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Announcements/Annonces

EAAE Chania Statement 2001

Regarding the Architectural Education in the European Higher Education Area

The Heads of Schools of Architecture in Europe assembled in the 4th Meeting of Heads of European Schools of Architecture in Chania, Crete from 1 until 4 September 2001, discussed in depth the future of architectural education within the European Higher Education Area and its implications for architectural education.

Most of the ideas expressed in the EHEA have, for 25 years been the 'raison d'être' of EAAE and the focus of its collective efforts, its conferences, workshops, projects and publications. Today EAAE is representing more than 155 schools of architecture of which nearly 100 were represented at the meeting.

Having reviewed the EU initiatives so far concerning the profession and education of an architect, namely:

1. The Architects' Directive 85/384/CEE (1985) and the advices produced by its advisory committee
2. The UIA/UNESCO Charter for architectural education (1996)
3. The UIA Accord and Recommendations (2000)

Being informed about the recent status of the Bologna process.

Being fully aware that architectural education can lead to a wide variety of professional and academic careers,

Within the framework of:

The Magna Charta Universitatum, 1988

- The Joint Declaration of the European Ministers of Education, Bologna 1999
- The Salamanca Convention of European Higher Education Institutions, 2001
- The Student Göteborg declaration, 2001
- The Meeting of European Ministers in Charge of Higher Education, Prague 2001

Committed to the exchange of ideas and methods in teaching and research as well as of students and staff among the schools in the prospect of a European Higher Education Area based on diversity and mutual understanding, the Heads of Schools adopted unanimously the following resolution:

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Editor/Editrice

Anne Elisabeth Toft  
Dtp  
Jacob Ingvarsen

### **EAAE Chania Statement 2001**

1. The studies leading to the diploma of architecture which gives access to the profession of an architect, should be minimum 5 years or 300 ECTS credit points leading to graduate level ('masters'), in order to meet the achievements listed in the above mentioned documents 1, 2, 3.
2. Following a comparable but flexible qualification framework each school may decide to structure their curriculum as a 5-years integrated (i.e. unbroken) programme or subdivided in two cycles (3+2 years or 180 ECTS + 120 ECTS credit points), in which case the first cycle can not give access to the profession of an architect.
3. EAAE will actively collaborate in developing the ECTS-credit system in their schools and considers this system as the keystone towards mobility of students, modularity, flexibility in the curricula, necessary for the cultural, regional and pedagogical diversity they consider to be invaluable for education in architecture in Europe.
4. EAAE is willing to take part in the development of a quality assurance and assessment system tailored to the needs of architectural education and respecting its diversity. With respect to this participation it should be made clear that it refers to the 'academic' assessment of the educational programmes by means of a peer review and not to the 'professional/governmental' assessment of the diploma leading to accreditation and the validation by the professional/governmental bodies of the member states. The EAAE will install a representative committee at European level and will present its result and proposals regarding the evaluation of the two cycles (in both hypothesis mentioned sub 2) before the end of the year 2002.

The Heads of School underline their commitment to further elaborate and contribute to the development of the European Higher Education Area.

Chania, Crete, 4 September 2001  
**Prof. Herman NEUCKERMANS**  
EAAE President

On behalf of The Heads of Schools of  
Architecture in Europe.

## Editorial

News Sheet Editor - Anne Elisabeth Toft

Dear Reader

“How compatible is the existing framework of architectural education in Europe with the new higher education space at which the Bologna Declaration aims?”; “Which are the most crucial issues that schools will encounter if they are to follow the Bologna Declaration principles?”; “How will Schools of Architecture define a set of credible goals in order to anticipate change and avoid its imposition?”

These were just some of the many questions that formed the framework of the discussions at this year’s **Meeting of Heads of European Schools of Architecture**. The meeting took place in Chania, Crete, from 1 to 4 September 2001 under the heading: **Speculating the Future of Architectural Education in the Light of the Bologna Declaration\***.

On page 23 of this issue of the EAAE News Sheet, Pierre von Meis (Switzerland) contributes with a feature that takes its starting point in the discussions from the meeting in Chania: **Some Afterthoughts**.

Richard Foqué contributes with a **Report** from the meeting in Chania (see pages 13). Richard Foqué is Head of Department at the Department of Design Sciences in Antwerp, Belgium, and many readers will probably remember that together with Juhani Katainen (Tampere, Finland) and Emil Popescu (Bucharest, Romania) he coordinated one of the many group discussions that took place during the mentioned meeting of heads.

As it appears from among others Richard Foqué’s report the **4th Meeting of Heads of European Schools of Architecture** was very well attended, as approximately 100 European schools of architecture were represented. The meeting resulted in not least a number of specific proposals for actions and strategies as well as the formulation of the **EAAE Chania Statement 2001**.

The **EAAE Chania Statement 2001** was available and introduced during the **EAAE General Assembly**, which – as last year – was the final contribution at the **Meeting of Heads of European**

*Cher lecteur,*

*“Comment le cadre actuel des études européennes d’architecture peut-il être compatible avec le nouvel espace d’enseignement de haut niveau défini par la Déclaration de Bologne ?”; “Quels sont les principaux problèmes que les écoles vont rencontrer si elles suivent les principes dictés par la Déclaration de Bologne ?”; “Comment les écoles d’architecture pourront-elles définir des objectifs crédibles afin d’anticiper les changements et d’éviter que cette Déclaration leur soit imposée ?”.*

*Voilà certaines des nombreuses questions à la base des discussions menées lors de la **4ème Conférence des Directeurs des Écoles d’Architecture en Europe**. Cette conférence, intitulée : **Spéculations sur l’avenir de l’enseignement architectural à la lumière de la Déclaration de Bologne\*** s’est tenue dans la ville de Chania, dans l’île grecque de Crète, du 1er au 4 septembre 2001.*

*Pierre von Meis (Suisse), dans ce numéro du bulletin de l’AEEA, présente en page 23 une réflexion ayant comme point de référence les discussions de la conférence de Chania : **Quelques Réflexions**.*

*Richard Foqué, quant à lui, fait un rapport sur la conférence de Chania (voir p. 13). Richard Foqué est Chef du Département des Sciences de conception à Anvers, Belgique et de nombreux lecteurs se souviennent certainement de sa collaboration avec Juhani Katainen (Tampere, Finlande) et Emil Popescu (Bucharest, Roumanie) et de leur qualité de coordinateurs lors de l’une des nombreuses discussions de groupe pendant cette réunion des directeurs.*

*Le rapport de Richard Foqué fait état d’un nombre important de participants lors de la **4ème Conférence des Directeurs des Écoles d’Architecture en Europe**, puisqu’environ 100 écoles européennes d’architecture étaient représentées. Cette conférence s’est conclue par un grand nombre de propositions concrètes d’actions et de stratégies, dont la rédaction de la **Déclaration 2001 de l’AEEA de Chania**.*

*La **Déclaration 2001 de l’AEEA de Chania**, une fois établie, fut présentée lors de l’**Assemblée Générale de l’AEEA** qui, comme l’an dernier, fut le point d’orgue de la **Conférence des Directeurs des***



**Schools of Architecture.** The **EAAE Chania Statement 2001** is published in this magazine on page 2.

On pages 19 - 22 there is an exposition of the Minutes of the **EAAE General Assembly**. An important point at the General Assembly was the **EAAE Prize 2001: Writings in Architectural Education**, which EAAE Council Member Ebbe Harder (Denmark) introduced (see page 31).

On page 5 we bring EAAE President Herman Neuckermans' article: **Le Contexte Institutionnel de l'Education en Architecture en Europe**, which could, however, already be read in an English translation in the EAAE News Sheet # 60.

In the series of "**Profiles**" Staffan Henriksson introduces us to **Kungl. Tekniska Högskolan, School of Architecture, Stockholm, Sweden** (see page 25).

Staffan Henriksson has only been dean since 2000, but as he tells us in the interview he has none the less already carried out a great deal of essential restructuring of the school of architecture in Stockholm.

All photos in this issue of the EAAE News Sheet were taken during the **4th Meeting of Heads of European Schools of Architecture, Chania, Crete** by Harald Gatermann (Germany), who has kindly placed them at the disposal of the EAAE News Sheet. Harald Gatermann is dean at the Fachhochschule Bochum, School of Architecture, Bochum, Germany.

Yours sincerely

Anne Elisabeth Toft

\*A preliminary agenda and a preliminary programme for the **4th Meeting of Heads of European Schools of Architecture** can be seen in the EAAE News Sheet # 60, pages 14-15.

**Écoles d'Architecture en Europe. La Déclaration 2001 de l'AEEA de Chania** est publiée dans ce bulletin à la page 2.

*Les minutes de l'Assemblée Générale de l'AEEA vous sont présentées aux pages 19 à 22. L'un des points principaux de cette Assemblée Générale fut le **Prix de l'AEEA 2001- Ecrits sur l'enseignement de l'architecture**, présenté par le Membre du Conseil, Ebbe Harder (Danemark) (voir p. 31).*

*L'article du Président de l'AEEA, Herman Neuckerman, s'intitulant **Le contexte institutionnel de l'éducation en architecture en Europe**, se trouve page 5. Cet article était déjà disponible en version anglaise dans le Bulletin de l'AEEA n° 60.*

*Dans la série "**Profils**", Staffan Henriksson nous présente la **Kungl. Tekniska Högskolan, Ecole d'architecture de Stockholm, Suède** (voir p. 25 ).*

*Staffan Henriksson n'est recteur que depuis l'an 2000, mais comme il le précise dans son interview, cela ne l'a pas empêché d'effectuer de nombreuses et importantes restructurations au sein de l'Ecole d'Architecture de Stockholm.*

*Toutes les photos représentées dans ce bulletin de l'AEEA ont été prises par Harald Gatermann (Allemagne), durant la **4ème Conférence des Directeurs des Écoles d'Architecture en Europe** à Chania, Crète et mises gracieusement à notre disposition pour la réalisation de ce bulletin. Harald Gatermann est recteur de la Fachhochschule Bochum, Ecole d'Architecture de Bochum, Allemagne.*

Sincèrement

Anne Elisabeth Toft

\* L'agenda et le programme préliminaires de la **4ème Conférence des Directeurs des Écoles d'Architecture en Europe** peuvent être consultés dans le Bulletin n° 60 de l'AEEA, pages 14-15.

## Le Contexte Institutionnel de l'Éducation en Architecture en Europe

Président de l'AEEA, Herman Neuckermans

Août 2001

Tous engagés comme nous le sommes dans l'enseignement de l'architecture dans nos écoles, dans nos pays, beaucoup d'entre nous ignorent ce qui se passe au niveau Européen en ce qui concerne l'enseignement en Architecture. Comme la réalisation de l'Europe Unie progresse rapidement, un tour d'horizon des initiatives Européennes nous paraît plus que souhaitable, en particulier pour préparer la réunion des directeurs d'écoles d'architecture à Chania en septembre.

### La directive Européenne pour l'Architecture / Le Comité Consultatif

La directive Européenne pour le secteur de l'Architecture (85/384/CEE) datant du 10 juin 1985<sup>1</sup> précise le champ de la formation dans le domaine. Elle précise donc l'enseignement et la formation professionnelle dans les écoles d'architecture. Pour ce faire la commission Européenne a mis sur pied un 'comité consultatif pour la formation dans le domaine de l'architecture' (85/385/CEE), qui a produit une liste par pays des écoles qui octroient un diplôme donnant accès à la profession d'architecte dans les 15 pays membres. Cette liste qui fait partie de la directive 85/384/CEE est mise à jour régulièrement par ce comité.<sup>2</sup>

Ce comité consultatif comporte 3 experts par pays: 1 représentant de l'état, 1 membre représentant de l'éducation et 1 représentant de la profession. Il compte donc 45 membres au total.

Au sein de ce comité ont été créé deux groupes de travail: un groupe diplôme et un groupe formation.

Le groupe **diplôme**, présidé par James Horan, doit examiner les candidatures des écoles qui demandent leur agrément Européen; il reçoit les dossiers introduit par l'école et convoque les représentants de cette école pour présenter leur programme. Ces travaux s'effectuent en présence et sous le contrôle de 2 ou 3 représentants administratifs de la commission Européenne. Le 'groupe diplôme' fait un rapport, se réunit à la demande des états membres et met ce rapport au vote du comité consultatif.

Le groupe **formation**, présidé par John E. O' Reilly, est un groupe de travail comprenant 1 expert par pays. Il a comme tâche de développer des rapports sur des sujets précis par exemple la formation professionnelle (stage), la recherche en architecture, le travail de diplôme dans les écoles... Ce groupe de travail se réunit 4 à 5 fois par an pour 2 jours. Les rapports sont rédigés en langue française ou en anglais. Lorsque le groupe de travail est d'accord sur le texte,

il le présente au 45 membres pour discussion et vote. Une fois voté, le texte est traduit en 11 langues et adressé comme rapport ou recommandation au premier ministre des 15 gouvernements qui les envoient à toutes les instances concernées qui, à leur tour, les intègrent progressivement dans les pratiques nationales. Les rapports ou recommandations des 45 ne sont pas exigibles à court terme, mais à long terme les résultats vont jouer par comparaison.

Le comité a fait des propositions concernant entre autres la durée des études, les contenus pédagogiques, la formation des enseignants, l'apprentissage et l'accès à la profession d'architecte.

La directive 'Architectes' décrit (chapitre V) les dispositions destinées à faciliter l'exercice effectif du droit d'établissement et de libre prestation de services dans l'Union Européenne.

