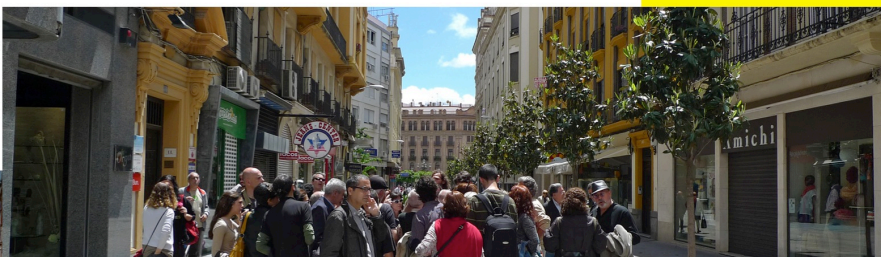




Lifelong
Learning
Programme



Report of Good Practice for Vocational Architecture Training

by
Architecture Vocational Learning Network

project: partnership Leonardo da Vinci 2012
no. of project: 2012-1-GB2-LE004-08241 5



Contents

1.	Introduction	Page 3
	Architecture Vocational Learning Network	
	Introduction to partners	
	Context of this project (each country and Europe wide)	
	Introduction to good practice for VET	
2.	Employability Initiatives for Graduates	Page 16
	Universities	
	Architecture Centres	
	Community and Young People	
3.	CPD within the Built Environment Professions	Page 48
	CPD in Spain, UK, Belgium. Czech Republic and Poland	
4.	Manual for hosting placements	Page 64
	Framework for placements	
	Minimum common learning elements required in placements	
5.	Interactive map of initiatives in Vocational Educational Training	Page 68
6.	Appendix	Page 71
	Learning from student experiences of international placements	
	Student experiences (of international placements)	
	Learning from motilities in project, partner experiences	

1. Introduction

Project description

The “Architecture Vocational Learning Network” aims to develop closer link between vocational education and training and the world of work in the areas of urbanism, town planning, architecture, landscape architecture and other built environment professions.

This new European grouping of architecture centres, Faculties of Architecture and vocational training organisations collaborate on common approaches to VET for built environment, support for graduates entering the labour market, guidance and advice on VET for secondary school teachers.

The aim of this partnership can be structured in 5 concrete objectives:

1. Share information and develop common approaches to VET, Vocational Architecture Training for unemployed graduates and employed professionals
2. Develop training for teachers of VET linked to built environment subjects
3. Work together to develop and promote links between informal and formal vocational training which fosters the relationship with urban context to improve quality of life
4. Investigate a potential programme of work placements in other member states
5. Start to develop a pan European architecture network able to work together on VET and other themes in the future.

This report is one of the results of this project. It is a first step to implement a quality strategy to identify needs, raise awareness, develop and introduce actions, patterns, tools and good practices for Vocational Architecture Training. Partners have endeavoured to collect examples of good practice and develop a methodology for quality in these activities.

The project has promoted better communication and closer cooperation between businesses, training centres, schools and universities. This report focused on employability initiatives for graduates, CPD within the Built Environment Professions, experiences of international placements, manual for hosting placements, and an interactive map of initiatives in vocational learning.

It also highlighted the activities of postgraduate research students may involve businesses. It is well known that the cooperation and synergies between stakeholders and cooperation between research, training centres and the workplace can create mechanisms to promote innovation at regional, national and European level. Thus, the project contributes indirectly to the social and technological development of Europe. The project (2012-1-GB2-LEO04-08241 5) has a duration of two years, from 1st July 2012 to 31th August 2014.

Project Partners

The project partnership includes 5 organisations from 5 different countries, namely:

Colaborativa (ES)

MADE, Midlands Architecture and Designed Environment
(UK)

Université Libre de Bruxelles, Faculté d'Architecture La
Cambre-Horta (BE)

Vuste-Envis Ltd (CZ)

Wroclaw University of Technology (PL)

Introduction to partners

Colaborativa.eu

[Colaborativa.eu](http://colaborativa.eu) is a design, technology and social action agency based in Córdoba, in the south of Spain. [Colaborativa.eu](http://colaborativa.eu) believes in design and technology as a tool for social, cultural and economic change. We collaborate with people, communities and companies in real projects with impact in our local community. We develop cultural activities encouraging debates and actions to improve our built environment. We are constantly involved in collective projects in Córdoba to recover abandoned publicly owned spaces and have also a continuous activity in non-formal vocational training in built environment for young people.

Our focus in this project is regarding digital and physical tools for enriching the skills of local communities for communicating their ideas about physical space, and for training young people in understanding their immediate urban environment.

<http://colaborativa.eu>

MADE (co-ordinator)

MADE is an organisation dedicated to improving the quality of our towns, cities and villages. We believe that a high quality built environment is essential for economic prosperity and wellbeing.

We deliver projects and programmes across 4 main areas of work; Design Quality, Arts and Culture, Education and Community. For over a decade our Education programme has worked with children and young people to increase awareness of the value of design and opportunities to access the built environment professions. We work with schools, universities, communities, professionals and other cultural organisation's in the West Midlands region to encourage engagement with the built environment by young people.

We also offer vocational training for professionals to consistently raise standards and encourage debate about design and place and support communities to have a decisive say in the future of their places.

As co-ordinator of the Leonardo Project we are working to identify and share good practice approaches to VET for the built environment to ensure that participation within the design professions is inclusive and representative.

<http://www.made.org.uk>

Université Libre de Bruxelles

The Université Libre de Bruxelles is an active member of the Research Area and is involved in almost 130 projects. The ULB has 13 faculties, schools and specialized institutes that cover all the disciplines, closely combining academic input and research. As a multicultural university with one third of students and researchers from abroad, international relations is a daily reality with a growing number of Master degrees partly or entirely delivered in English. The Faculty of Architecture is part of the ULB, part of the UNICA Network of Universities from Capitals of Europe. The Faculty of Architecture is the result of the merger of two institutes, each with a long and rich experience of education. One of the University's main aims is to give its students a solid foundation in critical thinking as well as a taste for research, while at the same time catering to the needs of new publics.

In this project, we share our experience in sending young graduate architects in the frame of Leonardo mobilities and explore opportunities to link to vocational education with universities. Finally, the university has a history of welcoming students from across Europe and are proud of being a multi-cultural faculty.

<http://www.ulb.ac.be/>

<http://www.archi.ulb.ac.be/>

Vuste Envis

Vuste Envis is a transnational vocational training organisation which works with diverse European training programmes and mobility projects in collaboration with a wide number of partners from different European countries. Since 2007, VUSTE ENVIS is accredited by the Czech Ministry of Education as a vocational training centre. Our main objective is the development of European projects in order to promote mobility among youth, students and graduates. As a result, VUSTE ENVIS mainly works with the Leonardo da Vinci programme, as a coordinator and a partner.

Our vast experience hosting participants under the mobility programme of Leonardo da Vinci – VUSTE ENVIS has hosted participants over the last ten years – guarantees valuable work experience and promising chances for entering the labour market. VUSTE ENVIS coordinates as well VETPRO projects, organising visits and hosting professionals. Moreover, our organisation develops programmes in order to boost local growth, by sending participants abroad.

<http://www.vuste-envis.eu/>

Vuste-Envis partnered with the CCEA as part of this project. See **Page XX** for details

Wroclaw University of Technology

Wroclaw University of Technology is a public higher education institution founded in 1945. Our position in the research and teaching field places us among the top technical universities in Poland. The educational standards offered at the university are closely connected with our dynamic scientific work and industrial experience. Research and education are strongly influenced by international cooperation with over 430 partner universities all over the world. There are over 33,000 students at WrUT enrolled in a wide range of fields including Architecture and Civil Engineering.

<http://www.pwr.wroc.pl>



End of the Road Masterclass, Brussels Seminar. Copyright Colaborativa

Context of this project

This partnership took place between 2012 and 2014 across 5 partnership countries. The context – of both the time and the socio-economic climate - and the institutional structure and educational framework in each country is important to consider when reading this document.

Firstly a few words on the Europe-wide context: Since October 2008, the labour market for graduates of the built environment disciplines has suffered as a consequence of the global economic crisis. Across Europe, this decline has led to a reduction in work for architects and a fall in employment opportunities. In addition, the annual increase in the number of graduates architects grew unabated.

The typical route to qualifying as an architect in Europe is a combination of academic studies at a university for five years and practical experience during a minimum of two years.

Newly qualified architects have only one desire at the end of their education: to practice the profession. Observing the gap between academic training of young architects and architectural needs of agencies, several initiatives are setting in Europe to facilitate the professional integration: internships, Erasmus and Leonardo mobilities, additional courses and training focused on vocational needs offered by universities, building companies or professional bodies, networks and platforms allowing sharing and connections between students, young graduates and professionals, architectural competitions, design centres supporting graduates and more.

The architectural profession has undergone several changes in recent years. Beyond the technological development of tools (e.g, computer aided design) were added economic issues and consideration of sustainability and environmental quality of buildings. These changes are accompanied by increased complexity of the legal and administrative framework.

A programme of development and training throughout practice (CPD) is a fundamental part of the profession, especially to acquire skills related to sustainable architecture (passive buildings, low energy or positive energy)

The Spanish Context

In Spain, the Bachelor's Degree in the Fundamentals of Architecture is available from the School of Architecture from 2014-2015 and replaces the previous Architecture Degree. It is recommended that students are creative and have strong abilities in physics, maths, art history, artist and technical drawing. The Bachelor and Master Degree together (also called Professional Master's Degree) prepare the professionals to create architectural projects meeting criteria regarding aesthetics, budget, regulations and technical constraints. The Bachelor's degree in Technical Architecture from the School of Building Engineering has three different specialities: civil construction, hydraulic and environment, and urban services and transportation. There is no mandatory internship after finishing the studies. Professional bodies (COAC, COAM, etc.) and the Bank of Architects Foundation offer a plan of continuous training (CPD) that guarantees a permanent competence of the architecture professionals in the fields of architecture, construction, promotion and urbanism. The Bank of Architects Foundation also has an important editorial activity with publications in research, analysis and theory of Architecture, and run competitions for students of architecture to gain experience by having internships in european architecture studios.

Spanish young architecture scene is one of the richest in whole Europe. This fact is reflected with initiatives such as [SpainLab](#), an open innovation platform for showcasing the work of young architects that started at the spanish pavillion at the Venice Architecture Biennale in 2012. Urban and social regeneration projects are becoming very active in Spain at present. In this kind of projects, young architects have the opportunity to participate and be part of a real project that matters to real people and for doing so a close relationship with citizens and a good understanding of their needs is performed. Architects have an important role to play in urban and social regeneration and Spain relies on a long and fruitful tradition in this field. Additionally, Spain is one of the most advanced countries in the development of solar energy, and it is one of the European countries with the most hours of sunshine. Spain was in the second position in [Solar Decathlon 2012](#), an international competition among universities which promotes research in the development of efficient houses.

However the current economic situation is having a devastating effect on architects so they are coming up with other work alternatives in the fields of community and social work, training, new fabrication technologies, energy efficiency and industrial design. Also a great amount of spanish architects have left the country in search for a job as traditional architects abroad. They have moved to countries such as China, South Africa and East Europe

The UK context

In the UK, a career in the built environment starts in education and the earliest qualifications are design-based A-Levels that are usually taken post-school. However, most people who want to work in the built environment will start by enrolling at a university and completing a three-year degree, usually a Bachelors of Art (BA), but there are many different types relating to the built environment. The degree should then lead into professional work, usually starting with a one-year 'placement' or internship.

As the UK is emerging from a recession, construction has slowed down along with all related industries in the built environment. As a result of this, many graduates will find it difficult to secure a job in their preferred area, and even if they can, may have to accept unpaid work.

Professional bodies (such as RIBA, RTPI and LI) will offer advice and guidance on how graduates can pursue their careers in the built environment and can offer some insider knowledge, however, help is limited. Some design centres such as MADE have developed initiatives to help support graduates and the unemployed into careers in the built environment by providing graduates with relevant work experience, for example.

Once in a professional role, Continued Professional Development (CPD) is used to ensure that industry practices and standards are kept up-to-date. This typically includes recording any professional activities, identifying potential self-improvement and attending relevant conferences. Once a full-member of a professional institution, it then becomes easier to become self-employed.

The Belgian Context

The title of architect is protected and the profession is regulated by the Law of 20th February 1939. Architect basic training is provided by the university level which offers studies in 5 years. Indeed, since 2009, all higher institutes of architecture of the French Community have entered into a process of integration within the four major Francophone universities. This process allows the academic recognition of architectural education and opens to the development of research in architecture. Currently, architectural studies fall into two cycles. A first cycle of 3 years, leads to Bachelor Degree in architecture. The student is introduced to the various

components of the architecture and its context. The second cycle of 2 years, leads to the Master Degree in architecture. It offers a specific and comprehensive arts education and offers a range of options (planning, renovation etc) depending on each school. In recent years, the Faculty of Architecture at the ULB in collaboration agronomists ISIA and Gembloux (ULg) offers also a Landscape Architect training in five years.

During the cycle of studies, students will have two opportunities to explore the realities of professional practice through internships organised and assessed by the Faculty of Architecture. The first internship is held during the Bachelor's years and allows the discovery of business practices related to construction trades. The second internship takes place during the years of the Master Degree. It consists of a period of work in an architecture firm, a research centre or any other environment in which to experience the professional practice of architecture under these multiple forms.

The Architecture Engineering education also provides access to the Architect profession. After successful completion of basic studies the second cycle gives the degree in Civil Engineering and more specifically, the academic degree in civil engineering architect.

In Belgium, it is mandatory to use an architect, not only for the preparation of plans, but also for the control of work. The access to the architect profession is regulated by a two-year traineeship approved by the Belgian Order of Architects. In this context, Faculty of Architecture at ULB offers Leonardo mobilities to its young graduates aiming to support language learning, multiculturalism and vocational skills.

Faced with the lack of practical training of graduates (academic courses do not have enough time and support necessary) and the difficulty of finding enough trainers courses in relation to all aspects of practice, the Belgian Order of Architects created a series of additional free courses offered to trainees in both regions of Belgium. This training is jointly organised by a series of training centres of the "middle classes" In addition to the numerous on-going training (CPD) offered to professionals in universities, the Advanced Master in conservation of immovable cultural heritage (<http://www.masterpatrimoine.be>) is specially designed for architects, engineers and art historians.

Czech Republic

With its rich history and culture, Czech Republic offers a unique setting for architecture and design students to discover current and future social, economic, and technological trends. During the first years of the independent Czechoslovakia (after 1918), a specifically Czech architectural style, called 'Rondo-Cubism', came into existence. It drew on pre-war Cubism and is unparalleled elsewhere in the world. Sometimes, Rondo-Cubism is also referred to as the 'Arch' or 'Legion Bank' style.

Between World Wars I and II, functionalism, with its sober, progressive forms, took over as the main architectural style in the newly established Czechoslovak Republic. The best example of this new architecture is the Baba colony, a villa-style development that originated in a project by the most important functionalist architects. In the city of Brno, one of the most impressive functionalist works has been preserved. It is the Tugendhat Villa (a UNESCO monument), designed by the architect Ludwig Mies van der Rohe.

Even today, the Czech Republic is not shying away from the most modern trends of international architecture. This fact is attested to by a number of projects by world-renowned architects (Frank O. Gehry, Jean Nouvel, Ricardo Bofill, John Pawson and Richard Meier) that have been realised mainly in Prague. The Czech Republic has also produced architects whose work can be found all over the world, for instance in the UK (Eva Jiřičná, Jan Kaplický), Canada, and even China (Jan and Ivana Benda).

Insufficient correlation between the studies and the labour market represents one of the handicaps of young Czech architects. In most cases carrying out a work placement in a professional architectonic studio is not an integral part of the study plan. Often they face difficulties in obtaining decent work in line with their qualifications and they are disadvantaged on the labour market due to their lack of professional experience, practical working habits and usually their language skills are not very high.

Renomated architects and teoreticians (i.e. Roman Koucký, Rostislav Švácha) share the opinion that the current Czech architecture is very provincial and doesn't reflect new European trends and movements - be it the return to deconstructionism or organic architecture and remains anachronistic in its focus on so called "strict architecture"

At the same time we need to learn from other countries about revitalization and cost efficiency. Organising internships in the chosen countries can be an important

step towards transferring the needed know-how into Czech context. The role of vocational training should attend to the following educational and professional needs of the participants: improving language skills in the natural speaking environment, acquiring further knowledge in professional context, gaining new professional skills and competences and improving their language skills. Primarily, the graduates should have the opportunity of putting into practice their knowledge and competences acquired at university.

The Polish Context

Currently the Polish building market is in crisis and has seen an overall decrease in economic activity. Investments connected to residential development are in regression and the building boom connected to Euro 2012 didn't bring the expected income, halting predicted initiatives.

