

## Paper Sessions II. NEB & critical positions

15:00 - 16:30

### Architecture's Afterlife

16:30 - 17:00

[Main Conference Hall](#)

GUEST LECTURE

**Architecture's Afterlife: The Multisector Impact of an Architectural Qualification**

**DAG BOUTSEN**

ARCHIPELAGO OF PRACTICE (based on the research project ARCHITECTURE'S AFTERLIFE, the multi-sector impact of an architectural qualification) Architectural education is profoundly based on creativity understood as a "kind of disposition that fosters opening up new ways that encourages search and inquiry. The biggest potential of an architectural education is not being able to clearly define, or to frame, what architects are doing, it is actually the biggest opportunity that architectural education is providing for everybody. While architecture schools comply with the idea that their aim is indeed to teach how to design buildings, architects escape this definition to then constantly reinvent their professional role.

## Future of Architects' Profession

17:00 - 18:00

# Internationalisation

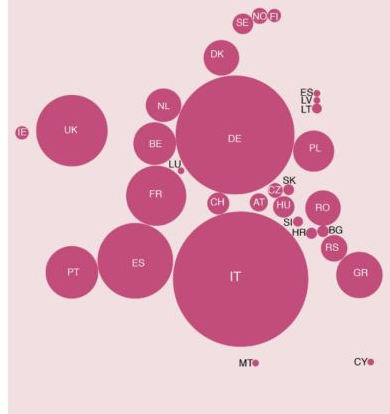
Interconnected Europe?  
Architecture, (as) a mindset  
Bologna?  
Competent authorities?  
Inclusivity  
Lifelong learning

## 560 000 architects in Europe

Numbers have stopped growing  
Total number of architects grew by 14% between 2008 and 2018 but remains unchanged since 2018.



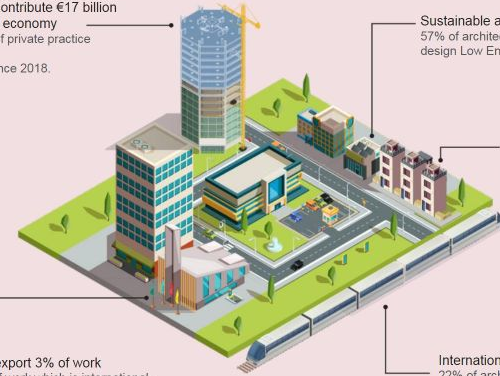
Five countries dominate  
Two thirds of Europe's architects are from five countries.



## Architects contribute €17 billion to Europe's economy

Architects contribute €17 billion to Europe's economy  
Total value of private practice fee income.  
Up by 4% since 2018.

Sustainable architecture  
57% of architects 'frequently' design Low Energy buildings.



Private housing is the most important sector  
87% of architectural practices are involved in designing private housing, which provides 54% of average practice turnover.

Architects export 3% of work  
Proportion of work which is international.

International perspective  
22% of architects were educated in another country, 29% have seriously considered working in another country.

## 1.1 THE NUMBER OF ARCHITECTS IN EUROPE

There are an estimated 559 070 architects in Europe-31. Italy has the largest number of architects with 152,000 architects. The second highest number of architects is in Germany which has 118,000 architects.

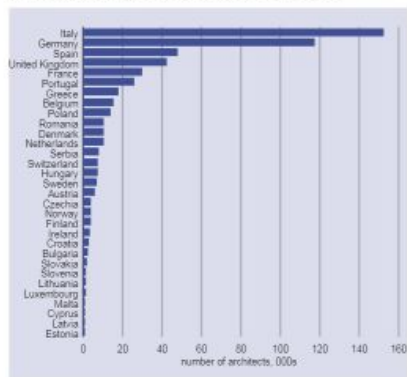
Three other countries with high numbers of architects are Spain (48,000), the United Kingdom (43,000) and France (30,000). Between them, these five countries are home to 70 per cent of Europe's architects.

Across Europe there is 1.0 architect for every 1,000 people in the population. This ratio is more than twice as high as the European average in Italy and Portugal but less than half in Poland, Latvia, France, Czechia, Slovakia and Bulgaria.

Since this survey started in 2008, the number of architects in Europe has grown consistently – until this year. The 2020 figure is about the same as the previous (2018) survey figure. The number of architects in some southern European countries – notably Italy and Spain –

has fallen back; elsewhere the number is unchanged; while in some central and northern European countries the number of architects continues to grow – such as Germany, Austria, Luxembourg, the United Kingdom and Ireland.

CHART 1-1  
ESTIMATED NUMBER OF ARCHITECTS 2020



Base: all 31 European countries

General notes for all tables and charts:  
EUROPE-31 = all ACE member countries.  
EUROPE-26 = all participants in the 2020 survey.  
The total Europe-26 figure is weighted to reflect the total architectural population in all participating countries; weighting process described in Appendix.  
Some countries have small samples these are marked \*.  
Germany survey figures throughout have been provided by the BAK which included the ACE survey questions in its own survey.

CHART 1-2  
NUMBER OF ARCHITECTS PER 1000 POPULATION





## 1.6 AGE PROFILE OF ARCHITECTS

The age profile of the profession has changed very little during the last ten years. There are similar numbers of architects in each five year age group between ages 30 and 54.

Countries with the youngest populations of architects include Poland, Romania, Portugal, Spain, Serbia and Belgium (although some of these countries have small sample sizes).

CHART 1-10  
AGE PROFILE OF ARCHITECTS

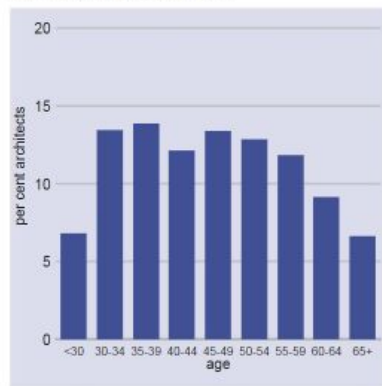
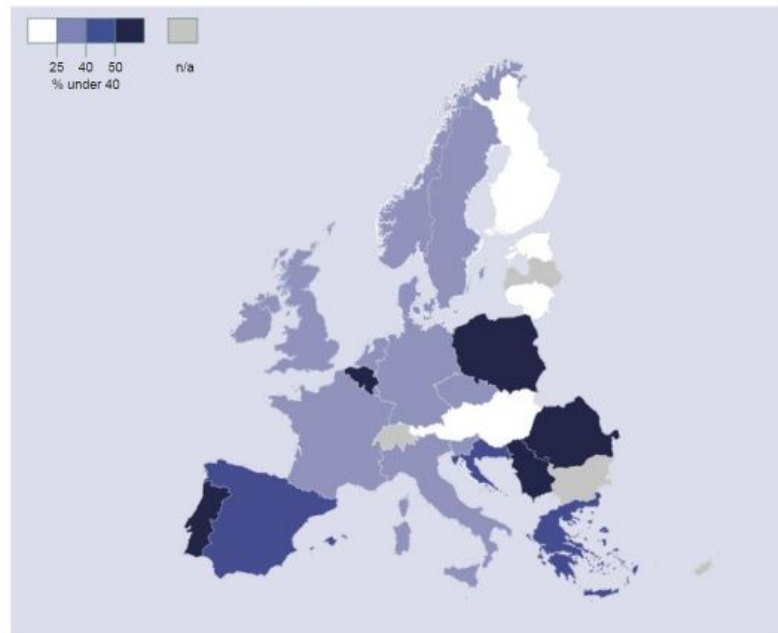


CHART 1-11  
PROPORTION OF ARCHITECTS AGED UNDER 40





8%

Average earnings have increased



€50 000

Average earnings for Partners & Directors



47

Weekly hours worked  
by Partners & Directors



22%

Studied in another country



6%

Worked in another European country  
in the last 12 months



20

Hours CPD per year

# Internationalisation

Interconnected Europe?

Architecture, (as) a mindset

Bologna?

Competent authorities?

Inclusivity

Lifelong learning

**Attractive regions**

# The Royal Decree for third-country nationals – an alternative procedure

At the request of Dag Boutsen, the legal department of the VROA had a digital meeting with several architects from non-EU countries who obtained the Master of Science in Architecture at KU Leuven.

The purpose of the meeting was to gain insight into the difficult administrative procedures that these third-country nationals have to go through to be able to practice the profession in Belgium, to uncover the pain points and to come up with solutions.

Since October 2018, 115 files from third-country nationals have been submitted from the Flemish wing.

## 1. Current situation

### Legal NOTE

Third-country nationals who graduate in Belgium have to go through three procedures before they can practice the profession of architect in Belgium:

- Obtain a royal decree;
- Register with the Order of Architects;
- Obtain a professional card.

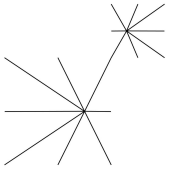
To obtain the Royal Decree (RD), Belspo submits the file to the NROA for advice. Usually, students receive their diploma that gives access to the profession at the beginning of July. The NROA will not handle the files until the end of August. In such a case it takes at least 2 months before they obtain a KB and they can complete their application for registration with the Order of Architects. Most of the architects do an internship as a self-employed person. Third-country nationals must have a professional card to exercise a self-employed activity in Belgium. After registration on a table of the Order or list of trainees, these architects can apply for their professional card from the competent region. This procedure takes approximately 2 to 3 months.

The above process must be completed during the legal residence of the architects in Belgium. For most, their legal residence ends in October after their studies. Since they can receive their KB at the earliest in September, it is impossible to be registered with the Order of Architects within this time frame and to have obtained a professional card on top of that. Many of them are forced to return to their home country and can only practice their profession in Belgium after many wanderings and more administrative procedures.



# Internationalisation

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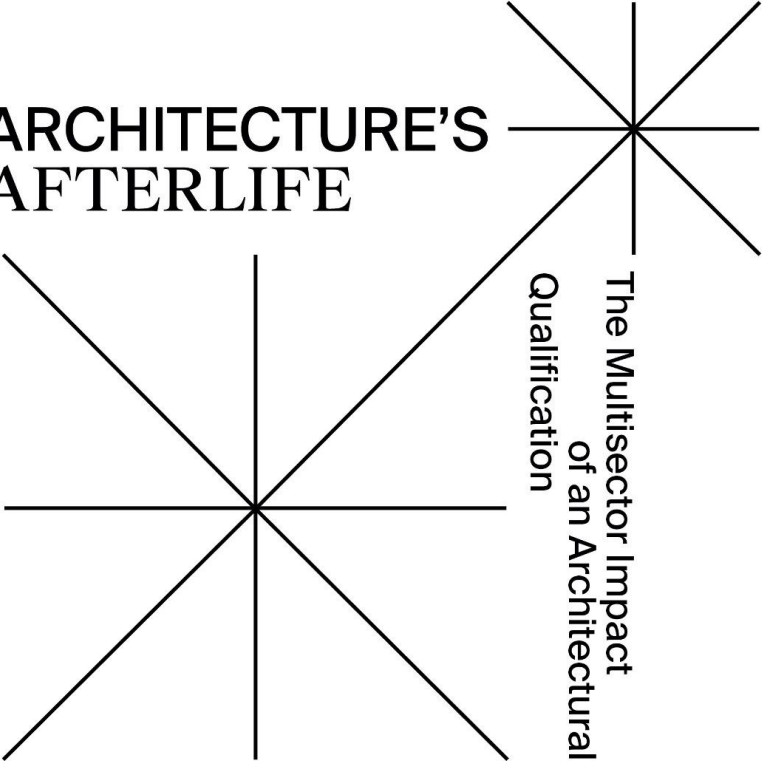


Meeting with EXTERNAL ADVISORY BOARD  
Thursday March 3<sup>o</sup> 2022, online  
<https://pratt.zoom.us/j/98237656851>

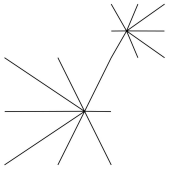
## Latest Results of the Afterlife Survey on the Practice of Architecture

**Mia Roth-Čerina**  
University of Zagreb, Croatia

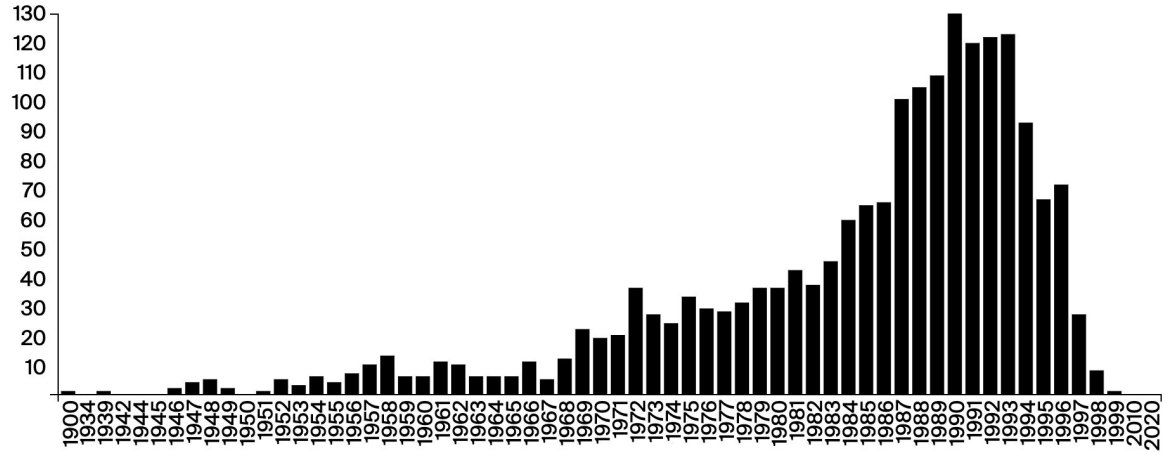
# ARCHITECTURE'S AFTERLIFE

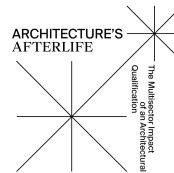
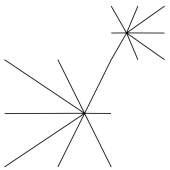


