

## Acknowledgements

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In the organization of the programme of the event, Richard Foque, Head of Henry van de Velde Institute of Architectural Sciences, was a resourceful and inspirational partner, and with the endless energy and hard work of his colleague Koenraad Van Cleempoel from the same institution, both made an enormous contribution to the event. For that, we are deeply thankful.

We feel obliged to express our thanks to the Council of the EAAE that has trusted us to carry out this mission. Sincere thanks also go to the EAAE Secretary, Lu Scholl for all her help on the preparation for, and realisation of the event.

Our sincere thanks and gratitude are also expressed to the keynote speakers of the Meeting, Emeritus Professor Dimitris Fatouros, the architects Suzana and Dimitris Antokakis, and the architect Dan Hanganu, who honoured us with their presence and with their stimulating speeches invigorated the debates of the Meeting.

We would like to thank the participants who prepared and presented intriguing interventions, pertinent to the themes of the sessions. Many thanks go to Wim Schaefer from Eindhoven School of Architecture, for the materialization of his initiative to organize the exhibition and provide us with the posters that are included in this volume.

The organization of this event would be a much more difficult task without the moral and financial support of our School of Architecture, Aristotle University of Thessaloniki and its Head, Zoi Karamanou, whom we deeply thank.

Last but not least, we thank all the participants of this event not only for their warm support to our efforts but also for their lively presence, constructive comments, participation in fruitful debates, and determination without which the materialization of this Meeting would be impossible.

*Constantin Spiridonidis*

*Maria Voyatzaki*

## Preface

# Towards a Common European Higher Architectural Education Area

Constantin SPIRIDONIDIS  
Thessaloniki, Greece, EAAE/ENHSA Project Coordinator

In the last decade a great number of Schools of Architecture in Europe reconsidered and reformed the structure of their curricula. In the context of these reforms, a radical re-allocation of teaching time took place, a number of new subject areas were added, the importance of some other subject areas was diminished, and new forms of specialization were introduced to architectural education. These changes could be attributed to a general tendency, which becomes increasingly apparent in the last few years, of an overall re-definition of the profile of the architect in contemporary society, but also of the educational strategies that will ensure this profile. The reforms were dictated by a number of factors, three of which appear to be the most crucial:

The first factor concerns changes in architectural practice. The rapid changes in the social and financial dynamics of the past few years had a great impact on the environment in which architectural interventions occur both in the private as well as the public domain. New types of work organization, new construction materials and methods, new tools and media put, through professional bodies, pressure on Schools of Architecture, for a new synthesis of a general as well as a specialized education.

The second factor concerns the new attestations and views on architecture. In any given point in time, architecture is perceived through the particularities that characterize the cultural, social and economic context in which this architecture emerges. In the contemporary epoch of information technology, speed, image, networks, and of the personalization of new tools for design and representation, the way in which we comprehend, feel and contemplate architecture changes radically. Contemporary *avant garde* architecture is accompanied by a different phenomenon which gradually dominates and therefore influences greatly the broader domain of architectural thinking. Publications and the mass media, pressurize Schools of Architecture to encapsulate the new values and principles of *avant garde* architecture and to adjust accordingly their curricula.

Finally, the third factor concerns the new EU policies towards a cohesive European area of higher education. Exchange Programmes, interdisciplinary collaborations, instructions and agreements towards comparability and alignment of the content, the teaching time and the degrees awarded by the Schools, function as catalysts to the initiatives taken by Schools to redefine the system and content of the education they offer.

These factors motivated changes that stimulated, in turn, a vivid mobility of ideas and views on architectural education. Every country encountered this dynamic through its social, cultural, economic and institutional particularities; some with optimism, perceiving it as the streamlined liberation from already worn out educational practices, some with

scepticism, looking at it as an adaptation procedure, and, therefore, as a commitment to the unfamiliar and imposed decision. A large number of conferences, seminars, debates, articles with positions and juxtapositions, and proposals on pertinent subjects took place in every country, shaping, that way, a dynamic with multiple influences on the physiognomy and the content of architectural education. At the same time, a number of new questions and issues were articulated, to which Schools of Architecture are invited to offer innovative insights by suggesting new programmes and pedagogic practices, as well as new administrative initiatives and policies.

