

## Appendix



# The EAAE President's Farewell Address

James HORAN

This year EAAE celebrates 30 years since its formation. Looking around the room this morning at the 8th meeting of the Heads of Schools in Chania I get a sense of both stability and vitality in our association. This year's meeting of the Heads of Schools, to a great extent, deals with reflection on the work we have been doing to clearly establish the platform on which we stand, thus allowing us to prepare the appropriate strategy and make the correct decisions about the future.

Therefore, in this my final address as your President I feel that it is appropriate to identify for you what the Council of EAAE have been doing during the two years of my Presidency but more particularly during the last year since our meeting in Chania in 2004.

The Council has taken a professional approach to the way it has done its business and carried out its work. Numerous Policy Documents have been prepared to assist in clear decision making processes, and to provide the necessary information on the reasons behind Council decisions for those who will come after. The meetings of Council have been carefully recorded, and a rigorous method of communication between the office of the Secretariat in Leuven in Belgium and the office of the President in Dublin has helped in the smooth running of the work of EAAE. This would not have been possible without the dedicated support of the Secretaries in both of these areas. The Council and I owe a deep debt of gratitude to Lou Schol in Leuven and Patricia O'Callaghan in Dublin.

No association can function unless it is funded. The financial structures of EAAE are therefore critical to its activities. In particular, it is essential to find and identify the funding necessary for its various projects. A decision was made to raise the Membership fee, a decision not taken lightly, the Council being aware of the financial constraints which affect many Schools. However, I am happy to report that the increase in membership fee has not resulted in the loss of a single Member School and has been partly responsible for placing the EAAE on a sounder on-going financial footing.

The preparation of the annual budget, the tracking of finances and the general task of keeping the house in order has been the responsibility of our Treasurer, Herman Neuckermans. Herman, as you know, Past-President of EAAE, has dedicated an enormous amount of time over many years to the work of the Association and today we owe him our thanks and gratitude.

Irrespective of how carefully the work is planned, or how diligently it is financially managed, an Association such as EAAE can only function if it can fully engage in communication with its members and to the larger world outside. The various types and methods of communication within EAAE have been central to its activities. Our communication network consists of many different strands.

The News Sheet is probably the single most important communication instrument that the Association possesses. It has grown from a single folded page to a substantial publication. Not only has it grown in size, but also in content. The quality of the articles and

in particular the quality of the interviews with prominent Architects have identified the News Sheet as serious publication carried out with rigour and diligence. This year it has been further enhanced by a new design giving it a new look appropriate to its time. The raising of the News Sheet to this new level has been the work of Anne Elisabeth Toft who has brought professionalism and academic rigour to her work. For this we owe her our extreme gratitude and further extend that gratitude to Peter Kjaer and the School of Architecture at Aarhus who has provided continuous support for her activities.

If the News Sheet is the printed arm of the EAAE then the Website is the electronic one. Since joining the Council in 2004, Ramon Sastre of Universitat Politècnica de Catalunya Barcelona has taken responsibility for redesigning and redeveloping the EAAE's website. You will have seen in Herman Neuckerman's presentation describing the 30 years of EAAE that the new images of the website are indeed impressive. In conjunction with the web master in Leuven, Ramon is now beginning the task to up-load all this information and arrange for the new website to go live. The new website will allow those who access it to not only obtain the information from EAAE's database but it will provide links to the websites of individual School Members. For all this work Ramon we thank you.

The parallel document to the website is the hard copy of the EAAE's Guide to the Schools of Architecture of Europe. Two editions of this guide have already been prepared by Leen Van Duin of the Technical University of Delft. The third edition is currently in preparation. This document has been of exceptional value for both Schools and the students within them, particularly those embarking on Exchanges under the Erasmus and Socrates programmes. It is intended that the third edition of the Guide will further enhance and reinforce the relationship between the electronic and the printed documents of EAAE.

From the point of view of the Heads of Schools, the most important strand of communication and contact is epitomised by this meeting here in Chania. This is the eighth time that the Heads of Schools of Europe have come together. This year however, has been more significant than usual because the meeting of the Heads of Schools has been preceded by a workshop for Teachers of Architecture and by a workshop for Students of Architecture. These three events occurring in immediate succession here in Chania clearly demonstrate that EAAE is operating at all levels within Architectural Education and that the Thematic Networks which underpin these meetings have been one of the great successes of the Association. Constantin Spiridonidis and Maria Voyatazaki have been central to this initiative. Dinos and Maria have probably dedicated more time and energy to the work of EAAE than all its other members put together. They have been tireless in preparing the work of the Thematic Networks, the various workshops located across Europe and ensuring that the endeavours of these workshops are duly published, becoming yet a further strand of the communication process.

In the midst of all of this work they have managed to share the human side of their existence with us in a manner that I believe is quite unique. Two years ago, we participated in their wedding, here in Chania, and this year we are being privileged by being invited to join them in celebrating the Christening of their son Alexandros. It is difficult to express the level of thanks that is really due to Dinos and Maria and describe the very special place they hold in the Association and in our hearts.

The EAAE also wishes to express its thanks to the Aristotle University of Thessaloniki who have provided continuous support for the work of Dinos and Maria.

themes and new ideas explored, and the boundaries of knowledge and experience expanded. Each year the Association endeavours to host and support a number of Conferences. This year we have had Conferences in Leuven, Delft and Antwerp, and a fourth is planned for Bucharest in October. The Rise of the Heterotopia Conference in Leuven Belgium was organised by Hilde Heynen. Hilde also attended the joint EAAE/ARCC Conference on Research in Dublin and provided a critique on this event. The Conference on the European City was organised jointly by TU Delft, the School of Leen Van Duin, and the Henry Van de Velde Institute in Antwerp, the School of Richard Foque. The Proceedings of this Conference have already been published. In October of this year a Conference entitled Diversity will be hosted by the School of Emil Popescu in Bucharest.