The Multisector Impact  
of an Architectural  
Qualification

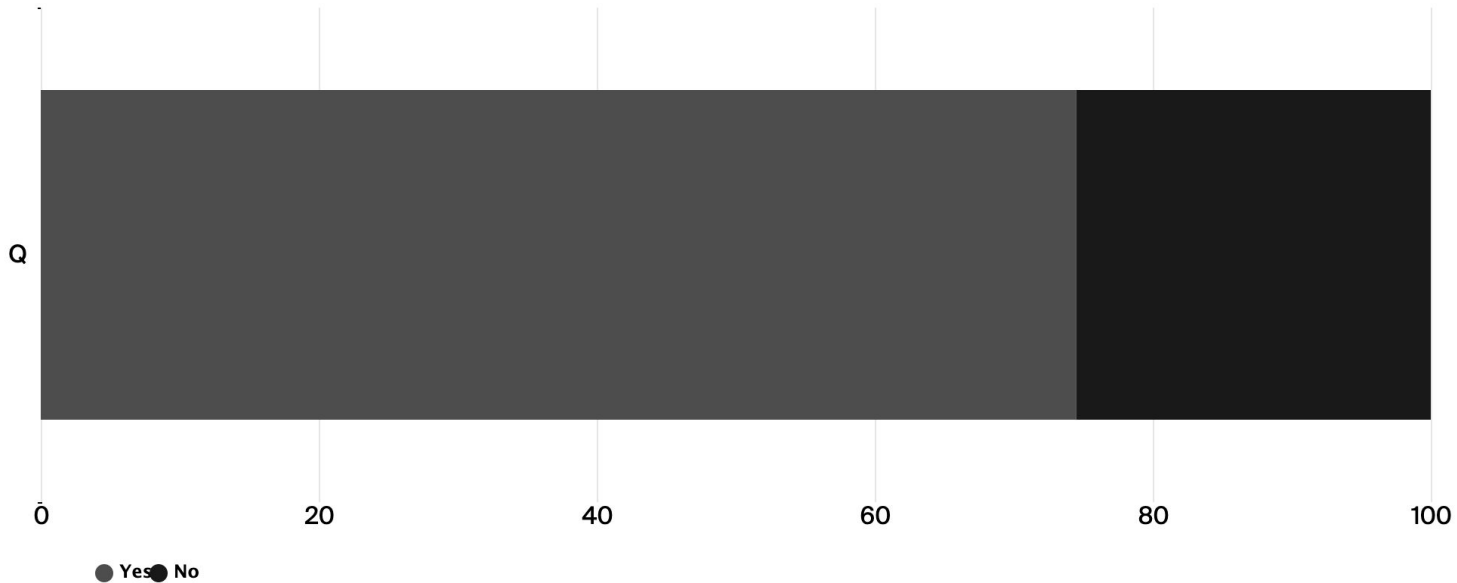


>2600 respondents  
56% female / 43% male  
64 countries  
average age = 38 years





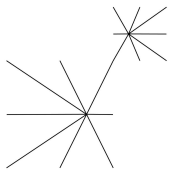
choose again?



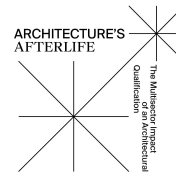
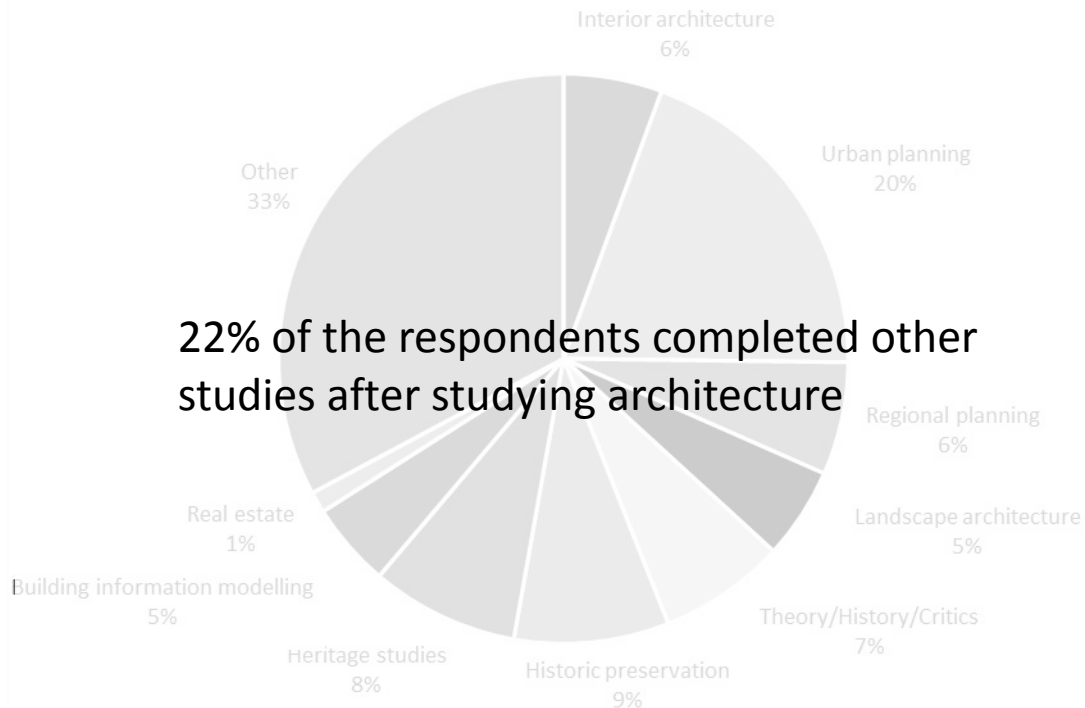
Description

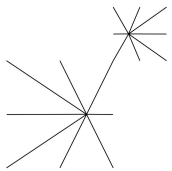
74.49% 1121 Yes

25.51% 384 No

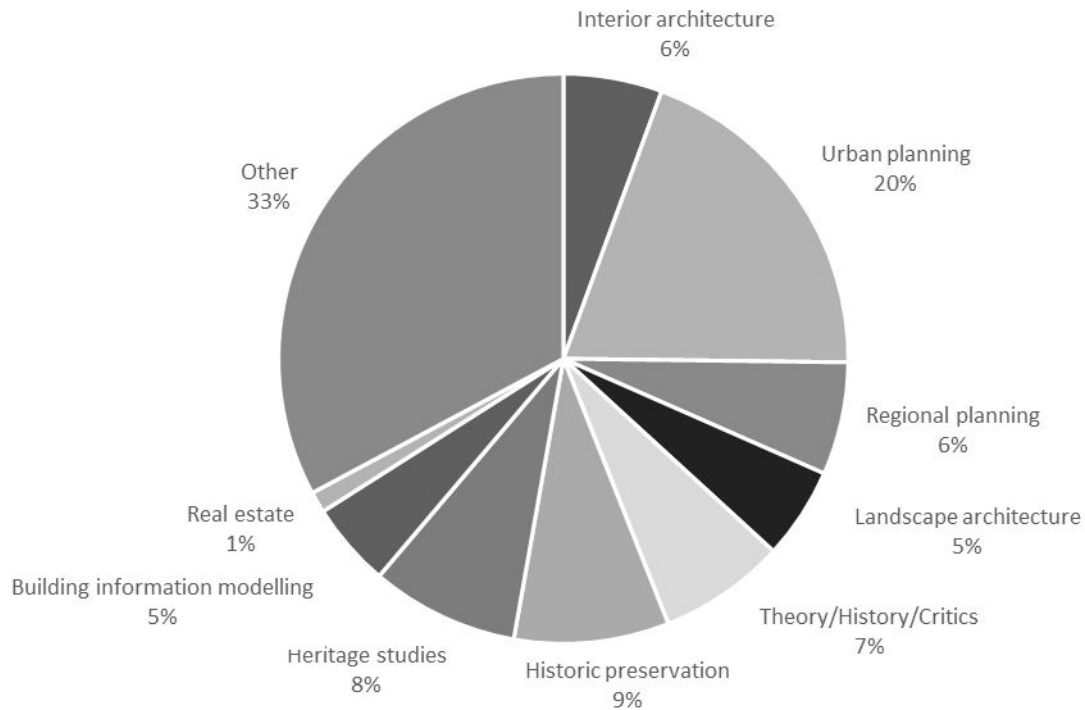
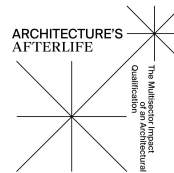


other  
studies,  
besides  
architecture

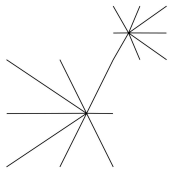




other  
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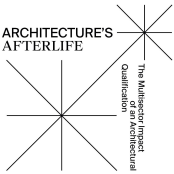
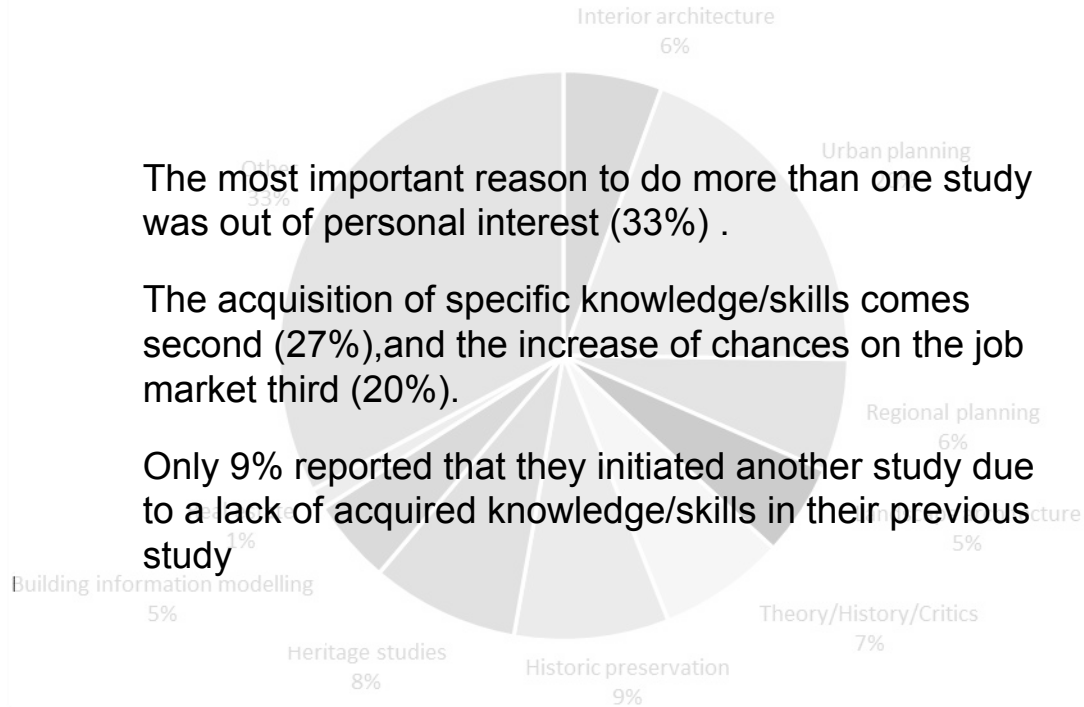


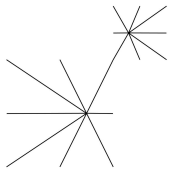
other studies, besides architecture

The most important reason to do more than one study was out of personal interest (33%) .

The acquisition of specific knowledge/skills comes second (27%), and the increase of chances on the job market third (20%).

