

UN-Habitat & Association of Africa Planning Schools (AAPS) Kenya Chapter Consultationst

Proceedings of the Workshop

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UN-Habitat & Association of Africa Planning Schools (AAPS) Kenya Chapter Consultation

Proceedings of the Workshop

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UN-Habitat
University of Nairobi, Centre for Urban Research and Innovations

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We are confident that the aims of the workshop, to explore ways of increasing mutual collaboration between UN-Habitat and AAPS members in Kenya, and create a forum for the schools to discuss how they may promote AAPS objectives in Kenya, were greatly achieved. We are indebted to the United Nation Office of Nairobi and Centre for Urban Research and Innovation, University of Nairobi for sponsoring this important workshop.

Much thanks to the workshop moderators Mr. Grace Lubaale and Prof. Zachary Abiero-Gariy for ensuring smooth transitions through the whole workshop. Last but not least, we appreciate the workshop organizers who worked so hard to make the consultation a success.

Acronyms

AAK – Architectural Association of Kenya
AAPS – Association of African Planning Schools
ACC – Africa Centre for Cities
AMT – Akiba Mashinani Trust
CSO – Civil Society Organizations
CSUDP – Centre for Sustainable Urban Development Programme
FIG - Pacific Small Island Developing States
GOK – Government of Kenya
GPEAN – Global Planning Education Association Network
IFAD - International Fund for Agricultural Development
JKUAT – Jomo Kenyatta University of Science and Technology
JOOUST – Jaramogi Oginga Odinga University of Science and Technology
KIP – Kenya Institute of Planners
MDG – Millennium Development Goals
MOU – Memorandum of Understanding
MuST – Muungano Support Trust
NGO – Non Governmental Organizations
PPRB – Physical Planning Registration Board
SDI – Slum Dwellers International
TPC – Town Planners Chapter
WIEGO – Women in Informal Employment: Globalizing and Organizing

Foreword

The role of planning schools in shaping development in their cities, country and regions cannot be overstated. As the Africa continent continues to major challenges of urbanization like; the unplanned urban development, traffic congestion and pollution. One major questions asked is 'where and what are planning schools and planners doing?' The unplanned development in African cities has in most cases been blamed on the unresponsive planning education offered in the schools of planning within the continent and manner in which the professionals have continued to act. In most cases blame has been cast on the nature of the planning education -Eurocentric nature- which has made it impossible to address the problems faced in its locality. The formation of Association of African Planning Schools (AAPS) in 1999 was to responses to this and sought to explore ways and advocate for improved quality and visibility of planning pedagogy, research and practice in Africa, and promote planning education which advocates ethical, sustainable, multi-cultural, gender-sensitive, and participatory planning practice, which in itself was a reaction to the planning problems in the continent. The association draws its members from city/urban and/or regional/rural/Environmental planning schools/ higher learning institutions in the continent.

The UN-Habitat & Association of African Planning Schools Kenya Chapter workshop, held in Nairobi, Kenya was a major event of shaping the planning education in Kenya as well as support AAPS agenda. It provided a forum for the schools of planning to explore how to better promote AAPS objectives in Kenya and increase collaboration with the UN-Habitat. The conference presentations centered on the agenda for cooperation, how to build concrete partnerships for sustainable urbanizations around capacity building, research and service provision and strengthen the planning education in Kenya. At the end, a total of 13 papers were presented on the aforementioned and are fully discussed in the proceedings.

The opportunities presented in collaborative partnerships are major to rightfully steer urban development in the country. All the stakeholders have a stake in the urban environment and its development. The proceedings report discusses various opportunities presented by collaborations with other planning schools, state, non-state and UN-Habitat/ development partners.

I feel honored to be asked to write the preface to this valuable conference proceeding. The success of the conference couldn't be achieved without the participation and contributions of the heads of planning schools in Kenya and Key resource persons from UN-Habitat, Planning Professional Bodies and State relevant ministries. I express my gratitude to the organizers of the conference: Prof. Peter Ngau, Mr. Grace Lubaale and George Onyiro, for organizing this high quality event. They deserve our gratitude for the time and resource put into making it a success.

Reface

It is generally agreed that urban and regional planning is essential to crafting solutions to the many current and future problems facing African countries, both the rapidly growing unplanned urban areas and their disconnected rural hinterlands. Yet, both professional planning practice and planning education in Africa is in the midst of an identity crisis. In many African countries, planning education and practice relies on outdated legislation and curricula, and is ill-equipped to deal with contemporary problems in both urban and rural settings. There is a general shortage of planning professionals trained to respond to the complexity of current social, economic and environmental development challenges. The prevailing image of urban and regional planning in Africa depicts a disengaged, technical and apolitical profession, very much out of touch with reality.

The current boom in resource extraction, private property development and rapid urbanizations in Africa is occurring in a near completely non-planned and non-transparent manner. In the absence of functioning planning system, such development fosters deal making among local and foreign elite. Often, the business is clothed in new fantasies of city elegance created by international architectural and engineering companies. The choice faced by planning schools in Africa is therefore to continue being irrelevant or fashion themselves to be relevant by providing knowledge and trained professionals capable of taking charge of urban and rural regeneration in Africa.

The AAPs was launched in 1999 with the purpose of revitalizing planning education in Africa. It was formed to mitigate the dominance of unsuitable and irrelevant archetypes in planning education . The principle objective of the fledging AAPS network was to ensure that future urban practitioners were equipped to respond effectively and meaningfully to urban urbanization in Africa. The gap between what planning students were taught and the urban realities they confronted after graduation needed to be reduced.

In Kenya, Planning education has a relatively long history compared to neighboring countries. The Department of Urban and Regional Planning (DURP) at the University of Nairobi was established in 1972, and for two decades was the only institution training urban and regional planners in Eastern and Southern Africa (outside South Africa). Yet, the school in Nairobi remained trapped in the legacy of planning legislation dating back to the colonial era and a Euro-centric planning curriculum. Beginning 1990s new planning schools began to establish (Maseno University and Kenyatta University) opening possibilities for non-conventional curriculum and entry of young faculty. Currently, there are seven fully fletched planning schools and two more are in the making. Despite the increase in new schools the identity crisis persists. The graduates from the current schools can hardly find a job in the formal market. The general perception being that both planning education and its graduates are victims of the identity crisis facing the profession.

To address the apparent crisis, the schools have recently embarked on a concerted effort for curriculum review and revision. The schools have realized the need to become relevant while recent constitutional and legislative reforms in the country is expected to provide an enabling environment. Their coming together and search for partnership underscores the new reforms underway, joining the rest of African Planning Schools through the AAPS network. The new search for reforms in planning has coincided

with similar reforms underway in UN-Habitat, which seeks expansion of partners to build a foundation for a stronger focus on education for sustainable urban development which is critical for achieving its objectives.

The initiative which culminated in the consultations reported here were therefore based on mutual interest of both Planning schools in Kenya and the UN-Habitat, to broaden partnership with each other as well as with government (national and county), civil society and private actors to foster sustainable urban and regional development. Other AAPS member schools in Africa will no doubt be looking forward to forge similar partnership with UN-Habitat and other development partners, including grassroots organizations. It is hoped that growing partnerships will in turn propel both Planning schools and UN-Habitat to achieve greater deliberation and relevance in planning education and practice.

Prof. Peter M. Ngau

CURI, University of Nairobi

Executive Summary

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/Environmental planning. 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 which advocates ethical, sustainable, multi-cultural, gender-sensitive, and participatory planning practice.

On 23-24 September 2013, the UN-Habitat and University of Nairobi co-hosted a workshop on 'UN-Habitat & Association of African Planning Schools Kenya Chapter Consultation' to explore ways of increasing mutual collaboration between UN Habitat and AAPS members in Kenya. The workshop also aimed to create a forum for the schools to explore how they may better promote AAPS objectives in Kenya.

The workshop had the following objectives:

- (1) Enable Heads of Departments/Schools and senior faculty to compare and appreciate the range of planning programmes offered in the country (content, enrollment, and methodologies).
- (2) Enable Heads of Departments/ Schools and senior faculty to exchange views on the necessary steps for curriculum review and revisions.
- (3) Enable Heads of Departments and senior faculty develop a common platform for engaging both national and county governments with respect to human capacity needs, research and consultancy work.
- (4) Enable Heads of Departments/schools and senior faculty develop common strategy on how best to engage with AAPS affiliates such UN Habitat, SDI, and Civil Society, including Center for Sustainable Urban Development Programme (CSUDP).
- (5) Explore ways of strengthening the AAPS network in the country and East Africa at large.

The workshop was attended by over 35 participants comprising of Head of Departments/schools and senior faculty from 9 Planning Schools (University of Nairobi, Kenyatta University, Jomo Kenyatta University of Science and Technology, Jaramogi Odinga Oginga University of Science and Technology, Maseno University, Technical University of Kenya, Technical University of Mombasa, Moi University and Eldoret University), UN-Habitat staff, resource persons from relevant government Ministries, and professional associations.

The workshop was organized into 8 sessions, including the Introduction: *Session 2: Setting the Agenda - A Case for Cooperation, Session 3: Partnerships for Sustainable Urbanization: Capacity, Research, and Services, Session 4: Strengthening Planning Education in Kenya, Session 5: Framework for Cooperation, session 6: Towards Harmonization of Planning Education in Kenya, Session 7: Conclusion and Way Forward, and Session 8: Workshop Evaluation.*

The following were the highlights springing from the workshop:

- To address the planning challenges, issues and inconsistencies in the country, all planning agencies; universities, civil societies, development partners, professional bodies, government institutions responsible and private institutions are required to embrace innovative approaches, e.g. collaborations to improve the teaching, practice as well as inform policy within the country
- Revitalization/ reviewing of the planning curriculum in planning schools require support from all the planning agencies both local and international. Benchmarking to improve the delivery and scope of practice by the graduates was encouraged.
- The teaching in planning schools ought to move from a more Eurocentric model to more experiential based mode, taking into consideration the local challenges and knowledge present.

Session one, which consisted of two sub-sessions, opening remarks and keynote speech was moderated by Mr. Grace Lubaale of UN-Habitat. The three speakers at this session brought out critical highlights: first the lead role of UN-Habitat today, second, the role of planning schools to nurture the new dispensation, and third, the catalytic role of professional associations in the built environment. In her keynote speech, Dr. Axumite Gebre-Egziabher welcomed participants to the workshop. She stated that the workshop was a milestone in a broad historical context, following on the establishment of the first urban and regional planning in the region, back in 1972; the formation of UN Habitat in 1978, and the 2003 declaration of Africa Union in support of sustainable urbanization in Africa. Kenya has followed with major legal, administrative and policy reforms geared to launch major national transformation. However, she observed that response to the reforms has been sluggish. The role of schools of planning (urban, regional, and environmental) remains grossly underutilized by governments and development partners, including UN Habitat. Dr. Axumite called on the participants to chart way forward to address the challenges and realize opportunities presented by recent reforms and initiatives from Planning Schools and Un-Habitat.

Session two, was about setting the agenda for cooperation. In this regard, Prof. Peter M. Ngau (Incoming AAPS Chairman) gave background to AAPS, its origins, current membership, objectives, challenges and agenda pointing at the areas of opportunity for cooperation with UN Habitat, the state and non-state actors, and other development partners. Mr. Thomas Melin (UN-Habitat) pointed at the great opportunities that exist for cooperation between UN-Habitat, Planning Schools, and State and Non-State actors on the urban agenda. Across the world, cities have been known to cause economic, social cultural and environmental challenges. According to Mr. Melin this can be changed through positive concerted efforts through partnerships/ collaborations of planning institutions (schools, state & non-state and development partners). Most importantly, universities (Planning schools) can act as a neutral platform for engaging relevant stakeholders. Sustainable planning is one of other conditions that can assist to make good cities agents of problem solving. The challenge is for educators of planners to not only educate but to also seek and start debates on planning, registration and development in the counties and country. Mr. K'onyango (Ministry of Lands, Housing and Urban Development) in his submission pointed out that planning research and innovations are key factors for the sustainable social and economic development of the Kenyan society. To achieve these, planning schools need to develop and operationalize a collaboration framework with set principles and long term goals; provide guidelines and direction to coherent planning, cooperation, and accountability in meeting the dynamic national and regional goals, as well

as create stable, long term alliances in the three main areas of training, research, and knowledge transfer. Mr. George Wasonga of the Civil Society Urban Development Programme (CSUDP) emphasized the 'asset worth' of civil society organizations (CSOs) accumulated over many years of varied action in the urban sphere. He stated that people wanted to see an urban change where planning works towards that change and to yield the desired benefits for the majority urban residents who languish in poverty. He called for "People Centered Planning" in Kenya, more so because it was a constitutional right. In this regard, there is urgent need to re-engineer the urban space. This is the case where communities are giving their voice and at the end of the day, the focus of achievement is a participatory, an all-inclusive and socially acceptable urban space. The second session concluded with a spirited discussion around questions from the floor and responses from the panelists.

Session three, discussed about concrete partnerships for sustainable urbanizations around capacity building, research and service provision. The panelists were Mr. Patrick Adolwa (Ministry of Lands, Housing and Urban Development), Dr. Leah Onyango (Maseno University), Prof. Ellen Basset (University of Virginia, USA), and Mr. Jean du Plessis (UN-Habitat/GLTN). Mr. Patrick Adolwa stated that planning, especially in transitional societies occurred in highly dynamic environments of multi-stakeholders. Therefore planning schools need to prepare open minded planners in skills to employ different methods for different situations and environments. To introduce the required dynamism planning schools should have a staff balance of strong academicians and very experienced practitioners (public and private practice). Dr. Onyango reported that most planning schools in the country have embraced these partnerships with the schools undertaking numerous researches in collaboration with state agencies, non-state and/ or with development partners. The schools are moving from the traditional face-to-face model to more experiential and innovative models through the structured collaboration e.g. planning studios, exchange programs, attachments, field extension work and policy advisory. She concluded by saying that collaboration are rich in resources and the workshop should seek to explore more ways to increase the partnerships across the planning spectrum. Prof. Ellen Bassett's presentation focused on the comparison of planning practice and education in Kenya and USA. The similarities lie in their decentralized systems and the sanctity of private property rights. The former fosters more creativity for the planner, while the later creates challenges in harmonizing land law and planning. Planning training in USA focuses more development of soft skills, a needed companion in achieving effective participatory planning. The trainers in USA try to train their planners to develop skills as mediators, educators, communicators and conflict negotiators. In order to train their planners to develop such skill sets, Prof. Bassett indicated that they partner with other cities, work with the city, doing practical work, talking with the community members about their housing needs. Mr. Jean du Plessis (UN-Habitat/GLTN) informed participants that The Global Land Tool Network (GLTN) is an alliance of global regional and national partners contributing to poverty alleviation through land reform, improved land management and security of tenure particularly through the development and dissemination of pro-poor and gender-sensitive land tools. AAPS is the newest member having joined the network in 2013 and forms part of the GLTN International Training/ Research Institutions Cluster. He explained the rationale behind GLTN which is based on land as a critical resource and the attendant challenges posed by its conventional management and administration. GLTN is behind a paradigm shift towards pro-poor, gender-responsive, accountable and sustainable land management. In this regard GLTN has supported development of 'land tools' as innovative ways to solve persistent problems in land administration and management. The session ended with discussions around questions and responses posted by participants and panelists.