These reforms are materialised while two entirely opposed objectives are present. The one is the preservation of the identity of the characteristics of each School, which derive from its history and the particularities of the country it belongs. The other is the indemnity of the European physiognomy of a School, which was investigated primarily in article 3 of the pertinent Directive in 1985. The encapsulation of the philosophy of the Directive was the key to this European dimension of a new curriculum.

It is intriguing to note that Schools encountered these reforms in a relatively introverted manner. Little was communicated about the problems that accompanied these reforms and the ways in which each country solved them<sup>1</sup>. Thus, although the effort lied in the alignment of the overall time of studies to five years (3850-4100 teaching hours) and the equation, to a great extent, of a great number of subject areas to be taught as suggested by the Directive, the new programmes did not always ensure the presupposition for the comparability of degrees awarded. Hence, for instance, it is difficult to consider equal two Diplomas in Architecture, when the teaching of construction takes up 25% of the teaching time available in the one, as opposed to the marginal 6% case of another, within the same overall teaching time available by both of them.

This dynamic of reforms is nowadays bolder as new political initiatives towards the European convergence become more coherent, while at the same time their influence becomes important also to the non-EU countries. While the 1984 Directive primarily concerned the content of studies, the Bologna Agreement concerns the system of studies. In this context, the main issue which concerns, at present, Schools of Architecture in Europe, is the definition of the contemporary profile(s)/model(s) of Architectural Education in Europe, to which the Schools of Architecture must adapt their curricula. This issue is split into three questions: Which are the possible scenarios of the structuring and allocation of teaching time? Which are the subject areas that must comprise the content of studies and how is time allocated to them? Which teaching methods will best serve these subject areas and make good and effective use of teaching time. The debate on the contemporary model(s) of Architectural Education in Europe must have two interrelated aspects. The academic aspect, which investigates the academic content of Architectural Education, and a managerial aspect which attempts to ensure the conditions for this content to become fruitful and constructive operational architectural knowledge.

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<sup>1</sup> What, for example, was the focus of questions and problems encountered (and continue to be encountered) by the French reform? What was the Italian reform confronted with? How did Italy and the Netherlands encounter the two recent drastic reforms (from 4 to 5 years of study in the Netherlands, the overall reform of the system of studies Italy had to implement and then adapted for the Bologna agreement)? Why didn't the Stansfield Smith Report go any further than its articulation, in the United Kingdom? In what directions are the Scandinavian countries, Germany and Spain moving? In what way will Schools of Architecture from Eastern European countries be incorporated in the educational environment of Europe?

In September 1998, the European Association for Architectural Education (EAAE) took the initiative to organise the First Meeting of Heads and Curriculum Coordinators of Schools of Architecture in Europe in Hania Greece. This Meeting has been hosted by the Center for Mediterranean Architecture. The first synthesis of national reports on Architectural education of sixteen countries in Europe was presented to the Meeting, the output of which was already an item for discussion in the Meeting's agenda. These reports were compiled and coordinated by the EAAE and the Polytecnico di Milano, and funded by Socrates, under Thematic Networks 1995-96. The Programme aimed at diagnosing the problems encountered by Schools of Architecture, and at defining evaluation methods and criteria whereupon evaluation can happen. The First Meeting turned out to be particularly fruitful and as a result three more Meetings took place in the same location and with the same hosts after the unanimous decision of the participants to continue, ever since.

These four Meetings of Heads and Programme Coordinators of European Schools of Architecture formed a continuous milieu for dialogue and exchange. Some of the points of these discussions could be summarized. One of them is the fact that the interest increases with the same rate that points that need clarification appear, with regard to the type and the extent to which this new institutional framework invites schools of architecture to introduce changes. Another point is that schools of architecture in Europe stress out the necessity for a systematic and analytical dialogue between them in order to allow for the tendencies to surface and the constraints that are imposed by the local social, cultural and legal contexts to become known. The third point is that schools of architecture in Europe become increasingly aware of the need to confront and see their future together and to proceed to the restructuring of their curricula with the highest degree of convergence in mind and agreements in operation. The fourth point is that there is a strong demand of schools for more systematic and analytical information collection and dissemination on architectural education in Europe.

