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**EAAE News Sheet**

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#### **EAAE News Sheet**

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#### **Contributions to EAAE News Sheet**

Contributions to the News Sheet are always welcome, and should be sent to the editor, who reserves the right to select material for publication. Contributions might include conference reports, notice of future events, job announcements and other relevant items of news or content. The text should be available in French and English, unformatted, on either disk or as an e-mail enclosure.

#### **Contribution AEEA News Sheet**

*Les contributions au News Sheet sont toujours bienvenues.  
Elles doivent être envoyées à l'éditeur, qui décidera de leur publication.  
Contributions d'intérêt: rapports de conférences, événements à venir,  
postes mis au concours, et d'autres nouvelles en bref sur la formation  
architecturale. Les critères à suivre sont: Les textes doivent être en  
Français et en Anglais, en forme d'un document de texte non formaté, qui  
peut être attaché à un e-mail ou être envoyé en forme d'une disquette.*

#### **News Sheet deadlines**

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#### **Cover photo**

EAAE Prize: Writings in Architectural Education 2005-2007  
From left: Ebbe Harder, Emre Altürk, Mari Hvattum, Graeme Brooker,  
Leen van Duin and Eric Northey. Photo Credit: VELUX

## Editorial

News Sheet Editor - Anne Elisabeth Toft

Dear Reader

The cover photo of the magazine shows the winners of the EAAE Prize 2005-2007: Mari Hvattum, Eric Northey, Graeme Brooker and Emre Altürk. On the photo you can also see EAAE Project Leader **Ebbe Harder** (Denmark) and a representative of the EAAE Prize Jury, EAAE Project Leader Leen van Duin (The Netherlands). The photo was taken in Chania, Crete, where the prize was awarded on 4 September 2007. The 1st prize was awarded to Associate Professor **Mari Hvattum** from the Oslo School of Architecture and Design in Norway who competed against 32 other international candidates.

The 2nd prize was shared by **Graeme Brooker** and **Eric Northey** from the Manchester School of Architecture in the United Kingdom and **Emre Altürk** from TU Delft, Faculty of Architecture, in the Netherlands. The 1st prize winner was awarded 10.000 Euro while the 2nd prize winners were awarded 5.000 Euro each.

The EAAE Prize which is organised biannually is sponsored by VELUX. The prize aims to stimulate original writings on the subject of architectural education in order to improve the quality of architectural teaching in Europe.

On page 19 you can read more about the EAAE Prize 2005-2007 organised by EAAE Project Leader **Ebbe Harder**.

The EAAE Prize award ceremony in Chania cast excitement and festivity on the **10th Meeting of Heads of Schools of Architecture** which according to the traditional practice took place in Chania, Crete, in the beginning of September.

The meeting brought together deans, rectors, and programme- and exchange co-ordinators from all over Europe and was organised by EAAE Project Leader and Former EAAE President **Constantin Spiridonidis** (Greece). He celebrated the anniversary by putting into perspective the work and position of the network for the last ten years. At the same time he looked to the future in an attempt to define the future changes and tasks. The meeting was structured upon the following four sessions:

*Cher lecteur,*

*La photo en couverture du magazine présente les lauréats du Prix de l'AEEA 2005-2007: Mari Hvattum, Eric Northey, Graeme Brooker et Emre Altürk. Aussi sur cette photo, Ebbe Harder (Danemark) Chef de Projet à l'AEEA et Leen van Duin (Pays-Bas), également membre du Jury du Prix de l'AEEA. Cette photo a été prise à Chania, en Crète, lors de la remise des prix, le 4 septembre 2007.*

*Le 1er prix a été attribué à **Mari Hvattum**, professeur associée à l'Ecole d'Architecture et de Design d'Oslo, en Norvège, face à 32 autres candidats internationaux.*

*Le 2e prix est partagé entre **Graeme Brooker** et **Eric Northey** de l'Ecole d'Architecture de Manchester, au Royaume-Uni, et **Emre Altürk** de l'Ecole d'Architecture de l'Université technologique de Delft, aux Pays-Bas. La lauréate du 1er prix a reçu une récompense de 10.000 euro, tandis que les gagnants du 2e prix se sont vus chacun décerner 5.000 euro.*

*Le Prix de l'AEEA, organisé tous les deux ans, est sponsorisé par VELUX. Ce Prix sollicite des écrits originaux sur le thème de l'enseignement de l'architecture dans le but d'en améliorer la qualité en Europe.*

*Nous vous invitons à voir en page 19 plus de détails sur le Prix de l'AEEA 2005-2007 organisé par **Ebbe Harder**, Chef de Projet à l'AEEA.*

*La cérémonie de la remise des Prix de l'AEEA à Chania a créé une émotion et donné un éclat particulier à la **10e Conférence des Directeurs des Ecoles d'Architecture en Europe**, qui, comme le veut la tradition, s'est tenue à Chania, en Crète, début Septembre. Cette Conférence regroupe les Doyens, les Directeurs, les Recteurs et les Coordinateurs de Programmes et des Echanges de toute l'Europe. Elle est organisée par **Constantin Spiridonidis** (Grèce), Chef de Projet à l'AEEA et ancien Président de l'AEEA. Constantin Spiridonidis a marqué cet anniversaire en mettant en perspective les travaux et les positions de ce réseau au long de ces dernières dix années. Il a en même temps porté son regard vers le futur pour tenter de définir les défis et les tâches qui attendent le réseau à l'avenir. La Conférence s'articulait autour de quatre sessions:*



- A session which gave an overview of the experience the network has gained during the past ten years of meetings.
  - A session which focused on the working relationship that the network would like to establish with the professional bodies and the forms that this will take.
  - A session which discussed the proposal for a recommendation to the European Parliament and to the Council of the Establishment of the European Qualifications Framework for Lifelong Learning (EQF) that was adopted by the Commission on 5 September 2006 and its impact on architectural education.
  - A session which discussed the necessity of broader collaborations and communication with schools of architecture from other continents and the contemporary need to develop an international and transcontinental debate on architectural education.
- *Une session a mis en perspective l'expérience accumulée par le réseau lors des dix dernières Conférences.*
  - *Une session s'est concentrée sur les relations de travail que le réseau compte établir avec les organismes professionnels, et sur la forme de ces relations.*
  - *Une session a débattu la proposition de recommandation au Parlement et au Conseil Européen pour l'établissement d'un cadre de qualifications européen pour la formation continue (EQF) adoptée par la Commission le 5 septembre 2006, et son impact sur l'enseignement de l'architecture.*
  - *Une session a discuté la nécessité d'une plus ample collaboration et communication avec les Ecoles d'architecture des autres continents et le besoin contemporain de développer un débat international et transcontinental sur l'enseignement de l'architecture.*

The **10th Meeting of Heads of Schools of Architecture** brought together more than 130 participants from 35 countries. On page 21 you can read a report from the meeting by one of its participants, Mr **Guy Pilate** from La Cambre Institute for Architecture in Brussels, Belgium.

In his regular column - **The President's Letter** - EAAE President **Per Olaf Fjeld** (Norway) reflects on the events at and around the meeting. The President's Letter can be read on page 6.

According to the traditional practise, the **EAAE General Assembly** was held in connection with the "Meeting of Heads of European Schools of Architecture". This year it took place in the afternoon of Monday, 3 September 2007.

On page 24 you can read **Per Olaf Fjeld's President's Speech**, and on page 26 you can read the **President's Report** as presented at the General Assembly. On page 30 you can read **EAAE Treasurer Herman Neuckermans'** (Belgium) **Treasurer's Report** which was also presented at the General Assembly.

An important feature at the General Assembly was the announcement of new **EAAE Vice-President**,

*La 10e Conférence des Directeurs des Ecoles d'Architecture a réuni pas moins de 130 participants originaires de 35 pays. Vous trouverez en page 21 le rapport de l'un des participants à cette rencontre, M. Guy Pilate, de l'Institut d'Architecture de La Cambre à Bruxelles, en Belgique.*

*Dans la colonne réservée à la Lettre du Président, Per Olaf Fjelf (Norvège), réfléchit sur les événements qui ont marqué la Conférence. La Lettre du Président se trouve en page 6.*

*L'AEEA a coutume de célébrer son Assemblée générale à l'occasion de la Conférence des Directeurs des Ecoles d'Architecture d'Europe. C'est ce qui s'est fait ce lundi 3 septembre dans l'après-midi.*

*Le Discours du Président Per Olaf Fjeld est rapporté en page 24 et vous pourrez lire en page 26 le Rapport du Président tel qu'il a été présenté à l'Assemblée Générale. Vous découvrirez en page 30 le rapport que le Trésorier de l'AEEA, Herman Neuckerman (Belgique), a soumis à l'Assemblée générale.*

*Un événement attendu de cette Assemblée Générale était la présentation du nouveau Vice-président de*

Francis Nordermann (France) and new EAAE council members Chris Younès (France) and Luis Conceicao (Portugal). On page 39 you can read their brief CVs.

The newcomers are taking over the seats in the EAAE Council after Maria Voyatzaki (Greece) and James Horan (Ireland) who both, however, will continue as EAAE Project Leaders in the future.

EAAE Council Member Herman Neuckermans reports on 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 33 will last for three years and started on 1 September 2006.

On page 35 EAAE Project Leader James Horan (Ireland) presents the Position Statement of the Joint Working Party between the Architects' Council of Europe (ACE) and the European Association for Architectural Education (EAAE) on the minimum duration of architectural studies.

ACE is the professional representative organisation of the architectural profession at European level. Its members are representative and regulatory bodies from all EU countries plus Norway, Switzerland and the candidate countries of the EU.

The main objective of ACE is to lobby the EU institutions and to track legislation at EU level that will have an impact on the profession. It has 41 member organisations and, through them, it represents about 450,000 practicing architects.

The ARCC/EAAE Conference on Architectural Research is bilingual. True to tradition, the conference takes place alternately in Europe and the USA. Last year Temple University in Philadelphia, USA, hosted the fifth conference after previous ones held in Raleigh, North Carolina; Paris, France; Montréal, Québec; 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. EAAE Project Leader Ebbe Harder

*L'AEEA, Francis Nordermann (France), et des nouveaux Membres du Conseil de l'AEEA, Chris Younès (France) et Luis Conceicao (Portugal). La page 39 vous offre un bref curriculum vitae des deux nouveaux membres.*

*Ceux-ci prennent la relève au sein du Conseil de l'AEEA après Maria Voyatzaki (Grèce) et James Horan (Irlande), qui restent toutefois parmi nous en tant que Chefs de Projet de l'AEEA.*

*Herman Neuckerman, Membre du Conseil de l'AEEA, nous donne son compte-rendu du Projet MACE fondé 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 33.*

*En page 35 James Horan (Irlande) Chef de Projets de l'AEEA nous présente La Prise de position du Groupe de travail Conjoint entre le Conseil des Architectes d'Europe (CAE) et de l'Association Européenne des Ecoles d'Architecture (AEEA) sur la durée minimum des études d'architecture.*

*L'ACE est l'Organisation professionnelle qui représente la profession d'architecte à niveau européen. Ses membres sont issus des organisations professionnelles représentatives de tous les pays de l'UE, plus la Norvège, la Suisse et les pays candidats de l'UE. L'objectif principal de l'ACE est de faire pression sur les institutions européennes et de suivre à niveau européen la législation qui aura une influence sur la profession. Elle compte 41 organes parmi ses membres et représente à travers eux quelque 450 000 architectes pratiquants.*

*La Conférence de l'ARCC/AEEA sur la Recherche dans l'Architecture est une conférence bilingue. Fidèle à la tradition, cette Conférence est célébrée en alternance en Europe et aux Etats-Unis. L'Université de Temple, à Philadelphie, aux Etats-Unis, a accueilli l'année dernière la cinquième Conférence, après celles de Raleigh, Caroline du Nord, de Paris, France, de Montréal, Québec, et de Dublin, en Irlande. Cet événement avait réuni quelque 75 délégués du 22 au 25 mai 2006. La mission de cette Conférence intitulée "Emerging Research & Design" était de produire des approches importantes et significatives qui mêlent recherche et design, ainsi que d'engager les participants sur la façon de réussir la mise en place d'une relation critique. Ebbe Harder,*

announced that the next conference will be hosted by the Royal Danish Academy of Fine Arts, School of Architecture, in Copenhagen. Under the heading "Architectural Research and the Digital World" it will address changes of paradigms in the basic understanding of architectural research. On page 12 you can read more about the conference which will take place from 25 to 28 June 2008.

EAAE Project Leader **Emil Popescu** (Romania) re-announces the **EAAE-Lafarge International Competition for Students of Architecture 2007-2008**. On page 7 you can read about the competition which addresses "the present challenge of architecture". Mr Popescu states that students who are interested in the competition should register before 31 March 2008.

On page 10 EAAE Project Leader **Leen van Duin** (The Netherlands) announces the international conference 'The Urban Project - Architectural Interventions and Transformations'. The conference will take place from 4 to 7 June 2008 at the Faculty of Architecture, Delft University of Technology. It aims to present and discuss the productive role and critical potential of the architectural project in the transformation processes of contemporary urban areas. The aim of the conference is to get an overview of and compare, on a global scale, different existing strategies in architectural design and urban research activities that target the question of urban transformation.

On 1 October 2007, VELUX launched the **3rd International VELUX Award for Students of Architecture**.

The Award is open to any registered student of architecture - individual or team - all over the world. However, VELUX also encourages multidisciplinary teams including e.g. engineering, design, and landscaping to participate. The award challenges students of architecture to explore the theme of sunlight and daylight in its widest sense to create a deeper understanding of this specific and ever-relevant source of light and energy. Deadline for registration is 8 March 2008.

