



COMMONWEALTH

SECRETARIAT

COMMONWEALTH CAPACITY BUILDING FOR PLANNING: Review of Planning Education Across the Commonwealth

A report commissioned for the Commonwealth Secretariat

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List of abbreviations

AAPS – African Association of Planning Schools
ACC – African Centre for Cities
ARU – Ardhi University, Tanzania
BSc – Bachelor of Science
CAP – Commonwealth Association of Planners
CBU – Copperbelt University
CCGHS – Commonwealth Consultative Group on Human Settlements
CHOGM – Commonwealth Heads of Government Meeting
ComHabitat – Commonwealth action for Human Settlements
CPF – Commonwealth People’s Forum
DANIDA – Danish International Development Agency
DFID – Department for International Development
DIA – Development Impact Assessment
DPU – Development Planning Unit, University College, London
DURP – Department of Urban and Regional Planning
EIA – Environmental Impact Assessment
GIS – Geographic Information System
IIHS – Indian Institute for Human Settlements
KIP – Kenya Institute of Planners
KNUST – Kwame Nkrumah University of Science and Technology
MDGs – Millennium Development Goals
MSc – Master of Science
NITP – Nigerian Institute of Town Planners
PCATP – Pakistan Council of Architects and Town Planners
PhD – Doctor of Philosophy
PPBS – Programme, Planning and Budgeting Systems
PROVIDE – Partnership for Research on viable environmental infrastructure development in East Africa
RTPI – Royal Town Planning Institute
SACPLAN – South African Council of Planners
SADC – South African Development Community
SIDA – Swedish International Development Agency
TOPREC – Town Planning Registration Council (of Nigeria)
UCL – University College London
UCLAS – University College of Lands and Architectural Studies
UN – United Nations
UNDP – United Nations Development Programme
UWI – University of the West Indies

Summary

The scale and pace of urbanisation in the Commonwealth is imposing new requirements on the planning and management of human settlements. The Communiqué from the Commonwealth Heads of Government Meeting (CHOGM) in 2009 said: 'Heads recognised that rapid urbanisation was posing a significant challenge in many Commonwealth countries, and that new and inclusive approaches to urban planning and management were central to achieving the MDGs.'

Unfortunately, many Commonwealth countries that are experiencing high rates of urbanisation and new slum formation have very few professional planners, and often operate planning legislation with its roots in an earlier era. Increasing the number of planners and equipping them with skills that are appropriate to twenty-first century urban development is thus important. In rapidly urbanising situations, where much of the development and economy is informal, plans quickly become out of date and a top-down technocratic approach to planning and regulation is likely to further disadvantage those dependent on the informal sector for incomes and shelter.

The purpose of the study

One of the three objectives in the ComHabitat Strategic Plan 2007-2011 was 'to strengthen leadership and governance by Habitat Agenda partners in approaches to sustainable and equitable human settlements development.'

The purpose of the study was thus to provide, for the first time, an overview of the 'state of planning education across the Commonwealth'. This fact-finding mission was recognised to be an essential building block for future action to strengthen planning education, and so ultimately increase the pool of skills and know-how to better address the mounting urban challenges in all Commonwealth countries. Thus the study is an exercise in collecting and analysing information, and drawing conclusions so practical action can be taken that will ultimately benefit citizens and businesses, and make our cities more resilient and inclusive.

The objectives were:

1. To establish a database of institutions across the Commonwealth that offer planning education at sub-professional and/or professional level.
2. To review their curricula in the context of CAP's work on the 'Re-inventing Planning' concept and the *Making Planning Work* guide.
3. To identify opportunities for on-the-job learning and mid-career continuing professional development.
4. To profile existing research strengths among the Commonwealth's planning schools.
5. To review existing systems of professional planning accreditation in the Commonwealth.
6. To review need for capacity for urban and regional planning in the Commonwealth.
7. In the light of the findings make recommendations about how capacity for urban and regional planning in the Commonwealth can be increased, both quantitatively and qualitatively, in relation to emergent needs. Identify ways to develop and deliver learning appropriate to today's imperatives.

How the research was done

The research had to overcome a number of serious obstacles. Until this study, no single database existed of planning schools in the Commonwealth. Furthermore, it is not always easy to define just

what constitutes a planning school or programme. This is because planning tends to be offered within schools based on other professions and disciplines, which include architecture and engineering but also increasingly environmental and/or social sciences. The planning component may be a whole undergraduate or post-graduate course, or just a small part of a degree in land management or geography, for example.

To overcome these difficulties the research adopted a methodology that enabled triangulation of data and information. The approach had four components:

- Compilation and classification of all easily accessible information and data;
- Feedback from planning schools via a questionnaire;
- Data check and insights from DPU Alumni and DPU partners;
- Comments and advice from an expert reference group.

Finally, there was also cross-reference to a recent worldwide study of planning education as part of the 2009 UN-Habitat Global Report on Human Settlements.

What were the findings?

Findings were organised regionally and can be summarised as follows:

- In East Africa (Kenya, Mauritius, Rwanda, Seychelles, Tanzania, Uganda and Zambia) urban growth rates are high and a high proportion of the urban population is living in slums. A key informant reported, 'A big shortage of planners exists'. There is no professional level planning education provision in Mauritius, Rwanda or Seychelles, and only Kenya has more than one planning school. There are moves towards professional registration for planners in Kenya, Tanzania and Zambia, and this may stimulate provision of planning education. However, the main international links and support to planning schools in this region are with continental Europe rather than Commonwealth countries.
- In Southern Africa (Botswana, Lesotho, Malawi, Mozambique, Namibia, South Africa and Swaziland) South Africa is notably more urbanised, and with a lower urban growth rate and lower proportion of urban dwellers in slums than the other countries. Mozambique and Malawi have very high urbanisation and slum levels. South Africa is the main provider of research and education in planning. There is evidence of a shortage of qualified planners in the rapidly urbanising countries. Skills development is linked to '*Re-inventing Planning*' in some schools in South Africa and Botswana, but there were too few responses to the DPU questionnaire to get a clear picture. The RTPI is now providing international accreditation to schools in Botswana and South Africa.
- In West Africa (Cameroon, The Gambia, Ghana, Nigeria and Sierra Leone) provision is concentrated in Nigeria where there are up to 40 centres providing professional courses or sub-professional courses that enable successful students to progress. The Registration Council in Nigeria has links to the [Nigerian Institute of Town Planners](#). There is no provision and no professional body for planners in The Gambia and Sierra Leone. Overall the approach seems to be rooted in physical planning and design, but with some teaching about issues of slum upgrading. There are high ratios of students to staff. Research appears to be individual-led rather than focused and feeding into policy-making. Overall, a lack of resources is hindering the capacity to match curricula to development needs.
- The Commonwealth Americas is comprised of Antigua and Barbuda, The Bahamas, Barbados, Belize, Canada, Dominica, Grenada, Guyana, Jamaica, St Kitts and Nevis, St Lucia, St Vincent and the Grenadines, and Trinidad and Tobago. There are many planning schools in Canada, but only two (plus a new Guyana-Suriname venture) in the Caribbean. Weak links within the Caribbean mean that governments send students to study in Canada, the UK or the US, even though such courses are less likely to address Caribbean concerns. Principles of *Re-inventing Planning* are being addressed in at least one course (UWI). In

general Canadian courses are focused on a Canadian agenda, influenced by their accreditation system from the [Canadian Institute of Planners](#), though issues of sustainable development are prominent. Research effort is diffuse – there is no strong centre addressing the issue of planning and climate change in the Caribbean.

- Across South-West Asia (Bangladesh, India, Maldives, Pakistan and Sri Lanka) the need for skills relevant to twenty-first century challenges (e.g. slum upgrading, integrated planning, climate change etc.) is very high, but too often planners are used to prepare master plans that are not implemented. There is serious under-provision of courses in all countries, though there is a strong school in Sri Lanka. Overall, the focus of many of the planning programmes is outdated. Research in planning schools is generally weak, though there are some strong centres of urban research in India and Pakistan that are not linked into planning education.
- South East Asia (Brunei, Malaysia and Singapore) is a region where planning systems are strong. However, the only provision of planning education is in Malaysia. More research is needed to establish how far the programmes there encompass the principles of *Re-inventing Planning*.
- In Australasia and the Pacific (Australia, Fiji, Kiribati, Nauru, New Zealand, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu and Vanuatu) provision is dominated by Australia, and to a lesser extent New Zealand. Despite high rates of urbanisation and vulnerability to climate change, most small island Pacific states have very limited planning systems, no local provider of planning education and a lack of indigenous planning institutions. Reviews of accreditation have been or are being undertaken in Australia and New Zealand. Shortages of planners are reported, while significant numbers of those who qualify in planning go to work in related fields. There are few students doing research-based Masters or PhDs in planning, and no single major centre equivalent to the African Centre for Cities to lead research in the region. Sustainability and environmental concerns figure prominently, and most of the 'Re-inventing Planning' principles are covered, though there are gaps on subsidiarity, market responsiveness and access to land. Gender and Equity is a compulsory module at the University of Auckland.
- In Europe (Cyprus, Malta and the UK) planning education provision is dominated by the UK. Indeed the UK is the largest provider of planning education in the Commonwealth. RTPI accreditation requires planning students to attain learning outcomes similar to those in *Making Planning Work*, though the issues at the heart of the 'Re-inventing Planning' paper are not necessarily addressed. Few UK programmes focus on urban planning under conditions of rapid urbanisation. There is an RTPI-accredited distance-learning course, but its students are mainly from the UK and Ireland.

The need for continuing professional development is increasingly recognised. A range of institutions, including schools of planning, provides mid-career training opportunities. More frequently, though, short specialist in-service training courses are run by public service colleges such as the All India Institute of Local Self Government or the Ghana Institute of Local Government Studies, which provide short courses of relevance to planning on an occasional basis.

Urban activist and lobbying NGOs, such as the [Karachi Urban Resource Centre in Pakistan](#), provide capacity building with a focus on local planning and development issues, and research-based NGOs, such as [Partners for Urban Knowledge, Action and Research](#) (PUKAR) based in Mumbai, India, run workshops and conferences on both conceptual and grassroots issues. Such organisations provide an important resource for mid-career development but there are not many in the developing cities of the Commonwealth and their funding tends to be precarious.

Universities give low priority to professional mid-career training while training establishments are giving way to degree courses. NGOs tend to be preoccupied with non-professional issues and the

immediate demands of their grassroots partners. Private sector consultants do not see the provision of training as part of their portfolios.

Conclusions and recommendations

There needs to be a step change in planning education in the Commonwealth. There are too few schools and too little research in areas where urban development and the urbanisation of poverty is strongest. However, there is also a tension between the need to train people for existing planning systems and practices and the need to develop new knowledge and skills that can lead practice towards addressing the twenty-first century challenges that were highlighted in 'Re-inventing Planning'.

International networks of planning schools have formed, though they have a continental rather than Commonwealth base. While this study represents a breakthrough in gathering information about planning education in the Commonwealth, further work is needed to get a better sense of the agents of change and the barriers to change. Accreditation systems in particular need to be explored in more detail.

Four priorities are identified for action over a 12 to 24 month period. These are:

- Accreditation – Consider the systems of professional accreditation that currently operate within the Commonwealth in relation to two questions. First, is there scope through the professional accreditation requirements to embed the concerns of 'Re-inventing Planning' and the skills from *Making Planning Work* into many teaching programmes across the Commonwealth? Second, how can a form of international accreditation that is sensitive to the needs of planners in different countries be made accessible to all planning schools in Commonwealth countries?
- Networking - Build Commonwealth networks of planning schools and of planning students to raise their awareness of the opportunities through the Commonwealth for innovation and mutual support.
- E-learning - Establish what e-learning materials currently exist on topics of central concern to pro-poor planning and management of human settlements in rapidly urbanising countries. Such topics would include disaster mitigation and recovery, slum upgrading, working with customary land tenure, accommodating the needs of informal traders, and gender in development. What can be made widely available quickly and cheaply? What gaps are there and how might they be filled?
- Advocacy - Act as advocates for the modernisation of planning legislation and practices, a Commonwealth human settlements research agenda, and the need for access to professional-level planning education and mid-career training throughout the Commonwealth

Chapter 1: Origins of the Study

'Urban planning is essential to crafting solutions to the pressing urban problems of the twenty-first century, yet the professional planning practices in place have not always been able to keep pace with the challenges faced by urban areas. This is particularly the case in developing countries' UN-Habitat (2009, p.185)

The scale and pace of urbanisation in the Commonwealth is imposing new requirements on the planning and management of towns, cities and urban regions. The Communiqué from the Commonwealth Heads of Government Meeting (CHOGM) in 2009 said: 'Heads recognised that rapid urbanisation was posing a significant challenge in many Commonwealth countries, and that new and inclusive approaches to urban planning and management were central to achieving the MDGs.'

This statement reflected the findings of a 2009 research project, which was conducted by the [Commonwealth Association of Planners](#) (CAP) as a member of ComHabitat, Scoping the State of Commonwealth Cities (French and Hague 2010). The research showed that Commonwealth cities are growing rapidly (by over 23 million people a year), and that almost half this growth takes the form of slums. The cities are vulnerable to the impacts of climate change, but also they are critical to any adaptation and mitigation strategies. The spread of the cities also consumes agricultural land and thus exacerbates concerns about food security. However, the cities are the economic dynamos where the wealth is created that can lift people out of poverty. The economic advantages of cities are a theme strongly developed in what is called, 'The New Economic Geography', for which the World Bank (2009) is a powerful advocate.

In contrast to these twenty-first century concerns, planning systems in many Commonwealth countries still bear the stamp of colonial legislation. There are quantitative and qualitative problems with the delivery of urban planning as a key part of good urban governance. In quantitative terms some of the countries with very high rates of urbanisation have few planners and a very low ratio of planners to the population as a whole. In Malawi, for example, the professional planning institute has less than 30 members, but the urban population is expected to increase from 2.5 million in 2007 to 6.1 million in 2025, and 91 per cent of urban dwellers in 2001 were living in slums. Meanwhile, the Maldives are experiencing rapid urbanisation, strong tourist development pressures and major threats from rising sea levels but have only two or three professional planners working there.

In part the situation with respect to planners reflects a general shortage of professionals in developing countries in the Commonwealth. However, it also means that shortages in other sectors are exacerbated in relation to need, since poor urban development creates ill health, blocks access to education, and creates economic inefficiencies through, for example, the costs of severe traffic congestion.

Do the existing planners have the right skills to tackle today's needs? Is the planning education system equipping new graduates with the knowledge, skills and values they need? The 2006 UN-Habitat World Urban Forum was something of a landmark event. It endorsed the concept of 'Re-inventing Planning', and the Executive Director of UN-Habitat launched a book bearing the CAP logo. The book, *Making Planning Work: A guide to approaches and skills* (Hague et al 2006) used case studies from around the world to show how planning can be and must become a more inclusive and strategic process. The book concluded with a call for capacity building, encompassing institutional development, organisational development and human resource development.

Planning systems in the Commonwealth are typically rooted in the attempts to manage (some would say micro-manage) change in land use. This is a legacy from the British 1947 planning legislation (or even earlier UK planning Acts). In rapidly urbanising situations, where much of the development and economy is informal, this becomes problematic. Plans quickly become out of date and difficult to

update, and so attempts to implement them, by using them to regulate development, become fraught. Traditional approaches assumed that a development plan was the expression of the unified public interest, and that the public sector would have a strong role to play in carrying through development. So plans took little account of gender differences, for example, or the needs of small business or the poor, except in so far as everyone could be seen to benefit if cities could be made more efficient (new highways) and more beautiful (protection of open space, architectural conservation, slum clearance and so on). The delicate and difficult trade-offs needed between social, economic and environmental costs and benefits get smothered beneath bureaucratic routines and uncritical adherence to assumptions about the public good. Addressing such dilemmas underpins the idea of 'Re-inventing Planning'.

For a long time planning education reinforced these same assumptions, and indeed the planning schools still need to equip students with enough know-how of the 'real world' of planning practice for them to be employable. However, planning education does not depend on legislation and political power to the extent that practice does, and thus it is more flexible and adaptable. Many planning programmes have embraced social science and environmental science as key parts of the curriculum. Nevertheless, practical projects have always been a major part of the pedagogy of planning education. They were part of the legacy from the profession's early links with architecture, and still underpin the teaching of urban design and local scale plans. This 'studio teaching' is a more potent force for 'deep learning' and socialising students than classroom teaching. While such project work can be used in diverse ways to develop a wide range of skills, there is also the risk that it reaffirms rather than challenges existing practices and orthodoxies. To cite just one example, assessment is usually through students defending their drawings in front of a critical audience, a process unlikely to develop skills in negotiation and consensus building, which are essential to inclusive forms of planning. At present we do not know how far planning education across the Commonwealth is equipping students to plan in ways that can reduce vulnerability to natural disasters, deliver participatory slum up-grading, create more environmentally-friendly cities, cope with fierce conflicts over the development of land, etc.

The ComHabitat response

The need for capacity building in planning was taken up in the [ComHabitat Strategic Plan](#), 2007-2011. ComHabitat is a partnership working to improve human settlements in Commonwealth countries. The partners are the Commonwealth Secretariat, the Commonwealth Foundation, the [Commonwealth Association of Planners](#), the Commonwealth Human Ecology Council, the Commonwealth Local Government Forum and Homeless International. ComHabitat reports to the Commonwealth Consultative Group on Human Settlements (CCGHS), and it was CCGHS, at its meeting in Nairobi in 2007, that endorsed the ComHabitat Strategic Plan. One of the three objectives in the Plan was to 'strengthen leadership and governance by Habitat Agenda partners² in approaches to sustainable and equitable human settlements development'. The text relating to this objective stressed that 'new urban development approaches need to be explicitly pro-poor and inclusive, acknowledge the dynamics of informal sectors and create opportunities for all. There can be no rigid blueprint for urban development, since this rests on a diverse set of cultures and legal systems. The approach recognises the potential that exists to use information and communication networks, Commonwealth universities and other training institutions, professional groups and practitioners, to develop curricula and learning materials, and to share experiences in sustainable planning of urban centres.'

The re-evaluation of the importance of urban planning was reflected in the decision of UN-Habitat to make it the focus of its 2009 Global Report on Human Settlements. In respect of planning education,

² The Habitat Agenda recognises that its goals can only be achieved through various actors working in partnership. The United Nations Human Settlements Programme (known as UN-Habitat), which is the UN agency responsible for human settlements, cities and implementing the Habitat Agenda, works with partners including: governments, international and regional organisations, municipalities and various regional and international local authority groups; parliamentarians, non-governmental organisations, community-based organisations, women's and youth groups, trade unions, urban professionals, researchers and spiritual organisations.

this report concluded, 'There is a significant need for updating and reform of curricula in many urban planning schools, particularly in many developing and transition countries where urban planning education has not kept up with current challenges and emergent issues' (UN-Habitat 2009, p.xxix).

Like other UN-Habitat reports the 2009 study fails to address the situation in the Commonwealth as an entity. There are organisations that link planning education institutions on a continental basis in Africa, Asia, America, Europe and Australasia, but no Commonwealth equivalent. Thus there is a vacuum in knowledge of basic facts about planning education provision across the Commonwealth. At a time when Commonwealth civil society (in the Commonwealth Peoples' Forum communiqués from 2007 and 2009) and the 2009 CHOGM have recognised the vital contribution that better planning can make to more sustainable urbanisation, this lack of information is a significant gap.

Thus this report has been prepared on behalf of ComHabitat, in response to the endorsement of its Strategic Plan by the CCGHS. The Commonwealth Secretariat appointed CAP to undertake this research. In turn CAP contracted the [Development Planning Unit](#) (DPU) from University College London (UCL) to collect the information and draft the report. The objectives were:

1. To establish a database of institutions across the Commonwealth that offer planning education at sub-professional and/or professional level.
2. To review their curricula in the context of CAP's work on the 'Re-inventing Planning' concept and the *Making Planning Work* guide.
3. To identify opportunities for on-the-job learning and mid-career continuing professional development.
4. To profile existing research strengths among the Commonwealth's planning schools.
5. To review existing systems of professional planning accreditation in the Commonwealth.
6. To review need for capacity for urban and regional planning in the Commonwealth.
7. In the light of the findings make recommendations about how capacity for urban and regional planning in the Commonwealth can be increased, both quantitatively and qualitatively in relation to emergent needs. Identify ways to develop and deliver learning appropriate to today's imperatives

Structure of the report

The next Chapter explains the methodology adopted by the researchers.