Only 9% reported that they initiated another study due to a lack of acquired knowledge/skills in their previous study



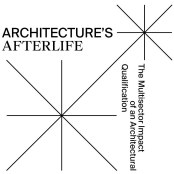
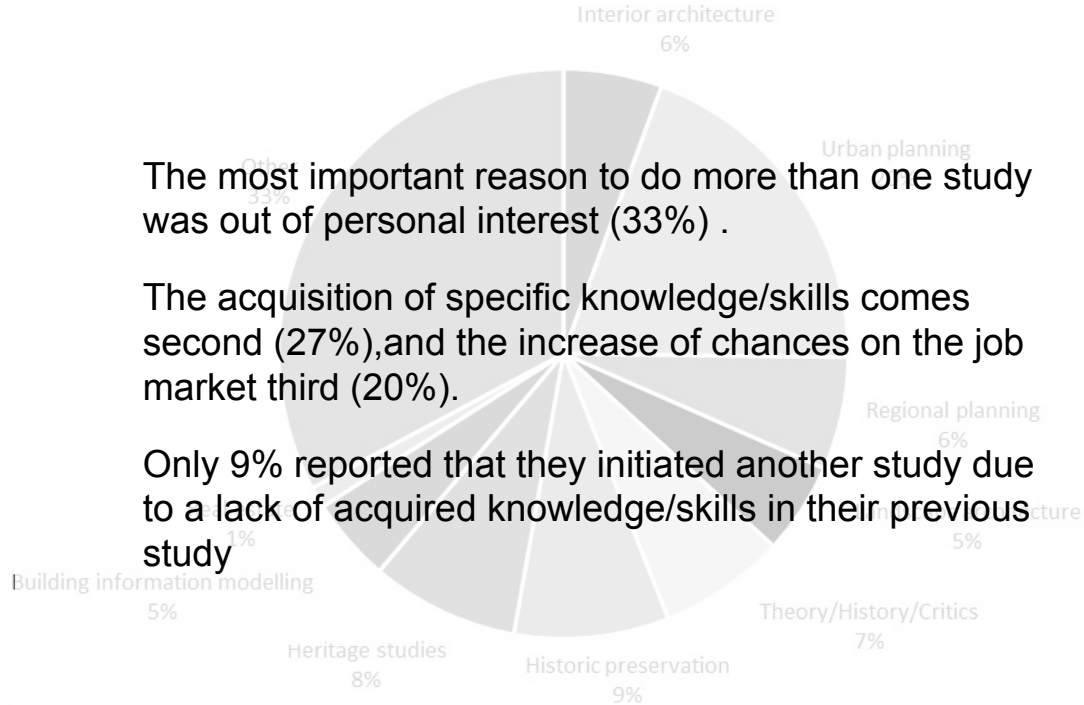


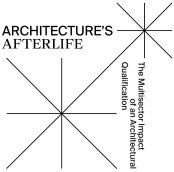
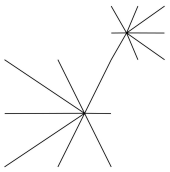
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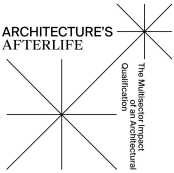
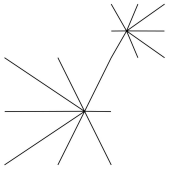
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field of occupation



field of occupation

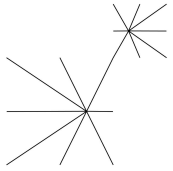
Architecture

Architecture + another field

Related sector

Unrelated sector

field of occupation



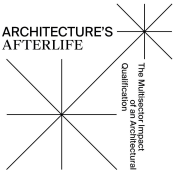
**architecture  
graduates**

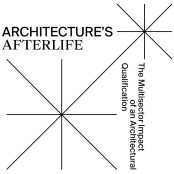
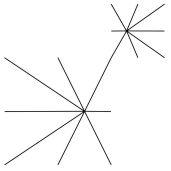
**in practice**

**practice +**

**related**

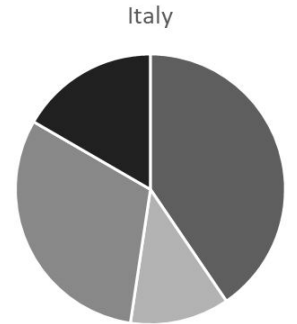
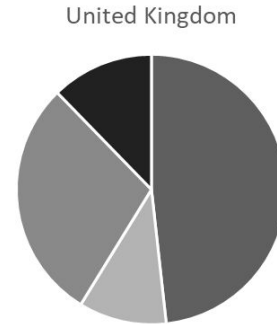
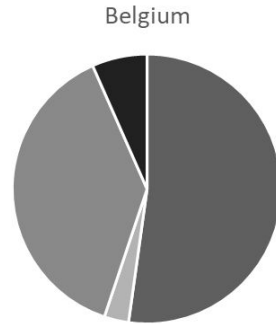
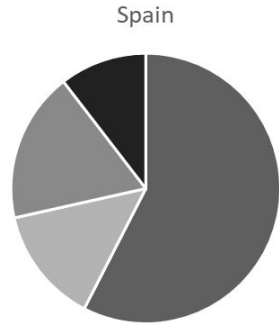
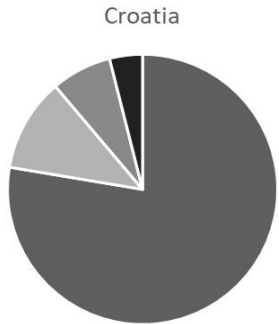
**outside**



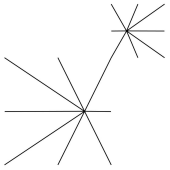


## field of occupation

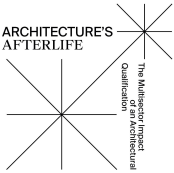
■ architecture ■ architecture+another field ■ related sector ■ unrelated sector

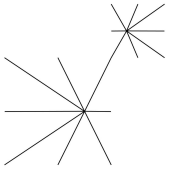






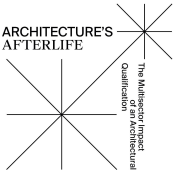
skills and  
competences

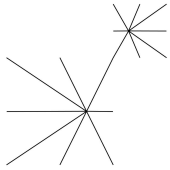




skills and  
competences

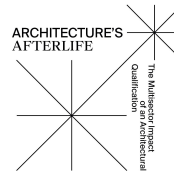
Skills and knowledge  
Processing information  
Personal competence  
Presentation and communication  
Diversity Competence  
Cooperation competence  
Employability

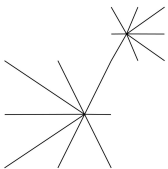




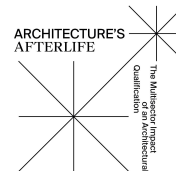
## skills and competences

<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>● Design-thinking (e.g. thinking out-of-the-box, solution-oriented, creativity,...)</li> <li>● Spatial skills (e.g. understanding space, sensitivity to spatial features,...)</li> <li>● Digital skills (e.g. proficient use of hard- and software, parametric approaches, ...)</li> <li>● Visualization skills (e.g. hand drawing, model making, mixed media, artistic skills ...)</li> <li>● Theory and History (e.g. of architecture, art, culture, humanities,...)</li> <li>● Knowledge of sustainability (e.g. ecology, circular economy, energy performance, LCA,...)</li> <li>● Technical knowledge about buildings and construction (e.g. materials, physics, structures,...)</li> </ul>
<b>Processing information</b>	<ul style="list-style-type: none"> <li>● Developing vision</li> <li>● Being passionate about architecture</li> <li>● Inquiring and questioning (e.g. investigating a brief for a project,...)</li> <li>● Research skills (e.g. systematic investigation of a problem in order to gain a better insight)</li> <li>● Being critical (e.g. taking critical distance from own work)</li> <li>● Dealing with complexity</li> <li>● Decision making (e.g. taking a stance, making judgments,...)</li> <li>● Taking an artistic approach (e.g. addressing emotions, going beyond the conventional,...)</li> <li>● Producing something relevant</li> </ul>
<b>Personal competence</b>	<ul style="list-style-type: none"> <li>● Determination (e.g. commitment, persistence, dedication, willingness to achieve,...)</li> <li>● Work ethic (e.g. self-discipline, willingness to work hard,...)</li> <li>● Endurance (e.g. working under pressure, handling stress and deadlines,...)</li> <li>● Handling criticism</li> <li>● Flexibility (e.g. adaptability, being open for change and renewal,...)</li> <li>● Constant learning and self-improvement</li> <li>● Dealing with uncertainty / being able to function in conditions of uncertainty</li> </ul>
<b>Presentation and communication</b>	<ul style="list-style-type: none"> <li>● Presentation skills (e.g. selling an idea, public speaking,...)</li> </ul>
<b>Diversity Competence</b>	<ul style="list-style-type: none"> <li>● Empathy (e.g. being interested in the story of someone else)</li> <li>● Openness to other views and ways of living</li> </ul>
<b>Cooperation competence</b>	<ul style="list-style-type: none"> <li>● Working with clients</li> <li>● Collaboration skills (e.g. team work)</li> <li>● Mediating skills (e.g. negotiations, conflict mediation,...)</li> </ul>
<b>Employability</b>	<ul style="list-style-type: none"> <li>● Project management skills (e.g. time management, productivity,...)</li> <li>● Business management skills (e.g. managing a business, company, department)</li> </ul>

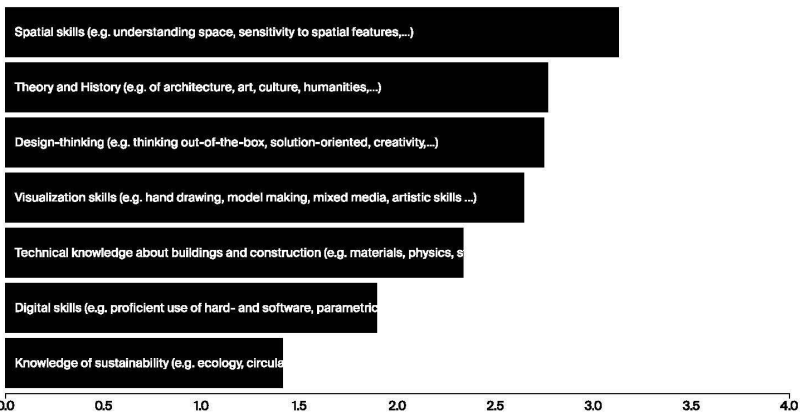




# skills and knowledge

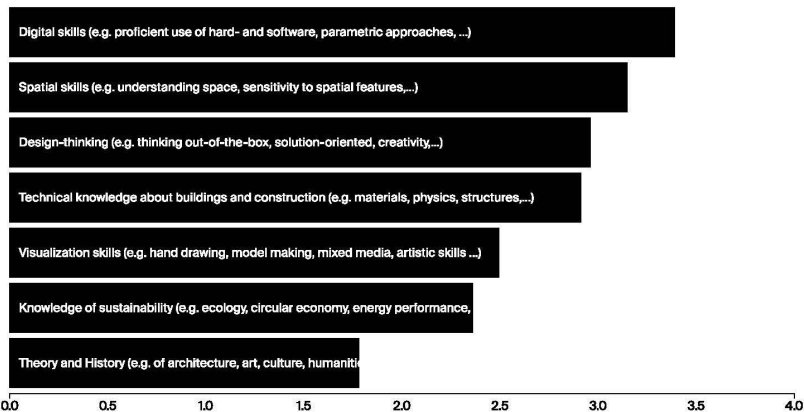


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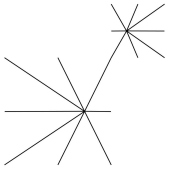


Spatial skills (e.g. understanding space, sensitivity to spatial features,...)	3.13
Theory and History (e.g. of architecture, art, culture, humanities,...)	2.77
Design-thinking (e.g. thinking out-of-the-box, solution-oriented, creativity,...)	2.75
Visualization skills (e.g. hand drawing, model making, mixed media, artistic skills ...)	2.65
Technical knowledge about buildings and construction (e.g. materials, physics, structures,...)	2.34
Digital skills (e.g. proficient use of hard- and software, parametric approaches, ...)	1.90
Knowledge of sustainability (e.g. ecology, circular economy, energy performance, LCA,...)	1.42

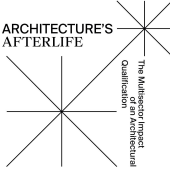
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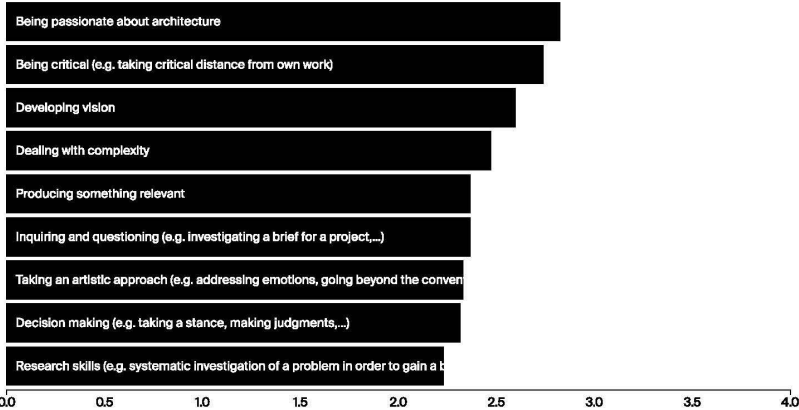
Digital skills (e.g. proficient use of hard- and software, parametric approaches, ...)	3.39
Spatial skills (e.g. understanding space, sensitivity to spatial features,...)	3.15
Design-thinking (e.g. thinking out-of-the-box, solution-oriented, creativity,...)	2.96
Technical knowledge about buildings and construction (e.g. materials, physics, structures,...)	2.92
Visualization skills (e.g. hand drawing, model making, mixed media, artistic skills ...)	2.50
Knowledge of sustainability (e.g. ecology, circular economy, energy performance, LCA,...)	2.36
Theory and History (e.g. of architecture, art, culture, humanities,...)	1.78



