



Network Meeting One
Alfa III ADU_2020

Network Meeting 1 Report
April 2012

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GLOSSARY

Partner Countries:

AR	Argentina
BE	Belgium
BO	Bolivia
BR	Brasil
CL	Chile
CO	Colombia
CR	Costa Rica
CU	Cuba
EC	Ecuador
ES	España
GR	Greece
GT	Guatemala
PA	Panamá
PY	Paraguay
PE	Perú
SE	Sweden
UK	United Kingdom
VE	Venezuela

ADU	Architecture, Design, Urbanism
EC	European Community
EU	Europe
HEI	Higher Education Institutions
LA	Latin América
NM	Network Meeting
PP	Pilot Project

1. Introduction

1.1. General Background

The arrival day for Network Meeting 1 (NM1) was Monday March 19th, and the working sessions were carried out from March 20th to the 23rd, 2012. The host institution was Universidad Privada de Santa Cruz de la Sierra (UPSA) in Santa Cruz de la Sierra, Bolivia.

The NM1 described as the ‘kick off’ meeting had the following objectives:

- To present the project, its purpose and objectives.
- To discuss and agree the main actions of the project and the ways to accomplish them.
- To know the institutions involved and to share innovative educational techniques.
- To build the workteams and to agree on the future agenda.

1.2. Agenda and Calendar

The agenda for the NM1 included (i) the presentation of the ADU_2020 Project and related networks by the Coordinators, (ii) individual presentations of the partner institutions in three sessions, (iii) presentations on innovative educational techniques by some partners (iv) workteam sessions and further presentations to the rest of the group (v) discussion and planning sessions regarding future ADU_2020 activities. The following figure summarizes the sessions and activities on this NM1.

Figure 1: Calendar of Network Meeting 1.

	TUESDAY MARCH 20TH	WEDNESDAY MARCH 21ST	THURSDAY MARCH 22ND	FRIDAY MARCH 23RD
09:00	Presentation of the Project ADU_2020	Organisation of Work Sessions		Discussion on Future Agenda
10:00	Presentation of ALFA Tuning, ENHSA/LA Project, ARCHI mundus	Three Paralell Work Sessions: (1) Workshops	Cultural context Santa Cruz	
11:00	COFFEE BREAK	(2) Pilot Projects		COFFEE BREAK
12:00	6 partner presentations_Part 1	(3) SWOT Analysis		Setting Time Line for Actions
13:00	LUNCH AT THE UNIVERSITY	LUNCH AT THE UNIVERSITY		LUNCH AT THE UNIVERSITY
14:00		Visit to FERIA DE BARRIO LINDO	LUNCH IN THE CITY	
15:00	6 partner presentations_Part 2			Conclusions of NM1
16:00	COFFEE BREAK	Presentation of Results (1) Workshop Team	4 partner presentations on educational techniques Part 1	
17:00	5 partner presentations_Part 3	COFFEE BREAK	COFFEE BREAK	
18:00	Workteams Organisation	(2) Pilot Project Team of (3) SWOT AnalysisTeam	5 partner presentations on educational techniques Part 2	
19:00				
20:00				
21:00			FAREWELL DINNER	
22:00				

1.3. Attendants

The total attendants to the NM1 were 33 people. This includes 30 academics representing 17 partner HEIs and three assistants. Only one institution was not represented due to academic commitments at the time (Greece). The next Table shows the list of attendants.

