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A built environment perspective on post-disaster and conflict-induced displacement

A report of the REGARD project: Rebuilding after Displacement

Editors:

Dilanthi Amaratunga, Chamindi Malalgoda, Richard Haigh, Chathuranganee Jayakody, Anuradha Senanayake, Nishara Fernando, Mo Hamza, Champika Liyanage, Irene Lill, and Emlyn Witt

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Co-funded by the Erasmus+ Programme of the European Union

Suggested Citation:

Amaratunga, D., Malalgoda, C., Haigh, R., Jayakody, C., Senanayake, A., Fernando, N., Hamza, M., Liyanage, C., Lill, I. & Witt, E. (2022). A built environment perspective on post-disaster and conflict-induced displacement. A report of the REGARD project: Rebuilding after Displacement.

ISBN: 978-1-86218-208-0

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Co-funded by the Erasmus+ Programme of the European Union

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About the REGARD Project:

This report is based on input from all the partners of the REGARD project, supported under the EU's Strategic Partnerships programme. REGARD aims to identify mechanisms to mainstream the role of built environment in the context of disaster induced and conflict induced displacement. The project investigates the need to integrate social cohesion into the process of displacement. In doing so, it is seeking to enhance the cohesion between the displaced community and host community. The project also investigates the need to enhance the competencies of built environment professionals to accommodate the needs of displaced people.

Partners:

- University of Huddersfield, UK (Project Lead)
- University of Central Lancashire, UK
- Tallinn University of Technology, Estonia
- Lund University, Sweden
- University of Colombo, Sri Lanka

For further information on the project,
please visit the project website via: https://regardproject.com/portal/index.php

About the EU Strategic Partnerships Programme:

Strategic Partnerships aim to support the development, transfer and/or implementation of innovative practices at organisational, local, regional, national or European levels. Strategic Partnerships offer the opportunity to organisations active in the fields of education, training and youth, as well as enterprises, public authorities, civil society organisations active in different socio-economic sectors to cooperate in order to implement innovative practices leading to high quality teaching, training, learning and youth work, institutional modernisation and societal innovation.

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1

Executive Summary

1. Executive Summary

1.1. Introduction

Displacement is one of the most pressing challenges faced by the society today. REGARD (REbuildinG AfteR Displacement) is a collaborative research project co-funded by EU Erasmus+ programme, which set out to investigate the role of built environment in the context of displacement. The REGARD project launched in September 2018 with an aim to develop competencies in rebuilding communities following a disaster and conflict-induced mass displacements from the perspective of the built environment. The project consortium consists of five international universities in four different countries: University of Huddersfield, UK (project lead); Lund University, Sweden; University of Central Lancashire, UK; Tallinn University of Technology, Estonia; University of Colombo, Sri Lanka.

In achieving the aim of the project, the REGARD project developed ten outputs aimed to support rebuilding communities following a disaster and conflict-induced mass displacement:

1. Explored and analysed the needs of displaced and host communities
2. Investigated the role of the built environment in enhancing the social cohesion between host and displaced communities
3. Guidance notes with recommendations on best practices of rebuilding host and displaced communities
4. A competency framework for built environment professionals to address the needs of the host and displaced communities
5. Online training courses (MOOCs - Massive Open On-line Courses) on a knowledge hub platform to develop the competencies of the professionals who are working in the displacement context
6. Course handbooks and training materials (OERs) for these courses
7. A professional competence audit of built environment professional bodies
8. A policy report with recommendations for built environment professional bodies in upgrading the professional competencies
9. Academic papers, including journal and conference publications
10. A journal special issue on rebuilding communities following disaster and conflict induced mass displacements from the perspective of built environment

This final project report presents the summaries of these outputs of the REGARD project.

1.2. Role of the Built Environment in Displacement

The pace at which people are being displaced due to disasters and conflict situations is a major challenge in many regions around the world. In investigating the role of built environment in displacement, at an initial stage the REGARD research team recognised the following key needs of displaced communities:

- Housing needs
- Socio-cultural needs
- Social infrastructure needs

- Economic needs
- Physical-infrastructure needs
- Governance needs
- Communities with special needs

Based on the above needs, the following assets were recognised to integrate built environment into displacement contexts to enhance social cohesion:

- Physical assets
- Social assets
- Economic assets
- Institutional assets
- Environmental assets
- Human assets

Further, using the above recognised needs, the REGARD research team further formulated a guidance note on best practices that organisations and people in the field of built environment should utilise in the context of displacement. Finally, a competency framework has been developed for built environment professionals, which is relevant in the context of displacement.

1.3. Recommendations

While the findings of the REGARD study do appreciate the efforts and progress made in the recognized professions of built environment in the field of displacement, the following aspects require an upgrade in terms of their professional competencies:

- Understanding the contextual differences and dynamics of displacement
- Considering several stages of displacement
- Mainstreaming disaster management and resilience in built environment initiatives
- Prioritising the wellbeing and the living standards of the displaced
- Developing an inclusive built environment
- Recognising and applying cultural sensitivity
- Integrating stakeholders into the built environment intervention
- Recognising the needs of the host community
- Creating a built environment which accommodates livelihood initiatives
- Having a legal framework for built environment initiatives in mass displacement
- Recognising the overall societal impacts of displacement
- Developing public spaces and buildings for recreational facilities
- Ensuring participation of displaced in construction and maintenance
- Addressing language issues

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2

Introduction

2. Introduction

This section will reveal the main objective of this report, which contributes towards integrating the role of built environment in helping to rebuild communities post-displacement due to disaster or conflict situations.

2.1. Background

The rate at which people are forcibly displaced from their communities and countries in recent times has been challenging. Recent reports show that forced displacement remains high on the international agenda because of the pace and frequency of its occurrences (UNHCR, 2019). Statistics demonstrate that over 84 million people have been displaced in the first half of 2021, in comparison to the 82.4 million people displaced at the end of year 2020 (UNHCR, 2021). Given the present project focuses on the disaster and conflict induced displacement, it is vital to evaluate the status quo of those internal displacement contexts. The year 2020 has marked 40.5 million displaced cases with a majority of the 30.7 million due to disasters (IDMC and NRC, 2021). In terms of internal displacement, the year 2020 has marked 55 million internally displaced people, with a majority of the 48 million people having been internally displaced as a result of conflict situations or violence (IDMC and NRC, 2021).

In terms of disasters, climate change has been recognized as a risk multiplier for disaster risk (IFRC, 2020). Although 2020 was known by most for the COVID-19 pandemic, it has also been recognised as a year that was dominated by other forms of extreme weather events (UNHCR, 2021). In 2020, a total of 389 natural disasters were reported, with 15,080 people being killed and 98.4 million people affected (CRED and UNDRR, 2021).

In terms of the global context of disaster induced displacement in 2020, East Asia and the Pacific have ranked at the top in disaster induced displacement (30.3%) (IDMC and NRC, 2021). The Asia Pacific region has been a vital geographical location in terms of disaster induced displacement and where, between 2008 to 2018, 80% of the global disaster induced displacement has been reported, amounting to approximately 187 million cases (IDMC, 2019).

In terms of conflict induced displacement, with the prevailing conflict situations in countries such as DR Congo, Afghanistan, Ethiopia and Nigeria, forecasts suggest there will be a significant rise in internal displacements (DRC, 2021). The reported displacement incidents due to conflict situations and violence in South Sudan have been twice the amount in 2021 in comparison to 2020 (DRC, 2021). It is further notable that the internal displacement due to violent conflicts has continuously increased due to the number of violent conflicts globally, which has tripled since 2021 (The World Bank Group, 2021). The conflict situations and violence in Yemen, Namibia and Iraq have further been recognised as contributing factors to these increases (IFRC, 2021).

2.2. Role of the Built Environment in Displacement Contexts

This increasing rate of forced displacement is disheartening as it increases the level of the vulnerability of the displaced and host communities. Such an increase of vulnerability due to displacement has been interpreted in a wholistic perspective of social, cultural and economic aspects (Cazabat, 2018; Christensen and Harild, 2009). It has been pointed out that displacement leads to deprivation of social life, overall health, livelihood and natural environmental resources around the affected communities (Cazabat, 2018). With such a broad profile of impact, it has been recommended that displacement could be managed with proactive political recognition and investment in internal displacement, capacity

development of individuals and organisations to reduce displacement, and increased access to real-time data on displacement (IDMC and NRC, 2020).

In this context, it is vital to better understand the role of built environment in displacement. According to Jayakody et al (2021), this increasing displacement, which alters the living fabric of people, amounts to substantial pressure on the built environment. An explanation of such pressure has been justified on the basis that the built environment plays a vital role in providing adequate and appropriate housing, and sufficient infrastructural facilities to both host and displaced communities. The built environment addresses their livelihood challenges, and consciously impacts social cohesion between displaced and host communities. When considering built environment in the context of housing conditions, especially in developing countries, incompatible housing has been recognised as one of the main reasons for the failure of relocation efforts (Sridarran, Keraminiyage and Amaratunga, 2016).

The urban built environment is important in disaster induced displacement. The role of the urban built environment in fostering disaster resilience has been recognised in research initiatives (León et al, 2019). This has been mainly recognized in the context of sudden onset, extreme weather events, and has emphasised the need of having micro-scale-built environment conditions in handling such events (León et al, 2019). Following disaster and conflict induced displacement, resettlement and relocation have been interpreted as an integral part of the recovery process. Providing physical needs, such as housing units, has been recognised as the most popular aspect of the recovery process (Sridarran, 2018). However, it is a point to be noted that this process goes beyond addressing the physical needs of communities and it also includes the vital need of addressing socio-cultural, livelihoods and economic aspects of their lives (Malalgoda, Amaratunga and Haigh, 2014).

Though these roles can sometimes overwhelm the built environment, especially because of the increasing rate of forced displacement, the displaced and the host communities can suffer more challenges and vulnerability. To reduce the impacts of displacement on the displaced and their hosts, resettlement, as well as the timely provision of other needs, are the most important phase in humanitarian support. As a result, the role of the built environment in addressing the needs of the displaced, as well as the urgency of stepping up their competencies, cannot be disregarded (IDMC and NRC, 2021).

2.3. REGARD Project

Following a disaster and conflict-induced displacement, a community will undergo resettlement as a process of recovery comprising efforts to restore the displaced community's equilibrium level from different perspectives. Resettlement is also a process that introduces a new built environment for the displaced. This new built environment potentially redefines the social system as one interlinked with other subsystems of the community. However, following a fundamental change in the system, restoring the earlier equilibrium is almost impossible. Where the built environment is concerned, the most overlooked aspect of understanding and determining the success of the resettlement, is the role of the host community. A sudden change in the pattern of interaction with the built environment would have an immediate effect on the stability of the host community. Consequently, both the communities will suffer stress in adapting to the new built environment. In such a context, the built environment can play a vital role in addressing the needs of both displaced and hoist communities, and in enhancing the social cohesion between them.

In order to play this vital role, the built environment needs to be planned, designed, constructed, engineered and maintained by competent professionals. However, this built environment perspective of post-disaster and conflict-induced displacement has less academic engagement and is seldom addressed in policies. Addressing this need, the REGARD project aimed to develop competencies in rebuilding communities following disaster and conflict induced mass displacements from the perspective of the built environment. In achieving this aim, the following objectives were established:

- To identify the needs of the communities following disaster and conflict induced mass displacements from the perspective of the built environment

- To investigate the role of the built environment in enhancing social cohesion between host and displaced communities
- To explore the knowledge, skills and competencies required by the built environment professionals to address the needs of the host and displaced communities
- To develop, test and implement an innovative series of training courses in catering the needs of the host and displaced communities
- To develop associated curricula and resources for teachers and learners
- To introduce new uses of ICT in education by formulating technology-enhanced learning environments and materials to facilitate teaching and learning
- To propose policy recommendations to built environment professional bodies in upgrading the professional competencies to address the needs of the host and displaced communities

2.3.1. Project process

The REGARD project started the research process by identifying the needs of the host and displaced communities following disaster and conflict induced mass displacements. The project went on to investigate the role of the built environment in addressing these identified needs. Within this process, the project identified the best practices of rebuilding host and displaced communities. Then the project investigated the competencies required by professionals to develop a built environment that can support rebuilding communities and enhancing social cohesion between these communities. Afterwards, the project partners developed an online training course: MOOCs (Massive Open On-line Courses) on the knowledge hub platform to develop the competencies of not only the BE professionals but also for the professionals who are working in the displacement context. Through this virtual learning environment, the project tries to address the knowledge gaps of the professionals and help improve their competencies. The project also informed policy recommendations to built enviornment professional bodies in upgrading the competencies to address the needs of the host and displaced communities. Within this process, the REGARD project developed 10 intellectual outputs as represented in figure 1.

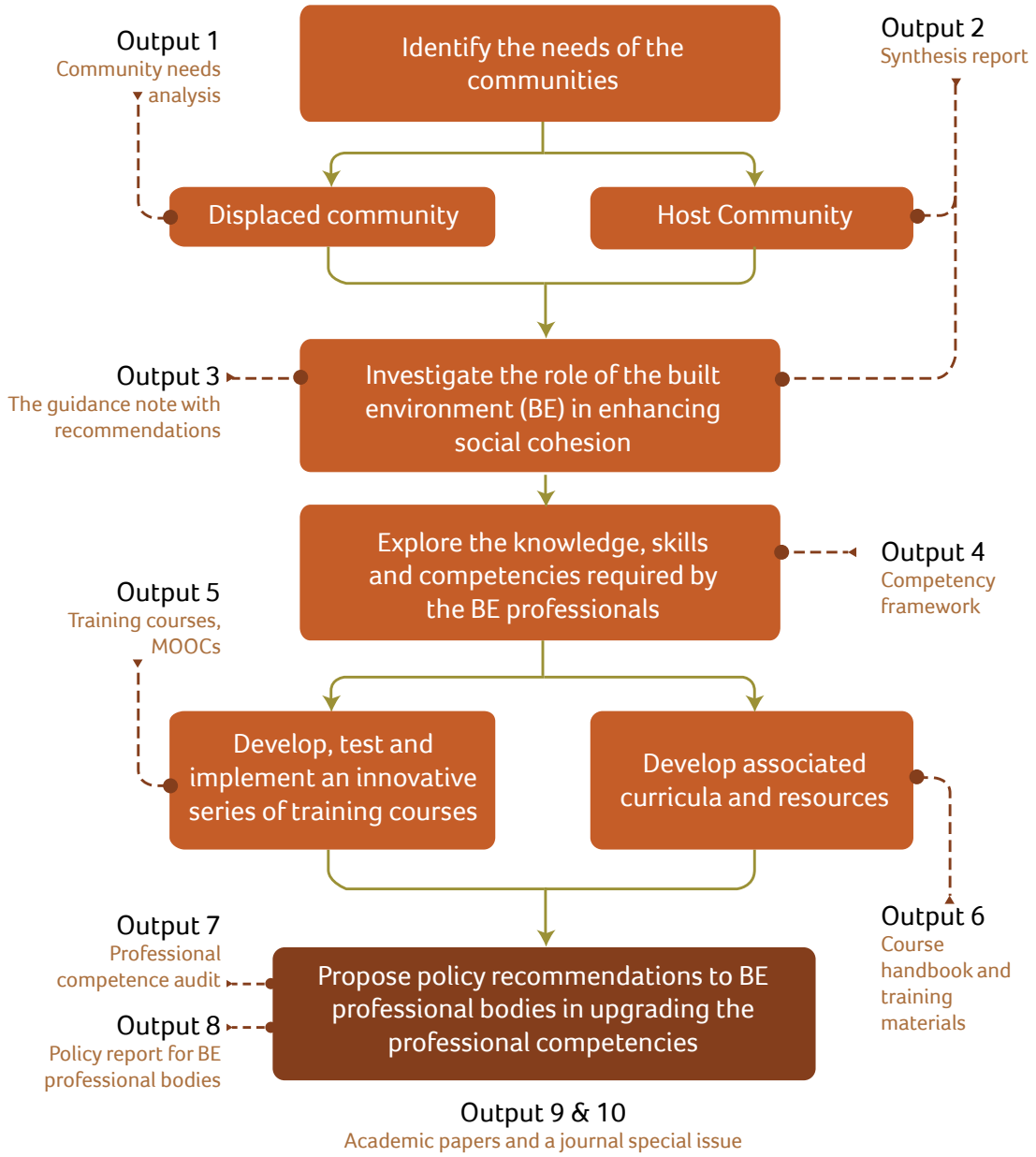

Figure 1. Relationship between the project outputs with the project process

2.3.2. Research methodology

The REGARD research team conducted an extensive study to capture the perspectives of various stakeholders in the field of displacement, including displaced and host communities. The initial investigations revolved around recognising the needs of the displaced communities and the role of built environment in enhancing social cohesion in a context of displacement. Later, the research team studied best practices to be adopted by the field of built environment to address the needs of the displaced communities.

