European Association for Architectural Education
Association Européenne pour l'Enseignement de l'Architecture

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EAAE News Sheet
Bulletin **I** **2006** **I** Oct. / *Oct*

Editorial

News Sheet Editor - Anne Elisabeth Toft

Dear Reader

The cover photo of the magazine shows the jury members of the **International VELUX Award 2006 for Students of Architecture: Róisin Heneghan, Kengo Kuma, Omar Rabie, Per Olaf Fjeld** (EAAE), **Massimo Buccilli** (VELUX) and **Douglas Steidl** (UIA). The photo was taken in Madrid, Spain, where the jury met in June to evaluate all award entries on the criteria of conceptual idea, experimental thinking and critical discussion before they settled on the winners.

In total, **VELUX** received 557 award entries from 225 schools in 53 countries. The 20 winners represent Europe, Oceania, Asia as well as the Americas. The winners were celebrated at a big festivity at the Guggenheim Museum in Bilbao, Spain, on 23 October.

The **International VELUX Award for Students of Architecture** takes place every second year. According to VELUX – the Danish manufacturer of roof windows – the award is an important element in the company's continuous dialogue with the architectural profession. On page 43 you can read more about the **International VELUX Award 2006 for Students of Architecture**, which is organized in co-operation with the **EAAE** and the **UIA**. On page 45 you will find a presentation of the winning entries.

VELUX not only sponsors the **International VELUX Award for Students of Architecture**, it also sponsors the **EAAE Prize 'Writings in Architectural Education'**. The **EAAE Prize**, which was first awarded in 1991, is organized by EAAE Project Leader **Ebbe Harder** (Denmark). On behalf of the EAAE he invites authors to submit papers before **8 March 2007**. Papers should address the theme: **Representation in Architecture. Communication – Meaning – Visions**. All accepted papers will be presented at a conference in Copenhagen in May 2007, after which the jury will point out the winners. The jury consists of **Hilde Heynen** (Chair, EAAE), **Leen Van Duin** (EAAE), **Allen Cunningham**, **Ole Bouman** and **Paola Vigano**. On page 7 you can read more about the **EAAE Prize**.

On page 8 EAAE Project Leader **Emil Popescu** (Romania) gives us the latest news on the **EAAE-Lafarge International Competition for Students of Architecture**. He informs us that more than 160

Cher lecteur

*La photo de couverture montre les membres du Jury du **Prix VELUX international d'architecture 2006** réservé aux Etudiants d'Architecture: **Róisin Heneghan, Kengo Kuma, Omar Rabie, Per Olaf Fjeld** (AEEA), **Massimo Buccilli** (VELUX) et **Douglas Steidl** (UIA/Union internationale des Architectes). La photo a été prise à Madrid, en Espagne, où le Jury s'est réuni en juin pour évaluer toutes les contributions selon des critères prenant en compte l'idée conceptuelle, la pensée expérimentale et le débat critique, avant de désigner les gagnants. VELUX a reçu un total de 557 propositions en provenance de 225 Ecoles de 53 pays. Les 20 gagnants représentent l'Europe, l'Océanie, l'Asie et aussi l'Amérique. Une fête fut organisée le 23 octobre en l'honneur des gagnants dans le Musée Guggenheim de Bilbao, en Espagne.*

*La **Prix international VELUX offert aux Etudiants d'Architecture** est attribué tous les deux ans. Le fabricant danois de fenêtres pour les toits estime que cette récompense est un élément important du dialogue que VELUX entretient en continu avec les architectes. Vous trouverez en page 43 plus de détails sur ce **Prix VELUX 2006**, organisé en coopération avec l'AEEA et l'UIA. Les contributions des gagnants vous sont présentées en page 45.*

*VELUX ne sponsorise pas seulement le **Prix international pour les Etudiants d'Architecture** - VELUX sponsorise également le **Prix de l'AEEA: Ecrits sur l'Enseignement de l'Architecture**. Celui-ci existe depuis 1991, il est organisé par le Chef de Projets de l'AEEA, **Ebbe Harder** (Danemark). Au nom de l'AEEA, Ebbe Harder invite tous les intéressés à soumettre leurs textes avant le **8 mars 2007**. Le thème à traiter est le suivant: **Representation in Architecture (La Représentation dans l'Architecture). Communication - Meaning - Visions (Communication - Signification - Visions)**. Tous les écrits acceptés seront présentés à l'occasion d'une Conférence à Copenhague en mai 2007, après quoi le Jury désignera les lauréats. La composition du Jury est la suivante: **Hilde Heynen** (Présidence, AEEA), **Leen Van Duin** (AEEA), **Allen Cunningham, Ole Bouman** et **Paola Vigano**. Consultez la page 7 pour en savoir plus sur le **Prix de l'AEEA**.*

*Emil Popescu (Roumanie), Chef de Projets de l'AEEA, nous tient informés en page 8 du **Concours***

students have entered the competition, which deals with the **recovering of the architecture of forgotten urban spaces**. An international jury consisting of **Alvaro Siza** (Portugal); **Luigi Snozzi** (Switzerland); **Constantin Spiridonidis** (Greece); **Emil Barbu Popescu** (Romania); **James Horan** (Ireland); **Per Olaf Fjeld** (Norway); and a Lafarge representative will meet in Bucharest, Romania, in the beginning of November 2006. Approximately one month later in December 2006 the jury will announce the winner(s) of the competition at an exhibition of the competition entries.

Also taking place in November 2006 is the **Fifth EAAE-ENHSA Construction Teachers' Subnetwork Workshop.** The workshop is hosted by the School of Architecture, University IUAV in Venice, Italy, and is organised by EAAE Council Member **Maria Voyatzaki** (Greece) who announces it on page 10.

EAAE Council Member **Herman Neuckermans** is announcing a new project: the EU-funded **MACE project,** which sets out to transform the ways of eLearning of architecture in Europe. The project, which you can read more about on page 55, will last for three years and started on 1 September 2006.

On page 19 new EAAE Council Member **Stefano Musso** (Italy) reports from a meeting between the council members and project leaders of the EAAE and a number of deans of Italian schools of architecture. The meeting which was organised by Mr. Musso took place in Genoa, Italy, on 5 May 2006. The aim of the meeting was to strengthen the connection between the EAAE and the Italian schools of architecture. Similar meetings are planned to take place in more European countries in the near future.

Organised as a joint conference between the **EAAE**, the **Raymond Lemaire International Centre for Conservation,** and the **Aachen Lehr- und Forschungsgebiet Stadbaugeschichte**, the international conference on conservation **Conservation in Changing Societies. Heritage and Development** took place in Leuven, Belgium, from 22 to 25 May 2006. **Christina Purcar** who is a PhD student at the ASRO/RLICC in Leuven participated in the conference which gathered more than 200 people from all over the world. On page 24 you can read

international Lafarge - AEEA ouvert aux Etudiants d'Architecture. Il nous informe qu'il y a plus de 160 inscrits au Concours Recovering of the architecture of forgotten urban spaces (Retrouver l'Architecture des Espaces urbains oubliés). Un Jury international composé de Alvaro Siza (Portugal), Luigi Snozzi (Suisse), Constantin Spiridonidis (Grèce), Emil Barbu Popescu (Roumanie), James Horan (Irlande), Per Olaf Fjeld (Norvège) et d'un représentant de la société Lafarge s'est réuni à Bucarest, Roumanie, au début du mois de novembre 2006. Un mois plus tard, en décembre 2006, le Jury annoncera le nom du ou des gagnant(s) du Concours lors de l'exposition des projets récompensés.

*Au cours du mois de novembre 2006 s'est **tenu aussi le cinquième Atelier du sous-réseau des Enseignants de la Construction au sein de l'AEEA-ENHSA.** L'Ecole d'Architecture de l'Université IUAV à Venise, en Italie, accueillera cet Atelier organisé par **Maria Voyatzaki** (Grèce), Membre du Conseil de l'AEEA, qui vous l'annonce en page 10.*

*Herman Neuckermans, Membre du Conseil de l'AEEA, vous fait part d'un nouveau projet - le **Projet MACE** créé par l'UE, qui cherche à transformer les méthodes de e-learning dans l'enseignement de l'architecture en Europe. Ce projet, lancé le 1er septembre 2006 pour une période de trois ans, vous est présenté plus en détails en page 55.*

Stefano Musso, nouveau Membre du Conseil de l'AEEA, nous rend compte en page 19 d'une réunion qui rassemble les Membres du Conseil et les Chefs de Projets de l'AEEA ainsi que plusieurs Doyens d'Ecoles d'Architecture italiennes. Cette réunion organisée par Stefano Musso s'est tenue à Gènes, en Italie, le 5 mai 2006. L'objectif était de renforcer les rapports entre l'AEEA et les Ecoles d'Architecture italiennes. Une réunion équivalente est prévue dans un futur proche dans d'autres pays européens.

*La Conférence internationale sur la Conservation, organisée conjointement par l'AEEA, le **Centre international Raymond Lemaire pour la Conservation** et la **Faculté d'Architecture d'Aix-la-Chapelle (Lehr- und Forschungsgebiet Stadbaugeschichte)**, sous le titre **Conservation in Changing Societies. Heritage and Development (La Conservation dans les Sociétés en cours d'évolution. Héritage et Développement)**, s'est déroulée à Louvain, en Belgique, du 22 au 25 mai 2006. **Christina Purcar,***

Purcar's report from the conference, which celebrated the 30th anniversary of the Raymond Lemaire International Centre for Conservation.

The **ARCC/EAAE Conference on Architectural Research** is bilingual. True to tradition the conference takes place alternately in Europe and the USA. This year **Temple University in Philadelphia**, USA, hosted the fifth conference, after previous ones held in Raleigh, North Carolina; Paris, France; Montréal, Quebec; and Dublin, Ireland. Some 75 delegates participated in the event which took place from 22 to 25 May 2006. The mission of this conference entitled **Emerging Research & Design** was to reveal important and significant approaches that merge research and design and to engage the participants in how this critical relationship can be successfully formed[1]. On page 21 you can read ARCC President **Brooke Harrington's** report from the conference.

Ole W. Fischer, who teaches theory of architecture at the Institute of History and Theory of Architecture (GTA) at ETH Zurich, reports on page 41 from the first **EAAE-ENHSA sub-network workshop on architectural theory**. The workshop entitled **Content and Methods of Teaching Architectural Theory in European Schools of Architecture** took place in Hasselt, Belgium, from 21 to 24 September. It was organised by EAAE Council Member **Hilde Heynen** (Belgium) and **Koenraad Van Cleempoel**. It attempted to investigate and chart the various ways in which schools position courses dealing with architectural theory in the curriculum.

One of the most important EAAE events in 2006 was the **9th Meeting of Heads of Schools of Architecture**. The meeting is organised by EAAE Project Leader and former EAAE President **Constantin Spiridonidis** (Greece) and brings together deans, rectors, and programme- and exchange co-ordinators from all over Europe. The meeting always takes place in **Chania, Crete**, in the beginning of September. The 2006 meeting dealt with a new EU Directive and important issues emerging from the new institutional framework, which concerns the recognition by the EU.
In his regular column – **The President's Letter** (p. 5) – EAAE President **Per Olaf Fjeld** (Norway) takes stock after the Meeting of Heads in Chania. New EAAE Project Leader **Jüri Soolep** (Estonia) also

étudiante de 3e cycle à Louvain, ASRO/RLICC, a assisté à cette Conférence en compagnie de plus de 200 autres personnes venues du monde entier. Elle vous offre en page 24 son rapport sur la Conférence qui célébrait le 30e anniversaire du Centre international Raymond Lemaire d'Etudes pour la Conservation.

La Conférence de l'ARCC/AEEA sur la Recherche dans l'Architecture est bilingue et elle a lieu en alternance en Europe et aux Etats-Unis. L'Université du Temple dans l'Etat de Philadelphie, Etats-Unis, a accueilli la cinquième Conférence, en amont de celles tenues à Raleigh, Caroline du Nord, à Paris, France, à Montréal, Québec, et à Dublin, Irlande. Cet événement a réuni environ 75 délégués du 22 au 25 mai 2006. L'objectif de cette Conférence intitulée Emerging Research & Design (Recherche et Design émergents) était de mettre en évidence les importantes et significatives approches qui font converger la recherche et la conception du projet, et d'engager les participants à réfléchir sur la façon dont cette relation critique peut réussir[1]. Brooke Harrington, Président de l'ARCC vous donne en page 21 un Compte-rendu de cette Conférence.

Ole W. Fischer, qui enseigne la Théorie de l'Architecture à l'Institut d'Histoire et de Théorie de l'Architecture (GTA) de l'ETH à Zurich, nous présente en page 41 le premier Atelier du sous-réseau de l'AEEA-ENHSA sur la Théorie de l'Architecture. Cet Atelier consacré au Content and Methods of Teaching Architectural Theory in European Schools of Architecture (Contenu et Méthodes pour l'enseignement de la Théorie de l'Architecture dans les Ecoles d'Architecture européenne) a eu lieu à Hasselt, Belgique, du 21 au 24 septembre. Les organisateurs étaient Hilde Heynen (Belgique) et Koenraad Van Cleempoel, Membres du Conseil de l'AEEA. L'objectif était d'étudier et d'établir un bilan sur la façon dont sont placés les cours qui traitent de la Théorie de l'Architecture dans les programmes.

L'un des événements majeurs au sein de l'AEEA en 2006 a été la 9e Conférence des Directeurs des Ecoles d'Architecture. Cette Conférence organisée par Constantin Spiridonidis (Grèce), Chef de Projets de l'AEEA - et ancien Président de l'AEEA - regroupe les Doyens, les Recteurs et les Coordinateurs de Programmes et des Echanges de toute l'Europe. Cette Conférence se déroule toujours à Khania, Crête, au début du mois de septembre. La

paints a picture of the meeting in his report which you can read on page 29. And Senior Adviser of the ACE, **Adrian Joyce** from Brussels Belgium talks on page 31 about the close co-operation that the ACE has established with the EAAE in the Joint Working Party of the two organisations
On page 34 you can read EAAE President **Per Olaf Fjeld's** speech at the General Assembly, which was held on 4 September in connection with the 9th Meeting of Heads of Schools of Architecture. On page 37 you can read the **President's Report**, and on page 40 you can read the **Treasurer's Report**. During the **General Assembly**, Per Olaf Fjeld announced the names of the following new **EAAE Council Members** and **EAAE Project Leaders: Loughlin Kealy** (Ireland), **Stefano Musso** (Italy), David Porter (UK), and **Jüri Soolep** (Estonia). On page 56 you can read about new EAAE Council Members **Loughlin Kealy** and **Stefano Musso**.

Last but not least, this issue of the EAAE News Sheet includes an exclusive interview with **Professor Liu Lin-an, Vice Dean of the College of Architecture at Xi'ian University of Architecture & Technology** in China. In this interview (p. 13), which is part of the series of "**Profiles**", Professor Liu Li-an talks about the architectural education in China.

Yours sincerely

Anne Elisabeth Toft

Conférence de 2006 traitait de la Directive de l'UE et des questions importantes émergeant du nouveau cadre institutionnel qui gère la reconnaissance dans l'UE.
Dans sa rubrique, - La Lettre du Président (p. 5) - Per Olaf Fjeld (Norvège), Président de l'AEEA, fait le point cette Conférence des Directeurs à Khania. Jüri Soolep (Estonie), nouveau Chef de Projets de l'AEEA, nous propose aussi sa vision de la Conférence dans son rapport publié en page 29.Et le Conseiller Senior de l'ACE. Adrian Joyce, de Bruxelles, Belgique, nous entretient en page 31 de l'étroite coopération que l'ACE a établie avec l'AEEA dans le Groupe de Travail conjoint qu'ont formé les deux organismes.
Nous vous invitons à lire le Discours que Per Olaf Fjeld, Président de l'AEEA, a prononcé le 4 septembre à l'Assemblée Générale de la 9e Conférence des Directeurs des Ecoles d'Architecture. Le Rapport du Président figure en page 37, et celui du Trésorier en page 40. Per Olaf Fjeld a annoncé lors de l'Assemblée Générale les noms des nouveaux Membres du Conseil et des Chefs de Projets de l'AEEA: Loughlin Kealy (Irlande), Stefano Musso (Italie), David Porter (Royaume-Uni) et Jüri Soolep (Estonie). Vous ferez connaissance en page 56 de Loughlin Kealy et de Stefano Musso, nouveaux Membres du Conseil de l'AEEA.

Enfin et surtout, le présent Bulletin de l'AEEA renferme une interview exclusive du Professeur Liu Lin-an, Vice-Doyen au Collège d'Architecture de l'Université d'Architecture & de Technologie de Xi'an en Chine. Dans cette interview, qui s'inscrit dans notre série de "Profils", le Professeur Liu Li-an nous parle de l'enseignement de l'architecture en Chine.

Sincèrement vôtre

Anne Elisabeth Toft

Notes and References

1. See call for papers
    EAAE News Sheet #73, October 2005, p. 14.

Notes et Références

1. *Voir les Appels à Contributions*
    Bulletin de l'AEEA #73, octobre 2006, p. 14

The President's Letter

EAAE President, Per Olaf Fjeld

Towards an optimism

The Meeting of Heads in Chania 2006 was a success, not just due to a far greater participation and that the hospitality of Maria Voyazaki and Constatin Spiridonidis was at its maximum, but also that the contents of the meeting was able to place the Bologna Declaration and the confusion that followed in a different type of perspective. As a body of schools we seemed far more prepared this year, and most schools took the opportunity and challenge to discuss and recharge their programme, and in this sense used the declaration as a tool for debate.

One could sense optimism and a positive drive among the participants that were more difficult to trace a couple of years ago. I will not call it a new beginning, but rather that we are able to see the challenges and opportunities ahead of us more clearly and at the same time redirect the frustration over the effects of the Bologna Declaration. As a body of schools, I would like to compliment you for this change of attitude, as I know it has not been easy.

Throughout the last year the EAAE/ENHSA has been able to build up an information base about our schools and their programmes that will be of the utmost importance in the near future, since it will form a stronger and clearer platform for both internal and external discussion. This information can be used to strengthen and give precision to the comments and discussions between our schools, but is equally important within the European political discourse. Without these facts our capacity to bring forward arguments to strengthen and improve the architectural education will be diminished. It is therefore essential that this information base is securely established, and that there is a continuous and precise update of its contents.
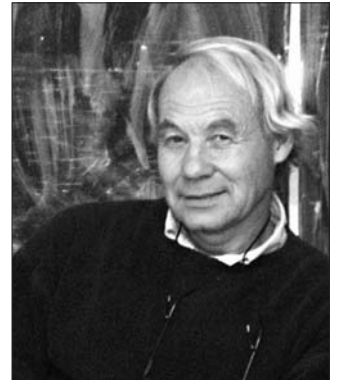
In order to give weight to this base and to give a reliable overall picture of what the European architectural education comprises, it is important that more schools join the EAAE. Our membership is growing rapidly, but it is essential to continue this drive, as there are still several countries that have a rather low representation in our association. I ask those of you who are already members to take part in this membership drive whenever possible.

Independent of the success of the past nine Meetings of Heads and the maturity we have gained from these meetings, it might also be time to consider some changes in relation to the programme. The discussion related to basic, common issues must of course continue, but perhaps setting aside time for a more direct open discussion should be considered. The intention is not to reach a consensus, but simply to give room for topics and discussions that are not covered in the main agenda of the meeting. It could be interesting to generate a more open discussion directly based upon a specific content. This also brings up another area that must be addressed. We must be better at offering language alternatives to our members. Translators are very expensive, so that is not an alternative in all situations; more help and participation of members that are proficient in French could be a first step. Hopefully, as the membership grows, this will be less of a problem.

