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CONTEMPORARY
SCHOOL
ARCHITECTURE
IN SLOVENIA
1991–2007

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3 Celovec / Klagenfurt

1 2 6 Maribor

10 Murska Sobota

8 Lendava

8 Gorišnica

4 Ptuj

1 Kamnik

7 Celje

5 Poljane 4 Medvode

1 2 Ljubljana

6 11

3 9

15 Šentvid pri Stični

2 Šmarje-Sap

4 Višnja gora

5 Grosuplje

10 Št. Jurij

7 Novo Mesto

1 Pederobba

3 Nova Gorica

3 Vipavski križ

13 Vrhopolje

14 Ajdovščina

2 Sežana

12 Koper

5 9 Kočevje

2 Krk

NURSERIES	
40	1 Rožle Nursery, Ljubljana, 1997
44	2 Mravljinček Nursery, Ljubljana, 2004
PRIMARY SCHOOLS	
48	1 "ZUIM" Primary and Secondary School, Kamnik, 1993
52	2 Louis Adamič Primary School, Šmarje-Sap, 1996
56	3 Vipavski Križ Primary School, 1996
60	4 Višnja Gora Primary School, 1999
64	5 Brinje Primary School, Grosuplje, 2000
68	6 Hinko Smrekar Primary School, Ljubljana, 2001
72	7 Drska Primary School, Novo Mesto, 2002
76	8 Gorišnica Primary School, 2002
80	9 Ob Rinži Primary School, Kočevje, 2003
84	10 Št. Jurij Primary School, 2003
88	11 Branch Unit of the Oskar Kovačič Primary School, Ljubljana, 2004
92	12 Koper Primary and Music School, 2006
96	13 Vrhpolje Primary School, 2007
100	14 Šturje Primary School, Ajdovščina, 2007
104	15 Ferdo Vesel Primary School, Šentvid pri Stični, 2007
GYMNASIUMS AND SECONDARY SCHOOLS	
108	1 Maribor Secondary School of Design, 1995
112	2 Maribor Vocational School for Food Service, 1999
116	3 Ljubljana Secondary School of Nursing, 1998
120	4 Ptuj Gymnasium, 2000
124	5 Kočevje Gymnasium, 2003
128	6 Maribor Secondary School of Engineering, 2004
132	7 Celje Secondary School of Nursing, 2005
136	8 Lendava Bilingual Secondary School, 2005
140	9 Ljubljana Secondary School of Music and Ballet, 2007
144	10 Murska Sobota School of Economics, 2007
MULTIPURPOSE AND SPORTS HALLS	
148	1 Gorišnica Multipurpose Sports Hall, 1996
152	2 Srečko Kosovel Secondary School Sports Hall, Sežana, 2003
156	3 Nova Gorica Sports Hall, 2004
160	4 Svetje Multipurpose Sports Hall, Medvode, 2005
164	5 Multipurpose Sports Hall of Poljane Primary School, 2007
COMPARISON-CONNECTION	
170	1 Covolo di Pederobba Nursery, Treviso, Italy, 2005
174	2 Fran Krsto Frankopan Primary School, Krk, Croatia, 2005
178	3 Secondary School for Business Administration, Fashion and Clothing-Technology, Klagenfurt, Austria, 2002



**COVOLO DI PEDEROBBA
NURSERY,
TREVISO, ITALY**

architects: Carlo Cappel,
Maria Alessandra Segantini

collaborators: Barbara Acciari, Daniele Dalla
Valle, Eva Homo Rosa, Davide Testi

investor: Municipality of Pederobba
project: 2002-2004
construction: 2005
nursery surface area: 900 m²
plot area: 2,500 m²
built-up area: 900 m²
earmarked funds: EUR 900,000

