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Supporting Urban Sustainability

2010

2011

Experiences from a learning programme

SWEDESD

Gotland University
Passion & Science

SADC

CEE
Centre for Environment Education

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All photos by SWEDESD
Opposite page: How to turn the trend? A SUS participant thinking about how to better manage city lakes in Ahmedabad.

This document describes and analyzes the first phase, 2010-2011, of the Supporting Urban Sustainability (SUS) Programme.

1. INTRODUCING SUS

The purpose of SUS is to facilitate capacity building among key professionals and their organisations to contribute to sustainable urban development. It combines context-sensitive collaborative learning methods with content based on scientific insights on ecosystem services for poverty alleviation (ESPA) and reflexive governance. Thereby, the programme embraces the spirit of education for sustainable development (ESD) by combining appropriate learning practices (E) with advanced understanding of sustainable development (SD).The programme is implemented especially but not exclusively in the Global South.

SUS was initiated by the Swedish International Centre of Education for Sustainable Development (SWEDESD) in close cooperation with the Centre for Environment Education (CEE) based in India, and the Southern African Development Community's Regional Environmental Education Programme (SADC-REEP).
In 2010-2011, SUS was conducted by multi-stakeholder teams from six cities in Africa, Asia and Sweden: Ahmedabad (India), Arusha (Tanzania), Dhaka (Bangladesh), Makana/Grahamstown (South Africa), Malmö (Sweden) and Mangaung/Bloemfontein (South Africa).

The implementation of SUS was supported by a Steering Committee consisting of the Stockholm Resilience Centre (SRC), the Swedish International Centre for Local Democracy (ICLD), Global Action Plan International (GAP Int'l) and the Worldwide Fund for Nature (WWF).

The SWEDESD SUS team consisted of Martin Westin, Alexander Hellquist, Shepherd Urenje and Susanne Zetterblom SWEDESD and its partners, together with ICLEI (Local Governments for Sustainability) are currently developing plans for deepening and extending the SUS.

BACKDROP OF SUS

More than half of the world's population is living in cities and urbanisation is accelerating, especially in Africa and Asia. At the same time, human activities have crossed or are about to cross critical ecological boundaries of the planet. Cities are therefore facing major challenges in maintaining and restoring the ecosystem services on which they depend for their functioning, while at the same time securing equal access to natural and man-made resources among the growing number of urban citizens. These challenges can be characterized as wicked situations due to their complexity. The SUS-programme aims at building capacity to tackle such wicked situations in the involved cities.

ASSUMPTIONS UNDERLYING SUS

Three fundamental assumptions underlie SUS and form the rationale for offering the programme.

The first assumption is that ecosystem services for poverty alleviation (ESPA) approaches offer a promising way to tackle wicked situations of urban poverty interconnected with degrading of ecosystems. ESPA approaches seek to understand people's dependence and impact on the services provided by ecosystems, and to incorporate ecosystem services' values into decision making. Despite the growing interest in the ecosystem services concept in scientific literature, the potential of ESPA in urban settings deserves more exploration.

The second assumption is that tackling rapid urbanisation and environmental degradation (through ESPA or other measures) requires a shift towards more adaptive and reflexive forms of urban planning and governance, including place-based experimentation and broad participation. This kind of governance can be contrasted with top-down linear planning processes.

The third assumption is that collaborative learning among and across city stakeholders, and across cities from different parts of the world, is necessary to arrive at more reflexive forms of urban governance as well as at successful implementation of ESPA, given that cities are very complex social-ecological systems where a multitude of groups with divergent or even contradicting values mix. Collaborative learning enables the pooling of different forms of expertise and platforms where diverging views can meet.

OBJECTIVES OF SUS

During its first phase, the main objectives of the programme were:

- To further understanding of how ESPA can contribute to sustainability in urban settings.
- To support the identification and/or initial development of ESPA-schemes in six cities to improve conditions for people living in poverty in these cities

The first objective is related to the capacity building and knowledge creation in the cities as well as in the organisations supporting the programme. The fulfilment of the objective requires learning at the individual level (in the short term) and at the organisational levels (in the medium term). Over time, the knowledge created in SUS will be used to inform other projects concerned with multi-stakeholder learning and urban sustainability issues.

The second objective is concerned with concrete change on the ground in the involved cities in a medium to long-term perspective. This change naturally depends on the capacity that is built in accordance with the first objective.
A monitoring and evaluation framework is in place to follow up on the objectives. It combines a traditional log-framework with story-based approaches aimed at capturing qualitative aspects of the programme development.

2. THE SUS CONTENT

The assumptions underlying the SUS programme (see above) naturally guide what content is introduced to the participants. It revolves around three key concepts: ecosystems services for poverty alleviation (ESPA), reflexive governance and collaborative learning.

ECOSYSTEM SERVICES FOR POVERTY ALLEVIATION (ESPA)

The relevance of focusing on ESPA in cities is highlighted in many reports and papers, and the potential of ecosystem services to improve living conditions for urban dwellers deserves more attention. Compared to wealthy communities, people living in poverty are in general more directly dependent on services from the local ecosystems, also in cities. They are generally not in a position to purchase or obtain substitutes from elsewhere, and they lack the means necessary to cope or escape if their local environment deteriorates. There are therefore directly dependent on ecosystem services for protection from environmental hazards (flooding, soil erosion, air pollutants). Further, they are often forced to bear the externalised costs of other people's use of substitutes for ecosystem goods and services – for example, they may live in places that suffer the effects of pollution, or are displaced by development projects.

ESPA approaches suggest that investments in restoring, maintaining and utilising ecosystem services can act as a way of channelling resources to communities living in poverty –in terms of both subsistence and livelihood– as well as increasing their resilience to harmful environmental change.

In SUS, the content input on ESPA aims at helping participants to acknowledge and take advantage of unrecognised win-win situations where poverty alleviation can be combined with safeguarding of urban ecosystems. At the same time it aims at helping them to face and deal with trade-off situations between mainstream economic development processes and safeguarding of ecosystems, or between conflicting demands for different services from a particular ecosystem. Five broad categories of ecosystem services that are of relevance in urban areas are highlighted in particular – services linked to clean air, to clean water, to climate change adaptation, to food provisioning and to recreation.

