MOVING ON:

The Journey of The Association of African Planning Schools

1 Foreword

Moving On: The Journey of the Association of African Planning Schools

This book aims to tell the unfolding story of the Association of African Planning Schools (AAPS), its origins, aims and experience over the first ten years of its existence. The book presents the journey of AAPS and in telling the stories, seeks to show how the idea of revitalizing planning education and practice unfolded, developed and is slowly being implemented. The AAPS is a peer-to-peer network of schools, departments or programmes, located at institutions of higher education on the African continent, offering degrees in city/urban and/or regional/rural planning. AAPS was founded with the purpose of improving the quality and visibility of planning pedagogy, research and practice in Africa, and promoting planning education which advocates ethical, sustainable, multi-cultural, gender-sensitive, and participatory planning practice. Currently AAPS has a **membership** of 54 planning institutions from across Africa.

Africa is in the midst of a major urban transformation, albeit spatially and temporally uneven. The continent, which is 40 per cent urbanized at present, has been experiencing the world's fastest rate of urban growth in recent decades. The United Nations Department of Economic and Social Affairs (UN DESA) forecasts that Africa will be 50 per cent urban by early 2030 and 60 per cent by 2050. While urbanization presents an opportunity for Africa much of the continent has faced a deepening crisis along with rapid urban growth. The majority of urban dwellers in Africa presently live in slum conditions and UN-Habitat forecasts that almost all the projected urban growth in Africa over the next two decades will take the form of slum growth. A number of factors contribute to this prognosis. First, most African cities and towns lack the institutional, financial and political resources to deal with the growing levels of urbanization. Second, the majority of African governments continue to pursue anti-urban policies and their dominant policy response is characterized by inertia. Thirdly, planning based on outdated legislation and inappropriate models has been routinely used to carry out mass eviction and demotion of informal settlements and exclude majority of urban residents from access to basic services and livelihoods.

That much of Africa's urbanization has been unplanned and haphazard has for a long time presented a profound challenge to the continent's urban professionals who directly or indirectly bear the greatest responsibility over the unfolding process. Into the turn of the new millennium, while the majority of urban professionals continued to prescribe more control and order for the burgeoning urban areas, a small group of planning academics and practitioners started voicing a critical assessment of current planning education and practice, and the knowledge assumptions behind Africa's urbanism. The idea of a planning association in Africa as a critique started in 1999, while the formal launch of the Association of African Planning Schools (AAPS) took place in October 2008, in Cape Town, South Africa. The launch was attended by 29 participants, of planning academics and practitioners from 23 universities in 12 African countries and six observers. During the

fourth all-schools conference held in November 2014 in Cape Town, 41 of the 54 member schools were present from 21 African countries (Anglophone, Lusophone and Francophone), and a total of 100 delegates attended including members of Africa Urban Research Initiative (AURI), the African Centre for Cities (ACC) and observers from Shack/Slum Dwellers International (SDI), the Lincoln Institute of Land Policy, the Global Planning Education Association Network (GPEAN), the Indian Institute for Human Settlements, Cities Alliance and Women in Informal Employment: Globalizing and Organizing (WIEGO).

Moving On: The Journey of the Association of African Planning Schools (AAPS) (continued)

AAPS is essentially a reform initiative to chart an alternative response to the crisis associated with Africa's urban transformation. AAPS's first goal is to address the challenge of the contemporary and future urban transition in Africa through the reform of planning education and practice in order to make it more relevant and effective in producing urban professionals who are better prepared to manage Africa's urban agenda. Its second goal is to strengthen urban research and innovation in Africa to produce grounded knowledge to enable African governments to better understand and manage the dramatic urbanization wave that is unfolding across the continent.

In a uniquely collaborative way, this book narrates how the idea of AAPS unfolded, how it was developed and how it is being implemented. The idea of AAPS was greatly facilitated by funding from the Rockefeller Foundation which supported the network's initial projects during phase one (2008 to 2011), as narrated in the book. The support continued into phase two (2011 to present) as AAPS received additional funding from Cities Alliance, Mistra Urban Futures and Ford Foundation to deepen and extend its projects. The financial support provided by these partners is highly appreciated and acknowledged.

This book narrates how AAPS established strong partnerships with organizations with shared visions and missions in order to act on its agenda. These include SDI, WIEGO, GPEAN, and UN Habitat/Global Land Tool Network (GLTN), UN-Habitat's Global Land Tool Network (GLTN) and the UN-Habitat Partner University Network. The partnership with SDI, as narrated in the book, has enabled AAPS member schools to engage with real planning problems in the field, thereby encouraging the co-production of planning analyses and solutions, while partnership with UN-Habitat/GLTN has provided an opportunity to explore innovative methodologies and tools that are more responsive and effective in addressing contemporary urban problems. As the book reveals, the development sought by AAPS go beyond educational reforms to include wider systemic change for planning practice, especially legislative reform.

This book will no doubt be a valuable resource for both planning academics and practitioners seeking to better manage the unfolding urban transition in Africa. It will also appeal to African and international policymakers working on African urban issues and to students seeking to join the urban professions and associated disciplines.

Professor Peter M. Ngau
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2 Index and timeline

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2 Index and timeline

Timeline

	Schools	Grants	Conferences	Landmarks
1999	AAPS founded with 4 schools			
2000	6 member schools			
2001	9 member schools			
2002	11 member schools			AAPS as founder member of GPEAN
2003 to 2006	Membership grows from 14 to 23 schools			
2007	26 member schools	First Rockefeller grant		
2008	32 member schools		First conference in Cape Town	
2009	41 member schools	Second Rockefeller grant		
2010	43 member schools		Second conference in Dar es Salaam	MoU with SDI
2011	45 member schools	Third Rockefeller grant		MoU with WIEGO
2012	50 member schools	Cities Alliance grant	Third conference in Nairobi	Pilot masters programme at UNZA
2013	53 member schools			UNZA programme starts
2014	54 member schools		Fourth conference in Cape Town	MoU UN-Habitat/ GLTN

3 Background

Introduction

In January 2010, I embarked on a journey to five African countries visiting seven planning schools as part of the AAPS Revitalising Planning Education project. Over the next five weeks I travelled to places as diverse as Nigeria, Ghana, Tanzania, Rwanda and Ethiopia. This initial trip was succeeded by visits to 15 other planning schools in nine countries over the following 12 months. This process was an extraordinary experience and more than just a geographic journey. I experienced the warmth and wisdom of my colleagues, met young and hopeful planning students and immersed myself in the cities that function as contexts and laboratories for the training of planners.

The trips had a practical purpose: to build relationships, establish the extent of resource constraints and caucus with colleagues on the future of planning education in Africa. It confirmed the premise of the AAPS project; that change is not just desirable, but essential. Hence the title of this book, 'Moving On'. For planners to make a meaningful contribution to urban change, we argue, African planning education needs to depart from control-centered constructs of planning. African urbanization requires intervention that is mindful of people's livelihoods and the needs of the marginalized. We require future planners who are creative, reflective, and committed to inclusive cities with their feet firmly on the ground.

This general view is not exclusive to the AAPS of course. Since its beginnings a number of friends, colleagues and like-minded organizations have joined this conversation. This book documents the events, projects and partnerships that have shaped the endeavours of this network. There is a loose chronological sequence that is organized thematically in accordance with AAPS's activities. Starting with an overview of planning education in Africa, regional variations are represented by colleagues from South Africa, Nigeria and Tanzania. We asked one of the pioneers of the AAPS, Prof Tumsifu Nnkya, to share his thoughts on the beginnings of the association. The significance of the all-schools meetings held in Cape Town in 2008, in Dar es Salaam in 2010, and in Nairobi in 2012 are discussed within the context of the two Revitalising Planning Education projects. There are a number of dimensions to these two projects; the evolution of our communication media, work on research collaboration, the formulation of planning curricula and associated tools, and the case study

project. The latter resulted in a number of media, including an online toolkit and an academic text. The second round of Revitalising Planning Education project work expanded the AAPS family to include alliances with Shack/Slum Dwellers International (SDI), Women in Informal Employment: Globalizing and Organizing (WIEGO) and UN-Habitat. Throughout these processes we have been supported by the generous and thoughful guidance of the Rockefeller Foundation and later, Cities Alliance.

We hope that this is a journey that will enlighten, spark some debate and enrol more friends and partners for future encounters.

Dr Nancy Odendaal
University of Cape Town, South Africa
Coordinator, AAPS Revitalising Planning Education project

3 BACKGROUND

Planning Education in Africa

Planning practice and education in Africa emerged in the context of colonial worries about the state of sanitation and public health in the cities of their territories. Africa proved to be a testing ground for new town planning models and concepts in the first half of the twentieth century. It also served the ulterior purpose of reinforcing power and control over African territories, through the design of grand physical structures to perform an image of prestige and authority, and by promoting racial segregation and physical order (Njoh 2009).

By the 1930s, garden city-type designs and principles were applied to the planning of British colonial towns in Africa. Consulting town planners educated in Britain or France almost invariably produced these early plans, usually with little professional recognition or legal status. By the end of the decade, however, there was enough interest among foreign-educated planners working in South Africa to launch an attempt to form a local branch of the Town Planning Institute to promote town planning and provide professional representation. The institutionalization of town planning went hand in hand with its professionalization.

Ultimately, a growth in demand for town planners in South Africa led the Department of Architecture at the University of the Witwatersrand (in Johannesburg) to offer the first African planning education programme (a postgraduate diploma) in 1946. Staff trained in the United Kingdom were recruited to the programme. The course was strongly influenced by the British tradition. This approach focused on imparting technical design skills through a studio-based pedagogical approach, with relationships between staff and students taking on a 'master-apprentice' character (Diaw et al. 2002).

Following the Second World War, colonial powers embarked upon ambitious projects of post-war reconstruction and 'development'. The British government actively exported town and country planning practices to its colonies, enabled by a series of home policy reforms promoting the development of economies and local democracy in its territories (Home 2013). This late colonial export of metropolitan planning ideas and standards was reflected in the transfer of European planning laws and legislation. Early examples included legislation passed in

Planning Education in Africa (continued)

Nigeria (1946), Nyasaland (now Malawi) (1948) and Uganda (1948 and 1951). These were directly modelled on the United Kingdom's 1932 Town Planning Act, and generally sought to give legal status to town planning activities (Home 2013; Njoh 2009). By the late 1950s, French colonial authorities had also passed laws requiring that urban master plans be produced for their territories in Africa (Njoh 2009).

With decolonisation, African planning education received another boost. Many African leaders saw planning and education as the twin paths to modernization and development. This provided political and ideological support for the establishment of new planning schools. Kumasi College (now Kwame Nkrumah University of Science and Technology) in Ghana established a planning programme in 1958, just one year after Ghana gained independence from the United Kingdom. In 1961 the precursor of the United Nations Development Programme helped to establish the first planning school in Nigeria at (what is now known as) Ibadan Polytechnic. These early programmes focused on teaching physical town planning practices.

Ecole Africaine des Métiers de l'Architecture et de l'Urbanisme (EAMAU)

Elsewhere other trends and influences were apparent. In the 1960s, for example, the Ecole Superieure d'Amenagement et d'Urbanisme (Urban Planning College) was established in Ethiopia through a bilateral agreement between the French and Ethiopian governments. Subsequently, the college became known for its unique multidisciplinary training in architecture, planning and civil engineering based on the French multidisciplinary *urbanisme* tradition.

Clearly these initial programmes were heavily influenced by foreign approaches to planning education and practice. African-European university relationships took different forms, and included the provision of staff, training, equipment, and scholarships for staff, as well as the organization of staff and student exchanges and collaborative research projects. Often bilateral and multilateral development organizations funded such initiatives. In many cases, the distinctive curricula and teaching approaches introduced by foreign partners, in conjunction with wider structural and educational trends, have left lasting impacts on curricula. As a result, there is significant variation in contemporary educational philosophies and teaching approaches between universities and colleges across Africa. Such variations are also due to subsequent shifts in development policy and educational thought, which have unfolded unevenly across the continent.

A number of new African planning programmes were founded in the early 1970s in countries such as Nigeria, Kenya and Zambia. In 1976 French-speaking West and Central Africa saw its first planning school established in the form of the Ecole Africaine des Métiers de l'Architecture et de l'Urbanisme (EAMAU), an institution founded by the resolution of a summit of OCAM (Organisation Commune Africaine Malgaches et Mauricienne) heads of state to create a school of architecture, urbanism and spatial planning in Africa. For the most part, these programmes remained committed to planning as a technical practice.

Throughout the 1970s, the nature and content of planning education broadened in line with nationalist development ideologies and mounting critiques of both modernization theory and centralized planning. 'Action planning' methods (informed by John Turner's work) proved influential. This approach advocated the meeting of community needs, the upgrading of settlements and the need for engagement in planning and development processes. The spatial project of national development also had some influence. For example, from the mid-1970s the planning programme at Ardhi Institute (which had offered a course in physical town planning since 1972, with UNDP assistance) was reformed to reflect the national policy focus on rural development (encouraged by the articulation of Ujamaa development ideology in the late 1960s) and settlement upgrading. From 1978, the Danish International Development Agency (DANIDA) began to support the training of planners at Ardhi, and Danish staff

Planning Education in Africa (continued)

(primarily architects) had a significant impact on the design-oriented focus of the programme and its emphasis on project- and context-based teaching.

African planning education would undergo several challenges and changes during the 1980s. Some key shifts included the increasing influence of social science-based approaches to regional planning (which originated in North America in the early to mid-twentieth century), the advent of economic crises and structural adjustment programmes, and the impact of urban management approaches to policy. By the early 1980s an observable shift away from the traditional emphasis on physical planning and towards rational analysis, multidisciplinary training, as well as urban and regional systems analysis, was underway. This change was reflected in the establishment of numerous degrees in urban and regional planning in Nigeria for example. In the early 1980s a master's degree in urban and regional planning was established at the University of Ibadan, which reflected a comprehensive multidisciplinary approach, with an emphasis on socio-economic and environmental analysis. From the mid-1980s, global policy interest in urban management encouraged the establishment of specialist urban management programmes. In the particular context of South Africa, the 1980s saw a number of planning schools begin to articulate their educational and professional philosophy in opposition to the spatial practices of the apartheid state. Some of these 'radical' programmes retained a spatial design focus, while others developed more policy-oriented programmes influenced by Marxist and structuralist thought.