# processing information

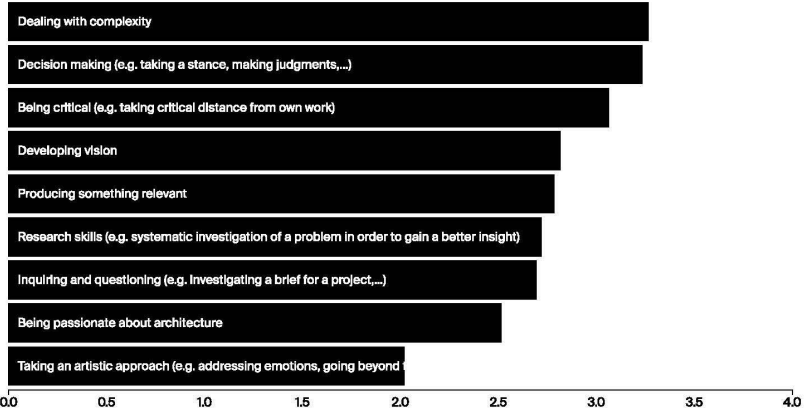


## acquired

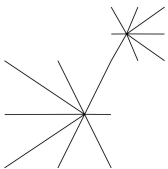


Being passionate about architecture	2.83
Being critical (e.g. taking critical distance from own work)	2.74
Developing vision	2.60
Dealing with complexity	2.48
Inquiring and questioning (e.g. investigating a brief for a project,...)	2.37
Producing something relevant	2.33
Taking an artistic approach (e.g. addressing emotions, going beyond the conventional,...)	2.32
Decision making (e.g. taking a stance, making judgments,...)	2.32
Research skills (e.g. systematic investigation of a problem in order to gain a better insight)	2.23

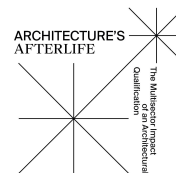
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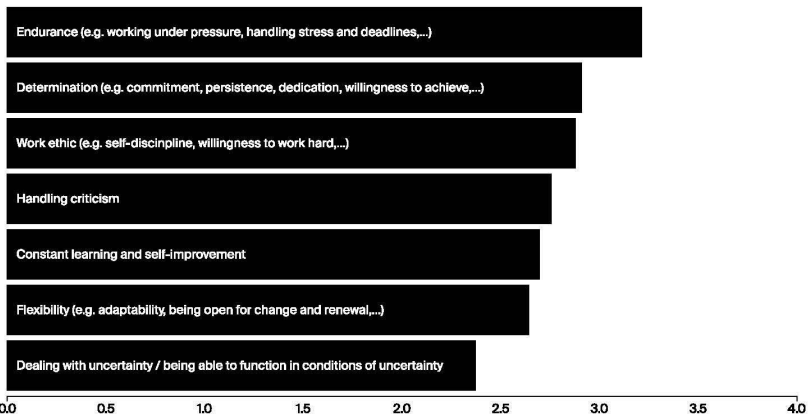
Dealing with complexity	3.27
Decision making (e.g. taking a stance, making judgments,...)	3.24
Being critical (e.g. taking critical distance from own work)	3.07
Developing vision	2.92
Producing something relevant	2.79
Research skills (e.g. systematic investigation of a problem in order to gain a better insight)	2.72
Inquiring and questioning (e.g. investigating a brief for a project,...)	2.70
Being passionate about architecture	2.52
Taking an artistic approach (e.g. addressing emotions, going beyond the conventional,...)	2.02



# personal competences



## acquired



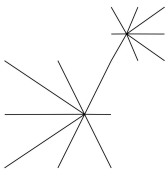
Endurance (e.g. working under pressure, handling stress and deadlines,...)	3.22
Determination (e.g. commitment, persistence, dedication, willingness to achieve,...)	2.91
Work ethic (e.g. self-discipline, willingness to work hard,...)	2.88
Handling criticism	2.76
Constant learning and self-improvement	2.70
Flexibility (e.g. adaptability, being open for change and renewal,...)	2.65
Dealing with uncertainty / being able to function in conditions of uncertainty	2.38

## used

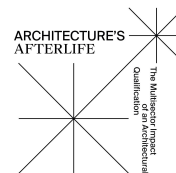


Work ethic (e.g. self-discipline, willingness to work hard,...)	3.34
Flexibility (e.g. adaptability, being open for change and renewal,...)	3.28
Determination (e.g. commitment, persistence, dedication, willingness to achieve,...)	3.25
Constant learning and self-improvement	3.23
Endurance (e.g. working under pressure, handling stress and deadlines,...)	3.21
Dealing with uncertainty / being able to function in conditions of uncertainty	3.06
Handling criticism	2.89

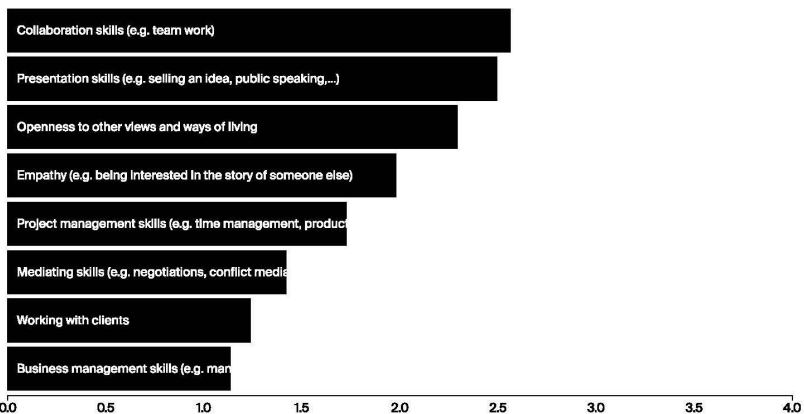




# diversity/cooperation/employability

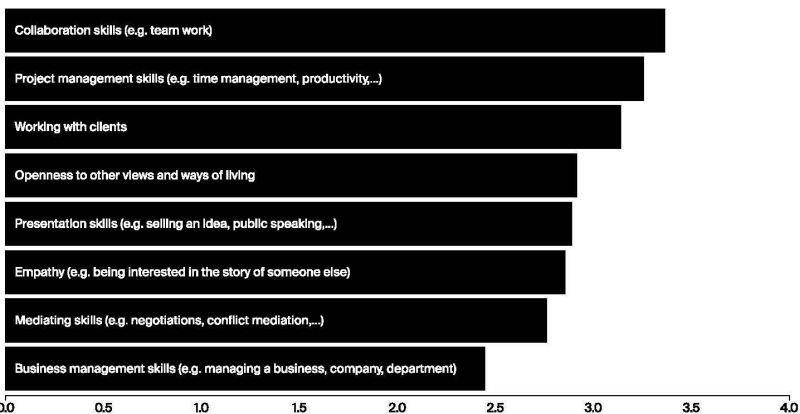


## acquired



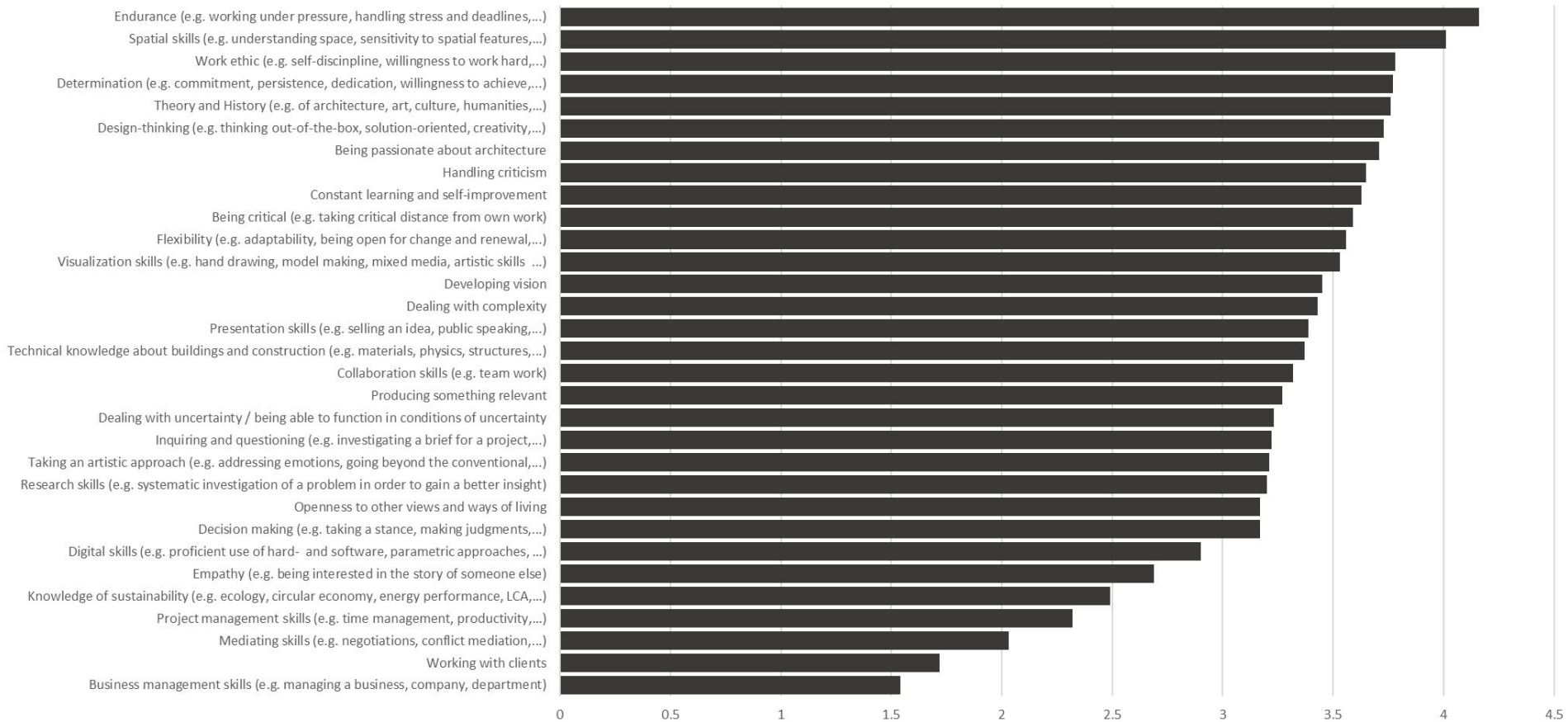
Collaboration skills (e.g. team work)	2.56
Presentation skills (e.g. selling an idea, public speaking,...)	2.50
Openness to other views and ways of living	2.29
Empathy (e.g. being interested in the story of someone else)	1.98
Project management skills (e.g. time management, productivity,...)	1.73
Mediating skills (e.g. negotiations, conflict mediation,...)	1.42
Working with clients	1.24
Business management skills (e.g. managing a business, company, department)	1.14