The research team further initiated to make a long-lasting contribution to the field of built environment by formulating a competency framework to address displacement contexts. The team recognised

existing skill gaps in the field of built environment and made recommendations to achieve the overall competencies recognised in the competency framework.

The three year research effort was conducted in Europe (Estonia, Sweden and the UK) and South Asia (Sri Lanka). The research team conducted desk reviews in their respective country contexts and utilised research methods of interviews, sample survey and delphi to achieve the relevant objectives of the project.

Further details on the methodology are provided in Annexure B.

2.4. Structure of the Report

Section 3: Defines concepts underpinning the REGARD study which includes displacement, host community, built environment and social cohesion. This section further introduces the displacement backgrounds of the REGARD research team's country contexts.

Section 4: Presents the seven key needs of the displaced communities that emerged from a detailed, country specific literature review and data collection conducted by the REGARD research team.

Section 5: Discusses how the built environment could be integrated into the context of displacement and enhance social cohesion among the displaced.

Section 6: Presents the best practices to be adhered in rebuilding communities after displacement.

Section 7: Presents an innovative competency framework developed to recognise the built environment competencies required to address displaced contexts. The section further explains the contribution made by the framework in developing online training modules and conducting a competence audit. These recognise the skills gaps in the built environment professions of the REGARD research team's country contexts.

Section 8: Presents recommendations for built environment professionals and policy makers on how to upgrade their respective competencies to accommodate the needs of the displaced more effectively.

Annexure A: List of key publications developed during the project.

Annexure B: A more detailed description on the methodology employed in the study.

Annexure C: A list of built environment professions recognised in the initial review conducted when developing a competency framework.

Annexure D: A summary of online course modules developed based on the competency framework.

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3

Displacement Narrative in Built Environment

3. Displacement Narrative in Built Environment

It is important to have a consensus on the definitions and key concepts related to the REGARD study. This section introduces the main concepts related to the study and used by the research team during their investigations. The section goes on to introduce the country specific contexts in terms of displacement.

3.1. The Conceptual Introduction

3.1.1. Displaced communities

Displacement is a situation during which the inhabitants or people are forced to leave their own shelters due to sudden shocks or stresses mainly because of armed conflicts, civil unrest or manmade or natural hazards (UNHCR, 2016). Displacement can be within the same borders of the country or outside the country. However, if the displacement happens within local boundaries, then it is identified as internal displacement and such communities are named as Internally Displaced Communities (IDPs). Another segregation among displaced communities is refugees and asylum seekers, who are communities forced to move across the national borders due to the fear of persecution (UNHCR, 2016). When a large number of people are displaced, it is known as mass displacement (UNHCR, 2016). Recent records show that for global forced displacement alone, by the end of 2016, 65.6 million were displaced, and by the end of 2017, it rose to 68.5 million (UNHCR, 2016, 2018).

3.1.2. Host communities

A host community receives the group of people who fled their homes/communities due to life threatening incidences, such as violent conflicts and disasters, and needed to reside in a new and safe community. As a result of displaced people being dispersed among urban areas, host communities are affected due to the provision of housing and other basic needs of these communities (UNHCR, 2009). According to UNHCR (2013), hosting a displaced community imposes additional strain on the infrastructural facilities relating to housing, food security, education, water, electricity and health services. The impact of such an arrival of displaced people, can be felt heavily in the everyday life of the host communities. The aftermath of a situation like this is degeneration, from deteriorating social relations to the lack of social cohesion between the displaced and their hosts. Issues on social cohesion between displaced and host communities have initiated and resulted in severe social tensions, sometimes resulting in secondary conflicts in host communities (Guay, 2015).

3.1.3. Social cohesion

In simple terms, a cohesive society is described as a society that 'hang together' (Lamond et al, 2013). In studies, social cohesion is described as the ongoing process of developing a community of shared values, shared challenges and equal opportunity within the communities (Jeannotte, 2000). In some other studies, social cohesion is perceived as a broader academic concept related to the social capital of the society, which describes the extent to which the society get along with, trust, and live in a peaceful manner amidst the social, ethnic and other demographic differences within the same community (Baldwin

& King, 2017). However, in relation to this study, the main target is to study social cohesion between the displaced communities and host communities. When the concept of social cohesion is studied in more detail, several concepts are closely related. These include social network, social interactions and social capital, social inclusion (sense of belonging), social exclusion, social mobility and social sustainability (Heer, 2018; Lamond et al., 2013).

3.1.4. Built environment

According to Crowe (1997), this term emerged in the 1980s as an umbrella term for the products and processes of human involvement with the natural environment. Griffiths (2004) describes built environment as a range of practice- oriented subjects concerned with the design, development and management of buildings, spaces and places (Haigh and Amaratunga, 2010). McClure and Bartuska (2007) have identified four interrelated characteristics of built environment: 1) It is extensive; it is everywhere; it provides the context for all human endeavours. More specifically, it is everything humanly created, modified, or constructed, humanly made, arranged, or maintained. 2) It is the creation of human minds and the result of human purposes; it is intended to serve human needs, wants, and values. 3) Much of it is created to help us deal with and to protect us from the overall environment, and to mediate or change this environment for our comfort and well-being. 4) An obvious but often forgotten characteristic is that every component of the built environment is defined and shaped by context; each and all of the individual elements contribute either positively or negatively to the overall quality of environments both built and natural and to human-environment relationships (p: 5).

3.2. The Displacement Contexts

The REGARD study has been conducted in Estonia, Sweden, Sri Lanka and the UK. This sub section introduces the displacement contexts of these countries and is helpful in recognising the potential impacts of the findings described in this report.

3.2.1. United Kingdom (UK)

The UK accepts displaced persons into its system and has enacted several policies that regulate the intake of those displaced. The analysis identifies three kinds of displaced persons in the UK: Asylum Seekers, Unaccompanied Asylum-Seeking Children (UASC) and Refugees. Refugees are of two different groups; those who come into the UK via the Resettlement Channelled Refugees and those that arrive via the Asylum Channel.

The UK has been continually accused by researchers, voluntary organisations and some of the general public, of a double standard and high level of partiality and unfairness, as her support towards the Resettlement Channelled Refugees is warm, welcoming and fully funded, with a wholesome integration package, whereas the ones towards the Asylum Channelled Refugees and Asylum Seekers have been viewed by some as extremely hostile, damaging, demoralising and partially funded. Hence the Asylum Seekers and Asylum Channelled Refugees (ACR) have more needs than their Resettlement Channelled counterparts (RCR). This has resulted in a lot of challenges for the two disadvantaged groups with integration. Although the RCR are supposed to have all the support for integration, there have been reports of some deficiencies in the support received by them as well.

In terms of the role of the built environment in this context, it was propounded that the importance of the built environment to the needs of the displaced communities are huge and therefore, cannot be over-emphasised. The built environment goes beyond housing and encompasses the space and facilities required to live, in that sense, of everything that constitute an individual's lifestyle. That is, the way one lives and copes with the physical, social, economic, psychological environments daily, which is reflected

in daily activities, values, interests, attitudes, opinions and at home, work or leisure, and influenced by family, culture and social class. The built environment is the space, which comprises structures, facilities and resources that accommodate and permits all the individuals to live a good and satisfactory life, and with a good sense of wellbeing. Therefore, the needs of the displaced communities in the UK in the context of the built environment range from housing to socio-cultural needs, to social infrastructural needs, economic needs, physical infrastructure needs, governance needs and extra consideration of communities with special needs.

3.2.2. Sweden

Apart from an i*ncreased involvement of civil society in the integration process*, most advice from representatives addressed what individuals can do to facilitate integration of refugees and help bridge the gaps between different cultures. Here, the most stressed aspects were to simply *dare to "say hi to a stranger"*, to stay curious and to act in an inviting manner. Representatives stressed being friendly, to foster a sense of community, and in general to be a good fellow human (for instance by becoming a "language friend" and helping refugees to learn Swedish). One representative mentioned that there may be *too much trust in that the system or society will manage things* and will take care of the refugees. The representative stressed that more civil courage (*civilkurage*) or civil spirit is needed - for instance one might put oneself up to become a trustee (*god man)* an individual who helps another individual with economic or legal matters. Everyone can contribute in their own way, and it should not be up to the municipality or government to decide how people contribute.

3.2.3. Estonia

Estonia is not a popular destination for displaced people, and, when granted protection, displaced people have been dispersed in small groups throughout the country. A large proportion of the displaced people who have been granted protection have already left Estonia for other countries. Although the policy of dispersion has now been understood to have failed and has since been changed, the location of the existing displaced people is suboptimal for their access to services. The number of displaced people being resettled in Estonia has now been reduced to zero. This reflects the current political climate which can be described as generally anti-immigrant and anti-refugee.

The problems faced by displaced people in Estonia are strongly linked to their Estonian language skills and the associated difficulty in accessing necessary services and navigating the complexities of life in Estonia. Governance structures for dealing with displaced people are relatively new and untested and the wide array of different organisations with unclear and overlapping remits also pose a challenge. In addition, the local Estonian population may be generally characterised as having a negative attitude towards immigrants and this has a historical basis in the mass immigration that occurred during the Soviet occupation. These issues call for solutions in the form of better organisation, coordination, training and capacity building, sensitisation and countering nationalist and xenophobic propaganda.

The antipathy towards displaced people has grown since the 2015 European migration crisis and a great deal needs to be done to sensitize the host community and foster better social integration, not only between the host community and incoming displaced people, but also between the different (Estonian-speaking and Russian-speaking) communities within the host community. Support services have been established to help displaced people navigate through the complexities of the Estonian systems and numerous social integration programmes have been launched, particularly by NGOs. It is therefore difficult to consider the displaced people in Estonia in terms of communities with corresponding needs in relation to the built environment. To some extent, the lack of subsidized / social housing can be thought of as a barrier to their well-being, which could be addressed by refurbishment of existing houses and the building of new housing. However, this is generally true for vulnerable and marginalized communities in Estonia and not specific to displaced people. Similarly, more needs to be done in terms of the needs of the elderly.

3.2.4. Sri Lanka

In Sri Lanka, there exists an action plan with regards to the given disaster and conflict induced displacements' settings. However, this has been formulated in a rapid nature to offer quick relief to the displaced communities. Officials accepted the shortcoming of not having a sound action plan developed earlier. On the subject of the housing structure in disaster induced displacement, there is a clear resilient housing policy in place. Concerns arise when it comes to the operationalisation of these policy frameworks. One of the major drawbacks of the given relocation process is the lack of consultation of the displaced communities. In addition, most of the policy decisions are restricted to the planning stage of the housing setting and have not focused on the long-term impact of relocation such as the economic, social, and cultural needs. When considering the above-mentioned facts, what is evident is that the programmes have only given importance to the physical housing structure, also neglecting the subjective interpretations of the residents with regard to their housing satisfaction. The concerns related to the relocation programmes are closely related to the mismatch between the needs of the displaced community and what has been already delivered. On the other hand, not perceiving relocation/resettlement as a long-term process has a major negative impact on the project as the needs of the residents tend to change with time. In terms of Thayer Scudder's stress and settlement process (2005), the programmes have only focused on the planning and recruitment stage, creating a lacuna in the sustainability of the impact of the projects.

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4

Needs of the Displaced Communities

4. Needs of the Displaced Communities

The need to protect people from negative outcomes of displacement and resettlement is drawing the attention of scholars from diverse fields due to the rise in the number of individuals displaced by conflicts, disasters, and development activities in the world (Brookings Institute, 2008; Kalin, 2008; Draper, 2021 and United Nations, 2021). Moreover, the scholars have begun to question the standards of displacement and resettlement activities, which are carried out as displacement mitigation measures (Oliver-Smith, 2009). Scholars have identified various reason which affect the standards of displacement mitigation issues, such as: lack of national legal frameworks to plan and implement planned displacement properly and economic losses unrelated to land and structures not being compensated; lack of experts, documentation, and systematisation of outputs and outcomes; the absence of a long-term vision; inadequate funds and sources of funding; poor institutional structures and political leadership; and problems in implementation (Correa, Fernando and Haris, 2011) . Shortcomings of this nature have further increased the vulnerability of displaced communities (Hamza, 2021).

This section presents the findings of a community needs analysis conducted in the United Kingdom, Sri Lanka, Estonia, and Sweden. The analysis identifies the needs of communities following disaster and conflict induced mass displacements in relation to the built environment.

Figure 2 summarises the typological framework developed for the project in identifying community analysis needs. Further information on the methodology is available in Annexure B, section B.1.