On page 15 you can read more about the **International VELUX Award 2008**.

*Chef de Projet à l'AEEA, annonce que la Conférence de l'année à venir se tiendra à l'Ecole d'Architecture de l'Académie royale des Beaux Arts de Copenhague, au Danemark. Sous le titre "Architectural Research and the Digital World", cette Conférence abordera les changements de paradigmes dans la compréhension fondamentale de la recherche architecturale. Voyez en page 12 plus de détails sur cette Conférence qui aura lieu du 25 au 28 juin 2008.*

*Emil Popescu (Roumanie), Chef de projets à l'AEEA, annonce une nouvelle fois le Concours international Lafarge de l'AEEA, ouvert aux Etudiants d'Architecture en 2007-2008. Les données de ce Concours intitulé "The present challenge of architecture" (Le défi actuel de l'architecture) sont en page 7. M. Popescu fait savoir aux étudiants que ce Concours intéresse qu'ils doivent s'inscrire avant le 31 mars 2008.*

*Leen van Duin (Pays-Bas), Chef de Projet à l'AEEA, annonce en page 10 la Conférence internationale 'The Urban Project - Architectural Interventions and Transformations'. Cette Conférence est organisée du 4 au 7 juin 2008 à la Faculté d'Architecture de l'Université technologique de Delft, dans les Pays-Bas. Il s'agira de mettre en avant et discuter le rôle productif et le potentiel critique du projet architectural dans les processus de transformation des domaines urbains contemporains. L'objectif de la Conférence est de fournir une vue d'ensemble et de comparer à échelle internationale diverses stratégies existantes dans les activités de design architectural et de recherche urbaine qui visent la question de la transformation urbaine.*

*Le 1er octobre 2007, VELUX a lancé son 3e Concours international ouvert aux étudiants d'architecture. Ce Concours invite les étudiants du monde entier inscrits dans une école d'architecture à présenter leur projet, individuellement ou en équipe. Mais VELUX encourage aussi la participation d'équipes multidisciplinaires où sont représentés l'ingénierie, le design ou l'aménagement paysager par exemple. Ce Concours propose aux étudiants d'architecture d'explorer le thème de la lumière du soleil et de la lumière du jour dans le sens le plus large pour apporter une compréhension plus profonde de cette source de lumière et d'énergie bien déterminée et incontournable. Les inscriptions sont admises jusqu'au 8 mars 2008. Consultez la page 15 pour en savoir plus sur le Concours international VELUX 2008.*



On page 31 Koenraad Van Cleempoel who is a professor at Hasselt University in Belgium reports from the **Second EAAE-ENHSA Sub-network Workshop on Architectural Theory**. The workshop was hosted by NTNU in Trondheim, Norway, and it took place from 28 to 30 June 2007.

Together with EAAE Council Member **Hilde Heynen** (Belgium), Koenraad Van Cleempoel organised the network's first workshop which took place at Hasselt University in 2006.

Where the first workshop discussed "**Contents and Methods of Teaching Architectural Theory in European Schools of Architecture**", the second workshop focussed on the question of how architectural theory relates to the production of architecture - more specifically on how theory functions as background for studio work.

In a third workshop - planned to take place in **Lisbon, Portugal in April 2008** - the network wants to continue mapping the field of architectural theory, both as a speculative discipline aiming at academic research and an operative discipline aiming at seeking tools and skills to help in charting the profession's future practice. On page 17 you can read more about the **Third EAAE-ENHSA Sub-network Workshop on Architectural Theory**, which will be hosted by the Faculty of Architecture, Urbanism and Arts, Universidade Lusofona de Humanidades e Tecnologias.

Yours sincerely

Anne Elisabeth Toft

*Koenraad Van Cleempoel, Professeur à l'Université de Hasselt, en Belgique, nous rapporte en page 31 les travaux du Second Sous-réseau de l'AEEA-ENHSA sur la Théorie de l'Architecture. Cet Atelier s'est déroulé dans la Faculté d'Architecture NTNU de Trondheim, en Norvège, du 28 au 30 juin 2007.*

*Avec Hilde Heynen (Belgique), Membre du Conseil de l'AEEA, Koenraad Van Cleempoel a organisé le premier atelier du réseau qui s'est tenu dans l'Université de Hasselt, en Belgique, en 2006. Alors que le premier Atelier intitulé "Contents and Methods of Teaching Architectural Theory in European Schools of Architecture" avait discuté les contenus et les méthodes de l'enseignement de l'architecture, le second Atelier se concentre sur la question de savoir comment la théorie de l'architecture est liée à la production de l'architecture, plus spécialement comment la théorie sert de toile de fond dans le travail de studio.*

*Dans le troisième atelier prévu à Lisbonne, au Portugal, en avril 2008, le réseau souhaite continuer à explorer le champ de la théorie architecturale, tant dans sa dimension spéculative vers la recherche universitaire que dans sa dimension opérationnelle vers la recherche d'outils et de compétences qui aident à organiser la pratique de la profession dans le futur.*

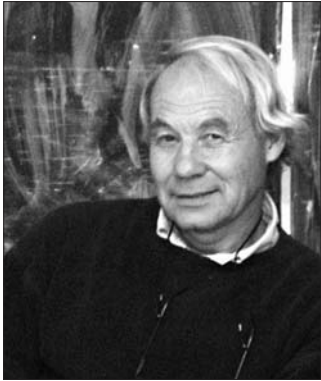
*La page 17 vous en dit plus sur le 3e Atelier du Sous-réseau de l'AEEA-ENHSA sur la théorie architecturale qu'accueillera la Faculté d'Architecture, d'Urbanisme et des Arts de l'Université des Humanités et des Technologies de Lusofona.*

*Sincèrement*

*Anne Elisabeth Toft*

## The President's Letter

EAAE President, Per Olaf Fjeld



### The EAAE/ENSA Tenth Meeting of Heads

The tenth Meeting of Heads attracted more participants than ever, and in this light it was the largest and most complete meeting we have ever hosted. There is a stronger maturity in the discussions, and this forum is beginning to engage the breadth of European schools. Maria Voyatzaki and Constantin Spiridonidis were concerned that the large number of participants would detract from the atmosphere of the event as a whole but this did not happen. They have been our outstanding hosts for all ten of the meetings. The pauses, lunches and dinners continued to function as relaxed meeting places for individual discussions and new friendships. Both the spirit and the engagement were good throughout the event. We also experienced more participants from other continents and new interest groups, and despite the fact that it is a European meeting it was in some senses a global event. Common to all, however, was an interest in better understanding architectural education and its possible directions towards the future.

In relation to this 10-year anniversary, I think it is appropriate to reflect on the first meetings in Chania with all their simplicity and naïve picture of the work that lay ahead and the passionate discussions. These meetings have matured to a forum for discussion and exchange, a place to gather current information, and not least a place to compare programmes and directions with other institutions. The fact that so many return to the Chania meetings year after year also indicates that these gatherings are needed, and hopefully they meet expectations at least on some levels. It has been a good ten years, and these events have been important for architectural education, not just in relation to our direct response to the Bologna Declaration, but also to all the other discussions, information and the data base that this organization has generated over this period. We are in the process of establishing a more global network of contacts with organizations in North and South America, and Asia. We have established a strong relationship with the European architectural profession through ACE, and this relationship continues to grow. It is also becoming increasingly clear that the schools that stay outside the organization or those that participate minimally often lack a general overview of the changes that have

taken place in European architectural education in recent years.

The morning before the opening of the Meeting of the Heads, the EAAE had its council meeting and project leaders' meetings in the garden of the Hotel Veneziano. These meetings are quite different from those that are held the rest of the year, as we sum up our activities since the last Chania meeting, and at the same time begin to define next year's goals and plan next year's events. It is always an exciting and sometimes emotional meeting. This is also the time when new council members, project leaders and vice president are introduced. On behalf of the old council, I congratulate our new vice president, Francis Nordemann, and our two new council members, Chris Younès and Luís Coneição. I know they will do their best to serve our association. Unfortunately, it is also the end of Maria Voyatzaki and James Horan's term on the council. Their contributions have been extremely important to the EAAE, and it is with great respect that I thank them both for their work, time and passion for the organization, and I know they will be missed at the coming council meetings. Fortunately they will both continue as EAAE project leaders in the future.

I am now entering my last year as president, and I anticipate that the work and good relations between the EAAE and its member schools will continue next year. I hope that your students and teachers will continue to take part in all the events, competitions and networks. A stronger EAAE can work as a unifying voice and tool to strengthen European architectural education in general as well as secure its position among other educational institutions in Europe.

Many, many thanks to Maria Voyatzaki and Constantin Spiridonidis for the 10th Meeting of Heads. Again, they have done an amazing job in putting this meeting together. I am looking forward to seeing all of you again soon at one of the various events. We have a busy and exciting schedule ahead of us. Thank you for your participation.



## EAAE - Larfarge International Competition for Students

### The Present Challenge of Architecture

EAAE Project Leader, Emil Popescu

#### Theme

Traditional cities gave an architectural response to people's needs. They represented the communities they sheltered and displayed the inhabitants' values, history, and aspirations. In fact, they lived together with the communities and gave a quick answer to the emerging changes.

It seems that the modern city has lost its flexibility. Although it wished it could foresee society's direction, it lagged behind several changes and, since there was no architectural answer, a series of crises broke out. That led to malfunction, and its pace of development could not keep up with novelties.

What is more, the modern city can hardly adjust to the present and seems to forget that it has to be at the service of its dwellers. The 21st century poses many challenges to our modern cities. Some can be felt everywhere, while others are just local manifestations. The role of architecture is to come up with solutions to any challenge.

Technology is one of them, and architecture finds it rather difficult to metabolize it sometimes.

Economic changes are trials as well, and sometimes they unsettle vast territories.

There are also the haphazard challenges, i.e., natural or social calamities.

Nowadays there are individual migration phenomena, and architecture cannot possibly find a way to settle people.

There are also some challenges taking place on smaller territories, and of which you can hardly learn.

Architecture should come up with an answer for each of them, but we can only notice how it tries to offer transitional solutions. Architecture should learn something from such challenges and provide appropriate answers.

From the mentioned challenges, we recommend competitors to identify and define a problem, and offer a response directing approach through the public space redefinition conceived, stated and explored by its connection with the other spaces.

In an individualized society odds the notion of public space tends to be completely revised: what is today public space, how do we understand it, how are we experiencing it?

Students of architecture are expected to debate a large range of local challenges from their places of origin and select the most meaningful one to respond.

The projects should contain clear statements on both the chosen problem and its solution, illustrating their distinct approach to public space.

#### Competition Rules

##### Language

English is the official competition language

##### Eligibility

The competition is open to all students of architecture enrolled in an education institution affiliated to the EAAE/AEEA. For schools not affiliated to the EAAE/AEEA the registration fee/school is 100 Euro. The projects can be designed individually or in groups supervised by an architectural school professor.

##### Registration

Filling in the provided competition form will register each entry. Each student will choose a 6 digit code that will be displayed on the competition entry.

The competition form once filled will be e-mailed to the competition secretary no later than by the deadline announced in the competition schedule.

##### Jury

The evaluation will consist in two phases:

- A jury will meet at each architectural school participating in this competition in order to select 3-5 entries
- A final jury

##### Architectural School Jury

In this phase the jury composition and process will be conducted by each participating architectural school and will aim at selecting the 3-5 best projects representing the school at the final judgement. Henceforth, each school will select the jury members and selection criteria.

#### **Final Jury**

The final judgement will take place at the University of Architecture and Urbanism "Ion Mincu" Bucharest, Romania. Prizes and Mentions will be established for the best projects entries. The jury's members will set the selection criteria and evaluation process.

#### **Final Jury Members**

- to be nominated

#### **Secretary**

Françoise Pamfil, Romania

#### **Note**

None of the professors that tutor the entry project can be a jury member or secretary.

#### **Entry Contents**

- 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)
- relevant perspectives
- other graphic items that will help a deeper understanding of the entry
- scale of the above compulsory items will be chosen by entrants in order to best illustrate each case.

#### **Format**

- Hardcopy - 2 A1 paper formats (594x840mm) Drawings must be made in a PORTRAIT format of A1.
- Digital- a CD with a .bmp/jpeg extension (300 dpi) consisting of the two A1 images.

#### **Ensuring Anonymity**

Each paper format A1 will, in the right bottom corner, display a code of 6 types (numbers and letters) written with a 1cm height ARIAL FONT body text.

This code will be marked also on the CD cover, disk and folders and will be provided by to organizers upon the following rule: two types - country of origin; two types - school/university, two types - entry no.

The same code will be written on the A5 sealed envelope.

In the closed envelope an A4 paper format will state the following:

- name and surname of the author (authors). In case of group entries the group leader will be named
- name and surname of the tutoring professor
- name of the school of architecture where the students (group of students) are enrolled
- declaration on self-responsibility stating that the invoiced project is original and is conceived by the indicated author(s). In case of group entries the group leader will sign the declaration.

The CD and the sealed envelope will be introduced in the same packaging and invoiced to the organizers.

#### **Questions and Answers**

Competitors may formulate questions to the international competition secretary by email on competition@ae2007@iaim.ro. They will receive (from this email addresses) also the list of all questions received and answers provided by the international competition secretary.

#### **Prizes**

I - 6000 Euro

II - 4000 Euro

III - 3000 Euro

10 Mentions - 1000 Euro each

The jury has the right to convey these prizes or to distribute in another agreed manner the prize fund.

