



# SPRING Programme – 2019/2020

*modules and courses at a glance*



Germany

Ghana

The Philippines

Tanzania

Chile

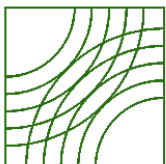


- School of Spatial Planning  
Technische Universität Dortmund  
Germany

in co-operation with

- Department of Planning  
College of Arts and Built Environment  
Kwame Nkrumah University of Science and Technology  
Kumasi, Ghana
- School of Urban and Regional Planning  
University of the Philippines  
Diliman, Quezon City, Philippines
- School of Urban and Regional Planning  
Ardhi University  
Dar es Salaam, Tanzania
- Faculty of Economics and Administrative Sciences  
Universidad Austral de Chile  
Valdivia, Chile

# SPRING



## SPRING Programme

---

---

---

---



TABLE OF CONTENT		Page
<b>1</b>	<b>Regional Development Planning and the SPRING Approach</b>	<b>1</b>
1.1	Changing Contexts	1
1.2	Spatial Development Planning and Management	2
1.3	Focus on Region	3
1.4	The Role of Regional Development Planning	4
1.5	The SPRING Programm	5
<b>2</b>	<b>SPRING's Qualification Profile</b>	<b>7</b>
<b>3</b>	<b>The SPRING Programme</b>	<b>9</b>
3.1	The Overall Structure	9
3.2	Basic Outline of the Programme in Dortmund	10
3.3	Examination at the SPRING Centre Dortmund	13
<b>4</b>	<b>Modules and Courses</b>	<b>17</b>
	Module 1: Planning Approaches and Key Skills for Planners	
	Module 2: Workshop – Planning Practice	
	Module 3: Planning in Developing Countries and Physical Infrastructure	
	Module 4: Planning Tools	
	Module 5: Concepts and Theories for Planning	
	Module 6: Socio-Economic Development Planning	
<b>5</b>	<b>List of Lecturers</b>	<b>53</b>
<b>6</b>	<b>Seminar and Lecture Schedule</b>	<b>55</b>



# 1 Regional Planning and the SPRING Approach

Regional planning in developing countries received significant attention and support in the 1960s. Today it is well established in many countries. However, concepts and approaches are continuously changing in response to new challenges.

## 1.1 Changing contexts

The driving forces which have had a major impact on the scope and function of regional development result from globalisation and the parallel deregulation of markets, from democratisation in a new political world order, from global campaigns and new concerns, but also from continuous population growth and population redistribution. These forces have created new opportunities, but also new risks and challenges.

The transformation of the state, one of the most conspicuous trends of the last decade, have created new arenas for pluralistic debates and helped a more diversified range of actors to emerge on the scene. In a number of states, one-party or military governments have been replaced by multi-party systems. Civil society organisations have acquired a stronger voice. The decentralisation of government functions and their devolvement to regional and local political and administrative levels is progressing, albeit slowly. The last decade has, however, also seen increased political destabilisation in some parts of the world, internal conflicts, civil wars and “failed states”.

As a response to globalisation and to public sector deficits the division of labour between the state and the private sector is being reconsidered in many developing countries. State enterprises and responsibilities are in the process of being privatised, subsidies have been abolished, budget deficits are being reduced by expenditure cuts, service fees have been introduced and tax collection is being improved. Structural adjustment and poverty alleviation are viewed as complementary development objectives.

The support philosophy which can be traced back to colonial times is giving way to a philosophy of service systems. The people are no longer perceived as target groups but addressed as clients. In the poorest countries, the retreating state is, however, leaving a ‘service vacuum’ which cannot be filled by the non-government and private sectors.

In many regions of the world poverty has increased to a level which requires inter-sectoral approaches to secure basic needs and spatial strategies to reduce regional disparities, especially the growing rural-urban divide. International donors have responded to these tremendous

challenges with new concepts and instruments, e.g. the Sustainable Development Goals and the Poverty Reduction Strategies.

Sustainability has been widely recognised as a leading development paradigm to overcome the limited range of projects in favour of a medium and a long term perspective. Sustainable development strives to reconcile economic, social and environmental concerns which have an inert tendency to drift apart.

## **1.2 Spatial Planning and Management**

The spatial dimension is helpful in directing the attention of policy makers and administrators to the complexities and interdependencies of real life. It highlights linkages and dependencies and enhances the meaning of location and place. Economic exchange, social interaction and environmental sustainability are all influenced by notions of distance, proximity, accessibility, distribution and density.

The inclusion of the spatial dimension helps to ensure that programmes are designed with due consideration of the functional context of market or service systems, of comparative and competitive advantages, of economies of scale and of other determinants which are derived from a location or a place in space. The spatial reference framework is necessary to recognize and take into consideration the conflicts over resources and to detect synergy effects. From a spatial perspective, development plans and programmes cannot be merely an addition of separate local action plans.

Regions are geographical areas within a nation state which are larger than a town, and which share common features with regard to their natural, economic or socio-cultural characteristics. Homogeneous or functional regions maintain close economic or social inter-linkages.

Macro frame conditions are important in providing a reliable institutional setting, attractive incentives and sound sector policies. But unless appropriate institutional arrangements and service systems are designed through regional programmes, most stakeholders, and especially the poorer and disadvantaged, will find it difficult to make strategic use of the incentives provided. Further, mechanisms for vertical and horizontal co-ordination at the regional level are important to ensure that sector programmes reach their clients on the ground:

In addition to the spatial context, modern planning is open for institutional settings. The whole range of organisation and management tools and instruments are applied to develop appropriate solutions with regard to given institutional frameworks, economic parameters, socio-cultural settings and environmental conditions. Under the constraints of widespread poverty the public sector should focus its scarce resources



on establishing accessible support and service systems in an enabling institutional environment supporting coping strategies. Effective participation of all stakeholders in the design and implementation of government programmes requires both a spatial focus and management competence.

### **1.3 Focus on Region**

By focusing on the specific problems and potentials of regions without losing the national perspective, Regional Planning and Management can serve a bundle of objectives:

- The identification and implementation of effective measures for regional development can strengthen the entire national economy, contribute to sustainable development and overcome regional disparities.
- The challenges of mass poverty, unemployment and underemployment cannot be solved entirely on a national or local level. It is the task of regional planning to take advantage of every aspect that can tackle this problem on a regional scale, including an active contribution to improving the structural conditions of the regional labour markets.
- The problems of migration and rapid urbanisation cannot be overcome by each city or region separately, but must be handled on a broader spatial base which would include the surrounding rural areas where the majority of urban migrants originate. The interrelation of urban and rural development is a crucial issue, stressing the importance of regional development planning as a framework for rationalising and regulating rapid urban sprawl.
- The regional approach presents the challenge of development and its prospective outcome to the local population concerned, who are not only considered as an object of development, but as active participants in the mobilisation of available resources. Regional planning forces local actors to reflect about the future, to look beyond their daily duties and, thereby, to gain an improved awareness of planning and management.
- It is a precondition to development, that a certain level of infrastructure must be attained, e.g. roads and railways, ports and storage facilities, electric power sources and supply lines, and networks for water supply and communication. The location of these facilities must be properly determined at a very early stage. This can only be done within the framework of a regional scheme, where projects are evaluated according to their spatial interrelations.

- Regions provide a convenient spatial base for co-ordinating the activities of a wide variety of sectoral programmes and projects. They are the physical units for collecting and analysing data and information needed to plan, execute, monitor and evaluate development programmes.

## **1.4 The Role of Regional Planning**

The region is the intermediate spatial unit where national policies and local interests merge, and where the functional interrelationship of development constraints and potentials is most tangible. A variety of perspectives and approaches have been chosen so far to cope with the problems and to take on the challenge of development. Regional planning takes an intermediate position in a multi-tier planning structure and, thus, has to translate different interests from one level to the other.

