

Chapter 3

Exchange and Collaboration between Schools of Architecture in the European Higher Education Area

Mobility is a key word in constructing European policies in the Higher Education space. What are architectural education's expectations of this mobility? Why do Schools want and need mobility? What do they expect their students are going to gain from it? The model of student who collects credits from different schools; what problems does it resolve and what problems might it generate to schools of architecture? It would be true to say that school exchanges developed ad hoc and are based on personal relationships and acquaintances. Most Schools do not have an organized and well-thought out policy on cooperation between universities. Often the incompatibility of the programmes of study makes these exchanges problematic with no real gain either for students or for teachers. Even in the case of the implementation of ECTS, which defines the way of awarding credits, the credits of one school do not necessarily correspond to the real teaching hours and coursework of its partner school. It is, therefore, important for schools to adopt exchange strategies for effective and constructive academic exchanges in the Common Higher Education Space in Europe. The Fifth Meeting investigates the various approaches to the subject in order for some general principles to be articulated which will reflect the particularities of architectural education and the diversity of architectural studies in Europe.

Introduction to the Session

Panel: **Coenraad Van Cleempoel**, Antwerp, Belgium

Michèle Michel, Bordeaux, France

Chair: **James Horan**, Dublin, Ireland

Discussion Group 1

Coordination by

Alan Bridges, Glasgow, United Kingdom

Christian Huetz, Regensburg, Germany

Stefan Wrona, Warsaw, Poland

Discussion Group 2

Coordination by

Joao Antunes, Setubal, Portugal

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Francis Nordemann, Darnetal, France

Exchange and Collaboration between Schools of Architecture in the European Higher Education Area

Coenraad VAN CLEEMPOEL
Antwerp, Belgium

Michèle MICHEL,
Bordeaux, France

Coenraad Van Cleempoel

To start we wanted to make clear what we understand by mobility. We think there is a distinction between institutional mobility, on bilateral agreement mostly like the Erasmus bilateral agreements, and free mobility which is usually based on personal initiatives. Bilateral mobility is usually referred to as 'exchange'. So, that's a difference we make. Mobility of course, is good for students and staff and we also make a distinction between a long term mobility for one or two semesters that's usually part of the exchange program and the short term mobility such as international workshops or exchange of modules. I think that sets the first framework.

Michèle Michel

Concerning the main issues that we can at least be concerned with is mobility. I should say that until now and I think that everybody will agree, mobility was a necessity for students and teachers as well as a means to develop a wider system of intellectual references or to enrich personal and cultural development when compounded with different social, cultural or educational context. We think that today there is something new, that is, that the students will be offered to practice abroad so, they will have to repair in a new space and in fact they will have to think differently from a national scale or space, the European space. This means that we have there an important responsibility to give them the necessary tools to cope with the new environment.

Coenraad Van Cleempoel

A brief statement that Michèle and I observed is that we see that most of the disadvantages seem from the members of

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What is Mobility?

- **Institutional Mobility** based on bilateral agreements vs. **Free Mobility** based on personal initiative
- Students & Staff
- **Long-term mobility** (1-2 semesters) vs. **Short term mobility** (workshops, international modules)

Main issues

- ≡ Mobility: a necessity for students & teachers as means to develop a wider system of intellectual reference
- ≡ To enrich personal and cultural development when confronted with different cultural, social and educational contexts
- ≡ A new scale in a new space: from a national to a European space

Situation Today

Most **disadvantages** are for the **staff** involved

Most **advantages** are for the **students** involved

Advantages (1)

- ≡ Mutual benefit being in a different cultural and academic environment
- ≡ Fresh input: contents and methods, both on the level of students as staff
- ≡ Better understanding the position of your own school within the international context
- ≡ Creation of networks
- ≡ A generation of more mature & international orientated students
- ≡ Improvement of linguistic skills

Advantages (2)

7. Confrontation with new approaches towards architectural education
8. Development of a critical sense & a wider system of personal references

staff of our school and most of the advantages of the system seem to come from the students. (Power point 3) We'll be encouraged to see how it is in your school but I feel that a lot of members of staff involved sometimes complain for the disadvantages that we will refer to later and that students only see the advantages. The most obvious advantage for the students is the benefit of being in a different cultural and academic environment. I don't think that needs much explanation. There is also a fresh input of different methods and techniques and I think here teachers also benefit from the system a lot. Another very important matter is that students having taken some distance from the school come back and understand to prove your own school much better. We have two questionnaires trying to survey that. My last point is that through the system of exchange networks sometimes emerge, when you have good experience with certain schools. We tried to deepen that relationship and we now see after a while that there is an internal network of Erasmus partners.

Michèle Michel

For the fifth point we can observe that when students move we have a kind of generation of more mature and international orientated students. I suppose you observed in your schools that often the same student has to move several times. They move from the first time very often in an Erasmus program but after that they are always the first who want to participate to international workshops, training abroad and so on and even prepare their diploma on a subject concerning a foreign country they visited during their courses. The sixth point, of course, is an evidence of the students who go abroad and then come back. They can speak a second language; this is very precious for their future practice of course. One other point Conrad already talked about this a bit, is the confrontation with new approaches to architectural education and this allows the students to develop a critical sense and to build a wider system of personal references. This is also very important for them, for the future in practice.

Coenraad Van Cleempoel

I'm coming into the problems or sometimes disadvantages of the system. I think a first and crucial one which will come back later as well is the different interpretation of the ECTS system by the different schools. For the sake of clarity the ECTS, that stands for the European Credits Transfer System and is an instrument designed by the Erasmus network to ease the exchange. I think the correct issue is that one ECTS point stands

for at least twenty five hours and those hours is the sum of contact hours and study hours at a maximum of thirty hours. So, if you have one year or sixty ECTS and our school that equals 1700 hours roughly it can vary from year to year. When students come back from the Erasmus exchange when we look at their learning agreements we sometimes have difficulties trying to understand how the other school applies the ECTS formula. So, maybe that's something we can talk about later.

Another difficulty is trying to understand the academic program, the curriculum of the other school and the academic system. I think that it's a problem that can be solved. It's a matter of dialogue and tuning towards each other. A third obvious problem it's the language barrier. I think Carlos Weeber yesterday already mentioned that Delft's Masters program will entirely be taught in English. I think that's very daring and I don't think for example that in our School it's legally possible. Maybe at Masters level we can introduce courses in English but not 100% English taught course. So, that's another problem.

Michèle Michel

Another problem is the incompatibility regarding the academic calendars. When you start and you finish your semester for example the exam period that can be very different from one country to another. Something difficult also is the different methods of assessment, marking and especially for marking another School's one of five, one of ten, one of twenty, one of thirty and when you are in the system of one of thirty or twenty. So, it's very difficult to make a good analysis on the results. Something important also concerns the learning agreement and the transmission of transcripts on firm results. In certain cases we have students who move without any learning agreement like free movers. This is also a real problem and people specialized in the field of mobility I think that they are like translators but this is a bit artificial because we are obliged to translate the local system into the ECTS. It's a kind of affair of specialists and it will be very important that mentalities could evolve in the framework of the European reform.

Another important problem is often the lack of confidence in the program of the host School and often we are confronted to a situation of second assessments. So, I think that could be interesting just to have a best understanding of the program of our partners and that will be obliged to evolve in a more confidence state of mind. This is a real problem because we think that when we have a contract with a school we need to have confidence in each other and not to try to propose

Problems (1)

- ≡ Different interpretations of the ECTS-system by the different schools
- ≡ Difficulty in understanding each others programmes and academic system
- ≡ Language barriers
- ≡ Incompatibility of the academic calendars (start/ends of semester, exam periods, ...)
- ≡ Different methods of assessment & marking
- ≡ Difficulty with "Learning Agreement" and transmission of transcript of conferred results

Problems (2)

7. ECTS translators: an affair of specialists
 8. Lack of confidence in the programme of the host school: situation of second assessments and juries
 9. Escape possibilities for weak students
- ≡ To position incoming students at the right level
 - ≡ Students' possible financial difficulties

exactly the same things and ask our students to do exactly what they would have done if they had not moved.

Coenraad Van Cleempoel

Another point is that we see that the exchange in our School takes place in the fourth year, which is quite a heavy year and Erasmus is also democratic so, we allow everybody to apply. We've noticed that some times weaker students also participate because they know if they are accepted they skip the fourth year. It's not a serious problem but it happens. Something that can be addressed and a difficulty sometimes to position an incoming student to the right level is also true. Our students going out sometimes they are placed in the third year, in the fourth year or even in the fifth year. So, that's not always transparent.

Some general observations that Michèle and I came to is that we see an increasing demand from students outside of the EU. This may have to do with the second point and it's the national and transnational diploma shopping. We've had cases from students outside of EU coming or applying to us to study in the final year in order to receive a diploma from a member state because this will allow them to work in the European Union. The diploma shopping also takes place with students within the European Union, taking one year at the school, traveling to another school and amounting some modules there.

Another point is the mobility related to immigration. We see in our schools sometimes that immigrants having lived in Belgium for several years being an architect but not having a Diploma recognized coming to our School to have the programmed script and ask which modules they have to take in order to get the final Diploma, for the same reason as the first point. Mobility may also be motivated by the national differences in the entry to the profession. I think Lawrence Johnston will talk about that later; that the great diversity of entry conditions to the profession may stimulate students to move and to decide to work in a country. Students may become academic immigrants in the sense that exchange can become mobility. We had a case of students going abroad with Erasmus lacking in so much for various reasons and deciding to leave our School and stay at the host School to graduate from it.

