

Pedagogies of inclusion Vol.1

A review of spatial design
education in Europe.

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Introduction

1

INTRODUCTION

This report summarises the findings of a review of architectural education in Europe. The review emerged from Designing Inclusion (DESINC), a collaborative EU-funded project that over the course of two years, brought together several Higher Education Institutions (HEI) and Civil Society Organisations (CSO) to explore the interface between architecture and urban design education, and the production of inclusive cities.

The DESINC project focused on European cities in the aftermath of the so-called European ‘migration crisis’, to investigate the capacity of current/ future urban practitioners to make a meaningful contribution to the reception of international migrants and refugees in local urban areas. Within this context, the aim of this review was to survey the state of the art in architectural education, in order to inform the design of a pedagogical framework and a series of pilot initiatives attempting to make issues of migration and asylum more relevant to the education of future architecture practitioners.

By showcasing elements of the review, this compendium of cases aims to provide insight into the ways in which architecture schools have entered recent debates regarding the reception of

displaced persons on the European continent. This review was guided by a set of research questions, asking: How are architecture and urban design education addressing the reception of migrants in European cities? What types of learning initiatives have emerged in recent years, and which learning and teaching approaches, methods and tools have been adopted? What attitudes towards the theme of inclusion emerge from on-going practices? What is their intended impact, and how can these attitudes inform future pedagogy?

The review was conducted jointly by The University of Sheffield and Architecture Sans Frontières–UK (ASF-UK), and in a first stage examined architectural pedagogical approaches within the HEI’s project partners (KU Leuven, Belgium; Politecnico di Milano, Italy; and University of Sheffield, UK). This sample was then extended to a universe of 50 departments, faculties or schools of Architecture listed by DOMUS’ as part of ‘Europe’s Top 100 Schools of Architecture and Design 2017’¹, in which all academic project partners are featured. Finally, the review included three non-academic projects that illustrate emerging civil society approaches to bringing together architectural education and migration.

The review’s methodology firstly comprised a period of remote data collection amongst the sample of architecture schools across Europe. Because currently there are just under 150 HEIs delivering architecture programmes across Europe², the decision to examine a particular

sample of 62 amongst those institutions was mainly due to time constraints of the project. Following identification, an initial stage of rapid analysis focussed on the information available on institutional websites or other online platforms connected to the relevant activities (news articles, blog posts, etc.).

The aim of this first stage was to locate on-going and past activities related to migration and asylum. This initial stage also intended to identify key people who would be contacted directly to either expand on some of the activities encountered or indicate projects that had yet to be made available online. The direct contact took place via email, asking:

“Have you or your school carried out any teaching, research or other activities related to social inclusion and migrants in cities?”

It was made clear that activities could relate to a core curriculum component, an area of research or alternatively to supplementary activities such as design workshops, summer schools or other projects. Twenty-two institutions responded, and 62 activities were identified, with obvious limitations related to the initial sample’s size and composition.

Even if originated from a variety of countries, including Austria, Belgium, Denmark, Germany, Greece, Italy, Portugal, Slovenia, Switzerland and the United Kingdom, the research did not cover institutions—within the same countries or elsewhere—that were not included in the initial list by DOMUS. Nonetheless, the analysis of the material emerged from this process provides an entry point to deepen collective knowledge around the response of architectural education and its actors with respect to the European migrant crisis.

62

Different activities identified

22

Universities that took part

16

Detailed case studies

03

CSO case studies

Structure of the report

This report includes two main parts: a short list of selected case studies (Section 1) and a long list comprising all the activities analysed during the course of this project (Section 3).

Section 1 consists of a representative sample of the wide range of activities encountered. The 16 cases analysed here were selected amongst the long list based on both the type of activity and the extent and quality of information available. Each of the cases is examined through five main dimensions:

- (a) learning and teaching format, investigating the timeframe of each initiative as well as the learning approaches and engagement strategies adopted;
- (b) scales of engagement, exploring the spatial dimension of each activity and whether this activity related to shelter or city design processes;
- (c) partnerships, interrogating how each activity connected to a wider network of actors;
- (d) approach to inclusion, examining how each activity addressed the coming together of migrant and other communities;
- (e) intended impact, exploring what each activity aimed to achieve.

This section is complemented by the description of three initiatives led by non-profit design organisations. The description of the three cases are based on interviews and provide a complementary perspective on what else has been happening in the field of architectural education in response to the European 'migrant crisis' (Section 2).

Section 3 includes the expanded list of 62 cases. The section provides a short description of each case and records the learning and teaching format of each.

Research categories

In order to guarantee consistency in the type and quality of information collected across the sample, each activity was classified and analysed under the categories outlined. These are also used to structure and describe each activity in this report.

1. **DOMUS 2016. Europe's Top Schools of Architecture and Design 2017** (December 2016 supplement). DOMUS. Milan, Italy: Editoriale Domus S.p.A

2. **EUROPEAN ASSOCIATION FOR ARCHITECTURAL EDUCATION**. nd. Full Members - All Programmes [Online]. Diepenbeek, Belgium: EAAE. Available: <http://www.eaae.be/members/full-members/> (Accessed 11/09/2018)

Learning and teaching format

Learning activities:

Elaborates on the specific learning approach taken by each activity, including: field work, design work, project work (non-design), seminars, lectures, conferences, and research. These activities were also used to group the different case studies.



Core component:

Highlights whether or not the activity is incorporated in the core curriculum.



Civic engagement:

Details whether or not each activity engages with the broader public.

Timeframe:

Distinguishes between lengths and periods of engagement of each activity (i.e. short and long term (summer or winter school, semester, full academic year, multiple years).

Timeframe: Short-term



Timeframe: Semester



Timeframe: Full academic year



Timeframe: Multiple years



Project description

Scale:

Relevant to frame the scale of focus but also the scope of intervention of each activity, distinguishing between Home, Neighbourhood, City, and Region.

Activities may sometimes spread across different scales.

Approach to inclusion:

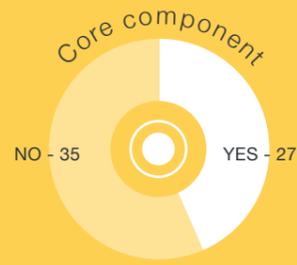
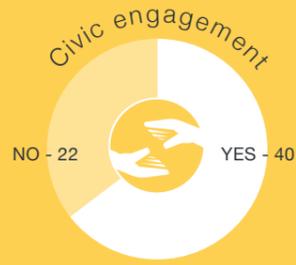
Addresses how each activity understands or applies ideas of inclusion.

Intended impact:

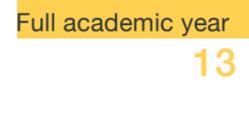
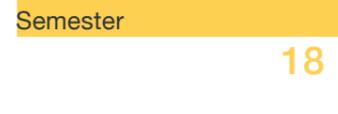
Describes the short-, medium- and long-term impact of the activity on the learners but also on the context in which the activity takes place or focuses on (including other actors involved).

Partners

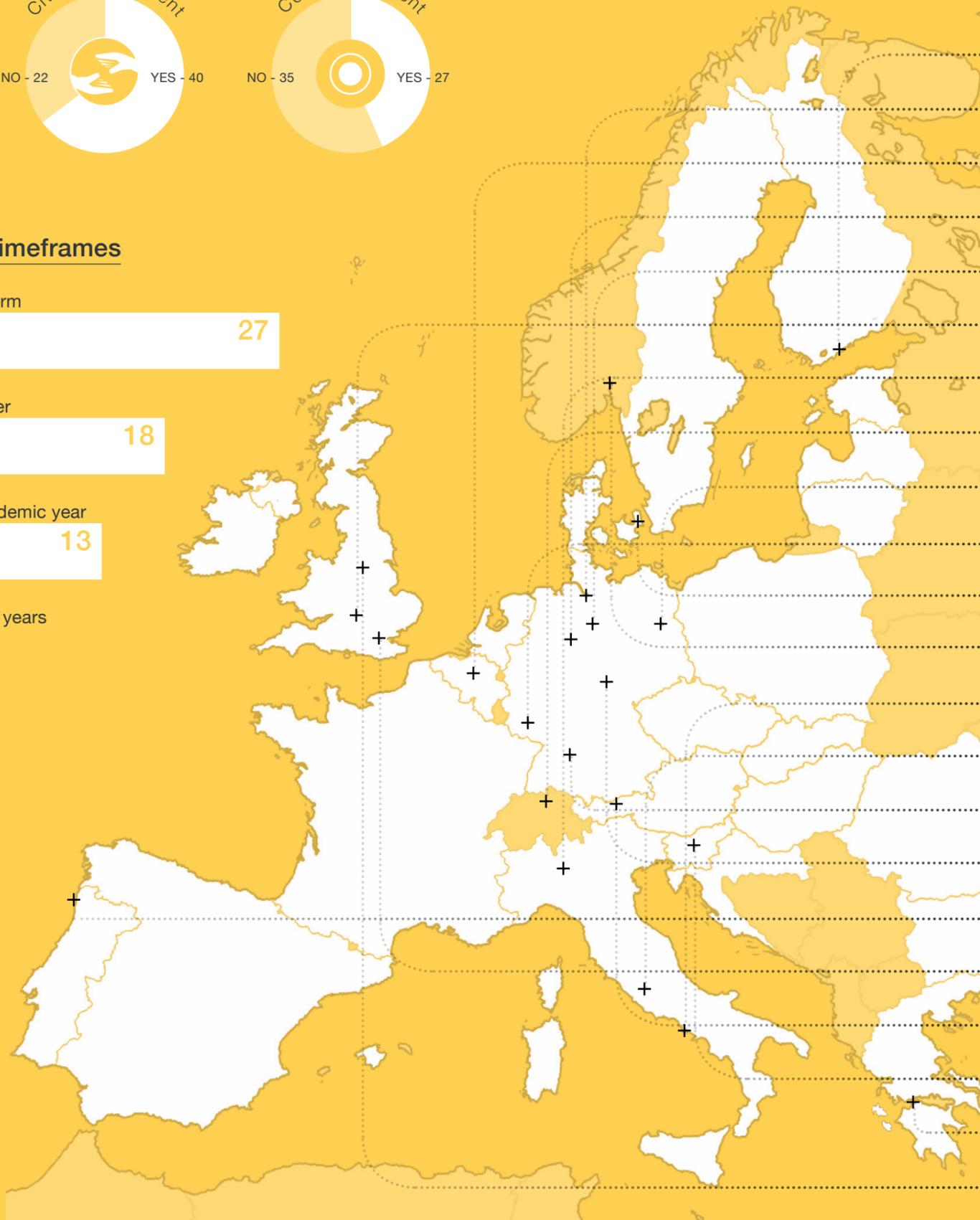
The partners involved in the activity such as CSOs, International and local NGOs, other HEIs.



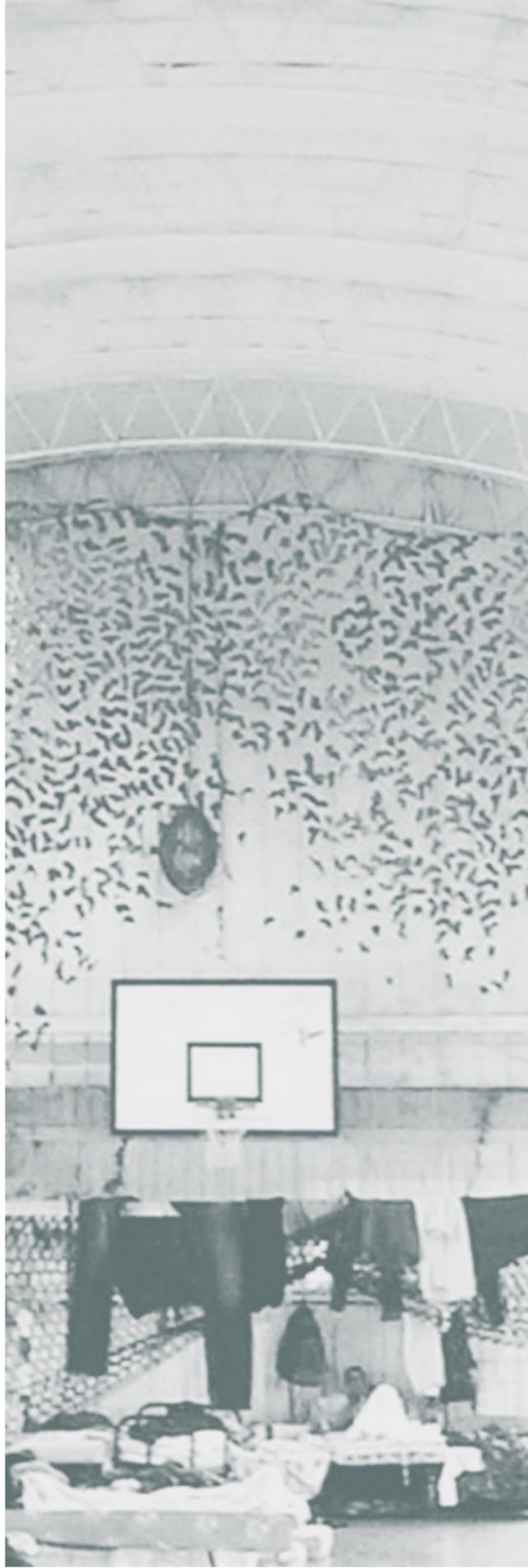
Timeframes



The universities in the review



- + **Alto University**, School of Engineering, Sustainable Global Technologies. Finland
- + **HafenCity University Hamburg**, School of Architecture. Germany
- + **Katholieke Universiteit Leuven**, Faculty of Architecture. Belgium
- + **Ostwestfalen-Lippe University of Applied Sciences**, School of Architecture and Interior Design. Germany
- + **Leibniz Universität Hannover**, Faculty of Architecture and Landscape Sciences. Germany
- + **Oxford Brookes University**, CENDEP, School of Architecture. United Kingdom
- + **Politecnico de Milano**. Italy
- + **Swiss Federal Institute of Technology (ETH)**, Department of Architecture. Switzerland
- + **Technische Universität Berlin**, Faculty of Planning, Building, Environment. Germany
- + **Technische Universität Kaiserslautern**, Fachbereich Architektur. Germany
- + **The Royal Danish Academy of Fine Arts**, School of Architecture. Denmark
- + **The Oslo School of Architecture and Design (AHO)**. Norway
- + **Università degli Studi di Napoli Federico II**, Department of Architecture. Italy
- + **Università degli studi Roma Tre**, Department of Architecture. Italy
- + **Universität Stuttgart**, Faculty of Architecture and Urban Planning. Germany
- + **Universität Weimar**, Bauhaus Faculty of Architecture and Urbanism. Germany
- + **Universidade do Porto**, Faculty of Architecture. Portugal
- + **University College London**, The Bartlett Development Planning Unit. United Kingdom
- + **University of Innsbruck**, Faculty of Architecture. Austria
- + **University of Ljubljana**, Faculty of Architecture. Slovenia
- + **University of Patras**, School of Architecture. Greece
- + **University of Sheffield**, School of Architecture. United Kingdom



Case studies of Higher Education Institutions

2



Approach to inclusion

As part of the studio, students analysed and mapped watermarks and infrastructures, landscape elements, mobility and connectivity flows, ecologies of use and occupation, urban vacancies, density and migration, housing, fabrics, tissues and typologies, needs and desires, imaginaries and discourses as well as economic activities and local stakeholders. The acquired knowledge was used to develop spatial strategies and projects that responded to the issues and needs discovered. The studio had a strong civic engagement component through setting the base on site, using ethnographic methods and engaging in dialogues with civil society groups working in the area as part of the research and design process.

Spatial scale: Neighbourhood + City

During the 2017 urban design studio, participants explored concepts and analyses in urban design, using the North Quarter area as a site of interest and study. The studio was part of the Living Lab initiative, in which several studios from KU Leuven occupied and shared a vacant working space on the 24th floor of the World Trade Centre building in the North Quarter.



Intended impact

Students began the design process by analysing, understanding and interpreting findings from and about the site area, to illustrate the complex social and spatial issues that manifest themselves in the North Quarter. The aim was to diagnose needs and create new knowledge that might address those needs. The studio collaborated with a parallel studio from KU Leuven's St Lucas Campus in Ghent in two main instances: firstly, a 2-day workshop, where students jointly produced on-site installations exposing the needs uncovered; secondly, a 1-day workshop, where participants played roles as stakeholders, to put themselves in their positions and assess future changes to the area. Overall, the studio methodology aimed to encourage students to engage with the layered social and political factors influencing urban design.

