PRESENTATION ABSTRACTS

Day 1

ROOM 1: IN THE FIELD DURING/AFTER COVID-19?

Rediscovering the Importance of the Commons as Social Infrastructure. *Arijit SEN, University of Wisconsin, Milwaukee*

Residents of Milwaukee's underserved and segregated Northside neighborhoods may not have access to healthcare, fresh food, well-paying jobs, or good schools. Yet, these communities have survived a long history of racism, neglect, poverty, and scarcity. Their resilience lies in what Eric Klinenberg calls social infrastructure, or spaces, relationships, and organizations that sustain human interactions and foster social ties. A pandemic or a disaster destroys this vitality because it halts mundane conversations, collaborations, and interactions. Block matriarchs lock themselves indoors, urban growers stay away from gardens, and teenagers disappear from the porches. Suddenly we realize the importance of the commons as social infrastructure. The Buildings-Landscapes-Cultures Field School is a fieldwork-centered research project that engages university and community experts around storytelling. When the COVID-19 pandemic made face-to-face engagement impossible, we examined innovative ways to re-engage our community partners. During summer 2020, we designed a series of interactive zines with the goal that these documents could spur conversations without us being present as facilitators. We stuffed these zines inside bags filled with fresh locally-grown produce and delivered them to block leaders. The leaders then distributed these bags to their neighbors while engaging the latter in conversations across the fence, in their front yard, and along sidewalk verges. In a community that is threatened by a lack of fresh food and safe spaces, these outdoor conversations around healthy food became social catalysts in a world stalled by the epidemic. We found the importance of writing histories of such interstitial spaces —between buildings, verges, empty lots, sidewalks, and alleys as social infrastructure. Using the examples from the 2020 field school this paper explores how a focus on mutual aid and care practices within the community commons can engage underserved residents and offer an alternative model to conduct engaged research, teaching, and learning in the field.

Tracing the Land of a Million Rice Fields: Spatial Ethnographies of a Matrix of Care. *Brian McGRATH & Tommy YANG, The New School*

Mid-20th century road-based industrialization and urbanization in Thailand was accompanied by ethnographers from U.S. Southeast Asian Studies Departments, followed by Japanese scholars in the 1970s. The Northern City of Chiang Mai is one example with a rich legacy of ethnographies from the U.S. and Japanese social research that preceded modern urbanization. With the recent expansion of an international airport and the construction of arterial and ring highways around the ancient capital of the Lanna Kingdom (Lanna means fields), this ethnographic archive is of increasing importance as the lives and stories of ordinary villagers adapt to modern urbanization remains unseen from the new highway landscapes. Tracing the Land of a Million Rice Fields explores how contemporary design-based fieldwork and spatial ethnography nurtures the understanding of what we call a "matrix of care", - networks of dense rice farming villages composed of dynamic matrilineal compound houses in Chiang Mai Valley, Thailand. Following a year of initial fieldwork, three cohorts of students from Bangkok and New York fostered the co-creation of new knowledge between student designers, residents, and ethnographic archives. We were invited by villagers to weddings, a temple dedication festival, rice irrigation walks, and riverboat trips, that locally spatialize macro-level systems around natural resources, food production, health, wellbeing, and craft. These micro-techniques are in direct contrast to the rapid top-down comprehensive planning of the city, where highways are built and waterways are hardened, but planned zoning restrictions are rarely enforced. Narrow roads wind through the rice fields between the big highways where urban-rural hybrids emerge as residents transform their extended family houses into a new common, integrating dormitories, crafts space, shops, and restaurants. Our presentation will trace a counter proposal for the future of Chiang Mai Valley through the village compounds, reflecting a new ingenious urban imaginary beyond modern architecture and urban planning.

Bamboo Green-House Project: Self-building Bamboo Structure for Community Engagement and Students' Field-learning. *Hirohide KOBAYASHI, Kyoto University*

The Bamboo Green-House Project (BGH) was started in 2009 for promoting the application of bamboo material, as it is not much used in our modern life and increases a lot of unmaintained bamboo forests spreading by subterranean stems to farmlands and residential areas to be a social problem in most places in Japan. It is a challenge to revive rural life with a good harmony with nature. In such a concept, we designed and developed the bamboo structure for a greenhouse that can be self-built by the local community. After completing the present type of the BGH in 2014, it has been in the phase of dissemination providing the construction manual and the information sharing by the BGH Facebook group (now 1,870 participants), and more than 30 BGHs were self-built in many different places of rural areas so far. Regardless of the COVID pandemic, rural areas are comparatively not influenced much and so several BGH projects are going on for construction. The BGH can enhance the participatory community engagement for rural development as well as give the educational module to our laboratory's students who are doing field works in rural areas. The students sometimes support the BGH construction, which is a good opportunity for them to learn about local nature and culture through the construction and communication with local people. Experiencing the COVID pandemic this time, many of us are recognizing the necessity of restructuring our lifestyle requesting the potential of locality. In this meaning, the

BGH plays a crucial role in practice and education in rural areas.

