

1. Workshop Report

Built Heritage & Stone Architecture

Trani and Rome, Italy

4th – 11th May 2007

Compiled by M.Arch Claus Zapffe, ESUA Student Coordinator

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1. Executive Summary

From the 4th – 11th of May 2007 the European School of Urbanism and Architecture (ESUA) held a workshop on built heritage and stone architecture in Italy. The workshop was divided in two parts, the first in Trani organised together with the Politecnico di Bari, and the second one in Rome organised together with the University of Notre Dame Rome Study Centre.

The test course had up to 13 international ESUA partner representatives and up to 14 Italian, Romanian and Norwegian students participating.

As the first mayor event of the ESUA project, the test course gave important results on the following areas:

1. The test course sparked fruitful discussions regarding the general ambitions of the ESUA project and regarding the details around the proposed methodology of the ESUA project to produce it's curriculum.
2. During the preparation and implementation of the test course it became evident which partners were seriously dedicated to the ESUA project and which partners were not, with several initially proposed partners withdrawing from the project.
3. The students greatly appreciated the academic content of the test course, many giving feedback that their current education is lacking the elements focused on in the ESUA project.

The test course was an important first step in implementing the ESUA project, by both overcoming the organisational challenges inherent in a project with so many partners, and by harvesting student feedback underlining the need for a new curriculum in architectural education.

Both the Trani module and the Rome module of the Italy test course could be developed into individual stand-alone courses of the ESUA curriculum.

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3. Background

From the 4th – 11th of May 2007 the European School of Urbanism and Architecture (ESUA) held a workshop on built heritage and stone architecture in Italy. The workshop was divided in two parts, the first in Trani organised together with the Politecnico di Bari, and the second one in Rome organised together with the University of Notre Dame Rome Study Centre.

The ESUA is a pilot project to establish an alternative architectural education in Europe, focusing on New Urbanist principles. The project is a partnership between 12 organisations (universities, NGO's and private enterprises) from seven European countries, and has obtained a two year funding grant from the Leonardo da Vinci Lifelong Learning Programme by the European Union for developing a new curriculum and teaching methodology. The project has been initiated by architect Arne Sødal, legal advisor Audun Engh, sociologist Per Halvorsen and architect Claus Zapffe from Norway. Formal coordinator of the project is the Norwegian Association for Adult Learning.

A new curriculum is being developed through five test courses throughout Europe. The test course in Italy was the first one of these five. Four more will follow, in Romania, Britain, Norway and Germany respectively.

The ESUA project partners are:

- Norwegian Association for Adult Learning (Educational institution, Norway)
- Joanna Alimanestianu (Architects / urban planning office, Belgium)
- Karl H. Maschmeier Architects (Germany)
- Neue Stadtbaukunst (Urban planning office, Germany)
- Technical University Berlin – Schinkel Centre (University, Germany)
- Arne Sødal Architects (Norway)
- Moderno AS (Architects office, Norway)
- Pro Patrimonio (NGO, Romania)
- Faculty of Architecture in Timisoara (University, Romania)
- Royal Institute of Technology (University, Sweden)
- Michael Mehaffy Consultancy(UK)
- (Italy)

The ESUA project is a pilot project to develop a model architectural curriculum that is focused on context, tradition, urban design and sustainability, in contrast to the iconic emphasis in many of today's architecture schools. An important part in the process of developing the new curriculum is direct feedback gained from students, professionals and local communities participating in the five test courses. Each test course aims at a neglected part of today's architectural education, such as heritage, urban design, sustainability, context and user involvement in the design process. Each course is designed to be "immersive" in a real project, and students work alongside design professionals, technical experts, and members of the community.

The long term goal of the project is to establish a new architectural degree in Europe where the students can study one year each at different locations throughout Europe. In so doing, students will be directly exposed to a number of different languages, local cultures and building traditions, and gain a truly international, inter-disciplinary education. The different educational modules developed in the curriculum could in the future be offered either by a network of existing universities, or a new kind of school.

4. The Trani and Rome test course

The Workshop consisted of two modules:

Trani module:

The workshop in Trani provided to the students theories and tools of stone building design in historical context of Apulian cities.

Program

The module was divided into three parts:

1. Presentation of the educational program of the host of the module, the School of Architecture, Polytechnic of Bari
2. Development of an urban design problem through the definition of “Architectural competition regulations” on one of the following three areas in the old city of Trani:
 1. Piazza Campo dei Longobardi
 2. Via Alvarez
 3. Piazza Gradenigo

Students were expected to point out the headlines of this regulation, focusing on the different steps of development of a project of urban design. The regulation was developed individually by the students, through a workshop activity supervised by advisors.

3. Theories and techniques of modern stone construction: lectures and visit to the CAD/CAM laboratory of the School of Architecture, Polytechnic of Bari

Goals of the workshop in Trani

1. To give to the students the introduction to the methodology of reading the historic urban fabric based on the notion of building type and the process of formation of the urban fabric in time.
2. To introduce the students to problems related to the updating of traditional building construction.

