

In the KNOW



KNOW

Knowledge in Action
for Urban Equality



UK Research
and Innovation



03

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In the KNOW is our bi-annual newsletter providing a space to share project outputs, updates, stories, and more from Knowledge in Action for Urban Equality (KNOW). It is co-produced by our KNOW Investigators, City Partners, and Associates working on issues of urban equality, resilience, prosperity, and extreme poverty; in the fields of urban development policy, planning, research, and capacity-building in cities of the global South.

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On the cover

Bengaluru street market, Image: David Heymann, 2020

Life in the Slums...Still I Rise

By Fatmata Shour

Sierra Leonean Poet

Mother came to the city with me and my
four brothers through a wood van,
We stopped half way to Freetown and
walked and ran,
with a sound ban, bann, bann, began,
pan pan....

The very scary sounds of gun firing....
Chasing us with bullets and machete.....
I saw children's hands being cut off..... full
of petty, gutty and sweaty.
We ran faster than a car ...to avoid being
amputated, ...by God, we ran far.

After many days of walking through the
day light and the night, which sometimes
made no difference,
as a day that should be bright would be
seen dark, clouded;
We arrived in the city; it was a relieve to
have reached the city, but yeah....
we thought things would be brighter
for us...
once again... but that was a dream that
never came to pass.

What followed...a long time of struggles, of
suffering, and pain,
sleepless nights and empty stomach....
nothing gained
we had nowhere to sleep, no food to eat,
Sleeping in a field was our first and
only choice
or was it to find a place rich people don't
wish to stay..... they avoid

That was what brought us to what people
called the ghetto, tenement, poverty-
stricken, crowded, low neighborhood,
cheap housing, a garbage patch, Hunter's
point, the wrong side of the track,
And popularly... known to all as 'slum'....
But for us it was Heaven, a place where we
found the peace that lacked....
Today, the catchall term "slum" is loose
and deprecatory,
it has many connotations and meanings
that persist,
and is seldom used by the more sensitive,
politically correct, and academically
rigorous, yet still ...they exist

A second war began for us, in a place
closer to the river, where rubbishes are
being emptied,
a war with mosquitoes, flies, rats and pigs,
Flooding, no proper school, no proper
health service, no proper planning.... We
don't have homes in slums but houses, for
our focus is survival, finding ways
and means
to put food on the table like Konsho
beans... they can make you go for a day, or
even until the next day

People recognize you by the way you talk
and act,
that simply tells them where you are
coming from,
"Ugh, you smell like someone coming
from the slum"

You are nothing in the eyes of people
living in the brand and well-structured
communities you see,
for as long as you are living in the slum,
even if you are the next President or First
Lady to be.

I'm only fortunate to see my honorable or
any government stakeholder in time
for election,
after? No one cares about us, ...it feels
like rejection.
We are being extracted from being a
citizen but we have a right to light, life to
shine, to rise.....
Living in such communities can kill great
dreams and breaks in pieces what seems
...a possibility.
Please let me find my level here in the
slum, that's where I belong "for liquid finds
their level".

BUT ...for all I care I'm a strong woman and
I can rise up,
Powerful leaders of tomorrow... wake up,
wise up
Don't let our future break down

Let our voices be heard,
Because we care about our communities,
Encourage and help us to go and fulfill our

dreams and ambition,
Because our vision....
It's what makes us visible.

The greatest hope I have is to go back to my
slum community,
to help them stand strong,
walk together to change that page
and build a better life for all of us... to reach
that stage.

For life in the slums...still we rise.

*This poem was performed live as part of
the KNOW participation at the United
Cities and Local Governments (UCLG)
World Congress, 12th November 2019,
Durban, South Africa.*

*Read more about the UCLG World
Congress in the 'KNOW What' p. 28.*



Above

*Fatmata Shour performing her poem (left) at the UCLG
World Congress, Image: Camila Cociña, 2019*

In this issue

By Prof Caren Levy

KNOW Principal Investigator

As we were finalising the preparation of this third issue of **In the KNOW**, the world around us changed beyond recognition and in a very short space of time. COVID-19 has presented a challenge to the very heart of the local and global systems that structure and interconnect our lives. In the context of Knowledge in Action for Urban Equality (KNOW), it is an understanding of the way these systems of production, consumption and distribution reproduce urban inequalities that is the focus of our research and capacity building – and as importantly, of how we can intervene in these systems to shape pathways to urban equality. This task seems more urgent than ever.

The impact of COVID-19 has already highlighted the terrible costs of inequality and will force us all to redefine the development challenges that run through the KNOW programme – resilience, prosperity and extreme poverty. Some of the questions that arise immediately are: How can household members practice the current official advice to self-isolate, socially distance and handwash regularly in the context of precarious livelihoods, low incomes, and informal and un-serviced settlements that are an integral part of most cities in Africa, Asia, Latin America and the Middle East? How will fragile health systems cope? What are the implications for future democratic governance and the rule of law in the context of current top-down emergency response of governments, supported by different forms of policing – and abuses of power, including against citizens in informal settlements?

These questions and the experience of coping with COVID-19 give poignant meaning to the definition of urban equality that has developed with our work in KNOW. Even while we recognise the context-specificity of the form that urban equality will take in each city, in KNOW we have agreed to work with a 'placeholder' or 'working' definition of urban equality which is adapted and has changed as our research and capacity building unfolds, and findings emerge. Currently, we are working with four broad and inter-related dimensions of urban equality, and

each dimension has critical significance for managing the crisis and impacts of COVID-19:

- **Equitable distribution:** A city that ensures equitable access to income and basic services for all citizens in a sustainable manner;
- **Reciprocal recognition:** City institutions, urban practitioners and an urban citizenry that recognise different social identities and the environment in the way they co-produce knowledge; organise collectively; and plan, operate and manage urban activities;
- **Mutual care and solidarity:** A city that prioritises mutual support and relational responsibilities between urban citizens and between citizens and nature, and actively nurtures the civic life of the city;
- **Parity political participation:** A city that actively engages citizens representative of the diversity of groups in society in deliberations and decisions about the current and future city.

And what about the aftermath of this pandemic? In the words of our KNOW partner in the Asian Coalition for Housing Rights (ACHR), Somsook Boonyabancha: *"It looks like the world will not be the same after this..."* She exhorts us to grasp any possibilities *"... to rethink, reshape and reform ... our new world's development direction."*

Central to taking up such a daunting challenge is one of the valued principles of KNOW, co-learning through collective diagnosis and action. In **KNOW Why** of this Issue 3, we share a vision of learning among urban practitioners from academia, grassroots organisations, NGOs and local authorities to shape pathways to urban equality. Entitled *Urban Pedagogies: How we learn and practice urban equality?*, this highlights the intellectual preoccupations of Work Package 5.

In **KNOW How** we give an overview of the activities over the last six months in each of the KNOW Work Packages. Each of the six Work Packages highlights work that has an important role in re-shaping future development directions.

KNOW What showcases five strategic moments in our research and capacity building leading up to this Issue. Among these is the third KNOW Annual Workshop held in Bengaluru in January 2020, which gathered together 45 team members at IHS in Bengaluru. The workshop dovetailed with the IHS Annual Research Conference, this year entitled *'Equal Cities'*, and gave us a unique opportunity for a mid-term sharing of KNOW research and capacity building findings and impacts in six conference panels. It was remarkable to see the range and depth of KNOW outcomes after only two years. This was followed by three days of internal KNOW assessments of progress and planning for 2020. Running concurrently with the Annual Workshop, IHS created the second KNOW City Exhibition entitled *"Becoming Bangalore: Maps, Stories"*, which plotted the growth of the city, mapping carefully selected moments and trends over the last 200 years. For more information on this City Exhibition, you will shortly be able to access a video produced by the KNOW Communications Officer, David Heymann, on the KNOW website.

KNOW When is the final section of Issue 03 and summarises KNOW events in the last six months and some KNOW updates on a range of outputs related to the Programme. We look forward to engaging with you in our public events in the future, which are likely to be remote in the coming months. Please do keep in touch with us through the [KNOW website](#), [blog](#), [video channel](#) and [online subscription](#).



KNOW Why

Urban pedagogies

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Urban pedagogies: How do we learn and practice urban equality?

By Prof Adriana Allen and Julia Wesely

WP5 Investigators

In Sierra Leone, 25-year old Amadu frequently commutes 50 miles between his hometown, Freetown, and two universities in the hinterland to pursue two BSc degrees. When we first spoke to him in April 2019 during his internship with KNOW City Partner SLURC and the DPU MSc Environment and Sustainable Development Learning Alliance, we were struck by his determination to contribute to addressing urban inequality in the informal settlement he grew up in. He is convinced that learning at the university is not enough: to be part of the change required you also have to actively learn on the ground.

About the same time as Amadu started his undergraduate studies, a group of housing rights activists in Bengaluru were appointed as 'Fellows of Practice' in the Faculty of the Indian Institute of Human Settlements (IIHS). Their work with students and residents fighting for tenure security powerfully demonstrates how activism can be learnt as a career in urban practice but also as a pedagogy in itself. At the institutional level, IIHS Fellows of Practice are re-imagining collaborations between higher education institutions, activists, communities, local governments and civil society, thereby providing an alternative vision of the role of universities as societal actors.

These two examples give a glimpse of how and why our research and action in Work Package 5 (WP5) engages with the learning practices of urban practitioners in academia, grassroots organisations, NGOs, and local authorities to shape pathways to urban equality.

Over the last two decades, we have witnessed multiple calls to rethink dominant epistemological assumptions on urban change. Arguing for a new epistemology of the 'urban', Brenner and Schmid (2015) put forward a provocative question: through what categories, methods and cartographies should urban life be understood? However, with very few exceptions, the question of whose and what pedagogies should be part

of more transformative epistemic framings of the urban is rarely tackled or even raised. In collaboration with KNOW City Partners, we are addressing this challenge by interrogating *how* urban practitioners learn, *what* and *where*, and *with what implications for urban (in-)equality*. Acknowledging that the construction of generative pedagogies takes different routes in different contexts, more specific questions include:

- How do urban practitioners acquire the capacities and capabilities required to work with rapidly urbanising areas in the absence of university-level planning degrees in Sierra Leone and large parts of West Africa?
- How can urban planning curricula shift from teaching simplistic Western planning tools to building capacities to work with 'repair' or 'auto-construction', which are essential to Southern urban practices (Bhan, 2019)?
- How can urban planning education in Tanzania challenge wider educational and cultural norms, such as the dominance of English in the education system, while planning is practiced in Swahili?
- How can India meet the estimated demand for educating 8,000 planners a year over the next 20 years considering that by 2015 it only had 5,000 registered planners in total (South Asia Urban Knowledge Hub, 2015)?
- How can curricular changes and pedagogic strategies keep pace with, and steer, the transformation of Cuban cities in an era of decentralisation and economic liberalisation?

Through these and similar co-produced questions our aim is to explore and support efforts to multiply, expand, and deepen pedagogic tactics and experiences that are generative to epistemic justice.

Epistemic justice at the core

The concept of epistemic justice (Fricker, 2007) is helpful to call out the power and ethics of producing, sharing and using knowledge in learning processes. This notion aims to capture and denounce discriminatory and oppressive practices leading to "*forms of unfair treatment that relate to issues of knowledge, understanding, and participation in communicative practices*" (Kidd et al., 2017m p. 1). In short, epistemic

Next page

*Co-learning diverse knowledges in
Freetown's informal settlements, Image:
ESD students, Portee Rokupa group, 2019*

“When you start working as an urban planner, you believe you know a lot about cities, your knowledge is authoritative. But then you realise that in fact you are engaged in an endless process of mutual learning. So, now, I think of myself as both an urban pedagogue and a learner: As I gain new insights from others on how cities work, I can transmit them to different spheres of action”

José Mena Alvarez | Director of Urbanism at the *Institute of Physical Planning* in Cuba, and member of the KNOW Havana team

justice challenges us to think critically about ‘knowing’ and ‘the knower’ and how prejudiced practices are reproduced through what Miranda Fricker defines as ‘testimonial’ and ‘hermeneutic’ injustice.

Testimonial injustice refers to prejudice on behalf of the hearer, leading to the speaker receiving less credibility, such as when women and men living in informal settlements are not heard or acknowledged by government officials or treated as ‘rightless squatters’. Hermeneutic injustice refers to the deficits, blindspots, and biases in social collective resources – processes and institutional practices – that disadvantage specific social groups from having their distinctive experiences and interpretations of their own realities meaningfully heard and considered. Importantly, both forms of injustice do not imply that hearers *deliberately* ignore, manipulate, and degrade the knowledge of the speaker; they rather point to underlying, often hidden, structural factors affecting both the hearer and the speaker or the oppressor and the oppressed (Walker 2018, 2019). Earlier in the KNOW programme, we mapped Higher Education

Institutions (HEI) engaged in planning education worldwide and found significant distributional gaps, often exacerbated by epistemological blind spots through outdated curricula that perpetuate colonial legacies and top-down pedagogies (Wesely and Allen, 2019). This includes for instance the emphasis on formal planning mechanisms such as green belts and master plans as the most desirable tools to steer urban development, while ignoring the roles and struggles of ordinary women and men as everyday city-makers. Gender blindspots are also prevailing across many HEI programmes, reinforcing epistemic injustice through patriarchal views of the world that limit the understanding and practice of who is a planner to technocratic (male) experts.

