Urban Design Competitions in Asia and its Impact from Students Perspective

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Abstract

This paper looked at three international urban design competitions for students in Asia by viewing the structure, strategy, and impacts of the selected case studies from Australia, the European Union, Designing Resilience of Asia (DRIA) and UNHabitat Initiatives. The researcher aims to find apparent differences in the organization's use of these types of competitions accordingly, ask the students' feedback through interviews and a survey in terms of how to improve the modality of which and turn it into actions or implementations. The outcome may indicate that some processes for programming, assessing, and organizing these kinds of competitions affect the perception and motivation of the students to advance an 'idea-to-implementation' that needs guidance and support from various stakeholders. Also, looking into the organizational factors that significantly affect, which includes sponsorship and conclusion, programming time, jury composition, and implementation resources.

Keywords: Collaboration, Design-Development Competitions, Students and, Urban Design

I. INTRODUCTION

Design competitions have been existing for more than 2,500 years in history, which started back in Athens, specifically in Acropolis, whereas these contests are open for architects and planners from several countries, including United States, Great Britain, Ireland, France and Sweden (Summer, 1990). The Greek organizers called for submissions that would commemorate their good fortune, soliciting ideas for structures that were eventually constructed from parts recovered from the fragmented Temple to Athena's entablature for the reconstruction of Erechtheion upon the grounds of the Acropolis (Jenkins, 2006). This participatory method, open call of entries, for urban design or architecture-related competitions has been regularly used ever since.

Competitions may be classified into concept or implementation. According to (Spreiregen, 1979) in concept or "idea" competitions, the sponsor expects the contest to generate a broad array of ideas without the immediate intention to implement or construct direct solutions to the identified site while implementing. On the other hand, they are organized directly to elicit proposals that will help or directly focus on the given issues regarding the recognized site.

URBAN COMPETITIONS FOR STUDENTS

The characteristics of these contests are defined according to the following, according to (Alexander & Witzling, 1990):

1. How the competition is structured and defined
2. The selection of urban case study location
3. The competition driver(s) for the advisers and students
4. Methods of promotion and seeking proposals
5. Structure and determination of jury and prizes
6. Media exposure and public relations
7. Final requirements and impacts

Despite the importance and contribution of urban design competitions, Asia faces significant devastation from natural and human-made calamities, from the inundated rise of

coastlines to destructive droughts. An immediate course of action is needed to scale up efforts and build resilience to avoid severe effects on livelihoods, health, and economics, based on the recently released Intergovernmental Panel on Climate Change (IPCC) report.

STATEMENT OF THE PROBLEM

Crafting an urban design entry may take a lot of capital or investment (time, effort and economic capabilities). The cost to be incurred in the production of a competition entry is too huge to get wasted; primarily, these entries may be holistically shaped or turned into useful for the target communities. As urban design students, the challenge is how to make urban design competitions as a platform for collaboration on developing Resilient Cities.

Thus, the study is seeking answers to the question: By looking at urban design competitions organizations, implementations and impacts, how may student entries be sustainable and useful to the communities?

Specifically, the following questions were posted:

1. What are the differences and similarities between various student competitions in the urban design field?

2. What are the factors should be considered by the organizers for the participants to maximize their Urban Design engagement?

3. How is the organizational structure of urban Design Competitions affect the final impact of the outputs or entries? How involved are the people from all social strata?

OBJECTIVES OF THE STUDY

In general, the study aims to determine how student competitions could be sustainable and useful to the communities by assessing the existing urban design competitions organizations, implementations and impacts.

Specifically, the study is aimed to:

1. Determine the differences and similarities of student competitions urban design field and highlight what may be able to be strengthen or adapted;

2. Identify factors that should be considered by the organizers for the student participants to maximize their engagement; and

3. Show that the organizational structure of urban design competitions affects the final impact of the outputs or entries and involvement of all people from social strata.

