

Designing an experiment in education.

About this report

This report was produced by London Metropolitan University and Architecture Sans Frontières–UK with input from all the institutions that are part of the project: DESINC LIVE.

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Part 1.

An experiment in education: the design process

This report outlines the process and initial findings from a collaborative EU funded project titled: DESINC LIVE – Designing and Learning in the Context of Migration (desinclive.eu). Since September 2019, the project has brought together 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 to jointly design, test and evaluate an experimental educational offer. The offer focuses 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.

Introduction

DESINC LIVE draws from the work carried out by some of the current project partners during a previous initiative in 2016-18 called: DESINC – Designing Inclusion (desinc.org). Outputs included a theoretical framework linking migration, urban inclusion and spatial design, and an analysis of the practices of inclusion enacted by civil society organisations across Europe; a review of current spatial design education in Europe as it relates to the question of migration; a playbook providing guidance for spatial educators who want to engage with the same topic; and an online course also directed to educators.

In collaboration with a new set of academic and civil society organisations, DESINC LIVE critiques, extends and puts into practice the findings of the previous project in order to develop a new unique pan-European educational offer. This report summarises the first phase of this process, which focused on the co-design of this new experimental course.

This first phase of DESINC LIVE has been marked by the beginning of the Coronavirus pandemic. Through the imposition of lockdowns and travel bans across Europe, the pandemic has had an impact on the project's development. Modes of collaboration between partners have had to change and learning activities have needed to constantly adapt to these uncertain times.

Most importantly, these have been increasingly challenging times for those people who were already experiencing life at the margins—and like all global crises, this pandemic has disproportionately impacted those who are most vulnerable. We write this report in the awareness that migrants, refugees and asylum seekers across all geographies are suffering from border closures, recessions, increasing xenophobia, and the use of the virus as an excuse to restrict movement and access to asylum.

2020 has also seen the resurgence of Black Lives Matter, the social movement dedicated to fighting racism, police brutality and all forms of violence against Black people. The movement's calls for racial equity have resonated powerfully across the world. They remind us daily of the need to keep pushing the boundaries of learning, and create platforms where structural inequality is challenged and difference is celebrated. We hope that this work will contribute to creating change in ourselves, our education systems, our practices and our institutions.

Structure of the report

This report includes three parts:

- **Part 1** is a summary of the DESINC LIVE project, its aims and who has been involved. It also describes the activities that took place in the first year of the project to develop the design of the educational offer (Intellectual Output 1).
- **Part 2** describes the educational experiment itself.
- **The Appendices** includes key documents produced during the first year of the project.

The development of the educational offer described in Part 2 of this report was grounded in the collective review and critique of the playbook for spatial design education produced during the project DESINC. For reference to the original document see:

Beatrice De Carli, Celia Macedo and Lucia Caistor-Arendar, *Pedagogies of Inclusion: A playbook for spatial design education* (Sheffield: University of Sheffield, 2019).

Part 1.

An experiment in education:
the design process

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.

Part 1.

An experiment in education:
the design process

**Intellectual Output 1:
Design of Educational
Offer and Tools**

Output Title: Learning & Teaching in the Context of Migration:
Design of Educational Offer and Tools

Output Type: Course curriculum and pilot course

Start Date: 01/09/2019

End Date: 31/08/2020 (extended due to Covid-19: 28/02/2021)

Coordination: University of Sheffield (09/2019-05/2020)
London Metropolitan University (06/2020 onwards)

The first phase of the project consists in the design of an innovative, pan-European educational programme tackling issues of urban exclusion and inclusion in the context of migration. To do this, the phase focuses on gathering the knowledge needed to design, develop, test, evaluate and formalise the educational offer. This includes the development of concepts, case studies, teaching methods and tools, assessment criteria and certification procedures, as well as the selection of a group of learners who will play an active role in testing and assessing the pilot (IO2).

This phase of the project is based on partners' shared understanding of the learning needs of both higher education and civil society actors. The 'Pedagogies of Inclusion' framework drawn up within the DESINC project provides a useful reference to this end, as well as for framing other aspects (such as methodologies). Other important results of the phase are a framework for the evaluation of the project, and an outline of the programme's Digital L&T Toolbox.

Activities in this phase include two staff training events. The aim of these events is to facilitate knowledge-sharing amongst project partners and with other organisations and individuals who can bear witness of the challenges to and opportunities for inclusion met by migrants in the partner countries. The events' programme includes several site visits and the direct interaction with contexts touched migration and exclusion.

This phase of the project will enhance the capacity of project partners to work together and to develop relevant, innovative educational programmes in the field of urban inclusion. It is also hoped that outputs from this phase will benefit a larger community of teachers and trainers working on similar topics.

Intellectual Output 1 includes five activities, outlined in the next pages.

Activity 1

Organisation and running of the first short term joint staff event in Milan, Italy.

Coordinator: Politecnico di Milano, with ASF-UK and University of Sheffield.

The event took place in Milan, between 21 and 23 January 2021. The detailed programme of this event is available at the end of this document as Appendix 1. INFO PACK – Delving into pedagogies of inclusion #1. A day-to-day account of the event is available at the project’s website: <https://www.desinclive.eu/event/short-term-joint-staff-training-event/>

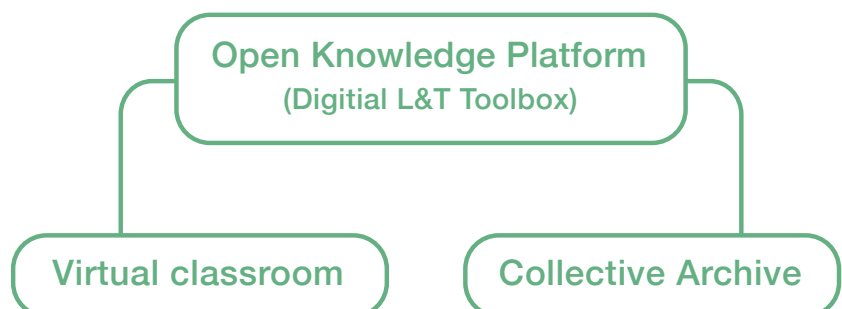
Activity 2

Definition of the structure and content of a Digital L&T Toolbox and other types of content

Coordinator: Politecnico di Milano, with input from all partners.

The activity consists in the design of the digital side of the project, including an approach to digital learning and online knowledge-sharing. It is based on the definition of the course’s digital learning and teaching requirements, and includes the co-design of criteria for selecting what should be included in the toolbox.

The activity developed through online collaboration from May 2020 until the end of IO1. A major outcome of this activity was a suite of online resources set up as an Open Knowledge Platform (the Digital Learning & Teaching Toolbox). This mainly consisted of a virtual classroom, and a Collective Archive: a repository of relevant open-access texts and case studies, organised according to the programme’s Topics and Learning Methods.



A full description of the Collective Archive is at page 50 of this report. A full list of the Topics covered by the Archive can be found at pages 51-55.

Activity 3

Organisation and implementation of the first short term joint staff event in Berlin, Germany.

Coordinator: UDK Berlin, with ASF-UK and University of Leuven.

The activity was cancelled due to the Covid-19 outbreak. In its place, project partners agreed to hold three half-day workshops online between the end of May and the beginning of June 2020, coordinated by University of Sheffield (then London Metropolitan University) and ASF-UK.

The detailed programme of the remote workshop series is available at the end of this document as Appendix 2. INFO PACK – Delving into pedagogies of inclusion #2.

