

UN-Habitat and
**Association of
African Planning
Schools (AAPS)**

Kenya Chapter Consultations

Proceedings of the Workshop

23-24 September 2013, Silver Springs Hotel, Nairobi



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UN  **HABITAT**
FOR A BETTER URBAN FUTURE

Kenya Chapter Consultations

UN-Habitat and Association of African Planning Schools (AAPS)

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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 achieved to a larger extent. We are indebted to UN-HABITAT and the Centre for Urban Research and Innovations at the University of Nairobi for sponsoring this important workshop.

Much thanks to moderators Grace Lubaale and Professor Zachary Abiero-Gary for ensuring smooth transitions through the whole workshop. Similarly, we appreciate the workshop organizers who strove to make the consultation process a success.

ACRONYMS

AAK	Architectural Association of Kenya
AAPS	Association of African Planning Schools
ACC	Africa Centre for Cities
AMT	Akiba Mashinani Trust
CURI	Centre for Urban Research and Innovations
CSO	Civil Society Organizations
CSUDP	Civil Society Urban Development Programme
GOK	Government of Kenya
GPEAN	Global Planning Education Association Network
IFAD	International Fund for Agricultural Development
JKUAT	Jomo Kenyatta University of Agriculture 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	Muongano Support Trust
NGO	Non-governmental Organizations
PPRB	Physical Planners Registration Board
SDI	Slum Dwellers International
TPC	Town Planners Chapter
UN	United Nations
UN-HABITAT	United Nations Human Settlements Programme
WIEGO	Women in Informal Employment: Globalizing and Organizing



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KENYA CHA

Silver Springs Hotel,



OF AFRICAN PLANNING SCHOOLS (AAPS)
CHAPTER CONSULTATION

Nairobi: 23rd & 24th September 2013

FOREWORD

The role of planning schools in shaping development in their cities, country and regions



Axumite Gebre-Egziabher

cannot be overstated at a time when Africa continues to confront major challenges of urbanization like unplanned urban development, traffic congestion, urbanization of poverty and pollution.

One major question asked is: where and what are planning schools and planners doing? The unplanned development in African cities has been, in most cases, blamed on the unresponsive education offered in the continent's schools of planning and the manner in which professionals have continued to act. In most cases blame has been attributed to Eurocentric planning education, which has made it impossible to solve the problems faced in its local context. The formation of the Association of African Planning Schools (AAPS) in 1999 was in response to this shortcoming. The association has been advocating and exploring ways to improve the quality and visibility of planning pedagogy, research and practice in Africa. It has also been promoting planning education which advocates ethical, sustainable, multicultural, gender-sensitive and participatory planning practice, which in itself is a reaction to the planning problems in the continent. The association's members are from urban and rural environmental planning schools as well as from higher learning institutions.

The UN-HABITAT and Association of African Planning Schools- Kenya Chapter workshop, held in Nairobi, was a major event in shaping planning education in Kenya as well as supporting the association's agenda. The workshop provided a forum for the schools of planning to explore better ways of promoting the association's objectives in Kenya and increase collaboration with UN-HABITAT.

The unplanned development in African cities has been, in most cases, blamed on the unresponsive education offered in the continent's schools of planning and the manner in which professionals have continued to act.

The conference presentations centred on an agenda for cooperation; how to build concrete partnerships for sustainable urbanization around capacity-building, research and service provision; and ways of strengthening planning education in Kenya. In all, 13 papers were presented on the aforementioned and are fully discussed in the proceedings.

The opportunities presented in collaborative partnerships are essential to steer sustainable urban development in Kenya. All the stakeholders have an important role to play in the development of the urban environment. The proceedings report discusses opportunities presented by collaborations with other planning schools, State, non-State, UN-HABITAT and other development partners.

I feel honoured to be asked to write the foreword to this valuable conference proceeding. The success of the conference could not be achieved without the participation and contributions of the heads of planning schools in Kenya and key resource persons from UN-HABITAT, professional planning bodies and relevant State ministries. I express my gratitude to the organizers of the conference: Professor Peter Ngau, Mr. Grace Lubaale and Mr. George Onyiro for this high quality event. They deserve our gratitude for the time and resource put into making it a success.

Axumite Gebre-Egziabher

Director, Regional Office for Africa
UN-HABITAT

PREFACE

It is generally agreed that urban and regional planning is essential in crafting solutions to the



Professor Peter M. Ngau

many current and future problems facing African countries, among which is rapid urban sprawl and its disconnected rural hinterlands. Yet 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 rural and urban problems.

There is a general shortage of planning professionals 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 urbanization in Africa is occurring in a near completely non-planned and non-transparent manner. In the absence of a functioning planning system, such development fosters deal-making among the local and foreign elite. Often, the business is clothed in new fantasies of city elegance that international architectural and engineering companies create. The choice planning schools in Africa face is, therefore, to continue being

irrelevant or to be relevant by providing knowledge and trained professionals capable of taking charge of urban and rural regeneration.

The association was launched to revitalize planning education in Africa and to mitigate the dominance of unsuitable archetypes in planning education. The principal objective of the fledgling association was to ensure that future urban practitioners were equipped to respond effectively to 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 neighbouring countries. The Department of Urban and Regional Planning at the University of Nairobi was established in 1972 and for two decades was the only institution of its kind serving Eastern and Southern Africa (outside South Africa). Yet the school in Nairobi remained trapped in the legacy of colonial-era planning legislation and a Eurocentric planning curriculum. New planning schools began to establish (Maseno and Kenyatta universities) in the early 1990s, opening possibilities for non-conventional curricula and the entry of young faculty. Currently, there are seven fully fledged planning schools and two more are in the making. Despite the increase in new schools, the identity crisis persists. It is difficult for graduates of the current schools to find work in the formal market, the general perception being that planning education and its graduates are victims of the identity crisis facing the profession.

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 urbanization in Africa is occurring in a near completely non-planned and non-transparent manner.

To overcome the apparent crisis, the schools have 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 are expected to provide an enabling environment. Their joint search for partnership underscores the new reforms under way, joining the rest of such institutions through the Association of African Planning Schools. The new search for reforms in planning has coincided with similar efforts under way 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 was, therefore, based on the mutual interest of planning

schools in Kenya and of UN-HABITAT, to broaden partnership with each other as well as with national and county governments, civil society and private actors to foster sustainable urban and regional development. Other association members will surely want to forge similar relationships with UN-HABITAT and other development partners, including grassroots organizations. It is hoped that growing partnerships will, in turn, propel planning schools and UN-HABITAT to achieve greater deliberation and relevance in planning education and practice.

Professor Peter M. Ngau

Director, Centre for Urban Research and Innovations

University of Nairobi & AAPS Incoming
Chairman

EXECUTIVE SUMMARY

The Association of African Planning Schools is a peer-to-peer network of schools, departments or programmes at institutions of higher education, offering degrees in urban, regional, rural and environmental planning. The association was founded in 1999 to improve the quality and visibility of planning pedagogy, research and practice in Africa, and to promote planning education which advocates ethical, sustainable, multicultural, gender-sensitive, and participatory planning practice.

On 23 and 24 September 2013, UN-HABITAT and the University of Nairobi co-hosted a workshop on UN-HABITAT and Association of African Planning Schools Kenya Chapter Consultation to explore ways of increasing mutual collaboration between both organizations. The workshop also aimed to create a forum for the schools to explore how they may better promote the association's 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 revisions.
- (3) Enable heads of departments and senior faculty develop a common platform for engaging 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 association affiliates such as UN-Habitat, Slum Dwellers International and civil society, including the Civil Society Urban Development Programme.
- (5) Explore ways of strengthening the association's network in the country and in East Africa.

The workshop was attended by participants comprising of heads of departments and schools, as well as senior faculty from nine planning schools (University of Nairobi, Kenyatta University, Jomo Kenyatta University of Agriculture 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 eight 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 of 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. collaboration to improve the teaching practice as well as inform policy within the country
 - Revitalization of the curriculum in planning schools requires support from all 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 current disengaged, technical Eurocentric model to more experiential-based mode, taking into consideration the local challenges and knowledge
- consisted of two sub-sessions, opening remarks

Session 1, which consisted of two sub-sessions, opening remarks and keynote speech was moderated by 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, 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 in 1972 of the first urban and regional planning institution in the region; the formation of UN-HABITAT in 1978, and the 2003 declaration of the 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 had been sluggish. Governments, development partners and UN-HABITAT continue to underutilize planning schools (urban, regional and environmental). Gebre-Egziabher called on the participants to find a way to overcome the challenges and realize the opportunities and initiatives that planning schools and UN-HABITAT presented.

Session 2 was about setting the agenda for cooperation. In this regard, Peter Ngau (the incoming Association of African Planning Schools chairman) gave background to the association's origins, current membership, objectives, challenges and agenda; pointing at the areas of opportunity for cooperation with UN-HABITAT, the State, non-State actors, and other development partners. Thomas Melin (UN-HABITAT) spoke of the opportunities that exist for cooperation between UN-HABITAT, planning schools, State, and non-State actors on the urban agenda.

