Erasmus+

Practices of Urban Inclusion:
Towards a Learning & Teaching Network

**Viviana d'Auria, Layla Zibar, Sebastián Oviedo
and the DESINC LIVE project network**

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This report describes the design and key findings of an evaluation process that concerned a EU-funded strategic partnership titled: DESINC LIVE – Designing and Learning in the Context of Migration (desinclive.eu). Since October 2020, the experimental educational offer that was collaboratively designed by a group of fourteen educators, researchers and practitioners from four Higher Education Institutions (HEIs) and three Civil Society Organisations (CSOs) based in four European countries was evaluated from muliple perspectives. The assesment was designed in line with the ambition to gauge the educational offer's coherence vis-à-vis the core values around inclusion it aimed to endorse and the ensuing ambition to replicate a refined version of the course collaboratively designed from September 2019 onwards.

Introduction

DESINC LIVE's focus on the interface between questions of migration and urban inclusion on the one hand and the field of urban planning, architecture and spatial practice on the other, is rooted in a first strategic partnership carried out in 2015-18 called DESINC – Designing Inclusion (desinc.org). This first experience and its outputs, which can be consulted here, set the grounds to orient subsequent efforts towards the co-design of a pilot educational offer. The latter could unfold on the basis of lessons learnt from a review of spatial design education experiences tackling migration, an analysis of CSO-led practices of urban inclusion, in addition to a playbook and an online course targeting educators interested in engaging with migration issues in and beyond Europe.

Two reports, which can be found here, summarise the first two phases of the process concerning the course that was co-designed as a pilot, co-taught as a team, and, finally, co-assessed during and after its implementation by a diverse group of evaluators including learners, teachers and internal/ external contributors mobilised in varied aggregations. The course was conceived from inception, meaning in pre-Covid times, as a blended educational offer that would strategically rely on online teaching and learning. Nonetheless, the breakout of the pandemic and its unfolding throughout the project and across the European continent and beyond, challenged the team to consider aspects of inclusion, access and mobility in relation to the course and its core topics well beyond what had been originally prospected.

Questioning the limits and spaces of what teaching and learning can mean for more just cities, and where teaching and learning actually can take place, was a prime premise for the partnership as a whole. Several partners explicitly advocate for the rights of refugees - and migrants more generally - to be not only acknowledged, but viewed as the starting point to renew perspectives and reshape values in fundamental ways. Evaluating how this came about in multi-dimensional ways, and what obstacles and opportunities have arisen during the implementation process, is therefore more than fulfilling the conventional duty of course assesment. Rather, critical reflection and evaluation have been seen not only as a post-implementation assessment, but especially as a method accompanying teaching and learning activities in meaningful ways. This perspective, which usually brings about more questions than answers, and more points of improvement than celebratory takeaways, if taken on board with thoroughness and consequence, has the potential of enacting change at various scales, levels and dimensions.

Structure of the Report

This report includes five parts:

Part I introduces the context, structure and basic aims of the report

Part II presents the results of the different evaluation phases for each course component

Part III is centred on the options and opportunities for the course's replicability in the future

Part IV synthesises the major findings from previous sections

The Appendices include supporting documentation mobilised during the evaluation

Part I.

An experiment in education: situating the work

About the project

Background

DESINC LIVE – Designing and Learning in the Context of Migration, explores the role that urban space and spatial practice play in creating conditions of exclusion or inclusion in cities. The project is set within the European context and centres on migration as a key component of urbanisation, and an important lens for understanding how dynamics of power, oppression and emancipation relate to city-making.

The project is particularly concerned with knowledge and learning. What knowledge about cities and migration informs the definition of urban policies and plans? What knowledge underpins the design and material construction of buildings and places? Whose perspectives are taken in consideration in the making of the city, and why? And what can social work and activism gain from a greater understanding of how the built environment works?

The project attempts to address these questions by developing an experimental learning programme that links together professional and experiential knowledge, art practice and urban policy, theory and action. The educational programme aims to provide current and future practitioners with the conceptual and practical tools that will enable them to develop new ways of fostering inclusion in urban space. The basis of the work is a framework of principles, methods and pedagogical tools, developed by the previous DESINC project, that we are now testing 'live' with specific learners, partners and sites of engagement.

Aims

The project revolves around three main aims:

1. A new educational offer

Designing, testing and formalising an innovative educational offer for students and vocational learners in architecture, urban design, urban planning, urban geography, social policy, social work and other creative and social disciplines concerned with migration and/or urban space and the built environment.

Why?
To bring together different perspectives on city-making, while encouraging transdisciplinary thinking, criticality and reflexivity in the teaching of creative, spatial and social disciplines.

2. Engagement and participation

Promoting the participation of displaced persons and CSOs in the design and testing of new pedagogical approaches and practices.

Why?
To build a diverse set of narratives about the city, its social changes and the challenge of inclusion, as well as to enhance the capacity of all participants to envision longer-term scenarios for urban transformation, beyond the most immediate needs.

3. Skills development

Enabling a further development of skills and competences for higher education teachers and vocational trainers.

Why?
To support educators in renewing their own approaches, methods and tools for tackling complex societal changes in the urban context, as well as to enhance their capacity to contribute to a transversal debate about the inclusive city.

Audiences

Students in architecture, urban design, urban planning and cognate disciplines who are interested in acquiring new transdisciplinary competences and more awareness of how inclusive urban spaces work and are produced.

Educators in architecture, urban design, urban planning who want to develop new approaches to knowledge and learning in the face of complex societal issues, with a focus on transdisciplinary education and critical thinking skills;

CSOs supporting the inclusion of displaced persons as well as displaced people themselves, who want to develop new knowledge about the urban context, and enhance their capacity to envision and transform urban space.

Research and outputs

The project is structured around three work packages or Intellectual Outputs.

1. Design of educational offer and tools

Methodological and organisational setup of a joint educational programme, including a Digital Learning & Teaching Toolbox.

The setting-up of the educational offer consists in the design of contents, approaches and methods that will inform the partners' joint learning and teaching activities. This phase of the project includes the definition of an evaluation framework, and is supported by two staff training events in Milan and Berlin.

2. Pilot testing and Digital Toolbox

Testing of the educational offer through a mix of online and live activities and the implementation of an open access Digital Learning & Teaching Toolbox.

The pilot test involves a mixed group of academic and non-academic trainers, university students and VET learners, and is conceived within a blended mobility framework. Two field workshops in Milan and Berlin focusing on urban experiences of migration and international protection represent the main testbed for the educational offer.

3. Evaluation and replicability

Final evaluation of the pilot, dissemination of results and preparation of guidelines for replicating the educational offer.

The production of guidelines is based on the testing phase and retraces approaches, methodologies and activities as they have happened on the ground. Guidelines are disseminated through the Digital Toolbox and promoted through a dissemination event in each of the four countries involved in the project.

The core of this report revolves around the third work package.

Part I.

An experiment in education: situating the work

Intellectual Output 3: Evaluation & Replicability

Output Title: Designing and Learning in the Context of Migration: Evaluation & Replicability

Output Type: Course evaluation / Methodological framework for implementation

Start Date: 01/03/2022

End Date: 31/08/2022)

Coordination: KU Leuven

The last phase of the project consists in the evaluation of the pan-European educational programme tackling issues of urban exclusion in the context of migration. To do this, the phase focuses on gaining knowledge from multiple perspectives during a variety of critical reflection and assessment modes, as well as hosting a series of networking events with a diversified range of interlocutors. Regarding the expected impact and the transferability potential of the course, this phase also focuses on refining a product that is ready to be exported towards the wider arena of higher education and civil society bodies interested in developing and putting in practice a stronger competence on those issues and practices explored by the project. In relation to this point, the partnership also explored the potential of mobilising European instruments to recognise and validate learning outcomes.

Activities in this phase include one Transnational Project Meeting and four Multiplier Events. The aim of these events is to showcase project results with a wider audience, as well as consolidate the learning and teaching network through mapping potential additional partners, interested overlaps and ongoing collaborations at local, pan-European and international level. The dissemination of results has allowed a multi-source feedback on various facets of the course design, content, delivery and outcomes, which helps spread open education practices even more widely.

Intellectual Output 3 includes 4 activities, outlined in the next pages.

Activity 1

Adapting the evaluation criteria

Coordinator: KU Leuven in collaboration with all partners.

The first activity consisted in reviewing and adapting the project evaluation framework drafted within IO1, through the refinement of a set of useful criteria and indicators, also inspired from the feedback by course participants. Learners had the opportunity to express their thoughts on the course during its implementation during two Pan-European meetings involving the entire cohort, as well as during individual reflections (Learning Journal) and as local cluster conversations.

Activity 2

Course evaluation

Coordinator: KU Leuven in collaboration with all partners.

The second activity centered on the final evaluation of the experimental course and its overall performance, including the effectiveness of pedagogical tools and methodologies deployed. The evaluation took up multiple perspectives (learners, teachers, critical friends of various kinds) and mobilized a variety of evaluation methods to be able to reinforce findings on one hand and ensure expression by a diverse set of voices on the other. The multiplication of perspectives was also deemed crucial for picking up and deepening particular points of attention such as language and the provision of support infrastructure.

Activity 3

Multiplier events

Coordinator: KU Leuven in collaboration with all partners.

TThe Multiplier Events make up the third activity and are intended as dissemination moments involving a wider range of stakeholders and potential users – teachers, students, CSO staff, etc. – with the aim of improving and strengthening the course. Taking place in each key city (Berlin, Brussels, London and Milan) at different dates, they

were devised to showcase the course not just as a final output, but also as a process that, after the pilot, would require refinement and could thus benefit from the insights and the knowledge of comparable experiences. Networking with like-minded partnerships, or individual HEIs and CSOs was a second common trait across all Multiplier Events.

Activity 4

Final evaluation of the course

Coordinator: KU Leuven in collaboration with all partners.

The fourth and final activity is centered around the composition of a concluding report which is represented by this document. It contains the findings and takeaways of the evaluation process and aims at promoting the replicability of the educational offer designed and tested within the project. The report mobilizes the various insights gained from the different kinds of evaluation to reread, review and revise the course's key components and structure. As such it is a collectively produced document representative of the course design and evaluation's process, reflecting on both the improvement points and the challenges that are still in place when teaching and learning about migration and inclusion in the context of the design disciplines.

Part I.

An experiment in education: situating the work

Partners and teams

The project team includes 19 educators, researchers and practitioners from four universities and three civil society organisations across four European countries.

Politecnico di Milano (Italy)

The team of Politecnico di Milano is based in the San Siro neighbourhood in Milan. The team works closely with Politecnico's social responsibility programme: Polisocial, and contributes to Mapping San Siro, a live lab committed to working with San Siro's residents to co-produce stories of the neighbourhood and scenarios for its transformation.

Team: Francesca Cognetti (Coordinator), Stefano Pontiggia, Martin Broz and Ida Castelnuovo

Francesca Cognetti is Associate Professor of Planning and Urban Policies at the Politecnico di Milano and the Rector's Delegate to Public Engagement. Her teaching and research focus on public/ social housing and social inequalities. She has coordinated numerous action-research initiatives in deprived neighbourhoods, with a focus on the context of Milan.

Stefano Pontiggia is a Post-doc research fellow in Anthropology at Politecnico di Milano. His inquiries focus on power, state institutions, migration and political asylum. He has carried out ethnographic research in Italy and Tunisia.

Martin Broz holds a PhD in Regional Planning. He explored issues related to social housing and urban growth in Milan and Barcelona. He is experienced in teaching and he presently works in the programming and monitoring of social responsibility projects at the Politecnico di Milano.

Ida Castelnuovo holds a PhD in Regional Planning and has conducted postdoc research on participatory processes, local governance, urban decision-making and public engagement of universities. She is a project manager at Polisocial, the social responsibility programme of Politecnico di Milano

Refugees Welcome Italia (Italy)

RWI is a non-profit organisation based in Italy and a member of the Refugees Welcome international network. The organisation aims to promote cultural change in society by involving citizens in supporting refugees and asylum seekers through hosting, mentoring and volunteering; and by advocating for policy change at the local and national levels.

Team: Giorgio Baracco (Coordinator), Lucia Oggioni and Angelica Villa

Giorgio Baracco is a jurist specialising in International Relations. As programme coordinator of Refugees Welcome Italia, his objective is to combine social innovation with digital transformation and economic sustainability through a cooperative and sharing approach.

Lucia Oggioni is service designer at Refugees Welcome Italia. Her focus is on the development of projects from analysis up to implementation. She strongly believes in the power of design as a tool for discovering new ways of doing things and bettering people's lives.

Angelica Villa has a degree in International Relations. In her professional experience she has developed skills in cultural and social planning, social activism and urban regeneration. In RWI she works as a Project Manager.

KU Leuven (Belgium)

The team at KU Leuven explores socially engaged spatial practice in the context of globalisation and rapid urban transformations. By developing reflective forms of urban practice that can deal with a diverse range of contextual conditions, the team's research and teaching emphasize the relevance of critical thinking and of working across scales.

Team: Viviana d'Auria (Coordinator), Layla Zibar and Sebastián Oviedo

Viviana d'Auria is an architect, urbanist and Associate Professor in International Urbanism at the Department of Architecture, KU Leuven. Exploring "practiced" architecture is an integral part of her research, within a more general interest in the trans-cultural construction of cities and their contested spaces.

Layla Zibar's PhD research - KU Leuven (Belgium) & BTU (Germany) - explores the urbanism of forced displacements in the Kurdistan Region of Iraq. She focuses on the geopolitical and socio-spatial

interdependent networks triggering dwelling/homing processes in Syrian refugee camps. She is currently an Urban Researcher in the Refufam project/ Gent University (Belgium).

Sebastián Oviedo is an architect and urbanist from Ecuador. Collaborating with collectives, organizations and movements has structured his research and practice, including his postgraduate thesis at KU Leuven, which focuses on the interaction between urbanization and Indigenous communal territories in Quito.

Universität der Künste Berlin (Germany)

The team at Universität der Künste Berlin works at the intersection between art and social action to address complex urban issues such as those relating to humanitarian crises, displacement, migration and social diversity. Teaching activities are strongly interdisciplinary and aim to foster a culture of openness and experimentation in art and design.

Team: Markus Bader (Coordinator) and Katharina Rohde

Markus Bader is an architect and Professor of Architecture and Building Planning at the Berlin University of the Arts (UdK). He is a member of raumlabor and the Berlin Council of Arts. He is among the initiators of the "Haus der Statistik" and co-author of renowned artworks involving public space, urban commons and marginal populations.

Katharina Rohde is an urban practitioner working internationally at the intersection of architecture, urban design, art and activism. She holds a practice-based PhD from the International Center of Urbanism (ICoU), Department of Architecture at KU Leuven in Belgium through which she explored questions on "How (do) we live together? Everyday Acts of Citizenship and Urban Practice/s in post-migratory Berlin and Johannesburg". Since September 2021 Katharina Rohde is Guest Professor for Urban Design at the Jade University of Applied Sciences in Oldenburg, Germany.

Schlesische27 (Germany)

S27- Art and Education develops experimental projects for and with young people. By encouraging creativity and artistic expression, the aim of S27 is to enable young refugees to discover their own talents, learn German, understand local structures, and eventually find a job or apprenticeship in Berlin.

Team: Vera Fritsche (Coordinator), Anton Schünemann (Coordinator), Anna Piccoli (Project Assistant), Federica Teti and Todosch Schlopsnies (Artistic directors Stadtwerk mrzn)

Vera Fritsche is a state-recognised social worker with an educational background in landscape architecture. She is experienced in child and youth welfare and in socio-cultural projects. She has been the pedagogical director of S27.

Anton Schünemann is a graduate of Bauhaus-University Weimar and has worked for several cultural foundations and media agencies. Between 2014 and 2021 he was the programme coordinator of S27 – Art and Education, where he was responsible for the development of various projects with/for refugees.

Anna Piccoli holds a Research Master in Media Studies and has a multidisciplinary background. At S27, she works on topic related to urban practice and contributes to various administrative and project management activities. Previously, she worked as a project manager and researcher on projects funded by the European Union, leading tender acquisitions for a Brussels-based company.

Federica Teti and Todosch Schlopsnies: Since 2015, architect and graphic designer Federica and sculptor and performer Todosch have been taking a participatory approach in their work with children, teens, and adults (from refugee and non-refugee backgrounds). In workshops of various formats, participants build, garden, invent, and play. The main focus, besides creating the direct experience of cultural participation across all boundaries of origin and language, is to achieve something together that would have never been possible to do on one's own, and to also have lots of fun while doing it. Since 2020, Federica and Todosch have been in charge of the artistic direction of the pilot project Stadtwerk mrzn at S27.

London Metropolitan University (United Kingdom)

The team at London Metropolitan University experiments with critical spatial practice through live projects set in both local and international settings. The group's research and teaching explore architecture as a method to engage with the cultural and political dimensions of urban change.

Team: Beatrice De Carli (Coordinator) and Lucia Caistor-Arendar

Beatrice De Carli is a Reader in Urbanism at London Metropolitan

University, and a Managing Associate at Architecture Sans Frontières–UK. Her research and teaching employ a collaborative, design-based approach to address issues of equity, diversity and inclusion in the making of urban space.

Lucia Caistor-Arendar is an urban practitioner who combines social research, civic design and education to create opportunities for the production of more social cities. Lucia is a Research Fellow at London Metropolitan University and is also an Associate of Architecture Sans Frontières–UK and a Senior Associate at the research organisation Social Life.

Architecture Sans Frontières-UK (United Kingdom)

ASF–UK is a non-profit design organisation that builds the capacity of urban practitioners and communities to participate in the co-production of more equitable cities. The organisation works in partnership with civil society groups, local governments and academic institutions both in the UK and internationally.

Team: Rowan Mackay (Coordinator) and Tahmineh Hooshyar Emami

Rowan Mackay is an urban designer with a background in participatory planning and project management. He is Project Lead at Community Led Housing London and has lectured at various universities. Rowan is a Managing Associate of ASF-UK.

Tahmineh Hooshyar Emami is an Architect at the London-based AHMM, a Design Tutor at Loughborough University and Associate/Researcher at Architecture Sans Frontières–UK. Her research interest and teaching revolve around ephemeral urbanisms, power and politics, critical creative investigations into spaces of migration, and borderland conditions.

Figure 1: Reflection moment in San Siro, Milan. Photo Sebastián Oviedo, KUL

Figure 2: Discussion in Marzahn, Berlin. Photo Luisa Durrer, S27

Part II.

An experiment in education: reflection and evaluation

Multiplying Perspectives

Echoing the course content itself, which asked how we can plan, build and put into practice cities that promote inclusion, the reflection and evaluation framework was conceived in praise of complexity and aimed to gain insights from as broad a network of participants as possible. Reflections by learners constelled the entire learning journey, as did the ones by the teaching staff, in addition to a broader set of participants who generously provided thoughts and advice during this last phase of the project. This multi-faceted process, revolved around the values upholding an inclusive teaching approach – as well as teaching about inclusion as a topic – and asked how such inclusiveness fared in terms of partnerships, inter-disciplinarity, blended co-teaching as much as the transmittance of course content and effectiveness of course delivery on such a critical (albeit neglected) issue for urban design and planning.

To validate the course's premises and gauge the feasibility of its reiteration in the near future, several forms of data collection have been selected. As a result, a mixed set of evaluation methods featuring variable formats and targeting different participant categories was conceived and conducted (see pages 22-25). A first determinant characteristic between these different collection methods is whether they took place during the course's implementation - forming, in some cases, an official part of its curriculum – or whether they were organised as part of an *a posteriori* reflection.

A second distinctive element is based on the kind of reflection and evaluation moments, with meetings ranging from one-on-one interviews to transversal collective conversations including not only teachers and learners, but also additional participants such as relevant specialists who did not take part in the Practices of Urban Inclusion (PoUI) course as either learners of educators. In most cases, each course participant was able to voice her/his reflections in more than one way. During the course for example, learners took part in collective reflection moments (at local cluster level, as a larger cohort during workshops, or in mixed groups online during the pan-European meetings) but also developed their individual learning journal. After the course, they participated in an anonymous learner survey, but were also invited for an individual online conversation. The approach was therefore largely qualitative, aiming to triangulate between modes and perspectives.

A variety of participants

	Learners	Teachers	Additional
Post-WS Evaluation	entire cohort	WS teachers	
Online Surveys	86%		
Multiplier Event	local cluster	local cluster	local CSOs guest specialists potential partners
Pan-European Online Mtg.	entire cohort	course teachers	
Public Dialogue	entire cohort	course teachers	guest speakers

	Learners	Teachers	Additional
Reflective Journals	entire cohort	—	—
Focus Groups	selection	selection	internal/ external specialists
Individual Interviews	selection (non-FG participants decided on case-by-case basis)	selection (priority on non-FG participants)	—
Transnational Project Mtg.	—	course teachers	—
Local Cluster Meetings	local cluster	local cluster	—

Continuous reflection

targeted reflection moments during course | *evaluation activities after the course*

Local Cluster Meetings

Berlin
Milan
London

Public Dialogue

Online Surveys

Pan-European Online Mtg.

June

July

August

September

October

November

2021

Post-WS Evaluation

Berlin

Local Cluster Meetings

Berlin
Milan
London

Public Dialogue

Transnational Project Mtg.

Brussels

Focus Groups

Berlin
Brussels
Milan
London

Multiplier Event

Milan

Multiplier Event

Berlin

Transnational Project Mtg.

London

February

March

April

May

June

Individual Interviews

?

Berlin
Brussels
Milan
London

Multiplier Event

London

Multiplier Event

Brussels

2022

Rewriting the Learning and Teaching Manifesto

The DESINC LIVE vision on learning was conceived as part and parcel of the PoUI course with the aim of articulating the convictions and beliefs that underpin the curriculum or programme design. Inspired by collaborative and feminist approaches which have aspired to underline how exclusion should not be underestimated in the context of learning and teaching, the manifesto was created to summarise the principles that have guided the course design, and to highlight the values potentially informing its implementation in the future. Such values were implicitly and explicitly discussed with learners, as well as being a returning point of discussion between the teaching staff.

