

The background is a grid of 10x10 squares in various colors including red, purple, blue, green, orange, and grey. The word 'ABSTRACTS' is written in large, white, 3D block letters across the bottom of the grid.

ABSTRACTS

# Invisible Reconstruction

Cross disciplinary responses to disaster and approaches to sustainable resilience

INTERNATIONAL CONFERENCE

Kyoto, 1 September 2021

What does it really mean to reconstruct a city after a natural, biological or man-made disaster? Is the repair and reinstatement of buildings and infrastructure sufficient without the mending of social fabric? We believe that the true measure of successful reconstruction should be societal. After all a city without people is no city at all.

Invisible Reconstruction seeks the exchange of global knowledge and experiences to change current thinking on disaster preparedness and recovery and promote best practices that understand the fundamental role and lasting benefit of reinforcing and repairing the intangible threads that create societies.

PROGRAMME

14:00	07:00	06:00	<b>OPENING REMARKS</b>	
			Takeyuki OKUBO	Director, Institute of Disaster Mitigation for Urban Cultural Heritage, Ritsumeikan University
			Michael SPENCE	President and Provost, University College London
			Edoardo ALESSE	Rector, University of L'Aquila
			Emilio TURCO	Dean of Department of Architecture Design and Urban Planning, University of Sassari

14:15	07:15	06:15	<b>KEYNOTE</b>	
			<i>Inheritance of Historical Cities: Natural Disasters and City Life Span in the Anthropocene</i>	
			Hidehiko KANEGAE	College of Policy Science, Ritsumeikan University

14:30	07:30	06:30	<b>Session I: PARTICIPATION AND ENGAGEMENT</b>	
			Chair Hideiko KANEGAE	
			<i>Warning Systems: the extreme vs the regular in Japan, the Philippines and Dominica</i>	Rebekah YORE Joanna FAURE WALKER University College London, UK
			<i>Empowering the Vulnerable through Online Discussion Support Systems</i>	Sofia SAHAB Jawad HAQBEEN Takayuki ITO Kyoto University, Japan
			<i>The Good Giant. The risk of Vesuvius and the perception of the inhabitants</i>	Sara ZIZZARI University of Milano-Bicocca, Italy
			<i>Public Engagement after Tornado - Case of South Moravia</i>	Jana PECNIKOVA Matej BEL University Banska Bystrica, Slovakia
			<i>Zooming In and Out: Experiences of Public Programming at a HE archive/library in a Pandemic</i>	Debbie CHALLIS London School of Economics Library, UK
			<i>Cranes, Manuscripts, and Virtual Reality: Plots of History Beyond Earthquakes (L'Aquila 2009)</i>	Silvia MANTINI University of L'Aquila, Italy

15:35	08:35	07:35	<b>Session II: ART, CULTURE AND INTANGIBLE HERITAGE</b>	
			Chair Lucia PATRIZIO GUNNING University College London	
			<i>Disaster tourism and time: Preservation of Auschwitz-Birkenau</i>	Anna PORĘBSKA Cracow University of Technology, Poland
			<i>Art's role during a reconstruction after an earthquake</i>	Antonella MUZI Italian Ministry of Education
			<i>Analysis of the resilient infrastructure in a post disaster place</i>	Marianna ROTILIO, Federica CUCCHIELLA University of L'Aquila, Italy
			<i>Between memories and hopes: The OPHERA project and the cultural heritage conservation process after the Marche region 2016 earthquake events</i>	Giovanni ISSINI Rossella LOMBARDO Sara TROTTA Segretariato Regionale del Ministero della Cultura per le Marche, Italy
			<i>In_visible Museums. Visions of a future for Italian museums towards a new normal</i>	Annalisa CICERCHIA Cristina MIEDICO Marcello MINUTI Fondazione Scuola dei beni e delle attività culturali, Italy
			<i>«There's a little room where we store those memories» suggestions for archives after Covid-19</i>	Gloria CAMESASCA Archivist and researcher, Italy
			<i>Literary heritage as a means of reconstruction</i>	Francesca Romana UCCELLA, Sapienza University of Rome, Italy
			<i>Scapegoating in the history of pandemics from antiquity to the present day</i>	Stefano BOERO University of L'Aquila, Italy

16:50	09:50	08:50	30 minute BREAK	
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Japan	Europe	UK
17:20	10:20	09:20
<b>Session III: VULNERABILITY</b>		
Chair Barnaby GUNNING Barnaby Gunning Studio, London		
<i>The alteration and degradation of the urban form and social relations</i>		Federico D'ASCANIO University of L'Aquila, Italy
<i>COVID-19 Bangkok Slum Community Upgrades. A Forefront of Inequality Challenge</i>		Poon THIENGBURANATHUM Chiang Mai University, Thailand
<i>Bangkok 2564. Vulnerabilities yesterday, today, tomorrow</i>		Federico PUGGIONI Thammasat University, Thailand
<i>Urban Living Lab Model for COVID Relief Bangkok: An Approach for Transformative Disaster Relief Operation for The Most Vulnerable Communities</i>		Pongpisit HUYAKORN Thammasat University, Thailand
<i>The Great East Japan Earthquake and the civil protection response to COVID-19: The severely affected town of Otsuchi</i>		Miwako KITAMURA Tohoku University, Japan
<i>A Study on tourists' intention factors to return home in an earthquake using decision tree analysis</i>		Kohei SAKAI, Hidehiko KANEGAE Josai University, Japan

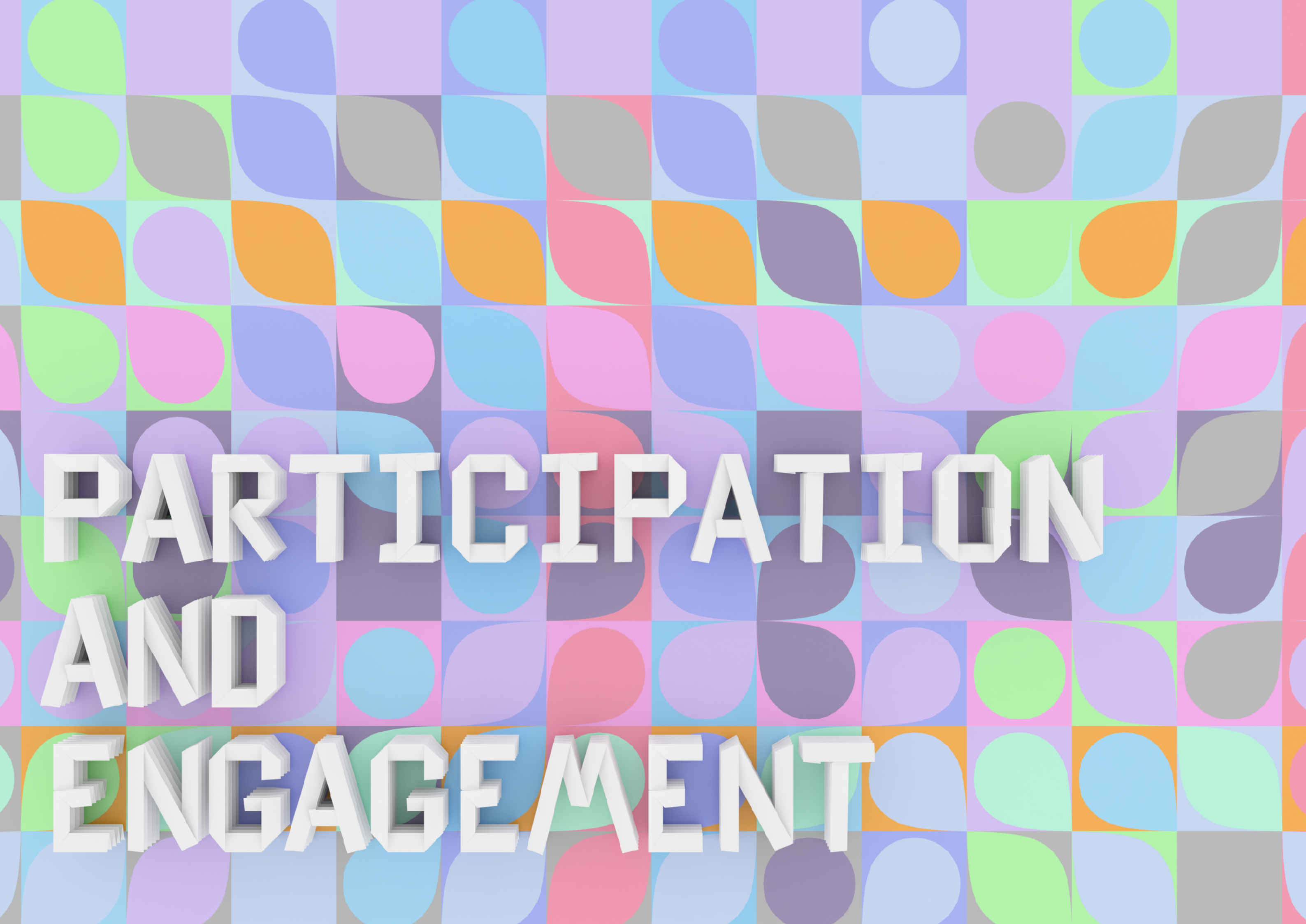
18:10	11:10	10:10
<b>Session IV: SCHOOLS &amp; EDUCATION</b>		
Chair Antonella NUZZACI University of L'Aquila		
<i>Drivers for educational networks in emergencies: universities, schools, museums, NGOs to “create capabilities” of/in communities</i>		Giuseppe ANNACONTINI University of Salento, Italy Antonella NUZZACI University of L'Aquila, Italy Anna Paola PAIANO University of Salento, Italy Alessandro VACCARELLI University of L'Aquila, Italy Elena ZIZIOLI University of Roma Tre, Italy
<i>Schools in the time of COVID-19: teacher training and school resilience. Pedagogical reflections from a diachronic study</i>		Michele CAGOL Free University Of Bozen-Bolzano, Italy Nicoletta DI GENOVA Sapienza University of Rome, Italy Silvia NANNI University of L'Aquila, Italy Lisa STILLO University Roma Tre of Rome, Italy
<i>Education in times of disasters – new challenges. The case of Poland</i>		Eizbieta MACH Jagiellonian University in Cracow, Poland
<i>Pandemic imposed remote activities: a built enviroment assesement</i>		Federico CAVALIERI Marianna ROTILIO Pierluigi De BERARDINIS University of L'Aquila, Italy

19:10	12:10	11:10
1 hour BREAK		

Japan	Europe	UK
20:10	13:10	12:10
<b>Session V: SCHOOLS &amp; EDUCATION</b>		
Chair Alessandro VACCARELLI University of L'Aquila		
<i>Reconstructing The Educative Relation Throughout The Covid-19 Pandemic By Listening To The Voice Of The Students: A Participatory Research Project</i>		Cristina BOERIS Giulia GOZZELINO Federica MATERA University of Torino, Italy
<i>The necessary education: pedagogical perspectives during and post Covid-19 pandemic and emergencies from the experience with Italian adolescents during the first year of Pandemic</i>		Giulia LAMPUGNANI University of Milano Bicocca, Italy
<i>Distance Learning: giving value to the Covid-19 Emergency</i>		Alessandra DECATALDO Brunella FIORE Sara ZIZZARI University of Milano-Bicocca, Italy
<i>Bodies and emotions at the time of Covid-19: stimulating body intelligence through movement and dance</i>		Carmen PALUMBO Lucia PALLONETTO University of Salerno, Italy
<i>Motricity and Inclusivity - Italian University Student Lab Experience during the COVID-19 Crisis</i>		Antinea AMBRETTI University of Salerno, Italy Rosa SGAMBELLURI University of Reggio Calabria, Italy

21:15	14:15	13:15
<b>PANEL DISCUSSION</b>		
Chair Paola RIZZI University of Sassari, Urban Design and Development International Program, Thammasat University and Disaster Mitigation Of Urban Cultural Heritage Research Center, Ritsumeikan University		
David ALEXANDER		University College London
Paola INVERARDI		University of L'Aquila, former Rector of University of L'Aquila
Pierluigi MALAVASI		vice-President of SIPED (Italian Society of Pedagogy)
Valentina MENEGHEL		Alta Scuola per l’Ambiente, Università Cattolica del Sacro Cuore
Florian MUSSGNUG		University College London
Hiroaki OHASHI		DMUCH (Disaster Mitigation for Urban Cultural Heritage), Ritsumeikan University
Sasha ROSENEIL		Executive Dean of the Faculty of Social and Historical Sciences at University College London
Yusuke TOYODA		Ritsumeikan University

23:00	16:00	15:00
CONFERENCE ENDS		



# PARTICIPATION AND ENGAGEMENT

## SESSION 1 : PARTICIPATION AND ENGAGEMENT

Communication plays a fundamental role in raising risk-awareness, planning for disaster response, promoting post-disaster public engagement and in ensuring institutional transparency. A key to individual mental wellbeing, good communication is essential for the long-term success of social reconstruction.

- Can social media support societies impacted by disaster, reinforcing and extending the sense of community and reconnecting fractured social bonds?
- How can information technology empower communities to participate in processes of recovery?
- Are ground-up initiatives the key to sustainable, resilient recovery and preparedness?
- How can remote participation support in-loco initiatives and how can global engagement promote local recovery?



Chair

**Hidehiko Kanegae**, Ph.D.(Tokyo Institute of Technology) is Professor of Faculty, College and Graduate School of Policy Science, Ex-dean of graduate school of policy science, Institute of Disaster Mitigation of Urban Cultural Heritage (R-DMUCH), Ritsumeikan University, Japan. He is also 4th industrial revolution special committee member, Osaka Chamber of Commerce and Industry (2018-2021). International Simulation and Gaming Association (ISAGA) Executive Board (2017-2021) and ISAGA-President (2015-2016), Japan Association of Simulation and Gaming (JASAG)-President (2017-2021), Vice President (2019-2021) and President-elect (2022-2023) of The Pacific Regional Science Conference Organization (PRSCO) /Regional Science Association International (RSAI) and Japan National Delegation (2015-2018) of International Society of City and Regional Planners (ISOCARP). Major works: Planner training gaming simulation for regional sustainable development and planning Exercise Program that is published "INTEGRATED GLOBAL MODELS OF SUSTAINABLE DEVELOPMENT"- Vol. II, UNESCO Encyclopedia of Life Support Systems, <http://www.eolss.net/outlinecomponents/Integrated-Global-Models-Sustainable-Development.aspx>



*Warning Systems: the extreme vs the regular in Japan, the Philippines and Dominica*

In order to be effective, warning systems not only need to be heard by all of those at risk, but they need to actually prompt appropriate action to keep people safe. We study the efficacy of early warning systems in prompting residents to take appropriate action ahead of severe hazards in island countries that experience regular disasters, namely following the Great East Japan Earthquake and Tsunami in Japan, Typhoon Yolanda in The Philippines, and Hurricane Maria in Dominica. All of these events were extreme in their impact but also had aspects that surprised residents, such as the size of the tsunami, the presence of a deadly storm surge and the late change in windspeed intensity. These factors all left the public with information gaps, an unclear picture of the risks they faced and where their vulnerabilities were greatest, and all represented severe challenges with warnings. No one source of warning was found to reach all residents at risk in Japan, the Philippines and Dominica, therefore while warnings must offer information that is complete, transparent, personal, meaningful and available throughout a hazard, they must also be disseminated through multiple sources. There is also a need to account for varying experiences of regular and extreme impact hazards, and to distinguish between warnings transmitted for more frequent, lower-intensity events and those occurring less frequently but with higher-intensity, greater risk and more disastrous impacts. It is important that recipients understand that uncertainty exists within the science of modelling and prediction, particularly as we encounter larger, more dangerous and in some instances, unprecedented hazard events. This can only be done by designing warning systems with and around the people for whom they are created. The solution does not lie in technological advancement alone and cannot take an overarching, one-size-fits-all-hazards approach. We have to consider where and how people live their everyday lives, what is most important and valuable to them, what freedoms and constraints they face, and how they interact with their environment every day, as well as in emergencies. We emphasise that warnings are process in which scientific, communication, social and infrastructure components must be considered as highly interrelated, accounting for culture, understanding, trust, perception and decision-making among the individuals affected. Disaster preparedness, emergency response and longer-term reconstruction are all highly social and strongly connected, and working on one means addressing them all. Our research identifies strongly with the Participation and Engagement theme and is particularly relevant to the sessions on ground-up initiatives that assist sustainable, resilient recovery and preparedness, and how global engagement around communication can promote local preparedness and recovery, from a hazard warning perspective.



Rebekah YORE  
Joanna FAURE WALKER  
University College London, UK

**Rebekah Yore** is a PhD candidate at University College London's Institute for Risk and Disaster Reduction, with fifteen years of experience working for NGOS in the development and humanitarian fields. Her research demonstrates how transitional phases to disaster recovery can be crucial time periods in determining longer-term vulnerability among hazard-exposed populations. She proposes microinsurance as a umanitarian-business risk protection mechanism, recommends additional critical considerations for warning systems where smaller, regular hazards are interjected with more infrequent, extreme events, and shows how post-disaster temporary housing vulnerability can be influenced into the medium term by pre-existing inequality and emergency assistance distribution. By connecting all three, she emphasises the overarching need for holistic approaches to what are all social processes at the heart of disaster risk and impact reduction. Rebekah is also collaborating on a disaster and anti-slavery project with the University of Nottingham's Rights Lab and is a volunteer with the Humanitarian Logistics Association.

