

Urban Maestro

New governance strategies
for Urban Design

online

September 2020

Masterclass Report

UN HABITAT
UNITED NATIONS HUMAN SETTLEMENTS PROGRAMME

BOUWMEESTERMAITREARCHITECTE

UCL

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1. INTRODUCTION

The Urban Maestro Masterclass (previously known as the Summer School) aimed to expand and reinforce the project network by explicitly reaching out to young professionals and academics. Originally planned as a physical event to take place during July/August 2020, due to the COVID-19 pandemic and associated restrictions, the summer school was adapted to become an online masterclass. Taking the format of a weekly series of four online workshops held between 15th September and 6th October 2020, the main objective was to engage the participating students, encouraging their interest in urban design governance as a way to build capacity amongst young urban design practitioners.

The masterclass offered an opportunity to invite a critical appraisal of how Urban Maestro communicate our findings, and a chance to review, develop and diversify this. It also provided a reality check on our own presumed and accepted evaluations based on four selected case studies, to learn whether the students arrived at the same conclusions on urban design governance tools, processes and impact as we did.

Masterclass themes and objectives

- expand and reinforce the project network
- engage the participating students, make them more interested in urban design governance
- connect to academia
- further disseminate the findings of the Urban Maestro project and develop ways to introduce what has been learned during the project
- encourage discussion between the different disciplines by forming teams composed of different backgrounds
- receive valuable, peer-reviewed feedback on how to make the findings of Urban Maestro more accessible and understandable
- complement and expand on the output of Urban Maestro by:
 - identifying additional practices
 - better documenting certain cases, practices or learning outcomes by going further and presenting findings through a variety of formats
 - focusing more on informal examples, thereby introducing more informal actors to the discussion and project output
 - emphasising the crosscutting of disciplines
 - strengthening the international aspect of the project and its reach

Masterclass audience and participants

In line with Urban Maestro's focus on crosscutting various disciplines, the masterclass was aimed at postgraduate students and recent graduates in architecture, urban design, environmental studies, political science, public governance, economics, real estate and related disciplines, as well as anyone with an interest in learning more about urban design governance.

Focusing on crosscutting disciplines, students were recruited through a combination of direct communication based on recommendations from the project team, partners and the wider project network, and the publishing of an open call for applications. From 156 applications that were received, 40 students were selected, of which 26 were female and 14 male, giving a F/M gender balance of 65%/35%.



Urban Maestro New governance strategies for Urban Design

Apply now for a chance to join our masterclass!

We are currently inviting applications for the Urban Maestro masterclass, a series of online workshops and seminars that will take place in September/October 2020. The masterclass will conclude with a final presentation in Brussels in early 2021, taking place alongside the Urban Maestro final conference. This will be combined with visits to a selection of architectural and urban projects in and around the city, and the chance to meet with and learn firsthand about the role of the Brussels Bouwmeester Maitre Architecte.*

- join a multidisciplinary group of international students from a variety of backgrounds
- work together with the Urban Maestro team and a range of academics, practitioners and other invited experts
- gain an insight into the range of skills and roles involved in creating good quality urban spaces, and an understanding of the political, social and economic environment in which you will be practising
- examine real-life case studies as a way to explore issues surrounding the topic of urban design governance
- engage with real-world academic research and professional practice
- investigate, debate, critique, persuade and propose
- contribute to our online knowledge base on the Urban Maestro website
- present your findings during the Urban Maestro final conference in early 2021

Organised by:
UN HABITAT
BouwmeesterMaitre Architecte
UCL

The project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101019154.

The masterclass is open to graduate students or recent graduates in the disciplines of architecture, urban design, environmental studies, political science, public governance, economics, real estate and related disciplines, as well as anyone with an interest in learning more about urban design governance. Participation is free.**

Applications should be emailed to Colm mac Aoidh, cmacaoidh@perspective.brussels. Please include a brief CV and a short text outlining your background and your motivation for joining the masterclass.

The deadline for receipt of applications is Friday 7th August 2020.

*Due to the ongoing uncertainty around COVID-19, this component will be confirmed closer to the time.
**Participants will need to organise and pay for their own travel to and accommodation in Brussels for the final conference.

www.urbanmaestro.org

The open call for applications that was published on the Urban Maestro website and advertised across social media

One of the advantages of moving the masterclass online was that it allowed students from all over the world to join, something that would not have been possible with a physical event. To take advantage of this greater potential geographical reach, 20 of the selected students were based in Europe, while the other 20 were from further afield, including North and South America, Africa, the Middle East, Asia, Russia and Australia (a full list of the various participating nationalities can be found in Annex 1 at the end of this document).

Students were selected on a number of criteria, including academic qualifications, relevant experience, extracurricular achievements and motivation based on their letter of application. In order to ensure an evenly mixed multidisciplinary cohort, the applicants were divided into four broad disciplinary groups:

- Design/Architecture/Urbanism/Planning
- Development/Real Estate/Finance/Economics
- Governance/Administration/Social Science/Politics
- Environment/Habitat/Sustainability/Geography

The 40 places were then equally divided between these disciplines, with 10 places given to the highest-placed students in each of the 4 disciplinary groups. Certain applicants possessed experience and attributes that placed them in multiple groups, in which case they were assigned to the group for which they were deemed most suitable.

Selection of masterclass tutors

The tutors were selected through directly contacting academics and practitioners with experience in urban design/urban design governance and inviting them to apply for the 8 positions available. A total of 53 potential tutors were contacted, before the final 8 were selected based on their teaching experience, knowledge of the masterclass topics, motivation and availability. To ensure fair representation and gender balance, 4 of the selected tutors were female, and 4 male. The selected tutors were:

David Bauer (DE) is a practicing architect based in Berlin. He is research and teaching associate at Habitat Unit / TU Berlin with a focus on Urban Design and Urban Development, and is currently involved in the organization of BB2040.de, a platform programme speculating about infrastructural transformation in Berlin-Brandenburg up to the year 2040. Together with Martin Pohl he co-founded the office Bauer+Pohl / Projekte International. Together with Sebastian Weindauer he co-founded the No-Image Summer School Program. David currently pursues his

PhD on Nuclear Urbanism and the “Atomic Projects” in former East Germany at the Chair for Urban Design / TU Berlin.

Jana Čulek (HR) is an architect, urban planner and researcher based in the Netherlands. She is the founder of Studio Fabula, a Delft based office for architecture and urban design. Graduating from the Faculty of Architecture in Zagreb (Croatia) she continued her studies with a postgraduate master program at the Berlage Center for Advanced Studies in Architecture and Urban Design in Delft. She gained professional experience working at the Urban Planning Institute of Croatia and for the Dutch architecture office KAAN Architecten. Parallel to working in practice, she has remained an active participant in the academic sphere through her contacts with both the Berlage and the Faculty of Architecture in Zagreb where she participated in the yearly lecture series “Architects on the Architectural Drawing”. Since 2018 Jana has been an active member of the Chair of Methods and Analysis at the TU Delft Faculty of Architecture and the Built Environment, where she is working on her PhD dissertation. Her work has been published and presented through various platforms including the London Festival of Architecture 2020 Symposium, the Drawing Futures (UCL Press, 2016) book and conference and the Archifutures Vol.3-The Site (DPR Barcelona, 2017) publication.

Una Daly (IE) is an RIBA/ RIAI qualified Architect working in practice, research, education and design advisory roles, active across Cork, London and Berlin. Committed to the exploration of composition at detailed and urban scales, Una is currently based in Berlin with a practice dedicated to design and research projects. Teaching in University College Cork, CCAE in the Undergraduate design studio, Una is also a regular critic for their Masters course, having previously taught on the undergraduate course at MMU Manchester School of Architecture in the UK. Una is an External Examiner for University of Westminster’s Professional Practice Diploma and has been an invited critic at London Metropolitan, Kingston and Greenwich Universities. Una is a member of the DSE Design Review Panel in London, regularly reviewing projects of significance during the pre-application process. The Panel actively engage with local Councils to collaborate and advise on strategic solutions for urban design and development within their local contexts in addition to reviewing individual projects. Prior to setting up independently, Una was an Associate Director with Allies and Morrison in London, where her work centred around the Education, Cultural, Urban and Public Realm sectors.

Anna Koskinen (FI) is an architect and a researcher interested in urban phenomena and user-driven, holistic design processes. As a designer, she has gained experience mainly in urban planning and conceptual housing design. She is currently project researcher in urban planning and housing related projects in the Department of Architecture at Tampere University, having previously worked as project architect with MUUAN Oy in Helsinki on architectural projects, strategic land

use planning, concept design and area branding. Anna completed an internship with the West Harbour Team in the City Planning Department of Helsinki, preparing and designing the masterplan of Hernesaari, a mixed housing district by the seaside of Helsinki, and has also worked for Luiz Volpato Arquitetura, Curitiba, Brasilia. Her research interests include urban culture and feminist (urban) design.

Pablo Sendra (ES) is a lecturer in Planning and Urban Design at The Bartlett School of Planning, UCL. He combines his academic career with professional practice in urban design. He is co-founder of the urban design practice Lugadero, which works on co-design processes both in the UK and Spain. He is also co-founder of Civicwise, a network that works on civic engagement and collaborative urbanism. At UCL, he is the Director of the MSc in Urban Design and City Planning programme, the coordinator of the Civic Design CPD Course and the Deputy Leader of the Urban Design Research Group. He is co-author of *Designing Disorder: Experiments and Disruptions in the City* (Verso, 2020), *Community-Led Regeneration: A Toolkit for Residents and Planners* (UCL Press, 2020) and co-editor of *Civic Practices* (2017).

Guillaume Sokal (BE) is a project manager at the Brussels-Capital Region Housing Corporation, SLRB. In his function, his goal is to ensure the realisation of quality public housing projects on the territory of the Brussels Region. He is in charge of coordinating the "Petite Île / Citygate II" development, a project to build 400 housing units, 15,000 m² of economic activities and a school for 1,200 pupils in the Anderlecht area. A graduate in civil engineering and architecture from UCLouvain in 2009, he joined the SLRB in 2014, where he has been especially involved in improving project design processes. The aim is to promote architectural quality, urban integration and the sustainability of new constructions. Alongside his official duties, Guillaume retains a commitment to architectural practice oriented towards the same areas of interest.

Sandra van Assen (NL) is an urban planner and architect. She graduated in 1999 at the TU Delft - Faculty of Architecture and studied landscape architecture at the Royal Danish Academy of Fine Arts in Copenhagen. In 2007 she specialized and received her grade in urban planning. With a team of researchers and designers she won the Harry de Vroome Price for the research 'Old villages, new perspectives'. In 2007 she established her own office, Sandra van Assen Urbanism, with a focus on spatial quality, sustainability and healthy urbanism. These themes have since been primary motives in her work as provincial and municipal urban planner, as lecturer and researcher, both in the Research Group Future Urban Regions and at the TU Delft, where she started her PhD in 2017. Her PhD research focusses on the influence of q-teams on planning and design.

Paul van der Kuil (NL) teaches interdisciplinary urban development projects and real estate finance and management at the Department of Urban Development of Campus El Gouna, Technische Universität Berlin. After his graduation in architecture at Delft University of Technology in 2001 he started a career in real estate development and investment management. In various positions Paul was responsible for the development and management of international, mainly residential, real estate portfolios. During his professional career, he gained extensive experience in real estate development, asset and portfolio management, project and change management. In 2010, Paul finished the Master of Science program in Real Estate Management at the Technische Universität Berlin. In 2016, he joined Technische Universität Berlin as research associate and started his PhD research project on the relation between real estate and quality of the built environment. He joined the Department of Urban Development as a fulltime research associate in September 2017. Next to the Department of Urban Development, Paul also teaches at the Institute of Architecture and Master of Science Programme in Real Estate Management of Technische Universität Berlin.

Candidates who were unavailable to take part as tutors were invited to join the masterclass in a more limited capacity as expert practitioners, either to engage with the students during the mid-term review and offer feedback and advice that would help direct the student's final output, or as members of the final jury to watch the students' presentations, offer constructive criticism and provide some final thoughts.

Invited experts

A core aim of the masterclass was to give the students the opportunity to work not only with practitioners and experts from the field of urban design governance, but also a full range of stakeholders involved in the process of creating good quality urban spaces. External experts were, therefore, invited to reflect a range of backgrounds, fields and disciplines, including but not limited to:

- Local authority/Governance/Administration
- Design/Architecture/Urbanism/Planning
- Development/Real Estate/Finance/Economics
- Environment/Habitat/Sustainability/Geography
- Academia
- Civil society

Taking advantage of the many connections already formed through the network and support actions of Urban Maestro, a first step was to reach out to project partners, colleagues from other Horizon2020 projects, and participants of previous Urban Maestro workshops and events.

Potential experts were also contacted on the recommendation of the project team, project partners, and stakeholders involved in the chosen case study projects. Others were contacted based on research carried out by the project team.

Each of these invited experts and stakeholders performed one of three main roles: during the case study clinic in Session 2, they presented the case study projects to the students, and then answered questions and provided further information during the immediate Q&A session that followed. For the mid-term review in Session 3, they provided feedback and comments on the students' presentations based on their area of expertise and experience, and offered suggestions to the students on how they could develop their proposals. Finally, during the students' final presentations in Session 4, they offered feedback and reflections on all of the presentations, before leading a wider audience debate that discussed the findings of the masterclass in the context of the wider topic of urban design governance.

In total, 32 external experts participated over the course of the masterclass, 16 during Session 2, 11 during Session 3, and 5 during Session 4. Of these participants, 13 were female and 19 male, which represents a F/M gender balance of 41%/59% (full participant details can be found in Annex 1 at the end of this document).

2. MASTERCLASS PROGRAMME AND METHODOLOGIES INVOLVED

The programme of the masterclass was active and participatory in nature: the students worked directly with a range of academics, practitioners and other invited experts, examining real-life case studies from across Europe as a way to explore issues surrounding the topic of urban governance.

Over the course of the four sessions, the participants had the chance to engage with real-life stakeholders, allowing them to gain an insight into the range of skills and roles involved in creating good quality urban spaces, and a better understanding of the political, social and economic environment in which they will be practising.

Masterclass programme agenda

- | | |
|---|---|
| - Tuesday 15 th September 2020 | Session 1: Introduction to Urban Maestro |
| - Tuesday 22 nd September 2020 | Session 2: Case study clinic |
| - Tuesday 29 th September 2020 | Session 3: Mid-term review |
| - Tuesday 6 th October 2020 | Session 4: Lessons learned |

Case studies analysed

The case studies analysed during the masterclass are summarised below:

- **Co-City Torino (IT)** - The Co-city project explored new approaches to the economic crisis and the reduction of public funds through the shared management of “urban commons”, undertaken by public administration and active citizens. Through this project, the City Council of Turin was able to support new forms of citizen participation aimed at the regeneration of deprived neighbourhoods through their collaborative management. This was made possible through the establishment of pacts of collaboration between the city’s inhabitants and the city administration. This project started in 2017 and concluded in 2020.

<https://urbanmaestro.org/example/co-city-torino/>

- **IBA Thüringen (DE)** - Originally, International Building Exhibitions (IBAs) were conceived as a way of showcasing architectural achievements. Its fundamental character changed over time, shifting towards the promotion of integrated approaches to urban development. IBAs are area-specific, time-limited programs, usually taking place over a period of 7 to 10 years. The International Building

Exhibition (IBA) in Thüringen aims to be an agent of change, fostering partners willing to explore new directions and supporting those implementing model projects. It also initiates projects in its own right. Its intention is to serve as a platform for experimental approaches to design and thinking. The findings and results of the IBA aim to inform the everyday actions and activities of politics, administration, society and commerce, bringing about change that continues beyond the end of the IBA. <https://urbanmaestro.org/example/international-building-exhibition-iba/>

- **Petite Île / CityGate II (BE)** - This project is the result of a public partnership between the SLRB and citydev.brussels, two public organisations who each owned adjoining plots of land both located within the Brussels Canal Plan and PPAS Biestebroeck development zones. This offered a unique opportunity for collaboration between public actors to develop an ambitious project within the framework of the requirements of the Urban Enterprise Zone (ZEMU) and the challenges of the Canal Plan with the support of the Bouwmeester Master Architect. Petite Île / CityGate II provides for the construction of approximately 400 housing units (277 social housing units, 120 subsidised housing units), a school with active pedagogy for 1,250 students, and approximately 15,000 m² of space for economic activities. The project also meets the sustainable neighbourhood benchmark, which sets high ambitions with regard to resource management and community participation. Related practice: <https://urbanmaestro.org/example/bma/>

- **Room for the River (NL)** – ‘The Room for the River’ programme encompasses four rivers: the Rhine, the Meuse, the Waal, and the IJssel. At more than 30 locations, it aims to give the river space to flood safely. Moreover, it takes all the necessary measures to design it in such a way that it improves the quality of the immediate surroundings. ‘Room for the River’ plays an important role in a transition to integrated river basin management in the Netherlands through practical implementation of the strategic policy vision for integrated water management. A total of 19 partners - the provinces, municipalities, regional water authorities and Rijkswaterstaat cooperated in the implementation of the ‘Room for the River’ programme. The Minister of Infrastructure and Water Management was responsible for the overall programme and for the establishment of a Quality Team, immediately at the start of the detailed planning in 2006. Related practice: <https://urbanmaestro.org/example/q-teams/>

Co-City Torino, Italy

Group tutor: Pablo Sendra
 Students: Nazaket Azimli
 Alice Devenyns
 Diogo Mello Jeremias
 Emilia Puotinen
 Robert Richardson

Paul van der Kuil
 Ximena De La Guardia
 Arturo Paredes-Rodriguez
 Jiwon Park
 Alexia Sawyer
 Eugénie Tenezakis

Petite Île / CityGate II, Belgium

Group tutor: Anna Koskinen
 Students: Becki Cox
 Rosa Danenberg
 Tino Imsirovic
 Ksenia Krasnitskaja
 Mathew Page

Guillaume Sokal
 Yusuf Abushamaa
 Hannah Grijs
 Arushi Malhotra
 Alexia O'Brien
 Paul Strobel

IBA Thüringen, Germany

Group tutor: Una Daly
 Students: Melissa Fundira
 Elena Petsani
 Mauricio Suarez
 Simon Warne
 Nadja Zherebina

Jana Čulek
 Renata Machado
 Tim Rodber
 María Ruiz de Gopegui
 Ekaterina Solovova
 Sabah Usmani

Room for the River, the Netherlands

Group tutor: Sandra van Assen
 Students: Naglaa Abbas
 Naveen Isarapu
 Javier Luengo Oroz
 Rosa Pintos Hanhausen
 Natasha Rassi

David Bauer
 Hala Aburas
 Ramsés Grande Fraile
 Piotr Kruk
 Erisa Nesimi
 Johanna Westermann

Organised by:



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Case study group information, showing the allocation of students and tutors

Case study groups

Connecting and mixing disciplines and backgrounds was seen as a key ingredient for a higher quality return output during the masterclass. In order to encourage discussion between the different disciplines, 8 teams were formed of 5 students from a mix of backgrounds, with every team incorporating at least one student from each of the four different broad disciplinary groups previously outlined (see 1.2.1. Selection of masterclass students). Each of these teams was guided by one of the 8 tutors.

