



**Politecnico
di Torino**

Honors Thesis

Master's degree Science in Architecture Construction City

Abstract

FUTURA

School complexes in Italian architecture competitions (2014-2024)

**Tutor/Correlator
Caterina Barioglio**

**Candidate
Sara Neri**

September 2024

In the context of the Italian education, characterized by declining demographics and the increasing need to rationalize space resources for teaching activities, this thesis explores recent experiences with school complexes: buildings or architectural ensembles that accommodate different levels of education and are characterized by shared spaces. To address this topic, the research engages with government policies related to school building construction, started under the Renzi's government in 2014, and the architecture competitions for school complexes over the past decade (2014-2024).

Among these competitions, the project for the New School Complex of Sassa (2017) is selected as the first case study of this thesis. The research analyses the process of developing the competition call. It provides a detailed analysis of the winning design proposal by SET Architects, which is now awaiting construction, along with the reconstruction needs and the renewal requirements that have characterized the entire project journey.

The research continues with an exploration of the "Nuove Scuole Futura" call, the first major national competition for school design funded by the PNRR, which will see the creation of 212 new schools, including 60 school complexes. Through the selection of significant case studies such as the School Complex of Fara San Martino (CH), the School Complex of Castel Volturno (CA), the Manzoni' School Complex (FE), and the Mendola's School Complex (AG), the research analyses the design solutions adopted in terms of typology, distribution, and functionality, alongside the challenges faced and the results achieved.

The comparative study of these cases allows for an examination of the various ways designers have tackled the challenge of accommodating many students of different ages within the same spaces, proposing school models that experiment with spatial organization to address the needs for both shared and independent group activities. These reflections contribute to outlining an overall picture of the current state and prospects of school construction in Italy, discussing the potential and challenges of architecture competitions as tools for promoting architectural innovation.

The research concludes with some considerations on how educational spaces within school complexes could be designed, addressing both local authorities and entities that promote and draft competition notices, as well as designers tasked with tackling these projects.