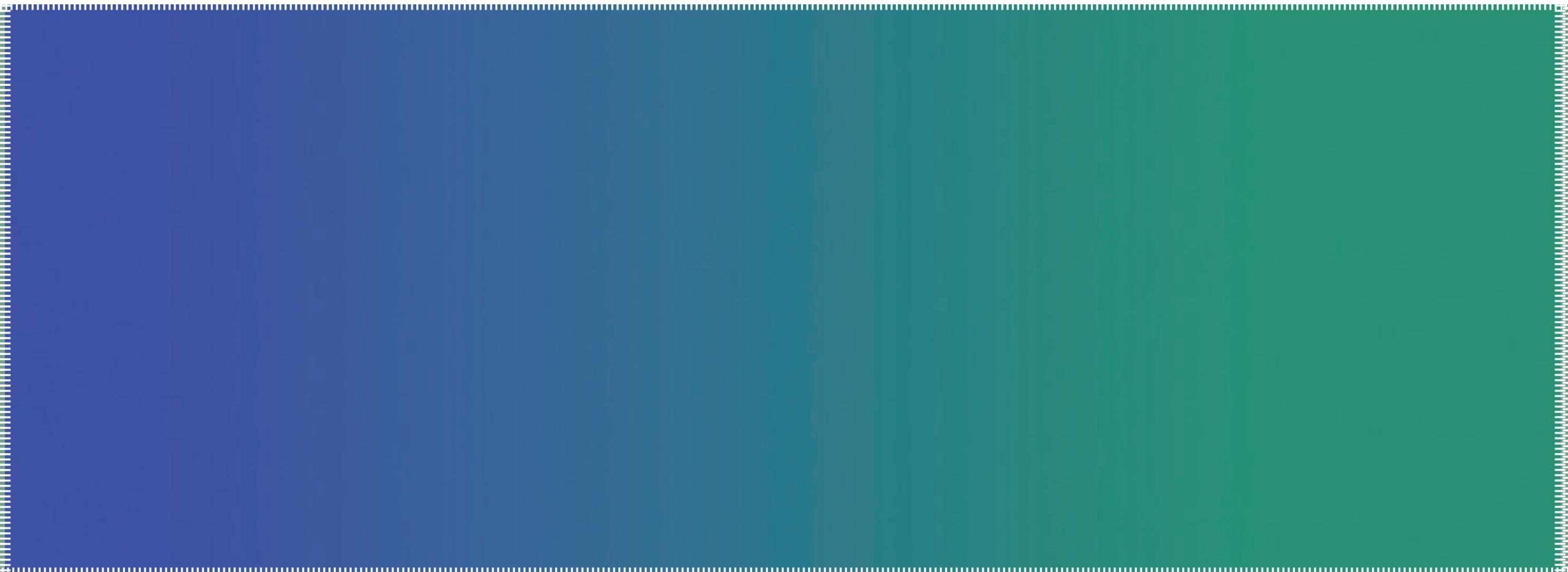


shaping the
architect's
profile(s) for
the
mediterranean & european
south



place and locality vs
modernism:
examples of emerging
new paradigms in
architectural design

teaching
strategies and
pedagogical
approaches



PREFACE

Development of teaching strategies and pedagogical approaches for architectural education in MED.E.S. Countries.

In this intellectual outcome (no 4) we collect the reflections of the tutors that participated in the training programs that were organized parallel to the two major workshops of the program. In both occasions the participants were asked to focus their tutorial services in the relation between local and global and the way that this could be implemented in the teaching process, the necessary educational (infra) structures and pedagogical structures. During the training programs of the tutors it was extensively discussed which educational paths should be curved in order to construct architectural profiles that are sensitive to the particularities of the Mediterranean area, what kind of creative synergies should be established between the European dynamics in architectural education in order to enhance these profiles and how, finally, these profiles could benefit and contribute to the profession.

The contributors were asked to prepare proposals in writing that addressed this specific MED.E.S.-centric approach to architecture in terms of education, content, method and specifically how the Mediterranean could be conceptualized in design thinking and teaching in order for a student to be able to create and design site/case specifically.