Overcoming the Challenges of Participatory Community Design Practice Before and After COVID-19. *Celen PASALAR & George HALLOWELL, North Carolina State University*

For over fifty years there have been critical questions about how inclusive participatory design can function successfully (Davidoff, 1965; Linn, 1968; Friedmann, 1973). Some argue that poor and under-resourced communities have no power except through disruption (Piven, 1970). The idea of community-engaged design practice is increasingly popular as an applied strategy among community partners and stakeholders. Yet, growing inequalities during the COVID-19 pandemic have increased the challenges for inclusive design practice and reduced socioeconomic progress. This presentation evaluates two cases of effective participatory community design processes from the pre-pandemic to the present, particularly during the last 15 months of COVID-19 in North America. The first case investigates a community engagement process developed for the southwest quadrant of Raleigh, North Carolina before the pandemic. The focus of this case is to evaluate the methods of community engagement used, and their potential value in uncovering hidden or transitory community members before and after the pandemic. In the original study, community participation included 19 neighborhood meetings, two large public forums, extensive surveys and interviews, and 20 small community events. Feedback from these community sessions helped identify the unique characteristics of neighborhoods, the assets that contributed to the identity of this area, as well as how residents and businesses perceived these assets. The second case examines a participatory community process in Walltown, an African-American neighborhood in Durham, North Carolina. It addresses the effectiveness of developing and implementing virtual participatory techniques and methods as community leaders continued to address ongoing development efforts for the reuse of an abandoned mall adjacent to Walltown during the pandemic. The outcomes from these case studies will present a range of tools and processes, with their strengths and weaknesses, toward overcoming the challenges of post-pandemic inclusive community-engaged design practice.

ROOM 2: O2O TEACHING & COMMUNITY ENGAGEMENT

Preparing for an Endemic World: Online-Offline (O2O) Community Enablement Framework. *CHONG Keng Hua, Denise Nicole LIM Jeay Yee, Natasha YEO Min, NEO Sze Min, HA Tshui Mum, Yohei KATO, Iresha Mihirani Weerasinghe PATHIRAGE; YUEN Chau, Singapore University of Technology and Design*

The current global pandemic has greatly disrupted research on participatory community design. In Singapore, safe management measures have been strictly enforced since the "Circuit Breaker" in 2020 and in various phases of reopening, when groups of more than eight, five, or two in the most recent "Phase 2 Heightened Alert", were

prohibited in public spaces. It is interesting to note that the term "safe distancing" is adopted instead of "social distancing," which implies a collective wish to socialize despite the restrictions. Yet, it was particularly challenging for a neighborhood community to come together in the absence of a physical 'place' – the main attribute that neighbors share. Such forced removal of 'place' created a unique scenario for community self-organization, which was even more essential during a time when almost all formal social services were shut down and the needs of vulnerable communities were constantly being uncovered.

With a high digital literacy rate among the population, we witnessed a quick emergence of virtual networks and citizen-led initiatives that attempted to fill the gaps in coordinating assistance, while leveraging digital communication tools to build a strong community. As communities now thread across both online and offline, it is thus important to investigate how citizens could be further empowered through O2O (offline-to-online, online-to-offline) strategies and platforms.

This paper provides a review of a participatory action research project in the past 18 months, carried out by the research team comprising of architectural designers and engineers, while both roles doubled up as data analysts. The objective is to develop a ground-up, O2O community enablement framework that strengthens social capital and community bonding during the pandemic. Complementary online and offline approaches have been developed and tested in two neighborhoods, which include two placemaking prototypes – "Social Deck" and "COSY," and a mobile app *nukampung*, with the aim to enable residents and local stakeholders to identify champions, build capacity, connect with one another, and collaborate in community initiatives.

Evaluations of these O2O strategies and prototypes are currently being carried through a survey of residents and visitors, in-depth interviews with community champions and volunteers, logbooks detailed by the research team, and data collected from a mobile app and sensors. Results are analyzed in terms of neighborly relations (support from neighbors, hi-bye neighboring, activity-driven neighboring), collaboration (visit frequency, number of activities, satisfaction), level of empowerment (community participation, enhanced interest), and the correlation among these attributes. Stakeholder mapping and participatory process are also mapped out and analyzed in order to further understand the underlying social-political dynamics, challenges due to administrative restrictions, communication, and of course the pandemic, as well as new opportunities that arose during the course of prototyping.