Another observation is the possibility of schools offering modules or workshops on the international education market. I think this is a very good trend and at our School for example, we organize once a year an international workshop, where

we invite various professors to spend a week with our students and bring their own students as well. So, there is an exchange product level of staff as students. The final point perhaps, this is maybe a bit more sensitive, is because of mobility. I mentioned already that a profile of foreign schools becomes clearer and this may lead to what is an American referred to as transranking; that students compare different programs and choose themselves which Schools they go to. So, maybe that's at the moment not really a problem but may become one in the future.

Michèle Michel

Just to conclude we need some proposals to improve mobility maybe but within that reform things we'll go better. It would be interesting to come to a general implementation of the ECTS structure and value because this is a big point, an important point and to come also to a unified marking system to facilitate the mutual understanding, to come to more comparable and transparent curricula. This is the problem of information between us, understanding of each other organization; to be more confident in the partnership. This is very important too and maybe we will end on a question because maybe we don't have the answer, but we will be able to discuss the problem. Mobility tomorrow; what will be mobility tomorrow? Will it be a free mobility, the student building his own curricula, will be a framed mobility with a curriculum built by the Institution with the students, how we will manage mobility later, in the years to come? This is the big question today maybe in the framework of the European reform.

Observations

- ≡ Increased demand from students, especially from non EU countries
- ≡ National & trans-national 'Diploma shopping'
- ≡ Mobility related to immigration
- ≡ National differences in entry to the profession
- ≡ Students may become 'academic emigrants'
- ≡ Possibility of schools offering modules on the international education market
- ≡ Competition between schools (ranking)

Conclusion

- ≡ Come to a general implementation of the ECTS structure and value
- ≡ Come to a unified marking system
- ≡ Come to more comparable & transparent curricula
- ≡ More confidence in the partnership
- 5. Mobility tomorrow ?

James Horan, Dublin, Ireland

It's been quite a few years now since the original Erasmus program began, which started off a significant exchange of both staff but more particularly students across the Schools of Architecture of Europe. As a Head of a School one feels very much positively inclined to encourage this type of exchange as much as possible but one of the things that I have found is that exchange programs particularly for students who spend sometimes studying in another school may point out to you what in fact your school is lacking. They come back from the trip and they tell you all the things the other school has and you don't have and it's almost like the inventory that follows this student's exchange and you feel in some sense that you must provide some of these goodies that the other school may have in respect of the fact that you may have goodies and they don't have that's the point. However and that's not a negative comment, I feel that the entire business of the exchange has been enormously positive for schools of architecture and certainly from my own point of view, the number of representatives and heads and students in other schools that I have met in the past ten years has been enormous and I know that my school has benefited hugely from those contacts.

Alan Bridges, Glasgow, United Kingdom

I think Michèle and Coenraad have given us a comprehensive overview of some of the advantages and disadvantages of student and staff mobility. However, I think before we go to a general debate, I would like to give you two specific examples from my own School of advantages and disadvantages. The advantage first of all, something like 90% of the intake to the Department of Architecture to Strathclyde in Glasgow comes from the west of Scotland. We recruit very much from the area surrounding the university. Most of these students would probably never even have visited Edinburgh, which is some sixty kilometers away on the other side of the country, let alone straight into a foreign country to visit somewhere like London. So, the opportunity for them to travel abroad is absolutely crucial as far as I am concerned in terms of just opening their eyes just a little bit in appreciation of a different culture, let alone a different school of architecture and different kinds of architecture and discovering that there are some countries where it doesn't rain all the time.

Some of the disadvantages though associated with that, and again it may be something that we will be discussing this afternoon, is that the students who go on the exchanges, we sometimes have to ask that they do extra work on their return in order to meet our professional validation and accreditation criteria within the United Kingdom. I think that this is a serious problem.

Christian Huetz, Regensburg, Germany

I would like to point out some aspects of mobility. On the first, one has to say that mobility is not tourism for students; it's more than just tourism. I just have to go a little bit back in the time when Germany was reunited. You see there were two parts physically united again but they came up with the sentence of unity in mind. So, I think we have to think about what's the mobility in mind and mobility mind means that the schools and the staff just have to think about. Michelle had talked about the confidence we should have. I will go a little bit further. That's really crucial that every work is just recognized by the

different schools. Only imagine when you send students away and then come back, they are also very very much well moving from recognition of points and getting points and getting notes and marks. I think that's very very important and crucial for the mobility that students not only go to a different school with confidence to learn something but when they come back and they must have the confidence and the recognition of the work they did. I think that everyone should think about that. How is it? Well, that's appreciation.

The next thing I have is the ECTS. I think that's crucial for the mobility. We have collaboration with some schools and I sent over some students there. They came back after half a year and they have about sixty credits. You see, half the year is thirty not sixty credits. What they did, they won credits. I think that it is necessary that we think a lot when we talk about mobility. Everyone believes that mobility is marvelous, wonderful, everyone can travel around Europe and get credits. We also have to think about the social and economic aspects and problems of mobility. There are some students, who can't afford just to go around and they do need a program. Then, you have students that just travel around with a program they get not enough money but they can earn something. So, they are able just financially to go around and then we have a group, which can't afford even if they get money from a program so, what should we do with them? These are three points we should think about and we should discuss; how we can manage to get all students well, not all students into movement but anyway to give them a chance for mobility.

James Horan, Dublin, Ireland

We now have had four different view points about the business of mobility and exchange and I suppose that in the workshops that will follow, you will have an opportunity to open up this discussion and perhaps enlighten various groups with individual experiences that you, the general body of the audience may have. From my own point of view, I think that there are a few things that are absolutely clear. There is no question that students and staff exchanges are exceptionally good for a school of architecture and even if there are disadvantages certainly in our experience we would find that the advantages generally put away the disadvantages by a number of faults. Really most of the disadvantages that we even counted have to do with the day-to-day practical dealing, with the administration of the exchange such as marking, such as just practically dealing with the foreign student who comes to our School. But all balanced, this has to be good and I feel that it's one of the most positive steps that is going out of the various relationships and the development between schools in Europe and elsewhere.

Exchange and Collaboration between Schools of Architecture in the European Higher Education Area

Discussion Group 1

Coordination by

Alan BRIDGES,
Glasgow, United Kingdom

Christian HUETZ,
Regensburg, Germany

Stefan WRONA
Warsaw, Poland

Alan Bridges, Glasgow, United Kingdom

As people said yesterday I'm not sure what we three did to deserve being asked to coordinate this discussion but I think we must have upset the organizers somehow or another because I cannot see how the three of us can coordinate the discussion. Again I felt that the introductory presentation by Conrad and Michelle really posed most of the questions. We did not give anyone a chance to respond at that time so, I think one way that we might begin is to allow anyone who would like to make a contribution based on their own school's experience to tell us about that. After that I think it might be useful if we possibly addressed some issues which we left unanswered earlier this morning regarding perhaps possible futures for students and staff exchanges and how we might like the system perhaps to develop. So, would anyone like to make an observation of their own experience of students or staff exchange?

Koray GOKAN, Istanbul, Turkey

I'm a newcomer to this group. I'm going to express my personal views. I think the talk is already known. I mean everybody knows what it is all about. I wanted to hear more since I'm a new comer. I don't want to be the first one, who takes this microphone and talks. But since you let me have the chance I would like to say that I'm from a new University with no experiences; not from an established one. My problem is I like to see a structure, which can offer me opportunities for the future when my students and much more my staff look for exchanges. It looks that in these meetings we talk about concepts; there is nothing concrete for the future.

Alan Bridges, Glasgow, United Kingdom

Would anyone like to respond to that? My own initial response is that individual exchanges can't take place under the current system with what is known as free movers rather the much more formally coordinated exchanges. But again I see meetings like this as an opportunity to maybe make contacts and talk to people about possible exchanges. James Horan was severely reprimanded by Maria Voyatzaki this morning for finishing early. She felt that the conference had a large agenda and we ought to use that space to continue some other discussion. I think James and myself felt that the large agenda fills too much of the time that we have available and to have an hour when people could talk amongst themselves was probably very useful because by the time we get to dinner in the evening are we able to talk to each other, I mean most people are so tired that it's not work that you want to talk about. So, I felt that was a quite useful opportunity and maybe that contacts can be made to help new people join various exchange programs. Are there any other comments people would like to make?

Halldor Gislason, Reykjavik, Iceland

I'm from Iceland, I have been teaching in Britain for a very long time. In our School not far from London we have for many years set up an exchange of students inside Europe where the best money is spent. The European system ever spends on anything because it's actually moving very young people to meet each other and what happens? I have found out through my ex-students that have left the school that they still keep in contact and very regularly on a more than an annual basis meet in major cities in Europe even though they were maybe my students in fifth and sixth year about five or seven years ago. So, this is the kind of money that Europe is spending that is actually unifying something in Europe and now I'm talking on the personal level between the students.

The biggest problem with the exchange of students and of course, this was pointed out this morning, is that they are all for it but we actually have a kind of secretaries or people looking after them very often in the schools. So, it's a kind of a problem the exchange of students when they arrive. They are almost like a little problem because we do not have any time to look after them properly, especially if they have let's say, language or cultural problems and very often there are administration people looking after them. They are not connected easily to the academic part, the studio part of the system and actually if the students are like personalities that kind of eager or don't have a kind of inner strength, they are kind of left out. So, I think that this is actually the problem in the host university. We should in our own schools try to develop a system where we can accommodate them better.