En 1996 la Commission Européenne a publié un rapport dit 'SLIM' ('Simpler Legislation in its Internal Market') sur la reconnaissance mutuelle des diplômes.<sup>3</sup> Le but est d'arriver à une simplification de la structure et du mécanisme des sept directives sectorielles telles qu'elles existent pour les médecins, les infirmières, les vétérinaires, les dentistes, les accoucheuses, architectes et pharmaciens. La commission Européenne va publier dans les jours à venir une proposition visant à remplacer les directives sectorielles et ses comités consultatifs par une seule directive générale (un corps commun) avec des annexes propres aux secteurs, ainsi qu'un nouveau mécanisme de consultation remplaçant les comités consultatifs, qui s'avèrent trop coûteux dans la perspective d'une Europe à 27 ou 28 pays membres.<sup>4</sup>

### UNESCO / UIA / CAE

L'UNESCO et UIA (Union Internationale des Architectes) ont décidé ensemble en 1996 de faire une charte mondiale sur l'enseignement en architecture. Ils ont désigné 10 experts à travers le monde qui ont rédigé cette charte publiée en 1996 à Barcelone lors de la réunion mondiale de l'UIA.<sup>5</sup>

L'UIA regroupe plus de 100 organisations nationales d'architectes. Au sein de l'UIA il y a deux groupes de travail: la Commission Exercice Professionnel (co-présidé par J.A. Scheeler et Zhang Quinnan) and la Commission Formation de l'Architecte (présidée par J.C. Riguet).

L'Accord ainsi que les Directives de l'UIA (Pékin, 1999), tant que la Charte UIA/UNESCO (Barcelone, 1996) énumèrent les acquis auxquels toute formation en architecture doit aboutir, comme elles ont été





publiés dans la Directive Architectes (85/384/CEE art.3):

- L'aptitude à concevoir des réalisations architecturales répondant à la fois aux exigences esthétiques et aux exigences techniques;
- Une connaissance appropriée de l'histoire et des théories de l'architecture ainsi que des arts, des technologies et des sciences humaines connexes;
- Une connaissance des beaux-arts en tant que facteurs susceptibles d'influer sur la qualité de la conception architecturale;
- Une connaissance appropriée en ce qui concerne l'urbanisme, la planification et les techniques mises en œuvre dans le processus de planification;
- La faculté de saisir les relations entre les hommes et les créations architecturales, d'une part, les créations architecturales et leur environnement, d'autre part, ainsi que la faculté de saisir la nécessité d'accorder entre eux créations architecturales et espaces en fonction des nécessités et de l'échelle humaine;
- La faculté de concevoir la profession d'architecte et son rôle dans la société, notamment en élaborant des projets compte tenu des enjeux sociaux;
- Une connaissance des méthodes de recherche et de préparation du projet de construction;
- La connaissance des problèmes de conception structurale, de construction et de génie civil liés à la conception des bâtiments;
- Une connaissance appropriée des problèmes physiques et des technologies ainsi que celle de la fonction des constructions, de manière à doter celles-ci de tous les éléments de confort intérieur et de protection climatique;
- Une capacité technique lui permettant de concevoir des constructions satisfaisant aux exigences des usagers tout en respectant les limites imposées par les impératifs des budgets et des réglementations en matière de construction;
- Une connaissance appropriée des industries, organisations, réglementations et procédures intervenant lors de la concrétisation des projets d'un édifice et de l'intégration des plans dans la planification.

Ces deux institutions ont décidé de mettre sur pied un comité de validation de la charte en désignant pour 3 ans, une fois renouvelable, 17 experts dans le monde se répartissant dans les 5 régions de l'UIA

(Europe Région 1, Europe Région 2, Asie, les Amériques, Océanie). Ce comité des 17 experts aura comme mission (décision prise lors de la réunion de l'UIA du 12 septembre 2000 à Paris) d'agrèer les écoles qui sont conformes à la charte en but d'élever la qualité des écoles et de sensibiliser les états respectifs sur l'importance de la pratique architecturale sur le plan social et culturel.

Le CAE (Conseil des Architectes de l'Europe - Architects Council of Europe) est l'association qui regroupe les organisations professionnelles représentatives des architectes d'Europe et qui parle de la profession et des architectes.<sup>6</sup> Elle compte 4 (organisations d'architectes) membres de chacun des 15 pays de la CEE: 2 représentants des associations professionnelles nationales, plus 2 représentants des ordres des architectes nationaux. Bien que cette association n'a aucune autorité légale, elle se manifeste comme porte parole des architectes en Europe. Cette association professionnelle entretient de très bonnes relations avec le comité consultatif. Toutefois les 15 représentants de la profession dans le comité consultatif ne sont pas des représentants du CAE. Plusieurs d'entre eux sont néanmoins membres du CAE, entre autre Juhani Katainen qui est actuellement le vice-président et qui sera le prochain président de CAE en l'an 2002.

Le CAE en tant que tel n'est pas membre de l'UIA, mais il y est présent par ses délégués des associations professionnelles nationales.<sup>7</sup>

### **L'Espace Européen de l'Enseignement Supérieur (Sorbonne, Bologna, Prague)**

La déclaration des Ministres Européens de l'Éducation, réunis à Bologne en juin 1999, a amorcé - une année après l'accord de la Sorbonne - la création de 'l'Espace Européen de l'Enseignement Supérieur' pour l'an 2010.<sup>8</sup> Il a pour but de promouvoir la mobilité des étudiants, des enseignants, des chercheurs et du personnel administratif afin de bénéficier de la richesse des valeurs démocratiques et linguistiques, les différents systèmes d'enseignement supérieur.

Six objectifs furent arrêtés (et repris dans le communiqué de Prague):

1. L'adoption d'un système de titres universitaires clairs et comparables
2. L'adoption d'un système essentiellement basé sur 2 cycles majeurs
3. L'établissement d'un système de crédits comparables
4. La promotion de la mobilité

5. La promotion de la coopération Européenne au niveau du contrôle de la qualité

6. La promotion de la dimension Européenne dans l'enseignement supérieur.

Le tendon d'Achille de cet accord est sans aucun doute l'introduction d'une structure similaire pour tout enseignement supérieur en Europe: 'L'adoption d'un système basé essentiellement sur le principe de deux cycles, undergraduate (premier cycle) et graduate (deuxième cycle). L'accès au deuxième cycle requière un diplôme de premier cycle d'une durée minimale de 3 années d'études. Le diplôme octroyé en fin de premier cycle offrira des débouchés pour le marché de travail Européen à un niveau approprié aux qualifications. Le deuxième cycle sera octroyé par un diplôme mastère et/ou doctorat, comme c'est le cas aujourd'hui dans plusieurs pays européens.'

Certains gens craignent un effet égalisateur ou de nivellement de l'enseignement en Europe. Cependant le communiqué de la réunion des Ministres de l'éducation réunis à Prague le 19 mai 2001 dit: 'Il est important de noter que dans plusieurs pays le degré de 'Bachelor' et de 'Master', ou les degrés à deux cycles comparables, peuvent être obtenus soit à l'université soit dans les écoles d'enseignement supérieur. Les programmes d'études octroyés par un diplôme peuvent, ou plutôt doivent avoir différentes orientations et différents profils afin de prendre en compte la diversité culturelle, académique et les différences dans les marchés de travail comme cela fut conclu au séminaire sur les degrés Bachelor de Helsinki (Février 2001)',<sup>9</sup>

La grande majorité des institutions d'éducation supérieur offrant une formation d'architecte, l'UIA, tout aussi bien que le CAE plaident pour une durée d'études en architecture d'au moins 5 ans. La position du CAE relative au rapport de la réunion de Prague ne laisse aucun doute: '... Toutefois, des études d'une durée de 3 ans ne sont guère en mesure de réaliser les qualifications professionnelles requises d'un architecte.'<sup>10</sup>

De plus: 'Les professionnels, ainsi que les enseignants des universités sont d'accord que le développement de ces aptitudes nécessite une formation d'au moins 5 ans suivi d'une période d'apprentissage de 2 ans au minimum.' Une prise de position identique a été publiée par le CCFA (le Comité Consultatif pour la Formation dans le domaine de l'Architecture 58/384/EEC) dans son rapport: 'Recommandation concernant la durée de la formation en Architecture' ref: III/F/5244/5/89-FR, datant du 31.08.90 et par l'UIA (Union Internationale des Architectes) sous le titre 'Accord sur les recommandations des standards Internationaux pour le Professionnalisme en Architecture (Janvier 2000).'<sup>11</sup>

De plus, la 'Charte de la formation en architecture et de l'exercice professionnel' de UIA/UNESCO (Barcelone, 1996) plaide en faveur d'une formation de 5 années au moins à plein temps dans une institution d'enseignement supérieur suivi par une période d'apprentissage de 3 ans.

Il est évident que 5 ans de formation en architecture ne peuvent être l'accumulation de 3 ans de formation professionnelle, au niveau Bachelor, suivi par 2 années de mastère en architecture. Cinq années d'études en architecture débutent dès la première année avec les fondements de l'architecture en tant que discipline, et non par 3 ans d'éducation de dessinateur. D'autant plus que ces deux trajets s'adressent à des profils d'étudiants complètement différents, avec de toutes autres ambitions et d'autres capacités intellectuelles et créatives.

Dès lors, en architecture, le degré Bachelor sera premièrement le moment où les étudiants peuvent changer d'école dans l'espace pédagogique Européen, plutôt qu'un degré professionnel menant à l'emploi.

D'après Vroeijenstijn, membre de la VNSU (l'agence pour le contrôle qualitatif de l'enseignement des Pays-Bas), ces moments de transferts entre écoles nécessiteront un contrôle qualitatif approprié EQA (external quality assessment) d'une dimension internationale et avec de nouveaux accents. Il pense à:

- Un système d'évaluation plus standardisé pour l'Europe entière: tout les pays auront à faire avec une structure d'évaluation reconnue au niveau international. La question est évidemment qui va déterminer les standards: les gouvernements, les organisations professionnelles, les académiques ?
- Le développement de labels de qualité pour tout les degrés octroyés d'un diplôme: le bachelor, le Mastère, le doctorat sont ils équivalents dans les différents pays ? Ici surgit sous un nouvel angle le problème de l'accréditation des programmes d'études.
- Les résultats de ces évaluations par des externes (EQA) doivent se présenter sous une forme claire et lisible pour tout Européen, qu'il soit enseignant ou professionnel.<sup>12</sup>

### Evaluation Qualitative

Depuis deux décennies les institutions d'éducation supérieure sont sollicitées de plus en plus pour démontrer, pour prouver leur qualité et pour maintenir ce même niveau de qualité sous pression d'une société qui désire savoir quel est son retour d'investissement en éducation. Cette évolution, dominée par la pensée économique, suit le système d'évaluation qualitative qui depuis longtemps est de tradition dans l'industrie et qui s'exprime à nos jours en toute évidence par le label ISO-9000.

Comme le modèle industriel est plutôt axé sur l'évaluation de la qualité des procédures, il n'est pas applicable tel quel dans le domaine de l'éducation, qui est plutôt orienté sur les contenus. En conséquence, des instruments spécifiques pour l'évaluation et le contrôle dans le domaine de l'éducation ont été développés au sein du réseau Européen d'agences pour le contrôle qualitatif (ENQA - European Network of Quality Assurance) installé par l'Union Européenne.

En général ces instruments comprennent une évaluation/visitation externe par un comité de collègues indépendants. Ils procèdent à un audit de l'institution, ses activités pédagogiques, et éventuellement ses recherches, son service à la communauté/société. Cet audit est inspiré par le rapport d'auto-analyse produit par l'institution/faculté/département.

Les ingrédients de ce rapport sont, d'après Vroeijenstijn:

1. Le 'mission statement' de l'institution, ses objectifs et ses ambitions, ses 'produits'. Ils constituent les prémisses de toute évaluation qualitative.

2. Les données et les contraintes avec lesquelles le 'mission statement' doit être réalisé ; ceci implique l'audit (screening) de la gérance de l'institution, ses choix politiques, le staff, les étudiants, les ressources financières, les équipements.

3. L'analyse des activités pédagogiques ; Vroeijenstijn propose le modèle suivant:

O B J E C T I F S & B U T S	Programme			Etudiants	Staff	Output	Satisfaction
	Contenu	Organisation	Examens	Sélection	Qualifications	Taux de réussite	Opinion étudiants
	Traduction Objectifs/buts	Concept pédagogique	Procédures	Assistance	Compétences	Taux d'échec	Opinion anciens étudiants
	Cohérence du Programme	Conception du Curriculum	Organisation		Collaborations	Durée moyenne d'études	Opinion marché de travail
	Contribution de chaque cours aux objectifs et buts	Innovations	Niveau			Niveaux acquis	Opinion société
		Réflexion sur le programme					

4. si il y a lieu, une évaluation des activités de recherche. Plusieurs modèles pour l'évaluation de la recherche on été développés. Ils scrutent la politique de recherche, les programmes de recherche, la gérance des projets, les qualifications et les compétences du staff, le réseau international, les programmes troisième cycle, ils prennent en compte la production

scientifique mesurée au nombre de publications, de présentations lors de congrès internationaux, projets de recherche, financement externe, rapport internes, la diffusion des idées, etc.

Dans plusieurs pays les évaluations/visitations externes tout les 3 ou 4 ans, alternent avec une évaluation interne au même rythme.

### Accreditation / Validation / Reconnaissance et Registration

Actuellement l'accréditation des systèmes pédagogiques n'est pas très répandue en Europe. L'Europe occidentale s'est déjà familiarisé avec le système d'évaluation et de contrôle qualitatif. Aux Etats-Unis, au contraire, le système d'accréditation est bien connu dès la fin du 19ième siècle et très répandu à nos jours. L'accréditation est aussi une pratique connue en Europe orientale.

L'accréditation d'un programme signifie: ' le processus par lequel est déterminé si un programme pédagogique satisfait un standard donné...' <sup>13</sup> et encore:

' l'acceptation d'un degré spécifique ou d'un programme pédagogique comme préparant suffisamment le gradué à l'exercice professionnel et une carrière professionnelle' <sup>14</sup>

Alors que l'accréditation vise en premier lieu ce que le programme offre à l'étudiant, la validation d'un programme est axée vers la fin du parcours en jugeant la compétence des diplômés.