Moreover, the manifesto itself was targeted during a mapping exercise included in the first Multiplier Event held in Milan in April 2022. It therefore benefited from the critical inputs of participants who engage with comparable issues and experiences in their own work, as CSO and/or as HEI representatives. Many of the comments from learners during the evaluation phase actually speak back to the manifesto and illustrate that several of its core values were on the forefront of what the teaching staff aimed to achieve and were recognized as worthwhile by the learners. Additional points of attention seemed to emerge from the question of language and the place that role-changing can have in processes of learning together, which deserve to become more poignantly expressed in the manifesto.

Figure 3: Evaluation discussion during the Multiplier Event in Milan. Photo Francesca Cognetti, PoliMi

Learning together: The course privileges 'learning with' rather than 'learning about'. It elevates the voices of those who have experienced exclusion, and it cultivates mutual engagement, connection and collaboration.

"Doing together opens diverse channels of relations as opposed to traditional more language/ spoken word-based techniques of participation"
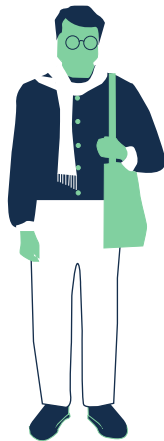
Unsettling hierarchies: The course intends to unsettle the hierarchies that are often associated with teacher-student relationships. It values mutual learning and the horizontal exchange of knowledge and skills.

"We experienced a multidirectional inclusion and switching of roles – who is host and who is guest?"
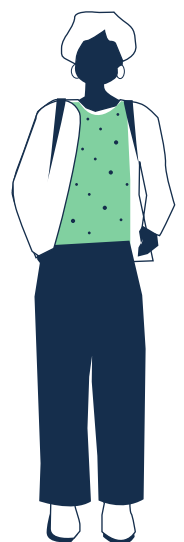
Acting in space: The course celebrates spatial and urban practice as forms of enquiry and creative engagement with the city. It resists fixed disciplinary boundaries and promotes playfulness, exploration and experimentation.

"I learnt different ways of city making and new methodologies, everything is a process - from evaluating the current situation, reflection, concept to application."

Making space for diversity: The course makes space for different bodies, voices, ways of knowing and learning modalities.

"The horizontal act of making becomes an inclusionary process (..) Our profiles were mixed and complex (students, migrants, foreigners, refugees, experts) and inclusion was a multi-directional path through many of life's dimensions."
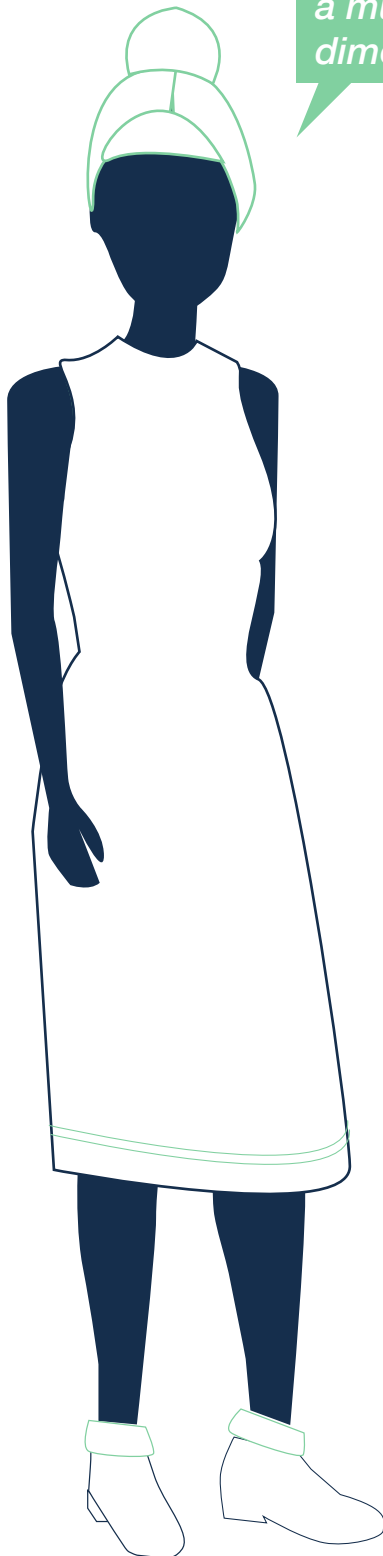
Unlearning: The course supports deep listening and critical reflection. It encourages all participants (educators and learners alike) to be humble and to embrace the discomfort—and labour—of unlearning established ways of thinking and doing.

"The possibility to overcome 'standardized' architectural/planning output has allowed to reflect in terms of communication to non-architects, and thus in terms of impact and reflection among the local actors encountered in the live workshops."

Embracing joy: The course embraces joy and laughter, and the acts of sharing, cooking, caring, playing, creating together.

"The horizontal set-up of the exchanges, the great feeling of trust between all participants in all kinds of relations (student-student, student-teacher, student-volunteer,...) helped make discussion and production joyful and respectful."

Embracing difficult conversations: The course welcomes difficult conversations about difference, subordination and privilege. It cultivates the conditions for meaningful and respectful dialogue on questions of gender, race, class, ethnicity, sexuality, dis/ability.

"It was difficult to engage with people on site. What is their own space within the project? Is it our place to engage with them?"

Imagining possible futures: The course aims to experiment with how things can be done differently and to perform and produce urban change. It is inclined towards action and cultivates skills for critical, creative engagement with the city.

"How we practice in the city was reflected in the workshop (challenges of coming together, connecting across difference, different forms of knowledge and language)"

PRACTICES URBAN INCLUSION

AN EXPERIENCE IN INNOVATIVE TEACHING

DESINC LIVE

DESIGNING & LEARNING
IN THE CONTEXT OF MIGRATION

MULTIPLIER
EVENT 05·04·22
MILANO

POLITECNICO MILANO   LONDON METROPOLITAN UNIVERSITY   KU LEUVEN   UdK BERLIN   ARCHITECTURE SANS FRONTIÈRES   REFUGEES WELCOME ITALIA   S27 KUNST UND BILDUNG

4. BRAIN STORM SESSION

DEFINING THE MAP
LEARNING AND INNOVATIVE TEACHING

Paola Corti, Alessandra Tomasini – METID

LEADERSHIP

Transformation of the cognitive basis by relations

• UNDISCIPLINED
• DISRUPTIVE

ACTIVE LISTENING

CHAINS OF EDUCATION

IMPORTANCE OF PEER EDUCATION SHARED TASKS & RESPONSIBILITIES IN LEARNING PROCESS

ROOT PERSONAL RESEARCH WITHIN PROCESS OF COLLECTIVE LEARNING

CREATE COMMON TERRAIN FOR LEARNING THROUGH THE PROJECT

increase the own competences by the exchange & the confrontations with others

NETWORK

LEARNING IS FIRST OF ALL A MUTUAL PROCESS based on MULTI-DIRECTIONALITY + RECIPROCITY

LEARNING INCLUDES THE IDEA OF "MAKING IT SOMEONES OWN, TO TAKE ON" FOR ME IT CONTAINS A SENSE OF TRANSFORMATION: MAKE AN "UNDERSTANDING" (PRACTICAL OR THEORETIC) THAT WHAT REMAINS AFTER THE CONCLUSION AND REFLECTION ABOUT THE EXPERIENCE.

LEARNING giving up comfortable certainties

learning together

PERSONAL RESEARCH WITHIN COLLECTIVE LEARNING

COMMON PLAYGROUND FOR LEARNING THROUGH THE PROJECT

EXTENDING RELATIONS & CULTURE

Development

imagining possible futures

DECONSTRUCTION OF CREATIVE PROCESSES

CONNECTIONS WITH OTHER RESEARCH PROJECTS

unsetting hierarchies

BE ACCOUNTABLE FOR "SMALL" PIECES OF ACTIONS

GROWTH & IMPROVEMENT OF THE CAPABILITIES TO MOVE ONESELF IN TIME & SPACE

BE IN CONTACT WITH THEORY & PRACTICE IN THE FIELD

RECOGNITION OF TRAUMA / DISTRESS RECOGNITION OF THAT WHAT'S MISSING

in the meaning of comfortable

PEER TO PEER

WIDESPREAD

acting in space

ENHANCE A SENSORY EXPERIENCE OF PLACES & DIVE IN SPACE TO QUESTION ASSUMPTIONS.

CREATE & DESIGN SPACES THAT CAN FAVOR IMMERSIVE LEARNING EXPERIENCES

FIRST DUTY THEN FUN

embracing joy

LIVE TOGETHER, ARTISTIC PRACTICES

FIND YOUR OWN WAY TO STAY IN THE LEARNING PROCESS & GIVE SPACE TO OWN IDENTITY COMPETENCES & INTERESTS

LEARN TO BE SELF-TAUGHT

GIVE SENSE TO YOUR OWN QUESTIONS

RELATION COLLECTIVE / INDIVIDUAL DIMENSIONS PERSONAL INDIVIDUAL

GIVE MORE SPACE TO THOSE WHO LIVE THE URBAN SPACES, + INVOLVEMENT + CONFRONTATIONS & EXCHANGE WITH THE HABITANTS

RELATION BETWEEN KNOWLEDGE LEARNING & REAL HABITATION

IMMERSION (CONTEXT) LEADS TO QUESTIONING

PLACES FOR ACTIVISM

DESIGN & PLAN LEARNING SPACES

5 SENSES COLLECTIVE EXPERIENCES

MODIFICATION OF SPACES AS A TOOL FOR LEARNING WHICH BRINGS TOGETHER PRESENT ACTING - THE OBSERVATION OF THE OFFICES CONSTRUCTION OF WHAT TO STRIVE FOR.

THE ROLE OF THE PLANNER DEPENDING ON INSTITUTIONAL MECHANISM

making space for diversity

to experience and practice in the field, issues / real themes guided, in the exploration, by passionate people who supported me in "doing" and asking myself questions more than searching for answers.

SHARED KNOWLEDGE

embracing difficult conversations

UNDERMINE YOUR OWN CERTAINTIES

GIVE TRUST TO YOUR OWN TOOLS OF INTERPRETATION & ACTING

Development Leadership Network, Shared Knowledge

IT'S A CONTINUOUS & INFINITE PROCESS OF CONFRONTATION WITH REALITY

EXPERIENTIAL

TRANSFORMATION OF ONESELF AND THE PROPER WORLD

LEARNING INCLUDES CHANGE EVOLVE TRANSFORM

ACCESSIBILITY OF THE OFFERING

SELF LEARNING

LEARNING - TO EXPERIENCE

LEARNING TOGETHER! ↑

Development of a personal route of knowledge & individual training by a proper protagonism, a personal research, as well as relations & interactions with others.

UNLEARNING? ↓

unlearning

LEAVE SPACE FOR DECONSTRUCTION

MAKE A SOCIAL-PHYSICAL-SPATIAL SURVEY WITH CORRECT TOOLS IMPROVISED PLANS & READING LEVELS

BREAK A PRECONCEIVED BELIEF

DISCUSSIONS WITH OTHERS CREATE SPACE TO SHARED CONDITIONS

LEARNING MEANS WEARING MORE THAN ONE HAT - SWITCHING ROLES SPEAKING DIFFERENT LANGUAGES

• IMPORTANCE OF DEALING WITH CONFLICT
• MAKE EDUCATIONAL OFFER AVAILABLE TO WIDER COMMUNITY
• STUDY NEW WAYS TO ENHANCE PARTICIPATION

ANALYSE SUITABLE ENTRANCE METHODS TO AMPLIFY PARTICIPATION

CONFRONTATION WITH CONFLICTS

BREAKING STEREOTYPES MAKE ROOM FOR CREATIVITY RE-STRUCTURING KNOWLEDGE USE OF TOOLS THAT HELP PRODUCE A DEEP COMPREHENSION OF SPACES & ISSUES

A POSSIBILITY of OPENESS of DIMENSIONS, SPACES & CONDITIONS which were not there before, grown thanks to exchange

Learning like - taking part of an exchange of knowledge that activate different lenses, questions and experiences.

In dedicating part of its session to reviewing the Learning & Teaching Manifesto, the Multiplier Event in Milan set the PoUI course in dialogue with comparable learning and teaching experiences, gauging into how these related to the manifesto's principles. Five of the total principles came under particular scrutiny in the course of the plenary discussion:

Learning together: The course privileges 'learning with' rather than 'learning about'. It elevates the voices of those who have experienced exclusion, and it cultivates mutual engagement, connection and collaboration.

It is important to create a common terrain for learning together through the project – "making" the project therefore, becomes the main means to 'learn with' rather than 'learn about', which calls into question what we can consider a project in the context of each learning experience.

Unsettling hierarchies: The course intends to unsettle the hierarchies that are often associated with teacher-student relationships. It values mutual learning and the horizontal exchange of knowledge and skills.

Peer education is key, with shared tasks and responsibilities set during the learning process – mutual learning is reinforced through peer-to-peer exchange, while horizontality is reflected in collective decision-making on charges and undertakings.

Acting in space: The course celebrates spatial and urban practice as forms of enquiry and creative engagement with the city. It resists fixed disciplinary boundaries and promotes playfulness, exploration and experimentation.

Enhance a sensory experience of places and dive into space to question assumptions – experiencing spaces through more than one perspective and hence support the deconstruction of conventions and clichés

Create and design spaces that can favour immersive learning experiences – an understanding of space as a "lived", socially-produced agent implies that the spaces actually hosting mutual learning environment are carefully designed inasmuch as the sites that may be explored in terms of future, imaginations and transformations.

Unlearning: The course supports deep listening and critical reflection. It encourages all participants (educators and learners alike) to be humble and to embrace the discomfort—and labour—of unlearning established ways of thinking and doing.

Breaking stereotypes makes room for creatively de-structuring knowledge – making mainstream categorizations and labels the explicit target of conversations supports the opportunity to experience their pervasiveness and, eventually, dismantle them.

The use of tools that help produce a deep understanding of spaces and issues also help identify instruments to apprehend space as a complex site of contestation is a critical step preceding any sort of engagement with a place's transformation.

Embracing difficult conversations: The course welcomes difficult conversations about difference, subordination and privilege. It cultivates the conditions for meaningful and respectful dialogue on questions of gender, race, class, ethnicity, sexuality, dis/ability.

It is important to deal with conflict, trauma, discomfort – with migration and inclusion as key lenses to look into cities and territories, distress and struggles of various nature are inescapable and should be tackled first-hand rather than left unspoken.

Make educational offer available to wider community and study new ways to enhance participation – the digital platform and its offshoots can serve as a basis for increasing involvement and sharing the course's teaching and learning activities with critical friends and more interested participants.

Reviewing the Learning Outcomes and Aims

In setting the agenda for what should be different when learners would leave the PoUI course, the teaching team devised 7 Learning Aims and 5 Learning Outcomes which can be found <u>here</u>. Although learners did not relate evenly to all the aims and outcomes when invited to reflect on them both during and after the course, insightful remarks were plentiful in the light of refining the aims and outcomes for the future.

Learning Aims

A wide majority of learners agreed that many of the learning aims were achieved by the end of the course. More specifically, 79,2 % agreed or strongly agreed that the course had introduced the relationship between migration and city-making effectively **(Learning Aim 1)**. An overwhelming number of learners (95,8%) agreed or strongly agreed with the statement that the course exposed them to the complexity of real-life situations and questioned their position as a student, researchers or practitioner with regard to some complexity **(Learning Aim 2)**. 83,4% of the learners responding to the survey agreed or strongly agreed with the assertion that the course had equipped them with terms and conceptual tools to support the exploration of diversity and inclusion in urban space **(Learning Aim 3)**. Lastly, regarding **Learning Aim 7**, 91,6% of the survey respondents agreed or strongly agreed with being able to draw connections between the course and their own studies or practice, using it as a space for exploration and learning.

Learning Outcomes

Learning Outcome 1, on the development of critical collaboration and communication skills, triggered important insights by several learners. In more general terms, the survey responses conveyed the sense that most course participants felt they had improved their

capacity to overcome language barriers, mainly through "speaking without words" and by finding ways to interact that did not require verbal expression as a basis for building relationships. As more than one learner noted, proficiency in "translating" became key: "we learned about how to translate not only between different languages, but also between different backgrounds of experience", which resonated with a second consideration specific to the workshops where learners " were in constant translation mode between different participants on site".

Learning Outcome 3 emphasized the consequence of considering urban practice as an array of practices which could be set in relation with architecture, urban design and planning as well as social policy and work – and this to augment their possibilities as contributors to social and spatial justice. Together with the appreciation for the open and plural format of the live workshops, several learners valued the fact that these action-learning experiences were not geared towards the elaboration of a "design toolkit". Rather, as the words of one learner eloquently encapsulate the endeavour:

"
"how we practice across the city was reflected in the workshop, including the challenges of coming together, connecting across difference and bridging different forms of knowledge and language".

Figure 4: Learners and San Siro inhabitants during the Milan workshop. Photo Santiago Peluffo Soneyra

Learning Outcome 4 focused on the experimentation with and critique of context-responsive methods and tools fit for transforming urban spaces in ways that are equitable and inclusive of the diverse needs and aspirations of all urban dwellers. The outcome was commented on by learners particularly regarding the struggle to situate their participation in short live workshops in the context of longer-term relationships that specific HEI and/or CSO partners had established with a specific site. What was the value of such immersive and intensive action-learning for longer-term partnerships and their potential impact on eventual site transformations? Through the learning journal, one learner, for instance, reflected on the 'role' of workshop participants and on the 'performative' character of the final outputs by asking: *"Are we bringing visibility? Legitimacy? Is this our role/ contribution? If so, how do we approach it transparently? Who benefits from this?"* Nonetheless, for some learners, despite the difficulty to understand how to match short-term involvement with longer timeframes of engagement by local partners, the fact that previous research had taken place and was offered as supporting knowledge was experienced positively, especially in the light of having to work at larger (macro) scales of analysis and projection.

In sum, particular points of attention when refining the Learning Aims and Outcomes consist of qualifying that the forms of critical communication and collaboration skills unfolded during the course have much to do with positionality and language. More specifically, shuffling between verbal and non-verbal forms of interaction, shifting roles and understanding the implications of such changes when interacting with different publics and spaces, as well as becoming proficient in various forms of translation appear as significant abilities that the course enabled participants to acquire and cultivate. With these learnings in mind, the course would benefit from revising **Learning Outcome 1** to make such consequences more explicit. Likewise, being unequivocal about the relationship between "instant" projects and initiatives and the position these occupy in the context of longer urban transformation processes and partner engagements would help learners better situate, and consequently critique, the roles course participants and (future) practitioners take on. The question of being more time-sensitive also resonates with key suggestions from critical friends regarding the question of becoming more sensitive to time-related processes when addressing migration as a fundamental constituent of urban practice.

Learning Outcome 01 [revised]
Develop critical collaboration and communication skills that mobilize different languages, forms of expression and translation, therefore expanding possibilities for interaction with a broad set of publics and sites.

Learning Outcome 08 [new]
Apprehend the significance of time in building relationships and how punctual, short-term actions relate and may support longer-term engagements with specific publics and sites, as well as match or dissent with broader urban transformation trends.

Lastly, as more of a fundamental interrogation that has been raised in the context of various moments of reflections by learners, teaching staff and critical friends alike, **Learning Outcome 04** may also be revised. While the ambition of transforming urban spaces in ways that are equitable and inclusive of the diverse needs and aspirations of all urban dwellers is laudable, this point is seemingly in contradiction with the aspiration of doing away with vulnerabilities that specific groups may be experiencing, particularly when migration and inclusion are considered. Foregrounding a more partisan approach has its disadvantages, and the danger of stigmatization is always present, however several critical friends in the context of Focus Group discussions debated the pros and cons of being all-inclusive versus "taking sides". With "dissensus" as a key topic taken up by the course, the latter option appears as more consistent to frame urban transformation as a struggle that is increasingly complex to build around consensus rather than on its counterpart. These considerations also bring into question how the activities, topics and methods of the course may be reconsidered in the light of findings that emerged from the pilot implementation in the course of 2021.

Figure 5: San Siro buildings juxtaposed against new real-estate developments in the surroundings. Photo Niside Panebianco

Reconsidering the Learning Activities, Topics, and Methods

The PoUI course foresaw a significant array of activities to support participant learning throughout its duration. These included **Live Workshops,** an **Open Knowledge Platform, Open Sessions, Personal tutoring, Facilitated peer-to-peer support, Critical Reflection** as well as **Learning Provocations** and **Public Dialogues.**

From a learner perspective, the multiplicity of resources and undertakings was viewed as an asset in the context of learning about complex urban territories. As the survey results illustrate, the broad set of inputs as well as the abundance of skilled professionals making up the teaching and project staff, were valued by course participants. This was especially true when such variety was coupled with an "informal" approach to learning and teaching as part and parcel of a horizontal setup of exchanges which all partners seemed to share or were able to learn from one another in the context of working together. Several course participants however, experienced a form of fragmentation due to the many kinds of activities that were taken on during a course format that was neither an intensive short course nor a more self-paced learning experience. In hindsight, the combination of hands-on experience, theory-informed practice, and critical reflection that made up the PoUI course could have been more explicitly presented as three "pillars" under which the various activities would be reconducted to.

Although the course was from the outset imagined to be blended, most of the online resources and activities were viewed by survey respondents as under-utilized or as less effective than the live workshops and **Personal tutoring sessions**, and this despite Covid had provided a facilitating frame to enact these. As one of the teachers asked, "live workshops worked well, online activities less… how can we create a more inclusive learning environment across both?" There was a general agreement by both learners and teachers that, despite the effort to construct the **Open Knowledge Platform**,

this collective archive was hardly mobilized in the context of the course. On more than one occasion, learners voiced the need for a "broader frame" that could sharpen their knowledge of migration before being involved in the highly intensive action-learning moments in Berlin and Milan, and this despite the **Open Sessions** provided as topic-oriented preparatory ground to the Indeed, only 8 % of the learner cohort considered the blended format of the course as an asset. The materials made available online were not experienced as a particular asset because of their sheer amount, since the learners voiced a plea for orientation in the midst of such a vast offer of information. At the same time, the platform was not accessible to learners although it holds the potential to become a space of contribution from all participants.

