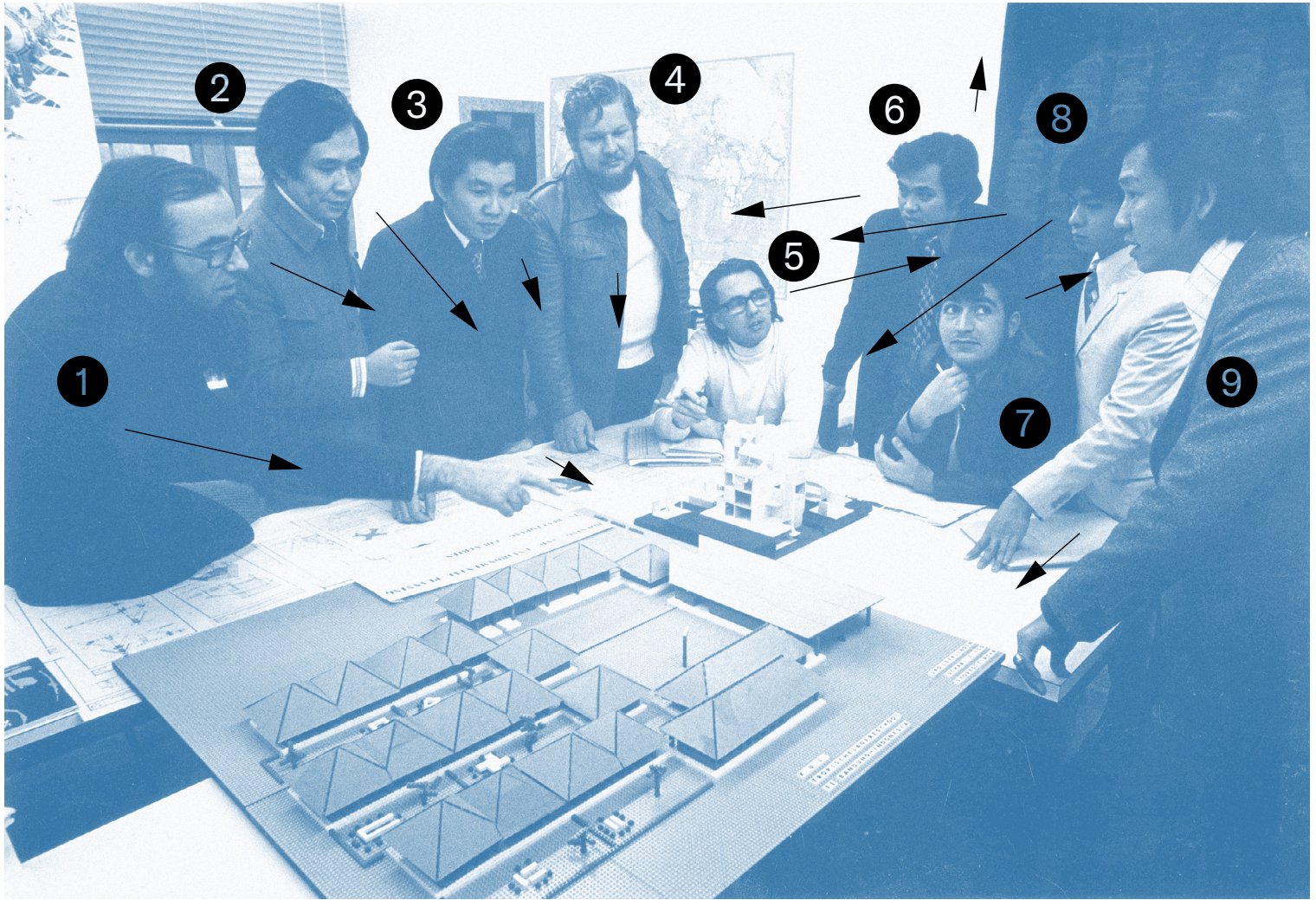


# ◀ ARCHITECTURAL TRAINING AND RESEARCH IN THE FOREIGN ▶ ID-FUNDED KNOWLEDGE ECONOMY 1950s–1980s



Discussion on a project for a school building in Bandung at the Post Graduate Centre Human Settlements (PGCHS), Leuven, Belgium, between (1) Jan Delrue (PGCHS), (2) Tam Hway Tak (China), (3) Adjie Harsadi (Indonesia), (4) Han Verschure (PGCHS), (5) Mark Van Naelten (PGCHS), (6) Sandi Siregar (Indonesia), (7) Simion Salaam Abdulahad (Iraq), (8) Miguel Caluza (Philippines), and (9) Jeffrey Kijono Utomo (Indonesia), c. 1974. Archives KU Leuven, Department of Architecture.

Three-day online symposium  
KTH School of Architecture  
Stockholm  
8-10 September 2021

Schedule times  
are in UTC+2

# BRIEF THEME OUTLINE

From the 1950s to the late 1980s, the politics and economies of foreign aid — instigated by both the ‘capitalist West’ as well as the ‘communist East’ — gave rise to a whole infrastructure destined to assist the progress of ‘developing countries’ on their ‘path to development’. The various North-South exchanges that took place in the name of ‘development’ have left a deep imprint on the geopolitical landscape of postcolonial Africa, Asia, and Latin America. Largely instituted through bilateral relations between individual states, these ‘aid’ initiatives involved not only financial and material resources but also various forms of knowledge and expertise; as such, the modalities of this global, foreign aid-funded infrastructure boosted the creation and reinforcement of all sorts of institutional actors to efficiently exchange knowledge — largely through training courses, educational programs and/or research projects. In the light of widespread rural migration and intensive, rapid urbanization processes, expertise on the built environment was a particularly salient form of knowledge to the aims of foreign aid. Hence, architecture, urbanism and planning were no strangers to an emerging foreign aid-funded knowledge economy — a context in which the production

and circulation of knowledge were intimately tied to the political-economic value attributed to them by foreign aid diplomacy.

How did architectural knowledge figure in foreign aid-sourced international relations, and what frameworks were set in place to efficiently exchange that knowledge? For this two-day symposium, we seek scholarly work that critically analyzes, contextualizes, or theorizes the establishment and functioning of such institutional actors, training courses, educational programs, research centers, and other infrastructures for knowledge exchange that emerged under the aegis of development and targeted ‘Third World’ clients. We welcome a wide range of methodological and creative perspectives as well as less empirical (but well-informed) theoretical approaches that interpret this phenomenon from a postcolonial or decolonizing perspective. We also encourage contributions that scrutinize the intersections of these histories with discussions of gender, race, religion and nationalism.

What subjectivity is produced through knowledge as mobilized in the foreign aid-funded knowledge economy? What 'developmental subject' is placed at the heart of developmental thinking? What representations are implied of both 'aid-giving' and 'aid-receiving' sides? How is a subject in need of aid construed or challenged? How are people subjected to the epistemic rationale of foreign aid? How to speak of the coloniality of knowledge and its epistemic legacies? What 'self' is advocated in paradigms of aided self-help?

*How to historicize the foreign aid-funded knowledge economy through its subjects of knowledge?*

Please register for day 1 on our website:  
[architectureforeignaid.arch.kth.se](http://architectureforeignaid.arch.kth.se)

Wed. 8 September – Subjects of Knowledge	
12:00PM (noon) – Introduction	
KEYNOTE	12:30PM The Imperative of Decolonizing Development Sabelo J. Ndlovu-Gatsheni (University of Bayreuth)  Respondent: Kenny Cupers (University of Basel)
1:50PM – Break (30 minutes)	
2:20PM Colonial Self-Aid: The Resettlement Projects of Palestinian Refugees in the Gaza Strip Fatina Abreek-Zubiedat (ETH Zürich)	
2:45PM (10:45PM Sydney) What Goes Around Comes Around: The Minimum Cost Housing Group, 1971-1976 Lee Stickells (University of Sydney)	
3:10PM (9:10AM Syracuse) Architectural Expertise, Foreign Aid, and Postcolonial Subjectivity in Cambodia's Sangkum Reastr Niyum Lawrence Chua (Syracuse University)	
3:35PM – Break (15 minutes)	
3:50PM Planning and Building Knowledge in Manuals for the Global South – The Communication Centre of Scientific Knowledge for Self-Reliance (CCSK) Frederike Lausch (Technical University Darmstadt)	
4:15PM (3:15PM London) Reframing the Colonial Gaze through Architectural Knowledge Exchange in Cold War Iran Sadaf Tabatabaei & Vafa Dianati (The Bartlett, University College London)	
4:40PM – Break (15 minutes)	
4:55PM – 5:40PM General panel discussion	

12:30PM

The Imperative of Decolonizing Development

Sabelo J. Ndlovu-Gatsheni (University of Bayreuth)

KEYNOTE

Respondent:

Kenny Cupers (University of Basel)

Development is one of the key “religions” of Euromodernity and it gained a renewed ideological boost after the Second World War through the “Truman” version which highlighted the existence of an underdeveloped world that needed help from the developed world. This thinking produced what the historian Robert Gildea termed the “Global Financial Republic” during the course of decolonization, which not only provided funding to poor countries and instituted what the novelist and intellectual Ngugi wa Thiong’o termed “debt slavery.” Therefore, the departure point of this keynote address is how development as an idea, concept, discourse, and ideology is part of the unfolding of the cognitive empire, which has invaded and colonized the mental universe of the world. This entry point enables engagement with the complex questions of knowledge and power in development. Practically, development continues to animate government policies as a possible “heaven” of modernity. In response to this reality, the keynote articulates attempts and politics of decolonizing development, drawing empirical examples from the Global South in general and Africa in particular. It brings to the centre of decolonization of development what Thandika Mkandawire termed the “Bandung” version of development and the epistemic, ideological and practical issues which arose. The last part of the keynote address lays out what I have articulated as the “10-Ds” of the decolonial turn in development thinking.

