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DWELLING BEYOND CULTURAL DIFFERENCES

Architectural education for peripheral urbanization in Bangladesh, Ethiopia and India

Nelson Mota and Dick van Gameren

Introduction

Since the neoliberal turn of the 1980s, housing has become increasingly valued, more as a market commodity than a social good (Mota and Allweil 2019). Over the last four decades, housing policies have focused primarily on efficiency, overlooking their detrimental costs in living conditions and disruptive consequences for the everyday life of millions of urbanites. This affects disproportionally the urban poor living in the Global South (King et al. 2017). Some initiatives meant to counter this trend have been tested, focusing on solutions primarily concerned with the resilience of human settlements, accommodating their vernacular social and spatial practices (Huchzermeyer 2009). Despite the best intentions of the initiators of approaches like participatory in-situ upgrading, this solution has been unable to cater alone for the overwhelming scale of the urban housing crisis in the Global South. A growing number of housing experts argue that this crisis can only be tackled with a trade-off between efficiency and resilience, combined with a well-balanced mix of housing options (Smets, Bredenoord, and Lindert 2014).

Most of the proposals to achieve this trade-off concern managerial decisions. However, we contend that investigating possible solutions for this trade-off and the achievement of a balanced mix should also concern design decision-making, in general, and architectural education in particular. A stronger presence of housing design studies in the curriculum of higher education institutes around the world is crucial to shift paradigms and professional attitudes on how people shape places and how spaces shape livelihoods. Furthermore, increasing the presence of housing design in the university curriculum is key to achieving two paradigm shifts in design education identified by Ashraf Salama, one of the editors of this book. These shifts concern, on the one hand, replacing the paradigm of housing as a product with a new paradigm, where housing "values lie in the relationships between the process, the product, the users, and the social and environmental context". On the other hand, replacing the current techno-development paradigm with one focused on eco-development, based on "criteria of social and ecological rationality that are different from market logic" (Salama 2017, 25–29).

This chapter will also address the challenges architecture education needs to tackle to mitigate the multiple disconnects between theory and practice. Indian author and researcher

Gautam Bhan (2019, 639–640) argues that Southern urban theory can play an important role in making sense of these disconnects. Following Bhan, in this chapter, we examine how the pedagogy of the design studio can contribute to make theory more "rooted" in relation to a particular place or context, and to contest the hegemonic domination of "specialized" and hierarchically segmented modes of practice, and disciplinary canons. This chapter will focus on the pedagogy of housing design to expand the discussion on architectural education in the Global South.

While the global housing crisis is permanent and pervasive, it is particularly severe for the livelihoods of the weaker economic segments of society. The urban poor, however, are not just spectators of this process. They are also key, though most of the time they are invisible, actors. They are the protagonists of different, contingent modes of production of space, prevalent in cities of the Global South that the Brazilian anthropologist Teresa Caldeira has recently suggested grouping under the notion of "peripheral urbanization" (Caldeira 2017). For Caldeira, "peripheral" is neither meant to describe phenomena located at the margins of the city or the hinterland, nor to macro relations of uneven development, as in world system theory. Peripheral urbanization can happen anywhere (Caldeira 2017, 4). What characterizes peripheral urbanization, Caldeira explains, is a set of interrelated processes that are pervasive in many cities of the global urban south, regardless of their specific political history and trends of urban development. Peripheral urbanization describes processes that (a) operate with a specific temporality and agency, (b) engage transversally with official logics, (c) generate new modes of politics and, (d) create highly unequal and heterogeneous cities.