Figure 2: List of attendants to NM1

NAME	COUNTRY	PARTNER HIGHER EDUCATION INSTITUTION
1. Alfonso Corona	ARGENTINA	Facultad de Arquitectura y Urbanismo, Universidad de Belgrano
2. Libertad Vigo	ARGENTINA	Facultad de Arquitectura y Urbanismo, Universidad de Belgrano
3. Yves Schoonjans	BELGIUM	Saint-Lucas School of Architecture, Associated Faculty of Architecture, KULeven
4. Jeroen Nys	BELGIUM	Saint-Lucas School of Architecture, Associated Faculty of Architecture, KULeven
5. Victor Hugo Limpías	BOLIVIA	Facultad de Arquitectura, Diseño y Urbanismo, Universidad Privada de Santa Cruz de la Sierra
6. Veronica Melgar	BOLIVIA	Facultad de Arquitectura, Diseño y Urbanismo, Universidad Privada de Santa Cruz de la Sierra
7. Denise Pinheiro	BRAZIL	Programa de Pos-graduação em Urbanismo, Faculdade de Arquitetura e Urbanismo, Universidade Federal do Rio de Janeiro
8. Margarita Greene	CHILE	Facultad de Arquitectura, Diseño y Estudios Urbanos, Pontificia Universidad Católica de Chile
9. Pilar Urrejola	CHILE	Facultad de Arquitectura, Diseño y Estudios Urbanos, Pontificia Universidad Católica de Chile
10. José Reyes	CHILE	Facultad de Arquitectura, Diseño y Estudios Urbanos, Pontificia Universidad Católica de Chile
11. Catalina Cortese	CHILE	Facultad de Arquitectura, Diseño y Estudios Urbanos, Pontificia Universidad Católica de Chile
12. Fernando Arias	COLOMBIA	Maestría en Arquitectura, Universidad Nacional de Colombia
13. Rodrigo Cortés	COLOMBIA	Maestría en Arquitectura, Universidad Nacional de Colombia
14. Juan Carlos Sanabria	COSTA RICA	Escuela de Arquitectura, Universidad Veritas
15. Adrián Aguilar	COSTA RICA	Escuela de Arquitectura, Universidad Veritas
16. Ada Portero	CUBA	Dirección de Extensión Universitaria, Instituto Superior Politécnico José Antonio Echeverría
17. Dania González	CUBA	Dirección de Extensión Universitaria, Instituto Superior Politécnico José Antonio Echeverría
18. Ricardo Pozo	ECUADOR	Facultad de Arquitectura y Diseño, Universidad Católica de Santiago de Guayaquil
19. Félix Chunga	ECUADOR	Facultad de Arquitectura y Diseño, Universidad Católica de Santiago de Guayaquil
20. Karim Lucsett Chew	GUATEMALA	Facultad de Arquitectura, Universidad de San Carlos de Guatemala
21. Mario Raúl Ramírez	GUATEMALA	Facultad de Arquitectura, Universidad de San Carlos de Guatemala
22. José Acosta	PANAMA	Facultad de Arquitectura, Universidad de Panamá
23. María Molina	PANAMA	Facultad de Arquitectura, Universidad de Panamá
24. Andrea Ingolotti	PARAGUAY	Facultad de Arquitectura, Universidad Nacional de Asunción
25. Claudia Fleitas	PARAGUAY	Facultad de Arquitectura, Universidad Nacional de Asunción
26. Frederic Cooper	PERU	Facultad de Arquitectura y Urbanismo, Pontificia Universidad Católica del Perú
27. Manuel Flores	PERU	Facultad de Arquitectura y Urbanismo, Pontificia Universidad Católica del Perú
28. Carmen Galan	SPAIN	Escuela Técnica Superior de Arquitectura, Universidad de Sevilla
29. Rafael Herrera	SPAIN	Escuela Técnica Superior de Arquitectura, Universidad de Sevilla
30. Saddek Rehal	SWEDEN	Department for Architecture, Chalmers University of Technology
31. Michael Mehaffy	UK	Department of Architecture, University of Strathclyde
32. Ana Maria Marin	VENEZUELA	Facultad de Arquitectura y Urbanismo, Universidad Central de Venezuela
33. Carla Collevocchio	VENEZUELA	Facultad de Arquitectura y Urbanismo, Universidad Central de Venezuela

1.4. Main Results

- An agenda for future activities was agreed: participants, coordinators, hosts and approximate dates
- The number of Workshops was increased from 3 to 9.
- The SWOT exercises were changed to Visits.
- The five Workteams were agreed and had their initial session
- The Next Network Meeting (NM2) was scheduled at Costa Rica on June 2012.

2.1. Context

ADU_2020 is a structural project financed by the European Community through Europe Aid and is part of the Alfa framework. Alfa is a programme of co-operation between Higher Education Institutions (HEI) of the European Union and Latin America. Its objective is to promote Higher Education in Latin America as a means to contribute to the economic and social development of the region. ADU_2020 was specifically granted during Alfa's third call (Alfa III). While the second call emphasized mobility, this one highlighted:

- The improvement of quality, relevance and accessibility of Higher Education in Latin America.
- The contribution to the process of regional integration in Latin America, fostering progress towards the creation of a joint Higher Education area in the region and exploiting its synergies with the European Union.

As a structural programme, ADU_2020's goal is to discuss and design structural mechanisms to promote the modernization, reformation and harmonization of the higher education systems in Latin America.