#### **Publication of Results**

The international competition results will be communicated to each school that has had participants in the competition.

The results will be announced on the website of the University of Architecture and Urbanism "Ion Mincu" Bucharest website as well.

A press release will be invoiced to main architectural magazines.

It is envisaged to publish An Official Catalog Editing with 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.

All rights from publishing or exhibiting the competition projects are exclusively of the organizers. Participation in this international competition implicitly represents the acceptance of the competition terms by the competitors.

#### **Competition Schedule**

- **1 September 2007**  
Theme launch and registration start
- **31 March 2008**  
End of registration
- **31 March -17 April 2008**  
Questions from entrants
- **25 May 2008**  
Deadline for answers to questions
- **15 October 2008**  
Architectural schools jury deadline
- **25 October 2008**  
Project arrivals at organizers ■

## EAAE Conference

Faculty of Architecture, Delft University of Technology, The Netherlands, 4-7 June 2008

# The Urban Project - Architectural Interventions and Transformations

EAAE Project Leader, Leen van Duin

### Call for Papers, Call for Projects

#### Collaboration

EAAE, European Association for Architectural Education  
DSD, Delft School for Design  
MetFoRG, Metropolitan Form Research Group

#### Conference brief

The aim of this conference is to present and discuss the productive role and critical potential of the architectural project in the transformation processes of contemporary urban areas. The aim is to get an overview of and compare, on a global scale, different existing strategies in architectural design and urban research activities that target the question of urban transformation.

Current settlement conditions mutate rapidly. Urban areas have been caught up in a turbulent process of transformation over the past 50 years. The transformation of the traditional city and the modes of peripheral expansion as well as the technical infrastructures comprise the new landscape for contemporary projects and development interests, while issues such as mobility, organized nature and collective space are critical in each case. We have come to the understanding that in the age of globalization, cities can no longer be viewed as autonomous identities but have to be understood as parts of larger networks, of metropolitan areas. Not only the technical, spatial and social conditions in which projects intervene have changed, but also the way in which planning and design practices are comprehended and perceived.

Complexity and uncertainty are inevitable conditions with which hypotheses concerning the future of cities must deal. Therefore, it is necessary to review certain preconceived roles and to determine a new statute of legitimacy for the project which refers to the medley, the various communities that make up contemporary urban societies.

So, a precondition for starting a significant architectural intervention is to define a project together with parties that contribute to its implication (governmental, municipal, private investors, developers, construction companies, planners, designers and architects). In this context, the project is not only an academic exercise just aiming at possible future situations, but also an opportunity to estab-

lish a field of juxtaposition between different parties, to define an agenda, to orientate discussions relating to the future of our cities and metropolitan areas. In this way the project could not only become an intermediary between scientific research and architectural practice, but also serve as a didactic model for architectural and urban design education.

#### Conference sub-themes

The Conference Committee invites professionals from both research and practice dealing with the built environment (architecture, urbanism, planning, geography, etc.) to send in abstracts for papers on one of the following sub-themes:

- Research by design:  
Design studies that investigate the spatial potential for transformation and renewal of specific urban sites by means of concrete projects
- Understanding urban and metropolitan form:  
Analytical studies that investigate aspects of form and matter of urban and metropolitan areas and the dynamics of its transformation
- Research, design and education:  
Experiments and experiences with 'research driven education' in the fields of architectural and urban design, relating urban analysis and architectural design.

#### Schedule

- October 2007
- 1st call for papers
- December 2007
- Final call for papers
- February 1, 2008
- Deadline for submission of abstracts
- March 15, 2008
- Notification of acceptance
- May 2, 2008
- Deadline for conference registration
- June 4-7, 2008
- Conference

#### Call for papers

Abstracts with proposals for papers or projects on one of the mentioned sub-themes should be sent by 1 February 2008 to the Conference Secretariat. The Scientific Committee will blind review the abstracts, after which a notice of acceptance will be

sent to the authors by April 2008. If accepted, the participant is requested to send a full paper of 4,000 words or less before 1 June 2004 to be presented on the conference in June.

As there are a limited number of places available for this conference, the reviewing of abstracts will be strict. Their selection will be based on: relevance to the conference themes, significance of the topic, originality of the approach, scientific quality of the research or design project, creativity of the proposals and solutions, balanced structure and clearness of style.

#### Abstract format

Abstracts should not exceed 400 words. The first page must contain the following data: title abstract, name, position, affiliation, phone, fax, e-mail and correspondence address of the author(s). The second page contains the title, theme, keywords and the abstract itself without indication of the author. Abstracts should be sent via e-mail both as attachment in MS-Word-format and within the body of the e-mail to: [architectuur@bk.tudelft.nl](mailto:architectuur@bk.tudelft.nl). The text file should be named 'abstract-your last name.DOC'. Please write in the subject box of the e-mail: 'conference abstract'.

Abstracts can be accompanied by 1 digital illustration, maximum 1.5 MB, saved as 'jpeg' file with a resolution of 300 dpi. The illustration should be named 'illabstract-your last name.JPG', and sent as attachment by e-mail. Please write in the subject box of the e-mail: 'conference illabstract'.

#### Conference publications

All accepted abstracts will be published in a conference book which will be available to all registered participants at the moment of registration.

A selection of full papers will be published in the conference proceedings to be sent to the participants after the conference.

#### Conference registration

Participants have to register in advance by sending in a registration form before 2 May 2008. The registration fee is 300 euro; for EAAE members 250 euro. This fee includes participation in the conference, receptions, 2 lunches and 1 dinner, excursion, a conference book and the proceedings.

Please note that hotel accommodation and travel are not included in this fee.

#### Preliminary programme

Wednesday, 4 June 2008, Delft

17.00 - 19.00: welcome, drinks & registration

Thursday, 5 June 2008, Delft

- opening conference
- key-note speaker(s)
- morning paper sessions
- lunch
- afternoon paper sessions
- key-note speaker
- opening exhibition '5x5 Projects for the Dutch City' & drinks

Friday, 6 June 2008, Delft

- morning paper sessions
- lunch
- afternoon paper sessions
- key-note speaker(s)
- closing session
- dinner-buffet

Saturday, 7 June 2008

- excursion programme Randstad Holland

Further details on the conference, its organization, registration, etc. will be announced on the website of the TU Delft Faculty of Architecture from November

[www.bk.tudelft.nl/EAAE\\_TheUrbanProject](http://www.bk.tudelft.nl/EAAE_TheUrbanProject)

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## EAAE/ARCC 2008 Conference

The Royal Danish Academy of Fine Arts, School of Architecture, Copenhagen, Denmark, 25 - 28 June 2008

# Changes of paradigms in the basic understanding of architectural research

### Introduction

Shortly before his death, Bruno Zevi wrote an article in Lotus International stating that the digital world represented the greatest change in conditions and the greatest potential revolution in architecture since the Renaissance.

Today it is clear that digitalisation has opened a path leading to new forms of representation and new opportunities with regard to developing and handling highly complex spatial and surface forms. But digitalisation has also made new interactive forms of communication possible which could give the architect a new role and a new social position – thereby supporting the claim that architecture and architects are now facing a revolution which is as radical as the Renaissance.

The question is whether we who are involved in architectural research have managed to understand these new conditions and help the potential revolution on its way – and this is the main topic of this research conference.

Another aspect of digitalisation is the revolution in communication forms and control systems with global effects to which it has led. We have created a form of global simultaneity: we can control financial transactions in new ways, and we can control globally divided production processes in ways which have meant that some phenomena and processes apparently only exist in the virtual world, and that both financial issues and culture are released from the geographical spaces with which we normally associate them in our understanding of the world.

This constitutes a radical change in the contextual frameworks in which we normally place architecture and architectural production.

Even though this will probably be challenged by some people, it is nonetheless still possible to claim that architecture only exists in an analogue world – that architecture as space and materiality in relation to human senses and bodies does not take shape as architecture until it has been completed. This makes the question of the relationship between the digital and the analogue worlds a central issue for architectural research. This is not an obscure and overlooked field: many of the theorists of globalisation have stressed that the

processes of globalisation and the digital world do not acquire real meaning until they 'touch the ground' – that the necessary infrastructure belongs to the analogue world, and that the messages transmitted in the digital networks are produced in the analogue world. In other words, that the digital world and the analogue world are closely interwoven.

However, some of the theorists of globalisation and digitalisation have pointed out that understanding and awareness of this interwoven relationship constitute one of the major problems facing researchers. There is a tendency among both researchers and commentators to place themselves either in the digital world or in the analogue world – but rarely do they focus on the vital meeting between these two worlds, regarding the way in which the two worlds interact and determine/ deform each other's logic.

We believe that this dilemma also applies to the full range of architectural research from understanding the city to understanding buildings as spaces and carriers of meaning, as well as to the artistic and controlling processes of production.

There is a well established, influential form of research focusing on architecture as an analogue phenomenon – and often as a phenomenon attached to a certain locality. And there is also now a considerable amount of research dealing with architecture and the digital world – dealing with new methods and tools, and with the virtual world as an independent source of meaning.

However, there is no corresponding body of research focusing on the interface, the meeting and the transformation point between the digital and analogue worlds.

### Theme

We hereby extend an invitation to all architectural researchers whose research has focused on the importance of the relationship between the digital and analogue worlds.

- Either as their main point of focus, or as a sub-aspect of their work
- Either focusing on methodological aspects, or on artistic aspects
- On all scales of architectural research, from towns to buildings



- Focusing on methods and issues originating in the major global challenges arising from population growth, urban growth or climatic changes to which the architectural agenda has a contribution to make.

Contextual issues acquire new meanings at this interface – or else they lose their meaning. In the words of Saskisa Sassen, the term 'local' does not mean local in a traditional sense but 'a microenvironment with a global span'.

Traditional institutional geographical hierarchies co-exist with the collapse of hierarchies. Images are distributed so rapidly and in so many different contexts that the authority of the architectural image is undermined and must be replaced. Real estate is a situated global liquid – rapid global financial speculations have changed the role played by the building in a range of social structures.

#### Conference Venue & Accommodations

The Royal Danish Academy of Fine Arts, School of Architecture is the host institution for this conference. More specific information regarding the conference venue, accommodations, and registration costs will be forthcoming.

#### Abstract / Paper Submission Information

- The paper review for this conference will be conducted in two stages. The first stage of the review will involve a blind peer review of the brief abstract. Successful review at this stage will result in an invitation to submit a full paper for peer review.
- Submit a 500-word (maximum) abstract to be received no later than midnight (EST) 3 December 2007. Images (two maximum, 72 dpi) may be included as part of the abstract if they enhance the text and are an integral element of the abstract. Abstracts should be well written, clearly organized and compelling. All abstracts must be submitted in electronic form. The abstract shall be submitted for blind peer review, with identification of the author/s and contact information on a separate cover page. Abstracts and papers must be in English.
- Results of the first stage selection process will be conveyed at all submitters by 11 January 2008

- Multiple abstracts dealing with different issues may be submitted by a single author (maximum 3 by any author). The abstract/s should not bear any markings or include any information that would allow the review committee to identify the author. The authorship automatically appended to word-processing files should be deleted before submitting an abstract. An acknowledgement of receipt will be sent to each submitter via e-mail.

- Digital copy of the abstract (as an attachment in MS Word) must be e-mailed to pia.david-sen@karch.dk on or before 12 midnight (EST) of 3 December 2007.

- Final papers should not exceed 5,000 words and must be submitted for peer review in digital form by 29 February 2008, formatting and more specific details will be issued in the future. Notification of paper acceptance with reviewer's comments and concerns will be conveyed to all submitters by 18 April 2008.

#### Proceedings

A digital and hard copy version of the proceedings will be developed after the conference.

#### Scientific Committee

EAAE

- Per Olaf Fjeld, EAAE president, Oslo School of Architecture
- James Horan, Dublin School of Architecture
- Hilde Heynen, KUL - Department of Architecture
- Herman Neuckermans, KUL - Department of Architecture

The Royal Danish Academy of Fine Arts  
School of Architecture

- Jens Kvorning, Professor, Town Planning
- Henrik Oxvig, Ass. Professor, Architectural Theory
- Anne Beim, Ass. Professor, Industrialized Architecture

ARCC

- Leonard Bachman, ARCC Secretary, University of Houston
- Michel Mounayar, ARCC President, Ball State University

#### Secretariat/Organizing Committee

The Royal Danish Academy of Fine Arts,  
School of Architecture  
Philip de Langes Allé 10  
1435 Copenhagen K, Denmark  
Head of committee: Ebbe Harder  
ebbe.harder@karch.dk  
tel. +45 32 68 60 13

- Stephen Weeks, ARCC Treasurer,  
University of Minnesota
- Kate Wingert-Playdon,  
Temple University, Architectural Theory

**Secretariat / Organizing Committee**

ARCC

- J. Brooke Harrington, Professor, Temple  
University

The Royal Danish Academy of Fine Arts, School of  
Architecture

- Pia Davidsen, secretary
- Ebbe Harder, Director of Research, Head of  
committee.

The Royal Danish Academy of Fine Arts

School of Architecture

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## Light of Tomorrow

International Velux Award 2008 for students of architecture

### The International VELUX Award 2008 is open

The International VELUX Award challenges students of architecture worldwide to work with daylight in architecture under the theme "Light of tomorrow".

The International VELUX Award 2008 opens for registration on 1 October and encourages students of architecture worldwide to work with daylight in architecture.

- Our vision is to promote daylight, fresh air and quality of life. The Award wants to encourage and challenge students of architecture to explore the theme of sunlight and daylight in its widest sense to create a deeper understanding of this specific and ever-relevant source of light and energy. All student projects will be evaluated by a jury consisting of recognized architects who represent different perspectives on architecture and daylight as well as different geographies, says Project Manager Lone Feifer.