Alan Bridges, Glasgow, United Kingdom

Yes, I think that's probably a common experience and I suspect the problem may well be largest in the sort of middle size schools that many of the schools in the United Kingdom are small in comparison to the rest of Europe and I think moving into a small school, it's more of that family atmosphere and it is perhaps easier to adapt to someone joining us. I think the biggest schools can deal with it in a different way, I mean that Leen van Duin might say something about Delft, where they have a member of staff whose only responsibility is administering the exchange programs looking after the students. So, a

big school can afford to dedicate a member of staff to do it. I mean the middle size school has the difficulty.

Jacques Gubler, Mendrisio, Switzerland

Someone said this morning I think it was Christian Huetz, that we want to give all students a chance for mobility. Remember that, all students a chance for mobility. Now, my question will be about the possible selection of the students. What are the practices in the various schools? Is it true that we are going to give all students a chance for mobility? It is true on the contrary that we want to make a selection so, that when the students arrive to the host school, they will be accepted because they have been maybe selected, maybe for some kind of interesting quality. I remember the very bad publicity one school offered when students were sent, they were not the best students of the school. I'm not talking about excellence as an absolute criterion but we had the feeling that within that school probably that there must have been some kind of problems. Is it true that you want to give all students a chance for mobility or, on the contrary, is it true that we are going to select the best rackets, best students because we work in a context of concurrence and we want to try to give the impression that we are the best school in Europe maybe in the world, I don't know. I would be very curious to have answers on this very precise point.

Alan Bridges, Glasgow, United Kingdom

I think there is maybe an opportunity to start to perhaps think about how the future of students' exchange might work because to a certain extent I think the plans for the Bachelor and the Masters structure and the free movement between schools may answer your question that it will open to everybody to move under the new system automatically.

Ferran Sagarra, Barcelona, Spain

I agree in some way from the impressions I had in the sense that after a period of indiscriminate policy I think we have to start to think on selection. In our case, we have also the best school in the world of course, but what we are, I'm sure, we are the biggest school. It's a quite a big school and we have 150 Erasmus students. Some come from Mendrisio and not Erasmus but I don't know what program. So, we have a big experience I think right now and what we did is we have two kinds of programs. One is the Erasmus interchange. We don't accept free movers. We want always to have the contract with the other partner and to know so, we even organize the figure of the ambassador of our coordinator with every school. I don't know if some of you know so, there is a teacher of the staff, who is in charge of people coming and going to every school. That's one part but this is a program just for rich people, I mean, the Erasmus in our country at least. It's very badly paid in Europe in general and only if you have rich parents you can use the Erasmus program. So, that's the selection, financial one. So, what do we invent or reinvent? What we try to do is to improve the intensive programs in order to organize workshops all around the world if possible and these workshops we try to pay all to our students. That's more democratic and in this case of course, we select, we have a very strong selection. It's a kind of prior-home in our School. So, when someone in the school of Barcelona has been allowed, who is who in Barcelona is in view of being an architect and you are young and you have been allowed, you are someone. So, we organize these

very high level events just to select the best students and to create an aristocracy in our School.

Christian Huetz, Regensburg, Germany

I think it's not a question of butterflies, students are like butterflies but to just flying around and getting everywhere the nectar and downing just to every flower we have in Europe. Anyway, we are very proud of our diversity but I think what the selection of students is. If we talk about selection, we should talk about and think about the future of high education space, on what's going on Bachelor-Masters studies, when is it a chance to be mobile, when schools let their students go out to study elsewhere abroad, I don't know where. Anyway, when it's a chance for them, it's a chance for what we could let them out the first year or the second year or it's most useful when we send them out after they did the Bachelor studies and perhaps there might be collaboration of schools, which just have for Masters program one it's the school where the students come from and then we have two other schools, which are just in the spot of the Masters program. So, you can study in another institution. You are mobile and I think it's the freedom they have just to use the freedom I think freedom is nothing if they can't use it so, I think there should be a little bit restriction to get more freedom.

Selahattin Onur, Ankara, Turkey

Actually, this last point by Professor Huetz is very important because I think this ECTS system was especially initiated to have these two cycles thing work efficiently. Especially it's expected for those who finish the first cycle and want to go into other programs, different parts regarding what they are interested in, regarding what they want to continue their studies with and in that case the importance of comparable and transparent transcription curricula becomes very important. So, this system of diploma supplements is initiated for this purpose. So, it's also left to the host university to accept or not accept the applications. So, there are these mechanisms, which, I think, will confront these kinds of problems and this mobility is not mobility for mobility's sake.

We already have I think, what you know, the French preconceptions of mobility already existing in different forms but I think should be viewed in the perspective of the Bologna process, which involves the two cycle thing and adaptation of the different programs and to see the relative comparable situation of different schools. I think what we are doing now, it's going to continue to have the programs of each school transparent to us, will contribute a lot so, there are things that should be done, which are necessary for these things to go further. The ECTS for instance; how each school is going to adapt this system is very important. How to credit the different courses and I think this is supposed to be done very soon so, that can really work. So, there are things to be done. There are things that have been undertaken by each school as a project unless this will just be repeating itself.

Richard Foqué, Antwerp, Belgium

I agree that we have a lot of practical things to do as you say to make the exchange system transparent. It's this session in which it was actually pointing out the different

programs we have and we should work on, but if I go, in fact, a step further I think this transparency is important if you look a bit into the future. We are still discussing, in fact, these problems of mobility exchange from the viewpoint of the discipline. You are discussing the things within our discipline of architecture. When we see, and of course I'm not the only one who sees, everybody sees, that we are moving to our society in a condition where the real problems are situated in between the disciplines. You need an interdisciplinary approach; this is the one point.

Another point is the tremendous pace the problems are changing and the world is changing so, change will become a sort of study state of society, a permanent situation you are in is changed. So, the scale of things, the complexity of problems is increasing, a lot of problems are known to be situated in the world scale, in the scale of the earth. So, if you look at this, we may move to our educational situation where the disciplines are not important anymore but where students may want a sort of à la carte education. You know if you go to a restaurant, you have the menu but you have also à la carte, you can eat à la carte. So, I can imagine for instance that students who sort for their own career possibilities maybe not want to be an architect in a traditional way but may go in other career possibilities related to architecture. They may choose their objects in the school, their modules related to that, to the further career as I can see from other disciplines. Take an example; law for instance. Maybe somebody wants to specialize in building law. I can easily see that such a man or woman may take modules from our Institute related to construction or whatever construction problem. There is a lot of variety possible in the future and this may in fact cause much more practical problems, not only financial, and it may change the complete idea of traditional education we have. Then, if you add e-learning and the distance learning, that in fact can expand a bit the discussion. I don't mean that these practical problems are going to be solved; on the contrary, I think that it should go first to make that step in the future.

Alan Bridges, Glasgow, United Kingdom

Thank you Richard. Perhaps the microphone is going towards the back. I'll just make a comment. We say, it might be something that we carry forward Richard Foqué's ideas to this afternoon's discussion because I think the situation that Richard was proposing about students selecting from a whole menu the different options and putting together their own ideal course, put us of course immediately into conflict with all of our professional validation systems. I think it might be something this afternoon. That we might discuss all professional associations and then use in the future, they were set up about 100 years ago separately to protect individual interests, architects have their own professional institute, structural engineers, civil engineers, all protecting their own interests but really the construction industry is much more fluent in that and I think what Richard Foqué is proposing really cuts across that idea of protectionism. We really have to look perhaps at new structures, much more broadly than just educationally.

Krumlinde Heiner, Bochum, Germany

My head is full of problems and they are becoming more and more and my head is full of hope. It will be better in the future. I think our common purpose is to have a European network of schools. I know from my own experience, because we have a lot of exchanges

with Milano in Italy, that German students normally don't speak Italian but if they go to Italy and when they come back after half a year they can. Bochum is not so well-known in the world but it's one of the most interesting cities I know because it's in an industrial region with a lot of architectural and historical settlements. I know that there would be a lot of experience for foreign students to come. But the Italians don't come really, there have been two of them in our School and they had a good experience. They didn't have problems with the language. For other students from foreign countries it's a problem to speak German because it's a difficult language, I know. But it's not a real problem for architects because we have this very nice kind of workshop and we have these studios and we are working together in groups. Everybody has time to speak a bit English or a bit French or what he speaks.

My suggestion would be to make a bit more propaganda for these, I say on unknown cities. Everybody wants to go to Florence or to Rome or to Milano but there are only few students who know the other cities even in the eastern countries or in Turkey or wherever you want. I want to have a bit more equality between the cities. There are attractive cities and there are less attractive ones but each school is maybe very good so, what about the idea of having a catalogue of our Network's schools represented on two sites for instance with the main specialties of the school. Every school has a best way to approach architecture, I know and what is the specialty of this school? Harald, my friend from Bochum, has done a booklet. You can find it downstairs, which is about the last meeting and why not have such a booklet with the results. I think, of these posters you did all or not all; give them to the students if they are interested to leave their countries.

Another dream of mine is that we have in each country a guesthouse, small one, small groups to have workshops, international workshops there and to make the first step for students to stay. They need help in another country because first is their fear, they don't know how it would be there, how to live there, how to pay and so on and so. For me as responsible for foreign exchange, is often not possible to say everything about this country. How it would be, how we can live there, how to have an apartment and so on. So, maybe we can talk about some helpful things like a booklet to come nearer to this problem.

Alan Bridges, Glasgow, United Kingdom

I think that really apart from the promotional part from the Bochum Tourist Board, it really supports Richard Foque's suggestion that we can see people picking from amongst the schools a specialist's menu and really although I think it offers an interesting possibility in a market driven economy, we might find that it is still perhaps the big schools that people choose to go to and it is a difficult possibility.

