DESIGN, DISASTER & DEVELOPMENT

RESEARCH FORUM

How do we deal with the pedagogic, spatial and research challenges of global mobility, migration and social inequality?

JULY 6th 2018 | REPORT

PARTICIPATING INSTITUTIONS

RMIT University
UIC Barcelona
Oxford Brookes University
Aalto University
ETH Zürich
University College London
KU Leuven
University of Lisbon
University of Westminster
Oslo School of Architecture
ENSAPB Paris-Belleville
UNHCR
UN Habitat
Global Alliance for Urban Crises
CRS Catholic Relief Services
# Report Overview

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Appendix 1: Agenda

Appendix 2: List of participating institutions and short biography of attendees

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Introduction by Esther Charlesworth

How do we deal with the pedagogic, spatial and research challenges of global mobility, migration and social inequality?

Hosted by RMIT Europe in Barcelona in July 2018, the first Design, Disaster and Development Research Forum involved 12 European universities and international agencies working and teaching in these fields.

The forum was convened to explore questions that arose during many discussions with international humanitarian shelter experts who, like us, were concerned with the challenge of how to train the next generation of professionals with specific understandings and capabilities to work in the disaster and development fields.

We trust that this report helps consolidate a network of universities and agencies from across Europe and, in the future the Asia Pacific region, that can lead to teaching and project collaborations that have real impact across the many ecological and human-made disasters of our time.

The objectives of this forum were to

• Build teaching and research collaborations across European universities working in the disaster, design and development fields

• Establish and grow an Australian/European university/industry research network on Design, Displacement and Recovery

• Develop a knowledge exchange with the leading international delivery agencies, to collaborate on practice, teaching and research related to refugee displacement, urban resilience and disaster recovery

• Form a collaborative international network of high-level international agencies and universities working in the Design, Disaster and Development space that can promote the research agenda to other delivery agencies and industry which can lead to further research and innovation opportunities and/or strengthen future pathways to impact

Prof Esther Charlesworth
School of Architecture & Urban Design
RMIT University

Organising Committee
Esther Charlesworth
Carmen Mendoza
Charles Parrack
Judy Rogers

Coordination of Report
Sigrid Ehrmann
The response to natural disasters and extreme weather events is one of the great challenges of today. The losses from disasters put lives and development at risk. The scale of vulnerability and exposure to hazards and the demand for improving the resilience of cities, towns and villages is projected to increase substantially over the next decades.

To reduce risk from disasters, we need a multidisciplinary approach with design as a key element anchoring the broad range of stakeholders that need to be involved in making our cities, towns and villages more resilient and adaptable.

At RMIT Europe in Barcelona, we have a strong focus in addressing the challenges of building city resilience and design systems for disaster alleviation.

In 2015, we launched the now well-established Master of Disaster, Design and Development of the School of Architecture. This blended degree focuses on building city resilience and design systems for disaster alleviation.

We are grateful to our partners University International of Catalonia, the Federation of the Red Cross and UN-Habitat for collaborating with RMIT to educate the next generation of designers who will be shaping spaces and cities to be more resilient and adaptable.

Marta Fernández
Executive Director
RMIT Europe
Event Overview

The first Design, Disaster and Development Research Forum took place on July 6th, 2018 at RMIT Europe in Barcelona. It is following up the symposium Creation and Catastrophe, held on April 7th, 2016 at the London headquarters of the Royal Institute of British Architects.

The research forum commenced with a welcome by RMIT Europe Executive Director Marta Fernández and an introduction from the organisers, Esther Charlesworth, Carmen Mendoza, Charles Parrack and Judy Rogers.

A guest presentation ‘Ten things I have learnt from teaching in the disaster and design field’ was given by Ian Davis.

Four panels were presented with the topics:

**Panel 1A | Pedagogy and challenges in the disaster, design and development fields**
Chair: Judy Rogers
Presenters: Carmen Mendoza, Charles Parrack, Stefanie Deens, Esther Charlesworth, Tony Lloyd Jones

**Panel 1B | Pedagogy and challenges in the disaster, design and development fields**
Chair: Charles Parrack
Presenters: Brett Moore, Esteban Leon, Håvard Breivik, Jamie Richardson

**Panel 2 | Graduate attributes needed in the disaster, design and development fields**
Chair: Carmen Mendoza
Presenters: Saija Hollmen, Kristjana Adalgeirsdottir, Madeena Muhonen, Jennifer Dyne

**Panel 3 | Research opportunities in the disaster, design and development fields**
Chair: John Fien | RMIT University
Presenter: Gareth MacNeaghion | RMIT Europe

**Panel 4 | Where to next?**
Chair: Esther Charlesworth | RMIT University

The thematic panels were followed by a discussion and wrap-up session to explore proposals for further action. The following report provides an overview of the presentations and panel discussions.

The first Design, Disaster and Development Research Forum took place on July 6th, 2018 at RMIT Europe in Barcelona. It is following up the symposium Creation and Catastrophe, held on April 7th, 2016 at the London headquarters of the Royal Institute of British Architects.
Ian Davis
Visiting Professor in Kyoto, Lund and Oxford Universities

"I wish I knew what I know now when I was young…"
from 'Ooh la la' by Ron Lane of The Faces, 1973

Ten things I have learnt from teaching in the disaster and design field

The following key lessons grew out of my teaching within the disaster/development field that extends from 1972-until the present. The focus and scope of my teaching and training have been as follows:

Focus

Multiple backgrounds

Master’s courses: architects/planners/

Undergraduate architects,

Key Lesson

Promote active, rather than passive, learning.