By now the EAAE has developed a tradition of awarding prizes for architectural endeavours at both student and teacher level. The EAAE/AG2R Student Competition to design a living environment for the elderly was organised by Emil Popescu of the University of Architecture in Bucharest. This competition attracted entries from all over Europe and this year has seen the publication of the competition winners. Emil is now in the process of negotiating a further student prize with the support of the Lafarge Cement Group.

We thank Mac for his work in this area and wish him success in his continuing endeavours.

Perhaps the most significant prize in the history of EAAE has been the prize for New Writings in Architectural Education. Sponsored by Velux in Denmark and organised by Ebbe Harder at the School of Architecture at the Royal Danish Academy of Fine Arts in Copenhagen. This prize has already produced two significant publications, prepared at the highest level. The EAAE is happy to announce that the prize for New Writings in Architectural Education will continue this year and we look forward with anticipation in the sure knowledge that the entries will be of a similar high standard and calibre to those two competitions that have already taken place. Ebbe Harder's work in association with this project has been exemplary and he can be truly identified as a great ambassador of the European Association for Architectural Education.

As referred to in the beginning, the eighth meeting of the Heads of European Schools of Architecture is exemplified by the level of maturity that has been reached within the Association. The discussions at this event have been among some of the best I have heard. The meeting has covered attitudes from academic to practical, from philosophical to politician, from pragmatic to professional and if the wonderful piano playing of Jordi Querol could somehow be contrasted with the attempts at Greek dancing in the Kriti Bar, from the sublime to the ridiculous. We thank Jordi Querol for his superb recital.

At our meeting here in Chania last year you gave approval for our Association to engage in discussions around topics of mutual benefit with the ACE, the Architects' Council of Europe. Earlier this year two separate meetings between the representatives of EAAE and the ACE took place. These meetings were both beneficial and crucial. They have served to highlight the value that such a relationship can bring. The ACE represents more than 450,000 Architects across more than 45 different professional institutes, all of whom have an interest in the quality of both architectural education and the quality of the practising professional architect. This is particularly relevant at the moment as the new Qualifications Directive is poised to replace the former Sectoral Directives including the Directive on the Education and Training of Architects.

The Section of the European Commission dealing with the new Professional Directives

expressed great interest in the Joint Working Party being established between the ACE and the EAAE. At the second meeting in Brussels, the Head of the Division and two representatives of the Commission attended the meeting with a view to explaining the significance and protocol surrounding the new professional directive. As a result of these meetings both the representatives of the ACE and the representatives of EAAE believe that there is a strong possibility that the Joint Working Party will be drawn upon by the Commission to provide the necessary expert advice when it comes to matters dealing with recognition of Schools and Professional qualifications.

In their presentations, both Jean Paul Scalabre, the ACE's representative on matters educational, and Adrian Joyce, the Senior Advisor to the ACE in Brussels, have articulately expressed the value they place upon this Joint Working Party and the relationship between the two associations. We have every intention of continuing the work of the Joint Working Party and making the expertise possessed by its members available to the European Commission when such expertise is required.

On the completion of my Presidency it is my intention to continue to act as a member of the Joint Working Party and to take the relationship between the ACE and the EAAE as a personal project.

Moving into a new year and under the guidance of a new President the Council of EAAE have asked Stefano Musso of the School of Architecture at Genoa in Italy to become a Project Leader. Stefano who has a wide range of interests in the field of architectural education has agreed to develop an outlook towards the role of architectural conservation within EAAE, and to develop a greater link with the Italian Schools. We welcome Stefano into this position.

During these past two years it has been a specific pleasure for me to serve you as your President and to work at the task of assisting the EAAE to grow and become evermore significant in the European arena. There is one Member of Council however, without whose help and support, my task of President would have been much more difficult. I refer of course to our Vice-President, shortly to become your new President, Per Olaf Fjeld of the School of Architecture at Oslo in Norway. As a member of Council and as Vice-President of EAAE Per Olaf has brought a sense of stability and wisdom to our meetings. His depth of consideration and his clarity of thought have played a central role in the maturing process to which I have referred. He is a teacher of great experience. I am reminded of the time, this time last year, when I served on a Jury with Glenn Murcutt, John Pawson, Craig Dykers, Ahmet Gulgonen and Ole Bauman for the Student Competition, 'The Light of Tomorrow'. Having examined 287 student entries and at the end of three days having unanimously arrived at the winner, you can imagine my satisfaction and delight to discover that the winning student had come from the University of Oslo and was taught by Per Olaf Fjeld.

There is no doubt in my mind that moving onto the next level the leadership of the Association will be in good hands and I invite you now to clap your hands in support of your new President, Per Olaf Fjeld.

I thank you all for your enormous support during the past two years.

*James F HORAN DipArch FRIAI MIDI RIBA Arb*

# The EAAE President's Inaugural Address

Per Olaf FJELD

Dear EAAE members and friends,

Deep inside each of us there is a kind of internal value system that periodically calls for our attention. It is an energy that emerges from a strange mixture of sentiment, conviction and impressions that we can neither dismiss nor sidestep for easier and more direct thoughts.