Session four, was about strengthening Planning in Kenya and the panelists were Dr. Isaac Mwangi (KIP), Dr. Hebert Musoga (Physical Planner Registration Board) and Dr. Lawrence Esho (Technical University of Kenya). Dr. Mwangi began by defining and explaining the role of professional bodies. Professionalization of disciplines especially in planning came into play when problems in society and the knowledge informing the solutions to be used to intervene had to be developed and packaged to be delivered independent of the interest groups as well as put pressure on the government to bring about relevant policy. Dr. Musoga underscored recent reforms in the country. With the country now operating in a devolved system of governance the importance of planning at the county level can't be overemphasized. Most of planning decisions would be made at county levels due to devolved system of governance. Further, there has been a paradigm shift on plan preparation from the previous comprehensive plans to Integrated Strategic Urban Development Planning. Schools of planning should be at the frontline to give advice. He put forward a proposal to the professional bodies to have it mandatory for their members every two years have a training of about two weeks in the planning schools. In his presentation Dr. Lawrence Esho pointed out that planning should be looked at as a process of masking and unmasking. It is now clear no planning approach can succeed if it does not involve the citizens for whom it seeks to plan. He also noted that schools need to get out of the classroom in order to give their students practical experience in planning. The panelist presentations were followed by discussions around questions and responses on the session theme.

Session five, was devoted to development of a framework for cooperation and action plans. The participants were organized into 4 groups to look at different areas of cooperation, identify objectives, activities, work plans, institutional frameworks for implementation, monitoring and evaluation frameworks and budgets/ funds. The groups were named as: 1) Universities/ State Collaboration, 2) Universities/ Non-State Collaboration, 3) Universities/ UN-Habitat Collaboration, and 4) Universities/ Universities Collaboration. The groups conducted intensive deliberations around each cooperative area, identifying key objectives, related activities, the actors and implementation arrangements. At the end of group work, each group made presentation in the plenary, followed by discussion and adoption of each framework. The outcomes from the respective groups are presented in the report below.

Session six, was about harmonization of planning education in Kenya. This theme was discussed in plenary session by way of question and answers. Prof. Ngau shared with the members the extensive work done by AAPS in support of curriculum review and revision. The emphasis has been on context, relevance and methodology. AAPS has supported several schools to launch improved curricula and held workshops on case method as an innovative way of teaching.

Session Seven, was about Conclusion and Way forward **while Session Eight** was devoted to evaluation of the workshop by participants. The participants evaluated the workshop in terms of overall assessment/relevance, its design and delivery nature, facilitation, administrative and organization. In their evaluation report, the participants agreed that the objectives of the workshops were fully met, and that the discussions stimulated and deepened their understanding on the need for collaborations/ partnerships for overall sustainable planning.

Introduction

On 23-24 September 2013 the UN Habitat and University of Nairobi co-hosted a workshop on '*UN-Habitat & Association of African Planning Schools Kenya Chapter Consultation*' to explore ways of increasing mutual collaboration between UN Habitat and AAPs members in Kenya. The workshop also aimed to create a forum for the schools to explore how they may better promote AAPs objectives in Kenya.

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/Environmental planning. 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 which advocates ethical, sustainable, multi-cultural, gender-sensitive, and participatory planning practice.

Stated in its constitution, AAPs seeks to promote:

- Curriculum review and revision, to produce planning programmes that are contextually relevant and engaged with the needs of local communities
- Collaborative and comparative research that emphasizes the particular dynamics of local urban contexts
- Shared comprehensive understanding of the challenges facing planners in Africa
- Regional collaboration in progressive, pro-poor urban policy and planning responses
- Resource sharing, capacity building and skills transfer

AAPs and its members raise funds to undertake projects to take forward this mission; organizes meetings and workshops; circulates information; maintains a website, electronic mailing list and social media pages; engages with organizations and networks with similar objectives (through memoranda of understanding and/or affiliation), and makes public statements on planning matters that are in keeping with the purposes stated above.

Currently four public institutions are members of AAPs network. University of Nairobi, Department of Urban and Regional Planning was among the founding members of AAPs. The other AAPs members are Kenyatta University, Department of Environmental Planning and Management, Maseno University and Bondo University, School of Spatial Planning and Resource Management. It is expected that more schools will soon be joining AAPs and have an opportunity to formulate innovative curricula in line with the goal of producing planning programmes that are contextually relevant and engaged with the needs of local communities. Already, the number of public Schools offering degree courses in urban and regional, environmental and resource management planning has reached nine. They include: University of Nairobi, Kenyatta University, Jaramogi Oginga Odinga University of Science and Technology (formerly Bondo University), Maseno University (Kisumu), Technical University of Kenya (Nairobi), Eldoret Universi-

ty (Eldoret), Egerton University (Nakuru), Technical University of Mombasa (Mombasa), and JKUAT (Juja).

Collaboration with UN Habitat opens another opportunity for Kenyan Planning schools to develop curriculum and research initiatives in line with international declarations such as MDGs, safer cities initiative, GLTN and concerns for sustainable development, climate change and green environment.

AAPS constitution states that AAPS members may affiliate to, or draw up Memoranda of Understanding with other like-minded organizations and networks with majority agreement from the Steering Committee. These organizations and networks should be undertaking work that has goals that align with the mission statement of AAPS. They can be regional or global organizations or networks. Currently, AAPS has affiliations with the following bodies: Global Planning Education Association Network (GPEAN) signed 2001 Slum Dwellers International (SDI), signed 2010; Women in Informal Employment: Globalizing and Organizing (WIEGO), signed 2011; Habitat Professionals Forum; Global Land Tool Network (GLTN); and negotiations are underway with Street-Net (affiliated to WIEGO). In Kenya, University of Nairobi has been collaborating with SDI regional office and SDI local affiliates, Muungano Support Trust (MuST) and Akiba Mashinani (AMT).

It is expected that AAPS Kenya Chapter will work towards collaboration or memorandum of understanding with the new Council of County Governments in research, capacity building and professional services. During the workshop guest speakers from potential affiliate organizations/agencies discussed opportunities for drawing MOUs and developing working relations with the planning schools – along regional and/ or thematic lines.

Objectives

In the African continent faced with myriad problems in the management of human settlements, informality, adverse impacts of climate change and environmental degradation, the role of Schools of Urban, Regional, and Environmental Planning remains highly under-utilized by both Governments and development partners.

The workshop had the following objectives:

- (6) Enable Heads of Departments/Schools and senior faculty to compare and appreciate the range of planning programmes offered in the country (content, enrollment, and methodologies).
- (7) Enable Heads of Departments/ Schools and senior faculty to exchange views on the necessary steps for curriculum review and revisions.
- (8) Enable Heads of Departments and senior faculty develop a common platform for engaging both national and county governments with respect to human capacity needs, research and consultancy work.
- (9) Enable Heads of Departments/schools and senior faculty develop common strategy on how best to engage with AAPS affiliates such UN Habitat, SDI, and Civil Society, including Center for Sustainable Urban Development Programme (CSUDP).

- (10) Explore ways of strengthening the AAPS network in the country and East Africa at large.

Participants:

The workshop was attended by over 35 participants comprising of Head of Departments/schools and senior faculty from 9 Planning Schools (University of Nairobi, Kenyatta University, Jomo Kenyatta University of Science and Technology, Jaramogi Odinga Oginga University of Science and Technology, Maseno University, Technical University of Kenya, Technical University of Mombasa, Moi University and Eldoret University), UN-Habitat staff, resource persons from relevant government Ministries, and professional associations.

The consultations started with opening remarks by Mr. George Onyiro [UN-Habitat], Prof Mark Onyango (Deputy Vice Chancellor, Maseno University), Dr. Isaac Mwangi, [Chairman, Kenya Institute of Planners (KIP)], Mr. George K'onyango [Ministry of Planning and Devolution]. Prof Materu (UN-Habitat) delivered the Keynote speech on behalf of the Director Africa Regional Office, Dr. Axumite Gebre-Egziabher.

The workshop was organized in 6 sessions: *Session 2: Setting the Agenda - A Case for Cooperation, Session 3: Partnerships for Sustainable Urbanization: Capacity, Research, and Services, Session 4: Strengthening Planning Education in Kenya, Session 5: Framework for Cooperation, session 6: Group Outcomes, Conclusion & Way forward*. Sessions 2, 3 & 4 were organized around panels for panelists to share on opportunities for collaboration/ partnerships and ways to strengthen the planning education in the country. Session 5 was structured in group discussions and presentations where participants brainstormed on possible frameworks for collaborations and made presentations to the larger forum.

The following are the key highlights springing from the workshop: -

- To address the planning challenges, issues and inconsistencies in the country, all planning agencies; universities, civil societies, development partners, professional bodies, government institutions responsible and private institutions are required to embrace innovative approaches, e.g. collaborations to improve the teaching, practice as well as inform policy within the country
- Revitalization/ reviewing of the planning curriculum in planning schools require support from all the planning agencies both local and international. Benchmarking to improve the delivery and scope of practice by the graduates was encouraged.

The teaching in planning schools ought to move from a more Eurocentric model to more experiential based mode, taking into consideration the local challenges and knowledge present.

At the end of the workshop it was felt that the objectives of the workshop were greatly achieved. A steering committee comprising of nine members was formed to steer the chapter and partners (UN-Habitat, Kenya Government and the wider Civil Society) towards a clear program of action and implementation.

Session One: The Opening Session

1.1. Opening Remarks

The opening session was moderated by Grace Lubaale of the UN-Habitat. The moderator started by welcoming all the participants and further introduced the session panelist who included Mr. George Onyiro [UN-Habitat], Prof Mark Onyango [Deputy Vice Chancellor, Maseno University], Dr. Isaac Mwangi, [Chairman, Kenya Institute of Planners (KIP)], Mr. George K'onyango [Ministry of Planning and Devolution] and Prof. Jossy Materu [UN-Habitat].

The first to give his remarks was Mr. George Onyiro who first welcomed all participants to the consultation on behalf of UN-Habitat. In his presentation, George onyiro noted that the United Nations Human Settlements Programme, UN-HABITAT, which is the United Nations agency for human settlements mandated by the UN General Assembly to promote socially and environmentally sustainable towns and cities with the goal of providing adequate shelter for all has continued to transform (in its ways of working / engagement) over the years. First was the shift from the mid-term strategy to 7 thematic areas engagement namely: Urban Management and Governance, Urban Planning and Design, Urban Economy, Urban Building Services, Housing and Slum Upgrading, Risk Reduction and Rehabilitation and Research and Capacity Building which will be take effect from the coming year. All the thematic areas but most particularly the Research and Capacity Building present numerous opportunities of engagement with planning schools, state and non-state organizations.

In addition, he mentioned a new programme to offer technical support in urban development sector recently introduced in the organization (UN-Habitat) with funding from Swedish International Development Agency (SIDA) as yet another opportunity of engagement. He underscored the importance of collaborations (policy makers (state) with planning schools (training grounds for the policy makers), non-state and development partners) as possible change movers in the urban development sector in the country.

UN-Habitat's New Thematic Areas of Engagement

1. Urban Management and Governance
2. Urban Planning and Design
3. Urban Economy
4. Urban Building Services
5. Housing and Slum Upgrading
6. Risk Reduction and Rehabilitation

Research and Capacity Building?

Prof Mark Onyango [Deputy Vice Chancellor, Maseno University]. He welcomed and informed the participants that he was a founder member of AAPS. He stated that AAPS has come a long way and its objectives are beneficial to planning education and practice in Africa. He shared his experience in starting the department of Urban and Regional Planning at the Maseno University. The university faced many challenges including resource limitation, resourcing and equipment. The conviction among the pioneers of the department of planning was that the country needed more schools of planning and more important the country needed an undergraduate program in the field of urban and regional planning, thus Maseno became the first university to offer Bachelor degree in Urban and

Regional Planning. Since then other schools have followed and the undergraduate program has been recognized as a basic requirement for the profession. However the new established programmes need to review and revise their programmes to make them relevant and market oriented. The schools also need to embrace participatory planning through partnerships with grassroots organizations, development partners and government.

Dr. Isaac Mwangi (Chairman, Kenya Institute of Planners) stated that the AAPS/UN-Habitat workshop was timely. Its upshot is to strengthen planning schools that advance the discipline of planning through education and research that promote effective planning of places where we live, do business and recreate. According to Dr. Mwangi, strong AAPS affiliates and a functioning AAPS network may be realized by promoting planning schools that are able to balance their teaching and research missions with the connectedness to realities of the communities where they are located.

Dr. Mwangi highlighted a number of points as concerns the purpose and success of the workshop agenda. First is the question of the country's orientation to planning. The question, *whether Kenya is planning society* has continued to engage Kenyans. According to Dr. Mwangi *"making Kenya a planning society"* has to start with the type of planning schools with respect to the substance of planning curriculum and nature of planning schools where the curriculum is offered. The role of planning curriculum with respect to its content is critical because curriculum underlines the type of planning education imparted to young future planners. Key issues here are relevance and quality of knowledge with respects to theory and principles in the discipline as well as methodologies and techniques that aide research and plan making.

In this regard, planning curriculum and academic biases are key determinants of the type of planner produced in respect of professional competence and the values planners have about the society. The two also have influence on attitude and level of commitment to align one with planning professional bodies, to fraternize with other planners and to champion planning ethics that promote planning as a more pragmatic means of stewarding development and transformation in society. Dr. Mwangi further pointed out that a "school" of planning is not synonymous with "department" of planning. The real meaning of the term "school" is in respect of the dominant feature of planning faculty as reflected by the content, focus and ideology a planning programme espouses no less that the overriding planning philosophy the programmes seek to advance. All these underline the orientation of the planners from such school, what they endeavor to plan for, plan with and influence development and transformation. *(For Dr. Mwangi's full Opening remarks, see Annex ??)*

Mr. Charles Otieno K'Onyango, Ministry of Devolution and Planning, in his remarks concurred with the other speakers on the need to reengineer the planning education to impact positively on policies and the urban development. He cited collaborative initiatives of planning agencies (Planning Schools, state and non-state institutions) in policy making and practice as an expected upshot of the workshop. This would ensure that inclusiveness, in terms of policy, direction, content and context of the policies, of all stakeholders. These collaborative initiatives would benefit the county and national governments, has they seek direction on policies and contexts of policies. The opportunities of engagement are well spelt out hence, planning agencies and professionals are required to rise up to the occasion.

The planning agencies especially Schools of Planning can direct and inform the County Integrated Development Plans guidelines. It is a constitutional requirement that the newly formed 47 counties have

the County Integrated Development Plans. Currently, several frameworks for preparing the Integrated Development Plans have emerged in the recent past. The lack of coordination in these different frameworks will lead to creation of different plans in different counties. It is indeed the right time for planners to influence the direction and context of development in the country.

Planners are the informers of policy and if they do not inform those policies, then there will be many versions of the same thing and they will end up doing nothing. The situation will be that, if there is a planning school informing policies in the western parts of the country, and without collaboration with a planning school in the central part of the country, there will emerge a kind of planning that is applicable only to the western part of the country. That means that there will be plans applicable for only the northern part, eastern part and the coastal part. This brings out the urgency of the forum. Thus there is need for collaborations between and among planning schools, state and non-state agencies and development partners.

Prof. Jossy Materu, UN-Habitat: Before delivering the Keynote address Prof. Materu called for change in the planning education. The Eurocentric planning education has failed terribly in addressing issues facing the now urbanizing cities in Africa. To address these challenges the anticipated curriculum needs to be contextualized on local realities.