The content of the ESPA approach as well as of reflexive governance (see below) is introduced to the SUS participants through lectures, mapping exercises, ecosystem services valuation exercises, discussions, inspirational visits and – in the medium to long term – through "learning by doing" when the participants initiate ESPA schemes in their cities. (See further under The SUS Process below).

REFLEXIVE GOVERNANCE

Reflexive and adaptive forms of governance carry the potential of enabling stakeholders to frame and tackle wicked situations in collaboration. This implies breaking away from routines that are inappropriate for addressing wicked situations, while experimenting, adapting and reviewing new measures in a search of more resilient social-ecological and government-citizen relations. Reflexive governance is also about viewing the policy process as creating shared understanding of problems in cities and designing collective solutions through participatory processes. Since groups of stakeholders with differing interests and power conceive the world in different ways, they will have a different take on the object of governance and its boundaries. How these different framings are negotiated is an important topic in SUS.

COLLABORATIVE LEARNING

Stakeholders involved in governing ecosystems or other aspects of urban development are confronted with problems that are difficult to define, contested, and constantly changing. Furthermore, the understanding of their nature, causes and solutions often varies among stakeholders. In these kinds of wicked situations it is no longer appropriate to apply fixed forms of knowledge to problem solving. Instead, context-specific approaches are needed where stakeholders apply various forms of knowledge and ways of knowing to construct a shared understanding of a situation and of the solutions needed. Such collaborative learning can lead to shared understanding and shared ownership of concerted action among stakeholders as a means for gradually transforming a situation in the direction of greater sustainability. Transformation of situations of complexity, uncertainty, interdependence and controversy require parallel and linked changes in practice and understanding. Stakeholders can build relational capital and gradually create shared understanding leading towards concerted action. However, for many institutions and stakeholders this kind of learning can be difficult to get off the ground given rigid routines etc; thus such approaches seldom arise without agency and careful social design. Practitioners and scholars in the field of collaborative learning argue for open-ended, iterative and reflexive design processes, allowing space for mutual inquiry between designers and participants.

As SUS is built on collaborative learning, this key concept is introduced naturally to the participants through “learning by doing”. Some theoretical input is given, but the emphasis lays on enabling collaborative learning to take place through interaction within and between the city teams and between the city teams and the facilitating organisations. The participants are also encouraged to gradually include wider circles of stakeholders in their cities to engage in the learning. (See further under The SUS Process below).

3. THE SUS METHOD

This section outlines the crucial features of the method according to which the SUS content is introduced and transformed into capacity building and action by the participants. In combination they give the programme its innovative character.

More detailed information on the learning exercises applied in the first phase can be found in the SUS Learning Exercises compilation at:
www.swedesd.se/images/stories/PDF/SUS/SUS%20Learning%20Exercises.pdf

AN INTERNATIONAL MULTI-STAKEHOLDER SETUP

A multi-stakeholder setup was thought to appropriate for addressing the underlying assumption that wicked situations are best transformed through collaborative learning and reflexive and participatory governance. To that effect, in each city a five-person team was constituted, representing different organisations including local government, civil society, the private sector and academia. To create a dynamic environment with a wide spread of views on urban development, the SUS programme brings together cities from different countries, which enables for both South to South and North to South cooperation.

In order to facilitate the crucial but difficult leap between capacity building and concrete change on the ground in accordance with the programme objectives, it is crucial that the participants and the organisations that they represent are already involved in city-wide processes related to sustainability issues (e.g. a master plan revision, a pro-poor job creation scheme or a slum empowerment programme). This ensures that the participants are in a position to make a change. Further, it makes it possible for SUS to draw upon and enforce existing activities in each city rather than creating stand-alone projects from scratch.

A STRATEGIC INQUIRY APPROACH

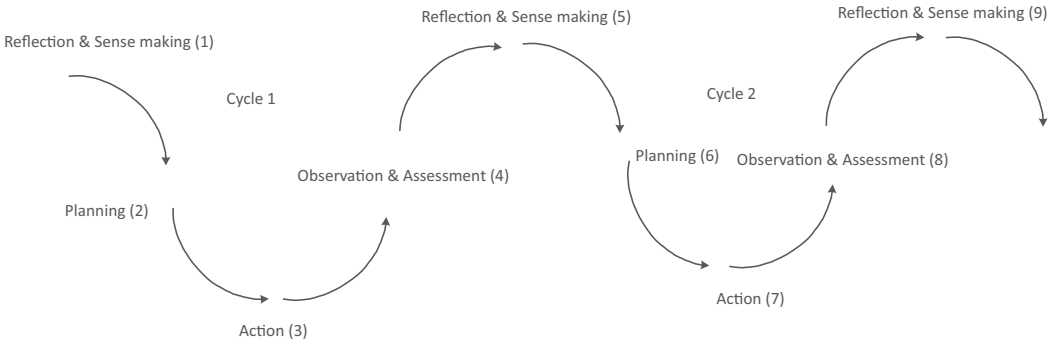
To enable participants' capacity building in a pragmatic as well as a conceptual way, each city team is invited to develop a strategic inquiry that guides the learning and action.

The strategic inquiry is formulated to address a wicked situation related to the objectives and content of the programme that is of shared concern and priority to the members in each city team. For example, the strategic inquiry of the Ahmedabad team is "How can we improve the quality of life in informal settlements around lakes and ponds in Ahmadabad?"

Giving the teams the mandate to develop their own strategic inquiry –to formulate an issue of shared concern as a question that needs to be explored and resolved – has an appealing pedagogic dimension in that it creates ownership of how the learning process and action in each team should look like. Further, it invites to continuous reflections on whether the work of the teams are bringing them closer to what they want to achieve. This corresponds to the reflexive approach called for in the design workshop.

A CYCLICAL LEARNING PROCESS

The learning process in SUS follows a cycle of planning, action, observation/assessment and reflection/sense making as the teams pursue their strategic inquiries (see figure below). Experiences and learning from the preceding cycle inform the next cycle. Thus participants gradually further their understanding and develop their practice while contributing to sustainability processes cities in accordance with their strategic inquiry.