Aux Etats-Unis les degrés professionnels sont accrédités par la NAAB (National Architectural Accrediting Board). Dans ce conseil sont représentés les professionnels par AIA (American Institute of Architects), les universités et les enseignants par ACSA (Association of Collegiate Schools of Architecture), ainsi que les autorités régulatrices par état représen-



tées par NCARB (National Council of Architectural Registration Boards).<sup>15</sup>

Mais en Europe, exception faite pour le Royaume-Uni où l'organisation professionnelle (RIBA) est toujours l'organisme accréditeur, l'accréditation acquière de plus en plus le caractère d'un label de qualité basé sur une évaluation impartiale par des externes. Après Bologne ce label de qualité aura des retombées importantes au niveau national et international. Vroeijenstijn suggère que ce label de qualité octroyé par les agences nationales EQA (de contrôle qualitatif externe) soit reconnu par un comité indépendant Européen au nom par exemple de 'Conseil Qualité' ou 'Conseil d'Accréditation' ou 'Conseil Validation'.

En Europe aujourd'hui, divers trajets pédagogiques mènent à la profession d'architecte.

Dans certains pays les diplômés ont immédiatement accès à la profession, tandis que dans d'autres les diplômés doivent passer par un apprentissage qui se termine par un rapport de stage ou même par un examen.

Ceci peut mener à des situations discriminantes dans une Europe de libre échange des personnes et des services. En effet comme les architectes diplômés sont plus coûteux que les stagiaires, ses derniers peuvent plus facilement 'prendre le marché' (en début de carrière) dans les pays où il n'y a pas d'obligation de stage. Un point à signaler et à remédier au niveau Européen.

Un rapide tour d'horizon quant à l'accès à la profession montre l'image suivante.<sup>16</sup>

#### Allemagne

- Le diplôme est certifié par les états (Länder), aussi bien pour les Universités Techniques que pour les Fachhochschule.
- Les diplômés sont porteurs du titre académique de Diplom-Ingenieur ou de Ingenieur.
- Le titre d'architecte est protégé légalement
- Après une ou deux années d'apprentissage avec présentation devant la Architektenkammer les diplômés sont autorisés à porter le titre d'architecte et admis dans la profession d'architecte.

#### Autriche

- Les diplômés des universités techniques portent le titre de Dipl.-Ing. Resp. Les diplômés des universités d'art (les anciennes académies) ont le titre de Mag.Arch. Tous opèrent sous le régime de la loi sur l'ingénieur privé datant de 1993 (Ziviltechnikergesetz – ZTG, 1993)
- Les diplômés sont accrédités par l'état ; l'évaluation interne et externe a débuté cette année

- L'ingénieur privé et l'architecte sont autorisés de concevoir certains projets, mais ne peuvent pas faire le suivi du chantier.

- Il n'y a que l'architecte autorisé qui a le droit d'assumer les deux responsabilités précédentes.

- Cette autorisation n'est pas issue lors de l'obtention du diplôme d'un département d'architecture, mais elle est l'objet de plusieurs années d'expérience pratique avant d'être admis à l'examen d'ingénieur privé. Après l'adhésion de l'Autriche à l'EU la ZTG a été amendé pour les architectes EU. Ils sont exemptés de l'examen d'ingénieur privé, mais doivent produire l'évidence d'être au courant de la législation relatif à l'architecture en vigueur en Autriche.

- Le titre d'architecte est légalement protégé et n'est octroyé qu'après être devenu membre de la Chambre des Architectes et Ingénieurs.

#### Belgique

- Le titre d'architecte est protégé légalement

- Les diplômes sont reconnus par le ministère de l'éducation par un mécanisme qui est différent pour les instituts supérieurs et les universités ; il n'y a pas d'accréditation par la profession.

- Les diplômés ont l'autorisation de prendre la responsabilité légale pour leurs projets et leurs réalisations après deux ans de stage et leur inscription au tableau de l'ordre des architectes.

#### Danemark

- Le titre d'architecte n'est pas protégé légalement

- Il n'y a pas de système d'accréditation des diplômés ; le titre de 'candidat en architecture' est garanti par l'état

- Les études d'architecte durent 5 ans ; les diplômés peuvent pratiquer l'architecture directement après l'obtention du diplôme, même sans être membre de la Danish Academic Association of Architects (MAA) ; les commandes d'état supposent toutefois la preuve d'une expérience pratique pertinente.

- A quelques détails près la situation est pareille dans tout les pays nordiques (Suède, Norvège, Finlande)

#### Espagne

- La seule façon de devenir architecte en Espagne est d'obtenir un diplôme d'une école d'architecture, publique ou privée

- Les diplômés peuvent exercer la profession immédiatement après le diplôme

- Le titre d'architecte est protégé légalement et réservé aux diplômés des écoles d'architecture

#### **Finlande**

- Le titre d'architecte est réservé aux diplômés de Tampere, Helsinki (HUT), Oulu.
- L'accréditation est garantie par le diplôme, que l'on obtient après 5 ans d'études au minimum sans interruption pour le stage.
- La profession d'architecte n'est pas protégée ; chacun peut introduire des demandes pour le permis de bâtir.
- La législation subit actuellement un processus de révision.

#### **France**

- Le titre d'architecte est protégé légalement.
- Les diplômés peuvent exercer la profession d'architecte immédiatement après l'obtention du diplôme; ils prêtent serment devant l'Ordre des Architectes.
- Les programmes sont accrédités par cycle par un commission d'enseignants, de praticiens et de professeurs d'université.
- La sixième année d'études comprend un semestre de stage ainsi que le travail de fin d'études.

#### **Grèce**

- Le diplôme est accordé par les écoles sans processus d'accréditation.
- Après avoir présenté leur projet de fin d'études devant un jury de professionnels, les diplômés ont accès à la profession.
- L'apprentissage n'est pas requis, mais pour les commandes subventionnées par l'état l'architecte doit prouver son expérience suivant la catégorie/l'importance des travaux.
- Les ingénieurs ainsi que les géomètres peuvent opérer comme architecte.

#### **Italie**

- Les diplômés des écoles portent le titre de 'dottore architetto' ; ils doivent passer avec succès un examen d'état (essamo di stato) organisé deux fois par an par l'état, avant d'être admis dans la profession et avant de pouvoir devenir membre de l'Ordre des Architectes; le jury de cet examen est composée de professeurs et d'un représentant de l'Ordre des Architectes.

- Il n'y a pas d'obligation d'apprentissage.

- L'architecte-dessinateur obtient son diplôme après 3 ans d'études ; le dottore requière officiellement 5 ans.

#### **Norvège**

- Le titre de 'Sivilarkitekt' est protégé ; ce titre est octroyé par 3 écoles: Oslo, Trondheim, Bergen.
- L'accès à la profession est réglementée par la nouvelle 'Building and Planning Act'.
- Pour introduire des demandes de permis de construire, il faut soit avoir l'accord des autorités locales, soit des autorités nationales. L'accord national suppose 2 à 6 ans de expérience professionnelle.

#### **Pays-Bas**

- Le diplôme donne directement accès à la profession.
- Le titre d'architecte est protégé, la profession ne l'est pas.
- Il n'y a pas d'accréditation des diplômés ; le contrôle qualitatif des écoles se fait par évaluation externe tout les 3 ans pour la formation, alternante avec l'évaluation de la recherche après encore 3 ans ; ce processus n'a rien à voir avec la profession.
- Le programme d'études est conforme aux exigences fondamentales de l'architecte telles que formulées dans l'Accord UIA e.a.

#### **Portugal**

- Jusqu'à ce jour les gradués des écoles peuvent entrer la profession et devenir membre de l'Ordre des Architectes immédiatement après le diplôme.
- La situation change cependant par la création de plusieurs écoles d'architecture privés ; l'Ordre exige 6 à 8 mois d'apprentissage avant de pouvoir se registrer auprès de l'Ordre.
- L'accréditation des écoles/ la certification des programmes par l'Ordre des Architectes est envisagée à court terme ; la constitution des commissions est encore sujette de débats. Les diplômés des écoles accréditées ne doivent pas passer un examen en fin d'apprentissage, les autres si.

#### **Roumanie**

- Les 4 écoles d'architecture confèrent le titre d'architecte ; les diplômés ont directement accès à la profession, mais ne peuvent prendre la responsabi-

lité d'un ouvrage qu'après 2 ans suivi d'un examen devant une commission de l'Ordre des Architectes, composée d'académiciens et de professionnels.

- À partir de l'an 2002 il n'y aura plus d'examen, seulement les 2 ans d'expérience professionnelle

- Il y a un conseil national d'accréditation des programmes d'étude.

- L'institut d'architecture Ion Mincu (IAIM) demande l'accréditation par la RIBA tout les 4 ans.

- IAIM a obtenu du Ministère Français de la Culture le droit pour ses diplômés de s'inscrire à l'Ordre des Architectes Français sans autres préalables.

### Royaume-Uni

- En général les études d'architecte comprennent 3 ans de Bachelor (1ère partie), 1 année de pratique professionnelle (year out), suivi de 2 ans d'études pour le diplôme d'architecture (2ième partie) et d'au moins 1 année de pratique professionnelle (3ième partie).

Alors les diplômés peuvent présenter l'examen sur la 3ième partie (journal, études de cas, examen écrit sur la pratique professionnelle et examen oral) et se qualifier pour admission au RIBA (organisation professionnelle en titre – Royal Institute of British Architects) et l'enregistrement à l'ARB (Architects Registration Board – un conseil d'état). Après cet enregistrement à l'ARB le diplômé peut porter le titre d'Architecte: le titre d'architecte est protégé. La fonction ne l'est pas.

- RIBA et ARB sont en charge du contrôle des 30 écoles d'architecture au Royaume-Uni. Toutes les 5 ans les écoles passent par un processus d'évaluation qualitative par RIBA/ARB. Cet audit scrute les acquis des étudiants (avec contrôle des 'inputs'); il s'agit d'un processus de validation, à l'opposé de l'accréditation. Cette opération de validation à trait à toutes les années d'études, mais se concentre en particulier sur la 3ième année (part 1), la 5ième année (part 2) et la 7ième année (part 3).

Le comité qui visite l'école comprend des académiciens, des professionnels, un non-architecte, 1 étudiant et un représentant local. L'audit de l'école est complète et le comité interpelle le recteur de l'université, le directeur de l'école, les enseignants, les examinateurs invités. Il examine les travaux d'étudiants exposés et quelques portfolios.

Le rapport final est envoyé à l'école (pour information) ainsi qu'aux RIBA et ARB pour approbation. Le rapport peut inclure des conditions afin de remédier les faiblesses. Il peut procéder à un nouvel audit dans de brefs délais.

- RIBA effectue aussi des validations au niveau international; elle est active sur 5 continents et dans 20 pays. Le point fort du système Britannique est l'échange considérable d'étudiants entre les écoles, aussi au niveau international, entre part 1 et part 2.

### Réflexions / Questions / Remarques

1. Jusqu'à présent UIA, CAE et la Directive Architectes et son comité consultatif sont complètement axés sur le profil de l'architecte concevant l'architecture. Il y a une tendance dans l'éducation en architecture à élargir son profil et former aussi des spécialistes du système spatial, pouvant assumer différents rôles dans le champ du bâti, cette distinction aura des conséquences considérables pour les écoles et devrait apparaître dans les textes, les avis et les réglementations.

2. L'audit d'une telle école inclut l'évaluation des activités de recherche, il comprend mais dépasse l'accréditation de la profession d'architecte.

3. Quelle est la position de l'AEEA vis à vis de la restructuration des directives sectorielles telles que proposée par l'UE? L'AEEA a-t-elle un rôle à jouer dans cette réforme?

4. Pour ceux qui comptent exercer la profession d'architecte le problème de l'apprentissage doit être ré-examiné (et unifié?). Peut-être vaut-il mieux de définir l'apprentissage au niveau des contenus plutôt que seulement par la durée.

5. Dans le processus d'accréditation l'AEEA devrait jouer un rôle, comme c'est le cas pour ACSA aux Etats-Unis.

6. Il faut créer des ouvertures vers la recherche en architecture afin d'établir un fondement solide pour l'architecture en tant que discipline. La communauté des chercheurs doit avoir une voix dans ce débat.

7. L'AEEA doit prendre position dans le projet de l'espace Européen de l'enseignement supérieur et soumettre aux Ministres de l'éducation une motion avec cette prise de position comme l'ont fait d'autres associations (voir minutes de la réunion de Prague).

8. Cinq ans n'égalent pas à trois plus deux. ■

Pour notes et références - voir page 12

### Notes et Références

1. 85/384/CEE  
Rue de la Loi, 200  
B-1049 Bruxelles  
Bureau C107 1/8  
tel: ++32/2.2991111
2. *ibidem*, chapter III
3. Report for the SLIM exercise on the mutual recognition of Diplomas  
Rue de la Loi, 200  
B-1049 Bruxelles  
Bureau C107/01/046
4. Proposition faite par: European Commission Internal Market Directorate General, Unit D-4  
Av. De Cortenbergh, 100  
B-1049 Brussels  
e-mail: Market-D4@cec.eu.int
5. U.I.A. Work Programme 'Education' UIA/UNESCO Charter for Architectural education – June 1996  
51, rue Raynouard  
75016 Paris  
e-mail: uia@uia-architectes.org
6. Conseil des Architectes de l'Europe  
rue Paul emile Janson, 29  
B-1050 Bruxelles  
e-mail: info@ace-cae.org
7. Les paragraphes précédents sont en grande partie le fruit d'un interview avec Roland Schweitzer et James Horan
8. The European Higher Education Area Joint declaration of the European Ministers of Education convened in Bologna on 19 June 1999  
  
<http://www.unige.ch/cre/activities/Bologna%20Forum/>
9. Towards the European Higher Education Area  
  
*Communiqué of the meeting of European Ministers in charge of Higher Education in Prague on 19 May 2001. (4p)*
10. ACE Position Paper on the joint declaration of the European ministers of higher Education convened in Bologna on 19 June 1999 - ACE, Brussels, 5 May 2001 (2p)
11. Union Internationale des Architectes UIA Accord on recommended International Standards of Professionalism in Architectural Practice - Januari 2000
12. Vroeijenstijn, A. I.: Quality Assurance in the schools of Architecture (11p)  
Présentation faite lors de la 'Third Meeting of Heads of Schools of Architecture' – Chania (Crete), sept 2000
13. Voir ref. 11
14. Voir ref. 12
15. Palermo, G.: NAAB in the U.S. System, pp. 19-22  
In: EAAE From Education to Practice: accreditation systems comparison (proceedings of the Brussels meeting)  
Ed. J.F. Mabardi
16. Basé sur des communications personnelles avec les académiciens suivants: **Allemagne** (Heiner Hoffmann); **Autriche** (Bob Martens); **Danemark** (Peter Kjaer); **Espagne** (Carlos Manuel Muñoz-Fontenla); **Finlande** (Juhani Katainen); **France** (Sabine Darmaillacq-Chardonnet); **Grèce** (Constantin Spiridonidis); **Italie** (Andrea Bruno); **Norvège** (Kristoffer Apeland); **Pays-Bas** (Carl Weeber); **Portugal** (Sergio Infante); **Roumanie** (Emil Popescu); **Royaume-Uni** (Maria Voyatzaki and Jack Pringle);  
avec mes remerciements

## 4th EAAE Meeting of Heads of European Schools of Architecture

A commented report by Richard Foqué

### The Heads Have Landed Again

For the fourth time the Heads of schools of architecture in Europe met in Chania. On the agenda this year was: the position of the architectural education in the European Higher Education Area in the light of the Bologna declaration. A record figure of 140 participants outnumbered the preceding years considerably. It was very stimulating to see so many new faces, especially of colleagues from the East European countries, as well as observers from the USA and Australia. The reason for this increased attention was undoubtedly not only the importance of the agenda, but also the growing positive renown that these Chania-meetings have. It is indeed a unique occasion to see so many colleagues in an informal way, to be able to discuss common problems and to work on international networking. This combination together with the warm climate, the beautiful natural surroundings of the island of Crete and the historical setting of the Venetian harbour of Chania, plus the inborn Greek hospitality and generosity as shown by Constantin Spiridonidis, Maria Voyatzaki and their outstanding and skilled team, created a unique cocktail of friendship and international understanding. Creativity can flourish and new ideas emerge easily. The complementary social program including a wonderful open air Mozart concert, and a cruise with the Greek Navy made this meeting a more than successful event.