SIGNIFICANCE OF THE STUDY

The results of this study will inform design competition organizers and teams on the importance of urban design competitions as a platform for collaboration on developing resilient cities through multi-sectoral and multidisciplinary approach implementations. Knowing how these are done can maximize these platforms that could elicit support or action from intended stakeholders regardless of the contributions. The right mix of coming up with an urban design plan will achieve not only the purpose of joining a competition but also a practical value to further implement the idea for the community. The investment cost is high; therefore, involving and making sure the plan is carefully crafted and modified according to the needs and from the experiences of the communities would be valuable.

SCOPE AND LIMITATIONS

The study will explore how the organization, implementations, impacts of urban design competitions in Asia affect the outcome and enactment of the proposals to the communities through analysis of competition proceedings and selection of case studies.

The researcher would like to use the opportunity to apply his experience in the last 2019 Designing Resilience in Asia (DRIA)—organized by National Cheng Kung University in Tainan, Taiwan—as a student presenter of the Chennai, India case study and link it to the upcoming Designing Resilience in Asia 2020 hosted by King Mongkut's University of Technology Thonburi in Bangkok, Thailand and the case study given is in Naga, Philippines. With the first-hand experiences, the researcher would like to do a side-by-side comparison of his experiences to the selected 'Concepts' and

'Implementations 'type of international urban design competitions existing in Asia.

The results of this study will be based on responses of participants who took part in the Designing Resilience in Asia 2019 and 2020 and the hand-picked 'Concept' and 'Implementation' urban design competitions of the researcher.

II. REVIEW OF LITERATURE

This chapter is divided into four parts. First, it shows the importance of sustainable development goals to reach the urban agenda and through international urban planning competitions on various regionals and the adoption of standards crafted by UNESCO. Second, it focuses on the distinction difference of available competitions according to types. Third, it discusses the partnerships and collaboration of UN-Habitat on building collaborative concept-to-implementation competitions. Last, it discusses the researcher's experience as a participant in the recently concluded Designing Resilience in Asia (DRIA 2019) that happened in Tainan, Taiwan.

DESIGN THINKING: INNOVATIVE PROCESS IN URBAN DESIGN

Design Thinking is a problem-solving technique that begins with a deep familiarity with the conditions of the community members attained through investigating and interacting with that community (Miller, 2017). The method is a belief that simply doing what we have been doing better will not be satisfactory to enabling cities to manage the challenges they encounter. Innovation and co-creation are the hallmarks of Design Thinking which the involvement of the people that reside in the communities is also tapped to help and be part of the process.

SUSTAINABLE DEVELOPMENT GOALS AND URBAN AGENDA

Since 2015, the United Nations Sustainable Development Goals or the UN SDGs was unanimously adapted the United Nations General Assembly. Kalapurakal (2018) stated

that the plan challenges the traditional thinking of development pathways to address urban issues requiring cross-cutting and integrated expertise and investment.

According to UNDP (2015), the United Nations agencies positively respond to the call for greater coherence and collaboration across the stakeholders as the main pillar of linkages and networks connector dedicated to development called "*leaves no one behind*".

To attain the UN SDGs, we need to think unconventionally. We need creative thinking – design thinking - and creative action. Design has a crucial role to play as an instrument or vehicle for the implementation of the UN SDGs.

INTERNATIONAL URBAN PLANNING COMPETITIONS

Design competitions are spectacles from which we can think of the design cultures. In America, insufficient opportunities for young professionals are partly due to the lack of open competitions, which in part drives the most notable new buildings designed by European or Asian architects (Sudjic, 2005).
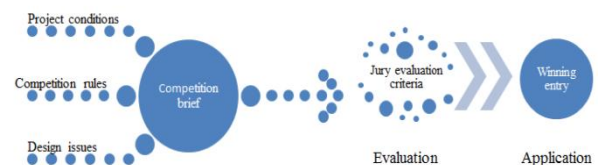

Figure 1: The common flow of urban design competition

It is essential to adjust the competition format towards our latest built environment. There are some exercises to deal with dilemmas. As the Royal Institute of British Architects suggested, "A hybrid competition is often seen as the most advantageous solution." In Denmark, the types of design competition are much flexible, which consists of idea competitions, project competitions, combined project and fee-based competitions, competitions in stages and competitions not based on anonymity. To have better communication among stakeholders involved, types and forms of design competition should not be restricted but adapted with the various context of the exact project.