Zef Hemel, Rotterdam, The Netherlands

My head is full of just one problem that my students want to go to schools in China. What I mean is that they are not interested in cooperation with schools in Europe. They all want to go to China. We have projects in South Africa. We had cooperation with Moscow, with Shangai and that's what interests them. What I can't get them to do is to go to a school in Florence or in Rome so, what to do about that?

Christian Huetz, Regensburg, Germany

We should have a European space of higher education and we should have on for China so, I think we can do that. Well, I think perhaps we have to solve the problem we have now in Europe and it just came to my mind that Europe is getting very very close you see because we are talking about mobility and this morning I said that my students say "the longest way they go, they go to London". Everyone is talking about problems. What should we do just to have a common education area? I think that's the problem we have, we can't look for students who go to China that they can do if they want to. But we have to think about the normal student, who just has not too much money. I think this sort of problem is a very very difficult one we have to solve.

Pierre Culand, Bordeaux, France

I would like to say that you used a kind of metaphor talking about studios as a butterfly but I would like to say: let's see these students as bees that make honey of their road away the travel. Perhaps I'm optimistic but I feel that the mobility and exchange is a sort of a free program for students. It is something that we have in the back. We have to think more or less what kind of new mobility is just in front of us. So, how could we build Masters in common or exchange Masters with a group of schools. I think it's the main topic. How do we do these Masters so that they are recognized by the professional organization it's the second point. These are the main points we have to face.

Matteo Robiglio, Torino, Italy

I think many very interesting things have been said. Also our students don't dream anymore of going to Glasgow or Eindhoven or Amsterdam. It has become banal. We are not supposed to provide them with the thrill of exotism by our programs but with some education. Of course, we have to establish relationships at a larger scale but we have to manage a process of different integration and also vulgarization of exchange in our university. Socrates used to be a real journey and now, it has become something quite normal. I very much sustain Richard's opinion that we are going towards an à la carte formation. That means that we are leaving apart the old modern idea of whole boxes of formation that everybody would pick. That's the reason why maybe the educational institutions in the field of architecture should not be taken for granted the interest going by side with professional organizations because I have the fear that we might sink with them. I don't see a great future for professional territorial organizations defending professional fields. There are many doubts as it was meant in the old modern welfare state inherited from the last century. So, we might move apart also for economical reasons.

This year our schools show a tremendous shrank of inscriptions in the field of architecture and in the field of civil engineering, which were our outstanding curricula and everybody is struggling to get into the newcomers, which are web design and industrial design. So, something that with the academic in architectural design usually despises a secondary discipline but what brings the cash in the faculty and keeps also the old cavalry of architectural design alive and afloat that is not covered by professional organizations. It was long by gone all these parts. So, we will have to provide let's say, pass from a supply side policy to a customer-oriented policy, in which our role will be more and more to validate per courses that we have not stated.

To give an example; we decided when we adopted the three plus two system that people could apply for our curriculum in specializations of the plus two years even if not coming from a formal architectural education. They can submit their curriculum and the faculty can accept or can state some doubts in specific sectors. Let's say, they have to take courses in architectural design but just architectural design and then can enter the specialization courses of the Masters classes. This is a small example to say that we should work more and more in this generalization and vulgarisation of exchanges on joining more the context of the boxes and this joins should be made of credits. How we validate an exchange credit is not on mutual basis but on an associative basis. How we validate quality in this voluntary association like us is very important because we can be like the RIBA, we can state the quality so, if somebody is not in this association, is not labeled, is maybe regarded as second class. ... we have the problem of languages and this is the reason we could try to provide more multilingual teaching in our school. This could be done even if we teach that part of the language for the exchange purposes. We should work on calendars, which are one problem. Timetables in teaching during the years, not being generous, are risky to hinder the mobility of our students and of course, we should have as it was already said yesterday networks, in which some teaching is provided elsewhere. I think that it would be especially related to Masters Courses because it is no use for us to look for excellency in sectors that we can't be excellent. We will provide teaching by pacts and accords with other universities. So, we would very much like to work on these small and practical problems, which in my opinion hinder mobility that should be generalized and no longer taken for something special in the curriculum.

Stéphane Hanrot, Marseille, France

I just want to say that the Bologna Declaration gives a frame for exchanges in the end of the process of changing. It shows that students will have to spend a semester in the Bachelor cycle abroad and another one in the Masters cycle. So, perhaps it will give the new conditions of exchanges compared to the Erasmus process that is working today. Perhaps we could think about that, one semester in each cycle, what does it bring as new condition?

Jose Depuydt, Brussels, Belgium

I will start with a personal experience. In order to send students to Australia in terms of an exchange I had to select good students and we have sent two good students to the University of Newcastle. In Newcastle they were running a problem based learning strategy. In New Castle those students were very bad students because they could not assimilate a totally different learning strategy. So, what I want to say is that it's very difficult to make a distinction between good and bad students because good students can be bad students and vice versa. What is more important is that the students become aware of their own learning style in confrontation with, and in a learning context. A benefit of exchanges is the confrontation of people in changing learning contexts and a particular benefit for the student is that changing the learning contexts offers him or her an insight into her or his own learning style.

I will generalize that and return to what Koenraad Van Cleempoel said in the beginning of the statement. If the disadvantages are addressed to the teachers and the advantages

are addressed to the learners I would suggest to approach the whole program of mobility to see it from the stand point of the learner. For the learner, mobility means flexibility and thinking and doing; means to change her or his learning context and we can define a learning context as a relationship between learning strategies, learning cultures, learning structures and dialogue conditions between teachers, teachers and students and students to students.

Let us go back now to a metaphor that Richard Foque used: the menu à la carte. If you go to eat and take a menu à la carte, you have to know before the quality of the restaurant. You can do it in the same way in the case of schools; you have to know the quality of each school. For the schools you can also say that there are no good schools or bad schools because you can use the same argument that I used for the students. It only depends on the context of the learning environment.

Richard Foqué, Antwerp, Belgium

Now, I just want to disturb this discussion about this but it was an addition to colleague from Torino. Just for information, the government of Flanders in our country is preparing now a new legislation according to the Bologna implementation. It has not been voted yet but it will be voted I think by the end of the year and one of its articles says that by awarding a diploma, it would be possible on certain conditions and in Flemish law because now, we are in a Flemish state, is written one third abroad and two thirds in the own school which will give the diploma. It will be the legislation in Belgium. Just for information.

Michèle Michel, Bordeaux, France

I would like just to add something concerning this question of menu or program à la carte. I think that with generalization of the masters we will see clearly the diversification and specialization proposed by the different schools and I think that in each school, we have special work to do with the students to help them to build their professional project. I think it will be very important in the coming year to think to this question of professional project for the students to help them to have a good orientation on this big European scale.

Selahattin Onur, Ankara, Turkey

One thing that bothers my mind is about what is mobility. Is the danger related a little bit to the social, cultural aspect of the higher education area? I think one of the basic tendencies of this common European higher education area is to develop and sustain a social, cultural environment at a higher education level. So, I think there should be sensitivity in awaiting students from feeling themselves as customers and customers of educational super market. I think that's one of the dangers that we may face and this environment should emphasize this feeling of belonging to an area, which is trying to consolidate a certain co-social, culture environment. Again I want to emphasize the importance of some seminars that should be done towards the Berlin conference of the Ministers and one of them is going to be in October, in Zurich about ECTS and what are the challenges to institutions. The other one is I think, in Athens, I don't remember the exact date but related to the social aspect of this dimension higher education area, it's

going to be in June, 2003, I think or in February, 2003. So, these two meetings are important. It's important how the climate will develop in those seminars because it is going to be somehow framed into the Berlin meeting.

Alan Bridges, Glasgow, United Kingdom

It's so far the discussion seems to have been mainly about students' mobility. We have not really discussed very much about staff mobility and the possible advantages that we might see people gaining experience exactly is the point made from representatives from Brussels about experiencing different educational systems and environments and maybe that would be advantageous to members of staff to go and spend a short time in a different school and discuss approaches to teaching to bring back to their own school.

Joaquim Braizinha, Lisbon, Portugal

I'm from Lisbon and for a long time I exchanged students with other schools. I learned very important things, that they are common people not only students. They go to other countries and firstly they have the first experience out of the house of their genitors. They are in contact with other languages, other food, and other cultural things in general. It's an experience more important or at least equally important to succeed in disciplines that are going to do in other schools. They learn about other architects, they see architecture in its real dimension with all its body and not in the books, they see exhibitions, they go to cultural events and this is very important and has not being considered here. I don't agree with menus, I don't agree with total correspondence with curricula. In general, I send my students to do projects only and I advised their parents because in general, the fellowship is very low so, only parents with money can send their sons or daughters to the Erasmus or Socrates. So, I advise them that even if they do not succeed to have a lot of credits abroad they will grow up with this experience; that they will become more mature, which is more important than to get a credit more or a credit less. This is the humanistic view of this program. We cannot instrumentalize this poor program Socrates. We must do a reference to the name of Socrates. Don't forget, knowledge is not only to go to school and follow courses.

Our students prefer to go to Spanish schools, to Italian schools, to French schools because they speak the language and this is easy to line in town, to contact the others, to exchange experiences but they also do go to other Northern schools, English schools, German schools and so on. For instance, once we had the opportunity to run a Tempus program with Bucharest it was fantastic to learn that other names, other architectures experienced that we have never taught before, teachers, students we learned a lot of new things that we didn't know before. The scholarly success is not very important but the human experience that they must have to get maturity.