The idea isn't to make a *Bologna Agreement* in LA, but to advance in the integration and development of the area.

ADU_2020 intends to interact with existing and previous EU projects as well as with some currently in progress. Specifically with the following:

- ALFA-program Crossroads in Architecture (2005-2008)
- Tuning Project LA (2004-2007) that focuses on competences and involves almost all disciplines.
- Tuning Project LA (2011-2013). Similar to the previous.
- ENHSA/LA—Creating Competences Based Architectural Curricula for Transparency, Quality and Mobility. Only considers architecture, doesn't address urban and design issues.
- ARCHI-MUNDUS: Building up Quality in Architectural Education (2012-13). A project about quality of education, quality of people, management and how to improve it.

The main difference to these projects is that ADU_2020 focuses specifically on the expanded field of Architecture, Design and Urbanism (ADU), but also, and more important, that it aims not only to discuss new educational techniques, but also to test them and put them into practice in an educational context.

2.2. General and Specific Objectives

The project includes 18 partners: 13 from LA and 5 from EU. Seven of them had worked together on a previous Alfa projects. The ADU_2020 project initiates its work on the last days of 2011.

In order to acknowledge the project's relevance, it is important to have in mind the context in which the action takes place: the Latin American and European context, where a complex social, economic and spatial process is taking place that imposes new expectations and demands on the built environment field. The Latin American region can be characterized by vast areas with insufficient urban services and equipment, isolated areas of prosperity and a string of natural disasters that have

required quick responses from the authorities. Meanwhile, cities in Europe are transforming into a post-industrial landscape that presents acute economic and societal challenges for designers and planners, who are continuously confronted with the redevelopment, regeneration and renewal of the existing urban fabric, shrinking cities and economic recessions. There are common challenges, as sustainable development, reuse, (weak) heritage, immigration and displacement, urban development, brownfields, complex programs and buildings, globalization, social infrastructure, new aspects in interdisciplinary professional cooperation in design and development, between others.

To address those challenges, it is necessary to discuss the competences required of the upcoming professionals. One of the weaknesses detected is to keep thinking on isolated disciplines, when there should be more interaction with other fields. There is a general agreement on the need of a critical thinking approach, creative design, sustainable articulation and trans-disciplinary communication.

To address the challenges, the project states the following general objective:

To develop measures and actions for restructuring the HEIs in ADU of LA and the EC, to the demands of an (ever) changing international world, improving the future employability of their graduates and the quality of life of the urban population in a sustainable way, especially the traditionally excluded urban poor.

In order to achieve that overall objective, seven specific objectives have been defined. The following figure shows the specific objectives in a tree organization scheme. There will be one workteam in charge of accomplishing the first six objectives; that is, debating and making proposals for future implementation. Each workteam will be composed of six partners; each partner will work on two objectives. All partners will carry out the seventh specific objective.

Figure 3: Specific Objectives of ADU_2020



2.3. Organizational Structure

The project considers 18 Partners (13 from Latin America and 5 from Europe) with two coordinators each and 10 Associate Institutions. These are coordinated by Margarita Greene from Chile as Project Coordinator and Yves Schoonjans from Belgium as Coordinator for Europe. The project also includes three Assistants, two working in Latin America and one in Europe.

In order to fulfil the previous objectives, an organizational structure has been designed that considers the active participation of the two coordinators of the 18 partner institutions. Six thematic workteams have been designed, with the participation of six partner institutions each, one of them acting as coordinator of the workteam. Each workteam will discuss and propose alternatives to the rest of the partners on his specific theme, and will be in charge of a section of the final document. The agreed composition of the workteams is described below, in Figure 4.

Figure 4: Organization of Workteams

			Argentina	Belgium	Bolivia	Brazil	Chile	Costa Rica	Colombia	Cuba	Ecuador	Greece	Guatemala	Panama	Paraguay	Peru	Spain	Sweden	UK	Venezuela
Team	1	New professional areas			■		■		■		■		■						■	
Team	2	Creative-design and trans-disciplinary thinking		■				■							■	■	■	■	■	
Team	3	Common and regional specific competences			■					■			■	■			■			■
Team	4	VISITS analysis of existing partners' programmes		■		■		■				■	■		■					
Team	5	New educational methods	■			■			■		■							■		■
Team	6	Update and synchronize university curricula in ADU	■				■			■		■				■			■	

Note: Coordinator in black.