In terms of affinity with the course's main topics, 75% of the course participants who responded to the survey affirmed that inclusion was a key interest for them, and more than half (54,2%) considered migration as a significant point of attention. It is therefore meaningful in this context to note how more than one learner voiced an interest for a "broader migration frame" to act as a framing angle – this could not only help to better cope with the abundance of material, but also support learners' understanding of the meaning and purpose behind the numerous activities composing the course. One learner for example, mentioned that in the context of **Personal Reflections**, "there was a lot of reflection within the course itself, e.g. was a tool helpful, but not always a kind of reflection that would help contextualize what we did in order to connect to broader migratory movements that are going on in the world, and politically position the course and DESINC network".

> "I wouldn't say that everyone is interested in migration, which is why everyone should follow this kind of course."
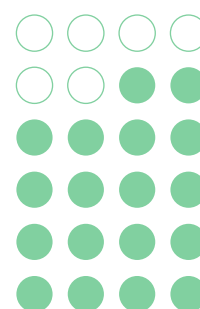
Learners' motivations to apply to the course:
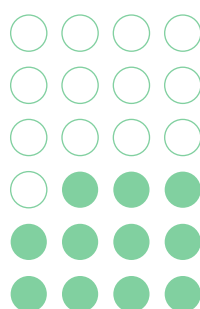
54,2%

migration
is a key interest

75%

inclusion
is a key interest

According to one of the critical friends who joined the **Focus Groups**, the call by learners for "more theory" or, in other words, a more effective "grounding of learning activities in theoretical, cultural and political contexts" is unavoidable in courses that place action-learning prominently on their agenda. While there may be value in speedily moving into action, the provision of an elective selection of critical texts and reference categories for all participants to refer to was deemed as a key point to consider when replicating the course, especially if the target group of learners remains that of a differentiated cohort of participants. For future iterations of the course therefore, it appears useful to reaffirm hands-on experience, theory-informed practice and critical reflection as the main umbrellas under which all learning activities can be reconducted, rather than express these as a list of undertakings with no particular structure and/or hierarchy. What remains as an open question is how to relate them with one another for them to work as mutual supports rather than independent components. These decisions are most likely to be effective if taken on a case-by-case basis, depending on the specific focus and duration of the course, the social and spatial processes engaged with, as well as on the learner profiles and the partner institutions involved.
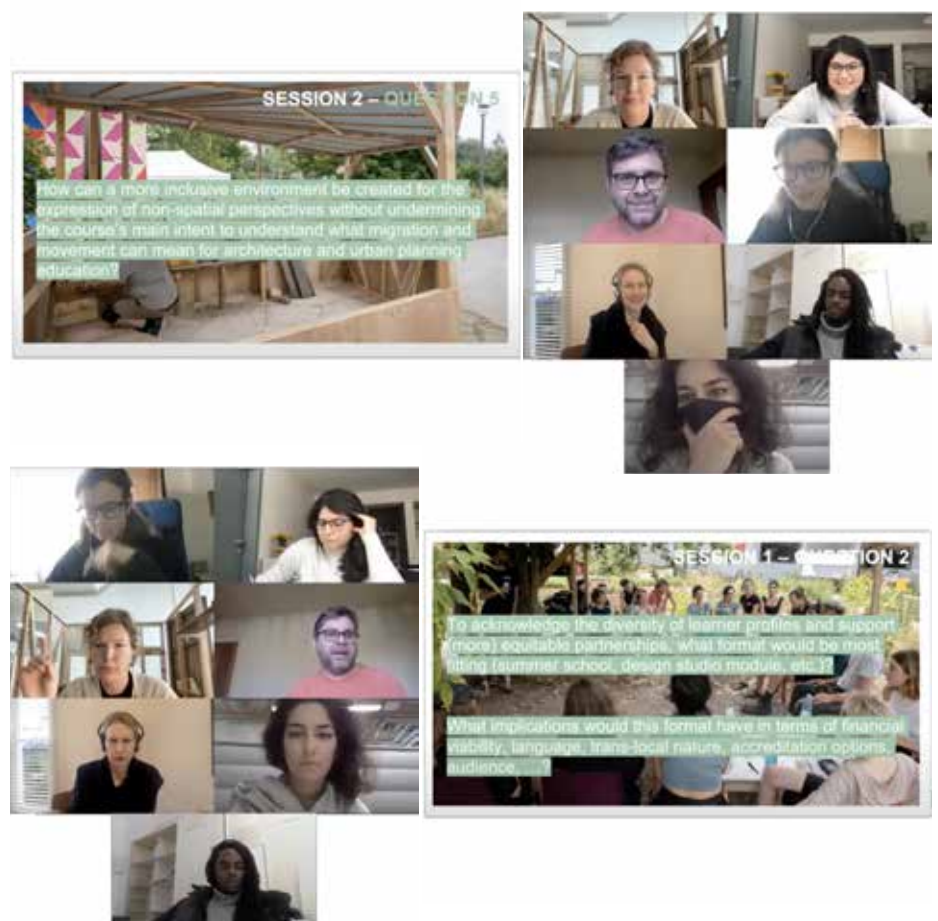

Figure 6: Focus Group session with the London Cluster

Figure 7: Focus Group session with the Berlin cluster

If **Critical reflection** is understood as a form of critically "looking back" to what is being done and experienced in the context of an action-learning experience, with the support of practice-based theory, then this pillar is a key tool for teaching and learning. Its potential may also become its limit, especially if the course will be replicated in a more condensed form, meaning that the time available to "reflect" and then to make such reflections manifest through a process which may be evaluated as a final output (such as in the case of the Learning Journal) may come with some challenges. However, if the **Learning Journal** is conceptualized and understood as an open-ended artifact produced by learners (individually and/ or collectively depending on the setting) and eventually assessed by peers and the teaching team, it can act as a critical sounding board taking up a variety of forms. Its open-endedness was however viewed as unhelpful for particular learner profiles, such as full-time practitioners or participants who did not receive formal accreditation for taking the course. Experience during the course showed that a tumblr website was an inspiring way to group collective discussions stemming from individual/personal inputs, promoting cohesion within a local cluster. A critical friend participating in one of the **Focus Groups** mentioned a comparable experience with student backlogs, suggesting that the combination of flexibility and constraint offered by a particular technological platform had proved effective to strike a balance between an "open" format and an overly predetermined one.

Learning Activities

 Critical reflection: Individual + group reflections + co-designed output (e.g. tumblr, etc.)

 Hands-on experience: Live workshops

 Theory-informed practice: Lectures (open sessions, LPs & PDs)

 Facilitated peer-to-peer support

 Personal Tutoring

 Collective discussions

Figure 8: Three Activity "pillars" within the Open Learning Platform.
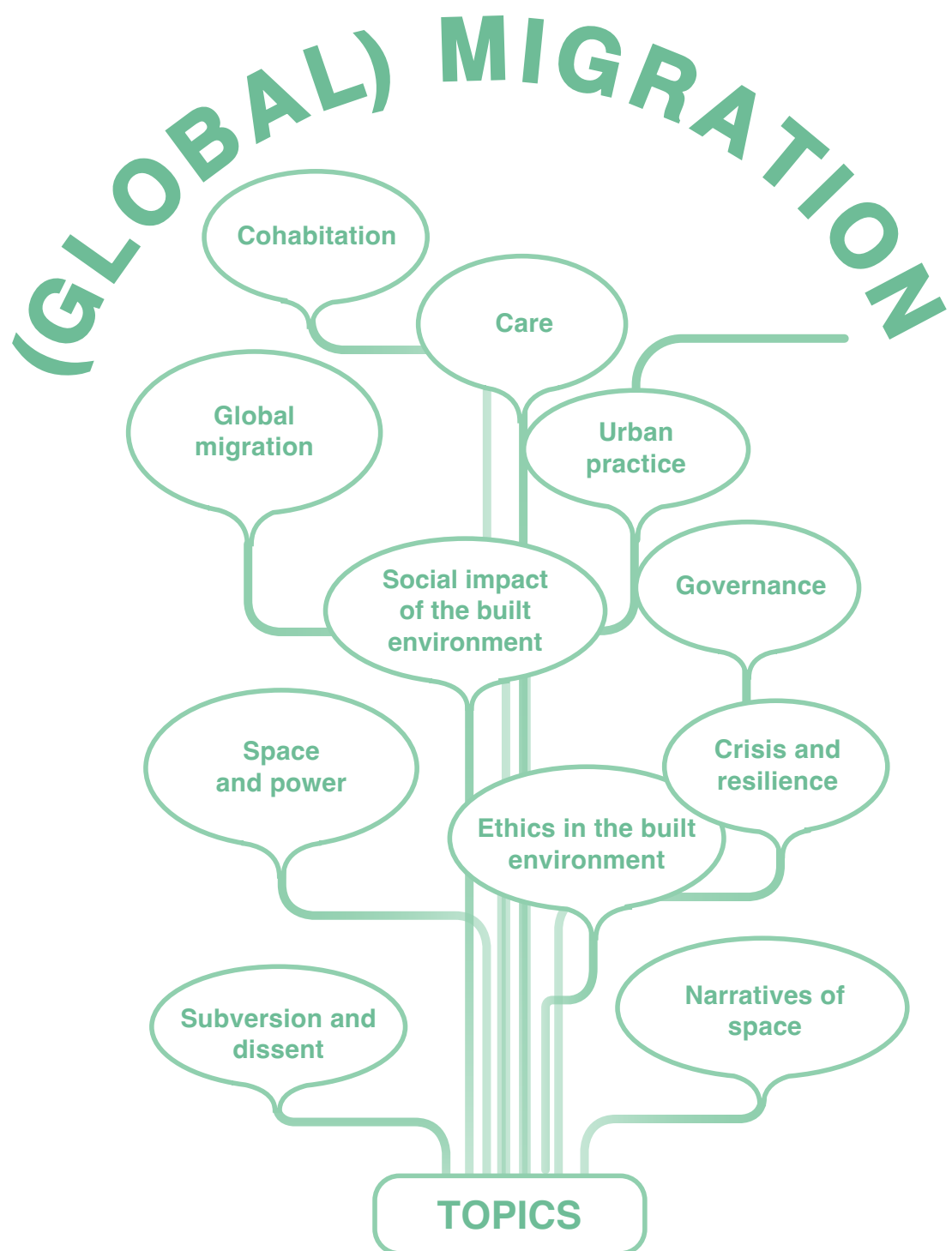
Figure 9: A revised topic vision, recognizing (global) migration as the overarching theme

Revisiting the Learning Journey, Course Participant Profiles and the Course's Posture

Learner expectations and Learning Journey

The **Learning Journey** is central to the design of the PoUI course. Its conception reflects the recognition that course participants joining the course would do so not only with diverging expectations, but also at different moments of their personal development. Moreover, because of their disciplinary backgrounds, geographic origins and varying relationships with their respective institutions or organisations, as well as with the city and country they were residing in at the moment of taking the course, a varied spectrum of support infrastructure would be required along each trajectory. Since the course was indeed being tested as a pilot, the teaching staff worked with personas to anticipate the profiles of learners that would participate in the learning experience. As stated in the IO1 report, the course designers "developed a series of profiles that reflect the range of participants that we expect(ed) to take part in the course. Describing the background and motives of everyone involved, helps us to tailor the learning activities to meet their specific needs and aspirations."

Personas, as Sacha Costanza-Chock has commented upon, are linked to the idea of empathy in design processes. They are one of the many ways in which designers can imagine (or pretend to imagine) that through brief thought exercises, they can empathize with an "othered" subject" (in this case the learner) whose lived experience they often do not share. However, in worst case scenarios, Costanza-Chock considers the persona process as a way of re-defining stereotypes or assumptions around a group of people that become paper "users", especially because lived experience is nontransferable. When confronting the personas developed by each partner institution or organization, we do find that this admonition is of partial relevance. Not all the personas established found correspondence in the cohort that did end up taking part in the course, which featured a large majority of learners with a background in architecture (18/24) and/or urban planning (7/24). The next largest group was represented by participants with a background in design and/or arts (3/24) and political science (3/24).

Although this repartition was, in some instances, experienced as an unbalance despite the ambition of the course to transcend conventional urban design language, simply because of the sheer number of participants (including the teaching team), it is important to take a step further when looking into learner backgrounds. At the mid-point pan-European meeting, when course participants shared some of their expectations, the picture that emerged was one of learners who were keen on questioning the tools that an orthodox architecture and urban design training may have provided them with until then:

"

"I wanted to learn about jargon – the jargon of planning creates exclusion – and how to subvert it"

"I wanted to make space for residents to tell their own stories and focus on their narratives"

"I wanted to learn about language – the language of architecture is narrow and restrictive, whereas practices of urban inclusion need to adapt and change"

Questioning one's own training appears therefore as a crucial component of learners' aspirations. Though the majority were trained in urban design and/or planning, their expectations resonated with one of the main principles of the Learning & Teaching Manifesto, namely that of "Unlearning", which was also catered during the Learning Backpack exercise, proposed by a CSO partner. In the context of this endeavor, course participants identified objects that embodied what they had chosen to remove from their baggage of skills, and what they would instead add to it (For more details see IO2 Report).

Support Infrastructure

The notion of support infrastructure was unfolded based on the abovementioned personas, and considered:
- Learners with no background in architecture or planning, who would aspire to deepen their knowledge related to the urban context, would appreciate group work and peer learning, as well as online materials and recorded lessons allowing for some flexibility

- Learners who, as migrating persons to Europe, are in the process of seeking asylum and are not proficient in the course's main teaching language. They could benefit from translation support

(and eventually a glossary of key terms), easily accessible and understandable learning materials and platforms for their diffusion.

- Learners who would enjoy support to engage with the course's more theoretical elements

- Learners who lack the experience of, and confidence in, collective working environments and would appreciate support to improve their capacity to do so

The learner survey and individual learner interviews confirm that the support infrastructure anticipated on the basis of the "paper" personas was fitting with regard to the actual cohort's requirements when only one (or possibly two) of the above needs was actually present. By contrast, some critical issues can be recognized when learners looked for many, if not all, of the above points, requiring the co-presence of supporting infrastructure systems which was challenging to provide at once. When knowledge of several languages (but not the main teaching language of the course) added to the impossibility of travelling were combined with a background in one of the lesser represented disciplines and a lack of familiarity with group work, this resulted in learners who were "intersectionally disadvantaged", an aspect which will have to be taken up fundamentally in the future.

Indeed, the factors that seemed to be more impactful on whether the support infrastructure along the Learning Journey was effective or not, were unequivocally dependent on the deeply set unbalances that migration policy confronted the course participants and the teaching team with. While the pandemic meant that several learners were hindered from participating in one or more of the live components, for learners who were also migrating persons in the process of seeking asylum, this opportunity was cut off from the beginning. As also anticipated in one of the personas developed to tackle such complexity, the learners whose condition resonated with that of asylum seeker Abdi (IO1 Report, p. 39) might experience communication challenges and would most likely not be able to benefit from the trans-local setup of the course. Both language issues and the unfeasibility to travel had indeed already been acknowledged by imagining Abdi's challenges when taking the course:

He doesn't have a passport and would not be able to participate in an international workshop. He wants to be part of this programme because he is keen to be more involved in local initiatives in Marzahn. At the same time, he cannot commit to anything long-term and often has to cancel commitments at the last minute.

Abdi wants to be an architect so this gives him an incentive to take part, but the organisers will need to be extremely clear about the aims, outputs and outcomes in order for him to fully engage in the course.

He speaks German but doesn't speak English so he would need translation support and learning materials and platforms would need to be clear and easy to understand. A glossary would also be helpful.
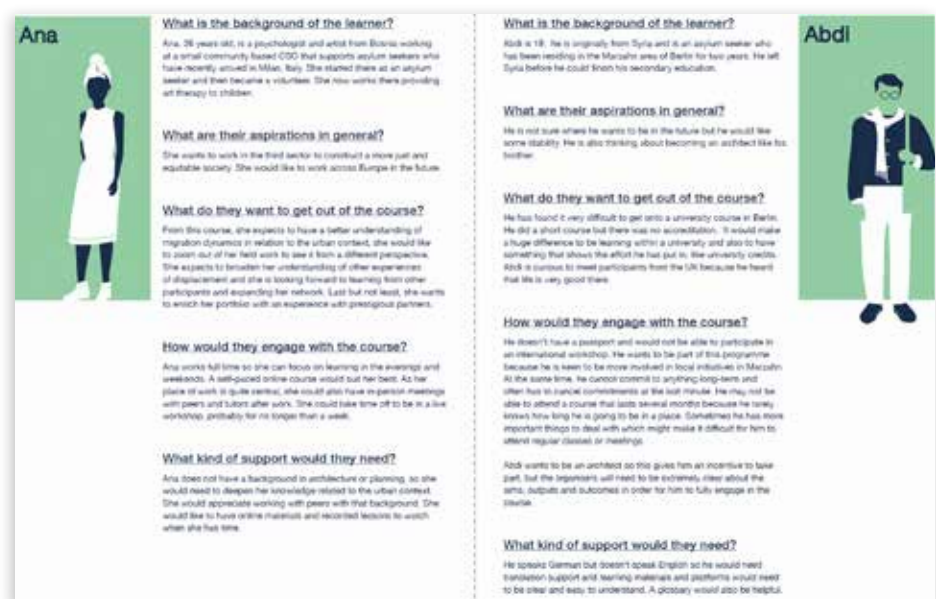

Figure 10: Participant personas imagined in IO3 (p38-39).

As noted by one of the teachers, peer exchange was a form of support infrastructure that did play an essential role in bridging language differences. As one of the members of the teaching team pointed out, however, it was less successful in terms of improving the confidence levels of learners experiencing several challenges simultaneously e.g. course participants having both a different disciplinary background than the majority, and/or in the process of learning one of the main languages spoken throughout the course (English, German and Italian), and/ or unable to travel due to their status and/or nationality, especially as new Covid-restrictions vis-à-vis mobility came into the picture.

Improving and tailoring the support infrastructure along students' learning journeys is therefore profoundly connected with the necessity to gain more precision in how the course is profiled, and the profile of learners it would aim to attract in the future. As such, considering

migration as an essential focus should not be automatically equated with including asylum seekers and refugees as part of the learning cohort - unless the support infrastructure set up in place can be tailored to the specific challenges that a migrating person would most likely appreciate. The course is otherwise at risk of reproducing within its learning environment the very same state-produced categories (asylum seeker, refugee, economic migrant, etc.) and the intersectional disadvantages that derive from these. Its accountability vis-à-vis its core values is also at risk.

In the context of the DESINC LIVE partnership two out of the three CSOs participating in the collaboration have a clear commitment towards the inclusion of migrating persons in cities (and beyond). Their involvement was also the result of having recognized, once the DESINC project was over, that implementing learning and teaching activities linking urban design with migration, should be consistent with the slogan first launched by disability justice activists: "nothing about us without us". In this vein, the partnership was set up so that learners from CSOs and HEIs would all take part in the course despite several challenges. In the light of the challenges experienced, the intricate connection between learner profiles and profiling the course emerged as an essential question.

Profiling the course

The section above has underscored how the relationship between the learner profiles and the profiling of the course itself is a challenging one, especially in the light of the experiences and the consequent reflections that learners, teachers, and critical friends have shared in the context of the course's evaluation. A major recommendation which emerged during various exchanges pertaining to the evaluation process, was that the course's engagement with the broad topic of migration would benefit from gaining precision and sharpness in preparation for its replication. More specifically, the way migration is posited was considered as deeply entangled with the course's posture. As such, it also relates to the fundamental interrogations raised by some of the teachers concerning the kinds of inequalities that the course aims to address and, by consequence, also expressing consciousness about the fact that other unbalances may therefore be generated by maintaining a particular focus. This would also support the teaching team in ensuring that inclusion remains at the forefront of course activities, including the way relationships with one another are understood, the key terms that are selected for common usage and the ways to go about teaching. As one critical friend that took part in a focus group session persuasively synthesized:
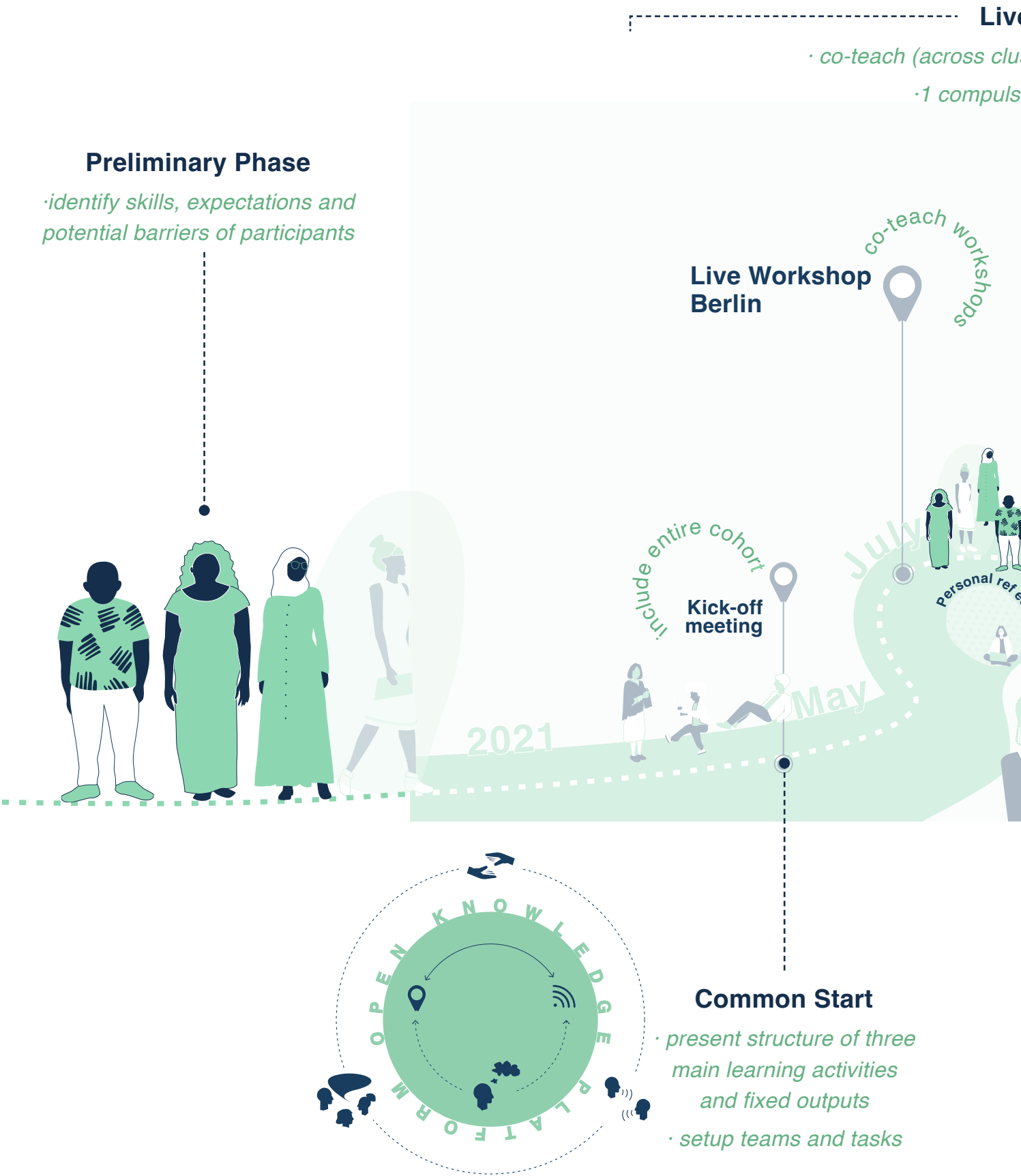
"If the course aims to be inclusive and maintain reciprocity as its core values, defining key terms is crucial as to avoid reproducing the problematic categorizations that are featured when it comes to dealing with migration (vulnerable refugee, poverty, etc.)"