In more detail the contributors were asked to analyze how they would structure a studio about Local & Global, what would be the content of that studio, how and what would they teach. In addition, they were asked to assume when would be the right time in the studies of the students to incorporate or to implement such kind of problematizations and who should be responsible to teach such subjects, professors of architecture, theory, history, construction, urbanism, others? They were asked what would they expect from such a studio and what would be the expected outcomes of such an educational process. Finally, since this training program was organized parallel to the two major workshops as a test and trial field the contributing tutors we asked to react by commenting on the productions of the student teams during the workshops and how the students implemented the issues raised by the program in their designs.

> 1. Pertinence of the theme

In a current context, when global world is internalized in an almost natural and immediate way. It is pertinent – in point of view about thinking and teaching architecture – to observe, interpret and interact with the territory starting look for its local characteristics (landscape, history, culture, economy and society). Lavrion presents itself as a territory marked by a landscape with Mediterranean characteristics, rugged, with the strong presence of the sea. The city also has the weight of the past and heritage – strongly linked to the extraction of ore – and, nowadays, is one of the ports of entry into Europe for refugees from Africa and Asia.

Thus, with these characteristics, Lavrion presents as a territory where it is possible to discuss and internalize different problems: four ways to think architecture, namely:

What we should see/expect when we start to analyze a territory, with the objective of developing an architectural project that fits to the local?

The way we realize the analysis and the interpretation of a territory depends the kind of project that we intend to implement?

When we formalize the analysis of the territory, are we really internalizing that territory as a unique place, with unique characteristics?

How can a new architectural project/intervention transform a territory of passage, like Lavrion, into a place of permanence, where people want to stay (for three or more days)?

How the relationships between the global vs local can contribute to the desired results?

> 2. Methodology

The working groups were formed in order to integrate different nationalities, between students and tutors, which allowed greater diversity and interrelationship about ways and teaching methodologies.

After a visit to the local, we had done the first group meeting. The objective was talk about the feelings internalized and collected in the territory of study. It was consensual, that it was a place with marked characteristics and difficult integration in the city – also “disjointed” and with strong marks of abandonment.

The absence of a predefined program has generated some dispersion on how to approach/analyze the intervention area. After discussion, students and tutors considered it more appropriate to start from the analysis and interpretation of the city’s global geometry in order to be able to interpret the work area – from the global to the particular, considering the scale of the city, as a preponderant factor for any proposal that aimed the population fixation.

As a starting point, the full/empty areas and green areas were considered relevant to the study. During this process other spaces were identified and considered central for the development and foundation of the proposal: the “gray” areas. Were considered the empty spaces, but simultaneously occupied, with different functions and preponderance in the functioning of the city, such as: terraces, backyards, courtyards, among others.

It was proposed by the tutors that each student did a city analysis mapping – with distinct urban characteristics – without initially defining a limit of study area. From the synthesis (overlapping) of the different mappings it was possible to define the area of action/influence of the city in the territory of study. Thus, a network of proximity was established, through which it was considered possible to leverage regeneration of the place of study and of the city.

> 3. Results

The result obtained by the working group proved to be quite pragmatic and incisive in the problems detected, through the analysis carried out in the study territory. Different possibilities of action were launched, which sought to show the relations between past, present and future, introducing the factor “time” as a fundamental element in architecture and in the development of a city. The final presentation has focused on explaining the proposal as a strategic intervention, showing modified pictures to suggest its effects on the town center. Students have used the given area as the motor of this re-connection network, linking the grey spaces in order to reveal the potential of the sites and their capacity to spread to other areas.

> 4. Final considerations

Overall the workshop proved to be very enriching for students and tutors. Whether for the problematic debated or the ability to solve a concrete problem, in a short period of time. Less positive factors include the lack of information available to students and tutors about the territory of study and the program to be implemented. As a final reflection that has been worrying me in the teaching and in the practice of architecture is the ability that today’s students have in the field of new drawing tools and the ease with which they can make a fantastic image capable of selling any concept, even if it is devoid of any content.

> GROUP 1

Faculties:

Ana Bordalo, Glykeria Anaxagorou, Pere Fuertes

Students:

Rita André; Nastazia Avgoustidou; Mar Esteve; Mariella de Gennaro; Nefeli Lykka; Tiago Rodrigues; Styliana Charitou

> If you are asked to teach in a studio about Local & Global. Will you agree to involve in your teaching Local & Global? Why?