KEY WORDS

- BRUSSELS
- NORTH QUARTER
- SOLIDARITY

DESIGN STUDIO: NORTH SIDE STORIES

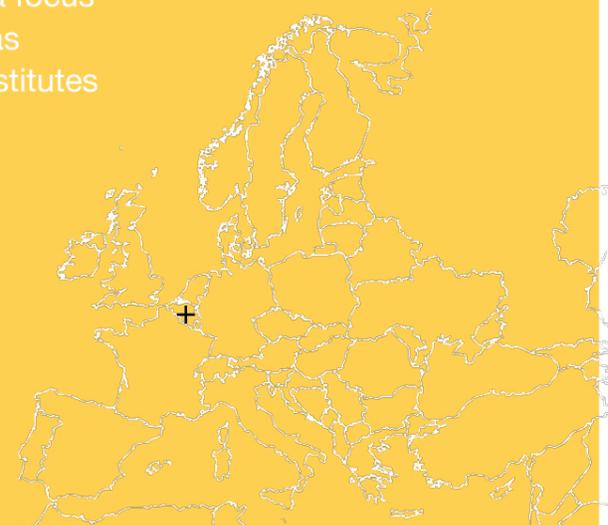
Katholieke Universiteit Leuven, Faculty of Architecture. Belgium (2017/18)

North Side Stories is a project run in 2017/18 as part of the Concepts & Analysis Design Studio of the MA Human Settlements and MA Urbanism and Spatial Planning at KU Leuven. The studio focuses on designing for the multiple users of the World Trade Centre area in Brussels, with a focus on those who have weak legitimacy such as asylum seekers, homeless people and prostitutes who live in and use the area.

Timeframe: Semester

Partners:

- Le Soleil du Nord
- Plateforme Citoyenne de Soutien aux Réfugiés





KEY WORDS

- HOUSING CHALLENGES
- SUSTAINABILITY
- LEADERS
- INTERNATIONAL DEVELOPMENT
- RECONSTRUCTION

CURRICULAR UNIT: HOUSING FOR MIGRANTS, REFUGEES AND PEOPLE DISPLACED BY DISASTERS

Swiss Federal Institute of Technology (ETH), Department of Architecture. Switzerland (yearly)

B

This module is part of a Master of Housing course, which involves finding solutions to the housing challenges in Switzerland and Europe as well as in low- and middle-income countries globally through multi-disciplinary training and advanced level research.

Timeframe: Academic year



Partners:

- ETH Zurich D-ARCH
- ETH Wohnforum/ ETH CASE Centre for Research on Architecture, Society and the Built Environment
- Network City and Landscape (NSL)



Approach to inclusion

Building upon the academic and professional experience of the ETH CASE research centre and its partners, the MA in Housing focuses on a number of thematic areas framed around four specific modules, including ‘Housing for migrants, refugees, and people displaced by disasters.’ The course description highlights that providing housing solutions for these particularly vulnerable people is a major challenge for their hosting countries and communities that requires creative, socio-culturally sensitive and affordable solutions.

Through a review of global strategies, policy instruments and case studies, the course explores options to provide durable housing solutions to migrants and refugees and addresses the role of planners and building professionals in making these solutions adequate and affordable.

Spatial scale: Home + Neighbourhood + City

This module gives particular attention to housing reconstruction after disasters, a process which often involves large numbers of national agencies, international organisations and building professionals committed to ‘building back better and safer’.

Intended impact

It is hoped that participants to the course and module develop a broad understanding of the links between housing and culture, socio-economic context, livelihoods, lifestyles and wellbeing. They will further gain knowledge regarding local and global housing challenges and solutions through a critical study of the multiple strategies and options that can meet the needs of socio-economically disadvantaged groups—including the urban poor, single parents, migrants, refugees, the homeless, the elderly and disabled, and the people displaced by conflicts, disasters and climate change. By attending the course, students are meant to acquire skills that will enable them to become leaders in implementing housing policies and programmes in their own countries or in the framework of international aid and development.



KEY WORDS

- LOW-COST
- SUSTAINABILITY
- AESTHETICS
- APPROPRIATENESS
- PARTICIPATION

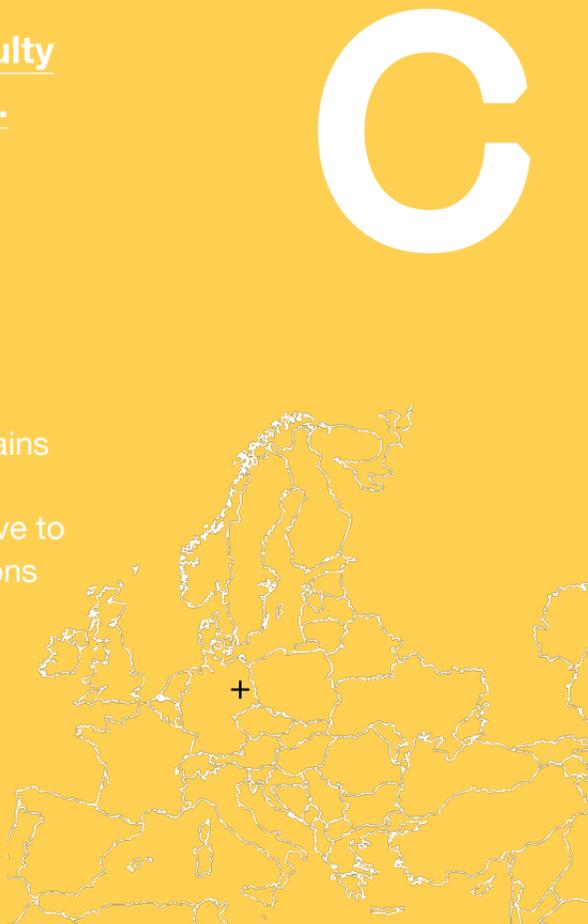
WORKSHOP: COMMUNITY SPACES WITH REFUGEES

Technische Universität Berlin. Faculty of Planning, Building, Environment. Germany (2018)

Community Spaces with Refugees is a workshop in which students from a variety of backgrounds are meant to collaborate with refugees to design and construct a building responsive to the challenges and requirements of the former. In addition to gains in professional knowledge, the goal of the course is to make participants more sensitive to the social, cultural and ecological implications of their work.

Timeframe: Short-term (Summer school)

Partners:
Local refugee community



Approach to inclusion

This activity engages the refugee community as the ‘client’ with whom student participants are required to design and build the project, hence engaging first-hand with the challenges refugees are facing. Refugee ‘clients’ are expected to actively participate in guiding the project, from the design phase to on-site construction.

Participants’ proposals are grounded in the understanding of the broader urban context, as well as in the client’s specific requirements. Following a competitive selection process, the most feasible solution is intended to be constructed in collaboration with the users, under the guidance of skilled craftsmen.

Spatial scale: Home/Shelter

This activity encourages participants to take part in a small-scale building project from design phase to construction.

Intended impact

The summer school takes place in an academic environment and engages students from a variety of disciplines including Architecture, Landscape Architecture, Urban Design, Civil Engineering, Product Design and others who are interested in taking part. In addition to impacting students in terms of skills and professional knowledge, the course also intends to increase participants’ awareness of the social, cultural and ecological implications of their work. It is also hoped that the summer school will allow for completing the construction of a building, to be used by the refugee community. Although relatively small in scale, the project hopes to have a wider impact on and be appropriated by refugees in Berlin.



KEY WORDS

ARRIVAL
BERLIN
URBAN COEXISTENCE

SYMPOSIUM: DIALOG EXTREM FORUM - ARRIVAL, VISIONS FOR A NEW BERLIN

Technische Universität Berlin. Faculty of Planning, Building, Environment. Germany (2016)

Dialog Extrem invited participants to discuss approaches to action and visions for urban coexistence in light of Berlin's migrant arrivals since 2015. The dialogue was co-organised by students and Prof Jorg Stollmann, TU Berlin's Chair for Urban Design and Urbanisation. The main focus of the event was on arrival, and aimed to reflect on the complexity of the topic while showing positive perspectives.

Timeframe: Semester



Partners:

TU Berlin, Department of UrbanPlanning + Urbanization – CUD
TU Berlin, Department of Stage Design / Scenic Space
Openberlin eVNA



D

Approach to inclusion

The aim of this activity is to extend pertinent questions beyond the technical debate into a broader public. Artists, politicians, writers, administrative employees, activists and many others with different backgrounds are invited to work with the students on a conversation about a shared Berlin.

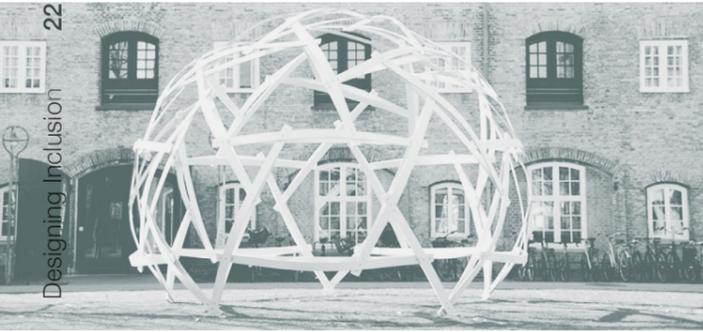
Translations of individual conversations in English, French and Arabic are provided by students of the Fachschule / Foreign Languages of the Euro Akademie Berlin.

Spatial scale: City + Region

This activity takes place within the premises of the TU Berlin and invites participants to discuss approaches to action and visions for urban coexistence in the light of migration in Berlin.

Intended impact

The activity bridges the boundary between audience and experts, allowing students to take on an active role in the public conversation. It creates a space for reflection, potentially increasing participants' awareness around the issues of migration in Berlin.



KEY WORDS

- EMERGENCY
- SHELTER
- HUMANITARIAN
- TEMPORARY CONSTRUCTION

WORKSHOP: RECIPLYDOME - BUILD IT, DIVIDE IT AND REBUILD IT

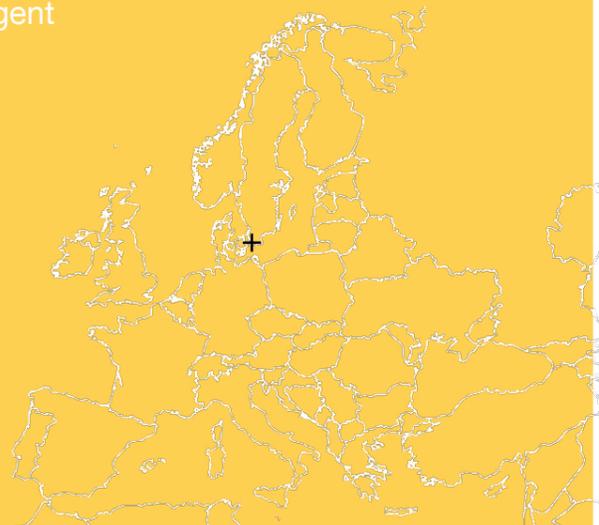
The Royal Danish Academy of Fine Arts, Schools of Architecture. Denmark (2017)



This activity engaged students in the design and construction process of a structure on campus. This pilot project intended to function as a replicable example of a temporary shelter that could potentially be used by refugees in urgent need of a home.

Timeframe: Short-term (Workshop)

Partners:
 Department of Building Arts and Technology, KADK
 Vrije Universiteit Brussel (VUB)
 Danmark Tekniske University (DTU)



Approach to inclusion

The dome design ReciPlydome intends to be a pilot for an innovative type of temporary home, which could be built by the migrant residents themselves.

According to the proposal, an affordable and easy-to-assemble shelter solution can potentially contribute towards refugees reclaiming the self-determination and freedom of action they have lost.

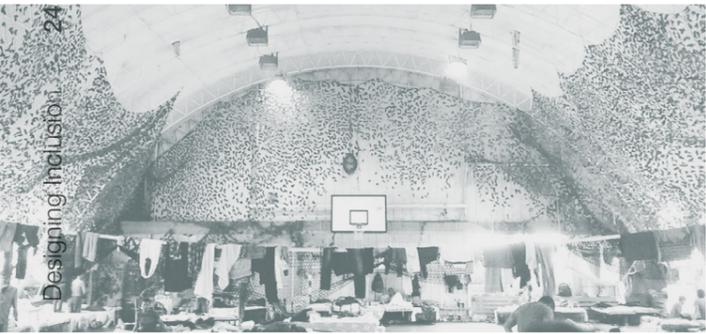
Spatial scale: Home/Shelter

This activity involved students in the construction of a single structure to be used as temporary shelter by refugees urgently requiring accommodation.



Intended impact

The dome was exhibited in different locations throughout 2017, including KADK in Copenhagen and various architecture festivals. This approach contributed to disseminating the outcomes of the activity and to raising public awareness around issues of sheltering refugees. The students involved in the making of the structure developed technical skills and the outcomes of the activity also generated further teaching inputs towards workshops, lectures and seminars at the Royal Danish Academy of Fine Arts. The activity also informed the PhD research of at least one student, who moved on to researching the same topic.



KEY WORDS

IN-TRANSIT
EMERGENCY AID
DISPLACEMENT
SUSTAINABILITY,
CAPACITY BUILDING

DESIGN STUDIO: IN TRANSIT - ARCHITECTURE MEETS THE MIGRATION CRISIS

The Oslo School of Architecture (AHO), Norway (2016/2017)

The In Transit design studio was a collaboration between AHO and Refugee Aid / NORCAP and three architecture practices. The aim was to develop design solutions and innovative space-saving facilities for people in transit and for their host communities.



Timeframe: Academic year



Partners:

Norwegian Refugee Council (NRC)
Refugee Aid / NORCAP



Approach to inclusion

The In Transit project aimed to provide the United Nations, NGOs, city officials and migration authorities with new thinking and fresh approaches to issues of urbanisation and architecture in emergencies. It further hoped that through the Norwegian Refugee Council network and participation in the United Nations' Cluster System, In Transit students may be able to contribute to improving emergency aid and develop new ways to create safe, sustainable and dignified living conditions for displaced people, and their partner communities.

Spatial scale: Home + Neighbourhood + City + Region

Students developed proposals ranging from micro interventions to mega-scale solutions within medium- and long-term urban planning strategies for creating liveable and sustainable environments for new arrivals and their host communities



Intended impact

The goal of In Transit was to build capacity and educate future humanitarian architects and planners, who will be ready to take on the challenges of contemporary times. After the first semester of the studio (2016), the team published a book titled: In Transit – Architectural Solutions in Emergencies, intended for dissemination with a broader public.



KEY WORDS

IMPACT
URBANISM
TRANSFORMATION,
BUILDING TECHNIQUES
ARCHITECTURE

CONFERENCE: MIGRATION AND THE BUILT ENVIRONMENT IN THE MEDITERRANEAN AND MIDDLE EAST

Università degli Studi di Napoli Federico II (DiARC), Department of Architecture. Italy (2016)

University hosted CAUMME (Contemporary Architecture and Urbanism in the Mediterranean and the Middle East) and the first edition of Paumme (Projects of Architecture and Urbanism in the Mediterranean and the Middle East). The call addressed a number of relevant concerns regarding the relationship between architecture, urbanism and migrations.

Timeframe: Short-term (Day event)



Partners:

N/A

G



Approach to inclusion

The activity addresses the relationship between architecture, urbanism and migration and intended to provide answers to the following questions: What are the impacts of migration on host communities? Are the production and use of buildings transforming as a consequence of migration processes? How are housing environments changing due to migration? How are the relationships between spaces and social dynamics adapting in the presence of migrant communities? How is the urban landscape being transformed by global migration flows of migration?

Spatial scale: Varies

Although the core focus of this activity is the region of the Mediterranean and the Middle East. The event engaged with a large number of professionals working at different scales within the region.

Intended impact

This large-scale event brought together a large number of professionals and experts from a variety of countries in order to share projects with a focus on Migration and the Built Environment in the Mediterranean and the Middle East. It created a platform for knowledge exchange and communication around these themes which was also further extended to a wider community through the publication of symposium proceedings, edited by Paola Galante (2016).



KEY WORDS

- PLACES OF ENCOUNTER
- SPATIAL INTEGRATION
- MUSIC
- INTERCULTURAL ENCOUNTERS

STUDENT PROJECT: BEGEGNUNGSRaum - A MEETING ROOM

**Universität Stuttgart, Faculty of
Architecture and Urban Planning.
Germany (2017)**

H

This student-led activity brought together a group of students from different disciplines, refugees, volunteers, helpers and professionals. The project aimed to contribute to the successful integration of refugees by creating spaces where intercultural encounters could take place.

Timeframe: Short-term (Workshop)



Partners:

Students from different disciplines, refugees, volunteers, helpers and professionals.



