

TTRI Technical Assistance and Project Management Services

NDP.KM-2010.TTRI1

Assistance with the conceptualization and establishment of the ‘Sustainable Settlement Collective’ to deepen and strengthen professional practice in support of the Urban Networks Programme

Deliverable One: Desktop Research Report

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**Prepared for:** Mr David van Niekerk, Chief Director: Neighbourhood Development Programme

**Prepared by:** Business Enterprises at the University of Pretoria

**Contact Number:** Mark Oranje, Department of Urban and Regional Planning

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# PART ONE

## INTRODUCTION

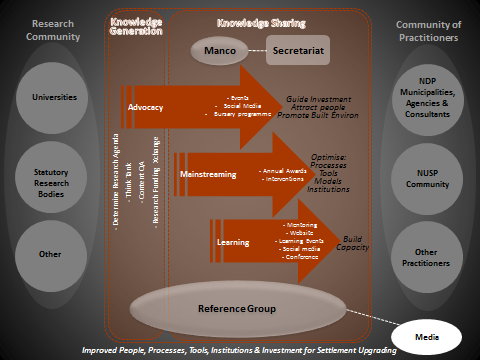
Early in 2011, Business Enterprises at the University of Pretoria (BE at UP) was appointed by National Treasury in terms of project NDP.KM-2010.TTRI1 to:

* Undertake a review of the Training for Township Renewal Initiative (TTRI) (Phase A); and
* Provide support services to the TTRI in the form of planning, organising, hosting and writing up of knowledge sharing/learning events (Phase B).

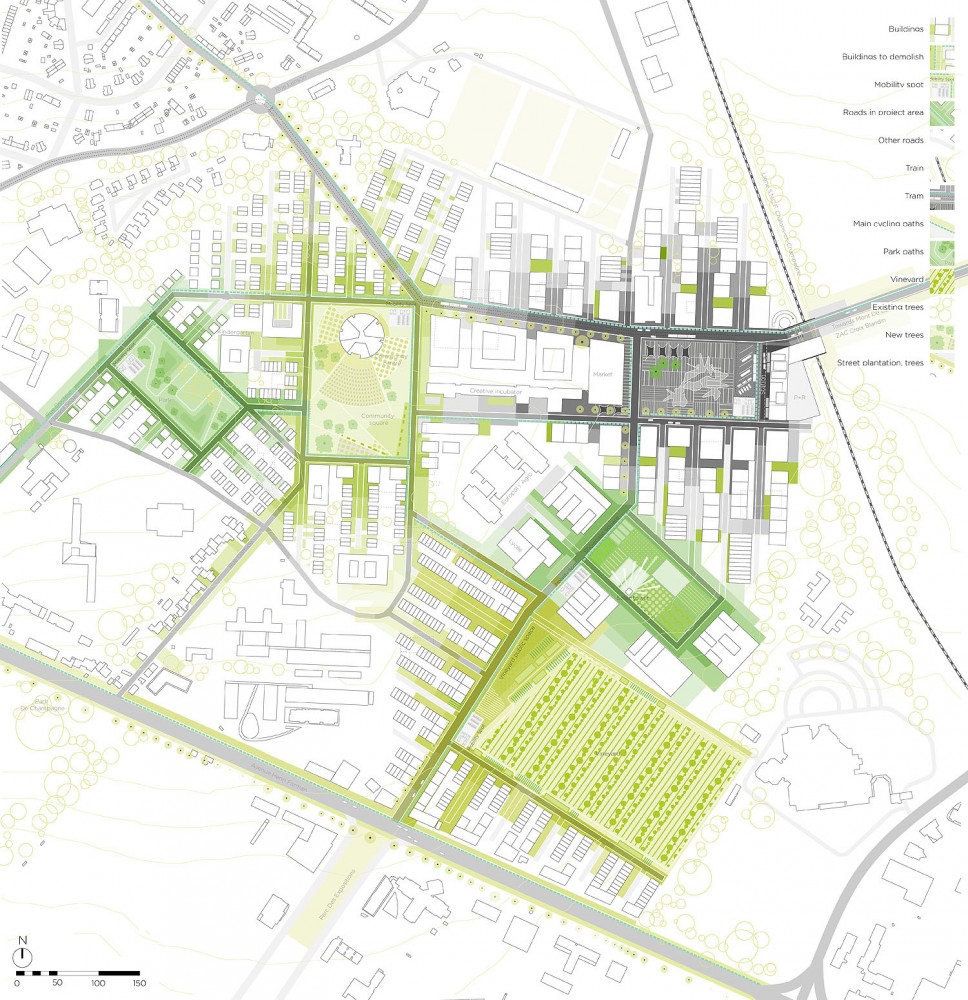
Phase A was undertaken and duly completed in the first half of 2011. Phase B was not embarked upon, due to National Treasury initiating an internal review of the Neighbourhood Development Programme (NDP) and the TTRI. An agreement was, however, reached with BE at UP that it would still provide the ‘Phase B-services’ to the client, but at a later stage, after the internal review.

Following on from the review, the NDP Programme Manager, Mr David van Niekerk, prepared a draft document on the setting up of a partnership arrangement, called the *Sustainable Settlement Collective*. This vehicle would build on the foundation put in place by the TTRI (see **Figure 1** below).

Figure 1: The proposed Sustainable Settlement Collective



During a meeting with Mr van Niekerk early in December 2011 at the University of Pretoria, the possibility of putting the services that were to be provided in accordance with Phase B of the initial TTRI-contract to be used on a component of the *Sustainable Settlement Collective* was discussed. A proposal was prepared, which set out the objectives, tasks, phases, costs, benefits, risks and roles and responsibilities of the proposal in accordance with the discussion at the meeting. This proposal sought to provide the NDP with conceptualization, research, stakeholder engagement and meetings, piloting, programme development and associated administrative and logistical services in the *possible establishment and roll-out of an internship and mentoring programme for students from the ten Town/Urban/City and Regional/Country Planning Schools* in the tertiary sector in the Republic of South Africa.

After a number of iterations, the proposal was approved by Mr van Niekerk early in February 2011, and the project embarked upon, notably in the form of desktop research into previous and existing and internship and mentoring programmes in South Africa. A key component of the roll-out of the project entailed regular progress-update, feedback and discussion sessions with Mr van Niekerk and later also Mr Andile Sitshaluza, also from the NDP. Over the course of these sessions, a view emerged amongst the participants that the envisaged internship and mentoring programme is not the vehicle that the NDP was looking for. This led to a proposal from the service provider for an amendment of the work to be undertaken by the service provider, but still within the scope of the establishment of a vehicle that could support the work of the NDP. In a meeting held on the 18th of June 2011, called by the client to discuss the proposal, an agreement was reached on an amendment of the work to be undertaken, but still within the parameters of the initial appointment. In terms of this agreement the project and the scope of the work would entail the provision of conceptualization, research, lobbying, stakeholder engagement and support services with the establishment of a vehicle to deepen and strengthen professional practice in support of the Urban Networks Programme (UNP), as conceptualized in the NDP for roll-out in settlements throughout South Africa. A proposal was prepared by the BE at UP-team in accordance with this agreement along these lines. This led to another meeting between Mr van Niekerk and the BE at UP-team on the 9th of July 2012 at which a range of amendments to the proposal were discussed, notably the need to still work within a series of clearly defined deliverables. A final proposal was subsequently prepared and approved in mid-September 2012 by Mr van Niekerk.

## THE PROJECT

### Task Description

To assist the NDP with the (1) conceptualization and (2) establishment of the *Sustainable Settlement Collective* as a vehicle to deepen and strengthen professional practice in support of the Urban Networks Programme by the provision of research, stakeholder engagement, conceptualization, testing, and associated administrative and support services. This vehicle, it has been stipulated by the client, must ensure:

* The establishment, strengthening and deepening of a norm-based culture entailing the pursuit of high-quality, innovative professional service in (1) the areas of planning and development in the work of the NDP, and (2) the roll-out of the UNP, in an innovative, efficient, effective and procedurally, ecologically and substantively just/ethical way;
* The introduction of a vehicle for enthusiastic involvement, through multiple entry-points, in the form of knowledge generation, sharing, networking, learning and support by as wide a grouping of interested and engaged actors and institutions from the (1) Research Community, and (2) the Community of Practitioners;
* The creation of a formalized, institutionally-defined public learning and sharing space in which mentoring, service and giving back *(‘paying it forward’*) to (1) the professional and (2) the wider community/society at large, is advanced;
* The introduction and deepening of a culture in which the following are enshrined, treasured and pursued:
  + Quality, value-for-money professional service;
  + Competent and responsive leadership; and
  + Incentive-driven socially and economically-beneficial and ecologically-responsible, performance amongst actors and institutions involved in the roll-out of the UNP;
* The creation of a culture in which both (1) progression and growth for, and (2) accreditation of professionals (including practitioners, researchers and lecturers) involved in the planning of, budgeting for, and roll-out of proposals in the UNP is provided, with:
  + The entry level providing a welcoming and learning space for young professionals;
  + The middle level a space for doing and showcasing high-quality professional work and the sharing of good/useful practices with other professionals and new entrants; and
  + The ‘higher’ levels providing for ‘giving back’, especially in the form of mentoring;
* The introduction of a vehicle in which interested and engaged actors and institutions involved in the roll-out of the UNP can provide:
  + Informed inputs and perspectives on the value, need for and quality of proposals for research and knowledge sharing, internship and mentorship programmes;
  + A ‘clearing and distribution house’ for the production, testing, sharing and dissemination (through posts on websites and/or publications) of information; and
  + A repository for the storage of knowledge on, and best practices and experiences in the areas of planning and development in support of the NDP and the roll-out of the UNP; and
* The deepening of a mindset/culture of ensuring:
  + Value for money and effort in terms of public expenditure (through meticulous mapping of the value chain);
  + Rapid, progressive transformation in the built environment; and
  + Maximum extraction from every action in the form for learning and sharing of useful practices.

The project is undertaken within the same agreements as in the case of the original TTRI-Phase B-costing-proposal.

### Duration

While the task description has been changed, the timeframes will remain the same, with the project still coming to an end on the 7th of December 2012.

### Deliverables

The many deliberations between the client and the BE at UP team have not only led to a number of iterations as to the project deliverables and format of the project, but also enabled movement to a clear set of deliverables. These are the following:cf

* **Deliverable One:** A *desktop study* of South African and international examples of vehicles such as the Sustainable Settlement Collective that have as their aims: (1) building of professional capacity through the establishment of think tanks; (2) the introduction of mentoring and internship programmes; (3) the establishment of dedicated advocacy and information-sharing websites; (4) the use of social media; and (5) focused research and dissemination of the findings generated in such research through conferences and other dedicated horizontal learning events.
* **Deliverable Two:** A *series of interviews with key informants* that either are or were involved in South African examples of vehicles such as the Sustainable Settlement Collective that have as their aims: (1) building of professional capacity through the establishment of think tanks; (2) the introduction of mentoring and internship programmes; (3) the establishment of dedicated advocacy and information-sharing websites; (4) the use of social media; and (5) focused research and dissemination of the findings generated in such research through conferences and other dedicated horizontal learning events.
* **Deliverable Three:** The preparation of a *draft proposal* for a vehicle that will address the objectives of the Sustainable Settlement Collective by making use of (1) the learning as gained from Deliverables One and Two and (2) the interactions with the client.
* **Deliverable Four:** The *testing of the proposal* (Deliverable Three) with key stakeholders in (1) the Research Community and (2) the Community of Practitioners (see **Figure 1**).
* **Deliverable Five:** The preparation of a *final proposal* for the vehicle after further research, additions and amendments, as may have been proposed or suggested in the testing of the draft proposal with the client and the stakeholders.

## THIS REPORT

This report is the first deliverable of the project. It provides a desktop overview of the issues and vehicles that will be explored further in (1) the empirical research and (2) the draft and final proposals for the Sustainable Settlement Collective.

# PART TWO

## INTRODUCTION

The conceptualisation of a vehicle like the SSC touches on a wide range of aspects related to issues such as (1) learning and competence; (2) the drivers for acting in the built environment; (3) professions; (4) the relationship between the State, communities, the private sector and the higher education sector; (5) requirements for structures and institutions to have effect in the world. Within this wide range of possible issues and aspects that could be studied in a desktop review like this one, a decision was made to explore two sets of literature. The first relates to (1) broader concepts and aspects around learning; (2) the process of being and becoming a capable development worker/professional; (3) capacity-building; (4) collaboration in networks of learning; (5) improving the performance of the institutions involved; and (6) adaptation. The second focuses on vehicles, tools and actions that provide services and pursue objectives like those that the SSC is envisaged to do. Both these analyses must be seen as providing the raw material for the conceptualisation of the proposal for the SSC, which is to follow once the empirical research has been conducted (see **Figure 2** below).

Figure 2: Project Phases



In order to focus the exploration of the literature, structuring questions were used. These are retained and used to present the data in short, focused, summary-style “answers/responses” to the questions in two Tables. Sources that were consulted are provided in rows under each set of answers/responses in the table and are, where electronically available, provided in an accompanying resource file.

## LEARNING

Whereas competency in planning before the 1990’s in South Africa was often described in terms of the so-called “art and science” of planning, which has both an inspirational and efficiency “ring” to it, it has increasingly become associated with an seemingly endless list of “knowledge, skills and values” in the post 2000s’ “learning outcomes-based speak”.

With regards to most efforts aimed at “capacity development and support” within planning education, there is often a huge effort to determine and identify the specific, ever-increasing and highly specialised sets of competencies, knowledge, skills and values required, and to translate these into outcomes based education curricula and then “train”, or at least more lately, provide opportunities for learning through a wide range of short course, undergraduate, post-graduate and continued planning education qualifications. In the South African context, this is also often supplemented by an equally momentous drive to provide further support by dissecting and isolating steps in complex planning processes within standardized step-by-step guidelines and processes.

On the other hand, more and more calls are being made to engage planning from a systems approach, for planners to adapt, to subscribe to certain key value sets, and more than that, to connect with *the spirit* *of planning*, and trust their intuition and connectedness (see Hillier and Healy, 2008). This call is echoed in other voices and a broader drive towards a trans-disciplinary approach to planning and development. At the same time, notions such as an “integral approach”, which acknowledge the “I” and the “we” (see Wilber *et al,* 2008) and “trans-disciplinarity” (acknowledging the importance of different levels of reality to find solutions that transcend disciplinary fields) are acknowledging the interconnected nature of our world. Transport and communication technology, a globally mobile workforce, the recognition of interconnected ecological and economic systems and cultural cross-fertilisation, *“… are creating a very real experience of the planet as an interconnected and interdependent whole. At the same time science, philosophy and religion are coming together in a way that provides a picture of the world which integrates all its dimensions into an equally interconnected whole”* (Du Plessis, 2009: 114).