2.4. Activities

There are seven different activities planned for the ADU_2020 project:

1. Seven Network Meetings
2. Visits to all 18 Partner Institutions
3. Six Pilot Projects
4. Nine Workshops
5. Three Conferences
6. Interactive Website
7. Publications

Network Meetings are the instance for coordinating and managing the project. The idea is to have a discussion forum with all partners, where past activities are assessed, intermediate results are discussed and future activities prepared. Seven Network Meetings are planned, one at the beginning and another in the middle of each year.

Visits to Partner Institutions (previously called *SWOT's Analysis*) are analytical *in situ* visits to all partner institutions. The idea is to analyze each partner's institutional, curricular and methodological strengths in order to integrate, improve and learn from each other. Before carrying out the visits, a working template and instructions on the visit will be agreed. The partners have been split into three Visiting Teams of six partners each. A full discussion of results should be done previous to any publication.

Pilot Projects are parallel design studios carried out virtually, one semester long, on one common theme simultaneously by approximately six partner institutions. The idea is to have an interaction on a common topic through e-learning, peer to peer comments and comparison of the results and the processes. Six Pilot Projects are planned, and each partner will participate in two of them.

Workshops consist on a 10 days intensive design workshop, where academics from different countries and backgrounds meet with local students who must address a specific issue or problem. Nine Workshops are planned for ADU_2020, each with 12 academics (11 visiting and one host).

An important aspect, for both, Pilot Projects and Workshops, is that the emphasis must be placed on the processes, not only on the results. These activities are the instances where new teaching methodologies will be tested, new professional areas will be experimented, regional competences will be addressed and ways to enhance creative design thinking will be explored. The idea is to implement in practice what was previously identified and discussed theoretically.

Conferences are the publicly held forum where the intermediate results and conclusions of the activities are communicated and discussed. The attendants are not only the partners but also the associated partners. The idea is also to invite external speakers and to disseminate the results. Three annual conferences are planned during the ADU_2020 project.

2.5. Expected Results

- A Memory of Understanding, as a multilateral agreement signed by all 18 partners.
- A multilateral agreement, for future cooperation and monitoring.
- A publication of the results and conclusion.
- An interactive website.
- Papers in journals and presentations at conferences.

3. Partner Presentations

Before the NM1 the partners were asked to fill in a questionnaire describing their HEIs. The questionnaire considered questions on general information, admission process, profile, programme, facilities, internal quality audit and results. This information is being now processed and will be part of the inputs of the project.

Also, the partners were asked to prepare a 10-minute presentation to share at the NM1. The 17 assisting partners presented their HEIs in three sessions. The presentations will be uploaded in the web page, which at the moment is under construction

4. Innovative Educational Techniques

Before the NM1, the partners were also asked to bring cases of innovative educational techniques implemented in their HEIs to share with the rest of the partners. In this section the presentations done by the nine partners are summarized. The chapter is finished with a summary of the comments done on the presentations.

4.1. Computer Graphics

Argentina. Changes to the use of time by using computer graphics. Students work with very short exercises (approximately one week long) individually or in groups; e.g. one person would work on the regulation and another on the design. Each exercise has a different goal and is framed within a larger design studio exercise. Modern representation is allowed. The design process is made as a sequence of pedagogical **events** and as a combination of existing pieces. Also, they try to achieve an approach close to reality.

4.2. Research Based Teaching Strategies

Cuba. The research group has a leader, organized from doctoral students, to masters, diplomas, and down to undergraduate students. **The students from different levels are made to work together;** in this way, they get all together to the knowledge.

They work in sessions where the students present their research, based on a case study. The academic projects are related to the improvement of the **living conditions of the poorest.** Undergraduates collect data and make a diagnosis; in that way they learn in a real situation and discover new knowledge. Also, their extracurricular social work is allowed to be involved in their projects.

4.3. Deconstruction of Epistemological Obstacles

Guatemala. It centres on preventing what is stopping the students to integrate knowledge. The strategy of competence based-teaching is to identify the obstacles and propose the adequate techniques. The identified obstacles are: poor lecture skills, lack of interest and motivation, an information's tsunami and poor application of concepts.

Students have a tendency to do the minimum effort, called the Harpagnon Complex. The steps to propose an adequate teaching technique is: (i) to clarify the problem via the Socratic Method; (ii) to elaborate study guides; (iii) to apply the guides; (iv) to evaluate the process; (v) to debate.