The questions are made in future tense but I will answer in past tense, because this is a topic that we have already worked with and, in additions to this, our school of architecture is deeply focused on it.

Studios have shifted from more abstract and global approaches to a more tangible relationship with local people, issues and resources. Local issues sometimes solved by global strategies.

> What will you teach?

My experience was PTEe Studio (with Prof. Pere Fuertes as a coord.), focused on local scenarios where existing architecture — both abandoned or misused — is an available resource to meet the requirements and needs of nowadays inhabitants by reusing buildings and public spaces in an adaptive and sustainable way.

Project-based learning gathers all disciplines around the students' work, so that both design and technology point towards the same direction.

> How will you teach?

> When will you teach? In the beginning of the studies or later?

> Who should teach such a subject? Professors of Architecture? Professors of Theory/ History/ Construction/ Urbanism?

> What do you expect to achieve? What are the expected outcomes of such an educational process?

During the Workshop in Lavrion and the Conference in Athens, we could discuss deeply with the foreign and my local partners (prof. Pere Fuertes and prof. Ramon Sastre) around local, global, tradition and contemporary architecture. Writing our paper for the conference with prof. Pere Fuertes, we had the opportunity to reflect on how our curriculum is involved on these concepts. One of our conclusions was that the local and global are not a leitmotiv to support a studio or another specific subject. The reflection about local and global should be the structure of our curriculum. Sustainability is the main challenge nowadays, locality and globality are strongly related with it.

> How your students reacted towards Local & Global during the workshop, and how familiar they were with the 18 topics?

The approach was in the learning process of understanding the place. The more they understood the place the more they knew what local and global meant in Lavrion.

> If you are asked to teach in a studio about Local & Global. Will you agree to involve in your teaching Local & Global? Why?

Yes.

Fusing influences and methodologies originating from people from other countries is very interesting, promising and challenging.

> What will you teach?

The importance of balance between local and global, depending of the local restrictions and the need first to understand and then take any decision.

> How will you teach?

Analysis and documentation, sorting out important aspects or factors, defining basic strategy, defining main idea, definition of tools that can be used, implementation of idea, evaluation of process.

> When will you teach? In the beginning of the studies or later?

Don't know

> Who should teach such a subject? Professors of Architecture? Professors of Theory/ History/ Construction/ Urbanism?

People who are interested in contributing from different scientific disciplines.

The main weight should fall on architecture.

> What do you expect to achieve? What are the expected outcomes of such an educational process?

Cultivate respect and understanding between members of the team. Showing the importance of individuality (local) and the benefits of a more wide spirit (global)

To give the proper tools to the students to understand and work on themselves.

> How your students reacted towards Local & Global during the workshop, and how familiar they were with the 18 topics?

Analysis and data collection, definition of needs, problems and goals. Definition of possible strategies and tools. Implementation of strategy.

> If you are asked to teach in a studio about Local & Global. Will you agree to involve in your teaching Local & Global? Why?

The conceptualizations of locality throughout time (the notion of place, genius loci, context +++) have always been part of the studios deliverables in which I have participated in. The issue of global is the one that is according to my opinion more problematic as it is mainly approached through the notion of globalization that as a term is not that obviously linked in the understanding of architecture except for the buildings produced at the period of the Modern International Style.

> What will you teach?

I believe that it is very important to underline to the students that different approaches bring different results and in this context the importance of design methods is very crucial. Instead of providing the students with answers it is very important to open-up their understanding of architecture of local and global by bringing to forth all these parameters that are considered as given that preconstructed our understanding of the design process in this context. In this way, I think that it is very important to teach those examples of architecture that are considered as exceptions, those architectures that do not follow the rules, those design approaches that are more idiosyncratic that standard and so on. I believe that this way there is a chance that students might be pushed to develop their own vocabulary and to focus more into what makes them differ from the others.

> How will you teach?

I believe that it is important for students to understand different design methods through practice and how these affect our understanding of locality and globality. Small and focused projects in that direction would be helpful. The identification of an area or a site should not be left aside as this is a big part of formulating concepts to tackle projects so different approaches to identification should be examined and introduced, different mediums of identification should be used as well as students should be encouraged to experiment with approaches that might even be absurd.