Approach to inclusion

The project combined a multi-disciplinary group of students as well as refugees, social workers, professionals and the broader public. The aim was to contribute to the integration of refugees by creating spaces where meaningful intercultural encounters could take place.

As part of the project, students and members of the community proposed an urban music room and a cultural meeting room as places of encounter. The music room was intended to form a temporary, collective rehearsal room, which projects music practice directly into public space—creating a new identity for urban spaces through musical subculture and thus leading to an urban music dialogue. The meeting room aimed to contribute to the spatial integration and communication between students, refugees and Stuttgart citizens. These aspects were meant to happen during the planning and construction phases as well as during the later use of the building.

Spatial scale: Home + Neighbourhood

Begegnungsraum engaged with the construction of physical spaces as a way to encourage social interaction between refugees and local residents.



Intended impact

The project aimed to raise awareness of issues of migration, asylum and integration amongst aspiring architects. Furthermore, the physical outcome of the activity was meant to create a concrete meeting space in an urban district making conscious and unconscious encounters possible, and hence facilitating the first steps towards integration.



KEY WORDS

- WELCOMING
- RECEPTION
- NEW-COMERS
- LIVING TOGETHER
- COMMUNICATION

RESEARCH PROJECT: WELCOMING CITIES

**Universität Weimar, Bauhaus
Faculty of Architecture +
Urbanism. Germany (on-going)**

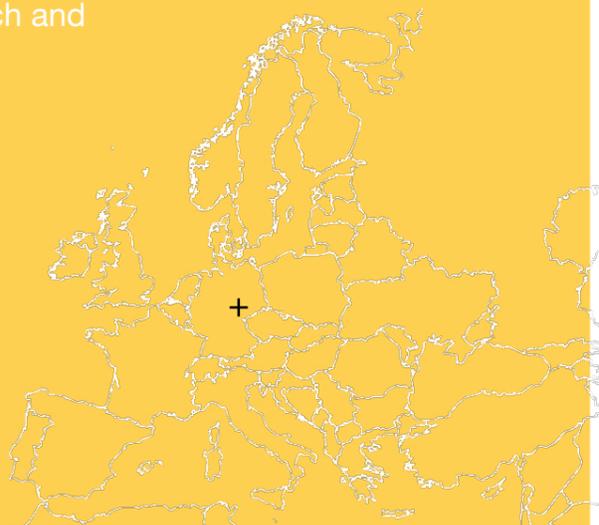
The project Welcoming Cities provides the county of Thuringia and its municipalities with research support for the reception and accommodation for new coming refugees. The project is led by the Chair for Urban Studies and Social Research and a multi-disciplinary group of students.

Timeframe: Multiple years



Partners:

Mitarbeit Thüringer Ministerium



Approach to inclusion

Welcoming Cities is based on the premise that the reception and accommodation of asylum-seekers and refugees challenge local municipalities and their residents, and also affect the spatial and social organisation of cities, both of which depend and have an impact on the city's 'welcome culture'.

As part of the activity, students with German and Arabic backgrounds form teams, which simultaneously communicate with language-relevant stakeholders about the project and its objectives. Through this process, the research aims to create a social situation that facilitates communication between refugees and local residents. The aim is to develop a framework for communication and reflection that may pave the way to more meaningful forms of coexistence among people of different cultural backgrounds.

Spatial scale: City

The activity reflects on the challenges that cities experience due to the high influx of refugees and new forms of cultural diversity, using Thuringia as a case study.

Intended impact

This research aims to turn communication about refugees into communication with refugees. With this aim, Welcoming Cities hopes to leverage the potential of social diversity to improve the lives of asylum-seekers and refugees as well as to discover new opportunities for their economic, social and cultural development. In a next step, the project aims to create spaces of dialogue on the most urgent subjects—such as education, health care and employment. In a third and final phase, the project aims to facilitate conversations about concrete projects based in particular neighbourhoods.



KEY WORDS

- POVERTY
- NATURAL DISASTERS
- RESETTLEMENT
- REFUGEE CAMPS

UNIT IN MA COURSE: URBANISATION OF POVERTY

Universidade do Porto, Faculty of Architecture. Portugal (yearly)

Urbanisation of Poverty aims to create space for discussion about the spatialisation of poverty and the exclusions entrenched in the process of urbanisation. The module highlights social concerns in the fields of architecture and urbanism, exploring the limitations and potentialities of redistributive policies geared towards a fairer management of the urban built environment.

Timeframe: Academic year



Partners:

N/A



J

Approach of inclusion

The course discusses asymmetries in the production and management of the urban built environment, both in non-Western and Western contexts, with an emphasis on the visibility and role of lower-income groups. In so doing, the module aims to establish a broad understanding of key issues relating to urbanisation, particularly under conditions of uneven development and resource scarcity.

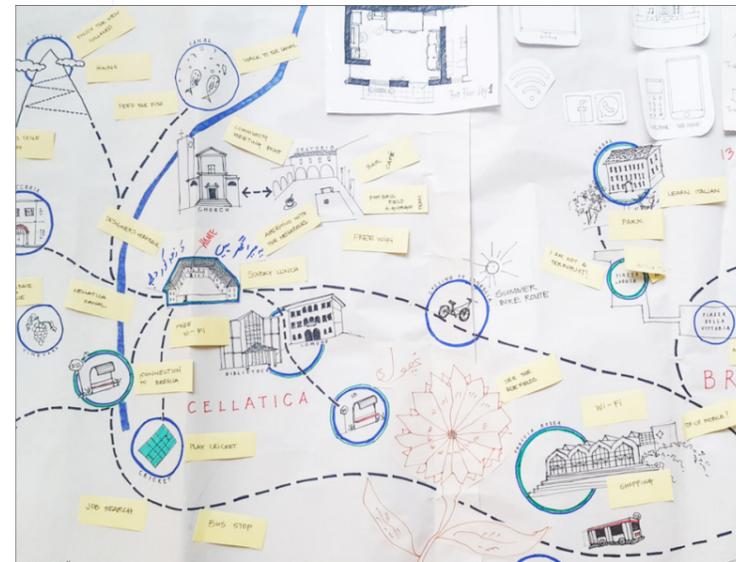
In light of this discussions, the course situates the architect and planner as a social practitioner, mediator and facilitator who is involved in urban decision-making processes alongside other stakeholders, including public authorities and private investors as well as international agencies, nongovernmental organisations, local associations and inhabitants.

Spatial scale: City

The module deals broadly with issues relating to urbanisation, particularly in non-Western contexts and critical areas of Western contexts. Within the wider city scale, it exposes learners to a variety of scales of intervention ranging from the regional to the neighbourhood level.

Intended impact

Issues of migration and asylum have been addressed in various editions of the module, through a lecture series and practical design work, as well as in workshops and student-led seminars. The activity aims to provide students with an informed view on complex realities, offering conceptual and practical tools to understand constraints and potentialities, and to work in interdisciplinary teams that are capable of addressing the challenges posed by poverty.



KEY WORDS

- HOSPITALITY
- HOME
- INTEGRATION
- ADAPTATION
- SOCIAL-SPATIAL JUSTICE

DESIGN WORKSHOP: BUDDCAMP

**University College London,
The Bartlett Development Planning
Unit. United Kingdom (yearly)**

K

This is a 3-day design exercise in which students are exposed to the challenges of a specific location, allowing them to test theoretical notions throughout the course.

Timeframe: Short-term (Workshop)



Partners:

Associazione per l'Ambasciata della Democrazia Locale (ADL)



Approach to inclusion

For several years, the BUDDcamp has been based in the city of Brescia, Italy, where the presence of migrants at different stages of their migration experience has triggered a complex system of reception, assistance and hospitality. In 2017, the workshop's mapping and design activities were grounded in the notion of 'inclusion' as seen through the lens of 'unconditional hospitality'. Based on the work of Derrida, 'unconditional hospitality' is described as a practice that does not entail any conditions: it is the absolute action of accommodating anyone, without knowing their names (because hospitality comes before language and communication) and without asking anything in

Spatial scale: Dwelling +
Neighbourhood + City

The BUDDcamp is a workshop that seeks to understand dwelling practices at the scale of the city. In recent years, the focus has been set on the dwelling practices of refugees and asylum seekers in Brescia, Italy. In 2017, these practices were observed in the context of temporary accommodation projects led by local partners ADL, under the umbrella of a national programme for housing asylum seekers.

Intended impact

This is a practical activity where students work with refugees, assisting them to achieve progressive autonomy, as they integrate and adapt to a new city. As part of the project, students explore how the city's design and urban planning processes can help to hinder or facilitate integration. At the end of BUDDcamp, students present their findings to relevant stakeholders and develop a reflection on their roles as urban practitioners designing for social and spatial justice.



KEY WORDS

- REFUGEE CAMPS
- TEMPORARY ACCOMMODATION
- LIVING CONDITIONS

WINTER STUDIO: TEMPORARY CAMPS

University of Innsbruck, Faculty of Architecture. Austria (2011)

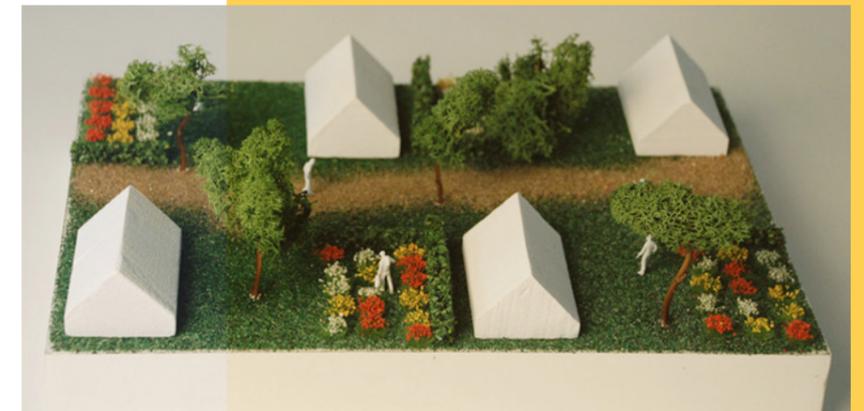
Temporary Camps is a design studio offering a theoretical exercise in which students reflect on issues experienced in the Dadaab refugee camps as a case study and develop solutions to improve the lives of camp residents.

Timeframe: Semester



Partners:

N/A



Approach to inclusion

The Dadaab refugee camps provide contextual focus to a design studio asking students to creatively respond to issues of overcrowding and poor housing and infrastructure. The Dadaab camps were originally established by multiple health and non-profit organisations in the early 1990s to provide temporary accommodation to refugees fleeing Somalia due to civil war, drought, inadequate water supply and high crime rates.

The studio brief emphasises that approximately 1,000 to 1,500 new people arrive to Dadaab every day and that is causing a range of challenges that need to be addressed spatially.

Spatial scale: Neighbourhood + City

This activity encourages students to reflect on issues arising in Dadaab refugee camps as a consequence of the ever-increasing influx of refugees.

Intended impact

This is a theoretical exercise in which students are expected to propose a plausible solution for the three camps and the city of Dadaab by providing modules for an expansion based on the notion of a self-supplying community. The basic concept for the expansion is the accessibility of services. The existing camp structures are replaced by the new program and expanded by new modules until the three camps and the city of Dadaab become connected, thus alleviating issues of overcrowding. The projects aim to contribute towards participants' awareness of migration dynamics and life in camps.



KEY WORDS

- JOURNEY
- TEMPORARY ACCOMMODATION
- COMMON SPACE
- COLLABORATIVE CONSTRUCTION



WORKSHOP: PROJECT KOTNIKOVA 8

University of Ljubljana, Faculty of Architecture. Slovenia (2016)

Project Kornikova 8 consists of a workshop integrated within a design studio at the University of Ljubljana. The broader design studio explored socially engaged architecture and encouraged students to engage with contemporary issues that have both a local and global dimension.

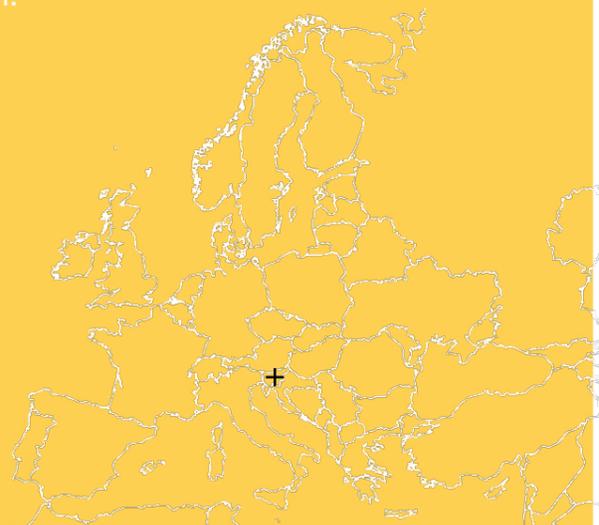
M

Timeframe: Academic year



Partners:

Kornikova 8 residents/occupants



Approach to inclusion

This workshop sits within the framework of a wider design studio testing socially engaged forms of architectural practice. At the time when this activity took place, Kotnikova 8 temporarily accommodated 70 migrants waiting for the government to decide on the next step of their journey—either staying in Slovenia or being transferred to another EU country.

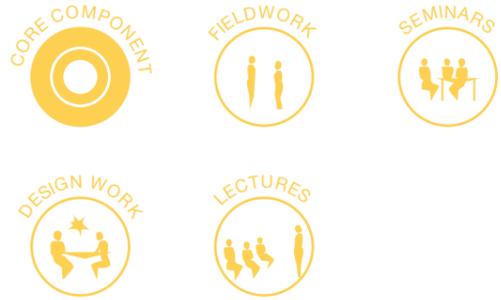
The group included a large number of male migrants with distinct cultural and religious backgrounds and nothing for them to do apart from waiting, an issue which often led to tensions within the group. The activity aimed to create and provide a ‘common space’ for temporary residents to do things together, such as watch TV, exercise, talk, play and drink tea. Students worked with 20 residents of Kotnikova 8 to understand their needs and requirements in relation to the building, as well as to discuss their migration journeys and their homes.

Spatial scale: Home

The workshop focused on a specific building providing accommodation for asylum seekers in Ljubljana. The project was named Kotnikova 8, which is also the address of the project site. The property is owned by the Police, and both the Police and the governmental entity in charge of migration and integration had to be informed of the activity.

Intended impact

Students and residents of Kornikova 8 worked together once a month for almost a year. They built an outdoor canopy with benches and also equipped the existing multipurpose rooms with mobile wooden boxes that served as partition walls. Students later learnt that residents favoured the outside space. However, the project primarily aimed to generate impact through the process of engagement and collaboration. Students and residents jointly took part in a series of workshops and visits, as well as in the actual building/making activities, and both considered the resulting conversations and connections to be the most meaningful outcomes of this experience.



KEY WORDS

MEDITERRANEAN
THEORY
NATURAL + BUILT LANDSCAPE
FUTURE

MSC PROGRAMME: MEDITERRANEAN FUTURES

University of Patras, Department of Architecture. Greece (2016/17)

Mediterranean Futures is the name of the research framework introduced in 2016/17 to guide learning and teaching activities on the MSc in Architecture and Urban Design. The course includes several modules addressing the dynamics of migration and refuge, mainly in Mediterranean cities.

N

Timeframe: Academic year



Partners:

N/A



Approach to inclusion

The 2016/2017 curriculum of the Master in Architecture and Urban Design program was titled: Mediterranean Futures. The course examined the specificity of urban centres in the Mediterranean, and also dealt with issues of migration and asylum in Mediterranean cities.

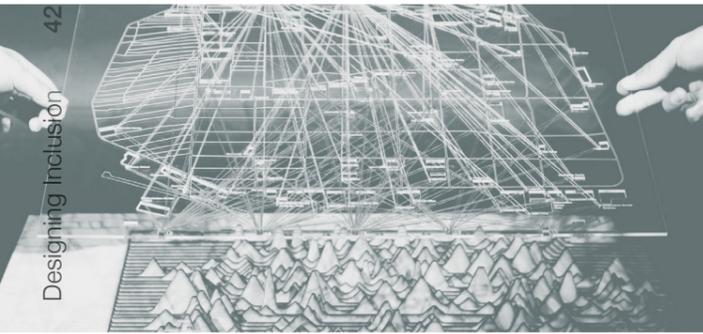
The content was delivered through a lecture series including world experts examining the issue from the perspective of international law, geopolitics, social care and inclusion, amongst others. The programme also included two design studios where students were challenged to develop conceptual design responses to some of these issues.