However, at the same time the general policy shift away from centralized control of development towards liberalized market-oriented systems and decentralized planning exerted a profound effect on African educational systems and research. Structural adjustment programmes led to a sharp reduction in the provision of central funding for universities, and drove a significant decrease in the volume of urban and planning research produced during the 1980s.

By the end of the 1980s, African planning education continued to shift and diversify, this time in response to the rise of 'sustainable development', decentralisation and participatory planning discourses. New planning education programmes emerged in the 1990s that emphasized environmental management training, often located within departments of geographical or natural science. In South Africa, planning education underwent major reforms in conjunction with post-apartheid policy shifts towards socio-spatial integration, participatory planning, developmental local government, local economic development and sustainability.

More recently, a number of topics and themes have gained traction within planning discourse and curricula. These include: land access, climate change and, increasingly, the multifaceted concepts of urban security and resilience. Peri-urban areas and secondary cities are increasingly important spatial foci of planning research and practice. In addition, African planning education has sought to incorporate the benefits of technological advances and in particular computerised planning applications such as GIS and remote sensing. Advances in communication technology have also made cross-national networking more feasible for African planning educators. Regional networks dedicated to planning education now exist, and following the first World Planning Schools Congress held in 2001 in China, these networks have been linked through the Global Planning Education Association Network (GPEAN). Through their projects and events these networks have enabled efforts to facilitate knowledge exchange across language and cultural barriers, and to promote comparative learning around pedagogy and curriculum development. Considering the historical tendency for African planning schools to draw their ideas and teaching practices from Northern (especially European) institutions, this trend bodes well for mutual sharing and learning between schools in Africa, as well as the wider global South.

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Three Case Studies

CASE STUDY 1: Reflections on the Struggle for Inclusive Practices in the Urban and Regional Planning Profession and Higher Education Landscape in South Africa

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Planning in post-apartheid South Africa has been rooted in the struggle to build a democratic society. Powerful interests and contested paradigms have impacted on the transformation processes. A narrow definition and application of planning under colonial and apartheid planning was used as a system for control, segregation and regulation. The transition to one that promotes equitable distribution of resources and services, social engagement and responsiveness to a wider development agenda has been challenging.

I am a lecturer at the Durban University of Technology (DUT), a former technical university and one of few higher education institutions in South Africa that trained black planners under apartheid conditions. The institution has been subjected to sustained demands for access to and reform in the educational sector that included a merger and complete overhaul of curricula. Much of this has been driven by government, the labour movement and civil society with a key objective of transforming the structural architecture of the higher education system. As I reflect on 24 years in the planning education environment, the transformation journey has been highly contested and vibrant on many levels.

New institutions were established to oversee the implementation of education policy and quality systems in higher education. In addition to the extensive transformation of the education sector, the transformation of planning reflects a complex period that included an overhaul of the regulatory framework of professional councils, professional institutes and rapid legislative and regulatory changes impacting on planning generally and planning education.

My experience is that professional planning associations, planning educators and the planning profession have been slow 'out of the starting blocks', displaying and at times exposing the weaknesses of the planning profession and planning education structures in South Africa. This can be summed up as a profession in relative disarray and fragmented between the 'old guard' and the new order.

Planning and planners have been slow to define their role and function in a democratic society. Planning has insufficiently challenged the reproduction of spaces that represent apartheid spatial planning. In my view the relationship between the state, so-

What is your motivation for doing this course?

'I want to change the community I live in to be a better place to live… Town planning will help me to do that.'

'I want to see development in my area. For too long we have been living without proper facilities.'

'…It is my dream to be a planner…'

– Question asked in the motivation questionnaire for admission into the town planning programme at DUT and responses of potential students

THREE CASE STUDIES: Case Study 1 – South Africa (continued)

ciety and planning has been poorly articulated and conceptualized by planners, resulting in the inability of spatial planning to position itself at the apex of government functions at national, provincial, municipal and local levels, and to leverage the necessary budget resources to achieve impact and project delivery. Instead the ongoing reform of the planning system, continuing use of outdated laws and regulations well into the democratic dispensation, has meant that plans have not necessarily translated into the delivery of equitable, sustainable and transformed spaces over the last twenty years.

There have been two acts that have governed planning in the recent past, setting up professional councils to regulate the profession: the South African Council of Town and Regional Planners (SACTRP) was in operation up until July 2004, and the current body, the South African Council for Planners (SACPLAN) became operational in July 2004. Both bodies were mandated to regulate the profession through: the registration of professional and technical planners, the accreditation of planning qualifications offered in higher education institutions and protection of the public from unprofessional work undertaken by planners and resultant disciplinary council functions. I was a member of both councils. The overlap between the old and new councils meant an interim council had to respond to a constantly changing context. Key focus areas included increasing access to the planning profession, recognition of graduates from the technikons (now universities) as planners, as well as ensuring accountable and transparent planning education and professional practices. Substantial work relating to the demands of the changing education environment was undertaken in this period under very difficult circumstances.

Durban University of Technology (DUT)

Planning educators have had to navigate both internal and external demands, as well as continue to provide quality education and a cadre of well-rounded and competent graduates. Our department is located in the heart of the city of Durban; our student catchment is primarily from a working-class background; our students are usually the first generation gaining access to higher education; and we are a comparatively affordable university.

THREE CASE STUDIES: Case Study 1 – South Africa (continued)

The demand for access to our programmes began in the early 1990s from predominantly economically marginalized students spanning rural and urban, and from all corners of the country. In more recent years this has included students from the SADC region, and further north in Africa. Students have a strong drive to do planning, as they identified it as potentially transforming and life changing, and as a relevant profession that can make an impact on society. This context has shaped our academic activism in the following ways: we have sought to increase access to higher education, develop programme and curriculum content that is relevant, and push towards a more inclusive profession.

The impact of changes in the higher education sector as outlined above and the change in focus to a university of technology also introduced a suite of new qualifications. A key consideration for the offering of degrees at technikons was the barriers to entry for technikon graduates into traditional university programmes. For us at DUT, this was a shift from a 'technical' focus to a more generalist planning curriculum reflecting the current competencies of planning. The introduction of the Bachelor of Technology, a one-year degree following a three-year National Diploma, allowed graduates to register with SACPLAN for professional registration for the first time, and opened access to professional registration for a much larger cohort of graduates. In this period the University of Technology sector in South African has produced a cohort of approximately 3000 graduates[1] into spatial planning, representing a significant constituency in planning.

It is also worth noting that the transitional period (between late 1990s and mid 2000) saw the enactment of the Municipal Demarcation Act[2] and the resultant wall to wall development, and ushered in a challenging period for planning graduates. Many entered a work environment where senior planning capacity did not exist or was in short supply, where mentoring and a supportive environment was not made available, where planning was increasingly complex and work load intensive, and with planning taking on new roles and functions such as public participation processes, integrated and strategic planning. The outcome is many planners in local government structures "making the road by walking"[3] with poor support mechanisms, and education providers often criticised about the quality of graduate outputs.

It has at times been a challenge to develop an inclusive practice of education providers in the South African context. Our engagement within the planning education sector has not always been collegial. In many ways the process has contradicted the values of planning – inclusive, embracing of difference and diversity – reflecting rather gatekeeping and protection of narrow interest. Recent engagements between members of the education sector, such as that promoted by AAPS, have assisted in reflecting greater coherence of the education landscape for the betterment of planning education.

Footnotes:

1 Estimate of UOT graduates derived from Heads of planning schools meetings over the years / AAPS Revitalisation of African Planning Education in Africa Workshop 13-15 October 2008 Cape Town documentation

2 Municipal Demarcation Act 27 of 1998 Centre for Higher Education Quality Committee

3 Reference to Antonio Machado, Spanish poet, and Paulo Freire and Myles Horton (HEQC) 2004. Criteria for Programme Accreditation, Pretoria. CHE

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THREE CASE STUDIES: Case Study 2 – Nigeria

CASE STUDY 2: Physical Planning in Nigeria and the Ibadan City Region Experience

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The origin of modern town planning in Nigeria is similar to that of Britain. The poor state of sanitation in Lagos and associated public health issues, prompted the promulgation of the first planning-related legislation in Nigeria in 1863, which later transformed into the Township Ordinance of 1917. The Ordinance laid down guidelines for the physical layout of towns. Its impact is still visible today in such towns as Aba, Enugu, Port Harcourt, Jos, Minna, Kaduna, Lokoja and Makurdi. In addition, it legalized the segregation of the Europeans from African residential areas and established a management order for different parts of the town (Nigeria Institute for Town Planners 1991).

Several laws, ordinances and decrees in 1928, 1946, 1978, and 1992 enhanced the progressive development of the planning profession in Nigeria. Unfortunately, these have not led to significant transformation of Nigerian cities and rural areas. These laws, together with the institutional framework that supports them, have become obsolete

University of Ibadan, Nigeria

in dealing with the contemporary challenges of informality, unresponsive planning education and sundry problems. Rapid urbanization following the Nigerian Civil War (1967-70) and the economic boom of the Udaji salary increases arising from the oil boom of the late 1970s, led to fast and uncontrolled development. Planning and planners watched helplessly as the city became inundated with people. Informality became a problem. Houses 'germinated' everywhere and shops were erected indiscriminately. The knowledge base necessary to effectively meet these and other challenges of population and economic boom has not been revitalized in accordance with contemporary planning ideas. Many practising planners have not embraced, or been exposed to, new planning doctrines and practices with which planning can shape and modify city landscapes and improve the livelihoods of city inhabitants. These have been most noticeable in the Ibadan city region of Nigeria.

Ibadan is considered to be the origin and citadel of planning education in Nigeria. Urban and regional planning, as a full and separate discipline in Nigeria, started at the sub-professional level shortly after independence with the establishment of the first planning school at the Ibadan Polytechnic in 1961.

The second planning school in the city region is located in the Department of Urban and Regional Planning at the University of Ibadan, Nigeria's premier university. The department currently runs only post-graduate professional and academic programmes in urban and regional planning and a popular programme in housing. Just like its counterpart at the Ibadan Polytechnic, this department has turned out seasoned, reputable and high-calibre academicians and professionals over the years who have filled key positions in both the public and private sectors.

Unfortunately, as noted by Watson and Agbola (2013), the training of planners in these two fore-

THREE CASE STUDIES: Case Study 2 – Nigeria (continued)

most planning schools, as in other planning schools in Nigeria, has not led to the development of planned cities, nor to the reduction of planning problems and a better understanding of how best to tackle emerging planning problems peculiar to the Nigerian context. Nigerian planners are still informed by 'Eurocentric' or American solutions and ideas. This is largely attributable to the effects of the received knowledge of planners who refuse to be 'de-briefed' after their school years. Here are some examples of such encounters.

I returned to the University of Ibadan in 1983 from the University of Pennsylvania where I trained as a city and regional planner. On my return, I was confronted with astounding challenges, which were both confusing and discouraging. I was recruited to the Master of Urban and Regional Planning programme, which had just been refurbished according to the dictates of the Nigerian Institution of Town Planning (NITP) regulations and syllabus. While the University was busy struggling to meet these requirements of the NITP, the State Chapter of the NITP waged a determined war against the planning programme at Ibadan, insisting that only those who graduated from the town planning programmes at the polytechnics should qualify for admission into the master's programme.

This was contrary to my training. I was trained that planning is eclectic and that diverse disciplines could benefit from the course especially at the master's level. I stood by this training and I admitted sociologists, architects, geographers, planners and many more. Apparent that I was not prepared to listen, I was reported to the State Chapter of the NITP and I was summoned to defend my position before an informed audience of professional town planners who held to the old, archaic and almost irrelevant views of planning and what it could and should be. I defended my views as best as I could and I was able to sway many planners away from their views. Eventually, planning in Ibadan become the school of first choice for the training of town planners at academic and professional levels in Nigeria.

Another major issue of concern was the duration of training. The stipulated time for most planning schools around the world, including the Ibadan planning school, is two calendar years or four semesters. Unfortunately, many of the students in planning schools in Nigeria spend more than two years studying. I was told that I should concern myself with only the year and time of entry of students but not their year of graduation. I countered that by saying that the admission brochure to our planning school stated two years. Only those students who had challenges had the option of spending three years. I then challenged the school (which often graduated its master's students after three to five years) that if their students were better than ours, I would consider their observation. It has not been proved. The Ibadan planning school remains a model for other planning schools especially at the postgraduate level.

Images of Nigeria

THREE CASE STUDIES: Case Study 2 – Nigeria (continued)

Nancy Odendaal with the staff of the University of Nigeria, Enugu

The Ibadan city region is blessed with two vital, active and historic planning schools, which have produced planners at different levels. They have benefited from well-trained, academically qualified and professionally experienced lecturers. They have also been exposed to a large repository of libraries from a large number of institutions in the city region. These attributes have made the two planning schools in the Ibadan city region almost always earn professional accreditation from the Town Planners Registration Council (TOPREC) and the NITP.

As the challenges in the planning profession evolve, both the NITP and TOPREC have come up with various changes to the Polytechnic and University curricula to make planning more relevant to practice. About a decade go, all planning schools in the country were required to have computer laboratories in which computer applications to planning were taught. In this regard, computer-based and -aided designs are gradually replacing the back-bending drawing board designs. This has also revealed new sets of challenges, which lecturers have to confront. Added to this is the requirement from the National Universities Commission (NUC) that entrepreneurship has to be added to all curricula in Nigerian universities.

The import of all of these factors is that curricula changes, as advocated by the AAPS, are being accommodated to ensure that planning is relevant and user-friendly. As noted by Watson and Agbola (2013), Africa's planners and planning must evolve to include topical issues such as climate change, informality, non-biased gendered access to land, planning with the people, as well as spatial expansion and infrastructure development. The AAPS has championed efforts in those regards by developing tools that will encourage accreditation bodies to adopt modules in each of these areas.

Some states of Nigeria are experiencing an urban renaissance because these state governors have adopted urban planning as a veritable tool of development. With these, planners are being challenged to come up with credible tools and strategies to meet the aspirations of these forward-thinking governors. It is in this regard that our planning schools and professionals must rise to the challenge so that the rejuvenation of urban planning can be manifested in the morphology of cities in the Ibadan region and elsewhere in Nigeria.

