

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



 **RMIT**
UNIVERSITY

 **UIC**
barcelona

 **OXFORD
BROOKES**
UNIVERSITY

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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

Introduction by Marta Fernández

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.

generation designers that will be shaping spaces and cities to be more resilient and adaptable.

Marta Fernández
Executive Director
RMIT Europe

To reduce risk from disasters we need a multidisciplinary approach with design as a key element orchestrating the broad range of stakeholders that need to be involved to make communities more resilient.

At RMIT Europe in Barcelona we have a strong focus in addressing the challenges of our cities now and in the future through RMIT research and student community.

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



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 headquarter 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 *Pedagogy and challenges in the disaster, design and development fields; Graduate attributes needed in the disaster, design and development fields; and Research opportunities in the disaster, design and development fields.*

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.

PANEL 1A | Pedagogy and challenges in the disaster, design and development fields

Chair: Judy Rogers

Presenters: Carmen Mendoza, Charles Parrack, Stefanie Dens, Esther Charlesworth, Tony Lloyd Jones

PANEL 1B | Pedagogy and challenges in the disaster, design and development fields

Chair: Carmen Mendoza

Presenters: Saija Hollmen, Kristjana Adalgeirsdóttir, Matleena Muhonen, Jennifer Duyne Barenstein, Cyrille Hanappe, Håvard Breivik, Camillo Boano, Nuno Martins

PANEL 2 | Graduate attributes needed in the disaster, design and development fields

Chair: Charles Parrack

Presenters: Brett Moore, Esteban Leon, Håvard Breivik, Jamie Richardson

PANEL 3 | Research opportunities in the disaster, design and development fields

Chair: John Fien | RMIT University

Presenter: Gareth MacNaughton | RMIT Europe

WRAP-UP | Where to next?

Chair: Esther Charlesworth | RMIT University



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

Ian Davis

*Visiting Professor in Kyoto, Lund and Oxford
Brookes Universities*

*“I wish I knew what I know now when I was
young...”*

from ‘Ooh la la’ by Ron Lane of The Faces,
1973

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 experiences have been as follows:

Focus

- Undergraduate architects,
- Masters courses: architects/ planners/ multiple backgrounds,
- PhD supervision and examination,
- Mid-career courses in UK and internationally,
- Mentoring,
- Training of Trainers,
- Summer schools,
- Writing teaching materials.

Scope

- Disaster Management,
- Shelter and Settlements,
- Low-Cost Housing,
- Disaster Risk Reduction,
- NGO Management,
- Hazard Resistant Building and Planning,
- Adaptation to Climate Change,
- Recovery and Reconstruction,
- Anti-Terrorism.

**Oxford Polytechnic School of Architecture
(Shelter and Settlements Unit), 1973-1989**
Oxford Brookes University, 1991-2018
CENDEP (Lecturer or Course Leader)

Key Lesson

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

Therefore...

The best teaching grows from personal experiences. 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 experience. There is another saying: ‘publish, practice or perish....’

Key Lesson

Promote ‘active’ rather than ‘passive’ learning

Therefore...

Place emphasis on ‘*learning outcomes*’, *not on ‘teaching aims’*, enable and facilitate genuine learning and check if this is taking place, avoid the tedium of repeat lectures and live dangerously, take risks!

Active Learning includes

- 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 includes

- Lectures without student or trainee participation
- Individual Assignments

Oxford Polytechnic: International Short Courses, 1981-1989 (Course Leader)**Key lesson**

Courses to include 'Knowledge/Skills and Attitudes'

Therefore...

When designing a course of study decide in close consultation with practitioners who may employ your students which skills, which attitudes and what knowledge are needed. Monitor the results and make corrections. (See table with examples below)

KNOWLEDGE OF	SKILLS	ATTITUDES
Relevant fields (i.e. Architecture / Planning etc.)	Interdisciplinarity / team work	Empathy with poor, powerless and highly vulnerable families
Disaster and Development Practice	Social / Respect for local culture	Leadership / inspiration
Management/Finance / I.T.	Creativity / Improvisation	Social capacity
Working with the poor /advocacy	Training / Education	Sensitivity / patience / listening

National or Regional Short Courses, 1981-2008 (Course Leader or Co-Leader)

Key lesson

The need for 'downward accountability' to participants and 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.

'Downward accountability' will affect teaching styles, evaluations, relationships, power, inputs and outcomes

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

Key lesson

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 Master's 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 through a combination of self-destruction and official academic vandalism. It has never been re-established.

Therefore...

Build alliances across a university and keep activities modest. It is also vital to diversify across the disaster/risk/development field and carefully watch the flow of money.

Key lesson

The requirement to devise a Master's course with transferable skills

In Cranfield University, keeping in touch with many past students has revealed that approximately only 25% of students eventually find work in the Disaster/Development field. This highlights the need to devise courses and learning outcomes that give emphasis to transferable skills/ attitudes and knowledge to ensure that every student gains something substantial for the future career, even within a different field. In Cranfield University each Master's course would only be accepted by the University Senate if 40% of all course content was transferable.

Therefore...

Consider opportunities to incorporate transferable skills into a course curriculum so that if students move into other careers outside the disaster/development fields their studies will not have been wasted.

Examples of transferable skills could include many subjects such as teamwork, working in groups; leadership; social skills- listening and empathy; IT skills, problem definition and analysis; project design; basic financial management of projects; fieldwork and data collection; public speaking; writing/ reading and research methods; political analysis; advocacy and creativity.

PhD Supervision and External Examination:
Oxford Brookes, Cranfield, Coventry, Kyoto,
Lund and Copenhagen Universities, 1981-
2017
(External Examiner or Visiting Professor)

Key lesson

Inadequate PhD supervision by staff who lack full command of the subjects being researched and academic institutions taking on students on subjects outside their levels of expertise

Problems include:

- Universities, under severe financial pressures, needing research students and their fees/scholarships, are increasingly taking on students with topics on the edge or outside their experience or competency.
- Much work, especially in the specialised disaster field is sub-standard, and this is revealed when external examiners are faced with inadequate dissertations.
- This results in many sustained fights by university staff to pass their students.