I believe that architecture is an important anchoring factor in the constant but ever-changing relationship between person and space. But ... like everything else, architecture has to be nurtured and recharged for this interaction to occur. At the moment, I can think of no other place than schools of architecture where this search and discussion remain a focal point. It is with this in mind that I take on the position you have given me. I am moved and honored to serve as your new president.

This position includes a great deal of responsibility, but it is also a strong challenge when considering how to further strengthen this organization and guide it forward in a direction that will both in the long and short run strengthen architectural education and thereby the quality of architecture. The EAAE can be seen as a large laboratory, a mental testing ground for all our activities, a platform for discussing the relationship between culture and architecture, architecture and place, and how schools and the profession have an important task in promoting these discussions.

We must continue to create a forum for important topics; we must create a forum that is willing to anticipate future pressures, transformations, and situations that will affect European schools and their curricula. We need to address impending changes in architectural education, but we also need room for reflection. We have to understand the student.

To be part of creatively and productively running an organization like the EAAE is first and foremost teamwork. Everyone here is part of this team, and we invite you to participate.

In this sense, I would like to express my appreciation to the council and the various project leaders that I have been so lucky to work with for several years. It has been a fruitful cooperation and at the same time a challenging and interesting one.

Thank you, Anne Elisabeth Toft, for your steadfast pursuance of a certain type of perfection. You have kept me focused until a job was truly finished.

Maria Voyatzaki, for your wisdom, concern and effortless inclusion of all.

Ramon Sastre, for your tendency to not say much, but the capacity for getting things done.

Hilde Heynen, for raising the quality of our discussions.

And the three presidents under whom I have served in different ways:

Constantin Spiridonidis, for your great energy and ability to make things happen. To me, you will always be synonymous with Chania and the meeting, but also a symbol of the EAAE in its effort to learn and to move forward.

Herman Neuckermans, for your great ability to be passionate about even the smallest things and for your unique interest in almost everything that goes on.

And then James Horan, thank you for your gift of bringing people together in a way that makes everyone feel welcome. You seem to position us, to charm us into doing our best. It has been a pleasure to work with you as your vice-president.

Thank you for all our interesting discussions, your constant optimism, and professional and human depth. We have had fun, and we have worked as a team.

And then:

A special thanks to Ebbe Harder who introduced me to this organization. Your efforts and work have been one of the pillars of the EAAE, but it is your friendship that I value the most.

And to the whole Assembly: in what way are we to continue our work? Where do we go from here?

I see the EAAE operating within a set of 4 concerns.

They all overlap each other in different ways and together they generate a sequence.

## **Communication**

The EAAE has a strong social value in that it is a platform for communication. The EAAE as an association should aspire to a collaborative energy. The importance of initiatives taken to bring us together should never be underestimated. Yes, schools are different, regions are different, but what brings us together is a belief in the importance of architectural education in the development of our physical world. Our differences are an asset, and we must use this resource, not waste it. The EAAE should play a strong social role in a coherent effort to bring groups of interests together. The thematic network serves as a great example of this.

## **Political Role**

Institutions of architectural education need a voice that filters through to the political decisionmaking institutions of Europe. We must be able to communicate needs and changes within education to the political arena and not least bring back adequate information about which programs and issues politicians are considering. As of now, it is only the EAAE that has the position and organizational ability to make this connection. No one else can promote architectural education.

The EAAE cannot make decisions since we have no influence in that sense. We should never have the right to interfere with the decision making of the individual school, but together we can represent a voice: we can reach a consensus on some issues. To be invisible is to take a big chance. We need to be more demonstrative in our relationship to the political and professional institutions of Europe, and our collaboration with the Architects' Council of Europe will be of great importance in the years ahead. This new

team and its agenda will require our attention and our concentration, as we have to set an agenda and a direction.

### **An Initiator Role**

The EAAE as a promoter of many different activities will hopefully inspire both educators and students to play a more active role within the EAAE. The association has already quite a strong production unit with many different activities. The publications resulting from these activities are impressive and reach far beyond the participants. I think it is a great future challenge to transform this information that is now our base into other challenges: to provoke new questions. In other words, we should avoid repeating the base content, but rather use it as a new starting platform for work in new areas that will sharpen our institutional role, both on an individual level and towards the profession and the society as a whole.

The challenge is now to activate this material base and thus generate another type of discussion, a content geared towards invention and inspiration, and at the same time continue to express a social and cultural consciousness.

The initiator role of the EAAE should not be an isolated activity. Our material, the events and their results should not remain within the institution, but rather the opposite. We need to constantly test our work and take the chance that it will survive and make a difference.

### **Critical Role**

We need to play an actively constructive and critical role in both the professional side of architecture and in those political institutions that directly affect education policies. We need to play an accessible and beneficial role inside our own schools. We have a social responsibility to encourage our educators and students.

I feel that the EAAE needs to project its potential and existing content with greater clarity. We need to engage far more European schools in our activities; thus the EAAE will truly become an association of European schools. We should give the archive of all the work done over the years more attention and communicate to our members the importance of this material. It should be visible at many different levels, and in this sense the Web will be very important, and it needs to be accessible.

*How are we able to further challenge our diversity and common base?*

*How can we challenge our attitudes so that we are able to tackle the changes ahead of us?*

It is not just a question of program to find the perfect system, but more a question of our capacity to read the world.

We have to have a vision or some sort of passion. In order for us to reach this level of intensity, however, we must also appreciate even the smallest discoveries and inventions in our architectural discourse. Some of them are already embedded in our new base.

*Do we have the capacity to see them?*

How clearly are we able to read our everyday situation and our relationship with others,

appreciate things, but in the end are the containers of great importance?  
This is more and more a challenge of concentration;  
a creative act.  
Thank you.

