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

Japan	Europe	UK	
14:00	07:00	06:00	**OPENING REMARKS**

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

Japan	Europe	UK	
14:15	07:15	06:15	**KEYNOTE**

Inheritance of Historical Cities: Natural Disasters and City Life Span in the Anthropocene

Hidehiko KANEGAE	College of Policy Science, Ritsumeikan University

Japan	Europe	UK	
14:30	07:30	06:30	**Session I: PARTICIPATION AND ENGAGEMENT**

Chair
Hideiko KANEGAE

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

Japan	Europe	UK	
15:35	08:35	07:35	**Session II: ART, CULTURE AND INTANGIBLE HERITAGE**

Chair
Lucia PATRIZIO GUNNING
University College London

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

Japan	Europe	UK	
16:50	09:50	08:50	30 minute BREAK

| 17:20 | 10:20 | 09:20 | **Session III: VULNERABILITY** | |

Chair
Barnaby GUNNING
Barnaby Gunning Studio, London

The alteration and degradation of the urban form and social relations	Federico D'ASCANIO University of L'Aquila, Italy
COVID-19 Bangkok Slum Community Upgrades. A Forefront of Inequality Challenge	Poon THIENGBURANATHUM Chiang Mai University, Thailand
Bangkok 2564. Vulnerabilities yesterday, today, tomorrow	Federico PUGGIONI Thammasat University, Thailand
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
The Great East Japan Earthquake and the civil protection response to COVID-19: The severely affected town of Otsuchi	Miwako KITAMURA Tohoku University, Japan
A Study on tourists' intention factors to return home in an earthquake using decision tree analysis	Kohei SAKAI, Hidehiko KANEGAE Josai University, Japan

| 18:10 | 11:10 | 10:10 | **Session IV: SCHOOLS & EDUCATION** |

Chair
Antonella NUZZACI
University of L'Aquila

Drivers for educational networks in emergencies: universities, schools, museums, NGOs to "create capabilities" of/in communities	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
Schools in the time of COVID-19: teacher training and school resilience. Pedagogical reflections from a diachronic study	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
Education in times of disasters – new challenges. The case of Poland	Elżbieta MACH Jagiellonian University in Cracow, Poland
Pandemic imposed remote activities: a built enviroment assessement	Federico CAVALIERI Marianna ROTILIO Pierluigi De BERARDINIS University of L'Aquila, Italy

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

| 20:10 | 13:10 | 12:10 | **Session V: SCHOOLS & EDUCATION** |

Chair
Alessandro VACCARELLI
University of L'Aquila

Reconstructing The Educative Relation Throughout The Covid-19 Pandemic By Listening To The Voice Of The Students: A Participatory Research Project	Cristina BOERIS Giulia GOZZELINO Federica MATERA University of Torino, Italy
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	Giulia LAMPUGNANI University of Milano Bicocca, Italy
Distance Learning: giving value to the Covid-19 Emergency	Alessandra DECATALDO Brunella FIORE Sara ZIZZARI University of Milano-Bicocca, Italy
Bodies and emotions at the time of Covid-19: stimulating body intelligence through movement and dance	Carmen PALUMBO Lucia PALLONETTO University of Salerno, Italy
Motricity and Inclusivity - Italian University Student Lab Experience during the COVID-19 Crisis	Antinea AMBRETTI University of Salerno, Italy Rosa SGAMBELLURI University of Reggio Calabria, Italy

| 21:15 | 14:15 | 13:15 | **PANEL DISCUSSION** |

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 |

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

Cristina BOERIS
Giulia GOZZELINO
Federica MATERA
University of Torino, Italy

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 resistence 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.

Cristina Boeris - Academic position: PhD and Adjunct Professor of "Deontology, competencies and educational professionalities" and deals with projects of education to global and intercultural citizenship. Teacher of History and Philosophy in High Schools and project manager for transversal skills and guidance.
Main scientific publications: she is the author, together with Lorena Milani and Giulia Gozzelino of Assaggi interculturali. A reflection on the project "Le ricette del dialogo. Food and stories for intercultura and integration" (Bari 2020). Member of CIRPED Società italiana Ricerca Pedagogica. Her research interests are education for global citizenship, educational justice and intercultural pedagogy.

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.

Federica Matera - Academic position: PhD Student in Psychological, Anthropological and Educational Sciences at the University of Turin. The theme of the research project is the pedagogical reception of unaccompanied foreign minors. Subject Expert in General and Social Pedagogy (M-PED/01). Junior Member of CIRPED.
Research interests: Social, Legal, Emancipatory and Militant Pedagogy; Social and Educational Justice; Migration and Interculture; Human and Child Rights; Participatory Research in Multicultural Context.
Main scientific publications: She has published several articles in national and international educational journals and essays in books, including: Matera, F. (2021). Ragazzi fuori: minori stranieri non accompagnati e devianza. Una lettura pedagogica. In G. Gozzelino (Ed.), Percorsi divergenti, Progedit, Bari; Pescarmona, I. & Matera, F. (2021). La città come spazio di progettazione interculturale. Itinerari per la formazione e la ricerca con gli educatori dei MSNA. In D. Maccario (Ed.), EEST. Nuove traiettorie educative, Franco Angeli, Milano (in press).

Council of Europe (2016). Competenze per una cultura della democrazia. Vivere insieme in condizioni di parità in società democratiche e culturalmente diverse.
Gemma, C. & Grion, V. (Eds.) (2015). Student Voice. Pratiche di partecipazione degli studenti e nuove implicazioni educative. Barletta: Cafagna.
Milani, L. (2019). Istituzioni scolastiche affidabili e formazione dei dirigenti. In: G. Elia, S. Polenghi, & V. Rossini, La scuola tra saperi e valori etico-sociali. Lecce: Pensa Multimedia.
Milani, L., Gozzelino, G. & Boeris, C. (2020). As-saggi interculturali. Bari: Progedit.
Weick, K.E. & Sutcliffe, K.M. (2007). Managing the unexpected: resilient performance in a Age of Uncertainty. San Francisco, CA: Jossey-Bess.

RELIABILITY | PARTICIPATORY RESEARCH | RESILIENCE | PEDAGOGY OF WORD |SCHOOL |CITIZENSHIP