Another aspect that was positive at this year's meeting was that a number of young people were active at the meeting. Looking ahead, this can be a very stimulating mix of different ages and new perspectives on old discussions. My hope is that this trend will continue, but we need to offer viable projects and discussions that encourage young people to participate in the organization throughout the year. We must find ways to strengthen this area of opportunity, and by so doing, also broaden our overall capacity.

It is also rewarding to see that other organizations are seeking a stronger collaboration with the EAAE. The joint working party EAAE/ACE (Architect Council of Europe) initiated by our former president James Horan has been a great success both as a tool for better understanding and communication between the organizations, but also as a common voice and a working body in our communication with the Commission in Brussels. I would like to thank Adrian Joyce for his interest and passion regarding these matters. After the Philadelphia conference, our sister organizations in the USA, ARCC (The Architectural Research Center Consortium) and ACSA (Association of Collegiate Schools of Architecture) have also expressed a desire for a stronger collaboration.

In a time when change seems to occur more rapidly than ever, it is important that we have a

platform from which we can filter our discussions and common argumentation. The EAAE is such a platform, and it is vital that we continue to improve this base and work hard to encourage more of the European schools to join the association. Any suggestions or comments related to the EAAE's future agenda will be welcomed. We also urge you to participate and be active in our different events throughout the year, be it that of competitions or workshops within different systematic networks. And if you do have a project that you think might be of relevance for the EAAE to pursue, please let us know.

It has been a curious situation to observe optimism and strong public interest within our field over the past years. Much of this is probably the result of world wide economic growth, but it is an optimism that has a direct impact on the way we look upon our future possibilities; and yet, as educators this situation requires a responsible and level-headed outlook, one that reaches beyond popularity. To find a balance is not necessarily easy; all the same, it is important to utilize this positive viewpoint of the capacity of architecture and the energy derived from this sense of optimism to encourage further development and anticipate future needs within the architectural education. ■

EAAE Prize 2005-2007 - Writings in Architectural Education

EAAE Project Leader, Ebbe Harder

The EAAE Prize aims to stimulate original writings on the subject of architectural education in order to improve the quality of architectural teaching in Europe.

Organised biannually, the competition focuses public attention on outstanding written work selected by an international jury.
The EAAE Prize was first awarded in 1991 and has been sponsored by VELUX since 2001.

The EAAE hereby invites all EAAE member schools of architecture in Europe, and all individual members of EAAE to participate in the EAAE Prize of 2005-2007.
From March 2006, the material and general conditions of the competition has been available on the EAAE homepage: http://www.eaae.be.

The submission deadline for papers has been extended until **March 7, 2007.**

All accepted papers will be presented at a conference in Copenhagen in May 2007, after which the jury will point out the winners.

The prize award ceremony will take place at the EAAE/EHNSA conference for
Head of Schools in Hania/Greece in September 2007.

- The first prize is 10,000 Euro.
- The total prize sum is 25.000 Euro

You can find the invitation and registration form on www.eaae.be

The Theme : Representation in Architecture
Communication - Meaning - Visions

At the present, the tools of the architect are in the midst of an accelerated process of development and change. New technology has opened up for a greater design complexity and spatial variation. The digital working process offers a capacity of 2D and 3D visualisation that simply was not possible half a century ago.

This new mode of communication has changed architectural representation at every level. One may argue that this will change architecture, but in what way? What, then, is representation in architecture today? Does representation have its own architectural content and agenda, and what impact will this have on architectural education?

The Jury
The scientific jury will consist of:

- Hilde Heynen (chair)
- Leen Van Duin
- Allen Cunningham
- Ole Bouman
- Paola Vigano

The Organising Committee
The EAAE Council
c/o Ebbe Harder

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EAAE PRIZE
2005-2007
sponsored by

VELUX

New deadline for submission:
March 7, 2007.

Recovering the Architecture of Forgotten Urban Spaces

EAAE – Lafarge International Competition for Students of Architecture

The erasure from the collective memory of the image, presence and vitality of an urban space is a painful act. Reasons for such dissolutions are multiple: ideology, alteration, progress and, in general, change. Architects and planners have the mission to properly question this erasure. They can develop the capacity to turn this erasure into a powerful source of creativity.

The competition theme approaches the forgotten urban spaces through identification, analysis and architectural recovery. These urban spaces may be of the most different kinds: squares, streets, buildings and building groups, large sites, industrial compounds, ports, and so on.

Observation, analyses and proposals for recovery methods address the inventory of problems as well as possible attitudes of intervention.

Consequently, this competition theme might reveal a diversity of cases and approaches that bear witness of the cultural richness embedded in the hidden realms of collective memory. In a 21st century that is overwhelmed by image, information and dynamism, it is particularly important for architects to assume the special role of the creative recovery of forgotten spaces.

Competition Rules

Eligibility

The competition is open to all students of architecture enrolled in an educational institution affiliated to the EAAE. For schools that are not affiliated to the EAAE, the registration fee/school is 100 Euro.

The projects can be designed individually or in groups supervised by a professor at a school of architecture.

Registration

Each entry will be registered when it has been filled in and sent.

The competition form must be e-mailed to the competition secretary no later than the deadline announced in the competition schedule.

Jury

The assessment will consist of two phases:
- A jury at each school of architecture will select 3-5 entries for the competition
- The final assessment of entries

Juries at the Schools of Architecture

In this phase the jury composition and process will be conducted by each participating school of architecture and will aim at selecting the 3-5 best projects representing the school in front of the final jury.

Final Jury

The final jury's assessment of the entries will take place at the University of Architecture and Urbanism "Ion Mincu" Bucharest, Romania. Prizes and mentions will be decided for the best entries.

The jury's members will decide the selection criteria and assessment process.

Final Jury Members

- President, Alvaro Siza, Portugal
- Luigi Snozzi, Switzerland
- Constantin Spiridonidis, Greece
- Emil Barbu Popescu, Romania
- James Horan, Ireland
- Per Olaf Fjeld, Norway
- Lafarge 1- Representative

- Secretary, Beatrice Joger, Romania

Note

None of the professors who tutored an entry project can be a jury member or secretary.

Format

Hardcopy
- 2 A1 paper formats (420X594cm). Drawings must use a Portrait format of A1. (420cm horizontal and 594cm vertical)

Digital
- a CD with a bmp extension (300 dpi) consisting of the two A1 images.

The contents of the entrants' proposals consist of the following compulsory items:
- site plan 1/500 (1/1000)
- a set of site pictures indicating the intervention zone
- 2 characteristic sections 1/100 (1/200)
- all elevations 1/100 (1/200)
- all plans 1/100 (1/200)

- representative perspectives
- other graphic items that will facilitate a deeper understanding of the proposal
- Scale of compulsory items will be chosen by participants in order to best illustrate each case.

Insuring Anonymity

Each paper in format A1 must display in the lower right-hand corner a code made of 6 digits (numbers and letters) written with a 1 cm high Arial font body text. This code must be written also on the CD cover, disk and folders.

The same code will be written on the A5 sealed envelope.
In the sealed envelope an A4 paper will state the following:

- First name and surname of the Entrant(s), In the case of group entry, the group leader will be pointed out.
- First name and surname of the supervising professor
- The name of the school of architecture where the student (group of students) is enrolled
- A declaration on self-responsibility stating that the invoiced project is original and is designed by the indicated entrant(s). In case of group entries the group leader will sign the declaration.

The CD and the sealed envelope must be in the same packaging and sent to the organizers.

Questions and Answers

Competitors may send questions to the international competition secretary by email on **competitionaeea2006@iaim.ro**

They will also receive (on the sent e-mail addresses) the list of all questions received and answers provided by the international competition secretary.

Prizes

1. Prize	– 6000 Euro
2. Prize	– 4000 Euro
3. Prize	– 3000 Euro
10 Mentions	– 1000 Euro each

The Jury has the right to convey these prizes or to distribute in another agreed manner the prizing fond.

Publication of Results

The results of the international competition will be communicated to each school that has participated in the competition.
The results will also be announced on the homepage of the University of Architecture and Urbanism "Ion Mincu" Bucharest www site.
A press release will be sent to main architectural magazines.

We expect to publish an Official Catalogue with the best projects.

Rights

The organizers reserve the printing, editing and issuing rights to all entries (be it integral or partial) and also the right to organize exhibitions of the projects.
Both the Hardcopy and Digital formats become the property of the organizers and consequently will not be returned to the entrants.
By entering this competition the participants accept that the organizer EAAE and the sponsor Lafarge publish and disseminate the submitted projects. The authors of all submissions shall retain the copyright of their proposals.
Participation in this international competition represent, implicitly, the acceptance of the competition terms by the entrants.

Competition Schedule

15 October 2006
    Deadline for juries at schools of architecture

25 October 2006
    Deadline for reception of entries

1-7 November 2006
    Final jury's assessment of entries and selection of winners

December 2006
    Announcement of results and exhibition of projects ■

EAAE-ENHSA Construction Teachers' Sub-network Workshop

School of Architecture, University IUAV Venice, Italy, 23-25 November 2006

Accommodating New Aspects of Interdisciplinarity in Contemporary Construction Teaching

EAAE Council Member, Maria Voyatzaki

As cultural expression or artistic performance, as meaningful practice or creative discipline, Architecture has always been the outcome of a manifold of complex, multifaceted understanding and acting. Whether it is sometimes dominated by aesthetics; while other times by technique, sciences, and even sometimes by politics or social and cultural aspects of human life and biology itself, it always remains a multi-, trans-, inter-disciplinary domain of knowledge and practice.

It could be argued that the history of Architecture of the last five centuries is the history of aspects of interdisciplinarity, mainly in the way of thinking and creating spatial manifestations of our social and cultural life. Starting from a multidisciplinary expertise possessed by one person in the Renaissance, architecture has progressively passed through the classical period to those aspects of interdisciplinarity of Modernist architecture, defined around the sciences and then to those of Post-Modernism, defined around the humanistic sciences and later on around the new construction technologies of the High-Tech architecture of the 80s.

Nowadays, architectural contemplation and practice are experiencing a shift of interdisciplinarity characterized by the coordinating, articulating, and dominant role of digital technologies. In this new situation the collaboration between architects, computer scientists, engineers, nanotechnologists, material scientists, biologists, enviromentalists and mechanical engineers appears to be increasingly necessary a condition. Any creative action takes place in a digital environment which affects all aspects of architectural form from the more abstract and conceptual to its pure materiality. New architectural ideas and concepts related to the generation of forms that correspond to new conceptions of human and social life, of space and time, of nature and context, of speed and change, of communication and globalization, of complexity and order, of stability and movement support and sustain this new condition.

In this context the education of architects and more specifically, construction education, is progressively transforming in order to keep abreast with the incredibly fast development of technological possibilities and infrastructures; more informed about the amazingly wide variety of

totally new construction materials and techniques; more aware of the rapid deterioration of the environment and of the imperative necessity for a built environment, less energy-consuming and more sustainable; more attentive to an increasingly unstable labour market and increasingly specialised professional practice; more conscious of the tremendously rapid transformations of the logics and the ideas which generate contemporary architecture; more sensitive to the unbelievably fast-changing values and attitudes of our contemporary culture; more responsive to the rapid transformations of our every day life; more responsive to the demand for new forms of inter-disciplinary collaboration for generating new forms of contemporary architecture.

The emerging question nowadays is how can construction teaching accommodate this new interdisciplinary reality? How can a school of architecture prepare its students to be active, good partners, efficient and productive members of a design team that strives for innovation in architectural form and its construction? What must be the competences of graduates which will ensure their capacity to be effectively adapted to this new professional and academic environment? How could the dialogue with specialists of other disciplines become efficient, fruitful and productive? What will be the common ground of the dialogue? How can this ensure, promote, enhance, and develop, research and innovation in building efficiency and material intelligence?

The workshop is primarily addressed to construction teachers as well as to all those other specialists with whom architects have to work with. Construction teachers are invited to present teaching examples where interdisciplinarity is in action. There will also be an opportunity for those organizing construction design courses along the lines of interdisciplinary teaching to share their visions and perspectives. Specialists such as nanotechnologists, material scientists, biologists, enviromentalists, computer engineers, mechanical engineers will also be invited to present cases of collaboration with architects on the design and construction of contemporary buildings.

The workshop will be organised around the following four main themes:

Theme 1: Interdisciplinarity - representation – construction – construction pedagogy:

How can computer specialists collaborate with architects in order for a file to arrive at a factory? What are the necessary competences of architecture graduates that can enable them to collaborate with specialists and/or can use software to produce working drawings? What is the role of the digital environments in modern construction? How can new representation tools and software aid and facilitate the construction of architecture? Does the production of computer drawings change the teaching methods and pedagogy of construction?

Theme 2: Interdisciplinarity – simulation/environmental control – construction –construction pedagogy:

Can architects alone work on the design of sustainable buildings and settlements? What is the necessary knowledge base that architects ought to have for designing intelligent buildings? How can environmental scientists/engineers collaborate with architects and the design team, in general, in order to produce environmentally-controllable buildings? What are the necessary competences of architecture graduates that will enable them to collaborate with environmental scientists/engineers to produce sustainable energy-saving buildings? Does the use of computers change the teaching methods and pedagogy of construction with an emphasis on the environment?

Theme 3: Interdisciplinarity – morphogenesis – construction – construction pedagogy:

What are the necessary competences of architecture graduates that will enable them to collaborate with specialists and/or can use software to produce working drawings? Can conventional construction methods allow for the materialization of designs that have been generated through computer software? How can computer specialists collaborate with architects in order for a file to arrive at a factory? How can new representation tools and software aid and facilitate the construction of contemporary architecture? Does the generation of design through computers change the teaching methods and pedagogy of construction?

Theme 4: Interdisciplinarity – new material(isation) – construction – construction pedagogy:

What are the necessary competences of architecture graduates that will enable them to collaborate with specialists in order to use new materials? What is the necessary knowledge for that? How can architects play a crucial role in the creation of new materials? How can material scientists collaborate with architects in order for new materials to be exploited? Can conventional construction methods allow for the incorporation of new materials in design? How can new materials aid and facilitate the construction of contemporary architecture? Does the use of new materials change the teaching methods and pedagogy of construction?

The workshop is debate oriented. You are invited to contribute to the debates by writing a paper of 2000 words to present your views, ideas, experiences and proposals on the aforementioned topics. You will have to provide an abstract of your paper (no more than 500 words) by September 30 for the organizing committee to finalize the workshop's programme. Please state below the title of your abstract what is the theme your paper is related to. So as to allow you to reassess your views in light of the debates, once they have taken place at the workshop, you are asked to submit your final papers by the end of October for the publication of the proceedings of this year's workshop. ■
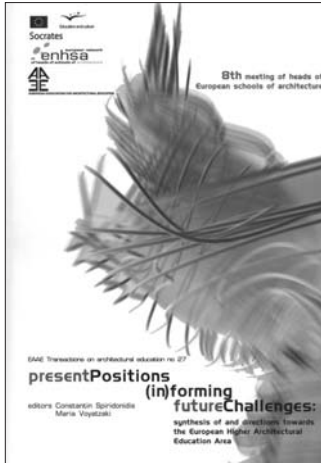
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Present Positions (in)forming Future Challenges

Transactions on Architectural Education No 27

Editors:

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Proceedings:

240 p. 20 Euros

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How is my school positioned in the changing educational environment in Europe? Where will it stand in the new political environment dominated by the demand for quality, excellence, mobility, innovation and research? How can my school become better and more competitive in the new European Higher Architectural Education Area? Do the learning outcomes and competences of the graduates of my school correspond to the contemporary understanding of the profile of the architect in European labor market? What do the other schools do? Which strategies do they adopt? Which priorities do they set for their future? Which initiatives do they undertake in order to assure a healthy survival in the growing competition, the increasing globalization, the rising centralization and the reduced funds for education?

This is the framework of the topics for the Eight Meeting of Heads of Schools of Architecture in Europe. For seven consecutive years the Heads of Schools in Hania have generated a broader milieu for the support of Schools of Architecture by offering a valuable and credible "observatory" that surveyed the tendencies and dynamics of architectural education in Europe. At all previous Meetings we attempted to record the convergence and divergence that exist among schools in relation to the general principles, values and priorities in the education of the architect; to map the strategies adopted by schools of architecture for the organization of architectural studies with the perspective to shape the contemporary European profile of architectural education; to scrutinize the structure of architectural curricula in Europe and to circumscribe the competences and the learning outcomes of their graduates, to observe the differences in the evaluation and assessment methods adopted by the schools; to inspect the contemporary profile of the architect and to examine how the education offered by the schools will be able to create it.

This extensive amassment of information and data urges for a creative synthesis so that we will be in a position to discover where our schools are placed in relation to the new European Higher Architectural Education Area. We need this synthesis to see where we are, where we are going, what we have to do and what we need to do for our future in the competitive environment of architectural education in Europe. This time it is imperative to arrive, each one of us, at conclusions, which

will significantly support the decision making of the Heads of Schools of Architecture.

The Meeting attempts this synthesis by concentrating upon the following four major axes-sessions of debate and dialogue. The profile(s) of the Architect, the Content of Studies in Architecture, the System of Studies in Architecture and finally the research and innovation in Architectural Education. Eminent Professors and personalities involved in architectural education were invited to present in each Session their syntheses based on their reading of the past three years published (see www.enhsa.net) proceedings.

(From: Preface by Constantin Spiridonidis)

Profile: College of Architecture, Xi'an University of Architecture & Technology

Interview with Professor Liu Lin-an, Vice Dean of the College of Architecture, Xi'an University of Architecture & Technology, Shaanxi, P.R. China

The city of Xi'an, which is more than a thousand years old, has been the capital of many of the most famous dynasties of China (West Zhou, Qin, Han, Sui and Tang). There are more than 35,000 historical places in and around Xi'an. Several of them are on the UNESCO World Heritage List, but at the same time Xi'an is a fast growing, modern metropolis with 6,8 million inhabitants. Furthermore, the city has been appointed the political, financial and cultural centre of development in the whole north-western part of China.

Centrally located in the city of Xi'an is the University of Architecture & Technology[1]. The university is a multi-disciplinary university of higher learning, with the specialities architecture and civil engineering as its special feature; science and engineering as the main body, and liberal arts, science of law, management science and the arts as included specialties.
The university is composed of 16 institutes (departments), offering 57 specialities and major fields. The university accepts students from all over China.

Professor Liu Lin-an, born in 1955, has been the vice dean at the College of Architecture since 1996. He holds a Ph.D. in architectural history and theory. His research field covers the history of Chinese architecture, architectural culture and the conservation of cultural heritage.

EAAE News Sheet Editor, Anne Elisabeth Toft interviewed Professor Liu Lin-an during his visit to the Aarhus School of Architecture in the spring of 2006. He and his students cooperated at that time with teachers and students from the Aarhus School of Architecture and the Danish architectural office 'Transform'. The cooperation was part of the exhibition project CO-EVOLUTION[2] which is the Danish contribution to the 10th international Venice Architecture Biennale.