# Access to the Practice of the Profession

EAAE General Assembly - September 6<sup>th</sup> 2005

Presentation by Adrian JOYCE, Senior Adviser of the ACE

Co-operation between the ACE and the EAAE

## Introduction

The Architects' Council of Europe (ACE) is particularly pleased to be invited to address, for the first time, the General Assembly of the EAAE. The ACE President, Marie-Hélène Lucas, sends her apologies and best wishes to you all and she trusts that this will be a fruitful General Assembly. It is therefore on her behalf and on behalf of the Executive Board of the ACE that I will address you now on the topic of the Joint Working Party between our two Organisations which is the result of the desire of our Organisations to work more closely together.

## The ACE

The ACE is the European Representative Organisation for the architectural profession. It was founded in 1990 and it currently has 42 Member Organisations drawn from all 25 EU Member States, most Accession States, Norway and Switzerland. These Organisations represent both the Professional and Regulatory Bodies in all these countries. As such the ACE represents, through its Member Organisations, about 450,000 practicing architects across Europe. One of the main objectives of the ACE is to lobby EU Institutions and to track legislation and policy developments within the EU. In so doing it constantly strives to ensure that the interest and the specific point of view of the architectural profession is taken into account.

## The Structure of the ACE

The main decision making body of the ACE is its General Assembly consisting of the nominated Delegates of its Member Organisations. The Executive Board of the ACE oversees the co-ordination of policy documents and the work of the Work Groups of the ACE. It consists of 11 Members, 6 of whom are elected, including the President, and 5 of whom sit on the Board by rotation. The Work Groups of the ACE, in which the main policy development work occurs, is organised in 3 thematic pillars as follows:

- Access of the Practice of Architecture
- Practice of Architecture and Trade in Architectural Services
- The Role of Architecture in Society

At the present time, there are 10 Work Groups active within the 3 thematic pillars although the Work Groups evolve depending on emerging issues. The whole working structure of

the ACE is supported by a small permanent Secretariat based in Brussels where a significant number of the meetings of the ACE take place.

### **Strategic Objectives of the ACE**

The ACE has recently undergone a re-structuring with the adoption of new Statutes. It has, at the same time, adopted strategic objectives around which it will focus its work in the next 3 to 5 year period. These strategic objectives are:

- to ensure that Architecture and Architectural Policies become fully integrated at EU and national levels having regard to all its economic, social and culture dimensions.
- To obtain that Architects are recognised as key players in the shaping of a quality living environment and that adequate account is taken of the specific features of architectural services.
- To facilitate the enshrinement of the cultural and social role of architecture in the minds of policy makers and citizens starting at the earliest level of education.

From these strategic objectives flow the main aims of the ACE. At the present time, these aims can be summarised as being the promotion of architecture in Europe, the maintenance and sustainability of the quality of architecture, the fostering of the cross border co-operation in the profession, the promotion of quality in architectural practice and working to ensure high standards of qualifications throughout life. These strategic objectives and aims form the framework within which the ACE identifies its priorities for action.

### **Current priorities of the ACE**

Given that the ACE keeps a close watch on the emerging legislative and policy proposals of the EU Institutions, it will be no surprise that the main current priorities track those current developments that are occurring at EU level. Principal among these are the following:

- The proposed Directive on Services in the Internal market which will significantly impact on the way architectural services are provided in the EU.
- Competition issues which are being pursued by the EU Commission at the present time and which include issues such as advertising, forms of practice, access to professions and the whole question of remuneration for service providers.
- The implementation of the recently adopted Directive on the Recognition of Professional Qualifications which will see the abolition of the Architects Directive.
- The thematic strategy on the Urban Environment and the Role of Architects in ensuring that the EU moves towards more sustainable and integrated approaches to the Urban Environment in which the majority of EU citizens live, work and play.
- The struggle to ensure that Architecture becomes a cornerstone of all policy developments in society as quality architecture has a fundamental mental impact on well being.
- The implementation of the new Public Procurement rules for public works to ensure

that architectural aspects are properly taken into account.

- Trade in Services and Globalisation principally expressed through the ACE work in profession to profession mutual recognition agreements with trading partners outside of the EU.

The ACE keeps its priorities under constant review and, from time to time, revises them in line with the evolution of legislation and policy within the European Union.

### **External relations with the ACE**

Naturally the ACE does not act alone in achieving its aims and priorities. In fact, it maintains a vibrant and intensive relationship with many external bodies so as to maintain the presence of architects and their interest in the minds of a diverse group of organisations. Principal among these external relations are the relationships with the main EU Institutions being the EU Commission, the European Parliament, the European Economic and Social Affairs Committee, the European Council and the Committee of the Regions. The ACE also stimulates its own Membership to ensure that the message of the ACE reaches national, regional and local administrations. Within the architectural profession itself the ACE maintains relationships with the International Union of Architects (UIA) and with professional bodies in many parts of the world through its bilateral mutual recognition negotiations.

Within the European Construction Sector the ACE is active in the European Construction Forum, the European Council for Construction Research Development and Innovation and the European Construction Technology Platform. In this way the concerns of the profession are expressed to all the main actors in the Construction Sector. The ACE also maintains relations with other sister organisations in the design professions such as the European Council for Town Planning, The European Council for Interior Architects and the European Federation of Landscape Architects. Finally the ACE maintains contact with the other liberal professions organisations so as to compare notes on matters of common interest that affect the liberal professions in a specific way.