This fourth landing of heads was enjoyable, fruitful, intellectually productive and above all a proof of European collaboration and understanding.

#### The Meeting

It has become a tradition that the opening session of the conference is reserved for a contribution by the main sponsor, CEMBUREAU. Its president Bernhard Chandelle introduced a study executed by Bernhard Rieder on 'The Educational Community's Views on Challenges in Architectural Education', a pan-European survey based on questionnaires sent out to a representative selection of teachers at the schools of architecture in Europe. A full interpretative report will be available in October 2001, but it may be worth singling out what was thought to be the most important challenge for future education:

1. A better transfer from theory to practice.

2. The need for introducing sustainable architecture in the study curriculum.
3. Social Education towards Responsible Architects.

An entire workshop was dedicated to these topics in which criteria and nomenclature on sustainability were discussed.

As usual the evenings were reserved for keynote speakers. The quality of the several speakers was rather unbalanced and the content itself never reached above the average. It may therefore be a good idea to limit the number of keynote speakers in the future, but instead try to get one or two outstanding ones. This is certainly a better option than inviting "well-known" speakers, who fly on autopilot.

Stefan Behnisch introduced us to the educational programme at his office, and showed some of his more recent work, in which he also incorporated elements of sustainability. Ian Ritchie entertained us with his observations of four tensions in the field of architecture: Schools that promote a technical approach versus those that concentrate on the art of design; architects versus contractors; the lack of understanding of construction by design specialists, and Britain's Europhobia. William Curtis, instead of talking about the history or philosophy of architecture, which we had expected, found it necessary to talk about his own art works called 'Mental Landscapes'. Using a firework of slides of very delicate drawings and etchings, ending with pictures of his personal garden project in the South of France, the speaker tried to initiate us into the notion of abstraction, but was a rather sophisticated cover up for a poor discourse.

The main theme of the conference, however, was the Bologna Declaration, its possible effect on architectural education in Europe, and the position the EAAE as organisation should take in this debate. Christian Tauch, introduced the topic in an almost perfect way. His excellent survey of the history and background of the Bologna Declaration, the state of the art in several EU member states and the clear optimistic vision of opportunities that the Bologna Declaration can offer, functioned as a real catalyst at the conference.



Venetian Lighthouse, Chania



In a very lucid and convincing way Christian Tauch laid to rest several misunderstandings, and he transformed ignorance into a profound support for the Bologna intentions. Indeed, the speaker made many of us understand how existing prejudices are actually based on ill-informed articles and biased communiqués. He clarified the compatibility of the Bologna reform with maintaining autonomy and diversity and stressed the fact that the future of the European Higher Education Area will be based on 'a golden triangle', Ba/Ma structure, ECTS credit points, and Accreditation.

The discussion among the participants was structured around four sessions. Each introduced by a panel putting forward a number of statements followed by two parallel workshops.

1. Architects' Employability in the European Labour Market and the Bologna Declaration.
2. The Education of the Architects and the Bologna Declaration: Tendencies, Issues, Criticisms and Responses.
3. The Diversity of Architectural Education in Europe and the Process of Reforms and Convergence Dictated by the Bologna Declaration.
4. How will Schools of Architecture Proceed after the Bologna Declaration ?

All the crucial issues of the Bologna Declaration, such as more readable diplomas, accreditation, ECTS, mobility, the Bachelor/Master structure, the relations with the architectural profession came up and the representatives of different countries and schools could voice their opinions. It was clear that some members had already made good progress on the way to implementing the Bologna intentions at their institutions. Their advice and experience helped those who were less advanced in the implementation process.

During the debate considerable attention was given to the relationship between the Architect Directive 85/384/CEE (1985) and the Bologna Declaration. It was recognized that the important goals of the directive are not in contradiction with the European Higher Education Area.

Last but not least there is the 'what's in a name' problem: Bachelor and Master seem to cover different loads in the Anglo Saxon system and on the continent.

As these workshops went along it became increasingly clear that considerably divergent opinions in the beginning gradually converged into clear and well considered conclusions.

During the last day a small working committee consisting of R. Foqué, D. Kotsakis, H. Neuckermans and C. Spiridonidis tried to translate these conclusions into a written document: The Chania Statement 2001, which after a substantial discussion was unanimously approved.

This document is of the uttermost importance as it expresses the common desire of the heads of the most important schools of architecture in Europe to enter the European Higher Education Area on the basis of educational quality, but of great concern for the architectural profession and in respect for cultural diversity and individual autonomy.

At the same time it empowers the political strength of the EAAE in the Bologna debate.

### **Evaluating the Meeting**

The conference discussed a broad range of aspects of a pan-European education environment, and all participants understood that Bologna offers a practical framework for realising these intentions. In his statement James Horan from Dublin referred to the different dimensions in which one can understand this process. He did so using 5 main headings. With credit to James Horan, we will extend this list to what could be called the 9-P approach. It is a way of defining the context within the Bologna implementation could take place as well as a vehicle to explore possible pathways for the future.

#### **1. Political**

Whether we agree or not, Bologna is a political reality. All ministers of education in the European member states have committed themselves to its realisation. There is no use in objecting to this. So it would be wiser to invest time and energy in the implementation process. The Chania statement, however, stresses the strong wish to maintain existing autonomy and diversity. An advantage of Europe is its multifaceted culture and this will no doubt be mirrored in a pan-European Education Area. It is also believed that higher education is a public good and not a commodity. Students have therefore expressed their concern for the social dimensions of the Bologna process and, at the same time, have taken a strong position on this process, crystallised in 'The Student Göteborg Declaration' of 2001. It should be clear that the EAAE has to play an important role in the decision-making process when it comes to the political realisation of the Bologna Declaration as far as the architectural education is concerned.

#### **2. Pragmatic and Practical**

There is no need to fight windmills. The Bologna intentions are there and it is our challenge to translate these intentions into a practical strategy. We

understand that Bologna presents a framework that allows much freedom for improving and actualising our educational programmes, and even more; it is compatible with existing evolutions in the educational field. As explained by Christian Tauch, the initiative and methodology to reform stays with the institutes and not with the governmental bodies. But as things move on quickly, we should react promptly before regulations will be imposed from above.

### 3. Professional

Bologna will not affect the responsibility of architects and their professional integrity. But we may take advantage of this opportunity to reform our educational programme. During the Chania meeting it was mentioned more than once that we should not concentrate only on producing sound and conventionally practising architects after five years, but we should be aware that the labour market asks for a wide range of professional profiles in the field of architecture.

This can be done by introducing on the one hand a more widespread and interdisciplinary curriculum, on the other hand by focussing on more specialised fields of knowledge such as town planning, building technology, sustainability, ecology, etc. Within this context students should learn that it is more important to acquire an attitude towards architecture, rather than a diffused knowledge.

As a consequence of all this we should distinguish between two kinds of accreditation: a 'professional/governmental' on one hand, and an 'academic' on the other. The latter will deal with the quality of the educational programme by comparing the mission statement against the performance of the curriculum. The former should investigate to which extent the curriculum complies with the European directive and the criteria set by the national professional bodies. It is evident that 'academic' accreditation should be organised by peer review, preferably on a pan-European level, and that the professional/governmental accreditation should be done by the legal professional bodies of each country. We believe that the EAAE, as an advisory board, should play an important role not only by formulating criteria and an overall framework to be used by the two sorts of accreditation at a pan-European level, but should also take an active part in the accreditation process itself. It should be clear, however, that there should not be a contradiction between quality control by peer review and quality control by the professional or governmental bodies, as long as the autonomy of the school itself is guaranteed.

### 4. Philosophical

James Horan rightly placed this as the most important 'P', because it gives the right fundamentals for

the construction of the European Higher Education Area. In a society where knowledge and experience change rapidly, the notion that 'education is what is left over when you have forgotten everything that you have learned' becomes very relevant. This means that it becomes more valuable to acquire attitudes and tools to problem solving activity, rather than diffused knowledge of different disciplines.

### 5. Pedagogical

The realisation of the European Higher Education Area within the constraint of the golden triangle induces to improve, to actualise maybe even to change radically the school's curriculum. To do so it is absolutely necessary to have a common agreement among all faculty members about the mission statement of the school and the willingness to make the necessary changes to comply with that mission.

It is promising that the Chania meeting has reached consensus e.g. on the fact that the education of an architect in Europe should take at least 300 ECTS credits points, or a period of at least 5 years.

And although several schools are left to freely choose between either an unbroken curriculum or a programme subdivided into two cycles (Bachelor/Master or 180 ECTS/120 ECTS as a minimum), it is very clear that the first cycle cannot give access to the profession of an architect.

Moreover, the importance was stressed for allowing more research-based education in the curriculum and to provide for more in-depth studies of particular architecture related areas.

### 6. Participation

The necessity of an active involvement and making responsible both staff and students in order to develop a successful implementation strategy was not openly discussed but it is evident that it is a vital condition for succeeding in the operation.

From that point of view it will no doubt be a delicate and intensive process, which will need a sustained and patient effort by the heads themselves in combination with diplomatic persuasiveness backed by the university bodies as a whole.

The possible role that the alumni could play in such a strategy could be catalysing, and it should not be underestimated.

It is clear that the ECTS credit point system will improve the mobility of students, staff and research activities. ECTS will soon become a common denominator, and, if properly co-ordinated, a tool for curricula renovation and flexibility.

As a consequence there will be a swing to modularisation and exchangeable study modules. It opens the door to the common creation and elabo-

ration by two or more schools of joint packages, courses or workshops.

It gives not only an educational basis for exchange of teachers but also a formal one.

Moreover it will facilitate the setting up of international research projects, enhancing an intensive and global architectural discourse.

Quality assessment through a well balanced system of visitation, accreditation and validation is the cornerstone for such an internationalisation. It is the only guide and standard for the creation of international networks of excellence.

At the same time it will necessitate the schools to position themselves within such frameworks and to implement a permanent policy of quality control.

If this is done within an open climate of positive competition it is almost certain that the standard of architectural education in Europe will raise substantially.

The EAAE should play an important role in this process, not only as a platform for exchange at all levels, but even more as a necessary agent in the validation and accreditation process by setting common standards, by developing evaluating strategies and by an active involvement in the accreditation bodies themselves.

### 8. Promotion

The above mentioned process of quality improvement through networking and partnerships should be supported by a well organised information exchange system.

A lot of schools already have their own publication facilities via journals, university press or the electronic web. What is still lacking is a co-ordinating body at pan-European level. This is another opportunity for the EAAE to play its role as a true international organisation. The EAAE could be the operator and controller both on the traditional Gutenberg galaxy and on the new digital highway.

The revitalised existing EAAE News Sheet, the STOA journal, the system of referred conference papers, the edition of the several conference proceedings, the EAAE Prize, the EAAE Guide to the schools in Europe are among other initial steps in that direction, but more could be done.

### 9. Political Action

It is well known that in the post-modern society the adequate use of the mass media is important to realise your goals.

It is no use having the most brilliant ideas if you are not able to sell them. The same applies for the EAAE. It is an absolute necessity that the EAAE moves to the next stage in its existence, especially now, as the Bologna declaration will have far-reaching consequences regarding architectural education. We should be present at the several offi-

cial forums and in the decision-making bodies of the several member states, and of the European Union itself.

This is not evident and will require a review of the mission statement of the EAAE itself, its organisational structure and financial resources.

### Recommendations

The great achievement of this Chania conference was the shift from a divergent understanding of the Bologna intentions to a more convergent one, which resulted in the Chania Statement 2001. This important document underlines our mutual intentions to create a more open and transparent European Higher Education Area. The initiative of the EAAE to organise this meeting was much appreciated, not least by specialists such as Christian Tauch who precisely encouraged the Bologna implementation per subject area, and therefore underlined the importance of this Chania meeting.

We should, however, not underestimate the huge amount of work still to be done.

The lessons learned in Chania and the 9-P approach as set out in the previous paragraphs can give us a comprehensive framework not only to better clarify the Chania statement, but also to give us some clues for further action.

These recommendations can be situated at two levels: the level of the local and individual school, and the level of the EAAE itself.

#### 1. Recommendations Regarding the Schools.

1.1. Each school should formulate, or reformulate its mission statement in the light of the European Higher Education Area.

1.2. As a consequence, each school has to decide whether they go in for a two-cycle programme (Bachelor/Master), or an unbroken one, as the reorganisation of the curricula will be accordingly.