> When will you teach? In the beginning of the studies or later?

In the beginning of studies. As early as possible. Especially in the first year it is important to open-up the students understanding of architecture from what they see around them to what architecture can be and as a result to formulate new fields and new ideas about how is architecture materialized.

> Who should teach such a subject? Professors of Architecture? Professors of Theory/ History/ Construction/ Urbanism?

It is important to view the relation between global and local from as many different viewpoints as possible so that students get a better picture of the context within which this dipole emerged from. In this context, it is important to have professors from different fields contributing their different understandings to the issue. The studio would be the appropriate place for this to happen.

> What do you expect to achieve? What are the expected outcomes of such an educational process?

The most beneficiary aspect from such a process would be to have students / future architects with an appreciation to site specific approaches. This way architects can adapt to and respect different environments with different characteristics. We could this way see as the parameter of global that of the architect who intervenes locally and brings to surface both the specific characteristics of local as well as infiltrates them with the global parameter of architectural education. An expanded field of architecture that is spatially and temporally local and global would be an 'ideal' condition that is of course utopian by nature.

> How your students reacted towards Local & Global during the workshop, and how familiar they were with the 18 topics?

In the first day of the workshop students and tutors were introduced to the area of focus in a specific manner. They were given two lectures that primarily focused in the history of Lavrion, in other words the locality of the place was presented as a mainly historic aspect. Taking that into account when I first encountered the students of my team I tried to emphasize to them that history is not the only parameter that characterizes a place and there are also many other aspects as materiality, the people of a place, the topography, the urban design qualities, the visitors and so on. We (with the other tutors) encouraged them to try and identify the site with different mediums that according to their instincts could summarize the identities of the place.

The second day of the workshop we met with the other tutors in the morning and we came into the conclusion that we should not have long discussions with the students (due to the short duration of the workshop) but that we should meet with them shortly (15-20 minutes).

twice or thrice a day and provide them with feedback. For the first day, we asked them to come up with a couple of words that could be translated architecturally, sort of concepts in the making. We were quite nicely surprised by the fact that they understood the tension between locality and globality as a "melting pot" that showed really a lot of potential as it was both conceptually and programmatically accurate of the site in focus. In this direction, and because of the intermediate presentation coming next day, we asked them to recruit typologies that could stand up to the "melting pot" concept and even to try and be more culturally specific on different conceptions of the melting pot as the team comprised of students from different universities and countries who spoke different languages etc.

The third day, the day of the intermediate presentation we consulted the students on the issues of presenting their idea effectively and most of the time we left them on their own to work and discuss. During their presentation, not all the aspects of the melting pot were presented but it was evident that they were working in a case sensitive direction that was appropriate for the workshop.

The fourth day the students unfortunately spent the most of their day discussing about their direction in a non-productive manner. The problem, as we understood that, was that they had a difficulty in moving in a common direction. The main reason for that was their different backgrounds and the fact that some of them did not realize that working in teams of such kind is a task that demands being really focused in the concepts as the concepts are those that imply the design approaches and methods. The students tried to produce some typologies that could be mixed and the interesting thing was that they had already atypically specific roles in the team even such a small period of time (the modeler, the sketcher, the...).

The fifth day of the workshop, the final day, we met with the students early and we realized that they had more or less a finalized project that revolved around two concepts that were complimentary; the "melting pot" (a programmatic mixing machine) and the "calaix de sastre" (a design approach that counted on the available design means). So, the students had an approach on "what" is it that happens or should happen at the site (mixed use, ever changing uses, a machine that summarizes and symbolizes the change of the site, a crane) and "how" they should approach it (specific roles in the project, multidisciplinary approaches, various mediums).