Spatial scale: Varies

Architecture students are introduced to the themes and wider debates of migration and refugees during the course of the MSc in Architecture and Design.

Intended impact

The MSc in Architecture and Urban Design seeks to design the future of natural and built landscapes in the Mediterranean, delivering content through design studios, intensive workshops, lectures and seminars. These aspects are taught by staff from the University of Patras as well as visiting academics and professionals from Greece and abroad. The course includes a study trip to another city in the region. The aim is to create and disseminate knowledge regarding the specific design and planning challenges that affect cities on both sides of the Mediterranean.



KEY WORDS

- REFUGEE CAMPS
- REFUGEE ARCHITECTURE
- JORDAN
- SYRIA
- BORDERS
- COMMON SPACES
- REPRESENTATION

DESIGN STUDIO: BORDER MATERIALITIES

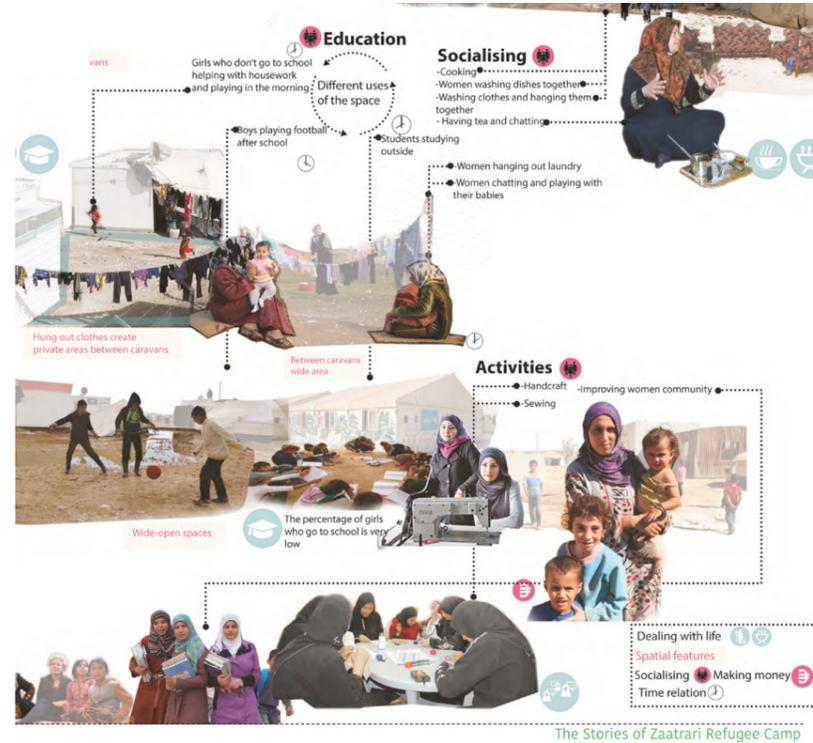
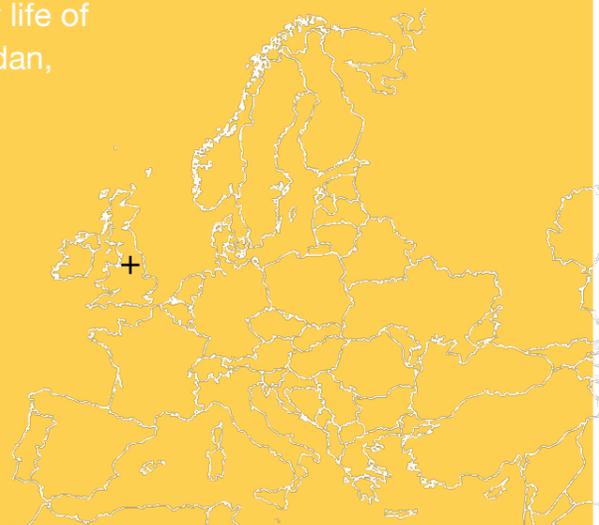
University of Sheffield, School of Architecture. United Kingdom (2016/17)

Border Materialities was a studio within the MA in Architectural Design, exploring the border between Jordan and Syria and questioning what happens to those who have to cross borders due to war. The studio focused on the everyday life of refugees in the Za’atri refugee camp in Jordan, one of the biggest in the world.

Timeframe: Academic year

Partners:

Petra University



Approach to inclusion

Students worked on issues of governance and consider how different forms of refugee architecture can be designed through attending to spatial, social and economic relations.

Historically, Jordan has acted as a haven for many refugees and currently hosts one of the largest refugee populations in the world.

The approach to refugee camps in the studio followed the anthropologist Michel Agier’s conceptualisation of camps as places for ‘managing the undesirables’. These pseudo cities spring up at the edges of established cities, near borders or in the middle of a desert, and are designed to provide refuge for the vulnerable. However, in contrast to standard cities, they are often closed spaces where entry and exit are controlled, and political representation is not possible.

Spatial scale: Home + Neighbourhood + Region

This activity focused on the Za’atri refugee camp, located at the border between Jordan and Syria. It provided learners with the opportunity to reflect on what happens to those who must cross borders due to war, and how life in the camp can be improved through spatial interventions.

Intended impact

The studio included a fieldtrip to Jordan, during which the students participated in a joint workshop with fellow students from Petra University, giving them the opportunity to reflect together on the role that architects can play in helping those who have fled war and persecution. Students produced models, drawings and scenarios that imagined how life in the camp could be improved, for example by providing common spaces or through adapting the barbed wire fences around schools in the camp.

Some of the studio projects are to be presented to the UN Refugee Agency (UNHCR) so that they can be potentially implemented on the ground. These designs are meant to be developed in partnership with Bryden Wood Associates, a London-based architectural practice.



Approach to inclusion

The studio takes a holistic look towards how transition can be made towards a new low carbon economy and aims to develop and adopt strategies of mitigation over adaptation.

Students develop proposals across three different scales: building, neighbourhood and city—with specific elements of environmental design being developed at each scale. At the same time, the studio at its heart is interested in people and the way they live. This area is explored under three main themes: Mobility and the City; Cultural and Social Production of the City; and Ecological Urbanism. A focus on migration is part of the theme Mobility and the City.

Spatial scale: Home + Neighbourhood + City

The studio is interested in the impact of mass migration in cities. In 2017/18, the studio focused on Mannheim, Germany. Mannheim is an industrial city of approximately 300,000 people in the Baden Wurtenburg region of Germany, with a strong history of migration and hosting refugees. In Mannheim, 44% of the population have a migrant background, the highest rate of larger German cities after Frankfurt.

DESIGN STUDIO: ARRIVAL CITY

**University of Sheffield, School of Architecture.
United Kingdom (2017-ongoing)**

Arrival City is a studio within the MArch programme of the School of Architecture, including students from Years 5 and 6. The studio asks students to reflect on the impacts of both internal and international migration on the lives and wellbeing of migrants as well as on the built environment. To explore the effect that urbanisation and mass migration have on cities, the studio focuses on the notion of the Arrival City - the location where the next great economic and cultural boom will be born.

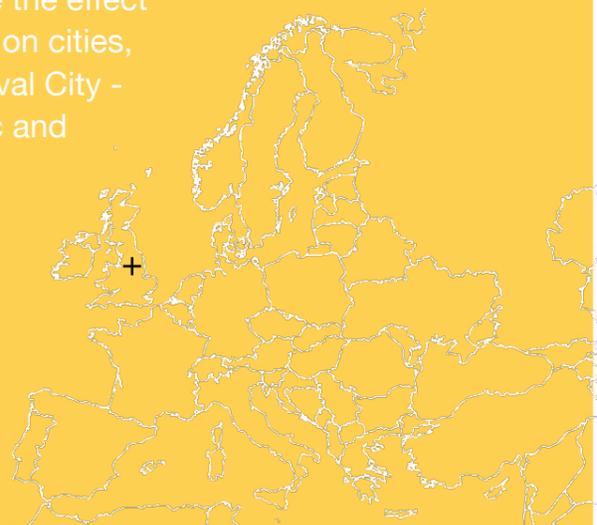
Timeframe: Academic year



Partners:

URBED (Urbanism, Environment and Design)

P



Intended impact

Within the studio, all students are expected to adopt a strong research agenda for their project. Year 5 students are encouraged to develop a socially and spatially complex piece of architecture by the end of the year. Year 6 students have the opportunity to specialise and create distinctive work that is appropriate to their individual research agenda. The studio includes field visits where students engage directly with local communities and partners. The studio outcomes were also shared with local partners. In 2017/18, a growing interest from local partners in Mannheim led to a series of follow-up visits and presentations self-managed by the students.



Case studies of Civil Society Organisations

3



CATALYTIC ACTION

INTERVIEW WITH JOANA DABAJ

Bouday Child Friendly Space Project - 2018

Catalytic Action is a not-for-profit design studio set up in 2015 that works internationally to empower communities through strategic and innovative spatial interventions. They are based in the UK and most projects have taken place in Lebanon.

Catalytic Action work with the most vulnerable communities in Lebanon but also around the Middle East, Africa and Europe to improve and shape the quality of their built environment. Their focus has been on supporting Syrian refugee children in Lebanon through the provision of safer and stimulating educational spaces. They focus on creating valuable impacts in education, the local economy, equal engagement and wellbeing. Their projects are based around three elements:

1. Participatory planning
2. Sustainable design
3. Community engaged construction

Their most recent projects in Lebanon include: Child Friendly Space (Baalbeck), Basma playground (Ghazze), Karantina Play Garden (Beirut), Jarahieh School (Al-Marj), Fursa project playground (Jeb Janine); Ibtasem playground (Bar Elias) and a Refugee Maker Space (Saadnayel).

According to Joana, a core part of their work is transferring tools and knowledge to the people involved in the projects through situated learning:

“We transfer context-appropriate techniques, skills and innovative design solutions to local people”.

They do this for example, by involving them in the design and construction process. In this way, they are “transferring participatory tools for just decision-making processes”.

Refugee context

Most of Catalytic Action’s projects have involved working with refugees and local communities in Lebanon. Refugees mainly consist of young Syrian families. They are protracted refugees that have moved to Lebanon—some are trying to leave for Europe and others want to return to Syria. They have settled in these locations and are living either in informal tented settlements or in unfurnished apartments that are rented for around 100 dollars per month.

According to the UN Refugee Agency UNHCR, one in four people in Lebanon are displaced from Syria, and over half of all Syrian refugees are under eighteen years old, making this largely a crisis of children and youth (UNHCR, 2015). CatalyticAction explain that most Syrian refugees live in housing without sufficient space for play and in areas where they do not have a safe space for play in their surroundings.

Design and build workshops

Learning and teaching on their projects occurs through intensive design and build workshops that are aimed at international built environment professionals. Through a process of situated learning, a group of participants spend a short period of time living together and working on a project, from the design through to construction.

Workshops are usually seven to ten days long. Workshop participants are usually divided into four groups and organise the construction of a discrete project with support from the Catalytic Action team. Each group has a specific focus, a brief and a budget. The project partners, along with the refugee and local communities, act as the main stakeholders with whom the participants design and build the project. In this way, workshops provide participants with direct insights into the challenges faced by refugees.

Each workshop is not just about architectural training: it is a live/work environment where everyone works and eats as a group every day. During the construction phase, participants rent a house on-site together. In this way participants

get a direct understanding of residents' everyday experiences, capacities and challenges.

Workshop participants

Each workshop includes a maximum of ten people. These tend to be young professionals, mainly architects, but there have also been people from other fields such as a biologist, an anthropologist, and an engineer. Experience of working in the development sector is a plus, but not a necessary criteria to participate in the workshop. Catalytic Action aim to form a gender balanced group, but it is mainly women who apply. Each participant pays a participation fee that goes towards supporting accommodation and transport costs.

Learning in a sensitive context

The sensitive nature of Catalytic Action's work means that international participants need to be prepared for coming into a challenging situation, especially when they have no prior experience of working with vulnerable communities. Catalytic Action address this through the following:

- Discussing challenges and concerns during the interview process
- Providing a welcome pack including cultural, safety and security advice
- Facilitating the transport of participants
- Assigning one person in the team is responsible for coordinating the volunteers and community relationships
- Delivering induction training on construction and health and safety on the first day on-site
- Delivering a presentation about the context and previous projects

Civic engagement

The initial brief for the projects is always informed by local participation. Workshop participants are encouraged to do as much engagement as possible and the team help to facilitate this process. For example, in one project participants created a mural together with local residents and



Basma playground project - 2017

refugees and held a workshop with local children to explore design ideas. According to Joana, it is important to:

- Understand the context
- Work with local partners that already work with local groups
- Ensure equal engagement despite differences: Refugee/ local community, female/male, etc.
- When involving local residents, it is important to understand their interests and what they want to learn.

The development of each project is also used as an opportunity for refugee and local residents to work through different collective or personal challenges. For example, in the Basma playground project they are "fostering cohesion through play spaces". The spaces are used by both Syrian and Lebanese children who are usually in vulnerable situations, with tensions between the two groups. The collective construction process allows them to work on these issues, because it creates an environment of inclusive collaboration that can then continue beyond the project's lifespan.

Local empowerment

The team have developed various strategies for enabling local residents to play a role in the projects. This also means supporting the inclusion of children, women and the elderly at the local level.

For example, Catalytic Action now involve women in the construction process. As all their projects use locally sourced materials, women are trained to turn sheep's wool (also locally sourced) into insulation for the structures: this happened for instance in the case of Jarahieh School. This initiative is context sensitive and it is accepted locally because working with wool is not traditionally associated with construction work, which is a field dominated by men.

In the Jarahieh School project, the opportunity to learn new construction skills was particularly appealing to young Syrians living in the settlement, because they could use the specialist training that they acquired alongside international volunteers to find future employment.

The case of the Bouday Child Friendly Space in Baalbeck

The main objective of this project was to rehabilitate an existing community building, transforming it into an innovative child friendly space (CFS). The new CFS provided children with a space to learn and play in a safe environment, which contributes to improved resilience and mental health.

The building is located in Bouday (Baalbeck, Lebanon) and it is run by the Lebanese Organisation for Studies and Training (LOST) as a space for different psychosocial activities for Syrian and Lebanese children, youth and adults. War Child Holland have partnered with LOST to conduct intensive structured recreation/play activities, awareness raising sessions and structured psychosocial support sessions. Working alongside both Syrian and Lebanese workers for weeks enabled the team to build close and trusting relationships with residents.

The space was designed with the input of the children themselves as well as the local partners. The indoor space has been designed to be flexible, joyful, functional and stimulating. The outdoor space is designed as a playground that allows active, educational, relaxing and imaginative activities to take place. Catalytic Action engaged in the construction phase with twenty-six local men and women from the community as well as eight national and international volunteers. Children also took part in the implementation by decorating the playground through different structured activities.

Catalytic Action are also developing a Refugee Maker Space. This pilot project consists of a place for refugees staying in refugee informal settlements to build their technical skills and an understanding of health and safety measures, so they can improve their living conditions in the settlements. It also creates the opportunity to try out construction as a potential source of employment.

Collaborations with HEIs

The activities run by CatalyticAction have no formal affiliation with a university. However, the group has collaborated with several different institutions such as the American University of Beirut and University College of London. The founding members Joana Dabaj and Riccardo Conti and one of the Trustees Dr Andrea Rigon met at The Bartlett Development Planning Unit (DPU), University College London, and they have collaborated with the DPU to run a summer school in Bar Elias, Lebanon in 2018 (see case study K).

Catalytic Action receives considerable interest from Masters and PhD students who want to get involved in their projects as part of their research studies. They do not have the capacity yet to deal with the high level of demand, but they try to respond and schedule Skype calls with the students to exchange ideas and provide guidance.

There is no formal accreditation for the workshops yet, however many of the participants use it as fieldwork training and as part of their Continuing Professional Development requirement. For example, some stay for a three month internship that they do as part of their architectural training.

On a broader scale, they also share their work with students, academics and practitioners in the field of architecture and development through conferences, lectures, workshops and exhibitions.

10 Projects completed so far

123 People trained in improving their livelihoods through the construction process

15,356 Professionals and students reached

Partnerships

On all of their projects, CatalyticAction have worked with a wide range of local and international partners, including both architecture/engineering firms and refugee and development organisations:

WarChild Holland, Lebanese Organisation for Studies and Training, RELIEF Centre, Institute for Global Prosperity, Development Planning Unit, Save The Children Italy, Right To Play Lebanon, Talina Builders, Social Support Society, ARUP, One Refugee Child, Kayany Foundation, The Chain Effect, Jusoor, Sawa for Development and Aid, Recycle Lebanon, Bosch Lebanon and the Birmingham School of Architecture and Design.