SUS learning cycles

The organisations supporting SUS provide active facilitation during physical gatherings in workshops where observation, assessment, reflection, sense-making and planning takes place, and then step back and let the participants engage in action in their cities. Throughout the inquiry process, the city teams are offered demand-driven distance support. also In addition, an electronic learning and communication platform hosted at wikispaces offers possibilities for dialogue between the cities and between participants and facilitators. It also acts as a repository for learning materials and reports on the process, both within SUS and to wider circles of stakeholders and other actors in the field of urban sustainability. The SUS wiki can be found at http://susprogramme.wikispaces.com

4. THE SUS PROCESS

This section gives a brief account of the activities in the design and implementation of the first phase between August 2010 and December 2011.

DESIGNING THE PROGRAMME

The first design activities started in August 2010. They included a dialogue among potential stakeholders and the creation of the programme partnership (see above in the Introduction) and the establishment of the core design team of SWEDESD, CEE and SADC REEP staff. An important milestone was a design workshop with leading experts on collaborative learning held in Visby, Sweden in October 2010.

Discussion during the design workshop, October 2010.

The inputs from the workshop pointed towards a design based on principles such as action-orientation, iteration, participation, context sensitivity, co-evolution and re-flexivity. The core team agreed that given the objectives of the programme, it was important to move away from a "projectified", linear and fully worked-through design towards one that is more iterative, interactive, flexible, emergent and co-evolution-ary. At the same time it was important to build on and further develop the compe-tences and experiences of the core design team and in the broader partnership. The outcomes of the design phase are reflected in the SUS content and the SUS method outlined in the sections above.

MOBILIZING CITIES AND PARTICIPANTS

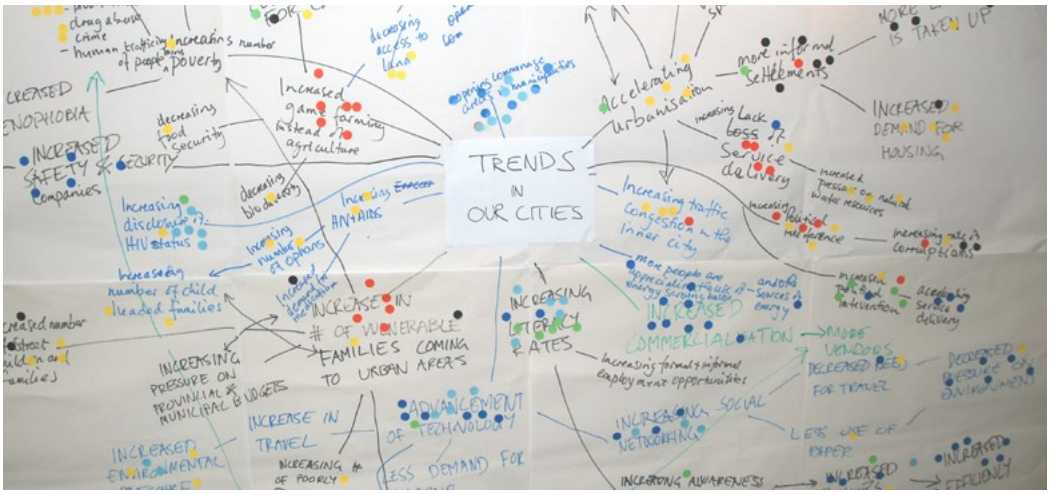
The requirements for the multi-stakeholder setup (see under The SUS Method above) guided a dialogical processes in Asia, Africa and Sweden during the last quarter of 2010 and the fist quarter of 2011through which the partner cities were identified – Ahmedabad, Arusha, Dhaka, Makana/Grahamstown, Malmö and Man-gaung/Bloemfontein. The cities were selected based on existing connections with partnership behind the SUS programme, and through assessments of the potential to connect and improve or enforce ongoing activities among stakeholders in each city.

In each city, stakeholder networks were mapped in order to arrive at a desirable mix of potential participants. Apart from involvement in city-wide processes related to sustainability, criteria for selection of individual participants included a firm interest in building capacity in terms of ESPA and whole-hearted support from the organisation represented by the participant. Further, it was ensured that each team had roughly equal numbers of women and men.

THE ENGAGEMENT PHASE

As start of the programme' implementation, two-day engagement workshops were held in Ahmedabad with the Asian city teams, in Arusha with the African city teams in and Malmö with the Malmö city team in April and May 2011. They were designed to enable participants to build a sense of community both within and between the teams in each workshop and to start to contextualize their future work. The reason for having these kinds of regional gatherings rather than bringing all cities together was to allow for more in-depth support and facilitation for each team, given the short time available.

During workshops the participants were invited to map the history, situation, and challenges in each city. The challenges were sorted in order of relevance and urgency. This exercise formed the basis for identifying the strategic inquiry in each team. The teams also received knowledge input on the key concepts of the programme and were encouraged to make sense of it and incorporate it in to their strategic inquiries.



Sheet illustrating a mapping exercise during the engagement workshop in Arusha. In this exercise, the participants were invited to map interrelated trends related to sustainability in their cities and then prioritise among them based on urgency.

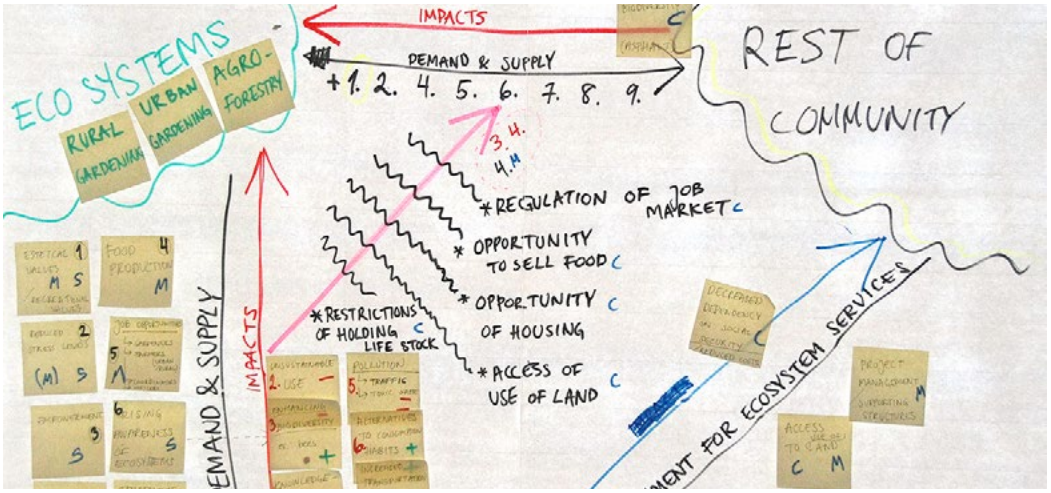
Towards the end of the workshop, the facilitators and participants agreed on the forthcoming programme activities.

