



Building **Resilient** Urban Communities

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Introduction to **B_RE_U_COM**

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Why perform BReUCom ?	I-II	A project funded under EU Erasmus+ Program in the field of Capacity Building in Higher Education
Kickoff Meeting	III	Increased frequency of natural hazards and sea level rise are expected impacts of climate change in India. Marginalized urban settlements are often vulnerable to disaster due to their location in hazardous areas and the use of non-durable building materials, already today their inhabitants are therefore strongly affected by climate change. But amidst strives to meet climate targets, the poor's needs are mostly overlooked.
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Work Packages	VI	In this context, there is an urgent need for paradigmatic shift in the education of graduate students in spatial planning and design as well as training of urban professionals from different backgrounds in order to confront upcoming challenges related to climate change impacts on urban informal settlements.

Upcoming Events

- **Symposium I - "Lessons learnt from European informality"** between 23rd and 24th of October 2019 in Krems, Austria
- **Symposium IV - "Defining new planning and design paradigm"** between 29th and 30th of November 2019 in Bhopal, India
- **Symposium III - "Training needs for urban resilience in India"** between 3rd and 4th of December 2019 in Mumbai, India

BReUCom therefore will:

- ⇒ Produce Open Educational Resources by developing 10 comparative case studies & 10 descriptions of new courses for graduate students in existing programs, following MIT's Open Course Ware model.
- ⇒ Develop 20 new Professional Development Programs (PDP's) modules on urban resilience for urban professionals from different backgrounds and working experiences, pilot 10 modules including internships with NGOs in India and Europe.
- ⇒ Pilot 5 new courses on urban resilience in existing curricula for graduate students.
- ⇒ The BReUCom project conceives and pilots postgraduate short term Professional Development Programs (PDPs) targeted at real world problems.

Why perform **B_RE_U_COM** ?

From the next 100 metro cities in the world about 40 are going to be in India, India is a growing economy with rapid urbanization which is expected to have a total housing shortage from about 18.8 million in 2012 to about 30 million in 2022. About one thirds of the Indian population lives in slums and on an average 48 percent of metro cities lives in informality with poor habitat conditions, living on untenable land with no access to safe water and sanitation, insecurity of tenure and

constant threat from eviction. This carries the danger of growing poverty and - subsequently - of social and political unrest.

The proposed many programs and schemes creates huge demand and more importantly responsible architects and urban planning professionals who are trained to deal with ground realities and are sensitized to deal with complex challenges towards development of Inclusive communities.

Many authorities and local stakeholder lack well trained planning experts capable of sensibly responding to the needs of informal squatters. Sustainable approaches to support different types of urban poor require well trained academic personnel with a sound understanding of social and spatial mechanisms at work in informal settlements. The integration of interdisciplinary and transdisciplinary aspects into architectural training holds high potential for relevant services to the society.

However, Indian HEIs are not well equipped to meet these demands, since curricula in architecture and urban planning predominantly focus on technical and design skills. Therefore, Indian Partner institutions have identified the following needs for innovation:

- ⇒ Indian HEIs need to strengthen their relations to the wider economic and social environment (public authorities, companies, community organizations and NGOs) to exchange experiences, build awareness, meet societal needs and accomplish their social responsibility
- ⇒ Indian HEIs need to incorporate interdisciplinary and transdisciplinary aspects in their curricula for architecture and planning, which is either partly or completely new for them.

⇒ HEIs lack indigenous educational resources, which reflect the specific Indian context for sustainable housing and inclusive community development.

⇒ For developing indigenous educational resources, which contain new tools, methodologies and pedagogical approaches, they require specific know how, which will be rendered by European partners.

⇒ BReUCom hence helps bridge this gap between planning and architecture training to working environments to understand and react sensitively to community needs and partnerships.

“Sustainable approaches to support different types of urban poor require well trained academic personnel”



Kickoff meeting at Vijayawada

The five day BReUCom program kickoff meeting between 11th and 15th of February 2019 at Vijayawada was the first meeting where all partner institutions and organizations of BReUCom Consortium interacted with one another.