Chapter 3 then expands on the context of planning education in the Commonwealth. The Chapter highlights the key challenges in planning and managing human settlements in the Commonwealth today. These include high rates of urban growth, the urbanisation of poverty, and risks from natural and technological disasters. Chapter 3 also outlines the knowledge and skills needed and provides a general overview of how many planning schools there are and where they are located.

Chapter 4 assembles the findings from the research so as to review the provision of planning education across the Commonwealth, region by region. This includes discussion of numbers, types and orientations of courses. It also looks at accreditation systems.

Chapter 5 then discusses provision of mid-career and continuing professional education. Chapter 6 draws conclusions from the findings of the research and, finally, Chapter 7 sets out recommendations for follow-up action. There is also a database of planning schools, which is included as an annex.

Chapter 2. Methodology

It is not easy to research institutions offering planning education. Universities began providing planning education early in the twentieth century. However, the teaching was typically targeted only at architects, engineers, surveyors and landscape architects, and often provided only as an adjunct to courses for those professions. These origins still influence patterns of planning education provision within the Commonwealth, so that elements of planning may be taught, but not very visible, within university departments concerned with construction and the built environment. The 1980s saw the rise of environmental concerns and the development of some planning courses with an 'environmental planning' label, possibly again within departments not bearing 'Planning' in their name. Also, as the limitations of traditional approaches to land use management in rapidly urbanising situations were recognised, the term 'development planning' came into being to emphasise a more integrated and participatory approach to urban problems. The book, *Making Planning Work: A Guide to Approaches and Skills* (Hague et al 2006), argues, 'The planning and management of urban development embraces a great deal more than land use...' (p.83) and that 'Professional boundaries need to be permeable' (p.10). These 'soft edges' that are so integral to the ideas of re-inventing planning make it harder to identify the Commonwealth's providers of planning education. Furthermore, resources to do this survey were limited so the research team had to adopt a pragmatic rather than a comprehensive approach.

Therefore, the project methodology was based on four components that were designed to reinforce and triangulate data and information.

1. Compilation and classification of all easily accessible information and data

An initial database of current planning schools in Commonwealth countries was built up on the basis of knowledge provided through DPU networks, geographically specific inventories of planning schools and a web search. The database collated basic information such as the geographical and institutional location of the planning school, the qualifications it offered, the research pursued, staff and student numbers (where possible), form of accreditation and a contact person.

2. Feedback from planning schools

A basic questionnaire (Annex II) was sent to each planning school, to cross-check the information, and to assess the extent to which the curriculum covered the topics prioritised in the 2006 World Planning Congress paper, [Reinventing Planning: A New Governance Paradigm for Managing Human Settlements](#) (Farmer et al 2006). The electronic mail-out involved contacting 85 planning schools, from which we received 21 replies.

3. Data check and insights from DPU Alumni and DPU partners

At the same time, the country/regional level database was sent to a selection of country-level DPU alumni or DPU partners for checking, along with additional questions about the strengths and weaknesses of the programmes, the key planning-related policy and legislation, and the availability of continuing education and training opportunities for mid-career professionals. Sixteen of the 18 colleagues approached responded.

4. Inputs from Reference Group

At the beginning of the project a Reference Group of senior professionals and academics with extensive experience of planning in all the major countries and regions of the Commonwealth, was set up. On the basis of steps 1 to 3, the authors produced a first draft of the report. This draft was then sent to the Reference Group and their inputs were incorporated into this final report.

In the subsequent sections, the DPU Alumni, partners and members of the Reference Group are referred to as 'key informants'. In the course of the study, Reference Group members directed us to useful bibliographical material on planning education, and information from these, particularly related to Africa, is reflected in the text.

Despite all these efforts, largely due to the limitations of time and resources, there were still areas that were incomplete. At that point CAP took on the task of trying to fill some of the gaps by drawing on its own contacts and expertise. Given the pioneering nature of the study, this report should be seen as a work in progress as CAP continues its endeavours to create an institutional framework that would bring Commonwealth planning schools into closer contact and take forward the capacity building that is required. The database and the following sections provide a good basis on which to build further research in the future.

3. The Context of Planning Education in the Commonwealth

Chapter 1 alluded to some of the reasons why both UN-Habitat and Commonwealth bodies are focusing on the new importance of urban planning. This Chapter explains in more detail the scale and implications of urban growth. It then discusses what kind of knowledge and skills are needed in this challenging context. Finally, it summarises key findings from other sources about recent changes in planning education.

A surge of city building

Three urban trends stand out in the recent report on '[The Commonwealth's Urban Challenge: Scoping the State of the Commonwealth Cities](#)' produced for ComHabitat (French and Hague 2009).³ The first relates to the rate of urban growth in the Commonwealth.

The Commonwealth's urban population is growing by 23.4 million people a year, or roughly 65,000 a day. Currently the Commonwealth is less urbanised than the rest of the world, but it is catching up quickly. Between 2005 and 2010 the global urbanisation rate was put at 2 per cent. However, the Commonwealth's rate was expected to be 2.6 per cent. In a generation we are seeing a vast extension of cities. The staggering growth is not confined to the existing mega-cities such as Lagos or Mumbai. Other 'million-plus' cities will see a doubling of their population between 2000 and 2025. Nairobi, Klang and Kampala are examples. However, most of the growth will be in the smaller, provincial cities, places where often there are few, if any, planners at present. Similarly, urban growth rates in small island Commonwealth states can be very high. In the first quarter of the century, a 200 per cent increase in the urban population is forecast for the Maldives, a 180 per cent increase for the Solomon Islands and 175 per cent for Vanuatu. Meanwhile in the Commonwealth countries that are highly urbanised already (e.g. Canada and Australia), the rates of urban population growth are much lower but the physical spread of urban areas is almost as fast since households are consuming more space. In short, there is going to be a lot more urban development in the coming decades. The question is whether it is planned or unplanned, in a sustainable and equitable form.

The second trend is that most Commonwealth cities are becoming more unequal. Almost half of the annual urban growth in the Commonwealth today is in the form of slums. It is estimated that slum dwellers in the Commonwealth will have increased from 321 million in 2001 to approximately 414 million in 2010, corresponding to about 10 million slum dwellers per year (French and Hague 2009 [drawn from UN-Habitat 2006], p 24-25). Selected indicators highlight specific inequalities. For example, in 2007 more Commonwealth countries had more people without access to sanitation⁴ and water⁵ than in 2000 (p 29-30), and more Commonwealth citizens experienced insecure tenure conditions than in 1999 (p 33). The Centre for Housing Rights and Evictions (COHRE) reported that between 2003 and 2006 forced evictions took place in 16 Commonwealth countries, with threatened or planned evictions in a further 12 countries.⁶ Slums are growing at a fast rate than slum upgrading. The Commonwealth's goal, adopted by CCGHS in 1999 – 'Demonstrated progress towards adequate

³ French, W and C Hague (2009) 'The Commonwealth's Urban Challenge: Scoping the State of the Commonwealth Cities' report produced for ComHabitat by CAP in partnership with the RTPPI, the Commonwealth Foundation and the Commonwealth Secretariat.

⁴ Bangladesh, Barbados, Botswana, Cameroon, The Gambia, Ghana, Grenada, Guyana, India, Jamaica, Kenya, Kiribati, Lesotho, Malawi, Malaysia, Maldives, Mauritius, Mozambique, Namibia, Papua New Guinea, Sierra Leone, South Africa, St Kitts and Nevis, Swaziland, Tanzania, Trinidad and Tobago, Uganda and Zambia (ibid, p. 29).

⁵ Bangladesh, The Gambia, Jamaica, Kenya, Kiribati, Lesotho, Maldives, Mozambique, Nigeria, Papua New Guinea, Samoa, Sierra Leone, St Kitts and Nevis, St Lucia, Swaziland, Tanzania, Trinidad and Tobago, Uganda and Zambia (ibid, p 29).

⁶ Forced evictions: Bangladesh, Botswana, Cameroon, Gambia, Ghana, India, Kenya, Malaysia, Namibia, Nigeria, Pakistan, Papua New Guinea, South Africa, Sri Lanka, Uganda and the UK. Evictions threatened or planned: Bangladesh, Botswana, Ghana, Kenya, India, Malawi, Malaysia, Nigeria, Pakistan, South Africa, Swaziland and the UK (Ibid, p. 33).

shelter for all, with secure tenure and access to essential services in every community by 2015 –' is proving difficult to achieve. Unless Commonwealth cities develop differently in the coming decade, the number of citizens lacking these basic facilities will escalate.

The third trend is the increasing numbers of vulnerable Commonwealth urban dwellers who are at risk to both natural and man-made hazards. Climate change has become a matter of growing concern for Commonwealth governments, and especially those in small island states because of their vulnerability to changes in sea level. Countries with over 25 per cent of their populations living in what is called the Low Elevation Coastal Zone are often the smallest, for example, The Bahamas, Belize, Guyana, Nauru and Tonga. Commonwealth cities most at risk are Accra, Banjul, Cape Town, Chennai, Colombo, Dar es Salaam, Dhaka, Durban, Freetown, Karachi, Kolkata, Kuala Lumpur, Lagos, Maputo, Mombasa, Nassau, and Singapore (French and Hague 2009 [drawn from UN-Habitat 2006], p. 44).

'Urban planning and the promotion of green/low carbon development have key roles to play [in responding to climate change]. There are unprecedented opportunities for fundamental change – economic, institutional, technological, social and political – which until recently have been low priorities on urban agendas.' DFID (2010, p.8)

These three trends highlight the critical need for effective governance and planning, not just to address the problems faced by a growing number of urban dwellers but to do it in a way that addresses inequality and the challenges of environmental conflict and climate change. Indications are that many countries are experiencing difficulties in tackling this urban planning challenge. For example, using the UN-Habitat (2006) global scorecard to check progress towards MDG 7, the performance of 21 Commonwealth countries indicates that only South Africa, Sri Lanka, and Trinidad and Tobago are demonstrating conditions towards meeting Target 11.⁷

At risk of failing to reverse growth in the number of slum dwellers are Botswana, India, Jamaica and Namibia. Countries that are 'off track' and require urgent attention are Bangladesh, Cameroon, The Gambia, Ghana, Kenya, Lesotho, Malawi, Mozambique, Nigeria, Pakistan, Sierra Leone, Tanzania, Uganda and Zambia (French and Hague 2009 [UN-Habitat 2006], p. 26).

Can the current systems of planning education and professional development in the Commonwealth contribute to meeting this urban planning challenge?

⁷ With the target to achieve a significant improvement in the lives of at least 100 million slum dwellers by 2020.

Table 3.1: Percentage of the Urban Population (2007) by the Annual Growth Rates (2005-2010)

% Urban 2007	Annual growth rates 2005-2010					
	Less than 1%	1-2%	2-3%	3-4%	4-5%	Over 5%
10-19%	Sri Lanka		Trinidad and Tobago		Solomon Islands; Uganda	Malawi
20-29%	Guyana	St Lucia; Samoa; Swaziland; Tonga	India	Bangladesh; Lesotho	Kenya; Tanzania; Vanuatu	
30-39%	Antigua and Barbuda; Grenada	Barbados; St Kitts and Nevis; Tuvalu	Sierra Leone; Zambia	Namibia; Pakistan	Mozambique	Maldives
40-49%	Mauritius	Kiribati; St Vincent and the Grenadines		Ghana; Nigeria		
50-59%	Jamaica	Fiji; Seychelles; South Africa	Botswana; Cameroon	Belize	The Gambia	
60-69%		Cyprus		Malaysia		
70-79%	Dominica		Brunei Darussalam			
Over 80%	Malta; Nauru; UK	Australia; The Bahamas; Canada; New Zealand; Singapore				

Source: Tables 1, 2 and 3 in French and Hague (2009), 'The Commonwealth's Urban Challenge: Scoping the State of the Commonwealth Cities'

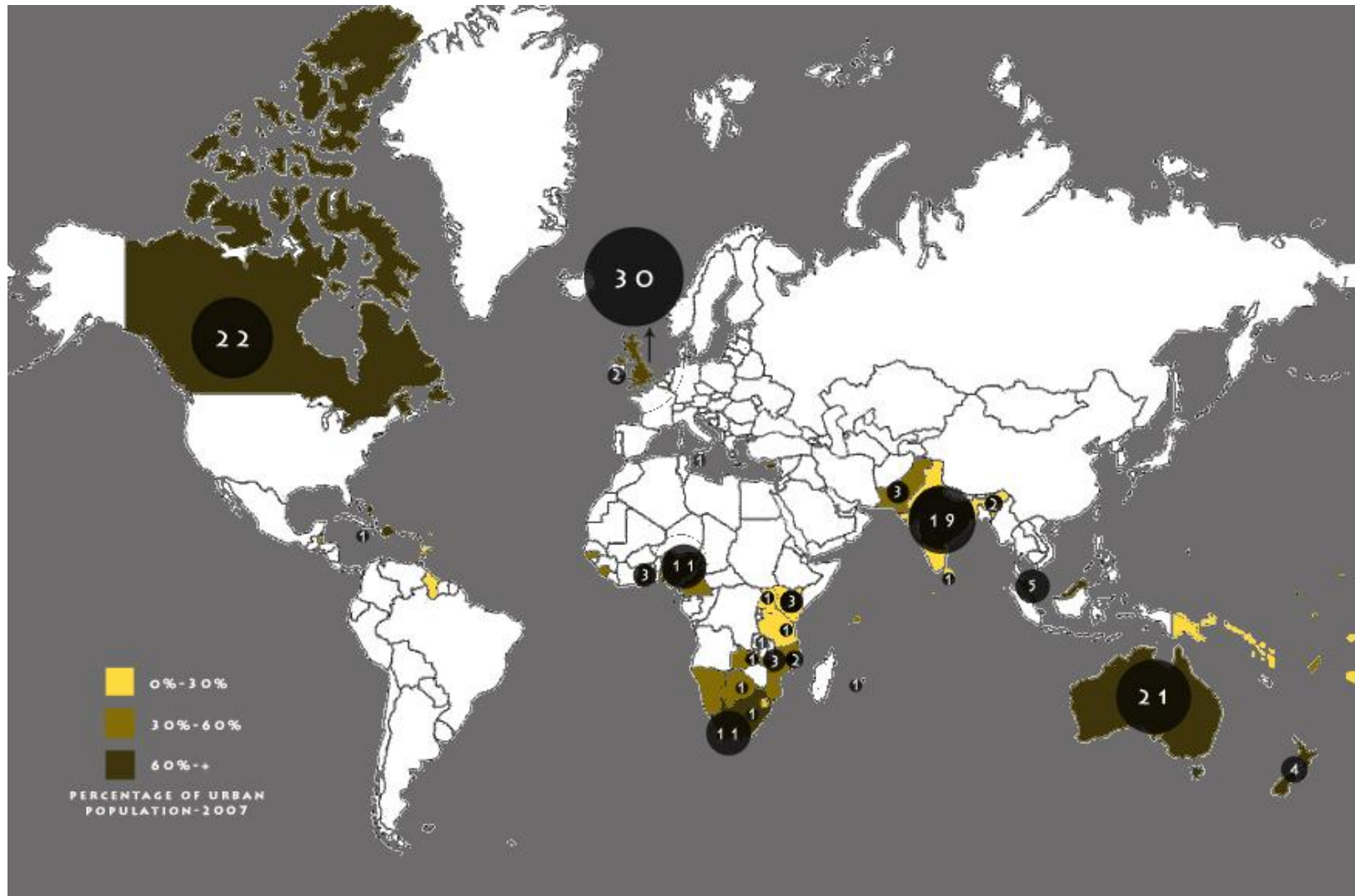
Key

<50 % of urban population living in slums

50-89% of urban population living in slums

>90% of urban population living in slums

Figure 1: Number of Planning Schools by Percentage of Urban Population in Commonwealth Countries (2007)



What kind of knowledge and skills are needed?

The preparation of the book, *Making Planning Work: A Guide to Approaches and Skills*, was supported by UN-Habitat, the UK Department for International Development (DFID), CAP, the [Royal Town Planning Institute](#) (RTPI), the UK's then Office of the Deputy Prime Minister and the UK's Academy for Sustainable Communities. The UN Under-Secretary General and Executive Director of UN-Habitat, Dr Anna Kajumulo Tibaijuka, wrote that it 'looks at some of the key skills that underpin the new spirit of planning' (Hague et al 2006, p.ix). While *Making Planning Work* was addressing a global audience rather than specifically looking at the Commonwealth, the skills it listed provided the basis for this research.

The book recognised the kind of trends that have been sketched in this Chapter. It stressed that despite the problematic nature of today's urbanisation, cities are 'the engines of national and regional development (p.2). Faced with this array of urban challenges, the authors rejected 'the discredited top-down, technocratic master plans from a previous age' and instead argued that 'sustainable development and poverty reduction' should be core concerns (p.10). It called for technical skills to be supplemented by 'mainly "soft" people-focused skills' (p.11). It is also important to stress that the technical skills are themselves changing, as increasing use is made of Geographical Information Systems (GIS), remote sensing and computer-aided design.

The book used case studies from many countries (including 10 Commonwealth countries) to illustrate how these kinds of skills are being put to use. The list of skills identified are summarised and generalised in Box 3.1.

Box 3.1: Key skills for a re-invented form of planning

Analytical and cognitive skills

- Understanding the environmental dimensions of sustainable settlements;
- Understanding the economic dimensions of sustainable settlements (including the importance of the informal sector);
- Understanding the social dimensions of sustainable settlements (stakeholder analysis, diversity, marginalised groups);
- Understanding the cultural dimensions of sustainable settlements (e.g. ethnic minority cultures in relation to urban issues).

Communication, negotiation and inclusion

- Communication, language and listening skills;
- Negotiation, mediation and conflict resolution skills;
- Skills for building inclusion.

Being strategic

- Integrative skills (seeing connections, imagining more than one step at a time);
- Vision (creativity and imagination);
- Leadership skills.

Management

- Managing and accounting for budgets;
- Building and sustaining partnerships;
- Change management.

Monitoring and learning

- Monitoring and evaluation skills;
- Learning from and with others;
- Learning in and from practice.

Source: Developed from Hague et al (2006)

In April 2008, CAP and the RTPI, with financial support from the Lincoln Institute of Land Policy, launched an on-line 'self-diagnostic tool' as a means for respondents to assess the capacity of planning in their country. Anyone engaged in planning or human settlements issues was invited to complete the on-line questionnaire. The results were summarised by French and Natarajan (2008). By October 2008, there had been 1,268 responses from 117 countries, including 551 from 31 Commonwealth countries. Since respondents effectively volunteered themselves to provide the information, the results cannot be treated as scientific findings.

The design of the questionnaire had drawn strongly on the themes outlined in the '[Re-inventing Planning](#)' paper at the 2006 World Urban Forum (Farmer et al 2006). The paper identified five key concerns where new planning skills were needed to make a difference. These were: reducing vulnerability to natural disasters; creating environmentally-friendly cities; reducing new slum formation; building sustainable economic growth; and conflict resolution and safer cities. The respondents were asked whether there were courses in their countries providing training on these topics. Overall the proportions responding positively ranged from only 27 per cent (on natural disasters) to 63 per cent (on economic development). These findings suggested there were indeed education and capacity gaps on some key emergent issues.

Questions were also asked about the barriers to accessing education on priority aspects of planning. Respondents from every continent commented on the shortage of people with the knowledge and skills needed. A respondent from Malawi stated, 'There are very few trained urban planners'; another from Sri Lanka noted a 'lack of experts'. Inadequate and out-of-date information, teaching materials and books were also a problem: a Nigerian observed that 'information in these areas is limited...curricula are not reviewed frequently to take cognizance of changes in various fields/areas', while an Indian respondent pointed to a 'lack of availability of data'. Bureaucratic inertia was a recurrent theme across many countries.