THREE CASE STUDIES: Case Study 3 – Tanzania

CASE STUDY 3: History Planning and Practice in Tanzania

Professor Wilbard Kombe and Dr John Lupala
Ardhi University, Tanzania

Modern town planning in Tanzania was first introduced by the German colonial administration in 1912. Urban planning was introduced primarily as a tool for structuring the spatial character of the colonial city along racial lines, with zones reserved for European, Indian and African settlement. Following this, in the same year, the racialized building codes (*bauordnung*) were instituted in Dar es Salaam, the then headquarters of the colonial administration. The codes designated the residential part of city into three distinct zones: low, medium and high density, which depicted housing areas for Europeans, Indians and Africans respectively. The zones also prescribed plot sizes as well as building types strictly permissible in these areas. The zones also dictated the level of services available as well as the distance from the civic centre. The European areas were designated in the land immediately surrounding the colonial offices whilst housing for Indians was located around the commercial centre. The few Africans who were allowed to live in the city were assigned outlying areas from the Europeans and Indians. A green corridor (condon sataire) was created to separate the zone for Africans from the other two.

Views of Dar es Salaam

The defeat of Germany in the First World War led to the a loss of the colony to the British. Through the township rules made under the 1920 Town Ordinance, the British colonial administrators institutionalized a racially discriminatory spatial structure. Following this 50 urban centres were declared townships. In the subsequent decadesnew pieces of legislation were enacted to further consolidate the spatialisation of cities along the racial lines. These included the 1936 Town Development Control Ordinance and the 1956 Town and Country Planning Ordinance. In 1948, the first General Planning Scheme (master plan) for Dar es Salaam was prepared. The ordinance was a replica of the

THREE CASE STUDIES: Case Study 3 – Tanzania (continued)

Kariakoo Market, Dar es Salaam

British Town and Country Planning Act of 1932. In 2007 the 1956 Town and Country Planning Ordinance was repealed following the enactment of the 2007 Urban Planning Act. This, like its predecessor, is the principal legislation for regulating urban planning (including the preparation of general and detailed planning schemes) in the country.

During the first two post-independence decades (from 1961 to the mid-1980s), Tanzania pursued socialist-inclined socio-economic development with a strong bias towards rural development. It was during this period that the country embarked on massive villagization programme aimed at enhancing delivery of basic community services and promoting collective agro-production. The programme led to increased demand for village land-use (layout) plans. At the same time, the country was also experiencing rapid urban population growth that was primarily driven by rural-urban migration. This growth called for the preparation of master plans especially for the rapidly growing urban centres. In order to address these challenges, in 1972 the government with support from UNDP established Ardhi Institute as a polytechnic to train town planners and other key land-based professionals such as land surveyors, valuers and land managers. The training offered by the Institute then comprised three-year programmes leading to advanced diplomas. The planning programme specifically aimed at training and equipping graduates with requisite planning principles and technical skills required to prepare plans for towns and villages. Initially, the programme drew most inspiration from town planning education and practice in Britain. Hands-on skills and techniques necessary to comprehend urban growth dynamics and produce spatial plans (layout and master plans) for villages and towns were the key emphasis. In the 1980s, the programme was reviewed and broadened to include regional planning components beyond individual village plans, leading to the change of the programme's name from 'urban and rural planning', to 'urban and regions planning'. At the same time, with financial and human resources support from the Danish Government, the Institute also reviewed the programmes and adopted a much more project-based training and learning process. The teaching approach used in the training of planners became more architectural, closely reflecting the Danish training tradition that maintains a blurred boundary between spatial planning and architecture. In order to build local capacity, three Ardhi staff members were awarded scholarships to study at the School of Architecture, Copenhagen. The training, which focused on urban design, was

THREE CASE STUDIES: Case Study 3 – Tanzania (continued)

instrumental in sustaining the Danish approach and further shaping planning education at Ardhi University (ARU). When we came back in the mid-1980s, Danish expatriates still comprised a large proportion of the teaching staff, but they were gradually replaced as local staff who were sent for training abroad returned to Ardhi.

Up to the early 1990s, ARU was a leading institution in the region for training mid-cadre professional town planners for various African countries including Botswana, South Africa, Namibia, Gambia, Uganda and Sierra Leone.

Whilst our focus at ARU was to produce graduates with requisite spatial planning knowledge and skills that were required in the various land-use planning activities in the country, between the late 1970s and the early 1980s a few Tanzanians were also being trained at the University of Nairobi. The latter training was offered at postgraduate level, and had a strong focus on regional planning. Owing this focus, the training offered at the University of Nairobi, unlike at ARU, did not equip trainees with the knowledge and hands-on skills required to execute detailed designrelated urban planning activities such as low-cost house design, site planning, neighborhood planning, squatter upgrading or master planning. It is also important to point out that differences between the training and professional focus of graduates from the two institutions created a rift between them, with graduates from the University of Nairobi claiming superior status, higher recognition and remuneration despite having little or no technical knowledge and skills required to address pertinent urban problems or the needs of the urban planning labour market.

Ardhi University (ARU), Dar es Salaam, Tanzania

Following the transformation of the Ardhi Institute into a Constituent College of the University of Dar es Salaam in 1996, the three-year advanced diplomas were extended into a four-year bachelor's degree. Although the thrust remained on project-based training, as well as th inculcation of knowledge and technical skills, increasingly urban design and planning theories and reflective thinking skills were mainstreamed in the training curricula.

In order to respond to job market trends, especially demand by the public sector for planners with postgraduate qualifications, in 2003 three postgraduate programmes were introduced:

- Postgraduate Diploma in Urban Planning and Management
- Master of Science in Urban Planning and Management
- Master of Science in Urban and Regional Development Planning and Management

The postgraduate diploma programme was also designed to re-equip in-service planning practitioners with new ICT-based techniques and skills as well as provide a window for the former urban planning graduates

THREE CASE STUDIES: Case Study 3 – Tanzania (continued)

to upgrade from the advanced diploma to a master's degree level. On the other hand the two master's programmes aimed at producing senior-level urban managers with requisite skills in policy formulation, developing strategies, as well as planning and managing sustainable urban and regional development.

Due to the increasing complexity of urban planning issues and apparent human resource deficits particularly in the housing sector two new planning programmes were established in regional development planning, and housing and infrastructure planning. Until December 2013, the School of Urban and Regional Planning (SURP) had trained about 900 planners most of whom are employed in the public sector and to a lesser extent in the private sector or non-governmental organizations.

With the adoption of ICT tools in teaching and learning, traditional studio training methods have dramatically changed. For instance, hand-drawn studio works are fast fading away; most students hardly use the traditional studio-ware such as large drawing boards, pencils, rapidographs and tracing paper. Needless to say a number of challenges have emerged such as the inability of some students to acquire the required equipment, software and power interruptions. These constraints notwithstanding, the adoption of ICT and the application of computer-aided design and GIS software have significantly improved the teaching and learning environment. For instance, ICT has facilitated swift and quality demonstration and production of studio works, improved (graphic) communication skills, as well as easy data capture, analysis, storage and retrieval.

Sights of Dar es Salaam

In 2010, a major curriculum review was undertaken as part of the University-wide quality assurance process that is undertaken every four years. Following the review, new courses such as climate change, disaster risks and entrepreneurship have been mainstreamed in the planning programme. During the review ARU drew not only from local stakeholders including the Tanzania Town Planners Registration Board but also from external institutions such as the Association of African Planning Schools.

THREE CASE STUDIES: Case Study 3 – Tanzania (continued)

Despite efforts taken including expanding and diversifying planning education in the country and building links between ARU and the key stakeholders including local governments and central government institutions; in practice, planners and the overall planning system have had little impact on urban Tanzania. That is, the problems of ineffective land spatial planning, widespread informality, dysfunctional urban centres, lack of basic infrastructure services in most settlements, increasing public health threats, traffic congestion, increasing socio-spatial inequalities, and not least the little and at times non-involvement of key stakeholders in plan generation, dominate in most of our cities.

In an attempt to address some of these concerns, and to reform and make the planning system and practice in the country more effective, in the early 1990s UN-Habitat funded a pilot project to institutionalize strategic urban development planning (SUDP) in Tanzania. SUDP was operationalised through the environmental planning and nanagement (EPM) concept. Development of EPM was a joint initiative between UNEP and UN-Habitat; the attempt to operationalise this approach followed the Rio Conference resolutions which among other things called for environmental, ecological and participatory approaches to planning. In this respect, SUDP was adopted as a stakeholders-planning-driven process that aimed at replacing a rigid and predominantly technocratic-led and top-down master planning process. With financial and technical support from UN-Habitat and local planning experts from Ardhi University, key technical staff of local governments (many of whom included urban planners, engineers, architects, quantity surveyors, economists and land managers) were trained on the EPM and SUDP approach to planning. Also a few councillors, ward and *mtaa* leaders as well as non-technical staff such administrative staff were trained. Four Ardhi staff members were employed by the UN-Habitat as technical advisors to train local government officials on various aspects of EPM/SUDP and monitor the overall process of institutionalization.

Despite enormous resources expended in Dar es Salaam City and other municipalities in the country, including production of a stakeholder-driven Strategic Urban Development Plan for Dar es Salaam as a prototype plan in 1999, the Ministry of Lands, Housing and Human Settlements Development (which is the institution with mandate to approve urban plans in the country) never approved the approach or the SUDP for Dar es Salaam. Gradually EPM and SUDP faded out. This was primarily because top Ministry officials found the SUDP for Dar es Salaam too flexible to constitute an operational tool that could be systematically enforced as per the existing legislation (namely the Town and Country Planning Act of 1947). Among the older generation of planners at the Ministry there were also reservations that the SUDP process was too demanding, lengthy and costly. By the late 2000s EPM/SUDP had been more or less abandoned and instead the master planning approach recalled. At the moment, one hardly sees any significant aspect of EPM/SUDP in Tanzanian planning practice apart from initiatives to enhance stakeholders' participation in urban planning and plan generation processes. However, participatory and environmental aspects still remain deep-rooted in the training of planners conducted at Ardhi University.

Reflections on the Evolution of the Association of African Planning Schools

Fifteen years ago, planning schools in Africa, unlike those on other continents, had been without a platform to share experiences and reflect on the education offered to those expected to play a leading role in shaping the natural and built environment – professional planners. The idea to put in place the Association of African Planning Schools (AAPS) was hatched in early 1999 in Dar es Salaam by Professor Vanessa Watson of the University of Cape Town, South Africa; the late Dr Kofi Diaw of Kwame Nkrumah University of Science and Technology, Ghana and Dr Fred Lerise and Associate Professor Tumsifu Nnkya of Ardhi University, Tanzania. The proposal emerged during a PhD workshop organized in Dar es Salaam by Ardhi University and the School of Architecture of the Royal Danish Academy of Fine Arts, Denmark, funded by the Danish International Development Agency (DANIDA)'s Enhancement of Research Capacity (ENRECA) Programme. Present at the workshop were Professor Bent Flyvbjerg of Aalborg University in Denmark and Associate Professor Jørgen Andreasen of the School of Architecture, Royal Danish Academy of Fine Arts. The PhD workshop was followed up by a meeting of some of the initiators in Cape Town to discuss fundraising and growing the network.

AAPS aimed to facilitate exchange of experiences in planning education offered by the respective planning schools and reflect on the relevance of the knowledge and skills received to the changing political and economic contexts in the respective countries. Discussions about planning education and its relevance to respective political and economic contexts were first exchanged globally at the first ever World Planning Schools Congress in June 2001, at Tongji University in Shanghai, China. This conference, organized and coordinated by various planning schools associations, brought together representatives of the regional planning schools associations. At that time African planning schools had no such platform. In order to secure representation at the conference, it was decided to bring African planning schools together under the umbrella 'African Planning Schools Initiative'. Authors from Ghana, Tanzania and South Africa jointly authored a conference paper on planning education in sub-Saharan Africa. This conference paper, entitled 'Planning Education in a Changing Political and Economic Context in Sub-Saharan Africa' was prepared by the initiators and presented to the conference by Tumsifu Nnkya. It was revised by the authors in 2002 and published in *Planning Practice and Research* journal under the title 'Planning Education in Sub-Saharan Africa: Responding to the Demands of a Changing Context'.

The intention to form the Association of African Planning (AAPS) was proposed at the Congress. The initiative was very well received by the other continental planning schools associations. The African Planning Schools Initiative was invited to join the Global Planning Education Association Network (GPEAN), convened at the same Congress. Subsequently, AAPS participated in the second World Planning Schools Congress in Mexico City, in 2006.

Capitalizing on the commitment and support received from the conference, it was agreed by the initiators to immediately form an association online and look for financial resources to facilitate representatives of the planning schools in Africa to meet. Vanessa Watson took a leading role here to approach planning schools to join the network. Thirteen planning schools responded initially. To date, the association's membership has grown to 54 members.

Financial resources to facilitate a meeting of the members and enable the association to perform its duties were sought from various sources. Through Vanessa Watson's efforts, Rockefeller Foundation agreed to support the AAPS in 2008, which enabled member schools to meet in Cape Town in 2008, in Dar es Salaam in 2010 and Nariobi in 2012. The Rockefeller Foundation support enabled AAPS to accomplish a number of other activities such as research workshops, curricular toolkits, website resources, joint studios with Shack/Slum Dwellers International and a new pilot planning masters programme in Lusaka (Zambia).

The achievements outlined above are certainly a result of collaborative efforts of many actors whose input should be acknowledged, highly appreciated and recorded in the history of AAPS. The following actors should be singled out: Professor Vanessa Watson, who has been instrumental to the establishment and growth of AAPS, the two other initiators: Associate Professor Tumsifu Nnkya

Reflections on the Evolution of the Association of African Planning Schools (continued)

and the late Dr Kofi Diaw, the Danish International Development Agency (DANIDA)'s Enhancement of Research Capacity (ENRECA) programme, which funded the visit to University of Cape Town where the initiative to form AAPS was discussed in early 2001; and the Rockefeller Foundation which funded AAPS for seven years.

