



Network Meeting Two
Alfa III ADU_2020
JUNE 25TH - JUNE 29TH 2012

Report

Julio 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
PPP	Parallel Pilot Projects
WT	Work-team
WS	Workshop

1.1 General Background

Network Meeting 2 (NM2) was the second full consortium meeting of the ADU_2020 project. It was held at Universidad Veritas in San José, Costa Rica, from June 25th to 29th. Delegates from 16 countries attended the meeting. Its main objective was to prepare and coordinate the remaining activities of the year 2012: three Parallel Pilot Projects, three Workshops, the last year Conference, and to agree on the starting of the Visits.

At NM1 we had agreed the distribution and coordination of the activities of the project among the partners and we had defined and assembled the workteams. For this meeting, every partner and workteam would bring, present and discuss proposals to further the final objective; that is, to refine a new curricula for the ADU field of the 21st century.

1.2 Agenda and Calendar

The NM2 began with a brief presentation by the Greek partner, Constantin Spiridonidis, on two European Union related projects: the Tuning Project, with the two versions –Latin America and Europe– and the Archi-Mundus Project. The rest of the day was dedicated to discussion among the workteams.

Figure 1: Agenda of Network Meeting 2

	TUESDAY, June 26th	WEDNESDAY, June 27th	THURSDAY, June 28th	FRIDAY, June 29th
9:00	Welcoming	Pilot Projects Working examples	Workshops Aims & methodology	Visits Presentation of Workteam.
10:00	Workteams	3 Pilot Projects in parallel work sessions	WS Venezuela WS Guatemala	Discussion
11:00	Discussion, update and work among Workteams	Coffee Break	Coffee Break	Coffee Break
12:00		3 Pilot Projects in parallel work sessions	WS UK Conclusions	Final Conclusions
13:00	Lunch	Lunch	Lunch	Lunch
14:00	Workteams Group session	Pilot Projects Presentation and discussion	Conference Presentation of a model.	Technical Visit Urbanism & Architecture in San José
15:00	Workteams Presentations		Discussion	
16:00	Coffee Break	Coffee Break	Coffee Break	
17:00	Workteams Presentations	Pilot Projects Presentation, discussion and conclusions	Conference Discussion and conclusions	
18:00				Farewell Dinner

Each of the following three days was dedicated to one of the activities scheduled for this year: Wednesday to the Parallel Pilot Projects and its interactive framework, Thursday to the Workshops and Conference, and Friday to the Visits. The coordinating team presented a summary of the agreements at midday Friday, which was followed by a Technical Visit on the city of San José.

1.3 Attendants

The total attendants to the NM2 were 32 people: 29 academics representing 16 partner HEIs and 3 assistants. Two partner institutions, from Spain and Cuba, couldn't be represented: Spain due to academic commitments and Cuba to visa difficulty. Table 2 shows the list of attendants.

Figure 2: List of attendants to NM2

NAME	COUNTRY	PARTNER HIGHER EDUCATION INSTITUTION
1. Fernando Pérez	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. Kris Scheerlincj	BELGIUM	Saint-Lucas School of Architecture, Associated Faculty of Architecture, KULeven
5. Jeroen Nys	BELGIUM	Saint-Lucas School of Architecture, Associated Faculty of Architecture, KULeven
6. Claudia Canedo	BOLIVIA	Facultad de Arquitectura, Diseño y Urbanismo, Universidad Privada de Santa Cruz de la Sierra
7. Veronica Melgar	BOLIVIA	Facultad de Arquitectura, Diseño y Urbanismo, Universidad Privada de Santa Cruz de la Sierra
8. Denise Pinheiro	BRASIL	Programa de Pos-graduação em Urbanismo, Faculdade de Arquitetura e Urbanismo, Universidade Federal do Rio de Janeiro
9. Paula Albernaz	BRASIL	Programa de Pos-graduação em Urbanismo, Faculdade de Arquitetura e Urbanismo, Universidade Federal do Rio de Janeiro
10. Margarita Greene	CHILE	Facultad de Arquitectura, Diseño y Estudios Urbanos, Pontificia Universidad Católica de Chile
11. Francisco Chateau	CHILE	Facultad de Arquitectura, Diseño y Estudios Urbanos, Pontificia Universidad Católica de Chile
12. José Reyes	CHILE	Facultad de Arquitectura, Diseño y Estudios Urbanos, Pontificia Universidad Católica de Chile
13. Catalina Cortese	CHILE	Facultad de Arquitectura, Diseño y Estudios Urbanos, Pontificia Universidad Católica de Chile
14. Fernando Arias	COLOMBIA	Maestría en Arquitectura, Universidad Nacional de Colombia
15. Rodrigo Cortés	COLOMBIA	Maestría en Arquitectura, Universidad Nacional de Colombia
16. Sebastián Alfaro	COSTA RICA	Escuela de Arquitectura, Universidad Veritas
17. Adrián Aguilar	COSTA RICA	Escuela de Arquitectura, Universidad Veritas
18. Constantin Spiridonidis	GREECE	Aristotle University of Thessaloniki, School of Architecture
19. Ricardo Pozo	ECUADOR	Facultad de Arquitectura y Diseño, Universidad Católica de Santiago de Guayaquil
20. Claudia Peralta	ECUADOR	Facultad de Arquitectura y Diseño, Universidad Católica de Santiago de Guayaquil
21. Karim Lucsett Chew	GUATEMALA	Facultad de Arquitectura, Universidad de San Carlos de Guatemala
22. Mario Raúl Ramírez	GUATEMALA	Facultad de Arquitectura, Universidad de San Carlos de Guatemala
23. José Acosta	PANAMA	Facultad de Arquitectura, Universidad de Panamá
24. Julio César Diarte	PARAGUAY	Facultad de Arquitectura, Universidad Nacional de Asunción
25. Rodrigo Resck	PARAGUAY	Facultad de Arquitectura, Universidad Nacional de Asunción
26. Frederick 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. Saddek Rehal	SWEDEN	Department for Architecture, Chalmers University of Technology
29. Carl-Johan Vesterlund	SWEDEN	Department for Architecture, Chalmers University of Technology
30. Peter Michael Grant	UK	Department of Architecture, University of Strathclyde
31. Ana Maria Marin	VENEZUELA	Facultad de Arquitectura y Urbanismo, Universidad Central de Venezuela
32. Alessandro Famiglietti	VENEZUELA	Facultad de Arquitectura y Urbanismo, Universidad Central de Venezuela

