

Chapter 1

Policies and Initiatives towards the European Higher Education Area

This Session is divided into two parts; the first dealing with presentations coming from those that are responsible for the actions taken by the European Union towards European Higher Education, and the second part aims at presenting our own activities and the way in which our Thematic Network and our efforts are introduced, incorporated or merged with such initiatives.

Interventions of Session 1

Part I Panel

Ettore Deodato, Brussels, Belgium

Lupo Donà dalle Rose, Modena, Italy

Chair

Constantin Spiridonidis, Thessaloniki, Greece

Part II Panel

Herman Neuckermans, Leuven, Belgium

Constantin Spiridonidis, Thessaloniki, Greece

Maria Voyatzaki, Thessaloniki, Greece

Chair

James Horan, Dublin, Ireland

The Future Role of the Thematic Networks in the Context of the Bologna Process

Ettore DEODATO

Chair of the Department of Thematic Networks, Socrates Programme

As you will understand, in my job I have to travel a lot, because there are 38 thematic networks operating at this moment, which means 38 annual conferences. Of course, I don't attend all of them, but I do manage to go to at least 20-22 a year. However, I can say that I am very glad to be here, first of all, because this venue is fantastic, and also because this is the first time in my professional life that I am not required to wear a tie. That is very good, in that it reflects the family atmosphere of this event, and I think that one of the reasons for the success of the thematic networks is precisely that they are like a very big family. I will explain later how this family was born in 1996, and how many members it has at the moment.

My intervention – I am a very old-fashioned man who doesn't use power-point presentations: I would just like to give you an idea of our perspective from Brussels – will be in three parts.

One will be a general overview of the European Education Area today, and will outline which, in our opinion, are the most important challenges.

The second will be a very short intervention about the most recent conference of Education Ministers, the 2003 Berlin Conference (the next one, as you may know, will be held Bergen in 2005), and the three important priorities it set up. I will explain how these priorities are important for the thematic networks, and how the thematic networks fit perfectly into one of these priorities.

The third and last part will be about the family of thematic networks. I know that you have been working in thematic networks for four years now, but I am sure, as I have found at all the other conferences, that you know very little about the action of the Erasmus programme in thematic networks.

Thematic networks is just one of the actions of the Erasmus programme. You all know the Erasmus programme, I suppose, primarily because of the student mobility scheme, which is our flagship programme. You may also know that there was a movie about Erasmus and student mobility (its French title was *L'Auberge espagnole*), based on the premise that this programme is just a kind of marriage bureau because a lot of marriages result from it. Which has some truth to it and maybe it would be worth writing a book about it from this perspective. But if the first action in order of importance is Erasmus mobility, the second is thematic networks, and I will explain how this has been an extremely successful action since its inception in 1996.

But, first of all, let me say something about the general environment in which we see this new 'Europe of knowledge' as it is sometimes called, or more formally, the European Higher Education Area. In Brussels, we believe that the three most important challenges at the moment are the challenge of demographics, the challenge of new information and, which is the most important both for you, because you are working in a thematic network, and for us, the challenge of quality. I shall start by saying a few words about the first two challenges, which, from the perspective of thematic networks, are less important than the challenge of quality.

The demographic challenge is one that we are tackling with a lot of energy, because student numbers are not growing, except to some small degree in Eastern Europe, due to an influx of female students; and this is something new for us. But without these female students many universities, in our opinion, would have scaled down or even closed down some departments. So demographics is a major challenge, as is the question of how the university can tackle it. This is a new challenge, because the university must move from a situation in which the future was assured to one in which they have to work to ensure it and in which the public, in this case the students, will require more accountability from them and perhaps more influence on what they do and whom they serve. This demographic challenge also means that the university has to provide access differently from in the past; they have to provide access to non-traditional students or to students from a non-traditional academic background, a training background for instance; and they may have to provide teaching at unusual hours, such as in the evenings, on weekends, or in unusual places, at the workplace, at home, or via an unusual technique, like the Internet. These are not new for us and probably not for you, but for the majority of the universities this could mean a sort of Copernican revolution.

The second challenge posed by the actual environment of the European Higher Education Area is posed by the new information technologies. The computer and the Internet are more and more integrated into the life of universities, but we are not in as strong a position as the American universities, which have a lot of virtual campuses. The European Commission launched the idea of creating virtual campuses two years ago, but for the moment it is hard to see it being adopted by European universities. So we will have to work to reach the same standards as the USA, to create virtual campuses and to twin universities electronically. This is very important in terms of student mobility. As an official of the European Union working in the Erasmus unit I can tell you that although the Erasmus student mobility scheme has been a great success, you may be astonished to hear that it has moved only 5% of the European student population. 5%! That is nothing. Three years ago we celebrated the 1 million student mobility mark, and we would like to reach 2 million in 2007; but even when we reach the 2 million mark that will still be only around 5.5% of Europe's total student population. That means that we need to drastically improve the technologies, so we can bring Europe to the students as well as bringing students to Europe. So the importance of new technologies is very, very strong.

The third challenge for us in Brussels, which, in my opinion, is very important for the future life of the thematic networks and hence for your future cycle of three years, is the quality challenge. Quality in higher education is no longer a given. We think that the fact that a professor was appointed ten or fifteen years ago and has regularly published articles in scholarly journals is no longer enough. Not for the European Commission, of course, but, first of all, for students, parents and employers, because this kind of audience wants to know which institution delivers the best results in a given field of study. We can define

this as a sort of consumer protection. They want to know which institution really can deliver the best education in a specific field of study. Secondly, it is not enough for the Ministries and for private sponsors, because they want to know more precisely what they are financing; this is a problem of accountability. And, in Brussels, we think that it is not enough for the universities themselves, because a self-respecting university wants and needs to know about the quality of its own teaching. The thematic network will have a crucial role in this issue of quality assessment.

This challenge is important because in this framework we need two kinds of experience: one has to do with internal quality assurance, within the universities, and the other with external quality assurance, which could be achieved through external assessments. Concerning internal quality assurance – and I think it is obvious that thematic networks have a role to play here – the pilot scheme launched by the European Commission in 2002 using three different thematic networks was very important. Another experience of quality assurance came from ENQA, the biggest agency for the evaluation of quality, which is based in Denmark. This pilot experiment in external assessment involved four different thematic networks from the beginning, in 2002, and it became very clear that the thematic networks are the most appropriate fora for the effective evaluation of quality assurance. So this is very important, both for us and for you, for your future existence.

Let me say again, to underline the importance of the thematic networks in quality assurance, that the Berlin Conference established three interim priorities for the two-year period before the next Ministerial Conference in Bergen in 2005. (I know that yesterday there was an intervention about the Prague Conference, but Prague is now history as far as we are concerned.) These are: the recognition of degrees and of periods of studies, which is very important, of course; two-cycle systems, and you know the meaning of two-cycle systems better than I do; and quality assurance, which is a key-word for the future. You all know that the European Higher Education Area was defined by the conference in Lisbon in March 2000 as, and I quote the definition, "the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion". This was the definition from Lisbon.

To return to quality assurance, which was one of the main topics at the Berlin Conference, I quote one of the declarations made there with regard to quality assurance: "The quality of higher education has proven to be at the heart of the setting up of the European Higher Education Area. Ministers commit themselves to supporting further development of quality assurance at the institutional, national, and European level. They stress the need to develop mutually shared criteria and methodologies on quality assurance." In the phrase "mutually shared criteria" I think that you can hear something similar to the task of the thematic networks, or to the task of tuning. The mutual sharing of criteria means the prior definition, an X-ray of your field of competence. Because when you have the X-ray you can, of course, define the competences, you can define the criteria, and you can share with the other countries in the European Union the criteria in your field of education; and for this reason I have to stress again that the thematic network is one of the most important fora in which these criteria can be defined and shared.