During Assignments 2 and 3, two of these multidisciplinary groups of 5 students and 1 tutor were assigned to investigate each of the 4 chosen case study projects. For the final assignment, Assignment 4, the two groups who had working on the same case study were combined into one larger group, creating 4 case study groups of 10 students and 2 tutors

Role of the tutors

- each responsible for one of the 8 groups of 5 students
- guided the students in their work, explained clearly what they are supposed to do
- moderated the discussions within each student group
- monitored the group's output, provided feedback on the development of the students' work
- offered suggestions to help direct the students: references, approaches, tools, formats
- provided a direct point of contact between the students and the masterclass

Tutors were asked to remain contactable between sessions, via email or WhatsApp or similar, to answer any queries that their students might have. As well as guiding their groups throughout the 4 sessions, each tutor was expected to organise at least one additional online group meeting with their team between each sessions, to ensure that any questions the students might have were answered and to check on the progress of the homework assignments.

Tutors were free to organise this as they wished, according to their schedule and in consultation with their student group. Tutors were also requested to keep the Urban Maestro team informed of when they planned to meet, and informed that UM could provide an online space in which to meet should it be required.

Group work format

While the masterclass sessions themselves were held online using the Zoom platform, the application Miro was used as the platform for all group work. An online collaborative whiteboard platform, Miro allows teams working remotely to simultaneously develop ideas, content, and presentations on a shared canvas, offering great variety in terms of functionality with an intuitive and easy to use graphic interface. Each team had their own separate Miro account, which all team members could edit. Miro served as the platform for both the development of ideas and the presentation of the students' work. Both the students and tutors were provided with tutorials prior to the start of the masterclass to help familiarise themselves with the platform and have a good basic understanding of how it works.

A shared online Google Drive resource was also set up, in order to easily share the assignment briefs and related information with the students and tutors, as well as provide a platform for the uploading of submissions. All students, tutors and Urban Maestro team members were invited to join this shared folder.

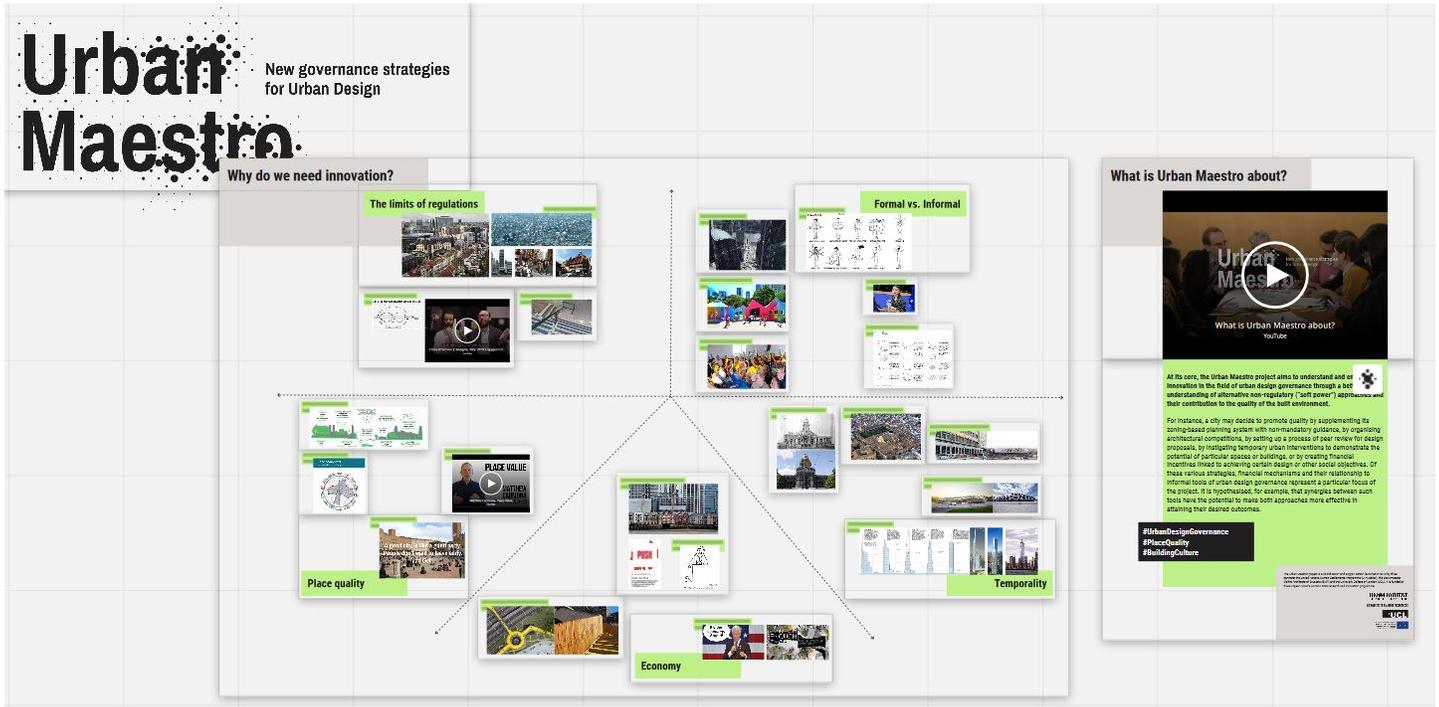
Adaptability and continual development

Since the format of the masterclass was new and innovative but therefore also untested, a certain degree of flexibility was envisioned regarding the course structure, content and expected output, with an in-built ability to adjust these as the course progressed in order to adapt to developments during and after each live session. For example, there was an option to adjust the timetable and programme of the following week's session based on the experience of the preceding session.

Input, feedback and suggestions from all participants were welcomed and indeed encouraged throughout the duration of masterclass, with opportunities organised specifically to enable this. This exchange and active participation had a direct influence upon the development of the final assignment.

3. SESSION 1: INTRODUCTION TO URBAN MAESTRO / TUESDAY 15TH SEPTEMBER 2020

The session started with Urban Maestro team members presenting an [Introduction to Urban Maestro](#):



Excerpt from "Introduction to Urban Maestro"

This was immediately followed by a feedback moment, when students were invited to ask any immediate questions:

- Within the scope of the project, is there an intention to launch an outreach campaign aimed to show these innovative models specifically to the general public (not just experts) & promote engagement?
- Could we as PhD students or those affiliated to universities contribute somehow to the academic output?
- Is there anything related to developing countries and solutions to develop them in our program?
- Aside from investigating projects and case studies that have already taken place do you plan to engage and participate (or have you engaged already) actively in projects?

- Do you know of any interesting examples where the knowledge/learning generated by UM has been put into practice? Or if this is a longer term goal, what kind of impact have you noticed so far?
- The transferability/generalizability of best practices and case studies is very dependent on national context and legal/political landscapes. How do you mitigate this?
- Will we discuss smart (city) governance?
- For us (from the NL) UM forms a platform internationally, that wasn't there before. Is it possible, that this platform would continue?
- You talked about the limits of regulations in urban design governance. Do you think Urban Maestro project has been affected or limited by any regulations?
- How is Urban Maestro adapting or including the COVID-19 pandemic and the economic crisis resulted from it?
- Could the platform somehow be linked later to proposed live projects, as an active actor in maybe EU funded projects?
- Would a result be also a learning module on "good governance" of urban development for city planning offices?
- What do you aim to do with Urban Maestro once the project is 'finished'?
- When do you consider it to be 'finished' (apart from project deadline dates)? When do you consider the aims of the project to be accomplished? How will you disseminate the lessons learned?

How would you define good urban design governance?

- Something that responds to and reflects the local population and its current and future needs
- For me it is about a good balance of work-life balance. How a place can be designed to offer amenities, short time in dislocation to work, local sustainable development and urban governance tools to provide ways to build all that
- Democratic development, care and conditions for the quality of the integrative design, creation and use of space.
- Consideration and incorporation of the different powers at play (time, space, usage, people)
- Combination of Experts interpretation and Users/ Inhabitants interpretation of good governance. We currently tend to bias to the expert interpretation of only.
- Transparent, understandable for all stakeholders
- Successful dialogue between the different stakeholders involved in the processes that transform the urban environment.

- One that is citizen-centred. Citizens will be the end-users and like in any other product/service their view should be the first thing to take into account
- Collaborative planning practices. The balance between top-down and bottom-up governance practices. Soft tools that motivate citizens to participate in decision-making processes. The local authorities and the urban planners/ designer to be facilitators of urban change.
- One that incorporates and enhances those voices that are normally unheard or excluded. Also one that does not impose fixed rules, but allows unexpected outcomes, spontaneity, informality and unpredictable social interaction.

How would you define good urban design governance?

The screenshot displays several text boxes containing responses to the question. The responses are as follows:

- Good steps make the system works good in any organisation.
- The transferability/generalizability of the best practices in urban governance between different countries/cities depends on the processes and legal/political systems of those country contexts. How do you mitigate this challenge?
- For us (from the NL) UM forms a platform internationally, that wasn't there before. Is it thinkable, that this platform would continue?
- Collaborative planning practices
The balance between top-down and bottom-up governance practices
Soft tools that motivate citizens to participate in decision-making processes
The local authorities and the urban planners/ designer to be facilitators of urban change.
- transparent, understandable for all stakeholders
- One that incorporates and enhances those voices that are normally unheard or excluded. Also one that does not impose fixed rules, but allows unexpected outcomes, spontaneity, informality and unpredictable social interaction. For doing so, it is important to look at which are the existing networks, informal groups and communities in order to incorporate them in the governance structure. Municipalities should enable and support processes that come from the bottom up, as well and encourage them.
- One that is citizen-centered. Citizens will be the end-users and like in any other product/service their view should be the first thing to take into account
- Something that responds to and reflects the local population and its current and future needs



Screenshot from AHA Slides interactive survey

Do you still think that your suggested case study fits within the UM framework?

Why?

- Yes, I believe it helps to change the idea of temporality and can be used as a tool to create new urban government policies
- No, it's innovative but not soft power
- Yes, because this inclusive urban planning:
 - seeks to respond to ecological, social and economic challenges
 - Introduces new agents
 - is an informal tool
- Yes - the success of the urban design/development strategy largely depended on the coalition of stakeholders involved. The soft powers used would be interesting to study deeper.
-

Yes. The case study of Co- City uses soft tools and tries to integrate them into the local governance processes, in order to formalize them (see Collaboration pacts)

- I think so. Although the pandemic create new conditions - it is more like a prompt experimentation situation
- Yes, partly - it is heavily reliant on the local political context, but can foster a collaborative and inclusive urban development climate
- Yes, as a discretionary design review panel it operates mainly through soft power rather than 'hard' regulation.
- Yes - it takes into account a lot relevant of stakeholders and it can become a good practice example for further sustainable transport planning
- Yes, as it tackles questions of multi actor coalitions and informal tools of planning practice!
- Yes - where hard and soft power meets / where top down and bottom up approaches can strengthen one other

Do you still think that your suggested case study fits within the UM framework? Why?

Yes - soft power methods and tools	Yes, but it's still an ongoing project so too early stage	Yes, in that soft power (public pressure through media, protest and public consultations) led the municipal government to utilize a new governance tool to create social housing.
Yes. It is a soft power strategy to include a portion of the population that is usually neglected in the design process.	Yes, could also be replicated on a larger scale	
yes	Yes	yes
yes, as it tackles questions of multi actor coalitions and informal tools of planning practice!	Yes I think it does, although maybe not as straightforward as some of the other tools.	Yes - where hard and soft power meets / where top down and bottom up approaches can strengthen one other
Yes - it takes into account a lot relevant of stakeholders and it can become a good	Yes	Yes. Informal tool, and fostering collaboration in an inclusive way.



Screenshot from AHA Slides interactive survey

Introduction to Assignment 2, the film *WTC A Love Story*

Following a discussion based on the students' responses to the learning module, Kristiaan Borret, the Bouwmeester maître architecte of the Brussels Capital Region, gave an introduction to the Northern Quarter. This Brussels neighbourhood is currently undergoing an urban transformation, the centrepiece of which is the renovation of the former World Trade Centre. The behind-the-scenes story of this renovation is featured in the docu-fiction film [WTC A Love Story](#) by Wouter De Raeve and Lietje Bauwens, which formed the basis for the students' second assignment. Kristiaan outlined the informal processes of power play, soft power and mutual influence depicted in the film and gave an idea of the urban and spatial context in which the renovation is taking place, after which the trailer for the film was screened.

They were expected to watch this film online at their convenience before the following session, as an engaging and informative way of introducing them to the complex variety of stakeholders and opinions involved in an urban development project, and to prepare them for the interaction with the real-life stakeholders in Session 2.



Still from the trailer for "WTC A Love Story"

4. SESSION 2: CASE STUDY CLINIC 1 / TUESDAY 22ND SEPTEMBER 2020

The second session began with a short recap on the film *WTC A Love Story*, on which the previous homework assignment was based. Kristiaan Borret introduced the two directors of the film, Lietje Bauwens and Wouter De Raeve, who joined the session for a discussion on the film and the topics explored therein. The range of different actors, stakeholders and the multidisciplinary nature of urban development.

One of the questions that came up several times in the students' submitted assignments was who the intended audience of the film was. Lietje Bauwens and Wouter De Raeve, the film directors, revealed that they had no specific audience in mind, as making a film was not their plan in the first place. Rather, it was seen as a methodology to contribute to the general debate on, and as an architectural tool to influence the development of, the neighbourhood around the Brussels-North station. Their aim was to give an insight into how the decision-making on the project works. Throughout the film-making process, peers, people from the cultural sector, and decision-makers in urban development processes became the main audience.

A further question was raised on whether and what kind of an effect the film had on the development process and decision-makers in it. Wouter De Raeve explained that *Leefmilieu Brussel/Bruxelles Environnement* (the public administrative department for the environment and energy of the city of Brussels) contacted the directors saying they were not aware of the "ecosystem" and dynamics that were taking place in and around the buildings. They further pledged to provide the opportunity to the people in the neighbourhood to participate in the decision-making on the area. Thus, the film seems to have raised awareness among the local authorities and helped the administration to engage the neighbourhood in decision-making processes. Lietje Bauwens added that by engaging the projects' main actors in the film-making, such as the private owner of the buildings, politicians and designers, the directors succeeded in confronting them with a critical picture of the reality generated in the film.

Kristiaan Borret, as one of the major actors in the development process, highlighted during the discussion that the film is fiction and a critical reincarnation of what had taken place, not a documentary, even though it resembles one. He explained that through the filmmaking process, he had learned a lot about his role and the power play between decision-makers and the ones being excluded from these processes. This has led to more transparency and openness towards the public in the processes of Brussels bouwmeester maître architecte.

One of the students wanted to know if the film project *WTC A Love Story* will be continued, as it seems to be a work in progress. Moreover, it was asked what the initial intentions behind the filmmaking were. The directors aimed to capture interactions between the different actors in the process. Another objective was to bring the area's spatial quality in the spotlight, and the question of how to develop the area in a way that respects the spatial and social reality of the neighbourhood. This was done by giving people in the neighbourhood a stage to reflect as much as possible the actual reality. Lietje Bauwens further added that describing the project in spatial terms would have flattened the complexity of the actual situation.

In response to the points raised about fiction, Wouter De Raeve emphasised that the element played an important role in the filmmaking. The overall aim was to produce a generic feeling and image of the process through the learnings and experiences provided by the actors – an understanding that people in other cities could project to their own spatial and social reality. In this way, the particular setting could be opened. Lietje Bauwens added that there would be a second part to the film, in form of a series.



Screenshot from the discussion with the directors of the docufiction film *WTC A Love Story*

Kristiaan Borret also responded to the discussion on fiction and highlighted that because the film is fiction, one can easily transfer a message, emphasise some of the aspects of the power play, and enable a critical lens onto the project. Wouter De Raeve agreed that fiction was deliberately used to highlight certain power relations and interactions, simultaneously making it less antagonistic and helping to work on topics that are not easy to talk about.

One of the tutors, Paul van der Kuil, added that the real value of the film is in the abstraction of the actors, and in the fact that they, without fully grasping the project, emphasise and interpret the stakes that different stakeholders represent. Here David

Bauer, another tutor, continued that the film-making serves as a tool that helps in shaping architecture by reflecting on the process itself, adding that the project contains much more than the short movie shows.

Wouter De Raeve agreed that fiction makes it possible to critically deal with one's intentions and ambitions. Lietje Bauwens continued that making a film helped the main actors in the project to reflect upon and project their ideas through the character in the film. The film format also helped to gain media attention for the development and provided a low threshold access to the broader public, enabling them to more easily grasp the project.

Case study presentations

In order to give a rounded and in-depth view of the projects to be investigated, each case study was presented by a panel of stakeholders and partners who were directly involved in the project, incorporating at least one representative from each of the spheres of:

- local authority/governance
- design/architecture/urbanism
- financing/real estate/development

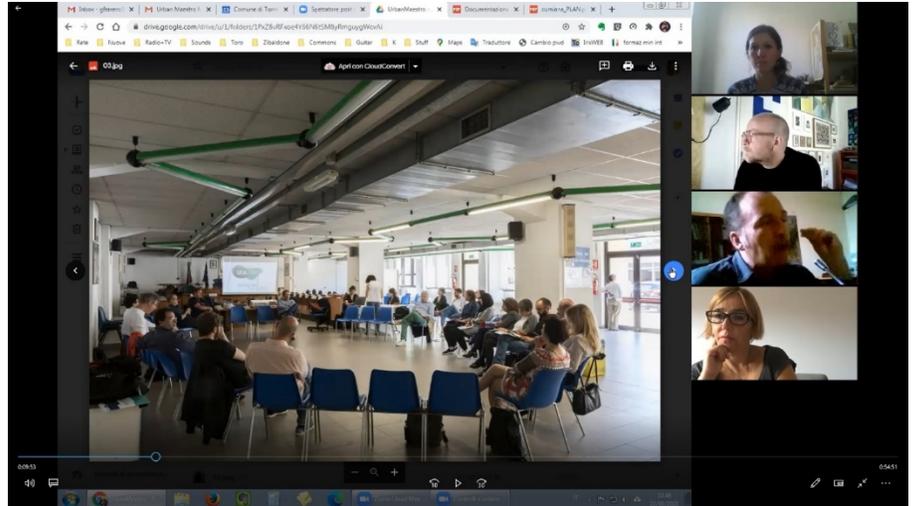
The presentations took place in separate break-out groups, one per case study. The Urban Maestro team member acting as support for each project introduced the speakers and moderated and timed the presentations and subsequent discussion.

Co-City Torino (IT)

Group tutors: Pablo Sendra & Paul van der Kuil / Moderator: Cecilia Bertozzi, UN Habitat

- [Giovanni Ferrero \(IT\)](#) – Comune di Torino, Project Director, Co-City Torino
- [Loredana Di Nunzio \(IT\)](#) – Comune di Torino, Architect following the technical aspects related to CUMIANA15 (the Co-City Torino initiative presented)
- [Riccardo Galetto \(IT\)](#) – Member of Ideificio Torinese, an active citizens' association and one of the central proponents of CUMIANA15

Giovanni Ferrero opened by giving an overview of the Co-City project, its aims, partnerships and achievements, before looking in more detail at the specific area of the CUMIANA 15 pact of collaboration. Loredana Di Nunzio then provided more detail on the technical aspects of the project, while Riccardo Galetto gave a user's perspective from the viewpoint of civil society. All three then engaged in the Q&A discussion with the students and tutors.