A brief account of the event series is available at the project’s website: <https://www.desinclive.eu/event/remote-short-term-joint-staff-training-events/>

Activity 4

Final design of pilot educational offer /setting evaluation framework / setting of formalisation & certification procedures

This step pursues a threefold goal, that is: the final design of the pilot educational offer; the definition of an evaluation framework; and the definition of formalisation and certification procedures for the course. The preparation of the learning & teaching programme (definition of contents, format, methods) is based both on the outcomes of the staff training events in Milan and Berlin, and on the “Pedagogies of Inclusion” orientation document produced within the DESINC project.

The framework for assessing the process output and performances will be defined within a monitoring and evaluation framework document. The third task is of limited responsibility to the academic

partners and relates to the procedures needed to create and then formalise the educational offer as a replicable and creditable course.

Part 2 of this report consists in a detailed account of the framework and outline programme for the educational experiment. Initial reflections towards the Monitoring and Evaluation framework are available at the end of this document as Appendix 3. Monitoring and Evaluation. Each partner has put in place specific arrangements to facilitate the participation of their learners' group, whereas options for replicability are being explored.

Activity 5

Process of selection of 12 students and 6 VET learners

The last activity consists in the selection of 12 students and 6 VET learners which will take part in the pilot group of learners. All full partners are involved, since each academic partner will send 3 students to the group and each non-academic partner 2 VET learners. The students are selected within graduate and post-graduate urban planning, urban design, architecture and akin courses, according to personal interest and merit criteria. Each institution is in charge of specific selection procedures.

The activity took place between February and April 2021 and was supported by the production of a Course Prospectus, which was widely circulated within each partner institution as well as through the project's social media. Each project partner has implemented specific procedures for selecting and recruiting learners to participate in the educational experiment.

The call for participants is available at the end of this document as Appendix 4. Course Prospectus.

Part 1.

An experiment in education:
the design process

Partners and teams

The project team includes fourteen 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 Castelnovo

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 Castelnovo 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) and Lucia Oggioni

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.

The logo for KU Leuven, consisting of the text "KU LEUVEN" in white capital letters on a dark blue rectangular background.

KU LEUVEN

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) and Katharina Rohde (2019-2020)

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.



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 (2021-2022)

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 with research and teaching commitments at KU Leuven (where she finalised her PhD) and UdK Berlin. She works on an international scale focusing on spatial, social and economic inequalities and the enactment of ‘survivalist’ habitat strategies by urban actors.



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: Anton Schünemann (Coordinator) and Vera Fritsche

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

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.



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)

Beatrice De Carli is a Senior Lecturer in Urban Design 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.



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: Lucia Caistor-Arendar (Coordinator) and Rowan Mackay

Lucia Caistor-Arendar is a freelance urbanist who combines social research, civic design and education to create opportunities for the production of more social cities. Lucia is an Associate of ASF-UK, where she co-funded and convenes the programme Inclusion by Design.

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.











Otto-Rosenberg Platz, Marzahn,

Part 2.

Practices of urban inclusion

This course has been developed in an exciting as well as challenging context that has had issues of inclusion at its core. The educators involved in its design are based in four different countries and are from a range of disciplines and contexts, with some being based within formal educational settings, and others embedded in practice. The learning environments that each partner aims to support are inevitably varied, and prospective learners also have a diverse range of backgrounds, competencies and needs. In addition, the course needs to accommodate for a plethora of different languages and communication styles.

Part 2 of this report describes in detail the shared educational offer that the DESINC LIVE project partners have developed, both in reaction to and inspired by this diversity. It includes a summary of the course and the foreseen learning journey that participants to the course will undertake; the key concepts we use to define inclusion within this context; a learning and teaching manifesto that guides our teaching practice; and a description of the various different types of learners that the course has been tailored towards. This is followed by a summary of the main learning aims and expected outcomes; the key activities and topics that will be covered on the course; and finally the methods that will be used to guide how we learn about inclusion.

COURSE SUMMARY P.22  01	DEFINING INCLUSION P.28  02	LEARNING + TEACHING MANIFESTO P.34  03
PARTICIPANTS P.36  04	LEARNING AIMS + OUTCOMES P.42  05	LEARNING ACTIVITIES P.46  06
TOPICS P.51  07	LEARNING METHODS P.57  08	

What is this course about?



Course
summary



This course asks how we can plan, build and put into practice cities that promote inclusion. The course centres around the lived experiences of migration, displacement and exile as key perspectives to understanding how urban spaces can produce or challenge exclusion. In doing so, the course explores how urban planning, architecture and spatial practice can contribute to making cities of care and conviviality, where more people feel welcome in more spaces.

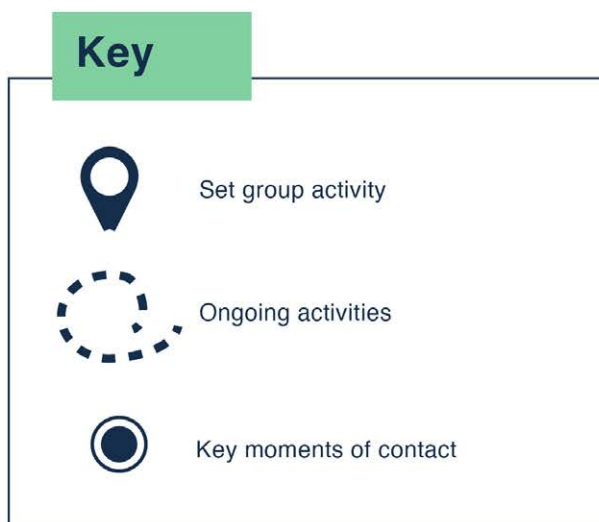
The course invites participants to confront the pressing social, political and ethical concerns that relate to migration and movement in European cities. Learners will critically reflect upon their own forms of urban practice, and develop new ways of fostering inclusion in urban space.



Practices of Urban Inclusion: Learner journey map

This user journey map summarises the course's experience from the perspective of those involved. How will the journey start? How will it end? What points of contact will happen for learners, where, and how?

Here we have visualised how the journey will develop for Ana during the first iteration of the course in 2021.