**Joanna Faure Walker** is Associate Professor in Risk and Disaster Reduction, IRDR Director of Studies and Graduate Tutor (Taught). Her research focuses on earthquake geology and seismic hazard, including faults in the Earth's continental crust to better understand the physical processes controlling earthquake locations, timing and generation. She is also interested in disaster resilience, especially topics such as risk perception, warning and shelter. and her teaching encompasses earthquakes and other natural hazards, disaster-related vulnerability and risk, and integrating science into decision-making. Joanna has industry experience working for the catastrophe modelling firm RMS and academic consultancy practice for clients such as the World Bank.

Naylor, Faure Walker & Suppasri (2018) Early Warning, evacuation and temporary housing of the elderly affected by the Great East Japan Earthquake and Tsunami. International Journal of Disaster Risk Reduction [https://dx.doi.org/10.1016/j.ijdr.2018.05.022]  
Yore & Faure Walker (2020) Early Warning Systems and Evacuation: Rare and Extreme among the Frequent and Small-Scale. Case Studies from tropical cyclones in the Philippines and Dominica, Disasters [https://doi.org/10.1111/disa.12434]

# Empowering the Vulnerable through Online Discussion Support Systems

The problem of informal settlements or slums mainly faced in low and middle-income countries, is considered to be the most critical urban challenge facing the planet beside the climate change. Informal settlements are often confronted with spatial, social and economic exclusion from the benefits and opportunities associated with urban centres are disproportionately vulnerable to the adverse impacts of poorly planned and unprotected environments, climate change and natural disasters. In Afghanistan, the proliferation of informal settlements is a predominant feature of its urbanisation. Kabul, the capital city of Afghanistan which is home to more than 43% of urban dwellers in the country accommodates 74% of its urban population in informal settlements (as of 2008).

Initially, the government's policies towards informal settlements focused on eradication and rebuilding. However, considering the huge volume of informal settlements, the economic and social impacts it would have on people and the government, and the notion and success stories of international aided participatory upgrading of informal settlements, the government shifted these policies towards in-situ upgrading, with resident's participation. While this participatory approach has been widely applauded, citizens' involvement remains restricted to their local representatives like neighbourhood assemblies, and other upper-level urban governance bodies. This has resulted in civic' inactivity and since this kind of participation is often passive and devoid of active interactions among relevant stakeholders, it often results in inaction and lack of initiatives to promote urban development. Similarly, the disconnect amongst several levels of urban governance structures leads to the proliferation of uncoordinated projects and infrastructure that are detached from central and upper level structure. On the other hand, directly involving informal settlers may not often be feasible in a war ravaged LDC country like Afghanistan due to time, security and budget constraints. As a result, it becomes critical for municipal government to use efficient tools in collaboration with academia that both support (e)participative process and provide meaningful public consultations and also harness the wisdom of crowd for policy-making. There are various studies in the literature, that these tools can promote deliberative democracy and ensure mutual benefits to all stakeholders.

Although online-discussion platforms can be a complement tool to effectively collect people's insights and concerns about urban policy and decision-making, literacy, poverty, and limited access to the internet and smartphones are the most conspicuous constraints for online participation in Afghanistan. Particularly, for the people in informal settlements. Does online forums matter in facilitating urban related issues discussions in online communities with settlement difference? Does online tool as participative approach have any effects on frequency of solution generation to problem in online communities with settlement difference? What are the participation rate within online discussion across formal and informal settlements in Kabul? To find answer of these questions, a bilateral online control experiment needed. The research goal of this study was to verify effects of online tool as participative approach in structuring the online discussion (number of participation and opinions) across two types settlements.

To this end, in this paper, we use an online forum as experimental participatory planning crowdsourcing tool to identity the participation and discussion elements in formal and informal settlements in collaboration with Kabul municipality. D-Agree, is an online text-based discussion support platform based on conversational AI facilitation for hosting large-scale discussions or deliberations for ideation and harnessing wisdom of crowd for policy-making The opinion extraction is based on deep learning method and includes node (labelling element of discussion) and link (establishing the relationship among nodes). NLP engine adopts a discussion structure, called IBIS, in which discussions structure is catalogued into four possible elements, comprising Issue, Idea, Pros and Cons.

Using a non-probability sampling technique, we selected fourteen of the 22 municipal districts of Kabul city based on the percentages of formal and informal settlements. Four Districts (out of the total 5 districts dominated by formal settlements) are dominated by formal settlements and 10 Districts (out of 17 districts) are dominated by informal settlements. We had created a specific discussion space for each of the selected districts and participants were invited using an open internet call technique based on convenience sampling to join the discussion spaces based on the location of their residences. The social experiment took place during a period of 51 days between August 13 and October 02, 2020. We had set seven discussion themes covering different issues related to solid waste management in Kabul city and each of them lasted for one week. The thematic topics focused on solid waste management as it remains a major challenge for residents in both formal and informal settlements of Kabul city. Two hundred and fifty-two respondents living in formal settlement of four Ds and 757 respondents living in informal settlements of ten Ds took part in the online discussions.

To ascertain if there is difference in the participation of formal and informal settlements, we compared their rate of participation and frequency (rate) of expressing their opinions, using z-test.

The results of participation rate and opinion rate are compared in formal and informal settlements. Surprisingly, compared to the participation of formal settlements, informal settlements were found to be actively engaged in thematic discussions. In general, the findings highlight the potential of such platforms to empower informal settlers. Furthermore, with respect to the participation parameters between formal and informal settlements, the study revealed that residents of informal settlements are keener to participate and share their opinions than those in formal settlements. This aligns with Mathew French's finding that communities with lower socio-economic levels are more willing to personally invest in formalising their neighbourhoods. These experimental evaluation on formal and informal participation indicate that informal residents' enthusiasm and interest in raising their voices outweigh the constraints they face in terms of low income, limited access to modern facilities and services, particularly ICT-enhanced devices like smartphones and computers.

French, M.; Popal, A.; Rahimi, H.; Popure, S.; Turkstra, J. Institutionalizing Participatory Slum Upgrading: A Case Study of Urban Co-production from Afghanistan, 2002–2016. Environ. Urban. 2018, 31, 209–230.

Sofia SAHAB  
Jawad HAQBEEN  
Takayuki ITO  
Kyoto University, Japan



**Sofia Sahab** is a specially appointed researcher in the Department of Social Informatics at Kyoto University. She received the B.S. degree in architectural engineering from Kabul University in 2009, and her M.E., and Doctor of Engineering Degrees in urban planning from Nagoya Institute of Technology, Japan, in 2014 and 2017, respectively. She previously worked as assistant professor with Nagoya Institute of Technology, Japan, and Kabul University, Afghanistan. Her current research interests include participatory urban planning and smart cities and communities. Dr. Sahab is serving as a guest editor for the special issue on “The Role of AI in Sustainable Development” in the journal of Sustainability. She received the best paper award at KICSS2020 and was recipient of JST AIP grant award in 2021. Dr. Sahab's work has been published in Systems Science and Systems Engineering, Sustainability, Simulation and Gaming, and Journal of Architecture and Planning, among others.



**Jawad Haqbeen** is currently pursuing his Ph.D. degree in artificial intelligence from Nagoya Institute of Technology and also, he is research scholar at KyotoU CREST project. His research interest broadly relates to Artificial Intelligence, Social Computation Science and Collective Intelligence. In particular, he works in two fields at the intersection of these areas: conversational agents and computational social choice. In a layperson's terms, his research agenda can be described as designing and developing software entities that facilitate internet-based discussion. Prior to arriving at NITech, he worked as lecturer at Alberoni University and worked as an IT engineer for couple of organizations from International bank to local and International organizations. He was the recipient of the Global Young Scientist Summit in 2021, the IBM Award of Scientific Excellence in 2020, JST AIP Challenge Program Grant Award in 2020, Best International Conference Paper Award in KICSS2020 and IEEE Best Research Award in 2018.



**Takayuki Ito** is Professor of Kyoto University. He received the B.E., M.E, and Doctor of Engineering from the Nagoya Institute of Technology in 1995, 1997, and 2000, respectively. He was a research fellow of JSPS (199-2001), a visiting researcher at USC/ISI, an associate professor of JAIST(2001-2003). From April 2004 to September 2020, he was a professor of Nagoya Institute of Technology. From 2005 to 2006, he is a visiting researcher at Division of Engineering and Applied Science, Harvard University and a visiting researcher at the Center for Coordination Science, MIT Sloan School of Management. From 2008 to 2010, he was a visiting researcher at the Center for Collective Intelligence, MIT Sloan School of Management. From 2017 to 2018, he is a invited researcher of Artificial Intelligence Center of AIST, JAPAN. He is Principle Investigator of the Japan Cabinet Funding Program for Next Generation World-Leading Researchers (NEXT Program).

*The Good Giant. The risk of Vesuvius and the perception of the inhabitants*

This contribution wants to talk about the case of the risk connected to the Vesuvius volcano and in particular the perception of the Neapolitan population both of the Vesuvius and of the risk itself.

Vesuvius is a volcano located in Italy, in a dominant position over the Gulf of Naples. It is one of the two active volcanoes. It is quiescent because it has not erupted for more than fifty years. It is one of the most studied and dangerous volcanoes in the world because of the high population of the surrounding areas and its explosive characteristics. The Vesuvian area has in fact a high population density and the number of residents potentially in danger is around 700.000.

The only existing risk prevention tool for the Neapolitan volcano is the Vesuvius Emergency Plan. This "National Emergency Plan" was created in 1995. The territory is organised into "zones" of danger (red, yellow and blue). This certification of the territory as "at risk" had a double effect. On the one hand, it contributed to changing the relationship with the places, as in the case of the red zone which, from an area of building expansion, became a non-buildable land; on the other, it modified the sense of time: the catastrophe was no longer a hypothetical eventuality but was officially announced. In 2001, the Emergency Plan was updated and the time interval needed to predict an eruption was reduced from two to one week. Subsequently, the new red zone has been enlarged, compared to the one provided in the 2001 Plan, including the territories of 25 municipalities.

What is the attitude of the Neapolitan people with regards to the Vesuvius' risk? "The attitude of the residents who know, yet do not know the dangerousness of the territory where they live; who see and, at the same time, do not see the risk." (G.Gugg, 2018) Socio-cultural responses to the risk have been stereotyped since Neapolitans were said to be "insensitive to risk", irrational and irresponsible or very often fatalistic. Perhaps we should focus on the local socio-cultural reality.

From a brief yet intense field experience in 2014, from interviews with inhabitants emerged a positive perception of Vesuvius which is sort of personified it, perceived as a generous land and a symbol of the territory. For the inhabitants, Vesuvius was a protection, defined by most people as "the good mountain". The inhabitants' perception of Vesuvius is both of danger but also of a community pride.

The crater inhabitants we interviewed are unaware of the Evacuation Plan and look for different resilience strategies to reply to the possible disaster, remembering the eruptions of 1929 and 1944. For sure, memory plays an important role in the disaster prevention, but it certainly acquires value if it is inserted in a collaborative process between inhabitants and local institutions.

It is not a lack of risk culture but more a "block of meaning" as some scholars define it (Gugg, 2016) So the point is: how to foster a risk awareness in the population?

The complexity of the Vesuvius issue requires strong and efficient governance; like any disaster also Vesuvius risk is primarily a political issue (Revet, 2011). Without common intentions, risk management becomes problematic. Both decision makers and inhabitants should participate in a common plan.



Sara ZIZZARI  
University of Milano-Bicocca, Italy

**Sara Zizzari** has a Phd in Social Sciences and Statistics. She is a cultural anthropologist and a territorial sociologist. Actually, she is a Postdoctoral Fellow at University of Milan Bicocca, working on the research "Giving value to the emergency. Quality indicators for evaluating and planning didactic activity". She worked for Reluis - (Network of University Laboratories of Seismic and Structural Engineering) and AMRA - (Analysis and monitoring of environmental risks) as part of multidisciplinary research on the post-earthquakes. Her main research interests are about housing issues in areas affected by natural disasters, focusing on the socio-anthropological dynamics between the community and places and also on the communication of seismic risk. She has been a member of the School of Sociology of the Territory since five years. Among her publications: L'Aquila oltre i sigilli. Il terremoto tra ricostruzione e memoria (L'Aquila beyond the seals. The earthquake between reconstruction and memory) - Franco Angeli 2019.

Revet S. (2011), Penser et affronter les désastres : un panorama des recherches en sciences sociales et des politiques internationales, Critique internationale, 52, 3, pp.157-173  
Gugg G. (2018), Anthropology of the Vesuvius Emergency Plan: history, perspectives and limits of a dispositive for volcanic risk government in Loredana Antronico Fausto Marincioni (editors) Natural Hazards And Disaster Risk Reduction Policies, Geographies of the Anthropocene, Vol. 1, No. 2, pp. 105-12



## Public Engagement after Tornado - Case of South Moravia

The aim of the paper is to focus on the public reactions to unexpected situation that happened in the South Moravia (Czech Republic) on 24 June 2021. The communication in medias on the destruction appeared immediately in the Slovak and Czech social networks and a wave of civic engagement led to creation of diverse supporting communities. We would like to present them and to maintain their impact on recovery. Civic engagement and participation in a specific situation such as a disaster largely reflects current trends in society. Especially in the case of the Central European region, such disasters are rare, usually floods, but in this case, it was a strong tornado (F4) for the first time. The society was not prepared for this, which led to immense interest. But when does participation turn into a sensation that occupy social networks? In this case, media coverage, accompanied by various reactions, played a major role in activating the population. Today, over time, we see that invisible reconstruction is taking place gradually, often thanks to civic community, participation, and commitment. Participation means the active participation of individuals in solving social problems and managing public affairs. Civic engagement is understood as one of the basic manifestations of active citizenship. We can see this mainly in the political field, but also in the social field (social engagement, volunteering), but both are complementary. The so-called social participation is an effective means of achieving common goals. Civic engagement is directly related to the state of civic culture. It divides it into two levels. At the horizontal level it is made up of collective social capital, at the vertical level it is formed by the relationship between the citizen and the institutions. Thanks to participation, people gain experience, cooperate, and participate in public affairs, which contributes to the development of the basic democratic competencies. However, without the support of the institutions, this level of involvement is often based only on local initiatives, linked to the motivation of the population and social trust. The willingness to activate is largely influenced by an individual attitude and position of a person in a community, but also by the trust. This trust covers a much wider area than just the local, or regional. The pillar is trust in existing institutions. And with support from these institutions, civic engagement, manifested in community relations, can play an important role in building general trust in other people. It is acquired through mutual communication, cooperation, and pursuit of a common goal. The issue of civic participation in a democratic system directly affects the quality and culture of civic life. The phenomenon of civic participation is also a cultural phenomenon, as it is defined by the cultural patterns of a particular society and time. A weakness in the development of active citizenship in the region of Central Europe, which has also been shown in this case, is the effort to formulate normative ideals and values of citizenship. We observe the so-called the "weakness of the citizens", who are disoriented in the political and social system, feel disgust and aversion to society. They are victims of the media and social networks and their views are manipulated. The space of social networks creates an infinite space for the spread of hoaxes and fake messages. In the post-truth era, it is also necessary to take into account the questioning of the facts, so there are supporters of the opinion that e.g. the tornado was artificially created or it didn't happen at all, the media just made it up. It was the fragmentation of society based on questioning the facts that was something that seemed to be a major obstacle to recovery in the event of this disaster. If a part of society questions reality and events, there can be no remedy. Fortunately, this is still a minority of opinions. The basic problems of active participation are still the widening gap between the citizen and the state, distrust and cynicism towards the government, disgust and alienation of citizens.

Civic participation depends to a large extent on context and competences. In a democratic state, even these activities should be required, and the citizen should have the opportunity to develop civic competences (ability to engage in dialogue with government, public engagement, personal opinion and judgment, social communication competencies, argumentation, multi-perspective, mutual respect and so.). The dilemma of participating is whether it is important to participate, even others do not participate, connected with a lack of coordination of activities. Civic participation in these forms is also manifested by the sharing of a certain common cultural property (characteristic practices, values, contexts), from which members derive the meaning of their activities, and thanks to which they feel mutual solidarity. The culture of public space is characterized by mobilization with the aim of collective action of individuals. Public speech leads to the expression of identity in such a way that it is understandable to other participants. Some current activities are becoming more abstract. In general, they reflect the socio-demographic situation, values and attitudes and use social networks. In case of tornado, there were innumerable manifestations of support in virtual space, but they had no real impact. On the other hand, it was activists who came directly to the place and wanted to help physically, but without management and cooperation, they were rather spontaneous activities with little impact. Because community could not react, experienced shock and paralysis, from which it will recover for a longer period. If we consider 3 factors in civic engagement: quantity, quality and equality, we get between two extremes: passionate involvement and cynical withdrawal. It is in these two extremes that we also see civic engagement after the tornado. Apart from the fact that the competent institutions have financially supported the victims of the tornado, it is now more in the level of civic cooperation in repairing the damage. Unfortunately, the tornado also showed the negative side of virtual engagement, which led to the spread of hoaxes, false information, and the fragmentation of society.

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**Jana Pecnikova** is an assistant professor at the Faculty of Arts of Matej Bel University in Banská Bystrica, where she is a member of the Department of European Cultural Studies. Her professional activities and research deal with the following topics: French language and culture; interculturality and intercultural communication; cultural and active citizenship in the EU; cultural and linguistic identity; and cultural landscape. In the given topics, she has been a coordinator in domestic and foreign projects. She is author of scientific monographs, university textbooks and scientific papers. She participates regularly in many Slovak and international workshops and conferences in cooperation, e.g. with the Jagiellonian University, Poland; or University of Rennes 2, France. She implements the modern and innovative trends from cultural studies research into university educational activities in Slovakia and abroad.