Examining how epistemic injustices are perpetuated in post-apartheid South African higher education, Melanie Walker argues that “*it is not enough to know, one has also to be recognized socially and pedagogically as a knower*” (Walker 2018, p.10). Building on Sen (2009) and Fricker (2015), she proposes the concept of ‘epistemic contribution as a central human capability’, meaning, in her case study, that black students should be able to develop capacities as epistemic subjects in the context of still predominantly white universities in the post-Apartheid era. This reminds us that recognising people of specific social identities – being black, a woman, or poor – as ‘knowers’ is not enough. Tackling deep urban inequalities requires challenging the institutions that

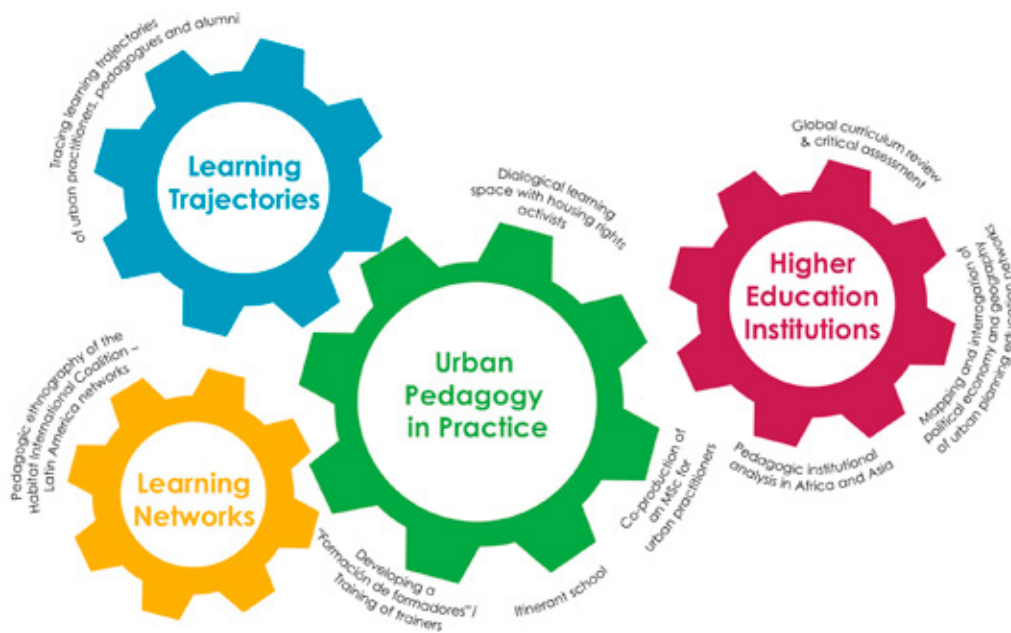
create and reproduce the experience of feeling and being discriminated against, and excluded.

So how can we support the project of pursuing epistemic justice as the core of building pathways to urban equality? Furthermore, if we accept that challenging epistemic injustices requires pedagogies co-produced across different sites of practice, experience, activism, and theorisation – how can such sites actually be articulated to be in true dialogue with each other? Here, our work draws from a rich body of literature and practiced precedents in the field of situated and feminist critical pedagogy.

Building generative pedagogies

Paulo Freire, who is considered the father of critical pedagogy, wrote *“The Pedagogy of the Oppressed”* to call on the mandate of education to emancipate learners to interpret, critique and ultimately transform the world around them (Freire, 1972). He made clear that pedagogy goes beyond a narrow understanding of teaching methods and instead foregrounds the agency of the learner to generate change. Following this moral and political imperative – which has been advanced by feminist scholars such as Sandy Grande and bell hooks – we carefully crafted a set of methodologies with KNOW City Partners to understand and shape the conditions that nurture pedagogies that are generative of epistemic justice. Our forms of engagement, illustrated in the following paragraphs, are based on three different





Left
Working with 'Learning Trajectories', 'Higher Education Institutions' & 'Learning Networks' as entry points to shape 'Urban Pedagogy in Practice', Illustration: KNOW WP5, 2020

Below
Grassroots pedagogies in the School of La Granja, Chile, Image: Adriana Allen, 2019

entry points which we identified as hosting significant room for manoeuvre: learning trajectories, higher education institutions, and learning networks.

Our work on *learning trajectories* serves to contest implicit knowledge hierarchies and testimonial injustices, such as those between students and teachers, between accredited planners and everyday city-makers, and between formal and tacit learning modes. With the KNOW Havana team, for example, we are interviewing urban pedagogues acting in and across different learning sites, such as higher education, civil society organisations, and government institutions. Together, we draw timelines of their professional histories to

analyse a) how trajectories of pedagogic practices respond to particular economic and institutional transition periods in Cuba, b) how their practices are geared towards distinct intended learning outcomes including justice-related principles, and c) how pedagogies are critically evaluated in light of their actual learning outcomes. We argue that positioning urban pedagogues themselves as reflective learners who *do*, rather than *have*, knowledge (Davoudi, 2015) makes them critical actors for developing the capabilities required by urban practitioners to engage in true co-learning processes, thereby addressing epistemic injustices in higher education as well as other sites of urban planning practice.

We are currently putting this re-framing of urban pedagogues into practice in Indore, India, where we are running a series of "Inclusive City" workshops with the Fellows of Practice that are targeted towards housing rights activists and fill a vacuum in formal planning education for pedagogical interventions for practitioners (See more in 'KNOW How' p. 19).

As outlined above, working with *higher education institutions* is central to addressing epistemic injustices, particularly in efforts to de-colonise education and planning and contest the structural conditions perpetuating the dominance of Western planning ideals, the notion of the technocratic expert planner, and pedagogies following the 'banking model of education'¹. Much can be learnt, for example, from KNOW City Partner Ardhi University in Dar es Salaam, an organisation that has been spearheading efforts to re-invent planning education since the transition of many East African countries into post-independence eras.

More recently, Ardhi University has been a key actor in the Association of African Planning Schools (AAPS), which provides a collaborative space for HEIs researching and teaching urban and regional planning



1 The 'banking model of education' is a term coined by Paulo Freire, which refers to students being seen as empty vessels into whose brains knowledge is to be deposited.

that is meaningful and relevant to African cities. Our work, on the one hand, seeks to capture and document the historic and contemporary institutional trajectory of Ardhi's planning education and its regional role. On the other hand, we explore and expand the current scope for improving particularly the accountability and relevance of planning graduates in public policy and planning. Alumni are currently confronted with a combination of high levels of bureaucratisation of public planning processes as well as a demand for narrow technical plan-making skills rather than more holistic and inclusive competencies in community-led planning.

In practice, we are promoting the travelling of reflections and lessons learnt from Ardhi University and other organisations within the AAPS, building on, and expanding, previous intensive efforts by the African Centre for Cities to champion a reinvention of planning education in Africa. This involves an African Regional Planning Education workshop to be hosted by the Sierra Leone Urban Research Center (SLURC) in Freetown in 2020 (See more in *KNOW How* p. 18). The aim of this workshop is to deepen regional dialogue and collaboration on what generative pedagogies entail and to support the development of an upcoming MSc programme on "Development and Planning in African Cities", which is currently being elaborated by KNOW City Partner SLURC and Njala University in collaboration with WP5 and the DPU, and which will become the first postgraduate urban planning degree in Sierra Leone.

Finally, it is essential to recognise that critical pedagogies do not only happen in specific institutions, but are also developed and shared across *learning networks*. One of the organisations pioneering a networked, yet autonomous, highly contextualised and critical approach to learning in Latin America is the Habitat International Coalition (HIC-AL). Established over 40 years ago as an umbrella organisation for grassroots movements, NGOs, universities and research institutions advancing the social production and management of habitat, HIC-AL is known as a 'Grassroots School of Urbanism' (*Escuela de Urbanismo Popular*). Members argue that HIC-AL has a valuable function in articulating multiple schools of practice through its 120

affiliated organisations in 19 countries, as well as through a dedicated working group focused on strengthening capacities in the production of habitat (*Fortalecimiento de Capacidades en Hábitat*). HIC-AL's schools encompass an immense density, number, and variety of educational and capacity-building activities with pedagogies built on rights-based principles. For epistemic justice, these pedagogies provide significant insights on how the rhizomatic and fluid structures of networks have the potential to generate active processes and capabilities to challenge misrecognition and expand the boundaries of meaningful political participation in decision-making across geographic and institutional boundaries. We are documenting the work of HIC-AL schools through a pedagogic ethnography that will be articulated into a film; a resource that can travel to ignite further generative pedagogies across and beyond Latin America.

What prospect for reinventing planning education?

In January 2020, many of our critiques of current planning education were put on the table at the Urban ARC conference hosted by the Indian Institute for Human Settlements in Bengaluru (See more in *KNOW What* p. 22). Gautam Bhan sharply reminded us in this week of the 4th anniversary of the suicide of Dalit student Rohith Vemula that educational institutions are often simultaneously spaces of progress as well as of violent discrimination. If we are serious about creating pathways to urban equality (and we are), then we need to go beyond voicing our shared frustration with the inability of educational institutions to fulfil their vocation, and instead tackle the root causes of epistemic injustices that lead to the exclusion, stigmatisation and marginalisation of urban practitioners, their knowledges and practices.

Over the past two years, we have engaged with many processes by which HEIs are re-claiming their transformational role in practice, such as in the experiences of the IIHS Fellows of Practice programme CUJAE's problem-based, interdisciplinary pedagogies, and Ardhi's and SLURC's efforts to reinvent urban planning education in conjunction with AAPS. We have seen networks like the Habitat International

Coalition mobilising grassroots schools to claim their rights for more just urban development. And we have got to know many inspirational young professionals like Amadu who are committed to steer their own learning trajectories to the development of more equal cities. Researching and supporting these processes at the individual, collective, and institutional levels means co-producing pedagogies on the basis of epistemic justice. It entails dismantling processes of stigmatisation of knowers and knowledges, giving voice and visibility to diverse learning experiences of urban practitioners and ultimately, carving and claiming political spaces for acting upon these experiences so they become generative to urban equality.



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KNOW How

Updates from the Work Packages

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Work Package 1 City Knowledge Co-Production

By Emmanuel Osuteye (Research Fellow)

Connections, co-working, and co-production

The second half of 2019 has been equally exciting for WP1 and all the corresponding City Partner teams across the project. WP1 has continued to support the effective cross-cutting functioning of the KNOW structures and systems, convening regular meetings and co-learning spaces with the City Partners, as well coordinating the various 'connecting' activities of the other Work Packages in the cities. In its second year of the Programme these connections and spaces have been deepened further and Work Package 'boundaries' have become increasingly fluid as the team grows and works together. The programme team in London has also hosted a series of partner visits from the city leads and teams. These included visits from Havana, Dar es Salaam, Freetown, Da Nang, Kampala, and partners from the Asian Coalition for Housing Rights (ACHR) Secretariat. These visits have proven to be very productive, providing a breath of concentrated moments of collective working across the programme within a chosen geography, on research themes and methods that the partners themselves have prioritised.

Work Package 'boundaries' have become increasingly fluid as the team grows and works together

The WP1 team also dedicated time to further explore the intellectual basis for the approach to co-production within KNOW. This inquiry fed into the development of a refined research agenda for individual team members based on research interests and an alignment to the cases in the KNOW cities, as well as shaping further collective written

outputs. A few selected highlights of the period include the following:

Exploring spaces of capacity building in KNOW

In addition to the primary research objective on how knowledge co-production supports the development of planning and policies in KNOW cities, the WP1 team has also in this period explored further how complementary capacity building occurs throughout the process of co-production. The team organised a workshop on the 7th of October 2019, with a framing of individual and institutional capacities to build pathways to urban equality by the KNOW PI and detailed case study presentations from KNOW partners Architecture Sans Frontières - UK (ASF-UK) working in Freetown and the Centre for Community Initiatives (CCI) working in Dar es Salaam, Tanzania. The workshop allowed for a deeper reflection on the process, methodologies, constraints, and challenges of capacity building in KNOW, as well as the intended outputs that will contribute to pathways to urban equality. One of the key provocations for the KNOW team, and which was applicable to all city-based research at the end of the day, was for an identification, examination, and documentation of the key strategic institutional and organisational capacities for shaping pathways to urban equality, and the most effective ways to build these.