Further information

www.catalyticaction.org

This interview was conducted by Lucia Caistor-Arendar and took place in March 2018.



Jarahieh School Project - 2016



OFFICE OF DISPLACED DESIGNERS INTERVIEW WITH SHAREEN ELNASCHIE

A view of the collectively designed mural and site markers - 2018

The Office of Displaced Designers (ODD) is a UK registered architecture and design charity that facilitates skills-sharing and professional development opportunities for refugees and locals on Lesbos island in Greece.

ODD is a charitable organisation based in the city of Mytilene. It was set up in 2016 by Shareen Elnaschie and Kimberly Pelkofsky, two graduates of the Masters of International Cooperation in Sustainable Emergency Architecture at the Universitat Internacional de Catalunya, Barcelona. ODD bring together refugees and locals to explore the built environment, protection issues and cultural understanding through a variety of design methods.

Their office in Mytilene is the hub of all the activities, providing a collaborative workspace, areas for discussion and administration and more private meetings and informal gatherings.

Workshops

For the past two years, ODD have been hosting community workshops in their studio that are open to members of the local community and refugees. Because of the transience of the population, they tend to organise short intensive workshops rather than long-term courses. These are free and open to anyone over fifteen years of age.

The workshops are project-based and they normally hold one per month. They are intensive one- or two-week workshops as this works best within this context, due to the participants' time commitments and also because it is difficult to for the refugees to know how long they will be around for. This also means that ODD can be more flexible, trying different types of activities and inviting a range of volunteers to join. Workshop topics change all the time but the format stays the same. They focus on three themes:

- Built environment
- Protection issues
- Cultural understanding



An aspiring photographer experimenting with cyanotype - 2017

The types of workshops and projects vary and include for example:

Documentary film-making: focusing on refugees' personal experiences of everyday support in Lesvos.

Photography: looking at the architecture and use of public space to get people to think about how space is used and how it makes them feel;

Alternative Atlas of Lesvos: a research project that aims to catalogue the island's assets and facilitate new connections and opportunities, to create an inclusive process to imagine a vision for the island.

Olive Grove Construction: co-creating an outdoor cinema and social spaces next to Moria Hotspot on Lesvos.

Migrant status

Since the EU-Turkey refugee agreement in 2016, many people have been stuck on the island. Some have received asylum from Greece and are waiting for their documents to be arranged. For this reason, people are often in limbo on the island. There aren't many opportunities to earn a living, so many people occupy their time taking classes at the evening or night school (minors have a morning school). There is very limited counselling available for psycho-social support.

Context

There are many flats and alternative accommodation within the city of Mytilene and surrounding areas. There are also three camps:

- Pikpa: independently run, predominantly for extremely vulnerable cases;
- Kara Tepe: run by the municipality, hosting many families;
- Moria Hotspot: the main processing site and detention centre, with a high number of single men and increasing numbers of families with young children.

20 Different activities to date

900 Individuals have benefitted directly from ODD programs and events

"[We are] trying to use design education to bring refugees and the local community together."



Group working session during the Alternative Tours workshop - 2017

Engaging the host community

ODD's workshops are aimed at the local community as well, especially because current support does not focus on bringing the two communities together. ODD do a lot of promotion, slowly building up trust, but involving the residents of Lesvos is a real challenge. There is a lack of trust in outside organisations and the handling of funds.

Local residents see that there is a lot of funding coming into the area, but the situation for both refugees and residents is dire. Last year for example, thirty-five hotels closed down on the island because tourism has been severely affected.

Many residents are suspicious of refugees and international agencies, and the system itself does not do much to alleviate these tensions because support is not provided in a way that that also helps the local community. Aid is almost set up to divide the two groups. Some tourism income, at least in the city, has been replaced by that of aid workers that have come to live on the island.

The residents see that ODD have been in Mytilene for a while now, so participation in their initiatives is growing and they are testing different ways to work with everyone. The Alternative Atlas project for example, has helped to initiate dialogue.

Engaging with refugees

ODD mainly work with males from the Moria camp and people within the city. If they want to come from Moria, ODD provide bus tickets. The other accommodation sites are quite far away so it is difficult to involve those who live there. It is quite rare to work with females. Participants to most activities tend to be women from the local community and males from the camps. There are few women's spaces.

Two refugee men were running a regular drawing class but now they have both left for the mainland. Shareen explains that the issue is they never really know what is going on so they can't make plans to lead activities. ODD try to encourage them to get involved to support but "it's not reliable enough for them to be able to lead on a sustainable basis".

Volunteers

The workshops are led by local and international volunteers and they have two to three volunteers at any one time. ODD give volunteers many opportunities to lead workshops and support them in this process. Some people that want to lead workshops are very good at what they do in practice but may not have any teaching experience. For this reason, ODD work very closely with the volunteers to develop their workshop plan.

There are many long term volunteers on the island who also run workshops, but in general relying on volunteers has its limitations. ODD are now developing relationships with universities to take interns for longer periods.

The case of the Olive Grove construction in the Moria camp.

This was a collaborative programme facilitated by ODD as part of a Danish Red Cross Psychosocial Support Initiative. It engaged men in creating a recreational site on an empty plot of land next to the Moria Hotspot.

Together with the refugees from the site, ODD created an outdoor cinema and gym. They did this by organising a construction training programme—with the goal, for instance, of building the cinema’s benches. According to Shareen, the Red Cross team “were really great because they were open to experimenting”. This participatory approach was a new way of doing things for the Red Cross and had very positive outcomes: “they hadn’t thought of doing it as a community-led process before”.

Learning in a sensitive context

Volunteer training includes talking through scenarios together, considering the sensitivity of the audience. ODD also discuss their previous experience of working with vulnerable groups.

ODD have a strict policy that no volunteers should ask refugees personal questions about their journey, why they left, where they are from and so on. This is firstly because they are interested in capacities and goals rather than backgrounds, and secondly because they are not psychologists and they are not trained to support refugees in this way. Sometimes refugees bring up these sensitive issues themselves and want to talk about their experiences. For example, many of the refugees want to work on a story about Moria camp and their journey to the camp.

To prepare volunteers, ODD use “scenarios” to explore how to deal with a situation in which a refugee starts talking about personal traumas or circumstances.

In terms of interaction during workshops they “need to think long and hard” about how to



Message Movies pop-up exhibition - 2017

present their activities. especially as they are usually quite practical. For example, how to make materials visual and what language to use. In the workshops they have to safeguard against verbal or visual triggers that could negatively affect the participants.

Further information

www.displaceddesigners.org

This interview was conducted by Lucia Caistor-Arendar and took place in April 2018.



A view of the Olive Grove Cinema (2017)

Partnerships

ODD’s partners have included international NGOs such as Oxfam as well as also local organisations such as the Mosaik Community Centre (a local education centre).

Partnerships with universities include the Meta-Lab at Harvard, with whom they ran a successful sound mapping workshop. The Meta-Lab team of academics explored the sounds of the city and made recordings such as a typical day in the life of the camp.

ODD have considered working more closely with universities and involving students in the future.



ARCHITECTURE SANS FRONTIERES INTERVIEW WITH BEATRICE DE CARLI

Challenging Practice seminar, London 2017

Architecture Sans Frontières–International (ASF-Int) are an independent network of over thirty non-profit organisations who strive for the creation of housing, neighbourhoods and cities that are more socially equitable and environmentally sustainable.

The majority of the ASF chapters around the world are led by volunteers with a background in architecture and other professions relating to the built environment. ASF-UK have been part of the network for over ten years.

ASF-UK's three main objectives are:

1. To increase knowledge and understanding of community participation amongst built environment students and practitioners (training and capacity building);
2. To support community groups, civil society organisations and local governments by working in partnership and facilitating the involvement of built environment professionals with a people-centred and participatory approach (live projects);
3. To influence urban policy and planning processes by mainstreaming methodologies and practices focused on democratic and resilient city-making (advocacy).

About the learning and teaching activities

A key part of ASF's work is to train built environment professionals in new ways of approaching urban development that disrupt the status quo and are more inclusive, appropriate and sustainable. To do this, the network have developed an independent-learning programme called Challenging Practice.

This is an independent learning programme that enables built environment practitioners to engage in a reflective manner with the challenges of inclusive and sustainable urban development. The course has a strong focus on participatory

design and planning methods. It is based on principles of active, dynamic, and action-based learning and it places a strong emphasis on the ethical component of engaged-learning. The aim is to inspire and equip practitioners to engage in a meaningful way with local communities—and particularly with vulnerable and marginalised urban groups.

The course has three different steps. In Stage A, learners are introduced to key topics through reading materials and they explore different scenarios during a seminar, before going into the field for Stage B by attending a workshop or working as volunteers on a project. The training ends with a process of reflection during Stage C.

Challenging Practice Stage A seminars

The Stage A preparatory reading materials are publicly available online and are broken down into modules on key topics such as Informal Settlements, Participation and Migration and Displacement. These have been written by experts and aim to form a knowledge base that learners can use and test during the seminars.

The Stage A seminars are run over two days and are normally attended by around fifteen-thirty participants and two facilitators. Stage A Training Providers currently include: ASF-España, ASF-France, ASF-Italia, ASF-Sweden, ASF-UK and 1-to-1 Agency of Engagement (South Africa). Throughout each seminar, learners are exposed to scenarios of social and spatial exclusion within different urban settings. Learning through scenarios and role-play helps the participants to start thinking about a different role that they themselves might take in these processes. The learning experience focuses on questions of community participation and engagement within these contexts, and on the facilitated use of frameworks, methodologies and tools introduced in the online course. During a typical day of activities, scenario-building activities and role-play exercises conducted in small groups lead to the development of proposals for the future.

During a typical seminar, participants are exposed to two case studies based around a project that ASF have run in the past, or are currently running. Normally, the first day is an international case, while on the second day participants are asked to work on a case from their local context. This is to try to encourage participants to look at their own experience within the local context through the same lens, as there is often an assumption that all development problems are elsewhere. As Beatrice explains,

“This seminar is about testing through scenarios and roles plays and starting to think about a different role you might take in that process through a protected classroom context.”

Participants are presented with a series of exercises in which they take the roles of different stakeholders and they respond to the situation they have been given through these roles.

By the end of the day, they have to come up with a proposal that responds to the needs of the different stakeholders involved and to the complexity of the situation. It is important for them to think about interventions that are not necessarily physical, as there can be many different ways of responding to a situation.

Challenging Practice Stage B workshops

After learning in a classroom context, learners move onto Stage B, which is an intensive and hands-on workshop where a group of participants from a variety of backgrounds develop their skills and understanding through a live project. To be eligible for a Stage B Workshop, learners should ideally have completed Stage A of the programme.

These workshops are facilitated by trained ASF associates and supported by one or more local partners. Activities take place mostly in-situ, for example in a neighbourhood where the local partner is already developing and implementing a project, as the workshops are always aligned with the strategic needs of the partners. The length of the workshops varies according to the specific partnership and project.



Challenging Practice Stage B workshop in Cartagena, Colombia - 2015

The minimum amount of hours required to receive credit is 90 (12 workdays at 7.5 hours per day). These are usually organised over a period of 2 weeks.

Learning in a sensitive context

ASF-UK have always had sensitive learning practices as the communities that the ASF network support and collaborate with are usually marginalised and in vulnerable situations.

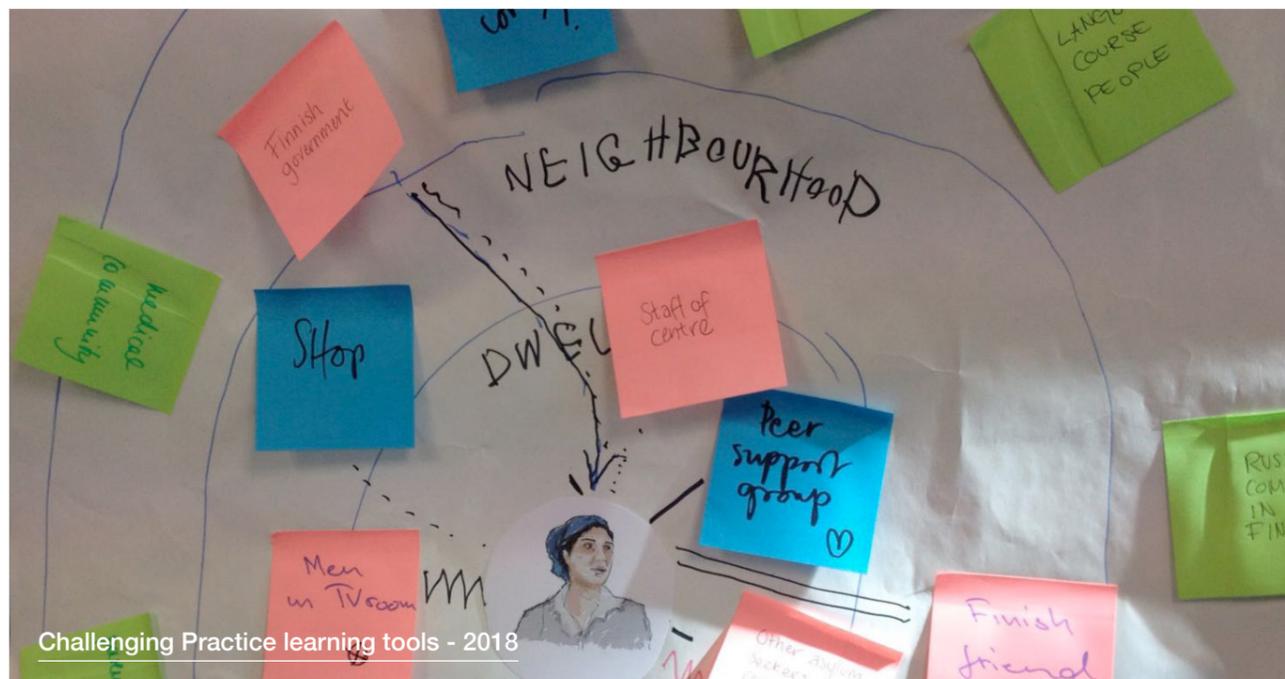
During the Stage B workshops, participants are fully immersed in a new and often challenging environment. They need to be prepared for this situation, especially when they may have had no prior experience of working with vulnerable communities before. For this reason, it is recommended that participants first take part in the Stage A process so that they have a better understanding of the context and challenges before they arrive.

Through a process of action learning, participants gain a more in-depth understanding of the specific circumstances and constraints that built environment professionals have to respond to.

Workshop participants

Participants tend to be students or professionals in architecture and related fields such as urban planning and landscape architecture who have little or no experience of social development practices and want to learn more about the production of habitat in a development context.

ASF-UK have been increasingly engaging with local practitioners and civil society organisations in order to build local capacity as well. This has been done by involving more local participants in the training process. For example, their recent workshops in Sierra Leone have been mainly focusing on local community activists and professionals,



Challenging Practice learning tools - 2018

Within a cooperative and interdisciplinary setting, participants test different frameworks and methodologies for a design-based approach to urban development that is embedded in a process of community participation and engagement.

Challenging Practice Stage C reflection

In theory, the course also includes a third stage which is more of a personal reflection that links back to the theory learnt in Stage A and the fieldwork in Stage B.

Partnerships

ASF-UK has worked with a range of partners. Active partnerships include:

- Citizens UK - The East London Citizens Organisations (TELCO) London
- Sierra Leone Urban Research Centre (SLURC) Freetown
- Development Action Group (DAG) Cape Town

5

Countries providing
Challenging Practice
training

500+

People trained
by ASF-UK

11

Stage B workshops organised
by ASF-UK



Challenging Practice, Stage B workshop in Bungamati, Nepal - 2016

Nepal Challenging Practice Stage B workshop (2016)

ASF-UK and ASF-Nepal have worked together in Bungamati, a traditional urban settlement in the Kathmandu Valley in Nepal since September 2016, to devise community-led reconstruction strategies, following the devastating earthquakes of 2015 which left many residents living in shelters.

The Stage B workshop in 2016 associated with this project looked at collective strategies for the reconstruction and rehabilitation of housing and public spaces, and to build back resilience to future disasters into Bungamati.

The workshop involved over 50 participants including eleven local participants and five facilitators. It also involved UN-Habitat and various local organisations.

Participants used various different participatory methods to try to get a picture of the daily life of residents since the quake. This included social mapping, walking interviews, co-design activities and focus groups. At the end of the workshop a public exhibition was held to share and discuss different community-led strategies for one particular neighbourhood's reconstruction.

