Suggestions for an Urban Management Curriculum - Reform Fields and Teaching Approaches Developed throughout the Wits-TUB Urban Lab Project

Wits - TU Berlin Urban Lab // Interdisciplinary Bilateral Postgraduate Studies Programme for Sub-Saharan Africa

Introduction

Throughout the New Urban Agenda and Sustainable Development Goals, the need for capacity development is being acknowledged as a crucial precondition and important driver for their implementation. In order to develop the necessary human capacities for the implementation of the NUA and SDGs, respective formats for education and capacity development are needed to prepare future urban managers for holistic thinking and integrated acting. This requires academic institutions to reconsider their educational approaches in the disciplines dealing with urban development and to think beyond conventional scopes - in order to develop skills for policy management, integrated approaches, change management and practical implementation in the context of sustainable urban development.

In various workshops throughout the Wits-TUB Urban Lab project four reform fields were identified that address challenges in educational programmes aiming at the capacitation of urban managers: Politics and Policy of the Urban, Understanding Complex Urban Systems, Managing Change Processes, and Co-producing Knowledge between Theory and Practice. For those reform fields, suggestions for curricula including pedagogical approaches and academic resources were developed. Together these modules shall provide an orientation for the educational practice in the field of urban management as well as a basis to discuss the development of urban management education in African institutions of higher education.

Content

Reform Field 01: Politics and Policy of the Urban

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Many technically sound planning efforts have failed due to an insufficient consideration of the political climate in which they are embedded. In particular, the inability of planners to manoeuvre within political interdependencies contributes to the omnipresent gap between planning and implementation. Many existing planning education programs have primarily focused on technical aspects, excluding the political arena. Yet urban planners and managers need to be better prepared to work within challenging political situations. Urban management needs to be understood as a policy field intertwining technical, managerial and communicative competences within a logic of political acting. It is therefore crucial for urban planners to understand the political factors that influence their work and to develop skills to address the political arena in order to better steer this dimension of their work. The success of integrated approaches depends on political will, and planners need to be able to communicate with political decision-makers to generate support for their endeavours. This holds especially true for complex planning issues that involve multiple governance levels on national, regional/metropolitan and local level, often with differing political priorities.

A discussion-based seminar or lecture course is suggested that enables students to better understand how urban planning interfaces with politics, with a particular focus on the forms and dynamics of power, the influence of politics on participatory governance, and case studies which focus on the interface of planning and politics in the Global South. Interactive exercise and workshops give students the opportunity to practice practical skills, and an individual research project encourages the deep analysis of a locally relevant case study.

Curriculum suggestions

Theory

Students are introduced to readings and case studies that present various aspects of the relationship between planning and politics, in a variety of contexts. For each subject, students reflect on how the ideas present relate or do not relate to their own city and context (in writing or during a class discussion, as appropriate).

Practice

Facilitator-led workshops explore more deeply the facets of power and deploy role-playing exercises to help students understand local politics.

Independent Project

Students select case studies from their own experiences to compare and contrast, using them to reflect critically on main themes in the course. At the final session of the course, students present their case studies.

Suggested course structure (13 - 17 sessions)

The course can be structured as a classroom-based seminar course, or lecture course with a discussion component. Ten theoretical sessions are interspersed with more hand-on workshops, field trips or guest speakers (2-6 sessions, depending on availability and time allotted). Students work on the analysis/reflecion component throughout the duration of the course, with one final session dedicated to the presentation of individual case studies (optional, depending on class size). **Note: the theoretical course material must be supplemented with information and instructor-led discussions that tie this knowledge to the local political context.**
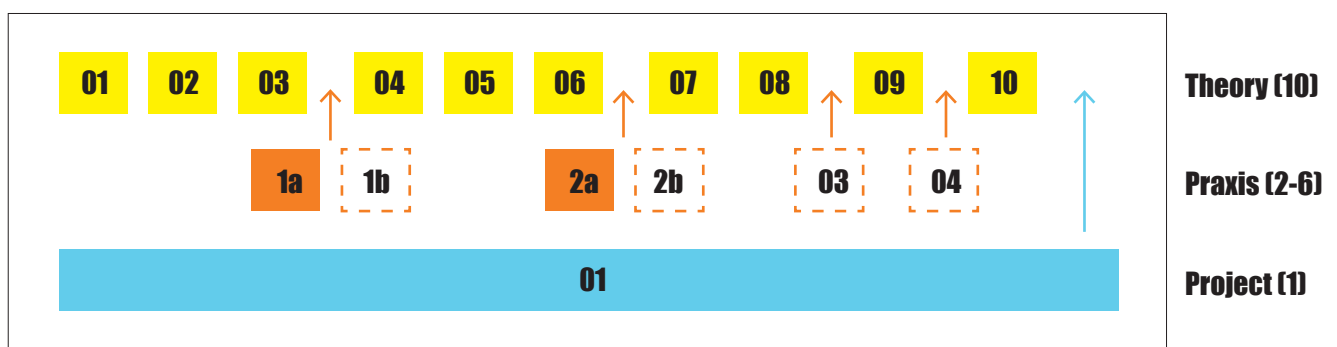
Course outline and learning objectives

01 / Planning as political ideology
Learning Objectives:
Students understand how urban planning was used as an exercise of hegemonic power in colonial Africa and how this legacy is felt in African cities today (Njoh 2009). After reading a contrasting text that interprets urbanity through the lens of informality (Roy 2009), students will be able to critically reflect on how, and whether, planning serves as an exercise of political power.

Suggested Reflection Questions:
In your context: How has planning been used, or is it used now, as an exercise of power? How does planning create politics? In what ways is planning ideological? What is the relationship between informality, planning, and power?

02 / Planners and politicians
Learning Objectives:
After reading a series of cases studies (Albrechts 2003, Krumholz 2001, Muchadenyika et al. 2017, Connelly 2010), students understand similarities and differences in the relationships between planners and politicians in various political/cultural contexts, including Northern democracies (Belgium and USA), Southern authoritarian contexts (Zimbabwe) and other "hostile political environments". Students are be able to identify specific tactics used by planners as well as understand the role that politics has to play in influencing the work of a planner.

Suggested Reflection Questions:
How do politicians and planners interact in these varying political systems? How does the legal and political context affect the agency of planners? What are the tactics planners can use to negotiate with politicians? What lessons can be learned from these cases that this applicable for your specific context?

03 / Participation and power
Learning Objectives:
Students read a variety of perspectives on power and public participation in planning, including case studies and theoretical essays (Healy 1998, Caldeira et al. 2014, Cornwall 20014, Gaventa 2006, www.powercube.net). They are able to identify the potentials as well as the potential pitfalls of participatory planning and frame these reflections thorugh the lens of power analysis.