The Global Housing educational program developed at the Department of Architecture of Delft University of Technology (TU Delft) is focused on urban realities that resonate with Caldeira's concept of peripheral urbanization, and which can be seen as an instance of Gautam Bhan's "southern urban practice" (Bhan 2019). The design studios included in this program have explored urban realities situated in diverse geographical locations, from Addis Ababa (Ethiopia), to Nalasopara (Mumbai Metropolitan Region, India), to Dhaka (Bangladesh). Despite being all located in low- and middle-income countries, these cities have modes of production of space that are very distinct. In this chapter, we will review the pedagogical approach of the TU Delft's Global Housing program, to discuss how design education can contribute to a paradigm shift in the design of affordable housing in these different realities. Drawing on design studio programs developed in collaboration with partner institutions from the global urban south (EiABC in Addis Ababa; KRVIA in Mumbai and BIALS in Dhaka), our goal is to discuss the extent to which design decision-making can be part of a holistic approach to the production of affordable housing that takes into account indigenous knowledges and cultural differences embedded in Southern urban practices.

Dwelling beyond cultural differences

Design education today is all too often associated with a process of "massification", to borrow the term used by Brazilian philosopher and educator Paulo Freire (Freire 2005, 3–18). Like everyone else, the worldview and aspirations of students and teachers are full of myths created by powerful social forces, often manipulated by organized advertising, ideological or otherwise, gradually eroding people's capacity for choice and participatory decision-making. The pedagogical approach of the Global Housing studio attempts to tackle this massification of thinking, promoting the development and the awakening of critical awareness of social relations, struggles and experiences that are in permanent transformation in a world of constant change.

One of the key challenges of the Global Housing educational program is to address the cultural differences that students and faculty are confronted with when working in foreign contexts. The studio's cohort reflects the international profile of TU Delft's MSc of Architecture, Urbanism and Building Sciences, and includes a vast majority of students coming from abroad, from China, to Colombia, to Canada, from New Zealand, to Namibia, to Norway, to name but a few very distinctive socio-cultural backgrounds.

In different installments of the Global Housing studios, students from diverse cultural, social and political backgrounds have traveled together to places such as Addis Ababa, Mumbai and Dhaka. Considering this intense cross-cultural exchange, and following Mary Louise Pratt (1991), the Global Housing studio could be described as a "contact zone". It is indeed a social space "where cultures meet, clash, and grapple with each other, often in contexts of highly asymmetrical relations of power" (Pratt 1991, 34).

For students and faculty, there is, however, a persistent risk of fetishizing indigenous knowledges, and vernacular social and spatial practices. Often, there is a tendency to construct a primitive fantasy, as art critic Hal Foster put it, that conceives the other, "usually assumed to be of color, has special access to primary psychic and social processes from which the white subject is somehow blocked" (Foster 1996, 175). To try and tackle this persistent threat, the pedagogical approach of the Global Housing educational program collaborates with students, faculty and practitioners based on the city or region of the studio's assignment. This collaborative approach is instrumental to critically address and negotiate cultural differences, worldviews and aspirations, stimulating teachers and students to avoid broad generalizations and instead acknowledge and map the complexity of lived experiences and historically informed analyses (Seidman 2016, 308–319).

To pursue this goal, the global housing studios rely on a strong collaboration with local partners to develop analytic skills and build up competences to unpack and map the interwoven relations between socio-economic factors, and situated socio-spatial practices. The site survey developed during the field trip in close collaboration with local students, faculty and practitioners is the key analytic component of the Global Housing design studios. Using a research method based on visual ethnography, the participants from Delft are teamed up with local students, and these mixed teams work together on an ethnographic study of a dwelling community in the urban area where the project is focused on.

Rather than a mere mapping of spatial and physical characteristics of the site, the pedagogical approach of the Global Housing studios follows Abdul Maliq-Simone's notion of people as infrastructure. Beyond mapping roads, pipes, wires or cables, the participants were challenged to unpack indigenous knowledges and vernacular patterns of social and spatial practices, with a particular focus on the "incessantly flexible, mobile, and provisional intersections of residents that operate without clearly delineated notions of how the city is to be inhabited and used" (Simone 2004, 407).

