



Multiplier Event 03
Friday 1st October 2021, Politecnico di Torino, online
<https://pratt.zoom.us/j/98237656851>

(MIS)MATCHES BETWEEN ARCHITECTURAL EDUCATION AND PRACTICE

The *(MIS)MATCHES BETWEEN ARCHITECTURAL EDUCATION AND PRACTICE* invites representatives of the professional bodies of *Architecture's Afterlife* partners' five nations—Belgium, Croatia, England, Italy and Spain—together with experts on professional bodies' policy in the EU Member States. In this event, we will talk about how the practice of architecture is mediated, organized, and regulated by national and international professional bodies; what are the competencies acquired in architecture education and requested by the profession; and how “European” are the European professional bodies and the architect's practice that they represent.

ARCHITECTURE'S AFTERLIFE

The Multisector
Impact
of an Architectural
Qualification



- 14:00-14:10 *Welcome:* Michela Barosio (Politecnico di Torino)
- 14:10-14:20 *Introduction of Architecture's Afterlife and Architects After Architecture:* Harriet Harriss (Royal College of Art)
- 14:20-14:30 *Latest Results of the Afterlife Survey on the Practice of Architecture (first flow)*
- 14:30-14:40 *Presentation on Paths to Practices in Belgium, Croatia, England, Italy, Spain.*
- 14:40-15:10 **Simon Allford** President of RIBA Royal Institute of British Architects (UK)
Dirk Mattheeuws Netwerk Architecten Vlaanderen (Belgium)
Isabel Navarro Colegio de Arquitectos de la Comunidad Valenciana (Spain)
- 15:10-15:25 *Break*
- 15:25-16:00 **Robert Loher** Secretary of Chamber of Architects (Croatia)
Francesco Miceli President of the CNAPP National Chamber of Architects (Italy)
Georg Pendl President of ACE Architects' Council of Europe
- 16:00-16:40 *Discussion*
- 16:40-17:00 *Final Remarks*

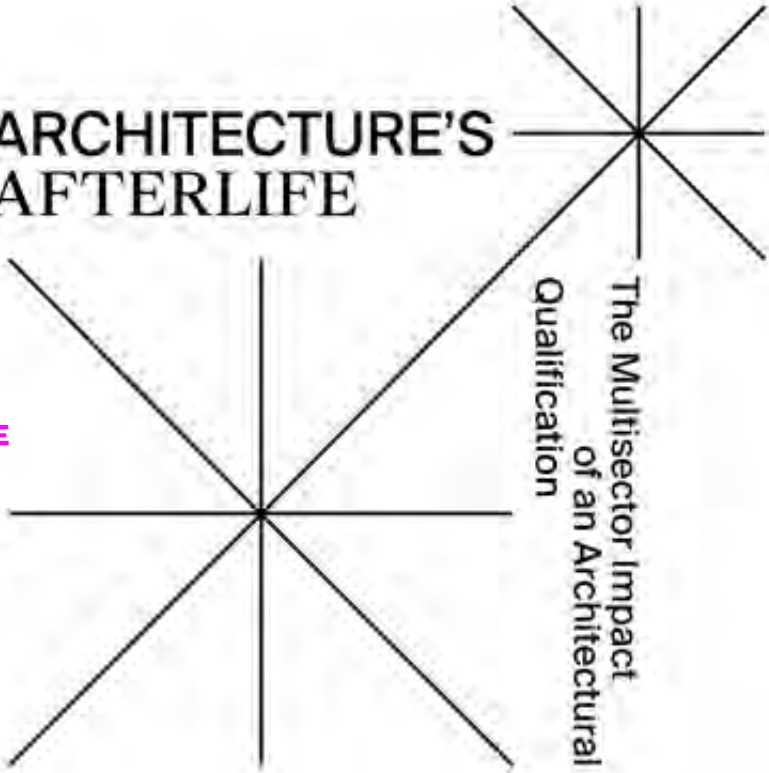


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(MIS)MATCHES BETWEEN ARCHITECTURAL EDUCATION AND PRACTICE
Survey's intermediate results (2412 participants)

Michela Barosio, Santiago Gomes
Politecnico di Torino, Italy
michela.barosio@polito.it

ARCHITECTURE'S AFTERLIFE



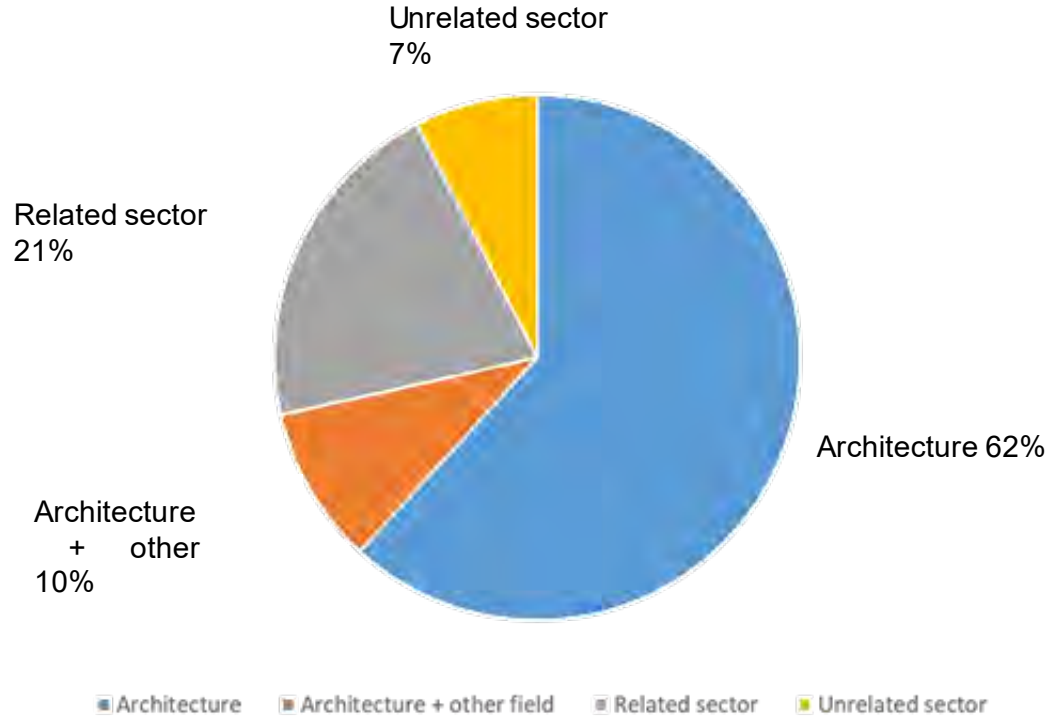
The Multisector Impact
of an Architectural
Qualification



FIELD OF OCCUPATION

72% of those with a paid profession is currently working as an architect
(62% in architecture only, 10% in combination with another field)

> note that there are no gender differences





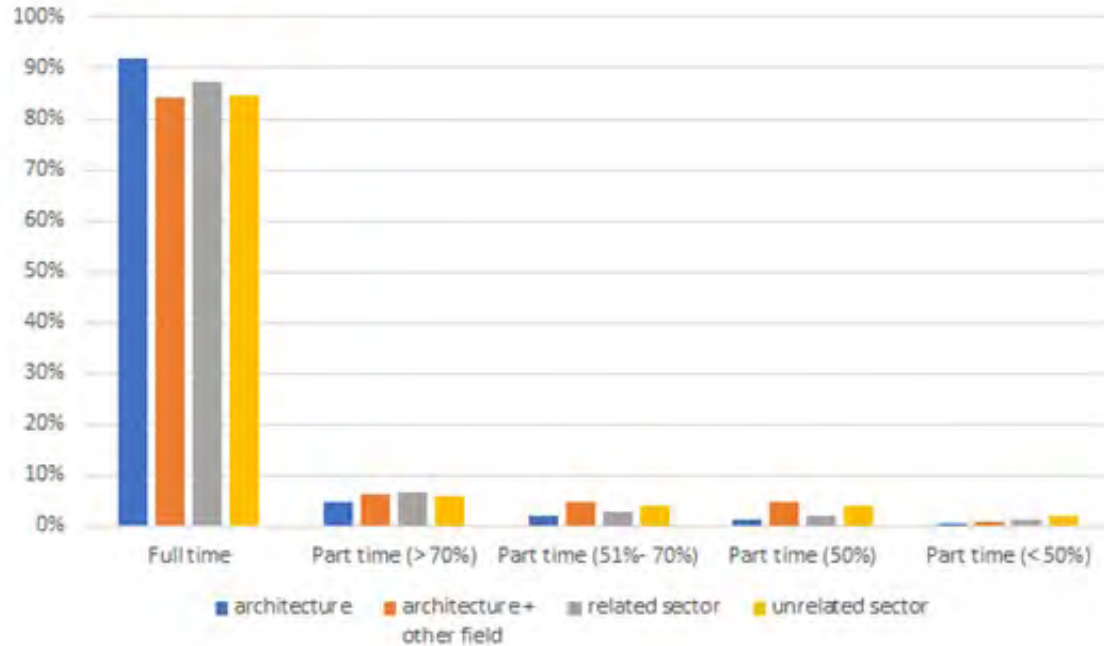
FIELD OF OCCUPATION

comparison by country (partners)



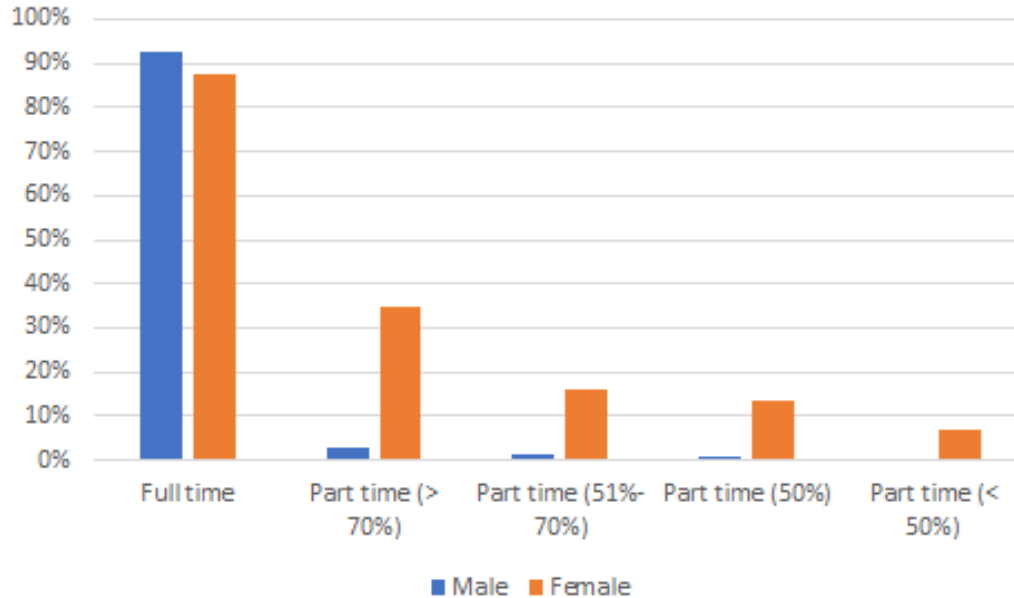


work **full time** or **part time**?



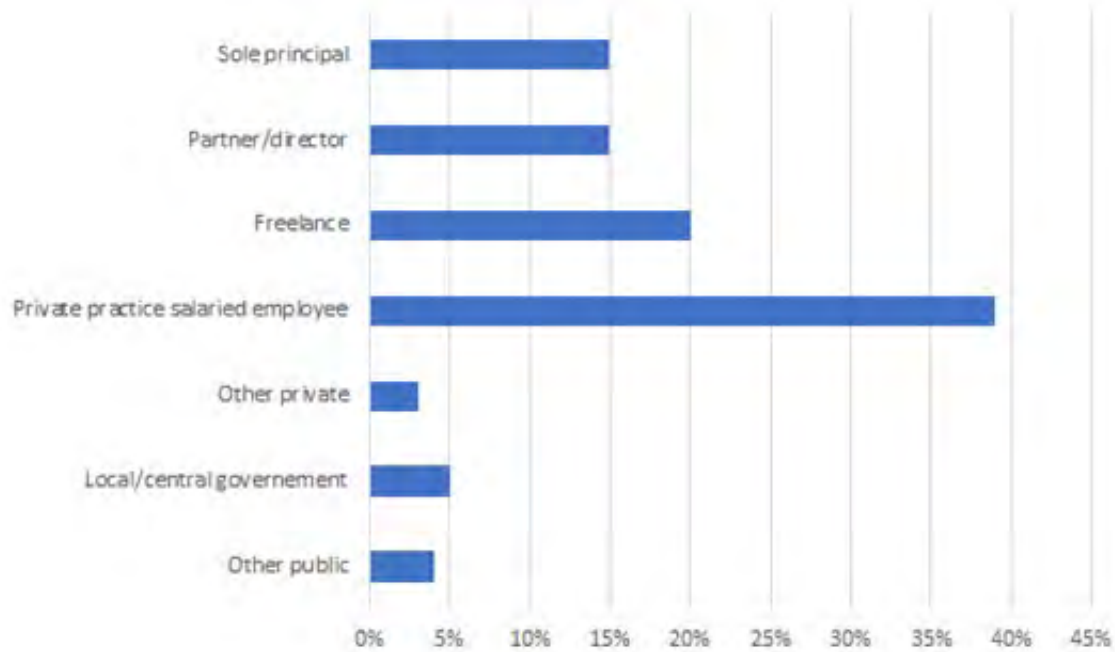


work **full time** or **part time**?
variation **by gender**: women working more frequently part-time





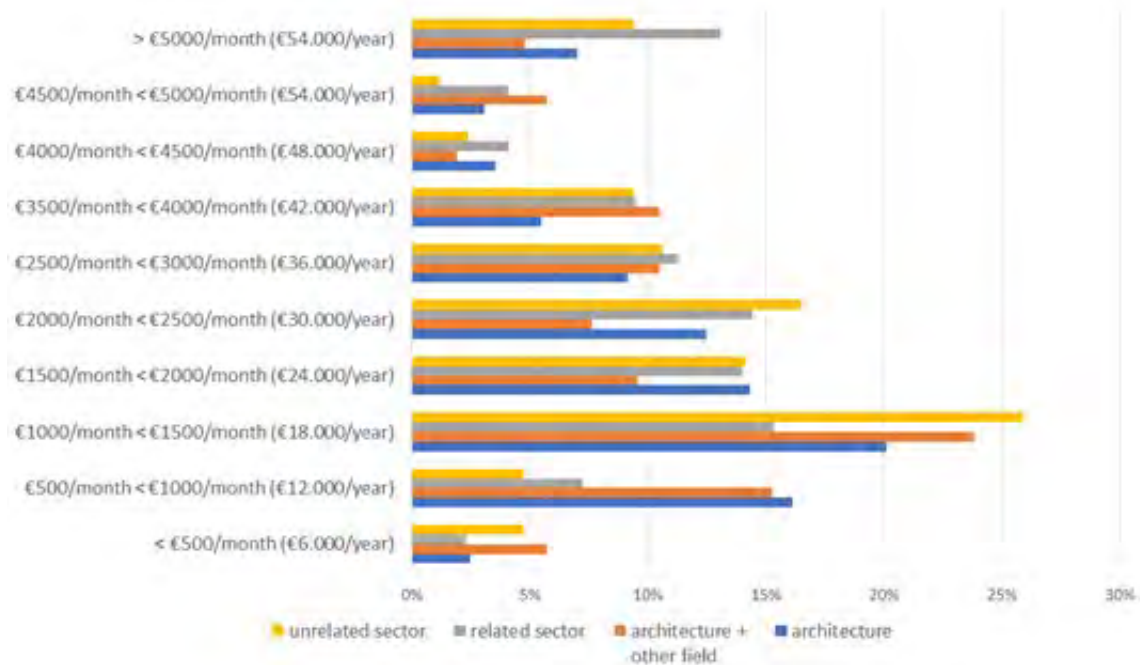
Work situation (participants working only in architecture)





Net income (in euros per month or per year)

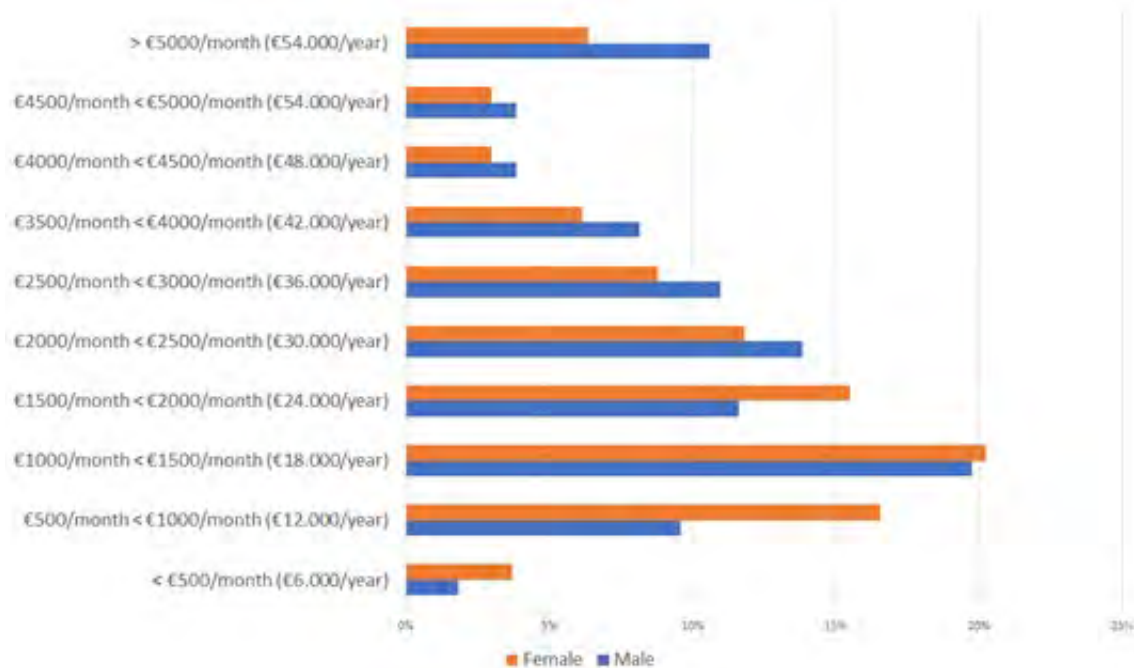
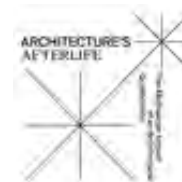
People who work in related sectors earn the most. The lowest income is for the people who combine architecture with another job.