Suggested Reflection Questions:
What does a "stakeholder society" mean in a Global South context? Who are the stakeholders? Do you agree with Healy's "four purposes of planning?" Why or why not? Reflect on the Power Cube. How could this be used to better understand planning and its relationships to politics? How could local political power be deconstructed using the power cube approach?

04 / Critiques of participation and/as depoliticization
Learning Objectives:
Students understand theoretical critiques of participatory planning in the Global South, including how it relates to concepts of insurgent planning, "citizenship acts" and depoliticization (Williams 2004, Robins et al. 2008, Miraftab 2009).

Suggested Reflection Questions:
According to these authors, what are the aspects of "participation" that have the potential to act in depoliticising ways? How and why could this happen? What are "citizenship acts" in your context? How do you define citizenship?

Course outline and learning objectives (cont'd)

Theory (10 sessions)

05/ The impact of politics on participatory governance practices: South Africa

Learning Objectives:
Students obtain a deeper understanding of the impact of politics on participatory governance practices in the South African context (Cape Town and Johannesburg) by reading a series of case studies (Winkler 2011, Lemanski 2017, Bénit-Gbaffou 2008).

Suggested Reflection Questions:
In these cases, how do politics and power arrangements enable certain participatory processes while inhibiting others? As a planner in Johannesburg or Cape Town, what are the lessons that you could draw from these cases?

06 / Influence of party politics on planning in the Global South

Learning Objectives:
Students understand how party politics, patronage systems, and clientelism affect the work of planners in various contexts in the Global South, including Nigeria and South Africa (Bénit-Gbaffou et al. 2013, Bénit-Gbaffou 2012, Fourchard 2011).

Suggested Reflection Questions:
What are the ways in which party politics and politicians are liable to influence planning processes, in various contexts? In your specific context, how do party politics influence planning processes? At which level? How?

07 / Perspectives on clientelism

Learning Objectives:
Students attain a more nuanced understanding of clientelism, including its relationships to power, informality, and "pro-poor" politics (Gay 1998, Mitlin 2014). Students are empowered to reflect critically on the pros and cons of various forms of political agency.

Suggested Reflection Questions:
Do you agree with Gay's perspectives on clientelism, and do you think they can or cannot be translated to your context? Why or why not? What aspects of the interventions discussed in Mitlin's article make them successful? How do these actors interface with politicians and act in the political arena?

08 / Decentralization and service delivery

Learning Objectives:
Students understand debates around decentralization and its effect on urban planning processes, including how various levels of government can exert pressure or subvert one another, and in particular on how degrees of decentralization affect the delivery of services to urban residents (Resnick 2014, Clarno 2013).

Suggested Reflection Questions:
What are some relationships between decentralization, clientelism and party politics in these cases? How do different levels of government subvert each other and how could this impact the work of planners?

Course outline and learning objectives (cont'd)

Theory (10 sessions)

09/ Fragmented and multiple sites of urban governance

Learning Objectives:
Through two case studies (Lindell 2008, Schindler 2014), students understand how governance can manifest in multiple and fragmented ways in complex urban contexts.

Suggested Reflection Questions:
How and where is governance manifested in these examples? Based on the "power cube", do a power analysis of one of these cases. What can we learn about this case? Are there any lessons you could apply to your own context?

10 /Co-production and epistemic communities

Learning Objectives:
Students are introduced to definitions of and perspectives on "co-production" (Mitlin 2008, Galuszka 2019, Pieterse 2006, Huchzermeyer & Misselwitz 2016) as a distinct form of practice.

Suggested Reflection Questions:
How would you define "co-production" as something different than "participatory planning"? What are the risks inherent in co-production? What are the skills needed to interface with politics and politicians?

Practice (2-6 sessions)

1a-b / Powercube workshops (1-2 sessions)

Learning Objectives:
Using the resources found on www.powercube.net, the course instructor facilitates one or several workshops that familiarize students with the various faces of the "power cube" and the various manifestations of power. Students are able to apply these skills to understanding forms of power (including political power) in their own contexts or in the case studies they read in this course.

Instructor Resources: www.powercube.net, Gaventa 2006

2a-b / Role playing simulation (1-2 sessions)

Learning Objectives:
The course instructor facilitates a role playing game over one or several sessions in order to simulate political conflict in the students' local context. By taking on the role of specific "characters" that have a stake in a political process, students understand how various viewpoints interact, as well as the ways that political power is manifested, distributed and used. Specific learning objectives include:
- Awareness of resources and budgeting
- Awareness of need for research and policy
- Awareness of differing legitimate needs, positions
- Awareness of the role of the planner in a political context
- Mediation/communication skills

Instructor Resources: https://serc.carleton.edu/sp/library/roleplaying/index.html

Course outline and learning objectives (cont'd)

Practice (2-6 sessions)

03 / Field trip to government or political office (optional)
Learning Objectives:
By visiting a local government or political office, students have the opportunity to ask questions and understand the daily challenges faced by planners and politicians alike. Students should prepare for the excursion by creating a list of at least ten questions.

04 / Invitation of local planner to class (optional)
Learning Objectives:
If possible, the course instructor should arrange to have a local planner visit the class. Students should prepare a list of questions for the guest that focus on his or her personal interactions with politicians and politics.

Independent Project

01 / Case study research
During this course students should individually analyze a case study that deals with intersection of planning and politics in their own local context. The case study analysis should be written and include:
- How research and policy was or was not used to make informed decisions
- The various stakeholders involved, their aims, degree of power, and agency
- How conflict management and mediation was or was not used
- The forms, limits and extents of power shaping political and planning processes
- The drivers of political processes and decisions
- The types of participatory spaces created
- The role and agency of the planners involved

Evaluation criteria

The students should be evaluated based on the quality of their project/case study research (50%), participation in workshops and role playing games (15%), participation in class discussions (25%), and attendance (10%).

Reform Field 02: Understanding Complex Urban Systems

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Complex urban challenges need to be addressed in an integrated way. Urban planners and managers, accordingly, need to acquire new competencies which enable them to plan and implement integrated solutions that truly combine different sectoral perspectives into one common approach. This requires a general understanding of the different relevant sectors and their functional logics, as well as their inter-relations and interdependencies. However, it also requires critical and analytical skills that enable urban planners to unpack the various ways in which sectors overlap, link, and merge with other areas of concern. Complex challenges such as climate change or informality are never isolated from each other and it is often difficult to understand the "big picture", much less the countless small ways in which they relate to each other.