The exhibition is also on display at the Beijing Architecture Biennale and the Danish Centre for Architecture (DAC) in Copenhagen. The aim of CO-EVOLUTION is among others to create lasting cooperation schemes between Danish architects and Chinese universities.

At an awards ceremony in Venice on 8 November 2006, The Danish Architecture Centre (DAC) received the Golden Lion Award for national pavilions for the exhibition CO-EVOLUTION.[3]

What does it take to become an architect in China?

First the student must finish the architectural education at the school of architecture at university. It will take the student two or three years after graduation from the university to pass the national series examinations in order to become a licensed architect.

Which school was the first school of architecture in China? When was it established?

There is no publicly recognized first school of architecture in China. In fact, no school of architecture in China has a history of more than 100 years! People are used to considering the so-called "eight old schools" as the distinguished schools offering an architectural education because those universities have a history of more than 80 years of architectural education. They are affiliated to the following universities: Tsinghua University, Tongji University, Southeast University, Tianjing University, South China University, Chongqing University, Harbin University of Industry, and Xi'an University of Architecture and Technology.

How many schools of architecture and design are there in China? Where are they situated?

According to the latest figures issued by the Ministry of Construction, there are nearly 200 universities or institutes that offer an architectural education, and the schools of architecture are situated in nearly all 30 provinces of China.

Are most of the schools affiliated to technical universities or to academies of fine arts?

The majority of schools of architecture are affiliated to the comprehensive technical universities; a few of them, not more than three I suppose, are affiliated to the academies of fine arts.

The College of Architecture, Xi'an University of Architecture & Technology looks very much like an American university campus. Who designed the building complex and when was it built?

The College of Architecture, Xi'an University of Architecture & Technology originates from the Northeast University founded in 1923. Professor Liang Si-cheng, the founder and first dean of the Department of Architecture, graduated from Pennsylvania University and brought the American system of architectural education to China. This system was partly based on the Bauhaus system. Our campus was built in 1954 in the Soviet architectural style.

Please tell me about the historical background of the College of Architecture, Xi'an University of Architecture & Technology. When was it established? Which professional tradition is it based upon?

As mentioned, Professor Liang Si-cheng founded the Department of Architecture at Northeast University as early as 1923. After the founding of New China in 1949, the central government made a new strategy for educational institutions. So, the Department of Architecture at Northeast University and the other three departments at different universities were incorporated in the Xi'an University of Architecture & Technology in 1956. The name then was the Xi'an Institute of Construction Engineering. This year the university will celebrate its 50th anniversary of the incorporation.

Has the reforms in China in recent years changed the architectural education, and if so, how?

This question is a very big topic! The reforms took place in the 1980's and have really changed higher education in China, and thereby also the architectural education. First of all, the industry of construction has dramatically soared up after the reforms. Nowadays, the yearly quantity of construction work in Beijing is almost equal to the quantity of construction work in all the European countries together with the exception of Russia. Just from the window of my house I can easily see the sight of eight tower cranes and the building of

ten high-rise buildings! Consequently, the industry of construction has a big demand for professional talents and common labourers. The architectural education has becme one of the favourite career choices for young people. For example, our college of architecture only enrolled 30 students for the Bachelor's Degree and 3 postgraduate students for the Master's Degree in 1981. After 25 years, the total annual enrolment in our college has reached 170 students for the Bachelor's Degree and 200 postgraduates for the Master's Degree in 2006.

In which way does the College of Architecture, Xi'an University of Architecture & Technology differ from other schools of architecture in China?

In fact all schools of architecture in China have to accept the general supervision of the National Board of Architecture Accreditation, an authoritative institution based in Beijing. The basic courses of architecture will be given under the general guidance from the National Board of Architecture Accreditation. Meanwhile, our school also insists upon our characteristic features in the academic courses that mainly focus on regionalism, construction and technology, as well as history and culture. We also carry out the opening-up policy on talents and trends of architecture in the world.

What degrees do you offer at the College of Architecture, Xi'an University of Architecture & Technology?

The degrees that the College of Architecture can offer cover all majors in architecture, namely a Ph.D. in Architecture, a Master's Degree in Architecture, as well as a Bachelor's Degree in Architecture. We are proud of the fact that our school is one of eight universities that are eligible for offering overall degrees in architecture in China.

Does teaching take place in units, or are the students given individual project guidance? What is the student/teacher ratio?

We often organise students in groups of different sizes to implement the teaching programme.

Teachers must give students the one-to-one individual guidance during the course of a project. The student/teacher ratio is about 8.5 to 1 at our college.

Do you have many foreign students - and if so - where do they come from?

Not many, most of them are short-term students or exchange students, and they come from Germany, France, Norway and the neighbouring Asian countries. We most frequently accept students from universities with which we have a bilateral agreement.

Has the mode of teaching changed because of the technological development in recent years?

Every 4 to 6 years our College of Architecture, along with other universities and schools of architecture, has to accept the assessment from the National Accreditation Board of Architectural Education. Up till now there are 20-odd universities that have passed the assessment and been given an official certification, which means that we have to adjust the teaching programme after each assessment because of the country's policy on economy and technology.

What qualifications should the students develop?

The students in our college are encouraged to acquire a wide scope of fundamental knowledge in architecture, an active consciousness of innovation, and a strong ability within the field of composition, as well as the spirit of respecting science and pursuing the truth.

In addition to the common sense in science, we encourage our students to develop a strong ability within spatial composition, appreciation of fine arts, a new conception of architecture, new technology of building and so on, and even knowledge of humanities and sociology.

Please tell me about the research at your school. How is it administered, and how is the research of the school integrated in the teaching?

Generally, teaching and research are parallel in our college. We encourage our faculty members to combine teaching and research. The university or the college will offer faculty members legal services, such as contract signing or legal counselling. The very experienced faculty members, such as renowned professors may take on more research work than the young teachers.

Professor Liu Lin-an, not only are you vice dean at the College of Architecture, Xi'an University of Architecture & Technology, you are also director of the Institute of Architectural History.
Please tell me about the contents and methods of teaching architectural history and theory at your institute.

It is a question of the administrative system in the universities in China. Being a vice dean, I am in charge of administrative work in the College/Faculty. At the same time, as a professor of architectural history, I have to engage in the teaching and research at the institute. Professors like me are often called "professors with two burdens". The courses of architectural history and theory, as well as the fundamental courses of the teaching programme, are divided into three parts. Part one is the course in Chinese architectural history and theory, and western architectural history and theory; part two is the course in urban and architectural cultures, as well as preservation and conservation; part three is the special composition course in the integrative defined topic such as architectural text, urban history, preserved monuments and even archaeological restoration.

In a number of European countries it is free to study at institutions of higher education. The students also receive financial support from the government for their studies. Is it expensive to study at the College of Architecture, Xi'an University of Architecture & Technology?

In the days of the past planning economy, the state universities were free for all students, but at present China is in a period of social transformation. Since the new millennium all institutions of higher education have started to implement the new policy. The annual tuition fee for a student of architecture may be 4,500-7,000 yuan RMB per

year, about 450-700 Euro, in which the expenses for accommodation and textbooks are not included. The state universities, which also include my university, have built a financial aid system for those students who come from low income families or from depressed regions.

Are there many young people who apply for admission to the architectural studies in China? How difficult is it to be admitted and what are the admission requirements?

Architecture is one of the most popular studies in China today. Most universities, including mine, require very high grades. Actually, all students who hope to enter university must pass the national examination that takes place in June every year. Only the students who obtain grades above the lowest admission score have a chance of being admitted to a certain university. The lowest admission score is issued by the National Ministry of Education according to the educational levels of different regions.

Is there a high rate of unemployment among newly qualified architects in China? What is the level of wages for architects?

Today, being an architect is one of the best careers in China. All of the graduated architects find jobs in the state or in private firms. The first choice for the ambitious graduate is to try to get a post in a big foreign firm.

The annual wage of an architect may range from 50,000 to 80,000 yuan, it may even be as high as 100,000 yuan, circa 10,000 Euro, depending on the different firms and regions.

What does it take to become a teacher at one of the schools of architecture in China – does it for instance require an educational examination?

The teachers must have an education from a school of architecture and have obtained a Diploma and a Master's Degree or Ph.D.

Do you have many foreign teachers and guest professors? Where do they come from?

Our college constantly has 2-3 guest professors who give lectures or are in charge of collaborative projects on campus. Most of them come from European or American countries.

What is the structure of the College of Architecture, Xi'an University of Architecture & Technology like? Does the academic staff participate actively in school politics?

As for the teaching structure, our college has two departments, the Department of Architecture and the Department of Urban Planning. Every department has several studios with a number of teachers. The Dean is the head of college and in charge of administrative affairs. A few of the academic staff, like me, have to take part in the politics of the college.

What is the average age of the academic staff at the school? (Is it similar at other Chinese schools of architecture?)

The average age at our college is about 42. In China it is normal that the older the history of the school, the higher the average age of the teachers.

How many female professors are there at the College of Architecture, Xi'an University of Architecture & Technology? Is it similar at other Chinese schools of architecture?

There are only 2 female professors among the 12 professors at our college, but the number of female members of staff who are associate professors and assistant professors is rather high.

Although I don't know the accurate number or ratio of female professors at other Chinese schools of architecture, I expect that it is pretty much the same as in our college.

In which way and how often is the work of the students evaluated?

The quality of students' work is often evaluated through an examination at the end of the course. The work of architectural composition is marked

by the integrative evaluation, with the marks A, B, C and D, which is determined by the group of teachers according to the students' performance throughout their studies.

To which extent does the College of Architecture, Xi'an University of Architecture & Technology adjust its teaching to the continuous changes within the profession and within society?

In the last two decades our college has three times made big-scale adjustments. The first one was to meet the requirements of the opening-up policy initiated by President Deng Xiaoping. The second one was to meet the policy of extending enrolment issued by the Ministry of Education.

The last adjustment was how to adapt the exchange and communication abroad and at home at the levels of student and faculty. As for the small adjustments, they have occurred at times in order to meet the demands of the teaching programmes.

What is the relationship like between the College of Architecture, Xi'an University of Architecture & Technology and the trade and industry? Is there any kind of direct co-operation?

One of the purposes of the architectural education is to strengthen our students' ability to prepare real projects. We often introduce real projects to students - especially graduate students - from the associations of architecture and the firms of construction.

Has the College of Architecture, Xi'an University of Architecture & Technology established any kind of educational co-operation with other schools of architecture in Europe and the U.S., and if so which ones?

We have established collaboration with some European universities, for instance the University of Rome 'La Sapienza', the University of Hannover, University of Architecture and Landscape at Bordeaux, as well as the State University of Washington, etc.

We expect to have much broader ties with schools of architecture all over the world in the future.

What is the significance of China's magnificent cultural heritage to Chinese architecture today?

China is a country enriched with a magnificent cultural heritage and our city also boasts the grand terracotta warriors dated back 2000 years together with other sights. Today we recognize that the conservation of cultural heritage should be a sort of consciousness in the professional career of an architect.

In what way can China's cultural heritage contribute to Western culture? In what way can Western culture contribute to China's culture?

We all know that the world today consists of multiple cultures. Through the cultural heritage we can learn about each other and develop an understanding of each other. I think this contributes to promoting peace and progress for mankind.

What is, in your opinion, the main challenge facing architecture today? Is globalisation the dominant question?

The main challenge that we are facing is how to retain our identity and how to maintain the multiplicity in architecture when we are approaching the globalisation with the powerful push of high technology. We cannot reject the globalisation of computer technology, but we can design different buildings with the same computer rather than similar buildings with the same computer. We must try to avoid that everything becomes similar and that the architectural expression is trivialized.

How do you try to obtain sustainable development in China?

My personal view is that sustainable development in China is by no means only about improving the physical environment such as for instance polluted air, water, and soil. We also have to preserve the cultural ambience created by man's wisdom, spirit, power and virtue.

What is the primary agenda for you and your school in the near future?

The primary agenda for me and my school is to try to create an educational system of architecture by which we encourage students to devote themselves to building a harmonious society between nature and man with an enjoyment of technology and elegant culture.

I also hope that we can insist upon the orientation of plurality in architectural culture even at the introduction of the globalisation with high technology. ■

Notes and References

1. For further information:
    www.xauat.edu.cn

2. CO-EVOLUTION:
    Four Danish architectural offices - Cebra, Cobe, Effekt and Transform - and professors, postgraduate and Ph.D. students from four Chinese universities in Beijing, Shanghai, Chongquin and Xi'an participated in CO-EVOLUTION.
    For further information:
    www.dac.dk

3. The exhibition was commissioned by the Danish Centre for Architecture (DAC, CEO Kent Martinussen). It was curated by the Danish architect Henrik Valeur and the architectural office UiD, who - together with Kent Martinussen - created the frame story for CO-EVOLUTION with the question: How can the living conditions of human beings be improved without depleting all the resources that are the basis of a better life?
    The international jury that consisted of Richard Sennett (President), Amyn Aga Khan, Antony Gormley and Zaha Hadid motivated the reason for the distinguished prize as follows:
    (CO-EVOLUTION, Danish/Chinese collaboration on sustainable urban development in China). This pavilion shows us a country looking outward rather than inward, bringing its expertise to bear on the ecological problems faced by cities in China. The Danish pavilion does more than catalogue these ecological challenges; the Danish planners and architects propose concrete solutions to water and energy management through visual forms of aesthetic merit. And the Danes show what they themselves learned from their Chinese colleagues. We salute the creativity, intelligence, and generosity of the Danish pavilion.

    The Jurors awarded the following prizes:
    - Golden Lion Award for cities
    - Golden Lion Award for national pavilions
    - Golden Lion Award for urban projects
    - Special Award for schools of architecture
    Sources: www.dac.dk and www.labiennale.org

EAAE Meeting with Italian Deans

Genoa, Italy, 5. May 2006

Report

EAAE Council Member, Stefano Musso

In May a meeting between the council members and project leaders of the EAAE and several deans of Italian schools of architecture took place in Genoa (Italy) at the local Faculty of Architecture which is located in the historic heart of the town. It is the first time that such a meeting has been organized within the frame of our association, and it gave all the participants a very interesting chance to get to know each other and their respective institutions and their organization.

A group of Italian schools of architecture have formerly been members of the EAAE, but for several reasons their link with the association has weakened in recent years, and during the same period the number of schools in our country increased a lot, now reaching a number of 27 schools scattered all over the country. This increased number is, of course, not just a simple "quantitative" fact; it also means a "qualitative" change in the Italian panorama of the architectural education and culture.

At the same time, our schools, like all universities in Italy, recently went through a state reform that caused them to change and re-organize their curricula in order to match the Bologna process. Further on, we are now facing a new phase of this reform that in the academic year 2007/08 will again change the structure and to some extent also the contents of our curricula and of the corresponding diplomas, enhancing the possibility of local autonomy of the individual schools.

This process, as it is easily understandable, was the occasion of the meeting in Genoa; a very important starting point for a new collaboration between the Italian schools and a number of protagonists belonging to a wider European context, thanks to the efforts of the Italian deans and the EAAE council members and project leaders.

In fact, this opportunity will be very important in the future because on one hand the association could enlarge the range of schools it represents, and on the other hand, the Italian schools could be more in touch with the European context of the architectural education.

Both of these possibilities could later give us all a real awareness of what is happening day after day all around Europe in our academic and professional world, and this new condition can, in a more effective way, change our attitudes towards, for example, the great challenge of staff and student mobility within the Old Continent and the improvement of the architectural education and culture in our countries.

Quite a large number of participants attended the meeting that was organized in parallel with the periodic assembly of the National Conference of the Deans of the Italian schools of architecture that is an official, consulting body of the Italian university system.

From the EAAE President Per Olaf Fjeld, James Horan, Ramon Sastre, Constantin Spiridonidis, Anne Elisabeth Toft, Ebbe Harder, and Hilde Heynen were present.

For the Italian Deans' Conference: Professor Carlo Olmo (President and Dean of the 1st faculty of Architecture at the Polytechnic of Turin), and the deans of 14 Italian schools (among others: Genoa, Naples II–Aversa, Florence, Milan "Campus Leonardo", Camerino, Rome-Ludovico Quaroni", IUAV–Venice, Reggio Calabria…).

In order to face the needs and chances we spoke about before, the Genoa meeting was organized as follows:

First of all, two brief presentations were made by the two groups of participants:

The EAAE:
- a brief presentation of the activities of the EAAE within the field of academic programmes and for the architectural education
- a short outline of the main problems surveyed within the European educational systems after the Bologna (and Sorbonne) Declarations
- the activities of the EAAE regarding the new Directive by the EU about the qualification of the professions, the cooperation with the ACE and other international institutions and organisations.

The Italian deans:
- a brief presentation of the current situation of the Italian schools of architecture (curricula, diplomas, position following the Bologna process, etc.)

- questions about the position of the EU regarding the approval of new diplomas and related problems
- any other information useful for encouraging the strongest possible relation between the Italian schools and the EAAE "diploma recognition" and the new guidelines by the EU.

After that the discussion focused on the following main topics, which were previously announced by the Italian deans to the EAAE representatives (with attention to their personal or indirect experience with the situation of the European schools at present):

- evaluation of the quality of the didactic activity within the schools
- evaluation of the research activities within the schools
- accreditation of the schools and diploma recognition
- student and staff mobility (in relation to the previous points)
- "lifelong" or permanent learning and training programmes within the schools and open to professionals
- new directive by the EU about professions, the cooperation with the ACE and other international institutions within the field of architecture.

Finally, we can truly say that the meeting was successful, even though not all the Italian deans were present.

We can also state that the material that the EAAE members presented was both important and necessary in order to understand the many changes that are taking place all over Europe and in Italy as well. However, it is important to stress once again as Per Olaf declared in Genoa that the: "intention of EAAE is not to interfere nor judge the curricula of the individual schools, nor form the identity of architectural schools of Europe into a more homogeneous platform. But, we are aiming towards strengthening their capacity for an individual agenda and profile through a better knowledge of one another and a stronger awareness of the demands set by political agenda. In this matter we believe that EAAE can be a good discussion partner for all the schools in Europe. In many ways we need to present a common voice in Brussels in order that architectural education's special needs

carry weight, and our collaboration with ACE, Architectural Council of Europe, representing the profession has in many ways also strengthened this possibility".

These were the main goals for the Genoa agenda, and we can truly say that the message was clearly understood and well accepted by the Italian deans. So, we can only hope for and trust in Italy's full participation in the organization starting from the next Chanià meeting. ■

ARCC/EAAE 2006 Conference on Architectural Research

Philadelphia PA USA, 22-25 May 2006

Report

ARCC President, Brooke Harrington, Philadelphia, PA, USA

On 31 May the conference on emerging research and design opened at Temple University with a brief reception followed by a presentation by James Timberlake and Stephen Kieran that focused on the ideas in their recent book *Refabricating ARCHITECTURE.* They built a strong case for the return of the architect in an expanded role as organizer, inventor and builder, and demonstrated, through their architectural work and art installations, how this expanded involvement can occur to recapture the central position in design of the environment. A central theme of their design process involves the inclusion of research at numerous levels in the process; from the definition of the client's issues (intellectual and practical) through the selection of construction techniques and assemblages to the erection of the physical building and then to the evaluation of the results.