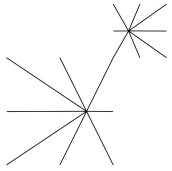
## used



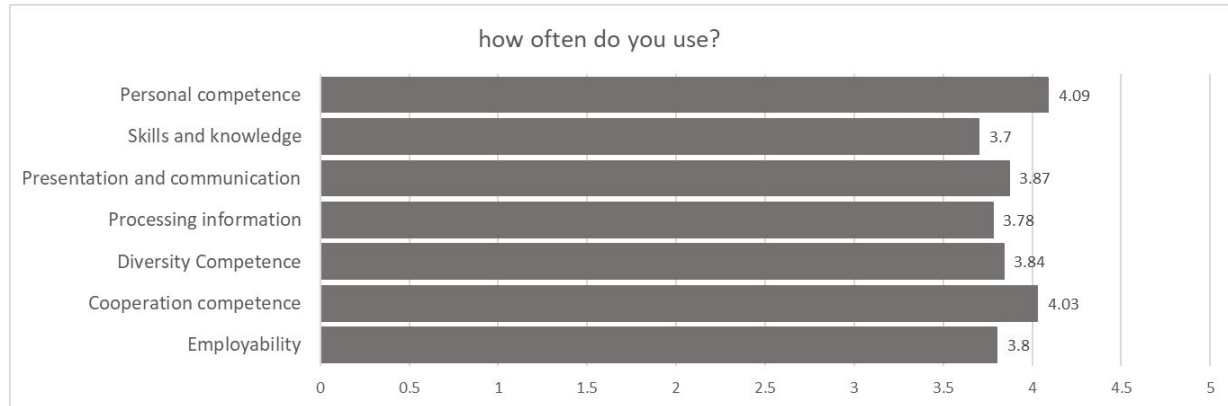
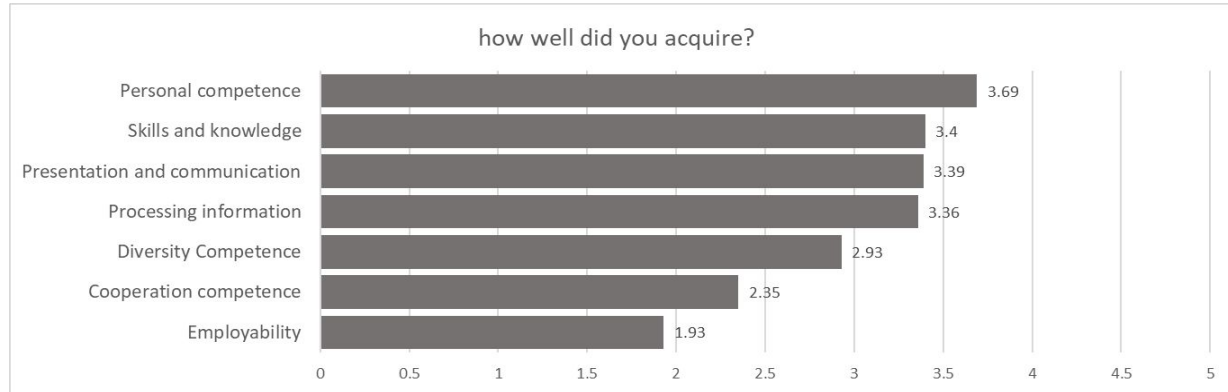
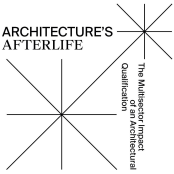
Collaboration skills (e.g. team work)	3.37
Project management skills (e.g. time management, productivity,...)	3.26
Working with clients	3.14
Openness to other views and ways of living	2.92
Presentation skills (e.g. selling an idea, public speaking,...)	2.89
Empathy (e.g. being interested in the story of someone else)	2.86
Mediating skills (e.g. negotiations, conflict mediation,...)	2.77
Business management skills (e.g. managing a business, company, department)	2.45

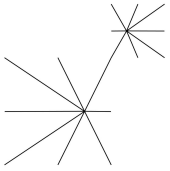
## how well acquired?



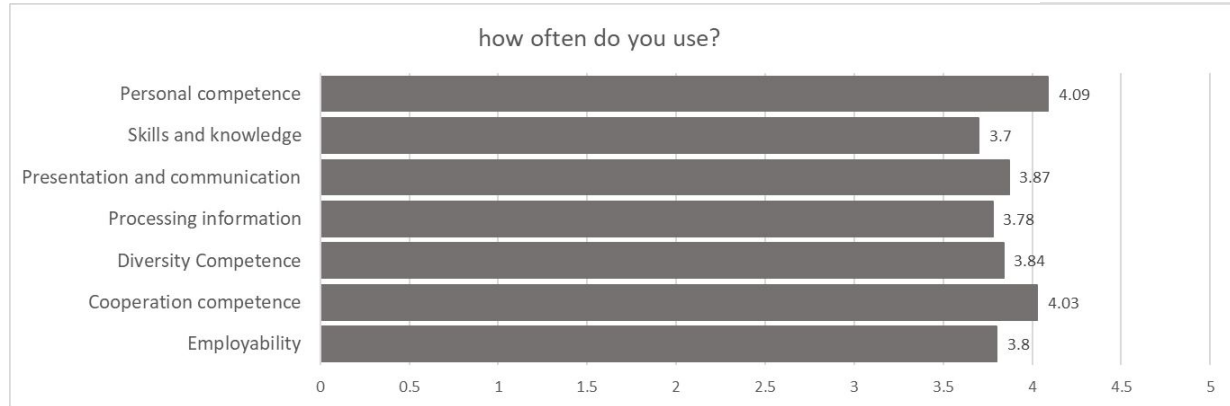
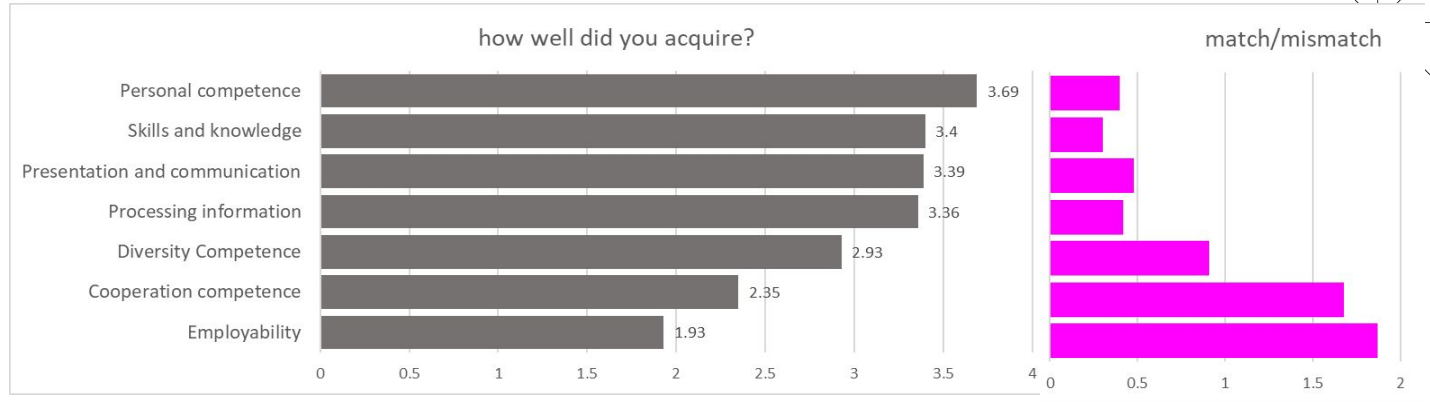
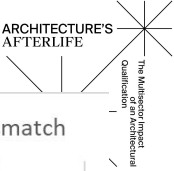


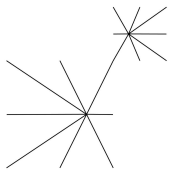
match/  
mismatch



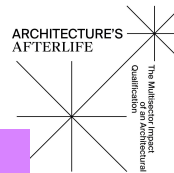


match/  
mismatch





How often do you use?



**architecture  
graduates**

**cooperation**

**personal**

**processing**

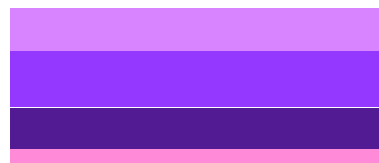
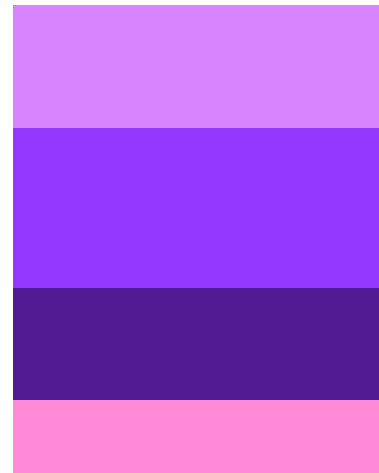
**skills+knowledge**

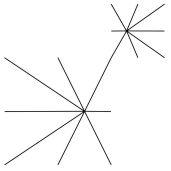
**in practice**

**practice +**

**related**

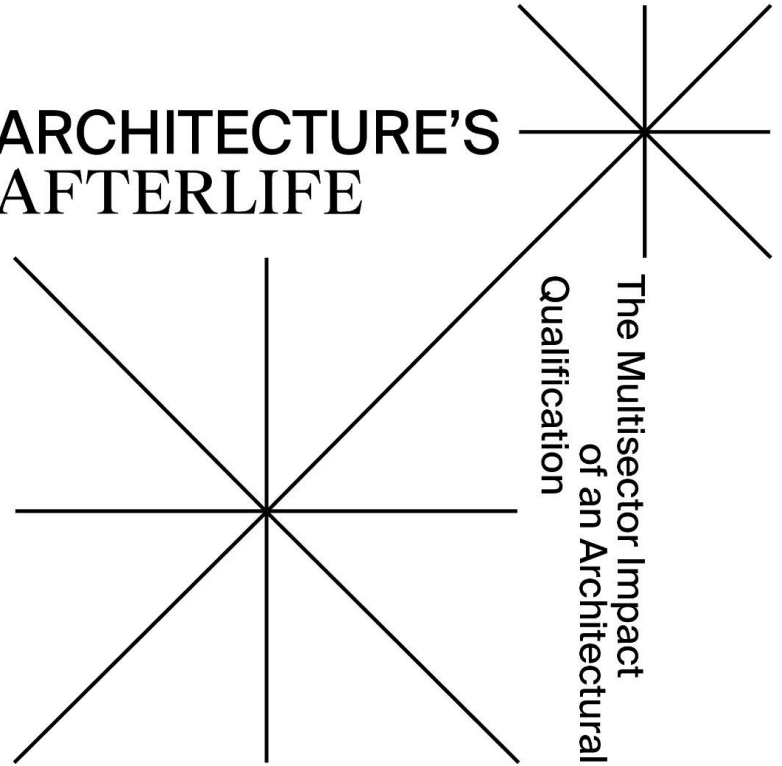
**outside**





# ARCHITECTURE'S AFTERLIFE

The Multisector Impact  
of an Architectural  
Qualification



# Internationalisation

Interconnected Europe?  
Architecture, (as) a mindset  
Bologna?  
Competent authorities?  
Inclusivity  
Lifelong learning

# European directives

Awarding Body		KU Leuven																				
Diploma		Master of Science in Architecture																				
Academic year reference		2009-2010																				
		Distribution over competences (Art. 46 Directive 2005/36/CE)																				
cycle	year	course	contact hours	student work	total hours	total (ECTS)	theory (ECTS)	practice (ECTS)	I	II	III	IV	V	VI	VII	VIII	IX	X	XI			
									Art. 46.1.a	Art. 46.1.b	Art. 46.1.c	Art. 46.1.d	Art. 46.1.e	Art. 46.1.f	Art. 46.1.g	Art. 46.1.h	Art. 46.1.i	Art. 46.1.j	Art. 46.1.k			
master	3	Design II: autonomous assignment	91	209	300	4		4	4													
		Heritage and Theory	54	96	150	5	5			5												
		Building Equipment	54	96	150	5	5				5								5			
		Structure and Connection	54	96	150	5	5										5					
		Architecture in context C	54	96	150	5	5						5									
		Management	54	96	150	5	5															5
		Positioning I	54	96	150	6	6		6	6												
		Positioning II	54	96	150	6	6		6	6												
		Design	91	209	300	9	9		9	9												
	Bachelor Thesis	91	209	300	14	14		14	14													
	4	Building Technology Integration	54	96	150	5	5			3							1	1				
		Architecture & Sustainability	54	96	150	5	5				5											
		Landscape, Ecology and Urbanism	54	96	150	5	5				5											
		Climate Design & Sustainability	54	96	150	5	5			2												
		Design Studio semester 1	105	345	450	15	15		15	15				1				1				
		Design Studio semester 2	105	345	450	15	15		15	15												
		Elective courses (2)	105	195	300	10	10		10	3,70	1,67	0,93	0,37	1,11	0,37	0,37	0,74	0,37	0,19	0,19		
		Project Management	54	96	150	5	5										2			2	1	
Innovative and Sustainable Structures		54	96	150	5	5		5									5					
5	Design Studio 3	105	345	450	15	15		15	15													
	Elective courses (1)	54	96	150	5	5		5	0,91	0,73	0,64	0,27	0,49	0,73	0,09	0,18	0,73	0,00	0,22			
	Master Dissertation	180	720	900	30	30		30	30													
	Totaal		924	2526	3150	115	128,00	172,00	179,62	36,40	3,56	8,64	8,60	1,10	5,46	28,92	19,10	2,19	6,40	300		
								43%	57%	156,19	31,65	3,10	7,52	7,48	0,96	4,75	25,15	16,61	1,90	5,57		
		Master Architectuur (Dutch)	Architectuur (Dutch) Brussels	Architectuur (Dutch) Ghent	Master Architecture (English)	<b>Architecture (English) Ghent</b>	Architecture (English) Brussels															



# Article 46

Architecture must be the principal component of the study referred to in paragraph 1.

The study shall maintain a balance between theoretical and practical aspects of architectural training and shall guarantee at least the acquisition of the following knowledge, skills and competences:

## Section 8

### Architect

#### *Article 46*

##### **Training of architects**

1. Training as an architect shall comprise a total of at least four years of full-time study or six years of study, at least three years of which on a full-time basis, at a university or comparable teaching institution. The training must lead to successful completion of a university-level examination.