The Trani module was organized by Prof. Claudio D’Amato Guerrieri and Prof. Attilio Petruccioli at the School of Architecture, Polytechnic of Bari.

Rome module:

After the Trani workshop, the test course continued with a module in Rome, hosted by the University of Notre Dame Rome Study centre. The module was organized by Prof. Samir Younes, Director of the Rome Study Centre.

5. Original application

The following description of the test course in Italy is a quote from Work Package 3 as described in the original application in february 2006:

- *“The WP partners will hold a seminar located to the premises of the Notre Dame School of Architecture in the historic centre of Rome to compare the curriculum hypotheses to the experience of the University of Notre Dame School of Architecture in Rome. The school has extensive experience in the teaching of the classical and traditional architecture of Italy. The outcome of the seminar will be recommendations on teaching based on pattern-books and design coding for the control and guidance of new architecture adapting to the regional context.*
- *To test these recommendations, the Politecnico di Bari School of Architecture will arrange a short course to study ongoing projects in the south of Italy. Students and partner representatives will participate. The success or failure of the projects according to the recommendations will be evaluated. Architects and developers responsible for the projects will be asked for feedback on the relevance of the methodology and the curriculum.*
- *The WP leader will write a report from the seminar and the feedback received from practising architects, builders and developers.*
- *The WP partners will adjust the final curriculum and teaching module with input from the report.*

The execution of the test course was close to the original intentions, but differed in some details. The test course started in Trani (organised by the Politecnico di Bari) and continued in Rome (organised by the University of Notre Dame Rome Study Centre), as opposed to the originally proposed sequence.

The test course module in Rome focused less on pattern-books and design coding and more on classical design and urban analysis, and the test course module in Trani focused on stone architecture.

6. Workshop programme

Below is the programme as it was updated on the 23.04.07. The actual implementation differed just slightly slightly from the programme originally proposed.

May, 3rd (Trani)

Student arrival in Trani.

May, 4th (Trani)

9:00 - 10:30

Presentation of the educational program of the School of Architecture, Polytechnic of Bari

11:00 – 12:30

Presentation of the short course in Trani: a typical architectural studio of the 2nd year of the School of Architecture, Polytechnic of Bari

15:00 – 16:30

Lecture on the structure of the urban fabric of Trani and presentation of the study sites

16:30 – 18:00

Visit to the sites (Piazza campo dei Longobardi, Via Alvarez, Piazza Gradenigo)

May, 5th (Trani)

9:00 - 10:30

Exhibition of works of urban design on Trani

11:00 – 12:30

Workshop activity

15:00 – 18:30

Workshop activity

May, 6th (Trani)

9:00 - 14:00

Visit to Castel del Monte (Andria) and S. Pio's Church (S. Giovanni Rotondo)

15:00– 18:30

Conclusion of the Workshop activity

May, 7th (Trani)

9:00 - 12:30

Visit to the School of Architecture in Bari (Visit of the cad/cam laboratory and lectures on stone construction)

15:00 – 18:30

Roundtable on the results of the workshop

May, 8th (Trani, Rome)

Transfer to Rome

17:00 – 19:00

Introduction to the University of Notre Dame's Rome Program. Orientation, Key deposit.

May, 9th (Rome)

9:00 - 12:30

Walk: Campo Marzio and Pincio.

12:30 - 14:00

Lunch Break.

14:00 - 20:00

Studio project.

May, 10th (Rome)

9:00 - 12:30

Walk: The streets and Piazze of the Campo Marzio.

12:30 - 14:00
Lunch Break.
14:00 - 20:00
Studio project.

May, 11th (Rome)

9:00 -12:30
Work in studio
12:30 - 14:00
Lunch Break.
14:00 - 17:00
Project due. Presentation.

May, 12th (Rome)

Student departure from Rome
ESUA partner meeting

7. Workshop results

During the workshop the students produced a number of sketches, both studies of existing building and urban situations, as well as proposals for new urban interventions in stone architecture.