1.3. As ECTS becomes the common denominator, it is necessary to translate the existing system of study points into the ECTS system.

1.4. Each school should encourage and improve its research activities. A strong advantage of Bologna is that schools without a research tradition can now join larger research networks, and will therefore also enjoy the benefits of a more research-based teaching.

1.5. Each school should nominate a member of staff to be in charge of the Bologna implementation process. These co-ordinators should be the

anchor points for the several schools enabling quick information exchange.

1.6. Each school should start or intensify its quality assessment system, compare and assess it with regard to the international standards of higher education.

## 2. Recommendations Regarding the EAAE.

2.1. The EAAE should take the leading role in the European debate on the future of architectural education.

2.2. The EAAE should be the platform par excellence to stimulate and even co-ordinate the international exchange of staff, students and research.

2.3. The EAAE should be the address and point of reference in the process of information dissemination and information exchange among the schools.

2.4. The EAAE should be dominantly present in the process of quality assessment by visitation, accreditation and validation. It should set standards, develop a common methodology and take actively part in the executing process itself.

2.5. Above all, the EAAE should take up its political role not only as a pressure group but as the official representative and organised formal defender of the common interest of the European schools of architecture.

To realise this ambitious programme, it is absolutely necessary to transform the organisational and financial structure of the EAAE into a real professional organisation. Up till now too much work is done on a voluntary base and relies on the shoulders of too few.

We should therefore develop the EAAE on the basis of a small permanent, enthusiastic and competent professional staff under the supervision of the board, who should set out a long-term vision and an adequate strategy to realise that vision.

On that basis we should establish a permanent and full-time office, preferably in Brussels (where it all seems to happen), responsible also for the political lobbying at EU-level.

Such an office will definitely improve the continuity of the organisation as such, but even more importantly it will guarantee an enforced operational effect on the realisation of a long term vision on architectural education and its implementation in the different schools.

Our influence on the decision making process will increase and at the same time the necessity for the schools to become members will be more obvious, also for the candidate member states.

For them the EAAE could fulfil an important task as a coach and mentor.

Doing so the EAAE can become a global player with their counterparts on the other continents, North and South America, the Near and Far East, Australia, Africa, etc.

It will be the important ambassador and promoter of the European views and beliefs about architectural education, rooted in that unique, multicultural and philosophical rich European heritage.

For the fourth time the heads have landed again in Chania, but certainly this landing has laid the foundations for a concept called the EHEA-A, The European Higher Education Area in Architecture.

It is up to us to develop this idea into a workable reality and use the Chania momentum to do that.

Therefore, I will permit myself to suggest that the 5th Meeting of the Heads of Schools of Architecture may have as its main theme: "Towards the Establishment of a European Higher Education Area in Architecture". ■

\*I would like to thank Koenraad Van Cleempoel for the inspiring discussions and valuable comments on this report.





4th Meeting of European Schools of Architecture, Chania, Crete. Photo by H. Gatermann.



## EAAE General Assembly / Assemblée Générale de l'AEAA

Chania, Crete, 4 September 2001 / Chania, Crète 4 septembre 2001

Excused: M.R. Jessop (Manchester School of Architecture), J.J. Garcia Sanchez, G. Van Zeyl (TU Eindhoven).

**The meeting starts at 16h00 as scheduled. More than 75 member schools are represented.**

1. The minutes of the previous General Assembly from 4 September 2000 are approved without remarks. A copy is included as appendix 1.

2. EAAE council: Ebbe Harder leaves the council and is appointed 'chargé de mission' / Project Leader for the EAAE Prize.

James Horan (Dublin) and Per Olav Fjeld (Oslo) are appointed new Council Members by the GA.

The EAAE council members are listed in appendix 2.

### 3. Activities Report 2000-2001:

The report of activities by EAAE is presented as shown in appendix 3.

The General Assembly expresses its gratitude towards all members who organised and participated actively in these events.

In agreement with ACSA it was decided to exchange information about future events and calls for papers between both associations. Both associations are in favour of the idea of a joint event in the future.

The president reports on the contacts with EU and its idea to replace the sectorial directives and its advisory committees by a new general directive plus appendices. Should this plan be executed and should it involve a new consultancy procedure, the GA agrees that EAAE, representing education, should play an active role in it. ACE can play the same role but from the point of view of the profession.

EAAE is glad to present, after a long and tedious process, the EAAE GUIDE of schools of architecture, which was edited by Leen Van Duin. EAAE apologizes for possible mistakes and omissions and asks every school to check its file and send corrections as soon as possible to [eaee-guide@bk-tudelft.nl](mailto:eaee-guide@bk-tudelft.nl) in view of the re-edition.

EAAE considers a digital version of this guide on the Internet; access will require a password reserved for members who have paid the membership fee.

The proceedings of the joint ARCC/EAAE conference from Paris 2000 are printed and will be mailed to the participants and to the school members in the coming month.

### 4. Future Events:

- Joint ARCC/EAAE conference: Montreal – 22-25 May 2002, see website  
EAAE contactperson: Council Member  
Stephane Hanrot [hanrot@aix.pacwan.net](mailto:hanrot@aix.pacwan.net)

- 6th Heads' Meeting: Chania - September 2002

- Stockholm Conference: Fall 2002:  
Provisional subject: The role of research in architectural education.

Schools are invited to submit proposals for future activities.

The following Council Meeting will be held in Leuven, Belgium on 23, 24 November 2001. EAAE is waiting for the response of EU regarding its proposal for a thematic network in architecture.

5. Thanks to the efforts of Ebbe Harder our association is able to award the EAAE Prize for writings in architectural education in the following 2 years sponsored by VELUX. Ebbe Harder presents the provisional leaflet announcing the Euro 25.000 prize.

JF Mabardi will preside the jury. The following people will be invited as possible members of the jury: Michael Hayes, Neil Leach, Jean-Louis Cohen, William Curtis.

6. The budget 2001 is presented in its outline to the GA and accepted. The balance of 2000 is presented and accepted by the GA. The difference between what has been budgeted and what was realised in 2000 is mainly due to expenses which are still pending, and the positive contribution of the Heads' Meeting to the finances of EAAE. (Details of the budget can be forwarded on request.) Balance and budget figures can be found in appendix 4.

The GA accepts the proposal to close the French account and transfer all funds to the account in Leuven.

The amount of the membership fee, as well as the issue of non-paying schools will be discussed at the next Council Meeting.

EAAE will consider the policy to support EAAE activities more substantially in order to stimulate schools to take initiatives profitable for all EAAE schools.

7. The GA accepts the list of schools and individuals who are willing to become a member of EAAE as presented in appendix 5, except for the 'Stichting Amsterdamse Hogeschool voor Kunsten' for which the GA asks to check whether it delivers a diploma of architecture that is recognised by the Dutch Ministry of Education. (The EAAE has had confirmation that the "Stichting Amsterdamse Hogeschool voor Kunsten, Amsterdam, The Netherlands" delivers the required diploma).

The GA accepts the proposal of the council to attribute the status of 'HONORARY MEMBER' to all past presidents of the association. This means that they will be exempted from paying the membership fees.

**8. Miscellany:**

The council proposes to open a new series of contributions in the News Sheet where schools can report pedagogical experiments and new developments.

Stephane Hanrot proposes to create a work-group for the theme 'research' which should primarily focus on:

- Exploring state of the art in architectural research in Europe
- Study the doctoral programmes within the context of 'Bologna'.

This proposal fits into the idea of the thematic network. See appendix 6.

Constantin Spiridonidis reports on the imminent decision regarding the thematic network proposal he introduced with the help of Maria Voyatzaki and all the participating schools. He urges the schools not to forget their commitments in case the answer from EU will be positive.

The GA expresses once more its appreciation for the work done in preparing the Chania meeting of Heads of Schools and thanks all those who contributed to the success of this year's event, especially Constantin Spiridonidis and Maria Voyatzaki.

The meeting is adjourned at 16h45  
Herman NEUCKERMANS, President of EAAE

**Appendix 1**

Minutes of the General Assembly  
Neoria - Chania, 4 September 2000

1. The minutes of the GA from 5.2.1999 in Plymouth are approved without remarks.
2. /
3. President's report on activities and initiatives during 1999 are presented by Constantin Spiridonidis. This report has been published in News Sheet # 58.
4. Herman Neuckermans, treasurer, presents the budget 2000, as well as the balance of 1999. Both are approved by the GA.

Budget 2000 (EURO)

Income:	67.378
Expenses:	55.650
Reserve:	11.728

Balance 1999 (EURO)

	Budgeted	Realized
Income:	108.927	88.200
Expenses:	99.275	61.404
Reserve:	9.652	26.786

5. Retiring president Constantin Spiridonidis hands the presidency of EAAE over to the new president of EAAE, Prof. Herman Neuckermans. After thanking his predecessor, the new president presents his program. The new president's speech is published in the News Sheet # 58.

6. The program for 2000-2001 is presented:

- 01/03 Nov 2000: TU Delft - Delft: Architectural Strategies and Design Methods
- 23/26 May 2001: Gazi Univ. - Ankara: Re-integrating Theory and Design in Architectural Education
- 01/04 Sept 2001: Chania: 4th Meeting of Heads of European Schools of Architecture

7. A new structure for the EAAE Council is proposed and accepted by the GA. It has been published in News Sheet # 58.

The Council Members are: Herman NEUCKERMANS (President), vacant (Vice-President), Emil POPESCU (Treasurer), Anne Elisabeth TOFT (News Sheet), Stephane HANROT (Research), Ebbe HARDER

(EAAE Prize), Maria VOYATZAKI (Thematic Coordinator: Construction), Paola MICHIALINO (Thematic Coordinator; Urban Issues).

Appointed as project leaders are: Constantin SPIRIDONIDIS (Heads' Meetings), Sabine CHARDONNET-DARMAILLAC (STOA), Leen VAN DUIN (Guide and Meta-University), Jean-François MABARDI (ARCC).

8. The following schools are accepted as new EAAE Members:

- University of Prishtina – Faculty of Architecture - Serbia.
- Reinisch Westfälische Technische Hochschule Aachen – Fakultät für Architektur – Germany.
- School of Architecture Edinburgh College – UK.
- Politecnico di Milano – Facolta di Architettura Campus Bovisa – Italy.

9. /

The meeting ends at 20h30.  
(News Sheet # 58 has been sent in multiple to all EAAE member schools.)

Herman NEUCKERMANS

## Appendix 2

### EAAE Council 2001-2002

- Herman NEUCKERMANS - President
- Vacant - Vice-President
- Emil POPESCU - Treasurer
- Anne Elisabeth TOFT - News Sheet Editor
- Stephane HANROT - Thematic Coordinator; Research
- Paola MICHIALINO - Thematic Coordinator; Urban Issues
- Maria VOYATZAKI - Thematic Coordinator; Construction
- Ebbe HARDER - Leaves the Council. Becomes Project Leader; EAAE Prize

### New Council Members:

- Per Olav FJELD (Oslo-Norway)
- James HORAN (Dublin-Ireland)

## Appendix 3

### Activities Report 2000-2001

#### Conferences:

- TU Delft – Delft (N)  
Research by Design  
Nov 1-3, 2000
- GAZI University  
Ankara (T)  
Re-integrating Theory and Design in  
Architectural Education  
May 23-26, 2001

#### Council Meetings:

- Nov 1, 2000 - Delft
- March 24-26, 2001 - Paris
- May 23, 2001 - Ankara
- Aug 31, 2001 - Chania

#### Contacts/Meetings

- ARCC Nov 5, 2000 - San Francisco
- ACSA June 15-16, 2001 - Istanbul
- UIA March 26, 2001 - Paris
- ACE June 18, 2001 - Brussels

#### Publications

- Proceedings EAAE-ARCC Paris conference, July 2000
- EAAE Guide of European Schools of Architecture
- News Sheet # 58 - # 59 - # 60

## Appendix 4

### EAAE BUDGET 2000 in EURO

	Expenses	Entries	Treasure
Estimated	55.650	108.927	9.852
Realised	102.256,8	146.555	44.298,21

### EAAE BUDGET 2001 in EURO

	Expenses	Entries	Treasure
Estimated	62.700	165.787	103.087

E. POPESCU – Treasurer/Trésorier  
H. NEUCKERMANS – President/Président

## Appendix 5

### New Members:

#### Schools:

- Akademie der Bildende Kunst Wien - Austria
- Tallinn Art University - Estonia
- Fachhochschule Bochum - Germany
- Polytechnica Gdansk - Poland
- University Polytechnica Timisoara - Roumania
- Lichtensteinische Ingenieursschule Vaduz - Lichtenstein
- Hochschule für Technik, Wirtschaft & Soziale Arbeit, St. Gallen - Switzerland
- Yidiz University Ankara - Turkey
- Gazi University Ankara - Turkey
- National Academy of Fine Arts Kiev - Ukraine
- University Wuppertal - Germany
- Amsterdamse Hogeschool voor Kunsten - The Netherlands

#### Individuals:

- Bonnaud X., Fontenay Sous Bois, France

## Appendix 6

"Proposition de création d'un groupe de travail sur la recherche architecturale qui se préoccuperait en particulier:

- D'un état de la recherche architecturale telle qu'elle existe en Europe et des modalités de son organisation/coordination à l'échelle européenne dans l'avenir.
- Du contenu pédagogique de la filière longue de doctorat dans le cadre des accords de Bologne,

Trois actions pourraient être préparées par ce groupe dans les années qui viennent:

- La mise en place d'une rencontre européenne des chercheurs en architecture ouverte à ceux qui se reconnaissent comme tels avec présentation

des situations nationales et locales et proposition d'une organisation/coordination communes dans le cadre de l'AEEA.

- La proposition aux directeurs d'écoles d'architecture d'une ligne d'action concernant les doctorat et la formation à la recherche architecturale.
- La mise en oeuvre de deux bases de données sur la recherche qui seraient accessibles sur le site de l'AEEA: l'une sur les chercheurs et les organismes de recherche liés aux écoles membres de l'AEEA; l'autre sur les résultats de recherche, sous une forme de résumé, développés dans ces organismes par les chercheurs et les doctorants."