That training, which must be of university level, and of which architecture is the principal component, must maintain a balance between theoretical and practical aspects of architectural training and guarantee the acquisition of the following knowledge and skills:

- (a) ability to create architectural designs that satisfy both aesthetic and technical requirements;
- (b) adequate knowledge of the history and theories of architecture and the related arts, technologies and human sciences;
- (c) knowledge of the fine arts as an influence on the quality of architectural design;
- (d) adequate knowledge of urban design, planning and the skills involved in the planning process;
- (e) understanding of the relationship between people and buildings, and between buildings and their environment, and of the need to relate buildings and the spaces between them to human needs and scale;
- (f) understanding of the profession of architecture and the role of the architect in society, in particular in preparing briefs that take account of social factors;
- (g) understanding of the methods of investigation and preparation of the brief for a design project;
- (h) understanding of the structural design, constructional and engineering problems associated with building design;
- (i) adequate knowledge of physical problems and technologies and of the function of buildings so as to provide them with internal conditions of comfort and protection against the climate;
- (j) the necessary design skills to meet building users' requirements within the constraints imposed by cost factors and building regulations;
- (k) adequate knowledge of the industries, organisations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning.

2. The knowledge and skills listed in paragraph 1 may be amended in accordance with the procedure referred to in Article 58(2) with a view to adapting them to scientific and technical progress.

Such updates must not entail, for any Member State, any amendment of existing legislative principles relating to the structure of professions as regards training and the conditions of access by natural persons.

## Article 46

Architecture must be the principal component of the study referred to in paragraph 1.

The study shall maintain a balance between theoretical and practical aspects of architectural training and shall

guarantee at least the acquisition of the following knowledge, skills and competences:

- (a) ability to create architectural designs that satisfy both aesthetic and technical requirements;
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**Open to interpretation**

# Internationalisation

Interconnected Europe?  
Architecture, (as) a mindset  
Bologna?  
Competent authorities?  
**Inclusivity**  
Lifelong learning

**Inclusion, one of the three inseparable NEB values**, is about encouraging a dialogue across cultures, disciplines, genders and ages. The EU is thereby seeking to recover the potential of design to get involved in the political programs of a society. The search for the opening of new critical avenues promoting continuous improvement when rescuing ideas of critical production and the ability to think through design is rightly emphasized.

Adding *aesthetics*, the other important NEB pillar, to *inclusion* automatically opens gates to artistic environments, as the NEB Festival (Brussels, June 2022) clearly shows. A lot of events and projects in this festival focus on art reflecting visions on our society, on creative informatics and data-driven innovation, on creative and artistic crafts and on the recurring buzz concept of 'art & science'. On the showcase, you'll find products, ideas, concepts or results.

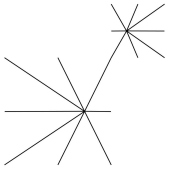
In this paper, we will look into the people who ensure that all these wild ideas can be executed, who can turn imagination into practice, who can install, who can transform. Who are these people working with artistic, operational, technical, and commercial needs for all types of arts and culture venues and buildings? Designing and consulting transformations.

The European Erasmus+ "Architecture's Afterlife" research project, an in-depth quantitative and qualitative study looking into the diverse trajectories of architecture alumni, clearly showed that skills and competences learned during AE lead to ....

A large number of alumni is using the right tools, instruments and approaches for enabling ...

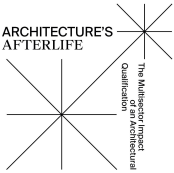
The NEB calls for new ideas about the lived space. This space includes festivals, films, theatre, photography, scenography, etc.

**Curricula, conferences, research bodies, competent authorities need to focus on this group. Inclusion!!!**



## WHAT IS THE POINT

Our education builds competences, we want to see more of this



### 1./ SHOWING THE INVISIBLE VALUES AND COMMUNITIES

Architect-ure as

- An identity (who) and
- A modus operandi (competences)

### 2./ THE IN- OF THE OUTPUT

- > The drive of the architect
- > Crediting the competences

### 3./ A CHAMBER FOR DEVIATED ARCHITECTS

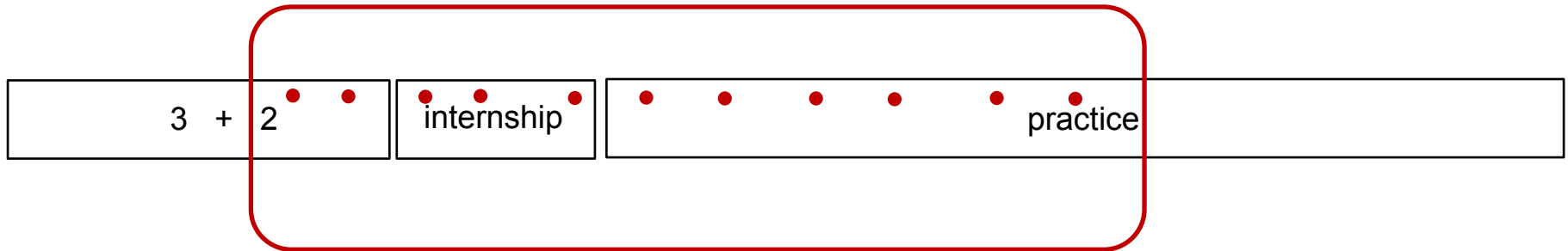
- > Build recognition
- > Representation for beyond architect-ure

Bologna

# Internationalisation

Interconnected Europe?  
Architecture, (as) a mindset  
Bologna?  
Competent authorities?  
Inclusivity  
Lifelong learning

Life Long Learning



Continuum  
Internship portfolio-based



[Main Conference Hall](#) Moderated by [Dag Boutsen](#)

## ROUND TABLE

### Future of Architects' Profession

A conversation will be established between distinguished guests about the profession of architecture and the future that awaits it. Among other topics, there will be a debate on interconnected Europe, architecture as a mindset, Bologna, competent authorities, inclusivity as a NEB-component and lifelong learning.

#### Participants:

[OYA ATALAY FRANCK](#) (President of European Association for Architectural Education, [EAAE](#))

[SHARON HAAR](#) (President of the Association of Collegiate Schools of Architecture, [ACSA](#))

[RUTH SCHAGEMANN](#) (President of the Architects' Council of Europe, [ACE](#))

[ANNA RAMOS](#) (Director of [Fundació Mies van der Rohe](#))

[DUBRAVKO BACIC](#) (Architects' Council of Europe, [ACE](#))

[MICHAEL MONTI](#) (Association of Collegiate Schools of Architecture, [ACSA](#))

[THOMAS VONIER](#) (International Union of Architects, [IUA](#). Former President)

“Future of Architects’ Profession” - Round  
Table EAAE Annual Conference Madrid 2022  
EAAE/ ACE /ACSA / ENACA / YTAA- MVRF/ UIA

- Core of Architectural Education and Professional Identity
- Quality Assurance (Quantity vs. Quality):  
Dual-Education-System, Internationalization,  
Mobilization/Exchange
- Qualification and Access to the profession (EU Directives Article 46)
- Future of Education and Profession



THE NEW EUROPEAN BAUHAUS AND DESIGN EDUCATION / Session 7 Learning from professional practice

# AN ANTHOLOGY FOR THE INVISIBLE BEYOND ARCHITECT-URE

Hanne Van Reusel

Department of Architectue, KU Leuven, Belgium  
Hanne.vanreusel@kuleuven.be

Dag Boutsen

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Michela Barosio

Department of Design, Politecnico di Torino, Italy  
michela.barosio@polito.it



## WHAT DOES IT MEAN TO BE AN ARCHITECT?

A couple of questions from the Architecture's Afterlife study...



## WHAT DOES IT MEAN TO BE AN ARCHITECT?

The NEB is calling

### Beautiful | sustainable | together

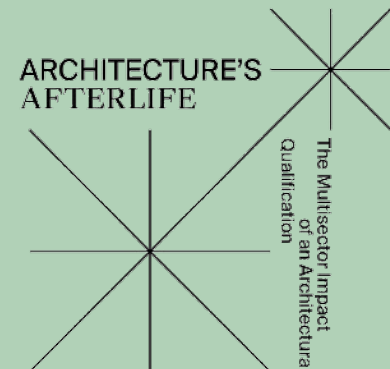
Stressing the need to imagine and build  
for a sustainable and inclusive future

Marking the potential of art and culture

Looking for dialogue across disciplines

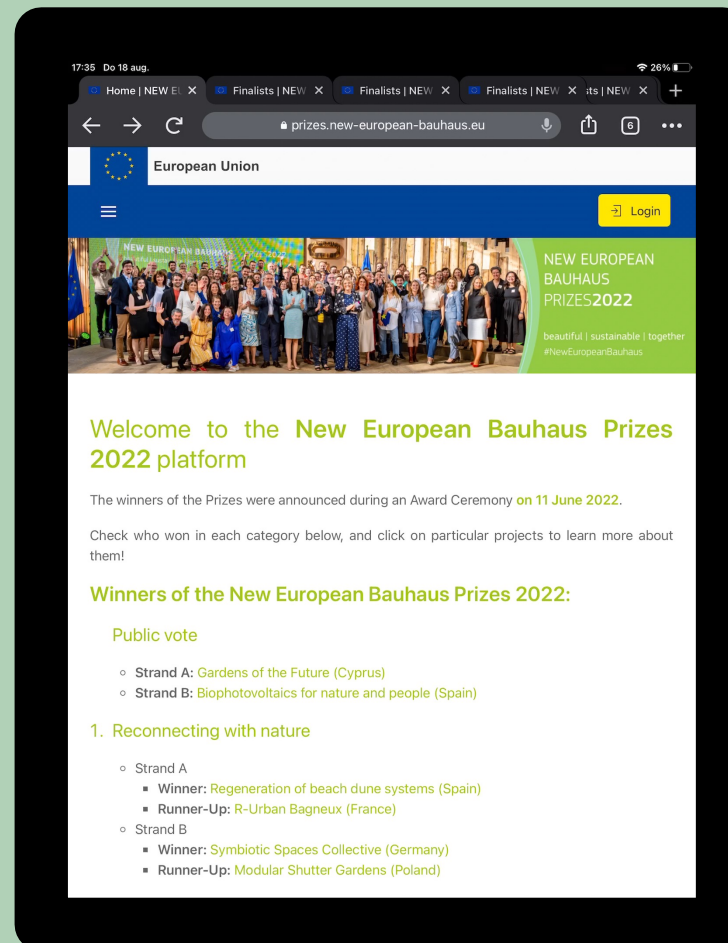
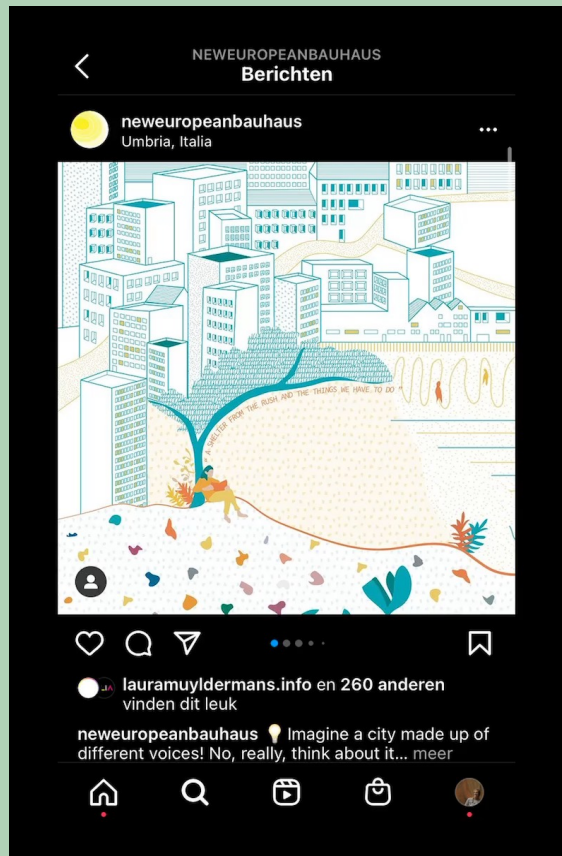
And much more...

-> **As architects we hear our calling**



## WHAT DOES IT MEAN TO BE AN ARCHITECT TODAY?

What we see in the NEB



## BEYOND ARCHITECT-URE

What we can't see in the NEB

What is the **process** behind the result?

**Which communities** are behind the project?

What is the **drive** of the persons behind the project?

What are their **competences and skills**?

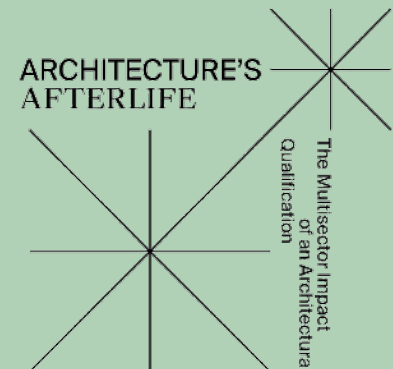
How did they train their skills?

What is the role of (architectural) education?

Which skills and competences are acquired by education?

