

"Restoration and Regeneration of Culture Heritage"

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Main Text

With the process of globalization in contemporary cities, we are losing lots of local traditional values. The solution of the problem locally and globally, remains in the recognition of the important and potential local values and the use of these potentialities in the global market. The resource of the built cultural heritage, archaeological or artistic heritage can give a unique and attractive image to the territory making it competitive on the global level.

In the course of "Restoration of culture Heritage", the students study the traditional and local techniques of the restoration of the earthen buildings. Besides the course of the restoration, there will be a module in which students will learn how to get in contact with different stakeholders, discuss with them and reflect on the importance of the restoration of the cultural heritage for the sustainable development of the city and also, be in a direct contact with the Masters students to allow them get involved in some practical work for the restoration of earthen architecture.

The contact with the stakeholders will help the students in making a restoration project, taking care not only of the technicalities and the use of a building, but taking in consideration also the urban regeneration that this project could bring to the area around and the economic profit of different stakeholders (municipality, owners, community, etc.). They will do interviews with the community nearby, they will meet with the municipality to discuss their ideas for the better development of the building proposing also a new function for it and ideas to make a better connection with the existing network. They will also meet with tourist agencies to make their project part of the tourist guide and implementing a regeneration and requalification project. This kind of approach to the restoration project can bring not only benefit in terms of architectural and environment features, but will bring benefit also in economic terms for the owners of the building, the neighbors, the municipality due to the taxes but also because provide a better urban environment in the city, and will also benefit the tourist agency.

The result of this module can be a leaflet which can be distributed in the municipality / travel agencies / information points etc., which makes the restored building part of an existing network for the tourists to visit. If the restoration project does not take into account the integration of the building into the daily life activities of the inhabitants that take care of it, it will fall into abandonment and its restoration will not be part of anyone's interest, but if this project can revitalize the area and insure

economic incomes for different stakeholders, this can bring sustainable development.

During the semester that is equal to 15 weeks the student will take lecture of restoration.

In the fifth and sixth weeks, the module of Restoration and Regeneration will be organized in this way:

_ 5th week

1. Students will do a **survey** in situ:
 - _ Architectonic survey of the case study (building or urban area),
 - _ Interviews with different stakeholders (the inhabitants, businesses in the area, municipality and tourism agency)
2. Students will take similar regeneration **case studies** as references from which can be extrapolated some proposals and way of intervention.
3. Students will *REFLECT AND DISCUSS* in **focused group** of about 4-5 people

_ 6th week

1. Students will develop different possible **scenarios for regenerating the case study** (building or urban area). [each group will deliver only one final proposal]
2. They will create a leaflet which can be used as a touristic guide in which will be also included their case study.
3. Students will also do an estimation cost for the benefits that different stakeholders can reach from this process.
4. They will also do a power point presentation for the stakeholders and the other groups of students to share their ideas and proposals.
5. At the end, all students and stakeholders can vote for the best idea.

The work in these two days will be intensive like a workshop and students have to work during the full day.

Than at the 7th week will start the normal ongoing of the semester learning and the specific restoration project. The different scenarios proposed at the end of the module of teaching resource will help students in the design of the restoration project, which will last for the whole semester.

Objectives

The main goal of this course is the restoration and the regeneration of the culture heritage; bringing the attention of the professionals, students and stakeholders, into the important traditional values of a specific building or an entire urban area, preserving them through the right restoration techniques and making them part of our daily life.

Part of the module within the course will be the merging of theory with practice. The students will go into the field to meet different stakeholders, make questionnaires, surveys in the area and understand how the building can be adaptable to the new needs of the inhabitants, and in what way their restoration project can revitalize the area. Making the stakeholders part of the restoration project, can improve the students' decisions and bring in more proposals for a bigger social benefit.

Learning Targets

The target of this module is understanding restoration methods not only as a technical issue but also as a regeneration process, creating so, social and environmental sustainable development.

Relevance for Sustainability

The sustainability in this context consist in:

- _ Preserving the historical building which is part of our heritage
- _ Adaptation of the building to a new improved facility
- _ Economic profit of different stakeholders
- _ Regeneration of the area due to its restoration and adaptation of the building to new market requests

Teaching Method

_ The first phase: Students will do a site visit and **FIELD WORK**. They will have an interaction with local stakeholders doing interviews and surveys in the area. These process of discussing and interacting with neighbors in the area and different business in the site, is a **Transdisciplinary Case Study Approach**, because it relates the restoration and regeneration process with community benefits. Students will be divided into groups of about 4 - 5 participants. They will make a list of different requirements that the stakeholders have in the area in terms of activities and will do also a list of the problematics presented there.

_ The second phase: Students will do a research for different international **CASE STUDIES** which requalified the area through restoration and regeneration process. From these case studies, they can extrapolate some strategies to be used in their project. Divided in groups of 4-5 people the work will be organized in **FOCUSED GROUP**. They will REFLECT AND DISCUSS possible scenarios to be developed and at the end, each of them will choose only one. **Different points of view** will bring

different final productions for each group.

_ The third phase: Each group will create a leaflet which can be used as a touristic guide in which will be also included their case study. Students will also do an estimation cost for the benefits that different stakeholders can reach from this process and present their work with a power point presentation in front of the stakeholders and the other groups of students to share their ideas and proposals. At the end, all students and stakeholders can vote for the best idea.

The result of the module

_A new tourist guide that includes the new restored project

_A simulation method that includes the economic profit of different stakeholders (private users, inhabitants, neighbors) due to the restoration process

_ Calculation of the costs estimation of the restoration and the time it will take this money to turn back.

The result of the course

A full architectural Restoration Project will be submitted at the end of the course, which will have in it, the surveying project, the restoration project, a masterplan of the area, a written essay and a PowerPoint presentation.

Strength:

-The teaching resource acts as a methodology, which can be easily applied in both urban and building scales.

- The teaching resource if implemented brings the cultural heritage monuments to the attention of stakeholders.

- The resource has a social and political impact and can bring in investment funds from NGO's or other interested stakeholders

-The teaching resource includes particular methods which contribute to the active learning of the students.

- The wide range of stakeholders gives the resource a strong interdisciplinary approach.

-The resource incorporates different stakeholders in the academic process which will help them as the students have different points of view and see the problems from different aspects.

Weaknesses:

-To implement the teaching resource you need to have the participation of different stakeholders and this can be a bit difficult.

-The lack of funds, which would help the students in implementing the best idea.

Relevance for Sustainability

The teaching resource would bring the heritage monuments to peoples and institutions attention. The rapid urbanization and lack of empty space for new constructions inside the city pattern, is putting it at risk by the demolishing the historical buildings for a new tall and contemporary one for a bigger economic profit.

The sustainability in this context consist of:

- _ Preserving the historical building which is part of our heritage
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- _ Economic profit of different stakeholders
- _ Regeneration of the area due to its restoration and adaptation of the building to new market requests