Documentation of co-production and presentation of findings

The team has made significant advances in the documentation of co-production processes in selected partner cities, the collective analyses of data, and furthermore has had the exciting privilege of sharing some of the preliminary findings at public events. For instance, analyses were done on two of the African city cases, Freetown and Dar es Salaam, as well as a rapid evaluation of the process of co-production in the four ACHR cities in KNOW. The findings were presented in a series of three papers at the Dialog Conference hosted by the University of Stuttgart in November 2019. The conference provided an opportunity for



City Partners, opened up the space for translocal learning with a continental focus for the three KNOW African City Partners. This was premised on the desire to explore collective, complementary and cross-cutting research themes and methodologies, as well as advance a new research agenda on the examination of the impact of shocks to resilience and extreme poverty levels in low income communities in urban Africa. This additional proposed line of research on shocks gave the team an opportunity to contextually debate its definition, framing, manifestation, and relevance across the cities as part of an exciting day of brainstorming and workshopping. Overall, the working week was appropriately termed as the genesis of an 'African Regional Network' in what proved to be an exciting time of co-learning and team building.

the KNOW researchers to share their work, and have detail with researchers from similar multi-disciplinary projects evaluating “the meaning of co-production” and the debates of trying to understand “whose knowledge counts” in co-production, especially for community-based research such as KNOW.

research on knowledge co-production within the ACHR network was positioned as a critical methodology at the frontiers of urban theory and practice, and raised much interest in the context of the preoccupations of the conference.

Read more about the African Regional Network in 'KNOW What' p. 24



The reflections from the ACHR-based research was again shared at the UCL Urban Laboratory conference in London in Mid-November 2019. The presentations of the

Translocal learning & partnerships

Towards the end of the year, the WP1 team, in partnership with the Kampala

Above

WP1 investigators on the ground in Kampala for the KNOW Africa Regional Workshop, Image: David Heymann, 2019

Below

WP1 Investigators presenting at the Trialog Conference, University of Stuttgart, Image: WP1 Team, 2019



WP1 at a glance...

WP1 focuses on knowledge co-production as a tool to achieve urban equality and assesses how it can support the development and implementation of policies and planning across KNOW cities. These investigations are grounded through multidisciplinary, co-produced research, centred on the City Partner's specific projects and programmes to interrogate the various development challenges in individual cases. Our research also creates a space for a critical discussion on perceived challenges to the process and sustenance of knowledge co-production in a multi-disciplinary and multi-national project such as KNOW.

Our team

Prof Vanesa Castán Broto, Cassidy Johnson, Prof Wilbard Kombe, Barbara Lipietz, Catalina Ortiz, Emmanuel Osuteye & City Partner leads

City/geographic connections

Kampala, Dar es Salaam, Freetown, Havana, Lima, ACHR Network (Da Nang, Yogyakarta, Yangon, Nakhon Sawan)

Work Package 2

Comparative Inquiry for Urban Equality

By Allan Lavell (Co-Investigator on Resilience), Christopher Yap (Research Fellow on Extreme Poverty) and Saffron Woodcraft (Research Fellow on Prosperity)

In the past six months, the WP2 team has engaged with KNOW partners around the world on the themes of extreme poverty, prosperity, and resilience. At the Annual Workshop in Bengaluru, India, the team facilitated a workshop for the entire KNOW team, exploring how insights from WP2 city-based fieldwork are shaping learning about relationships between resilience, prosperity, extreme poverty, and urban equality.

The team started the workshop by describing how 'lived experience' provides a unifying framework for examining how extreme poverty, resilience, and prosperity manifest in a range of different contexts. Mapping specific examples from work in Lima, Dar es Salaam, and Kampala, the team demonstrated points of intersection between the three themes that highlight gaps between lived realities of poverty and risk, and aspirations for prosperous lives, and how these notions are conceptualised in policy frameworks. Working from city

perspectives, the entire KNOW team generated similar maps exploring how the three themes are shaped by local conditions, political frameworks and systemic issues, from flood risk and land use to informality and settlement upgrading. Engaging the entire KNOW team in this exercise brought new perspectives to WP2's in-depth city-based fieldwork. In the coming months, the WP2 team will host a Discovery Day in London, to build on individual thematic work by applying an urban equality lens to develop a critical analysis of the three concepts in global, regional, and national development discourses.

Extreme Poverty

In collaboration with KNOW City Partners, the Urban Action Lab at Makerere University in Kampala and Centre for Community Initiatives (CCI) in Dar es Salaam, the extreme poverty team has been turning its attention to the relationship between shocks, understood as sudden and severe events, and urban extreme poverty. Urban populations are vulnerable to a range of shocks, such as flooding, market-collapse, and health-related shocks. Shocks can push some households into poverty and prevent others from escaping poverty in the long term, contributing to what are referred to as 'poverty traps'.

At the KNOW Africa Regional Workshop in November 2019, hosted by Makerere University, WP2 discussed how they might conceptualise and research the relationships between shocks and urban extreme poverty in urban contexts with partners from Freetown, Dar es Salaam, Kampala, WP1 and WP3. Through rich discussions it became clear that the relationships between shocks and poverty reflect the challenge of urban equality at the heart of the KNOW project. It is not only an issue of assets or income that means one household is pushed into poverty by shocks while another remains secure, rather it is an issue of urban policy, politics, and the broader structural forces in the city. The WP2 extreme poverty team look forward to continuing these discussions and exploring the lived experience of urban shocks through a video-based methodology in collaboration with CCI in 2020.

Shocks can push some households into poverty and prevent others from escaping poverty in the long term

Prosperity

The WP2 Prosperity team has been working closely with CCI in Dar es Salaam, to support community research teams exploring what pathways to prosperity – translated locally as '*maisha bora*, the good life' – and prosperous lives mean to people living in three informal settlements. The team has run two research capacity building and co-production workshops with the community research teams since July 2019. In November, a week-long workshop focused on collectively coding and analysing qualitative data from interviews and group discussions carried out during the summer. Based on this analysis, the community research team co-produced a 'prosperity model' for Dar es Salaam, representing the conditions and factors that shape obstacles, opportunities and capacities for people in informal settlements to live well. In the next phase of this work, CCI, Ardhi University and the WP2 Prosperity team will collaboratively



WP2 at a glance...

Work Package 2 links the city-based research agendas with contemporary debates on global urbanism. To do so, WP2 explores how we learn across cases, cities, and regions, asking: how is urban equality comparatively understood, promoted, and implemented?

The Work Package is structured around three key development challenges: reducing extreme poverty, delivering prosperity, and building resilience. The team engages critically with each of these terms, recognising the diversity of ways they are mobilised and understood by urban inhabitants, researchers, municipal and national governments, and multi-lateral agencies around the world.

Drawing on qualitative, quantitative, and participatory methods, the WP2 team is collaborating with partners across the KNOW project to understand key dimensions of urban equality including local articulations of prosperity as 'the good life', spatial distributions of disaster risk, and the relationships between shocks and extreme poverty in cities.

Our team

Prof Colin McFarlane, Prof Henrietta Moore, Allan Lavell, Saffron Woodcraft, Christopher Yap

City/geographic connections

Dar es Salaam, Havana, Lima, San José, Barranquilla, Kampala, Da Nang



review relevant policy frameworks and prepare for a workshop in June, which will involve community research teams in developing and agreeing on appropriate measures of prosperity, extreme poverty and resilience based on local experiences.

The work in Dar es Salaam is formulating thinking on how to conceptualise pathways to prosperity with equality in Havana. (See more in *KNOW What p.30*).

Resilience

The WP2 Resilience team, working in Lima, Peru, Barranquilla, Colombia, and San José, Costa Rica, brought its first stage of research to a close in November 2019 with the celebration of a regional workshop in Lima, Peru, attended by the two principle researchers from each country and the regional coordinator. Prior to the meeting, research teams concluded the first stage (November 2018 to November 2019) research reports on the characterisation of disaster risk prone zones and areas in the cities, drawing on secondary information sources and selected interviews on the hazard, exposure and vulnerability components of disaster risk. This identification was accompanied by an attempt to correlate such areas with

available data on socio-economic and environmental variables that serve as proxies for poverty, lack of prosperity, and inequality in access to urban services.

These reports will be used to select up to three contrasting urban communities in each country for the second stage (January to November 2020) of in-depth analysis and understanding of the relations and hierarchy of disaster risk with chronic, every day risk factors and governance structures and approaches. This will be the basis for the postulation of a viable pathway to greater urban equality through disaster risk management and climate change adaptation. The second stage of research in communities will fully employ knowledge co-production techniques and methods, based on joint work with urban communities, local and national government departments, and civil society organisations.

The November regional workshop discussed research results and framed the second stage research effort, establishing its basic common principles and goals, methods and hypotheses. The workshop included a field visit to Chosica on the urban periphery of Lima and a public half-day conference organised at the ESAN University. Over a hundred people attended the session,

including the heads of the national disaster risk management organisations, local authorities, NGOs, and academics.



Previous page

WP2 'Shocks Workshop' at the African Regional Workshop in Kampala, Image: David Heymann, 2019

Above

Developing a 'prosperity model', workshop in Dar es Salaam with CCI city partners, Image: David Heymann, 2019

Work Package 3

Ethics of Research Practice

By Prof Jane Rendell (Co-Investigator) and Yael Padan (Research Fellow)

In Work Package 3, which focuses on the ethics of research practice, one of the fundamental questions that we ask is: how can we co-produce knowledge that will not re-produce colonial, raced, and gendered power relations in the academy and beyond? We have explored this question from several different angles in the past months.

As noted in the last edition of *In The KNOW* (September 2019), during July 2019 WP3 participated in a workshop hosted by the Centre for Community Initiatives (CCI) in Dar es Salaam about prosperity and inequality, led by the KNOW WP2 Prosperity team. The workshop was aimed at developing a localised Prosperity Index as a tool for understanding and measuring pathways to prosperity. We worked with the team of local researchers organised by CCI to reflect on the ethics of knowledge co-production in the Prosperity Index work. The team of twenty researchers included community members, local authority workers, NGO staff and university graduates, collectively preparing

to conduct focus group discussions with residents of three informal settlements in Dar es Salaam.

In the sessions that focused on ethics, the team members shared different ethical dilemmas they had encountered previously or were anticipating in this research project. We ran a workshop (which was a short version of the 'Ethics in Colour' Workshop, described in more detail in the previous issue of *In the KNOW*). The team came up with very interesting experiences, terms and categories related to ethics and relevant to their own research. As in other Work Package 3 'Ethics in Colour' Workshops, many of the suggested words and definitions concerned interpersonal relationships. In this workshop, the words were translated from Swahili, raising questions about translation and cultural differences. We intend to include them in our lexicon of words, terms and concepts associated with ethics, which will explore similarities and acknowledge differences in meaning across cultures, and operate as a crucial first step towards an ethics of knowledge co-production. Importantly, understanding the contexts and specific situations in which these words are used, can help prevent concepts from the global North being projected onto the work of partners in the global South. In this way, the lexicon can allow us to reflect more

critically on the ethics of research practice. In November 2019, we participated in an African Regional Workshop of KNOW City Partners from Kampala, Dar es Salaam, and Freetown, hosted by the Kampala team. Our work in Kampala included a series of workshops aimed at exploring ethical issues on the ground, as well as sharing ideas and discussing issues that inform the ethics of knowledge co-production and the development of a Manifesto (*see more in KNOW What p. 24, and imagery overleaf*).

The lexicon can allow us to reflect more critically on the ethics of research practice

At the end of November 2019, Work Package 3 organised a panel at the International Conference of the Architectural Humanities Research Association, held in Dundee, Scotland. The conference theme was Architecture and Collective Life. Our session, entitled, "Practising Ethics as a Form of Collective Life", was chaired by Work Package 3 lead Prof Jane Rendell who also presented a paper. Three other papers were presented by Yael Padan of Work Package 3, Prof Camillo Boano from the Bartlett Development Planning Unit and David Roberts from the Bartlett School of Architecture, UCL. The papers will be published in the journal *Architecture & Culture*.

What's next?

Our next steps include another trip to Dar es Salaam, as the CCI research team will move into the design of their questionnaires for household surveys. In addition, planning has begun for us to work with another KNOW City Partner, Lima, in collaboration with the Work Package 2 Extreme Poverty team. The Lima team will host us later in 2020, and will introduce their work and collaborations with local NGOs related to water, different forms of infrastructure and urban inequality. We are interested in continuing to look at different representational forms (in the case of Lima, participatory video) as means to make ethically difficult moments visible, and to mediate between the specific 'ethical moment' and the general debates and complexities of the ethics of research practice.

WP3 at a glance...

Work Package 3 aims to develop a situated ethics approach that supports knowledge co-production for urban equality. We examine the ethics of site-specific practice and the relations between applied and situated ethics. Our analysis of institutional ethical codes and procedures has led us to critically reflect upon their relevance to the research of urban inequality and to collaborations of researchers from the global North and South. Through research fieldwork and workshops in cities from the KNOW project, we question the connections between the general and the specific by examining concepts and values relating to research ethics. We use various representational forms as

methodological tools for making visible and discussing difficult ethical questions that come up in the process of knowledge co-production. We work with KNOW partners to co-produce tools and guidelines based on their city projects. Such tools will be useful for other cities as well, both within the KNOW project and beyond.