Alongside the lack of jobs and opportunities the situation for young graduates in the built environment is all the harder in that architectural and building professions require them to have a license. According to national regulations three years of carefully documented practice (for architects this means two years at architectural office and one year at the construction site) and exam are required.

There are three types of building licenses: for design, for construction management, for design and for construction management – all of them in appropriate specialty and in limited or unlimited type.

In the discussion about workplaces for graduates there were voices claiming that abolition of need for obtaining professional license will provide better access to the career for young graduates. However due to responsibility connected to practice in building area these ideas have been reduced. But with a license or not it must be remembered that situation of young graduates will not change until the amount of investment increases.

References:

"Praca architekta: minął boom inwestycyjny, coraz trudniej o dobrą posadę" in: "Fosai.pl", from: 2012-10-04
http://fosal.pl/artykuly/652115,praca_architekta_minal_boom_inwestycyjny_coraz_trudniej_o_dobra_posade.htm, access 20.02.2014

"Rozporządzenie Ministra Transportu i Budownictwa z dnia 28 kwietnia 2006 r. w sprawie samodzielnych funkcji technicznych w budownictwie" Dziennik Ustaw 2006 no. 83 item 578 with following changes (to 21.02.2014)

Introduction to good practice for VET

The main results of the project are presented in this guide.

It begins by looking at initiatives to facilitate the transition from education to the professional world. Largely this is carried out by academic institutions but some professional bodies and independent organisations have programmes which also contribute.

Related are initiatives not necessarily focussed on students or graduates but on the wider public – young people, communities and so on. Whilst these do not offer direct vocational training they do serve to ignite and develop an interest in the disciplines.

After a few years of practice, professionals require upgrades and new skills to follow market trends and new technologies. CPD within the Built Environment Professions are proposed in a formal way by many organisations such as universities, training centres, technological or cultural and other more informal associations such as non-profit organizations or private companies.

Finally the European context offers opportunities in terms of work and training mobility. Therefore, experiences from mobility participants and hosts serve to provide descriptions of best practices for quality internships in Europe.

The project partners have made significant efforts to develop this report of good practices whose aim is to serve as a tool to improve the quality of Vocational Architecture training through Europe.

Whatever their level of experience people who work in this sector now have a first reference book containing experiences and best practices to use, enhance and supplement their own practices to maximize quality.

Alongside the document it is hoped, as a result of this project there is the first step towards a network able to co-operate in the development and support of Vocational Architecture Training.

<http://vocationalarchitecture.wordpress.com/>

2. Employability Initiatives for Graduates

Introduction

This chapter focuses on initiatives and common approaches to VET for unemployed graduates. Although not comprehensive, the report sets out to create awareness of VET initiatives and encourage synergy across the built environment.

Largely these are delivered by 'Architecture Centres' or other informal organisations, Higher Education or Professional bodies. However through the course of this project we have come across many initiatives not directly targeted at graduates but with some very interesting examples of good practice worth sharing here. So at the end of this chapter there is a section 'Community and Young People' which details these initiatives.

Context

Employment in the built environment faces a number of challenges for students, graduates and professionals.

There are a wide number of initiatives which address these challenge in a variety of formal and less formal ways.

The initiatives are split into groups according to the institutions which offer them:

A - Architecture centres

B - Academic institutions who offer curriculum options whilst studying and also programmes beyond graduation

C - Initiatives for non professionals - eg community and young people

A. Architecture centres or informal organisations

The term 'Architecture centre' here means independent organisations working in the built environment - who offer training and deliver projects which can support students, graduates and professionals working in the field.

Spain

Arquia – Bank of Architects Foundation Barcelona (Spain)

<https://www.arquia.es>

The Bank of Architects Foundation is a private cultural foundation started in May 1990 with the objective of promote cultural, social, professional and training in the field of architecture, construction, design and urbanism. Target audience is students, architecture professionals and general public.

Arquia Becas

They run competitions for students of architecture (Arquia Becas), for young architects in their first ten years of activity (Arquia Próxima) and for architecture PhD thesis (Arquia Tesis). Arquia Becas' competition offers to students 20 scholarships in European architecture practices so they could improve their practical abilities. Arquia Próxima's competition supports young architects with an award. They give prize to outstanding professional career of architects in their first ten years of experience. Arquia Thesis' competition is run every two years and its objective is to select outstanding PhD thesis and to publish them as one of their edited collections.

Workshops

The Bank of Architects Foundation also provides five workshops for 75 students or young architects in order to extend their training and improve their capacities. The candidates are selected by academic record. Each workshop is directed by a well known national or international architect.

Enric Miralles Award

They also run the “Enric Miralles” award in which they give prizes to young Spanish architects with the objective of promoting their dissemination and emphasise the quality of their work.

They are undertaking great improvements in their online platform and nowadays serves as an essential resource for spanish architects. For example they offer a free service of video streaming in the field of architecture such as documentary and conferences. Also they participate in the realization of an extensive directory of the 20th century architecture in Spain, Gibraltar and part of France together with the Docomomo Foundation and Mies van der Rohe Foundation.

Research

The Bank of Architects Foundation started in 1997 their editorial activity with publications in research, analysis and theory of Architecture. Free copies are sent to spanish schools of architecture, school libraries and other institutions.



Arquia, Spain. Photo by desescribir, under CC BY-NC-ND 2.0 licence

Architecture and Society Foundation

Madrid: Calle Barquillo 11-2º. Oficina 3. E-28004 Madrid. España.

T: +34 915 412 679

Pamplona: Calle Iturralde y Suit ,3-5.Pamplona. Navarra. España

<http://arquitecturaysociedad.org/>

The Architecture and Society Foundation started in 2008 and focuses in promoting the perception of architecture as a field closely related to its social context by encouraging dialogue and interdisciplinary research in areas like sustainable development, environment, international cooperation, integrated urbanism and social action by supporting material innovation, building efficiency and the rational use of the planet's resources.

Competition for architecture students

The architecture and society foundation runs a competition for architecture students with the topic "Trace-City". The purpose of this competition is to let students to rethink the city from a creative and positive perspective in a small urban space in the centre of Madrid. Considering together actions, programs, improvements and crits, along with interventions.

International Congress for Architecture and Society

The architecture and society foundation organizes an international congress open to students and professional architects. The third edition is celebrated in June 2014 in Pamplona (Spain) with well known architects such as Álvaro Siza, Dominique Perrault, Bjarke Ingels, Juhani Pallasmaa and Christian Kerez.

The topic of this year congress is "Necessary Architecture" focusing in sustainability and socially responsible architecture. Attending to this conference is a great opportunity for students to understand how architecture is evolving.

SCALAE

Scalae · Avinguda Icària 144, 08005 Barcelona, Spain.

<http://scalae.net/>

Scalae is a professional and personal initiative by architect and editor Félix Arranz which began in 2004. Scalae is a Documental Agency of Architecture aiming to document and spread out the last news about architecture, broadcasting interviews and periodic documents about particular works, architects or cities. Scalae is a vast source of information available online with great interest for both students and professionals architects.

UK

In the UK there are a number of architecture centres which vary considerable in size, scope and structure however principally they have the aim to encourage well designed places.

Together they are an informal network, ABECN (Architecture Centre and Built Environment Network) www.abecn.org.uk and those which offer a design review services, on of the principal ways to improve design quality, are part of the 'Design Network' <http://www.designnetwork.org.uk/>

MADE – the co-ordinator of this project is part of ACBEN and Design Network.

We have detailed the work of some of the VET focussed work of the UK centres below.

MADE

7 Newhall Square, Birmingham, B3 1RU, UK

T: +44 121 348 7980, <http://www.made.org.uk/>

MADE is an organisation dedicated to improving the quality of towns, cities and villages. As a registered charity that works on projects in the built environment, MADE has numerous VET initiatives to help students and graduates into employment.

Training Programme

MADE supports professional development through training events, seminars, study visits, courses and bespoke in-house training packages. They focus on the big issues around designing places which cut-across sectors and professions. They complement the CPD offered by the professional bodies (see Chapter 3) They draw on their expert panel to provide experienced and knowledgeable trainers and facilitators. They also offer workshops and provide in-house training that can be tailor-made to organisation-specific needs.

MADEGrads

MADEGrads is a self-managing voluntary group for graduates from the built environment disciplines who are seeking work. The aim of the group is to support graduates to find work by keeping their skills current and develop new ones

The group is made up of graduates from a variety of built environment disciplines such as architecture, landscape architecture, planning, urban design, quantity surveying, engineering and more. They meet weekly at MADE's offices in central Birmingham to enhance their passion and enthusiasm for design whilst looking for work. The group work on community design challenges – improving their existing skills and learning new ones – and are mentored by design professionals and academics.

The group benefits its members by providing opportunities for its members to enhance their CV's and portfolio, meet other graduates who are in similar situations and create links and relationships with local employers.

Part of the Grads Programme are regular CV and Interview workshops where professionals take a look the graduates CV's, offer advice, and practice interview questions and techniques.

For more information see: <http://madegrads.wix.com/madegrads>



MADEGrads meet at a local architecture practice. Copyright MADE

Northern Architecture

Blackfriars Monk Street, Newcastle Upon Tyne, NE1 4XN, UK

T: +44 191 260 2191, <http://www.northernarchitecture.com/home.html>

Northern Architecture is the Architecture Centre for the North East of England; it is an independent charitable body with a regional remit. They promote the benefits of high quality design and engage both professionals and public in the process of delivering this. Northern Architecture is one of Arts Council England's National Portfolio Organisations, whose support enables them to work with a large number of individuals, agencies and organisations in the North East from the cultural, environmental, educational, business and community sectors, inspiring engagement and meaningful interaction with the built environment.

ArchiGRAD

ArchiGRAD began in January 2010 as a response to the increasing numbers of unemployed graduates. It was a joint venture between Northern Architecture, +3 Architecture, Northumbria University and Newcastle University. It provided the inspiration for the MADEGrads Programme. It has achieved much in supporting out of work graduates in the period between graduating and finding work – often an isolating and demoralising time.

Its principle aims are to help graduates find employment through broadening experience, growing portfolios, demonstrable teamwork and peer learning. Its main activities include: Design projects, Research projects, Portfolio Speed Dating, Individual portfolio tips, Social events, Competitions, internal and external, Access to other consultants, Access to office CPD events, Live Builds and Presentations to real clients.

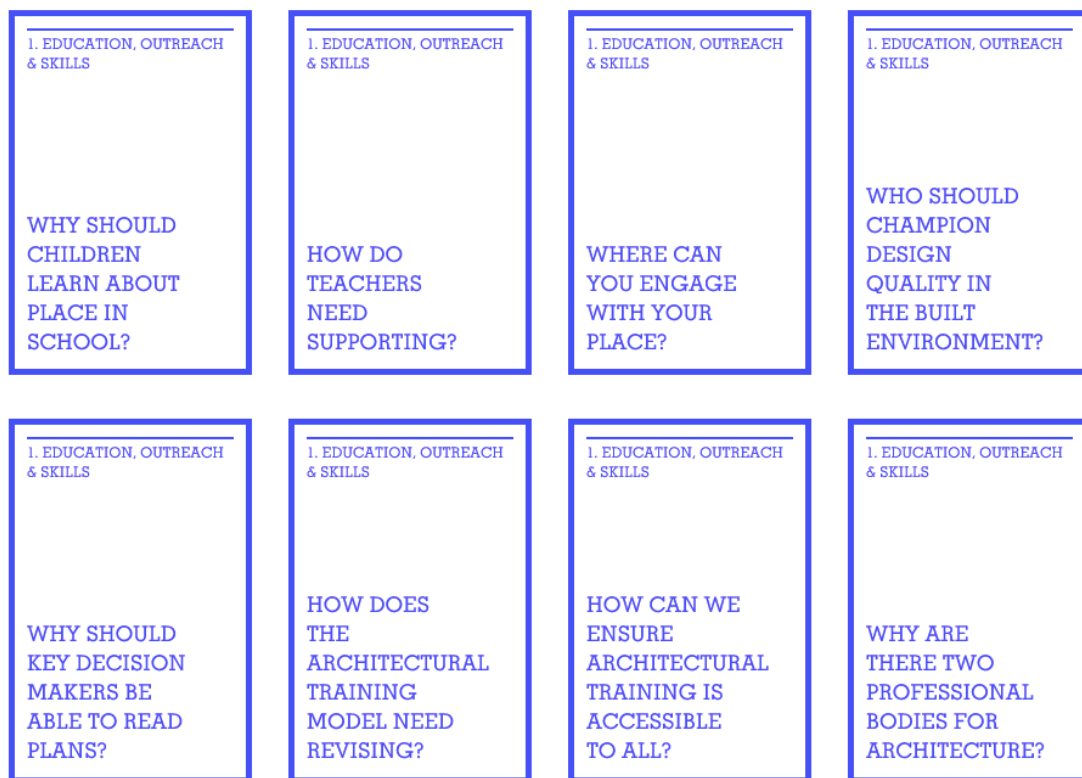
To date it has had over 100 member and over 60% have found work within 3 to 6 months. Interestingly it is recognised by Newcastle, Northumbria, Manchester and Huddersfield Universities as valid for 3 months PEDR alternative practice experience dealing with the sometime difficult case of placements in practice for students.

Local practices recruit through ArchiGRAD so it acts as a valuable channel into employment opportunities for its members. In 2012 they launched the ArchiGRAD Summer Schools, getting 36 university students work experience with local practices:

At the time of writing this report the Farrell Review was underway. Its findings were published just as this report went to print. It is too early to say what impact the review will have though it is anticipated its areas focus and recommendations will have an impact on the subjects this report focuses on.

In January 2013 Ed Vaizey, Minister for Culture, Communications and the Creative Industries, asked Sir Terry Farrell to undertake a national review of architecture and the built environment. The team at Farrells, advised by a panel of 11 industry leaders with a breadth of experience that covers education, outreach, urbanism, architecture, property and philosophy have recently completed their review.

One of the five main areas of focus was Education, outreach and skills. Here the review asked the following questions:



Its recommendations for the education sector are detailed in part B in this chapter.

You can find the review in full here <http://www.farrellreview.co.uk/download>

Belgium

Unlike the UK, there are no architecture centres or initiatives focussing on employment or training for graduates in Belgium. This is likely because FOREM, Walloon public service employment and training, and ACTIRIS, the Brussels Regional Employment, put their knowledge and contacts available to the unemployed to guide them in their research by offering to meet a counsellor, a JOBPASS to facilitate administrative services, and an individualized support for young people who have completed their studies.

The main mission of Actiris International is to promote international mobility from and to the Brussels Region by supporting unemployed to find a job or an internship abroad. It also helps employers (Belgian and foreign) who wish to broaden their recruitment beyond national borders. Actiris is a member of EURES (European Employment Services), which facilitate the mobility of workers within the European Economic Area and Switzerland.

In addition to job vacancies advertised through professional bodies of architects and the Faculties of Architecture, the individualized supports of FOREM and Actiris aim to increase the chances of finding a job especially for young graduates.

Czech Republic

Centre for Central European Architecture – CCEA

U Půjčovny 4, 110 00 Prague 1, CZ

T: +420 222 222 521 <http://www.ccea.cz>

The CCEA is an alternative space for further education and research in architecture. It focuses on experts and professional architects, as well as wider public interested in following current developments in architecture and looking for possible ways of perceiving and understanding it. Its research based both theoretically and practically connects architecture with other humanities and arts.

CCEA does not perceive its own mission as mere popularisation of architecture but mainly as searching, reading and redefining the architecture identity of central Europe. The region remains neglected by the contemporary architecture theories, even though between the present individual states exist a strong historical, social and trading association.

Whilst there are architecture centres like the Centre for Central European Architecture who are involved in the promotion of architecture there are no specific programmes focusing on VET. These centres are independent and they are not a part of public or state budgets. Often their activities are on a project basis and dependent on funding and so even if they develop a project for supporting young professionals, students or practices it is not likely to be systematic and long lasting support.

B. Universities

Universities are increasingly using links with industry and real-world projects to improve the content of their degree programmes and attract future students, particularly in highly competitive industries such as architecture.

The following are particularly innovative initiatives by universities:

Spain

Architecture School (Catholic University of Murcia)

UCAM Universidad Católica, San Antonio de Murcia, Campus de los Jerónimos. Nº 135 Guadalupe 30107 (Murcia), Spain

T: (+34) 968 27 88 00 <http://www.ucam.edu>

The Catholic University of Murcia is private and started in 1996 by the University Foundation of San Antonio. It has more than 15,000 students and 25 official degrees.

Classroom for social action (APPS)

In February of 2014, a Classroom for social architecture has been initiated as a project from the Murcia and Molina Segura city councils in collaboration with the Architecture School of Murcia. Students are involved in real projects and real

problems. The lectures involved in this initiative want to show the students the social impact of architecture to improve the quality of life of most less-favoured people. Students are working on two rehabilitation projects in the historic centre together with Murcia and Molina Segura city councils.