Sabelo J. Ndlovu-Gatsheni is currently Professor and Chair of Epistemologies of the Global South with Emphasis on Africa at the University of Bayreuth in Germany and member of Africa Multiple Cluster of Excellence at the University at the same institution. He is also Professor Extraordinarius in the Department of Leadership and Transformation (DLT) at the University of South Africa (UNISA); Professor Extraordinarius at the Centre for Gender and African Studies at the University of Free State (UFS) in South Africa; Honorary Professor in the School of Education (Education & Development Studies) at the University of KwaZulu-Natal (UKZN) in South Africa; Visiting Research Fellow at the Johannesburg Institute for Advanced Study (JIAS) at the University of Johannesburg (UJ) in South Africa; Research Associate of the Department of Political Science at the University of Pretoria (UP) in South Africa; and Research Associate of The Ferguson Centre for African and Asian Studies at The Open University in the United Kingdom. Before this, Professor Ndlovu-Gatsheni worked as Research Professor and Director of Scholarship at the Department of Leadership and Transformation (DLT) in the Principal and Vice-Chancellor’s Office at the University of South Africa (UNISA) and where he also worked as Acting Executive

Director of Change Management Unit (CMU) in the Vice-Chancellor's Office at the University of South Africa (UNISA). Before that Professor Ndlovu-Gatsheni worked as founding Head of Archie Mafeje Research Institute for Applied Social Policy (AMRI) at the University of South Africa for three years. He is also the founder of the Africa Decolonial Research Network (ADERN) based in at the University of South Africa and is a member of the Academy of Science of South Africa (ASSAf).

His field of work comprises the decolonial/postcolonial theory, empire & colonialism, politics of knowledge & decolonization of higher education, Black radical tradition/ Black Marxism, African history, African development & African political economy, Nguni history (Ndebele), and has fieldwork and archival experience in South Africa and Zimbabwe. Professor Ndlovu-Gatsheni has published over a hundred publications and some of his key publications include *Empire, Global Coloniality and African Subjectivity* (Berghahn Books, June 2013); *Coloniality of Power in Postcolonial Africa: Myths of Decolonization* (CODESRIA Book Series, 2013); *Mugabeism? History, Politics and Power in Zimbabwe* (Palgrave Macmillan, 2015); *Decolonizing the University, Knowledge Systems and Disciplines* (Carolina Academic Press, 2016) co-edited with Siphamandla Zondi; *The Decolonial Mandela: Peace, Justice and Politics of Life* (Berghahn Books, 2016); *Joshua Mqabuko Nkomo of Zimbabwe: Politics, Power and Memory* (Palgrave Macmillan, 2017); and *Epistemic Freedom in Africa: Deprovincialization and Decolonization* (Routledge, 2018). His latest publications include *Decolonization, Development and Knowledge in Africa: Turning Over a New Leaf* (Routledge, 2020); *The History and Political Transition of Zimbabwe: From Robert Mugabe to Mnangagwa* (Palgrave Macmillan, 2020); and *Marxism and Decolonization in the 21st Century: Living Theories and True Ideas* (Routledge, July 2021) co-edited with Morgan Ndlovu.

Kenny Cupers is Professor of Architectural History and Urban Studies and Head of the Department of Social Sciences at the University of Basel. His research focuses on the role of housing in urban and state transformation, the epistemology and geopolitics of modernism, and the power and aesthetics of infrastructure. Recent publications include the award-winning *The Social Project: Housing Postwar France* (2014), *Architecture and Neoliberalism from the 1960s to the Present* (2019), and *Spaces of Uncertainty: Berlin Revisited* (2018).

2:20PM

## Colonial Self-Aid: The Resettlement Projects of Palestinian Refugees in the Gaza Strip

Fatima Abreek-Zubiedat (ETH Zürich)

Cold War developments has engaged liberal illusions of self-aid projects in the decolonial developing countries to anchor people within the global humanitarian network as another form of economic colonialism. Countering the “poverty” and “displacement” with advocacy to “liberal” values, the self-aid projects has been operated to approach politically-charged issues that offer ‘politically neutral’ and technocratic solutions. The current paper presents archival findings and in-depth interviews that shed a light on a new form of self-aid process that diverged from the acceptable paradigms. The findings relate to the 1972’s *Gaza Strip and Northern Sinai Master Plan* that was devised by Israeli team of architects and planners to rehabilitate practices of Palestinian refugees in the Strip. The findings show that the implementation of self-aid in this case relied on *de facto* colonized people while waiving the related ‘liberal’ agenda. The result is resettlement of the refugees in cities and establishment of an economic development and exploitation of indigenous wealth and resources to control the Gaza strip. The realization of the rehabilitation projects was supported by USA aid and the international Zionist organizations to restrict the UNRWA influence in the region. The accomplishment of the mission turned Gaza as a laboratory for experimenting three new architectural ideologies in self-built of housing neighborhoods. The first - imported from unfolding experiments in Latin America - appealed to a technocratic and essentially economic site-and-service model. The second - imported from North Africa - appealed to *as found* architecture and reflected principally through longstanding daily traditional practices and ritual in building. The third – imported from south Africa - was culminated in tropical ‘growing house’ self-management model. Taken together, the management and design of these models in Gaza could contribute to our understanding the legacy of self-aid evolved through violence and settler-colonialism.

Fatima Abreek-Zubiedat is postdoctoral fellow at the Institute for History and Theory (gta), ETH Zurich, and

an Assistant Professor in Tel-Aviv University, starting from October 2021. She is an architectural historian and theorist, and a co-founder of Zubiedat Architects office. Abreek-Zubiedat earned a PhD with Outstanding Distinction in 2018 from the Technion-IIT, Haifa. Her research focuses on (post)colonial architecture and urban transitions in conflict zones with special focus on development discourse. Currently she is working on her book *Architecture in Conflict: The Right to an Urban History of the Gaza Strip* (under contract of University of Pittsburgh Press).



During the construction of one of Gaza’s neighbourhods, 1976. Photo by Moshe Milner, National Photography Collection.

2:45PM (10:45PM Sydney)

## What Goes Around Comes Around: The Minimum Cost Housing Group, 1971-1976

Lee Stickells (University of Sydney)

For approximately fifty years, McGill University's Minimum Cost Housing Group (MCHG) has focused its research on the "human settlement problems of the poor." The group's earliest activities were anointed by Buckminster Fuller in 1972 as the "ECOL Operation." A program of technical and material experimentation involving a diverse set of graduate architecture students and university researchers, the ECOL Operation culminated in a series of demonstration houses and publications—the best known of the latter being *The ECOL Operation: Ecology + Building + Common Sense* (1972). Led by Colombian architect and UN consultant Alvaro Ortega, the program was ostensibly aimed at developing self-help housing solutions for the "Third World." However, what emerged in practice was the ongoing negotiation of an awkward mix of international development aspiration, Appropriate Technology fervour, industrial research and development, and ecological design rhetoric.

This paper will explore the MCHG's activities from 1971 to 1976, highlighting the surprising, and sometimes disconcerting, networks and knowledge transfers that emerged. Connections between the MCHG and international development agencies, Commonwealth scholarship programs and allied technology research centres sit comfortably with the expected flow of funding and expertise in the foreign aid-funded knowledge economy. However, the ECOL Operation's visibility as a model for designers and activists rethinking the consumerist lifestyles and material flows of the "First World", as well as its imbrication in local industrial research priorities and welfare housing, are less straightforward. Examining the MCHG and its ECOL Operation gives insight into some unanticipated feedback loops associated with the extensive opportunities that modern architects and planners had found as "experts" in programs of Third World development. ECOL Operation projects drew the world of international development together with countercultural, ecological design and alternative

technology scenes, as well as settler colonial industrial regimes. More than an experiment in Third World technical aid, they became equally models for rethinking First World domesticity.

Associate Professor Lee Stickells is Head of Architecture at the University of Sydney. His historical research on international countercultural and ecological design experimentation has been published widely across scholarly, professional and popular media. He is actively engaged in creative and curatorial practice—collaborating with organisations such as the Museum of Contemporary Art, Sydney, Christchurch Art Gallery and Lismore Regional Gallery. He serves on the *Architectural Theory Review* editorial committee and the International Advisory Board for *Counterculture Studies*. Whenever he gets the chance, he can be found riding a bike.