Stephane HANROT

## The 4th EAAE Meeting of Heads of European Schools of Architecture

Chania, Crete, Greece, 1-4 September 2001

### Some Afterthoughts/*Quelques Réflexions*

Pierre von Meiss, Ecole Polytechnique Fédérale, Lausanne

Most participants recognized major advantages in organizing the studies of architecture in two cycles with a Bachelors degree after 3 years or 180 credits ECTS and a Masters degree after further 2 years or 120 credits ECTS. Beyond the declared objectives in Bologna (see Neuckermans in News Sheet # 60), the system replaces the rigid "funnel" of 5-6 years of architectural studies by an honourable way out after three years for those students who do not want to pursue or who do not perform well enough.

It has been clearly stated that for the EAAE the Bachelor of Architecture will be an academic and not a professional degree.

For the student it is nevertheless an opportunity with at least three perspectives:

- Employment possibilities in various fields with "on the job training" and special courses;
- The admission to a master programme in architecture, urban design, planning, landscape, etc. anywhere in Europe or overseas on the basis of a portfolio and previous academic achievements;
- The admission to a master programme in an entirely different field on the basis of a portfolio and previous academic achievements, implying most likely a longer programme (more than 120 ECTS).

I assume that the admission to the Master programmes may become quite competitive according to the different universities' reputations.

A further consequence of the new European organization may affect student mobility in a different way than today. It is likely that changing university will mainly take place between the Bachelor programme and the Master programme, which seems more reasonable than the present day "Socrates tourism" of a year and less.

*La majorité des participants reconnaissent des avantages notables dans l'organisation des études d'architecture en deux cycles avec un Bachelor (licence?) après trois ans ou 180 crédits ECTS et un Master après deux années supplémentaires ou 120 crédits ECTS. Au delà des objectifs explicites de la déclaration de Bologna (voir H. Neuckermans dans ce même Newssheet), ce système remplace "l'entonnoir" de 5-6 années d'études en architecture avec une sortie honorable après trois ans pour les étudiants qui aimeraient changer de voie ou dont les performances ne sont pas très bonnes.*

*Il a été clairement dit que pour l'AEEA le Bachelor en architecture sera une qualification académique et non pas professionnelle. Pour l'étudiant cela offre néanmoins une occasion avec au moins trois perspectives:*

- *Un emploi dans de nombreux domaines différents avec une formation "en apprentissage" et des cours d'appoint;*
- *L'admission à un programme de Master en architecture, urbanisme, aménagement du territoire, paysagisme, etc. sur la base d'un dossier personnel et ses performances académiques précédentes;*
- *L'admission à un programme de Master dans un tout autre domaine ce qui impliquera sans doute des études plus longues (plus de 2 ans ou 120 crédits).*

*Une autre suite de la nouvelle organisation européenne pourrait être que la mobilité estudiantine s'effectuera surtout au passage du programme de Bachelor à celui de Master, ce qui paraît plus raisonnable que l'actuel "tourisme Socrates" d'une année ou moins.*





4th Meeting of European Schools of Architecture, Chania, Crete. Photo by H. Gatermann.

## Profile: Kungliga Tekniska Högskolan (Royal Institute of Technology), Stockholm

Interview with Staffan Henriksson, Kungl. Tekniska Högskolan (KTH), School of Architecture, Stockholm, Sweden

**Kungl. Tekniska Högskolan (KTH), School of Architecture, in Stockholm is the largest and oldest school of architecture in Sweden. With its 500 students the School of Architecture is, however, one of the smaller schools at KTH. The school is located in the inner city, quite close to the KTH campus.**

**Students have access to the school and to their drawing tables day and night, as well as to photography-, video-, CAD-workshops, etc. The library and the model/wood workshop are open during office hours.**

**The School of Architecture was established in 1877 as an independent faculty at KTH (founded 1827). Until 1877 all formal architectural educations in Sweden took place at Konstakademien (The Royal Academy of Fine Arts) in Stockholm, "Akademien för de fria konsterna", which was established in 1735.**

**In recent years KTH, School of Architecture, has undergone major changes. The present dean of the School of Architecture Professor Staffan Henriksson talks in this interview about the new 'profile' of the school and the background for the many changes.**

**Staffan Henriksson (born 1952) has been dean at KTH, School of Architecture, since 2000. He finished his education as an architect in 1980, when he graduated from Lunds Tekniska Högskola. Later he studied among other subjects history and art history at the University of Stockholm and at Konsthögskolans Arkitekturskola, Stockholm (1985-86).**

**Staffan Henriksson has practised as an architect at a number of Swedish offices. Since 1991 he has been in charge of his own office, but he has also since 1987 been working as a teacher at KTH, School of Architecture.**

**In 1999 Staffan Henriksson was appointed professor. His professional production includes in addition to a number of significant buildings also a number of published articles and texts on architecture. He has furthermore made his mark as an editor of *Magasin för Modern Arkitektur* (MAMA) (1992 - ) and as responsible for architecture at *Stiftelsen Färgfabriken*, Stockholm (1995-).**

**Staffan Henriksson was one of the many heads of school who participated in the EAAE 4th Meeting of Heads of European Schools of Architecture, 1-4 September 2001, Chania, Crete.**

**The conversation between Professor Staffan Henriksson and EAAE News Sheet Editor Anne Elisabeth Toft took place on 3 September 2001, Chania, Crete.**

**The interview is the third in the series of 'Profiles' of European Schools of Architecture, which is published in the EAAE News Sheet.**

### What does it take to become an architect in Sweden?

First of all you have to complete 4 1/2 years\* of architectural studies at one of the country's three schools of architecture. In Sweden you can become an architect at the following institutions, *KTH*, School of Architecture, Stockholm, *Chalmers University of Technology*, School of Architecture, Gothenburg plus *Lund University*, School of Architecture, Lund. All three schools of architecture are affiliated to technical universities.

The educations at the three mentioned schools of architecture all fulfil the same superior demands and guidelines given by the Swedish Ministry of Education and Research. All the same I will maintain that now as well as previously there is a number of 'cultural' differences between the three

schools. Although we all belong to technical universities, we do to a large degree define our own professional framework, and not least the perspectives of our education. KTH, Stockholm, is characterised not least by being the biggest of the three schools of architecture. We have a slightly better economy than the others do, and that is also why we have more teachers – and teachers who probably represent a broader spectre of the profession than those at the other schools. All in all it is our ambition to establish a dynamic and up-to-date environment for researchers, teachers and students at the highest expert level. The education must first and foremost render possible that the student him/herself can perform development work within the architectural field. This has not least been an important parameter for the extensive structural changes and professional redefinitions that we have carried through in recent years at KTH, Stockholm.

**In Denmark it is free to study at institutions of higher education. The students also receive financial support from the government for their studies. Is that also the case in Sweden?**

Yes, just like in Denmark it is also in Sweden free to study at an institution of higher education, and the students here also receive financial support from the government – I think approximately 7,000 SEK each month.

**Are there many young people who apply for admission to the architectural studies in Sweden?**

Yes, a large number apply for admission to the architectural studies – many more than there are study places. This has among other things resulted in a number of more strict admission requirements. Only approximately 10% of all applicants can be admitted. Admission takes place either on the basis of grades from upper secondary school leaving examination or on the basis of an entrance examination. In both cases it is, however, only the absolutely best applicants who are admitted to the architectural studies.

In Stockholm we have just now in connection with restructuring the school extended our admission. Previously we admitted 85 students each year, now we admit 115. At the beginning of the academic year 2001/2002 there are approximately 500 students at KTH, Stockholm. Approximately one fifth of these students are foreign students who are exchange students within the ERASMUS and SOCRATES exchange programmes. As far as I know 75 new students are admitted each year at the school of architecture in Gothenburg and 60 new students at the school of architecture in Lund.

**What does it take to become a teacher at one of the schools of architecture in Sweden – do you for instance have to have an exam in educational theory?**

No, at the moment it does not take any such exam – as a starting point it just demands that as a minimum you have a graduate examination in architecture, and that you have excelled within the framework of the profession. I would like to add that we are happy that a significant part of our teachers is foreign / international. We have, however, for a long time wanted to emphasize the educational aspect in connection with recruitment of new personnel. Already in October 2001 we are therefore introducing a short education in teaching architecture for newly employed teachers at KTH, Stockholm. This initiative incidentally arose in

cooperation with the *Aarhus School of Architecture*, Denmark, which in this connection shares our interests and views.

**You have already mentioned that Kungl. Tekniska Högskolan, Stockholm has undergone some major changes in the past few years. Please, tell me why you changed the structure of your school.**

It is true that we have carried out a number of essential changes and renewals at our school. Approximately three years ago the architectural education at KTH, Stockholm, was evaluated. So were the educations in Gothenburg and Lund. It was the Swedish Ministry of Education and Research who took the initiative for these evaluations, and the result of the extensive investigations pointed out among other things a number of weaknesses and shortcomings in the education model of that time. The teaching was in many ways antiquated, and it was indeed criticised. The Ministry therefore asked us to put the teaching into perspective – among other things with a view to improving the professional level of our graduates. Since then our school has new leadership, and there has also been a great deal of replacements in the academic staff.

**What was the structure and teaching model that you moved away from?**

In the 1960es there was a drastic strengthening of the educational system in Sweden. This development was also noticeable within the architectural education. The building industry experienced an immense progress at the same time, and therefore there were good reasons for educating many more architects and planners than earlier. As a result of this expansion the school of architecture in Lund was established. To meet the tremendous need of teaching a large number of teachers were appointed within a short time. These teachers were in the 1980es and 1990es still the majority of the academic staff at the Swedish schools of architecture.

The architectural education changed concurrently with the changed conditions within the building industry, which were still more industrialised. The education thus developed into being more scientific- and research based than earlier. Great importance was attached to the production of reports and dissertations. It stands to reason that the architectural education on a large number of points needed renewal and reformulation. An unfortunate consequence of the very research-based teaching is among others that architectural design had for

years receded into the background at the school. We are, however, trying to remedy that today where the education at KTH, Stockholm, to a large extent takes its starting point in precisely architecture and design.

**How would you characterise the professional “culture” at your school?**

I would characterise the new “culture” and professional identity at Kungl. Tekniska Högskolan, Stockholm, as being open and very liberal. It is no secret that one of our role models in connection with the reorganisation was the *Aarhus School of Architecture*, Denmark. We looked at fixed curricula of studies and operational descriptions (academic regulations and framework plan(s)) of the contents and structure of exactly this school of architecture. Similarly we looked a great deal at the schools in London, England – mainly *The Bartlett School of Architecture*.

A very specific result of the changes mentioned is for instance the introduction of the studio-culture, as it is known from among others The Bartlett School of Architecture, London. The result is that today’s students at KTH, Stockholm, work exclusively in studios. This means that *all teaching* at the school aims at *integrating*. In the future we want to get even further away from detached courses and modular teaching. That does, however, require more teaching capacity than we have today.

**Is teaching IT - included CAD – also integrated in the teaching in studios?**

With regard to IT we do in fact start with an intensive course. We have a big CAD-lab with many computers. So we are well equipped with regard to the number of computers, but it is of course a major educational and teaching problem that the computers are gathered in a laboratory far away from the studio teaching.

The intention is of course that also IT including CAD must be integrated in the studio teaching.

**Doesn’t this teaching model demand a great deal of resources?**

Yes, this model does take a lot of resources – and it also takes more funds than we have at our disposal at the moment – but fortunately we are in a situation which in many ways is favourable for this change. In many ways time has come for new thinking – the wish and need for a number of basic changes are present in all of the Swedish society.

It is for the same reason that there are a number of changes in the Swedish educational system. At the moment a number of significant adjustments are being made within the technical universities in Sweden. Quite unexpectedly the architectural education has in this connection come to function as somewhat of a “role-model” for the other technical educations. This has never happened before – on the contrary, we have always been slightly marginalised, but this is not how it is any more. We are today living in the post-industrialised world. I feel that society has acknowledged culture – including architecture and design – as a very central productive quality area in this “new” state of things. It is for the same reason that I find that society has great interest in – not least with a view to the future – investing in the cultural spheres. From among others the trade and industry we meet great interest and an expressed wish for more and closer cooperation.

**What is the structure of the education today like? Do you at Kungl. Tekniska Högskolan, Stockholm, operate with a two-part structure in the form of a basic education and a superstructure?**

Yes, exactly! The introductory basic education, which is the same for everybody includes the first two years of study. The basic education must through exercises and brief architectural assignments give the individual student knowledge and understanding of architecture as field of knowledge. Furthermore, it must give the student a basic training in design. Teaching is process-oriented and is built up around an architectural theme. Each academic year is started with an intensive course and work sequence that takes their starting point in the previously mentioned architectural theme. Teaching takes, as mentioned earlier, place in studios. The students are distributed in small units of approximately 20 – 25 students. A unit master is attached to each unit, and two part-time teachers attend to teaching. The student/teacher ratio is approximately 1:20.

Having finished the basic education the students are transferred to the superstructure of the school – a number of advanced annual courses in various departments. At the moment there are 8 departments. Also here the student/teacher ratio is approximately 1:20. In the departments the student can to a large extent shape his or her own education and studies. The advanced annual courses are namely all directed at the student’s independent development of architectural projects. Teaching is in the form of projects – in annual three-part programmes. The projects all aim at increasing the



complexity through the 2 1/2 years of study. The following subjects are included in the final year: basic theory of science, research methodology, a major written assignment, and – last but not least – examination work, that leads to the final examination. The studies are finished with an independently made diploma project, which is assessed by an international jury.

In principle that student can take his or her starting point in this diploma work, if he or she wants to continue at Ph.D.-level.

As a quite new feature we are, by the way, planning that students at KTH, Stockholm, can proceed to post graduate studies either *by design* or *by text*.

### **How is the school managed? Is the management structure “vertical” or “horizontal”?**

The old structure was what I would call “traditionally academic” with a large number of committees, boards, and councils. There was in that sense nobody who was in charge, and nobody had the mandate to take on responsibility for the entity. A result of this “culture” was that everybody nurtured their own area and tried to expand it. Most did not care about the totality. So, the school suffered from being managed without any professional objective or any superior joint perspective.