Some basic tenets of this approach can be summarised as follows:

### *Planning from Above*

Regional plans are prepared within the framework set by the national socio-economic policies (vertical integration). They translate and co-ordinate such policies in a reasonable manner considering the specific objectives and requirements of each region.

In its function as a linking instrument, regional planning helps to break down national (sectoral) plans into co-ordinated individual programmes and projects and to transmit the national directions to individual localities and to the different participants in the development process.

### *Planning from Below, Local Interests*

On the other hand, regional planning is an instrument for bringing the regional needs and possibilities to the attention of national authorities in a consistent way. Through regional planning the impact of the national development policies on the local economies can be rightly evaluated and the most appropriate action envisaged. Through regional planning it is to be expected that the acceptance of national plans will be more likely, since they refer to local interests. Interest in them will be awakened: The utilisation of limited resources will be more carefully thought out; the basis of macro-planning will be improved; regional resources will be mobilised and regional consciousness regarding responsibilities revitalised.

Taking these perspectives into account, it becomes evident that the notion of integration contains a double meaning. On the one hand it refers to the regional function of horizontal and vertical co-ordination of planning activities. On the other hand it refers to the aspect of participation aiming at the increased involvement of the population at the grassroots level, giving them the opportunity to take an active part in the economic, social

and political lives of their nation. This is a precondition for the mobilisation of all resources for development.

### *Providing a Framework for Local Plans and Decisions*

Regional plans define the context within which local plans are developed: urban, rural, community and area planning. Therefore, regional planning constitutes a link between these macro- and micro-forms of planning and helps to bring them together in a co-ordinated system of planning, making each part of it more efficient and accurate. By developing a concept of the social and economic structures of a region and by identifying the functional interdependencies of the different sectors and localities within a region, regional plans result in the establishment of a goal system regarding spatial organisation which determines, among others, the locations for agricultural production, manufacturing, the provision of services and the system of transport and communication infrastructure.

## **1.5 The SPRING Programme**

Over the last two decades, many governments in Africa, Asia and Latin America have initiated new regional development strategies, based on national decentralisation policies in order to reduce regional disparities. The level of management of the new decentralised administrative units (districts, regions or municipalities), however, rarely correspond with the new requirements. The quality of governance is still weak and experience in managing regional and urban development limited.

Planners are increasingly challenged to bridge the boundaries between administrative sectors and the gap between formulating a plan and implementing a programme. New qualifications are required, ranging from planning competence to management skills, i.e. to make programmes operational with respect to financial requirements and restrictions or to moderate participatory processes.

In order to fill the evident gap in adequate training for development planning and management, five universities in Africa, Asia, Latin America and Europe are co-operating in running the SPRING programme. Launched in 1984 and designed as a joint post-graduate course, SPRING has pioneered a new way of international academic co-operation.

About 750 graduates from over 70 countries have completed the programme so far. They are now employed in leading positions in such diverse fields as teaching and research, regional development and urban planning as well as in national ministries and in the development sector. The programme is supported through funds provided by the German Government and by the governments of the network partners and through international scholarships.

SPRING combines intensive training in development theories and strategies, planning concepts and methods, and implementation and monitoring tools with practice-oriented field studies aimed at elaborating regional development plans and programmes in Africa, Asia and Latin America. The programme focuses on the specific cultural and socio-economic contexts in the developing world.

## **2 SPRING's Qualification Profile**

Urban and regional planners and manager have to acquire a broad inter-sectoral knowledge and skills across three major regional planning fields: Natural resource planning, infrastructure planning and socio-economic development planning.

He/she should have the capability to design activities in a pragmatic, problem and action oriented manner. He/she should be able to structure the planning process in the sequence of the three major action phases of the planning cycle: analysis, planning and implementation. He/she should be able to reconcile participatory planning from below with the requirements of planning from above and the framework set by national policies.

Urban and regional planners need professional knowledge of many fields and they should be able to combine various personal characteristics such as logical thinking, flexibility, creativity, organisational and communicative skills.

An urban and regional planner should be able to collect, process, analyse, interpret and compile social and economic data; understand and critically reflect concepts and theories underlying spatial development and planning; project key social and economic indicators into the future; translate target group requirements into land use plans, projects and programmes; understand at least the basics of all major sectors of regional development; have a good command of planning, group facilitation and conflict resolution techniques; critically appraise processes of spatial development at all levels against the backdrop of globalisation, accelerated urbanisation and climate change; design and conduct planning-oriented empirical research; write clear reports, manuals and memos.



# 3 The SPRING Programme

## 3.1 The Overall Structure

For conveying this set of key qualifications to students, two years of academic education would not be sufficient. Therefore, SPRING requires a Bachelor's degree in a relevant discipline and recommends two years of relevant professional experience as minimum entrance qualifications.

The two years of the overall SPRING programme are of rather different contents:

- The first year at TU Dortmund University in Germany deals mainly with the theoretical and general conceptual components of the qualities required by an urban and regional planner and manager.
- The second year at the Kwame Nkrumah University of Science and Technology (KNUST) in Ghana, at the University of the Philippines, School of Urban and Regional Planning (SURP), at the Ardhi University in Tanzania (ARU) or at the Universidad Austral de Chile (UACH) will mainly concentrate on the application of the elements acquired in the first year. This will take the form of an exercise-wise design of a regional development plan/programme and an implementation-oriented strategy. A Master's thesis on action-oriented aspects of regional planning and management forms the final requirement to be met by the students.

The second year at one of the partner universities provides different specialisations:

- KNUST: Sustainable Development Planning and Management
- UP - SURP: Special Problems in Regional Planning (Climate Change Adaptation and Disaster Risk Reduction and Management)
- ARU: Urban Planning and Management
- UACH: Environmental Economics and Planning

Class attendance is compulsory due to SPRING-schedule.

After successful completion of the entire SPRING programme graduates receive the academic degree: Master of Science. This directory is restricted to the contents of the first year.

## **3.2 Basic Outline of the Programme in Dortmund**

The programme at TU Dortmund University is, according to the main stages of planning theory, divided into three stages namely: Analysis, Planning and Implementation. Teaching takes place in various forms such as lectures, seminars, subject-related exercises and workshops with its reference document: the SPRING Region Profile.

In the first 2 days a general orientation and introduction to the programme takes place. Its major objectives are:

- to get acquainted with each other;
- to meet relevant staff members and lecturers of the School of Spatial Planning;
- to familiarise oneself with university internal rules and regulations.

### **Analysis**

This planning phase begins with collecting meaningful information, which is needed in order to prepare a thorough analysis of the development problems of regions and the assessment of their potentials in order to study in a systematic way the structure and nature of problems, their linkages (cause and effect relations, symptomatic problems, problem trees, identifying core problems), and to link problems and potentials.

In addition to this, forecasts are carried out to study, for example the development trends under status quo conditions. To some extent the forecast leads to a clearer description of the problems identified and indicates the necessity for action.

In this phase the following themes are treated:

- Analysis of the functions of regions and the socio political and economic conditions, under which these are performed,
- Methods for carrying out a regional inventory,
- Definition of target groups, their basic needs and the political environment,
- Identification and evaluation of the regional problems, resources and development constraints,
- Presentation of conflicts caused by the competition for resources,
- Planning theory and planning methodology,
- Models and other techniques for forecasting and predicting the social, economic and spatial development.



## **Planning**

The analysis is an important foundation on which development goals can be formulated by the national and/or regional leadership. Based on these, the next steps of regional planning include the formulation of policy statements, the preparation of special programmes, the development of alternatives designed to overcome the problems.

After a thorough evaluation of the alternatives offered by the projections and programmes, those which best meet the development goals are selected for implementation.

This phase covers the following aspects of planning:

- The design of development goals based on national and local aspirations and potentials, methods for the development of a system of goals,
- The design of alternative plans and programmes based on the national, regional and local resources, goals and constraints,
- Application of theoretical approaches in planning and programming,
- Strategies for broadening the scope of planning through adequate planning measures and the evaluation and selection of appropriate or alternative plans and programmes.