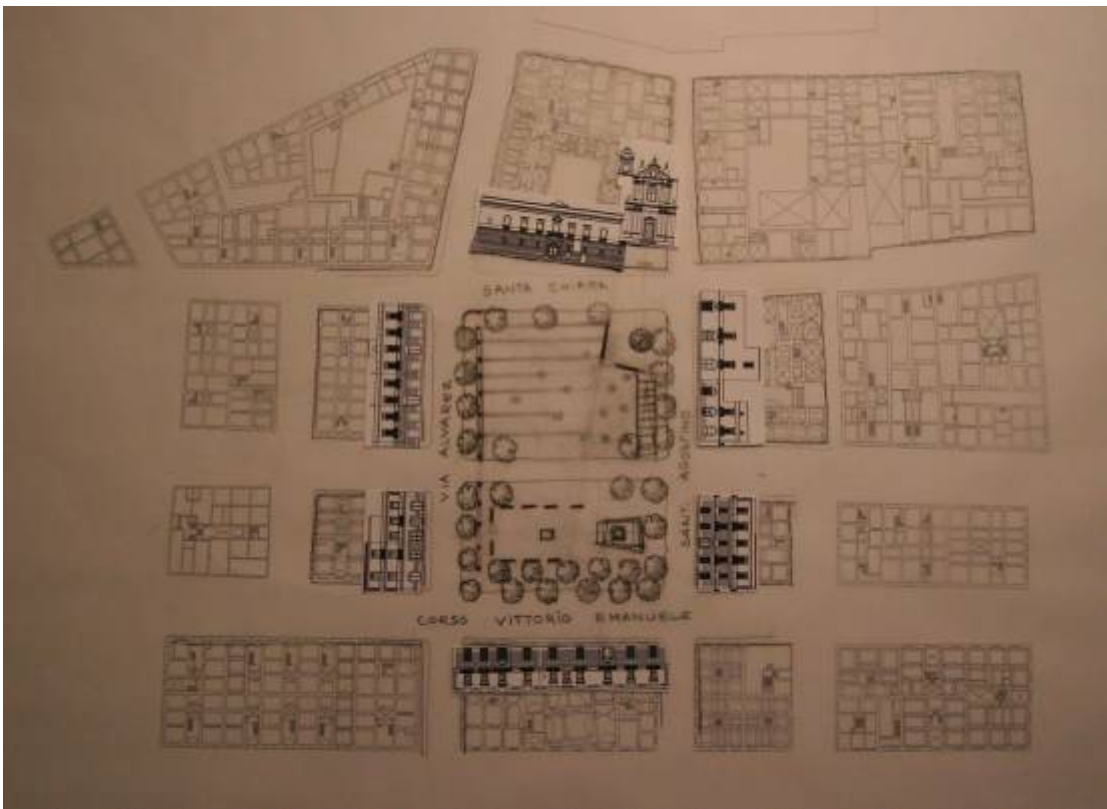


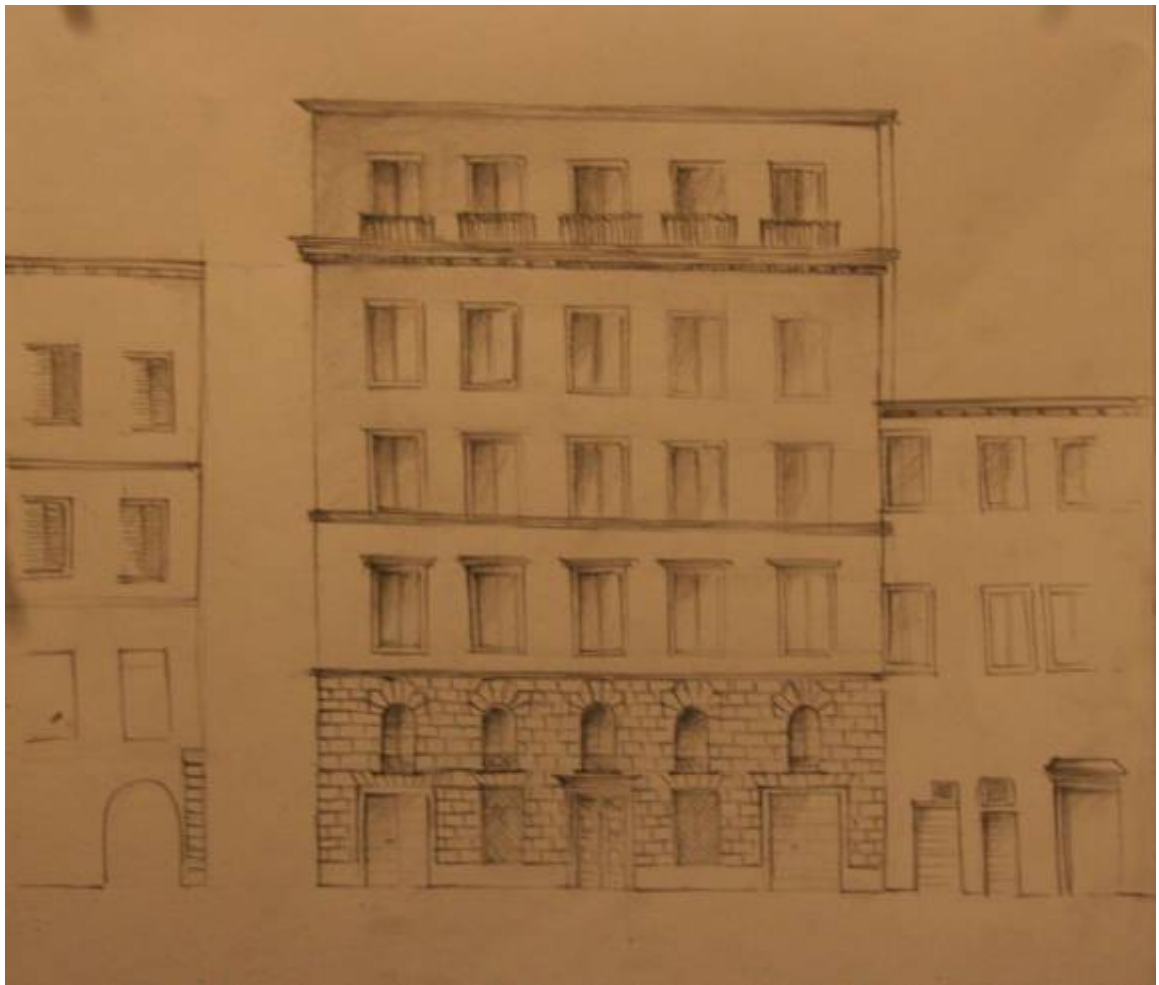


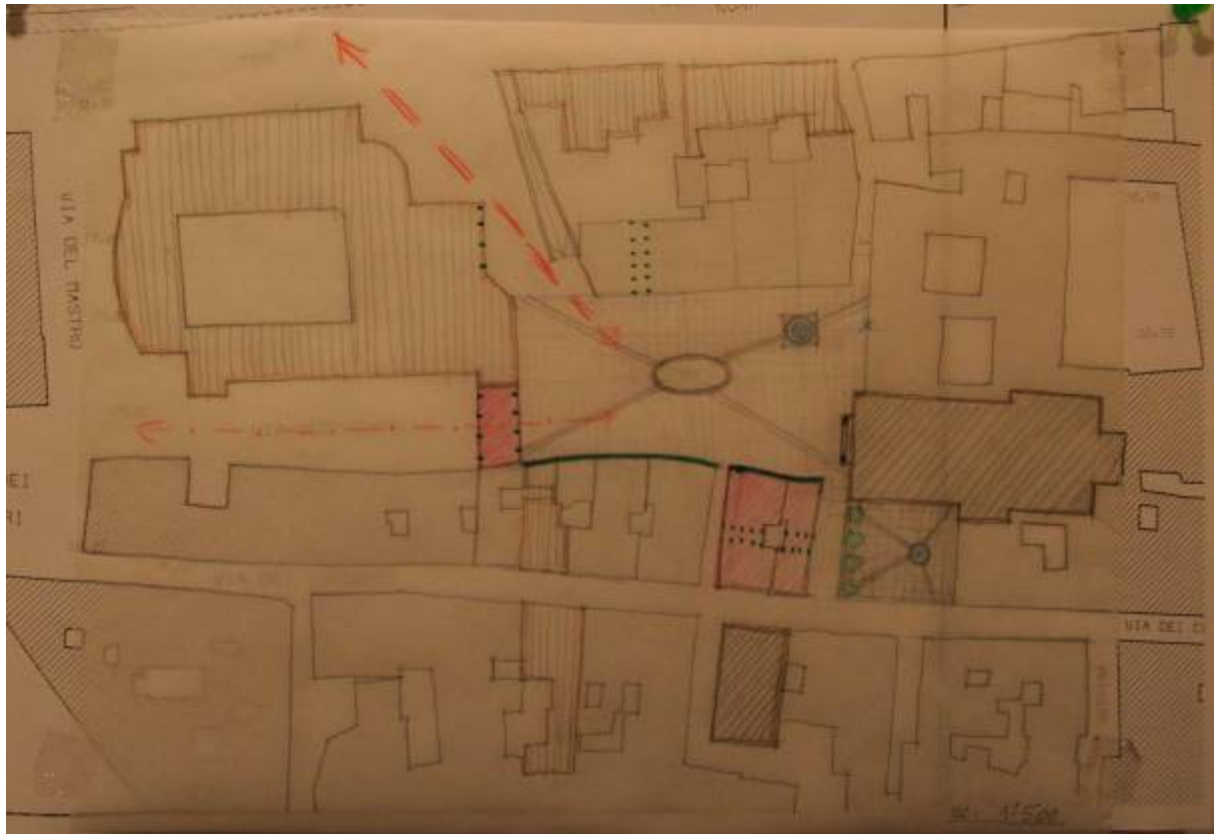


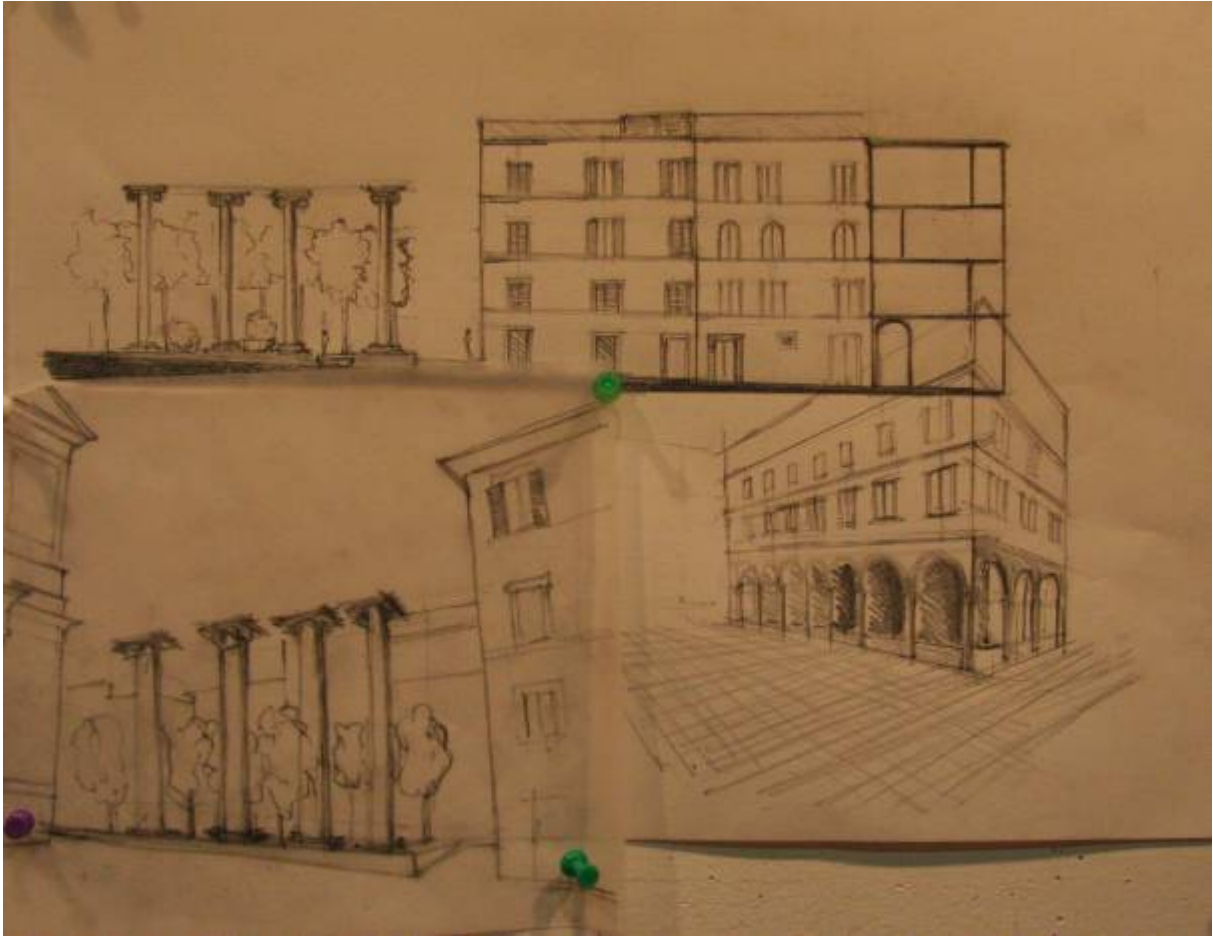












8. Student feedback

The students of the test course were given a feedback form to harvest feedback from the two modules of the test course and the general ideas behind the ESUA project. A numbers of students returned the completed form, while others are as of November 2007 working on an independent student report from the workshop.

1. Trani module hosted by the Politecnico di Bari:

Question 1.1 – “Give your overall impression of the workshop in Trani”:

- *“An incredible city and an incredible place to work”*
- *“Teaching – very good information and feedback”*
- *“Accomodation – good”*