The new structure is quite different. Today all power and responsibility is in principle placed with one person – the Dean of the Faculty. At the moment I am the one in this role. I was appointed head of faculty approximately one year ago, as there was no internal candidate for the position. So, I am responsible for the contents of the present education, and I am also the one responsible for the structural changes at the school. I have, of course, delegated a number of fields of responsibility to my colleagues with whom I have close cooperation, but in principle it is me who is solely responsible – also for the economy of the school.

### **How does KTH, Stockholm, feel about the Directives of the Bologna Declaration?**

By way of introduction I will say that I fully support the proclamation from the Nordic Academy of Architecture (Please note: This proclamation was put forward by Dean Staffan Henriksson during the 4th Meeting of Heads of European Schools of Architecture): “We (the 11 schools of architecture in The Nordic Academy of Architecture) believe that the European Directive for Architecture (EEC 85/384) should be the basis for European schools of architecture.

The minimum requirement for a professional degree should be five years. We do not want a bachelor level with the inherent risk of lowering standards instead of raising them. Should a candidate level be imposed on us, however, this will not be a problem.”

We think that our structure here at KTH, Stockholm, will be fully capable of taking up the directives of the Bologna Declaration.

### **So, this attitude that you are showing towards the Bologna Declaration is representative of the attitudes at other Swedish schools of architecture?**

Yes, it is.

### **Is the academic staff at Kungl. Tekniska Högskolan, Stockholm, interested and active in school politics?**

Fortunately, the young teachers are extremely interested in school political matters, and everybody plays an important role.

### **What is the average age of the academic staff at the school?**

I would estimate that the average age of the teachers today is approximately 33-34 years, whereas the average age of the researchers is perhaps approximately 55 years.

### **Are there many female professors at KTH, Stockholm?**

Out of eight permanently employed professors three are women and five are men. Of the young teachers 50% are women and 50% are men. Among our students the ratio is the same. It has, for that matter, been more or less like that since the 1970es. By the way, the first female student graduated from the school in 1924!

### **Please tell us about the research done at your school. How is it administered and how is the research of the school integrated in the teaching?**

Earlier each professor administered a department and the research carried on there. However, the departments gradually became very small – too small. In this way the research projects also ended up being too narrow.

Now we have placed all research in one centrally administered research department.



The vice-dean, Jerker Lundequist, is responsible for all research and research education.

At the same time we are trying to change the organisation of research at the school and increase the number of research students (6 to 8 new PhD-students each year). We think that the results of the research carried on at our institution should contribute to enriching all of the professional environment – we are therefore attempting to integrate research in the teaching. This way we hope that in time we will be able to establish research, which may well be based on a *bottom-up* (what we have) but to an even higher degree, a *top-down* (what we want) perspective.

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

The individual student's work is evaluated concurrently at critiques and project evaluations. All work produced by the student through his or her studies is gathered in portfolios which twice a year – at the change of semester – is evaluated by the regular supervisors. In connection with these portfolio evaluations the student receives his or her educational guidance (one oral and one written each year). This system has just been introduced at our school so it has only been carried out once.

Actual "tests" (examinations) only take place in connection with admission to the school and immediately before the diploma work. This will of course change if the directives of the Bologna Declaration (3-2 structure) are introduced.

**To which extent does KTH, Stockholm, adjust its teaching to the continuous changes within the profession and within society?**

You are raising a very interesting question! I think that it is incredibly important that you accept and prepare yourself for the development of society and of your time. I personally consider it a major problem that the architectural education in Sweden has not changed considerably in the last 150 years. Intellectually and politically the education is still characterised by much immaturity and a romantic, reactionary approach to the profession and the role of the architect. My experience is that many, even quite young architects, are upholding an "image" that has nothing in common with the reality in which they live. My opinion is, of course, that you must relate to your time and realize that whether you like it or not you must express yourself in exactly this field of options. So, my answer to your question is - we do actually to a large extent try to adjust our teaching to the continuous changes within the profession and within society!

**I take it that you are trying to build a large professional network for the school!**

Absolutely! I believe in *movement and development*. I support cooperation agreements and interdisciplinary alliances between various educational institutions, but also between the educational institutions and the industry. We are at the moment in contact with more than 50 schools of architecture and we are attached to a large number of international exchange agreements, etc.

At KTH, Stockholm, we do, by the way, use a lot of energy on inviting visiting critics to our project evaluations. An ambition is also to be able to make more, better and longer exchanges between teachers from our school and other schools – also gladly from abroad. At the moment I am negotiating with among others Rector Peter Kjaer from the Aarhus School of Architecture, Denmark, about such an exchange arrangement for the academic/scientific staff at our two schools.

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

We want to carry out the modernisation of the whole education, which we have already begun. We started with the basic education which is today extremely much better than it was just a few years ago, and we are now looking forward to having the superstructure renewed! ■

\* The fixed time of study for the architectural education is expected to be five years before long.

## EAAE

Member Schools of Architecture

## AEEA

Membre Ecoles d'Architecture

### New members accepted at the General Assembly of 4 September 2001 in Chania.

Akademie der Bildende Kunst  
Wien, Austria

Tallinn Art University  
Estonia

Fachhochschule Bochum  
Germany

Polytechnica Gdansk  
Poland

University Polytechnica Timisoara  
Roumania

Lichtensteinische Ingenieursschule  
Vaduz, Lichtenstein

Hochschule für Technik, Wirtschaft &  
Soziale Arbeit  
St. Gallen, Switzerland

Yidiz University  
Ankara, Turkey

Gazi University  
Ankara, Turkey

National Academy of Fine Arts  
Kiev, Ukraine

University Wuppertal  
Germany

Amsterdamse Hogeschool voor  
Kunsten  
The Netherlands

**Armenian Republic:** Erevan, Institut d'Architecture et de Construction d'Everan • **Austria:** Graz: Technische Universität Graz • Wien: Akademie der Bildende Kunst • Wien: Technische Universität Wien • **Belgium:** Antwerpen: Hogeschool Antwerpen • Brussels: Institut Supérieur d'Architecture La Chambre • Brussels: Institut Supérieur Saint-Luc • Brussels: Intercommunale d'Enseignement Sup. d'Architecture • Brussels: Vrije Universiteit • Diepenbeek: Provinciaal Hoger Architectuur Instituut • Gent: Hogeschool voor Wetenschap & Kunst • Heverlee: Katholieke Universiteit • Liège: Institut Supérieur d'Architecture Saint-Luc • Louvain-La-Neuve: Université Catholique de Louvain • Mons: Faculté Polytechnique de Mons • Mons: Institut Supérieur d'Architecture Intercommunal • Ramegnies: Institut Supérieur d'Architecture Saint-Luc • Tournai: Institut Supérieur d'Architecture Saint-Luc • **Bosnia:** Sarajevo: University of Sarajevo • **Bulgaria:** Sofia: University of Architecture • **Czech Republic:** Brno: Faculty of Architecture • Prague: Technical University • **Denmark:** Aarhus: Aarhus School of Architecture • Copenhagen: The Royal Danish Academy of Fine Arts • **Estonia:** Tallinn: Tallinn Art University • **Finland:** Espoo: Helsinki University of Technology • Oulu: University of Oulu • Tampere: Tampere University of Technology • **France:** Charenton Le Pont: Ecole d'Architecture de Paris Val De Marne • Darnetal: Ecole d'Architecture de Normandie • Grenoble: Ecole d'Architecture de Grenoble • Marseille Luminy: Ecole d'Architecture de Marseille • Nancy: Ecole d'Architecture de Nancy • Paris: Ecole d'Architecture de Paris-Belleville • Paris: Ecole d'Architecture de Paris-la-Seine • Paris: Ecole d'Architecture de Paris-la-Villette • Paris: Ecole Speciale d'Architecture ESA • Paris: Ecole d'Architecture de Paris-Villemin • Paris: Ecole d'Architecture de Paris-Tolbiac • Saint-Etienne: Ecole d'Architecture de Saint-Etienne • Talence: Ecole d'Architecture de Bordeaux • Vaulx en Velin: Ecole d'Architecture de Lyon • Versailles: Ecole d'Architecture de Versailles • Villeneuve d'Ascq: Ecole d'Architecture Lille & Regins Nord • **Germany:** Aachen: Rheinisch Westfälische Technische Hochschule • Berlin: Hochschule der Künste • Bochum: Fachhochschule Bochum • Cottbus: Technische Universität Cottbus • Darmstadt: Fachhochschule Darmstadt • Dresden: Technische Universität Dresden • Essen: Universität-Gesamthochschule • Hamburg: Hochschule für Bildende Künste • Hannover: Universität Hannover • Kaiserlautern: Universität Kaiserlautern • Karlsruhe: Universität Karlsruhe • Kassel: Gesamthochschule Kassel • Stuttgart: Universität Stuttgart • Weimar: Architektur für Architektur und Bauwesen • **Greece:** Athens: National Technical University • Thessaloniki: Aristotle University • **Ireland:** Dublin: University College Dublin • Dublin: University of Technology • **Italy:** Asolo Piceno: Facolta di Architettura • Aversa: Facolta di Architettura • Ferrara: Facolta di Architettura • Florence: Dpt. Progettazione dell'Architettura • Genova: Facolta di Architettura • Milan: Politecnico di Milano • Reggio Calabria: Università Degli Studi di Reggio Calabria • Rome: University of Rome • Rome: Facolta di Architettura, Terza Università • Siracusa: Facolta di Architettura • Turin: Politecnico di Torino • Venice: Istituto Universitario di Architettura • **Lichtenstein:** Vaduz: Fachhochschule Liechtenstein •

**Lithuanian Republic:** Kaunas: Kaunas Institute of Art • **Macedonia:** Skopje: Universitet Sv. Kiril i Metodij • **Malta:** Masida: University of Malta • **Netherlands:** Amsterdam: Akademie van Bouwkunst • Amsterdam: Amsterdamse Hogeschool voor Kunsten • Delft: Technische Universiteit • Eindhoven: Technische Universiteit • Rotterdam: Akademie van Bouwkunst • **Norway:** Oslo: Oslo School of Architecture • Trondheim: Norwegian University of Science • **Poland:** Bialystok: Technical University • Gdansk: Polytechnica Gdansk • Gliwice: Technical University • Szczecin: Technical University • Warsaw: Technical University • Wrocław: Technical University • **Portugal:** Lisbon: Universidade Tecnica • Lisbon: Universidade Lusiada • Porto: Universidade do Porto • Setubal: Universidade Moderna Setubal • **Roumania:** Bucharest: Inst. Architecture Ion Mincu • Cluj-Napoca: Technical University • Iasi: Technical University Iasi • Timisoara: University Polytechnica Timisoara • **Russia:** Bashkortostan: Bashkirsky Dom Regional Design School • Jrkutsk: Technical University • Krasnoyarsk: Institute of Civil Engineering • Moscow: Architectural Institute Moscow • **Serbia:** Prishtina: University of Prishtina, Faculty of Architecture • **Slovak Republic:** Bratislava: Slovak Technical University • **Spain:** Barcelona: ETSA Universidad Politecnica da Catalunya • El Valles: ETSA del Valles • La Coruna: Universidad de la Coruna • Las Palmas: ETSA Las Palmas • Madrid: ETSA Madrid • Madrid: Universidad Europea de Madrid • Pamplona: ETSA Universidad de Navarra • San Sebastian: ETSA Universidad del Pais Vasco • Sevilla: ETSA Sevilla • Valencia: ETSA de Valencia • Valladolid: ETSA de Valladolid • **Sweden:** Göteborg: Chalmers Technical University • Lund: Lund University • Stockholm: Royal Institute of Technology • **Switzerland:** Genève: Ecole d'Ingénieurs de Genève • Université de Genève • Lausanne: Ecole Polytech. Fédérale de Lausanne • Mendrisio: Academia di Architettura • St. Gallen: Hochschule für Technik, Wirtschaft & Soziale Arbeit • Windisch: Fachhochschule Aargau • Zürich: ETH Zürich • **Turkey:** Ankara: Gazi University • Ankara: Middle East Technical University • Ankara: Yidiz University • Kibris: European University of Lefke • Istanbul: Istanbul Technical University • **Ukraine:** Kiev: Graduate School of Architecture • Kiev: National Academy of Fine Arts • Lviv: Lviv Politechnical State University • **United Kingdom:** Aberdeen: Robert Gordon University • Belfast: Queen's University • Brighton: University of Brighton • Canterbury: Kent Institute of Art and Design • Cardiff: UWIST • Dartford: Greenwich University • Dundee: University of Dundee • Edinburgh: Edinburgh College of Art, School of Architecture • Edinburgh: University of Edinburgh • Glasgow: University of Strathclyde • Glasgow: Machintosh School of Architecture • Hull: Humberside University • Leeds: School of Art, Architecture and Design • Leicester: De Montford University • Liverpool: Liverpool University • Liverpool: John Moore's University • London: Southbank University • London: University College, Bartlett School • London: Westminster University • Manchester: Manchester School of Architecture • Newcastle upon Tyne: Newcastle University • Oxford: Oxford Brookes University • Plymouth: Plymouth University • Portsmouth: Portsmouth University

## The EAAE Prize 2001 - Writings in Architectural Education / Le Prix de l'AEAA 2001 - Écrits sur l'Enseignement de l'Architecture

EAAE Project Leader, Ebbe Harder

The EAAE Prize, which in 2001-2002 is entitled:  
**Writings in Architectural Education.**  
**Research and results from research and/or new ideas implemented in architectural education.**  
was announced in connection with the EAAE General Assembly, 4 September 2001, Chania, Crete

The folder, the front page of which is seen here, will be distributed to the teachers at all member schools in the course of November / December 2001.

The EAAE Prize aims to stimulate original writings on the subject of architectural education in order to improve the quality of the teaching of architecture in Europe. Organised biannually, it will focus public attention on outstanding work in the field selected by an international jury.