Salama Saad, Witold Rybczynski, Arthur Acheson, Samir Ayad and Wajid Ali, setting the ECOL cornerstone. 12 July, 1972. [From: Samir Ayad; Alvaro Ortega; Witold Rybczynski; Canada Mortgage and Housing Corporation.; McGill University. Minimum Cost Housing Group.; et al., *The Ecol operation: ecology + building + common sense* (Montreal: Minimum Cost Housing Group, School of Architecture, McGill University) 1975, ©1972]

3:10PM (9:10AM Syracuse)

Architectural Expertise, Foreign Aid, and  
Postcolonial Subjectivity in Cambodia's Sangkum  
Reastr Niyum

Lawrence Chua (Syracuse University)

This paper examines changes in architectural knowledge and foreign expertise during the period of Cambodia's Sangkum Reastr Niyum (សង្គមរាស្ត្រនិយម) or "People's Socialist Community" (1955-1970). It seeks to better understand the creation of a new postcolonial subjectivity amidst shifts in attitudes towards foreign aid and architectural expertise during this period of utopian promise. This new subjectivity embraced numerous contradictions. It was both forward-looking and obsessed with Cambodia's medieval past. It sought both to develop the country into a sovereign, self-consciously modern nation-state guided by prime minister Norodom Sihanouk's concept of អព្យាក្រឹត or "neutralism," but it depended as much on the country's nascent architectural profession as it did on sponsorship from the US, Chinese, Soviet, and Yugoslavian governments.

Sihanouk at first drew on aid from both sides of the Cold War but insisted that all foreign financial aid be in the form of grants rather than loans. He especially liked aid that provided technical assistance as well as the building, because it foreclosed local corruption and embezzlement. American funding, however, proved to be an obstacle to Sihanouk's realization of a neutral socialist nation. By 1963, Cambodia cancelled all of its US-aid contracts and severed diplomatic relations shortly thereafter. Multiple projects realized during this rupture, including Vann Molyvann's National Sports Complex and the Front du Bassac, represented a new tendency in the building program of the Sangkum Reastr Niyum. Young Khmer architects sought to transform international projects, often realized through a cosmopolitan, polyglot team of architects, into a nationalist idiom that engaged a self-consciously modernist profile with the local environment and its historical identity.

Lawrence Chua, PhD is the author of *Bangkok Utopia: Modern Architecture and Buddhist Felicities, 1910-1973*. He is the recipient of awards from the Graham

Foundation, the Social Science Research Council, and the Asian Cultural Council as well as a Marie S. Curie Research Fellowship at the Freiburg Institute of Advanced Studies and research fellowships at the Getty Research Institute and the International Institute of Asian Studies at Leiden University. With the artists Paul Pfeiffer and Julie Mehretu, he is a founding board member of the queer people of color-led arts organization, Denniston Hill. He is an associate professor in the School of Architecture at Syracuse University.



3:50PM

Planning and Building Knowledge in Manuals for the Global South – The Communication Centre of Scientific Knowledge for Self-Reliance (CCSK)

Frederike Lausch  
(Technical University Darmstadt)

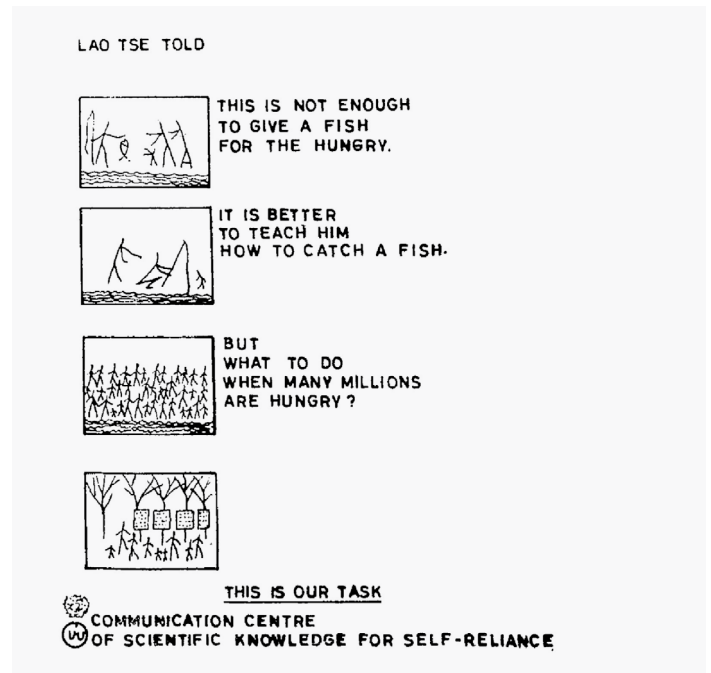
The case study of the CCSK adds another form of education outside universities or schools to discussions of architectural training and research in the foreign aid-funded knowledge economy, namely empowerment of the masses through manuals. The CCSK’s way of presenting planning and building knowledge offers a starting point of critical analysis as to whether epistemological hegemony and inferiorisation of the uneducated other – intersected with gendered representations – take place.

The Paris-based institution was founded in the 1980s by architects Yona Friedman and Eda Schaur. Funded by the United Nations University, the aim was to facilitate self-help and make “information for the improvement of living conditions available in developing countries” by producing easily reproducible manuals, which were mainly distributed in India. These manuals covered housing, protection against disasters, water management, farming and food preservation, energy generation, dealing with illnesses as well as social issues.

This analysis will be based on a comparative reading of self-planning and self-building manuals from the 1970s and 1980s: on the one hand, manuals by Friedman intended for dissemination in the Global North and, on the other hand, CCSK’s manuals designed for then called “developing countries”. With the aim of finding out to what extent the foreign aid context changes the intentions of the manuals, I pose the following questions: Is the will to empower users and democratize expert knowledge foiled by the international aid context, which risks to introduce a knowledge hierarchy with “international”, i.e. Northern, knowledge at the top and local knowledge at the bottom? Users in the Global South are referred to as “highly skilled technicians of simple technology” with the intention of strengthening their inherent skills, but it is classified as simple compared to the “sophisticated technology” of industrialized countries, assuming a teleological development from simple to complex. What

is the notion of users underlying the manuals, who is to be empowered, and do the manuals consider gendered aspects of design, construction, and housing?

Frederike Lausch is a lecturer and postdoctoral fellow at Technical University Darmstadt. Her research focuses on architecture’s relationship to politics and philosophy in the 20th century. She studied architecture at Bauhaus University and Middle East Technical University in Ankara, and received her PhD from Goethe-University Frankfurt in 2019 with an analysis of translation processes between Gilles Deleuze’s philosophy and the US-American architectural discourse of the Anyone Corporation (Transcript 2021). She worked at Goethe-University Frankfurt and at RWTH Aachen University, and was a Wüstenrot Foundation fellow for the research project “Fascism and Architecture. Max Bächer’s confrontation with Albert Speer” (mbooks 2021).



Motto page from “Why a Communication Centre” (1985).

4:15PM (3:15PM London)

## Reframing the Colonial Gaze through Architectural Knowledge Exchange in Cold War Iran

Sadaf Tabatabaei & Vafa Dianati

(The Bartlett, University College London)

The United States policy to expand its hegemony during the 1960s and 70s targeted Iran through an array of support programs including the Rural Development Plan by Ford Foundation, the Home Economic Schools supported by Truman IV program, the Fulbright Knowledge exchange program, and the Harvard Advisory Group's initiatives in Iran's national planning. At the same time, the 1973 energy crisis was causing a massive boom in Iran's national annual revenue and GDP; a condition which facilitated a substantial investment in industrial, military and urban developments and solidified Iran's position as a powerful regional actor in the Middle East. The expanding political and economic power of Iran coupled with the nationalist/developmentalist vision of the ruling class of the time had positioned the country in an in-between position, bridging the gap between the developed block – both capitalist and socialist – and the so-called Third World countries. This situation had made the country needless of foreign financial support but in urgent need for technical knowledge and expertise necessary for its ambitious modernising plans. Therefore, in parallel to the foreign funded initiatives, the knowledge exchange between Iran and the West was also being unfolded through non-monetary aids in the form of technical knowledge, and theoretical insights. The Iranian government funded and held a set of International Architectural conferences in 1970, 1974, and 1976 providing an intellectual setting for kicking off a dialogue between the new generation of Iranian architects and the internationally recognized architects, theoreticians and professionals.

This paper will specifically focus on these two concurrent developmental discourses in Iran: one from within, advocated and funded by the Iranian occidental ruling class and elites and based on multiple channels of knowledge transfer; The other from without, funded by foreign philanthropic organizations and concerned with structural socio-political and economic changes such as educating women, promoting the

consumer culture, preparing Iran's peasant population for democracy, and establishing a planning-based governance model. By comparing the two discourses, this paper sheds light on the dialectic of 'colonisation' and 'self-colonisation' through knowledge exchange.

Sadaf Tabatabaei is an architect and architectural historian working between London and Tehran. She is a PhD candidate at Newcastle University. She holds MA architectural History from the Bartlett School of Architecture and M.Arch from Tehran University (2014) and B.Arch from Tehran University of Art (2012). Currently she works across themes and topics including subaltern modernity, space-gender relations, and architectural representation in the literature.

Vafa Dianati is an architect by training (B.Arch, 2012, Tehran University of Art; M.Arch, 2015, Tehran University) with a doctorate in urban planning (PhD, 2021, UCL). He is currently working as a research



Poster of the 2nd Iran International Congress of Architecture, focused on the "Role of Architecture and Urban Planning in Industrializing Countries", held in Persepolis/Shiraz, September 1974. Source: Art and Architecture Magazine, nos. 22-24, May - Nov. 1974, nos. 25-26, Dec. 1974 - March 1975.

assistant at the Bartlett School of Planning. His research activities cover topics such as place/space scholarship, urban social sustainability, social housing policies, political ecology of urban transformation, theories of spatial injustice, and Marxist geography.