As we prepare to transit from a pandemic to an endemic world where rules and policies could change from time to time, we hope the learnings from this project that compares two very different neighborhoods and spans across both offline and online platforms, could contribute to a more adaptable and inclusive community engagement process in the future.

Social Solidarity, Physical Distance: What Happens Now to Virtual, International, Community-Engaged Education?
Lyno VUTH, Sa Sa Art Projects & Eva LLOYD, University of New South Wales, Sydney

Can the visceral and transformative learning of international, community-engaged design courses be meaningfully translated online? If so, what role do such courses play in a post-pandemic world? Border closures and lockdowns have prompted a re-imagining of immersive, field-based learning and the real-world participative practices they reflect. New hybrid modes of community engagement in design teaching have nurtured partnerships, democratized experiences only accessible by few, and provided a pipeline to accounts of vulnerability and bottom-up resilience from marginalized groups 'on the ground' in the pandemic. As recovery begins, some aspects of these hybrid courses can arguably be maintained and perhaps offer prompt for practice. A Cambodia-based Professional Project course will be discussed as a case study for (i) hybrid, international, community-engaged design pedagogies and (ii) lessons learned about the role of public space in urban challenges and bottom-up adaptations by marginalized groups in the pandemic. The course connects students from four universities in Australia and Cambodia through community design research with two Phnom Penh not-for-profit arts and architecture organizations. In 2020, the program shifted into virtual mode. Lockdowns prohibited direct contact with community members, so students undertook online ethnographic techniques that leverage civil society voices on social media, as a precursor to cyber-interviews. Intercultural teamwork acted as the lynchpin of learning, drawing on students' lived experiences of the pandemic. Evaluations have been undertaken through quantitative and qualitative survey questions, reflective journaling, and focus groups, with students and workplace hosts. Early analysis indicates high perceptions of authenticity and learning in community-engaged design and intercultural collaboration, despite the challenges of the online mode. Courses of this nature are important vehicles for built environment students to engage in "process over product," thinking critically about their role in shaping more resilient cities by deeply listening to 'everyday' voices. This course shows these processes can occur, with value, in an online setting and prompts a need for diversification of international community-engaged design teaching in a post-pandemic world.

Experimenting How Time-banking and Gamification to Stimulate Rural Youth Education of Normality: A Case Study of Community-based High School Curricula Transformation in Rural Daxi, Taoyuan, Taiwan. *Shenglin CHANG, Szu-hung FANG, Shuwei KUO, Tiationg KHO, Minng KUO, & Gene HUANG, National Taiwan University*

No exceptions around the world. When a pandemic breaks out, schools are the first places shut down by governments. Whether urban or rural, the youth mostly stay at home and log in to their virtual classrooms learning online. However, the National Taiwan University (NTU)Timebank research team recognizes that rural teenagers, especially in

vocational programs and from disadvantaged families, confront significant learning challenges when taking online courses. These teenagers feel more comfortable learning with their peers with physical interactions, while virtual classrooms with online meeting interfaces hardly provide people-oriented warm connections. To resolve the rural teenagers' learning challenges in the new normal era, the NTU Timebank team collaborates with teachers and students of the Department of Produce Marketing at the Jhih-Shan High School (CSHS) in the remote Daxi District of Taoyuan City in northern Taiwan. Most CSHS students are from economically disadvantaged aboriginal families of Amis and Atayal. Some teenagers work part-time to support their families and take care of their grandparents. The NTU Timebank team tries to establish a reciprocity partnership with the CSHS teenagers and teachers to develop community-based curricula for the Daxi youth. Based on Gather Town, a gamifying meeting interface, the college students from NTU initiate various activities in Gather Town to engage teenagers of CSHS. All participants exchange their time via the beta-version NTU time-banking platform. To stimulate engagements, they experiment with games (i.e., Werewolf and Pop music challenge), financial classes, live time breakfast, etc. Participants pay time coins to join different hosts' activities online. From community-based casual interactions, NTU students and CSHS teenagers gradually establish friendships and learning from each other. More importantly, they plan offline field trips of visiting Daxi ritual festivals, hiking trips, and NTU campus visiting together when their lives back to normal.

ROOM 3: NEARBY PLACE(MAKING) AFTER COVID-19?