Therefore...

PhD's are the gold standard of research, they should always advance knowledge- nothing less is good enough. Despite powerful internal

pressures in our universities for student fees, staff must never agree to supervise a student's PhD work unless they are fully competent in that field (someone who has written the books, not just read them). Only appoint supervisors who have PhD's themselves.

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

Key lesson

Conflicting forces in academia: to collaborate whilst competing for students/money and influence

Therefore...

Recognise the pressures to compete and with courage and conviction seek to tackle each of them. Seek to apply ethics to this issue, how to seek the higher or wider 'good' through collaborative effort, even if, in the short-term this may damage an individual centre or department.

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

Key lesson

Dealing with distracted students: During my last ten years of teaching in universities in Japan, UK, Sweden and Denmark I have noticed that some students do not engage with the subject or the lecturer, and ignore what is on the screen. They are busy typing, texting and surfing the web, or catching up with their social life via Facebook!

Therefore...

Tackle this concern by:

- Explaining to students that an effective lecture or presentation requires their full undivided attention, so enter a contract with them: "I will teach you to the very best of my ability, while you will fully engage without distraction".
- Asking the chief culprits direct questions. This can oblige them to close the lids of their laptops.
- Recognizing that when students are clandestinely working on some other project during your presentation, they may be overloaded with assignments.
- Promoting 'Active learning' can put a stop to this practice.

**Byron Fellowship Summer Schools,
Indiana and North Carolina, 2004 – 2015
(Guest Facilitator)**

Key lesson

The powerful long-term impact of education

Therefore...

Educators need to remember that their work is of strategic importance and is fundamentally different in its potential impact than other inputs. All technical developments and all building or infrastructure projects reflect the level of technology and the level of understanding at the date when the work was undertaken.

In contrast, a student who is well educated or trained in 2018 will be making decisions in perhaps 30 years. Hence and his or her present education or training will significantly influence the quality of those future decisions.

Thus, unlike any other sector, education is a strategic investment in people and in the future.

Rebuilding Education and Communication are neglected key components in disaster recovery.



Ian Davis at the Design, Disaster and Development Research Forum on July 6th

***“Education is the most powerful weapon to change the world.”
Nelson Mandela***

Summary

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.

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*

Positive Lessons

5. *Active rather than passive learning*
6. *Teaching- enriched by research, writing and advocacy*
7. *Courses to include 'Knowledge / Skills and Attitudes'*
8. *Downward accountability to participants and beneficiaries*
9. *Devising a master's Course with Transferable Skills*
10. *The powerful long-term impact of education*

Panel 1A | *Pedagogy and challenges in the disaster, design and development fields*

Chair

Judy Rogers | RMIT University

Presenters

Carmen Mendoza | UIC Barcelona

Charles Parrack | Oxford Brookes University

Stefanie Dens | KU Leuven

Esther Charlesworth | RMIT University

Tony Lloyd Jones | University of Westminster



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Universitat Internacional de Catalunya

(UIC)

School of Architecture

Master of International Cooperation

Sustainable Emergency Architecture (MICSEA)

The MICSEA is an official full time Master degree housed in the School of Architecture at UIC Barcelona. It is a program for holders of university degrees from the built environment (Architecture, Urban Design, Landscape Architecture, Planning, Geography, Engineering, etc.). It is face to face teaching taught by a prestigious group of specialised interdisciplinary professors and lecturers. Likewise, NGO's and other institutions participate actively in the course in the area of international cooperation. Due to its academic and practical approach, the tuition includes an international workshop in the fields of emergency post-disaster and post-conflict as well as urban regeneration. The final thesis is research based as this degree enables to go on to a PhD.

Program Overview

The MICSEA's content bridges the fields of Emergency Architecture to Urban Development under the umbrella of International Cooperation. In the emergency

field it is focused on post disaster reconstruction and relocation at an urban scale and at an architectural scale on shelter and low-technology solutions. In the field of post-conflict situations, it is focused on solutions at an urban scale and strategies of integration. On the other hand, it offers our students a relationship of emergency to sustainable urban development through courses of political ecology, environmental justice, gender and equity and urban resilience and climate change adaptation. All this under an interdisciplinary, context based approach in which the architectural and urban scale are always present. The ultimate outcome is to delve into all these topics looking to contribute to social empowerment of the communities they work in.

Program Structure

The MICSEA is structured in 5 modules, the first three are courses with a theoretical and practical approach. The first module is on emergency shelter and settlements and is accredited by the International Federation Red Cross (IFRC). The second module delves into urban development and community design and the third on socio-spatial strategies. The fourth module which runs through the whole year is the master thesis development. Finally,

the fifth module is a three-month internship and the international fieldtrip in which students apply in a real case the skills and knowledge acquired. The Master partners with UNHabitat, IFRC and also with universities as RMIT through joint courses. Likewise, it has agreements with leading NGOs in the field of emergency and upgrading.

Alumni

Our alumni are working in organizations in the fields of emergency and development such as: Norwegian Refugee Council, GWOPA, IFRC, UCLG, UN Habitat. Likewise, they are in the public administration, and some have gone back to their home countries and founded their own NGO's in Nepal and Greece.

Program Strengths

The strengths of the MICSEA are that it bridges topics of emergency architecture (post-disaster and post-conflict) and sustainable development. It is a program that introduces physical and social methodologies to reconstruction and design processes, and has a transcalar approach (from the architectural to the urban scale). It offers students a theoretical and practice base perspective as our staff are academics

and professionals working in humanitarian agencies and urban resilience. Finally, it is one of the only programs that touches these fields of knowledge which is an official Master program, and therefore enables our alumni to follow doctoral studies in these fields of study.