### **Current evolutions at EU level**

In setting the context for the collaboration between the ACE and the EAAE it is important to underline that current EU actions are putting significant pressure on the profession. Not only is the architectural profession and the other liberal professions losing credibility in the eyes of consumers, the European Commission is bringing pressure to bear by emphasising the regulatory rules which it feels have an impact on Competition Policy. Linked to these commercial pressures are the current changes in the way in which professional qualifications are recognised and the way in which the European higher education area is involving through the Bologna Process. Underlying several of these evolutions is the commercial and official pressure to ensure that the delivery of Architectural Services is carried out in a demonstrated high quality way. At the same time a number of important EU Directives are in the process of being implemented by the Member States. To mention just a view there is the new Directives on Public Procurement Procedures, the Directive on the Energy Performance of buildings, the Directive on Strategic Environmental

Impact Assessment and the ongoing implementation of the Construction Products Directive. In this complex field it is clear that close cooperation between the two main sections of the Architectural profession is a desirable matter.

### **Common concerns**

The evolution outline above has prompted the ACE and the EAAE to define matters of common concern to the two organisations. These are the implementation of the Qualifications Directive, Access to the profession with emphasis on the training period after third level qualification, lifelong learning through the development of coherent and appropriate continuing professional development programmes, the Bologna Process and the Profile of the Architect in a changing market. It is the view of the ACE that these matters have a significant bearing on the reputation and the future of the profession and that if they are not addressed that reputation will be put at risk.

The ACE has carried out a study on the professional profile of the Architect which highlighted a trend towards specialisation at the present time. This study demonstrated that new functions are emerging which will have an impact on the education needs of the profession. Finally with the abolition of the Architects Directive the Advisory Committee on which both the Schools and the Profession are well represented will no longer exist in its current composition. There is therefore a need for the Profession and the Schools to establish a credible ongoing co-operation so that the EU Commission can turn to our organisations on all matters relating the implementation of the Qualifications Directive.

### **Joint Working Party**

Following on earlier less fruitful contacts between our two organisations the ACE Assembly and the EAAE Assembly both approved the establishment of a Joint Working Party in 2004. The organisations agreed that the Joint Working Party would address the common concerns outline above and seek to find meaningful ways by which co-operation between the two organisations would appropriately address these concerns. There have been two meetings of the Joint Working Party to date which I will return to in a few moments.

The ACE has established a panel of 8 nominees for the Membership of the Joint Working Party. There are :

- Marie-Hélène Lucas, Luxemburg, President of the ACE 2005,
- Jean-Paul Scalabre, France, Chairman of the Work Group on Education,
- Bente Beedholm, Denmark,
- Dalibor Borak, the Czech Republic,
- Fabian Llistteri Monfort, Spain,
- Lucciano Lazzari, Italy,
- Constantin Kleffel, Germany,
- Adrian Joyce, Senior Adviser of the ACE, in Brussels.

For its part, the EAAE has nominated a panel of 6 members who are :

- James Horan, from Ireland, EAAE President in 2004/2005,
- Per Olaf Fjeld, EAAE Vice-President, EAAE President in 2006/2007,
- Herman Neuckermans, Belgium,
- Peter Kjaer , Denmark,
- Maria Voyatzaki, Greece
- Ramon Sastre, Spain

From these panels it is expected that 4 persons from each organisation would attend each meeting. In the case of the ACE, the General Assembly of the ACE has approved the panel appointed by the Executive Board and as such this panel is therefore mandated to represent the point of view of the profession in the work of the Joint Working Party and in any actions that derive from that work. It is important, in the eyes of the ACE, that the EAAE panel is similarly mandated by its General Assembly.

### **Meetings to date**

The first meeting of the Joint Working Parting took place on the 5th of March 2005. There were 8 participants and the meeting had an exploratory character in which each organisation, its objectives, aims and priorities were presented. The discussions that took place led to an agreement on the issues of common concerns as outlined above and to a decision that there was a need to priorities action on the forth coming Qualifications Directive.

In line with this agreement a second meeting was organised for the 20th of May 2005 at which 3 Commission Officials were present and which addressed the single issue of the Qualifications Directive. At the second meeting the Joint Working Party in junction with the Commission Officials mapped the potential future implementation of the Directive with emphasis on the probable consultation process in which Representatives of the schools and the profession will be involved. The notes of that meeting are available to be viewed on the website of the ACE and the diagram of the consultation procedure agreed at that meeting is reproduced below. This second meeting of the Joint Working Party significantly helped it to achieve the kind of credibility that the ACE believes the Joint Working Party must have into the future. That is to say the Commission have agreed that the Joint Working Party could become the appropriate body from which experts can be nominated in order to take part in Advisory work in the event of future Qualifications being challenged by Member States. The meeting therefore underlined the importance of the work of the Joint Working Party and the need to ensure that those present in the panels for the Joint Working Party are properly mandated by their respective organisations.

### **The future**

The third meeting of the Joint Working Party is scheduled for the 28th of October 2005 by which time it is expected that the Qualifications Directive will have come into force.

The ACE is firmly committed to the Joint Working Party and the agreed agenda that has been worked out in the first two meetings. The ACE believes that the Joint Working Party should become a permanent co-operation between the ACE and the EAAE particularly given that it will provide experts to the Commission to represent the profession and the schools in the work of implementing the provisions of the new Qualifications Directive.

Thank you for your attention.

I invite you to follow the work of the Joint Working Party and to make comments or suggestions as to how the co-operation between our two organisations can be secured and guaranteed into the future.

Thank you.