Returning again to the word quality, another idea that came out of the Berlin Conference was to network the quality agencies; and this will also be very important for the Erasmus thematic networks, because in future they will be working very closely with these national agencies and with networks of agencies. So again, you can be proud to be in a thematic

network, because this kind of action will in the future become the most crucial in the European Education Area.

Now after these two sections of my speech, which have quality as the common term of reference, I would like to say a few words more about thematic networks. You have been here for three years, and you are one of the most important thematic networks among the 38 that constitute the family of thematic networks. You know that thematic networks is one the most important sections of the Erasmus programme. The thematic networks model has also been adopted by other programmes: I don't know if you have read about the Comenius programme, which deals with secondary schools, or the Grundtvig programme, which deals with adult education; both of these programmes had adopted a thematic network model like the Erasmus model. This is very important, because it enables us to have links with the Comenius programme, and so with secondary school education, and with the Grundtvig programme, which means adult education, and we can thus cover the whole span of life-long learning. So maybe in the future you will be asked to co-operate with secondary schools, in the sense of teacher training, and to co-operate with the Grundtvig programme, in the sense of adult education; the modus of this co-operation is something that we would have to decide on together. But I stress this point because we really believe that collaboration among these three programmes is extremely important.

The thematic networks started their life in 1996. In a way, thematic networks were a sort of legacy of another successful action launched by the European Commission in 1995, called 'evaluation conferences'. Some of you may have been at the Mantova Conference in 1996, which marked the end of these 'evaluation conferences'. At the time it was important, because it established a sort of state-of-the-art for architecture studies. This was perhaps easier, and less essential, for architecture than for some other fields of education, such as engineering. I remember very well the evaluation Conference in engineering studies, at which three or four different European definitions were used for the profession of the engineer. Right from the beginning they were faced with the difficulty of finding a common definition for the engineer in Europe, so the evaluation Conference was really a very important opportunity to achieve this.

In the beginning, the thematic networks were created on a vertical basis; that means that our idea in 1995-6 was to have thematic networks covering the vertical disciplines, in Europe: medicine, engineering, architecture, law, political science, and other faculties. But we discovered that there was also value in having transversal thematic networks: "humanitarian studies", for example, would cover economics, politics, the medical field and a lot of other fields. So we decided to create a number of transversal thematic networks as well, although most of the 38 thematic networks we have at the moment are vertical.

Initially, and up until 2000, the main activities of the thematic networks were those for which they are best known. Like mapping: the describing and analysing of existing teaching methods. Or defining: the defining of and experimenting with new teaching methods, which was one of the classic tasks of the thematic networks in the past. Or, for instance, producing or updating the translation and dissemination of the new teaching material, or other activities in the field of quality assurance. I think that you are all familiar with these kinds of activities; I am sure that your network has sub-networks working on these. The current situation sees an imbalance of scientific fields in comparison with the

humanistic fields; so our policy for the future will be to pay more attention to the thematic networks in the humanistic fields, because we would like to have a balance between the hard sciences and the humanities.

Two years ago, following the Bologna Process and the different environment that it created, and following also the Declarations of Lisbon and Madrid, we decided to introduce some modifications into the life of thematic networks. Of course I always say that, as in football, one of the golden rules is that a winning team must not be changed, so we didn't change the thematic networks. We did, however, make some modifications, because they were physiological evolutions of thematic networks.

I would like just to share with you these four new tasks for the thematic networks, one of which will be illustrated in a little while by Professor Lupo Donà dalle Rose. The first of the four tasks is the adoption of the methodology of tuning. Tuning is another pilot exercise of the European Union, so I will say only a few words about it, because, of course, Professor Lupo Donà dalle Rose is much more experienced than I am in this area. Briefly, tuning is another successful experiment that was launched by the European Commission three years ago, and its key words were mapping and sectorial competences. And, when you speak of sectorial competences, of course the link with the thematic networks is very tight. We would like all 38 of the thematic networks to adopt the tuning methodology in the next two or three years because, for the reason that I explained before, we need to have this overview, this general scenario of the definition of the competences, discipline by discipline.

The second novelty in the world of thematic networks is a closer link with research. I know that this is music to your ears because in the past, unfortunately, education and research – at least for the European Commission – were completely separate, and it was almost taboo to speak about research in education or about education and research. Now things are changing really very fast; and it may be that in the future the thematic networks will be financed both by the General Directorate for Education and by the General Directorate for Research. So please include some elements of research in your activities, more than in previous years.

The third new trend for thematic networks in the future has to do with the link between education and society. This, again, is a very important aspect, because we don't want to have thematic networks that are completely outside society. One of our rules when we set up the thematic networks was to have only academic partners; step by step, however, we changed our behavior, we changed our minds, and now we warmly recommend that the thematic networks include a really considerable number of non-academic partners. I understand that in certain fields this is easier than in others – it might be easier in architecture than in political science; but we would like to have thematic networks that are open to society, with the participation of local government, with the participation of foundations, with the participation of non-governmental associations, and all the galaxy of the non-academic world. This, too, is very important for the future, so please include some elements of civic society in your thematic network.

The fourth proposed novelty will be linked to the new programme that was launched last year by the European Commission; called Erasmus Mundus, it is, as everyone probably knows, a sort of Erasmus programme for the rest of the world. We would like to have a thematic network applying to the Erasmus Mundus programme, in order to have partners from outside the European Union. This will not be an outcome programme but an income

programme, which means that the basic philosophy of Erasmus Mundus will be to attract partners from outside Europe and to export the European model outside the European Union. So I always say jokingly that with the Erasmus Mundus programme you cannot go to New Zealand for a conference, but you can invite New Zealanders to your conference with Erasmus Mundus money. Jokes aside, I think that this is a very important fact for the future of European Education.

These, then, are the four novelties in thematic networks. Another innovation, which will come into effect this year (and is therefore important for your new application), is that henceforth the contract for thematic networks will cover three-year periods. This, as Constantin is well aware, in the past had to be done every year; but now we are merciful and we have decided to grant three-year contracts. This is important for the continuation of the thematic networks, and also because the funding will be more consistent and more substantial than in the past in order to accommodate these new activities.

So I think that I will stop here. What more can I say? I have known your thematic network from the beginning, and we are very glad to finance your thematic network and this wonderful conference every year here in Hania. I think that your thematic network has been involved in all the pilot projects that we have launched in the past. This is very important, because it means that your thematic network is very effective, very important, and we trust your association very much and your style of working together. So what can I say at the end of my speech? Just good luck for the future, we trust you, and we are counting on you for our new activities in the future. Thank you for your attention and have a good continuation. Unfortunately, I have to go back to Brussels tomorrow, so I feel a little bit guilty, but – without flattery – I feel that have experienced the flower of the architectural thematic network.

Thank you very much.

Discussion

Coordination by

Constantin Spiridonidis, Thessaloniki, Greece

Constantin Spiridonidis, Thessaloniki, Greece

Thank you, Ettore, for all the information you have provided. Are there any questions?

Joaquim Jose Braizinha, Lisbon, Portugal

Thank you for your speech, which I followed with a lot of attention. Regarding mobility, I would like to know what Brussels thinks about improving mobility because the most important problem for us in terms of mobility is the very low level of the fellowships and the fact that mobility has become a status for students of rich families as opposed to the original idea meant for those who did not have any alternatives. Normally, we open mobility that remains without candidatures from students whose families are not able to support them. This is very important since it is not enough to say that mobility should be improved, but what precisely is Brussels going to do about it. I have carefully studied the Network, Erasmus Mundus, because our Rector represents the branch in Portugal and can say that the level of financing is very low. In an effort to improve the Network, however, we always end up with the same problem – financing! For this reason, I would like to have more information about this.