*Zooming In and Out: Experiences of Public Programming at a HE archive / library in a Pandemic*

Debbie CHALLIS  
London School of Economics Library, UK

When the London School of Economics and Political Science went into lock down on the 17 March, almost a week before the rest of the UK, the library had to shift resources and student support online as well as cancel its public programme. The library has run a public engagement programme to connect non-LSE staff and students to its collections since 2015. This is funded by Research England after the Women's Library Collection became part of the Library in 2012. This programme expanded in 2018 on the centenary of some women getting the vote on General Elections in the UK. Overall, our engagement advocates access to archives and material relating to the social sciences and their history and promote wider access to LSE through the ideas around and content of our distinctive collections.

Although we are ambitious in terms of event format and reach, our public engagement had previously been circumscribed by space needs and the fact we are not a walk-in venue, though we have a small exhibition space. Much of our work was around termly exhibitions and in partnership with other academic organisations or supporting non-academic heritage centres, like local studies libraries. Partly because the public programme was relatively small in scale, with average numbers of around 40 at events, we moved online quickly in April 2020 and easily because we had ready access to video conferencing technology. This paper will look at the consequences of that early switch to online and its legacy for our audience numbers, partners, and reach.

As an HE institution we could adapt to the changing situation and our audiences adapted with us, joining online events in increasing numbers. This paper will outline the advantages of moving online, such as the increase in numbers and the reach to national and international audiences, as well as some of the disadvantages, such as the need to increasingly monitor and even halt online polyvocal spaces for some event formats. We had events that were surprisingly popular, such as an event on de-colonising Malinowski and another one on vintage knitting with over 3,000 views on YouTube. It often felt like we were running to keep up in order to provide access and create the platforms needed by our online and physically distant audiences. Although, geographically distant, they easily connected with us to make us aware of demand and difficulties with accessing events. We were also continuing work on public engagement with partners, in one case as the impact of an AHRC funded project on interwar women's magazines and in another instance as part of a National Lottery Funded project with a woman's charity. One of the major lessons learnt was a need to invest in surveying and experiment with marketing tools and social media.

We will share data and analyse feedback around audience resilience from an events survey carried out February to May 2021 and illustrate how this is guiding our future planning. Having been reactive to the events of the last year / eighteen months, we are now trying to both respond to our audience preferences but embed a sense of the tangible heritage we work with in future events and recapture some of the innovative formats of our in-person events. The future will need to combine blended online and in person events and for us to give more thought to embedding social cohesion, as we did with a school project over the lockdown, to the one off and exhibition led events programme we run. This analysis has made us ask searching questions about our content, how we connect online with different audiences, how we try and make the physical presence of archive material felt online as well as be one step ahead of audience demand.



**Debbie Challis** is Education and Outreach Officer and manages the public engagement programme of events and other activities around the special collections, including the Women's Library collection. She also offers workshops in areas of history, citizenship, RSE and EPQ to schools. In addition, she has researched and published widely on the history of archaeology in the context of modern political history as well as on public engagement and reception of archives and museum collections.

COVID-19 | PUBLIC ENGAGEMENT | ZOOM | WEBINAR | AUDIENCES | OUTREACH | PARTICIPATION

## *Cranes, Manuscripts, and Virtual Reality: Plots of History Beyond Earthquakes (L'Aquila 2009)*

Twelve years after the 2009 earthquake, L'Aquila is a laboratory of experimentation in the techniques of restoration, anti-seismic consolidation, and energy adaptation. The new tools being applied extend to the digital arena in support of both researchers and the community at large. The case of L'Aquila is an example of how European societies have adapted to living with earthquakes by developing an anti-seismic culture that gradually diminishes at the end of each emergency.

In a context marked by uncertainties over the reconstruction of public housing and the re-population of the historic centre, associative networks are constantly participating in the planning processes of Europe's largest construction site. In this smart city, historians have intervened in the reconstruction plan through experimentation with digital techniques, in synergy with engineers, art historians, architects, restorers and archaeologists. The communication of what is no longer invisible, the use of what is visible and difficult to position, the recovery of disappeared facies as well as augmented reality for publications are new opportunities for dialogue between communities and their cultural heritage.

Cities between the medieval and modern ages offer a multitude of symbolic places that are the plot of identity for that community. In L'Aquila layers of the city remerged revealing submerged and vanished histories. The need to communicate these new realities has activated many new forms of Public History in different scientific languages: historians, architects, engineers, archaeologists, and computer scientists are creating a common alphabet starting from archival research, virtual reconstructions, 5G modelling, and digital archaeology products, thereby creating didactic and tourist pathways for different user pathways. The L'Aquila model, herein presented, does not have to constitute an example of post-quake reality, but is rather a model that can be exported to every case (disasters or decay) in which communities can benefit from of their own community's heritage.

The synergic language of public historians intersects that of engineers, art historians, architects, restorers, archaeologists to communicate traces showing the city before the earthquake's "great divide".

The historians intervened with their research in the INovating City Planning through Information and Communication Technologies (INCIPICT) project. INCIPICT promotes the development of experimental services in the field of structural monitoring, building automation, energy efficiency improvements, and enhancing of cultural heritage through ICT. In the project, experiments are being carried out on parts of the historical centre of L'Aquila which allow for the rediscovery of urban landscapes, as they were in past times, through 3D reconstructions.

Four different experiences are examples of this cooperation:

The first is an example of augmented publishing, built upon the research of engineers, computer scientists, and historians on the site of a "church-palace" built in the 1600s. A mobile app, adapted for publishing needs, in which an AR experience represents a prototype, composes a text with multimedia contents that are activated by figure-markers that permits the end-user an interactive reading not possible with traditional publishing. The second case is a web portal, about the Pica Alfieri noble palace, which, starting from a wealth of source documents, allows the users to travel between the histories of queens, princes, duchesses, papal heirs, who lived in the courts of Rome and Naples.

The third case is an interactive platform in which archaeologists conducted a census and their connections on hundreds of historical portals covering L'Aquila. Using WebGis, Smartweb and QR, they made interconnective dialogs possible so that their owners can identify characteristics and thereby enrich their research. The goal of the panel is to demonstrate an example of digital pluri-languages in an urban scene in which the public can, in different forms, become an active part of know knowledge and sharing of historical panoramas.

The fourth case is the virtual reality experience of the church of Santa Maria Paganica, the main church in the historical quarter of the same name built in the 13th century and completely destroyed by the earthquake except for the walls. The digital twin and immersive experience created can represent an exportable link between the professional experience required to public historians with new paths of communication and languages for the wider public, which require the creation of transdisciplinary working groups.

The fifth case is that of smart city interfaces around Palazzo Camponeschi. This building has a fundamental importance for the cultural and civic history of the city. It was seat of the Jesuits since 1596 and is currently Rectorate of the University. The placement of two touchscreen totems inside the building allows visitors to immerse themselves in the history of Palazzo Camponeschi, in the aftermath of the restoration and in the light of the stratification re-emerged after the earthquake. The interactive history of this restored palace, of the aristocratic families and the Jesuit fathers who lived there allows the users to recover personal stories (through the College and the University) but also to contribute to implement the collected data.

The opportunities offered by digital technologies make a wide and differentiated public approach to the knowledge of Cultural Heritage, returning memories which disappeared with the earthquake. The dialogue between ICT and History has allowed to build a model in L'Aquila which can be applied in realities affected by natural disasters and degradation to recover traces of lost memories and to reemerge stratifications.

The "L'Aquila" case study, in conclusion, represents a proposal that implements profitable modalities and intersections between academic history and Public History as for the sharing of methodologies and the acquisition of mutual professionalism. The "piazza" form is not only linked to the construction of real bricks, but above all to the activation of communication practices which propose an exportable model.



Silvia MANTINI  
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**Silvia Mantini** is Associate Professor of Modern History at the University of L'Aquila. She has studied and carried out research in Florence, Pisa, Milan, L'Aquila. She has been research fellow at the University of Wisconsin – Madison and at the Instituto Universitario de Historia Simancas (IUHS, Valladolid). She has written numerous books and articles on the relationship between institutions and society in the modern age, imperial and noble courts, Inquisitions, Florence and the Medicis, Margaret of Austria and L'Aquila under Spanish rule. She is on the board of the Italian Modern History Society, on the board of Italian Association of Public History and on the board of Deputazione Abruzzese Storia Patria. She is a member of the Italian Women's Historians Society and the member of "Centro Europa delle Corti" and the Renaissance Society of America. She coordinates a research of Public History with the project INCIPICT of the University of L'Aquila.

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Gerrit Jasper Schenk, Sulla necessità di rendere proficua la memoria dei terremoti e sulla problematicità di trarre insegnamenti dalla loro storia. Un commento alle riflessioni di Emanuela Guidoboni, in «Quellen und Forschungen aus italienischen Archiven und Bibliotheken», XCVI, 2017, pp. 445-454.

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# ART CULTURE AND INTANGIBLE HERITAGE

## SESSION II : ART, CULTURE AND INTANGIBLE HERITAGE

Art and culture provide a sense of identity, bring social cohesion and can be a focus for participation, engagement and sustained recovery. Conversely war and natural disaster provide the ideal conditions for looting and the loss of cultural heritage. The loss of physical access to art and culture during the COVID-19 emergency has exacerbated by the collapse of the cultural economy.

- How can the cultural sector recover from disaster and what is its role in stimulating economic recovery?
- How can digitisation and information technologies promote and protect cultural heritage, maintain access to culture and support artists following disaster?
- How can communities affected by disaster re-engage tourists without being subsumed by disaster tourism?
- Does the rediscovery of intangible culinary and agricultural traditions and of craft processes provide a basis for unique experiences, sustainable tourism and for global-facing localised communities?



Chair

**Lucia Patrizio Gunning** is a Modern Historian specialising in cultural and diplomatic history and on the relationship between cultural heritage, disaster and recovery. She is a strong proponent of interdisciplinary, interdepartmental and international collaboration and has organised participative projects, international conferences and publications to change attitudes to reconstruction and resilience. She is the co-initiator of the Invisible Reconstruction initiative which seeks cross disciplinary responses to disaster and approaches to sustainable resilience.

Her research has a particular focus on the history of collecting for European museums and its implications in ethics, legislation and the art market. Her most recent work focuses on post-colonial approaches to museum collections and repatriation, and the ethics of human remains in museum collections. Following the devastating 2009 earthquake in her home city of L'Aquila, Lucia has worked to effect change in approaches to reconstruction and disaster preparedness in Europe and Japan. In 2010-2014 Lucia initiated participative projects with Google and the University of L'Aquila to reconnect the city's dispersed population with its cultural heritage and architecture. The projects L'Aquila 3D, Come Facciamo, Noi L'Aquila were recognised as exemplary by Unesco in their #Unite4heritage campaign. Believing that physical reconstruction requires repair to the psychological and cultural fabric of society, Lucia has instigated publications and participative projects relating to the reconstruction and resilience of communities and culture.

## Disaster tourism and time: Preservation of Auschwitz-Birkenau

In extreme cases, disaster tourism is not a matter of choice but of higher necessity, an action in the name of a higher good. One such case is Auschwitz-Birkenau. What was the largest Nazi German concentration and death camp in the whole Nazi system but also what is today a world-renowned symbol of the Holocaust, is the only extermination camp listed a UNESCO World Heritage Site.

Towards the end of the last century, when it became clear that the structures on the site of the former camp, both the buildings and elements of the death factory and the items belonging to the prisoners that had been lying in piles for decades - shoes, suitcases, spectacles, prostheses, clothes, toys - would soon succumb to the ravages of time, the question regarding the "future of Auschwitz" was asked for the first time.

"There is only one thing worse than Auschwitz itself... and that is if the world forgets there was such place", which is why for more than a decade - in the name of the victims and for the sake of present and future generations - a battle has been waged to preserve the fragile substance of the last still legibly preserved of the great extermination centres.

When the Auschwitz-Birkenau Foundation was established in 2009, that challenge seemed mostly the economic one. However, when that obstacle had been removed due to efforts on the international community, private donors and countries likewise, it revealed itself a technological problem, too.

The international debate preceding the development of the Global Preservation Plan stressed the need to preserve the original remains of the Auschwitz-Birkenau site as intact as possible for the benefit of present and future generations. At the same time, the technical condition of these buildings, the circumstances of their construction, and the context of the site precluded the possibility of carrying out conservation work in the traditional sense. There were no ready-made solutions to secure the prisoner barracks threatened by structural catastrophe sufficiently to make them accessible to the millions of annual visitors to the Authentic Memorial and at the same time to save the substance from which they were built.

2019 saw the completion of the unprecedented and innovative work carried out on brick barracks B-123 and B-124 as part of a pilot project based on research and solutions by an interdisciplinary team led by staff from the Faculty of Architecture at the Krakow University of Technology.

Brick barracks located at segment B1 at the Auschwitz II - Birkenau site are the oldest part of the camp. This is also the only area that allows visitors to see the block in which prisoners were kept after selection before being transported to the gas chambers or the so-called children's barrack.

Among priority task there was the regulation of groundwater and conservation, in particular reinforcement of foundations, structural reinforcement of walls, especially deformed and leaning upper walls, reinforcement of roof frames and conservation of original architectural landmarks: brick facades, plaster, paint layers, drawings, inscriptions, wall paintings, woodwork, floors, etc. None of those was achievable using existing technologies. None of the proposed solutions could have been tested on-site, and failure was never an option.

The barracks of the former extermination camp are more than just a building substance and something quite different from a historic object undergoing conservation work. Due to the highly sensitive context of the site and the unprecedented task that had to be faced, the work of the multidisciplinary team required synergy and a simultaneous transgression of the boundaries of individual disciplines: architecture, construction, material science, art conservation, and the broadly understood humanities. Developing appropriate solutions was only possible by taking into account these intangible factors and a waste, non-engineering and non-technical perspective.

The presentation will contain a special tribute by prof. Jonathan Webber, a founding member of the International Auschwitz Council.



Anna POREBSKA  
Cracow University of Technology, Poland

**Anna Porebska** is an Assistant Professor at the Cracow University of Technology, Poland, where she teaches architectural and urban design at the Faculty of Architecture. She holds a PhD in architecture and urban planning from the University of Sassari, Italy. Her research focuses on the relations between individuals and public space in everyday life and the context of risk. Her background spans from inclusive and universal to sustainable and resilient design. Currently, she's participating in projects regarding responsive planning, adaptability and energy efficiency of public buildings and urban settlements, as well as risk assessment and risk management in the context of development and cultural heritage conservation strategies. Member of the Society of Polish Architects (SARP), designer and editor, she translated, among others, the first Polish edition of *Learning from Las Vegas* by Venturi, Scott Brown and Izenour.

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# Art’s role during a reconstruction after an earthquake

After the earthquake that destroyed L’Aquila in 2009, the Associazione Amici dei Musei d’Abruzzo thought it was necessary to act. In that context of distortion of the practical and symbolic life of an entire community, we wondered how cultural heritage could return to play its own role: activator of processes of attribution of meaning, creator of a sense of identity and participation. We wondered how to do it in the absence of cultural heritage itself. So we came up with “RE\_PLACE”, a project with which to bring works of contemporary art into the historic centre of the destroyed city, through educational paths of shared work between community and artists.

In the first edition (curated by the Association and Professor Pier Luigi Sacco) we called the artist Mario Airò who worked in a shared way: the project was presented in the tent cities and to the students of the Academy of Fine Arts of L’Aquila. The methodology used was to carry out weekly shared planning meetings, inspections, interviews, brainstorming. In this way, two different but complementary “actors” were integrated: the community with its experience, memories, knowledge, desires and the artist with his specialized skills. Airò, together with students of the Academy of Fine Arts, installed his artwork on a portion of the city skyline by making two beams of green laser light wich walk through the ruins of the houses, facing the staircase of the church of San Bernardino. The laser light beamed a frame from the Chronicle of Buccio da Ranallo on the foundation of the city “Gridaro tucti insieme la città facciamo bella” (They all screamed together let’s make the city beautiful). Airò’s intervention was started at 3.32 am on 6 April 2010, in the same hour of the earthquake, in an ideal re-foundation of the city after the catastrophe; a rebirth made of commitment, participation, collective action, beauty.

In 2011 the second edition we worked with four artists: Giovanni Albanese, Carlo Bernardini, Fabrizio Corneli, Licia Galizia and Michelangelo Lupone. The goal was to reconstruct the sense of belonging to a city that was no longer inhabited. We decided to involve the largest secondary school in the city which had started to function again, the Liceo Scientifico Statale “Andrea Bafile”. The methodology used was cooperative learning between students, artists, teachers, parents of students, making paths of discovery and knowledge of the city and identifying places of intervention together with the artists. On this occasion, a new actor entered the project: the National Fire Brigade which helped artists in order to install the artworks. A further progression was that for the entire duration of the exhibition, young students played the role of mediators for the public, explaining meaning of artworks and project’s aims. In the third edition, secondary school students were again involved, with the aim of stimulating the spirit of citizenship and encouraging participation in the reconstruction process. Five ideal lighting projects have been developed for the largest city garden: the Parco del Sole annex to the Basilica of Santa Maria di Collemaggio. Studio Annunziata & Terzi collected these wishes and made them come true by donating to the city the lighting project named “Il parco delle stelle.”

In 2014, in the fourth edition was protagonist the great artist Michelangelo Pistoletto with his performance “Il Terzo Paradiso”. In order to get to know Pistoletto’s work, we carried out educational paths in schools of all levels in the city and in the territory, workshops and then we have made a talk with the artist and citizens and a final collective performance that later became a permanent installation in the square in front of the auditorium built by Renzo Piano after the earthquake.

In 2015, the fifth edition took the form of a competition for young artists who were called to project artworks for the city. The jury selected 7 artists (Stefano Divizia, Sara Ricciardi, Meri Tancredi, Iolanda Di Bonaventura, collettivo Illumin-AZIONI, Piotr Hanzelewicz, Simone Pappalardo e Enzo Umbaca) who worked in the city by offering creative workshops to all the inhabitants and then installed their site-specific artworks.