**Directive 2005/36/EC of the European Parliament  
and of the Council  
of 7 September 2005  
on the recognition of professional qualifications**

30.9.2005 Official Journal of the European Union L 255/47

Section 8

**Architect**

Article 46

**Training of architects**

1. Training as an architect shall comprise a total of at least four years of full-time study or six years of study, at least three years of which on a full-time basis, at a university or comparable teaching institution. The training must lead to successful completion of a university-level examination.

That training, which must be of university level, and of which architecture is the principal component, must maintain a balance between theoretical and practical aspects of architectural training and guarantee the acquisition of the following knowledge and skills:

- (a) ability to create architectural designs that satisfy both aesthetic and technical requirements;
- (b) adequate knowledge of the history and theories of architecture and the related arts, technologies and human sciences;
- (c) knowledge of the fine arts as an influence on the quality of architectural design;
- (d) adequate knowledge of urban design, planning and the skills involved in the planning process;
- (e) understanding of the relationship between people and buildings, and between buildings and their environment, and of the need to relate buildings and the spaces between them to human needs and scale;
- (f) understanding of the profession of architecture and the role of the architect in society, in particular in preparing briefs that take account of social factors;
- (g) understanding of the methods of investigation and preparation of the brief for a design project;

- (h) understanding of the structural design, constructional and engineering problems associated with building design;
- (i) adequate knowledge of physical problems and technologies and of the function of buildings so as to provide them with internal conditions of comfort and protection against the climate;
- (j) the necessary design skills to meet building users' requirements within the constraints imposed by cost factors and building regulations;
- (k) adequate knowledge of the industries, organisations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning.

2. The knowledge and skills listed in paragraph 1 may be amended in accordance with the procedure referred to in Article 58(2) with a view to adapting them to scientific and technical progress.

Such updates must not entail, for any Member State, any amendment of existing legislative principles relating to the structure of professions as regards training and the conditions of access by natural persons.

#### *Article 47*

### **Derogations from the conditions for the training of architects**

1. By way of derogation from Article 46, the following shall also be recognised as satisfying Article 21: training existing as of 5 August 1985, provided by 'Fachhochschulen' in the Federal Republic of Germany over a period of three years, satisfying the requirements referred to in Article 46 and giving access to the activities referred to in Article 48 in that Member State under the professional title of 'architect', in so far as the training was followed by a four-year period of professional experience in the Federal Republic of Germany, as attested by a certificate issued by the professional association in whose roll the name of the architect wishing to benefit from the provisions of this Directive appears.

The professional association must first ascertain that the work performed by the architect concerned in the field of architecture represents convincing application of the full range of knowledge and skills listed in Article 46(1). That certificate shall be awarded in line with the same procedure as that applying to registration in the professional association's roll.

2. By way of derogation from Article 46, the following shall also be recognised as satisfying Article 21: training as part of social betterment schemes or part-time university studies which satisfies the requirements referred to in Article 46, as attested by an examination in architecture passed by a person who has been working for seven years or more in the field of architecture under the supervision of an architect or architectural bureau. The examination must be of university level and be equivalent to the final examination referred to in Article 46(1), first subparagraph.

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*Article 48***Pursuit of the professional activities of architects**

1. For the purposes of this Directive, the professional activities of an architect are the activities regularly carried out under the professional title of 'architect'.
  
2. Nationals of a Member State who are authorised to use that title pursuant to a law which gives the competent authority of a Member State the power to award that title to Member States nationals who are especially distinguished by the quality of their work in the field of architecture shall be deemed to satisfy the conditions required for the pursuit of the activities of an architect, under the professional title of 'architect'. The architectural nature of the activities of the persons concerned shall be attested by a certificate awarded by their home Member State.

*Article 49***Acquired rights specific to architects**

1. Each Member State shall accept evidence of formal qualifications as an architect listed in Annex VI, point 6, awarded by the other Member States, and attesting a course of training which began no later than the reference academic year referred to in that Annex, even if they do not satisfy the minimum requirements laid down in Article 46, and shall, for the purposes of access to and pursuit of the professional activities of an architect, give such evidence the same effect on its territory as evidence of formal qualifications as an architect which it itself issues.

Under these circumstances, certificates issued by the competent authorities of the Federal Republic of Germany attesting that evidence of formal qualifications issued on or after 8 May 1945 by the competent authorities of the German Democratic Republic is equivalent to such evidence listed in that Annex, shall be recognised.

2. Without prejudice to paragraph 1, every Member State shall recognise the following evidence of formal qualifications and shall, for the purposes of access to and pursuit of the professional activities of an architect performed, give them the same effect on its territory as evidence of formal qualifications which it itself issues: certificates issued to nationals of Member States by the Member States which have enacted rules governing the access to and pursuit of the activities of an architect as of the following dates:
  - (a) 1 January 1995 for Austria, Finland and Sweden;
  - (b) 1 May 2004 for the Czech Republic, Estonia, Cyprus, Latvia, Lithuania, Hungary, Malta, Poland, Slovenia and Slovakia;
  - (c) 5 August 1987 for the other Member States.

The certificates referred to in paragraph 1 shall certify that the holder was authorised,

no later than the respective date, to use the professional title of architect, and that he has been effectively engaged, in the context of those rules, in the activities in question for at least three consecutive years during the five years preceding the award of the certificate.