Málaga School of Architecture

Campus de Teatinos, 29071, Málaga, Spain

<http://www.arquitectura.uma.es/>

Málaga School of Architecture is a public and dynamic young university located in the south of Spain which believes strongly in quality in teaching, research and student service.

Rehabilitation workgroup of casa invisible

Last year students of the School of Architecture of Málaga are performing a study about the status of the Casa Invisible building, a cultural and independent movement located in Nosquera Street in Málaga. Students and lectures are working together proposing ways of recovering this building by doing the least possible works.



Malaga School of Architecture, University of Malaga. Photo by Colaborativa, under CC BY- SA 2.0 licence

Birmingham City University

5 Cardigan Street; Birmingham; B4 7BD, UK

T: +44 121 331 5000. www.bcu.ac.uk

Co:Lab at BCU

Co:Lab is a university-based initiative in which students and tutors work alongside external clients to collaborate on real-world projects. This initiative provides both undergraduates and postgraduates with relevant experience in a design industry. The Birmingham Institute of Art and Design and BCU describe the initiative as follows:

‘Co:Lab is an innovative teaching module combining undergraduate and postgraduate students from both architecture and landscape disciplines, to produce a dynamic and cross-disciplined cohort as well as encourage peer-to-peer learning. It is a vehicle for a range of projects that seek to directly engage students with industry, individuals and groups outside of their discipline area, engaging in a broad creative network, with real-life learning experience.

Each Co:Lab project is led by an academic tutor alongside an external client. The client plays an active role within the project, briefing the students and working alongside them to establish the end design solution. Projects take place largely offsite and are underpinned by collaboration, invention, physical production, using manual and digital ‘crafts’ to generate objects, spaces and events.

Co:Lab contributes to the students development of distinct employability, professional and transferable skills, including teamwork, project planning, entrepreneurialism, negotiation and understanding of complementary practices.

Co:lab welcomes approaches from all sectors of the business community interested in working together to drive innovation, find new solutions and address problems which improve business performance.

Beyond Graduation

“Beyond Graduation” is a university-based initiative that provides career advice and internal job vacancies to graduates of architecture.

BCU describes the scheme in their course descriptions:

'[Our] relationship with practice extends to a great number of Visiting Tutors, but also to our Volunteer Critics scheme in which practitioners volunteer their time to sit on design reviews, further exposing our students to the realities of practice. The final tier of these formal links is our Teaching Practice scheme with 4 renowned practices: (Glenn Howells Architects, MAKE, D5 Architects and Bryant Priest Newman). Full time Part 2 students are able to book tutorials with these practices in addition to their normal studio tutorials offering yet another opportunity to engage with the outside world.

As an extension of Part 3 BCU have created a programme entitled "Beyond Graduation" which provides a "home" to graduates but especially those who have not been able to find employment. As well as mentoring these students and providing job hunting advice, by registering on the programme the students become eligible for employment opportunities within the University.

Farrell Review (education)

<http://www.farrellreview.co.uk/>

One of the five main areas of focus of the Farrell review was education, outreach and skills.

In relation to the architectural training model the review noted that in the UK professional education for architects is based on a model which is over 50 years old. It stated

" Education has to reflect the shift towards two opposing tendencies: - greater specialisation and diversified career paths on the one hand and a greater need for integrating and joining things up on the other"

"all related courses should prepare for broader decision making, cross disciplinary decision making and genuine leadership"

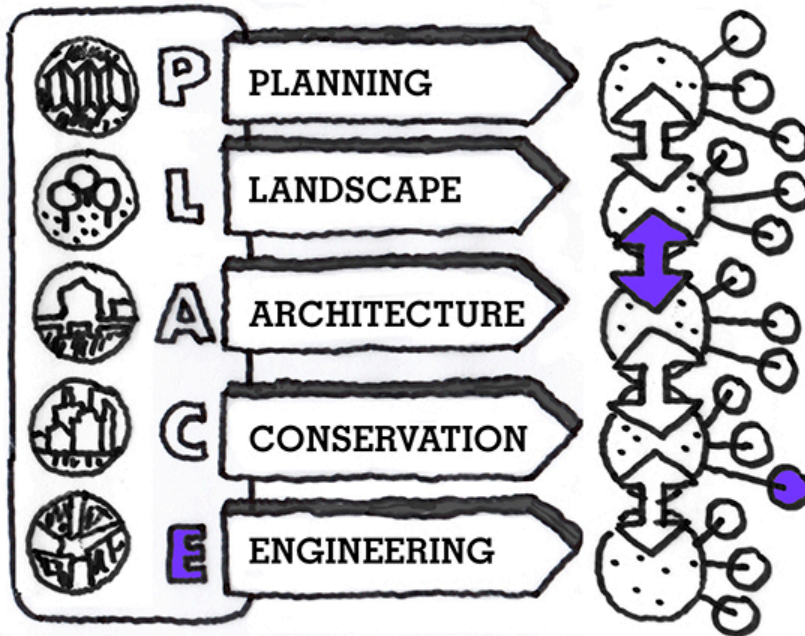
The recommendations in relation to education can be found at <http://www.farrellreview.co.uk/explore/education-outreach-skills/1C.1>

A common foundation year for all built environment students

A common foundation year ...

followed by undergraduate study ...

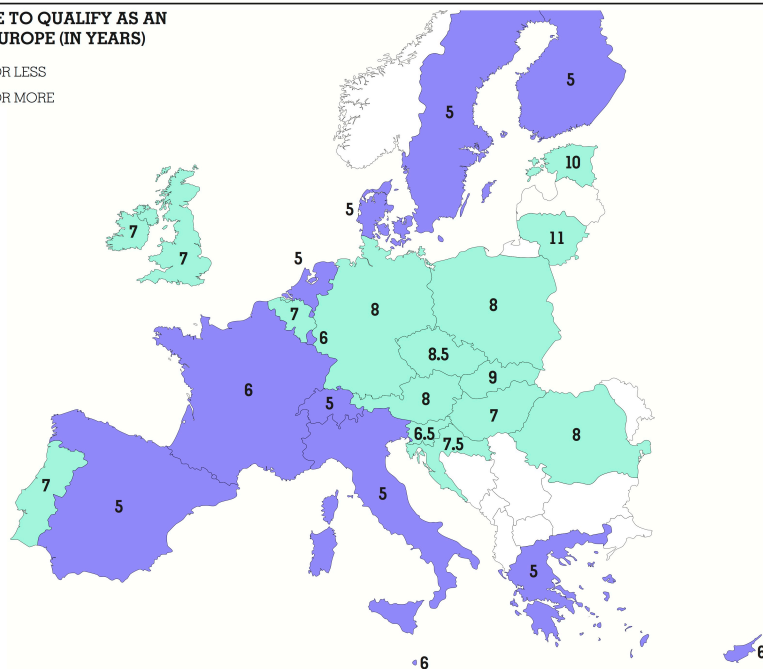
... promotes joined-up thinking AND specialisation



One of the headline recommendations was a common foundation year, learning about all the built environment professions

LENGTH OF TIME TO QUALIFY AS AN ARCHITECT IN EUROPE (IN YEARS)

6 YEARS OR LESS
7 YEARS OR MORE



Belgium

ULB

Employment of Unit of the ULB

<http://cellule-emploi.ulb.ac.be>

For over 30 years, the Employment Unit of the ULB leads a double mission: firstly, familiarize students and graduates of master ULB to the reality of the labor market, on the other secondly, to promote the fullest possible integration, rehabilitation or occupational redeployment of all graduates of the ULB (2nd and 3rd cycles).

In this context, the Employment Unit of the ULB diffuses in particular offers internship or job via its web site. It organizes and supports also numerous initiatives to expand (pre-) vocational opportunities of its various audiences and this, through a wide range of tailored services: methodological workshops, conferences, job fairs, campus recruitment, coaching devices, etc.. Architect students benefit from this university organisation supporting the job search.

At a research level education, ULB is connected to EURAXESS Jobs which is a database containing the online jobs and funding for researchers (PhD student in the future senior researcher), available at universities, scientific institutions and European companies. Researchers of all nationalities can also deposit their CV and search for jobs.

The Faculty of Architecture cooperates to this unit through its Leonardo Mobility Projects and supports European internships for young graduates from all faculties of ULB with Erasmus+ . On 8th October 2013, the Leonardo coordinator participated to the 3rd edition of ON, the forum of the first job, initiated by Employment Unit of the ULB.

Languages, your future! Language plan of the ULB

<https://www.ulb.ac.be/enseignements/planlangues/>

Located in the heart of Europe, the Université Libre de Bruxelles, the most cosmopolitan of Belgium's goal is to train multilingual students able to understand the culture of the other, to adapt to a society increasingly multicultural. Language Plan is a program that aims to enable students from different disciplines to learn at

least a second language and master thoroughly. The Language Plan also includes French courses as a foreign language for Erasmus students and non-French students/teachers in all faculties. Proficient in English or another language in the discipline of architecture opens wider career opportunities for students by accessing to other references (books, scientific papers, professionals ...) and educational and vocational internships (Erasmus, Leonardo) in a foreigner country.

In addition to the language courses, specific courses and talking groups, teacher trainer courses are available for ULB teaching staff wanting to look into good practices of Content and Language Integrated Learning (CLIL) at university level. These include seminars on methodology and pedagogy, with plenty of practical examples of sound classroom practice. The teachers can find a host of tools and services to help their teaching or their content course in a foreign language. Most of the foreign language teaching that takes place today at the ULB is done in English, but the advice found in this service is applicable to any other foreign language (Spanish, Polish, German, and even French). Thanks to this support, the Faculty of Architecture is preparing a Master degree with courses exclusively taught in English open to all the students.

Internships for students and graduates from the faculty of architecture

The work placements for graduates and Master's students, develop more specific skills of graduates and thus better prepare them to the world of work.

Young graduates benefit from Leonardo mobilities within the two years of professional training recognized by the Order of Architects. In 2015, the Erasmus + program will offer mobilities for all graduates from ULB in the first year following their diploma.

Research in Architecture: New vocational opportunities

<http://www.fnrs.be/>

The passage of Architecture at the University provides access to funding from the Fund for Scientific Research. FNRS promotes the production and development of supporting knowledge, on the one hand, the individual researchers and funding, on the other hand, research programs pursued in laboratories and offices, mainly in the universities of the Federation Wallonie-Bruxelles.

Based on the sole criterion of scientific excellence, financial support from the FRS-FNRS is exercised in several ways: temporary or permanent remuneration of individual researchers, funding of research teams, allocation of grants and credits promoting scientific exchanges, awarding scientific prizes.

College of architects, interns and young architects

<http://ordredesarchitectes.be/fr-be/architecte-ma-profession>

The College website has a section “vacant jobs” free for all those who offer or seek an architect in Belgium and neighbouring countries employment, excluding any professional recruitment or interim.

Periodically, the College informs all its members about trainings it considers relevant and interesting in several fields as acoustics, sustainable, energy, insulation, lighting, public markets, marketing and management, mediation, energetic performances of buildings, people with reduced mobility, security and more.

In order to be licensed to practice the profession of architect in Belgium, the graduate must be enrolled in one of the tables of the Order or any of the lists of trainees. For trainees the College mission includes the establishment of the rules of training, and the application of this ethical rules and training. The trainee is free to choose his tutor. However, in order to ease the search for a tutor each College Council holds a permanent list of members of the College who meets the legal requirements and declares their readiness to undertake the formation of one or more trainees. Association of Architects collects jobs available to facilitate research.

The College of Architects is attentive to the situation of architects entering the profession. In this context, the Cfg-OA in collaboration with the association of young architects from Belgium (JAB <http://www.info-jab.be/>), decided to establish a working group to review the working conditions of young architects and propose solutions to improve the situation thereof. The results of the survey confirmed the socio-economic challenges facing architects.

Educational service by the Fondation pour l’Architecture

<http://www.fondationpoularchitecture.be/en/page/educational-services>

One of the aims of the Fondation pour l’Architecture is to enhance awareness among children and familiarise them with the world of architecture and urbanism.

The educational department organizes recreational and educational activities based around exhibitions or selected themes. Both families and schools have access to interactive guided tours, creative workshops, holiday courses as well as exhibitions designed for young people.



The Mobile FabLab at ULB. Photo by MADE, under CC BY- SA 2.0 licence

Czech Republic

In the Czech Republic there are not yet any alternative initiatives supporting student employability organised by Universities. Even an obligatory amount of practice hours in the architectural studios was made voluntary for students and is not included in earned study credits.

Except some general programmes supported by the Ministry of Education where we can also include the EU programmes of Leonardo and Erasmus most of the initiatives are supported and outsourced by NGOs and associations; In 2009, established an initiative by The Czech Chamber of Architects, a program of Lifelong Professional Education in architecture began. Life-long professional education is based on a voluntary and individual agreement of educational activities. But this initiative is not strictly focusing on students but for the architects in general. In this situation we can find a huge demand of students for initiatives which can offer vocational education. This situation was understood as an ideal opportunity for creating platforms and such as Laboratory Visuin with its own aim to find own vision of architects by supporting them through the seminars, workshops, interactive lectures, etc.

Another objective is the promotion of the architecture to other disciplines and bring it closer to people. It is an initiative of former students who organise workshops and lectures for current students to help them gain better skills and get trained in new technologies.

Archip, as the only private university with accreditation, has not developed any special programme supporting the employability of students and graduates. However this is simply because they will have first graduates this year (2014). Archip is included in dialogue of bridging the formal education and additional vocational training and exploring the possibility of Leonardo da Vinci mobility internships being offered to their first graduates this year.

Poland

WrUT

The Faculty of Architecture of Wroclaw University of Technology (project partner) has a number of initiatives to help students and graduates:

Workshop in Klodzko

The Faculty of Architecture of Wroclaw University of Technology has been looking for schemes to involve our students in applicable design work and has conducted a series of pilot programmes. The programmes varied from urban / rural development schemes to adaptations of historic buildings and design for people with disabilities.

For many years groups of students of the Faculty had completed their compulsory summer practice in different locations of Sudety region. These summer practice sessions comprised building measurement surveys of various valuable buildings in small towns and villages for the benefit of local authorities. However, the outcome of the practice was not incorporated in their further designs.

Seeking deeper involvement of students into practise the Faculty took opportunity to work with local councils within the Sudety region and with some non-governmental bodies such as local foundation LEADER Plus, who applied for European rural areas renewal grants and needed help in form of architectural schemes, concept designs and surveys. They identified problem areas and buildings to be renovated or adapted and invited architecture students to create design proposals.

Different groups of second year students participated in slightly different projects: One group received sets of measurements, design programmes and visited the sites to talk with the project instigators, and after completion of the semester showed the result of their work to the public and local authorities. Different schemes competed as in an architectural contest. The design challenge comprised construction of a new building to link a listed tiny school of XIX century and a gym, an ugly, out of scale structure; within the restraints of a small landpiece; another group spent a week conducting measurement surveys themselves and on the basis of their own measurements and interviews with local residents formed their design proposals within their fourth semester design studio. They lived in the community, spent time with local leaders, school teachers, the priest and residents. Local organisation: Leader Plus Foundation furnished them with information on history of the villages and buildings they had been measuring. The students were overseen by a local structural engineer and their supervisor from the University. The students' appearing in the villages generated interest among the local press and inhabitants. An article was written in which the students' work was covered, the measurement surveys, upon being completed, were ceremonially handed to the mayor, and after the end of term all of the designs were presented at an exhibition held at the local cultural centre. The opening of the exhibition was a small celebration in which the mayor, faculty dean and students met the local community to discuss the students' work.

The pilot demonstrated that it was feasible to obtain both the aim of survey practice and design studio in one coherent scheme.

A strong asset was the students' better understanding of the site given and deeper involvement in the design, while faced with a prospect of public exhibition of their work. An additional innovation was the introducing of a new correlation between two studios. Architectural design studio work was accompanied by garden/landscaping design studio, introduced in the mid-semester, so at the end of semester the students developed two correlated designs: public building and greenery.

Another set of pilot programmes concerned urban design and tourist development and planning. Here the Faculty cooperates with authorities at local level to propose urban design classes for third year students. Innovative pilot programmes were conducted in Bogatynia, Chelmiec and Mecinka with collaboration of the local governmental bodies. Design group - consisting of third year students - was asked to plan tourist development for a small community. To enhance their future professional performance lecturers from various disciplines outside the faculty, such as sociologists, psychologists, businesspeople were invited and worked with the students on different projects with supervision of faculty tutors. The group took up SWOT methodology to design tourist development plan for Mecinka and applied

business oriented advertising skills for presentation of the outcome of their work. The main issue in the group's work was to understand the requirements of tourists, to create typology and address their design proposals pointedly to identified target groups such as families, sports fans, adrenaline addicts etc. The spatial organisation of proposed tourist development was at the same time a business strategy proposal for the community authorities. The spatial organisation plan of rural development was accompanied by a revaluation scheme carried at the same location. The Mecinka commune/parish is located in a mountainous land of great tourist capacity, with plenty of derelict farms to be adapted. The students work covered surveys and evaluation of individual farms as well as rehabilitation concepts.