The project had as strengths:

- strengthening of the spirit of belonging and the sense of citizenship
- community involvement
- discovery of the values disseminated by contemporary art

Among the weaknesses it is necessary to point out:

- logistical and organizational difficulties due to the city’s reconstruction
- financial difficulties



Antonella MUZI  
Italian Ministry of Education

**Antonella Muzi** is Professor of Art History and curator of museum educational projects. Her research fields range from museology to museum education and the enhancement of cultural heritage. PhD in Art History, she has been Professor of Museum Education for 5 years at Sapienza, University of Rome. She is among the Experts of the Masters: “Scientific tools to support the knowledge and protection of cultural heritage”, “Experts in cultural heritage evaluation and protection activities”, “HERITAGE CULTURE” of the Roma Tre University. She was senior heritage educator of the MAXXI Museum from 2005 to 2015. She was scientific manager of the educational project of the exhibition “Da io a noi” at the Quirinale in Rome and of the exhibition “KRONOS e KAIROS” at the Colosseum, both curated by the Italian Ministry of Culture.

# Analysis of the resilient infrastructure in a post disaster place

In post-disaster contexts, the reconstruction of public spaces allows the recovery of relationships and exchanges between people, of those tangible and intangible bonds that everyday life may have made us forget. Among these public spaces, those intended for mobility have received particular attention in recent years, as they are transversal and multi-sectoral, capable of involving every facet of sustainable environmental, economic and social development. In fact, they have direct and indirect impacts and effects on many of the 17 Sustainable Development Goals 2030, in particular on SDGs 3 and 11 or “Good Health and Well-being” and “Sustainable cities and communities” [1]. The importance has further grown due to the Covid-19 pandemic as this has highlighted, among others, the need to change the daily modes of transport in favor of the sweet ones, with a low environmental impact.

In this context, the European Commission has provided many regulatory references aimed at defining strategies that support the spread of green infrastructures and soft mobility. At the same time, the international scientific community has also shown interest in this topic, highlighting research gaps of high interest. For example, according to Vettori [2], the infrastructural system dedicated to soft mobility within cities represents a relevant indicator of urban quality (with a consequent impact at the level of programs, actions and strategies). Friss [3] highlights how cycle mobility embodies social values, in terms of equity, democracy, sharing and cohesion as well as being deeply linked to the theme of the “healthy” city [4]. Important social implications, but not only, are also highlighted by Maltese et al. [5] which illustrate the possibility of using soft mobility in valuable contexts, for the optimal use of cultural heritage. The authors also demonstrated that the overall benefits significantly outweigh the costs in these specific policy areas. Still on the subject of cultural heritage, other researchers have taken an interest in slow mobility in the redevelopment of sheep farms [6], a precious testimony of paths that are now protected. Finally, a further research topic is that relating to the introduction of technological innovation in the context of slow mobility. For example Bianchi et al. [7] recognize the need to map the routes also through the use of innovative techniques using GIS, while Case [8] underlines the importance of using high-tech solutions to stimulate the enhancement of routes in fragile territories, even at tourism and social level.

The analysis of the regulatory and research context illustrated above testifies to the importance of soft mobility within the European Community in its path towards achieving the 2030 Sustainable Development Goals and improving the quality of life, also in the context of reconstruction. post disaster. Attention to public space and especially that intended for mobility is vital for the use of the territory and for the establishment of sustainable and resilient communities.

Therefore, in this article, we intend to address the issue of soft mobility and green infrastructures, making an overview of the European and Italian context, with a focus on a case study in the Province of L'Aquila, concerning the reconstruction after the 2009 earthquake.

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**Marianna Rotilio** is Researcher at the Department of Civil, Architectural and Environmental Engineering, University of L'Aquila. PhD in Construction-Architectural Engineering at the University of Pavia, Engineer in Building Architecture at the University of L'Aquila



The research activity of Prof. **Federica Cucchiella** began in 2000 with a PhD in Management and Economic Engineering. Her research then focused on environmental issues related to waste management, the eco-sustainable exploitation of solar energy, renewable energy and the circular economy. As part of her scientific research, particular attention was paid, with reference to the economic and managerial aspects, to the management of investments aimed at promoting energy from renewable sources with specific concentration on photovoltaic energy, biomethane and incinerators with energy recovery. Research was also developed to promote the adoption by the market of innovative technologies to support renewable energy, analyzing how to simplify the interconnection to the energy transmission and distribution system and how to support policies that allow the generation, integration, safety and sustainable use of renewable energy. In order to promote and encourage sustainable development, she become involved in the study of new business models based on the principles of the Circular Economy with reference, among others, to waste from electrical and electronic equipment.

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## *Between memories and hopes: The OPHERA project and the cultural heritage conservation process after the Marche region 2016 earthquake events*

OPHERA (OPening cultural HERitage to communities during the central-Italy post-earthquake long-term restoration process: digital technologies and new competencies for cultural professionals) is a project co-funded by the Creative Europe Programme of the European Union. It wants to convert the cultural heritage restoration process in an open access activity, firstly addressed to local communities affected by Central-Italy 2016 earthquake, in Marche Region, but also to a wider international audience.

The two main aims of the project are to reveal, as a cultural expression, the cultural heritage restoration process currently on-going in the territories affected by Central-Italy 2016 earthquake and to develop the capacity building of a multi-disciplinary cultural operators team, which will include members of local communities and delegates of private and public stakeholders.

In Marche Region, the most affected territory, 1,664 historical listed churches and 1,223 listed buildings (including castles, palaces and archaeological areas) were damaged or destroyed. From those listed buildings more than 13,000 movable artworks with different levels of damage were removed and stored in temporary conservation centres. In terms of landscape impact, 285 historical villages were damaged.

The project sets out from the awareness that the invaluable loss of the cultural heritage can not be recovered merely by a material rebuilding, that is surely a long-term process, necessary for the next generation. However this process seeks to give back to the population the immaterial values embedded in the cultural heritage, which are their identity, roots, tradition and religion.

The restoration field, therefore, requires a rich pattern of skills and creative steps, from the typical and ordinary ones, shared among restoration professionals (architects, artwork restorers, researchers, art managers, historians), to the most advanced technologies about preventive methods for heritage conservation and the social studies, in particular tourism and audience development field.

For this reason, the OPHERA agreed some partnerships with Cyprus University of Technology (Digital Heritage Research Lab), University of Minho, University of Ferrara and University of Ljubljana. It has also equipped itself with a multidisciplinary team, trained by three workshops, dedicated to three strategic domains of heritage risk prevention. The base knowledge transferred to the cultural operators of the team concerns methods and tools to prevent risks and assess safety of cultural heritage; digital technologies applied to cultural heritage; enhancement and promotion of the cultural heritage under restoration.

After this preparatory period, the cultural operators team will be able to design audience development activities that will be carried out in cultural heritage restoration sites. In particular, they are now prepared to organise open-yards events, performed in six damaged locations, characterized by significant restoration activities on cultural heritage. The purpose is to set up an open access event in order to allow citizens participation and to ensure transparency and knowledge all along the restoration process. Opening cultural heritage sites under restoration to communities is an effective way to reveal the cultural values generated by the restoration process to a wider and diversified audience.

The selected work sites will be connected thanks to planned urban paths. Each site will be provided with multimedia boxes inside or outside the structure in order to foster the communication of contents linked to the repair activities and to the artwork itself. A meet-up area will also facilitate the exchange between audience and restoration operators, provided with practical activities. Visual art or performing art events will also be organised within or nearby the sites so as to strengthen a sense of community.

The planned strategy is intended to stimulate the local economy and to develop the socio-cultural life of the damaged areas. The impact of this project could be measured in terms of quantity and quality. The economic benefit concerns the optimization of organization duties and different types of costs.

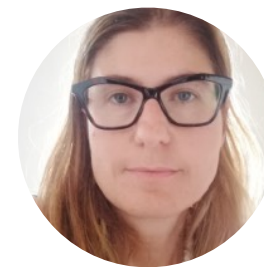
From the point of view of the local community and the people engaged in the project, they will benefit from various opportunities of cultural accessibility, knowledge exchange and urban understanding. Citizens could regain an identity link among themselves as part of the same community and territory. As a consequence, they will proudly create a story telling about their local tradition and history. In this way, they could respond to a sustainable tourism demand that will kick-start their economy.

After such social, economic and cultural heritage damage, it is crucial to consider the rich cultural heritage as a motor of development that can relaunch the image and the social life of an area.



Giovanni ISSINI  
Rossella LOMBARDO  
Sara TROTTA  
Segretariato Regionale del Ministero della Cultura per le Marche, Italy

**Giovanni Issini** has been Archaeologist at the Ministry of Culture – Marche since 2014. From 1994 to 2004 he participated to several archaeological excavations and topographic surveys for training purposes. He currently supports several conservation works of cultural heritage sites as regards the archaeological aspects and is involved in procedures for the declaration of cultural interest of sites or buildings. She was consultant for European projects for Region Abruzzo from 2004 to 2013 and now is deputy manager of the project OPHERA cofinanced by Culture Creative Europe. She works moreover in cooperation with the Superintendence of Archaeological sites of Marche on a project financed by national funds, called “Cultural park of Ancona”, regarding the valorisation of the main archaeological sites of Ancona.



**Sara Trotta** Architect-building engineer at Ministry of Culture, Marche regional branch, since 2018. PhD on advanced methods for communication of cultural heritage values (2008). He is coordinator of several conservation works of cultural heritage sites located in Marche region, damaged by 2016 earthquake, such as Palazzo Priori (Visso). In 2010 he was appointed by UNESCO as consultant for advanced teaching services on historical architecture knowledge and valorisation. He was Visiting Professor at Beijing University of Civil Engineering and Architecture, China and he is currently 3D modeling professor at Università Politecnica delle Marche. His field of activity covers the advanced methods and tools for cultural heritage knowledge and communication, sustainable strategies for cultural heritage site development and the analysis of traditional architecture construction technologies.



**Rossella Lombardo** is attending a master degree in Economics and Management of Arts and Cultural Activities at Ca' Foscari University, Venice. After completing a Bachelor's Degree in Cultural Heritage at University of Turin, she started an Arts Management Summer School at IlSole24Ore Business School. In addition to his academic studies, she completed a traineeship at Fusion Art Gallery-Inaudita, Turin as Assistant in handling the Artist-in-Residence Programme promoted by the gallery. She is now a curricular intern at the Italian Ministry of Cultural, Secretary of Marche Region, as Assistant Project Manager of the OPHERA project. Her main interest focuses on audience development approach applied to cultural institution, marketing methods in the artistic and cultural field and Renaissance and Baroque art history.



*In\_visible Museums. Visions of a future for Italian museums towards a new normal*

The pandemic and the consequent total closure of nearly all the museums in the world triggered an immediate response in the international cultural community. Several institutions and individual scholars promptly promoted investigations on the pandemic’s impact on the cultural heritage sector. We felt it was also important to reflect about the sentiment, the perceived feelings of the Italian museum professionals.

Since the earliest days of the lockdown, we started a research devised by Marcello Minuti, in collaboration with Annalisa Cicerchia and coordinated by Cristina Miedico, with the Fondazione experts Carlotta Brovadan, Martina De Luca, Paola d’Orsi, Francesca Neri, and Marzia Piccininno. From 20 March to 18 May 2020, we collected, classified, and analyzed about 200 contributions, articles, essays, studies, webinars, guidelines and reports describing the possible effects of the pandemic on the museum sector. From the analysis of the 200 contributions, we identified 353 possible effects of the health emergency, broken down by thematic areas: cultural, economic, social and logistic.

The expected effects were divided into eight themes:

- Organization and finances
- Museum experience and accessibility
- Safety and security
- Human Resources
- Care of museum collections
- Communication, digital experience, and the social media
- Relations with the public: involvement, education, enhancement
- Relations with the territory and with stakeholders

The main expected impact of the pandemic is on museums’ communication with their public. At the time of the closure, many museums in Italy had little if any experience with digital access and social media activity. Another concern was about the future availability of economic resources, especially for those institutions that could not rely on public or regular funding. From the scoping research we selected 32 possible effects of the health emergency: those most frequently described in the literature as capable of producing important changes for the future on the museum sector. In the month of July 2020, the Fondazione carried out a survey with an online questionnaire. The aim of the survey was investigating the experts’ perception of the likelihood of various possible effects of Covid-19 on the museums and the importance of the consequences of these effects.

The results show that, among the expected changes, concern about economic resources prevails, followed by the belief that distancing measures will favour open-air places and uncrowded sites. Experts expect that museums will try out new strategies and new forms of cultural experiences, capable of valorise the local heritage and involving visitors and citizens in an empathetic way. The interviewees rate some actions as particularly important. Most consensus is oriented towards interventions on personnel and staff: human resources are to be increased, innovatively managed, and trained to respond to the new digital needs. The other major player is the territory, the rediscovery and strengthening of, and support for local relationships. The subsequent step of the research project consisted of associating the values of the probability attributed to the different effects with those of significance, thus generating a matrix of indices that shows intervention priorities, which were then ranked. This ranking is offered as a tool for reflection for the future of museums in Italy.

The matrix points to three main directions:

- 1 a renewed sense of the territory, especially that of the peripheral and uncrowded areas, with the need to re-establish the bonds with stakeholders, to invigorate collaborations between research and educational institutions, and to promote the local heritage;
- 2 the awareness that human resources and management tools should be oriented to meeting new demands, and governing changes so as to produce content that, even in the not-so-distant future of complete recovery of physical accessibility, cannot be the same as before the pandemic;
- 3 a new and different sense of the public, which requires empathy and represents the demands of the closer communities: a public that tends to be made of residents, more interested in developing with museums an ongoing and sustained discourse than in quick, one-off visits.

A reading of the bottom of the ranking also allows us to reflect upon some interesting orientations. In Italy there is still little familiarity with the possibility that digital content might generate new forms of income for museums and perhaps it is still too soon for museums to build memories and document the Covid-19 experience.

Direct operation by public administration meets with little consensus and there is little propensity for interdisciplinarity, understood as an opening to mediators originating from the world of live entertainment. Finally, this may come somewhat as a surprise, but the priority “Paying attention to visitors with special needs” only ranks 23rd. In times of crisis the risk of forgetting people with frailty or the minorities is indeed very high, as underlined by Andrew Plumley (AAM, Director of Inclusion, Museums and Equity in times of crisis). If we look for who among the interviewees gave greater importance to this priority, we discover that for the younger ones it is more relevant than for the older ones.

At the peak of the second wave of infections, between September and November 2020, some observers of the museum sector updated the studies they had carried out during the spring. The results confirm the validity of what emerged through the survey promoted by the Fondazione among Italian experts.



Annalisa Cicerchia  
Cristina MIEDICO  
Marcello MINUTI  
Fondazione Scuola dei beni e delle attività culturali, Italy

**Annalisa Cicerchia**, Cultural economist, Scientific coordinator of the Invisible Museums project for Fondazione Scuola dei beni e delle attività culturali. She works on impact evaluation of cultural policies, cultural indicators and the relationship between culture, art, health and well-being. Since 2017 she has been leading a line of research on culture at Istat in the Laboratory of Transformations of the Welfare State. She is one of the founders of the Cultural Welfare Center. She is part of the editorial staff of the journal *Economia della cultura*, of which she has edited several issues. Annalisa holds since 1999 university courses on the management of cultural activities (Roma Tor Vergata), and since 2018 statistics for cultural policies at RomaTre and at the National School of Administration. She is the author of numerous books, research reports and scientific articles.



**Cristina Miedico**, Cultural Heritage policies and management Senior expert Cristina Miedico has a PhD in Classical Archeology, University of Perugia, and from 2010 to 2020 has been director of the Civic Archaeological and OpenAir Museum, Angera - Lake Maggiore, Italy. She currently deals with Cultural Heritage policies and management at the Fondazione Scuola dei beni e delle attività culturali. She develops research and training projects in the field of museums and cultural heritage, with a focus on Museology, Archaeology, Cultural Landscape, Accessibility and Social engagement. Since 2016 she is Ambassador of GARIWO - Garden of the Righteous Worldwide, and promotes the Righteous of the Heritage.



**Marcello Minuti**, Cultural economist, PhD. General coordinator of the Fondazione Scuola dei Beni e delle Attività Culturali. Former component of the Public Investments Evaluation steering committee of the Italian Ministry of Culture. From 2008 to 2016, he was partner and member of the Board of Directors for the company Struttura Srl whose mission was focused on professional research, consulting and coaching of Public Administrations for the management of cultural heritage and activities. Advisor for many public companies and administrations of the culture sector: Federculture, Istituto Luce Cinecittà, Musei Civici di Torino, Regione Calabria, Regione Sicilia, Regione Toscana, Regione Lombardia.

## «There's a little room where we store those memories»: suggestions for archives after COVID-19

The spread of COVID-19 forced the introduction of some restrictions that affected many aspects of the social life of people around the world. Among the limitations imposed for the containment of the infectious disease, there was also the closure to the public of the places of culture, including archives. They continued to fulfill the regulatory obligations to inventory and to preserve documents of historical interest, but they were sometimes unable to guarantee the traditional consultation for research purposes.