Rethinking of Placemaking Under the Covid-19 Pandemic.
Isami KINOSHITA, Otsuma Women's University

During the COVID-19 Pandemic, "Social Distancing" became the keyword to avoid the infection, and the relationship between people becomes estranged as a result. However, various efforts like the resistance saying "Don't lose to Corona" have been attempted to change the stressed air. The number of online events that utilize IT has increased overwhelmingly. However, the hunger for actual face-to-face communication is stressful and dwells in our minds and bodies. Under the Pandemic, it is easy to criticize social gatherings, while it is a challenge to plan an event thoroughly to prevent infection even with a small number of people. In this presentation, I will introduce a small-scale, ongoing placemaking attempt using the space of an old folk house and garden in Japan using a ghost story on a summer night. A 30-minute ghost story inviting the theater actresses with a maximum of 8 spectators and 3 performances a night for 8 nights. The connections among the people at the event led to the next. In the past, the success or failure of an event was often evaluated by the number of spectators. The pandemic presented an opportunity to rethink the significance of placemaking, which connects people and places through events. It was true that we were entrusted with the benefits of communication using IT under this pandemic. Reliance on this handy tool will continue to grow even after the pandemic. That is why it is more important now to

intentionally create and organize the opportunities for placemaking. Without such intervention, the connection between people would be lost and the society could become dominated by inhuman elements. Placemaking is therefore resistance to an inhuman society.

Meet People Where They ARE: Parklets a Tool for Community Engagement. *Boopsie MARAN, Places for Good*

As an urban strategist and community advocate, my team is searching to identify and create effective frameworks to connect in a post-pandemic reality. Public, open spaces where social distancing measures can be met are needed now more than ever. The parklet is a vital tool for fostering government and community relationships given the challenges posed by COVID-19. The city planning process has been adversely affected by the pandemic. Through the modification of the development review process, community outreach and feedback do not have to be sacrificed. Parklets provide a safe and effective way of connecting with constituents and collecting feedback to inform design and development in the community. Globally, many public meetings are moving to Zoom, and the public attendance is even less than the original town hall meeting format. The online format presents a barrier that limits access to only those that have a computer and Wi-Fi—an issue of equity. Parklets meet people where they are—at the specific project location where feedback is most relevant. As community advocacy project liaisons, our communication is only received and understood at the speed of trust. We work to create an inviting, fun, and interactive experience that fosters a sense of place. Parklets are agile, open spaces that can be situated on main streets or in front of schools to address local issues. This approach is more effective and often cheaper than traditional methods. Parklets also increase the diversity and inclusivity of data collection. From a 2.1 by 5.5-meter space, we can do qualitative data collection through community member narratives. This tool normalizes a relaxed and accessible setting for relationship-based communication, in which designers and engineers meet with the people who use the space. Parklets become an authentic and visible area where city planners meet with the public and hear narratives that cannot be captured through other means. Utilizing these small-scale interventions creates a more human-scale space to engage with the community to receive input into local changes in the area. Parklets are a safe, creative, inclusive space in keeping with design in a post-pandemic world.

The 15-minute City Designed by the Community: Neighborhood Centralities in Informal Settlements. *Daniela HIDALGO, Universidad Espíritu Santo (UEES)*

The 15-minute city designed by the community: neighborhood centralities in informal settlements, is research in one of the largest informal settlements in Ecuador, located outside the urban limit northwest of Guayaquil. According to the socio-economic level, the sector is considered classification (D), one of the most vulnerable sectors of the Guayaquil canton. (INEC, 2020). It covers approximately 800 hectares of territory, with around 130,000 people. The neighborhood centralities are determined by the users, considering their proximity and convenience, with a maximum distance is 15 to 20 minutes walking to acquire different services. However, informal centralities lack legality and, therefore, an integral program for their sustainable development. Identity is more substantial in these sectors since informal neighborhood centralities started and grew based on users' needs; it is more organic than in a planned city. In the study site, there are 19 neighborhood centralities, which occupy public spaces, such as sidewalks, squares, and streets, where the commercial offers are diverse, including the sale of food, supplies, medicines, etc. Users have named it by some nearby urban landmark or street configuration. As tools for research, interviews with community leaders, field visits, on-site observation, secondary documents, and the organization of discussion groups were used. In addition, from the analysis of the situation of the neighborhood centers, the study suggests guidelines for sustainable development in these areas.

Day 2

ROOM 1: TEACHING AND PRACTICING COMMUNITY DESIGN DURING THE PANDEMIC AND THE NEW NORMAL

Teaching Participatory Design during the pandemic: Bumps and Boons. *TAN Beng Kiang, National University of Singapore*

From March 2020 to April 2021, the covid-19 pandemic has disrupted teaching and fieldwork for three semesters of my modules at the Department of Architecture, National University of Singapore. In March 2020, two-thirds into the semester, we had to switch to online teaching abruptly without much time for preparation. Throughout the one year, with changing safe management measures from lockdown to gradual relaxing of measures, the mode of teaching had to be adapted to achieve the learning objectives and best student learning outcome. This presentation will share the challenges and opportunities of teaching participatory design and fieldwork using different modes, i.e., 100% online and hybrid for semester-long modules and a workshop.