The study of urban design and urban rehabilitation with local authorities collaboration was carried in Bogatynia. The town of Bogatynia is the centre of Lusatian vernacular architecture, it's heritage consists of unique wooden buildings. Students of the Architecture Department of Wroclaw University of Technology elaborated a spatial plan proposal for the town. Preservation area was identified. The students prepared surveys of buildings to be listed and enclosed within the vernacular architecture heritage area. Complimentary to the urban planning scheme an adaptation design of one building was developed. Thus the students' work comprised case study research and design covered urban rehabilitation at the same time.

The outcome of the students' work was discussed with local residents, some of it was used by the authorities for further design and study work, some schemes were adopted as elements of spatial development designs for the commune of Mecinka, some served only as food for thought – unrealistic designs – as may seem at first glance – always new and refreshing. The students were confronted with real problems and design requirements sometimes as exotic as linking fire station and kindergarten with a community centre in one building, but always instigated by the real users and investors. The students learned to view their work from a different angle – that of a professional getting into relation with the client, having to answer specific needs of the communities or to find programmes for adapted buildings. They communication and architectural representation skills were tested as they confronted people with no architectural education.

A number of the above mentioned architectural survey – cum – design student workshops find their realisation. Adaptations of individual apartments for people with disabilities are the most satisfying among them. The students involved in this type of work take part in an architectural survey, propose designs for the adaptation of bathrooms, apartment entrances and such, in cooperation with the future users of these spaces. The proposals have to comply both with Polish design normatives

and tight budgets, partly financed by the Commune of Wrocław and the government grants, and partly by the users.

Students' involvement in real-life tasks seems to be an important factor in their professional life: first, because it brings them to realise the complexity of interdisciplinary design work, secondly – due to the fact that some of the designs are executed or used in further design work by others. Teamwork and the experience in contact with the “client” is also advantageous for the education of an architect.

(Faculty staff involved in the above described programmes: Prof. Arch. Elzbieta Trocka-Leszczynska, Grazyna Hryniewicz-Lamber PhD arch, Anna Bac PhD arch, Anna Wojtas-Haran PhD arch et al.)

Grazyna Hryniewicz-Lamber PhD arch

Career Offices's Offer with Faculty of Architecture WrUT Co-operation

WrUT's Career Office offers students an opportunity to participate in training which will support job seeking or starting business.

Training was addressed to students and graduates of Faculty, and was promoted by the Chamber of Polish Architects

Themes for training included: interview, job search methods, how to start my own business, building a personal image, how to overcome stress, career planning, how to prepare a commercial offer (application documents as a tool to sell skills to the labour market), assertiveness training, teamwork, sources of financing companies.

Seminaries in English for Tutors of Faculty of Architecture WrUT

A new initiative by the Faculty of Architecture WrUT was a series of seminars for tutors: The series, titled 'Architecture, Preservation of Monuments, Spatial Planning' dealt with professional issues in English.

The Seminars were co-financed by the Faculty of Architecture WrUT, and a grant from the Lower Silesia province's target budget. They aimed to provide scientific presentations and discussion with using English language, considering: technical vocabulary, subject-matter, present day, history, connected with architect and urban planner professions.

The Social Council Faculty of Architecture WrUT Faculty Co-operation

The Convent -Social Council of FA WrUT was formulated as part of this Leonardo initiative. It supports the Faculty by offering advisory services in order to increase integration of educational program with demands labour market.

It comprises representatives of, in particular: state bodies, local government bodies, employers related to the profession of architecture and urban planning, institutions which have significant influence on the professions, including Professional Associations, social organisations, scientific, professional and artistic association institutions and associations.

The key objectives of the Convent – Social Council are:

consultation with its members of educational programs developed by the Faculty of Architecture in order to meet the current needs of the labour market,

cooperation in the development of apprenticeship programs for Faculty of Architecture's students and their implementation,

cooperation in the field of international student exchange programs in order to implement the apprenticeship,

involvement in the diploma evaluation as a professional environmental consultants and institutions interested in the topic of theses,

participation in the monitoring process of the Faculty of Architecture graduate's careers.

First part of the meeting was led by Head Dean of Faculty Prof. Elżbieta Trocka-Leszczyńska, PhD Eng (Arch), second by newly selected chairman of Convention architect Edward Lach.

Vice Dean of Studies Bogusław Wowrzeczka, PhD Eng (Arch) presented aims and objectives of the Council and regulation assumptions. After official part when members received notice of appointment and selected among themselves chairman – aforementioned – and vice-chairman – architect Agnieszka Szczepańska, the discussion began.

It concerned changes at the Faculty, academic educational process, possible modifications, current labour market, graduates barriers and opportunities, links between professional chambers, business and University. There is no doubt that new members will very shortly take part in Faculty's activities with new ideas and professional knowledge.

As an outcome of collaboration a lot of new perspectives can be opened for Faculty and most of all students and graduates. It is a positive phenomenon that will last

much longer than time-frames of Leonardo 2012 project. It is going to affect educational process raising up its quality and standards of tutoring at Faculty of Architecture of WrUT.

Options of further development: Currently the convention is working on document concerning the form and duration of student internships and possibility of including them in professional practice program needed to obtain license. The document will be presented to Universities Authorities.

Workshop Group

One of WrUT newest initiative for graduates was based on MADE's idea of GRADS group. The Faculty of Architecture, University of Technology (WrUT WA) in cooperation with Branch of the Association of Polish Architects Wroclaw (SARP / o Wroclaw) proposed a "Workshop Group", whose goals would be entering competitions, workshops, dealing with urban issues and activities with local community. Its interdisciplinary profile will mean appeal to students and graduates of technical subjects and the humanities.

Proposed structure for the group:

- interdepartmental, integrating graduates of different specializations, allowing to work in interdisciplinary team.
- Preferred specializations: architecture and spatial planning, interiors design, graphics, verdure forming, psychology, journalism
- Academy of Arts, University of Wroclaw, Agronomical Academy...etc.

Proposed five fields of activities for the group:

- research – gathering the knowledge about city needs (cooperation with institutions) and local groups (cooperation with NGO)
- educational – professional training (VET) of group members, executing specified tasks also trainings conducted by people from the group – for example lectures for high schools referring to professional issues
- meeting with experts – in terms of executing specified tasks
- practice – execution of real proposals – workshops
- city's of Wroclaw issues

C. Community and Young People

Though the course of researching this document and within our day to day practice we have come across many initiatives designed to engage people with the built environment – but these are not at the student, graduate and professional level – but instead young people or the community

Aiming to increase awareness – but also perhaps to raise interest in careers in the professions in the professionals of the future.

UK

Open City

18 Ensign Street, London E1 8JD, UK

T: 020 3006 7008, <http://www.open-city.org.uk/index.html>



Open City is London's leading architecture education organisation.

Open-City is London's leading architecture education organisation. They champion the value of well-designed places and spaces in making a liveable and vibrant city, and the role everyone plays within it.

Architecture Education Network (AEN)

The Architecture Education Network (AEN), created by Open-City, brings together teachers and architects informally to unlock the potential of architecture as an educational experience. Seminars provide teachers and architects with opportunities to explore how architecture can be incorporated into a variety of learning contexts. Open-City encourages specialists to share their expertise, communicate their ideas, and generate fresh and innovative approaches to advance architecture

Resources and training

The Open-City learning philosophy is based on the idea that learning about architecture is most effectively developed through direct experience of quality design. They invite and train teachers, architects and design professionals to work with them to deliver our programmes and develop creative and experiential learning methodologies to engage young people to look, think and respond to their built environment.

The Architecture Centre

Bristol, 16 Narrow Quay, Bristol, BS1 4QA

T: 0117 922 1540, <http://www.architecturecentre.co.uk/>

The Architecture Centre deliver a number of learning and outreach projects with young people and communities. They offer a variety of training opportunities, both formal and informal. Our events programme provides professional development opportunities and they also organise conferences, study tours and other forms of training. Collaborative projects have included the Design Champions programme and a major conference on health and the built environment.

MADE

(see earlier for details)

City Builder Academy

City Builder Academies are an opportunity for school students ages 15-18 to gain an insight into professions within the built environment. Funded by The Ove Arup Foundation to date through 4 academies over 80 students from the region have taken part.

City Builder Academy is an intensive four-day session held at MADE offices in central Birmingham. The programme includes talks from professionals and visits. Alongside this, participants take part in a design challenge giving them an insight into the skills and competencies required for a creative career in the built environment.

The educational outcomes of the programme include:

- Greater engagement with and understanding of their environments (homes, schools, neighbourhoods, towns, cities) encouraging further social action
- Empowerment to see the environment is something they can affect
- Greater appreciation of the scope of the arts and creativity, working towards Arts Award if desired
- Increased awareness of the many built environment professions, including routes into them
- A design challenge which simulates professional practice
- Improved basic technical skills and knowledge relevant to design processes
- Enhanced creative and critical thinking skills
- Increased confidence through presentation and group work

Alongside this MADE is now offering a mentoring programme for young people interested in design careers in the built environment.

This will match young people who have taken part in City Builder Academies with volunteer mentors from creative practitioners in order to provide advice and coaching to support the student.

This will be a competitive process with participants invited to apply for the limited number of mentorships.

A strong emphasis will be on encouraging the student to explore opportunities for engagement with design in the built environment outside of school (attending events, securing work experience, entering competitions, networking).

These sessions will take place once every two months for a year but could be more often and over a longer period if the mentor and mentee agree.

The introduction of the mentoring scheme will mean the academies become a gateway to significant and sustained support for those students who demonstrate a particular commitment to pursuing a career in the built environment.

Previously when young person completes the academy, hopefully inspired to find out more, there was no proactive way to support them further but experience showed this was needed. Using the latent goodwill in the industry – which MADE has experienced through all its education programmes is an ideal way to focus the time of a professional volunteer. It also offers a solution to the familiar issue of firms within the designed environment finding it hard or impossible to host traditional work experience placements due to the time commitment this involves.

By offering mentoring instead they can be sure that their input is not just a ‘taster’ instead it is targeted at a young person who is keen and committed, having already explored the various professions through City Builder Academy then applied for the mentorship programme. The time commitment for the professional is about the same but it will be spread over a longer-term period, less intense for them and likely to lead to a more satisfactory/significant outcome for both parties.



MADE's City Builder Academy involves a design challenge. Copyright MADE

Czech Republic

CCA

Working group for Education

This year CCA and its Working Group for education, initiated a process joining together all inactive which are active in schools. Presently this is just beginning, Igor Kovačević is leading this work has organised a workshop in Píslen hosting debate by NGO's, schools, the ministry of education, ministry of development about built environment programs into primary and secondary school system.

Poland

WrUT (see earlier for details)

Architecture for Children

Within the framework of XV Lower Silesian Festival of Science, as last year masters degree students from the Faculty of Architecture delivered classes for children from elementary school entitled "Exploration of forms in 3 dimensions".

The goal of the Lower Silesian Festival of Science is to use didactical and scientific potential to enhance and diversify methodology of teaching in schools, while workshops developed by us were aimed to evolve three-dimensional imagination of children and to stimulate their manual skills.

During the workshops, in which young people from elementary schools from both Wrocław and close towns were participated, students tried to teach them how to think in creative way and how to use simple material like paper to play and learning.

The meeting started with a short lecture, prepared in a way approachable for children, and during which they were introduced with history of paper as both constructional and decorative material. The presentation also introduced Origami - art of paper folding, born in China and the following workshops tried this technique. At the beginning each of them made simple paper hat and signed it with his name. It allowed us to narrow the distance between us and kids, and let them adapt fast to new teachers who were addressing them by their proper names.

For most of the participants making new forms from paper was a brand new idea, so their enthusiasm connected to a possibility of folding a sheet of paper, was great. After making animals from paper, which kids could have take home as a souvenirs, there was a chance for some of the children, exceptionally interested in origami, to ask questions about other possibilities and more complex forms.

The second part of the workshops focussed on three-dimensional skills, by taking part in building the highest tower made of paper contest. The participants were divided in groups and had to design and build paper towers without any glue or scotch tape, just scissors. The contest ignited rivalry in the kids, which resulted in interesting forms of paper towers constructions. Children were very pleased with workshops despite their length (6 hours) and were interested in continuing such activities.



Janes Walks in Cordoba 2013. Photo by Colaborativa, under CC BY- SA 2.0 licence

In 2013 the third Lower Silesian Architecture Festival (Dolnośląski Festiwal Architektury DoFA) was held, titled “City’s Acupuncture” (Akupunktura Miasta). The aim was to strengthen collaboration between city and the region, in order to build up quality of space in a whole Lower Silesian district voivodeship, by promoting successful work of architects and of specialist from related professions.

The idea was to engage local communities – everyday city users – to join the process of urban transformations and to raise their awareness to the relation between space creation and local identity.

An important part of the activity was the architectural competition for Piłsudski square, understood as a voice in discussion on public and private space in Wrocław. Additionally a competition for Friendly Public Space (Konkurs Przyjaznej Przestrzeni Publicznej) focused on interesting implementation and solutions in the region.

The Festival also engaged young people, who attended the photographic competition called Modernism Frames (Kadry Modernizmu) and Bicycle Architecture Review (Rowerowy Przegląd Architektury) which was finished with exhibition of photographs documenting discoveries from the trip.



#UrbanismodeBarrio and Fuensantas Vegetable Garden. Photo by Colaborativa, under CC BY- SA 2.0 licence

3. CPD within the Built Environment professions

Introduction

A significant element of vocational training occurs throughout a professional career as professionals update existing knowledge and learn new topics and skills in response to developments in the field.

New technologies, new techniques, new studies, new research, new markets and more all mean that learning needs to be life-long.

Many of the professions have formal requirements for frequent and regular updating of knowledge and skills – termed here CPD (Continuous Professional Development)

Even where there is not a formal requirement to do this many professionals will undertake additional learning, attend lectures or events or courses to enhance their understanding of areas relating to their work.

This section looks at the initiatives in each of the project countries which are of particular significance or are particularly innovative in terms of practice.

CPD in Spain

Detailed below are the most relevant institutions offering CPD In Spain

Architecture Foundation COAM – Madrid (Spain)

www.coam.org

Objective: The COAM (Professional Institute of Architects of Madrid) [Architecture Foundation](#) offers a plan of continuous training that guarantees a permanent competence of the architecture professionals in the fields of architecture, construction, promotion and urbanism. **Actions:** The programming includes two main working lines: continuous training and own degrees:

Continuous training consists of in-person and on-line workshops. The first ones have a duration of 15-30 hours and some examples of the latest workshops that have taken place are: Digital Architecture with SketchUp, BIM or Presto, Energy Efficiency and Installations, Rehabilitation and Urbanism/Landscaping. The offer of on-line workshops is increasing quickly. They have a duration of 5 to 8 weeks and are based on continuous assessment, team work and students and teachers interchange of ideas. Some of the latest on-line workshops are: urbanism/landscaping using GIS and english for architecture. All the courses offer a discount for members of the professional institute of architecture.

Own degrees consists of training in the different areas in which the continuous training is organised. The students have to make a minimum of 150 hours of training in a maximum of 2 years in order to get a specialized degree.

All the training certificates are approved by the [International Union of Architects](#) (UIA) and are acknowledged by the Continuing Professional Development (CPD) Program.

Target audience is architecture professionals and general public.

COAC, Barcelona, Spain

<http://www.coac.net/Barcelona/BP/>

Objective: The [COAC](#) (Professional Institute of Architects of Barcelona), with more than 10,000 affiliated architects, has a mission of upholding the social value of architecture and town and country planning on behalf of both society and architects. In doing so, its main tasks are to oversee architectural quality, provide a service for its member architects, represent and promote the work of its member architects, and disseminate architecture both socially and culturally.

Actions: The [Sert School](#) is the continuing education centre through which the COAC offers a programme for the professional collective of training and support. The main objective is towards developing the professional collective knowledge, skills and competences.

The [Sert School](#) has become established as a hub of knowledge for the sector and a catalyst for continuous professional development, based on two main pillars: training and professional practice. The school is strongly orientated towards the training needs of different professional profiles with no limitation regarding simply transmitting knowledge; its aim is to support the generation of new knowledge, research, development and innovation in the field of architecture.

The training program is divided into different fields: technology, sustainability, projects, regulations, management, rehabilitation and professional development. They offer wide variety and duration of on-line and/or in-person workshops, from a 16 hours workshop about energy certification to a 200 hours postgraduate degree about product design or urban accessibility.

Target audience is architecture professionals and general public.