Key Challenges

The main challenges our program faces are to continue exploring methodologies that help implement good design as a basic right for people affected by crises. We constantly face the challenge to further develop real time projects as part of the academic content in order to explore practical examples of how design has successfully contributed to a more dignified humanitarian response. Another of the main challenges is to explore methods of participation of crisis-affected populations in the reconstruction and integration processes. In general, the main challenge when working in the fields of development and emergency is to develop an ethical framework for design in humanitarian crises.

Oxford Brookes University

Centre for Development and Emergency

Practice

Master in Development and Emergency

Practice (DEP)

Master in Humanitarian Action and

Peacebuilding

PGCert Shelter after Disaster

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 transformation, refugee studies and torture prevention. 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 and interaction between staff and students in order to analyse, reflect and share insights into development and emergency practice.

CENDEP has three postgraduate courses:
A Masters in Development and Emergency

Practice (DEP), delivered face to face in Oxford, a Masters in Humanitarian Action and Peacebuilding (with UNITAR) which is a fully online course, and a PGCert in Shelter after Disaster taught face to face in Oxford.

Key research areas are shelter after disaster, conflict and humanitarian action, forced migration and human rights, and disasters, risk and development.

A high proportion of CENDEP alumni work in the humanitarian and development sector. There are over 500 Alumni, over 200 following CENDEP Facebook page, some 170 active in the CENDEP facebook group and some 160 Networked in LinkedIn.

One important strength is the combination of academic and practical skills that students get and the strong team of lecturers spanning different spheres and experiences. Another is the diversity of students, both when it comes to origin countries and experiences, and both architects and non architects. For challenges, recruitment is always very high on the list, scholarships to maintain diversity is a key challenge along with funding to be able to provide field trips.



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KU Leuven

Master of Human Settlements

Master of Strategic Spatial Planning

European Master of Urbanism

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.



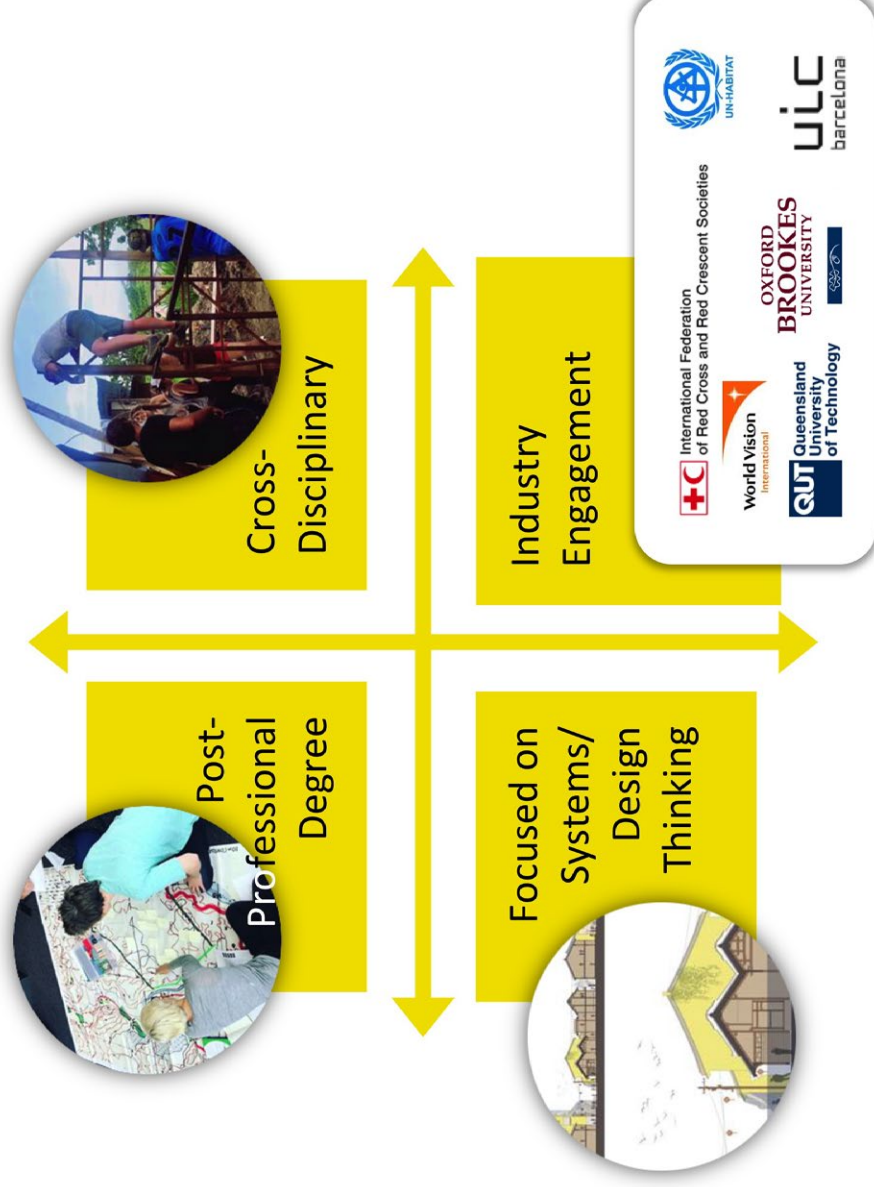
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RMIT University
Master of Disaster, Design and Development
 (MoDDD)

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.



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 urbanizing world, subject to growing climate change and other environmental, economic and social pressures and risks.

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 like-minded institutions to promote the socially and environmentally sustainable development of towns, cities and regions, in accordance with the UN Millennium Development Goals. The

University of Westminster was the UK's first UN-HABITAT Partner University.

The MA course is fully accredited by the Royal Town Planning Institute (RTPI) as a "combined planning programme". Those offered a place are eligible for postgraduate scholarships offered by the University.

This course addresses the growing problems of sustainable development facing cities, regions and urban and rural communities in a rapidly urbanising world. It explores contemporary theories, public policy thinking and good practice in planning that spans both developed and developing world contexts, and offers you the opportunity to explore one area of specialism in a related field in some depth.