Ettore Deodato, Brussels, Belgium

When referring to financing the scholarships, I suppose you mean those of students because there are also those regarding *staff* mobility. Maybe you know the "geometry" (pyramid / hierarchy) of institutions in Europe. The Commission administers money which is granted by the Council, which means that it is the Member States that decide the sum given for education, not the Commission. This implies that we are always trying to get more funds for education from the Member States and this is quite a struggle since, as you know from your own national situations, education is not considered a priority by the Member States, unfortunately, and this is a big mistake. With the money we receive from the Member States, we have two possibilities: either to improve and increase the grants, but, in this case, we reduce the number of students going abroad, or we increase the number of students going abroad by giving smaller grants. Over the last 4 or 5 years there has been a phenomenon of more and more complementary grants given by local institutions for Erasmus students. Germany is one of the countries receiving a lot of local support for Erasmus programs. We are fighting now on two fronts, one being to urge the member states and convince them that education is a very important priority in order to ensure support for education and the other is to motivate local governments to encourage Erasmus programs with complementary measures and funding for students. I agree with you that the grants are not enough however we are working on this problem.

Herman Neuckermans, Leuven, Belgium

Does Erasmus Mundus override Tempus or include it? Probably, you know that this venue originated from a platform that was the European Association for Architectural Education, which will commemorate its 30th anniversary next year, and it is from this platform that this new initiative grew out of. That platform includes people from non-European countries such as the former Soviet Union, etc., so, how can they be involved in this kind of process of quality enhancement? Will it be through Erasmus Mundus alone?

Ettore Deodato, Brussels, Belgium

No, not quite. I have a great deal of experience, having worked at Tempus for 7 years, I know the program very well and, frankly speaking, I do not want to see Tempus disappear because it is one of the most successful programs we had at the time in the European Union. So, Tempus will cover the countries outside the European Union and Erasmus Mundus will cover countries outside Europe, so that Russia will always be covered by Tempus in the future and work within it. Also, it is possible that Tempus will have more money starting next year.

Alexander Kudriavtsev, Moscow, Russia

For us, the "Bologna Process", as we call it, is very interesting because the Russian government also signed the Declaration. We have another system of grades, but we are widely rising in these two steps grade. However, when thinking about mobility, which is one of the keystones of the Bologna Process, I think in terms of quality, but this quality can be of a plus or minus and some students will look for this simplification in getting grades. For example, although I am not sure, I have heard that private schools in Hungary can grant the B.A. after 3 years in spite of the 3 plus 2 which is the ideal requirement under the terms of the Bologna Process for architecture. So, it seems that standards are different all over the world and in the Charter of the UIA and UNESCO on architectural education it states that the diversity of architectural education, forms and programs is a cultural richness or a world resource. Some students would like to have the simplification of grades, others look for what they cannot have in their net or local school, for example, some exotic area or new knowledge. So, another system of obtaining education presupposes alternative terms as well. We have 6 years (4 plus 2) or even the 7 years (4 plus 3), including the 5 years Bachelor's in the United States. Therefore, my question calls for standardizing these terms for the sake of having a more uniform system worldwide, so that, metaphorically speaking, at whatever point we happen to be in the world, we can switch on the electricity and be able to receive the same "power" or amount of education as in Australia, Russia, the United States, Chile, etc. In our country it is understood that it is important to have the first 3 grades and secondly the 2, which in essence means the Bologna Process.

Ettore Deodato, Brussels, Belgium

I agree with you completely and, briefly, the Bologna Process was quite a Copernican revolution because it changed, in certain countries, the dimension, perception and philosophy with respect to the model of the different cycle, which in other countries had been adopted for a long time. Mobility is very important and this is evident from the

results seen in the Erasmus Programs, to a certain extent. The input of a foreign student in the host university is highly beneficial and the knowledge and experience gained is equally valuable to the home university the student returns to. It is, basically, a two-way learning process, a double transfer of input, and if this effort is multiplied for a million students with many crossings, different mobility and, now, with new mobility within the new Member States, then this, in fact, is the meaning of Europe. I am sorry if I constantly refer to Erasmus, but Tempus also deserves mentioning since it has a good level of mobility as well. Nevertheless, I think that mobility must be improved and it is sad that the Member States are not really sensitive to this problem since they do not consider education a priority of the European Union.

As far as mobility is concerned, however, we need to make some modifications; for example, when considering Erasmus mobility on the whole, we see that one of the countries that receive the most students is Great Britain. The question is why? Surely, it is not so much because students prefer the British model, but they go there mainly to learn English. British education authorities are aware of the fact that many of the students they receive are not motivated by their level of teaching or methods, but rather by the opportunity for language learning. As a result, we are supporting more and more the teaching in other languages in other countries, which in this case refers to new Member States. For example, there are more and more Member States that teach Erasmus students in English or in French, understandably so, when considering that it is very difficult for a Greek student who goes to Finland to study in Finnish. The student would need at least 6 months to learn the local language before he / she could actually benefit from this opportunity. So, the point is that there are modifications to be made and adaptations are required in terms of students' Erasmus mobility and, just as the Thematic Networks are crucial for the future of education, so is the importance of student mobility.

Pierre Von Meiss, Lausanne, Switzerland

It is fair to say that, perhaps, with the introduction of the Bologna Process (3 plus 2), the whole Erasmus program has to be somewhat rethought because, in a way, mobility will install itself very well at the passage from the Bachelor's program into the Master's program – that is where they will choose a new university for the reason that it will be competent in exactly what they are looking for. Therefore, I think that in ten years' time mobility will have a very different picture not because of the Erasmus program, but because of the Bologna Process.

Tuning Educational Structures in Europe

A pilot project by and for higher education institutions supported by the European Commission in the framework of the Socrates programme

Julia GONZÁLEZ and Robert WAGENAAR

Joint project co-ordinators

The Bologna Declaration

The Bologna Declaration of June 1999 calls for the establishment by 2010 of a coherent, compatible and competitive European Higher Education Area, attractive for European students and for students and scholars from other continents. The European Education Ministers identified six action lines in Bologna and they have added three more in Prague in May 2001 and one more in Berlin in September 2003:

1. Adoption of a system of easily readable and comparable degrees
2. Adoption of a system essentially based on two cycles
3. Establishment of a system of credits
4. Promotion of mobility
5. Promotion of European co-operation in quality assurance
6. Promotion of the European dimension in higher education
7. Lifelong learning
8. Higher education institutions and students
9. Promoting the attractiveness of the European Higher Education Area
10. Doctoral level (third cycle).

The Bologna process addresses not only national governments, responsible for the education systems in their countries. The process also addresses the higher education sector, the individual universities, their associations and networks. Many universities have started preparing Bologna reforms in their institutions before being obliged to do so by their governments.

In fact, the European universities have declared at their Convention in Salamanca in March 2001 that: 'European higher education institutions recognise that their students need and demand qualifications which they can use effectively for the purpose of their studies and careers all over Europe. The institutions and their networks and organisations acknowledge their role and responsibility in this regard, and confirm their willingness to organise themselves accordingly within the framework of autonomy'. And furthermore: 'Higher education institutions endorse the move towards a compatible qualification framework based on the main articulation in undergraduate and postgraduate studies'.

The university Response Through Tuning

In the summer of 2000, a group of universities took up the Bologna challenge collectively and designed a pilot project called "Tuning educational structures in Europe". With the help of the European University Association EUA and the national Conferences of Rectors, the group of participants was widened. The European Commission was asked for a grant in the framework of the Socrates programme to support the project, which was granted in the winter of 2000-2001.

The Tuning project addresses several of the Bologna action lines and notably the adoption of a system of easily readable and comparable degrees, the adoption of a system based on two cycles and the establishment of a system of credits. The Tuning project contributes also to the realisation of the other Bologna action lines.

More specifically, the project aims at *identifying points of reference for generic and subject-specific competences* of first and second cycle graduates in a series of subject areas. At first instance in the fields of Business Administration, Chemistry, Education Sciences, Geology, History, Mathematics and Physics. Learning outcomes are described in terms of competences: what a learner knows or is able to demonstrate after the completion of a learning process. This concerns both subject specific competences and generic competences, like communication skills and leadership. University staff, students and employers have been consulted on the competences they expect from graduates.