CPD in the UK

The main professional bodies in the UK are:

RIBA (Architecture), RTPI (Planning), ICE (Engineering) and the LI (Landscape Architecture), though many others exist. All of these professions in the UK have some form of formal requirement to undertake CPD as outlined below.

Often, these institutions are responsible for accrediting certain university courses in the built environment. Largely it seems their focus is on those already working professionally though some have schemes directed at students or recent graduates

RIBA (Royal Institute of British Architects)

66 Portland Place, London, W1B 1AD, UK

T: +44 (0)20 7580 5533, <http://www.architecture.com/>

Objective: The RIBA, its members, and its practices are the collective voice of architecture and work together to enhance and promote the profession, champion good design the world over and influence UK government policy and legislation that impacts on the profession

Actions : The RIBA state members can use CPD to - Build their business and practice, Help them stay employable, Meet targets, Gain new skills and Get new work and new clients

The RIBA CPD Core curriculum is made up of 10 mandatory topics, which help to ensure overall competence and aid personal, professional and practice development. Members must carry out at least two hours of study in each of these 10 every year.

10 core curriculum topics x 2 CPD hours = 20 study hours per year.

The 10 topics are:

- Being safe – health and safety
- Climate – sustainable architecture
- External management – clients, users and delivery of services
- Internal management – professionalism, practice, business and management
- Compliance – legal, regulatory and statutory framework and processes
- Procurement and contracts
- Designing and building it – structural design, construction, technology and engineering
- Where people live – communities, urban and rural design and the planning process
- Context – the historic environment and its setting
- Access for all – universal or inclusive design.

What, where, from whom and how members choose to study each of the 10 topics depends on the expertise needed in practice. Many members may only need general awareness CPD for some or all 10 of the topics. The more expertise they need in practice, however, the more detailed the CPD in that topic ought to be. They are otherwise free to choose the exact detail, specific subject, and type of CPD themselves.

RIBA Host Practice Scheme

This scheme is directly targeted at recent graduates:

The Host Practice Scheme enables RIBA student members and graduates to access a national online network of practices and universities interested in hosting students in their office. These students have the opportunity to utilise the practice's facilities to work on entries for competitions, private commissions and research, as well as being offered an overview of practice activities.

The scheme also aims to introduce graduates to universities that have identified suitable research projects related to the practice of architecture, with the potential for offering fellowships to suitable candidates. This research may be eligible for recording on the PEDR as post part 1 practical experience.

RIBA Director of Education David Gloster commented: 'The current recession is deeply troubling to students and graduates of architecture; however, Host Practice offers a means for committed graduates to remain in close touch with practices and universities, exchanging experience and developing collective strategies to combat economic downturn. The RIBA cannot offer leverage on the global economy, but this programme allows a new network of professional opportunities to develop, and offer graduates optimism for a sustainable future.'



The Host Practice scheme provides facilities for graduates seeking work.

RTPI (Royal Town Planning Institute)

41 Botolph Lane, London, EC3R 8DL

T: 020 7929 9494, <http://www.rtpi.org.uk/>

Objective: The Royal Town Planning Institute is the UK's leading planning body for spatial, sustainable and inclusive planning and is the largest planning institute in Europe with over 23,000 members. They are a membership organisation and a Chartered Institute responsible for maintaining professional standards and accrediting world class planning courses nationally and internationally.

Action: In terms of CPD an RTPI member is required to:

- Annually spend time preparing a professional development plan (PDP) identifying their development needs for the next 2 years.
- Undertake and record a minimum of 50 hours of CPD activity in each 2-year period.
- Record the type of CPD and the number of hours for each activity.
- Reflect on and explain the value of each CPD activity
- Reflect on the relationship between the CPD activities and the PDP.

Alongside supporting their members throughout their professional careers the RTPI is a charity whose charitable purpose is to advance the science and art of planning (including town and country and spatial planning) for the benefit of the public. Their campaigning activity covers a wide range of issues, helping to raise the profile of the profession and generate awareness of the invaluable contribution planners make to building sustainable communities and helping to drive economic wealth.

In relation to students and recent graduates the RTPI offers guidance to those looking to start their career in planning, or who are already in employment but are thinking of their next career move. This includes CV & job interview advice, finding that next job, and transferable skills - for those planners who find themselves working outside the planning profession.

ICE

<http://www.ice.org.uk/>

Objective: ICE represents around 80,000 members worldwide with the aim to "foster and promote the art and science of civil engineering" They are a qualifying body - providing an internationally recognised civil engineering qualification, a centre of excellence for civil engineering knowledge and they promote civil engineering

profession by ensuring that everyone understands the positive impact that civil engineers have on society

Action: The ICE state 'For civil engineers to compete and succeed in the global marketplace, its workforce must perform to world-class standards. This will be possible only if they continuously maintain and improve technical, managerial and professional competence'

In the construction sector, legislation in all areas is becoming more complex and ever changing. This is particularly true in respect of health & safety, environmental management, and commercial and contractual practice. These complex changes are taking place against a background of an increasingly litigious business culture. If professionally qualified civil engineers become involved in such litigation, they are likely to have to prove their current competence.

Therefore the ICE argue, to avoid being at risk professionally members need to be able to produce – adequate CPD documentation when it is needed. ICE's code

The definition of CPD adopted by the construction sector is:

"The systematic maintenance, improvement and broadening of knowledge and skills, and the development of personal qualities necessary for the execution of professional and technical duties throughout your working life."

In the past, ICE indicated that five days per year was the requirement, and this is a good minimum guide for those preparing for the Professional Review. But the profession has moved away from timeserving. For those who are qualified ICE members, a more mature answer is: "Enough to develop and maintain the professional knowledge, skills and competence that you need".

CPD in Belgium

Association of Architects
(OA *Ordre des architectes*)
<http://www.ordredesarchitectes.be/>

Objective: Lifelong learning is a necessity: it contributes to the quality of services provided by the architect. Continuing education in this profession is mandatory

though this is a recently agreed requirement and the body is establishing a working group that will be responsible for validating training. In the meantime Cfg -OA decided to communicate regularly with its members through its newsletter "Training" and via its website a list of courses that it considers relevant and interesting for the exercise of the profession.

Walloon Union of Architects
(UWA Union wallonne des Architectes)
<http://www.uwa.be/>

Objective: Rapidly evolving issues related to the environment and energy savings and, in general, taking into account the achievements of sustainable development require designers to update their knowledge. More than ever it is for architects to devote more time to attend regular refresher training and post-training are essential to maintaining a level of excellence in their professional practice.

Actions: The service "The Continuing Education of Architects" was launched by the UWA in the end of 2012 and at this stage has two components:

Part 1: training of professional practice around 3 hours under the generic title "The 3 hours UWA" with training vouchers: regular meetings covering a wide range of presentations by recognized experts on professional topics and timely;

Part 2: modules post-training 16 hours; 3 modules are already approved and scheduled in the first half of 2013 on the topics: PEB-efficiency & Energy Procurement and Management of an architectural office.

UWA is an authorised operator training for the use of training checks of the Walloon Region for the program of around 3 hours of professional practice and training post-16h.

Belgian Institute for Health and Safety Coordinators
(BIB.CO Institut Belge des Coordinateurs de Sécurité et Santé)
<http://www.bib-co.com/>

As an active player in the field of prevention of incidents and accidents, the Institute engages in all initiatives to reduce loss (human and social costs) as at temporary or mobile construction sites in the companies

developing activities that generate risks to stakeholders and / or its users.

They propose measures to : ensure the quality and training coordinators; define Degree or certification standards; develop professional rules.

*Belgian Architects' Association of Garden and Landscape
(ABAJP Association Belge des Architectes de Jardin et du Paysage)*
<http://www.abajp.be>

*Royal Belgian Federation of associations of civil engineers and
agricultural engineers (FABI Fédération royale Belge d'associations
d'ingénieurs civils et d'ingénieurs agricoles)*
<http://www.fabi.be/>

*Belgian Federation landscape contractors
(FBEP Fédération Belge entrepreneurs paysagistes)*
<http://www.bfg-fbep.org/index.htm>

*Royal Federation of Belgian Companies Architects
(FAB Fédération Royale des Sociétés d'Architectes de Belgique)*
<http://www.fab-arch.be>

*Association of Flemish Architects
(BVA Bond van Vlaamse Architecten)*
<http://www.bondvlaamsearchitecten.be>

AriB Architects in Brussels
<http://www.arib.be>

CPD in the Czech Republic

The Czech Chamber of Architects

<http://www.cka.cc/>

Objective: The Czech Chamber of Architects is a self-administrated professional association. It is responsible for the professional, thus practical and ethical performance of the profession of architect profession in the Czech Republic.

It is an association for all certified architects, certified urban planners, and certified designers of environmentally stable land-use systems; it also associates registered resident persons and carries out a disciplinary supervision over the work of registered resident and visiting persons.

The CCA issues certificates to Czech architects and acts as an admitting authority for architects from the EU who decide to work in the Czech Republic as visiting or resident persons.

The main function of the CCA is to assist both architects and their clients and, ultimately, the general public. The CCA has always opposed any useless and unjustified curtailing of the rights of anybody on the market and has pursued the establishment of fair conditions on the architectural services market.

Through its international activities the CCA advocates, in particular, equal rights for Czech architects on the global market (in comparison with their foreign colleagues) and, at the same time, helps other Central and East European countries in establishing professional organizations for architects using its own, fairly developed professional legislation. CCA registers 3318 authorized architects.

The Chamber supports the practice of architects with a number of activities:

- Granting certificates to architects (and suspending and withdrawing certificates)
- Keeping a list of certified architects;
- Issuing professional regulations and carrying out disciplinary proceedings;
- Striving to ensure, together with the promoters of competitions, desirable and fair conditions.
- Monitoring the fairness of open competitions (tenders) relating to architecture and land-use planning;
- Taking part in the insurance of architects;
- Publishing supporting informational materials for the activities of architects;

- Co-operating closely with faculties and schools of architecture at universities and comparable educational institutions, including bringing the Czech educational standards in line with those valid in the EU;
- Co-operating with government bodies, particularly the Ministry for Regional Development, on the preparation of certain generally binding regulations;
- Co-operation with other professional organizations and institutions, especially the Society of Architects, the Czech Chamber of Chartered Engineers and Technicians Engaged in Construction, and the Czech Union of Civil Engineers;
- Maintaining contact with international professional institutions, i.e. the Architects' Council of Europe (ACE) and the International Union of Architects (UIA), a national section of which is formed jointly by the Chamber and the Society of Architects;
- Contributing to the support of its members through its own Endowment fund ARCUS, and its participation in the activities of the CFA Foundation;
- Paying respects to persons successful in architecture by awarding them the title „Personality of the Profession“
- Organising an exhibition of essays and dissertations of the students of schools of architecture.

Poland

In Poland the cooperation (linking) system between public and private organisations are created on different levels. They depend both governed regulations and activities of individual or non-governmental institutions. The simplest characteristic of cooperation structure, divides it to four levels: central, regional (historical or land separation), voivodeship (province), city or village, and depends on character of organizations. The other would be range of impact, which may seem similar: central, regional, voivodeship, city or village.

But it differs for central institution, i.e.: ministry may take part in regional cooperation. In number of examples varied organizations combine their strength in chosen programmers, initiatives or in the need of solving some valid problem.

The origin of this sort of activities also differs, for some of them are implied as a regulation aiming at solving or controlling some issues, while others can be a spontaneous reply of a person or group of people to things that they find important. Passion and engagement seems to be most important issue in architecture, landscape design, urban planning and building related professions seems very important. This is probably why we find a lot of varied activities in this area. They are focused on different aspects of profession.

The government, represented by the Ministry of Infrastructure and Development together with Chamber of Architects of the Polish Republic and Polish Architects Association aim at control over building law and legislation related in order to keep the spatial order in the city and country, high level of safety, hygiene connected with building substance, control over the professional licensing process. However Chamber of Architects of the Polish Republic and Polish Architects Association is also involved in general support and vocational education of professionally active architects.

Examples of Polish institutions of different range that can work together in architectural vocational training have been listed below. The following text has a form of database of Polish structure of institutions that have an significant role in a professional life of Architect, Urban Planner, Constructor and so on, both as an employee in a company or owner of business or any form of individual practice. The article was elaborated as a form of quotation of institution description (from websites shown) for it is believed that in a best way it reflects each mission and activities.

Ministry of Infrastructure and Development
www.mmr.gov.pl

Objectives: Ensuring a sustainable development and socio-economic cohesion of Poland,

Providing proper territorial and spatial cohesion by enhancing competitiveness of Polish regions,

Control over harmonious spatial policy

Reducing the developmental differences between regions in Poland,

Supervising over “the system for the strategic management of development”.

Actions: Formulating and applying a development strategy considering the spatial development, Coordinating actions and cooperating with local organisations,

ministers, and economic partners aiming at development policies, Dealing with proper distribution of the European Funds, Managing transport infrastructure.

Polish Architects Association (SARP)

www.sarp.org.pl

Objectives: Ensuring high quality of architecture and built environment in the best public interests. Protecting architectural creativeness and ensuring its development. Protecting “architect” as a profession.

Actions: All SARP’s activities concerns spatial planning, culture, art – and may take different forms – mainly scientific, scientific-technical, educational, cultural or charitable. In particular they:

Promote good architecture and spatial order.

Cooperate with associations responsible for spatial order and law creation or any architectural activity (such as the Chamber of Architects of the Polish Republic).

Set the rules of professional ethics and enforce their fulfilment.

Develop standards of architectural designing and take part in administrative proceedings related to architecture and spatial planning quality, especially in creating local development plans, etc.

Run competitions. Create exhibitions of architectural projects, deliver workshops, practices and conferences. Create educational programs for students and grant awards for remarkable achievements.

Chamber of Architects of the Polish Republic

www.izbaarchitektow.pl

Objectives: Main goal of the organisation is to protect architecture and space, in the best public interests and ensure that its members are properly fulfilling their roles as architects.

Actions: Protects and ensures development of architect’s profession.

Creation of educational programs that will meet UIA (International Union of Architects) standards. Making sure that its members will exercise their profession according to UIA (International Union of Architects) standards.

Working against dumping and unfair competition between architects.

Creating an official salary rate of the architect.

SARP Association of Polish Architects in Wroclaw

www.wroclaw.sarp.org.pl

Objectives: Propagation of contemporary architecture through cooperation with local architects as well as other social groups and institutions having impact on contemporary culture in the City. An interesting objective is that of becoming attractive to young people.

Actions: Workshops, seminars, lectures, conferences, magazines and telecasts, radio programs, competitions, presentations of architectural designs and critical discussion about them. Cooperation with institutions involved in architectural designing process, (offices of local authority), museums, galleries of art, schools etc.

4. Manual for hosting placements

The benefits of internships

In recent years Internships have become an integral part of non-formal vocational education but nowadays the placement programs are being incorporated even within formal education. All with the major emphasis on bridging the gap between the theoretical skills acquired at schools and the labour market.

From the student / graduate perspective, an internship assists with career development by providing real work experiences that provide students with opportunities to explore their interests and develop professional skills and competencies.

On the other hand the organisations and companies recognise that internship is not just a learning process designed to promote professional growth of the supervisee but also brings several benefits to the organisation; We strongly believe that besides providing additional work force at no cost to themselves (note : the internships of Belgian architects must to be paid for the validation by the Order of Architects of the country. Minimal independent salary : 15euros/h except VAT) the international work placement programs are facilitators of the global mobility of the employees in future.

Young graduate architects are looking for a first job that allows them to catch the world of work with more practical skills. Therefore, the internship is like an interface between work and education.

Motivations for graduate participants

Which kind of internship are sought by young graduates in architecture? Which skills they want to develop ?

For more than five years of follow-up internships in European countries, project partners Vuste Envis comment: 'we observe that applications can be classified into three categories ...

Language and culture skills, Building an international career (working in a prestigious international architecture firm) and expertise skills (heritage restoration, architecture critic, 3D modelling,...)

Working in Europe often requires interns to know more than two languages, their mother language, English and another language. This is why UK and Ireland are highly sought by young trainees destinations. But for young architects who have previously a good experience with Erasmus or/and know well English, they prefer develop their language skills and their European culture in an architecture agency that is accustomed to work with international young trainees.

For ambitious young architects, building a high quality CV begins with work experiences in renowned agencies, or studios of famous architects like Christian de Portzamparc in Paris, Philippe Samyn in Belgium....

The third categories of trainees, who aim to develop an expertise in a specific area of architecture. Often in the continuity of their final study, young graduates are in contact with professionals in a specialty of architecture through international connections of their teachers. Italy is often the favourite destination for architectural heritage and Paris for the French architectural critic revue'

Benefits for universities

From the perspective of universities or schools of architecture, these internships help to grow up their network of international relations. Indeed, those mobilities are involved to spread the reputation and the specifics of the teaching a school of architecture. In return, alumni keeping ties with their university involve in the development of education in relation to the current professional world in Europe. And finally, research is a new authority granted during the passage of architecture at the University provides access to funding many research programs in collaboration with some companies.