Across the world, cities have been known to cause economic, social cultural and environmental challenges. Melin said this could be changed through positive concerted

efforts by partnerships of planning institutions (schools, State, non-State actors, and development partners). Most importantly, universities (planning schools) could be neutral platforms for engaging relevant stakeholders. Sustainable planning is one of the conditions that could help make good cities agents of problem solving. The challenge is for educators of planners to educate and start debates on planning, registration and development in the counties and the country.

In his submission, Charles K'Onyango (Ministry of Devolution and Planning) said that planning research and innovations were key factors for the sustainable social and economic development of Kenyan society. To achieve these, he said, planning schools needed 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 training, research and knowledge transfer.

George Wasonga of the Civil Society Urban Development Programme emphasized the "asset worth" of civil society organizations accumulated over many years of varied action in the urban sphere. He said that people wanted to see an urban change where planning worked towards that change and to yield the desired benefits for the majority of poor urban residents. He called for "people centred 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 where the focus of achievement is a participatory, all-inclusive and socially acceptable urban space. This session concluded with a spirited discussion around questions from the floor and responses from the panelists.

Session 3 discussed concrete partnerships for sustainable urbanizations around capacity-building, research and service provision. The

panelists were Patrick Adolwa (Ministry of Lands, Housing and Urban Development), Leah Onyango (Maseno University), Ellen Bassett (University of Virginia, USA), and Jean du Plessis (UN-HABITAT/ Global Land Tool Network).

Adolwa said that planning, especially in transitional societies, occurred in highly dynamic environments of multi-stakeholders. Therefore, he added, schools needed to prepare open-minded planners in skills to employ appropriate methods for different situations and environments. To introduce the required dynamism, he said, planning schools should have a staff balance of strong academicians and very experienced practitioners (public and private practice).

Onyango reported that most planning schools in Kenya had embraced these partnerships and had undertaken research in collaboration with State and non-State agencies as well as with development partners. The schools are moving from the traditional face-to-face model to more experiential and innovative ones through structured collaboration; for example planning studios, exchange programmes, attachments, and field extension work and policy advisory services. She concluded, saying that collaboration was rich in resources and that the workshop should seek to explore more ways to increase the partnerships across the planning spectrum.

Ellen Bassett (University of Virginia) compared planning practice and education in Kenya and the United States. The similarities, she said, lay in their decentralized systems and the sanctity of private property rights. Planning training in the United States focuses more on development of soft skills, a needed companion in achieving effective participatory planning. The trainers in the United States try to develop skills in their planners as mediators, educators, communicators and conflict negotiators. In order to train their planners to attain such skill sets, Bassett said, they partnered with other cities doing practical work and talked with the community members about their housing needs.

Jean du Plessis (UN-HABITAT) informed participants that the Global Land Tool Network was 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. Association of African Planning Schools is the newest member, having joined the network in 2013 and forms part of the network's International Training and Research Institutions Cluster. He explained the rationale behind the network, which is based on land as a critical resource and the challenges posed by its conventional management and administration. The network is behind a paradigm shift towards pro-poor, gender-responsive, accountable and sustainable land management. In this regard, the network 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 4 was about strengthening planning in Kenya. Panelists were Isaac Mwangi (Kenya Institute of Planners), Herbert Musoga (Ministry of Land, Housing and Urban Development/ Physical Planning) and Lawrence Esho (Technical University of Kenya).

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 solutions to them had to be developed and packaged for delivery independent of interest groups. Professionalism, he added, also applied advocacy for government to adopt relevant policy.

Musoga underscored recent political reforms in the country such as a devolved system of governance, saying with this the importance of planning at the county level was even more important than previously. As a result of devolution, most planning decisions will now be made at county levels, he said. 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 proposed that professional bodies compel their members to undertake two weeks of training in planning schools every two years.

In his presentation, Lawrence Esho said planning should be looked at as a process of masking and unmasking. It is now clear no planning approach could succeed, he said, if it failed to involve the citizens for whom it seeks to plan. He also said that schools needed to leave the classroom for the field in order to give their students practical experience in planning. The panelists' presentations were followed by discussions around questions and responses on the session theme.

Session 5 was devoted to development of a framework for cooperation and action plans. The participants were organized into four groups to look at different areas of cooperation, identify objectives, activities, work plans, institutional frameworks for implementation, monitoring and evaluation frameworks and budgets as well as funds. The groups were named as: (1) Universities and State Collaboration; (2) Universities and Non-State Collaboration; (3) Universities and UN-HABITAT Collaboration; and (4) Inter-university 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 its presentation in plenary, followed by discussion and adoption of each framework. The outcomes from the respective groups are presented below.

Session 6 focused on harmonization of planning education in Kenya. This theme was discussed in plenary by way of question and answers. Peter Ngau shared with the members the extensive work of the Association of African Planning Schools in support of curriculum revision. He said the emphasis had been on context, relevance and methodology. The association has helped several schools launch improved curricula and held workshops on case method as an innovative way of teaching.

Session 7 was about conclusion and way forward

while **Session 8** was devoted to participants' evaluation of the workshop. They rated it in terms of overall relevance, its design and delivery nature, facilitation, administration 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 partnerships for overall sustainable planning.

INTRODUCTION

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

The Association of African Planning Schools is a peer-to-peer network of schools, departments or programmes housed at institutions of higher education in Africa, offering degrees in urban, regional, rural and environmental planning. Founded in 1999, its aim was to improve the quality and visibility of planning pedagogy, research and practice in Africa, and to promote planning education which advocates ethical, sustainable, multicultural, gender-sensitive and participatory planning practice.

Stated in its constitution, the association 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

The association and its members raise funds for projects to advance this mission; organizes meetings and workshops; circulates information; maintains a website, an electronic mailing list and social media pages; engages with organizations and networks with similar objectives (through memoranda of understanding or through affiliation); and makes public statements on

The Association of African Planning Schools is a peer-to-peer network of schools, departments or programmes housed at institutions of higher education in Africa, offering degrees in urban, regional, rural and environmental planning.

planning matters that are in keeping with the purposes stated above.

Currently, four Kenyan public institutions are members of the association's network. University of Nairobi, Department of Urban and Regional Planning, was among the founding members. The other members are Kenyatta University's Department of Environmental Planning and Management, Maseno University's Department of Urban and Regional Planning and JOOUST's School of Spatial Planning and Natural Resource Management. More schools are expected to join soon and be able to formulate innovative curricula for planning programmes that are contextually relevant and engaged with the needs of local communities. There are now nine public schools offering degree courses in urban and regional, environmental and resource management planning. These are the University of Nairobi, Kenyatta University, Jaramogi Oginga Odinga University of Science and Technology, Maseno University (Kisumu), Technical University of Kenya (Nairobi), Eldoret University (Eldoret), Egerton University (Njoro), Technical University of Mombasa (Mombasa), and Jomo Kenyatta University of Agriculture and Technology (Nairobi).

Collaboration with UN-HABITAT opens another opportunity for Kenyan planning schools to develop curriculum and research initiatives in line with international declarations such as the Millennium Development Goals, the Safer Cities

Initiative, the Global Land Tool Network, and concerns for sustainable development, climate change and a green environment.

The Association of African Planning Schools constitution states that its 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 association's mission statement. They can be regional or global bodies. Currently, the association has affiliations with the following: Global Planning Education Association Network, signed in 2001; Slum Dwellers International, signed in 2010; Women in Informal Employment: Globalizing and Organizing (WIEGO), signed in 2011; Habitat Professionals Forum; and Global Land Tool Network. Negotiations are under way with Street-Net, which is affiliated to WIEGO. In Kenya, the University of Nairobi has been collaborating with the Slum Dwellers International regional office and its local affiliates, the Muungano Support Trust and Akiba Mashinani.

It is expected that the Kenya Chapter of Association of African Planning Schools 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 and agencies discussed opportunities for drawing Memorandums of Understanding, and developing working relations with the planning schools – along regional and thematic lines.

Objectives

In Africa - which faces myriad problems in the management of human settlements, informality, adverse impacts of climate change and environmental degradation - governments and development partners greatly underutilize schools of urban, regional, and environmental planning.

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 revisions.
3. Enable heads of departments and senior faculty develop a common platform for engaging 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 affiliates of the Association of African Planning Schools such UN-HABITAT, Slum Dwellers International, civil society - including the Center for Sustainable Urban Development Programme.
5. Explore ways of strengthening the Association of African Planning Schools network in the country and East Africa at large.

Participants:

The workshop was attended by 40 participants. They comprised Heads of Departments and Schools, as well as senior faculty from nine planning schools (University of Nairobi, Kenyatta University, Jomo Kenyatta University of Agriculture 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 George Onyiro (UN-HABITAT), Mark Onyango (Deputy Vice Chancellor, Maseno University), Isaac Mwangi, (Chairman, Kenya Institute of Planners (KIP) and Charles K'Onyango (Ministry of Planning and Devolution). Jossy Materu

(UN-HABITAT) delivered the keynote speech on behalf of the Director for the Africa Regional Office, Axumite Gebre-Egziabher.