Our team

Prof Jane Rendell & Yael Padan

City/geographic connections

Dar es Salaam, Kampala, Lima



Visual mapping of the energy briquette projects, 2019.
Images as numbered

1. Visual mapping workshop with the Kawaala Kasuubi Women briquettes group, Kampala, Image: Hafisa Namuli
2. Federation members participating in the visual mapping workshop at the KNOW Africa Regional Workshop, Image: David Heymann
3. Workshop conducted with the Kyosimba Onanya group of briquette producers, Kampala, Image: Yael Padan
4. Final exercise of the Visual Mapping Workshop: at the KNOW Africa Regional Workshop, Image: David Heymann

Work Package 4

Translating Research into Practice

By **Stephanie Butcher** and **Camila Cociña**
(Research Fellows)

Researching and supporting knowledge translation processes: the challenge of researching 'impact'

What does it mean to build research activities around the idea of supporting 'impact'? This is one of the key questions the WP4 team has been exploring over the past six months, working with partners from the Sierra Leone Urban Research Centre (SLURC) in Freetown, the Technological University of Havana (CUJAE), and the Asian Coalition for Housing Rights (ACHR). This exploration has taken multiple forms: from the conceptual development of the idea of 'knowledge translation', to the curation of international engagements, and to the production of academic and 'practice-based' outputs.

Key to the conceptual inquiry has been refining the focus on *'interfaces of knowledge translation'*— which the team has defined as a dynamic interaction between: actors, instruments, tactics, and typologies of research and practice.¹ WP4 is exploring this idea of interfaces to better trace how diverse knowledges have been validated and mobilised by KNOW partners to build pathways to urban equality.

This work on interfaces entails several assertions. Firstly, that interfaces are never neutral and reflect power relationships, defining the spaces and norms in which knowledge is translated. Secondly, interfaces are an arena in which the exchanges between research and practice occur at different scales and geographies, and in which different kinds of knowledges are (or are not) recognised. Finally, we recognise that these interfaces are neither neat, nor linear, but rather are complex

¹ An in-depth reflection about these concepts can be found in the KNOW Working Paper "Translating knowledge for urban equality: alternative geographies for encounters between planning research and practice".

multi-directional exchanges. This definition implies that knowledge is produced in a variety of sites, by a range of actors, and can emerge from the everyday practices of informal settlement residents as much as it can from academic institutions, government offices, policy experts, or practitioners. Within WP4, the team is particularly interested in examining the translation process in which co-produced and situated knowledge is operationalised towards citizens' needs and aspirations.

We are exploring this idea of interfaces to better trace how diverse knowledges have been validated and mobilised by KNOW partners to build pathways to urban equality

In Freetown and Havana, WP4 has mobilised these concepts through the form of 'historical mapping', seeking to make explicit how different interfaces of knowledge translation have consolidated in the past. In Freetown, this has focused on the progression of an informal settlement upgrading agenda. In Havana, this has

explored the role of the university as a key urban actor in progressing an equality agenda. In each city, this mapping has been used to explore how different kinds of knowledges have interacted over time, and the critical factors which have supported the positive influence of urban planning, programmes, or practices. Through this analysis, it is possible to identify overlapping 'strategies' which repeat over time and cross-cut different interfaces, such as: mutual validation and mobilising knowledges through space and scales, consolidation of networks of collaboration and exchange, demonstration of new methodologies, and so on. Our assumption is that reflections on how these knowledge translation processes have occurred in the past, can reveal strategic entry points for future research and action.

Also key to the work in building research around impact have been a number of strategic engagements in international processes, opening up new partnerships at this scale. Most prominently, this is represented by WP4's facilitation of a panel session in November 2019, at the United Cities and Local Governments (UCLG) World Congress. Entitled 'Partnerships for Urban Equality', this session brought together reflections from: Mayor Yvonne Aki-Sawyer of Freetown; Dr. Anelis María



Marichal González, the General Director of Territorial and Urban Planning from the Cuban Institute of Physical Planning (IPF); KNOW partners from SLURC and CUJAE; and discussants from Cities Alliance and Habitat International Coalition (for more information, see 'KNOW What' section). This session explored the principles which underpin 'partnerships with equivalence', drawing out the conditions that have supported deep working relationships between diverse stakeholders in the two

cities. Following this engagement, the team has continued to develop close links with the Committee on Social Inclusion, Participatory Democracy and Human Rights of UCLG. Representatives of WP4 also attended the Asia Pacific Urban Forum in October 2019, joining partners from ACHR (for more information, see 'KNOW What' p. 26).

Finally, the team has produced a number of academic and practice-based outputs, designed to support the local partners in

their ongoing activities. In Freetown, for example, two 'Practitioner Briefs' have been published, drawing on reflections from the City Learning Platform meetings, focused on issues linked with the wellbeing of informal settlement residents.

What's next?

Over the next six months, work will focus on consolidating and expanding these various activities. In Freetown and Havana, the team will be taking the historical mapping back to each locality, to collectively workshop and revise this exercise, using it as a tool for local strategy development. The team will additionally start a similar process of historical mapping with ACHR, focusing on the network as a key regional actor in progressing a community-led development agenda. Moreover, the engagement with international processes is continuing to develop. This includes exploring future partnerships with UCLG – as a way to share key lessons from KNOW cities with a wider range of local governments – as well as ongoing work to explore how issues of urban equality are situated within the Sustainable Development Goals (SDGs).



WP4 at a glance...

Opportunities in society can only be transformed if unequal relations and geographies of power in knowledge production are challenged. The objective of Work Package 4 (WP4) is to support and research the processes of translating learning generated by KNOW activities into policy and planning practices at different scales, strengthening pathways to urban equality. Therefore, the key focus of WP4 is on investigating the challenges of knowledge translation processes with KNOW City Partners, exploring and supporting the various ways in which they take place, and strengthening the impact of the project.

WP4 seeks to build local capacities to better leverage processes of knowledge co-production, investigate and foster the institutional capabilities required to support policies and planning practices for urban equality. The main questions that WP4 seeks to address are: how do knowledge translation processes take place; and how might interfaces of knowledge translation facilitate encounters between various co-production processes in the city?

Our team

Alexandre Apsan Frediani, Prof Michele Acuto, Stephanie Butcher, Camila Cociña

City/geographic connections

Freetown, Havana, ACHR Network, International Organisations

Previous page

KNOW team meeting with Havana City Partners in Remedios, Cuba, Image: KNOW Team, 2019

Above

WP4 team in discussion at the KNOW Annual Workshop, Bengaluru, Image: David Heymann, 2020

Work Package 5

Multiplying Translocal Learning in Higher Education

By Ruchika Lall (IIHS Researcher) and Julia Wesely (Research Fellow)

Over the past six months, Work Package 5 (WP5) intensified its engagements with its three sites of inquiry, seeking to better understand how generative pedagogies can be activated to enable learning for urban equality. The Indian Institute for Human Settlements (IIHS) and Development Planning Unit (DPU) teams engaged in:

1. *Networked Learning*, particularly through our fieldwork with member organisations of the Habitat International Coalition in Latin America;
2. Conducted fieldwork on *Higher Education Institutions* with City Partners Ardhi University in Dar es Salaam and CUJAE in Havana, as well as Chulalongkorn University in Bangkok, and;
3. Interviewed alumni of planning degrees in Dar es Salaam and Bangkok to understand their *Learning Trajectories*, including motivations to study in the field of planning and challenges they face when transitioning into practice.

Moreover, WP5 conducted its first iteration of the Inclusive Cities Course in Indore, India, to kickstart learning from proposition.

Networked learning

Pedagogic tactics of the different schools are rooted in the autonomy of members, flexibility and principles of collectivising action

As WP5 continued the pedagogic ethnography in Havana and Mexico City with members of the Habitat International Coalition, analytical insights started to emerge about the conditions activating the generative potential of grassroots schools for advancing the right to the city and the social production of habitat. For example,

WP5 at a glance...

Transforming education from exacerbating inequalities to becoming a driver of equality, demands a better understanding of how urban practitioners can develop skills, sensibilities and capabilities to tackle the immensity of challenges today's and tomorrow's cities face. Work Package 5 aims to research and support education and learning for urban equality through multiple engagements with higher education and research institutions, grassroots movements and civil society organisations. In order to co-learn with our partners how generative pedagogies of practitioners, institutions and networks can be triggered, strengthened and expanded for urban equality, WP5 asks: how do pedagogies currently

many schools are founded on an intrinsic understanding that *learners are pedagogues* (and vice versa), thereby challenging the often-implicit hierarchies of knowledge and practice embedded in classroom education. Moreover, the *content of the curriculum* seems to be largely open and responding to contextual demands and principles of practice, rather than being the starting point of educational planning. Pedagogic tactics of the different schools are rooted in the autonomy of members, flexibility and principles of collectivising action. Together, these conditions configure the variegated models of grassroots schools, which WP5 seeks to further explore, and learn from, to support networked pedagogies for urban equality.

Higher education

Fieldwork with higher education institutions took the WP5 team to Latin America, Africa, and Asia. Between 29 September and 4 October, the team conducted interviews in Dar es Salaam with planning educators across different schools of Ardhi University. They traced the institutional histories of programmes and pedagogies responding to urbanisation challenges in

generate capacities and capabilities for challenging urban inequalities? The teams from the DPU and IIHS work closely with several KNOW City Partners, and also expand research to cities like Indore and networks such as the Habitat International Coalition in Latin America to address pedagogic challenges from a wide range of institutional, geographical and scalar perspectives.

Our team

Prof Adriana Allen, Aromar Revi, Geetika Anand, Shriya Anand, Gautam Bhan, Nandini Dutta, Vikas John, Ruchika Lall, Neha Sami, Priya Singh, Julia Wesely

City/geographic connections

Indore, Jaipur, Latin America (Habitat International Coalition), Freetown, Havana, Dar es Salaam

Tanzania and particularly focused on their strategies for building local and regional capacities to understand and address urban inequality. In early November, the WP5 team initiated similar fieldwork in the Asian context, working with faculty, students, and alumni from Chulalongkorn University, Silpakorn University, as well as KNOW partners from the Asian Coalition for Housing Rights. From 2 to 6 December, WP5 and City Partner CUJAE conducted a series of workshops to discuss the role of transdisciplinary learning in bringing together diverse actors of urban development planning, such as government institutions, neighbourhood associations, and academia (*See more in KNOW What, p.30*); moreover, the team examined how this relates to problem-based learning, and teased out the limits and potentials of this pedagogical approach. Conversations were taken to the Capacity Building Centre for the New Urban Agenda in Santa Clara, which provided rich insights into relations between higher education institutions and local communities in municipalities outside Havana. More fieldwork with these partners, as well as with SLURC in Freetown, is planned for this year to continue examining and re-framing the roles and pedagogies

of higher education institutions to become generative to urban equality.

In parallel to this fieldwork, WP5 is also conducting a global curriculum review of planning programmes to analyse how different programmes perceive the roles of planners, the specific need each programme aims to address, and its intended learning outcomes. Curricula and programme data from open sources were collected for an initial selection of 20 universities, covering 10 undergraduate and 20 postgraduate programmes. Currently, the team conducts an in-depth analysis of 10-12 Master's level planning programmes from Africa and Asia, looking at their program structure, objectives and curriculum.

Learning trajectories

In the work on learning trajectories, the team focused over the past months on uncovering negotiations at the intersection of structural nodes and individual experience within higher education.

Interviews with alumni during the fieldwork with Ardh University and Chulalongkorn University, explored the ways in which such negotiations influence values of equity/ equality, as evidenced in individual narratives of meaning-making and everyday practice, using three important structural nodes: discipline, curriculum, and social dynamics. Moreover, the research investigates how the three nodes intersect with individual experiences in sites of education and work. Students' and practitioners' motivations, choices, challenges and aspirations can be understood through the various ways in which particularly contextualised types of dichotomies play out, for instance in language (local/global), discipline (discipline/ institutions), sector of work (public/private), city and regions, to name a few.

Urban planning education in practice

As a propositional piece, WP5 is building on previous IIHS workshops on planning for activists, to develop a set of inter-city

courses titled the 'Inclusive Cities Course'. The course explores the role of planning education to strengthen technical capacities for strategic intervention for urban activism. It is developed in close collaboration with activist networks as a set of modules, with housing and livelihoods as sectoral entry points, and with content and pedagogy that can travel across cities.

The first iterations of the first two modules have been held in Indore in December 2019 and February 2020. The first module focused on the masterplan as a statutory instrument and its relationship with 'slums', and strategies for intervention. The second module focused on tenure, projects, schemes and missions, and strategies. The team is now working towards synthesising and adapting the pedagogy and material for workshops in other cities.