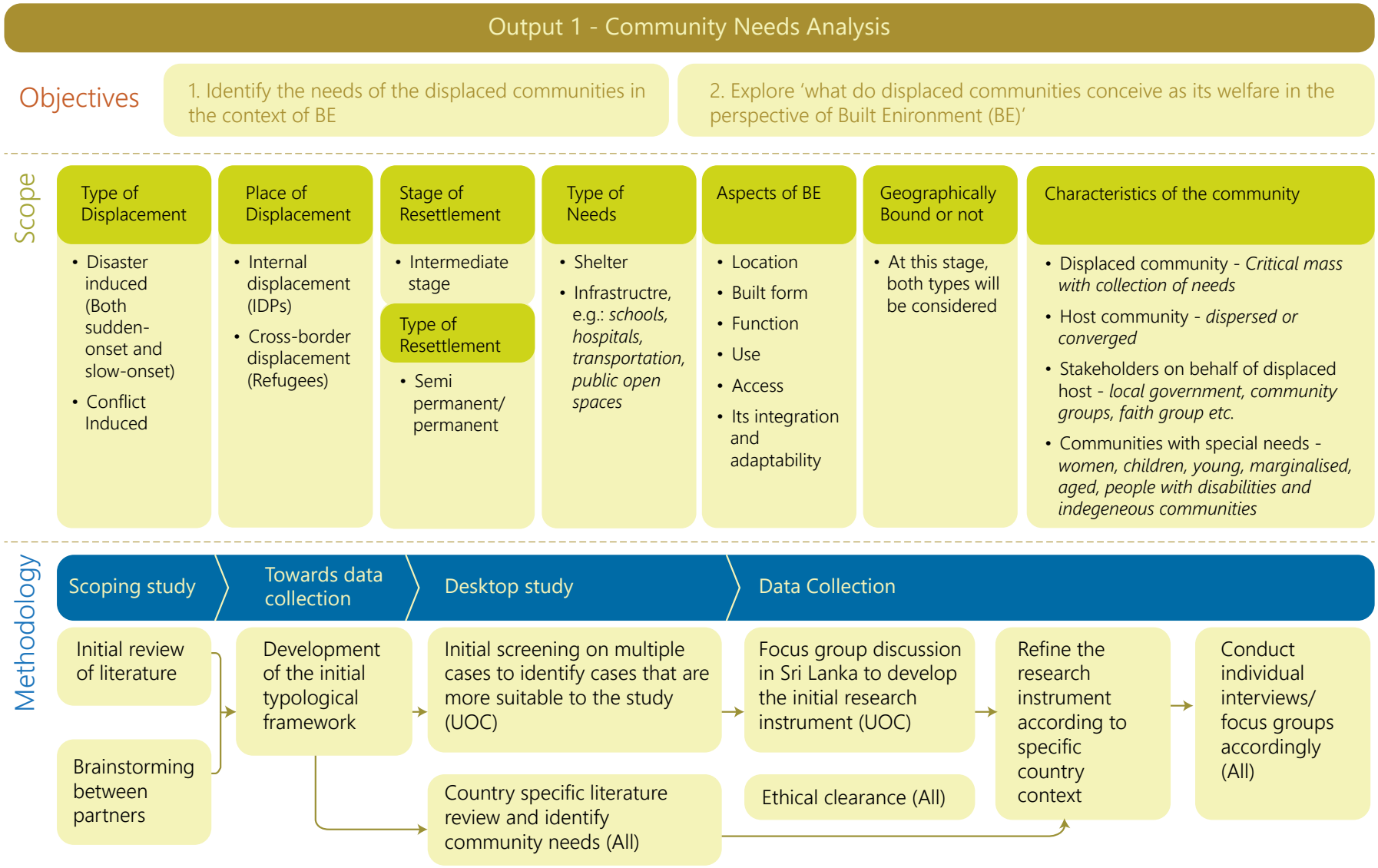

Figure 2. Typological Framework

4.1. Overall Typology of Needs of the Displaced Communities

The needs analysis highlights the importance of built environment initiatives towards fulfilling the needs of the displaced communities. Living is perceived as the way one lives and copes with the physical, social, economic and psychological environments on a day-to-day basis – reflected in daily activities, values, interests, attitudes, and opinions – whether at home, work or leisure and as influenced by family, culture and social class. The built environment is the space, which comprises structures, facilities and resources that accommodate and permits the individual to live a good and satisfactory life with a sense of wellbeing. The built environment goes beyond housing and encompasses the space and facilities required to live. It has a role to play in meeting the needs of the displaced communities, which range from housing needs to socio-cultural needs, to social infrastructural needs, economic needs, physical infrastructure needs, governance needs and the needs of those communities with special needs (Figure 3).

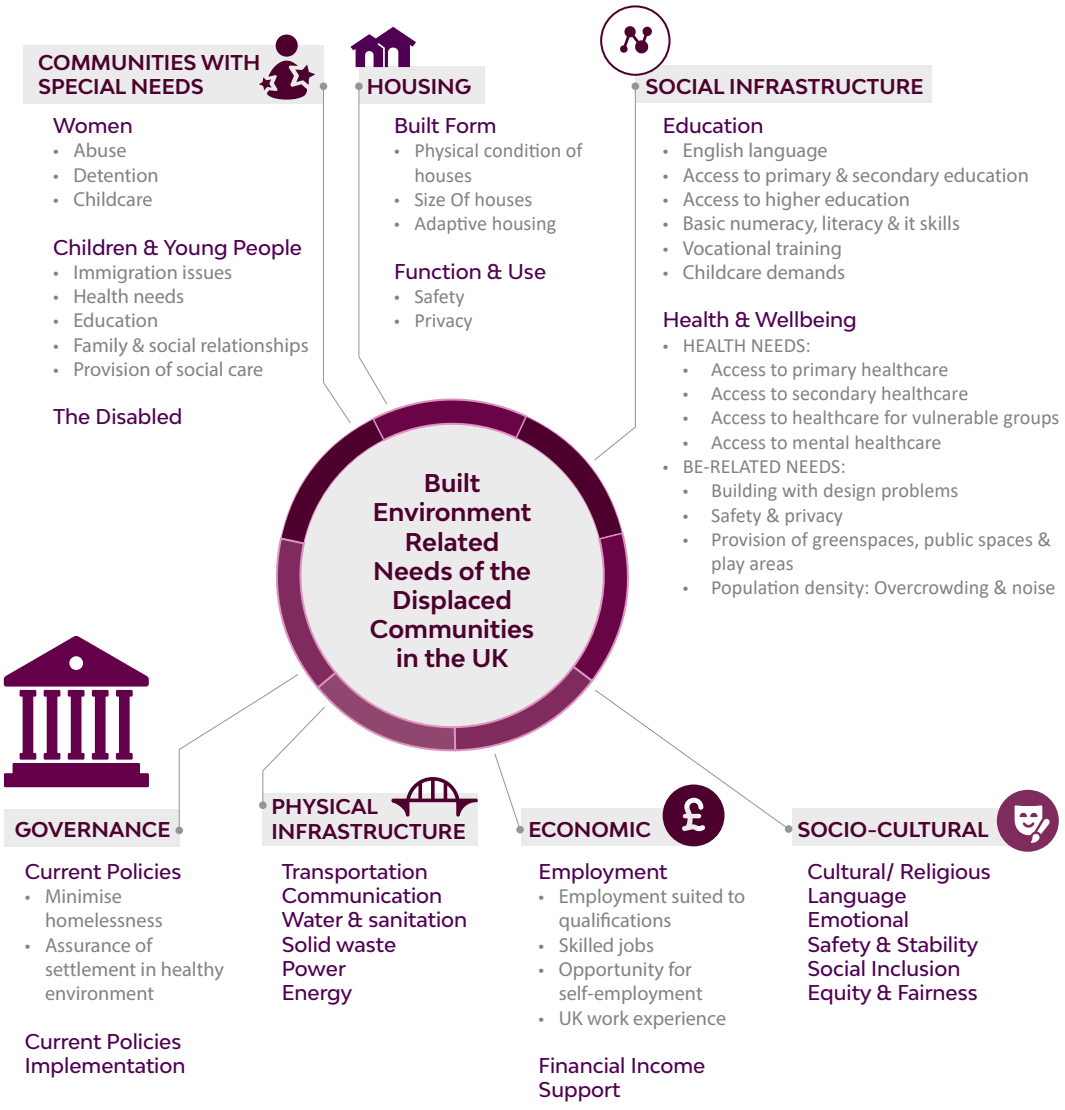

Figure 3. Built Environment Needs

4.1.1. Housing needs

Housing is seen as a major problem for displaced people in the United Kingdom, Estonia, and Sweden. Prior to resettlement, most displaced persons are placed in temporary accommodations by the government of the host countries. However, after being given approval for their asylum applications in the United Kingdom and Estonia, they are left to find accommodation on the rental market (ERR news, 2018).

The provision of housing in the UK for the displaced communities is done with respect to the channel of entry of the displaced persons. Provision for housing for the ACRs are either government provided, by voluntary organisations, by families and friends or arranged by themselves. Housing provided by the government is generally on a no-choice basis. The private housing company Serco was condemned in some parts of the country for the poor quality of accommodation that they were providing for asylum seekers, which were said to be infested with rodents and moulds. Some were deemed old, while others are with poor conditions. Contradictorily, some reported that housing provided were of good quality because of standards laid down by the government, which have to be met before allocation. For self-arranged housing, there appeared to be a difficulty experienced in gaining access to affordable housing and with secured tenancy. This was confirmed through interviews, with people reportedly left with houses of poor conditions, especially in multiple occupancy situations whereby there are cases of overcrowding and noise.

In Sweden, within two months of an asylum application approval, the assigned municipality is to provide living quarters for them according to the Swedish Code of Statutes (2016:38). However, according to a 2017 Migration Agency report, 80% of the municipalities had difficulties meeting these demands due to lack of housing in the municipality.

However, In Estonia, there is a shortage of social housing in general, particularly in Tallinn, although there are some in the rural municipalities and there is a government strategy to resettle refugees and other beneficiaries of protection in rural areas throughout the country where subsidised housing exists. Beneficiaries of international protection may participate in selecting the most suitable local government for them; however, they have no influence on the decision making, hence could be declined. The government strategy of dispersal was reported to have failed because the areas are isolated.

On the contrary, in Sri Lanka, displaced people are given an opportunity to select construction sites for their houses in safe places and also to see the plans for their new houses. They were found to be initially satisfied with the floor area, number of rooms, individual access to water and electricity, ventilation, privacy and sanitation facilities provided (Fernando et al, 2020). Nonetheless, when assessing the satisfaction of the resettled communities in terms of their physical life, only approximately 50% were satisfied with the sanitary facilities and the physical outlook of the housing units. Many relocated communities prefer going back to their original settings due to various issues they encounter with the new housing units such lack of ownership, quality, size, ventilation and livelihood activities. Hence, there is need for adequate housing even with the displaced communities in Sri Lanka.

4.1.2. Socio-cultural needs

Moving from one socio-cultural system to another will often result in a process of mutual cultural restructuring by both the refugee community and their host communities. Lack of cultural awareness and understanding of refugee concerns by support professionals, and the limited provision of culturally appropriate services for the refugees and asylum seekers, are examples of cultural differences.

Health and wellbeing in many cultures are believed to be deeply rooted in religion, which can play an important role in treatment approaches, especially for mental health. Everyone has a right to worship. However, some studies suggest that religion does not seem to be considered when dispersing the displaced people to their respective houses. All newly arrived residents interviewed in a Swedish study indicated that they want to be socially integrated into society, thus, motivating the need for social integration by understanding the new society, learning the culture and rules of their host countries,

getting friends, and obtaining a general sense of wellbeing. However, displaced communities have expressed difficulties in connecting with Swedes in order to be socially integrated (Wahlström & Ivarsson, 2015).

Language is key to effective communication and it is one of the most important areas of socio-cultural concern and integration. Understanding the language of their host countries, such as through courses on English for Speakers of Other Languages (ESOL) and Swedish for Immigrants (SFI), is imperative for displaced persons. Improved access to this type of course is required for successful integration of displaced communities. Research reveals that currently in the UK, all public bodies are supposed to provide interpretation for the displaced persons. Some adhere to this while others do not. Available also is the provision of English Language lessons for as many as would want to learn the English Language for the first two years, after which they can follow up and strengthen the skill with other projects and services. In Estonia, before the year 2016, lack of access to language study opportunities was a major issue for asylum seekers and refugees, but afterwards, the Estonian language learning became both free and compulsory for refugees (Valitsus.ee, 2019) and not meeting the required levels of Estonian language affects their access to all services – physical and mental health, employment, education, etc.

Displacement and resettlement without a doubt can cause mental health problems of both the host community and the resettled community. Hence, support and access to healthcare, especially mental healthcare, is a major need of the displaced communities. In Estonia, there is need for provision of necessary diagnostic and further training on knowledge regarding the exotic diseases of foreign regions, as admitted by the Estonian Physician Family Physician Association (Estonian National Audit Office, 2016). The Sri Lankan study on socio-cultural needs only centres on social and cultural factors, and psychological factors. It found that displacement disrupts social networks in both the community of origin and in the host community. The civil war that took place in Sri Lanka had created a feeling of alienation in those who got affected in terms of race, ethnicity, language, culture or religion. These challenge any sense of political or social solidarity. They brought about a growth in ethnic enclave mentality as displaced communities preferred to stick together when asked to relocate. They presumed that people of different cultures cannot share the same neighbourhood, village, city, place of religious worship, or public space, as they felt psychologically safer being surrounded by people of the same ethnicity.

4.1.3. Social-infrastructure needs

The displaced communities in all the countries have need of social infrastructure in one way or another. Hence, in terms of education, in the UK, there is a provision for asylum seekers and refugees to learn the English language. ESOL, 'English for Speakers of other Languages' was introduced by the government for this purpose. However, there is limited availability, which means there are few facilities/centres that support learning, such as Colleges and Universities, thereby making accessibility difficult. The government has been working to provide more centres to make language support more accessible. In the absence of funding for new facilities, collaboration with more Colleges and Universities within each locality would bring learning closer to the displaced persons. In Sweden, there is the Swedish for Immigrants (SFI), the language course offered to newly arrived residents who lack basic Swedish language skills. Although, SFI is a national program, the funding and implementation is up to the local municipality. Hence, the quality and availability differ from one to another according to the level of priority placed on it and the budget available for it.

Education is compulsory for children and young people across all the countries. There are schools available for them to enrol with support to enrol and settle down in the UK, Sweden and Estonia. But the situation is different in Sri Lanka because one of the problems to education is the damages done to school buildings and other infrastructure in the community under study, in the north; wherefore, there is need to uplift the quality of education by uplifting infrastructural facilities and support services that facilitate education as well as uplifting the human resource in the built environment. In contrast, the community under study in the central district has two schools in the post relocation setting and in which the displaced children were enrolled.

4.1.4. Economics needs

Welfare support for displaced people prior to their being granted asylum status, though available in the UK, Sweden and Estonia, have been condemned by previous studies for inadequacies (Mayblin and James 2019; Kaldur and Kallas, 2011).

Asylum seekers in the UK and Estonia are not permitted to work while their applications are being processed. They are barred from taking employment before they are granted their asylum status. This is not the case with Sweden as they might be allowed to work, given that certain conditions pertaining to the degree of certainty of their identity; also, with the exception of those who have applied for asylum in a different EU country (Dublin errands); these are not permitted to work in Sweden (Swedish Migration Agency, 2019).

Nonetheless, their refugee counterparts can work in the UK because they have the same rights as the British citizens. A respondent shared that the displaced persons gain employment through workplace networking via mouth-to mouth, with advice on what to do. This was reaffirmed by another respondent who also mentioned informal networking as a way of gaining employment.