## **Implementation**

After approval of the regional plans comes a very crucial phase of planning, namely the implementation phase. At this stage, the provisions of the plans have to be translated into concrete action programmes, which are to be executed by a large number of actors within the planning region. This phase also includes the periodic evaluation of the progress in the implementation of plans. Such evaluation activity may lead to the revision of the current plan. It closes one cycle of planning activities and opens another; it constitutes the preliminary stage of the next round of phases for the preparation of the consecutive regional plan.

This final phase covers current approaches for:

- Organisation and management of the legal and administrative framework for plan implementation.
- Implementation and realisation of selected plans and programmes.
- Plan execution, plan financing, plans of operation and stages of implementation procedures.
- Control and monitoring of the implementation process.
- Evaluation of results achieved and of possible impacts.

Each of the three phases is divided into Planning & Programming, Work Preparation and Planning Workshop.

## **The SPRING Region**

The SPRING Region form the basis for the practical application of planning methods and techniques by means of (subject-related) exercises. This hypothetical region simulate real conditions in an urban/rural context and constitute an ideal "playground". Students are given the opportunity to adopt their own positions on planning issues, in order to demonstrate how well they will tackle planning problems under conditions similar to those they are likely to encounter in their future professional activities.

Within the Planning Practise Workshops students will be given the opportunity to apply and test selected methods and techniques that enable to link sectoral aspects in the interdisciplinary and interactive manner necessary for regional planning.

Besides these introductory and concluding workshops a series of courses are taught at SPRING Dortmund, which are grouped in the following Modules:

Module 1: Planning Approaches and Key Skills for Planners

Module 2: Workshop - Planning Practice

Module 3: Planning in Developing Countries and Physical Infrastructure

Module 4: Planning Tools

Module 5: Concepts and Theories for Planning

Module 6: Socio-Economic Development Planning

For details concerning modules that are taught in year two at the partner universities please refer to the SPRING website.

### **3.3 Examinations at SPRING TU Dortmund University**

The successful completion of the first year will be based on results of different types of examinations:

#### **Written module exam**

- Module 1 - Approaches and Key Skills for Planners

#### **Oral examination**

- Module 5 - Concepts and Theories for Planning
- Module 6 - Socio-Economic Development Planning

#### **Workshop Reports**

- Module 2 - Planning Practise: workshop reports after each of the three phases: Analysis, Planning and Implementation

These are intended to document the student's acquaintance with planning concepts, methods and procedures introduced to him in each phase. The results of the group-work in the planning workshop of each phase (analysis, planning and implementation) will be the basis for grading the students.

#### **Assignments**

- Module 4 - Planning Tools ( assignments after each session)

#### **Research Paper**

- Module 3 - Planning in Developing Countries and Physical Infrastructure

The Research Paper is expected to show that the student is capable of identifying independently a regional development problem and utilising scientific methods to analyse it in order to make suggestions for a solution. There is also the possibility for two candidates to come together to produce a group work. In such situations, the individual contributions should be indicated and be evaluated on their own merit. The candidate may select his or her own topic. The programme coordinator assign a supervisor. He/she is experienced in the chosen topic and belongs to the lecturers of Module 3. The adviser will assist during the structuring of the paper, which does not mean that they take over the responsibility for the content. At least two discussions with the adviser should be envisaged while writing the paper. The paper should encompass approximately 30 type-written pages (approximately 6,750 words).

The course Introduction into Research Paper Writing consists of two parts. The first part is an interactive lecture for preparation of the topics and brief research methods. After the first four lectures the students submit their proposals (outline and conceptual framework) for the paper. The second part allows discussion of problems and open questions.

The paper itself will be submitted during the 2<sup>nd</sup> semester.

Basically, the exams are designed in such a way that by the regular attendance of lectures, students should be able to go through them without any long periods of preparation. The tests are principally intended to demonstrate the students' problem solving capabilities and comprehension of concepts. For more details concerning examinations, look up the SPRING examination regulations.

## Grading Scheme

All modules are graded by the respective examiners following the grading scheme:

<b>German Grades</b>	<b>International Grades</b>
1.0 Sehr gut 1.3 Sehr gut (-)	A = Excellent
1.7 Gut (+) 2.0 Gut 2.3 Gut (-)	B (+) = Very Good
2.7 Befriedigend (+) 3.0 Befriedigend 3.3 Befriedigend (-)	B (-) = Good
3.7 Ausreichend (+) 4.0 Ausreichend	C = Pass
5.0 Nicht bestanden	D = Failure

## Certification

SPRING participants who have passed all requirements of the first year will receive a certification in English language indicating the successful completion of the first part of the SPRING programme including the record of grades for each module.

After successful completion of the two-year programme students will receive a joint degree (certificate and transcript in English language, signed by School of Spatial Planning, TU Dortmund University and the respective partner university).



## 4 Modules and Courses

The following section provides an overview of all modules taught during the first year of the SPRING Programme at TU Dortmund University. For details concerning modules that are taught in year two at the partner universities please refer to the SPRING website.

M: mandatory

ME: mandatory elective

EL: elective

L: lecture

E: exercise

SE: seminar

LE: lecture with exercise

LS: lecture with seminar

Ex: excursion

P: project/workshop





<b>Module 1: Planning Approaches and Key Skills for Planners</b>					
<b>Study programme:</b> M.Sc. SPRING (Spatial Planning for Regions in Growing Economies)					
<b>Frequency:</b> Every year (winter term)	<b>Duration:</b> 2 semesters	<b>When taught:</b> 1+2. semester	<b>CP:</b> 8	<b>Time:</b> 200 – 240 h	
<b>1</b>	<b>Module structure</b>				
	<b>No.</b>	<b>Element / Course</b>	<b>Type</b>	<b>CP</b>	<b>Contact hours</b>
	1	Spatial Planning and Sustainable Development in Germany	L (M)	1	1
	2	Excursion to Berlin or shorter Excursions	Ex (M)	1	1
	3	Human Dimension in Planning	LE (M)	1	1
	4	Presentation and Group Facilitation Techniques	E (M)	1	1
	5	Academic Writing	E (M)	1	1
	6	Introduction into Research Paper Writing	E (M)	1	1
	7	Module exam		2	
<b>2</b>	<b>Language of tuition</b> English				
	<p><b>Contents</b></p> <p>This module contains two courses providing a general overview on the planning system in Germany incl. either an excursion (3 days) to Berlin or several shorter excursions to other municipalities and introducing into essential soft skills relevant for practitioners and academic work as well as into cross-cutting issues of human dimensions in planning.</p> <p>Spatial Planning and Sustainable Development in Germany</p> <ul style="list-style-type: none"> <li>• Overview of the German planning system and supervised excursions to German planning institutions and case study sites.</li> </ul> <p>Introduction into Research Paper Writing</p> <ul style="list-style-type: none"> <li>• Introduction to research design and operationalization;</li> </ul> <p>Presentation and Group Facilitation Techniques:</p> <ul style="list-style-type: none"> <li>• Introduction to moderation of meetings, group facilitation of participatory planning workshops</li> <li>• Different presentation techniques with exercises</li> </ul> <p>Human dimensions in Planning</p> <ul style="list-style-type: none"> <li>• Concepts of conflict management</li> <li>• Gender and participation as cross-cutting issues in planning</li> </ul> <p>Academic Writing:</p> <ul style="list-style-type: none"> <li>• Writing for different target groups and different genres of text (journal article, theses, newspaper articles etc.)</li> <li>• Exercises in structuring texts and in writing style with peer review</li> </ul>				