The Award contains no specific categories, no requirements to the use of any specific materials or VELUX products. Projects may include everything from building design to the rethinking of daylight in urban living contexts or more abstract concepts. Projects may focus on e.g. aesthetics, functionality, sustainability or the interaction between buildings and the environment.

Close cooperation between students and teachers  
The Award recognizes students of architecture as well as their teachers. Student projects must be backed by a teacher from a school of architecture, and winning students as well as their teachers are awarded as a winning team. The total prize money of the Award is 30,000 Euros. The winners will be announced and celebrated at an Award event scheduled to take place in November 2008 in Europe.

### Building relationships

The Award is an essential element in the VELUX strategy to focus on the qualitative aspects of natural light in buildings and to strengthen the relevance of the company's products. The International VELUX Award takes place every second year and is part of the continuous VELUX effort to establish close relations with building

professionals - not least architects and educational institutions.

- We seek an open-minded dialogue on the light of tomorrow with experimental approaches and free thinking. In 2006, the Award received 557 projects from 53 countries - which was a doubling of entries compared to 2004. The fact that so many students chose to participate and that the jury awarded 20 winners from 12 different countries underlines the worldwide relevance of the discussion of daylight and architecture, says Project Manager Lone Feifer

The award is organized in cooperation with the International Union of Architects (UIA) and the European Association for Architectural Education (EAAE).

Students must register their intention to participate before 8 March 2008 and submit their projects before 8 May 2008. More information and current updates can be found at [velux.com/iva](http://velux.com/iva).

### Facts about the International VELUX Award 2008

#### About the Award

On 1 October 2007, VELUX launches the 3rd International VELUX Award 2008 for Students of Architecture. The Award is open to students from all over the world.

The International VELUX Award 2008 for Students of Architecture challenges students of architecture to explore the theme of sunlight and daylight in its widest sense to create a deeper understanding of this specific and ever-relevant source of light and energy.

The International VELUX Award is organized every second year; the first time in 2004. Interest in the Award has grown significantly since the first Award. In 2006, the number of submissions more than doubled compared to 2004.

#### About the theme: Light of Tomorrow

"Light of Tomorrow" is the overall theme of the Award. With the Award, VELUX wants to pay tribute to daylight and to strengthen the role of daylight in building design according to the

company's vision of promoting daylight, fresh air and quality of life.

Through an open-minded approach, the Award seeks to explore the boundaries of daylight in architecture, including concepts like aesthetics, functionality, sustainability, and the interaction between buildings and the environment. The Award contains no specific categories, but entries may focus on:

- Concepts with focus on sunlight as natural resource for light and energy
- The contribution of daylight to high visual quality and interior comfort that add quality to people's lives and living conditions
- The rethinking of daylight in urban living contexts, revitalizing urban tissue
- The importance of sunlight and daylight for sustainable architecture that takes into account nature's rhythms and balances
- More abstract concepts like daylight vs. artificial light, day vs. night, in vs. out

#### **About participation**

The Award is open to any registered student of architecture - individual or team - all over the world. We encourage multidisciplinary teams including e.g. engineering, design, landscaping. Every student or student team have to be backed and granted submission by a teacher from a school of architecture.

#### **About the jury**

The jury comprises internationally renowned architects and building professionals from around the world including representatives from UIA and EAAE. The jury is selected to represent different perspectives on architecture and daylight as well as different geographies. The jury for the 2008 Award will be announced at the beginning of 2008.

The jury will review and evaluate all submitted projects to select the winners and honourable mentions.

#### **About winners and prizes**

The total prize money is 30,000 Euro, which will be given to prize winners and honourable mentions among the students and associated teachers. The number of prize winners and honourable mentions will be decided by the jury.

The winners will be invited to the Award event, which is expected to take place in November 2008 in Europe.

All projects will be displayed for the jury at a meeting in Turin, Italy, in connection with the UIA World Congress from 29 June to 3 July 2008.

All projects will be exhibited at [velux.com/iva](http://velux.com/iva) after the announcement of winners at the Award event.

All winning projects and honourable mentions will be published in the International VELUX Award 2008 yearbook, which will feature project presentations, project descriptions and jury evaluations.

#### **About cooperation partners**

The Award is organised in close cooperation with the International Union of Architects (UIA) and the European Association for Architectural Education (EAAE). Both organisations will be represented on the jury and contribute to the high professional standard of the Award. Read more about UIA at [www.uia-architectes.org](http://www.uia-architectes.org).

#### **Facts about VELUX**

VELUX creates better living environments with daylight and fresh air through the roof. Our product programme contains a wide range of roof windows and skylights, along with solutions for flat roofs. In addition, VELUX offers many types of decoration and sun screening, roller shutters, installation products, products for remote control and thermal solar panels for installation in roofs. VELUX, which has manufacturing companies in 10 countries and sales companies in just under 40 countries, is one of the strongest brands in the global building materials sector and its products are sold in most parts of the world. The VELUX Group has around 9,500 employees and is owned by VKR Holding A/S. VKR Holding A/S is a limited company wholly owned by foundations and family.

For more details, visit [www.velux.com](http://www.velux.com) ■

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## Third EAAE-ENHSA Sub-network Workshop on Architectural Theory

Faculty of Architecture, Urbanism and Arts, Universidade Lusofona de Humanidades e Tecnologias, Lisbon, Portugal, 28-30 April 2008

### Call for the Third EAAE-ENHSA Sub-network Workshop on Architectural Theory

How should the Schools of Architecture be doing the Research and Theory-building to help in charting the Profession's future?

"The essential purpose of architecture education, then, is not only the basic training of beginning practitioners, but also the initiation of students into this common legacy of knowledge, skills, and language, while instilling a sense of connectedness to the human needs that architecture, as a profession, must continually address. Architecture education, if it is to fulfill those ends, must celebrate and support, and also challenge, the profession and society as a whole. (...) the fascination of architecture education lies far more in its possibilities than in its problems".

(BOYER, Ernest L., MITGANG, Lee D., *Building Community - A new future for Architecture Education and Practice*, p. 4, The Carnegie Foundation for the Advancement of Teaching, Princeton, New Jersey, USA, 1996, ISBN 0-931050-59-6).

At the first workshop (Hasselt, 21-23 September 2006) we dealt with the various ways in which schools position architectural theory within their curriculum and how architectural theory is related to research.

As a follow-up to this event, the second workshop (Trondheim, 28-30 June 2007) aimed at further investigating these issues, focusing on the question of how architectural theory relates to the production of architecture - more specifically on how theory functions as background for studio work.

Continuing these reflections, the third workshop (to be held in Lisbon, 28-30 April 2008) seeks a further mapping of the field of architectural theory, both as a speculative discipline aiming at academic research and an operative discipline aiming at seeking tools and skills to help in charting the profession's future practice.

Some questions:

- Is there a Vitruvius disintegration? Is there a gap between theory and practice in architec-

ture? Is there a gap between researchers and practitioners? If yes, how to deal with it? If not, how can we stress that relationship on our studio classes?

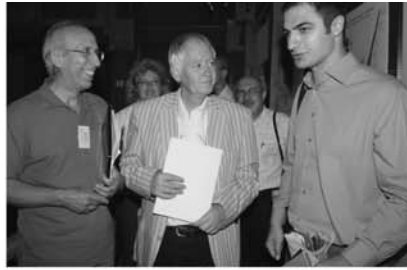
- Theory of Architecture and Theory of Architectural Design. Is there any difference between them or are they two complementary paths for the same goal, towards methodologies of architecture conception?
- Can we define different fields of knowledge for Architecture as an Art, Architecture as a Philosophical Concept and Architectural Design Practice? Is there a truth in Architecture?

Definitive schedule and fees to be known in a couple of weeks.

Call for papers deadline: **February 15, 2008.**

Contact mail: [luis.conceicao@ulusofona.pt](mailto:luis.conceicao@ulusofona.pt)





EAAE Prize 2005-2007 - Writings in Architectural Education. Photo Credit: VELUX



## EAAE Prize 2005-2007 - Writings in Architectural Education

EAAE Project Leader, Ebbe Harder

### Representation in architecture; veiled works and blurred contexts

In Chania, Greece, on September 4, the EAAE Prize 2005-2007 for writings in Architectural Education, sponsored by VELUX, was awarded for the 9th time. The competition sets a base for a discussion on the content and direction of architectural education. This year's theme, representation in architecture, has resulted in a number of interesting essays on how new methods of representation impacts contemporary architecture.

The 1st prize was awarded to Architecture Associate Professor Mari Hvattum from the Oslo School of Architecture and Design. In her prize-winning essay "Veiled works and blurred contexts", Mari Hvattum reflects on some of the paradoxes characterising architecture's recent past, and inquires into its ends, means and modes of representation.

"The jury considers this a mature and intelligent reflection, which contains a compelling criticism on the culture of "mapping". The opening image is very strong and the line of argumentation is well-developed, showing a historical awareness which is commendable," the jury commented. The jury was chaired by Hilde Heynen (B) working together with jury members Ole Bouman (NL), Paola Vigano (F), Allen Cunningham (UK) and Leen Van Duin (NL).

Mari Hvattum was educated as an architect from the University of Trondheim (NTNU) with further specialisations in architectural history and theory from Cambridge University. She works primarily on modern architectural thinking and historiography, and has taught at Architectural Association, London, Central European University, Praha, Edinburgh University, and University of Strathclyde, Glasgow.

The 2nd prize in the competition was shared by Graeme Brooker and Dr Eric Northey from Manchester School of Architecture in the United Kingdom and Emre Altürk from TU Delft, Faculty of Architecture in the Netherlands. The 1st prize winner was awarded with 10,000 while the two 2nd prize winners were awarded 5,000 each.

The EAAE Prize is organised biennially and the aim is to stimulate new pedagogical initiatives -

and to communicate these initiatives as related to the broad scope of teaching and research. The prize is also a platform for exchange of knowledge and cooperation about educational issues across national borders. The EAAE Prize was first awarded in 1991 and has been sponsored by VELUX since 2001.

"VELUX wishes to establish contact with the teachers of the future generations of architects. We would like to follow the activities of the schools and learn from that. Innovative thinking, experimentation and discussion is needed for all professional activities within the built environment - for the construction industry and producers like ourselves as well as for the architectural profession.

Today's society calls for new approaches - how to handle new technologies - and how to collaborate. In that respect, the education of tomorrow's architects is extremely important as the teachers shape and influence the architects - and hereby the architecture - of the future," says Head of Communications Lone Ellersgaard from VELUX.

33 essays from teachers of architecture in 13 countries were submitted to the competition. Ten papers were then selected and rewritten in answer to the jury's feedback. The authors were given one month to improve the papers, and thereafter the jury selected the prize winners from the re-submitted, re-written papers.

The winning essays will be published on EAAE's website at [www.eaae.be](http://www.eaae.be) and in a theme issue of The Journal of Architecture.

### About the EAAE Prize 2005-2007

The EAAE Prize aims to stimulate original writings of architectural education in order to improve the quality of architectural teaching in Europe. Organised biennially, the competition will focus public attention on outstanding written works selected by an international jury.

The Prize was first awarded in 1991 and has been sponsored by VELUX since 2001. The EAAE Prize is open to all teaching staff members, part- or full-time, of the EAAE member schools as well as individual members from other schools of architecture in Europe, and members of ARCC and ACSA schools in the USA.

### EAAE PRIZE

# 2005-2007

sponsored by

**VELUX®**

### The EAAE Prize 2005-2007 was organized by:

EAAE Project Leader Ebbe Harder and staff,  
The Royal Danish Academy of Fine Arts, School of Architecture



The 10th Meeting of Heads of European Schools of Architecture. Photo: Constantin Spiridonidis

## The 10th Meeting of Heads of European Schools of Architecture / 10èmes Conférence des Directeurs des écoles d'architecture en Europe

Chania, Greece, 1-5 September 2007

### EAAE Chania Report 2007

Guy Pilate, La Cambre Institute for Architecture, Brussels, Belgium

From 1 to 5 September nearly 135 participants from 35 countries took part in the 10th Meeting of Heads of European Schools of Architecture which took place as usual in Hania (Crete, Greece).

The meeting gives participants an understanding of the diversity, variety and complexity of the educational structures in their different countries and provides an opportunity for developing contacts within European mobility programmes and cooperation exchanges, etc.

This anniversary year was a chance to evaluate the work of the European Association for Architectural Education (EAAE) over the past 10 years, to raise questions that had been left unresolved or even not tackled at all, and to suggest new lines of analysis.

Many subjects have been discussed, clarified, sharpened up and enriched but at times there is still a sense of incompleteness as some debates have not really yielded concrete results.

The evaluation produced this year shows that the EAAE may not always have had the desired impact in the political sphere. In Europe, politicians are obliged to create a very general framework (for example, the Bologna Process) which goes beyond the 27 European Union countries and is applicable in all disciplines, not just architecture. It is therefore difficult to ensure that the specific features of our field of education are included.

Past meetings in Hania have enabled carefully designed competence grids to be produced, whether general, professional or in the field of research, for the various levels of study (bachelor's, master's, doctorate) in order to organise architecture education and draw up the most appropriate curricula.