Teaching experience. There is another saying: "an ounce of personal experience is worth a ton of second-hand experience. So, allow personal experience to become the bedrock of your teaching.

Therefore...

Writing teaching materials.

Focus

Anti-Terrorism.

Recovery and Reconstruction.

Adaptation to Climate Change.

Disaster Resistant Building and Planning.

NGO Management.

Disaster Risk Reduction.

Low-Cost Housing.

Shelter and Settlements.

Disaster Management.

Scope

Oxford Brookes University, 1991-2018

Oxford Polytechnic School of Architecture
(Shelter and Settlements Unit), 1973-1989

CENDEP (Lecturer or Course Leader)

Therefore...

To be effective, teaching needs to be enriched by research, writing and advocacy.

Therefore...

The best teaching grows from personal experience. There is a saying that an ounce of personal experience is worth a ton of second-hand experience. So, allow personal experience to become the bedrock of your teaching.

Therefore...

"Young…" I wish I knew what I know now when I was from 00h 14h by Ron Lane on the Faces.

Jan Davis

Brookes Universities

Visiting Professor in Kyoto, Lund and Oxford
## Active Learning
- Lectures with group or pair assignments
- Field courses or field study
- Case studies involving teamwork and data collection/analysis
- Simulation exercises and drills
- Creative games and debates
- Links to live projects
- Classroom monitoring of live situations as they evolve

## Passive Learning
- Lectures without student or trainee participation
- Individual assignments
- Creative games and debates
- Simulation exercises and drills
- Collection/analysis of data
- Case studies involving teamwork and data collection

### Key Lesson
Courses, 1981-1989 (Course Leader)
Oxford Polytechnic: International Short Course
advocacy and creativity; and researching methods, political analysis; collection: public speaking; writing/reading management of projects; leadership, and data analysis: project design; basic financial and empathy: IT skills, problem definition.

Examples of transposable skills include: communication, critical thinking, collaboration, problem solving, and research skills. It is important to ensure that these skills are developed in students to prepare them for future careers.

Therefore...

Consider opportunities to incorporate transferrable skills into a course curriculum.

The requirement to devise a Masters course with transferrable skills.

In Cranfield University, keeping in touch with many past students has revealed that approximately only 25% of students eventually work in the disaster development field. This highlights the need to ensure that the skills developed in students are transferrable and can be applied in other careers.

Key lesson

The fragility of academic institutions.

Cranfield University, Cranfield Disaster Preparedness Centre (CDMC), 1998-2006

(Professor)

Key lesson

The need for downward accountability to beneficiaries.

Key lesson

Build alliances across a university and keep them.

Examples of transferable skills could include teamwork, working in groups, leadership, social skills, listening, and critical thinking. It is important to ensure that these skills are developed in students to prepare them for future careers.

Therefore...

Consider opportunities to incorporate transferrable skills into a course curriculum so that if students move into other careers, the skills they have developed will be valuable.

The fragility of academic institutions

It took fifteen years to build the Cranfield University: “Cranfield Disaster Preparedness Centre” (CDMC) as a globally recognised centre. It employed between 8-10 staff. It ran a Masters Course, PhD research, UK and in-country training courses for Senior Government officials, research, consultancy, advocacy. However, in 2004 it was destroyed in moments of madness from a combination of self-destruction and official academic vandalism. It has never been re-established.

Therefore...

Build alliances across a university and keep them. It is also vital to diversify academic relationships with communities and the field.

Therefore...

Encourage colleagues and students in any course concerning disaster or development to mirror ‘downward accountability’ in their university and also apply this in field relationship with communities.

‘Downward accountability’ will affect teaching styles, evaluations, relationships, power, and the need for downward accountability to beneficiaries.

Anyone who works for anyone is accountable upwards to those with power: their HOD, Section Leader, Boss, Management Team, CEO or Board of Directors. But are they accountable sideways to their colleagues or downwards to those they teach, or to the beneficiaries who often lack power?

Therefore...

Encourage colleagues and students in any course concerning disaster or development to mirror ‘downward accountability’ in their university and also apply this in field relationship with communities.

Impulse and outcomes, interactions, relationships, power.
Promoting active learning can put a stop to this practice. Recognising that when students are overloaded with assignments, they may creep out of their lessons, working on some other project during your presentation, they may not engage as designed. This can enable them to queue their ideas of teaching or their presentations. Key lesson

• Recognition of their expertise requires their full engagement and attention, so enter a contract: I will teach you to your very best ability, while you will fully engage with them. Similarly, when you are presenting, I will teach you to the very best ability of my ability. At the end of your session, we will need to train you to the very best ability of your ability.

• Tackle this concern by:

• Explaining to students that an effective lecture or presentation requires their undivided attention, so enter a contract: I will teach you to the very best of my ability, while you will fully engage with them.

• Asking the chief culprits direct questions: What is the source of my problem? It is the student who has this ability.

• Recognising the pressures to compete and with these pressures, we need to improve our teaching and teaching standards.

Therefore...

Graduate School of Development Studies, Kyoto University, 2006 (Visiting Professor)

Kyoto University, 2006 (Visiting Professor)

Lund and Copenhagen Universities, 2002-2016 (Visiting Professor)

External Examiner or Visiting Professor

PhD Supervision and External Examination:

PhD's are the gold standard of research. They should always advance knowledge—nothing less is good enough. Despite powerful internal pressures to compete and with these pressures, we need to improve our teaching and teaching standards.

Therefore...