The workshop groups in Arusha, Ahmedabad and Malmö

THE RESIDENTIAL PERIOD IN SWEDEN

After the engagement workshops the teams engaged in first steps of action in their cities before reconvening from 6 to 17 June 2011 in Sweden (Malmö and Visby) to develop the strategic inquiries. The reason to bring the African and Asian city teams to Sweden was mainly practical, given the possibilites for SWEDESD and Malmö city to host a large group of particpants and show them a wide variety of examples – good ones as well as problematic cases - of how ecosytems can be managed in urban or semi-urban environments. The purpose of the residential period was to learn more about the conditions conducive to ESPA approaches in each city and to agree on specific plans for implementing ESPA approaches in each city.

Knowledge input and exercises during the residential period included sessions on characteristics of ecosystem services in cities, valuation of ecosystem services in the form of a role play, discussion on payment for ecosystem services (PES) schemes, mapping exercises aimed at identifying links between poverty and ecosystems in the cities, inputs on the theory and techniques of reflexive governance systems, discussions and mapping exercises aimed at understanding governance systems in the cities and sessions on how to facilitate collaborative learning in wider groups of stakeholders.



Sheet illustrating a mapping exercise aimed at understanding the links between urban poverty eco-systems and sustainable livelihoods produced during the residential period.

The participants also paid study visits to various locations in Malmö and around Visby to observe and reflect on different ways of managing ecosystems (wetlands, urban farms, bees, drain water management systems etc) and of implementing re-flexive governance and collaborative learning (citizen and civil society participation in city planning etc).

Interaction between the cities was encouraged through “critical friends” sessions were the participants gave feedback to each other on the strategic inquiries and emerging plans for action.

The participants and organisers during the residential period.

THE DEVELOPMENT PHASE AND THE CONCLUDING WORKSHOPS

During the period June to November, the teams acted on the plans that they had developed during the residential period. They were asked to reflect upon the process and to report emerging results to the facilitating organsiations by the end of September.

In late November and December 2011 three concluding regional workshops were held, in Malmö, Ahmedabad and Grahamstown/Makana. The purpose of these gatherings was to (i) let the teams present the lessons learned, action taken and plans for continued development in their respective cities; (ii) to draw out preliminary conclusions on how well the programme had worked in relation to the objectives; and (iii) to decide upon the ways and means of continued collaboration between the teams and the facilitating organisations.

During the workshops the participants were invited to develop and share stories on their learning process and on the most significant changes in their cities attributable to their participation in the SUS programme so far. These exercises gave important input to the story-based monitoring and evaluation framework of SUS. In critical friends sessions each city team received feedback on their progress from both facilitators and the other teams.

Sheet illustrating the SUS learning history of the Malmö city team, developed and presented during the concluding workshop in Malmö. The thick line represent the non-linear path that the team has followed when pursuing their strategic inquiry, including phases of confusion, detours and important learning moments specified on the post its.

5. THE SUS CITY STORIES SO FAR

This section gives brief accounts of the process in the SUS cities during their first phase of formal involvement in SUS, i.e. from the engagement workshops in April-May 2011 to the concluding workshops in November-December 2011.

AHMEDABAD: PROMOTING ESPA AROUND CITY LAKES

The Ahmedabad team consists of professionals from the Ahmedabad Municipal Corporation, the Centre for Environment Education (CEE), CEPT-University, SEWA (an organisation supporting self-reliance and full employment for women) and the Environmental Planning Cooperative (EPC).

Ahmadabad is the seventh largest city and seventh largest metropolitan area of India, with a population of approximately 4 million and a metropolitan population of approximately 7.2 million.

A high proportion of the population in Ahmedabad is living in slums, many of which are located around lakes and ponds. The quality of these lakes and ponds is deteriorating, affecting the health and wellbeing of communities around them as well as their aquatic life, flora and fauna. The Ahmedabad team therefore decided to work together to pursue the following strategic inquiry: "How can we improve the quality of life in informal settlements around lakes and ponds in Ahmedabad?".

The team's first common action was to identify the lakes on which to concentrate their inquiry. It then mapped and assessed the existing conditions, sought to understand the water bodies as ecosystems, explored the social and economic linkages between the settlements and the lakes and the rest of the city, and networked with NGOs and local citizens. Based on these initial activities the team designed an appraisal process aimed at improving living conditions around Saijpur Lake. The intention is that this appraisal process will function as a model project that can inform the ongoing revision of the Ahmedabad Master Plan. According to the team their most significant achievement so far is the fact that no informal settlers will be evicted when the Saijpur Lake is restored, the municipal corporation will include them in the maintenance of the area, thereby creating livelihood opportunities.

The Dhaka and Ahmedabad teams paying a visit to the Saijpur lake during the concluding SUS workshop in Ahmedabad. During the visit, consultations with informal settlers around the lake were held to learn more about how they see different development options including ESPA approaches.

ARUSHA: PARTICIPATORY APPROACHES TO CITY DEVELOPMENT

The Arusha team consists of staff from various sections of the Arusha Municipal administration. They focus their strategic inquiry on finding ways of implementing genuinely participatory approaches in the preparation and implementation of the city's master plan. The streets, buildings and infrastructure in large parts of the city are the result of informal unplanned processes. Planning is required to enhance the standards of health, mobility and security. There is an urgent need to consider environmental issues including ecosystem services in the planning process.

Arusha is located in the North-East of Tanzania. With a population of 1.3 million it is the administrative centre of the larger Arusha region.