This resonates at least in part with some of the remarks made by learners in the survey conducted after they had just completed the course. Several participants expressed the need for a "clearer migration frame" while others questioned the kind of migration that was being favored by the course, asking why the focus was not on the movement of expatriates or student flows, for example. Although dissimilar views did exist between participants on this note, a robust majority of the project staff and their peers involved in the focus groups argued against making the umbrella topic of "migration" too broad. As suggested by one of the critical friends belonging to a key CSO in the sector, a focus on the "vulnerable refugee" can also be problematic. A focus on design justice and a rights-based perspective on the other hand, could allow for more room to see how these rights become racialized through migration policy, and lead to questioning categorizations which the course should not reproduce. The challenge becomes then to envision how the course may contribute to erode a Western-centric perspective related to the idea that cities should be designed for the "vulnerable" or the "poor" who are often victimized or depicted as disenfranchised to the point of all agency being removed.
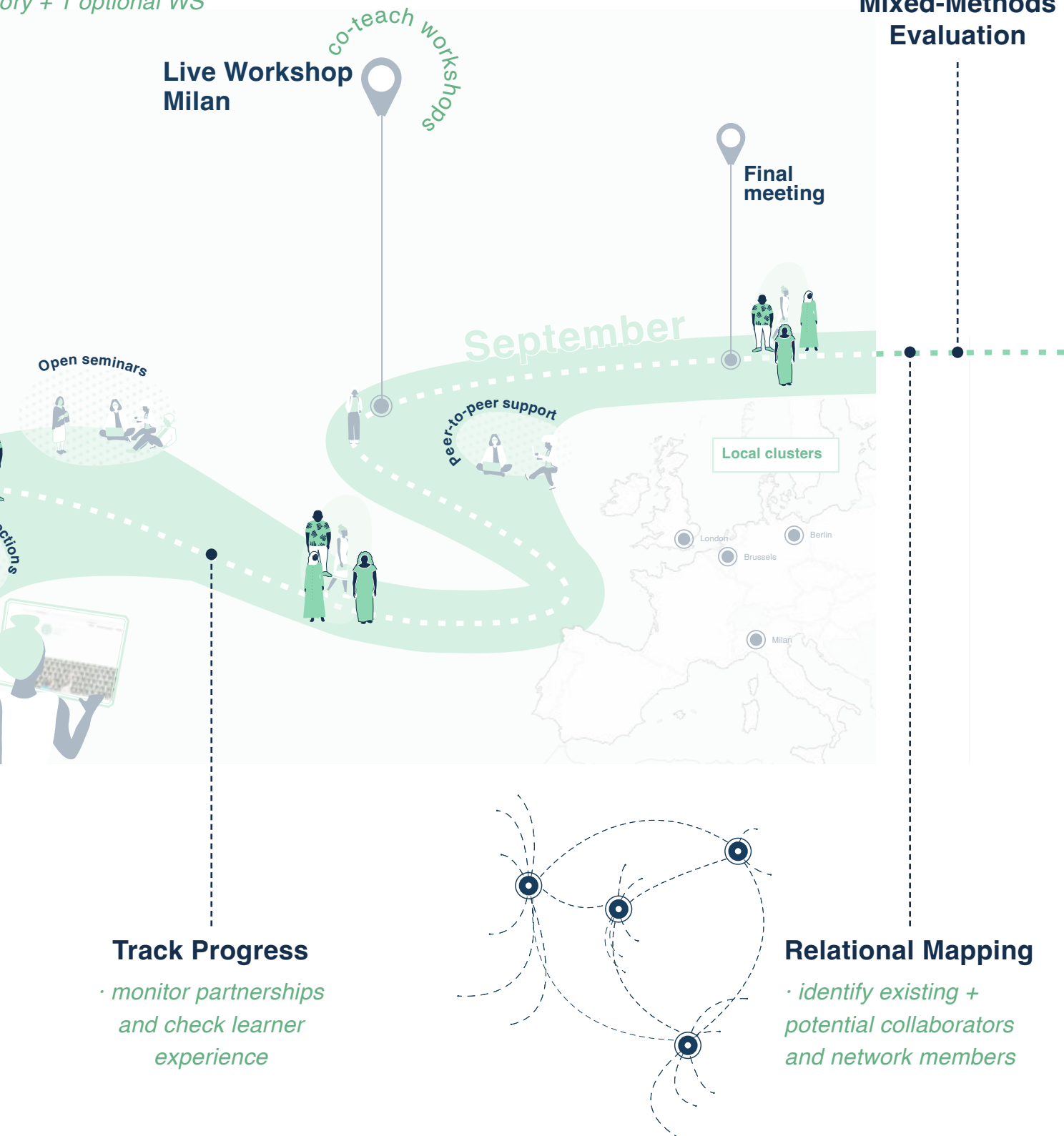

Figure 11: Focus Group session with the Milan cluster

Revised Learning Journey

Live [cut off]

· co-teach (across clus [cut off]

·1 compuls [cut off]

Preliminary Phase

·identify skills, expectations and potential barriers of participants

Live Workshop Berlin

co-teach workshops

include entire cohort

Kick-off meeting

July

personal ref [cut off]

May

2021

OPEN KNOWLEDGE PLATFORM

Common Start

· present structure of three main learning activities and fixed outputs

· setup teams and tasks

Mixed-Methods Evaluation

e Learning

sters) at least 1live component

ory + 1 optional WS

co-teach workshops

Live Workshop Milan

Final meeting

Open seminars

September

peer-to-peer support

actions

Local clusters

London

Brussels

Berlin

Milan

Track Progress

· monitor partnerships
and check learner
experience

Relational Mapping

· identify existing +
potential collaborators
and network members

Part III.

An experiment in education: replicability and dissemination

Certifying & Accrediting

"Accreditation was important to me because recognition is important. The course consists of a lot of work, even if it's not focused on a conventional way of working and even if it's not evaluated in terms of grades. There should be a thorough reflection across the partnership on the topic of recognition, as an aspect that should be further developed."

The key question raised in the previous section about the course's posture does not only impact the profile of course participants but also, in turn, the kind of recognition that can be concretized in the context of an HEI-CSO partnership. The plea from CSOs advanced after the pilot course was completed, was in fact presented as a sort of paradox to the partnership: for those learners who did not have formal affiliation to one of the HEIs as a "student", it would be important to offer a comparable system of accreditation (or comparable benefits) – and thus make use of the formal environment of university systems – but at the same time "break apart" from their rather formal and inflexible structures of teaching and evaluating student performance. In practice, this double gesture requires significant institutional change. During the evaluation sessions the following points were touched upon:

- While all course participants received a certificate, only a part of them could obtain formal accreditation. HEIs that did secure accreditation for their learners did so either by including the course in their study programme or by accommodating it within their existing course system e.g. by making use of the infrastructure of "independent study" slots reserved for exceptional activities that do not take place on a regular basis, or making it a module within a design studio.

- The fact that VET learners could not receive formal recognition for their work generated some frustration, also in terms of making time when having to finalize course outputs (e.g. Learning Journal). The option of providing complementary incentives to that of recognition for VET learns is a major point of attention for any future version of the course.

Moreover, for learners who found themselves in a disadvantaged position due to language, training and/or the impossibility to travel,

the lack of formal recognition was an additional drawback. It also marked the difference between HEI and CSO partners and learners in unexpected ways and challenged the partnership to think further about how a replicable course could provide accreditation or an acceptable equivalent. The option of embedding an internship with CSOs as part of the course was put forward as a possibility, as well as that of offering the course in a language that learners might be in the process of learning, boosting their possibility to learn it actively and in a different way than conventional language classes.
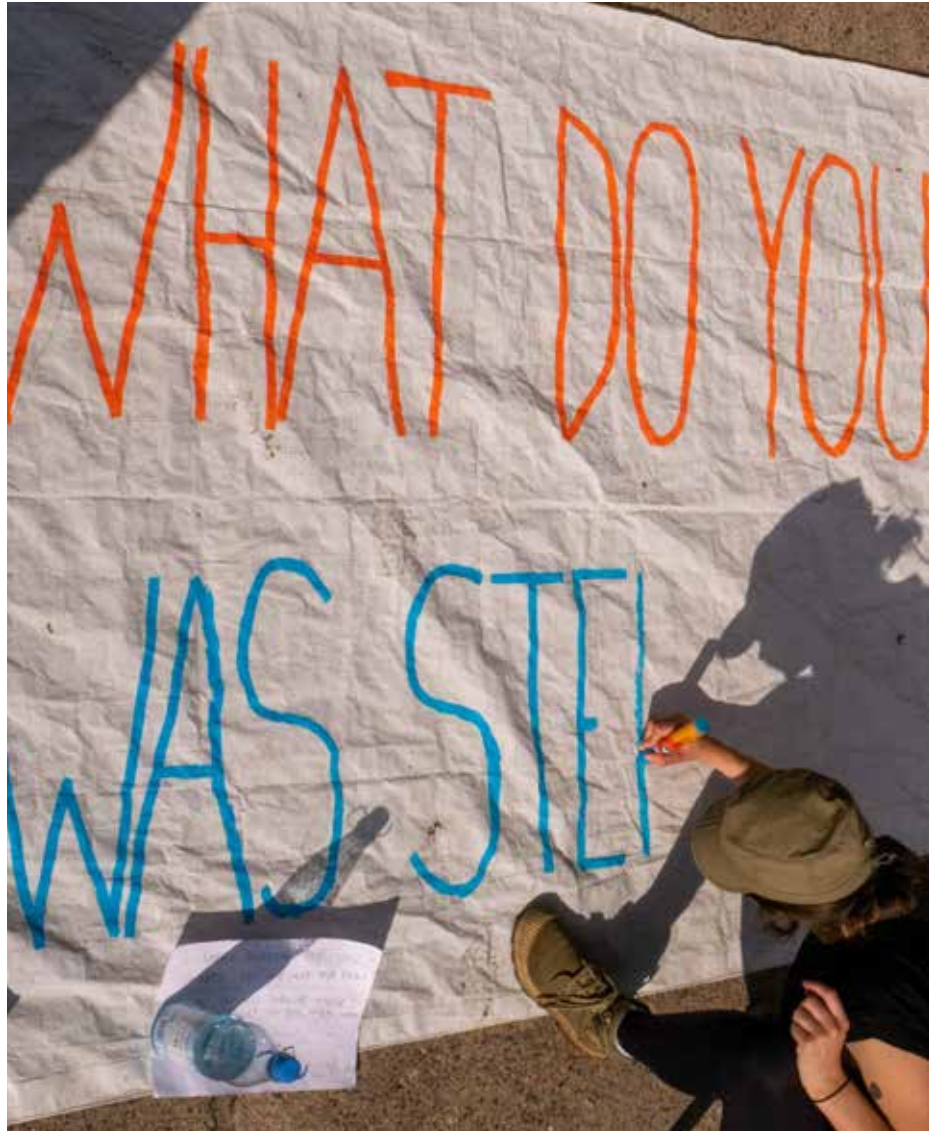
Figure 12: A bilingual banner to engage Marzahn locals. Photo Luisa Durrer

"Perhaps it would be interesting to offer the course also in other languages than English (e.g. local languages: German, Italian, French, etc.) to allow for an active participation of learners from CSOs, especially migrating persons."

Embedding and Localizing

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"One of the best sides of the course is to experience different realities and different cities. So this is something that would be really interesting to maintain if this course could be proposed again. Maybe a program with every year two different cities to understand differences through confrontation. To have different experiences was a very interesting part of the course, we had different realities to study."

After the pilot offer several partners engaged with their local networks to understand how the course could take place in their most proximate institutional context. Most of these discussions occurred within HEI environments to explore how the course could be mainstreamed within the existing curriculum. In most cases, transforming the existing curriculum is a significantly ambitious objective, not only because of the challenge of achieving financial feasibility but also in terms of management and actual space available in an already charged academic programme. This was considered the first step towards making the PoUI course a replicable and refined product that would be ready for dissemination within the wider arena of HEIs and CSOs interested in developing it further and implementing it. The key points for this process were:

- To propose a more agile and compressed structure
- To maintain trans-local and multisited learning and teaching
- To improve support infrastructure for different learner profiles
- To gauge viable future formats for feasible replication

When thinking about the existing structures, initiatives, and practices of each partner institution, one of the options with most potential across the partnership consists of transforming the course into a course that is fully embedded from an institutional standpoint, as an extra-curricular workshop, or a largely independent short course or summer school. In the former case, it could become an accredited module that would be more compressed in its duration (and less cumbersome in terms of workload). It could also be included in an existing course or design studio and thanks to current or prospective bilateral agreements, could maintain the experience of moving to a partner university for a part of its unfolding.

Group 1: **Short course**

Format

Dates

Credits

Course duration

Fee

Locations

Audience

Financial viability
What are the financial implications of having a short course?

Inclusivity
(Add prompt question here)

Existing activities
How could this course be in synergy with existing projects, initiatives and practices at LMU?

Oportunities and risks

Notes

Figure 13: Activity sheet to explore potential ways to institutionally embed the course. Used during the London Multiplier Event.

Alternatively, the course could be hosted in spaces that transcend the existing curriculum. Some HEI partners, for example, have open courses offered to students to promote the development of soft and social skills through a cross-sectorial approach, to which a revised version of the course could be added.

A financially and administratively autonomous summer school was an option that various partners reflected upon. Despite a greater independence in organizing it, student recruitment would be a point of concern; while it may be easier for international students to attend, fees may also limit accessibility and therefore undermine some of the

course's core values. Moreover, the chances of mainstreaming a self-standing course as part of an institution's regular curriculum on the long run, become slimmer.

In all cases, finding a way to replicate the course at Master- or post-graduate level was considered particularly attractive in more than one local context.

"

"The course means that as a learner I'm going to different places to learn in non-traditional ways about non-traditional methods. It offers this very horizontal learning situation, a bit experimental as well, which I think is interesting with people from all over in terms of where they come from as academic institutions, but also where they personally come from. I think that's super valuable and super interesting, and I would definitely recommend to keep that. One thing that I really liked as well was the two-workshop situation because I think usually workshops are one. You go to one place and so on, but in this case it was also socially super interesting. You met all these people at the first workshop that you would at least in part re-encounter in the second workshop, which was also a super nice, interesting experience. And you're in two different places. You get to see two very different situations, two very different approaches to the same topic that are still somehow connected. So in a way, you get to compare and contrast within the same topic. What are the different approaches? What are the different ways of organizing these ? You might like one more than the other, you might take things from both, but just the comparison is super nice."

Figure 14: Workshop day in Berlin. Photo Luisa Durrer.

Figure 15: Visiting neighborhood organizations during the San Siro WS.Photo Niside Panebianco.

Building Equitable Partnerships

The refinement and simplification of the course's structure, as well as a diversification of its support infrastructure, have been mentioned above as crucial to clarify the course's posture vis-à-vis migration and the maintenance of its core values. They are also essential for the avoidance of accumulating disparities when targeting a broad range of learners including practitioners, academic students of various levels and migrating persons (which may overlap). The question of equitable partnerships between HEIs and CSOs (and any other organisations that in the future may be included in the context of the course's reiteration) is at the core of the course's design (and the DESINC LIVE initiative in the first place) and therefore also at the heart of its improvements. Although all partner institutions are aligned with the PoUI course's overall vision, its implementation illustrated a variety of unbalances that need to be addressed to allow for the course to run again in the future, especially in relation to HEI-CSO unbalances.

> *"The vision of the course, built on changing the narrative around migration, fits with the mission and work of Refugees Welcome Italy"*

Figure 16: Refugees Welcome Italy accompanies the integration process of refugees through different projects including placement in host families. Photo RWI

Indeed, in turning again to Sacha Costanza-Chock and her discussion of design justice, the clear alternative to the dangers of approaches based on quick and "empathic" thought processes is "to partner with well-established and long-standing community-based organizations that have history and recognition and deep ties and accountability to

communities one may not have lived experience with and work with them from the beginning through all stages of the design process". The CSO partners participating in DESINC LIVE undoubtedly correspond to such description and offer therefore the best possible opportunity to voice concerns over their continuous participation in the forthcoming future of the course. This implies creating room within any potential budget for the running costs incurred in their work, as highlighted by certain members of the teaching team during the TPM in Brussels. Moreover, the course can significantly improve in its nimbleness and adaptability to better match the timeframes and modes of working of CSOs centered around migrating persons.

Continuous engagement and teaching for instance, were considered as challenging to perform without funding and, even if the latter were secured, would anyhow be hardly accessible to participants connected to the CSOs. Similarly, securing teaching time for staff is a challenge for HEI personnel as well, even if tenured. Within the objective of maintaining a trans-local, inter-disciplinary, multi-sited and co-taught learning and teaching experience, it was deemed as
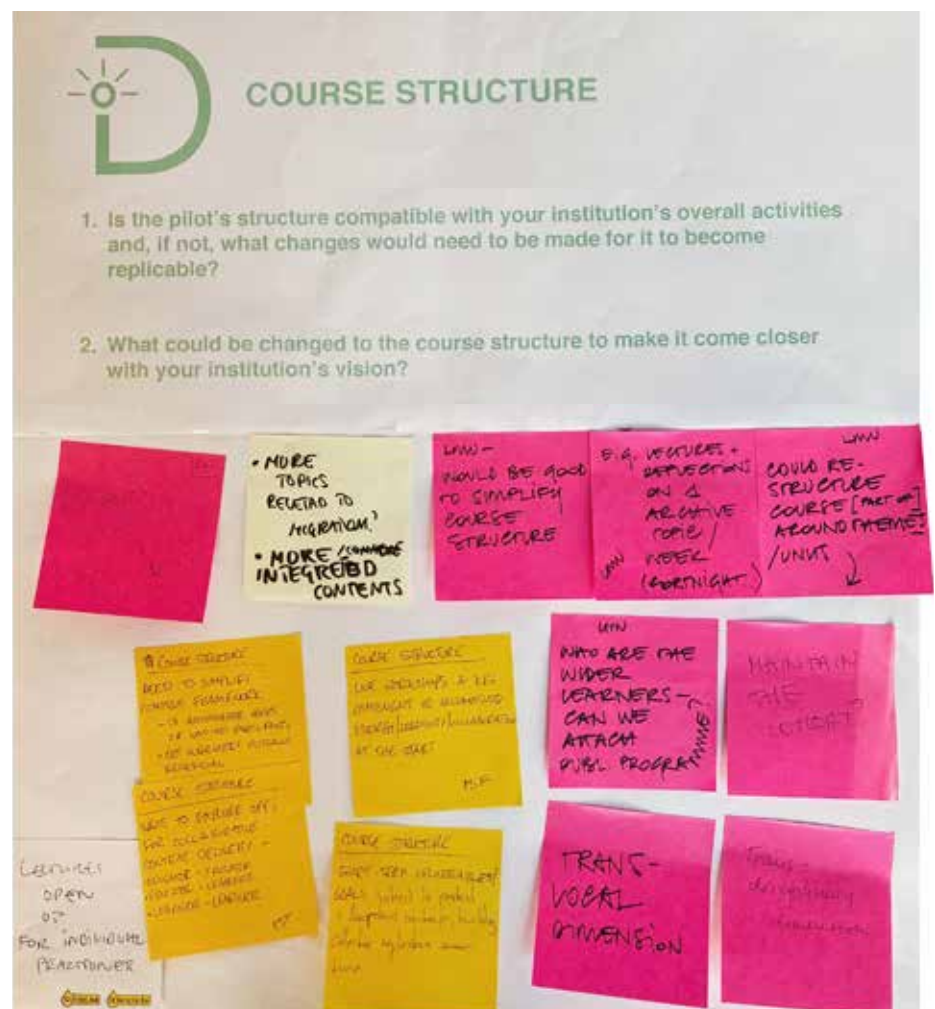
Figure 17: Course structure brainstorming during the TPM Brussels.

crucial to simplify the course framework to accommodate the needs of non-HEI participants. More generally, for all partners a common and simpler framework would be an essential step for replicability, with a better understanding of what it takes to do what and whether this is accounted for e.g. site preparation.