Kyoto University, 1981-2017

Lund and Copenhagen Universities, 1981-1997

Oxford Brookes, Cranfield, Coventry, Kyôto,

PhD Supervision and External Examination:

Oxford Brookes, Cranfield, Coventry, Kyôto,

PhD Supervision and External Examination:
The powerful long-term impact of education...
In conclusion, I want to emphasise the joy and deep satisfaction to be gained in being educated and in facilitating the learning of others. This has been particularly important given the fact that in these disaster and development fields lives actually depend on the presence of well trained and well educated public and private officials. Education has been the most productive experience of my professional life, where positive lessons far outweigh any negative reactions.

**Positive Lessons**

1. Active rather than passive learning
2. Downward accountability to participants and beneficiaries
3. Courses to include Knowledge / Skills and Attitudes
4. Conflicting academic pressures to collaborate while competing
5. Teaching enriched by research, writing and advocacy
6. Teaching a master's Course with Transferable Skills
7. Devising a master's Course with Transferable Skills

**Negative Lessons**

1. The fragility of academic institutions
2. Inadequate PhD supervision by staff
3. Dealing with distracted students
4. Conflicting academic pressures to collaborate while competing
5. Active rather than passive learning

Education has been the most productive experience of my professional life, where educated public and private officials, given the fact that in these disaster and development fields lives actually depend on the presence of well trained and well educated and in facilitating the learning of others, this has been particularly important.

In conclusion, I want to emphasise the joy and deep satisfaction to be gained in being educated and in facilitating the learning of others.
Panel 1A | Pedagogy and challenges in the disaster, design and development fields

Program Overview

Program Overview

Panel 1A | Pedagogy and challenges in the disaster, design and development fields
The MICSEA is structured in 5 modules, the first three are courses with a theoretical and practical approach. The first module is an introduction to the urban scale. It offers a theoretical and practical base to rural and urban planning, focusing on disaster and mitigation processes in post-disaster situations. The second module delves into urban development and community design and emergency shelter and settlements and is accredited by the International Federation Red Cross (IFRC). The third module covers the socio-spatial strategies and is our students’ choice for their final year in the master thesis development. Finally, the fifth module is a three-month internship and an international fieldtrip. The program partners with UN-Habitat, IFRC and also with universities such as RMIT through joint courses. Norway’s Emergency Management and Disaster Risk Management Program is a key component of the MICSEA and introduces students to post-disaster solutions at urban scale and strategies on shelter reconstruction and relocation at urban scale and stakeholder scale on shelter reconstruction and relocation at urban scale.
The Centre for Development and Emergency Practice (CENDEP) is a multidisciplinary centre that brings together aid workers, academics and development practitioners to develop practice-oriented approaches in disaster risk reduction and response, shelter, chronic poverty, community development, building urban resilience, conflict, disasters and emergency. From the beginning of the Centre’s history, we have worked at the interface between practice and academic work to develop relevant methods for knowledge production. An approach of “reflection-in-action” has contributed to close collaboration between practice and academic work to get and share insights and experiences. The Centre’s key research areas are shelter after disaster, conflict and humanitarian action, forced migration and human rights, and disasters.

CENDEP has three postgraduate courses: a Masters in Development and Emergency Practice, a Masters in Humanitarian Action and Peacebuilding (with UNITAR) and a PGCert in Shelter after Disaster taught face to face in Oxford. A high proportion of CENDEP alumni have worked in the humanitarian and development sector.

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The advanced Master of Science in Human Settlements (MaHS) is an international postgraduate program hosted at the Department of Architecture, KU Leuven. Operating at the nexus of advanced research and design, the programme critically address worldwide urban transformation. The MaHS is rooted in the experience of the Postgraduate Centre for Human Settlements established in 1978 under the patronage of UN-Habitat. As a 12-month postgraduate specialisation, it proposes to tackle urgent urban development issues by recovering all layers of ecological thinking (social, political, spatial). The MaHS is premised on the crucial relevance of fieldwork and action-learning within the over-arching recognition of space’s increasing unavailability. Its curriculum proposes research and design methods that can help overcome the lasting dichotomies in the field of human settlements, such as formal/ informal and tradition/modernity. This, in turn, helps consolidating the genuine craft of a critically contextualist approach to urban transformation.
The Master of Disaster, Design & Development (MODDD) was designed to provide students with the capacity to develop the research and operational capabilities needed to work effectively in the post-disaster and development sectors. Through a blended line teaching format (online and intensives) students work with industry leaders in the sector such as the International Federation of the Red Cross (IFRC) and UNHabitat, to develop practical skills to work as part of multi-disciplinary teams working on solutions for natural disaster, complex emergencies and development projects.

The Master of Disaster Design and Development focuses upon learning about the design process to work in the disaster and development sectors globally. ‘Real world’ simulations of pre- and post-disaster scenarios are used throughout the degree to develop interdisciplinary strategies for rebuilding successfully after a disaster and to reduce future disaster-risk for vulnerable communities.

These tools may include: developing a reconstruction master plan, proposing strategic design interventions for private or public sector agencies, and ultimately demonstrating how a recovery project linked to long-term development can be realised.
The University of Westminster
MA International Planning and Sustainable Development

The MA International Planning and Sustainable Development is aimed at those with a relevant background who wish to gain an in-depth understanding of planning and sustainable development, whether to improve career prospects in their country or enter international practice. Through the course, you will examine the growing problems of sustainable development facing cities, regions and urban and rural communities in a rapidly urbanising world, subject to growing climate change and other environmental, economic and social pressures and risks.