The next day began with presentations by John Reynolds and William Braham. Professor Reynolds presented a summary of his extensive studies of the courtyards of cities in Mexico and Spain (see his book *Courtyards*). His studies specifically addressed the changing temperature and humidity conditions over time (collected with data recorders) and the use of plantings and fountains within the courtyards as well as the use of movable fabric covers that are pulled across the courtyard open top during the period of high sun. Dr. Braham spoke of his current investigations (Biotechniques: Rethinking Environmental Technology) of the ever-changing complexities of objects that affect our everyday lives and the rich variety of design solutions that appear in the components of these contemporary objects. These two lectures brought to the forefront the issue of the substantial differences between low impact responses to environmental conditions versus high impact responses to the environment through the use of highly developed and stylized skins and devices to respond to and improve environmental conditions.

Three pairs of paper sessions followed this morning session that built upon these themes and addressed issues of design research, building envelopes, and research within architectural education.

The evening brought another reception followed by a lecture 'Anti-Object' by Japanese architect Kengo Kuma. Mr. Kuma shared insights into his work and his desire to develop projects that respond to the landscape and intensify observers' understanding and appreciation of it. The diversity of work and care in his work was easily visible in his selection and crafting of spaces, building systems and details. His sensitivity to materials and explorations into the fabrication of building elements revealed a broad range of approaches and numerous examples of the potentials of the use of traditional materials in a variety of innovative ways. The most recent explorations involve studies of materials that change their structural and space enclosing attributes within normal seasonal and daily temperature ranges.

On the third morning the focus turned to urban housing approaches. Tim McDonald of Onion Flats (a design/build firm in Philadelphia) and Professor David Perkes of Mississippi State University presented two very different paths that are occurring in the United States. Tim McDonald showed a number of provocative speculative housing projects that he has been creating in a number of places in Philadelphia that are beginning to regenerate through his work. David Perkes' work addresses the provision of low cost housing and the preservation of existing urban fabric within the city of Jackson, Mississippi as well as current critical studies in East Biloxi, Mississippi where the hurricane Katrina had done major damage to the city. Each of the presentations addressed the issue of dealing with the reuse of existing urban conditions and the complexity of working in abandoned parts of cities however the vast devastation of the East Biloxi in a short time and the immediacy of rebuilding needed revealed the need to understand the demographics of the region and the vast scope of planning and rebuilding that are being addressed. As in the previous day, three pairs of paper sessions followed this session that built upon these themes and addressed issues of architecture and the environment, design research and practice, design knowledge, and urbanism and the community.

This evening was open for participants to join in the city's normal openings of shows at art galleries throughout the city. Many went to the Olde City area that holds a group of small galleries housed in the townhouses and warehouse buildings with cast iron facades. A number of people found their way

to the Philadelphia Museum of Art to take part in an evening of music and access to the large collection of the museum.

The fourth morning focused on Research and Publication led by Stephen Schreiber, current President of the ACSA (Association of Collegiate Schools of Architecture [for USA & Canada]). Presentations were made by Naomi Beckwith of the Institute of Contemporary Art (in Philadelphia), followed by short presentations by Brooke Harrington (ARCC), Herman Neuckermans (EAAE) and Per Olaf Fjeld (representing a new initiative by Scandinavian countries & Finland). The session focused upon the need to not only create conceptual art (and/or theories) but to document the ideas and issues in written form. The notion of teaching experience as an example of research on its own was challenged. One of the critical issues raised was the need for architectural faculty members to develop research projects and project results that can be accepted by other disciplines as true research. Much discussion was generated during this session because many present were searching for the proper way to validate their work as research and be able to demonstrate to other disciplines and the academic hierarchy that their work was valid research. To allow a free afternoon only one pair of paper sessions followed this session, these focused upon Diversity & Design and Research and Architectural Education.

In the afternoon participants either toured the city using maps prepared for self-led tours of Philadelphia, visited a few architectural offices or joined in a group of 27 participants that visited the *Vanna Venturi House* (by Robert Venturi) and the *Esherick House* (by Louis Kahn) for prearranged visits. These events were followed by a reception (sponsored by the Department of Architecture, School of Design, University of Pennsylvania) at the Architectural Archives of the University of Pennsylvania that holds the Louis Kahn Archives. This was followed by a lecture on the Fairmount Waterworks of Philadelphia (sponsored by the Department of Architecture, Drexel University) that illustrated the historical importance of this large municipal project as well as the preservation and adaptive reuse project that has preserved this important Philadelphia monument.

On Sunday morning the closing session, Retrospection and New Directions, was formed as a round table discussion led by Per Olaf Fjeld (president of EAAE) and Brooke Harrington (president of ARCC) about the conference issues and the future. A surprising number of people came to this session and all were encouraged to voice their opinions. A large number of points were voiced about how best to raise the issue of validating the creative work and teaching approaches or pedagogical ideals as valid types of research in the academic setting. The counterpoint stated the need for architectural academics to realize that architectural education is a young discipline and that we must work to create strong and measurable sets of standards that are parallel, if not similar, to those of other disciplines. Another notion stated the concern that architects must address the issues in which we are scholarly and proficient and not usurp or pretend to be masters of other disciplines. It was stated that we should continue explore many things, but that we must insure that we are well versed in these areas before espousing undeveloped theories that other disciplines have explored with greater sophistication and success.

During the conference it was announced that the 2008 EAAE/ARCC International Conference would be hosted by the Royal Danish Academy of Fine Art in Copenhagen.

75 participants attended the conference: 23 participants from the EAAE (16 paper presenters), 47 participants from the ACSA/ARCC universities (23 paper presenters) and 2 paper presenters from the Mid-East and 1 from China. ◼

For further information:
www.temple.edu/architecture/arcc

ARCC/EAAE 2006 Conference, Philadelphia, USA. Photo: Leonard Bachman, Texas, USA

International Conference on Conservation

Raymond Lemaire International Centre for Conservation, Leuven, 22-25 May 2006

Report

Cristina Purcar, PhD-Student, ASRO/RLICC, Leuven, Belgium

Conservation in changing societies. Heritage and development

The Raymond Lemaire International Centre for Conservation (RLICC) at the Catholic University of Leuven, Belgium, recently celebrated its 30th anniversary by hosting an international conference under the above title. Organised from May 21 to May 25, 2006, the conference was a joint initiative of the RLICC, the European Association of Architectural Education, and the Aachen – Lehr- und Forschungsgebiet Stadtbaugeschichte. It gathered a total of more than 200 participants of more than 40 nationalities, among which many RLICC alumni from the five continents.

The Centre was established in 1976 by Raymond Lemaire (1921-1997) in Bruges under the umbrella of the College of Europe and has been part of the Catholic University of Leuven since 1981. Worldwide renowned for his pioneering contributions to both the theory and the practice of conservation, Raymond Lemaire was the main author of conservation milestones such as the Venice Charter. He was also responsible for groundbreaking conservation and restoration projects in Belgium and outside. Throughout his career Professor Lemaire was highly concerned with the need for appropriately trained professionals in conservation as the complexity of the field requires. The interdisciplinary and international character of both teaching staff and students has therefore been distinguishing features of the Centre ever since its foundation. The RLICC brings together architects, art historians, civil engineers, archaeologists, sociologists and other disciplines in a two-year master-after-master programme of which the first year is dedicated to lectures, visits and team project work, and the second year is dedicated to the elaboration of an individual Master thesis and other conservation-related activities mainly in the home country of each student. Through this anniversary conference the Centre intended to create a forum of reflection on the past, present and future of heritage preservation philosophy and practice throughout the changing societies worldwide. At the same time the conference was meant to be an occasion for the Centre to receive feed-back from its alumni in the hope that their confrontation with the practice of conservation in their home countries would enrich the formation provided at the Centre. The fact that

many speakers, alumni of the Centre, currently occupy influential positions in both national and international institutions dealing with the protection of heritage is already evidence of the impact of the Centre's education.

"Etre à l'avant-garde de la sauvegarde" is the way in which RLICC President, Architect Andrea Bruno likes to describe the mission of the Centre. This means, in his words again, opposing "sauvegarde de la mémoire" to "fétichisme de la matière", insisting on the need for preserving above all the spirit of buildings and places, in the absence of which their material preservation would become meaningless.

The contributions at the conference covered highly diverse geographical locations worldwide and touched upon a wide range of conservation topics according to the three proposed sessions. The first session, "The 'Monument' in a Multicultural Perspective" addressed the potential tension between 'local' and 'universal' values in a globalising world as well as the widening scope of preservation both in scale (towards larger and more complex sites and landscapes), time-span (towards ever more recent heritage), and in nature (towards previously less valued categories such as the vernacular, the industrial, the ephemeral, and the immaterial).

The second session, "Preservation of Archaeological Sites and Remains", dealt with the need for an integrated management of archaeological sites that would both harmonize research and conservation and involve these in broader urban or rural, cultural, social and economic development processes.

"Architectural Conservation and the Production of a High Quality Built Environment" was the generic theme of the third session, investigating whether and how heritage preservation is or should be integrated in urban development policies in different countries.

Out of the three sessions, several particularly relevant issues emerged which seem to challenge the continuity and vitality of cultural heritage today. In his key-note speech at the conference, Luc Verpoest, professor at the K.U.Leuven and the RLICC, established that "the defence of architec-

tural heritage ultimately equals the defence of architecture". The preoccupation with safeguarding the built heritage emerges from the preoccupation with safeguarding architectural quality, regardless of the time of its construction. Hence, as Luc Verpoest argued, there are at least two underlying principles, the essential legacy of Raymond Lemaire and the Venice Charter of 1964, which have to be maintained and eventually restored in present-day practice: firstly, that a monument is an example of the architectural quality of its time, and secondly, that heritage conservation and restoration are "fully parts of contemporary architectural practice". The urgent request of Per Olav Fjeld, president of the EAAE, for a better integration of conservation approaches within the architectural education in general is in the same line of thought. Contemporary urban and architectural design educations should be more consistent in teaching the in-depth knowledge of the existing values of the built environment, and so should the concern for ensuring their permanence, not as isolated skills, but as an integral part of the architect's capacity for recognising, enhancing and producing architectural quality.

At the same time, the growing awareness of the relativity of cultural values challenges established definitions of heritage and authenticity. Hereby, the way in which the world heritage activities mirror these evolutions was highlighted by Christina Cameron from the University of Montreal in her key-note contribution to the conference. She pointed out several moments that have been particularly important in redefining our understanding of the cultural values of pluralism, such as the Nara Document on Authenticity from 1994 to which again Raymond Lemaire contributed essentially, and the consequent Global Strategy of the World Heritage Committee. Authenticity, hitherto conceived in relation to the physical fabric of heritage properties, was redefined to include use and function, traditions, technical and management systems, as well as language, spirit and feeling. Christina Cameron showed how the reformulation of criteria defining the "outstanding universal value" of world heritage properties, also reflects these shifts: for instance, the condition of being "a unique artistic achievement" made room for vernacular architecture, while the condition of having "exerted great influence" was replaced in favour of displaying "an

important interchange of human values"; thus emphasising interactions rather than one-way influences.

One of the issues repeatedly raised by participants in the conference concerns the problem of responsibility for heritage or commitment to its preservation. Whose heritage is at stake, and who should be in charge of its conservation: its creators, its current users, or rather international organisations? The 'expert' is also part of society, yet how often does preservation of patrimonial objects, despite being appreciated by specialists, lack the support and interest of local communities? Richard Mackay, professor at the University of Melbourne, showed in his key-note lecture how heritage sites may embody quite different kinds of values for the local communities than for specialists or visitors. Highly relevant was the example he gave of the Uluru-Kata Tjuta-site in Australia, inscribed on the World Heritage List as "Associative Cultural Landscape". While to non-Aborigines the site is an exceptional natural landscape possessing rich archaeological resources of rock-art, to the local community this place was created by their sacred ancestors through a web of interacting travels, and moreover; this has not just happened at a certain moment in the past but is perpetually happening. Hence, the awareness of these overlapping visions over one and the same (archaeological) site engenders the need of involving local communities more, as their traditional daily-life practices do not belong to the past, but constitute the spirit which keeps heritage alive.

Yet a different perspective on the issue of heritage engagement and "ownership" is given by sites which have lost their original population, and where the current inhabitants do not seem to share the specialists' view on the values of their living environment. This is the case of 19th century industrial neighbourhoods in Ghent (Flanders) presented by Dominique Vanneste, professor at the K.U.Leuven. When the cultural identity of the community is not rooted in its current living environment, there is little chance that the values recognized from without by specialists (such as those of industrial heritage in this case) would also be assumed from within by the inhabitants. The in-depth understanding of these factors, as offered by sociology, ethnography or human geography, is of vital importance if conservation theory and

practice are to remain socially integrated and sustainable.

In spite of being a well established aspect of conservation, heritage documentation is also a field with much present dynamics as to its philosophy and methods. This has been brought to the fore in several contributions, which showed how the quality of conservation and restoration interventions strongly depends on the quality of the site documentation. On archaeological sites in particular it is essential that long-time on-going research and documentation are appropriately balanced with conservation actions through site management. As shown by Teresa Patrício (K.U.Leuven), site management should be based on thorough assessment of values and on a holistic dialogue between stakeholders (including involvement from the local community) and the different intervening disciplines. Some speakers specifically referred to documentation as a continuous process that has to be carried out before, during and after any concrete interventions on the site (Françoise Descamps – Getty Conservation Institute). The need for guidelines in documentation was also pointed out by Mario Santana (K.U.Leuven) as the means towards the monitoring and preventive maintenance of sites. Such tools are very much missing from heritage sites and most world heritage ones are no exception from this. An important task for specialists is then to help develop local capacities for acquiring and being able to use the most recent technologies and methods for site monitoring. The successful and pioneering example of "Monuments Watch Flanders", which has developed a monitoring and systematic maintenance system for monuments (listed and not-listed), was presented by Luc Verpoest (President) and Anouk Stulens (General Co-ordinator). This exemplary initiative, already active in the Flemish region since 1991, is indeed guided by the much preached, yet little practiced principle that "prevention is better than cure".

Urban rehabilitation processes have been discussed at the conference as another specific arena in which conservation and development meet each other's challenges. Meinolf Spiekermann from the GTZ (German Agency for Development Co-operation) introduced this complex topic through the cases of three cities in which the GTZ is being active: Aleppo in Syria, Shibam in Yemen and Sibiu
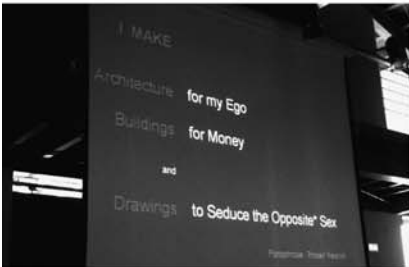
in Romania. In these historic city centres, "cities within the cities", the aim is to enhance the cultural value of the sites towards integrated social, economical and cultural development. Conservation and development are thus meant to stimulate each other's dynamics, despite their apparently opposing aims. In this context, authenticity is seen not only as a cultural but also as an economic asset, Meinolf Spiekermann argued. The challenge consists in preserving simultaneously the functional mix, the urban vitality and the socio-cultural identity of historic city centres without loosing their authenticity as irreplaceable memorial sources. This implies the "radical integration" (as Luc Verpoest termed it) of conservation and development planning and the difficult co-ordination of quite heterogeneous types of actions such as: the renewal of technical infrastructure, the rehabilitation of residential houses, the restoration of monuments, the reconsideration of public space and the management of traffic, the support of local economy, the balanced promotion of tourism, the care for the environment and the stimulation of community involvement. Given this variety of aspects to be controlled and balanced within an urban rehabilitation process, the kind of expertise needed for the coordinators of such programmes appears as a crucial issue.

This brings us to the quality of education; a common topic at all the conference sessions in search for new directions to follow or new problems to be addressed in conservation training. Which would be the most appropriate expertise needed by conservation specialists in response to the multitude of contexts involving heritage in nowadays changing societies? The three thematic workshops at the end of the conference focused on proposals for the improvement of education and occasioned vivid discussion. As summed up by Koen Van Balen, professor at the K.U.Leuven and RLICC programme coordinator: besides the knowledge and skills for understanding and controlling physical transformations within the historical environment, conservation specialists should also develop their communication skills as site managers and as mediators of conflicts or of diverging visions. They should develop a deeper understanding of the society they work in and strive for a more effective integration of conservation within the global dynamics affecting our living environment. More attention should be

given to the particular problems faced by heritage in developing countries, countries undergoing radical socio-political transformations or countries having to cope with the difficulties of post-conflict situations.

Because of its limited extent, this report could only highlight some of the main topics discussed at the conference, and only mention a few of the many interesting contributions and discussions. Besides some 50 papers, about 30 posters were also presented and displayed. The posters refer to conservation case-studies from all over the world, as well as to recent project work by the RLICC students coordinated by architect Barbara Van der Wee and illustrating the project methodology developed and taught at the Centre. Posters and paper abstracts are available on-line on http://www.conservation2006.org. The website also provides further information on the conference and the post-conference tours which took participants to Brussels (the Atomium, the Marolles district, the Palais des Beaux-Arts) and to Antwerp (headquarters of Monument Watch Flanders, etc). The full text of papers is published in the conference proceedings, issued as no 31 of the EAAE Transactions in Architectural Education series: Conservation in changing societies. Heritage and development / Conservation et sociétés en transformation. Patrimoine et développement, edited by Patrício Teresa, Van Balen Koen, De Jonge Krista. ■

EAAE Heads' Meeting 2006, Chania. Photo: Marko Savie, Serbia & Montenegro

9th Meeting of Heads of European Schools of Architecture

Chania, Crete, Greece 2-6 September 2006

Report

EAAE Project Leader, Jüri Soolep, Estonia

- A personal look into my notebook of 2006.

The airplane doors opened and the scent, warmth and sounds of the night left no space for mistake – it was Crete. This is how the meetings of European Schools of Architecture in Chania always start. It was the ninth meeting. The meetings have become emotionally, if not existentially, connected to this jewel of the Mediterranean.

It was Saturday night. Alexandros' "grandfather" Tombazis had just finished his letter to the "grand-children", who want to become architects. Our hosts Maria Voyatzaki and Constantin Spiridonidis walked around at the welcome dinner looking worried: the 133 participants from all over the Europe and outside had set a new record. There were places for everyone.

On Sunday the work started. New Directive – New Directions… . It was in the air what Adrian Joyce later formulated so precisely: The change is now! The morning session dealt with the mapping of European schools of architecture. Constantin and Emmanuel Zaroukas shared the results of the recent questionnaire. The report was under development, but the preliminary numbers were: 66 % of the schools have accepted the Bologna process; 61% of schools are autonomous in their decisions. One can presume that the Bologna system has become or is becoming the mainstream also in the European architectural education. The other important understanding of the report dealt with diversity. Even within the Bologna system, the diversity seems to be advancing.

The keynote lecture by Craig Dykers (Snøhetta, Oslo) turned our thoughts back to the core of architecture – designing. The interlocking of landscape of space and landscape of mind was fascinating. Alexandria library, 12 years, 60 000 drawings. The sun and its shadow between morning and evening horizons. The cat and its drinking fountain. The lecture also made no secret of the credo to success: One creates architecture for one's ego, buildings for the money, and drawings to seduce the opposite sex.

