PART III: PROJECT WORK - PLANNING

Responsible teachers: Ulrika Gunnarsson-Östling, Greger Henriksson and Pernilla Hagbert

Runs: Thursday 21/9 to Friday 20/10 + vernissage Friday 27/10

Activities: Project work in groups, supported by lectures, seminars and tutoring

Deliverables: Project proposal/project plan. Project report plus poster. Preparations for tutoring.

Summative examination: The project report and/or the poster, the peer-review report.

Course moment: PRO1, 6.0 credits

Grading: A-F

Learning outcomes examined:

- *Identify and apply planning and design methodologies that contribute to urban sustainable development, including tools for assessment*
- *Identify main characteristics of different city districts and analyse these in relation to urban sustainable development,*
- *Identify and characterise main actors of urban sustainable development,*
- *Creatively explore and critically analyse how planning and design can contribute to urban sustainable development of a city such as Stockholm– in short and long time perspectives,*
- *Present proposals and analyses as text, drawings and/or illustrations as well as orally.*

Introduction: Sustainable Huddinge 2030

The project work asks you to develop a planning proposal for a more sustainable Huddinge. Huddinge is an urban area in the southern part of the greater Stockholm area. More than 100,000 people live in Huddinge municipality and the seat (sv. "centralort") is also called Huddinge. There is a lot more that can be said about the area, but doing so will be your first task: to acquaint yourselves with and characterise the area (focusing on Flemingsberg-Loviseberg-Glömsta). One important part of this is the study visit to Huddinge **Friday September 22nd**.

Sustainable Development Goals

More specifically, the project work asks you to develop a planning proposal for Huddinge that would contribute to fulfilling two (2) of the 2030 Sustainable Development Goals (SDGs), without compromising the possibility of achieving the other goals. The 17 Sustainable Development Goals (SDGs) are developed by the UN and was adopted by Heads of State and Governments in September 2015. The SDGs cover ecological issues (e.g. "life below water", social issues ("e.g. gender equality") and 'enabling' issues (e.g. "peace, justice and strong institutions", however, to a large extent each SDGs include a mix of social, ecological, economic, and/or institutional issues. The SDGs are concretized through altogether 169 targets. You get to select what goals to work with yourself, as a group. You find an overview of the SDGs, their associated targets, and lots of other resources at the SDG knowledge platform https://sustainabledevelopment.un.org/sdgs

Project Work Tasks

Task 1: Select and connect two SDGs to Huddinge: direct and indirect issues
Exploring the implications of the selected SDGs for Huddinge involves two analytical processes, distinguished by their different geographical focus. The first process focuses on identifying direct issues, i.e. assessing the present situation in Huddinge in regards to the SDGs. F.ex. How does climate change emissions in Huddinge look like? How does Huddinge perform in regards to gender equity? In case there is no (readily) available data you need to instead find other ways of understanding the issue at hand, f.ex. through using national or regional averages.

The second process focuses on exploring indirect issues, i.e. the implications of goal-fulfilment outside the system boundaries of Huddinge – at an international, national, regional and/or municipal level – and what consequences this has for life in Huddinge. In this you have to ask yourself and define how the SDGs have been fulfilled. F.ex. if the SDG "No poverty" is met through redistributing wealth across the global population, what implications would this have for Huddinge? Key here would be to look for ways in which goal-fulfilment calls for changing the (today) globalized system of production and consumption, as well as changes in values. In this process you also need to think about how the two SDGs you are working with are related.

Task 2: Drafting the proposal: reference research
Once you have established an understanding of how the SDGs relate to Huddinge it is time to start drafting a proposal for how to contribute to goal fulfilment. The proposal should address both direct and indirect issues related to the two SDGs. It is essential that you base your proposal on reference research, i.e. that you look for examples of how these issues have been dealt with elsewhere, and that you use these (and refer to them) in your project report. Perhaps you will realise that none of the existing 'solutions' are good enough, or that an innovative combination is needed, but it is in any case necessary to connect to the existing bulk of knowledge (academic and practice-based).

Task 3: From proposal to process
Planning is ultimately about process. Turning your proposal to a process involves making a time-line connecting the future (2030) with today, and identifying actors taking part in this process. Who (what actors) through what types of collaboration made the changes happen? Who initiated it? Who managed it? Who changes (whose) behaviour? And what policy instruments were used? Besides spatial planning, planning (as policy) also includes 'hard' policies such as regulatory systems ("cars are banned") and economic (dis)incentives ("cars are taxed"), but also 'soft' policy making through persuasion/information ("cars are bad"). Identifying stakeholders in the process is also contributing to the next phase in the project work, i.e. assessing the outcomes.