The key research methods used are participant observation and semi-structured interviews. The preliminary results of each team's research are presented in several sessions during a one-week research workshop, to an audience usually composed of the TU Delft course tutors, local faculty, housing experts and practitioners. The communication of the results of this micro-ethnographic research is predominately visual syntheses, based on architectural drawings and sketches.

After the first analytical phase based on fieldwork and site survey, the Global Housing studios move to the projective phase, where the students are challenged to formulate a design strategy for affordable housing in relation to environmental, social and economic issues such
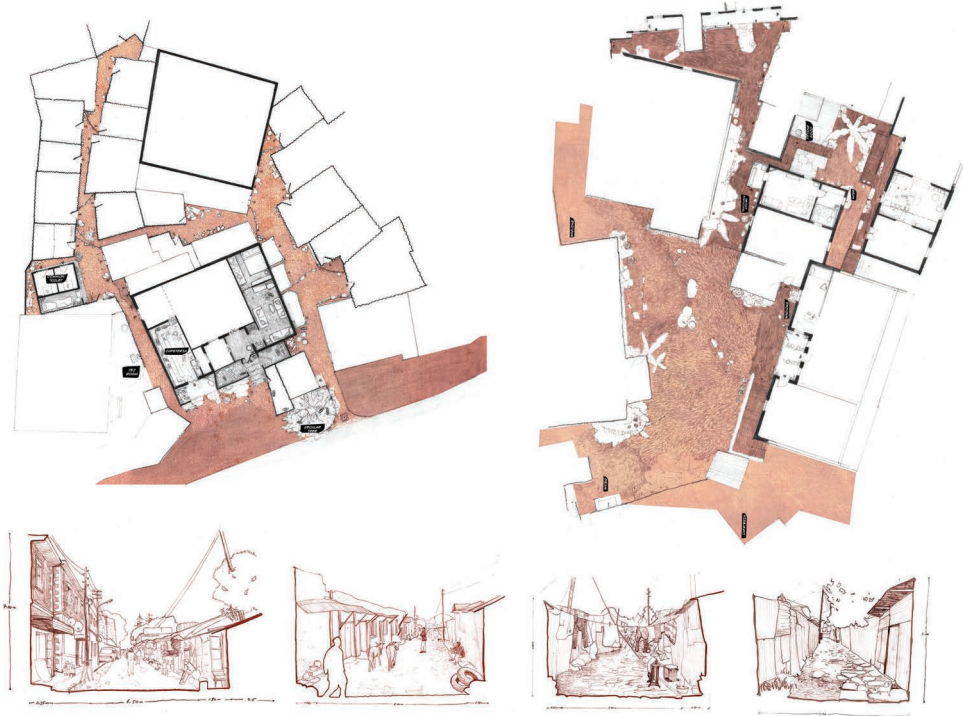
Figure 32.1   Compounds in Talian sefer (Addis Ababa): using visual ethnography as a research method
            for housing urban studies

(Drawings by A. Paoletti, L. Cassina, F. Buondonno, C. Rancati).

as typological mix, social mix, accessibility, density, materiality, incrementality, replicability, privacy and community.

   Methodologically, the Global Housing studios rely on a combination of design research (typological and morphological analyses), literature review, participant observation, visual ethnography and spatial analysis (mapping). The final deliverables of the studios combine the project documentation (usually individual work) and a report (group work) with the outputs of these different research methods. This documentation has been aggregated through time as a collective knowledge base, which is shared with local partners and collaborators. In every new installment of the Global Housing studios, the teaching team also shares this material with the new cohort, in order to disseminate knowledge and consolidate research methods and design approaches (Van Gameren and Mota 2020).[1]

Three agendas to address peripheral urbanization

Each Global Housing studio addresses particular challenges. As Caldeira (2017, 4) argues, "peripheral urbanization not only produces heterogeneity within the city as it unfolds over time, but also varies considerably from one city to another". The analytical and projective work produced by the participants in the Global Housing studios testifies to this situatedness. The concept of "global" included in the course's title is not intended to suggest a global pattern of social and spatial practices developed under the banner of globalization. Rather, it stands for the globalized nature of the factors that influence phenomena of planetary urbanization.