Since 1956, The Revised Recommendation concerning International Competitions in Architecture and Town Planning, adopted by the General Conference of UNESCO, established the principles by which international design competitions are to be conducted. It provides guidelines for announcing engagements, encouraging competitors, showing plans, and conferring prizes. The guidance also covers copyright matters, the form of juries, and support by the International Union of Architects. The recommendation makes no direct reference to historic sites and their conservation.

"IDEA" COMPETITIONS VS. "IMPLEMENTATION" COMPETITIONS

The researcher started by carefully scrutinizing the standard rules, objectives, themes of the two competitions' context, and how the general issues, regulations, and goals were specified and analyzed for this study.

Table 1: The difference of Idea and Implementation Competitions

	IDEA COMPETITIONS	IMPLEMENTATION COMPETITIONS
Competition Brief	General Information	Detailed Information
Competition Type	Open	Closed/Open/Limited
Participants	Anyone or All with minimal given criteria	Limited number and should meet the criteria
Number of Submissions	Unlimited	Limited (Usually 1 – 3 entries per team)
Site Selection	Open; Not Precise	Given; Very Precise
Competition Rules	Not Precise	Very Precise
Competition Scale/Area	Any of the following: Architecture Urban Design Interior Design System Design	Any of the following: Architecture Scale Site Scale City Scale
Number of Stages/Rounds	Usually 1	1 – Elimination 2 - Presentation
Exhibition	Yes	Yes
Presentation	Usually None	Yes
Design Proposal	Graphic Boards	Written Report Graphic Boards Video Model (Not Required)
Impact	For Discussion; Concept be further developed	Possible for Implementation

The researcher experienced first-hand joining of an 'idea' competition and 'implementation' design competition. The table above is comprised of the details provided by each organizer and set side-by-side parameters to see similarities and differences.

The advantages of idea competitions are usually thin and relaxed guidelines plus a small amount of information regarding the issue and the site; therefore, a variety of possible solutions may be presented as entries. On the other hand, the downside is that the competition organizer(s) could not get a final, specific answer or an interpretation that would show a way to propose an unusually short- and long-term plan.

Also, the solutions proposed in open competitions may emerge as perfect, but these plans cannot be executed in the given site nor the near future. Given that situation, the organizer recognizes the competition results, and the outcome shifts to either a topic of discussion on the future of the site or a matter of a further, more detailed masterplan of the site, which consolidates most of the judgments from the competition results.

The advantages of competitions for a precise design are the precision and accuracy of the submitted plans. In many cases, if a submission does not meet the criteria set in the competition rules, it is merely not judged. In many cases, the winning proposals are implemented later on; the winning team is committed to designing a final, multidisciplinary, detailed project and getting either a planning approval or a permit for building. In that case, the proposal submitters become responsible for their design until it is finished (approved or built).

Kazemian (2018) states that urban design belongs to an extremely complex and responsive decision-making process, often in ill-defined, ill-structured, volatile, and uncertain conditions. If we consider that urban design projects are intricate undertakings, which require several steps and compositions of preparation before they ever get implemented, the participants should also keep in mind that some of the urban designs proposed in competitions are adjusted several times and often do not get implemented at all or are implemented only partially (Stangel, 2014).

STATE INTERVENTION URBAN DESIGN INITIATIVES

Urban design intervention has increasingly been embraced by state authorities for certain amount of time to draw economic gains and help the metropolis to gain a contentious advantage (Gospodini 2002; Punter 2007a; Turok 2009; Knox 2011). Rather than the quality of the built environment, the urban design's new role is an outcome of economic development as it has been in the past as today it is a pre-requisite for it.