Net income (in euros per month or per year)

Gender effects: Women earn less than men.

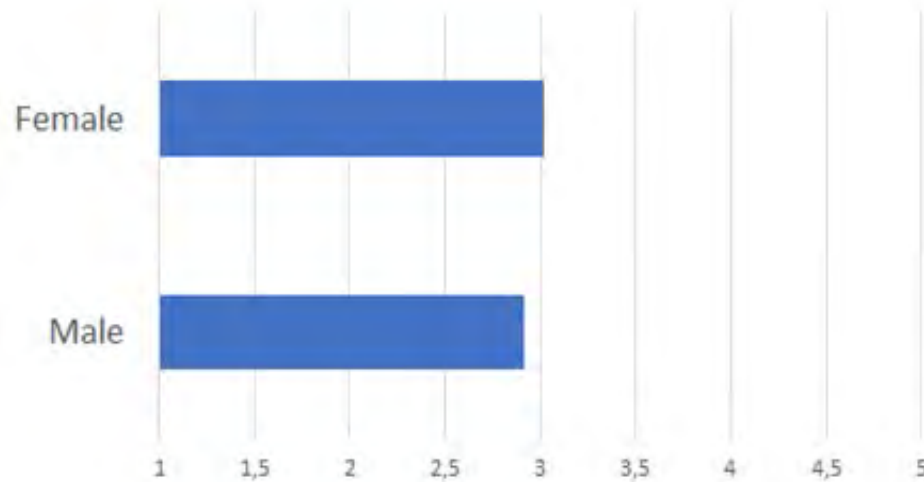




Work-Life conflict

Approximately in the middle of the work-life balance spectrum (1 to 5)

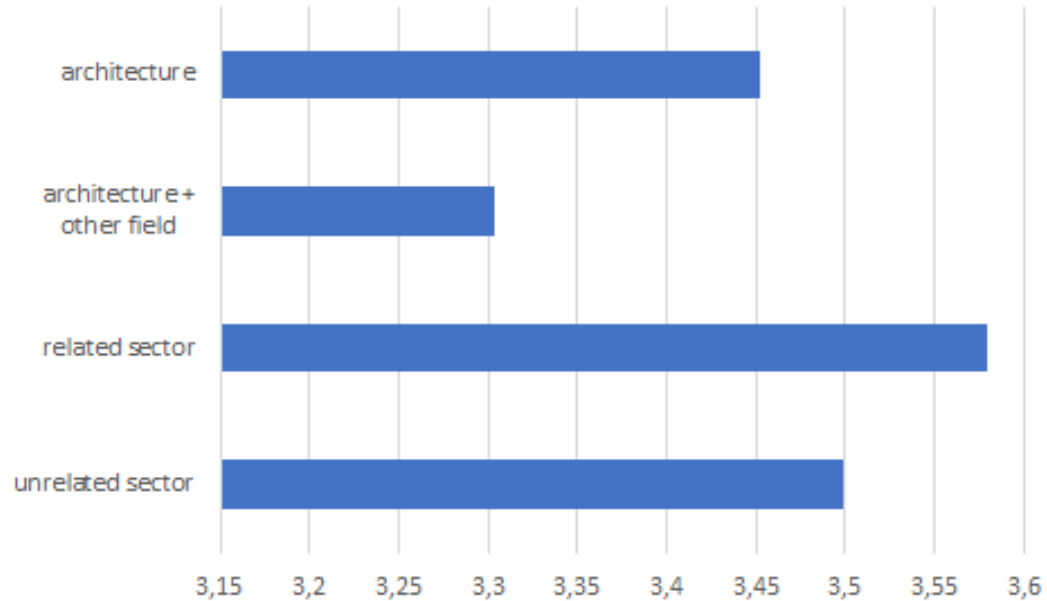
Men and women report equally low or high work-life conflict. Also, marital status and the presence of children did not affect work-life conflict.





Life satisfaction

People who are working in a related sector (flow 3) seem to be the happiest with their lives. People who are combining architecture with other sectors (flow 2) report the lowest life satisfaction architecture

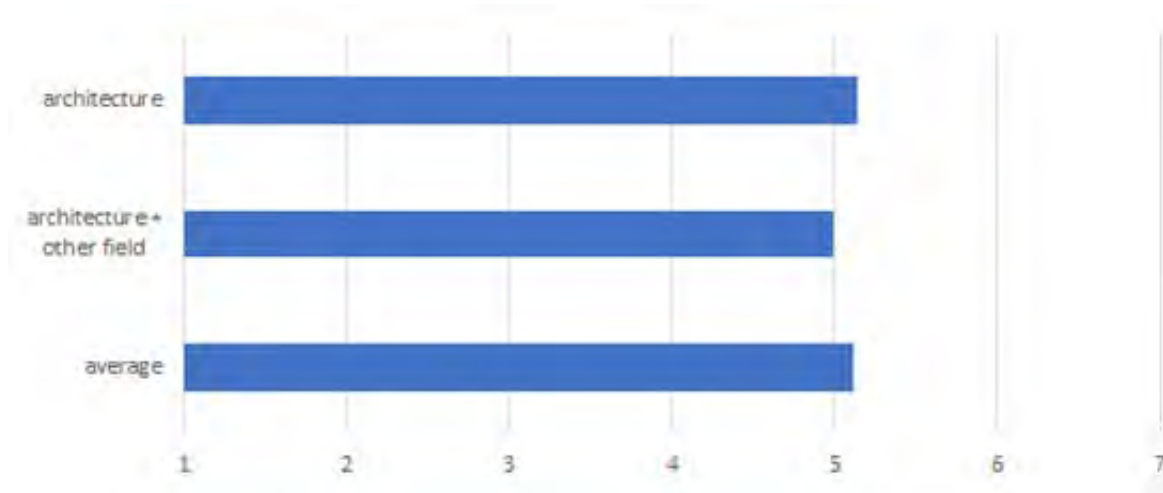




Perceived success

The average perceived success was quite high.

There is no difference in perceived success between people working solely as an architect (flow 1) and people combining architecture with another sector (flow 2)

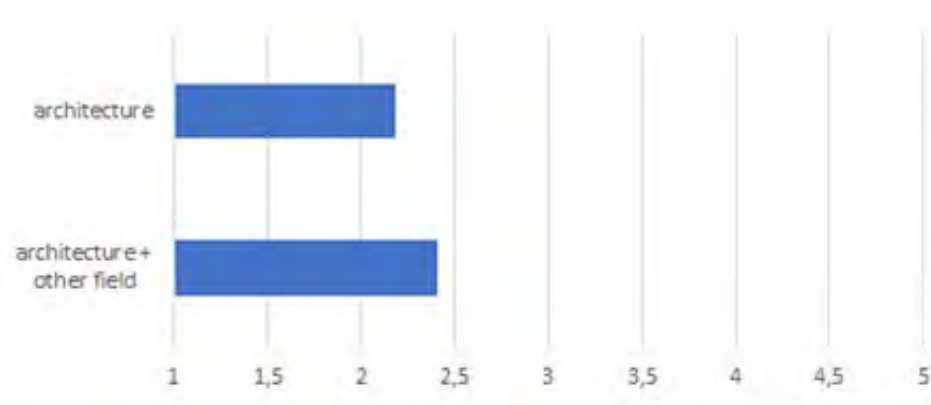




Turnover intentions

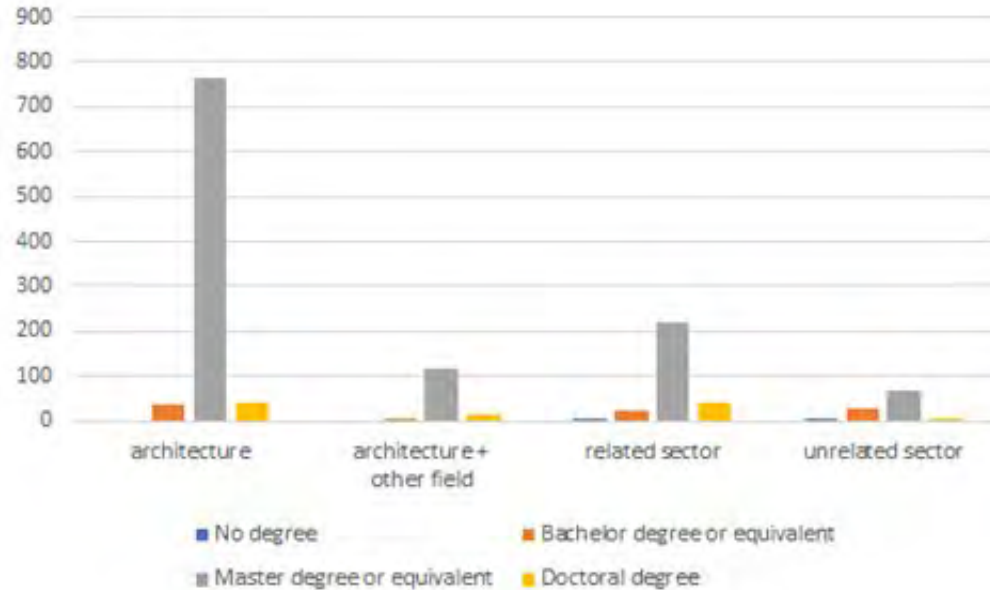
Turnover intentions were rather low.

Turnover intentions were higher for people who combined architecture with another sector (flow 2)



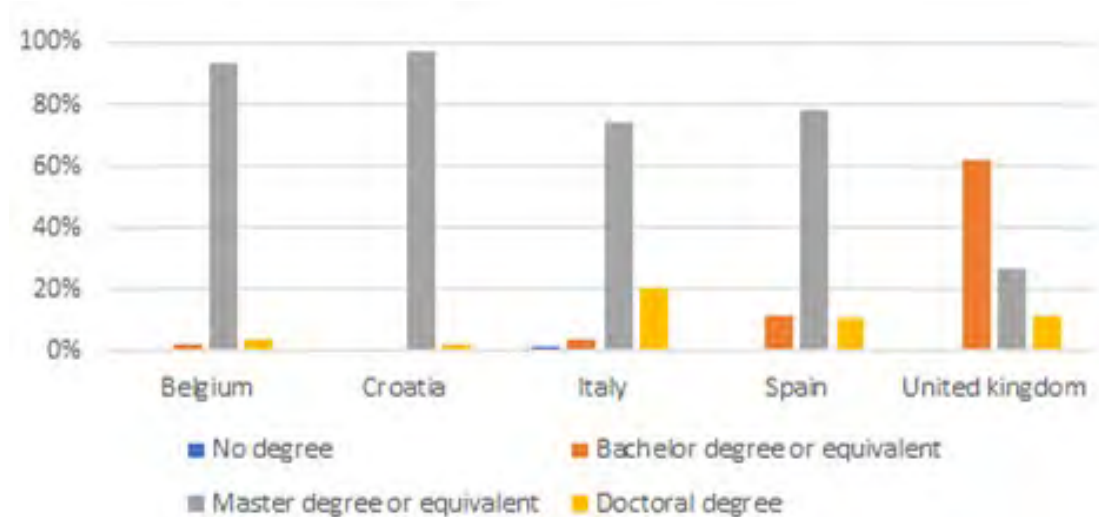


What was the **highest degree** that you achieved in architectural education?



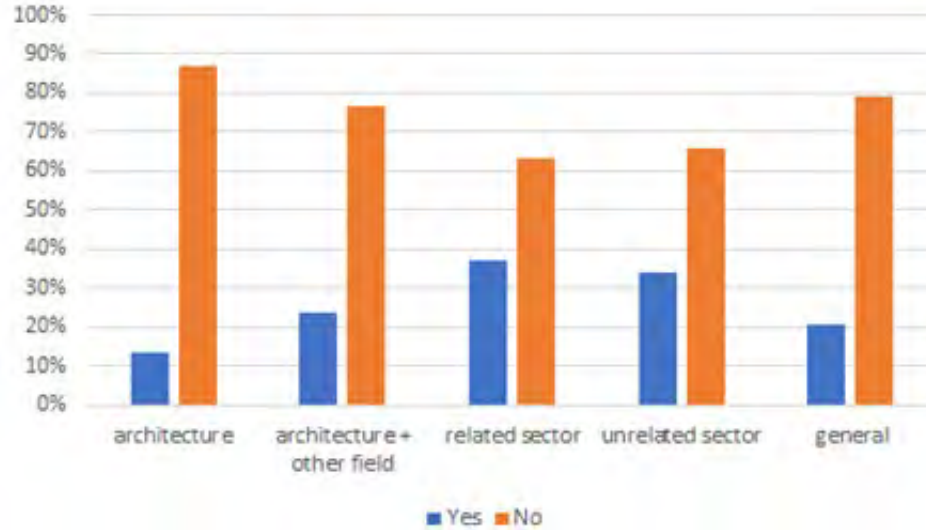


What was the **highest degree** that you achieved in **architectural education**?
Also, this distribution varies across countries (depending on regulation)



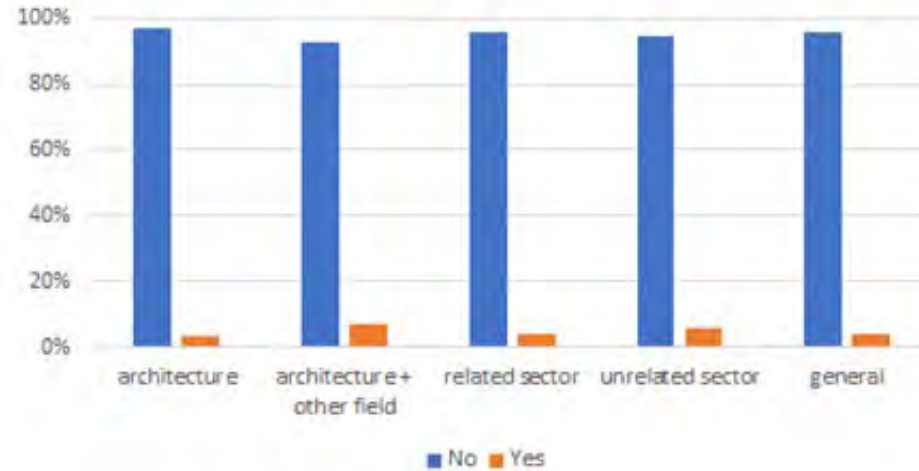


Besides architecture, have you completed **other studies** in higher education?



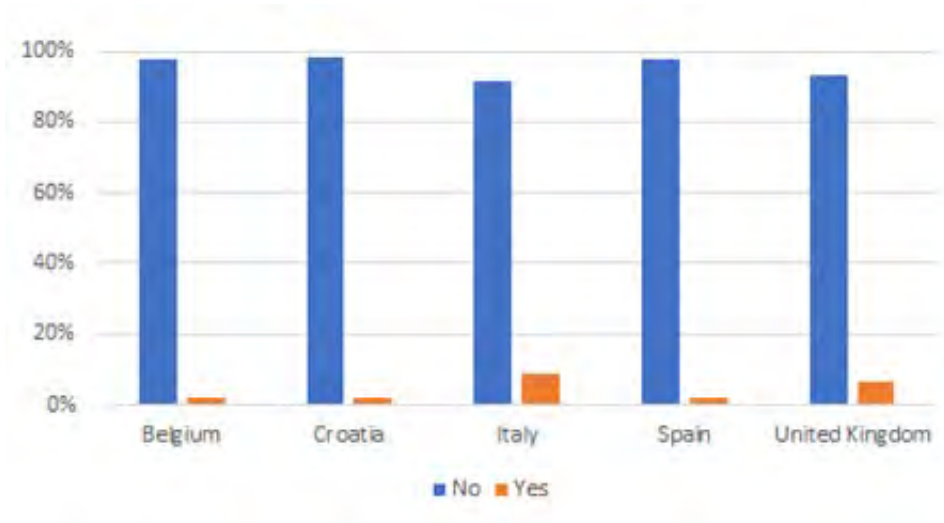


Mobility during studies?