Competences are described as points of reference for curriculum design and evaluation, not as straightjackets. They allow flexibility and autonomy in the construction of curricula. At the same time, they provide a *common language* for describing what curricula are aiming at.

Some 100 institutions participated in phase one of the project (2000-2002), representing the EU and EEA countries. The project is being co-ordinated by the University of Deusto, Spain and the University of Groningen, The Netherlands. Tuning builds on earlier experiences of co-operation in Socrates-Erasmus Thematic Networks and the ECTS pilot projects. It is expected that the results of Tuning will be of interest to higher education systems, institutions and programmes across Europe.

The name *Tuning* has been chosen for the project to reflect the idea that universities do not look for harmonisation of their degree programmes or any sort of unified, prescriptive or definitive European curricula, but simply for points of reference, convergence and common understanding. The protection of the rich diversity of European education has been paramount in the Tuning project from the very start and the project in no way seeks to restrict the independence of academic and subject specialists, or damage local and national academic authority.

The Tuning Methodology

In the framework of the Tuning project a methodology has been designed to understand curricula and to make them comparable. Five lines of approach have been chosen:

- 1) generic (general academic) competences,
- 2) subject-specific competences,
- 3) the role of ECTS as an accumulation system

- 4) approaches to learning, teaching, assessment and performance and
- 5) the role of quality enhancement in the educational process (based on a system of an internal institutional quality culture).

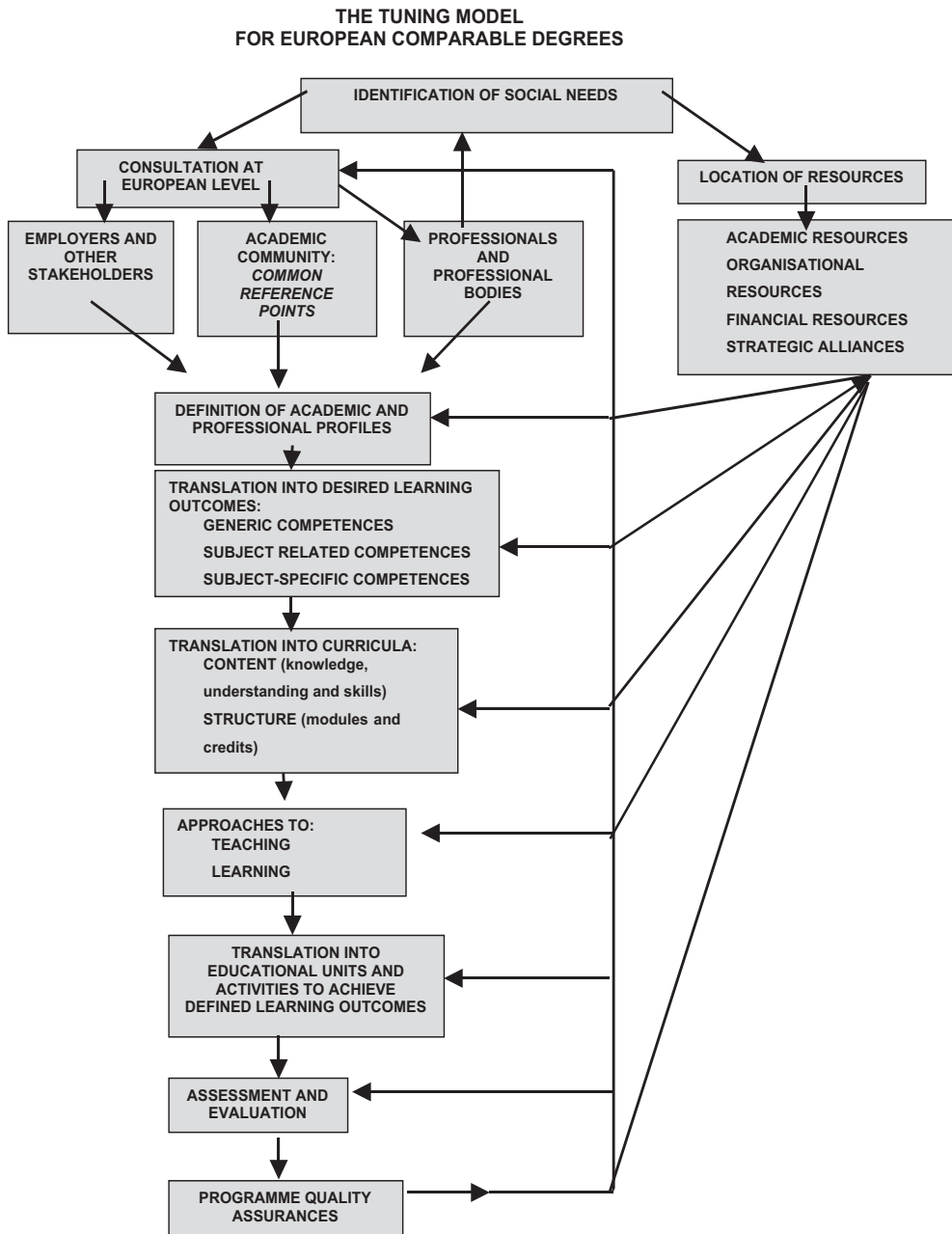
In the first phase of the Tuning project the emphasis was on the first three lines. The fourth and fifth lines received less attention due to time constraint, but they have a central place in the second phase of the project (2003-2004).

Each line has been developed according to a defined process. The starting point was updated information about the state of the art at European level. This information was then reflected upon and discussed by teams of experts in the seven subject related areas. It is the work in these teams validated by related European networks that provided understanding, context and conclusions which could be valid at European level. All together, the five lines of approach allow universities to *"tune"* their curricula without losing their autonomy and their capacity to innovate.

Furthermore Tuning has developed a model for designing, planning and implementing curricula offered within one institution, or, jointly, by two or more institutions. The main steps in the process for designing a study programme or an (international) integrated programme / joint degree is the following according to the Tuning model:

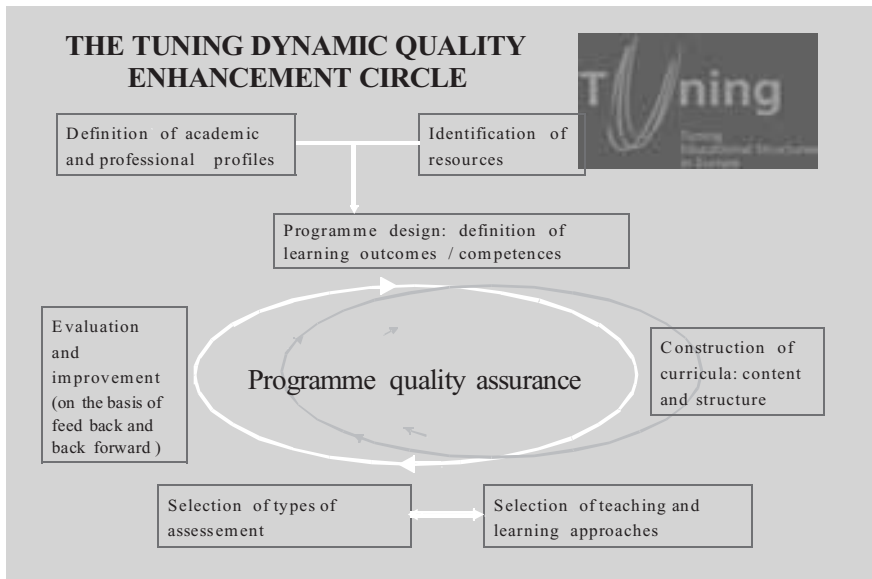
1. Meeting the basic conditions:
 - Is there commitment of the institution(s) concerned? In what terms: an (official) agreement or a strategic alliance?
 - Is there sufficient guarantee that the programme will be recognised legally?
 - Is there agreement with regard to the length of the programme to be designed in terms of ECTS-credits based on student workload?
 - Has the social need for a joint programme on a European level been identified? Has this been done on the basis of a consultation of stakeholders: employers, professionals and professional bodies?
 - Is the programme of sufficient interest from the academic point of view. Have common reference points been identified?
 - Are the necessary resources for the programme available inside or, if required, outside the partner institutions concerned.
2. Definition of academic and professional profiles.
3. Description of the objectives of the programme as well as the learning outcomes (in terms of knowledge, understanding and skills) that have to be met.
4. Identification of the generic and subject-related competencies which should be obtained in the programme.
5. Translation into the curriculum: content (topics to be covered) and structure (modules and credits)
6. Deciding the approaches to teaching and learning (types of methods, techniques and formats), as well as the methods of assessment (when required, the development of teaching material)
7. Translation into educational units and activities to achieve the defined learning outcomes.
8. Design of a programme of quality assurance.