Improving employability

One of the essential goals of the internships is to improve employability of young graduates (in architecture and urbanism) within EU labour market. Often they face difficulties in obtaining decent work in line with their qualifications and they are disadvantaged on the labour market due to their lack of professional experience, practical working habits and usually their language skills are not very high. The projects of internships in architecture are compliant with the National employability plan, which envisages support for better employment opportunities of young persons and reducing unemployment rates

The internships will attend to the following educational and professional needs of the participants: improving language skills in the natural speaking environment, acquiring further knowledge in professional context, gaining new professional skills and competences and improving their language skills. Primarily, the interns will have the opportunity of putting into practice their knowledge and competences acquired at university. Insufficient correlation between the studies and the labour market represents one of the handicaps of young architects.

Knowledge Transfer and International benefits

Within the Czech republic in most cases carrying out a work placement in a professional architectonic studio is not an integral part of the study plan. Renovated architects and theoreticians (i.e. Roman Koucký, Rostislav Švácha) share the opinion that the current Czech architecture is very provincial and doesn't reflect new European trends and movements - be it the return to deconstructionism or organic architecture and remains anachronistic in its focus on so called "strict architecture" At the same time we need to learn from other countries about revitalization and cost efficiency.

Organising internships in the EU countries can be an important step towards transferring the needed know-how into national context. The mobilities in architecture are home to new progressive trends in architecture and urbanism, especially in terms of sustainable development, revitalisation, low cost construction and new technologies.

The Work Schedule for internships

1- 2 weeks - an adaptation of trainees in the organization:-survey of existing projects,getting them acquainted with local specifics and work procedures.

2-8 weeks - into work / team as an assistant for all levels of project activity. Working on real projects. Trainee you will be able to master all aspects of the project (from initial studies through to project implementation including supervision)

8-10 weeks of work on a separate project for supervising tutors. Assessment of the work and certification

Specific examples of the skills earned within the internship:

- Assist in all stages of project documentation (from study to implementation project including supervision)
- Architectural Studies and Research
- Urbanism: work on real projects - in urban development and regional scale
- Creation of 3D visualization (Photoshop, Autocad, Archicad, Sketchup)
- Practice for interior projects
- The processing of the overall concept, both in the text and the art / design form
- Assist in all stages of project documentation (from study to implementation project including supervision)
- Preparing presentation materials for projects

5. Map of initiatives

We have developed a pan European architecture network on Vocational Educational Training in the form of an on-line interactive map located at the following url:

<http://network.vocationalarchitecture.es/>

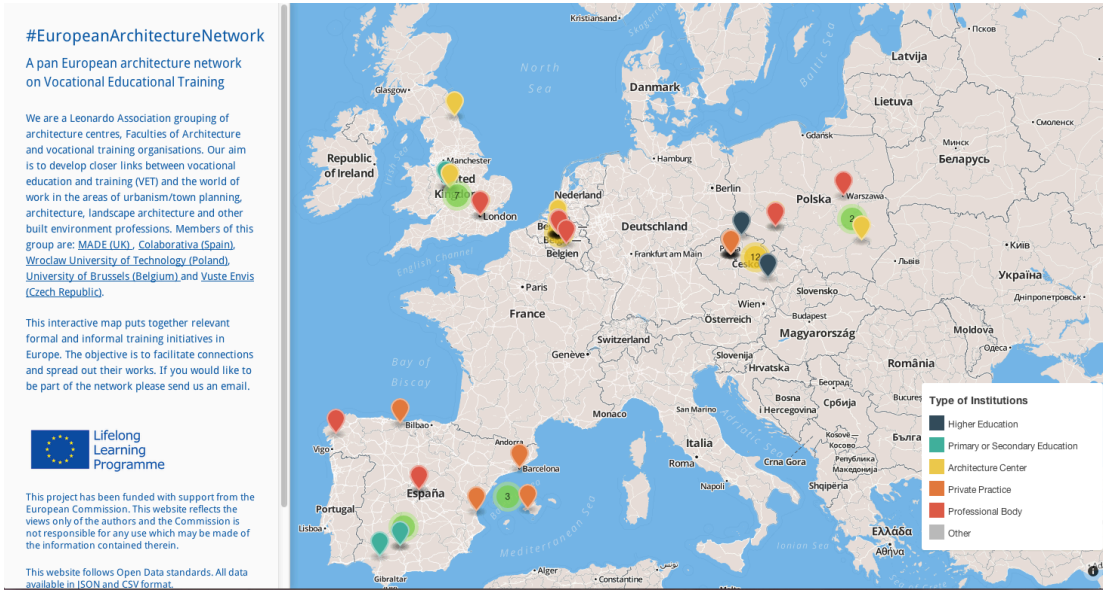
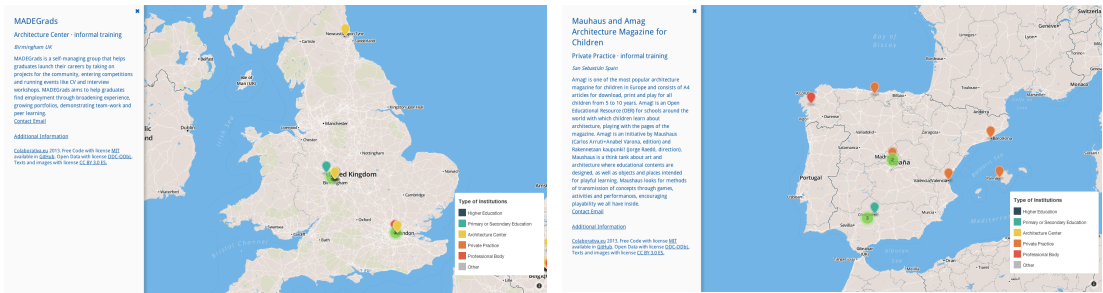
This interactive map puts together relevant formal and informal training initiatives in Europe regarding Vocational Educational Training (VET). The objective is to facilitate connections and spread out the work of these remarkable initiatives both public and private. The target audience of these initiatives varied from children, young people and communities, to architecture professionals of all sorts.

Each partner of our Leonardo Association has selected a number of relevant initiatives in their country. After asking them permission for appearing in the map, all their details have been gathered regarding objectives, actions and contact details. Then the online tool has been designed and developed and all the information added accordingly. It is important to mention that this web application has been released under an free licence so it is available for others to create derivative works, and all the information about the initiatives is open and available in a standard comma-separated format (CSV). In summary, all this information can be used and modified by other organizations to create derivative works and continue the research and development in VET in Europe.

The initiatives have been categorized according to the type of institution. We have created five categories: Higher Education, Primary or Secondary Education, Architecture Centre, Private Practice, Professional Body and Other. Also each initiative has been classified into formal or informal training, where formal means that they are accredited training providers. Universities have been left out since the map is focusing more in other type of training centres. Including an extensive list of available Schools of Architecture in Europe would be outside the scope and purpose of the map.

Private Practice, Professional Body and Other. Also each initiative has been classified into formal or informal training, where formal means that they are accredited training providers. Universities have been left out since the map is focusing more in other type of training centres. Including an extensive list of available Schools of Architecture in Europe would be outside the scope and purpose of the map.

This online interactive map is a great tool for visualizing the state of the art in initiatives about built-environment training in Europe, in an intuitive, practical and beautiful manner. Since the map is released under a free license, other organizations can freely use it to extend the research in VET in Europe, which extend our contribution furthermore the objectives of our Leonardo Association.



The map shows initiatives, by type throughout Europe.

6. Appendix

Learning from motilities

Between them the project partners have a wide range of experience of international placements, either as sending institutions, hosts or through connections with participants.

This section looks at accounts from some participants then asks – what can we learn from this?

Fabrizio, Italy



My job experience in the LLLP has been really profitable and gave to me the unique chance to live for few months in a foreign working context. I had the opportunity to see, as architect, other ways to conceive architecture, opening my mind about

different approaches. I've been host in a top notch Czech Architecture Studio, sitting side by side to people I've really admired for their skills, feeling enriched only by looking at them.

Adaptation to the cultural and professional differences of the country

The adaptation in the studio has been not easy but neither difficult. People were not really talkative in English, in that way is difficult to find your space in a so well-oiled machine having only few months available. On the other hand, people has always been really nice and patient. On top of that, Petr (my boss, my tutor, studio associate and good Italian speaker) has always been incredibly available and easygoing with me.

Relevance to education and experience)

The placement was absolutely relevant to my education, is actually what all the newly graduates from universities like mine dreams about. Despite this, the placement was not relevant to my previous working experiences. So, if is true that I didn't get to specialize myself more in what I was used to do, I had however the great opportunity to enlarge my horizons and be professionally more complete.

Learning new things / skills and abilities/ during the internship

About learning new things, I was aware since the beginning that being a "training on the job" internship, no one would have stop his work to teach me new things and no one would have asked me something that would have required abilities I didn't already had. I however got to work on building models, using softwares that I was not using since a while and become faster using the ones I currently use.

Stress

I didn't find the job too stressful. The working hours were flexible and however not more than 8 a day for both, interns and employees. Only one week-end has been necessary to work until late, but I did it with real pleasure, made me feel more part of the team. I took it as an honor.

Conditions in the job

The conditions in my job didn't allowed me to be about as productive as I could be. I've never been invited to the meetings where the team was discussing about some projects I was working on too, so I could not get the bosses indications and I had just to do what my colleagues told me to do. Then I had to bring my laptop for work, so of course I could not be as fast as I would have like to be.

Satisfaction with the job

All in all I can say I am really satisfied of this working experience. I get enriched professionally, I worked in a stimulating context, I realized my strengths and my weakness. I'm just a little disappointed about the boss's frequent allusions about the possibility to stay in the studio and then realize that it was just a way to motivate you to do more and more...

Effects on employability

I really hope this internship made me more employable abroad. I'm actually searching for a job in Czech Republic, but it still seems that Czech language is a requirement that an achieved Leonardo internship and an "Europass Mobility certification" can not cover.

Stafana, Italy



About my job-experience during the "Leonardo Mobility Project" in Prague I achieved my internship in two different architectural studios (A.D.N.S production architecture s.r.o. and MOBA studio & CCEA).

Both companies from the beginning helped me to adapt to the cultural, linguistic and professional differences of the country, in particular my training tutors, Head architects of the studio, were very kind, friendly and ready to help me to carry out my program and so thanks to them I easily integrated in the new context.

The placement in these two studios was very relevant to my education and formation, in fact I gained competences and skills in each field.

I improved my professional and technical skills in all architecture scales from urban till details scale. In particular the sectors developed were Urban Planning, Architectural Design, CAD Drawing, Modeling 3D, Graphic design. I also perfected my computer skills, using many software's, for example AutoCad, Archicad, Sketchup, Adobe Photoshop, Adobe InDesign, Adobe Illustrator CS.

I also learned how to apply new techniques and new methods and how to act in a professional environment in a foreign country.

The work has never been very stressful, except for rare cases of urgent deadlines when I worked on the weekend, but usually work schedules were great (9 am- 6 pm from Monday to Friday).

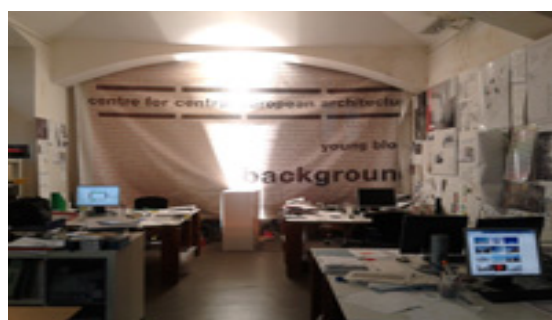
From this Job- experience I also improved my linguistic skills, thanks to the use of English in everyday contexts at work, I developed my social and organisational competences, interacting with new people from different countries (for example also thanks to some dinners with colleagues and the boss etc..).

But particularly I acquired flexibility and adaptation , overview and open-mindedness, I think now I am a new person and I will see everything through different eyes regardless where I will be.

So all in all I very satisfied with this professional experience, also because I got some contacts for future job opportunities and I think now I am more employable.

I am so pleased that I decided to continue my professional training and growth abroad and in particular in Prague!

Pritesh



Profile: Age: 22, Home Town: Manchester, England

Degree: Architecture (BA) from the University of Liverpool

Previous work experience:

Architectural placements, I.T Support Assistant, Millenium Volunteer.

Favourite thing about Prague:

The TV tower, St Vitus Cathedral and SaSaZu. I really like how there is so much happening all the time, and there is lots of creative activities to get involved in.

Internship position and job roles:

Architectural Assistant, Jiran Kohout architekti – So far my job has involved lots of different roles. Initially I was researching into current building trends and updating the database of various housing schemes around the world. My current project is a villa in Iraq, which is currently in the design development stage. We're using various methods to try out our ideas, for example on the computer using 3D and 2D CAD packages, making physical models, and drawing sketches. The office is quite an open and friendly space, so we also tend to discuss and bounce off ideas.

Expectations and reality of the internship

I came onto the programme because it seemed like too good an opportunity to miss. Everything was paid for so that wasn't a factor to consider, and I hoped to make connections abroad. In terms of my placement I would say that it took a while to settle in. Before I had a specific project to focus on I didn't feel I was getting the experience I needed. Now I am thoroughly enjoying it.

Being in Prague has also given me opportunity to travel, and see some new places. A few weeks ago I went to Vienna, which takes 3-4 hours. I have travelled before, so not only did it bring back good memories from that but I liked the city too.

Depending on money and time I would ideally like to go to Budapest and Berlin as well.

Plans for the future?

I plan to be an architect, but before you can become accredited you have to have 24 logged professional months of experience. This will count as 3 months towards that. It is quite difficult to find placements, so I'm also hoping that when I go back to the UK, having international experience under my belt will make me stand out from other candidates.

Tips for anyone thinking of joining a programme here in Prague?

Think quite hard about what you are looking for from a placement. Researching companies once you know who you are having interviews with will give you some idea about if your ethos and design approach etc match.

.....

Joanna Krajewska

An international professional practice is very valuable experience for a student. During abroad stay lasting usually for a few months, a young person has an opportunity, to not only to get acquainted with the nature of the work and with the management of foreign architectural office, but also can learn the professional vocabulary and create important contacts for the future.

Offices abroad are happy to accept interns and trainees, however, depending on the size of the company and the country, conditions of practice admission vary. Small studios usually do not provide any salaries, however they offer more ambitious and diverse tasks than the large, renowned offices, which provide students with fixed, small wage. In some countries, i.e. in France, salary for the trainee is specified by official regulations. Though the amount, does not allow to cover all cost of the living, but together with the scholarship student receives i.e. with the Erasmus program, there is such opportunity.

During the good economy it is relatively easy to find a job abroad in the profession of architect – due to the universal language of architectural drawing and usage of standardized computer programs in the offices. Hence, it seems appropriate, that nowadays mobility of trainees and workers are supported by international programs. What is more, many students are individually looking for internship places, using numerous possibilities provided by the Internet.

In the Foreign Office, the student acquires a lot of new skills, such as work in a multinational team, dealing with stress (sometimes strengthen by a language or cultural barrier) or has a possibility to look over a very complex undertakings. An international practice does not only increases the professional competence, but generally has a positive impact on personal development.

A good example are experience gained from two foreign architectural studios – Nickl & Partner Architekten in Munich and Massimiliano Fuksas Architecture (MFA) in Paris.

Architectural office Nickl & Partner Architekten willingly accepts interns. Led by Professor Christine Nickl-Weller and Professor Hans Nickl and operating since 1979, specializes in design of health care buildings architecture, research facilities and social residential architecture. Headquarters situated in Munich at Lindberghstrasse

19 (filia is located in Berlin, Germany) are placed in a contemporary, detached object erected in 2002, visited even by groups of foreign architects. Double-layered façade with aluminum shutters, followed by two-floors high open space, with communication system and small service rooms, common spaces, partly recessed parking and a rooftop terrace – just being in the building is a lesson of architecture itself.

A few months long practice allows trainee to take a closer look at the functioning of the large architectural studio. In 2006, the Munich branch of the company employed about 40 persons (total company Nickl & Partner Architekten employs around 80 people). Office is structured into work-teams with internal hierarchy. Each team elaborates one project. Hence, in parallel progress there are several large investments implemented in different countries, together with competition elaborations, prepared by a separate team. Apprentices – a number of people exchanging every few months – are assigned to help aforementioned teams. Everyone gets a specific task. Periodically all employees attend a meeting held by the bosses, during which each team leader present the progress of work on the projects and the strategy for further action is discussed.

Each trainee in the company Partner & Nickl receives a salary – for example, in 2006 it was 650 Euros per month and insurance covered the working hours (for the comparison – at that time the dorm charge was about 220-250 Euros per month). Overtime was paid extra, in addition travel costs by public transport were covered and food costs were partially refunded. A few years ago practice in Germany required the student to meet only the minimum formal requirements (without any relation with the University).