Screenshot from the Co-City Torino case study presentation

IBA Thüringen (DE)

Group tutors: Una Daly & Jana Čulek / Moderator: João Bento, UCL Bartlett

- Jan Schultheiß (DE) – Federal Ministry of the Interior, Building and Community (BMI) in Germany, co-author of expert paper on IBA
- Dr Bertram Schiffers (DE) – IBA Thüringen Project Manager

Jan Schultheiß presented a theoretical introduction from a federal perspective, giving an insight into the main characteristics of IBA as an instrument of urban and regional development, and a brief look into the history and evolution of IBA, leading up to the current activities of the initiative. Bertram Schiffers then reported on the practical experience of IBA Thüringen, outlining some concrete examples of projects that have been or are currently being undertaken as part of the initiative, before both took part in the Q&A discussion.



Screenshot from the IBA Thüringen case study presentation

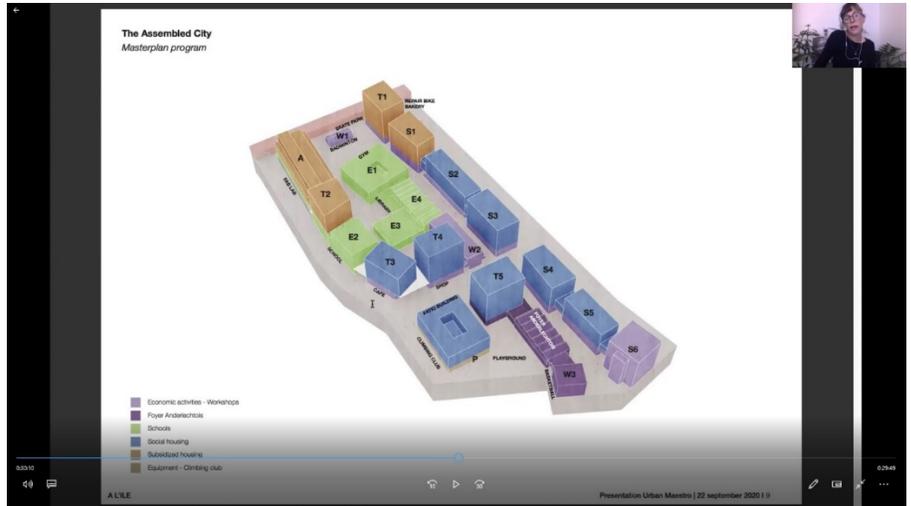
Petite Île / CityGate II (BE)

Group tutors: Anna Koskinen & Guillaume Sokal / Moderator: Frederik Serroen,
Team BMA

- [Julie Collet \(BE\)](#) – Team bouwmeester maître architecte, responsible for Research by Design before the initial project competition
- [Séverine Hermand \(BE\)](#) – BUUR, member of the Sustainable Neighbourhoods Facilitation team for the Brussels Environment Agency
- [Yannick Dal \(BE\)](#) – Brussels-Capital Region Housing Corporation (SLRB) Development Department, project client
- [Aurélie Hachez \(BE\)](#) – AHA, Project Architect
- [Elseline Bazin \(FR\)](#) – Elseline Bazin Architecte, Project Architect
- [Elke Schoonen \(NL\)](#) –NoA architecten, Project Architect

Julie Collet opened with a 10-minute presentation focusing on the background to the project from a governance point of view, mentioning ZEMU, the Canal Plan, research by design and the pre-existing heritage aspects of the site and how they were proven to have value. This was followed by a presentation from Séverine Hermand on aspects of the regulatory context, including Be Sustainable and the impact of the “Facilitator Sustainable Neighbourhood” team on the project, and a short presentation from Yannick Dal on the history of the project and the stakeholders involved. An outline of how the project responds to all of this was presented by the representatives of the design team, Aurélie Hachez, Elseline Bazin and Elke Schoonen, who elaborated on the project in more detail. All stakeholders

then took part in the Q&A discussion to answer questions from the students and tutors.



Screenshot from the Petite Île / CityGate II case study presentation

Room for the River (NL)

Group tutors: Sandra van Assen & David Bauer / Moderator: Matthew Carmona, UCL Bartlett

- [Hans Brouwer \(NL\)](#) – Rijkswaterstaat (Dutch Ministry of Infrastructure and Water Management), Room for the River Programme Manager
- [Pieter Schengenga \(NL\)](#) – Senior Landscape Architect and Director at H+N+S Landscape Architects, involved in the design and implementation of numerous Room for the River projects
- [Mathieu Schouten \(NL\)](#) – City of Nijmegen Senior Landscape Architect, involved in the development, implementation and follow-up of the Room for the River projects in the Nijmegen area

Pieter Schengenga opened with a 15-minute presentation that provided some background on the Dutch river system and its challenges, introducing the Room for the River plan on national scale level and then some local projects including Nijmegen i-Lent and Reevediep (the Kampen river bypass). Mathieu Schouten then gave a presentation on Room for the River projects in Nijmegen, explaining how the infrastructure became part of the city, with a Riverpark reconnecting the citizens to the water. He also outlined longer term plans for an integrated approach to flood resilience, urban development and nature. Hans Brouwer did not make a presentation but took an active role in the subsequent Q&A discussion answering questions from the students, in particular on the governance aspects of the project.



Screenshot from the Room for the River case study presentation

After the case study presentations and subsequent Q&A session with the stakeholders involved, the students worked together with their tutors in their groups to identify and present what they believed were the 5 major positive, innovative or successful approaches/outcomes of their assigned case study, along with 5 major frictions or less successful approaches/outcomes, providing evidence to support this analysis. This critical reflection was developed on each individual group's work, using the notes already taken during the Q&A session as the basis for their initial thoughts, brainstorming, and analysis.

The students were provided with the following suggested starting points as a way to encourage their critical reflection:

- What was the ambition of the project?
- How has the process taken shape?
- What was the impact on the built environment? In what ways does it deliver better quality urban spaces?
- Does this project represent a best practice example of employing informal tools and soft power within urban design governance? How and why?
- Where does it fit into the Urban Maestro typology of tools for the governance of urban design?
- What are the main strengths of this initiative? How do you think it could be improved?
- Is it context and circumstance dependent, or are elements transferable to other situations?
- What have been the most significant collaborations between stakeholders?
- What was the enhanced value - economic, social, environmental, health, or other - that has been derived from the quality delivered, if any?

5. SESSION 3: MID-TERM REVIEW 1 / TUESDAY 29TH SEPTEMBER 2020

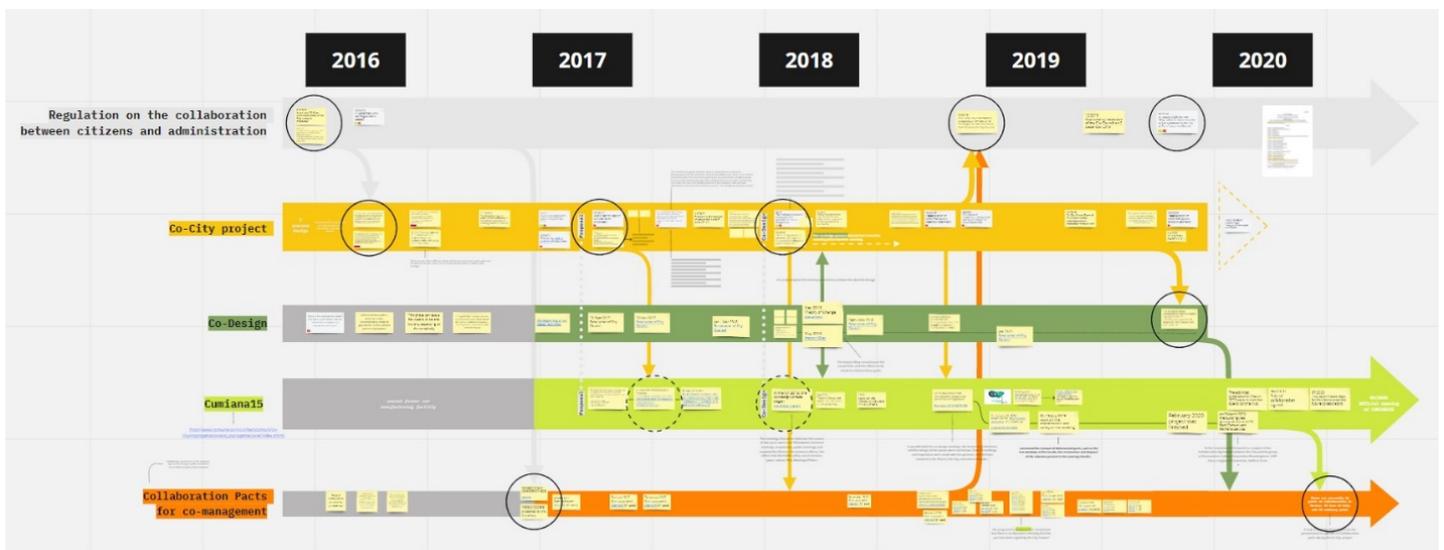
The third session started with a recap on the masterclass so far and an outline of the day's agenda. The students were then sent immediately to their respective break-out rooms, for a 40 minute group work session with their tutor. This provided each group with an opportunity to go over the work completed so far, allowing the tutors to provide feedback and advice, and students to implement any necessary quick adjustments to their work.

Following a short break, the panels of invited experts joining for the mid-term review were welcomed and introduced, before all students, tutors, invited experts and UM team members were divided into 4 breakout rooms, one breakout room per case study.

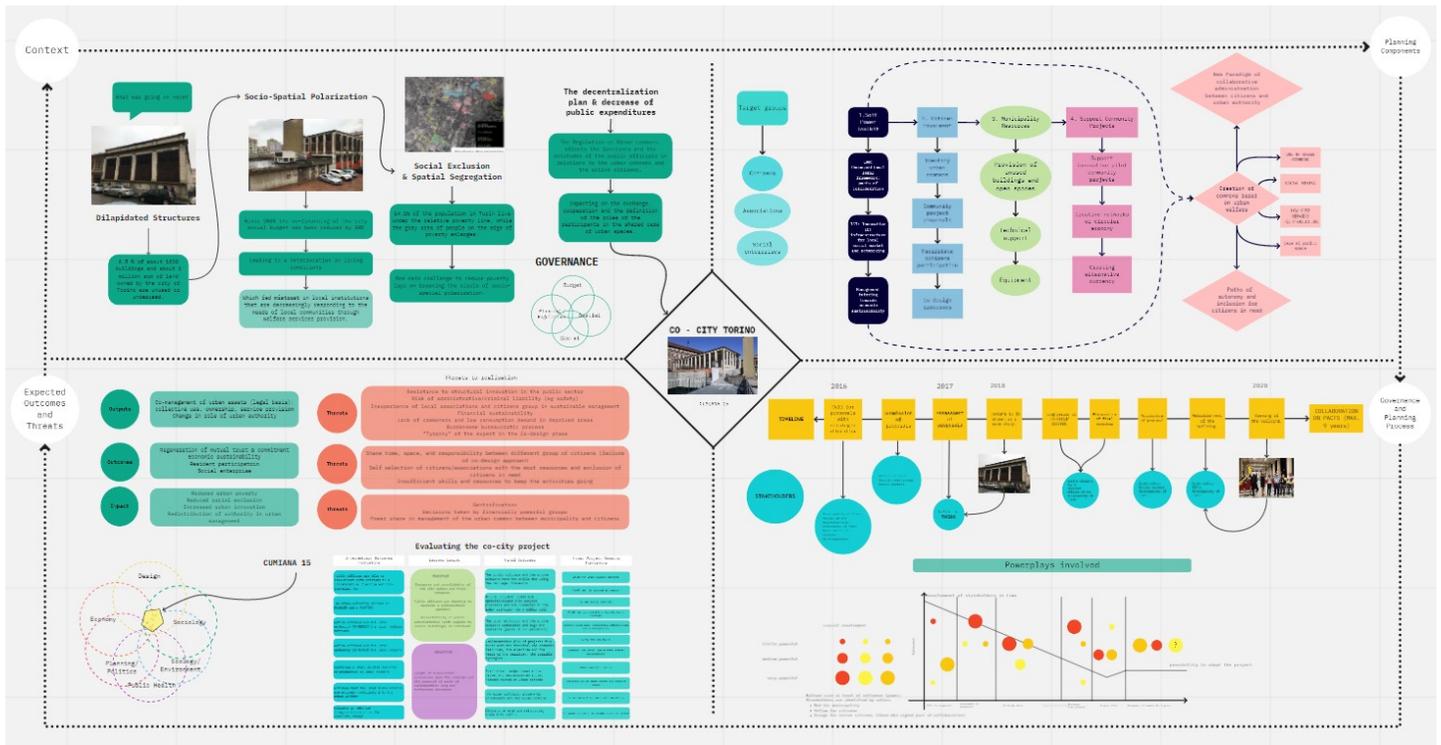
5.1. Mid-term review:Co-City Torino (IT)

Panel of invited external experts:

- [Dieter Leyssen \(BE\)](#) – 51N4E/Acte: Architect & Urban Sociologist
- [Roberto Nocerino \(IT\)](#) – Sharing Cities Milano: Project Manager
- [Tadhg Daly \(IE\)](#) – Dublin City Council: Planner & Urban Designer



Miro board mid-term presentation from Team Pablo: Timeline of interlinked processes, Co-City Torino



Miro board mid-term presentation from Team Paul: Timeline of stakeholder processes, Co-City Torino

Critical questions raised

- What is the role of co-design in involving all citizens, and not only the “usual suspects” such as groups/active stakeholders?
- Following the Co-city project, how much the co-design processes are now embedded in Turin’s regulation (policy uptake)?
- What was “culturally unique” in Turin? > Public value vs economic value; micro-economic settings; existing relation of trust/distrust between citizens and local authorities, essential to tackle social exclusion.
- What is the project bringing to the community?
- How to face urban poverty? > Low-cost, co-produced services, which can also can also foster the creation of job positions; through citizens involvement.
- Importance of building trust between the local community and the administration
- What is the financial mechanism? UIA + public investment

Key takeaways

- Co-design enables and support the participation of stakeholders traditionally excluded from the design process.
- Essential precondition for a successful co-design process is to be able to build trust between the local community and the public administration; this is both a result per se and a precondition for successful implementation.
- Co-design processes work well when:
- All stakeholders are involved since the beginning (including public official, difficult to mobilize).
- The neighbours are involved as well: the co-design process is not strictly restrained within the area of intervention.

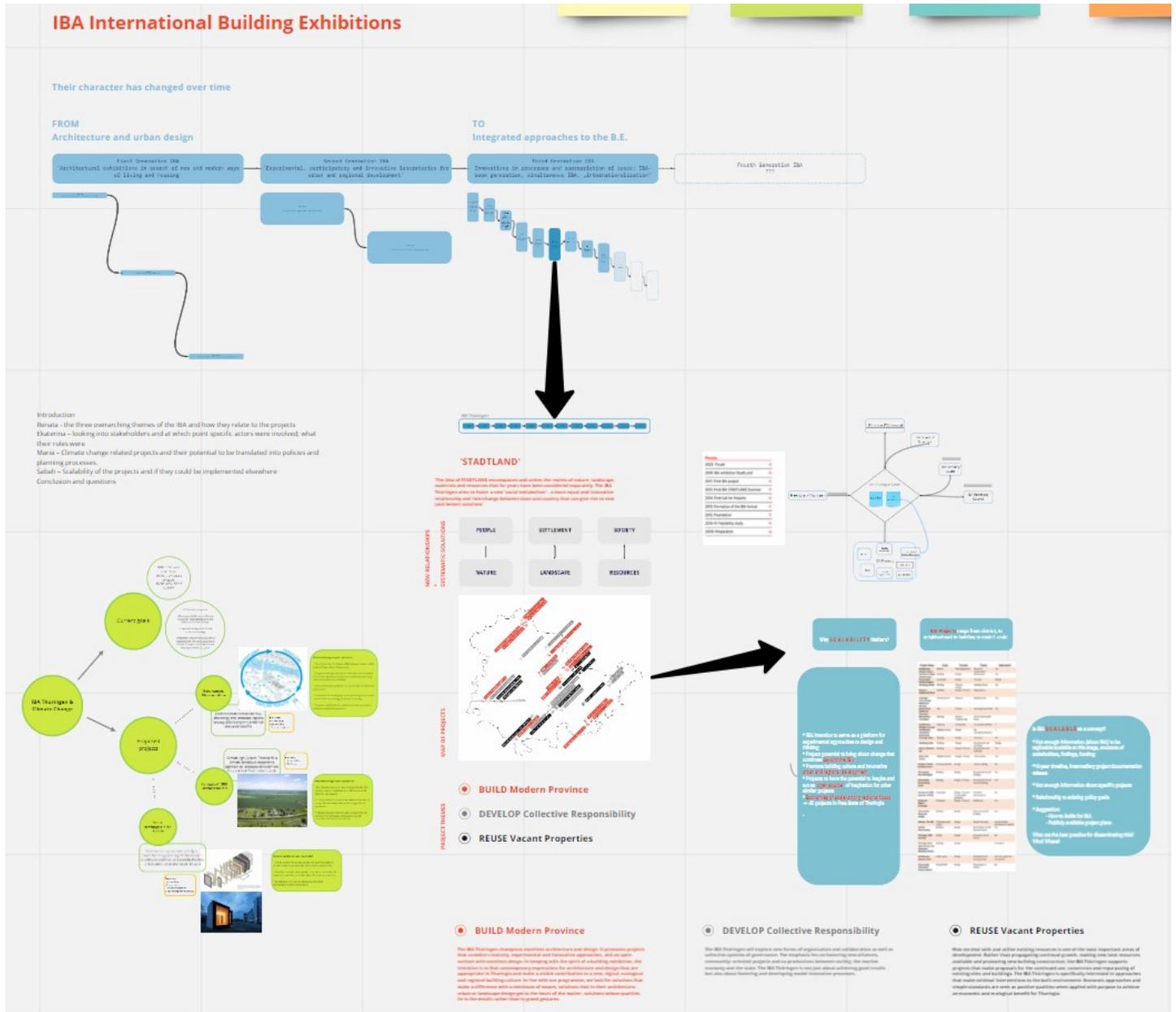
Risks of Co-design process:

- Involve only the “usual suspects”
- Be lost in a complex process
- Participation, co-design are complex processes that need to be designed for a specific purpose, with a clear goal in mind, to avoid the “participation per se” / participation-washing downsides.
- Importance of finding a middle-ground between bottom-up and top-down in this process.
- Potential expansions/ to be tackled: potential of transferability in global south contexts, comparison with other projects.