Considering the continuing urbanization in Africa under very limited capacities to manage urban growth and subsequently sustainable urbanization, AAPS is faced with a key role to ensuring relevant planning education for urban planners. This can be achieved if planning education will regularly be informed by the ever-changing social, economic and political realities in the urban places where change of the built and natural environment is supposed to be shaped by planning. It is therefore crucial for the planning schools to seek collaboration with policy and decision makers, planning practitioners, communities, businesses and civil societies involved in shaping the urban places. One way of maintaining collaboration is through research on urbanization dynamics and planning practice whose objectives should be jointly defined by the end users of research results and researchers. Another way is for the planning educators to collaborate with planning practitioners. This will facilitate collective learning and interchange of knowledge and skills between academia and practice.

Professor Tumsifu Nnkya
Ardhi University, Tanzania
Ministry of Lands, Housing and Human Settlements Development, Tanzania

4 Revitalising planning education

Revitalising What, and for Whom?

The early narratives on forming AAPS focused on the need to enable a closer relationship between planning education and the challenges of African urbanization. Such a simple statement fails to capture the significance and layered complexities of such an endeavour. For a start, planning education is enmeshed in a web of institutional and legal relations that evolve out of colonial constructs of what planning is, and what it is supposed to do. Despite the efforts of many, a control-centered, technocratic and static interpretation of planning persists. Much of this starts in the lecture hall, and this is where AAPS chose to target its efforts.

The first task was building a network and putting measures in place to enable continued networking and communication. The AAPS website was a core part of this strategy and its subsequent spin-offs: the Twitter account and Facebook page. Ironically (for someone who has a firm belief in the power of digital networking) the face-to-face meetings facilitated through school visits and workshops are probably what best solidified the network initially. Forming relationships across such a vast continent is not a simple task. Internet access was (and probably still is) patchy with many schools operating with minimal resources and connectivity. My visits to planning schools revealed another gap: the generational one. Whilst many established colleagues were well versed with the demands of their urban environments and the need for creative action, students and junior staff particularly inspired me. In between meetings and presentations, outside the bounds of formality and the rigid impositions of seniority, I was told of the need for a more contemporary and creative approach to urban planning. These conversations continue on Facebook and Twitter, a thriving mailing list and ongoing email contact.

The second dimension of the Revitalising Planning Education project was to work on common projects. This is where curricula and pedagogy were foregrounded. Together we worked on devising a postgraduate curriculum that responds to qualities of urban spaces in Africa not previously considered in conventional planning curricula, such as informality, the relationship between infrastructure and spatial planning, access to land, actor collaboration and climate change. These themes provided a useful structuring device for discussions on curricula content and skills. AAPS, with a number of partners, also developed teaching toolkits and other online resources for planning educators. The postgraduate curriculum that has evolved is now being piloted at the University of Zambia, in Lusaka. A spin-off project that secured its own funding, is one on case study research and teaching (discussed later).

The third dimension of this endeavour was to organize events that were essential for ongoing energy and creativity. The AAPS all-schools meetings have proven to be essential to coming up with new ideas, fostering debate and new partnerships. When the AAPS 2010 meeting was held in Dar es Salaam in October of that year, the network had grown to 40 member schools (it had essentially doubled since the project began in 2008) and the organization had become an active participant in a number of networks.

Dr Nancy Odendaal
University of Cape Town, South Africa

The challenges of African planning education: How do we engage with urban contexts such as Makoko, Lagos?

4 REVITALISING PLANNING EDUCATION

The Rockefeller Foundation and AAPS

The Rockefeller Foundation is driven by the mission that our founder, John D. Rockefeller, Jr., established in 1913: to improve the wellbeing of humanity. Over the years, this has directed a range of programs and investments, including large advances in agricultural productivity and public health. It is not surprising that the Foundation would turn its focus to include not only rural advancement but also inclusive urbanization given the demographic transition that has been underway globally. The Rockefeller Foundation has a long history of urban-related work, though much of that has focused on the United States – until more recently. Our history includes support for Jane Jacobs to build out her ideas into what became *The Death and Life of Great American Cities,* first published in 1961. Beginning in 2007, the Foundation started to direct more focus to urbanization in the developing world, where growth has been pronounced. As cities in the developing world grow in size and number, they often lack the capacity to absorb this increase in population and the requisite changes that arise – how to provide infrastructure, services, and jobs to new populations as well as the currently underserved, overlooked, and marginalized members of society. Further complicating that task is the overlay of new global dynamics and challenges like climate change, natural resource scarcity, and new health risks that impose changing burdens on cities and their inhabitants.

As part of the Foundation's exploration and learning, we have had the opportunity to engage with exciting actors who are confronting the confluence of pressure points affecting urban contexts. The Association of African Planning Schools (AAPS) is one such network that builds from the premise that urban planning practitioners in most parts of the world, including Africa, are operating with frameworks that fail to address 21st century realities. The models and approaches have largely originated from North America and Europe in the mid-1900s, rendering them both anachronistic and inappropriate for the patterns of urbanization as well as socio-cultural and economic dynamics of African cities – especially manifestations of informality in the developing world. And importantly, as David Adjaye's photographic snaps of urban Africa portray, there is no archetypal 'African city'. Urban planners – and others active in shaping the city – must demonstrate receptivity, creativity, and political acumen to advance inclusive and vibrant cities that respond to local vision, needs, and aspiration.

Since our initial support to AAPS, the network has grown from just a handful of schools to now more than 50. The growth is not only reflected in the number of schools now engaged, but also in the partnerships that have emerged. Collaborations with networks like Women in Informal Employment: Globalizing and Organizing (WIEGO) and Shack/Slum Dwellers International (SDI) reflect a critical shift from a technocratic approach to urban planning to one that engages more directly with the people of the city and the politics of place.

We are proud of our association with AAPS and have been enthusiastic supporters of the range of projects that the network has undertaken. As African cities continue to grow spatially and in population, the significance of AAPS will magnify. It is our hope that this network will inspire current and future leaders and decision makers to act boldly to promote inclusive, thriving, and sustainable cities. The work of AAPS remains relevant to us today as we see transforming cities as a key pillar for achieving the mission that John D. Rockefeller, Jr., laid out over 100 years ago.

Anna Brown
Senior Associate Director, Asia Regional Office, Rockefeller Foundation

Mamadou Biteye
Managing Director, Africa Regional Office, Rockefeller Foundation

REVITALISING PLANNING EDUCATION

AAPS 2008

The idea of the Association of African Planning Schools (AAPS) was born in 1999 at a workshop in Dar es Salaam. Over the next few years the membership grew slowly as a result of email contacts with other schools. Various attempts were made by the core AAPS members to secure donor funding for the project and also for a membership meeting, but none of these were successful. At the time, the profession of urban planning was regarded in a very negative light by many donor organizations: for example, a World Bank representative made the comment that if we could take the words 'urban planning' out of the funding proposal and replace it with 'urban management' we would stand a better chance. It was only later in the decade that the role of urban planning came to be recognized again, and a new donor interest in supporting the discipline and profession emerged.

The first grant from the Rockefeller Foundation in 2008 covered a range of educational projects, but very importantly made it possible for AAPS to arrange a first meeting of its membership to debate the appropriateness of planning education on the continent. Of the 29 member schools at the time, 21 representatives attended the three-day workshop in Cape Town (13-15th October), along with a further 9 outside experts and facilitators. Twenty-one papers were prepared and presented by schools on the nature of their planning curricula and how this did (or did not) relate to the main urban issues in the city in which they were located. Two schools, from Kumasi in Ghana and Dar es Salaam in Tanzania, made presentations on how they had recently revised their curricula.

First AAPS meeting in Cape Town, 2008. 21 represenatives of member schools were present at the 3-day workshop.

There were two main areas of discussion at the workshop: the issue of curriculum change, and the role that AAPS could play to facilitate the development of planning education. On the first matter, delegates identified a number of key issues which they felt their curricula should cover, given the importance of these in their urban contexts and often the lack of adequate coverage in curricula. These issues were: informality, climate change, spatial planning and infrastructure, land, and actor participation and governance. These issues were later taken up as the central themes of AAPS and they went on to inform a set of AAPS curricula toolkits and a number of subsequent research workshops.

The question of urban informality was probably the most hotly debated at the 2008 meeting. On the

REVITALISING PLANNING EDUCATION

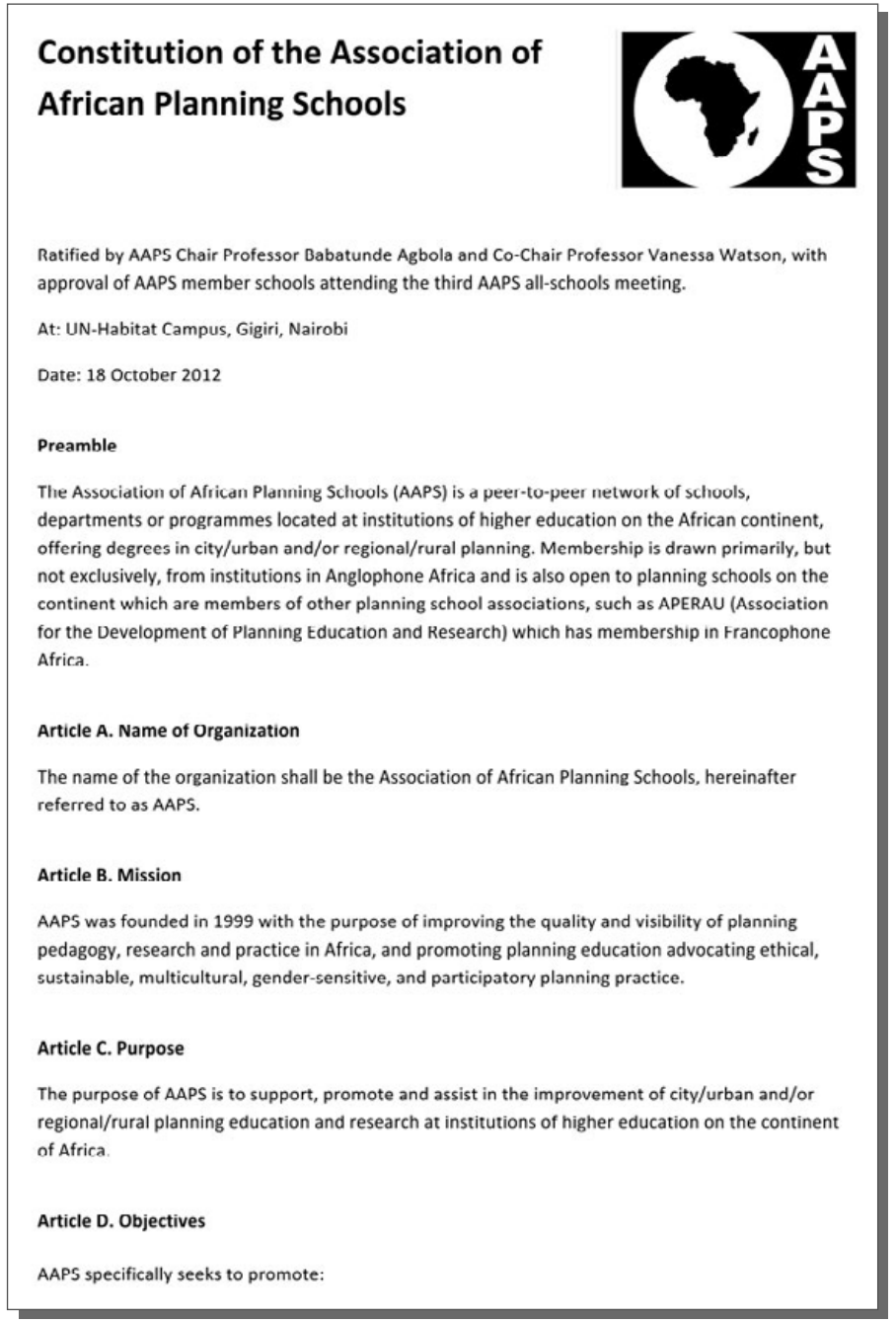
AAPS 2008 (continued)

one hand planning academics realised that in most African cities informal work and shelter was the norm rather than the exception, and was generally increasing in scale along with rapid urbanization. On the other hand in all these countries national planning legislation (in most cases borrowed from much older British planning laws) promoted visions of neat and orderly cities which assumed away urban informality. Over the years, planning systems and professionals had become highly discredited as they appeared to be unable to enforce the control intended by these laws, or had become unpopular as they appeared to contribute to the marginalization and exclusion of the poor. What the role of planning and planners should be in these contexts attracted much discussion, particularly given the fact that informality was barely covered at all in a number of schools.

The second main issue at the Cape Town workshop was on the future role of AAPS and how it could support planning education in Africa. Many different ideas were tabled: staff capacity building and exchange; advice on curricular change; benchmarking and external examining; ways to encourage research and publication; conference attendance; help with access to journals and books; developing an AAPS website; linking with partner organizations; linking to global networks of planning and larger planning-related events. A steering committee was voted in to lead AAPS through the next period.

This was a highly successful workshop and achieved its intentions of discussing planning curricula in the context of changing urban environments and a way forward for the AAPS project. The workshop papers were professionally edited and made available on the AAPS website, and selected papers were subsequently published in a special issue of the *Journal of Lands and Built Environment* (Dar es Salaam) and in *Town and Regional Planning* (South Africa).

Professor Vanessa Watson
University of Cape Town, South Africa



Constitution of the Association of African Planning Schools

Ratified by AAPS Chair Professor Babatunde Agbola and Co-Chair Professor Vanessa Watson, with approval of AAPS member schools attending the third AAPS all-schools meeting.

At: UN-Habitat Campus, Gigiri, Nairobi

Date: 18 October 2012

Preamble

The Association of African Planning Schools (AAPS) is a peer-to-peer network of schools, departments or programmes located at institutions of higher education on the African continent, offering degrees in city/urban and/or regional/rural planning. Membership is drawn primarily, but not exclusively, from institutions in Anglophone Africa and is also open to planning schools on the continent which are members of other planning school associations, such as APERAU (Association for the Development of Planning Education and Research) which has membership in Francophone Africa.

Article A. Name of Organization

The name of the organization shall be the Association of African Planning Schools, hereinafter referred to as AAPS.

Article B. Mission

AAPS was founded in 1999 with the purpose of improving the quality and visibility of planning pedagogy, research and practice in Africa, and promoting planning education advocating ethical, sustainable, multicultural, gender-sensitive, and participatory planning practice.