4	<p><b>Competences</b></p> <p>The students acquire the methodological, analytical and communicative abilities to</p> <ul style="list-style-type: none"> <li>• Capture the differences between the planning system in Germany and the country of origin</li> <li>• Identify a research problem and structure a scientific paper</li> <li>• Identify, select and analyse relevant data and literature</li> <li>• Write a research paper according to scientific standards,</li> <li>• Facilitate meetings and planning events in a result-oriented manner</li> <li>• Translate complex content into good presentations with suitable visualisation</li> <li>• Adequately capture the gender and social dimensions of planning processes</li> <li>• Write well-structured and convincing texts for different target audiences</li> <li>• Develop planning proposals grounded in scientific research</li> </ul>	
5	<p><b>Examinations</b></p> <p>Module exam (graded)</p> <p>4 course attainments (not graded)</p>	
6	<p><b>Type of examinations</b></p> <p>Module examination: written exam related to elements 1 and 2</p> <p>Course attainments: active participation in elements 3 to 6</p>	
7	<p><b>Prerequisites</b></p> <p>none</p>	
8	<p><b>Module type</b></p> <p>Mandatory module for M.Sc. SPRING</p>	
9	<p><b>Module representative</b></p> <p>Othengrafen</p>	<p><b>Responsible department</b></p> <p>TU Dortmund University, Faculty of Spatial Planning (09)</p>

## **093011 Spatial Planning and Sustainable Development in Germany**

**Prof. Dr. Othengrafen, Frank; Dr. Mecklenbrauck Ilka; Jansen, Hendrik**

The objective of the lecture is the introduction into the core elements of the German Planning System. The students will get to know the system of spatial planning in the Federal State of Germany and the structure of the spatial observation as well as visions for spatial development for Germany and in Europe. The structure of the German planning legislation on local and regional level and requirements for the implementation of planning concepts and its instruments will be part of the lecture. The principles and objectives of urban and regional planning in Germany will be discussed. Aspects of statutory and non-statutory procedures within comprehensive planning processes are added by examples of implementation and compared to other European planning approaches.

Processes of spatial planning, town planning, urban regeneration and urban design on the different levels will be discussed. Main developments and tasks in urban planning in Germany today are strategies for urban renewal, revitalisation of historic towns, reconstruction in particular of assets and stock of from 1960s-1980s, smart cities development strategies, as well as the management of processes of fast growth in some major urban agglomerations such as Munich while at the same time processes of shrinkage for example in Eastern German cities. Discussions will address the history of urban development in Germany and Europe, the main periods of change in German development and reactions within the merit of the German planning system, visions for a sustainable future of cities and towns, as well as contemporary developments such as the digitalisation and inclusion of Information Modelling in urban design and planning processes. Within sectoral planning Germany faces challenges of planning in a multi-level governance system to address tasks such as sustainable infrastructure planning or energy security while delivering renewable energy targets. The course draws on examples from a range of urban development strategies as well as it reflects on processes of multi-level governance coordination in sectoral policies.

## **093012 Excursion to Berlin or Shorter Excursions**

### **Quentin, Paula**

The excursion gives an insight into the historic and present urban development of the Berlin-Brandenburg area and introduces relevant actors and institutions.

## **0930121 Human Dimension in Planning**

**Dr. Huning, Sandra; Dr. Weber, Anne**

This course is intended to familiarise the students with salient features of the SPRING programme's approach. Development planning and spatial planning are not conventional academic disciplines, they can rather be described as practical crafts. But they are rooted in a set of conceptual principles like inter-disciplinarity, development with and for the people and orientation towards poverty reduction and equity. The course consists of a series of lectures (Participation – Gender – Conflict Resolution strategies and Mediation) with related exercises taught by different lecturers.

The first part of the course will revolve around current notions of development and the most important cross-cutting perspectives in development planning, i.e. planning with the people (not for the people), gender in development planning.

In the second part of the course the focus will shift towards conflicts between individuals, groups of people or entire communities which often occur during development planning processes and exist in every society. Emphasis will be placed on the analysis of conflicts, on different conflict resolution strategies and on concrete procedures of mediating in planning conflicts.

## **093013 Presentation and Group Facilitation Techniques**

**Dr. Weber, Anne**

Participation of the target group is a must for good regional development planning. We recommend holding consultative workshops with the most important stakeholders at regular intervals of any planning process. Such workshops must be well prepared, well facilitated and straight to the point. Facilitating such a group event requires special skills on the part of the planner.

In this course students will gain competencies in applying tools and techniques to successfully participate in and lead goal-oriented, interdisciplinary and cooperative group work.

The participants will be introduced to “mobile visualisation” as the appropriate method for consultative workshops and similar group events. Students will also learn to translate complex content into good presentations with suitable visualisation. Integral part of this course are practical exercises.

## **093014 Introduction to Research Paper Writing**

**Dr. Weber, Anne**

The main objective of this course is to introduce the students to the craft of doing research. The students will acquire conceptual, methodological, project management and practical skills.

At the conceptual level the course will give an overview of key concepts, such as problem identification, research question, and hypothesis. The tool-box of methods for empirical research in social science and planning surveys will be only briefly introduced.

The students will learn to conceive a research project as a process, which requires proper project management or, as in the case of the SPRING research paper and the M.Sc. thesis, self-management. Therefore techniques of good time management and progress monitoring will also be touched upon. The students will be taken through the different phases of a research project, i.e. the first research idea, the elaboration of a proposal or outline, the search for literature and other secondary data sources, organisation and management of field research and analysis and interpretation of results.

## **0930122 Academic Writing**

### **Mitchell, Sara**

The purpose of this course is to provide students with skills and tools to enhance their academic writing abilities. The structure of the course is tentatively provided as follows:

The first session of the course provides an introduction to mind mapping and methods for presenting literature through examples and hands on activities. This is combined with an introduction to proper referencing and tools for reference organization. The first session concludes with the remaining time dedicated to targeting points for improvement identified from previously written works submitted by the students.

The second session delves into more detail on the basics of scientific writing. This will focus on common issues of paragraph formation, sentence structure, and grammar. This part of the session will also be dedicated to follow up questions from students from the previous session especially regarding the identified points for improvement. The session continues with the structure of the report via a preliminary brainstorming activity where each student will be given time to attempt an outline of their report structure. This is to be revisited in later sessions. The final part of this session addresses how to formulate abstracts. This includes three activities: 1) identification of strong and weak characteristics from examples provided 2) a brainstorm activity for students to develop their own draft and 3) a peer review activity for the drafts the students create.

The third session will revisit the structure and abstract draft activities to enable the students to review their progress from the earlier drafts. Given the amount of time between this and the previous session, it is assumed the students will have significant development in their report progress. The draft activities will be accompanied by peer review of both the abstract and structure revisions. Depending on interest, the remaining time in the session will entail discussion of methods for case study research with a focus on qualitative research techniques such as various types of interviews (including also discussion on preparation, implementation, and ideas for analysis and write up).

The fourth session content will be open and determined by the students. This may include further discussion and elaboration of any of the content in the previous sessions.

Any of the above may be subject to alteration depending on the needs identified and requested by the students.



<b>Module 2: Workshop: Planning Practice</b>					
<b>Study programme: M.Sc. SPRING</b> (Spatial Planning for Regions in Growing Economies)					
<b>Frequency:</b> Every year (winter term)	<b>Duration:</b> 2 semesters	<b>When taught:</b> 1. +2. semester	<b>CP:</b> 12	<b>Time:</b> 300 – 360 h	
<b>1</b>	<b>Module structure</b>				
	<b>No.</b>	<b>Element / Course</b>	<b>Type</b>	<b>CP</b>	<b>Contact hours</b>
	1	Workshop	P (M)	10	8
		Planning Cycle: Analysis, Planning, Implementation, Application of Presentation and Group Facility Techniques			
	2	Partial exam A		0,67	
	3	Partial exam B		0,67	
	4	Partial exam C		0,67	
<b>2</b>	<b>Language of tuition</b> English				
<b>3</b>	<b>Contents</b> In this module tools/techniques are applied which are introduced esp. in Module 1 and 4 following step by step the ideal planning cycle (analysis – planning – implementation): <ul style="list-style-type: none"> <li>• Group-work related techniques (group facilitation, presentation and moderation)</li> <li>• Policy framework development</li> <li>• Analysis and planning techniques (stakeholder analysis, problem identification, potential analysis, scenario development, population projection, goal-setting, strategy development, logical framework); project implementation techniques (plan of operation, capacity assessment, monitoring and evaluation)</li> <li>• Methods/tools/techniques are applied in simulated case study regions in developing countries based on group work.</li> </ul>				
<b>4</b>	<b>Competences</b> The students acquire the methodological and communicative abilities to <ul style="list-style-type: none"> <li>• Participate in and lead goal-oriented, interdisciplinary and cooperative group work,</li> <li>• Communicate and defend group results in oral presentations and technical reports,</li> <li>• Conduct a participatory and comprehensive analysis (including environmental, economic, social and institutional aspects) of a region in a developing country,</li> <li>• Develop a cross-sectoral development plan and project proposal for a region in a developing country,</li> <li>• Devise plan of operation, monitoring and evaluation procedures for the implementation of development programmes and projects,</li> <li>• Jointly prepare and present a planning document</li> </ul>				
<b>5</b>	<b>Examinations</b> 3 Partial exams (graded)				