Left & below
*"Inclusive Cities Course", Indore, India,
 Images: Anupriya S, 2020*



Work Package 6 Expanding UK ODA Research Capacity

By Christopher Yap (Research Fellow)

In the past six months the WP6 team has been concluding a piece of research into the historical trajectory of 'the urban' through UK Official Development Assistance

(ODA) policy and programming as well as preparing for the next phase of work that involves bringing lessons from the KNOW cities on urban equality back to the UK.

Urbanisation, urban development and cities, have appeared and been characterised in various ways throughout the history of UK ODA. ODA was not officially defined until 1969 by the OECD. However, the UK's first Ministry for Overseas Development was

established by Harold Wilson in 1964, and concessional overseas expenditure has its roots in colonial administration in the first half of the twentieth century. Understanding how urbanisation has been approached historically – for example, as a problem to be solved or as the engine of economic growth – will enable the team to better understand how to promote an urban equality agenda within the contemporary ODA discourse.

Drawing on this research, Colin Marx presented a paper at the Indian Institute for Human Settlements (IIHS)'s Annual Research Conference (Urban ARC) in Bengaluru, in which he reflected on some of the political and ethical challenges of producing a coherent narrative with regards to urban equality and the UK ODA discourse. Further outputs from this area of work will be published throughout 2020.

In September 2019, WP6 launched the second call for applications to the KNOW Small Grants Programme. From a very competitive field of applicants, the Selection Committee selected four projects that contribute new perspectives to the idea of urban equality. The awardees and details of their projects will be announced shortly at: www.urban-know.com/smallgrantsfund.

What's next?

In the next few months, the WP6 team will be developing a doctoral training workshop for UK-based doctoral students, around the theme of knowledge co-production. The workshop will be of particular interest to students, who are conducting or intend to conduct research in cities of the global South. Finally, building on work to understand 'the urban' in UK ODA policy, the team will be conducting interviews with KNOW City Partners in order to understand the lessons on urban equality that need to be shared with UK ODA policy-makers and practitioners.



Above

Dialogues in Urban Equality #11 presenters with Small Grants Fund Awardee Pascale Hofmann, Image: David Heymann, 2019



WP6 at a glance...

WP6 aims to expand UK Official Development Assistance (ODA) research capacity for urban equality. The team is undertaking a series of activities to build capacity to produce and engage with urban equality research in the global South amongst UK-based academics, UK-based doctoral students, and UK ODA civil servants.

WP6 activities include historical analyses of urban issues in UK ODA policy as well as exploring how to bring an equality perspective into the UK's contemporary urban agenda. The team are collaborating with colleagues across the KNOW project to develop a doctoral training programme based on the KNOW experience and working to

consolidate a network of researchers in the UK that engages with the concept of urban equality. Finally, WP6 is promoting urban equality research through the KNOW Small Grants Fund which allows UK-based researchers to conduct primary research on the theme of urban equality in collaboration with the KNOW City Partners.

Our team

Colin Marx & Christopher Yap

Small Grant Fund Awardees

Prof Graeme Ware (2019)
Pascale Hofmann (2019)

City/geographic connections

UK and Small Grants Fund awardee cities: Da Nang, Dar es Salaam (2019)

**Photos from the Annual Workshop
16-22 January 2020
Bengaluru, India**

By David Heymann (Communications Officer)

Read more about the KNOW Annual Workshop and the Indian Institute for Human Settlement's (IIHS) Urban ARC conference, 'Equal Cities' in 'KNOW What' overleaf.



Images as numbered

1. Team presentations of KNOW workplans
2. Courtyard workshopping and discussions at IIHS
3. Opening of the city exhibition 'Nakshe Kathe' - Becoming Bangalore
4. KNOW team discussions and planning for the year ahead
5. Aromar Revi & Prof Caren Levy presenting at the opening plenary of the IIHS Urban ARC 2020 conference, 'Equal Cities'.

All images by David Heymann, 2020

KNOW What

Reflections
on KNOW
methodologies,
capacity,
research, and
learning

Third KNOW Annual Workshop, Bengaluru, India 2020

What are we learning about urban equality?

The importance of justice and care, building on grounded definitions, and collective learning

By Stephanie Butcher
(Research Fellow)

In January 2020, KNOW partners from twelve cities and thirteen institutions gathered for the Third Annual Workshop, hosted this year by KNOW partner, Indian Institute for Human Settlements (IIHS), in Bengaluru, India. This meeting was unique in that it opened with participation in the IIHS Urban Annual Research Conference (ARC), this year on the theme of 'Equal Cities'.

Over three days, a rich set of panels brought the diverse geographies of KNOW partners into dialogue with researchers and reflections from a range of Indian cities and beyond. Running through many of the conference papers was a clear emphasis on intersectionality, drawing out gender, race, class, or religious experiences of urban equality. This included presentations which deconstructed our often-limited categories in planning — for example, in relation to temporary migrants, and to the exploration of gender and power through maternal breastfeeding practices on construction sites.

The workshop was a chance to collectively reflect on the research content and identify learnings which cross-cut the diverse inquiries

Across the six KNOW panels, researchers unpacked grounded definitions of prosperity, resilience, and poverty; explored knowledge co-production and translation; traced the history of UK development aid; examined transformative urban pedagogies; and reflected on the deeply situated nature of ethics in practice. This also included inputs from the United Cities and Local Governments (UCLG) network, reflecting on the history and work of the Committee of Social Inclusion, Participatory Democracy, and Human Rights, and its links with an urban equality agenda.

What are we learning about urban equality?

After Urban ARC, the KNOW Third KNOW Annual Workshop continued through an internal programme reflection. This was a chance to collectively reflect on the research content that was presented and identify learnings which cross-cut the diverse inquiries. In particular, three key themes emerged, which are at the core of the KNOW programme.

Epistemic justice and care

Firstly, was a revision of the 'placeholder' definition of urban equality — defined from the programme's inception as a dynamic interaction between *distribution* of goods and services, the *recognition* of diverse identities and status, and *participation* in structures of decision-making. While these three dimensions still resonate with the work in KNOW partner cities, revisiting this definition allowed for discussions of additional frames to more deeply articulate the experience from the cities and the multiple pathways to equality.

In particular, KNOW members identified questions of 'epistemic justice', and an 'ethics of care' as critical in driving the work that they do. Epistemic justice refers to justice in knowledge. This entails elements of testimonial injustice — in which a person's experience is devalued or not believed as a result of their identity; and hermeneutical injustice — in which concepts or terms do not yet exist to describe particular forms of discrimination. From a KNOW perspective, the concept of testimonial justice reaffirms the need to focus on the recognition of devalued social groups, while hermeneutical injustice shows us the critical necessity of 'reframing the diagnosis' of the drivers and experiences of inequalities from the perspective of those that are most vulnerable. Likewise, KNOW members raised the value of focusing on an 'ethics of care'. Doing so draws attention to values such as respect, responsibility, and solidarity, and how this plays out through research and practice

Nakshe-Kathe | Becoming Bangalore: Maps, Stories

By Shriya Anand | IIHS Researcher

At the KNOW Annual Workshop, IIHS presented an exhibition entitled *Nakshe-Kathe: Becoming Bangalore: Maps, Stories*. Drawing on research carried out at IIHS over the last two years, the exhibition charted the journey of a city, from a small trading settlement to a contemporary city.

It examined the city's multiple intersecting transitions over the past 150 years, illustrating the changes in its water bodies, its economic and industrial transition, and expanding transport infrastructure. These transitions were layered over physical and spatial features and the city's terrain on visually compelling maps.

The exhibition was made possible with support from the 'KNOW' and 'PEAK Urban' programmes, funded (UKRI) Global Challenges Research Fund (GCRF) and opened on the 16th of January 2020.

relationships. Following these provocations, the KNOW team has started reflections on how these concepts might inform the approach to urban equality.

Grounded definitions

Second, the workshop had a strong focus on unpacking the three cross-cutting themes of poverty, resilience, and prosperity. KNOW teams explored the interconnections of these terms in their localities, reflecting on these concepts as *processes*, rather than only as *outcomes*. KNOW partners also raised the vital question: who is defining these key terms? In the case of prosperity, for instance, this has entailed the elaboration of locally-specific understandings of 'the good life' with different City Partners.

Discussions also centred on the inherently political nature of these interconnected development goals. For instance — what would it mean to understand prosperity as 'aspiration', rather than as growth? Who defines the drivers of risk, and designs the strategies to build resilience? In contexts where the experiences and knowledges of informal settlement residents often go unheard, establishing grounded understandings of these concepts, and their locally-specific manifestations, is a powerful starting point for building pathways to urban equality.

Collective learning

Finally, the workshop entailed a focus not just on *what* we are learning about pathways to urban equality, but also *how* we are learning. This included discussions about the range of spaces and instruments through which learning happens — from social movements, grassroots schools, and in everyday practices of producing the city — as much as the range of spaces embedded in planning curricula. While many discussions focused on aspects of learning through knowledge co-production,

and knowledge translation, the workshop also offered space to reflect on the 'non-comparable' or 'non-translatable' in processes of knowledge production. Also important to the discussion of learning was foregrounding the ethics of co-production. KNOW researchers reflected on several strategies — from the production of an ethics 'lexicon', to the collective production of 'manifestos', as way of exploring shared and divergent values.

Conclusion

The workshop marked the midway point of the four-year KNOW programme. As such, it was a rich space for reflecting on the range of activities already undertaken, as well as collectively strategising on the complementarities between the different strands of inquiry. As the project heads into its third year, a greater focus will be placed

on activating the impact strategies which have been identified in different localities, and on sharing the research findings and activities with broader audiences of practitioners and policy-makers at different scales. In doing so, the programme aims to foster new partnerships and collective inquiry, which can build towards pathways to urban equality.



Below

KNOW Team in the IIHS Courtyard at the KNOW Annual Workshop, Bengaluru, India, Image: David Heymann, 2020



KNOW Africa Regional Workshop, Kampala, Uganda 2019

Learning together across scales: the KNOW Africa Regional Network takes a step forward

By Emmanuel Osuteye and Yael Padan
(Research Fellows)

During the week of the 10th – 14th of November 2019, KNOW African city partners from Kampala, Dar es Salaam, and Freetown converged for their first regional meeting in Kampala, Uganda. Also in attendance were representatives from the different KNOW research teams who had thematic engagement with the work in these cities. These included the research on co-production (Work Package 1), extreme poverty (Work Package 2) and research ethics (Work Package 3). The regional workshop served as a good opportunity and a platform to have detailed conversations about the progress and planned outputs of three African City Partners halfway through the KNOW programme. With 16 members of the programme present, it was also a great moment for networking and in-depth cross-city team building, as well as integration of the expanded teams built by the various city leads.

A series of workshops were conducted around the three core objectives of the week together. Firstly, the workshops aimed to explore the operationalisation and

sustenance of co-production across the programme, for which a detail examination of the host (Kampala ‘waste to energy: briquette making project’) was used as a case for wider reflection. Secondly, the workshops were used to discuss a specific common interest in the nexus between shocks, poverty and inequalities in Kampala, and appropriate methodologies for similar enquires across the cities. And thirdly, the workshops sought to explore the spaces of collaboration and future knowledge exchanges between the three cities, and the long-term vision for the Regional Network.

Co-produced waste to energy endeavours in Kampala

The Regional Network Meeting began with the Kampala team organising field visits to selected communities and meetings with their representatives (all the seven community groups involved in the Kampala City Project were present). This allowed the KNOW team to better appreciate the plan of the Kampala project, to see and interact first hand with the community groups, including

demonstrations of the process of briquette making, and to understand the challenges and opportunities of undertaking this research and capacity building. There was collective appreciation and documentation of the briquette production process and plans to scale up its business potential, including:

1. an example of a co-produced endeavour of several actors and communities across the city, with identifiable roles, participation, ownership and knowledge sharing amongst the actors;
2. briquette-making was a catalyst for community mobilisation, based on leveraging existing community structures, strategies and networking;
3. the community/city-wide impact on the reduction of organic waste and the extended reach (and potential market) of briquette making through the agency of the umbrella cooperative, the Lubaga Charcoal Briquette Cooperative Society Limited – LUCHACOS;
4. an observable gendered dimension to the process of briquette-making. The efforts at scaling up businesses and intended benefits for the communities could be seen through the engagement of women and women's groups in the project.

Overall, the visits and reflections were very insightful and served as a moment for cross-city knowledge exchange. For instance, the Dar es Salaam CCI-led team expressed interest in integrating some of the lessons and processes into their own work.