1.2. Workshop Opening Speech

Prof. Jossy Materu, of UN-Habitat delivered the keynote speech on behalf of Dr. Axumite Gebre-Egziabher, Director, Regional Office for Africa, UN-Habitat:

Opening Speech by Dr. Axumite Gebre-Egziabher

Representatives of the Kenya Government

Colleagues from the Association of African Planning Schools

Colleagues from the United Nations

Ladies and Gentlemen

On behalf of the UN Habitat and the Planning Schools represented here, I wish to thank you for honoring our invitation to participate in this important consultation. It also gives me great pleasure to have this opportunity to share my thoughts on the occasion of our inaugural consultation.

Colleagues, Ladies and Gentlemen;

Let me start with a brief history that should in a small way, highlight some important aspects in the context for urbanization in Kenya. Forty years ago, the first planning school was established at the University of Nairobi. Of course, this was a noble response by government to address urbanization in the country by providing the much-needed skills. I am pleased to note that Mr. Maleche, one of the pioneer students of Kenya's first planning school; and a distinguished colleague and planning educator, is here with us today!

Five years later in 1978, UN-Habitat, the UN agency for human settlements and sustainable urbanization was formed in Vancouver. Moving forward, in 2003, the African Union made a landmark decision with respect to urban development: to promote the development of sustainable cities in Africa. This decision has since been followed up with the implementation of various declarations and decisions by the influential African Ministerial Conference on Housing and Urban Development (AMCHUD).

Colleagues, Ladies and Gentlemen,

Please allow me to refresh our collective minds about some of the decisions from the last AMCHUD, held here in Nairobi in March 2012. I specifically refer to the March 2012 AMCHUD, because in particular it underscored the importance of urbanization for economic growth and transformation in Africa, and included in its resolution strategies for optimizing the urban advantage in Africa. In terms of urban planning, the 2012 AMCHUD resolved to: Promote territorial planning that goes beyond infrastructure provision, ensures services are integrated, reduces poverty and inequality, and protect the environment;

- Move beyond the traditional master plans to participatory, inclusive planning linked to budgeting process;
- Integrate adaptation and mitigation measures in planning frameworks; and
- Strengthen innovative reform for territorial planning and basic services for all.

In addition, Africa's political leadership has clearly articulated, among others, three important issues germane to urbanization. First, that the growth of Africa's population needs to be steered and guided through planning; secondly, that urban planning is indispensable in the pursuit of sustainable development; and finally, the need to strengthen the capacities of planning research and training institutions. Although I have shared only a few interventions, these clearly point to the unprecedented political commitment and response to the urbanization challenges in Africa at the African Union level. But the political commitment at the AU level invariably carries consequences for us in Kenya.

Colleagues, Ladies and Gentlemen;

Most of us would agree that the African Union sentiments as reflected in their decisions in many respects bear an uncanny description of the Kenyan context and are highly relevant to us. Like the rest of Africa, we are faced with numerous problems in the management of the urbanization process, unplanned human settlements and informality, the adverse effects of climate change, and environmental degradation, to mention a few. The challenges of urbanization notwithstanding, Kenya has registered unusual progress on some fronts. For instance, the constitutional policy, and administrative reforms have had revolutionary effect on how planning education and practice must be and will be done in Kenya. Secondly, the above reforms make Kenya one of the very few countries in the African Union whose framework for urban planning for sustainable development is in tandem with most of the aspirations of the AMCHUD and African Union in general; and the Kenyan people in particular.

However, to realize sustainable urbanization in the context the reformed legal, political, administrative, and policy framework is undoubtedly an onerous endeavor. Like the case of planning generally, urban planning and other responses tend to sluggishly follow development. In Kenya, as I have indicated earlier, the changes in the legal, policy and administrative framework for urban development have been immense. But the response from our institutions is yet to match these developments. Regrettably, the role of the schools of urban, regional and environmentally planning remains poorly utilized by governments, development partners, and the UN, including the agency I work for, UN-HABITAT.

Colleagues, Ladies and Gentlemen,

Let me now turn to why we have to consult today. This being our first consultation, we seek to achieve the following:

- Provide a contextual analysis of urbanization in Kenya;
- Explore ways to collaboratively conduct topical research and dissemination of information and knowledge on best practice including on normative developments in sustainable urbanization in Kenya;
- Exchange views and establish a framework for strengthening planning education in Kenya;
- Explore possibilities of strengthening the network of urban sector actors; and
- Formulating a framework for cooperation.

Colleagues, Ladies and Gentlemen,

I am acutely aware of the challenges before us as professionals, and also further aware of the great potential that both individually, and collectively, can be harnessed to meaningfully confront the challenges of urbanization. Today is indeed a milestone in the trajectory that urbanization will take in Kenya. It has taken a long time for cooperation between the UN-Habitat and the Planning schools to be explored, but the time is opportune, and our individual and collective strengths are required now more than ever before.

The importance of context relevant interventions from our schools and the UN-Habitat in responding to urbanization challenges in Kenya cannot be over emphasized. It is my hope, that from this consultation we shall authoritatively contextualize the state of urbanization in Kenya, and in the future cooperation, we shall invariably develop innovative and timely responses that will ensure sustainable urbanization.

Without being presumptuous, I would wish to express my full confidence in everyone present. Again, on behalf of the UN-Habitat and the Schools, I thank you, and wish you every success in the deliberations.

With these remarks, colleagues, ladies, and gentlemen;

It is now my pleasure to formally declare the consultation on the UN-Habitat-Association of African Planning Schools (Kenya Chapter) cooperation officially open.

I thank you.

Session Two: Setting the Agenda - A Case for Cooperation

The panelist in this second session included Prof. Peter M Ngau (University of Nairobi and Incoming AAPS chairman), Mr. Thomas Melin (UN-Habitat), Mr. Charles K'onyango (Ministry of Planning and Devolution) and Mr. George Wasonga (CSUDP).

2.1 Background on AAPS by Prof. Peter M. Ngau



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/Environmental planning. 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 which advocates ethical, sustainable, multi-cultural, gender-sensitive, and participatory planning practice.

The objectives of AAPS as stated in its constitution, seeks to promote:

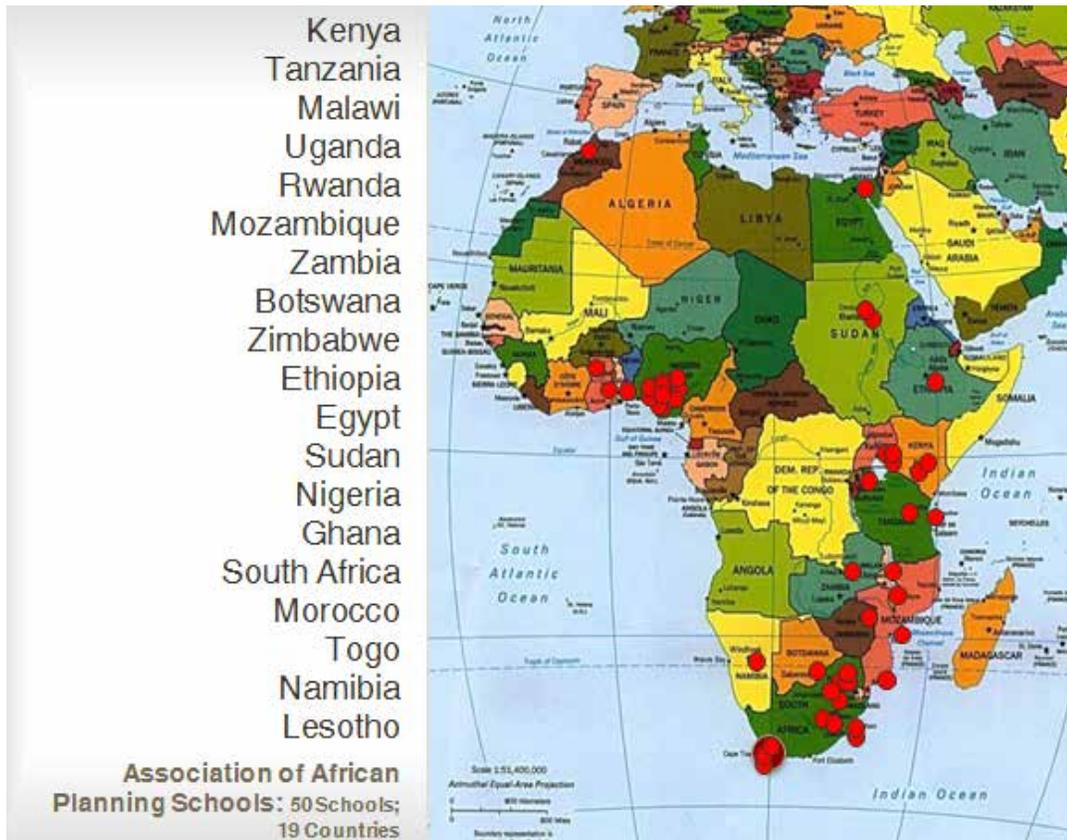
- Curriculum review and revision, to produce planning programmes that are contextually relevant and engaged with the needs of local communities
- Collaborative and comparative research that emphasizes the particular dynamics of local urban contexts
- Shared comprehensive understanding of the challenges facing planners in Africa
- Regional collaboration in progressive, pro-poor urban policy and planning responses
- Resource sharing, capacity building and skills transfer

AAPS membership:

The growth of AAPS has been rapid since its inception in 1999, by 2008 a total 21 universities were members. Today (June 2013) the Association has 50 members from 19 countries across Africa (Appendix1).

The activities of AAPS have since 2008 been supported by the Rockefeller foundation through a grant to build the network and enable curricular reform in Africa.

The association that started informally has since grown into a formal entity, with a constitution and steering committee. The association secretariat is currently headed by Prof Babatunde Agbola (Chair, University of Ibadan, Nigeria) and Prof Vanessa Watson (Co-chair, University of Cape Town) and has its secretariat based at University of Cape Town, African Centre for Cities (AAC). Prof. Ngau noted that the association was rapidly attracting more members owing to the relevancy of its objectives and out-



Map 1: AAPS Membership - Map: Source: Nancy Odendaal, 2013

reach. The association has also entered into memorandums of understanding (MoU) and network association to enhance its activities. Some of its partners include: the Global Planning School Association Network (GPN), Slum/Shack Dwellers International (SDI), Women in Informal Employment Improving and Organizing (WIGO) and Global Land Tool Network (GLTN)

AAPS Agenda: The main agenda for AAPS is driven by a search for relevance in the African context. As planning schools seek to train more professionals, planning legislation in many of the countries dates back to the colonial era, and the urban and rural planning curricula of many of the schools are outdated. Prof. Vanessa Watson points out that the prevailing image of urban and regional planning in Africa depicts a disengaged, technical and apolitical profession. AAPS seeks to promote reform and revitalization of planning education and foster linkage of informed research knowledge with inclusive public policy making and collaborative planning processes.

As planners and policy makers increasingly realize that the future is urban two questions arise: what is good planning and what kind of urban should we be preparing future planners for? According to UN-Habitat, by 2050, 70% of the world population will live in cities, most of them in Global South, many of them in Africa. For Africa, this future portends different scenarios:

- The urbanization of slums- The bulk of urbanization of Africa today is constituted by slums; 62% of the urban populations live in slums (78% in Francophone African) and about 60% work in the informal economy.



Plate 1: Heads of Africa Planning Schools meeting in Cape

- Utopian City of order – the vision of the future African’s cities is often based on model cities in the developed economies - reflecting order and legacy of master planning. Nairobi’s CBD has skyscraper structures which portray the legacy of master planning and also elements of segregation and colonization. On the other side of the city (Moi Avenue), one can see a city of informality and marginal livelihoods.
- The fantasy city- Recent master plans of cities in Africa, usually created by international architectural and engineering firms envisage urban future, far-fetched examples of Singapore and Dubai etc., regardless of the different contexts in Kigali, Kampala and Nairobi. Who are these cities meant for? What city should planners prepare for?

A challenge is posed at this point to the lecturers and professors teaching planning to move from the conventional lectures towards engaging students in experiential planning. Heads of planning schools meeting in Cape Town (2008) concurred that the current curriculum in African planning schools is outdated, therefore the need to link curriculum content to teaching and learning and with partnerships. The linkage with partnerships has really been lacking in time and the need to revitalize the teaching content could not be over emphasized.

Prof Ngau gave examples of relevant elements of planning that should be incorporated into the curriculum; these included: courses on informality, sustainable development, climate change adaptation, and collaborative planning methodologies, among others. These topics are rarely part of the conventional planning curriculum. AAPS network seeks to promote planning education that is relevant to African context and mitigate the dominance of irrelevant archetypes in planning education.

The challenges in achieving needed curriculum reforms and the training of new breed of planners include bureaucratic inertia over university curriculum review processes, uncritical acceptance of outdated content, and vested interest among planners belonging to older schools of thought. Planning schools need to engage professional associations such as Kenya Institute of Planners (KIP), state and

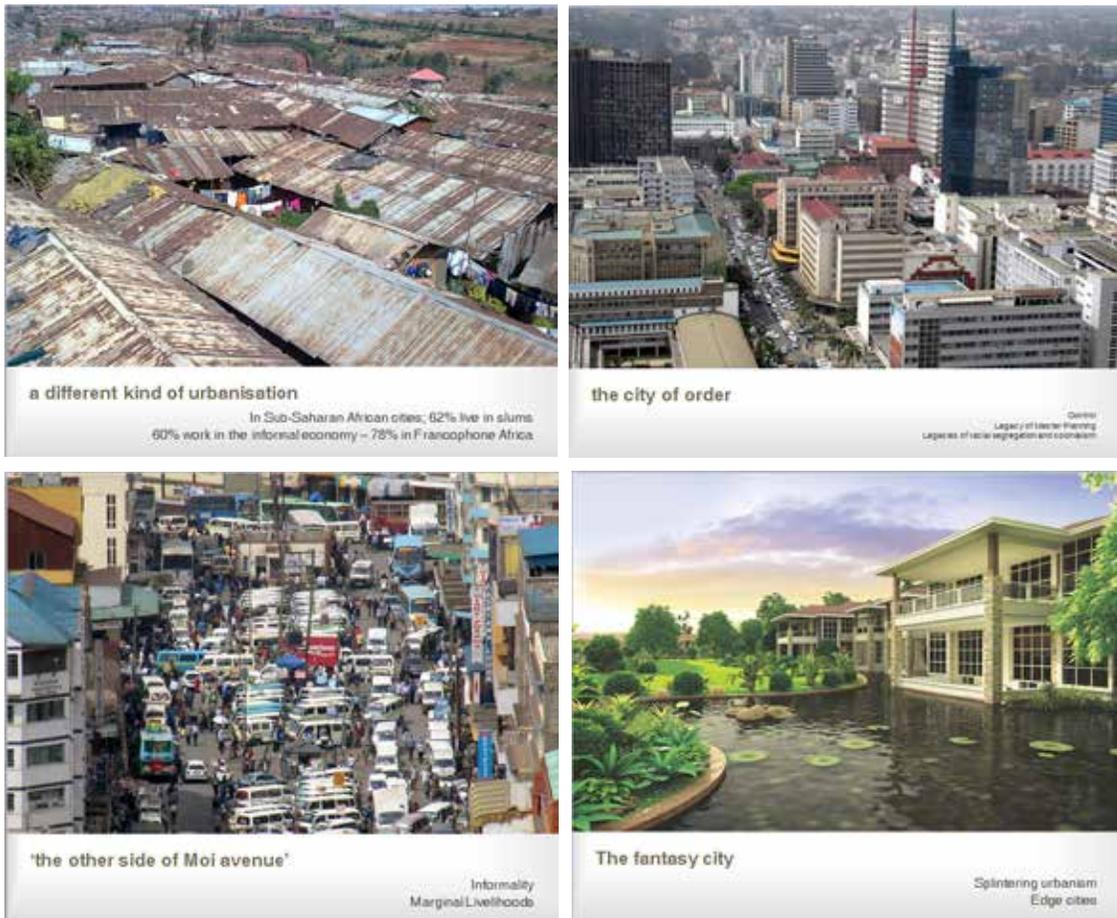


Plate 2: State of Africa Cities - Source: Nancy Odendaal, 2013

non-state actors to influence change and promote a new approach to planning education and practice.