Over the last decade, the Global Housing educational program at TU Delft promoted academic exchange and partnerships with local scholars and professionals to try and unveil the specific housing and urban challenges in each case (Mota and Van Gameren 2018; Van Gameren and Mota 2020). In this chapter, we will focus on three recent installments of the Global Housing studios (working on sites located in Nalasopara/Mumbai, Dhaka and Addis Ababa) to examine the extent to which design pedagogy can play a role in providing alternative solutions for peripheral urbanization, accommodating modes of Southern urban practice and contributing to decolonize the architecture curriculum.

While Mumbai, Dhaka and Addis Ababa have many common challenges (the provision of adequate housing, for one), they also illustrate very distinct processes of peripheral urbanization and modes of Southern urban practice. The topics selected for each studio as well as the partnerships established in each case reflect a specific educational and research agenda to make sense of the interplay between indigenous knowledges and the design of adequate, affordable housing in cities urbanizing at a fast pace.

The Global Housing graduation studio "Mixing Mumbai: Affordable Housing for Inclusive Development" (organized twice; 2016–2017 and 2017–2018) confronted the participants with the extreme social and spatial inequalities of Mumbai. The aim of the studio was to stimulate a critical approach to "mixing" as a key feature in the development of affordable housing. A significant part of the students' design research was focused on experiments in upholding typology mix as a vehicle to promote social and spatial mix. The ultimate goal was to try and explore the extent to which spatial design can contribute to a more equitable city. The studio was developed in close cooperation with Mumbai's architecture college Kamla Raheja Vidyanidhi Institute of Architecture and Environmental Studies (KRVIA) and local housing experts.[2] Faculty from KRVIA suggested the sites for the fieldwork and for the development of the projects. During the one-week research workshop, members from KRVIA educational staff organized lectures and site visits to different sites in Mumbai's metropolitan region, offering a panoramic perspective of the current housing challenges in the region, but also some of the innovative approaches to coping with Mumbai's rapid urbanization. P.K. Das, an architect, educator and activist for the right to affordable housing in Mumbai, shared with the course participants his experiences in the design of affordable housing and participatory mapping in Mumbai. P.K. Das was one of the initiators in 1981 of the Nivara Hakk Suraksha Samiti (NHSS), an organization engaged in promoting "an alternative path of development for slums and footpath dwellers" (Das et al. 2018, 121). Next to P.K. Das, the course participants joined lectures and guided visits by staff of KRVIA and Sameep Padora to selected cases of affordable housing design, slum rehabilitation and slum redevelopment in Mumbai. These events included the students from TU Delft as well as students from KRVIA. The micro-ethnographic research conducted by the course participants was developed in mixed teams of students from both institutions, and presented to a group of visiting critics, that included local housing experts and practitioners. The results of the collaborative research were eventually organized as a collective knowledge base for patterns of inhabitation in Nalasopara, the project's site.

While the second installment of the graduation studio Mixing Mumbai was going on, the Department of Architecture at TU Delft invited the award-winning Bengali architect Marina Tabassum to become the visiting professor during the Spring term of 2019. Marina Tabassum was hosted by the group Architecture & Dwelling, with whom she developed the program for the MSc 2 Global Housing studio "Dhaka: Housing the Urban Invisibles". The studio, the field trip and the research workshop in Dhaka were organized in close

collaboration with the office of Marina Tabassum as well as faculty staff and students of BIALS (Bengal Institute for Architecture, Landscape and Settlements).[3]

The participants in the studio were challenged to develop design proposals for Tejgaon, an industrial area of Dhaka, the capital city of Bangladesh with a population of 17 million and one of the most densely populated cities of the world. The site was home to a size-able community of slum dwellers, which was earmarked for eviction to give way to the development of Tejgaon as the city's new CBD. While this prospect of development suggested a revamped urban area, it also raised concerns regarding the spatial and social vulnerability of the 'urban invisibles', the urban dwellers for whom neither the admin-istration nor the real estate developers or banks provided any offering or solutions for housing.