The emergency situation should lead to reflect on the role of the archives in the society. In fact when the archives were forced to remain closed, they invented alternative ways to reach scholars. The pandemic emergency and the impossibility of traveling long distances have encouraged digitization projects, already started, improved or created ex novo. If scholars cannot access archives, they can connect to internet and search on line. Some portals already existed, for example the "project Datini", funded by the Ministry of Italian Culture and started in 2000. It is an archive of images created through the digitization of all the correspondence preserved in the Archives of Francesco of Marco Datini (1335 about-1410), the merchant of Prato. This project was pioneering and innovative for the time in which it was created, and it is now implemented in the "RESTORE project" (smaRt accES TO digital heRitage and mEmory), started on 2020. It has the purpose to recover, integrate and make accessible data and digital objects, in order to build a knowledge base on the history of Prato and its institutions. Other Italian archives also started important projects to digitize their cultural heritage. The examples would be many, but we can particularly mention "Digitasmi". This project was launched in July 2020 and it is proposed to publish digital reproductions of the fonds kept in the Milan State Archives and their descriptive metadata. Another innovative project developed by the Venice State Archives is "moreveneto", launched in 2021, an information system with heritage data and digital reproductions.

The Italian archives tried to face the restrictions due to the pandemic emergency and the impossibility of welcoming scholars, especially those from far away, not only by activating or implementing digitization projects, with the purpose to make their heritage accessible on the web, but also by organizing on line initiatives. Digital events (such as conferences, book presentations, debates, digital exhibitions, meetings) were organized by the archives to try to reach their usual audience and intercept new categories of people interested or intrigued by their realities. For example the School of Archival science, Paleography and Diplomatic (APD School) of the Milan State Archives organized streaming events, that addressed to students, but also to a wider audience, not only specialists in these disciplines.

During a difficult situation, in the context of the Covid-19 emergency, the archives were forced to remain closed. The archives were closed, but they were not stopped. The archivists continued their work to protect the cultural heritage and to enhance its knowledge by disseminating it. In "Kafka on the shore", a novel written by Haruki Murakami, we can find an interesting dialogue, which is suitable for describing the current situation and possible future scenarios. "Every one of us is losing something precious to us," he says after the phone stops ringing. "Lost opportunities, lost possibilities, feelings we can never get back again. That's part of what it means to be alive. But inside our heads – at least that's where I imagine it – there's a little room where we store those memories. A room like the stacks in this library. And to understand the workings of our own heart we have to keep on making new reference cards. We have to dust things off every once in a while, let in fresh air, change the water in the flower vases. In other words, you'll live forever in your own private library". Not only archivists, but all people have his own "personal archive", composed of attestations and documents of the history of its territory, family and work, and it is duty of every citizen to keep it alive and preserve it. The archives provide a strong sense of identity and we must treasure what we learned during the Covid-19 emergency.



Gloria CAMESASCA,  
Archivist and researcher, Italy

**Gloria Camesasca** has a Phd in the historical, philological and literary sciences of Europe and the Mediterranean was based on a research project about Lapo Mazzei and his correspondence with Francesco Datini. In 2013 she obtained a diploma at the School of Archival science, Paleography and Diplomatic of the Milan State Archives. She was postdoctoral fellow from 2014 to 2016 at the Italian Historical Institute for the Middle Ages with a research project about Datini's Archive. She edited the following critical edition "*Poi che non vi posso vedere, faremo con lettera*". Epistole di ser Lapo Mazzei a Francesco Datini (1390-1410), Rome, Italian Historical Institute for the Middle Ages, 2021. Her interests include archival studies, history of archives and libraries, Latin paleography, vulgar epistolography, Italian philology, critical edition of manuscripts and printed texts and analysis of documents on parchment.

ARCHIVES | CULTURAL HERITAGE | DIGITAL ARCHIVES | ARCHIVAL SCIENCE | HISTORY OF ARCHIVES

*Literary heritage as a means of reconstruction*

Can the literary patrimonialisation of places be a response to the trauma suffered by an earthquake? With this intervention we want to "read" the patrimonialisation of spaces in a small village in Basilicata, Aliano, as a contribution to the emotional, cultural and economic reconstruction of the community after the prolonged period of crisis experienced due to the Irpina earthquake that in 1980 upset the lives of many inhabitants of the South. After that event, the recovery of the country has been slow and the reconstruction, after forty-one years from the event is still in progress. In the village the valorization of the places through the pages of the famous book by Carlo Levi, "Christ stopped at Eboli" was about to begin and the promoters of it included in this process the use of urban spaces now abandoned because of the earthquake. Before returning to their previous function, buildings, streets, houses and emblematic places of Aliano were used as sets for literary itineraries and representations of various kinds. Literature and art have allowed a wounded town to be slowly reborn.



Francesca Romana UCCELLA,  
Sapienza University of Rome, Italy

**Francesca Romana Uccella**, Anthropologist, University La Sapienza, Rome Graduated in Literature and Philosophy in 2003 with a thesis in Ethnology of Mediterranean Cultures; her topic was the relationship between Aliano, a town in Basilicata, and Carlo Levi. In 2009, after a Master in social and cultural anthropology at the University of Barcelona, she began a doctorate on topics related to literary heritage. She continues her research on literary heritage, also developing a parallel work on two Catalan writers, Mercé Rodoreda and Maria Angels Anglada, studying the methods of capitalization between Catalonia and Italy. The title of the thesis is “Patrimonio literario e identidad. The valorización de lugares, paisajes and shared memory in Italy and Catalunya ”. In January 2020 she obtained the Specialization in Demo-eth-no-anthropological Heritage at La Sapienza with a thesis entitled “The revisited myth. An experience of Carnival capitalization ”.

LITERARY PATRIMONIALISATION | PATRIMONIALISATION OF SPACES | RECOSTRUCTION | EARTHQUAKE | IRPINIA 1980 |CARLO LEVI



# Scapegoating in the history of pandemics from antiquity to the present day

Epidemics and pandemics have profoundly shaped human history as for the medical, demographic, social and economic perspective from the ancient world to the present day. Plague, leprosy, cholera, syphilis, malaria, smallpox, Spanish flu and, in more recent times, AIDS and Covid-19, in their respective characteristics, appear to be characterised by common variables which, in addition to concerning health strategies to contain the disease, affected the collective perceptions and daily life of the communities involved.

Beyond the refinement of treatments and medical prevention strategies, the search for the 'untore' represents, yesterday as today, a response aimed at delegitimising categories of individuals considered 'different' as for ethnic, cultural, national, political, religious, sexual or gender elements. The 'invisible reconstructions' and the management of emergencies were accompanied, in many disaster contexts, by the phenomenon of 'scapegoat hunting', which resulted in the marginalisation and social isolation of social groups outside or inside the community.

In other cases, the persistent search for the 'culprit' has involved individuals called upon to pay for their failure to cope with the needs posed by the pandemic, or private citizens who, through their individual behaviour, have been held responsible for the entire community. At other times, the scapegoat became the animals or inanimate objects as the mediators of the contagion.

As pointed out by the French philosopher and anthropologist René Girard, 'the other' and 'the different' were considered exclusively responsible in pandemics contexts. The search for the 'guilty party' thus was supposed to have a cathartic function of restoring calm to the community, but also of venting fears, resentments, phobias and prejudices which are widespread in the collective imagination, sometimes with the support of public authorities. During the most recent pandemics, communication technologies have helped to amplify the construction of stereotypes towards the 'other', held responsible for the circulation of the disease, ending up by reinforcing elements of physical distancing in relations between the presumed 'culprits' and 'victims'. The action against the scapegoat thus ended up becoming an action of identity construction of 'ourselves'.

Closely linked to the scapegoat theme is that of the conspiracy syndrome, based on theories which explain the chain of events connected with pandemics. The re-emergence in the West of scapegoats and conspiracies calls raises the issue for arguments that allow stereotypes to be deconstructed.

Starting from these premises, the aim of this proposal is to analyse, from a historical point of view, the theme of social dynamics' construction of living and responsible "scapegoats", from the ancient world to the present day, as a widespread and consolidated response to the theme of infectious diseases, focusing on the attribution of false guilts in narrative and archival sources, images and topoi relating to contagion. The common elements among the cases examined will be analysed, as well as the impact of widespread beliefs in contemporary society, but also the changes and the evolution in the logic of identifying guilty people with a view to removing or eliminating the 'other'.



Stefano BOERO,  
University of L'Aquila, Italy

**Stefano Boero**, PhD, is an adjunct professor of Modern and Contemporary History and a research fellow in Modern History at the University of L'Aquila. He is Professor of Philosophy and History at the Liceo Classico 'Melchiorre Delfico' in Teramo. His research topics include spirituality, culture and society in modern Italy. He is a member of the Italian Society of the History of the Modern Age (SISEM), of the Italian Society of Public History (AIPH) of the Italian Society for the Study of the Eighteenth Century (SISSD).

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## SESSION III : VULNERABILITY

Natural, biological and man-made disasters disproportionately impact the marginalised and economically underprivileged, from children and the elderly, to the physically impaired, placing increased burdens on women and further impacting refugees and migrants and the poor. These categories have paid the highest price as a consequence of COVID-19 and the pandemic has exposed underlying fragilities and the inequality of access to technology, to shared resources and to open space.

- How can disaster responses avoid compounding pre-existing vulnerabilities?
- How can public space reduce social inequality and create places of safety, refuge and release?
- How can societies improve access to technology for the most vulnerable and what lessons can be learned from the pandemic?



Chair

**Barnaby Gunning RIBA.** An architect, designer and programmer, Barnaby is fascinated by the relationship between people, architecture and technology. He combines his work on commercial, residential and public sculpture projects with the creation of games, interactive 3d content and participative experiences. He is a strong advocate for social participation as a necessary element of imaginative and inventive design.

He was the architect of the world's only house to be entirely constructed from Lego - a project that saw over one thousand volunteers assemble more than three million bricks. In Lille, his Fantasticité project has seen children reimagine their city in Lego every summer for eight years.

Following the 2009 L'Aquila earthquake, he partnered with Google to train local people to record their historic city using 3d modelling software. The project created a massive database of images which revealed the full impact of the earthquake. Spin-off projects included the memory recording web site Noi L'Aquila, and Hello L'Aquila, a virtual walk through of the city which used custom Streetview imagery allow virtual access into the closed 'red zone'.

Barnaby's architecture is characterised by a curiosity about the possible, a love of craftsmanship and an enjoyment of the unpredictability of human choice.

Trained at UCL under Peter Cook, Barnaby taught undergraduate and diploma units there for five years. He worked with Norman Foster, Renzo Piano, Atelier One and Ron Arad before establishing his London studio in 2004.

*The alteration and degradation of the urban form and social relations*

After the earthquake, the greatest need was to keep the urbs and the civitas together, and to do this, we anchored ourselves to the slogan-slogan phrase of "how it was, where it was", which agreed indiscriminately with all citizens who, through this dream, felt in some way their belonging to the city and its places of identity safeguarded, defined in this way because they were recognizable places, places impressed in the collective memory as places of quality, places that have become such also thanks to historical stratifications. If we define the 2009 earthquake as a historical event, we can share the belief that the effects produced by it are able to completely modify the shape of the city, not only the historical one, the most compromised in terms of material damage, but also that of the suburbs and hamlets, and that the "as it was, where it was" turns out to be a utopia, which becomes as far from reality as the long times of reconstruction that today have returned increased criticality compared to the previous state.

In this waiting phase, in which the places recognizable by all as public spaces are compromised and little frequented, it is necessary to reckon with the opportunities that may arise from the new spaces generated as a result of the event. However, it is in these moments that the mistakes produced by an absence of strategy become more serious and can leave indelible wounds on the territory.

The already complex nature of the problems of the contemporary city means that answers are sought outside the ordinary planning tools, typical of a top-down governance model, not always suitable to respond to impulses coming from below.

It seems unusual today to associate the difficult condition of the urban fabric seriously compromised by natural disasters (as was the case with the earthquake that struck the city of L'Aquila in 2009) with the opportunities that may arise from the new spaces generated by the event.

The filling of empty spaces with full volumes, instead of generating new opportunities for meeting or rather the building restoration carried out with the short-sightedness of those who do not look for the connection between portions already in bad relationship with each other but pursue the simple re-proposal of what has been.

On the other hand, stopping to reflect with different perspectives from the strictly building ones, the objectives to pursue could be those of the search for interstitial spaces where to activate new opportunities for sharing, exploit the indeterminateness of the use of urban voids to create temporary spaces that revive the dying peripheries, as well as reinterpret the existing abandoned spaces with not necessarily territorial but social objectives. A heritage, that of the opportunities offered by the new spaces, which must be managed with great care because it allows to qualify the surrounding area from an urban and environmental point of view, by creating new infrastructures for public and goods mobility, connecting and maintaining homogeneity with the context, improving liveability and creating new neighbourhoods, even densely populated ones with diversified functions.



Federico D'ASCANIO  
University of L'Aquila, Italy

**Federico D'Ascanio** is an engineer focused on urban rehabilitation. He has worked on projects in multidisciplinary teams and participates as a lecturer and as a professional in complex interventions of urban rehabilitation and restructuring, consolidation and restoration of historical heritage buildings, especially after the earthquake that destroyed the city of L'Aquila in 2009. The projects consist of punctual interventions but also of strategies of cultural, social and community impact, at urban and regional level. He has a degree in Construction Engineering from the University of L'Aquila in 2001 with an experimental thesis in Urban Planning named: "Elements of strategic planning and urban structure" and a PhD in "Recovery, design and protection of settlement and territorial contexts of high environmental and landscape value". Since 2002 he has collaborated in teaching and research on urban planning issues at the Department of Architecture and Urban Planning of the Faculty of Engineering in L'Aquila. Since 1998 he has been a member of the National Institute of Urban Planning, Abruzzo Region, actively collaborating in the study and research of territorial planning. Since 2019 he has been a director of the Studio ADLER Design, where he is coordinator and project manager.

OPPORTUNITIES | ABSENCE OF STRATEGY | PUBLIC SPACES | RELATIONSHIP | URBAN FORM

*COVID-19 Bangkok Slum Community Upgrades. A Forefront of Inequality Challenge*

The third stage COVID-19 pandemic has severely affected life-threatening to the vulnerable people the lives and well-being of all in Bangkok. The hospital was unable to support the number of people infected with CODIV-19. The Community Organization Development Institute (CODI) is a forefront in Bangkok COVID free City agenda. Besides, the strategic Planning of program Management Units for Areas - based Development (PMUA) is one partly supported with CODI have organised the "Community Isolation" in the CODI communities to mitigate the pandemic and ability to curb infections has been a remarkable success story. Finally, the collaborations are to delivery of public health measures and ambitious socio-economic stimulus packages. This evidence also emphasises the importance of a holistic approach against the COVID-19 crisis to mitigate the suffering along with collaboration of an individual engagement with others, social contacts, more quality and fulfilment in their relationships, and a sense of belonging.



Poon THIENGBURANATHUM  
Chiang Mai University, Thailand

**Poon Thiengburanathum** has over 25 years of professional design and site engineer expertise in planning and strategy. His research experience covers numerous areas: the transportation and logistics sector; renewable energy and climate change; urban development; decision science; construction and infrastructure engineering; logistics operation research and optimization; risk and strategic management. Currently he is a lecturer in the Civil Engineering Department, at the Faculty of Engineering and is Deputy Director of Strategic Planning at the Program Management Unit Area-based Development (PMU A) Ministry of Education, Science, Research and Innovation working on spatial and residential urban development, area-based development and inequality and inclusivity.

COMMUNITY ORGANISATION | PUBLIC HEALTH | VULNERABILITY | COVID-19

## Bangkok 2564. Vulnerabilities yesterday, today, tomorrow

The essay aims to reflect on possible invisible reconstructions, and the base for these reflections is a view on the metropolitan contemporary dimension of Bangkok, Thailand. The city and the whole Kingdom, whose economic dependence by tourism was calculated as circa the 20% of the GDP (lion's share in the Region), are in a crucial moment of their histories: the majority of the stakeholders' efforts are oriented towards a COVID-free reopening of the borders, setting up all the other instances as secondary leftover priorities. The essay will point at 3 specific aspects in the past, in the present and in the future to see in facts how Bangkok itself could offer other priorities in regards of various possible invisible reconstructions.

Yesterday.

Bangkok's city-making process ran in parallel with the process of the nation-making. Since Bangkok's foundation in 1782, a new urban, spatial yet political identity needed to shape itself. Occupation of virgin spaces, constitution of trades outposts, westerner entrepreneurial establishments, new settlements proceeded in parallel with the production of the spaces of a new capital city, strengthened by the importation of Western architecture styles, urban design developments and mobility technologies. In the beginning of the 20th Century, the progressive modernization of this capital city started to clash heavily with the traditional view of the whole river-based geography. New modern urban models substitute disruptively and progressively the old urbanization, the old materials, the old balance of water and land and imposed themselves as specific paradigms of space-colonization. The growth of the population led the city administration in the 1960s to carry out several car-based developments plans which expanded the city in terms of population and spatial occupation. The almost uninterrupted physical economic growth paired often with political instability: the spaces of the power and the spaces of the democracy were usually the background of the hard democratic process hosting protests, tragic events or monarchy support. The 2010 and the 2020 protests, critical moments of the Thai 21st Century, have in common the amalgamation of the symbolisms proper of the "classic" and of the "modern" city-making. For the first time, clashes and protests alternated themselves in spaces symbols of democracy and in spaces symbol of commerce, trades, modernity and urban mobility, with harsh protests that put in discussion heavily several aspects of the almost untouchable status-quo. Democracy monument, Victory Monument, Skytrain stations, banks' headquarters and the busy intersections (the central Ratchaprasong and the peripheral Wongwan Yai, among others) became the contemporary backgrounds for the bold claims of wide shares of the society.

*Which society can reconstruct the physical and immaterial legacy of the past? Is this legacy an outdated burden?*

Today.

