

INTRODUCTION

To the contents that made up the teaching of architecture have been added educational concerns that most appropriately include a renewed look at the environment, the sustainability and the social and professional responsibility of the architects. We point out the functional rehabilitation and the enhancement of environmental comfort of old buildings, establishing not only quantitative and qualitative techniques, but also involving a reflection on the compatibility of the use of space with historical and cultural value of buildings; the use of modern materials and techniques in old buildings and the use of traditional techniques in contemporary architecture; the concern for the safety of persons and property, studying devices to provide against the possibility of natural disasters, fires, floods, earthquakes, cyclones.

The *Report and recommendations on training in architecture, adopted by the Advisory Committee of the European Communities (May 1989)* referred in its point VII-Specialization: “*The specialization in Architecture is increasingly useful, and may be based on adequate research. All students should be aware of this field of study, and some of them may guide their future career to specializations of their architecture degree.*” The Bologna Process has been allowing and encouraging it.

The rehabilitation domain, beyond the requirements of the methodology of the architectural design and general knowledge of technology has proper specificities complementary, such as the ethical stance towards the cultural heritage to the materials and repair techniques, conservation and preservation, and also the site organization and the conducting work on site. The current economic momentum makes this area essential.

Increasingly the young architects must be able to respond to specific requests in geographical and cultural environments different from those where they have their usual experiences, and can even come to practice the profession on an ongoing basis in foreign countries. A good understanding of the territorial and social mosaic that is Europe will be basic to learn the profession and to this has greatly contributed the *Erasmus Program*. The multiplicity of facets, corresponding to the cultural differences that are revealed in concrete problems, that they will have to solve, range from the specificity of the order and setting the program to the broader field of knowledge. Our University, through its Colleges of Architecture and Arts, and modestly through this magazine, aims to contribute to it.

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