Participant: Ana



Learning methods



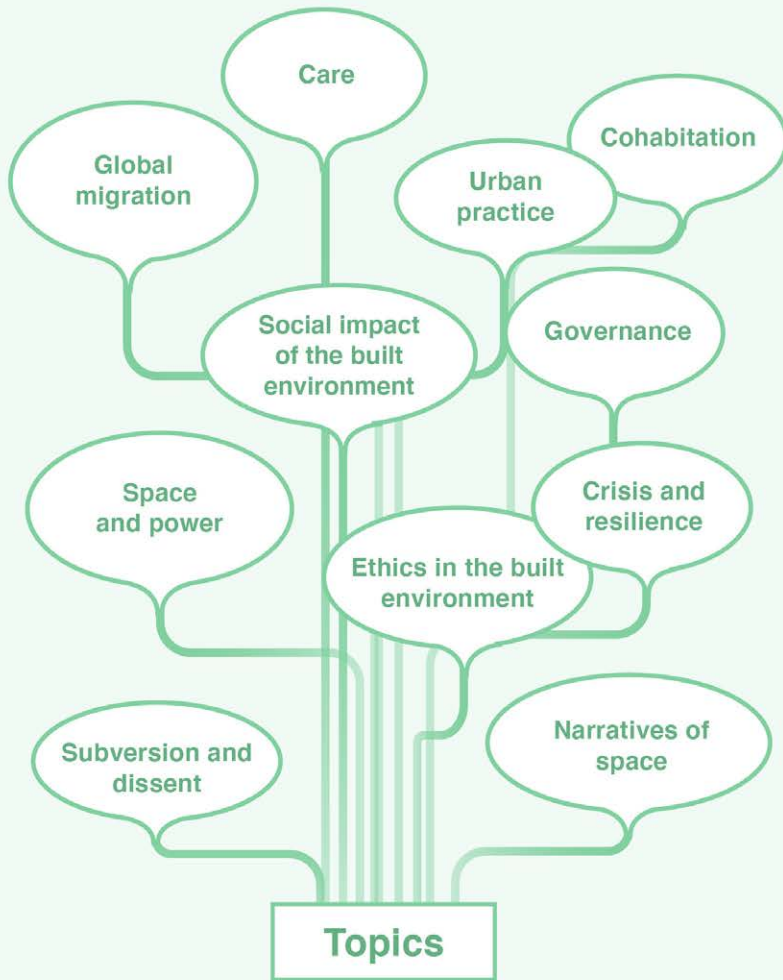
Situating



Engaging



Mapping



Kick-off meeting



July

May

2021



Mapping



Envisioning



Making



Communicating



Reflecting



Berlin Live Workshop

The Berlin workshop will take place in the district of Marzahn, located on the outskirts of the city. Here, a refugee camp initially set up as an emergency shelter is now one of the largest accommodations for refugees in Berlin.

HOSTS:
Universität der Künste Berlin and Schlesische27.

18 learners

Open Sessions

Mid-point meeting

Personal reflections

Open Knowledge Platform

The Open Knowledge platform will support the participants through their journey. It will also contain a Collective Archive - enabling in-depth engagement with the issues explored in the live workshops.



Milan Live Workshop

The Milan workshop will be set in the district of San Siro. San Siro is one of the largest public housing estates in Milan and a large percentage of its population has a migratory background.

HOSTS:
Politecnico di Milano and Refugees Welcome Italia.

18 learners



Closing meeting

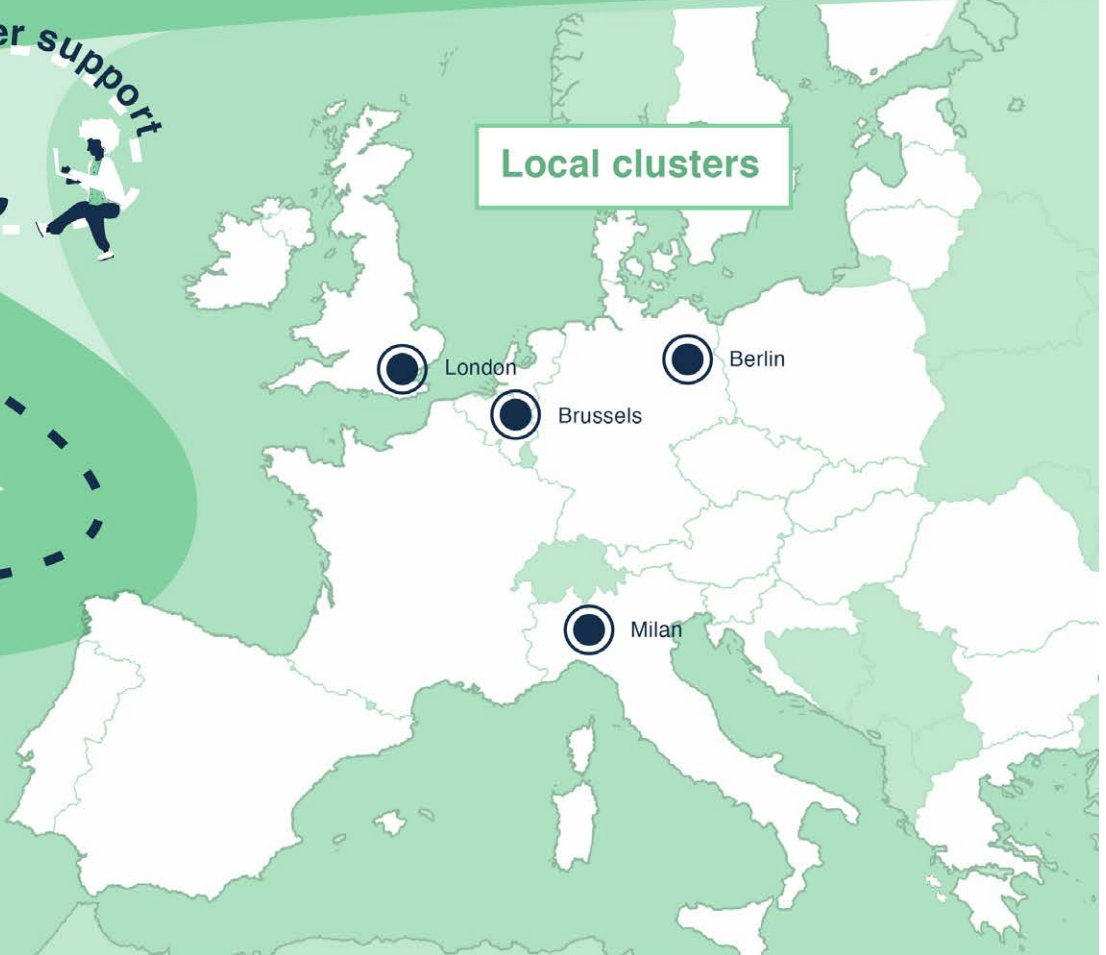


September

Peer to peer support



Local clusters



What do we mean by
Inclusion?



Defining
Inclusion



Inclusion is a contested term that has different meanings for different people. Rather than attempting to provide a single definition, these diagrams explore ideas commonly associated with inclusion as it relates to the experience of migration.

We are conscious that many more concepts and frameworks on inclusion exist. Thus, instead of trying to be exhaustive, we have selected words and ideas that, over the course of our collaboration, have prompted reflective conversations. The list is also not meant to be static, but dynamic and open-ended. We might add more words in the future and we also invite you, the reader, to add or modify its content.



San Siro neighbourhood, Milan.

Access

Access is the opportunity to reach the resources and relations that one might need to move forward on a journey. For example, access could mean the opportunity to use services such as healthcare, find information and be advised, reach different networks, and find a job and decent housing. Environmental, economic, social and legal factors can all create barriers to accessing opportunities: because they are far, unaffordable, or made unavailable by someone's status and papers.

2002 A. SEN. *Social Exclusion: Concept, Application, and Scrutiny*. Manila: Asian Development Bank.

Agency

Agency is the freedom of an individual to independently choose and do the things that she or he values, within the limits and opportunities set by wider social and spatial structures. In the context of migration, agency can be heavily affected by the legal as well as social, political and cultural frameworks defining a migrant's status, which can constrain or expand the choices that are available to her.

2015 I. A. CELIK. In *Permanent Crisis: Ethnicity in Contemporary European Media and Cinema*. Chicago: University of Michigan Press.

2016 N. AWAN. *Diasporic Agencies: Mapping the City Otherwise*. London: Routledge.

2017 ISAYEV, E. *Between Hospitality and Asylum: a Historical Perspective on Agency*. *International Review of the Red Cross, Migration and Displacement*. 99(904): 1-24.