There are two RTPI-accredited pathways through the course: the Spatial Planning Pathway, which has a strong urban design component and an emphasis on climate change mitigation, and the Urban Resilience Pathway, which provides a sustainable development-focused route with a core in urban planning.

Our students found employment with various international consultancies and internships. Our ongoing and future challenges are addressed by the University’s international cooperation opportunities. We work with UN-HABITAT and like-minded institutions to promote the socially and environmentally sustainable development of towns, cities and regions, in accordance with the UN Millennium Development Goals.

Based in London, you will have access to internationally recognized experience of spatial planning for sustainable and resilient development, and explore contemporary theories, public policy thinking and good practice in planning in both the developed and developing worlds. We work with UN-HABITAT and the Royal Town Planning Institute (RTPI) as a combined Planning Institute (RTPI) as a combined programme of study and practice, providing a rounded education in planning and sustainable development. Through the course, you will examine the growing problems of sustainable development facing cities, regions and urban and rural communities, subject to growing climate change and other environmental, economic and social pressures and risks.

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Panel 1 featured presentations from 5 Universities – UIC Barcelona, Oxford Brooks, University of Westminster, KU Leuven and RMIT University.

While there were many commonalities, the content offered a range of teaching models – from stand alone full-time face to face Masters degrees (UIC, Westminster, Oxford Brooks), a 12 month specialisation (KU Leuven), and completely online full time/part time degrees (RMIT, Oxford Brooks, Master of Humanitarian Development and Emergency Practice).

Key challenges identified included:
- ‘Unlearning architects’
- The need for ‘real time’ ‘real world’ experiences and the challenge of funding these
- Maintaining the diversity of the student cohort
- Long term sustainability of the programs
- The need for interdisciplinary, transdisciplinary approaches
- The need for interdisciplinarity, transdisciplinarity
- Student retention
- In the online environment a key challenge was creating a sense of belonging and engagement,
- How do we as educators in this space encourage active learning?
- How does this work in a teaching and learning environment?
- What is co-production of knowledge and what does this look like in practice?
- Key questions that emerged in the discussion included:
  - The need for interdisciplinarity, transdisciplinarity
  - What is co-production of knowledge and how does this work in a teaching and learning environment?
  - How do we as educators in this space encourage active learning?
  - Maintaining diversity of the student cohort
  - The need for interdisciplinary, transdisciplinary approaches
  - Long term sustainability of the programs
  - Student retention
  - In the online environment a key challenge was creating a sense of belonging and engagement,
Panel 1B | Pedagogy and Challenges in the Disaster, Design and Development Fields

Chair
Carmen Mendoza
UIC Barcelona

Presenters
Saija Hollmen, Kristjana Adalgeirsdóttir, Matleena Muhonen | Aalto University
Jennifer Duyne Barenstein | ETH Zürich
Cyrille Hanappe | ENSAPB Paris-Belleville
Håvard Breivik | Oslo School of Architecture
Camillo Boano | University College London
Nuno Martins | University of Lisbon/CIAU

Aalto University
Aalto WitLAB (World in Transition)
Interplay of Cultures Studio Course (IoC)
Sustainable Global Technologies Program (SGT)

Core educational entities in global sustainability and humanitarian development:
- Interplay of Cultures Studio Course (IoC)
- Sustainable Global Technologies Program (SGT)

Aalto WitLAB (World in Transition) Lab is a net-rooted action: Aalto WitLAB coordinates and carries out basic and applied research, publishes, supports masters' level and continuing education courses.

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Nuno Martins | University of Lisbon/CIAU
Camillo Boano | University College London
Håvard Breivik | Oslo School of Architecture
Cyrille Hanappe | ENSAPB Paris-Belleville
Jennifer Duyne Barenstein | ETH Zürich
Malthea Muhonen | Aalto University
Saija Hollmen, Kristjana Adalgeirsdóttir

Aalto University
Sustainable Global Technologies Programme (SGT) was established in 2006. It is part of UN-Habitat partner university initiative (UN-Habitat UNI). It is hosted by Aalto ENG Department of Built Environment and a multidisciplinary cooperation between Creative Sustainability, Arch, Water and Environmental Engineering and IDBM Master’s programs and lead by Professor Olli Varis and landscape architect Matleena Muhonen.

The program focuses on sustainability, teaches multidisciplinary and case-based learning, and promotes cultural awareness and social responsibility. It is an annual elective Master’s level minor studies program with 2 + 5 + 10 ECTS. Annual studio course max 30 (5 students/team). Field studies in 11 countries, 55 projects, 273 students.背景课程 80-100 students.

Alumni

This course changed the direction of my life.

Strengths and special features of the program:

• Genuinely multi- & interdisciplinary pedagogy & research
• Established international reputation, pedagogies and know-how
• Links to industry, civil society and academia
• Long-term projects
• Strong motivation of students, strong training reputation, pedagogy & research
• Chains of multi- and interdisciplinary pedagogy
• Community units & interdisciplinary pedagogy
• Key challenges of the program and courses:

Future challenges in Global Sustainability & Humanitarian Development

- How to strengthen links to industry,vel
- How to fit in the curriculum structure in Arts & ENG
- How to strengthen links to Industry,vel
- How to strengthen links to Industry,vel

Teck, 2014.