What constitutes 'expertise' in the foreign aid-funded knowledge economy? How is the need for expertise produced by the politics of aid? Who assume the role of experts? What epistemic hierarchy is inscribed in the production of expertise? To what status are other forms of knowledge relegated in the production of expertise? How is this hierarchy produced, legitimized, contested, and/or negotiated? How is expertise prone to a market logic, meeting the demands of an aid-fueled economy? How is expertise appropriated and what are its legacies?

How to historicize the foreign aid-funded knowledge economy through its production of expertise?

Please register for day 2 on our website: [architectureforeignaid.arch.kth.se](http://architectureforeignaid.arch.kth.se)

Thu. 9 September - Producing Expertise	
KEYNOTE	12:00PM (noon) Hacking Aid: Minimalism, Care and Appropriation as Architectural Strategies Hannah le Roux (Wits University, Johannesburg)
	Respondent: Viviana d'Auria (KU Leuven)
1:20PM - Break (30 minutes)	
	1:50PM (7:50PM Ningbo) South-to-South by the North: The CINVA-RAM Machine Journey along the Equator and the Cold War Giaime Botti (University of Nottingham Ningbo China)
	2:15PM (5:15PM Lahore) From Discourse to Development: Decolonising Architectural Education in Pakistan - The Making of the National College of Arts Sarah K. Cheema (National College of Arts, Lahore)
	2:40PM Intersecting Global and Local Planning Discourse in the 1960s: Between Global United Nations Development Strategies and Local Conditions for New Town Constructions Daniel Koch (KTH Stockholm)
3:05PM - Break (15 minutes)	
	3:20PM (4:20PM Helsinki) Learning by Doing: Architecture, Knowledge Exchange and Development Cooperation Essi Lamberg & Ronja Pihkanen (University of Helsinki)
	3:45PM (9:45AM Washington DC) Aid, Architecture, and the Archive: A Case Study from British Guiana Michelle Joan Wilkinson (Smithsonian Institute, National Museum of African American History & Culture)
	4:10PM (7:10AM Los Angeles) "With no Blazer, Scarf, or Tie": Competing Visions of Architectural Education Aid in 1950s-1960s Ethiopia Ayala Levin (University of California, Los Angeles)
4:35PM - Break (15 minutes)	
	4:50PM - 5:35PM General panel discussion

12:00PM

## Hacking Aid: Minimalism, Care and Appropriation as Architectural Strategies

Hannah le Roux (Wits University, Johannesburg)

KEYNOTE

Respondent:

Viviana d'Auria (KU Leuven)

As architects in the global South explore their agency in world-making in what some call the *pluriverse*, the foreign aid period holds an ambivalent position between colonial modernism and this de-colonial moment. As a product of Cold War geopolitics, foreign aid would deepen binaries in architectural practices it sponsored. It abstracted the roles of the subjects of design, and materialised construction in relation to distant strategic aims. Aid, as something that was orchestrated at a distance, now seems to have been foreign, if not antagonistic, to the necessary projects of self-determination and repair that were particularly urgent at colonised sites.

But I believe architectural history is a site from which we can address the sense that intervention was inevitably violent, that in effect damns the output of this period to a fully negative reading. Turning to biography as a method of retrieval of lost possibilities for de-colonial strategy, I will scour the lives and practices of some individuals for evidence of early activism. In doubly foreign ways, they independently found ways – sometimes exploiting, and sometimes relinquishing the privilege of their foreignness – to connect below the radar screen towards diverse, non-sanctioned ends. In this handful of stories, we can track how the ambivalent potentials of minimalism, the practice of care, and the double face of appropriation became tools for the counter production of space.

These narratives move beyond the binary of “‘true believers’ and operational experts” in development projects (De Raedt, 2014), and lean on Saskia Sassen’s belief that frontier sites can be hacked by the powerless in the process of making (2017). While accepting that architectural strategies that hacked into systems of foreign aid were inevitably both complicit and rebellious – even radically so – they show evidence of both naivety and canniness in the face of power. These qualities might present models for an architectural reformation both within the residual sites of foreign aid training, and in the nascent movements towards de-colonised architectural practice in *Most of the World*.

Hannah le Roux is an architect, educator and theorist. She is an Associate Professor at the University of the Witwatersrand in Johannesburg, South Africa. Her work in all these areas revisits the modernist project in architecture in Africa, and considers how its transformation through the agency of Africa presents a conceptual model for contemporary design. From a Southern African perspective she considers how

apartheid and colonial constructions erase and are overlain by other human actions. She has written on these dynamics for *Blank\_architecture*, *apartheid and after*; *Trade Routes: Johannesburg Biennale*; *Afropolis*; *Social Identities*; *Architecture and Culture*; *The Journal of Southern African Studies* and *Architecture Beyond Europe*. She has also curated exhibitions in Johannesburg, Venice, Brussels and Rotterdam, engaged with the spatialities of diaspora coffee ceremonies and the soccer culture of earth fields through design research, and altered modernist buildings and public spaces in Johannesburg. In 2017 she was selected as a Canadian Centre for Architecture / Mellon research fellow on Architecture and the Environment, and as a Fulbright Principal Candidate for an African Research Scholarship. Her current research projects are the toxic legacies of asbestos-cement products and mining residues, in and beyond the Witwatersrand townships; the design of low-cost housing for blacks by white architects during apartheid; and the Africa volume of the *Bloomsbury Global Encyclopaedia of Women in Architecture, 1960-2015*.

Viviana d'Auria is Associate Professor at the International Center of Urbanism (ICoU) at the Department of Architecture, KU Leuven where she teaches courses in the international postgraduate programmes Master of Human Settlements and Master of Urbanism, Landscape and Planning. Her research interests have focused on the epistemological entanglements between the design disciplines and development aid, including the role of large scale river basin transformations such as the Volta River Project in Ghana. Her published work comprises co-authored publications on the emergence of the Human Settlements paradigm as one that was ambiguously constitutive of urbanism in the so-called "global South" and the unequal knowledge dynamics that have followed suit.

1:50PM (7:50PM Ningbo)

South-to-South by the North: The CINVA-RAM  
Machine Journey along the Equator and the  
Cold War

Giaime Botti

(University of Nottingham Ningbo China)

In 1951, within the technical cooperation programme of the Organization of American States (OAS), the Centro Interamericano de Vivienda y Planeamiento (CINVA) was established in Bogotá. Its mission was to train architects from all over Latin America to deal with the housing shortage problem. The whole story of the CINVA deserves great attention, as little has been published in comparison to the wide scope and impact of its agency. During CINVA's three-decade-long existence, among its many theoretical and technical outputs, one had enjoyed a certain success: the CINVA-RAM machine. Invented by Chilean engineer Raúl Ramírez in 1956, it consisted in a simple pressing machine to produce compressed earth blocks. In the following years, the machine was not only widely used in rural Colombia, most of Latin America and the USA, but also exported to Africa and Asia. It was used in Ghana and Cameroon; it was requested by Maxwell Fry and Jane Drew; it was adopted by the Vietnamese Army in the framework of the Civic Action plan supported by the United States Operation Mission. At first, this journey through three continents along the equator may appear as a successful case of South-to-South cooperation. In fact, all this was possible because the CINVA-RAM machine was patented and distributed by the International Basic Economy Corporation (IBEC), the Rockefeller Foundation's (RF) financial branch for developing countries. Unpublished documents from archives in Colombia and the USA and publications of the time allow to outline this story, remarkable in showing the global outreach of the intertwined action of international (OAS) and private (RF) institutions linked to the US Government across the global South in the years of the Cold War, when actions aimed at tackling poverty and the housing problems were oftentimes complementary to the armed containment of the Communist threat.

Giaime Botti is Assistant Professor in Architecture and Built Environment at the University of Nottingham Ningbo China. He holds a PhD in Architecture from the

Politecnico di Torino and has previously taught at the Pontificia Universidad Javeriana in Bogotá. His research focuses on architecture and urban history in 20th century Latin America and contemporary China.

2:15PM (5:15PM Lahore)

From Discourse to Development:  
Decolonising Architectural Education in Pakistan –  
The Making of the National College of Arts  
Sarah K. Cheema (National College of Arts, Lahore)

The 1960s came to be known as the 'Decade of Development', signaling a new sense of direction for the Global North to help with the struggles of the newly decolonised 'Third World' in the name of philanthropy.

The decade was equally significant for the recently independent Pakistan which was still struggling to mark its identity in the global world. It was during the martial law regime of Gen. Ayub Khan from 1958-1969 that foreign funding for mega projects in urban, architectural and infrastructural development led to Pakistan becoming a poster child for global development.

This development also made its way to Architectural practice and education in the young country. Because of the dearth of trained professionals in the country, this was not only initiated by the Government through commissioning foreign architects for mega projects but was also accelerated by key players like the Colombo Plan, Asia Foundation, the USAID and the Fulbright Foundation, in facilitating Pakistan with expertise to impart education and provide training to the students for an extensive understanding of modern design, technology and theory.