Article C. Purpose

The purpose of AAPS is to support, promote and assist in the improvement of city/urban and/or regional/rural planning education and research at institutions of higher education on the continent of Africa.

Article D. Objectives

AAPS specifically seeks to promote:

4 REVITALISING PLANNING EDUCATION

AAPS 2010

In 2010 AAPS held its second all-schools meeting in the vibrant port city of Dar es Salaam. By this time the Association had made steady progress in its work on curricular reform, being two years after the start of the Revitalising Planning Education project. AAPS now boasted a membership of over 40 schools, a website providing an important source of information and educational resources, as well as an active mailing list.

Forty-seven participants attended the AAPS 2010 meeting, travelling from Botswana, Ghana, Kenya, Malawi, Mozambique, Nigeria, Rwanda, South Africa, Sudan, Uganda, Zambia and Zimbabwe. In addition, representatives of Slum/Shack Dwellers International (SDI), the Indian Institute for Human Settlements, Cities Alliance, Rockefeller Foundation and the African Centre for Cities enriched the discussions with their valuable inputs and perspectives.

The main objective of the meeting was to develop a framework for post-graduate curricula in urban planning. As such, it took the form of a workshop. Participants used five themes to structure and develop the proposed curriculum. These themes had been identified at the AAPS 2008 meeting as critical challenges facing urban planning in Africa, and included: informality, climate change, infrastructure development, actor collaboration, and access to land.

Aerial view of Hannah Nassif settlement (left) and the middle class suburb of Upanga (right)

The meeting included a field trip to the Hanna Nassif neighbourhood of Dar es Salaam. This area had been the home of an internationally recognized project of settlement upgrading, involving an innovative, community-based approach to service provision. The project started in the 1990s when community members formed a local committee to negotiate and coordinate the installation of storm water drains, freshwater tanks and access routes, amongst other interventions. These developments had been financed through communal savings schemes. In Hanna Nassif the AAPS delegates found a neighbourhood that was both accessible and economically vibrant – a testament to the benefits of encouraging community-based upgrading in underserviced African urban spaces.

The participation of SDI representatives in the meeting placed further emphasis on the issue of informal settlement upgrading. Their involvement had come about through a 'deal' made between the AAPS secretariat and colleagues from the Community Organisation Resource Centre (CORC) in Cape Town: a local affiliate of SDI. In exchange for being funded to attend the meeting, CORC representatives were asked to prepare a 'toolkit' on how to incorporate informal settlement upgrading issues into urban planning curricula. This deal sowed the seed for future collaborations between SDI and AAPS. Ultimately, it led to the idea of organizing collaborative teaching projects in different African cities involving AAPS members and SDI affiliates (see pages 42 to 46). These 'studios' would become a centrepiece of the second phase of the Revitalising Planning Education project.

A colourful and energetic keynote address by Jane Weru of SDI also marked an important turning point in the meeting. She spoke of the history of SDI's engagements with residents of Mathare Valley in Nairobi, and of the difficulties involved in working with local community members (including the powerful Mungiki – a Kenyan ethnic organization and sect) to carry out self-enumeration exercises and community-based service

REVITALISING PLANNING EDUCATION

AAPS 2010 (continued)

upgrades. In addition, Lamech Nyariki, a graduate of the planning programme at the University of Nairobi, shared his eye-opening experiences of working in Mathare Valley as a student and young planning professional. His touching reflections on how he was forced to confront his own perceptions of informal spaces and practices were a candid reminder of the disjuncture between the realities of marginalized livelihoods in the city, and official responses to these realities.

While the establishment of a partnership with SDI was an important accomplishment, the meeting also featured other lively discussions. Aromar Revi, director of the Indian Institute for Human Set¬tlements, gave the first keynote address to the conference. His extensive and eloquent exposition of the profound implications of the Indian urban transition, and of the need for radical new approaches to urban planning, was an important reminder of the need for African planning educators to learn from other places of the global South.

The need for a radical discursive shift in planning was a major point that emerged from the meeting's discussions. Edgar Pieterse, director of the African Centre for Cities, highlighted the importance of rethinking conventional urban management approaches that tend to restrict and control development activities. Instead, we need new languages and instruments to drive a reflexive urban practice that is deeply engaged with local community networks. For this practice to happen, the forging of new knowledge networks and institutional partnerships in Africa is critical. The key question for African planners and planning educators is how they can aggregate their efforts to effectively shift practice towards interventions that promote a normative agenda of inclusivity, resource efficiency, economic opportunity and human flourishing. Prof Pieterse suggested that planners need to learn to act as 'hijackers' capable of identifying and pressing on 'leverage points' within complex institutional systems to deliver crucial changes in planning thought and practice. He asked, 'can we really expect radically different impacts and outcomes if we simply tinker at the edges of our curriculum?' It was with this sense of courage and optimism that the AAPS 2010 meeting came to an end, and laid the path for the Association's future activities.

Dr Nancy Odendaal
University of Cape Town, South Africa

Delegates at Dar es Salaam AAPS meeting, Tanzania 2010

The Postgraduate Curriculum Frame

The postgraduate curriculum which is presently being piloted at the University of Zambia is a result of various initiatives, including:

- **The AAPS case study research project**, funded by the Rockefeller Foundation (see page 38)
- **The five content themes** explored and workshopped into curricular inputs at the AAPS 2010 meeting.
- **A paper on postgraduate curricula in Africa** prepared by James Duminy for AAPS 2010.

The resultant curricular frame consists of three layers:
1. Structure
2. Content
3. Delivery modes

1. Structure

Two structural options for a postgraduate degree were discussed. Both options require two years of full-time study. Both options divide the two years into four semesters. Each of the first three semesters is divided into a semester-long studio-based course and accompanying lecture-based (theory) courses, which support the studio content. Time is divided evenly between studio work and lecture-based courses.

In both options the first year has a scalar progression from local area (neighbourhood) planning to metropolitan scale planning.

The second year can either be a specialization year (for example in urban design or transportation planning) or alternatively a further scalar progression to regional or rural planning. The last semester involves a dissertation.

2. Content

Urban Planning curricula for the 21st century need to introduce new sensibilities and values to future planning practitioners, which emphasize:

- A mode of planning that is more enabling than controlling.
- Creative problem-solving rather than merely applying predetermined 'rules'.
- A more flexible and empathetic approach to dealing with cultural and economic differences.

REFERENCE

Duminy, J. (2010). 'Towards a Curriculum Framework for Postgraduate Planning Education in Africa'. Background paper presented at the AAPS 2010 conference, 5-8 October, Dar es Salaam.

REVITALISING PLANNING EDUCATION

The Postgraduate Curriculum Frame (continued)

At AAPS 2010, participants from 12 African countries collaborated to formulate a model curriculum frame for a postgraduate degree in urban and regional planning which addressed and was relevant to current African Urbanization trends.

It was structured around the following five themes, with an emphasis on experiential learning:

1. Informality
2. Climate change
3. Spatial planning and infrastructure development
4. Actor collaboration
5. Access to land

These themes should not necessarily be seen as separate courses, but as elements which should be integrated into all studio and lecture-based courses. The diagram on this page depicts a curriculum programme structured to incorporate these themes, along with the values, skills/knowledge and methods which it should instill.

In addition to generic technical and theory courses (for example, a planning law course, or a planning history and theory course), incorporation of each theme was considered in terms of:

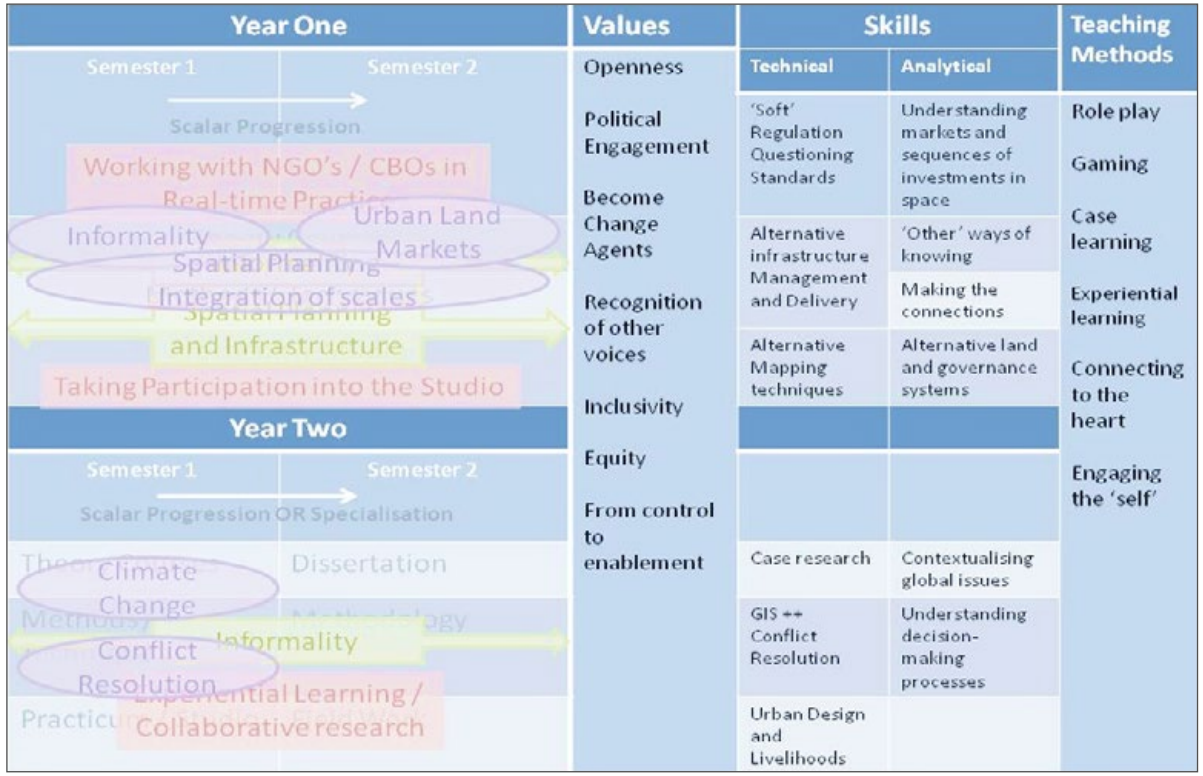
- Where revisions to methods courses might be required (in orange).
- Where new courses were essential (light purple).
- Whether it represented an issue that should be mainstreamed throughout the curriculum (green).

For example, **informality** needs to be understood not only as a stand-alone phenomenon, but also (given its prevalence in Africa) as a concept which should be mainstreamed into all Planning degrees. Actor collaboration is best achieved through courses in techniques and conflict resolution, as well as through studio work with community-based organisations (CBOs).

3. Delivery

The proposed curriculum frame calls for an interactive teaching methodology that places high value on experiential learning and from the outset requires students to engage with practice. A toolkit for case study research that includes guidelines and practical advice on using the case method in teaching is available from AAPS. A Memorandum of Understanding (MoU) with Shack/Slum Dwellers International (SDI) has yielded an emerging methodology for studio–based teaching in collaboration with civil society organizations, which has been documented by AAPS.

Dr Nancy Odendaal
University of Cape Town, South Africa



The Postgraduate Curriculum Frame (continued)

The Story of Gilbert Siame

When the postgraduate curriculum frame was formulated in 2010 at the AAPS meeting in Dar es Salaam, the decision was made to pilot it at one of the member schools, the University of Zambia in Lusaka. The geography department saw an opportunity to work with AAPS to formulate a curriculum that conformed to the AAPS principles while responding to the Zambian context. On the school visit to discuss and work with staff members on the details, James Duminy and I met a shy young man that would become pivotal to the new degree: Gilbert Siame.

Gilbert grew up in impoverished rural circumstances near the border with Tanzania, and thanks to parents who firmly believed in giving back to the community, developed a sense of community very early in his life. He worked hard to gain entry into the University of Zambia's geography programme, and remembers upon arrival, feeling lost and confused in the first city he had ever visited. Finding accommodation was difficult, settling into city life without the usual support of family and dealing with the everyday challenges of making his way from the outer reaches of Lusaka to the campus was part of the settling-in process. Clearly the nuts and bolts of getting a degree was not; Gilbert excelled academically and was soon recognized for his dedication. He became a junior lecturer upon graduation and this is when we first met him, when we offered him an AAPS scholarship to do his city and regional planning master's degree at the University of Cape Town.

If Lusaka took getting used to, then settling into Cape Town must have been challenging also. Despite the pressures of learning a new city and dealing with the demands of a highly competitive postgraduate environment, Gilbert excelled. He achieved first-class passes for most of his courses and wrote an excellent dissertation. During his vacations he returned to Lusaka to work with SDI affiliates in establishing joint projects with the University of Zambia. Upon graduation one of his first achievements was enabling a memorandum of understanding between local affiliates of SDI and the University. He continues working with students and SDI affiliates in facilitating the training of planners who are committed to inclusive cities and recognize the need to engage the urban poor. In the meantime Gilbert has not forgotten his own rural roots. Throughout his studies at UNZA, and at UCT, and now as an academic, he continues to financially contribute to the small school where he started his academic career.

Gilbert Siame addresses attendees at an AAPS studio

AAPS Website and Social Media

The AAPS digital media strategy includes four main modes of engagement: the AAPS website, the head of department mailing list, the general AAPS mailing list, and the AAPS Facebook group. Taken together, these allow the Secretariat to engage with a wide range of actors and institutions, including but extending beyond staff and students of AAPS member schools.

The AAPS website went live in 2009, and was developed using the first round of grant funding provided by the Rockefeller Foundation. The website is the main interface and repository for AAPS members and other interested users to access AAPS news, as well as various resources developed out of the AAPS projects undertaken since 2008. It also provides links to other relevant web pages, online educational resources, useful policy reports, and so on.

The pages on the website that receive the greatest number of views are the individual school pages, which provide basic information on the type of planning programme offered by a school (e.g. postgraduate or undergraduate, faculty and department location, areas of specialization) and the contact details of the relevant head of department or representative. Much of this visitor traffic appears to emanate from prospective and existing students, who can access the contact details of a particular school if they wish to find out more about the programme, or make an application to study in the department. Interestingly, visitor traffic to the website appears to spike noticeably towards the end of August each year, which corresponds with the time that many students are applying for their higher educational studies. Other popular pages for visitors are the news article pages, the section introducing the agenda and work of AAPS, the 'downloads' section, and the page featuring the contact details of the AAPS Secretariat.

