

ABSTRACT - 3. UNIVERSALISM AND DIVERSITY: REREADING THE DOCTRINAL DOCUMENTS FROM DIVERSE PERSPECTIVES - A DISCUSSION ON THE IMPORTANCE OF THE VENICE CHARTER (AND OTHER RELATED DOCTRINAL DOCUMENTS) THROUGH DIVERSE EPISTEMOLOGIES AND PERSPECTIVES, ACKNOWLEDGING THE CULTURAL DIVERSITY OF HERITAGE AND EXPLORING CONTRIBUTIONS FROM THE GLOBAL SOUTH.

BETWEEN THEORY AND DESIGN PRACTICE: THE APPLICABILITY OF THE CONCEPTUAL FOUNDATIONS OF THE VENICE CHARTER IN THE CONTEXT OF THE PROFESSIONAL TRAINING OF ARCHITECTS AND URBAN PLANNERS IN BRAZIL

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The discussion surrounding the conservation and restoration of areas and buildings of heritage value, recognized as historical monuments, stems from a significant international movement. This movement is documented in various texts that aim to explore definitions, principles, and strategies for safeguarding these assets, which carry the spiritual and cultural messages of a people. Among these texts, the Venice Charter (1964) plays a crucial role. It highlights that the conservation of a monument "is always facilitated by its being put to some socially useful purpose," emphasizing its usability. This consideration even extends to the possibility of physical alterations (new construction, destruction, modification) of the monuments, as long as the character of the place is respected.

Based on this premise, it is important to reflect on the ways of intervening in buildings and areas of recognized heritage value, highlighting the role of professionals working in this field (especially architects and urban planners). In Brazil, some reflections point to practices often characterized by arbitrariness and a complete lack of methodological rigor. This issue is largely related to the lack of careful training (theoretical, technical, and practical).

This article aims to discuss the importance of theoretical-technical rigor in the education of these professionals, given the new challenges facing the practice of heritage preservation, which have extended beyond material concerns to incorporate the intangible into their discussions. Professionals must address not only technical issues related to form, function, and legislation but also respond to seemingly conflicting demands: How to preserve while fostering creativity? How to intervene without compromising the authenticity, integrity, and intrinsic values of the assets? How to manage the inseparability between the material and intangible aspects of these assets?

This reflection will be conducted through a reinterpretation of the principles presented in the Venice Charter (and other related documents), and through the analysis of design exercises carried out by students in the Architecture and Urbanism courses at the Federal University of Pernambuco and the Federal University of Rural Semi-Arid.

Do the premises of the Venice Charter have the capability to address contemporary challenges and still be applicable to the context of each culture and place? There is a necessary connection between theoretical reflection and design exercises in academic training, aiming to sensitize future professionals to be conscious of their responsibilities, including "Ensuring the right to knowledge and memory that the assets carry".

Palavras-chave: venice charter; new challenges; academic education.