Planning Education – the 2009 global picture

UN-Habitat (2009) published an important global overview of provision of planning education just after the DPU completed its research for this report. It acknowledged a difficulty already alluded to here in Chapter 2: 'A core of university programmes teach urban and regional planning under the sanction of national or international accreditation agencies to students who intend to formally practice the profession...[however there are also] urban and regional planning degree programmes in countries where there is no accreditation system, as well as modules of study focused on planning that are delivered within degree programmes in architecture, economics, engineering, geography, landscape architecture, law, urban studies and other fields. Finally there are non-degree-granting units within universities and elsewhere that teach urban and regional planning skills to working professionals and/or lay people...' (p.189).

Within this spectrum the analysis in the UN-Habitat report concentrated on the formal urban and regional planning provision at university level. Planning is taught both as an undergraduate programme and as a post-graduate degree. Table 3.2 is compiled from this UN-Habitat data, by picking out the Commonwealth countries from the global dataset.

Table 3.2: University Planning Schools in Commonwealth Countries

Country	Number of planning schools
Australia	19
Bangladesh	1
Botswana	1
Canada	21
Ghana	1
Jamaica	1
Kenya	3
India	15
Lesotho	1
Malaysia	4
Malta	1
Mozambique	1
New Zealand	5
Nigeria	39
Pakistan	1
Rwanda	1
South Africa	11
Sri Lanka	1
Tanzania	1
Uganda	1
UK	25
Zambia	1
TOTAL	155

Source: UN-Habitat (2009, p.189).

It is no great surprise to find that the numbers do not tally exactly with those identified by the DPU in its work for this project. The difficulties in pinning down a definition of planning schools plus basic gaps in information are enough to account for any discrepancies. The general picture is consistent between the two surveys, with the exception of Nigeria, where the difference between the UN-Habitat figure of 39 and the DPU figure of 11 is probably accounted for by the inclusion in the UN-Habitat data of 20 polytechnics and colleges that provide training for planning technicians, at Ordinary and Higher National Diploma levels (OND, HND). Indeed, in Chapter 4, when Nigeria is discussed in more detail, the suggestion is that there are 20 schools. Both surveys fail to record the school in Trinidad and Tobago, and the DPU figure of 3 for Pakistan is certainly more realistic than the UN-Habitat figure of 1. Taking the UN-Habitat figures, less than half of the Commonwealth countries have a planning school (22 countries only), and only nine countries have more than one school. Quite clearly, with the possibly anomalous exception of Nigeria, provision is spread thinly and overwhelmingly concentrated in Commonwealth countries with very low rates of urbanisation. India and Nigeria are the only rapidly urbanising countries with a significant number of planning schools, and that number is partly a reflection of the sheer size of these two countries. South Africa is also significant regionally.

The UN-Habitat report provided some comments on curriculum, but no breakdown in respect of the Commonwealth. Perhaps the most surprising and worrying finding was that only a third of the schools were teaching about climate change. Similarly the study found that gender was not a 'common core part of the syllabus in many urban planning schools' (p.191).

'Planning education in Africa is often closely tied to the educational systems of former colonial powers, often with emphasis on master planning following the British tradition. While technical and physical planning approaches dominated for many years, this has changed in recent decades, with greater attention being paid to include economic development and environmental planning, as well as newer participatory and collaborative ideas. At the same time there are many calls for reform of urban planning education in Africa in order to make planning more responsive to the needs of African peoples, to better prepare planners for work in the private and non-profit sectors, to better confront issues of state power and implementation, to better understand decision processes and capital investment issues, and to be more able to retain academic staff.' UN-Habitat 2009, p.193.

Professional accreditation

Professional accreditation of planning programmes is an important issue, as was recognised by the UN-Habitat study. Accreditation helps to set standards and provide institutional support from the wider profession, and can be a link between education and practice. Against that, accreditation can impose constraints on curriculum and delivery.

Chapter 4. What do Commonwealth Planning Schools Offer?

CAP is currently organised on the basis of eight regions, and this geographical arrangement provides a framework within which to discuss the provision of planning education. This chapter thus looks in sequence at the three African regions (East, West and South), then at the Americas, then the two Asian regions (South East and South West), then Australasia and the Pacific, and finally at Europe. The review is based on the research by the DPU team, but this has been supplemented by some further work by CAP, particularly in relation to Europe.

East Africa (Kenya, Mauritius, Rwanda, Seychelles, Tanzania, Uganda, and Zambia)⁸

'Kitale is a city of about 165,000 people, some 380kms north-west of Nairobi. It is experiencing strong inward migration from its rural hinterland. Growth has outstripped the capacity of the Kitale Municipal Council (KMC) to plan the development effectively and deliver infrastructure and other services. As a result, 65% of its residents do not have access to secure tenure, decent shelter, safe water, sanitation, health services, employment opportunities and other basic needs, and live in informal settlements and slums such as Kipsongo, Shimo La Tewa and Tuwan.' *CAP NEWS*, 17, p.14.

Context

Kenya, Tanzania, Uganda and Zambia all have a broadly similar proportion of their populations living in urban areas (21.3% to 35.2% in 2007), high annual urban growth rates (4.2% to 5.2%, 2005-2010⁹), and a high proportion of the urban population living in slums (70.7% to 93% in 2001). All these countries have planning systems built on planning regulations set in place in colonial times. Rwanda, which joined the Commonwealth at the end of 2009, has an exceptionally low level of urbanisation at present (less than 10 per cent) but is experiencing urban growth of around 5 per cent a year (UN-Habitat 2003, p.252). Mauritius and Seychelles are small island states, with a relatively small but urbanised population (42.3% in Mauritius and 53.8% in Seychelles) and a low annual urban growth rate (0.9% and 1.4% respectively for 2005-2010)

The planning systems in this region are built on planning regulations from colonial times. For example, the existing planning law in Zambia is derived from the Town and Country Planning (Amendment) Act (No. 21 of 1997) and is based on the Town and Country Planning Act of 1962, which itself was formulated mainly from the 1947 British Town and Country Planning Act. This 1997 Zambian Act marked a shift from master to structure plans, in other words an attempt to make plans more policy-focused and strategic (as had been the case when structure plans superseded the 1947 system plans in England in 1974). The Act allows the minister of local government and housing to appoint a director of physical planning and housing, a public officer in charge of town and country planning in a planning authority. The Minister approves structure plans after a public consultation process.

In Kenya, planning is highly centralised in the office of the national director of physical planning, which is responsible for the formulation of all physical plans. Local authorities only have responsibility for development control.

In Tanzania, the Urban Planning Act and the Land-use Planning Act govern urban and regional planning. Both date from 2007 and together replaced the 1956 Town and Country Planning Ordinance Cap. 378. The Ministry of Lands, Housing and Human Settlements Development has a director of physical planning, who is the chief technical advisor to the minister on matters of physical planning

⁸ The information for this region was drawn from two key informants and DPU Alumni and associates (Malawi and Tanzania), and from the website. No planning schools in this region replied to the questionnaire sent out.

⁹ The exception is Zambia, which has the lowest projected urban growth rate (2.3%, 2005-2010). However, historically Zambia has had one of the highest urban growth rates linked to its mining history.

and the approving authority for all urban and rural plans prepared by local authorities in Tanzania's mainland.¹⁰

The high rates of urban growth present some serious challenges. The shortage of planners can be included amongst these and puts the current need for planning education in the region in context. A key informant notes that the 'challenges facing towns...in Kenya and the region (uncontrolled urbanisation, proliferation of informal settlements, traffic congestion, deepening urban poverty, etc) call for professionally trained planners. A big shortage of planners exists'.

Accreditation in the region varies. There have been some steps in recent years to establish registration boards, an indication that the importance of professional planning skills is becoming recognised. In Kenya, no formal accreditation system exists, but according to a key informant, there are informal linkages between the Kenyan Institute of Planners (KIP) and universities, through which KIP is accepting graduates from local universities for graduate membership for the first time. They have to sit some professional examinations after two years of practical experience, before obtaining full membership. Formal criteria and minimum requirements for accreditation are being developed by KIP in collaboration with the Physical Planners Registration Board.¹¹

In Zambia, the Zambia Institute of Planners provides professional accreditation to planners after two years of practice. The main legal instrument for professional planners, the Zambia Institute of Planners Bill, is still under discussion and has not yet been approved.

In Tanzania there is one planning school at Ardhi University (ARU). The Tanzania Commission for Universities accredited the programmes in the school in 2006 when the university was created. ARU has membership of the Town Planners Registration Board following the enactment and approval of the Town Planners Registration Act of 2007. Initial steps are being made to solicit accreditation by the [Royal Town Planning Institute](#) (RTPI) in the UK.

'The meeting called for active steps towards harmonisation of planning approaches and planning education within the East Africa Region.' Report on CAP East African meeting in Kampala, 2007, *CAP NEWS* 18, p.6.

All institutes or associations of planners in the region, with the exception of those in Zambia, are members of CAP. There is no organisation representing planners in Seychelles or Rwanda, though the Kigali Institute of Science and Technology has approached CAP for help in developing a planning programme.

Programmes

Three of the seven planning schools in the region are in Kenya (Table 4.1). Both the University of Nairobi and Maseno University offer PhD degrees. Tanzania's Ardhi University and Uganda's Makerere University also offer undergraduate through to PhD programmes. In Zambia only an undergraduate programme is offered at the Copperbelt University, and Mauritius only offers a diploma or certificate in Town and Country Planning.

¹⁰ Tumsifu Nnkya and John Lupala, School of Urban and Regional Planning, Ardhi University, Dar Es Salaam, Tanzania.
http://www.africanplanningschools.org.za/images/stories/aaps/Workshop_papers/ardhi_tanzania.pdf

¹¹ The Physical Planners Registration Board is established through the Physical Planners Registration Act (No. 3 of 1996) and is appointed by the Minister for Lands and Housing.

Table 4.1: Planning Schools and Qualifications in Commonwealth East and Central Africa

Country	Total	Undergrad only	Undergrad/ MSc	MSC only	MSc /PhD only	Undergrad/ MSc/PhD
Kenya	3		1			2
Mauritius	1	1				
Rwanda	0					
Seychelles	0					
Tanzania	1					1
Uganda	1					1
Zambia	1	1				
Total	7	2	1			4

The [Department of Urban and Regional Planning](#) (DURP) at the University of Nairobi is the oldest established department in the region. Indeed, from the 1960s to the 1980s it was the only planning school producing MA planning graduates for the whole of East and Central Africa. In response to the need for planners, DURP has recently introduced an undergraduate degree course (Bachelors). Of the other two more recent courses in Kenya, Jomo Kenyatta University is offering BSc and MSc programmes in Environmental Planning and Management that have a strong urban and regional planning component (key informant, Kenya). The Kenya Polytechnic in Nairobi, which offers diploma-level training courses for mid-career practitioners, is not included in Table 4.1.

Since 1997, a Bachelor of Science (BSc) in Urban and Regional Planning has been offered in the Department of Urban and Regional Planning in Zambia. Prior to 1997, a Diploma in Town and Country Planning was offered at the Zambia Institute of Technology, which then became part of Copperbelt University (CBU). There is now some discussion about reintroducing the Diploma, which was set up in the early 1970s, and a proposal for a Master's programme has also been prepared.¹²

In Tanzania, the MSc programme is in the ARU. This fully fledged university developed out of the University College of Lands and Architectural Studies (UCLAS), a constituent college of the University of Dar Es Salaam (1996-2007), which had previously been the Ardhi Institute (1972-1996). A three-year course in Town Planning was introduced in 1972 at the Ardhi Institute, with assistance from the United Nations Development Programme (UNDP). The course changed its title to Urban and Rural Planning during a 20-year Danish Government support programme (1978-1997) administered through the Danish International Development Agency (DANIDA), and in 2002, it became a BSc in Urban and Regional Planning. ARU offers two other undergraduate courses in Regional Development Planning, and Housing and Infrastructure Planning. Since 2003, it also offers a Postgraduate Diploma in Urban Planning and Management, Master of Science in Urban Planning and Management and a Master of Science in Urban and Regional Development Planning and Management. The latter is a joint degree programme offered by the University of Dortmund in Germany and ARU. The School also offers PhDs.

In Uganda, the planning course is hosted in the [Department of Geography of Makerere University](#).

Curricula

Little feedback was obtained directly from the planning schools in this region. However, a key informant notes that 'generally planning training and curriculum has been evolving (though at a very slow pace) to make planning more relevant to changing circumstances'. Daniel Phiri, the key informant, identified a number of critical curriculum issues. First, he argues that the curriculum in

¹²Daniel Phiri, Department of Urban and Regional Planning, Copperbelt University, Zambia
http://www.africanplanningschools.org.za/images/stories/aaps/Workshop_papers/copperbelt_zambia.pdf

planning schools does not adequately address the challenges of the 'African city in the twenty-first century'. Rather it still reflects the dominance of planning knowledge related to a European city planning agenda. He notes that this shift in knowledge needs to be backed up by more relevant literature and documentation of material related to the local context, and needs support through better access to relevant information in libraries. Phiri also comments on the 'Western bias' in the planning curriculum in Zambia (based on an old University of London curriculum), which they are currently seeking to redress.¹³

Second, there is a mixture of theory and practice in all courses, but there is 'inadequate practical exposure of students'. While some Kenyan courses offer an attachment at the end of the third year (undergraduate), this is limited and primarily with the private sector. He argues for 'more involvement of students in practical planning projects that could, for example, obtain approval from the director of physical planning under the Physical Planning Act...' (op.cit.).

Linked to the issue of extending practice in the curriculum, the key informant identifies the need for planning schools to be more connected to local government, NGOs, the private sector and professional bodies. For example, current linkages between DURP at the University of Nairobi and the local NGO, [Pamoja Trust](#), 'enable students to work with communities in slums and informal settlements'.

The key informant singles out the DURP, which 'has embarked on a serious programme ...of overhauling its curriculum'. After a November 2009 workshop with the KIP and planning practitioners, the new curriculum will be submitted to the University of Kenya Senate.

Two recent graduates commented that the planning programmes at Kenya's Makerere University and Maseno University (Kenya) cover the skills advocated in *Making Planning Work*. For example, there are modules at Makerere on Gender in Planning and Development, Participatory Learning and Action, and Community Development (Ougo and Auma, 2010).

Research

There is an information gap concerning the research interests of planning schools in this region. The information acquired through key informants only partially addresses the extent to which the 'Re-inventing Planning' principles are addressed in this region.

Two large scale, region-wide donor funded projects were identified.¹⁴ The first is [Partnership for Research on Viable Environmental Infrastructure Development in East Africa](#) (PROVIDE). The project works towards sustainable wastewater and solid waste infrastructures in East African cities and is funded by the Dutch Government through the University of Wageningen. Its partner universities in the region are Jomo Kenyatta University (Kenya), ARU (Tanzania) and Makerere University of Environment and Natural Resource (Uganda). The project focuses on the creation of knowledge for the region, based on research done by 10 PhD students and the co-ordinator of the PROVIDE programme.¹⁵

The second programme conducts research on urban agriculture and urban land use systems and is funded by SIDA through the ARU, Makerere and Jomo Kenyatta universities.

The University of Nairobi also has funds from the Rockefeller Foundation for research, scholarship and studio work. In addition, DURP will shortly obtain funds from SIDA for research on climate

¹³ Phiri, Ibid.

¹⁴ The key informant (Kenya) identified these region-wide projects and the involvement of Jomo Kenyatta University with other regional universities.

¹⁵ <http://www.inref.wur.nl/UK/Research+Programmes/PROVIDE/>

change considerations in planning. Critical to the development of local and regional knowledge, the University of Nairobi currently publishes two journals, the annual [*Journal of Regional Development Studies*](#), which it publishes in collaboration with the United Nations Centre for Regional Development, and the *Journal of Urban Innovations and Technology*.¹⁶

Other information was obtained from the website. Only a Kenyan school has information concerning research on their website, which points to three areas:

- Physical planning;
- Urban heritage;
- Public private partnerships in infrastructure delivery.

It is interesting to note that this research is presented as a partnership with other universities in the country, as well as with municipalities.

In Zambia, while the DURP at CBU has links with a wide range of government, university and research institutes inside the country, as well as organisations in the region, it does not appear to undertake much research. They work closely with the Zambian Institute of Planners, and there are efforts afoot to revamp the student chapter of the Institute.

Students and staff

There are gaps in the information relating to the size and composition of the student body. The lowest enrolment in the region, and perhaps in the African planning schools was in the undergraduate course in CBU in Zambia, which averaged three students per year from 1992 to 1999. Since the revision of the course in 1997, this number has increased and by 2007 the enrolment was up to 24 students per year. Resource support for the course, though improving, is weak in terms of adequate classroom space, facilities and access to documentation.¹⁷

In Kenya, undergraduate programmes are turning out 45 graduates each year (DURP, University of Nairobi and Maseno University). As noted by a key informant, only a small number of the 120 undergraduate and postgraduate students coming out of the Environmental Planning and Management programme each year, specialise in planning.

In Tanzania, in the 2007/2008 academic year, the school enrolled 237 undergraduate students, four postgraduate diploma students and 17 master's students. This is a large increase from 2004, when the average number of enrolled students for each academic year ranged between 20 and 25. This can in part be attributed to the expansion of the courses offered, but perhaps also a renewed interest in university education.¹⁸

Similarly there is a gap in information about the qualifications of the staff in the planning schools. In Kenya, DURP at the University of Nairobi has 19 lecturers, while Kenyatta University has 12.¹⁹ While these are well qualified to teach, in pointing to the lack of local material, the key informant (Kenya) notes that lecturers need to publish more.

¹⁶ *African Habitat Review Journal*, University of Nairobi School of the Built Environment, POB30197, Nairobi, Kenya; *African Urban Quarterly*, African Urban Quarterly Ltd., POB 51336, Nairobi, Kenya FAX: 254-02-336885.

¹⁷ Daniel Phiri, Op.sit. Phiri (p. 13) noted that '(t)he improvement in the university's financial position has partly been the result of government channelling some of the benefits of the HIPC or International Debt Cancellation Initiative to university funding.'

¹⁸ Tumsifu Nnkya and John Lupala, Op. sit.

¹⁹ This is based on data provided by the key informant, Kenya; data on the AAPS website differs but may be out of date. More research is necessary in this area.

More detailed information was also obtained on Tanzania. Until 2007, there were 17 full-time staff in the school and the staff/student ratio was 1:14. The number of full-time staff has since been increased to 30 with the recruitment of 13 junior staff in the 2007/2008 academic year. As discussed above, in Tanzania, the ARU, formerly UCLAS and the Ardhi Institute, has been in a number of donor-supported partnerships with European planning schools. Building staff capacity, joint research and exchange of staff, students and material are among the outputs of these relationships. Danish support to Ardhi started in 1978, and in 2007 a new agreement for educational and research co-operation was signed between Ardhi University, Tanzania and the Royal Danish Academy of Fine Arts, School of Architecture, Denmark. As noted above, the MSc in Urban and Regional Development Planning and Management is run as a joint programme under the SPRING ([Spatial Planning for Regions in Growing Economies](#)) programme, a network of alumni from Technical University of Dortmund. The home of the SPRING Tanzania programme was previously UCLAS and now ARU, indicating that a proportion of its current staff were educated on the MSc Spatial Planning for Regions in Growing Economies at the Technical University of Dortmund. Despite this donor support, library and IT facilities are noted as being inadequate.

Until recently, the departmental capacity building with ARU (and its previous historical organisational entities) undertaken through donor support of partnerships with European universities was unique in the region.

The Rockefeller Foundation has provided a grant to assist the development of an [Association of African Planning Schools](#) (AAPS) to advance partnerships between African universities. With its [Secretariat in the African Centre for Cities](#) (ACC) at the University of Cape Town and a co-ordinating group drawn from four African universities, this initiative promises new directions in strengthening planning education in the region and beyond.

Regional Summary: East Africa

- High urban growth rates and a high proportion of urban population living in slums.
- A key informant reports, 'A big shortage of planners exists'.
- No professional level planning education provision in Mauritius, Rwanda or Seychelles.
- Only Kenya has more than one planning school.
- No replies to DPU questionnaire.
- Unclear how far 'Re-inventing Planning' agenda and skills are being met.
- Moves towards professional registration for planners in Kenya, Tanzania and Zambia.
- Main international links and support are with continental Europe, rather than Commonwealth countries.