Various agreements have been made from the debates between schools in the last four years into the framework of the four previous Meetings in Hania. The most important of these are:

- That the European Credit Transfer System (ECTS ) is of vital importance for the development of student mobility, the organization of ECTS credits and the flexibility of programs of studies, necessary for the preservation of cultural and pedagogic polyphony which is considered a very important characteristic of the architectural education in Europe.
- The studies that lead to the Diploma in Architecture, which in turn ensures access to the profession of the architect should last at least five years and correspond to 300 ECTS credits which leads to education at Masters level.
- The pursuit of a comparable and flexible set of skills enables every school of architecture to decide and organize its studies either in an inseparable programme of studies or to break it in two cycles (3+2 years or 180 and 120 ECTS credits respectively) the first of which alone cannot allow access to the profession of the architect.
- The development of a European system of 'academic' evaluation and quality assurance of programmes of studies in the framework of the academic community is particularly important. A system which should be adapted to the needs of architectural education and would respect its existing pluralism.

At the last Meeting, the participants came to the consensus that these Meetings have to go beyond their initial character, which due to financial constraints and insecurity alongside its exploratory nature (it acted as a pilot where the necessity of such meetings would be tested) which was to offer the possibility for communication and exchange of ideas, but to assert for a more essential impact on architectural education in Europe. In other words, to encompass a number of activities and initiatives which, under the existing policies for convergence, would support Schools of Architecture to shape and implement a contemporary European Architectural Education. The ENHSA Project constitutes an elaborated development of this decision.

According to this Project, Heads and Academic Program Coordinators coordinate a series of academic activities undertaken by the appropriate teaching staff. This way, it is expected that the contribution of each School will be more substantial and effective and the impact of the Network output more direct. The focal point of the EAAE/ENHSA Project is Architectural Education. The aim is to support Schools of Architecture in Europe in their effort to follow creatively the dynamics of the European convergence, to define the contemporary profile(s) of Architectural Education in Europe, and to develop initiatives for the respective adaptations of their curricula. For the fulfilment of this aim, the Project will pursue:

- The collection, processing and dissemination of data and information, which will support the decision-making processes on the restructuring of the curricula.
- The elaboration of proposals regarding the adequate teaching time and the content of studies of specific subject areas, such as design, theory and history, architectural technology and urban design.
- The propping of the coherence of Schools of Architecture for better academic cooperation and more effective management of academic issues in the perspective of reforms
- The collection and dissemination of new educational practices and pedagogic methods.
- The cooperation with other International organizations (UIA, ACE, ECAADE, EU Advisory Committee on Education and Training in the Field of Architecture) and professional bodies for the creation of positions and political aims related to Architectural Education in Europe.

This volume consists of the interventions and debates which took place during the Fifth Meeting of Heads and Academic Program Coordinators in the framework of the ENHSA Project at Hania, Crete from 4 to 7 September 2002. It is structured in six chapters which include the interventions and the debates between the participants. Between the chapters the reader can find the texts of the interventions of the keynote speakers who honoured the Meeting with their presence. The appendix of the volume includes texts such as declarations, directives, agreements and other relevant documents which facilitate the discussion on the creation of a common area in Higher Architectural Education.

The limited time for the preparation of the volume in combination with the technical problems to the sound and image recording which, unfortunately, almost always appear

during the organisation of big scale events like this one, together with the multilingual audience, had as a result the transcription of the debates and the quality of the written version of the oral discourses not to be to the standards we would have wished to achieve. We apologise for this and hope that our next collective efforts will use the experience gained by this publication to ameliorate the quality of the deliverables.

This volume is offered to the participants of the Meeting in September 2002, to all those involved in the decision making process of the structure and organization of school curricula, and more generally to all those who are genuinely interested and really care about the future and the quality of architectural education. It is offered as a work document and at the same time as an invitation to this collective effort started at Hania in 1998 to create the conditions for a fruitful collaboration in order to support the construction of the European Area of the Higher Education in Architecture.