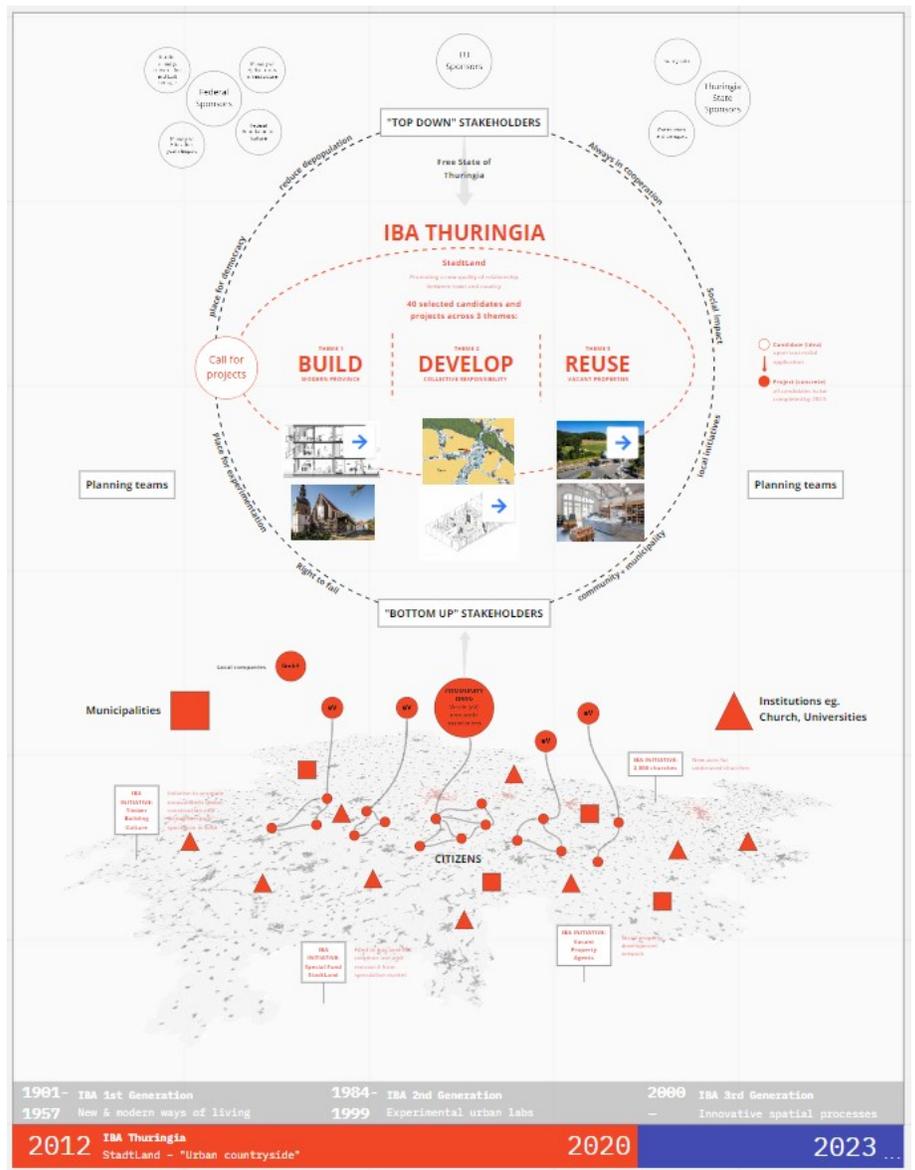
5.2. Mid-term review: IBA Thüringen (DE)

Panel of invited external experts:

- Miina Jutila (FI) – Archinfo Finland, Architecture Information Centre Finland
- Piet Kiekens (BE) – Arcadis: Business Developer, Urban Transformation
- Sandra Denicke-Polcher (DE) – London Metropolitan University: Deputy Head, School of Architecture



Miro board mid-term presentation from Team Jana: Timeline of stakeholder processes, IBA Thüringen



Miro board mid-term presentation from Team Una: Timeline of stakeholder processes, IBA Thüringen

Critical questions raised

All three invited guests provided the overall comment that both presentations were very comprehensive and well-structured considering the short period of time that the students had to carry out the research and collect information about the IBA Thuringia (one week).

Some comments were made by the students and tutors about the difficulty of obtaining more information on the different projects (e.g. budget by project, rate of execution, etc.) as well as the parameters/criteria used by the IBA team to select them. Considering that IBA Thuringia is still on its implementation phase and the little time available for research (there was no contacts with main actors and local

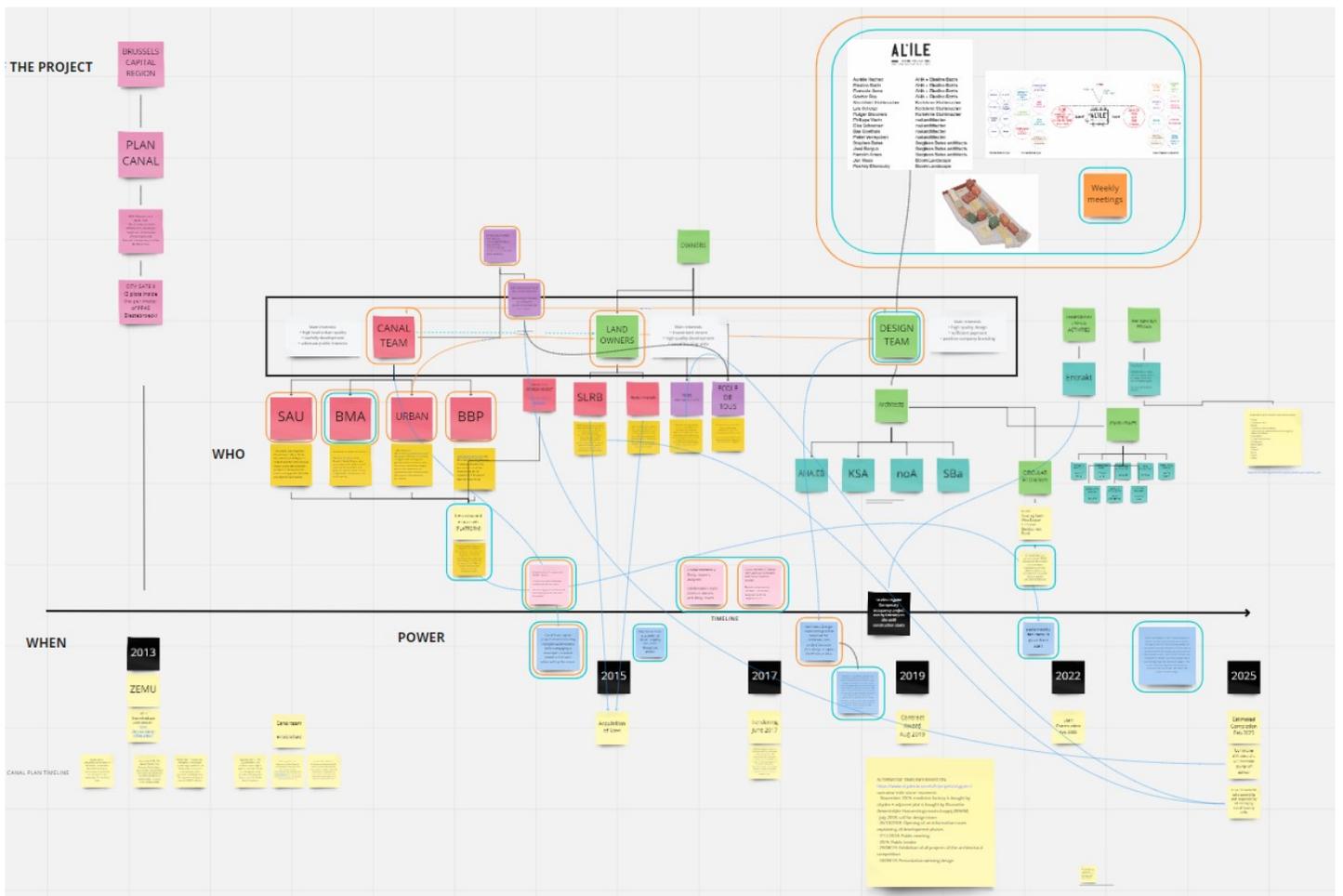
stakeholders), it was not possible to explore and understand the real impact extent of the projects and initiatives

Nonetheless, it was argued that IBA Thuringia was a powerful experimental tool to activate local actors and citizens. Despite being a state program, IBA implementation bottom up approach focusing on small scale projects facilitates the development of local networks and experimental projects.

One of the main concerns expressed about IBA was its policy gap: how can state and local governments translate IBA's lessons and innovations into policy and ensure scalability (e.g. the promotion of timber design in the construction industry). In addition, it was not clear how IBA's experimental small-scale projects could be replicable at wider scales without public funding supporting it.

Key takeaways

- IBA Thuringia is an exploratory tool with a high potential of innovation based on a bottom-up approach engaging communities and stakeholders on built environment design.
- Tangible and intangible outputs: the impact of IBA Thuringia cannot not only be seen on its physical manifestation, it also needs to include processes, cultural and social aspects.
- How to make the most of IBA Thuringia and its ideas when the project is finished (after its 10 years of operation).



Miro board mid-term presentation from Team Anna: Timeline of stakeholder processes, Petite île / CityGate II

Critical questions raised

The three reviewers agreed that both presentations were very comprehensive and well-structured although some comments were made by the students and tutors about the difficulty of obtaining critical, non-official, information on the origin and progress of the project.

Three tools were highlighted for the success of the project: the fact that the administration has set up a **regulatory framework** (plan canal) before selling the land; also, it was argued that **research by design** helped to balance qualitative and quantitative data early on the project and allowed the administration to argue in design questions too; the **design brief** consolidates the interests of a lot of stakeholders, and sets the tone of the rest of the process. Contrary to a classic top-down roll out, in the design brief there is an alignment of agenda's that forms the basis for the further dialogue-based development.

Even in the most sophisticated processes there remains a disconnect between the quality and **economic dimensions** of the built environment. The fact that the planning framework imposed a functional mixity (ZEMU) has not been translated into practical terms, and it remains to be seen how to make the ZEMU economically feasible for a private investor. At this stage, there is no clear financial monitoring and no actor seemed to have a remit to question the financial aspects of the planned development.

Unanswered questions today: how to create **public space** in a former industrial zone evolving towards a mixed neighbourhood. New models for the delivery of public space are required; how to build upon the **temporary activities** to render them useful for the future program and appropriation of the project, and evolve towards a more transitional urbanism.

Key takeaways

As the project Petite Ile has not yet been realised, it is difficult to assess **the impact** of the urban design governance through its physical manifestation. The focus of the analysis was therefore on the soft-power institutional set-up and the intangible outputs in terms of processes, collaboration modes, cultural and social aspects.

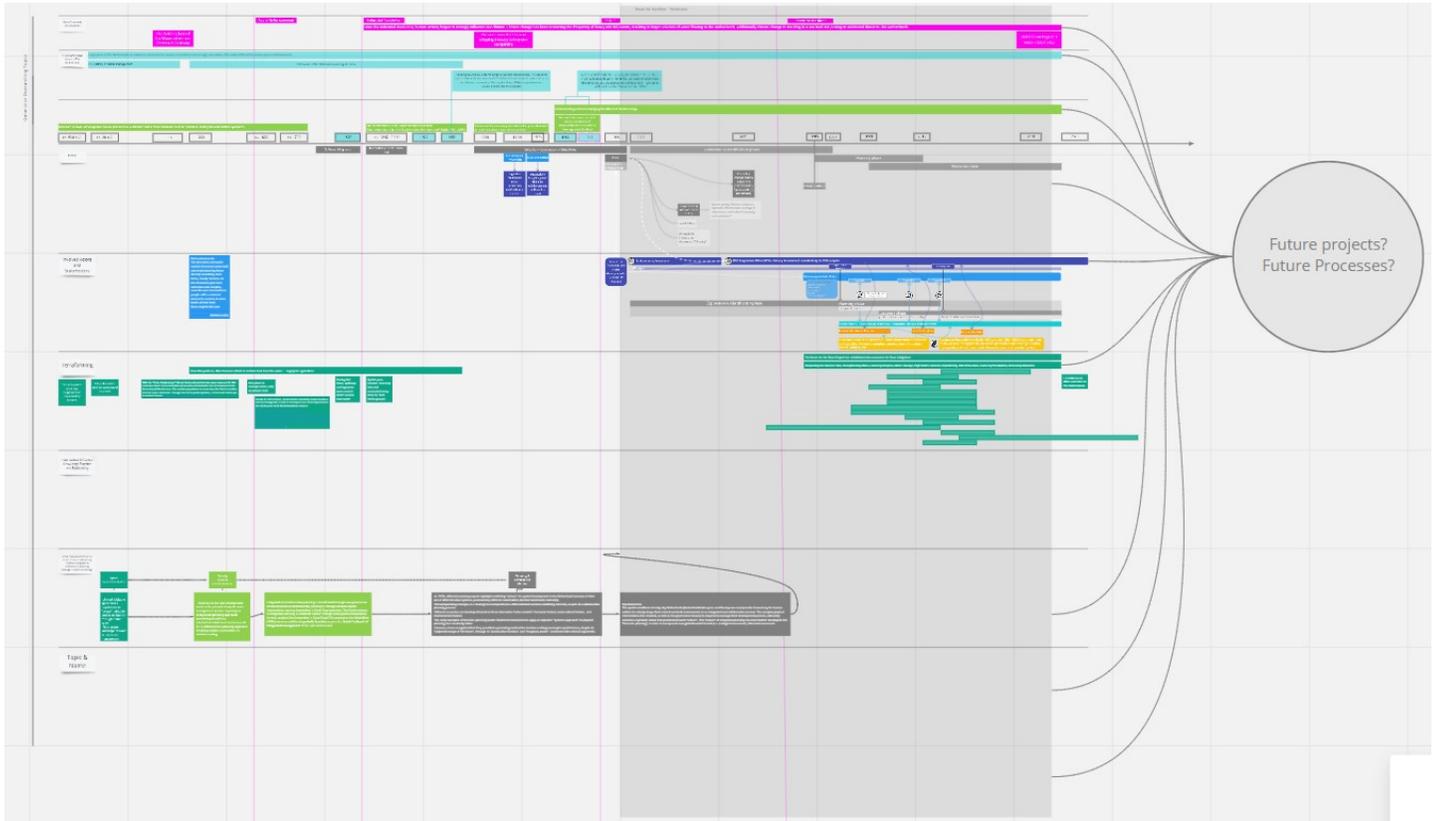
Soft-power relations are difficult to grasp, and therefore critical analysis is required. On paper relations between actors seem logic/factual, but in real-life, the interaction and power-play between actors are often more complex. There is often a **gap** between **'how it works'** and **'how it is supposed to work'**.

Neighbourhood representatives and local associations were not very present in the stakeholder analysis. It's important to get an understanding of the context and try to **voice the interests of those that are not represented** in the official organigrams or do not have a direct 'spokesperson'.

5.4. Mid-term review: Room for the River (NL)

Panel of invited external experts:

- José van Campen (NL) – TU Delft: PhD Researcher, Architect, Urban Planner
- Michiel Daams (NL) – University of Groningen: Assistant Professor, Real Estate & Economic Geography



Miro board mid-term presentation from Team David and Team Sandra: Timeline of stakeholder processes, Room for the River

Critical questions raised

The discussion ranged widely with the students most focused on whether the Room for the River processes were truly participatory. They argued that despite all the efforts, processes often seemed tokenistic with power too focused “higher up the food chain of government”, whilst the local communities had no real power, or only the power to influence.

Criticism also focused on the continued separation of safety and quality concerns, and the separation of both these elements from economy. For example, the Q-Teams did not seem to have a remit to question the financial aspects of schemes.

Some concern was also expressed that the successor scheme – the Delta Programme – did not have a clear quality dimension either, fuelling a sense that the programme had been dumbed down somewhat.

Key takeaways

- Even in the most sophisticated processes there remains a disconnect between the quality and economy dimensions of the built environment
- This is fuelled by the absence of means to reliably measure and evaluate quality dimensions
- Urban design governance concepts can be applied across the largest spatial scales of strategic projects
- Perceptions of participation vary. One person's fundamental participations is another's tokenism

5.5. Feedback moment on the masterclass so far

Once the expert panels had been thanked for their input and involvement, after another short break, the students and tutors were given the chance to offer some feedback on the masterclass so far, and discuss what they hope to get out of it before the final session. This was facilitated through an online survey using AHA Slides that captured the responses in a word cloud. The questions posed and a selection of responses are listed below:

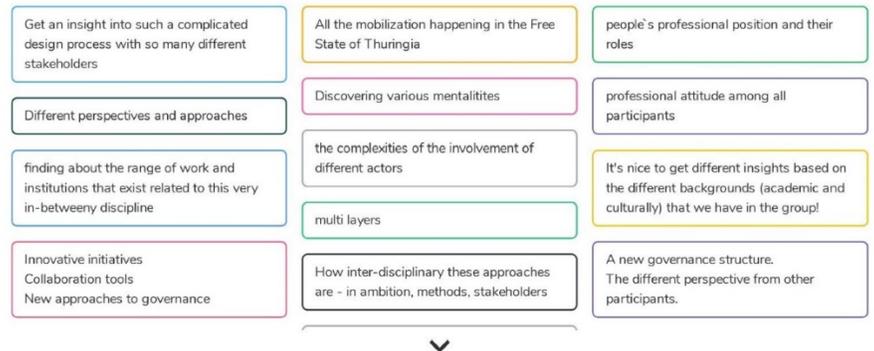
How do you feel right now?



Screenshot from AHA Slides interactive survey

How do you feel right now? curious / ready for more / inspired / astonished / proud / appreciative / wise / comfortable / grateful / time is too short / excited / disappointed / healthy / keen for more / ready to learn more / a little tired / inspired but also tired / valuable reflection / impressed / anxious / still a lot to learn about the project / relaxed / interested / exhausted / creative / busy / happy / sleepy

What has been your most interesting discovery during the masterclass so far?



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Screenshot from AHA Slides interactive survey

What has been your most interesting discovery during the masterclass so far?

- great participants
- Room for the river: I saw in this project an innovative and economical idea at the same time, which is not to fight nature by building concrete dams to prevent and fight it and to provide heavy losses, but we pave its way for its expansion and improve spatial quality at the same time.
- the academic sector and private sector mix
- Difficulty of assessing actual impact of horizontal working structures and participatory process
- Inspiration for my Thesis
- It made me realize how complex is a design process and how much people and institutions are involved
- Amazing IBA platform to raise up experimental projects!
- Participative character of the masterclass – unexpected
- It made me realize that urban design is definitely what I want continue studying and working on.
- international students and very different cultural context and backgrounds, but all can relate to same generic concepts of urban governance.
- Interesting to learn about a case study without ever have been there

- The very amount of interesting approaches with an experimenting nature as well as tools applied around the continent to create better public spaces
- WONDERFUL PEOPLE
- The difficulty of having equally balanced co-design process
- Looking into the structured representation of the complexity of various urban design governance tools
- Expert Quality-Teams (Q-Teams) can be an effective tool to incorporate Spatial Quality as an objective into large infrastructure projects.
- Miro (among other things)
- international exchange opens new perspectives and delivers additional insights
- I wasn't as familiar with the European context prior to this class, I'm very impressed by the creativity with which these best practice design processes are developed/managed
- I loved the film and the creative ways people are trying to digest urban governance.
- made me think of how to make sure alignment between initial goals and further activities
- Miro is great for visualisation and group work
- You need a lot of granular detail to be able to answer questions about things like power. Because it's not an objective, tangible thing.
- Different roles of different stakeholders in inclusive urban planning
- collaborative possibilities over the internet
- Hearing about the role and work of Urban Maestro
- How inter-disciplinary these approaches are - in ambition, methods, stakeholders
- A new governance structure. The different perspective from other participants.
- It is nice to get different insights based on the different backgrounds (academic and culturally) that we have in the group!
- finding about the range of work and institutions that exist related to this very in-between discipline
- the complexities of the involvement of different actors
- Get an insight into such a complicated design process with so many different stakeholders

What do you think is most important for good urban design governance?



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Screenshot from AHA Slides interactive survey

What do you think is most important for good urban design governance?