The workshop was organized into eight 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. 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 were the highlights of the workshop:

- a) 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
- b) Revitalization of the curriculum in planning schools requires support from all the planning agencies - local and international. Benchmarking to improve the delivery and scope of practice by the graduates was encouraged
- c) The teaching in planning schools ought to move from current disengaged, technical and Eurocentric model to more experiential-based mode, taking into consideration the local challenges and knowledge.

At the end of the workshop it was felt that the objectives of the meeting were, for the most part, achieved. A steering committee comprising of twelve (12) members was formed to steer the Chapter and partners (UN-HABITAT, Kenya Government and the wider civil society) towards a clear programme of action and implementation.



SESSION

01

session

01

THE OPENING
SESSION

1.1 OPENING REMARKS

Grace Lubaale of the United Nations Human Settlements Programme (UN-HABITAT) moderated the opening session. The moderator started by welcoming all the participants and further introduced the session panelist who were George Onyiro (UN-HABITAT), Mark Onyango (Deputy vice Chancellor, Maseno University), Isaac Mwangi, (Chairman, Kenya Institute of Planners), Charles K'Onyango (Ministry of Planning and Devolution) and Jossy Materu (UN-HABITAT).

George Onyiro was the first to speak, welcoming the participants to the consultation on behalf of UN-HABITAT. He said that the UN-HABITAT, whose mandate from the United Nations General Assembly is to promote socially and environmentally sustainable towns and cities with the goal of providing adequate shelter for all - had continued to transform its ways of working and engagement over the years. First, had been the shift from the mid-term strategy to one focusing on seven thematic areas of 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 takes effect from incoming United Nations financial year. All the thematic areas, particularly the Research and Capacity-building, present opportunities of engagement with planning schools, State and non-State organizations.

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
7. Research and Capacity-building

In addition, he mentioned a new programme that offers technical support to the urban development sector recently introduced in UN-HABITAT with funding from the Swedish International

Development Agency, or SIDA, as yet another opportunity of engagement. He underscored the importance of state, non-state, development partners and planning schools collaborations as possible positive contributors to the country's urban development.

Mark Onyango welcomed the participants and informed them that he was proud to be one of the founder members of the Association of African Planning Schools. He said the association had progressed and that its objectives had been beneficial to planning education and practice in Africa. He spoke of his experience in starting the Department of Urban and Regional Planning at Maseno University. The university faced many challenges, he said, including limited funds and equipment. The conviction among the pioneers of the department was that the country needed more planning schools and, more importantly, he said, an undergraduate programme in urban and regional planning. Therefore, Maseno became the first university in Kenya to offer a bachelor degree in urban and regional planning. Since then, other schools have followed and the undergraduate programme has been recognized as a basic requirement for the profession. However, he said the new established programmes needed to review their curricula to make them relevant and market-oriented. Schools, also, must embrace participatory planning through partnerships with grassroots organizations, development partners and government, he said.

Isaac Mwangi described the UN-HABITAT & AAPS workshop as timely. Its upshot, he said, was to strengthen planning schools that advance planning through education and research that was effective for places where we live, do business and play. According to Mwangi, strong association affiliates and a functioning association network may be realized by promoting planning schools that are able to balance their teaching and research missions with the connectedness to the realities of the communities in which they are located.

He highlighted a number of points regarding the purpose and success of the workshop agenda. First was the country's orientation to planning. Whether or not Kenya is a planning society is a matter that has continued to engage the nation. He said making the country a planning society had to begin with the type of planning schools set up and their curricula. The role of a planning curriculum with respect to its content was critical because a curriculum underlines the type of planning education imparted to students, he said. He cited key issues here as relevance and quality of knowledge with respects to theory and principles in the discipline, as well as methodologies and techniques that aid research and plan making.

In this regard, he said, planning curriculum and academic biases were key determinants of the type of planners produced in respect of professional competence and the values planners held about the society. Both, he added, influenced attitudes and levels of commitment to align one with planning professional bodies to fraternize with other planners and to champion ethics that promote planning as a more pragmatic means of stewarding development and transformation in society.

He also made a differentiation between a school and a "department" of planning. The real meaning of the term "school", he said, was in respect of the dominant feature of planning faculty; as reflected by the content, focus and ideology a planning programme espouses no less than the overriding planning philosophy the programmes seek to advance. All these underline the orientation of the planners from such schools, what they endeavor to plan for, plan with and influence transformation. (See full opening remarks in Annex 1)

Charles Otieno K'Onyango concurred with the other speakers on the need to engineer planning education, once more, to impact positively on policies and urban development. He cited collaborative initiatives of planning agencies (planning schools, State and non-State institutions) in policymaking and practice as an expected upshot of the workshop. He said this would ensure inclusiveness, in terms of policy,

All the thematic areas, particularly the Research and Capacity-building, present opportunities of engagement with planning schools, State and non-State organizations.

direction, content and context of the policies of all stakeholders. These collaborative initiatives would benefit the county and national governments, as they seek direction on policies and contexts of policies. The opportunities of engagement were well spelt out, he said, hence planning agencies and professionals needed to seize them.

The planning agencies, especially schools, could, he said, direct and inform the County Integrated Development Plan guidelines. It is a constitutional requirement that the 47 newly formed counties have Integrated Development Plans. Several frameworks for preparing these plans have emerged, recently. He said the lack of coordination in these different frameworks would lead to the creation of different plans in different counties. Indeed, he said, the time was right for planners to influence the direction and context of development in the country.

Planners should inform policy decisions and if they fail to do so, he said, there would be many versions of the same thing. As an example, he said the situation might arise whereby a planning school informs policies in western Kenya, and because of a failure to collaborate with another school in the central part of the country, there might emerge planning that is applicable only to the western part of the country. That means, then, plans would have to be area-specific for the northern, eastern and coastal parts of the country. This, he said, underscored the urgency of the forum. Thus, he added, there was need for collaboration between and among planning schools, State and non-State agencies, and development partners.

Jossy Materu: Before delivering the keynote speech he called for change in the planning education. Eurocentric planning education had failed in solving the problems of urbanization in Africa, he said, and to meet these challenges the curriculum needed to be contextualized on local realities.

1.2 WORKSHOP OPENING SPEECH

Jossy Materu of UN-HABITAT delivered the keynote speech on behalf of Axumite Gebre-Egziabher, Director, Regional Office for Africa, UN-HABITAT

Opening Speech by Dr. Axumite Gebre-Egziabher

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 honouring 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; second, 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. Second, 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 UN-HABITAT in responding to urbanization challenges in Kenya cannot be overemphasized. 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.

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.



▲ Porters carrying loads of second-hand European goods down the hill from the border checkpoint between Morocco and Spain. © UN-Habitat/Alessandro Scotti

SESSION

02

session

02

SETTING THE AGENDA

A CASE FOR COOPERATION

The panelist in this second session included Peter Ngau (University of Nairobi), Thomas Melin (UN-HABITAT), Charles K'Onyango (Ministry of Devolution and Planning) and George Wasonga (CSUDP)

2.1 BACKGROUND ON THE ASSOCIATION OF AFRICAN PLANNING SCHOOLS

PETER NGAU



Prof Peter M. Ngau

The aim of the association was, he said, to improve the quality and visibility of planning pedagogy, research and practice in Africa, and promote planning education which advocates ethical, sustainable, multicultural, 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

Membership:

The association's growth has been rapid since its inception in 1999. By 2008, a total 21 universities were members; by June 2013, there were 50 from 19 countries across Africa (Appendix1).



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

Since 2008, the association's activities have 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 secretariat is currently headed by Professors Babatunde Agbola (chair, University of Ibadan, Nigeria) and Vanessa Watson (co-chair, University of Cape Town). Its secretariat is at the University of Cape Town, African Centre for Cities. Ngau said that the association was rapidly attracting members owing to the relevancy of its objectives and outreach. The body has also entered into Memorandums of Understanding (MoU) and



Plate 1: Heads of Africa Planning Schools meeting in Cape Town, 2008 – Source CURI 2013

networking with other associations to enhance its activities. Some of its partners include the Global Planning Education Association Network, Slum Dwellers International, Women in Informal Employment Improving and Organizing and the Global Land Tool Network.

Agenda: The association's main agenda is driven by a search for relevance in the African context. As planning schools seek to train more professionals, colonial planning legislation and urban rural planning curricular of many schools are still in use. The prevailing image of urban and regional planning in Africa depicts a disengaged, technical and apolitical profession. The association seeks to encourage reform and revitalization of planning education and foster the linkage of informed research knowledge with inclusive public policymaking and collaborative planning processes.