Belonging

A sense of belonging stems from the feeling of being connected to a social, spatial, cultural or other types of community. It has to do with personal and collective recognition (see below), with care and affect, and with the feeling of being seen, accepted and supported by the people around us. An important aspect of belonging is reciprocity, in that a sense of belonging involves the desire and capacity to provide the same care and attention to others.

2016 K. ASKINS. *Emotional citizenry: Everyday geographies of befriending, belonging and intercultural encounter*. *Transactions of the Institute of British Geographers* 41(4), pp.515-527.

2011 G. CALUYA. *Domestic belongings: intimate security and the racial politics of scale*. *Emotion, Space and Society* 4(4), pp. 203-210.

2006 A.M. FORTIER. *Community, belonging and intimate ethnicity*. *Modern Italy* 11(1), pp. 63-77.

Empowerment

Empowerment is the process of gaining the freedom and power to do something. Here power is not defined as ‘power over’ or ‘power to’, but as a power ‘that emerges from within’, which is positive and life-affirming. In relation to inclusion, empowerment can occur through the attainment of essential affective, political and material resources, tools and skills. Importantly, empowerment is supported by an environment that nurtures the creativity, potential and capabilities of each person and group.

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- 2005 N. KABEER. *Inclusive Citizenship: Meanings and Expressions*. London: Zed Books.
- 2013 *Empower, Equip, Enable*. Cambridge English Dictionary. Cambridge: Cambridge University Press.
- 2015 UN GENERAL ASSEMBLY. *Transforming Our World: the 2030 Agenda for Sustainable Development, (A/RES/70/1)*. New York.

Multiple membership

The phrase ‘multiple membership’ refers to the idea that identity is complex and human beings naturally make connections across many communities at once: of place, of culture, of interest, and so forth. At the same time, multiple membership acknowledges that our position at the intersection of different social identities (gender, class, race, religion, age, dis/ability and more) influences how we understand the world and ourselves, what opportunities we afford, and how we relate to places and people.

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- 1991 K. CRENSHAW. *Mapping the Margins: Intersectionality , Identity Politics, and Violence Against Women of Color*. *Stanford Law Review* 43(6):1241–99.
- 2010 T. T. MINH-HA. *Elsewhere, Within Here: Immigration, Refugeeism and the Boundary Event*. London: Routledge.
- 2014 S. COSTANZA-CHOCK. *Out of the Shadows, Into the Streets: Transmedia Organizing and the Immigrant Rights Movement*. Cambridge: The MIT Press.

Open-endedness

An open-ended framework (be it legal, political or spatial) is one that does not have fixed limits but is rather mutable: that is, a framework that can develop in several ways to accommodate change. An open-ended approach to inclusion is one that continually reflects on, improves and modifies social and spatial contexts so that they can respond to changing populations and accommodate their diverse needs and aspirations.

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- 2010 M. MOSTAFAVI. *Ecological Urbanism*. Baden: Lars Müller Publishers
- 2014 C. REED & N.M. LISTER. *Projective Ecologies*. New York: Harvard University GSD & Actar Publishers.
- 2017 M. MOSTAFAVI (ed.). *Ethics of the Urban: The City and the Spaces of the Political*. Zurich: Lars Müller Publishers.

Pluralism

Pluralism is based on the acknowledgement that different ideas and lifestyles should coexist within society as the outcome of a conscious process of respect and attribution of value. It extends beyond notions of diversity and cosmopolitanism by highlighting mutual engagement and choice. A pluralist position advocates for the flourishing of many perspectives within a common (spatial) framework.

- 1998 B. LAHIRE. *L'Homme Pluriel*. Paris: Nathan
2003 L. SANDERCOCK. *Cosmopolis II. Mongrel Cities of the 21st Century*. London & New York: Continuum.
2005 W.E. CONNOLLY. *Pluralism*. Durham: Duke University Press.

Protection

Protection refers to a legal or other formal measure intended to preserve rights. Article 1 of the United Nations Universal Declaration of Human Rights states that “all human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood”. Displaced persons often have no protection from their own State. If other countries do not protect them, they may be condemned to a situation where their basic human rights and their lives are in danger.

- 1948 UN GENERAL ASSEMBLY. *Universal Declaration of Human Rights (217 [III] A)*. Paris.
2016 S. FINE & L. YPI (eds). *Migration in Political Theory: The Ethics of Movement and Membership*. Oxford: Oxford University Press.
2016 A. BLOCH & S. MCKAY. *Living on the Margins: Undocumented Migrants in a Global City*. Cambridge: Policy Press.

Reciprocity

Reciprocity is the mutual adaptation of persons and groups to each other (by each toward the other). In relation to inclusion, reciprocity refers to the interactions between minorities and majorities, and between privileged and disadvantaged individuals and groups. In the context of migration, reciprocity highlights that for inclusion to take place, we need to transform places and institutions and eliminate the barriers that newcomers encounter so that they can fully participate in society.

- 2003 C. MOHANTY *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*. Cambridge: Duke University Press.
2007 M. SLOTE. *The Ethics of Care and Empathy*. London: Routledge.
2016 K. TROGAL. *Caring: Making Commons, Making Connections*. D. Petrescu and K. Trogal, eds. *The Social Production of Architecture*. London: Routledge.

Recognition

Recognition is the act of acknowledging and respecting another being. How we are recognised and how we recognise others play a powerful role in our lives: social and political recognition shape our sense of who we are, and our understanding of how we are valued by our peers. In the context of migration, a focus on recognition invites us to continually question how difference is acknowledged, accommodated and respected in society.

- 1984. A. LORDE. "The Master's Tools Will Never Dismantle the Master's House," *Sister Outsider: Essays and Speeches*. Berkeley, CA: Crossing Press.
- 1990. I.M. YOUNG. *Justice and the Politics of Difference*. Princeton: Princeton University Press.
- 2003. N. FRASER AND A. HONNET. *Redistribution or Recognition: A Political-Philosophical Exchange*. London: Verso.

Space

Space plays a pivotal role in facilitating or hindering inclusion. In 1974, French philosopher Henry Lefebvre famously wrote: "(Social) space is a (social) product ... the space thus produced also serves as a tool of thought and of action ... in addition to being a means of production it is also a means of control, and hence of domination, of power". Engaging with the context of migration inevitably requires adopting a spatial lens, to read and challenge practices of exclusion across places and scales.

- 1974 H. LEFEBVRE. *La Production de l'Espace*. Paris: Anthropos.
- 2017 T. ARMBORST, D. D'OCA & G. THEODORE (Eds.). *The Arsenal of Exclusion and Inclusion*. New York, Barcelona: Actar Publishers.
- 2021 S. HALL, *The Migrant's Paradox Street Livelihoods and Marginal Citizenship in Britain*. Minneapolis: University of Minnesota Press.

What are the key principles and values that guide our teaching practice?



Learning and Teaching manifesto



The purpose of a Learning & Teaching manifesto (or a vision on learning) is to articulate the convictions and beliefs that underpin the curriculum or programme design.

We have created this manifesto to summarise the principles that have guided the design of the course Practices of Urban Inclusion, and to highlight the values that we hope will inform its implementation in the future.

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.

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.

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.

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

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.

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.

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

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.

The writing of this Manifesto was inspired by:

BlackSpace NYC (2019), *The BlackSpace Manifesto*. [Available here.](#)

FAAC Feminist Art and Architecture Collaborative (2018), *To Manifest!*, Harvard Design Magazine No. 46 / No Sweat.

Who are the participants?