1.4 Main Results

- A general framework for the Parallel Pilot Projects (PPP) was agreed. It includes the clustering of the Pilot Projects by common interests, the definition of stages among each PPP with a calendar to allow for coordination and exchange of experiences, and an agreement on the on-line communication method. The PPPs will begin on August 2012 and the last of them will end on February 2013.
- The structure and calendar of the three coming Workshops was discussed and agreed, along with their objectives and methodologies.
- A general agenda for the Visits was agreed. They consider three days per country, organized around a *Jornada* set by the host where academics of the local institution will interact with the visiting partners.
- The theme, structure and calendar of Conference 1 were agreed. The theme will be *New Educational Strategies in ADU*. It will include talks by invited speakers and round tables. The latter will include the authors of three to six papers and a previously designed *reader* who will make a public review of the papers, with the presence and further comments of the authors as invited participants to the conference
- Network Meeting 3 was re-scheduled to March 2013, at Buenos Aires, Argentina.

2 Other Related Projects

There are several other projects currently underway that, like ADU_2020 are rethinking the role of architects, urban planners and designers. These projects are confronting the challenges arising worldwide, generating agreements between institutions and building the foundations of a sustainable educational approach. From those previous projects, three of them are of special relevance: the Tuning Project, Archis-Mundus and Oikodomos; the first two were presented by Constantin Spiridonidis (GR) and the last by Chris Scheerlinck (BE).

2.1 Tuning Project

The Tuning Project is a comprehensive programme that aims at coordinating and developing the contents and subject structure of Higher Education in various subject areas. It started on Europe during the year 2000 and has expanded to Latin America, Africa, Russia and USA. Its basic premise is that a change must be done in the logic of the educational process, moving from a model that emphasized the transmission of specific knowledge, to the pursue of specific profiles. In that sense, it implies a shift from an input to an output approach.

During the first phase of the programme, the aim was to identify and define the different profiles. As the Tuning comprises several subject areas, numerous profiles were established along with a set of generic and subject-specific competences. Differences in the profiles were identified, not only through subject areas, but also across regions and educational levels, distinguishing between bachelor, master and PhD levels. Based on these profiles, the second phase of the programme focuses in the way education is being imparted. The idea is to restructure the higher education in line with contemporary social challenges by adapting the teaching methods according to the profile requirements.

2.2 Archi-Mundus Project

Archi-Mundus is a project centered on the question of *quality*. It intends to define the meaning of *quality* and how to measure it. Typically, high quality education is measured by the achievement of certain standards. However, the Archi-Mundus proposes not to focus on meeting goals or standards, but instead to define a minimum and define the institutions according to their distance to it. In that way, quality is not imposed from the top but it transforms into a constant improving process.

2.3 Oikodomos

Oikodomos is a virtual campus with learning activities carried out in a web based environment. This pedagogic model is defined as follows:

1. Learning activities according to a shared theme
2. Workspaces, virtual platform producing knowledge; all students with direct access
3. Case repository, online data base of case studies
4. Joint workshops related to different themes in different countries
5. Conferences
6. Outcomes: blogs, publications

A main issue is to have a clear structure of how to communicate. The experience showed that mails did not work, nor making a template that everyone filled in. Defining shared learning activities (designing proximity) is what worked and promoted the discussion on contents. Each participant would fill in the required tasks that they would carry out: these could be shared or specific to one institution.

The project included blogs, proposed by students, who felt more comfortable with this tool. Each partner had a blog and updated it every two weeks. Assignments and a selection of students work was periodically uploaded. Students had to start from other student work, never from scratch. The question was: from which project of other student do you start? They produced knowledge by comparing and reviewing projects.

3 Workteams

Five Workteams were assembled: (i) New Professional Fields, (ii) Creative Design and Transdisciplinary Thinking, (iii) Common and Regional Competences, (iv) New Educational Strategies and (v) Visits. The teams were asked to describe their objectives, goals and commit to specific results at short, medium and long term. The Coordinator of each workteam was responsible for reporting these as well as defining their linkage with the Pilot Projects and Workshops. Specifically: what did each Workteam want from the experience of the PPP and of the Workshops. The next figure shows the participants of these sessions, signalling in black the person was coordinating the Workteam on this occasion. Also here a last column was added indicating the ADU assistant assigned to each Workteam.