Initial actions of the team included identification of the geographical area to be planned and awareness raising among stakeholders through collaborative learning. The team established a plan for widening the number of stakeholders in the planning process that includes a dialogue between public, private and civil society organisations. An illustrative example of the learning in the team originates from a meeting with the ward councillor in one part of the city. When members of the team presented a ready-made planning process they received a negative response from the ward councillor due to lack of trust. After reflecting on this response the team decided to approach another ward of the city with an open-ended inquiry, instead of following a readymade planning procedure. This approach rendered a positive response from the community and, according to the reporting from the Arusha team, created a sense of shared ownership of the planning process. Following a presentation to the Ward Development Committee in October 2011, the municipal administration agreed that Moshono ward was to be a pilot area for testing the SUS-approach.

The Arusha team during a study visit to an organic farm in the vicinity of Malmö during the SUS residential.

BLOEMFONTEIN/MANGAUNG: TACKLING THE TWIN CHALLENGES OF UNEMPLOYMENT AND POVERTY

The Bloemfontein team consists of professionals from the Municipal administration and Standard Bank. They are concerned about poverty in their city and strive to become a green city. They are seeking to combine the process of greening with poverty alleviation, through a clean city campaign. The strategic inquiry they pursue is: "How do we improve ecosystem services through greening, cleaning and recycling while reducing poverty and creating economic opportunities?" For answering this question they seek to apply ecosystem services approaches to creating job opportunities for people, especially youth, living in poverty.

Bloemfontein is home to some 369,000 residents, while the larger Mangaung Municipality has a population of 645,000.

Their short term plan included developing the city administration's ownership of the inquiry and elaborating a concept paper including a business plan that will form the basis for a process to bring in a larger group of stakeholders into the process. The long term plan, starting in 2012, includes the implementation of a waste recycling system intended to create economic opportunities.

The Mangaung team at a study visit to an urban farm in Malmö during the SUS residential.

DHAKA: ADDRESSING WATER SCARCITY

The Dhaka team consists of professionals from the city administration and the University of Dhaka. The city has a critical water supply problem. Its groundwater level is currently falling rapidly: it has already receded by 50 meters in the past 40 years. The supply-demand gap is wide and stands to increase if measures are not taken. The situation is so problematic that in the summer months army troops are deployed to distribute water across the city. The Dhaka team works together on the strategic inquiry "How can we increase the ground water table of Dhaka city?" They seek to determine the causes of rapid groundwater depletion and ways to protect the Dhaka citizens, especially those living in poverty, from diseases which are spread by using polluted water. Among other things, the team built relations with stakeholders, analyzed available information and data, observed the present condition of water bodies and assessed the present and projected future demand for water in the city. During the residential period the team shaped their inquiry further and decided to focus their work on rainwater harvesting systems as one way towards better water management in Dhaka.

Dhaka is the capital of Bangladesh and a megacity with a population of over 12 million. World wide it is the ninth largest city and also among the most densely populated urban areas.

Following extensive stakeholder consultations, including surveys in poor parts of Dhaka, the need for a policy change in relation to rain water harvesting became clear to the team. Innovative rain water harvesting systems have been put forward as one of the solutions to the water scarcity and would help avoid flooding problems in Dhaka during the monsoon season. To enable a more comprehensive policy on rainwater harvesting the team was instrumental in preparing an amendment to the city's building codes requiring rain water harvesting systems to be mandatory in all new building constructions in the Dhaka metropolitan area.

Dhaka team members during a study visit to a Gotland-based alternative grey water management system supporting green vegetable production, during the residential period.

GRAHAMSTOWN/MAKANA: GREEN ECONOMY AND FOOD PRODUCTION

The Grahamstown team consists of professionals from the municipal administration, civil society and Rhodes University. They share a concern about growing unemployment, accelerated environmental degradation and increased prevalence of HIV/AIDS in their city. Their strategic inquiry revolves around a wish to restore a culture of agriculture for the benefit of people living in poverty in Grahamstown. The team pursues the strategic inquiry "how can we create sustainable diverse livelihood nodes making green economy and food production feasible?" They seek to alleviate poverty through organic food production, while providing livelihood and income generation possibilities.

Grahamstown is located in the Eastern Cape province of South Africa with a population of about 135,000.

Initial actions from the team included identification of relevant stakeholders. It held workshops to elaborate the inquiry and activities to anchor their work in the city administration. In the development phase of their work, starting September 2011, land was secured and cultivated; buildings and equipments were put into place and home gardens established and further cultivated. The team sought to contribute to reorientation of agricultural systems towards modes of production that are highly productive, highly sustainable and that contribute to the progressive realisation of the human right to adequate food. It paid special attention to establishing forms of decision-making based on consultative processes with a broad range of stakeholders, including non-literate and highly marginalised sectors of society. The style of consultation drew on Xhosa traditions of grassroots democratic practice.

Makana and Arusha team members during a study visit to an urban farm in Makana during the concluding SUS workshop.

MALMÖ: ACTIVE COLLABORATION BETWEEN URBAN AND RURAL STAKEHOLDERS

Malmö: active collaboration between urban and rural stakeholders
The Malmö team consists of professionals from the municipal administration, civil society and private sector. It identified the increasing ecological footprint of Malmö as a common concern. It further set out to learn more about what could be done to tackle inequality among Malmö citizens by focusing on the links between the city and the rural areas. The inquiry the team pursues is: "How to recreate ecosystem services and enhance poverty alleviation which could be mediated through a core of active collaboration between rural and urban issues and stakeholders?"

Malmö is the third largest city in Sweden located in the south. The municipality has a population of 309,000. The population of Greater Malmö, one of Sweden's three metropolitan areas, is 628,000.

Activities by the team included increasing the number of stakeholders, mapping ongoing projects and activities, learning from existing data, and exploring possibilities of integrating the inquiry with existing city programmes. The team also engaged in anchoring its ideas in the respective member organisations, exchanged ideas with stakeholders in Berlin on urban farming, organised a meeting between rural farmers and urban cultivators and growers, and diffused its learning into the city development plans.

Members from the Malmö team discuss a rainwater management and climate regulation system based on green roofs with other SUS participants during the SUS residential in Malmö.