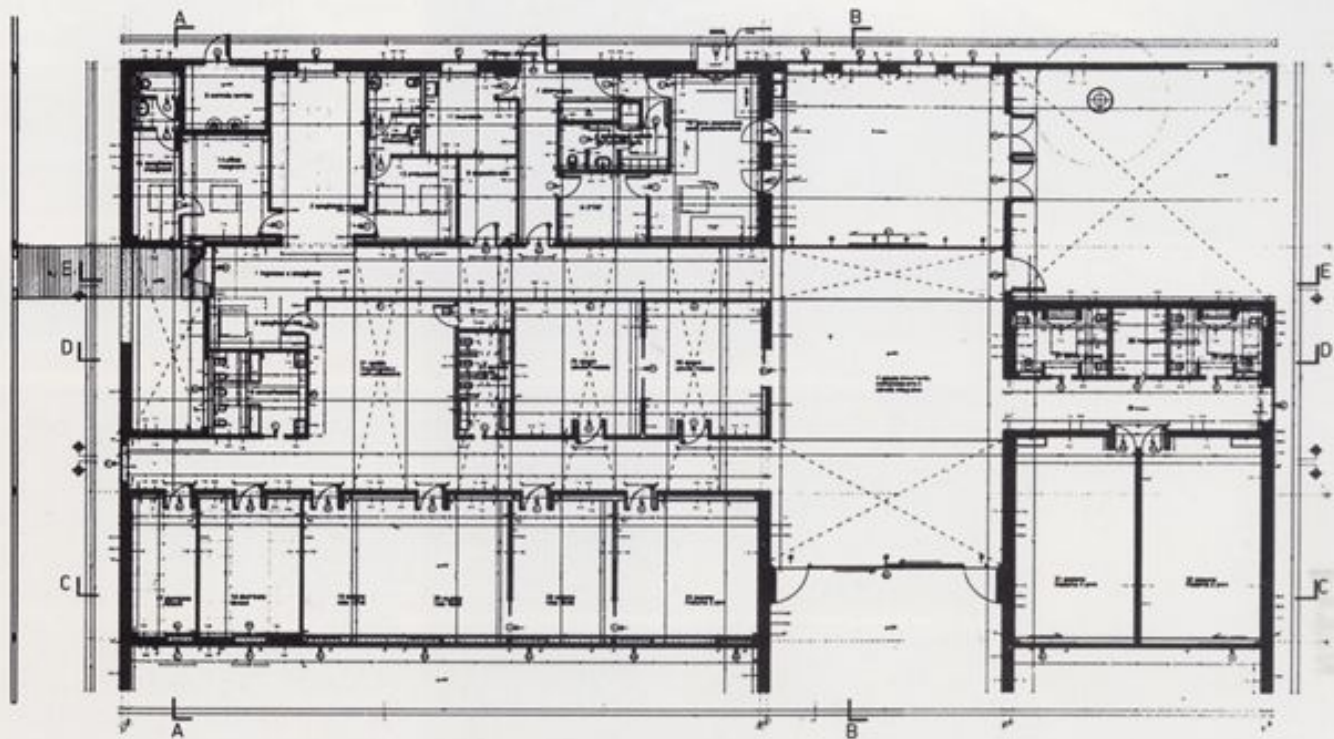
photo: Alessandra Chemollo, Carlo Cappel

Newly constructed building

The new nursery in Covolo is situated among the vineyards and wheat fields and surrounded by the meandering vegetation along the Piave River. This modern single storey building is well integrated into the natural and urban context.

The longitudinal floor plan consists of slightly shifted spaces of playrooms and a central hall, among which interior atriums emerge. The building has been designed as a concrete wall that occasionally "moves away" and is duplicated. As a result, it does not look monolithic but rather appears as a light structure passable in all directions. Coloured façades indicate entrances and passageways.

On the southern side, the playrooms and the central hall open onto the wheat fields. The greenery and the sounds and scents of nature enter the rooms through a large glass façade. Simple wooden furnishings are complemented by coloured walls and upholstered furniture. The ever changing daylight enters the playrooms through skylights and offers differing perceptions of the environment. Extended playroom entrances changed into three-dimensional spaces represent a fantasy world between the outside and the inside. This is the world where children's hesitations and desires, possibilities and amazement are born.







Carlo Cappai and Maria Alessandra Segantini Architects. Carlo Cappai was born in Venice, Italy, in 1966, and Maria Alessandra Segantini in Treviso, Italy, in 1967. In 1991 they both graduated from IUAV University (Istituto Universitario di Architettura di Venezia) in Venice. In 1994 they founded the architectural office C+S ASSOCIATI. In 1997 and 1998 they took part in the urban planning of Venice in collaboration with Leonardo Benevolo. They are both visiting professors at IUAV, Maria Alessandra Segantini since 2004 and Carlo Cappai since 2005. They have received several awards for their work.

photo: Costantino Ruspoli

What should a modern school building look like?

