talk about 'their' school.

The restore, rehabilitation and extension of the oldest historic secondary school building was designed to receive 1100 full-time students and 50 part-time students (OECD/CELE, 2011). The entire assembly carefully incorporated the contemporary history, inside and outside, having been carefully restored in order to remain its memories, in technology, architectural expression and socio-cultural dimension of its educational function, transverse 100 years of reforms. The main building was reorganized with the use of confined interventions. Removal and replacement of materials were avoided by giving the preference to the rehabilitation of technologies, restoration, rehabilitation and strengthening of structural elements. New infrastructure networks were introduced in a non-intrusive way, fostering new functional areas.

In the existing Lyceum site with 16.353 m², the intervention renewed 11.624 m² and added new constructions in a total of 4.470 m² (Parque Escolar EPE, 2011). Therefore, this intervention contributed to the conservation and enhancement of the Portuguese educational built heritage, mitigating the impact on Lyceum cultural significance and enhancing its cultural and social value with a contemporary intervention that will be the inference for future generations.

The current presence of historic secondary schools, most of them still in use, is an undeniable testimony of the relevance of Education for the social and cultural development of future citizens. In the context of the European Union, the preservation of this heritage can be achieved through sustainable conservation interventions which aim to contribute to our shared cultural heritage raising the awareness for built heritage preservation among school and local communities. This intervention hopes to achieve that *designium*.

Finally, and within an international frame, the relevance of this architectural heritage and educational heritage was been recognised by OECD-Centre for Effective Learning Environments (CELE) which considered Lyceum Passos Manuel rehabilitation as an Exemplary Educational Facilities, among 60 projects from 28 countries (OECD/CELE, 2011).

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To complete the dossier, please ANNEX to the form:

Drawings A4 format (no fold-outs larger than A3 format)

A - A location-plan, preferably to the scale of 1:10 000, on which the building or site is clearly marked

B - A site-plan

C - Plans, section and elevation drawings, showing pre- and post-restoration conditions. All alterations/new additions should be clearly marked.

Photographs

Good quality colour photos showing clearly the overall situation and important details of the project. Photos **must** include BEFORE and AFTER views, preferably from the same viewpoint, laid out together in the dossier. Wherever possible, please include photos of the works in progress.

All photos should be clearly captioned.

Entrants of winning schemes may be asked to provide additional photographs or material for press and promotional purposes.

Three (3) CD ROMs

The **dossier in PDF format** and the **photographs** must also be sent on three (3) CD ROMs:

1 - **CD ROM 1** is for quick reference by the jury. Photo files (between 100kB and 400kB each) on this CD ROM should be in **jpeg** format only

2- **CD ROM 2** is for the assessment on location done by a local expert prior to the Jury meeting. Photo files (between 100kB and 400kB each) on this CD ROM should be in **jpeg** format only

3 - **CD ROM 3** contains ready for print files for possible inclusion in the magazine that will be published on the occasion of the European Heritage Awards Ceremony. Photo files on this CD ROM should be in **high resolution** (300dpi) and in **jpeg** or **tiff** format only.

Checklist (please check each item; this should help you to prepare a complete dossier in compliance with the Conditions of Entry)

- 1 printed copy of the entry dossier which must include:
 - Cover-page with the name and a photograph of the building / site / work of art
 - Completed and signed entry form
 - Drawings, A4 format (no fold-outs larger than A3 format)
 - Photographs (historical - before - during – after) with captions

- 2 CD ROMs (two identical copies) including PDF entry dossier and low resolution (between 100kB and 400kB) photographs in jpeg format
- 1 CD ROM including PDF entry dossier and high resolution photographs in jpeg or tiff format

Dossiers which fail to fulfil the requirements will not be presented to the jury.

Declaration of entrant

I wish to submit the above-named entry to the 2013 European Union Prize for Cultural Heritage / Europa Nostra Awards. I have enclosed the required documentation (see 'Dossier requirements for Category 1') and agree to the conditions set up by the Awards scheme. I confirm that I have obtained permission from the owners of the copyright for Europa Nostra, to freely use the photographs and material submitted (and others subsequently requested) for all purposes of publication and promotion of the Awards.

Victor Mestre | Sofia Aleixo, arquitectos

(stamp)

Lisbon, 2012-09-30

First submission/ Resubmission

I confirm that this is the first time that this project has been submitted for the European Union Prize for Cultural Heritage / Europa Nostra Awards

This is a resubmission for the European Union Prize for Cultural Heritage / Europa Nostra Awards. The registration number and title of the previous submission was: _____

Victor Mestre | Sofia Aleixo, arquitectos

(stamp)

Declaration of owner

I, Parque Escolar, EPE owner of Passos Manuel Secondary School consent to the submission of the property for the 2013 European Union Prize for Cultural Heritage / Europa Nostra Awards.

Signature of the owner

In Lisbon, on 2012-09-30

The Licensor:

Victor Mestre | Sofia Aleixo, arquitectos

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And with reference to the work (hereinafter the "**Work**"):

Author(s) of Architectural conservation Design Project: Victor Mestre | Sofia Aleixo, arquitectos
Architectural conservation of Lyceum Passos Manuel: restore, rehabilitation and extension of the historic secondary school building (Lisbon, Portugal)

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Photographs taken of the Restored, Rehabilitated and extended Lyceum Passos Manuel building (Lisbon, Portugal)

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