Figure 3: Workteams at NM2

		NM2																			
		Argentina	Belgium	Bolivia	Brazil	Chile	Costa Rica	Colombia	Cuba	Ecuador	Greece	Guatemala	Panama	Paraguay	Peru	Spain	Sweden	UK	Venezuela	Assistants	Assigned Assistants
Team	1			Claudia C.	Paula A.	Margarita G.		Rodrigo C.		Ricardo P.			José A.								Cata
Team	2		Kris S.			Francisco C.	Adrián A.							Rodrigo R.	Manuel F.		Sadiék R.				Jeroen
Team	3			Verónica M.			Sebastián A.					Karrim							Anamaria M.	José R.	José
Team	4		Yas S.		Denise						Constantin	Mario R.		Julio D.	Frederic C.						Jeroen
Team	5	Libertad V. + Fernando P.						Fernando A.		Claudia Peralla							Carl Johan V.	Mike G.	Alessandro F.	Catalina C. + Jeroen N.	Cata
Team	6																				José

3.1 New Professional Fields

The group discussed the reason and need of identifying new professional areas. It was mentioned that the demand for the traditional architect has diminished, that cities are being built with little participation of ADU professionals and that, to a certain extent, architects are being replaced by other specialists. Some possible solutions proposed are to adapt the education towards new emerging areas by opening new areas of training (basic new careers) and to open new specialities to complement existing training (specialization). On this line, the danger of generating market-oriented architects was also mentioned.

In the debate it became clear that there were several realities among the countries integrating the team, corresponding to different levels of urban development and different role of the ADU professionals. Rate of urbanization among the countries went from 60% to 87% of urban population. In Ecuador, Bolivia and Panama the architect has a high status, coinciding with a current accelerated urbanization process. In the case of Brazil, the economic development has increased the demand for architects. In Chile, on the other hand, the status of the architect seems to be declining. Colombia presented a different and interesting case; here the role of the architect is changing to an interdisciplinary coordinator. In all the reported realities, the need for collective work among the architectural practice was stressed as well as the importance of interdisciplinary work and working with the community. It was also mentioned that to advance on the subject it would be necessary to make a summary of what has been published about *“New Professional Areas in ADU”* in the last 5 years.

Schools have to think about the values and the ethos of the new generation, to manage the globalization in the learning process, the complexity of society, and the relationship with other disciplines. Schools have to consider the definition of the role of the architect in the society. Are architects market tools or market shapers? How do competences transfer to new opportunities or professional areas? Are we thinking about new professional areas or is it about a new profession?

Finally, also on this subject it is important to signal that one of the issues that arose during the Tuning and Archi-Mundus project is to which subject area belongs the Architecture and the Urban fields. Although, originally linked to Engineering, principally through the design process, currently a large proportion of the architecture schools are related to the social science faculties. However, that does not seem to relate to the actual professional field. Although the ADU disciplines are nurtured by contributions from the engineering and social sciences, the proposal is to consider it as a different area, whose gathering point is the *production of space*. That means, a creative synthesis of engineering and humanistics implemented through the ADU expanded field.

3.2 Creative Design and Transdisciplinary Thinking

The team proposed a list of aims and strategies to be tested in Workshops and Pilot Projects. They also suggested to use similar formats, stressing the importance of applying the creative design and transdisciplinary thinking at the beginning and at the end of each Workshop. They made a list of issues to address, explained below:

Interdisciplinary working dynamics

Trans/cross/inter-disciplinary should be tested by the ability to integrate visions, working methods and the production of knowledge of different professional disciplines in the parallel design studios. (eg. how does the incorporation of a sociologist affect the outcomes of a design studio?)

Creative thinking on the studio.

How to stimulate creative thinking on the studio and how it affects the working dynamics and outcomes has to be evaluated. The environment for creative learning has different ways of producing and discussing knowledge. The relationship between the working methods and the outcomes should be understood (or at least identified) and the methods that promote innovation and creativity should be shared. Can we stimulate creativity by varying the way we evaluate the different proposals?

One way that studio work can develop critical thinking is by carrying out research before design. Which part of the studio is oriented to research and which part is oriented to design a product? The first referring to produce knowledge, the second to question the knowledge obtained. Finally, how is the relation between creative thinking and experimentation/ innovation as a mean to generate new ideas?

Learning environment and working methods

The Workshops and Parallel Pilot Projects can be based on top-down learning model or on an emergent basis, in which case the learning activities will happen in a traditional master-apprentice relationship versus a non-hierarchic way of producing knowledge. It is important to recognize which are the advantages and disadvantages in each case.

Relation with recent phenomena in ADU

How are the Parallel Pilot Projects and Workshops activities linked with the “*hot topics*” in ADU, and how do they affect the outcomes and abilities of students? (eg. fencing, programming public space, new keywords and concepts).

The social and cultural relevance of the contents and outcomes

Is the creative process based on social and cultural references, provided by site choice, program and theme? Do the international dimension of the ADU project participants and its inherent socio-cultural understanding of reality affect the project's outcomes?

Understanding and dealing with "materiality" in the studio

Are the projects considering their materials before or after their processes? Understanding processes from physical models, impact of site visits etc., as well as the proposal of scale 1:1, prototypes, simulations, hand on studio, etc.

3.3 Common and Regional Competences

An important aspect of the ADU disciplines is that they shape and reflect the specific regional characteristics of the area in which they are practiced. Thus, the formation of the professionals for the 21st century needs to consider, not only global specific knowledge, but also regional competences that will allow them to respond to society's changing needs. In order to define and refine the relevant competences for the ADU field, a list of competences was built from the results of the Tuning Project. A matrix was built based on this list, distinguishing between the global and the regional competences. Finally, a set of those competences was chosen as aims to be developed during the Workshops and Pilot Projects.