This year the scope of discussion expanded to include 'artistic' schools with the aim of achieving European recognition of the 'creative disciplines', including schools of art, design, music, dance, theatre, etc. Presentation of the requirements in disciplines such as music and the arts enabled the idea of presenting the European Commission with a united front under the banner of 'creative disciplines', including architecture, to be launched. This

*Près de 135 participants venus de 35 pays ont participé du 1 au 5 septembre aux 10èmes Conférence des Directeurs des écoles d'architecture en Europe qui se sont déroulées comme d'habitude à Hania (Crète, Grèce).*

*Ces rencontres apportent aux participants une compréhension de la diversité, la variété et la complexité des structures éducatives des différents pays, permet le développement de contacts dans le cadre des programmes européens de mobilité et des échanges de coopération, etc.*

*Cette année anniversaire était l'occasion d'établir un bilan des actions menées par l'Association Européenne pour l'Enseignement de l'Architecture (AEEA) depuis 10 ans, de relever certaines questions laissées en suspens ou même non abordées, et de suggérer des nouvelles pistes d'analyse.*

*Beaucoup de sujets ont été discutés, éclairés, précisés, enrichis mais il reste parfois un sentiment de non achèvement car certains débats n'amènent rien de vraiment concret.*

*Le bilan établi cette année montre que l'AEEA n'a peut-être pas toujours eu l'impact souhaité sur le monde politique. Au niveau européen, les politiques sont tenus d'établir un cadre très général (par exemple, le processus de Bologne) qui va au-delà des 27 pays de l'Union européenne et est d'application dans toutes les disciplines et pas seulement l'architecture. Difficile dès lors d'y faire apparaître les spécificités de notre enseignement.*

*Les précédentes rencontres de Hania avaient permis d'établir de judicieuses grilles de compétences (générales, professionnelles et dans le domaine de la recherche) pour les différents niveaux d'étude (bachelier, master, doctorat) pour organiser l'enseignement de l'architecture et établir les curricula les plus adéquats.*

*Cette année, le cadre de la discussion s'est élargi aux écoles "artistiques" dans la perspective d'une reconnaissance européenne des "disciplines créatives" regroupant les écoles d'art, de design, de musique, danse, théâtre, etc. La présentation des exigences dans des disciplines comme la musique et les arts a permis de lancer l'idée de présenter à la Commission*

kind of recognition would make it possible to have research activities supported and financed by European funds. This initiative would also enable a doctorate in architecture to be established under the aegis of the schools of architecture, something which is not possible at present in certain countries such as Belgium.

The session dedicated to the relationships between the professional community and the architecture schools did not lead to a real rapprochement. The EAAE has established a common system for attesting to the quality of the studies undertaken during the five-year courses leading to the diploma in architecture. This is an academic evaluation carried out by pedagogues and not an evaluation by professional or governmental bodies. The analysis grid used does not correspond with that of practitioners in the field as they seem to be unwilling to admit that architecture can also be considered as a scientific discipline in which research plays a vital part.

The General Assembly showed that the EAAE's management needs to be more transparent. In any general assembly of a not-for-profit association, the agenda and the broad outlines of the financial statement must be provided to all members before the start of the meeting. The current method of operation can give the impression that the EAAE is managed (well) by a small group that can only be joined by co-opting, and that the other members just have to ratify what is presented to them. A little more openness would certainly put an end to this impression.

The Frenchman Francis Nordemann (from l' Ecole Nationale Supérieure d'Architecture de Paris Belleville) was elected vice-president of the association. As is traditional, he will take over the presidency of the EAAE in 2008. One specific commitment he made was to ensure that French is more frequently used as a working language within the EAAE, something which is also provided for by the articles of association.

The Hania meetings are also a chance to meet colleagues in a spirit of great camaraderie. First and foremost, an atmosphere of friendship and fraternity prevails on every occasion. The contacts made both during and outside the sessions also mean that invaluable social interaction takes place.

*européenne un front uni sous l'intitulé "disciplines créatives" incluant l'architecture. Cette reconnaissance permettrait d'avoir des activités de recherche soutenues et financées par des fonds européens. Cette initiative permettrait aussi la mise en place d'un doctorat en architecture sous la responsabilité des écoles d'architecture ce qui, aujourd'hui, n'est pas possible dans certains pays comme en Belgique.*

*La session consacrée aux relations entre le monde de la profession et celui des écoles d'architecture n'a permis de véritable rapprochement. L'AEEA a établi un système commun pour attester de la qualité des études faites dans le cadre des cinq années du cursus conduisant au diplôme d'architecte. Il s'agit d'une évaluation académique faite par des enseignants et non d'une évaluation par des instances professionnelles ou gouvernementales. Cette grille d'analyse ne concorde pas avec celle des praticiens car ceux-ci ne semblent pas vouloir admettre que l'architecture peut être aussi considérée comme une discipline scientifique pour laquelle la recherche est un vecteur essentiel.*

*L'assemblée générale a montré que la gestion de l'AEEA doit être plus transparente. Dans toute assemblée générale d'une association sans but lucratif, l'ordre du jour et les grandes lignes du bilan financier doivent être connus de tous les membres avant le début de la réunion. Le fonctionnement actuel peut donner le sentiment que l'AEEA est géré (bien) par un petit groupe qui se modifie par cooptation et que pour les autres membres, il y a lieu d'entériner ce qui leur est soumis. A coup sûr, un peu plus de clarté gommerait cette impression.*

*Le Français Francis Nordemann (l' Ecole Nationale Supérieure d'Architecture de Paris Belleville) a été élu vice-président de l'association. Selon la tradition, il prendra la Présidence de l'AEEA en 2008. Il s'est engagé notamment à ce que le français soit plus régulièrement utilisé comme langue de travail au sein de l'AEEA comme le prévoit d'ailleurs les statuts de l'association.*

*Les rencontres de Hania, c'est aussi la rencontre des autres dans un esprit de formidable camaraderie. Il y a d'abord cette ambiance d'amitié et de fraternité qui règne à chaque fois. Les contacts noués aussi pendant et en dehors des sessions développent une convivialité inestimable. Elle permet à chacun de faire part de ses difficultés de gestion, d'entendre des*

This allows all the participants to share their management difficulties, hear useful suggestions, conclude bilateral agreements, resolve administrative problems relating to mobility or cooperation programmes, etc. In a certain light, we gain moral and intellectual support from our colleagues that re-energises us immensely. Participants feel part of a group that shares the same worries and the same problems.

Finally, none of this would have been possible without Maria Voyatzaki and Constantin Spiridonidis from the University of Thessaloniki. Their dedication, receptiveness, openness and intelligence make the Hania meetings an extraordinary success. ■

*suggestions intéressantes, de conclure des accords bilatéraux, de régler des problèmes administratifs liés à la mobilité ou aux programmes de coopération, etc. D'une certaine manière, nous trouvons chez les autres un soutien moral et intellectuel qui décuple notre énergie. Les participants ont le sentiment de faire partie d'un groupe qui partagent les mêmes soucis, les mêmes problématiques.*

*Enfin, rien n'existerait sans Maria Voyatzaki et Constantin Spiridonidis, de l'Université de Thessalonique. Leur dévouement, leur disponibilité, leur ouverture, leur intelligence, etc. font des rencontres de Hania une réussite exceptionnelle. ■*



## EAAE General Assembly

Chania, Greece, 3 September 2007

### President's Speech

EAAE President, Per Olaf Fjeld

Dear Colleagues and Friends

EAAE operates with a set of concerns that overlap each other, and together they generate the base from which we work. These concerns can be described as follows:

- EAAE as a platform for communication.
- EAAE and its political role, a representative voice towards a stronger architectural education.
- EAAE and its initiator role, promoting different activities.
- EAAE and its critical role, to stimulate discussion.

In relation to the activities and concerns that engage the field of architecture and its educational institutions there is a need to face change.

#### Change

Change is inevitable, but we have to accept change in a different way than before, as it seems to occur more rapidly and without the preconceived set of warnings or patterns that one sensed earlier. If this is true, our creative processes, the way we teach and comprehend the world, must be marked by a stronger awareness of change, since our reading and capacity to react need to be much sharper.

Rapid change will place another type of pressure on content, and thus also on the way we teach. This architectural content must go beyond direct project solutions, since these solutions will almost immediately become outdated and fail to address the current situation. In this sense, our teaching and research must reach beyond the specific in present tense. This again will put more pressure on our creative intelligence.

#### Content

Content as information will not be enough, as an architectural awareness has to be activated in each one of us. We have to redefine a new agenda in which this consciousness is not separated from content, and our goals must not be singularly focused on production. In a sense, we have to dig deeper into our basic architectural knowledge and revitalize it through an intuitive search for new aspects and methods for comprehending content. In other words, cultivate the ability to see potential within the recognizable.

And in relation to content, we must accept that architecture is complex, and that individual knowledge must perceive its limitations if comprehension of the whole is not in place. The old saying still stands, that the relationship between different parts is more important than each individual part.

#### Architectural complexity

The young generation of students and architects sees this complexity in a different way. As we mature, we are able to comprehend our situation over time and this is essential, but it is only through an open communication that we are able to make the link between young and old, and what is certain is that this in-between state must not ruin our capability to renew our programme content. Without good teachers and without giving higher priority to excellent teaching, this relationship between new and old will struggle to evolve into something positive, and the gap will be more and more difficult to bridge.

#### Knowledge

Through their doctorate and research programmes, our schools produce more knowledge and information data than ever before. Some of these data are a repetition of what we already know, but are discovered by the author as new, and in this sense one must be humble in recognizing the extent and guise of information. At the same time, it is important that we generate another way or new possibilities of using this knowledge more effectively both inside and outside our institutions. However, very little research is focused on a deeper understanding of the core of architecture and methods of pulling architecture into a much needed creative perspective. If there is still a relationship between process/tools/product, we have overloaded it with informative knowledge.

#### Different players

In the future, architectural production will be accomplished by many different types of professionals who will claim a position or role similar to that of an architect. If we wish to retain even a pretext of what an architect and his/her competence is, architectural education will have to be clearer and stronger. Our capacity to survive will depend on the relationship between our schools, our capacity to communicate, and the specificity of our competences in relation to an architectural core. In order to prevent mediocrity, we cannot be



everything at once, and to define competences is not enough, there is a need to follow up with a creative pedagogical approach.

#### **Occupation**

Architecture occupies Earth; there is nothing new in this, therefore, we should not be surprised by our environmental responsibility or the fact that at least we are expected to be concerned.

The built environment is not a separate issue in relation to global warming issues. We are not necessarily able to comprehend its complexity, but in some way we must start a discussion that carries more precision and a clearer overview. It is essential, particularly in relation to our institutions, that we do not separate ourselves from 'earth processes', but that we are, in some way, able to comprehend and intuitively foresee change. Again, this will depend on our capacity to generate a creative environment where openness, responsibility, ethics, and even risk are part of the agenda. Each rector, dean or head has his/her individual responsibility for these matters as a leader of an institution.

#### **Profession/education**

Hopefully, there will always be a challenge or a type of disturbance between the two. Who is the best architect: the individual right out of school or the architect with 30 years of experience? Today, it is difficult to say, but this is not the key issue either, the issue is to find within our capacity ways to communicate and strengthen architecture. Lifelong learning is a key tool for invigorating this dialogue. It is also important that the profession has confidence in the schools' quality and relevance, but equally as important, new architects need possibilities for practice.

#### **Architectural education**

Our educational institutions must have an ambition, or at least a belief that architects and architecture are important in that we are responsible for the creation of physical spaces that are expected to make our life and daily living both richer and better. In order to bring about such a belief, it is crucial to understand or at least be alert in relation to the younger generation. Again, the essential tool is communication, no other tool has the same impact today, and it is after all the force of youth that will carry architecture forward.

No one can decide your school's particular programme for you any longer. Knowing that we are in the same melting pot and having an awareness that the pot is hotter than ever, the responsibility of each school to find its specific and well-adapted programme is pressing, and each school must be strong enough to form a profile that has an identity of its own.

#### **Communality**

Our common base can only be strengthened within our capacity to communicate, and we must generate a discussion that goes beyond comparison and competition. There is a challenge in retaining our openness towards other professions and creative fields without losing our own identity. Can we read the world architecturally with greater perception? It must not be a political force that guides our awareness, but also creative individual forces that shape and reinvent our togetherness. ■

## EAAE General Assembly

Chania, Greece, 3 September 2007

## President's Report

EAAE President, Per Olaf Fjeld

### EAAE - European Association for Architectural Education

The EAAE is an international, non-profit association committed to the exchange of ideas and people within the field of architectural education and research. The EAAE aims at improving the knowledge base and quality of architectural and urban design education.