To give the project continuity, two of the international volunteers remained to test the feasibility of the different proposals. As a consequence of the project there was an election and registration of the Chohel Nani Women Ward Development Committee. A Nepalese architect was also hired to lead the continuation of the work and was embedded within the ASF Nepal office as a result of the project.

Further information

www.asf-uk.org/programmes/challenging-practice

This interview was conducted by Lucia Caistor-Arendar and took place in November 2018.



Long list of Higher Education Institutions

4

01 Alto University, School of Engineering, Sustainable Global Technologies. Finland

01a



KEY WORDS: LIFT Athens (2017)

ARRIVAL
IMPACT
URBANISM
TRANSITIONAL SPACES

LIFT Athens was a humanitarian project developed by a multidisciplinary team of six students as part of the Sustainable Global Technologies studio course in Spring 2017. The project aimed to respond to the on-going refugee crisis in Greece, following the first LIFT project in 2016 based in Lesbos. In 2017, the focus moved to mainland Greece as a response to the influx of refugees relocating there from the islands. The team was given the aim to create a positive impact on the lives of asylum seekers and refugees in Greece in collaboration with Finn Church Aid. Empowering young displaced people became the objective of the project after background research and expert interviews. Sustainable Global Technologies is a co-learning studio course for postgraduate students at Aalto University. During the course, multidisciplinary student teams carry out projects linked to global development challenges, with partners from developing and transition countries.

Timeframe: Short-term (workshops)

Further info: <https://liftathens.wordpress.com/>

02 Leibniz Universität Hannover, Faculty of Architecture and Landscape Sciences. Germany

02a



KEY WORDS: Arrived | Let's Build! (2015/16)

PROTOTYPE HOUSING
NEW RESIDENTS
LIVING CONDITIONS
URBAN FABRIC
CO-DESIGN

Arrived | Let's build (ANGEKOMMEN | Let's Bau!) was the title of a design studio that took place in the Winter semester of 2015/16, in response to the on-going European migrant crisis. The studio was based on the premise that the active involvement of displaced people in decision-making is a precondition for inclusive urban development. During the first part of the semester, students and refugees collaboratively designed a range of concepts for prototype housing modules. The designs with the highest potential were further developed in the second half of the semester. During the following semester break, a real-life workshop took place, leading to the construction of a prototype in Spring 2016.

Timeframe: Semester

Further info: www.friedrich.entwerfen.uni-hannover.de/3947.html

03 HafenCity University Hamburg, School of Architecture. Germany

03a



KEY WORDS: Parapolis (2014-16)

TRANSLOCAL
PARAPOLIS
COHABITATION

Parapolis is the title of a series of Urban Design studios at HafenCity University. The Parapolis initiative explores the urban dimension of trans-local relationships, analysing the city through movements and flows (of migration, escape, tourism etc.). In the period 2014–2016, the series included the following projects: 'Parapolis – How do you dwell?'; 'Parapolis – City of residents'; 'What's life like in Parapolis?'. For each of these projects, students were asked to analyse urban reality in terms of trans-local relationships, and to study the city under the premise of increasing migration, refuge, tourism and commuter activity as a highly complex structure, the form of which is vague and difficult to define. The projects required students to discuss how cities can address the needs of those seeking refuge, as well as to suggest novel forms of living and everyday life in an era of increasing mobility and trans-locality.

Timeframe: Full academic year

Further info: ud.hcu-hamburg.de/projects/annual-theme/parapolis

03b



KEY WORDS: Intercultural Practice: Community Building Poppenbüttel 43 (2016)

INTERCULTURAL
URBAN DEVELOPMENT

Community Building Poppenbüttel 43 was a unit running in 2016 as part of Intercultural Practice, an elective module within the MSc in Urban Design. The unit centred on designing an open building process based on intercultural practices, drawing from the specific example of the Community Building known as Poppenbüttel 43. Refugees who were about to inhabit the follow-up accommodation in Poppenbüttel were given the opportunity not only to participate in constructing their community building, but also to be a part of the planning process and bring their own ideas and needs to the project. As part of the Intercultural Practice module, students were asked to observe and reflect on this process in order to reveal potential resources for planning and design.

Timeframe: Full academic year

Further info: ud.hcu-hamburg.de/projects/courses/community-building-poppenbuettel-43

03c



KEY WORDS: AGENCY
ENABLING OPTIONS: ACTIVE LIFE, EMPOWERMENT

Intercultural Practice: The Agency Agency (2016)

Agency Agency was a unit running in 2016 as part of Intercultural Practice, an elective module within the MSc in Urban Design. The unit aimed to identify options for taking action in support of the refugee community in Hamburg. A core concern for the unit was process, based on refugees' necessities and everyday concerns and interests in an active life. The goal is the development of a transferable model of 'Agency Agency' – an activity agency as an accessible, effective format by, with and for refugees (together with students and neighbours) which operates at the intersection between different activity options: being allowed to be active in the first place, an imperative of future employment and an immediate wish to act. Prerequisites: aspects of empowerment, self-responsibility, of sovereignty, of social activity and of the active life are central aspects. Experience with and interest in film, performance, stage design and aesthetics are welcome, while political interest is essential.

Timeframe: Full academic year

Further info: ud.hcu-hamburg.de/projects/courses/the-agency-agency

03d



KEY WORDS: REFUGEE INFLUX, HOUSING, ARCHITECTURE

Summer School: Building a Proposition for Future Activities 1 (2016)

Building a Proposition for Future Activities 1 was a Summer School organised in 2016 as part of the MSc in Urban Design. Participants were invited to reflect on the rapid emergence of housing and neighbourhoods as a response to the influx of refugees in Hamburg. The Summer School programme was established to allow participants and the interested public to become acquainted with different aspects of being active and encountering future neighbours in follow-up accommodation for refugees. The programme featured public lectures, debates and open workshops. In addition to these aspects, students prepared an on-site library and a summer school reader comprising the current state of research on the issues of accommodation, dwelling, being active, intercultural practice, and migration and refugee studies.

Timeframe: Short-term (Summer School)

Further info: ud.hcu-hamburg.de/projects/courses/summer-school-building-a-proposition-for-future-activities

03e



KEY WORDS: LIVELIHOOD, SECURITY, CONSTRUCTION, DESIGN, URBAN-DEVELOPMENT

Building a Proposition for Future Activities 2 (2017)

Building a Proposition for Future Activities 2 was a summer school organised in 2017 as part of the MSc in Urban Design. The aim of the Summer School was to explore ways of housing refugees that are centred on the possibility to develop and sustain livelihood security, have long-term housing potential and can be projected into what the Summer School termed a 'performative plan'. The conditions of production of this performative plan were publicly debated on the day of the Summer School's closing ceremony. Two weeks later, Hamburgische Bürgerschaft agreed to pay for the cost of construction of Community Building Poppenbüttel 43 (€600,000) and all actors enrolled in the Summer School and the planning leading up to it were reassembled under new auspices for the upcoming phases of the realisation and uses of CBP43.

Timeframe: Short-term

Further info: <http://ud.hcu-hamburg.de/projects/courses/project-days-architecture-workshop-building-a-proposition-for-future-activities-2017>

04 Katholieke Universiteit, Faculty of Architecture. Belgium

04a



KEY WORDS: NORTH QUARTER, SOLIDARITY

North Side Stories (2017)

North Side Stories is a project run in 2017/18 as part of the Concepts & Analysis Design Studio of the MA Human Settlements and MA Urbanism and Spatial Planning at KU Leuven. The studio focused on designing for the multiple users of the World Trade Centre area in Brussels—particularly those who have weak legitimacy such as asylum seekers, homeless people, and prostitutes who live in and use the area. This exercise was part of the Living Lab initiative, in which several studios from KU Leuven occupied and shared a vacant working space on the 24th floor of the World Trade Centre building in the North Quarter.

Timeframe: Semester

Further info: ISUU Link https://issuu.com/rachadaher/docs/rdaher-c_a_studio_catalogue-north_s

04b



KEY WORDS:
CO-PRODUCTION
ECO-URBANISM
HOUSING TYPOLOGIES
TRANSFORMATION

Designing Inclusion, Co-producing Ecological Urbanism for Inclusive housing transformations in Guayaquil (2015)

This international Summer School expected to train urban designers and environmental planners, enhancing capacity to espouse ecological restoration and management with equitable city making and housing provision. The aim was to sustain the incorporation of participation in decision-making advanced in Ecuador's national development strategies in the specific context of ecological planning initiatives.

Timeframe: Short-term (summer school)

Further info: designinginclusion.wordpress.com/

04c



KEY WORDS:
URBANISM
PLURALISM
SPATIAL VISIBILITY
POLICY

Urbanisms of Pluralism research track (initiated in 2014)

Doctoral + postgraduate research track dealing with the notion of pluralism. Here the specific category of refugee is tackled more directly. Current projects include the spatial exploration of Palestinian refugee camps, place production under war conditions, landscape urbanism in the mining areas of Peru, the spatial structuring and cartographical exploration of different regions of Flanders, and the production of space by/for people on the move. Design studios have been arranged to focus on sites where groups with weak legitimacy are spatially manifesting their claims and making themselves visible.

Timeframe: Multiple years

Further info: architectuur.kuleuven.be/departementarchitectuur/english/research/keywords/urbanism-of-pluralism-inclusion

04d



KEY WORDS:
ECONOMY
CAMPS
SOLIDARITY
SOCIAL BONDING

Future Maker/s – Future Market/s (2017)

The International Summer School took place in the city of Berlin in Autumn 2017. Participants included 20 international students and early career professionals from various disciplinary backgrounds, and five asylum seekers/refugees with a background in urban studies. During the Summer School, participants were asked to engage with asylum seekers living in a community shelter in the district of Lichtenberg. The aim was to uncover their skills, talents and knowledge in order to nurture those aspects for the long-term development of the specific urban site and for a broader vision of a diverse city and society.

Timeframe: Short-term (summer school)

Further info: http://www.katharina-rohde.com/future-makers-future-markets_summerschool/

05

Ostwestfalen-Lippe University of Applied Sciences, School of Architecture and Interior Design. Germany

05a



KEY WORDS:
PARTICIPATION
COMMON SPACES
CONSTRUCTION
COLLABORATION

Die Heimatwerker – The Home-makers

The goal of the Home-makers project is to build for and with displaced people. In Nieheim, asylum seekers in conjunction with volunteers and students are planning the restoration and future use of a vacant building in the historic city centre. In 2017, under expert guidance, they implemented their plans to use the ground floor of the building for community purposes, extending to the outdoor grounds in 2018. A subsequent phase of the project also calls for expanding the upper floors to be used for apartments. It is hoped that jointly developing a use concept and implementing it together will support social integration. Additionally, the project also offers migrants the opportunity to acquire language and vocational qualifications, potentially leading to traineeships or jobs in the construction industry. This pilot project has a total lifespan of ten years, and, if successful, will be repeated in other municipalities.

Timeframe: Multiple years

Further info: <http://www.makingheimat.de/en/refugee-housing-projects/database/bauen-fuer-und-mit-fluchtlingen-nieheim>

06

Oxford Brookes University, Centre for Development and Emergency Practice (CENDEP), School of Architecture. United Kingdom

06a



KEY WORDS:
CONFLICT
DISASTERS
HUMANITARIAN

Optional Module in MA Development and Emergency Practice

The Refugee Experience is an optional module that forms part of the MA/PGDip/PGCert Development and Emergency Practice run by the Centre for Development and Emergency Practice (CENDEP). The module provides a critical examination of contemporary forms of forced migration and explores the adequacy of the international protection system to respond to these areas. The post-World War II system was premised on the notion of the refugee as an individual fleeing persecution across international borders. Displacement as a result of conflict, disasters, environmental pressure, 'ethnic cleansing' and redrawing of state boundaries poses new challenges to humanitarian practitioners.

Timeframe: Semester

Further info: www.brookes.ac.uk/courses/postgraduate/development-and-emergency-practice/

07 Politecnico di Milano. Italy

07a



KEY WORDS: Social and Urban Analysis
IN TRANSIT

The module: Social and Urban Analysis is part of the BSc in Urban Planning – Cities, Environment & Landscapes at the School of Architecture, Urban Planning and Construction Engineering (AUIC). This project encouraged students to reflect on the presence of refugees and migrants in transit arriving to Milan, and to Central Station specifically. The aim was to challenge the perception that contemporary migration flows in Italy exclusively concern coastal areas. In contrast, the project challenged students to analyse migratory movements from an urban perspective, and to consider the specific challenges associated with transit migration.

Timeframe: Semester

Further info: aesop2017.pt/images/Congresso/proceedings/Book%20of%20Proceedings%2020170926.pdf

07b



KEY WORDS: Don't call me Stranger

SOCIAL INTEGRATION
RESOURCES
MULTI-CULTURES
COEXISTENCE
FEMALE POPULATION

The project Don't Call Me Stranger explored three districts in Milan: San Siro, Giambellino-Lorenteggio and via Padova. The project focused on engaging the predominantly female population of foreign origin within each reference context. The aim was to build a positive image of coexistence through the promotion of social integration and cohesion, multi-ethnicity and inter-culturality as valuable elements for the three neighbourhoods and, more generally, for the city of Milan— highlighting the wealth and variety of resources emerging from the city's multi-cultural composition.

Timeframe: Short-term

Further info: N/A

08 Swiss Federal Institute of Technology (ETH) Department of Architecture. Switzerland

08a



KEY WORDS: Migrant House (2015)

SHELTER
SAFETY
INTEGRATION
ECONOMIC SECURITY
COMMUNITY

The Migrant House proposed to challenge the phenomenon of displacement through an inquiry into what defines a community centre and how, through this space, one can rebuild shelter, safety, integration, economic security and spirit. The project merged a medieval European pilgrim house typology (Alms house/Ale house) with Urban-Think Tank's ambition for dignified housing. Participants reflected on questions such as: How can we imagine structures that assemble, grow, shift and transform as the pilgrim grows while also planting foundations within a new community? How can the structure build community spirit through its space and function, allowing for passing nomads and permanent residents alike to find orientation through a meeting place, a resting place or a place of integration?

Timeframe: Short-term

Further info: u-tt.com/teaching/hello2015/

08b



KEY WORDS: Inclusive Urbanism: Migration I/II/III (2017-ongoing)

CITY MAKING
URBAN TERRITORIES
HARBOUR CITIES
ARRIVAL

The MAS in Urban Design is a 1-year postgraduate Master's programme in research and design. Study is structured around an investigation of urban conditions as they pertain to global phenomena and the development of practical tools for operating within such domains. Within the framework of 'Inclusive Urbanism', the programme is currently inspecting the political, economic and social reasons behind migration and the spatial conditions attached to both departure and arrival sites. The aim is to address questions such as: How can urban designers tackle such a situation? What does moving for a longer period of time and settling down socially, economically and culturally entail spatially at urban, rural and peri-urban scales? What can be the response of design to the notion of 'staying', in the framework of an inclusive urbanism practice?

Timeframe: Full academic year

Further info: www.angelil.arch.ethz.ch/?g=gen85ab590d95472a04dcfe5f9b2bd0b075

08c



KEY WORDS: HOUSING SUSTAINABILITY LEADERS INTERNATIONAL - DEVELOPMENT

Housing for Migrants, Refugees and People Displaced by Disasters

This module is part of a Master in Housing course, which looks at finding solutions to the housing challenges in Switzerland and Europe as well as in low- and middle-income countries globally through multi-disciplinary training and advanced level research. In this module, particular attention is given to housing reconstruction after disasters, a process which often involves large numbers of national agencies, international organisations and building professionals committed to 'building back better and safer'. Rebuilding large numbers of homes that are affordable, safe, sustainable, culturally appropriate and that enable the restoration of livelihoods of affected communities is a major challenge that requires multiple skills.

Timeframe: Full academic year

Further info: www.ethz.ch/en/studium/weiterbildung/angebot/masterprogramme.html?polycourseld=54



09 Technische Universität Berlin, Faculty of Planning, Building, Environment, Germany

09a



KEY WORDS: LOW-COST CHALLENGES SUSTAINABILITY AESTHETICS APPROPRIATENESS PARTICIPATION

Community Spaces with Refugees (2018)

Community Spaces with Refugees was a workshop in which students from a variety of backgrounds are meant to collaborate with refugees to design and construct a building responsive to the challenges and needs of the former. In addition to gains in professional knowledge, the goal of the course was to make participants more sensitive to the social, cultural and ecological implications of their work.