As planners and policymakers increasingly realize that the future is urban, two questions arise: What is good planning? For what kind

of urban world should we be preparing future planners? According to UN-HABITAT, by 2050, 70 per cent of the world population will live in cities, most of them in the global South, many of them in Africa. For Africa, this future portends the following scenarios:

- The urbanization of slums - Today 62 per cent of Africa's urban populations live in slums (78 per cent in French-speaking countries) and about 60 per cent work in the informal economy
- 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 the legacy of master planning. Nairobi's Central Business District has skyscrapers that portray the legacy of master planning and elements of segregation and colonization. On the other side of the city (Moi Avenue), informality and marginal livelihoods reign



a different kind of urbanisation

In Sub-Saharan African cities, 62% live in slums
 60% work in the informal economy – 78% in Francophone Africa



the city of order

Control
 Legacy of Master Planning
 Legacies of racial segregation and colonialism



'the other side of Moi avenue'

Informality
 Marginal Livelihoods



The fantasy city

Splintering urbanism
 Edge cities

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

- The fantasy city - recent master plans of cities in Africa, usually created by international architectural and engineering firms envisage urban futures (far-fetched examples of Singapore and Dubai etc.), regardless of the different contexts in Kigali, Kampala and Nairobi. For whom are these cities meant? For what type of city should planners prepare?

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 been lacking in time, and the need to revitalize the teaching content could not be overemphasized.

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. He said these topics were rarely part of the conventional planning curriculum. The association's network seeks to promote planning education that is relevant to the African context and mitigate the dominance of irrelevant archetypes in planning education.

The challenges in achieving curriculum reforms and the training of a new breed of planners, he said, included 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 needed to engage professional associations such as the Kenya Institute of Planners, State and non-State actors to influence change and promote a new approach to planning education and practice.

In conclusion, he spoke of the need for the new reforms in planning schools to 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 THOMAS MELIN

For a city to be sustainable, it must be so socially, environmentally and economically.



Mr. Thomas Melin

Across the world, cities have been known to cause economic, social cultural and environmental challenges. Melin said this could be changed by concerted efforts through partnerships of planning institutions, State and

development partners. Most importantly, he said, universities could act as a neutral platform for engaging relevant stakeholders.

Sustainable planning was one of the other conditions that could assist in making good cities agents of problem solving. It is, therefore, the work of all planning institutions and development partners to connect these different conditions in order to globalize Africa. To do so, he said it would be important to get all planning professionals to work on providing relevant registration, governance and financial systems in place. The challenge, he said, was for educators of planners to start debate on planning, registration and development in the counties and country.

In his presentation, Melin pointed out that Africa's recent rapid urbanization had forced countries to embrace policies, dialogues and strategies to handle the phenomena. Of importance is the growth in numbers of the schools of planning from one after independence to nine currently (2013). In

addition, the increased publications and literature on urbanization in Africa is an indication of change in understanding of the urban issues. The change represents the realization that urbanization is a virtue, multi-sectoral and presents economical as well as social opportunities to the city dwellers. Efficient cities are cross-functional, hence important to incorporate different actors in the planning process.

In his presentation, Melin said that presently cities all over the world had failed for different reasons. He said this was because cities had been designed in a different era and curricula in planning schools were adapted to a world where energy was cheap, climate change was not a concern, and populations were much smaller. These cities, he said, were not sustainable. Therefore, it was important for cities to avoid copying past designs and instead be public-oriented as well as integrate tangible and intangible assets.

In addition, he said that cities of the world belonged to a network and that several developed better together than one large city going it alone. When thinking forward, he added, it was important to do so regionally and begin looking at ways by which cities could work jointly.

He said there was acute need to change the approach to urban planning in Africa. The challenge posed at this point was, he said, 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, he said, need for many comparative studies and for institutions to be strengthened if Africa was to achieve an urbanization of excellence.

During his presentation, Melin highlighted key reforms needed as the provision of contextual analysis; topical research and knowledge; exchange of views to establish frameworks; and formulation of a framework for consultation. Individual skills are required for partnerships

between the United Nations and planning schools in order to revitalize the curriculum; initiate experimental and local knowledge-based teaching; move from the conventional way of planning to more relevant forms of learning; and ensure that participatory planning needs are contextualized.

He also underscored the importance of the consultation between UN-HABITAT and the Association of African Planning Schools in bringing together planners and their institutions to initiate planning reforms in Africa. UN-HABITAT is committed to continue dialogue on how plans could be developed jointly to make urbanization in Africa and Kenya work.

2.3 SETTING THE FRAMEWORK FOR COOPERATION

CHARLES K'ONYANGO

K'Onyango started by observing that structural changes in the last two decades had vindicated



Charles K'Onyango

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 goals, 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 training, research and knowledge transfer.

K'Onyango said 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. The increasing disparities in teaching and practices are evidence of this. It is due to this realization that the workshop is deemed timely and appropriate.

The workshop aimed at increasing mutual collaboration between the two organizations and reviewing as well as agreeing on the role of planning schools in promoting sustainable urbanization. The view given was the need to reflect and exchange 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 a 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 of the forum.

For this to be achieved, K'Onyango said partnerships and integrated relationships had to be forged between the institutions. This would, he added, enable the building of a framework for accessing information on learning and careers, coping with and adjusting to changes in society and labour 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 moves from one life stage to another services would be available as required in the appropriate standards and correct the imbalances of the past ad-hoc service delivery.

In conclusion, K'Onyango said there was

need for the planning institutions to think about scaling up development cooperation by looking into ownership of the process; need for a multilevel approach; need for standards and manuals; need for communication and networking; and need of functional scaling, to extend the breadth of areas covered by the association and UN- HABITAT consultation forum.

2.4 CIVIL SOCIETY URBAN DEVELOPMENT PROGRAMME GEORGE WASONGA

Wasonga informed participants that his organization provided a framework for continued



Mr. George Wasonga

support to Kenyan Civil Society Organizations in the field of urban development. He said the notion that civil society stood for unwarranted aggression and unjustified demands was inaccurate, instead emphasizing the "asset worth"

these organizations had accumulated over years of varied action in the urban sphere. His organization, he said, represented civilized society, which believed in offering the supply side of their demand and that previous interactions had been aimed at improving interventions. Wasonga's presentation focused on two aspects. The first was based on an analogy he created from the acronym SEE: social, embracing and enforcing. He said people desired planning to be a motor for urban change that would, in turn, benefit most poor urban residents. The "social" in SEE represented the bedrock for equitable urbanization and that attention should be focused on socializing planning so as to include the poorest urban dwellers. The 'embracing' element of the SEE called for planning that is sensitive to and accommodates the real needs of the marginalized members of the society to facilitate delivery of a pattern of development that embraces the peculiar needs of such groups. The 'enforcing' part of the SEE called for collective attention from

all actors to safeguard the intentions of the plan and ensure this is upheld throughout its execution.

The second aspect of his presentation was on “people-centred planning” which, he said, 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. He said professionals should never place themselves on a high pedestal claiming absolute rights on planning options because it was academically right.

He asked questions that were meant to initiate dialogue. These were:

1. Who is the consumer of planning knowledge?

Is it students, or the government that requires advice, or is it the communities that struggle daily to feel they are a part of the urban areas which they occupy?

2. What is inclusivity?

There is the need to start appreciating the environment created by the constitution. Regarding civil society as recognized in the constitution, he said cooperation was needed in order to absorb planning knowledge and percolate elements of this knowledge to the areas where they were needed. He said consumerism must be balanced with current levels of research so that as new urban challenges emerged, society would be well positioned to deal with the challenges

3. When does private interest become public concern?

Wasonga raised the concern that mini cities were being created within main cities yet the notion was that planning was the conventional way of tackling this problem. What is the practicality of what is happening in our land? The new county capitals have driven speculators to take land in these capitals and one is left wondering whether planning was meant to

catch up with this development or whether it should be arrested before getting out of hand?

4. What feeds planning knowledge?

To emphasize the importance of this question, he said, “When do we actually start getting feeders from best practice?”

He spoke of the importance of enforcing the best practice so that it informs the gradual process of transition from current planning perspectives.

He said many civil societies had delivered pockets of successful intervention with minimal resources in the various areas they had worked, but that these interventions had not yet found regular value in mainstream planning. These “products” are still treated as peripherals, he said.

5. What makes planning knowledge work?

Wasonga was concerned with how the profession would begin to appreciate that certain norms were no longer normative. He said that under certain circumstances, professionals had failed to recognize how planning knowledge should work to ensure the fast growth of African cities remained equitable and that there was no isolation of poor communities.

He concluded by saying there was urgent need to re-engineer the urban space. He said this was the case where communities were being heard and that the goal of this was participatory, 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 at 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 the question is: "We change from where we are to what?"
6. When planning, we have got to do so 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 was 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 listening 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."

Peter Ngau: "Slums in our time, in Africa, are as much misunderstood as they were in the mid-nineteenth and early twentieth 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". Both schools justified physical removal and displacement of environmental miasmas (slum housing) and contagions (slum dwellers) by public health practitioners and urban planners. At the turn of the twentieth century discovery of germ theory (bacteria) explained why miasma and contagion failed to clarify 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."

Charles K'Onyango: "I wanted to challenge our minds; I 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 at 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.”

George Wasonga: “The bottom line is, we must be cautious [about for whom we plan.] 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 civil society. We recently attempted to introduce a framework for media called the Urban Journalist Forum, which was established to try taking this knowledge to the consumers - and we expect voice from the university.”