There are two RTPI-accredited pathways through the course. The Spatial Planning Pathway has a strong urban design component and an emphasis on the development planning process. The Urban Resilience Pathway provides a sustainable development-focused route with a core emphasis on climate change mitigation, adaptation and natural hazard risk management.

Our students found employment with various international consultancies and internships with UN-Habitat.

Our ongoing and future challenges are institutional challenges and realising international cooperation opportunities. A small specialist course is vulnerable to wider financial risk and structural changes in the university. There is a need for consolidation with the forthcoming revalidation in the university. Furthermore, resources are required to consolidate international exchanges in form of collaborative studios with partner institutes around risk management and city planning topics.

Summary Panel 1A

Panel 1a 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 were presented – 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 experiences
- Maintaining the diversity of the student cohort
- Student retention
- Long term sustainability of the programs
- In the online environment a key challenge was creating a sense of belonging and engagement.

Key questions that emerged in the discussion included:

- The need for interdisciplinarity, transdisciplinarity in this teaching space and what this looks like in practice
- 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?



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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 Duyn Barenstein | ETH Zürich

Cyrille Hanappe | ENSAPB Paris-Belleville

Håvard Breivik | Oslo School of Architecture and Design

Camillo Boano | University College London

Nuno Martins | University of Lisbon/CIAU



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Aalto University

Aalto WITLAB (World in Transition)

Interplay of Cultures Studio Course (IoC)

Sustainable Global Technologies Program (SGT)

Aalto WIT (World in Transition) LAB is a network of researchers and projects at Aalto University, focusing on global sustainability and humanitarian development, pre-disaster planning, reconstruction, sustainable technologies, community engagement and grass roots action. Aalto WIT LAB coordinates and carries out basic and applied research, publications and supports master's level and continuing education courses.

WIT LAB furthers the Aalto University's strategy on sustainability, interdisciplinary collaboration and creating lifelong living environments.

Core educational entities in global sustainability & humanitarian development are:

- Interplay of Cultures Studio Course (IoC)
- Sustainable Global Technologies Program (SGT)

Content

Interplay of Cultures Studio Course (IoC) was established in 1993, currently lead by archi-

tect Saija Hollmén, Vice Dean and hosted by Department of Architecture. It is an annual elective Studio course in spring term, for 15-20 architecture & design students, with 10 ECTS. The course focus on the reality of architecture, building design and urban planning in the Global South. Field studies in: Senegal('93-'00), Benin ('01-'07), Cambodia('08-'12), Tanzania ('13-'14), Rwanda('14), Philippines('15-'17), Zanzibar (2018). In September 2018: Jubilee exhibition at the Museum of Finnish Architecture: "25 Years of Education in Humanitarian Architecture at Aalto University".

Sustainable Global Technologies Programme (SGT) was established in 2006. It is part of UN-Habitat partner university initiative (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, technologies and multidisciplinary challenge based learning. It is a one year 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. Background courses 80-100 students.

Alumni

"This course changed the direction of my life"

WIT LAB Alumnies are both working in the field with UN organizations, NGOs, UKUMB and with international consultancy agencies as well as in academia as IoC & SGT teachers and researcher.

Strengths and special features of the program, courses and research

- Genuinely multi- & interdisciplinary pedagogy & research
- Established international reputation, pedagogies and know-how
- Links to industry, civil society and academia
- Students' strong motivation
- Long-term projects
- Promotion of cultural awareness & social responsibility
- Award-winning projects:
 - Women's Centre in Senegal (Hollmén Reuter Sandman architects, 2001)
 - Kouk Khleang Youth Center (Komitu Architects, 2014)

Key challenges of the program and courses

- How to strengthen links to industry, civil society and academia
- How to fit in the curriculum structure in future (field trip vs. compulsory degree courses)
- Balancing who are the beneficiaries
- Current coordination of IoC & STG
- Future recruitment plan includes: Joint lecturer between ARTS & ENG in Global Sustainability & Humanitarian Development; Professor in Global Sustainability & Humanitarian Development

ETH Zurich **CASE Centre for Research on Architecture,** **Society and the Built Environment** *MAS ETH in Housing Studies*

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 built environment professionals committed towards contributing –in their own country or internationally– to the improvement of the quality of housing and human settlements.

The MAS participants develop a broad understanding of housing challenges through

a critical study of the multiple strategies and options aiming at meeting the needs of the world's most disadvantaged groups, including the urban poor, migrants, refugees, the homeless, the elderly and disabled, and the people displaced by conflicts, disasters and climate change; they will acquire skills which will enable them to become leaders in implementing housing policies and programmes in their own countries and in the framework of international development cooperation.

So far, the MAS programme enrolled students from over 30 countries forming a vibrant international network of alumni among whom exchanges and collaborations extend well beyond the completion of their studies at the ETH Zurich. In fact, the programme also aims to generate long-term collaborations between professionals and researchers in Switzerland and abroad.

The MAS ETH in Housing focuses on housing challenges and solutions of the 21st century, with reference to Switzerland, Europe and in low- and middle-income countries globally. While such different contexts may appear to have little in common, in an increasingly globalized and urbanised world they also share similar challenges: How to make hous-

ing affordable and adequate to low-income groups? How can the growing number of people displaced by conflicts, climate change, natural disasters, and erosion of livelihoods be adequately housed? How do demographic changes influence housing expectations, needs and demands? How to rebuild houses that have been damaged or destroyed by natural and man-made disasters? What are the links between adequate housing, sustainable neighbourhoods, human development and quality of life?