- *“The trips to Bari and the presentation in Bari – super”*
- *“Interesting”*
- *“Geographic – superpluss”*
- *“Accomodation – superpluss”*
- *“Teachers – good / super”*
- *“Object to study – good”*
- *“Academic methodology – could be better”*

Question 1.2 – “What was the best feature of the workshop in Trani? Please also relate your answer to the academic content and teaching methodology of the workshop”:

- The presentations and the lectures
- The trip tpo the church and the castle
- The professors from Bari
- *“Teachers: petrocioni, Lucien, Stefan: very good communication”*
- The informal meetings during the meals etc.
- *“Sharing ideas: student/student, student/teacher, teacher/student”*

Question 1.3 – “How could the workshop in Trani be improved? Were there teaching methods that you were not happy about, and how could they be improved?”:

- *“Translation: a big time wasted for that and also much information lost because of that, all the participants must speak English”*
- Problems regarding the communication of the programme of presentations and meetings
- Teams should be of rather two students per team than five students per team. That way all the participants could work for the entire workshop, not just at the beginning.
- *“Clarifying the situation with accomodation from the beginning”*
- *“Give up the methodology as in school – less academica and conservative, more interactive. Teachers should guide students not ‘impose’ their own ideas”*
- Speeches and lectures have to be in English, not local languages.