This process is reflected in the following flow chart:



Tuning phase II

The second phase of the Tuning project (2003-2004) is based on the outcomes of the first phase (2000-2002). In its second phase the project will consolidate its findings together with a series of stakeholders (professional associations, employers, quality assurance agencies etc.), extend its scope to pre-accession and candidate countries, to other fields (inter-disciplinary and professionally oriented disciplines) and transfer its methodology to the Socrates-Erasmus Thematic Networks. Phase II of the project will give special attention to Tuning line 4: approaches to teaching, learning, assessment and performance in relation to line 5 Quality enhancement. Tuning sees quality as an integral part of each educational process as is reflected in the following:



A more general ambition of the Tuning project is to be a platform for the exchange of experience and knowledge between countries, higher education institutions and staff with regard to the implementation of the Bologna process at Europe-wide level. To facilitate further transparency in the educational structures and to further innovation, through communication of experience and identification of good practice, in order to produce convergence in higher education teaching in Europe.

For this, Tuning will act in a co-ordinated manner with all the actors involved in the process of tuning educational structures in Europe: universities and university staff, students (ESIB), European University Association (EUA), EURASHE, Quality Assurance and Accreditation Agencies (ENQA), the Bologna Follow-up Group, Ministries of Education, the European Commission, employers and Professional Associations.

Activities of phase II

Validation and consolidation

- Fine-tuning the results of lines 1 and 2 (identifying point of reference for generic competences and subject specific competences of first and second cycle graduates,

including level descriptors) in the subject areas Business, Chemistry, Education Sciences, Geology, History, Mathematics and Physics. These reference points for common curricula on the basis of agreed competences would enhance recognition and European integration of diplomas. They should be made operational for distance learning and lifelong learning as well.

- Validation of the results of lines 1 and 2 together with the main stakeholders: universities, employers, professional associations, students, quality assurance and accreditation agencies.
- Associate existing and future Socrates Erasmus Thematic Networks by inviting these to implement the Tuning methodology in their subject areas.

New Activities

- To fine-tune the general methodology for measuring workload developed as part of phase I of Tuning, to make this methodology operational and to test it at the level of subject areas.
- To establish a link between competences and ECTS credits and to test the use of the ECTS as a tool for curriculum design.
- To develop of the role of different approaches regarding teaching, learning, assessment and performance within the framework of curriculum design.
- To develop a useful approach for higher education institutions towards quality enhancement

New Partners, New Fields

- To open the Tuning process to more applied universities.
- To open the Tuning process to institutions in the pre-accession and candidate countries.
- To identify generic and subject-specific competences (skills, knowledge, content) in two new areas: Nursing (applied sciences) and European Studies (interdisciplinary studies) and, by doing so, to create two new European networks that can present examples of good practice, encouraging innovation and quality in the joint reflection and exchange, also for comparable fields.

Participation in phase II

In Tuning phase I mainly universities in the traditional sense were selected. This was done in order to match best the subject areas selected and to have a comparable type of institution in the different countries. Well-mapped subject areas from five scientific fields were chosen to avoid further complication of the project. It was expected that the benchmarking of professional profiles and desired outcomes, in terms of knowledge, skills and competences would be easier for this type of disciplines.

Now this approach has proven to be successful, a new challenge is to apply the Tuning outcomes to different types of subject areas. In phase II of the project the Tuning methodology will be implemented in *two new subject areas*: an interdisciplinary programme for which *European Studies* has been selected and an applied science, for which *Nursing* has been chosen. These should serve as examples for comparable types of subject areas. Another important task will be to extend the project to the *pre-accession and candidate countries*.

Therefore, the existing Inner circle of some 100 institutions has been enlarged with another 30 institutions of which some 15 come from pre-accession and candidate countries. Furthermore, to each of the existing area groups one institution from a pre-accession or candidate country has been added. The existing institutions will continue to work on the methodology developed in phase I, but they will concentrate on a number of specific problems that have remained.

Bilbao and Groningen, December 2003

More information

The papers of the Closing Conference, held in Brussels 31 May 2002, the Final Report and Conclusions of Tuning Phase I, which were published in April 2003, as well as other information, can be found on the web sites of the two co-ordinating universities:
University of Deusto, Bilbao (Spain): www.relint.deusto.es/TuningProject/index.htm
University of Groningen (The Netherlands): www.let.rug.nl/TuningProject/index.htm

These websites can also be reached from the Europa server of the European Commission:
<http://europa.eu.int/comm/education/Tuning.html>

More information about the project can also be obtained from the following e-mail addresses:

University of Deusto: pbeneito@relint.deusto.es

University of Groningen: i.van.der.meer@let.rug.nl

The Tuning Project was presented at the Meeting by Professor Lupo Donà dalle Rose, Modena, Italy.

The EAAE Socrates Thematic Network ENHSA European Network of Heads of Schools of Architecture. Actions and Perspectives

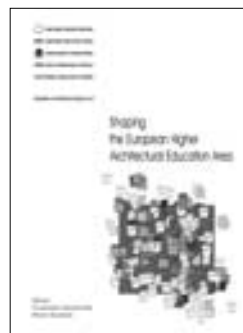
James Horan, Dublin, Ireland

Ladies and gentlemen, we would now like to commence this session, dealing with the Thematic Networks and the work that has been carried out since our meeting here in Hania last year. Those of you who have been involved in the preparation work between the Hania meetings will be well-acquainted with the fact that significant work and meetings take place during the year to prepare the information which allows us to carry on the debates we do, and I think that we are conscious of the fact that at this year's meeting we have quite a number of people who are here for the first time and, to you, I'm going to ask Constantin to just outline, in very brief terms, where our ENHSA Thematic Network project has come from, what it has done and where it is going. Then we will be able to describe in greater detail the processes that have occurred during the past twelve months. So Constantin, if you will be kind enough to make this introduction for us.

An overview of the Thematic Network ENHSA

Constantin Spiridonidis, Thessaloniki, Greece

Thank you, James. I'll try to be as quick as possible, because I'm sure that for most of you what I am about to say is just repetition. Speaking of the Thematic Network, the European Network of Heads of Schools of Architecture, I would like to remind all of you that it was generated from this city and this event. It was four years ago that the participants at this event decided to move towards such a project. Our application was, fortunately, accepted and now we have reached this present stage. I would also like to remind the few people who are here for the first time that the Thematic Network is not a meeting, but a project.



It is a project with a concept and a number of actions and objectives, which we will try to achieve, and a permanent, annual effort to analyse how it is working and to redefine the objectives towards which our efforts are oriented.

I would like to remind you of the main orientation of our efforts, which is to create the conditions for fruitful debate, dialogue and exchange among all those who are dealing with the administration of schools of architecture in Europe, in order to facilitate our efforts and our work in these schools and to determine our position in the perspective of this common European Higher Architectural Education Area. So, after we had gained Brussels' support for the Thematic Networks program, we first introduced and then implemented four parallel actions, two of which form the pillars of our Network.