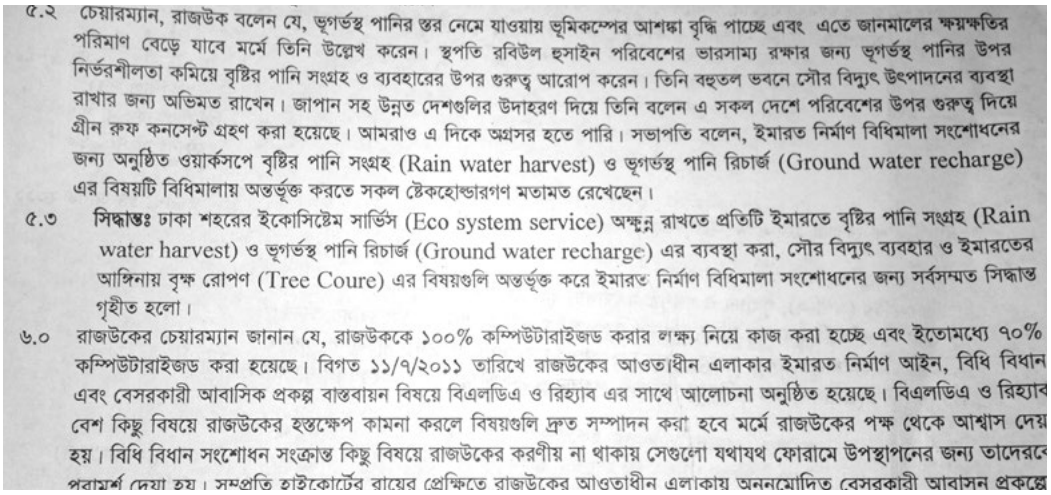
6. EMERGING RESULTS

In view of the objectives of the SUS programme (see above under Introducing SUS), this section outlines the results so far.

STEPS TOWARDS IMPLEMENTATION ON THE GROUND

The city stories in the previous section bear evidence that the programme has succeeded in initiating steps towards implementation of an ESPA approach in all cities, albeit to a varying degree. In most cases the implementation relies on its incorporation into existing programmes and the enforcement or improvement thereof. These results correspond to the second objective of the programme.

The Malmö, Ahmedabad Bloemfontein/Mangaung and Grahamstown/Makana teams are closest to implementationg the ESPA approach in accordance with the definition of the concept. They are explicitly looking at the livelihood and subsistence opportunities that ecosystems offer people living in poverty. Although the most concrete result of the work of the Dhaka team is the draft regulation for rainwater harvesting and groundwater recharge in new buildings, the participants are considering a broad range of measures aimed at preventing the groundwater table from falling further, including some ecosystem services approaches such as preservation of wetlands at the outskirts of the city, collection of surface water and tree plantation. The Arusha team has mainly focused on community participation in planning processes, thereby introducing the concept of ESPA in a collaborative and reflexive way.



৫.২ চেয়ারম্যান, রাজউক বলেন যে, ভূগর্ভস্থ পানির স্তর নেমে যাওয়ায় ভূমিকম্পের আশঙ্কা বৃদ্ধি পাচ্ছে এবং এতে জানমালের ক্ষয়ক্ষতির পরিমাণ বেড়ে যাবে মর্মে তিনি উল্লেখ করেন। স্থপতি রবিউল হুসাইন পরিবেশের ভারসাম্য রক্ষার জন্য ভূগর্ভস্থ পানির উপর নির্ভরশীলতা কমিয়ে বৃষ্টির পানি সংগ্রহ ও ব্যবহারের উপর গুরুত্ব আরোপ করেন। তিনি বহুতল ভবনে সৌর বিদ্যুৎ উৎপাদনের ব্যবস্থা রাখার জন্য অভিমত রাখেন। জাপান সহ উন্নত দেশগুলির উদাহরণ দিয়ে তিনি বলেন এ সকল দেশে পরিবেশের উপর গুরুত্ব দিয়ে গ্রীন রুফ কনসেপ্ট গ্রহণ করা হয়েছে। আমরাও এ দিকে অগ্রসর হতে পারি। সভাপতি বলেন, ইমারত নির্মাণ বিধিমালা সংশোধনের জন্য অনুষ্ঠিত ওয়ার্কসপে বৃষ্টির পানি সংগ্রহ (Rain water harvest) ও ভূগর্ভস্থ পানি রিচার্জ (Ground water recharge) এর বিষয়টি বিধিমালায় অন্তর্ভূক্ত করতে সকল ষ্টেকহোল্ডারগণ মতামত রেখেছেন।

৫.৩ **সিদ্ধান্তঃ** ঢাকা শহরের ইকোসিষ্টেম সার্ভিস (Eco system service) অক্ষুন্ন রাখতে প্রতিটি ইমারতে বৃষ্টির পানি সংগ্রহ (Rain water harvest) ও ভূগর্ভস্থ পানি রিচার্জ (Ground water recharge) এর ব্যবস্থা করা, সৌর বিদ্যুৎ ব্যবহার ও ইমারতের আঙ্গিনায় বৃক্ষ রোপণ (Tree Coure) এর বিষয়গুলি অন্তর্ভূক্ত করে ইমারত নির্মাণ বিধিমালা সংশোধনের জন্য সর্বসম্মত সিদ্ধান্ত গৃহীত হলো।

৬.০ রাজউকের চেয়ারম্যান জানান যে, রাজউককে ১০০% কম্পিউটারাইজড করার লক্ষ্য নিয়ে কাজ করা হচ্ছে এবং ইতোমধ্যে ৭০% কম্পিউটারাইজড করা হয়েছে। বিগত ১১/৭/২০১১ তারিখে রাজউকের আওতাধীন এলাকার ইমারত নির্মাণ আইন, বিধি বিধান এবং বেসরকারী আবাসিক প্রকল্প বাস্তবায়ন বিষয়ে বিএলডিএ ও রিহ্যাব এর সাথে আলোচনা অনুষ্ঠিত হয়েছে। বিএলডিএ ও রিহ্যাব বেশ কিছু বিষয়ে রাজউকের হস্তক্ষেপ কামনা করলে বিষয়গুলি দ্রুত সম্পাদন করা হবে মর্মে রাজউকের পক্ষ থেকে আশ্বাস দেয় হয়। বিধি বিধান সংশোধন সংক্রান্ত কিছু বিষয়ে রাজউকের করণীয় না থাকায় সেগুলো যথাযথ ফোরামে উপস্থাপনের জন্য তাদেরকে পরামর্শ দেয়া হয়। সম্প্রতি হাইকোর্টের রায়ের প্রেক্ষিতে রাজউকের আওতাধীন এলাকায় অননুমোদিত বেসরকারী আবাসন প্রকল্পে

Correspondence regarding the draft policy on rain water harvesting in Dhaka .