My research aims at highlighting the very interesting case of The Mayo School of Art, a British Colonial Craft School established in 1875 to serve the demands of craft production in the colony. After independence the MSA was restructured by the Government of Pakistan and converted into the National College of Arts in 1958. The vision, curriculum and pedagogy was decolonised and modernised through the Fulbright Program which calibrated the appointment of Professor Mark Ritter Sponenburg, a Fulbright Research Fellow as the Principal of the School to lead all necessary changes. The Departments of Fine Arts, Design and Architecture were also established with the assistance of both the Fulbright program and Asia Foundation which funded the appointments of American scholars and experts to impart modern knowledge upon the locals.

These experts made a short albeit colossal impact on architectural pedagogy at the NCA. The students under their training became the leading faces in the field of architecture in the country and the NCA as a guiding force in modern architectural education. Through archival information and documents, photographs and personal interviews of students from that time (most of whom are alive and practicing), this research will critically trace and question the level of impact and legacy of foreign expertise on architectural education, pedagogy and in turn, architectural practice in the country in order to get an in-depth understanding of where Pakistani architecture stands today.

Sarah K Cheema holds a BArch in Architectural design from the National College of Arts, Lahore exploring



Jacqueline Kennedy marked the first ever visit by a US First Lady in March 1962. The Crowds lined the streets as she arrived in Lahore. Jacqueline Kennedy and President Ayub Khan wave to the crowds.



in her final design thesis the age-old issues of postcolonial identity, nationalism and the tools for building a Nationalist architectural language. During her MA in Architectural History from the Bartlett School of Architecture, UCL; Cheema was deeply inspired by the ability of modern architecture to represent and generate new patterns of social experiences and relations, which eventually led to her dissertation on British Modernist Berthold Lubetkin's work. Presently, she is Assistant Professor at the National College of Arts where she teaches Architectural History and Design. She is currently working on her PhD proposal on the foundation years of Pakistani Modernist Architecture.

2:40PM

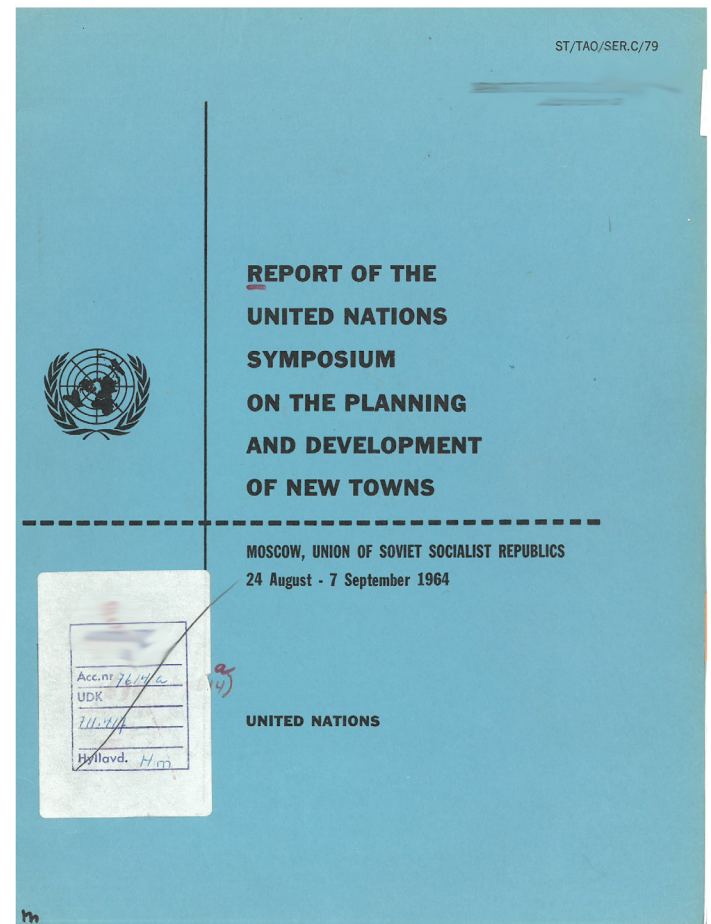
## Intersecting Global and Local Planning Discourse in the 1960s: Between Global United Nations Development Strategies and Local Conditions for New Town Constructions

Daniel Koch (KTH Stockholm)

14th to 30th of September, 1961, the United Nations held their first meeting for the expert group on Metropolitan Planning in Stockholm, Sweden. Building on earlier work—such as a joint UNESCO and UN seminar on “Urbanisation in Asia and the Far East” in 1956—it is followed by a symposium on the planning and development of New Towns in Moscow in 1964, and on planning for urban regional development in Asia and the Far East in Nagoya in 1966. These have been documented in proceedings as well as in *Ekistics* between 1961 and 1971, where publications range from background papers describing local practices to theoretical pieces on planning challenges and principles of New Towns, as well as concrete statements advising on future urban planning. Some of these statements are remarkably contemporary to today in discussing needs to, for instance, mix tenant and ownership forms or make services accessible in the local context, while others stand out as different from today’s general discourse, such as a heavy presence of a discussion on industrial towns and areas. They also contain a clear and explicit differentiation of conditions for “developed” and “developing” countries and clearly contain an agenda regarding the latter in establishing planning organization and procedures. This contribution will, while focusing on the former primarily, engage in the intersection between the United Nations’ first sessions on the planning and development of New Towns (1961, 1964, and 1966), and local conditions from the perspective of their presence and absence in the UN seminar materials. Some particular attention will be put on how C-F Ahlberg, member of the expert panel 1961 and 1964, and professor in Urban Design at KTH between 1960 and 1969, acts from this same perspective in his role as both importer and exporter of the ideals.

Daniel Koch is a Docent in Architecture and researcher at KTH School of Architecture, whose research investigates spatial configuration, diagrams and abstractions, and processes of subjectification within

the larger frame of architectural theory and urban design. Recent research focuses on our understanding of relations between architecture, subjectivity, and social structures, as well as relations between models and concepts of architecture, urbanism, and human behavior with deep historic roots. This includes critical examination of models and ideals embedded in analytical and projective research and practice, increasingly also extending into discourses on smart cities, digitalized societies, and AI developments.



3:20PM (4:20PM Helsinki)

## Learning by Doing: Architecture, Knowledge Exchange and Development Cooperation

Essi Lamberg & Ronja Pihkanen  
(University of Helsinki)

Based on an analysis of autobiographical writings, archival sources, media sources, project reports and interviews this presentation analyzes the ways Finnish architects have engaged in knowledge exchange in the early stages of development cooperation. The paper narrates how some Finnish architects, for various motives and reasoning, took up professional duties in Tanzania, Ethiopia and Kenya, and how they later utilized their experiences in establishing architectural education programs in Finland. The paper illuminates how development cooperation entered the curriculum of the Helsinki University of Technology in the mid-1970s with the help of a few likeminded individuals and how this was supported by the Ministry for Foreign Affairs. What all three cases of knowledge exchange share is their position as pioneering undertakings in the still very recent entry into development cooperation forums among Finnish architects, who were not only teaching architecture, but also simultaneously learning how to adapt themselves and their methods in the working environment dictated by the networks, organizations and discourses of development cooperation. Eventually, working in the so-called developing countries evolved into a permanent part of architectural education in Finland. The paper concludes in suggesting that although some forms of knowledge exchange were discontinued at an early stage, this era of trial and error served as a crucial learning experience upon which later stages built on, therefore underlining the need to understand architectural knowledge exchange in development cooperation as a continuous learning process.

Essi Lamberg is a doctoral candidate at the University of Helsinki, Finland. In her doctoral dissertation, she studies the intersection of development cooperation and planning history in the case of Finnish-Tanzanian community planning collaboration from the 1960s to the 1980s.

Ronja Pihkanen is writing her master's thesis at the

University of Helsinki on Finnish architects in Ethiopia during the 1960s and 1970s.

3:45PM (9:45AM Washington DC)

Aid, Architecture, and the Archive: A Case Study  
from British Guiana

Michelle Joan Wilkinson

(Smithsonian Institute, National Museum of  
African American History & Culture)

My grandfather, Charles Eric Wilkinson, a black man, was an architect-builder involved in major government-sponsored building and infrastructure projects in British Guiana from the 1930s-1970s. British Guiana was a colony of England in the 1940s, when the British government sent architects overseas with the goal of attending to building needs in the colonies. To better understand the engagement between the colonial architectural teams dispatched to work in the British Caribbean and the native builders they encountered, I draw from archives “at home and abroad” to help to illuminate discrepancies and characterizations of the era.

I place Wilkinson’s built work and its surviving archive of book-keeping notebooks, personal letters, photographs, and a blueprint into conversation with material from various national archives in Guyana and the United Kingdom. In their correspondence, British architects stationed in Jamaica, Trinidad, Barbados, and British Guiana reported back to England about the “skilled craftsmen” (carpenters and building contractors) that they observed. Based on family lore and archives, I question the interactions between the supposed foreign “expert” architects and the local “apprentice” builders, seeking to more accurately document this period in history and its legacy.

The backdrop to my research is the rise of foreign-aided building schemes in British Guiana in 1954, the same year that Wilkinson endeavours to build a concrete house for his family. From 1954-1959, British Guiana spent 15 million on 3,500 pre-fabricated houses. Not only British, but U.S. architects were also involved. Howard Mackey, a Black American professor at Howard University, was on a team contributing to the aided self-help project.