Question 1.4 – “Which elements of the workshop in Trani would you like to be incorporated into your current architectural education? Which topics of the workshop in Trani would you like to expand upon?”:

- *“The lectures about the stone architecture were very interesting. I would like to study more about the techniques, the type of the stones used, and the process.”*
- *“Elements – more visits and trips for info accirement”*
- *“Topics – traditional constructions – more about the specific of local area and crafts”*
- *“There was a very interesting type of house in Puglia made in stone which we didn’t study or even visit”*
- *“Working with stone (types and properties of stone, where to be used in a building / facade)”*
- *“On site teaching”*

Question 1.5 – “Do you think the Trani workshop could be developed into a stand-alone short course of one or two weeks? Do you think such a short course would be primarily interesting for students or for professionals?”:

- *“Definately. I think that it would be very interesting to study the entire process of the stone from the quarry until it becomes part of the building. The students could be involved also in this not just to pãroject and deliver ideas but also to make practice – using the material.”*
- *“Yes, beginning from carving to polishing stone and from putting it on site, in a building, to specific local urban fabric”*

Question 1.6 – “Have the lectures in Bari been of any interest to you? Would you be interested in extending the workshop to a more practical experience in the area of stone building?”:

- *“The lectures have been very clear and interesting. Yes, I would like a practical experience before and after to make small project proposals – it is much easier to propose something that uses stone when you know how to make that thing – and also to know the type of the stones...”*

Question 1.7 – “What has been your appreciation of the tour to the Apulian sites (church, fortress, etc)? Should this tour be more closely integrated with the workshop project?”:

- *“Yes, definately. Always the models speak by itself. In my opinion the workshop should follow some steps:*
 1. *Receiving the subject of the workshop, a short lecture about the goal of the programme*
 2. *A trip (or more if possible) to places related with the subject (not at the end of the wokshops!!)*
 3. *Work in team (students and teachers)*
 4. *The final presentation (in a precise place and all the participants must be present)”*

2. Rome module hosted by the University of Notre Dame Rome Study Centre:

Question 2.1 – “Give your overall impression of the workshop in Rome”:

- *“Teaching methods – great”*
- *“Modolity [?]of work and presentation – very good”*
- *“Place to stay and work – very good”*
- *“Very interesting”*
- *“Geographic – super”*
- *“Accomodation – good / super”*
- *“Food: breakfast and lunch could have been resolved with an open kitchen in the accomodation”*
- *“Teaching: super + ultrapluss”*
- *“Object of study: superpluss”*
- *“Methodology: superpluss”*

Question 2.2 – “What was the best feature of the workshop in Rome? Please also relate your answer to the academic content and teaching methodology of the workshop.”:

- *“The lectures were amazing and also Samir [Younes] (he was fantastic!)*
- *“I liked very much the discussions that we’ve had every day during the presentations and conclusions.”*
- *“I think the most important thing was that we really made something that maybe many of us don’t use to do anymore: to draw! – this was great”*
- *“Teaching methodology – very good”*
- *“The last presentation – the members of the jury delivered very important critics for our work”*
- *“1. Location*
 2. *Teacher Samir – exceptional!*
 3. *Interactivity”*

Question 2.3 – “How could the workshop in Rome be improved? Were there teaching methods that you were not happy about, and how could they be improved?”:

- A greater diversity of students
- The module should have lasted at least 6 days
- *“A mixed team with teachers and also students from different fields: architecture, urban planning, sociology, urban management”*
- *“Improved by studying more about modern – traditional interventions (from context / integration in site to elements of vocabulary)”*
- *“Too short time”*

Question 2.4 – “Which elements of the workshop in Rome would you like to be incorporated into your current architectural education? Which topics of the workshop in Trani would you like to expand upon?”:

- *“The study method: individually, but always as a part of a group”*
- Lectures
- Case study work
- Critics and discussions
- *“Sustaining the project [?]”*
- *“Teacher Samir”*
- *“Drawing by hand”*
- *“On site teaching”*

Question 2.5 – “Do you think the Rome workshop could be developed into a stand-alone short course of one or two weeks? Do you think such a short course would be primarily interesting for students or for professionals?”:

- *“Could be divided in 2 parts:
1. urban planning & design
2. architecture”*
- *“It could be very interesting to study for example the squares by periods, to see the shapes, what kind of buildings surround them, the urban furniture used, etc.”*
- *“[It could be very interesting] to study the buildings according with the ...[urban setting] and to detail more using the history elements and the periods: renaissance, barock, etc.”*
- *“Yes, but maybe two weeks is too short”*

3. General questions:

Question 3.1 – “Please describe some positive elements of your current (or past) architectural education. Please also relate your answer to the academic content and teaching methodology of your education.”:

- *“The workshops and the seminar schools gave me the opportunity to meet important people, to travell and to increase my knowledge.”*
- *“Understanding context (more or less, but interested in it)”*
- *“The purpose of architecture is for the man, not for the design itself”*

Question 3.2 – “What is missing in your current (or past) architectural education? Please also relate your answer to the academic content and teaching methodology of your education.”:

- *“The practice with materials: metal, wood, stone”*
- *“I would like to attend a much more practical workshop, to create elements aslo not just to show them on the paper.”*
- *“Wide angle of thinking”*
- *“Drawing skills”*
- *“More information about the local context”*
- *“Understanding the urban fabric by explanations on site (lectures on site)”*

Question 3.3 – “If the ESUA project were to design a one-year module in Italy (as part of a European five-year architectural education) based on the workshops in Trani and Rome, what academic content should the module focus on?

- *“Stone architecture”*
- *“Renaissance in Italy with the most interesting models.”*
- *“The Roman architecture (from Antiquity until today)”*
- *“The ones in Rome”*

Question 3.4 – “Which elements would you propose to include in such a one-year module that were not touched during one of the two workshops?”

- Urban development typologies
- Urban management
- *“Practice – as much as possible – also drawing by hand.”*
- *“Traditional architectural vocabulary elements (how can they be applied in modern architecture)”*
- *“Use of vegetation”*
- *“Expanding the others”*

Question 3.5 – “Is the idea of an architectural education composed of five one-year modules in different European countries attractive? Could you imagine yourself studying each year in a different country, as part of an organised five-year architectural education?”

- *“Yes it is very attractive – and yes, I do imagine myself studying each year in a different country. I think that is one of the most incredible experiences that could happen to a student.”*
- *“Yes! I like the ‘Compagnous du devoir’...”*

Question 3.6 – “From a student point of view, what do you see as the greatest advantages of such a European school of architecture? Please relate your answer to both academic and practical issues.”:

- *“In each university that is part of the ESUA project the academic content is different and if you want as a student to study and experience a bit from each one, with this project it is possible. After we know better what you like more and you can make a specification in one of these universities.”*
- *“Huge amount of info and knowledge you can never get just in the library of your university...”*
- *“Relations with people, both teachers & students”*

Question 3.7 – “From a student point of view, what do you see as the greatest challenges of such a European school of architecture? Please relate your answer to both academic and practical issues.”:

- *“Travelling”*
- *“Meeting people from the academic area – specialized in the architecture and urbanism field”*
- *“The opportunity of exploring new places together with new people, to learn about new cultures – to understand the traditional architecture”*
- *“Everything becomes a challenge”*

Question 3.8 – “Do you have any other comments regarding the workshops or the project to establish an European School of Urbanism and Architecture?”:

- *“I believe that you are on the good way.”*

9. Conclusion

As the first mayor event of the ESUA project, the test course gave important results on the following areas:

1. The test course sparked fruitful discussions regarding the general ambitions of the ESUA project and regarding the details around the proposed methodology of the ESUA project to produce its curriculum. Prior to the workshop several partners took part in refining the project's mission statement document, giving valuable input for the second phase of the project (the successful application to the Leonardo da Vinci for an ESUA follow-up, the EDUAC project).
2. During the preparation and implementation of the test course it became evident which partners were seriously dedicated to the ESUA project and which partners were not, with several initially proposed partners withdrawing from the project: INTBAU (UK), The Prince's Foundation (UK), Ion Mincu School of Architecture (Romania), University of Rome Notre Dame Study Centre (Italy) and Politecnico di Bari (Italy).
3. The students greatly appreciated the academic content of the test course, many giving feedback that their current education is lacking the elements focused on in the ESUA project. The feedback harvested shows that the students want a more practical and hands-on approach to their current architectural education, by for instance working themselves with building materials rather than just learning about them in theory. The students also want a greater diversity of students and teachers, i.e. a more interdisciplinary approach. The idea behind the ESUA project of a greater mobility within Europe, with studying in several different countries, was also very well received. Also the focus of the ESUA project on classical and traditional architecture (Renaissance, Roman, stone architecture) was well received.

The test course was an important first step in implementing the ESUA project, by both overcoming the organisational challenges inherent in a project with so many partners, and by harvesting student feedback underlining the need for a new curriculum in architectural education.

Both the Trani module and the Rome module of the Italy test course could be developed into individual stand-alone courses of the ESUA curriculum.

Oslo, 27th November 2007

Claus Zapffe

European School of Urbanism and Architecture
Student coordinator

10. Credits

The ESUA project would like to thank the following for their contribution:

Politecnico di Bari

for organising an excellent test course in Trani and providing great lectures in Bari.

Notre Dame University Rome Study Centre

for organising an excellent test course in Rome.