▲ Waste disposal point at Lilongwe © UN-Habitat



▲ A One Stop Center in Kigali, Rwanda. © UN-Habitat/Julius Mwelu

SESSION 03

session

03

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



Mr. Patrick Adolwa

a radical change in planning education in Africa. Planning education, research and practice can be transformed through structured cooperating between universities and industries. Planning education ought to tackle challenges and seize opportunities

of rapid urbanization, including societal transformation, economic performance and livelihoods of urban areas and their hinterlands, and issues of aesthetics and sustainable development.

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.

In his presentation, Adolwa said that the current training had remained cast in its European traditions for too long and had failed to resolve the problems associated with fast urbanizing regions in Africa. It was time, he said, for training 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 as well as public interest. In addition, laws and policies that govern the profession have, over time, not been critically studied. It was 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 the existing planning legal regime in Kenya and examination of planning policy and related policies. He also called for 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; as well as 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, Adolwa said that planning took in a very dynamic environment especially in the context of transitional societies. As a consequence, he said, planners were bombarded with all sorts of approaches that have resulted in much confusion. Planning schools had done little research to harmonize these terminologies or even explain their differences and similarities to the public as well as to practitioners. Some approaches used in planning have been unclear in use and conflicting: for example, master planning, strategic urban planning, integrated urban planning, physical planning, city development strategies, town planning, land use planning.

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 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 scenario simulations beyond traditional forecasting methods and explore ways of linking theory with practice (industry). The second could be achieved with the universities having a staff balance of strong academicians and very experienced public and private practitioners.

3.2 UNIVERSITY PARTNERSHIPS

LEAH ONYANGO

Universities, State agencies (national and county), civil societies and development



Dr. Leah Onyango

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 by undertaking numerous

research in collaboration with State agencies, non-State and development partners.

In her presentation, Onyango mentioned that there were ongoing teaching curricular reforms in public universities and that the workshop was held at the right moment.

Universities are moving from the traditional face-to-face model to more experiential and innovative ones through structured collaboration; that is planning studios which are useful products vis-a-vis learning experiences. An example, she said, was Maseno University which undertook at least three studios each academic year: rural, urban and regional. The university and its collaborative partners chose these studio areas. University staff and students work together with the partnering organization to produce a studio report for publication, as well as explore other areas of research.

Experimental teaching, she said, brought much change to the recipient of the knowledge, hence collaborative research was important. She said universities could also set up exchange programmes for undergraduate and graduate students, as well as for local and international staff, to build capacity. Exchange programmes have been instrumental in identifying and determining strengths and weaknesses for better performance. There are also extensions

Global standards and trends should be incorporated in the curriculum so that students could domesticate them. Planning schools should act as boundary agents and thus the link between policymakers and the community.

with local authorities, public agencies and community whereby institutions approach universities for resource personnel and information, and universities extend planning services to communities. Another advantage of collaborative research, she said, was to inform policies. Partners and the agencies find that the outcomes of projects inform policies whose results are either policy documents or 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 could domesticate them. Planning schools should act as boundary agents and thus the link between policymakers and the community. University teaching staffs understand science, policy and community. Scientists and policymakers are sometimes thought to be living in ivory-towers; they live up there and link less with the community, not caring whether or not the common man understands. Universities, on the other hand, are comfortable in the science, policy and community world. They act as boundary agents and they explain science and policy for the common man to understand, consume the goods, and be able to convert the knowledge in the documents to action.

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

3.3 COMPARATIVE ANALYSIS OF KENYA AND UNITED STATES PARTNERSHIPS

ELLEN BASSETT

Bassett's presentation focused on the comparison of planning practice and education in Kenya and



Prof. Ellen Bassett

the United States. The similarity between planning in these countries is that they have decentralized systems of government (a federal system in USA and county one in Kenya). One of the advantages of a federal system is that planners can be creative, work in their own systems and do more innovative things. In the United States, she said, the president has nothing to do with planning and cannot order the State of Virginia or Oregon in this respect.

Bassett said such a planning structure fostered greater creativity and could be more productive. Another similarity, she added, was the sanctity of property rights, in both countries. This creates challenges in bringing together land laws and planning to be effective.

Planning training in the United States, she said, focused more on development of soft skills, a needed companion in achieving effective participatory planning. American trainers try to instruct their planners to develop skills as mediators, educators, communicators and conflict negotiators. In order to train their planners to develop such skill sets, Bassett said that they worked with other cities, doing practical work, and talking with the community members about their housing needs. The trainers send students to interact with the community and they also try to teach their planners to be creative. The reason for this, Bassett said, was that planning differed from one place to another; as would planning in Turkana differ significantly from planning in Thika. The trainers try to have their planners downplay that they are experts and, rather, portray

American trainers try to instruct their planners to develop skills as mediators, educators, communicators and conflict negotiators.

themselves as just 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," she said.

Planners in the United States have worked very closely with civil society actors in order to know how to use the laws in planning.

She said in conclusion that the partnerships initiative was 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



Jean Du Plessis

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, Dutch Kadaster, Habitat for Humanity, Slum Dwellers International, Huairou Commission, World

Bank, the International Fund for Agricultural Development, the Food and Agriculture Organization of the United Nations, the United Nations Economic Commission for Africa, the Swedish International Development Agency, Gesellschaft für Internationale Zusammenarbeit (or GLZ), the Norwegian Ministry of Foreign Affairs, and Action Aid. The Association of African Planning Schools is the newest member having joined the network in 2013 to form part of the Global Land Tool Network International Training and Research Institutions Cluster.

The Global Land Tool Network concentration on land security is informed by a number of issues manifested in the land and its management. They include the following:

- Notoriously complex Land challenges
- Central but often unrecognized dimension of planning
- Many role players and vested interests
- In most developing countries, existing administration systems and institutions that are unable to cope

Land tenure security is a critical component of these challenges. It is fundamental to access adequate shelter, livelihoods and food security, the realization of human rights, sustainable development and economic prosperity. The global land issues faced include the high and rising tenure insecurity in many parts of the world; the less than 30 per cent cadastral coverage in most of the developing world; over 70 per cent 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 per cent of urban inhabitants live in informality, while 90 per cent of new urban settlements are taking the form of slums. The network 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. Du Plessis also said that GLTN developed, tested and promoted 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, as an example, he cited a landmark resolution adopted in April 2011 by the Governing Council of UN-HABITAT, encouraging Governments and Habitat Agenda Partners. In part, the resolution said: “...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, Du Plessis said that several urgent tasks arose 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 said there were intensive consultative and participatory land tool developments under way. Some examples of tools relevant to planning would include gender evaluation criteria; social tenure domain model; participatory enumeration; as well as participatory and inclusive land readjustment.

South of the Sahara, more than 60 per cent of urban inhabitants live in informality, while 90 per cent of new urban settlements are taking the form of slums.

Of importance to GLTN is capacity development. He stated that GLTN seek to strengthen the 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 is 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 multidisciplinary 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 polices?

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

George Wagah: For harmonization purposes the planning curriculums (urban and regional, environmental, resource management and spatial) will need to have a certain percentage of similar core units, that focus more on laws and legislations, land and fundamental aspects of planning. The others will 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

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

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 that provide 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 are 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.

Peter Ngau suggested that planners work with colleagues in the practice so that planning schools could convene a very big forum to harmonize these planning guidelines. When harmonizing planning guidelines, we need first to try to understand what the Constitution and the county governments 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 architects, for example, do their designs they don't just do it in their own offices and take it for implementation, it is supposed to [undergo] critique, but how many times do we actually expose our plans for critique? Do planners have community critique their Ellen Bassett (University of Virginia, USA)? Do they have universities or researchers critique? We need to build this culture.

All sorts of planning require an ideology based on rationality, which is founded on certain kinds of techniques as a way of solving problems.

On the issue of induction, planning schools produce planners, people with basic skills or people with masters degrees. 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 cooperation between industry, universities and professional bodies.

He suggested that planners needed to work out a mechanism so that situations did not arise whereby fresh university graduates were immediately appointed to head a county planning department. First, they need to go through induction and orientation.

Robert Ochoki Nyamori said 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 could make the discipline relevant and bridge that gap between planning and policy, he said, could be to bring in the accountants. Strategic and general planning are viewed as utopian. For example, he said, planners talk about future cities 'utopia' which are not linked to any source of funding. This disconnect – between plans and resources – causes failure in implementation. One of the things planners could do instead of worrying about the accountants taking over the planning jobs, he added, was to sit down together with them and see how they could plan for the future they want, and identify available resources.

He said better collaboration was the option to adopt because that was the reason for the conference. Accounting had become very

influential in plan-making and in the public sector, he said, partly because accounting talked about money and that influenced how resources were allocated. That could mean collaborating teaching between planners and accountants or the planning curriculum to incorporate topics in accounting. The other insight he received from his research on strategic planning was that this form of planning was informed by a rush ideology, and that it was also static. He said careful thought was needed about what needed to be done so that a very dynamic environment could be dealt with.

