Habitat Professionals' Vision towards a New Urban Agenda
1. Current urbanization patterns provide steep challenges. The city has lost its human scale, though segregated urban space that too often have been designed with the metrics of the car and not that of the human.

2. Urban sprawl, growing slums and diminishing public space are the main symptoms of unsustainable place-making practices.

3. A transformative vision is highly needed to address social, economical and ecological sustainability. Professionals need to develop a new urban paradigm that will contribute to inclusive, healthy, ecological, resilient, accessible, connected and safe cities.

4. Human settlements professionals need to engage in a dramatic shift that promotes flexible place making and innovative urban planning, multifunctional landscape, incorporating communities, including the urban poor, through multidisciplinary and bottom-up processes.

MAIN ISSUES EMERGING FROM THE SESSION:
5. Given the current rate of urbanization, they need to rethink urban densities, public space, mixed-used development and location of urban services as cities grow.

6. Professionals also need to move towards people-centered design in order to restore the human scale and to create proximity in cities. For that, they need to intensify the dialogue with communities and promote education on urban space.

7. Education of human settlements professionals need a drastic shift to consider their relationship with people and communities.

8. Professionals need to earn the trust of people and other partners of the New Urban Agenda towards Habitat III.

MAIN ISSUES EMERGING FROM THE SESSION:
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• One discipline will not find the answer. Multi-disciplinarity is required
• We need to think beyond sectors and include more economy
• Urbanization is not just an urban issue, we need more than architects to address this.
• Universities are not always able to deliver solutions for pressing urban problems such as the density of slums
• Relevance, respect and trust is needed between universities and partners
• Universities can be more societally relevant, but beware to become mere consultants.
MAIN ISSUES EMERGING FROM THE SESSION:

• Universities are doing relevant work, but are very often approached for facts, not to contribute to bigger issues. The knowledge demand side must see what other roles the Habitat University Network Initiative (UNI) could play

• Many Universities are engaged with cities and their problems, but are not always willing or able to partner with practice as there is a mismatch with current resources and programs

• Universities must seek out how to contribute to the national reports on Habitat III

• The dichotomy between Urban and Rural is still existing in the new Sustainable Development Goals debate
Keynote on the role of Universities in the Urban Development Agenda, by Prof. Michael Cohen, The New School, New York, USA

Main message:
Connect theory and practice; history matters; universities to create new consciousness with students; Much to do to decide on the role of universities for 2016

• Pedagogy: multi-disciplinarity, collaboration, purpose
• Notions of design and social science: designers do not pay enough attention to context, soc sci not practical enough
• Urban 3.0: a different framework for cities; leading role for universities
• Economy: “We have entered the city through the house and the bathroom” not through economy, employment: Brazil as example of new thinking to battle econ crisis
• Evaluation: exercise in citizenship, accountability
• Politics: we are at a hinge moment, readjustments of national and global policies (habitat III, climate change etc.).
Successful collaborative examples between universities and cities

Gender mainstreaming in municipalities,
by Gender Hub – Ana Falu

Objectives: what goes on in the world? what are universities producing? How do they build knowledge from the perspective of gender and every day life? Interested to know how to involve stakeholders. Need to gain experience. Identify active networks.

Challenge: building the new generation of planners; three key points: city and violence, Access to urban assets, Environmental sustainability
Global Urban Lectures,
by Eugene Birch – Habitat UNI
The global urban lectures are a way towards Urban 3.0. Freely accessible Collaboration at a global level through UNI and Global Urban Campaign.

Comments
1. Theme of context and political incidence: community work by students: project network → interaction with the voice of communities: Cohen/ Falu: very interesting; Birch: Penn UNI doing similar. These are necessary
2. Forget what we teach is linked to politics and trust. Those who train help the political class: Cohen: UNI cannot be a consultant, needs an objective view; Falu: municipal contests for winning proposals and actions; Birch: we are responsible to educate the new generation of leaders. need for accessible research for policy makers
3. Role for UNI as anchor institutions: Birch:
4. Cities and economic drivers and UNI helping to foster this. Cohen: UNI is an economic actor, Universities need to take themselves more seriously
Guided Discussion 1

What do local governments require in terms of capacity development, research, skills and general support from academic institutions?

Knowledge “supply” side

- HS: UNI must be more societally relevant, but not become mere consultants. It depends on respect and trust (through relevance.
- JE: strengthen governance through multidisciplinarity ...? Each discipline should understand the problems of the city more. Colombian UNI should become green universities.

Knowledge “demand” side

- CA: High quality curricula needed
- CA: Urbanization is not an urban issue, we need more than architects
- SDI: slum dwellers collect data themselves; universities are needed to analyse data
- SDI: densities of slums do not fit the planning and policy framework

Audience:

- Who in the audience are politicians? Everybody?
- Who here are part of Colombian universities? Very few! It is important for UNI to be connected to practice. Education in Colombia has many shortcomings.
- SS: UNI are relevant, very often approached for facts, not to contribute to bigger issues. Not only what UNI can be, also demand side must see what other roles UNI could play.
Guided Discussion 2

How can universities play a more active role in bridging the gap between academia and practice, thus making full use of knowledge in live projects?