3.4 New Educational Strategies

Identifying the possible new innovative methods implies understanding the current methods in use and those we have been used in the past. Is the classical method a bad method? Does it work? What do we expect the students to gain from the methods currently being used or from those that we consider innovative?

Is "innovation" a new method to be applied? Is it an answer to a specific problem or demand of the society?. The debate pointed out the permanent change in architectural production, which was based in *creativity*. Creativity was understood as the mechanism for the new forms. It has no rigid rules as *methodology* is supposed to have. The only method is to be curious, a great observer and open minded.

Previous to the NM2, the coordinator of the Workteam, Libertad Vigo (AR) made a first analysis of the innovative techniques shown at NM1, mapping 13 innovative educational experiences. The following table summarizes them signalling: how it was carried out, the amount of students and teachers involved, the duration of the experience, the level of the students and the results. The table also includes three additional experiences from sources outside ADU_20

Figure 4: Summary table of innovative educational methods

University	Innovative teaching experience (or aim)	How	Students and Lecturers	Timeline	Student's semester level	Results
Chile 1	Architecture Research Studio to contribute to architectural knowledge.	<i>To teach what we research</i> . Lecturers with an ongoing research lead short researches. Each student finishes with	50 st. (divided in aprox 4 studios)	1 semester	7th semester	critical thinking + descriptive, analytical and interpretative material about a topic = contributes to architectural
Chile 2	Architectural Week Workshop	The whole School is divided into vertical workshops who make a design according to the same brief. All in one week.	450 st. Aprox./18 lect.Aprox (in	1 week (yearly)	All levels + ex students	work in teams + interaction between students, teachers and ex-students + approach to a sketch able to compete in the
Chile 3	Design Thesis (Architecture, Design & Urbanism)	Detonated by a theoretical or operational research problem. Consolidated in one or more architectural strategic	35 (among the 5 master	1 to 3 semesters (depending on the	post-graduate (2nd year)	research through design +articulate theoretical thinking with formal exploration
Cuba 1	Research & Design in Existing Cases		10 to 150 st. (all UG students)	Since 1984	All levels	Learn to work in an interdisciplinary team. In 5th year students; it is also a preparation for MA and PhD
Cuba 2	Habitability in Housing	Interdisciplinary work	40 st.	2010-2013	4th & 5th years. Interdisciplinary	
Spain	Temporary Settlements (theoretical & practical)	In location camping using refuse	8 st. / 2 lect.	21-30 july 2011	Special group of Master MCAS prog.	Objects made of recovered materials. Earch for new functions to existing objects.
Bolivia	Schools Plan Maestro Unidades Educativas		12 st. / 1 lect.	2007-2009	Architecture 5	Some were built
Belgium	"Proximity" on-line learning activities in web-based environment	Parallel studios in different locations, working on same design subject	35 st. (in 9 teams)	2007-2011	MSC	
Argentina	Accelerated Studio ; re-use of traditional house; small-scale urban design apartment build.	In week or 2-week events public critics, alternate media (traditional and digital)	30 st.	2008-2009 (by semesters)	5th & 6th semester. Undergraduate	Improves mesurably understanding and output
Venezuela	Spaces Program . Caracas landscape	Beginning not with "function". Collage program	15 (from UD9)	5th semester 2009 / 8-9 semester 2012	UG levels	
Guatemala	Master Plan of a group of buildings prior to detailed design		125 st. / 5 lect.	since 2011	4th semester	Positive in programming stage
Brasil	Integrated Studio Design	With prof. of different areas + multiscale projects	25 st. per studio / 4 lect.	since 2006	8th semester	Improves understanding of many issues involving the project
Ecuador	Ecomaterials Lab (bamboo construction and new construction methods)	The students along with the teacher (Jorge Morán) investigate new uses with bamboo: such as its use in walls,	20 st. / 1 lect.	since 2009 (by semesters)	from 4th semester and up	students learn to work with non traditional materials as bamboo
Sweden	Understanding the Role of Images	"associative images as a communication tool"			Under graduate	
From other sources outside ADU 2020						
Argentina (UB) Prof.Arch. Juan Trabucco	History of Modern Architecture . redesign of a project made by student in previous semester	In parallel to regular lectures; practical work on an accesible space. Multi-media and traditional drawings + models	40 st. / 2 lect. (semesterly)	In different versions for 6 years in FAU, U. of Concepcion del	5th & 6th semesters (undergraduate)	Improves results in final exam
USA (Utah). Dr.Arch.Julio Bermudez	Revisiting an Earlier Project by the student	One semester divided in 7 separeted excercises. Different media			Undergraduate	Positive
Argentina (Mendoza).Arch h.Stella Lopez	New Residential Proposals in areas of Mendoza. Based in project "Sociopolis". (V. Guallart, Valencia)	Joint work with municipal government and research group	80 st. / 4 lect.	Specific Research program. Begins 2012; ends 2013	8th semester	

One of the topics addressed in the group was the *freedom and the level of participation the student have in their learning process*.

- In the University of Belgrano (AR) the students can design their brief. The studio subdivides the process into stages, fragmenting the problem into various short exercises and at the end they put things together to make a complete final project. They encourage the students to see and comment on their mutual work. Students have to learn by themselves, develop their own skills, to produce a result from their previous short exercises. They tend to give more freedom to older students: the frequency and how students are assessed changes.
- In the University of Strathclyde (UK) although they have good results, the satisfaction of students is low because they do not understand how they are being assessed. They are giving students more freedom: they defined certain stages but let them choose how to do their work and in the format that they present their results. It seems to work much better.
- Karl Johan (SE) linked the participation of students with the method that they are using. They get the students to be their own employers, to see the potential in things before their work is ordered by others. To catalyse their own problem with the use of a critical thinking.