Timeframe: Short-term (Summer school)

Further info: www.tu-berlin.de/menue/summer_university/summer_university_term_2/designbuild_summer_studio_community_spaces_with_refugees/

09b



KEY WORDS: HOUSING SHELTER RECONSTRUCTION CONVERSION SEGREGATION INTERCULTURAL - COEXISTENCE

Home not shelter! (2015)

Home Not Shelter was a collaborative project by TU Berlin, TU Vienna, TU Munich, the University of Hanover, Jade Hochschule Oldenburg and the Hans Sauer Foundation. The focus was on providing refugees with homes—and not only accommodation. The project deliberately focused on a specific task: the development of new forms of housing targeting both refugees and students. At five locations in Germany and Austria, more than 100 students dealt with finding space in the city, with questions of density, rebuilding and conversion, as well as seeking answers to the question of how architecture can create spaces for intercultural coexistence and

Timeframe: Short-term (Seminars/workshops)

Further info: www.pressestelle.tu-berlin.de/medieninformationen/2015/november_2015/medieninformation_nr_2212015/

09c



KEY WORDS: SHARED COOKING ARCHITECTURE ECONOMY HOUSING

Refugee City – Cooking with Refugees in Berlin (2015)

Refugee City – Cooking with Refugees in Berlin was a design studio run by TU Berlin's Habitat Unit in 2015. The studio explored the world of refugees and asylum seekers in Berlin taking the cultural, social and practical dimensions of shared cooking as a starting point from which to develop architectural and urban design solutions on a variety of scales: Proposals included kitchen furniture, communal spaces, the organisation of refugee housing and refugee-driven urban economies. Students worked directly with refugee communities, assessing and documenting their needs.

Timeframe: Semester

Further info: habitat-unit.de/en/teaching/ss-2015-refugees-in-the-city/

09d



KEY WORDS: COOKING CO-PRODUCTION COLLABORATION

Refugee City – Kitchen Hub (2015)

The Kitchen-Hub is a place for refugees and local residents in Berlin Schöneberg. The Kitchen-Hub was designed and built during a Summer School in 2015, based on the experience and outcomes of the Design Studio Refugee City: Cooking with Refugees in Berlin. The project emerged from the collaboration between TU Berlin's Habitat Unit and the local NGO Über den Tellerrand. In this initiative, design was approached as a tool to support the agency of refugees as urban actors. This process involved generating a modular toolkit that can flexibly address a multitude of use requirements including cooking classes run by refugees, workshops, discussion rounds or community meetings.

Timeframe: Semester

Further info: <http://habitat-unit.de/en/research/refugee-city/>

09e



KEY WORDS: LIBRARY
INTERCULTURAL-EXCHANGE

Baynetna/Between Us

Baynatna/Between Us – The Arabic Library is both a lending library and a salon. The library was jointly conceived, planned and built by students in Architecture at TU Berlin together with guest students from Syria. The library’s redefined space was designed to mirror the intercultural processes taking place in the neighbourhood and in the city, and to create the conditions for long-term cultural exchange. The guest students who fled from Syria each worked with two TU Berlin students, and in this process, familiarised themselves with the experience of studying in Berlin.

Timeframe: Short-term

Further info: www.tu-berlin.de/menue/summer_university/summer_university_term_2/designbuild_summer_studio_community_spaces_with_refugees/

09f



KEY WORDS: COOPERATION
EXCHANGE
LIVING CONDITIONS
PRACTICAL ACTION
COMMUNICATION

Project Move (2015)

Project Move was a research project that reflects on current strategies for the accommodation of refugees. The project aimed to initiate ideas on how to respond to the requirements of incoming refugees and improve their current living conditions. Existing structures were analysed during a series of field visits and workshops supported by guest lectures and seminars. At the same time, the project team made contact with a network of refugees, with the aim of sharing experiences and also create a communication platform that can raise awareness on the topic.

Timeframe: Short-term

Further info: <http://habitat-unit.de/en/research/move/>

09g



KEY WORDS: ARRIVALS
COEXISTENCE
DIALOGUE

Dialog Extrem – Arrival, Visions for a New Berlin (2016)

Dialog Extrem invited participants to discuss approaches to action and visions for urban co-existence in light of Berlin’s migrant arrivals since 2015. The dialogue was co-organised by students of Technische Universität Berlin and Prof Jorg Stollmann, TU Berlin’s Chair for Urban Design and Urbanisation. The main focus of the event was on arrival, and the event aimed to reflect on the complexity of the topic while showing positive perspectives. The activity bridged the boundary between audience and experts, encouraging students to play an active role in initiating and facilitating discussions. It created a space for reflection, thus potentially increasing awareness around the issues of migration in Berlin.

Timeframe: Short-term (day event)

Further info: dialog-extrem.strikingly.com/

10

Technische Universität Kaiserslautern - Fachbereich Architektur. Germany

10a



KEY WORDS: PARTICIPATION
COMMON SPACES
CONSTRUCTION
COLLABORATION
WORKING TOGETHER

Build Together – Learn Together (2016)

Build Together – Learn Together was a student-led project that intended to make an active and positive contribution to the refugee crises in Mannheim. This activity focused on the provision of common spaces for refugees and had as output a completed 500 square meter community building on a former barracks site, the Spinelli Barracks, in Mannheim. It involved 18 students from the Department of Architecture at the University of Kaiserslautern, 25 refugees and local building companies, who, from mid-August to the end of October 2016, planned and built a community building. The design was selected amongst the work developed by the students during the course of a semester. The building complex was officially opened in November.

Timeframe: Short-term

Further info: www.architektur.uni-kl.de/en/research/big-projects/project-spinelli-mannheim/

11

The Royal Danish Academy of Fine Arts, School of Architecture. Denmark

11a



KEY WORDS: HUMANITARIAN-CRISIS
RECONSTRUCTION
ARCHITECTURE

War and Architecture: Destruction and Reconstruction – The case of Syrian Refugees (2015)

This activity is part of a series of international workshops organised in partnership with Architects Without Borders and Emergency Architecture and Human Rights (EA). With 100 participants, the workshop examined the current situation in Syria to study strategies for architectural interventions and future reconstruction. It provided a platform for international guests to share their experiences in this field and the potential for architecture to improve life in situations of humanitarian crisis.

Timeframe: Short-term (workshops)

Further info: kadk.dk/en/news/kadk-hosts-workshop-war-and-architecture

11b



KEY WORDS: EMERGENCY ACCOMMODATION TEMPORARY SHELTER HUMANITARIAN CONSTRUCTION

Reciplydome – Build It, Divide It and Rebuild It (2017)

Reciplydome involved students in the construction of a structure, which was aimed to be used as temporary shelter by refugees in urgent need of accommodation. The dome design intended to be a pilot for an innovative type of temporary home, which could be built by the destitute residents themselves. According to the proposal, this affordable and easy-to-assemble shelter solution could potentially contribute towards refugees reclaiming self-determination and freedom of action. Outcomes of the activity included the development of technical skills and the outcomes of the activity also generated input towards workshops, lectures and seminars at the Royal Danish Academy of Fine Arts.

Timeframe: Short-term (workshop)

Further info: kadk.dk/en/news/kadk-hosts-workshop-war-and-architecture

11c



KEY WORDS: RESEARCH REFUGEE CAMPS YOUTH DIGNITY SECURITY

Youth Centre as an Urban Laboratory in the Sahrawi Refugee Camp of Smara (2017)

This activity refers to a student thesis integrated into the Master of Spatial Design study programme. It focused on the Saharawi youth living in the refugee camp of Smara. The project proposed youth retention initiatives to ensure that refugees are able to remain in the camps with a certain degree of self-sufficiency, providing them with a new degree of dignity and security as well as a greater degree of control over their affairs.

Timeframe: Semester

Further info: kadk.dk/en/project/youth-centre-urban-laboratory-sahrawi-refugee-camp-smara

11d



KEY WORDS: RESEARCH SPATIAL RE-USE WELFARE MEANWHILE USE MEETING PLACE

Church of (Ex)Change (2017)

This activity refers to a student thesis integrated into the Master of Urbanism and Societal Change programme. With the folk high school as a point of reference, the student project proposed a new institution in Copenhagen: a School of Welfare that would transform one of the city's empty churches into a place of semi-permanent residence for refugees arriving in Copenhagen, as well as a meeting place for all the city's residents.

Timeframe: Semester

Further info: kadk.dk/en/project/church-exchange

11e



KEY WORDS: REFUGEE CENTRES SPATIAL RE-USE DESIGN COLLABORATION

Students Create Better Living Conditions at Refugee Centres (2015)

This workshop was organised by the Association for Volunteer Architecture Students and brought together creative and passionate students from KADK to design creative solutions to convert shipping containers to improve conditions at refugee centres. It generated and outlined a variety of ideas during the first workshop, with the intention of choosing the best ones to be materialised. It was anticipated that a follow-up workshop would take place in November, where students would develop the best of these proposals in collaboration with a number of volunteer organisations (NGOs).

Timeframe: Short-term

Further info: kadk.dk/en/news/studerende-skaber-bedre-forhold-i-flygtningelejre

12 The Oslo School of Architecture and Design (AHO) - Institute for urbanism and landscape. Norway

12a



KEY WORDS: IN TRANSIT EMERGENCY AID SUSTAINABILITY CAPACITY BUILDING EDUCATION

In Transit – Architecture Meets the Migration crisis (2016/2017)

The In Transit design studio was a collaboration between AHO and Refugee Aid / NORCAP and three architecture practices. The aim was to develop design solutions and innovative space-saving facilities for people in transit and for their host communities, attempting to offer a sense of normality and security in temporary and extreme situations. The course examined different degrees of temporariness and developed design proposals that responded to each of these situations. The outcomes of the studio included proposals ranging from micro interventions to mega-scale solutions within medium and long-term urban planning strategies, all aimed at creating liveable and sustainable environments for new arrivals and their host communities.

Timeframe: Semester

Further info: aho.no/no/course/7968/7980/ARK/2015

13

Università degli Studi di Napoli Federico II, Department of Architecture. Italy

13a



KEY WORDS: IMPACT, MIGRANT-COMMUNITIES, BUILDING-TECHNIQUES

Migration and the Built Environment in the Mediterranean and the Middle East (2016)

This activity consisted of an international conference hosted by the University. Caumme (Contemporary Architecture and Urbanism in the Mediterranean and the Middle East) and the first edition of Paumme (Projects of Architecture and Urbanism in the Mediterranean and the Middle East) addressed a number of relevant concerns regarding the relationship between architecture, urbanism and migration.

Timeframe: Short-term (Day event)

Further info: www.diarc.unina.it/index.php/12-iniziativa/seminari-e-convegna/1124-call-for-papers-caumme-paumme-2016

14

Università degli Studi Roma Tre, Department of Architecture. Italy

14a



KEY WORDS: HOSPITALITY, HOUSING-CONDITIONS, SPACE RE-USE

CIRCO (ongoing)

CIRCO was the title of an Architecture and Urban Design studio within the second year of the MA degree in Urban Design. The studio looks at developing an urban strategy based on the diffusion on the Roman territory of a particular type of building/space/environment defined as CIRCO (Casa Indipendente di Ricreazione Civica e Ospitalità / Independent House of Civic Recreation and Hospitality). The activity intends to develop and test the activation of several CIRCO spaces in the city, obtained through the reuse of the many urban containers left empty as a result of urban transformations.

Timeframe: Full academic year

Further info: N/A

14b



KEY WORDS: HOUSING, LOW-COST, EMERGENCY, SOCIAL VALUE

Student Theses (ongoing)

This activity comprehends the supervision of MA and PhD research work, integrated into the Architectural Technology group at the Department of Architecture. Within this framework, the aim of both master's and PhD research is to identify best practices and innovations embedded within informal housing models, in order to inform a formal housing model which is low cost, inclusive, participatory, replicable and can contribute to on-going housing shortages. The number of researchers in the group varied in the last two years, and at present, the group includes eight architecture students and one PhD student.

Timeframe: Multiple years

Further info: N/A

15

Universität Stuttgart, Faculty of Architecture and Urban Planning. Germany

15a



KEY WORDS: INTEGRATION, COHESION, SOCIAL HOUSING, INTER-CONNECTEDNESS, URBAN/RURAL HOUSING

Integrative Housing (2017)

The Integrative Housing research and knowledge exchange project was integrated within the teaching and research activities of the University of Stuttgart. The basis of the interdisciplinary and transfer-oriented research project was to process and evaluate approximately ten residential projects. The aim was to provide a nationwide overview of integration and inclusion projects and to assess their integrative effects and the possibilities of broadening and transferability as new models of social housing. The activity further included a design studio and seminar in the summer semester of 2018, where the students worked intensively on case studies in Germany and in the region of Austria and Switzerland. At the end of the semester, the students submitted a written report, including analytical studies on their selected case studies.

Timeframe: Semester

Further info: <https://iwesoziologie2.wordpress.com/current-projects/>

15b



KEY WORDS:
NEWCOMERS
KNOWLEDGE -
EXCHANGE
COLLABORATION
MEETING POINT
CONSTRUCTION

Community Building for Refugees & Citizens in the City of Stuttgart (2017)

This activity refers to a student-led project, carried out in cooperation with the platform 1zu1 and the Institute for Construction and Design 1 headed by Professor Peter Cheret. It was developed and implemented by a mixed group of students, refugees, volunteers and experts and funded by material and financial donations. Realised by. The outcome consisted of a building of approximately 100 square meters with two rooms used as extended living areas for the residents, as a room for cooking or dance events and other events such as concerts. The building included space to gather and rest, for the exchange of various cultures. It was open to be used as a child care centre in the morning, as a playground in the afternoon and a safe place for young people at night.

Timeframe: Short-term

Further info: <http://www.irge-uni-stuttgart.de/einszueins/projekt/community-building-for-refugees-and-citizens-of-stuttgart-germany/?lang=en>

15c



KEY WORDS:
INTEGRATION
SKILLS SHARING
PARTICIPATION
CONNECTION

Netz I Werk I Stadt (2015)

This activity, titled Urban Refugees in Stuttgart, refers to a student project created in the context of the master's program Integrated Urbanism and Sustainable Design at the University of Stuttgart. The project was developed by an international group of students and aimed at proposing different concepts for a better integration of refugees into the local society. Furthermore, it intended to create a space where the residents of refugee housing units could share and develop personal and professional skills and knowledge. It activated the community to participate in every step from the early beginning. In addition to implementing the project, this project also hoped to strengthen the connection between refugees.

Timeframe: Short-term

Further info: www.dbxchange.eu/node/1109

15d



KEY WORDS:
SPATIAL INTEGRATION
MUSIC
INTERCULTURAL-
ENCOUNTERS

Begegnungsraum – A Meeting Room (2017)

This student-led activity brought together a group of students from different disciplines, refugees, volunteers, helpers and professionals. The project aimed to contribute to the successful integration of refugees by creating spaces where intercultural encounters could take place. As part of the project, students and members of the community jointly proposed an urban music room and a cultural meeting room as places of encounter. The project hoped to raise awareness of issues of migration, asylum and integration amongst aspiring architects. The physical outcome of the activity was meant to create a concert space in an urban district, making encounters possible, and hence facilitating the first steps towards integration.

Timeframe: Short-term (workshop)

Further info: www.weltraeume-uni-stuttgart.de/begegnungsraum/



15e



KEY WORDS:
HOME
SHELTER
CONSTRUCTION
PARTICIPATION
MEETING SPACES

Neighbourhood Living Room (2017)

This activity consisted of a design/build workshop integrated in the framework of a semester project for architecture students. It comprised a brief to design accommodation for refugees and students. Key points included a good infrastructural connection, quality lounges and opportunities for meeting between the residents and with the neighbourhood. This workshop was also linked to a parallel project ('Home not Shelter'), developed in partnership with students from Bavaria and Baden-Wuerttemberg on a parallel project, which consisted of exploratory research studies regarding the standard refugee housing prototypes within the region of Stuttgart.

Timeframe: Semester

Further info: www.hanssauerstiftung.de/projekt/home-not-shelter/

16 Universität Weimar, Bauhaus Faculty of Architecture and Urbanism. Germany

16a



KEY WORDS:
COEXISTENCE
RESIDENTS
CREATIVE DIALOGUE
COMMUNICATION
HOST COMMUNITY

My House is your House! (2015/16)

This activity consisted of a seminar integrated in the 'Welcoming cities' project. It focused on creative possibilities for establishing fertile contact and communication between residents and refugees in Thuringia. Placing itself in the intersection between visual arts and urban studies, the seminar examined possibilities of intervening artistic and social-scientific research for bridging gaps in cultural and religious differences. The aim of the Seminar was to facilitate a creative dialogue between 'Hosts' (local residents) and 'guests' (Arabic refugees) in Thuringia. This aim would be achieved through passing on relevant information about German and Arabic culture, presenting applicable research findings with regard to the project 'Welcoming cities' and displaying works of art. The latter were produced in collaborative fashion and involving artists, researchers, refugees, local residents and students.