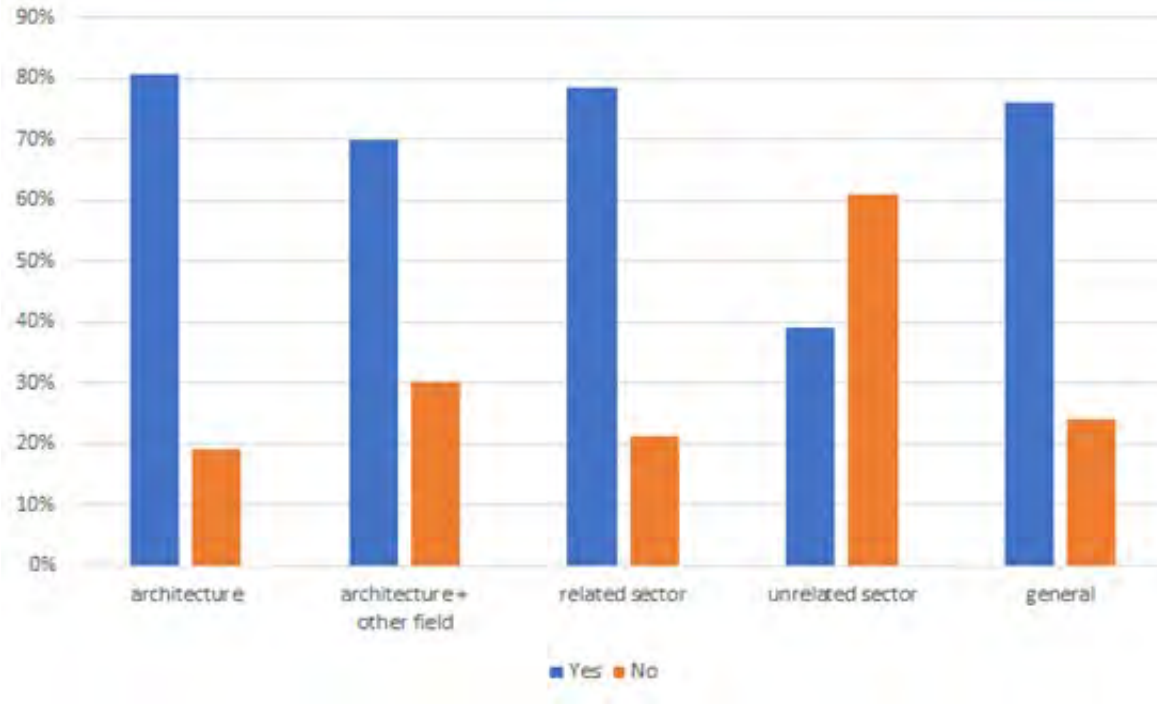


Mobility during studies?
*no significant variation across **countries** (partners)*





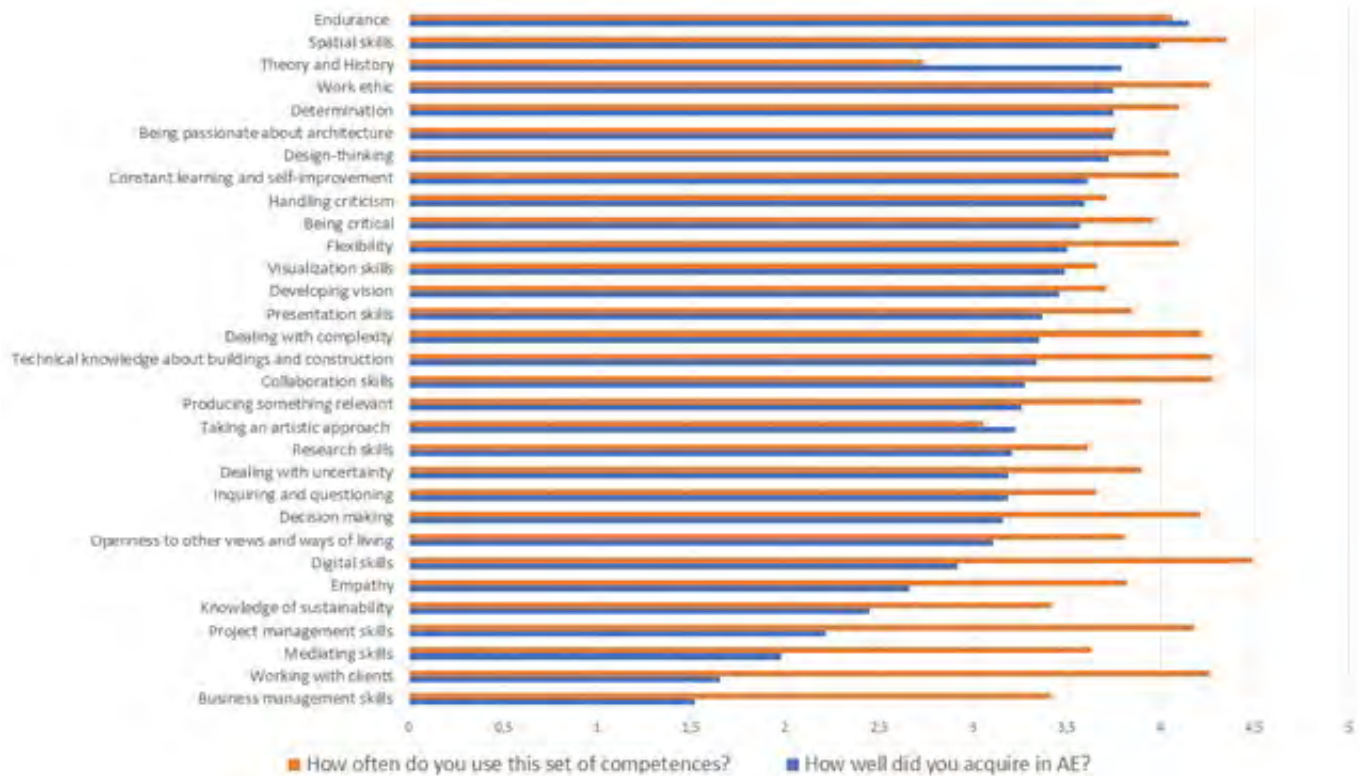
If you could choose again, would you **again opt** for architecture studies?





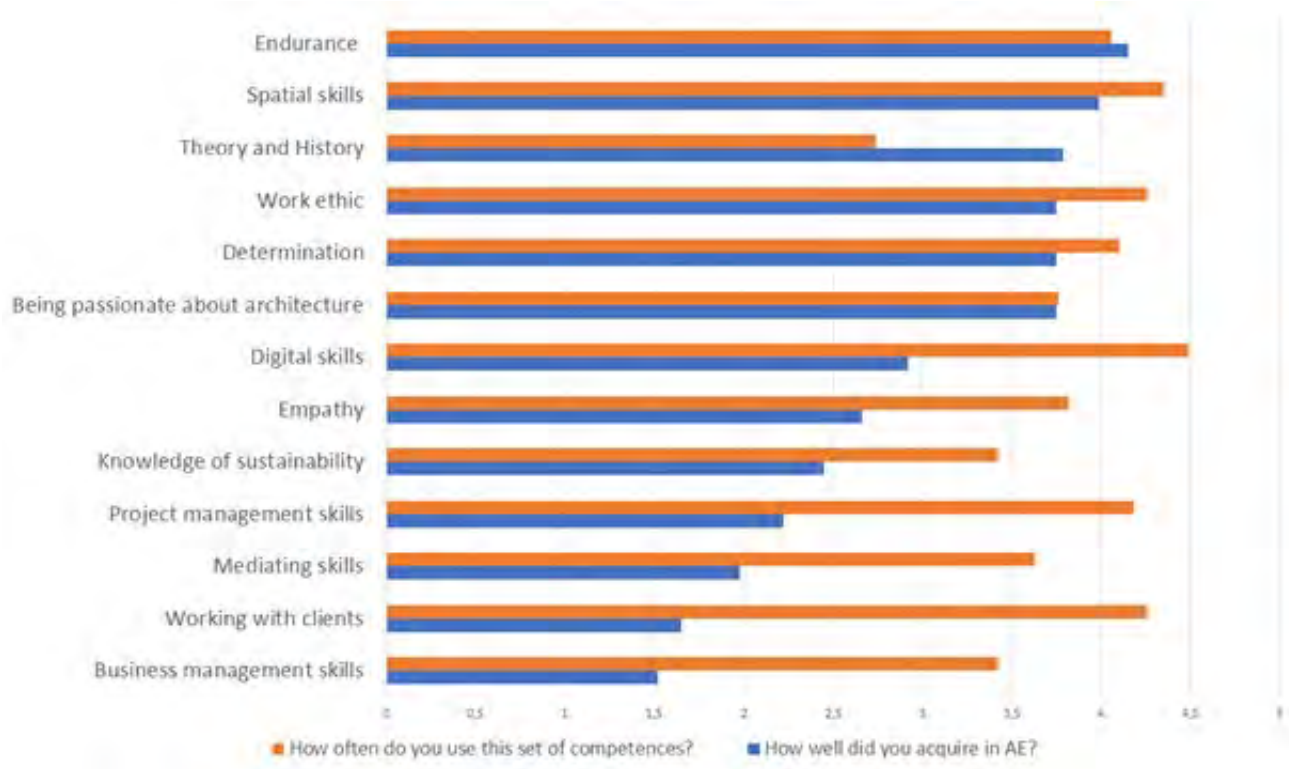
Competences (participants working only in architecture)

How well did you **acquire** in AE? vs How often do you **use** this set of competences?





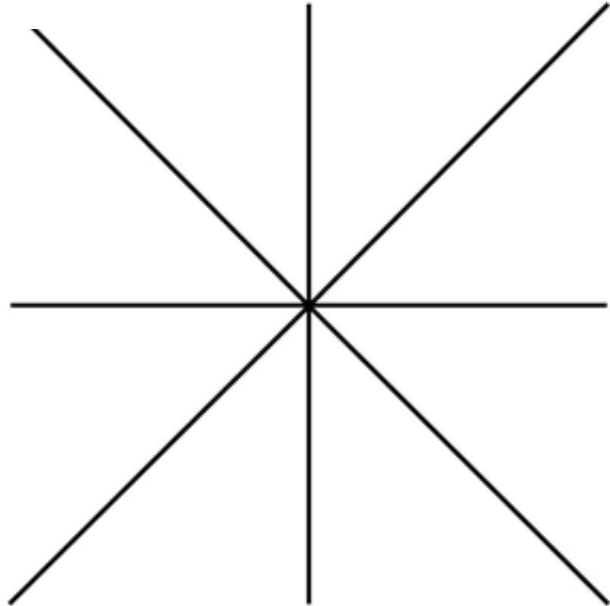
Competences (participants working only in architecture): M
How well did you **acquire** in AE? vs How often do you **use** this set of competences?
Bigger mismatches



ME 03

_(MIS)MATCHES BETWEEN ARCHITECTURAL EDUCATION AND PRACTICE

_FRI 1st October 2021



ARCHITECTURE'S AFTERLIFE

How to become a licensed architect in the EU

An overview of the requirements to become licensed architect in the Architecture's Afterlife Partner's Countries

M. Barosio, M. Roth, C. Sentieri, ...(te be completed)



Royal College of Art



Universiteit
Antwerpen

Af



Università di Cagliari
Architettura
University of East Anglia
Faculty of Architecture



POLITECNICO
DI TORINO



UNIVERSITAT
POLITÈCNICA
DE VALÈNCIA



faculty of
architecture



Funded by the
Erasmus+ Programme
of the European Union



How to become a licensed architect in the EU

ITALY

<p>Requirements to be Practicing architect</p>	<p>JUNIOR ARCHITECT can be responsible for simple civil constructions, with the use of standardized methodologies and for building and territorial surveys.</p>			
<p>Diploma</p>	<p>yes</p>	<p><i>Type</i> Bachelor</p>	<p><i>Duration</i> 3 years</p>	<p><i>Notes</i> Most of the students continue to Master level</p>
<p>Internship</p>	<p>no</p>	<p>Before graduation</p>	<p><i>Duration</i> depends on the schools</p>	<p><i>Notes</i> Not compulsory</p>
<p>Exam</p>	<p>yes</p>	<p><i>Institution</i> Examining board: University + Local Board</p>	<p><i>Type</i> 3 examinations: Writing + Design proposal + Oral</p>	<p><i>Notes</i></p>
<p>Board/Chamber Registration</p>	<p>yes</p>	<p><i>Institution</i> Ordine (<i>Board</i>) degli Architetti</p>	<p><i>Level</i> Albo (<i>Register</i>) Architetti Junior</p>	<p><i>Notes</i> Province level (105 in Italy)</p>



How to become a licensed architect in the EU

ITALY

<p>Requirements to be Practicing architect</p>	<p>SENIOR ARCHITECT: can be responsible for any any civil building project and construction supervision, planning, restoration, landscape design, structural project and calculation</p>			
<p>Diploma</p>	<p>yes</p>	<p><i>Type</i> Bachelor + Master (LM4)</p>	<p><i>Duration</i> 5 years or 3+2 years</p>	<p><i>Notes</i> 3+2 programs are prevalent</p>
<p>Internship</p>	<p>no</p>	<p>Before graduation</p>	<p><i>Duration</i> depends on the schools</p>	<p><i>Notes</i> Not compulsory</p>
<p>Exam</p>	<p>yes</p>	<p><i>Institution</i> Examining board: University + Local Board</p>	<p><i>Type</i> 3 examinations: Writing + Design proposal + Oral</p>	<p><i>Notes</i></p>
<p>Board/Chamber Registration</p>	<p>yes</p>	<p><i>Institution</i> Ordine (<i>Board</i>) degli Architetti</p>	<p><i>Level</i> Albo (<i>Register</i>) Architetti Senior</p>	<p><i>Notes</i> Province level (105 in Italy)</p>



How to become a licensed architect in the EU

BELGIUM

Requirements to be Practicing architect	Type of license (activities allowed)			
Diploma	yes	<i>Type</i> Bachelor + Master	<i>Duration</i> 3+2 years	<i>Notes</i> i.e. How to access the diploma
Internship	yes	After graduation	<i>Duration</i> 2 years	<i>Notes</i> Internship needs to be approved by the Chamber of Architects
Exam	no	<i>Institution</i> i.e. University, Board of Architects, others...	<i>Type</i> i.e. Oral, Writing, Design proposal...	<i>Notes</i>
Board/Chamber Registration	yes	<i>Institution</i> Orde van Architecten / Ordre des Architectes	<i>Level</i> - Intern - Architect	<i>Notes</i> Divided into 2 language sections: VR & Cfg-OA Each language section works at province level (2x 5)



How to become a licensed architect in the EU

CROATIA

<p>Requirements to be Practicing architect</p>	<p>Type of license can be responsible for any any civil building project and construction supervision. Planning, restoration, landscape design have separate licenses</p>			
<p>Diploma</p>	<p>yes</p>	<p><i>Type</i> Bachelor + Master</p>	<p><i>Duration</i> 3+2 years</p>	<p><i>Notes</i> 300 ECTS</p>
<p>Internship</p>	<p>yes</p>	<p>After graduation (three months during studies obligatory, unrelated to internship after graduation)</p>	<p><i>Duration</i> 2 years</p>	<p><i>Notes</i> Internship needs to be approved by the Chamber of Architects</p>
<p>Exam</p>	<p>yes</p>	<p><i>Institution</i> Ministry of Physical Planning, Construction and State Assets</p>	<p><i>Type</i> Oral, in 5 parts</p>	<p><i>Notes</i></p>
<p>Board/Chamber Registration</p>	<p>yes/no</p>	<p><i>Institution</i> Chamber of Architects</p>	<p><i>Level</i> Licensed Architect</p>	<p><i>Notes</i> National level</p>



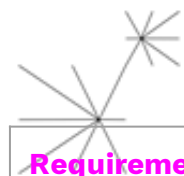
How to become a licensed architect in the EU

SPAIN

<p>Requirements to be Practicing architect</p>	<p>ARCHITECT can be responsible for any any civil building project and construction supervision, planning, restoration, landscape design, structural project and calculation</p>			
<p>Diploma</p>	<p>yes</p>	<p><i>Type</i> Bachelor+Master</p>	<p><i>Duration</i> 5+1</p>	<p><i>Notes</i> i.e. How to access the diploma</p>
<p>Internship</p>	<p>no</p>	<p>After graduation</p>	<p><i>Duration</i> depends on the schools</p>	<p><i>Notes</i> Not compulsory</p>
<p>Exam</p>	<p>no</p>	<p><i>Institution</i> i.e. University, Board of Architects, others...</p>	<p><i>Type</i> i.e. Oral, Writing, Design proposal...</p>	<p><i>Notes</i></p>
<p>Board/Chamber Registration</p>	<p>yes</p>	<p>Colegio (Board) Oficial de Arquitectos</p>	<p><i>Level</i> Register in order to sign any project</p>	<p><i>Notes</i> There is one by Regional Communities.</p>

How to become a licensed architect in the EU

UK



<p>Requirements to be Practicing architect</p>	<p>Architect: “Architects have a conceptual and integrative role in the design of buildings and places, working in cooperation with communities, clients and other professionals. The defining skill of the architect is design - the ability to conceive of, and elaborate on, physical artefacts that meet human needs and evoke aesthetic response.” from https://ec.europa.eu/</p>			
<p>Diploma</p>	<p>yes</p>	<p><i>Type</i> Bachelor+Master</p>	<p><i>Duration</i> 3+2</p>	<p><i>Notes</i> The duration refers to full time studies</p>
<p>Internship</p>	<p>yes</p>	<p>After Bachelor and After Master</p>	<p><i>Duration</i> 2 years</p>	<p><i>Notes</i> Internships needs to be approved by the Architects Registration Board</p>
<p>Exam</p>	<p>yes</p>	<p><i>Institution</i> Architects Registration Board (ARB)</p>	<p><i>Type</i> Oral, Writing, and a written assessment of previous experiences</p>	
<p>Board/Chamber Registration</p>	<p>yes</p>	<p><i>Institution</i> Architects Registration Board (ARB); Royal Institute of British Architects (RIBA)</p>	<p><i>Level</i> Licensed Architect</p>	<p><i>Notes</i> It is compulsory to register with the ARB to use the title ‘architect’ but not to practise the profession (membership of the RIBA is voluntary)</p>



How to become a licensed architect in the EU

UK

Part 1

Undergraduate Degree (3 years)
1-year professional experience



Part 2

Master (2 years)
1-year professional experience



Part 3

Professional Practice Examination
(oral + written + assessment of
previous experiences)



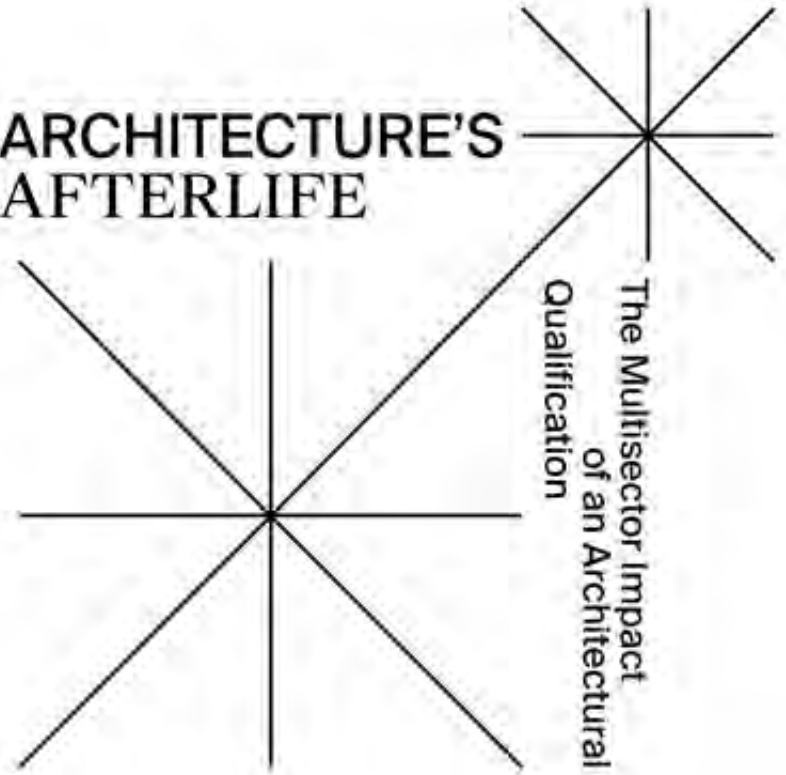
Simon Allford

*Royal Institute of British
Architects - RIBA, UK*



He is a British architect, co-founder and director of Allford Hall Monaghan Morris, and chair of the board of trustees of The Architecture Foundation. He attended the University of Sheffield and the Bartlett School of Architecture, where he has since worked as a lecturer. In November 2013, it was announced that Allford would be the new chair of the board of trustees of The Architecture Foundation. In August 2020, Allford was elected to be the next president of the Royal Institute of British Architects, taking office in September 2021.