Joining the dots: shocks, poverty and inequalities in cities

In the KNOW African cities, residents especially in low income and informal settlements are increasingly vulnerable to a growing range of shocks (environmental, socio-economic, political etc.) with critical

Below
*Developing a KNOW Manifesto, Workshop team in
Kampala, Image: David Heymann, 2019*



impact on poverty and inequalities. Drawing on the Kampala team's emerging work on this theme and the common interest shared across the cities, the participants in the regional workshop discussed and delved deeper into how, where, and why shocks occur in the cities and how the impacts can be better understood and assessed. At the heart of these rich discussions were two objectives: firstly, to collectively shape and document the conceptualisation of shocks based on an initial literature review, and secondly, to explore appropriate methodological approaches to studying and measuring shocks in the city contexts. A suite of methods, and concrete examples based on KNOW researchers' current and previous research was also presented and their potential adoption into the Kampala case was deliberated upon.

Networking beyond KNOW

The KNOW Africa Regional Workshop consolidated a significant interest for the cities to maintain a regional network and begin planning for the future activities and long-term vision of the network, including extending its reach to non-KNOW cities. Beyond the functional advantages of the network serving as a learning and knowledge exchange hub for the project, it was also envisioned as a potential and important legacy of KNOW, that is, a regional community of researchers and practitioners learning together beyond the lifecycle of the programme. There are further conversations to be held in the coming months to take these ideas and plans forward for the African Network of KNOW cities, but the team will always look back with pleasure on the week in Kampala where the first steps were taken to learn together across cities and scales.

Manifesto writing workshop

This session was co-conducted by Vanesa Castán Broto (WP1) and Yael Padan (WP3)

The ethics of 'making' through visual mapping

Three workshops were conducted at the briquette production sites of three communities by Yael Padan and architectural practitioner/researcher Thandi Loewenson from the Bartlett School of Architecture, and with Judith Mbabazi, Teddy Kisémbó, and Hafisa Namuli from the Kampala team at Makerere University. In the workshops, drawings of the briquette production process were presented, created by Thandi based on photos that Yael took during the previous visit to Kampala in 2018. Participants in the three communities were asked to visually describe the production process, its strengths and advantages as well as weaknesses and challenges, and add their own drawings to the base

drawings. In all three communities, participants contributed to form a large co-produced collective drawing, adding layers of visual representations of their own experiences and thoughts.

Three days later, this workshop was conducted again with a wider group of stakeholders, including members of communities, NGOs, local government, and the other KNOW partner cities (Freetown and Dar es Salaam, and from London). Participants were asked to add their own layer of drawings to the collaborative 'working' document, considering ethical questions that come up in the process of co-producing knowledge, and in the collaborations with researchers and research sites across international projects with a similar focus.

with participants from the KNOW city teams from Kampala, Freetown, Dar es Salaam and London who were present at the KNOW Africa Regional Workshop. In the session a manifesto-writing methodology, developed by David Roberts from the Bartlett School of Architecture, UCL, was used in order to co-write an experimental KNOW Draft Manifesto for the work conducted in KNOW, based on the ethics of knowledge co-production.

The workshop began by considering what a manifesto is – broadly defined as a public declaration that expresses collective intentions and commitments. Therefore, it is a relevant genre for KNOW – a programme that is committed to delivering active changes towards urban equality. The manifesto-writing workshop in Kampala aimed to collectively make our commitments and research ethics explicit.

In the session, a 'sample manifesto' was read aloud, made up of phrases selected from various manifestos chosen by the KNOW team that are related to issues of urban equality. The participants were then asked to read, choose and extract words, phrases and sentences from the 'sample manifesto' as well as from other manifestos, and suggest them to the group for inclusion in our own version. From these words and

phrases, a first long manifesto draft was formulated. It was then narrowed down in two rounds of collective discussions, to co-produce a final draft, which the group titled: A call to action for inclusive, ethical and transformative co-production initiatives.

The session provided an opportunity to think together and conduct a dynamic exchange about urban equality and the ethics of knowledge co-production. The manifesto was a useful tool, because as a collective statement it allowed us to explore, discuss, and agree upon some shared values.

The process of the manifesto-writing workshop was presented to the wider KNOW team at the KNOW Annual Workshop at Bengaluru in January 2020, where the Manifesto draft was again read aloud. The participants were then invited to reflect on whether such a manifesto would be a useful tool to develop for the KNOW programme, and whether and how it can contribute to understanding and supporting ethical research practice.



KNOW at APUF 7, Penang, Malaysia, 2019

'We are ready': Grassroots leaders call for inclusive planning at the Asia Pacific Urban Forum 7

By Barbara Lipietz (Co-Investigator), Stephanie Butcher (Research Fellow) and Brenda Pérez-Castro (ACHR Regional Co-Lead)

In October 2019, KNOW partners gathered in Penang, Malaysia, for the 7th Asia Pacific Urban Forum (APUF). Held every 4-5 years, it is the largest regional gathering of its kind, focused on the identification of common actions and on building partnerships to achieve sustainable urban development. Last year's APUF coincided with the launch of the Future of Asian & Pacific Cities Report, outlining the four major developmental challenges faced by the region, namely: natural resource management, climate change, disaster risk, and - with most relevance to the KNOW programme — rising inequalities. A related Economic and Social Commission for Asia and the Pacific (ESCAP) study (2019) emphasised the alarming increase in inequality in the region: the region's combined Gini coefficient has increased by over 5 percentage points in the last 20 years, and income inequalities have grown almost 40 percent in all countries.

KNOW city teams from Nakhon Sawan (Thailand), Yangon (Myanmar), Da Nang (Vietnam), Yogyakarta (Indonesia), ACHR's Secretariat and KNOW researchers from WP1 and WP4 joined ACHR's delegation of around 60 grassroots leaders and support

groups from twelve Asian countries. ACHR's involvement focused on forefronting community voices and experiences, drawing on the impressive innovations by grassroots groups across Asia in collective land and housing, developing community financing, conducting data-collection activities, and forming strong systems of representation. The overarching message sent by these groups, along with partners from the SDI network, Huairou Commission and WIEGO,¹ is that the urban poor are ready to collaborate in the production of more equitable and sustainable cities. In the closing ceremony, Ruby Papeleras, representing the Urban Poor Coalition Asia (UPCA) raised the challenge to key urban stakeholders to work closer with grassroots groups, calling specifically for pro-poor policies, mechanisms for participatory planning, flexible financing systems, and access to land.

KNOW partners also coordinated a panel session, entitled, "Poor Communities Shaping Pathways to Urban Equality". This session was the only one in the APUF conference that engaged directly with issues of urban inequality, despite its acknowledgment as a vital developmental

challenge for the region. Presentations explored the drivers of inequalities in each city, and showcased the work of grassroots initiatives that have addressed these specific challenges.

The urban poor are ready to collaborate in the production of more equitable and sustainable cities

In Nakhon Sawan, work is focused on examining the long-term legacy of the community networks associated with the Baan Mankong housing programme, which has been running for 28 years. The community networks, with the support of the Community Organizations Development Institute (CODI) staff and the KNOW researchers are conducting around 300 surveys. These are aimed at gaining a deeper understanding of how this programme has evolved, how it has impacted the lives of participants, the knowledge that has been gained, and how successful methodologies could be scaled up to influence housing policy at the provincial and national levels.

In Yogyakarta, KNOW teams are working with the Kalijawi network of women's savings groups, and developing new partnerships to influence policies and develop schemes that guarantee the right of informal communities to land and housing tenure, through affordable financial mechanisms.

In Da Nang, researchers are conducting a study on the city's fishing communities,



¹ Shack/Slum Dwellers International (SDI), Huairou Commission, and Women in Informal Employment: Globalizing and Organizing (WIEGO), together with ACHR collaborated to organise the pre-APUF 'grassroots assembly', aimed at consolidating grassroots voices in the conference.

focusing especially on assessing local assets and resources to improve their livelihoods, in response to the rapid urbanisation of Da Nang city. Building on community data from 16 villages, the project aims to strengthen and empower the fishing communities' connections and affirm their contributions, roles, and values to the sustainable and prosperous development of Da Nang City.

And in Yangon, KNOW partners are focused on the contribution of community-led housing to the reduction of urban inequality. Exploring three different models of Community Led Housing (CLH), KNOW research seeks to build a case for the institutionalisation of CLH processes, and to increase awareness of CLH solutions amongst different publics and authorities to challenge the political and social manifestations of inequality.

Though contextually quite different, these four engagements share two overarching messages. Firstly, that tackling urban inequality (as a key component of sustainable development) requires the development of situated – or localised – diagnoses of urban inequalities in each city. Secondly, that there are already existing solutions, based on the enormous work of communities organised in city-wide networks. These solutions are often overlooked, despite the fact that they are already making cities more equal (and more sustainable) – often with very little support from those urban actors that have the power to bring about more structural change.

This discussion of alternative pathways to sustainable development is fundamental, amidst news that the Asia-Pacific region is not on track to achieve any of the Sustainable Development Goals (SDGs) by 2030, with many goals showing little or even negative progress. APUF therefore represented a valuable platform for grassroots leaders across Asia to network, represent their cities, and exchange knowledge on the various strategies,



successes, and challenges they have faced in producing more inclusive, equitable, and sustainable cities.

Overall, these leaders offered a message of hope, identifying concrete pathways towards new Asian futures. They highlighted that change is possible, but that it must put those facing conditions of inequality at the centre. This requires a deep engagement with these lessons from the ground: exploring the mechanisms, processes, and actors which can support city-wide scaling up, and understanding equitable and meaningful partnerships as fundamental to achieving the ambitious aims of the SDGs.



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ACHR Investigators at the KNOW Annual Workshop, Image: KNOW, 2020

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Audience at the APUF 7 KNOW presentation, Image: KNOW, 2019

**UCLG World Congress, Durban,
South Africa, 2019**

An international urban equality agenda: KNOW at the UCLG World Congress

**By Stephanie Butcher and Camila Cociña
(Research Fellows)**

One of the core activities of KNOW Work Package 4 (“Translating research into practice”) is to facilitate a meaningful engagement between the wider ‘international’ field and the grounded activities and experiences of the KNOW local partners. As part of this effort, in November 2019, the KNOW Principal Investigator and WP4 investigators attended the United Cities and Local Governments (UCLG) Congress in Durban, South Africa. Themed around the slogan: ‘Cities Are Listening’, this gathering of mayors and other urban practitioners was focused on the role of cities in localising the 2030 Sustainable Development Agenda.

KNOW partners and local government representatives from Freetown and Havana, presented in a session entitled: ‘Partnerships for Urban Equality’. This session outlined the importance of placing urban equality at the centre of discussions, as key to securing the transformational aspirations of the Sustainable Development Goals and the New Urban Agenda. It was framed around the concept of ‘partnerships with equivalence’: that is, partnerships which recognise the diverse skills, knowledges and values brought by different urban actors, and which are formed with mutual respect, transparency and accountability and a commitment to learn together.

The session presented two examples of ‘the art of the possible’ from representatives from local governments and research institutions from Havana and Freetown. From Freetown, Mayor Yvonne Aki-Sawyer presented the work of the ambitious ‘Transform Freetown’ agenda, which is aimed at delivering an integrated approach to the city’s development, and which has inclusivity and innovation at its heart. While delivered by the Freetown City Council (FCC), the Transform Freetown agenda was developed through an intensive process of consultation,



mobilising over 15,000 people across over 300 sessions to identify priority areas of intervention. Working across a series of 19 measurable targets, and actualised through 37 initiatives, a range of stakeholders — from representatives of the urban poor, to international organisations, and local and national governments — have been called upon to shape the city’s future.

“Inclusivity means that our journey to understanding the key issues — our theory of change to actually move the dial in a situation such as ours — was not something we embarked upon on our own, but with all the partners in the city”

Yvonne Aki-Sawyer | Mayor of Freetown

From Havana, Anelis María Marichal González, General Director of Territorial Planning and Urban Planning, at the Institute of Physical Planning (IPF), laid out Cuba’s process of implementing its National Urban Agenda. This implementation is taking place through what IPF has called “a roadmap towards Habitat IV”. At the

core of this implementation is the notion of partnerships, looking to collectively build urban solutions with other government agencies and universities. This process has been directly informed by different stakeholders through instances such as the National Urban Forum. This includes the ongoing collaboration with the KNOW Havana project, which has played a strategic role in finding mechanisms to link with local communities and their needs.

These governmental presentations were followed by two parallel working groups led by research partners from Freetown and Havana. For Freetown, KNOW partner Braima Koroma examined partnerships through the work of the Sierra Leone Urban Research Centre (SLURC). This includes the setting up of ‘Community Learning Platforms’ and ‘City Learning Platforms’. These governance structures were established by SLURC in collaboration with the Federation of the Urban and Rural Poor and a network of government and civil society organisations, specifically to build partnerships to better address urban challenges impacting informal settlement residents, in a participatory and sustained manner. At the community-level, this includes diverse representatives (attuned to gender, tenure status, ability, and age, amongst other identities) who meet periodically to discuss the developmental challenges of their informal settlements. Speaking to the motivation for establishing the community-level learning platform Braima Koroma indicated:

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KNOW Panel presents at the UCLG World Congress, Image: KNOW, 2019

Right

Prof Jorge Peña Díaz & Camila Cociña in conversation at the UCLG World Congress, Image: KNOW, 2019



"At the community level, we are organised, so that marginalised groups can also have a voice that will be heard at the city level."