Building upon the academic, research and professional experience of the ETH CASE and its partners, the MAS ETH in Housing Studies focuses on a number of interlinked thematic areas that will be analysed in the framework of four specific modules:

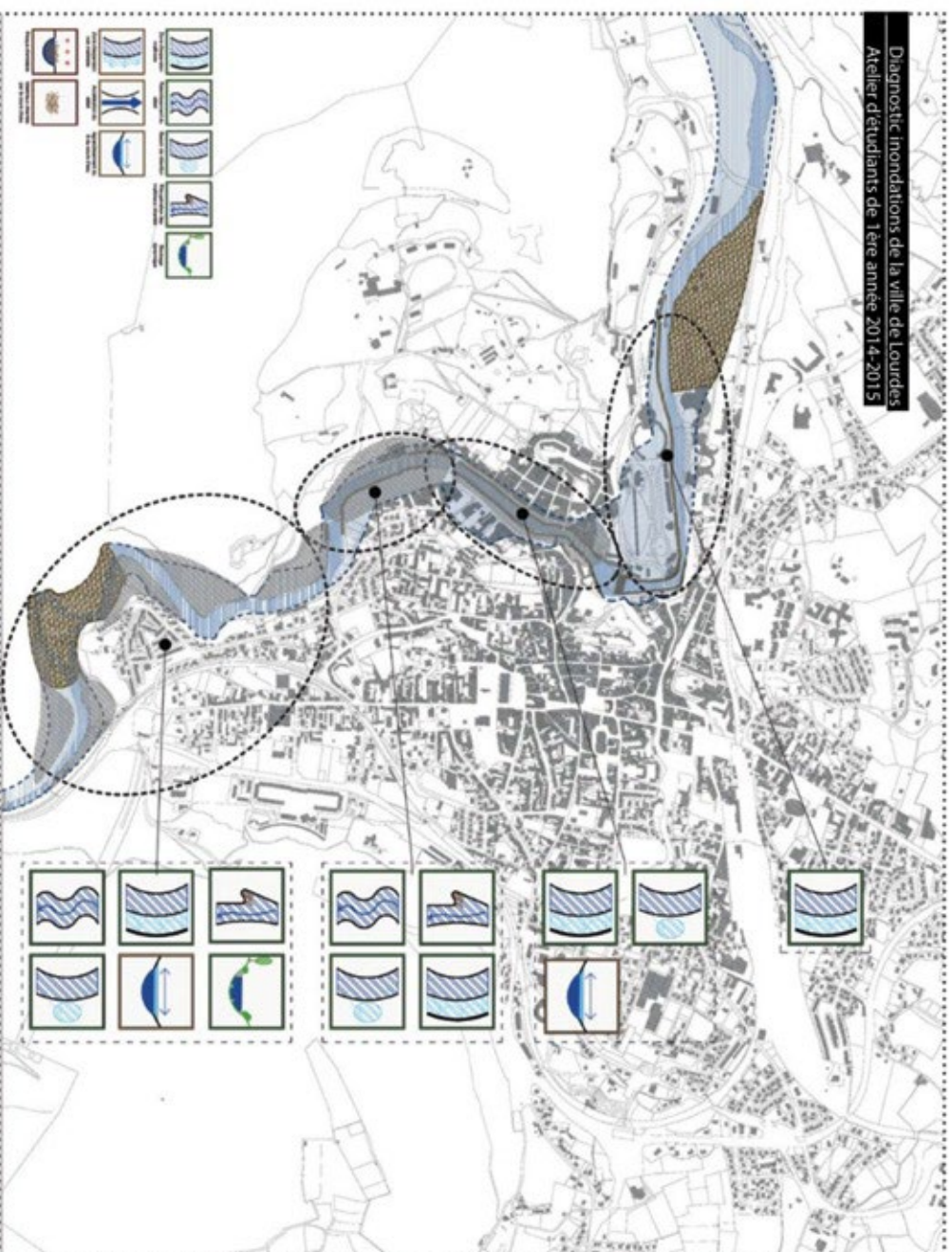
- *Module 1:* Housing research and evaluation methods
- *Module 2:* Cultural, socio-economic, demographic and political aspects of housing and human settlements
- *Module 3:* Adequate housing and neighbourhood development strategies
- *Module 4:* Housing for migrants, refugees, and people displaced by disasters

Diagnostic inondations de la ville de Lourdes

Actual o estudiantes de 1er semestre 2014-2015

-

Figure 1. The study design.



Oslo School of Architecture and Design IN TRANSIT Project

The In Transit project was established based on our own experience as humanitarian workers, and for 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 capable of contributing to crisis responses and who are equipped to meet these challenges in a professional manner.

The ambition of the In Transit project is to develop dignified, safe, innovative, and sustainable urban planning and architectural solutions for people seeking sanctuary and their partner communities, and to contribute with new thinking and fresh approaches around the subject of displacement, urbanisation and space. The goal of In Transit is to build capacity and educate future humanitarian architects and planners, ready to engage in the challenges of our time, and the collaboration with implementing partners in real-time. Our mission is to exemplify how architecture, ur-

ban design, and urban planning should be an integrated part of emergency response, and integration initiatives.

Themes include: dignified reception, the right to public space, collective centre/collective city, what's in it for the host community, inclusive planning, urban integration, spatially/socially sustainable emergency response, contingency planning, permanence/temporality.

Long-term capacity building is one of the main goals of the In Transit project and aligned with the NRC's motivation for investing in this project – to recruit future NORCAP standby members.

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 900 experts ready to

support national, regional, and international organisations, and particularly the UN in all stages of a crisis.

The partnership with the NRC/NORCAP and through the NRC network and participation in the United Nations' Cluster System, the In Transit students have a unique opportunity to contribute in improving emergency aid, development efforts, and integration initiatives. NRC as a project partner is facilitating for meetings with relevant actors and featuring our work through their official channels.

Challenges

- Allowing the students to not feel constrained by the severity of the topics and the potential impact of the project proposals as we ask them to develop
- To convince (some) of our partners in the UN system that these proposals are not "only" academic student projects but developed according to needs and gaps experienced firsthand by humanitarian professionals and relevant partners, and that the students are given assignments aligned with these needs through carefully selected topics that have been thoroughly researched.
- Knowledge dissemination, common language, and accessibility of information.