The students in the beginning approached the project in a rather stereotypical way; they visited the site, they took photos, maybe they sketched a little bit and then they started from the top to the bottom to design, from an urban scale to an architectural scale by producing maps of uses. Since we had this discussion about stereotypical approaches they kind of (some of them) felt liberated from the necessity to repeat what they have already been taught and started to instinctively approach the site so they started to recollect on their first visit and plan their second one in a more constructed way; someone is focusing on the materiality of the area, someone is listening hard-ly, someone is checking out the people, someone is trying to identify different typologies etc. After gathering this kind of information, they had to find the appropriate design means to translate the information that they had in hand so sketched, sections, 3d models etc. were used. At the same time, they tried to formulate a couple of concepts in order to be more focused. When they came up with the two concepts it was only a matter of time for them to work towards fulfilling their project as their concepts implied, they were quite specific, the way that they should work (mixing, hybridizing, coming up with a mixing machine

and finally keeping an open scheme with as many as possible levels of freedom). The problem in their approach came from members of the team that did not want to change their top to bottom approach.

> If you are asked to teach in a studio about Local & Global. Will you agree to involve in your teaching Local & Global? Why?

Ever since, the arrival of "modernity" and after of globalization, it has established a conflictual relationship and often, unfortunately, destructive with local realities (Colonization in America, Australia and Africa, industrialization in Europe, just a few examples in history). To date, a renewed awareness drives us to overcome this dualistic system, seeking new dialectical and temporalized forms, to better understand how to define that &. The issue involves so many fields and invests ourselves and our societies of great responsibility, because we are the problem and the solution. The most important related issues are environmental, socio-economic and cultural, all issues that are global "&" local. To date, perhaps, this & is most represented by problems awaiting solutions and by research. To this day, this is a process in progress, a liminal, experimental phase of our society, with few certainty and many questions. In this sense, the role of the architect and therefore of the future architects' formation is, in my opinion, extremely complex, on the one hand, to preserve and renew local identity, also because the awareness of local conditions (bioclimatic, resource and Geographically) has always allowed the continual renewal of the balance between territory, environment and the human being, on the other hand, because architecture often has, as far as experimental, a permanent feature, an aspect of absolute solution that is apart from the processuality of the ongoing change.

In my training of a young architect, as in that of future colleagues, I think that two are the most important elements to acquire: consciousness of the complexity of these theme and awareness of the research process within we are, of our own "locality" within a temporalized and global (or glocal?) process, because those are the necessary premises of humility and courage in the design approach.

> What will you teach?

The subject is crucial in our time and therefore includes many didactic's fields. Due to the importance of some issues, I would focus attention in each area on environmental, social and cultural impacts that architecture has in our society, with reference to some emblematic examples of contemporary research.

Also, to stimulate personal reflection and awareness of being in an open and "glocal" research process (and for being ourselves part of the problem), I will include a theoretical approach to the theme and stimulate the artistic expression with regard to aspects of reality not always or not yet otherwise definable.

> How will you teach?

A methodology is still difficult for me to identify, but I think that some elements could help a didactic that targets this goal:

Choose a project area that presents clear relation to the topic (for example, in Italy, a common issue is the small town's survival, where environment, history and tourism play a significant role).

Add to the theoretical and analytical phase, a free delivery, whose only request is to present students own perception about the topic and about the place.

Optional activities in relationship with the local community (design workshops, seminars, self-construction workshops).

> When will you teach? In the beginning of the studies or later?

I would concentrate the historical and technological knowledge stage in the first two or three years and the design, expressive and experiential stage during the last two or three years.

> Who should teach such a subject? Professors of Architecture? Professors of Theory/ History/ Construction/ Urbanism?

It could concerns many didactic areas, but certainly I would approach to the theme during the design laboratories, preferably supported by the above-mentioned theoretical studies.

What do you expect to achieve? What are the expected outcomes of such an educational process?

A greater knowledge of the theoretical and technical device to approach the theme and its issues.

A greater awareness of the topic and its implications on the reality.
A design approach mindful of the research process and its temporality.

> What do you expect to achieve? What are the expected outcomes of such an educational process?

After the lessons and the site inspection, students make a factual analysis, studying the morphological, social (facilities and density), historical and public aspects of the site. However, they felt the need to return to the site a second time, for a more in-depth perceptual analysis. They also benefited from the experiential approach, arising from living in the place, going out in the evening and talking to the locals. Subsequently they have conceptualized the Global & Local theme more theoretically and defined it by graphic diagrams. Then they search for design references about the industrial heritage focusing on the formal and constructive features. They also deepened historical research on public space in Greece. The design phase was last and extremely full.