Even when permitted, refugees can have difficulty in getting work owing to different reasons, such as an inability to speak the English Language, experience not relevant to the UK, difficulty in retraining or developing themselves for UK relevance, racism and discrimination. This means many end up in jobs that are less attractive to the local population, such as in the care sector, cleaning and security.

In the Sri Lankan context, agricultural livelihoods are the most vulnerable and likely to be affected due to relocation (Senanayake et al, 2022). The drop in income of those displaced by the violence of a conflict and natural hazards is likely to be more significant than it is for those displaced by development activities because there is limited early warning, with little time to plan their evacuation and organise the removal of their assets. This study verifies the concerns related to livelihoods; how people suffer from unemployment and an inability to find money to meet their basic needs, thereby embracing other unlawful vices, such as the sale of alcohol and marijuana. Identified also, is the shortage of job opportunities for those who manage to get enough education, leading them into debt from a loan scheme introduced by a Government Banking Authority with an interest of 4%. However, these loans are being used for everything, hence making them vulnerable to the extent of contemplating suicide as they are unable to pay back. Subsequently, other non-governmental organisations intervene by providing donations to respondents in kind. Respondents went further by requesting the government to provide them adequate self-employment opportunities, as the existing ones are not enough.

4.1.5. Physical infrastructure needs

There is no distinct need for physical infrastructure for the displaced communities. The physical infrastructure pertaining to transportation, communication, energy, water and sanitation, and solid waste is rather equal across the nation in the case of the Sweden, being a highly industrialised country. In the UK, transportation and solid waste is also available to all but services such as communication, energy, water, and sanitation are being provided at rates which differ from one provider to the other. Hence, some displaced people in the UK would need help with accessing such facilities. There is no reference literature relating to any suggestions of physical infrastructure needs. However, some of the interviewees did suggest that, in relation to the location of their housing, access to services had been inadequate.

In Sri Lanka however, rebuilding the physical infrastructure facilities, to help the affected communities to bounce back to their normal lifestyles, was the main focus of the previous government. Respondents emphasised a need to develop and further improve road networks, especially in the rural areas because of the lack of public transportation services and poor internal road conditions. Electricity and water connections are being supplied individually to the newly built tsunami housing units, of which they must pay monthly bills to access and at the time of the fieldwork, a significant proportion of the residents (water 94%, and electricity 91%) were satisfied with the service. However, this became an issue, with

gradual increases in the monthly water and electricity bills, and inadequate household income to meet these expenses, resulting in some not paying the full amount of the monthly bills, or ignoring them, which can lead to disconnection. In addition, households that were using fire wood before and after relocation, complained that it was hard for them to find fire wood for free in their resettled areas resulting in a shift to using liquefied petroleum gas for cooking.

4.1.6. Governance needs

There are two contradictory policies enacted by the UK government in the process of resettlement and integration of the displaced communities within its domain. One is the welcoming, supportive and well-funded Resettlement Schemes for the RCRs in conjunction with the UNHCR. The other is the policy of creating a hostile environment for the asylum seeker, thereby fostering poverty, homelessness and outright destitution among the asylum seekers, because there is very limited funding available for these group. Researchers, NGOs and other agencies have criticised the government policies, either as being too restrictive or not being implemented, as stated when it comes to the ACRs. This study confirms this criticism, finding that the government policies are contriving a two-tier refugee protection system in which the RCRs are well provided for while their ACR counterparts are left destitute, without a home or support, thereby damaging their prospects of integration.

The two strategies most prominently mentioned in Sweden were Bosättningslagen and Etableringsprogrammet. Nevertheless, most representatives were unsure as to whether these strategies have been implemented as was intended. Both municipality and NGO representatives claim that how the Swedish Government strategies of "putting out fires" are inadequate, arbitrary and short term in character. They charge the government to improve the strategies to more well-structured strategies and investment and also, to revise the strategies for receiving refugees. The need for improved preparation and long-term planning (framförhållning), better cooperation and coordination between municipality and government functions, as well as better cooperation between municipalities and civil society, was stressed. This also relates to the situation in the UK, where the Home Office relies on public services such as hospitals and schools, employers and landlords to implement its immigration policies by serving as immigration officers. However, the purpose for this is not the same in both countries. This idea is being proposed in Sweden for the purpose of enhancing the support for the displaced communities, whereas, in the UK, it is being used to hunt the displaced persons down.

There is active coordination between the various organisations and agencies involved in dealing with displaced people in Estonia. One coordinating body brings together all the government bodies and another brings together all the partners and both meet at least twice a year. The current political situation has led to a moratorium on further resettlement of displaced people in Estonia and the development of high-level policy to improve their situation is unlikely in the short term. The existing governance structures are adequate in the face of reduced demand on their services. There appear to be considerable overlap in the remits and service provision by the different organisations, so there is scope for the refugee services to be greatly rationalised for more efficiency and better service delivery. This need for better integration has been raised in various contexts, e.g., with respect to the provision of support persons by different organisations.

Successive governments in Sri Lanka have adopted different legal and administrative frameworks to involuntarily relocate people on account of natural hazards or conflicts. Even though there is a Ministry for Disaster Management, there is no single authority responsible to address multiple issues pertaining particularly to victims of displacement (Fernando & Punchchihewa, 2013) Therefore there is a need to design a systematic framework that can incorporate all aspects of relocation within a legal frame.

4.1.7. Communities with special needs

All support available to other asylum seekers and refugees in the UK, also applies to the displaced women. This includes welfare support, housing support, access to interpreters and information on integration, access to English language training and cultural orientation courses. Our findings show however, that women made the least progress in integrating into the system because of a myriad of reasons. These included childcare, divorce, serial marriages, assuming the responsibility of being bread winners for broken homes and at the same time have responsibilities towards the community at large, sexual abuse and violence. Some also find themselves in detention for immigration reasons, where they face both physical, mental, and sexual abuse. There are some projects organised specifically for women alone in the UK because it is easier for them to speak up and talk about their challenges and needs when they are by themselves. An example is the women well-being project by the Wellbeing Administrator of the Lancashire County Council, whereby counsellors and professional therapists come in to meet with them in a more relaxed environment with dramas, crafts sessions, yoga and massage. Women find it easy and free to share their issues in such an atmosphere, hence the support workers get to know and understand them and their needs better. This results in them getting the necessary support and consequently contributes to their process of integration.

In Sweden, women were portrayed as in particular risk of being alienated and isolated, due to factors such as maternity leave, weaker social networks and hardships regarding entering the labour market. Women may be extra exposed, both physically and mentally, when they are supposed to be integrated into a new culture, where society now has a lot of demands on them, in addition to any existing demands from family and relatives. Violence within the family is also a concern, as many women do not have social networks in place to support them. Women with young children are particularly vulnerable and in need of extra language and parental support, as well as help create social contexts and networks. In a sense, women are doubly exposed, both because they are women, and because they are on maternity leave.

Contrary to the reports from the UK and Sweden, the NGOs in Estonia generally reported that women were more likely to engage with their programmes and activities than men, and this enabled them to access more support services.

There is increased physical insecurity generally across Sri Lanka, but it is highly predominant in conflict-affected areas in the northern and eastern parts because of armed conflict and continued militarisation, exacerbated by the culture of sexual exploitation and harassment, intimidation and fear that now exists there. Many of the women interviewed for this study were suffering from trauma because they are particularly affected as they witnessed the carnage in the last stages of the conflict. They adduce that their memories are "unbearable" and "painful", fraught with danger as opposed to the Sri Lankan state's triumphalist narrative about the end of the war as a "humanitarian" achievement. Even in households with men, women are often the principal providers, as job opportunities for men are limited, particularly for those suffering from psychological problems and/or alcoholism. Women suspected of having been LTTE (the Liberation Tigers of Tamil Ealam) cadres have the hardest time finding job as potential employers fear increased police and military scrutiny if they hire them. The women in the disaster induced displaced context have been compelled to initiate small scale livelihood strategies (i.e. rolling thin cigarettes) to assist their families to face the external shocks of displacement and relocation effectively (Fernando et al 2020a).

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5

The Role of the Built Environment in Enhancing Social Cohesion

5. The Role of the Built Environment in Enhancing Social Cohesion

Disaster-induced and conflict-induced forced displacements are among the biggest humanitarian and development challenges of the countries around the world in the 21st century. The increasing rate of forced displacement puts significant pressure on the built environment, which popularly includes the challenges associated with delivering essential goods and services, providing adequate and appropriate housing, and sufficient infrastructure to both host and displaced communities. However, apart from this physical aspect, the built environment has a significant role to play in rebuilding communities by addressing the socio-cultural, livelihood, economic aspects, but also in rebuilding social cohesion between displaced and host communities (Amaratunga et al, 2020). Host community also plays a major role in refugee integration in terms of the built environment (Hamza, 2021). The understanding of this complex and multifaceted role of the built environment is an essential factor in resettlement planning to deliver a successful relocation program, thereby ensuring long-term satisfaction of the displaced and host communities. With the identification of this research need, this section unfolds the findings of a synthesis report developed to identify the role of the built environment in addressing these challenges and in seeking to enhance the social cohesion between displaced and host communities. The report was developed using both a literature review and fieldwork conducted in the UK, Estonia, Sweden and Sri Lanka (for a detailed explanation on the methodology, please refer to Annexure B Section B.2).

5.1. Built Environment and Social Cohesion

Baldwin and King (2017) demonstrate that a more peaceful, prosperous and cohesive built environment are able to promote social capital and social cohesion directly. The built environment can be defined as the environment that varies from somebody's bedroom to the entire layout of the neighbourhood, and every scale in between, which is an integral part of the daily lifestyle of the inhabitants (Heer, 2018). The built environment is most generally defined as the part of the physical environment that is constructed by human activity (Forrest & Kearns, 2001) and the quality level of the built environment will have a direct impact on the social activities and behaviour patterns, especially in urban settings (Dempsey, 2008). The built environment consists of houses for accommodation, schools, hospitals, playgrounds, public spaces, open spaces, green areas and well-built street layouts.

The phenomenal rate at which the number of displaced communities are increasing is posing significant pressure on the built environment of the host communities (Berry et al., 2018). This becomes a significant threat to the social cohesion between the host and displaced communities (Buryan, 2012). It is highlighted that, even in academic research, as well as expert practices on infrastructure assessments, the physical components of infrastructure systems are mostly emphasised, whereas what communities' value most about these systems, are the services they deliver (Little, 2002). It is necessary to recognise how users perceive changes in their infrastructure services triggered by displaced persons, in addition to understanding the technical impact they have on infrastructure systems (Araya, Faust, & Kaminsky, 2019).

Baldwin and King (2017) state that the development of built environment can be conceptualized and planned to identify and meet the social needs of the people, and enhance both the social resources and the strengths of residents and users, as well as benefiting the local economy. This concludes that the role of built environment is not restricted to shelter alone; it is supposed to meet diverse needs, and one of them is the social needs of the people, while also enhancing their social resources, and increasing

social cohesion between communities. Therefore, studying the societal role of the built environment is important in discussing the social cohesion between displaced and host communities.

The vital role of the built environment to the surrounding society can be comprehensively described when based on four inter-related aspects. First, it is widespread and delivers the context for all human activities. Everything included in the built environment is humanly created, modified, or constructed, humanly made, arranged, or maintained. Second, it is a creation of human minds to fulfil human needs, wants, and values. Third, it is shaped to assist the inhabitants to deal with, and to protect and facilitate for improved comfort and well-being. Finally, is that every component of the built environment is defined and shaped by context and all of the individual elements have a positive or negative impact to the overall quality of the built environment (Bartuska & Young, 2007). According to Haigh and Amaratunga (2011) the ability of the built environment to contribute to societal resilience will be along the basic roles of construct, develop, stimulate, facilitate, protect and nurture.

With this context, it is recognised that the built environment has an important role to play in rebuilding displaced and host communities, and enhancing the social cohesion by acting across six perspectives: constructing physical assets; stimulating economic assets; facilitating institutional assets; nurturing social assets; developing human capital assets; and, protecting natural assets.

5.1.1. Construct physical assets

One of the main roles of the built environment will be to construct or provide the physical assets for the communities. Several scholars have argued that shelter or housing is an essential part of the recovery and resettlement procedure for the displaced and its reconstruction is linked to social and economic recovery of the community (Haigh et al, 2016; Jordan, Javernick-Will, & Amadei, 2015). According to Barakat (2003) housing is essential to the well-being and development of societies because it is a complex asset, that has links to livelihoods, health, education, security and social and family stability, and acts as a social centre for family and friends, a source of pride and cultural identity. It is a resource which commands both political and economic importance. Accordingly, housing becomes an extremely vulnerable asset. Consequently, the destruction or loss of homes through displacement, is among the most evident effects of conflict and disaster triggered by natural hazards (Barakat, 2003). However, is a point to be noted that the physical assets mean not only housing, but also basic services and infrastructure facilities, and provision of public places and play areas (Amaratunga et al, 2020 and Senanayake et al, 2022).

In constructing the physical assets, six interventions have been identified related to the built environment. Firstly, adequate provision of standard and quality housing for the displaced. Secondly, adequate initial temporary housing and for an allocated period. Thirdly, match the location of resettlement housing with social, cultural, and economic needs of displaced communities. Fourthly, match the size, layout, and design of resettlement housing with the social, cultural, and economic needs of displaced communities. Fifthly, adequate provision of basic services and infrastructure facilities without limiting the capacity of the host. Sixth, is the provision of public places and play areas, ensuring the wellbeing of both adults and children.

5.1.2. Nurture social assets

The next role of the built environment is to develop, for example, in terms of social infrastructure and capacity development. Build Back Better, as narrated by Lamond et al. (2013), is a phrase that was developed as a recovery effort following the 2004 Indian Ocean Tsunami. It represents an ideal and holistic approach to reconstruction, and as a measure to recover the physical, economic, and social conditions of the built environment beyond its pre-disaster stage. The goal is to ensure that the displaced enjoys a much better built environment than what was destroyed by conflicts and disaster, and this can have a significant impact in enhancing social cohesion between the displaced and their hosts (Lamond et al., 2013).

The built environment can nurture the social assets in the context of resettlement planning by providing easy access to social services and support, and social equity in services and housing provision. It can also promote easy access for emotional support and mental healthcare, relocating displaced to suitable and welcoming neighbourhoods, promoting social integration through the built environment and finally, by increasing the sense of belonging and attachment to the community through the built environment designs and interventions.

5.1.3. Stimulate economic assets

In order to stimulate economic assets, the built environment can play a major role across four interventions: ensure access to affordable housing; facilitate access to previous livelihood; create economic and employment opportunities aiming the financial independence of displaced communities; and, ensure the economic stability of communities with special needs. It has been noted that economic opportunities, post-displacement, is something that has been overlooked in many resettlement initiatives (Fernando et al, 2020; Senanayake et al, 2022). This could be implemented via community-based initiatives such as infrastructure rehabilitation and social service provision as tools of conflict mitigation and social repair (IOM IRAQ, 2017). In order to build the resilience of the displaced and the host, as well as enhance social cohesion between them, the communities were involved in building transitional housing units and rehabilitating the public infrastructure. This involvement of the communities in the construction work was key to making the members of the community get to know each other through collective participation, a scenario which enhances their social lives and cohesion. Furthermore, to strengthen the resilience of the displaced and their hosts, in this scheme women and men participated in producing about 264,000 bricks to build 182 housing units and a community centre in addition to the civil infrastructure.