The rapid and abrupt development of the previous decades made Bangkok an international megacity, international hub of trades and commerce, place of physical contrasts and contradictions. Still in the between the transition between secondary and tertiary sector, with digital services and innovation as possible economical leading developments, the city looks itself often as a touristic international hub. The past, forgotten and put aside during the growth, became in this view the prime industry of the city. The risk to have a territory where bordered simulacra of past' tracks does not dialogue with their context is pretty real. The differentiation of the touristic offer was occurring in the pre-COVID-19 phase, experimenting a variety of public uses for spaces oriented towards the touristic consumption and a differentiation of the luxury segment, often only lightly and stereotypically tied with the context. The long and prolonged COVID-19 closing of the border put everything on a risk, exposing the contradictions of a fragile non-resilient system, creating inoccupation and business failures.

*Is a resilient touristic reconstruction urgent and necessary?*

Tomorrow.

The megacity-dimension is forecasted to be the predominant paradigm of urban development in South East Asia. In the latest years the soft limits put to urban development altogether with public efforts of public transportation improvements did not show sustainability in the long term. If one direction of action could lead the stakeholders to work within the extent of the actual built environment, another one could look for the fringes of a city. In both cases, critical points are the environmental balance and the threat of the modernity on intangible heritage. Prioritizing these instances, if the first may be necessary and urgent, the second one may be deemed as necessary too. But can this be considered urgent as well? The physical improvements in terms of resilience and mitigation of the vulnerabilities to be carried out shouldn't exclude the raise of awareness towards the need of remarking the role of public space and towards the awareness of the risk of the consumer society and of a fast hyper-capitalist dynamic. These two issues had been silenced and postponed for several decades, in spite of an urban and national economic development.

*Can this still be possible?*

Reflecting.

Forgetting the past, overwriting it with non-stable bases can be a dangerous path for the contemporary urban dimension. It is not even a sustainable way in itself due to the lack of broad vision, whereas the good-will and the success of some single initiatives. The world of urban design is divided into social-led practices and design-led practices: invisible reconstructions in the next future should work as multiple-front operations, keeping together the social and the public, the physical and the environment, the livability and the development while looking for innovative pragmatic solutions as well.

The distinction between "what" or "how" are we reconstructing should be preceded by "why". COVID-19 can be a benchmark. It can teach awareness and responsibility to avoid future mistakes, creating the desire of sustainable resilient strategies in the field of the single expertise; or, conversely, can cause a blind pneumatic-void which could create even more hunger of profit maximization while adding fragility to an already barely sustainable system.

Stakeholders, at all levels, have the next move.



Federico PUGGIONI  
Thammasat University, Thailand

**Federico Puggioni** is an architect from Sardegna, Italy. After experiences of study and work in the Public and in the private sector in Italy and Europe in the fields of architecture, construction, art and culture, he decided to expand his constant research in Asia. So, since 2018, he has embraced different research challenges in the field of urban design and architecture, often with the aid of the photographic tool. These challenges are mostly related to the different relationships among man and the built environment in different scales.

In 2018 he became lecturer and then Associate Director of the UDDI Program at Thammasat Design School, Thammasat University. At UDDI he has the chance to work and to expand the scope of his research on different specificities of the built environment, such as the Urban Intervention, the Infill Development, Design Thinking in the Built Environment, Design Representation, History and evolution of the cities, contemporary metropolis.



## Urban Living Lab Model for COVID Relief Bangkok: An Approach for Transformative Disaster Relief Operation for The Most Vulnerable Communities

Pongpisit HUYAKORN  
Thammasat University, Thailand

It has been more than a year now since Urban Studies Lab (USL) joined the global community in fighting the COVID-19 pandemic. USL as the founding partner of COVID Relief Bangkok (CRB) operation for the vulnerable communities in Bangkok, has been working with several stakeholders to support the most vulnerable households through Urban Living Lab (ULL) model. USL employed the urban living lab model into practice to led us to positive outcomes for all. We used urban analytics through Analytic Hierarchy Process in Geographic Information System platform to prioritized which sub-district in Bangkok we should focus and then worked with the local partners to target the most vulnerable households in those areas. At the end of the first phase, we could raise more than 150,000 USD (in crowdfunding alone) and reach more than 40,000 vulnerable households.

In the ULL model being used for CRB, every partner brings with them specific expertise to the table. Each contributes to the growing ecosystem of this initiative by offering critical insight and knowledge. This empowers us to be confident that our data-driven plans are bolstered by real-world perceptions and keeps us on the right track. The model provides everyone with a universal and systematic approach that is easy to plug-in and get to action. Scalability and replication become more straightforward.

The model helps define roles and responsibilities for each group:

Academia: urban analytics, strategic planning, facilitation and engagement with the government organizations and local communities

NGO: practical know-how, expertise in the supply logistics, insights to the needs of the vulnerable groups, networks with groups for volunteers

Private: crowdfunding, monetary & in-kind support, raising public awareness

Government: intermediary to the community, local-level data and knowledge, support for space and staff

User (service recipient): local connections, real demands, up-to-date data

One of the biggest advantages of the ULL model is its flexibility, which caters to our need for quick, real-time adaptations. The urban setting is dynamic and that is even more amplified in times of crises and uncertainty, such as the current pandemic. We must be ready to learn, grow, and pivot with promptness to adjust to changes within the many unique local environments. For example, when we completed a cycle of supply distribution, the user provided us with feedback and live data. Our team then reprocessed new information, reflected, and readjusted operation processes into a more fitting and robust system.

As the most important partner and user of the relief operations, public health centre officers and local health volunteers together form a structured healthcare support network that reaches deep into communities throughout Bangkok. Their services are even more imperative right now at the fringes of city and society, where most vulnerable communities are located. Without them, CRB would not have been able to distribute supplies to where they are truly needed. They have been the ones helping us comprehend and properly engage locals to prevent any community mismatch for relief support. World Economic Forum (2020) has stated that for community operations to be effective, tailored local communication and engagement processes must be in place. (Darwazeh & Raffoul, 2020) “In terms of delivery, leveraging trusted local-community initiatives, could help credibly ensure that illiterate people are not left out of critical awareness-raising efforts.” Working through local agents such as public health centre officers and local health volunteers has been our surefire way of getting data to drive our decision making and to our desired demographic in need.

After the first phase in 2020, with the robust local data gathering unit and strong local network connection, CRB moved into the next phase after relief supply distribution, which focuses on strengthening the safety net. This includes empowering the public health centres and local health volunteers. Their resources are currently stretched, and they need us as much as we need them. Beyond short-term goals, they need assistance in setting and achieving longer term ones, such as becoming more epidemic resilient. Beyond health impacts, vulnerable households are those most likely to sustain economic blows due their inability to work during lockdowns. CRB has been implementing a training program for public health volunteers to prepare them to provide support on community mental health and wellbeing issues, while we also implemented a program of community enterprise bootcamp with Community Organization Development Institute's (CODI) that focuses on food business.

After a year of operation, we have learned that there are high potential local networks and social capital in Bangkok, however, there must be an optimal engagement process and public policy which support them. In time of crisis, testing, implementing, and pivoting are all important and ULL model provide the right structure and ever-transforming ecosystem that empower the relief operation to do so. Crowdsourcing and crowdfunding are very powerful, but we need the appropriate system to help navigate the resource to the most vulnerable or the most in-need recipients, in our case the urban analytics which used the mixture of secondary data (top-down) from the censuses and dynamic data (bottom-up) from the local level is the key to success. This is particularly true in the country which still has the limitation of dataset, scattered city open data that cannot be interpreted for locational data and geodemography. The way forward is to modernize and restructure the new system for the healthcare and wellbeing census in the household level with the usage of the dynamic data that public health centres and local health volunteers have been collecting. This will be the nexus of public policy development and community resilience that goes beyond ‘one size fits all’ solution.



**Pongpisit Huyakorn** is an urban planner and policy scientist from Thailand. He is the founder of Urban Studies Lab, an independent urban studies research center which focuses on partnership building for inclusive urban development. Pongpisit has been teaching urban planning and design for more than 8 years and he is the director of Urban Design and Development International Program, Thammasat University. He is specialized in community-based policy development, social entrepreneurship and resilient urban system.

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# *The Great East Japan Earthquake and the civil protection response to COVID-19: The severely affected town of Otsuchi*

Miwako KITAMURA  
Tohoku University, Japan

It has been more than a year now since Urban Studies Lab (USL) joined the global community in fighting the COVID-19 pandemic. USL as the founding partner of COVID Relief Bangkok (CRB) operation for the vulnerable communities in Bangkok, has been working with several stakeholders to support the most vulnerable households through Urban Living Lab (ULL) model. USL employed the urban living lab model into practice to led us to positive outcomes for all. We used urban analytics through Analytic Hierarchy Process in Geographic Information System platform to prioritized which sub-district in Bangkok we should focus and then worked with the local partners to target the most vulnerable households in those areas. At the end of the first phase, we could raise more than 150,000 USD (in crowdfunding alone) and reach more than 40,000 vulnerable households.

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**Miwako Kitamura** is a PhD student at Tohoku University. Her experience as a volunteer at the Great East Japan Earthquake changed her career as a professional photographer for many years. Her research interests are in gender and disaster. Her research interests include gender and disaster management, especially community-driven disaster management for women caregivers.

*A Study on tourists' intention factors to return home in an earthquake using decision tree analysis*

Tourists who do not know the area and do not know anyone there will be more confused than those who had difficulty returning home after the Great East Japan Earthquake. In a disaster, support is needed to properly guide tourists and help them to return home. In order to do so, it is necessary to clarify how tourists decide to return home in a disaster, and to think how to support their returning. As a first step, this study aims to clarify the factors of tourists' intention to return home.

In this study, Himeji Castle, a World Heritage Site, was selected as the field. The reason for selecting Himeji Castle is that the possibility of a magnitude 7.3 earthquake centered on the Yamazaki Fault has been pointed out in Himeji City, and supporting the return of tourists is an important agenda item in order to prepare for future earthquakes.

In a survey conducted on 375 Japanese tourists in 2018, the following four factors were used to make the survey: providing disaster information in advance, information on public transportation, guidance to facilities where they could stay, and the damage condition of the roads around there. Although this study was conducted in 2018, before the COVID-19 expansion, as mentioned earlier, tourism has not disappeared even in the face of coronavirus disease. Since the number of tourists will increase when the infection shrinks, it is important to analyze and propose based on the data before the COVID-19 expansion.

In response to the question, "What is the most natural behavior?" in 16 situations created from these four factors, the respondents were asked to choose one of the following four options: "Evacuate to a facility where you can stay," "Go to a public transportation station," "Go to a hotel or home," and "Stay in the vicinity of Himeji Castle."

Using the above four factors, demographic factors, tourist style factors as independent variables, decision tree analysis was used to extract the factors of intention to return home. As a result, the five factors of transportation used, age, accompanying persons, providing disaster information in advance, and number of visits explained the intention to return home.

Based on these results, we proposed the importance of providing information in advance and the necessity of a system that shares of transportation operation information for tourists, as a way for tourists to wait at the San-no-Maru Square of Himeji Castle, instead of going to the terminal station after a disaster and make congestion.



Kohei SAKAI,  
Hidehiko KANEGAE  
Josai University, Japan

**Kohei Sakai** is engaged in research on the theme of tourists and disaster prevention. After completing doctoral degree in policy science from Ritsumeikan University 2017, he worked at the Institute of Disaster Mitigation for Urban Cultural Heritage as postdoctoral fellow, where he conducted simulation research on the World Heritage sites of Himeji Castle and Kiyomizu Temple, as well as disaster prevention awareness research. Currently, he is conducting research on reconstruction and cultural heritage, and gaming & simulation research on COVID-19 infections at the faculty of contemporary policy studies, Josai University as assistant professor. Outside the university, he is a member of the Japan Section of the Regional Science Association International, the Japan Association of Simulation and Gaming, and Institute of Social Safety Science.

The background is a vibrant, abstract composition of various rounded squares and geometric shapes in a palette of pastel and bright colors including pink, purple, blue, orange, green, and teal. Some shapes contain smaller, solid-colored circles or rounded rectangles, creating a layered, patterned effect. The overall style is modern and playful.

# EDUCATION AND SCHOOLS

## SESSION IV : EDUCATION AND SCHOOLS

Schools, universities and museums are key to community cohesion and societal resilience, yet their importance is often forgotten in disaster response. The COVID-19 pandemic has exposed fragilities at the different stages of the educational process, further highlighting those of the educators themselves and the importance of maintaining physical contact to preserve psychological well being.

- As adaptable, polyvalent public spaces of participation and refuge, how can schools protect from disaster, provide safety and promote recovery?
- What is the role of education in promoting resilience and social cohesion in communities at risk?
- In a rapidly changing world, how can cultural educators such as schools, universities and museums support life-long-learning and adaptation?



Chair

**Antonella Nuzzaci** is Associate Professor of Experimental Pedagogy in the Department of Human Studies of University of l'Aquila, where she is President of the Council of the Didactic Area in Education and Social Service. Her research interests are related to issues of the educational experimentation in the field of teacher training (with reference to methodological, reflective and digital skills), evaluation and self-assessment processes and quality and accreditation systems in higher education and teaching. of cultural heritage. She is part of prestigious national and international research centers and she directs European Erasmus Projects and National Projects. She is author of about 300 publications including essay, articles, volumes.



# Drivers for educational networks in emergencies: universities, schools, museums, NGOs to “create capabilities” of/in communities

Emergencies are “liquid”, and as is the case with any liquid, they “adapt” to the shape of their container and are not compressible. If they are not compatible with the risk cultures of the contexts in which emergencies occur, emergencies break structures, invading everyday life and imposing new and unexpected scenarios (personal, relational, existential).

If an earthquake immediately evokes the idea of an “explosion”, the COVID-19 pandemic calls to mind the image of a swamp in its invisible way of spreading: the various governments, committed to ensuring the sustainability of their healthcare systems as well as the economic ones, reacted by closing all the spaces of relationship, forcing individuals (apart the rescuers strictly intended) to watch the events from the closed walls of their homes.

The invisible destruction of COVID-19 took place at micro level of individual lives and at the macro level of social fabrics and community networks, leaving material structures and infrastructures intact. Paradoxically, in an apparently “static” situation, the choices and decisions required and still require a more incisive reactivity of the institutional and organizational systems. They do not escape the characteristics of emergency intervention, at least as regards educational and pedagogical work:.

1. High flexibility and adaptation in management of liquidity;
2. Integrated design and networking;
3. Management of emotions and stress;
4. Production of change.

In the face of the complexity highlighted above, it is necessary to investigate and define the coordinates to activate the personal, community and social resources useful for responding to the emergency conditions that characterize different contexts and experiences. The aim is to go beyond the contingent situations that block the development and the ability of subjects to participate in the regeneration of optimal conditions of life and transformation.

If the goal is to promote capacity building of people and communities, it is essential to ask which educational actions have the greatest potential to activate the resources present in emergency situations. The actions presented focus on education/instruction as a driver, as an accelerator, catalyst, promoter or simply the best opportunity to act in an innovative way, thus facing the emergency. Depending on contexts, educational action intercepts the potential for resilience and generative response to new opportunities that are still present in the affected areas. COVID-19 has abruptly disrupted everyday life, sometimes further complicating situations already in emergency. The educational response, also thanks to the mediation of IT in the areas traditionally conceived in presence, has sought and found new ways to achieve social and cultural innovation.

Where the associative fabric held, it was possible to implement contrasting actions and try to overcome the gaps generated by social distancing. Thus, the urgency of a polycentrism of training and a right to non-formal education was confirmed as a response of an out-of-school pedagogy to all the daily educational needs, including those of the school which are strongly conditioned by the emergency. In a logic of widespread training, educational projects have accelerated and promoted alliance practices as a strategy for the resilience of individuals and communities. A map of education was thus redesigned starting from the associative fabric in the various territories, especially in the suburbs where inequalities have worsened.

A selection of specific socio-educational interventions carried out in Italy will be presented aimed at creating a network of social and cultural opportunities and redesigning a new geography of education, reaffirming the importance of public space. The role of the university in dealing with emergencies is not insignificant. Within the territories, they have the disciplinary and transversal skills to face, from the perspective of the third mission and sustainability, the challenges that the reconstruction processes, material and immaterial, open up. The case of the University of L'Aquila, with its expertise already taken in the context of the seismic emergency, is emblematic in this direction: limiting ourselves to the pedagogical intervention, it will refer to how, between seismic emergencies and Covid-19 and their overlap, the construction of networks with other institutions, associations, private entities, has made it possible to support the resilience of educational institutions and contrast the specific forms of educational poverty that the same emergencies can generate or exacerbate.

In this regard, it is also possible to recall the work carried out by the Art Laboratory of the *Palazzo delle Esposizioni* in Rome, where there is a library specialized in international publishing for boys and girls with a precious collection of wordless pictures books, set up for the international cooperation project on the island of Lampedusa for the reception of migrant and native children. In the period of suspension of school activities, the *Resta a casa ma... lo Scaffale d'arte viene da te!* (Stay at home but ... the Art bookshelf comes to you!) has allowed: children to participate remotely in laboratory activities, freeing them from boredom and loneliness; teachers to find educational resources; families to get relief from heavy everyday life. The beauty of doing creative has thus proved to be an extraordinary resource for strengthening the resilience of communities. Moving then from the capital to the small municipalities of the periphery of Southern Italy - the largest area in Europe marked by decades of poverty, underdevelopment, marginality - the action of the University of Salento in partnership with the Municipality of Leverano provides interventions for strengthen and reactivate personal, community and social potentials to counter the widespread socio-economic and participatory weakness, even more exacerbated by the social vacuum created by Covid19.

The project called “A casa Gorgoni” has adopted a structure of the Municipality (Palazzo Gorgoni) to make it a new social and cultural attraction, promoting social well-being, care and solidarity, for the construction of an educating community. Palazzo Gorgoni, like a real home, is a safe and welcoming place of active participation, solidarity and mutualism. Many actions are planned: the forge of knowledge, the room of the gift, the living room of Casa Gorgoni and others. Just like in a house, each room has its own meaning, its own project, a window from which looking at the world.