At the city-level, this draws on urban expertise from a range of stakeholders — from local and national government, NGOs and civil society, academia and research institutes, media, and the community learning platform. These platforms are in strong dialogue with the Transform Freetown agenda, as well as the National Development Plan of Sierra Leone. As such, these platforms have established a democratic space in which knowledge around participatory upgrading is co-produced, at different scales.

In the case of Havana, KNOW partner Prof Jorge Peña Díaz explained how the Technological University of Havana (CUJAE) has established a series of partnerships with local actors that have been contributing to shaping urban trajectories towards more equal urban futures. An example shared by Prof. Peña Díaz is the series of activities consolidated within the KNOW project. KNOW Havana has created partnerships with five faculties of two important Cuban universities, three National Public Institutions, four specialised city authorities, five municipal governments, and several community-led projects. Prof. Peña Díaz reflected on how as a result of these partnerships, the university has positioned itself as a broker between authorities and communities, as well as a catalyst for urban transformation:

"Cuba is in a moment in which the country has been making a big bet for the role of science, and particularly for the role of universities in the development of the general structure of the city. So, [university] partnerships actually help to channel relevant knowledge coming from both international alliances, for example debates taking place in a space like UCLG,

as well as those discussions taking place in communities."

The partnerships presented in Havana and Freetown, while deeply reflective of their local contexts, nonetheless started to reveal a set of overlapping principles. While just emerging, these are the basis of ongoing discussions in KNOW on the conditions which can allow partnerships with equivalence to flourish. These are:

- **Based on a shared vision, and common purpose:** A partnership that is driven by a collective 'project' towards enhancing urban equality, and a commitment to co-learning
- **Based upon co-produced knowledge:** A partnership that seeks to devise knowledge-based solutions that draws on the co-production of different kinds of everyday knowledges and expertise of partners
- **Founded on mutual respect:** A partnership that recognises that not all engagements may start from a position of trust, but that new relations can be built through respectful engagement
- **Founded on inclusivity and open to new actors:** A partnership that represents a platform with flexible membership which can draw in new people, involving a range of stakeholders, expertise and knowledges, as well as being sensitive to representation across diverse identities
- **Co-constructed as durable, strategic, and long-term:** A partnership that is established on an ongoing (not

project-by-project) basis, adaptable and responsive to the changing urban context, and grounded in a long-term and strategic vision

- **Rooted in a local governance context:** A partnership that is in dialogue with decision-making processes and regulatory frameworks, at the local, national, or international levels
- **Transparent and accountable:** A partnership that sets and meets collectively agreed and clear targets and deliverables based on open resource allocation and data/information sharing in a long-term engagement
- **Embraces diverse forms of engagement:** A partnership that uses multiple communication technologies and modes of facilitation to engage diverse groups

As part of the debate, KNOW invited William Cobbett, Director of Cities Alliance, and Ana Falú from the Habitat International Coalition, to share their views and impressions, and to find ways to fit the debates related to partnerships into the implementation of global commitments and obligations. To finish, we invited the Sierra Leonean poet and actor Fatmata Shour to perform her recent poem *"Life in the Slum, Still I Rise..."* (Read the full poem on page 4)

Read more in our recently published "International Engagement Brief #1: Partnerships for Urban Equality". Find out more in 'KNOW When' p.35.



City/Work Package partnership, Havana, Cuba

KNOW Havana: collaborations about impact, pedagogy, and pathways to prosperity with equality

By **Camila Cociña, Julia Wesely, Saffron Woodcraft (Research Fellows), Prof Jorge Peña Díaz, Joiselén Cazanave Macías and Adrián González González (KNOW Havana Team)**

The public vocation of Cuban universities to contribute to transformative urban change is unquestionable: through the production of knowledge, the teaching of the next generation of professionals, and the engagement with society. The campus of the Technological University of Havana (CUJAE), for example, was inaugurated 55 years ago with a clear intention to become a university-city, which simultaneously contributes to, and critically engages with, political, economic and societal changes. Over the past decades, the forms in which that public role of universities manifests have been transformed. These changes raise important questions for urban equality issues: what kind of knowledge have universities produced and applied to impact urban trajectories? How are the schools of architecture and urbanism teaching current and future generations of urban practitioners to work on issues of urban equality? What collaborations and partnerships have been established with community-based organisations, government authorities and among higher education institutions to assume this transformative role in policy and practice? What role can community co-production play in establishing new forms of embedded urban knowledge about prosperity? The KNOW Havana team is working with several KNOW Work Packages to reflect and strategically act upon these questions.

Between October and December 2019, they hosted members of KNOW Work Packages 2, 4, and 5 in Havana to address several objectives: to tease out the historical and contemporary roles of universities as strategic actors for steering urban change (WP4); to reflect on the tactics and principles of urban pedagogues and critical urban pedagogies to acquire competencies and values for contributing to more equal cities (WP5); and to compare preliminary prosperity models from Havana and Dar es Salaam and

emerging thinking on how to conceptualise pathways to prosperity with equality (WP2).

It has become clear that the research and capacity building activities of the interdisciplinary and transdisciplinary KNOW Havana team has already positioned them strategically to engage with urban equality at different levels

KNOW Havana and WP4 are working together to research the processes of 'knowledge translation' that are taking place as part of the KNOW programme, and to support activities to strengthen the impact of the project. In October, Research Fellow Camila Cociña visited Havana to continue the task of understanding and strengthening the role of the university as a broker between neighbourhoods, communities and the state at different levels. With a rich agenda in their hands, the team spent a week in a series of meetings, workshops and visits as a first step to document experiences of collaboration between the university and public institutions, as well as the instruments and tactics utilised to translate knowledge and strengthen impact.

The agenda included meetings with several faculties and initiatives both within CUJAE and with other universities of the city, such as the Universidad de La Habana, public institutions, and innovative collaborations between municipalities and universities outside Havana, in places like Remedios and Las Terrazas. Throughout the discussions

Below

Members of KNOW-HAV and WP5 at the Che Guevara Mausoleum in Santa Clara, 2019 Image: Jorge Peña Díaz

and exchanges, it became clear that issues of transdisciplinary work, international and national collaborations and networks, leveraging on institutional assets, and the adaptability of institutional governance are key to engage with wider geopolitical and national challenges.

In the first week of December, Prof Adriana Allen and Julia Wesely worked with the KNOW Havana team to research and support capacity-building activities and pedagogies that are currently being applied and reviewed in different disciplines and institutions working on urban issues. Together, they held several workshops and knowledge exchanges with higher education institutions teaching disciplines like sociology, urbanism, land use planning and conservation, with national institutions including the Institute of Physical Planning and the National Design Office, as well as community-based organisations and NGOs at municipal and neighbourhood levels. In Havana and Santa Clara, it became clear that the learning environment — i.e. the political, economic, environmental, social, and cultural context that shapes who learns



Right

Streetscape in Remedios, Image: Camila Cociña, 2019

Far right

CUJAE University Campus, Image: Camila Cociña, 2019

Below

Leaving a mark on a graffiti wall,

Image: Jorge Peña Díaz, 2019

what and where — undergoes drastic changes, which demand more problem-based, situated, and critical pedagogic approaches. Moreover, the team explored how already existing pedagogic strategies and tactics support the shifting and breaking of boundaries between urban pedagogues and learners, between disciplines, as well as between knowledges in universities and communities. Following these series of engagements, KNOW Havana and WP5 are currently developing plans for an Itinerant School and conference to further stimulate and multiply collective and individual learning from these experiences.

KNOW Havana and WP2 are collaborating to explore methods for co-producing context-specific models of prosperity with citizens that reflect how cultural and political conditions shape visions for living well, as well as urban infrastructures and economic systems. WP2 takes a comparative perspective, which means reading across different conceptualisations of prosperity in inter-disciplinary literature and global, national, and city policy frameworks, and examining localised understandings and experiences of prosperity from the perspectives of different urban actors. KNOW Havana is engaging citizens and community stakeholders in four neighbourhoods with very different urban contexts – Plaza de la Revolución, Centro Habana, Bahía de la Habana, and Alamar – to co-produce local visions of prosperity with equality and to identify pathways to prosperity around topics such as social inclusion, local economic development, urban food systems and urban habitats and infrastructures, that reflect local needs. These pathways are to be "translated" into inputs for tools at three levels: The National level with the New Cuban Urban Agenda; the city level i.e. the planning tools of Havana; and the local level. The workshop organised in



January 2020 is an example of the latter. It steered the attention of key actors in the preparation of the *Plan Perspectivo de bahía de La Habana* towards potential strategies to address urban equality and to reflect a broader understanding of prosperity beyond wealth. In December, Research Fellow Saffron Woodcraft visited KNOW Havana to reflect on insights from the team's work on conceptualising prosperity with equality ahead of community workshops in Havana in early 2020, and to exchange insights from a process of community-led research and community co-production workshops — led by the Centre for Community Initiatives — examining prosperity for residents of informal settlements in Dar es Salaam.

Across these fieldwork engagements, it has become clear that the research and capacity-building activities of the interdisciplinary and transdisciplinary KNOW Havana team have already positioned them strategically to engage with urban equality at different levels: from the discourses and visions about the directions of urban development and the international debates to the country and city institutional challenges, and the urban trajectories of the four case study areas in the city. While wider geopolitical decisions have profound impacts on the challenges cities like Havana and Santa Clara face, it has equally become clear that the capacities of a variety of actors and institutions to collaborate and recognise each other's knowledges is paramount to shape how these challenges are being addressed. In this context, the pedagogical and impact cases we have visited and discussed presented a variety of useful models of collaboration to



further strengthen the role of universities as institutional brokers of urban change, as sites of teaching and learning and as co-producers of knowledge for building pathways for prosperity with equality.



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KNOW Dialogues in Urban Equality

'KNOW Dialogues in Urban Equality' is a seminar series that provides a space of encounter to discuss the challenges of urban equality through different perspectives, geographies, and voices. Organised by KNOW Research Fellows, each seminar contributes to a greater understanding of KNOW themes relating to a different Work Package.

Find out more at:

www.urban-know.com/dialogues

Recent dialogues include:

01 October 2019

#11 Trajectories of Sanitation Poverty in Dar es Salaam

Discussants:

Dr Pascale Hofmann | The Bartlett

Development Planning Unit, UCL

Dr Tim Ndezi & Festo Dominic Makoba

Centre for Community Initiatives, Tanzania

03 December 2019

#12 International partnerships for a 'capable state'

Discussants:

Prof Susan Parnell | University of Bristol

William Cobbett | Director of Cities Alliance

Forthcoming dialogues:

#13 Debating resilience: complexity, contradictions and optimism

#14 No urban equality without gender equality: Reflections on the diverse experiences of urban citizens

10-12 November 2019 | London

UCL Urban Lab Conference

Several KNOW members presented papers at the UCL Urban Lab Conference titled "At the frontiers of the urban". These included a keynote presentation by Gautam Bhan from IIHS, and session presentations by Prof Wilbard Kombe, Brenda Pérez-Castro and Barbara Lipietz (WP1) as well as Prof Adriana Allen and Julia Wesely (KNOW WP5) in a session on "Knowledge and Global Urban Studies".

15-17 October 2019 | Penang

ACHR at the APUF 7

Barbara Lipietz (WP1) and partners from the Asian Coalition for Housing Rights (ACHR) Secretariat, Somsook Boonyabancha, Brenda Pérez-Castro, and Minh Châu Trần, organised a KNOW panel session at the 7th Asia Pacific Urban Forum (APUF). Entitled, "Poor Communities Shaping Pathways to Urban Equality", it showcased lessons from city partners in Da Nang, Yogyakarta, Nakhon Sawan, and Yangon. This forum was also attended by Stephanie Butcher (WP4) to document the regional platform's process of international engagement.

Read more in 'KNOW What' p. 26

11-15 November 2019 | Durban

United Cities & Local Governments Congress

KNOW organised the session 'Partnerships for Urban Equality', as part of the United Cities and Local Governments (UCLG) Congress 2019. The session was chaired by Prof Michele Acuto and Alexandre Apsan Frediani (WP4), with presentations from Yvonne Aki-Sawyer (Mayor of Freetown), Dr Anelis María Marichal González (Institute of Physical Planning, Cuba), and Prof Caren Levy (KNOW PI). It also included working groups led by KNOW partners Braima Koroma (SLURC) and Prof Jorge Peña Díaz (CUJAE), and chaired by WP4 Research Fellows Stephanie Butcher and Camila Cociña respectively. It concluded with discussions from William Cobbett (Director of Cities Alliance) and Ana Falú (Habitat International Coalition), and a poem by Sierra Leonean poet Fatmata Shour (*read the poem in full on page 4*).

Read more about the UCLG World Congress in 'KNOW What' p.28.