6	Type of examinations Partial exam A: workshop report (analysis workshop) Partial exam B: workshop report (planning workshop) Partial exam C: workshop report (implementation workshop)	
7	<b>Prerequisites</b> none	
8	<b>Module type</b> Mandatory module for M.Sc. SPRING	
9	Module Weber Genet	<b>Responsible department</b> TU Dortmund University, Faculty of Spatial Planning (09)

## **093021 M-Workshop: Planning Practice**

**Dr. Alem, Genet; Dr. Weber, Anne**

The entire planning workshop is designed to cover the three major phases of the ideal planning cycle: Analysis, Planning and Implementation.

It is a simulation group exercise in which students will be confronted with specific regional planning issues in order to prepare an integrated plan for a region. The essential information of this region is compiled in the 'SPRING Regional Profile', which provides a broad perspective of the study area and helps to create an understanding of the issues which have an impact on the development of the area. The planning workshop serves as a platform for the participants to apply various goal-oriented planning techniques and tools which have been introduced to them in the course "Programme Planning and Project Management".

### **Analysis**

Regional analysis is the first step taken in the regional planning process. It helps planners to identify the relevant stakeholder groups, critical problems of the region, spatial inequalities and existing potentials and opportunities of the study area. The first workshop is conducted to enable participants to identify systematically the major environmental, physical, social, economic, cultural, political, administrative and institutional conditions existing in the SPRING region. Focus will be on a core part of the region with a mid-size town as centre and its hinterland.

### **Planning**

Strategic planning is the second major step in the regional planning process. It is preceded by a situational analysis and the development of scenarios, which form the basis and the framework for the development of creative solutions needed to overcome problems and constraints while harnessing the potentials existing in the region. The second workshop on strategic planning enables participants to apply relevant tools and techniques for a systematic and elaborative visualisation of desired development events within a specific time horizon. Moreover the workshop groups evaluate the pros and cons of various alternative strategies and devise a five year regional plan based on a chosen strategy. The final result will be a regional plan.

## **Implementation**

One of the widely recognised weaknesses of contemporary planning in the Global South is the failure to implement the policies and required actions contained in plans, programmes and projects. This is partly due to the prevailing tendency to think that the planner's role ends when a plan has been produced while implementation is seen as a set of activities of a very different nature. Such activities would not happen by themselves unless plans are operationalised. In this context, implementation could be termed as the process of converting resources such as materials, technologies, funds and institutions into goods and services which support behaviour change in beneficiary groups. The role of the planner in the process of plan implementation is thus concerned with mobilising, organising, co-coordinating and managing the resources needed to undertake the actions embodied in the plans. From policy makers' point of view, implementation is the whole process of translating broad policy goals or objectives into visible results in the form of specific projects.

<b>Module 3: Planning in Developing Countries and Physical Infrastructure</b>					
<b>Study programme:</b> M.Sc. SPRING (Spatial Planning for Regions in Growing Economies)					
<b>Frequency:</b> Every year	<b>Duration:</b> 2 semesters	<b>When taught:</b> 1.-2. semester	<b>CP:</b> 20	<b>Time:</b> 500 – 600 h	
<b>1</b>	<b>Module structure</b>				
	<b>No.</b>	<b>Element / Course</b>	<b>Type</b>	<b>CP</b>	<b>Contact hours</b>
	1	Land Use Planning and Environmental Management	SE (ME)	4	2
	2	Climate Change and Risk Management	SE (ME)	4	2
	3	Transport and Infrastructure	SE (ME)	4	2
	4	Sustainable Land Management	SE (ME)	4	2
	5	Human Settlement Planning	SE (ME)	4	2
	6	Exam: Research Paper		4	
<b>2</b>	<b>Language of tuition</b> English				
<b>3</b>	<p><b>Contents</b></p> <p>Students have to choose four out of five seminars. This module includes the technical, socio-economic and environmental aspects of physical planning from regional to local level in developing countries. The institutional framework is provided by land rights and land management systems. Special attention is given to measures coping with impacts of climate change on existing land use system. In particular the courses cover:</p> <ul style="list-style-type: none"> <li>• Land policies, land use planning concepts and measures for land management and its administration.</li> <li>• Ecological profiling, conservation of natural resources, environmental impact assessment, sustainability impact assessment.</li> <li>• Agricultural policies and regional factors</li> <li>• Analysis and evaluation of size, functions, location and distribution of settlement types, their potentials and constraints for development, urbanisation in developing countries, the impacts and challenges, regional disparities and urban - rural dynamic and interaction.</li> <li>• Analysis of housing needs and introduction to key housing policy instruments, with a focus on interventions addressing low-income residents.</li> <li>• Basic parameters guiding the provision of social and technical infrastructure; infrastructure standards, privatisation in the provision of infrastructure.</li> <li>• Role of transport for regional development, demand and supply analysis for different modes of transport; strategies and policies for transport provision.</li> <li>• Climate change induced impacts and its ensuing challenges for planning</li> <li>• An independent but supervised research paper of up to 30 pages focusing on planning and development issues. The research is essentially based on secondary data, which may, in exceptional cases, be supported by some original field data. The research paper can also</li> </ul>				

	be taken as preparatory basis for the M.Sc. thesis at the end of the 4th semester.	
<b>4</b>	<p><b>Competences</b> The students acquire the ability to</p> <ul style="list-style-type: none"> <li>• Critically reflect concepts of access to land and review them in the light of their own countries experiences</li> <li>• Assess locational factors that determine the performance of the agricultural sector and state of food security and ability to propose appropriate policy measures that help to overcome constraints and mobilise potentials,</li> <li>• Assess environmental and natural resources issues and problems and identify appropriate interventions/management measures to ensure sustainability of natural resources</li> <li>• Assess and propose mechanisms for efficient land management</li> <li>• Participate in the formulation of agricultural policies addressing poverty</li> <li>• Appraise causes and effects of human and natural induced disasters and identify appropriate mitigation measures</li> <li>• Understand and analyse the complexity of physical planning in developing countries, actors and tools</li> <li>• Analyse existing physical structures, and identify corresponding problems and potentials</li> <li>• Design solutions and intervention strategies in the fields of human settlements, including housing and transport, from the regional level downscaling.</li> </ul> <p>Regarding the research paper students acquire the methodological, analytical and communicative abilities to</p> <ul style="list-style-type: none"> <li>• Identify a research problem and structure a scientific paper</li> <li>• Identify, select and analyse relevant data and literature</li> <li>• Write a research paper according to scientific standards,</li> <li>• Develop planning proposals grounded in scientific research</li> </ul>	
<b>5</b>	<b>Examinations</b> Module exam (graded)	
<b>6</b>	<b>Type of examinations</b> Student Research Paper	
<b>7</b>	<b>Prerequisites</b> none	
<b>8</b>	<b>Module type</b> Mandatory module for M.Sc. SPRING	
<b>9</b>	<b>Module representative</b> Greiving	<b>Responsible department</b> TU Dortmund University, Faculty of Spatial Planning (09)

## **093033 Land Use Planning and Environmental Management**

**Dr. Weber, Anne**

Land Use Planning (LUP) is a systematic and iterative process based on dialogue and negotiation amongst all stakeholders aimed to achieve a sustainable form of land use in both rural and urban areas. Initiating and monitoring the implementation of the land use plan is integral to LUP.