One of the epistemological obstacles identified is that students are intimidated by the teachers and are not comfortable interacting with them. One of the strategies to overcome this is to promote interaction with senior students: higher-level students share their experience to lower level students, because they are closer than the teacher. The other strategy is to catch the attention of the students, motivate and encourage them with the use of technology, like the use of video, games, Internet, and short lectures plus presentations. The idea is to be near the students to have successful projects.

4.4. Urban Studies as a Frame for Architecture

UK. In Strathclyde there is an Urban Design Study Unit and a Research Unit with which student are directly involved. The School assigns projects in partnership with the City of Glasgow; therefore students learn how to analyze transport systems, using pedestrian, networks and space syntax analysis. The idea is to link architectural education to research initiative. In that way a connection to real world problems is achieved, and the students are encouraged to use design skills in more practical challenges. The essence of the curriculum is to have students facing the challenges that all professionals are facing these days, like degradation of the natural environment, loss of local identity, loss of craft skills, urban fragmentation and sprawl and incoherence in the development process.

In-place workshops are at the heart of the curriculum. Students in workshops work alongside professionals, stakeholders and other students from a variety of backgrounds. In the studio projects are linked to the workshops and coordinate the curriculum. In the projects students learn meta-skills, such as collaboration, facilitation, leadership and on-the-job self-education, dealing with other political and legal systems and working with other experts. Also, they learn to collaborate with others, across varying local conditions, languages, and practices' standards. Students learn a large range of subjects in addition to technical specialities (sociology, economics, politic sciences and

others). They also travel and study local history and precedents. They learn to listen to local residents, to research local conditions and to diagnose local needs and assets. Students develop and test design hypothesis through collaborative simulation processes, applying an evidence-based approach.

Also, students gain hands-on experience in the building process, through study of building trends and crafts and through hands-on exercises. In this way they learn how professionals can engage on a more meaningful way.

The aim is to cover everything together but focusing on one entry point: sustainable urbanism. In that way student don't get lost in many issues. It is very effective way focalize.

This project [ADU_2020] can be used to share ways of building these competences that are being worked at Strathclyde, as a kind of "wiki-like platform", to share different skills and resources. Most of the stuff is already out there; it is really about making it available, putting into modules (maybe i-learning, an application to interact with online learning platforms). In that way all of us will be providing the entry points, and working together to develop it, providing exchange development, like a "Competences Toolbox", using the idea of Distance Learning Resources.

4.5. Associative Images as Communication Tools

Sweden. Associative images as a communication tool to improve the dialogue in multidisciplinary design process. Architects and designers are aware of the importance of users' knowledge. Today it is widely admitted that a dialogue between experts and concerned users/citizens is needed in order to achieve a good process and thereby to get a satisfactory result.

Design is a form of dialogue where preconceptions are created together by the participants. Designers have to act before facts, about something not yet existing. Design is a language in constant construction that, at the same time, is the artefact itself. Language is necessary to express and to communicate the pre-conceptions, but the verbal language is problematic at the early stages of the process. The proposal is to use pictures to complement the verbal language (associative images method), because it is not submitted to a system of rules as words are. It provides more room for fantasy and imagination and gives the opportunity for reflective feedback. The combination of picture and verbal language can be used in different ways and for different ends; for example it can contribute to the construction and deconstruction of a concept or to create a different conception of a single phenomena. Furthermore, ignorance can sometimes fertilize invention, so we need to be open to understanding different point of views and to see reality in all aspects.

With this method we construct an image, which is the artefact, and it can be compared to the architect or designer's sketches. The method has been developed to support the communication between different knowledge communities.

4.6. Global Issues From a Local Perspective

Spain. In a moment of change and crisis, we are re-thinking the global issues, starting from a local point of view. We have to be more specific in the architecture that we are designing. Our method can be exemplified with one exercise we did with the sustainability master students in a three-days workshop. The intervention was about rethinking waste into a new parameter, at a beach. What

could be done with the garbage? Students designed an element to sit and also shaving elements using plastic and every element they could find.

The only way of doing that was by getting involved in social problems through integration. In fact, the work was carried out with architectural students and students from archaeology, geography, engineering, history and biology: a really trans-disciplinary group.

4.7. Links with Society, Formal and Informal Learning

Chile. Innovation on three areas:

(i) Generating links with society. Our faculty has been concerned with society's demands and has developed workshops in the extreme areas of the country (e.g. Atacama Desert, Antarctic continent) and to answer current needs (e.g. reconstruction post earthquake and tsunami). Also, it has encouraged international activities such as lectures and workshops with invited guests.