The focus of much state intervention in urban design has been on the delivery of significant projects to attract investment and improve place-image: new convention centers (Hubbard 1996; Smyth 2005), cultural institutions (Gomez, 1998; Prytherch & Huntoon, 2005), financial districts (Gospodini, 2006), regeneration schemes (McGuirk et al., 1996; Swyngedouw et al., 2002; Dovey, 2005; Punter, 2007b; Carmona, 2009), 'starchitecture' (Klingmann, 2007; McNeill, 2009; Knox, 2011), and broader public realm strategies (Hubbard, 1996; MacLeod, 2002; Wansborough & Mageen, 2000; Biddulph, 2011; Rofe & Stein, 2011). In parallel with their involvement in these sorts of projects, however, many state authorities have shown increased willingness to pursue improvements in urban design quality through their design control functions (Punter & Carmona, 1997; Punter, 1999; Punter, 2006a; Carmona, 2016b).

In Australia, there are three types of design competitions identified (CoS 2013): 'open' games, 'invited' sports, and 'the preparation of design alternatives on a competitive basis' (known as 'design alternatives'). The similarities and differences between these three competition types are summarized. The critical difference between 'competitions' and 'design alternatives' types is jury composition although there is some blurring as juries for open and invited competitions are split between nominations from the planning authority and developers. Meanwhile, the design alternatives panels are developer-appointed and require no design

expertise. It is the developer's decision about which type of competitive design process their development will pass through.

Table 2: The characteristics of the different competitive process types in Australia

	Open Competition	Invited Competition	Design Alternatives
Invitational Process	Public notification of an Expression of Interest	Developer invites competitors, with advice from the City Government	
Number of Participants	All respondents can participate; usually ends with shortlist of approximately five firms	Minimum 5 firms	Minimum 3 firms
Jury Name	Jury		Selection Panel
Number of Jurors	Minimum 4; maximum 6		Not stipulated
Juror Appointments	Half nominated by planning authority, half by developer; Only persons with design or construction expertise; Majority to be registered architects		All Panel members appointed by developer; City Governme nt observer present
Shortlisting	Jury may suggest refinements to one or more schemes		Selection panel may request refinements to one or two schemes
Bonuses Available	10% FSR or building height 50% reduction in Heritage Floor Space (HFS) requirement		10% FSR or building height
Timeframe	28 days		

On the other hand, in European Union, the Commission's proposal for the post-2020 regulation provides a new instrument that offers consistent support for cities that builds on all thematic priorities of the Urban Agenda for the EU and covers all urban areas: the European Urban Initiative (EUI). This proposal is in the setting of 2014-2020 programming years, the framework of a profoundly fragmented governance structure, and stakeholders' representation.

Figure 2: Urban Agenda for the EU

This action strives to set integrated and participatory approaches to sustainable urban development and provide a more reliable connection to relevant EU policies, and in particular, adherence management grants. It will do so by expediting and sustaining

assistance and capacity building of urban players, innovative activities, data, policy advancement, and delivery in the sustainable urban development.

Similar to the other types of competition that one may looked upon, students may be able to compete with other entries for participation in a public green procurement process by which the European Union would like other stakeholders to be involved with.

UN HABITAT INITIATIVE: INTERNATIONAL DESIGN COLLABORATION FOR KENYA

The UN-Habitat started an initiative of international design collaboration with its member states. The competition for students started first in Kenya in partnership with the Ministry of Land, Housing & Urban Development: Urban Development Department (UDD). Seven hundred participants from all over the world joined and got paired up with Kenyan students and a group of Non-Kenyan students.

The competition was designed to involve international teams to be formed by linking students from universities in Kenya with students from external universities (outside Kenya). The groups were envisaged to be interdisciplinary, comprising mainly urban planners, urban designers, architects, landscape architects, urban economists, sociologists, and environmentalists. However, additional areas of discipline may be invited to participate, depending on each team's needs and interests. The design competition was also intended to further promote international inter-university collaboration as a platform for knowledge exchange and co-production of approaches to livable urban spaces in diverse contexts.

International teams were invited to work in specific towns, where they would develop proposals for a defined site in the city. The organizations submitted their proposals anonymously for evaluation by a group of jurors. The jurors selected the nine best recommendations – one per town/ site – based on established evaluation standards. From

these, the best overall design was chosen, and the rest were declared as the runners-ups.