Southern Africa (Botswana, Lesotho, Malawi, Mozambique, Namibia, South Africa, Swaziland)

'With the high rates of urbanisation Malawi is experiencing, multiple households live in one plot where, with densification, the sanitation conditions have continued to worsen. Most of the urban poor live in plots that were designated for one household but are accommodating up to 20 families with basic sanitary services.' *CAP NEWS 22*, p.29.

Context

The countries of this region fall into three categories:

- 1) South Africa has the largest country population as well as the highest proportion of its population living in urban areas (60.2% in 2007), the lowest urban growth rate (1.7%, 2005-2010) and the lowest proportion of its urban population living in slums (13.6% in 2001).
- 2) Botswana, Lesotho, Namibia and Swaziland are all relatively small countries and with the exception of Botswana, which has a percentage of urban population more like that of South

Africa (at 58.9% in 2007), have between 24.5 and 36.2 per cent (2007) of their populations living in urban areas, and urban growth rates between 1.7 and 3.5 per cent (2005-2010).

- 3) Malawi and Mozambique, which, while having a comparable proportion living in urban areas (18.3% and 36.1% respectively), have the fastest annual growth rates in the region (5.2% and 4.1%, 2005-2010) and the highest proportion of the urban population living in slums (91% and 94% in 2001).

Those countries in the first two categories have relatively developed planning systems built on planning legislation inherited from colonial times. For example, in Botswana local urban planning is governed by the Town and Country Planning Act of 1977, which replaced the pre-independence Town and Country Planning Proclamation Order of 1961.

In South Africa, the apartheid era planning framework is yet to be replaced by the Department of Land Affairs, which was given this responsibility. The result is that the planning system, as one expert described it, is 'confused, fragmented, internally conflictual and inefficient'.²⁰ The most significant changes came with the Municipal Systems Act of 2000. This set in place new systems of local government, including a requirement that each municipality produce an Integrated Development Plan (IDP) every five years, one element of which is Spatial Development Framework (SDF).

In Mozambique the colonial power was Portugal, a country with a different legal and planning system to that in the UK. In Mozambique today planning is relatively weak. The current municipal structure in the country was established only in 1997. Structure/action plans (10 years) for the main cities (provincial capitals) are prepared by the National Directorate for Territorial Planning (DNOT – previously the INPF) in the Ministry for the Co-ordination of Environmental Action (MICOA, established in 2000) by City Executive Councils (CECs) with DNOT support. In Malawi, although the system derives from UK legislation, it is also weak. Legislation in 1948 copied the UK's 1947 Act and focused on preparation of planning schemes in four urban centres. Despite new legislation effective from 1988, the land use zoning tradition has continued, and though a system of structure planning was introduced in the 1970s, plans rapidly became outdated. Attempts were made in the Local Government Act, 1998, to move towards more integrated strategies, but these were hampered by lack of expertise (Kawonga 1999).

There is a severe shortage of planners in the region. In Botswana in 2000 it was estimated that there would be a 35 per cent vacancy rate in the ministry responsible for town and regional planning and in the local authorities. It was estimated that 81 physical planners would be needed for the ministry, district and town council postings by 2010, and a further 78 physical planners for other employment sectors would need to be trained.²¹ In Mozambique, structure plans should be reviewed every five years, 'although at present local government suffers from a shortage of technical capacity to carry out such revisions, as well as the absence of guidelines to revise the plans.'²²

Accreditation of courses in South Africa takes place through the [South African Council of Planners](#) (SACPLAN) and all but one of the five planning school respondents have this accreditation. The fifth, a newly established course, is in the process of getting it. For example, the Masters in City and Regional Planning at UCT was last accredited by the SACPLAN in 2002, 'and is due for a further accreditation visit as soon as the Council is able to work its way through the list of schools awaiting

²⁰ Vanessa Watson, City and Regional Planning Programme, University of Cape Town, South Africa, http://www.africanplanningschools.org.za/images/stories/aaps/Workshop_papers/UCT_South_Africa.pdf

²¹ Aloysius Moshia, Urban and Regional Planning Programme, University of Botswana, http://www.africanplanningschools.org.za/images/stories/aaps/Workshop_papers/botswana.pdf

²² Samuel Kusangaya, Regional Development Planning Programme, Universidade Católica de Moçambique, Beira, Centro de Informação Geográfica, http://www.africanplanningschools.org.za/images/stories/aaps/Workshop_papers/catholic_university_beira_moza_mambique.pdf

accreditation.²³ The National Diploma and B. Tech courses in Town and Regional Planning are also accredited by SACPLAN.

In response to requests from the planning schools, the RTPI paid benchmarking visits to all South African planning schools and to the school in Botswana in 2007. In 2010 the RTPI granted provisional accreditation to the post-graduate planning course at the University of Cape Town and to a new version of the undergraduate course in combination with a new one-year postgraduate specialist planning degree. The RTPI is in dialogue with the University of Witwatersrand and the University of Pretoria, which are also in the process of seeking RTPI accreditation. This is a significant development in the internationalisation of professional accreditation in planning. Previously RTPI has accredited courses in Ireland and in Hong Kong. Ireland is closely integrated into the UK job market and Hong Kong's accreditation began in the 1980s with the prospect of the hand-back to China, and was regarded as a rather unique case.

The Programmes

South Africa dominates the Southern African region in the delivery of education for planners. Indeed its influence extends beyond the region, for example, in the research and publications of the [African Centre for Cities](#) (ACC), established in 2007 at the University of Cape Town. As noted earlier, the ACC is also one of the four co-ordinators of the Rockefeller Foundation support to the AAPS project, a major initiative to build the capacity of the planning education system in Africa.²⁴ Similarly, the [South African Planning Institute](#) led the foundation of the [African Planning Association](#) and has hosted the Planning Africa Conference every two years. This provides a major focus for exchanges of research and practice in Anglophone Africa.

As Table 4.2 shows, within the Southern African region, all countries except Swaziland have undergraduate courses teaching planning. Among the most recently established of these is at the Universidade Católica de Moçambique (Catholic University of Mozambique) in Beira, where a BSc (Honours) Regional, District and Town Planning and MSc Regional Development Planning were planned to run in 2009.²⁵ There is also a 'planning element' in the architectural course in the Faculty of Architecture and Physical Planning at the state Eduardo Mondlane University, but it is weak and largely architecturally focussed (key informant, Mozambique).

The University of Botswana has a 4-year undergraduate planning programme in the [Department of Architecture and Planning](#), which was formed in the Faculty of Engineering and Technology (2003). Following the dialogue with the RTPI the Department is making some changes to this degree, and linking it with a new Professional Master's degree to get RTPI accreditation. The Department also plans an MSc in Urban and Regional Planning and has submitted proposals to the Faculty for a PhD programme.

²³ Vanessa Watson, Op. cit.

²⁴ (<http://africancentreforcities.net/programmes/knowledge-networks/association-of-planning-schools/>)

²⁵ Samuel Kusangaya, Op. cit.

'All the physical planning offices across the country are short of professional staff. This problem has affected the efficiency and effectiveness of physical planning units that need to deal with more sophisticated problems such as: urban renewal, squatter settlements, environmental impacts, sustainability and Agenda 21, climate change, urban agriculture, gender issues, urban indicators, globalisation, the HIV/AIDS pandemic, land evaluation, planning techniques (e.g. GIS, EIA, DIA), etc. There is also a serious gap between senior and junior planning staff, as well as a lack of leadership and coordinating skills. This has resulted in out-sourcing and commissioning town planning jobs mostly to foreign consultant. For example, at this moment alone there is a need to train at least 15-20 planning graduates annually for the Department of Town and Regional Planning [the Ministry], District and City Councils. To handle this situation the new accredited programme in Urban and Regional Planning at the University of Botswana could be the first step forward. It would help prepare planners to perform a wide range of general and specialised roles in government departments, district authorities, private consulting firms, NGOs and parastatal corporations.' (University of Botswana, Department of Architecture and Planning, 2010, p.3)

In South Africa, planning programmes are offered at three technical universities²⁶ and eight academic universities. The technical universities offer a National Diploma course (3 years) in Town and Regional Planning, and a B Tech (4 years), which together have the greatest number of students of all the Southern African courses on which there is information (195 at Durban University of Technology, 332 at University of Johannesburg and 165 at Cape Peninsula University of Technology). These programmes are clearly an important entry point for students into the planning profession. The Cape Peninsula University of Technology also offers an MSc and can support PhDs. Among the academic universities, two offer undergraduate courses (University of Venda and North-West University). As Table 4.2 shows, the remainder offer a range of postgraduate options.

In Malawi, the new course at the Malawi Polytechnic 'is experiencing teething pains in the form of inadequate qualified human capacity and suitable infrastructure of classrooms, conference rooms, accommodation, books, journals, periodicals and equipment...' (Key informant, DPU Alumni, Malawi). Planning components are found in two other courses within a general degree in geography. The Malawi Polytechnic is a constituent college of the University of Malawi, which, in the name of taking the role of integrating centre for all higher and further education in the country, assumed control of all Diploma programmes and the administration of the Polytechnic in 1967.

Swaziland offers modules related to urban and regional planning in the Faculty of Science, Department of Geography, Environmental Science and Planning.

Table 4.2: Planning Schools and Qualifications in Commonwealth Southern Africa

Country	Total	Undergrad only	Undergrad/ MSc	MSc only	MSc/ PhD only	Undergrad/ MSc/PhD
Botswana	1		1			
Lesotho	1	1				
Mozambique	1		1			
Namibia	1	1				
South Africa	13	2+2	2	4	2	1
Swaziland	0					
Total	17	6	2		2	4

²⁶ The technical universities were previously called 'technikons' in which there was a strong emphasis on planning skills. A key informant noted that in the current South African context 'the difference between their offerings and those of conventional universities has blurred.'

Curricula

Information on curricula is drawn from the planning schools (a third of which replied to the questionnaire), two key informants and selected papers from the 2008 inaugural workshop of the Rockefeller Foundation supported project on 'Revitalising Planning Education in Africa'. Together these give some useful insight into how universities in the region address the relationship between theory and practice, and how they are addressing the priority issues defined in 'Reinventing Planning'. All schools claim to work with both theory and practice, most often in the form of studio work, but also, as in the case of Botswana, in the form of a 6-week internship and a 1-week visit to the SADC countries. One programme made specific mention of ethics as an additional component.

In Mozambique the BSc and MSc Regional Development Planning programme is situated in the Centre for Geographic Information Systems (Centro de Informacao Geográfica), which was established in Beira in 1998 as a research and service centre focusing on applied remote sensing, and GIS and global positioning system applied research. Spatial planning is central to the BSc programme, which encompasses the integration of environmental, economic and social aspects of development from micro- to macro- scales, covering land use planning, urban design, transport and infrastructure planning, use and extension of information technology, conservation, resource management, environmental monitoring, planning legislation and practice, commercial/industrial development, policy-making and implementation. The MSc programme covers land use, and economic and environmental planning. These combine economic development theories, environmental processes and regulation as well as several aspects of land use planning, with particular emphasis on specialist planning applications in applied GIS, remote sensing and global positioning systems. The specialist aspect of the programme is poorly resourced and there are shortages in other facilities like books.

In Botswana the BSc in Urban and Regional Planning programme has a spatial planning focus and covers the issues of sustainable development, social equity, and participatory and deliberative training tools. Design is at the heart of the programme, consisting of studio work augmented by lectures and seminars in humanities, technology, environment and professional practice. From this is it clear that the course seeks to address some of the issues identified in 'Reinventing Planning', though the depth and coverage is not clear. The department is relatively well resourced, for example it has access to a GIS/CAD laboratory and 60 computers, good library facilities, and is expected to move into a new building during 2011.

The University described the skills of its planning graduates as follows:

'Once in practice our typical graduate will have an opportunity to play different roles and offer a variety of interdisciplinary skills including the following: a) *technocracy and information provision*, b) *regulation and land development co-ordination*, c) *negotiation and mediation*, d) *facilitation and initiation*, e) *political advising*, f) *designing*, and g) *advocacy*. Through his/her education span a successful planning graduate could adopt all of them and being skilful as a "jack of all trades", or concentrate and become a 'specialist' in some of them...' (University of Botswana, 2010, p.18).

The five planning school respondents from South Africa indicated that they addressed the 10 issues defined in 'Reinventing Planning', but the emphasis on these issues, in terms of time allocated and centrality to course principles, appeared to differ. In common, all five said that their courses put heavy emphasis on the concern for planners to be 'pro-poor and inclusive', as the key focus or as a key cross-cutting theme. An important indication of the approach taken to poverty is indicated in the following quotation from a respondent:

'Students are made aware that the majority of the South African population cannot be absorbed by the formal economy and an emphasis is place on working with poor communities.'

There was a difference in emphasis given to two sets of topics, that is, governance and responsiveness to the market. With respect to governance, only one planning school specifically stated that 'human rights (are an) important part of our programme'. The treatment of the issues of planning with partners, transparency and accountability, and subsidiarity were addressed in different ways through theory and in practical project work. Thus for example, one respondent noted that their 'design project engages with an urban intervention identified by the City of Johannesburg, and works closely with city officials'.

Similarly, there was a range of approaches to market responsiveness. One respondent gave the impression that this issue was not prioritised in their programmes; another noted that it was treated within the theoretical part of the course; another addressed the issue directly in courses linked to property, land and local development. One respondent gave an insight into the approach that the programme takes to this issue:

'(The programme) also focuses on the fact that "the market" as a socio-economic institution first needs to be created (property law, contract law, financial arrangements like bonds, banks, government and private institutions) and is not always the best way to distribute resources equitably – also not always efficiently and effectively.'

Research

As expected from the distribution of MSc and PhD programmes, research capacity is concentrated in the South African universities. Research topics range widely from school to school. The information drawn from the five planning school respondents in South Africa indicates a focus on the following categories (number of schools focusing on each category in brackets):

- Sustainable cities/sustainable development/Climate change/environmental planning, including energy and water (4).
- Integrated planning/planning and complexity/strategic development planning; Housing/informal settlement upgrading/social housing/housing finance; Local economic development/informal economy (3).
- Urbanisation/urban trends/urbanism/sub-urbanism/African cities; Spatial planning and infrastructure; Urban design/space and design; Disaster risk reduction; Planning theory; Planning education/work integrated learning (2).
- Local and regional government/decentralisation; Transport; Land use; Food security; Gender and planning; Culture/history of cities and planning; Planning methods and techniques (1).

A key informant notes that there are two opportunities for research publication.

'The first is the Planning Africa conferences, held every 2 or so years by SAPI. These have been drawing practitioners and academics from across Anglophone Africa, and most particularly from Southern Africa...The second vehicle is the book series, Dialogues in Urban and Regional Planning (Routledge), which publishes best papers from all the planning school associations. Three volumes have been published so far and the fourth is in preparation. AAPS has contributed to this volume through an AAPS editorial board which sets up an editorial committee to canvas and choose three best papers to go forward to the international editorial board. In this series, papers have been included from UCT (1), Wits (2) and Botswana (1).'

The research programme and the ACC represent important initiatives in the region and beyond, and are also important programmes for future interdisciplinary and applied research.²⁷ Some research and training is undertaken outside the universities in South Africa by the [South African Cities Network](http://africancentreforcities.net/programmes/applied-urban-research/),

²⁷ <http://africancentreforcities.net/programmes/applied-urban-research/>

comprising the major cities in South Africa, and the [Isandla Institute](#) (Cape Town based), which does both, with an emphasis on governance issues.

Research by planning schools in Mozambique and Botswana is weaker. In Botswana, whilst research is expected from staff it is poorly funded through the university. Expatriate lecturers try to get funding individually from international sources, and 'this type of research usually helps junior citizen lecturers to pursue postgraduate qualifications.'²⁸ In the absence of resources, staff members undertake consultancies, particularly with the ministry. Reference was also made to research into innovative practices, for example, the [Botswana Physical Planning Handbook](#) produced by the Department of Architecture and Planning, University of Botswana, in 2004.

With respect to Malawi, a key informant notes that, despite the currently weak state of planning education, 'urban and rural problems in Malawi offer substantial researchable opportunities and a platform for employing strategies that may lead to addressing planning inefficiencies in Malawi, especially in regard to planning.'

Students and staff

Information from the AAPS website and returns from planning schools enable a detailed picture to emerge of student and staff numbers, as summarised in Table 4.3. Allowances must be made for lack of clarity about the year of the student numbers in each case, and for the sake of the Table, part time lecturers have been assumed to be half time.

In Mozambique the programmes are reliant on staff from Zimbabwe, and therefore are possibly vulnerable in the future. In Botswana the staff numbers are larger, and staff have good contact with professional practice in two ways: the department has a partnership agreement with the ministry in one of the courses, to produce a development plan for a settlement selected by the Ministry each year; and two staff members are elected onto the national planning body, the Pula Institute of Town Planners. However, in 2010, the Institute was finding it difficult to function as an effectively. In South Africa, available information indicates that the student numbers are on average of half women and half men.

The University of Witwatersrand Planning School has the largest number of staff in the region. There is little information on background and qualifications. As indicated, many are involved in consultancy or community outreach programmes. For example, one respondent noted that the website of the [Department of Town and Regional Planning at Durban University of Technology](#) states:

'Staff are involved in community outreach programmes including the upgrading of the Isipingo Rail area and Wentworth housing project, and assisting the Seaview Conservation Group. Within the institution, staff are involved in providing professional services to the DIT Physical and Infrastructure Planning Work Group.' (Presumably DIT should be DUT — ed).

²⁸ Aloysius Moshia, Op. cit.

Table 4.3 Student and Staff Numbers at Southern African Planning Schools (circa 2008)

Country	All Students	Bachelors students	MSc/MPhil students	All Staff (FTE)
University of Botswana	Approx. 75	Approx. 75		12.0 (9 lecturers; 3 demonstrators)
Malawi Polytechnic	No data			
Catholic University of Mozambique	18	-	-	4.0
Durban University of Technology	195	-	-	7.0
University of the Free State	77	51	26	4 (plus 3 admin)
North-West University	48			4.0
University of Johannesburg	323	323	-	7.5
University of Cape Town	15		15	4.0
University of KwaZulu-Natal	-	-	-	-
University of Pretoria		203 (50-70 annual intake)	54 (25-30 annual intake)	6.5 (plus 1 admin)
University of Stellenbosch	85	59	26	4
University of the Witwatersrand, Johannesburg	55	40	15 (20-25 expected)	20.5
University of Venda	123	123	-	7.5
Cape Peninsula University of Technology	165	-	-	3.5 (plus 1 technician and 1 admin)

Regional Summary for Southern Africa

- South Africa is notably more urbanised, and with a lower urban growth rate and lower proportion of urban dwellers in slums than the other countries, while Mozambique and Malawi have very high urbanisation and slum levels.
- South Africa is the main provider of research and education in planning.
- Planning legislation and education in Mozambique reflects Portuguese colonial legacy rather than that of the UK.
- Evidence of a shortage of qualified planners in rapidly urbanising countries.
- Some skills development linked to 'Re-inventing Planning' in some schools in South Africa and Botswana, but there were too few responses to the DPU questionnaire to get a clear picture.
- RTPI is now providing international accreditation to schools in Botswana and South Africa.
- AAPS and ACC, and Planning Africa conferences provide an institutional basis for development of planning education and research in the region.

West Africa (Cameroon, The Gambia, Ghana, Nigeria, Sierra Leone)

The context

Commonwealth West Africa is 50 per cent urban, and this urban population is growing at around 4 per cent per annum. The region is dominated by Nigeria, with a population approaching 160 million, 80 million in towns and cities, 10 of which have more than a million inhabitants. In the next group, Ghana and Cameroon have populations of 25 and 20 million respectively, with the Accra and Kumasi in Ghana and Yaoundé in Cameroon having populations of more than a million. Sierra Leone has a

population of six million and The Gambia of two million, but both have urban growth rates of greater than 4 per cent per year.

Government, local government and administration, and the urban and regional planning systems are based on early twentieth century British systems, except in Cameroon where there is a very strong and persistent French tradition, at least in half the country.

