



DECLARATION OF AMSTERDAM 2007

1. Nowadays children and adolescents spend a considerable part of their youth in school. For some of them it will be their primary home. It is in school they live through a crucial phase of their development. What they experience there lays a foundation that will last a lifetime, a joyful self-formation and development and an active participation in society. Through architecture schools should represent 'landscapes' for working and learning, places to hang around, places to communicate and offer new possibilities for physical movement.
2. Schools as prepared environments for children and young people should be determined by the vitality of a free but well-regulated community. The furtherance of different forms of self-controlled learning should find its match in different designs for space. The culture of building and the culture of learning should be in accordance.
3. In Montessori theory child development is a function of human potential and the ever changing environment. In order to optimise the child's development the environment is conditioned i.e.: the prepared environment. This prepared environment is geared to the child's needs and to the natural, cultural and social changes as well.
4. The building, as part of the prepared environment, should strengthen the development of children. Architecture *and* space should stimulate the motor and cognitive development of the child, without forgetting their impact on emotional behaviour.
5. In the school building regulations of many countries schools are defined as the sum total of classrooms and special rooms strongly standardized and attuned to teacher- oriented education. These regulations should be reconsidered, revised and reformulated for living and learning in a future-oriented school.
6. When building new schools and renovating existing ones it is necessary to genuinely involve the students, teachers and parents, whom it concerns, at an early stage of the planning.