On the idea of a lack of an ideology, he said that the problem might be that there were many ideologies. All sorts of planning require an ideology based on rationality, which is founded on certain kinds of techniques as a way of solving problems. He said that planners had multiple rationalities in dealing with issues of planning, issues of politics which varied with the context. Planners, he added, should celebrate the diversity in ideologies rather than mourn its absence.

Patrick Hayombe: What could be ailing planning? What could be an opportunity for us? He said the planning discipline was relevant in almost all government ministries and its significance presented employment opportunities for planners. The work of the trainers is to channel qualified graduates to these sectors. The diversity in planning is a gain for planning schools as they review their curriculums. If, say, the Ministry of Water and Irrigation wants to develop a water master plan, the technical provision needs to be involved in the planning.

Hayombe proposed three key aspects to look at during curriculum review: (1) whether or not land influences economic equality; (2) whether or not land brings social inclusion and fairness; and (3) whether or not land involves economic integrity.

How does the curriculum take care of these three aspects and how does it diffuse with technology? How is planning integrating geographic information systems and all these other technologies?



▲ An ongoing construction of water tunnel supported by UN-HABITAT and ONE UN in Bugesera, Rwanda 2012. © UN-Habitat/Julius Mwelu

SESSION

04

session

04

STRENGTHENING
PLANNING IN KENYA

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

4.1 KENYA INSTITUTE OF PLANNERS; ARCHITECTURAL ASSOCIATION OF KENYA ISAAC MWANGI

Mwangi began by defining and explaining the role of professional bodies. A professional body is one whose members ascribe to a particular discipline to advance the practice of that discipline while creating a forum for 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.



Dr. Isaac Mwangi

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 solutions had to be developed for societal problems and delivered independent of the interest groups, and where pressure could be put on government to make relevant policy.

Most professional bodies have their own form of curriculum they use for certification of their own members and regulation of their conduct. A professional body is meant to provide a more effective forum for academicians to test their

theories in the real world of practice while providing a forum for policymakers who lack the freedom within government to help advance the authentic practices in the profession.

Professionalism of planning in Kenya begun when the government attempted to introduce a planning bill in 1987 when Kenneth N. Matiba was minister of works, housing and physical planning but he got kicked out of office before the physical planning bill came to be. This bill was amended and passed as the Physical Planning Act of 1996, giving a firm establishment of the professional.

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.

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 546 members of whom 169 are corporate, 251 graduates, 109 students, 6 technicians and 7 associates. Mwangi said planners ought to register with the professional bodies and be committed in group activities for professional betterment. Registration was also advantageous in that it provided professional recognition and thereby allowed members to qualify for jobs within the county and national governments. Devolution of government, he said, would present many opportunities to planners.

Professional bodies should, he added, also seek to collaborate with planning schools to identify ways to improve teaching and practice.

4.2 GOVERNMENT OF KENYA HERBERT MUSOGA

With the country now operating in a devolved system of governance the importance of planning



Dr. Herbert Musoga

at the county level, at which most such decisions will be made, cannot be overemphasized, he said. There being 47 counties needing integrated physical development plans, he said, presented job opportunities for planners in counties with planning establishments. There have been also a notable number of universities within each county. Devolution also creates an opportunity for the university planning schools to link up with the planning activities in the counties. Supportive legislation, such as the County Government and Urban Areas and Cities Acts, provide opportunities for the active participation of professional bodies and planning schools.

Musoga also spoke of the need to be prepared to cope with the emerging demand for planning, to harness these opportunities, and to influence the manner in which counties and urban areas will grow. In addition, he said, the actors in the planning field were numerous and included the private sector, county and central governments. Therefore, he said, the task was for planners to create synergy among all these actors so that whatever was presented as a planning service could contribute to sustainable development for Kenya.

Furthermore, he said, there had been a paradigm shift on plan preparation from the previous comprehensive ones 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 through partnerships between and among planning schools, government and professional bodies. Under such

arrangements, he said, experienced practitioners could take students through practical courses while learning from the new methods under research and development. He proposed that professional bodies oblige their members to attend two weeks of training in planning schools every two years. He said their role in the public offices was to examine planning policies, which would ensure that planning was done effectively in Kenya. He urged planning schools to seize opportunities to review policies and legislation in order to help advance future planning.

How can universities help in preparing these plans?

How do they influence planning methods so that it can respond to the needs of people?

4.3 OF MASKS, SPIRITS AND PLANNING IN AFRICA LAWRENCE ESHO

In the traditions of Nigeria's Igbo peoples, the Egwugwu, masked village elders, invoke the authority of ancestors to adjudicate disputes, thereby fostering peace in the community. The



Lawrence Esho

masks symbolized the presence of dreaded ancestral spirits, giving clout to the session and ensure compliance to decisions taken thereof. It was taboo to unmask or defrock the venerated village elder, as this disempowered them, breaking the link between past and present, and subsequently collapsing the system, cultural and societal preservation that is represented by this decision framework. The resulting scenario is the gist of Chinua Achebe's "Things Fall Apart" narrative.

In his presentation on Unmasking Planning Education in Kenya, Esho uses the 'masks and spirits' allegory to illustrate a process whereby traditional frameworks of orientation were

supplanted by those of European colonial masters. Frocked and turbaned Christian priests replaced the masked village elder, and the ensuing acculturation of Western systems has had far-reaching implications on African decision frameworks. One area where these have had a profound effect is settlement planning. Using the case of the Maasai, Esho explained that



Plate 3 & 4: Above: Masked Igbo Elders in a decision making session. Below: Christian priests in full resplendency of their garments– Source: Internet sources

the entire layout and architecture of the family homestead exemplified the way of life and thinking, and mores of the Maasai community. He lamented that Kenyan planners had abandoned such traditional planning frameworks in favour those Western, as made incarnate in gridded fabrics of contemporary settlements, towns and cities that now dot the nationale landscape. In this sense therefore, one can argue that the educated planner in Kenya, by aligning himself to ideological frameworks that underpin modern planning practice, is party to this 'unmasking and re-masking' processes.



Plate 5,6 & 7: Above: Aerial view of a Maasai Homestead; Middle: the settlement grid of Nairobi CBD; Below: Nairobi's skyline. Source: Internet Sources

There is, however, a problem with this masking and unmasking process. The intended acculturation of ordinary Kenyans to spatial dictates and user norms of adopted planning frameworks is seldom complete. Traditional settlement forms still define landscapes of rural Kenya. Rustic Kenyans are indeed a present reality in the contemporary city; competing, with the so called urban sophisticates for space. It would appear that the former's appropriation of city spaces proceeds in complete defiance to the ordered symmetry of the urban grid, seemingly



Plate 8 & 9: Above: Informal traders in the city of Nairobi; Below: The Informal settlement of Kibera against a backdrop of the Nyayo highrise estate. Source: Internet Sources

refusing its civilizing mission. On another level, incomplete unmasking and re-masking processes account for prevalence of so-called informal, squatter and slum settlements. These unmasked settlements compete for eminence with the re-masked city of glitz, thereby incarnating the proverbial tale of two cities.

Given this scenario, Esho poses the fundamental question as to whose bidding Kenyan planner's undertake their planning practices. It is becoming clear that adopted and mostly Western ideological orientations that underpin local professional planning practice do not adequately respond to the needs of the local adoptive context. Consequently, the Kenyan planning fraternity need to undergo a process of unmasking, or to quote Ngugi wa Thiongo, "decolonisation of the (planning) mind" if planners are to remain relevant and responsive in contemporary context. This is not to suggest that we need to revert to the back-facing system such as that of Umofia's Egwugwus. Rather, it is a call to soul-searching that should lead to proper reorientation of planning practice in Kenya. And as to what mask planners should seek to don in future? - one that results from an engaging and negotiated process that integrates practical out-of-the-classroom experiences.

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 Kenyan Institute of Planners (KIP) be strengthened to move from the current focus of membership and qualification to more of a knowledge centre for planning?
5. How can AAPS and KIP work together to mobilize the profession of planners to move the agenda of planning?

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 three 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 advisers to these county governors."

Lawrence Esho

Esho said: "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."



▲ An over view of Mathare slum in Nairobi, Kenya. © UN-Habitat/Julius Mwelu

SESSION

05

session

05

FRAMEWORK FOR
COOPERATION AND
ACTION PLANS

The session examined possible ways of increasing mutual collaboration between UN-HABITAT, planning schools and the Association of African Planning Schools members in Kenya, State and non-State organs. The participants were organized into four groups to look at different areas of cooperation, identify objectives, activities, work plans, institutional frameworks for implementation, monitoring and evaluation frameworks and budgets.

The groups were named as:

1. Universities and State Collaboration;
2. Universities and non-State Collaboration;
3. Universities and UN-HABITAT Collaboration; and
4. University- to-University Collaboration.

The outputs of the group work are presented below:

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

Background

In the past there existed a well-structured relationship between planning schools and the state. At that time, the State offered scholarships to planning schools for graduate level training, collaborated in curriculum development and supported human capacity in planning schools within the country. At the same time, the universities produced well trained planners who were then posted to ministries and at different levels of government.