The first two weeks of practice provides a sufficient time to learn an unpopular in Poland computer program Allplan (Nemetschek), expand vocabulary (German or English) and meet new colleagues. It is practiced that office enables trainees of one nationality to get to know each other prior to practice, exchanging their e-mail addresses, so they can correspond.

If necessary, students are moved from one team to another. After two weeks of drawing details for a rebuild project of the hospital, I was assigned to execution design of the Pediatric and Cardiology Centre of University Clinic in Innsbruck, which I was helping with till the end of my stay. The task consisted mainly of drawing, so called “Wandansichten” – views of the walls of the clinic's rooms, including furniture and electric features. Skills in efficient understanding of execution project layouts, work on multilayered Allplan drawings and efficiency in new vocabulary could be gained.

Labor day at Nickl & Partner starts at approximately 9–9.30 a.m. and ends usually after nine hours (eight hours plus one hour (at least half an hour is required) for lunch break). The time spent in the office is electronically calculated, through a device that each employee receives. Interns are not required to stay after hours, unless there is an urgent task to finish.

Management promotes integration and motivates employees. Birthdays are officially celebrated, sometimes sweets are delivered as a gift from the company, there is also a holiday lottery. Until recently office owned a football team (with both men and women players), participating in the competitions between different architectural studios.

After ending of a practice period, the decision should be taken whether to extend stay or go back to the country. It is not always easy. Besides the additional value of a foreign practice (such as social and touristic) the perspective of professional development within the company and financial issue must be considered. However the possibility to continue working as an intern and perform the same tasks encourages to return to the University.

The farewell of employee at company Nickl & Partner is official – in the presence of the entire team, with small treat. Intern receives gifts in the form of architectural book, as well as the publication of the office and individually designed card with signatures of colleagues.

Though acceptance of students for an internships is associated with gaining very economical employees, still smaller companies cannot afford to pay them salary. This, taking into account high cost of living abroad, is unacceptable for most of trainees. Thus, funding from the Erasmus programme (for students and doctoral students) or Leonardo da Vinci (for alumni until the year after the diploma) is essential. Such a solution is beneficial for both parties. In 2009 the economic crisis of building industry was already lasting for almost two years and many offices dismissed their employees. Students interested into foreign internships had to send a lot of offers, concerning the international economic situation.

The most interesting proposals came from Paris. Even without the knowledge of French, the internship could take place in the international design team. I received positive response from the architectural office Dominique Perrault Architecture, one of the best French studios and a branch of the company of well-

known Italian architect Massimiliano Fuksas and Doriana Mandrelli, operating since 1989 and located at 85 Rue du Templ.

In France, the rules for interns acceptance to the studio are more defined than in Germany. Trainees are provided with salary – in 2009 it was 400 euros per month (monthly fee for the room in Paris was about 500 euros at that time) and the agreement between the company and the University is required. The architectural office of Dominique Perrault had accepted many interns, but they usually worked on working models or minor tasks. The Parisian team of Massimiliano Fuksas at that time searched for Polish person to help with the project of multifunctional complex (hotel, offices, services) in Warsaw.

Thus, one of the offer conditions, was at least four-months-long duration of stay. At the same time, it was the longest period for which the Department of International Cooperation of the Wroclaw University of Technology agreed to pay a scholarship with the Erasmus program. The sum of both funding sources allowed to cover the basic cost of living in such an expensive city as Paris.

The Parisian office Massimiliano Fuksas Architecture in 2009 employed a number of people of different nationalities. Leading language was French, but almost every employee knew English, so communication was fluent. Simultaneously two or three major projects were elaborated by teams, consistent for several people. The company has many implementations, like: office, service and public use buildings. Except boss of Parisian team, main Warsaw project leader was stationed in Rome, while cooperating civil engineering office was located in Poland.



The headquarters of Nicki & Partner Architekten in Munich. Copyright Nicki & Partner Architekten /Stefan Muller-Naumann.

Architectural studio, similarly as one described in Munich, is open for hosting interns and is equipped with additional workstations, to be occupied if needed. Trainee had to deal with a variety of tasks, including implementing changes in the AutoCad drawings, surfaces calculations, elaboration elements of executive design and preparation of presentations for the investors. Unfortunately, without the knowledge of French, participation in the meetings with contractors, was passive. So, to gain knowledge about the new façade technologies, help of colleagues was needed.

Labor day in the MFA has usually nine hours, including a one-hour lunch break, which is spent outside of the office (the company headquarters is located in a five minutes' walk distance from the famous Centre Pompidou). Usually there is no need for interns to finish their work afterhours. Massimiliano Fuksas visits Paris office usually once a month. He discusses the project issues with the team leaders and takes care of all formal matters. The whole company meets together mainly on the occasion of the official intents farewells, celebrated like in aforementioned German studio.

In both companies practices were overseen by local project team leaders (in the hierarchy placed below the project managers). At the end of practice they were responsible for forming the opinion about student honoring the obligations, which was finally approved by studio director.

The opportunity to observe architect's work in the international context, provides a student with more complete professional development, at a time when a lot of inspirations and design patterns come from abroad. Experience and skills gained during international practice make the young person more innovative and open to new challenges.

Positive and negative experiences

There is much to learn from both positive and negative experiences: We asked recent participants to reflect on what worked on their placements, and what didn't.

Positive practice remarks

Iga Tobis

I am a student of Wroclaw University of Technology. Currently I am studying at the last year of master studies at the Faculty of Architecture, specialization in preservation of historic monuments.

This summer I was doing work practice throughout the Erasmus Practice Program. I have begun preparation to the practice work about two months before departure. Studio.AP Architetti I was working in, I have found on the internet. I sent to them my CV, cover letter and portfolio. Job interview was performed on Skype in Italian language, which I know very well thanks to Erasmus Intensive Language Course (EILC) at the University for Foreigners in Perugia (Italy) and one year of the studies at the Faculty of Architecture in Florence through the Erasmus Program. The interview had a favourable outcome, so together with the owner of the studio we prepared all the documents and agreements which was required for the Erasmus Program.

I have started my practice work at the end of June this year. The studio I was working in is located in the centre of Milan. In the studio permanently are working two architects, Maria Grazia Pipitone and Franco Artifoni, who know each other since the time of the university. They found very successful and enjoyable working together during the university projects, therefore after a few years when they were working in different studios and public agencies, they decided to set up their own studio together. Before the recession time they had also two co-workers, currently that persons aren't employed on the permanent basis. However, when there are more project to do in studio, they are working there temporarily.

Since the first day of work I felt very friendly and positive atmosphere in the studio. At the beginning I was implemented in the work procedures, like naming of the project folders, responding to the telephones, office correspondence, work time etc. Both architects was very helpful and friendly to me, I felt I can ask them any advice, both in the work area as well as personal issues. Maria Grazia just at the first day offered me that if I had any difficulty with finding a room to rent, she can rent me a room at her flat. Finally, after about a week and a half of house research I took advantage of her proposal, because it was quite difficult to rent a flat for short period in reasonable price.

In the studio we were working since 8 am to 6 pm with the one hour of lunch break which we were passing usually together. At the beginning I was occupied with the AutoCAD drawing and responding to the letters. First month, I was doing the project of the bakery, restructuring of private flats and houses. Gradually, I was introduced to the new tasks, as taking architectural and preservational records, contacting with the other co-workers, investors and contractors, 3D modelling or preparation of

technical specification. During the second month of practise I was mainly occupied with the organisation of worldwide event called Parking Day in Varese. I have also hand over the technical documentation in the city real estate management department. We were as well supervising two construction sites of the project from previous month. Third month we were continuing organisation of the event and started two new projects which were office interior design and single family house project in Sardinia.

To sum up this short period of professional work I can say that a part of the practical and organisational skills I gained, design and project abilities I developed, I am deeply convinced that interaction with the colleagues at work is one of the most important component that build a perfect team and allows that team to work efficiently.

Katarzyna Dudvcz

Study and work abroad may be a big challenge for everyone. I would like to present some of my experiences from the five-month stay in South Korea. I went to Korea alone. One day, I was somewhere between Korean skyscrapers covered with colourful ads and people of different skin complexion and habits.

It is not easy to find yourself in a new place. There are several difficulties, like interpersonal relations, savoir-vivre rules or, sometimes, the everyday life. For a very long time, I could not understand how to find yourself in a city without names of the streets. Every location is determined by the position of places like banks, bookstores and shops that are marked on the maps of the city. Their names are written in Korean, which makes orientation more complicated. The process of adaptation can take some time. Different appearance may be helpful in many situations – many Koreans kindly offered their help. They were often curious about my stay, and my origins. I was surprised, that English is not a very popular language there – even students did not cope with this language well. I did not learn Korean, so sometimes I had difficulties with communication and asking for information. My roommate was Korean. Thanks to that fact, I had the opportunity to get to know the cultural differences just during everyday conversation. At the beginning, I enjoyed waking up every morning and wondering what will surprise me that day. For five months, despite the duties that I had, I felt like being on long holidays.

At first, I was having trouble with adjusting to a different approach to architecture, as well as understanding the basic principles of the local building law. The design requirements were different from those that I knew from Poland, for

example, different rules of the distance between buildings and regulations of insulation time. I had to figure out, how to design spaces devoted to functions, that does not exist in Polish culture – like karaoke rooms, acoustically well-insulated, where people meet with a group of friends and sing popular songs. One of the most interesting rules in the culture of Korea is the privilege, that the oldest person in the group holds the highest position in academic or business contacts. Such person during a meeting in a restaurant chooses dishes for others and is the first to start a meal. There are also responsibilities – at the end that person pays for all. From the beginning I observed how carefully people behave in order not to commit any faux pas.

I could not understand the tradition of leaving an unfinished meal. Koreans are very rigidly stick to this rule – when all the food disappear from the table, another one is being ordered, but it is not eaten. In this way, they manifest a high position and wealth.

The first month of my time was devoted to the fascination about a new culture. Two months later I started to be upset, and to feel lonely. I was annoyed by the lack of Polish language – throughout my stay in Korea I have not met a single Pole. I missed my family and friends. When the time of the return was closer and closer, I did not want to leave Korea, but on the other hand, I could not wait to come back to Poland.

During the trip I have learnt a lot about the culture and traditions of this interesting country and also about tolerance. I would like to visit Korea again. I encourage everyone to take the opportunity to travel, as it broadens your horizons and visit extraordinary places.

Iwona Bednarska

My adventure with international scholarships started from “Erasmus” – a study scholarship. After I was already sure that such a trip has many advantages. One year later, I decided to try the “Erasmus” – internship during summer vacation. I returned both with various experiences, even though this year I decided to go abroad again, this time with the “Leonardo” program.

The biggest advantage of the trip is of course amazing, invaluable knowledge that is being acquired then – gaining history, architecture and culture of the country of your stay. An additional advantage is, of course, learning a foreign language and professional vocabulary. The most enjoyable experience, that trip provides, are always new, international friends. Architects from around the world have different thoughts about the architecture. Conversations often provoke new inspirations and

ideas, that can be later used in practice. As an architect, I also believe, that the knowledge of international regulations and design rules can be very useful for Polish designers. During stay, you can also learn more about yourself. This kind of experience may be helpful to learn, how to deal with diverse situations. Internship abroad is simply a great adventure.

Unfortunately, there are also surprises waiting for you, and not necessarily positive, experiences. The overwhelming problem might be loneliness. During stay you have to rely only on yourself. What is more you are a guest in another country – a foreigner, what makes it sometimes difficult to settle down in a new place, surrounded by people speaking a different language and brought up in a different culture. During an internship at the architecture office problems related to the other type of work and working time may occur. Specifically, for architects issues may be found with indications, regulations, methods of drawing, computer software or system of units. While working abroad also money should be taken to consideration – grant is limited, and in another currency. Well-planned expenses are also the issue. I think, it is worth to try international programs such as “Leonardo”. Fortune favours the bold.

Negative practice remarks

Not all the experiences of the interns have been positive and there is as much to learn from negative stations as from ‘good practice’ the following section looks at some of these experiences from this perspective to see what can be learnt.

Iga Tobis

On the other hand I know that I was very fortunate with the people I run across the beginning of my personal carrier. For instance, one of my friend, who were doing his practice in Sicily had a principal who was a person taken out from a nightmare, he completely was not care about work relationships and about the salaries for his employees. One of the other employee said to my friend that he feels sorry that foreign students come to Italy and they are not paid at all. My friend responded to him: “Don’t get me wrong, but I do really feel sorry that you work here permanently and you are paid so bad”. In fact, it is a problem nowadays, that there is now no legal

regulation how long can take unpaid work experience. My other friend, young Italian architect, who finished the university three years ago, cannot find permanent job which is paid enough that she could permit to maintain herself, without financial help from her parents. I think it is a serious problem, not only in Italy, where the aging population is a visible problem, but also in other European countries. If the young employees are going to be still poorly paid, they will not be able to become self-independent and build they own families, have children ecc. As the implication of that fact, there will not be enough person to pay taxes, pension are going to be lower. So, maybe employers should have think a bit more about further future and the problem in a larger scale?...

As I said, I was fortunate with my job experience, I met great people, who appreciated my skills, both in non-material and material way, who taught me a lot of stuff about profession. We made also a friendship and now I am working for them via internet. If somebody ask me about an advice in the subject line of work, I think I can give one which going to be universal for each field: study as many languages as you can and travel as much as you can, because that gives you a possibility to verify the reality you know, see the pros and cons and work consciously for better future.

Tomasz Brzozowicz

In May 2013 I decided to do my internship in Naples, so I found on the Internet architectural studio which projects were very interesting for me at the moment. I have send them my application with my curriculum and portfolio. I proposed that I could spend September in their office to gain extra experience. After five days I received an acceptance letter from the head of studio, who is university professor at same time.

I came to the office on 1st of September and I was greeted very warmly. Manager of studio presented me their current projects and introduced me into my work. My task for the whole month was based on introduction of two physical models of the residential houses which won in 2007 national architect award. In 10 days I finished my rather easy but very precise work. Obviously I was supposed to speak Italian because no one speaks English there, however I had no problems with communication with my boss.

When I finished my work I joined Italian architects preparing the competition project for best public space in Naples. It turned out that the professor had gone for a few days for a conference to another university. He left the office without supervision. During this days the studio worked in a different way. In the morning everyone had

been late at least 45 minutes. Around the midday all people in the studio had switched off the computers and had gone to the city centre to take a coffee, which always lasted about 2 hours.

During the lunch time employees complained to me about the boss and work. The main problem was that they were earning very little money – the lowest salary was 200 euros per month for the architect with one year and a half of experience! The second reason of their dissatisfaction was the problem with communication and bosses authoritarian behaviour. They had to do all of the things and commands the way professor wanted. They had no possibility to create something by themselves. They didn't understand their tasks and professors orders. Everything for them was chaotic and organised in a wrong way. They were supposed to pay professors private bills and do homework of his children. On account of boss's bad treatment, all the employees didn't have a respect for him. Which was visible only during his absence in the office, of course. To sum up, besides learning about Mediterranean architecture, meeting great young Italian architects, I got the impression that I shouldn't work in an architectural studio.

edited and partially translated by:

Dominka Kopczyk, Katarzyna Dudycz, Katarzyna Sobus

Guidelines for supporting graduates in the labour market*

*Guidelines were formulated as a summary on partnership research and knowledge exchange. They include constant cooperation between formal and informal organisations, including Universities, Schools, Professionals, Employers, NGO's, Chambers and Associations of architectural and building and professions.

1. Constant university curriculum adjustment to current and future requirements of labour market in cooperation with represents of professional environment.
2. Active attendance of practicing professionals in universities programs.
3. Cooperation between formal and informal organisations aiming at professional activation of students and graduates (workshops, cultural and social events, meetings, conferences, discussions).
4. Professional practice during studies, at 3-6 month long, with clear guidelines formulated by Universities in cooperation with Employees representatives.
5. Additional tutoring, in forms of courses, lectures, workshops or conferences, offered to graduates free-of-charge by formal and informal organisations including: CV and portfolio preparation, work search techniques, personal skills, self-employment opportunities, managing, stress-control, etc.
6. Support of formal and informal organisations in increasing professional flexibility among graduates (additional specialized courses, post-graduate studies, doctoral studies, interdisciplinary programs).
7. Financial support for Universities, Private Employees and Public Administration, aiming at funding equipment and software, enabling creating new practice and work places—based on available grants and programs.
8. Constant formal and informal organisations support on mobility's programs for students and graduates – networking.
9. Providing knowledge exchange opportunities between tutors and teachers from different parts of Europe.
10. Popularisation of information on architectural and building professions among children, youth of secondary schools and society (presentations, lectures, workshops, mobile and summer schools, social projects, etc.)