The second session of the first day was spectacular. It is a rare occasion that we can see on the panel a triad representing the European Association for Architectural Education, the Architects' Council of Europe, the Advisory Body to the European Commission on the Education and Training of Architects – James Horan, Adrian Joyce and Joao-Armando De Abreu Rocha. With so many schools of architecture represented in the audience, it really formed a unique combination. The presentations and discussions were clear. There are serious doubts. We do not yet know exactly how the procedures will be designed after 20 October 2007 when the new Directive will come into effect. We also learned that most of the answers would come from the legal department of the European Commission. On several occasions the ethos of the new directive was clarified: the directive deals with education, not with the professional activity of architects in the member states. If Socrates had happened to be in the audience, he probably would have asked innocently: Why have you guys worried about it then since 1985 and before, when education is one of the few areas in the EU that has been left fully in the hands of member states? But he was not around. It means that the joint committee of the EAAE and the ACE has a serious task to be worked out within the forthcoming 12 months.

Monday was dedicated to the relationship with the profession and as always brought heated discussions. James Horan set the stage by referring to education and profession in complementary contradiction. Constantin presented the pilot study based on the questionnaire on competences and learning outcomes. The study was built on opposing and joining the academia and the profession. When fully completed the report promised to become highly interesting. Already the preliminary data exhibited a great variety of regions and countries in evaluating the key competences. Only two things were certain: the ability to design was favored by all, and a little bit more than half of the profession trusts their own alma mater education of architecture. Not too bad.

The round table discussion (Carl Otto Ellefsen, Peter Gabrijelcic, Caroline Gould, Jeremy Gould, Adrian Joyce, Francis Nordemann, John O'Reilly and Constantin Spiridonidis) discussed several problems and celebrated the diversity of practices. Several themes were raised: With the modernisation of the profession education becomes more and more evaluated. Multidisciplinary and collaborative teamwork is the sign of today. Various

practices are effective in the sphere of architecture and building – insurance policy being one of them. Is academia changing from educating architects to architectural education? Are the schools providing the students with competences and social responsibility? The wealth of an architectural office is mostly in human skills and above all in the ability to create. The discussion ended with always refreshing remarks by Marvin Malecha: The gap in the USA is widening. Offices change so rapidly – but one thing is sure: The more successful the office becomes, the more similar to studio and school it becomes. The long day ended with the General Assembly of the EAAE and a keynote lecture by Professor Nuno Portas.

The last day of the meeting was dedicated to the competences in the light of European educational policies.

The presentations were by Constantin who described the state of affairs in education and by Julia Gonsales who explained the overall picture of the European Tuning Programne.
The history and logic of the programme became very informative. In 1988 programmes like Erasmus and Tempus were started alongside with the work for the ECTS Credit System. In 1999 the Bologna Declaration. In 2000 the Tuning project for recognition and quality of education. Then 2001 Prague and 2003 Berlin with the keywords: learning outcomes. In 2005 Bergen and discussions about European qualifications.

The keywords and concepts of the tuning programme summarized here were: redesign of new degrees, system of professional mobility, educational outcomes, flexibility, managing knowledge, easy to use language and dialogue, emphasis on the students, aims based on the definition of the learning outcomes and competences, identification of the generic competences and their relevance in a changing world, to incorporate everything in a coherent system. There is no doubt that we are moving towards a new paradigm – from the lecture-based system to the student-based system. New directions, new Directive, new paradigm?

These ideas in the described network are not just ideas; they exhibit epistemological power worth careful consideration. How particular becomes universal, fact becomes phenomenon, being

becomes history. The ideas of tuning programmes seem to have a political body of its own. It is the higher education quality framework of 45 countries. It is the qualification networks and national qualifications networks. These frameworks are waiting for the reference points for higher educational programmes. National qualification frameworks require subject-specific descriptors. These should match the general ones.

The bomb of disbelief was thrown on the stage by Jean-Francois Mabardi. His very critical message was about uncertainty and complexity in the sphere of architectural education. He was concerned about the fragmentation and ineffective holism of the problems. The questions were: Where is the advanced research of recent pedagogy, Why are these people not present? What is going to happen in the future when we are concerned about the state of the art facts of today?

One has to agree that the discourse of tuning is worth careful analysis and design for the future. It was the second time during the meeting after the plan to abolish the Advisory Committee that we just have to trust the governments and hope that the politicians are wise and caring. The timescale is again 12 months.

The Chania meeting is not, however, only discussions and presentations. It is a respected forum to meet old and new friends. The place to learn in the fastest way what is happening at the schools of architecture. The place to make future plans for collaboration. It worked well this year as the Chania meetings always do. Many thanks to Maria and Constantin, who have made it happen so many times.

The airplane doors close; and the hope for the next meeting is instantly up in the air.

See you all! ∎

9th Meeting of Heads of European Schools of Architecture

Chania, Crete, Greece 2-6 September 2006

Report

Senior Adviser of the ACE, Adrian Joyce, Brussels, Belgium

Introduction

This document contains the text of the presentation as made by Adrian Joyce, Senior Adviser of the ACE, to the 9th Meeting of Heads of Schools of Architecture in Hania on the 3rd of September 2006.

Access to the Profession

Good afternoon, Ladies and Gentleman,
It is a pleasure to be here with you this afternoon and to have been invited back to Hania to take part in your Annual Meeting. I find that the setting in Hania is very conducive to constructive debate and I look forward to a stimulating debate on the subject of the EU Recognition of Qualifications. This afternoon, I propose to present to you the Architects' Council of Europe (ACE) and more particularly its views and experience in relation to the recognition of Qualifications in the field of Architecture.

For those of you who do not know the ACE it is the professional representative organisation of the Architectural Profession at European level. Our Members are Representative and Regulatory Bodies from all EU countries plus Norway, Switzerland and the Candidate Countries of the EU. We therefore have 41 Member Organisations and, through them, we represent about 450,000 practicing architects.

The main objective of the ACE is to lobby the EU Institutions and to track legislation at EU level that will have an impact on the profession in years to come. As such the ACE is a forward looking Organisation that is constantly considering the future conditions within which the profession will work in the European Union.

The ACE organises its work in 3 Thematic Pillars which are:
- Access to the Profession
- Practice of the Profession and Trade in Architectural Services
- Architecture and Society

We currently have approximately 190 architects working in our various Work Groups and we have an Executive Board of eleven Members. The Secretariat is based in Brussels and there are four full time employees at the Secretariat.

As I am not here to speak about the ACE as an organisation I will not give a presentation of our main work items and strategic objectives at this time. However I would like to say that all of the Policy work of the ACE has one particular target and that is the creation of a quality built environment for the citizens of the EU. The ACE is convinced that the architectural profession, as a whole, has a significant role to play in improving the general living conditions for citizens in the EU and that that improvement will lead to high efficiency, productivity and well being and thus to continued prosperity for the European citizen. In this work the ACE seeks to build closer co-operation with the Educators of the profession in order to ensure a coherent overall view is expressed to society by our profession.

Architects Directive

It could be said that the Architects Directive is the main *raison d'être* for the ACE. The ACE was founded at a time when the Architects Directive was being transposed to National law and it was formed by the coming together of two previously existing representative groups for the profession who had been involved in the detailed negotiations of the writing of the Architects Directive. As the Directive provided for the automatic recognition of qualifications it was realised that close co-operation between representative and regulatory bodies of the profession would be an advantage to the effective implementation of the Directive.

Despite the fact that the predecessor organisations of the ACE were involved in negotiating the terms of the Architects Directive, the ACE itself had no formal role in the implementation of the Directive. However through its member Organisations it has remained fully informed of developments relating to the recognition of qualifications and in particular, to the work of the Advisory Committee of the Architects Directive. Through these activities it has monitored developments and therefore was one of the first Organisations to be aware of the proposal to abolish the Directive and replace it with the Qualifications Directive.

Qualifications Directive

This Directive, as many of you know, sets out the procedures for Recognition of Qualifications in approximately 800 professions across the EU. It results from the putting together of the general approach to recognition of qualifications and the sectoral approach to recognition of qualifications . It will come into force on the 20th October 2007 which means that the transposition period for the requirements of this Directive is now. The ACE is aware that many Member States are already advanced in the preparation of their National laws and the ACE has several concerns specifically related to the architectural profession and how the provisions of the Architects Directive, which worked so well for so long, are to be transposed in the new regime.

Given its specific concerns on the transposition of the Qualifications Directive the ACE has established an Expert Work Group on the topic. This Work Group has raised a significant number of concerns about the detailed implementation of the Directive but there is one overriding concern on which intend to concentrate this afternoon. This concern relates to the procedures that will be followed under the Qualifications Directive when serious doubts are expressed about whether newly a notified qualification meets the requirements of the Directive or not. I will address this in detail now and return to the other concerns that the ACE has later.

In order to understand the concerns fully it is necessary to briefly inform you of the existing procedures under the Architects Directive. At the present time when a Member State notifies the Commission of a new or modified architectural qualification for listing the Member State is obliged to inform all other Member States of that notification. There is then a period of 3 months within which a Member State can raise doubts about whether the qualification meets the criteria of the Directive. If doubts arise the Commission suspends publication of the notified qualification and formally seeks the opinion of the Advisory Committee of the Architects Directive. When that Committee gives its opinion the Commission then decides whether or not to list the notified qualification. The procedure has operated effectively over the 20 or so years that the Architects Directive has

been inforce and has been a major aid in maintaining a high quality of qualification within the profession at European level.

The ACE wishes to see such structured consultation procedures maintained in the new regime.

Under the Qualifications Directive these procedures will change significantly. When a new or modified qualification is notified under the Qualifications Directive, the Directive does not contain any procedures for Member States to raise serious doubts about whether it meets the criteria of the Directive. However, in a formal statement made by the Commission to the Council at the time of the adoption of the Directive, the Commission stated that it intends to put in place a procedure by which Member States may raise serious doubts following a notification. However that commitment did not contain any time limits on when serious doubts could be raised and so all listed notifications remain open to challenge for all time. Secondly there is no automatic suspension of the publication of a qualification if a Member State raises doubts. This means that the Commission might have published a qualification on which doubts are raised at a later date and which may at a further later date be withdrawn from the list of recognised qualifications. This leaves an open question as to the status of any person who may have benefitted it by the listing of the qualification and who may have moved to establish themselves in another country on the basis of that recognition. This would be a situation where a person with a qualification deemed not to meet the criteria of the Directive has been allowed to practice in a Member State of the EU. You can imagine that the ACE is concerned not only about the quality of such qualifications but also about the liabilities that would arise in the event that the work of certain person proved faulty.

The ACE has raised this particular concern with the European Commission in a letter to the Commissioner responsible. In his response, he has given a commitment to seek the assistance of the profession and the educational sector in any procedures to be devised in order to assess notified qualifications. This letter can be taken to be a first very fruitful result of the close co-operation that the ACE has established with the EAAE in the Joint Working Party of our two Organisations. I person-

ally believe we can be very pleased with this development and we can use the content of this letter as a reference in the future should the new procedures not give the guarantee of quality that the profession seeks. I look forward to hearing what the Commission representative has to say this afternoon on this particular topic.

Returning to the other concerns that the ACE has, we are concerned about the role of the Regulatory Committee and the relationship to the Co-ordinators Group that we understand will be set up. At various times, and in correspondence, the Commission has referred also to an Expert Group and there is an open question as to whether the Expert Group is the same as the Co-ordinators Group or not. Furthermore it is known that both the Expert Group and the Co-ordinators Group are made up of the nominees of Member States and so the ACE is concerned to learn at what point in the procedures the profession and schools will be consulted.

Another concern relates to administrative co-operation between competent Authorities and what the role of the professional bodies will be in that co-operation. Here there is a link to the provisions of the upcoming Directive on Services in the Internal Market that yet has to be clarified. Issues related to administrative co-operation include the pro forma registration of architects for temporary provision of services and whether or nor practical experience can be required of applications for registration.

Further concerns relate to the reference years given for acquired rights and how competent Authorities administered recognition for persons benefiting from the acquired rights provisions. The maintenance of an up to date list of recognised qualifications is also one which gives some concern to the ACE and these linked to our main concern discussed further above.

Conclusion

As I hope you will see, there are a number of complex issues to be addressed in the transposition and implementation of the provisions of the Qualifications Directive. Wrapped up in those concerns is the quality of the qualifications that will be listed and hence the quality of professionals

that will be in the market place providing architectural services to the public. The ACE firmly believes that it and the EAAE, as the Representative of the Schools of Architecture, has an important role to play and it intends to continue to work through the Joint Working party to maintain and develop better relations with the European Commission in the administration of the Qualifications Directive. ■

EAAE General Assembly
4. September 2006, Chania, Greece

President's Speech
EAAE President, Per Olaf Fjeld

When I took over this position from James Horan, it was with both the understanding and belief that the EAAE has the capacity to move forward, and that it is an important organization for the well-being and further development of the architectural education in Europe. With these thoughts in mind, I introduced four topics that I felt were essential to the future of this association and its members with regard to: Communication, political role, initiator role and critical role.

Together these points would give the European Association of Architectural Education both a base and a voice to strengthen our position and self-awareness in a busy and competitive market, and hopefully raise the level of the architectural education.

It is the contents outlined within these 4 points that we have focused on in the past year. In reviewing our efforts, the Council has been working hard:

- To update and communicate existing material
- To have a good grasp on and participate in what is going on in Brussels
- To support and promote activities that clearly give input to the architectural education.

Our written and oral participation in architectural discourses throughout many parts of the world has also played a critical role in supporting a strong belief that even architecture has the capacity to improve.

The council and project leaders have put a great deal of energy, creativity, time and money into their work. It has been a pleasure to work with you all, and I would like to thank you for the support and generosity you have always shown me, and also the fact that we have been able to work together as a team focused on the same belief. I would also like to personally thank my Rector at the Oslo School of Architecture and Design, Karl Otto Ellefsen, for the generosity and financial support throughout the year to make this work possible on top of all the other work, and the help given by the school through Architect Inger Lise Syversen.

Over the past year, I have participated in quite a few conferences related to architectural education and have written a number of articles on the subject. Throughout Europe there are 3 topics that seem to come up over and over again:

- What do we do with the Bologna Declaration?
- What is happening in Brussels in relation to the new directive?
- How do we preserve identity or profile beyond mere survival?

Or to put it another way: there is a need for clarification of the relationship between programme / contents / profile in which the contents should always give a focus beyond academic political roles.

At the same time most schools seem to be aware of the changes that are now in progress, and are motivated to challenge these new modifications in a way that can again bring architectural education into a creative motion. I have to congratulate you on this. We must look upon this call for change in a positive way more as an opportunity than a necessity, but the difficulty of contents must not be underestimated. Instead of merely filling the programme with contents, the contents have to initiate the shape of the programme, and in the future this point should be stressed.

Let us again try to look forward and anticipate some of the areas in European education that may need attention. One area is the safeguarding of our diversity, and as such how we can utilize the Bologna Declaration to forward identity. One of the unique and latent strengths of European architectural education is that it draws from a long history of specific school identity, and this again reflects local concerns of environment, climate, social matters and knowledge of the particular built environment of each area.

For nearly a century, our schools have been able to take international directions and concerns and interpret and modify this global comprehension into a local sensibility.

I am reluctant to call this sensibility, specialization, but would rather define it as a developed identity or strong competency in specific fields of interest. These competencies should remain within the field of architecture and not be diluted or absorbed into a wide spectrum of other fields and interests. Each of our schools clearly has the capacity to forward this identity.

This brings me to the second point: How do we avoid an over-simplification or weakening of the main architectural core in our educational programmes? Each student should be given an education that gives a good, solid architectural base, and from this base project the more complex discussions. Other professions will take over those areas that overlap perhaps even usurp much of what we generally consider to be the architect's domain, if we lose or fail to revitalize the core of our field, and this will have a profound effect on future directions in architecture. In this situation, architecture may take on another and more simplified discussion related to architectural space, and it may not necessarily have a spatial focus. Architecture may find its unique spatial capacity and the processes related to a specific kind of knowledge transformed into the limitation of an object.

The third topic (the relationship between educational institutions and the profession) is one that has been with us for a long time, and hopefully it will continue to stay with us.

The guideline for direction and contents in our schools should always be architecture, and not trying to appease immediate needs presented by the profession, but at the same time both groups have a symbiotic existence on many levels. Furthermore, I think the profession in many ways both agrees and accepts this situation. Therefore, it is rather important that we do not confuse this relationship, as none of our schools within a five-year programme prepare the students for the profession per se, but hopefully we give them tools, skills, architectural contents, and an architectural voice from which they can discuss and bring an updated argument into the profession. Our contribution to the profession should be clear, and I think it is important not to simulate or mask what we do not offer.

The profession can give interesting and important input to the schools, and in addition to this, our institutions have a lot to offer the profession beyond recruiting, and it is here that we seem to lag somewhat behind. We could offer a great deal more to the profession of our knowledge, creative capacity and results from various programmes. Some methods for increasing communication are fairly straightforward such as more programmes

for life-long learning directed at practicing architects, but it can also simply mean better communication to a wider audience stressing the value of our particular expertise. And, the profession is an obvious target and partner.

Whatever we do, we should not attempt to simplify the complexity of architecture, but should embrace and accept its many interconnecting layers, and our contents must reflect this complexity. To find this balance is a creative act in itself. In order to anticipate and constructively position the goals, contents and programmes of our schools in relation to the future, young and talented architects and teachers need to be included and offered viable and sustainable careers within our institutions, and this is not an easy task, neither for the heads of school nor for the young and talented architects! What can I say? Be at least generous and try to find ways that appease all parties and avoid a situation where bureaucracy rules.

The EAAE is a forum where topics and problems such as the ones just mentioned can be discussed and recorded. Topics are out in the open, not internal within a single institution or within the realm of personal opinion. The issues that concern schools are more or less the same issues though slightly modified from school to school, but we have many voices and local solutions. At the same time, we must recognize and accept that architecture is a very competitive and ambitious field. The talent of the individual player will probably continue to be important in the future, and it is therefore crucial that our schools have an environment that actively deals with this situation beyond 3+1 or 3+2 whatever each school decides to implement. Young talents need time to mature. They need an environment in which the intensity of one particular thought can be nurtured and grow. They must learn to appreciate other talents and capacities. Not in the least, they must understand the direct and indirect impact of architecture on our daily lives.

I hope you will support the EAAE in the future and be an active member. It is only through shared efforts and discussions that the architectural education will truly move forward. Yes, an architect/teacher or an individual school can make a difference for a short time or within a specific area, but it is often a fragile construction dependent on

circumstance. Despite our global society and the virtual images that follow in its footsteps, we cannot escape the fact that we are, after all, part of a continent deeply rooted in tradition, and when Alberto Perèz-Gomèz speaks of access, access to tradition, this carries the possibility and the advantage to see our differences more clearly. We should not shy away from this situation nor underestimate it as a resource. We have a long history of philosophical attitudes or positions in architecture. To discover the new within the understanding and awareness of the old is an ongoing challenge within the European architectural education. Architecture cannot escape identity, but today's focus on quick recognition can fade and modify our architectural identity.

The workload in the EAAE increases every year, and with the expanding membership and the interest in general in the association, there is a need to reassess the base in Leuven. There is clearly a need to strengthen the administrative side of the organization in order to better support our members, the council and the project leaders. Again I must thank our secretary Lou who with very limited means and time has been able to take on a very heavy workload, but in the near future, the office will need more help, and in order to strengthen the administrative base, we will need to find different types of permanent funding. To raise the membership fee is not a positive solution to this challenge in the long run.

The EAAE is always interested in people who have a project or even suggestions for projects whether it is starting a new thematic network, a workshop or a conference. We are interested, and we are also dependent on your support and participation in strengthening the architectural and educational contents of our association. Our mandate must carry both a long- and a short-term viability within its work: It needs to be continually updated, and our goals and discussions must relate to the future, but despite our eagerness for change, we must not forget our own specificity.

