

EAAE Chania Statement 2001 Regarding the Architectural Education in the European Higher Education Area

The Heads of Schools of Architecture in Europe assembled in the 4th meeting of Heads of European Schools of Architecture in Chania, Crete from 1 until 4 September 2001, discussed in depth the future of architectural education within the European Higher Education Area and its implications for architectural education.

Most of the ideas expressed in the EHEA have since 25 years been the 'raison d'être' of EAAE and the focus of its collective efforts, its conferences, workshops, projects and publications. Today EAAE is representing more than 155 schools of architecture.

Having reviewed the EU initiatives so far concerning the profession and education of an architect, namely:

1. The Architects' Directive 85/384/CEE (1985) and the advices produced by its advisory committee
2. The UIA/UNESCO Charter for architectural education (1996)
3. The UIA Accord and Recommendations (1999)

Being informed about the recent state of the art of the Bologna implementation process,
Being fully aware that architectural education can lead to a wide variety of professional and academic careers,

Within the framework of:

The Magna Charta Universitatum, 1988
The Joint Declaration of the European Ministers of Education, Bologna 1999
The Salamanca Convention of European Higher Education Institutions, 2001
The Student Goteborg declaration, 2001
The Meeting of European Ministers in Charge of Higher Education, Prague 2001

Committed to the exchange of ideas and methods in teaching and research as well as of students and staff among the schools in the prospect of a European Higher Education Area based on diversity and mutual understanding,

The Heads of Schools state the following:

1. The studies leading to the diploma of architecture which gives access to the profession of an architect, should be minimum 5 years or 300 ECTS credit points leading to graduate level ('masters'), in order to meet the achievements listed in the above mentioned documents 1, 2, 3.
2. Following a comparable but flexible qualification framework each school may decide to structure their curriculum as a 5-years integrated (i.e. unbroken) programme or subdivided in two cycles (3+2 years or 180 ECTS + 120 ECTS credit points), in which case the first cycle can not give access to the profession of an architect.
3. EAAE will actively collaborate in developing the ECTS-credit system in their schools and considers this system as the keystone towards mobility of students, modularity, flexibility in the curricula, necessary for the cultural, regional and pedagogical diversity they think to be invaluable for the education in architecture in Europe.
4. EAAE is willing to play a role in the development of a quality assurance and assessment system tailored to the needs of architectural education and respecting its diversity.

With respect to this a clear distinction should be made between the 'professional/governmental' assessment of the diploma leading to the accreditation and the validation by the professional/governmental bodies of the member states and the 'academic' assessment of the educational programmes by means of a peer review.

The EAAE will install a representative committee at European level and will present its result and proposals regarding the evaluation of the two cycles before the end of the year 2002.

The Heads of School underline their commitment to further elaborate and contribute to the development of the European Higher Education Area.

Chania, 4 September 2001

The Heads of Schools of Architecture in Europe