The AAPS website attracts a diverse range of visitors from all regions of the globe. From 30 March 2013 to 30 March 2014, for example, the top number of visitors to the website (at least, those whose location could be detected) were from the following countries (in order of most to least visitors): India, Tanzania, South Africa, United States, Nigeria, United Kingdom, Kenya, Indonesia and Malawi.

When the AAPS website visitors are broken down by the town or city in which they are located, the result is equally interesting and geographically dispersed. For the same period (March 2013 to March 2014), the greatest number of visitors were drawn from, in order of decreasing total visitors: Pune, Dar es Salaam, New Delhi, Mumbai, Lagos, Johannesburg, Cape Town, Nairobi, Pretoria and Lusaka.

While the AAPS website has provided a remarkably useful service as a repository of information and resources for AAPS members, it is now due for an upgrade to improve its functionality and accessibility. During the course of 2014, the website

AAPS Website and Social Media (continued)

will be redesigned so that it supports comments and discussions, and can be fully functional on mobile devices (an increasing share of visitors use tablets and smartphones to access the site).

The head of department mailing list allows the AAPS Secretariat to directly contact the official representatives of each AAPS member school. This list is used for the purposes of mobilizing members to update their details on the AAPS website, inviting school representatives to attend AAPS events and conferences, and for the purposes of conducting AAPS Steering Committee elections, which happen every two years, immediately following an AAPS all-school conference.

The general AAPS mailing list is operated as a moderated Google Group, and allows the AAPS Secretariat to distribute news and information regarding funding opportunities, conferences and meetings, employment and scholarship opportunities, and so on, with a wider audience that is not limited to representatives of member schools. Members of the general mailing list include planning educators from Africa and elsewhere, but also a range of built environment professionals. As of March 2014, the list has 230 members, and has hosted over 570 discussion topics.

The AAPS Facebook group is a closed group that allows AAPS to communicate directly with a wide range of planning educators, practitioners and, especially, students. People wishing to join the group must make a request to the group's moderators (who are also members of the AAPS Secretariat), who then check that the relevant individual is affiliated with a planning school or any other relevant organization, before they are added as members. The Facebook interface allows members to post and comment on items of common interest. Group members can upload photographs, videos, files (such as policy reports and journal articles), and can ask questions of other members in the group. The interface serves to encourage debate, and a number of interesting discussions have arisen in the group as a result.

At the time of writing in March 2014, the AAPS Facebook group hosts over 530 members. Out of all the digital communication tools operated by the AAPS Secretariat, this group has seen the greatest escalation in members and activity, particularly in the period 2012 to 2014, possibly because it allows a much wider range of users (i.e. including students and non-academic users) to interact with one another than is the case with the AAPS mailing list or website.

James Duminy
University of Cape Town, South Africa
General Secretary,
Association of African Planning Schools

FACEBOOK QUOTES

On planning and the nature of African urbanization…

'As in most other countries urban planning in Zim is very reactive and this in turn largely due to the centralized nature of planning activities which are conducted almost exclusively at national govt level'

'Let me ask these rather fundamental questions: How are metropolitan frameworks for Africa taking into consideration the complexities of urban land ownership, administration and tenure systems in most of these African cities?'

'The challenge of African urbanization is not population explosion but rather more on industrial-trade development and socio-economic integration of the urban poor in aspects of agriculture, use of new technologies, education, understanding of civil rights in relation to political corruption and social conflicts.'

'Government Road is now the buzzing Moi Avenue, where most buildings have reconfigured their floor space to meet the high demand for SME stalls – some like an MPesa Agent may opt to sub-let a few square feet of space; just enough space to fit one person but convenient for business.'

AAPS Website and Social Media (continued)

FACEBOOK QUOTES

On qualities a planner in Africa needs...

'The ideal qualities required of the modern African planner cannot be guaranteed through any formal systems of training however comprehensive they may be. In view of this, the future planner should be dedicated to continuous learning from a wide range of disciplines as the only way towards incremental accretion of knowledge and a better understanding of the complexities s/he will encounter.'

'S/he should be a visionary and yet not overly utopian; technically sound and yet very political.'

'The desired qualities of African planners cannot be achieved from the current planning education that is enormously U.S./American-biased and near-total hegemony of Anglo-American scholarship and text books.'

'Future African planners should be pragmatic and shouldn't let their procedural imperatives override their abilities to integrate substantive planning issues in practice.'

'All future African planners should have a "human face" in their planning practice.'

On external investment in African cities...

'History repeating itself almost every day on the African Continent. I don't see how different China's investment strategy has been and will be from those of the colonial powers. The ethos of these mega infrastructure investments have always been but one: connect the resource rich inland areas to a port somewhere on the coast (and if there's no port infrastructure, build one) to enable the investor cart all the raw materials to their home countries to drive their industrial policies.'

'There is an infrastructure party in Africa, lets all go and rip the resources.'

'Is this a research topic or what?'

'Joburg's "corridors of freedom" is all property speculation...'

Revitalising Planning Education Phase 2

The Rockefeller Foundation's second grant agreement with AAPS was signed in 2011 and provided funding until December 2013. By 2011 AAPS had progressed well in terms of the tasks set for it at the 2008 all-schools workshop. Most importantly, it had held its second all-schools workshop, in October 2010 in Dar es Salaam, at which several areas of work were reported on and new directions were discussed. It was these discussions at the 2010 workshop which informed much of the direction of the second grant.

The problem of how to incorporate informality into planning curricula (when it was often viewed as the antithesis of planning) had been an ongoing concern. But discussions with members of the NGO Shack/Slum Dwellers International (SDI) in Cape Town gave rise to the idea of community-based studios in which planning students and staff, together with community members, and facilitated by SDI representatives, would work together to undertake enumeration exercises and engage in discussions about settlement upgrading. The 'experiential learning' which these studios would provide was considered to be far more valuable than learning only through lectures and books. Moreover, the University of Nairobi planning school had already undertaken such studios with SDI, and was able to report back to the conference delegates on their effectiveness. SDI members from Cape Town and Nairobi attended the workshop and a decision was made to sign a memorandum of understanding between AAPS and SDI committing to a number of these joint studios.

A second issue which had emerged in the post-2008 years was an understanding that one factor which made curriculum reform difficult was the persistence of outdated planning legislation in many African countries. While planning staff may not have been in agreement with this approach to planning, they nonetheless felt constrained to prepare their students to understand and implement these systems. This left very little room for innovation, or teaching about contemporary urban issues. It seemed therefore that in order to promote curriculum change it would be necessary to try and shift national planning legislative frameworks as well.

Thirdly, AAPS had undertaken work to produce a draft model curriculum for a planning master's degree. This model curriculum was presented at the 2010 workshop. It attracted significant discussion and suggestions were made to revise and modify it. The hope, in 2010, was then to find an AAPS member school able to implement and pilot the model curriculum. Shortly afterwards an excellent opportunity presented itself when the Department of Geography at the University of Zambia (UNZA) declared its intention to start a planning master's programme, and offered to try out the AAPS model curriculum. These three new initiatives – joint AAPS-SDI studios, developing a platform for urban legal reform in Africa, and implementation of the model master's curriculum at UNZA – all found their way into the second Rockefeller grant and became important areas of work for AAPS thereafter.

Click link icon to view video documenting the May 2014 visit by Vanessa Watson, Nancy Odendaal and James Duminy of AAPS to the new planning school at the University of Zambia.

However, initiatives begun after 2008 also continued into this second phase of AAPS work. An important concern from the start had been the need to encourage research in AAPS member schools. One reason for this was the lack of research and writing on rapidly changing African cities and on planning practices, particularly from academics and postgraduate students with direct experience of these

Revitalising Planning Education Phase 2 (continued)

contexts. The second reason was to feed new ideas back into teaching, and to begin a shift away from the heavy reliance on planning literature from other very different parts of the world. Further research workshops were budgeted into this second grant period, keeping a focus on the key themes which had emerged at the 2008 workshop. A separate grant made in 2009, on the case study research methodology, had also aimed to boost research.

The Rockefeller Foundation was particularly keen on promoting urban research capacity and in 2011 suggested a further initiative involving the more prominent urban research centres on the continent, whether or not these were located in AAPS member schools. The intention here was to identify these centres and to bring them together in a network for purposes of mutual learning and capacity building. This network would become the African Urban Research Initiative (AURI), launched in 2013.

As such, in the post-2011 period new emphases on teaching, curriculum development, research and the law platform were added to the ongoing work of networking, school recruitment and the dissemination of information.

Professor Vanessa Watson
University of Cape Town, South Africa
Co-founder, Association of African Planning Schools

Cities Alliance

The Cities Alliance was delighted to join the Rockefeller Foundation in providing support to the Association of African Planning Schools (AAPS). In my view, this really was one of our most strategic and effective investments in the recent period.

The particular novelty of the AAPS programme was to identify one of the essential challenges facing cities: where is the next generation of urban practitioners and managers going to come from? And – equally importantly – what will they be taught?

By focusing on the need to update the core curricula of African planning schools, and the need for flexibility and the new approaches to planning that rapid urbanization demands, AAPS has dramatically increased both the relevance and the impact of its intervention. I see this as a crucial part of a much larger challenge, that of making local government and cities an attractive career option for newly trained professionals.

This is even more compelling in the case of secondary cities, which is where the bulk of urbanization is taking place, where needs are greatest but also where capacity and resources are weakest.

We look forward to continuing to our excellent collaboration with the AAPS, and to sharing this experience and innovation internationally.

William Cobbett
Director, Cities Alliance

5 Special projects

The Case Study Project

The curriculum reform endeavour pursued by AAPS begs three questions:

1. How can planners be trained to be more relevant and effective?
2. How can researchers capture the many dimensions and realities of African urban spaces?
3. How can such knowledge enhance the learning experience?

At the inaugural workshop of the AAPS in Cape Town in October 2008 substantial discussion focused on the value of using case study research in achieving these objectives. Subsequently a project on case research and documentation was initiated, also funded by the Rockefeller Foundation.

Curricula reform by African planning schools requires that teaching content and methodologies respond to current African urban issues. Engagement with the many dimensions of cities on the continent is necessary. This has implications for the training of planners, the legislative environment within which planners practice as well as the research capacity of planning educators. Planning academics require resources to engage regional and local planning experiences. Learning from this through research, which then informs practice, is one objective. Dissemination of this learning is necessary to enable the continued relevance of planning education.

The case study format allows for deeper interrogation of context and a more nuanced understanding of African urban spaces and planning practices. Not only does it accord with the anticipated project outcomes, but it serves an epistemological purpose. The practical and concrete knowledge gained from the interrogation of cases will contribute to the body of research and publication on African cities, as well as provide material for teaching. The narrative contained in case study documentation sometimes challenges assumptions and preconceived notions of events and trends (Flyvbjerg 2001)[1]. The methodological challenge is to identify cases that allow for rich enquiry, that are contextually relevant and will contribute to African scholarship (Flyvbjerg 2011)[2].

The relationship between the case method and planning is therefore seen as multidimensional. It serves a number of functions: enhancing teaching and practice through experiential learning, as well as enabling knowledge production through research.

Delegates at the second case study workshop in Accra, Ghana

AAPS organised three case study research and publication research workshops, held in East, Southern and West Africa respectively in February, May and June 2010. The workshops were designed to give participants (academics from AAPS member schools) an enhanced theoretical and practical understanding of the case study as a research method. The first workshop, facilitated by Bent Flyvbjerg, Fred Lerise and Jørgen Andreasen in Dar es Salaam, provided the base for the two subsequent meetings in Accra, Ghana, and Johannesburg in South Africa.

The model was simple. Participants contributed their own research to a rigorous exploration of the case study research method. The output was an online toolkit and hardcopy guidelines on the use of the case study research method, and an academic text (Duminy et al. 2014) that shared some of the research presented and provided…a systematic inquiry into how it contributes to planning.

Dr Nancy Odendaal
University of Cape Town, South Africa

[1] Flyvbjerg, B. (2001) *Making Social Science Matter: Why Social Inquiry Fails and How It Can Succeed Again.* Cambridge: Cambridge University Press.

[2] Flyvbjerg, B. (2011) 'Case Study' in N. K. Denzin and Y. S. Lincoln (eds) *The Sage Handbook of Qualitative Research*, 4th edn. Thousand Oaks, CA: Sage.

The Case Study Project (continued)

Extracts from *Planning and the Case Study Method in Africa*[1]

This AAPS publication draws on the case study workshops held across the continent. The intention was to use documented cases by AAPS members to illustrate dimensions of the method. These extracts are vignettes intended to illustrate the contribution it makes to understanding complexity and power relations. It also shows its power as a method in uncovering livelihoods and decision-making processes and the various data collection methods used within the parameters of the case.

Using the Case Study Method in Research

Deviance and Relocation in Enugu, Nigeria

'…capturing the opinions and lived experiences of informal sector operatives is fundamental to gaining a better understanding of the spatial demands and inner logic associated with urban informality.'

(Onyebueke and Anierobi, page 131)

Public Participation in Enugu, Nigeria

'The need to change the views, attitudes and behaviour of decision-makers is often seen as a prerequisite for the development of trust and organizational change. If the perceptions of public authorities change, everything shifts. This is supported by the case.'

(Ogbazi and Ezeadichie, page 171)

Bicycle Taxis in Mzuzu, Malawi

'…this chapter shows that the decision to own or operate a bicycle taxi is often less a survival strategy for low-skilled recent migrants from rural areas, than an expression of a rational profit-seeking motive for a dual income source.'

(Manda, page 103)

Woodworkers in Kumasi, Ghana

'Several types of data sources were used to develop this case study. These included "wandering around" and observing the study area, interactions with the local community, attending woodworker association meetings, structured interviews with woodworkers, as well as in-depth interviews and document sources.'

(Inkoom, page 83)

Case Study Research and Teaching

A second group of chapters explored the extent to which teaching, using such an approach, enriches the learner's experience. The goal of experiential learning is to enable insight into the messiness and emergent properties of African urban life.

Teaching Architecture at Makerere University, Uganda

'…the difference in this assignment was that students were encouraged to have a more intimate interaction with local community members, as they were handling not only an architectural project, but also one that involved planning of the local area as the first stage of the design project.'