In general, I noticed that students perceive the complexity of the subject and its actuality and processuality, so that many design solutions have few static and many dynamic features (variation in time and space, in relation to the specific needs of the community).

> If you are asked to teach in a studio about Local & Global. Will you agree to involve in your teaching Local & Global? Why?

Yes I totally agree to involve in my teaching "Local & Global", as I believe it is a quite interesting theme nowadays. As far as I am concerned I think that notions of locality and globality, in our era of globalization and digitalization, are endless and always up to date. So in my opinion we cannot teach architecture, urbanism, urban planning or urban design etc without having in mind that bipolar. Local and global are the two sides of the same coin and when we plan they are part of our conception one way or another, sometimes subconsciously. In my studio, I would make some references concerning what means global and local for me, architectural examples and planning paradigms, so as the students understand the link between the terms and how they are interrelated (D. Pikionis, D. Antonakakis, A. Konstadinidis, N. Valsamakis, T. Zenetos, A. Alto, A. Rossi, D. Passi, A. Isozaki, L. Barragan, M. Botta, T. Ando, R. Piano, Z. Hadid, D. Libeskind, D. Chipperfield, etc). I would choose to teach that subject at the middle of the studies, because at the beginning I think maybe the students do not have the maturity to conceive the interrelation and the complexity of the subject, and they might be lost or discouraged. Also, at the last year of studies, it may be useful and challenging to combine their final studio with the approach of local-global. Furthermore, concerning the method of teaching, I would propose the participation of professors of architectural theory and critics with professors of architectural design and planning and their collaboration in order to transfer at the students their conceptions and experience of local and global. Locality, tradition of a place, local idiom of a region in contrast or in combination with the global. The expected outcomes of such an educational process are 1. the identification of what is local, 2. what is global, 3. what is between the two (combining them, coexistence of old and new, design in harmony with the surrounding area and the local idiom), 4. what is completely against local (design in conflict and on purpose sth completely different of the surrounding, if this is the desire of the architect), 5. could a strong architectural concept be adequate / sufficient to support a completely rejection of the local – old, and if so in which criteria, 6. what about the term "critical localism" in contemporary architecture, 7. the cultural identity (place and topos, historical traces) could constitute a challenge to create new architectures and urbanities in our era, without being adherent to the old-local,, but up to date, pioneer and contemporary at the same time.

> How your students reacted towards Local & Global during the workshop, and how familiar they were with the 18 topics?

During the workshop in Lavrion, we faced many difficulties in general, with cooperation and discussion of the issue. Students from different countries have different culture as it is attended (all from the Mediterranean, but also different). So they had different approaches that is not bad, at the contrary can be very challenging and productive. After many conflicts, upside downs and changing of ideas they decided to create a market of local, traditional products (food festivals, bazaars etc) to promote the local identity, tradition and culture in one hand and in the other to engage the global attracting tourists, travellers but also immigrants that live nearby. I think it was a clever alternative as their proposition combines local and global in terms of conceptual idea, land use and construction (local materials used, ephemeral pavilions).

> INTRODUCTION

This report is based on the summary record of the expectations, goals and results obtained from the Group 5 work sessions, held at the Intensive Workshop in Lavrio, comprising students and tutors of the scientific area of architecture, which took place in Greece on the premises of Lavrion Technological and Cultural Park, 16-20 July, 2017.

This Workshop was the seconde training week, part of the Archi-med.es Programme under the theme "Local & Global - Innovative Symbioses in Architectural Education", held by Erasmus + Program of European Community Funding, supplemented by the subsequent International Conference, under the theme "Place and Locality vs. Modernism: - examples of emerging new paradigms in Architectural Design", at the School of Architecture, National Technical University of Athens, Greece.

> 1. THEME AND PLACE

Lavrio was the seaside site chosen for study and further presentation of an architectonic proposal. It is an area that comprises a vast and unequivocal historical and cultural legacy related to old building, neo-classical aesthetics and mineral heritage, regarding the complex of old mines and its metallurgical industry, as well as it included one of the main strategic ports of the Mediterranean.