This relationship has weakened over time despite increasing demand for planners and planning schools. This has resulted in the lack of State scholarships to train planners at the graduate level, difficulties in placement of students on internship within State offices, and inadequate involvement of the State in curriculum development and review.

This work group sought to identify ways of strengthening the relationship between the State and university planning schools.

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

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

Background

In this category the non-State organizations were grouped further into

1. civil societies;
2. professional bodies and Physical Planners Registration Board; and
3. national and international non-governmental organizations.

Universities collaborate with either or all the three present different opportunities and learning experiences that could be channeled back to the teaching curriculum. Tables below summarize the issues, objectives and activities for universities and each non-State cooperation namely professional bodies, Physical Planners Registration Board entity, national and international non-governmental organizations 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, Government of Kenya)

OBJECTIVES	ACTIVITIES	ACTORS	IMPLEMENTATION/ M&E
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 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 	<p>Planning schools, International NGOs</p>	<p>There be monitoring and evaluation quarterly meetings for the 3 categories</p>
CIVIL SOCIETY ORGANIZATION (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. the University Mtaani model currently instituted through cooperation between University of Nairobi 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 	<p>Planning schools Civil society organizations</p>	<p>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</p>

5.3 GROUP 3: UNIVERSITIES (PLANNING SCHOOLS) AND UN-HABITAT COOPERATION

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. 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 United Nations to develop revise their curriculum. An Urban management curriculum inclusion could help manage the urban areas - Formation of Memorandum of Understanding (MoU) or Memorandum of Association or document of cooperation on curriculum review, internships offers, shared lectures (United Nations 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 - 9 months 	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 United Nations 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 - United Nations 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"> - United Nations/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 were producing graduates of different quality and ill-equipped for the profession. This could be attributed to differences in curriculum, mode of delivery, personnel facilities and resources available and inadequate exposure during internship (unstandardized internship programme);
2. graduates from some Kenyan 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 curricula are old and not responsive to the current local needs; and
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.	<ul style="list-style-type: none"> - Curriculum Evaluation/ Review - Self-Assessment - assess programmes - Peer Review - assess each other - Curriculum harmonization - Accreditation of schools 	<ul style="list-style-type: none"> - 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.	<ul style="list-style-type: none"> - Develop Resources i.e. Joint publications (books, modules, journal publications & e-learning - Establishment of joint studios 	<ul style="list-style-type: none"> - 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.	<ul style="list-style-type: none"> - Development of credit transfer systems – change of residence, pick a course from another planning school, etc 	<ul style="list-style-type: none"> - Planning schools - AAPS 	All
4. To develop a framework for benchmarking with local, regional and international planning schools.	<ul style="list-style-type: none"> - Harmonization of course assessment Systems- that an A is 70 across all planning schools 	<ul style="list-style-type: none"> - Planning schools - AAPS 	All
5. To develop a framework of interaction between planning schools and professional bodies.	<ul style="list-style-type: none"> - Develop exchange programmes - Promote feedback reviews - Strengthen internship programmes 	<ul style="list-style-type: none"> - Planning schools - AAPS - Professional bodies 	All
6. To develop systems to encourage collaborative and participatory planning approaches	<ul style="list-style-type: none"> - Collaborative and participatory research activities - Establish joint studios 	<ul style="list-style-type: none"> - Professional Bodies - Universities - AAPS, - Non-State 	All
7. Establishment of feedback mechanism within planning schools (to be developed by the universities)	<ul style="list-style-type: none"> - Feedback Reviews 	<ul style="list-style-type: none"> - Professional Bodies - Universities - AAPS 	All
8. To harmonize admission and recruitment criteria for students and faculty.	<ul style="list-style-type: none"> - Harmonized admission and recruitment criteria 	<ul style="list-style-type: none"> - Professional bodies - Universities - AAPS 	All



SESSION

06

session

06

TOWARDS HARMONIZATION
OF PLANNING EDUCATION
IN KENYA

Key Questions

1. As we think of harmonized curricula 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 university to university collaborations?
3. With different university calendars across the country, how do we effect the joint studios?
4. How does curriculum harmonization relate to review?
5. What is the student to staff ratio in our planning schools? What is the standard? What equipment is required in our planning schools?

Plenary Discussion: Contributions

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 that 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 Architectural Association of Kenya's Architectural Chapter of harmonizing architectural training in East Africa, he said the move had continued to steer positive developments in the region. He added that harmonization did not mean similarity.

Lawrence Esho said that established planning schools differed in teaching from non-established ones. Therefore, he added, there was need for harmonization of the teaching curriculum. He supported the premise by stating that there needed to be basic set training modules for planners cutting across all schools of planning. These core modules will make 60 per cent of the training while 40 per cent will vary as per the individual university specialization. Of importance, he said, was for the Association of Planning Schools Kenyan Chapter to establish a framework for recruiting staff as this would inform personnel recruitment. Schools, he said, needed to brainstorm to provide a commitment document. He also underscored the importance of credit transfers

among universities (mobility of the course) as this would create well-rounded graduates.

Caleb Mireri contributed to the debate saying there was need to establish an institutional arrangement for implementing the ideas of cooperation. The formation of Kenya Association of Planning Schools and the Association of African Planning Schools Kenya Chapter was fronted to enable the schools engage in a more structured manner, he said.

He added that, it would be necessary to document the experiences gained through working together. He also suggested the establishment of a journal on planning issues in Kenya and Africa.

Mark Onyango: The inception workshop should, he said, be supported by other meetings to harmonize the syllabuses and support the agenda of UN-HABITAT and the Association of African Planning Schools. Second, collaboration of planning schools presents many opportunities like bidding for government projects as those of the Kenya Municipal Programme, which would form part of a consultancy as well as studios.

George Onyiro: UN-HABITAT and planning schools have a reason to keep on pushing the started agenda, he said, adding that Kenyans had the brains but did not know how to sell themselves.

Ben Mwasi: Responding to the question on harmonization of the curriculum, he said that the effort was more of one reviewing the curriculum to achieve the required standards that the planning professional registration bodies and the association needed, and have these standards more contextually based.

Patrick Adolwa called for a set basic training standards for all planners be it in environmental, urban planning or design.

Zachary Abiero-Gariy: For him, it was important to differentiate between instruments (theory) and tools of planning (computer aided design tools for planners). He added it was important to identify the tools and not compromise on the theory of planning.



▲ A section of slum houses in Kigali, Rwanda 2012. © UN-Habitat/Julius Mwelu



▲ A market in Onitsha, Nigeria. © UN-Habitat/Alessandro Scotti

SESSION

07

session

07

CONCLUSION AND
WAY FORWARD

The consultation between UN-HABITAT, the Kenya Chapter of the Association of African Planning Schools, Government and Civil Society was a milestone, being the first of its kind in Kenya. The near 100-per cent attendance and the participants' full engagement in discussions reflected their commitment to the workshop theme. Discussions were candid, open and full of self-reflection, as opposed to being defensive. Participants were highly conversant and experienced with challenges facing their schools. Participants from UN-HABITAT, Government and civil society were very experienced and spoke frankly on planning education in Kenya.

What emerged strongly was that planning in Kenya was at a critical state. The environment in Kenya depicts a general lack of planning. Participants agreed that this was a major indictment on the country's planning profession. Yet the new constitution and related legislation has emphasized 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 these proceedings and will form the focus of engagement between UN-HABITAT, planning schools, the Government and civil society in the coming days.

A steering committee was nominated to concretize the proposal. In particular, UN-HABITAT was keen on the team developing a project proposal for cooperation.

The members of the committee are:

Peter Ngau,
Caleb Mireri,
Patrick Hayombe,
Musyimi Mbathi,
George Wagah,
Hyrine Gesare,
Mugwima Njuguna,
Ben Mwasi,
John Mironga,
Lawrence Esho,
Patrick Adolwa,
Augustine Masinde and
Isaac Mwangi



◀ Ongoing construction of water tunnel supported by UN-Habitat and ONE UN, Rusizi, Rwanda 2017. © UN-Habitat/Julius Myeju



▲ Rapid urbanization. © UN Photo/Kibae Park

SESSION

08

session

08

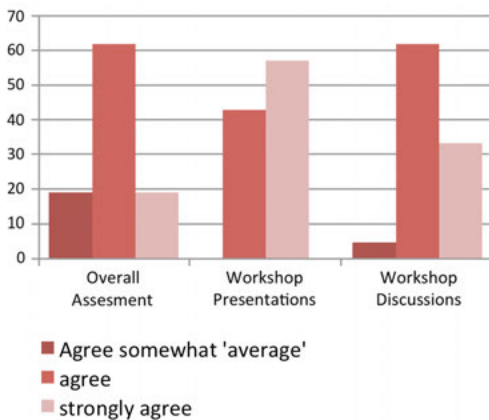
WORKSHOP
EVALUATION

To assess the effectiveness of the workshop, the participants evaluated it in terms of overall assessment and relevance, its design and delivery nature, facilitation, administration and organization. The participants agreed that the objectives of the workshops were fully met, and that the discussions stimulated and deepened their understanding of the need for partnerships for overall sustainable planning.

