

Recommendation on the specialised training of architects, town planners civil engineers and landscape designers (80/16)

(Adopted by the Committee of Ministers on 15 December 1980 at the 327th meeting of the Ministers' Deputies)

The Committee of Ministers, pursuant to Article 15.b of the Statute of the Council of Europe;

Considering that the aim of the Council of Europe is to achieve a greater unity between its members:

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- the Council of Europe has for fifteen years been conducting an active policy, for the conservation of the architectural heritage and its integration into contemporary life:
- this policy has led to the drawing up of the doctrine of integrated conservation, whose principles were laid down in 1975 in the European Charter of the Architectural Heritage and the Declaration of Amsterdam;
- the new awareness of cultural roots has led to an appreciation of the architectural heritage's values among broad sectors of society;
- the shift in the European attitude in the face of the need for a coherent energy, policy and for better use of space has made the heritage's integrated conservation an even more topical issue;
- the application of generally recognised principles is nevertheless meeting in most European countries with difficulties whose deep-seated causes should be methodically investigated;
- a substantial improvement in the training of specialists responsible for the architectural heritage would effectively help to overcome these difficulties:
- the inculcation of a new humanism in specialists depends as much on their education as on their training. and the quality of their work as much on their professional ethics as on their qualifications.

Recommends that Council of Europe member states, in the context of their policy for conservation of the architectural heritage, draw the attention of the authorities and persons concerned to the principles regarding the specialised training of architects, town planners, civil engineers and landscape designers as set out in the appendix to this recommendation.

Appendix to Recommendation No. R (80) 16

Principles regarding the specialised training of architects, town planners, civil engineers and landscape designers

I. General principles:

1. The scope of educational reform should not be limited to specialisation courses but should cover all levels of education;

2. In the general context of training that is necessarily designed to be pluridisciplinary, each discipline should be given its true place without affecting the coherence of the whole;

3. Such training should begin in primary and secondary schools, which should above all encourage a sense of observation, the perception of space, a critical spirit, creativity, awareness of social interdependence, a pride in past values and respect for the environment;

At university level, the following educational objectives should be precisely defined:

- stimulating thought and hence inculcating a new philosophy of the environment, with particular reference to the architectural and natural heritages including social aspects;
- creating understanding of and respect for the various scientific disciplines relating to the environment and to its importance as framework for living conditions;
- preparing for co-operation, notably by means of joint exercises throughout the training period;

5. For the purposes of university studies, a common core should be established for the four disciplines directly concerned by integrated conservation, without prejudice to the specific character of studies in each discipline, so as:

- to make clear that any action involving one of these disciplines is but partial and belongs to a general pattern;
- to foster the adoption of a common language for the various participants, in order to create an atmosphere of interdisciplinarity and clarity, which is often lacking at present;

6. The spirit of this education reform should be clearly defined by arranging basic educational subjects into three families, viz.:

- modes of perception of space;
- the history of the heritage and of civilisations;
- the relationship between man and his environment;

7. The mistake of overburdening curricula should be avoided, as a solution lies not in encyclopaedic knowledge but in the intelligent application of methods taught;

8. The training reform to be advocated should go well beyond the framework of curricula, as it is mainly of an ethical kind;

9. It should be left to the university institutes concerned to draw up curricula, because of the diversity and specific character of their functional and administrative situations;

10. Special attention should be paid to the selection of teachers capable in the face of the vast quantity of information, of choosing the most instructive type of material and keeping a sense of what is essential;

11. In the whole series of study projects a preferential place should be given to the reshaping of landscapes and built-up areas without prejudice to the values of the architectural heritage;

II. Specific principles regarding

A. the training of architects and town planners

12. While syllabuses should not be overloaded, architectural and town planning courses should be designed to acquaint students with the language, methodology and subject matter of the various human sciences in connection with the environment;

13. The teaching of the history of town planning and architecture should include the history of building techniques, the integration of forms and the historical aspects of the relationship between buildings and living conditions;

14. Projects should constitute the key instrument in teaching;

15. Every architectural or town planning project should necessarily be preceded by a study of the historical and structural features of the physical and social environment, the urbanistic context being, as it were, recognised as an essential guide to any architectural composition or human settlement;

16. Considerable attention should be given in syllabuses to the theme of rehabilitation including social aspects;

17. Special attention should be paid to the supervision of small group studies;

B. the training of civil engineers

18. Appreciation of the general context of schemes and a study of the harmonious integration of projects into the planning process should be regarded as prime teaching objectives;

19. Traditional methods in the teaching of building techniques should be promoted;

C. the training of landscape designers

21. The training of landscape designers should prepare them to participate in regional planning and in the creation of an environment in which buildings and plants coexist;

22. Special attention should be devoted to the study of the historical development of landscape and urban areas and to techniques for restoring and reconstituting historic gardens

D. post-university specialisation

23. Further training should be provided so as to allow for participation in the development of the theory and techniques of integrated conservation;

24. More information should be provided about related disciplines, so as to facilitate interchange between specialists;

25. Specialised training should include:

1. detailed study of:

- the diachronic structuring of space;
- past and present doctrines on the conservation and restoration of monuments;
- composition theories and building systems throughout history both on building and town planning level;
- deterioration of materials and structures and appropriate means of repairing or strengthening them;

2. study of the regulations governing the conservation, restoration and rehabilitation of the architectural and urban planning heritage;

E. refresher training

26. Study facilities should be provided for the personnel of national, regional and local administrative institutions and for independent practitioners, so as to enable them to keep abreast of developments in integrated conservation;

27. Refresher training should be organised around dynamic research teams in contact with international specialists.