If, in its times of extensive socio-economic development, Lavrio has expanded widely in its urban structure, population and resources, afterwards, with the discontinuation of mining exploitation, it works today mainly in the remaining tourist activity, having several impasse areas in its central urban tissue and generic architectonic decharacterization and abandonment of places, lacking serious measures of

urban revitalization and regeneration in order to reactivate the central zone and recover some of its value and image, equivalent to the one once emblemized.

The specific area of intervention was delimited, in the scope of the Workshop, at downtown of this small city, where is located a neo-classical museum deactivated, adjacent to a residential complex that welcomes refugees from the Middle East, surrounded by a small square and degraded green space, as well as connected to an avenue containing several establishments and active commerce, basically intended to serve tourists.

It was taken into account, for the Workshop's work, to use this area of great urban complexity as a case study for the purpose of presenting a proposal made by the students, in order to expose an experimental and innovative urban design, in the purpose of to contemplate concrete measures and actions to revitalize the area, in line with the guiding principles of the Archi-med.es Programme.

And so, the high pertinence and opportunity of working in this place was verified for the application of a strategy that simultaneously intends to solve some of the social and urbanistic problems of the place and reflecting an unprecedented approach in the application of a strategy and creative architectural implementation, in order to relate the locality - personified by the heritage and culture of the site, and globality - in the spirit of an articulated and integrated "Mediterranean" performance.

> 2. GOALS AND EXPECTED PRODUCTION

The starting question was: "How the characteristics of the Mediterranean place can inspire contemporary architectural creation in both architectural design level, and in design of public space?", being one of the primary objectives, to first make a survey of the main positive aspects and aspects to be improved/problems in the current situation of the intervention area, based on the reading and characterization of the site, in order to decode its local and global properties and qualities.

From the students's work, it was hoped that a preliminary urbanistic/architectural proposal or a proactive project of activating the memory and local manifestations of the area, would be considered, but nowadays in a current and global perspective, in the context of the implementation of cultural uses.

> 3. PARTICIPANTS AND METHODOLOGY

Group 5 of the Workshop was composed by three tutors¹ and eight students², Greek, Cypriot, Spanish, Korean (Italian representation) and Portuguese.

The format of an inter-participatory work-group was chosen because it constitutes a method that allows a global and discussed identification of the particular aspirations and concerns of the participants, thus encouraging the integration of the various layers and specificities of individual responses in the overall project decision-making. After analyzing the site, in loco, the study and discussion were guided by the tutors of this Group, in a discussion-brainstorming and SWAT analysis, in an initial stage, also involving the following pre-established questions and issues fixed by the Coordination of the event, about local and social identity:

- "The imported mining and metallurgical technology and the local resources;
- The imported international experts and workers from all corners of the Mediterranean and the local inhabitants;
- The global typologies of industrial complexes and the local building knowledge;
- The globality of Classicism and Modernism and the local vernacular;
- The globality of Mediterranean refugees and the local society."

Halfway through the duration of the Workshop, the Group was asked to submit a preliminary proposal for their intentions, prior to the final, by digital means, of the proposed urban design and architectural objects achieved to date, with an inherent public discussion.

> 4. ACTIVITIES AND WORK SESSIONS

From then on, and in a more targeted stage of work, the participants were asked to propose actions/solutions to deal with the most relevant problems, resulting from the interpretation of the hierarchy of primary issues to be solved in the place, thus managing the time available for work.

In the first two days of work, regarding the analysis and survey made at site, the first impressions were expressed, which contemplated the concerns about the analysis of the zone, regarding to the following conclusions as essential codes to solve:

- Fragmented and isolated areas without no connection;
- Abandoned areas;
- Unfunctional buildings;
- No connections;
- Unattractive center.

And assuming that the economic potential and social development of the area depends on the revitalization of its local identity in a perspective of globalizing intervention, the following issues were discussed and outlined alongside with the the design process, on the following matters:

- What do we have?
- What do we want?
- How to activate memories and relate/connect them with the new structure of the population and new cultural activities?
- How to integrate the existing buildings with the urban spaces?
- How to create continuity between the local and the global?
- Are there any important visual landmarks? Are they necessary?
- Is the geometry of the urban area important
- How to work with empty spaces?