In conclusion, Prof. Ngau argued that the new reforms in planning schools emphasize planning with people and apply principles of planning that involve participation, livelihoods, minimal displacement, negotiation, community building, affordability and sustainability.

2.2. UN-Habitat Partnership/ Collaboration by Mr. Thomas Melin



For a city to be sustainable, it has to be sustainable from 3 perspectives: social, environmental and economic. Across the world, cities have been known to cause economic, social cultural and environmental challenges. According to Mr. Melin this can be changed through positive concerted efforts through partnerships/ collaborations of planning institutions (schools, state & non-state and development partners). Most importantly, universities (Planning schools) can act as a neutral platform for engaging relevant stakeholders.

Sustainable planning is one of other conditions that can assist to make good cities agents of problem solving. It is therefore the work of all the planning institutions to connect these different conditions in order to be able to globalize Africa. This would be important to put all planning professionals at work with relevant registration, governance system and financial systems. The challenge is for educators of planners to not only educate but to also seek and start debates on planning, registration and development in the counties and country.

The Africa continent is now experiencing rapid urbanization. With this realization different countries have embraced varied policies, dialogues and strategies to handle the urbanization. Of importance is the growth in numbers of schools teaching planning. In Kenya, few years after independence only one school offered planning, currently there are 7 established planning schools in the country. There has also been a change in the understanding of urban issues and this has seen a lot of books and literature on urbanization coming up every week on the internet in the continent. The change being incorporated by many people in city is an opportunity. The realization is that urbanization is not a vice but a virtue and that it is multi-sectoral. Cities that work are cross-functional hence incorporation of different actors in planning process is necessary.

In his presentation Mr. Melin noted that present cities all over the world had failed for different reasons. He explained that they had been designed in another time when the needs were different, curriculum in schools were adapted to a world where energy was cheap, climate change was not an issue, the numbers of people was much fewer: these cities were not sustainable. Therefore, it was important for cities to be keen not to copy what had already been done because it had been done wrongly. There is need for a new type of city which is people centered, public oriented and cities that can integrate tangible and intangible assets.

In addition, he alluded to the fact that cities of the world do belong to a network which meant that the connection of cities was extremely important. He said that several cities together developed better than one large city. When thinking forward, it was important to think regional and begin looking at ways in which the cities can work together.

He noted that there was acute need to change the approach to urban planning in Africa. The challenge posed at this point was for the planners to be able to mix the acute need of robust action in the short term with sustainable long term thinking. For this to be possible, the approach to data collection needed to be changed. There was need for a lot of comparative studies and institutions to be strengthened for Africa to achieve an urbanization of excellence.

Mr. Melin highlighted key reforms needed during his presentation: provide contextual analysis; topical research and knowledge; exchange views to establish frameworks; and formulating a framework for consultation. Individual skills are required for partnerships between UN and planning schools in order to: drive to the curriculum revitalization; initiate experimental teaching/ local-knowledge based teaching; move from conventional way of planning to more relevant forms of learning; and participatory planning needs to be contextualized.

In conclusion Mr. Melin underscored the importance of the UN-Habitat & AAPS consultation in bringing together planners and planning institutions to initiate planning reforms in Africa. UN-Habitat is indeed committed to continue dialogue on how plans can be developed together in order to make urbanization in Africa and Kenya work.

2.3. Setting the framework for cooperation by Mr. Charles K'Onyango



Mr. K'Onyango started by observing that structural changes in the last two decades have vindicated the important role of planning in ensuring societal competitiveness and social welfare. Planning research and innovations are key factors for the sustainable social and economic development of the Kenyan society. Universities and other career providers represent key players in creating strong economies and societies through education and career development, knowledge and expertise management. It is therefore important for planning schools to guide sustainable social, economic and environmental development in the country. To achieve these, planning

schools need to develop and operationalize a collaboration framework with set principles and long term goals; provide guidelines and direction to coherent planning, cooperation, and accountability in meeting the dynamic national and regional goals, as well as create stable, long term alliances in the three main areas of training, research, and knowledge transfer.

According to Mr. K'Onyango Kenya has had a history of fragmentation in managing career-and labour market-related education, knowledge and information sharing. For instance there are no frameworks or agencies with responsibility for management of the process on one hand, and on the other the product within the country. The increasing disparities in teaching and practices are evidence of this. It is on this realization that the workshop is deemed timely and appropriate.

The UN-Habitat & AAPS consultation workshop aimed at increasing mutual collaboration between UN-Habitat and AAPS members in Kenya and reviewing as well as agreeing on the role of planning schools in promoting sustainable urbanization. The view given is that there is need to reflect and exchange of experiences regarding planning research and knowledge management, and give citizens the capacity to reflect and act critically, and contribute to a sustainable human development. A framework for the desired cooperation with strategy for the future delivery of planning services and sustainable framework collaboration that binds together all responsible organizations and institutions will be a worthwhile output for the forum.

For this to be achieved, Mr. K'Onyango noted that it required forging partnerships and integrated relationships between the institutions to enable building of a framework for accessing information on learning and careers, cope with and adjust to changes in society and labor market conditions as well as know where and how to access best practice and emerging information. Other pointers included developing of modules on logistics as an emerging field in the planning career, ensuring that when society move from life stage to another, services will be made available as required in the appropriate standards and lastly address the imbalances of the past ad-hoc and fragmented service delivery.

In conclusion, Charles K'Onyango emphasized the need for the planning institutions to think about scaling up the development cooperation by looking into ownership of the process, the need for a multilevel approach, the issues of standards and manuals, communication and networking, and of functional scaling, to extend the breadth of areas covered by the AAPS & UN Habitat consultation forum.

2.4. Civil Society Urban Development Program (CSUDP): Mr. George Wasonga



Mr. George Wasonga of the Civil Society Urban Development Programme, informed participants that CSUDP provides a framework for continued support to Kenyan Civil Society Organizations (CSOs) in the field of urban development. Mr. Wasonga begun by dismissing the notion that civil society was all about unwarranted aggression and unjustified demand, instead emphasizing the 'asset worth' of CSOs accumulated over many years of varied action in the urban sphere. He retaliated that CSUDP represented the civilized society who are also about offering the supply side of their demand. He noted that the previous interactions have been about "what is it that we can take to the new level?"; "what is it that we can do different?"

Mr. Wasonga's presentation was focused on two main things. The first part was based on an analogy he created from the word SEE. He stated that people wanted to see an urban change where planning works towards that change and to yield the desired benefits for the majority urban residents who languish in poverty. He noted that 'S' in the SEE represented "SOCIAL" which is the bedrock and foundation for equitable urbanization. He emphasized that the focus of attention should be on socializing planning to enable the bottom echelon of the urban community to be accommodated in the planning processes. The consumers (the socialism of it) demanded quality more than the numbers.

The second part of his presentation was based on "People Centered Planning". He backed this by stating that it was a constitutional right. He stated that as the case for cooperation was thought through, it was important to SEE and while at it, embed fully with the people. At no one time should the professionals place themselves on the high pedestal claiming liberty because it was academically right.

He put forward some questions that were meant to initiate dialogue:

Who is the consumer of planning knowledge?

Was it the students, the government that requires advice or was it the community that was struggling on a day to day basis to try and feel part and parcel of the urban areas they belong to?

1. What is inclusivity?

There is the need to start appreciating the environment created by the constitution. The civil society being recognized in the constitution, the caution here was the necessity to cooperate in order to consume the planning knowledge as well as percolate the elements of this knowledge to the lowest possible areas where they were needed. He stressed on the need to be able to balance the consumerism habitat with the current levels of research so that as new dynamic areas come up, we are able to deal with the challenges.

2. When does private interest become public concern?

Mr. Wasonga raised the concern that mini cities were being created within the main cities yet the notion was that planning was the conventional way of tackling this. What is the practicality of what was hap-

pening in our land? The new capitals coming out as county capitals have seen speculators moving to take land in these capitals and one is left to wonder whether planning was meant to catch up with this or should the situation be arrested before hand?

3. What feeds planning knowledge?

To emphasize the importance of this question, he asked the question “when do we actually start getting feeders from best practice?” He stressed the importance of enforcing the best practice so that it informs the gradual process of transition from current planning perspectives.

He noted that a lot of civil societies that have worked in many areas have delivered pockets of successful intervention with minimal amount of resources, but yet to find regular value in mainstream planning. These ‘products’ are still treated as peripherals.

4. What makes planning knowledge work?

Mr. Wasonga was concerned with how the profession would begin to appreciate the fact that certain norms were no longer normative. He noted that in certain circumstances, the professionals have not recognized how planning knowledge should work to ensure the fast growth of African cities remains equitable and that there is no isolation of the poor communities.

He concluded his presentation by stating that there is urgent need to re-engineer the urban space. This is the case where communities are giving their voice and at the end of the day, the focus of achievement is a participatory, an all-inclusive and socially acceptable urban space.

2.5. Plenary discussion

The following questions were raised from the panel:

1. Given that the Urban Development Department (now the Urban Development Directorate) has long been preparing strategic urban development plans, to what extent have they subjected them for discussions so that we can learn from the experience?
2. Has the Physical Planners Registration Board been overtaken by events in terms of reforming itself and being in the forefront of bringing universities together for a curriculum change as well as a change in planning ethics?
3. Planning has not been defined by the law and what needs to be planned is not defined; therefore, do we have a national planning policy?
4. Should we accept informal settlements as a way of urbanization for Africa?
5. The challenge is that we know where we are, but question is; we change from where we are to what?
6. When planning, we’ve got to plan with reality in perspective. How then do we make sure that certain realities that are not conventionally acceptable be gradually eliminated from space without making it repetitive in other urban circumstances?
7. While the university has made progress in their curriculum, how do you connect with the policy implementers to have the plans created in the Universities incorporated in the system?

The panelists gave the following response:

Thomas Melin: “Planning is an academic field that has deteriorated. Planning became a subject that is not attracting at all. For planning to change, the platform has to change with a new approach to thinking. Just like students have realized sitting in class and listen to lectures is not what they need in order to be able to come out and work in the different places of the world and different cities. Also, slums are not a technical problem. The problem of slums is not sorted out in the slums. It is political. The countries that have managed so far to do anything about major slum problems are those that have taken major political decisions mainly from the central government level and then implemented this”

Prof Peter Ngau: Slums in our time, in Africa, are as much misunderstood as they were in the mid-19th and early 20th centuries in the West. Back then were two competing theories, one hypothesized that slums characterized by filth and foul air “miasma” were the cause of social pathologies as well as pathogens (disease). Another hypothesized that *undesirable and sick “slum” people* were the cause of disease “contagion”. The two schools justified physical removal and displacement of both environmental miasmas (*slum housing*) and contagions (*slum people*) by public health practitioners and urban planners. At the turn of the 20th century discovery of germ theory (bacteria) explained why both miasma and contagion failed to explain certain aspects of urban health and public health shifted to interventions aimed at eliminating bacteria (vaccines, chlorination and other clinical interventions). We need to understand slums as symptoms of poor urban governance, human health delivery and social injustice, not to confuse them with either foul air or undesirable people to be removed, and forget the more fundamental causes.

Mr. Charles K’Onyango: “I wanted to challenge our minds, am glad I have achieved my purpose, in the sense that there are very vibrant debates around the stones that I threw in the bush. After this, we are going to come up with a framework on how to carry out this to the next level. We need to be very clear that change is taking place and while we are alive to the changes that are taking place in our planning schools, there is a big disconnect between the change that it taking place there and what is taking place at the practice. How do we marry these changes? On one hand, you find that there is one group of practitioners who are doing “*directional planning*”; there is another school of practitioners that are doing “*regularization planning*” and there is another school that is advocating for *collaborative planning*. So when, do we have a medium where we can bring all these together and find that we have what we call “*the ideology of planning*” in this country.

We also need to redefine space because the space where this change is taking place is also varied. When change is taking place in a slow pace, what ‘medicine’ can we inject into this change to make it keep pace with societal change? The challenge therefore is that there is change in planning but it is painfully slow.

Mr. George Wasonga: The bottom line is, we must be cautious on who we plan for. That is: the consumerism of our planning has to be put into context. The second step is thinking about a cooperation framework; we cannot only say we are collaborating between universities! Universities need to go beyond and collaborate with all shades of practitioners, including the civil society. We recently attempted to introduce a framework for media called “the Urban Journalist forum” which was established to try take this knowledge to the consumers” and we expect voice from the university.

Session Three: Partnerships for Sustainable Urbanization: Capacity, Research, and Services

3.1. National Government: Patrick Adolwa



Given the existing planning challenge that includes rapid urbanization, there is need for a radical change in planning education in Kenya as well as in Africa. The planning education, research and practice can be transformed through structured cooperating between universities and industries. The planning education ought to address challenges and opportunities of rapid urbanization, including societal transformation, economic performance and livelihoods of urban areas and their hinterlands, and issues of aesthetics and sustainable development.

In his presentation Mr. Adolwa noted that the current training has remained cast in its European traditions for so long and has performed poorly in addressing issues facing the fast urbanizing regions in Africa. It is time for it to shift from merely examining the determinants of planning to contexts of planning more; examining the role and place of key stakeholders in the contested urban space, informal, formal and state interest/ public interest. In addition, laws and policies that govern the profession have overtime not been critically studied. It is important to depart from the sketchy legal contextual analysis taught in planning schools to a critical examination of comparative planning law in transitional societies as well as advanced societies, critique of existing planning legal regime in Kenya and examination of planning policy/related policies, a deep simulation of various legal contexts complete with case law in which planning takes place, other administrative case studies in which planning decisions are made, land administration and the nexus between land economy, land law and planning. Another area of concern is zoning which is a highly misunderstood and poorly taught area of the planning practice. Many scholars as well as developers abhor the term “Development Control”. Most people do not easily make the link between zoning and development control. It is wrongly associated with denying development a chance to take place.

In reviewing the planning methods in use, Mr. Adolwa pointed out that planning takes place in a very dynamic environment especially in the context of transitional societies. As a consequence, planners are bombarded with all sorts of approaches that result in so much confusion. Planning schools have done little by way of research to harmonize these terminologies or even explain their differences and similarities to the public as well as to the practitioners. Some approaches used in planning have been unclear in use/ conflicting e.g. Master planning, Strategic Urban Planning, Integrated Urban Planning, Physical Planning, City Development Strategies, Town Planning, Land Use Planning among others.

Many cities and towns lack the skills required to manage urban development. There is need for planning schools to reflect deeply on this key aspect of urban management in terms of skills development. The

Planning schools need to prepare open minded planners in skills to employ different methods for different situations and environments. In addition, they need to embrace new methods including futuristic scenarios simulations beyond traditional forecasting methods and explore ways of linking theory with practice (industry). The second can be achieved with the universities having a staff balance of strong academicians and very experienced practitioners (public and private practice).

3.2. Universities Partnerships and Collaborations by Dr. Leah Onyango



Universities, state agencies (national and county), civil societies and development partners' collaborations are important for capacity building and are beneficial to students, faculty as well as partners. Most planning schools in the country have embraced these partnerships with the schools undertaking numerous researches in collaboration with state agencies, non-state and/ or with development partners.