(ii) Promoting informal learning. One informal learning instance is the School Week, with an integrated workshop including students from all levels and private practitioners on one specific issue. It finishes with a competition between all teams.

(iii) Specific courses and activities within the curriculum.

- A yearly open exhibition is part of the curriculum. The idea is to share and show to the outside world what is going on inside the School, with the best final projects.
- Design thesis in master programme at the School of Architecture and at the School of Design.
- In the early years of the architectural career the students carry out building projects, where a construction is designed, produced and built by the students. This exercise helps to understand the scientific logic, the physical phenomena, the impact of the creation and how to manage it.
- In the architectural curriculum a research workshop was introduced, so that students have a research experience in the middle of their studies.
- The Institute of Urban and Territorial Planning has also modified its master programmes to answer to current territorial, environment and planning demands.

4.8. Both the Emotional and Technical Standpoint

Perú. In his project we prefer to work with second year students, because they have a very short amount of tools, but they feel they can change things. These students are the type that is needed; they are idealists. At this moment we can change their minds and the way they approach design.

What is architecture? How do we define it? What is it for? We think that we can make students work in two standpoints. On one side, we encourage them to work with the community; we encourage an emotional connection, which is essential for good design. They have to go to a specific location, places where people are living in poverty, in peripheral areas, and they have to talk with them and follow a person for one week. Finally, make a video of the experience. With this exercise, students understand how poorer people live and that knowledge is a tool for making a better design.

The important lesson is that they understand that those people are like themselves (we have a very big economic and social gap). After the rational analysis they do by mapping, students begin needing techniques, which they invent by themselves.

We made the approach with the identification (emotional) and the rational (maps-observation-techniques) and a final project to improve what is working and to transform what is not.

4.9. Connect Academic World with Reality

Bolivia. The school is interested in connecting our work with the real world, our own city, reinforcing the social sensibility of our students. An example of this is the participation of our School in the development of archi-types for the primary and secondary schools of Santa Cruz, with the municipal government. We had to visit a hundred of institutions and recognize the social, technical and architectural problems involved.

Our research identified the problems: most of public schools were the product of small constructions, small rooms added with bad materials, presenting inadequate conditions of ventilation, and they suffered for the lack of maintenance and no respect for the municipal regulations. Most schools were surrounded by walls, due to the unsafe environments (high levels of delinquency). Also, the buildings host different institutions at different hours of the day, which is a very complex situation.

The university presented a global project that addressed these issues, which means: functional layout, reasonable construction costs, easy-to-maintain and environmentally adequate buildings. We proposed that they had to be a neighbourhood reference, a public space that guarantees the learning and promotes freedom, while been rational enough to be cheaper and better. We created a covered “plaza” inside the schools, considering the extreme tropical weather. The municipal council liked the proposal and as a consequence, the municipal network for education decided to develop an entirely new educational urban infrastructure based on our project.

We designed 104 general plans using a very simple model in brick and wood, including a plan for equipment, criteria for use and maintenance. Now, after three years, in 2012 we have 38 similar schools already built. These public schools are the proud of the neighbourhood. For the first time in decades municipal public schools became attractive spaces and began to increase the number of students, also teachers are motivated and the entire system revitalized.

4.10. Comments on the Presentations of Innovative Techniques

Juan Carlos (CR): Reality for architecture schools has being reduced basically to site visit and then we make abstract models. How do we interact with forces, clients, and markets - different aspects of reality that are not only sites? What if it is not only sites but also more like experiences? How can we base architecture, not as object-based or product-based, but as a relation-based? What if we are designing a set of relations and not a project?

[About the loss of authorship] ...students of architecture address a project even if it is their project or a group’s project, but they considered themselves the authors of it from start to finish. We have been doing some research and it is interesting when you take the project to a certain stage and then deliver it to a next team. At the end the complete project is based on three successful teams instead of one team or one singular person, the author. The issue is about the loss of authorship: something to encourage, or not?

Alfonso (AR): The loss of authorship does not apply to the exercise I showed. It was a short exercise and it is not the semester project. In our practice we alternate individual and group phases. Things

that are sensible to be made in-group are made so but some other parts are individually made and evaluated. When it is in group we invent something that has to be designed by a person, who is considered an emancipation for the students because it is not so well defined as most of the stages that we teach. But the loss of authorship is a problem, but maybe it is a good thing.