The dilemmas of identifying competencies, skills, knowledge and values within such shifting contexts are significant.

Engaging in the action and future orientated practice of planning, and especially supporting such practices, is about more than acquiring a mere set of competencies. Even though important, it is not just about the skills, knowledge and values but also about their beliefs, hopes and vision, passion and inspiration (Van Huyssteen, 2012).

Within the planning fraternity a huge amount of emphasis is currently placed on building a more effective planning system and sets of planning instruments, generating information and designing planning support systems and models to provide an evidence base to support decision-making (van Huyssteen, 2012), and improving the competence of planners with an emphasis on formal training, short courses and skills development programs (SACPLAN, 2012).

Given this very different and rapidly changing planning and learning environment, the following table **(Table 1)** explores (1) the various dimensions of competency for impact and performance and (2) ways of generating knowledge and learning to move towards action, so as to ensure that these elements and processes are identified and taken into consideration in the eventual design of the Sustainable Settlement Collective.

|  |
| --- |
| Sources:   * Du Plessis, Chrisna. (2009). An ecological worldview perspective on urban sustainability. Presented at *ELECS 2009*, Recife, Brazil, 28-30 October 2009 * Hillier, J. a. (2008). Introduction. In J. a. Hillier, Foundations of the Planning Enterprise. *Critical Essays in Planning Theory: Volume 1* (pp. ix-xxvii). Newcastle upon Tyne: Ashgate. * Lovering, J. (2009). The recession and the end of planning as we know it. *International Planning Studies,* Volume 14, Issue 1, 2009. * SACPLAN. (2012). *Planning Competency and Standards Generating Process: Draft Status Quo Document,* 2012, pp 6. Unpublished report. * Van Huyssteen. (2012). *Being and Becoming in (through/for) Planning: A journey through narratives of planning careers in South Africa.* Unpublished draft PhD thesis submitted in partial fulfilment of the requirements of the Degree PhD in Town and Regional Planning at the University of Pretoria. |

Table 1: Exploring the foundations of learning and becoming a development worker/professional