Since environmental management reflects the interaction and impact of human societies on natural resources it is self-evident that land use planning guarantees the integrity of ecosystems and ensures the protection and maintenance of ecosystem services for future human generation.

In this context the seminar introduces the institutional framework and its agencies for land use planning in selected countries of the course participants. It deals with natural resource management in economically productive (agriculture and forestry) and ecological relevant systems (watershed, protected areas, coastal zones). Furthermore the seminar provides space for discussions about causes and solutions for land use conflicts in the course participant's home countries as well as for debates about country/continent specific challenges in land use planning and implementation of land use plans both in rural and urban settings.

## **093032 Transport and Infrastructure**

**Dr. Scheiner, Joachim; Dr. Kaiser, Mathias**

### **Transport**

Transport planning is part of any regional planning activity due to its importance for economic and social development. Experiences and theories reveal the significant impact of transport projects to agricultural production, income generation, and poverty alleviation, as long as decisions are based on a sound analysis of the situation. Transport planning and provision in most rural areas of developing countries is, however, characterised by a number of significant problems. Methods and tools for analysis and planning will be introduced, examples from different countries will be given, and exercises will be prepared by the participants in order to identify strategies for transport interventions.

### **Infrastructure**

Infrastructure Planning consists of following aspects:

- Drinking water supply
- Wastewater treatment
- Waste-/Rubbish- disposal
- Electricity
- Telecommunication

Similar to transport, infrastructures have a significant impact on economic and social development. Beyond that, water supply, waste water- and waste-disposal are certain pre-conditions for health and hygiene. Spatially inclusive and comprehensive strategies for the construction of Electricity and Telecommunication infrastructures are the new upcoming essentials for economic development. Current aspects and strategies like decentral/central will be introduced and discussed on the basis of presentations and seminar papers of the participants.



## **093031 Climate Change and Risk Management**

**Prof. Dr. Greiving, Stefan; Dr. Weber, Anne**

Today the impacts of climate change belong to the most challenging issues in planning at all administrative levels.

The seminar therefore intends to introduce the different facets of climate change and its inherent risks as well as to provide showcase strategies and approaches which are appropriate for communities to cope with them.

The mission is to enable future planners to address impacts of climate change through mitigation and adaptation measures involving relevant actors and stakeholder.

The first part of the seminar is shaped by faculty members introducing principles of climate change and risk management. The second part focuses on individual presentations from participants dealing with specific aspects of climate change to acquire more practical knowledge.

## **093034 Human Settlement Planning**

**N.N.**

Human settlement planning will offer space for discussion on the practicalities and complexities of settlement development and upgrading in the cities of the developing countries. In order to understand the interplay between policy, programs, project implementation and market forces, it will explain the interaction between market, state, civil society including NGOs, and international players in the production of settlement structure and housing in those cities. It will seek to significantly increase understanding about land tenure and housing, so as to be better able to analyse problems of low-income settlers and the practicalities and potential of the actors to be taken in response to such programs by government, their advisors and funders, NGOs, and community groups.

Instruments for urban analysis, development and urban regeneration will be introduced including interactive elements with discussion and presentations by the students in the light of their multifaceted international backgrounds.

## **093035 Sustainable Land Management**

**N.N.**

Sustainable Land Management is a multi-dimensional task in development planning. It covers the dimension of ecological sustainability as well as multiple social, economic and legal dimensions with regard to land use and agriculture. The course is divided in four block seminars.

The first block will provide a systematic analysis of so called “locational factors” that determine the specific characteristics and performance of agriculture in a specific location.

A second block will concentrate on the issue of access to land. Participants will be presented a systematic approach to understanding land tenure systems and discuss what their specific development potentials and constraints are. This covers as well a reflection of various notions and concepts of “Sustainable Property Rights”, social justice, economic efficiency.

A third block deals with the issues of Land Policy response and Agrarian Reforms. It will focus on the policy dimensions that evolve from the diagnostics in the first two blocks: What are the policy options that can help to leverage value addition from existing land use under various policy objectives such as poverty alleviation, employment generation, food security, equity, gender balance, ecological sustainability, innovation and extension, access to capital and investment, etc.?

The fourth block will deal with the functions, roles and institutions of Land Administration.



<b>Module 4: Planning Tools</b>					
<b>Study programme:</b> M.Sc. SPRING (Spatial Planning for Regions in Growing Economies)					
<b>Frequency:</b> Every year (winter term)	<b>Duration:</b> 2 semesters	<b>When taught:</b> 1. - 2. semester	<b>CP:</b> 6	<b>Time:</b> 150 – 180 h	
<b>1</b>	<b>Module structure</b>				
	<b>No.</b>	<b>Element / Course</b>	<b>Type</b>	<b>CP</b>	<b>Contact hours</b>
	1	Programme Planning and Project Management	E (M)	2	2
	2	Partial Exam A		1	
	3	Spatial Data Analysis and Mapping	E (M)	2	2
	4	Partial Exam B		1	
<b>2</b>	<b>Language of tuition</b> English				
<b>3</b>	<b>Contents</b> This module introduces and practices techniques that are essential for planning <ul style="list-style-type: none"> <li>• Group-work related techniques (group facilitation, presentation and moderation, scenario development)</li> <li>• Analysis and planning techniques (stakeholder analysis, problem identification, goal-setting, strategy development); project implementation techniques (plan of operation, capacity assessment, m&amp;e)</li> <li>• Methods of data generation, analysis and interpretation in the context of spatial planning (aerial photography, computer based mapping)</li> </ul>				
<b>4</b>	<b>Competences</b> The students acquire the methodological and communicative abilities to <ul style="list-style-type: none"> <li>• Participate in and lead goal-oriented, interdisciplinary and cooperative group work,</li> <li>• Communicate and defend group results in oral presentations and technical reports,</li> <li>• Conduct a participatory and comprehensive analysis (including environmental, economic, social and institutional aspects) of a region in a developing country,</li> <li>• Devise plan of operation, monitoring and evaluation procedures for the implementation of development programmes and projects</li> <li>• Use appropriate programmes for mapping and aerial photography to generate, analyse and present data in the form of maps to support spatial planning processes</li> </ul>				
<b>5</b>	<b>Examinations</b> 2 partial exams (not graded)				
<b>6</b>	<b>Type of examinations</b> Partial Exam A: written assignments; Partial Exam B: written assignment				
<b>7</b>	<b>Prerequisites</b> none				
<b>8</b>	<b>Module type</b> Mandatory module for M.Sc. SPRING				
<b>9</b>	<b>Module representative</b> Thin		<b>Responsible department</b> TU Dortmund University, Faculty of Spatial Planning (09)		

## **093041 Programme Planning and Project Management**

**Dr. Alem, Genet**

Development programmes and projects are the main forms of intervention of national and international development efforts. However ambitious these efforts may be, they cannot tackle and solve all problems that exist in a country or region. Hence choices need to be made to ensure that a development program or project is clearly targeted and as effective as possible. This requires a sound analytical basis, clear and realistic objectives, a careful choice among alternative options, and the efficient implementation of a coherent set of actions. Throughout this process an open dialogue among all stakeholders needs to be fostered and true local ownership created in order to improve the quality of projects and programs - and hence the overall relevance, feasibility and sustainability of development cooperation.

The course aims to familiarise the students with the most important planning and management techniques currently in use in development organisations. Besides, the course puts great emphasis on exercises and group works for in-deep understand of the newly learnt tools and their application. The exercise will also enable the students to critically reflect and assess the usefulness and the shortcomings of these tools.