The MSc Building and Urban Design in Development immerses students in the theory and practice of urban design and its role in building just cities and communities. The program sits in the Development Planning Unit that conducts world-leading research and postgraduate teaching that helps to build the capacity of national governments, local authorities, NGOs, aid agencies and businesses working towards socially just and sustainable development in the global south. The Masters in Building and Urban Design in Development (MSc BUDD) emphasises the need to reconsider how we go about planning, designing and building cities. It calls for a radical rethink of conventional practices to tackle increasing conflicting political visions and the challenges these produce. It reconceptualises classical notions of 'design' beyond the practice that conceives only the physical form of the city, to one that engages a social-political process that integrates complex formal and informal acts, from policy making and master planning to artistic protests and everyday citizen-led creations of place.

Combining Pedagogical Dimensions



ASF award proposal- Giovanna Asfoltto

Summary Panel 1B

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 Duynne Barenstein explained how through a housing masters 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 of design in relatively general courses. Linked to the association of architecture of major risks, Cyrille Hnappe of ENSAPB Paris-Belville, exposed a post-master programme on post-disaster and emergency recovery. They brought to the table the complicated relationship of linking activism to pedagogy in these issues, through fieldwork. Harvard 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 which has a post graduate level is optional and picked as a master studio by the students

in fourth and fifth year of architecture. With a long tradition and many master programs on topics of development and humanitarian design, the Development Planning Unit of UCL contributed to the discussion on pedagogy and the field of disaster, design and development, through the intervention of Camilo Boano. With programs on global mobility, migration and social inequality, the DPU introduces research based academic programs which connect their curriculum on design research and community design. Their programs offer comparative research on these topics as they are working on diverse contexts with partnerships onsite. Their main challenge is to contribute to partnerships and political practices to create politics of space. Finally, from University of Lisbon, Nuno Martins expressed their interest in introducing the topics of emergency architecture, cultural landscapes and architecture to their master programs.

In conclusion, Panel 1b gave excellent examples on how, through diverse formats (fieldtrips, studios, post-masters and masters programs) there is interest and need to bridge academia to practice in the field of humanitarian design in order to bridge academic research to practical research on

the field. The concerns were how to introduce and continue exploring methodologies to bring humanitarian design to architecture schools in order to be catalysts to change on the field and the architectural profession. In other words, how to enhance active rather than passive learning.



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Panel 2 | 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 Urban

Crises

Jamie Richardson | CRS Catholic Relief
Services



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UNHCR

Working in refugee shelter and settlement programs

As the context for global forced displacement - refugee and IDP (internally displaced persons) - has now risen to the highest level since WW2, there is a need for host and donor countries to support the needs of the growing number of refugees specifically. In terms of IDPs, the main driver of forced displacement is conflict, but the sources of the conflict are recognised in many cases to be a complex interaction of climate change and the resulting tension of natural resources, to overpopulation and the undermining of effective governance to mediate domestic political issues. The United Nations High Commissioner for Refugees (UNHCR) is mandated to protect refugees, and also has a role in protecting the needs of IDPs.

Contrary to popular opinion, most refugees do not live in camps. Rather, the majority (around three quarters) live outside of refugee camps, in supporting areas hosted in the existing communities. Further to that, the profile of refugees is urbanising, consistent with that of the global population. Most refugees seek settlement options in urban areas where em-

ployment options (both formal and informal) are greater, accommodation options may be more diverse, and networks of refugees exist to provide support. Sometimes refugee communities tend to be co-located in urban areas or sometimes they are dispersed in urban areas, usually linked to where rents are most affordable and networks exist, but also sometimes dependant on safety concerns.

Although the majority of refugees do not reside in camp contexts, nevertheless there are still large numbers (around 3.75 million) registered refugees residing in around 420 planned and managed settlements. Many more may reside in informal camp-like settings. There refugees require prolonged support from the humanitarian community and host governments and the settlements they occupy have, on average, been established for around 17 years. Many of these settlements are in distant locations, far from existing communities and social services, where agricultural options are limited and creating viable livelihoods is complicated.

UNHCR employs many built environment professionals to implement its Shelter and Settlements programs. Currently, UNHCR employs around 180 people in 46 country operations

on a range of different contract modalities, including staff and consultant, 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. Although the main tasks are technical, there is an overall emphasis in the work to create interventions that contribute to peaceful co-existence and that help build sustainable interventions that can also be of benefit to the host communities and not just the displaced population.

UNHCR is developing a more sophisticated approach to planning refugee settlements. Referred to as the Master Plan approach, it seeks to integrate a variety of physical, social and spatial analysis at the beginning of the planning process. These analyses occur at a variety of scales, from site-level to the territorial, and aims to give operations, partners and government critical information needed to develop a settlement sustainably. The example shows a selection of information gathered as part of the development of a new site,

Palabek, in northern Uganda that was planned in response to the large influx of South Sudanese refugees in 2017-18. This part of the analysis shows some basic information gathered to assist in the planning of community infrastructure that will support both refugee and host community basic service requirements.

Shelter is one of the main interventions for UNHCR to protect displaced people. UNHCR's main emergency intervention is the family tent, and on average, 70,000 tents are deployed each year to assist populations meet emergency shelter needs. As the displaced population needs change, other kind of shelter support are possible, including transitional shelter and permanent shelter. A variety of political, geographic, protection and budgetary considerations help determine what kind of shelter support is provided to people at various points along the period of displacement. Both shelter and settlement interventions are planned together, so that both kinds of support can be timed to maximise local participation for microeconomic development opportunities where possible.

The emergency response undertaken in Cox's Bazaar, Bangladesh, from August 2017 in response to a large and rapid displacement of

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, stabilisation of critical slopes and strengthening terracing; providing paving, pathways and small community-build 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, maximise 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 government and aligned with national disaster response planning, pre-positioning of emergency rations and building networks of responders in a context where fear and distrust of authority required careful community engagement through religious and customary leaders.