During the research workshop developed in Dhaka, the participants shared lectures, guided visits and fieldwork with students and staff from BIALS. During these moments of exchange, the participants were confronted by the harsh reality of a city where extreme density and poverty co-exist with extraordinary architectural projects and natural land-scapes. The gloomy scenes of inhuman living conditions, the poverty and the pollution were constantly rebalanced by an optimistic projection of a brighter future for Dhaka propelled by the lessons given by Kazi Khaleed Ashraf and Saif Ul Haque, authors of *Design Dhaka: A Manifesto for a Better City* (Ashraf 2012), and key staff members of BIALS. Together with Tabassum, Ashraf and Ul Haque emphasized the importance of integrating housing design with a broader concern with governance and planning.

In 2018, one year before organizing the studio in Dhaka, TU Delft's Global Housing research won a grant from the Netherlands Organization for Scientific Research (NWO) to develop the research project "Addis Ababa Living Lab: Creating Resilient Dwelling Clusters for Urban Resettlement in Addis Ababa, Ethiopia". The research team includes researchers from higher education institutes in The Netherlands and in Ethiopia, local and international design and planning practitioners, a local residents' community, Ethiopian governmental agencies and an NGO based in Addis Ababa. The project "Addis Ababa Living Lab" aims at producing a policy paper, an actionable framework and eventually build a pilot housing project on a test site as an experiment and feedback loop. A Master's graduation studio (MSc 3/4) was included in the research project. The graduation studio "Addis Ababa Living Lab" (2ALL) was organized in close collaboration with the Ethiopian Institute of Architecture, Building Construction and City Development (EiABC) and other project partners. The participants in the 2ALL studio were challenged to explore new analytical methods, new typological approaches and building techniques for the development of adequate, safe and inclusive housing in Addis Ababa.

The participants in the Addis Ababa design studio were exposed to one of the city's particular features: the co-existence of different income groups, ethnic backgrounds and religious beliefs. This "collage of cities", as Elias Yitbarek Alemayehu (Yitbarek Alemayehu 2018) called it, is unlike most of the African cities that were shaped by European coloniza-tion. Guided by Yitbarek and other staff members at EiABC, the participants in the studio were exposed to Addis Ababa's particular way of juxtaposing fragments of masterplans with unplanned construction and spatial practices initiated by the residents themselves. The recent challenge to change Addis Ababa from a collage of cities to a divided city was highlighted by Yitbarek during lectures and site visits, and would eventually become one of the central topics for the development of the student's research and design.

Alternatives for peripheral urbanization

The students and staff involved in these three design studios were confronted with urban realities that, despite being diverse, share common characteristics. In all of them, we can identify the four aspects that characterize the phenomenon of peripheral urbanization, as conceptualized by Teresa Caldeira: temporality and agency, transversal logics, new modes of politics and heterogeneity. In this section, we will describe how these four aspects were addressed by the students, and how their work shows critical approaches to the interplay between accommodating indigenous knowledges and tackling the challenges of planetary urbanization.

Temporality and agency

One of the key aspects that characterizes the phenomenon of peripheral urbanization, as defined by Teresa Caldeira, is the representation of residents as agents of urbanization, rather than simple passive consumers of spaces developed and regulated by others (Caldeira 2017, 5). Peripheral urbanization entails a process of constant transformation, powered by a myriad of spatial agencies that keep re-shaping spaces through time. The design pedagogy implemented in the Global Housing studios stimulates the students to acknowledge the different temporalities of the architectural project, connecting them with the spatial agency of the urban dwellers.