Britain’s plan for a gradual disinvestment from its colonies in the Caribbean—by transitioning its so-called dependencies to self-sufficiencies—provides an

important context for understanding the role that black builders would play in shaping the built environment of the (independent) nation to come.

Michelle Joan Wilkinson, PhD is a curator at the Smithsonian National Museum of African American History and Culture (NMAAHC). For NMAAHC, she co-curated two inaugural exhibitions, including *A Century in the Making: Building the National Museum of African American History and Culture*, and she was the lead organizer for the museum’s three-day symposium, *Shifting the Landscape: Black Architects and Planners 1968 to Now*. Wilkinson is also a Loeb Fellow and a Fellow of the Center for Curatorial Leadership. Her research projects include “Rendering Visible” about architectural representation and “V is for Veranda” about architectural heritage in the Anglophone Caribbean.

4:10PM (7:10AM Los Angeles)

“With no Blazer, Scarf, or Tie”: Competing Visions of Architectural Education Aid in 1950s-1960s Ethiopia

Ayala Levin (University of California, Los Angeles)

This paper considers the formation of architectural education in 1950s-1960s Ethiopia as a stage for the competition over development aid between Israel, Sweden, and West Germany. The histories of the early years of the Ethio-Swedish Building College (today EiABC), and the College of Engineering, which Israelis ran provisionally before its management was handed over to German personnel, foregrounds the challenges of establishing vocational and technical education in Ethiopia, where manual labor was traditionally disdained and relegated to foreigners. These histories also demonstrate that the Cold War competition over aid took place not only between the blocs and between new (American) and old (British or French) powers within the western bloc, but also among politically weaker countries within the western bloc.

As this paper argues, the Ethio-Swedish Building College and the College of Engineering reflected the competing development aid ideologies that Israel and Sweden presented. While Sweden pushed Haile Selassie’s regime to extend development efforts to the rural population and the urban poor by focusing on self-help building techniques, Israeli architectural education was focused on high-profile building projects and was attached to engineering education to popularize the profession among students and boost its white-collar image. These competing approaches derived both from the divergent building traditions and experiences in the educators’ respective countries, as well as the structures of assistance these two countries offered. Yet rather than presenting mutually-exclusive alternatives, I show how they served Haile Selassie’s regime in complementary ways, allowing him to abdicate its responsibilities toward rural communities and leave their improvement up to external aid agencies, while promoting a vision of an industrialized modernity in the country’s capital, Addis Ababa.

of California, Los Angeles. Her first monograph *Architecture and Development: Israeli Construction in Africa and the Settler Colonial Imagination* is forthcoming with Duke University Press in 2022. She is a member of the Aggregate Architectural History Collaborative, and a co-editor of its forthcoming volume on architecture during the era of development.

[Ayala Levin](#) is an Associate Professor in the Department of Architecture and Urban Design at University

What forms of learning have been promoted in the foreign aid-funded knowledge economy? What models of education, pedagogy, and training have been mobilized to exchange knowledge? What dynamic between 'teachers' and 'students' was fostered? What lessons were to be learned? How to account for what happened in an educational setting? How to recover the voices of participants in the classroom? How were cultural differences accounted for in teaching programs? How to trace their legacies and impact on the ground? How did they impact today's education and curricula?

How to historicize the foreign aid-funded knowledge economy through its ways of learning?

Please register for day 3 on our website: [architectureforeignaid.arch.kth.se](http://architectureforeignaid.arch.kth.se)

Fri. 10 September – Ways of Learning	
KEYNOTE	12:00PM (noon) (11AM Lincoln) Reflections on Architectural Education and Its Impact on Sub-Saharan Africa during the Twentieth Century Mark R.O. Olweny (University of Lincoln)  Respondent: Ola Uduku (Manchester School of Architecture)
1:20PM – Break (30 minutes)	
	1:50PM (9:20PM Adelaide) Architectural Education as Technical Cooperation: An Australian Contribution to the Colombo Plan (1950-80) Peter Scriver & Amit Srivastava (University of Adelaide)
	2:15PM (1:15PM Sheffield; 6:15PM Khulna) Development, Design and Decolonisation: The Making and Remaking of Architecture Departments in Bangladesh from the 1960s to the 1990s Xiang Ren, Humayra Alam & Azharul Islam (University of Sheffield/Khulna University of Engineering & Technology/Khulna University)
	2:40PM Research on "Tropenbau" in the GDR: The Scientific Department of Building in the Tropics and Abroad at the University of Weimar Juliane Richter (Bauhaus-Universität Weimar)
3:05PM – Break (15 minutes)	
	3:20PM The Experience and Legacy of East-South Architectural Education: The Case of Mosul University Dorota Woroniecka-Krzyżanowska (Deutsches Historisches Institut, Warsaw)
	3:45 PM (4:45PM Nairobi) Of Architectural Education and the Development of East African City – Can the Gap Be Bridged? Peter Makachia (Technical University of Kenya)
4:10PM – Break (15 minutes)	
	4:25PM – 5:10PM General panel discussion
	5:10PM – 5:25PM Closure of the symposium

12:00PM (noon) (11AM Lincoln)

Reflections on Architectural Education and Its Impact on Sub-Saharan Africa during the Twentieth Century

Mark R.O. Olweny (University of Lincoln/Uganda Martyrs University)

Respondent:

Ola Uduku (Manchester School of Architecture)

This essay reflects on the condition of architecture practice and architectural education in sub-Saharan Africa, and its links to the knowledge economy of the past century. Drawing on research from English speaking countries across Africa, the essay explores developments across the years, and in different settings, uncovering the encounters that shaped the ensuing endeavours across the region. Beginning with a background to the emergence of formal education in East Africa, we explore the 'triple heritage' of education, geared to ensure students were able to participate in the colonial administrative structure. Training that steered clear of liberal education, deemed too dangerous for the African population, a decision with far reaching consequences, and still evident to this day. The overt link between politics and education form the backdrop for the ensuing discussion on architecture and architectural education during the second half of the twentieth century. From the fall out of the second world war, cold war politics and the economic structural adjustment measures of the 1980s, the legacy of these events is increasingly evident. The stories that emerge here are central to a comprehensive understanding of the development of the architecture profession across much of sub-Saharan Africa. These ties that bind architectural education and practice across the globe are often clearer with 20/20 hindsight. As we grapple with these legacies, what lessons can we carry forward, in light of the changing eco-political landscape across the region? This also goes a long way to answer key concerns related to the future of architectural education.

Dr. Mark Olweny joined the Lincoln School of Architecture in 2019. Prior to this he was Senior Lecturer in Architecture, and Associate Dean of the Faculty of the Built Environment at the Uganda Martyrs University in Uganda. Mark has worked in architectural practice and education in Australia, Canada, the Republic of Ireland and Uganda. Mark has published in areas related to architecture in Africa, architectural education in sub-Saharan Africa, and environmental design and energy performance of buildings. He is particularly passionate about enhancing the student learning experience in architectural education.

Ola Uduku has been research Professor in Architecture since 2017. Prior to this she was Reader in Architecture and Dean International for Africa at the University of Edinburgh. Her research specialisms are in the history of educational architecture in Africa, modernist architecture in West Africa, and the contemporary issues related to social infrastructure provision for minority communities in cities in the 'West' and

'South'. She is an associate member of the Nigerian Institute of Architects and the Royal Institute of British Architects. She also has interests in environmental design teaching and research, as well as supporting diversity inclusivity and equality in Academia. She currently plays an active role in promoting the Documentation and recording of Modernist Buildings and Landscapes (Docomomo) in Africa, and is acting secretary for the Docomomo Group in Ghana.

KEYNOTE



1:50PM (9:20PM Adelaide)

Architectural Education as Technical Cooperation:  
An Australian Contribution to the Colombo Plan  
(1950-80)

Peter Scriver & Amit Srivastava  
(University of Adelaide)

For close to three decades following its inception in Colombo Ceylon in 1950, at the first conference of the foreign ministers of the newly established British Commonwealth, the so-called 'Colombo Plan' (CP) was a key framework through which Australia engaged in international development aid. Concentrating on the decolonising new nations at its doorstep in South and Southeast Asia, Australia's CP-funded programs for technical cooperation sought to win the hearts and minds of an educated new middle class in the context of increasing geo-political tension in the Global South that had suddenly re-positioned the former British settler colony as a frontline state of the 'developed' world. Whilst the significance of such ephemeral human exchanges has been emphasised in political assessments of the Colombo Plan and its legacies, the transfer of modern architectural knowledge and professional practices through the training of CP-sponsored students in Australian schools of architecture arguably had a far more substantive impact on the actual physical and spatial development of the region.

Relative to other professional disciplines, the impact of the modest Australian CP funding directed toward architectural training was disproportionately significant. Returning home to work in contexts of post-colonial nation-building, the professional ambit of young CP graduates in architecture could extend well beyond the design of buildings, to the master planning of urban infrastructure, social housing, and – as in the case of the future President Ong Teng Cheong of Singapore (BArch Adelaide '61) – entire city states. CP alumni of Australian architectural schools were also conspicuous institution-builders, revamping colonial public works departments, and establishing modern professional associations and new schools of architecture in which they became teachers themselves.