Kirk Kihlberg Youth Center (Korrolmi Arch-
ie
Women’s Centre in Sengal (Holmén Ren-
Awards winning projects:
- Responsibility
- Promotion of cultural awareness & social
- Dema
- Long-term projects
- Students’ strong motivation
- Established international reputation, pedagogy
- Very well-known & research
- Community units & interdisciplinary pedagogy
- Key challenges of the program and courses:

Humanitarian: This course changed the direction of my life.

Alumni: 80-100 students.

Future challenges in Global Sustainability & Humanitarian Development

- How to strengthen links to industry,vel
- How to fit in the curriculum structure in Arts & ENG
- How to strengthen links to Industry,vel
- How to strengthen links to Industry,vel

Teck, 2014.
The MAS ETH in Housing Studies aims to contribute to the attainment of the goals of the New Urban Agenda that was adopted by the United Nations Conference on Housing and Sustainable Development (Habitat III) in October 2016 and that has expressed its determination to reinvigorate commitment to housing and sustainable urban development. Access to adequate and affordable housing is a challenge not only for the poor in low-income countries but also for large numbers of people living in, or migrating to, middle- and high-income countries, including Switzerland. Facing these challenges requires highly motivated professionals with a specific training as the one offered by the ETH MAS in Housing Studies. The MAS is thus primarily oriented towards building upon the academic, research and professional experience of the ETH CASE and its partners, the MAS ETH in Housing Studies focuses on housing challenges and solutions of the 21st century, with reference to Switzerland, Europe and in low- and middle-income countries globally. While different contexts may appear to have little in common, they also share similar challenges: How to make houses affordable and accessible to low-income groups? How can the growing number of people displaced by disasters, conflicts, climate change, or economic hardships be adequately housed? How can housing policies and programs be better evaluated? The MAS ETH in Housing Studies aims to provide a critical study of the multiple strategies and

Module 4: Housing research and evaluation methods

Module 3: Adequate housing and neighbourhood development strategies

Module 2: Cultural, socio-economic, demographic and political aspects of housing and human settlements

Module 1: Housing research and research methods

Four specific modules:
The Diplôme de Spécialisation en Architecture des Risques Majeurs (DSA-RM) at the ENSA-Paris Belleville is a two-year master program in architecture and major risks. It is organized in four terms, each one dedicated to a particular situation:

- Earthquake and Hurricane (with one trip to Japan or Greece)
- Flooding (in the Pyrenees)
- Post Disaster, Emergency and Recovery (Nepal, Colombia, Haiti, Peru, Mayotte...)
- Four months minimal of practice

Graduation is obtained through a thesis defense with a 60 to 100 pages document and a dedicated problematic.

Alumni can join the Association des Architectes des Risques Majeurs that was set up by alumni of the program.
The In Transit project was established based on our own experience as humanitarian workers and the following reasons:

1. Frustration over the mismatch between existing tools and response mechanisms and reality on the ground and the role of the architect in crisis response.

2. Need for new thinking around these issues, and we need a new generation of architects, planners, and designers equipped to meet these challenges in a professional manner.

The ambition of the In Transit project is to build capacity and educate future humanitarian architects and planners ready to engage in the challenges of our time and the collaboration between crisis responders and local authorities.

The Final Thesis is based on the NRC Study on Adequate Urban Housing for Refugees in Thessaloniki, with project proposals as a contribution to NRC and UNHCR operations and local authorities’ interventions.

Partners for Thesis: NRC, UNHCR, + Urban Working Group, 100 Resilient Cities, Municipality of Thessaloniki, ARSIS, Aristotle University of Thessaloniki.

The special features of In Transit are the partnerships.

NORCAP is the NRC’s deployment capacity with a standby team of 960 experts ready to deploy in real-time. Our mission is to exemplify how architecture, with implementing partners in real-time, can help shape responses and the collaboration between crisis responders and local authorities.

To ensure that the students are given assignments that the students are given assignments that match the needs of the project, we ask them to develop their projects in the following theme areas:

- Long-term capacity building is one of the main goals of the In Transit project and the potential impact of the project.

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- Long-term capacity building is one of the main goals of the In Transit project and the potential impact of the project.

- The Final Thesis is based on the NRC Study on Adequate Urban Housing for Refugees in Thessaloniki, with project proposals as a contribution to NRC and UNHCR operations and local authorities’ interventions.
The MSc Building and Urban Design in Development involves study in the Development Planning Unit that integrates formal and informal social and political processes to build socially just and sustainable development. It emphasizes rethinking the conventional practices to tackle increasing conflicts of political visions and the challenges that produce these. It aims to change the way we plan, design, and build cities, calling for a radical rethink of conventional notions of design. The program immerses students in the theory and practice of urban design and its role in building just cities and communities. It is designed to engage students beyond the practice of formal and informal acts, from policy-making and master planning to artistic protest and everyday citizen-led creations of place.
Panel 1b presented an array of diverse academic studios and master programs which reflect on introducing humanitarian design challenges in architecture schools in Europe. The short presentations began with professors of Aalto University in Finland which explained how they are introducing challenges of cultural studios on topics of developing contexts through a fieldtrip format.

From ETH Zurich, Jennifer Duyne Barenstein explained how through a housing masters program they are introducing the topic of studios on housing for migrants and people displaced by disasters. Their challenge is that they are introducing these topics in relatively general courses. Linked to the association of architecture of major risks, Cyrille Hnappe of ENSAPB Paris-Bellville, exposed a post-master's program on post-disaster and emergency recovery. They brought to the table the complicated relationship of linking activism to pedagogy in these issues, through master programs on post-disaster and emergency recovery.