The stakeholder involvement in all the participating cities, and the consultations that have taken place with poor communities in Ahmedabad, Dhaka, Grahamstown/Makana and Arusha suggest that the input on reflexive governance and collaborative learning that the participants received and experienced during the workshops and residential period has been turned into practice. This corresponds to the underlying assumption of the programme that reflexive governance system and collaborative learning across stakeholders are important conditions for successful implementation of ESPA.

In terms of collaborative learning, there is evidence that the “critical friend” inter-

actions between the city teams and between the teams and the facilitating organsiations have contributed to and improved the work of their teams. To illustrate this, there is interest from Dhaka to look at groundwater management systems in Ahmedabad. Also, Malmö has been in continuously contact with Makana/Grahamstown for input on its inquiry and actions related to urban farming.

IMPROVED UNDERSTANDING AND CAPACITY

The first steps towards implementation of ESPA in accordance with the second SUS objective are in themselves evidence that the first objective relating to increased understanding of the potential of ESPA has been met, at least to some extent.

Data collected in surveys among the participants in the concluding workshops, as well as anecdotal evidence gathered through the story-based evaluation methods (most significant change stories and learning history stories) suggest that the skills and capabilities of the participants have been strengthened. The diagram below is an illustration thereof.

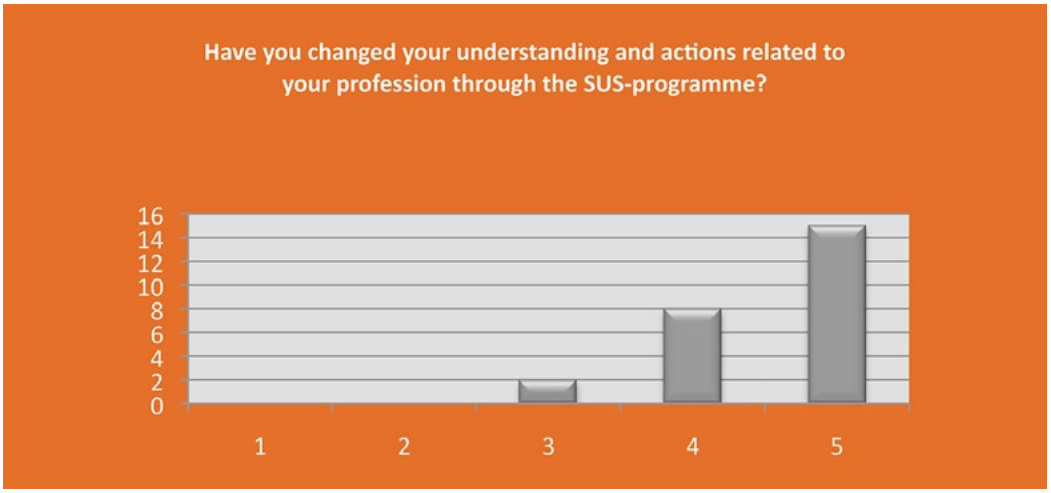


Diagram showing combined responses from surveys undertaken in the concluding workshops. Participants were asked to assess the development of their professional skills during the SUS-programme. The vertical axis denotes the number of respondents. On the horizontal axis, the grade 1 stands for “not at all” and 5 for “to a large extent”.

The evaluation findings suggest that the SUS programme has given participants increased ability to overcome differences when working in heterogeneous groups. Participants also testify to the fact that they are now able to view their work differently through the lenses provided by ecosystem services approaches. This includes an ability to appreciate and understand the links between restoration of ecosystems and livelihood opportunities. Equally, participants claim that they are in a better position to review and suggest changes to governance systems to allow for more reflexivity. It should also be noted that participants have commented on the potential of applying inquiry-based approaches outside the SUS-programme as a way of working iteratively and increase effectiveness.

In terms of taking the crucial leap from individual capacity building to organisational learning, it is as yet difficult to draw firm conclusions from the process. Increased organisational capacity is the result of time-consuming complex processes. The participants who report on changes (see diagram below) state that their organisations have become more open for collaboration with other stakeholders, both internally and externally. It can be noted that capacity in local facilitation of stakeholder involvement has been developed in Arusha, Ahmedabad, Makana/Grahamnstown, Malmö and Dhaka, where the teams have been initiating new ways of including communities while working on their strategic inquiries.

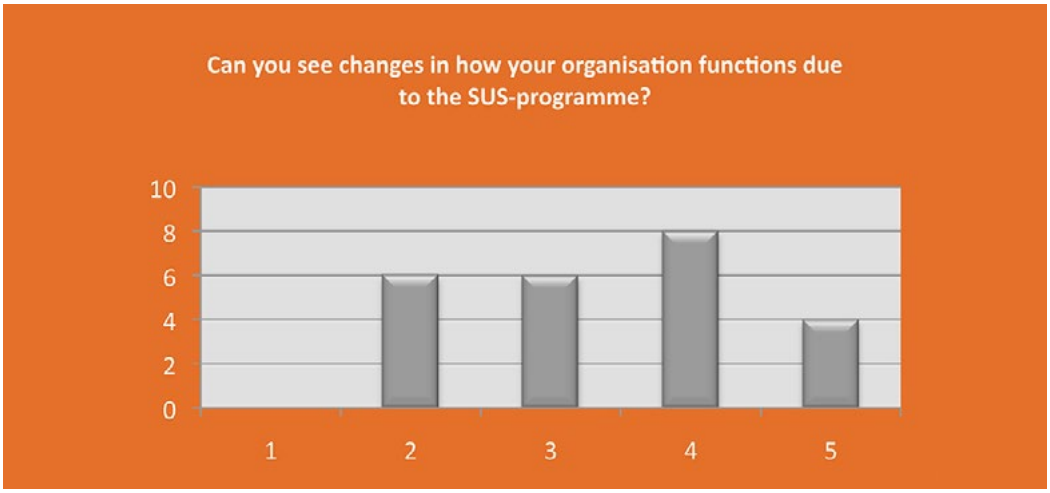


Diagram showing combined responses from surveys undertaken in the concluding workshops. Participants were asked to assess the development of the capacity in their organisations due to influence from SUS. The vertical axis denotes the number of respondents. On the horizontal axis, the grade 1 stands for “not at all” and 5 for “to a large extent”.