(Mukiibi, page 109)

Learning about Working and Living in Johannesburg, South Africa

'Applying case study principles in reflecting on the teaching project has been illuminating… The students' series of written and graphic exercises and reflections on the project provide a rich record of detailed observation and description, as well as of their experiences of participating in the project.'

(Charlton page 222)

Learning through Real-Life experience in Gauteng, South Africa

'Exposure to various cases can introduce students to context-specific challenges and the ways in which different stakeholders are forced to evaluate and select feasible strategies or plans to address these.'

(Landman page 244)

Planning and the Case Study Method in Africa: The Planner in Dirty Shoes. Editors: Duminy, J., Andreasen, J., Lerise, F., Odendaal, N., Watson, V. (2014).

Building a Platform for Urban Law Reform with AAPS and the African Centre for Cities

The need for law reform in the planning and management of African cities has long been recognized. In 2009 Professor Vanessa Watson of the University of Cape Town initiated the idea of building a platform at the University's African Centre for Cities (ACC) that draws attention to the legal dimension of urban change on the continent and starts to strengthen a lobby for more appropriate, more effective urban law. The Rockefeller Foundation generously funded Stephen Berrisford, a consultant working on urban legal reform in the region, to take a six-month sabbatical at the University of Sheffield in the UK. The output of this sabbatical was a set of three papers that formed the basis for a special issue of *Urban Forum* edited by Vanessa Watson in 2011 (volume 22, number 3). The theme of the special issue was 'Changing Planning Law in Africa' and it included articles by Watson, Berrisford, Stuart Wilson, Patrick McAuslan and Edesio Fernandes. Due to the close relationship between the Rockefeller Foundation's support of this initiative and its support for the Association of African Planning Schools a further output of the sabbatical was a model curriculum for teaching planning law at African universities. The model curriculum is currently being piloted as a module at the University of Zambia's fledgling spatial planning course.

Taking Our ideas out into the World

Following on from the *Urban Forum* special issue the Rockefeller Foundation suggested that the ACC might like to apply to them for the use of their Bellagio Centre in Italy for a three-day meeting on 'Building a Platform for Urban Planning Law Reform in Sub-Saharan Africa'. The meeting was duly convened in Bellagio in July 2012, attended by 20 participants from across the continent as well as experts from Europe and the United States and from the major multilateral international development cooperation agencies working in the urban development field. The meeting was intense and fruitful, benefiting from a lakeside setting that was conducive to lengthy and detailed discussion! The main output of the meeting was a communiqué that committed those present to pursue a long-term vision for law reform in partnership with the relevant development agencies, institutions, civil society movements, professional associations and educational networks on the continent.

At the World Urban Forum in Naples, Italy, also in 2012, building on the momentum established at the Bellagio meeting, the ACC was prominent in pushing for a new approach to urban legal reform. Stephen Berrisford was a speaker at the plenary dialogue: 'The Shape of Cities: Urban Planning, Institutions and Regulations for Better Quality of Life'. He also coordinated a networking event attended by well over 100 people and at which the Executive Director of UN-Habitat Dr Joan Clos was a keynote speaker on 'New Urban Law for an Urban Future'. The ACC event was used by UN-Habitat to launch its newly established, global Urban Legal Network. This network is one of the first outputs of the new unit at UN-Habitat that focuses on urban law, led by Robert Lewis-Lettington.

Building a Platform for Urban Law Reform with AAPS and the African Centre for Cities (continued)

Initiating the Urban Legal Guide

The profile that had now been created encouraged a collection of funding agencies to support the ACC's proposal for the development of an Urban Legal Guide for Sub-Saharan Africa. Urban Land-Mark, UN-Habitat and Cities Alliance all agreed to fund the development of this guide ('the ULG') under the leadership and authorship of Stephen Berrisford and Patrick McAuslan. An international reference group is steering the compilation of the guide, with the additional support of Matt Glasser at the World Bank.

The first draft of the ULG formed the basis for the ACC to host a special session on 'Urban Law Reform in Africa' at the World Bank's Law, Justice and Development Week held in Washington D.C., USA in November 2013. This turned out to be one of four session at the Law, Justice and Development Week that looked at urban legal issues across the globe and Stephen Berrisford and Matt Glasser have written up the cross-cutting themes that emerged from these four urban law sessions in the forthcoming edition of the World Bank's *Legal Review*, volume 6.

In support of the ACC's efforts to promote dialogue and debate on urban issues in Africa, Stephen Berrisford wrote a chapter on 'The Challenge of Urban Planning Law Reform in African Countries' in *Africa's Urban Revolution*, edited by Susan Parnell and Edgar Pieterse (2014).

Reflecting on the Way Ahead

The ACC's urban legal initiative has had a significant impact over the past five years, an impact that has been built on a relatively modest financial and human resources base. The initiative has complemented and, in some cases, initiated global projects. Already, three legacies of this initiative can be identified: published works; the Urban Legal Guide; and the model planning law curriculum that is being piloted at the University of Zambia. A combined result of these three legacies is that the ACC is now regarded as a leading actor in the urban legal sector internationally and, more specifically, in Africa. However, there are also significant gaps that remain, gaps which make it difficult for the ACC to meet the expectations that arise now from its high profile in the urban legal sector.

Firstly, the initiative has not succeeded in establishing a platform in the concrete sense of an institutional base on which to build future initiatives.

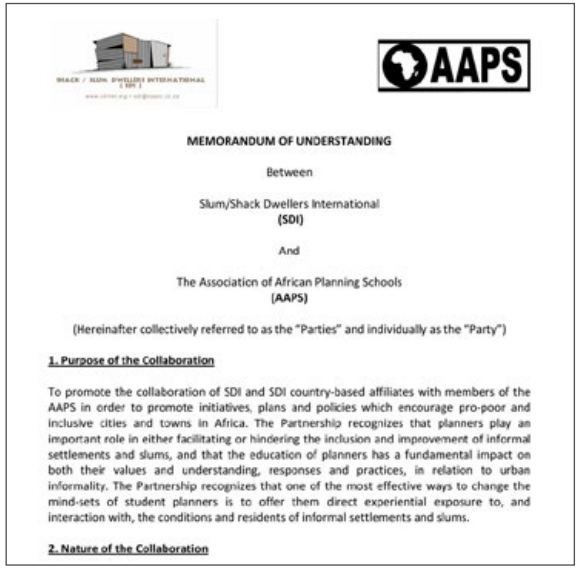
Secondly, it has not been possible to scale up the work on urban legal reform to a regional or continental scale in terms of establishing sustained and lasting professional and academic relationships with colleagues in other African countries, or indeed with others in South Africa.

Thirdly, within the context of the University of Cape Town we have not forged cross-disciplinary links with the law faculty. Obviously none of these gaps are incapable of being filled, but the current institutional model of one part-time, honorary Adjunct Associate Professor places significant limitations on what is possible. The central challenge now is the question of whether it is possible to establish a more permanent platform, perhaps one that is linked to other tertiary institutions in the Western Cape, that can start to bed down some of the important legacies that have been left from the past five years. There is no doubt that there is an appetite for a unit or centre, whether in or outside of the ACC, that focuses on urban law in Africa and if the next five years are to be as productive as the past five, there is every chance that this can materialize.

Stephen Berrisford
Honorary Associate Professor,
African Centre for Cities

6 Partnerships

AAPS Studios



AAPS

MEMORANDUM OF UNDERSTANDING

Between

Slum/Shack Dwellers International
(SDI)

And

The Association of African Planning Schools
(AAPS)

(Hereinafter collectively referred to as the "Parties" and individually as the "Party")

1. Purpose of the Collaboration

To promote the collaboration of SDI and SDI country-based affiliates with members of the AAPS in order to promote initiatives, plans and policies which encourage pro-poor and inclusive cities and towns in Africa. The Partnership recognizes that planners play an important role in either facilitating or hindering the inclusion and improvement of informal settlements and slums, and that the education of planners has a fundamental impact on both their values and understanding, responses and practices, in relation to urban informality. The Partnership recognizes that one of the most effective ways to change the mind-sets of student planners is to offer them direct experiential exposure to, and interaction with, the conditions and residents of informal settlements and slums.

2. Nature of the Collaboration

The collaboration and Memorandum of Understanding (MoU) between AAPS and SDI starting in 2010 opened the way for a series of joint studio projects. The MoU captured this intention as follows:

> *The Partnership recognizes that one of the most effective ways to change the mind-sets of student planners is to offer them direct experiential exposure to, and interaction with, the conditions and residents of informal settlements and slums.*

AAPS encouraged its member schools to collaborate with SDI affiliates in their respective countries. This could include student internships with SDI affiliates, inviting SDI staff to give input and lectures to students, as well as research and/or teaching projects (particularly in informal settlements) in partnership with SDI affiliates. In 2010 Rockefeller Foundation funds were able to cover the costs of running six of these studios.

The studios aimed to act as experimental platforms to explore alternative methods of planning with local communities. They also intended to serve as catalysts for continuing partnerships between SDI affiliates and AAPS members and to provide a basis for mainstreaming critical community-based engagements and informality into university planning curricula. We therefore aimed to embed a number of principles into these studios. The intention was that the studios should be consultative and co-produced to ensure that they serve the needs of local communities, SDI, AAPS and university curricula.

AAPS-SDI STUDIO PRINCIPLES

The studios were held in different country contexts, with each planning school bringing its own sets of institutional and pedagogical challenges. Of course, SDI affiliates also differ in scope and purpose. A number of core principles informed the studios:

- The studios should be consultative and co-produced to ensure that they serve the needs of local communities, SDI, AAPS and university curricula.
- Settlements setting a stronger precedent in terms of community mobilization and in situ incremental informal settlement upgrading should be given preference.
- Studios should seek to balance short-term development needs with broader issues around land, services and shelter.
- Communities should be engaged in a non-patronizing attitude, by recognizing the critical role of communities in expressing their conditions, needs and priorities.
- Community-based enumeration and mapping is an important mobilizing, organizing and data collection tool, and the studios should seek to utilize and enhance this potential.
- Planning is a dynamic process of negotiation and building consensus. In this spirit, student planners should be exposed to the real conditions and challenges of informal settlements, and not just limited to desk research or studio-based planning.
- Studios should encourage the involvement of other stakeholders, particularly local government officials, consultants, as well as other non-governmental organizations (NGOs) and community-based organizations (CBOs). The studio is an opportunity to challenge the thinking of other actors within the city.

PARTNERSHIPS

AAPS Studios (continued)

The choice of studio was influenced by various factors. Members were encouraged to choose settlements setting a stronger precedent in terms of community mobilization and in situ incremental informal settlement upgrading. The idea was that studios should seek to balance short-term development needs with broader issues around land, services and shelter. Communities should be engaged in a non-patronizing way, by recognizing their critical role in expressing their conditions, needs and priorities. Community-based enumeration and mapping is an important mobilizing, organizing and data collection tool, and the studios sought to utilize and enhance this potential.

Planning is a dynamic process of negotiation and building consensus. In this spirit, student planners should be exposed to the real conditions and challenges of informal settlements, and not be limited to desk research or studio-based planning. Studios should also encourage the involvement of other stakeholders, particularly local government officials, consultants, as well as other non-governmental organizations (NGOs) and community-based organizations (CBOs). The studio should be seen as an opportunity to challenge the thinking of other actors within the city.

Two parallel studio projects were conducted in **Malawi** from July to August 2012. One was held in Nancholi settlement in the city of Blantyre, and involved the physical planning, architecture and land surveying departments of the University of Malawi – The Polytechnic, the Malawi Homeless People's Federation (MHPF), as well as the NGO Centre for Community Organization and Development (CCODE). The other Malawian studio was held in Salisbury Lines settlement in the city of Mzuzu. It involved the land management department of Mzuzu University, MHPF, CCODE, as well as the Mzuzu municipal planning department, and focused on issues surrounding water and sanitation, transport infrastructure, and electricity services. Second-year undergraduate students participated in this project.

The **Uganda** studio project took place over four months in 2012. Employing a slightly different model to the other projects, the studio focused on settlements in Kampala, Jinja, Mbarara, Arua, Kabale, and Mbale municipalities. It involved the architecture and physical planning department at Makerere University, the National Slum Dwellers Federation of Uganda (NSDFU), ACTogether Uganda, as well as visiting students from New School University (New York). Ninety-six third-year urban and regional planning students participated in the project.

Malawi studio, July-August 2012

Uganda studio, 2012

6 PARTNERSHIPS

AAPS Studios (continued)

A studio project was organized in **Kenya**, specifically the Kiandutu settlement located in Thika. The project partners included the Department of Urban and Regional Planning at University of Nairobi, as well as the NGO, Muungano Support Trust (MuST). The studio focused on the issue of sanitation.

In **Namibia**, a studio was conducted in Freedom Square settlement, and involved the land management and architecture departments of the Polytechnic of Namibia, the Shack Dwellers Federation of Namibia (SDFN), the Namibia Housing Action Group (NHAG), as well as the municipality of Gobabis. The project focused on water supply and sanitation issues, and commenced in September 2013.

For **Tanzania**, the studio project addressed two different informal urban sites, Kombo and Maganga, both focusing on water, sanitation and storm-water management issues. Partners included the Department of Housing and Infrastructure Planning of Ardhi University, the Centre for Community Initiatives (CCI), as well as Temeke and Ilala municipalities. Third-year students participated in the studio, from March to June 2013.

Important lessons emerged from these six engagements which will inform a new round of studios in 2015, to be funded by Cities Alliance.

Professor Vanessa Watson
University of Cape Town, South Africa

Namibia studio, September 2013

Tanzania studio, 2012

Getting Your Shoes Dirty: Learning from the AAPS-SDI Studio Experiences

Preparation

Like all profoundly ambitious endeavours the studios were revealing and challenging at the same time. The process requires ongoing commitment and careful preparatory work. In some cases, this required active engagement with network activities at a local scale. This example from **Malawi** is illustrative:

> *Forging of new networks became essential. Staff from Mzuzu University utilized previous engagements to reach both the local community and MHPF, while MHPF itself sought to establish a new branch in the area. Introducing the studio to the community in Salisbury Lines was key to cultivating their interest in the project not simply as an academic exercise for students, but one that would ultimately lead to an improvement in living standards and livelihoods. Prior visits by lecturers to the area to meet with leaders had to be undertaken.*

Studio Focus

The choice of studio focus is informed by curricular objectives, which in turn relates to the level of student learning and skill. The needs and priorities of participating communities are important factors, as well as the immediate needs as determined by geography and levels of service provision. The temporal context is also important: in the Tanzanian case the fact that the studio was conducted during the rainy season foregrounded drainage and sanitation issues.