The main objective of this meeting was to better understand the Guidelines of the Use of the Grant of the program Capacity Building in Higher Education, discuss case studies that each partner institutions will be taking up at different levels with the theme of Climate Change and Resilience and create a preliminary framework for the Courses and PSPs. It was discussed and decided in the meeting that 10 case studies have to be produced with the following combinations: 3 x Case studies in European-Indian Collaboration; 3 x Case studies in Intra-Indian Collaboration and 4 x Institutional Case Studies.

Discussing terms like resilience, informality, inclusion was a very interactive session which helped all present persons to have a common understanding of them.

There were discussions around the Consortium of the project as 2 of the partners institutions are NGOs and 6 of them are Higher Education Institutions (HEI). The issue of GST was also taken up as the not deductible GST would be considered as eligible cost.

The purchase of equipment which will smooth the implementation of the project has been intensively discussed as the budget for this cost category covers 30% of the total requested grant (almost 1 mil Euro).

Doubts, clarifications, roles & responsibilities with regards to each of the 7 Work Packages (WP) of the project were discussed in detail. The Project Steering Committee (PSC) of the project agreed on creating a control body for a better implementation of the project this means that, beside the fact that each WP has it's own leader, each WP-leader has a contact person from each partner institution and organises monthly virtual meetings for continuous status update of the tasks. General PSC monthly virtual meetings will also be held.



B_RE_U_COM partners



For more information visit:

<https://www.donau-uni.ac.at/en/>

DANUBE UNIVERSITY KREMS, AUSTRIA

Danube University is an university exclusively oriented toward continuing education, encompassing the needs of working professionals. The University offers master's programs in five areas of study. Serving more than 8,000 students and with 16,000 graduates from 90 countries, it is one of the leading providers of professional education courses in Europe. Danube University Krems was founded in 1994.

Tania Berger

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For more information visit:

<https://www.krvia.ac.in/>

KRVIA, INDIA

Kamala Raheja Vidyanidhi Institute of Architecture (KRVIA) is 27-year-old institute in Mumbai, imparting education in architecture and urbanism through its bachelor and master's degree in architecture, affiliated to the University of Mumbai. Krvia has actively involved in various aspects built environment through its various courses, seminars and research works. It has diverse set of faculty resources with varied interest, enables students to architectural learning through multi-disciplinary mode. The five years of bachelor learning and two years of master's program are focused towards thinking and shaping of built environment.

**Jamshid Bhiwandiwalla
Manoj Parmar**

**Sandeep B. Menon
Vikram Pawar**



For more information visit:

<http://spabhopal.ac.in/>

SPA, BHOPAL, INDIA

School of Planning and Architecture, Bhopal (SPAB) is established by Government of India as an Institute of National importance in the year 2008. This school is committed to produce best Architects and Planners of the Nation to take up the challenges of physical and socio- environmental development of global standards. This will be developed as 'University of imagination', where students, researchers, professors and society at large will strive for social sustenance through universal design, cultural sustenance through conservation and environmental sustenance through the discipline of Architecture, Planning and Design.

**Namperumal Sridharan
Rama Pandey**

**Saurabh Tewari
Anand Wadwekar**



For more information visit:

<https://www.spav.ac.in/>

SPA, VIAYAWADA, INDIA

The School of Planning and Architecture, Vijayawada (SPAV) is one of the three SPAs in the country established by the Ministry of Human Resource Development, Government of India as Institution of National Importance in the field of Architecture and Planning. SPA Vijayawada aids young prospective students, academicians and professionals across the nation to gain solid fundamentals at the Bachelors level attain state-of-art specialization at Masters and PhD level in the fields of Architecture and Planning.