Participants

4

This course aims to bring together a wide range of learners across Europe from different backgrounds, focusing on people who have a personal and/or professional experience of transnational migration, and/or have a background in social work, social policy, urban geography, urban planning, urban design, architecture, visual arts, public performance and other creative disciplines engaging with urban space.

We want to create an international community of practitioners that span these fields and are willing to integrate different forms of knowledge into their future practice.

We have developed a series of profiles that reflect the range of participants that we expect 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.



Ana



What is the background of the learner?

Ana, 36 years old, is a psychologist and artist from Bosnia working at a small community based CSO that supports asylum seekers who have recently arrived in Milan, Italy. She started there as an asylum seeker and then became a volunteer. She now works there providing art therapy to children.

What are their aspirations in general?

She wants to work in the third sector to construct a more just and equitable society. She would like to work across Europe in the future.

What do they want to get out of the course?

From this course, she expects to have a better understanding of migration dynamics in relation to the urban context; she would like to zoom out of her field work to see it from a different perspective. She expects to broaden her understanding of other experiences of displacement and she is looking forward to learning from other participants and expanding her network. Last but not least, she wants to enrich her portfolio with an experience with prestigious partners.

How would they engage with the course?

Ana works full time so she can focus on learning in the evenings and weekends. A self-paced online course would suit her best. As her place of work is quite central, she could also have in-person meetings with peers and tutors after work. She could take time off to be in a live workshop, probably for no longer than a week.

What kind of support would they need?

Ana does not have a background in architecture or planning, so she would need to deepen her knowledge related to the urban context. She would appreciate working with peers with that background. She would like to have online materials and recorded lessons to watch when she has time.

What is the background of the learner?

Abdi is 19, he is originally from Syria and is an asylum seeker who has been residing in the Marzahn area of Berlin for two years. He left Syria before he could finish his secondary education.

What are their aspirations in general?

He is not sure where he wants to be in the future but he would like some stability. He is also thinking about becoming an architect like his brother.

What do they want to get out of the course?

He has found it very difficult to get onto a university course in Berlin. He did a short course but there was no accreditation. It would make a huge difference to be learning within a university and also to have something that shows the effort he has put in, like university credits. Abdi is curious to meet participants from the UK because he heard that life is very good there.

How would they engage with 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. He may not be able to attend a course that lasts several months because he rarely knows how long he is going to be in a place. Sometimes he has more important things to deal with which might make it difficult for him to attend regular classes or meetings.

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.

What kind of support would they need?

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.



What is the background of the learner?

Jing Ma, 28 years old, is based in London and is a postgraduate student originally from China. Her educational background is in civil engineering, and she has worked in various European countries, specifically in large-scale engineering companies.

What are their aspirations in general?

She has been considering starting a PhD, and she believes that this programme could potentially provide a good platform towards her future research as it would further refine her research skills.

What do they want to get out of the course?

She recognises that this programme can offer a critical learning environment, and therefore hopes that by enrolling in this course she will broaden her understanding of the built environment, which will potentially improve her professional standing in her home country.

How would they engage with the course?

Jing Ma is currently at her university full time and is used to working in person and online. She is comfortable reading academic texts.

What kind of support would they need?

She lacks confidence working in groups.



Niko



What is the background of the learner?

Niko, 22 years old is currently studying Urban Design at university in Leuven, Belgium. He took a module in participatory planning and research, and is very interested in participatory design and working more closely with vulnerable communities.

What are their aspirations in general?

He recently did an internship in a large architectural practice, but finds that this is not quite the type of work he would like to do in the future. He has been volunteering for a local charity and would like to be more involved in some of the small-scale spatial projects in the city where he lives.

What do they want to get out of the course?

He wants to be part of this programme because he is keen to be more involved in local initiatives and see how his studies can be applied in practice.

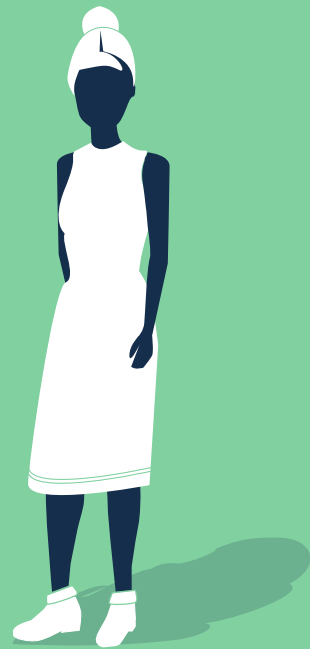
How would they engage with the course?

His design and communication skills are excellent and he really enjoys practical workshops, group work and construction projects. He is much less interested in writing essays and reading academic texts.

What kind of support would they need?

He would need support engaging with the theoretical elements of the course.

What should be different
when learners leave the
course?



**Learning aims
and outcomes**

5

Learning aims

01



Introduce migration as a fundamental constituent of city-making, and a key perspective to understand how urban spaces can produce or challenge exclusion.

02



Expose participants to the complexity and messiness of real-life situations and encourage them to understand the city in an embodied and relational way, questioning their own position as well as the broader social, political, cultural and economic context.

03



Offer a vocabulary and a set of concepts-tools to explore questions of equity, diversity and inclusion in urban space, particularly in relation to the experience of migration.

04



Present, experiment and critique hybrid forms of urban practice that bridge the gap between research and action, architecture and social development, urban planning and art, to encourage the production of more equitable, diverse and inclusive cities.

05



Introduce concepts, approaches, methods and tools to assess the social impact of urban practice.

06



Cultivate learners' commitment to self learning, peer learning, and collaboration with the widest range of publics; and foster intellectual curiosity, critical thinking and independent judgment.

07



Highlight ways of putting into practice the knowledge gained during the course, and create concrete pathways to further learning and employment.

Expected learning outcomes

01



Develop critical collaboration and communication skills.

02



Map complex urban territories and produce multidimensional analyses of places based on a combination of hands-on experience, theory-informed practice, and critical reflection.

03



Envision different forms of urban practice, and reflect on their value in relation to a wider set of possibilities for architecture, urban design, urban planning, social policy and social work.

04



Experiment and critique context-responsive methods and tools for transforming urban spaces in ways that are equitable and inclusive of the diverse needs and aspirations of all urban dwellers.

05



Develop awareness and capacity to reflect upon their own position within society as urban dwellers, learners and (future) practitioners.

What will we be doing and how will I be supported during the course?



**Learning
activities**



The course will include the following activities and resources:

Live Workshops

The course revolves around the live engagement with situations where questions of urban exclusion/inclusion are at stake. Here they will contribute to a real project, working closely with local partner organisations and other course participants. For the first iteration of the project, live workshops will be held in Berlin, Germany and Milan, Italy (see Box 1).

Open Knowledge Platform

A supportive virtual space will allow participants to share their thoughts and gain insights from their peers, and to access a variety of learning resources such as readings, media clips, and quizzes. These resources will be organised into a Collective Archive which forms a key component of the project (see Box 2).

Open Sessions

A series of seminars and lectures hosted by the project partners that form part of their local activities at university or in the field.

Personal tutoring

Participants will have regular live or online meetings with a tutor at their host institution, who will support them in all stages of the course.