Framing the course more equitably would also mean avoiding a dominance of HEI formats and encouraging separate stages, a more compressed timeframe with multi-sited workshops as optional (but trans-locality and co-teaching would be guaranteed through guest lectures, eventually online). Block teaching with less meetings and "in-between" moments was seen as advantageous in this regard, with an attention to placing the live workshop as a key catalyst for relationship-building and should therefore be placed at the front end of the course's unfolding. Co-teaching setups would then take place within focused timeline and timeframe. Another important point raised concerned the cohort as essential contributors and co-producers of the learning and teaching experience, considered as a "community of practice" vital for the expansion of the network. Their role also became clear during the major dissemination tools for the course, namely the Multiplier Events that were held in Milan, London, Berlin and Brussels in the Spring of 2022.

An additional point concerning the challenge of securing an equitable partnership such as that aspired to in the context of DESINC LIVE was to inform the learners of the structural differences within the partnership. This allows to be more explicit about the unbalances and would be considered as a part of being exposed to "real-life" challenges. This would also be a way to address the challenges/ opportunities embodied by the short-term involvement of action-

Figure 18: CUCULA is one of S27's project, creating a company for crafts and design run by refugees. Photo S27

learning experiences such as live workshops within longer timeframes of engagement and provide some answers to a question raised by many learners alike: how may a punctual but intensive endeavour contribute to the reinforcement of a long-standing partnership? The words coming from one of the more experienced course participants who had already met the challenges of critical practice and action-learning are meaningful in this regard:

"

"It was interesting for me to engage in a bit of a similar thing (to my past practice), but in a completely different context and also in a framework that I hadn't participated in setting up at all, so plugging into something that was already kind of framed. And so I think for me it was interesting to have less of a teaching or executive role, and rather to be immersed in it, and to have a bit more space to reflect on this particular point, of what is the role of us building here, what is the process through which we make decisions to build something. What is our contribution here? Is it really about what we're building? Is it about bringing visibility and a bit of legitimacy to a place? The workshops for me were about reflecting on how do we engage and what do we engage. What is the purpose of us as a kind of academic institution and learners and so on? What is the role of us engaging in these contexts that have been marginalized and that have been delegitimized, and what are the different ways in which we engage? I'm in line with the idea of the course that actually questions what learning is and what is engagement."

Figure 19: ASF-UK is a non-profit organisation that supports communities and practitioners in co-designing more equitable cities . Photo ASF-UK

Expanding the Network

Four multiplier events were set up in the Spring of 2022 to pursue the aim of consolidating and expanding the network around the DESINC LIVE experience. This meant starting or continuing dialogue with prospective partners and like-minded initiatives, especially in the case of the local clusters who had not had the chance to offer a live workshop for the entire cohort (London) and who had not had the chance of working closely with a CSO partner (Brussels).

Each Multiplier Event had its own flavor according to the objectives it strived to achieve although some commonalities around the promotion of the learners' work (even when individual projects extended beyond the course's timeframe but originated from it) and to rely on graphic recording as a main form of synthesis of each event's contribution. The events' descriptions and related graphic recordings can be found below:

Milan

The first event took place at the Politecnico di Milano and hosted about 30 scholars and members of CSOs. Their experience can provide a starting point for a joint reflection on innovative teaching and learning and the possibility of cooperation among academic and non-academic partners. The Milan multiplier event gave room for reflection on the course itself, the replicability of such experiences, and methods and tools of innovative teaching in learning frameworks based on cooperation between HEIs and CSOs. The interactive activities organized by the Italian team aimed to answer the following questions:

• How did learners experience the course proposed during the project? What did they take out of it, and what innovative features did they find?

• Which keywords best describe innovative learning experiences,

such as the "Practices of Urban Inclusion" course? What features make a learning experience different from traditional, academic teaching formats?

- How do we think about (or rethink) the evolution of teaching through the collaboration between High Education Institutions and Civil Society Organizations? How to best engage local stakeholders in their role as co-actors in an innovative learning path?

- How can we create the conditions for further replication of the educational offer?

Figure 20: Discussion during the Multiplier event in Milan. Photo Francesca Cognetti, PoliMi.

After a welcoming moment and an ice-breaking activity in which attendees were asked to provide their definition of learning based on their teaching and professional experience, the coordinators of the Italian team (Francesca Cognetti – PoliMi, and Giorgio Baracco – RWI) described the "Practices of Urban Inclusion" course. They highlighted some challenges and tensions that occurred while developing this educational experience.

Some significant points were stressed, such as the horizontal and experience-based learning proposed by the course, which is based outside the classroom and rooted in long-standing research; the interdisciplinary and culturally diverse community of learners and teachers, which fostered an enriching environment; the possibility

of developing new skills for architects, urban planners, and social workers in fragile contexts. The coordinators also addressed the challenge of creating educational paths capable of training a generation of future planners that are more sensitive to the issues of making the city more open to migration.

Two learners were also involved in the presentation and described their direct experiences. Their presentation focused on two main questions: What is the role of designers in shaping inclusive urban practices and designing a more equitable city? Is it possible to imagine different, more open, inclusive, multidisciplinary, and horizontal ways of learning? They described their educational path as interdisciplinarity, horizontality, and variety in the proposed activities. Therefore, they offered a "toolkit" to design urban inclusion based on making (new spaces and new forms of joint intervention in public space), storytelling (by listening to people and narrating the city differently), and sharing (sharing knowledge and competencies, but also creating moments of co-design).

After the course presentation, the audience was asked to reflect on the values and principles that the "Practices of Urban Inclusion" course proposed. Suggestions and comments arose about all the principles of the Learning Manifesto (see course prospectus) that helped further explore the offer brought about by the "Desinc Live" project.

An original contribution by the audience centered around the necessity of engaging over time, i.e., creating the conditions for making the educational offer consistent in the long run and adjusting short-term and long-term outcomes and expectations. Issues of cooperation between academia and civil society were also raised with regard to consolidating an offer that is mutually enriching and thought-provoking.

The event ended after a brief discussion about the potential replicability of the educational offer. The audience discussed the importance of replicating this teaching format and expressed the will and availability to develop the course further.

Figure 21: Group discussions during the Milan Multiplier Event. Photo Francesca Cognetti, PoliMi.
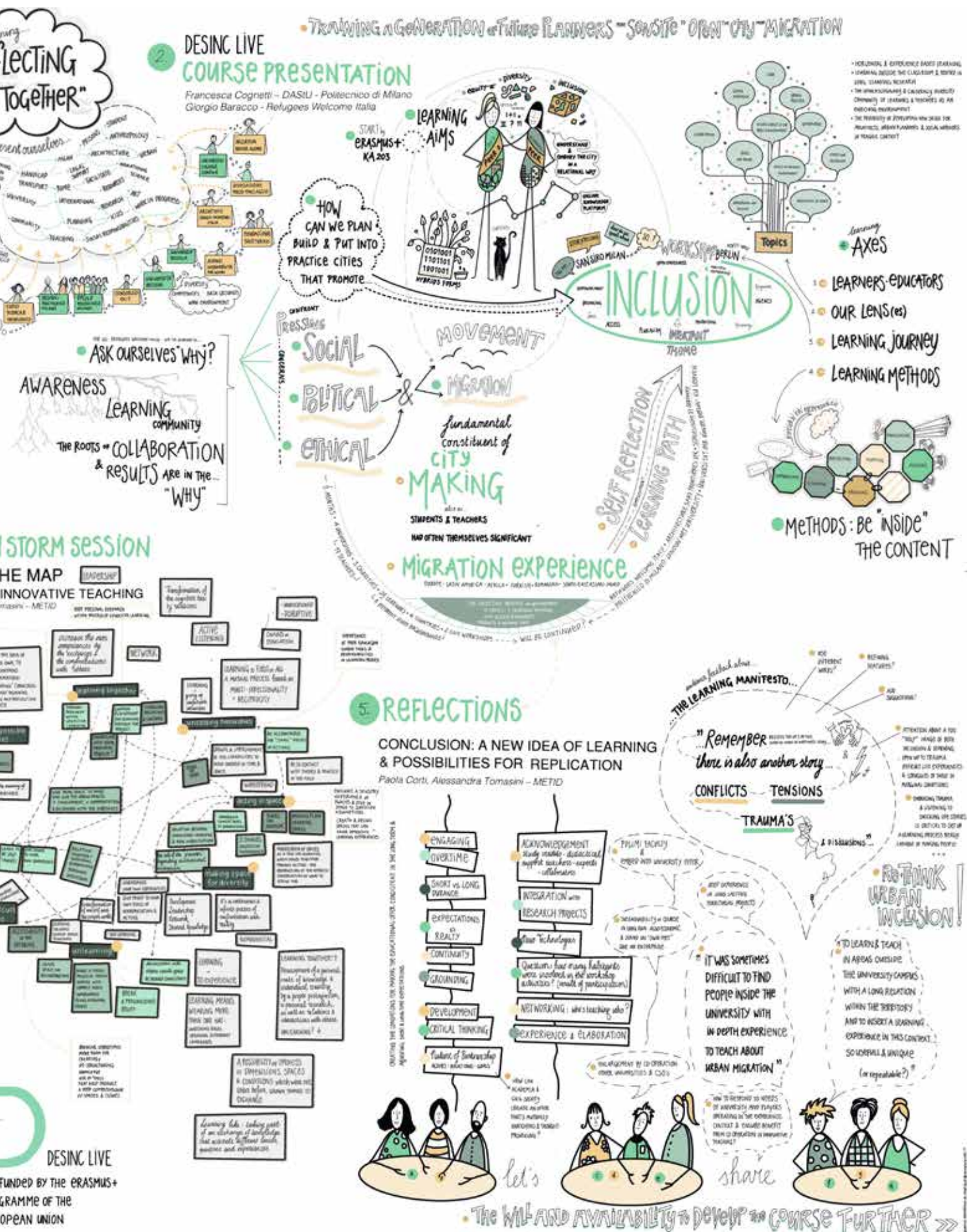
Practices of urban inclusion: Towards a Learning & Teaching Network

Figure 22: Graphic recording of the Milan Multiplier Event Credit Marielle Binken, komunikado.it

London

On Monday 16th May the festive event titled "Common Ground for Urban Inclusion" to too place with a threefold aim: to share the design and delivery of the new PoUI course, to build a network of potential collaborators in London, and to explore opportunities for implementing a future version of the course. Stakeholders, students, and practitioners were brought together by London Met's Art, Architecture and Design School and the non-profit organisation Architecture Sans Frontières UK. The event, held at St Luke's community centre in Islington was especially aimed at building a network of peers in London with an interest in migration, inclusion, and city-making. Across the room, it was clear that everyone was very happy to be part of a face to face event after nearly two years of virtual work.

The evening focused on how education and research can better equip built environment disciplines to address urban inclusion. Beatrice De Carli and Lucia Caistor-Arendar, both London Met researchers, co-hosted the event and opened the evening with a presentation on the innovative pan-European course, Practices of Urban Inclusion. The course has been developed across four European cities and centres around issues of inclusive city-making in the context of migration. Three of the London Met students who took part in the programme were at the event, and their work was displayed on the side of the room in bright, bold colours. A highlight of the pilot programme was bringing a variety of different disciplines together, not just architecture. Students with backgrounds in art, design, playwriting, journalism and more, were able to share their

Figure 23: Activities during the London Multiplier Event. Photo London Metropolitan University

knowledge and approach the issue of inclusive city-making from all fronts.

Agnes Fouda, a student on the programme, created 'Migrapoly', a twist on Monopoly that highlights migrants' journeys towards settlement in London. Agnes joined the course through London Met: "I applied because I've always been interested in migration. Throughout the courses, lectures and projects I've learned way beyond the scope of my own discipline. I have come out of the course totally changed, it has been life changing." Since doing the course, Agnes has been awarded a Fellowship in Venice during the 2022 Biennale to continue exploring these themes.

Pooja Agrawal, a highly experienced architect and planner, co-founder and CEO of Public Practice, also spoke at length about inclusivity in architecture and design. Speaking about the event, Agrawal said: "It's really an honour to do something in person and in London. It feels like a really nice moment to see everyone and to talk about inclusion, something that is really close to my heart."

Rae Goddard, a graphic illustrator and Aysha Aktar, a student from London Met's Hyper Studio, documented the event live, creating a wonderfully rich visual summary of the session. Anne Markey, Interim Head of the School of Art, Architecture and Design, was also in attendance: "It is so nice to see a number of different services and stakeholders come together. It's also great to step out of the University walls, by holding it at a community centre it makes it feel like a more cooperative event."

Figure 24: Activities during the London Multiplier Event. Photo London Metropolitan University

Figure 25: Graphic recording of the London Multiplier Event Credit Paraphrase.studio and Aysha Aktar

Common Ground for U

A session hosted by London Metropolitan University

LUCIA CAISTOR-ARENDAR
Research fellow @ London Met
Senior Associate @ Social Life
Associate @ Architecture sans Frontières

TAHMINEH HOOSHYAR EMAMI
Architect @ AHMM
Lecturer, Architectural Design at the Bartlett School of Architecture
Associate @ Architecture Sans Frontières

ROWAN MACKAY
Snr. Advisor @ Comunity led Housing-London
Managing Associate @ Architecture Sans Frontières

BEATRICE DE CARLI
Reader in Urbanism
Dept. Director @ Centre for Urban & Built Ecologies
Managing Associate, Architecture Sans Frontières

DEVELOPING CONCEPTUAL & PRACTICAL TOOLS

EXPAND THE CONVERSATION TO A NEW NETWORK TO WORK TOGETHER

MANIFESTO:
- Unlearning
- Embracing joy
- Acting in space
- Unsettling hierarchies
- imagining possible futures

BREAKDOWN THE BOUNDRIES & SHARE WITH OUR COMMUNITIES

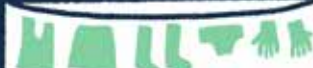**EDUCATION CAN BEST SUPPORT THE FUTURE OF PRACTITIONERS**

WHY: Practice urban Inclusion?

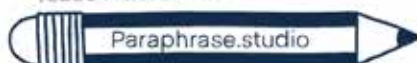**THE REFUGEE "CRISIS" FRAMED THE STARTING POINT OF THIS JOURNEY**

DEFINING INCLUSION:
- Empowerment
- Space
- Pluralism
- Access
- Agency
- Reciprocity
- Belonging

CREATING CONDITIONS OF INCLUSION & CITYMAKING

CHANG
COMES FR
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& P

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FROM ou
SPACE

ILLUSTRATED BY
Paraphrase.studio
& AYSHA AKTAR

Figure 26: Graphic recording of the London Multiplier Event Credit Paraphrase.studio and Aysha Aktar

Berlin

On May 20th, S27 - Art and Education and the University of the Arts (UdK) welcomed over 30 people, who came to Marzahn to attend the Multiplier Event in Berlin. The attendees had the chance to experience a compact version of the week-long workshop that was part of the PoUI course. In this way, they could discuss urban practices and learning experiences while walking, building, or cooking while sharing (more than) a meal.

Building on the multiplier events that were held in Milan and London, the German local cluster organised a local event aimed at disseminating the outputs from the project, showcasing the learners' work and practice, while also connecting to local networks and further experimenting with ideas and tools from the workshop that took place between June 28th and July 4th 2021. The multiplier event in Berlin was therefore conceived as an experimental symposium. It was structured around parallel workshops, in which participants could engage with local actors, PoUI learners and teaching staff through hands-on, interactive activities: community cooking, making "Hackenporsche" (shopping trolleys) and walking. The event was named "Fun Fair Marzahn" to remind the audience that the premises upon which Stadtwerk mrzn has been built used to be a fun fair, before turning into fallow ground, but also to hint at the playful and multifaceted learning opportunities around which the multiplier event had been structured.

Before starting the interactive part of the day with three workshops, Vera Fritsche from S27 - Art and Education and Katharina Rohde from UdK welcomed everyone and gave a brief introduction of the PoUI course. They especially stressed the role of the two on-site workshops (Berlin and Milan) as a learning experience that holds potential for students of architecture as well as other disciplines. They also highlighted the importance of cooperation between HEIs and CSOs to create new and ideally more diverse learning environments.

The team of Stadtwerk mrzn and some of the learners contributed to the introduction, presenting Stadtwerk mrzn in the context of Berlin. As a project located in an industrial area on the outskirts of the city, its relevance for a community of people affected by precarity, liminality was discussed, as well as its role as "construction site" and experimental space for children, young adults and grown-ups undergoing a process of marginalisation. They also gave an overview of what had been produced during the course: some of the structures standing at Stadtwerk mrzn are the tangible result of the 2021 workshop and other outputs, such as videos, pictures and publications, were also exhibited on site.

Figure 27: Activities during the Berlin Multiplier Event. Photos Kaspar Jamme

After this first common introductory session, participants split into three groups for the second part of the event, i.e. the workshops, with the aim of coming together again after 2 hours for lunch. Although each workshop had two leading experts, the activities were structured in such a way that hierarchy was flattened, and the exchange took place at all levels. Each participant contributed with his or her own specific expertise, perspective or even questions.

The community-cooking workshop was organised in cooperation with a group of Afghan women living close to the site of Stadtwerk mrzn. Whereas the ideas for the recipes came from this specific group, workshop participants had to team up and take ownership of processes, determining in which order ingredients had to be prepared, discussing the cooking steps, and dividing tasks adequately among them. They found themselves chopping and cutting, roasting and baking and, ultimately, caring for other people attending the event, `while reflecting on how learning is generated, what a "good" learning environment is made of, what is essential to learn and how this connects to questions of solidarity, resilience, individual localisation and connection.

At the same time, another group was designing and building shopping trolleys, while discussing what one leaves behind and what one takes with her/him self after an intensive on-site engagement. The shopping trolley was the concrete metaphor of the learning journey, but also tapped into the experience of some of the people who live next to Stadtwerk mrzn and use a shopping trolley on a daily basis. Between hammer bangs and drilling, important questions

arose: What are the limits of engaging in a marginal context? What hopes and expectations does such an intervention create, and what disappointments are likely to be generated? What do we learn from temporally limited activities and how can one best engage in contexts where people's everyday experiences tend to be liminal?

In parallel, another group of participants joined an explorative walk, during which they were invited to discover the surroundings of Stadtwerk mrzn and question issues of centrality vs. periphery, public vs. private and places of inclusion/encounter vs. exclusive places. This group also debated the method of learning through walking (including observing, smelling, touching, hearing, collecting items) and walking as an academic or scientific praxis.

The event ended with a common meal (prepared by the community cooking group, but enriched by ingredients – mostly herbs – brought back by the walking group). During this time, participants had the possibility of further exchanging and comparing experiences in an informal setting.

Overall, more than 30 people of different origins, ages and educational backgrounds came together at Stadtwerk mrzn. Among them, some were urban practitioners and a large part were social work students who acknowledged the potential of a course devoted to urban practice and inclusion, representing a potential target group when assessing the replicability of the course.

Figure 28: Activities during the Berlin Multiplier Event. Photos Kaspar Jamme

Figure 29: Activities during the Berlin Multiplier Event. Photos Kaspar Jamme

Brussels

The last event took place in an off-campus location in Brussels called DK, which is also a temporary occupation in the city, providing a suggestive setting for discussions linking design, migration, and inclusion. The first session centered around the question "Can We Design Inclusion?" that was also chosen for its title, and which was expected to work as a red thread throughout the event.

To set the scene, an introductory presentation showcased the work done so far by the DESINC LIVE partnership. It relied on part of the insights gathered from the first evaluation steps to start framing some of the major interrogations that had emerged in the context of HEI-CSO partnerships, including the challenges of aligning timeframes, the legacies of "live" initiatives and the diversification of support infrastructure to cater for a broad range of learner profiles. Using the presentation as a backdrop, two learners shared key takeaways from their experience of the course with the audience.

The event then moved to tackle one of its key aims, namely that of better understanding the work generated through partnerships between CSO members and university colleagues focusing on urban inclusion in the context of Brussels. This was firstly done by working on mapping their role, place(s) of concern, and ongoing collaborations, and secondly by apprehending these thematically.

Figure 31: Discussion of student research. Photo Carine Assaf

Figure 32: Presentation by Collectif Zone Neutre. Photo Carine Assaf

The discussion of Brussels-based experiences and initiatives was clustered according to two thematic sessions: "A Space in the World" focusing on Shelter & Asylum initiatives and "Claiming Place" focusing on Occupations. These were recognized as being two sides of the same coin when it comes to the presence of migrants in the city, and as such were considered both central for achieving an overview of initiatives, projects, strategies – and related stakeholders – in Brussels.

Each of these thematic sessions was conceived as an interplay between practice-based research and action-learning in the form of on the on-hand, short pitches by practitioners probing into the role of design for inclusive cities, and on the other hand, succinct research pin-ups by action-learners who conducted fieldwork in sites such as asylum centers, homeless shelters, and squats. In the former case presenters summarized some main takeaways around inclusion that practitioners saw emerge in the context of their practice, while the second set of mobilized the exhibition of final thesis work to reflect further on the spaces that migration produces in a city such as Brussels.