Acknowledging temporality and agency in peripheral urbanization does not suggest the withdrawal of design, though. The tactical development of incremental housing systems can explore a trade-off between efficiency and resilience, supporting the emergence of self-initiated transformations, while preserving the livability of urban communities.

This trade-off has been explored in the project "A Framework for Resilient Communities", developed by Linn Opsahl, a Norwegian student, enrolled in the graduation studio "Mixing Mumbai". In her graduation project, Opsahl explores the possibilities of "framing" the resident's design agency. Her project is based on a careful observation of vernacular social and spatial practices, synthesized through an ethnographic study, where she compiled patterns of inhabitation as a synthesis of indigenous knowledges. As the student puts it,

> coming from Norway, a country of 5 million people, it was challenging when trying to understand the complexities of India's growing population of 1.5 billion. The study of different patterns of inhabitation, were therefore crucial to develop an understanding of the context and the people.

> *(Opsahl, 2019)*

Drawing on this critical account of indigenous knowledges gained during the field trip, the student's design approach developed as a framework for appropriation. Opsahl (2019) maintains that the concept of framework was "formed on my understanding of the different aspects necessary to create an optimum balance between efficiency and resilience in an affordable housing scheme in Nalasopara". Opsahl's project brings to the foreground the different temporalities of housing and the agency of the residents as key factors to improve, through time, the livelihoods of the new urban community. This project accommodates squatting as a practice that embraces uncertainty, one of the key terms for Southern urban practices proposed by Gautam Bhan. As Bhan (2019, 645) suggests, squatting "measures itself

Figure 32.2   "A Framework for Resilient Communities": enabling user-initiated transformations in a
            new socially mixed housing neighborhood
(Drawing by Linn Opsahl (2019)).

against limited temporalities, and operates to move forward incrementally in any way it can".
It is thus a mode of Southern practice that goes beyond tensions with formal logics of law and
planning. It resonates with Caldeira's notion of transversal logics.

Transversal logics

The concept of peripheral urbanization aims at overcoming dualities such as legal/illegal,
formal/informal. As Caldeira (2017, 7) puts it, these are complex urban formations which
are inherently unstable and contingent. The logic in social interactions and urban transfor-
mations that unfolds in the territory of peripheral urbanization does not follow any sort of
linear path. Rather, they operate transversally, navigating through routes that go through
diverse urban conditions, social realities and economic processes.

   The project developed by the Italian student Ludovica Cassina and the Dutch student
Casper Pasveer for the MSc 2 Global Housing studio "Dhaka: Housing the Urban Invisibles"
shows an attempt to navigate these transverse logics. Their project, named "Master Bari",
was designed for a sector of Tejgaon, Dhaka's former industrial area, close to the margins of
the Hatir Jheel Lake. The site was characterized by a complex urban fabric, occupied by a

Figure 32.3 "Master Bari": current situation and new masterplan to accommodate different social and spatial logics

(Drawings by Ludovica Cassina and Casper Pasveer).

very diverse set of building types, performing diverse functions, and accommodating very different social groups. All this heterogeneity was not fixed and stable. Rather, it was in continuous motion and transformation, creating constant new realities.

Considering this, Cassina and Pasveer's project attempted to cater for this heterogeneity, creating a masterplan that could accommodate the transverse logics that pervaded the site. In their masterplan for the area, they defined a framework where low-income families living in small 11 m² dwelling units could become neighbors with middle-income families living in 200 m² apartments. Their project proposes a smooth integration of two building types – the courtyard block and the tower – connected through a network of carefully designed urban spaces – squares, streets and alleys – to facilitate the continuous flux of people and activities through the area. While acknowledging indigenous knowledges and different patterns of everyday life and urban conditions, "Master Bari" illustrates a possible way operating in the transverse logics that characterize peripheral urbanization. The project shows how design decisions regarding form, material and infrastructure can contribute to accommodate the contingent nature of the urban transformation currently developing in cities like Dhaka.