# The European Higher Education Area - Achieving the Goals

Communiqué of the Conference of  
European Ministers Responsible for Higher Education,  
Bergen, 19-20 May 2005

We, Ministers responsible for higher education in the participating countries of the Bologna Process, have met for a mid-term review and for setting goals and priorities towards 2010. At this conference, we have welcomed Armenia, Azerbaijan, Georgia, Moldova and Ukraine as new participating countries in the Bologna Process. We all share the common understanding of the principles, objectives and commitments of the Process as expressed in the Bologna Declaration and in the subsequent communiqués from the Ministerial Conferences in Prague and Berlin. We confirm our commitment to coordinating our policies through the Bologna Process to establish the European Higher Education Area (EHEA) by 2010, and we commit ourselves to assisting the new participating countries to implement the goals of the Process.

## I. Partnership

We underline the central role of higher education institutions, their staff and students as partners in the Bologna Process. Their role in the implementation of the Process becomes all the more important now that the necessary legislative reforms are largely in place, and we encourage them to continue and intensify their efforts to establish the EHEA. We welcome the clear commitment of higher education institutions across Europe to the Process, and we recognise that time is needed to optimise the impact of structural change on curricula and thus to ensure the introduction of the innovative teaching and learning processes that Europe needs.

We welcome the support of organisations representing business and the social partners and look forward to intensified cooperation in reaching the goals of the Bologna Process. We further welcome the contributions of the international institutions and organisations that are partners to the Process.

## II. Taking stock

We take note of the significant progress made towards our goals, as set out in the General Report 2003-2005 from the Follow-up Group, in EUA's *Trends IV* report, and in ESIB's report *Bologna with Student Eyes*.

At our meeting in Berlin, we asked the Follow-up Group for a mid-term stocktaking, focusing on three priorities – the degree system, quality assurance and the recognition of degrees and periods of study. From the stocktaking report we note that substantial

progress has been made in these three priority areas. It will be important to ensure that progress is consistent across all participating countries. We therefore see a need for greater sharing of expertise to build capacity at both institutional and governmental level.

### *The degree system*

We note with satisfaction that the two-cycle degree system is being implemented on a large scale, with more than half of the students being enrolled in it in most countries. However, there are still some obstacles to access between cycles. Furthermore, there is a need for greater dialogue, involving Governments, institutions and social partners, to increase the employability of graduates with bachelor qualifications, including in appropriate posts within the public service.

We adopt the overarching framework for qualifications in the EHEA, comprising three cycles (including, within national contexts, the possibility of intermediate qualifications), generic descriptors for each cycle based on learning outcomes and competences, and credit ranges in the first and second cycles. We commit ourselves to elaborating national frameworks for qualifications compatible with the overarching framework for qualifications in the EHEA by 2010, and to having started work on this by 2007. We ask the Follow-up Group to report on the implementation and further development of the overarching framework.

We underline the importance of ensuring complementarity between the overarching framework for the EHEA and the proposed broader framework for qualifications for life-long learning encompassing general education as well as vocational education and training as now being developed within the European Union as well as among participating countries. We ask the European Commission fully to consult all parties to the Bologna Process as work progresses.

### Quality assurance

Almost all countries have made provision for a quality assurance system based on the criteria set out in the Berlin Communiqué and with a high degree of cooperation and networking. However, there is still progress to be made, in particular as regards student involvement and international cooperation. Furthermore, we urge higher education institutions to continue their efforts to enhance the quality of their activities through the systematic introduction of internal mechanisms and their direct correlation to external quality assurance.

We adopt the standards and guidelines for quality assurance in the European Higher Education Area as proposed by ENQA. We commit ourselves to introducing the proposed model for peer review of quality assurance agencies on a national basis, while respecting the commonly accepted guidelines and criteria. We welcome the principle of a European register of quality assurance agencies based on national review. We ask that the practicalities of implementation be further developed by ENQA in cooperation with EUA, EURASHE and ESIB with a report back to us through the Follow-up Group. We underline the importance of cooperation between nationally recognised agencies with a view to enhancing the mutual recognition of accreditation or quality assurance decisions.

### *Recognition of degrees and study periods*

We note that 36 of the 45 participating countries have now ratified the Lisbon Recognition Convention. We urge those that have not already done so to ratify the Convention without delay. We commit ourselves to ensuring the full implementation of its principles, and to incorporating them in national legislation as appropriate. We call on all participating countries to address recognition problems identified by the ENIC/NARIC networks. We will draw up national action plans to improve the quality of the process associated with the recognition of foreign qualifications. These plans will form part of each country's national report for the next Ministerial Conference. We express support for the subsidiary texts to the Lisbon Recognition Convention and call upon all national authorities and other stakeholders to recognise joint degrees awarded in two or more countries in the EHEA.

We see the development of national and European frameworks for qualifications as an opportunity to further embed lifelong learning in higher education. We will work with higher education institutions and others to improve recognition of prior learning including, where possible, non-formal and informal learning for access to, and as elements in, higher education programmes.

### **III. Further challenges and priorities**

#### *Higher education and research*

We underline the importance of higher education in further enhancing research and the importance of research in underpinning higher education for the economic and cultural development of our societies and for social cohesion. We note that the efforts to introduce structural change and improve the quality of teaching should not detract from the effort to strengthen research and innovation. We therefore emphasise the importance of research and research training in maintaining and improving the quality of and enhancing the competitiveness and attractiveness of the EHEA. With a view to achieving better results we recognise the need to improve the synergy between the higher education sector and other research sectors throughout our respective countries and between the EHEA and the European Research Area.