5.1.4. Facilitate governance assets

The role of the built environment will be to provide or facilitate a ground for the people to come together and interact despite the variations and diversities through institutional arrangement and procedural matters (Baldwin & King, 2017). This will help to avoid the potential social tensions and conflicting situations. In the reconstruction procedure, rebuilding physical assets that promote social cohesion will be a major task (Buryan, 2012)

Facilitating institutional assets is another role of the built environment which needs to be operated in four main areas in the context of displacement. Firstly, in the provision of improved support on services, advice, and activities aimed at local integration and assistance. Secondly, in the provision of adequate information, time, and resources for local councils/municipalities to prepare the reception of refugees. Thirdly, to maximize stakeholder engagement, including displaced and host community's engagement and the host local council/ municipalities' engagement when preparing resettlement plans. Fourthly, to improve the government strategies and structure the investment for creating and building inclusive societies for displaced.

5.1.5. Protect environmental assets

Built environment, and the way it is planned and developed, is a dominant paradigm of urban sustainability and environmental protection. According to Bergman (2018), by creating carefully-styled living environments through architecture and design, people's lives are positively influenced. This is important for safeguarding the natural environmental systems and to promote sustainable development so that the future disaster risk could be mitigated. The ability to protect and promote the natural environment can be achieved through avoidance of resettling in environmentally sensitive and hazard-prone areas, and by protecting and providing access to green space and natural resources.

Also, urbanization and population growth imposes restrictions on social cohesion, from incidents such as buildings being demolished due to intense demands for land, for example resulting from economic boom. Often, after the demolition, a new built environment has been constructed without open or active ground floors that could encourage social life and activities. This has led to new residents being cut off from social encounters with their neighbours from the older dwellings (Baldwin & King, 2017). One of the main reasons for this can be that the building professionals who constructed the second built environment do not know, understand, or choose to ignore the important role that their work can have in enhancing social cohesion.

5.1.6. Develop human capital

In developing human capital assets, provisions to gain and match employability skills and professional qualifications to the new context has been found to be an important intervention. This also requires adequate and equal access to education, providing orientation related to local integration and providing awareness on cultural differences to the professionals and stakeholders.

5.2. Comprehensive Framework for the Built Environment in Rebuilding Communities

In conclusion, this synthesis report introduces a comprehensive framework (figure 4) to understand the multifaced role of the built environment in rebuilding communities and enhancing social cohesion. Further, vigilant consideration of these six perspectives of the built environment benefits the professionals who work in resettlement planning to plan, design, and construct the built environment in rebuilding communities and enhancing social cohesion between displaced and host communities.

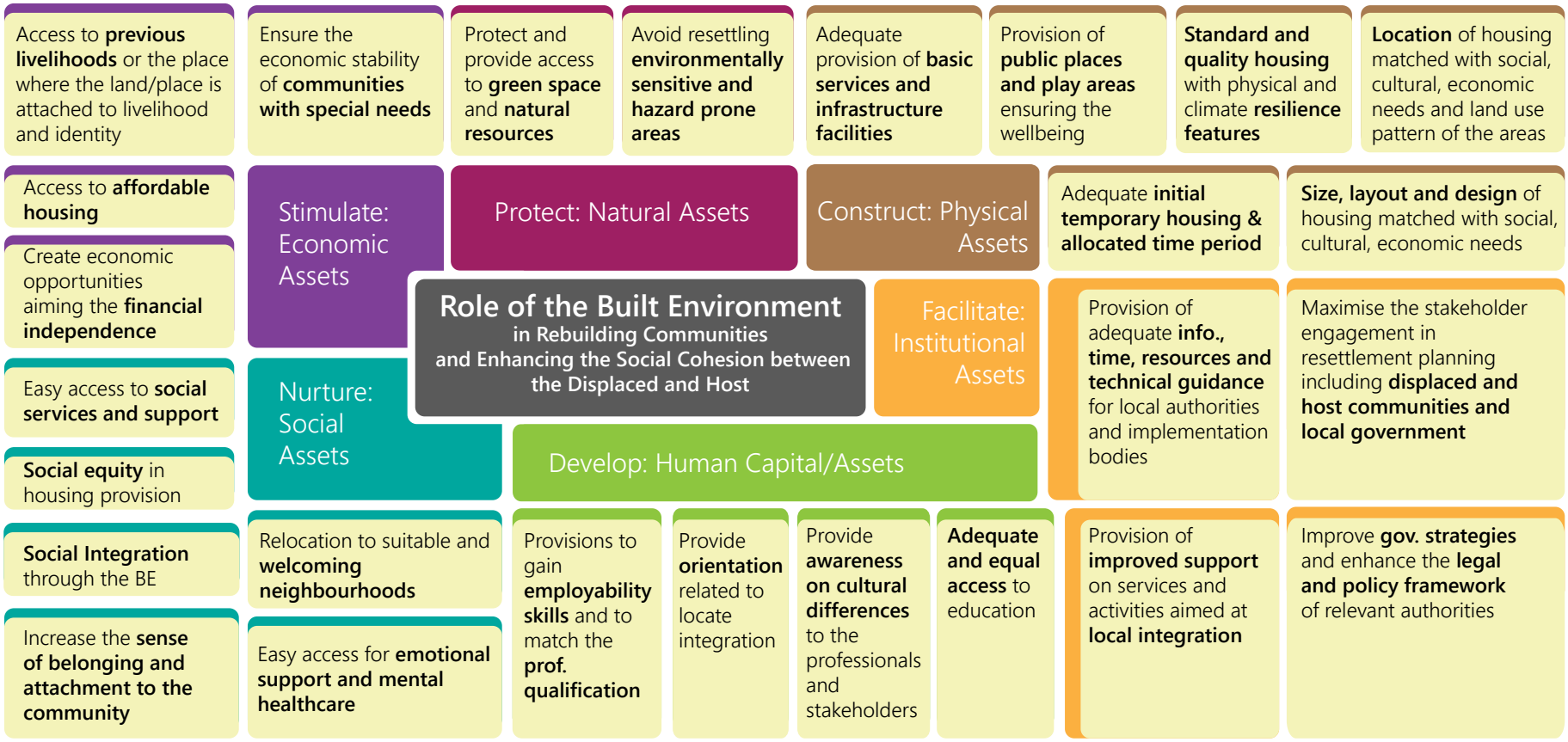

Figure 4. Methodological Framework used for the data analysis

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6

Best Practices for Rebuilding Communities After Displacement

6. Best Practices for Rebuilding Communities After Displacement

The significant increase in the intensity and frequency of conflict- and disaster-induced displacement puts increasing pressure on the built environment, including an increase in housing, social and physical infrastructure demands. Due to this pressure on the built environment, institutions and individuals attempt to come up with innovative approaches to meet the increasing challenges. These innovative approaches and the lessons learned through their application eventually contribute to finding the best practices in rebuilding and integrating displaced and host communities. The built environment serves the functionality of day-to-day life, ensures the comfort and well-being of humans, and can protect and enhance a person's life even in a stressed situation. In a displacement situation, where people are forced to leave their homes, the displaced community is introduced to a new community and a new built environment. This occurs through a process of relocation. However, this process is not limited to physical or geographical relocation. It includes socio-cultural, livelihood and economic aspects of their lives and which resettlement programs should equally consider.

This section discusses the findings of a guidance note prepared in the contexts of Sweden, Estonia, Sri Lanka and the UK on rebuilding communities after displacement. The objective of this investigation is two-fold: first, to present general guidance notes on good practice with regards to the built environment towards refugee integration. This includes by means of constructing physical assets and interventions to rebuild communities in ways that would encourage community-based initiatives. Second, and more specifically, is to make suggestions on good practices which could facilitate people coming together and interacting despite their differences or diversities. This is with the aim of enhancing the built environment through urban sustainability and environmental protection while nurturing social cohesion through active participation of the host and displaced communities. The methodology involved a qualitative analysis and synthesis of five separate reviews (four country cases: Sweden, Estonia, Sri Lanka and the UK; and a global literature review). For a detailed explanation on the methodology, please refer to Annexure B Section B.3.

6.1. Best Practices for the Built Environment in Displacement Situations

The findings provide detailed guidance on good practice to refugee and displaced integration in the built environment as seen in Figure 5. What is worth noting in a summary is the broader and more general findings and recommendations that transcend any specific sector and those are based on the needs recognised in the community needs analysis, as discussed in section 2.

The review and analysis of the guidance note, along with the results, point to four cross-cutting factors as especially important in the striving for successful integration: the individuality of the integration process; seeing integration as a two-way effort; increasing efforts to collect data in relation to integration matters; and putting integration initiatives in a long-term perspective.

The individuality of each displacee or refugee is central to meaningful integration. For that process to take place, the stress needs to be on the importance of client-centered and strength-based practices. This is where personal motivation is allowed to take a central place in the services provided aiming at resettlement and integration. The focus on individualised integration efforts is coupled with an emphasis on the importance of refugees' involvement themselves in the design of the integration process. This approach will encourage individualisation to materialise.

Integration as a two-way process means the necessary involvement of both host and guest community, and to not simply regard this process as the absorption or assimilation of one community into the other. Both host and guest community have to be equally involved and make a mutual effort to adapt to a situation which is novel to both, working around an idea of integration based on social cohesion and inclusion.

Displacement of populations puts both host and guest community into pressured and often highly politicised situations, which require quick solutions. However, integration processes are lengthy and complicated, and are not always best addressed by short-term initiatives.

Finally, many of the implications of mass population displacement are yet to be known and still require further research, especially in the light of recent migration movements during 2015 and 2016. Research on integration is therefore encouraged to put in place adequate instruments for collection of both qualitative and quantitative data. Qualitative data is stressed as an important complement to the measuring of integration in terms of numbers and statistics.

In conclusion, this guidance note introduces a comprehensive framework and guidance in critical sectors (figure 5) to understand the complexity of interaction between the host and newly arrived communities and the built environment. Promoting cultural competency, for effective promotion of equality, fairness and social inclusion to take place, suggests a change in the discourse as to how refugees are treated.

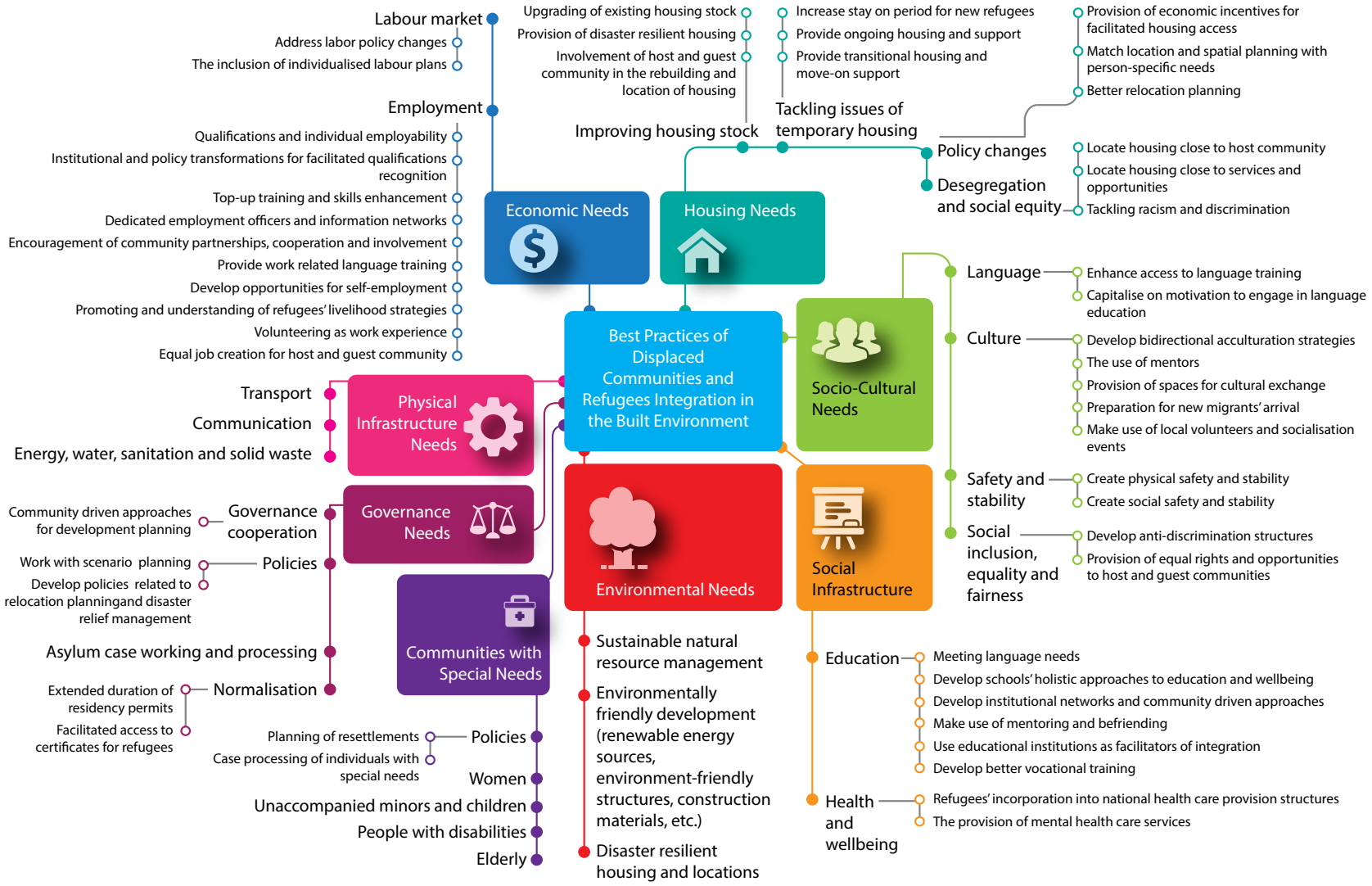

Figure 5. Summary of Best Practices

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7

Competency Framework for Built Environment Professionals

7. Competency Framework for Built Environment Professionals

Having discussed the various impacts of displacement and built environment best practices to accommodate rebuilding communities after displacement, this section inquires on developing competencies in rebuilding communities following disaster and conflict-induced mass displacements from the perspective of the built environment. Built environment professionals have to be well informed and capable to address the needs of the displaced and host communities. Thus, it is important to identify the knowledge, skills and competencies for built environment professionals to address the needs of the displaced and host communities. Hence, a competency framework for built environment professionals was developed with the objective of addressing the needs of the host and displaced communities, as described in Sections 2 and 3. This competency framework, subsequently, formed the basis for developing a series of training courses for built environment professionals, as well as policy recommendations to the respective professional bodies, with a view to upgrading professional competencies. These are explained in this section.