Through the case-histories of several exemplary CP architectural trainees, the proposed paper will examine

the evolving curricula and institutional settings of the Australian university architectural schools in which they were sponsored to study. In addition to the built evidence of this little-examined case of technical cooperation, the aim is to better articulate the professional networks and cognitive frameworks in which technical norms, standards, and ethics were exchanged, and their impact equally upon the Australian 'donor' institutions that had not yet fully recognised or critically transcended their own condition of post-coloniality.

Peter Scriver is a founding director of the Centre for Asian and Middle-Eastern Architecture (CAMEA) at the University of Adelaide, Australia. He is an authority on the architecture and planning history of colonial and contemporary South Asia (*After the Masters*, 1990; *India: Modern Architectures in History*, 2015) who has also been a pioneering contributor to critical and theoretical scholarship on *Colonial Modernities* (2007)

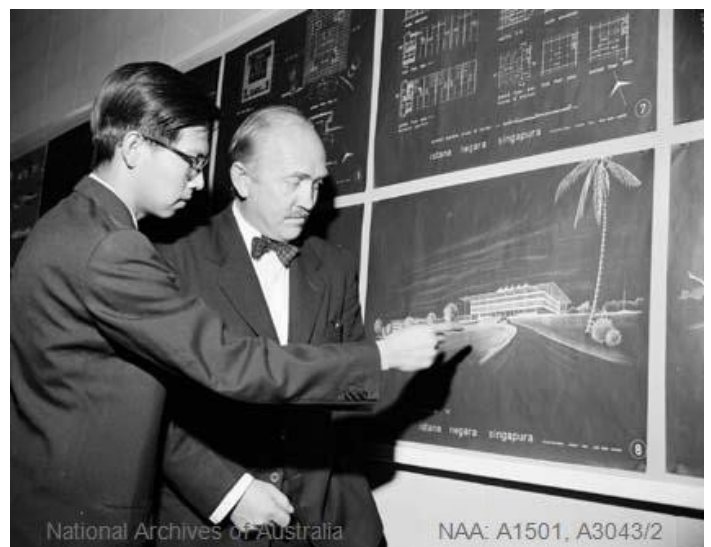


Photo (1962) of Ong Teng-Cheong – first elected President of Singapore, 1993-1999 – with his graduating project as a student of the University of Adelaide School of Architecture. Source: National Archives of Australia.

and *The Scaffolding of Empire* (2007) in the material and cognitive construction of the Global South more broadly. His current work explores historical and contemporary exchanges between the building cultures and architectures of the Indian Ocean rim.

Amit Srivastava is the Director (India) for the Centre of Asian and Middle Eastern Architecture (CAMEA) based at the University of Adelaide, Australia. Having trained and practiced as an architect in India, Srivastava's original work focused on the architectural and construction histories of colonial and postcolonial India. His current research focuses on the transnational exchange of knowledge, labour and materials across the Indian Ocean Rim, from Africa and the Middle East to South East Asia and Australia, with special interest in cases of South-South Cooperation. His books include *India: Modern Architectures in History* (2015) and *The Elements of Modern Architecture* (2020).

2:15PM (1:15PM Sheffield; 6:15PM Khulna)

Development, Design and Decolonisation: The Making and Remaking of Architecture Departments in Bangladesh from the 1960s to the 1990s

Xiang Ren, Humayra Alam & Azharul Islam (University of Sheffield/  
Khulna University of Engineering & Technology/Khulna University)

The strategic geopolitical location and developing economic status have made Bangladesh one of the few sites in South Asia for post-WWII international cooperation and aid from the West. But the architectural academic departments in Bangladesh have not yet been fully examined through the interacted lens of the historical legacy of transnational development and the developing of decolonised knowledge. This paper therefore aims to weave an initial narrative on the production and co-production of architectural disciplinary knowledge in Bangladesh from the 1960s to the 1990s, based upon the reading and reinterpretation of two architecture departments directly or indirectly influenced by the international aid. The US-aided Faculty of Architecture in the Bangladesh University of Engineering and Technology (BUET) in Dhaka is approached as the first key example. BUET has been a production site for architectural disciplinary knowledge since the early 1960s to date, which has served as a crucial driver in developing and shaping the later established twenty more schools of architecture within the country, including the second selected example, the Architecture Discipline of the Khulna University (KU). The project of development aid and decolonisation is approached along three sub-themes: the contextual rationale of two sites; the development, adaptation and evolving process; and the architectural disciplinary legacy. Based upon a literature review of selected archival and contemporary sources, supported with oral histories, this paper interrogates to what extent foreign-aided architecture department(s) has contributed to the local architectural capacity of disciplinary teaching, research and practice in Bangladesh. Additionally, it narrates the journey of Western modernist knowledge of architecture from firstly legitimized over, to then balanced and co-produced with the local indigenous knowledge of human settlements. It finally addresses an uncompleted decolonisation project in modern Bangladesh, which combines and crossovers the globalized and generalized knowledge of architecture discipline with its own locally living heritage.

Dr Xiang Ren is Lecturer in Architecture at the University of Sheffield School of Architecture, where he directs the MA Architectural Design programme. His teaching and research is centred around the East-West studies of modern architecture, vernacular heritage and contemporary urbanism. Shortlisted twice for RIBA President's Research Awards, his publications appeared in *Architectural Research Quarterly*, *Journal of Architecture*, *Architecture and Culture*, *AA Files*, *Scroope Cambridge Architecture Journal*, *Heritage Architecture*, *Journal of Sri Lanka Institute of Architects* and *The China Journal*.

Humayra Alam is a Lecturer at the Department of Architecture of Khulna University of Engineering and Technology, Bangladesh. As an academician, she holds interest in research related to Architectural History, Urban History, Islamic Architectural History, Heritage Studies, Cultural Heritage and Identity, Architectural and Urban Heritage in Bangladesh, Architectural Conservation studies. She is currently teaching theory courses related to architectural and urban history, urban heritage and architectural conservation and



BUET Faculty of Architecture building under construction. From Islam, R. *The First Faculty of Architecture in Dhaka* (Dhaka: Structural Engineers, 2011).

several sessional courses in undergraduate level at the department.

Md. Azharul Islam is a Lecturer in the Architecture Discipline of Khulna University. He has completed a Bachelor of Architecture in 2016 and a Masters of Science in Human Settlement in 2018 both from Khulna University. His teaching and research are centered around rural housing morphology, disaster resilience, environmental psychology, and water urbanism. Partially active in practice as an architect and urban designer with experience working for reputed organizations including UNDP, KFW, KU, and GoB. Achieved several awards for best academic excellence including the prestigious Berger Award and won several design competitions.

2:40PM

Research on “Tropenbau” in the GDR: The Scientific Department of Building in the Tropics and Abroad at the University of Weimar

Juliane Richter (Bauhaus-Universität Weimar)

In the GDR the most important university institution for systematic research on “building in the tropics” was established at the University of Architecture and Civil Engineering in Weimar in the mid-1980s. It became a hub for advanced training programs for architects and engineers from the GDR and from abroad, as well as for German students to specialize further on the subject.

Shortly after the GDR turned towards the Global South between 1955 and 1960, they launched cooperation agreements under the title of scientific-technical assistance, preferentially with countries on the “socialist path of development”. Part of the cooperation were exchange programs for students and professionals. The University of Weimar soon built a crucial role for the education of architecture students and scientists from abroad, especially coming from the COMECON-countries of the Global South like Cuba and Vietnam.

To strengthen a more systematic approach on “building abroad” (and especially in the “tropics”) the Scientific Department of Building in the Tropics and Abroad was founded in 1985 as a result of both political and economic interests, but also individual engagements of experienced actors on the ground. The areas of activity were based on two sectors: advanced studies for students of architecture and civil engineering on the one hand and further education courses for experts from abroad and for “Auslandskader” of the GDR, i.e. people going abroad to conduct construction projects, on the other. Besides technical issues, parts of these training programs also involved courses in management, tendering, language, and “behavior”.

The unique character of the Department was that it was not only about constructional questions of building in hot and dry or humid climates, instead a more comprehensive and critical perspective should be taken. Research in the fields of technology and

materials, as well as social, cultural, and ethnographic sciences were combined, and the institute networked with other institutions in the GDR and internationally.

To address the question of how a circulation of knowledge and a mutual flux took place, I present a case study: In 1990 the students had the chance to conduct a practical project in the “tropics” when constructing of a self-help apartment building in Havana, Cuba. In my talk I illuminate the setting and obstacles of the 2-month field trip. I furthermore link it to the previous research on “appropriate building technologies” and “local building materials” (e.g. building with clay) the Weimar institute undertook in the 1980s.

Juliane Richter (\*1985) completed her studies in art history, journalism and theatre studies in Leipzig and Rome with a master’s thesis on inner-city prefabricated housing, which was published in 2015. She completed a journalistic traineeship at the Association of German Architects BDA in Berlin and curated the festival for art



Design for residential buildings in Hanoi by students of the Department, 1991. HAB (1991): *Angepasster Wohnungsbau in Entwicklungsländern. Zwei Beispiele. Havanna, Kuba, Hanoi, Vietnam.* Weimar.

and architecture *RASTER: BETON* in Leipzig-Grünau. After working as a research assistant in a DFG research project on the connection between theatre space and performance arts at the HTWK Leipzig, she has been a fellow of the DFG Research Training Group “Identity and Heritage” at the Bauhaus University Weimar since 2019. Her PhD thesis deals with transfer processes and circulation of architecture and knowledge between the GDR and Cuba between 1960 and 1991.