In her presentation Dr. Onyango mentioned that there were reforms and restructuring going on in the public universities in terms of the teaching curricula and that the workshop couldn't have come at a better time. The universities are moving from the traditional face-to-face model to more experiential and innovative models through the structured collaboration e.g. planning studios which are useful products vis a vis just learning experiences. Maseno University for example undertakes at least 3 studios each academic year (rural studio, Urban Studio and Regional Studio); the studio areas are chosen by the university in partnership with their collaborative partners. The university (Staff and Students) work together with the partnering organization to produce a studio report/ publication as well as explore other areas of research.

Experiential teaching brings a lot of change to the recipient of the knowledge hence collaborative research/partnership is important. Another way the universities are collaborating is in engaging students (undergraduate and graduate) and staff (local and international) in exchange programs to build capacity. The exchange programmes have been quite instrumental in identifying and determining strengths and weaknesses for better performance. There are also extensions with local authorities, public agencies and community whereby the institutions approach the universities for resource personnels and information and the university extend planning services to communities. Another advantage of collaborative research is to inform policies, the partners and the agencies find that the outcomes of projects inform policies and the outcome are either policy documents or policy studies. Universities also help in developing planning guidelines and standards for state agencies.

Global standards and trends should be incorporated in the curriculum so that students can be aware and know how to domesticate them. The planning schools should act as boundary agents/ link between the policy makers and the community. University staff can understand science, policy and community. Sciences and policy makers are sometimes thought to be living in ivory-towers, they live up there and don't care whether the common man understands, and link less with the community. The Universities on the other hand are comfortable in the science, policy and community world. They play the role of boundary agents and they step down science and policy so that the common man can consume the goods and be able to convert the knowledge in the documents to action.

She concluded by saying that collaboration are rich in resources and the workshop should seek to explore more ways to increase the partnerships across the planning spectrum.

3.3. Comparative analysis of Kenya & USA Partnerships by Prof. Ellen Bassett



Prof. Ellen Bassett's presentation focused on the comparison of planning practice and education in Kenya and USA. The similarity between planning in the 2 countries is that they both have decentralized systems of planning (federal system – in USA and County system in Kenya). One of the advantages of having a federal system is that planners can be creative and work in their own systems and do more innovative things. In the United States, the president has nothing to do with planning; he cannot tell the State of Virginia or Oregon what to do because it is a federal system. She believes that more things can be done in such a planning structure and foster more

creativity. Another similarity is that USA and Kenya have similar terms of the property rights. Private property rights in both (USA and Kenya) are sanctified. This creates challenges in bringing together land laws and planning to be effective.

Planning training in USA as highlighted by Prof. Bassett, focuses more development of soft skills, a needed companion in achieving effective participatory planning. The trainers in USA try to train their planners to develop skills as mediators, educators, communicators and conflict negotiators. In order to train their planners to develop such skill sets, Prof. Bassett indicated that they partner with other cities, work with the city, doing practical work, talking with the community members about their housing needs. The trainers put the students out there to interact with the community and they also try to teach their planners to be creative. The reason for this, as Prof. Bassett said is because planning is different from place to place. As an example she pointed out that planning in Turkana must be very different from planning in Thika. The trainers try to have their planners down play expertise, that they are not experts but instead they are trying to bring people together. We train them to understand people and become effective communicators. They are also required to understand legal systems related to planning, that is, understand the law. Planners in the USA have worked very closely with civil societies actors in order to know how to use the laws in planning.

She concluded by saying that the partnerships initiative is important. Planning schools partnerships with the civil societies, with the cities managers, with governments and with the private sectors is a good way of training planners.

3.4. UN-HABITAT; Global Land Tool Network; Jean du Plessis



The Global Land Tool Network (GLTN) is an alliance of global regional and national partners contributing to poverty alleviation through land reform, improved land management and security of tenure particularly through the development and dissemination of pro-poor and gender-sensitive land tools. Formed in 2006 the network has 58 partners including: UN-Habitat, Land Policy Initiative for Africa, University of Twente (ITC), Dutch Kadaster,

Habitat for Humanity, Slum/Shack dwellers International (SDI), Huairou Commission, World Bank, IFAD, FAO, UNECA, SIDA, GIZ, Norwegian Ministry of Foreign Affairs, Action Aid, and more. AAPS is the newest member having joined the network in 2013 to forms part of the GLTN International Training/ Research Institutions Cluster.

The GLTN concentration on land security is informed by a number of issues manifested in the land and its management. They include the following: -

- Land challenges are notoriously complex
- They are a central but often un-recognised dimension of planning
- They involve many role players and vested interests
- In most developing countries, existing administration systems and institutions are unable to cope

Land tenure security is a critical component of these challenges. It is fundamental to access to adequate shelter, livelihoods and food security, the realization of human rights, sustainable development and economic prosperity. The global land issues faced include the following: high and rising tenure insecurity in many parts of the world; most developing countries have less than 30% cadastral coverage; over 70% of the land falls outside any formal register and under many existing land systems women are relegated to secondary rights holders, rural communities are increasingly vulnerable to dispossession, which in turn boosts rapid urbanization and the increasingly urbanization of poverty. In sub-Saharan Africa more than 60% of urban inhabitants live in informality, while 90% of new urban settlements are taking the form of slums – unplanned, poor, and badly serviced.

GLTN advocates a paradigm shift on land that is away from seeing land as a purely technical matter, towards pro-poor, gender-responsive, accountable and sustainable land management and which provides for a continuum of legitimate, inclusive land tenure forms. Mr. Plessis also mentioned that GLTN develops, tests and promotes pro-poor, gender-responsive land tools needed to support and implement this new approach. His definition of a “land tool” is that it is a practical way to solve a problem in land administration and management. There is growing evidence of the paradigm shift on land and his example was: a landmark resolution adopted in April 2011 by the Governing Council of UN-Habitat, encouraging Governments and Habitat Agenda Partners

“...to promote security of tenure for all segments of society by recognizing and respecting a plurality of tenure systems, identifying, as appropriate to particular situations, intermediate forms of tenure arrangements, adopting alternative forms of land administration and land records alongside conventional land administration systems and intensifying efforts to achieve secure tenure in post-conflict and post-disaster situations”.

In order to ensure that the system works, Mr. Plessis noted that several urgent tasks arise from this growing acceptance, in particular for land tool development. The continuum requires supportive pro-poor, gender-responsive land tools that can be implemented at scale. GLTN land tools relate to the how of implementing pro-poor and gender-responsive land policies at scale. He stated that there are intensive consultative and participatory land tool developments which are underway. Some examples of tools relevant to planning would include: gender evaluation criteria; social tenure domain model; participatory enumeration and participatory and Inclusive Land Readjustment (PILaR).

Of importance to GLTN is capacity development and they seek to strengthen capacity of partners, land actors and targeted countries, cities and municipalities to promote and implement appropriate land policies, tools and approaches that are pro-poor, gender appropriate, effective and sustainable: *'No silver bullets, No single entity has the answer, Cannot work via silos, and Collaborative partnerships key!'* Successful tool development requires input from a range of professions, disciplines, levels and sectors, including civil society. Communication and collaboration (horizontally and vertically, both within and across specializations) is also important. GLTN has been able to integrate these various inputs and put together multi-disciplinary teams, partnerships, mentoring and the "multiplier effect". Soft skills are needed for incorporation with the above to achieve better results.

3.5. Plenary Discussions

Why is there disconnect between planning education and practice?

Why are planners and planning schools not informing policies?

Why are they not forming alliances to push for their agenda?

Dr. George Wagah: For harmonization purposes the planning curriculums (Urban and Regional, environmental, resource management, spatial e.t.c) will need to have a certain percent of similar core units, that focus more on laws and legislations, land and fundamental aspects of planning. The other percent will be focus on each institution's key mandate, mission and vision. We should encourage curriculums that focus on local and global issues so as to increase our graduates' competitiveness in the job market. Course evaluations and reviews are equally important in ensuring competitiveness. In conclusion, the involvement of different stakeholders in curriculum review is quite important

Mr. George Onyiro: Formation of urban and regional policies need to be participatory, planning schools, practicing planners, civil societies and public need to influence the policy making process. This trend is seen with other disciplines, therefore, planners should form lobby groups and be more involved.

Dr. Samuel Obiero: Policies speak about politics and the definition of politics and planning are really very similar so the biggest problem is actually the issue of planning policy. Policies provide us with the politics and ideologies which provides us with statutory legal framework. The old constitution was quiet on planning affecting its view, use and impact in shaping the society. However, in the 2010 Constitution, with good lobbying, for the first time planning appeared in the Constitution. The problem is that it uses the term physical planning which most of us would agree is mostly technical skills than the overall holistic nature of planning. It hardly mentioned urban planning, regional planning or land use planning. Planning schools are therefore, supposed to start sensitizing the society about planning, what it's about and the issues involved.

Prof Peter Ngau suggested that planners work with colleagues in the practice so that planning schools can convene a very big forum to harmonize these planning guidelines. When harmonizing planning guidelines, we need to first try to understand what the Constitution and the County Government mean when they talk of integrated development plans. Do they mean the same as the physical development plans? A forum is needed to try to understand the intentions of the Integrated Development Plans. It is important that planning is taken as a profession and a profession is supposed to critique. When Archi-

pects for example, do their designs, they don't just do it in their own offices and take it for implementation, it is supposed to critique, but how many times do we actually expose our plans for critique? Do planners have a community critique in the plans, do they have universities or researchers critique? We need to build this culture/tradition.

On the issue of induction, planning schools can produce planners, people with basic skills or people with Master's Degree but when they are produced, they are not experts in the final sense; they still need to go through the induction process which is a predominant process in all professions. People in the medical and engineering world do that. That is why there should be corporation between the industry, the universities and the professional bodies. He suggested that planners need to work out a mechanism so that we don't have a young person coming from the University being sent to head the department of Physical planning in a whole county.

Prof. Robert Ochoki Nyamori felt there was a sense of crisis within the field of planning, as is the case in the field of strategic planning in the corporate world. One of the ways in which planners can make planning relevant and bridge that gap between planning and policy, could be bringing in the accountants. Strategic and general planning are viewed as being utopian, for example we talk about future cities, and so when politicians and policy makers come to look at them, in terms of funding and giving resources, it doesn't make sense if there is no funding for it, therefore the plans are thrown away. One of the things planners can do instead of worrying about the accountants taking over the planning courses is to get these accountants on board and sit down together and see how they can plan for the future they want, the course of plans and identify the available resources.

He believes better collaboration is the way to go because that is what the conference is about. Accounting has become very influential in plan making and in the public sector, part of it is because accounting talks about money and that influences how resources are allocated. That could mean collaborating teaching between planners and accountants or the planning curriculum to collaborate some kind of accounting. The other insight he has gotten from his research on strategic planning, is that strategic planning is informed by a rush ideology, and it is also very static. What is it that we do, as Prof. Ngau has talked about continuous review, this is something that we need to carefully think about, and find out what we need to do to deal with a very dynamic environment.

On the idea of a lack of an ideology, he feels that the problem might be that there are many ideologies. All sort of planning require an ideology based on rationality, which is founded on certain kinds of techniques as a way of solving problems. He thinks that planners have multiple rationalities in dealing with issues of planning, issues of politics which varies with the context. His opinion is that planners should celebrate the diversity in ideologies rather than mourn the lack of it.

Dr. Patrick Hayombe : What could be ailing planning? What could be an opportunity for us? He felt that the fact planning is relevant in almost all of the government ministries is an opportunity for planners. The work of the trainers is to channel qualified graduates to these sectors. The diversity in planning is a plus for the planning schools as they review there curriculums. If say Ministry of Water and Irrigation wants to develop a water master plan, the technical provision needs to be there.

Dr. Hayombe proposed three key aspects to look at during curriculum review: 1) does land influence economic equality?, 2) Does land bring social inclusion/ fairness?, and 3) Does that land involve eco-

conomic integrity? How does the curriculum take care of the 3 aspects and how does it diffuse with technology? How is planning integrating GIS and all these other technology?

Session Four: Strengthening Planning in Kenya

The fourth session sought to address the ways strengthening planning in the country; the panelists included Dr. Isaac Mwangi (Kenya Institute of planners), Dr. Herbert Musoga (Physical Planners Registration Board) and Dr. Lawrence Esho (Technical University of Kenya).

4.1. Kenya Institute of Planners/Architectural Association of Kenya by Dr. Isaac Mwangi



Dr. Mwangi began by defining and explaining the role of professional bodies. A professional body is a body of individuals who ascribe to a particular discipline and have come together to advance the practice of that discipline while creating a forum for the academia to test hypothesis and theories that they advance. It is a forum in which the professionals are able to speak independent of the government's influence or the academic influence. A discipline is professionalized once there is a need to create a body of like-minded practitioners in the delivery of whatever interventions that may be.

In Western Society, the advancement of professional bodies that involve planning was a result of problems of industrialization and the need to professionalize the way interventions in urban and regional development could be delivered. Professionalization of disciplines especially in planning came into play when problems in society and the knowledge informing the solutions to be used to intervene had to be developed and packaged to be delivered independent of the interest groups as well as put pressure on the government to bring about relevant policy.

Most professional bodies have their own form of curriculum that they use for certification of their own members and regulating the conduct of the members. A professional body is meant to provide a more effective forum for the academicians to test their theories in the real world of practice while at the same time providing a forum for policy makers who cannot have an independent mind within the confines of the government to help advance the authentic practices in the profession.

Professionalism of planning in Kenya begun when the government attempted to put up a planning bill in 1987 when Mr. Paul Matiba was the Minister of lands but he got kicked out of office before the physical planning bill came to be. This latter was amended and passed as the physical Planning Act of 1996 giving a firm establishment of the professional. The planning professional bodies in Kenya consist of the Kenya Institute of Planners (KIP) and Architectural Association of Kenya (Planning Chapter). Professional membership and commitment has been cited as one of the many hindrances of effective performance. KIP has a membership of 546 members. Of the 546, 169 are corporate members, 251 graduate members, 109 student members, 6 technicians, and 7 associates. According to Dr. Mwangi, planners ought to register with the professional bodies and be committed in group activities for professional betterment.

In conclusion, the devolution system will present a lot of opportunities to planners and it is important that planners register for recognition in the profession and for them to qualify for job opportunities within the county and national government. The professional bodies will also seek to collaborate with planning schools to identify ways of engagement to improve teaching and practice

4.2. Government of Kenya - Dr. Herbert Musoga



With the country now operating in a devolved system of governance the importance of planning at the county level can't be overemphasized. Most of planning decisions would be made at county levels due to devolved system of governance. There being 47 counties needing integrated physical development plans this presents an opportunity for planners to get jobs from the exercise and in the counties with planning establishments. There has been also notable number of universities within each county. The devolved system of governance creates an opportunity for the universities planning schools to link up with the planning activities in the counties. The

supportive legislations e.g. the County Government Act and Urban Areas and Cities Act provide opportunities for active participation from the professional bodies and planning schools.

In his presentation Dr. Musoga noted that there was need to be prepared to cope with the emerging demand for planning and harness these opportunities and influence the future of how the counties and urban areas will grow. In addition the actors in the planning field were quite numerous including the private sector, county governments, central government and the point for planners was to create synergy among all the players so that whatever is presented as a planning service can be able to contribute to sustainable development for the country.