Knowledge “supply” side

- BS: many UNI are engaged with cities and their problems, Not all UNI are willing to partner with practice, but many are. However, Many times the requests to partner do not match with current resources and programs of Uni. UNI seen as an inexpensive consultant. Matching partnerships is difficult.
- HS: dependent on where UNI are. Justification for being in the field.
- JE: micro-meso-macro level roles: micro=citizen needs meso= strengthening decision-makers. Macro level= public policies. Focus on municipalities that lack capacity and do this themselves through action based research

Knowledge “demand” side

- CA: input from academia needed for a rational discussion on what happened since Habitat II. Dichotomy between Urban and Rural is still existing for the new SDG
- SDI: Catch-up game, Societal issues and events over past decade make UNI and NGO’s realize they are running behind need to revise their understanding. Dialogue needed to achieve this
Guided Discussion 2 (continued)

HS: post conflict – UNI are active, as a neutral third party.
BS: Planning schools are usually very small. Therefore priorities must be set. Academics must set the measures, but have difficulty to attach these to success.

SDI: UNI have knowledge although this is not always acknowledged by community/ society. Challenge: are you able to design a slum development? None up to now. Students are not welcome to do fieldwork if they cannot offer solutions

CA: collective system of cities must connect to universities. A universal measurement system is needed.

Audience:
- Cohen: sometimes the university is more conservative than government. Can we move our UNI to be more engaged?
- In remote and civil unrest post conflict region of Colombia, how can UNI engage?
- Urbanization is
- reflect on pride and shoving under the carpet in Colombia: concerns of community and government agenda don’t match.
- Professors create new programs for students. What new programs exist? How can they incorporate or address middle size cities
- We live in a connected world: design 3.0 model to incorporate world wide connected cities.
- What social cultural indicators are we measuring to compare?
Guided Discussion 3

What is needed to utilize the capacity of universities globally to support the education and research needs of SDGs and Habitat III?

*Knowledge “supply” side*

CA: For the SDG National reviews are being written on the success of habitat II. It is often unknown who is writing this. Ask who and how to contribute

*Knowledge “demand” side*

Closing remarks by the Chair

How will the audience take the messages of the session further?

UNI creates a forum for dialogue through the Hubs and it websites
Urban Researchers Roundtable

Urban Equity in a Post-2015 Development Framework
MAIN ISSUES EMERGING FROM THE SESSION:

1. The Problem of Urban Inequality

2. Current and past research: what we have learned

3. How research community can play a stronger role for change and urban equity
The problem: Urban Inequality

- Moved from poverty to inequality as a research focus – which is quite advanced in some countries. But we still haven’t clarified distinction between equity and inequality.
- Recently, there has been a focus on poverty, which was said to confuse and deepen poverty. Instead, we should focus on wealth and wealth creation. In times of crisis, cities can create growth.
- The theme of inequality has broadened research beyond consumption, social issues of health and education to understanding the critical importance of more technical/physical issues of land, transport/mobility, basic services, distribution of infrastructure.
• Research Methodology – we recognize the need for data, and also the importance of combine quantitative and qualitative methodologies, and of longitudinal research.

• We also recognize the critical importance of the role of institutions in defining research agendas because different institutions often have differently ways of looking at reality.

• Tradeoffs between quick, short-term research which there is high demand off and more elaborated, longitudinal research. There is a problem with the limited time we give in the analysis of the results, this reduces the ability of research to influence policies.
• Cities produce wealth but we need to understand how to better spread this throughout the city and the tools that researchers can provide to help this.
• As research becomes longer term, cross-sectional and more complex there are seen to be negative externalities and we have to reflect how these can be reconciled with the needs of policymakers.
• In the dialogue between universities and cities of the south, universities have social value, particularly in contexts where political debates are limited.
• Research can have a role identifying new issues such as violence and the limitations of state housing policy, which can influence the debate and future policy.
How can the research community play a steering role for change to happen?

• Research needs to be used by policy makers and make sure is not coopted by private interests.
• Need data collected to be put out in the public domain.
• Applied research should offer solutions to scaling up good practices.
• We need more data. Post-2015 Development Agenda: Many countries cannot measure at national level, less in local level or measuring inequality and poverty.

  • From measuring poverty to inequalities.
  • Need indicators at city level.
  • Even with data, sometimes equity is not addressed.
  • Careful: with the same data we can say different things.
  • Need to use all qualitative analysis and comparative methodologies.
Special session 8

From Medellin to the Regions of Antioquia
Main issues emerging from the session:

The Development of the regions can’t be achieved without the contribution of their capital cities and benefitting their own development.

An integrated model of territorial management is needed.

The model proposed, takes into consideration the following systems:
• Advanced education system
• Connectivity systems
• Industrial and portal system
• Bio-diversity
• Agro-industry
• Urban-Regional Hub

The basis of development of regions stem from the construction of hope, right from the generation of design spaces for the life of the communities.