7.1. Why is a Competency Framework Needed for Built Environment Professionals?

In reviewing the existing competency frameworks and the findings of Sections 2, 3 and 4, the emergent understanding of mass displacement from the perspective of built environment professional competencies revealed three key insights that can inform the development of an appropriate competency framework:

1. Built environment professionals are hardly mentioned in some countries' data but they do appear to have a clear interest in mass displacement

Built environment professionals in Sri Lanka have a clearly defined role in the resettlement of Internally Displaced Persons (IDPs) and therefore directly contributed. However, few, if any, built environment professionals were identified as active participants in the refugee-related findings for Northern Europe (UK, Sweden, Estonia country data). This complicates the issue of determining which built environment professionals are involved in the resettlement of displaced people and suggested the following conceptual framing with respect to built environment professional competencies:

Mass displacement impacts the built environment. Built environment professionals, therefore, need to understand these impacts. Some of them, who are actively engaged in preparing for and/or dealing with mass displacements, would benefit from specific mass displacement-related competencies. However, all BE professionals would benefit from a general, foundational understanding of mass displacement and its impacts on the built environment as we expect that professionals are mobile in the course of their careers and also that, even if their current location is not experiencing the effects of mass displacements presently, it may do at some point in the future.

2. The centrality of access to services and the interrelationships between them

The findings suggest that we can understand the role of the built environment in terms of access to services. Contextual differences (industrialized versus developing country contexts, the scale of displacement, etc.) influence the characteristics of the barriers to that access. For example, in developing

countries and relatively large-scale displacement contexts (as in examples of IDPs in Sri Lanka), a major challenge relates to providing sufficient physical assets (housing, transport infrastructure, etc.), whereas, in Northern Europe, for the current numbers of incoming refugees, sufficient physical infrastructure largely exists and the challenge relates rather to overcoming other types of access issues - for example, having a sufficiently long-term residence permit to satisfy private sector landlords in order to access appropriate housing.

A second observation is that access to different services is highly interrelated - access to employment is tightly coupled with access to appropriate housing (both with regard to the location of the housing for employment opportunities and the income from employment for suitable housing opportunities) and with access to education and training, etc. Language (and, therefore, access to language learning opportunities) plays a key role in accessing services. Similarly, housing - its location / proximity to livelihood opportunities, affordability, etc. - tends to be of central importance not only for accessing services, but also for achieving wider goals of social cohesion and integration.

3. The granularity of data

The available data are not detailed but rather general, so it is difficult (if possible at all) to relate competencies to specific built environment professional roles (e.g. Architect, Town Planner, Structural Engineer, Facilities Manager, etc.). The data provide (anecdotal) evidence of, for example, challenges faced by displaced persons in accessing appropriate housing. However, these challenges are described in general terms and are thus not readily separable into issues concerning only a single type of built environment professional. Indeed, the collaborative and interdependent nature of the work of different built environment professionals also suggests that there are likely to be urban planning, architectural, engineering, construction and maintenance perspectives for any given housing- or infrastructure-related challenge.

7.2. Applicability

The development of the competency framework was a long-term process including both desk reviews and expert validation processes (Please refer to Annexure B Section B.4). The investigation that led into the development of the competency framework was based on the country perspectives of Estonia, Sri Lanka, Sweden and the UK. The process initiated from the identification of relevant built environment professions.

A list of built environment professionals was derived as part of the synthesis report discussed under section 3 which identified the built environment professional roles associated with mass displacement in the United Kingdom context. From this starting point, each REGARD research partner provided an equivalent list of built environment professionals reflecting the equivalent professionals' descriptions in their country contexts (Annexure C). However, the logic followed in completing this list was slightly different between the countries. In the case of the UK and Estonia, a list of built environment professionals who could potentially be involved in processes associated with mass displacement was derived. In the case of Sri Lanka and Sweden, the list rather reflects those involved in existing processes. Notably, in the case of Sweden, this hardly includes any professionals who would be described as built environment professionals.

The main findings from this exercise may be summarised in 3 key points:

- Country contexts differ considerably in terms of professional descriptions and involvement in mass displacement related activities.
- The actual involvement of built environment professionals currently should not be taken for granted even though the REGARD project is premised on the importance of their roles and input in ameliorating the impacts of mass displacement and promoting social cohesion.

- The granularity/detail with which built environment professionals can be classified may be varied to suit the level of detail of competency specification, i.e. different levels of detail are available for subdividing the built environment professionals into convenient numbers of categories, for example:
    - into two groups:
        - » Planning-Design, and,
        - » Construction-Facilities Management
    - into more than ten groups if each professional description (Town Planner, Landscape Architect, etc.) is separated.

7.3. Features of the Competency Framework

The emerging understanding of mass displacement from the perspective of built environment professional competencies revealed several insights as follows:

- A significant proportion of the competencies identified were relevant to all professionals (not just BE professionals) and related to their need to understand the mass displacement context. Further competencies identified were particularly relevant to built environment professionals and some were even occupation-specific in their relevance.
- Country contexts differed considerably in terms of built environment professionals' involvement in mass displacement-related activities.
- BE professionals are hardly mentioned in some countries' data, but they have an important role in mitigating the effects of mass displacement and promoting social cohesion.
- That role relates to enabling displaced people's access to services through the provision of the necessary infrastructure to deliver services (e.g. housing, transport, schools, etc.) and also through the appreciation of the interrelationships that exist between these accesses (e.g. language, transport, health and employment).

Based on the findings of the desk study, an initial competency framework was derived comprising 3-tiers of competencies as follows:

1. Foundational competencies (of relevance to all professionals with an interest in mass displacement)
2. Industry-wide competencies (applicable to all built environment professionals)
3. Occupational competencies (applicable to a subset of built environment professionals)

The initial competency framework was then subjected to a Delphi process in which an international panel of 19 experts was questioned in 3 rounds to refine and validate it. The Delphi process for the refinement and validation of the competency framework enjoyed a high level of cooperation from the panellists who were effectively communicated with and managed by the project partners. This resulted in very high response rates and responses that were meaningful and rich in data. Together with the level and range of expertise represented in the panel and the quality of data collected through interviews and literature reviews reflected in the reports analysed to derive the initial competency framework, the finalised competency framework can be seen to be rigorous in terms of its comprehensiveness and the relevance of the competencies identified. The REGARD competency framework then provided the basis for developing a series of training courses and policy recommendations to built environment professional bodies.

The resulting, final competency framework is shown in Figure 6.

Figure 6. REGARD Competency Framework for built environment professionals

The competencies of the final, validated version of the competency framework are as discribed in the following figures.

7.3.1. Tier 1 - Foundational competencies

Figure 7. Tier 1 - Foundational competencies

7.3.2. Tier 2 - Built environment competencies

Figure 8. Tier 2 - Built environment competencies

7.3.3. Tier 3 - Occupational competencies

Figure 9. Tier 3 - Occupational competencies

7.4. Contribution of the Competency Framework

The developed competency framework was utilised as a foundation in further contributing towards upgrading the built environment professionals' competencies to address the needs of the displaced communities. This section discussed two such foundational contributions made by the competency framework in developing the built environmental competencies in the contexts of displacement.

7.4.1. Massive Open On-line Courses (MOOC) to enhance built environment competency in displacement

Based on the competency framework developed for built environment professionals to address the needs of the host and displaced communities, a series of training courses were developed in catering the needs of the host and displaced communities. These courses will directly address the competency requirements identified under the competency framework and are mainly targeted at built environment professionals, built environment students and teachers. The objective of training modules is to develop training courses as a series of Massive Open On-line Courses (MOOCs) available in a virtual learning environment (For a detailed explanation on the methodology refer to Annexure B Section B.5).

The following four training modules were identified based on the competency framework for built environment professional (for further details of the course outlines, please refer to Annexure D):

Course 1 - In relation to Foundational Competencies

Course title - Introduction to Mass Displacement (Led by Lund University, Sweden)

Course 2 - In relation to (Built Environment) Industry-wide Competencies

Course title - Mass Displacement and the Built Environment (Led by University of Colombo, Sri Lanka)

Course 3a - In relation to Occupational Competencies - Planning and Design

Course title - Planning and Design for Mass Displacement (Led by University of Huddersfield, UK)

Course 3b - In relation to Occupational Competencies - Construction and Facilities Management

Course title - Construction and Facilities Management for Mass Displacement (Led by University of Central Lancashire, UK and Tallinn University, Estonia)

These developed modules are now up on the Disaster Resilience Knowledge HUB and available as a MOOC available for built environment professionals, built environment students and teachers to follow and upgrade their competencies:

The REGARD Courses on the Disaster Resilience Knowledge HUB

Course 1 - Introduction to Mass Displacement

Course 2 - Mass Displacement and the Built Environment

Course 3 - Planning and Design for Mass Displacement

Course 4 - Construction and Facilities Management for Mass Displacement

7.4.2. Professional competence audit of built environment professional bodies

The professional competency audit was conducted to evaluate the status quo of the competencies of the Built Environment professionals to address the needs of the host and displaced communities. These competencies were derived from the competency framework and mapped against the competencies expected of BE professionals in their professional bodies' accreditation documents. This mapping exercise identified the current level of documented professional competency in relation to competencies recognized in the competency framework (herein after referred to as REGARD competencies) and where there may be opportunities to extend both the documented and professional competencies to better match the needs of the displaced. A desk review of professional competencies laid down by the built environment professional bodies. All built environment professional bodies have a list of competencies that they expect from their members. As part of this exercise, these competencies are reviewed, analysed, and mapped to identify the key competencies expected from the built environment professionals. This competency audit laid the foundation of the recommendations which will be discussed under Section 6. Therefore, the objective of this competency audit was to evaluate the existing competencies identified in built environment bodies in the field of displacement (For a detailed explanation on the methodology refer to Annexure B Section B.6).

Status quo of the competencies

Findings reveal that there are no REGARD competencies that are 'Not Key/Not Relevant' (N) for every professional competency in every professional category, so every REGARD competency has some significance (K/P/R) for at least one BE professional role. There are 47 REGARD competencies that have 'Key and Covered' (K) values for at least one professional competency included in documentation. Consequently, 22 REGARD competencies have no 'Key and Covered' (K) value for all the documented competencies in professional roles but do have Key and Partially Covered (P) and/or Key but Not Covered status. These may represent an opportunity for skills development in the context of REGARD for accreditation for at least one, few or all built environment professional roles. These 22 REGARD competencies are shown in the Figure 10.

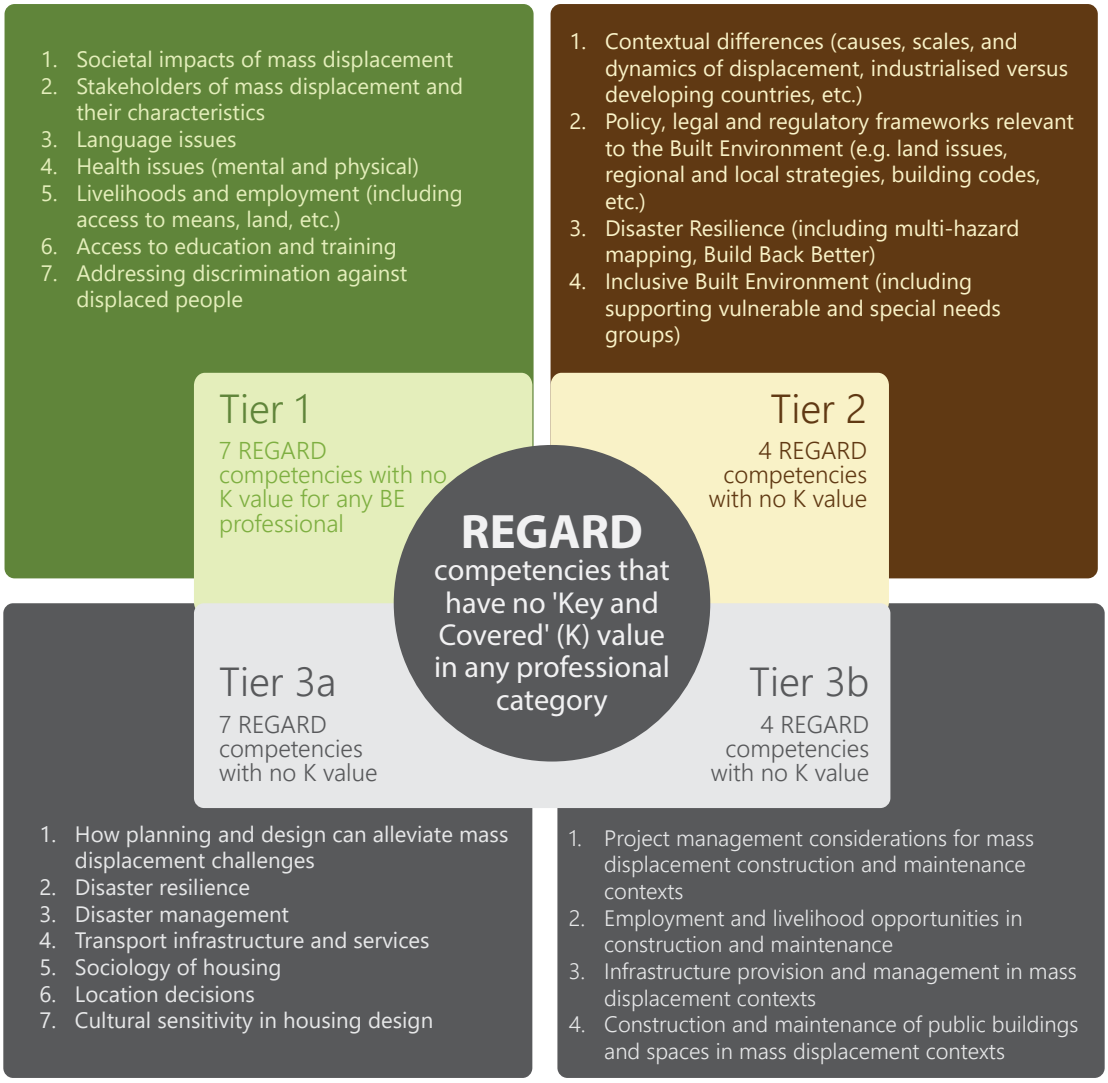

Figure 10. REGARD competencies that have no 'Key and Covered' (K) value in any professional category

The majority of results from the mapping exercise are categorised as 'NC' – 'Key but Not Covered'. This suggests scope for development of professional documentation to reflect the competencies identified as required by REGARD. Even if some of the documentation was developed so that 'R' results were transformed to be 'P' 'Key and Partially Covered' results (if not fully to 'Key and Covered' results) that would be a positive outcome. There are currently fewer 'P' results than 'NC' results mapped across all professions and REGARD competencies tiers with the sole exception of Tier 3a and the Surveyor professional competency documentation. Tier 3 REGARD competencies are particularly reliant on the Construction and FM professional role documentation, and to a slightly lesser extent, the Surveyor professional role documentation, for 'Key and Covered' matches.

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8

Recommendations

8. Recommendations

In the first part of this report, the needs of the host and displaced communities following disaster and conflict induced mass displacements, and the importance of successful resettlement were investigated. Next, the discussion led into the evaluation of the role of the built environment in enhancing social cohesion between host and displaced communities. In the third section, the needs of the host and displaced communities and the role of the built environment were merged by developing a guidance note with recommendations on best practices. The report took an applied approached in section 6 where a competency framework for built environment professionals was presented. This aims to address the needs of the host and displaced communities. Based on this competency framework, an extensive professional competence audit of built environment professional bodies was conducted.