Workshops & Visits

16-22 January 2020 | Bengaluru Third KNOW Annual Workshop 2020

As part of the fourth edition of the Annual Research Conference of the Indian Institute for Human Settlements, Urban ARC, KNOW Investigators played a core role in presenting 24 papers across six themed panels aimed at exploring and sharing learnings from the KNOW programme.

Following the conference, the KNOW team gathered for the Third KNOW Annual Workshop, in which investigators and partners discussed, shared and co-developed the future of the project. These three days of team discussions focused on the question: What are we learning about urban equality?

See more at www.urban-know.com/workshop2020 And read reflections from the 2020 Annual workshop in 'KNOW What' p. 22

24-28 February 2020 | Tangier KNOW at the 'UCLG Meets'

Participating at the United Cities & Local Government (UCLG) Annual Retreat, WP4 lead investigator, Alexandre Apsan Frediani, presented 'KNOW pathways to urban and territorial equality' as a means to addressing inequalities through local transformation strategies. The retreat encompassed co-creating the organisation's agenda with a focus on the local level, for the next decade.

02-06 March 2020 | Lima KNOW Limapolis

How can architectural and urban design contribute to the reduction of urban inequalities? Organised by KNOW City Partner PUCP, the International Conference Limapolis 2020 focused on planning in Lima; challenging the notions of urban inequality, architecture, and the frameworks through which the city is designed.

29 September-04 October 2019| Dar es Salaam WP5 visit to Dar es Salaam

The WP5 team visited City Partners Ardhi University and CCI to initiate research on the institutional trajectory of the university's planning education. Moreover, they started work with alumni to better understand their motivations, processes of learning, and transition into practice.

29-31 October 2019 | London IIHS team visits to London

Neha Sami and Shriya Anand visited the London-based KNOW team to advance on WP5 research as well as preparations for the ARC conference and Annual Workshop in January.

October & December 2019 | Havana KNOW Work Package visits to Havana

In October and December, KNOW investigators worked together with the CUJAE team to advance their impact agenda (Camila Cociña, WP4), discuss transdisciplinary and problem-based education (Prof Adriana Allen and Julia Wesely, WP5), and the notion of prosperity with equality (Saffron Woodcraft, WP2) as a critical practice, and pathways to urban equality.

Read more in 'KNOW What' p.30

11-15 November 2019 | Kampala First KNOW African Regional Workshop

KNOW African City Partners from Kampala, Dar es Salaam, and Freetown converged for their first KNOW African Regional Workshop in Kampala. Also in attendance were representatives from the different KNOW research teams that had thematic engagements with them. These included WP1, researching co-production; WP2, exploring extreme poverty; and WP3, visually mapping the energy briquette process to draw out ethical issues at the intersection of research and enterprise.

Read more in 'KNOW What' p. 24

18-22 November 2019 | Dar es Salaam Co-creating a localised prosperity index

The KNOW WP2 Prosperity team has been working closely with the Centre for Community Initiatives (CCI) in Dar es Salaam, to support community research toward a 'localised prosperity index'. In November 2019, following on the ground research and analysis, the community investigation teams co-produced a localised 'prosperity model', representing the conditions and factors that shape obstacles, opportunities and capacities for people across three settlements.

Read more in 'KNOW How' p.12

03-07 November 2019 | Bangkok WP5 fieldwork in Bangkok

The WP5 IIHS team started its fieldwork with Chulalongkorn University and ACHR, investigating the education of urban planners in the Asian context.

Workshops & visits are continued overleaf

Articles & Papers

07-11 December 2019 | Iztapalapa Congress of the International Observatory for Participatory Democracy

Julia Wesely (WP5) attended the congress on the theme of 'Participatory Cities with Full Rights. Participatory Democracy and Right to the City'. It brought together public officials, representatives of grassroots and civil society organisations, as well as research and academia to share knowledge for advancing democratic practices across the globe.

See more at <http://www.oidp2019iztapalapa.org.mx/>

06-07 February 2020 | Melbourne Development Studies Association of Australia

Stephanie Butcher (WP4) presented at the inaugural DSAA conference, entitled "Development Studies: Research, Trajectories, and Debates." Her presentation focused on "Urban Equalities and the SDGs", showcasing lessons from KNOW partner cities.

See more about the conference at: <https://www.developmentstudies.asn.au/event/dsaconference/>

Environment and Urbanization, 32(1) Understanding and Researching Urban Extreme Poverty: A Conceptual- Methodological Approach

By Christopher Yap and Colin McFarlane

Urban extreme poverty has long been regarded as a vital challenge for policy and practice, but how might we research it? In this article, we set out a two-step approach to identifying and understanding the nature of urban extreme poverty (UEP). We experiment with an approach that does not define UEP in advance but seeks to examine it through a series of dimensions and approaches. Drawing on the long history of research on UEP, we argue that research would benefit from early scoping in context. This scoping begins by examining how UEP surfaces in relation to five dimensions: material, economic, political, spatial and emotional – subjective. From that base, we argue for a focus on the causes and form of UEP through dialogue among four epistemic approaches: political economy, political ecology, feminist urbanism and postcolonial urbanism. We illustrate this approach in relation to two quite distinct cities: Mumbai and Lima.

Environment and Urbanization, 32(1). DOI: <https://doi.org/10.1177/0956247819890829>

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Urban Planning, 4(4) De-Colonising Planning Education? Exploring the Geographies of Urban Planning Education Networks

By Julia Wesely and Adriana Allen

This article examines the relation between planning education and urban inequalities by critically exploring the distribution of regional and global higher education networks and their role in de-colonising planning. The analysis is based on a literature review, quantitative and qualitative data from planning and planning education networks, as well as interviews with key players within them. The paper scrutinises the geography of these networks to bring to the fore issues of language, colonial legacies and the dominance of capital cities, which, among others, currently work against more plural epistemologies and praxes. Based on a better understanding of the networked field of urban planning in higher education and ongoing efforts to open up new political imaginations and methodologies, the article suggests emerging room for manoeuvre to foster planner's capabilities to shape urban equality at scale.

Urban Planning, 4(4), pp. 139-151.
DOI: [10.17645/up.v4i4.2200](https://doi.org/10.17645/up.v4i4.2200)

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Right

KNOW on the Cover of the Bartlett Annual Review, 2019 (pictured right; details, 'Co-Creating the City', overleaf)

Next page covers

Freetown Practitioner Brief #1: Principles of Engagement for the City Learning Platform, 2019

International Engagement Brief #1: Partnerships for Urban Equality, 2020



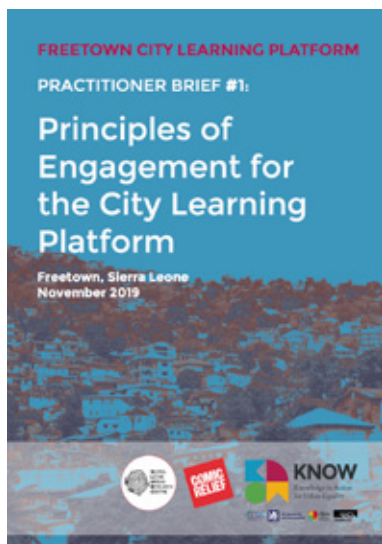
Planning Theory & Practice, 20(5) People and Planning at Fifty: What to Commemorate? 'Other' International Milestones of Democratising City-Making

By Alexandre Apsan Frediani and
Camila Cociña

This is a short piece included as part of an Interface edited by Andy Inch for the journal *Planning Theory & Practice*. The Interface, under the title 'People and Planning at Fifty', presents a series of reflections around the commemoration of the 50th anniversary of the publication of the UK report 'People and Planning', known as the Skeffington Report. In their piece, Alexandre Apsan Frediani and Camila Cociña ask what 'other' reports, moments, events, policies, or concrete achievements around democratising city-making should be celebrated internationally, approaching three academics, professionals and activists to share their thought on it: Celine d'Cruz, Vanessa Watson, and Eva García-Chueca. By looking at these alternative or 'other' milestones, the piece problematises and recognises the different trajectories through which participation and planning have developed internationally.

Planning Theory & Practice, 20(5), 751-755.
DOI: [10.1080/14649357.2019.1680165](https://doi.org/10.1080/14649357.2019.1680165)

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Freetown City Learning Platform Practitioner Brief #1 & #2

Produced by Sierra Leone Urban
Research Centre & KNOW

The Freetown City Learning Platform (CiLP) has started the production of a series of "Practitioner Briefs", as part of the collaboration between SLURC and KNOW WP4.

The first two issues were produced based on the discussions and agreements that took place during the CiLP meetings in August and December 2019, and are entitled:

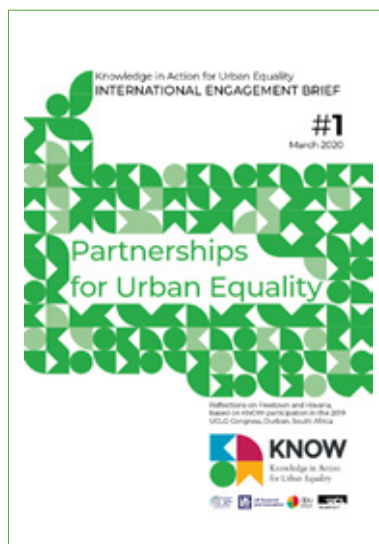
#1: Principles of Engagement for the City Learning Platform

#2: Community Livelihoods Opportunities

The concept and content of these briefs were developed by SLURC Co-Directors Andrea Klingel, Braima Koroma, and Joseph Macarthy, KNOW Research Fellows Stephanie Butcher and Camila Cociña, and KNOW Co-Investigator Alexandre Apsan Frediani.

More information:
www.slurc.org/policy-briefs.html

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The Bartlett Annual Review 2019 Co-Creating the City

By Sophie Arie

KNOW was delighted to be selected for the cover feature on the recent Bartlett Annual Review for 2019. KNOW is one of the biggest research grants The Bartlett has ever received. The article, 'Co-Creating the City' (words by Sophie Arie), reviews the multiple ways in which KNOW investigators and partners are co-producing pathways to urban equality across twelve cities in the global South.

Available online at: <https://www.ucl.ac.uk/bartlett/about-us/bartlett-review/bartlett-review-2019/long-stories/co-creating-city>

International Engagement Brief #1 Partnerships for Urban Equality

Produced by KNOW, 2020

This first "International Engagement Brief" summarises the discussion coming out of a session held at the 6th United Cities and Local Government (UCLG) Congress, in November 2019 in Durban, South Africa. The panel session entitled 'Partnerships for Urban Equality' included presentation from KNOW researchers from WP4, SLURC and CUJAE, as well as city authorities from Freetown and Havana, and inputs from representatives of Cities Alliance and Habitat International Coalition.

This brief highlights the principles which underpin these partnerships, and the conditions under which 'partnerships with equivalence' can be practiced to promote greater urban equality.

This brief was developed by KNOW Research Fellows Stephanie Butcher and Camila Cociña, and KNOW Investigators Alexandre Apsan Frediani, Prof Michele Acuto and Prof Caren Levy.

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Abbreviations

DPU	Development Planning Unit
DFID	Department for International Development
FLACSO	Latin American Social Sciences Institute
IIED	International Institute for Environment and Development
MSD	Melbourne School of Design
UCL	University College London

For details and investigator profiles, please visit
www.urban-know.com/team

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Our KNOWnow blog is a fantastic way to stay up to date with latest news online. Catch up on the latest events and stories from our City Partners, UK and international workshops, and more.

See more at urban-know.com/knownow

Online Video Channel

Urban-Know Vimeo

View the latest KNOW video content on our urban-know vimeo channel. Currently you can catch up on our latest Dialogues, but stay tuned for lots of content from our partner cities, Work Package teams and more in 2020.

<https://vimeo.com/urbanknow>

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To stay in the KNOW with all our latest updates, events, resources, and more, please join our global community of researchers, students, practitioners, and critical thinkers, shaping pathways to urban equality.

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Next issue

Coming late 2020

'In the KNOW' is made possible by contributions from the whole KNOW team and all our partners.

Above

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Online now: KNOW City Pages www.urban-know.com/cities



KNOW Partners



In the KNOW

Achieving sustainable development requires putting a stop to the growing rates of inequality around the world. Knowledge in Action for Urban Equality (KNOW) asks how citizens can be involved in delivering equality in the cities of the future. KNOW is a 4-year research and capacity-building programme (2017-2021) that seeks to promote urban equality in selected cities in Latin America, Africa, and Asia. Led by Prof Caren Levy of The Bartlett Development Planning Unit, it brings together an interdisciplinary international team of 13 partners in the UK, Africa, Asia, Latin America, and Australia to develop innovative long-term programmes of knowledge co-production for urban equality among governments, communities, business, and academia. It is a unique gathering of places, people and their knowledge, innovation, and ingenuity. Knowledge in Action for Urban Equality is funded by UKRI through the Global Challenges Research Fund GROW Call, and led by The Bartlett Development Planning Unit, UCL. Grant Ref: ES/P011225/1



For more information please visit
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