The course is structured into three phases, preparing the students for the three one-week SPRING workshops. The first phase covers analytical methods. For analysing complex development problems and the different perceptions of stakeholders both logical and participatory methods are introduced. The second phase of the course covers planning methods. In this phase the students will learn how to develop different scenarios and development vision. Within a group work exercise, they will be engaged in the difficult process of formulating objectives, defining and assessing alternative projects, selecting the most promising project in relation to the development vision and designing a detailed plan for the selected project. The third phase of the course deals with implementation methods. Among others, the methods help in analysing the capacity of the implementing organisation, planning sequence of implementation activities and schedules, clarifying responsibilities and setting up monitoring and evaluation procedures.

At the end, the students should have hands-on experience and a critical understanding of the analysis, planning and implementation tools used in urban and regional development programs and projects.

## **093042 Spatial Data Analysis and Mapping**

**Prof. Dr. Thinh, Nguyen Xuan; Bradel, Esther**

### **1. Part: Introduction to Spatial Data, Geographic Information Systems (GIS) and Cartography**

Spatial data are items of information related to a location on the Earth, e. g. topography, place names, height data, land cover, hydrology, cadastre, administrative boundaries, socio-economic and demographics information. Spatial data are critical to promote economic development, improve our responsibility of natural resources and to protect the environment. One has estimated that approximately 80 % of governmental data has a spatial basis. Examples range from local over regional to national and global scales and address issues such as land consumption, water quality, soil fertility, air pollution or biodiversity. There are two major forces driving the development of spatial data. The first is a growing need for governments and businesses to improve their decision-making and increase their efficiency with the help of proper spatial analysis. Many organisations, agencies and departments in all level of government, private and non-profit enterprises and research institutes throughout the world spend enormous time and effort each year producing and using spatial data. The second force is the advent of cheap, powerful information and communications technology which facilitate the more effective handling of large amounts of spatial data. The use of spatial data is now a central part of our daily life. One key to a sustainable future within the changing world is create and visualize of spatial data and access to spatial data and to reach information by data mining that leads to better decision-making.

Geographic information systems (GIS) are becoming more and more important also for rural development planning. First, the course gives a general introduction to ArcGIS (ArcMap, ArcCatalog). It is designed to provide students with practical hands-on experience using ArcGIS (GIS-tutorials), and an understanding of how GIS can be applied to planning practice and research.

A map is used as a tool to show spatial phenomena in a realistic manner, to indicate spatial problems and help to prepare actions. Therefore, it is very important for any planner to know the principles of compiling and drawing a thematic map. The course will concentrate on the following topics: Thematic cartography and Geovisualization, Statistical and graphical foundation of cartography, Principles of cartography and Mapping techniques.

## 2. Part: Introduction to Remote Sensing

Remote sensing helps to collect spatial data on very large areas and on dangerous or inaccessible areas, at any time, at any frequency, as long as the equipment allows it. Remote sensing can scan large areas of land by satellite much more quickly than a ground survey ever could. Using this technology we can answer questions in different spatio-temporal scales regarding extensive areas, independently from administrative units. The course discusses the role of remote sensing in the spatial and environmental planning, treats physical principles of remote sensing, and gives an insight into remote sensing sensors and platform as well as exercises on remote sensing software ILWIS.



<b>Module 5: Concepts and Theories for Planning</b>					
<b>Study programme:</b> M.Sc. SPRING (Spatial Planning for Regions in Growing Economies)					
<b>Frequency:</b> Every year (winter term)	<b>Duration:</b> 1 semester	<b>When taught:</b> 1. semester	<b>CP:</b> 7	<b>Time:</b> 175 – 210 h	
<b>1</b>	<b>Module structure</b>				
	<b>No.</b>	<b>Element / Course</b>	<b>Type</b>	<b>CP</b>	<b>Contact hours</b>
	1	Development Theories and Strategies	LS (M)	2	2
	2	Governance and Decision Making	LS (M)	2	2
	3	Module exam		3	
<b>2</b>	<b>Language of tuition</b> English				
<b>3</b>	<p><b>Contents</b></p> <p>This module contains two courses introducing theories and concepts of spatial planning and development from a broad perspective. In particular, they will also deal with bridging the divide between theory and practice.</p> <p>Course contents are:</p> <p>Development Theories and Strategies:</p> <ul style="list-style-type: none"> <li>• Important cross-cutting concepts of development planning such as participation, poverty, gender, and topical issues like climate change;</li> <li>• Theories of development, socio-economic and location theories; development strategies/policies.</li> </ul> <p>Governance and Decision Making:</p> <ul style="list-style-type: none"> <li>• Public and other forms of organisational and institutional structures for implementation and their linkages; tools for organisational analysis and change.</li> <li>• Paradigms of planning theories, theories of planning and decision-making processes.</li> <li>• Conflict management</li> </ul>				
<b>4</b>	<p><b>Competences</b></p> <p>The students acquire the ability to</p> <ul style="list-style-type: none"> <li>• Understand cross-cutting concepts of spatial planning and link them to thematic planning issues;</li> <li>• Identify and critically reflect the theoretical underpinnings of development policies;</li> <li>• Assess the analytical strengths and limitations of the covered theories;</li> <li>• Apply the covered theories to the planning context and institutions of their home countries,</li> <li>• Be able to organise and conduct a mediation process.</li> </ul>				
<b>5</b>	<b>Examinations</b> Module exam (graded)				
<b>6</b>	<b>Type of examinations</b> Oral examination				
<b>7</b>	<b>Prerequisites</b> none				
<b>8</b>	<b>Module type</b> Mandatory module for M.Sc. SPRING				

<b>9</b>	<b>Module representative</b> N.N.	<b>Responsible department</b> TU Dortmund University, Faculty of Spatial Planning (09)
----------	--------------------------------------	--

## **093051 Development Theories and Strategies: Spatial Theories and Models**

**Prof. Dr. Schramm, Sophie**

The goal of urban and regional planning is to guide spatial development. What makes a “good place” and how can planning contribute to producing good cities or regions? What is spatial planning at all and who plans? These questions are at the core of planning theory, models and ideals of planning. This course explains planning theories, ideals and models. We start from postcolonial planning theory by emphasizing that planning theories are not place-less, but that they come from specific places. Theories, ideals and models of planning travel across the globe and have different impacts in different places.

In the first part of the course, postcolonial planning theory, and the changing role of theories in planning are introduced and critically reflected. The main objective here is to sharpen and broaden the students' conceptual and normative understanding.

In the second part, we discuss and present theories models and ideals of planning that focus on urban design and management and their various applications and appropriations across the globe. The goal is to understand how these theories define what is a good place and how they have different impacts in different places.

The third part of the course covers process oriented planning theories. The main goal here is to understand their underlying ideas and approaches, how they frame the role of planning and the planner in spatial development and, again, how actors appropriate them in place-specific ways.

Students are required to prepare short presentations based on literature or from their home country.

## **093052 Governance and Decision Making**

**Prof. Dr. Zimmermann, Karsten**

The purpose of urban and regional development planning is to initiate, plan, programme and implement balanced and sustainable socio-economic development. This is a long-term effort and process involving diverse actors and institutions, both governmental and non-governmental, which have to negotiate a common development concept and that has to be co-ordinated by means of appropriate organisational structures and procedures. Sustainable urban and regional development thus requires a functioning organisation and sound management. The choice of organisational and managerial policies can greatly influence the regions' capacities for achieving defined goals. It is therefore particularly important for development planners to be equipped with a profound knowledge about governance and decision making processes. A comprehensive and critical understanding of past and present planning theories supports the planner in understanding and reflecting real world planning processes.

Hence the objectives of the course are (1) to introduce the theoretical basis of decision making (2) to familiarise students with the most important planning theories (3) to provide selected instruments of institutional change (4) to discuss the role of the planner 4) to apply gained knowledge in various practice oriented exercises.