Managing Expectations

Any relationship entered into requires clarity on the expectations of all parties. In a resource scarce environment, one has to be sensitive to the potential gaps between community aspirations and learning objectives. Trust is important and can easily be undermined by lack of clarity on the scope of the project and what it can achieve. The different studios adopted an array of strategies in this regard:

In the **Tanzanian** studio, the learning objectives were to enable the students to identify a planning problem, to develop appropriate plans and designs, and to present a report effectively.

The **Ugandan** studio adopted a different approach. Here the main objective of the exercise was to verify and analyse (previously collected) enumeration data, and to organize these data into reports for the various municipalities to use in the course of developing their strategic development plans.

As part of the **Namibian** studio, two memoranda were produced: one between the local municipality, the Shack Dwellers Federation of Namibia (SDFN) and Namibia Housing Action Group (NHAG); another between the Polytechnic of Namibia, SDFN and NHAG.

Engaging the State

Involving government actors is an important part of partnership building and enabling future implementation. Some of the studio outputs were explicitly intended to inform future government planning. In the **Ugandan** case the nature of the studio evolved from municipalities' interest in producing local strategic plans for various settlements, and their need for verified data to do so:

> *Students met the municipal leaders and technical officials and were briefed about their interaction with the Cities Alliance-funded Transforming the Settlements of the Urban Poor in Uganda (TSUPU) programme.*

The case of **Freedom Square in Namibia** illustrates the acknowledgement from local government that a co-productive arrangement is necessary:

> *Municipal officials were present during the preparation meetings and the activities during the weekend. Two dedicated meetings with the officials took place, one on Friday before the studio started and one following the activities in the community. Mr Mbala, the new strategic executive for local economic development, urban planning and health (in the municipality of Gobabis) indicated that the Council should not continuously resettle communities from one location to the other, but should aim for proper planning which can result in secure tenure for the residents.*

Getting Your Shoes Dirty: Learning from the AAPS-SDI Studio Experiences

Choosing a Studio Site

The various spatial typologies of the studios illustrate that a number of criteria inform the choice of site.

In the Kiandutu, Nancholi and Salisbury Lines studios a 'cluster' concept and approach was adopted, where the studios focused on one or more 'pilot' sub-clusters within the settlement as a whole.

In **Uganda**, a different approach was used. Here a much larger group of students worked in the five administrative divisions of Kampala, as well as the five secondary cities of Jinja, Mbale, Mbarara, Kabale and Arua. This approach was confronted with resource constraints; students were limited in terms of how much time they spent in the secondary cities, for example, but were still able to overcome this:

> *... by getting feedback from community members via mobile telephone and electronic mail especially about any gaps/uncertainties in the data. Though not ideal, this mode of contact between the students and some community members helped in ensuring that some of the gaps that were identified were addressed.*

Studio Programme

There were essentially three phases to each of the projects:

1. Data collection, settlement profiling and mapping: collection of primary and secondary data
2. Situational analysis: analysis of collected data to see interlinkages between issues and identification of key 'leverage points' for possible interventions
3. Proposal development: production of workable solutions to key development challenges

Participants agreed on the development of a work plan that had the agreement of all involved parties. This was also an important element in managing expectations.

The Critical Importance of 'Launch Events'

As the first occasion where the project partners (particularly the students and community members) could meet, and develop a common understanding of the studio process, these events set the tone for subsequent activities. This experience from **Uganda** illustrates its importance in enabling clarity and trust:

> *At this event, 'community professors' Katan Gorreti, Bwanika Zan and Kasalu Ronald from the Ugandan slum federation briefed students about savings, enumerations, mapping and how these processes had created social and political capital as well solidarity within slum communities. The 'community professors' had the opportunity to make two visits to the university, to interface with the students before the exercise commenced. The reason for these visits was primarily to build and foster rapport between them as community representatives and the students. By sharing their experiences with the students in their own learning environments, it helped both sets of actors (students and 'community professors') to realize and actualize their value to the planning and development process.*

Dr Nancy Odendaal
University of Cape Town, South Africa

An African Voice in the Planning Schools Movement

Degree studies for city planning began in Liverpool, England in 1907 and slowly spread across Europe and to other continents. In the early years, planning programmes were most often affiliated with schools of architecture, civil engineering or landscape architecture but by mid-century, when the first African programs began enrolling students, planning programmes in North America and Europe were seeking independence and strategizing about how to strengthen themselves as the anchors of an independent discipline within universities. In 1959, schools in the United States formed a trade association of sorts called the Association of Collegiate Schools of Planning (ACSP) as a way to foster conversations among school leaders aimed at improving curricula, institutional structures and the position of planning within universities. The Canadian schools followed suit in 1974, but in most of the world, planning schools tied their communications to the professional planning networks of which they were a part.

All this changed in the mid-1980s when planning school associations were born in Europe (AESOP and APERAU) and Brazil (ANPUR), and conversations quickly began about international meetings of planning educators. A joint European-North American congress was held in England in 1991 and by the end of the 90s, there were planning school associations on every continent and plans for a World Planning Schools Congress to be held in China in 2001.

The African entry among planning school associations was brand new when the leaders of ten planning school associations met on the campus of Tongji University in Shanghai at the time of the first World Planning Schools Congress (WPSC). AAPS had not yet held a face to face meeting of its membership, but it sent Alan Mabin of the University of Witswatersrand and Tumsifu Nnyka of the University of Dar es Salaam to that meeting of 'planning school association executives' and was a signatory to the Shanghai Statement that resulted, calling for establishment of 'a global planning education association network and committees to plan holding the second World Planning Schools Congress and to develop an inclusive communication network' (the Shanghai Statement in English and Mandarin is attached). Nnyka signed the Shanghai Statement in behalf of AAPS at the closing ceremony of the WPSC.

The nine associations that answered the call for creation of GPEAN were diverse in size, activities and organizational structure. Memberships ranged from ten schools in the Association of Latin American Schools of Planning (ALEUP) to 140 schools in the Association of European Schools of Planning (AESOP). Some had annual or biannual conferences. Some published journals. Some represented planning education to their governments. Some elected officers. AAPS did none of these things at the time. But when the nine associations met in Volos, Greece in 2002 to propose a charter for what would become GPEAN, AAPS was represented and its delegate, Vanessa Watson of the University of Cape Town, was chosen as co-chair of GPEAN's new Coordinating Committee.

GPEAN has met annually since, including during subsequent World Planning Schools Congresses in Mexico City and Perth. AAPS has always been represented, by Watson, Nnkya, Alison Todes, and most recently,

Signing of the Shanghai Statement in China, 2001

by Nancy Odendaal. GPEAN partnered with Routledge publishers to produce a global best papers book series, to be known as *Dialogues in Urban and Regional Planning*, with Watson as co-editor of the first two volumes, an AAPS representative continuously serving on the editorial board and AAPS-nominated papers appearing in every volume. It was AAPS that led GPEAN to open discussion of the issues surrounding international quality assurance for planning schools.

In large part, through the activities of GPEAN, but also by the efforts of its member associations, the global planning schools movement that these groups constitute has fostered curricular exchange among planning educators, helped to support strengthening of schools through accreditation and other quality assurance tools, and created mechanisms for representation of city/town/urban planning ideas to national governments and international agencies such as UN-Habitat. AAPS has been a key supporter of GPEAN's efforts and a vital voice influencing planning schools worldwide to broaden their perspectives and speak to the questions of social justice, informality, and resource deprivation that face so many planners in Africa and elsewhere in the developing world.

Professor Bruce Stiftel
Georgia Institute of Technology, USA
Founding Chairperson, Global Planning Education Association Network

AAPS 2012 and UN-Habitat in Nairobi

The AAPS 2012 meeting in Nairobi was in many ways a manifestation of the various partnerships that the network has engaged in. UN-Habitat was a partner in hosting the October meeting at its Kenyan office in Nairobi.

Claudio Acioly, Chief of the Housing Policy Section at UN-Habitat, opened the conference with a very clear message. He called for AAPS member schools to partner with UN-Habitat in collaboratively developing the new African urban agenda, as well as resources for further networking and capacity building. Representatives of various sectoral departments within UN-Habitat were invited to present on their current research interests and priorities. Delegates broke into six thematic groups to explore potential collaborations between AAPS and UN-Habitat in a more focused manner. The groups were divided according to the themes: informal economies, climate change, planning, governance, land, and housing. One of the more practical outcomes of this exercise was the enrollment of AAPS into the Global Land Tool Network **(GLTN)**. This network of actors that seeks to contribute to poverty alleviation through land reform, improved land management and tenure reform. It seeks progressive solutions that are gender sensitive and pro-poor. The principles accord with the AAPS.

A large part of the proceedings explored the relationships with SDI and WIEGO. Sheela Patel, Chair of the international advocacy organization (SDI) presented the opening conference keynote address on the second day, emphasizing the key role of planners in driving governance structures and practices to become more inclusive – an imperative in African contexts where the urban population is young, networked and increasingly impatient with conventional modes of urban development and management. Sheela highlighted the importance of the AAPS-SDI Memorandum of Understanding in this regard as well as the AAPS initiative to change planning law in Africa.

Professor Winnie Mitullah of the Institute for Development Studies and WIEGO, who focused on the need to bridge theory and practice in planning education, in a manner that ensures progressive principles of equity and sustainability do not merely 'remain on paper'. She further introduced the partnership between AAPS and WIEGO to conference participants, and outlined some of the many resources that the latter can offer to planning researchers and educators.

Dr Nancy Odendaal
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The Shack in Perth

A casual throwaway line in an office at the University of Cape Town led to the construction of a shack in Perth. Vanessa Watson and Nancy Odendaal wanted to make an impact at the third World Planning Schools Congress (WPSC), held in Perth, Australia, from 4 to 8 July 2011. This was the third WPSC event held in a decade, following the 2001 and 2006 Congresses in Shanghai and Mexico City. The WPSC is an initiative of the Global Planning Education Association Network (GPEAN), the umbrella network of planning schools associations that includes AAPS. Over 400 delegates attended the event, held in Perth's International Convention Centre.

Building a shack at the Congress was intended to serve as a reminder of the conditions that many urban dwellers live in, in cities of the global South. The idea was welcomed by the conference chair, Paul Maginn from the University of Western Australia. Constructing it was another matter! Erecting the shack on the site of the conference, the Perth International Convention Centre, required building and planning permissions necessary to address health and safety concerns. The construction of a shack on the conference premises was perhaps AAPS and SDI's most visible contribution to the event. The structure was built with the assistance of Paul Maginn's students from the University of Western Australia and colleagues from UN-Habitat and was an ongoing visible representation of the plight of slum dwellers internationally and the realities we need to prepare our students for.

Thus, this WPSC was a little different from the prior two events. SDI and WIEGO, together with AAPS, made significant contributions to the proceedings. A meeting was held with other GPEAN members to share details on the memoranda of understanding held by AAPS with SDI and WIEGO.

AAPS and its partners also contributed to a panel discussion convened by Prof Keith Pezzoli from the University of California, San Diego, and Prof Vanessa Watson, on 'Grand Challenges in Global Planning and Engaged Scholarship: Linking Diverse Networks, Sustaining Collaborative Infrastructure, and Creating Transdisciplinary Knowledge Commons'. It was a stimulating event, confirming that alliances between planning schools and civil society organizations are key to increasing the relevance of planning education.

Dr Nancy Odendaal
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7 Final Word

From 17 to 19 November 2014, AAPS hosted its fourth biennial conference in Cape Town, South Africa. The conference, which drew in representatives of 42 African planning schools and over 20 other institutions from around the world, was generously supported by the Rockefeller Foundation and Lincoln Institute of Land Policy. It was the first time that an AAPS conference was open to wider attendance from both African and international institutions working on topics of planning in the global South.

Themed 'African urban planning and the global South: pedagogy, research, practice', the conference sought to explore the central issues and problems of African urbanization and how planning curricula can potentially respond to these. The emphasis was on the position of Africa in relation to the wider context of urbanization in the global South. The conference featured keynote presentations from a number of international experts on cities and urbanization in Africa and the global South, including Oren Yiftachel (Ben-Gurion University), Edgar Pieterse (African Centre for Cities) and Colin McFarlane (Durham University).

Apart from the excellent keynote addresses, participants heard presentations and papers on topics ranging from judicial governance and evictions in Delhi (by Gautam Bhan, Indian Institute for Human Settlements), to informal land markets in Latin America (by Edesio Fernandes, Lincoln Institute of Land Policy), to the challenges of establishing a new planning education programme in Zambia (by Gilbert Siame, University of Zambia).

Other key issues raised in presentations and discussion included the importance of land markets and governance in African urban planning, the recent proliferation of 'urban fantasy' plans across much of Africa, as well as how planning education should attempt to respond to various 'uncomfortable practices' (such as anti-informality punitive measures and evictions). The diversity of issues addressed and topics discussed at the conference made it a rich learning experience with the potential to make a lasting impact on how planners are trained in Africa and elsewhere.

One of the key issues emerging from the conference was the notion of 'universality' and how we should think about it in relation to planning education and practice. Can we accept universal notions of how planners should be trained and how they should act in practice? Does universality as a principle blind us to the existence of difference between and within our cities? Are there universal ethical principles

Professor Edgar Pieterse delivers a keynote address to the AAPS 2014 conference

to guide planning practice and education, or do we have to think differently about our values when working in Africa and the Global South? These questions pose profound challenges to the status quo of planning education. While it may take many years before they can be adequately answered, it is hoped that the AAPS 2014 conference provided a suitable platform for them to be discussed and debated, as we enter a new era of global urbanization and development.

The central issue facing the future of AAPS is financial, as the last phase of funded AAPS projects has come to an end. However, there remain a number of opportunities for AAPS schools to raise funding for conducting further joint work and collaboration. In the meantime, AAPS members face the imperative of helping to refine the new African urban agenda to guide sustainable development efforts in the post-2015 era.

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