**ARCHITECTURE'S
AFTERLIFE**



CONSTRUCTING THE IDEA

A LOW CARBON FUTURE







CONSTRUCTING THE IDEA



& THE THEATRE OF EVERYDAY LIFE

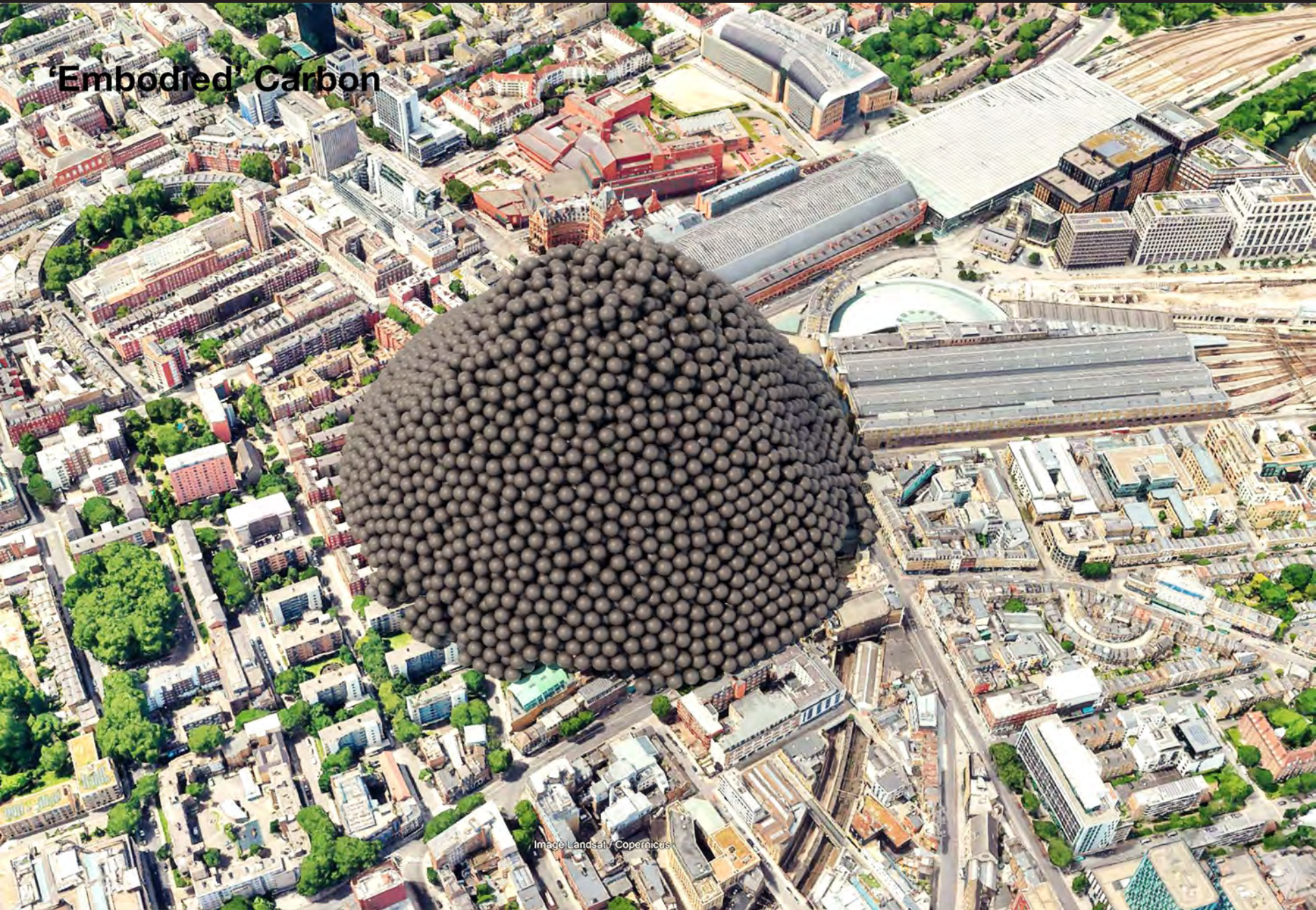
Hellman



To Simon - congratulations + best wishes. Louis Hellman 9/20

BELGROVE HOUSE

'Embodied' Carbon





The Way Ahead

An introduction to the new RIBA Education and
Professional Development Framework



Introduction

The RIBA is setting out a SINGLE framework to cover pre and post education.

- The framework considers how we support the journey through a professional career in architecture
- Building on our existing structures, the framework introduces new MANDATORY competencies and pathways to SPECIALISATION, recognizing that whilst based on a solid set of shared core competences, architects follow a variety of different career routes



The Education and Professional Development Framework:

1. A single standard covering pre and post registration education and professional development
2. Education Themes and Values for Undergraduate (RIBA Part 1) and Postgraduate (RIBA Part 2) study
3. Mandatory Competences for attaining and maintaining chartered status
4. Career Role Levels
5. The RIBA Continuing Professional Development (CPD) Core Curriculum
6. Advanced Study leading to Specialisms and RIBA specialist accreditation



Education Themes and Values:

A new emphasis for architectural education

- Health and Life Safety
- Ethical and Professional Practice
- Structure, Construction and Resources
- Histories, Theories and Methodologies
- Design Processes and Communication
- Business Skills



Mandatory Competences:

Competence is a combination of an architect's knowledge, skills and experience

- The RIBA has determined that the core competency for architects must encompass a fundamental level of awareness and understanding of priority subjects in order for them to be competent to practice and to provide public assurance. The mandatory competencies are:

Life & Health Safety : Climate Literacy : Ethics & Social Purpose



Career Role Levels:

The RIBA Education and Professional Development Framework defines five Career Role Levels

1. Student (Pre-Part 1)
2. Emerging Professional (Part 1 and Part 2 Assistant)
3. Established Professional (Architect <5 years qualified)
4. Experienced Professional (Architect >5 years qualified)
5. Business Leader (Director/Partner)



RIBA CPD Core Curriculum:

The mandatory CPD core curriculum underlines the key technical, regulatory, design, business and client competencies required

- Architecture for Social Purpose
- Health, Safety and Wellbeing
- Business, Clients and Services
- Legal, Reg and Stat Compliance
- Procurement and Contracts
- Sustainable Architecture
- Inclusive Environments
- Places, Planning and Communities
- Building Conservation and Heritage
- Design, Construction and Technology



Advanced Study leading to RIBA Specialisms:

The RIBA CPD Core Curriculum has the **breadth** and **flexibility** to facilitate the development and recognition of specialist expertise

The RIBA CPD Education and Professional Development Framework formally recognizes that some architects will undertake *Advanced Study* and develop specific experience *Specialisms*



Education Themes and Values

Mandatory Competences

Career Role Levels

CPD Core Curriculum

Advanced Study

Specialisms

E1. Health and Life Safety	M1. Health and Life Safety	R1. Student (Pre-part 1)	C1. Architecture for Social Purpose	RIBA Principal Designer Course	Academic / Researcher
			C2. Health, Safety and Wellbeing		Principal Designer
E2. Ethical and Professional Practice	M2. <i>Ethical Practice</i>	R2. Emerging professional (Part 1 and 2 Assistant)	C3. Business, Clients and Services		Client Advisers
			C4. Legal, Regulatory and Statutory Compliance		
E3. Structure, Construction and Resources	M3. <i>Climate Literacy</i>	R3. Established professional (Architect <5 years qualified)	C5. Procurement and Contracts		
			C6. Sustainable Architecture		Sustainability Consultant
E4. History, Theories and Methodologies	M4. <i>Research Literacy</i>	R4. Experienced professional (Architect >5 years qualified)	C7. Inclusive Environments		Access Consultant
			C8. Places, Planning and Communities		Urban Designer
E5. Design Processes and Communication		R5. Business leader (Director/partner)	C9. Building Conservation and Heritage	RIBA Conservation Course	Conservation Architect
			C10. Design, Construction and Technology		BIM Manager
E6. Business Skills				RIBA MBA	Sole Practitioner Practice Manager

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Dirk Mattheeuws

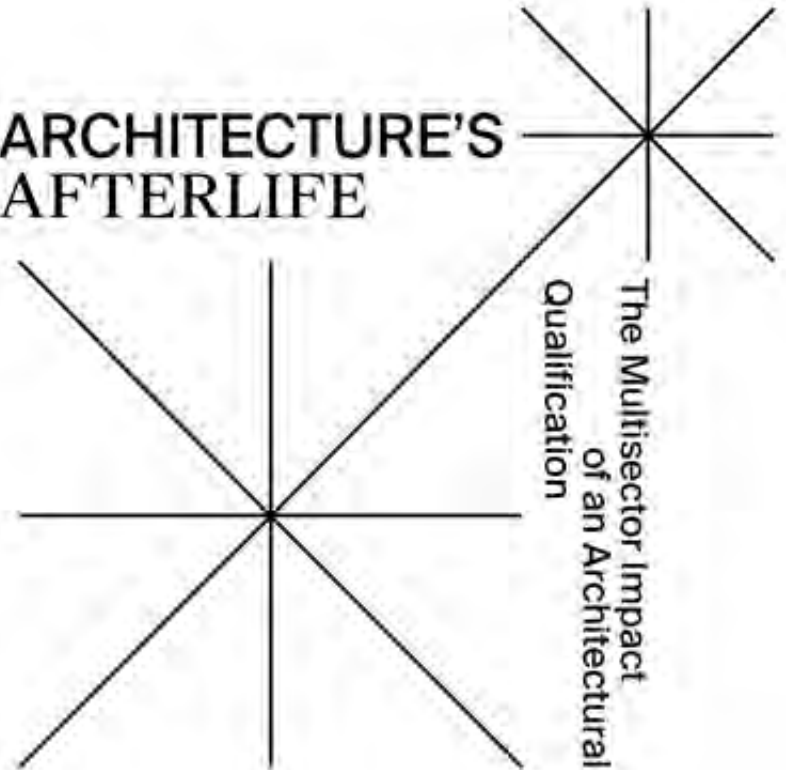
*Netwerk Architecten Vlaanderen
(NAV), Belgium*
www.nav.be

is a Belgian architect and president of the General Assembly of Netwerk Architecten Vlaanderen (NAV), the most representative organisation for architects in Flanders, Brussels and Belgium.



Within his architectural office ARW Architecten, Dirk is part of a **multiprofessional team** that tackles the guidance and implementation of projects and systems in urbanism, architecture, renovation, restoration and environmental quality. As president of the NAV, Dirk aims to support architects in working in multi professional teams and to help the sector to build in a sustainable manner through practices of circular building.

ARCHITECTURE'S AFTERLIFE



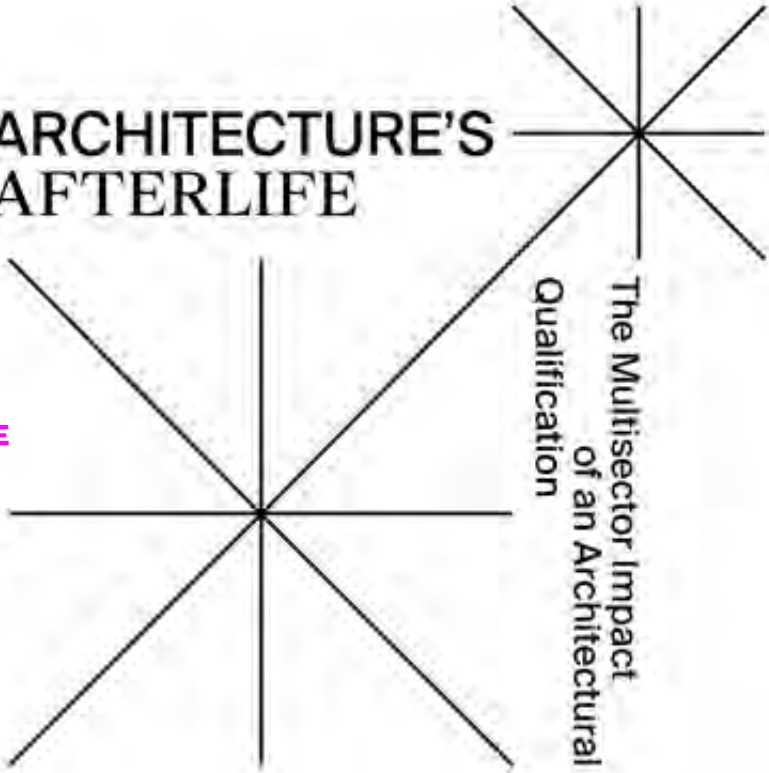


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(MIS)MATCHES BETWEEN ARCHITECTURAL EDUCATION AND PRACTICE
Sub-title of the presentation (optional)

Dirk Mattheeuws
Netwerk Architecten Vlaanderen (NAV), Belgium
www.nav.be

ARCHITECTURE'S AFTERLIFE



The Multisector Impact
of an Architectural
Qualification



= a professional association, a network organisation for architects
almost 3.000 member offices
represent more than 5.500 members.

- Advocacy and lobbying
- Training and info sessions
- Helpdesk for architects

Regional divisions & target group divisions
we also have target group divisions.

The questions posed were posed in the
target group 'starting and starter'.

NAV.:





1. MISMATCH BETWEEN EDUCATION AND PROFESSION

What are the **skills and competences** asked by the profession that are **not provided** by architecture education?

On the contrary, what are the ones taught in schools that are most **useful in the profession**?



1. MISMATCH BETWEEN EDUCATION AND PROFESSION

What are the skills and competences asked by the profession that are not provided by architecture education? On the contrary, what are the ones taught in schools that are most useful in the profession?



- There is a mismatch
- Need for practical skills: legal issues, technical challenges etc.
- Administration and communication
- The sobering effect after the studies
- No clear picture of management of an architectural office
- Appreciated in other functions such as for urban development departments and construction companies.
- Expectation to be immediately employable: high expectations VS perception of 'incompetent' workers -> cheap fees
- Students and interns bring innovation



2. PROFESSIONAL BODIES AS AGENTS OF A FLEXIBLE PROFESSION



We often talk about a “flexible” education and how it might be achieved in the school years. **Flexibility** is in fact discussed as the path to success in the digital era of the 21st century.

As a result, architecture schools in Europe often offer alternative paths to educating architects. And yet, what about a **flexible profession** granted by its professional bodies?

What about a profession that through its national and international institutional bodies not simply responds to its specific demands—the ones of building in compliance with national regulations and ethics—but also to a dynamic and **flexible practise**?

What is the **agency of professional bodies** here?

And also, how professional bodies and education institutions collaborate with one another, especially through **long life learning**?



2. PROFESSIONAL BODIES AS AGENTS OF A FLEXIBLE PROFESSION

What about a flexible profession granted by its professional bodies? What about a profession that through its national and international institutional bodies not simply responds to its specific demands, but also to a dynamic and flexible practise? What is the agency of professional bodies here? How professional bodies and education institutions collaborate with one another, especially through long life learning?



Flexible education

- Active involvement in architectural firm as only way to learn the right skills
- Also bringing in different perspectives in the firm
- Student job in architectural firm, not common but lot of value
- Involving architectural firms in education and research

The internship

- Two statutes: independent and employee
- Perception of intern as not fully-fledged worker – we don't agree
 - Adding practical training in education
 - Internship \neq extension of education and condition for entering profession
- Not everyone needs to do an internship
- Plea for possibility to work as employee in an office



2. PROFESSIONAL BODIES AS AGENTS OF A FLEXIBLE PROFESSION

What about a flexible profession granted by its professional bodies? What about a profession that through its national and international institutional bodies not simply responds to its specific demands, but also to a dynamic and flexible practise? What is the agency of professional bodies here? How professional bodies and education institutions collaborate with one another, especially through long life learning?