The second point you put in the discussion is staff exchange. I think that Erasmus started in a program first exchanging students and after exchanging staff. I always say that for us they have exchanging staff to know each other and after I can tell let's go to exchange students and I know to whom I'm going to send students or from whom I'm going to receive. We can exchange personal experience and so on. I always ask for improvement in staff exchanges. It can be very rich because when professors from other schools come

to our school, they do teaching, they do a conference and it's for 100, 200 students or even more and a student when he goes, he has humanistic and very important experience that finishes in the limits of his body. It's not transmissible. So, the investment that must be improved to restart this project with staff mobility, we need to know each other, we need to know our schools to see the works, to see the teaching and the methodology. As we are only teachers, I know that there are not students here to kill me immediately.

So, I'm saying this because all my visiting to other schools allows me to learn a lot of things that I used in the pedagogy in the adjustment of the curriculum and so on. I thank you for your advice and discussion about the staff mobility and please, don't think of students as pieces of a puzzle that is sent elsewhere to be achieve great works, to be part of a star system but to learn how to live with the others, how to meet other cultures and so on.

Hans Lindgren, Goeteborg, Sweden

I would like to comment on this issue of teachers' exchange, which I think is very interesting. We are looking forward to a situation where we have a possibility to run design studios, which will be a platform, you can say, for people to work on certain issues for maybe five or six years. It will be a platform for a kind of team-building, which includes teachers, researchers, PhD students, Masters students and the students working their candidate papers and I think we can create some frames for our work within the Masters courses, which include people with these different backgrounds. We can give a much broader possibility for the teachers to visit the different schools because if you can count on other places to teach and also take part in research, I think, teachers will be much more interested in taking part in this kind of exchange and also it's possible to build a more long-term relationships between the different departments.

Hansjorg Hilti, Vaduz, Liechtenstein

I would suggest that we talk about the implementation of some tools, which would help us at least to ease the associations of exchange. To give an example, with a colleague from Amsterdam, we talked last year about implementing a week workshop between four to five schools at Christmas time when it doesn't interfere too much with the usual curricula and the four-five schools will do workshops. The students can choose to which school they wish to go and the teachers can change too. I think it could help to have very small tools, I mean the teachers can go for a year to another country. It's not so easy for their families and things like that. But for one week everybody can go and to have small working tools where we can interchange. I mean we are one hundred schools here and if we just agree in maybe some kind of timetables for interchanging, small practical instruments to really do it for staff exchange, students exchange is working anyway.

Our colleague talked about China. I would prefer to have a map on the Internet from this association, where the whole world would be. I mean we don't have to have a contact but nowadays, countries like China is a fashion. We are now in touch with Shanghai; Peking there is some interest to get in touch with us in Europe, why shouldn't we use this connection? Why should we close in ourselves in Europe? I mean we have aboard for immigration a high world part from east and west and United States but at least on academic level we should open up to the world.

Alan Bridges, Glasgow, United Kingdom

I think all these things are open to us but at the moment the discussion is nationally based around some European Union initiatives. We can all have these free exchanges and again in terms of asking for the mechanisms, I think we should focus on schools as a simple thing to do about students being involved in workshops and so.

Stéphane Hanrot, Marseille, France

As a teacher when you go to another school during a certain time it's interesting because you can have a kind of experience and use what is happening in this school as an experiment in relation to yours. Just to give an example. I went for a semester to New Castle in Australia and because I was interested in problems on learning strategies I observed different things that are very useful in the context of European exchange for instance. In this school in Newcastle, they implement that for a long time, the way of three plus two, Bachelor and Masters as we tried to implement it in Europe. After the Bachelor they ask their students to spend one year somewhere working in some place related to architecture as well for instance, offices, administration and so on. I asked myself if the students in the end of this practical period were more keen on studies or not, if they were more professional in the attitude in relation to their studies or not and in fact, it was very interesting to see that students who wanted to go out of the process of studies find at these moments an exit door that allows them to have a real position in practical situations. On the other hand, for the ones who want to go further they go back to school with a real demand of knowledge and deeper experience in design and reflection. So, that was a kind of proof for me that this system was beneficial for school itself because the students demand more academics than I could think at the beginning. So, this kind of experience is very interesting when it can be related to creative situations as we have in Europe now.

Ferran Sagarra, Barcelona, Spain

I wanted to say a few things on the case of menu à la carte that it's premature. I think we have a lot of things to do before that because we have to create the confidence that doesn't exist of course, and doesn't exist because I think that most of us, I suppose we'll agree, not all I know, that there are good schools and bad schools, good students and bad students. Unless some good students can fail in a bad school or in a good school but that's very complicated. There are some levels of persons and institutions. To create this confidence, the problem of knowing each other, to create the channels of knowledge to each other is very important. I'm sure that the question of ECTS, for instance, of the marking system is a very vital question that will be solved in some months, I suppose but even to come to comparable and transparent curricula is a very important way of knowledge in order to, in the quite far future, establish this menu à la carte.

I think, now that the most important thing to do is to know each other. As someone said here, one of the ways to do that is with the mobility of teachers, of staff mobility not just to meet two days or one day but work together with the students of the other parts. In this sense, I think there are not enough programs in Europe to improve, increase, and encourage this mobility in order to do workshops and intensive programs. In the same sense I think also that it's premature to trade, to establish a system of mobility, a common

system. I mean, we have to continue having agreements with two partners or three maximum. It's quite impossible right now perhaps in the future when we know each other better so, it would be possible.

Last thing, as in the case of Australia, I had a sort of opportunity to teach in America and it has been for me a splendid occasion to understand a lot of things of the Americans of course, but also to see how European we are, how different we are from the others. So, I think that this kind of experiences is very good but within Europe, it's more important.

To finish I would like to explain one personal issue. I used to work with my students on some town near Barcelona, near our University 20-25 kilometers. The first day I started asking my students who had been in New York. 80% has been in New York but then I asked who has been in Madresca; it's one of these Catalan towns, a very nice Catalan town 25 kilometers from Barcelona. It was 1 or 2%. So, that has to make us think how important is to know what do we have very near, very close in this case Europe. Thank you.

Christian Huetz, Regensburg, Germany

I just have something to say. I don't know where I'm sitting now because we don't just stress every time that mobility is a very interesting and very good thing to do for the students and also for the staff. I'm now thinking what is in the new sense of the Bologna Declaration and in the new sense of the new programs of studying, how could we establish there as a form of teaching the mobility of students. I think that's very important. I didn't get any note out of the audience now.

Eugenijus Staniunas, Vilnius, Lithuania

I would like to give you a piece of information about the experience from East Baltic countries. We have about eight years' experience of two level studies; Bachelor and Masters, the system four plus two years and about four years of experience of Erasmus, Socrates programs. I found that the exchange of the students is very successful in spite of some problems we meet in the field but by exchanging the teachers we meet some more difficult problems; more specifically three problems.

The first one is the insufficient capacity of teachers in languages. The second problem is that about 90% of our teachers work as designers-architects as well. They have no time to leave their business, they have no time to prepare very deeply for their lectures, the best thing they can do is to invite students to their studios and to learn the practical aspects of the profession, the things they can do. For some teachers that work more in the theoretical field, it's a bit difficult, and risky to go to an unknown university, to an unknown context and to say something because the teacher doesn't know if the things he'll say will be well-known for the students. It makes no sense to go and say the things that everybody knows. It's very hard to find or to know the situation in the university you are going to, and to find the things that could be interesting for the students there. Thank you.

Alan Bridges, Glasgow, United Kingdom

I think we are now starting to hear very clearly a common message in several themes that keeps re-occurring. Everyone seems to agree that students' mobility is a good thing.

It seems that we agree that staff mobility is advantageous both in terms of personal development but also getting to know partner schools and ensuring the success of student exchanges. So, could we perhaps stop to think about drawing some conclusions about how we might make sure that this develops positively, what mechanisms we might like to see in place to improve this mobility and avoid perhaps some of the problems that were identified?

Jacques Gubler, Mendrisio, Switzerland

I think you yourself put a question how the Bologna process or pattern will influence the future development of this kind of habit of the mobility as it has already existed in the last ten years. How will this affect these habits? I think it's a very important question and it also gets to another question, which is: how do these students or where do the students get their information from in the first place, which allows them to choose to go to Berlin and not to Weimar or to Madrid and not to La Coruna or to Stuttgart and not to Bochum? All these other schools are very good schools, but how do they access this information? It's obvious that they go on the Web and then they go to the cafeteria and talk with the students who had an experience, a fantastic experience as in Glasgow. So, now we can send the students to Glasgow because of the good experiences of their fellow students. I'm sorry to say that, I could talk too long about this question of selection. I'm not in my ideology partisan of this theory of the revolution to know if butterflies evolve into bees or mere flies but there are practical questions because we have bilateral agreements and these bilateral agreements generally stipulate that we can send two maximum three students per year and there is always every year a dispute because we have at least four students who want to go to Madrid, where we can send only two. So, how will we pick up or select or choose these people. This is a technical problem, which is very important and then we have the good fortune of a pioneer student, who has gone to Delft the first time and then the students want to go to Delft because he came back from Delft, or very much with the students who first went to Stuttgart. They all wanted to go to Berlin. So, we have developed with certain schools the possibility of rotation not only in one-way direction. We send students to them but they also send us their students and this obviously leads to a personal contact.