Timeframe: Short-term

Further info: www.uni-weimar.de/en/university/structure/university-management-team/presidium/the-bauhaus-universitaet-weimars-support-for-refugees/research-education-and-projects/my-house-is-your-house/

16b



KEY WORDS:
RECEPTION
WELCOMING
NEWCOMERS
COEXISTENCE
COMMUNICATION

Welcoming Cities

The project Welcoming Cities provides the county of Thuringia and its municipalities with research support for the reception and accommodation for new coming refugees. The project is led by the Chair for Urban Studies and Social Research and a multi-disciplinary group of students. Welcoming Cities is based on the premise that the reception and accommodation of asylum-seekers and refugees challenge local municipalities and their residents, and also affect the spatial and social organisation of cities, both of which depend and have an impact on the city's 'welcome culture'. The aim is to develop a framework for communication and reflection that may pave the way to more meaningful forms of coexistence among people of different cultural backgrounds.

Timeframe: Multiple years

Further info: www.uni-weimar.de/de/architektur-und-urbanistik/professuren/stadtforschung/welcoming-cities/

16c



KEY WORDS:
ARRIVAL
ADEQUATE STANDARDS
SPACE RE-USE
HYBRID CITY

Communal Living

The project Communal Living – Housing Communities as Urban Vanishing Points in Architectural Perspectives was aimed at the development of architectural concepts of hybrid city blocks that could neutralise the global phenomenon of expulsion, through the idea of local integration. It explored and questioned current personal reference patterns of living and proposed designs of growing modular units that would be able to adapt to the respective contexts.

Timeframe: Semester

Further info: www.uni-weimar.de/en/university/structure/university-management-team/presidium/the-bauhaus-universitaet-weimars-support-for-refugees/research-education-and-projects/communal-living/

16d



KEY WORDS:
HISTORY
WAR
IDENTITY
HOUSING

Dust and Data (2016)

The XIII International Bauhaus Colloquium 'Dust and Data' reflected both on the almost 100-year-old history of the Bauhaus at its original sites Weimar, Dessau and Berlin, but also at the history of its international reception and migration. In relation to that, it looked at how, similarly to what happened in the Bauhaus and post-Bauhaus years, architecture was again entangled in geo-political transformations on a global stage. Examining a context whereby refugees are arriving in Europe in numbers not seen since the end of WWII, the colloquium aimed to foster discussions around rethinking identity, the city and housing.

Timeframe: Short-term (event)

Further info: www.uni-weimar.de/en/architecture-and-urbanism/institutes/bauhaus-institut/veranstaltungen/kolloquien-konferenzen-tagungen/xiii-international-bauhaus-colloquium/

16e



KEY WORDS:
INFRASTRUCTURE
TRANSDISCIPLINARY

Beyond Technology – Perception

Beyond Technology perception was a workshop part of an interdisciplinary module in the Faculty of Civil Engineering. It was based on experiences with the 'Bordercity' project, where students from a range of disciplines cooperated in the context of a week-long workshop to develop approaches to the problem of 'flight and refugees' in the area of infrastructure. Moreover, the workshop provided a platform for students to engage in critical dialogue about the process and its results. The main focus of the activity was the development and refinement of potential solutions based on complex interdependencies, and to understand how to implement them within a technological, technical, social and socio-cultural framework.

Timeframe: Short-term (event)

Further info: www.uni-weimar.de/en/university/structure/university-management-team/presidium/the-bauhaus-universitaet-weimars-support-for-refugees/research-education-and-projects/workshop-beyond-technology-perception/

17 Universidade do Porto, Faculty of Architecture. Portugal

17a



KEY WORDS: Urbanisation of Poverty

- POVERTY
- NATURAL DISASTERS
- RESETTLEMENT
- URBANISATION
- REFUGEE CAMPS

The module: Urbanisation of Poverty aims to create space for discussion about the spatialisation of poverty and the exclusions entrenched in the process of urbanisation. The module highlights social concerns in the fields of architecture and urbanism and explores the limitations and potentialities of redistributive policies geared towards a fairer management of the urban built environment. Issues of migration and asylum have been addressed in various editions of the module, through lecture series and practical design work, as well as in workshops and student-led seminars.

Timeframe: Full academic year

Further info: sigarra.up.pt/faup/pt/ucurr_geral.ficha_uc_view?pv_ocorrencia_id=358881



17b



KEY WORDS: Syria – Post-War Housing (2015/16)

- REFUGEE CAMPS
- POST-WAR
- CONSTRUCTION
- HOUSING

This student-led activity refers to the winning participation of students in an international competition Syria Post-War Housing. A group of international students who attended the fourth year of the Master of Architecture of FAUP, in 2015/16 under the Erasmus mobility program, won the International competition above with the proposal Endless Future Project. The proposal took as a case study the city of Aleppo, in Syria. The International Ideas Competition challenged architectural students and young architects to present a research proposal for new housing concepts for post-war Syria in the future.

Timeframe: Short-term

Further info: sigarra.up.pt/faup/en/noticias_geral.ver_noticia?p_nr=29037

18 University College London, The Bartlett Development Planning Unit. United Kingdom

18a



KEY WORDS: BUDDcamp (yearly)

- HOSPITALITY
- HOME
- INTEGRATION
- ADAPTATION
- SOCIO-SPATIAL-JUSTICE

BUDDcamp is a 3-day design exercise in which students are exposed to the challenges of a specific location, allowing them to test theoretical notions throughout the course. The exercise seeks to understand dwelling practices in the scale of the city; in particular, dwelling practices of refugees and asylum seekers in Brescia, in the context of temporary housing solutions provided by ADL under the umbrella of the programmes for asylum seekers of the Italian government. The programme works with refugees, assisting them to achieve progressive autonomy, as they integrate and adapt to a new city. Students explore how the city's design and urban planning processes can help to hinder or facilitate integration. Students present their findings, offering a personal journey towards understanding their role as an urban practitioner in designing for social-spatial justice.

Timeframe: Short-term (workshop)

Further info: sigarra.up.pt/faup/pt/ucurr_geral.ficha_uc_view?pv_ocorrencia_id=358881



18b



KEY WORDS: Borders and Camps (2016)

- BORDERS
- REFUGEE CAMPS

The activity Borders and Camps was a research programme that works with refugees, assisting them to achieve progressive autonomy, as they integrate and adapt to a new city. Students explored how the city's design and urban planning processes can help to hinder or facilitate integration. Upon project completion, the students presented their findings, offering a personal journey towards understanding their role as urban practitioners in designing for social-spatial justice.

Timeframe: Short-term (workshops)

Further info: www.ucl.ac.uk/bartlett/development/research/borders-and-camps

18c



KEY WORDS:
MIGRANT URBANISMS
URBAN DEVELOPMENT
NEWCOMERS
PARTICIPATION
EMPOWERMENT

Palermo – Emergent Migrant Topographies (2016)

Palermo – Emergent Migrant Topographies was a summer school that encouraged participants to examine emergent grassroots initiatives, questioning the extent to which these initiatives manage to involve and empower newcomers. By looking at the political, social and economic contexts in which people-led initiatives unfold, as well as analysing their impact at the urban scale, participants were asked to highlight new tendencies of urban development, their actors and agency. Moreover, the summer school sought to make the current projects influential at various levels and scales, and to inspire a new enabling framework for similar experiments to unfold by engaging with authorities and investors.

Timeframe: Short-term

Further info: www.ucl.ac.uk/bartlett/development/programmes/summerlab

19 University of Innsbruck, Fakultät für Architektur. Austria

19a



KEY WORDS:
REFUGEE CAMPS
TEMPORARY-ACCOMMODATION
LIVING CONDITIONS

Temporary Camps (2011)

Temporary Camps was a design studio that examined the Dadaab refugee camp as a case study. This is a camp fragmented into three individual camps which were originally designed for 95,000 people, but currently house approximately 470,000, with 1,000 to 1,500 new people arriving at the camp daily. Considering this context, the studio aimed to address the problems arising from overcrowding and create a solution for the three camps and the city of Dadaab, by providing modules for an expansion based on a self-supplying community. The basic concept for the expansion was the accessibility of services.

Timeframe: Semester

Further info: gestaltung1.eu/EM-2-TEMPORARY-CAMPS-Studio-Winter-2011



19b



KEY WORDS:
ARRIVAL
RESEARCH

Refugees Welcome (2015)

Refugees Welcome was the title of a design studio that engaged with the state of uncertainty experienced by refugees arriving in European cities. During the course of the semester, this activity used in-depth research, gathering data and real accounts of refugee life in Europe. Students then used this information to develop interventions that aimed to challenge the obstacles faced by refugees. The outcomes were varied in terms of theme and scale, creating a multitude of interactions and an overarching collection of projects.

Timeframe: Semester

Further info: gestaltung1.eu/E2-REFUGEES-WELCOME-Studio-Winter-2015

19c



KEY WORDS:
SHELTER
CONSTRUCTION
TEMPORARY-ACCOMMODATION

Temporary accommodation for refugees (2015/16)

This activity refers to a series of building construction seminars and the student competition: 'Best in The West. Topic: T-Shelters (Transitional Shelters for Refugees), temporary accommodation for refugees'.

Timeframe: Short-term

Further info: www.exparch.at/index.php?option=com_content&task=view&id=1044&Itemid=87

19d



KEY WORDS:
HOME
ART
FEELINGS
ARRIVAL

HOME sweet HOME (2015/16)

This studio reflects on the concept of "Home" and intends to connect the idea of making art to the environment and reality that surrounds people. It looks at 'Home' from the lens of thousands of refugees escaping desperate situations in different countries, refugees who have nothing to lose are continuously arriving to Europe. This reality challenges and redefines established definitions. How sweet or bitter it may happen to be. The course covers a theory of contemporary art and art history and artists dealing with the specific theme of the course "Home sweet Home". The students then explore and create their artistic concept and exhibit their work.

Timeframe: Semester

Further info: www.studio3.me/lehre/sk-kuenstlerisches-gestalten-0

19e



KEY WORDS: MOBILITY ENCOUNTERS SOCIAL-SUSTAINABILITY

Message for no Nation (2016/17)

This activity consists of a design studio that dealt with the topic of migration and mobility. In the initial stage, students identified and analysed phenomena of migration in the individual, social and political context, identities and rituals. From these discourses and positions, they subsequently developed strategies of different scales for a utopian society or city in which the other, heterogeneity and differentiation was seen as a socially sustainable opportunity. Outcomes included the design and implementation of a proposal, such as landscape design, a playground, a piece of street furniture or a folly.

Timeframe: Semester

Further info: www.studio3.me/lehre/entwerfen-m-2-0

20 University of Ljubljana, Faculty of Architecture. Slovenia

20a



KEY WORDS: TEMPORARY - ACCOMMODATION JOURNEY COMMON SPACE COLLABORATIVE - CONSTRUCTION

Project Kotnikova 8 (2016)

Project Kornikova 8 consists of a workshop integrated within a design studio at the University of Ljubljana. The broader design studio explored socially engaged architecture and encouraged students to engage with contemporary issues that have both local and global dimensions. The activity aimed to create and provide a 'common space' for temporary residents to do things together, such as watching TV, exercising, talking, playing and drinking tea. Over a period of one year, students met 20 residents of Kotnikova 8 once a month to understand their requirements in relation to the building, as well as to discuss their migration journeys and their homes.

Timeframe: Full academic year

Further info: N/A



21 University of Patras, Department of Architecture. Greece

21a



KEY WORDS: EMERGENCY - ACCOMMODATION ARRIVAL

Advanced Design Studios

This activity consists of advanced design studios in Urban Design and Architecture degrees. These studios focused on the topics of Emergency accommodation and related services at entry points to Europe, with case studies in Italy and Greece (since 2014). Several of the Italian studio projects have been part of an international academic cooperation program and were exhibited at the 2016 Venice Architecture Biennale (Greek Pavilion). The studios have been followed by the publication of a number of theoretical essays and short research papers.

Timeframe: Short-term (day event)

Further info: N/A

21b



KEY WORDS: URBAN CENTRES

Mediterranean Futures (2016/17)

The 2016/17 edition of the 3-semester Master of Architecture and Urban Design program is titled: Mediterranean Futures. The framework on the course examines the peculiarities of the urban centres of the Mediterranean and also dealt with issues of refugees and immigrants. This content was delivered in lectures given by world authorities on several related issues, including international law, geopolitics, social care and inclusion. The programme also included two design studios in which students were able to address these issues, however mostly on a conceptual level, rather than on a pragmatic one.

Timeframe: Full academic year

Further info: www.arch.upatras.gr/el/postgraduate/pms-arhitektoniki-kai-astikos-shediasmos-mesogeika-mellonta-3988.html

22 University of Sheffield, School of Architecture. United Kingdom

22a



KEY WORDS:
REFUGEE CAMPS
REFUGEE -
ARCHITECTURE
BORDERS
COMMON SPACES

Border Materialities (2016/17)

Border Materialities is a studio within the MA in Architectural Design programme at the School of Architecture. The studio worked on the border between Jordan and Syria and considers what happens to those who have to cross borders due to war. The focus was set on the everyday life of refugees in the Za'atri refugee camp, which is one of the largest in the world. Students worked on issues of governance and considered how different forms of refugee architecture can be designed through attending to spatial, social and economic relations. The studio included a fieldtrip to Jordan, during which the students participated in a joint workshop with fellow students from Petra University, giving them the opportunity to reflect together on the role that architects can play in helping those who have fled war and persecution.

Timeframe: Full academic year

Further info: maad.postgrad.shef.ac.uk/maad16/index.php/reflections/border-materialities/

22b



KEY WORDS:
PUBLIC SPACE
PARKS
NEW ARRIVALS

Refugees Welcome in Parks (2018)

Refugees Welcome in Parks is a research and public engagement project developed by the Department of Landscape. In urban contexts of increasing refugee new arrivals, this project uses three case studies (Sheffield, London and Berlin) to investigate how parks can potentially improve the wellbeing of refugees and support integration at the local scale. The project aims to raise awareness of the potential of spending time in urban public open spaces as one means of improving refugee mental health and social connections and gives specific attention to addressing existing barriers to improving the integration of initiatives and aims across relevant sectors. Dissemination of the project outcomes was performed through public sessions and open-access publications.

Timeframe: Multiple years

Further info: youngfoundation.org/wp-content/uploads/2017/12/refugeeswelcome-in-parks-resource-book.pdf

22c



KEY WORDS:
INCLUSIVE DESIGN

Designing Inclusion (2017)

Designing Inclusion was a dissertation studio within the MA in Urban Design programme at the School of Architecture. During the course of a semester, students developed a better understanding of what inclusion might mean in an urban context—exploring issues of migration amongst others. Within the thematic framework of the 'Designing Inclusion' research project, students chose their own topics of research and were supervised by staff involved in the DESINC project.

Timeframe: Semester

Further info: N/A

22d



KEY WORDS:
ARRIVAL
IMPACT
TRANSITIONAL SPACES
MIGRATION

Arrival City (2016-ongoing)

Arrival City is a studio within the MArch programme of the School of Architecture, including students from Years 5 and 6. The studio focuses on the transition towards a new low carbon economy and as part of this question, it asks students to reflect on the impacts of both internal and international migration on the lives and wellbeing of migrants as well as on the built environment. To explore the effect that urbanisation and mass migration have on cities, the studio focuses on the notion of the Arrival City—the place where the next great economic and cultural boom will be born.

Timeframe: Full academic year

Further info: studioarrivalcity.wordpress.com/



SHORT LIST IMAGE CREDITS

- Case A:** Viviana d’Auria, KU Leuven, 2017
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- Case E:** The Royal Danish Academy of Fine Arts, School of Architecture
- Case F:** The Oslo School of Architecture and Design
- Case H:** Universitat Stuttgart
- Case J:** Ana Fernandes
- Case K:** The Bartlett Development Planning Unit / BUDD student work (2017)
- Case L:** Benjamin Eberl, Andreas Hertscheg
- Case M:** Katja Martinčič 2016
- Case O:** Sheffield School of Architecture / Students of project: DeConstructing Normality in the Camp (Nidal Majeed, Tan Ke, Ziwei Liu, Zhuoying Wang) / Students of project: I am a RefuSHE (Tahira Al-Raisi, Ebru Shen, Xinfei Zhao)
- Case P:** Studio Arrival City, Sheffield School of Architecture