UN-Habitat set aside limited funds for facilitating rapid fieldwork for each team. Together with UDD, the teams were given necessary available information and reports for the project.

The contest was open to undergraduate and postgraduate students from around the world. Candidates had to be enrolled in a certified program during 2015 at Bachelors (preferably those past the mid-level of their application), Masters, or Ph.D. levels. Importantly, where possible, the resultant inter-university collaborations were encouraged to continue beyond the design competition and to establish longer-term partnerships based on semester planning or design studio calendars and specific research projects.

Table 4: The Flow of Student Urban Design Competitions in Asia

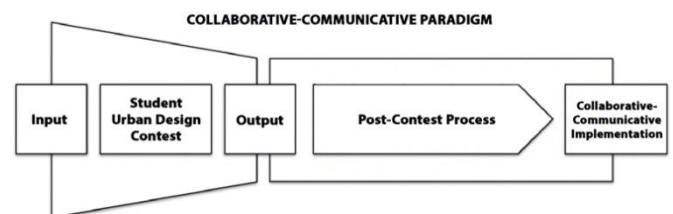## THEORETICAL FRAMEWORK
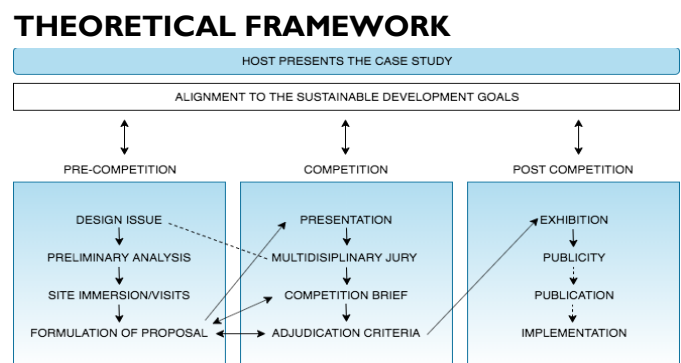
CONCEPTUAL FRAMEWORK

Figure 3: The Collaborative-Communicative Paradigm

III .METHODOLOGY

As the study wants to know the knowledge and attitude of the participants of urban design competitions towards the structure and implementation of plans and its applications to the community, the most appropriate research design is a combination of participant observations, structured interviews and surveys. Participant observation "combines participation in the lives of the people being studied with the support of a professional distance that allows adequate observation and recording of data" (Fetterman, 1998, pp. 34-35).

Interviews are useful when the topic of inquiry relates to issues that require complex questioning and considerable probing (Easwaramoorthy & Zarinpoush, 2006). Structured interviews are an appropriate method when there is a need to collect in-depth information on people's opinions, thoughts, experiences, and feelings; thus, the researcher may mix face-to-face and Skype interviews with the winning population.

A survey is a method for collecting quantitative information about items in a population from at least a part of the student community as the basis for assessing the incidence, distribution, and interrelations of phenomena as they occur in the lives of people (Librero, 2009). In this study, a quantitative survey helped measure the broad patterns of the population.

IV. RESULTS AND DISCUSSION

The first part presents the socio-economic profile of the students on joining the competition. The second part describes their knowledge and perceptions towards urban design competitions, and their drive or goals of joining. Meanwhile the fourth part discusses the outcome of what they want for themselves and the competition in the future.

RESPONDENT'S SOCIO-DEMOGRAPHIC PROFILE

Of the 114 (76%) student-respondents, 89 (78%) were female and 25 (22%) male. More than the majority (67 or 56.1%) belonged to the 19-22 age bracket. At this age, it implies that they were under the undergraduate and graduate degrees to possibly enter such urban competitions in Asia.