This is still a vision / a work in progress ...



Isabel Navarro

Colegio Territorial Arquitectos Valencia, Spain
isabelnavarro@ctav.es

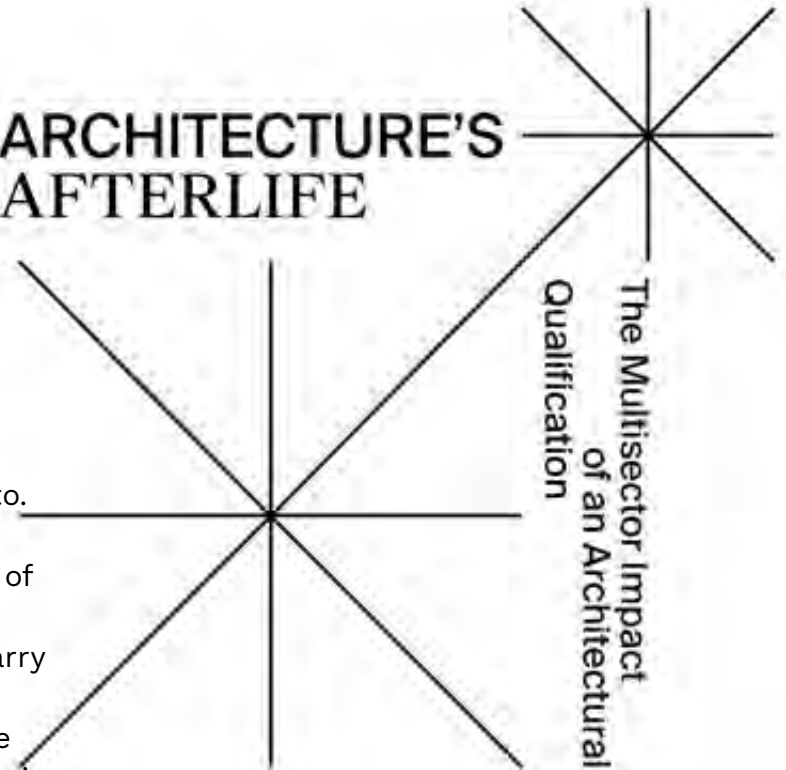
Architect graduated from the School of Architecture of Valencia in 2004. Since 2005 she has had his own office together with the portuguese architect Hugo Costa, developing their work between Valencia and Porto. She has completed the Phd program "Architectural heritage: history, composition and graphic studies" at the UPV and the Master of History of Art and Visual Culture at the University of Valencia, where She is currently researching Portuguese architecture in modernity to carry out the Final Master's Thesis.

In parallel to the professional activity, she continues to be linked to the teaching sector. Currently she teaches History of Architecture in Valencia at the Royal Academy of Valencian Culture and at the Royal Valencian Society of Agriculture and Sports.

Since 2008 she has been a member of the board of the Territorial College of Architects of Valencia, where he has held the position of Vocal of Culture for six years and now holds the position of Treasurer.



ARCHITECTURE'S AFTERLIFE



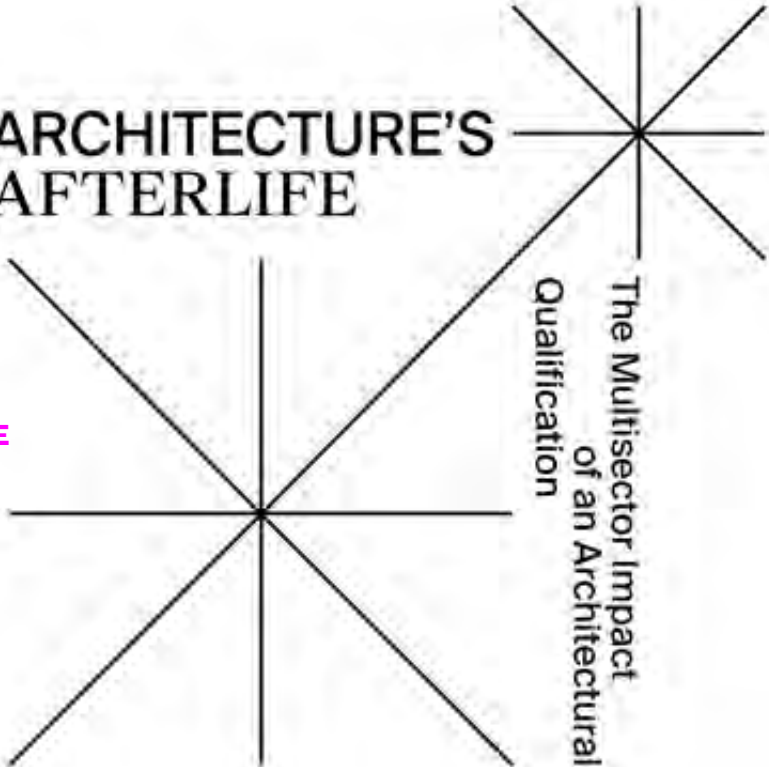


Multiplier Event 03
Friday 1st October 2021, Politecnico di Torino, online
<https://pratt.zoom.us/j/98237656851>

(MIS)MATCHES BETWEEN ARCHITECTURAL EDUCATION AND PRACTICE
Sub-title of the presentation (optional)

Isabel Navarro
Colegio Territorial Arquitectos Valencia, Spain
isabelnavarro@ctav.es

ARCHITECTURE'S AFTERLIFE



The Multisector Impact
of an Architectural
Qualification



1. MISMATCH BETWEEN EDUCATION AND PROFESSION

What are the **skills and competences** asked by the profession that are **not provided** by architecture education?

On the contrary, what are the ones taught in schools that are most **useful in the profession**?



1. MISMATCH BETWEEN EDUCATION AND PROFESSION

What are the skills and competences asked by the profession that are not provided by architecture education? On the contrary, what are the ones taught in schools that are most useful in the profession?



SKILLS NOT PROVIDED BY ARCHITECTURAL EDUCATION I- SPAIN

- Sociological component – how to deal with clients.
- Business vision. – how to rule a company or work for one.

SKILLS USEFUL IN PROFESSION

- Technical studies. We know how to build a building.



2. PROFESSIONAL BODIES AS AGENTS OF A FLEXIBLE PROFESSION



We often talk about a “flexible” education and how it might be achieved in the school years. **Flexibility** is in fact discussed as the path to success in the digital era of the 21st century.

As a result, architecture schools in Europe often offer alternative paths to educating architects. And yet, what about a **flexible profession** granted by its professional bodies?

What about a profession that through its national and international institutional bodies not simply responds to its specific demands—the ones of building in compliance with national regulations and ethics—but also to a dynamic and **flexible practise**?

What is the **agency of professional bodies** here?

And also, how professional bodies and education institutions collaborate with one another, especially through **long life learning**?



2. PROFESSIONAL BODIES AS AGENTS OF A FLEXIBLE PROFESSION

What about a flexible profession granted by its professional bodies? What about a profession that through its national and international institutional bodies not simply responds to its specific demands, but also to a dynamic and flexible practise? What is the agency of professional bodies here? How professional bodies and education institutions collaborate with one another, especially through long life learning?



FLEXIBLE PROFESSION

- Flexibility as an opportunity. The quantity and quality of the studies that are necessary to obtain the title of architect in Spain are so many that the professional opportunities are many and we are highly qualified technicians for a large number of jobs.
- Lifelong training. Professional Association as a center for lifelong learning and up-to date training.



Robert Jonathan Loher

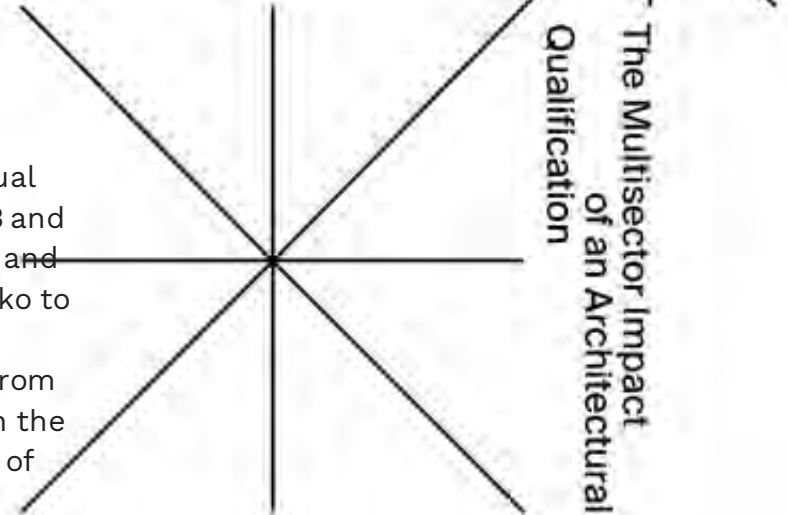
Croatian Chamber of Architects, Croatia
r.loher@arhitekti-hka.hr

was born in Munich in 1970. He obtained his diploma at the Faculty of Architecture in Zagreb in 1998.

Together with Branimir Rajčić and Petar Mišković, he received the annual Drago Galić Award for social housing in Đakovo in 2004. Between 2003 and 2006, he o+lived and worked in Slovenia in the offices of Bevk Perović and partnered with Andrej Mercina. In 2006 he partnered with Marko Cvjetko to form AG Planum, with whom he won the competition for the Varaždin Sports Hall, and since 2012 to 2020 partnered with Tomislav Pavelić. From 2009 to 2012 he worked as the head of the renovation of Rossi's hut in the Northern Velebit National Park. From 2006 to 2009 he was web editor of the Zagreb Society of Architects portal and part-time assistant at the Faculty of Architecture in Zagreb. Since 2012 he has been cooperating in the Croatian Chamber of Architects, first as an external associate on certain programs, and since 2016 he heads the Program of continuous professional development. He is a guest lecturer at the Architecture and Civil Engineering Faculty in Maribor since 2017. He has served as secretary of the Croatian Chamber of Architects since 2020.



ARCHITECTURE'S AFTERLIFE





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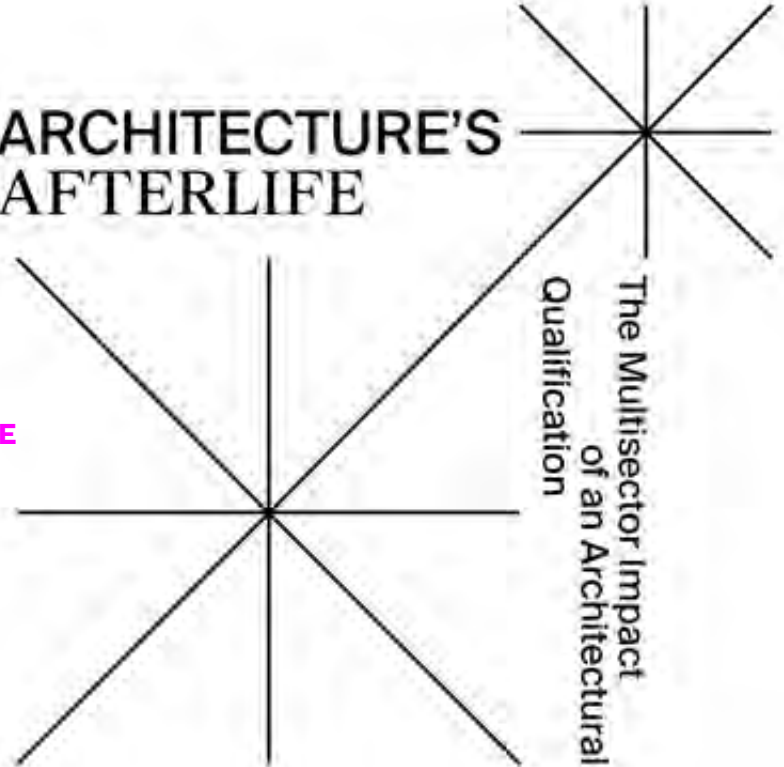
(MIS)MATCHES BETWEEN ARCHITECTURAL EDUCATION AND PRACTICE

Robert Jonathan Loher
Croatian Chamber of Architects, Croatia
r.loher@arhitekti-hka.hr



ARCHITECTURE'S AFTERLIFE

The Multisector Impact
of an Architectural
Qualification





3+2

2

professional exam

>65

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Hrvatska komora
arhitekata



competences after studying architecture

knowledge of technical sciences, combined with art, social and natural sciences / usement of sustainable principles / working with architectural and urban design skills in the everyday / desiging of architectural and urban concepts based on a given project programme / high degree of knowledge in real physical, economic, social, cultural, legislative, technical and artistic context, which meets aesthetic and technical requirements / understading the heritage / use of materials, technologies, technical, installation, transport and safety systems / knowledge of physical, technological and functional solutions / connecting design parts of architectural, spatial planning and technical documentation into a whole / identifying the principles, legal and financial framework for project management and organization professional practice / knowledge of organization, technologies, performance procedures and legislation / organizing the work of architectural and interdisciplinary research or a project team of experts / ongoing education by signing up postgraduate scientific and artistic studies in in the field of architecture and urbanism / growing personal competencies by continuous professional development / defendence the principles of professional ethics and codes of conduct within architectural practice and legal responsibilities of the architect



competences after studying architecture

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requirements of the professional practice

knowledge of technical sciences, combined with art, social and natural sciences / usement of sustainable principles / **working with architectural and urban design skills in the everyday** / designing of architectural and urban concepts based on a given project programme / **high degree of knowledge in** real physical, **economic**, social, cultural, **legislative**, **technical** and artistic **context**, which meets aesthetic and technical requirements / **understading the heritage** / use of materials, technologies, technical, installation, transport and safety systems / **knowledge of physical, technological and functional solutions** / **connecting design parts of architectural, spatial planning and technical documentation into a whole** / identifying the principles, legal and financial framework for **project management and organization professional practice** / **knowledge of organization, technologies, performance procedures and legislation** / organizing the work of architectural and interdisciplinary research or a project team of experts / ongoing education by signing up postgraduate scientific and artistic studies in in the field of architecture and urbanism / growing personal competencies by continuous professional development / **defendence the principles of professional ethics and codes of conduct within architectural practice and legal responsibilities of the architect**

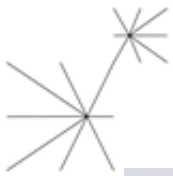


what we have in reality

building permission or not / a big gap between investors and architects (between architecture from magazines and architectural ethics) / no common knowledge about the building processes, respectively about the legislative processes / very poor spatial plans that are only altered to adapt the existing situation on the ground / BIM who? / uncoordinated legacy / the inability to live from designing architecture / physical mess / NO ETHICS







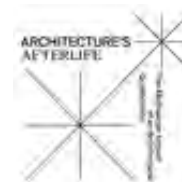






what they say about school

It prepared them well, it gave them necessary technical skills and a wide range of various design experiences / the school didn't gave them skills for the real life (which, however, is part of the training years) / missing skills in economics, office management, in sustainable principles of planning (alternative planning methods), building site experience



Af



Hrvatska komora
arhitekata



professional bodies as agents of flexible profession

there is no official curriculum for long life learning between this two bodies (faculty and the chamber of architects) / the chamber is the official carrier of LLL, as it gets obligatory from 2020 / architects have to gather „hours“ (points) in various fields – 20 h per two years

- A REGULATION AND EDUCATION**
- B SPACE AND ENVIRONMENT**
- C BUILDING, SUSTAINABILITY AND CONTEXT**
- D CONSTRUCTION AND TECHNOLOGIES**
- E MANAGEMENT**











STRUČNI SKUP

STANOVANJE: POKUS KAO FOKUS

Nove stambene politike u Beču

19. 2. 2019, 16:00 – 19:00
Arhitektonski fakultet, Sveučilište u Zagrebu, Kačićeva 26, Velika dvorana

BRANO KLAY / STUDIO KLAY ARCHITECTS

NIKOLA KEKIĆ / SUPREMACY

ANITA ŠKREBIĆ / URBANIZACIJA I PROJEKCIJA ARHITEKTURA

MARKO VUGER / ZEMJANA GRUPA D.O.O.

SINIŠA BODROŽIĆ / BRP D.O.O.

ANJA PLANIŠČEK / FAKULTETA ZA ARHITEKTURU, LJUBLJANA

SAŠA BRNOVIĆ / BRP ARCHITECTS

MATEJ BRON / WORKSHOP 100

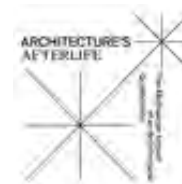
Logo of the Faculty of Architecture, University of Zagreb, and other sponsors.