The EAAE Prize, sponsored by VELUX, will be awarded for the first time in 2002



## ARCC/EAAE 2002

ARCC-EAAE Conference, 22-25 Maj 2002, McGill University, Montreal, Quebec, Canada

### International Conference on Architectural Research/ *Conférence Internationale sur la Recherche Architecturale*

Paper Review Chair for EAAE:

**Stéphane Hanrot**  
EAML (Ecole d'Architecture de Marseille Luminy), 184 av. de Luminy  
Marseille 13009, France  
hanrot@aix.pacwan.net

Organisation du comité de lecture pour l'AEEA:

**Stéphane Hanrot**  
EAML (Ecole d'Architecture de Marseille Luminy),  
184 av. de Luminy  
Marseille 13009, France  
hanrot@aix.pacwan.net

First Stage Review Abstracts due:  
15 October 2001

*Réception des résumés au plus tard  
le 15 octobre 2001*

Papers are solicited that address a broad spectrum of research issues of concern to architects and those in related disciplines:

- Research results dealing with education in architecture and related disciplines.
- Research results concerning design and culture: architecture as a medium of cultural identity.
- Research results that address building science: materials, components, systems, and methods used to design, construct, and operate the built environment.
- Research results relating to the practice of architecture, landscape architecture, and related disciplines.
- Reviews and analyses of trends, approaches, opportunities, and/or impediments to architectural, landscape architecture, or planning research.
- Speculations regarding digital media.
- Questions that encourage a debate about the nature of research/scholarship in architecture and related disciplines.

Abstracts for papers that report research results are expected to clearly address the nature of the problem in question, methods employed, data collected, and results.

*Sont sollicités des articles sur un champ large de problèmes de recherche intéressant les architectes et les disciplines apparentées:*

- *Résultats de recherche traitant avec l'enseignement en architecture et dans les disciplines apparentées.*
- *Résultats de recherche traitant de conception et de culture: l'architecture comme médium d'identité culturelle.*
- *Résultats de recherche qui sollicitent la science de la construction: matériaux, composants, systèmes, et méthodes utilisées en conception; construction et maintenance de l'environnement bâti.*
- *Résultats de recherche relatifs aux pratiques de l'architecture, de l'architecture du paysage et des disciplines apparentées.*
- *Revue et analyses des tendances, approches, opportunités, et/ou entraves sur la recherche architecturale, paysagère, urbaine.*
- *Spéculations au regard des médias numériques.*
- *Questions qui encouragent un débat à propos de la nature de la recherche/érudition en architecture et dans les disciplines apparentées.*

*Les résumés d'articles qui présentent des résultats de recherches doivent poser clairement le problème, les méthodes employées, les données collectées et les résultats.*

Concerning all practical information about fees, conference venue & accommodations, conference registration & preliminary conference schedule:

Please consult the web site of ARCC at:

<http://www.polaris.net/~arcc/web/call2002.htm>

## Beyond Media / Oltre Media 6th International Festival of Architecture in Video

University of Florence - School of Architecture, Department of Architectural Technology and Design "Pierluigi Spadolini"  
iMage

The International Festival of Architecture in Video is a meeting point for a discussion on communication technology in architecture, and its aims include the presentation of the most recent works of communication, documented on video, film and the new media; studies on project methodology based on the application of audiovisual tools and digital systems for architecture; research on teaching applications; a discussion on new theories.

- International Architectural Conference - Florence, February 7-10, 2002
- Workshops January 21 - February 2, 2002
- Exhibitions February 10-24, 2002
- Closing date for entries November 30, 2001

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### For further information, please contact:

iMage  
via Scipione Ammirato 82  
50136 Firenze, ITALIA  
tel ++39 055 666316  
fax ++39 055 6241253  
<http://www.architettura.it/image>  
[image@architettura.it](mailto:image@architettura.it)

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## Cours de Mastère

L'Institut d'Architecture "Ion Mincu" Bucarest, Departement d'Histoire et de Théorie, Bucarest, Roumanie

Les cours du Mastère **Anthropologie de l'Espace Sacré**, vont commencer en octobre 2001 à l'Institut d'Architecture "Ion Mincu" Bucarest, Departement d'Histoire et de Théorie, Bucarest, Roumanie.

### Motivation

En dépit du fait que l'activité principale des architectes roumains après 1989 – d'un point de vue quantitatif, mais aussi comme engagement social – fut constituée par les maisons et les églises des différents cultes, ces sujets, connexes à ceux du monument et du tombeau, ne sont pas sérieusement étudiés d'une manière interdisciplinaire qui mette l'accent sur la dimension anthropologique et sacrée de ces programmes archétypiques de notre milieu construit.

La nécessité urgente d'un tel programme d'études post-universitaires est prouvée par la pratique actuelle: d'une part, la qualité pauvre de la

maison contemporaine – soit elle grande et chère, soit il y a absence de programmes solides et viables pour les logements sociaux et/ou collectifs- et d'autre part la dégringolade de l'édification de lieux de culte, surtout orthodoxes, élevés pratiquement sans aucune expertise architecturale, pas même d'une qualité moyenne.

Il est donc nécessaire d'approfondir ces trois thèmes – liés au thème du sacré – à un niveau plus savant, dans le cadre d'un programme d'études post-universitaires (mastère) ouvert aux licenciés des facultés d'architecture et urbanisme, comme aux licenciés de théologie, philosophie et d'autres disciplines des sciences humaines et sociales importantes pour le sujet. Le but est de discuter ces thèmes avec des spécialistes notoires de différents domaines.

L'espace du cours est également partagé entre les études théoriques et appliquées, de sorte que les étudiants

puissent non seulement prendre conscience des problèmes, mais aussi identifier des solutions potentielles. Notre but est de former des équipes interdisciplinaires dans des travaux de recherche et des projets dédiés justement à ces thèmes: des logements sociaux et collectifs jusqu'aux concours de monuments et d'édifices de culte, et ceci sur plan national et international.

Il faut préciser, enfin, que ce programme vise à devenir international, surtout pour pallier l'absence de tout programme similaire dans l'espace du christianisme orthodoxe. Il existe des programmes dédiés à l'étude de l'architecture sacrée islamique (MIT, avec le concours de la fondation Aga-Khan) comme catholique (Notre Dame University, Illinois), mais aucun n'aborde la question orthodoxe ni l'actualisation de la problématique. Ce programme peut commencer à pallier cette absence et s'adresse aux étudiants potentiels provenant des pays orthodoxes.

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### Pour plus d'information concernant le cours, le programme, etc, veuillez contacter:

Mr Augustin Ioan,  
Institut d'Architecture "Ion Mincu"  
Bucarest, Departement d'Histoire et de Théorie, Bucarest, Roumanie.  
[aioan@ap.nec.ro](mailto:aioan@ap.nec.ro)



## eCAADe Conference in Warsaw, Poland

Design e-ducation: connecting the real and the virtual

**ECAADE2002**  
[www.ecaade2002.pl](http://www.ecaade2002.pl)

The 2002 eCAADe (Education in Computer Aided Architectural Design in Europe) conference theme focuses on the wide sphere of two overlapping design worlds: the real and the virtual. As the sphere of CAAD continues to expand, the question of how these worlds can be effectively and creatively interrelated will be raised and explored.

Suggested topics are:

- Hybrid design environments; formal schemes and practical design implementations.
- Design interpretation of the real in the context of emergence of virtual environments.
- Experiments and research with virtual worlds.
- Pragmatic and imaginary scenarios of virtual worlds developments.
- Design methods in collaborative teams.
- Creative implementations of digital environments for design practices.
- Multiple media implementation in architectural education and practice.
- Management of real and virtual data in design processes.
- Educational solutions; methodologies and technical solutions.

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### Important Dates

Call for papers: 01. 10. 2001  
Abstracts: 01. 02. 2002  
Notification of acceptance: 01. 04. 2002  
Reduced conference fee: 01. 05. 2002  
Full papers: 01. 06. 2002  
Conference:- 18.-21. 09. 2002

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### For further information contact:

[www.ecaade2002.pl](http://www.ecaade2002.pl)  
[ecaade@ecaade2002.pl](mailto:ecaade@ecaade2002.pl)

(All communication and registration via the website)

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## Berkeley Prize Competition 2002

First Announcement

The Fourth Annual Berkeley Undergraduate Prize for Architectural Design Excellence Competition opens November 1, 2001

- Purse Prize: \$3,000
- An online essay competition in two stages: Stage One November 1-30, 2001
- This international competition is open to all undergraduate students enrolled in accredited schools of architecture worldwide. All Essays must be written in English.
- This year's topic is the role of the street in fostering social life.

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**For details, including eligibility requirements, schedule, media kits (including press release, downloadable flyer, and poster) please visit our main website:**

[www.berkeleyprizecompetition.org](http://www.berkeleyprizecompetition.org)

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**To view the BPC 2002 site directly:**

[www.berkeleyprizecompetition.org/2002](http://www.berkeleyprizecompetition.org/2002)

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## Contract Professor

Bochum University, Germany

The Faculty of Architecture, FH Bochum University, Germany is seeking a contract professor for:

### Conceptual and Constructive Design

The contract will be six months or one year of public employment.

Applicants are expected to offer lectures, workshops, seminars in English language.

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**For more details please see:**

<http://www.fh-bochum.de/fb1/ccd>

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**Project Leaders/Chargés de Mission**

**DARMAILLACO-CHARDONNET**, Sabine  
(STOA)  
147 Rue Leon Maurice Nordmann  
F-75013 Paris/France  
Ecole d'Architecture Paris-Malaquais  
F-75006 Paris/France  
tel ++33/1.43310004  
fax ++33/1.43310004  
sabine.chardonnet@wanadoo.fr

**VAN DUIN**, Leen  
(Guide and Meta-university)  
Delft University of Technology  
Faculty of Architecture  
Berlageweg 1  
2628 CR Delft/THE NETHERLANDS  
tel ++31/15.2 785957  
fax ++31/15.2 781028  
l.vanduin@bk.tudelft.nl

**HARDER**, Ebbe  
(EAAE Prize)  
Royal Danish Academy of Fine Arts  
School of Architecture  
Holmen  
1433 Copenhagen/DENMARK  
tel ++45/32.686000  
fax ++45/32.686111

**MABARDI**, Jean-François  
(Summer School)  
Université Catholique Louvain  
Unité d'Architecture  
Place du Levant 1  
B-1348 Louvain-La-Neuve/BELGIQUE  
tel ++32/10.234949  
fax ++32/10.234949  
Jean.Mabardi@tvd.be

**SPIRIDONIDIS**, Constantin  
(Heads' Meetings)  
Université Aristotélie de Thessaloniki  
Ecole d'Architecture  
Bte. Universitaire 491  
GR-54006 Thessaloniki/GREECE  
tel ++30/31.995589  
fax ++30/31.995583  
spirido@arch.auth.gr

**TOFT**, Anne Elisabeth  
(News Sheet)

**Council Members/Membres du Conseil**

**FJELD**, Per Olav  
Oslo School of Architecture  
Postboks 6768  
St. Olavs Plass  
N-0139 Oslo/NORWAY  
tel ++47/22.997070  
fax ++47/22.99719071  
pof@mail.aho.no

**HANROT**, Stéphane  
Ecole d'Architecture de Saint-Etienne  
1, rue du Buisson  
F-42000 Saint-Etienne/France  
tel ++33/4.774.23542  
fax ++33/4.774.23540  
stephane.hanrot@st-etienne.archi.fr

**HORAN**, James  
Dublin University of Technology  
School of Architecture  
Bolton Street 1  
Dublin /IRELAND  
tel ++353/1.4023690  
fax ++353/1.4023989  
james.horan@dit.ie

**MICHIALINO**, Paola  
UCL  
Unité d'Architecture  
Place du Levant 1  
B-1348 Louvain-la-Neuve/BELGIQUE  
tel ++32/10.472421  
fax ++32/10.474544  
michialino@arch.ucl.ac.be

**NEUCKERMANS**, Herman  
(EAAE/AEEA President)  
KUL-Dpt. of Architecture  
Kasteel van Arenberg  
B-3001 Leuven/BELGIQUE  
tel ++32/16.32 1361  
fax ++32/16.32 1984  
herman.neuckermans@asro.kuleuven.ac.be

**POPESCU**, Emil Barbu  
(Treasurer)  
Head of Department  
Institute of Architecture Ion Mincu  
Str. Academiei 18-20  
Sector 1  
70109 Bucarest/ROUMANIE  
tel ++40/1.3139565  
++40/1.3155482  
fax ++40/1.3123954

**TOFT**, Anne Elisabeth  
Aarhus School of Architecture  
Noerreport 20  
DK-8000 Aarhus C/DENMARK  
tel ++45/89.360287  
fax ++45/86.130645  
anne.elisabeth.toft@a-aarhus.dk

**VOYATZAKI**, Maria  
Aristotle University of Thessaloniki  
School of Architecture  
Department 5  
GR-5400 Thessaloniki/GREECE  
tel ++30/31.995544  
fax ++30/31.458660  
mvoyat@arch.auth.gr

**Thematic Coordinators**

**HANROT**, Stéphane  
(Research)

**MICHIALINO**, Paola  
(Urban Issues)

**VOYATZAKI**, Maria  
(Construction)

**New Council Members**

**FJELD**, Per Olav

**HORAN**, James

**Sécretariat permanent**

EAAE/AEEA Secretary

**SCHOL**, Lou  
Kasteel van Arenberg  
B-3001 Leuven/BELGIQUE  
tel ++32/(0)16.321694  
fax ++32/(0)16.321962  
aeea@eaae.be  
http://www.eaae.be

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2002

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Aarhus School of Architecture  
Noerreport 20  
DK-8000 Aarhus C

**Editor's Office**

Anne Elisabeth Toft  
Ph.D.-Student  
The Aarhus School of Architecture  
Noerreport 20  
DK-8000 Aarhus C  
tel ++45/89.360287  
fax ++45/86.130645  
anne.elisabeth.toft@a-aarhus.dk

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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 email enclosure. Deadlines are announced in the News Sheets. ■

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**ADDRESS CHANGE:**

**Secretariat AEEA-EAAE**

Kasteel van Arenberg  
B-3001 Leuven/BELGIQUE

tel ++32/(0)16.321694

fax ++32/(0)16.321962

aaea@eaae.be

http://www.eaae.be