The first is the Meeting of Heads, that is to say the place where this debate is developed and where the results and outcomes of all the other activities are presented (since this aspect is very well known, there is no reason to describe it further). The second main pillar is the sub-networks. The first pillar deals with the administration, the politics, the policy and the strategy of the organization of architectural education; the second deals mainly with the content of architectural education. For this reason we proposed four Thematic Sub-Networks – on construction, on restoration, on architectural design and on urban design – as a framework to encourage discussion among the people who teach these subjects and to enable them to exchange and compare teaching practices, teaching strategies and teaching experiences in these areas. You will have in a few minutes the possibility to follow the presentations of those sub-networks.

Between these two main pillars stand two others. One concerns research practice: that is to say, a continuous process of data collection, mappings, and information regarding architecture education. This body of information supports both the meeting we have here and the teaching pillar, that is to say, the Thematic Sub-Networks. The other, which is more or less technical, aims at becoming the centre of the circulation of information and is the web site of the network www.enhsa.net

I would like to say a few words on the research aspect of this project, and then on the way we will work in this meeting. You have already received some information but I would like to make some clarifications that are closely related to the discussion we had in the previous part of this session.

What we started two years ago, and continued more intensely last year, was an effort to understand who we are. Based on the idea that in order to better understand ourselves we must first have a better understanding of others, we tried to develop an extended research or inquiry process designed to yield a kind of X-ray picture of architectural education in Europe through a detailed scrutiny of the schools of architecture. This was achieved through the five questionnaires that we sent out last year; and although many of those who came to Hania last year complained that it was a terrible job to fill out such complicated questionnaires, our aim was to understand exactly what was happening.

The first questionnaire concentrated on the accreditation system applied by different schools in Europe; the second on the exchange practices developed by schools of architecture in their academic life; the third on the structure and the characteristics of the curricula and of the schools that support them; the fourth was related to the links between schools of architecture and the profession; and the fifth was an effort to define the diplomas offered by the schools of architecture in terms of teaching hours per subject area – that is to say, the way that the curricula were structured. This information was

presented – up to a point – in the last meeting; but, as I said, we are in the process of making a more serious statistical analysis of the questionnaires. The results were processed by a team of statisticians from the School of Mathematics of the Aristotle University. Since we are now in the dissemination process, the entire analysis will be codified and presented in report form, so that each of you can see the results. I think that they are very interesting, and I will say just a few words about that.

First of all, we tried to categorize the schools in Europe as small, medium or large, on the basis of total number of students and of the staff/student ratio. And on the basis of these groupings the team of statisticians tried to identify their particularities. It is interesting to see, for example, that there are some different teaching strategies in the different groups, and it is also interesting to find geographically based differences. I remember, for example, that the results indicated that the teaching of construction is less developed in the northern schools of architecture than in the southern, that architectural design is more or less equally distributed in all the schools, and that there are some differences with regard to urban studies and urban design courses in different areas of Europe. So I think that this development, which isn't yet finished because the statisticians want to make some other correlations and some other cross-tabulations, will in the end give us a picture of what is happening nowadays in European schools of architecture.

As I started to say previously, this meeting is part of a project and for this reason it is not just an event. As of last year we introduced a kind of intermediate meeting, in preparation for Hania, which this year took place at the end of February in Antwerp, and was hosted by the School of Architecture of Antwerp, the Van de Velde Higher Institute of Design Studies. There were about 30 participants at this preparatory meeting, representing, 29 schools of architecture (because there were two colleagues from the same school), where we discussed what we would do at this 7th meeting.

As you remember, in the past we split the meetings into four different subjects; curriculum, evaluation, relationship with the profession, and exchanges, which were the subjects that we investigated through the questionnaires. In Antwerp we decided that it was time to become a little more operational and to try to concentrate on curriculum, which is the final objective of our discussions, because, in the end, the curriculum is the heart of architectural education and all the other aspects that we have discussed in previous years – assessment, evaluation, exchange – are included in it.

The first decision was that we should concentrate on the curriculum and dedicate this meeting to that subject. The second decision was that we have to approach this theme of curriculum through the learning outcomes and competences, which was already an open debate through the tuning project and through the discussions that we have had in previous years. Thus the working groups were divided into two parts in Antwerp: one group treated the question of research, which was another focal point raised from our discussions and which we thought must become a very specific subject in our debates; and the other group concentrated on the competences related to the profession or professions of the architect.

The discussion and the debates in the groups were summarized by the group co-ordinators, Kees Doevendans and Loughlin Kealy from the group on research and Lawrence Johnston from the group on profession; the summary reports were circulated to the members, and later, in mid-June, the steering committee worked on these reports and started to elaborate the form of this meeting. In the meantime, and before this discussion in the council, I had

the opportunity to collaborate with Loughlin Kealy who came to Thessaloniki and worked with me for two days on formulating the questionnaires. The two questionnaires¹ on competences that were finally produced were also based, up to a point, on the tuning experience, which served as a very helpful guide for us, but, at the same time, we wanted to adapt them to the particular climate that we have already created in this meeting and the collaboration that we have established among ourselves.

The first questionnaire, which you have already received, had three parts. The first part concerned the competences that Lupo dale Rose presented as generic competences but to which we gave a slightly different definition, because, in our understanding, generic competences are of course transversal but are mainly articulated with the identity or profile of the graduate; so we tried to put together a number of competences which could represent the profile of the graduate. The second part of the questionnaire concentrated on competences related to research and to the education of architects as researchers, and the third part concentrated on the competences and learning outcomes related to the different professional activities that a graduate could develop after graduation.

These, then, were the three parts of the first questionnaire. You probably remember that the introduction to the questionnaire (which is also written in French for the convenience of our French-speaking colleagues) briefly describes its purpose and its aims. Then there are some general questions that ask you to define the identity of the school, the city, the country, and whether or not the school is already within the Bologna framework. Then there is a group of questions related to the profile of the person completing the questionnaire. This is followed by the three parts in which you are asked to grade the significance of each of the proposed competences, on a scale from 1 to 4, for Bachelor's graduates, for Master's graduates, and for Doctoral graduates. For those schools that are not in the Bologna framework there is a column in the middle, which is for Master's graduates or for graduates of programmes of 4-6 years of continuous studies.

Next to each competence – and this is another difference compared to the tuning process – there is a small box which you can tick to indicate whether, in your institution, each particular competence is systematically evaluated by the evaluation processes implemented. This was based on the idea of introducing a kind of benchmarking approach to define those competences that are in some way measurable in your institution, in order to see – and this would depend on your answers – whether there are some competences that could be included in the school's systematic evaluation process, where these exist. The questionnaire ends with a 'submit' command so you don't have to save it onto a hard disc: clicking on 'submit' sends the questionnaire directly to a database, where all this information is stored; and when we have a sufficient number we will ask the statisticians to process it. Be careful to complete your questionnaire on-line – we have received some questionnaires that were evidently completed off-line and only the first letter or so arrived.

The second questionnaire we prepared was addressed to people who employ architects. It has not been circulated yet, because we only made a pilot sample for Lawrence Johnston to circulate among the British schools of architecture in order to see how it works. This questionnaire has two parts, the first of which tries to define the profile of the

employer and includes a list of the types of activities a company might have. It is interesting to see that, although we didn't include graphic design, some of the answers indicated that we should have; so it seems that we have to add graphic design to the list, because this is obviously one of the activities that architects access after they graduate. The first part also contains questions about the number of employees in the practice, the position and age of the person answering the questionnaire, and whether they consider the formal education architects possess has adequately prepared them to work in their company or practice – which is obviously a question to which we are eagerly awaiting the answers. Another question, which is also interesting because it was so strongly articulated in the discussions we have had, is whether employers prefer architects with a more specialized education or architects with a more general architectural education. The interesting thing about this question, based on the pilot results, is that there is a 50/50 distribution between those who prefer specialists and those who prefer generalists, which means that there are two completely different sets of expectations.