Afrika: Arhitektonska iskustva iz naše perspektive

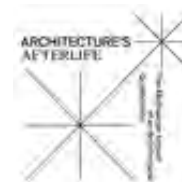
utorak, 21. listopada 2020. godine u 17:00 sati u Velikoj dvorani Arhitektonskog fakulteta u Zagrebu

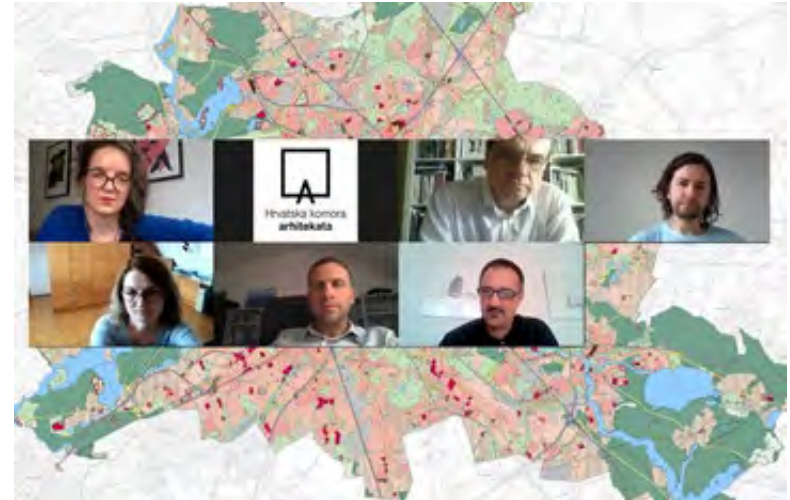
Višnja Kljajić i Marko Vuger / Zemljana grupa d.o.o.
Siniša Bodrožić / BRP d.o.o.
Anja Planišček / Fakulteta za arhitekturo, Ljubljana



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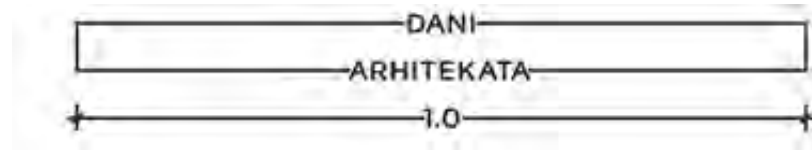
Robert Jonathan Loher, Croatia Chamber of Architects

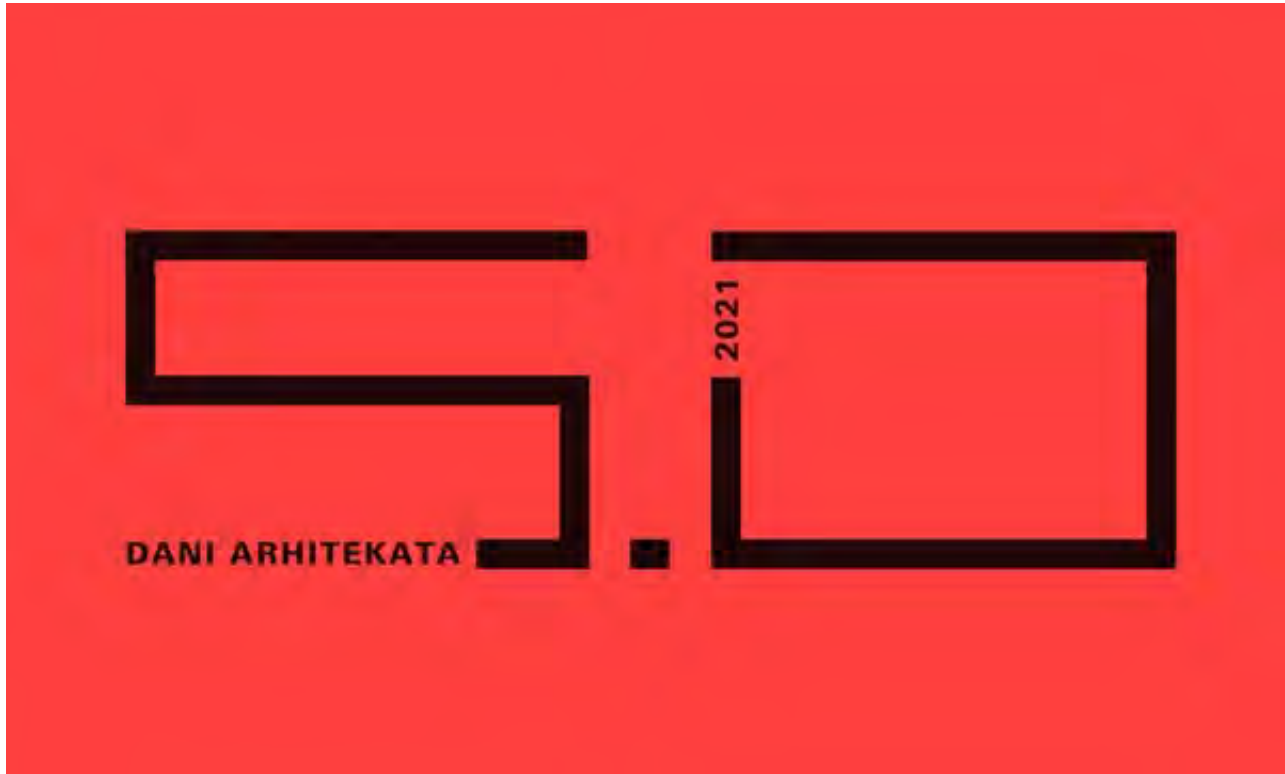






days of architecture



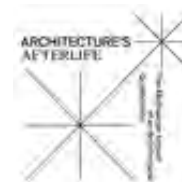




days of architecture 5.0 / 2021 // virtual days

- 5.1 public architectural competitions**
- 5.2 a new legislative framework**
- 5.3 restart for landscape architects**
- 5.4 spatial agenda**
- 5.5 standardization and digital transformation of architectural services**

in cooperation with ORIS House of architecture



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Robert Jonathan Loher, Croatia Chamber of Architects



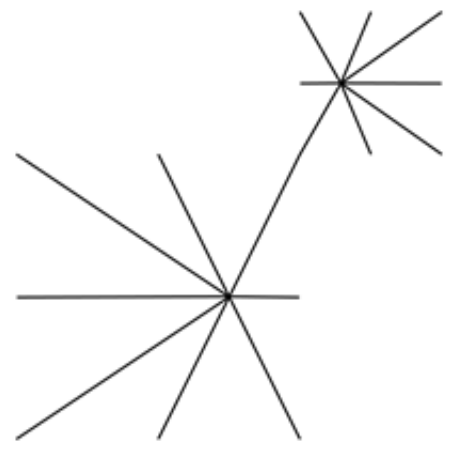
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Robert Jonathan Loher, Croatia Chamber of Architects



non-institutional education





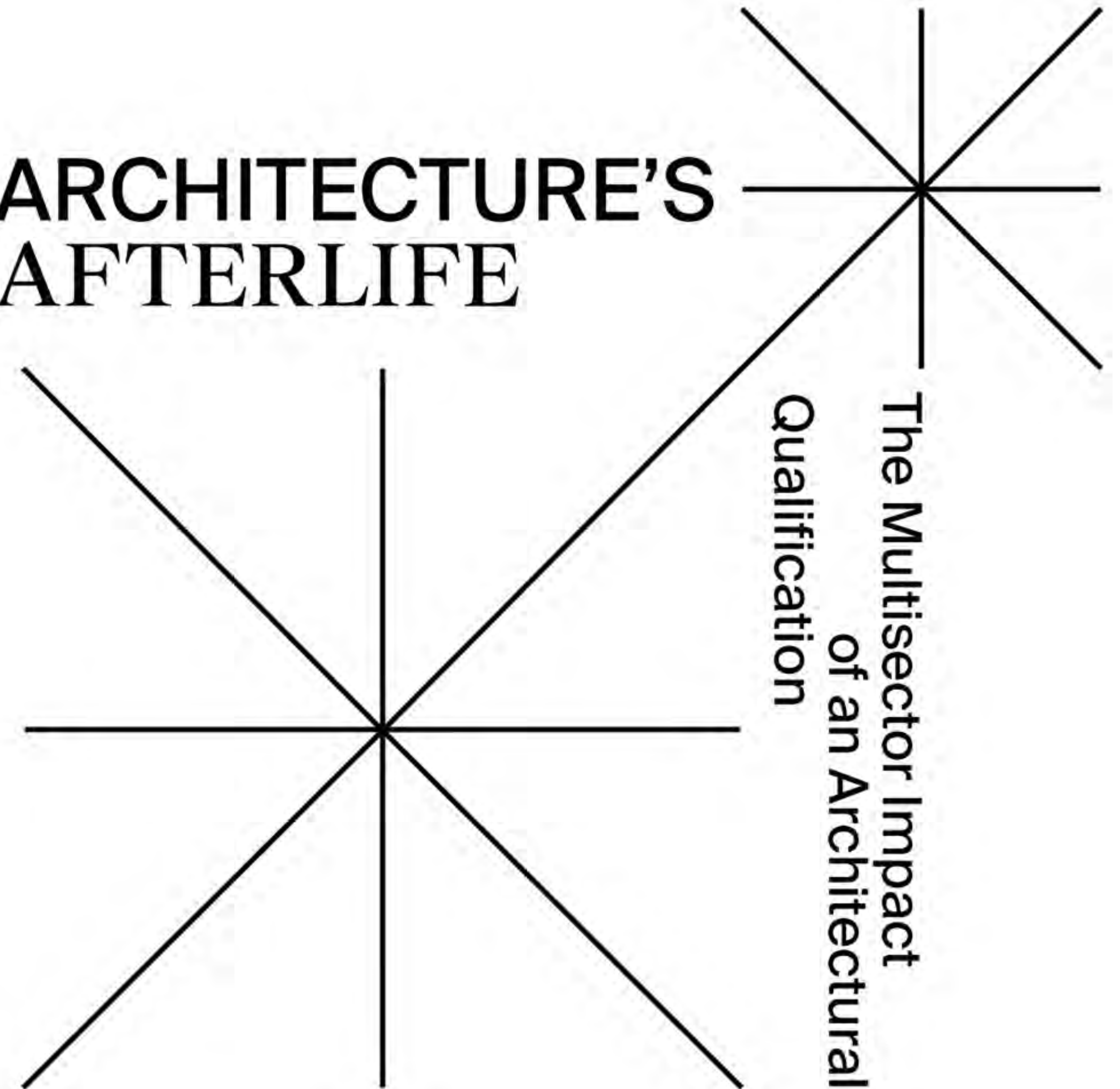
Francesco Miceli

*Consiglio Nazionale Architetti,
Pianificatori, Paesaggisti e
Conservatori – CNAPPC, Italy*
fmiceliarch@gmail.com



is an Italian architect and planner newly elected president of the Italian National Council of the Architects, Planners, Landscape Designers and Restoration Architects and the former President of the Board of the Architects of Palermo (Italy). He has been City Councillor for urban planning in Palermo. He is the founder and Director of FM Architetti from 1994. In his practice he deals with new languages and new disciplines, working on fields other than urban planning, landscape, architecture and researching new intervention models in respect of the context in which we operate. The experimentation of new technologies remains one of his main assets.

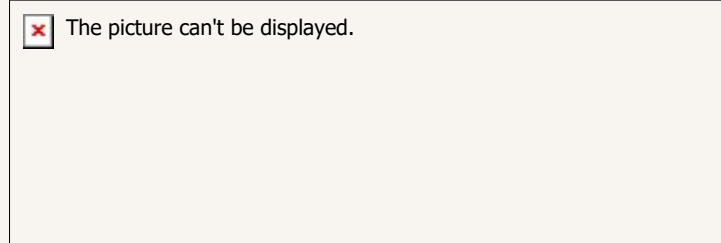
ARCHITECTURE'S AFTERLIFE

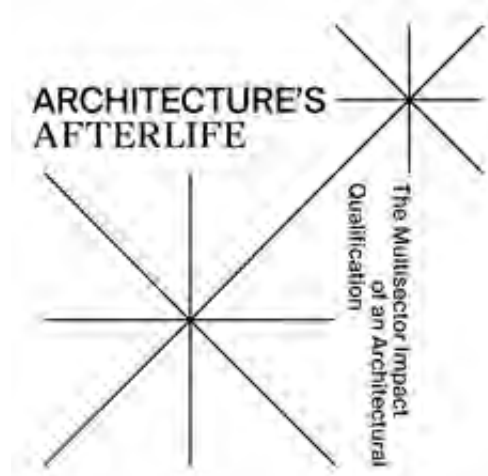
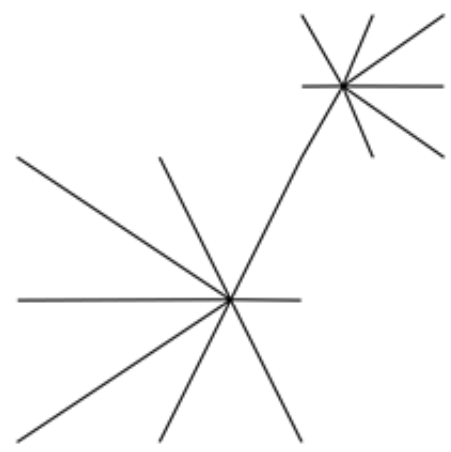


(MIS)MATCHES BETWEEN ARCHITECTURAL EDUCATION AND PRACTICE

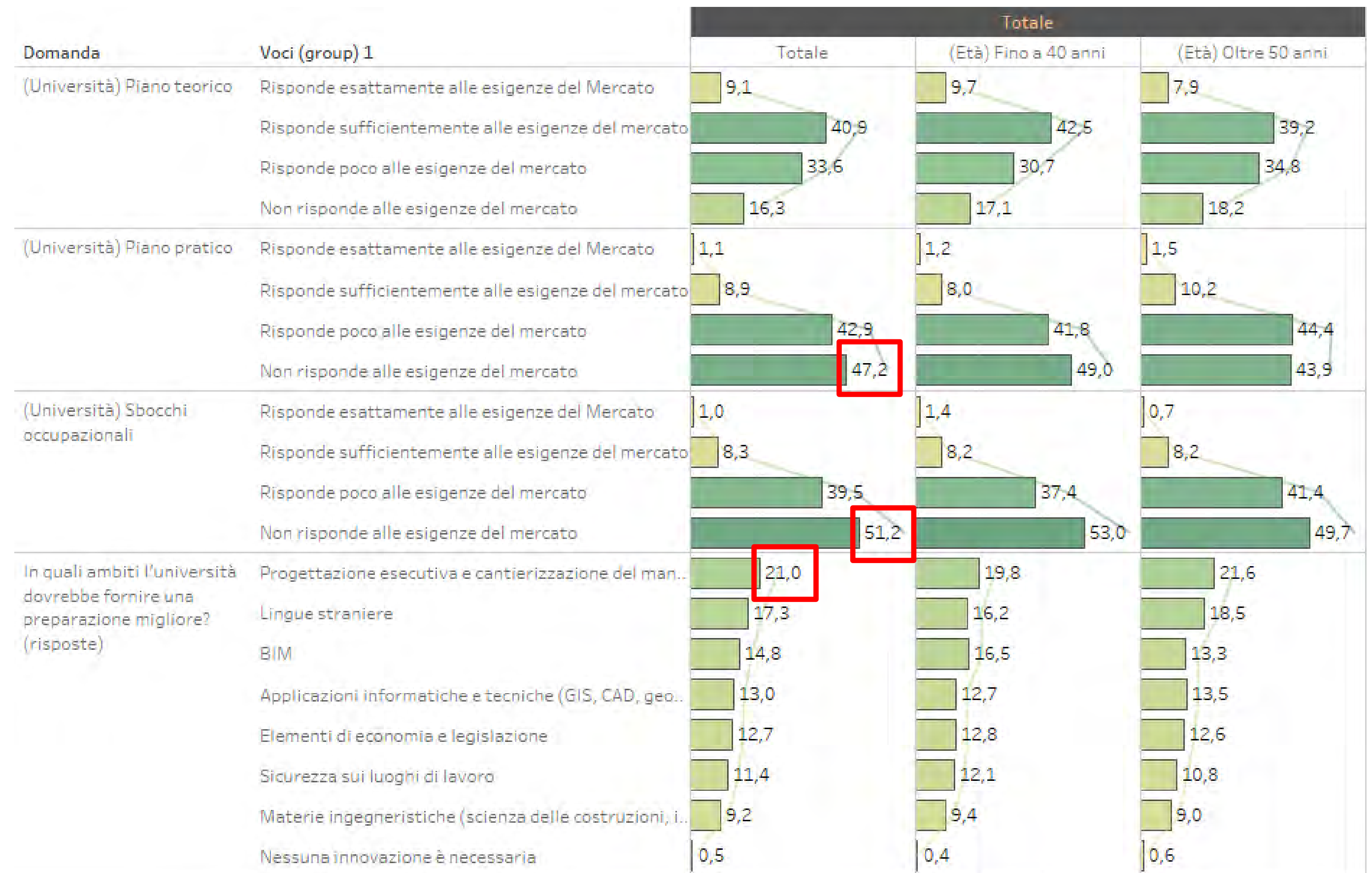
Francesco Miceli

*President of Italian Council of Architects,
Planners, Landscapers, Conservators*
ITALY

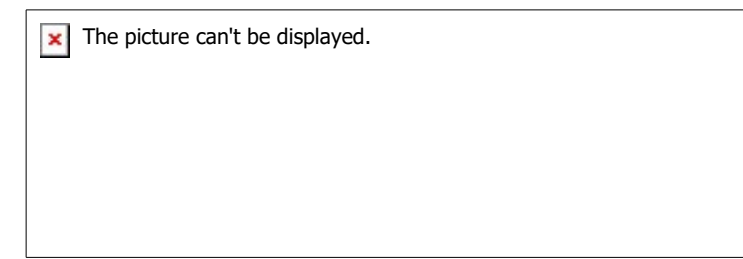
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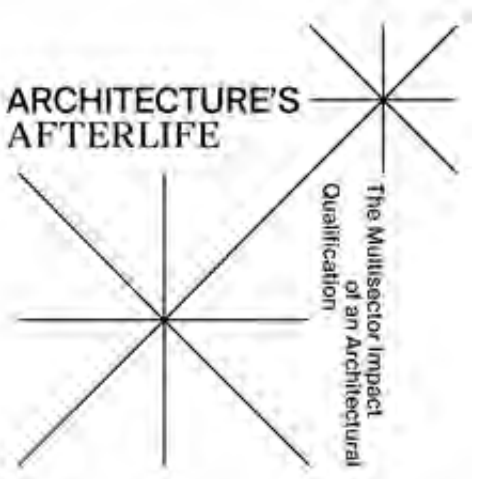
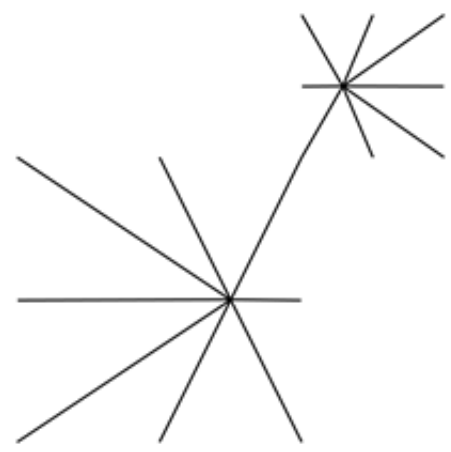