Further, there has been a paradigm shift on plan preparation from the previous comprehensive plans to Integrated Strategic Urban Development Planning. Schools of planning should be at the frontline to give advice. He also underscored the importance of continuous professional development i.e. this can be offered by a partnership of planning schools, government and professional bodies, where experienced practitioners can take students through some practical course while learning from the new methods under research and development. He put forward a proposal to the professional bodies to have it mandatory for their members every two years have a training of about two weeks in the planning schools. He said that their role in the public offices was to look at the planning policies which will ensure that planning is done effectively in Kenya. He urged that planning schools should take up the opportunities for reviewing policies and legislation in order to help advance planning for the future.

4.3. Of Masks, Spirits and Planning in Africa by Dr. Lawrence Esho

In traditional Nigeria community decision making was bestowed on the community leaders. The leaders wore masks in occasions when they were to make decisions; the decisions were respected by all community members since whatever direction they gave was viewed God ordained/divine therefore the community had to go by their decision/ counsel. He linked this analogy to the situation planners in Kenya are faced with currently. 'Planning profession needs unmasked' said Dr. Esho.

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How can the Universities help in preparing these plans?

How they influence the methods of planning so that it can be responsive to the needs of the people?

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In his presentation Dr. Lawrence Esho pointed out that planning should be looked at as a process of masking and unmasking. He presented a picture showing a typical Maasai homestead, revealing how communities planned themselves from the family, homestead to clan level. That represented a way of life and thinking but this is now undergoing change. The process of unmasking had to begin. This has seen the thriving of a lot of buildings that grew rapidly to form the so called “concrete jungle”.

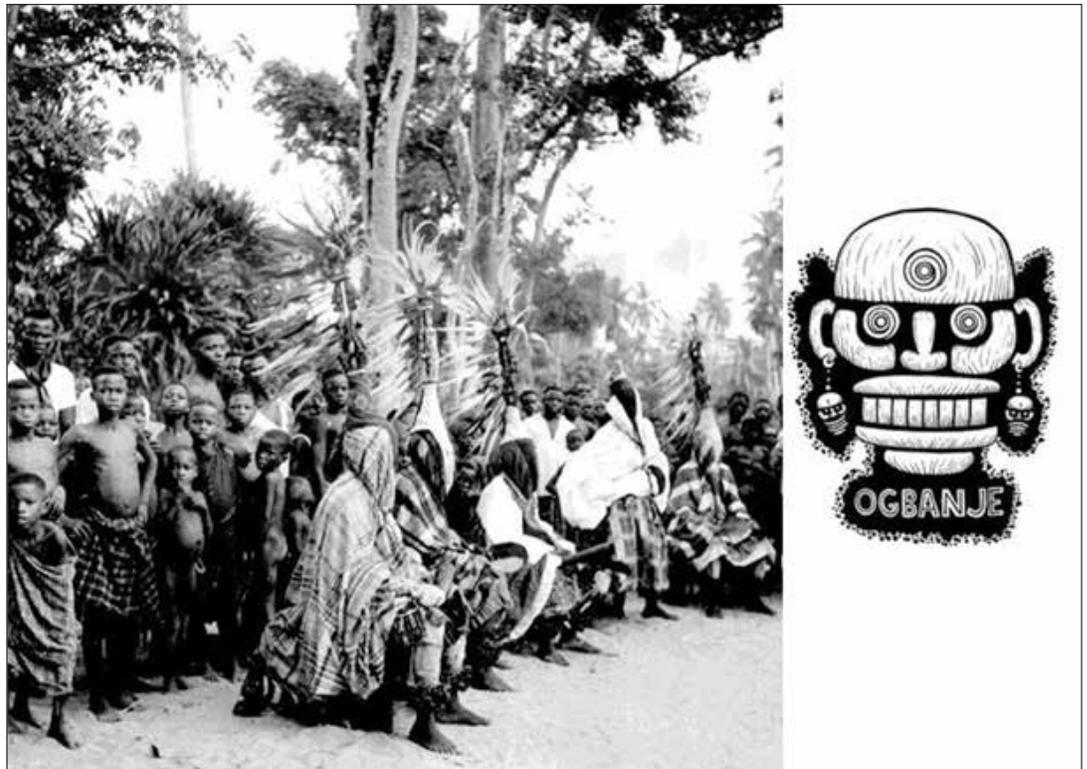


Plate 4: Maasai Homestead & Nairobi City – Source Dr. Lawrence Esho, 2013



Plate 5: formal and informal city – Source Dr. Lawrence Esho, 2013

Dr. Esho noted that on the other side of the beautiful buildings lay an array of “masked” settlement that are the slums and informal settlements; people in the streets being the informal traders who try to blend in with the built form.

Dr. Esho described the utopia situation that the country envisioned including the Konza city but stated that this utopia would not be reached because the masked men still wore masks. The challenge was onto the planners to resolve the problems that mask proper planning.

He also noted that schools need to get out of the classroom in order to give their students practical experience in planning. The students indeed need to engage the city in their learning so as to appreciate what they are learning as upcoming professionals.

He concluded by saying that no planning approach can succeed if it does not involve the citizens for whom it seeks to plan

<p>Unfrock/unmask the Kenyan planner</p> <ul style="list-style-type: none"> • New mental maps • Back to the future • Re-learning <p>The horse first, then the cart</p> <ul style="list-style-type: none"> • Build, then plan • People, then expertise <p>Get out of the classroom</p> <ul style="list-style-type: none"> • Engage the city 	<p>No planning approach can succeed if it does not involve the citizens for whom it seeks to plan</p> <p>If you are going to plan my city, please have the courage to talk to me, hear me out, i am an expert on this subject</p> <p>Wanjiku</p>
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4.4. Plenary Discussions

The questions that arose from the panelists' presentation were;

1. How can the professional association become relevant while making its presence felt within the counties?
2. What is it about planning that can actually be consumed?
3. What is the next possible way that can bring the urban space as a key feature where we start to advance the elements of planning?
4. How can the Institute of planners (KIP) be strengthened to move from the current focus of membership and qualification to more of a knowledge center for planning?
5. How can AAPS and KIP work together to mobilize the profession of planners to move the agenda of planning?

Dr. Isaac Mwangi

"The management of KIP has embarked on reforms of the institute. Recently a visit was made to the Cabinet Secretary and there are things that were agreed with the cabinet secretary for KIP to do. Already the management is spearheading some of the assignments asked by the cabinet secretary to do. On the issue of representation in the counties the management has so far met meet 3 governors and two senators, and the reality is, cabinet employment in the counties right now is purely political. However, there are good things that can be found since KIP has had contact with three counties and have been asked to nominate members of KIP to do surveys in those counties. These members will not just be planners but will also be advisors to these county governors.

Dr Lawrence Esho

Dr. Esho observed that, "There are many governors out there who are not aware what planning is all about. What is also needed is a dedicated effort from KIP to go around these counties and serve the education? If KIP did that many planners would be willing to contribute to that effort so that we can sell the profession.

Section Five: Framework for Cooperation and Action Plans

The session examined possible ways of increasing mutual collaboration between the UN-Habitat, Planning schools/ AAPS members in Kenya, state and non-state organs. The participants were organized into 4 groups to look at different areas of cooperation, identify objectives, activities, work plans, institutional frameworks for implementation, monitoring and evaluation frameworks and budgets/ funds. The groups were named as: 1) Universities/ State Collaboration, 2) Universities/ Non-State Collaboration, 3) Universities/ UN-Habitat Collaboration, and 4) Universities/ Universities Collaboration. The outputs of the group work are presented below:

5.1 GROUP 1: UNIVERSITIES (PLANNING SCHOOLS) & THE STATE (GOVERNMENT AGENCIES) COOPERATION

Background

In the past there existed a well-structured relationship between planning schools and the state (Government). Then the state offered scholarships in graduate level to planning schools, collaborated in curriculum development and supported human capacity in planning schools within the country while the universities channeled out well equipped planners who were since posted to various ministries and different levels of government.

This relationship has weakened overtime despite the fact that Planning Schools and Planning Professionals demand has continued increasing over the years. This has resulted to: lack of any funding from the state for scholarships to train graduate planning students, difficulties in placement of students on internship within state offices, inadequate involvement of state in curriculum development and review as well as ill equipped professions been channeled out of the planning schools. Group one sought to identify ways and means of strengthening the state and planning schools (universities) relationship.

Main Objective: To establish a more structured relationship between state and universities

Specific Objectives:

1. To enhance training and capacity building for students and graduates of planning schools on internships within state institutions
2. To improve collaboration between the state / counties and the universities on research and policy
3. To promote joint ventures between the state and universities towards plan preparation and outreach
4. Establish a framework for knowledge transfer and exchange between planners within planning schools and state agencies
5. To promote partnerships in curriculum development, review and accreditation

Table 5.1.1: Framework for Government/ Planning Schools Collaboration

OBJECTIVES	ACTIVITIES	ACTORS	Implementation/ M&E
1. To enhance training and capacity building for students and graduates of planning schools on internships within state institutions <ul style="list-style-type: none"> - Currently there exist limited opportunities for internships within the government - The state will offer more practical experience in the discipline/ Best place for internship is the state 	Establish number of potential destinations for attachment in state offices Establish the number of students who require placement every year Establish protocols for placements	Planning Schools Relevant State Departments AAPS Secretariat UN-Habitat	Establishment a sub-committee to look at modalities and steer implementation Each planning school and the state to have a sub-committee for monitoring and AAPS to have overall M &E responsibility for continuity and sustainability.
2. To improve collaboration between the state / counties and the universities on research and policy	Identify areas of collaboration on research and policy Carry out joint action research Data sharing from universities to feed policy formulation processes	Planning Schools, Relevant State Departments, AAPS and UN-Habitat	
3. To promote joint ventures between the state and universities towards plan preparation and outreach	Identify possible areas for joint ventures Establish modalities for collaboration	Planning Schools, Relevant State Departments, AAPS and UN-Habitat	
4. Establish a framework for knowledge transfer and exchange between planners within planning schools and state agencies	Develop a schedule for visiting lectures in specific areas Provide resource persons	Planning Schools, Relevant State Departments, AAPS and UN-Habitat	
5. To promote partnerships in curriculum development , review and accreditation	Develop joint teaching materials Organize periodic curriculum review workshops	Planning Schools, Relevant State Departments, AAPS and UN-Habitat	

5.2 GROUP 2: UNIVERSITIES (PLANNING SCHOOLS) & NON-STATE (NON-GOVERNMENTAL) COOPERATION

Background

In this category the non-state organizations were grouped further into three; 1) Civil Societies, 2) Professional Bodies & Physical Planners Registration Board (PPRB), and 3) National and international NGOs. Universities collaboration with either or all the three present different opportunities and learning experiences that can be channeled back to the teaching curriculum. Tables below summarize the issues, objectives and activities for universities and each non-state cooperation (Professional Bodies and Physical Planners Registration Board (PPRB), National and international NGOs and Civil Societies).

Table 5.2.1: Framework for Non State/ Planning Schools Collaboration

OBJECTIVES	ACTIVITIES	ACTORS	IMPLEMENTATION/ M&E
PROFESSIONAL BODIES (KIP, AAPS, AAK, PPRB, GLTN, Practicing Planners)			
<ol style="list-style-type: none"> 1. To facilitate the participation of the university in review of the legislation: Physical Planners Registration Act no. 3 of 1996 2. To establish a clear identity of the planning profession. Redefine who a planner is (Bachelor and Postgraduate in Urban and Regional Planning); BA Planning, BA Spatial Planning, Bachelor Environmental Planning and Management) 3. To develop guidelines and standards of administering professional examination (passed exam recognized by the board): administration of exam not defined (by KIP, PPRB, and University: short course) 4. To develop Quality Control Guide (Board: the Degree programme) 5. To improve on professional practice 6. To offer in partnership with university continuous career development (CCD, PPRB, KIP, AAPS, Universities) 	<ul style="list-style-type: none"> • Establish review committee with effective university membership • Engage in research towards policy formulation • Scoping exercise of planning curriculum (Board) • Stakeholder forum to set criteria for defining the profession • International benchmarking of guidelines and standards of professional examination • Define the Accreditation Process • Continuous appraisal of programmes • To develop and disseminate professional code of conduct (Ethics KIP). • To create professional branches as support system 	Professional Bodies Planning schools Registration Board	Professional Bodies: The university network can work through; PARTNERSHIP COMMITTEE (NINE UNIVERSITY MEMBERSHIP, KIP, AAPS, AAK, PPRB, UN-HABITAT, GOK)
INTERNATIONAL NGOS (SIDA, GIZ, JICA, CIDA, USAID, MISTRA URBAN FUTURES)			
<ol style="list-style-type: none"> 1. To facilitate international partnership 2. To facilitate uptake of best practice simulation 3. To support dynamic learning/knowledge platforms 	<ul style="list-style-type: none"> • Establish networks and linkages • Support exchange programmes • Leverage institutional growth in areas of common interest • Create best practice platform (e-platform) • Populate the platform • Support access/sharing of the information • Regular updating of the platform • Enhance access co-generated knowledge • Support co-generation of knowledge (academia, public, industry) • Support inter agency knowledge sharing 	Planning schools International NGOs	There be monitoring and evaluation quarterly meetings for the 3 categories
CIVIL SOCIETY ORGANISATION (CSO)			
<ol style="list-style-type: none"> 1. Catalyze uptake of best practices in social planning 2. Establish community platforms for planning knowledge exchange (e.g. 'University Mtaani' model currently instituted through cooperation between UoN and Pamoja Trust) 3. Develop harmonized popular and user friendly planning guides for use by CSOs in community work 4. Facilitate access to refresher courses on social planning for CSO practitioners 	<ul style="list-style-type: none"> • Build and make accessible a central database on social planning best practices • Import progressive models (e.g Social Tenure Domain Model-GLTN) into community planning practice • Enter into strategic partnerships with identified CSOs to anchor regular planning studios at community level • Extend community platforms for learning and exchange of knowledge • Research and document harmonized planning guides applicable for use by community members • Develop and execute curriculum for refresher courses on social planning 	Planning Schools Civil Society Organizations	Civil Society Organization: The university network can work through CSUDP framework (with a broad base of over 900 CSOs in the database) Local Urban Forum framework of cooperation

5.3 GROUP 3: UNIVERSITIES (PLANNING SCHOOLS) & UN-HABITAT CO-OPERATION

Background

The UN-Habitat is mandated to promote socially and environmentally sustainable towns and cities, while planning schools aim at producing all rounded professionals to take lead in creating sustainable cities. Collaboration between Universities (planning schools) and UN-Habitat will be symbiotic in which each party stands to benefit from the other. Table 5.3 below presents the output of the working group.