The course comprises analysis of the original texts, discussions, exercises and role plays to identify the use of theoretical approaches for practical planning.

At the end of the course, participants will possess analytical ability to link theory-based knowledge to complex, real world conditions of planning structures prevalent at the urban and regional level. They will be able to assess location-specific institutional and organisational structures in terms of their evolution, socio-cultural context and politico-administrative environment. This will allow them to devise fitting intervention that enhances the planning capacities in a region through specific measures in institutional transformation and organisational development. Furthermore participants will have a profound knowledge in central planning theories as guidance for future academic use and professional work.

<b>Module 6: Socio-Economic Development Planning</b>					
<b>Study programme:</b> M.Sc. SPRING (Spatial Planning for Regions in Growing Economies)					
<b>Frequency:</b> Every year (summer term)	<b>Duration:</b> 1 semester	<b>When taught:</b> 2. semester	<b>CP:</b> 7	<b>Time:</b> 175 – 210 h	
<b>1</b>	<b>Module structure</b>				
	<b>No.</b>	<b>Element / Course</b>	<b>Type</b>	<b>CP</b>	<b>Contact hours</b>
	1	Economic Instruments for Regional Development Planning	LE (M)	2	2
	2	Demography: Social Dimensions of Structural Change	LE (M)	2	2
	3	Module exam		3	
<b>2</b>	<b>Language of tuition</b> English				
<b>3</b>	<b>Contents</b> This module covers essential socio-economic determinants of regional development. In particular the courses focus on: <ul style="list-style-type: none"> <li>• Estimation and assessment of private and public financial capacity of a district against calculated financial needs of development programmes and projects; budgeting procedures; tools for evaluation of development programmes and projects,</li> <li>• Basic economic terms and concepts on macro and micro level; methods of regional economic analysis; strategies and instruments for the implementation of economic development programmes and projects,</li> <li>• Key concepts of demographic transition (including an introductory unit “utilities”), population projections and basic parameters guiding the provision of social infrastructure; interrelation between economic development, social change and demographic growth.</li> </ul>				
<b>4</b>	<b>Competences</b> The students acquire the ability to <ul style="list-style-type: none"> <li>• Assess economic determinants and estimate the financial capacity of a region,</li> <li>• Assess and develop budget plans,</li> <li>• Participate in the formulation of agricultural policies addressing poverty</li> <li>• Project population using the cohort-component model</li> <li>• Calculate the need for infrastructure provision,</li> <li>• Apply planning standards in an appropriate and flexible manner,</li> <li>• Select and apply context-specific strategies and instruments for economic promotion and social development.</li> </ul>				
<b>5</b>	<b>Examinations</b> Module exam (graded)				
<b>6</b>	<b>Type of examinations</b> Oral examination				
<b>7</b>	<b>Prerequisites</b> none				
<b>8</b>	<b>Module type</b> Mandatory module for M.Sc. SPRING				

<b>9</b>	<b>Module representative</b> N.N.	<b>Responsible department</b> TU Dortmund University, Faculty of Spatial Planning (09)
----------	--------------------------------------	--

## **093061 Economic Instruments for Regional Development Planning**

**Prof. Dr. Hellmanzik, Christiane**

The overall objective of the course is to enable participants to understand the economic dimensions of spatial planning.

In the first part of the course we are going to focus on the role of regional economic development. Why do some regions and territories perform systematically better than others in terms of economic development and wealth? What are the key drivers of local and regional economic performance? How can local and regional economic development policies boost economic activity and improve socio-economic conditions in disadvantaged areas? Globalisation and technological change have challenged the 'traditional' answers to these questions and call for new analytical and policy tools. This course provides students with an in-depth understanding of the macro determinants of regional and local economic development and of the policies influencing these drivers.

After examining the existing disparities in regional economic performance between and within a number of advanced, emerging and developing countries, the course illustrates the scope and justification for government intervention in this area. Various theories and approaches to local and regional economic development, leading to different policy prescriptions, are analysed in order to identify different macro and micro determinants of economic performance (from innovation and human capital to health as well as trade and institutions).

Throughout this course we will have a strong focus on tools of analyses, concepts and terms as well as methods for data analysis and empirical studies which help enhance our understanding of planning and development challenges and effective solutions.

## **093062 Demography: Social Dimensions of Structural Change**

**Prof. Dr. Basten, Ludger**

The transformation of industrial into post-industrial regions is a multidimensional process that involves much more than “just” economic restructuring in the form of deindustrialization or at least industrial decline which the title “post-industrial” seems to imply. Already industrialization was not simply the establishment of a new economic regime or system, but a complex and interconnected process of change which saw the emergence of new technological, social, political and institutional arrangements. Society at large, social institutions, arrangements, roles, norms, mechanisms of control all underwent significant changes, leading to the creation of new ways of life, milieus and structures. Likewise, postindustrial change again has brought about challenges that are multifaceted and which defy one-dimensional solutions. The problems of postindustrial regions are not simply the creation of new and different jobs or of retraining the workforce for a changed labour market. Rather, a multidimensional conceptualization of post-industrialization is required, both to analyse the complexity of the transformation, and to develop adequate political and planning approaches to deal with it.

With other courses in the programme focusing on the economic, political and planning implications and approaches to post-industrial change, this course will primarily look at the social transformations experienced by post-industrial regions in the process of structural change. We will start discussing some key theoretical reference points to the academic debates over post-industrialization – and consider the experiences of a number of former industrial regions beyond the Ruhr. Then we will turn our attention to the Ruhr, charting both, the social repercussions of change as well as the diverse strategic political and planning approaches and initiatives developed for and in the Ruhr over the decades.

The course is a seminar-course, based on a variety of literature sources, some lecturing inputs, and discussions in class; it thus requires the preparation of reading material and active participation in class by students.

Depending on the size of class and the possibilities of mutually agreeable timing, some short-term field visits may be arranged in the Ruhr to highlight some of the processes discussed in class.







## 5 List of Lecturer

Name	Room	Phone 0231-
Dr. Genet Alem	GB I 406	755 2369
Prof. Dr. Ludger Basten	GB I 317	755 2808
Ester Bradel	GB III 314	755 2440
Prof. Dr. Stefan Greiving	GB III 115b	755 2213
Prof. Dr. Christiane Hellmanzik	Vogelpothsweg 87, Room M 836	755 5436
Dr. Sandra Huning	GB III 201	755 2370
Hendrik Jansen		
Dr. Mathias Kaiser		755 2249
Dr. Ilka Mecklenbrauck	GB III 513	755 2241
Sara Mitchell	Vogelpothsweg 87, Room M 834	755 8017
Prof. Dr. Frank Othengrafen	GB III 426	755 2259
Paula Quentin	GB III 422	755 7255
Prof. Dr. Joachim Scheiner	GB III 404	755 4822
Prof. Dr. Sophie Schramm	GB III	755 3267
Prof. Dr. Nguyen Xuan Thinh	GB III 315	755 2247
Dr. Anne Weber	GB I 407	755 4809
Prof Dr. Karsten Zimmermann	GB I 419	755 2426
Others:		
SPRING Secretariat	GB I 408	755 6075
Student Assistants	GB I 409	755 7503



## 6 Seminar and Lecture Schedule

Information about time and place of the courses are available online:

[www.lsf.tu-dortmund.de](http://www.lsf.tu-dortmund.de)

An introduction about registration and how to use this website will be provided at the beginning of the 1<sup>st</sup> semester.



TU Dortmund  
Fakultät Raumplanung  
SPRING

August-Schmidt-Straße 6 44227  
Dortmund  
Germany

Phone: + 49 231 755 6075

Fax: + 49 231 755 6468

E-Mail: [spring@tu-dortmund.de](mailto:spring@tu-dortmund.de)

Homepage: <http://www.spring-master.net>

**Imprint:**

SPRING, Dortmund - August 2019

Publisher: SPRING

Layout: Anne Weber