After analyzing the urban structure, the process of site mapping was developed and in terms of design and production of graphic pieces, the following tools were intensively worked, mostly part of the "Seed of Connection Mechanism", considered as the general concept and its philosophy of intervention of the Group 5:

- § Establishment of a strong connection between central areas and seaside/port;
- Making of distribution points;
- Thinking and designing the area as an organic part of the whole city;
- Re-connecting different kind of memories – historic, symbolic, every-day life, etc.;
- Consolidating the residential area(s);
- Consolidating (and continue) the existing urban features;
- Thinking and implementing different uses related to culture and new

- technologies;
- Growing response for the new/emerging structure of the resident population (locals) and the transitory population (refugees);
- Building rehab space family garden;
- Access relation with surroundings;
- Breaking barriers is a need!

Referring to the urban design, in particular, a main longitudinal organizing axis was established that followed the existing avenue lined with existing housing and commercial buildings aside. The existing zonings (portions of de-characterized urban tissue) were interpreted as discontinuous and disconnected "fragments", which operate in isolation from each other and must therefore be reconnected through the arrangements carried out in the intervention zone which marks a rhizomatic centrality with the surrounding, capable of different levels of activation.

As tools for this purpose, students determined:

- (Public space as an) articulation;
- Porosity of the spaces;
- Pedestrianisation;
- Accessibility;
- Flexibility (of uses).

> 5. ACHIEVEMENTS

Overall, the results of the work sessions highlighted two key lines of action reflected in the urban design proposal:

A. The launching of an urban intervention strategy that establishes a starting point for the future, within the framework of the "Seed of Connection" concept, making it possible to connect the fragments of the urban tissue within a perspective of integrated growth and identity of the city, starting from a central nucleus worked in the plan of the general revitalization of the zone, particularly connectable with all the important points of the city. As if it were a rhizome, architectural elements and objects can be able to open passages and accesses, restore connections and repeat certain urban "tools" that can be repeated and implemented elsewhere in the city, thus creating a potential network of regeneration, non-finite, adaptable to time and place, but also in relation with globality.

B. The simultaneous resolution of opposites, in the domain of concepts of locality and globality, regarding that local is the concept that allows global to grow as an identity tool in a whole context.

We found out, with the presented proposal, that it's possible to encourage interaction between the various levels of importance of implicit and explicit heritage/memories and implement existing resource management policies to (re)create it, seeking to facilitate the encounter between all those who, institutional or individual, public or private, may turn these measures into practices.

The result of the work of Group 5 included a component of continuous consultation of opinion among all, tutors and students in equal stages and positions, that allowed the proficuous articulation of different interests valorizing global knowledge in the debate on issues affecting the daily lives of local populations. This consultation was later extended to the other working Groups, in a profitable collective discussion resulted from the final presentation of the proposals on the last day of the work.

However, regarding a final analysis of the work produced by Group 5,

I believe it should be noted that the proposal could have gone further in material terms, as it focused mostly on relatively abstract strategies and measures. In spite of a well-thought-out design balance in relation to the real needs of the area of intervention and the high intellectual quality and practical abilities commitment of the students involved, it is considered, as my final summary assessment, that more architectural results have to be surpassed, particularly on physical architectural proposals.

Nevertheless, it is considered that the result of the work of this Group was quite challenging and striking in proposing an unique and innovative strategy, distinct from the others, in the sense that it contemplates possible scenarios of the future of growth of Lavrio, proposing tools for that purpose with an expandable mechanism applicable in time and space, avoiding crystallization of the "now" or only in the delimited area.

> 6. FINAL COMMENTS/LOGISTICS

It was a remarkable experience, with outstanding outcomes in general, that I really appreciate and thank. But as final reflection on the organization of the event, there are, personally, the following less positive questions to be noted:

The tutors should have been put to communicate previously, in order to be able to establish strategies and didactic approaches;

There were some desorganisation regarding accomodation and transportation, leading to some difficulties for me and Ana Bordalo (who where in a distant Hotel) to achive the daily transfer to Lavrio, with timing and cost constraints;

It would be nice and useful to have a free day/morning/afternoon, permitting to foreign students and staff to be abble to relate outside the working context and visit the local places.

This report sought to synthesize the contributions that resulted from this week works, and intends to be a reflection of the commitment of the participants in this initiative of particular interest that was this Workshop in Lavrio.