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University of Salento, Italy  
Antonella NUZZACI  
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Anna Paola PAIANO  
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Elena ZIZIOLI  
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**Giuseppe Annacontini** is Associate professor of General and Social Pedagogy at the Department of History Society Human Studies of the University of Salento and PhD in Pedagogy of Health Sciences. His research and didactic pathways focuses the attention on the role played by wellbeing condition in transformative processes of man and women, considered by a complex interpretation that interconnect physical, psychological and social dimensions, in the different times and spaces of the education. Recently, he has been studying the learning dimension of educational, medical and nursing works with particular attention to the problems linked to the promotion and development of a mentality cared-oriented trough practicing emotional, cognitive, communicative and relational competences. He is member of the scientific panel and editor in chief of international and scientific journal of education “MeTis. Mondì educativi. Temi, indagini, suggestioni”. He is the author of many books and scientific essays and articles.



**Anna Paola Paiano**, Ph.D. in Education Sciences and Pedagogy. Research fellow (M/PED-01), She collaborates with the Chair of General and Social Pedagogy at the Department of Society, History and Human Studies (Unisalento). Research topics: theories of recognition and training, educational poverty, narrative methodologies and the fight against abuse and mistreatment.



**Elena Zizioli**, Ph.D. in Pedagogy, is Associate professor of General and Social Pedagogy at the Department of Education of the University “Roma Tre”. Areas of Research and publications: the history of 20th Century Italian school and educational models; the popular education and training in borderline or hardship contexts such as prison (with a closer look at female detention). Recently, she explored storytelling as a device of resistance /resilience and, in particular, she analyzed non-formal education experiences that have helped to promote the development of supportive communities. She is member of the Editorial Committee of the scientific review “I Problemi della Pedagogia”, and she is member of SIPED (Italian Society of Pedagogy). She is the author of many books and scientific essays and articles.

# Schools in the time of COVID-19: teacher training and school resilience. Pedagogical reflections from a diachronic study

This proposal intends to reflect on the resilience of school institutions in Italy regarding teacher training, psychological well-being, and social cohesion during the period of the COVID-19 pandemic. Several studies and research projects conducted in the last sixteen months have brought to light the internal contradictions of a society and a school that were already in a critical condition, from an organisational, socio-economic, cultural, and political point of view (Baldacci, 2020; Roncaglia, 2020; Save the Children, 2020).

For this reason, the focus of this proposal is specifically on schoolteachers and school principals: at a time of health, economic, social, and educational crisis, they had to respond quickly to new school configurations in order to cope with the emergency. We used several questions as our starting point and focused our research on them: Is teacher training adequate for addressing the “technological revolution” that has enabled all public and private training structures—including schools—to maintain “virtual” contact with students? How will it be possible to implement the knowledge and expertise of teachers in relation to the needs of supporting professional competence in emergency situations? Have educational institutions been able to cope with the needs—which radically and suddenly changed within months on a global scale—for training, personal care, and group cohesion to limit inequalities?

The proposed reflections arise from the analysis of four semi-structured interviews with privileged subjects, i.e., school principals of school districts geographically located in Central and Northern Italy; specifically: Alba (Cuneo), Cologno Monzese (Milan), L'Aquila, and Sant'Ilario d'Enza (Reggio Emilia). Regarding the choice of the geographical areas of investigation, it was decided to focus on Northern and Central Italy because the northern area was particularly affected in the first phase of the health emergency and the central area, in addition to having had severe consequences from the second wave of the pandemic, presents regions already affected by previous emergencies. In particular, the city of L'Aquila still shows signs of the earthquake that occurred in 2009 (Nanni & Vaccarelli, in press; Vaccarelli, Nanni, & Di Genova, in press).

Our proposal is part of a research project (Di Genova, in press) already started during the first lockdown—which in Italy ran from March to May 2020—and it was resumed and investigated further in June 2021, one year after the first interviews conducted with the same school principals. Excerpts of their answers will be reported—following data protection regulations—and these will be the framework around which our pedagogical considerations develop.

For the first cycle of interviews with school principals, it was decided to use a semi-structured grid but to maintain a certain level of standardization—tending towards relatively structured interviews (Brinkmann, 2018)—to ensure the comparison of the responses of the different interviewees. A qualitative analytical approach was adopted, specifically, the method of reflexive thematic analysis (Braun & Clarke, 2006).

In the first phase of the research, participants describe individual and team resilience capacities as propaedeutic to the construction of resilient relationships, extending this to incorporate more widespread social systems (exosystems) (Bronfenbrenner, 1979). Through these relationships it is possible to develop the resistance capacity defined by Vaccarelli (2016) as “resilience together”, in order to respond to situations of educational poverty and vulnerability that the emergency may generate or exacerbate.

By comparing the topics dealt with in the first cycle of interviews and the themes identified as a result of the coding process, it was decided to focus, for the second cycle of interviews (with the same school principals), on the following points: professional motivation in relation to the emergency; changes in school organisation; the degree of satisfaction of post-first pandemic wave expectations (in relation to what was expressed in the first interview); new expectations for the future. We therefore intend to develop our reflections and pedagogical considerations from a diachronic comparison of the themes identified through the two cycles of reflexive thematic analysis. The aim is to investigate what elements can be leveraged in the pedagogical work and training of education professionals to develop individual and organisational/institutional resilience.

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*Education in times of disasters – new challenges. The case of Poland*

The 21st century can be called the century of catastrophes. Climate, weather and seismic anomalies; epidemiological threats; migrations; social and cultural changes; increasing the feeling of "otherness and alienation", isolation and adherence to restrictive social and medical rules; changes in the understanding and function of the family - these are just some of the challenges that both contemporary society and "ordinary person". In this context, the role of education is increasing to prepare people to face the challenges of the 21st century and to deal with the consequences of disasters; sociocultural transformations; everyday frustration and the necessity / ability to cooperate with other people. Based on the analysis of the literature and the pilot social research, the author reflects on the question of the role of the Polish schools and teachers and its readiness to prepare students to take up the new challenges, prevent catastrophes and deal with their consequences.



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EDUCATION | SCHOOLS | TEACHERS | PUPILS | DISASTERS | SOCIAL CHANGE | IDENTITY

*Pandemic imposed remote activities: a built enviroment assessement*

The COVID-19 pandemic forced workers and students alike in their homes, having to adapt to the normalization of remote activities. While those activities were often accessible thanks to a slightly below average market penetration of broadband connection (both landline and mobile, OECD data, 2020), they had to be performed in spaces often not designed for them. And this condition has highlighted critical issues related to housing shortages and the importance of technology (Rotilio, 2021).

To assess how the built environment fare against those evolving needs the authors promoted a survey on a sample composed of students and workers at the Università degli Studi dell'Aquila and employees at Comune dell'Aquila. The survey was composed of 2 main sections: the first one it was aimed to gather data regarding the composition of the sample and the median household; the second section asked the user what kind of remote activity they did experience during the pandemic emergency and how that activity was impacted by the built environment they live in.

The results (based on 3490 answers; 70% students, 30% workers) gave us a picture of the median household in central Italy, composed by an average of 4 people (38%); located in an apartment building (60%); made by 4 to 5 rooms (46%); where roughly 1 out of 2 workers worked exclusively from home (43%), while others had to go on site between 1 and 4 days a week. Also, the results showed the differences in spaces used by workers and students, the first group used mainly the living room (33%) or a dedicated room (37%) while the second group preferred the bedroom (63%); both groups said that the activities were mainly concentrated in the morning and afternoon, adding that the morning is the time of day most prone to interference with other people living in the same house.

Around third of the sample (38%) said that is thinking about changing something about their living arrangement by either converting a spare room to a study (77% workers, 66% students) or moving to a different place (23% workers, 33% students); other people answered that they are not willing to do such a radical change but have considered inserting furnishing elements in non-dedicated spaces like a bedroom (72%) or a living room (23%). Lastly the survey assessed the perception of this forced remote practices, with a somewhat-positive to positive impression in 63% of the workers but only in 43% of the students.

The results suggest an inclination between workers to make a form of remote or hybrid working structural, while in students the perception is skewed toward a failure of remote learning leaning towards in person activities. But how do these results should inform the design practice of the built environment then? To cater to the needs of workers we see how the presence of a spare room (or a study) drastically improves the quality of the experience, so moving forward that extra space should be considered more a necessity than a luxury. This room should be around 9sqm and it should be connected to the living spaces (to reduce the interference with sleeping quarters). As for the student population the issues linked with remote learning can be addressed using furnishing elements located in the bedrooms; to promote these practices it is advised that the minimum standard for single bedrooms of 9sqm included in the DM 5/7/1975 is increased to 14sqm (the same minimum defined for double bedrooms). Anyway, since the almost-even split between positive (43%) and negative (41%) perception of remote learning, it is evident how the activities can't continue in an exclusively remote fashion, but it is imperative to return, at least, to a hybrid mode in the near future.



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SURVEY | REMOTE WORKING | REMOTE LEARNING | BUILDING DESIGN | DESIGN STANDARDS

## SESSION V : EDUCATION AND SCHOOLS



Chair

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## *Motricity and Inclusivity - Italian University Student Lab Experience during the COVID-19 Crisis*

In accordance with Legislative Decree No. 22 - 8 April 2020 on the necessary measures to be taken against the Covid-19 crisis, e-learning in Italy has become compulsory for everybody, including university students. Ever since the first semester of the current academic year (2020/2021), the University of Salerno, Italy, has turned all its traditional classroom teaching courses into remote learning courses in order to tackle the emergency. As a result of this provision, the Motricity Methods and Strategies Lab, which is part of the Pre- and Primary-School Education Training Course at the University of Salerno, has been conducted online, namely on the Microsoft Teams platform. The drift from traditional classroom courses to an online platform learning environment has surely increased our awareness that the teaching-learning process at school involves not only teachers and students, but also all other school personnel (secretaries, janitors, principals and so on). The new space and time Anti-Covid-19 restrictions have dictated that the education process be re-thought and re-planned according to the potential advantages and drawbacks of new technologies in teaching and learning.

The motricity e-lab for the Italian students at the University of Salerno has necessarily been planned, conducted and regulated according to the principles of safety, quality and inclusivity to be followed during the Covid-19 pandemic. As regards inclusivity, the UNO Convention of 2006 acknowledged that it is not people to be included, but processes, spaces, contributions and procedures to be planned inclusively in order not to exclude people (Medeghini, Vadalà, Fornasa, & Nuzzo, 2013). Therefore, a prospective line of development in the university training of future pre- and primary-school teachers could focus on inclusive educational practices. The teamwork characterizing the e-lab here has enabled students to acquire specific motricity-related skills and consequently develop new educational practices. The motricity e-lab has made students the active and reflexive protagonists of the experience and the teacher has triggered the development of their specific professional competencies. These competencies must necessarily belong to their own educational assets so that they can later become good teachers and experts in motricity.

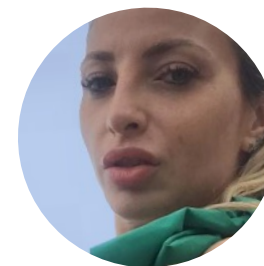
During their e-lab experience, students have co-built the course-planning activity themselves. Thus, in accordance with each student's teaching and learning paces and styles, the motricity lab has allowed for a meta-cognitive assessment of their knowledge. The educational experience described in the present paper does not mean to be a definite answer to doubts and perplexities in online education and its impact on students; it actually aims at fostering an important methodological discussion on how to deal with the educational and technological changes and innovations which have characterized the Italian school system through the years.

The present study explores and describes an e-lab experience that the Education Science Department of the University of Salerno has conducted to ensure that the training of future Pre- and Primary-School Education teachers suffer no stoppages. The motricity e-lab has enabled all students to attend classes regularly in spite of the Covid-19 crisis. The paper goes on to present an e-lab experience involving 100 future pre- and primary-school teachers. The present study aims at improving education by activating e-learning routes and projects, favoring cooperative learning on line and developing inclusivity processes. It wants to encourage observations and considerations on the changes and innovations that Italian Universities have had to go through during the Covid-19 pandemic. This sudden crisis initially jeopardized the continuation of all educational activities, even more so in the case of special-needs students.

The main objectives of our e-lab are to teach the students specific motricity notions and promote its specific inclusivity-oriented cooperative learning on line. The feedback on the studies and projects which were carried out last year (Academic Year 2019/2020) at the University of Reggio Calabria, Italy, has shown some students' strong need for more specific motricity-based (or, better still, inclusivity-oriented and motricity-based) training in order to cope with future challenges in pre- and primary-school teaching (Sgambelluri, 2020; Sgambelluri & Vinci, 2020; Sgambelluri, Straniero, Valenti, 2020). In these studies and projects students openly deemed their motricity and P.E. knowledge to be very poor and confessed they had never gotten around to putting even the little they had learned into practice (Sgambelluri, 2020; Sgambelluri & Vinci, 2020; Sgambelluri, Straniero, Valenti, 2020). The data obtained lead us to point out that university training courses in pre- and primary-school education should necessarily stress the importance of motricity and physical activity as factors that would most probably foster accessibility to, and inclusive participation in, the educational process (Booth, Ainscow, 2002; Perla, 2013). In consideration of the aforesaid, the motricity e-lab at the University of Salerno has activated a further and wider form of e-lab-based learning which envisages mock lessons by the students themselves.

This e-lab physical-education-oriented experience at the University of Salerno lasted 2 months (from March 2021 to late April 2021), involved 100 students and witnessed the planning of lessons on specific motricity-based assignments. It sought to enhance lab teaching and cooperative learning on line and encourage the development of inclusivity-oriented processes, and succeeded in both. The cooperative learning practices it enacted translated into long and/or numerous interesting experience exchanges whereby these future pre- and primary-school teachers discussed special needs lesson planning and teaching, the challenges they pose and how to face them. All this has led to a new idea of motricity-based e-lab teaching, one which considers motricity the integrating background for creating new and interesting educational scenarios. In the light of the aforesaid considerations, we are almost certain that if we enhance the role of motricity in training future pre- and primary-school teachers at university, inclusivity-oriented classes relying on the educational potential of physical activity will be developed more effectively at school in the years to come. With that said, we hope the e-learning method proposed by Salerno University could later envisage further and wider educational applications, inasmuch as it lends itself to new interesting modes of co-building, co-designing and co-assessing between and among teachers and students for the creation of more inclusive education schemes, even in the case of remote learning.

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## *The necessary education: pedagogical perspectives during and post Covid-19 pandemic and emergencies from the experience with Italian adolescents during the first year of Pandemic*

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Which protection factors now during Covid-19 Pandemic and in future towards adolescents? How to project education in during and after the pandemic? Pandemic from Covid-19, but also other emergencies in this emergency - bullying and cyber bullying, gender-based violence and from hikikikomori syndrome, impact on adolescents deeply. The present research aims to propose on some guidelines on such question basing on from main researches:

- A one-year-long research (March 2020-March 2021) about the effect of pandemic, conducted with cooperation of University of Bicocca and Talenti fra le Nuvole ONLUS, a social cooperative in Milan area coping with adolescents - aimed at exploring lived experience of adolescents, listening to their voices and from an insider point of view, both in education and relationship throughout the first year of pandemic restriction in Italy (Lampugnani, 2021, a) using Interpretative Phenomenological Analysis (Smith et al., 2009), in recursive semi-structured interviews 17 students of Secondary school (7 in 1st Grade, 10 in 2nd grade), who previously lived also the condition “defined” as Specific Learning Disabilities, such as dyslexia (MacDonald, 2009).
- A participative research with the 28 secondary students in Talenti fra le nuvole developing educational activities aimed to support learning, well-being, relationship with peers, reflection on their personal experience during pandemic and developing personal strategies and gain to afford this experience (Lampugnani, 2021, b)

In the first research, when Secondary school students came back at school in Italy for the first time in February 2021 after a one year school-lockdown, they were greeted at school with numerous tests and evaluations and charged with having lost time...at home they haven't afforded yet the worst period of pandemic, feeling protected from virus and from school, but desiring anyway to learn and grow up. From autumn 2020 to the present day attempted suicides and self-harm of adolescents in Italy increased by at least 30% (Vicari, 2021).

Performative experience of learning, level of learning to be tested in formal evaluation, theoretical explanation on the other side of the computer conducted from their teachers expressed finally the collapse and the failure of such kind of school and education, not supporting but also increasing the bother, demotivation of students affording one year of pandemic who didn't find in educator adults confidence, trust and support to cope with it, adding an additional challenge.

Results of the first research suggest that many students in the first quarantine (March-May 2020) reflexed on their experience with personal advantages, felt less anxious and had less school difficulties than previously, because of the extensive use of technology, less hours spent for school, and personal strategies. The prolonging at undetermined time of pandemic and the normalization (school continuing without reprojecting educational experience, only adapting to practical needs such as the use of distancing and mask or extensive use of distance schooling for secondary school) helped at the beginning (November 2020) to come again in a routine, but soon it produced a deep discomfort.

Different educational experiences conducted in Talenti fra le Nuvole onlus, in the second research, to experiment and support such adolescents in a modality exclusively at distance, brought some interesting and supporting results to adolescents involved.

Basing on this we try to trace some possible guidelines both to carry on in affording pandemic emergence re-projecting education and schooling to best afford difficulties but also to hypothesize a future different framework for education.

Guidelines need to involve not only school and teachers, who afforded with difficulty this particular challenge, but a whole educating community in which school, extraschool, parents, second level figures such as pedagogists and psychologist recently (August 2020) introduced at school can cooperate to create a net of support (and self-support).