The group decided to filter and to extract what is needed out of the innovative cases of each action that can be useful in the Workshops and Pilot Projects. Because some innovative methods are not innovative for other institutions, there is a need to first *understand what we are doing*. The start question is: *What aim encourages “that” educational strategy into an innovative (and successful) solution? What are the constraints?*

Finally, the group decided to create a *system* to find a *method*. The system involves the construction of a matrix based on *Aims* where different educational methods will be summarized. This will allow a deeper understanding of the possibilities, the comparison of strategies, and for each institution to define if the method fits or not with their capabilities (resources, times, facilities etc.). In the following Figure a first draft of this matrix is shown with a selection of aims

Figure 5: Comparison of methods based on *aims*.

METHOD	AIM	COMPETENCES	KNOWLEDGE	SKILLS	PROS	CONS
A...	Improve design studio					
B...	Be prepared to be part of the labor market					
C...	Know how to answer society needs					
D...	Learn to work in a transdisciplinary way					
E...	Learn to work in teams and by themselves					
F...					

4.1 Parallel Pilot Projects

Each Parallel Pilot Project has one coordinator and one assistant:

- PPP Urban Growth And Sprawl: Claudia Peralta (EC) as coordinator and José (CL) as the assistant.
- PPP Social Housing: Francisco Chateau (CL) as coordinator and Catalina (CL) as the assistant.
- PPP Community Buildings: Sebastián Alfaro (CR) as coordinator and Jeroen (BE) as the assistant.

The three PPP coordinators will act as a bridge between the group and the Belgium/Chile assistant. The following tasks are to be carried out by each PPP: (i) define the shared steps for the calendar (ii) identify 10 keywords (concepts) to be used in each PPP, (iii) define the clusters (pairs or groups of three countries within a PPP that will work closer (iv) start the model template in size A4 (v) keep the blogs and links between the PPs alive.

4.1.1 Structure of PPP 2012_2

Every country brought to the NM2 a suggestion agreed and approved at its own institution of the PP that they will run during the second half of 2012: the lecturer who will direct it, the level and number of students, calendar, and programme.

Based on Oikodomos experience, Kris proposed to the ADU team, a framework to interact between Pilot Projects consisting of maximum exposure of the projects and the set up of a protocol for the outcomes. The themes should be well clarified and the contents well defined. He stressed the importance of setting up a system for posting, and making sure that the text and the images are well edited, with a maximum of megas and that students tag their uploads. He also suggested to define one coordinator for each PPP.

It was decided that the Pilot Projects would test the “ADU aims” clarified by the Workteams. The PPPs will be organized in clusters, in order to promote student-to-student communication, with a sustainable link among them. After the PPP Coordinators send the Steps to be included in the calendar and the keywords, each PP lecturer will fill the template with the following information: (i) a Brief with the theme, objectives of the local design studio, ADU aims to be tested, methodology and relation with ADU partners (ii) a Calendar of tasks and activities, that specifies the dates for three stages (background, mid way and final).

The outcome of every proposal of PP, by one or more students, has a free format and a selection of the outcome will be later presented in a template in pdf A3 landscape resolution 300 dpi, maximum 2 MB per page, to be included in the web and in further publications. The table below shows the agreed PPP with the clusters, countries, lecturers, themes, number of students, level of studies and the studio working timeline.

Figure 6: Parallel Pilot Projects 2012_2

	PPP CLUSTERS	PROFESSOR	number of students	Year	2013							THEME
					August	September	October	November	December	January		
COMMUNITY BUILDINGS	CLUSTER 1	BELGIUM	Martine de Maeseeneer + Gideon Boie	10	5th		25				8	Exclusive Spaces. Spaces of Exclusion
		PERÚ	Manuel Flores	36	2nd	20					15	Intervention for a conflict
		COSTA RICA (PP COORDINATOR)	Sebastián Alfaro	25-30	4th		3				15	Upgrade
	CLUSTER 2	COLOMBIA	Leonardo Alvarez	25-30	4to-5to	1						Thinking the limits
		SPAIN	Jorge Roa Fernández	30	4th		24				15	Re-thinking / Architecture and crisis
		SWEDEN	Carl Johan Vesterlund	35	4th			29			18	Urban Commons
SOCIAL HOUSING	CLUSTER 1	BOLIVIA	Claudia Canedo	20	3ro a 5to	7					17	Social Housing with a working place
		GREECE	Constantin Spiridonidis	50	4to a 5to							(Re)Searching contemporary communities
	CLUSTER 2	VENEZUELA	Alessandro Famiglietti	24	4to a 5to		3				14	Inbetween: Closing the gap between the formal and informal
		GUATEMALA	Romeo Flores	21	5to	1						When the city ends
	CLUSTER 3	CUBA	Dania González	10-15	4to		3				9	Progressive mid density social housing
		CHILE (PP COORDINATOR)	Francisco Chateau (Arch), José Allard (Design)	25	4to a 5to		13				14	Living on the street. Scanning and projecting in a precarious situation
URBAN GROWTH AND SPRAWL	CLUSTER 1	ARGENTINA	Liliana Bonvecchi (Head) Fernando Perez (Associate)	80	5to	1					9	Entropic Inner Sprawl: Market+Hotels+??? Belgrano, Buenos Aires
		PANAMA	Alvaro Uribe	30	4th	1					9	Reclamation, rehabilitation and infill of Central Panamá City
	CLUSTER 2	BELGIUM	Kris Scheerlinck	35-40	4th		25				8	Rethinking Low Density Landscape
		PARAGUAY	Rodrigo Resck	20-30	4to	1			8			Asunción Metropolitan Area. Strategies for Urban Regeneration
	CLUSTER 3	UK	Sergio Porta	15-20	4th-5th							Urban regeneration
		ECUADOR (COORDINATOR)	Ricardo Pozo (+ Claudia Peralta)	15-20	4th				15			Periphery - the emerging cluster
		BRASIL	Maria Paula Albernaz	20-25	4th					15	Trasforming the under utilized areas into attractive, high quality, sustainable places	