The suggested curriculum provides students with the conceptual skills to unpack complex problems in general, focusing on three major "lenses" through which complex urban systems can be understood. An independent conceptual mapping project enables stundents to apply these lessons to their own contexts.

An intensive discussion-based course is suggested, best limited to a small number of students. The material demands well-developed independent learning and critical thinking skills.

Curriculum suggestions

Theory: Unpacking Integration, Cross-Cutting Lenses

<u>Background, Unpacking Integration:</u> Students are introduced to the concept of integrated thinking through several perspectives, including actor-network theory and "matters of concern" (Bruno Latour), transdisciplinary epistemologies (Mauser et al 2013), and epistemic communities (Pieterse 2006). They understand the difference between an integrative and a multi-sectoral approach.
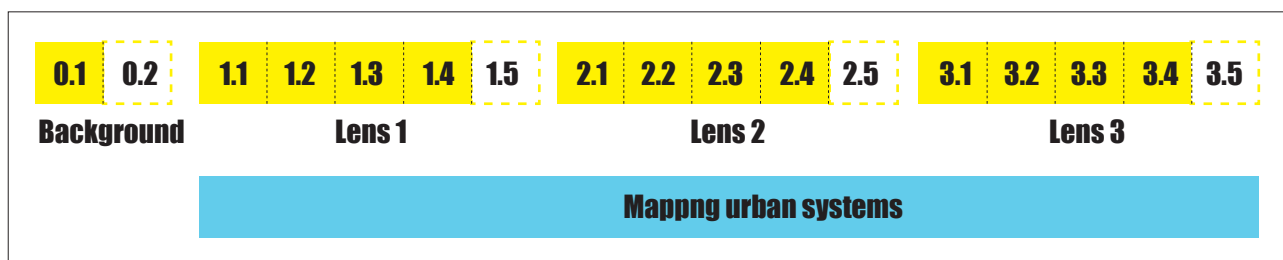
<u>Cross-cutting lenses:</u> The bulk of the course unpacks transdisciplinary problems by analyzing them through three urban lenses: climate change/resilience; informality and the role of the state; and space/infrastructure. Several sessions are spent on each lens, after which students demonstrate, by sketching an actor-network diagram, how the intersecting issues discussed in each lens manifest in their own local contexts.

Independent Project: Mapping Urban Systems

Students choose a specific urban case relevant to their own context to analyse in detail. They draw an actor-network diagram of the specific situation that identifies relevant linkages to other issues, actors, events, places, or topics. In addition, they write an analysis of the case that expands on this "matter of concern".

Suggested course structure (13-17 sessions)

Each "lens" is a semi-independent block which can be expanded or rearranged as needed. Students work on the independent project throughout the course.

Course outline and learning objectives

0.1 / Epistemolgies, matters of concern

Learning Objectives:
Students are introduced to foundational concepts that help frame an understanding of "complexity", including Actor-Network Theory (Latour 2005, Bode & Yarina 2019), "cyborg urbanism" (Gandy 2005), and epistemology (Mauser et al. 2013, Pieterse 2006).

Suggested Reflection Questions:
What is a "matter of concern" as opposed to a "matter of fact"? How is this concept related to epistemology? What is the difference between the multi-sectoral approach to knowledge and the integrated approach? What is the meaning of "cyborg urbanisation" and how could this help conceptualise the complex city?

Lens 1: Climate Change and Resilience (4-5 sessions)

Climate change crisis and impacts in Africa; risk and disaster; slow vs. fast violence; depoliticisation of nature; concepts and critiques of resilience; informality; integrated solutions

[Alternative structure for this lens: one session on depoliticisation/critiques of resilience, with more time (2 sessions) given to discussing reports, policy guides, case studies and potential applicability of practical solutions to the local urban context.]

1.1 / Climate change as crisis

Learning Objectives:
Students are exposed to scientific facts and reports about the impacts of climate change, especially on cities in the sub-Saharan African context. Students understand how climate change is reflected in global agendas such as the New Urban Agenda and the Sustainable Development Goals, and are able to discuss how its impacts have negative as well as potentially positive impacts on various stakeholders. (IPCC Report, IPCC Summary of Urban Policymakers, Serdeczny et al. 2017, SDG's, New Urban Agenda, Taylor 2020).

Suggested Reflection Questions:
What are the scientific facts about climate change? Why is climate change an urgent crisis for urban areas? Who will lose, and who might gain from the effects of climate change? How will climate change affect urban areas specifically in Sub-Saharan Africa? How is climate change reflected in the SDG's and the NUA?

1.2 / Depolitization of nature

Learning Objectives:
Students understand the climate change crisis from a broader perspective, including the role that time/urgency and conceptualizations of violence have in shaping certain narratives (Nixon 2011, introduction). Students also understand how narratives about climate change and nature in general can act in depoliticizing ways to disempower the weak (Swyngedouw 2011).

Suggested Reflection Questions:
What is "slow violence"? How could the concept of "slow violence" allow us to reconsider our approaches to climate change adaptation? How would you link Swyngedouw's argument to Nixon's? What relevance do these concepts have for urban areas in the Global South? Why has it been so difficult to reach global agreements about how to combat climate change?

Lens 1: Climate Change and Resilience (4-5 sessions)

1.3 / Defining resilience

Learning Objectives:
Students are introduced to the concept of resilience and its application to planning as well as climate change debates (Meerow 2016, Davoudi 2012). They understand its relationship to debates about depoliticization and are able to critically evaluate its usage in climate change adaptation contexts (Yarina 2018, Davoudi et al. 2012).

Suggested Reflection Questions:
How could a framework of resilience enable us to confront the effects of climate change in an integrated way? How and why do climate change adaptation or mitigation projects become depoliticized? How can the concept of resilience become re-politicized?

1.4 / Practical and policy recommendations

Learning Objectives:
Students are exposed to various reports, policy briefs, and case studies that deal with concrete climate change adaptation problems and proposals in sub-Saharan Africa (see referenced literature). Students understand the extents and limitations of these documents and are able to critically evaluate them based on critique introduced in the previous two sessions.

Suggested Reflection Questions:
What are the lessons learned from these guides and case studies? What are their blind spots? How do best practices enable change across temporal and spatial scales? What would you critique about these case studies? Could these lessons and recommendations be applied in your context? Why or why not?

Localization exercise: In groups, students draw an actor-network diagram that shows how climate change is related to to places, issues, processes, events and actors in their own context.