Figure 34: Presentation on Architectural Design Justice by Rosaura Romero.
Photo Carine Assaf

Figure 33: Student presentations during the Brussels ME. Photo Carine Assaf

In both kinds of presentations liaisons with grassroots initiatives were critically explored as a way to further apprehend the space claimed by solidarity networks in Brussels. Two large-scale maps of Brussels, each documenting one side of the abovementioned coin, were available as a working base to expand and (better) situate the discussion.
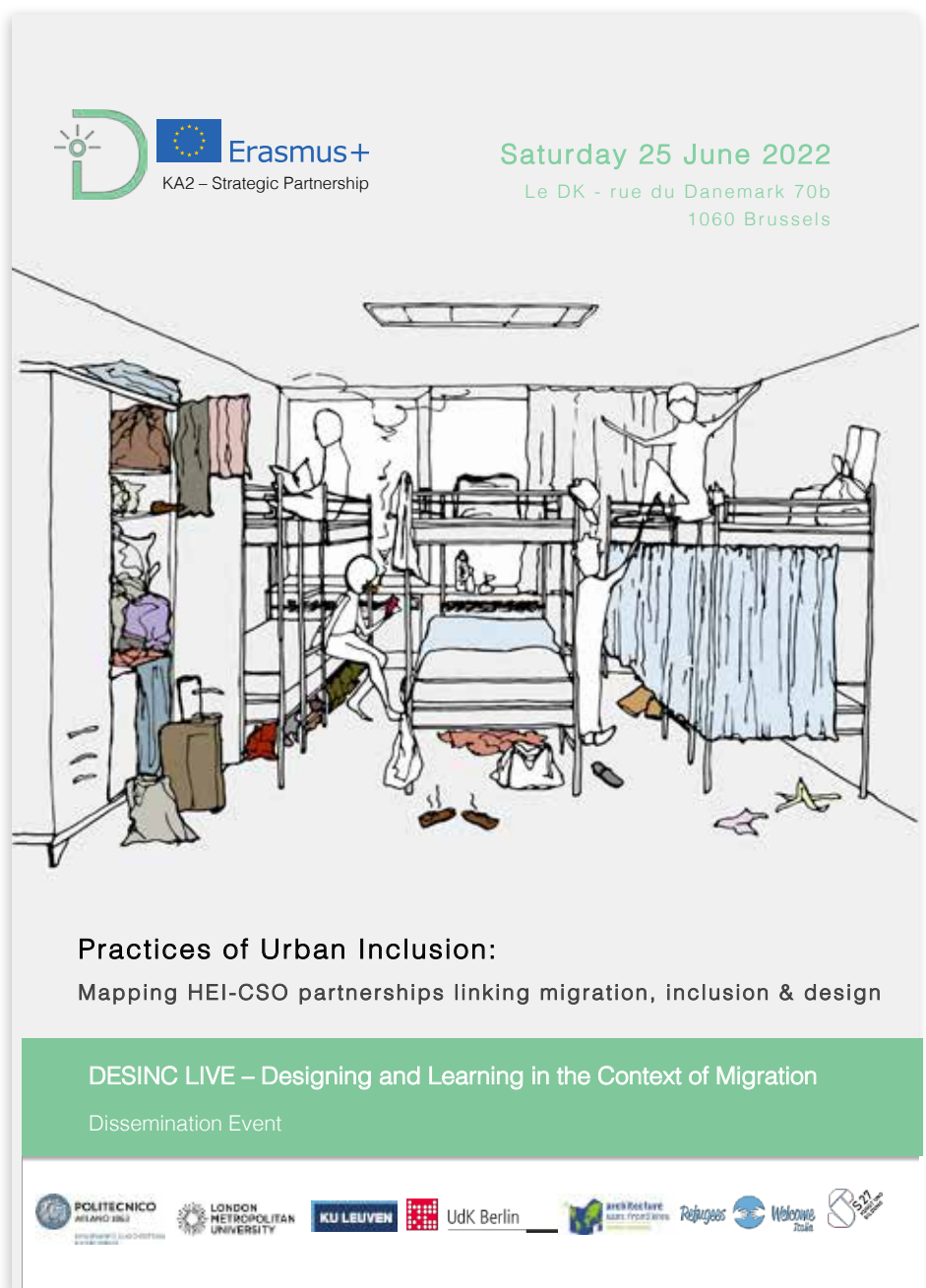

Figure 35: Flyer for the Brussels ME.

PRACTICES of URBAN INCLUSION — mapping

CAN we DESIGN INCLUSION?

LEARNING JOURNEY

- ACROSS EUROPE
- HEI-CSO ALLIANCES

INTENSE MOMENTS of LEARNING

MAIN ISSUES:
- LANGUAGE
- TIMEFRAMES
- LEGACIES

DESINC LIVE

1 LOCKER, 1 BED... NOTHING is THEIR OWN...

IMPROVING THE INFRASTRUCTURE

including all ACTORS

A SPACE in THE WORLD

SHELTER & ASYLUM

HAVING A KEY MAKES A WHOLE DIFFERENCE

FORMAL · INFORMAL

NY-CITY: SHELTER FIRST

HOTEL ROOMS

TEMPORARY...

WHAT is THE ROLE OF THE ARCHITECT?

CAN WE QUESTION...

DESIGNING CONTROL & OPPRESSION

ARE WE COMPLICIT?

BU

MAKE TRANSMIGRANTS FEEL WELCOM

Figure 36: Graphic recording of the Brussels Multiplier Event. Credit Visuality

Part IV.

An experiment in education: (re) designing Practices of Urban inclusion

Through the Lens of Inclusion

The conception and implementation of the PoUI course is indebted to the work that the DESINC partnership initiated in 2015, which started looking into the challenges that architectural and urban design teaching were facing when tackling migration as a core topic. While exploring the issue of terminology and the ensuing discriminations that the use of certain categories inevitably represented for migrating persons, the partnership advanced a multi-dimensional and rather open-ended delineation of "inclusion". The IO1 report picked up on this definition once again, underscoring the fact that inclusion is a contested term that carries distinctive meanings for different people. From inception, the team agreed to avoid a singular definition of the term, but preferred to suggest words and ideas that, over the course of our collaboration, had prompted reflective conversations whenever the notions of inclusion and migration were set in dialogue. In all instances, learners, readers, and other critical friends were invited to consider the list dynamic and contribute to its revision/ integration. Aligned with this incitement, this report considers the contribution of those learners who, through in-depth individual interviews, commented on the idea of inclusion, considering these reflections as extremely precious for re-thinking the course and its foundational terms and posture.

"What is inclusion ? It is not integration. I can mostly say what inclusion is not."

"What inclusion means is the biggest question. I think the PoUI course in a way did broaden it and I think it's about asking: what can we do with our practice? What kind of paths or directions or possibilities of practice are available? Which are an option to think about in the disciplines that we represent?"

"It all starts with the system and the politics around migration, but I think that inclusion should not be like "we're going to include them."

"Sometimes I feel like inclusion is a bit limited. When I think of inclusion, I have a similar reaction to when I hear of participation; I feel like there's this central position from which you include others. So I think I have mixed feelings about it. I feel like inclusion is described or discussed from a central position or like you are the one including others."

"Let me say inclusion is how when you make a soup, you have that pot, that pot on the fire, and each ingredient brings flavour to the soup. Inclusion is being able to be part of that. It's about being mixed without spoiling the soup and without the other ingredients spoiling your status as either a vegetable or whatever your ingredient status is. That's what I think is inclusion. It's a constant tension between giving and being given. Not being cut either from your roots or from your new environment. Embracing and being embraced."

"To begin with inclusion, you have to analyze a lot. You can't really put yourself in the place of particular persons and you can't understand. So in the course we were analyzing, we were researching, but we weren't really designing yet. To actually design inclusion, you would not only need all these disciplines to get together, but you would also definitely need more time."

"When do we draw the line between inclusion and exclusion? Because it is a problem that you will see the consequences of."

Moving Beyond

In the last stages of the project, the DESINC LIVE partnership asked itself on what grounds the course could be continued not only at the level of each local cluster, but also as a partnership-wide endeavor. During the individual interviews, some learners reflected on why the course should be continued and what should be considered its essential components.

"
"You should take this course because you will try an innovative way of learning that probably learners never tried before. You won't feel judged, you will be finally free to express yourself and be encouraged in the right direction without negative judgment or yeah, competition, negative competition or everything we are used to. I mean, at least I am used to."

"
"A reason to take the course is that you will be in contact with a lot of different realities and of people coming from different backgrounds and this will help you a lot when thinking about design and thinking about the city in a different way, about all the networks of people that work in the city and that can have an impact on the development of the city. It's really interesting from the relational standpoint : you will meet so many people coming from different backgrounds so engagement and inclusion start from within the course. You will experience the multiculturality of cities, of inclusion as a theme and of inclusive cities. Having many people coming from different backgrounds is in itself the first exchange that you will experience."

"
"I found the framework of learning quite interesting because it questioned what learning means, what the context of learning is and what kinds of things can be learned and how it can be learned. I found the format also quite interesting, with the idea that it wasn't a workshop as an extension of traditional university

learning, that is usually very vertical and pretty established in terms of what is to be learned and how it is learned and from whom one learns and in which context and so on. So I found that super interesting, as well as the focus on going to different places and emphasizing migratory backgrounds and migratory conditions."

During the Transnational Project Meeting in London, the DESINC LIVE partners also explored what essential and desirable aspects of the course they could keep sharing as one of the several outcomes of their collaboration. They agreed on a refining a shared framework of values and principles, related to the conditions required to run the course once again, beyond its pilot phase, and that the partnership is committed to replicating in its improved version. In terms of the course itself, beyond the more detailed evaluations available in the preceding pages of this same report, the following conditions were deemed as desirable for the course's replication:

- Shared trans-local and multi-sited engagements
- Inter-disciplinary approach and collaborative co-taught components
- Hands-on experience, practice-based theory and critical reflection as key pillars
- Establishment of partnership agreements confirming commitment and clarifying level of involvement
- Peer-to-peer support coupled with a more simple and agile course structure
- Tailored curation of an interactive collective archive based on context-dependent challenges
- Workshop themes bound to the needs of CSOs that act as "challenge-posers"
- Simple assignments/ outputs co-designed by learners and teaching team
- Introduction of alternative benefits beyond credits (e.g. internships, language learning, thesis exchanges,...)

Beyond the replication of the course itself, the most important outcome of the partnership was that the partners were keen on keeping their alliance alive and viewed the course's reiteration as one of the several results of their like-mindedness and collaborative experience. While the partnership committed to replicating the

Figure 37: Transnational Project Meeting in London. Photo Lucia Caistor-Arendar.

PoUI course in the near future in a simplified and shorter form, they more significantly agreed on upgrading their partnership to an actual network. This process was also the result of the quality of the cohort that actually completed the pilot version of the course as a key resource for the network's consolidation, as well as for the dissemination and replication of the course itself. The partners therefore agreed to pursue work together as a network that would benefit from (re)naming itself, re-balancing HEI-CSO relationships in all joint activities, and withholding their involvement both in the form of local clusters (which in some cases needed to be reinforced or initiated e.g. Brussels) and as a broader pan-European collaboration.

In the context of the course and comparable joint activities run by the local clusters and/or pan-European partnership, the CSO members underscored the interest of becoming more explicitly responsible for identifying the topics and sites for researchers to tackle, which would generate an immediate benefit for their respective organizations. As an additional noteworthy point of agreement between partners aligned with the intention to re-balance HEI-CSO relationships, the option that HEIs would take up the financial and administrative burden of organizing activities such as the PoUI course was considered. Beyond proposing the key challenge to be tackled, in the context of the course's replication, the CSOs could become heavily involved as collaborators at specific key moments (workshops, internships, collaborative teaching, etc.) rather than having to recruit and support VET learners.

The consolidation of the partnership as a living network will be based on a rotating responsibility to nurture the collaboration by hosting meetings three times a year, collaboratively upkeeping the collective archive, subscribing to a joint Memorandum of Understanding or Partnership Agreement, identifying key action points and proposing a vision for the future. Additional activities such as a joint book project and a journal article are noteworthy on-going collaborations that the network is advancing, and that will further support its consolidation. All of these collaborative iterations, as well as future iterations of the PoUI course, will take place within a jointly shared framework of values and principles that the network subscribes to, leaving room for adaptability within each local cluster.

Figure 38: Transnational Project Meeting in London. Photo Lucia Caistor-Arendar.

An Expanded Network

The Glass-House Community Led Design
Sheffield Hallam University
Westminster University
London Borough of Tower Hamlets
Social Life
Latin Elephant
Public Practice
London Metropolitan University
Architecture Sans Frontières UK
University of Sheffield
UCL   *Paraphrase.Studio*
ARUP International Development
London School of Architecture
Allford Hall Monaghan Morris
Studio Gil
muf architecture/art
Matt+Fiona
Part W

DESINC Partners:

[HEI]
  Current
  Potential
  Previous

[CSO/Public/Private]
  Current
  Potential

Alice Salomon Hochschule
Universität der Künste
Schlesische27
Alida Schmidt-Stiftung

VUB
UGent
EPFL
Collectief Goed
KU Leuven
UC Louvain
Collectif Zone Neutre
RuimteVeldWerk

Iniziativa Never Alone
Sapienza University
Bocconi University
Politecnico di Milano
Refugees Welcome Italy
CODICI Ricerca e Intervento
Terzo Paesaggio   *ASF Italia*
Avanzi - Sostenibilità per Azioni
Fondazione Soleterre
Comune di Milano
Shifton
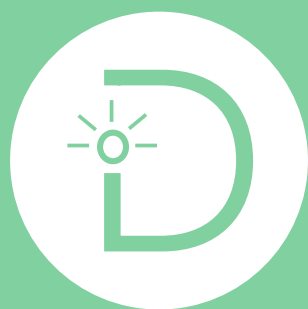
Appendices

The appendix includes the following documents:

1. Survey Results

2. Focus Groups Participants

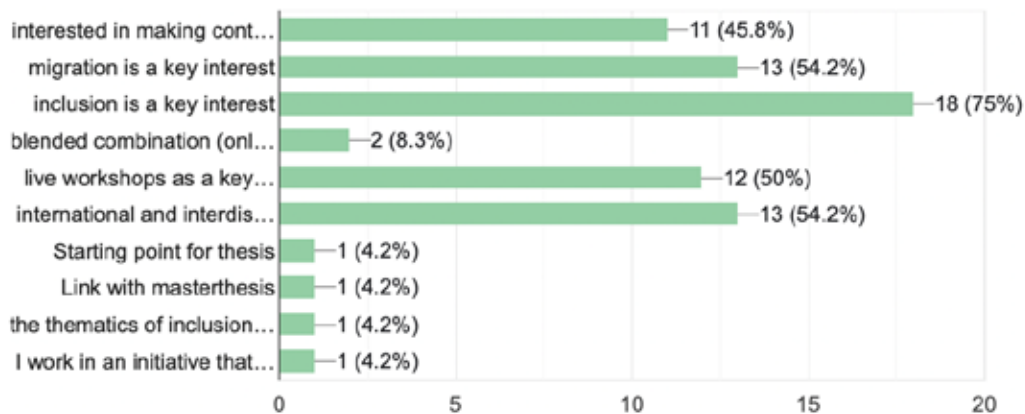3. Multiplier Event Attendee Organizations

4. Individual Interviewees

Survey Results

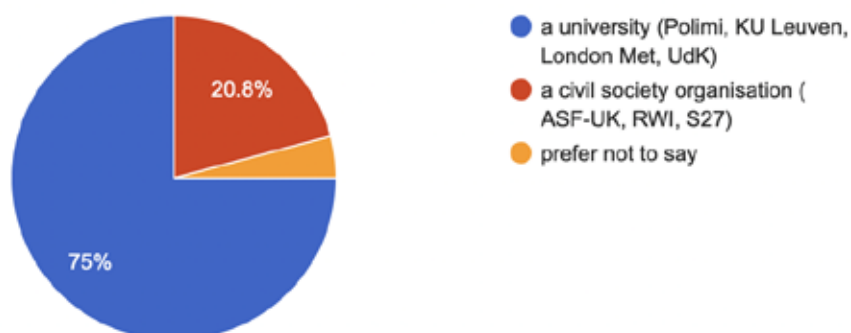## 1. What motivated you to apply to this course?

24 responses

Response	Count
interested in making cont…	11 (45.8%)
migration is a key interest	13 (54.2%)
inclusion is a key interest	18 (75%)
blended combination (onl…	2 (8.3%)
live workshops as a key…	12 (50%)
international and interdis…	13 (54.2%)
Starting point for thesis	1 (4.2%)
Link with masterthesis	1 (4.2%)
the thematics of inclusion…	1 (4.2%)
I work in an initiative that…	1 (4.2%)

2. Did you apply to the course through:

24 responses

- a university (Polimi, KU Leuven, London Met, UdK) — 75%
- a civil society organisation (ASF-UK, RWI, S27) — 20.8%
- prefer not to say

3. How would you describe your educational background?

24 responses

Response	Count
architecture	18 (75%)
urban planning	7 (29.2%)
art	2 (8.3%)
anthropology	1 (4.2%)
geography	0 (0%)
political science	3 (12.5%)
Law	1 (4.2%)
architecture & engineering	1 (4.2%)
comms	1 (4.2%)
Design and Arts	1 (4.2%)
Psycho	1 (4.2%)
Communication and med…	1 (4.2%)
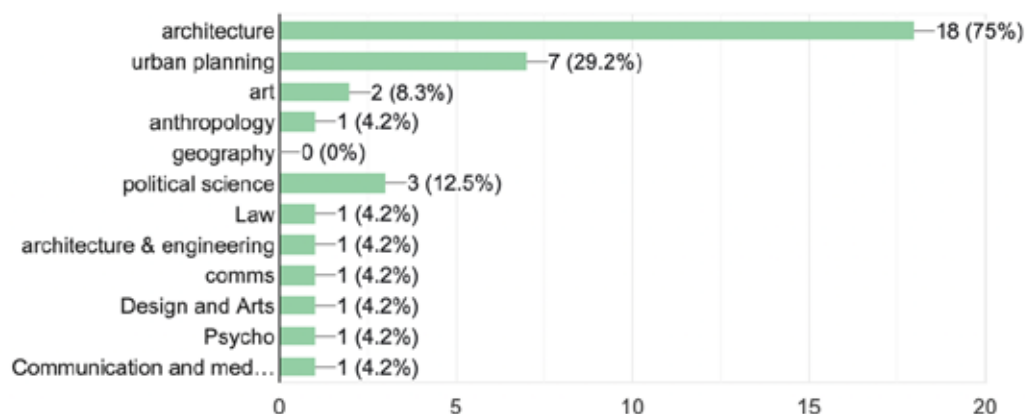
4. What is your age?

24 responses

- ● 18-24
- ● 25-29
- ● 30-34
- ● 35-39
- ● 40-44
- ● 45-49
- ● 50-54
- ● 55-59

△ 1/2 ▼

29.2%

41.7%

25%
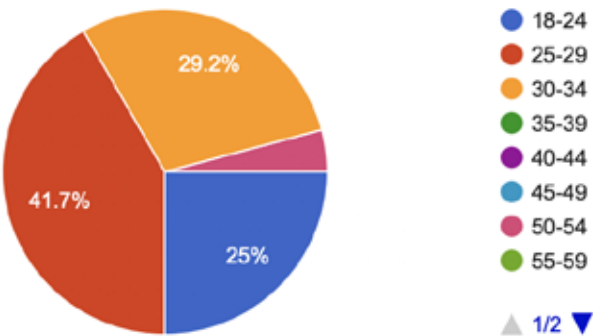
5. What are your pronouns?

24 responses

she / her	17 (70.8%)
he / him	7 (29.2%)
they / them	0 (0%)
prefer not to say	0 (0%)
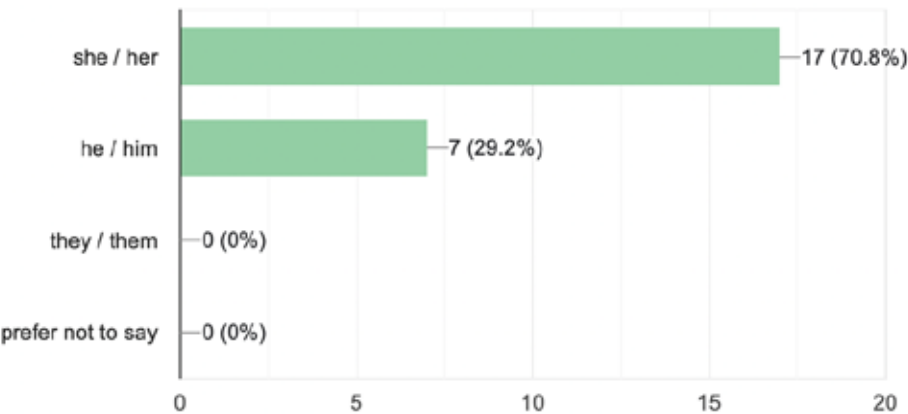
6. How would you describe your ethnicity?

21 responses

2 (9.5%)

1 (4.8%)(4.8%)(4.8%)   1 (4.8%)(4.8%)(4.8%)(4.8%)(4.8%)(4.8%)(4.8%)(4.8%)(4.8%)(4.8%)(4.8%)(4.8%)(4.8%)(4.8%)(4.8%)(4.8%)

Arab   East European   Raised and bor...   White Italian   europe
Black African   Latin   Turkish   caucasian   multiethnic
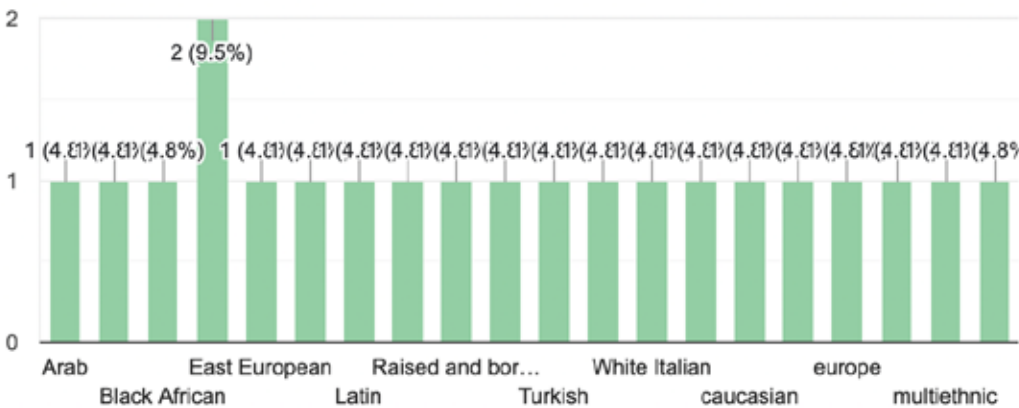
7. Do you have any of the following?