4.1.2 The web as an instrument

Chilean assistants presented the progress on the website and a proposal to generate interaction between Pilot Projects through the site. It was agreed that the interaction would be by blogs, supported in the webpage of the project (www.adu2020.org). Each institution would have its separate button and contents: Brief, Calendar and Tasks.

The interaction platform will use tags, agreed among each PPP. These refer to concepts that are common to the six countries on one PPP. The following image shows the web page of one institution (Chile) within the PP2 Social Housing: institution logo (PUC) at the top with the name of the workshop (Living on the Street. Scanning and Projecting in a Precarious Situation). The partners in the PPP are shown at the left hand side (highlighting the current open page) and the tags at the bottom left (Scarcity, Vulnerable social groups, etc). The central part of the page corresponds to the posting done by students or lecturers; in this occasion there is a message on the next meeting and the first assignment.

Figure 7: Example of one Pilot Project *blog*.



ADU
2020
Higher Education in Architecture, Design and Urbanism



LIVING ON THE STREET.
SCANNING AND PROJECTING IN
A PRECARIOUS SITUATION

PP2 SOCIAL HOUSING

CHILE

BRIEF

FILES

CALENDAR

ADD NEW POST

TASKS

CHILE // Living on the Street Lab

BOLIVIA // Social Housing with a working place

GREECE // (Re)Searching contemporary communities

VENEZUELA // Inbetween: Gapping the formal and informal

CUBA // Progressive mid density social housing

TAGS:

Scarcity (nm2)

Vulnerable social groups

Suburban/Peripheral area

Lack of infrastructure

Housing v/s workplace

Communities needs

Emergency and risk preventions

Shelters

Social innovation

Sustainable lifestyle

Public policy and services

AVISO!

Estimados, el próximo miércoles nos reuniremos en las oficinas del Hogar De Cristo para comenzar la primera etapa del curso.

Día: miércoles 22

Lugar: Calle Hogar de Cristo 2727-A, Estación Central., Sala Padre Álvaro Lavín de HC

Hora: 14:45 hrs.* (calle afuera HdC)

***Ser PUNTUALES**, es una reunión corta.

No Coments

TAREA 1



De la aurora al crepúsculo, pasar todo un día en la calle.

La primera tarea consiste en pasar un día completo en la calle.

Desde la aurora (antes de que salga el sol), al crepúsculo (después que se ha puesto el sol), se pide a los alumnos registrar el paso de un día solar completo en la calle.

Se trata de entrar radicalmente en el problema, integrando el problema de vivir en la calle desde una dimensión fenomenológica e intelectual. Es decir, enfrentarse sin más, a la situación de habitar en la calle y simultáneamente,

problematizar lo que ello implica.

Problemas genéricos como la privacidad, el ocultamiento, el comportamiento privado, la intimidad, el cobijo, la exposición, la satisfacción de las necesidades biológicas básicas, etc. Son algunos de los temas puestos en juego al pensar que la vida se ha de desarrollar únicamente en un espacio público.

Encargo:

El encargo implica seleccionar una esquina en el barrio de la plaza de armas, las inmediaciones de la Estación Central o cerca de la Vega; y desde allí realizar un recorrido libre que ocupe todo el día.

Las reglas para realizar dicho recorrido son las siguientes:

- a) Formar grupos de al menos cuatro personas para acompañarse (idealmente, con al menos un hombre por equipo);
- b) reunirse en el punto de partida 1/2 hora antes de que salga el sol (Salida 7:19 am).

4.2 Workshops

The Workshops consist of a multitudinal 10-days long design studios that gather academics from the partner countries to work with local students at a host institution. The objective of the workshops is to enhance a multi-cultural design experience, sharing a variety of points of views and approaches to a common phenomenon. Originally The ADU_2020 project proposed only 3 workshops, nevertheless at NM1 it was decided to split each Workshop into three, resulting into 9 Workshops: three of them to be carried out during 2012 and the six remaining during 2013. Eleven lecturers from different

partner institutions will attend each Workshop. The Workshops to be held during 2012 are further described below.¹

4.2.1 *Workshop 1.A: Caracas, Venezuela*

Location: Caracas, Venezuela

Host: Design Studio 9, School of Architecture, Universidad Central de Venezuela

Dates: September 12th to 22th, 2012.

This Workshop aims at two goals: to solve basic infrastructure needs and to generate new forms of community life. It recognizes the urban void as a meeting place in the city, as valuable places of public life, defining three oppositions to be analysed: (i) Centrality - Periphery (ii) Interstice - Mass and (iii) Border - Fabric. The Workshop proposes to test the possibility of generating new sources of citizenship on locations throughout the city of Caracas, new areas of contact between different frames: border areas, voids systems in consolidated areas. Situations where through an intervention a fragment of the city can be activated, re-qualifying the sector and restoring their significances.