To achieve these objectives, doctoral level qualifications need to be fully aligned with the EHEA overarching framework for qualifications using the outcomes-based approach. The core component of doctoral training is the advancement of knowledge through original research. Considering the need for structured doctoral programmes and the need for transparent supervision and assessment, we note that the normal workload of the third cycle in most countries would correspond to 3-4 years full time. We urge universities to ensure that their doctoral programmes promote interdisciplinary training and the development of transferable skills, thus meeting the needs of the wider employment market. We need to achieve an overall increase in the numbers of doctoral candidates taking up research careers within the EHEA. We consider participants in third cycle programmes both as students and as early stage researchers. We charge the Bologna Follow-up Group with inviting the European University Association, together with other interested partners, to prepare a report under the responsibility of the Follow-up Group on the further development of the basic principles for doctoral programmes, to be presented to Ministers in 2007. Overregulation of doctoral programmes must be avoided.

### *The social dimension*

The social dimension of the Bologna Process is a constituent part of the EHEA and a necessary condition for the attractiveness and competitiveness of the EHEA. We therefore renew our commitment to making quality higher education equally accessible to all, and stress the need for appropriate conditions for students so that they can complete their studies without obstacles related to their social and economic background. The social dimension includes measures taken by governments to help students, especially from socially disadvantaged groups, in financial and economic aspects and to provide them with guidance and counselling services with a view to widening access.

### *Mobility*

We recognise that mobility of students and staff among all participating countries remains one of the key objectives of the Bologna Process. Aware of the many remaining challenges to be overcome, we reconfirm our commitment to facilitate the portability of grants and loans where appropriate through joint action, with a view to making mobility within the EHEA a reality. We shall intensify our efforts to lift obstacles to mobility by facilitating the delivery of visa and work permits and by encouraging participation in mobility programmes. We urge institutions and students to make full use of mobility programmes, advocating full recognition of study periods abroad within such programmes.

### *The attractiveness of the EHEA and cooperation with other parts of the world*

The European Higher Education Area must be open and should be attractive to other parts of the world. Our contribution to achieving education for all should be based on the principle of sustainable development and be in accordance with the ongoing international work on developing guidelines for quality provision of cross-border higher education. We reiterate that in international academic cooperation, academic values should prevail.

We see the European Higher Education Area as a partner of higher education systems in other regions of the world, stimulating balanced student and staff exchange and cooperation between higher education institutions. We underline the importance of intercultural understanding and respect. We look forward to enhancing the understanding of the Bologna Process in other continents by sharing our experiences of reform processes with neighbouring regions. We stress the need for dialogue on issues of mutual interest. We see the need to identify partner regions and intensify the exchange of ideas and experiences with those regions. We ask the Follow-up Group to elaborate and agree on a strategy for the external dimension.

## **IV. Taking stock on progress for 2007**

We charge the Follow-up Group with continuing and widening the stocktaking process and reporting in time for the next Ministerial Conference. We expect stocktaking to be based on the appropriate methodology and to continue in the fields of the degree system, quality assurance and recognition of degrees and study periods, and by 2007 we

will have largely completed the implementation of these three intermediate priorities.

In particular, we shall look for progress in:

- implementation of the standards and guidelines for quality assurance as proposed in the ENQA report;
- implementation of the national frameworks for qualifications;
- the awarding and recognition of joint degrees, including at the doctorate level;
- creating opportunities for flexible learning paths in higher education, including procedures for the recognition of prior learning.

We also charge the Follow-up Group with presenting comparable data on the mobility of staff and students as well as on the social and economic situation of students in participating countries as a basis for future stocktaking and reporting in time for the next Ministerial Conference. The future stocktaking will have to take into account the social dimension as defined above.

## **V. Preparing for 2010**

Building on the achievements so far in the Bologna Process, we wish to establish a European Higher Education Area based on the principles of quality and transparency. We must cherish our rich heritage and cultural diversity in contributing to a knowledge-based society. We commit ourselves to upholding the principle of public responsibility for higher education in the context of complex modern societies. As higher education is situated at the crossroads of research, education and innovation, it is also the key to Europe's competitiveness. As we move closer to 2010, we undertake to ensure that higher education institutions enjoy the necessary autonomy to implement the agreed reforms, and we recognise the need for sustainable funding of institutions.

The European Higher Education Area is structured around three cycles, where each level has the function of preparing the student for the labour market, for further competence building and for active citizenship. The overarching framework for qualifications, the agreed set of European standards and guidelines for quality assurance and the recognition of degrees and periods of study are also key characteristics of the structure of the EHEA.

We endorse the follow-up structure set up in Berlin, with the inclusion of the Education International (EI) Pan-European Structure, the European Association for Quality Assurance in Higher Education (ENQA), and the Union of Industrial and Employers' Confederations of Europe (UNICE) as new consultative members of the Follow-up Group.

As the Bologna Process leads to the establishment of the EHEA, we have to consider the appropriate arrangements needed to support the continuing development beyond 2010, and we ask the Follow-up Group to explore these issues.

We will hold the next Ministerial Conference in London in 2007.

and Herzegovina, Bulgaria, Croatia, Cyprus, the Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, the Holy See, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Moldova, the Netherlands, Norway, Poland, Portugal, Romania, the Russian Federation, Serbia and Montenegro, the Slovak Republic, Slovenia, Spain, Sweden, Switzerland, "the former Yugoslav Republic of Macedonia", Turkey, Ukraine and the United Kingdom. In addition, the European Commission is a voting member of the Follow-up Group.

The Council of Europe, the National Unions of Students in Europe (ESIB), the Education International (EI) Pan-European Structure, the European Association for Quality Assurance in Higher Education (ENQA), the European University Association (EUA), the European Association of Institutions in Higher Education (EURASHE), the European Centre for Higher Education (UNESCO-CEPES) and the Union of Industrial and Employers' Confederations of Europe (UNICE) are consultative members of the Follow-up Group.