Learning from mobilities

The Architecture Vocational Learning Network project involved over 60 individual mobilities between partner organisations to learn about practice in each host country. Here each partner has reflected on their learning from these visits

Birmingham Seminar (UK) hosted by MADE, November 2012



The labs at Birmingham City University.

Attendees: MADE, WrUT, Vuste Envis. Colaborativa

The first seminar of the project focused on getting to know each other, confirming aims and on academic institutions: Visit to Birmingham City University, faculties of Architecture and Built Environment and St Edmunds School

Colaborativa experience

Visiting St. Edmunds School as part of the seminar was of great benefit for Colaborativa. We learnt how to encourage young people to feel responsible and work in improving their build-environment day after day in the School. Additionally this work gave them experience in a professional context and prepare them for their careers as postgraduates.

Furthermore, we learn about the work realized by MADE with the GRADS group. Having direct contact with students during the seminar help us understand the importance of involving young people in solving community problems, as it is the case for the Jewelry Quarter neighbourhood in Birmingham.

Also, understanding the way MADE works with community, young people, school and university through their programs and events, was of great help by Colaborativa in order to develop our future programs.

Vuste Envis experience

Introductory meeting in Birmingham was important in establishing the strategy and complementing the project objectives. Host Organization Made had mastered the role of coordinator excellently and also take care of an exciting program, which did not lack excursion of the University, an interesting discussion with Participants at GRADS group, whose concept was very inspiring and it was a impulse for initiation of a similar model to integrate young graduates into practical projects in our country. As a very important part of this introductory seminar were discussion blocks with all partners involved, where we shaped all aspects of formal and vocational training of young architects.

WrUT experience

On 28-30 November 2012 WrUT representatives visited MADE in Birmingham, UK (project coordinator). Firstly we have learned about MADE and how it operates, which was very important to the members of University to see how significant and needed is non-academic activity, connected to architecture and built environment, among young graduates, children and local societies. We have noticed that a lot can be done in the field of engaging communities with their environment. Especially interesting was the example of so-called Jewellery Quarter, for which solutions have been proposed by MADE's GRADS group. Members of this initiative, hosted by MADE, were recruited from unemployed graduates of architecture and related specialties. What was especially interesting as a result of their semi-professional activity in the group, they found employment in much shorter time, than graduates focused only on job searching. This inspired representatives of WrUT to create opportunities for work-activation initiatives among our unemployed graduates. The

Birmingham seminar was also focused on academic education in the city (visit to Birmingham City University (BCU) – presentation by Dean Kevin Singh), which was especially interesting for us, because it allowed us to compare different educational systems – Polish to English one – and think in what way Faculty of Architecture of WrUT can develop, i.e. more interdisciplinary profile. Also visit to St Edmunds School, Wolverhampton and meeting with Lakshmi Devi leading the architectural class with secondary school children allowed us to realise how promoting architecture, allows youngsters to choose their future profession with more awareness. Also this approach will fruit in a society able to support building investments beneficial to their development.

Prague Seminar (CZ), Hosted by Vuste-Envis, April 2013



The CCEA offices in Prague

Attendees: MADE, WrUT, University Libre de Bruxelles. Colaborativa

This seminar focused on internships in practice: We heard the First hand accounts of interns, undertook a Visit to ARCHIP – a newly established architecture course to hear about how they developed their programme, attracted a cohort. A visit to the CCEA to see a studio of interns in practice.

Exhibitions on Swiss and sustainable architecture

Colaborativa experience

During this seminar we had the chance to visit the Centre for Central European Architecture and talk directly to internships placements about their experiences. This gave us great insight about students needs and best practices for improving their experiences and make the most of their internship. All this information is included as part of the report of good practice.

Moreover, we had the chance to visit a new private School of Architecture in Prague called Archip and talk to its director about the difficulties and challenges of starting the School. Colaborativa then establish a contact with this School for future collaborations.

MADE experience

Hearing the first hand accounts of students who had taken part on Leonardo mobilities was a very valuable part of the meeting as we had the opportunity to question them and understand the positive and negative elements of their experiences. Our visit to the CCEA offices then showed the flip side – from a hosting organisations point of view and MADE was very interested in this model. We have started to develop our own MADE studio who can create provocations, enter competitions and undertake design tasks where architects cannot be commissioned using a combination of our grads group, volunteers and also potentially by hosting Leonardo mobilities in the future – this is based on what we saw at the CCEA.

Vuste Envis experience

The debate was started by Belgium partner who for administrative reasons couldn't be present on first meeting. Genevieve Martin – coordination from Brussels – presented the history, activities, educational programs of her faculty. There were also interesting elaborations on additional projects like "live building" which is strictly connected to vocational training. Next element of the meeting was detailed study on Leonardo mobility programs led by Lukas Cetera representing Vuste-Envis. Lecture was supplemented by statements of interns who took part in mobility and concentrated on stressing good practice examples of hosting companies together with new possibilities that they notices in addition to their newly gathered experience.

During described meeting it was crucial that all representatives had a chance of gaining knowledge on functioning of civil engineering and architectural schools in Prague. One of the elements of program was a visit in quite newly opened private institution Architectural Institute in Prague (ARCHIP). All meeting was narrated by Regina Loukotová – Head of this school. This visit favored some additional value i.e. students of FA WrUT were asked to join summer workshops in Prague.

Prague mobility also visited the Centre for Central European Architecture – CCEA organisation which cooperates with Vuste-Envis on the daily basis and among others is responsible for hosting interns from Leonardo program. The meeting was led by Yvette Vašourková with support from current LDV interns, who presented their personal experiences. The institution accepts interns from building professions as well as others with education in the humanities. As an outcome of such approach interdisciplinary groups can be created, being able to work on social projects, architectural assignments or city planning initiatives. Focus of CCEA concentrates on neglected town space, “abandoned” by users, which with just a small amount of financial recourses can become a place for local community integration. They also take care of incising social awareness as far as city’s development and architecture is taken into account. It was noticed that common work of specialists with varied points of view is interesting, effective and favors mutual learning and innovative approach towards elaborated topics.

During this meeting there were also lectures, presentations and walks concerning problems of modern Prague and role of young architects and urban planners in the city. They served exchanging ideas between delegates and host and refining of assumptions for common publication. Summary of this cycle taken into account description and evaluation of previously mentioned work plan, activities and current effects. There was also time for common web site correction and its adjustment to new needs of partners (i.e. change of title graphic basing on new materials). There was also discussion about possibility of European publication, distribution of effects, articles subjects, possible media and so on.

WrUT experience

The visit to Prague inspired WrUT representatives to create a chapter in Report on Good Practice containing statements from all over the world, allowing future interns and their trainers to learn and develop their approach towards foreign practice. For us as a public school it was especially important to visit Architectural Institute in Prague (ARCHIP), which is a private architectural school under the direction of Regina Loukotová. This institution recruits its teachers from recognized professionals, which is specially precious in teaching students contemporary design. This inspired members of WrUT to invite professional and significant architects to the Covent – Social Council of FA WrUT, which is an advisory body of faculty on adjusting studies curriculum to contemporary labour market needs. This meeting had also additional outcome – our students were invited for summer workshops held by ARCHIP. During this seminar we also visited Center of Central European Architecture – CCEA, where some of Vuste Envis interns has an opportunity to practice. On meeting lead by Yvette Vasourkova we have learned how

interdisciplinary approach toward architectural and social problems can enrich final outcome and how it positively changes people working within such groups. We have also notice that even with a small amount of money neglected and abandoned space in the city can become a vibrant meeting place for local community.

Cordoba Seminar (ES), hosted by Colaborativa, June 2013



Project meeting, Casa Serafad, Cordoba. Photo by Colaborativa

Attendees: MADE, University Libre de Bruxelles. Vuste Envis, WrUT

This visit focussed on academia and community initiatives:

Visit to the School of architecture in Malaga. Meeting with students and faculty staff to understand their programme. A secondary school visit including talks from initiatives working with young people in variety of contexts related to architecture. A visit to central mosque and to Casa Serafad

MADE experience

Seeing how schools incorporated learning activities into their curriculum, and the range of extra curricular activities available was valuable to understating how we can develop our own offer further. Being in the faculty in Malaga showed us how the school sought to introduce a real work element to the students studies, especially the renovation of Casa Invisible. The Colaborativa work – from the community

gardens to their Jane's walks was an inspiring example of how activism at a grass roots level and have a significant impact and effect real change

WrUT Experience

5-7 June 2013 is a date of third mobility to Colaborativa situated in Cordoba, Spain. The meeting was began by the visit in School of Architecture of Málaga were we could learn about higher education system in Spain (lectures from José Andrade i Eva Morales) and had an opportunity to talk to the students. We could affirm the conviction how important it is for student of architecture to prepare physical models of their work, during the students' exhibition. A totally new concept for representatives of WrUT was project „MasQueUnaCasa” presented by Eva Morales. The initiative is based on internet platform allowing collaboration between previously unfamiliar people, whose aim is to build a house in a sustainable manner. Seminar was continued in Cordoba where among others we have visited Colegio Virgen del Carmen where youngest children had a chance to attend classes based on their cultural and artistic development – presentation „Schoolture” by Juan Robert and project “Urbanismo para niños”. It was also very important to see how small children can develop their knowledge on a city and its problems on an example of project “Crea tu ciudad” presented by Antonio Lara. We have noticed that academics can also have a lot to offer to the youngest cities users. The meeting contained very instructive visit to „Casa Sefarad” and Mosque, teaching us about mixed cultural background of Spain and situation of minorities. We had the possibility to learn more about problems of inhabitants of Cordoba during visit to “La Casa de Tomasa” – social organisation promoting culture.

Vuste Envis experience

The second hosted Colaborativa organisation was held a three-day event starting with excursions and discussions in Malaga, then in Cordoba. A primary objective of the seminar has been to bring together developments in the project objectives and updates on activities of each partner. Also it was a opportunity for personal detailed discussion and reflection on the topic of Vocational Architecture Training. We gratefully acknowledge the contribution of Colaborativa activity platform in ensuring a very successful seminar.

Brussels Seminar (BE), Hosted by ULB, November 2013



The Brongs Theatre in Brussels, Seminar tour.

Attendees: Colaborativa, MADE, Vuste Envis, WrUT

The visit focussed on heritage and mobilities in action:

Visits to two theatres – one a new development in the historical city core the other a refurbishment of a historic theatre. Visits to the faculty at ULB to see studios in action, the Alice lab, their mobile fab lab and to hear from students taking part in mobilities. Finishing with ULB's end of the line masterclass

Colaborativa experience

Visiting Université Libre de Bruxelles was useful regarding new research themes and work opportunities in architecture. We visited one of their research groups (Alice Lab - Computer Lab for Design and Architecture Image) at the School about processing of architecture images for different purposes, such as restoration, heritage and new design techniques. The use of advanced computer technology in both commercial and research projects was a great find for defining new career opportunities for architects.

Also we were in direct contact with European internship students and had the opportunity to review the projects in which they were involved through an exhibition. The students gave us many details about the positive and negative sides

of their internships, and about the benefits on their professional careers afterwards. Again gathering all this information has been highly beneficial for the objectives of this Leonardo Program.

MADE experience

The Fab Lab at ULB generated much interest and sharing of knowledge and practice between all partners who had been involved with one. This one, being mobile had an extra degree of interest. The three visits – to two theatres and Villa Empain demonstrated the various different approaches to architecture in a historical context, with a range of conservation methods and approaches. The final day at the End of the Lime Masterclass was a fascinating snapshot of the work of the students. Combining Housing, Facilities and Transport Infrastructure in Brussels was an exciting event to be part of.

Vuste Envis experience

Third seminar organised by ULB. Except the excursions around Brussels architecture and local organizations we appreciated the personal meeting with the student of ULB. The discussion with the student was enriching and inspiring for project elaboration and in creation of the Manual of Good Practice.

In the closing session an evaluation of the seminar was carried out in order to set the direction for the future perspectives of the seminar. There was general consensus that the seminar had been very successful with strong contributions to the research presented during the seminar.

WrUT experience

On 6-8 November 2013 the fourth seminar was hosted by ULB in Brussels, Belgium. The meeting allowed us to get to know about Belgium heritage and renovation problems and issues at the example of “Villa Empain”, a precious building in Art Deco style, severely destroyed by long period of being emptied and opened to acts of vandalism. Seminar included learning about implementation of Leonardo mobilities programs on Université Libre de Bruxelles. Very interesting point of the visit was lecture on “Alice Lab - Computer Lab for Design and Architecture Image”, where issues connected to research on architecture, its design and visualization are dealt with the use of advanced computer technology. The program of this department is oriented not only on scientist of faculty but it allows student and PhD students to work with contemporary technology, thanks to which they can improve their knowledge, as well as professional and scientific skills. We have also found a lot

of interest in “Fab Lab Mobile”, which is a completely new approach towards using 3d technology, not only in the stationary laboratory, but in a truck. This allows young researchers with their tutors to travel with whole equipment and set meetings on sites with local communities. Such a way of promoting architecture among cities residents has a grate education value, showing that this branch of science and knowledge develops strongly and offers a lot of new solutions that can be beneficial to everybody. We have also a chance to visit the classes of Faculty of Architecture at ULB, during their work. Our observation was that a strong impact on team work, dealing with building materials during design studios and focus on creating building in a wider context gives really good teaching results.

Wroclaw Seminar (PL) hosted by WrUT, May 2014



Wroclaw University of Technology, Poland.

Attendees: Colaborativa, MADE, ULB, Vuste Envis

The visit centres around the Open International Symposium “Supporting Graduates of Architectural and Building Professions in their Entrance into the Labour Market”,

WrUT Summary

On 7-8 th of May 2014 there will be a meeting held by Faculty of Architecture of Wroclaw University of Technology. The programme of seminar will be focused on showing Partners: cities' vibrant history and heritage, urban problems and issues, revitalisation of chosen districts, initiatives and organisations helping young graduates at finding employment and promoting architecture, VET activates on University and outside, support from academics towards youngest part of society and events aiming at activation of local communities.

The seminar will start with „Old City Walk” including visit to: St. Elizabeth Church, Market Square, City Hall, “Solny” Square, Office building designed by Hanz Poelzig in 1911 r. on Łaciarska 3 St., Kameleon – designed by Erich Mendelsohn. It aim on showing one of the oldest part of the city with a highlight on its Polish, Czech, Prussian, Jewish and German (among others) heritage and development under different administrations. Planned “Modern and Contemporary Wroclaw” meeting, taking into account Centenial Hall, Four Domes Pavilion, WUWA world's exhibition site, Market Hall, Water Power Plant, Kosciuszki Square, Renoma and its expansion, Capitol and its expansion and Sky Tower as well as visit to Contemporary Musuem, will be elaboration on cities' problematic and development during modern and contemporary period.

Open International Symposium “Supporting Graduates of Architectural and Building Professions in their Entrance into the Labor Market”, held at headquarters of FA WrUT at Prusa 53/55, the meeting with representatives of local and regional authorities, press, tutors, students, members of local organisations and initiatives and journalists, will be summing up and closing this Leonardo project. It will start with presentations of outcomes, conclusions and achievements of partnership. We will elaborate on our effects and publications, like: Report of Good Practice, Interactive Map of Initiatives and Practice Manual. After speeches form partnership members, there are planned several statements from representatives of organisations and initiatives starting form “Krzywy Komin” – the Professional Development Center focused on VET training connected to art, crafts and design, followed by “Łokietka 5” an organisation concentrated on Revitalisation of Nadodrze district in Wroclaw, working with local community, students and elderly. We will have also opportunity to learn about architectural competition within the FA of WrUT on Energy-active architecture, as well as about Lower Silesian Festival of Science with workshops for youngest on architectural issues. The promotion of architecture in the region as well as architect's best works will be presented by Association of Polish Architects department Wroclaw in their held yearly

Architectural Festival DOFA. We are hoping for presentation on architecture for homeless, project researching possibilities of use of paper as a building material and aiming at preventing homelessness. The meeting will be closed by statements from local authorities, chairmen of Convent – Social Council of FA WrUT and authorities of FA WrUT.

During the meeting at headquarters of FA WrUT at Prusa 53/55, our guests will have an opportunity to see the work of 3D scanning and historic conservation laboratories, 3D printers workshops, as well as student exhibitions. Afterwards a series of lectures and meeting with students is planned, starting from international practices experience, continuing with presentations from members of partnership. We hope that our students will take this opportunity to learn about VET and ways of developing their future professional career.



Lifelong Learning Programme



Brussels meeting, photo by Colab

This project has been funded with support from the European Commission under the Lifelong Learning Programme.

This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

www.vocationalarchitecture.wordpress.com

© Architecture Vocational Learning Network



Politechnika Wroclawska
Wydział Architektury

MADE

VUSTE
ENVIS



Faculté
d'Architecture
La Cambre Horta

UL