Play the Game as Usual? Collaborative Planning over a Virtual Field during the Pandemic. *Shu-Mei Huang, National Taiwan University*

Compared to other parts of the world, people in Taiwan had not experienced too much disruption of normal life by the COVID pandemic until lately. With its national border being highly controlled starting from early 2020, there had been only a few cases of affected patients and deaths and therefore our teaching had been mostly conducted on campus or in the field as usual until April 2021. Out of a sudden, we have to conduct our interviews with the locals via online meetings and to convert community planning workshops into online events, including engaging primary school children in a rather marginalized school in Taipei in envisioning a new playground at a site that they previously

have had limited access to. Before the most recent outbreak, the site was already contested as the school and the parents have contradicting views on play in education, over which the conversation has become more challenging when everyone is suddenly working from home under stress. Our graduate students are adapting to the new learning environment themselves and at the same time, trying to encourage both the adult and young stakeholders to willingly formulating the playground. In this presentation, I reflect on the challenges of pursuing collaborative planning in a virtual world that's full of uncertainty.

Co-creating Community Map for Sham Shui Po. *Hendrik TIEBEN, Chinese University of Hong Kong*

This presentation discusses a project by the School of Architecture at the Chinese University of Hong Kong addressing the situation of vulnerable groups living in Subdivided Living Units in the low-income district Sham Shui Po during the COVID-19 pandemic. In collaboration with social workers and local residents, the team organized over eight months a series of focus group interviews. The discussions led to the co-production of a community map showing public spaces and facilities in the area. Living on very limited living space, particularly families felt high mental pressure, increasing their demand for nearby public breathing spaces. The findings of the focus group discussions also were used as inputs for a parallel design studio focusing on the improvements of public spaces in the same area. The presentation reflects on the challenges and opportunities for working with local communities and students in the age of pandemics.

ROOM 2: SUPPORTING CHILDREN BEYOND THE PANDEMIC

Woonerf: Why Don't We Try? *Namiko MINAI, Japan Women's University*

The streets in front of our houses are the closest and largest public space. It can be part of our living room and can be considered our extended garden. During the COVID-19 pandemic, we were not allowed to visit various places to see new experiences, but were given chance to look around our community carefully, and found many new aspects. More people walked around their neighborhood and children started to play on streets in front of their houses, despite safety education; not to play on streets. Children should have the right to play and communicate with their friends and neighbors. This experience is something necessary for them to grow up and enrich their way of thought as well as to enable themselves to communicate with many different types of people. Children are week and easily taken away their right to play, right to talk with many people, and right to learn. Adults decision not to be diagnosed to Covid-19, children were taken away those rights for a certain period. If we carefully think, we can recognize that this situation is not happening during the pandemic. Children are usually under the control of their parents and sometimes ruled by school teachers. They often force them not to play on the streets, not to go too far from home, etc. These rules are important for children's

safety, but we should re-think if these rules are really necessary. Woonerf is a traffic rule to allow children to play on streets and spread out in Western European countries. It gives more power to children and enables them to learn and behave themselves. The right to use the streets enables children to become citizens.

Playing Underground: Supporting Children Exploration of Public Open Space Under Pandemic and School Restrictions. *Mitsunai TERADA, Takasaki University of Economics & Mariia ERMILOVA, Chiba University*

We, young community designers, live in the Iwase Neighborhood Association building while getting involved in local planning. In this presentation, we aim to show how children explore public space, seek a place under circumstances of the pandemic, and how we as local coordinators can support them. Children want to be active and play outdoors but are pursued by strict teachers who patrol the local community and thwart adventure and play. On top of that, the coronavirus pandemic that hit Japan in spring 2020 brought additional limitations. Parks with play equipment were closed. At some periods, schools were closed. Middle school children in our neighborhood took a risky and clever step. They went to play... underground! A gang of boys found a hole in the sewer and for a month at the beginning of the pandemic skipped the exhausting army-like school sports drill, or stay-home restriction and went for a walk in the underground tunnels. Unseen by anyone, they played freely in the underground rivers of Matsudo city. However, they feel they need to tell someone. They found an entrusted person, a "local guy" – a Neighborhood Association manager who kept their adventures anonymous from the school. Worried for their safety he provided them with equipment. He asked them to come and share their findings in the Neighborhood Association yard every day. Children drew maps of the tunnels, which expanded day by day. How would you act if you were in a situation of a trusted person? What is that what makes a person in the community a supporter in a difficult situation? Probably, it is being human, beyond the label of your job, or "role," like "teacher," "manager," etc. The safety net in the local community based on human relations can help support daily life during the pandemic for those who need it most.