|  |  |
| --- | --- |
| Topic/Theme | Individual capacity and performance |
| Question | **What are important considerations with regards to competency that are required to ensure performance and impact?** |
| Response | Unlike its normal use in the much debated outcomes-based education system, “competence” was already in the 1970s described as the *“… generic* ***knowledge, motive, trait, social role or a skill*** *of a person linked to* ***superior performance*** *on the job”.* Competencies are described as specifically referring to more than “just good enough” or “minimum requirements/thresholds”, but rather to “superior” or “excellent” performance and to *performers –* distinguishing exemplary performers from average performers .  Competency is associated with learning and development over time, moving from novice to higher levels of expertise and mastery, from instruction to experience, from drawing on abstract principles to drawing on concrete experience and from dependence on guidelines and rules to trusting a more holistic and intuitive approach. Competency is described as certain characteristics, abilities and/or capacities of a person that enables him or her to demonstrate the “required actions” or “job behaviour” to meet certain job demands. Even though competency development models and analyses frameworks attempt to measure and evaluate the combination of job skills, job attitude and knowledge, there is also an acknowledgement that because competency is about applied knowledge, the manifestation of skills that “produce success” and to a large extent reflects a certain attitude, it is difficult to measure and describe.  ***Implications:*** *The characteristics of competencies influencing performance can be related to an iceberg, relating that which can be seen and measured (namely knowledge, expertise and skills, accomplished abilities) to the 10% of the iceberg that is visible above the water versus that which can’t easily be seen or known by others (such as attitude, beliefs, motivation, desires, values, intelligence, etc.) to the biggest part that is actually under the surface (the other 90%). This has major implications for the design of competency and career development and supporting initiatives and vehicles, where the formal education and support components are often easy to be rolled out as well as monitored. Alternative design and monitoring to explicitly focus on acknowledging and supporting the competencies that are less tangible and visible, are thus required.*  *Being aware of competencies for specific job contexts is highly relevant. The way in which competency development and measurement impacts in a tangible way includes:*  ***For professionals:***   * *It informs the identification of success criteria and specific target areas for professional development;* * *It informs development tools and methods for enhancing skills; and* * *It provides a basis and shared language for dialogue within teams, organizations and even professional bodies about performance, development and capacity building.*   ***For companies and managers:***   * *It enables better personal and human resource development and management through informing employee development and identifying so-called skills gaps as areas for training and development, improving recruitment, reducing staff turnover and absenteeism, and informing performance management.*   ***For programs and projects:***   * *It enables competency-based people orientated strategies that improve business results and impact. Just as meeting required job demands in an exemplary fashion, enables an organization or unit to bring about desired results, meeting the demands of the practice of planning (in its many roles and manifestations) should contribute towards impact and results in the development planning field.* |
| Sources | * Sivasankaran, T. (2011) *Advesh Consultancy Services (Chennai India). Competency Modelling* (p1-66). Available at [http://www.slideshare.net/tsivasankaran/competency-presentation](http://www.internshipinlondon.com/architecture/internship-urban-planning) [Accessed 4 November 2011]. * Elsona van Huyssteen. 2012. *Being and Becoming in (through/for) Planning: A journey through narratives of planning careers in South Africa*. Draft Thesis for submission as partial fulfilment of PhD, Department of Town and Regional Planning, University of Pretoria. Unpublished report. * *Other Sources:* See also: Flanagan, 1954; McClelland, 1973, Hayes, 1979 and Boyatzis, R.E. 1982. |
| Question | **What are the key drivers and inhibitors influencing competency development OR learning, knowledge production and action?** |
| Response | The importance of (1) basic formal education, and (2) experience, are well documented. However, literature regarding learning and innovation places an increasing emphasis on critical interrelationships in learning and knowledge production, fostered between (1) personal motivation and passion; (2) reciprocal appeal and feedback; (3) opportunities that “tempt” knowledge production; (4) urgency, reason and motivation (context) of organisation/task; and (5) specific interventions introducing new skills, knowledge, methods, reflection, sharing etc. (see Keursten, 2008 and Verdonschot and Keursten, 2011).  The “Learning functions” model (developed by Kessels in 2001, see Kessels and Keursten, 2011) illustrates in a very practical way how a number of key elements relate to enable competency development that moves from “potential for action” to “action”. The important elements highlighted are:   * Subject matter expertise; * Dealing with (and being presented with) new problems; * Reflective skills (referring also to the ability to ask question and willingness to learn and adapt); * Communication and social skills, with the resultant ability to tap into networks; * Exposure to affirmative motivation, acknowledgement and positive feedback (questions can be raised about the external and internal feedback and locus of control); * Peace and stability, a sense of security; and * A measure of turmoil, sense of urgency providing enough momentum for radical breakthroughs.   Findings from a South African study amongst planners regarding competency for impact, learning processes and influences during career paths found that similar relations and elements were evident (Van Huyssteen, 2012). Key aspects influencing the ability to impact and perform in individual career paths highlighted in this study were:   * The value of a sound and broad knowledge base; * Substantive skills and experience matters and contributes; * Autonomy and responsibility in early career stages provides opportunities to develop problem solving skills, create a sense of urgency and offers opportunity for motivation through experience; * Reflection, willingness to learn, opportunities to take risk, and support of managers/institutions/colleagues are key are key elements in on-going learning and motivation; * Broadened world views, acceptance of diversity, caring for the broader community and environment and social consciousness (often influenced by exposure, mentors, travels, reading, early childhood experiences, social context etc) have a major impact on drive and motivation, willingness to push boundaries and personal sacrifices; * Personal passion and drive, and internal motivation plays a huge role as motivators for action and impact, for making extra effort, for walking the extra mile; * Social context, networks, opportunities to share learning in teams as well as managers, mentors (formal and informal) are critical stimulants and accelerators for learning and taking action; and * The hope and belief that the specific individual/planner can actually make a contribution and have an impact on the future, a belief that seem strongly related to the beliefs about the role of planning and planners, the possibility of government or civil society to have an impact, and the notions of hope and drives for creating a better life.     ***Implications:*** *It is evident from the literature that education, skills and capacity building are only some of the building blocks enabling knowledge production, innovation and action. The importance of work context and experience, the major role played by managers, the value of being challenged whilst supported, as well as the role of teams, career path development and mentors are evident. In the same vain the importance of individual beliefs and hopes, aspirations and sense of purpose is critical – indicating the huge value that a focus on the personal aspects and support through coaching, opportunities for reflection and positive feedback, as well as integrated career path development can have. It highlights the importance of an initiative such as the Sustainable Settlement Collective to consider the role of mentors and mentoring (especially in the South African work space renowned for limited capacity and vast racking career movement), the value of coaching, as well as the impact of the broader context and environment.* |
| Sources | * Keursten, P., Verdonschot, S., Kessels, J.W.M. & Kwakman, K. (2006). *Relating learning, knowledge creation and innovation: Case studies into knowledge productivity.* International Journal of Learning and Intellectual Capital, 3 (4). * Verdonschot, S. & Keursten, P. (2011). *Learning with the intention of innovating: eleven design principles for knowledge productivity.* In: R. Poel & S. Van Woerkom (Eds.): Supporting worksplace learning: Towards evidence-based practice. Dordrecht: Springer * Keursten, P. (2008). *Organiseren en leren voor duurzame ontwikkeling: de rol van de autonome professional (Organizing learning for sustainable development).* Leren in Organisaties, December, p. 14-19. * Kessels, J.W.M. & Keursten, P. (2011). *Opleiden en leren in een kenniseconomie (Teaching and learning in a knowledge economy).* In: J.W.m. Kessels & R. Poell (red.): Handboek Human Resource Development. Lochem: Bohn, Stafleu, Van Loghum. * Van Huyssteen, Elsona. 2012. *Being and Becoming in (through/for) Planning: A journey through narratives of planning careers in South Africa.* Draft Thesis for submission as partial fulfilment of PhD, Department of Town and Regional Planning, University of Pretoria. Unpublished report. |
| Question | **What is the relationship between skills, individual passion and performance?** |
| Response | When it comes to individual innovation expertise and creative thinking, skills are the raw material that an individual possesses, but the individual’s motivation determines what s/he will actually do. Motivation can be divided in extrinsic and intrinsic motivation. Extrinsic motivation is the external incentives that “*make”* people perform their tasks and intrinsic motivation are the interests, passions and values that individuals have and has been found to be a key ingredient in the development of innovations. Intrinsic motivation is important in innovation processes because, as an act of creation, innovation is destructive; destroying existing economic, social and institutional structures representing past problem definitions. Due to this destructive characteristic it tends to provoke political, social and psychological inertia against original solutions and thus demands from the individual persistence and determination provided by intrinsic motivation to see the process to its conclusion. |
| Sources | * Adams, K. 2006. The Sources of Innovation and Creativity. *A Paper Commissioned by the National Centre on Education and the Economy for the New Commission on the skills of the American Workforce, September 2005.* * Amabile, T.M. 1998. How to Kill Creativity. *Harvard Business Review,* September – October 1998 * Amabile, T.M.; Barsade, S.G., Mueller, J.S. & Straw, B.M. 2005. Affect and Creativity at Work. *Administrative Science Quarterly,* 50:367 - 403 * Fagerberg, J. 2005. Innovation: A guide to the Literature in *The Oxford Handbook of Innovation.* Ed. J. Fagerberg, D.C. Mowery, R.R. Nelson. Oxford University Press: New York; pp. 1-26 * Gurteen, G. 1998. Knowledge, Creativity and Innovation. *Journal of Knowledge Management,* 2(1): pp. 5-13). |
| Question | **What is the impact of context and environment on innovative learning?** |
| Response | With regards to innovation, the context and environment has a decided impact on individual values, motivation and ability. The following developmental contextual/environmental factors influence innovation and creativity in individuals:   * Nutritional resources available to the mother while carrying a child as well as the nutritional resources variable during the child’s formative years; * The societal culture that an individual is socialised into. Research has shown that societies that value systemic scientific inquiry tend to be more innovative in the development of know an useful knowledge; * A relatively stable family environment promotes innovation because it allows a child to fully take advantage of the education system and generally provides him/her with the confidence to try new things; and * A quality education.   With regard to Organisational Context the following has been found to influence individual innovation:   * ***Organisational climate:*** As can be inferred by the name, organisational climate has to do with the “atmosphere” of the working environment. An organisational climate that is conducive to creativity requires participation and freedom of expression, but also demands performance standards An open climate with the following characteristics is seen as ideal: (1) Interaction with small barriers; (2) a large number of stimuli; (3) freedom to experiment; and (4) the possibility of building on earlier ideas; * ***Organisation culture:*** Organisational culture is a set of collective norms, which influence the behaviour of members within an organisation. These values, assumptions and beliefs are manifested in many ways, such as the rites and routines that take place within an organisation, the language used, the stories, legends and myths that are told and retold and finally the symbols that are found throughout the company. Cultural characteristics that are supportive of innovation are: (1) a focus and openness to learning; (2) promotes risk-taking; (3) encourages individualism; (4) promotes participation without fear of criticism; (5) focused on long-term goals; and (6) not overly controlling. Organisational Culture is treated by many authors as homogeneous. While it is possible for an organisation to appear to have a homogeneous culture, it is common, especially in large organisations, for it to be made up of several nested sub-cultures. Under normal conditions tensions between subcultures remain dormant but there is always potential for conflict. One such subculture in organisations is occupational or professional culture, which extends beyond the organisation and as such is more resilient against colonisation by the dominant organisational culture. The larger social context (national culture) in which organisations and professionals function also influence their beliefs and values and thus innovation, with a specific focus on culture, is influenced (1) the by larger national culture; (2) the professional culture of the individual; and (3) the organisational culture in which the professional functions. * ***Leadership style:*** A democratic leadership style will go a long way in stimulating creativity but there is also a need to solidify management ideals. Thus the leader’s vision is key in managing creative individuals. Vision is a transcendent goal that represents shared values, has moral overtones, and provides meaning; it reflects what the organisation’s future could and should be. Thus it is imperative that a leader actively communicates a vision that encourages employees to be creative and innovate. Communication of the vision through all the levels of the organisation is crucial as well as ensuring that leaders on all levels abide by it whether in formal or informal situations as subordinates interpret every action made by management. The involvement of subordinates in goal and agenda setting is important but what is even more crucial is that goals remain stable. It is difficult, if not impossible, to work creatively towards a target if it keeps moving. * ***Resources and skills:*** Organisations need to actively focus on attracting intelligent and creative personnel with broad interests who are willing to take risks and keen to learn. In order to retain these creative individuals senior management must provide sufficient resources and training, encouragement for developing new ideas, time to work on pet projects and/or financial support. An employee’s perceptions of the adequacy of resources may have an effect on their beliefs about the intrinsic value of the projects that they have undertaken. Ideas, as a resource, need to be mobile within an organisation as exposure to original ideas tends to facilitate the development of more novel ideas. It is crucial to match employees with work that speaks to their strengths but which are also a challenge, this provides them with opportunities to stretch their abilities. In their work assignments employees should be granted freedom in terms of the means or process used, while the ends are defined by superiors. The creation of diverse work groups is also conducive to creativity, homogenous groups might ‘get along’ better but they will not challenge each other. Time and money are the two main resources of any business or organisation and the adequate and accurate allocation of these resources influence the creativity of employees. In terms of time, the creation of ‘fake’ or impossibly tight deadlines kills creativity. When resources are kept too tight it pushes people to channel their creativity into finding additional resources, not in actually developing new products or services. * ***Structure and systems:*** Appropriate systems and processes needs to be put in place which emphasises the importance of innovation. It is about the formal and informal processes. Long-term commitment to employee careers. Flexible structure, few rules and regulations, loose job descriptions and high autonomy. Fair evaluation of individual contribution. Consistent reward of creativity but not necessarily with money. When political problems abound, people feel that their work is threatened by others’ agendas. People with agendas are more likely to evaluate their colleagues’ work with a negative bias. This sort of negativity can have severe consequences for creative contribution. First it encourages people to focus on the external rewards and punishment associated with their outputs, thus increasing the presence of extrinsic motivation and having negative effects on intrinsic motivation. Second, it creates a climate of fear, which again undermines intrinsic motivation. It is important that employees feel that their work matters and that it is important to the organisation, thus it is crucial that managers recognize creative work by teams or individuals. In organisations where new ideas are subjected to layer upon layer of evaluation and criticism there is very little tendency to innovate. It is important that organisations take into consideration the “failure value” of projects that fail otherwise individuals will become increasingly less likely to experiment and connect with their work personally. |
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| Topic/Theme | **Relational knowledge and collective learning** |
| Question | **What is the value and importance of collective and social learning as evolving concept?** |
| Response | The interplay between individuals, as well as between individuals and their context, and the importance of relational processes is well recognised (see notion of ‘relational responsibility’ MacNamee and Gergen, 1999 in Reed, 2007: p37.) Social learning, collaborative learning and co-learning are terms and concepts that are receiving increasing attention as options for improving the collaborative responsiveness of social systems. Social learning, or co-learning, has emerged as a mechanism for facilitating shared understanding and collective action among diverse but interdependent parties It is a process of participative and iterative reflection through the sharing of experiences and ideas with others leading to co-creation of new understanding and adaptation. Social learning strongly relates to notions of sustainability science and trans-disciplinarity, as it is embedded in real life contexts and problems, facilitating mutually supportive and co-learning approaches crossing the divide between research and implementation, as well as between a wide range of role players and champions from a range of backgrounds, disciplines, institutions and geographical areas.  ***Implications:*** *As an approach, the emphasis is thus not merely on the design of an effective “vehicle”, but actually on building the underlying social, institutional, technological and ecological capacities required to address complex social ecological challenges and enable sustainable settlements.* |
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| Question | **What is the value and benefits for learning through “the/a collective”?** |
| Response | At its very core innovation is related to learning; learning in organized settings (networks, firms, groups, and teams), and learning in a specific location or context. Learning is a social activity that renders the innovation process uncertain, cumulative and collective. It is uncertain because what exactly needs to be learned can only become evident through the process of innovation itself; it is cumulative, as learning does not happen all at once, today’s knowledge is the foundation of tomorrows learning; and it is collective, as learning does not happen in isolation, it entails the collaboration of a set of people with diverse capabilities. |
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| Question | **How can social learning be facilitated to enable the benefits thereof?** |
| Response | Social learning can be facilitated by a so-called bridging organization that is perceived to be neutral and is trusted by the relevant parties (Berkes 2009). Bridging organizations or agents can mobilize resources, use social incentives for ecosystem management, and provide inter-organizational arenas for building trust, vertical and horizontal cooperation, learning, sense-making, identification of common interests, and conflict resolution (Hahn *et al,* 2006).  ***Implications:*** *Sustainability of the vehicle, network and processes itself requires ownership by various institutions and key individuals, incremental growth, support to create a self-sustained network (i.e. not to be dependent on National Treasury or merely “doing what is required” to get the next job).* |
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| Question | **What should be considered in putting together a team so as to “get the most” from the team?** |
| Response | Individual characteristics and behaviour is crucial in the innovation process. However, innovation rarely occurs in isolation and is generally part of a wider social activity. Organisational design has received considerable attention in relation to promoting innovation, but inside organisations there are various departments, units, work groups and team and it is generally on this level where a large part of innovation development is done. According to the literature on team characteristics that are conducive to innovation, there are three aspects to consider: (1) Task characteristics; (2) Team composition; (3) Team dynamics. Each of these is briefly discussed below:   * ***Task characteristics:*** Intrinsic motivation is crucial in any innovation process and the characteristics of the task will largely influence team motivation (task orientation) as it determines the function and structure of the team. Task orientation is increased when: (1) The team is responsible for the whole task, not just a small section of a bigger project; (2) The team possesses relative autonomy and is a relatively independent organisational unit; (3) The task presents opportunities for learning, has varied demands and challenges the team; (4) The task creates opportunities for social interaction; (5) There exists further development possibilities; and (6) The task has significance (will have a big impact); * ***Team composition:*** Teams consisting of a diverse group of individuals with differing professional backgrounds, skills and abilities will lead to diverse perspectives on a specific problem as well as promote the consideration of a wide variety of approaches in solving the problem. It should however be noted that too much diversity and the inability to develop a shared understanding of the task/problem will be detrimental to innovation, it is thus important to allow time for the integration of differing perspectives as well as to ensure that there is some form of overlap in the group members’ mental models. Another strength of diverse team composition is that their net of external communication is wider, thus the external resources (occupational groups and organisations) that they can draw on for information or assistance is much wider; * ***Team dynamics:*** The operating principles upon which a team functions have a decided impact on its propensity to innovative. Organic groups structures characterised by loose boundaries of authority and responsibility and a propensity to work as a group, rather than breaking projects down into discrete tasks for individuals is beneficial to innovation as it enhances freedom and autonomy. It also allows for the negotiation and renegotiation of roles as an innovation process unfolds and there is a need for different structures and combinations of skills. Constructive conflict (diverse points of view regarding the task and the process) among team members in combination with high levels of participation where all team members are encouraged to voice their opinion and the effective management of conflict promotes the development of intra-group safety where individuals become more comfortable voicing their opinions and being honest with one another, which in turn promotes the innovation through the sharing and debate. Group climatewhere there is (1) a sense of intra-group safety and trust; (2) a shared vision; (3) support and an expectation for innovation; (4) commitment to excellence; and (5) reflexivity, is conducive to innovation in teams. |