- Ability to experiment
- the compatible system in the administration of this governance is very important?
- Stay involved all the way
- Truly collaborative governance also requires equality in opportunities, resources and capacities
- Indicators of economic evaluation indicators, other than 'money'
- Balance power influence
- Transparency
- Diverse and independent quality and stakeholder engagement teams across the governance hierarchy to ensure physical spatial quality and providing a platform for marginalised voices
- strong citizen involvement
- keep control of technical solutions and engineers, have an open mind for soft solutions
- Democratic processes
- urban spaces are for people!
- Find a middle way between Bottom-up and top down governance processes
- Building as many of the intended outcomes as possible in from the outset - e.g. building a liveable place concept into the design
- I believe inclusion of right stakeholders with local communities and understanding the context as it's not empty
- There is need of reserving enough budget for making sure that all involved stakeholders have the time and capabilities to actually make an impact
- Representation of community and transparent overarching objectives
- Design culture concern (baukultur)

- Respond to local needs and space quality through local initiatives and community engagement/inclusion.
- Collaboration, Community involvement - Participatory governance, Combination and balance between top and bottom-up approaches
- follow-up over time (beyond the pure design stage)
- An administration that is open for new processes and is willing to give away power
- Public interest
- Strong political will (across all levels) in favour of good spatial quality interventions that result from a truly participatory process.
- Equity!
- Low-threshold access to information and successful communication in both directions
- Local needs
- inclusive, sustainable, and local technology
- Participation and an open dialogue between citizens and local authorities
- early identification of stakeholders, especially the ones not directly involved in project teams
- Reflecting on what kind of stakeholders you want to include and including them from early on in the process!
- Equal share of power between stakeholders
- taking notion of 'voiceless' actors
- Remembering that people will be using these spaces and therefore need to be considered in the design process
- the consideration of different urban realities
- Willingness to accept there is no 'one size fits all' solution, but needs an approach that is sensitive to local context
- Inclusive and participatory design/implementation process
- Knowing the context, and including the right stakeholders
- Transparent participation process
- Understanding the local need to create an objective approach
- encouraging a participative culture in local cultures
- Communication and transparency
- Conversation

6. SESSION 4: LESSONS LEARNED / TUESDAY

6TH OCTOBER 2020

The final session once again opened with a recap of all that had happened during the masterclass so far and an explanation of the agenda for the day's session. The panel of invited experts from the field of urban design governance was then introduced, all of whom had previously been involved with Urban Maestro and had been following the project and events. These experts were:

- **Esther Kurland (UK)** – Director of Urban Design London
- **Ahmed Khan (PK)** – Professor and Chair of Sustainable Architecture and Urbanism at ULB (Université Libre de Bruxelles)
- **Laura Petrella (IT)** – Head of the Planning, Economy, and Finance Section, Urban Practices Branch, Global Solutions Division, UN-Habitat
- **Ruba Saleh (PS)** – ICHEC Brussels Management School, PhD Researcher for the Horizon 2020 CLIC research project (Circular models Leveraging Investments in Cultural heritage adaptive reuse)
- **James White (UK)** – Senior Lecturer in Urban Design and Urban Studies, University of Glasgow

Each student group had 15 minutes to present their response to the final assignment that took the form of a diagram or infographic outlining the lessons they had learned during the masterclass so far, offering advice to the various stakeholders involved in a typical urban development project, suggesting how innovative approaches can be made more feasible, and promoting good urban design governance.

6.1. Student group presentation: Co-City Torino (IT)

The group first approached the assignment by identifying six common themes from the Co-City Torino case study and the students' individual case studies that they had chosen. These were:

- Participation
- Power share
- Education
- Impact
- Transferability
- Financial model

- In Co-City, pre-defined places set physical boundaries (determined by the municipality), which limits the scope of possibilities and potentially interested actors, for example, citizens in the process of design.

The questions the students then asked themselves were how best to structure the co-design process to minimise these risks, which tools could be used to reduce the weight of bureaucracy, and how to integrate those who have historically been marginalised and do not trust the public authorities.

In terms of tools that could be used to tackle these different challenges, they proposed the use of formal regulation in order to ensure broad community participation and the defence of public urban land as a common good (e.g. Estatuto da Cidade in Brazil). In order to be sure that the project responds to broader needs, the students recommended conducting a needs assessment prior to the co-design phase, to make sure that the project will actually answer to the needs of the citizens of the neighbourhood and is not driven only by a small group, and then to tailor the tools according to the groups with whom you are working, taking into consideration differences in age, different social backgrounds etc.

With regards to Power share, the lessons learned included:

- Interventions to empower citizens still exclude certain groups.
- Trust and transparency are central issue in redistributing power
- Participation per se doesn't empower citizens.
- Informal groups and social organizations from the immediate surrounding community are lacking power during in the urban governance processes.
- Problems can arise in terms of sharing the time and space in the use of the urban commons clear pacts of alliance from the beginning are needed.

Questions the students asked themselves in relation to power sharing were:

- Who gets to sit around the table and who has the power to define that? What do you pursue to create a redistribution of power?
- How to shield the collaboration pacts from consequences of political conflict or change?
- What place do you give to private interests, as opposed to common interests?
- What is the role of the municipal planner/ technical expert in co-design? Is there a need in a neutral facilitator?
- How do you ensure all stakeholders have access to the same human and financial resources to participate?
- Is the power of developers within design governance constrained structurally?
- How to mitigate the risk of co-optation of civil society?
- How do you find the middle ground between bottom-up and top-down approaches to governance?

Looking at feasible practices, the students' suggestions included:

- Authorities should provide support to community groups who engage in co-design (e.g. training and finance where possible)
- Create a platform/ channel for quick, low-threshold communication between citizens and the municipality in order to reduce distance (e.g. social media such as Twitter, Instagram, etc.)
- Transfer power to citizens of all demographics at each stage of design process
- Inclusion is also addressed by hiring social workers to map the diversity of non-institutionalized actors

Potential tools identified by the students related to power share:

- Bring stakeholders with shared responsibility for design together
- Pacts of collaboration as a formal means of recognising power sharing with citizens
- Training in governance skills should be offered as for all stakeholders to have the same human capital
- Workshops for public officers before reaching the citizens
- Early collaborative development of shared design principles (broad values, methods, goals) that all stakeholders commit to and that guide the co-design process
- Importance of transparent evaluation criteria in the feasibility assessment of initiatives in order to create and sustain trust

In terms of education, the students focused on breaking silos and fostering a culture that supports urban design governance. The lessons they learned:

- A new urban design governance requires a strong education component before and during the co-design process for both citizens and public officers. Guiding the citizens on all the different options they have and increasing their participation.
- For the global south having a good education of different ways to address the growing urbanization design paradigm that we've been facing.

Questions that they asked themselves:

- How to counteract power relations that arise from the use of language and different ways of expressing issues?
- How to ensure accessibility to the process in communities where not all members have the same level of education? How to include those who are less literate?

Based on their findings from the case study analysis and also the case study proposals made at the beginning of the course, the students identified the following feasible practices:

- Prototype co-designed urban design solutions and engage wider community through a physical presence
- "Planning Committees" with regular meetings between external experts and local citizens to enable knowledge absorption by all parts involved
- Co-design in schools to foster citizenship and the development of the culture of a value creation and democratic processes
- Increasing awareness and knowledge in constructive sparring (e.g. throughout workshops) during co-design processes

They also proposed the following tools:

- Although the project is based on municipal laws, the methodology could be created based on the general phases (from the financing process to its execution)
- Create room in the process for experimentation and prototyping - learning along the way
- Create awareness of partnership possibilities also among municipal employees
- Provide active citizens with necessary tools and knowledge to self-initiate similar projects
- Co-design lab including education and training
- Create accessible, self-paced educational materials that would allow different stakeholders to gain necessary skills for co-design

In terms of impact, the group made an evaluation in terms of positive and negative aspects. Some of the positive impacts highlighted were:

- Reactivating vacant space can make a positive contribution to the city.
- Regeneration projects impact the wellbeing of residents, and can reinforce a feeling of belonging to the neighbourhood.
- The project as the extension of existing organisational structures and activities

Negative impacts included:

- Negative externalities are not always taken into account/mitigated in the project design (noise, pollution, gentrification, etc.)
- Social benefits can be difficult to balance with economic regeneration and possibly gentrification (Co-City)

Some of the questions highlighted were:

- Can the physical impact of interventions like Co-City be sustained over the long term?
- Can collaborative projects lead to longer term engagement and cultural growth?
- How does the project contribute to SDGs and how are those SDGs related to the other actors?
- How can impact be assessed? What are the ways of integrating social impact assessment into the projects alike and beyond?

Feasible practices linked to impact included:

- Municipalities implement other projects in parallel which can help mitigate the possible negative externalities
- Support and enable existing bottom-up initiatives in order to create lasting impact that can sustain long-term governance
- Consideration of heritage assets and resignification of historical buildings
- Promote importance of good urban design governance by demonstrating impact on SDGs
- Urban Girls Movement focus on SDGs 3,5,10,11,17, which support remaining 12 goals

Potential tools highlighted in terms of impact were:

- Tentative integration of small scale participatory urban projects in wider city masterplan
- The framework of the impact assessment tool should be co-designed as well
- Preparation of generic guidelines and toolkits that could take the impact of the project beyond a singular case
- Transformation of the context specific bureaucratic documents into more generic templates
- The co-design process or the co-management structure should be the result of co-creation too

With regards to transferability, the team looked at the elements of not only the Co-City Torino case study, but also the case studies proposed during Assignment 1 that could be transferred to another city's context, taking into consideration urban dynamics present in the global south, in order to develop some recommendations for future projects, even if those projects were based in different urban realities. Beginning with lessons learned:

- Implementing the Sustainable Development Goals the importance of bringing in under-represented communities through effective urban design governance
- Solutions need to respond to local context

- Implementation and challenges are very different be/ locations w/ heavy regulatory framework and places with weak/inexistent regulatory framework. Project design should be tailored accordingly
- Although the project is based on municipal laws, the methodology could be created based on the general phases (from the financing process to its execution)

Questions asked included:

- How to transfer good ideas/ innovation from one project to other initiatives/ projects in progress? How to make sure a learning process takes place from collaborative processes to other processes on the municipal decision making level?
- How do you ensure your projects becomes part of a network and does not remain isolated?
- How can higher quality places be created in areas with struggling economies and without a major funding source?
- How to guarantee accountability in contexts with high levels of corruption (e.g. Latin America)?

A feasible practice put forward by the group was a Toolbox for feminist urban planning for local municipal leaders and actors that serve the local implementation of the SDGs. Other suggested tools included:

- We can learn from the experiences of other places and tailor tools to our own context
- Strong institutions and well defined regulations
- Establish twin cities which have similar characteristics (socio economic, cultural, regulatory framework) for the joint implementation of participatory urban projects and knowledge sharing

In terms of financial models, the main lessons learned were presented as:

- Importance of municipality financial resource support at the beginning of the project
- Assessment of financial viability of proposed projects has to be carefully conducted
- For the global south transparency is crucial in the use of common goods, (usually big urban design projects are used as an excuse to steal).
- The financial informality in the global south is very common, since the government doesn't respond to our urban needs, there are NGO's, associations and local groups that collect money informally to create community solutions.

Questions the students asked themselves:

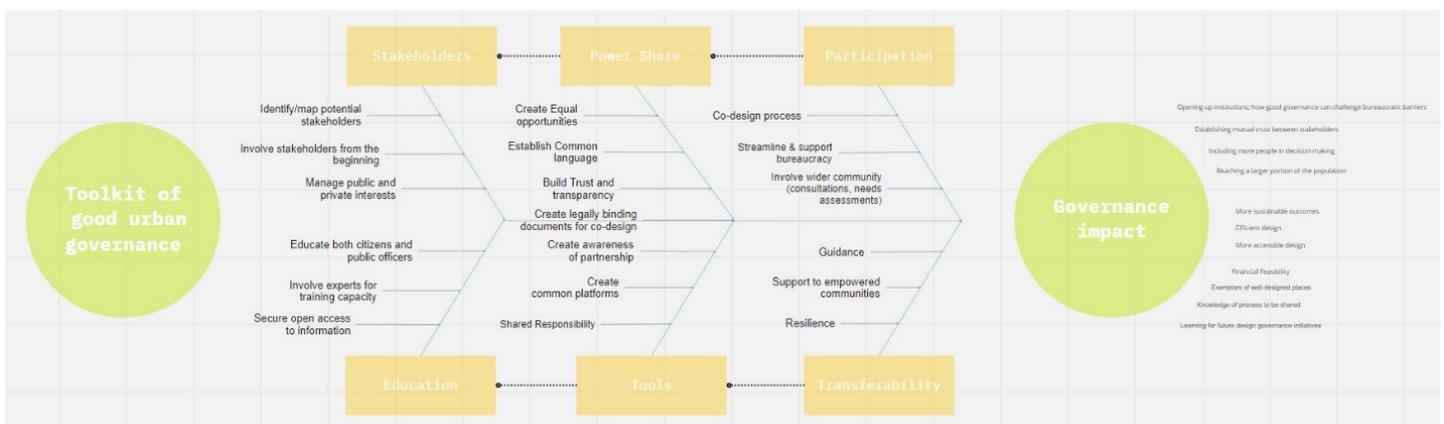
- Does the public sector have the resources it needs to deliver well-designed public places?
- Who takes on the financial risk at the end if the project is unsustainable (municipality or group of citizens - and if municipality, what is the consequence in terms of sustainable management of the place from citizens)
- How do you secure financial sustainability? How resilient or vulnerable are these projects when facing financial crisis or the cut of public spending? Could involving private actors be an opportunity or is it a risk?
- What are the ways of building up financial models for co-design of public spaces when there is not much of government funds available?

In terms of feasible practices with regard to financial model:

- Financial training included in the co-design phase
- Support of municipality in finding different sources of funding for citizen group
- Employment of full-time professionals for guidance and support in fundraising, networking and navigating the municipal bureaucracy in order to enable the creation of partnerships
- Employ established active local associations to help include and enable people

Finally, proposed tools:

- There is a need to develop cost-effective and accessible tools, or fund local authorities to develop design governance mechanisms
- Support of municipality for crowd funding of projects
- Financial resources should be offered to all stakeholders involved in the permanent co-management of the site, not just to public officers



Miro board final presentation, Toolkit of good urban design governance, Co-City Torino group

The Co-City team concluded their presentation by explaining their Toolkit of good urban design governance which summarises everything that they had presented so far. The logic behind the diagram is that the process starts with stakeholders who agree on a certain level of power share, which then leads to participation. In order to make these practices more applicable in general, education is a necessary component, which then transfers into tools, and these tools in turn enable transferability. All of the components in-between are the various elements necessary for each step.

In closing, the students outlined the following recommendations for promoting the importance of good urban design governance:

- Opening up institutions; how good governance can challenge bureaucratic barriers
- Establishing mutual trust between stakeholders
- Including more people in decision-making
- Reaching a larger portion of the population
- More sustainable outcomes
- Efficient design
- More accessible design
- Financial Feasibility
- Exemplars of well-designed places
- Knowledge of process to be shared
- Learning for future design governance initiatives

Critical thoughts and reflections

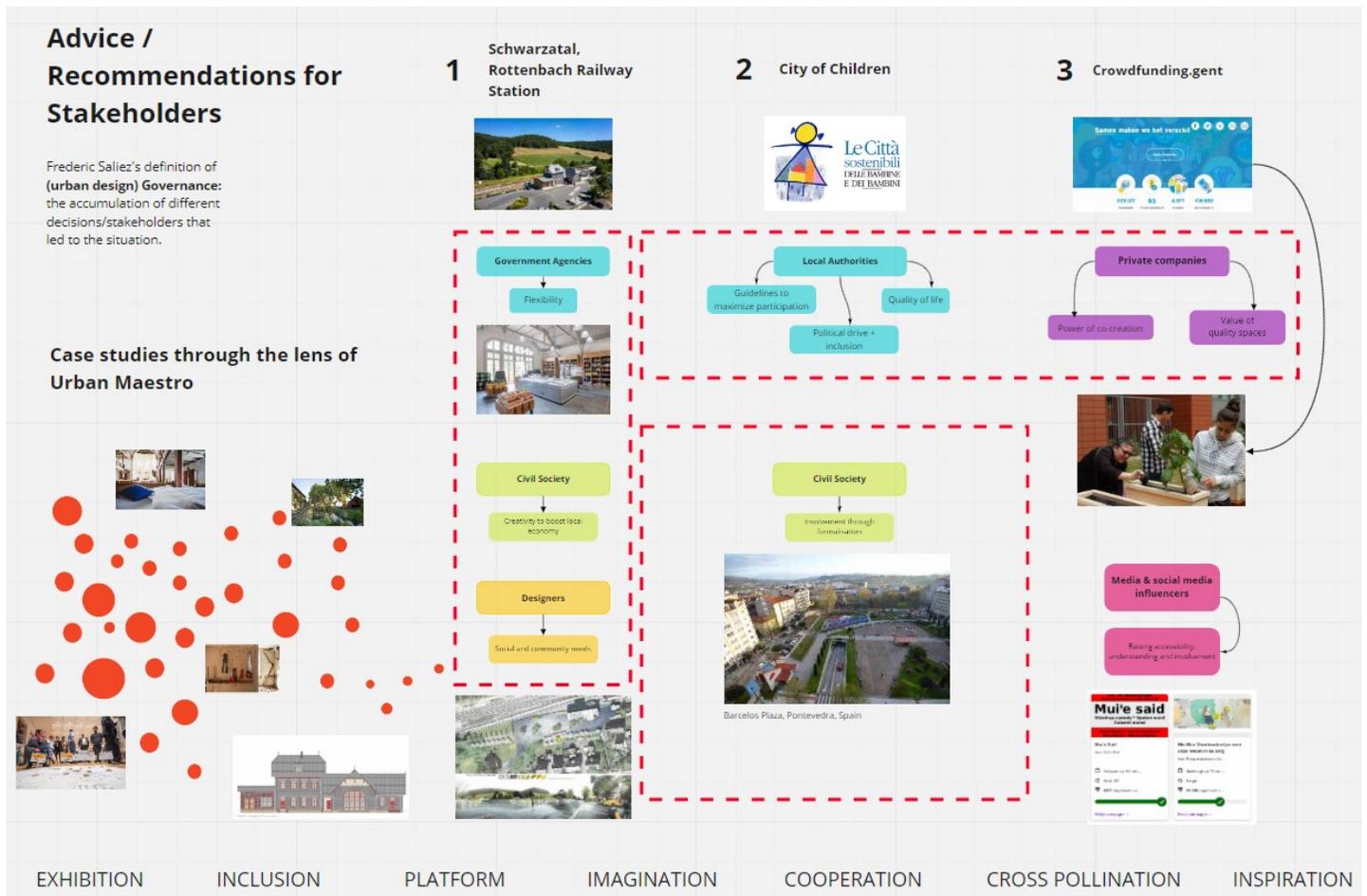
- A comprehensive view of what is happening, both the matrix and the final scheme highlight most of the aspects of the Co-City project and similar projects that share the same approach. Would describe what is happening in Torino as a collective learning process, everyone is learning something from by participating in this process, and that includes learning from successes and from failures
- Covered a lot of ground in a short time, liked how the toolkit had obviously thought about the ways it could be transferred to different places, the theme of citizenry was contextualised in every single aspect, really brought that idea to the front and made people and citizens of cities the core focus, I think that sometimes in urban design governance that gets a bit lost in the pursuit of capital and other aims and objectives, but this really puts people at the heart of decision making – all of the different channels you had attempt to do this
- Real idea of mutual learning, where the citizen's knowledge is not unbalanced by professional knowledge but instead there is a sharing of ideas

to make better decisions that also counteract some of the challenges we have in the planning system where we are often reactive rather than proactive

- Questions about the specificity of how you get into actually capturing these groups that usually don't get involved and find ways to further involve them without adding further bureaucracy, which is perhaps the real challenge. The other challenge linked to that is the dominance of finance – you hinted at a radical change in the way we understand land and development, how you go about doing that is something that could be discussed further
- Really detailed and thought-through proposals
- Must acknowledge that language can be used as a tool for power, and be mindful that different people possess different abilities with regards to linguistic skills
- Congratulations on a fantastic multi-layered analysis. In your analysis of the excluded stakeholders, it could be useful for future speculations to develop a stakeholder map which elaborates further on who the people to involve are, who to keep informed
- Important to keep impact investment in mind, especially in relation to working in the global south with regards to inclusivity
- Important to take political changes and changes of government into account

6.2. Student group presentation: IBA Thüringen (DE)

The group investigating IBA Thüringen started with an introduction to their case study, locating Thüringen in the former East Germany and highlighting the demographic challenges that the region is currently facing. IBA stands for International Building Exhibition, a format dating from 1901, and the current iterations of IBAs constitute the third generation of the concept, which now focuses on innovative spatial processes. The students' presented a diagram that illustrated how they see IBA Thüringen as a platform that integrates the goals of top-down stakeholders with the engagement and needs of bottom-up stakeholders. The format is based around projects – open calls are held, and the IBA then approves projects according to different themes, which the students' grouped as **BUILD**, **DEVELOP** and **REUSE**. The overall aim of IBA Thüringen is to build a new vision of the region as a modern province or urban countryside. The state is quite heavily involved: approximately 65% of funding coming from the government, with the rest coming from other initiatives and groups.