ACCORDING TO MEMBERS OF THE ORDER OF ARCHITECTS OF ROME, **UNIVERSITY EDUCATION DOES NOT MEET MARKET REQUIREMENTS.**



Survey 2016
Source: Ordine Architetti PPC Roma
 (% share of total answers)
 A new survey is ongoing in 2021

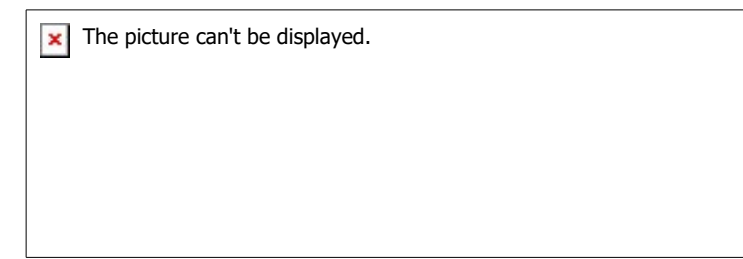
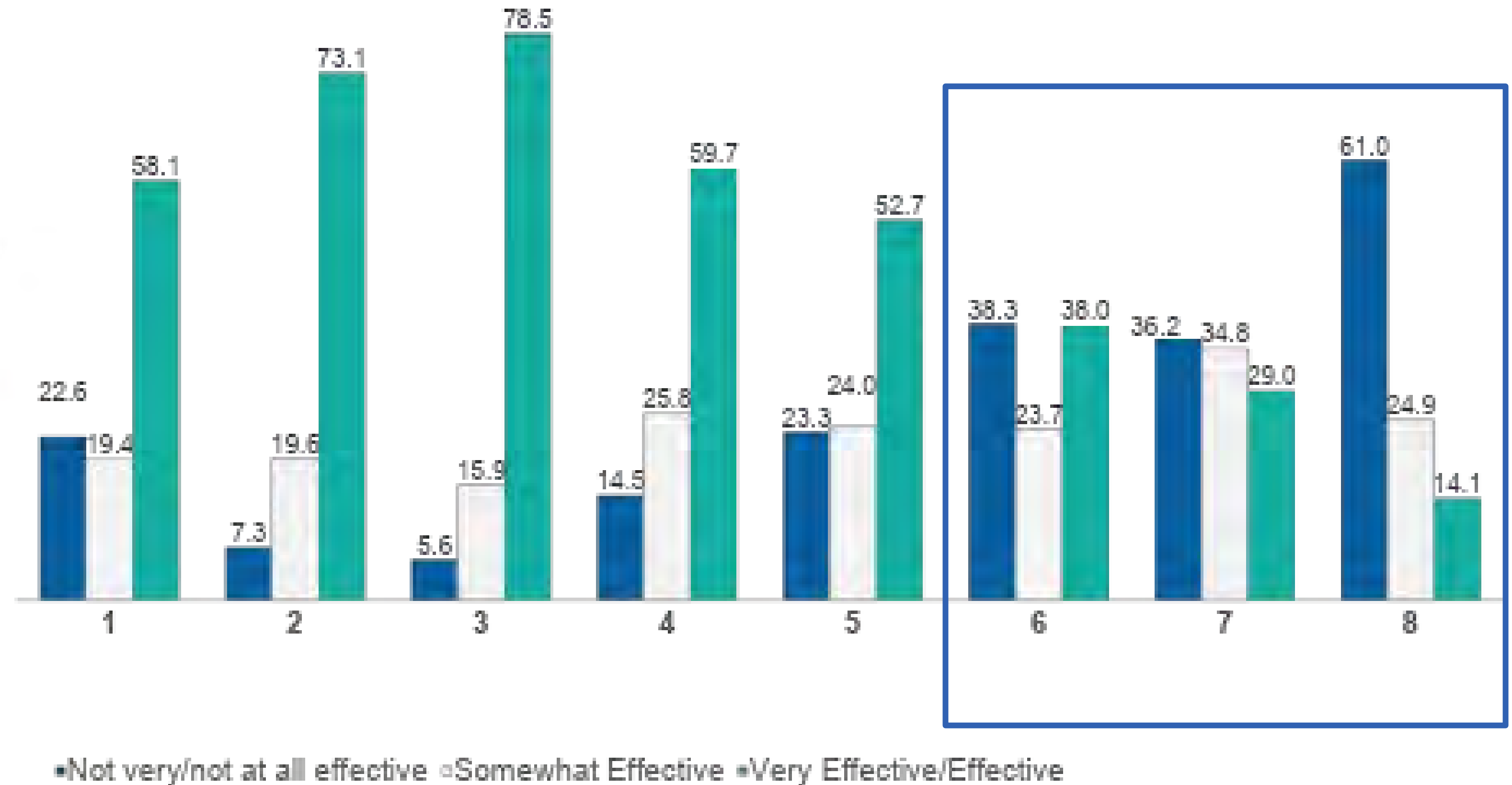




MASTER'S DEGREES HAVE A BETTER MATCH BETWEEN EDUCATION AND THE LABOUR MARKET.
THREE-YEAR DEGREES ARE INADEQUATE.

OBJECTIVE:
TO CREATE A COURSE OF STUDY THAT INCLUDES TRAINING FOR PROFESSIONAL PRACTICE THROUGH INTERNSHIPS AND PROFESSIONAL PRACTICE

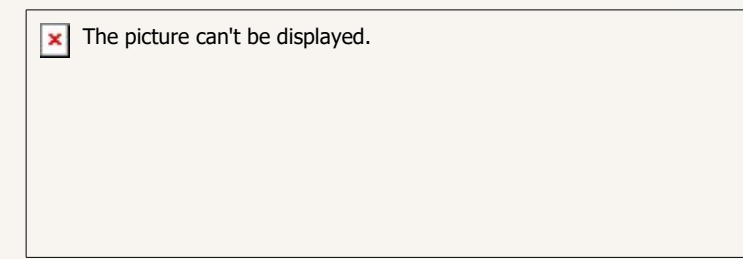
Effectiveness of the degree in the work performed (%)
1 year since the degree
AlmaLaurea Survey 2020

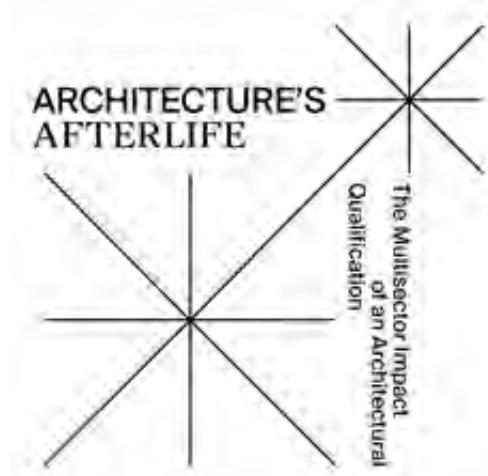
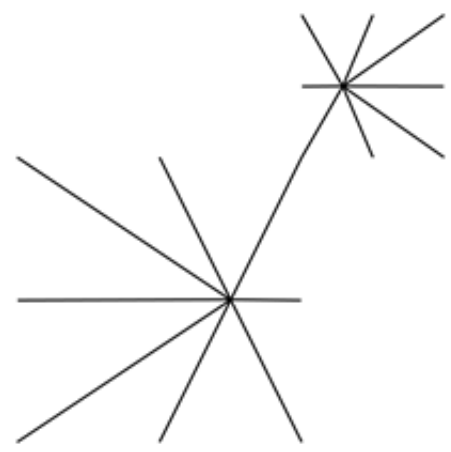




OUR IDEA IS, THEREFORE, THAT THE PROFESSIONAL TRAINING, TO BE CARRIED OUT INSIDE AND OUTSIDE THE UNIVERSITY, SHOULD MAKE IT POSSIBLE TO ACQUIRE THE QUALIFYING DEGREE.

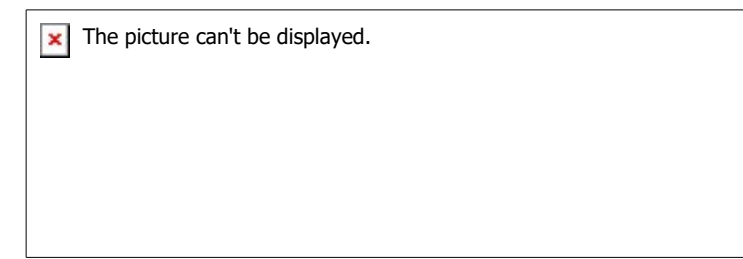
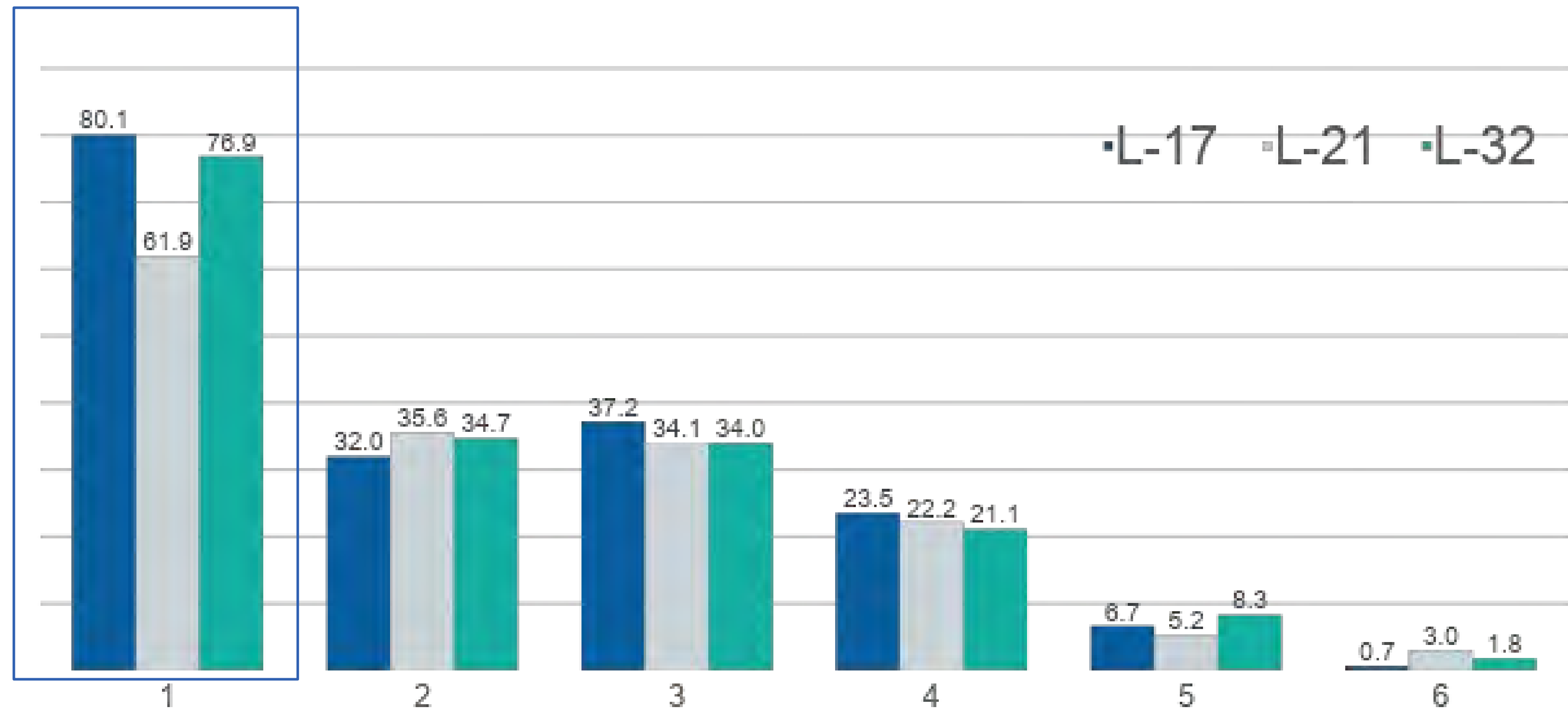
THE TRAINING MUST INVOLVE THE **DIRECT PARTICIPATION OF THE PROFESSIONAL ORDERS**

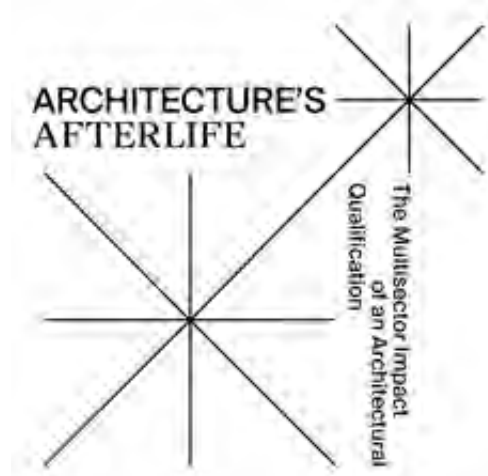
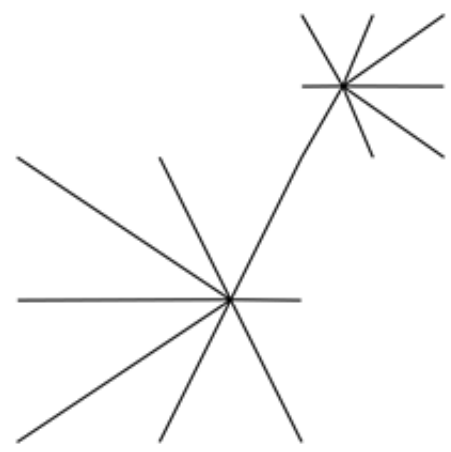




HIGH PERCENTS
(80.1% - 61.9% - 76.9%)
 OF THREE-YEAR GRADUATES
 GO ON TO MASTER'S DEGREES
**TO INCREASE THEIR
 JOB OPPORTUNITIES**

After the bachelor degree
 (% of respondent)
AlmaLaurea Survey 2020





PROFESSIONAL FIRMS HAVE AN OLD-STYLE ORGANISATION WITH LIMITED INNOVATION

In what direction is the activity of architects evolving within architectural firms?
Survey 2015
(% share of total answers)
A new survey is ongoing in 2021

➔ More interdisciplinary studies

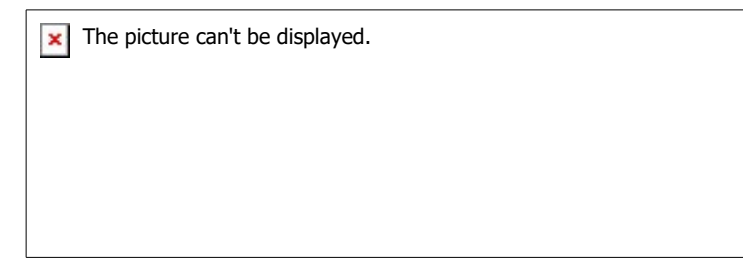
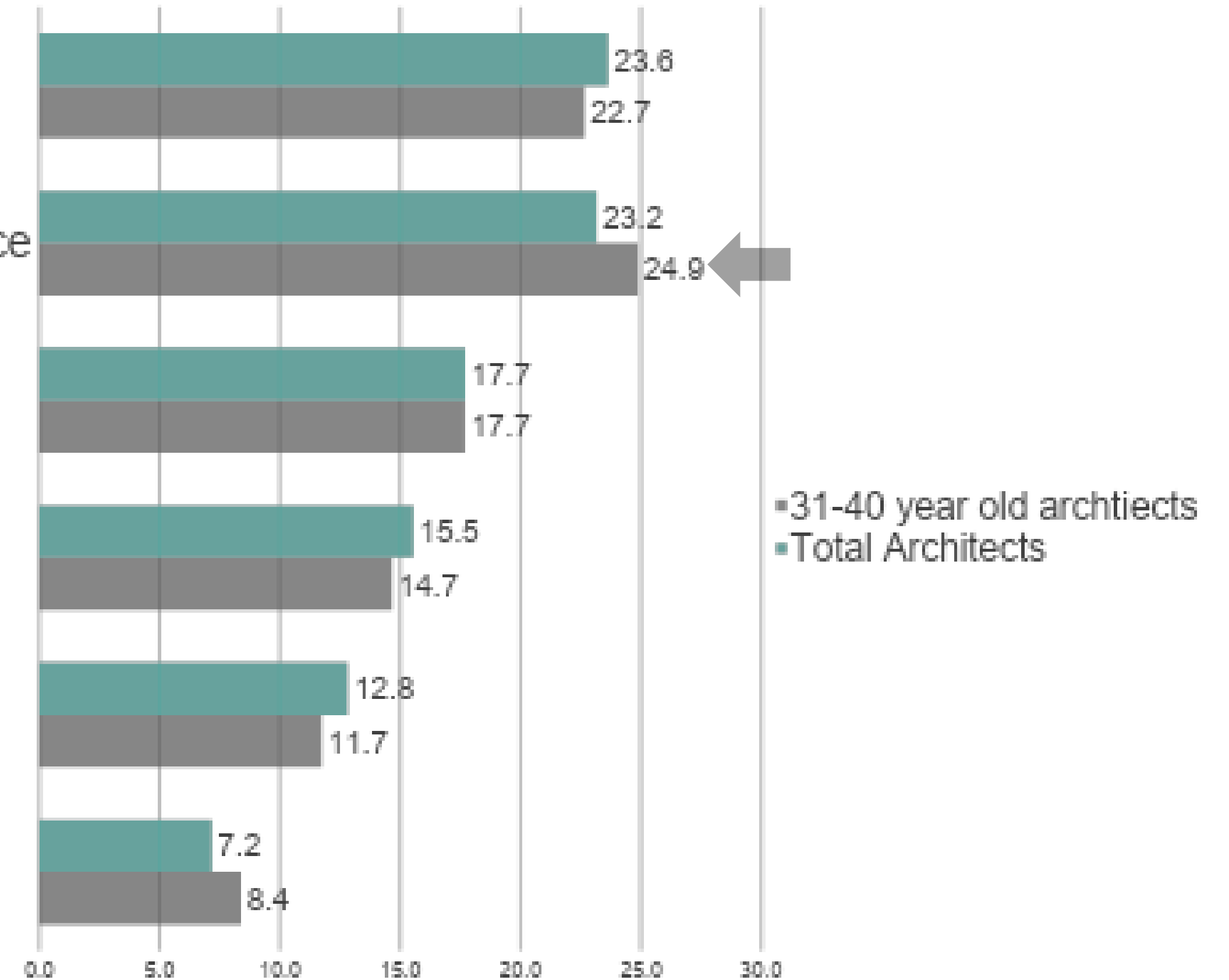
Coworking, sharing costs and space