*Constantin Spiridonidis*

*Charged from the EAAE Council to coordinate the ENHSA Project*

## Welcome Speeches

### **Dimitris Antonakakis**

Architect, Greece, Art Director of the Centre for Mediterranean Architecture

It is a honor for the Center for Mediterranean Architecture and for the city of Hania also that you decided to organize your fifth meeting again in Hania. For me personally it is also a great pleasure to welcome you in this very old new building, which is our permanent home and which last year was as you remember, a ruin. I truly believe that we would not have been here now if our collaboration had not made us credible towards the local authorities, the Ministry of Culture as well as the public of Hania. Your presence here in Hania for five years gave us the possibility to press the bureaucratic mechanism in order to move the whole program faster. I believe that the constant and good relation between the schools of architecture with the city, which hosts them, will give only good results. Our Center is perhaps a good example of this relation. Before finishing this short greeting I must say that you have to consider the Center for Mediterranean Architecture as a place of friends and we will be happy for every future collaboration. Mr. EAAE President and honorable participants of this Meeting, I really thank you for your collaboration, your presence and your help all these five years. The Centre for Mediterranean Architecture is thankful for that. Thank you.

### **Constantin Spiridonidis**

Aristotle University of Thessaloniki, Greece, EAAE/ENHSA Project Coordinator

This is the time from my part to say hello to friends. To friends from this city, real friends after a five years' old established friendship, which becomes more and more profound and essential. To friends and colleagues who are coming from all countries of Europe, most of them every year the last four years to discuss issues related to architecture education and to exchange our love and interests on teaching and educating architects. The city of Hania is the city of architectural education and this nomination is increasingly formalized since every output of the debates that we produce during these meetings, has always the stamp of the Hania as a result of the Hania Meeting. I'm really very glad to be in this building hosted by the Center for the Mediterranean Architecture. I'm sure that most of you who participated in the previous meetings will always remember the other building and its atmosphere. But this renewal of the building that hosts us, coincides with a kind of renewal in our Meeting, as you already know, from now on it is framed by the European Union. The fifth Meeting of Heads of Schools of Architecture is now one of the actions of the EAAE/ENHSA Project which is financed by the Socrates Thematic Networks Program. The fact that this Meeting is developed under the auspices of the European Commission, gives to this Meeting a kind of institutional framework and mark. I would like to wish you a very pleasant stay in Hania and fruitful participation in this Meeting.

### **Georgios Tzanakakis**

The Mayor of the City of Hania, Greece

I would like to thank all the participants of this Meeting. If it is a great honor for the city of Hania the fact that for the fifth year this Meeting takes place in our city. For the Mayor of the city is great pleasure and very very big honor the fact that as we promised last year the Meeting of Heads of European Schools of Architecture will take place in this marvelous building. I hope that the other building as well -the old one we already know- will be restored and will be used accordingly. These buildings give a very significant content to the work of such a kind of meetings related to architecture. Our invitation is to consider to establish on a permanent basis the Meeting of Heads in this city and to create the necessary infrastructure in order to have the possibility to organize those events in the future exclusively in Hania. I will not speak particularly about the subjects of the creation of the common European area of higher education and more specifically on higher education in architecture. We will have the opportunity to discuss this in the near future. I would like to thank this time first the European Union, the European Commission which supports hugely this event, professor Spiridonidis, who is the heart of this event, Professor Voyatzaki and my collaborators Dimitris Antonakakis and the Council of the Center for Mediterranean Architecture and especially our keynote speaker Professor Dimitris Fatouros, who honors this Meeting with his presence. Last but not least I would like to thank one-by-one the participants because I believe that as we gave them a part of our heart we believe that our love will always remain in their hearts every time they come and, I am sure, they will come back in the city. Thank you very much.

### **Georgios Katsanevakis**

The Prefect of Hania County

Bienvenue à tous. I welcome you in the city of Hania. One could ask oneself how it's possible in a city like Hania to have a so well-organized Center for Mediterranean Architecture and in the same time not to have a School of Architecture. Sometimes the opposites yield better results; we have in this city Dimitris Antonakakis, who is the inspiring person and the founder of this Institution, the Center for Mediterranean Architecture. With his efforts it will become possible to create a kind of architectural consciousness in this city, which is the basic presupposition for the creation of a School of Architecture. In that framework the new School of Architecture will be not a typical School of Architecture but maybe a School, which will focus on the restoration of old buildings since the area of Hania, for those who have already visited it, is full of such architectural paradigms. Subsequently, the new School of Architecture should not be a typical one like all the other schools of Architecture in the country but a rather special one focusing on something which is missing in this environment and which is a School oriented towards the restoration and the conservation of the cultural heritage.