Facilitated peer-to-peer support

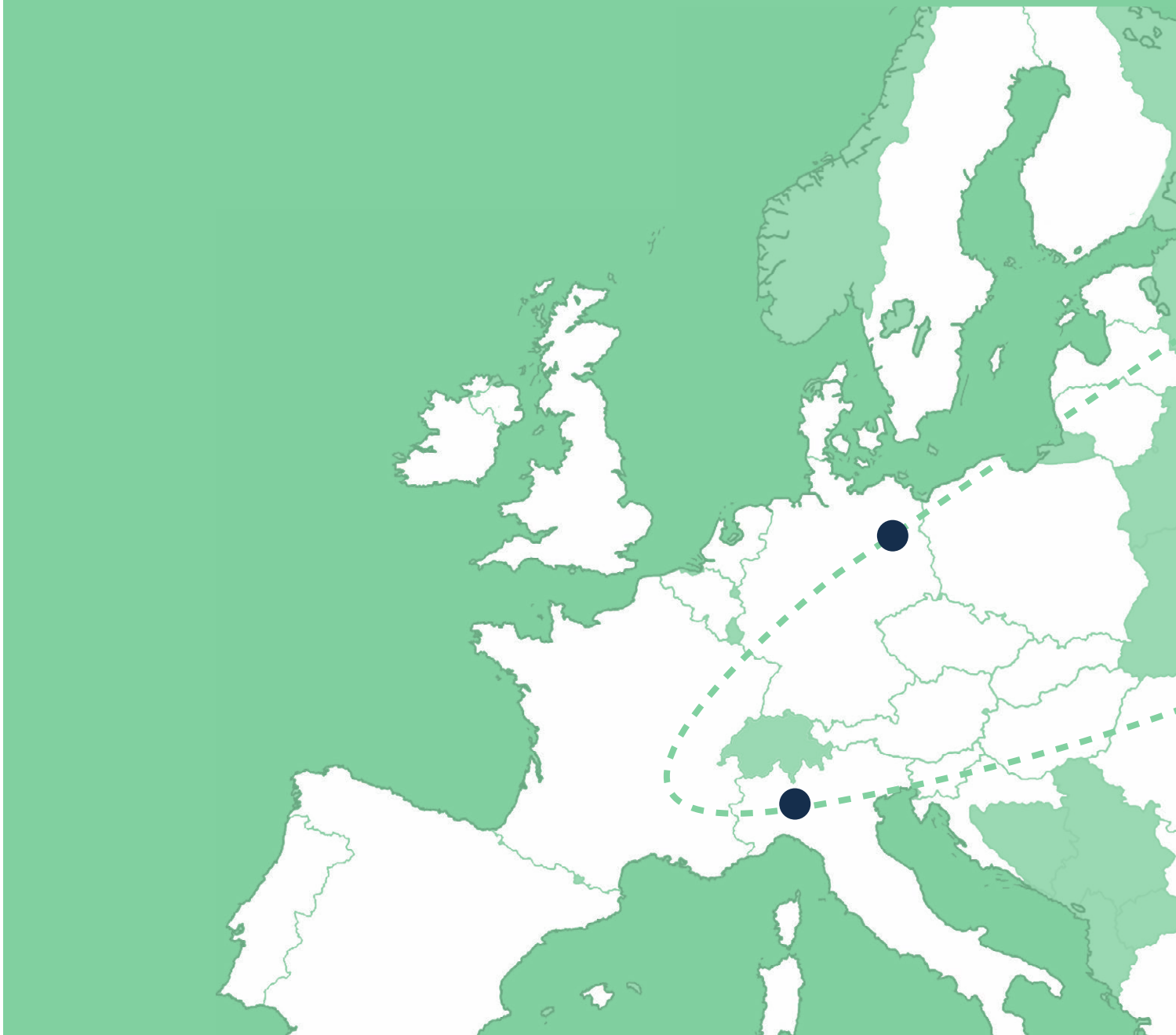
Participants will have the opportunity to build relationships online with their peers across Europe and through local meet-ups with other participants in their city.

Personal reflections

Participants will be encouraged to reflect on their learning experience throughout the course, by regularly compiling a learning journal in a format of their choice (written, visual, audio, video).

Live Workshops 2021

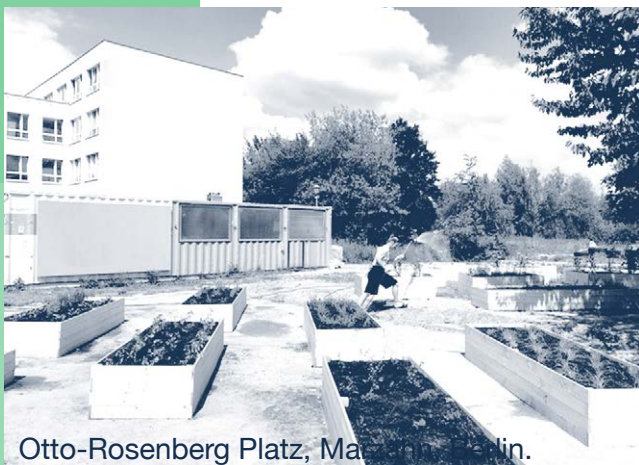
The two live workshops aim to enhance participants' capacity to work collaboratively and reflexively, engage with diverse stakeholders, map complex urban territories and produce multi-dimensional analyses of places, and envision and test potential change via performative actions and temporary interventions.



Berlin, Germany

The Berlin workshop will take place in the district of Marzahn, located on the outskirts of the city. Here, a refugee camp initially set up as an emergency shelter is now one of the largest accommodations for refugees in Berlin. The workshop will engage with this context through the 'experimental construction site' known as Stadtwerke mrzn, which was initiated by S27 in Summer 2020 as a model campus for the new citywide urban practice network.

Stadtwerke mrzn utilises art-based methods to explore how local residents can gain agency to transform both their livelihoods and the spaces where they live. The workshop will ask how art and architecture can contribute to building local resilience in the context of migration and social exclusion – particularly during the current global pandemic. The workshop will take a collaborative and cross-disciplinary approach, to understand urban space as a product of multiple relationships, and urban practice as an instrument for social change.



Otto-Rosenberg Platz, Marzahn, Berlin.

Milan, Italy

The Milan workshop will be set in the district of San Siro. San Siro is one of the largest public housing estates in Milan and a large percentage of its population has a migratory background. Despite its physical proximity to the city centre, the area is generally perceived to be part of Milan's periphery due to its challenging material and social conditions, ranging from intense intercultural and intergenerational conflicts to poor buildings maintenance. At the same time, San Siro is also home to a vibrant network of individuals and organisations – known as Sansheros – who collaborate closely to support local residents and ameliorate living conditions in the neighbourhood. Their work of Sansheroes ranges from research-based, policy-oriented initiatives, to the provision of day-to-day services such as legal counselling, language courses, and more. The workshop will engage with the reality of San Siro and its many stakeholders, addressing questions of diversity, cohabitation and care through collaborative storytelling, mapping and scenario building.



San Siro neighbourhood, Milan.

Collective Archive

The Collective Archive is meant to be a support for learners and educators in the course, enabling in-depth engagement with the issues explored in the Live Workshops.

At the same time, it aims to inform further pedagogical activities that question how we can plan, build and put into practice cities that promote inclusion. The Collective Archive is a key component of the course. It contains a selection of relevant open-access texts and case studies, organised according to the programme's Topics (see the following section 7) and Methods (section 8).

The Archive was developed collaboratively by the project partners. Following an initial phase of resource gathering, each partner institution curated a few sections of the archive. The resulting resource selection includes five to ten conceptual references and three to ten case studies for each Topic and Method.