The idea is to observe and categorize the urban and social problems existing in the selected case studies, inquiring on their morphology and the ways of living, to approach the proposed transformation of the place. To propose an urban-architectural solution of occupation and reinvention of the void, for setting up new public spaces and social activation of the place.

The Workshop will be structured in 12 groups with two local teachers, an international visiting lecturer and between 12 and 20 students from first to tenth semester. Students registered in earlier design will be distributed among the 12 workshops, assigned by the organizing committee to the "care" of advanced students, who shall ensure their participation and support them. Additionally there will be a team of six teaching consultants in specific areas of knowledge that will work with all groups and two students that will act as hosts and operational logistics.

4.2.2 *Workshop 1.B. Ciudad de Guatemala, Guatemala*

Location: Ciudad de Guatemala, Guatemala

Host: Universidad de San Carlos de Guatemala

Dates: September 3th to 11th.

The theme of the Workshop is hunger, a chronic problem in some regions of Guatemala. It will be part of a bigger design exercise, the project of the "Research Institute for Nutrition and Food Safety" (NUTRIUSAC) that gathers the whole of the University of San Carlos in contributing to the solution and eradication of the national famine. The exercise will last a full semester, finishing with a Master Plan that will define and organize the different parts of the project.

The project will be carried out in Finca San Julian, located 135 km to the west of the University campus, with an area of 7 caballerías (325.7 ha or 825 acres). It includes a number of human settlements, as well as productive areas and the remains of a coffee plantation. The architectural program includes four functions: Administration and General Services, Research Center, Communication Facilities and Dormitories.

¹ For the countries attending each Workshop, check Figure 9, page 20.

The specific competences in architecture to be developed are the following:

- Awareness of the social function of architecture and of the ways that architects can contribute ideas to society to improve habitats.
- Skill in formulating ideas and transforming them into architectural creations exemplifying the principles of composition, and good visual perception and spatial perception.
- Knowledge, sensitivity and commitment regarding current architectural issues at local and global levels.
- Capacity to undertake architectural and urban development projects guaranteeing sustainable development and environmental, social, cultural and economic maintainability.
- Capacity to design buildings and structures that will respond well to the bioclimatic, landscape and topographical conditions of the region.

4.2.3 *Workshop 1.C. Glasgow, United Kingdom*

Location: Glasgow, United Kingdom.

Host: Strathclyde Department of Architecture and Planning.

Dates: Arrival: 14th/ Departure: 24th –October 2012.

In Scotland, the growth and consequent decline of traditional industries has brought a wide range of urban problems. These range in economic scale and geographical disposition but all have left unique impacts on the resulting social, architectural and urban footprint. The current geographical focus is directed towards Cumnock, a small town lying outwith Glasgow. Founded on a tradition of coal mining, the area now suffers from social deprivation and widespread degradation of the built environment and associated infrastructure. The aim is to prepare an overall strategy for the towns' economic health that will improve the quality of life.

The intention is to structure the workshop in three phases, introducing the challenge through a discussion of the relevant Teaching Philosophy and Methodology, then a detailed investigation on the Case Study, followed by a review and discussion of the Pedagogical Outcomes and Methods of Assessment and Feedback.

The context for the studio will be through an Enquiry Based Design process held over a number of days where the public, local design professionals and project consultants work together on developing a detailed masterplan for a site. A number of meetings are also held during this process, which enables all stakeholders to discuss the key policies and issues relating to the site. A key benefit of this approach is that local residents are involved throughout the duration of the design process, heightening awareness of sustainable development issues and informing subsequent decisions on the future of their community

4.3 **Conference**

The first Conference of the ADU_2020 project will be in Lima, Peru, from December 9th to 14th 2012 on *Innovative Educational Strategies*. The idea is to invite two coordinators or their representatives and one guest from each partner institution, one representative of each of the ADU_2020 Associates, between 3 to 5 Key Note Speakers as well as academics, government officials and private practitioners from the host country.

The international guests will be asked to submit a paper on one of the four ADU issues (regional and local competences, design thinking, educational strategies, expanded field), before October 15th 2012. Among the ADU partners, not necessarily the coordinators, approximately 8 *Readers*, will be

selected, who will prepare a synthesis and oral presentation to start the conversation and discussion at the sessions in the Conference. All the papers will be published.

The *Keynote speakers* coming from LA or internationally, will be suggested by all partners and decided by the hosts, CL and BE. They shall be selected according to the interest of their perspective on the ADU issues, and will also be asked to produce a paper to be published after the conference.

Perú, as the host, will propose a draft calendar of activities, to be agreed with CL & BE. The activities will include a one day round table among ADU coordinators, and a Technical Visit to the city (half day) on urban and architectural aspects.

4.4 Visits

Visits are the fourth activity of the ADU_2020 project. They consist on a visit to every partner institution by a group of delegates from the consortium. Their objective is to acknowledge the different local challenges that are arising among educational institutions in Latin America and Europe. The idea is to advance in solving the tension between global issues and local identity.

The main activity to be performed during the Visits is the *Jornada*. The *Jornada* is a one-day long open discussion session, with members from the local school: academics, management staff and students. The themes to be discussed are the institutions aims, challenges and its vision for the future; also, what is the expanded field for the school and how do they manage the new educational innovations. It is thought as an instance for introspection and sharing, more than external questioning.

Additionally from the *Jornada*, it is expected to have at least a half-day to see how the school is working: to experience it and review student work, thesis, etc. Also, half-day for internal working of the group is programmed. In total each Visit should consider an arrival date and half day work plus 2 working days.