Only Cameroon, Ghana and Nigeria have planning schools. Though urban and regional planning are legal functions of national and local government in The Gambia and Sierra Leone, their planners have all been educated overseas.

In Nigeria, the 1946 Town and Country Planning Ordinance (a barely modified version of the British Town and Country Planning Act of the same date) was replaced by the Urban and Regional Planning Law only in 1998. This is administered by the Federal Ministry of Works and Housing, which is really only concerned with policy and land uses of national importance, such as forest reserves. In the states, planning is administered by land use decrees (1978), and at the local level by town planning authorities or boards. In Ghana, planning legislation had a similar trajectory, the key being the Local Government Law and the Town and Country Planning Ordinance of 1988. In Cameroon, the Ministry of Urban Development and Housing, and the Ministry of State Property and Land Affairs are dedicated to the formulation and implementation of urban planning and related policies.

The [Town Planners Registration Council of Nigeria](#) (TOPREC) accredits professional education and training through the [Nigeria Institute of Town Planners](#) (NITP), which was established in 1966 and has some 3,000 members and 600 student members. [The Ghana Institute of Planners](#), founded in 1969, has no statutory authority, though it does play a prominent advisory role in the professional education system. Ghana and Nigeria are members of CAP. There is no professional body for planners in the Gambia or Sierra Leone. In Cameroon there is an organisation of planners but its links are with the [Société Française des Urbanistes](#).

'The increasing pressure for planning and development has resulted in a shortage of qualified planners...' University of Lagos, Department of Urban and Regional Planning, Departmental Handbook 2005/06, p.38.

Programmes

Emphasis throughout the region is on undergraduate training, which is available in the three countries with planning schools. The Cameroon course awards a diploma in the manner of the French education system, which is roughly the equivalent of an undergraduate degree.

Table 4.4: University Planning Schools and Qualifications in Commonwealth West Africa

Country	Total	Undergrad only	Undergrad & MSc	MSc only	MSc & PhD	Undergrad MSc & PhD
Ghana	2	1	-	-	-	1
Nigeria	20	4	13	3	5	2
Cameroon	1	1	-	-	-	-
The Gambia	0					
Sierra Leone	0					
Total	23	6	13	3	5	3

In Nigeria, four levels of planning education are provided: on-the-job training of technicians; sub-professional training of technicians in polytechnics to Ordinary and Higher National Diploma (OND and HND) levels; professional education and training to bachelors or professional diploma level in universities and polytechnics accredited by NITP and/or TOPREC; completed TOPREC/NITP examination and bridging courses. The degree courses fall into the categories of Bachelors and Masters in Urban and Regional Planning or Technology'.

In addition to the 20 university degree programmes, some 20 polytechnics and colleges provide training for planning technicians, at OND and HND levels. They add an unusual but important dimension to planning education that deserves attention because the holders of professional diplomas can then continue their education to qualify for registration by the Town Planning Registration Council.

In Ghana, the principal planning school in Kwame Nkrumah University of Science and Technology (KNUST) runs two undergraduate degree programmes, three at Masters level and a PhD programme. The school has had a productive history of academic links with European universities, currently with the SPRING programme of the University of Dortmund.

'The department [at Kwame Nkrumah University of Science and Technology] is still the only university department officially recognized to run planning programmes in the country... At various points in the history of planning education in the country, emphasis has been placed on physical design or policy development, according to prevailing concerns. In the current curriculum there is an attempt to respond to the issues related to decentralization, the reduction of poverty and the social, economic and spatial development needs of human settlements within the context of urbanization and the challenges associated with it.' UN-Habitat 2009, p.193.

The planning course at the University of Development Studies in Wa in Northern Ghana is relatively new and has only undergraduate courses that give emphasise community development and rural land management. It appears to have no links to the Ghana Institute of Planners.

In Cameroon, the Advanced School of Public Works (Ecole Nationale Superieure de Travaux Publics) in Yaoundé and the Buea Annex 'prepare graduates for direct entry into the civil service as junior and mid-level planning technicians'.

Curricula

In Ghana, in the late 1980s, when the government first introduced radical decentralisation policies (district assemblies), the planning school at KNUST shifted its earlier focus on the physical traditions and practice of land use planning and embraced the wider social and economic issues of development administration and planning. Whilst responding to national development priorities, this tended to make many of its undergraduates unemployable by urban planning institutions, notably the Town and Country Planning Department, as graduates emerged better educated for jobs in socio-economic development authorities and NGOs. To redress this the school re-introduced an undergraduate course in Human Settlements Planning. There is little indication that many of the issues covered by the 'Reinventing Planning' agenda are addressed to any significant extent in any of the teaching programmes.

An informant observes that although the planning courses at KNUST feature workshops that allow planning students to interact with practitioners, the large number of students and the shortage of financial resources, which constrain the use of the most appropriate field projects, hinder their effectiveness. Well-equipped planning studios, computers, and effective teaching materials are lacking, lecture halls are often overcrowded and the libraries are under-stocked.

In Nigeria, the older planning schools (Ibadan Polytechnic [1961], Yaba College of Technology, Lagos [1972] and Kaduna Polytechnic) were established in the design traditions of land use planning, which they have largely retained. The university based schools (Ahmadu Bello University, Zaria and the University of Lagos) that started in the early 1970s had a somewhat broader interdisciplinary approach to planning education and engaged other, mainly technical, disciplines and university departments. The University of Ibadan planning course, which started in the [Department of Geography](#) in 1981, was the first to fully embrace social and environmental issues, almost to the exclusion of design and technology. The university courses that have taken off subsequently have produced a mix of emphases, all to some extent including a set of general topics familiarly common to

planning schools around the world: economics, sociology, planning law and administration, land use, transportation, infrastructure, housing, settlement upgrading, environmental impact, and so on.

'A planner needs to understand the physical urban design and the way in which cities work; understand data on present and future trends in such things as population, employment and health; understand plans and the process by which they are developed; master the techniques for involving a wide range of people in making decisions; understand the local, state and federal governments and their programs and processes for making decisions; understand social issues and the impact of decisions on communities; be able to articulate planning issues to a wide variety of audiences; understand the legal foundation and techniques for land use regulation; and understand interactions between such things as: economy, transportation, health and human services and land use regulation.' [University of Lagos, Department of Urban and Regional Planning](#), Departmental Handbook 2005/06, p.8.

It has been observed that the majority of Nigerian schools tend to be too academically focussed, paying little attention to problem-based learning and new planning challenges. Teaching tends to be lecture driven with 'drawing board-based' studio exercises and examination focussed rather than preparing students for the real world of practice. 'There is always a gap between theory and practice.' Another informed commentator has complained of a 'lack of focus on the marketing and management of planning products, schemes and establishments', and welcomed new moves to introduce into the curricula courses in subjects such as human resource management, computer application, urban management, financial management and accounting.

A review of the 2005/06 Departmental Handbook for the planning school at the University of Lagos shows that on the four-semester Professional Masters programme there is a three-month internship in a planning office 'or other relevant situation' in the vacation after Semester 2. The Department stresses its use of Metropolitan Lagos as a basis for studio projects. There is also a double unit on the informal sector and the community economy in Year 5 of the undergraduate programme, and another double unit on 'settlement restructuring and upgrading in Year 3. Urban management is considered in a final year class in both the undergraduate and Masters programmes, but it is not clear that management skills are being taught,

Research

The reported research topics are also common in their generality. Those appearing most frequently have to do with housing, environment, and waste management, followed by gender, land, and urban transport. Poverty, informal activity and governance are among others that are mentioned. However, there is little indication of the originality of the operational relevance of planning research in the Commonwealth countries of the West African region. An analysis of departmental publications listed in University of Lagos (2005) shows a concentration of papers on urban and landscape design, transport, GIS and environmental health. The impression is of individual staff pursuing their own interests and presenting papers at conferences, rather than a focused programme of applied research that is leading practice and policy locally and nationally.

Students and staff

With its emphasis on undergraduate studies, a student body can be very large in this region. The number of students in the planning courses of each of the four Nigerian schools for which there is information ranged from 50 to 493, while that for the 4-year course at Kwame Nkrumah University of Science and Technology in Ghana is reported to have over 630 students in its two 4-year undergraduate courses and a further 65 spread across its three Masters programmes.

The proportion of women students was only available for two university schools in Nigeria and they differed significantly one being at 33 per cent and the other at 60 per cent.

Figures for staff size are patchy. Four Nigerian planning schools report full and part-time teachers taken together as numbering between seven and 16. The University of Lagos (2005, p.9) listed 13

full-time academic staff in the Department of Urban and Regional Planning in 2005/06. Of these, two held PhDs and eight were members of the NITP. The dominant subjects in the academic backgrounds of the 13 were architecture and landscape architecture (4), GIS (3), urban and regional planning (7) and transportation (2).

Only 21 academic staff are said to be teaching the very large student body (700) in Kwame Nkrumah University of Science and Technology, Ghana (UN-Habitat 2009, p.193). Even making allowances for errors, there would seem to be high student to teacher ratios in these schools, as an informer in Ghana noted. 'Limited resources are seriously influencing the quality of facilities to promote teaching and learning, the orientation of planning to the development context of the country, and the relevance of planning curricula to the development needs of the country...' (UN-Habitat 2009, p.193).

There is little information on the qualifications of the staff that is teaching planning in the region. An informant reports that universities in Ghana now require a PhD minimum in order to be considered for the post of lecturer, and comments that the high level of academic qualification of the lecturers is a strength of Ghanaian planning courses.

Regional summary for West Africa

- Overwhelmingly, provision is concentrated in Nigeria where there are up to 40 centres providing professional courses, or sub-professional courses that enable successful students to progress.
- There is a registration council in Nigeria with links to the NITP.
- There is no provision at all, and no professional body in The Gambia or Sierra Leone.
- Overall the approach seems to be rooted in physical planning and design, but with some teaching about issues of slum upgrading.
- High ratios of students to staff.
- Research appears to be individual-led rather than focused and feeding into policy-making.
- Lack of resources is hindering the capacity to match curricula to development needs.

Americas (Antigua and Barbuda, The Bahamas, Barbados, Belize, Canada, Dominica, Grenada, Guyana, Jamaica, St Kitts and Nevis, St Lucia, St Vincent and the Grenadines, Trinidad and Tobago)

Context

Some 80 per cent of the population of Canada already live in urban areas and the annual urban growth rate is only 1 per cent. The situation is similar in The Bahamas. In the other small island states urbanisation levels are lower (typically between 25% and 50%) and rates of urban growth are moderate (between 1% and 2% a year). Slum dwellers make up less than 12 per cent of the urban population in each of these countries. Thus, while the challenges of rapid urbanisation are not acute in this part of the world in the way that they are in Africa, there are still issues of urban poverty. In addition these are countries at the heart of Commonwealth concerns about climate change. The small island states are very vulnerable to sea level rise and extreme weather events, while Canada's low density urban spread is a factor in the very high level of CO² emissions for the country.

Education links and accreditation

Professional accreditation by the [Canadian Institute of Planners](#) (which is a member of CAP) is a key feature of planning education in Canada. The Institute accredits 20 schools of planning in Canada, of which 16 offer a degree that is given professional accreditation by the Institute and the four others are accredited by the [Ordre des Urbanistes du Québec](#) (OUQ). Each of the two institutions recognises the accreditation of the other. Two of the 20 schools also have their planning courses accredited by the US Planning Accreditation Board.

The University of the West Indies (UWI) is seeking an accreditation that will attest internationally to the quality of its planning course, which is located on the campus in Trinidad and Tobago (there are

also campuses in Barbados and Jamaica). Although the [Trinidad and Tobago Society of Planners](#) does not use the UWI degree as a requirement for entry to its membership, it maintains a close and supportive relationship with the course. The academics are active in the Society while Society members sometimes teach in the course, advise on the development of the course, assist in creating practical study exercises, and stand up for the course in the policy arenas of the university and the Government of Trinidad and Tobago.

The undergraduate course in Jamaica is accepted as appropriate training for professional practice by most of the region. While Barbados, Jamaica, and Trinidad and Tobago are individually members of CAP, the other countries do not have professional planning institutes, though several send staff to CAP's regional events in the Caribbean such as the meeting held in November 2009.

Canada and the Caribbean are linked by significant education relationships regarding planning and some related land studies. For example, the two full-time staff of the UWI programme in Trinidad and Tobago have at least one degree from a Canadian institution, and so have many of their departmental colleagues who teach land and land information management. At the same time, Canadian planning students carry out field studies in the Caribbean. McGill University maintains a research station on Barbados, which has been used by the planning school for pedagogical purposes. The UWI programme is said to have been influenced by the Canadian universities that helped to establish it. Connections with Canada remain but the programme now has other international links. In contrast, the [programme at the University of Technology, Jamaica](#), was established with Dutch aid, and its structure reflects programmes developed for Africa in the 1960s and 1970s. That programme has more connections with US, rather than with Canadian, models and institutions.

If Canada assists planning education in the Caribbean, it is the schools in Trinidad and Tobago and in Jamaica that provide the bulk of graduates to work in the public and private sectors of Guyana as well as those of the Commonwealth islands of the Caribbean. Nevertheless, there appears to be a preference to send the most promising students of the Caribbean to Canadian, UK or US institutions for further degrees. Data is lacking to give substance to this possibility, yet it raises questions about the suitability of the curricula in these first world countries and the efficiency with which limited scholarship funds are used, as well as about missed opportunities to support the development of regional programmes. Yet an informant observes that the cost of attending the Caribbean schools from a smaller island is high and most countries within the UWI system do not support graduate training. This makes externally funded scholarships, mostly to the UK and the US, attractive to these Caribbean governments.

In the view of one informant, a reason that the Caribbean and Canada are connected with regard to planning could be that they share systems of governance and regulation founded on the Common Law, or the Civil Law in Québec. Basic relationships between government and market in Canada are closer to those of Britain than of the United States. Moreover, Canadian planning departments were heavily staffed with British-trained and British-born planners from the 1960s through the 1990s. A close relationship between planning schools and local planning departments has strengthened certain bureaucratic practices that are different from those in the US. This informant concludes, 'The planning links between Canada and the Caribbean are sporadic and not institutionalised, but it would seem there is good potential for development. An increasing proportion of students in (Canadian) graduate schools are international.'

Programmes

Only two schools within the Caribbean produce graduates in planning. Between them they provide all three levels of degrees. The school in Jamaica has evolved into a full undergraduate programme. UWI in Trinidad and Tobago operates MSc and PhD programmes. A third programme has been launched very recently, which is jointly offered by the Universities of Guyana and Suriname with involvement of the UWI and the University of Amsterdam. Apparently for this, planning courses are part of another degree programme. In stark contrast, Canada has a wealth of planning programmes of all degree levels.

Table 4.5: Planning Schools and Qualifications in Canada and Commonwealth Caribbean

Country	Total	Undergrad only	Undergrad & MSc	MSc only	MSc & PhD	Undergrad, MSc & PhD
Canada	20	5	3	8	3	1
Trinidad and Tobago	1				1	
Jamaica	1	1				
Barbados	0					
Antigua and Barbuda	0					
The Bahamas	0					
Belize	0					
Dominica	0					
Grenada	0					
Guyana	1					
St Kitts and Nevis	0					
St Lucia	0					
St Vincent and the Grenadines	0					
Total	23	6	3	8	4	1

Regarding the geographic reach of these Caribbean schools, an informant notes that they 'are failing to build strategic alliances in terms of the programming and delivery of planning education' to the region. The UWI course, for instance, is seen to serve mainly Trinidad and Tobago. Canadian schools offer only occasional courses and field studies with content relevant to the Caribbean. Individual professors at certain universities have built links, but a structured Canadian course on Caribbean-related planning issues is not available. Just one school, Guelph, has a Master's planning degree dedicated to planning in an international, and especially developing world, context. Undergraduate Canadian programmes tend to serve a local and technical requirement and do not generally attract foreign students. Foreign students from the Caribbean are concentrated in particular schools. The Francophone schools in general have weak connections with the Caribbean. English-speaking universities in Montréal, Toronto and Vancouver have tended to attract most Caribbean area students.

Curricula

Colonial perspectives, and then those of the regulatory authorities, influenced the planning initially taught in the Caribbean. This has changed so that it now focuses on a range of issues facing the region. The curricula at UWI and in Jamaica include Caribbean matters such as the informal sector (although this is still seen as an aberration), natural disasters, climate change and poverty alleviation.

A recent review of the UWI programme has noted that the MSc was a practice-oriented course that was nevertheless underpinned by a strong measure of theory. While it provides the generalist skills and knowledge for planning that serves a full range of government and private sector functions, it provides the specialist skills and knowledge of a form of planning that is specific to the built environment, especially land, which is a commonly recognised professional activity. Emphasis is given to the small island developing states context, to coastal zone planning, to tourism planning, and to planning for climate change and natural disasters. These concerns are appropriate to the Caribbean, so the programme provides a crucial service to that region. At the same time, there are theories and principles of human development at local and national levels, examined through economics and sociology as well as through studies of natural resources and the physical environment; there are elements of law, administration and the political process, of public

participation, of conflict resolution and negotiation, of ethics, of processes and relationships. Critical thinking or critical analysis is given particular attention. Practice experience is an element of the course. The contents of the course appear to respond to all 10 principles set out in 'Re-inventing Planning'.

The new joint programme in the southern Caribbean, offered by the Universities of Guyana and Suriname, engages with issues of urban livelihoods and governance, implementation and urban management, and energy and urbanisation that are lacking in the two older programmes. It is a more international programme that is in keeping with the principles of 'Re-inventing Planning'.

Perhaps contrary to the tone of the above, an informant working in the region has commented with regard to the Caribbean schools that 'there is a vast difference between the academics and the practitioners. The academics are not really dealing with realities. Practice should inform theory!' Moreover, 'there is a need for relevant training programmes in the area of planning for sustainable development particularly for small island states ... Community and participatory planning is now the new practice agenda and institutions should acknowledge this and meet this demand. Climate change adaptation planning and implementation is another critical area not being addressed.'

Another informant closer to teaching argues that this is only partially true. Admittedly there is a reluctance to address the reality of the large informal sector that exists in the region and the fact that much land development is illegal. Yet any failure of planning is often seen as the result of government's unwillingness to enforce the existing laws and not the lack of appropriate planning tools. That these are not only problems of the planning system but also of all aspects of the land and built environment is reflected in most of the university programmes. Although some academics may be distant from practice, 'it is certainly not the case with enough of the lecturers in all three programmes to generalise about. In both UWI and the Jamaica University of Technology there are established academics with relevant practical experience. At UWI one faculty member is one of the leading exponents of informal regularisation and community participation and another is a lead practitioner in the area of coastal development. At UTech, the leading lecturer is a major player in local area planning and social capital in Caribbean cities. These influences feed into their teaching.' Moreover, these two schools make use of part-time teachers who are practicing professionals in specialised fields.

Another study examined the curricula of 13 graduate schools of planning in Canada with regard to the 10 principles in the 'Re-inventing Planning' paper. Analysis of course names, descriptions, and contents concluded that only four schools that had named courses with a specific sustainability focus, while several others made passing reference to it. Poverty alleviation was the dominant topic of at least one course in the curricula of four schools, typically those with a stronger international involvement. Issues of land management and access featured in curricula along with issues of poverty alleviation, largely with respect to international locations (but none mentioning the Caribbean). Courses highlighting planning in different cultural contexts were found in nine schools.

Across Canadian planning schools, attention to these 10 principles varies. Broadly speaking, sustainability themes are there and are frequently the focus of student exercises. However, it is reported that 'Integrated planning is absent entirely from the curricula, in part because of a traditional relationship between the planning function and government in Canada. Planning with partners appears in curricula across the graduate planning schools especially, but is usually a voluntary effort of individual professors and rarely an institutional effort. While highly appreciated in the schools themselves, current academic culture offers few incentives for young professors to engage in these partnerships. Market sensitivity and strategic orientation of planning initiatives are generally not well represented in schools, except in terms of broad theoretical approaches, and rarely in terms of structured actions in a market-oriented environment.' Finally, it was reported that eight of the 13 schools surveyed have community planning courses and studios, where students engage with the community.