Advanced Technology looks to be potentiated also, not only to overtake the digital divide (Ferri, 2020), but for four orders of educational factors: to take advantage of the ability to connect people in the distance not only at an exterior level; in order to make students aware and capable to use in strategic way technologies to work and learn in a present and future world; to ask thorough ethic and critical questions about risks and aspects of use of technologies; to include and reduce barriers for participation of every student; to make education more active and participated.

We can think, after this emergency, but also during other emergencies, at a different idea of schooling and education as something “necessary”, fundamental for young people to live and afford emergencies: pandemic has to be an occasion to re-project school and instruction as education significative experience with three characteristics to develop: motivating, regarding each one life, interactive and co-constructive.

Time and space in emergencies change deeply: learning is not separated from life, not “ascetic” but full of necessity, of life, of looking from something so useful and so interesting that can involve people from something challenging their own life.

At the same time this challenges and invoke, making students active, in a participative, democratic organization (Dewey), fundamental condition not only to learn and for democratic perspective, but also crucial to afford emergencies, as underlined by OMS in lineguide to afford Pandemic Fatigue (2020).

What's missing nowadays and in all emergencies, but also in school in “normal” time? Body, touching, movement, experiment with all the senses...it's a need now as emerges from each one and adolescents experience, but also in a school based on active pedagogical strategies and on discoveries of neurodidactics (Antonietti, 2019), in a line that gives each one coming out of homes living but also promotes learning of contents and competences.

Give attention to relational abilities is an important factor of prevention from psychological diseases, of developing motivation and self support, also in emergence situation and at distance: give and receive help, listen to others and express experiences, frame of mind and emotions, including others are not “natural” abilities. Give protection but also prevent from some very actual emergencies as bullism and cyberbullism, gender-based violence and from hikikikomori syndrome.

The possibility of discussing, comparing, confronting, sharing with peers is a funding experience in adolescence to grow up. This occasions, lost in pandemic and in the emergencies, have to be rebuilt and promoted not only as a spontaneous socialization in presence, but proposing different experience in group, for debating, for studying, researching, projecting practical experience or practicing sport, or music. Each of this situation has a potential different educational additional .....to be projected carefully and considered by educators, parents, sport trainers, teachers.



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ADOLESCENTS | COVID-19 PANDEMIC | PEDAGOGICAL PERSPECTIVES | PROTECTION FACTORS | RELATIONAL ABILITIES



## Distance Learning: giving value to the Covid-19 Emergency

Educational institutions are “Organizations with high reliability as they have the task of educational care and education of people, with very high risks on the impairment of human development in terms of cognitive, psychological, social, emotional and, last but not least, physical” (Milani, 2019, p. 219).

Were schools reliable during the emergency of the Covid-19 pandemic?

To answer this question we gave voice to the students, usually not considered by welfare policies and the dominant narrative, through a participatory research that involved them not only as “subject of research” but as “active subjects” (White, 1991; Mortari & Ghirotto, 2019). Our research work takes on a theoretical framework related to the concept of active, democratic and intercultural citizenship (Milani, Gozzelino & Boeris, 2020). It sits within a complex vision that takes into consideration the tendency towards the universality of human rights, interculturality and interdependency as well as the concept of citizenship as a concrete way of living and acting where there is a sense of collectivity to ultimately pursue common good and global education (CoE, 2016). The process enhances a practice of belonging to the community (Pescarmona & Matera, in press), which is expressed in the care and responsibility, ethical, civil and moral: this research project aims to promote a context of expression of civic duty, as a willingness to actively contribute to the life of the community (Deluigi, 2012), with a view to improving the living environment of each citizen. We present data and reflections emerging from the project “The discomfort of teenagers during the COVID-19 pandemic and lockdown: educational problems and pedagogical reflections” (P.I. Lorena Milani, University of Turin). Teenagers from Piedmont (Italy) have been considered social problems “experts” and have been involved in the process of making questions as well as creating the research method: an analysis of the discomfort experienced by teenagers (14-19 years of age) during the COVID-19 pandemic has become an opportunity for advocacy, development, digital citizenship and leadership (Rivoltella, 2020).

Over 1200 teenagers from 4 schools to this day have participated in the study filling a survey. They have been given the opportunity to report suffering, discomfort, disappointments and to express their opinions in terms of what they believe to be important to ultimately be heard and taken care of by the adults (Gemma & Grion, 2015). In addition, their active involvement is a possible way to investigate and to bring about improvements in the areas of life that have been affected by the emergency, in a perspective of advocacy and social justice. Furthermore, they have become protagonists of the research process together with the researchers by participating in research training, utilising digital tools and analysing the findings (Lanfrey & Solda, 2018). Students considered the project as a way to state their opinions freely, as well as an advocacy programme, which could reveal their unseen and unheard needs. Therefore, it has been defined as an “open window” during the lockdown period. The project aims to join participation, engagement and critical resistance of students. Students have become “agents of change” and their words invite teachers and leaders to assume new educational postures. Finally, peer support and anonymity have allowed the most fragile subjects to report the situations they have been experiencing. The students’ questionnaires adopt the perspective of the Pedagogy of the word (Freire, 1968; Scuola di Barbiana, 1967): the participants have chosen some specific areas of the questionnaire and the terms that have been selected can be defined as generating and liberating words.

In this sense, the school and the collaboration between it and the university can open up potentials for empowerment, resilience and social cohesion in the territory. Therefore, the school can be a highly reliable organization, if it develops the ability to self-reflect on its failings and to open up to dialogue with the subjects of education as citizens participating in a wider community system. Only under these conditions, school becomes a place for the promotion and protection of human and children's rights.



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*Bodies and emotions at the time of Covid-19: stimulating body intelligence through movement and dance*

Carmen PALUMBO  
Lucia PALLONETTO  
University of Salerno, Italy

In the “Physical activity strategy for the WHO European Region 2016-2025” (WHO, 2016) the WHO highlights the centrality of physical activity as a central factor for biopsychosocial health and well-being.

What is learned through motor and sports activity is useful for the integrated development of the physical, emotional, intellectual, social and productive capital of the person (Bailey et al., 2013) and is the most effective means of developing skills and values that can be used in everyday life, consistent with the framework of key competences for lifelong learning in the European Union (2006, 2018). UNESCO in the international document “Quality Physical Education” (2015) also highlighted the important role of this discipline within the school context and educational agencies in general, for the promotion of health, motor literacy, inclusion and improvement of school performance.

The new virtual spaces of the school at a distance, activated during the emergency of the epidemic from Covid-19, have induced schools and families to experiment new forms of teaching, communication and relationship between all the involved subjects. Unfortunately, the current health emergency has prevented the educational and inclusive possibilities of this species and it is therefore necessary that the school, in the current situation and at the end of it, has ready a project of significant training intervention, introducing awareness about the role of the body, emotions and context and at the same time aiming at the achievement of bio-psycho-social well-being (WHO, 2001).

Therefore, a more modern consideration of the body, understood both as a subject and as an inseparable tool, derives from all this in order to guarantee the educational success of which (from the objective n.4 of Agenda 2030, aimed at providing an education of equitable and inclusive quality) It emerges the need to suggest a new training path that is laboratory-based and in which training is provided through the involvement of corporeity.

On the other hand, studies on neuroscience recommend the need to encourage active and participatory learning, which encourages exploration, direct action, the manipulation of objects of knowledge and the playful dimension. The motility and the corporeity, then, participating in the process of development and maturation of the child must be considered as the leitmotif of all the educational-didactic action, because the needs of the child, preparatory for a correct and comprehensive psychophysical development, cannot be exhausted within a transmissive-frontal didactic relationship, to be consumed exclusively in the classrooms and not even in hetero-conducted physical and motor activities, which would “imprison” the subject in new requests and deliveries and that would leave no room for initiative, divergent thinking, expressive and creative (Palumbo, 2020).

The first question to ask is whether there are and what are the elements that can be useful both in Dad and in teaching in the presence. All this constitutes a real challenge, which is central to the educational context and which identifies as fundamental the need to build a learning environment, promoting the development and well-being of the individual, which acts as a facilitator, rather than a barrier. Using the body in teaching means using the body as a facilitator of expressiveness, as the living body involves visual contact, listening to the emotional reactions of the other members of the group, the management of one’s own body and one’s own voice in space, and of interaction with all others. Body language, if properly decoded, can be very eloquent because the individual is a unit, not divided into mind and body and studying how an individual expresses means observing his motility, that is, the external manifestation of emotion. The body is the starting condition for teaching in relation, but on the didactic-educational level the experience to be proposed must be that which leads to understanding connections or successions and becomes knowledge because it acquires a meaning.

Even Gardner, when he refers to the concept of bodily intelligence, sees it as a creative response of the body to a question (motor solution to the problem), in which the individual puts in place a personal drive, characterized by a unique executive quality.

We highlight the importance of dance-education because it is moved by a type of body-chinesthetic intelligence, has the ability to act as a motor to support other intellectual forms and has the ability to promote in an original way the access of the person to knowledge. The dance-educational proposes its own methods of research and uses the body as an expressive means suitable to form a harmonious motor development in accordance with the expressive and emotional. In fact, the dance materializes the physical world hidden in each of us and brings out the deepest dimensions of human nature, which through other activities would not be able to rise to the surface.

Dance is movement, through movement (...), the student will be able to know his body and explore space, communicate and relate to others in an appropriate and effective way» (MIUR, 2012, p. 65) through a whole series of connections, absolutely creative selections, choices and solutions of intelligence (Berthoz, 2011).

Children are at the heart of the school system and we know that, in order to understand the phenomena that characterize the world, they need direct experience, to nurture their own know-how and to act. Therefore, they must be immersed in the didactic space where they find the ideal place, where personality is formed and where the body is used as a device through which experiences are realized and knowledge is produced (Rivoltella, 2012). Body resources, in fact, offer science “the synthesizing potential of experience”. Starting from the assumption that our thoughts, the development of our higher and even more abstract cognitive functions are based on the body in place (Berthoz, 1988), the research aims to highlight the educational potential of bodily experiences, recognizing them a sensitive educational value for the ability to build meaningful and effective associative mechanisms, able to “drag” mnemonically information indispensable to learning processes.



**Lucia Pallonetto** is currently Phd Student of the Didactic Corporeity, Technology and Inclusion Curriculum, at the Department of Human Sciences, Philosophy and Education of the University of Salerno, a specific interest for the Pedagogy of Movement emerges, with particular reference to the inclusive function of creative movement and dance and the use of body and movement.



**Carmen Palumbo** is currently Associate professor in Methods and Didactics of Motor Activities (sector M-EDF / 01) at the Department of Human Sciences, Philosophy and Education of the University of Salerno. He is currently a lecturer, reconfirmed, of Pedagogy and Pedagogy applied to dance at the National Academy of Dance in Rome (AND). Since 2001 he has been collaborating in the realization of research activities in the university field, developing his own research lines on the study of the didactic function of movement activities to favor cognitive and inclusive processes in formal and informal educational contexts, with particular reference to educational and inclusive aspects of dance and expressive movement. She is the author of numerous articles in national and international journals and texts on the educational and inclusive potential of “dance”. In 2016 she was awarded the 2016 ITALIAN PEDAGOGY AWARD by SIPED, for the monographic work The educational dance: Educational dimensions and educational perspectives (2013), Rome: Anicia.



# Reconstructing The Educative Relation Throughout The Covid-19 Pandemic By Listening To The Voice Of The Students: A Participatory Research Project

Educational institutions are “Organizations with high reliability as they have the task of educational care and education of people, with very high risks on the impairment of human development in terms of cognitive, psychological, social, emotional and, last but not least, physical” (Milani, 2019, p. 219).

Were schools reliable during the emergency of the Covid-19 pandemic?

To answer this question we gave voice to the students, usually not considered by welfare policies and the dominant narrative, through a participatory research that involved them not only as “subject of research” but as “active subjects” (White, 1991; Mortari & Ghirotto, 2019). Our research work takes on a theoretical framework related to the concept of active, democratic and intercultural citizenship (Milani, Gozzelino & Boeris, 2020). It sits within a complex vision that takes into consideration the tendency towards the universality of human rights, interculturality and interdependency as well as the concept of citizenship as a concrete way of living and acting where there is a sense of collectivity to ultimately pursue common good and global education (CoE, 2016). The process enhances a practice of belonging to the community (Pescarmona & Matera, in press), which is expressed in the care and responsibility, ethical, civil and moral: this research project aims to promote a context of expression of civic duty, as a willingness to actively contribute to the life of the community (Deluigi, 2012), with a view to improving the living environment of each citizen. We present data and reflections emerging from the project “The discomfort of teenagers during the COVID-19 pandemic and lockdown: educational problems and pedagogical reflections” (P.I. Lorena Milani, University of Turin). Teenagers from Piedmont (Italy) have been considered social problems “experts” and have been involved in the process of making questions as well as creating the research method: an analysis of the discomfort experienced by teenagers (14-19 years of age) during the COVID-19 pandemic has become an opportunity for advocacy, development, digital citizenship and leadership (Rivoltella, 2020).

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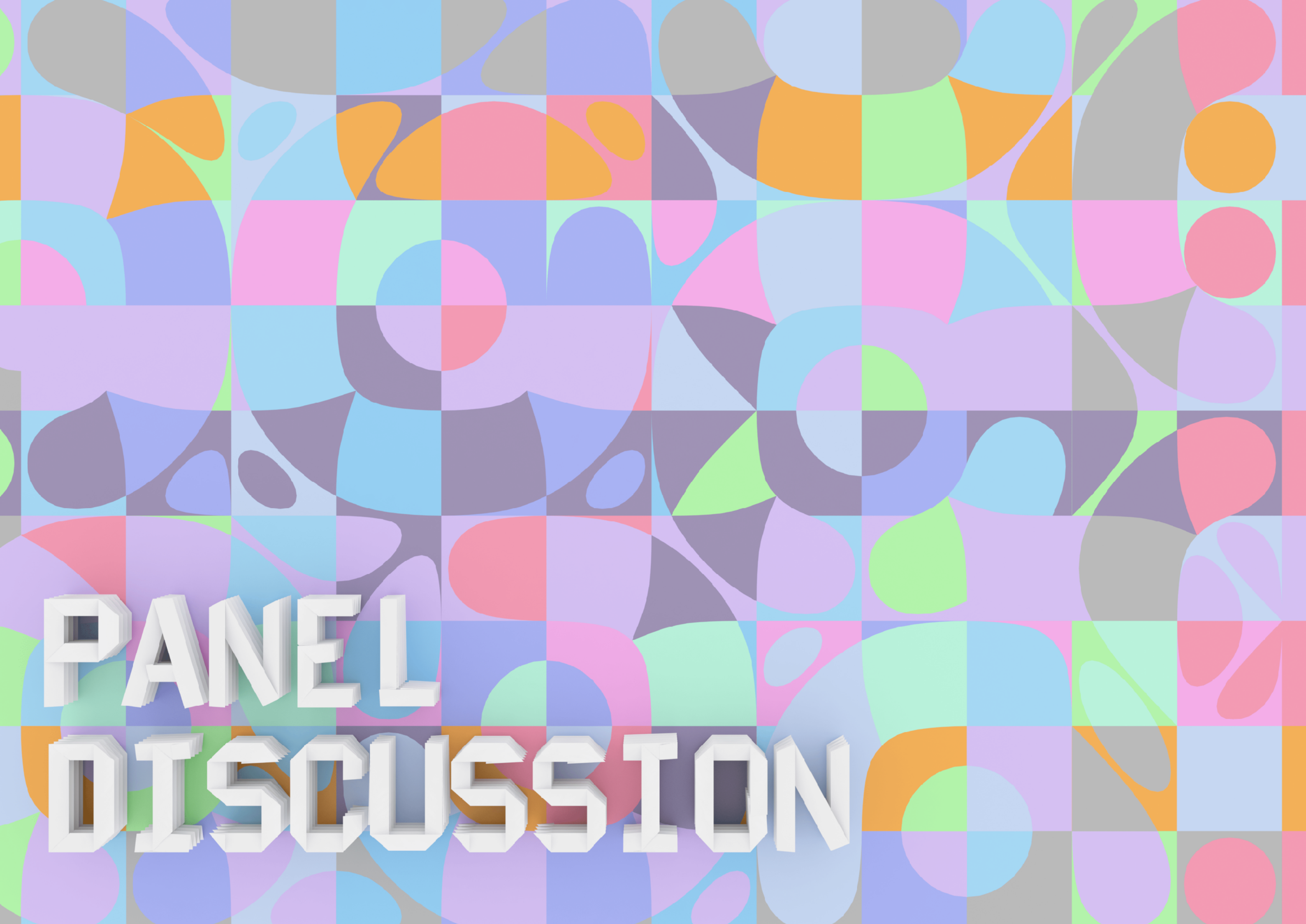
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**Giulia Gozzelino** - Academic position: PhD and Professor of Social Pedagogy and Deviance at the University of Turin. She works as an educator and designer in the fields of intercultural education, global citizenship and international cooperation. Junior member of SIPED. Main scientific publications: she is author of articles, essays and, for Progedit, of Assaggi interculturali. A reflection on the project "Le ricette del dialogo. Cibi e storie per l'intercultura e l'integrazione" (Bari 2020), In viaggio verso Sud (Bari 2020), Percorsi divergenti (Bari 2021). Her research interests range from social, intercultural and wandering pedagogy to decolonial and gender studies. She holds the research grant "Stop inequalities" at the University of Turin.

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# PANEL DISCUSSION

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As a universal experience of disaster, is the COVID pandemic the stimulus we need to address the global phenomenon of climate change and/or change our attitudes to disaster?

How can we change attitudes to disaster from “Emergency response” to “risk reduction, awareness, preparedness and involvement”?



Chair

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# THANKYOU

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RECONSTRUCTION

WE  
ARE  
NOT  
FINISHED