Miro board final presentation, IBA Thüringen group

In order to respond to the questions of the assignment brief, the students decided to look at the mine of resources that is the existing IBA Thüringen platform, in order to extract advice and recommendations for other projects. One of these was the example of the Rottenbach Railway Station, chosen because it is a project that has already been completed so the process can be more fully examined. In this process, the community and municipality identified a specific problem, the lack of a local marketplace in the area, and decided to solve it by taking an underused railway station and giving it another function. What the group found important in this first example was the way in which the local authority took a flexible approach, seeing the potential of different functions for a building or spaces, thus the students proposed this kind of flexibility as a first recommendation to other government agencies.

In terms of civil society, the project became a reality thanks to a community of local producers coming together to form a co-operative and deciding to tackle the issue head-on, upon their own initiative. This creative approach to making the most of opportunities that present themselves was the students' second recommendation from the case study. Recommendations for designers were inspired by how the Rottenbach project designers understood the local needs as well as the constraints of the funding available, using simple yet effective measures to transform the building and surroundings to respond to the core social and community needs.

The group also looked at some of the projects previously suggested as case studies for Assignment 1 for advice and recommendations, including the City of Children, an Italian initiative in which the local authority pledged to actively engage children in the governance process. The group presented this in order to demonstrate how to maximise participation and inclusion and focus on measuring quality of life for all inhabitants. They also saw it as a good example of how the involvement of civil society can be formalised as a way to increase its representation in decision-making.

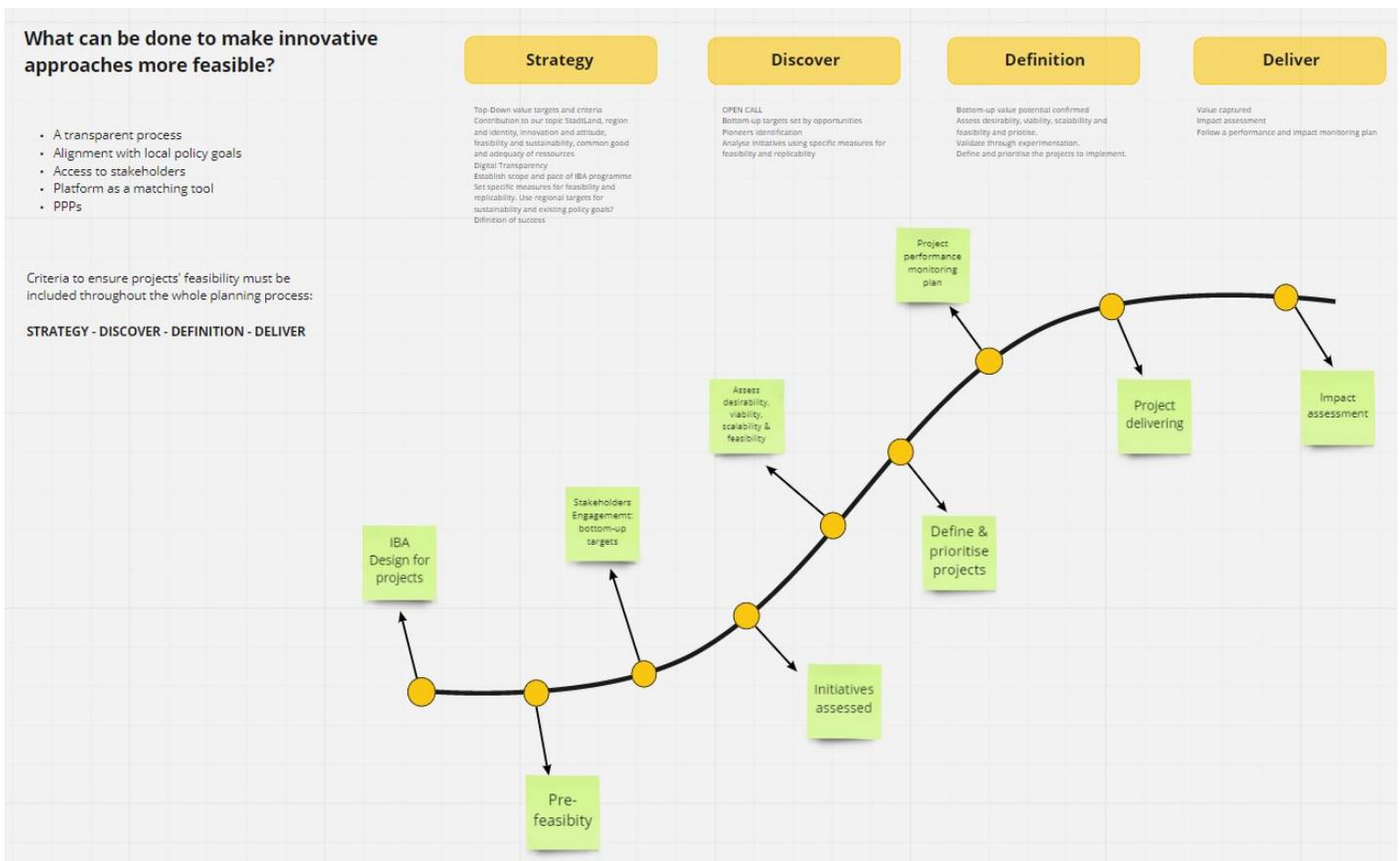
Similarly, they presented Crowdfunding.gent, a Belgian project in which local initiatives can apply to join a crowdfunding platform in which the city authority can provide up to 75% of the funds needed to launch the project if the organisers can reach the initial 25% by themselves. The students posited that this could provide a template that private companies also apply for, in order to see the value of qualitative spaces and of co-operation through tax breaks and other means that would entice them to participate in community-led projects. The group also highlighted the importance of expanding the reach of projects through media and social media, as a promotion tool that reaches other parts of the population who would usually not be reached.

In essence, these projects were presented by the students to demonstrate that IBA Thüringen works as a platform, and that it has many components that allow the community to get together and work with other stakeholders.

In response to the question of what could be done to make innovative approaches more feasible, the students summarised how IBA is a laboratory for the future, and how its strength relies on innovative, sustainable, social and open-minded structures; therefore, they advocated for an approach that operates locally but at the same time is scalable.

Central recommendations from the students were:

- A transparent process
- Alignment with local policy goals
- Access to stakeholders
- Platform as a matching tool
- PPPs



Miro board final presentation, a roadmap to ensure feasibility, IBA Thüringen group

The group also developed a roadmap outlining essential criteria that must be included throughout the whole planning process to ensure projects' feasibility, based on the following four stages:

STRATEGY

- Top-Down value targets and criteria
- Contribution to our topic StadtLand, region and identity, innovation and attitude, feasibility and sustainability, common good and adequacy of resources
- Digital Transparency
- Establish scope and pace of IBA programme
- Set specific measures for feasibility and replicability. Use regional targets for sustainability and existing policy goals?
- Definition of success

DISCOVER

- Open Call
- Bottom-up targets set by opportunities
- Pioneers identification
- Analyse initiatives using specific measures for feasibility and replicability

DEFINITION

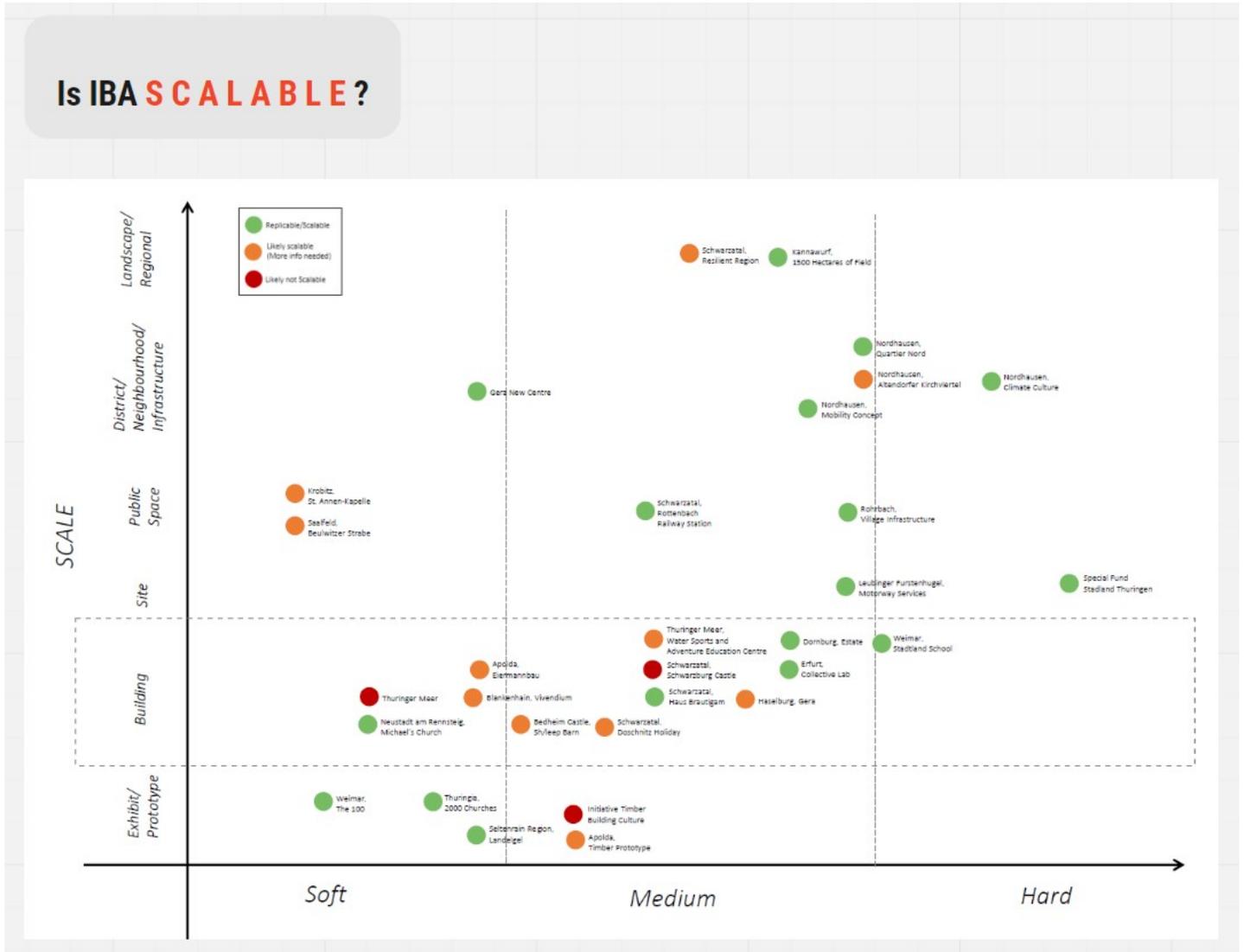
- Bottom-up value potential confirmed
- Assess desirability, viability, scalability and feasibility and prioritise
- Validate through experimentation
- Define and prioritise the projects to implement

DELIVER

- Value captured
- Impact assessment
- Follow a performance and impact monitoring plan

In attempting to answer the question of whether IBA is scalable, the group looked at how the projects developed as part of IBA Thüringen go beyond IBA, beyond the 10 year period? How do they promote broader cultural and innovative urban and regional development? IBA attempts to achieve these goals through an open source platform on which the projects are available for everyone to access. In order to assess how successful the platform has been in terms of scalability and replicability,

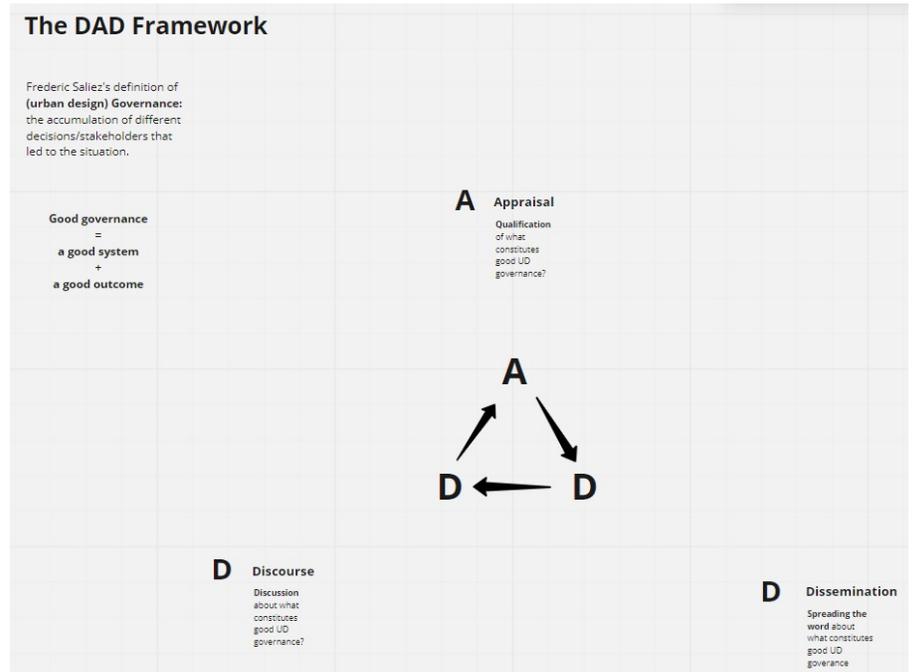
the students mapped all of the IBA Thüringen projects on a graph, on which the y or vertical axis shows the scale of the project, and the x or horizontal axis highlights the primary approach that the project takes, in a continuum running left to right representing soft to medium to hard power. This graph is illustrated below.



Miro board final presentation, graph investigating scalability, IBA Thüringen group

Some of the trends identified by the students include that most of the projects are at the scale of a building, rather than a wider site or neighbourhood, and that therefore in order to have a more urban or regional reach IBA might consider projects at a larger scale. They also found a broad trend that larger-scale projects tend to utilise more hard power approaches and tools, indicating that they might want to think about incorporating more soft power approaches as well.

On the promotion of good urban design governance, the group began by taking a look back at the definition of urban design governance, which was the accumulation of different decisions/stakeholders that led to the situation. The group therefore posited that good governance could only thrive if there is both a good system and a good outcome, which they broke down into three particular but often overlapping processes: **DISCOURSE**, **APPRAISAL** and **DISSEMINATION**, or **D-A-D** for short.



Miro board final presentation, the D-A-D framework, IBA Thüringen group

Discourse involves discussion about what constitutes good urban design governance, ensuring room for debate and including as many views as possible. Appraisal is the qualification of what constitutes good urban design governance, constantly reflecting on decisions and processes as well as having a set of objective goals that can be assessed and critiqued by those outside the process itself. Dissemination allows one to take these other elements and share them with the outside world for feedback and constructive criticism, spreading the word about what constitutes good urban design governance. The students then reassessed both some of the IBA Thüringen projects as well as some of the suggested case studies from Assignment 1 through the lens of the D-A-D framework, and found that in general they all engaged at least to some extent with each of the three identified processes. For example, in terms of IBA Thüringen, with regard to Discourse, the students found that there was an impressive approach to process, including public discussions with citizens and stakeholders. In terms of Appraisal, there was a visible

degree of "quality control" of projects, with IBA acting almost as a stamp of approval, while for Dissemination, IBA organises and produces a series of exhibitions and publications throughout the course of the project. One weakness highlighted by the students is that at certain points, some of the processes lack transparency, which hinders the ability to gain a full insight into what constitutes a successful scheme.

	D Discourse Discussion about what constitutes good UD governance?	A Appraisal Qualification of what constitutes good UD governance?	D Dissemination Spreading the word about what constitutes good UD governance
IBA Thüringen	public discussions with citizens and stakeholders	IBA "quality control" of projects (IBA as a stamp of approval?)	IBA exhibitions and publications
Friends of Chinatown, Toronto	 <p>Art as a tool to critique gaps in governance</p> <p>Resistance as a key part of governance</p> <p>UD governance outcome doesn't always = a built product. Sometimes about the liminal, intangible spaces</p>	 <p>Changing the municipal standards of what constitutes adequate public consultation</p>	 <p>"soft power" as a non-regulatory approach that improves urban design, but in this case from the ground up.</p> <p>"Minor architecture" whereby public perception is the leverage through which civil society has it needs heard in the UD governance process.</p>
Haus der Statistik, Berlin	 <p>open and inclusive exemplary processes about how to co-operate and plan</p>	 <p>potential new standards for future developments</p>	<p>regular publications from project partners with focus on innovative process</p> <p>connection to other "model projects" in the city</p> <p>public meetings in on-site "Café der Statistik"</p>

Miro board final presentation, IBA Thüringen group

The students proceeded to assess and critique further case studies through their D-A-D framework, as a way to highlight the promotion of good urban design governance. For example, the case of Friends of Chinatown highlighted how, in

order to ensure truly inclusive participation and adequate public consultation, it is necessary to communicate a way that all participants can understand.

In conclusion, the group stated that there is essentially no magic bullet for promoting the importance of urban design governance, but that rather it is a case of continuous discourse, appraisal and dissemination. Because of the multitude of stakeholders, hard and soft powers, and power dynamics, it is simply not possible to set out one single 'best practice' manner in which good urban design governance can be promoted.