LOG FRAME SUMMARY OF EMERGING RESULTS

SUS Objective 1: To further understanding of how ESPA can contribute to sustainability in urban settings.

ACTIVITIES	OUTPUTS	OUTCOMES	INDICATORS OF OUTCOMES	DATA COLLECTION STRATEGY	ASSESSMENT OF OBJECTIVE FULFILLMENT, AND ASSUMPTION
• Study of ESPA theory. • Analysis of links between. ecosystems and poverty in six cities. • Knowledge exchange between organisations and cities. • Implementation of ESPA in six cities.	• Individual learning among SUS participants and facilitators. • Reports from SUS workshops and city-wise work on implementing ESPA. • Scientific papers. • Conference presentations. • Other outreach (media, web etc).	• The involved organisations have furthered understanding on ESPA. • The experiences from SUS have been communicated to the networks of the organisations involved in the programme and to a broader public.	• Self-assessments by partners and participants indicating that understanding has been furthered among involved individuals and organisations. • Number of outreach activities and assessment of their impact.	• Surveys among participants and partner organisations. • Direct observation by SWEDESD and partners.	• Objective partly fulfilled: • Majority of individuals among participants and partners assess that their understanding has been furthered, and that the understanding of their organisations has been furthered to some extent. • The experiences have been communicated widely (c 10 reports from the programme, one info brief, two scientific papers, two conference presentations, c 10 seminars, meetings with stakeholders in the cities, web, media etc). The assumption is that these outputs have furthered understanding of ESPA in networks not directly involved in SUS.

SUS Objective 2: To support the identification and/or initial development of ESPA-schemes in six cities to improve conditions for people living in poverty

ACTIVITIES	OUTPUTS	OUTCOMES	INDICATORS OF OUTCOMES	DATA COLLECTION STRATEGY	ASSESSMENT OF OBJECTIVE FULFILLMENT, AND ASSUMPTION
• Facilitation of the formation of six multi-stakeholder city teams. • Facilitation of the development of strategic inquiries related to ESPA in six cities. • Facilitation of analysis of links between. ecosystems and poverty in six cities. • Demand-driven support for the implementation of ESPA in six cities.	• Six strategic inquiries related to ESPA developed (see section 5). • On the ground assessment of the potential for ESPA in six cities.	See section 5. Most significant outcomes at the time of writing include a draft policy for rain-water harvesting (Dhaka), input to a municipal plan for lake restoration (Ahmedabad), new approaches to participatory city planning including ESPA (Arusha), knowledge exchange between urban and rural farmers (Malmö) and pilot urban gardening employing people in poverty (Makana).	Varies between cities depending on scope of strategic inquiry.	• Reports from participants and partner organisations. • Direct observation by SWEDESD and partners.	• Objective partly fulfilled: Elements of ESPA have been included in the strategic inquiries of six multi-stakeholder city teams. • The potential for implementing ESPA has been assessed in six cities. • Six cities have started to formulate plans for implementing ESPA. • In Makana, some on the ground implementation of ESPA has taken place.

7. LESSONS LEARNED

The first phase of the SUS programme outlined in this report has generated many insights and important lessons, among the participants as well among the supporting organisations.

In general, it can be concluded that the specific SUS approach of introducing content on ESPA, reflexive governance and collaborative learning with methods based on a multi-stakeholder setup, repeated learning cycles and strategic inquiries formulated by the participants themselves leads to promising results. It is thus well worth developing and implementing thos approach on a larger scale.
One important lesson from the first phase, which needs to be considered in the programme's next phase, is the importance of strong regional partners that can support the city teams during the periods in between the workshops. This will guide the process of identifying new cities interested in entering the programme.
Another lesson learned is that diversity in terms of stakeholder representation is essential for efficient collaborative learning. Divergent views in the city teams can create tensions, but they are nonetheless crucial for creating a dynamic and result-oriented way of pursuing a strategic inquiry.

There is also room to improve the distance learning capacity of the programme by exploring new ways of communicating with the participants in between workshops using electronic internet-based of mobile technology-based platforms adapted to local conditions.

Another important lesson is that organisational capacity building is complex and time-consuming. It requires strong, deep and long-lasting involvement from each participating organisation represented in a city team. In the next phases of the SUS programme, this deepened involvement could possibly be achieved by assigning two persons from each organisation as participants.

There is room to improve the scientific stringency of the SUS design as well as of the monitoring and evaluation of the programme. By involving research organisations, e.g. universities, more in the strategic inquiries – either as members of the city teams or in a flanking capacity – the data collection in each city might be enhanced, and thereby also the collaborative learning and monitoring of progress in each city team.

8. LOOKING FORWARD

Based on the results and lessons learned from the first SUS phase, the programme's partnership is now planning for both deepening and a broadening it over the coming years.

At the time of writing, fund-seeking in order to expand the promising SUS-approach to new groups of cities in Europe, Africa and southern Asia is taking place. At the same time, the existing SUS cities and their teams will continue to be supported based on their context-specific demands.

Another important task for the coming phase is to consolidate and analyse the knowledge that has been developed during the first phase, in terms of methods, content and, perhaps most importantly, how to combine the two. The knowledge will be packaged in ways that make it easy for outside actors to adopt it in their work, and disseminated through various channels – scientific papers, conferences, handbooks etc. Further, training sessions aimed at increasing the number of individuals and organisations with the capacity to facilitate SUS processes in cities will be arranged.

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