Table 5.3.1: Framework for UN-Habitat/ Planning Schools Collaboration

OBJECTIVES	ACTIVITIES	ACTORS	IMPLEMENTATION/M&E
To support effective planning under devolution	<ul style="list-style-type: none"> Formulate and conduct short-term training to support devolution throughout the country. Identify specific skills to train; soft skills training for example Emphasize element of people/human rights and participation for effective planning UN-Habitat/Universities/Government work to harmonize planning guidelines 	Planning Schools UN-Habitat	ALL
Enhance university curriculum to produce better planners	<ul style="list-style-type: none"> Universities to work with UN to develop and/or revise their curriculum. An Urban Management Curriculum inclusion could help manage the urban areas. Formation of Memorandum of Understanding (MoU) or Memorandum of Association (MoA) or document of cooperation on curriculum review, internships offers, shared lectures (UN staff to give lectures at the universities). Two types of MoUs were suggested:- An umbrella MoU for all AAPS members with UN-Habitat Individual schools MoUs with UN-Habitat Universities to reconvene soon to examine university curriculum to identify gaps/needs- 9months. 	Planning Schools UN-Habitat	All planning schools to join AAPS ALL
Undertake cutting edge research on Kenyan/comparative urbanization	<ul style="list-style-type: none"> Develop a joint research agenda with UN and create a dissemination plan to ensure research is policy relevant and influential. Identify resources to support research. Support research that is trans-disciplinary and action oriented UN convenes universities and other stakeholders to define research agenda and funding needs/sources. 	Planning Schools UN-Habitat	ALL
Enhance faculty skills and knowledge	<ul style="list-style-type: none"> UN/Universities to identify skills gaps, identify appropriate training/short courses Work together to identify resources for academic exchange/conference participation. 	Planning Schools UN-Habitat	ALL

5.4. GROUP 4: UNIVERSITY/ UNIVERSITY COOPERATION

Background

The group exploring opportunities between universities identified the current issues, set objectives and activities. It was observed that: 1) Different Planning Schools are producing graduates of different qualities and ill equipped for the profession. This could be attributed to differences in curriculum, mode of delivery, personnel facilities/resources available and inadequate exposure during internship (unstandardized internship programme). 2) Graduates from some of our local universities are not recognized by the relevant professional bodies and key government ministries. This affects their employment opportunities and self-esteem. This is attributed to either programme names or curriculum; 3) Most curriculum are old/not responsive to the local/current needs; 4) Planning schools have different recruitment criteria for resource persons

Table 5.4.1: Framework for Planning Schools Collaboration

OBJECTIVE	ACTIVITIES	ACTORS	IMPLEMENTATION/M&E
1. To harmonize the planning curriculum across the planning schools in the country. The planning curricula in all schools must have at least 60% core courses recognized by KIP/ AAK. The remaining shall be designed to reflect schools mission and vision and local context.	Curriculum Evaluation/ Review <ul style="list-style-type: none"> Self-Assessment - assess programs Peer Review- assess each other Curriculum Harmonization Accreditation of schools 	Planning Schools/ AAPS Professional Bodies State/ Non-state & UN-Habitat	Adopt CUE/IUCEA framework for self-evaluation and peer review
2. To develop a framework for sharing resources such as human, library and studios (joint studios). E-learning materials	Develop Resources i.e. Joint publications (books, modules, journal publications & e-learning Establishment of Joint Studios	Planning Schools Non-state UN-Habitat	Establish thematic research groups within the universities
3. To develop a mechanism for credit transfer within the local universities.	Development of Credit transfer systems – change of residence, pick a course from another planning school, etc	Planning Schools AAPS	ALL
4. To develop a framework for benchmarking with local, regional and international planning schools.	Harmonization of course assessment Systems- that an A is 70 across all planning schools	Planning Schools AAPS	ALL
5. To develop a framework of interaction between Planning Schools and Professional Bodies	Develop Exchange Programmes Promote Feed Back Reviews Strengthen Internship Programmes	Planning Schools AAPS Professional Bodies	ALL
6. To develop systems to encourage collaborative and participatory planning approaches	Collaborative and Participatory Research activities Establish Joint Studios	Professional Bodies/ Universities/ AAPS Non-state	ALL
7. Establishment of feedback mechanism within the Planning Schools (To be developed by the universities)	Feed Back Reviews	Professional Bodies/ Universities/ AAPS	ALL
8. To harmonize admission and recruitment criteria for students and faculty.	Harmonized admission and recruitment criteria	Professional Bodies/ Universities/ AAPS	ALL

Session Six: Towards Harmonization Of Planning Education in Kenya

Key Questions

1. As we think of harmonized curriculum are we thinking of one same curriculum or different?
2. The Universities' Act gives autonomy to respective universities to effect curriculum review independently, how do we achieve the curriculum harmonization and credit transfer as discussed by the Universities/ Universities collaborations?
3. With different universities calendar differ across the country, how do we effect the joint studios?
4. How does curriculum harmonization relate to review?
5. What is the student/staff ratio in our planning schools? What is the standard? What equipment are required in our planning schools?

Plenary Discussion: Contributions

Prof. Ngau: The Association of African Planning Schools uses the term curriculum review/revitalization not harmonization. The word harmonization might cause confusion. The team can explore the term which fits the context and adopt it as we push the agenda.

Arch Juma Oino: Supported the move to harmonize planning education in Kenya, quoting a recent activity by the AAK Architectural Chapter of harmonizing architectural training in East Africa, he mentioned that the move has continued to steer positive developments in the region. He was quick to point out that harmonization doesn't mean similar.

Dr. Lawrence Esho: Pointed-out that established planning schools differ in teaching from non-established schools, therefore, there is need for harmonization of the teaching curriculum. He supported the premise by stating that their need to be basic-set training modules for planners cutting across making 60% of the training and 40% of individual university-specialization. Of importance is for the organization (Kenya Association of Planning Schools) to establishing a framework of recruiting personnel (Staffing Framework) this will advise on training personnel recruitment. The schools need to meet for brainstorming and coming up with a commitment document/ MoU. He also underscored the importance of credits transfer among universities (mobility of the course) as this will create all-round graduates.

Prof Caleb Mireri contributed to the debate by pointing out that there is need to establish an Institutional arrangement/ framework for implementing the ideas of cooperation. The formation of Kenya Association of Planning Schools/ Association of African Planning Schools Kenya Chapter was fronted to enable the schools engage in a more structured manner

As the planning schools work together documentation of the experiences is necessary. It was suggested that journal on planning issues in Kenya and Africa be established.

Prof. Mark Onyango: The inception workshop should be supported by other workshops to seek to har-

monize the syllabuses and support the UN-Habitat – AAPS agenda. Second, collaboration of planning schools presents a lot of opportunities e.g. Bidding of government projects like the Kenya Municipal Programme projects (KMP) which would form part of consultancy as well as studios.

Mr. George Onyiro: UN-Habitat and Planning Schools have a reason to keep on pushing the started agenda. Highlighted that Kenya has brain power but do not know how to package themselves

Dr. Ben Mwasi responded to the question on harmonization of the curriculum and mentioned that it is more of reviewing of the curriculum to achieve a require standards by the planning professional registration bodies, AAPS and have them more contextual based.

Mr. Patrick Adolwa: there needs to be set basic standards for training for all planners be it in environmental, urban planning or design.

Prof. Abiero: It is important to differentiate between instruments (theory) and tools of planning (Computer Aided Design tools for Planners). It is important to identify the tools and not compromise on the theory of planning.

Section Seven: Conclusion and Way Forward

The consultation between UN-Habitat, AAPS Kenya chapter, Government and Civil Society was a milestone being the first of its kind in Kenya. The attendance was about 100 per cent and participants were glued in discussions for the full time allocated, reflecting their interest and commitment to the theme of the workshop. Discussions were candid, open and full of self-reflection, as opposed to being defensive. The participants were highly conversant and experienced with challenges facing their schools. The participants from UN-Habitat and Government and civil society were very experienced and spoke candidly about their views on planning education in Kenya.

What came out strongly was that planning in Kenya is in a critical moment. The environment in Kenya depicts general lack of planning. Participants were in agreement that this is a major indictment on the planning profession in the country. Yet, the new constitution and related legislation has emphasized on planned development. What then ails planning in Kenya? The participants were candid in their diagnosis of the situation and offered proposals for action. These are contained in this proceedings and will form the focus of engagement between UN-Habitat, Planning schools, the government and civil society in the coming days.

To concretize the proposal a steering committee was nominated to chart the way forward. In particular, UN-Habitat was keen on the team developing a project proposal for cooperation. The members of the steering are: Prof. Peter Ngau (Incoming AAPS Chairman), Prof. Caleb Mireri – Kenyatta University - (Chairman), Dr. Patrick Hayombe – Jaramogi Oginga Odinga University of Science and Technology (Co-Chair), Dr. Musyimi Mbathi – University of Nairobi, Dr. George Waggah - Maseno University, Irene Gesare – Technical University of Mombasa, Dr. Mugwima Njuguna – Jomo Kenyatta University of Agriculture and Technology, Dr. Ben Mwasi - University of Eldoret, Dr. John Mirona - Egerton University, Dr. Lawrence Esho – Technical University of Kenya.

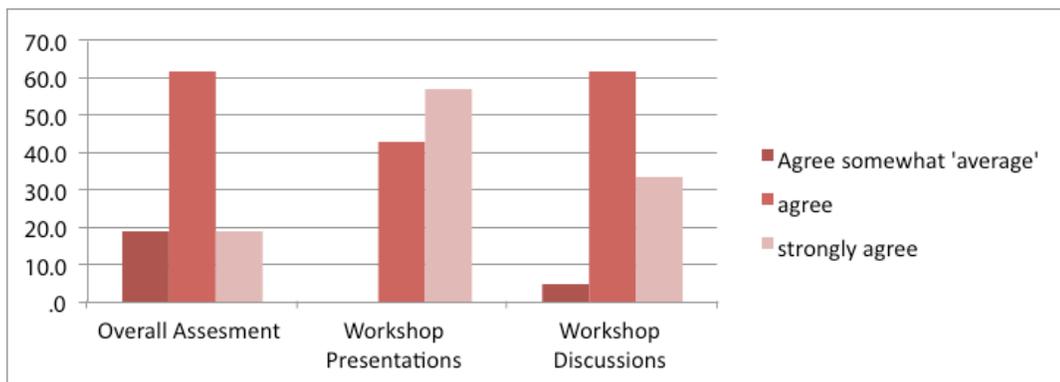
Session Eight: Workshop Evaluation

To assess the effectiveness of the workshop, the participants evaluated the workshop in terms of overall assessment/relevance, its design and delivery nature, facilitation, administrative and organization. In their evaluation report, the participants agreed that the objectives of the workshops were fully met, and that the discussions stimulated and deepened their understanding on the need for collaborations/partnerships for overall sustainable planning.

From the evaluation report 80.9 percent of the participants 'agreed' that the objectives were met, while 19.1 percent felt that the objectives were not fully met 'average'.

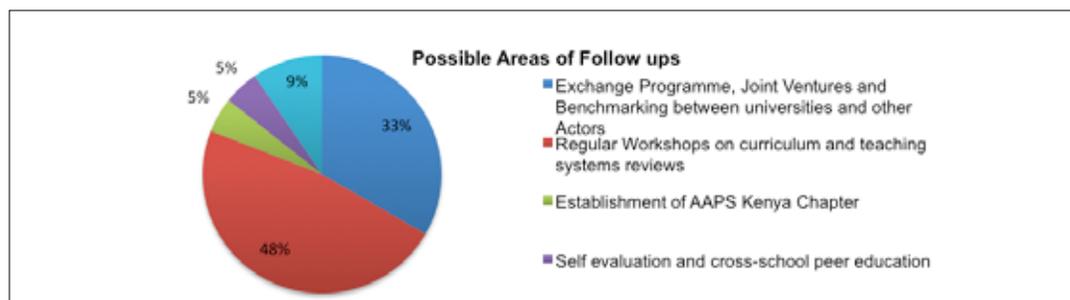
The results of the evaluation indicated that the participants appreciated the consultation design; the presentations, session discussions and group discussions. Majority cited that the presentations were well-organized, interesting, relevant and stimulating while the plenary discussions opened the floor for more discussions and were able to share with other participants. The participants also noted the group discussions offered a platform for further engagement on possible collaborations.

Figure 1: Evaluation of the workshop by participants



The workshop been the first of its kind, the participants indicated necessity of follow. They felt the coming into being of AAPS Kenya Chapter was a welcome development. They proposed ways of deepening collaborations through exchange programmes, joint ventures, benchmarking between universities and other actors, regular workshops on curriculum/ curriculum review and teaching systems and self-evaluation and cross-school peer education.

Figure 2: Workshop follow-ups



Appendix 1: Association of Africa Planning Schools, June 2013

1	UNIVERSITY OF IBADAN (NIGERIA)			
2	UNIVERSITY OF LAGOS (NIGERIA)			
3	UNIVERSITY OF NIGERIA, ENUGU			
4	ABIA STATE UNIVERSITY (NIGERIA)			
5	AHMADU BELLO UNIVERSITY (NIGERIA)			
6	ANAMBRA STATE UNIVERSITY (NIGERIA)			
7	BENUE STATE UNIVERSITY (NIGERIA)			
8	ENUGU STATE UNIVERSITY (NIGERIA)			
9	IBADAN POLYTECHNIC (NIGERIA)			
10	LADOKE AKINTOLA UNIVERSITY OF TECHNOLOGY (NIGERIA)			
11	LAGOS STATE UNIVERSITY (NIGERIA)			
12	OBAFEMI AWOLOWO UNIVERSITY (NIGERIA)			
13	THE FEDERAL UNIVERSITY OF TECHNOLOGY (AKURE, NIGERIA)			
14	YABA COLLEGE OF TECHNOLOGY (NIGERIA)			
15	UNIVERSITY OF VENDA (SOUTH AFRICA)			
16	UNIVERSITY OF JOHANNESBURG (SOUTH AFRICA)			
17	UNIVERSITY OF PRETORIA (SOUTH AFRICA)			
18	CAPE PENINSULA UNIVERSITY OF TECHNOLOGY (SOUTH AFRICA)			
19	DURBAN UNIVERSITY OF TECHNOLOGY (SOUTH AFRICA)			
20	NORTH-WEST UNIVERSITY (POTCHEFSTROOM, SOUTH AFRICA)			
21	UNIVERSITY OF KWAZULU-NATAL (SOUTH AFRICA)			
22	UNIVERSITY OF STELLENBOSCH (SOUTH AFRICA)			
23	UNIVERSITY OF THE FREE STATE (SOUTH AFRICA)			
24	UNIVERSITY OF THE WITWATERSRAND (SOUTH AFRICA)			
25	UNIVERSITY OF CAPE TOWN (SOUTH AFRICA)			
26	UNIVERSITY OF NAIROBI (KENYA)			
27	KENYATTA UNIVERSITY (KENYA)			
28	MASENO UNIVERSITY (KENYA)			
29	BONDO UNIVERSITY COLLEGE (KENYA)			
30	MZUZU UNIVERSITY (MALAWI)			
31	UNIVERSITY OF MALAWI - THE POLYTECHNIC			
32	INSTITUTE OF RURAL DEVELOPMENT PLANNING (TANZANIA)			
33	ARDHI UNIVERSITY (TANZANIA)			
34	KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY (GHANA)			

35	UNIVERSITY FOR DEVELOPMENT STUDIES (GHANA)			
36	OMDURMAN ISLAMIC UNIVERSITY (SUDAN)			
37	UNIVERSITY OF KHARTOUM (SUDAN)			
38	CATHOLIC UNIVERSITY OF MOZAMBIQUE			
39	EDUARDO MONDLANE UNIVERSITY (MOZAMBIQUE)			
40	NATIONAL UNIVERSITY OF RWANDA			
41	UNIVERSITY OF BOTSWANA			
42	NATIONAL UNIVERSITY OF LESOTHO			
43	UNIVERSITY OF ZIMBABWE (HARARE)			
44	ETHIOPIAN CIVIL SERVICE COLLEGE			
45	INSTITUT NATIONAL D'AMÉNAGEMENT ET D'URBANISME (MOROCCO)			
46	POLYTECHNIC OF NAMIBIA			
47	COPPERBELT UNIVERSITY (ZAMBIA)			
48	ECOLE AFRICAINE DES MÉTIERS DE L'ARCHITECTURE ET DE			
49	AIN SHAMS UNIVERSITY (EGYPT)			
50	MAKERERE UNIVERSITY (UGANDA)			

Appendix 2: Workshop Participants

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Appendix 3: Workshop Programme

Consultation on UN-Habitat – Association of Africa Planning Schools (Kenya Chapter) Cooperation