Lens 2: Informality and State Ideologies (4-5 sessions)

State approaches to making complex situations "legible"; debates about the market-oriented/neoliberal approach to housing and informality; connection between informality and poverty; "nonbinary" or expanded viewpoints about informality; state ideologies about housing

2.1 / Legibility vs. complexity

Learning Objectives:
Students are introduced to the concept of "legibility" as defined by James C. Scott (Scott 1995), and are able to critically evaluate its relevance to planning in complex urban contexts, as well as its significance to debates about how to understand and deal with informality.

Suggested Reflection Questions:
Why are states tempted to simplify complex situations and problems? Has the issue of housing and informality been made "legible"? How?

Course outline and learning objectives (cont'd)

Lens 2: Informality and State Ideologies (4-5 sessions)

2.2 / Neoliberalism and the market-oriented state

Learning Objectives:

Students read a variety of viewpoints on the market-oriented state, including perspectives from Hernando de Soto (de Soto 2000), critiques thereof (Bromley 2004), the World Bank perspective (Lall et al. 2017), and a critique of neoliberalism (Peck et al. 2009). Students are able to apply these different viewpoints to the question of informality, as well as to their own context.

Suggested Reflection Questions:

What are the potential strengths and weaknesses of the market-oriented approach to addressing housing needs in the Global South? How do the critiques of the neoliberal or market-driven approach address its failures and blind spots? In your context, what is the state's stance on housing and the role of the market?

2.3 / Informality: beyond the binary

Learning Objectives:

Students are exposed to theoretical literature on informality that introduces such themes and concepts as "gray cities" and "planning citizenship" (Yiftachel 2009), "slumdog cities" (Roy 2011), epistemologies of planning (Roy 2007), breaking down binaries (Groenewald et al. 2013) and the intellectual history of informality in Peru from Turner do de Soto (Fernandez-Maldonado 2007). Students are able to apply these perspectives to their understandings of informality in their own contexts.

Suggested Reflection Questions:

What are examples of the "gray spaces" in your context? Is informality a continuum? What do you think are the major influences and forces that shapes forms of informality in your context? What is the relationship between informality and poverty?

2.4 / The role of the state in housing delivery

Learning Objectives:

Students are explosed to various perspectives (Pieterse et al. 2014, Smolka et al. 2011) and case studies (Huchzermeyer 2003, Kahatt 2017) that discuss the role of the state in securing housing. Students are able to identify the relevant ideas and ideologies motivating state action in these case studies and apply them to their own context or local case study.

Suggested Reflection Questions:

What is the role of urban and architectural design in providing housing? In reducing poverty? How does the South Africa case differ from the case of PREVI in Lima? What are the underlying contexts and ideologies that led to these different approaches?

Localization exercise: In groups, students draw an actor-network diagram that shows how informality is related to to places, issues, processes, events and actors in their own context.

Course outline and learning objectives (cont'd)

Lens 3: Space and Infrastructure (4-5 sessions)

The "infrastructural turn" - what is an infrastructure? Socio-technical systems and technopolitics, histories and geographies of spatial exclusion, legacies of modernist planning and architecture, cores and peripheries, politics of service delivery, role of design and designers, urban morphologies and urban design, housing, heterotopias

3.1 / Modernist planning and architecture in colonial contexts

Learning Objectives:
Students are introduced to the history of African colonial-era urban planning (Njoh 2009), as well as the ways this legacy is felt today within cultures of planning (Ngau 2013). They understand the ways in which space and spatial segregation can exercise political and other forms of power.

Suggested Reflection Questions:
If colonial-era urban planning can be understood as the exercise of power, how is this power manifested today? What is the legacy of Modernist urban planning and design?

3.2 / Race and exclusion in urban space

Learning Objectives:
Students are exposed to perspectives on the intersection of space/spatial and exclusion and race/diversity. Topics include spatial exclusion (Crankshaw 2008), the intersection of space and race in urban planning (Clarno 2013), neocolonial spatial orders (Steck et al. 2013) and diversity in cities (Fainstein 2005).

Suggested Reflection Questions:
What aspects of an urban space make it exclusionary? How is this exclusivity enforced? How is spatial exclusion related to the legacy of Modernist and colonial-era planning schemes? How is the use of urban space related to political agendas and ideologies?

3.3 / The infrastructural turn

Learning Objectives:
Students understand the importance of infrastructure in its various forms (e.g. physical, social) to urban space and urban development. Suggested readings/topics include the poetics and politics of infrastructure (Larkin 2013), the intersection of infrastructure and diversity (Burchardt 2012), "ruin, retrofit, and risk" (Howe et al. 2016, the idea of "lively" infrastructures (Amin 2014), water infrastructure (Anand 2011), people as infrastructure and development through infrastructure (Simone 2004, Simone 2014), the "infrastructural scramble" (Kanai & Schindler 2019), and the relevance of engineering (Björkman et al. 2018).

Suggested Reflection Questions:
How do you define "infrastructure"? What are some examples of and relationships between the physical and social aspects of infrastructure? What is the importance of infrastructure to urban development? How is urban space created through infrastructure?

Course outline and learning objectives (cont'd)

Lens 3: Space and Infrastructure (4-5 sessions)

3.4 / Architecture and urban design

Learning Objectives:
Students are exposed to readings and case studies that discuss the role of architectural space and urban design from a theoertical perspective (Foucault 1986), in colonial-era planning (Dalberto et al. 2013) as well as in contemporary urban contexts (Dovey et al. 2011, Harris 2013, Castro et al. 2011, Navarro-Sertich 2011). A variety of viewpoints on the role of design enables students to more critically evaluate contemporary architectural or urban design proposals and tie them into other debates about politics, informality, and the role of the state.

Suggested Reflection Questions:
What is the role and agency of architectural or urban designers in conditions of informality? What can past housing schemes teach us about the role of design in promoting community? Is there a relationship between good design and social equity? What do you define as good design?

Localization exercise: In groups, students draw an actor-network diagram that shows how urban and/or architectural space is related to to places, issues, processes, events and actors in their own context.

Independent project: Mapping Urban Systems

Individually or in groups, students choose a local case study that relates to one or more of the themes discussed, and create a visual representation ("map") of the network of topics and influences. What are the disciplinary nodes, and what are the relationships between them? In Part 3, students choose one specific component of their map to analyze in writing. Instructors may choose to assign each part separately, or as one combined assignment. It is recommended that time be taken for students to present their work in progress and receive feedback.

Part 1:

Students choose a case early in the course that relates to their local situation.

Part 2:

Students incrementally fill in the components of this case in the form of an actor-network diagram, working towards the creation of a "mapped urban system" that circles around their case as the "matter of concern". Instructors may elect to assign specific viewpoints that relate to the readings and class discussions (for instance, relationship to climate change or informality).