24 responses

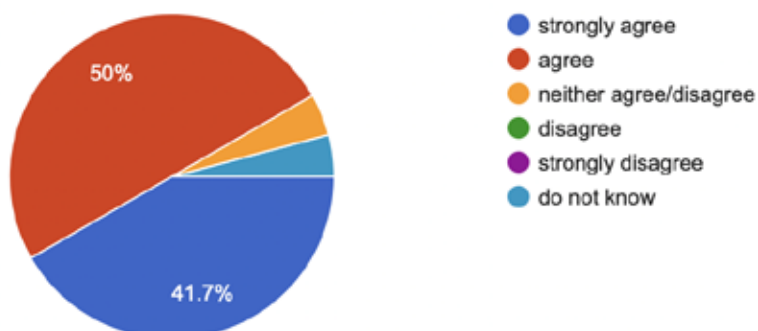| Category	Count
a disability, for example, visual impairment, mobilit...	1 (4.2%)
a learning difficulty, for example, dyslexia	0 (0%)
prefer not to say	2 (8.3%)
none of the above	20 (83.3%)
social anxiety	1 (4.2%)
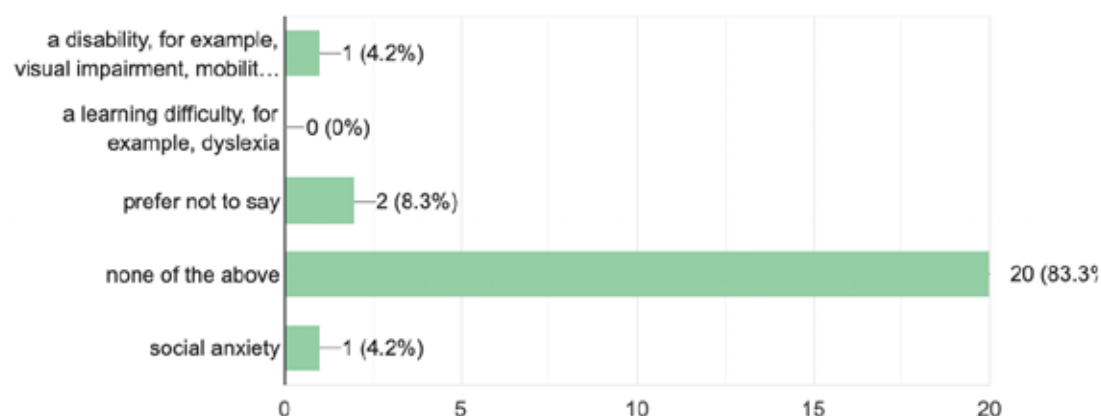
8. The course has given me an introduction into the relationship between migration and city-making.
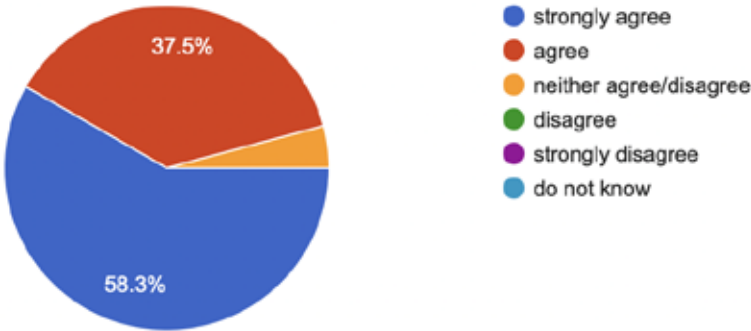
24 responses

- strongly agree — 16.7%
- agree — 62.5%
- neither agree/disagree — 12.5%
- disagree
- strongly disagree
- do not know
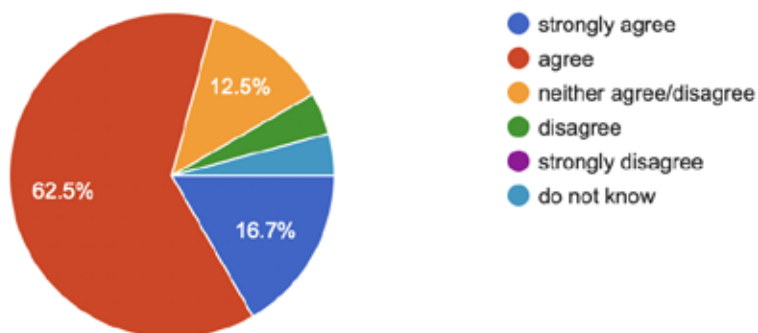
9. The course gave me a fundamental insight into the challenges and opportunities of designing for inclusion.

24 responses

- strongly agree — 41.7%
- agree — 50%
- neither agree/disagree
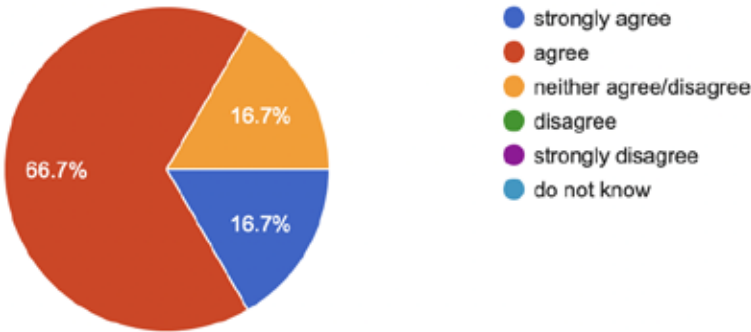- disagree
- strongly disagree
- do not know

10. The course exposed the complexity of real-life situations and questioned my position as a student, researcher or practitioner with regard to such complexity.
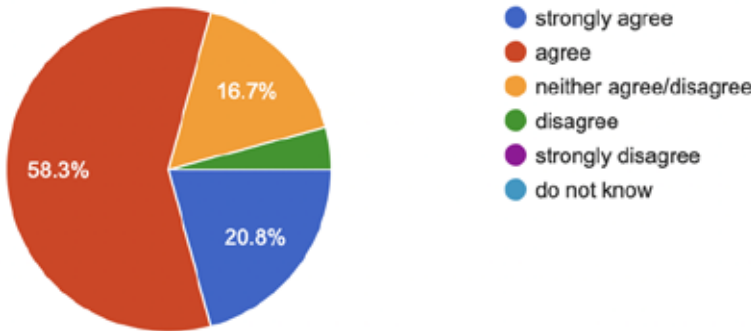
24 responses

- strongly agree
- agree
- neither agree/disagree
- disagree
- strongly disagree
- do not know

37.5%
58.3%

11. The course has equipped me with terms and conceptual tools to support the exploration of diversity and inclusion in urban space.
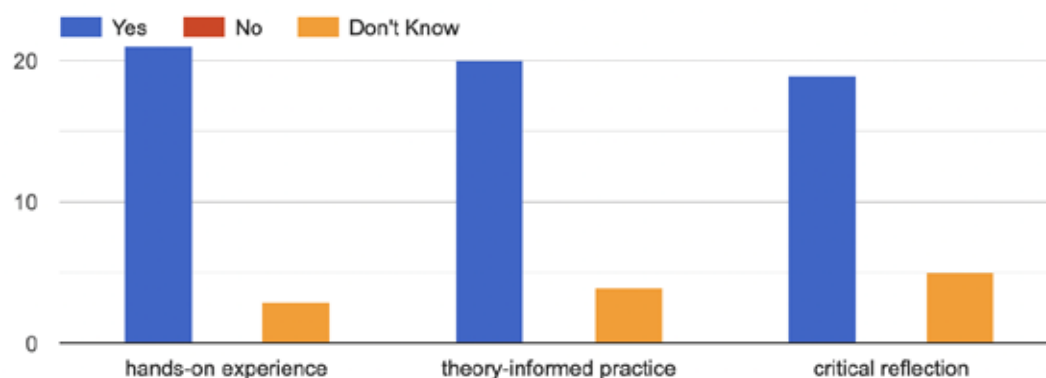
24 responses

- strongly agree
- agree
- neither agree/disagree
- disagree
- strongly disagree
- do not know

16.7%
66.7%
16.7%

12. The course enabled me to develop critical collaboration and communication skills.

24 responses

- strongly agree
- agree
- neither agree/disagree
- disagree
- strongly disagree
- do not know

16.7%
58.3%
20.8%

13. In learning about complex urban territories, the course provided me with the following:

Legend: Yes (blue), No (red), Don't Know (orange)

Category	Yes	No	Don't Know
hands-on experience	21	0	3
theory-informed practice	20	0	4
critical reflection	19	0	5

14. Thinking about the CONTENT of the course, what worked well?

24 responses

Everything was well structured, the topics covered by the seminars and the workshops were very interesting and stimulating. In the berlin workshop I would have focused only on the smaller scales of action (the microscale and the mesoscale) because the goal of "making", which was the theme of the workshop, was difficult to develop in just one week of activity.

Everything worked quiet well, it would have been nice to have a pre-meeting before the workshops starts in order to delve into the workshop action more easily and be prepared psychologically - explaining everthing on site takes time and also adjusting to new environment and structures takes time. By pre-meeting (online) I mean the explaination of the workshop structure and an opportunity to ask direct questions-feedback

Theoretical seminars accompanied by practice on field, Meet-ups with local collectives/actors

getting to know other researchers and activists, a lot of different input that was well organized, the goal of allowing as many perspectives as possible during the workshops

The seminars in Milan were inspirational for our own research in San Siro. Learning about the local organisations in San Siro through the local actors was really interesting, as well as the info about organisations as Refugees Welcome Italy for Milan or S27 for Berlin.

The horizontal set-up of the exchanges, there is a great feeling of trust between all participants in all kind of relations (student-student, student-teacher, student-volunteer,...) making the discussion and production joyful and respectful. I also liked the difference between Milan and Berlin's workshops, giving a better view of what learning by doing means.

More interaction with the protagonists/ inhabitants (community)

I really enjoyed coming together with the ppl from the other institutions. Think it was a good balance between lectures and working on ones own project.

With regards to the contents that worked well, I would point out several aspects: such as the 'informal' interactions between the involved actors (ONG, and local partners), the freedom about the research path and its output in the two live workshops, and the relationship between the live workshops and the public/local dialogue over the months.
Indeed, the informality has permitted to create a dialogue between students and teachers in a direct and fast way, which was fundamental given the amount of time at disposition over the live workshops and the online meeting.
Secondly, the freedom of the research path and its output in the two live workshops has worked extremely well. Indeed, the possibility to overcome 'standardized' architectural/planning output has allowed to reflect in terms of communication to non-architects, and thus in terms of impact and reflection among the local actors in the live workshops. In addition, the possible to establish, especially in the Milan workshop, a self-developed research path about a specific thematic has permitted to reflect deeper about the research subject, and therefore to have a deeper awareness about it.
Thirdly, I believe that the correlation between the public/local dialogue and the workshop activities have been calibrate extremely well. In fact, the 'theoretical' background and the reflections that came out in the online meetings have effectively 'contaminated' the research paths in the two live workshop activities in a positive way.
Lastly, with regards to what you should continue doing, I believe that it would be interesting to continue the activities and the reflections of the past months through a series of meetings and workshop, with the possibility to create a deeper network between students and the institutions. Thus, it would be engaging to continue between students and institutions the process and interventions of the past months in the future.

Information and presentations of the course before and in between the two courses were appreciated. Especially the Kick-Off meeting gave us some better idea.
The Seminars in San Siro prepared us better for the situation there.

Milan's week, meeting other practitioners, some learning provocations

I liked how the content was supported with seminars, talks and conferences.

the experience of the workshops, though short and intense allowed connections and interactions, between different disciplines, cultures and different stages of the profession/professions, creating conversations that allowed the process of learning from each other.

getting involved with inhabitants of research areas

Seminars in San siro

The second workshop was clearly connected theoretically and practically to the main issues of the course.

The theoretical inputs, the collaboration with different actors, partners, institution

seminars and different point of view workshops

interdisciplinarity and field work

The live workshops worked well in creating cohesion among the learners and in providing practical and theoretical insights into the challenges of designing urban inclusion.

Being presence in the field (both workshops)
have lunch time and cooking process as an opportunity to exchange with others (learners or residents) In Berlin
Seminars, talking with local actors and different meetings (specially with families involved in RWI) in Milan

I enjoyed mostly the informal sharing of points of view and ideas about our professions and society that took place behind the live workshops, an informal learning strongly activated by the issues and topics posed by the formal/planned activities. I think that the question "How to relate to local knowledge and the needs of the local community" was a transversal topic between the two live workshops that really challenged us, also in practical terms, while developing our projects and outputs.

I think the Milan workshop and the Udk seminars worked really well. The Milan workshop was an interesting hands-on experience where there was an opportunity to connections with the rest of the DESINC network and work on an interesting case study. The daily sheets were helpful to focus group discussions but it might have been better to be pushed into finalizing a research question earlier on in the week. The Udk lectures were good because they exposed me to a lot of different types of urban practices - and I would have like if this had continued throughout the course (but not during work hours!). I also like the idea of the collective archive and used it alot at the start of the course.

15. Thinking about the CONTENT of the course, what would you do differently?

24 responses

I appreciated veru much the chance that we had as students to feel active part of the learning / teaching process. I felt a truly genuine will to share opinions and knowledge among the learners, teachers, practitioners, in the spirit of creating something new, a common ground for new researches and aknowledgments.

I learned different ways of city making and new methodologies, evrything is a process - from evaluating the current situation, reflection, concept to application. I felt like the time was short - it would have been nice to give have more time for the workshop or reduce the shedule (content, lectures) and give more time for action.

The content of the course is quite broad and the duration of the workshops doesn't allow to explore in depth the topics/methods tackled in the seminars

take more time to discuss and reflect the inputs in a group together, include a big reflection round before the final presentations on what stays there after the week and what not

Maybe I was missing the "migration-frame" a bit at the start of the Berlin workshop. I didn't know exactly what to expect from the workshops, but it felt like we jumped into action and started thinking about an output very fast, without a thorough knowledge of migration and the specific context.

I would have enjoyed a broader theoretical approach to the subject, maybe by giving some readings in the beginning, allowing us to include them in our work during the workshops. A large amount of interesting articles are proposed on the PoUI website but maybe some advices or an elective selection could have been useful to prevent getting lost in the list.

I wished we had a little more time (too tight schedule)

As we where in Milano the schedule where really tight and we did not manage to visit all the organisations we where planning to visit.

With regards to the contents that could have worked better, I would suggest a longer live workshop experience, indeed the seven days experiences in the two contexts have been extremely limiting, due to the amount of activities and possibilities that the two scenario have offered. In fact, most of the stimulus that emerged in the two scenario were discovered during the live workshops.

Until we arrived, it was not quite clear what was expected from us, especially in Marzahn.

better planning, more organising, better time management, more clarity as to the structure of the different organisations involved, more of Milan

The content of the course was quite satisfying.

I was very satisfied with the content of the course in general.

allowing more space of expression for disciplines that are outside of the architecture and urban planning.

use less templates, be less pedagogic in "teaching", minimise the distance between academic context and the people the work is about.

Take note of the student background .

I think the relationship between the first workshop and the broader topics and issues could have been clearer, or more explicit, or more discussed.

Structure and organisation was sometimes too schooled and narrow.

Longer workshops

the time for the workshop contents was too short

Unfortunately, I could not take part in all activities planned for the course, so I cannot comment thoroughly on this aspect.

students of UDK student already started to work on Marzhan before the workshop with the topic of "resilience" while the workshop topic was "urban inclusion", and that was the reason that sometimes we got lost and it was difficult to negotiate and having an agreement between group mates.

I found the Collective Archive as a real immense source of contents and informations, but not so promoted between the students during the course. I would enhance more this space as a tool to refer to and as a space of contribution from all the participants. (I have to say that I skept the first couple of meetings, so maybe in these moments its use was shared and explained extensively...).

At the end of the workshop I felt that I had a lot of separate smaller pieces of work instead of one solid piece of work. There are many reasons for this (unexpected work commitments etc) but I think it would have been beneficial if there was a stronger connection between the two workshops and personal research - so the final output is a cohesive piece of work. I also think the course structure needs to work better to accommodate full time working students - primarily by taking advantage of evenings and weekend sessions. And it would be better to have regular catch-up sessions with other students - like reviews / crits in uni throughout the course. Finally, I think the course content needs to be include other types of migrations - at the moment it is too focused on so called 'vulnerable' communities such as refugees but there was little discussion on migration between 'wealthier' populations - for example pan-European migration - which I think has is just as necessary to discuss on a course exploring

migration and its impact of city making. Finally, I think communicating via email was quite confusing! I think having regular catch-ups would away with a lot of that.
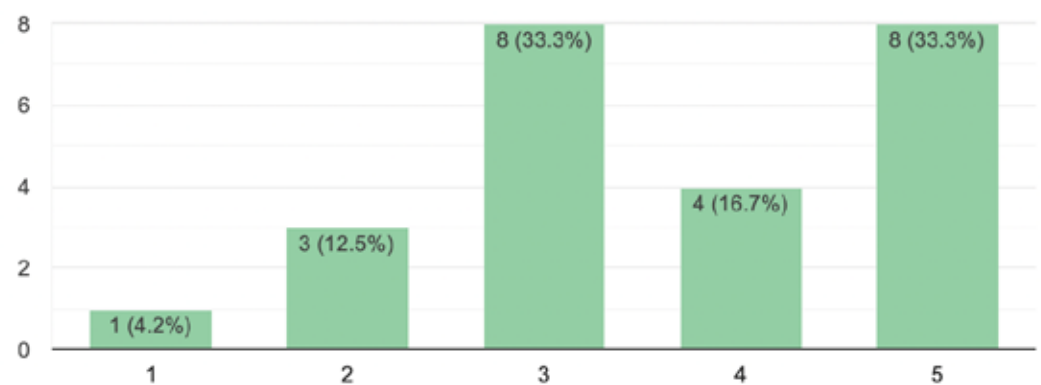
16a. On a scale 1-5, I found these tools and activities effective in supporting my learning: Google classroom
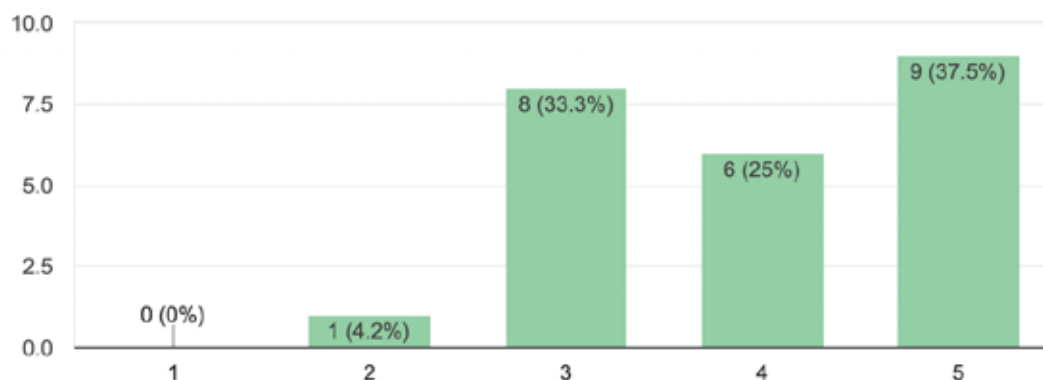
24 responses
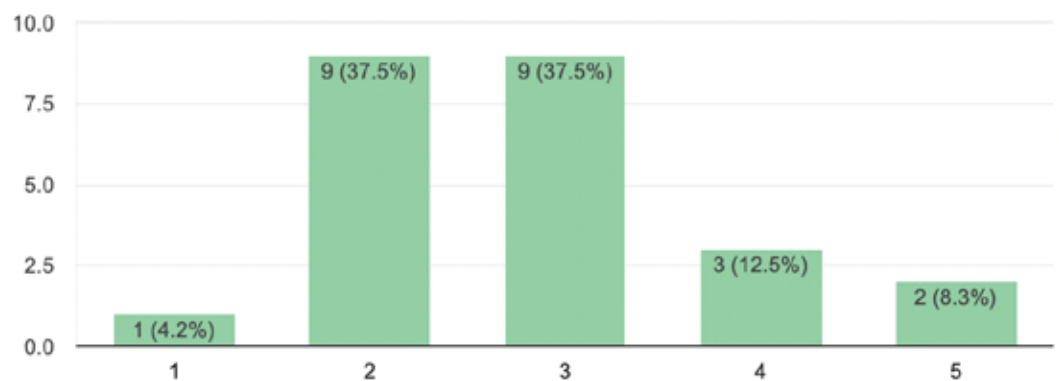
16b. On a scale 1-5, I found these tools and activities effective in supporting my learning: Pan-European online meetings (kick-off, midpoint, closing meeting)
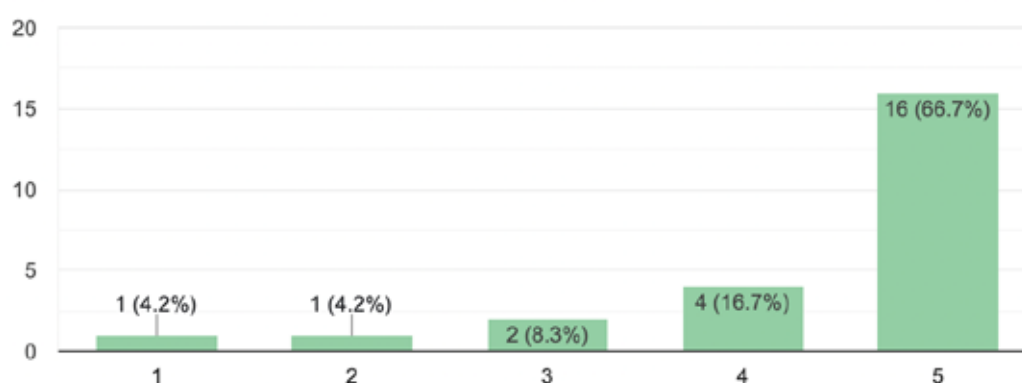
24 responses