### *AEEA - Association Européenne Pour l'Enseignement de l'Architecture*

*L'AEEA est une association internationale sans but lucratif engagée dans l'échange de points de vue et de personnes dans le domaine de l'enseignement et la recherche en architecture. L'AEEA vise à améliorer la base de connaissances et la qualité de l'enseignement de la conception architecturale et de l'aménagement urbain.*

### Council Members 2006 - 2007

- Per Olaf Fjeld, President
- Hilde Heynen
- James Horan
- Ramon Sastre
- Maria Voyatzaki
- Stefano Musso
- Loughlin Kealy
- Herman Neuckermans, treasurer

### Project Leaders 2006 - 2007

- Anne Elisabeth Toft  
EAAE News Sheet
- Constantin Spiridonidis  
ENHSA (European Network of Heads of Schools of Architecture),  
EAAE/ENHSA - Architectural Design Teacher's sub-network
- Leen Van Duin  
EAAE Guide and EAAE Poster
- Emil Popescu  
Student Competitions
- Ebbe Harder  
EAAE Prize: Writings in Architectural Education
- Ramon Sastre  
EAAE Web-page.
- Maria Voyatzaki  
EAAE/ENHSA - Construction Sub-Network
- Stefano Musso  
EAAE/ENHSA - Conservation Sub-Network

- Hilde Heynen  
EAAE/ENHSA - Theory Sub-Network
- James Horan  
EAAE/ACE (Architects' Council of Europe) - Joint Working Party
- Herman Neuckermans  
EAAE/EU - MACE-project on Metadata for Architectural Contents in Europe
- Jüri Soolep
- Aart Oxenaar
- Loughlin Kealy
- David Porter

### Council and Project Leader Meetings 2006 - 2007

- Leuven /Belgium, 14 -15 October 2006  
Theme: EAAE towards a stronger permanent base
- Barcelona/Spain, 11-12 November 2006  
Theme: Preparation for 2007
- Leuven/Belgium, 3 - 4 January 2007  
Theme: Continuity towards change
- Paris /France, 17 - 18 March 2007  
Theme: Content, the relationship between quality and quantity
- Athens/Greece, 12 - 13 May 2007  
Theme: Before Chania 2007
- Chania/ Greece, 1. September 2007  
Theme: EAAE 2007 - 2008

### Communication 2006 - 2007

- EAAE News Sheet :
  - Nr. 77 October 2006
  - Nr. 78 February 2007
  - Nr. 79 June 2007
  - Nr. 80 October 2007
- EAAE Leaflet, update
- EAAE Poster
- EAAE Guide of Architectural Schools in Europe
- EAAE Web. Site: [www.eaae.be](http://www.eaae.be)

### EAAE Permanent Secretariat:

KUL (Katholieke Universiteit, Leuven),  
Department of Architecture  
Lou Schol

### EAAE secretarial support 2005 - 2008:

AHO (Oslo School of Architecture and Design)  
Inger Lise Syversen

### Web Report 2006 - 2007

1.Updating of information since 30 years of EAAE

- **EAAE News Sheets:**  
All the issues since 30 years are recorded, scanned and PDF filed. To be downloaded from the website.
- **Transactions:**  
Not yet finished. All volumes that EAAE has published. Counting more than 30 titles (author, editor, date).
- **Next step:**  
to connect the titles to PDF files or to other web links where contents will be available to everyone.
- **EAAE Guide:**  
Edition from 2006 is published. It is the third one (2001, 2003 and 2006) to be published and the second one that has a PDF format as well. Both of them can be downloaded from the website.
- **Members List:**  
The list of members is regularly updated and connects all members of EAAE through a link to their page in the EAAE Guide.

## 2. Improvement and widen of the information and services of the EAAE Website

- **MACE:**  
This is a new menu that links the MACE project which sets out to transform the ways of e-learning about architecture in Europe. EAAE is one of the partners of this project.
- **Links:**  
New menu of links. The idea is not only to offer a series of links related to Architectural Education but also to find a way to get reciprocity from all these entities linked, so that they offer a link to our page, improving our visibility.  
In this line, all EAAE members will be requested to show in their web home page a link to the EAAE site, through a small logo:
- **General updating:**  
Continuously updating in the sense of information about workshops (in collaboration with ENHSA), conferences, meetings and other event related with architecture education.

### Development of the EAAE website

Objectives to be improved:

- Creating an Archive section for documents produced by EAAE, like; Statutes, Agreements, etc. are PDF filed to be available and downloadable

- Section for documents not produced by EAAE, but of importance
- Directives, etc. are linked to be available or, if possible as PDF filed
- more visible and easy accessible

Need feedback from the users!

### Proceedings 2006-2007

ARCC/EAAE:

- International Conference on Architectural Research, Philadelphia, May/June 2006  
Emerging Research + Design

EAAE:

- Diversity  
EAAE Transactions on Architectural Education no. 30, Bucharest, 2005

### Collaboration with other Associations

EAAE - ACE Meetings 2006/2007:

- 6. November 2006, Brussels
- December 2006, Brussels
- 23. February 2007, Brussels
- 20. October 2007:

New Qualifications Directive  
Architect's Directive" will cease to exist  
The Advisory Committee" of Architect's  
Directive will cease to exist  
New Agenda:  
Access to the Profession  
Life Long Learning

EAAE/ENSA - ACSA (Association of Collegiate Schools of Architecture, USA):

- 31. March, Prague:  
South American Schools of Architecture  
North American Schools of Architecture  
European Schools of Architecture

EAAE - EU:

- MACE-project on Metadata for Architectural Contents in Europe

EAAE - NA (Nordic Academy of Architecture):

- 27. April, 2007, Tallinn: European Challenges in Architectural Education and Profession

### Prizes and Competitions 2006 - 2007

- **EAAE Prize:**  
Writings in Architectural Education, "Representation in Architecture", sponsored by VELUX
- **EAAE Prize:**  
Student Competition: "Recovering the Architecture of Forgotten Spaces", sponsored

by Lafarge, Romania and hosted by University of Architecture and Urbanism "Ion Mincu", Bucharest, Romania

**Conferences 2006 - 2007**

- EAAE/ENHSA: Accomodating new Aspects of Interdisciplinarity in Contemporary Construction Teaching, Workshop on Construction, Venice, November, 23. - 25. 2006
- EAAE - NA (Nordic Academy of Architecture): European Challenges in Architectural Education, Tallinn, April 27. 2007
- EAAE/ENHSA/ELIA: Towards Stronger Creative Disciplines in Europe, Tallinn, April 27.- 28. 2007
- EAAE/ENHSA: Architectural Design Teachers' Network Workshop: Teaching and Experimenting with Architectural Design - Advances in Technology and Changes in Pedagogy, Lisbon and Italy, May 3. - 5. 2007
- EAAE/ENHSA: Workshop on Architectural Theory, Mapping the Field of Architectural Theory in European Schools of Architecture, Trondheim, March 28.-30. 2007
- ENHSA/EAAE: 10th Meeting of Heads of European Schools of Architecture: Navigating through the European Higher Architectural Education Area, Chania/Greece, September 1. - 4. 2007

**Up coming Workshops and Conferences**

- EAAE/ENHSA: Conservation Network: Teaching Conservation/Restoration of the Architectural Heritage: Goals, Contents and Methods. Genoa, October 18 - 20. 2007
- Construction Network: Construction: Modelling, Simulation, Computation. Mons, November 15 -17. 2007
- EAAE/ACSA (Association of Collegiate Schools of Architecture):  
Panel Discussions:  
1. The Tuning Project  
2. New Directions for Internship  
3. Open Session  
Minneapolis, October, 2007
- EAAE/MACE: E-learning and e-repositories Venice, September-October, 2008
- EAAE, DSD, MetFORG: The Urban Project - Architectural Interventions and Transformations, Delft, June 4-8 2008

- EAAE/ARCC: Changes of Paradigms in the Basic Understanding of Architectural Research. Copenhagen, June 25 - 28. 2008
- EAAE - EASA (European Architecture Students Assembly): PLEA08 (Passive and Low Energy Architecture), Dublin, September 2008

**New Projects and sub-networks, proposals for 2007 - 2008**

- Anne Elisabeth Toft and Christina Sophia Capetillo:  
Sub-network: Network for Architecture and Its Representations
- Aart Oxenaar and Peter Jannink:  
Sub-network: Design in Urbanism
- David Porter:  
Project: Changing the Role of the Schools of Architecture
- Loughlin Kealy:  
Project: Connecting EAAE and EASA (European Architecture Students Assembly)

**New Prizes and Competitions 2007- 2008**

- EAAE/Lafarge  
"The Present Challenge of Architecture"  
(Student Competition)

**New Members 2007**

**School Members**

- Cork Centre for Architectural Education, Munster, Ireland
- Escola Tècnica Superior d'Arquitectura de la Universitat Rovira I Virgili, Reus, Spain
- University of Applied Sciences, Fachhochschule Münster, Germany
- Università degli Studi Roma, Italy
- University of Montenegro, Architectural Faculty Podorica, Montenegro
- Ecole Nationale Supérieure d'Architecture Toulouse, France
- RWTH Aachen, Fakultät Architektur, Aachen, Germany
- School of Architecture, Technical University of Crete
- University of Ulster, Belfast, Northern Ireland

**Associated School Members**

- Carnegie Mellon University, Pittsburgh, PA, USA
- Universidad de Chile, Escuela de Arquitectura, Santiago de Chile, Chile
- The Central Academy of Fine Arts, P.R. China

- Hogenschool Sint Lukas, Brussels, Belgium

Individual Members

- Anton Bauch, Bundesarchitektenkammer, Brussels, Belgium
- Concepcion, Diez-Pastor, Las Rozas, Madrid, Spain

EAAE Council Members and Project leaders 2007 - 2008

Council Members

- Per Olaf Fjeld, President (2008)
- Hilde Heynen (leave of absence)
- James Horan
- Stefano Musso
- Maria Voyatzaki
- Ramon Sastre
- Loughlin Kealy
- Herman Neuckermans (Treasurer)

Proposals for new Council Members:

- Louís Conceição, Universidade Lusofona de Humanidades e Tecnologias, Department of Architecture, Portugal
- Chris Younès, School of Architecture, Paris La-Villette and ESA Paris, France
- Francis Nordemann, Ècole d'Architecture de Paris-Belleville, France / Vice President

EAAE Project Leaders

- Emil Popescu
- Ebbe Harder
- Constantin Spiridonidis
- Leen Van Duin
- Anne Elisabeth Toft
- James Horan
- Maria Voyatzaki
- Loughlin Kealy
- Herman Neuckermans
- Stefano Musso
- Ramon Sastre
- Christina Sophia Capetillo
- Aart Oxenaar
- David Porter ■

## EAAE General Assembly

Chania, Greece, 3 September 2007

### Treasurer's Report

EAAE Council Member, Herman Neuckermans

Balance 2006	in Euro		Bilan 2006	en Euro	
	Budgetted	Realised		budgetté	réalisé
Expenses	240.950	192.566	Dépenses	240.950	192.566
Incomes	234.750	204.217	Entrées	234.750	204.217
Reserve	91.972	111.348	Réserve	91.972	111.348

The difference between the expenses as budgeted and realised are mainly due to conference costs postponed to 2007 and less retributions for the meetings of the EAAE/ACE joint working party.

*La différence entre les dépenses budgétées et réalisées sont dues pour la plupart aux coûts de conférences reportées à 2007 ainsi qu'aux rétributions moins importantes que prévues pour les réunions du groupe de travail conjoint entre l'AEEA et le CAE.*

EAAE Budget 2007	in Euro		Budget AEEA 2007	en Euro	
Summary			Résumé		
<b>Expenses</b>			<b>Depenses</b>		
Secret + Running costs + mailings:		35.350	Secrét +fonctionnement + expéditions:		35.350
Conferences:		25.716	Conférences:		25.716
		+ 65.000			+ 65.000
EAAE News Sheet:		9.000	News Sheet / Bulletin de l'AEEA :		9.000
Council - & project leaders meetings:		20.000	Réunions du conseil+chargés de mission:		20.000
Website / EAAE Guide of schools:		4.500	Site Web / Guide des écoles:		4.500
Publicity and miscellaneous:		10.800	Publicité et divers:		10.800
Reimbursement EU :		5.023	Rétribution EU:		5.023
<b>Incomes</b>			<b>Entrees</b>		
memberships:		50.000	Cotisations:		50.000
Prize EAAE / VELUX:		10.000	Prix AEEA / VELUX:		10.000
K.U.Leuven secrétariat:		5.750	K.U.Leuven secret:		5.750
Chania(2007 + 2006):		70.000	Chania (2007 + 2006):		70.000
		+ 6.000			+ 6.000
MACE contribution secretariat:		5.775	MACE contribution secretariat:		5.775
<b>Totals on Budget</b>			<b>Totaux Budgetté</b>		
Expenses		178.978	Dépenses		178.978
Incomes		154.145	Entrées		154.145
Balance		- 24.833	Bilan		- 24.833
<b>Reserve in Euro</b>	<b>end 2006</b>	<b>end 2007</b>	<b>Treasure AEEA</b>	<b>fin 2006</b>	<b>fin 2007</b>
Estimated:	91.972	86.489	Estimée:	91.972	86.489
Realised:	111.322		Réalisée:	111.322	



## Second EAAE-ENHSA Sub-network Workshop on Architectural Theory

School of Architecture, NTNU, Trondheim, Norway, 28-30 June 2007

### Mapping the Field of Architectural Theory at European Schools of Architecture

Professor Koenraad Van Cleempoel, PHL/University of Hasselt, Belgium

#### Report

From 28 to 30 June 2007, the Faculty of Architecture and Fine Art at NTNU (University of Science and Technology) in Trondheim organized the second workshop on architectural theory with the theme How Architectural Theory Relates to the Production of Architecture. Gunnar Parelus, organizer and host of the event, set the ambitious goal to discuss the role of theory as background for studio work. It was therefore inevitable to avoid more generic discussions about the traditional Aristotelian paradigm of theory vs. practice. Surely, Parelus must have forefelt this as he opted to replace the keynote opening lecture with two jazz musicians. Within their subject Improvisation as a Tool for Worldwide Communication and Interaction, they developed a discourse to project categories of jazz improvisation to architecture and architectural theory. One particular concept seemed prophetic as it returned in several later contributions: "an interdisciplinary approach to the phenomenon of improvisation [or architecture] provides us with good and apt tools for understanding crucial forms of interpersonal and intercultural communication in a world of music, race, place and globalism." More than one paper argued that an interdisciplinary approach enriches cultural understanding and, therefore, informs architectural thinking in a globalised world.