And which might be better acquired through experience?

-> How can we learn from these -often left invisible- practitioners?



## AN ANTHOLOGY

A collection of beyond architects and their stories

“For sure. **So everything that I do, I feel that I'm an architect** and that is the reason why I'm doing things that way, apart from all the other skills, experience, blah, blah, blah, blah. I feel myself as an architect, when I do something and I can recognize my architecture background in what I'm doing. I mean, only an architect could have done something or somebody with an architecture background could have done that specific specific project in lighting design in such a way. So yes, it is there, **it's a way of thinking of looking at things of behaving, of communicating. It's a way of being really.**” (...) “It is there because **it's part of you, it's part of your education, your way of, again, looking at things, doing things, sorting out, problems, enjoy life, whatever.**”

**"On one hand, in architecture there are a lot of scales and levels of scales. Sometimes you work for some projects in millimeters and then you turn to bigger scale projects in meter.** And sometimes you even, if you work on the city level, you work in in kilometers, and so you have a really big range. And in our cities, we cannot touch all of them, but actually in the projects that we are doing, you have all of them. And, I don't know if I can say really, I find it hard to say... Because they say I have a profile who is working in this a lot, there is kind of baseline that is the same.





## WHAT IS THE POINT

Our education builds competences, we want to see more of these

### 1./ SHOWING THE INVISIBLE VALUES AND COMMUNITIES

Architect-ure as

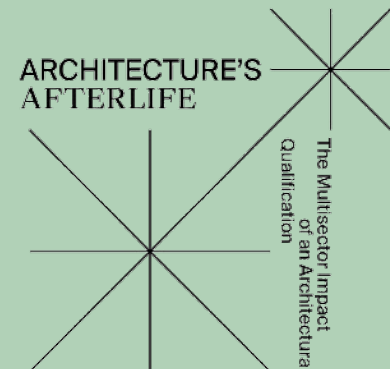
- An identity (who) and
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- > The drive of the architect
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## ARCHITECTURE'S AFTERLIFE

The Multisector Impact  
of an Architectural  
Qualification

[architectures-afterlife.com](https://architectures-afterlife.com)  
FB [architectures.afterlife](https://architectures.afterlife)

**EAAE**

Annual Conference +  
General Assembly 2022



Universidad Politécnica de Madrid (UPM)  
ETS de Arquitectura de Madrid (ETSAM)



TOWARDS A  
NEW EUROPEAN  
BAUHAUS

THE NEW EUROPEAN BAUHAUS AND CONTEMPORARY DESIGN / Participatory Designs

# MULTIDISCIPLINARITY IN ACTION: DEFINING COLLABORATIVE DESIGN

Federica Vannucchi

Pratt Institute School of Architecture  
fvannucc@pratt.edu

Mia Roth-Čerina

Faculty of Architecture University of Zagreb  
mroth@arhitekt.hr

Top
Section 1 - General Provisions
Section 2 - Doctors of medicine
Section 3 - Nurses responsible for general care
Section 4 - Dental practitioners
Section 5 - Veterinary surgeons
Section 6 - Midwives
Section 7 - Pharmacist
Section 8 - Architect
Article 46 - Training of architects
Article 47 - Derogations from the conditions for the training of architects
Article 48 - Pursuit of the professional activities of architects
Article 49 - Acquired rights specific to architects
CHAPTER IV - Common provisions on establishment
TITLE IV - DETAILED RULES FOR PURSUING THE PROFESSION
TITLE V - ADMINISTRATIVE COOPERATION AND RESPONSIBILITY

## Section 8

## Architect

## Article 46

## Training of architects

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2. The knowledge and skills listed in paragraph 1 may be amended in accordance with the procedure referred to in Article 58(2) with a view to adapting them to scientific and technical progress.

## **what does it mean to be “in society”?**



**mass of people**

**individuals**

**humanity**

**the public**

**civilians**

**greatest number**

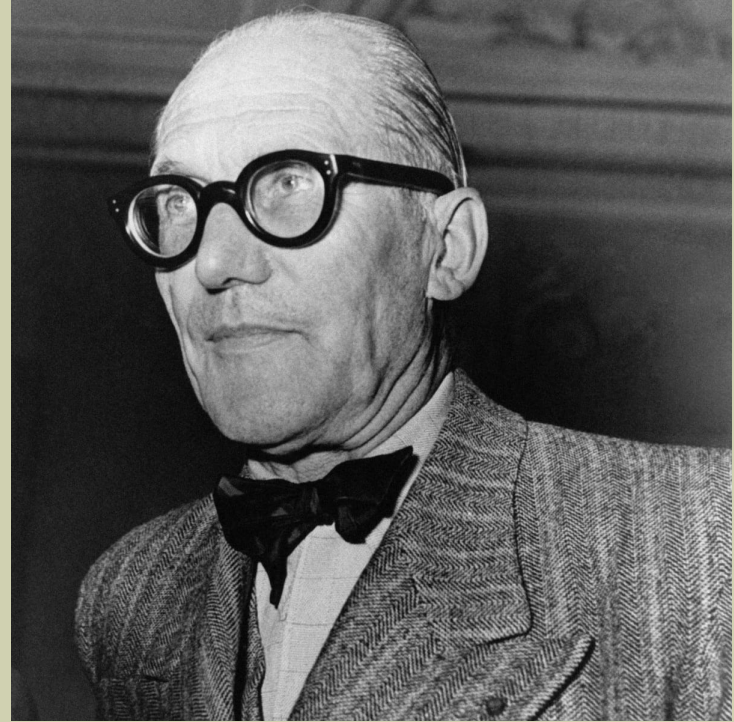
**clients**

**communities**

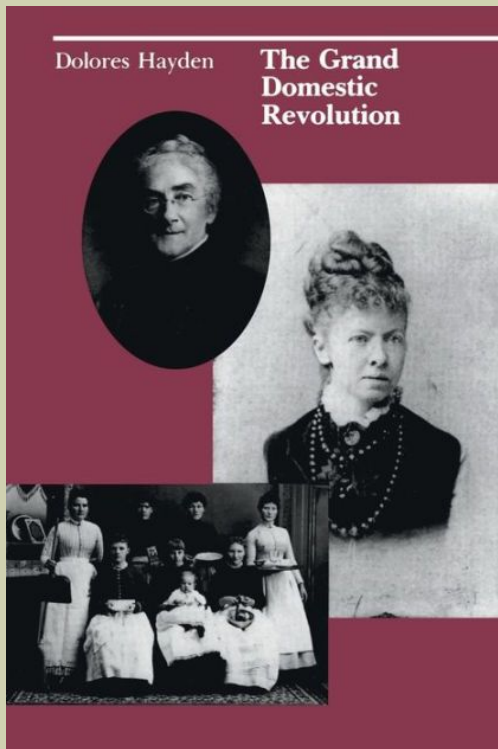
...



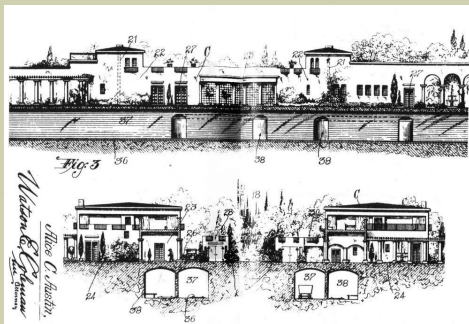
# architecture and the Avant-gard complex



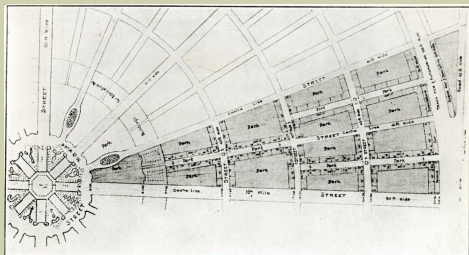
Le Corbusier (1897-1965)



Dolores Hayden, *The Grand Domestic Revolution*.



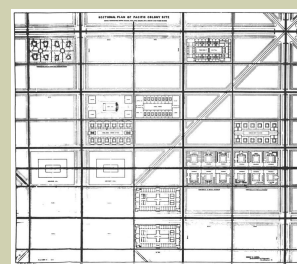
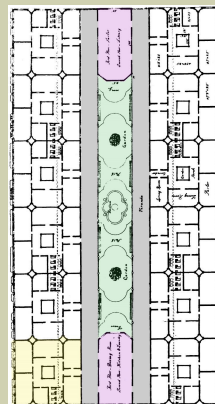
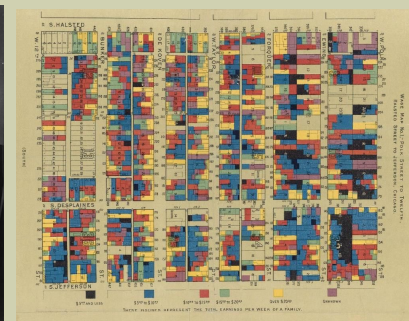
Alice Constance Austin, sketches of an ideal city from a patent application, ca. 1916.



Alice Constance Austin, Proposals for Llano del Rio settlement, California (1915)

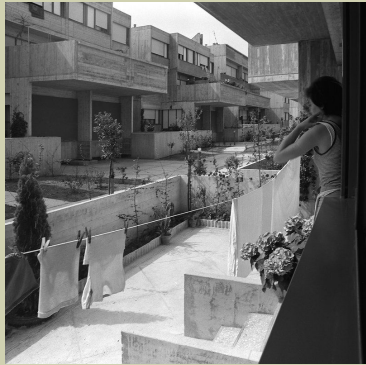


Jane Addams at Hull House

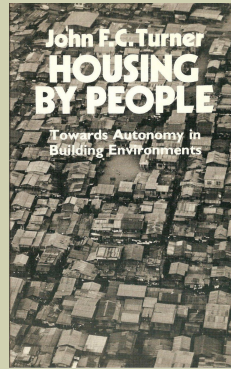


Marie Howland, Albert Kimsey Owen, and John Deery, partial site plan, Pacific Colony, Topolobampo, Mexico, 1885

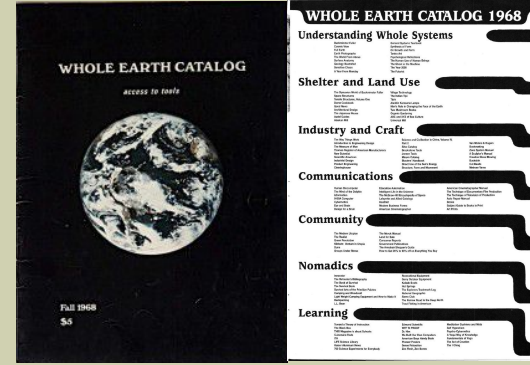
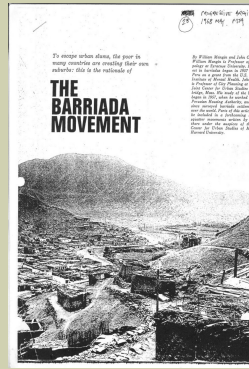




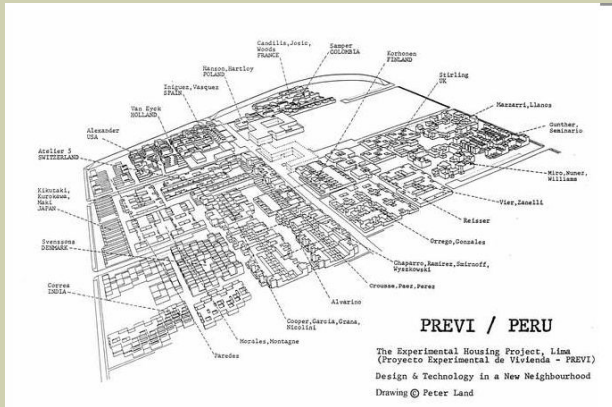
Giancarlo De Carlo,  
Villaggio Matteotti,  
Terni, Italy, 1969



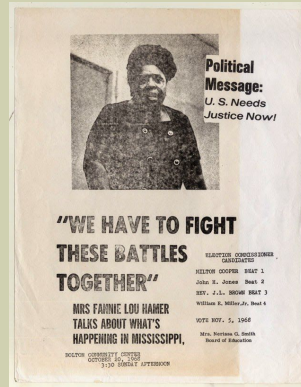
John F.C. Turner, "The Barriada Movement", 1968



Whole Earth Catalogue, Issue 1, 1968



PREVI Competition, Lima, Peru, 1966-1974



Fannie Lou Hamer,  
founder of the  
Freedom Farm, 1969,  
in Sunflower  
County, Mississippi,



Drop City, Colorado, 1965-1973



## **how are these opposing roles taught in European architecture schools ?**

## Architecture's Afterlife

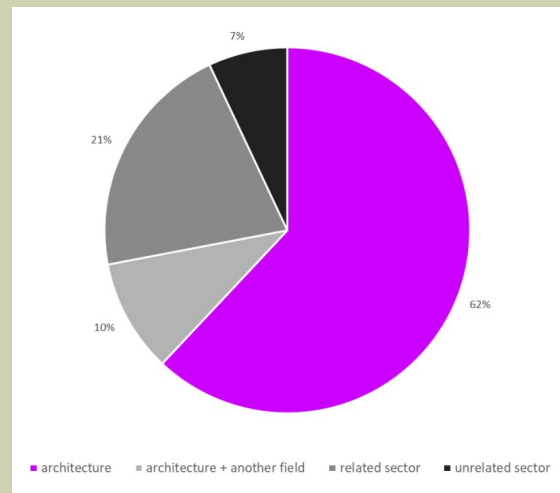
The Study provides a **quantitative and qualitative analysis** of architecture graduates in Europe. In particular:

1. it asks some general information about the respondents
2. it maps the competencies acquired in architecture schools and compares them with the ones needed in their professional paths.
3. it investigates some topics of interest, such as, education pathways, drop-out pathways, mobility, employment, life satisfaction, work-life balance, job satisfaction, perceived success, and financial security.