New modes of politics

The production of residential areas in peripheral urbanization is often associated with the emergence of spaces of insurgent citizenship. These are spaces where new democratic practices are devised to try and tackle challenges that undermine people's right to adequate housing, security of tenure, adequate infrastructure and amenities. They set the background where new modes of politics and social organization try to combat abuse, exploitation, stigmatization and discrimination that communities of the urban poor all around the world have to face on a daily basis. The case of Nalasopara, located in the north of Mumbai's metropolitan area, provides a good example of this phenomenon. Nalasopara is split into two areas by the Mumbai suburban Western train line. Hundreds of thousands of urban poor (EWS, economically weaker section) live in dilapidated dwelling units, with very poor sanitary conditions in the part of the city east of the railway line, while a boom in new housing blocks was built or is under construction in the Western part of the city, to accommodate middle-income families.

The railway tracks in Nalasopara provide tangible evidence of a social and political divide that characterizes spaces of peripheral urbanization. To try and challenge this divide, Gonzalo Zylberman, an Argentinian student, developed the project "Community in the Time of Market Economy", where he explores the concept of cluster as a strategy to create communities with a sense of identity and political agency (Zylberman 2020). However, rather than isolating these communities from each other, Zylberman proposes a carefully designed infrastructure of collective and public spaces that can perform as a connector between different social and political groups. The blunt social and spatial differences that characterize Nalasopara today are mitigated in Zylberman's project by an architectural approach that attempts to accommodate differences. Rather than imposing a one-size-fits-all, the student recognized the importance of mixing, flexibility and openness to critically accommodate indigenous knowledges and patterns of inhabitation of the different groups. This design strategy became a key aspect for a solution to accommodate new modes of politics based on community welfare, rather than individual or corporate interest.

Figure 32.4   "Community in the Time of Market Economy": clustering as a socio-spatial strategy to create communities with a sense of identity and political agency

(Drawing by Gonzalo Zylberman (2020)).

Heterogeneity

"Peripheries are, undoubtedly, about inequality", argues Teresa Caldeira (2017, 9). In the territories where peripheral urbanization is the predominant mode of production of space, poverty and precarity are widespread. These territories are not homogenous, though. As Caldeira explains, their inherent dynamism triggers processes of transformation that challenge linear accounts of socio-spatial inequality. Over time, what used to be a relatively homogenous and stable urban condition becomes an heterogenous urban space. Different income groups co-exist, diverse labor practices activate the spaces, and various urban and architectural figures surface. This complex ecology of diversity eventually becomes the rationale that sustains a thriving urban community.

The case of Talian, a neighborhood in the center of Addis Ababa, illustrates these thriving, heterogenous communities. Despite its central location, Talian can be described as a case of peripheral urbanization, as it fulfills the four conditions proposed by Teresa Caldeira.

Figure 32.5   "Architectures in Motion: Reconfiguring Addis Ababa's Narratives": designing spaces to accommodate a highly heterogenous urban space

(Drawing by Antonio Paoletti (2020)).

Talian is a complex mix of physical and social entities that make it a highly heterogenous urban space. This heterogeneity is currently threatened by an agenda of "beautification" and the redevelopment of Addis Ababa's central areas. The aspirational models of politicians and the economic interests of other stakeholders in the process of urban transformation of Addis Ababa have combined to obliterate Talian's heterogeneity, replacing it with a new urban order that resonates with a pseudo-image of modernity, largely influenced by the CBDs of cities like London or Singapore.

In his graduation project "Architectures in Motion: Reconfiguring Addis Ababa's Narratives", Antonio Paoletti, an Italian student, recognizes the importance of understanding indigenous knowledges, mapping "the relation of interdependency that occurs between built forms and social patterns" (Paoletti 2020). In his project, Paoletti redefines the urban fabric of Talian, introducing a new hierarchy of public spaces, restructuring the infrastructure of public space and circulation and redefining radically the existing housing types. Despite this transformative ethos, Paoletti's project shows clear references to the existing patterns of inhabitation, recognizing and honoring the collective memory of the place. His project attempts to accommodate the community's aspirations, as well as the policymakers' urban and economic ambitions.