3:20PM

## The Experience and Legacy of East-South Architectural Education: The Case of Mosul University

Dorota Woroniecka-Krzyżanowska  
(Deutsches Historisches Institut, Warsaw)

During the Cold War, both sides of the political divide strived to impose their competing models of development and modernization on countries of post-colonial world. The different visions for urban development were central to these models and, as a result, architecture and spatial planning figured prominently in the various forms of knowledge and expertise transfer aimed to forward their implementation. When in 1958 the revolution brought down the Western-oriented monarchy of Faisal II, Iraq moved closer to countries of the Eastern Bloc, including the Polish People's Republic. This change in geopolitical orientation was followed by an increasing share of Eastern European experts in government-led development projects and at Iraqi educational institutions. Within this framework, sixteen lecturers from the Technical University of Wrocław worked at the Department of Architecture, University of Mosul, in the 1980s. Established in 1978, the Department faced acute shortages of local teaching staff and searched for foreign instructors to fill the gap. In the course of a decade-long cooperation, the Wrocław staff contributed to the development of study program, along the lines of TUW curriculum, and led most courses in architectural design. The paper aims to unpack the knowledge relations that unfolded between Polish staff and their Iraqi students and understand their legacy on both individual and institutional level. While it discusses some aspects of the knowledge produced, the main focus is on the experience of East-South architectural education. With most research on higher education and global socialism adopting macro perspective and drawing predominantly on archival material, the paper brings to the forefront voices of individuals engaged in these academic exchanges. Through in-depth interviews with graduates of the Department, it explores how Iraqi students made sense of the educational process, understood differences between national contexts and related the material taught to the local urban environment.

Dorota Woroniecka-Krzyżanowska is a social anthropologist working for the research project 'Relations in the Ideospace: Middle Eastern Students in the Eastern Bloc' on behalf of the German Historical Institute of Warsaw. She holds degrees in Arabic studies (BA) and sociology (MA) from the University of Warsaw and a PhD in social sciences from the Polish Academy of Sciences. Her PhD thesis focused on the relation between identity and place in the context of protracted exile, based on ethnographic study of a Palestinian refugee camp. Her current research explores knowledge relations in the field of architecture and urban planning between the Polish People's Republic and Iraq.



Group photograph showing the first round of graduates of the Department of Architecture, University of Mosul. Seated at the center are Prof. Zbigniew Bać (TUW), Dr Najdat Shakir (Head of the Department) and Prof. Stanisław Sołowij (TUW). Mosul, 1983.

3:45PM (4:45PM Nairobi)

## Of Architectural Education and the Development of East African City – Can the Gap Be Bridged?

Peter Makachia (Technical University of Kenya)

Inheritances of the colonial education system (since the 1950s), architectural curricula and pedagogy in East African universities still engender Western modernist templates. They remain devoid of endogenous content and often lack any bondage to popular spatial practices. The paper examines the evolution of the curricula, and demonstrates how they remain unresponsive to the local popular practice.

Beyond curricula, the role of faculty to emergent directions within architecture within the region is revisited. Founding European staff was moulded in Modernist models; even if there was notable engagement in Vernacular Architecture through researched publications. In Nairobi, anchored on a research unit at the department; the Housing Research and development Unit (HRDU), work on the local architecture, housing and building inevitably shaped later scholarship. Unfortunately, such outputs were deemed peripheral to core architectural education and rarely permeated into student work.

The rare, South-South initiative of an infusion of Indian faculty from the late 1970s, spurred resurgent interest in culturally-authentic discourse in curricula. Again, this lacked significant translation into practice and furthered the disjunction between society and architectural education.

The late 1980s saw the revamped interest in architecture as a discourse in Housing and Human Settlements, catalysed by the establishment of UNHABITAT headquarters in Nairobi. In Kenya this refocused the HRDU for regional postgraduate short courses targeting professionals and faculty alike. The Postgraduate Centre Human Settlements [PGCHS], KULeuven [Belgium], offered postgraduate education that informed social-interest practice and curricula content.

Despite these synergies, the chasm between felt-needs and architecture has deepened, because they were

(seemingly) elitist and confined to policy and academic circles. Professional practice was of pedigreed architecture for the corporate clientele and away from any individual and community needs, now christened as the Informal Sector. Popularly, the emerging paradigm is of a fusion of elements of 'modern' practice and technology driven by a bio-political power-shift to individuals. The processes are akin to the localized vernacular of traditional space rather than the centralized industrial foundations of Modernism. It is a form of 'Modern Vernacular' whose structure searches definition through curricula.

A dearth of understanding of this paradigm risks confining architecture to irrelevance in a (re)shaping of East African urbanism. The paper aims to bridge the widening gap between the bi-polar urban aestheticism delineating the CBD's global imagery in contrast to the quotidian expressions of neighbourhoods of the Modern Vernacular. It is proposed that both hardware and software of the curricula shall interrogate design for methodology and nature for authentic local content.

Peter Makachia, PhD lectures at Technical University of Kenya and earlier worked at University of Nairobi (Lecturer, 1998-2012) and National Housing Corporation (Architect, 1988-1993). He has published widely including: "Evolution of Urban Housing strategies and dweller-initiated transformations in Nairobi", *City, Culture and Society* (2013); "Design strategy and informal transformations in urban housing", *Journal of Housing and the Built Environment*, 27 (2013); "Modern Vernacular: Theorizing Popular Architecture", in Meuser & Dalbai (Eds.), *Architectural Guide Sub-Saharan Africa*, DOM Publishers (2020); "Technocratic colonial housing policies and reductive modernism in Eastlands", in Berre, Geissler & Lagae (Eds.), *African Modernism And Its Afterlives*, Intellect Books (2021).



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## Organizing Committee

Sebastiaan Loosen is a postdoctoral researcher at KTH Stockholm. After obtaining degrees in architectural engineering and in philosophy, he completed his doctoral dissertation on the various vantage points from which 'the social' was addressed in architectural thought in 1970-80s Belgium (KU Leuven, November 2019). At KTH, he recently initiated a postdoctoral project that aims to chart the role of architectural schools, centres and institutes in contributing to the 1960-80s 'development' agenda through 'South-oriented' training programs in architecture, urbanism, and spatial planning. He recently co-edited for EAHN's open access journal *Architectural Histories* a Special Collection on 'Marxism and Architectural Theory across the East-West Divide' as well as an open access volume at Leuven University Press based on the international conference *Theory's History, 196X-199X. Challenges in the Historiography of Architectural Knowledge*, held in Brussels, February 2017.

Helena Mattsson is Professor in History and Theory at KTH School of Architecture. Her research deals with the 20th century theory on the welfare state and contemporary architectural history with a focus on the interdependency between politics, economy and spatial organizations. She is the co-editor for publications such as the themed issue of *Architecture and Culture*, "Architecture and Capitalism: Solids and Flows" (2017) and the book *Neoliberalism on the Ground* (2020). She is currently working on a book on architecture and politics in the 1980s societal transformations. She is a member of the editorial board of *Journal of Architecture*.

Erik Sigge is an architectural historian and preservationist, who is currently a Postdoc Fellow at MIT Department of Architecture in the History Theory Criticism group (2020-2021). At MIT he conducts a research project on the transnational exchange of planning ideas and practices with focus on the Swedish CIAM group 1928-1959. Erik gained his PhD in history and theory of architecture from KTH Royal Institute of Technology in Stockholm, Sweden (2017), where he also has been teaching and researching during the past 10 years. Prior to KTH, Erik was Director of Educational and Cultural Programs at Scandinavia House in New York City, where he led the public programs of The American-Scandinavian Foundation. He holds a Master degree in Historic Preservation from the Graduate School of Architecture, Planning, and Preservation at Columbia University, New York (2003), and a Bachelor degree in Integrated Conservation of the Built Environment from University of Gothenburg, Sweden (2000).

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## Scientific Committee

Sebastiaan Loosen  
KTH (Sweden)

Erik Sigge  
MIT (USA)

Helena Mattsson  
KTH (Sweden)

Viviana d'Auria  
KU Leuven (Belgium)

Kenny Cupers  
University of Basel  
(Switzerland)

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## Graphic Design & Web Development

Johnny Chang (張凱強) is a multidisciplinary designer working between visual communication and artistic inquiry. Following traces of language, image, and voice to investigate how circumstances of distance and diaspora effect/affect processes of sense-making. Individually and collaboratively/collectively working with publications, discursive platforms, visual culture, across methods of reading and listening. MFA in Visual Communication from Konstfack 2019, BFA in Graphic Design from Art Center College of Design 2010.

[johnny-chang.info](http://johnny-chang.info)

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## Partners & Support



KTH Royal Institute  
of Technology  
School of Architecture  
100 44 Stockholm

[www.arch.kth.se/en](http://www.arch.kth.se/en)



Wenner-Gren Foundations  
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[www.swgc.org](http://www.swgc.org)