Generally, it is very difficult to have staff moving because they already move and they don't want to move for mobility's sake, we invite them. So, coming back to the question asked by my colleague from Bochum, I'm sure that when one student will taste the flavors of Bochum and will have to come back to his home, to say home-school with wonderful memories of Bochum then there will be a dynamics and I'm sorry I have to come back to the first question: in which way will the Bologna pattern influence this habit of sending students for one year? I mean, the winter in Bochum is wonderful, the spring is even more wonderful than winter and I think, it's important for students to learn from the city, not only from the school or even most of them when they are in Barcelona, they don't want to go to school, they want to go to all other places which they only find in Barcelona. So, two semesters I felt, two semesters are what is required to pick up the language, the technical vocabulary in Barcelona, which is not exactly the same as it is in Madrid and to have at least two of the seasons to see the evolution of the climate in Glasgow or in Berlin.

Now, if we go to the semester pattern, which is implicitly described in the Bologna pattern,

it is going to make things more complicated because we have to double the administrative structure of control, which does exist and will exist even more and more with the adoption of the three plus two; the idea of going to another school for just a semester and then come back or go to another school. So, this is what is expected of us. We are going to have more people working in the administration field for developing these exchanges, when the Bologna pattern will be part of a new habit.

Alan Bridges, Glasgow, United Kingdom

Thank you. Michel and I would like to make a contribution. A question arises in my mind as well as this coming would that be the Bologna source on Richard's à la Carte menu?

Michèle Michel, Bordeaux, France

Just an idea, I think that in the future maybe we will have two kinds of mobility. The mobility as we know it actually just now through the Erasmus program and a new kind of mobility based on common diplomas and in this case, I think that a lot of problems will disappear because this kind of organization, a common diploma, induces that the partners know each other very well because they will build common projects. So, when the mobility will be organized, there will be no problem for the students and for the staff. So, this second kind of mobility will have to be built in the years coming. I think maybe it's in this way that we will observe a big development in the years coming.

Alan Bridges, Glasgow, United Kingdom

Thank you. Kees Doenvendans is around here. I saw all faces all were much darkened but his concept of the Meta-university that he spoke about yesterday is really a step in that direction, where three or four schools have got together putting their own individual expertise together into a common course, where you take modules across these four different universities and graduate with a Masters degree.

Eugenijus Staniunas, Vilnius, Lithuania

On the question of how we develop a system beneficial for the bad schools and the staff, I'm talking about staff exchange systems and how do we develop it. What comes to my mind is that firstly the school should have some flexibility in the educational policies to accept newcomers or new ideas into their system. If you have a strict system of lectures or studio works, the staff coming to your school will have problems in the school and also with the students. To my mind the best place for staff exchange is the design studios. If you have flexible design studio systems and each teacher or professor group has various educational fields...but this is just an idea I've got for a new system.

Stéphane Hanrot, Marseille, France

I just want to say that practically when you want to exchange or go somewhere as a teacher there are two levels of duration that imply two different organizations. If you expect to go somewhere for a workshop for a week, you wait for a very well organized

welcome. I mean a practical organization to be in a hotel and so on and for the school, it's not very hard to organize but it must be done well and for you it doesn't demand a strong organization to leave your own basis to go there. Another thing is to spend a semester somewhere. So, you need another organization from the school that receives you because perhaps you will go there with your family and so on and on the other hand you have to organize yourself as a teacher or a practitioner to stop your activity, to find in your own school a new organization, when you are missing and so on. So, perhaps we can make a distinction according to the staff exchanges on these two kinds of exchanges, two conditions.

Jose Depuydt, Brussels, Belgium

Since I love metaphor I will use another one. I make a distinction between the function of a building and the capacity of a building and we can do the same thing using it and applying it for schools. We know that the function of a school is to educate and you can measure it using ingredients like the curriculum, the link of the courses, the content of courses, credit and study points and things like that. But the capacity of a school is to generate a learning environment, which offers the possibility to reflect on values whether they are cultural, ethical, social, economical. So, my question therefore is what is the capacity of a school in terms of what we can learn there? What is the vision of this school? What is the mission statement of this school and I agree that we have to share that sort of knowledge. I agree with the suggestion of another colleague saying that we have to make a booklet and we will bring all knowledge together based on possibly the posters but not only the content of the posters but sharing the knowledge for what our schools stand for in terms of vision and mission statement. So, students can make a choice in going to another school based on how they can learn in that school, based on that sort of ethical awareness.

Alan Bridges, Glasgow, United Kingdom

Maybe that again starts to point towards how we might develop that after this conference. We are supposed to establish a working group in this area and maybe some of these things about the school mission statements and cultural inspirations and so on might be a subject that a working group considers so, I think people who would like to join that group and I think Kees's suggestion yesterday that maybe they will make a discussion group is a useful one so, if people could notify the secretariat, if they are interested in joining that group, that's a debate that we can take forward.

Per Olaf Fjeld, Oslo, Norway

Just a remark from Oslo. The first one is related to the language aspect of exchanges. Very few, except the Norwegians, see language in itself as a problem. The other remark is that the Erasmus and Socrates programs in general, work well though the program that works at best is unity. We have established with four different other schools relationships between the students and the teachers and this is easier through a development that has been working well for several years. Thank you.

Selahattin Onur, Ankara, Turkey

Actually another thing could be about each school to put down their experiences of mobility so far; the different types of exchanges or activities that they have done. I think that would be very very useful because we hear different examples, we put forward and I think a collation of all those varieties of mobility could give us a lot of ideas for the future.

Alan Bridges, Glasgow, United Kingdom

Thank you very much. I would like to thank everybody in the audience for such a lively useful discussion.

Exchange and Collaboration between Schools of Architecture in the Euro-pean Higher Education Area

Discussion Group 2

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Darnetal, France

Joao Antunes, Setubal, Portugal

I have one or two things to say about my own experience concerning the mobility of students within the EU area. The first and the main question I would like to pose, is about the money and the possibility for the students to be elsewhere in the European Community supporting themselves or being supported by their families. I believe this is a major problem, as at least in my university, because there we have lots of students, who just work and study as well. So, when they attend their studies they have a special, let's say, agreement with their employers in order to have some hours and some time free for studies but they must work afterwards. So, if we are facing this kind of problem I think we are not going to have any solution on that because they are students as the others, and they are even more committed to their studies. Anyway, it's practically impossible for them to get their award because it means that they are going to stop working. This is a major problem.

In my university in particular we have another problem, which is related to this one; in the Erasmus Socrates Programme the fees, which just support this kind of placement, are too narrow at least for peripheral countries, such as Portugal. Anyway, I believe and I am committed to this program of exchanges between all countries and between students but I think that probably the investment and the effort of the E.U. in terms money, will be better to begin with the staff exchange. Above all, if we assume that we exchange a student that is ok, he will go somewhere else, he will surely gain something from the place where he stayed and he'll keep it to himself. If a professor goes abroad, it will probably be much more useful for his country itself because when he returns, he will convey all his experience. I saw a very keen commitment by the E.U. in terms of exchange of students but not of researchers and professors whatsoever. For me, the exchange must be holistic, professors, students and so on, because if we exchange professors it is the best way to

have more acknowledgement about each other; about the methodologies and the courses and how we work in our respective countries in order to avoid some misunderstandings and some failures that unfortunately happen in this kind of exchanges.

A colleague from Glasgow has just said and I have underlined his words that he has several students from the regions nearby his school. In my case that happens all the time. He said that his students do not know London. I cannot say the same about my students. They know very well Lisbon, which is about forty kilometers north so, it's easy to know it but unfortunately most of them do not even ever go abroad even to Spain, which is about two hundred kilometers away. They do not have an urban culture, they are not urbanized, they are people, who just came from the countryside. So, this is one question that I would like to pose and I would like to add that we have many cultural experiences and very different culture approaches to our day-to day life. This is very important when we think about the exchange of students. Thank you.

Nur Caglar, Ankara, Turkey

The theme of the workshop of today is exchange and collaboration between schools of Architecture in the European Higher Education Area. So, the mobility and the exchange become the key-issues for the creation of the higher education area in Europe and we are going to discuss the mobility and exchange. We are in a way very lucky that we have attended already a very brief and comprehensive speech on the meaning of mobility and exchange and the advantages and disadvantages both for the students and teachers. The last session in the morning as my colleague put it forward is the financial problems. I'm going to elaborate on the problems of the curriculum because we all agree that mobility is a necessity for both students and teachers to develop the system of intellectual reference from a national to an international level and also to contribute to the cultural and personal improvement by giving the opportunity both to students and teachers to educational and professional experiences in a different cultural and social context. So, this is a kind of advantage but we only have the ECTS issue in our hands to operate on as well as the assessment, which was discussed already in the morning session. So, maybe we can discuss and think that the diversity of the curricula of different schools is a kind of obstacle for the exchange of both students and teachers and attempts to overtake this obstacle may consequently and evidently lead to the uniformity or similarity of the curricula, which we don't like to have. ECTS as a system is a basic criterion for a comparison. However, in practice it seems that different schools have slightly different ECTS rules, so the interpretation of the ECTS system differs from school to school. What are the ways to achieve diversity of curricula within the context of exchange of both students and teachers?