The Visits are organized in three groups, each composed by six partners. Each partner will send one delegate to visit the institutions within his group, so every partner will make no more than five trips. It is very important that the same delegate remains for all the visits and that he is related to the management academic staff.

Finally, there are two requisites for successfully accomplishing the Visits. First, that the Visits' workteam send a statement to every local partner indicating the main aims of the Visits, the broad themes to be discussed and the overall climate expected. Second, that the host partner organize the *Jornada*; that means, to involve the local staff, invite and commit relevant actors, set the programme and provide useful previous information. It is important to note that the Visits will also work as a visibility device, as they will be an excellent opportunity to get the local institutions acknowledge and become involved with the ADU_2020 project.

Figure 8: Groups of visits and their country members.

	Coordinator:					
Visit Group 1	BE	GT	CR	CU	PA	ES
Visit Group 2	GR	AR	BR	PY	SE	CL
Visit Group 3	EC	BO	CO	PE	VE	UK

5.1 Coordinating Teams

The Chilean and Belgium teams will carry out the following tasks:

- Prepare a list with coordinators per activity, hosts and dates
- Send the draft briefs of the 3 workshops (they have to be previously send by the Workshop Hosts to the project assistants)
- Design a small brief to be handed to visiting professors to the workshops before the trip with questionnaire (the questions have to be provided previously by the workteams)
- The web site maintained by Chile will host on blogs that will be managed by local partners (one per country per local PPP linked among them and one per Workshop).

5.2 Thematic Workteams

The thematic workteams are four: (1) New Professional Areas, (2) Creative Design and Transdisciplinary Thinking, (3) Local and Global Competences and (5) New Educational Methods. These four Workteams will:

- Send a brief of the aims and strategies to be tested in the Workshops.
- Send a document summarizing what was discussed and agreed in NM2 on their topic
- Send questions to be asked to students on the 4 objectives after the workshops
- Send questions to be asked to students on the 4 objectives after the PPPs
- Send questions to be asked to visiting lectures on the 4 objectives after the workshops
- Send questions to be asked to heads of the PPP on the 4 objectives after the PPP

5.3 Visits

- A brief will be prepared by the Workteams and send to the Coordinators of the visits group, at latest August 15th.
- A visiting group was changed: EC with PY, because of geographical reasons.
- Visits will be done in three trips, during now and September 2013, unless somebody can coordinate them in less.

5.4 The Communication System

The ADU_2020 Consortium will rely on the following instruments for communication, ordered by importance:

- The web page
- The blogs: for students and working system for PPP and Workshops
- Emails and Skype
- Dropbox

5.5 Summary of Planned Activities

Figure 9: Summary of Planned Activities

ACTIONS	2012												2013												2014												ARRIVING DATE
	jan	feb	mar	apr	may	jun	jul	aug	sep	oct	nov	dec	jan	feb	mar	apr	may	jun	jul	aug	sep	oct	nov	dec	jan	feb	mar	apr	may	jun	jul	aug	sep	oct	nov	dec	
1 7 Network Meetings																																				19 March 2012	Host: BO all partners
NM1																																				25 June 2012	CR all partners
NM2																																				03 March 2013	AR all partners
NM3																																				31 May 2013	SE all partners
NM4																																				02 March 2014	PY all partners
NM5																																					ES all partners
NM6																																					PA all partners
NM7																																				28 September 2014	
2 18 VISIT																																					Coord: BE GT CR CU PA ES GR AR BR EC SE CL PY BO CO PE VE UK
3 6 Pilot Projects																																					Coord:
Pilot Project 1																																				URBAN GROWTH AND SPRAWL	EC PY UK BR PA AR BE
Pilot Project 2																																				SOCIAL HOUSING	CL CU VE BO GT GR
Pilot Project 3																																				COMMUNITY BUILDINGS	CR BE SE ES CO PE
Pilot Project 4																																				PUBLIC SPACE	GR AR SE BR CO BO CL
Pilot Project 5																																				HERITAGE AND LOCAL IDENTITY	CU PE PA GT ES PY
Pilot Project 6																																				INFORMAL SETTLEMENTS	EC VE CR UK BE
4 3 Workshops																																					Host: 1 2 3 4 5 6 7 8 9 10 11
Workshop 1a																																				12 September 2012	VE CR SE BR PE AR PA ES BE GT PY GR
Workshop 1b																																				02 September 2012	GT BO BR CL CO SE UK CU GR BE EC ES
Workshop 1c																																				15 October 2012	UK CR EC BO PE CL PY CO VE AR CU PA
Workshop 2a																																				15 April 2013	BO EC CL AR GT PE UK GR ES BE BR CU
Workshop 2c																																				15 April 2013	GR ES EC BO CO BR CL PY GT PE AR VE
Workshop 2c																																				11 March 2013	CO CR VE SE BE PY PA BO GT CL AR PE
Workshop 3a																																				23 September 2013	CL ES CO CU CR GT PE PA GR SE UK BE
Workshop 2b																																				09 September 2013	CR CO VE BR CU EC PY PA UK GR ES SE
Workshop 3b																																				21 October 2013	EC BO CU BR CR PY PA VE AR SE UK BE
5 3 Conferences																																					Host:
Conference 1																																				09 December 2012	PE all partners + all associates + more
Conference 2																																				01 December 2013	BR all partners + all associates + more
Conference 3																																					BE all partners + all associates + more
6 Website																																					
Website																																					
7 Publication																																					
Papers																																					
Book																																					