The Architecture's Afterlife Survey concludes that:

**38%** of the Afterlife survey respondents have indicated that they are working, either exclusively or partially, in sectors other than architecture.

**62%** of the respondents are working in architecture



## Architecture's Afterlife on collective work and individual responsibilities

While historically the teaching and practice of architecture have relied on the “avant-garde” model, that is, of a leading intellectual elite (the Fountainhead complex), architecture graduates are exploring collaborative, inclusive, interdisciplinary practices. Yet architects do also evaluate the importance of personal competencies and individual responsibilities in their practices.

The **Afterlife Survey** has highlighted that the most used competences are both “personal competences” and “cooperation competences” but while the former are adequately taught in school, the latter are not. Instead, “diversity competences” are in between.

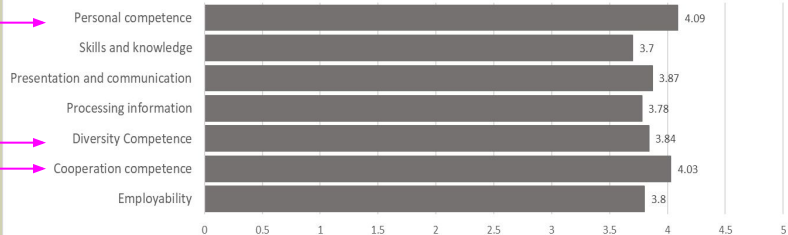
**PERSONAL COMPETENCES:** Determination; Work ethic; Endurance; Handling criticism; Flexibility; Constant learning and self-improvement; Dealing with uncertainty / being able to function in conditions of uncertainty

**COOPERATION COMPETENCES:** Working with clients; Collaboration skills; Mediating skills

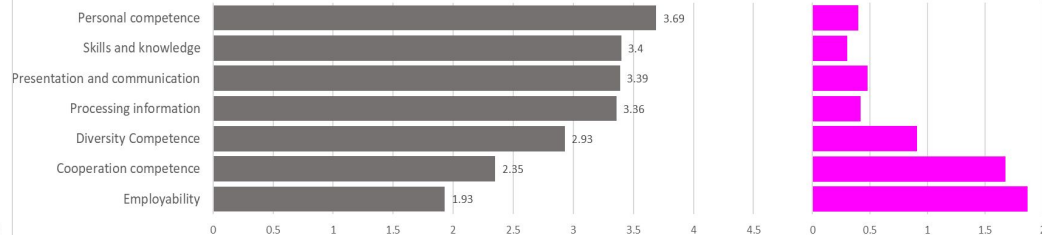
**DIVERSITY COMPETENCES:** Empathy; Openness to other views and ways of living

### Afterlife survey:

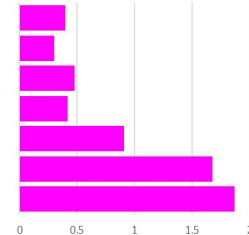
how often do you use?

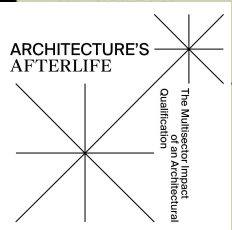


how well did you acquire?



match/mismatch

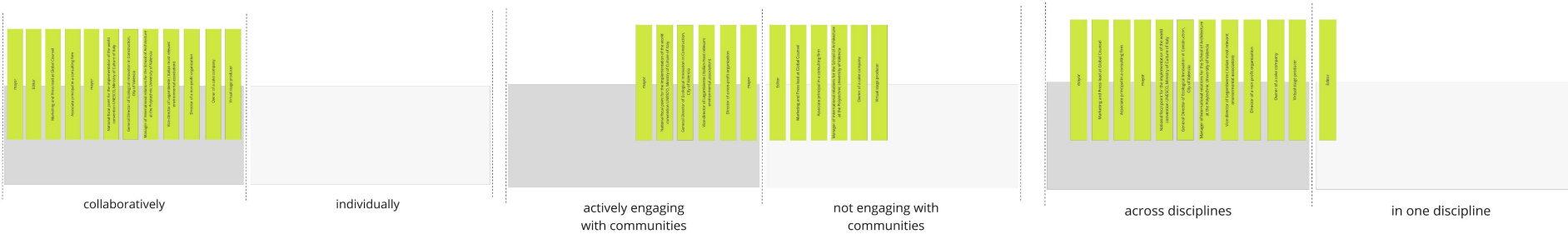




## Architecture's Afterlife on collective work and individual responsibilities

The **in-depth interviews** explore what kind of collaborative work is performed by the interviewees. Two aspects here are important: 1. whether the work performed does engage with communities; 2. whether it requires interdisciplinary expertises, thus a larger group of people to be performed.

### In-depth interviews:



## Architecture's Afterlife

### on collective work and individual responsibilities

The **in-depth interviews** explore what kind of collaborative work is performed by the interviewees. Two aspects here are important: 1. whether the work performed does engage with communities; 2. whether it requires interdisciplinary expertises, thus a larger group of people to be performed. Both were often mentioned by the people interviewed.

#### In-depth interviews:

##### Director of a non-profit organization (BE):

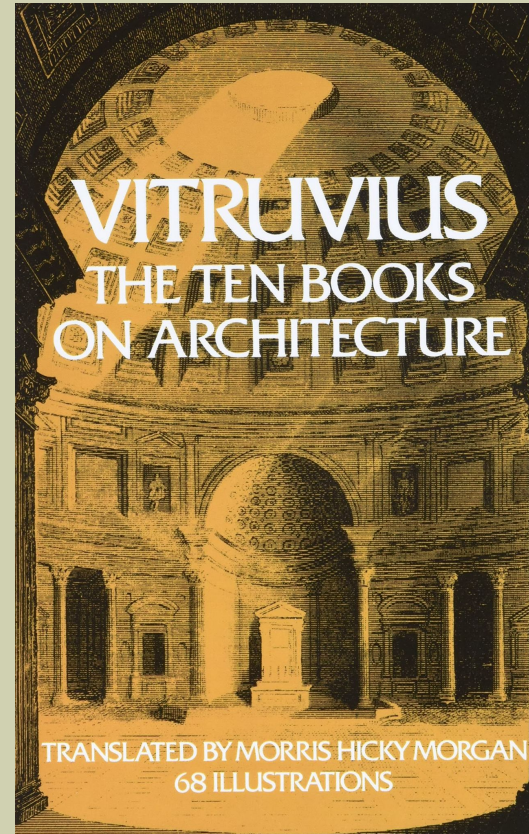
I'm almost like a **translation machine** between architects, engineers, university professors, blah, blah, blah, blah. And I'm smart enough to understand what they're saying, even without maybe getting all the nuances, but I'm equally comfortable talking to a homeless guy, having lunch with him who has come to eat cause he has no food or with the kids from the neighborhood who are bored as hell.

**Mayor (CR):** Communication and negotiation skills are the most important skills in my job. Each day I have a number of meetings with all kinds of experts, often on opposing sides. To understand their position and to mitigate them you have to be a sort of a diplomate, which isn't always easy.

**National focal point for the UNESCO, Ministry of Culture of Italy (IT):** my work is in teams. One of the most important items is the participation of communities to all the activities. That means that, in our teams, there are representatives of civil society. And so apart from technicians and politicians we work with, civil society in different forms.



The Ten Books on Architecture, Vitruvius stated that an architect has to be conversant in matters related to geometry, history, philosophy, music, medicine, jurisprudence, astronomy, and the theory of the heavens.






Recording... View

Federica Vannucchi mia roth Dag Boutsen Carla

hrvoje njiric \_V\_JDeWalsche david.gloster@riba.org Lynne Dearborn

Thomas Vonier michela barosio roberto cavallo saverio mecca

Anna-Maria Meister Harriet Harriss

Mute Stop Video Security Participants 15 Chat Share Screen Pause/Stop Recording Reactions Leave



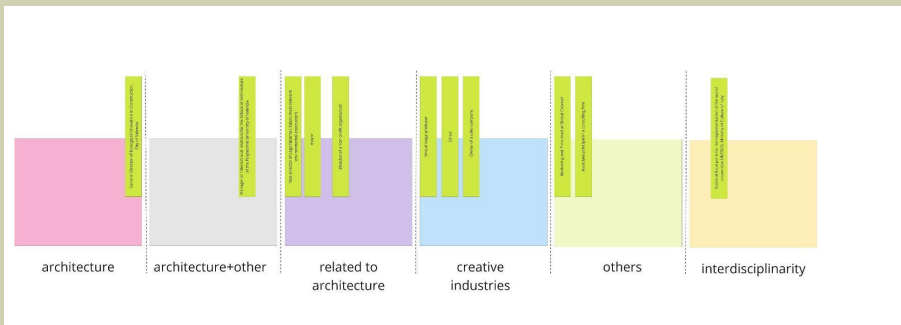


## Architecture's Afterlife

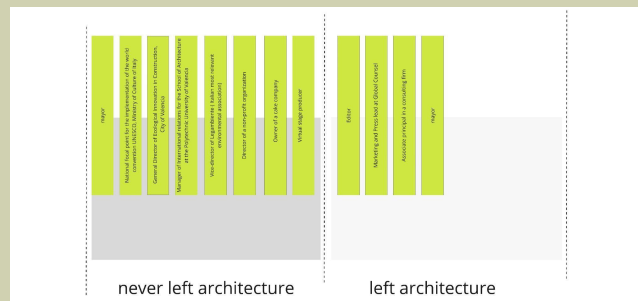
# blurred limits between architecture and other sectors

As perceived, the limits between architecture and other sectors are rather blurred. Reasons for the lack of definition of these limits mentioned by the interviewees are: 1. the adaptability of the “design method” to different sectors; 2. an all-encompassing interdisciplinary knowledge acquired in school; 3. awareness of societal problems and ambition to address them; 4. the very fact that architecture does deal with space and space making lends itself to a variety of applications.

### What sector are you working on?



### Do you feel that you have left architecture?



## Architecture's Afterlife

### Architecture (as) a 'method', a 'modus operandi'

The in-depth interviews often show a clear awareness of a “design method”, an intellectual process that architecture education teaches and architecture graduates use both in architecture, jobs related to architecture, creative industries and outside of architecture.

**Architect working on green architecture :** Being able to do strong analysis, turning information in a certain kind of conclusion and that conclusion, you try to turn it into space or to something which is a little bit more structured and that can be useful for many people

**Mayor (CR):** I would say that the greatest benefit I got during my studies is an **interdisciplinary approach**, i.e. being open to all other experts and expertise and knowing how to learn from them and how to interconnect them. City is an enormously complex mechanism: one has to cope with simultaneous (often opposing) forces and mitigate them in a way.

**Urban Designer working with communities (BE):** On one hand, in architecture there are **a lot of scales** and levels of scales. Sometimes you work for some projects in millimeters and then you turn to bigger scale projects in meter. And sometimes you even, if you work on the city level, you work in kilometers, and so you have a really big range. And in our cities, we cannot touch all of them, but actually in the projects that we are doing, you have all of them.

**Vice-director of environmental association (IT) :** I think it is a good thing to be an architect. It's something that you can bring in, in the work, in the challenge that you have, it's an approach. [...] An approach that always puts the problem or the target inside an environment, a landscape not only a natural landscape, but also an urban environment, and people. And this is something that I think depends on the studies in architecture: I always have a, I always try **to imagine the future**. So every time that I deal with something, I try to imagine how that place, that the project could change in a better way. And no, always try to imagine something different. And I think this is the main skill that I bring to every kind of situation. And I think it comes from because I'm an architect. [...] What you learn from projects and planning is that you always have to remember that **you have to imagine the future and you have to answer some questions and problems**. And so the first thing is questions and problems. And every time you have to deal with something, you must focus on that. Then for me, troupe problems you find a solution.

**Director of a non-profit organization (BE):** **architecture gives you a toolbox** which is invaluable. [as an architect] I'm almost like a **translation machine** between architects, engineers, university professors, [...] and people, including homeless and disadvantaged people.



Culturgem, Brussels, 2014–present







Cultureghem, Brussels, 2014-present





Cultureghem, Brussels, 2014-present



thank you!