The project negotiates a complex set of conditions that result in a celebration of openness and heterogeneity, of "architectures in motion", stressing the agency of the designer as a mediator, negotiating cultural differences. As the student writes in his graduation report, working in conditions such as Talian calls for the emergence of new architectural approaches, that can question "the current processes of urban transformation, beyond any Manichean opposition (tradition and progress, rural and urban, vernacular and modern)" (Paoletti 2020).

Conclusion

The TU Delft's Global Housing educational program brings to the fore the potential of exploring the design studio pedagogy as a privileged locus to critically explore the interplay between accommodating indigenous knowledges and creating alternative models for peripheral urbanization. This chapter highlights the two methodological strategies of this program: (a) addressing different temporalities and (b) negotiating cultural differences. Both attempts at consolidating Southern urban practices and alternative approaches to sustainable development.

Exploring the different temporalities of the architectural project is a key factor in addressing urgent environmental issues but also in projecting solutions for structural societal changes. In stressing the importance of temporality, the pedagogical strategy of the TU Delft's Global Housing program echoes the paradoxical temporalities of our time identified by the sociologist Boaventura Sousa Santos in his *Epistemologies of the South*. On the one hand, as Sousa Santos (2014, 27–29) argues, there is a call for urgent action to deal with issues such as global warming, imminent ecological catastrophe and the vanishing sustainability of people's livelihoods. On the other hand, affirming the possibility of a better future calls for deep and long-term civilizational changes.

Next to the focus on the paradoxical temporalities of our time, the students enrolled in the Global Housing design studios, were also challenged to negotiate cultural differences during the design decision-making process. Working in collaboration with students and staff from local universities, especially during the site survey phase, played a key role in tackling this challenge. During these moments of encounter and exchange, they developed a critical analysis of indigenous knowledges, avoiding the fetishization of the *other*. Negotiating cultural differences stimulated the students to explore the realm of the *beyond*. In the "beyond", following the critical theorist Homi K. Bhabha (2004, 1), students confronted some of the key primary markers of identity in our modern world, using the architectural project as a medium for critical action. Through the architectural project, they addressed key societal issues and developed a critical consciousness on subject positions of race, gender, generation, institutional location or geopolitical locale.

Highlighting the importance of addressing different temporalities and negotiating cultural differences, the pedagogical approach of TU Delft's Global Housing educational program expands the possibilities for decolonizing the curriculum of architectural education, acknowledging, as George Dei (2000, 113) put it, "the emerging call for academic knowledge to speak to the diversity of histories, events, experiences and ideas that have shaped human growth and development". In doing so, this pedagogical approach can contribute to a rethinking of architectural education in the Global South, inviting future architects to dwell *beyond* cultural differences, stressing the importance of thinking outside narratives of native and initial subjectivities.

Notes

1 This goal has been further pursued with other initiatives, initiated and organized by the teaching staff of the Global Housing studios, the Global Housing Research Group (GHRG) and other researchers connected with the group. The results of the Global Housing educational program have been showed in exhibitions, collected in publications and are a key component of PAD (Platform for Affordable Dwelling), an open online platform developed by the GHRG, launched in the Autumn of 2022. PAD features contents relevant for research, design and education related to affordable housing, making it accessible for study and comment for the students of the partner universities, and anyone else interested.
2 For example, Sameep Padora, Pinkish Shah, Rohan Shivkumar and P.K. Das.

3 During the research workshop, there were seminars and lectures delivered by local scholars and practitioners such as Kazi Khaleed Ashraf, Saif Ul Haque, Kondhaker Hasibul Kabir and Iqbal Habib.

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