The selection followed some basic principles:

- Open Access: privileging resources that are free of cost or other access barriers;
- Multilingualism: leading to the inclusion of documents in English, French, Italian and German. The range of languages used will be progressively expanded as the Archive grows;
- Mixing sources: including academic, gray literature, and narrative works;
- Mixing media: including texts as well as audio, video and visual resources;
- Spatial perspectives: privileging resources that articulate explicit links to space and spatial practice (primarily geography, urban studies, planning, architecture).

In addition to the Open Access collection, the archive includes a list of other resources that seemed useful to further enrich the course. We foresee that the Collective Archive will form a core component of the course's dissemination and legacy.



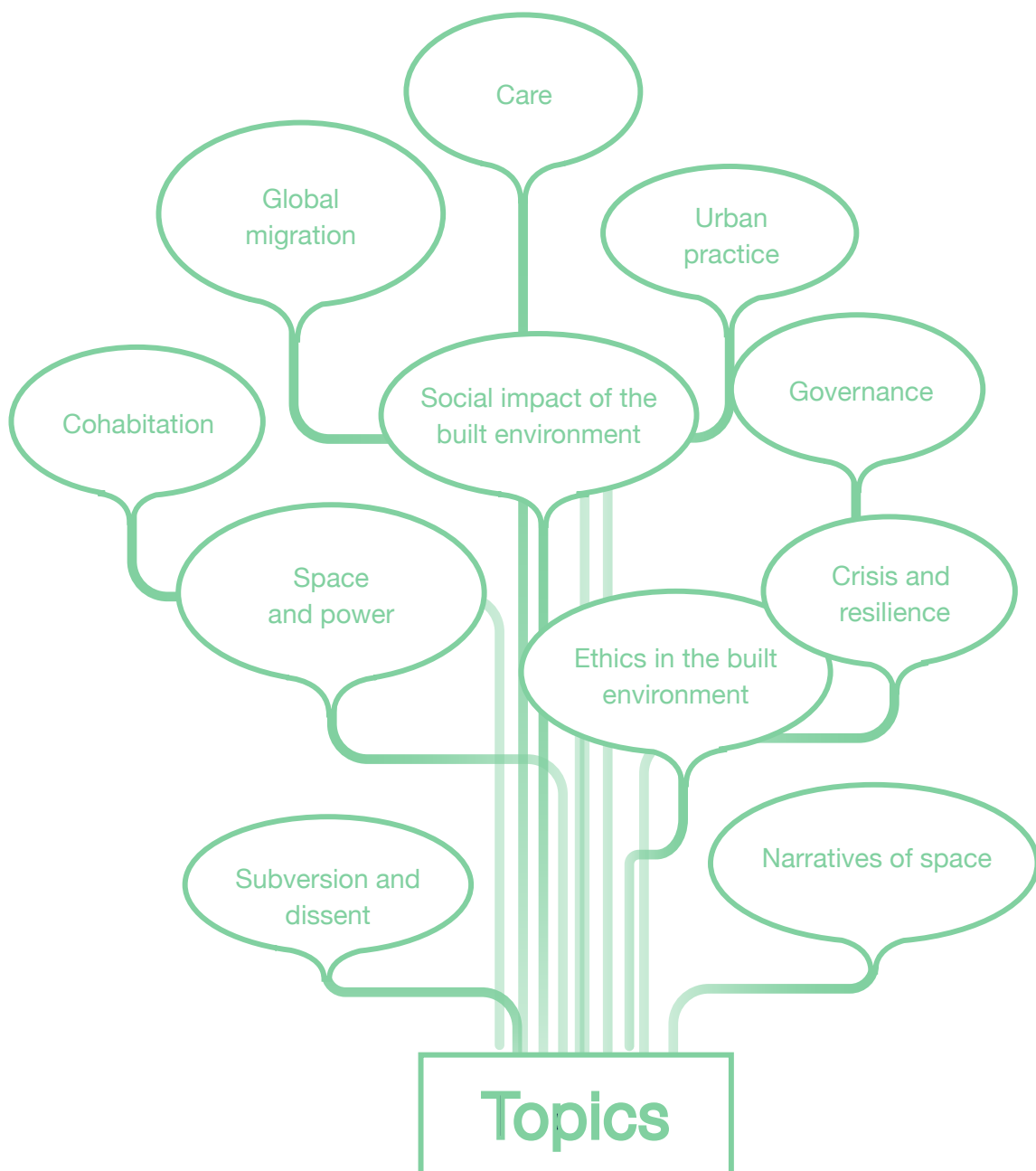
What are the key topics and themes that the course will cover?



Topics



Through the activities listed earlier, the course will engage with a diverse range of topics linked to the practice of urban inclusion. The course is transdisciplinary: theoretical and practice-based activities will draw from various disciplinary perspectives to explore and link these topics.



Global Migration

The course foregrounds the lived experiences of migration, displacement and exile as key perspectives to understand exclusion and inclusion in cities. To support this exploration, resources and activities grouped under this heading aim to introduce some of the ideas used to define and understand human migration, as well as some of the existing legal and normative frameworks on international movement, and the debates surrounding both. International and national reports on migration data and trends further support the study.

Space and Power

Space is configured by power and is a resource for power—and as people live their lives in space, one must be alert to the effects that space has on our lives. This section focuses on the tools used by policy-makers, activists and others to restrict or increase access to space, and will ask whose bodies, needs and desires are accommodated or excluded as a result. Analyses might span from the global scale of international migration and border enforcement to the scale of cities, neighbourhoods, and intra-household relations.

Crisis and Resilience

The course invites a reflection on the meaning of crisis and resilience in the context of migration. It explores the crises affecting those who flee their homes and countries because of conflict, prosecution or climate change, as well as the shocks and stresses faced by people throughout their migration journeys. In all these contexts, resilience is understood as a personal and collective capacity to withstand these challenges and move forward in the face of adversity.

Ethics in the Built Environment

A focus on ethics highlights questions of personal and professional positioning. Understanding the ethical implications of our actions is particularly important when working with communities who have experienced trauma, or are in precarious situations. Developing an ethical position requires us to interrogate our own values, and to reflect on how we engage with others—including partner organisations and learning communities. Who is participating and why? Who makes decisions? What risks are associated with our practice, and who bears them?

Care

Feminist scholar Joan Tronto famously described care as: “everything we do to maintain, continue, and repair ‘our world’”. Care is at the same time labour (I take care of), affect (I care for), and ethics/politics (the ethics of care). A caring relation is based on the commitment to improve the conditions of those who are cared-for: people, things and environments. Resources grouped under this heading will explore how care may materialise in cities through solidarity, mutual support and collaboration, and how it may affect places and social networks.

Cohabitation

The term cohabitation highlights the spatial dimension of pluralism: the idea that different identities and lifestyles should be recognised and supported within a society. A focus on cohabitation is very important in highly diverse urban contexts because it sheds light on the challenge of sharing space amongst different social and cultural groups. The course seeks to explore cohabitation at different scales: the home, the neighbourhood, the city. It offers insights into what cohabitation may look like, and how it may be supported in practice.

Governance

Governance describes the rules, practices and processes by which a place or institution is directed and managed. In this course, exploring governance means analysing how power and authority are shared by the state, civil society and the economy to address key societal issues such as housing and health care. Resources and activities in this section emphasize place-based, collaborative and horizontal governance arrangements, where people are directly involved in making decisions about the issues that affect them, regardless of their status in society or their characteristics.