Thank you! ■

EAAE General Assembly

4. September 2006, Chania, Greece

President's Report

EAAE President, Per Olaf Fjeld

Council/ project leader meetings

1-2 October 2005, Leuven, Belgium
    Theme : EAAE challenges and opportunities
    2006-2007
19-20 November 2005, Leuven, Belgium
    Theme : EAAE Inside and Outside
    Communication
28-29 January 2006, Paris, France
    Theme : EAAE priorities and challenges 2006
4-5 March 2006, Paris, France
    Theme : EAAE economy, stability and change
5-6 Mai 2006, Genoa, Italy
    Theme : EAAE stability and change.
    Meeting with the Italian Deans
2 September 2006, Chania, Greece
    Theme : EAAE Stability and change 2.

Communication

- EAAE News Sheet:
    Nr. 73, October 2005
    Nr. 74, February 2006
    Nr. 75, June 2006
    Nr. 76, Special Issue August 2006
- EAAE Leaflet update
- EAAE Kalender
- EAAE Guide of Architectural Schools in
  Europe.
- EAAE Web Site

Proceedings 2005-2006

- Stockholm-Helsinki published September
  2005: (EAAE no 16 - needs a sticker)
- EAAE/VELUX Prize 2003-2005 no 26
- Chania Heads meeting 2005 no 27
- Chania Teacher's workshop 2005 no 28
- Construction Barcelona- Valles no 29
- Diversity Bucharest 2005 no 30
- Conservation no 31

- No 16
  Villner, L., & Abarkan, A;,
  The Four Faces of Architecture - on the
  dynamics of architectural knowledge
  School of architecture, Royal Institute of
  Technology, Stockholm, 2005

- Harder, E., (Ed.)
  Writings in Architectural Education
  EAAE Prize 2003-2005 sponsored by VELUX
  EAAE Transactions on Architectural Education
  no 26
  School of architecture, Copenhagen, 2005

- Voyatzaki, M., (ed.)
  (re)searching and redefining the content and
  methods of
  CONSTRUCTION TEACHING in the new
  digital era
  EAAE Transactions on architectural education
  no 29
  University of Thessaloniki, Thessaloniki, 2005

- Patricio, T., Van Balen, K., De Jonge, K., (Eds.)
  Conservation in changing societies - Heritage
  and development
  Conservation et sociétés en transformation -
  Patrimoine et développement
  EAAE Transactions on architectural education
  no 31
  RLICC/EAAE, Leuven (Belgium), 2006

Collaboration with other Associations

EAAE /ACE Meetings :
- Brussels, 28 October 2005
- Brussels, 16 December 2005
- Brussels, 21 January 2006
- Dublin, 03 February 2006
- Brussels, 19 June 2006

Important document:
- Guideline Document relating to establishing an
  opinion regarding Diplomas in Architecture
  and their compliance with the Architects'
  Directive 85/384/EEC and the New
  Qualifications Directive 2005/36/EC
  (Author; James Horan)

EAAE/ ARCC

EAAE/ENSA - Latin American Schools.
First meeting held on "Tuning" Brussels 16. June
2006
MACE-project

Conferences and workshops

31 may- 4 June 06
  ARCC/EAAE Conference, Philadelphia.
  "Emerging research and design"

22-25 May 06
  RLICC/EAAE Conference, Leuven.
  "Conservation in Changing Societies .
  Heritage & Development"

2-5 September 06
  ENHSA/EAAE, 9th. Meeting of Heads of
  European Schools of Architecture, Chania,
  Greece.
  "New Directive-New Directions"

21-23 September 2006.
  EAAE/ENHSA, Sub Network workshop on
  Architectural Theory & History, Hasselt,
  Belgium.
  "Content and Methods of Teaching
  Architectural Theory in European Schools of
  architecture"

23-25 November 2006
  EAAE/ENHSA, Workshop - construction,
  Venezia.

1-2 February 2007
  EAAE Prize 2005-2007. Sponsored by VELUX.
  International workshop.
  Copenhagen, Denmark

2008
  EAAE/ARCC Conference, Copenhagen,
  Denmark. The Royal Danish Academy of Fine
  Arts School of Architecture

Competitions

EAAE Prize 2005-2007, Sponsored by VELUX
  Writing in Architectural Education.
  "Representation in Architecture"
  Deadline October 12th 2006.

EAAE/La Farge
  International Competition for Students of
  Architecture
  "Recovering The Architecture of Forgotten
  Spaces"
  Deadline October 15th 2006.

New Members 2006

School members
- Academy of Fine Arts, Prague, Czech Republic
- Vilnius Gediminas Technical University, Vilnius, Lithuania
- Bergen School of Architecture, Bergen Norway
- Univ. da Beira Interior, LAUBI, Covilha, Portugal
- Instituto Superior Técnico, Lisbon, Portugal
- University of Minho, Guimaraes, Portugal
- Escuela Técnica Superior de Arquitectura, Valladolid, Spain
- Erciyes University, Kayseri, Turkey
- Canterbury School of Architecture, Kent, United Kingdom
- Waterford Institute of Technology, Waterford, Ireland
- Academie van Bouwkunst, Maastricht, The Netherlands
- University of Limerick, School of Architecture, Limerick, Ireland
- ARTEZ Institute of Architecture, Arnhem, The Netherlands
- Fachhochschule Frankfurt am Main, Studiengang Architektur, Germany
- Georg-Simon-Ohm Fachhochschule Nürenberg, FB Architektur, Germany
- University of Nottingham, United Kingdom
- University of Applied Sciences, Mûnster, Germany
- University of Cyprus, Faculty of Engineering, Nicosia, Cyprus
- Szczecin University of Technology, Faculty of Civil Engineering and Architecture, Szczecin, Poland
- Università di Venezia, Italy
- Seconda Universita ` degli Studi di Napoli, Faculta` di Architettura, Italy
- Ecole d`ingénieurs at d`architectes de Fribourg, University of Applied Science Western Switzerland, Fribourg, Switzerland

Individual Members
- Milena Metalkova-Markova, Akita City, Japan
- Association for Architectural Education, Mimarlik Egitime Dernegi, Istanbul, Turkey
- Ute Poerschke, München, Germany

**EAAE Council Members and Project leaders
2006 / 2007**

EAAE Council Members
- Per Olaf Fjeld, President (2008)
- Vice President to be selected Chania 2007
- Hilde Heynen
- James Horan
- Herman Neuckermans
- Ramon Sastre
- Maria Voyatzaki

New Council Members:
- Professor Loughlin Keally, University College of Dublin, Ireland
- Professor Stefano Musso, Luniversità degli Studio di Genova, Italy

EAAE Project Leaders 2006 / 2007
- Ebbe Harder
- Emil Popescu
- Constantin Spiridonidis
- Anne Elisabeth Toft
- Leen Van Duin

New Project Leaders
- Head of School, Professor, David Porter, Glasgow School of Art, Mackintosh School of Architecture, Glasgow, Scotland
- Dean, Jüri Soolep, Estonian Academy of the Arts, Faculty of Architecture, Tallinn, Estonia

To be confirmed:
- Head of School, Art Oxenaar, Academy of Architecture, The Amsterdam School of the Arts, Amsterdam, The Netherlands

EAAE General Assembly

4. September 2006, Chania, Greece

Treasurer's Report

EAAE Council Member, Herman Neuckermans

Bilan / Balance 2005		in Euro
Depenses / Expenses	*budgette*	*realise*
	170.300	157.059
Entrees / Income	*budgette*	*realise*
	140.444	126.706
Profit / Loss:	*budgette*	*realise*
	- 29.856	-30.353
Reserve:		98.172

The differences between the budgeted figures and the real ones, are mainly due to conference expenditures which have not yet been paid and with the increase of the number of council meetings.
The differences in the incomes have mainly to do with the overhead of the EAAE/VELUX price not yet been received.

Budget EAAE 2006	in Euro
Out:	
Secret – logistics + mailing costs:	32.450
Conferences	19.000
	75.000
	15.000
News Sheet:	17.200
Council Meetings + Project Leaders:	16.500
Prizes:	52.500
Website / Guide:	6.000
Publicity / miscellaneous:	7.500
Total:	**240.950**
In:	
Membership:	50.000
Prize EAAE / VELUX :	10.000
Prize Lafarge:	56.000
K.U.Leuven secretariat:	5.750
Chania:	68.000
	19.000
	15.000
Total:	**234.950**
Reserve:	
from 2005:	98.172
estimated at the end of 2006:	91.972

First EAAE-ENHSA sub-network workshop on architectural theory: Content and Methods of Teaching Architectural Theory in European Schools of Architecture

21 - 24 September 2006, Hasselt, Belgium

Report

Ass. Professor, Ole W. Fischer, Institut gta, ETH Zurich, Switzerland

In contrast to the sunny beauty of the small city of Hasselt in the Euregio Limburg, which hosted the first meeting of the sub-network on theory organized by the local department of architecture at Provinciale Hogeschool Limburg, and the splendid atmosphere between the participants, the issue seemed rather serious: theory might be well-established as a field of expertise, but at the same time it is endangered by its own success. Today, architectural theory is an academic discipline, strengthened by the Bologna process that enforces equal standards for research, graduate and doctoral programmes, scientific methods, implementation of research in teaching, etc. – but at the same time theory seems to lose ground within the discipline of architecture in several ways.

After theory – whatever happened to theory? All presentations on the current state of affairs of architectural theory registered a crisis of theory, ranging from the "bad smell of theory" (Stephen Cairns), over the implicit distrust of theoretic writing by many practicing architects inside and outside universities, to the general suspicion about theory as "ideology", especially in former socialist societies (Mariann Simon). In addition, the accepted "critical" notion of theory on the basis of postmodern and poststructuralist philosophy is nowadays questioned by "post-critical" and "neo-pragmatic" thinkers who try to reformulate the agenda of architecture as "smooth" engagement with mass culture, production and media. However, most theorists would share the hypothesis that the loss of critical thinking would be the end of theory, and Debora Hauptmann in her lecture gave a historic overview of "ends" and "afters" in philosophy, going back from today to the "end of history" by Hegel. With reference to Bergson, she sketched out the architect as a "specific intellectual" who shifts his interest from object to the city, from interpretation to constructions of interrelation, and the "invention" of a relevant architectural question – in order to come up with an alternative solution.

Teaching theory

There may, however, be hope for theory as well: the vast majority of participants presented "innovative approaches" in teaching architectural theory, either integrated with design studios, in correla-

tion with practice, or engaged in other disciplines. The variety of alternatives to reading sections could be a sign of the liveliness and progress of theory – but it immediately brought up the question about the "core", "content" or "discipline" of architectural theory: does theory rely on autonomy, is the relation to practice necessarily distanced, reflective and critical, and is it text based? Or could theory guide architectural design (Linda Wilson)? On the other hand, is theory restricted to scientific writing only, according to the "Chicago Manual of Style"?

How should we think of abstract concept design based on readings, discussions and performances; how about "scientific autobiographies" (José Depuydt, referring to Rossi); how about alternative ways of theorizing, like drawing, film plots or creative writing as Katja Grillner has successfully shown? Is the noble mission of theory to shape open, responsible individuals, as Svein Hatløy suggested? Or should we accept the iconic turn of information and communication technology (ICT) and redefine theory as "design science", "design paradigms" (Adri Poveniers), or "design methods", as Yves Schoonjans and Sven Sterken labelled one of their modules of their "theory cluster"? Should seminars start from a close reading and the search for the "hidden opponents" in any text that situates and contextualizes it in historic discourse (Lara Schrijver), or should they depart from an essential architectural element such as a "door" to a broader research as Laurent Stalder proposed?

And what happens at the borderlines of theory – at the terrain vague to history, philosophy or cultural studies? Should we regard the relationship between history, theory and practice as "critical" in the sense of Nietzsche, as the ability to evaluate and forget (Sylvan De Bleeckere, Koenraad Van Cleempoel)? And what happens at the cultural borderlines to the "specific architectural way of looking at the world" to which Concha Diez-Pastor referred in her talk about "principles", since the very concept of architecture as autonomous artistic practice is based on European history since the Renaissance, as Johan Mârtelius reminded us? How can we differentiate theory, how should we address the "other" and "outside" of architectural theory?

Theory goes media?

Tore Talquist and Marianne Verhe gave an impressive performance with their flash player application of the view of Rome from Villa Lante as three-fold: history (represented in the different districts of Rome), theory (based on Vitruvian categories), and practice ("temporal depth" of architecture). However, "media" is not necessarily restricted to the "digital", but includes any kind of representation; therefore the exercise of portraying the material reality and personal experience of the students in the form of an exhibition about the field trip to "La Tourette" together with LC's texts is another form of teaching theory hands-on (Helen O'Conor). Claus Peder Pedersen and Henrik Oxvig addressed a different approach to media: with the notion of Foucault's "archaeology of knowledge" in mind, they explored with their students the space of drawing as dialectical "bridge" between artist and statement, as a creative gap behind the operational tool, in the sense of Robin Evans. David Vandenburg reflected in a more general way on the three functions of drawing: historic (what was the case), theoretic (what might be the case), and critical (what ought to be the case, the utopian). Furthermore, Stephen Cairns touched on the question of representation in drawing with a case study of a student research project, where he tried to map high-rise housing in multiple ways before demolition.

Theory, Research and Design

The last panel was reserved for case studies from theoretic research: Phillippe Gruloos analyzed building infrastructure as determining architectural design, whereas Caroline Voet discussed the transfer from theory to craftsmanship to architectural object in the work of Dom Hans van der Laan, who regarded building as an "intellectual act" based on abstractions of Vitruvian principles. In strongest contrast to this almost theological practice, Peter Princen tried to frame the client-architect relationship as "creative co-authorship" with reference to John Dewey's pragmatism.

Shall we ask with Shakespeare "Oh Theory, where are thou?" – Well, help is near: Hilde Heynen, a co-author of "Dat is architectuur" gave hints about "the making of" this anthology on 20th century architectural theory and explained her new project of a "pro-spective" book, that should map the current state of affairs of architectural theory. – Back to where we started. ∎

Light of Tomorrow

International Velux Award 2006 for students of architecture

Three winners and 17 honourable mentions were presented and honoured at the International VELUX Award 2006 for Students of Architecture that took place at the Guggenheim museum in Bilbao on 23. October 2006. The aim of the Award is to encourage students of architecture to work with daylight perception and exploitation under the theme of – "Light of Tomorrow".

Louise Groenlund from Denmark won first prize for her project "A Museum of Photography".

Gonzalo Pardo from Spain and Anastasia Karandinou representing the UK took second and third prizes.

"To reach a spatial complexity through this type of architectural simplicity, embedded in a strong belief in the capacity of light, is very rewarding. It requires personal strength, talent and consistency. The project is presented well and reveals spatial sensitivity and architectural maturity."

This was the jury's motivation for awarding first prize to 27-year-old Louise Groenlund from Denmark. In her project she uses the camera as a metaphor in the definition and construction of a museum for photography. Groenlund graduated from the Royal Danish Academy of Fine Arts, School of Architecture in Copenhagen in January 2006, and her project for the International VELUX Award is her final thesis.

"The IVA theme "Light of Tomorrow" translates directly to my own research in the phenomenology and perception of light and sight. To design a museum for photography is to create the optimum conditions for seeing. To see not only the photography but also to make the spectator aware of what he sees and the conditions in which he is seeing", says Groenlund about her project.

Runner-up was 26-year-old Gonzalo Pardo Diaz from Madrid, Spain, who has already won several international and national architectural awards. His project "A Place for Reading" represents a three-dimensional network – not a building but a working table, a space under construction made up of fragments, incomplete, like a forest.

Third prize went to 25-year-old Anastasia Karandinou, originally from Athens, Greece, and

now studying in Scotland and representing the UK for her project "Light Invisible Bridges". The award theme "Light of Tomorrow" challenged Anastasia to combine her theoretical knowledge of the qualities of light and her practical research in the city of Shanghai.

Apart from the three winners the jury awarded 17 honourable mentions to students from nine countries. The award was open to registered students of architecture in the study year 2005/06 from all over the world. Submitted projects – from individuals or groups of students - had to be prepared during the study year 2004/05 or 2005/06. All projects had to be approved by a tutor.

The jury

- **Kengo Kuma**
  Architect, founding partner of Kengo Kuma & Associates, Japan. Professor at the Faculty of Science and Technology at Keio University

- **Róisin Heneghan**
  Architect, founding partner of heneghan.peng architects, Ireland

- **Omar Rabie**
  Architect, Egypt/USA

- **Douglas Steidl**
  Architect, founding partner of Braun & Steidl, USA. President of the American Institute of Architecture (AIA)

- **Per Olaf Fjeld**
  Architect, Professor at the Oslo School of Architecture and Design, Norway. President of the European Association for Architectural Education (EAAE)

- **Massimo Buccilli**
  General Manager, VELUX Italia

The jury met in June to evaluate all entries on the criteria of conceptual idea, experimental thinking and critical discussion before they settled on the winners. The jury congratulated the contestants on the remarkable variation of ideas and approaches that were expressed in the 557 award entries from

225 schools in 53 countries. The 20 winners represent Europe, Oceania, Asia as well as the Americas with Spain topping the list with one winner and three honourable mentions. 2,037 students registered for the award representing 496 schools in 92 countries.

Jury chairman Per Olaf Fjeld remarks on the multi-faceted treatment of light in the entries: _"The strength of the award is that there are so many participants throughout the world and that light itself has a map. It exists everywhere, but the architectural conditions related to light are different from place to place. One can very much see that within the variety of the projects."_

Source: VELUX

For further information, please contact:

Lone Feifer, Project Manager
lone.feifer@velux.com
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First prize :
A Museum of Photography, LG 4208
- 8,000 Euro for the student(s)
- 2,000 Euro for the tutor(s)

Student:
Louise Groenlund from the Royal Danish Academy of Fine Arts, School of Architecture in Copenhagen, Denmark

Tutor:
Kjeld Vindum

Second prize:
A Place for Reading, VE 1001
- 4,000 Euro for the student(s)
- 1,000 Euro for the tutor(s)

Student:
Gonzalo Pardo Diaz from Escuela Tecnica Superia de Arquitectura de Madrid, Spain

Tutor:
Atxu Amann

Third prize:
Light Invisible Bridges, NA 1802
- 2,500 Euro for the student(s)
- 600 Euro for the tutor(s)

Student:
Anastasia Karandinou fromUniversity of Edinburgh, United Kingdom

Tutor:
Dorian Wiszniewski

17 honourable mentions:
- 500 Euro for the student(s)
- 200 Euro for the tutor(s)

Light of Tomorrow

International Velux Award 2006 for Students of Architecture

1st Prize, A Museum of Photography, LG 4208

Louise Groenlund, The Royal Danish Academy of Fine Arts, School of Architecture, Copenhagen, Denmark

Jury comments:

In the meaning of the word photography, photo as light and graphy as a form of writing, lies a contradiction between photo as a representation of a natural phenomenon and graph as an industrially produced image. Photography (to write with light) was the inspiration behind this project.