This section is dedicated towards the policy recommendations that have been formulated by utilising the competency audit as founding material. This section provides recommendations to built environment professional bodies with the aim of upgrading professional competencies to address the needs of the host and displaced communities.

8.1. Understanding the Contextual Differences and Dynamics of Displacement

The nature, trends, causes, and scales of displacement are rapidly changing. It is important that professional competencies are incorporated to capture these aspects. It is also further notable that, in the geographical location of the countries in terms of Global South and Global North, the causes and dynamics differ. Hence, it is important to endorse policy strategies, such as sustainable development and green environment, to both alleviate displacement and also assist those displaced with built environment interventions.

8.2. Considering Several Stages of Displacement

It is vital to recognise several stages of displacement (soon after, some time after and long time after) and to consider suitable built environment interventions accordingly. It is vital that the built environment interventions accommodate the needs and requirements of several stages of displacement.

8.3. Mainstreaming Disaster Management and Resilience in Built Environment Initiatives

It is important to mainstream management and resilience into built environment initiatives in the context of mass displacement. Such an upgrade is two-fold, where from one way it would prevent future disasters and on the other way it should focus on how the built environment could enhance the positive coping capacity of the displaced.

8.4. Prioritising the Wellbeing and the Living Standards of the Displaced

It is important to strategise built environment interventions in mass displacement contexts to be sustainable. Hence, the intervention should go beyond the housing unit and concentrate on infrastructure and other services that would fulfil the main needs of the displaced (water, electricity and waste management). Hence, the interventions should prioritise the wellbeing and the satisfaction of the displaced and the standards of their living conditions. Such facilities should also cover transportation to make sure that there is no disruption in their access to healthcare, education and employment. Further, location decisions should be made for built environment interventions that prioritise the wellbeing and living standards of the displaced. Based on the overall needs of the displaced, the location of the various relevant built environment interventions should be decided. Further, the built environment interventions should accommodate strategies to enhance social cohesion among the displaced to ensure that their social capital is ensured.

8.5. Developing an Inclusive Built Environment

This recommendation has two aspects. First of all, it is vital that the built environment interventions recognise the importance of vulnerable groups in their interventions. The displaced communities may include women, children, people with disabilities, elders and people with chronic diseases. Conducting a needs assessment and a social impact assessment prior to planning the interventions would help professionals to recognise the context of vulnerable groups in their setting.

Next, the built environment interventions should be fee from prejudicial and stereotypical thoughts on the displaced. Further, such interventions should be such that they should include the displaced into the mainstream society rather than excluding them from the society at large. Hence, the built environment interventions should be pioneers of mitigating the discrimination against the displaced people.

8.6. Recognising and Applying Cultural Sensitivity

It is vital that the cultural fabric of the displaced are respected in terms of the built environment interventions. The displaced may have religious and cultural interpretations in terms of their built environment set ups. Hence, a socio-cultural survey would allow the built environment professionals to recognise the cultural set up of the displaced. This will allow the built environment professionals to plan out their interventions accordingly. Further, the sociology of housing should be incorporated in terms of making these initiatives more culturally sensitive.

8.7. Integrating Stakeholders into the Built Environment Intervention

Various stakeholders play a vital role in the displacement process. Getting the perspective of those stakeholders is vital for the built environment intervention to be long lasting.

8.8. Recognising the Needs of the Host Community

Space for social cohesion in a built environment intervention in mass displacement context is vital. In this regard, considering the needs and the role of host community is very important.

8.9. Creating a Built Environment Which Accommodates Livelihood Initiatives

Livelihood strengthening of the displaced is vital. A built environment can play a major role in this regard. From housing to public space, all these interventions should be aligned in such way that they welcome livelihood initiatives for the displaced.

8.10. Having a Legal Framework for Built Environment Initiatives in Mass Displacement

It is indeed commendable to see the progress the built environment professionals are making in the field of mass displacement. However, making the above-mentioned policy recommendations incorporated is to make a long-lasting impact on the displaced. Hence, an overall legal framework should be developed to regularise the built environment interventions in mass displacement.

8.11. Recognising the Overall Societal Impacts of Displacement

Displacement is a phenomena that changes the overall life of the displaced. From losing their houses to losing access to their basic needs will be curtailed. It is vital that these overall societal impacts of the displaced are considered. The built environment interventions should be mindful on the health impacts (physical and mental) as well as the impact the displacement has caused on their social capital. Further the interventions should prioritise the other fundamental needs, such as access to education and employment.

8.12. Developing Public Spaces and Buildings for Recreational Facilities

The built environment interventions in mass displacement should consider the development of the public spaces and buildings to address the recreational needs of the displaced. The scope and the nature of such facilities should be decided as per the context of the displaced community and a strategy in this regard should be in place. Such initiatives should accommodate the access of the displaced to fulfil their basic needs and recreational needs.

8.13. Participation of Displaced in Construction and Maintenance

The built environment interventions should have an overall strategy to implement and monitor the interventions to make sure that both short term and long terms goals are met. A strategy should be set forth to incorporate the displaced in the construction and maintenance process. The participation of the displaced in this regard will give them a sense of ownership towards the built environment intervention. This will provide the opportunity for the built environment professionals to check and balance the effectiveness of their interventions implemented and the further developments needed.

8.14. Addressing Language Issues

Language plays a major role in the context of displacement, specifically in terms of integration and resettlement. The success of integration and resettlement is based on the language compliance of the displaced and the host society. Hence, the built environment interventions in relation to the integration and resettlement process should be sensitive towards language issues.

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Annexures

Annexure A - REGARD project related publications

International Symposium Proceedings

Hamza, M., Amaratunga, D., Haigh, R., Malalgoda, C. & Jayakody, C. (Ed.) (2021). Book of Abstracts. International Symposium on Rebuilding Communities after Displacement

Journal papers

Hamza, M. (2021). Refugees' Integration in the Built Environment: The Sweden Case. Sustainability, 13(22), 12812. ISSN 2071-1050

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Book chapters

Jayakody, C., Malalgoda, C., Amaratunga, D. Haigh, R., Liyanage, C., Witt, E., Hamza, M. & Fernando,. N. (2021). Role of the Built Environment in Rebuilding Displaced and Host Communities. In Amaratunga, D., Haigh, R. & Dias, N. (Ed.) (2021). Multi-Hazard Early Warning and Disaster Risks, pp. 69-92. Springer, Cham.

Policy Brief

Malalgoda, C., Amaratunga, D., Haigh, R., Senanayeke, A. & Jayakodi, C. (2022), Policy recommendation on rebuilding communities: University of Huddersfield.

Conference papers

Fernando, N., Senanayake, A., Amaratunga, D., Haigh, R., Malalgoda, C., & Jayakody, R. R. J. C. (2020, October). Disaster, Displacement and Relocation: An analysis of the needs and policy implications on a displaced community in Sri Lanka. In 10th International conference

Annexure B - Overall Methodology

Annexure B.1 - A community needs analysis

The data collection process of the community needs analysis was initiated with a country specific literature review to identify the needs of displaced communities by all the project partners. The literature reviews were conducted by reviewing academic literature, government publications, publications of both national and international organisations for an in-depth understanding of what is known and unknown about resettling the displaced; thereby assisting in identifying themes which subsequently aid in structuring the primary sources of data collection.

Next, primary data collection was conducted employing a qualitative research approach. All the partners employed the similar data collection techniques expect for Sri Lanka. This is because Sri Lanka's focus was on internally displaced communities. Hence, the data collection was done separately with respects to conflict Induced displacement and disaster-induced displacement. In terms of primary data collection of Sri Lanka, multiple cases of displacement locations existing within the country were explored and screened to identify cases that are more suitable within the REGARD scope of work, to develop the initial research instrument to capture the diversity of communities and develop the research instrument accordingly. Followed by refining of the research instrument for primary data collection according to specific country context.

For the other 3 partner countries, that is, the UK, Sweden and Estonia, primary data collection was carried out using semi-structured interviews where participants are required to respond to open-ended questions in order to examine how they subjectively interpret the phenomena in question and to allow them expand on the information provided. Participants are recruited using purposive sampling focusing on government officials, community representatives, social support networks, agency networks because we believe would best aid us to answer our research questions. A total of 37 interviews were carried out by the 3 partners; 12 by the UK, 11 by Sweden and 14 by Estonia.

Annexure B.2 - A synthesis report on the role of the built environment

The method involved first reviewing the literature related to the field and conceptualising a framework based on literature synthesis. Data collection was initiated through the selection of participants using purposive sampling which include government officials, community representatives, social sup-port networks, agency networks. A total of 37 interviews were carried out by the 3 partner countries; 12 in the UK, 11 in Sweden, and 14 in Estonia. In the context of Sri Lanka 10 key informant interviews and focus group discussions with community members were conducted covering both conflict-induced and disaster-induced displacement.

The collected data was analysed into a methodological framework illustrated in Figure 2 which was developed through a brainstorming session with the participation of all the project partners of the REGARD Project. This methodological framework was developed adopting and combining the role of the Built Environment Framework (Haigh and Amaratunga, 2011) and the 'Do No Harm' Relation-ship Framework (Wallace, 2015). This is an innovative approach that can be used by future researchers in the built environment and resettlement fields.

Role of BE in Addressing community Needs and Social Cohesion	Context	Intervention	Dividers & Connectors	BE Related Options	Who is Responsible (Stakeholder)	Which Stage
Construct - Physical Assets/ Interventions						
Develop - Human capita						
Stimulate - Economic Assets/ Interventions						
Facilitate - Governance Assets/ Interventions						
Protect - Environment Assets/ Interventions						
Nurture - Social Assets/ Interventions						

Figure 11. Methodological Framework used for the data analysis

Once the methodological framework (Figure above) is developed and agreed by the project partners, the literature findings and primary data were mapped to the methodological framework. The findings were then validated through the focused group discussion which was conducted with the participation of 14 experts and practitioners in the fields of resettlement planning and resilience.

Annexure B.3 - A guidance note with recommendations with best practices

The needs analysis conducted presented an in-depth analysis of the needs of the displaced communities, while the synthesis report produced highlighted the roles of the built environment in enhancing social cohesion between the host and the displaced communities. Next, was to produce a guidance note which explored relevant literature to identify what could be termed as 'Best Practices' in the strategies and initiatives of all stakeholders involved in the assimilation of the displaced communities in their host communities towards successful integration.

The methodology involved a qualitative analysis and synthesis of five separate reviews (four country cases: Sweden, Estonia, Sri Lanka and the UK; and a global literature review). The review and analysis were structured around the same framework of sectors upon which the needs analysis was conducted in the community needs analysis – see below. The country literature reviews' similar and distinct issues were first reviewed, synthesised and lifted when all reports were examined in parallel and next to each other. This Guidance Note was, however, not a compilation or a collation of the countries' case studies and was as such not organised around country sections. Rather, the main focus there was good practice. Guidance on good practice were first further validated through semi-structured interviews in all country case studies, and then synthesized and harmonized in the final analysis.

Organization of Guidance Note by Sector:

Housing Needs	**Socio-cultural Needs**	**Social Infrastructure Needs**
• Accommodation and shelter facilities • Design issues • Safety and privacy	• Language • Culture • Religion • Safety and stability • Social inclusion • Equality and fairness	• Education • Health and wellbeing (physical and mental)

Economic Needs	**Physical Infrastructure Needs**	**Governance Needs**
• Qualifications • Employment • Labour market • Income	• Transport • Communication • Energy • Water and sanitation • Solid waste	• Policies • Case processing • Communities with special needs • Environmental needs

Annexure B.4 - Competency framework for Built Environment professionals

The competency framework was developed in a three-step process as follows:

1. Identifying and categorising relevant built environment professionals.
2. Deriving an initial competency framework by reviewing the data collected through literature reviews and interview surveys in earlier REGARD project activities to identify competencies relevant to built environment professionals.
3. Refining and validating the competency framework using a Delphi technique with an international panel of 19 experts and 3 rounds of questioning, as shown in the following Figure:

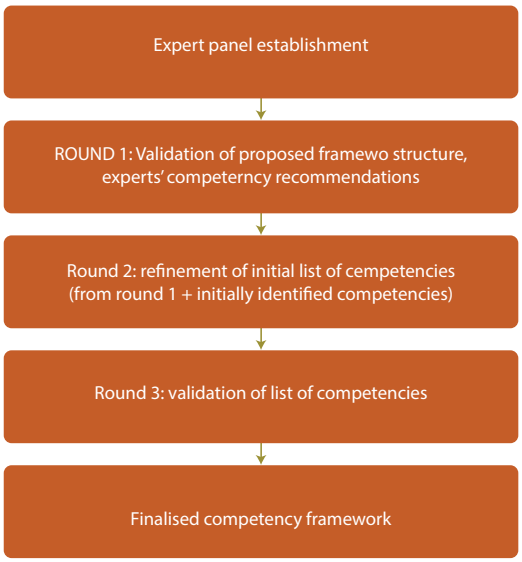

Figure 12. Competency Framework refinement and validation process (Delphi technique)

Annexure B.5 - Training courses: MOOCs (Massive Open On-line Courses) & Course handbook and online training materials

The development of the online training modules has 2 deliverables:

1. Providing a Virtual Learning Environment in which to host the training courses.
2. Developing the course outlines for the training courses.

The basis of the training courses and their content is the Competency Framework developed and the detailed content of the training courses developed. With regard to the Virtual Learning Environment, rather than creating an entirely new system, an existing Disaster Resilience KnowledgeHUB platform was updated and extended in order to host the training courses, as shown in the following Figure.

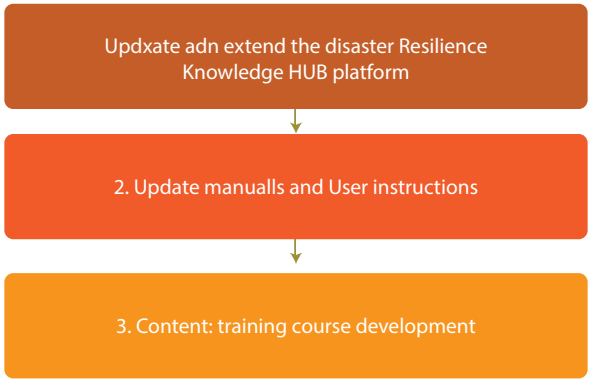

Figure 13. Development of the Virtual Learning Environment for Hosting the Training Courses

The REGARD study partner who was leading the course content development aspect developed the course handbook template and the online teaching materials guideline template. The course handbook template was developed in such a manner where the students get an in-depth knowledge on the lessons included in each module. The handbook presents the basic outline of the course outline (intended leaning outcomes, course objectives and lesson content), the lesson notes, details on the module trainers, recommended readings and the online teaching strategy.

In terms of the material development, the partners were given the freedom to develop their content in PPT formats and they were also given the opportunity to records the PPTs. Further, they were asked to submit recommended/essential readings in PDF formats. Further, case studies were used to illustrate practical examples of good practices and to highlight the potential benefits.