**Minakshi Jain
Adinarayanane Ramamurthy**

**Faiz Ahmed Chundeli
Ayon Tarafdar
Karteeek Guturu**



SPARC, INDIA

The Society for the Promotion of Area Resource Centers (SPARC) formed in 1984 is one of the largest Indian NGOs working on housing and infrastructure issues for the urban poor. Since 1986, SPARC has been working in partnership with two community-based organizations the National Slum Dwellers Federation and Mahila Milan. Together, they are known as the Alliance. SPARC supports the mobilization and organization of communities of the urban poor in India and throughout the developing world. The organization aspires to empower the urban poor in India gain access to the resources they need to upgrade and formalize their settlements.

For more information visit:

<https://www.sparcindia.org/>

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UNIVERSITY OF TWENTE, THE NETHERLANDS

The Faculty of Geo-Information Science and Earth Observation (ITC) at University of Twente was established as an autonomous institute in 1950. It is the oldest and largest international education institute in the Netherlands with presently well over 20,000 alumni. In 2010, ITC became the Faculty of Geo-information Science and Earth Observation of the University of Twente which has 3,300 staff members and 10,000 students with 900 registered at ITC.

For more information visit:

<https://www.utwente.nl/en/>

Javier Martinez
Andre da Silva Mano

Funda Atun Girgin
Karin Pfeffer



CURE, INDIA

Centre for Urban and Regional Excellence (CURE) is a not-for-profit development organization working with urban informal and low-income communities to un-think, reimagine, innovate and de-engineer solutions to include and integrate people in the processes of city development.

For more information visit:

<http://cureindia.org/>

Renu Khosla
Barsha Poricha

Bhawna Bhatia
Siddharth Pandey



NIT, HAMIRPUR, INDIA

National Institute of Technology Hamirpur (NITH) is one of the thirty NITs of the country, established in 1986 as Regional Engineering College, as a joint and cooperative enterprise of the Govt. of India and Govt. of Himachal Pradesh. The goals of the institute and are remarkable in their scope of vision. The college provide Undergraduate, Postgraduate and Doctorate Education in Architecture, Planning, Engineering, Sciences & Humanities; fostering the spirit of national integration among the students, a close interaction with industry and a strong emphasis on research, both basic and applied.

For more information visit:

<http://nith.ac.in/>

Inderpal Singh

Puneet Sharma
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Work Packages

1. Preparation
Lead organization: DUK
2. Development
Comparative Case Studies
Lead organization: SPA Bhopal
3. Development
Courses and PDPs
Lead organization, KRVIA
4. Development
Pilot Implementation & Evaluation
Lead organization, SPA Vijaywada
5. Quality Plan
Entrepreneurial advisory board
Lead organization, NIT Hamirpur
6. Dissemination & Exploitation
PDP academy as platform model
Lead organization, SPARC
7. Dissemination & Exploitation
Project Management
Lead organization, DUK

WP 2

DEVELOPMENT

COMPARATIVE CASE STUDIES

Courses related to urban resilience have to build on up-to-date and locally relevant knowledge. Comparative case studies form an essential basis for developing courses and related learning, teaching and training material. Pooling comparative case studies from 3 different urban agglomerations provides Indian partner institutions with an enlarged basis from which to draw information for course development and implementation.

Regional differences may limit applicability of case studies in different target regions: Content and research design of the case studies will strongly be informed by intensive discussion and information exchange processes during WP 1. This will safeguard case studies' comparativeness and will provide for the results' broadest possible applicability for the Indian partner institutions as well as giving some insights into the state of affairs with respect to informality in the context of urban resilience in Europe.

WP 1

PREPARATION

LEAD ORGANIZATION: DUK

Several previous joint research activities of the consortium partners clearly revealed that the traditional spatial planning and design approaches in urban areas do not meet any more the requirements of rapidly transforming urban agglomerations of the Global South in general, in India in particular and in the last decade also in the developed world including Europe.

Based on the consortium's broad knowledge, four symposia will be held in this WP as means of qualitatively and quantitatively assess needs for teaching and training in the area of urban resilience to climate change.