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| Question | **How can learning be achieved as partnership between the individual, the State, the private sector and the community?** |
| Response | There is a growing body of research that suggests that the traditional boundaries between the learning responsibilities of (1) the school and the university and (2) the community is blurring. The argument that is being made is that a community, acting in collaboration with “the school” is a far stronger and more holistic way of *educating* a child. The partnership is not just one based on simply partnering, but on what each entity can do best and what can be gained collectively from smart collaboration and focus.  The same can be said about education of planners – that it needs to be a far more comprehensive process that involves not just planning schools, but should be a far more joined-up approach – with the various stakeholders: the State, employers and the community all playing their part.  This also extends back into the education of children, and that which is learnt and known before a child arrives as a prospective planning student at a university. More can be done to prepare the child in a partnership-mode, to ensure that the child’s values are focused on care and concern for community and that the child has a more community-focused view and less of a self-centred view.  In especially the USA, “service-learning” in higher education (which is located in this paradigm) and in which both the learner and the community benefits, is increasingly being incorporated into the curriculum. “Service-learning” is defined as a *“course-based, credit bearing educational experience in which students (a) participate in an organised service activity that meets identified community needs, and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline and an enhanced sense of personal values and civic responsibility”* (Bringle and Hatcher, 2009: 38). Both in the USA and also the UK, community-university collaborative partnerships/engagement/projects, community/public engagement, “university extension” or university engagement in communities, as part of university curricula, are becoming an important component of education and the university’s focus, and even its core business in many cases.  Key requirements for such modes of “civic engagement in education” and partnerships between universities, communities, the State, the private sector and not-for-profit organisation to be successful are that:   * The educational institution must have the belief in its merits, allowing it to be adequately resourced and institutionalised in the form of (1) infrastructure and (2) faculty and support staff to organise, undertake, manage, monitor and assess it; * The community must be involved from beginning to end, especially in the determining of the needs of the community, and what the learning shall entail; * There is a clear understanding of the differences in power and privilege between (1) the university as an institution (which may have a clear mandate and understanding as to where the program fits in organisation and mission) and the conditions in and of the community as a whole (and the lack of integration and connection between its members and components), and (2) the students and the community members; * Students and communities should gain skills and competencies and be empowered in the process of civic engagement, which necessitates on-going programmatic kind of engagements, which are continuously monitored, evaluated and adapted, rather than fixed, short-term project-type interventions; * The various partners’ expectations, roles, responsibilities, channels of communication and remedies in the case of non-delivery/compliance are clarified early-on in the process; * Joint/Shared university and community goal, target, outcome and impact-setting, performance management and adaptation are undertaken; * Interdepartmental collaboration in the university is used to design the programme, which in turn is also strengthened and deepened; * The connection between community-engagement, education and research is established in the planning of such engagements, monitored, documented and strengthened; * The importance of enthusiastic, coordinated, aligned and cooperative involvement and participation from the side of the State (be it municipal or provincial/State and national) is recognised throughout the execution of the progamme/project; * Where necessary, university faculty are equipped with “the right” skills set and mind-set, and the understanding that they would have to take on many different roles in the engagement-process, be ready to learn from others, see knowledge, authority and status both be challenged and shift continuously over the course of the project/process, to ensure that everyone involved gets the most from the engagement; * The rewards/benefits for all the participants/partners are defined, desirable and attainable; * The role of the State as a key actor and funder of education and in community-engagement models is both recognised and managed by all the partners; and * The recording/documentation of the learning extends beyond a mere report at the end of the course into a far more engaging, far richer and reflective endeavour.   Outcome and impact for all concerned are key, and not just the mere fact of having initiated or taken the course and/or the reporting on such courses. At the same time, the learning gained from the reports by students should also be utilised by the institution for considering and planning its broader civic engagement endeavours and the nature and roll-out of its service-learning courses. Care should also be taken as to how the university approaches civic engagement and the community and, how it engages the community members, who may be far less resourced and powerful than the university. This is also important bearing in mind that students also learn from and are formed as citizens by such example, which is crucial in how they view the community and their place and role (as servants) in the world.  Given funding constraints, civic engagement initiatives rely on co-funding from grants from a range of public and private sources. This requires marketing of the unique “brand” of civic engagement at a particular institution and the way in which it sits within the vision and mission of the institution. It also requires a much bigger rethink of what the university is, what it stands for, does, how it relates to the State, how it sees the role of the private sector, the voluntary sector, faith-based groups, etc. At the same time, it requires great care to ensure that service learning and authentic civic engagement are not hijacked by glossy civic engagement marketing ventures and brochures. |
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| Question | **What is the importance of being connected, belonging to a network of planners? What are the role and benefits of networks of practice in a network society?** |
| Response | Key to initiating and facilitating the development of a learning system is the initiation of various opportunities for interaction and connection on shared interests between the respective stakeholders in such a way that respective role players actively engage in, and start to take ownership of, a practice and learning network. Experience in the creation of large-scale (national and interregional) networks has shown the value and importance of creating a sense of urgency, sharp questions and shared interests, often with tangible value gained, for individuals and institutions to coalesce around. As the networks and system of learning expand and grow, a range of supportive interventions might be required by a core project team to assist various role players to realise objectives, take ownership, and reflect and adjust on an on-going basis. Action-research provides a mechanism to support large scale networks by providing support to build opportunities for connection and reflection, create a platform to document and record research outputs for social learning, provide inputs and material for peer-to-peer learning processes, as well as for capacity building and formal training programmes. Sustainability challenges and innovations thus no longer only require individual and institutional adaptive capacity, commitment and focus, but also the capacity for cohesion and relational innovations and thus strong social learning practices and networks.  ***Implications:*** *The integration of social learning in existing practice can be supported:*   * *In an incremental way, where detailed collaboration with a selection of existing projects (ideally also ones already exploring and testing social learning processes) in order to put social learning into practice and provide opportunities for documenting and sharing learning through cases, participating institutions as well as network of practitioners.* * *Through existing and/new national network/s ad communities of practice through interaction, sharing and providing support for social learning practices within relevant professional communities of practice, networks of practice, as well as throughout the relevant research and education (and innovation) systems (and institutions).*   In addition to this, and coming from a cultural perspective, individual action and motivations are not purely based on subjective individual preferences or objective social norms, but are the product of a complex web of social interaction which constantly reinforces or modifies subjective perspectives through daily experiences. Cultural products (literature, art, institutions etc.) do not just represent society and everyday life, but actually shapes and reinforces the cultural perspective of that society or group. Thus culture is not merely shared, but is learnt through the socialisation of an individual into a group. Any given society generally does not have only one single culture, sub-cultures exists which are composed of individuals who has some cultural elements in common with the main culture but also has cultural elements not present in other groups. These sub-cultures can develop around ethnic differences, occupations and regions to but mention a few. Some individuals may belong to more than one subculture or “outgrow” one sub-culture and move on to the next. [Culture can be divided into three main elements: (1) the symbols, meanings, and values that define reality and determine standards of good and bad, right and wrong; (2) the norms, or expectations of how people should think, feel, and behave in a given society; and (3) the material culture – the man-made objects, which reflect nonmaterial cultural meanings. (Popenoe 1983:56).]  So how can professional/occupational culture influence individual innovation? According to Nakamura and Csikzentmihaly (in Adams 2006: 12) *“creativity is the outcome of the interaction between the innovating individual, that individual’s domain of knowledge and the social field that judges the individual’s contribution to the domain...lack of affirmation of work from the social field might discourage persistence...the innovator may use the social filed as a source of information about work, but also give equal or greater weight to signs of progress and success in the activity itself”*. While the social field can be interpreted as extrinsic motivation, the socialisation of the individual into a specific profession or organisation (social field) result in the internalisation of the social field’s attitude towards innovation thus influencing the individuals intrinsic motivation (Bloor and Dawson 1994).  Professionals possess a system of values, attitudes and expectations from the cultures of the surrounding society, their training school, their profession, and other organizations in which they have worked. They bring these values and attitudes to any organisation which employs them and although they are socialised into a new organisations professional culture is in many cases stronger and more stable due to the presence of extra-organisational peers and associations. Professionals are socialised into their specific professional culture from childhood but the most important influence is undoubtedly their professional education. On-the-job socialisation also contributes to professional culture depending on the amount of time that professionals spend in one organisation. As such, professionals tend to rely on their primary reference group in judging the appropriateness of their actions due to sharing a distinct pattern of norms, values and beliefs. Thus professional associations that exist outside of organisation play a key role in sustaining professional culture as it interlocks and comes into conflict with organisational culture. Professional cultures as such have the potential to shape organisations through signification, legitimation and domination. Even where the individual is a lone professional within the organization, participation in external professional activities, their reading of professional journals, the expectations of professional peers, are all likely to reinforce professional cultural values (even when they come into conflict with the organization’s core culture). Thus, professional culture is rarely replaced or totally absorbed into the wider organizational culture. This can be seen in a number of studies done on the presence of subcultures in organisations where it was found that occupational or professional cultures had a distinct culture separate from the dominant organisations culture which led to different interpretations of situations and areas of concern leading them to, in some cases where the professional subculture is deeply ingrained, go against the dominant culture in the organisation. |
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| Topic/theme | **Integrated and innovative approaches to facilitate relational knowledge production, sustainability and impact in a complex environment** |
| Question | **Are there action-orientated tools that can support collaborative research, learning and adaptive management in complex environments?** |
| Response | As reflection and adaptive management are cornerstones of social learning and innovation for sustainability (as integral part of the vehicle), an approach of continuous monitoring and evaluation during the design, establishment and growth of such a vehicle is imperative. The trans-disciplinarity and innovative nature of an initiative such as the “Sustainable Settlement Collective” poses challenges for sound and integrated methods to support research and learning that is action orientated, and that can immediately be of value in adaptive management processes. Roux *et al* (2010, 733) warn that any such knowledge support and evaluation process must take into consideration the different expectations, values, culture, language and reward structures of the main participating groups, the funders, researchers and end users.  A key new approach geared to move away from a “deficit” and “lacking” and “gap orientated”-view, towards generating knowledge as well as inspiring action is the “Appreciative Inquiry-perspective”. Rooted in social constructionist thought, this perspective argues that, through focusing on their past successes, an individual, organisation, community or group *“…can chart a course of future success by using the entity’s energies in a constructive way”* (Fry, 2000; Hall and Hammond, undated and Anon, undated). As stated by Reed (2007, p2) “*AI concentrates on exploring ideas that people have about what is valuable in what they do and then tries to work out ways in which this can be built on – the emphasis is firmly on appreciating the activities and responses of people, rather than concentrating on their problems… it challenges us to rethink our ideas on how people work, how change happens and how research can contribute to this process”.*  From a methodological perspective such an approach proposes the collection, documentation, recognition and celebration of the “good news stories” in a social setting, i.e. those stories that enhance cultural identity, spirit and vision (Mellish, 1999). As such it provides a way of systematically finding and affirming the best and highest qualities (Oranje, 2005) and a novel way of exploring and making sense of complexities, as well as a useful way of ‘thinking, seeing and acting for powerful, purposeful change’ (see Mellish, 1999 and van Huyssteen and Oranje, 2008).  One of the ***exciting new impact monitoring and research tools*** aimed at supporting collaborative research, learning and adaptive management in complex environments (with quick results for project and large scale and temporal data collection) is the *“SenseMaker Suite of Tools”*. Tools such as this are specifically designed to:   * Explore complex contexts and problems; * Supports pre-hypothesis and inductive research; * Solicit implicit knowledge and perceptions through narratives; * Enables presentation and analysis of narratives and reflections in high quality qualitative and quantitative ways; and * Provides a method of analysing large amounts of data whilst still enabling drilling down into context specific narratives.   The proposed tool could assist in capturing large amounts of information with a rather simple process and providing quick results, as well as providing a basis for on-going research and monitoring of impact. Time series data can be collected over time and comparisons between different areas, contexts, types of respondents, time periods and other categories can easily be made. The tool enables on-line system analyses through diagrams as well as through narrative reports. It can link audio and visual evidence, as well as inputs from a range of role players i.e. practitioners and ‘beneficiaries’ or politicians.  ***Implications:***   * *Generate through appreciative inquiry and case research the impetus to show case what is possible, excite and inspire, build capacity, create material for sharing learning in a sound way, test innovations, support education as well as research practice.* * *Move beyond existing practices of consistently separating ‘creators’ of innovation from the ‘receivers’ or ‘implementers’ of knowledge and innovation currently deeply embedded in the research, education and innovation system* * *Support social learning and relational innovation through strategic bridging activities and agents.* * *In a very pragmatic way this could imply for the Vehicle:*   + *Support and provide a shared space for the design, conduct and publication of research aimed at addressing identified research questions - both in terms of practice and in terms of the vehicle and learning processes per se.*   + *Contribute to social learning practices, development of innovative approaches and the scientific base in the field, by utilizing the projects and collective initiatives as 'laboratories' for the research and development.*   + *Invest in project based learning and research: Also utilising social learning processes as research enables substantial research outputs with regards to the above, as well as a structure way to support monitoring and evaluation and enable adaptive management within the specific project contexts being studied, as such contributing to sustainability, adaptation, innovation and resilience.*   + *Facilitate collective and comparable research: Enabling bigger possible impact on timeous identification of systemic and institutional problems, policy issues, grant impacts etc.*   + *Set in place a bridging agency and activities to structure and support a learning network and required institutions, research processes as well documenting research and innovations as a key output. This will enable collaborative key issue research and reporting, feedback to inform adaptation at a project/program level, development of policy briefs, and support for capacity building.*   ***Implications for monitoring and evaluation:***  *The first component of monitoring and evaluation could be that of standard monitoring of project activities against the terms of reference (TORs) of the specific range of projects, ensure a focus on expected standards, milestones and key performance indicators, as well as the legal requirement for ‘due diligence. Monitoring and evaluation could involve internal and external review processes, stringent financial management practices and procedures to follow in cases where performance is not satisfactory and remedial action is required.*  *Whereas the first component of monitoring and evaluation could be aimed at project specific activities and outputs related to sustainable implementation, the use of AI approaches and tools such as sense-maker however also enables the monitoring and evaluation process to play a role in:*  *1. Monitoring and evaluating outcomes and impact of the vehicle/initiative and its various components, as well as timely adaptation of project approaches, over the medium term. This could include:*   * *The broader awareness and attitude towards social learning as key component of research practice and implementation amongst project managers within projects that are funded as part of the Sustainable Settlement Collective;* * *The anticipated value addition and enhanced impact that the Collective brings to the range of selected projects within the initiative in which social learning methods and practices are applied; and* * *The initiation, growth and sustainability of the national learning and innovation system and/or parts thereof.*   *2. Generating direct inputs for the purpose of addressing specific social learning research questions. Such an approach, conducted in a transparent manner thus also provides for enhanced triple loop learning and collaborative innovation and development of methodologies and models as part of the focus of the social learning research component.*  *3. Capturing content specific learning for knowledge generating, case study design and policy feedback purposes.* |
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| Topic/Theme | **Professions and competence** |
| Question | **What is the relationship between professions, professional bodies and the kind of competences and quality of work that the NDP wants to see?** |
| Response | Professions were established over decades of work in clearly defined areas. In some cases, professions grew out of others, as Town Planning and Landscape Architecture did. In many cases the establishment of a profession was a finely mediated process between the State and the Market. In some cases this meant flying very close to the State, in pursuit of recognition and accreditation, as in the case of the Planning profession in South Africa in the period 1940-1980. The fact that the State the Planning profession was seeking favour from was the Apartheid State, would turn out to be a tragic event in many regards, not only coupling the profession with an illegitimate State, but also reducing the space for establishing its own identity and pursuing what Planning movements and professions were able to do in for instance the UK, the USA, Canada and Australia.  Professions act to (1) protect their members on the one hand against “intruders” who believed they could do the same work as the professionals in a particular profession did, and (2) guarantee/certify a certain quality and calibre of work to the public and the State. While professions may become Old Boys’ Clubs and become swamped in red tape and careerism, they do still offer most probably a better safeguard of quality of work than individuals with no connection to such bodies do.  The Planning profession has undergone major challenges and changes in South Africa over the last two decades. Planning has become an area in which a multitude of actors started operating. It has been argued that the regulatory body, SACPLAN, went through difficult times, and lost credibility in the eyes of planning practitioners, fellow professions and educators. While there may be much to be said and done in the area of setting up a new entity, the role and contribution of SACPLAN to ensuring quality planning work is a major issue in this. In the case of the UK, the USA and Australia, professional planning bodies (Institutes and Associations) act as custodians of quality work and have taken many steps to remain relevant and improve on their performance. The fundamental question is: Is SACPLAN not the entity that should to a large extent be taking charge of this initiative? Is its function not essentially to ensure that the country gets the kind and quality of Planning work it needs and deserves? Furthermore, what will its role be, relative to a (new) body that seeks to fulfil certain of the tasks it is meant to undertake and safeguard? |
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Table 2: Vehicles, toos and actions that provide services and pursue objectives like those that the SSC is envisaged to do