The Activities of "Children's Cafeteria" Before and In Pandemic. *Haruka SUZUKI, Shibaura Institute of Technology*

"Children's Cafeterias" are spreading in Japan. It provides a solution for poor families or children eating alone. It could serve to foster local communities, too. The target area of our research is the Tokyo Bay area where redevelopment is progressing and the population and the number of children are still increasing. In this area, there are 44 Children's Cafeterias nowadays. We research first the actors that contribute to the increase in the number of Children's Cafeteria and the current status with classification; secondly, how a number of them form a community to share the information and skill and to support those who want to start their own cafeteria, to enliven the entire area. This is the biggest factor. The research also examines the

different types of cases: "to save only children," "to foster communities," and "to save all poor people." The result shows "fostering communities" is most common. And the organizer is typically an individual who runs a café. Kuromon-Children's Cafeteria is a typical "fostering communities"-type Children's Cafeteria in the Shinagawa Ward. It has a nice relationship with other local organizations. They join forums and community meetings to learn and share good ways. In addition, some of the Children's Cafeterias, including Kuromon-Children's Cafeteria, create new activities such as food pantries during the pandemic. The activities have been supported by companies and local students and college students connected through community-building efforts. The Children's Cafeterias have saved a lot of lonely children in the community. Less social connections and outdoor activities due to the pandemic make the connection of communities weak and isolated children hard to notice. Therefore, it is important to keep doing something.

ROOM 3: LANDSCAPES BEYOND THE PANDEMIC

Landscape Resource for Community during Pandemic: Case from Urban Japan. *Mariia ERMILOVA, Chiba University & Mitsunai TERADA, Takasaki University of Economics*

Keeping communication on the local level is an important task for local coordinators, which can help people to overcome the pandemic. We want to share our experience of creating engaging landscape experiences with limited resources, creating communication and participation in the area in Japan. During a pandemic in the area of the Iwase Neighborhood Association, the attention of citizens moves from the use of the community building to the adjacent open space, the usual small neighborhood park, and nearby garden. Public open space, especially green, became an important asset for people. As managers, we put our effort into making it work for community needs. Firstly, we continued developing the park vegetation. Usually neighborhood parks in Japan lack green, the ground is covered by stone. There are typically metal play equipment and few trees. We introduced wildflowers in the Iwase park in 2017 and expanded the area with native vegetation to maximum by 2020. Over 30 species of flowers, including the ones extinct in Tokyo in the wild, are blooming from early spring to late autumn, replacing each other. Visitors notice the diversity of plants (and are attracted to the animals), which constantly creates conversation. In the areas previously poorly covered by plants and kept as open soil by local people, we put effort into introducing vegetative groundcover. For that, we involved local children and adults in planting the groundcovers and observing them grow. Second, we created a garden with biophilic elements (a pond with fish) and play elements (toy railroad), which made people stop by to play and chat in the neighborhood (while keeping the distance). Third, we utilized the park for participatory art projects, such as flags with handwritten messages with wishes to overcome the pandemic safely. These actions not only involved people with the landscape and each other, providing opportunities to communicate but contributed to better landscape management and ecosystems.

Engaging Kane. *Dean Sakamoto, SHADE Institute*

This presentation will share SHADE Institute's fieldwork in progress on the Kanehili Community Association (KCA) Park project on O'ahu island, State of Hawai'i. The Institute is a non-profit public interest design foundation whose mission is to provide pro-bono and low-cost planning and design services to other community-based businesses and organizations through its collaboration with government agencies, fellowship training, and professional mentorship programs. KCA is the homeowners' entity which represents a native Hawaiian community of nearly 500 single-family households on an approximately 50-acre parcel of newly developed land in leeward O'ahu. Residents of KCA are beneficiaries of the state's Department of Hawaiian Homelands land grant program. SHADE and KCA leadership have been working for over 3 years to raise the planning/design funding which includes the stakeholder engagement through strategic polling and community design workshops necessary to collectively design the second phase of a 5-acre community park which includes a community center building and outdoor spaces designed to promote the perpetuation of Hawaiian culture and healthy lifestyles through physical and social activities. By the time of this presentation, SHADE's in the field community engagement and design progress will be approximately 50% complete in relation to its contracted scope of work for the KCA. (TO BE UPDATED)

Post-earthquake Reconstruction Land Planning through the Gender Lens: Case Study of Otuchi in the Great East Japan Earthquake. *Miwako KITAMURA, Tohoku University*