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Havard Breivik of University of Oslo explained the 'in transit' studio at a master level that is held in collaboration with Norwegian Refugee Council around the topics of refugee housing and integration. The studio is held in fourth and fifth year of architecture. With a long tradition and many master programs on topics of development and humanitarian design research, the Development Planning Unit of UCL contributed to the discussion on pedagogy and the field of disaster, design and development. They explained how through a housing master program that has a post graduate level, they are introducing humanitarian design challenges in architecture schools in Europe. The short presentations began with professors of Aalto University in Finland which explained how they are introducing challenges of cultural studios on topics of developing contexts through a fieldtrip format.
Graduate attributes needed in the disaster, design and development fields

Chair
Charles Parrack
Oxford Brookes University

Presenters
Brett Moore | UNHCR
Esteban Leon | UN Habitat
Håvard Breivik | Global Alliance for UrbanCrises
Jamie Richardson | CRS Catholic Relief Services

Working in refugee shelter and settlement programs

The United Nations High Commissioner for Refugees (UNHCR) is mandated to protect refugees, and also has a role in protecting the needs of IDPs. The United Nations High Commissioner for Refugees has a role in mediating domestic political issues, reducing the tension of natural resources to overpopulated areas. Recognized in many cases to be a complex interaction of climate change and the resulting conflict, the sources of the conflict are recognized, in many cases to be a complex interaction of climate change and the resulting conflict. The United Nations High Commissioner for Refugees specifically, in terms of number of refugees, seeks to support the needs of the growing conflict to support the needs of the growing conflict. There is a need for host and donor countries to support the needs of the growing conflict. As the conflict for global forced displacement.

© UNHCR
response to a large and rapid displacement of
Bengali refugees from August 2017 in
Cox’s Bazar, Bangladesh. The emergency response undertaken in Cox’s

opportunities where possible. Local participation for microeconomic de-
velopment of shelter and settlement infrastructure that will support both the
needs of the displaced as well as the needs of the host community. A
majority of shelter and settlement projects are planned together so that both
kinds of support can be linked to maximize benefits. Such projects can be
implemented in different ways, including through partnerships with private
sector, civil society organizations, and governments. UNHCR employs
many built environment professionals to implement its Shelter and Settle-
ments programs. Currently, UNHCR employs around 180 people in 46 country
operations, including staff and consultants, on a range of different con-
tact modalities, including short- and long-term engagements. These staff
design, manage, and implement programs, coordinate shelter actors, and
come from architectural, engineering (civil, structural, and environmental,
etc.), construction, and related disciplines. It is worth noting that the
majority of staff are locally recruited, and comparatively few are part of the
international expert category.

UNHCR is developing a more sophisticated approach to planning refugee
settlements. Referring to this approach as the Master Plan approach, it
seeks to integrate a variety of physical, social, and spatial analyses at the beginning of
the planning process. These analyses occur at a variety of scales, from site-level to territorial,
and aim to give settlement partners, donors, and other stakeholders critical information needed to
develop a settlement sustainably. The example shows a selection of information gathered
by a team of shelter specialists. The team conducts an analysis of the development
of a new site in Palabek, northern Uganda that was planned in response to a large and rapid displacement of
around 180,000 South Sudanese refugees in 2017-18. This part of the
detailed analysis gathered to assist in the planning of community-in-

Although the majority of shelters are locally recruited, and most
stakeholders usually work at the local level, there are also some
exceptions. Some projects are implemented in urban
areas, especially where they are dispersed. Sometimes, refugee
concerns are greater than accommodation options may be.

Prominent options (both formal and informal)
Rohingya from Myanmar was one of the largest operations in recent years. Over 700,000 people arrived in a matter of months, fleeing persecution, onto a small area of land at the Kutupalong refugee settlement. The inhospitable landscape, steep and prone to flooding and landslide during the monsoon season, was immensely challenging for UNHCR and partner agencies to provide adequate and lifesaving basic services to the large displaced population.

Utilising elements of the Master Planning approach helped in the analysis of areas most prone to flooding. Due to lack of adequate land, reducing the density of the Kutupalong site and relocating refugees was not possible, so remedial interventions on site were undertaken to reduce risk in the most critical locations. These works included improved drainage, improving pedestrian access, and the construction of improved bridges and culverts. The modelling to select the most risky locations utilised satellite data, rainfall trends and slope analysis techniques.

Implementing the site works was more than just an engineering intervention; the work required understanding how to engage the refugee community appropriately, maximising labour-based employment methods, and included disaster risk reduction messaging that had to be disseminated through community liaison structures in local language. Other preparedness actions in case of extreme emergency included planning evacuation processes in partnership with the government, pre-positioning of emergency rations and building networks of responders in a complex humanitarian context, requiring understanding how to engage the refugee community appropriately, maximising the use of local people who have demonstrated skills, and engaging with existing military, police, and other authorities.

Working in humanitarian contexts requires more than technical skills; agencies look to recruit people who have demonstrated experience at working in complex contexts where ambiguity and lack of resources mean conventional approaches are not always possible. It is often more important to plan how to implement a process, engage the right authorities and community partners, and understand the dynamics of the humanitarian system and the struggles of those who produce and receive humanitarian aid. The nuances of these differences are subtle.