The intention is to create architecture with optimal conditions for seeing not only the photograph, but to make the visitor aware of the spatial condition of light in which the displayed objects can be both sensed and seen. Within this approach, light, sight, and time are the essential parameters.
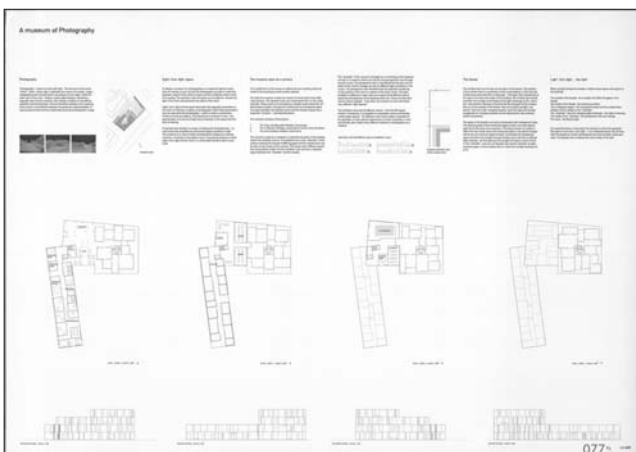
The exterior of the building is a reflection of the surroundings while the interior pursues another agenda. The facade with its different types of glass, functions as a lens that both reveals and at the same time blurs the inside.

The building is a conglomerate of spaces with different light intensities that give each room its particular identity. At the same time these spaces represent a sequence, forming architecture with great spatial intensity.

To reach a spatial complexity through this type of architectural simplicity, embedded in a strong belief in the capacity of light, is very rewarding. It requires personal strength, talent and consistency.

The project indicates very precise architecture, articulated, not locked, but open for further interpretation by its visitors. The project is well presented and reveals spatial sensitivity and architectural maturity. The conceptual idea and the architectural interpretation of the idea are equally apparent.

Light of Tomorrow
International Velux Award 2006 for Students of Architecture

2nd Prize, A Place for Reading, VE 1001

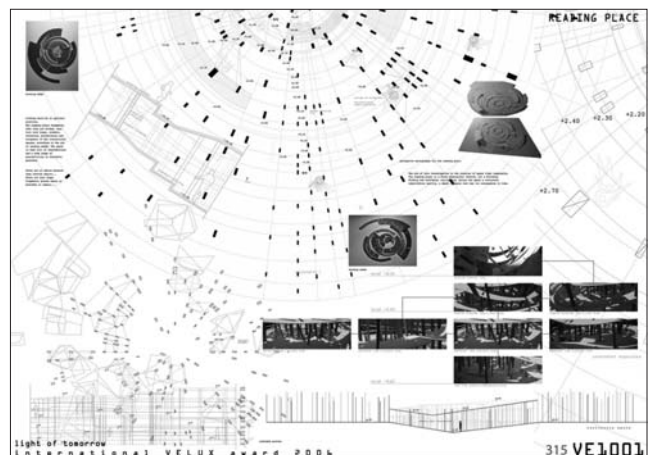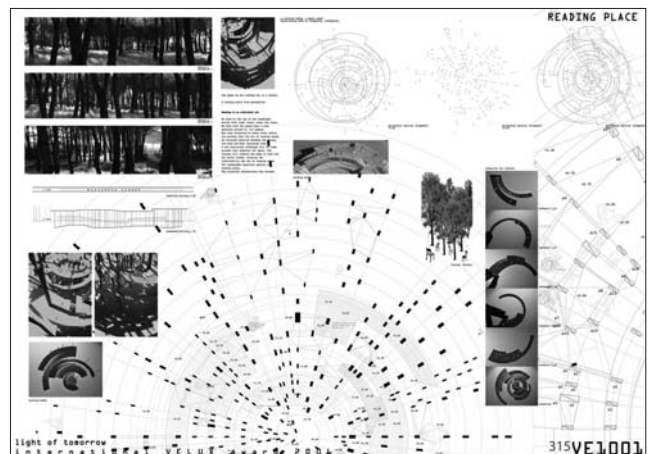Gonzalo Pardo Diaz from Escuela Tecnica Superia de Arquitectura de Madrid, Spain

Jury comments:

It is architecture seen as a site, a continuous reading and interpretation of ground, that offers a wealth of variation through that site´s particular topography. This spatial field takes on the image of a forest. Structural repetition guided by a geometrical pattern offers a spatial diversity. The users must make their own reading and interpretation of the space and impose their own identity on it, as the open sequence demands.

The constructed forest can be seen as a labyrinth consisting of time layers. These layers are identifiable through the particular type of light that reveals its spatial depth as a distinct place within the overall spatial fields. The spatial objects added to the field can be folded and formed in different ways. As a nonstatic place, it generates various interstitial spaces both within and outside itself.

The project of a forest library reaches an architectural solution that goes beyond a building as an object, and reveals an architectural field consisting of a web of places that do not clearly separate the inside from the outside nor make the distinction between public and private.

It is the user that sets the hierarchy, and as a non-static instrument it offers a new type of spatial integrity. This is exciting, and it brings the project into the architecture of participation; a study of how light can be understood as spatial depth is very challenging. The project is beautifully presented and gives a good indication of what the project´s capacity and limitations are in relation to further interpretation.

Light of Tomorrow

International Velux Award 2006 for Students of Architecture

3rd Prize, Light Invisible Bridges, NA 1802

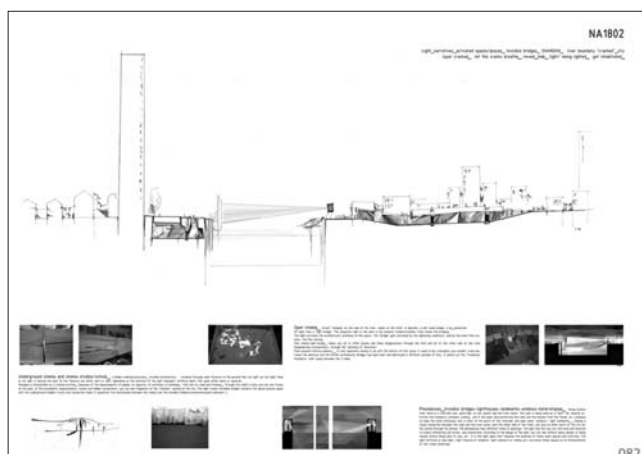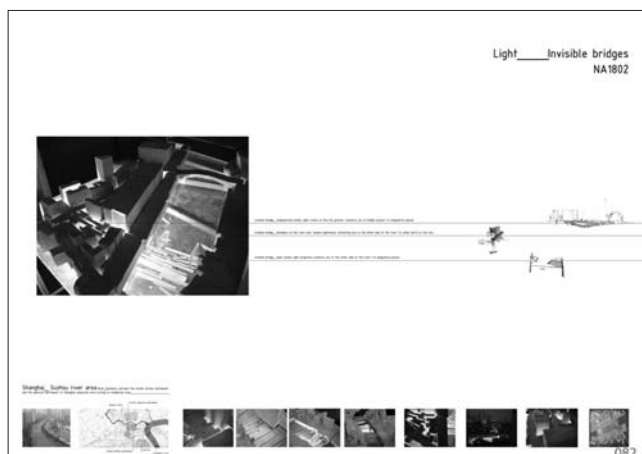Anastasia Karandinou fromUniversity of Edinburgh, United Kingdom

Jury comments:

The project presents a spatial concern that is related to a hidden urban potential: the capacity to be identified and activated through the energy of light. Light becomes a mediator of past and present.

The concept finds its content through a set of light narratives: invisible bridges, cracked layers in the surface of the earth, revelation, conceal-ment, light itself being illuminated, all confronting different spatial identities and possi-bilities within an urban setting. This architectural approach is rather intriguing, since individual objects find new connections through light, and by so doing add another type of physical or phys-iological spatial layer to an urban context.

To forward this capacity of light beyond the direct light/space discussion is interesting, and the creative act behind the project resulted in further discussion. The project is clearly presented and beautifully simple, but unfortu-nately lacks precise articulation that would indi-cate its direction beyond the conceptual idea.

Light of Tomorrow
International Velux Award 2006 for Students of Architecture

Honourable Mention

The constant interaction between space and time

Christa Scott
University of South Florida - School of
Architecture, USA

Teacher:
  Vanessa Estrada

Finding the light

Yin Wang Colin NG
Dan Oliver Galut
Louis Lanbourne Smith School of Architecture and
Design, University of South Australia, Australia

Teacher:
  Stephen Ward

Light as curator

Joris Jakob Fach
Bauhaus Universitaet Weimar, Germany

Teachers:
  Erik Dr. Schmitz Riol
  Nikolaus Hirsch

Cultivated shadows

Petia Ratzov
Carl Hall-Karlstrom
LTH, Lund university, Dept. Of Architecture,
Sweden

Teachers:
  Abelardo Gonzales
  Pawel Szychalski

Desert light

Benjamin Saragoussi
Gregory Bismuth
Ecole Nationale Superieure D`architecture de Paris-
Belleville, France

Teacher:
  Ahmet Gulgonen

Luminous ecosystem

Pablo Vina Garcia-Inés,
José Antonio Guerra Paz
Universidad Alfonso X el Sabio, Spain

Teacher:
  Felipe Pérez-Somarriba Remirez de Esparza

**Light as the main element determining the spatial
quality**

Sung Hyun Jun
Korea University, Rep. of Korea

Teacher:
  Kwang Be Kim

Garden of the absence

Hiroki Ogawa
Kyushu University, Japan

Teacher:
  Toshikazu Ishida

The light of Gogh

Geun su Kim
Kyungwon University, Rep. of Korea

Teachers:
  Hang-Sup Park
  Kim Hee Gon
  Yun Hae Kyung
  Han Youg Geun
  Choi Jong Chung
  Choi Woong

Human settlement in relation to the sun

Carmen Blanc
Alvarado Jiri Orol Ana
Facultad de Arquitectura Diseno y urbanismo
(F.A.D.U.), Argentina

Teacher:
  Jorge Eduardo Centeno

Sunfinder

Maciej Grelewicz
Politechnika Todzka Institut Architektury i
Urbanistyki, Poland

Teacher:
  Bartosz Hunger

Light mineral

Lee Hyung-Jin Choi,
Jong-Won Kim
Seung Kim
Do-Yub Paek
Doo-San
Korea University, Rep. of Korea

Teachers:
  Kwang-Bae Kim,
  Kwan-Jik Lee

Orchid water garden, Hong Kong

Vincent Ming-Ching Young
The Bartlett Faculty of the Built Environment,
United Kingdom

Teacher:
  Steve Jonas Hardy Lundberg

Stereotomic permutation

Sangwook Park
Harward University Graduate School of Design
Dept.of Architecture, USA

Teacher:
  Chanjoong Kim

Sensorial stimulation space

Ricardo Antonelli
Carlos Beghetti
Universidad de Mendoza, Argentina

Teacher:
  Emilio Pineiro

Transformed energy

Alberto Hernandez Munoz
Baeza Gallego
Sara-Barreda Teran
Raquel Javier Hilario- Cabrero Olmos
Escuela Tecnica Superior De Arquitectura De
Valladolid, Spain

Teacher:
  Rodrigo Almonacid Canseco

Magic suspensions

Beatriz Benito
Sara González
Tomás Marcos
David Serradilla
Fco. Javier Velasco
J. Igna
E.T.S. de Arquitectura Valladolid, Spain

Teacher:
  J. Ignacio Sánchez

School Members / *Écoles membres*

Armenia:
Erevan: Institut d'Architecture et de Construction d'Erevan
Austria:
Graz: Technische Universität Graz
Wien: Technische Universität Wien
Belgium:
Antwerpen: Hogeschool Antwerpen
Brussels: Hogeschool voor Wetenschap & Kunst
Brussels: Institut Supérieur d'Architecture La Chambre
Brussels: Institut Supérior Saint-Luc
Brussels: Intercommunale d'Enseignement Sup. d'Architecture
Brussels: Vrije Universiteit
Diepenbeek: Provinciaal Hoger Architectuur Instituut
Gent: Hogeschool voor Wetenschap & Kunst
Leuven: Department A.S.R.O.
Heverlee: Katholieke Universiteit
Liège: Institut Supérieur d'Architecture Saint-Luc
Liège: Institut Supérieur d'Architecture Intercommunal
Liège: Institut Supérieur de la Ville de Liège
Louvain-La-Neuve: Université Catholique de Louvain
Mons: Institut Supérieur d'Architecture Intercommunal
Mons: Faculté Polytechnique de Mons
Ramegnies: Institut Supériur d'Architecture Saint-Luc
Tournai: Institut Supérieur d'Architecture Saint-Luc
Bosnia:
Sarajevo: University of Sarajevo
Bulgaria:
Sofia: University of Architecture
Cyprus:
Nicosia: University of Cyprus, Faculty of Engineering
Czech Republic:
Prague: Academy of Fine Arts
Brno: Faculty of Architecture
Prague: Technical University
Denmark:
Aarhus: Aarhus School of Architecture
Copenhagen: The Royal Danish Academy of Fine Arts
Estonia:
Tallin: Estonian Academy of Arts
Finland:
Espoo: Helsinki University of Technology
Oulu: University of Oulu
Tampere: Tampere University of Technology

France:
Charenton Le Pont: École d'Architecture de Paris Val De Marne
Clermont-Ferrand: École d'Architecture de Clermont-Ferrand
Darnetal: École d'Architecture de Normandie
Grenoble: École d'Architecture de Grenoble
Marseille Luminy: École d'Architecture de Marseille
Nancy: École d'Architecture de Nancy
Paris: École d'Architecture de Paris-Belleville
Paris: École d'Architecture de Paris-Val-de-Seine
Paris: École d'Architecture de Paris-la-Vilette
Paris: École d'Architecture de Paris-Malaquais
Paris: École Speciale d'Architecture ESA
Paris: École d'Architecture de Paris-Villemin
Paris: École d'Architecture de Paris-Tolbiac
Saint-Etienne: École d'Architecture de Saint-Etienne
Strasbourg: École d'Architecture de Strasbourg
Talence: École d'Architecture de Bordeaux
Vaulx en Velin: École d'Architecture Lyon
Versailles: École d'Architecture de Versailles
Villeneuve d'Ascq: École d'Architecture Lille & Regins Nord
Germany:
Aachen: Facultät für Achitektur
Berlin: Hochschule der Künste
Bochum: FH Bochum University of Applied Sciences
Cottbus: Technische Universität Cottbus
Darmstadt: Fachhochschule Darmstadt
Dessau: Fachhochschule Anhalt
Dresden: Technische Universität Dresden
Essen: Universität-Gesamthochschule
Frankfurt: Fachhochschule Frankfurt am Main
Hamburg: Hochschule für Bildende Künste
Hannover: Universität Hannover
Kaiserlautern: Universität Kaiserlautern
Karlsruhe: Universität Karlsruhe
Kassel: Gesamthochschule Kassel
Mûnster: University of Applied Sciences
Nürnberg: Georg-Simon-Ohm Fachhochschule Nürnberg
Stuttgart: Universität Stuttgart

Trier: Architectur für Architectur und Bauwesen
Weimar: Architectur für Architectur und Bauwesen
Wuppertal: Bergishe Universität - Gesamthochschule Wuppertal
Greece:
Athens: National Technical University
Patras: University of Patras
Thessaloniki: Aristotle University
Ireland:
Dublin: University College Dublin
Dublin: Institute of Technology Bolton Street
Limerick: University of Limerick, School of Architecture
Waterford: Waterford Institute of Technology
Italy:
Ascilo Piceno: Facolta di Architettura
Aversa: Facolta di Architettura
Bari: Facolta di Architettura
Ferrara: Facolta di Architettura
Florence: Dpt. Progettazione dell Achitettura
Genova: Facolta di Architettura
Milan: Politecnico di Milano, Facoltà di Architettura Milano Bovisa
Milan: Politecnico di Milano
Napoli: Seconda Universita `degli Studi de Napoli, Faculta` di Architettura
Reggio Calabria: Universita Degli Studi di Reggio Calabria
Rome: University of Roma
Rome: Facolta di Architettura, Terze Universita
Siracusa: Facolta di Architettura
Turin: Politecnico di Torino, I Facolta Architettura
Turin: Politecnico di Torino, II Facolta Architettura
Venice: Instituto Universitario di Architettura
Liechtenstein:
Vaduz: Hochschule Liechtenstein
Lithuania:
Kaunas: Kaunas Institute of Art
Vilnius:Vilnius Academy of Arts, Faculty of Applied Arts
Vilnius:Vilnius Gediminas Technical University
Macedonia:
Skopje: Universitet Sv. Kiril i Metodij
Malta:
Masida: University of Malta
Netherlands:
Amsterdam: Akademie van Bouwkunst
Arnhem: Artez Institute of Architecture
Delft: Technische Universiteit
Eindhoven:Technische Universiteit
Groningen: Akademie van Bouwkunst

Maastricht: Akademie van Bouwkunst
Tilburg: Fontys Academie voor Architectuur en Stedenbouw
Rotterdam: Akademie van Bouwkunst
Norway:
Bergen: Bergen School of Architecture
Oslo: Oslo School of Architecture
Trondheim: Norwegian University of Science
Poland:
Bialystok: Technical University
Gdansk: Univeristy of Technology
Gliwice: Technical University
Szczecin: Technical University
Warsaw: Warsaw University of Technology
Wroclaw: Politechnika Worklawska
Wroclaw: Wroclaw University of Technology
Portugal:
Covilha: Univ. da Beira Interior, LAUBI
Guimaraes: Universidade do Minho,
Lisbon: Instituto Superior Técnico
Lisbon: Universidade Tecnica
Lisbon: Universidade Lusiada
Lisbon: Universidade Lusofona de Humanidades e Tecnologias
Porto: Escola Superior Artistica do Porto
Porto: Universidade do Porto
Setubal: Universidade Moderna Setubal
Romania:
Bucharest: Inst. Architecture Ion Mincu
Cluj-Napoca: Technical University
Iasi: Technical University Iasi
Russia:
Bashkortostan: Bashkirsky Dom Regional Design School
Jrkutsk: Technical University
Krasnoyarks: Institute of Civl Engineering
Moscow: Architectural Institute Moscow
Serbia:
Belgrade:University of Belgrade
Prishtina: University of Prishtina, Faculty of Architecture
Slovakia:
Bratislava: Slovak Technical University
Slovenia:
Ljubljana: Univerza v Ljubljani
Spain:
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Sant Cugat: ETSA del Valles, UPC
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Genève: École d'Ingénieurs de Genève

Genève: Université de Genève

Lausanne: École Polytech. Fédérale de Lausanne

Mendrisio: Academia di Architettura

St Gallen: FHS Hochschule für Technik, Wirtschaft und Soziale Arbeit

Windisch: Fachhochschule Aargau

Winterthur: ZHW School of Architecture

Zürich: ETH Zürich

Turkey

Ankara: Middle East Technical University

Gazimagusa: Eastern Mediterranean University

Istanbul: Istanbul Technical University

Istanbul: Yildiz Technical University

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Kibris: European University of Lefke

Ukrain:

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Lviv: Lviv Politechnic State University

United Kingdom:

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Brighton: Brighton's University

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Canterbury: Kent Institute of Art and Design

Cardiff: UWIST

Dartford: Greenwich University

Dundee: University of Dundee

Edinburgh: College of Art

Edinburgh: School of Architecture, Univerity of Edinburgh

Edinburgh: School of Architecture, Heriot Watt University

Glasgow: University of Strathclyde

Glasgow: Mackintosh School of Architecture

Hull: Humberside University

Leeds: School of Art, Architecture and Design

Leicester: De Montford University

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Liverpool: John Moore's University

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London: University College, Bartlett School

London: Westminster University

London: Southbank University

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Nottingham: University of Nottingham.