The matter of the loss of authorship is very much related to the idea of the architect as an artist, which can be declared not part of our mental skill, but it's part of the way we are educated with the older generations. It is not easy to find that criteria in the young. They are not interested in authorship, they steal movies, music, anything from the computer (without thinking they are stealing)... and they also are copying the texts, so you have to teach them to say where the text comes from.

Saddek (SE): What does Mario mean about epistemological obstacles?

Mario (GL): It is about the way we get to knowledge. Epistemological obstacles are what are stopping us to get to the knowledge. We try to find those obstacles. If the student thinks that teachers are a barrier, that the teacher is different from him that is an epistemological obstacle even though it may not be true. Epistemological obstacles are made of myths or beliefs that are not necessarily true. We have to reveal them or put them in the front row in order to design a strategy to overcome them.

Saddek (SE): It's very interesting and important, especially for teachers. In Sweden we have a lot of students coming from different countries, including LA. They feel free and in good relation with the teachers and they complain about the education in LA, where teachers have to be "respected" and obeyed. It looks as if they were putting chains to the education.

Yves (BE): Probably lots of schools use the technique mentioned by Universidad de Belgrano, but perhaps not in a very conscious way. You focus on the process and not on the object and I wonder, how do you define such an event? How do you initiate it? What is the relation between the event and the project and the continuity of it? I want to know if the teacher has a kind of strategy or scenario: what to do and for what reason.

Alfonso (AR): We initially use this short exercise to make the students design something that they did not know how to design. The subdivision of the actions contributes to the main assignment. We don't have a very systematic way of defining them. The students do not know the exact task that they have to carry out so they ask questions and then there are the tools, like plans or sections. Basic sciences go step by step through a method, but architects are solution minded, they are apt to find a problem and try a solution very quickly to see if it generally fits, and then try to adjust it. This exercise helps to deal with different aspects of the project.

This sort of studio or planning is much more difficult for the teachers than the normal ones. They usually sit down and wait for the students to produce something. But this way every day there is a task and everybody is participating and thinking critically. Everybody comments on everybody else, because they are finding a solution for all and not just for one.

Adrian (CR): Saddek was talking about associative images; Carmen was talking about what students can do with materials. Perú was talking about what students of second year can see that older people cannot see. I think that this could be included in the discussion for topics of the Pilot Projects. How can we encourage the students to have that freedom to start thinking differently the things they already know. One of the goals of the Alfa should be how to keep that innocence through all the education for the students to have a different feeling for architecture or the profession.

Saddek (SE): We need that for the workshops, otherwise we will be only copying other methods. I like the idea of putting the student in the situation when they discover common reality and go home and try to discover how to work with this material, and then discover themselves in it; it is a design process, to discover lots of things. We commonly forget those processes and we go directly to describe the artefact of the project. The student has to be aware of the possibility to try to see the world different than how we use to see it and to find his own methods. It is very difficult though.

Ana (VE): We should make students take out their inside child. We have to encourage them to see things like it is the first time. Maybe in that way they can understand and think well as designers and architects and do not carry the heavy tradition of our knowledge.

5. Commitments and Future Agenda

5.1. Network Meetings

The Network Meetings are designed to agree future events, to share the experience and basically to keep the project going. For every NM there is financing for two people from each partner HEI. It is very important that at least one of the coordinators of the project attend the NM to be able to keep continuity. There are seven Network Meetings programmed, as follows:

- NM2 at **Costa Rica**, June 25th 2012.
- NM3 at **Argentina**, November 2012.
- NM4 at **Sweden**, May 2013
- NM5 at **Paraguay**, November 2013
- NM6 at **Spain**, May 2014
- NM7 at **Panamá**, October 2014

5.2. Visits

The Eighteen Visits (ex SWOT analysis) will be carried out by three groups, each one of them will have six partners, with one of the partners acting as internal coordinator. The coordinators were chosen in NM1 by selecting partners that were also part of *Teamwork 4: Visits analysis*. The Visits are expected to be carried out during the second half of year 2012 and the first half of year 2013 as follows:

- Visit Group 1: Panamá, Guatemala, Costa Rica, Cuba, Belgium and Spain, coordinated by Belgium.
- Visit Group 2: Chile, Argentina, Brazil, Ecuador, Sweden and Greece, coordinated by Greece.
- Visit Group 3: Perú, Bolivia, Colombia, Paraguay, Venezuela and UK, coordinated by Paraguay.

