

Acknowledgements

We feel obliged to express our thanks to the Council of the EAAE that has trusted us to carry out this mission. More specifically, we would like to thank the EAAE President, Herman Neuckermans for his kind support and cooperation. Sincere thanks also go to the EAAE Secretary, Lu Scholl for all her help on the preparation for the event.

Our deep appreciation is expressed to the Art Director of the Centre for Mediterranean Architecture Dimitris Antonakakis, for his pivotal role in moving the event forward. Our gratitude should also be expressed for the Mayor of the City of Hania, Kyriakos Virvidakis, for his support and help, as well as to the Council, CMA's Administrative Director Nikos Mountakis and the staff for the organizational support and stamina they demonstrated for such a demanding task. Special thanks are in particular owed to the staff of CMA Stelios Bonatos, Christos Garbidakis, Michalis Ntokakis and Angelos Koundourakis for their hard work, continuous availability and eagerness to make any possible contribution to the success of the event.

In the organisation of the programme of the event and resourceful hospitality offered to the working groups in their preparatory meeting that took place in Antwerp in March 2003, Richard Foqué, Head of Henry van de Velde Institute, was an inspirational partner, and with the endless energy of his colleague Koenraad Van Cleempoel from the same institution, both made an enormous contribution to both the preparatory meeting as well as to the event itself. For that, we are deeply thankful.

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

Thanks also to all participants who prepared and presented intriguing interventions, pertinent to the themes of the sessions and especially the members of the working groups who worked hard and with determination to make this Meeting meaningful.

Special thanks go to Mrs Lina Di Ciocco-Kirittopoulou and her partner Mrs Pam Karatzas for their hard work in transcribing and transforming the spoken content into formal and comprehensible text.

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

Constantin Spiridonidis

Maria Voyatzaki

Preface

Shaping the European Higher Architectural Education Area

Constantin SPIRIDONIDIS
Thessaloniki, Greece, EAAE/ENHSA Project Coordinator

The Sixth Meeting of Heads of Schools of Architecture in Europe entitled "Shaping the European Higher Architectural Education Area" took place in Hania, Crete from 3 to 6 September 2003. With this volume, we would like to present the lectures, the dialogues, and the debates of this framework.

For the past five years EAAE organises this Meeting which gathers those responsible for the management of academic issues of schools of architecture (heads, deans, as well as program coordinators). The scope of these Meetings is to develop a positive milieu for exchange of views and positions, criticism and proposals for the support to schools of architecture to integrate in the, under construction, European Higher Architectural Education Area.

From last year the Meeting of Heads has integrated in the framework of ENHSA Thematic Network (European Network of Heads of Schools of Architecture) which is a project developed in the framework of Socrates Program after a proposal originated by EAAE. The scope of the Network is the generation of a broader milieu for the support of Schools of Architecture, which will survey the tendencies and dynamics of architectural education in Europe. Having this survey as foundation, the Thematic Network attempts to articulate the convergence but also the divergence among schools in relation to the general principles, values and priorities in the education of the architect. In parallel, the Network records the strategies adopted by schools of architecture for the organisation of their curricula with the perspective to shape the contemporary European profile of architectural education. The data collected and the conclusions drawn from this project will be passed onto all schools of Architecture as well as onto all European decision-making centres.

During the Fifth Meeting last year, the 115 participants, Heads or their representatives and curriculum coordinators agreed that the perspective of the generation of a European Higher Architectural Education Area depends, to a great extent, on the compatibility of the general principles and values with which schools encounter the four main issues: 1. The structure of school curricula in the undergraduate and post graduate level and their academic content. 2. The relationship of the curricula structure with the types of professionals as these emerge from the diplomas awarded, as well as the relationship of schools with the respective professional bodies. 3. The main principles for the assessment of school curricula both in terms of self-assessment as well as in terms of assessment by the broader academic society. 4. The form(s) of mobility of students, teaching and research staff as well as the institutional framework and more specifically, the ECTS system, for the development of this mobility.

The main idea behind the structure of the organisation of the Meeting on the basis of working groups was the following: Although during the previous meetings so far we have discussed more or less the same issues, the type of discussion revolved around personal experiences and subjective considerations, which is all of tremendous value and useful, of course. After all, each of the participants was interested in finding out what other schools do and how other institutions operate or orient themselves toward architectural education. However, what seemed to be lacking was more precise or systematic information on the structure, organization and profile of the schools of architecture that participate in this event. On the other hand, the European Association for Architectural Education, through its project of this Thematic Network has the obligation to offer and provide such data to its members in order to use it as a basis for debate and to construct proposals, ideas and views on the future of architectural education in Europe. Therefore, the idea of the group work was to provide the necessary information and knowledge on the subject.

In order to elaborate all these issues, the 2002 Meeting defined four working groups consisting of participants who volunteered to make a contribution. In these four groups, there are 36 Heads and/or their representatives as well as curriculum coordinators from 28 schools of architecture. Their preparatory meeting took place in Antwerp on 29 March 2003. The working groups, taking into account the debates from the 2002 Meeting in Hania, as these were recorded in the proceedings, and the discussions which were developed in Antwerp, defined as a first step issues which will constitute the objectives of the inquiry in all schools of architecture. The working groups prepared four extended questionnaires which were distributed to all schools of architecture members of the EAAE/ENHSA Thematic Network in order to collect the necessary data they considered useful for opening the discussion on the reforms on Architectural Education. This inquiry occurred from mid May to end of August 2003. The collection of these data is of vital importance for drawing a concise picture of the state of the art of architectural education in Europe. About 50 Schools of Architecture participated in this inquiry offering this way a big spectrum of cases with a very interesting geographical spread from almost all European Countries.

In this volume the working groups present not only data, but the atmosphere and framework of their work which provided new "departures" for the debates / discussions and workshops of this meeting and for those to follow in the future. The work of the groups structured the four respective thematic areas of the Sixth Meeting and prepared the presentation of the results which in turn formed the basis for the debates of the respective workshops. As in previous years, the Meeting was not a conference with paper presentations but primarily a milieu for exchange of views and dialogue. All the participants through their contributions during the discussions played a very important role for shaping a more representative proposal for the future of architectural education in Europe.

The volume is organised in eight parts. In the first part there is a summary and a report of what went on during the meeting. The aim of this summary and the report is to give an idea to the reader who selectively wishes to grasp the content of each session. The summary and report were undertaken by Koenraad van Cleempoel of Henry Van de Velde Institute, Antwerp, Belgium. The summary and report are followed by the welcome speeches addressed to the participants at the inauguration of the event, and Professor Habraken's keynote address.

The second part consists of a brief presentation of the first results of the inquiry which focused primarily on issues relating to curriculum and mobility. In the four sessions that follow corresponding to the issues of curriculum, relationship of education with the profession, mobility and exchange and evaluation the respective working groups present the outcome of their work and debate on issues arising from their interventions.

Finally, the volume ends with an appendix dedicated to some new documents relevant to the development of the European Common Higher Architectural Education Area.