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Plymouth: Plymouth University

Portsmouth: Portsmouth University

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Isarel:

Haifa, University of Haifa, Faculty of Architecture

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Asinea, Universidad de Gualdajara

Palestine:

An-Najah National University, Department of Architecture

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Zimbabwe:

National University of Science & Department of Architecture

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Consejo Superior de los Colegios de Arquitectos de España, Madrid, Spain

Theodoros Didaskalou, Kalamaria, Greece

Fundación Diego de Sagredo, Madrid, Spain

Koray Gökan, Istanbul, Turkey

Nazan Kirci, Maitepe, Turkey

Nicolas Lascaris, Psychio, Greece

Jake Meaney, Cambridge, Massachusetts, USA

Milena Metalkova-Markova, Akita City, Japan

Manuel Neves, Lisbon, Portugal

Ute Poerschke, Munich, Germany

Johannes Ralph, Essen, Germany

Chih-Ming Shih, Taipei, Taiwan

Niolaos-Ion Terzoglou, Athens, Greece

Melita Tuschinski, Stuttgart, Germany

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P. Jokush, Stuttgart, Germany

H. Kramel, Zürich, Switzerland

H. Louw, Newcastle upon Tyne, United Kingdom

N.O. Lund, Aarhus, Denmark

J.F. Mabardi, Kessel-Lo, Belgium

M. J. Malecha, Raleigh, NC, USA

H. Neuckermans, Leuven, Belgium

C. Spiridonidis, Thessaloniki, Greece

P. von Meiss, Lausanne, Switzerland

Predicting the Future

eCAADe 2007 conference

Call for Papers

26 - 29 September, 2007

The eCAADe 2007 conference will be hosted by the FH Wiesbaden and FH Frankfurt

You are invited to attend this conference and contribute to eCAADe by submitting a paper proposal, due February 1, 2007.

Digital tools can support the whole design process from the early phases through to final production. They enable the project participants to gain a better understanding of ideas and issues throughout all project phases.

The focus of the eCAADe 2007 conference is that of tools and methods that support the whole range of participants from laymen to specialists in communicating, planning, costing and realizing built projects in all of the architectural fields. Areas of interest that we invite papers on include:

- CAAD Curriculum
- City Modelling
- Collaborative Design
- Digital Aids to Design Creativity
- Digital Applications in Construction
- Generative Design
- Human-Computer Interaction
- Mass Customization
- Modes of Production
- Pervasive Computing
- Precedence and Prototypes
- Prediction and Evaluation
- Research, Education and Practice
- Shape Studies
- User Participation in Design
- Virtual Architecture
- Virtual Reality
- Web-Based Design

Important Dates

Call for papers: October 1, 2006
Deadline for abstracts: February 1, 2007
Notification of acceptance: April 1, 2007
Deadline for full papers: June 1, 2007
Conference: September 26-29, 2007

Further information:
www.fab.fh-wiesbaden.de/ecaade007
or contact:
ecaade007@fab.fh-wiesbaden.de

Local Authority Planning in Change: Beyond Dichotomies

University of Oulu, Department of Architecture, Oulu, Finland

August 16-18, 2007

First Announcement and Call for Abstracts of the Nordic Planning Research Symposium:

Arranged by the University of Oulu / Thule Institute and Norwegian Institute for Urban and Regional planning (NIBR).

Invitation to planning researchers and practitioners interested in developing new theorethical concepts and ideas that would transgress or combine various binary oppositions in terms of which we now perhaps unfruitfully understand the challenges of local and regional planning around us:

- Growth - Decline
- Global - Local
- Urban - Rural
- Place - Network
- Theory - Practice
- Government - Governance
- Consensus - Conflict
- Professional - Layman
- Participatory - Representative Democracy
- Qualitative - Quantitative Research
- Etc., etc.

Keynote Speakers:

- Professor Göran Cars, Royal Institute of Technology, Stockholm
- Docent Katarina Nylund, Lund University
- Professor Peter Ache, Helsinki University of Technology

Important Dates

Deadline of abstracts (250-400 words, rtf format):
- March 31, 2007.

Acceptance of abstracts by:
- April 30, 2007.
Deadline for full papers:
- July 20, 2007.

Contact / reception of abstracts:
symposium07@oulu.fi

See Symposium website:
thule.oulu.fi/symposium07

Architecture and Phenomenology
An International Conference at The Technion, Israel Institute of Technology

Call for Papers

20-24 May, 2007

In recent years, the architectural intellectual discourse underwent a significant transformation as the historical and historiographical scholarships were influenced by critical theories and methodologies. Architectural history is not any longer considered as a grand-narrative, but rather interpreted as a multiplicity of political conditions of identity created by spatiality and architecture. Nevertheless, while most researches effectively elaborate on the interrelations manifested by space and architecture, they sometimes collapsed into narrow points of view, neglecting to address the multilayered significations of the architectural texts as such.

In order to propose a broad discourse, in this conference, we would like to return to phenomenology and reconsider the relations between this philosophical discipline and architecture. In parallel to intellectual inclinations in other fields and in the light of the social and technological revolutions we witnessed at the end of the millennium, the conference will seek scholarship that is based on phenomenological interpretations. Through phenomenological examinations of, among others, the following themes — the relations between subject and object, the state of body in space and place, matter and memory, the ethics and politics of the poetic, and senses of place — we would like to reexamine the significance of phenomenology for contemporary architecture. In the light of contemporary cultural, political, technological and social conditions, how can we think in phenomenological fashion about architectural concepts such as place, space, tectonic, matter, and dwelling? What are the means that phenomenology provides for the architectural discourse and practice today?

Important Dates
We are inviting historians, theoreticians, researchers and scholars of various fields and backgrounds to submit a paper proposal for one of the below listed themes. Please email a 500 words abstract, describing the paper proposal to the following email address arch-phen@technion.ac.il by June 22, 2006. Accepted papers will be notified by July 24, 2006. First drafts of the papers are due on October 22, 2006. Final papers are due on March 22, 2007. Registration fees are $400 per academic professionals, and $100 per students.

Venues
The conference will take place at the Faculty of Architecture and Town Planning at the Technion – Israel Institute of Technology between 20 and 24 of May, 2007. Israel's prominent technological institution, the Technion is located in Haifa on the Carmel Mountain. As the center of the northern Israeli metropolitan, Haifa offers a unique view on local region and culture.
Internet

Themes:
- Glocalism: Place-Making in Global Conditions
- Digital Culture and the Reshaping of Experience
- Essentialism: In-between Object and Subject
- Architectural Selves: the Embodiment of Place
- Matter and Memory: the Objects of Consciousness
- The Transcendental in Architecture and the Question of Origin
- Revisiting Husserl and Heidegger
- The Depth of Vision: Phenomenological Re-presentations
- Architecture In-between Ethics and Poetics
- Becoming Place: Performance in and of Space
- Spatial Thinking in Sartre, Merleau-Ponty and Levinas
- The Time of Space/The Place of Time
- The Sustainable in Architecture

Scientific Committee:
- Alberto Perez-Gomez,
- Andrew Benjamin,
- Antoine Picon,
- Arieh Peled,
- Dalibor Vesely,
- David Seamon,
- Edna Langenthal,
- Eran Neuman,
- Hagi Kenaan,
- Ion Copoeru,
- Iris Aravot,
- Juhani Pallasmaa,
- Kenneth Frampton,
- Robert Mugerauer

ERA-Link
A Network for European Researchers in the United States

A new network is being developed for European researchers in the US. It will provide web based and other services for researchers who are interested in strengthening their contacts with other European researchers in the US and Europe.

ERA-Link is a new initiative to network European researchers presently working in the United States, that the European Commission is launching in collaboration with the European Embassies in the U.S. The ERA-Link network and services are expected to be fully operational during the second half of next year.

ERA-Link will offer our expatriate researcher community in the U.S. a chance to stay informed about the evolving reality of research in Europe: notably collaboration opportunities (including joint activities, student exchanges, etc.), as well as job, mobility, training and funding possibilities.

The user survey that has just been launched, addressed to European researchers in the U.S., will help assess the needs and expectations of the potential users and to define what services the ERA-Link network should offer them. The on-line questionnaire can be found for the next four weeks

For further Information
cordis.europa.eu/eralink

Carnegie Mellon
School of Architecture

The Carnegie Mellon School of Architecture invites applications for **2 Tenure Track and 2 Visiting Appointments**. Appointments are expected to begin in the Fall 2007. Ranked in the top ten nationally, Carnegie Mellon offers a five-year accredited Bachelor of Architecture program, with post professional graduate programs in architecture engineering contruction management, building performance, computational design, sustainable design, and urban design.

2 Assistant Professors , Tenure Track

The School is seeking committed, innovative teachers who bring a dynamic mix of practice, research, and theory into **Studio-Based Design Education**. Studios follow an integrated, sequential curriculum. Successful candidates will have the complementary knowledge and expertise to teach one additional required or elective course each semester in addition to design studio. We are particularly interested in applicants with parallel strengths in beginning design, digital media, history, human factors, landscape, or professional practice. Applicants must hold an M.Arch. or professional degree with commensurate professional practice. Those who envision building a tenure case on practice are expected to be licensed. Architectural historians are expected to hold a Ph.D. in the subject.

Visiting Assistant or Associate Professor
(one or two year appointment)

The School is seeking a committed, innovative teacher to teach design studios. Successful candidates will have the complementary knowledge and expertise to teach one additional required or elective course each semester in addition to design studio.

The Fitzgibbon Assistant or Associate Professor
(one or two year appointment)

The School is seeking a committed, innovative practitioner-teacher to teach architectural design studios while continuing to practice. The Fitzgibbon Chair-holder will teach one design studio per semester and will also contribute to the intellectual life of the School.

Applications

Applications should be sent by 15 January 2007. Review of applications will begin immediately and remain open until the positions are filled.

Applications to all positions should include a cover letter stating:
- the position for which you are applying,
- teaching goals and approaches,
- a discussion of your qualifications for the specific position.

In addition applications should include:
- a complete curriculum vitae,
- complete contact information for three references,
- a brief portfolio of exceptional accomplishments,
- syllabi or well-developed one-page proposals for elective courses to be offered each semester and evidence of expertise related thereto,
- a teaching portfolio with course descriptions, assignments, course evaluations and samples of student work. (Note: fulltime practitioners who have not previously taught exempted.)

Send to:
Professor Douglas Cooper, Chair
Faculty Search Committee
School of Architecture
Carnegie Mellon University
Pittsburgh, PA 15213

Archiprix International 2007
Shanghai, April 2007

Call for entries

Archiprix International invites all universities and colleges teaching architecture, urban design and landscape architecture to select their best graduation project and ask the designer(s) to submit the selected project for participation.

Designers graduated since 1 September 2004 can apply. Projects will be presented in the exhibition, on the website and in a book with DVD. The designers of the projects will be invited for the workshops taking place in April 2007 in Shanghai. Participation is free of charge.

Tongji University Caup, Shanghai 2007:

After successful editions in 2001 in Rotterdam, 2003 in Istanbul and 2005 in Glasgow, Archiprix International will again stage a unique presentation of the world's best graduation projects in the fields of architecture, urban design and landscape architecture. Archiprix International 2007 takes place in April 2007 in Shanghai. This fourth edition will be hosted and co-organised by the Tongji University, College of Architecture and Urban Planning.

Over 1200 faculties from more than 100 countries have been invited to take part. This makes Archiprix International by far the biggest competition for recently graduated architects, urban designers and landscape architects. No other competition for young talented designers displays such a broad insight in worldwide trends in education and the fields of architecture, urban design and landscape architecture in general.

Until September 15th of this year the selected graduates can submit their projects. In autumn all entries will be reviewed by an international jury and from the middle of April the entries are on display in the CAUP Tongji University, Shanghai.

Hunter Douglas Awards:

On April 20 2007 the best projects will receive the Hunter Douglas Awards, during a special award ceremony in Shanghai. The awards carry the name of our partner Hunter Douglas, producer of well known brands like Luxaflex and Luxalon.

The award ceremony in Shanghai is accompanied by a conference, a series of presentations of participating projects, and an exhibition. The designers of the best graduation projects can also participate in an international design workshop the week before the award ceremony.

Web Presentations:

The Archiprix website will display a growing web presentation of the submitted projects. This website also contains a presentation of the projects submitted for the 2001, 2003 and 2005 editions and the world's largest database of universities and colleges teaching architecture, urban design and landscape architecture.

For further information:
please visit our website:
www.archiprix.org

MACE

The EU-funded MACE project sets out to transform the ways of eLearning of architecture in Europe. It will integrate vast amounts of content from diverse repositories created in several large projects in the past and build a framework for providing community based services such as finding, acquiring, using and discussing eLearning contents that were previously not reachable. The project will last for 3 years starting from September 1, 2006.

The EAAE is a partner in the consortium via its member school K.U.Leuven. The contribution expected from the EAAE is the scouting of interesting repositories and the dissemination of the findings within MACE amongst the schools of architecture in Europe.
The basic idea of MACE is to disclose contents which remain where and what they are by enhancing the metadata and design a search engine on the level of the metadata. Metadata are these

chunks of information attached to the real information in order to identify and search in the contents.

MACE stands for Metadata for Architectural Contents in Europe.

Nothing changes regarding Intellectual Property Rights and access rights by participating in MACE. We kindly ask you to fill in the form enclosed in this edition of the News Sheet in case you have a content that you are willing to share with your colleagues in Europe. You will in turn benefit from the contents of your colleagues. We will regularly report on the progress of the project and will also organise a big conference in the second or third year of the project.

Yours sincerely

EAAE Council Member,
Herman Neuckermans

For further information please contact:
herman.neuckermans@asro.kuleuven.be

EAAE News Sheet and Website offers publication space

As the circulation of the News Sheet continues to grow the Council of EAAE has decided to allow Schools to advertise academic vacancies and publicise conference activities and publications in forthcoming editions. Those wishing to avail of this service should contact the Editor (there will be a cost for this service).

Yours sincerely
Per Olaf Fjeld, President of the EAAE.

News Sheet

School members:
- 1 page 300 Euro
- 1/2 page: 170 Euro
- 1/4 page: 100 Euro
- 1/8 page: 60 Euro

Non members: + 50%

Website

School members:
- 2 weeks: 170 Euro
- 1 month: 200 Euro
- Any additional month: 100 Euro

Non members: + 50%

New EAAE Council Members by 4 September 2006
Stefano Francesco Musso

Stefano Francesco Musso was born in Cengio, Italy. He studied architecture at Faculty of Architecture at the University of Genoa, Italy, from which he graduated in 1984. He holds a Ph.D. in "Building and Environmental Rehabilitation" from the same school. He is at present a full professor at the Faculty of Architecture at the University of Genoa where he teaches "Architectural Conservation and Restoration" and "Theories and History of Architectural Restoration". He is director of the Specialization School in Restoration of Monuments and responsible for the Bachelor Course in "Architectural Restoration".

As a scientific advisor, Musso has contributed to many studies and surveys: the ancient monastery of S. Giuliano, the historical quarters of Pré and Porta Soprana, Villa Bickley in Genoa, the historical centres of Siena and Piacenza, the monumental settlement of the Savona Sanctuary, and the medieval castles of Torriglia and Dolceacqua, just to mention a few. He has been responsible for the restoration works of the Albenga Hospital, the Castle of Salicento, and the ancient parish church of Cengio Chiesa.

Musso is the author of many publications on architectural conservation and restoration. In his scientific production, the technological aspects of analyzing and preserving interventions on pre-industrial buildings refer to the more complex themes of restoration as well as to the methods for a non-destructive analysis of ancient architecture. Other research themes are linked to the invention techniques and to the preservation and rehabilitation of rural architecture. Musso has been an EAAE project leader since September 2005.

New EAAE Council Members by 4 September 2006
Loughlin Kealy

Loughlin Kealy was born in Athlone, Ireland. He lives and works in Dublin where he graduated in architecture from University College Dublin in 1969. He also holds a degree in philosophy and logic from that university. He took a Master of Architecture degree at the University of California, Berkeley. On returning from the US, he worked as an architect in London and Dublin. He also became involved in community development and environmental education as the co-founder and director of the Dublin Urban Workshop during the 1970's. At that time he commenced part-time teaching at the School of Architecture at UCD. In the 1980's he conducted research with the Energy Research Group at UCD in the area of technology transfer relating to the uptake by designers of scientific advances in renewable energies. He became director of the Master's programme in urban and building conservation in 1989. He was appointed professor of architecture in 1996 and Head of the School of Architecture in 1997. He continues to lead that discipline in the School of Architecture, Landscape and Civil Engineering, University College Dublin.

Loughlin Kealy has played a prominent role in the development of the Irish Government's policy on architecture and in the development of legislation for the protection of the architectural heritage. He has been a frequent member of competition juries and advisory committees. He is a fellow of the Royal Institute of the Architects of Ireland, and a member and former chairman of the RIAI Board of Architectural Education. While a member of the Standing Committee on Architecture of the Heritage Council, he was the Council's representative on the Steering Group of the National Inventory of Architectural Heritage. He is a member of the Irish Committee of ICOMOS.

Prior to his appointment to the chair in architecture in 1996, Kealy's principal research area was the development of the architectural inventory in Ireland. He played a key role in the establishment of Urban Institute Ireland, a multi-disciplinary research institute within UCD. As chairman of its Scientific Council, he was a member of its Board until 2005. Kealy has published on architectural inventories, urban and building conservation in Ireland, technology transfer and environmental education.

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EAAE

The EAAE is an international, non-profit-making organisation committed to the exchange of ideas and people within the field of architectural education and research. The aim is to improve our knowledge base and the quality of architectural and urban design education.

Founded in 1975, the EAAE has grown in stature to become a recognized body fulfilling an increasingly essential role in providing a European perspective for the work of architectural educationalists as well as concerned government agen-cies.

The EAAE counts over 140 active member schools in Europe from the Canary Islands to the Urals representing more than 5.000 tenured faculty teachers and over 120.000 students of architecture from the undergraduate to the doctoral level. The Association is building up associate membership world-wide.

The EAAE provides the framework whereby its members can find information on other schools and address a variety of important issues in conferences, workshops and summer schools for young teachers. The Association publishes and distributes; it also grants awards and provides its Data Bank information to its members.

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European Association for Architectural Education
Association Européenne pour l'Enseignement de l'Architecture

EAAE Calendar / *AEEA Calendrier*

23-25	**11**	2006	■	**EAAE/ENHSA Workshop**

Venice / Italy

L'Atelier de l'AEEA/ENHSA

Venise / l'Italie

12 2006 ■ **EAAE-Lafarge International Competition for Students of Architecture**

Concours international Lafarge de l'AEEA ouvert aux Etudiants d'Architecture

07 **03** 2007 ■ **EAAE Prize 2005-2007**

Prix de l'AEEA 2005-2007

09 2007 ■ **9th Meeting of Heads of European Schools of Architecture**

Chania / Greece

9º Conférende des Directeurs des Ecoles d'Architecture en Europe

Chania / Grèce

2008 ■ **EAAE/ARCC International Conference on Architectural Research**

Copenhagen / Denmark

Conférence internationale de l'AEEA/ARCC sur la Recherche architecturale

Copenhague / Danemark

www.eaae.be