The Kutupalong Refugee Camp in Bangladesh © UNHCR
UN HABITAT
Urban Resilience Hub

We work directly with local governments and their partners to provide training, tools and guidance. Local government staff are keen to learn new approaches to urban resilience and identify areas where their city may be vulnerable. The fruit of our work with local governments is a set of Actions for Resilience tailored to their urban context. The City Resilience Profiling Tool (CRPT) is UN-Habitat’s most extensive tool and follows a people-centred and holistic approach to analyze the entire city from a resilience perspective. Through our experiences with cities, UN-Habitat’s knowledge Hub is growing. The Hub approach gathers best practices, challenges and experiences from local governments and their partners working on resilience issues in order to learn from each other and help to make actions more effective. Our biannual flagship publication “Trends in Urban Resilience 2017” showcases a global perspective of the topic.

CHARACTERISTICS OF THE CRPT

- Long-term capacity built
- Adaptable to all human settlements
- All stakeholders, elements and hazards mapped
- Connection of each part of the urban system
- Supports achievement of global development agendas
- Unique value of cities and their complexities captured

© UN HABITAT
An enhanced role for local governments, combined with environmental professionals and other constituencies’ expertise, is key to achieving the goals of the Global Alliance for Urban Crises (GAUC). The alliance is a global, multi-disciplinary and collaborative community of practice working to arrive at systemic change in the way we enable urban communities to prepare for, cope with and rapidly recover from humanitarian crises and forced migration.

The Alliance governance structure is comprised of three main bodies: The Steering Group; Secretariat; and Working Groups. Members from across the following constituencies: United Nations/International Non-Governmental Organisations/Red Cross Red Crescent; Academia/Knowledge Management; Local Authorities; and Network of Professionals, have together set up the governance structure and agreed on common priorities.

To date, more than 70 organizations have signed the Urban Crises Charter – the Alliance’s flagship document that outlines its priorities in dealing with urban crises, and thereby committed – with full institutional support, to contribute to achieving the goals of the Alliance. This is key in achieving results, as the work we do jointly as the Alliance must also be brought back to each member organisation and the way they design their programs and carry out crises response, and also the only way to jointly influence global frameworks and initiatives.

The Alliance governance structure is comprised of the following working groups:

- Working Group 1 - Tailoring humanitarian response to the urban context by developing shared assessment and profiling tools, promoting joint analysis, and adapting coordination mechanisms.
- Working Group 2 - Developing or working with existing global, regional and national rosters to facilitate the deployment of urban leaders, managers and technical experts.
- Working Group 3 - Building the evidence base to facilitate the development of urban leaders, managers and technical experts.
- Working Group 4 - Ensuring that initiatives to prevent urban displacement and resilience, based on the specific characteristics of precursors, are well understood and deployed.

We focus on the need for humanitarian response to be ‘context-relevant’ and adapted to the complexity of urban crisis settings. Tools that seek to improve understanding of context and have been developed by Alliance members, such as ALNAP’s ‘What’s missing? Adding context to the urban response toolbox’, and the joint partners’ report on ‘Context Analysis Tool’, as examples.

Context-relevant response

The Alliance has four key strategic objectives for working groups:

1. Enhancing understanding of the urban context and resilience needs of vulnerable populations, including basic services and infrastructure.
2. Working Group 4 - Ensuring that initiatives to prevent urban displacement and resilience are context-relevant.
3. Building the evidence base on the specific characteristics of precursors, to develop shared assessment and profiling tools.
4. Promoting joint analysis and adapting coordination mechanisms.

Partners

Partners include individuals and organisations from the following constituencies:

- Local government
- Academia
- Non-governmental organisations
- Red Cross Red Crescent
- United Nations

The Alliance aims to leverage each constituency’s expertise to address how we respond to urban crises, and in particular those of local governments and built environment professionals.

Context-related response

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Way Forward – Priorities

As a result of this analysis, the Alliance has set out the following priorities:

- Enhancing understanding of the urban context and resilience needs of vulnerable populations, including basic services and infrastructure.
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is critical for coordinating humanitarian responses in urban environments. Local governments are better placed to establish the linkages between urbanization and mass displacement. Local governments are also more likely to increase the use and effectiveness of early warning systems, which provide high-level support through risk-informed planning. The importance of active Alliance participation in humanitarian and development settings is emphasized by the Steering Group and other Alliance members. It is acknowledged that this constituency is needed for achieving change in how humanitarian and development partners operate in urban contexts.

Graduate Attributes
A global, multi-disciplinary and collaborative community of practice must be comprised of experts with complimentary and specific knowledge. Having a profession previously not associated with humanitarian/crises response has become an asset due to increased recognition of specialized expertise from humanitarian and development actors. Alliance partner NORCAP is an example of this. The roster members’ areas of expertise range from education, protection, health, and nutrition to cluster coordination, camp management, and other humanitarian and development actors. NORCAP also operates several thematic rosters, which provide high-level support through specialized expertise.

urban contexts:
- The UN Cluster System (ACS) and ULCG
- The UN Development System (UNDESA) with other platforms within the humanitarian-development-ecosystem. The importance of active Alliance participation in our risk-informed planning has not been emphasized.

The Alliance’s contribution to strengthening the environmental/urban professional sector has been expressed as a need for increased engagement in urban crises. The advantage of the Alliance is that it is cross-sectoral with an ambition of bringing together urban and humanitarian experts. The future of the Alliance is that it is a platform for coordination and strengthened dialogue for engagement in crises.
Catholic Relief Services

CRS is the international humanitarian arm of the U.S. Catholic Community and works in more than 100 countries to provide assistance to people in need, without regard to race, religion or nationality. CRS was founded in 1943 to help with the resettlement and recovery of Europe’s refugees during World War II. More than 75 years later, CRS programs have evolved and expanded to provide comprehensive humanitarian assistance followed by support to families in recovering and rebuilding their homes.