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** means conventional approaches are not always possible. It is often more important to plan how to implement a process, engage the right authorities and community participation rather than over-emphasising the output of a project. Known as ‘**process over product**’ this approach is often not taught in the academic system but is a critical difference in humanitarian work where how you do something is

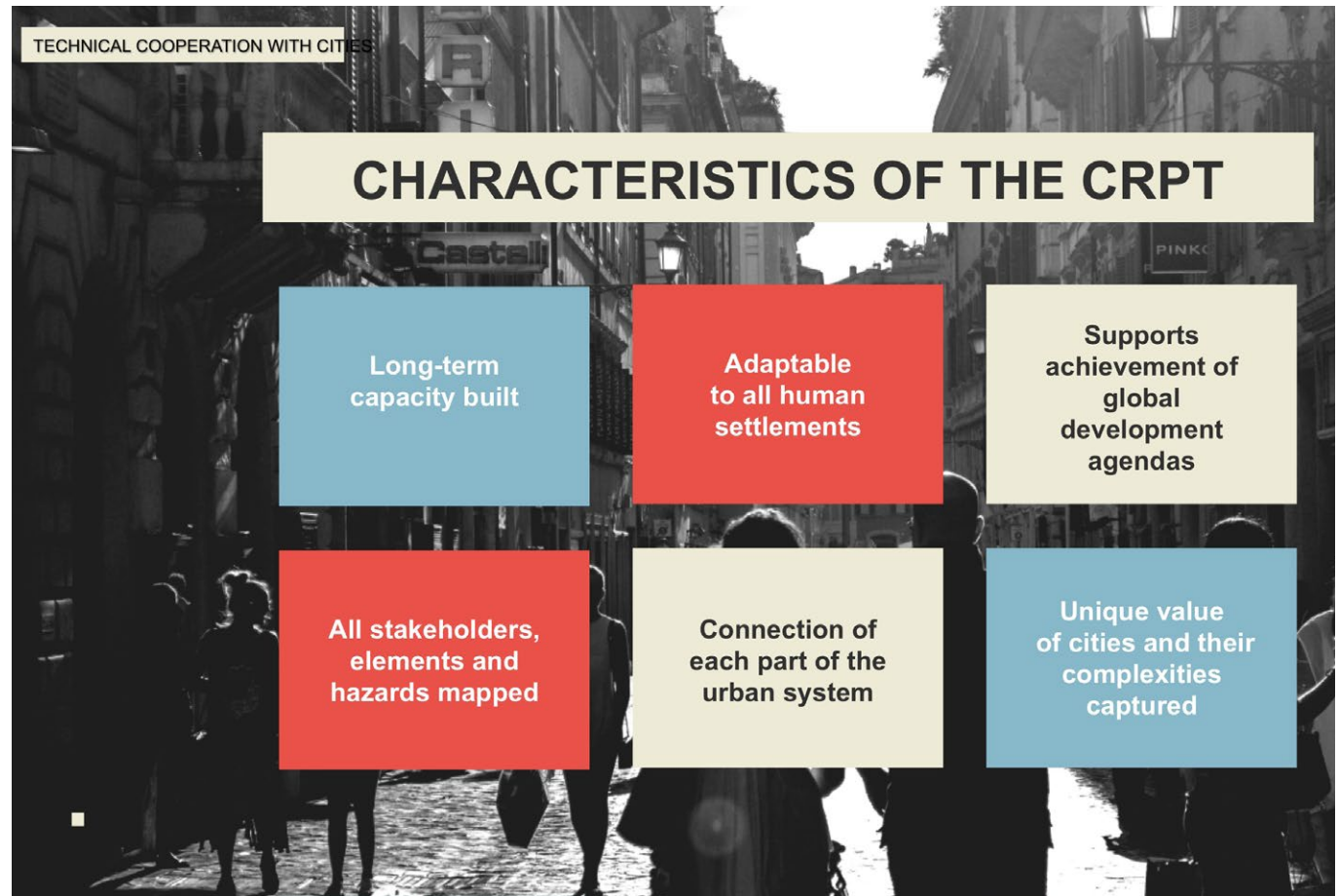
as important as what you produce. The humanitarian system is a large and complicated network of donors, agencies, NGO's, governments and political interests. Understanding and navigating this system is challenging in that it does not work with the same drivers as the private sector, and measures of progress and quality are different from a conventional project approach. It is important for academia to **instil theoretical and practical understandings of these subtle but important differences** in graduates if they are to be ‘field-ready’ and more aligned to the recruitment needs of humanitarian agencies.



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.



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Global Alliance for Urban Crises

The Global Alliance for Urban Crises (GAUC) is a global, multi-disciplinary and collaborative community of practice. It is an inclusive platform working to arrive at systemic change in the way we enable urban communities to prepare for, cope with and rapidly recover from the effects of humanitarian crises and forced migration.

The Alliance governance structure is comprised of three main bodies: The Steering Group; Secretariat; and Working Groups, with 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. Stakeholders from these four constituencies have together set up the governance structure and agreed on common priorities.

Partners

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 organization and the way they design their programs and carry out crises response, and also the only way to jointly influence global frameworks and initiatives. This includes developing shared assessment and profiling tools, developing coordination mechanisms that fit the complexities of cities, developing urban crises response rosters with deployable capacity of urban professionals and strengthening the evidence base on characteristics of protracted urban displacement and resilience.

Strategic Objectives for 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 on the specific characteristics of protracted displacement in urban areas, and contributing

to the design of appropriate and cost-effective responses, with particular regard to protection of vulnerable people, shelter, basic services and infrastructure.

Working Group 4 - Ensuring that initiatives focused on building urban resilience incorporate components on resilient response and recovery from crises, and that they leverage greatest impact in cities most at risk of humanitarian emergencies.

Context-relevant Response

We focus on the need for humanitarian response to be 'context-relevant' and adapted to complexity of urban crisis settings. Tools that seek to improve understanding of context have and are currently being 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.

Way Forward – Priorities

Going forward, the focus is on leveraging each constituency's expertise to better address how we respond to urban crises, and in particular those of local governments and built environment professionals.

- An enhanced role for local governments

is critical for coordinating humanitarian responses in urban environments. Local governments are better placed to establish a strategic platform for coordination between the municipality, affected populations, local actors and international agencies.