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| --- | --- |
| Topic/Theme | Form: Types |
| Questions | * **What kind of vehicles, tools and actions are “out there”?** * **How are they structured?** * **What objectives do they seek to achieve?** |
| Response | There are a number of types:   * ***Professional organisations, institutes and councils*** that seek to represent their members, ensure a guarantee of professional competence, and deepen and strengthen their members’ professional skills and abilities, and in so doing expanding and improving their capacity to undertake their work and enhance their positive impact in the world; * ***Associations that present and connect government entities***, such as municipalities, metropolitan governments/entities throughout the world and pursue mutual learning and growth; * ***Not-for-profit, Non-Governmental Organisations and advocacy groups*** that focus on a particular aspect, sector or group in the arena of human settlements, development and/or governance; * ***Think-tanks and research agencies*** that provide a series of knowledge-production and sharing functions to their members and clients; and * ***Ad hoc pro-active actions, interventions and funds introduced by the State*** to ensure a specific set of outcomes in the area of settlement development, planning and governance.   Examples of each type are provided in the section below:  **1. Professional organisations, institutes and councils:**  The ***“Royal Town Planning Institute”*** was established in 1914 and is the UK’s leading planning body devoted to spatial, sustainable and inclusive planning, as well as the largest planning institute in Europe with over 23 000 members (2012). The RTPI is essentially three things:   * A membership organisation and a Chartered Institute, which is responsible for accrediting planning courses nationally and internationally, registering members, ensuring that they undertake lifelong-learning and maintaining professional standards in planning work; * A registered charity whose charitable purpose is to advance the science and art of planning for the benefit of the public; and * A learned society.   In giving expression to its mandate, the body organises knowledge-sharing events (e.g. conferences and seminars), provides guidance regarding good practice to its members, initiates and funds research on matters that are important to it, or its members, engages government on matters within its domain of focus, provides planning aid and advice to community members, awards members who have excelled in a range of areas of work, provides students with bursaries, represents the profession in dealing with other professional groupings and generally does whatever it takes to advance the cause of sound planning and sustainable settlement development.  The body is governed, under the provisions of its own Royal Charter and Byelaws through a Board of Trustees with a General Assembly, supported by various regional and specialism-based committees. Annual General Meetings are held where all RTPI members are welcome to participate and share their views on matters that affect them, the profession, the discipline and the institution. The RTPI employs twelve full-time employees, who report to the Board of Trustees and take care of the day-to-day functioning of the body. It also has a highly interactive website that ensures ease of access to the body.  Through a *“Planning Aid”*-link on its website, the RTPI provides guidance to communities on “Planning” and information to empower them in initiating, participating in and shaping planning activities in their neighbourhoods. It also publishes documents *(“Good Practice Notes”)* that provide guidance to both its members and the public and specifies what is regarded as “good practice” in a particular area of work. (This also allows communities to assess the kind and quality of work they get from government.) These documents (of which the 2005-RTPI-document titled *“Guidelines of Community Involvement and Consultation”* is a good example) typically:   * Introduce the guidelines and provide a broad overview of what the guidelines about and why they were produced; * Highlight the issues the guidelines seek to address, or that they speak to; * Provide a series of ways/methods (“enablers”) in which the issues can be addressed or dealt with; and * List performance standards that practitioners have to adhere to.   Typically the route into a profession, in this case becoming a Chartered Town Planner in terms of the Royal Town Planning Institute-provisions, called *“the Licentiate route”*, is as follows: After completion of an accredited Town Planning degree course, a graduate applies to become a Licentiate of the RTPI before commencing his/her eligible practical experience. This Licentiateship is the class of membership that bridges the gap between Student and Chartered Membership. The route has five elements:   * Completion of a *minimum requirement of professional spatial planning experience* (a minimum of two years in this case), which is clearly prescribed in RTPI documentation; * Keeping of a *log book*, i.e. a written record of work undertaken, skills developed and learning outcomes achieved in completing the prescribed practical experience; * A *Professional Development Plan (PDP)*, which must be composed at the start of the period of Licentiateship and be updated regularly, forming the basis of meetings with a mentor; * A *mentor*, who will be available to offer support and guidance, and which is also clearly described and detailed out in documentation. The Licentiate will meet with the mentor over the course of the period of practical experience. While is it not mandatory to have a mentor, it is highly recommended; and * A *written submission reflecting on the Licentiate’s experience and skills*, which is submitted to the RTPI for assessment by RTPI nominated Assessors.     The ***“Ontario Professional Planners Institute”*** (OPPI) is a professional organisation like the RTPI, with the difference being that its area of focus and membership is only the province of Ontario. OPPI is governed by a Council of senior members (five directors, representing the five committees of OPPI and seven District representatives) and one student delegate. The institute describes itself as the recognised voice of the province’s planning profession. It provides leadership on policy related to planning, development, the environment and related issues. In contrast to the RTPI, which is self-regulated, OPPI is regulated by an Act of the province, *viz.* the Ontario Professionals Planners Institute Act, 1994. The body, has, however, since 2010 been exploring self-regulation.  The ***“KwaZulu-Natal Institute of Architects”*** (KZNIA) is a voluntary organisation of architectural professionals, from students to practising architects and technicians that is affiliated to the South African Institute of Architects (SAIA). The KZNIA strives to create a workplace for its members in which they can pursue excellence each day, knowing that their institute is constantly and vigilantly monitoring the environment in which they practice, is feeding them with relevant information, protecting their interests, monitoring standards and representing them at all levels in the public domain. The body is steered by an elected Board of Representatives who hold office for a period of two years. The Board elects a President and Vice-President and a management committee.  The **“*Commonwealth Association of Planners”***(CAP) is an organisation that is concerned with the planning and management of settlements and regions across the Commonwealth. Professional organisations representing urban and regional planners throughout the Commonwealth are members of CAP. CAP provides a forum for creative ideas and practical actions to make healthy, attractive and competitive towns, cities and regions. CAP is a charity that is registered in Scotland. CAP holds conferences and publishes a Newsletter three times per year in which news items and articles of value to its members are provided. It is available in hard copy and electronically. CAP has an Executive Committee that has a President and a series of Vice-Presidents from the various regions in which the CAP is active. CAP has a Constitution setting out what is objectives are, the classes of membership and how to become a member, the administration of the association, the finances, ways of amending the constitution and dissolution of the association.  ***“Connecting Environmental Professionals”*** (CEP) is a chapter of a larger national body called Young Environmental Professionals (YEP) of Canada that was founded in 1997 and is dedicated to creating opportunities for young and emerging environmental and sustainability professionals. CEP, the “parent body”, is a not-for-profit, volunteer organisation that is dedicated to promoting opportunities for networking, career development and capacity building. The members include working professions, “future professionals” and students from government, business and not-for-profit organisations. A key service it provides is mentoring.    The UK-based ***“Design Council”*** is a charity organisation with its own Royal Charter that was created in 2011 by the merger of the entity by the same name, with the Commission for Architecture and the Built Environment (CABE). Being a Charity, the organisation is governed by a Board of Trustees, and generates its funds by charging for their advisory services, as well as from donations and grants. The organisation seeks to *“bring the transformative power of design to things that matter”*. It seeks to show how design helps meet tomorrow’s challenges and improves everyday life. The long-term aims of the organisation are to:   * Enable people to use design to transform communities, business and the environment for the better; * Stimulate innovation in business and public services, improving the built environment and tackling complex social issues; and * Inspire new design thinking, encourage public debate and inform policy to improve everyday life and help meet tomorrow’s challenges today.   In pursuit of its mission, the organisation has four programmes:   * *Insight,* of which the team working in this area, provides information and new evidence on the value of design, and stimulates debate, influence policy and build networks to promote the benefits of design for everyone; * *Challenges,* of which the team runs competitions that use design to address societal issues, and seeks to demonstrate how design can create practical solutions to complex problems and stimulate opportunities for enterprise; * *Leadership,* of which the team works at senior level with businesses and public service providers to assist them with realising the ambitions of the organisation by identifying practical ways by which design can deliver tangible long-term results; and * *Cabe,* of which the team makers places better for people by focusing on ensuring that places and communities are sustainable, adaptable and resilient.   The Council lists its values as:   * *Being design-led:* Using design principles to inform everything they do; * *Acting a connector:* Bringing people, information and ideas together; * *Being a pioneer:* Being innovative and a clear advocate for its ideas; and * *Enterprising:* Delivering value and supporting the nation’s talent.   **2. Associations that present and connect government entities:**  ***“Metropolis”*** is an international organisation of cities and metropolitan regions of more than a million inhabitants. The vision of the body is to build a network of metropolitan governments and their partners to ensure urban sustainability within its environmental, economic, social and cultural dimensions. The body was created in 1985, and seeks to provide an international forum for exploring issues and concerns that are common to all big cities and metropolitan regions. The focus is on fostering, assisting with and reporting on mutual learning, innovation, training and technical assistance in issues of metropolitan planning, governance and financing. The organisation also provides international presence/profiling for these entities and ensures high-level reflection and debate between members and interested parties on big city trends, areas of concern and ground-breaking innovations and solutions in governance and management. In addition to this, the body provides financial and technical assistance to metropolitan areas in developing countries. The website of the body provides contact details of the office-bearers, information on the mission, structure, membership and meetings of the body, as well as a large body of publications that can be downloaded for free.  Metropolis has the following structure(s):   * *General Assembly:* The President of the Board convenes a General Assembly of all active members at each “Metropolis” congress, which is held approximately every three years. Decisions are taken at these gatherings by simple majority of active members present or represented; * *Board of Directors:* This body consists of 12 to 22 members representing the metropolises of various continents and is elected by the General Assembly; * *President of the Board:* The President is elected by the Board of Directors for the period equal to that of the Board. The President represents the Association in formal activities and is invested with powers for that purpose; * *Permanent Secretariat General:* The Secretariat General is responsible for developing and coordinating relations amongst members and for applying decisions of the General Assembly and the Board of Directors; and * *Regional Secretariats:* There are five Regional Secretariats (Africa, Asia-Pacific, Europe, Latin America and Caribbean and North America). The mission of this secretariat is to promote and develop the Association’s activities within its geographic zone of influence.   The ***“South African Local Government Association”*** (SALGA) is an autonomous association of South Africa’s municipalities with its mandate derived from the 1996-Constitution of the RSA. This mandate defines SALGA as the voice and sole representative of local government. SALGA interfaces with Parliament, the National Council of Provinces (NCOP), the national Cabinet and provincial legislatures, as well as international local government associations. SALGA defines its role as to (1) represent, promote and protect the interests of local government; (2) transform local government to enable it to play its developmental role; (3) raise the profile of local government; (4) ensure full participation of women in local government; (5) perform its role as an employer body; and (6) develop capacity within municipalities. SALGA has a national political structure, and one in each of the nine provinces, that is elected into office by its members. In addition to this, it has an administrative section nationally, as well as in each of the provinces. The national administration includes eight directorates, which deal with the various functional areas of the municipal government environment, including Economic Development and Development Planning and Governance and IGR. The national SALGA website includes links to upcoming events, information that is of importance and value to municipal officials and councillors and its own knowledge sources.  The ***“United Cities and Local Governments”***-organisation offers a *“Mentoring Programme for Cities”* by which a mentor City shares its experiences with and provides technical support to a mentee City. It shares both good and bad experiences. It is a long-term relationship, as it is recognised that the establishment of such relationships takes time, and must never take on a one-size-fits-all nature. A key component is ensuring political support and managing political sensitivities around mentoring and mentee-statuses. SALGA, the City of Johannesburg and the Ethekwini Metropolitan Municipality are members of the organisation.  “City to city cooperation” is a popular model for sharing experiences and building capacity through knowledge transfer and contact. A good example is the ***“Addis Ababa/Lyon City to City Cooperation”*** that started in 1999 and which representatives from the two cities and the relevant national Ministries explore areas of collaboration in priority areas identified by both parties. In this case these are public mass transport, urban and regional planning and solid waste management (Grand Lyon/Lyon Town Planning Agency/Addis Ababa City Government, 2009).  **3. Not-for-profit, Non-Governmental Organisations and advocacy groups:**  The KwaZulu-Natal, South-African-based ***“Built Environment Support Group”*** (BESG) is a not-for-profit organisation that was established in 1983 in resistance to the Apartheid State, and is committed to helping communities meet their settlement needs. BESG is focused on supporting the poor and vulnerable get access to resources, and increasingly gain control over their lives, their settlements and their destinies. This it seeks to do by assisting communities to transform their settlements into habitable, sustainable areas in which sustainable livelihoods are possible, achieve their basic socio-economic human rights and capacitating local government to enable this sphere of government to assist communities in the realisation of this mission. It has a special emphasis on small rural towns. BESG provides lobbying, advocacy, capacity-building and information sharing services. BESG also has a separate Section 21-company, BESG Development Services that manages its trading (non-donor funded) activities. The organisation is managed by a Board of 9 members who volunteer their skills in development, human resources, adult education and community development. BESG currently has nine staff with a similar range of skills as its Board Members.  The Cape Town, South African-based ***“Development Action Group”*** (DAG) is a non-profit organisation that works throughout South Africa to fight poverty and promote the development of integrated urban environments. The organisation seeks to create, implement and support opportunities for community-centred settlement development and to advocate for and foster a pro-poor policy environment which addresses economic, social and spatial imbalances. The organisation takes a strong partnership approach and seeks to work with partners who share their concerns, philosophy and objectives. DAG, like BESG, had its birth in 1986, during the struggle years, as a specific response to the destruction of informal settlements and the removal of the Crossroads settlement in that year. DAG provides lobbying and advocacy services to communities in need and on issues that are of importance to its work and the communities it serves, conducts research, provides training, and shares information on issues in the sector in which it is involved *inter alia* through the publication of position papers.  The Gauteng-based, South African ***“Planact”****,* is a people-centred community development organisation that seeks to build the capacity of civil society to engage with government and become active partners in development. The organisation targets the most marginalised and disadvantaged communities for its work. Like DAG and BESG, Planact was established during the struggle years in 1985 by a group of activists who came together to assist community organisation to propose and advocate for alternative development plans to those of the apartheid regime, and in later years, to facilitate a civic voice during the transition to democracy. In 1994, Planact was registered as a Section 21 company, remaining involved in disadvantaged communities, but also expanding its work into local government capacity-building. Its mission remains to support and mobilise community processes that enhance good governance at the local level to improve people’s habitable environment in ways that alleviate poverty. Planact is governed by a Board that is drawn from local government, academia, civil society and the private sector. It has a staff complement of ten to twelve people with a wide range of skills and competencies in amongst others, the local government, policy development, training facilitation, organisational development fields.  The ***“South African Cities Network”*** (SACN) is a network of South African cities and partners that encourages the exchange of information, experience and best practices and urban development and city management. The SACN was established in 2002, as an initiative of the then Minister of Provincial and Local Government and nine of the country’s largest municipalities and the South African Local Government Association. (SALGA). The goals of the organisation are to (1) promote good governance and management of South African cities; (2) analyse strategic challenges facing South African cities; (3) collect, collate, analyse, assess, disseminate and apply the experience of large city government in a South African context; and (4) promote a shared-learning partnership between different spheres of government in support of South African cities. The SACN lobbies on behalf of its members, conducts and funds research and publishes information on its members and on matters that are of importance to its members. The SACN is a company with a Board of Directors that are appointed by the organisations that are part of the organisation and staff contingent of eight.  ***“Policy in Motion”*** is a California-based “emerging small business and underutilised disadvantaged business enterprise” focused exclusively on federal and state liveability policy analysis, education and implementation pertaining to integrated transportation and land use plans and projects, which improve transportation choices and system efficiency while fostering the growth of beautiful communities and a healthy planet. It was established by Lauren Michele and is also run and managed by her. She also offers a mentorship programme, which is designed to mentor youth, college students and emerging professionals with an interest in public policy and sustainability planning into careers in transportation or urban planning. The program uses Sacramento as a learning ground by emerging mentees in the firm’s current local/state/federal policy research and transportation planning projects. It is designed as a “work exchange” with mentees providing project and research support for hands-on learning in planning practice, business development and policy implementation, as well as getting access to career networks around California’s Capitol. The program allows for ample flexibility with student schedules taken into consideration and an attempt made to balance place of residence of the student and work. There is also provision for a weekly in-person meeting between the mentor and mentee in a location that is accessible by public transportation. The program seeks also to mentor and develop “budding leaders” in the field of sustainable transportation planning and policy.  ***“Action for Market Towns”*** (AMT) is a national small-town advocacy, not-for-profit membership group that provides small towns, local authorities and interested parties and community members with (1) useful information and advice; (2) examples of best practice; and (3) national representation. The body recognises the importance of small towns in the UK and seeks to share good practices regarding their sustenance and redevelopment and to lobby on the national stage for their share of the national budget and national policy focus and interest. The body is linked into a number of other organisations involved in town building, planning and heritage and associated networks, where it shares its views, debates, learns from others and advocates its positions. It is also fully active on the social media-scene, with a Twitter and Facebook-presence. With the UK government’s recent move towards localism and the preparation of Neighbourhood Development Plans within a new National Planning Policy Framework, AMT has also positioned itself within the new policy focus and the work that needs to be undertaken. In this endeavour it is supported by government with funding, and is also collaborating with a series of other entities. Including the RTPI, to assist local groups in developing their Neighbourhood Development Plans.  ***“America in Bloom”*** is an independent, non-profit organisation dedicated to promoting nationwide beautification programs and personal and community involvement through the use of flowers, plants, trees, and other environmental and lifestyle enhancements. The organisation provides educational programs, resources (including good practice publications), and the also runs a friendly competition between participating communities across the USA. The organisation relies heavily on the voluntary spirit in communities and for active engagement and feedback from those that take part in its activities.  The ***“New Jersey Community Capital”*** (NJCC) is a non-profit Community Development Financial Institution that provides innovative financing and technical assistance to organisations that support housing and sustainable community development ventures that increase jobs, improve education and strengthen neighbourhoods. The organisation offers loan capital that is broader than bank lending to results-oriented, socially responsible organisations that are committed to creating positive change in low-to-moderate communities throughout New Jersey. The objective of the organisation is to use innovation and dedication to deliver high-impact community development solutions that change lives for the better.  **4. Think-tanks and research agencies:**  The ***“Urban Land Institute”*** (ULI) is a USA-based non-for-profit research and education organisation, which is supported by its nearly 30 000 members, who are located worldwide, and who represent the full spectrum of land use and real estate development disciplines working in the private and public sectors. These include property owners, investors, developers, service firms, planners, public officials and academics. As a multi-disciplinary real estate forum, ULI facilitates an open exchange of ideas, reliable information and experience amongst industry leaders and policy makers dedicated to making better places. The ULI offers awards for excellent achievement in the world of property development, planning and sustainable development, presents seminars, has leadership programs, offers a classroom-based module called “UrbanPlan” in which students learn about the fundamental forces that affect property development in the USA, has its own publication and also publishes case studies of good work.  The “***Resource for Urban Design Information”*** (RUDI) is a web resource dedicated to urban design and place-making that offers knowledge sharing and networking functions to its members – professionals and academics in urban development. RUDI commissions, researches and creates materials for professionals in the public and private sector and puts its members in contact with these materials and material on other websites. RUDI is a membership-organisation that was created in 1996 as a joint project under the UK’s eLib (Electronic Libraries) Programme that was set up following a review of university libraries by the UK Higher Education Funding Councils. RUDI is supported by a panel of independent editorial advisors and offers a unique combination of publishing expertise, practising professionals and academics and features more than 5 000 document, 20 000 pages and more than 9 000 images. The organisation’s website has a searchable archive of best practice projects in a wide area of planning and urban design projects, and links to full-length articles and reports, examples of good practice and design guides, job tenders, awards, events and competitions.  ***“Localis”*** is an independent UK-based think-tank that is dedicated to issues related to local government and localism. Since its formation the organisation has produced influential research on a variety of issues, including the reform of public services, local government finance, planning, and community development. Its work, it is argued on its website, has directly influenced government policy and wider policy debates. The philosophy of the think-tank is that power should be exercised as close as possible to the people it serves. It is dedicated to a localist agenda and challenges the existing centralisation of power and responsibility in the UK. It also seeks to develop new ways of delivering social services that deliver better results at lower costs and involved local communities to a greater degree. The body seeks to provide a link between local government and key figures in business, academia, the NGO sector, Parliament and the media. It seems to influence the debate and public opinion on local government and localism through innovative and fresh thinking. They organise roundtable discussions, publication launches and publish documents. They also provide a consultancy and support service for local authorities and businesses. Localis has a Board of five members and a team of four members – a Chief Executive, a Policy and Communications Officer, A Research Fellow and an Intern.  The ***“Society for Participatory Research in Asia”*** (PRIA) is an international centre for learning and the promotion of participation and democratic governance. PRIA was established in 1982 and has in the thirty years of its existence embarked on numerous capacity building, knowledge construction, participatory research, citizen-centric development and policy advocacy ventures. PRIA’s vision is of a world where informed, empowered citizens participate in the process of deepening democracy with tolerance towards diversity. A harmony between economic and social development is sought in an eco-friendly manner, where local priorities are not sacrificed to global demands. Individual freedom and autonomy is sustained with collective solidarity. PRIA’s work includes research, projects and advocacy. PRIA has four state offices in India. The organisation has a President, a Governing Board and a team consisting of 54 people, of which 30 are working in various programmes nationally and 24 support staff. Of the 30 employees, 21 are social scientists, three have a management background, two are economists, three are planners and one has an engineering/science background.  The ***“Human City Institute”*** *(HCI)*, is a UK-based independent and charitable research agency and think-tank, which investigates social and economic exclusion and promotes solutions that seek to build more human cities and provide more human community services by seeking and promoting practical solutions to alleviating urban poverty and helping communities to build better futures for themselves. The body was established in 1996 at the University of Birmingham and West Hill College. HCI has a recognised history of research into “human city” issues and the management of community projects. Since 2004, HCI reduced its management of projects and now concentrates solely on research.  The UK-based ***“Centre for Cities”*** (CIC) is an independent, non-partisan research and policy charitable institute that is committed to improving the economic performance of UK cities. A key component of its mission is to understand how and why economic growth and change takes place in cities in the UK and internationally in order to help British cities improve their economic performance. In pursuit of its objectives, the body seeks to promote education for the public benefit in issues of economics and public policy in relation to cities and towns in the UK and elsewhere in the world and to promote for the public benefit research in these fields and to publish useful results of such research. The body seeks to (1) produce high-quality research; (2) influence policy; (3) impact on practice; and (4) disseminate its research findings widely. The Centre has a Board of Trustees consisting of eight members and a management team of four members.  The **“*Academy for Sustainable Communities”*** (ASC) was a UK-based national centre for the delivering the skills and knowledge needed to make better places (2005-2008). Its aims were to inspire, motivate and influence people across the public, private and voluntary sectors who are involved in creating sustainable communities. Members were from the public, private and voluntary sectors and include professionals and community leaders. The body provided professional development, online resources, best practice handbooks and research. One such guide was a document entitled “Planning and Engaging Intercultural Communities”, which was described as *“not a toolkit of techniques for public consultation”,* but as a resource document *“to encourage a rethink of public consultation”.*  The UK-based ***“Homes and Communities Agency”*** is a non-departmental public body, which was established in 2008. It acts as a unified housing and regeneration agency with a range of additional functions, including the regulation of social housing providers in England and those functions that were performed by the “*Academy for Sustainable Communities”.* The focus of the work of the agency is on governance, financial viability and value for money as the basis for robust economic regulation, maintaining lender confidence and protecting taxpayers. In addition to its regulatory functions, it also provides guidance on best practices in planning.  **5. *Ad hoc* pro-active actions, interventions and funds introduced by the State:**  ***“ATLAS”*** is a UK-based entity that was set up in 2004 as a pilot scheme by the Office of the Deputy Prime Minister to provide a free, independent advisory service available at the request of Local Authorities to support them in dealing with complex large-scale housing-led projects. It is in essence a team of experts that is currently (2012) sponsored (separately funded) by the Department of Communities and Local Government and is hosted and its services delivered through an agency called the “Homes and Communities Agency”, in doing so providing a key role in enabling services provided by the Agency. ATLAS has as its vision the timely delivery of high quality sustainable development through effective planning processes, collaborative working and the promotion of good practice. ATLAS responds to requests from Local Authorities at any time in the development process. The only specific requirement is that that sites have to be “generally large or of strategic importance”. (The size requirement is at least 500 houses in housing-led projects and 200 houses in mixed-use regeneration projects.) The ATLAS-team contains dedicated staff with extensive planning and development experience. The majority of them are qualified planners, who are supported by experts in specific fields of work, such as urban design, transport planning, social infrastructure, regeneration and environmental (impact) assessment. The team focuses on providing advice and guidance, rather than acting as extra staff resources. At times, focused pieces of work may be undertaken by members of the team. ATLAS is also allowed to, with the consent of the Local Authority/ies concerned, become involved with private sector developers. This is seen as assisting the delivery process by improving communication between the private sector and Local Authorities and communities, developing mutual understanding and strengthening relationships. The key to the success of the entity is regarded as the fact that it provides independent and impartial advice. The core hub of the ATLAS service and guidance is the “ATLAS Guide”, a web-based tool for dealing with large, complex development proposals through the planning system, which is based on extensive practical project experience and research.  “ATLAS” has a Head Office and Regional Branch Offices, staffed by spatial planners. A key component is the website of the entity, on which a comprehensive guide to support Local Authorities that have to deal with large-scale applications, and developers submitting such applications, is provided. The website also included an overview of current projects, news (e.g. upcoming planning and development-related events, conferences and new legislation), publications on a wide range of planning and development-related topics, and a discussion forum.  In some cases governments provide information/guides to professionals, government officials and community members on planning and development-related matters. So for instance the *Office of the Deputy Prime Minister in the UK* put out a document on its website called ***“Diversity and Equality in Planning: A good practice guide”*.** This was a response to research by the Office that revealed that in many Local Authorities the relationship between diversity and the planning system was not well understood.  In 2010, the USA ***“Department of Housing and Urban Development”*** awarded, “for the first time ever”, nearly $100 million in new grants to support more liveable and sustainable communities across the country. In accordance with the grant, 45 regional areas would receive funding through a new initiative intended to build economic competitiveness by connecting housing with good jobs, quality schools and transportation. The grant is intended to support State, local and tribal governments, as well as metropolitan planning organisations in the development and execution of regional plans that integrate affordable housing with neighbouring retail and business development. Many of the grants will leverage existing infrastructure and all will reward local collaboration and innovation.  In the UK, the former national government provided a fund (initiated in 2005), the ***“Gateways to the Professions Initiative”*** was set up to tackle the full range of issues and barriers faced by talented students from low income families seeking to enter the professions through higher education. The Government also provided for a ***“Gateways to the Professions Development Fund”***, which was to be used by professional bodies to improve access to graduate jobs in the professions for people from a wider range of background and to deepen and expand the profession and strengthen what it does and achieves in society. While the Development Fund has now come to an end, the work is carried forward through a Collaborative Forum and chaired by the Minister of State for Higher Education and Intellectual Property.  In 2008, the UK Government, in responding to a report prepared in the same year by the **“House of Commons Communities and Local Government Select Committee on labour shortages and skills gaps in the Planning field”**, expressed the view that planning is crucial for the economic prosperity of the country and *inter alia* made the following recommendations:   * Government had to seek ways to raise the general status of the planning profession by working with professional bodies on a coordinated approach to the promotion of careers in planning in schools, considering a national advertising campaign and ensuring that pay levels in local government reflects skills and demand levels; * The status of the Chief Planning Officer in a Local Authority should be enhanced and consideration be given to elevating this official to senior management level in the administration; * Graduates entering planning departments in Local Authorities should be given a structured and mentored period of experience in all aspects of spatial planning within the relevant authority; * A more flexible approach should be taken to “ages and wages” to ensure that local authorities appoint and retain the best candidates for the job, by appointing planners based on skills and competencies rather than number of years of experience or previous job roles; * There should be greater increased collaboration across local government boundaries and sharing of best practices; * Government, in collaboration with the RTPI, should make a clearer differentiation in planning job descriptions and roles between (1) those planners who deal with the routine, functional planning applications and (2) those who fill higher-level roles that require a broader mix of generic skills on top of their highly developed more technical skill; * The use of consultants necessitates the development of “generic” commissioning and management skills among senior public sector planners, particularly the need to negotiate value-for-money contract rates, monitor and manage performance, and ensure that agreed goals are achieved; * A public sector recruitment drive should be initiated to ensure that government recruits the best planners from RTPI-accredited programs to the public sector; * Government should explore the potential for conversion of mid-life professionals who may wish to switch to planning careers, as is done in the UK in the case of teaching and the legal profession; * In order to ensure that school-leavers, graduates and other professionals better understand what planning is and does, and be drawn to it, jargon should be removed from the profession and from planning work; * Planners need to be better equipped to become more confident in taking on the challenges of a more strategic, future-shaping role than in the past; * Local authorities struggling to perform their strategic planning roles, should be supported by more manuals, training and peer-support; * In local authorities receiving the “Planning Delivery Grant” in the UK, some of the funding may be tied to raiding skills levels in the authorities by requiring increased training and personal development opportunities amongst those receiving it; * Greater collaboration needs to be undertaken by the various bodies and agencies involved in Planning and local government; and * While not making training compulsory, it is suggested that councillors should be as well informed as they can be on issues of planning and development.   As an example of what a proactive Local Authority can do, the ***“Norwich City Council”*** (in the UK) adopted a Code of Conduct, which provides guidance on standards, procedures and protocols for councillors and officials involved in decisions on planning applications and other planning matters in 2010. The guide is both informative and guiding, with information on good practice and matters that are legally defined, and also includes the RTPI’s Code of Professional Conduct. |
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| Topic/Theme | **Functions** |
| Question | **What kind of activities do these vehicles do/undertake?** |