136 million people in Fiscal Year 2017. CRS excels in providing emergency shelter and other relief in disaster zones. CRS programs have evolved and expanded to provide comprehensive humanitarian assistance followed by support to families in recovering and rebuilding their homes.

In all of our shelter work, we strive to ensure CRS excels in providing emergency shelter and other relief in disaster zones. CRS programs have evolved and expanded to provide comprehensive humanitarian assistance followed by support to families in recovering and rebuilding their homes.

Our Approach

In our approach, we strive to ensure that the programs are:

1. Community-based: We use local materials, technologies and skills whenever possible. We consult local construction workers and both male and female members of disaster-affected households in the design of our programs to ensure they are culturally appropriate and respond to local needs.

2. Market-based: We assess the strength of local economic markets. If markets are healthy enough, we provide people with cash or vouchers so they can purchase materials and hire laborers locally. Where direct distributions are necessary, we provide relief goods and services. Available relief goods and services are assessed after every disaster to determine locally appropriate and available materials.

3. Tailored: We collaborate directly with affected populations to ensure our constructions fit the context of each disaster. We build pilot demonstration shelters and request feedback from the communities to make sure our designs are appropriate.

4. Safe and durable: To ensure CRS-supported shelters withstand future disasters, we improve on local designs and knowledge by providing technical assistance and capacity building on local designs and knowledge.

5. Integrated: We integrate our shelter program into other CRS programs to help people recover and rebuild their homes.

6. Technologically and culturally appropriate: We use local materials, technologies, and skills whenever possible.

7. In all of our shelter work, we strive to ensure that the programs are:

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Panel 2 consisted of two UN agencies, one international NGO and one international organisation focused on networking, all working in the shelter or urban context. The brief for the panel was to understand key skills and attributes needed by these organisations, and how they operated in knowledge production and transfer.

**Key attributes**
- Engage with multi-stakeholders
- Understand linkages between urbanisation and mass urban displacement
- Work with partnership and integration
- Know how to work in complexity
- Skills in working in multidisciplinary teams
- Strategies for how to deal with competing interests
- How to work in post conflict
- Understand how process is more important than product

**Transferrable Skills**
- Team working
- Thinking out of the box
- Connecting technical expertise with context
- Critically evaluate context and develop strategy
- Think out of the box
- Team working
- Building consensus with a variety of different stakeholders
- How they operate in knowledge production
- Transfer and transfer skills
- How they operate in the field
- Key attributes
- How they operate in knowledge production
- Transfer and transfer skills
- How they operate in the field
- Key attributes
- How they operate in knowledge production
- Transfer and transfer skills
- How they operate in the field
- Key attributes

**Key questions for knowledge production from the practitioners**
- How does shelter contribute to humanitarian outcomes?
- How do we measure sustainability in shelter?
- How do we measure sustainability in shelter?
- How do we measure sustainability in shelter?
- How do we measure sustainability in shelter?
Panel 3 | Research opportunities in the disaster, design and development fields

Chair
John Fien
RMIT University

Presenters
Gareth MacNaughton
RMIT Europe

Research opportunities, EU grants and how to build a successful research consortium

The new draft Horizon 2020 programme grants subsidies will increase accordingly due to the practical field, the amount of product that has been tested to be in-

With an approach close to market and a
- water authorities, energy networks,
- you have a significant industry partner (i.e. when
- that gap
- From the theoretical approach to the prac-
- get academic and industry partners to fill
- Identify capacity and capability gaps, tar-
- specific area
- Identify 4-5 key movers and shakers in the
- as a next step approach industry players
- equivalent and EU grant work packages, and
- Use capabilities to investigate grant oppor-

Key Recommendations

- Innovation Action: project action, Research & Innovation Action and
- Types of programmes are Coordination & Support Action, or Technical Challenges. The
- bi-annually and include the topics Societal
- areas and topics in which calls are launched. The
- Research opportunities, EU Grants and

Panel 3 | Research opportunities in the disaster, design and development fields
Numerous research and partnership opportunities flow from the descriptions of the Masters programs and design studio workshops described by the representatives of the participating universities. The possibility of various EU grant schemes could provide support for these.

With the aim of improving curriculum and pedagogy in the fields of disaster, displacement, design and development, a number of projects were suggested. These included:

- Developing an industry-focused capability framework to guide the development of curriculum and pedagogy in the field – as a way of supporting degree and course development, evaluation and revision
- Establishing processes for staff and student mobility between universities and the sharing of courses, especially field studies
- Exploring common topics for research projects by staff and Masters and PhD students
- Planning collaborative publications
- Exploring common topics for research projects by staff and students
- Developing an industry-focused capability framework to guide the development of curriculum and pedagogy in the field – as a way of supporting degree and course development, evaluation and revision
- Establishing processes for staff and student mobility between universities and the sharing of courses, especially field studies

Following the completion and distribution of this report, John Fien from RMIT agreed to write to all participants and invite membership of Working Parties on these four topics. The aim would be that the Working Parties would report to the next forum of the group.

Event Photos
Conclusions and Recommendations

In the concluding comments of the forum it was agreed that:

1. A formal network be established between the universities and agencies attending the forum.

2. That an annual forum be organised to facilitate the development of such a network.

3. That the network would initially develop applications to resource the development of the proposed network through applying for EU Horizon 2020 schemes for research mobility, including the RISE and ITN schemes.

In order to seek future research support for postgraduate education in the disaster and development fields in Europe and the Asia Pacific region.
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