I wish you all to have by the end of this meeting a kind of enrichment of the idea of freedom of architectural thinking and the presupposition for an architectural production respectful of the culture, of the site, of the place and of the tradition. Welcome again to the city of Hania and I wish that the Mayor of the city after some years would be able to make you honorary citizens of the city.

**Herman Neuckermans**

Catholic University of Leuven ,Belgium

President of the European Association for Architectural Education (EAAE)

Good evening to every one of you. The proof that I studied Greek some fourteen years ago, could be that I can say «καλησπέρα». It's my pleasure as the President of the European Association for Architecture Education to welcome you on this 5th edition of the Meeting of Heads of Schools of Architecture. I feel at the same time a little bit like your host and like your guest. I feel like your host because we as Association have initiated and organize this event, but at the same time I feel as your guest because all this work has been done here in Greece, in Crete. On behalf of the EAAE Council and probably on behalf of the participants, members of our Association or not, I have to thank the local authorities, the Mayor, the Prefect, who all contributed to this event. I would like to thank the Center for Mediterranean Architecture and of course in his capacity of the initiator and coordinator of the ENHSA Network, I would like to thank Constantin Spiridonidis for all the intellectual material and financial help in making this event come true. At first, when I came here this year I couldn't believe what I saw because this building indeed last year was merely a ruin and I don't know how you managed to transform it in a few months time into this, I would say, exemplar or exemplary case of old building with new functions converted into a historical valuable building. I would like to congratulate all those who contributed to this realization. I don't know if I have to say something about our Association because I think most of you know us, but I shall say few words for those who don't. We are a non-profit making organization aiming at improving the quality of architectural education in Europe. We were founded in 1975 we have more or less 150 schools members, we have several activities amongst which is this one. We have conferences and workshop organized by the participants, by the members schools and we publish their proceedings as well as a news sheet. We initiated from this year on and you will hear more about that in our general assembly on Friday the Velux EAAE prize on writings on education in architecture, which is a significant amount of money for those who compete. For those who like to know more about us, you can find us by e-mail on [eaee@eaee.be](mailto:eaee@eaee.be) or on our website which I will have the occasion to show you on transparency later on, which is <http://www.eaee.be>. I wish you a fruitful meeting and above all many inspiring contacts with your colleagues and I would say enjoy your stay in Hania. I will also take the opportunity to try and say a few words in French because maybe you don't know but our Association is bilingual.

Je souhaite la bienvenue à tous les participants en tant que Président de l'Association Européenne pour l'enseignement de l'architecture et je me sens en même temps votre hôte et votre invité. Votre hôte parce que nous sommes en fait organisateurs de cet événement et votre invité parce que comme je le dis en anglais tout le travail dans le cadre de cet événement a été fait ici sur place. C'est pour ça que je voudrais remercier tous les instances qui ont contribué à la réalisation de cet événement et tout en particulier les autorités locales, les bourgmestres, le Maire et le Préfet et puis aussi le CAM-le Centre pour l'Architecture Méditerranéenne- et tout en particulier Constantin Spiridonidis, qui est le moteur initiateur du projet ENHSA qui co-sponsorise et qui organise cet événement.

Je disais aussi qu'en entrant l'immeuble ici je ne le reconnaissais pas parce que nous avions l'habitude de faire la réunion de la Neoria, ici l'année passé c'était encore une ruine et apparemment en quelques mois ça était transformé, cet immeuble a été transformé à ce que je considère quand même un bon exemple de comment il faut

introduire une fonction nouvelle dans un bâti historique important. Je crois que c'est très important. Alors, je voudrais dire que je vous souhaite une réunion très fructueuse, beaucoup de contacts parmi les collègues et un bon séjour à Hania. Merci.