#### Obstacles & Opportunities

Indeed, as architecture is becoming so complex, culture must be considered as broad as possible. Christos Hadjichristos (Cyprus) warned, however, that 'rather than studying and understanding cultural mechanisms, architecture is reduced to just one of the cultures, blind to its potentials, competing with other cultures for a piece of the pie'. And in many cases architectural theory has been polemic and ideological, not capable of guiding the discipline into new directions. Its normative - rather than analytic - character has been an obstacle to escape this ideological frame. In H. Oxvig & C.P. Pedersen's presentation (Copenhagen), they refer to H. Simon's *The Sciences of the Artificial* and his scepticism to normative design theory as it should be pro-active instead. In the introduction of his presentation O. Fischer (Zurich) therefore differentiates architectural theory from architect's theory, the latter referring to a poetic parole of the designing author, from projection, production and auto-

exegesis of architectonic interventions, in which 'applied theory' serves as an operative and primarily defensive instrument for the deduction, explanation and promotion - and therefore stabilization - of a once found design decision. Theory in the true sense of the word, Fisher continues, is neither defensive, justifying or stabilizing, but on the contrary analytical, critical and interrogative instead. M. Stewart and L. Wilson (Edinburgh) presented their survey of staff opinion (theory, history and studio) in the six Scottish schools of architecture. One of their conclusions also reads 'The overemphasis on Modernism suggests that the history taught by architecture tutors is conditioned by their own educational background (largely in Modernism) and their dominant concern with design projects; whereas history taught by the historian might be wider, more inclusive and re-contextualise the orthodoxies, such as Modernism that is itself now, quite ancient, history.'

There seems to be two opportunities to counter this: the development of research in the studio and a rethinking of the 'profile' of architectural education through competences or a qualification framework. For the latter, Oxvig and Pedersen sought inspiration in the work of the scientific theorist Paul Feyerabend, *Wissenschaft als Kunst* (Science as Art), 1984. They describe the architectural core competency as the ability to move between investigative proposals and reflecting programming ...how the interchange between practice and theory is planned as part of the practical teaching... and ...it indicates the learning outcome from historical-theoretical teaching in dialogue with practical teaching. If architecture does not deal with how things are, but with how they might be, its research should be forward-looking and innovative.'

Many contributions dealt with research as an important tool in the studio and its relationship to architectural theory or history. Following Groat and Wang (2002), it is argued that research and design can enter into a symbiotic relationship generating models to critically reflect on design and inform the act itself. This does not, however, solve the issue of the role and position of architectural theory which does not merely coincide with research. One clear position was taken by Fischer at ETH arguing that theory as a body of architec-

tural knowledge ought to be detached from the studio system with theory providing the basics of studio work, because it objectifies, defines and interrogates contemporary 'words and buildings'. In his view architectural theory has to be autonomous. It stirred discussions upon the role of a PhD programme in architecture. A valuable concept came from Jonathan Hill, keynote speaker and head of the PhD programme in design at Bartlett (London). Considering writing as a means of design, his PhD programme output consists of a 50,000 word thesis plus a related project. His keynote presented a historical legitimisation of this. Discussing 'immaterial architecture', he traces the origin of design as an intellectual activity in the Renaissance period and Vasari's *Accademia del Disegno* as the first design school. It created the notion that writing, drawing and building are of equal status. This led Hill to a new research area: weather and architecture, in which he is now creating an index of immaterial architecture.

Some contributions presented more personal reflections on architectural theory, such as Pedro Viera de Almeida's *Basic Ideas on Theory* (Porto), or Maria Helena Maia's *Teaching, Researching, Creating Architecture and its History* (Porto), Adri Proveniers' *Cultural Reception of Architecture as Fuel for the Creative Motor* (Eindhoven), Emel A. Közer's *Theoretical Constructions in Teaching and Learning Inclusive Design* (Ankara) and Eivind Kasa's *Some Perspectives on Practice Based Theory in Architecture* (Trondheim). Inspired by Foucault, the latter developed an argument for a theory of forms. Luis Conceicao's (Lisbon) engaged lecture *Notes Towards the Teaching of a Poetics in Architecture* is a reflection on the poetic dimension of architecture, and on how to convey this concept to students.

#### **Pedagogical Models**

As the theme of the meeting was the relationship between theory and studio, several papers focused on concrete examples from particular schools. Richard Durval (Manchester) explained how the studio was infused with intellectual breadth by introducing theoretical texts and interdisciplinary studies to enrich the students' cultural understanding and to influence their architectural thinking by external disciplines. He argued that 'An understanding of culture in the broadest of senses becomes necessary for architecture and urban

design to reconcile and serve complex and dynamic networks... Culture when considered this way becomes a commodity to be exploited for social, economic and political objectives'. Similarly, Andreas Savvides (Cyprus) introduced the notion of 'interdisciplinary design' where all the different stakeholders become part of the assignment. In Zurich the ETH offers integrated studios, Fischer explains, with at least one additional subject such as theory, history, landscape, technology or construction. Koenraad Van Cleempoel (Hasselt) also recognized the broad cultural dimensions of architecture, and he explains how students are trained with two-weekly consults to develop a written argument in a 5,000 word paper following the international standards as a preparation for their master thesis. Students can present any subject from the wide spectrum of cultural sciences and refine the research question with their tutors. Svein Hatløy (Bergen) shows the results of field work in the initial weeks of the first bachelor and the students' first confrontations with architectural design.

During informal discussions after the final presentation, Luis Conceicao offered to host the third meeting of this sub-network in Lisbon. A subject will be announced at a later date. ■

## MACE - State of the art

EAAE Council Member, Herman Neuckermans

MACE (Metadata for Architectural Contents in Europe) is a EU funded programme. It started in September 2006 and lasts till the end of August 2009. It aims at federated search in architectural repositories all over Europe by harvesting meta-data.

More precisely, it has the following objectives:

- Integration of multiple sources of architectural content
- Enriching a critical mass of digital high quality content with metadata
- New forms of multilingual & multicultural content
- Improve knowledge access and discovery by interactive visualization
- Building a sustainable architecture and design content community.

The Fraunhofer Gesellschaft has initiated the proposal and is chairing the programme in which 10 other partners participate:

- Fraunhofer Gesellschaft: IRB2 and FIT3
- Katholieke Universiteit Leuven: Computer science (Ariadne) and Architecture (DYNAMO.asro.kuleuven.be - EAAE dissemination)
- Open University Netherlands: e-learning
- University of Applied Sciences Potsdam: interfaces etc
- Nautes s.r.l.: WINDS
- Università Politecnica delle Marche: WINDS
- Technical University Catalonia
- Università IUAV di Venezia: arch design
- Humance A.G.: e-info
- Politecnico di Milano: hypermedia
- Collaboratorio: architecture.it

After one year's work, the achievements of the consortium are:

- User requirements analysis: user cases and scenarios
- Creation of a technical infrastructure to harvest metadata
- Creation of awareness for MACE

The tasks performed by the EAAE/KUL partnership during the first year are:

- Elaboration of a pilot project about the integration of the DYNAMO metadata into the

international LOM (learning objects metadata) standard

- Build taxonomies/classification of subjects (= application profiles)
- Beta-version of first enrichment widgets for creating metadata and for searching in the repositories (Dynamo/Winds/IRB)
- Dissemination and creation of awareness: the first call was launched here in Chania at the GA 2006 and this presentation is part of this working package of EAAE/KUL within the consortium..

We would like to thank the EAAE members who expressed an interest in the project already last year. Recently we have been sending questionnaires to ask repository owners for more precise information about their repository. This was postponed till last months because the pilot project with DYNAMO had to learn which information is needed.

Till today we have the following positive responses:

- CUMINCAD is willing to contribute - contact person is: Bob Martens from TU Wien - This repository contains thousands of references and full articles in the field of computer aided architectural design presented at all major international conferences in the last decade.
- Università degli Studi di Roma 'La Sapienza' - campus Valle Julia: Prof. Massimo Casavolo, Head of Media Centre, has expressed his interest in sharing their digitized slide library on architecture via MACE.
- Universitat Politècnica de Catalunya, Escola Tècnica Superior d'Arquitectura del Vallès (ETSA-UPC): Profs Sabater and Maldonado are willing to share their repository of more than 1,200 recent and innovative collective housing projects via MACE.
- Prof. B. Pahl from Universität Leipzig has answered the questionnaire by sending a detailed info concerning their repository on construction history and cultural development in Europe .
- Prof Rudy Stouffs from TU Delft has consented in joining MACE. He has a repository with student work (167,775 files) 100 buildings and transformations, dwellings and pictures of architecture.

- Mirjana Devetakovic Radojevic - Belgrade Univ - Fac of Architecture: collection of architectural knowledge created in 7 + 4 virtual learning environments, each containing 1,000 to 5,000 images.

The consortium will now examine the contents and decide if and how these repositories can be integrated in MACE.

In order to better the dissemination of MACE and consequently the communication of the EAAE, we are currently putting some effort into expanding the EAAE's database. Therefore, we are asking - and we will ask you again in the coming months - for a list of e-mail addresses of your teachers, possibly also of the students. This list will only be used for EAAE dissemination activities. Please pay attention to this forthcoming reminder.

The following major step in disseminating the MACE ideas and achievements will be the organisation of an international conference in the context of the Venice 2008 Biennale (between September and November 2008) on the theme of "e-learning and e-repositories".

The EAAE will be organising this event together with "Collaboratorio", the new Italian partner in the consortium. As soon as the dates are known, we will announce it on the EAAE website. ■

## ACE - EAAE Joint Working Party / Groupe de travail conjoint CAE - AEEA

EAAE Project Leader, James Horan

### Directive 2005/36/EC - Position Statement on Minimum Duration of Studies

This statement was endorsed by the Council of the European Association for Architectural Education (EAAE) on the 25th November 2007 and by the General Assembly of the Architects' Council of Europe (ACE) on the 30th November 2007:

#### Position Statement

of the Joint Working Party between the Architects' Council of Europe (ACE) and the European Association for Architectural Education (EAAE) on the minimum duration of architectural studies:

**Whereas** the "Architects Directive" (85/384/EEC) has been replaced by the Directive on the Recognition of Professional Qualifications (2005/36/EC);

**Whereas** the Directive on the Recognition of Professional Qualifications brings in a number of significant changes in relation to the manner in which recognition procedures for those holding architectural qualifications are carried out without having taken account of the developments resulting from the adoption by the EU Member States of the Bologna Process;

**Whereas**, at the same time, the principal provisions of the "Architects Directive" have been incorporated into the Professional Qualifications Directive, most notably the minimum duration of studies for architectural qualifications, which remains at four years;

**Whereas** the reforms to the structure of third-level courses flowing from the progressive adoption and implementation of the Bologna Process are beginning to impact on the under-graduate population of the EU and by which, for the Architectural Sector, the most commonly adopted model for the required two-cycles is a first cycle of three years duration and a second cycle of two years duration;

**Whereas** the professional representative and regulatory bodies of all countries of the EU, Member Organisations of the ACE, have formally adopted a policy that calls for the education of architects to consist of at least five years of academic studies

### Directive 2005/36/EC - Position sur la durée minimum des études d'architecture

*Ce document a été approuvé par le Conseil de l'Association Européenne des Ecoles d'Architecture (AEEA) le 25 novembre 2007 et par l'Assemblée Générale du Conseil des Architectes d'Europe (CAE) le 30 novembre 2007 :*

#### Prise de position

*du Groupe de travail Conjoint entre le Conseil des Architectes d'Europe (CAE) et de l'Association Européenne des Ecoles d'Architecture (AEEA) sur la durée minimum des études d'architecture:*

**Considérant** que la Directive " Architectes " (85/384/EEC) a été remplacée par la Directive sur la reconnaissance des qualifications professionnelles (2005/36/EC);

**Considérant** que la Directive sur la reconnaissance des qualifications professionnelles apporte un nombre significatif de changements quant à l'application des procédures de reconnaissance pour les personnes qui possèdent des qualifications d'architecte sans que l'on ait pris en compte les développements résultants de l'adoption par les Etats membres de L'UE du processus de Bologne ;

**Considérant**, qu'en même temps, les clauses principales de la Directive " Architectes " ont été incorporées dans la Directive " Qualifications Professionnelles " notamment pour la durée minimum des études pour l'obtention des qualifications d'architecte, qui reste fixé à quatre années ;

**Considérant** que les réformes de structure du niveau universitaire qui découlent de l'adoption et de la mise en œuvre progressive du processus de Bologne commencent à avoir un impact sur les étudiants de l'UE et par là sur le secteur de l'architecture, le modèle le plus couramment adopté étant un premier cycle de trois ans et un second cycle d'une durée de deux ans ;

**Vu** que les représentants professionnels et les organismes réglementaires de tous les pays de l'Union européenne, Membres du CAE, ont formellement adopté une politique qui appelle à une formation des architectes qui consiste à un minimum de cinq

supplemented by two years of professional practice experience;

Whereas the Heads of Schools of Architecture have adopted The Chania Statement, in which they state that the studies that lead to the diploma in architecture may give access to the profession of an architect must of five years duration;

Whereas the General Assembly of the ACE has formally adopted the recommended standard of the International Union of Architects (UIA, adopted at Beijing 1999) that sets the minimum level of qualifications for architects worldwide at five years education followed by two years of practical training;

Whereas the ACE and the EAAE are aware that five years academic training does not, on its own, necessarily provide to the holder all the skills and aptitudes necessary for the independent practice of the profession of architect;