URBAN DESIGN COMPETITION PREFERENCE OF STUDENTS

Another question asked to the respondents was their preference for an urban design competition to be held in the region. Since the research found out that in this region, we might categorize it into five types and these are mainly the following: Idea, Implementation, Open, Mandatory and Alternative types. The majority of the respondents or 38% of the total said that they preferred to be engaged with projects that may have an effect to the community or get a chance that one or two would be implemented. On the other hand, 29 or 25% of the respondents said that they were okay to join a competition which was open since this type of competition was not sure whether they would be totally be engaged to the project and left the idea to the stakeholders and its other proponents. There were several people who said it was best to have these kinds of competitions be mandatory to have in a specific scale or area, which may be still handful. Table 6 presents the distribution of responses according to the preferences of students in terms of urban design competitions.

KNOWLEDGE AND PERCEPTIONS OF STUDENTS

In determining the students' perceptions and knowledge, whether such competition affected their interest in pursuing the issue or topic raised in brief. The competition brief included elements such as theme, selected audience, problem or focus, medium, and visuals. Of the 114 student-respondents, a vast majority (95 or 83%) answered in the affirmative. All elements of the competition affected student-respondents to some degree. Most respondents(29 or 25%) were affected by the selected case study in this case when it showed (students were currently interested in issues facing related to urban resilience brought by climate change). It

implies that as students joined these competitions, they had somehow shared their own experiences and found out that they had a lot in common or similarities that were happening within the selected community (25 or 22%). However, the jurors or panel was perceived to be low (7 or 6%). It could be deduced that the student's primary interest is to gain knowledge and do networking in this circumstance as the theme affected the student's responsibility to participate in various activities positively. The plight, struggles, and challenges that the community faced were more than enough to convince them to heed to create a plan. This supported the claim of Geoffman's (1974) and Lakoff (2004) that a case study influenced the choices people made about how to process information.

More importantly, in this case, the project affected the student-respondents' interest in considering that they had experienced the effects brought by climate change to their cities. In this regard, solicit support's experience and enthusiastic appeal would be an excellent ingredient for moving people to action. Although there were several people aware of these kinds of symposiums, there were still handfuls that were unaware, recording ten respondents out of the 114 or 9%, of the project.

FACTORS INFLUENCING THE INTEREST

Student-respondents were asked what, for them, could be the weakness or needs to be improved which were considered or could have influenced their interest in an urban design competition.

One fourth (29 or 25%) said it could be a timeline considering their response to the call for action to a specific issue or case. Since all of them had experienced floods and strong typhoons, they knew how it felt and could relate to the community's sufferings. The situation was not alien to them, which made it easy for them to empathize or put themselves into their shoes. Helping the victims was something that they were willing to do, hoping that it would not happen to them or any other person again.

Natural disasters were common occurrences in some parts of Asia, mainly in the Southeast Asia region. In hindsight, the same might happen to them.

Meanwhile, of the 114 (76%) student-respondents, 25 (20%) answered Prize or recognition followed by the Jurors or Panel, selected case study, and diversified participants came the last. Showing the outcome document or Jurors' comments to a specific competition entry of the students and their advisers could be sufficient for its understanding and growth by what a few students had raised. The students' personal experience drove them to support the project if they knew where they needed to improve or act upon change. According to Bradley (2010), the framing effect was the idea that controlled the way information was being given or presented. It can affect and alter perception and determination-making about information. By using images, words, and presenting a general context around the report presented, individuals could change how they thought about it.

POST COMPETITION

Student-respondents were asked if they were interested to have a follow up activity after the competition/symposium.

Most 78 or 68% of the student-respondent stated that they were interested to have a follow up activity after the competition. They added that the post competition activities might be like going back to the community and present the ideas and ask for their opinion, some publications, and exhibitions. The primary focus fell on the commitment and attitude of the students as the organizers might be able this to push through. This suggests that the cultivation of attitudes presented in the society and that the information taken after those which was already presented, re-presented and bundled in different packaging to their audience.

V. CONCLUSION AND RECOMMENDATIONS

CONCLUSION

The majority of the students said that they gained knowledge from these urban design competitions or symposiums such as the collaborating and discussion with a diverse group from the region, presentation of design proposal targeting three scales- architecture, and specific and urban. Students were able to use their own skill sets to enhance their roles as learners and as soon-to-be professionals by conducting interviews and site visits. They also had a positive attitude towards a post conference/symposium activity that could lead to an impact towards the community or the implementation of the winning entry.