5.3. Pilot Projects

The Six Pilot Projects will be carried out simultaneously by six partners (through internet in virtual communication) each in his own HEI but sharing a common particular theme. The plan is to have three PP in the second half of year 2012 and three in the second half of 2013. During NM2 a Coordinator for each PP will be agreed. The planned Pilot Project and their composition are:

2nd semester, 2012:

- PP1: **Urban Growth And Sprawl:** Paraguay, UK, Brazil, Panamá, Argentina, Ecuador and Belgium.
- PP2: **Social Housing:** Cuba, Venezuela, Chile, Guatemala, Bolivia and Greece.
- PP3: **Community Buildings:** Belgium, Sweden, Spain, Costa Rica, Perú and Colombia

2nd semester, 2013:

- PP4: **Public Space:** Chile, Argentina, Sweden, Brasil, Colombia, Bolivia and Greece
- PP5: **Heritage and local Identity:** Cuba, Perú, Panamá, Guatemala, Spain and Paraguay
- PP6: **Informal Settlements:** Ecuador, Venezuela, Costa Rica, Belgium and United Kingdom.

5.4. Workshops

There will be nine workshops. Their dates, host countries and attendants will be the following:

September- October 2012

- W1A at **Venezuela:** Costa Rica, Sweden, Brazil, Peru, Argentina, Paraguay, Spain, Belgium, Guatemala, Panama and Greece.
- W1B at **Guatemala:** Bolivia, Brazil, Chile, Colombia, Sweden, UK, Cuba, Greece, Belgium, Ecuador and Spain
- W1C at **United Kingdom:** Costa Rica, Ecuador, Bolivia, Perú, Chile, Paraguay, Colombia, Venezuela, Argentina, Cuba and Panamá.

March- April- May 2013

- W2A at **Bolivia:** Ecuador, Chile, Argentina, Guatemala, Peru, UK, Greece, Spain, Belgium, Brasil and Cuba
- W2B at **Costa Rica:** Colombia, Venezuela, Brasil, Cuba, Ecuador, Paraguay, Panama, UK, Greece, Spain and Sweden.
- W2C at **Colombia:** Costa Rica, Venezuela, Sweden, Belgium, Paraguay, Panama, Bolivia, Guatemala, Chile, Argentina and Perú.

September- October 2013:

- W3A at **Chile:** Spain, Colombia, Cuba, Costa Rica, Guatemala, Peru, Panama, Greece, Sweden, UK and Belgium
- W3B at **Ecuador:** Bolivia, Cuba, Brasil, Costa Rica, Paraguay, Panama, Venezuela, Argentina, Sweden, UK and Belgium.
- W3C at **Greece:** Spain, Ecuador, Bolivia, Colombia, Brasil, Chile, Paraguay, Guatemala, Peru, Argentina and Venezuela.

5.5. Conferences

Three conferences are planned. The first one is going to be the on **December 2012 at Perú**. The next ones are going to be in Brazil (2013) and Belgium (2014).

The main objective of Network Meeting 1 was to present the project, to know each other's institutions, to agree on the future agenda and to **commit ourselves to make a difference** in the ADU field.

During the meeting, it was proposed that we should be more polemic in the proposals, pushing ourselves into new ways of thinking. Stop the safe ideas and bring something new. We should work quickly, critically and polemically.

A better communication was suggested, to show what we are doing and to take the work of the students into a more visible platform. It came out that we have to communicate more to the public what architecture is about, why it is relevant and in that process we will learn more about ourselves.

A very important issue is how others see this project. Many times our Schools do not feel this is their project, but that it is the project of the coordinator: this is the opposite to our aim. So we will have to be prepared to overcome the inertia inside our institutions, to go beyond the mere planning. On the other hand, it was indicated, the best partners we have inside our schools are the students; they will want to participate more and do things.

We have diverse schools, which is a rich material to work with; on the other hand, there are many similarities. We share similar problems and we realize how much we have in common.

There are many aspects to be changed, but we are already doing that within this meeting. We are collaborating internationally, we are learning to deal with new topics that have not been addressed previously and we are synthesizing many problems and putting things together that need to be put together.

The idea to have reviewed papers by peers for the conferences was presented and agreed. It was considered important to incorporate for the next conference, and it was suggested to include the issue of the future of architecture.

The good job and role that the young participants of NM1 played was underlined. Also the importance of having different generations in the group was underlined.

May 18, 2012