- Build on the Alliance's complementarity with other platforms within the humanitarian and development eco-system, such as the UN Cluster system, IASC, and UCLG as a few examples
- Contribute to improving knowledge around urban crises, to reinforcing the urban dimensions of relevant processes, such as the Grand Bargain, Agenda 2030, Global Compact for Refugees, and continue providing a platform for coordination and reinforced dialogue for engagement in crises in urban settings
- The advantage of the Alliance is that it's cross-sectorial, with an ambition of bringing in constituencies not normally represented in the humanitarian-development spectrum. But colleagues from the built environment/urban professional sector have expressed that it is difficult to engage in the humanitarian dialogue, and that the Alliance's contribution to strengthening the capability of urban professionals to carry

out risk-informed planning, has not been prioritized.

- The importance of active Alliance participation from the Urban Professionals and Built Environment constituency has been emphasized by the Steering Group and other Alliance members. It is also acknowledged that this constituency is needed for achieving change in how the humanitarian and development partners operates in urban contexts.

Graduate Attributes

A global, multi-disciplinary and collaborative community of practice must be comprised of **experts** with complementary and specific knowledge. Having a profession previously not associated with humanitarian/crises response has become an asset due to increased recognition of specialised expertise from humanitarian and development actors

Alliance partner NORCAP is a good example of this. The roster members' areas of expertise range from education, protection, health and nutrition to cluster coordination, camp management, legal affairs and peacebuilding. NORCAP also operates several thematic rosters, which provide high-level support through specialized expertise.

(CashCap - Cash and Markets Capacity

Development Roster (CashCap) was established to increase the use and effectiveness of cash and markets programming in humanitarian aid; ProCap - Protection Standby Capacity Project (ProCap); GenCap deploys senior gender experts to humanitarian country teams; ACAPS - The Assessment Capacities Project (ACAPS) was established in 2009 to strengthen coordinated humanitarian needs assessments before, during, and after crises; CCCM-Cap - Camp coordination and camp management experts are deployed for cluster coordination and technical support; CCCM-Cap includes rapid response teams, tools and capacity development for camp, urban and out-of-camp settings; NOROBS - The Norwegian Standby Roster for Civilian Observers (NOROBS) is a sub-roster of NORCAP and provides observers to monitoring mechanisms and civilian capacity to peace support operations).

And finally, due to increased awareness of the linkages between urbanisation and mass displacement, Urban and built environment expertise is more and more sought after by humanitarian and development actors.

Catholic Relief Services

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 European refugees during World War II. More than 75 years later, CRS programs have evolved and expanded to provide comprehensive humanitarian assistance for families and communities to overcome crisis, break through poverty or injustice, and have the opportunity for self-sufficiency, recovery and prosperity. In close collaboration with 1,200 local partners across the world, CRS assisted more than 136 million people in Fiscal Year 2017.

CRS excels in providing emergency shelter assistance followed by support to families in recovering and rebuilding their homes.

Our Approach

In all of our shelter work, we strive to ensure our programs are:

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.

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. When direct distributions are necessary, we strive to purchase locally available goods and services.

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 final designs are appropriate.

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

Integrated: We integrate our shelter programming with our activities to restore livelihoods, improve water and sanitation, protect highly

vulnerable populations, and help communities become more resilient to future disasters.



Project Example in Bangladesh
© CRS

Summary Panel 2

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

- Build consensus with a variety of different partners
- Core practical project management skills, HR, procurement and logistics, proposal writing,
- Mentoring skills
- Self starter willingly want to go to the field
- Security and safety training
- Holistic approach to problem solving

Specific experience useful for deployment

- Diverse experience eg Mideast, Africa and Asia,
- Range of projects eg school, housing, infrastructure
- Multiple languages
- Understanding how the humanitarian world works: private sector, humanitarian development nexus, complexity
- Personal capacity to manage stressful work over the long term

Key questions for knowledge production from the practitioners

- How does shelter contribute to humanitarian outcomes?
- How do we measure sustainability in shelter and settlements responses?
- How do we adapt to the new global contexts in our teaching?



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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 H2020 Work Programmes define the areas and topics in which calls are launched bi-annually and include the topics Societal Challenges or Technical Challenges. The types of programmes are Coordination & Support Action, Research & Innovation Action and Innovation Action.

Key Recommendations

- Use capacities to investigate grant opportunities and EU grant work packages, and as a next step approach industry players
- Identify 4-5 key movers and shakers in the specific area
- Identify capacity and capability gaps, target academic and industry partners to fill that gap
- From the theoretical approach to the practical: Chances to win a grant go up when you have a significant industry partner (i.e. water authorities, energy network)
- With an approach close to market and a product that has been tested to be introduced to the practical field, the amount of grant subsidies will increase accordingly
- The new draft Horizon 2020 programme

- has been released in June 2018. Now is a good time to lobby and have an impact on the final programme. A joint effort by sending a common letter is more efficient to influence the final version of the programme.
- Interdisciplinarity is a must, a good mix of partners as well.
- Industry partners must contribute as well, as grant subsidies do not cover all costs. Therefore the idea needs to be convincing for the industry to invest.
- Other options are: RISE (pays for actions, not salary); CoFund (existing doctoral program co-funded, exchange); ITN (new PhD program)



Summary of Research Session

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, e.g. on lessons from our related degree programs

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.

Note: Action since the July Forum

- RMIT Europe has invited participating universities to join in an application for an EU Co-Fund cotutelle project. UIC Barcelona and Aalto University have accepted the invitation. Submission by end September 2018.
- RMIT Europe will invite participating universities to join in a second application for an EU Marie Curie project under the Innovative Training Network scheme. The theme of this collaborative doctoral network will be “Designing for Resilience Post-Conflict and Post-Disaster”. Submission by end January 2019.



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

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Cover Image: Young children of Banda Aceh, Sumatra
Page 7: Banda Aceh after tsunami

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