Even so, Canadian schools have been criticised for being pro-elite, or technical, or highly connected with local governmental processes; for not having even one among them that makes poverty alleviation a main objective; and for allowing the 'local laboratory' to dominate their curricula. 'Poverty, inequalities and social exclusion are on the agendas of government and the planning schools, but tend to be framed as revitalisation efforts. Where developing world issues are represented... there is of course heavy emphasis on natural justice, access and bottom-up economic planning.'

Even so, planning is not seen to have a dominating role in the pursuit of several of these concerns. It has been suggested that a focus on local and regional government has tended to make the core curricula of Canadian schools fairly traditional. Moreover, the two professional planning associations require that certain matters be taught if a course is to be accredited by them, which establishes some of this traditional perspective.

An informant suggests that 'the singular focus of Canadian schools has more recently seen a diversification of degree specialisations. Urban design, spatial analysis and community planning are the most widely represented specialisations offered.' Urban design has recently become a key feature of specialised programmes in Toronto and Montréal. GIS tools for planning applications are being combined with spatial and economic models. The Canadian and North American context is probably not so relevant to the Caribbean. However, a renewed interest in community planning, particularly with the retreat of local government in many areas, should also be of interest to the Caribbean.

Research

Research in Caribbean schools is probably restricted by the heavy demands that fall upon their few full-time lecturers, while their larger part-time complements of staff do very little research. Moreover, the research agendas are heavily driven by the priorities of funders who follow current international trends. It is difficult to focus on the specific issues of the region. Nevertheless, the recent review of the UWI programme learned that staff members have been engaged in studies of coastal zone planning and protection, participation in planning, and capacity building for planning. In Jamaica, a planning academic has played a significant role in work on gender and planning.

The research interests and activities of the Canadian institutions cover an enormous range of subjects. It is notable that research subjects rarely overlap between schools; they tend to differentiate themselves by offering specialised degrees (examples are transport planning, community planning, and environmental planning), so research naturally is located in these areas. Very few of the subjects are reported in terms that suggest an orientation to areas and conditions outside of Canada (though Indian cities, China, and fragile states are examples). That said, more detailed information could reveal that many of the research projects pick up on the issues of 'Reinventing Planning' as they apply to Canada, if not to other places.

'The [School of Community and Regional Planning at the University of British Columbia](#) defines its mission as advancing the transition to sustainability through excellence in integrated policy and planning research, professional education and community service. It sees its primary challenge as the need to give practical meaning to the concept of ecologically sustainable social and economic development and to explore local and global paths towards achieving it... adapting to global ecological change and economic rationalization requires a new generation of planners who are dedicated both to understanding the issues and acting to resolve them in a wide variety of public and private settings.' (UN-Habitat, 2009, p.191).

In all, there are 11 professors in 13 Canadian graduate schools surveyed by another project who identified themselves as researchers in a developing world context. Although none specified the Caribbean, several in practice explore more than one region.

Students and staff

Information has not been obtained on student body size and composition for either of the institutions in the Caribbean. It is known that most of the students in the UWI Masters Degree course are part-time.

The information regarding planning enrolment in Canada is meagre; there are figures for only four of the 21 schools, and these range from 13 to 88 students. There are no indications of gender proportions.

Two full-time staff members with PhDs conduct the MSc course of the UWI in Trinidad and Tobago, with the assistance of a part-time teacher of design and of departmental colleagues who specialise in land information management. There is no data on staff size and quality for the school in Jamaica or for the new joint programme in Guyana and Suriname.

The information obtained for Canadian institutions describes three scales: less than 10 academic staff, 10 to 35, and more than 35, all roughly equal in size. The larger faculties tend to be in schools where planning is only one of several related subjects taught, and the data does not permit the identification of those academics who are the core teachers for planning. Nevertheless, it is clear that a substantial corps of teachers supports planning education in Canada.

It is reported that: 'The larger schools have tended to favour at least one faculty member who specialises in planning in the developing world. But there are no concentrations of such professor/researchers in any of the planning schools across Canada. The largest representations of such professors reach two or three full-time, tenure-track professors appointed in any of the 13 graduate planning schools (surveyed by another study), although again, access to many other resources on international development are especially available in Canada's three largest cities, Toronto, Montréal and Vancouver.'

Regional summary for the Americas

- Many schools in Canada, only two (plus a new Guyana-Suriname venture) in the Caribbean.
- Weak links within the Caribbean mean that governments send students to study in Canada, the UK or US, though such courses are less likely to address Caribbean concerns.
- Principles of 'Re-inventing Planning' are being addressed in at least one course (UWI).
- In general, Canadian courses are focused on a Canadian agenda, influenced by their accreditation system from the Canadian Institute of Planners, though issues of sustainable development are prominent.
- Research effort is diffuse, and there is no strong centre addressing the issue of planning and climate change in the Caribbean.

South-West Asia (Bangladesh, India, Maldives, Pakistan, Sri Lanka)

Context

In terms of urban development, planning and planning education, the countries of this Commonwealth region are principally distinguishable by their population size and current low levels of urbanisation (India: 1.22 billion, 30 per cent urban; Pakistan: 173 million, 37 per cent urban; Bangladesh: 167 million, 28 per cent urban; Sri Lanka: 19 million, 15 per cent urban). The urban population of Bangladesh is growing by some 3.52 per cent per annum, Pakistan by 12.93 per cent, and India by 2.37 per cent, although for Sri Lanka the annual figure is only 0.07 per cent.²⁹ The urban development challenges in this region are immense. There are mega-cities that drive national growth, extremes of urban wealth and poverty, extensive coastal areas exposed to risks exemplified by the 2004 tsunami, and a combination of rapid urbanisation and tourism development, as in the Maldives.

²⁹. Source: *UN Global Report on Human Settlements 2009 – Planning Sustainable Cities*

In India, Pakistan and Bangladesh, urban planning is primarily a municipal responsibility, though some planning activities accrue to the state and central government levels in India and the equivalent province and region levels in Pakistan and Bangladesh respectively. In Sri Lanka, planning and development control is the responsibility of the national Urban Development Authority.

In India, formal planning education is regulated by the All India Council for Technical Education through the [Institute of Town Planners, India](#) (ITPI), which has 13 regional chapters, but is not a member of CAP. In addition to accrediting formal courses, the Institute conducts its own direct certification through a work-study programme. This arrangement, which currently covers some 4,000 planners, is open to candidates working in certified planning agencies or offices with recognised first degrees (architecture, engineering, geography, economics, etc). They are required to undertake an examined programme of self-study and 3-5 years of professional work experience. Students with an undergraduate planning degree have to be employed in a certified planning agency or office for two years before they can be professionally certified, whilst those with a master's degree in planning may be certified upon graduation.

‘...planning in India at the national and sub-national levels is geared to sectoral economic planning where physical planners have very little to contribute. At the settlement level, the concerned sectoral departments and development authorities or special purpose agencies mostly implement development works. These agencies generally prefer to involve architects and engineers rather than urban planners since the former are more useful for the kind of work they carry out. The planners’ main contribution is thus limited to preparing master plans for towns and cities. But almost all of the few hundred master plans that they have prepared remain largely unimplemented. This further diminishes the credibility of physical planners in the eyes of decision-makers and the people at large.’ UN-Habitat 2009, p.195.

Because of the relative ease of entering the planning profession ‘on the job’, there is little incentive to undertake formal study, thereby denying many young planners access to new concepts and approaches to planning theory and practice.

The [Pakistan Council of Architects and Town Planners](#) (PCATP) is responsible for accrediting planning education purveyed through recognised schools in Pakistan. However, it is almost exclusively concerned with architecture and has no apparent guidelines to regulate the professional education of planners. There is a severe shortage of qualified planners, and in their absence, statutorily designated posts are filled by those with no regard to qualifications or experience. Thus even when there is a qualified planner available, he/she may be unable to get a job since the post has already been ‘filled’.

The Institute of Town Planners, Sri Lanka (ITPSL) is an active professional body and CAP member that is supportive of the profession and closely engaged with planning education in the University of Moratuwa and the promotion of planning and related conferences and events. It has a relatively high public profile in Sri Lanka and maintains contact with other professional bodies in the region and the Commonwealth.

Little information is available about the [Bangladesh Institute of Planners](#) (BIP) and it does not seem to have a significant impact on the planning profession or on the related education or training, and it has lost contact with CAP since 2007. At that stage it had about 140 members.

Programmes

By any standards India, Pakistan and Bangladesh would seem to be severely under-supplied by urban and regional planning schools and related professional education and training institutions. Though Sri Lanka only has one school, it is well established and produces some 75 new professionals per year. There is no provision for planning education in the Maldives and less than five planners work there.

Table 4.6: Planning Schools and Qualifications in Commonwealth South West Asia

Country	Total	Undergrad only	Undergrad & MSc	MSc only	MSc & PhD	Undergrad, MSc & PhD
Bangladesh	2	1	1	-	-	-
India	19	2	2	12	1	2
Pakistan	3	1	1	-	-	1
Maldives	0					
Sri Lanka	1	-	1	-	-	-
Total	25	4	5	12	1	3

Most of the Indian planning programmes were established in the 1970s and 1980s and two new schools, including the first in a private university, have recently been opened or are in the process of being set up. Traditionally, town planning education in India was seen as an extension of architecture, so when specialist planning programmes were established, they were at postgraduate level and only open to applicants with architectural or engineering qualifications. Though the disciplinary constraints have been liberalised (nearly half the existing schools are located in social science departments), 13 of the 19 planning courses are at Masters degree level – in other words, there are only six undergraduate planning courses in India.

In Pakistan a key informant commenting on the three programmes in the country, stated:

‘... the architecture and city planning courses at [Mehran University of Engineering and Technology at] Jamshoro are both weak due to the lack of good faculty. Jamshoro is a small town near Hyderabad and professionals are not interested in taking up teaching jobs in such areas as there is no scope for private practice. The programme is not accredited by the PCATP. NED [University of Engineering and Technology, Karachi] offers a postgraduate degree in Master of Urban and Regional Planning that is also not accredited by PCATP. It is a part-time course over 2½ years run in the evenings. The programme is focused more on urban design. The only programme that is accredited is the University of Engineering and Technology, Lahore undergraduate course in City and Regional Planning. The University of Engineering and Technology Lahore also offers postgraduate degrees in City and Regional Planning at Masters, MPhil and PhD levels.’

The Masters course in Lahore was developed in the early 1990s with UK government funding assistance in partnership with the planning school at Heriot-Watt University, Edinburgh.

In Bangladesh, the undergraduate programme in Urban and Rural Planning at Khulna University was the first to be established (in 1987). The undergraduate planning programme at the Bangladesh University of Engineering and Technology was started in 1997, though its master’s programme has been in existence since the 1960s.

The planning programmes at the University of Moratuwa, Sri Lanka, offering BSc, MSc, Diploma and short course programmes, have been established since the early 1970s and currently have an annual intake of some 50 undergraduates and 25 at MSc level. A key informant comments that:

‘The strengths of the Department are:

- Its multi-disciplinary approach;
- Planning Studio in the Department equipped with IT, GIS software and reading materials;
- Sufficient number of lecturers available for teaching;
- Links with Urban Development Authority, National Physical Planning Department, Central Environmental Authority and Ministry of Local Government and provincial council.

Its weaknesses are:

- Students do not have many opportunities for internships and practical training;

- Lack of links with local authorities and NGOs / CSOs;
- The Department is not much involved in research;
- Lecturers are not specialised in important subject areas like transport, governance, climate change, livelihoods, etc;
- Not much research and teaching on participatory planning and development and housing;
- Lack of interaction between research and development institutions (local and external/regional/global) and the Department’.

Furthermore:

‘Most students graduating from the Department find jobs in the Urban Development Authority, National Physical Planning Department and Colombo Municipality and some work in Ministries in Provincial Councils’.

Curricula

In India, the older schools, notably the [School of Planning and Architecture, Delhi](#), and [Centre for Environmental Planning and Technology University, Ahmedabad](#), have well-established reputations as the leading planning programmes in the country. Both have broad and seemingly flexible curricula that respond to emerging conceptual and professional needs. The courses at the Indian Institute of Technology, Kharagpur, and Anna University, Chennai, also have long histories and reputations, though they do not now seem to attract so much attention as innovative centres of learning and research in the field of planning.

In regard to the majority of India’s planning schools an informed commentator observes that even in the newer schools the curricula tend to be ‘mechanistic, standardised and at best train students in the traditions of 1960s master planning’. It seems that few of the concerns raised by the ‘Re-inventing Planning’ proposals (communities, poverty, exclusion, etc) are adequately covered, if touched upon at all, in the majority of planning courses. Even planning and management techniques, such as GIS and PPBS, are rarely incorporated in curricula.

A key informant in Pakistan comments that:

‘City and regional planning courses are probably the weakest when compared with the other engineering or architectural programmes. They are theoretical, often not intensive enough and not related to the real world issues of planning for Pakistan. The undergraduate CRP courses are blueprint-oriented courses and not directed toward planning policies’.

Another adds:

‘As a rule, teaching staff of the planning departments have no practical work experience other, perhaps, than participating on “studies” or a “Master Plan” exercise – collecting data. Most Master Plans are collections of secondary data in accordance with outdated templates, with a marginal add-on section on proposals or recommendations, and none on policy.’

Both the Bangladeshi planning programmes are based in universities of engineering and technology, which is reflected in their syllabuses. Nevertheless, social and economic planning issues are covered to some extent and the impact of climate change and coastal flooding feature strongly in the curricula of both schools.

Since its foundation (with UK Government funded assistance by the DPU) the curriculum at the University of Moratuwa in Sri Lanka has been pragmatic and responsive. It is multidisciplinary and traditionally addresses grassroots concerns and bottom-up approaches as well as the prevailing statutory planning legislation and practices. All 10 concerns of ‘Reinventing Planning’ are covered in the curriculum. The Department has recently been rejuvenated with a new cadre of young teaching staff who are continuing and extending this tradition.

Research and training

It appears that little meaningful planning research is undertaken by. Only the older and larger Indian planning schools claim to have institutional research capacities, though virtually all of them are

engaged in contracted professional consultancy, rather than research – even ‘applied research’ – that presumably has an impact on their teaching programmes.

However, there are several prolific non-teaching research organisations, both governmental and non-governmental, that produce a considerable body of knowledge of direct importance to urban and regional planning. Notable amongst them are: the [National Institute of Urban Affairs, Delhi, India](#); the Centre for Urban Studies, Dhaka, Bangladesh; and the [Marga Institute, Colombo, Sri Lanka](#). Similarly, there are research and training institutes that have an impact on urban and regional planning and development, for instance the [All India Institute for Local Self Government](#) and regional centres for urban and environmental studies.

In Pakistan there is little tradition of research, especially amongst universities. Urban and spatial planning is particularly research-starved. Most of the research on urban issues is done as part of technical assistance (by the World Bank, Asian Development Bank and some bilateral aid agencies) but this is rarely made available to, or used by, planning schools.

The best known urban institution has been the [Orangi Pilot Project](#) in Karachi, but its primary concern is with upgrading local areas and not with urban planning. It helped set up urban resource centres in three or four cities, which do a very good job of monitoring and collecting data on urban activities, policies and proposals. They also provide a forum for the exchange and discussion of urban issues. However, while the Karachi Orangi Pilot Project and the [Karachi Urban Resource Centre](#) are linked to the [Department of Architecture in Dawood College of Engineering and Technology](#), the Lahore Orangi Pilot Project and Urban Research Centre are isolated and there is no communication between them and the academic institutions.

Some five years ago, the Government of the Punjab established an ‘Urban Unit’ that has done a commendable job in establishing a GIS-based database and has embarked on assistance to local governments. It has also commissioned research on a number of urban policy issues. Unfortunately, it too has no links with the academic institutions, and as yet, most staff and students seem unaware of this emerging resource.

Students and staff

Very little information on student numbers in the Indian, Pakistani and Bangladeshi planning was available. The sample available for India (four schools) had annual intakes of only 12-20 students. By contrast, Sri Lanka had the impressive student intake of 50 undergraduates and 25 at MSc level (60 percent women), as quoted above. The Planning Department at Moratuwa has 17 full-time academic staff and 10 practicing professionals who teach specialist subjects on a part-time basis.

Regional summary for South-West Asia

- The need for skills relevant to twenty-first century requirements (e.g. slum upgrading, integrated planning, climate change etc.) is very high, but planners too often are used to prepare master plans that are not implemented.
- Serious under-provision of courses in all countries, though there is a strong school in Sri Lanka.
- Weak research in planning schools though some strong centres of urban research in India and Pakistan that are not linked into planning education.
- Outdated focus in many schools.

South East Asia (Brunei Darussalam, Malaysia and Singapore)

Context

Singapore has 100 per cent of its population living in an urban area, and an urban growth rate of 1.2 per cent a year. It has less than 10 per cent of the urban population in slums. Singapore has developed a strong planning culture, which is strongly supported by the government and has been a

key factor in the robust growth of the city state. Although the country is small there is a [Singapore Institute of Planners](#) that is a member of CAP. Though it has less than 100 members it acts as an informal professional certification body. As its website says (with justification) 'The greatest achievement of the Institute is the combined effort of its members, who have played their part in surmounting severe land and resource constraints to transform Singapore into a modern and gracious city, internationally recognized as an example of a city state with good urban planning' (Singapore Institute of Planners 2010).

Malaysia and Brunei Darussalam are also high-income countries that are, in Commonwealth terms, very urban (70-75%). However, their urban population is also growing rapidly – 3.38 per cent a year in Malaysia and 2.78 per cent in Brunei (UN-Habitat 2009, p.238-9). Nevertheless their urban slum populations are low – only 2 per cent (French and Hague 2010). The high urban growth rate in Malaysia, in part aggravated by the migration of rural job-seekers, particularly East Malaysia, does give rise to areas of urban poverty and informal development. The Malaysian Institute of Planners is a member of CAP and there is also a registration body for planners in Malaysia. While Brunei Darussalam does not have a separate planning institute, its ministry joined CAP as an affiliate member.

Programmes

There is a one-year full-time Master in Urban Design at the National University in Singapore, but no planning programmes in that country, or in Brunei Darussalam. Thus in this CAP region the only courses are in Malaysia.

Table 4.7: Planning Schools and Qualifications in Commonwealth South East Asia

Country	Total	Undergrad only	Undergrad & MSc	MSc only	MSc & PhD	Undergrad, MSc & PhD
Singapore	0					
Malaysia	4	1	2	-	-	1
Brunei Darussalam	0					
Total	4	1	2	0	0	1

The importance of the Human Settlements Programme at the Asian Institute of Technology (AIT), Bangkok, in the education of many of the leading planners in Asia should not be forgotten. This programme, which has had a variety of international influences, and has had a significant influence on planning in South West and South East Asia, no longer exists.

Curricula

A key informant on the Malaysian schools commented that:

'...the strengths of the planning schools in general are the niche areas and specialisations that each school has. For example, the International Islamic University of Malaysia focuses on the Islamic perspective of planning and development; the University of Technology more on theoretical, policy and strategic issues; while the University of Malaysia gives more emphasis to the physical and practice elements in planning and development.'

No indication was given of the extent to which the 10 'Re-inventing Planning' issues are covered by any of the Malaysian schools.

Research

The Malaysian schools claim wide ranging research agendas though with a focus on development planning and management and planning techniques and data management.

Students and Staff

The planning courses at the University of Technology Malaysia and Universiti Sains Malaysia have 26 and 20 full-time academic staff respectively.

Regional summary for South East Asia

- Strong planning systems.
- Only Malaysia has planning education providers.
- No information on how far the 'Re-inventing Planning' issues are covered.

Australasia and the Pacific (Australia, Fiji Islands, Kiribati, Nauru, New Zealand, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu, Vanuatu)

Context

The countries of this Commonwealth region fall into two clear categories: Australia and New Zealand are high-income countries with relatively stable, predominantly urban populations; The South Pacific small island states are middle-income countries with urban populations ranging from 13 per cent (Papua New Guinea) to 52 per cent (Fiji Islands) growing at 1.5-1.8 per cent per year (UN-Habitat 2009). Although Fiji Islands is suspended from the Commonwealth it is included in this discussion.