| Response | The activities follow the objectives, mission statements and mandate of the organisation or vehicle. In most cases these involve the production and sharing of knowledge (by research, publications, capacity-building and courses and course-material), which is either open for the public or available to members/subscribers only. In many instances social media is used (see the section on this medium below). Over and above these knowledge-production and sharing functions the following activities are undertaken:  **1. Continuing Professional Development/Education/Learning (CPD/E/L):**  This is a systematic, structured process of maintenance, sharpening, broadening and expansion of a professional’s knowledge base, skills-set and understanding of the area of work of his/her profession, and the development of a repertoire of personal qualities and attributes required by a professional to make sense of and undertake tasks and duties in a mature, wise and professional way, throughout his/her working life. It also seeks to ensure that the professional does not only become good/better at what the profession does, but also to explore new options and areas of work and better ways of doing what the profession has always done. As the individual moves from doing to (1) managing, (2) planning, and (3) mentoring/coaching in his/her profession, CPD assists with imparting and developing the new capacities, abilities and qualities/attributes that are required.  CPD is not just left to the individual’s own whims and time-frames. It is typically done in a structured way, in accordance with a “Professional Development Plan” (PDP) for each individual that provides a framework (and set of priorities) and targets and target-dates for development and in terms of which every learning step/action is documented/recorded in the professional’s own portfolio. Provision is made for a variety of places and ways in which CPD can be undertaken: (1) on-line reading and viewing, and (2) real-time presentation of lectures and talks, or attendance of lectures, talks and courses, participation in seminars. These processes are supported and formalised through a set of forms that provide information and that have to be completed and submitted to the professional body by each member.  A key component of CPD is benchmarking, to enable the professional to assess at specified intervals (e.g. quarterly, annually) where he/she is in terms of professional development, and what kind of further/additional development, knowledge and skills are required. Occupational standards provide these guides. Mentors can also assist in deciding on what to do, how to undertake it, where to do it and when to do what.  The minimum number of hours that a professional needs to spend on CPD/CPE activities varies. So for instance the American Institute of Chartered Public Accountants requires 120 hours per every three years, the RTPI 50 hours every two years, the APA, 60 hours every three years and the American Association of Landscape Architects 11.5 hours per year. The various bodies also differ as to what counts as an eligible activity, and also per State in the case of the USA. Some prohibit activities in the workplace of the professional, others allow conferences and seminars, but not formal educational activities at universities. It also matters what is in the individual’s PDP and whether a particular activity meets a certain need or objective in the Plan.  In 2005, Tim Howarth, published a paper in which he explored the different definitions of CPD amongst five professional institutions involved in the Built Environment in the UK. These institutions were The Association of Building Engineers (ABE); The Chartered Institute of Building (CIOB); The Royal Institute of British Architects; The Royal Institution of Chartered Surveyors (RISC); and The Royal Town Planning Institute (RTPI). In his study he found that:   * While there is not a shared, universal definition of what CPD is amongst these bodies, they all require (1) the retention and deepening of existing knowledge and skills, and (2) the acquisition of new skills/competencies; * The degree of structure in which CPD takes place, varies, with in some cases it following a very structured route in accordance with a Professional Development Plan (PDP), while in others it is more open to motivation/explanation of what was done and how it answered to the objectives of CPD, but with all of the bodies placing a high premium on meticulous book-keeping of time spent on CPD; * The minimum requirements of the bodies varies in terms of time to spent on CPD-related activities, from 35 hours per year or 105 hours in a three-year period, to 60 hours in any three-year period, with a minimum of 10 hours per year, 50 hours in any two-year period, to no set number of hours per year, but with the number of hours to be appropriate to the “growth outcomes” to be achieved; * Monitoring of CPD takes a more standard form with all the organisations conducting random checks of CPD records and Professional Development Plans as submitted by members, or requesting members to provide evidence of their CPD-activities within a set period, with those failing to comply or having been found not to be complying facing suspension from the body; and * While a wide range of activities are accepted as CPD-activities, most of them include lectures, courses, conferences, seminars, voluntary work, mentoring, tutoring, the production of a book, publication or tool, supervised academic research, structured distance learning, teaching (for those in a practice post), practice (for those in a teaching post) and with some bodies placing a higher emphasis on demonstration of outcome and less so on undertaking and completion of CPD-related activities.   One of the benefits of a professional institute with regards to CPD is that it has leverage over its members to continue learning, it can monitor each member’s competence and growth and also devise its offerings, or propose courses in accordance with what its members require. A good example of this capability is provided by a huge study that was conducted in 2005 by the RTPI, in which it did a detailed study amongst 1 200 of its members into the discipline knowledge and skills gaps of its members, with a view towards the structure and content of its CPD-courses.    **2. Recognition: Awards and Honours:**  Professional organisations, such as the *“****American Planning Association (APA)”,*** and their respective Chapters throughout the USA, generally bestow a series of awards on (1) their members in a wide range of categories and sectors of work, (2) initiatives in the community, and (3) community leaders. Generally awards are made for exemplary projects and plans in a series of clearly defined categories (e.g. for a variety of types of projects: neighbourhood regeneration, community initiative and the pursuit of sustainable development, best student awards, best community collaboration and participation, leadership in the profession, advocacy, emeritus planers, visionaries, etc.). In addition to this, they also award a range of scholarships to students based on merit. This establishes and confirms the profession’s pursuit and appreciation of excellence.  As an example, the ***“Indiana Chapter of the American Planning Association”*,** makes annual awards for (1) “Excellence in Planning” with regards to plans, practice, community initiatives, student project, journalism, marketing projects and implementation; and (2) “Distinguished Leadership” to members in the private and public sector, as well as elected representatives and citizen planners. It also makes a special award to what is termed an “Indiana Planning Sagamore”. This is the highest award that can be bestowed on a planner in the association. It recognises the achievement of the planner as an individual and elevates the Sagamore as a model before the public and the planning profession. As such, it serves the goal of honouring those professional planners who have made significant contributions to the profession and the community. In order to qualify as a Sagamore the nominee must have had a minimum of 15 years’ experience as a practicing planner and exhibit: (1) Exceptional leadership; (2) Innovations and excellence; (3) Having created a legacy for the profession, community and society; (4) Risk-taking; and (5) Sustainability and follow-through. Each of these attributes is described in the nomination form for the Sagamore. Nomination is by the peers of the nominee and the process is highly structured.  The ***“American Institute of Certified Planners”*** (AICP) provides for the election of members of the Institute to the “*College of Fellows”*. This is a very prestigious honour and recognises the receiving professional as a model planner who made significant contributions to planning and society. It is awarded to professionals who have been members of the AICP for at least 15 years and who have achieved excellence in professional practice, teaching and mentoring, research, public or community service and leadership. Crucial is the “positive impact” that the professional has had on the profession, and the lives of communities. Nomination for this honour can be done by a number of groups in the AICP. The election process is a carefully described and defined process in which the nominating party/group plays a crucial role in advancing the case of the nominee. It is important to observe that it does become something that the Institute considers when a professional has met the fifteen-year membership requirement. (Lists with the names of everyone that has been a member for fifteen or more years are asked by the parent company from the regional chapters/branches.) It could be argued that it is something that is expected after fifteen years of serving. Stated differently: If one does not have it after the fifteen years of being a member of the Institute, it asks serious questions about the professional’s ethos, work and connectedness in the profession. Given that the nominee also has to meet certain criteria and is dependent on at least five and not more than ten letters of support from the profession, the connectedness of members of the profession to each other, and the professional’s pursuit of the vision and mission of the organisation, is crucial.  **3. Mentoring and “Paying it Forward”:**    Mentoring is a process by which a more mature, generally an older member of a profession, assists a younger member (the mentee) to develop into a better professional by sharing insights, experiences and ideas and listening to and responding to concerns, challenges and proposals of the young professional with advice. Mentoring can be generic, or focused on a specific aspect or area of a profession.  Mentoring is, judging from the status profiles of professional bodies and the CVs of professionals, a desirable item. Being a good mentor, and being recognised as such, often features in CVs. Mentoring has many functions, one of which is to allow older professionals to retire in a dignified way and of leaving the retiree with the feeling of a life well spent, of a journey not coming to an end, for a new youngster, the mentee, is taking the ship forward. Mentorships in professions, are, however, also a sign of, and dependent on a society in which there is a high level of formal and informal institutional density and support and respect for institutions across generations, and for wisdom. Mentoring is clearly far less about the money and far more so about the informal societal recognition that comes/goes with it. This does mean that in a society where money is all/everything, it would struggle to survive. It is also dependent on a society in which there is a respect for non-monetary “things”, respect for age and an acceptance that a career starts at the bottom, with learning and hard work the real way up.  Mentoring in a profession is a formalised process in which a prospective mentor has to apply for the right to mentor and often has to demonstrate minimum requirements, or abilities to perform the required tasks as mentor. Completion of and submission of application forms is provided for in on-line format and feedback on the mentoring activities is also done on-line on a regular, and formally-agreed to timescale. It is a carefully structured and not an *ad hoc*, random process.  In a Canadian organisation, called ***“Connecting Environmental Professionals”*** (CEP), 2012’s Mentorship Program, the body went to significant trouble to match mentors to mentees in terms of experiences and expectations and location. It also specified that the program requirement was for mentors and mentees to meet for 1-2 hour sessions at least once per month for five months. The mentorship program is free for mentors. A $20 administrative fee was levied from mentees and all mentees had to be CEP members to participate.  The program document made clear where it stood regarding mentoring, stating that *“Mentorship is not simply a means to find a job; nor is it an internship. It is a collaborative arrangement between an emerging environmental professional for the purpose of sharing common interests in a particular skill, knowledge or career orientation”.* The document also specified what mentoring offers the mentor, “to give back”, to be a role model, to see one’s work from a fresh perspective, to expand one’s professional network and to improve the mentor’s leadership and communication skills. With regards to the mentees, the document made clear the benefits as providing participants with the opportunity to share work experiences and learn from their mentors, to have an experienced sounding board for difficult work problems, to build a more extensive professional network, to gain clarity on career and personal growth plans, and to improve communication skills.  In a Mentoring Program launched in 2011 by the ***“Young Planners Group (YPG)”***in the “San Diego Section of the American Planning Association” (APA), the objective was specified as introducing YPG members and students to the professional realm of potential careers. Provision was made in the Program for different categories of mentors with multiple avenues of contribution to the Program, based on the mentor’s level of interest in the program and availability. The benefits to mentees/protégés were specified as, to:   * Gain a fresh perspective and additional experience; * Create valuable networking and recruiting opportunities; * Increase self-awareness of personal and professional capabilities; * Further professional and personal goals; * Enhance planning skills and improve performance; * Expand their understanding of the discipline; and * Strengthen ties with the planning community and APA.   For mentors, the benefits were specified as, to:   * Enhance coaching and mentoring skills; * Gain satisfaction in being able to contribute to someone else’s growth; * Gain new perspective on the field of planning; and * Expand their network and professional contracts.   In the ***“Mentoring Programme”*** launched by the UCLG in 2008 and supported by Metropolis, the objective is to share new and broad-based learning and integrate knowledge between southern cities, notably between cities in Latin America and Africa. Provision is also made for peer review between partners.  The ***“University of Wisconsin, Milwaukee’s Urban Planning Alumni Chapter, in conjunction with the Milwaukee Student Planning Association”*** has a voluntary mentorship program to help advance educational opportunities for current planning students. The program seeks to pair students and mentors to closely match the needs and interests of both parties. While a large time commitment is not required, it is expected that the mentee and mentor establish a relationship that benefits both parties. The program provides for a relationship that can be as casual or as formal as the two parties agree to, but it is suggested that the pair meet as least twice during each academic semester. The organisers indicate that they have found that the most successful pairings have included a combination of personal meetings and direct phone/e-mail contact. It is emphasised that it is not a job placement program and students should not and must not expect a job to result from their involvement in the program, although employment may be a natural outcome of the relationship. Mentoring, the programme argues, should be about a mentor sharing talents and experiences with a mentee, and not a stressful or time-consuming activity. The program documentation provides information on ways to apply and advice for both mentors and mentees/students. It also includes suggested activities and the application forms for both parties and assessment forms for both parties.  The Ann Richards School for Young Women Leaders’ ***“Women in Transportation Systems”*** Mentoring Program is focused on pairing young women students (late Secondary School) with professional civil engineers in the transportation field. The mentors have experience ranging from pedestrian pathway design to urban planning and structural design, and seek to provide the mentees insight into college and career options as they develop their post-graduation/Secondary school plans.  The Department of Urban Planning at the University of California, Los Angeles (UCLA) offers a ***“Graduate Summer Research Mentorship Program in the Humanities and Social Sciences”***, which is designed to promote opportunities for students to work closely with a faculty member in developing a paper for presentation at an academic conference and/or for publication. The general goals are to facilitate close working relationships between faculty and students during the early stage of graduate education, to promote timely degree progress, and to encourage a level of creative scholarship and research productivity that helps prepare students for successful academic careers. It also assists in providing students that would have struggled with finding apprentice appointments or other university funding relevant to their graduate training during the summer months. It is expected that the faculty member will be in residence (on campus) during the summer months and be committed to working closely with the student.  The ***“Illinois Chapter of the APA”****,* has a **“Mentoring Program”** which was created as a way for students to get in touch with practicing planners as they pursue their academic careers, a planning degree and a fulfilling career. The type and level of interaction between the mentor and mentee is not prescribed. This has to be decided and agreed to jointly up-front by the mentor and the mentee before the program begins, The “goal” is, importantly, to offer the student access to the experience and insight of planners who have “been there before”. Importantly, the program is only available to students who are APA-Illinois members.  In a longitudinal study amongst “high-potential talent throughout the world” (742 persons who graduated from MBA programs between 1996 and 2007 from 26 leading business schools in Asia, Canada, Europe and the USA) by the ***“Catalyst Group”*** (2012) that sought to explore the “pay it forward”-propensity amongst men and women in this group, the researchers found that:   * Paying it forward benefits not only the receiving partner, but also the ones providing the assistance, as it was found to career advancement and compensation growth for the giver through exposure and the development of a following ($25 075 in additional compensation between 2008 and 2010, according to the report); * Women are more likely than men to develop other talent – 65% of women who received career development support were found to be developing new talent, as opposed to 56% of men and 73% of the women developing talent, are developing women compared to only 30% amongst men; * High-potentials who are paying it forward today recognise that others once took a risk on them and gave them their chance – and now it’s their turn to return the favour; * The men and women who are more likely to be developing others:   + Have themselves received developmental support (59%) versus those who had not received this type of support (47%);   + Were sponsored (66%) as opposed to those not receiving sponsorship (42%);   + Are in senior executive/CEO level positions (64%) versus those at non-managerial levels (30%); and   + Are more proactive when it comes to their own career advancement (63%) versus those who are relatively inactive (42%) with regard to their own career advancement.   The report concludes that “paying it forward” is an essential element of being an outstanding leader, and it benefits everyone involved – *“it’s a virtual circle that leads to more of the same”,* the report argues.  In a short essay, entitled **“*How to dance on the glass ceiling”****,* **Shireen Chengadu**, the Director of the GIBS MBA Programme, discusses the significant distance that still needs to be travelled by women in South Africa to reach parity with men in senior management positions. She argues that the route forward will require an individual, a team and an organisational change. She focuses her proposals on the individual, arguing that there a number of things women can do by themselves. One of these is mentoring. She points out that research has shown that mentoring programmes improve the promotion prospects of women managers. She refers to research by Dr Judi Marshall of Bath University who found that of the 30 senior women managers she interviewed, 70% of them were in mentoring relationships. She also found that all of them placed great value on the relationship and said that it was an important factor in their career development. The mentors sponsored the women and often nominated them for promotion when they should not normally have been considered for the post. Chengadu suggests that women managers find a mentor and reap the benefits, and also pay it forward to avoid falling into the “Queen Bee” or “Stiletto Heel” trap, i.e. being unhelpful to other women as a result of a desire to be unique within an organisation. She also suggests that such women should “approach men who are champions of women to become a mentor and take advantage of their experience”.  The “Financial Institute of Southern Africa” (FPI) produced a document in 2012 entitled ***“Skills-based Volunteering: The mark of True Professionalism”*** in which it called on professionals in the sector to give their knowledge, skills and experience to the benefit of someone who has no means of repaying them. This is remarks, is the mark of a true/real professional. The document explains what is understood under this kind of service and sets out the benefits of such pro bono service to individuals and communities. It also provides an overview of such pro bono activities in other professions and organisations in such professions that are undertaking such work (Law, Medicine, Advertising, Education and Finance). The document concludes with a set of pro bono programmes that the Institute is considering for possible roll-out, which range from serving the Institute, holding workshops for the public, assisting in Financial Planning clinics, sharing one’s passion for the career at student career days, and assisting with ad hoc programmes. The Institute will also be setting up a user-friendly system on its website where members can record their pro bono hours and these be analysed by the Institute.  The **“American Chemical Society”**, which is a professional body for Chemists has a “Paying it Forward” page on its website. In the introductory section to the page, it is stated *“Today, there are thousands of chemists out of work. You probably know some of them. In fact, you may be glad you’re not one of them. But you are willing to pass on what someone has likely done for you? Give your personal advice or support to a job seeker, or pass on a job lead. The collective impact of more than 164 000 people makes a difference. Pay it Forward.”*  The ***“Tertiary School in Business Administration”*** (TSIBA) is a non-profit business school that is registered and fully accredited with the Department of Higher Education. It does not charge class fees, but graduates are required to “Pay it Forward” by transferring the knowledge, skills and resources that they gained at TSIBA into their communities. In this way the school’s vision of “Igniting Opportunity” is realised.  **4. Internships**  Internships are a very popular way by which young graduates either get practical experience or find a form of constructive engagement with an issue, an area of work or in a community that they care about. Internationally there are a multitude of such internships and volunteering programmes. In some cases, bursaries/scholarships are tied to evidence of, or undertaking of community service. Internships are also a way of gaining practical experience in a novel setting, seeing the world, doing something without the duties and responsibilities of a “real job”, spending time away from home, delaying the start of the working life, maybe escaping personal and work commitments – a kind of escapism, meeting interesting people that one would never had back home.  Internships are in most cases formal undertakings, which, in the professional environment are tightly interwoven in a strong community-profession-university relationship. They tend not to be stand-alone, isolated activities. In the university environment they tend to be part of research activities in which research output is also an important consideration. In the university environment an internship would not be the same as “in-service learning”, a stage or a project, in which the student has to undertake a practical project and record the experience as part of a module, or as prerequisite for continuing with the senior years in a degree course.  Internships are popular, and generally regarded as a “good thing”, with caution generally reserved for detail issues, such as matching the intern with the right programme. All professional registration bodies consulted also have some or other form of internship, or working under supervision of a professional, with the experience having to be captured and reported on in a detailed manner.  Interns, judging from blogs, seem to experience problems with choice, accommodation (cost, type and location), the size of the stipend (wealthy interns seem to suffer less in this regard), under-preparedness for, or lack of preparation for the internships and all its facets, relationships – with partners back home, relatives who do not see the need for it, at the workplace and with other interns. Internships seem to mean different things to different students – for wealthy students it can be a holiday, for a graduate on whose shoulders rest the advancement of a family, it can be a hindrance. For a student with a job waiting back home, it can be an unnecessary hindrance, for someone who does not have a job, it can be regarded as a blessing.  In the late 1990s the ***“Health Care Professions Council of South Africa”*** (HCPSA) introduced a new addition to their registration requirements. In terms of the new requirements, all graduates would need to go through a system of two years internship and one year community service. A clear distinction as made between the various terms and types of work/service. Registration was tied to completion of the community service year, and without registration it was unlawful to practice as a health care professional in South Africa. The introduction of the community service year was a well-researched, carefully planned event with clearly defined objectives, guidelines prepared and a lengthy lobbying process embarked upon. The timing was also right – the first intake was in July 1998, at a time when the transition to democracy was still a recent event, and the country living in the glow of the magically peaceful transition to democracy in 1994. The programme was also administered in a highly professional fashion and supervision, support and “care of the student” part of the roll-out. It has by and large been regarded as a success.  In 2010, in a study in the UK into the benefits gained from ‘year-long work-based placements’ (“sandwich years”) in town planning as opposed to other forms, such as practical assignments that allow students to simulate practice, develop practical skills and reflect on practice, ***Professor Andrea Frank*** finds that such placements can add enormous value to the town planning graduate, but that is does require of the placement year to be meticulously well integrated with the curriculum. This requires a very good working relationship between the university and practice. At the same time, the placement runs the risk of students focusing on pleasing their employer and earning a salary, rather than using the year to learn and gain exposure. It does require of employers to provide a supportive learning environment and of academics to be far more involved in the selection and placement process.  In 2011, ***Huw Thomas***, a professor at the School of City and Regional Planning, Cardiff University, Wales, conducted a study in which he explored the contribution short-term internships (two-to-three weeks) make to graduate employability. The study, which was funded by the Higher Education Academy and managed by Cardiff University and the Royal Town Planning Institute (Wales Branch), found that short-term internships, if they are properly organised and if internees are adequately supported, can improve employability. While the internees indicated that they had gained “hard, technical skills”, they indicated that the major benefit was the softer and transferable skills of “working in a team and understanding the nature of planning organisations” (Thomas, 2011: 6). A key concern that was raised by the interns was the lack of variety of work the internees were exposed to. Internees indicated that they did not feel that their needs were recognised or attended to. The researcher suggests that an “honest-broker” may be needed in work-programmes to ensure that the employers and the internee’s needs and expectations need to be balanced and formalised before the internship begins. At the same time, it would be possible to make a better match between internee and employer.  In a 2008-paper by ***Geraint Ellis, Sue Morison and Joanna Purdy***, the authors document and discuss a project in which undergraduate planning and medicine students were brought together to explore the concept of “Healthy Urban Planning” (a goal of the World Health Organisation’s Healthy Cities Programme) in a real-life context in the UK. The study revealed the value of promoting inter-professional education, both as a way of better addressing the huge challenges facing society and in inducing greater professional reflection amongst students regarding their own and other professions.  In a 2003-study into the perceptions of students in the USA in public policy programmes (including planning) regarding employment in the public and private sectors, ***Carol Chetkovich*** of Harvard University, found that, generally, interest in government and a job in the public sector declines from entry of the programme to graduation. She also suggests that the policy curriculum, with a strong emphasis on analytic methods and cautions about the failure of public policy, does not assist in increasing the appetite for a position in government. In terms of which students choose what, she finds that those interested in a career in government, making an impact is important. For those interested in a job in the private sector, financial resources and professional development seemed to matter more. Finally she found that students anticipate a fluid career path with many changes and need for adjustments, and choose positions that offer such growth and ability to adjust later on, which is more commonly associated with the private and not the public sector. She argues that there are ways of countering these tendencies by providing students with a richer understanding of the possibilities that employment in government offers and indicating how there is potential for personal and professional growth in a public sector job.  **5. Providing spaces and forums for special interest groups to discuss and share experiences**  The Oregon Chapter of the APA has a ***“Women in Planning Committee”***, which was established in 1999 and whose mission is to enhance the impact of women on the planned environment by promoting mutual support and professional development. Their activities seek to:   * Strengthen collaboration among women in different areas of planning; * Increase the awareness/recognition of positive contributions of women’s leadership in planning and public service; * Provide a mentoring atmosphere for women of all ages working in planning; and * Explore planning-related topics through a variety of mediums and formats.   **6. Intervening in specific areas of need through the programmatic roll-out of capacity and/or funding**  Early in 2006, a novel capacity deployment programme was announced. Called **“*Siyenza Manje”*** *(“we are doing it now”)*, it had political, service delivery and financial imperatives and support. Referring to the programme in his Budget Speech, the then Minister of Finance, Mr Trevor Manuel, stated that, “*The Development Bank of Southern Africa is currently assembling a task force of engineers and project managers, to be named Siyenza Manje, to contribute to operational and strategic capacity in distressed municipalities, and to accelerate the roll out of basic services”* (Budget Speech by the Minister of Finance, Trevor A Manuel, 15 February 2006).  The programme had a clear set of objectives: (1) provide capacity in under-capacitated municipalities; (2) engage human resources in these municipalities; and (3) build capacity and provide training. The programme had holistic approach and was to be connected to capacity building at Vulindlela Academy. It also had a full deployment model with six levels from professionals (highly technically skilled, experienced, seasoned engineers, town planners, financial experts & project managers) ‘down to’ graduates, artisans and higher education institutions, FETs and schools.  The programme achieved a lot of good. There were, however challenges, such as (1) that it entrenched and deepened a culture of dependence and a sense of a lack of self-sufficiency; (2) tensions arose around what the programme had to prioritise: capacity building or service delivery; (3) there were skills and outlook/worldview differences between ‘deployees’ and in-house colleagues and politicians; (4) professional jealousies arose in some cases; (5) the lack of permanence meant that the deployees were not seen as colleagues that would be around, and in some cases this was also seen as a pity by the deployees – that they would not be around to see projects and programmes through; (6) institutional gaps and political problems in places where the deployees were placed were challenging and placed an obstacle on performance; (7) the to the DBSA meant that in some cases there was an expectation of more funds to be leveraged via the deployee.  The programme has now come to an end and a new programme is now being developed in CoGTA and the NT (funding) and a new Municipal Infrastructure Support Agency (MISA) established, with as one of its objectives “a long-term capacity building programme”.  In 2002, the APA initiated a program funded by the Wallace-Reader’s Digest Funds and the Doris Duke Charitable Foundation called the ***“City Parks Forum”.*** The program uses city parks to deepen a sense of community and pride and foster community engagement by providing a venue for participation in and attachment to their communities. Some of the parks in the program host community signature events, such as the Sunday Market, which brings people together for clothing and jewellery shopping, for produce at the farmer’s market and for food and entertainment. By using parks at night, parks also became safer, saw the departure of drug dealers and prostitutes and spawned greater community involvement and pride. In another case, a park was used for community meetings and neighbourhood visioning exercises. Communities were also given the opportunity and responsibility to jointly plan and redevelop a vacant lot into a park.  Organisations that represent the profession can form highly collaborative working relationships with the education sector, the two groupings assisting each other in mutually beneficial ways. This can find expression in the two groups coming together to discuss matters of mutual interest, as was done in 2008 by the RTPI, when the ***“RTPI and the Centre for Education in the Built Environment (CEBE)”*** jointly organised a one-day workshop to discuss planning education and needs of practice. A key area of focus was to discuss the transition from education into practice and the requirements of practitioners who invest in the education and training of graduates.  While professional bodies typically focus on the interests of their members, they can also engage a series of issues that affect the communities they function in. So for instance the 2002-Strategic Plan of the ***“Connecticut Chapter of the American Planning Association”*** (APA) has as its mission to provide leadership in planning, land use and development in order to build strong communities and improve the quality of life in Connecticut. As its strategic objectives the Plan not only sought to develop the qualities and competencies of its members, but also to assist the State with planning and strengthen and expand the contribution of planners to their communities and enhance the credibility of planners amongst elected and appointed officials and the public. |
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| Topic/Theme | **Formats and Platforms** |
| Question | * **What kinds of websites do these vehicles have/use?** * **Can a “casual visitor” make use of these websites, or is it restricted to members only?** * **What kind of resources do these websites use?** * **How do these vehicles make use of social media such as Twitter, Facebook and LinkedIn?** |
| Response | Websites on, or related to, planning, development, sustainability and cities etc. are numerous and diverse and grouping them into discrete categories is not feasible as each ones’ format and content is determined by the specific organisation/institution/department that it is hosted by. However, in an attempt to provide some type of structure, the main function of the website will be used as a structuring mechanism. The following functional categories can be discerned:   * ***Horizontal learning among Network partners:*** The main focus of these websites is to facilitate ‘horizontal learning’ and interaction among a specific and limited set of institutions, organisations, departments or cities (amongst others) on an international, national and/or local level. Locally the *South African Cities Network* (network of nine prominent SA cities) website is a good example and on an international scale, the *Metropolis* (a network of metropolitan governments) fits this profile. This does not mean that they are not used by non-members, the *South African Cities Network* website is a valuable repository of knowledge for any urban practitioner, but rather that membership is limited and the main focus is not the dissemination of information to non-members although that is usually a secondary motive. These websites usually also include an element of advocacy based on the specific values of the hosting institution. (*More examples: CEOs for Cities; Cities Alliance; ICLEI Local Government for Sustainability; National League of Cities)* * ***Advocacy and information sharing:*** These websites are diverse in content and format and cover a broad spectrum of organisation/research institution/NGO websites. The general function of these websites is advocacy and information sharing on specific topics or fields of research as well as ‘advertisement’ of the organisation’s work. Locally *Urban LandMark* is a good example of this type of website, and internationally *UN-Habitat*’s website fulfil these functions. *(More examples: Urban Land Institute; African Centre for Cities; Projects for Public Spaces; Congress for the new Urbanism)* * ***Web-based publication:*** These websites are diverse in content and format but what they have in common is that their main focus is the dissemination news about cities, development, planning etc. Sometimes they are in the form of an online magazine (e.g *The Atlantic Cities*) or a forum where various articles and links to articles on other websites are posted regularly (e.g*. Sustainable Cities Collective*). *(More examples: This is NRP; Urban Omnibus; Next American City)* * ***Profession-building:*** Websites with this function can be grouped into two groups: (1) websites by professional bodies such as the *American Planning Association*, and (2) websites ‘for planners by planners’ such as *Planetizen*. All three these websites have decidedly different formats but what they do have in common is their focus on the planning professional. They are genially spaces for interaction between planning practitioners, repositories of knowledge, links to websites relevant to planning and have a decidedly ‘interactive/immediate’ character and generally allow for interaction among individuals not just organisations or institutions. *(More examples: Canadian Institute of Planners; Cyburbia; Planners Network)* * ***Location-based advocacy and information sharing:*** These types of websites usually focus on a specific geographic region. A good example would be *Change by Us New York City*. It is a website that allows individuals to propose specific projects or solutions to problems in New York City which in turn is brought to the attention of city leaders and government officials. These websites vary in focus and some, like *City 2.0 Santa Barbara*, are local community sites providing a platform for locals inhabitants to interact, stay informed and raise their opinion. *(More examples: Neighborland; The Civic Crowd).*   **Membership is probably the best indication of the primary “target audience”.** The following can be observed regarding access:   * Websites focussed on ***‘horizontal learning among network partners’*** and ***‘advocacy and information sharing’*** rarely provide the option of becoming a member as membership is generally on the level of an organisation, city and nation amongst others. Their main target group is not the individual thus individual membership is decidedly limited. * ***Web-based publications*** membership covers the whole spectrum, from ‘closed’ websites such as ‘The Atlantic Cities’ which is at its core a web-based magazine to ‘Sustainable Cities Collective’ where the individual has the opportunity to write posts for the website (the posts are moderated for quality) if they become a member at no cost. * ***Profession-building*** websites actively promotes becoming a member. Websites hosted by Professional Bodies such as the American Planning Association tend to have a membership fee and are usually but not always limited to a specific geographic region. Membership to websites developed ‘for planners by planners’ such as Planetizen are generally free charge, however some organisations such as Planners Network’s charge for membership. * ***Location-based advocacy and information-sharing*** websites varies with regard to membership, but generally require ‘registration’ as a member if you want to participate in conversations or create posts.   The **resources provided on the websites** determine to a large extent the type of users visiting the website as well as to whether users will return on regular basis:   * ***‘Horizontal learning among Network partners’*** *and* ***‘Advocacy and information sharing’*** websites generally provide (1) research outputs in the form of formal research documents and publications, sometimes for a fee; (2) Links to other, usually similar websites or the websites of partner organisations; (3) An events calendar; (4) A media section with the latest news and sometimes videos or live webcasts; (5) A newsletter that individuals can subscribe for free; (6) Links to social media, with Facebook and Twitter as the most popular; and (7) E-learning can be found on a few websites, usually at a fee. In addition to the above many of these websites have a ‘members’ section/log-in for representatives of the specific network members or partner organisations, which is not open to the public. * ***Web-based publication:*** These websites generally provide (1) short ‘magazine-type’ articles on current events related to planning and cities; (2) videos and webcasts on current topics; (3) a newsletter that individuals can subscribe to for free; (4) links to other ‘magazine-type’ articles on other websites; (5) an events calendar; and (6) links to social media such as Facebook and Twitter. These websites are generally updated on a weekly if not daily basis to ensure user returns. * ***Profession-building:*** Websites by Professional Bodies are decidedly focussed on the individual planner. APA is probably the best example of an exceptionally well developed website by a Professional Body. These websites usually include (1) publications such as Magazines and Journals; (2) information relevant to planning professionals such as information on education, career development, salaries and job advertisements; (3) e-learning opportunities such as on-demand online courses, short course webinars and Virtual Conference Sessions (4) a media centre with Blogs by professional planners and videos/padcasts of various lectures and interviews by prominent planners; (5) an events calendar; (6) links to other websites focussed on the planning profession; (7) links to social media such as Facebook, Twitter and LinkedIn. Websites ‘by planners for planners’ such as Planetizen, one of the biggest online planning communities, generally provide the following resources: (1) feature articles and blogs by prominent planners on current topics; (2) links to other relevant and useful website for planners; (3) on-line training is provided by some website such as Planetizen where the course credits count for AICP maintenance (professional certification for planners in the USA); and (4) job advertisements. * ***Location-based advocacy and information-sharing*** websites basically provide a platform for allowing individuals to get their voices heard or to source local geographic specific information and event. * It is useful to take a look at how ‘current’ the website resources are. Generally the ***‘Horizontal learning among Network partners’*** *and* ***‘Advocacy and information sharing’*** websites are only updated when new documentation is published or a new programme launched. For ***‘Web-based publications’, ‘Profession-building’ and Location-based advocacy and information sharing’*** return visits by users is actively worked towards, thus they tend to be updated weekly if not daily to ensure the return of users. |
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