Critical thoughts and reflections

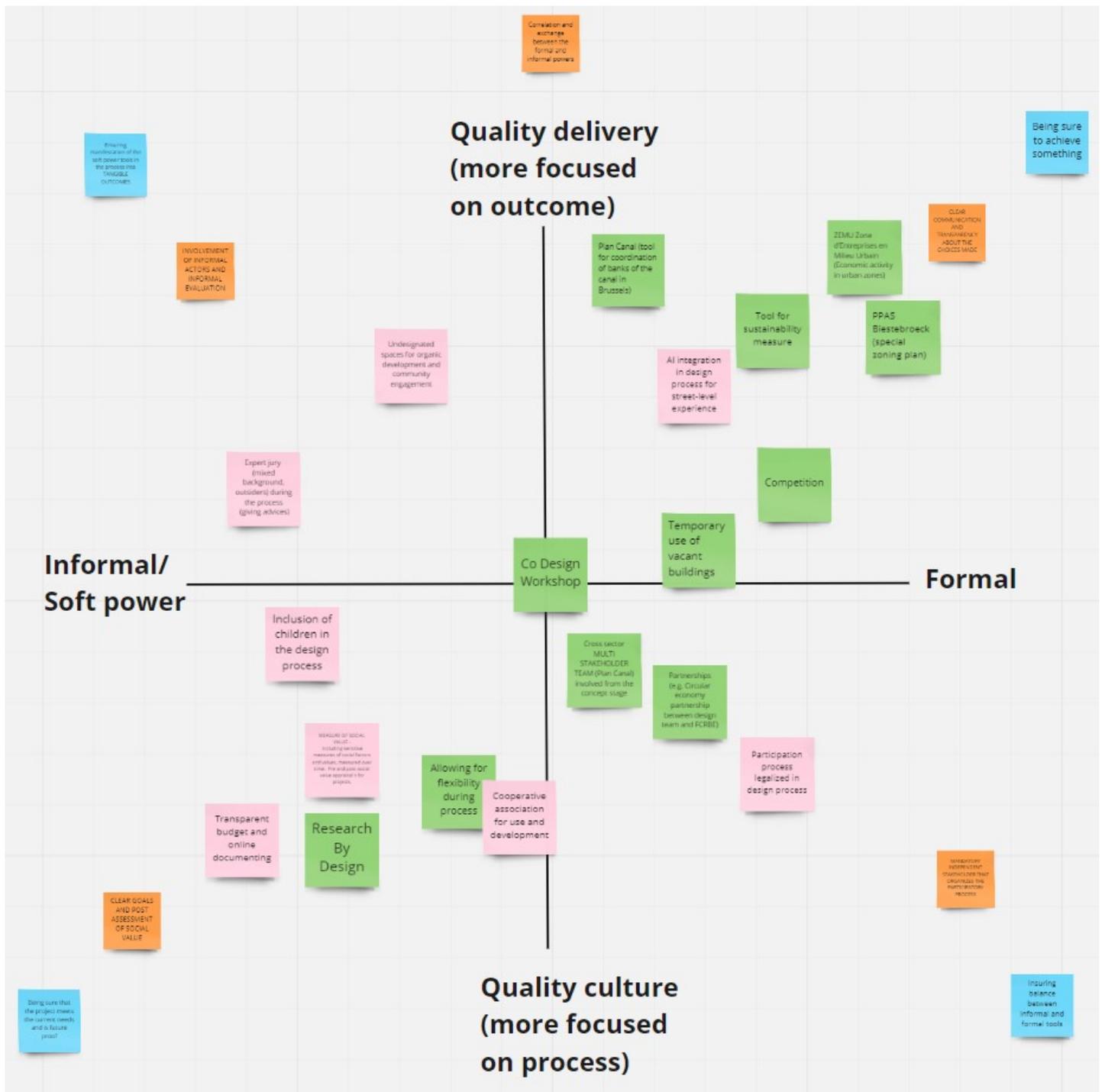
- Promoting good urban design governance using the D-A-D Framework: Discourse, Appraisal and Dissemination, and also looking at the scalability and replicability of projects is really interesting. Learning from disseminated knowledge and examples is very powerful but it can also stop innovation because people can just copy, so it is important that each project is contextually appropriate. How is it possible to make sure that replicability is appropriate and not just copycatting, but rather learning and applying in a contextual way to new sites and new places.
- The softer the power, the easier it is to replicate
- How could we use the idea of language and communication to reach out and engage with neglected groups and make design more accessible to all, what are the consequences, pitfalls and strengths of this approach
- Identified a gap in the conceptual framing of design governance and how we talk about it, which is even when we talk of informal tools we tend to understand them as somehow being connected to the state, whereas what you have identified is that are important design governance outcomes that can be more subversive and resistant, and that through their emergence change the way governments make decisions

6.3. Student group presentation: Petite Île / CityGate II (BE)

The Petite Île / CityGate II group began by introducing their analysis of the stakeholders, explaining how they proceeded through the project process, and presented their analysis of the tools used, for which the group developed a graph that organises these tools by different categories that were previously defined by the Urban Maestro team. They concluded with a brief summary and their recommendations on how to promote some of the principles that they analysed for good urban design governance.

They introduced the 24 stakeholders that they came across while investigating the CityGate project, ranging from unofficial stakeholders such as nearby residents, local organisations such as NGOs that are not profit-oriented, to the local official public sector stakeholders, the semi-private and private sector, and finally the regional public authorities. Some of these stakeholders come together in shared-interest groups, for example L'Equipe Canal, the developers association, and the design team, while others include the existing residents and users and the temporary users who were contracted by Entrakt, an association specialising in temporary occupation and use. These various stakeholders used different tools which were listed by the student group, alongside a further set of suggested tools that were collected and proposed by the students as important for good urban design governance.

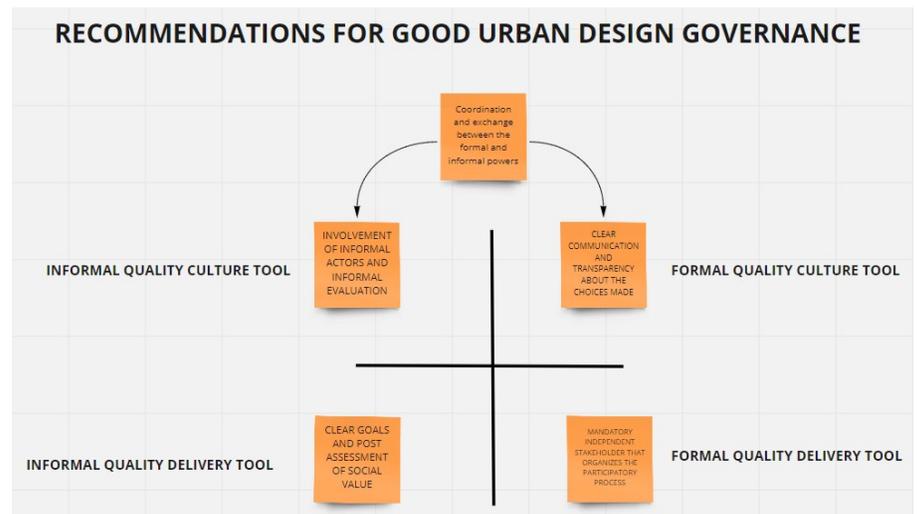
The group then explained their approach for specifying the tools of urban design governance, which they positioned on a graph which on the vertical axis showed a scale between quality culture (more focused on the process) and quality delivery (more focused on the outcome), wherein the quality culture tools establish a positive decision-making environment in which consensus is gradually built up in order to create a genuinely better built environment with actual place value, while the quality delivery tools help to ensure that from intervention to intervention, design quality is delivered step-by-step, thereby guaranteeing quality in every stage of the process. The horizontal axis is a scale moving from informal to formal tools, referring to the type of power employed – formal tools make use of hard power and are generally obligatory to use, made mandatory by local authorities, while informal tools influence decision-making from the broader culture of design, encouraging and persuading the actors in a development but in a non-restrictive, non-mandatory manner. The group then situated each of the tools that they had previously identified in one of the four quadrants formed by these vertical and horizontal axes, as shown in the diagram below:



Miro board final presentation, Petite Île / CityGate II group

The students identified the top right quadrant as the most institutionalised, placing the different zoning plans and broad development visions in this area. The bottom right quadrant contains the more formal tools that focus on actioning and changing culture. These included the various regulatory frameworks and different formal partnerships, for example concerning circular economy. Then the bottom left quadrant showed much more scope for exploring soft power tools, particularly

those focusing on quality culture and more importantly processes with citizens at the heart of the process. The wide scope of available tools proposed for this quadrant also reflects how the choice of tools largely depends on the socio-economic context and the institutional structure and needs to be based on a nuanced analysis before the choice is made, for place-based urban design governance. The top left quadrant was concerned with how informal tools and soft power affect the quality delivery, something that the students felt was lacking in the case of Petite Île / CityGate II, and they proceeded to outline some suggestions for possible ways to rectify this deficiency, particularly with regard to community engagement, participation and co-design.



Miro board final presentation, recommendations for good urban design governance, Petite Île / CityGate II group

Finally, the group elaborated on their recommendations for good urban design governance and their promotion of this, which was the purpose of the balance between the quadrants. These recommendations were outlined as:

- Coordination and exchange between the formal and informal powers
- Informal quality culture tool: Involvement of informal actors and informal evaluation
- Formal quality culture tool: Clear communication and transparency about the choices made
- Informal quality delivery tool: Clear goals and post assessment of social value
- Formal quality delivery tool: Mandatory independent stakeholder who organises the participatory process

To sum up, the students advocated for a balance between the four quarters of their urban design governance diagram:

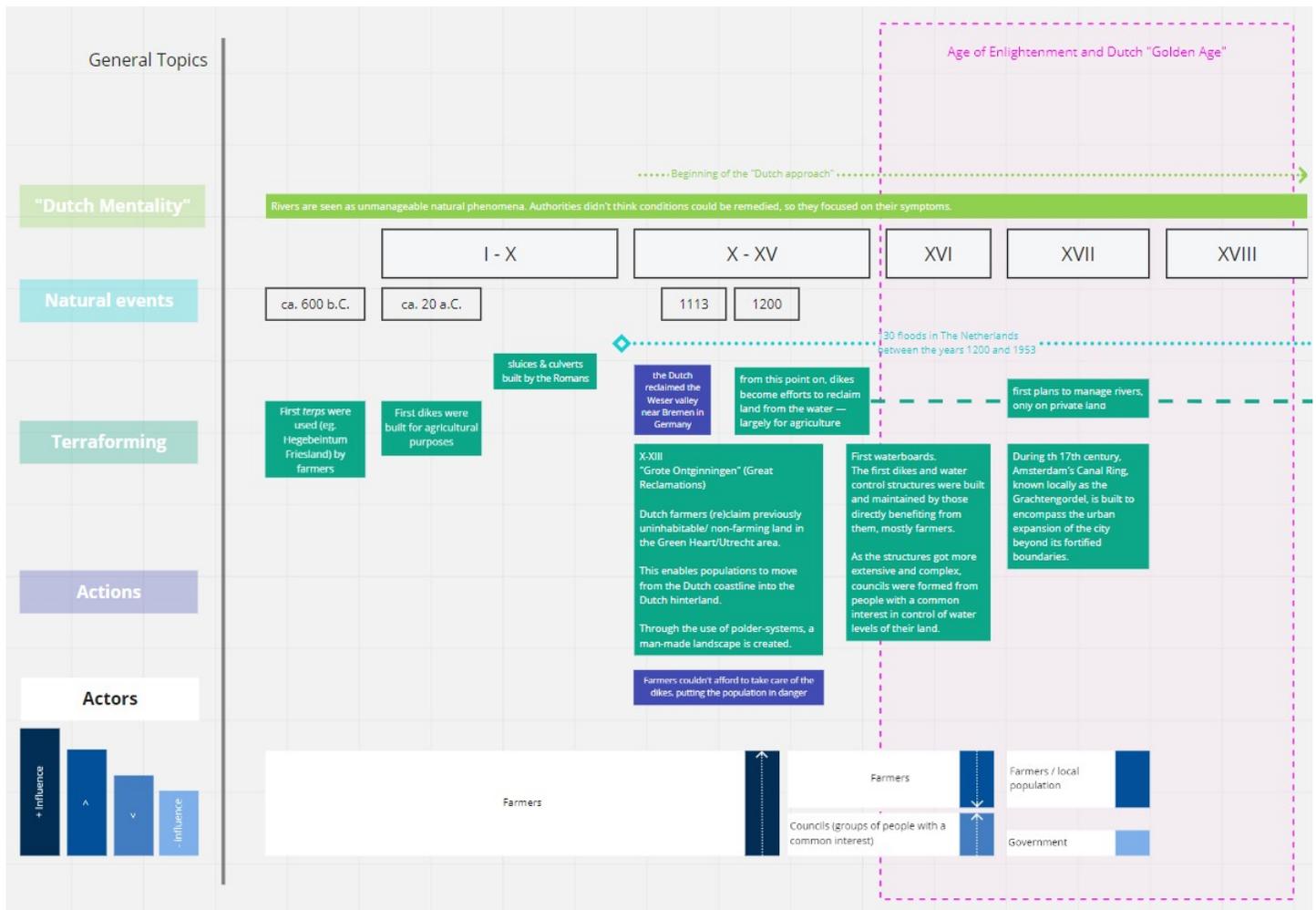
- Safety net to take the soft tools into consideration
- If all quarters are used, designs will be more innovative
- Incorporating soft tools that increase inclusivity leads to greater public support and recognition

Critical thoughts and reflections

- Would be nice to also see the balance between the quadrants - informal quality culture and formal quality culture, informal quality delivery and formal quality delivery - on a timeline, to see the flow across the tools and when they come into play
- Very analytical work that really breaks down the governance process into the individual and steps and identified some gaps. It would be good to go further into the relationship between these tools. Perhaps the focus on the process and the focus on the outcome could be connected a bit more, to investigate or identify more informal tools that are focused on delivery, although this is always a challenge since often they focus more on the process, could be interesting to resolve
- Not all innovative governance tools are soft power, there are also innovative formal ones
- Worth more reflection is the idea that there are more informal tools when there is less funding – how do we combine this interest in the informal with the very concrete issue of funding
- Good conceptual thinking about formal and informal tools, but they also became quite detached from each other – how could you bring some radical change to the formal tools through the more informal approaches?
- How would you practically go about implementing your proposed legal requirement for public engagement?
- How could you make design competitions, which are normally quite expert driven, more democratic in order to achieve your stated social value, community-based aims?
- The different tools do need to support and inform each other. A lot of those tools people already know about, but are not using – we need to understand the drivers for why they are not using them, which might help us make suggestions for why they can and should use them or persuade them to use them or help them overcome the barriers to using them. Perhaps you have some thoughts on why your model doesn't happen all the time already
- The diagonal is really interesting, it would be interesting to see the timeline on the diagonal

6.4. Student group presentation: Room for the River (NL)

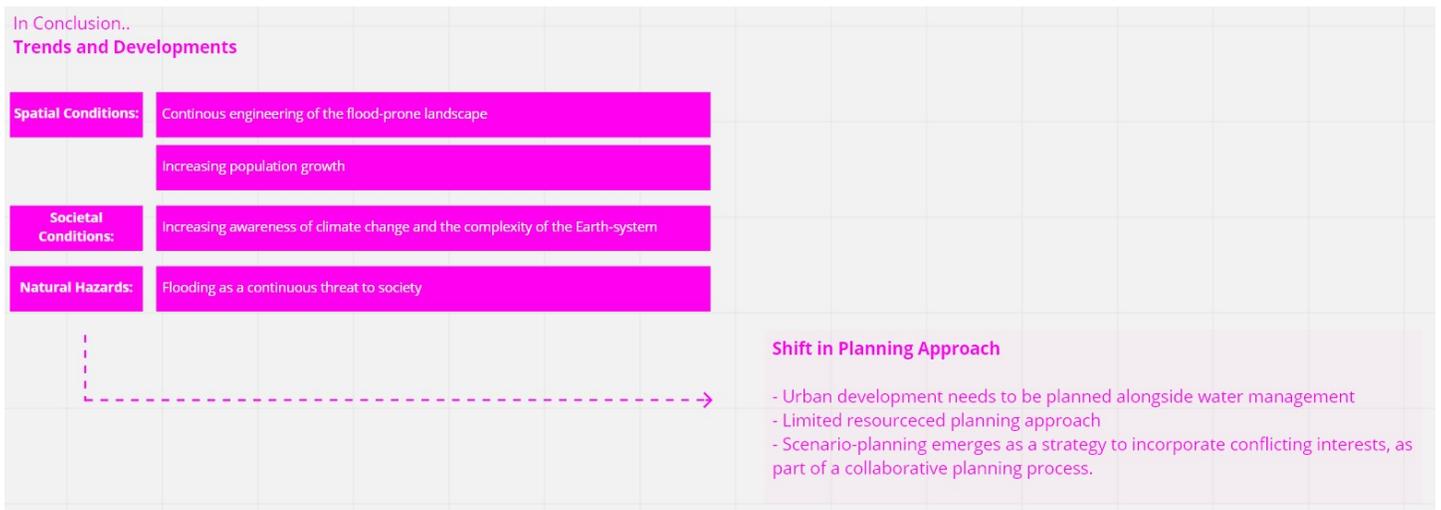
The Room for the River group began by giving a brief history and background of the initiative, which was launched in 1996 as a new approach to water management in the Netherlands. Through the use of a timeline, they highlighted some of the causes and mechanisms behind this moment, as well as the urban governance structuring the programme.



Miro board final presentation, timeline of water management policies in the Netherlands, Room for the River group

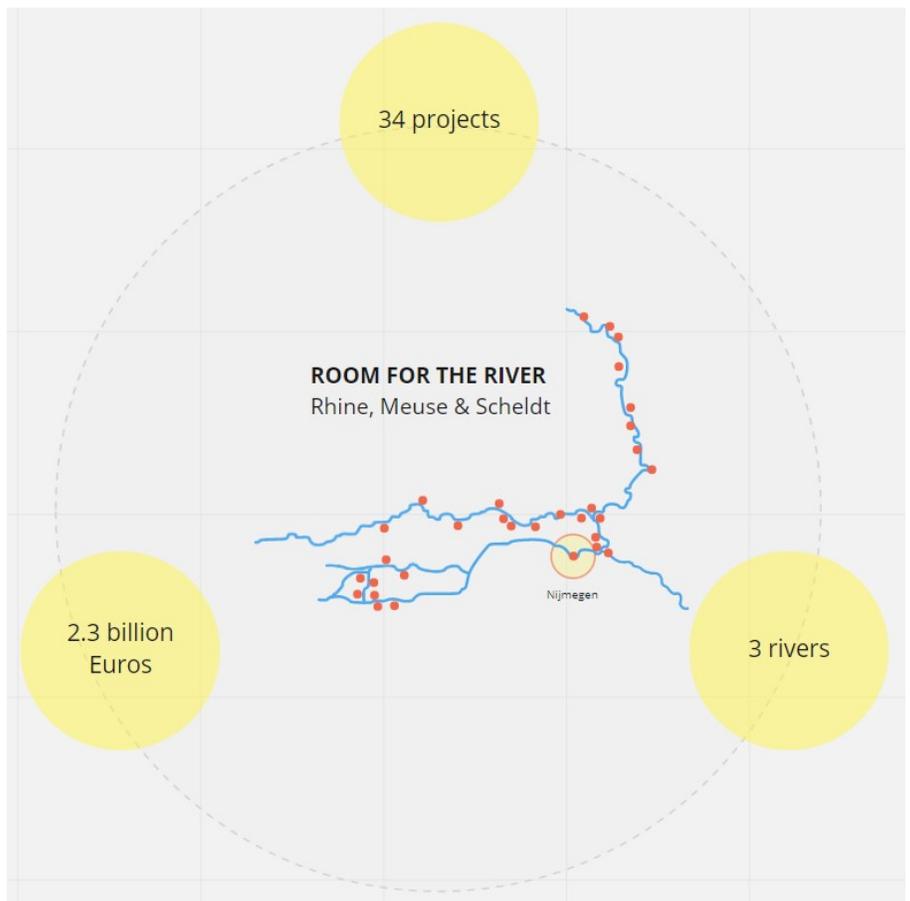
The students outlined how conflicts in the past led to what is known as the Dutch Approach, the negotiation and communication needed to reach mutual agreement in decisions relating to the management of the protective dyke systems, and how, in terms of governance, conflicts between different actors led to a larger amount of organisation, which became gradually more complex. They also explained the shift in mindset that occurred during the Industrial Revolution when nature was no longer

seen as an unmanageable phenomenon, but instead there was a new confidence in the power of humans to shape the natural environment. Their timeline also pointed out the subsequent technocratic approach to water management, as well as the first institutionalised approach, with the establishment of the Dutch water boards. Other factors, including increased urbanisation in the Netherlands and increased population growth, led to the first largescale interventions and engineering of the landscape and the river systems. Developments such as the appearance of human-induced climate change, an increasing demand for public participation, as well as an increased awareness of the environmental impact of water management, all led to an increasing interrelatedness between water management and city development, summed up in the following overview:



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In posing the question, 'why Room for the River?', the group explained how by the 1990s society had changed, with the values of ecological movements and Club of Rome seeping into mainstream planning discourse, also a shift in the awareness of how complex the system was becoming, illustrating how, at the same time, the planning system starting moving from a regulative towards a more indicative planning system. Two large floods in the beginning of the 90s - which caused more than €100 million worth of damage and the evacuation of 250,000 people - marked a turning point, as they made people realise that existing water management policies had failed, and as a result, the Dutch national government and water board decided to make more room for the rivers.