The planning systems in Australia and New Zealand are well developed, supported by appropriate legislation and local government planning and development control structures. Though both countries claim to have a shortage of qualified planners who are willing to work in the public sector, private sector planning consultants seem to thrive, providing services to government organisations and private developers, both at home and internationally. In Australia and New Zealand some local government planning services, such as development control assessments, research and preparation of strategic plans, are contracted out by authorities that do not have the capacity to fulfil these functions.

The planning profession and its education system in each of these countries are legislatively and institutionally regulated³⁰ by the [Planning Institute of Australia](#) (PIA) and the [New Zealand Planning Institute](#) (NZPI).

PIA published a major review of planning education in 2008 (Gurran, Norman and Gleeson 2008). It recognised what it called 'creative tensions' between the needs and expectations of industry and the broader role of planning education. It also noted that new skills, new knowledge and new processes or systems are likely to be required. While the authors recognised 'emerging concern about a perceived United States and United Kingdom hegemony of planning educational approaches' (p.18), the non-Australian planning education systems they reviewed were those in the US, UK, New Zealand and Hong Kong.

'There is commonality in the core areas of knowledge and skill regarded by students, practitioners and employers to be important outcomes of a planning education. Skills in oral and written communication and project management, as well as knowledge of planning law and urban design are emphasised. These core skills and knowledge align well with the generic attributes universities promote as part of their broader educational agenda. There is a need for planning education to promote critical reflection of the planning system and key knowledge underpinnings, including those that have precluded meaningful consultation and engagement with Aboriginal and Torres Strait Islander people.' Gurran, Norman and Gleeson 2008, p.49.

The Australian paper made a number of recommendations including a call for a review of PIA accreditation arrangements. However, the authors did not connect their analysis to the 'Re-inventing Planning' principles.

³⁰. Except SIP, as there is no school of planning in Singapore

The New Zealand Planning Institute also provides accreditation. It operates a similar system to that of PIA, and both these institutes have monitored moves by the RTPI and the [American Planning Accreditation Board](#) in respect of education policies. The New Zealanders undertook a consultation with the membership over education matters in 2007 (Education Review Working Group 2007), though the results of that exercise are not known.

'Planning in New Zealand is in a process of change. There are a number of new factors influencing the direction of contemporary planning practice, such as the growing recognition of the importance of urban design, community planning, environmental management, the potential effects of climate change, and the continuing shortage of planners at all levels of the planning profession.' Education Review Working Group 2007, p.2.

Of the nine commonwealth countries of the South Pacific, only Papua New Guinea, Fiji Islands and Samoa have physical planning systems, though in Vanuatu and Solomon Islands municipal authorities have responsibility for land regulation, but no specialist establishment to administer it. Planning legislation in much of the South Pacific is still firmly based on 1947 UK statutes and instruments that have never been 'customised' or amended, a major problem being legislation for the regularisation of informal settlements. Complicated customary land tenure issues present a particular problem for planned urban development throughout the South Pacific, especially in the Melanesian countries.

Because of the lack of indigenous planning institutions and professionals in the South Pacific, urban and regional development plans tend to be prepared on a project basis by (foreign) consultants. Many of these consultants are funded by international aid projects that do not embrace the employment of local professionals or obligations to provide training, leaving little 'sense of ownership' or capacity for the management of their implementation.

The Pacific Islands Planning Association (PIPA) was founded in 2007 with the support of CAP and PIA and UN-Habitat's regional representatives as a 'loose affiliation of professionals' that as yet has no statutory authority. Its secretariat is managed by the PIA but is seriously handicapped by a shortage of funding and lack of support from employers when opportunities have been created to enable those working in planning to take part in international events.

Programmes

Although there are 11 Commonwealth states in this region (plus Fiji), only three of them have formal schools of planning. As we have seen in other parts of the Commonwealth, provision is very skewed, this time with Australia dominating. To the extent that the smaller island states have urban and regional planning systems at all, the majority of their qualified professional staff has been educated in Australia or New Zealand or through extension courses conducted by the University of the South Pacific with its centres in Fiji Islands, Samoa and Vanuatu.

Table 4.8: Planning Schools and Qualifications in Commonwealth Pacific and Australasia

Country	Total	Undergrad only	Undergrad & MSc	MSc only	MSc & PhD	Undergrad, MSc & PhD
Australia	21	3	6	-	2	9
New Zealand	4	-	2	-	-	2
South Pacific	1	-	1	-	-	1
Total	26	3	9	-	2	12

In addition to the recognised planning programmes indicated in Table 4.8, a number of other institutions offer courses, such as environmental studies, urban design, landscape design, rural development and public administration, with significant planning components in them. For instance, in addition to the 21 programmes recognised by the PIA another 13 long-established, high profile Australian universities offer well subscribed programmes in planning-related topics that are not

professionally recognised by the Institute. Many of the Australian universities with master's degree programmes also offer postgraduate diplomas targeting the professional and technical aspects of planning.

In addition to university-based courses, technical training opportunities that target specific needs are available throughout the region. In Australia, for instance, government and private suppliers provide non-professional courses to upgrade planning and related technicians for particular tasks such as the administration of routine development control assessments. Such programmes also serve the requirements of mandatory continuing professional development.

Although the majority of planning programmes in the region are oriented to domestic practice, several of the Australian and New Zealand schools have significant numbers of overseas students, though not necessarily from developing countries or the Commonwealth (many are from China). The Universities of Queensland, the Royal Melbourne Institute of Technology, and Sydney and Queensland University of Technology run planning programmes specifically targeted at students from South Pacific countries, and many students from the Polynesian countries study planning at the University of Auckland in New Zealand.

Curricula

The curricula of nearly all the Australian and New Zealand schools give some emphasis to environmental issues and sustainability. The New Zealand Resource Management Act 1991 (with many subsequent amendments) has had a significant impact on environmental sustainability and energy planning throughout the country. Two Australian states (Queensland and New South Wales) have now adopted elements of this New Zealand legislation. Despite the innovative and far-reaching impact of such legislation, however, issues of sustainability and resource management still tend to be given a somewhat secondary place in the curricula of the majority of planning courses in the region. Although most of the seven Australian institutions that returned the 'Re-inventing Planning' questionnaire confirmed that they covered the majority of the 10 issues at least 'in part', the issues of 'subsidiarity', 'access to land' and 'market responsiveness' seemed to get less coverage than the others. This seems to be consistent with the skills requirements for accreditation from PIA and the NZPI. In relation to the skills listed in *Making Planning Work*, there are also gaps in relation to management and monitoring in the PIA listing (Box 4.1).

Box 4.1: PIA Accreditation Requirements

Skills

- Problem definition and objectives formulation for development and conservation;
- Understanding policy formulation, evaluation and implementation;
- Plan making and the use of planning instruments;
- Understanding urban design principles;
- Understanding urban and regional economies;
- Understanding strategic dimensions and their implications;
- Strategic planning related to economic climate, social change and environmental sustainability;
- Development control and its relationship with its environment and with strategic plans;
- Mediation and conflict resolution;
- Research methods including quantitative and qualitative analysis;
- Verbal, written and graphic communication;
- The use of information technology;
- Knowledge synthesis and application in planning practice;
- Understanding and responding to cultural diversity and difference.

Adoption of professional ethics

- Integrate value issues in practice, ranging from professional practice ethics that take future generations into consideration, to respect for diversity and the importance of social equity.
- Assess critically the use of professional knowledge, skills and communication.

Operational Competency

- Overview and scoping of problems;
- Synthesis and integration of information;
- Policy and plan preparation and evaluation;
- Monitoring and review techniques;
- Quantitative and qualitative research methods;
- Consultative techniques (including mediation and negotiation);
- Processing and assessing resource consents;
- Written, verbal and graphic communication.

Operational Awareness

- Data collection;
- Forecasting techniques;
- Risk assessment;
- Design and aesthetic consideration;
- Geographic information systems;
- Understanding of gender, ethnicity and equity issues;
- Values clarification;
- Team participation in problem solving;
- Planning ethics.

Planning Education Working Group 2007 p.10-11.

In addition, commentators have observed that land economics and financing land development, especially infrastructure, represent a major deficiency in all Australian and New Zealand planning courses. Furthermore, courses in Australia are seen as weak on the integration of planning and budgeting; New Zealand courses in these fields are thought to be better. Mention should also be made of the compulsory module on Gender and Equity at the planning school in the University of

Auckland, which UN-Habitat (2009, p.191) claimed was one of only four such modules in planning schools globally (the other three being in US universities). Most of the courses make a point of the importance of practical project work and the use of case studies in their teaching.

In the University of the South Pacific planning is part of the [Department of Land Management and Development](#), which gives a strong emphasis to the complex issues of land administration. The university's dispersed structure – with campuses in Fiji Islands, Samoa and Vanuatu – provides the opportunity for organising short-term planning courses suited to each region of the Pacific. These programmes are especially targeted to policy-makers and major stakeholders, such as those on the importance of planning settlements for local chiefs and customary landowners.

A key informant commented that:

'The breadth of the land use planning course coverage [at the University of the South Pacific] is proper, given the status and effect of customary land tenure operating in most of the island nations, especially Melanesia. This tenure system inhibits the development of a land market and even acquisition of lands for public purposes. Thus, whatever planning schemes that exist have difficulty in implementation ... The weakness in the planning course is that attention to strategic plan making and development assessment are not rigorous, reflecting the absence of serious planning practice in the many countries in the region. A further weakness is lack of stress on urban issues in view of increasing urbanisation and growth of informal settlements.'

Research

Ten of the 20 Australian planning schools with PIA-recognised programmes, and all four of the New Zealand schools, have institutional research programmes. The topics span virtually all aspects of the theory and application of urban spatial planning (urban form and design; climate change and environmental sustainability; participation and governance; multiculturalism and inclusion), as well as the planning hardware topics (urban growth and demographic change; infrastructure and transport; globalisation and competitiveness; housing and affordability; etc). Virtually all is commissioned, applied research in response to emerging problems and operational issues. There is very little opportunity for generic research to test new ideas or theoretical thinking on complex issues related to planning and development.

Research-based masters and doctoral programmes are generally weak throughout the region. Few PhD graduates are entering the planning education and research system, further weakening the capacity for scholarship to back up the professional education of planners.

The University of the South Pacific appears to give greater emphasis to advisory consultancies linked with specialist training than to academic research. Any research that does get done tends to be in support of specific international aid programmes that are rarely published or disseminated in any other way.

Students and staff

Student numbers vary with the size and prominence of the universities. For instance, the University of the South Pacific has an annual intake of 350 across its undergraduate BA, diploma and certificate courses, with very few in the master's programme. Some 45 per cent of the students are women. The Australian and New Zealand courses for which information is available indicate an average undergraduate intake in the range of 40-60 students with a slight preponderance of women, though the Royal Melbourne Institute of Technology has an annual intake of 180 postgraduates in addition to 60 undergraduates. However, it is estimated that only about half those who graduate with a planning degree in Australia end up in traditional (land use) planning jobs. The rest work in environmental, economic, social and health planning, where there is a high demand or go into private sector property development and related commercial activities.

The number of teaching staff also varies widely and is difficult to define with any precision as in many programmes the full-time teachers also have responsibilities in other courses and departments.

However, several of the Australian and New Zealand schools indicate that they employ practicing planners and related professionals on a part-time basis, indicating close connections with the real world of planning. On the other hand, it has been commented that only some six of the Australian schools have professorial-level appointments, which is taken as an indicator for the low academic esteem of planning in this part of the Commonwealth. The University of the South Pacific programme appears to manage its very large student intake with six full-time teachers and no part-timers.

Regional summary for Australasia and the Pacific

- Provision dominated by Australia, and to a lesser extent New Zealand.
- Despite high rates of urbanisation and vulnerability to climate change, most small island Pacific states have very limited planning systems, no local provider of planning education and no indigenous planning institutions.
- Reviews of accreditation have been or are being undertaken in New Zealand and Australia.
- Shortages of planners are reported while significant numbers of those who qualify in planning go to work in related fields.
- Few students doing research-based Masters or PhDs in planning, and no single major centre equivalent to the African Centre for Cities to lead research in the region.
- Sustainability and environmental concerns figure prominently, and most of the 'Re-inventing Planning' principles are covered, though there are gaps on subsidiarity, market responsiveness and access to land.
- Gender and Equity is a compulsory module at University of Auckland.

Europe (Cyprus, Malta, UK)

The Context

The planning system in the UK has been alluded to several times already in this report – but mainly in its earlier forms. With devolution to Scotland, Wales and Northern Ireland there are now four slightly different systems operating, though the RTPI remains the sole professional planning body in the UK and the largest such institute in the Commonwealth. Malta and Cyprus both have planning systems modelled on earlier UK legislation and both have small professional institutes representing planners, which are CAP members.

The salient point in relation to the Commonwealth is that many countries continue to operate a system based on the UK system that was established in 1947. In the UK, while the development control system has remained substantially the same throughout, there have been several attempts to make the plans more strategic and policy focused and to strengthen the role of national planning policy in shaping outcomes. In recent years this has been reflected in the attempt (supported by the RTPI) to move towards what has been called 'spatial planning', which emphasises the role of plans in integrating communication and infrastructure networks, particularly at regional scale, while also balancing environmental protection and economic development and sites for housing. In the UK there has also been a strong development of urban and rural regeneration and economic development. People trained as, or alongside, planners have a strong presence in these areas.

Planning involves twin activities - the management of the competing uses for space, and the making of places that are valued and have identity. These activities focus on the location and quality of social, economic and environmental change. In setting out its vision for planning, RTPI uses the term **spatial planning** to encompass these. Spatial planning operates at all the different possible scales of activity, from large-scale national or regional strategies to the more localised design and organisation of towns, villages and neighbourhoods. (RTPI website, 11 May 2010)

Programmes

The RTPI accredits planning programmes in 25 UK universities. In addition it accredits two courses in Irish universities, plus Hong Kong. Three more UK universities have courses with 'provisional' accreditation by the RTPI (which may eventually achieve full accreditation). The courses are a mix of full-time and part-time and undergraduate and post-graduate. The normal UK undergraduate route to RTPI membership takes the form of a three-year full-time degree followed by a nine-month post-graduate Diploma or Masters. It is this '3+1' combined package that RTPI requires for full qualification, though it does accredit three-year undergraduate courses in their own right as 'spatial planning' degrees. A specialist Masters is then needed to 'top up' the three-year degree in order to meet all the RTPI education requirements. In Scotland, where the higher education system is distinctive from that elsewhere in the UK, the RTPI fully accredits the four-year undergraduate planning courses as 'combined programmes' – that is, combining the spatial planning and specialist components.

The RTPI also accredits one calendar year 'intensive' Masters degrees as 'Combined programmes'. This is a significant difference to the situation in the rest of the Commonwealth, where a two academic year postgraduate is the norm. The RTPI changed from its traditional two academic year full-time / three academic year part-time requirement in 2004.

Ellis, Murtagh and Copeland (2009) reported that there are currently around 116 RTPI-accredited planning courses, and that 65 per cent of these are at post-graduate level.

The situation in Malta is not clear. The DPU survey identified a four-year undergraduate degree in planning that it said was offered by the University of Malta in the Department of Architecture. In addition they found a Master's degree in Integrated Resource Management offered in the University's International Environment Institute. The same Institute also offers a Master in Environmental Planning. However, detail is lacking on all these programmes. Historically, planners from Malta gained training through what was Birmingham Polytechnic (now Birmingham City University), though the current status of that link has not been explored.

As there is no planning course offered in Cyprus, the picture for the European part of the Commonwealth is very clear: the extensive full-time and part-time and undergraduate and post-graduate level provision in the UK is the key feature. Just as important is the approach of the RTPI to accreditation. In particular, the RTPI will accredit 12-month Masters degrees, but otherwise generally looks to a '3+1' system. It is also important to note that one of the programmes accredited by the RTPI is the Joint Distance Learning course, which is offered by a consortium of four UK planning schools. The course includes units provided and assessed by the Open University. In principle this offers access to an RTPI accredited programme for people resident outside the UK, though the reality is that the main take-up comes from the UK and Ireland.

Table 4.9: RTPI accredited planning programmes 2008-2009

Country	Total	UG Programmes	PG Programmes
UK	116	41	75

(Source: Ellis, Murtagh and Copeland, 2009, p.13)

Curricula

In the time available it has not been possible to research the curricula in the extensive list of UK planning schools. However, as all are meeting the RTPI's required learning outcomes, an analysis of these RTPI requirements gives some indication of how far the concerns of the 'Re-inventing Planning' paper and the skills from *Making Planning Work* are being addressed.

Since the major reform of its education policy in 2003-2004, the RTPI has required that courses demonstrate that their successful students have achieved a set of learning outcomes as listed in Box 4.2. At the time of writing these are under review, and in addition there are some other requirements that have to be met in respect of the specialised part of an accredited programme. Nevertheless, the

list gives the best basis to assess the link between RTPI accredited courses and the kind of knowledge and skills advocated by CAP.

Box 4.2: Learning outcomes required for RTPI accreditation

1. Generate visionary and imaginative responses to spatial planning challenges that are realistic and derive from substantial investigation and analysis of relevant data and other evidence.
2. Articulate such responses through coherent and integrated strategies, plans or programmes that take account of relevant institutional frameworks and combine creative direction for the future with credible means of implementation.
3. Demonstrate the ability to reach decisions or to make recommendations in which the significance of such strategies, plans or programmes is balanced with other relevant factors that ought to be taken into account.
4. Demonstrate effective research and appraisal skills, evident in data sourcing, collection, investigation, quantitative and qualitative analysis, weighing evidence and reaching sound conclusions.
5. Recognise the role in the planning process of such skills as negotiation, mediation, and advocacy and the importance of team working, often with other professionals, in an inter-disciplinary context.
6. Appreciate the importance of resource issues (especially human and financial resources) and organisational management processes and initiatives in helping to deliver effective spatial planning, together with the need for personal management skills and development, and knowing how and when to seek input from others.
7. Recognise the political nature of decision-making in planning, and understand the need for all planners to develop the ability to work effectively within democratic decision-making structures, including the capacity to explain such 'process' matters clearly to a wide range of stakeholders.
8. Appreciate the importance of time in the planning process, realising how the short-term and longer-term consequences of planning decisions may impact differentially on those affected.
9. Appreciate the importance and process of design in creating high quality places and enhancing the public realm for the benefit of all in society, and evaluate the effectiveness of alternative design approaches in achieving this.
10. Evaluate the case for and against spatial planning and particular forms of spatial planning and assess what can be learned from past experiences of spatial planning in different socio-economic, cultural and political contexts.
11. Demonstrate understanding of the natural environment, its values to society, and its underpinning of economic development.
12. Debate the relationships between environmental processes and social, economic and political events, and appreciate the potential of planning to exert a positive influence on the changes that arise from these interactions.
13. Understand the relationship between market processes, built form, different development models and patterns of movement; evaluate the economic and financial implications of alternative development strategies; and consider how best to generate and capture added

value for both particular interests and the wider community.

14. Acknowledge that development decisions have differing impacts on different people, and develop the capacity to identify and explain these impacts so that they can be properly taken into account in planning decision-making.
15. Appreciate and respect diversity of cultures, views and ideologies, and understand how that respect can be applied in planning systems through the pursuit of equal opportunity, social inclusion and non-discrimination (on the grounds of wealth, gender, age, race, disability, religion and culture).
16. Acknowledge the values underlying interpretations of sustainability, and explore what sustainability implies about the role of planning in promoting social and economic development, while conserving environmental, social and cultural heritages for transmission to future generations.
17. Understand the concept of rights, including the balance between individual and collective rights, and the legal and practical implications of representing rights in planning decision frameworks.
18. Recognise the importance of stakeholder involvement and public participation in the planning process and of engaging and communicating with (by appropriate and varied means) a diverse range of interests, including local residents and community groups, business people, commercial developers, politicians and protest groups.
19. Appreciate the meaning of professionalism, including probity and adherence to independent informed judgement; the identification of clients and the duties owed to them; the concept of conflict of interests; and the importance of a commitment to lifelong learning to maintain and expand professional competence.