Task 4: Assessing outcomes
When you have developed your proposal and process it is time to assess its outcomes. Assessment includes two parts: 1) assessing who benefits from and who bears the costs of your proposal, and 2) assessing how the proposal for your SDGs interacts with other SDGs. As support for the first part, a lecture and workshop on qualitative cost-benefit analysis (CBA) is provided **Monday October 9th**. CBA is a structured way to identify and analyse what the costs (the negative consequences) and benefits (the positive consequences) of a proposal is, and how these are distributed across stakeholder groups. These stakeholder groups can be delimited to include now-living humans only, but can also be extended to include future generations as well as non-human actors (such as frogs, oaks or mosquitos). As support for the second part a framework for tracking interactions between SDGs will be used (see Nilsson et al. 2016).

Tutoring

Each group will have a designated tutor that they will meet three (3) times during the project work: September 27th, and October 4th and 11th.

September 27th Tutoring 1 - Task 1
For tutoring 1 we expect you to have selected two SDGs to work with and started to connect these to Huddinge through identifying direct and indirect issues of relevance for meeting these goals. This also includes identifying connections between the two SDGs you are working with.

After this first tutoring session you need to submit a project proposal to Canvas, no later than 18:00. The project proposal should include:

- The two SDGs selected, a brief description of how these relate to Huddinge, and a draft idea of what challenge(s) you will focus on;
- The aim of the project work;
- An inventory of competences and skills in the project group;

- A project plan, including division of labour if relevant.

October 4ᵗʰ Tutoring 2 - Tasks 2 & 3

For Tutoring 2 we expect you to have carried out the reference research and developed a proposal (Task 2) and started to think about this as a process, including a timeline and stakeholders involved (Task 3).

October 11ᵗʰ Tutoring 3 - Tasks 3 & 4

For Tutoring 3 we expect you to have finalised the proposal as process (Task 3) and have at least a draft assessment of outcomes (Task 4). We also expect you to have a clear plan for how to combine all parts of the work into a report, including division of labour. To support the development of visual material to reports and posters there is a lecture on visual communication in the afternoon *Tuesday October 10th*.

Preparation is essential

It is essential that you come well prepared to each tutoring session. Thus, before each tutoring you should prepare a PowerPoint presentation of your work so far. The presentation should focus on the specified tasks, and should include:

a) What you have been doing;
b) Preliminary findings;
c) Your plans for the coming week, including the distribution of labour;
d) Any problems or questions you want to bring up.

Each tutoring session lasts 45 minutes but the presentation should not take more than 15 minutes, leaving plenty of room for discussion. For each tutoring session we will draw lots on what group member to present the work, so everyone in the group needs to be prepared. Besides contributing to a better quality of the tutoring session, preparing the presentations will also support you in documenting your process, which will be of help when you write the report.

Each group will also be assigned another group of students as 'peer reviewers'. This is to facilitate learning and sharing across groups. The peer reviewers are expected to take active part in the tutoring. A more detailed schedule for the tutoring will be provided once the project groups have been established.

Report

The project report should be between 5000-7000 words, including references.

The report must include:

- Introduction to and characterisation of the geographical area chosen
- Introduction to the two selected SDGs and how these relates to Huddinge and to each other
- Methods used, including methodological considerations (why these methods)
- An account of the findings of the reference research and how these relate to the proposal
- A description of the proposal in all aspects relevant, including how the proposal relates to meeting the selected SDGs
- A description of the process for implementing the proposal, and how it influences the SDGs, from today to 2030 (when the SDGs are to be met)
- A description of the stakeholders affecting and being affected by the proposal
- An assessment of the outcomes, i.e. in what ways, for whom, where and when does the proposal contribute to sustainability? Are there any synergies or conflicts? Who gets the benefits and who pays the costs?
- A reflection on the project work
- References
- An executive summary of max 400 words

Deadline: Tuesday October 17ᵗʰ at 18:00, via Canvas

Peer-review

To support learning and to make the final critique a lively learning event, each student is assigned one other group to peer-review. We expect a written review report, about 1 page long, answering the following questions:

- How do you think the project work connects to the selected SDGs? Is the proposal relevant and convincing?
- What are the three key strengths of the project work?
- What are the three key areas where you see room for improvement? (Why? What are you missing?)
- Did you learn anything new (methods, data…)?
- If you had read this report before you started your own project work, what would you have done differently?
- What do you want to ask this group at the final critique?

The peer-review report will be assessed and graded and may, if it is really good, increase your grade for the project work course part.

Deadline: Wednesday October 18th at 18:00, via Canvas

Final critique

In the final critique ***Thursday October 19th***, all projects are presented and discussed.

Poster and Vernissage

The project work is finalised with a vernissage the last day of the course, ***Friday October 27th***, in which the project works are presented as posters in an open exhibition. You will have one (1) poster in A1 format at your disposal. The poster needs to be submitted one week before the vernissage: ***Friday October 20th at 18:00, via Canvas***