Francis Nordemann, Darnetal, France

I'd like to speak about the curriculum starting with the difficulties we had in the School of Normandy with a long tradition of exchanges with England actually. When I came to the School, I realized that because of relationships between different professors of both schools there were informal really dense exchanges but which couldn't make sense in terms of the curriculum. For instance, we had thirty students going to England for the fourth-year program but the contact person was a first or second year teacher. The

students were getting fourth year credits having spent a semester in the second year during the exchange. I think we should be open to this kind of situation because ECTS creates a framework for the quantity of work that's worth eight credits or a certain number of credits but it can't make one big school out of a network. I mean that's not one curriculum and every student should be able to shop on the market, on the network as well as he is shopping in a school itself. You know in our school, we have many different curricula offered and a student can choose to pass exams easily and be able to have a professional practice or something else or doing two sets of studies at the same time. Some choose to be really involved in the curriculum doing even more than they are expected to do. So, I mean the same idea extended to the network and to the market opened by the network. The only difficulty is the way it affects the population in the school itself. We have the problem of the fourth year, when we help students to leave thinking that the best moments they had was actually in fourth year; the moment where the best students leave the School and that leaves us with a sort of a weak semester or a weak year, which also has other implications in terms of students trying to bypass one special course by going on an exchange abroad and coming back afterwards. So, I think we have to do something ... that show we did in Normandy; we decided to cheat a little bit. A way is to check what work has been done abroad and to have a special presentation for students who have been abroad for a year and to evaluate it without giving credits. It's a way to insert what has been done abroad in our curriculum and to somehow relaunch the student backing the school. I want to elaborate on this more this morning but I think we can open a discussion that will be the goal of this group two.

Jean Pierre Bobenriether, Paris, France

It's not a problem about the ECTS. That is easy to do. You said also that students do what they want, they go to the friend of the teacher and so on. So, my question is what to do? Is it good so, or do we have to make some suggestions and propose some schemes?

Francis Nordemann, Darnetal, France

No, I have to make it clear. First, I was describing a situation I saw, I mean and that somehow insighting me to find a role and to find a new way of exchanging. No, speaking of ECTS I think we need a framework, we need money, we need something to way what is the deal between the two schools and we really need that material to that framework to go forward but beside that we had to be really concrete and see how students react to that. I mean there are so many ways to have credits even in our schools. We know many schools where the students know that on that course it's very easy, it's not so much work and you are pretty sure you have the credits and in another one, there is a lot of work but you learn a lot. ECTS is the way to measure, the way to extend.

Loughlin Kealy, Dublin, Ireland

May we hear some more of your experiences later on but I would just say we have rather quite a mixed experience of the exchange and what we tend to do is to work only with schools where we know the people and we know the system. Now, whether this is against the spirit of freedom of a common education space in Europe., it has been a very pragmatic response to the kind of issues that you have raised. I believe that if we are to

move to like a freer system then certain things will have to be adopted. That seems to me, and it's quite common, if you come from a large university, say in the United States, where if you wish to take a certain course there are prerequisites. If you know what I mean, you can't take this course unless you have certain other things taken in advance. And I think it will be helpful for a school that is going to send a student abroad if that school was able to say for a course what prerequisites are actually necessary for someone who wishes to take that particular course because it gives an idea of the standard of the course which has been delivered. And you know that we were prepared to do the same. The problem about assessing the students' achievement when they are abroad is much more difficult, and this is the problem you have mentioned. I like the way that you have suggested it can be taken on board other way again I understand it is bending the rules. I have no problem bending the rules I must say. I think the rules are there to be bent, they have to be there and one is also looking both to the benefit of the school and the benefit of students. It is no benefit to my students to go to a course where the standards are high. We expect our best students to travel and to get courses, which demand their best work. If they don't get that, we lose and they lose. So, it's in our interest that we have some way of testing when they return. So, I'll be very interested in seeing how we could with people that we share agreements with, develop this particular aspect.

Dimitris Kotsakis, Thessaloniki, Greece

There are two kinds of mobility. The one is within a program and the other is across the programs. The first kind of mobility uses the transparency on needs as a tool, transparency in the ECTS system so that a student who follows a program in a school can move and follow bits and pieces of programs from other schools. And the other is based on the two-tier system one finishes the first degree in one school and then moves to another. The second kind of mobility is very very problematic in terms of architectural education for three reasons.

The first is that the two-tier system can create a two level ranking of schools. Schools who are preparatory, the BA schools and the schools who are the Masters schools so, that kind of mobility has inbuilt this danger.

A second danger, which was noticed and stressed very much by the convention of the students in Göteborg is that it creates a barrier in education because students drop out at the first level so, this mobility is actually the mobility to home, not the mobility from one school to another.

The third problem of this kind of mobility is the impossibility to break the program in schools we have integrated studies and they need, as the French say, we the Greeks and the Spanish schools say, to have a Masters degree such that the Bachelor is incorporated and this is what our Statement in Hania said last year; the possibility of having Masters degree with the BA incorporated unbroken.

So, I wouldn't talk very much about this second kind of mobility, the mobility between the two levels. I should rather focus on the first kind of mobility, which is the most interesting and which is really the kind of mobility that turns the integration into an international integration. Students study in one country then move to other countries and to other universities or to other university in the same country and get courses there.

A main problem in this kind of mobility is the economic question. Who covers the expenses?

The second is a language question. If you move across a civilization in which language you do that. Is it moving and speaking the language of the country or we have an international language or two international and why two and not three and why three and not four? I mean it is a question and it is a competition of languages and if we do not accept a lingua something like the Latin, English language plays this role at this. Then we'll have a problem with this kind of mobility, a language problem and then nobody discusses about the following point.

I would stress this point here very intensively; the question of creating on one hand a cosmopolitan elite of students who can afford to travel and to speak many languages and so on and then this is not the important thing, the important is a nationalistic reaction to that. We create this cosmopolitan elite and then in fact what you create is not this elite. In each country you create a strong nationalistic reaction to this. So, saying that mobility is a good thing, in fact, we are working for the opposite; we are actually working for all sorts of narrow national, socialist and other regimes without realizing it. So, this last point is very important. If we do not put these preconditions for the mobility to be the right mobility we are just provoking nationalism. So, that's one point I wanted to make.

A second point is that there is another kind of mobility, which I would call the 'cheap degrees mobility' or 'shop the easy courses around the world'. So, the story is that perhaps in Italy you can shop cheap courses in this sort of thing, in Germany others, in Greece others plus you have an extra plus or an extra bonus of tourism so, in fact, cheap courses plus tourism that's good mobility. I mean you stay in a country, you do the minimum to that and then the rest is fun. So, between nationalism, socialism and the cheap courses we have to develop among these two skills and I heard this, I mean the two monsters that have to steer the ship.

Joao Antunes, Setubal, Portugal

The last colleague was speaking and I was thinking about a very unpleasant experience we have in Portugal with my school just talking about the question of integration. Yes, it is true. There are problems and we must face them. It's not just trying to pretend that everything is all right and when we go abroad, we are going to be very very well and friendly to meet in the courtyard of that community. When we send some of our students in a European country, they do not dominate the language or dominate it very badly and there were some kind of, I don't say Nazism, some kind of very bad reception not from the professors but from the students themselves. When I have been faced with this problem I have asked but what is the problem, the problem is with the curriculum? I thought probably the professors would not like the level of their skills. I thought the professors would think that there were not sufficient changes to have the courses but no, the problem was with their colleagues. I was very surprised and at the end it would not have very happy end. So, I don't want to say anything else only to stretch and underline this point.

We must work also in this kind of problem, the problem of integration. Obviously, I think we are here to discuss mobility in terms of political aims and in terms of financial aims because we can't be so naïve and think that we are all dealing with this only on behalf of our investigation and the level of architecture. Obviously, there is a common market and markets are economic, financial and we are going to have some students educated in our universities but with foreign experience so, they have opportunities of being

integrated in the foreign markets and this is true for the rich countries and for the poor countries and this stresses the point that our colleague has just underlined. There is no chance to achieve direct integration when the students go abroad. It's a problem of post-studies integration in economical and professional terms. Do you understand what I'm try to point out and to stress?

Well, I do not have answers, I have many questions about that but I believe that we can work on it if the politicians are really committed in terms of exchanging people. Anyhow, I'm very pessimist in this kind of commitment. I believe that the Erasmus Socrates program is not a very successful one. I don't know your experience, I would like to know but my experience is telling me that it is not a very successful program. In fact I've heard somewhere else; I don't know whether it's gossip only, that the Erasmus program is going to stop. So, I stress my question; what are we going to do with this? I have some pragmatic solutions but these solutions do not pass through this kind of meetings. Anyway, I think these are very important issues in terms of the possibility that they gave us to meet, to know each other, to make acquaintances with one another and probably I don't want to be impolite but probably, it's more important to ad-pass outside this kind of discussions than the discussion did itself. Sorry, thank you very much.

Cyrille Simonnet, Geneva, Swiss

I think that this problem of mobility is both a positive and a negative experience. In our discipline there is a big advantage with architecture. In the University of Geneva in the reunions with the other Chiefs of Departments of other faculties we speak about this problem and at the end -because in architecture the main, the nuclear way of teaching and learning is the studio projects, the problems of language of discussions are not so important because you can show your work without speaking too much- you certainly have to explain some things but I think there is a big power in the quality of the work that you show through the project, through the drawings and there are certainly some problems with the courses of history, for example. But at the end when we compare with my colleagues from the sciences, the literature, the economy or other disciplines we have a very big advantage. In Geneva in the Architecture School we have a lot of exchanges with many schools from Spain, Italy and half of our students are from abroad, which is another advantage. In our school the students from Spain, come because we have a bigger department of computers and each student can have their own computer so, it's an advantage. I don't know if you know, there is a French film that has just come out, on the screens Robert Espagnol, which is about this problem of Erasmus on exchange and is very funny because the situation is in Barcelona, in Catalonia and students have many problems because the courses are in Catalan and not in Casteliana, in Spanish. It is a very very big problem but at the end, the film is optimistic, everybody is very happy.