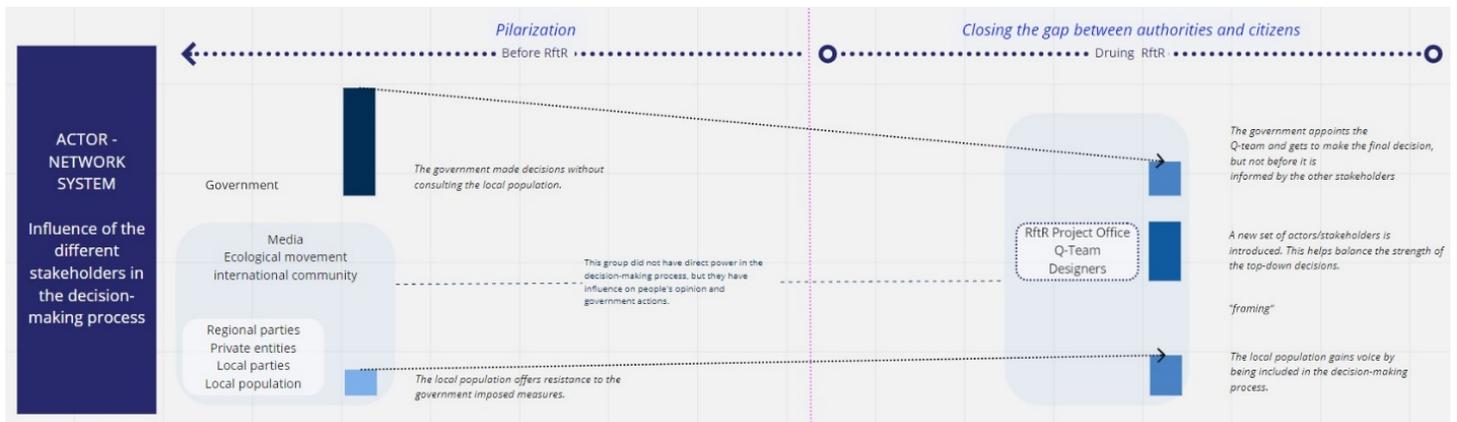


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The overall Room for the River programme encompassed 3 rivers, the Rhine, the Meuse and the Scheldt, and incorporated 34 different projects, with a budget of €2.3 billion. The national government decentralised the implementation of these 34 measures to local or regional authorities or private parties, with the aim of improving safety and enhancing spatial quality. A special Quality Team was established, Q-Team Room for the River, with the aim of ensuring spatial quality, in this case referring to a balance between hydraulic effectiveness, ecological robustness, and cultural meanings and aesthetics. In terms of governance, the RftR project presented a new approach to water management and flood mitigation, not just in the Netherlands, but also on the international stage, becoming an example of a dual approach, a combination of safety and spatial quality in one project.

Although the students found a lot of information about the accomplishment and positive achievements of the programme, they also found that the programme had caused many conflicts, but that little information could be found on these conflicts, let alone their impact or value. The group saw therefore a gap in the current knowledge in the available reports, evaluations and scientific publications, whereas the students themselves felt that these conflicts played a crucial role in the Room for

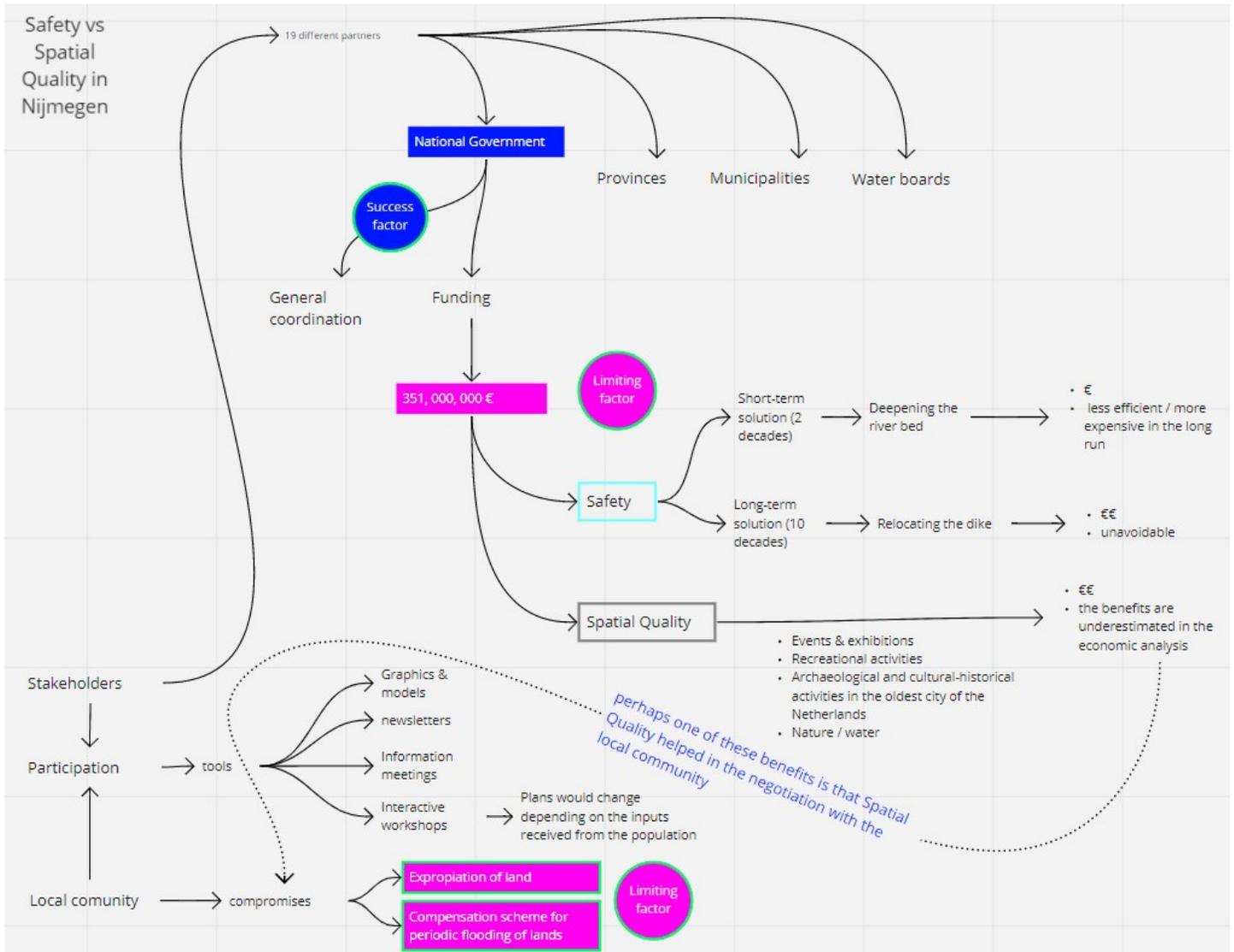
the River programme, in terms of refining governance and the process of how people were governed. The students therefore decided to focus on how conflicts or frictions were drivers of adaptation in governance and management, how they were means to negotiate and how they added value and how they influenced many spheres, illustrating this through the specific case study of the dyke relocation in Nijmegen. This was the largest project in the Room for the River programme, where the proposal was to move the existing dyke inland in order to create a new channel and widen the river's floodplain, which would allow the river to discharge more water during higher water levels. The new channel would create a new island that would form a new recreational area, increasing the connectivity between both sides of the river. These measures were decided on a governmental administrative level, with little to no participation. When the local inhabitants realised the scale and impact of the measures proposed, they developed an alternative plan, which started a major discussion on the project. In the end, the alternative plan was not developed, but as a result of proposing it, the citizen's gained an active position in the process, they influenced the engineering and changed the amount of room given back to the river. They also achieved additional compensation measures, both societal and private.



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The students postulated that what happened in Nijmegen therefore marked a turning point from the era of pillarisation, in which the government made the decisions without consulting local populations, to an era of depillarisation and increased participation, where management succeeded in closing the gap between authorities and citizens. They identified some approaches and instruments that support the movement towards closing this gap, for example, the introduction of new actors in the process who functioned as intermediaries, such as the Q-Team, design teams and design clusters that enabled cross-fertilisation of idea and knowledge. In addition, the organisation of design ateliers with societal stakeholders and citizens mediated between top-down planning and bottom-up aspirations.

The group then used the following diagram to try to explain how they believed the conflicts between local actors, groups and driving forces led to additional societal functions and compensations, with conflicts across spatial quality becoming a means to negotiate and reach compromise, increasing the local sense of community and ownership and creating room for influence from societal groups. They argued that conflict therefore brought benefit in a number of ways, including process value, governance value, spatial quality value and societal value.



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In presenting their conclusions, the students pointed out how, because of climate change, sea level rise would pose an increasing threat to the Netherlands, meaning the country will have to make room for the sea, and not just for the rivers. They also came to the conclusion that it is not only important to make room for the water, but for influence as well. The group's main observations based on their research and analysis of the case study were:

- Conflicts aren't obstacles, they are driving forces of the adaptation and refinement of inclusive processes
- Definitely evaluating the role of conflicts, can increase the quality of future planning proceedings and become a 'best practice' for good governance
- Urban design governance can function as an adaptive instrument, a mediation instrument, as participatory governance
- It is crucial to be able to adapt governance approaches to changing situations

The students' final suggestion for the promotion of good urban design governance was governing and adapting by doing, and they proposed a new type of Q-Team as a possible tool for the future:

- Fuse the different design groups that RfR still had in an inclusive team or approach.
- Include more disciplines in future Q-teams, for example, social and health workers
- Design is not only about spatial quality, but also about the materialisation of concerns.
- Good design governance allows for governing-and-adapting-by-doing during ongoing planning and design processes.

Critical thoughts and reflections

- Very well-structured presentation, raising issues of design quality at a huge scale, incorporating difficult questions of environment and safety at the same time
- Question on the statement on conflict: stated that conflicts are not obstacles, but have you taken into consideration for example geopolitical conflicts, divided cities like Nicosia, Jerusalem, Belfast etc. Would conflict be dealt with differently in these situations, where there have been many grassroots movements aimed at better governance? You have spoken about environment and ecological planning conflict, but what about other types of conflict, is it always the same answer and prostheses?
- Interested to know what your recommendations were for what particular urban design governance tools we could use to embrace conflict and tease out ways of moving forward through the conflict
- Speaks to the need for continuous learning, and mutual learning from the local, community level, the whole way up to the government level
- Who speaks on behalf of nature? Questioning the legitimacy of environmental governance

- Processes that help people to accept things that they don't want to accept. One conflict that we also have to manage in terms of urban or environmental design project is people's fear of change, whereas things like flooding and climate change is a macro level challenge that is much more frightening and difficult for people to accept and tackle. How can we better manage these larger scales of impact, when the stakes are very high?

Key takeaways from the expert panel

Following a short break, moderator Matthew Carmona, Professor of Planning and Urban Design at the Bartlett School of Planning, University College London, introduced the final group discussion. The invited experts offered some critical reflections on the presentations as a whole, as well as some thoughts on how the output of the masterclass relates to the topic of urban design governance, before the floor was opened to the audience for a wider debate. Some of the key takeaways are summarised below:

- Miro boards are fantastic, best use I've seen of this tool. Links between the different presentations are worth looking at and examining in more detail. Need to look more in depth the flow of processes and when each one happens.
- Governance right at the beginning of the project in terms of setting the objectives is absolutely vital. Also important is design governance culture within organisations which drives what they do and their reaction to others – looking at that would help to understand how to play into that and influence how they make decisions.
- Understanding the barriers – fatigue with engagement, really hard to keep that going – how do you get and keep people engaged and make their involvement successful. Understanding why people don't do what we think they should so is very useful in helping understand where we can have most impact in governance
- What we learn from these four different contexts, if we want to engage the soft power together with all the other ranges of tools and powers, what emerges is this idea of participatory co-design platforms, which allow us to engage with different scales of governance, different types of projects and processes. If we are to try to develop this idea, what is their legitimacy – where do they position themselves within the context in order to best engage and bring these dynamics together? Where in the hierarchy are they located, how are they funded, how do they function democratically?
- Lack of transparency cropped up in all four groups as a comment, tried to fill the gap by mapping initiatives that tried to give a voice to the invisible

communities, could be interesting to add to the formal and informal tools these mapping and knowledge-sharing tools that give voice to communities.

- Lack of trust, dissemination and educational tools could play a role in tackling this
- The role of the citizen in design governance – citizen power can reshape how we conceptualise design governance and turn on its head the way we use some of the formal and informal tools of design governance and to ask new questions about how we perhaps create a more iterative conversation that is always ongoing about change and design in cities, to find ways to move beyond consultation and do this through some of the crowdsourcing and social media methods talked about. The big challenge in all of that is that by reframing the role of the citizen we come up against the barrier of financial and political power that currently shapes urban development, we still don't have the answer to how we can bring in these more radical processes and use them to shape decision making in a way that is substantive and makes a difference in the long term.

Frédéric Saliez from UN-Habitat then closed the session with a short talk on the value of balancing top-down and bottom-up processes and the combined use of soft and hard power in urban design governance. All participants were then thanked for their involvement and everyone was invited to attend the final closing session of the masterclass that is planned to happen during the Urban Maestro final Policy Dialogue event in Brussels in early 2021, as well as the following Urban Maestro workshop, 'Actions for Future', scheduled for November 2020.

7. KEY TAKEAWAYS AND MASTERCLASS LEGACY

The masterclass compared - and in the final session, contrasted - a fascinating series of case studies. It perhaps raised more questions than it answered, but in doing so allowed a deeper understanding of some of the challenges and opportunities associated with all such practices. Among them were:

- There is a tension between speed, cost and inclusiveness of urban design governance processes, but this is not irreconcilable. One key is early, fundamental, simple and therefore inclusive participation.
- We need processes that are educational, but not just of citizens, but also of official and developers
- Wicked problems such as gentrification may not be capable of being addressed through community engagement and require instead multiple inter-related approaches.
- We need to manage community ambitions or run the risk of raising untenable financial risks.
- Which should come first, quality culture or quality delivery tools – a chicken or egg problem? How they are linked and work together seems to be key.
- Processes need to be transparent and engaging rather than highly technical if we are to engage key audiences such as children.
- There is a critical relationship between formal and informal tools of urban design governance. Neither can be viewed in isolation.
- Innovation in urban design governance may sometimes need to be disruptive, oppositional or subversive in order to deliver innovative and inclusive solutions.
- Mediation is a key tool, which should not be overlooked, as is hands-on project experimentation.
- There can be a tension between the scales of application of urban design governance, and between top-down and bottom-up processes.
- In this respect, it is also not always possible to scale local initiatives which have to be contextual, but in their application to place and in the right processes for local needs.
- Urban design governance tools work across the scales from the very local to strategic design considerations.
- A real challenge lies in how to measure success, what targets, indicators and measures of improvement are appropriate and how should they be built in?
- How ideas and innovative practices are diffused is critical but little explored. This is not just about outcomes but also, critically, about processes.

- Informal tools are easier to replicate than formal ones because they rely on the soft powers of government.
- Where should such powers be ideally located and who should be responsible represents an open question.

Masterclass impact and legacy

With a focus on connecting and crosscutting disciplines, the masterclass brought together a multidisciplinary group of 40 international students and 8 tutors. Assisted by the Urban Maestro team, they worked with a range of academics, practitioners and other experts, examining real-life case studies from across Europe as a way to explore issues of urban design governance. Connections were made with participants from other Horizon 2020 projects, including CLIC and REFLOW. This engagement with a variety of actors and stakeholders gave the participants an insight into the range of skills and roles involved in creating good quality urban spaces, and a better understanding of the political, social and economic environment in which they will be practising.

Through active learning and the bidirectional exchange of knowledge, skills and ideas, the masterclass has helped further disseminate the findings of the Urban Maestro project and developed ways to introduce what has been learned during the project. The masterclass has also offered an opportunity to invite a peer-reviewed, critical appraisal of how we communicate our findings and a chance to develop and diversify this, providing a useful reality check on our own presumed and accepted evaluations.

While it is intended that the findings of the masterclass will be published on the Urban Maestro website, it was also decided to offer both the students and tutors a chance to further develop or reflect upon their work and findings from the masterclass. This was proposed as a way to ensure that the wealth of information, analysis and critical thinking on the Miro boards can exist outside of the closed online environment of the masterclass, by transferring it to a more sharable and communicable format.

This proposal was put forward to the students before the final session of the masterclass, to both ensure that the existing connections and motivation could be harnessed, and to gauge the enthusiasm for participating in this follow up activity. 17 students (almost half of the entire cohort) and 6 tutors expressed a strong interest in joining for these next steps.

It was agreed with the Urban Maestro team that the aim going forward would be twofold:

1. to finalise and valorise the work that has already been developed, by taking the existing presentations from the Miro boards and distilling the essence of each team's output into a presentable, printable format which is stand-alone and self-explanatory
2. to highlight a particular issue, challenge or unanswered question from each case study that would be interesting to unpack further, as a way of investigating an important question raised by the case study related to good urban design governance, and at the same time fill a hole in the existing research.

In consultation with all of the students and tutors involved in these next steps, it was decided that the final output for each case study would take the form of a printed fold-out document, folding to A4 format when closed, in line with the format of the other publications already available on the Urban Maestro website. Working from a standard template, each group of students then further developed the content and layout of their document.

The final series of Masterclass Papers detailing the findings and recommendations from each case study group was published on the [Urban Maestro website](#) in early 2021, with a number of printed copies also being produced.