The Great East Japan Earthquake and the tsunami that followed resulted in enormous loss of human lives and devastation. In the severely affected areas, extensive reconstruction was immediately set in motion. Many professionals, including academics, architects, and developers were involved in emergency recovery planning in the chaotic aftermath of the affected areas. After the Hanshin-Awaji Earthquake in 1995, when community fragmentation was a significant issue, the Great East Japan Earthquake of 2011 was marked by community-driven recovery plans. In light of this background, this study focuses on the absence of women in post-earthquake reconstruction land planning and explains how this phenomenon affected reconstruction planning and response development. We identify the principal drivers of the gender inequality crisis and question traditional approaches to emergency management. Our analysis shows that equitable recovery planning for women can be an essential factor in protecting populations from future disasters. Findings We conducted a literature review and interviews with community-based recovery planners who worked in the disaster zone after the Great East Japan Earthquake. This area had a low birth rate and an elderly population. Therefore, we took a qualitative analysis of these critical factors. Long-term interviews in affected districts enabled us to identify gender inequalities in

reconstruction planning. They identified crucial situations for successful recovery planning efforts discussed by community actors. These circumstances included gender equality and consideration of the elderly. Limitations and significance of the study This study is a case study of the 2011 Great East Japan Earthquake, which devastated a region with a low fertility rate and an elderly population. It has theoretical value in furthering the understanding of community-driven recovery planning efforts through a gender lens and practical relevance regarding sustainable methods of disaster management.

BIOS OF PRESENTERS

Shenglin Elijah Chang, PhD, is Associate Dean at the NTU Design School and Professor with joint appointments in the Graduate Institute of Building and Planning, the International Degree Program of Climate Change and Sustainable Development (IPCS), and the Master's Degree in Biodiversity at National Taiwan University.

CHONG Keng Hua, PhD, is Associate Professor of Architecture and Sustainable Design at the Singapore University of Technology and Design, where he directs the Social Urban Research Groupe (SURGe), focusing on ageing, health and data-driven co-design. He was curator of Singapore Pavilion for Venice Biennale 2018 and Seoul Biennale 2017.

Mariia ERMILOVA, PhD, is an ecologist and environmental educator, doing biocultural diversity concept -based community design. She has worked as a co-manager of the Iwase Neighborhood since 2016. She is currently a post-doctoral researcher at Graduate School of Horticulture, Chiba University, Japan. She is also an artist and member of Urban Sketchers International.

George HALLOWELL, PhD, is Assistant Professor of the Practice at North Carolina State University in Raleigh. With a PhD in Design, his research and publications involve topics, such as environmental justice, urban change, and healthy and smart city design along with the creation and use of urban public spaces.

Daniela HIDALGO, PhD, is Academic Director at the School of Architecture at Universidad Espíritu Santo (UEES). She directs the research project "Strategies to improve the existing informal neighborhood centers through community participation." Graduated at UCSG, she received her Master and PhD in Urban and Rural Planning and at Tsinghua University. She is an architect and author of *Planning and Participatory Design as a Tool for Rural Communities*.

Tiationg KHO works as a research assistant on the Time Bank project at the National Taiwan University. He conducts social networking and community research.

Isami KINOSHITA, PhD, is Professor in the Faculty of Social Information Studies, Otsuma Women's University, and Professor Emeritus at Graduate School of Horticulture, Chiba University. His work focuses on city planning, citizen participation, and landscape management. He served as the coordinator of UNESCO Growing Up In Cities Japan and editorial board member of *Children, Youth and Environments*.

Miwako KITAMURA is a PhD student at Tohoku University. Her study focuses on disaster management for vulnerable people and resilience. (especially gender, elderly care) in Tohoku, Japan.

Hirohide KOBAYASHI, PhD, is Professor of Graduate School of Global Environmental Studies, Kyoto University in Japan. His major research themes are "Environmental design and planning integrating local contexts" and "Human settlement integrating local contexts." More information is available on the laboratory website, http://www.gea-lab.ges.kyoto-u.ac.jp/.

Shu-Wei KUO is a PhD student at the Graduate Institute of Building and Planning, National Taiwan University.

Eva LLOYD has a practice background in urban design, architecture and interiors through community-based development projects across Southeast Asia. She brings this experience into her Education-Focused role at UNSW Sydney, leading interdisciplinary design courses that explore social agency and intercultural collaboration in local and international contexts. Since 2015, Eva has worked with Vuth Lyno and Pen Sereypagna to co-lead a series of courses in Phnom Penh, Cambodia.

Vuth LYNO is a visual artist, curator, and educator interested in space, cultural history, and knowledge production. His artworks often engage with micro and overlooked histories, notions of community, place-making, and production of social relations. He works with various media and often constructs architectural bodies as situations for interaction.

Boopsie MARAN is the founder and director of urban strategy at Places for Good, a collaborative of community advocates, planners, landscape architects, and artists, applying resilience and grit to projects across Tāmaki Makaurau/Auckland. Her approach to community activation and tactical urbanism places a significant priority on partnerships with schools, urban precincts, and citizen-experts.