The Joint Working Party of the ACE and the EAAE petitions the incoming Slovenian and French Presidencies of the EU and subsequent Presidencies, in the public interest and to establish consistency in relation to the required minimum duration of studies within the architectural sector, to take up the issue of the minimum duration of studies within the relevant formation of the Council of Ministers so as to propose a revision to the first paragraph of Article 46(1) of the Professional Qualifications Directive (2005/36/EC) as follows:

**Existing version**

Article 4 - Training of architects

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

**Proposed amended version**

Article 46- Training of architects

1. Training as an architect shall comprise a total of at least **five** years of full-time study at a university or comparable teaching

*années d'étude complétées par deux années de pratique professionnelle ;*

*Vu que les Directeurs des écoles d'architecture ont adopté la Déclaration de La Canée (Chania), dans laquelle il est précisé que les études qui conduisent à un diplôme d'architecture donnant accès à la profession d'architecte doivent avoir une durée minimum de cinq années ;*

*Vu que l'Assemblée générale du CAE a formellement adopté les recommandations de l'Union Internationale des Architectes (UIA, adopté à Pékin 1999) qui définit le niveau minimum de qualifications pour un architecte au niveau mondial à cinq années suivies de deux années de formation pratique;*

*Vu que le CAE et l'AEEA sont conscients que cinq années de formation académique ne fournissent pas, à elles seules, toutes les compétences et aptitudes nécessaire pour pratiquer de manière indépendante la profession d'architecte;*

*Le Groupe de travail conjoint du CAE et de l'AEEA introduit une requête auprès des prochaines Présidences de l'UE, la Slovénie et la France, et des Présidences suivantes, dans l'intérêt public et afin établir une cohérence par rapport à la durée minimum d'études requise au sein du secteur de l'architecture, afin que celles-ci se saisissent de la question de la durée minimum des études au du Conseil des Ministres concernés de manière à proposer une révision du premier paragraphe de l'Article 46(1) de la Directive " Qualifications professionnelles (2005/36/EC) tel que ci-dessous ;*

**Texte existant**

Article 46 - Formation d'architecte

*1. La Formation d'architecte comprend au total quatre années d'études à temps plein, soit six années d'études, dont au moins trois années à temps plein dans une université ou un établissement d'enseignement comparable. Cette formation doit être sanctionnée par la réussite à un examen de niveau universitaire*

**Texte proposé**

Article 46 - Formation d'architecte

*1. la Formation d'architecte comprend au total au moins **cinq** années d'étude à temps plein dans une université ou un établissement d'enseigne-*



institution. The training must lead to successful completion of a university-level examination.

#### Rationale

The discipline of architecture has been recognised by many Member States and by the Council of the European Union as being a matter of significant public interest. The quality and genuine sustainability of the built environment in which we all live and work has a considerable impact on well-being and prosperity. It is therefore essential that persons pursuing the practice of architecture have a high level of qualification.

The profession and the schools of architecture are unanimous in their support for a minimum duration of five years academic training for persons wishing to become architects.

This is because they are aware of the wide range of skills and aptitudes that a person must acquire in order to be able to responsibly pursue the practice of the profession and they recognise that the minimum level required is five years.

Changing the prescribed minimum to five years studies will ensure that the provisions of the Professional Qualifications Directive will be harmonious with the Bologna Reforms that, for all schools of architecture within the EU, now have a minimum of five years for the successful completion of the two-cycles required by the Bologna Process, in common with many of the other sectoral professions.

Revising the provisions of the Professional Qualifications Directive will therefore bring the European legislation into line with the actual situation as it prevails across the EU. It is recalled that the original negotiations that led to the inclusion of a minimum duration of four years took place in the 1970's and early 1980's when there were still such courses in existence. This is no longer the case and so the law should be changed to reflect this fact.

The Joint Working Party of the ACE and the EAEE requests that it be kept informed of progress on this issue and it remains ready to provide expert assistance to the Presidencies of the EU, should that prove to be necessary and appropriate. ■

*ment comparable. Cette formation doit être sanctionnée par la réussite à un examen de niveau universitaire*

#### Raisonnement

*La discipline de l'architecture a été reconnue par de nombreux Etats membres et par le Conseil de l'Union européenne comme étant un sujet d'intérêt public important. La qualité et la durabilité effective de l'environnement bâti dans lequel nous vivons et travaillons tous a un impact considérable sur le bien-être et la prospérité. Il est dès lors essentiel que les personnes exerçant l'architecture aient un haut niveau de qualification.*

*La profession et les écoles d'architecture sont unanimes dans leur soutien pour une durée minimum de cinq années de formation académique pour les personnes désireuses d'acquérir la qualification d'architecte. Ceci dans la mesure où ils ont conscience du grand nombre de compétences et d'aptitudes qu'une personne doit acquérir afin d'être capable de pratiquer de manière responsable cette profession, et ils reconnaissent que le niveau minimum requis est de cinq années.*

*Changer le minimum requis pour une durée de cinq ans permettra d'assurer que les clauses de la Directive " Qualifications Professionnelle " seront en harmonie avec les réformes de Bologne et qui, pour toutes les écoles d'architecture au sein de l'UE, auront désormais un minimum de cinq années pour l'achèvement sanctionné des deux cycles requis dans le processus de Bologne, en commun avec les autres professions sectorielles.*

*La révision des clauses de la Directive " Qualifications Professionnelles " mettra donc la législation européenne en phase avec la situation actuelle qui prévaut à travers l'Union européenne. Il faut rappeler que les négociations originelles qui ont abouti à l'inclusion d'une durée minimum de quatre années se sont déroulées dans les années 70 et au début des années 80, lorsque de tel cursus existaient encore. Ceci n'est plus le cas et donc, la loi doit changer pour refléter ce fait.*

*Le Groupe de travail conjoint du CAE et de l'AEAA demande à être tenu informé des progrès sur cette question et se déclare prêt à apporter son expertise aux Présidences de l'Union européenne si cela s'avère utile et nécessaire. ■*

## Instant Cities: Emergent Trends in Architecture and Urbanism in the Arab World

1-3 April, 2008, American University of Sharjah, UAE

### Introduction

Throughout the Arab region, rapid urbanization fueled by speculation and geopolitical transformations have had a significant impact on architecture. The flow of people, goods and capital into the Gulf states has prompted fundamental changes resulting from economic growth and diversification intended to lessen the dependence on oil revenues. As a result of its ability to entice investors and instantly translate funds into real estate ventures, Dubai has become a prime example and a potential focus of study.

Architects and planners struggle to adapt to processes of rapid change and there seems to be little time for reflection on the long-term socio-cultural or environmental consequences of current practices.

The CSAAR 2008 conference will focus on the causes and effects of emergent trends in architecture and urbanism in the Gulf. Media campaigns and journal-

istic accounts of the extraordinary projects that promise to increase economic vitality and attract tourists have focused attention on the region.

However, there have been few attempts to move beyond the descriptive. We invite colleagues from across disciplines to develop analyses that identify, explicate and theorize emergent trends in architecture and urbanism in the Arab region in general and the Gulf states in particular. Questions to be considered include: How has economic progress affected contemporary architecture and urbanism in the Arab region? What theoretical constructs can be employed to explain transformations in the built environment? What can be learned from architecture and urbanism in fast-developing cities like Dubai? How have inhabitants adapted to the effects of urban development?

While the conference is primarily concerned with conditions in the Gulf, organizers invite contributions that address how rapid urbanization affects

the production of architecture and the lives of inhabitants throughout the Arab region and beyond.

### Topics of Interest

We invite submissions in all areas related to urbanism and architecture, particularly work focusing on bridging the gap between theory and practice.

### Important Dates

- Deadline for abstracts: July 30, 2007
- Full Paper submission: September 30, 2007
- Notification of acceptance: November 15, 2007
- Deadline for final papers: January 15, 2008

### Submission and Relevant Information

Abstract submissions should be approximately 500 words and must be in English. Full paper submission could be either in English or Arabic. Abstract and full paper submissions should be sent in MS Word or PDF document format. Abstracts should be e-mailed to Dr Jamal

Al-Qawasmi (jamalq@kfupm.edu.sa). Full paper submissions are required to be done online at the conference website: [www.csaar-center.org/conference/2008A](http://www.csaar-center.org/conference/2008A)

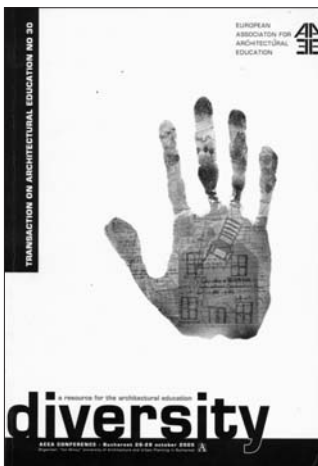
Full paper format, submission guidelines, registration, accommodation and further information are available at the conference website.

### For further information about submissions, please visit:

[www.csaar-center.org/conference/2008A](http://www.csaar-center.org/conference/2008A)

## Diversity - A Resource for the Architectural Education

Transactions on architectural education no 30



The book contains the keynote addresses and participants' contributions from the conference "Diversity - A Resource for the Architectural Education", organised by the "Ion Mincu" University of Architecture and Urban Planning in Bucharest, Romania. The conference took place from 26 to 29 October 2005.

### Proceedings

EAAE Members 20 Euro  
Non-EAAE Members 25 Euro

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## 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

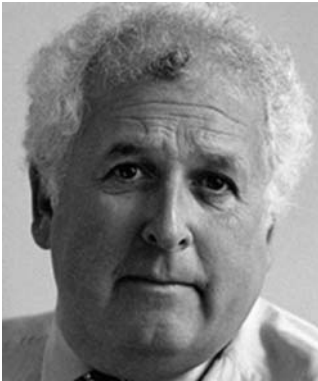
Non members: + 50%

### Website

School members:

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

Non members: + 50%

**New EAAE Vice-President by 3 September 2007****Francis Nordemann**

Francis Nordemann was born in Châlons en Champagne, France. He studied architecture at U.P. Nancy and U.P.6 in Paris, from where he graduated in 1978. Nordemann currently teaches at the Ecole Nationale Supérieure d'Architecture de Paris Belleville. He is responsible for the post master degree "Architecture des Territoires", focused on large-scale urban design. His professional practice in Paris is located on Place des Vosges. The office mainly works on urban topics, social housing and public buildings.

Nordemann is a consultant architect to the French Ministries of Culture and Sustainable Development. He has taught architecture since 1980 at among other places the University of Kentucky, Columbia University in NY, University of Pennsylvania and the Schools of Architecture in Lyon and Normandy. He was dean at l'Ecole d'Architecture de Normandie from 1997 to 2003.

**New EAAE Council Member by 3 September 2007****Chris Younès**

Chris Younès was born in a village of the Haute-Loire, Chambon sur Lignon, France. She is a social psychologist and doctor/HDR in philosophy. She is presently a professor in the Sciences of Man and Society at the Ecole Nationale Supérieure d'Architecture de Paris La Villette and a visiting professor in urban studies at the Ecole Spéciale d'Architecture de Paris, responsible for the post Master degree "Architecture des milieux". She is director of the Gerphau laboratory (urban architecture philosophy), UMR CNRS 7145 LOUEST (laboratoire des organisations urbaines:

espaces, sociétés, temporalités) and a member of the 'Philosophy, Architecture, Urban' international network between architectural schools and universities. In her work and her research, she has developed an architectural and philosophical interface on the question of living spaces, at the meeting point between ethics and aesthetics, as well as between nature and artefact. She has published numerous articles and books as well as edited and co-authored collective works.

**New EAAE Council Member by 3 September 2007****Luis F. P. Conceicao**

Luis F. P. Conceicao was born in the Azores Islands, Portugal. He holds a Master in Architecture, a post-graduation degree in Anthropology and a PhD in Architecture. After obtaining his doctoral degree from Technical University of Lisbon, Faculty of Architecture (FA-UTL) in 1995 he was invited by a cooperative of professors to create a new course of Architecture in the town of Setubal, for Universidade Moderna, where he stayed, both as Director of the Course and Rector of the University, until 2004.

As of 2004, he was invited by ULHT (Universidade Lusofona de Humanidades e Tecnologias) to direct both the Department and the course of Architecture, and to coordinate all courses of Architecture (Licentiate, Master and Doctoral Degrees) of this University, which is his present academic situation. Conceicao is a frequent member of competition juries. He has published extensively on architecture and architectural education in collective books and magazines. Since 1978 he has also run his own architectural office.

**Council Members / Membres du Conseil****Conceicao, Luis**

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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 agencies.

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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**EAAE Calendar / AEEA Calendrier**

09	<b>02</b>	2008	■	<b>EAAE Council Meeting</b> Paris / France	<b>Réunion du conseil de l'AEEA</b> <i>Paris / France</i>
08	<b>03</b>	2008	■	<b>International VELUX Award 2008</b>	<b>Le Concours international VELUX 2008</b>
31	<b>03</b>	2008	■	<b>EAAE - Lafarge International Competition for Students of Architecture</b>	<b>Concours international Lafarge de l'AEEA ouvert aux Etudiants d'Architecture</b>
28-30	<b>04</b>	2008	■	<b>EAAE-ENHSA Workshop</b> Lisbon / Portugal	<b>L'Atelier de l'AEEA/ENHSA</b> <i>Lisbonne / Portugal</i>
04-07	<b>06</b>	2008	■	<b>EAAE Conference</b> Delft / The Netherlands	<b>Conférence de l'AEEA</b> <i>Delft / Les Pays-Bas</i>
25-28	<b>06</b>	2008	■	<b>ARCC/EAAE 2008 Conference</b> Copenhagen / Denmark	<b>Conférence de l'ARCC/AEEA</b> <i>Copenhague / Danemark</i>