The second part of the questionnaire revolves around a list of 35 competences. In one column the employers are asked to grade the importance of each of the competences, and in the second the level to which the expected competence is assured by the educational system, so the one column evaluates the importance of each competence and the other evaluates the degree to which the school offers or assures this competence. Also, for anyone who wants to add competences that are not included in the list, we always leave a blank space at the bottom; and although nothing has been added yet, that will probably change during our discussions. In a final part, the employers are asked to select what they consider to be the five most significant competences from the list they have.

These, then, are the two questionnaires. You have already received the first one, which is addressed to academics, and what we are asking you to do is simply to forward it to everyone on your staff, so that we can receive the largest possible number of answers.

The idea behind the structure of the questionnaires was also applied to these sessions, because what we would like to do in this meeting is to see how efficient it is and what kinds of improvements and ameliorations we could assure through this discussion, so that immediately after Hania we can properly disseminate all this material. That is why we structured the sessions here in three parts; the first concerns generic competences, that is to say the profile according to our understanding of generic competences, the second concerns the competences related to research, and the third concerns the competences related to the profession. And what we are expecting through these sessions is to animate a discussion, which will give us different inputs that will help us to ameliorate and to improve this effort.

For each session we have three simple questions. The first relates to profile: the kind of graduate profile your school wants to pursue, whether your school educates researchers, and the kind of professional identity your school expects from its graduates. The second, which is based on the list of competences that we used in the questionnaire, asks which competence you consider to be the most significant; and the third, which of the teaching strategies you apply in order to assure that those competences are achieved. So these are the three "simple" questions that will be asked of a panel, each time consisting of different schools, thus providing a larger representation of people to animate the discussion; and then we have the other session, for 1 hour and 30 min., which will be open for discussion

and of course interventions and answers from the audience. This is the concept of this event; we expect that we will manage to achieve what we have planned, and I expect your collaboration and help in this effort. Thank you very much.

The Construction Sub-Network of the ENHSA

Maria Voyatzaki, Thessaloniki, Greece

I am the co-ordinator of the Construction Sub-Network, one of the four activities, as Constantin said, of the Thematic Network. When we tried to set up the network of people who teach construction in schools of architecture, we did not know whether it was going to have any future or even whether there was any sense to its creation. Although many burning questions were at stake regarding how we teach construction when design and architecture are moving into different spheres of understanding the world, our first meeting had to be very tentative and very speculative, because it was not easy to start talking about specific things. And of course when I say speculative I mean not only in terms of the content of the meeting, but also in terms of the future and the fact that it might or might not prove to be necessary for us. So we invited the members of the Thematic Network to our meeting, which had the very general title of "The Teaching of Construction in Architectural Education, Current Pedagogy and Innovative Teaching Methods" and which was aimed, by way of our discussions, at defining the state of the art, creating a map of the different tendencies with regard to the teaching of construction in contemporary schools of architecture.

The questions following this general and broad approach to the teaching of construction were similarly generic and general, the basic themes being what we teach when we want to teach construction to students of architecture, why we teach it, how we teach it (in terms of the methodology and pedagogy used to teach construction), who teaches construction in schools of architecture, when is the right time to teach what we teach and, of course, to what extent we should do so. This meeting (and I call them meetings rather than workshops because the whole point is for people to get together, to discuss their cases in depth and of course to learn from each other) was structured in three parts to stimulate debate: the first was to have keynote speakers to discuss the issues we identified, the second was to have a presentation of posters from each of the schools demonstrating how construction is taught in their schools, and the third was to be a debate. So, we had three keynote speeches by prominent people in the field, and it was quite widespread, because the first is primarily a practitioner and only secondarily an educator, as opposed to the second one who is a philosopher/theoretician on construction, while the third was a sort of a hot-off-the-press personality who edits the *Architects Journal*, which is a recognized journal of architectural details and construction in Britain.

The outcome of the meeting was a book, which basically presents the results and the different tendencies – the mapping I mentioned before. You can see the different tendencies regarding what we teach in construction: there is a polarity between innovation and the fundamentals of construction. The answer to the "who" question is primarily practicing architects who teach design in the same school.

The extent to which construction is taught varies in different schools, but I think that the conclusion was that most schools deal with the fundamentals in the first year and leave construction out of their design projects as they approach the diploma – and this of course is a gap that needs to be bridged. The final question, namely how construction is taught, proved to be the most difficult to answer on a speculative basis. The two most important conclusions were, firstly, that the meeting should be repeated (the participants felt very strongly about the need for and necessity of the meeting) and secondly, that we really needed to discuss the methodology and the pedagogy of the subject more extensively.



So there was a proposal that the second meeting be held at Les Grands Ateliers de l'Isle d'Abeau in France (the first meeting had been held at the Aristotle University of Thessaloniki School of Architecture), which is a very innovative centre where students from schools of fine arts, schools of structural engineering and schools of architecture can actually work together on one-to-one scale models with real materials. We were kindly offered their support and the opportunity to hold our second workshop in their building. We followed the recommendation of the participants to concentrate on the issue of methodology of construction, or how we teach construction; and we thought that the way to investigate the teaching of methodology in any given field is to see what exercises are used as vehicles to teach a particular subject, and so we asked participants to present the exercises they give students in teaching construction.

The whole structure of the discussion was articulated around the following questions: how we explain construction to students, how we transmit this knowledge, how we help students to memorize and how they, in turn, do actually memorize the material we give them, and how both teachers and students act. We had two keynote speeches, which were spot-on, one would say, very precise and relevant to the meeting. The second meeting, which had the same structure as the first, that is, keynote speeches, poster presentations, and debates, attracted many more participants (the results are presented in the report that you will find at the reception desk), and it was proposed that we should follow up with another meeting, this one to be hosted by the Technical University of Athens – Spyros Raftopoulos, who is here now, was one of the hosts.

Because up until then we had discussed where we were and how we do what we do, and the next question had to be what we were going to do in the future, taking into account that architecture and the perception of architecture are changing and therefore

what we teach, when we teach it and how we teach it have to change as well, the title selected for the third meeting, which was held last May, was "Visions for the Future of Construction Education, Teaching Construction in a Changing World". And I won't go into details, but since we had this discussion about competences and skills, I will just mention the four main issues that were discussed.

The first was the necessary competences and skills and the education methods necessary to achieve them, when it comes to teaching construction, when the perceptions of contemporary architecture are different from what they were when we developed our existing methods. The second point was that architecture is now using new materials and new construction techniques, so the question arises of what competences and skills a graduate should have in order to be able to use new materials and new techniques, and what educational methods ensure these competences and skills. The third point is the teaching of construction in relation to the environment, which is a fundamental issue of contemporary design. The question with regard to this 'new' need to protect the environment, which goes alongside digital architecture and new materials, is this: what are the competences and skills now required to make a 'buildable' building, and what are the educational methods that will ensure them? Last but not least, there is a body of rare and traditional knowledge that we have to take on board and protect; so we have to make sure, when we teach construction, that the techniques of wood and masonry are not lost with the increasing use of new materials like Teflon, plastics, etc.

These were the four main themes that were discussed at this third meeting, which was very rich in terms of stimulating debates involving a wide range of schools: we had lecturers from the Athens School of Architecture, from the Oslo School of Architecture, from Bath, the Hague and Geneva. And although I haven't kept a precise count, we have gone from 45-50 people at the first meeting to 55 at the second and 65 at the third, and interestingly enough they still want to meet again. I will take this opportunity to thank you all for supporting the event and allowing it to happen, for many of you, I know, have responded by encouraging and enabling your staff to attend. This is more or less what I wanted to say and if there are any questions that I can answer for you I would be more than pleased to do so.