Subversion and Dissent

Norms and policies can give people on the move opportunities for a better life, but they can also lead migrants to experience much greater uncertainty, fewer opportunities for self-fulfilment and lower levels of wellbeing relative to non-migrants. Dissent in this context refers to civic engagement and activism that seek to make cities more inclusive by challenging the status quo. Subversion refers to strategies and tactics that disrupt the system from within. Art can be subversive too: for instance, creative practices can raise public awareness of the difficulties faced by migrants.

Social Impact of the Built Environment

People's everyday lives are affected by space and specifically by their built environment. In the context of urban migration, it is important to understand the role that the design of cities plays in harshening or softening factors such as marginality, poverty, and conflict. For instance, poor living conditions can affect health and wellbeing, being located in a peripheral neighbourhood can inhibit access to work, and a lack of social spaces can make it difficult to build relationships and get support.

Narratives of Space

Creating a narrative or story can be a powerful tool for making visible urban exclusion and opening up opportunities for change. But a story can be told in many ways: how reality is represented depends on the information gathered, as much as on the storyteller's perspective and agenda. To produce narratives that bear witness to people's life experiences, it is important to consider one's own position in relation to the story and to shift power to those in focus so they can decide how their stories are told and used.

Urban Practice

The notion of urban practice is based on the belief that art, design and creative practices can make profound changes to urban space and contribute to improving our everyday lives in cities. It is participatory and emerges from the collaboration between individuals, groups and institutions holding different forms of knowledge. In reflecting on urban practice, we ask: what are the relations between different forms of practice including art, activism and social policy? How can creative practice gain from engagement with social/political discourse, and vice versa?

What learning methods and approaches will be used?



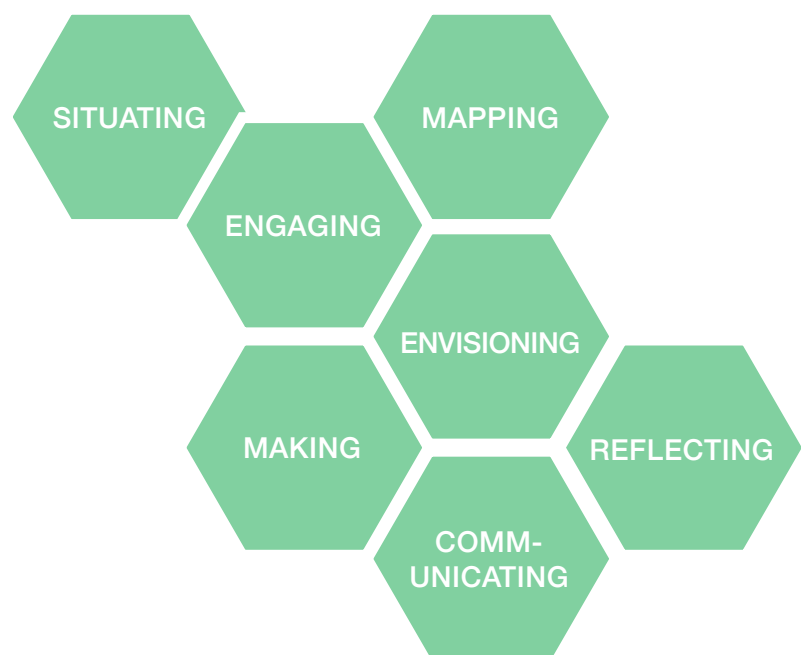
**Learning
methods**

8

Developed through the collaboration between civic, arts, and academic institutions, the course provides an opportunity for experimenting with different methodological approaches to examining and transforming urban space.

The course explores methods of community engagement in fragile settings and encourages participants to test creative narrative and visual approaches to studying and representing space. Through both online and live interactions with a diverse community of learners, participants will test collaborative modes of action at the intersection between art, architecture, urban planning and social development. At the same time, they will develop tools of reflection aimed at acknowledging your own position as a practitioner, and assessing the impact of their choices and actions on the city.

Our suggested learning methods² start with situating oneself within a context, and move on to exploring different ways of engaging with a specific situation and group of people, and then onto mapping out the issues at stake, envisioning future possibilities, making objects in space, communicating the outcomes of the process to a wider audience, and collaboratively assessing the value of the work produced.



This methodology draws from the methods and tools for urban practice developed between 2010-2020 by the team of MA in Urban Design of the University of Sheffield, School of Architecture. For reference:

C. Cerulli, B. De Carli and F. Kossak, *Methods and Tools for the Engaged Urban Practitioner* (Sheffield: University of Sheffield, 2017). Available at: www.urbantools.eu.

SITUATING

The notion of ‘situated knowledge’ highlights that knowledge always reflects the particular perspectives of the knower. As a set of methods, the notion of ‘situating’ invites us to reflect on how we position ourselves in relation to places and to one another. Taking a situated approach to urban practice involves centring lived experiences, particularly experiences of exclusion, rather than technical knowledge; approaching sites and people through careful listening and observation; and working with others to understand situations together, and from within.

ENGAGING

Engaging means deepening relationships with people and sites and working collaboratively with others to change a situation for the better. In urban practice, an engaged approach is one that challenges traditional hierarchies—for instance between researchers and ‘researched’, designers and ‘users’—and strives to bring together the knowledge and capacities of different people to catalyse action. Engaged practice acknowledges that those who have been excluded hold unique wisdom about exclusion and its consequences, and prioritises processes of change that are produced collectively and from the ground-up.

MAPPING

Mapping is a way of framing and codifying a particular view of a place. What we map and how we do it are therefore fundamental questions, because the decisions we make will shape the story told by the map. In critical urban practice, mapping can become a powerful tool to bring into view a range of perspectives and understandings drawn from lived experience, shifting power to urban dwellers to tell their own story the way they want it to be told.

ENVISIONING

Envisioning is the process of imagining alternative futures. In urban practice, this is often achieved through the development of scenarios. Urbanist Raul Baunschoten describes scenarios as “narrations of urban possibilities, alternative realities, alternative practices”. In the context of a participative and open-ended urban practice, envisioning different scenarios can be used to collectively explore the conditions of a place, and to open up conversations about future design and planning decisions and their potential consequences.

MAKING

Making refers to the act of exploring a site or issue by engaging with materiality and space. The act of making (a building, an art installation, an object) is always grounded in both the physical and social resources of a context and is a way of exploring how that context can be modified. In critical urban practice, making can become a tool both to examine a situation and to trigger future action for change, starting from the concrete transformation of objects and spaces that define it.

COMM- UNICATING

Communication is fundamental for providing access to knowledge and information. Effective communication tools can support the creative expression of individuals and communities, giving them full control over what is communicated and how. Likewise, they can help to foster dialogue between groups and institutions, across cultural and other differences. For a critical urban practice, it is essential to develop communication formats that do not create barriers but can be understood by all and allow for wide participation.



REFLECTING

Reflective practice is the ability to reflect on an action, so as to learn from a situation and inform future decisions. In critical urban practice, such reflection is needed throughout the process of engagement with a site, an issue, a group of residents, or a network of practitioners, to continually question how we position ourselves and to determine the relevance and level of achievement of our engagement with others. Reflecting is a collaborative and iterative process that requires us to acknowledge that projects should be continually evolving, rather than striving for fixed results.

Appendices

The appendix includes the following documents:

1. Info pack. Delving into pedagogies for inclusion no.1
2. Info pack. Delving into pedagogies for inclusion no.2
3. Monitoring and evaluation framework
4. Course Prospectus 2021