Part 3:

Students select a specific angle/discipline/factor and expand, in writing, on how this relates to nearby elements in the network.

Evaluation criteria

The students should be evaluated based on the quality of their independent project work (65% for all 3 parts), participation in class discussions and interim exercises (25%), and attendance (10%).

Reform Field 03: Managing Change Processes

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Integrated approaches are embedded in complex multi-disciplinary and multi-actor contexts. Hence, the successful conceptualization and implementation of integrated approaches demands new approaches that enable urban planners and managers to communicate across different sectors, to integrate different disciplines, and to facilitate the inclusion of respective actors. Planners need to substantially extend their technical competencies and acquire complementary soft skills that prepare them to perform as change managers and facilitators, steering complex processes and opening dialogue between diverse parties across different governance levels. A better understanding of change management, planning approaches/tools (e.g. integrated action planning), urban governance, stakeholder analysis, cooperation management, coordination and interface management, process design and management, project management, conflict mediation, risk management, communication, monitoring and evaluation, etc. is useful in capacity development approaches as well as curricula of higher education.

The suggested curriculum is designed to develop key skills for managing change process among the participating students, while enabling them to critically analyse the implications of the policy, programme and project work they engage with. As such, technical tools and soft skills are paired with a critical reflections on how specific solutions may directly or indirectly affect stakeholders involved into the process. This is aimed at increasing a capacity for change management in inclusive and participatory ways.

The aim is to provide students with an understanding of the principles of Project Cycle Management (PCM) and be capability of applying basic project management tools including: the Logical Framework Matrix (LFM), problem tree and objective tree analysis, stakeholder analysis, monitoring and evaluation frameworks. They should also acquire soft skills enabling the facilitation of change in participatory ways. Students are exposed to the complex dynamics of the planning process and should be able to critically reflect on the multidimensional implication of policies, programmes and projects for their different stakeholders (for instance power holders, beneficiaries, and the public).

Curriculum suggestions

Theory/Practice

This component of the module introduces students to the theory and practice of project design, implementation, and monitoring & evaluation. In every session, readings and lectures are accompanied by workshops, hands-on activities, and presentations that enable students to process new information as well as practice technical and soft skills. Various viewpoints are presented to enourage critical analysis and discussion; a focus is laid on co-productive methods and tools for inclusivity and participation.

During a set of initial intensive workshop sessions the students are introduced to a set of tools relevant to each of the project cycle management phases, as well as facilitation skills crucial for project implementation. This is done through a number of thematic sessions reflecting different stages of a project:

- Foundations
- Project identification, planning and design
- Implementation including strategies for participation
- Monitoring and Evaluation (M&E)
- Facilitation skills

Independent Project

This component is split into two parts. Immediately after the introductory theory/practice sessions, four workshops are held in which students split into groups (3 people max), choose case studies, and create an initial project proposal. During these workshops students work independently, but are able to receive feedback from other students as well as the course instructor. The engagement is finalized with group presentations.

The second part of this component is independent work. Over the course of two months (timeline dependent on individual context), students develop and refine their project proposals; they have access to the course instructor as needed through ICT methods. Each group must submit a final written document (project proposal) at the end of the course.

Suggested course structure

This module is structured as an intense short course, with 10 to 11 classroom/workshop sessions followed by a period of independent project work. These initial sessions may be spaced closely together within a period of two weeks to allow ample time for independent work; an alternative version of the course could adjust the spacing and/or timing of the initial sessions to adjust the course to a different format. The core of the module is the practical exercise in which students develop a project proposal relevant for real-world case study.

The module is delivered through a mix of traditional and innovative formats including: lectures, technical skills workshops and role play exercise.

Timeframe	Responsible	Activity	Classroom	Independent	Workshop
7 sessions	Instructor/ institution	Intensive preparatory theory component; introduction to practical skills	X		X
4 sessions	Independent student work in workshop format	Intensive workshop sessions to develop initial project proposals			X
2 to 4 months (dependent on individual context)	Independent student work; evaluation using ICT methods	Development and refinement of project proposals with feedback from course instructor		X	

Course outline and learning objectives

01 / Foundations (optional)

Learning Objectives:

Students are introduced to some of the most important global agendas and institutions, including the New Urban Agenda and the Sustainable Development Goals. The relevance of urban issues including informality, land tenure urban expansion, decentralization and governance to this global context is discussed, including a specific focus on sub-Saharan Africa.

Key resources and literature:
- *New Urban Agenda*, http://habitat3.org/the-new-urban-agenda/
- *Sustainable Development Goals,* https://sustainabledevelopment.un.org
- Palmer et al. 2015. *Urban Infrastructure in Sub-Saharan Africa: Harnessing Land Values, Housing and Transport.*
- Arfvidsson et al. 2017. *Engaging with and measuring informality in the proposed Urban Sustainable Development Goal*
- Barnett et al. 2016. *Ideas, implementation and indicators: epistemologies of the post-2015 urban agenda.*
- Watson 2016. *Locating planning in the New Urban Agenda of the urban sustainable development goal.*
- Watson 2009. *'The planned city sweeps the poor away...': Urban planning and 21st century urbanisation*

Formats:
- Lecture: Global agendas including the SDG's and the NUA, as well as the relationship to planning issues in sub-Saharan Africa.
- Small group discussion and/or student presentations: The role of urban issues in global agendas, and the ways in which these agendas impact planning ideologies, processes and projects in sub-Saharan Africa as well as in the local context.

02 / Project identification, planning and design: overview

Learning Objectives:

Students receive an overview of the Policy-Programme-Project paradigm, Project Cycle Management and Logical Framework Analysis. Concepts and tools to identify stakeholders, problems, objectives and implementation strategies are presented in overview, as well as strategies for critical monitoring & evaluation.

Key resources and literature:
- European Commission. *Aid Delivery Methods Volume 1: Project Cycle Management Guidelines* (Part 1)
- Mikkelsen 2005. *Methods for Development Work and Research: A New Guide for Practitioners* (Chapter 1)
- Bakewell et al. 2005. *The use and abuse of the logical framework approach*
- GTZ. *Capacity WORKS*
- *Literature from previous session*

Formats:
- Lecture: Project planning in overview, including major methods, concepts, and tools.
- Student workshop: Students break into small groups to present the various steps - and critiques of/alternatives to - in Project Cycle Management.