COMPETITION AS A PUBLIC DISCOURSE

The students were also capacitated in the sense that they could apply what they learned from the symposium to improve themselves, their peers, their university, their community and the connection with them with the general public. The symposium enhanced their self-confidence and gave them that 'wonder of discovery' as some of this was their first fieldwork and networking. The advantages of entering this kind of competition included facilitating academic assistance and open communication channel to the locals especially to the next batch and getting connected to the other participants abroad, especially for knowledge sharing and networking. Lastly, they were able to apply their practice in community projects and activities.

COMPETITION AS A LEARNING PLATFORM

The educational impact of these competitions was the most apparent. Some of the students gained more confidence in public speaking, and they believed that the platform could provide them a venue for more engagements especially with the post competition. As for various types of competitions available in Asia, many of them had the same purpose but different approach on

these topics from the resilience to disruptive urban solutions. For students, the main focus for theme is to check first the theme and the timeline given of the organizers, and an access point for the students communicating with their peers abroad or with potential encounter with the community. Lastly, they felt a sense of interest that they could do something in the post-competition for research or other activities rather than just getting a recognition or a prize.

RECOMMENDATIONS

FOR POLICYMAKERS

1. A standardized urban planning mechanism deeply rooted to learning by doing approach may entail a great advancement for students to be involved with various projects. A competition is one of the tools and a great avenue for students to showcase their own creative proposals and engagements.
2. A regional framework could tap various institutions or universities to come together for knowledge sharing and networking for a specific issue of urban planning.

FOR ORGANIZERS

1. They should sustain accesses by doing more activities after each competition/symposium. Students are interested and curious what would happen next for each time when a competition ends. This may be a good step for these platforms to notify or have a connection or link with the community involved rather than just being a part of the juror or panel.
2. They should maximize and enable longer use of the Internet for virtual meetups or engagements. Thus, available video recordings and other multimedia means of various meets will be agreed upon.
3. It is the best to keep track of the students and their mentors on all the documents shown or provided throughout the period. This could be placed in a database on the website.
4. It can be observed that these competitions are heavily joined by architects or related to design aspect. It is the best to balance this idea or approach to social science. This way of

submitting teams will have a resounding proposal both design and policy in nature.

5. It is the best to have the symposium happen to the selected site(s) in order to have the students and their counterparts have time to share their ideas or plans to the community. The community may able to share another perspective.

FOR STUDENTS

1. The use of symposium websites or social media platforms should be encouraged. In order to continue the momentum even after the post competition. Students can still get connected and get updated to use social networking sites for swifting communication as well as for development communication purposes.

2. They should look and build up other champions of urban design. These competitions/symposiums had been successful largely because of the advocacy and partnerships of universities. While this platform is still being operated, there may be a need to look for another 'champion' or champions to advocate the sustenance of the group.

4. Incentives should be added so that other participants can apply or other stakeholders in the university may be developed and trained. They can get certificates of completion, adding prestige to the Curriculum Vitae.

HOW TO MEASURE URBAN DESIGN COMPETITIONS?

In order to reach SDG 11 by 2030, we need to understand what our cities are doing to achieve the goal and to analyse how progress is being measured. These KPIs will be the basis for the establishment of future standards.

Comprehensiveness: The set of indicators should cover all the aspects and be aligned to the impact on the sustainability of cities. The indices should reflect the level of general development in a certain aspect

Comparability: The KPIs should be defined in a way that data can be compared scientifically between different cities according to different phases of urban development, which means the KPIs must be comparable over time and space.

Availability: The KPIs should be quantitative and the historic and current data should be either available or easy to collect.

Independence: The KPIs in the same dimension should be independent or almost orthogonal i.e., overlap of the KPIs should be avoided as much as possible.

Simplicity: The concept of each indicator should be simple and easy to understand • the calculation of the associated data should be intuitive and simple

Timeliness: The ability to produce KPIs is with respect to emerging issues in construction or stage or development

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