DAY ONE: MONDAY 23 SEPTEMBER 2013	
TIME	ACTIVITY DESCRIPTION
08.00 – 08.30	Registration
	Session One: Official Opening
08.30 – 09.00	<p><i>Session Chair: Grace Lubaale</i> <i>Rapporteur: Jacinta Mbilo/Mbathi Musyimi</i></p> <p>Welcome Remarks</p> <ul style="list-style-type: none"> • George Onyiro, UN-Habitat • Prof. Tom Anyamba, Dean, School of the Built Environment, UON <p>Opening Statements</p> <ul style="list-style-type: none"> • Mr. Augustine Masinde, Director, Department of Physical Planning • Dr. Isaac Mwangi, Professional Associations, KIP <p>Key note address/Official Opening</p> <ul style="list-style-type: none"> • Dr. Axumite Gebre-Egziabher, Director, Regional Office for Africa, UN-Habitat
09.00 – 10.30	<p>Session Two: Setting the Agenda - A Case for Cooperation</p> <ul style="list-style-type: none"> • Background on AAPS: Prof. Peter Ngau • Ministry of Devolution and Planning: Mr. Charles K'Onyango • UN-Habitat: Thomas Melin • Civil Society Urban Development Program (CSUDP): George Wasonga • <i>Plenary discussion</i>
10.30- 11.15	TEA/COFFEE BREAK
11.15 – 12.45	<p>Session Three: Partnerships for Sustainable Urbanization: Capacity, Research, and Services</p> <ul style="list-style-type: none"> • National Governments: Patrick Adolwa • County Governments: Tom Odongo/ Rose Muema • Universities: Dr. Leah Onyango • UN-Habitat: Mohamed El Siouf/Jean du Plessis • UNCRD: Dr. Asfaw Kumssa • <i>Plenary discussion</i>
12.45 – 14.00	LUNCH BREAK
14.00 – 15.00	<p>Session Four: Strengthening Planning Education in Kenya</p> <ul style="list-style-type: none"> • AAPS: Prof. Rosemary Hayanga/ Dr. Lawrence Esho • Government of Kenya (Physical Planners Registration Board): Mr. A. Masinde/ Dr. Herbert Musoga • Kenya Institute of Planners/Architectural Association of Kenya: Dr. I. Mwangi • UN-Habitat: Mr. Raf Tuts • Plenary discussion
15.00 - 1600	<p>Session Five: Framework for Cooperation</p> <p><i>Session Chair: Prof. Zachary Abiero-Garyi</i> <i>Rapporteur: Grace Lubaale</i></p> <ul style="list-style-type: none"> - Identifying key objectives, activities - Formulating work plan - Institutional framework for implementation - Monitoring and evaluation framework - Budget/ UN-Habitat: George Onyiro/ AAPS: Prof Peter Ngau
16.00 – 16.15	Recap of Day one
16.15 – 17.00	TEA BREAK / NETWORKING

DAY TWO: TUESDAY 24 SEPTEMBER 2013	
8.00 – 10.00	<p>Session Six: Towards harmonization of planning education in Kenya: <i>Session Chair: Dr. Leah Onyango</i> <i>Rapporteur: Dr. Lawrence Esho</i></p> <ul style="list-style-type: none"> - Content, enrolment, methodologies, issues - Curriculum review/revision frameworks - Accreditation - Next steps <ul style="list-style-type: none"> • AAPS • KIP/AAK • Government of Kenya • Chair: AAPS
10.00 – 10.30	TEA/COFFEE BREAK
10.30 – 12:00	<p>Session Seven: Conclusion and Way Forward</p> <ul style="list-style-type: none"> • AAPS • Ministry of Devolution and Planning: Mr. Charles K'Onyango • UNCRD: Dr. Asfaw Kumssa • UN-Habitat: Naison Mutizwa-Mangiza • Plenary discussion
12:00 – 12:30	<p>Session Eight: Workshop Evaluation</p> <ul style="list-style-type: none"> • Workshop Evaluation • Plenary discussion
12.30 – 12.45	<p>Session Nine : Closing</p> <ul style="list-style-type: none"> • Vote of Thanks: Dr. Susan Kibue • AAPS: Prof Peter Ngau • UN-Habitat: Thomas Melin/George Onyiro
12.45 – 14.00	LUNCH & DEPARTURE

Dr. Isaac Mwangi's Opening Remarks

Dr. Gebra-Egziabher, Director Regional Office, Un-Habitat

Prof. Mark Onyango, DVC, Maseno University

Colleagues, Participants & Ladies and Gentlemen

I am pleased to make opening statement at this this workshop on "UN-Habitat & AAPS Kenya Chapter Consultation" I understand that the aim of the workshop to explore ways of increasing collaboration between UN-Habitat and AAPS members in Kenya and serve as a forum for the schools to formulate how they may promote AAPS objectives in Kenya.

I assume that the upshot of all these is to have planning schools that advance the discipline of planning through education, research that promote effective planning of places where we live, do business and recreate. Strong AAPS affiliates and a functioning AAPS network in my view may be realized by having planning schools that are able to balance their teaching and research missions with the connectedness to realities of the communities where they are located.

I will restrict my statement to the theme of the workshop, i.e. Planning schools and comment on substantive matters during discussion sessions.

The subject of planning schools and the role they should play in promoting effective planning is close to me. First as a faculty member in a department offering planning education in university. Second as a past vice-chair and current chair of a planning professional body in Kenya. Third having had some experience acquired during my engagement in agencies that provide technical support and advisory services on planning to governments and regional bodies.

Finally, as planner currently engaged in offering planning consultancy services in private sector with a goal to broad the scope of applying the experience and knowledge I have acquired in ways that are governed by my own sense of duty and level competence. I would be right therefore, to state that this workshop on UN-Habitat & AAPS Kenya Chapter Consultation is timely.

Let me cite a point in history which I feel is relevant to the theme of this workshop.

Planning society, can it be realized in Kenya?

In June 1993, I delivered a talk on the theme "*making Kenya a planning society*" at professional centre in Nairobi. The audience was largely drawn from members of town planning chapter (TPC) of the architectural association of Kenya (AAK).

The report of the Omamo commission that had been formed earlier to investigate urban land use planning problems and to recommend elevation of Mombasa and Kisumu municipalities to city status, also for the first time document the need for effective urban land use planning and the ills of the land grabbing phenomenon. This led my mind to form a personal opinion that "*Kenya is not a planning society*". This formed the basis my talk on "*making Kenya a planning society*" at TPC-AAK forum back then.

The phrase "*making Kenya a planning society*" has since transformed into popular catch phrase often invoked in casual talk among planners in Kenya, as a theme of planning workshops, conferences and seminars. I cannot be categorical that Kenya is a planning society today but this is a discussion for another day.

Suffice is to note that "*making Kenya planning a society*" has to be start with the type of planning schools with respect to the substance of planning curriculum and nature of planning schools where the curriculum is offered.

In this regard, take the role of place where students' young minds are moulded by the interpenetration of research and teaching. Planning thinking and is in calculated to young learners thereby moulding them into a team of future planners. The role of planning curriculum with respect to its content is critical because curriculum underlines the type of planning education imparted to young future planners. Key issues here are relevance and quality of knowledge with respects to theory and principles in the discipline as well as methodologies and techniques that aide research and plan making.

In this regard, planning curriculum and academic biases in planning schools are key determinants of the type of planner produced in respect of professional competence, values a planner has about the society the planner works for. The two also have influence on attitude and level of commitment to align one with planning professional bodies, to fraternize with other planners and to champion planning ethics that promote planning as a more peaceful means of stewarding development and transformation in society, etc.

Ladies and gentlemen, let me conclude my statement by commenting on planning curriculum and planning schools in more specific ways.

Planning curriculum

Unlike most other professional education programmes, planning curriculum that meets knowledge and skills needs on universal subjects covered in the discipline must as well, address contextual knowledge areas that students of planning education seek to acquire.

One of the challenges that a balanced planning curriculum has to meet with respect to both universal subjects on the one hand and contextual ones on the other is to balance two categories of contending interests.

First, changes introduced in existing planning curriculum may be resisted or scattered by strong interests in the faculty. Second, faculty members in more established departments of a university who may feel certain aspects of their academic programmes may be "taken away" by the new planning curriculum. This problem was common in university across north America where large numbers of new planning programmes were established in late between 1950s and 1960s. In Africa this problem may crop up as many new and older universities launch new planning programmes to meet manpower needs brought about by the need to confront high levels of urbanization through planning.

Nature of planning school

The challenge of nature of planning schools is even more critical. It is understood intellectual-ideological standpoints of a critical mass of members of a planning faculty and of course a country; influences what planning should and should not be which in turn influence the type of planning expounded in a school.

In this regard, a clear understanding of the ideological disposition of "the critical mass" of members of faculty in any one planning school is important in understanding that school's planning curriculum as well as its method(s) of delivery. This feature gives the distinctiveness that we all look for in planning education offered in any one university.

This is to say that a "school" of planning is not synonymous with "department" of planning. The real meaning of the "school" at least with respect to the subject of this workshop is in respect of the dominant feature of planning faculty as reflected by the content, focus and ideology a planning programme espouses no less that the overriding planning philosophy the programmes seek to advance. All these underline tenets of the type of society planners who graduate from the programme would endeavour to plan for, plan with and influence its development and transformation.

To be sure these features are commonly identified from academic orientation including research subjects and competences as well as areas of planning practice as service to communities in market sphere.

In this regard, when it is said that the planning programme is for example "design-based" or "planning studio-based", etc; it is meant that the majority and in fact dominant members of the faculty including the curriculum of the programme are underlined by [urban] design courses or planning studio emphasis in the overall execution of programme. In other words the percentage teaching and loading of the courses are in design or planning studio courses.

A good example is DURP programmes. The planning programme offered at the university of Nairobi's department of urban and regional planning (DURP) is ascribed "studio-based planning programme". The programme sought to balance between producing a highly educated professional planner who would be effective contribute in policy making, had commensurate level of competence in implementation and competitively venture into academia.

DURP programme had less emphasis on, urban design, site planning, application of conventional geographical techniques of analysis and statistical modelling in city-wide and regional planning and plan preparation. Given the establishment of the department long after department of architecture and department of geography, agriculture, government and public administration among other that run allied university courses - were done and running, experts managing the donnish assistance project that founded DURP worked closely with these and other interested departments to write DURP's curriculum that would not "duplicate" aspects of the courses these other departments already hand on their respective curricula.

In conclusion as participants attending this workshop deliberate on the subject of planning schools in Kenya, you may not avoid reflecting on needs for relevant planning curriculum with respect to scope of subjects planners have to learn and master such as role of institutions and organization for planning, the question of theory-practice relations, etc, and the ever dynamic planning context with which planning had to happen such as the recently introduced devolved system of government in Kenya.

At the same time I see you also reflecting on nature of planning schools with respect to the emphasis or bias regarding mix, composition and types of academic backgrounds of the faculty members against the type of planner any one school intend to produce deliver in the job market.

Appendix 5: About the Presenters

1. **Prof Peter Ngau:**

Prof. Peter M. Ngau is an urban planner and Associate Professor, Department of Urban and Regional Planning, University of Nairobi. He has Ph.D in Urban Planning from University of California, Los Angeles (UCLA). He has over twenty years of University teaching and research experience. He served for six years National Expert United Nations Centre for Regional Planning (UNCRD) – Africa Office. He was chairman Department of Urban and Regional Planning (2002- 2008). His publications include: Informal Settlements in Nairobi: A Baseline Survey of Informal Settlements and Inventory of NGOs and CBO Activities (1995); Urban Poverty and the Survival Strategies of the Urban Poor in Nairobi (1996), Research Design, Data Collection and Analysis (2004); University/City Partnerships: Creating Policy Networks for Urban Transformation in Nairobi (with Jackie Klopp, Elliot Sclar, 2011); Challenges in Urban and Peri-Urban Land Governance in Nairobi: Dynamics, Tactics and Issues, a World Bank Report, (with Jackie Klopp, Jeremiah Ayonga and Rose Musyoka 2011), Mathare Zonal Plan (with Jason Corburn – UCB, UoN, and Muungano Support Trust 2012), Mabatini Informal Settlement Upgrading Plan (with Pamoja Trust, 2012), Mukuru kwa Njenga Upgrading Plan (with Akiba Mashinani Trust, 2013). He is the managing editor, Regional Development Studies Journal, current Director, Centre for Urban Research and Innovations based in University of Nairobi and incoming chairman, Association of African Planning Schools.

2. **Mr. Charles K’Onyango**

*Mr. Charles K’Onyango is a Spatial Planner. He has M.A in Urban and Regional Planning from the University of Nairobi. He has 25 years of work experience in different parts of Kenya in research, urban and regional development planning. Currently, he is the acting Director in charge of Infrastructure and Physical Planning in the arid and semi-arid lands, Ministry of Devolution and Planning. He is responsible for providing technical backstopping and support to county planning, land use planning, steering regional development planning, infrastructure, planning for natural resource management as well as carrying out environmental impact assessments, project monitoring and evaluation and handling protocol issues regarding donor engagements on development programmes for arid and semi-arid lands. *Currently he is also coordinating the project on enhancing community resilience against drought (ECORAD/ JICA) in Marsabit and Turkana Counties*

3. **George Wasonga**

George Wasonga is an Environmental Planner with over 18 years of local, national and regional experience on a wide range of urban development sector issues including policy research, urban governance & management, organizational development, integrated planning, environmental assessments, vulnerability assessments, financing for development, natural resource management and sustainable urbanism. With work experience in Regional and National Urban Development Programmes, he is exposed to the fine details of implementing complex urban programmes, networking amongst multiple stakeholders, managing government and donor relations and fundraising. He has designed and implemented successful urban intervention programmes for public sector and civil society organizations. Through his extensive work experience in the urban sector, he is fully acquainted with the relevant local, national, regional and international policies

and strategies and their implications on the global urban trends. He remains committed to bringing about change in the lives of the urban poor and vulnerable through policy research and analysis; grant management for urban sector programmes; training and capacity building in urban planning and natural resource management; investing in social capital and popular mobilization; and organizational development for sustainable urbanism.

4. Dr. Leah Onyango

Dr Leah Onyango is a senior Lecturer at Maseno University in the Department of Urban and Regional Planning where she is also the current chairman. She worked for the ministry of lands first as a land administrator and later as a physical planning officer before joining academia .She is extensively involved in collaborative interdisciplinary research and extension.

5. Dr. I. Mwangi

Dr Isaac K. Mwangi has PhD in Planning from the School of Planning, University of Waterloo, Ontario, Canada and has experience of over twenty four years of university teaching, research and planning practice. He is licensed consultant planner and environmental assessment expert at Mipango Institute Limited in Nairobi and teaches urban and regional planning at University of Nairobi. Dr Mwangi is a founding Vice-Chairman of the Kenya Institute of Planners (KIP) of which he is a Fellow Member and the current serving Chairman. He has served for over ten years as research, training and technical advisory services expert at the United Nations Centre for Regional Development (UNCRD) Africa Office in Nairobi's UN Complex, Gigiri.

6. Dr. Herbert Musoga

Dr. Herbert Musoga has a PhD in Urban and Regional Planning; M.A in Planning and B.A (Economics and Sociology), University of Nairobi; Associate Fellow, Korean Research Institute of Human Settlement; Registered and Practicing Planner in the public sector in the position of Deputy Director of Physical Planning responsible for Urban and Metropolitan Planning, Legislative Review and Development of Planning Manuals.

Currently researching on polycentricism as an instrument to guide Kenya's Second wave of urbanization



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