How well does this list match up with the key skills set out in *Making Planning Work*? The answer is, 'Quite well'. RTPI requirements 1, 4 and 14 match the analytical and cognitive skills, and there is a strong emphasis on communication, negotiation and inclusion (requirements 5, 7, 15 and 18). The strategic emphasis in *Making Planning Work* has echoes in numbers 2 and 3 on the RTPI list, and 'management' is covered in number 6. The omission then is mainly in the area that *Making Planning Work* called 'monitoring and learning', though even here the RTPI emphasis on lifelong learning and continuing professional development is very much in tune with what CAP was calling for. Perhaps this high degree of correspondence should be no surprise, as RTPI was one of the sponsors of the *Making Planning Work* publication.

If we look at what RTPI requires and compare it with the focus of 'Re-inventing Planning', the match is less consistent. This is because 'Re-inventing Planning' is more concerned with substance, whereas the checklist from *Making Planning Work* is about skills (though the substance and examples overlap with 'Re-inventing Planning'). We can recognise some key concerns from 'Re-inventing Planning' in the RTPI requirements (such as sustainability, inclusion and cultural awareness), the focus on being pro-poor, the concern with access to land, and the emphasis on reducing vulnerability to natural disasters and on reducing new slum formation do not resonate through the RTPI's requirements. This does not mean that RTPI would not accredit a programme built around such concerns. However, it does mean that most students coming through UK planning courses are unlikely to be exposed to them.

There are few programmes in UK planning schools that address the challenges of planning under conditions of rapid urbanisation. The main ones are at Cardiff University, Oxford Brookes University,

Heriot-Watt University and the [Development Planning Unit of University College London](#), though the DPU has never sought RTPI accreditation. While there are other programmes in the UK concerned with international development, they do not directly focus on the planning of urban growth. It is significant that when Ellis, Murtagh and Copeland (2009) commented on 'the international dimension' in their review of UK planning education, their points of reference, apart from Australia, were with the US and Europe. Most UK planning schools are members of the Association of European Schools of Planning. There is no equivalent Commonwealth body.

Research

The undertaking of planning research within the UK has been shaped by the successive research assessment exercises that have been the basis for the allocation of research funding to UK universities since 1986. Though the details of the exercises have varied, the fundamental point is that planning schools (like all others) have been graded on the basis of their research performance, and only those seen as performing high have been given funding over and above the funding for teaching. As Marvin and Pendlebury (2004, p.363) noted, 'Falling a grade will reduce [departmental] income, while increasing a grade is likely to make a substantial increase. However, the increase in income is linked to a multiplier effect: the more staff submitted as research active, the higher the multiplier. This causes considerable tension within the department. Put simply, if too many staff with lowly research graded results are submitted this will pull down the overall grading.' A poor grading is likely to put pressure on a school from within the university and may threaten its very existence.

This research-driven and risk-laden environment is significant in relation to the traditional reliance on project work in planning schools. Studio-based work is demanding on resources – of space, staff and student time. The financial inducements from a successful performance in a research assessment exercise – and the different skills required for studio teaching and research publication in international refereed journals – mean that many UK planning schools have found it difficult to sustain past levels of staff student contact in project teaching.

The RTPI expects an 'effective planning school' to undertake planning research, and to link research strengths to the delivery of specialised and in-depth parts of the accredited programmes. However, it is widely recognised that a divide has grown within UK higher education between research-oriented universities (most of which existed before 1992) and the newer universities. The UK also has government-funded research councils, and some staff in planning schools are successful in bids to these, though the criteria used to evaluate proposals emphasises academic excellence rather than practical application. However, there have been funded programmes on topics such as 'Cities: Competitiveness and Cohesion' and on 'Sustainable Cities'. Some UK planning schools undertake applied research on contract to clients such as ministries or in programmes funded by the European Union, where issues like climate change and regional and urban development have been given some priority.

The overall picture is that there is much more published planning research now from academics in UK universities than at any time in the past, though the gap between these writings and practitioners is rather wide. The UK's Department for International Development funded research addressing urbanisation and planning through the 1990s, but since about 2002 the urban focus became weak in DFID and urban planning attracted little of its research funding.

Students and staff

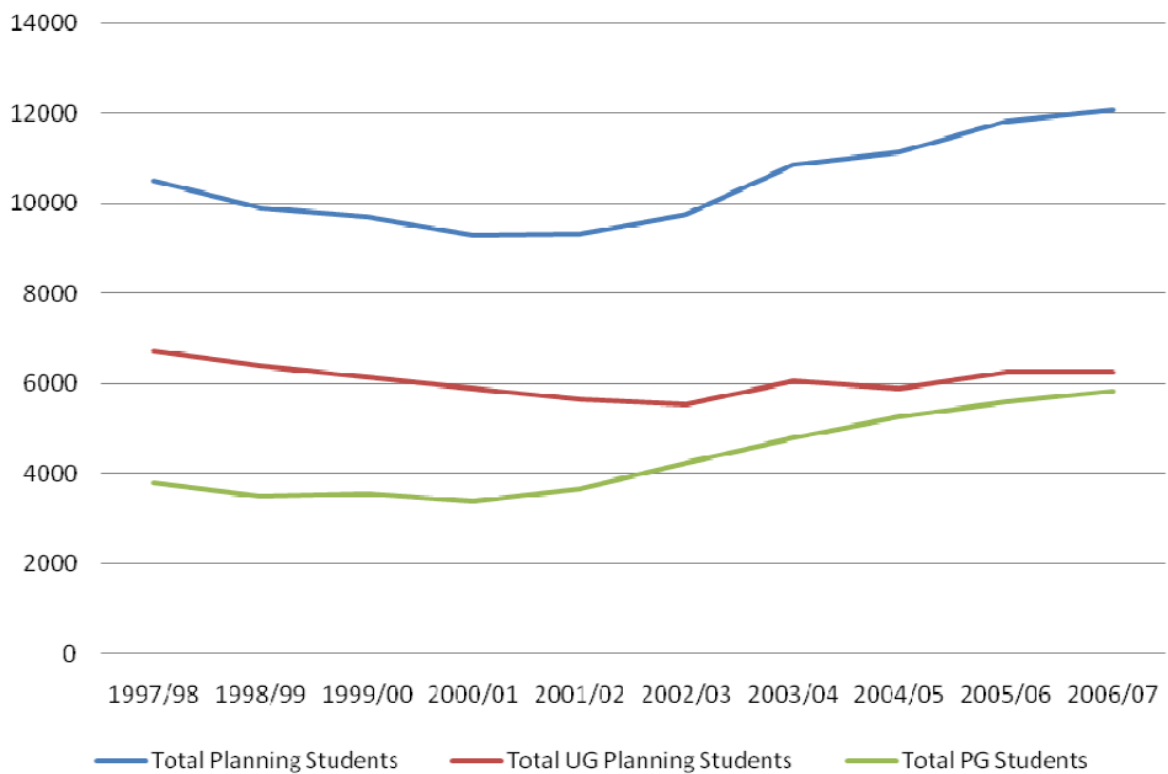
Time and resources have not allowed a full analysis of the staff and students in UK planning education. Instead, information is drawn from the study by Ellis, Murtagh and Copeland (2009). They estimated that there were approximately 3,500 planning students on accredited courses in 2008-2009 (p.ii). This was 'more than ever before', with a growth of about 35 per cent since 1999 (p.iii). The undergraduate / post-graduate split and the trends are shown in Figure 2 from Ellis, Murtagh and Copeland (2009, p.13) who derived it from official government statistics. This data should be read in

the context of a substantial increase in the UK student population over the same period. In fact, as Ellis and his colleagues noted, the decline in undergraduate student planners threatens the viability of some planning schools (p.15). In 2006-2007 the gender balance on the accredited planning courses was close to 50/50, with a slight over-representation of males (p.19).

Regional summary for Europe

- The UK is the largest provider of planning education in the Commonwealth.
- RTPI accreditation requires planning students to attain learning outcomes similar to those in *Making Planning Work*, though the issues at the heart of the 'Re-inventing Planning' paper are not necessarily addressed.
- Few UK programmes provide a focus on urban planning under conditions of rapid urbanisation.
- There is an RTPI-accredited distance-learning course, but its students are mainly from the UK and Ireland.

Figure 2: Number of all planning students in UK 1997-2008



Source: Ellis, Murtagh and Copeland, p.13, based on Higher Education Statistical Agency data

Chapter 5: Mid-Career Professional Development

The importance of updating and/or extending the knowledge base and technical capacity of planners, particularly those in the public sector, is beginning to pre-occupy the profession in some Commonwealth countries. In the UK (RTPI), Australia (PIA), New Zealand (NZPI), Malaysia (MIP) and Singapore (SIP) members of the professional institutes and/or registration boards have to undertake and record a stipulated number of hours of continuing professional development (CPD) activities throughout their active professional careers in order to maintain their professional registration. The [South African Council for Planners](#) is also reported to be considering such a requirement for membership. In these countries the institutes assist in ensuring that their members have access to recognised courses and events, running some of them themselves.

Recognised CPD events cover a wide range of capacity building activities including short courses on specific legal, procedural and managerial aspects of planning, often related to newly introduced policies or legal amendments. Others embrace more conceptual or theoretical issues of planning and related topics that often are offered by university departments or cultural institutions. Attendance in conferences, workshops and study tours with some relevance to planning is also recognised by most institutes as legitimate CPD.

On the supply side, a range of institutions provides mid-career training opportunities, including university departments and schools of planning. More frequently, though, short specialist in-service training courses are run by public service colleges such as the All India Institute of Local Self Government or the Ghana Institute of Local Government Studies, which provide short courses of relevance to planning on an occasional basis. Ardhi University in Tanzania has recently launched the Institute of Human Settlements Studies, which provides an innovative programme of short (1-2 weeks) courses on aspects of planning and settlement development. It is an initiative that hopefully will be emulated in other African Commonwealth countries.

Private sector consultants also provide specialist training and conference opportunities in response to demand, though more often they are commissioned by planning and related organisations or by (internationally funded) development programmes or projects.

In a few Commonwealth countries NGOs play an important role in capacity building, though often targeted at grassroots organisations rather than professionals. However, urban activist and lobbying NGOs such as the [Karachi Urban Resource Centre](#) in Pakistan provide capacity building with a focus on local planning and development issues, and research-based NGOs such as [Partners for Urban Knowledge, Action and Research](#) (PUKAR) based in Mumbai, India, run workshops and conferences on both conceptual and grassroots issues. Such organisations provide an important resource for mid-career development but there are not many in the developing cities of the Commonwealth and their funding tends to be precarious.

The role of international mid-career professional and technical training has diminished over the last decade to a large extent due to the shortage of funding. Nevertheless, institutions such as the Development Planning Unit (DPU) in the UK and the [Institute for Housing and Urban Development Studies](#) (IHS) in the Netherlands, which have a long history of international mid-career training, are still in the business. Though costly, such international training programmes provide invaluable opportunities for peer-group professional exchanges that have proved their value in building planning capacities and competencies.

The international exchanges organised by [Slum/Shack Dwellers International](#), a network of urban grassroots federations, provides an interesting and productive variation on capacity building based on international peer-group dialogue that has included planning professionals amongst its beneficiaries.

In summary, little information on the extent and content of mid-career professional development programmes has been available to this study. However, it is clear that it needs to be accorded greater emphasis. But for it to be effective it must have clearly perceived benefits to the career paths of planners and the goals of their employers. It must also be seen to benefit the institutions and organisations that are responsible for delivering mid-career courses, workshops, study tours and conferences. The academic staffs in universities are hard pressed to provide full-time education and undertake research and therefore view professional training as a low priority. Training establishments are giving way to degree courses. NGOs tend to be preoccupied with non-professional issues and the immediate demands of their grassroots partners. And, private sector consultants do not see the provision of training as part of their portfolios.

Chapter 6: Conclusions

A number of conclusions can be drawn from this study:

- Overall, there is a severe shortage of planners in the Commonwealth, particularly in the public sector and in those countries experiencing high urban growth rates (see Table 3.1).
- Planning schools are not able to meet current demands in most parts of the Commonwealth, but particularly in the Commonwealth countries of the global South. Provision of planning education is generally non-existent in small Commonwealth countries;
- Provision in a region is typically dominated by one large, often relatively wealthy country (Australia, Canada, India, Nigeria, South Africa and the UK), though in all these cases the students overwhelmingly are being trained for their own national market.
- Planning schools in Australia, Canada, New Zealand and the UK continue to be the main destinations for planners from Commonwealth countries of the global South, often with regional links. However, few courses in these countries specialise in planning and rapid urbanisation.
- While there are some exceptional innovatory programmes, there is a concern that much of the knowledge passed on is linked to the experience of British planning, and that the content of theoretical debates is driven by academics from the global North.
- In many Commonwealth countries planning frameworks reflect the 1947 British planning system rather than current UK concerns with 'spatial planning'. Practitioners thus expect graduates to have traditional planning skills like those related to land use zoning, development control and master planning.
- Where the curriculum was changed from traditional physical planning skills, as in Ghana, graduates have tended to find work in socio-economic development authorities and NGOs, leaving government planning offices starved of professionals.
- There is great unevenness in the way principles in the 'Re-inventing Planning' paper are addressed. While environmental issues are increasingly being taken on, there appears to be a continuing ambivalence to addressing equitable access to land and informal settlement.
- In general, there is a lack of research and publications from planning schools in Commonwealth countries of the global South. Often the libraries are poor and there is limited access to national, regional and international sources of knowledge and information. Local knowledge and experience tends to be generated through paid consultancies rather than by research.
- There are important issues around accreditation. Where national professional planning bodies control accreditation, academics tend to fear that it stifles innovation and responsiveness to local urban conditions and curtails creativity in planning education. In countries where there is no internationally recognised accreditation system, the planning schools feel weakened by not being able to demonstrate their quality, and by the lack of internationally portable qualifications for their graduates.
- The RTPI has recently granted provisional accreditation to a school in Botswana and one in South Africa. Potentially this has implications for other regions of the Commonwealth. There is interest in some countries in gaining a form of international accreditation, or for some international support to local systems of accreditation.

- National accreditation processes still need to be addressed collectively by planning educators, the professional bodies and government, in part to satisfy local laws or professional standards that aim to protect the public against malpractice.
- In 2008, the [African Association of Planning Schools](#) (AAPS) secured a grant from the Rockefeller Foundation for a project to revitalise planning education in Africa. The way this develops will affect several Commonwealth countries that are rapidly urbanising.
- There are other regional networks of planning schools, but no Commonwealth network.
- In India, there is a new and significant initiative to set up a university for the education of urban practitioners. The [Indian Institute for Human Settlements](#) will create India's first independent National Innovation University focussed on the challenges and opportunities of the country's urbanisation. Resources for this venture have been mobilised in India and internationally, for example from the Rockefeller Foundation. Its academic programmes are aimed at building a new profession of urban practitioners, around a set of 24 disciplines and practice areas central to South Asia's urban transformation. This process is drawing on a global network of knowledge partners including leading universities such as Massachusetts Institute of Technology and University College London, practice partners like IDEO and Arup consultancies, and a body of South Asia-centric knowledge.
- Though a database of Commonwealth planning schools has been compiled for the first time, detail is often lacking.
- The response to the attempt to collect information on the planning schools through a questionnaire survey yielded a relatively disappointing response, and the research often had to rely on insights and knowledge from key informants to compile a picture of the extent and nature of provision.

In summary, we can conclude that there needs to be a step change in planning education in the Commonwealth. There are too few schools and too little research in areas where urban development and the urbanisation of poverty is strongest. However, there is also a tension between the need to train people for existing planning systems and practices and the need to develop new knowledge and skills that can lead practice towards addressing the twenty-first century challenges that were highlighted in 'Re-inventing Planning'.

New international networks of planning schools have formed – though the Commonwealth is not visible in this emergent 'netscape'. While this study represents a breakthrough in gathering information about planning education in the Commonwealth, further work is needed to get a better sense of the agents of change and the barriers to change. Accreditation systems, in particular, need to be explored in more detail. Are they holding back change? Can they drive change?

Chapter 7: Recommendations

As the work on the State of the Commonwealth Cities has shown, the Commonwealth is exceptionally well placed to be a leading global force for better urban planning and more sustainable settlements. However, this research on planning education shows that many Commonwealth countries have no planning schools, while those that do focus on national systems and link into continental networks. Thus at present the potential benefit of Commonwealth networks is unrealised.

An objective of the ComHabitat Strategic Plan is 'to strengthen leadership and governance by Habitat Agenda partners in approaches to sustainable and equitable human settlements development.' The Strategic Plan recognises that new urban development approaches need to be: 'explicitly pro-poor and inclusive; acknowledge the dynamics of informal sectors; and create opportunities for all. There can be no rigid blueprint for urban development, since this rests on a diverse set of cultures and legal systems. The approach recognises the potential that exists to use information and communication networks, Commonwealth universities and other training institutions, professional groups and practitioners, to develop curricula and learning materials, and to share experiences in sustainable planning of urban centres.'

Commonwealth planners need to:

- Consider the systems of professional accreditation that currently operate within the Commonwealth in relation to two questions. First, is there scope through the professional accreditation requirements to embed the concerns of 'Re-inventing Planning' and the skills from *Making Planning Work* into many teaching programmes across the Commonwealth? Second, how can a form of international accreditation that is sensitive to the needs of planners in different countries be made accessible to all planning schools in Commonwealth countries?
- Build Commonwealth networks of planning schools and of planning students so as to raise their awareness of opportunities through the Commonwealth for innovation and mutual support.
- Establish what e-learning materials currently exist on topics of central concern to pro-poor planning and management of human settlements in rapidly urbanising countries. Such topics would include disaster mitigation and recovery, slum upgrading, working with customary land tenure, accommodating the needs of informal traders, and gender in development. What can be made widely available quickly and cheaply? What gaps are there and how might they be filled?
- Act as advocates for the modernisation of planning legislation and practices, a Commonwealth human settlements research agenda, and the need for access to professional-level planning education and mid-career training throughout the Commonwealth.

Ideally more should be done. This list represents a set of priorities rather than an extensive wish list. It constitutes a basis for short-term (12-24 months) experiment and action built on the findings of the research done for this project by the DPU. Table 7.1 shows the kind of actions and outputs that could be taken in pursuit of these four priorities.

Table 7.1: Priorities, Actions and Outcomes

Priority	Actions	Outputs
Accreditation	<p>E-mail and phone contact with all Commonwealth planning institutes and some universities to get more information.</p> <p>Analyse the systems, looking for common ground and gaps.</p> <p>Find out how accreditation works across Commonwealth in other professions – are there models that can be adapted</p> <p>Draft proposal for discussion with planning institutes and some universities: modify in light of feedback.</p>	<p>Proposal for how to deliver a system of accreditation across the Commonwealth for those who want it.</p>
Network of planning schools and students	<p>Update and fill out the database, through web searches and phone calls.</p> <p>Raise awareness amongst planners of the Commonwealth Scholarship and Fellowship Plan.</p> <p>Identify centres in the Commonwealth leading new approaches to planning education (e.g. AAPS and IIHS) and work with them to showcase and spread their messages.</p> <p>Run a Commonwealth planning students' competition and prize.</p> <p>Explore the possibility of a Commonwealth planning research conference and journal.</p>	<p>Database, publications and conference to put in place the basis for a Commonwealth network of planning schools, plus mobilisation of students.</p>
E-learning materials	<p>Contact/search websites of professional planning institutes within the Commonwealth, plus UN-Habitat UNDP, OECD and Commonwealth of Learning to see what is available. Create a web page with links to available materials. Identify thematic and geographical gaps.</p> <p>Explore scope to fill gaps by writing customised learning materials.</p>	<p>Web page with links to key materials. Strategy and demonstration materials to fill gaps.</p>
Advocacy.	<p>Report on the project to CCGHS at its 2011 meeting.</p> <p>Develop and disseminate a research and learning agenda for the planning and management of human settlements in the Commonwealth. Consult on it.</p> <p>Approach Rockefeller, UN-Habitat, CIDA and AusAid for support for development of learning resources and for institutional support to carry forward the project.</p>	<p>Research and learning agenda published. Find out whether significant resources can be mobilised to link changes in planning education with modernisation of planning systems.</p>

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