16c. On a scale 1-5, I found these tools and activities effective in supporting my learning: Local cluster meetings and tutorials
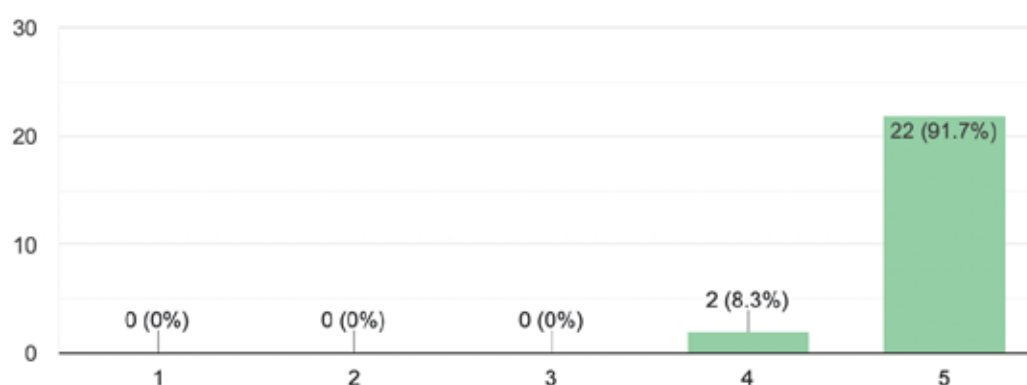
24 responses

16d. On a scale 1-5, I found these tools and activities effective in supporting my learning: Berlin Live workshop
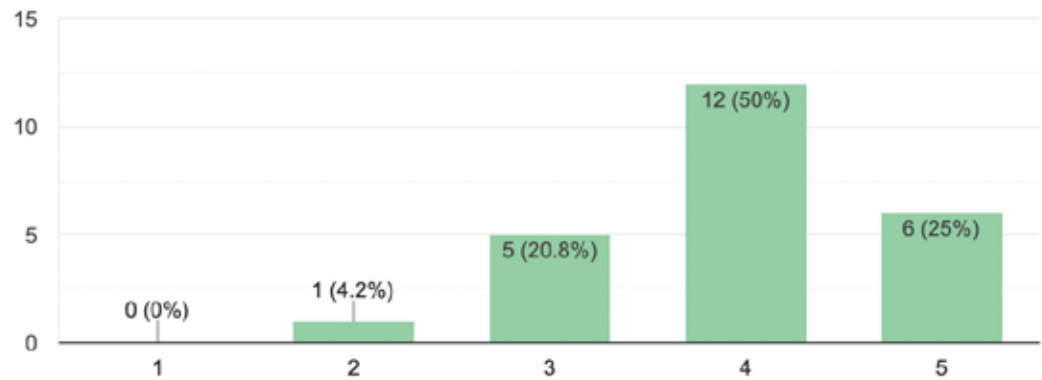
24 responses

16e. On a scale 1-5, I found these tools and activities effective in supporting my learning: Milan Live workshop
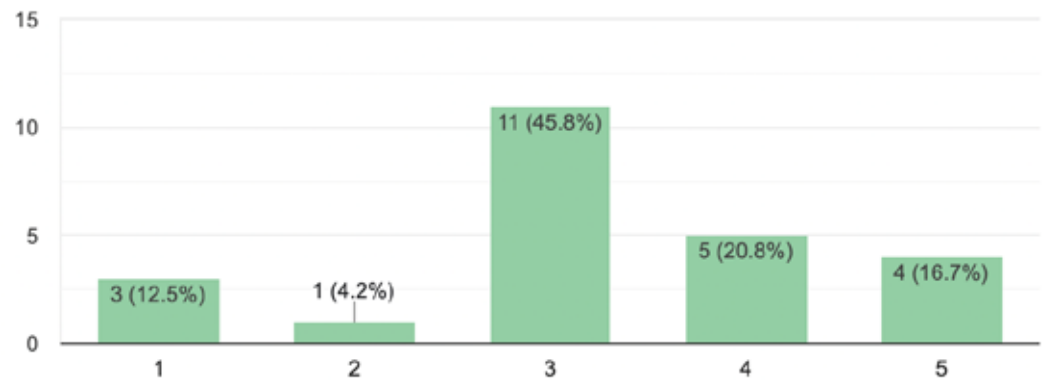
24 responses

16f. On a scale 1-5, I found these tools and activities effective in supporting my learning: Public Dialogues and Open Sessions (events with invited speakers, hosted by London Met and UdK)
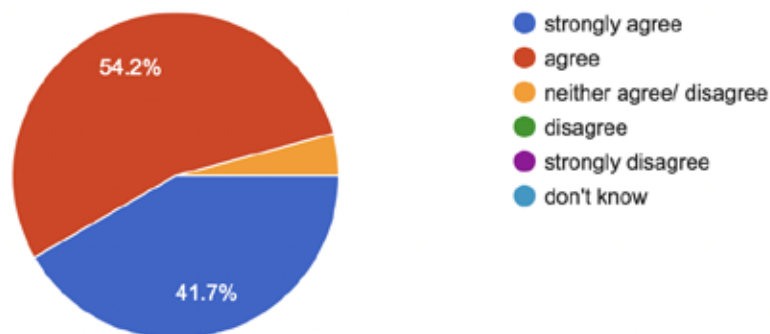
24 responses

16g. On a scale 1-5, I found these tools and activities effective in supporting my learning: Personal Learning Journal
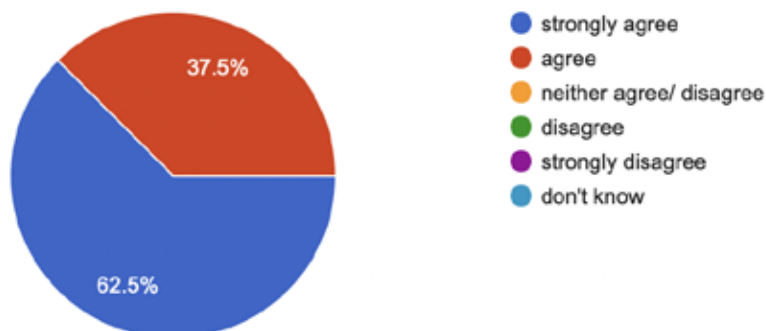
24 responses

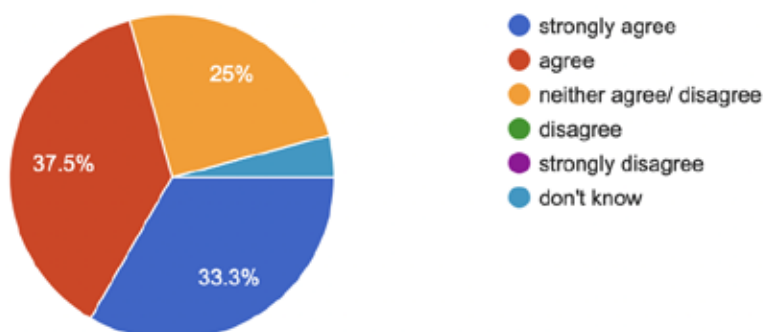**17. The course's activities were interesting and challenging and helped me learn.**

24 responses

- strongly agree
- agree
- neither agree/ disagree
- disagree
- strongly disagree
- don't know

18. The tutors were approachable and helpful, both online and in person.

24 responses

- strongly agree
- agree
- neither agree/ disagree
- disagree
- strongly disagree
- don't know

62.5%
37.5%

19. I was able to use feedback provided during the course effectively.

24 responses

- strongly agree
- agree
- neither agree/ disagree
- disagree
- strongly disagree
- don't know

25%
37.5%
33.3%

20. The communication and organisation of the course contents, activities and events was straightforward and efficient.

24 responses

- strongly agree
- agree
- neither agree/ disagree
- disagree
- strongly disagree
- don't know

29.2%
45.8%
20.8%
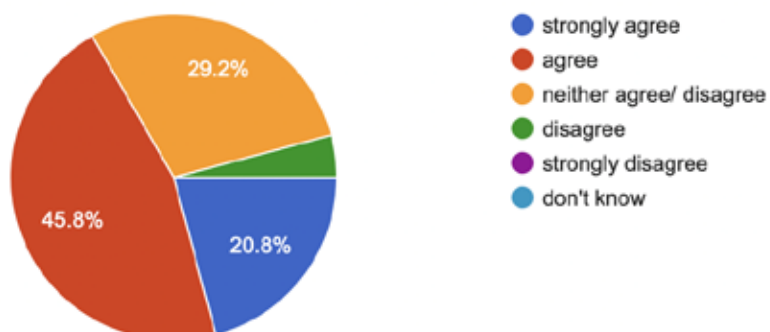
21. The relationship between what I got out of the course (including formal recognition of credits, certificate obtention) and the time and effort I put in, was well-balanced.

24 responses

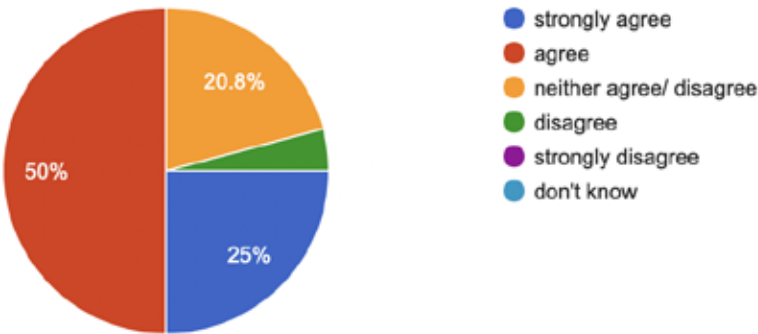- strongly agree
- agree
- neither agree/ disagree
- disagree
- strongly disagree
- don't know

50%
20.8%
25%

22. Thinking about the DELIVERY of the course, what worked well?

24 responses

I think it was really well organized, I am very happy with how the course was carried on.

It was good

People with different backgrounds were constantly available as a support structure

having these strong inputs from other organisations with a lot of experience to learn from

For Milan: I preferred the structure of the workshop in Milan, with a lot of variety with the seminars, local actors, organised meetings with inhabitants and hosting families etc. Very interactive week.

no other comment to add

good balance of theory and practice

It was really nice that we always had lunch together at the workshop in Berlin!

I believe that about the delivery of the course what worked well was the extreme heterogeneity of interventions and feedback's. Indeed, given the large spectrum of actors involved in the course (NGO, students, universities, local actors) it was possible to acquire an equal large spectrum of stimulus. Lastly, about the delivery of the two live workshops I believe that the amount of work was well balanced, and it has allowed to have enough free time to discussions.

The interaction between locals and us, and working with strangers with total different backgrounds was part of a very instructive journey.

Milán week was to an extent well organised, and the learning provocations

The online sessions and tutorials were convenient and efficient.

Creating and inclusive environment while discussing issues about inclusive design worked well in my opinion. We had the experience to work on the field all together with the sense of sharing and togetherness and I think that it is very crucial rather than just focusing on the theoretical part. I also appreciated that the 2 live workshops were entirely different in terms of programs.

the workshop in San Siro, Milan, was very well structured and balanced, having daly talks related to the research theme and focus of the day.

i don't understand the word delivery in this context

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The course was very clearly organized from the beginning, with clear deadlines, time commitments, activities and goals

It was inspiring/stimulating and helped me to widen and deepen my interests.

possibility to go to different places and network with people with different background

communication was clear and the structure composed by few but rich moments

The fact that several activities were done online (or in a hybrid format) allowed professionals to more easily take part in the programme.

mixing of people with different background

I enjoyed the mix of stimuli and suggestions provided throught public dialgues and live workshops. The course is easy to follow despite the peculiar "blended modality". It presents several references to deep individually and gives the opportunity to meet students/researchers to broaden a net of interesting contacts.

Two workshops worked really well

I think it was very well balanced in terms of frequency of the meetings, organization of the topics, types of meeting - seminars, public dialogues, workshops, etc.

The course structure was good, some content was repetitive/repeated in course and workshop. Would have wished to attend lectures from experts of urban planning, anthropology,psychology and other fields that were represented in the group and have their perspective too.

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The management of the budget for learners was not clear all the time and the funds not wisely distributed. No refunds received

sometimes it was a bit to strictly organised in terms of time management and the urge to produce output, sometimes would be personally more helpful to have a good discussion or another more fluid organisation

For Berlin: I missed some structure. It was more "DIY" working in groups. I think it would be better if there was some kind of frame to guide us, like in Milan.

I would have enjoyed more in-local cluster meetings and exercices.

putting theory input always in the morning (beginning of the day) and giving the final output more time/ focus...

It was not easy to get in contact with the locals in San Siro in such little time.

About the delivery, I would have maybe express better the aim of the two live workshops in advance, in order to have a bit more preparation about it.

Both weeks, our group struggled too long with what we would deliver at the final presentation. Maybe more guidelines would have been helpful.

two many layers in the organizational structure, communication not entirely effective

I would plan longer periods for live workshops.

The daily programs were too intense sometimes and it was becoming more tiring than effective. I could have increased the number of days for both workshops just a little (maybe 2-3) in order to keep people focused on the work better and enjoy the time together in a better way.

more cluster meetings between the workshops.

i don't understand the word delivery in this context

I don't know

n

I would prefer a setting where learning is even more an active process of self reflection and less a moment of consuming new content and new impressions.

expenses for the exhibition

Perhaps it would be interesting to offer the course also in other languages than English (e.g. local languages - German, Italian, French etc.) to allow for an active participation of learners from civil society organisations, especially refugees/migrants. In our organisation, there are talented refugees/migrants who focus first on learning the local language to be able to access information and institutions and may not speak English, thus risk being left out of such learning opportunities.
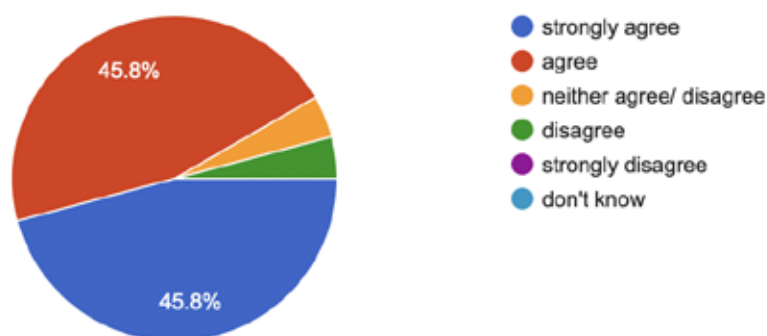
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To consider a little more time to approach a new urban reality (just one or two days more for each workshop...).

More regular meet ups with the London cluster and more weekend/evening sessions

24. I was able to draw connections between the course and my own studies or practice, using it as a space for exploration and learning.

24 responses

- strongly agree
- agree
- neither agree/ disagree
- disagree
- strongly disagree
- don't know

45.8%
45.8%

25. I would recommend interested persons to take the course next year.

24 responses

- strongly agree
- agree
- neither agree/ disagree
- disagree
- strongly disagree
- don't know

29.2%
66.7%
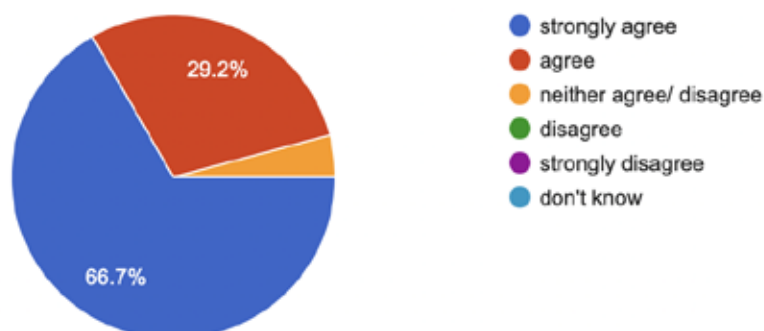
26a. I would like to stay in touch and be informed of future events and activities linked to this course.

24 responses

Legend:
- yes
- no

8.3%
91.7%
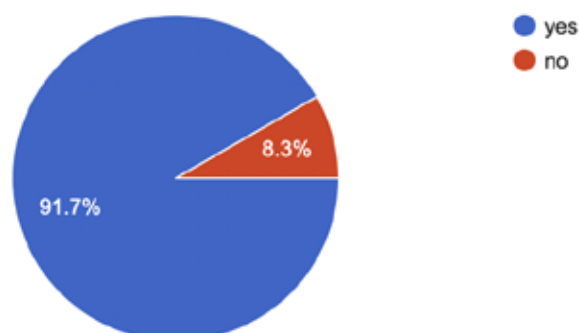
26b. If you would like to stay in touch, please indicate your preferred contact details on the following form:
https://docs.google.com/spreadsheets/d/1W3MRPs3UvDUMYChM6mU_Bqqp6k3b3OMU8vKJ7gRMOzo/edit#gid=0

27. Overall, how satisfied are you with this course?

24 responses

	1	2	3	4	5
	0 (0%)	0 (0%)	2 (8.3%)	8 (33.3%)	14 (58.3%)

Focus Group Participants

LOCAL CLUSTER BERLIN
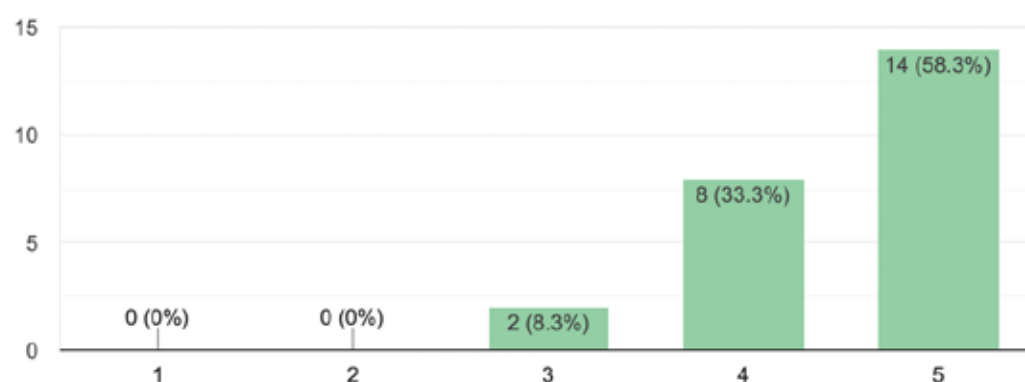
No	Surname	Name	M/F	Affiliation & role
01	Rohde	Katharina	F	UdK teacher
02	Teti	Federica	F	artistic director Stadtwerke / external expert
03	Kuenkel	Felix	M	UdK learner
04	Schaible	Ludwig	M	S27social worker/ internal expert
05	Piccoli	Anna	F	S27 learner
06	Erstmann	Paula	F	external expert
07	Lembcke	Antonia	F	UdK ex-tutor / external expert
08	Fritsche	Vera	F	S27 teacher

LOCAL CLUSTER MILAN

No	Surname	Name	M/F	Affiliation & role
01	de la Traba Lopez	Daniel	M	Coopi
02	Farag	Mohamed Ibrahim	M	Il Nero Distribution
03	Ferro	Rossella	F	
04	Ranzini	Alice	F	Mapping San Siro
05	Baracco	Giorgio	M	RWI teacher
06	Uberti Bona	Sabina	F	Sansheroes
07	Jafari	Sareh		Learner
08	Pontiggia	Stefano	M	Post-doc fellow, PoliMi
09	Bassoli	Matteo	M	Università di Padova Teacher

LOCAL CLUSTER LONDON

No	Surname	Name	M/F	Affiliation & role
01	Hooshyar Emami	Tahmineh	F	ASF teacher
02	Komber	Maha	F	ASF learner
03	Caistor Arendar	Lucia	F	LMU teacher
04	Panebianco	Niside	F	LMU learner
05	Vodicka	Goran	M	Expert/ ASF staff
06	Denicke-Polcher	Sandra	F	Expert/ LMU staff
07	Scafe Smith	Akil or Seth	M	External expert/ RESOLVE
08	Walker	Rachel	F	External expert/ RIBA

Multiplier Event Attendee Organizations

	Organization	Type
ME Berlin	Alice Salomon Hochschule Berlin	HEI
	Alida Schmidt-Stiftung	CSO
ME Brussels	Collectif Zone Neutre	CSO
	UC Louvain	HEI
	Collectief Goed	CSO
	RuimteVeldWerk	CSO
	EPFL (Swiss Federal Institute of Technology I	HEI
	U Gent	HEI
	VUB	HEI
ME London	Latin Elephant	CSO
	UCL	HEI
	ARUP International Development	CSO
	London School of Architecture	HEI
	Unit 38	CSO
	Allford Hall Monaghan Morris	CSO
	Studio Gil	CSO
	Social Life	CSO
	The Glass-House Community Led Design	CSO
	Sheffield Hallam University	HEI
	Westminster University	CSO
	London Borough of Tower Hamlets	Public
	Century Capital	CSO
	muf architecture/art	CSO
	MATT+FIONA	CSO
	Part W	CSO
ME Milan	La Sapienza Roma	HEI
	Universitá Bocconi	HEI
	Bartlett Development Planning Unit, UCL	HEI
	Codici Ricerca e Intervento	CSO
	Avanzi – Sostenibilità per Azioni	CSO
	Architetti Senza Frontiere Italia	CSO
	Terzo Paesaggio	CSO
	Shifton	CSO
	Consorzio Exit	CSO
	Iniziative Never Alone	CSO
	Fondazione Soleterre	CSO
	SAI Case Management, Comune di Milano	Public

Individual interviewees

Maria Elena Ponno
Sebastián Oviedo
Agnes Fouda
Joëlle Spruytte
Santiago Peluffo Soneyra
Camille Hendlisz
Maha Komber
Sarah ten Berghe