Course outline and learning objectives (cont'd)

03/ Project identification, planning and design: tools 1

Learning Objectives:
Students gain familiarity with the use of project planning tools by breaking into groups to work on various aspects of a sample project proposal, including:
- Project identification
- Problem tree analysis
- Objective tree analysis
- Stakeholder analysis
- Logframe matrix
- Risks and assumptions in project planning
- Budgeting

Key resources and literature:
- European Commission. *Aid Delivery Methods Volume 1: Project Cycle Management Guidelines* (Part 2, Sections 5 & 6)
- Internal Stakeholder Mapping, *Capacity WORKS*
- Problem Tree Analysis, *MDF*
- Logical Framework Guidelines, *European Commission*
- *Literature from previous sessions*

Formats:
- <u>Student workshop</u>: Students work in small groups to practice various planning tools and methods for a sample project proposal. (Specific tools selected by instructor).
- <u>Presentation/discussion</u>: Student groups present, in detail, the process they went through to work on each tool/method. The instructor leads a group discussion to go through each tool.

04/ Project identification, planning and design: tools 2

Learning Objectives:
Students integrate practical skills in project planning with various concepts and methods for participatory project planning and implementation.

Key resources and literature:
- European Commission. *Aid Delivery Methods Volume 1: Project Cycle Management Guidelines* (Part 2, Section 8)
- Mikkelsen 2005. *Methods for Development Work and Research: A New Guide for Practitioners* (Chapter 2)
- MIT SIGUS: *Issues and Tools (Getting Started and Setting It Up)*
- Gaventa 2004. *Participatory development or participatory democracy? Linking participatory approaches to policy and governance*
- Gaventa 2006: *Finding the Spaces for Change: A Power Analysis*
- Cornwall 2004. *Introduction: New Democratic Spaces? The Politics and Dynamics of Institutionalised Participation*
- *Literature from previous sessions*

Formats:
- <u>Lecture</u>: Debates about the role of and strategies for participation in project planning and implementation; power in planning and power analysis; tools for participation in overview.
- <u>Workshop</u>: Instructor-led workshop on power adapted from www.powercube.net.

Course outline and learning objectives (cont'd)

Theory/Practice (7 sessions)

05/ Participation and implementation

Learning Objectives:
Students are exposed to real examples of various participatory and collaborative planning projects and processes, and are able to discuss them in terms of the specific tools and methods used.

Key resources and literature:
- Mikkelsen 2005. *Methods for Development Work and Research: A New Guide for Practitioners* (Chapter 3)
- SDI 2018. *Know Your City: Slum Dwellers Count.*
- MIT SIGUS: *Issues and Tools (Interactive Community Planning)*
- Patel 2004. *Tools and methods for empowerment developed by slum and pavement dwellers' federations in India.*
- Moser et al. 1999. *Participatory urban appraisal and its application for research on violence.*
- Papeleras et al. 2012. *A conversation about change-making by communities: some experiences from ACCA.*
- Boonyabancha et al. 2018. *Making people the subject: community-managed finance systems in five Asian countries.*
- Banana et al. 2015. *Co-producing inclusive city-wide sanitation strategies: lessons from Chinhoyi, Zimbabwe.*
- *Literature from previous sessions*

Formats:
- Lecture: Overview of strategies for participation and an overview of the case studies presented.
- Small group discussion: Students break into small groups to discuss one of the case studies presented in terms of its strategies for participatory planning.

06 / Monitoring and evaluation

Learning Objectives:
Students are explosed to tools for, as well as differing perspectives on, project monitoring and evaluation (M&E), and gain a critical awareness of how other factors (such as political or budgetary factors) can have an influence on policy.

Key resources and literature:
- Mikkelsen 2005. *Methods for Development Work and Research: A New Guide for Practitioners* (Chapter 7)
- Bamberger et al. 2010. *Using mixed methods in monitoring and evaluation: experiences from international development.*
- Galuzska 2017. *Evidence-based Planning and Housing Approaches Bias: Methodological Alternatives for Broadening Policy Options in Mass Housing Programs.*
- GIZ. *A Toolkit for Participatory Safety Planning. Book 6: Participatory Monitoring and Evaluation.*
- European Commission. *Aid Delivery Methods Volume 1: Project Cycle Management Guidelines* (Part 2, Section 7)
- *Literature from previous sessions*

Formats:
- Lecture: What impacts policies? Pluses and misuses in evidence-based urban planning, characteristics af conventional and participatory M&E. Presentation of sample project.
- Workshop: Students are given a sample project and break into two groups to create a M&E plan. Group 1 develops a conventional M&E concept, group 2 focuses on participatory M&E. At the end of the session, both groups present their plan to the class.

Course outline and learning objectives (cont'd)

Theory/Practice (7 sessions)

07/ Facilitation skills

Learning Objectives:
Students practice facilitation skills in the form of role-plays in small groups, adapting existing resources to a given case study.

Key resources and literature:
- GIZ. *A Toolkit for Participatory Safety Planning. Book 2: Setting the Scene for Participation.*
- Bradley et al. 2004. *Participatory approaches: A facilitator's guide.*
- Jordan, Thomas. *Glasl's Nine-Stage Model Of Conflict Escalation*
- Mischnick 2007. *Nonviolent Conflict transformation. Training Manual for a Training of Trainers.*
- https://www.participatorymethods.org
- *Literature from previous sessions*

Formats:
- Lecture: Overview of strategies for participation and an overview of the case study presented (may be the same as in the previous session).
- Small group role-play: Students break into small groups to adapt a facilitation strategy from the resources provided (instructor may pre-select options if necessary) to the presented sample project. Students play different characters to test out methods for community facilitation in alternating roles. (Materials needed for facilitation must be provided). Students describe their experiences in a large-group discussion at the end of the session.

Independent project (4 workshop sessions)

01/ Workshop session 1

The course instructor introduces project requirements. Students choose case studies and begin working in independently in groups on their project proposals. At the end of the session, students present their choice of case study to the class as well as their initial ideas. (Note: case studies are context-specific).

02/ Workshop session 2

Students work independently on their project planning and design, including the development of the project concept and the Logical Framework Matrix.

03/ Workshop session 3

Students continue to work independently on their project planning and design, including the development of the project concept and the Logical Framework Matrix. Students identify strategies for M&E and budgeting and focus on participatory and co-productive elements.

04/ Workshop session 4

Students continue to work independently on their project planning and design. At the end of this session each group presents their initial project proposal to receive feedback for further development.

Independent project (2 months)

Over the course of two months, students work independently (in groups) to develop and refine their project proposals. They are expected to integrate both conventional and participatory methods as appropriate to the individual context. In this period they will receive periodic feedback from the course instructor using ICT methods (e.g. email or videoconferencing). Each group will submit one final written document.

Evaluation criteria

- Active participation in the lectures, activities and workshop sessions
- Selection of case study and presentation of the first draft of the project proposal at the end of the workshop sessions
- Independent work refining the project proposal
- Preparation of final documentation of the project proposal.