Francis Nordemann, Darnetal, France

Two words on what you just said. Architects and architectural students are very lucky because they can express ideas with drawings, which is all kinds of languages. I mean there are so many things that are based on site visits. A year abroad is a huge site visit and it's a succession of new urban experiences that we can't provide to them in our schools: 'Le voyage en Italie'.

Françoise Schatz, Nancy, France

I will be more optimistic than you are. We have exchanges in the last, I think, fifteen years or something like that. So, we are doing the exchanges all along this time. At the beginning, we made some mistakes such as asking the students to find theme courses and lectures as they would have done if they were at our School and so on, to have new assessment package at school after and so on and so on. After this experience we noticed that, for us, this was against the experience of going abroad and that it was better to have some simple rules; for instance what we suggest is to have the credits with big projects and the other half to be lectures, seminars whatever they want to learn or they are keen on learning because it is either taught differently from Nancy or it is a subject not taught in Nancy. That's all, it has very simple rules and so, they can choose. Studio projects are very often selected from the same level of studies in which is the student but the selection of lectures can be either higher level of studies. Even if sometimes there are students trying to escape things or not do a lot of things, I think the majority gains a lot of interesting things. At least my frustration is very often less nowadays; before they used to go outside or to go abroad in the fifth year so, the school didn't get benefit of these students because as they came back, they were different. They do not attend the same lectures, projects, they learn different methods and so on. So, now we try to send them on an exchange a bit earlier so, very often they go in the fourth year. That's the first point. I'm quite happy with that. Even if there are some problems like finances, you are very right about that, we are very fortunate in Nancy because it's a regional School and students are offered another grant on top of the Erasmus grant, which is not very much but some student have to ask for this contribution to their expenses. In some expensive countries students have the right to have a loan from a bank, so, it's not always very easy but I think it's a good thing to go abroad.

Jean Pierre Bobenriether, Paris, France

I think Erasmus or not Erasmus it's impossible today for mobility to stop but for instance, in Paris Belleville, we have set up thirty agreements with not only schools of Europe but all the rest of the world and for the rest of the world we have no money, the students have no money to go. This morning we have set up a large problem when we discussed about agreements; it is with a school with interest in us or in French schools. That perhaps is maybe not very good for all the schools. How can all schools have mobility? It's not good that all schools have mobility with Barcelona, with Madrid about construction. We agreed with schools, it's a problem of democracy. We should have mobility with each school also with the small schools and so on. How to do that is the first question. Do we have an evaluation of the quality of students in each school in Europe, can we do that? Second question: Is it not too bureaucratic to make a rule that says that only two or three students from each school, but each school, must have two or three or four students in mobility. Two questions, so.

Françoise Schatz, Nancy, France

I just want to put another point. We have about thirty students going abroad but we have only fifteen students coming in. I don't know maybe it's a situation we are in this part of France and so on but the equilibrium between the outcoming and the incoming students

is quite difficult to obtain.

Francis Nordemann, Darnetal, France

Yes, but if there is a necessity to that balance. As a matter of fact we are able to accept students and not to have an empty year in our schools but beside that we don't have to be even. But I think what Jean Pierre pointed out is very important. I mean the idea of not concentrating on exchanges between Paris and Barcelona, we made with Constantin Spiridonidis this morning the hit parade of the Top Ten good schools for Erasmus students so, there was a moment for Paris and then another for Barcelona and now it's Prague. That's what you said. Prague is very fashionable in Erasmus exchanges. Well, that's ok but in addition to that, as he mentioned, some professors can be reluctant to make exchanges with a school in the further provinces of wherever part of Europe but the idea is precisely to help this kind of exchanges to somehow level or find a real platform for exchanges and have small schools that will be able to exchange with great schools. I think it's a very democratic issue that you raised.

Joao Antunes, Setubal, Portugal

Some kind of possibility of talking with one another but not with a kind of imposing rules from the politicians in the center of our base of EU. The second question I would like to stress and I believe we have stressed here is the political problem of how we can manage with the support and the interest of the politicians in terms of these things? I believe this kind of meeting and this kind of association could be and should be a very strong answer to this. We are all architects we all know the problem of CIAM, the International Conference of Modern Architecture and why they started it. So, if the objective and the subjects are different, the method can be used in the same way. The problem of language is a real problem. Yesterday I was speaking with a colleague of us, a Bulgarian one and I was joking about exchanging students and he told me 'well, it's going to be a problem for a Bulgarian to learn Portuguese or for a Portuguese to learn Bulgarian' because they are so much different and the time they are going to attend classes at a university abroad is too short for that. And if we increase that time it's too much time to do that. We really have a problem and this problem could stop in another, which is we may risk to create, I don't say universities of first class and universities of second class, but groups of universities by European regions. I think this is already happening today and probably it's a pragmatic answer but it's going to be an answer. Let's say, Portuguese will meet mainly with Spanish. Italians probably French people and the northern college will meet with one another. I think this is happening now whether we wanted it or not, the problem of the language is a very huge problem. We must face it but I don't know how to solve it. Probably in the near future, probably in the future we will be able to solve this problem with the experience of our colleagues of Switzerland perhaps.

Constantin Spiridonidis, Thessaloniki, Greece

I will continue in the same line with Joao Antunes. We know very well that in Europe there is a competitive environment between the schools. Schools are competitive institutions because diplomas have competitive results and the better diplomas or the better reputation of diplomas is always something, which is expected of many schools. We are

speaking about the necessity of exchange and everyone can say that yes, we need it and it's something which is useful and can contribute positively to our educational programs but the exchange is used or can be used as part of this competition game. I don't have an answer. I do not have a solution to this issue but probably we have to think about the ways that probably someone will prevent or make some efforts in order to avoid the necessity of exchange to become a means for this competition game, which exists actually in Europe.

I would like to remind you that five years ago a number of Schools of Architecture in Europe, there is no point in naming them now, but it was something like ten of them, which decided that they will only exchange students between them and only between them. And the reason was that those schools considered themselves as the best schools of Europe and so, there is no reason to exchange with anyone else but between them. So, it is something, which of course, you cannot say that is possible to avoid because they are free to do it but that created, at least for some years, a kind of club of schools of excellence in Europe. The exchange became an instrument of a game, which is a political game. I think that it is a little bit beyond the technical dimensions that Dimitris Kotsakis mentioned and maybe beyond the political and the financial implications of the Bologna process. So, it is something in-between. For this reason I consider that the discussion between schools about the policy of exchanges is something which is absolutely necessary to be developed and to be clear. What kind of exchanges we want to have and how we will, in common, will avoid making the exchanges a means for discriminations and implicit assessments not related to the academic qualities of the schools.

Jean R. Bobenriether, Paris, France

First, I think mobility should be compulsory in Europe and so, the market should be larger. I have also a question for my Irish friend: how do you achieve to give good information to your students about us, the schools in Europe?

Loughlin Kealy, Dublin, Ireland

With great difficulty and with very few schools. We have an assistant, who has to visit every school that we had some interest in to exchange with and so, there was some degree of personal connection and some discussion as to how we do it. So, really the possibility for students was quite restricted and really we would not be happy with students going to schools that we didn't know anything about. We've had some very unfortunate experiences over the years where students went to schools, which were taught exciting but they didn't actually know what is going on and had a very bad experience. So, we decided instead at on our own expense -which is a very expensive business for us to do- to send somebody to the school and spend some time with them, with the teachers and to come back then and to be able to inform the students about that school. Unfortunately, you can only do that once and schools change in time. So, our system is very imperfect and I think now I'm not contented with the state of knowledge that we have about the schools. There are still, I think, three or four schools only where our students go because we are in continuous dialogue with them. My question is: 'this is always possible for schools to work in small networks', the technical question arises when we want to extend the network beyond one's personal connection, one colleague's connection and I think that's

the field like the technical issue that one your lies all of this. So, that's a long answer to a short question.

Joao Antunes, Setubal, Portugal

I would stress this point for our colleague from Dublin, who just has touched a question I have put in my introduction and which is the necessity for agreement to mobility of students, agreement to mobility of professors, agreement of mobility of having exchange and research exchange. And one thing that does not have meaning if it is not fall by the other. Again I will talk about my own experience. I have exchanged students within schools. I have been myself for lectures and for workshops and the same for them. So, we can step-by-step construct a framework of confidence, a framework of self-assurance about our programs, about our interests and about our aims. This is a pragmatic way of doing things and a very costly one of course. I have to be my own sponsor but it does not have to be like that. I think I have and you have the right to be sponsored by the society in order to do that. I don't say in a 100% but in a very important part. I'm sorry I've underlined this, this is a main issue and a very important problem and I underline the importance that Constantin Spiridonidis as the Chairman of this Meeting because I think it's in this kind of raise we can stress ourselves and we will gain importance and a specific way of facing the political decisions. I believe all the European Education System is now in a very bad state. We are facing a very difficult situation and we must be aware that we must not let simply the things go. I don't think that in European Union in terms of political discussion they just align with the move we have here. I think they are very very apart of this. Sorry, probably I'm very pessimistic but I try to be realistic.

Can we conclude something I have just put here? The problem of transparency, which means equivalence and which has to do with the technical problems, the ECTS, the prerequisites frame, the question of money and the question of having more information changed between all the schools and of course, the question of changing professors and not only professors but to try to investigate to research with a larger range of nationalities.

...And the problem of democracy?