The partners agreed to the duration of 10 hours per course. Where 1 hour per lesson to be allocated. Given that all the modules have maximum 8 lessons, the remaining 2 hours to be allocated to continuous assessments.

The partners were given the choice of deciding the continuous assessments from the choices MCQs, shorts answers or both. The weightage for each assessment was up to the course developers to decide.

Annexure B.6 - Professional competence audit of built environment professional bodies

The REGARD study partner who was leading the competence audit developed a template for data collection regarding professional competency documents. The template was sent to all partners for inputs relating to their countries. The partners were required to list accrediting bodies (in their respective countries) of the core built environment professionals identified in the competency framework. Partners were also asked to check and include/mention if these bodies have either/both a European and International presence. As noted in the competency framework report, all the accrediting bodies have a list of competencies that they expect from their members. However, not all the professional bodies make their competency documents accessible online. For those that have, partners were asked to retrieve and provide the links. According to the final filled templates received, all the BE professionals in the UK have one or more accrediting body. Some of them have a presence in Europe, and many in both Europe and at international level. Mostly UK have an international presence in terms of Professional Bodies relating to REGARD; and also have many of their competency documents available online and in English. From these professional body documents, a list of competencies expected for accreditation within the professions was developed. As the UK has many more built environment accredited bodies, and the competency documents are more accessible, the list of competencies is weighted towards UK expectations, with minor revisions/deviations to other professional competencies in Estonia, Sweden and Sri Lanka.

The third stage was to review the built environment professional competencies identified in Professional bodies' documentation with respect to REGARD professional competencies developed in the competency

framework. This was done as a mapping exercise to examine which REGARD professional competencies are currently covered (or not) in professional documentation, the extent of that provision if covered.

Figure 14. Methodological process employed in the competence audit

Mapping exercise gave 4968 individual points of comparison, as: There are altogether 72 REGARD competencies identified in the competency framework. Further, 69 built environment professional competencies identified in Professional body documentation. The latter depended upon accessibility to documents and language. These points were mapped using Microsoft Excel to create a crosstab of the results. For each individual point of comparison. Mapping identified whether REGARD competencies are **covered** by professional documents; and if they are, whether they are key/partially key to the general built environment professional competencies. Four possible outcomes for each compared point were determined:

K - REGARD Key Competency covered in the professional documentation.

P - REGARD Key Competency is Partially Covered in the professional documentation.

R - A relevant Key Competency but Not Covered in the professional documentation.

N - Competency not relevant in REGARD context

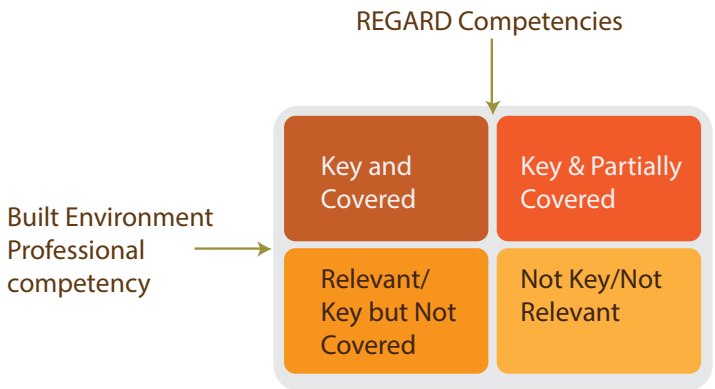

Figure 15. Mapping Exercise Possible Outcomes from Comparing BE Professional Competencies with REGARD Competencies

The competency framework notes that the REGARD competencies can be divided into three tiers (Figure 6). This identifies that not all those involved in the built environment sector will find relevance in all three tiers. This is an important consideration alongside the understanding that it was the professional body documentation competencies that were mapped against REGARD competencies, and not the competency of built environment professionals themselves. The results that are derived from this do not suggest that any one profession displays greater competencies than another, simply that in relation to the REGARD competencies, there are different levels of relevance to varying professional roles and different provisions provided by their documentation.

Once the two sets of competencies had been mapped and cross tabulated, we analysed the results in terms of how many of each of the four possible outcomes each REGARD competency received.

We assumed that one incidence of a REGARD competency being identified as 'Key and Covered' (K) within the documentation of a professional role was sufficient to say that is a 'Key and Covered' result for that combination of professional role/REGARD competency. So, for example, for the first REGARD competency; "Causes, contexts, and dynamics of mass displacement" when we examined the "Construction and FM" professional documentation we identified this as being covered by the documentation for "Planning and Organising Work" (the first of the 12 competencies identified for Construction and FM professionals). Therefore, we considered this REGARD competency as being 'Key' to that professional role. This outweighs the consideration of P, R, and N results when we are summarising the classification of the REGARD competency in the profession. Where we identified that the REGARD competency had no 'Key and Covered' results for that professional role documentation we identified the number of 'Key Competencies' that were 'Key and Partially Covered' (P) results and 'Relevant Key but Not Covered' Competencies but 'Not Covered' (R) results. These were also given a percentage score for how often each was represented in the documentation. A REGARD competency was only considered 'Not Key/Not Relevant' (N) if it was not covered and not considered relevant to every part of the documentation covering expected professional competencies (100% 'N' throughout that professional role's documentation).

Annexure B.7 - Policy recommendations for built environment professional bodies

The methodology of developing these policy recommendations can be explained in several stages. Mainly the methodology could be developed into two stages of managing secondary and primary data. This section will be a compilation of the stages of the methodology which in cooperated both secondary and primary data.

Stage 1 – Mapping of secondary data against the REGARD competencies

The initial stage dealt with secondary data where a literature review was conducted to recognize main reasons as to why the built environment professionals should upgrade their professional competencies to address the needs of the host and displaced communities. The review revealed a range of reasons as of why such update is a timely need.

Next, these recognized reasons were mapped against the REGARD competencies developed in the competency framework. The REGARD competencies developed in the competency framework covers three layers of competency with broader foundational competencies relevant to every profession and practitioner interested in displacement. The second and the third layers of the competencies are more specific levels of competencies relevant to built environment professionals and practitioners in the context of mass displacement.

Stage 2 – Evaluation of the outcome of the stage 1 mapping exercise based on the findings of the competence audit

The second stage was dedicated towards validating the outcomes of the mapping exercise of stage one along with the outcomes of the competency audit. The validation process initially evaluated each tiers of REGARD competencies along with the overall possible outcomes of the competency audits.

Eventually, the outcomes of the competency audit were evaluated against the outcome of the mapping exercise of stage 1 to further justify the need of policy upgrade in the field of built environment addressing matters of mass displacement. The findings of this stage have been extensively discussed under the following 'Results' section.

Stage 3 – Developing Policy recommendations based on the results of stage 2

Finally, following the verification of the reasons recognized in the literature review through primary data in stage two, policy recommendations were developed based on the themes recognised in the verification analysis and the outcomes of the competency audit.

Annexure C - Built Environment Professions

United Kingdom		**Sri Lanka**	**Estonia**		**Sweden**	
Category	**Professional**		**Category (subcategory)**	**Professional**	**Category**	**Professional**
Planning	Town Planner	Town Planner	Architecture (Landscape architecture)	Spatial planner	Planning and Design	**The Swedish Migration Agency** Integration officers Integration administrators Integration investigators **The Employment Agency** Employment officers responsible for refugees' establishment programmes **County Boards** (responsible for coordination among municipalities) **The Swedish Government** (deciding on allocation of refugees)
Design	Urban Designer	Urban Designer	Architecture	Architect		
	Architect					
	Landscape Architect		Architecture (Landscape architecture)	Landscape Architect		
			Architecture (Interior architecture)	Interior Architect		
Engineering	Civil Engineer	Civil Engineer	Engineering (construction)	Civil Engineer in Buildings and Structures	Housing	City Planners
	Structural Engineer	Structural Engineer				Environmental Officers
	Building Services Engineer			Water Supply and SewerageEngineer		Landlords and homeowners
				Heating, Ventilation and Air Conditioning Engineer		Asylum-seeker housing facilities personnel and administrators

United Kingdom		**Sri Lanka**	**Estonia**		**Sweden**	
Category	**Professional**		**Category (subcategory)**	**Professional**	**Category**	**Professional**
Surveying	Land Surveyor	Land Surveyor	Geomatics	Land Surveyor	Health	The Regions Boards Local Health Centres
	Quantity Surveyor	Quantity Surveyor	Engineering (construction)	Civil Engineer in Buildings and Structures	Education	SFI (for adults) – Swedish Language Courses for Foreigners Komvux (for adults) – Komvux is the equivalent to a community college Professionals working within the regular school system (for UAMs)
	Building Surveyor			Civil Engineer in Buildings and Structures		
Management	Project Manager		Engineering (construction)	Civil Engineer in Buildings and Structures	Management	Municipalities (e.g. integration coordinators)
	Construction Manager			Civil Engineer in Buildings and Structures		
			General construction	Construction Site Manager		Project Manager
	Facilities Manager		Real Estate Services	Technical Facilities Manager		Facilities Manager

Annexure D - Summary of the Courses Developed Based on the Competency Framework

Course 1 - Introduction to Mass Displacement

Course 1 - Introduction to Mass Displacement - in relation to Foundational Competencies (relating to tier 1 of the Competency Framework)

- Prerequisite courses:
  - None (a relevant level of educational achievement in any field).
- Course objectives:
  - To understand the context of mass displacement.
  - To introduce the terminology, policy and legal frameworks relating to mass displacement.
  - To understanding the roles and interests of different organisations and stakeholders involved in mass displacement.
  - To understand the societal impacts of mass displacement.
  - To introduce best practices in terms of social cohesion and integration.
  - To prepare students for industry- and occupation-specific courses.
- Key learning outcomes:

  Having successfully completed the course, the student is able to:
  - Understand the processes and societal impacts of mass displacement.
  - Appreciate the organisations and stakeholders involved in mass displacement and their various interests.
  - Communicate and discuss the subject of mass displacement with reference to to appropriate terminology and applicable policy and legal frameworks.
  - Understand the issues that face both displaced and host communities and how these can be alleviated.
  - Analyse a mass displacement scenario and anticipate problems / issues and recommend solutions to them.

Course 2 - Mass Displacement and the Built Environment

Course 2 - Mass Displacement and the Built Environment - in relation to Built Environment (Industry-wide) Competencies (relating to tier 2 of the Competency Framework)

- Prerequisite courses:
  - Introduction to Mass Displacement (Course 1)
- Course objectives:
  - To explain how mass displacement impacts the Built Environment.
  - To introduce the terminology, policy and legal frameworks relating to mass displacement with specific reference to the Built Environment.

  - » To convey the importance of (temporary, transitional and permanent) housing and explore challenges and opportunities with respect to housing interventions.
  - » To introduce best practices in relation to Built Environment interventions. (including disaster resilience, environmental susatinability, social cohesion, etc.)
  - » To prepare students for occupation-specific courses.
- Key learning outcomes:

  Having successfully completed the course, the student is able to:
  - » Understand how mass displacement impacts the Built Environment.
  - » Communicate and discuss issues using appropriate terminology relating to mass displacement with specific reference to the Built Environment.
  - » Appreciate the policy and legal frameworks that apply to mass displacement with specific reference to the Built Environment.
  - » Analyse a mass displacement scenario and anticipate Built Environment-related problems / issues and recommend solutions to them.

Course 3 - Planning and Design for Mass Displacement

Course 3 - Planning and Design for Mass Displacement - in relation to Occupational Competencies - Planning and Design (relating to tier 3 of the Competency Framework)

- Prerequisite courses:
  - » Introduction to Mass Displacement (Course 1)
  - » Mass Displacement and the Built Environment (Course 2)
- Course objectives:
  - » To explain how planning and design interventions can mitigate mass displacement impacts the Built Environment and enhance integration and social cohesion.
  - » To introduce the terminology, policy and legal frameworks relating to mass displacement with specific reference to planning and design of the Built Environment.
  - » To introduce best practices in relation to planning and design of the Built Environment interventions (including with respect to disaster resilience, environmental susatinability, social cohesion, etc.)
  - » To prepare students for occupation-specific roles in the context of mass displacement.
- Key learning outcomes:

  Having successfully completed the course, the student is able to:
  - » Understand how planning and design decisions affect mass displacement impacts on the Built Environment and enhance / constrain integration and social cohesion.
  - » Communicate and discuss issues using appropriate terminology relating to mass displacement with specific reference to planning and design of the Built Environment.
  - » Appreciate the policy and legal frameworks that apply to mass displacement with specific reference to planning and design of the Built Environment.
  - » Analyse a mass displacement scenario and anticipate Built Environment-related problems / issues and recommend planning and design solutions to them.

Course 4 - Construction and Facilities Management for Mass Displacement

Course 4 - Construction and Facilities Management for Mass Displacement - in relation to Occupational Competencies - Construction and Facilities Management (relating to tier 3 of the Competency Framework)

- Prerequisite courses:
    - » Introduction to Mass Displacement (Course 1)
    - » Mass Displacement and the Built Environment (Course 2)
- Course objectives:
    - » To explain how construction and facilities management interventions can mitigate mass displacement impacts the Built Environment and enhance integration and social cohesion.
    - » To introduce the terminology, policy and legal frameworks relating to mass displacement with specific reference to construction and facilities management of the Built Environment.
    - » To introduce best practices in relation to construction and facilities management of the Built Environment interventions (including with respect to disaster resilience, environmental sustainability, social cohesion, etc.)
    - » To prepare students for occupation-specific roles in the context of mass displacement.
- Key learning outcomes:

  Having successfully completed the course, the student is able to:
    - » Understand how construction and facilities management decisions and activities affect mass displacement impacts on the Built Environment and enhance / constrain integration and social cohesion.
    - » Communicate and discuss issues using appropriate terminology relating to mass displacement with specific reference to construction and facilities management of the Built Environment.
    - » Appreciate the policy and legal frameworks that apply to mass displacement with specific reference to construction and facilities management of the Built Environment.
    - » Analyse a mass displacement scenario and anticipate Built Environment-related problems / issues and make recommendations to solve or alleviate them in terms of construction and facilities management.
    - » All the above courses and their corresponding teaching materials are available on the KnowledgeHUB platform

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About REGARD

REGARD (REbuildinG AfteR Displacement) is a collaborative research project co-funded by EU Erasmus+ programme. REGARD project launched in September 2018 with an aim to develop competencies in rebuilding communities following a disaster and conflict-induced mass displacements from the perspective of the built environment. The project consortium consists of five international universities in four different countries; University of Huddersfield, UK, Lund University, Sweden, University of Central Lancashire, UK, Tallinn University of Technology, Estonia, and University of Colombo, Sri Lanka.

This report is based on input from the partners of the REGARD project, supported under the EU Strategic Partnerships. REGARD aims to identify mechanisms to mainstream the role of built environment in the context of disaster induced and conflict induced displacement. To achieve the said aim, the project investigates into the need of integrating social cohesion into the process of displacement to enhance the cohesion between the displaced community and host community and the need of enhancing built environment competencies to accommodate the needs of displaced.

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