Experts with inter-disciplinary backgrounds in the field of informality (informal housing as well as informal economies sustaining the livelihood of low income urban residents and services for the better off) in both India and Europe will be invited to submit, present and discuss papers with the consortium in order to broaden the scientific

WP 3

DEVELOPMENT

COURSES & PDPS

The pool of teaching materials produced by comparative case studies in WP 2 will be used for the production of extensive course descriptions in WP 3. Thus, syllabi of courses and Professional Development Programs (PDPs) related to urban resilience which contain up to date and locally relevant knowledge will evolve from and will be prepared for implementation at the end of this WP.

This WP therefore develops extensive course descriptions in Open Course Ware (OCW) for two distinct purposes :

- ⇒ As basis for courses to run as electives in partnering HEIs for students of planning, architecture and design (mostly postgraduate Master and PhD students)
- ⇒ As basis of PDP modules to be newly started by partnering HEIs for experienced urban professional from different backgrounds seeking further training and specialisation in areas related to building urban resilience

NGO partners SPARC and CURE, based on their abundant practical experiences on the ground, will especially screen courses and PDPs right from the inception phase with regards to their applicability for professionals' training needs.

WP 4

DEVELOPMENT

PILOT IMPLEMENTATION AND EVALUATION

Courses and PDP modules developed in WP 3 are piloted and evaluated in this WP. Urban professionals from different backgrounds and different previous educational attainments will participate in PDP Modules and thus need different, personalized training schemes based on their respective competences and skills. Therefore, an initial assessment of these competences needs to be done individually and a personalized training scheme will then be conceived for each student.

Professional Development Programs (PDPs) consists of Modules and Internships. The latter is an option for professionals to deepen their newly acquired knowledge in an actual real world setting of NGOs in India and Europe. The internships will take place at Consortium partners SPARC and CURE or associated partner NGOs such as Caritas, SEWA, CORDAID.

WP 5

QUALITY PLAN

ENTREPRENEURIAL ADVISORY BOARD

Experts with inter-disciplinary backgrounds in both India and Europe form a board of advisors to the project throughout its whole duration. Some of these experts will already be engaged in the preparatory 4 symposia.

Throughout the project duration they will function as an advisory expert panel. It will meet with the project steering committee once a year and support the conception of the comparative case studies, courses and new Professional Development Programs (consisting of modules and internships).

Simultaneously, the board functions as a dissemination channel: experts will function as “Ambassadors for Change”, the project consortium will support them promoting the application of the newly developed teaching content in their own institutions..

WP 6

DISSEMINATION & EXPLOITATION

PDP ACADEMY AS PLATFORM MODEL

In the situation portrayed above, the BReUCom project takes advantage of the existence of mechanisms for under-graduate and postgraduate Professional Development Programs (PDPs) in the partner institutions.

These are foreseen explicitly for professionals with (extensive) working experience and therefore offer a perfect test bed for innovative and interdisciplinary, thus substantially different approaches in knowledge development and transfer.

An important element for the dissemination of the project is the establishment and maintenance of a project website – this will be based on and strongly linked to the existing BlnUCom website which is running under Moodle. The new BReUCom website will be established at the very beginning of the project, to be used as a standard tool for the communication with beneficiaries and stakeholders throughout and even beyond the project lifetime.

WP 7

DISSEMINATION & EXPLOITATION

PROJECT MANAGEMENT

In the framework of WP 7, Coordinator DUK will be responsible for the overall management and coordination of the project while engaging all partners in the necessary and often cumbersome administrative work related to CBHE implementation. WP 7 will be focused on implementation of the tasks described below:

- ⇒ Financial and Contractual Controlling
- ⇒ Monitoring and Quality Control
- ⇒ Internal Communication & Risk Management

The Project Managing Group at DUK will provide the Project Partners with assistance and guidance for all the aspects related to correct and appropriate project execution. Virtual Partner meetings will be held monthly, to evaluate the activities performed within the project and to address any problems or issues. Therein, most partners of the consortium can draw upon their joint experience of working together previously, mechanisms established in this previous collaboration will be fully exploited, new partners will be introduced to them right from the beginning.

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NEXT ISSUE:

Topics

- Report on Symposium 2 - "Lessons learnt from climate change adaptation in Europe"
- Description of the case studies