The Theory and History Sub-Network of the ENHSA

Herman Neuckermans, Leuven, Belgium

I happened to be the President of the Association when we launched the idea of the Thematic Network, and I volunteered to initiate the theory and history unit. I focused on one of the subjects because, as the co-ordinator of my University's Postgraduate Centre for the Conservation of Historic Towns and Buildings, I am quite familiar with it. We decided to initiate the network with a kind of preliminary workshop, to which, although the invitation was open, we invited principally people that we knew were active in conservation education. It was a completely different formula from what we have heard so far because it was a very small workshop with only 25 participants. The participants brought to the workshop the answers to a questionnaire that I had sent them prior to the meeting, and which I will show you, and presented the situation in their schools and their countries, 15

countries being represented altogether. And then the same amount of time that was given to the presentations was allotted to discussion. It was a very interesting formula; and one of the conclusions was that although we had intended to make it a bigger event with a wide participation and an open invitation to all European schools, some people thought that it was more interesting to have a small workshop, with 25 people, all of whom made presentations and participated actively in the discussion afterwards.

The aim was to get an initial idea of what was happening in Europe – a limited part of Europe, of course, because of the deliberately limited attendance – through the following questions, to which every participant had to bring the answers as these related to his institution and/or his country.

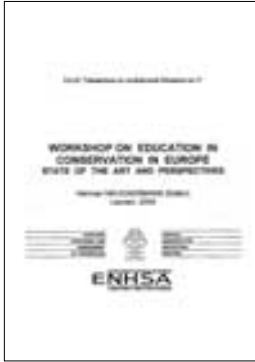
The first question was whether the person participating was actually involved in teaching conservation and, if so, how.

The second was how conservation was taught, which means, among other things, whether it was taught in the under-graduate, graduate or post-graduate programme, etc. I will not go through all the questions, because you can read them and I want to be brief.

Apart from these questions, we had a keynote speech by Jukka Jokilehto who has been the programme director of ICCROM in Rome for many years, for those of you who are familiar with the field of conservation – and for those who are not, I should mention that there are four centres in Europe which are known for their post-graduate studies in conservation, and these are ICCROM, York, Chaillot and the Raymond Lemaire International Centre for Conservation (RLICC) the international centre for conservation that we have in Leuven. Incidentally, ICCROM, in Rome, has changed its ambition to short term programmes; York has shifted its interest to more archaeological subjects; Chaillot, in France, is still there and as most of you know is the school where architects with several years of practice can upgrade their qualifications, earning certificates in special fields, such as *Architecte de Monuments Historiques*. Our centre in Leuven now has a completely different orientation: it has become an internationally oriented centre, with an international student body and staff, and it is multi-disciplinary, meaning that it is not only for architects but also for engineers, art historians and historians, and the core of the programme is their integrated project work.

We began the conference, then, with an inventory of initiatives in Europe in preparation for a bigger event. I have to confess that we are not as far advanced as the Construction Thematic Network, but this is just the beginning. From the reports prepared by the participants in response to the questions we gathered some interesting information, from which I recently prepared a report (published in quite a modest way, due to an overload of work) that has been sent to all participants and member schools of the EAAE and of course copies are still available. The proceedings include all the presentations, the discussions, a summary report, a list of participants and a list of interesting literature. In the summary report I simply highlighted a few of the topics that came up in the discussion.

In terms of conservation, some people complained about the availability of information, since because there is no regulation in this area people can explore a subject and then sit on that information without ever publishing it, which means that no one else can access it. Everyone agreed that there was a need to standardize terminology, for example the meanings of words like renovation, conservation, restoration, etc. It was said that the teaching of history in conservation should be a compulsory subject in architectural education; and although I don't want to begin a discussion on this, my personal opinion



is that in-depth education in conservation should be given at the postgraduate level. I know that in many schools there is a mix of important historical buildings and new design in the final year thesis projects, and it is a very difficult issue for students to cope with, and I think that you need to go through the five years of architecture before you can really tackle it. But this is an issue for debate, because I know it is different in many schools. So, it was proposed to create two working groups, one to discuss the issues of conservation in, what I call, the Bachelor's and Master's level, and then one for what I call the advanced Master's level. So we have a full report, as I said; and while I don't know whether this is the next activity of the Network, I would just like to draw your attention to the fact that, in terms of theory, our association will have a new conference in Leuven next year on the rise of heterotopia, etc. The call for papers is open, and it is about museums, theme parks, squares, theatres, etc. Thank you for your attention.

The Architectural and Urban Design Sub-Networks of the ENHSA

Constantin Spiridonidis, Thessaloniki, Greece

I would like to say few words about the other two Sub-Networks: architectural design and urban design. The approach that we tried to develop in these two sub-networks was a little different to the approach used for the Construction Sub-Network that Maria just described. We thought that the discussion on architectural design and urban design could become much more fruitful and perhaps, more operational, if we had precise material in front of us, so we tried to collect material related to the teaching of architectural and urban design. This is why, last year, we asked all school members of the Network and all school members of the EAAE for contributions structured on four, more or less precise, questions. So I will read you the questions to which we expected to have the answers.

- The first question was: "what do I teach in the architectural design course I teach and why do I choose to teach these things"?
- The second question was: "how do I teach the architectural design course for which I am responsible and why do I choose to teach this course in the way I do"? The third question was: "what exercise(s) and design themes do I use, and why do I think these exercises should be taught for architectural design"?
- And the fourth question was: "what learning outcomes do I expect from the students I teach, how satisfied am I with the course of architectural design I teach and how do I think I could improve my course"?

That was the framework that was addressed to teachers of schools of architecture regarding architectural design, and the questions for urban design were more or less



the same. We received, if I remember correctly, 44 proposals or descriptions of courses in architectural design from different schools of architecture and about 22 proposals for urban design. We collected this material in the form of a report and now, with the help of the European Association for Architectural Education, we will publish this material and distribute it to many schools, not only to those that belong to the Network. The report contains very useful material because it gives descriptions of courses and answers to those questions, most of which are not short questionnaire-type answers but more extensive descriptions of what the schools are doing in these areas.

Meanwhile, this year we sent out a second appeal along the same lines, in order to enrich the number of contributions and to have a more representative spectrum of approaches. We expect that we will manage to gather around 80 answers for architectural design and 40 or 50 for urban design; and what we are planning for next year is to have a workshop like the ones Maria presented, in order to discuss the similarities, differences and compatibilities between the different approaches in these two subject areas. So I would like to remind you all that we sent out the new appeal early in the summer, and to ask you to encourage your staff members to help us achieve the desired number of representative teaching approaches.

James Horan, Dublin, Ireland

Ladies and gentlemen, I am conscious of the fact that we are significantly over the time allocated for this morning, and I do know that we have quite a lot of opportunity in the following sessions to debate many of the issues that have just been highlighted here. However, before we close this morning's session I would just like to make a couple of comments about the Thematic Networks and the significance that they have for the European Association for Architectural Education.

As you know, this is the 7th meeting of the Heads of Schools in Hania and I recall, as many of you here do, that in the early days of these meetings one of the difficulties we encountered was the lack of information that we needed to give real substance to the debates we were attempting to have. The second issue that created a problem for us was the fact that we met only once a year and each year as we came back there was

a certain amount of, I suppose, 'reinvention of the wheel' while we got the process started each time. With the arrival of the Thematic Network structure we were able to do something quite different that hadn't been achieved before.

Firstly, mechanisms were put in place to allow an enormous amount of preliminary work to be done throughout the year between these primary sessions, and the work done in Antwerp, in Thessaloniki and elsewhere, and indeed, the communications that have taken place by e-mail and other methods to allow the information to be assembled has, I think, been invaluable beyond measure. The strength of our organization, as I have always said, has a lot to do with the information we possess. I think that here today, as most of the people in this room are either Heads of Schools or their representatives, we should be conscious of the fact that the Thematic Network goes way beyond the people in this room; it extends to the staff of most of the schools of architecture across the European system, and also to the practices of architecture and the people involved in delivering architecture to the public. Consequently I would just like to finish this morning by asking you to endorse the work of the group involved with the Thematic Networks because, having observed it at close range that work is considerable and it is deserving of your endorsement. Thank you very much.