Active participation throughout entire course (30%)
Case study selection and final presentation (30%)
Final document (40%)

Reform Field 04: Co-producing Knowledge between Theory and Practice

Wits - TU Berlin Urban Lab // Interdisciplinary Bilateral Postgraduate Studies Programme for Sub-Saharan Africa

If we appreciate that cities are dynamic sites of co-production, which are shaped by the rationalities and actions of a multitude of actors, privileging technical knowledge alone will not suffice to produce truly "integrated solutions" as demanded by, for instance, the New Urban Agenda. Instead we should transcend traditional hierarchies as well as the sectoralization of knowledge to seek now formats of "co-producing" urban knowledge, programmes, and policies. New transdisciplinary formats of knowledge production and dissemination are needed to absorb different approaches and languages – where the knowledge and expertise of residents, local initiatives, and civil society as a whole is brought into conversation with that of technicians, designers, scientists, politicians, and administrators.

But knowledge alone does not directly lead to real-world change, nor does it necessarily nurture the human capacity needed for implementation. In response to this, human capacity development and training institutions should integrate a "practice-orientation" that includes methods to co-produce knowledge into the heart of curricula and programmes: creating transdisciplinary approaches which break out of the comfort zone of traditional teaching environments. The collaboration with practice partners should be understood as a mutually beneficial learning partnership, in which knowledge and tools are tested and new evidence-based and practice-oriented forms of urban knowledge are co-produced. This is a suggestion for studio-based course conducted together with a local partner organization. In addition to collaborative fieldwork, students are exposed to the concept of co-production and complete a cumulative reflection exercise.

Curriculum suggestion

Theory

This component of the module is delivered through classroom sessions, where basic concepts of knowledge co-production, formats for the engagement between academia and practice as well as ethics of co-production are discussed. These include:

- Background on knowledge co-production, theoretical concepts of co-production and their epistemologies, power relations in knowledge co-production, co-optation, and explication of implicit and tacit stocks of knowledge.
- Issues of cultural, language and professional bias in urban development practice, various forms of knowledge, decolonialization of planning practice, Southern perspectives in planning, and methods of knowledge research.
- Case studies on co-productive engagements, including action-research, the design-build approach, and failures in academica-praxis engagements.
- Various input formats: civil society/private/public sector.

Practice

Together with the facilitator, students spend several months working together with a pre-selected community organization to plan, implement, and refine a project. Based on a preliminary arrangement established between the institution and its respective partner organisation, the group of students is expected steer the cooperation project. From the very beginning onwards, the students interact and cooperate continuously with the external stakeholders and are tasked with diagnosing specific local problems or/and offering solutions.

During a 3 month period the students will be tasked with establishing working-relationships with the partner organisation, familiarizing themselves with the project context (through review of relevant policies, documents and independent repeated site visits, and a spatial/geographic analysis), and refining the project objectives. This engagement will finalize with an intensive workshop in the project site which will lead to the formulation of tangible outputs. These outputs will be evaluated by the partner organisation in line with their own objectives and potential for implementation in real-life context.

The module is designed to fit flexibly to different spatial and geographic as well as conceptual contexts and educational courses; however, it requires the utilization of specific technical knowledge as well as the input from theoretical components of the module.

Curriculum suggestion (cont'd)

Independent Project (practicing critical reflexivity)

During the course of the studio, students will be asked to reflect on the tensions inherent in co-productive practice with respect to their own experiences. Reflection exercises are complemented by presentations and small-group discussions within the context of the course, facilitated by the course instructor. At the end of the course the student will hand in a portfolio of reflections (written and/or in other media), created incrementally over the course of the studio.

Suggested course structure

Timeframe	Responsible	Activity	Classroom	Independent	Workshop
Before start of project (6 months)	Instructor/institution	Project site identification, linkage with the local stakeholders/partner organisation		X	
Seven sessions with short activities and assignments interspersed	Instructor/institution	One week preparatory course: introduction to the concept of knowledge co-production, relevant formats for the engagement between academia and practice	X		
3 months total for this and next phase (includes periodic reflection exercises to be included in final dossier)	Group of students, partner organisation, with support from instructor	Establishing working-relationship with the partner organisation, co-produced research/project design, familiarising with relevant documentation, refining project objectives in close cooperation with local stakeholders	X	X	
3 months total for this and previous phase (includes periodic reflection exercises to be included in final dossier)	Group of students, partner organisation, with support from instructor	Joint realisation of the project, conceptual and design workshops, fieldwork, public/on site presentation joint formulation of project, document, final evaluation by partner organisation and instructor			X
1 month (including reflection exercise and submission of dossier)	Group of students, partner organisation, with support from instructor	Refinement, evaluation, mainstreaming		X	

Course outline and learning objectives

01 / Planning in sub-Saharan Africa then and now

Learning Objectives:
Students are introduced to some key themes and ideas in planning that are relevant to cities in sub-Saharan Africa. Concepts include understanding planning as it is seen "from the South" (Watson 2009, Watson 2012, Watson 2013), understanding Africa's "uban revolution" (Pieterse et al. 2014), the concept of "slumdog cities" (Roy 2011), as well as a discussion of the differences between modern and older approaches to planning in Africa (Ngau 2013).

Suggested Reflection Questions:
What is the legacy of Modernist urban planning and design in your context? What does "seeing from the south" mean to you, in concrete terms? How should planners respond to conditions of informality and intrenched inequality?

02 / Critiques of participatory planning

Learning Objectives:
Students are introduced to debates about participation in planning, centering around ideas of citizenship, inclusion, and depoliticization. Selected articles and critiques (Williams 2004, Hickey & Mohan 2005, Connelly 2010, Robins et al. 2008) enable students to reflect on the efficacy of strategies for participatory planning or governance in their own contexts.

Suggested Reflection Questions:
According to these authors, what are the aspects of "participation" that have the potential to act in depoliticising ways? How and why could this happen? What are "citizenship acts" in your context? How do you define citizenship? How can planners engage with communities in ways that enable true participation?

03 / Defining co-production

Learning Objectives:
A series of articles and case studies expose students to various ideas that relate to co-production, including insurgent planning (Miraftab 2009), the reframing of strategic spatial planning (Albrechts 2012), planning with and beyond the state (Mitlin 2008), contradictions in co-production (Galuszka 2019), informality and clientelism (Mitlin 2014), and a discussion of co-production in Kampala (Siame 2018). Various examples are also found on the MIT SIGUS website.