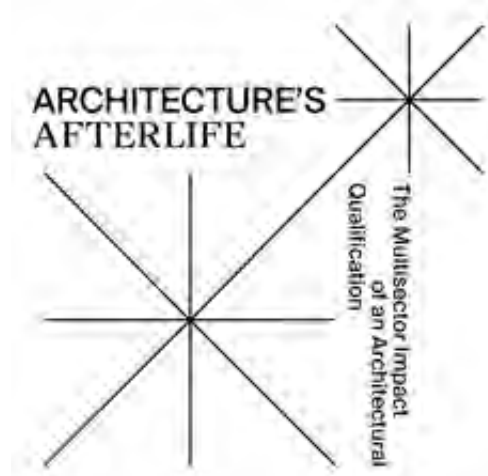
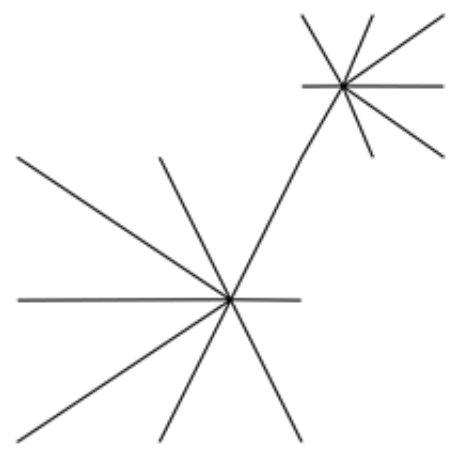
➔ More specialized firms

Aggregation, larger firms

Innovative forms of networking

No change

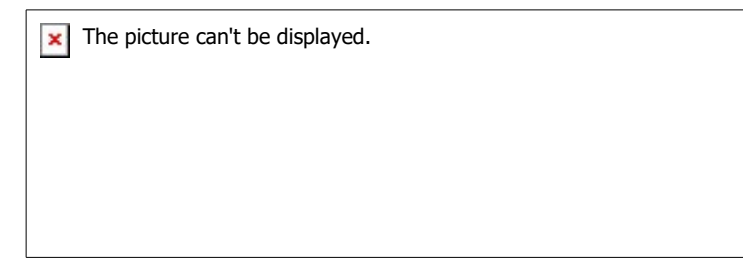
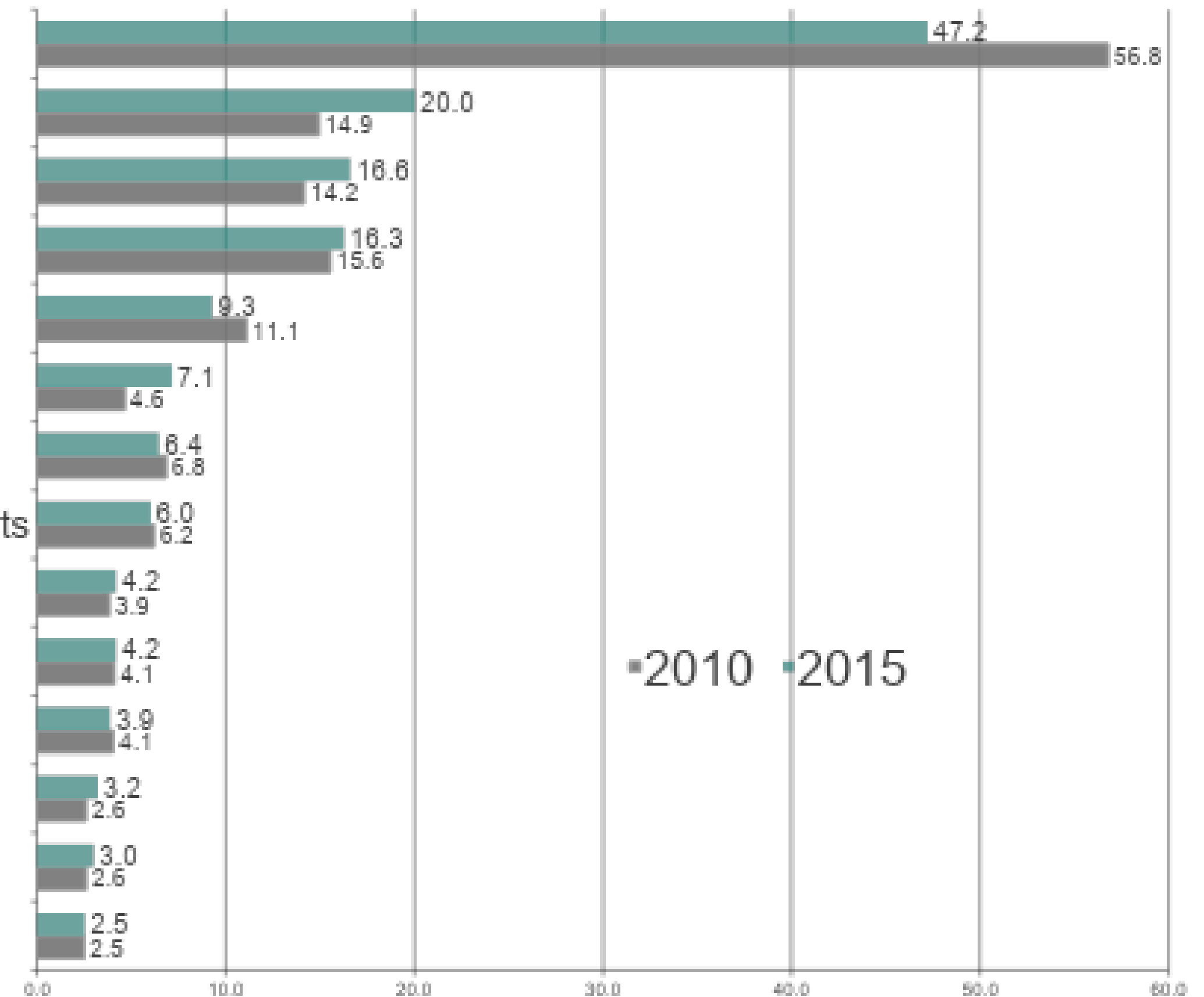




IN CONSIDERATION OF THE DECREASE
 IN THE NUMBER OF ARCHITECTS WITH
 "GENERALIST" TRAINING, IT IS NECESSARY
 TO REVERSE THE TREND
**IN ORDER TO HAVE MORE ARCHITECTS
 GOVERNING THE PROJECT PRODUCTION
 PROCESS**

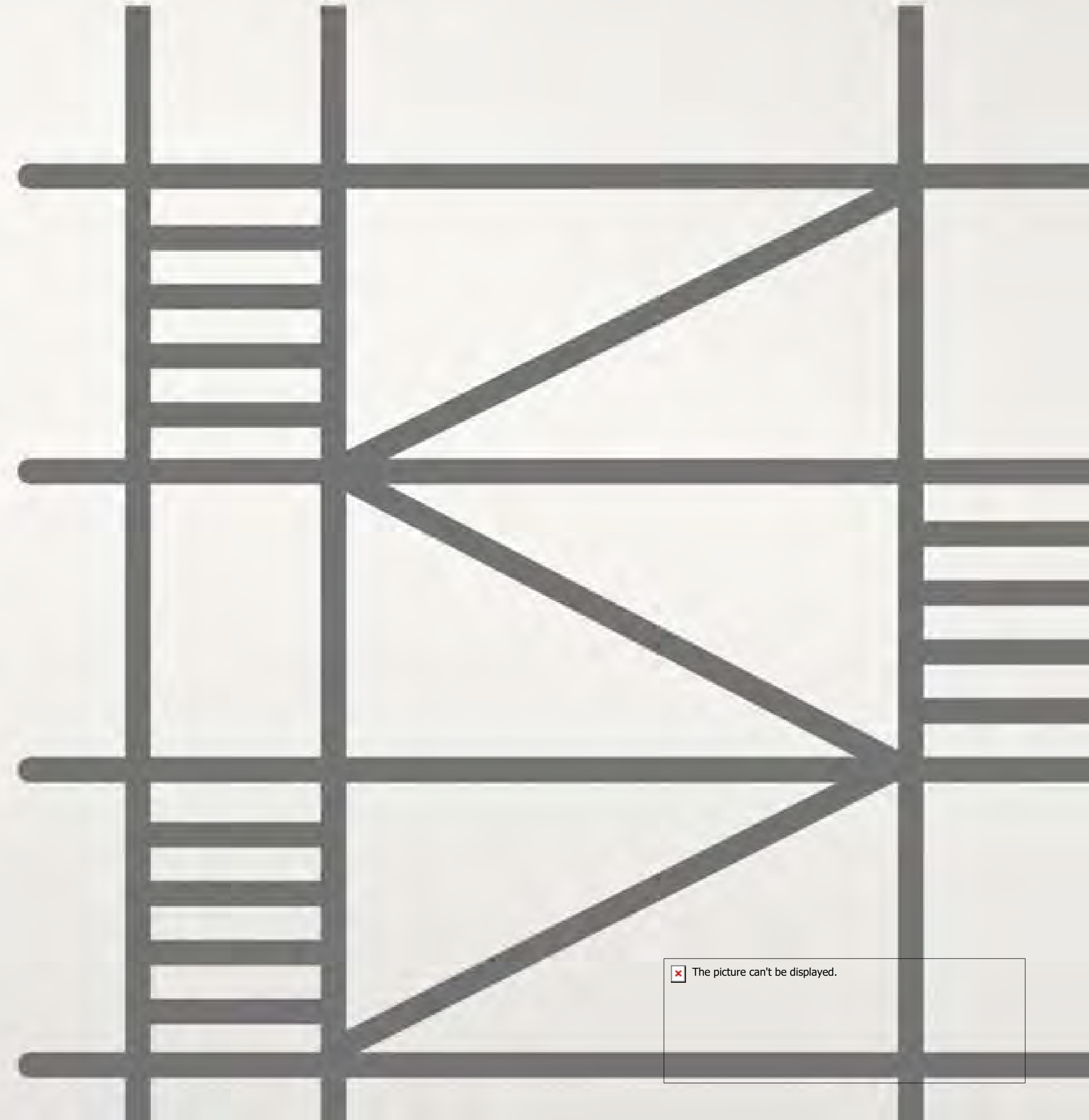
How architects' activities change
 (weighted average of principal and secondary activities between 2010
 and 2015, percentage of respondents)
Survey 2015 (% share of total answers)
 A new survey is ongoing in 2021


- General Architectural Design
- Specialized activities
- Interior design
- Directions of works
- Design of public structures
- Innovative specialized activities
- Urban Planning
- Restauration Design of Monuments
- Studies and Research
- Structural Design
- Environmental Design
- Industrial Design
- Plant Design
- Editorial and publishing activities



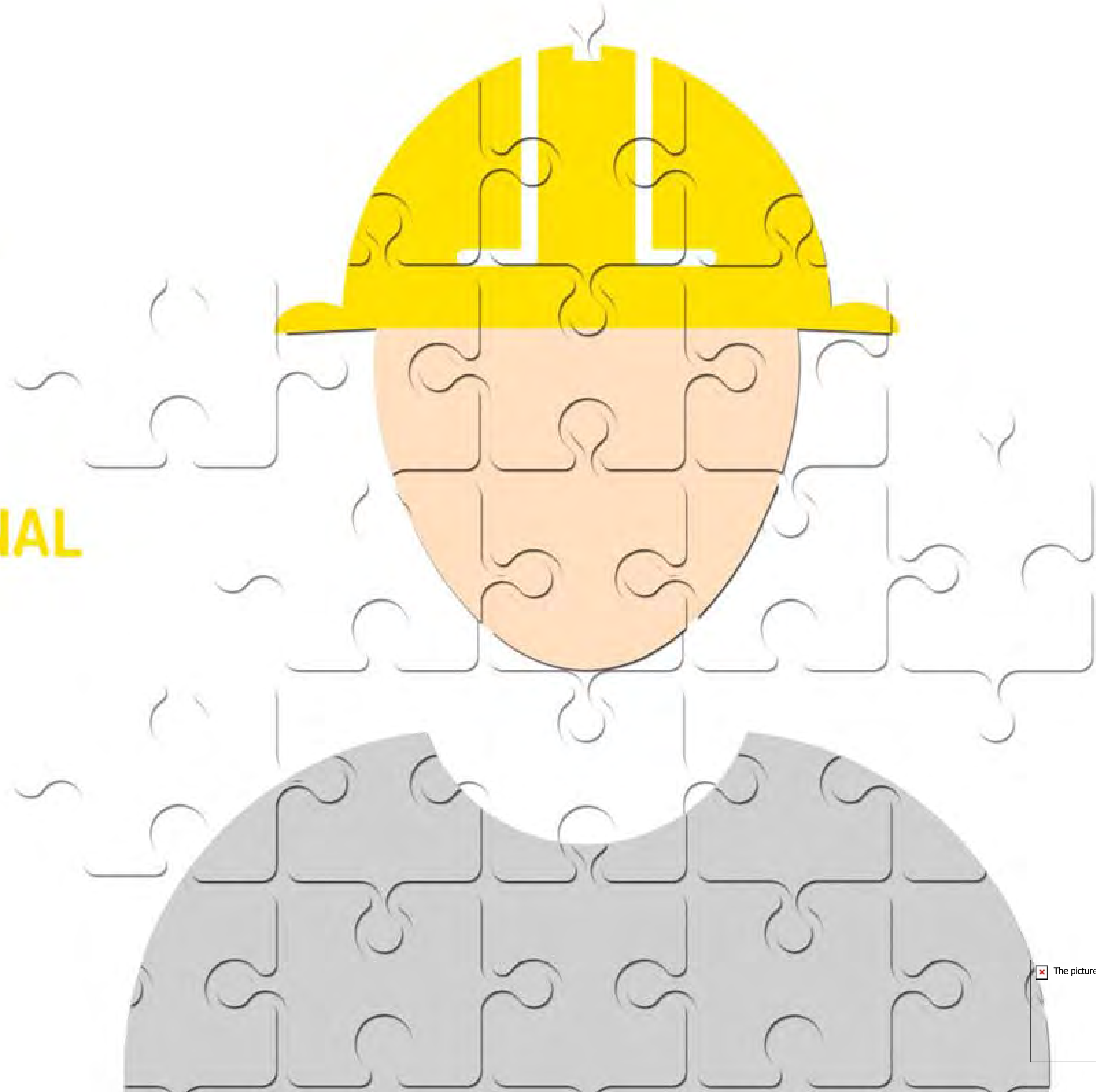
UNIVERSITÀ


THE CNAPPC
IS WORKING
TO OVERCOME
THE CRITICAL
ELEMENTS OF
UNIVERSITY
EDUCATION



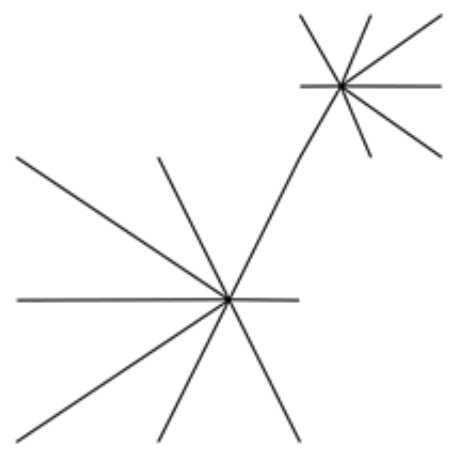
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**AND TO GIVE
TO THE FIGURE
OF THE ARCHITECT
A CENTRAL ROLE,
ABLE TO RESPOND
TO THE NEEDS
OF THE PROFESSIONAL
MARKET, WITHOUT
RENOUNCING
THE QUALITY OF
ARCHITECTURE**



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Thanks for the attention



Georg Pendl

Architect's Council of Europe

georg@pendlarchitects.at



He is an architect who graduated dipl.-ing. from the University of Innsbruck; he has been leading his private office since 1986 and been CEO of Pendle Architects since 2004, whose main fields of work are social housing, private housing, renovation and reuse, industrial and commercial buildings, workshops, and passive house standard. Georg won several prizes in architectural competitions. He has been President of the ACE since 2018.

ARCHITECTURE'S AFTERLIFE