11. Annex A – List of participating partner representatives

The following ESUA partner organisations participated at the Trani and Rome workshop with the listed partner representatives. Some participated only during the first part of the workshop, others only during the second part, others only for the final presentation:

Stefan Bortnowski	Pro Patrimonio	bortnowski@skynet.be
Mioara Lujanschi	Pro Patrimonio	
Irina Prodan	Pro Patrimonio	
Arne Sødal	Arne Sødal	arnsoeda@online.no
Audun Engh	Folkeuniversitetet	audun.engh@gmail.com
Per Halvorsen	Folkeuniversitetet	tynset@fu.no
Erica Dudas	Politecnico di Timisoara	
Harald Bodenschatz	TU Berlin Schinkelzentrum	
Jerker Söderlind	KTH	
Claus Zapffe	Moderno AS	claus@moderno.no

In addition to the partner representatives, the following external professionals participated:

Attilio Petruccioli	Politecnico di Bari	petruccioli@yahoo.com
Claudio D'Amato Guerrieri	Politecnico di Bari	damato@poliba.it
Matteo Ivea	Politecnico di Bari	mieva@poliba.it
Loredana Ficarelli	Politecnico di Bari	l.ficarelli@poliba.it
Giuseppe Rociola	Politecnico di Bari	giusepperociola@yahoo.it
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Anna Linda Neglia	Politecnico di Bari	g.a.neglia@poliba.it
Guiseppe Amaroso	University of Bologna	
Samir Younes	University of Notre Dame Rome Study centre	
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Lucien Steil	Prince's Foundation	Lucien.Steil@princes-foundation.org
Hanna Derer	Ion Mincu	

12. Annex B – List of participating students

Alexandra Spiridon	Politecnico di Timisoara	alexandra_spiri@yahoo.com
Paul Vladimir Valeanu	Politecnico di Timisoara	paulval256@yahoo.com
Bogdan Liviu Isopescu	Politecnico di Timisoara	bisopescu@yahoo.com
Ioan Sergiu Sabau	Politecnico di Timisoara	sergiusabau@web.de
Gabriel Nicoara	Politecnico di Timisoara	gminus4@yahoo.com
Gabriela Becheanu	Bucharest	gabriele212@yahoo.com
Glenn Steven	Arne Sødal	g_steven02@hotmail.com
Catalina Grigore	Pro Patrimonio	gri_cata@yahoo.co.uk
Paola Mastrangelo	Politecnico di Bari	paola_mas4@hotmail.com
Agelo Stanisci	Politecnico di Bari	angelo.stanisci@alice.it
Netti Giovanni	Politecnico di Bari	johnnett@libero.it
Gaetano Nugnes	Politecnico di Bari	gaetanonugnes@telez.it
Daniela Lucafo'	Politecnico di Bari	lunadl@libero.it
Francesco Stefanachi	Politecnico di Bari	francesco.srefanachi@libero.it

13. Annex C – Certificates of attendance



Certificate of Attendance

Castello Svevo, Trani / School of Architecture, Bari:

Stone building design in Apulian cities

Trani, Italy, 4th – 7th May 2007

Ioan Sergiu Sabau

Claudio D'Amato Guerrieri
Politecnico di Bari

Attilio Petruccioli
Politecnico di Bari

The European School of Urbanism and Architecture (ESUA) is a project to establish a new pan-European school of architecture as a network between existing educational institutions, practitioners and NGOs. The project has received funding from the European Union Leonardo da Vinci programme for a two year project to develop its curriculum and teaching methodology. The 14 project partners are: Norwegian Association of Adult Learning, NO; International Network for Building, Architecture and Urbanism (INTBAU), UK; Politecnico di Bari, IT; Notre Dame Rome Study Centre, IT; Arne Sødal Architects, NO; The Prince's Foundation for the Built Environment, UK; Moderno AS, NO; Pro Patrimonio, RO; Technical University Berlin, DE; City of Gladbeck, DE; Vivico Real Estate, DE; Politecnico di Timisoara, RO; Ion Mincu School of Architecture, RO; Royal Institute of Technology, SE.

Certificate of Attendance

Notre Dame Rome Study Centre:

Urbanism & Classical Architecture in Rome

Rome, Italy, 8th – 11th May 2007

Alexandra Spiridon

Samir Younes
Notre Dame Rome Study Centre

The European School of Urbanism and Architecture (ESUA) is a project to establish a new pan-European school of architecture as a network between existing educational institutions, practitioners and NGOs. The project has received funding from the European Union Leonardo da Vinci programme for a two year project to develop its curriculum and teaching methodology. The 14 project partners are: Norwegian Association of Adult Learning, NO; International Network for Building, Architecture and Urbanism (INTBAU), UK; Politecnico di Bari, IT; Notre Dame Rome Study Centre, IT; Arne Sødal Architects, NO; The Prince's Foundation for the Built Environment, UK; Moderno AS, NO; Pro Patrimonio, RO; Technical University Berlin, DE; City of Gladbeck, DE; Vivico Real Estate, DE; Politecnico di Timisoara, RO; Ion Mincu School of Architecture, RO; Royal Institute of Technology, SE.