Suggested Reflection Questions:
How would you define "co-production" as something different than "participatory planning"? What are the risks inherent in co-production? What are the skills needed to interface with politics and politicians?

Reflection Exercise: How does co-production address the concerns raised about participation raised in the previous session? In which ways does it not address these concerns?

Course outline and detailed learning objectives (cont'd)

Theory (7 sessions)

04/ Co-production case study examples

Learning Objectives:
Students are exposed to a variety of examples of co-productive practice from various sites around the world, including South Africa (Winkler 2013, Brown-Luthango 2013), India (Appadurai 2001), the Philippines (Papeleras et al. 2012) and other places (Lipietz et al. 2016, Siame 2016, Allen et al. 2017). A short analysis exercise enables them to understand the relative strengths and weaknesses of these approaches.

Analysis Exercise: Compare-contrast two cases to understand successes, failures, and lessons learned.

05/ Power analysis

Learning Objectives:
Students learn about power within spaces of participation (Cornwall 20014, Gaventa 2006). An instructor-led workshop adapted from www.powercube.net enables students to reflect critically about power in their own context.

Activity: Facilitator-led workshop adapted from www.powercube.net.

06 / Knowledge production (1 or 2 sessions)

Learning Objectives:
Students are exposed to strategies for mapping and community enumerations in various contexts (Allen et al. 2015, Chitekwe-Biti et al. 2012, Patel et al. 2012, Parker 2006, McCall 2014, Lambert et al. 2016). A more theoretical and in-depth exploration of critical cartography, including ideas surrounding counter-mapping (Rundstrom 2009, "This is not an Atlas"), performative, participatory, and political mapping (Crampton 2009, Crampton 2011), insurgent cartographies (Sletto 2012), the agency of mapping (Corner 2011) and the intersection of maps and power (Harley 1988) enables students to reflect critically on their tactics of knowledge production. (See additional web-based resources).

Suggested Reflection Questions:
How do maps create reality? What are some relationships between maps and power? What are "maps" as opposed to "mappings"? What are some of the potential pitfalls of engaging in a community mapping or enumeration exercise?

Activity: In groups, students create a map of their own community using techniques presented.

07 / Facilitating co-productive spaces

Learning Objectives:
Students receive an overview of various practical tools and methods for community facilitation (e.g. Bradley et al. 2004, Mischnick 2007, Mikkelsen 2005 ch. 2 & 3, GIZ Toolkit Book 2, MIT SIGUS, see additional suggested resources). Students break out into groups to test out one of the facilitation strategies found in the resources provided.

Activity: Students play different characters/roles to test out methods for community facilitation. (Materials needed for facilitation must be provided).

Course outline and learning objectives (cont'd)

Praxis (urban studio, 3-4 months)

This course component is highly site-specific. At least 6 months before the course begins, contact should be established with a local partner willing to work collaboratively with students. The type, location, extents, and scale of the project needs to be decided on a case-by-case basis. The outline below refers only to suggested general phases of the studio.

01 / Introduction to partner community (1-3 days)

Facilitator- and community-led overview to local partners, including the history of the community and site in the larger urban context, and major issues faced by the community.

02 / Engagement with community - setting the groundwork (~3 months - with next phase)

Establishment of a working relationship with the partner organisation, co-produced research/ project design, familiarization with relevant political, legal, social, cultural, historical context, refinement of project objectives in close cooperation with local stakeholders

> Activity: Reflections #1, 2, 3

02 / Joint project implementation (~3 months - with previous phase)

Joint realization of the project, conceptual and design workshops, fieldwork, public/on site presentations, joint formulation of project document, final evaluation by partner organization

> Activity: Reflections #4, 5

02 / Project refinement (1 month)

Refinement, production of final project documentation, mainstreaming

> Activity: Reflection #6

Independent Project (practicing critical reflexivity)

<u>Learning Objectives:</u> to unpack tensions that arise while engaging in trial of co-productive practice through a process of continuous self-reflection.

Students complete a multimedia "dossier" or "portfolio" that is continuously updated over the course of the studio. Students are required, at the very least, to respond to the six prompts below in writing and other media. Additional/continuous reflection in all media is encouraged. The studio facilitator will lead small-group discussions that allow students to share their reflections with their classmates. (Carried out in parallel with studio project - does not include community partner)

01 / Conflicting rationalities and aims

<u>Prompts:</u>
Why am I here? What do I hope to gain for myself? What assumptions and biases do I bring with me? For our local partners, what do I "represent"? What do my project partners hope to gain?

<u>Readings:</u> Watson 2009

Course outline and learning objectives (cont'd)

Independent Project (practicing critical reflexivity)

02/ Agency

Prompts:
What exactly is my agency in this context - political, technical, social, economic? What kind of agency do my project partners have? Am I managing expectations?

Readings: Winkler 2013

03/ Scale/scope

Prompts:
What exactly is my agency in this context - political, technical, social, economic? What kind of -
Are there important components of the problem or project that are beyond our ability to address? How do we engage with these problems? How do we talk about them with project partners?

Readings: Nixon 2011 (introduction)

04/ Agonistic vs. depoliticized spaces

Prompts:
Invited vs. popular/claimed spaces: what kind of spaces are we creating? Do all project contributors have the same understanding of this space?

Readings: Cornwall 2004, Gaventa 2006

05/ Production of knowledge

Prompts:
What is the knowledge that we are producing or attempting to produce? By whom and for whom is it being created? What is the role of technical expertise in this project and who has it? What will happen with this knowledge after the project is completed? How transparent is the process of knowledge creation?

Readings: Mauser et al. 2013, Sletto 2012, Parker 2006

06/ Evaluation (after completion of project)

Prompts:
In which ways was this project successful, and for whom? In which ways was it not successful? What are the lessons learned?

Evaluation criteria

- Active participation in the classroom based component: readings, contribution to discussions
- Independent development of relationship with partner organisation, fact finding
- Active participation in the studio/workshop component of the module
- Preparation of final documentation of the workshop (report/strategy/spatial plan etc.)
- Group presentation: presentation of the weekly studio/workshop outcomes to the partner organization
- Submission of "dossier", effort put into personal reflections

Active participation in classroom based module and workshops/studio (20%)
Final presentation and document (60%)
Final dossier (20%)

<u>Planning as political ideology</u>

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<u>Planners and politicians</u>

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<u>Participation and power</u>

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www.powercube.net

<u>Critiques of participation and/as depoliticisation</u>

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Bénit-Gbaffou, Claire. "Are Practices of Local Participation Sidelining the Institutional Participatory
Channels?: Reflections from Johannesburg." *Transformation: Critical Perspectives on Southern Africa*,
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