The school is the first and most important building that is imprinted on a community's memory. It is the first place we visit outside our homes and where we first feel as members of a group. The school building should therefore be designed as a place that is able to listen. Listen to the landscape, in which it is incorporated, then read it and rewrite it in a contemporary way. The school is there to listen to the child, understand the child's needs and provide a functional environment that the little being will be able to understand and modify. The building has to listen to the surroundings and reflect their elements: the colours, scents or the fluctuation of light – which should all become objects of the child's observation. Furthermore, the school is there to listen to the local history and its evocative capacities. Lastly, it is there to listen to the building materials and the details that have to be combined into a harmonized whole.

Why are high-quality concept and design so important for a school building?

Designing a school building requires a delicate balance between two poles: the space is to provide the possibility of transformation and, at the same time, stimulate the child's perception. The school becomes a place of relations, an undefined place, a place of expectations. It becomes a place that allows cohabitation and maintains tension between the opposing elements: the interior and the exterior, light and shade, the material and the spiritual, applicability and adaptability, and so on. The school is a place where children and teachers spend most of their time. It is the central area of local residents and a symbolic place where the future is created.

How can school spaces influence the environmental awareness of pupils, teachers, parents, and the community?

In Italy, regulations are very precise and effective from the point of view of hygiene. On the other hand, they are often restrictive with regard to space. In fact, it frequently depends on the mere common sense of a civil servant who is approving a project whether he or she will allow the designing of classrooms that can adapt to modern teaching methods, or only provide for a functional division of rooms by children's age.

An extremely important factor that would go beyond the existing norms would be the possibility to introduce certain vertical didactic modules also in primary and secondary schools. Today, this option is only partially applied in some more progressive nurseries, enabling learning by imitation. Another important factor, which the approval bodies often do not take into consideration, is the possibility to design rooms that will enable self-observation and introspection of both children and their environment. Such places are presently considered as sheer amusement areas rather than places for the perceptual and emotional enrichment of children.

The final factor that needs to be mentioned here are the insufficient financial means dedicated to the construction of school buildings in Italy. As far as the above mentioned elements are concerned, Italian schools today

are extremely outdated; and an architect has to give up many a space and construction possibility. We are of the opinion that the awareness of both the public administration and the private sector should be raised in this respect.

Life patterns in society are being modified. Working hours, leisure time, commuting, and information technology among other aspects are changing. What will the school of the future look like?

The school must be as open as possible to enable rapid space modifications brought about by modern times. As a consequence, its structure and construction must be simple and energy sustainable. It has to offer the possibility of interaction with external natural elements such as light, open park space, and landscape changes in order to integrate into its natural and urban context. The mentioned elements represent the "permanent constants" that are independent of fast changes in the modern space.

The school is supposed to be characteristic of the following:

- An osmotic (half-permeable) membrane in relation to the environment in which it is placed, and a structurally clear interruption of the continuum between the interior and the exterior;
- A narrative system embodying three distinct periods: first, the short-term day period – in which the perception of space changes due to the changing light; then the longer-term year periods – in which the perceptions of sight, touch and smell change along with the seasons; and finally – history;
- The place of multisensory experience that should allow the child to examine the diverse perception possibilities;
- A flexible space of transformation that can adapt to the constant material and imaginary formation and alteration, to which children subject the spaces they are familiarised with;
- A concrete example of numerous possibilities of how to use construction materials and how to play with them;
- A symbol of community, representing the interior centre (in the relationship between teachers and children) and the catalyst of broader experience provided by the parents and other residents of the community in which the school is situated.

Furthermore, if one wants to achieve the above objectives, a project cannot avoid the use of the following instruments:

- a defined centre and values,
- light and shade,
- colours and materials,
- scents and sounds,
- control of natural and artificial microclimate,
- conformity to regulations.

A school is a public building aimed at shaping the future; at the present, however, it represents a membrane, opening the passage to the mental landscape of our children.