Brian McGRATH is Professor of Urban Design at the New School and an architect with expertise in urbanism, ecology and social justice. His books include: Urban Design Ecologies (2012), Cinemetrics (2007), and Transparent Cities (1994). McGrath served as a Fulbright Senior Scholar in Thailand (1998-99), was an India China Fellow (2006-2008), and Co-Director of Atlantis Transatlantic Urbanisms of Inclusion program (2010-2014).

Namiko MINAI, **PhD,** is Professor at the Japan Women's University. Her recent research interests include "Woonerf," "traditional land use for clever disaster management," and "use of boundary area of housing lots."

She is busy participating in machizukuri in Zoshigaya (Toshima, Tokyo), and Ikuta-Ryokuchi park management.

Celen PASALAR, PhD, is an Associate Professor of Landscape Architecture & Environmental Planning at North Carolina State University in Raleigh. Her research, award winning design projects, and publications focus on human-environment relationship, community development and participatory design, environmental and spatial justice, as well as smart and healthy cities.

Dean SAKAMOTO, FAIA, is a Hawaiʻi-born practicing architect and educator. He is the principal of Dean Sakamoto Architects (DSA)/SHADE group in Honolulu, Hawaiʻi. He is also the executive director of SHADE Institute, a non-profit public interest design organization. As an educator, he served on the faculties of the Yale School of Architecture (1998-2011); University of Hawaiʻi at Manoa, Department of Urban & Regional Planning (2011-present); and University of Nevada at Las Vegas, School of Architecture (2019).

Arijit SEN, PhD, is an architect and vernacular architecture historian who writes, teaches, and studies urban cultural landscapes. He directs the Buildings-Landscapes-Cultures Urban Field School in Milwaukee, Wisconsin. He has coedited Landscapes of Mobility: Culture, Politics and Placemaking and Making Place: Space and Embodiment in the City.

Haruka SUZUKI is a student in Shibaura Institute of Technology. Her major is region design and urban planning, focusing on ways to improve the town with residents in Tokyo Bay Area.

TAN Beng Kiang, DDes, is Associate Professor at the School of Design and Environment, National University of Singapore, and a registered architect. Her teaching and research interests are in participatory community design, service learning, and social and environmentally sustainable housing. She led design studio projects in ASEAN that are community centric and received the 2018 Pacific Rim Award for Excellence in Public Interest Design for Smile Village Project.

Hendrik TIEBEN, PhD, is a Professor and Director of the School of Architecture at the Chinese University of Hong Kong (CUHK). Over the last years, he developed a series of public space and placemaking projects to empower local communities. In his current Worldwide Universities Network project, he focuses on the relationships between urban forms, health, and wellbeing. In this context, he initiated with Luisa Bravo, founder of the Journal of Public Space, the project "2020: A Year without Public Space under the COVID19 Pandemic."

Mitsunari TERADA, PhD, is a young researcher and practitioner in landscape planning, focusing on local governance for child-friendly community. Practically, he lives in a community center as a co-manager of the Iwase Neighborhood since 2016. He is an IPA Japan board member, ISGA member, a researcher for the Japan Adventure Playground Association.

Tommy YANG is a HMoob designer, researcher, and educator whose work focuses on insurgent urban and architectural transformations. Yang holds a Master of Architecture from The New School with distinctions and currently is an Urban Systems Lab Faculty Fellow and teaches at Parsons School of Design at The New School.

ORGANIZING COMMITTEE

Jeffrey HOU, PhD, is Professor of Landscape Architecture and Director of the Urban Commons Lab at the University of Washington, Seattle. His work focuses on public space, democracy, and civic engagement. In a career that spans the Pacific, he has worked with indigenous tribes, farmers, and fishers in Taiwan, villagers in China, and immigrant youths and elders in North American cities.

Iderlina MATEO-BABIANO, PhD, is Senior Lecturer in Urban Planning and Assistant Dean, Diversity and Inclusion at the University of Melbourne. She is part of the award-winning Place Agency. She teaches Urban Design and Place Making for The Built Environment. Her research is concerned with improving our understanding of how people interact with place, creating unique challenges and opportunities for positive place-based change.

Jayde Lin ROBERTS, PhD, is a senior lecturer in the School of Built Environment at UNSW Sydney and an interdisciplinary scholar of Urban Studies and Southeast Asian Studies. Her research on Myanmar focuses on informal urbanism, heritage-making, and the influence of transnational networks. She is the author of *Mapping Chinese Rangoon: Place and Nation among the Sino-Burmese* (2016) and a Fulbright US Scholar in Myanmar (2016-2018).

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