From the evaluation report, 80.9 per cent of the participants said that the objectives were met, 19.1 per cent felt that the objectives were average.

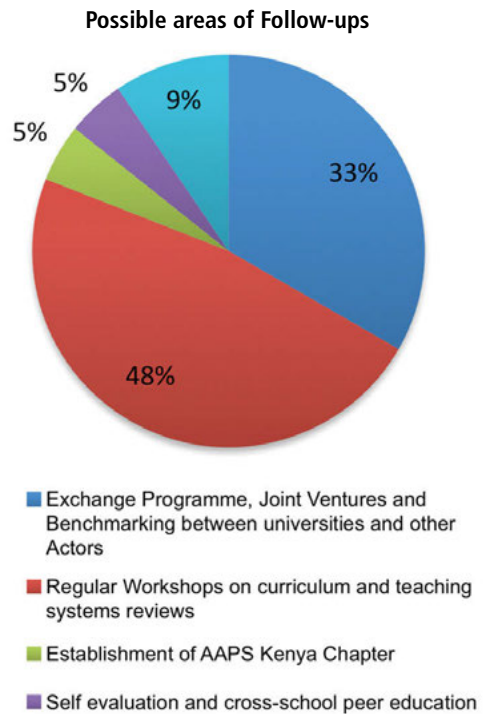
The results of the evaluation indicated that the participants appreciated the consultation design; the presentations, discussions and group discussions. The majority said the presentations were well organized, relevant and stimulating and that the plenary discussions opened the floor for more discussions, enabling participants to share views with each other. The participants also said group discussions offered a platform for further engagement on possible collaborations.

Figure 1: Participants' Evaluation of Workshop



The workshop was the first of its kind in the country and participants indicated the need to follow up on the meeting. They described the establishment of the Kenyan Chapter of the Association of African Planning Schools as a welcome development. They proposed ways of deepening collaboration through exchange programmes, joint ventures, benchmarking between universities and other actors, regular workshops on curriculum, curriculum review and teaching systems, as well as self-evaluation and cross-school peer education.

Figure 2: Workshop follow-ups



APPENDIX 1: ASSOCIATION OF AFRICAN 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 Mé tiers de L'Architecture et de L'urbanisme
49	Ain Shams University (Egypt)
50	Makerere University (Uganda)

APPENDIX 2: PLANNING SCHOOLS IN KENYA

	NAME	DEPARTMENT	WEBSITE/ EMAIL
1.	University of Nairobi	Department of Urban and Regional Planning	http://urbanplanning.uonbi.ac.ke/
2.	Kenyatta University	Department of Environmental Planning and Management	http://www.ku.ac.ke/schools/environmental/departments/environmental-planning-and-management
3.	Technical University of Kenya	Department of Urban and Regional Planning	http://sabe.tukenya.ac.ke/departments/urban-and-regional-planning
4.	Jomo Kenyatta University of Agriculture and Technology	Center of Urban studies	http://www.jkuat.ac.ke/
5.	University of Eldoret	Department of Environmental Planning, Monitoring and Management	http://www.uoeld.ac.ke/index.php/academics/schools/environmental
6.	Maseno University	Department of Urban & Regional Planning	http://www.maseno.ac.ke/index/index.php?option=com_content&view=article&id=296&Itemid=370
7.	Egerton University	School of Natural Resources and Planning	http://castle.egerton.ac.ke/index.php/faculty-of-environment.html
8.	Technical University of Mombasa	Department of Environmental and Health Sciences	http://www.tum.ac.ke/university/department/8
9.	Jaramogi Oginga Odinga University of Science and Technology	School of Spatial Planning and Natural Resource Management	http://www.jooust.ac.ke/

APPENDIX 3: WORKSHOP PARTICIPANTS

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APPENDIX 4: WORKSHOP PROGRAMME

Consultation on UN-HABITAT – Association of African Planning Schools (Kenya Chapter) Cooperation. 23rd -24th September 2013

DAY ONE: MONDAY 23 SEPTEMBER 2013	
TIME	ACTIVITY DESCRIPTION
08.00 – 08.30	Registration
	<i>Session One: Official Opening</i>
08.30 – 09.00	<p>Session Chair: Grace Lubaale Rapporteur: Jacinta Mbilo/Mbathi Musyimi</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><i>Session Two: Setting the Agenda - A Case for Cooperation</i></p> <ul style="list-style-type: none"> • Background on AAPS: Prof. Peter Ngau • Ministry of Devolution and Planning: Mr. Charles K'Onyango • UN-HABITAT: Mr. Thomas Melin • Civil Society Urban Development Programme (CSUDP): George Wasonga • Plenary discussion
10.30- 11.15	TEA/COFFEE BREAK
11.15 – 12.45	<p><i>Session Three: Partnerships for Sustainable Urbanization: Capacity, Research, and Services</i></p> <ul style="list-style-type: none"> • National Governments: Mr. Patrick Adolwa • County Governments: Mr. Tom Odongo and Ms. Rose Muema • Universities: Dr. Leah Onyango • UN-HABITAT: Messrs. Mohamed El Siouf and Jean du Plessis • UNCRD: Dr. Asfaw Kumssa • Plenary discussion
12.45 – 14.00	LUNCH BREAK
14.00 – 15.00	<p><i>Session Four: Strengthening Planning Education in Kenya</i></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><i>Session Five: Framework for Cooperation</i></p> <p>Session Chair: Prof. Zachary Abiero-Gary Rapporteur: Grace Lubaale</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: Mr. 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: Session Chair: Dr. Leah Onyango Rapporteur: Dr. Lawrence Esho</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: Mr. Naison Mutizwa-Mangiza
12:00 – 12:30	<ul style="list-style-type: none"> • Plenary discussion <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: Mr. Thomas Melin/George Onyiro
12.45 – 14.00	LUNCH & DEPARTURE

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

I assume that the upshot of all

this 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 the private sector with a goal to broaden the scope of applying the experience and knowledge

I have acquired in ways that are governed by my own sense of duty and level of competence.

I would be right therefore, to state that this workshop on UN-HABITAT and 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 the Town Planning Chapter of the Architectural Association of Kenya.

The report of the Omamo Commission that had been formed earlier to investigate urban land use planning problems and to recommend the elevation of Mombasa and Kisumu municipalities to city status, also for the first time documents 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 of my talk on "making Kenya a planning society" at the Town Planning Chapter of the Architectural Association of Kenya forum back then.

The phrase "making Kenya a planning society" has since transformed into a 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 is inculcated 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.

The 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 way" by the new planning curriculum. This problem was common in universities across North America where large numbers of new planning programmes were established in between the late 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 than 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 the 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 a programme. In other words the proportion of teaching and loading of the courses are in design or planning studio courses.

A good example is the Department of Urban and Regional Planning (DURP) programme at the University of Nairobi which is ascribed a “studio-based planning programme”. The programme sought to balance between producing a highly educated professional planner, who would be effective and contribute in policymaking, and had [a] commensurate level of competence in implementation and competitively venture into academia. The 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. This was so given the establishment of the department long after department

of architecture and department of geography, agriculture, government and public administration, among others at the university. The experts managing the intellectual 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.

As participants attending this workshop deliberate on the subject of planning schools in Kenya, you may not wish to 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, 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 the 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 intends to produce [and] deliver in the job market.

With these remarks, I end my statement and I thank you.

APPENDIX 5: ABOUT THE PRESENTERS

1. Professor Peter Ngau:

Peter M. Ngau is an urban planner and associate professor, Department of Urban and Regional Planning, University of Nairobi. He holds a Ph.D in Urban Planning from University of California, Los Angeles. He has over 20 years of university teaching and research experience. He served for six years as national expert at the United Nations Centre for Regional Planning – Africa Office. He was chairman of the 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)*; and *the Mukuru kwa Njenga Upgrading Plan (with Akiba Mashinani Trust, 2013)*.

He is the managing editor of the Regional Development Studies Journal; the current director of the Centre for Urban Research and Innovations based in the University of Nairobi and incoming chairman, Association of African Planning Schools.

2. Mr. Charles K'Onyango

Charles K'Onyango is a spatial planner. He holds a 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.

He is also coordinating the project on enhancing community resilience against drought (ECORAD/ JICA) in Marsabit and Turkana counties.

3. Mr. 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 and 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

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. Isaac K. Mwangi

Isaac Mwangi has Ph.D. in Planning from the School of Planning, University of Waterloo, Ontario, Canada and has experience of over 24 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 the University of Nairobi.

He is a founding vice-chairman of the Kenya Institute of Planners of which he is a Fellow Member and the current serving chairman. He has served for over 10 years as research, training and technical advisory services expert at the United Nations Centre for Regional Development Africa Office in Nairobi.

6. Dr. Herbert Musoga

Herbert Musoga has a Ph.D 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, he is researching on polycentricism as an instrument to guide Kenya's second wave of urbanization.

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