A Sustainable Settlement Collective: Creating the Built Environment Professionals Needed to Realise the 2030 NDP Vision

**CREATING URBAN NETWORKS.
RESHAPING SOUTH AFRICA'S CITIES.**

Draft for discussion – Oct 2013

SECTIONS

Section 1:	Background & Context
Section 2:	The Challenge: The Human Dimension
Section 3:	Development of a Built Environment Professional
Section 4:	The Role of Institutions & Power Collective Action
Section 5:	The Sustainable Settlements Collective: Objectives into Actions
Section 6:	Taking Collective Forward Process

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CONTEXT OF THE NEIGHBOURHOOD DEVELOPMENT PROGRAMME

- The NDP was established in 2006 and is responsible for managing the Neighbourhood Development Partnership Grant. Grant Purpose:

> To support and facilitate the planning and development of neighbourhood development programmes and projects that provide catalytic infrastructure to leverage 3rd party public and private sector development towards improving the quality of life of residents in targeted underserved neighbourhoods (townships generally) Division of Revenue Bill, 2013 (Bill No. 02 of 2013)

- From the start of the programme until the end of 2012/13 the NDP has:
  - Approved municipal business plans to a value of R4.0bn
  - Approved project plans to the value of R 3.9 bn.
  - Completed 129 municipal NDP projects
  - Disbursed a total of R615m to service providers and municipalities, 94% of its budget.

- Cities as spaces:
  - Multiple spatially disparate "ad-hoc" projects have low impact
  - Township development in the absence of an integrated & co-ordinated city-wide urban regeneration strategy has low impact
  - Land issues dictate project progress and viability
  - Mixed-use transit orientated development is a good practice
  - Township development should be aimed at economic growth and poverty alleviation

- Cities as institutions:
  - Involvement of all 3 spheres of government
  - Limited municipal capacity to plan & deliver multiple funding sources in large-scale mixed use developments
  - Project prioritisation not to be informed by vested interests

NATIONAL DEVELOPMENT PLAN'S (NDP) 2030 VISION FOR SOUTH AFRICA'S URBAN AREAS:
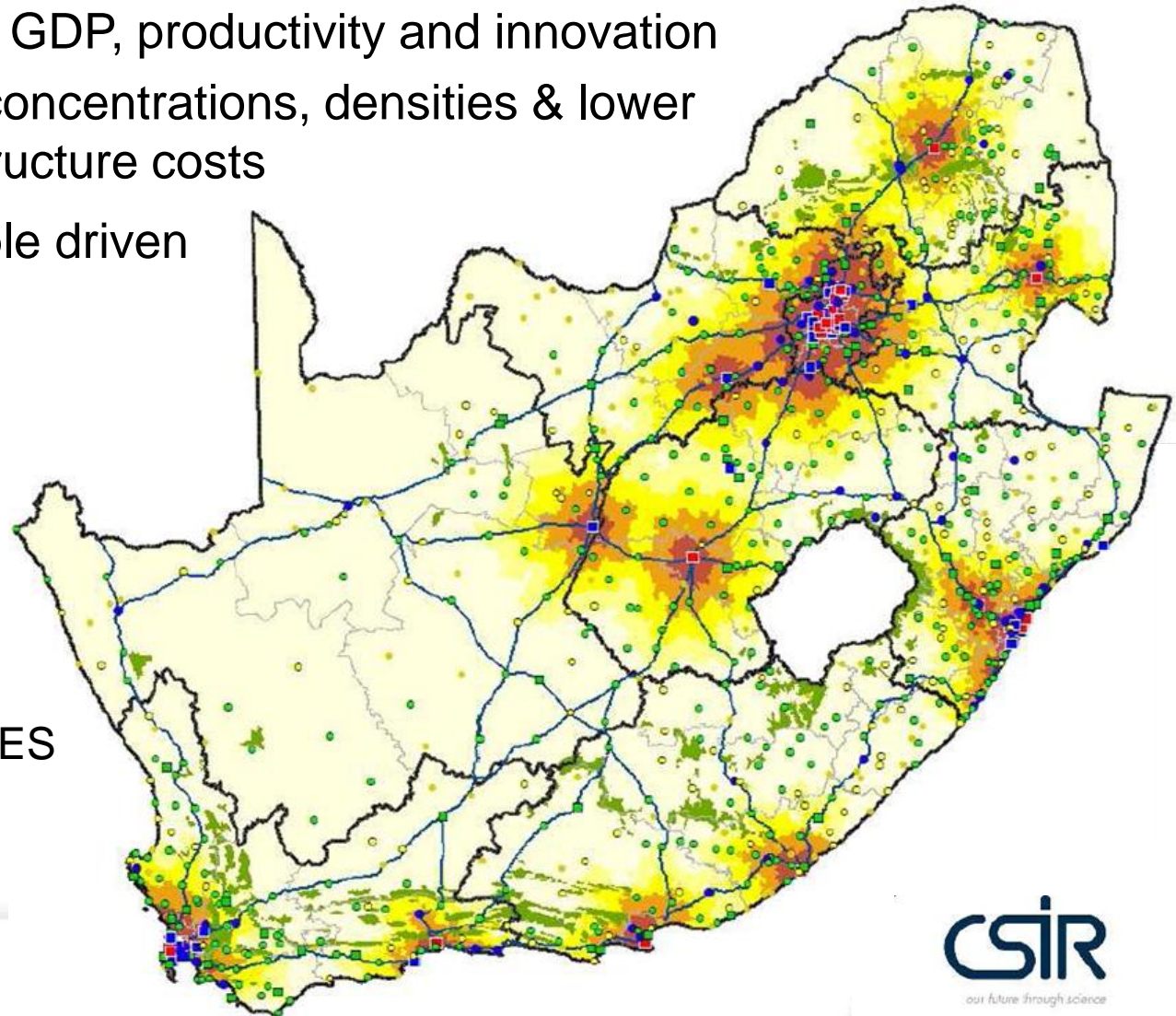
VIBRANT

SUSTAINABLE

EQUITABLE

INCLUSIVE

FOCUS ON CITIES AS THEY ARE THE CENTRES OF SOCIO-ECONOMIC AGGLOMERATION

- Higher per capita GDP, productivity and innovation
- High population concentrations, densities & lower per capita infrastructure costs
- Urbanising (People driven spatial targeting
- Regional role

❑ METROS
❑ SECONDARY CITIES

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our future through science

Accessibility to economic activity

The UNS evolved in the National Treasury from, amongst other, reflections on, and work done in the Neighbourhood Development Programme (NDP)
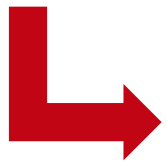
Key amongst these was the realisation that **public-led infrastructure investment, irrespective of how big and well-intended it may be, may not have the desired collective transformative impact**

UNLESS

it is guided by plans that are based on the principles that have driven **urban structuring** and **city building** since the dawn of time, i.e.:
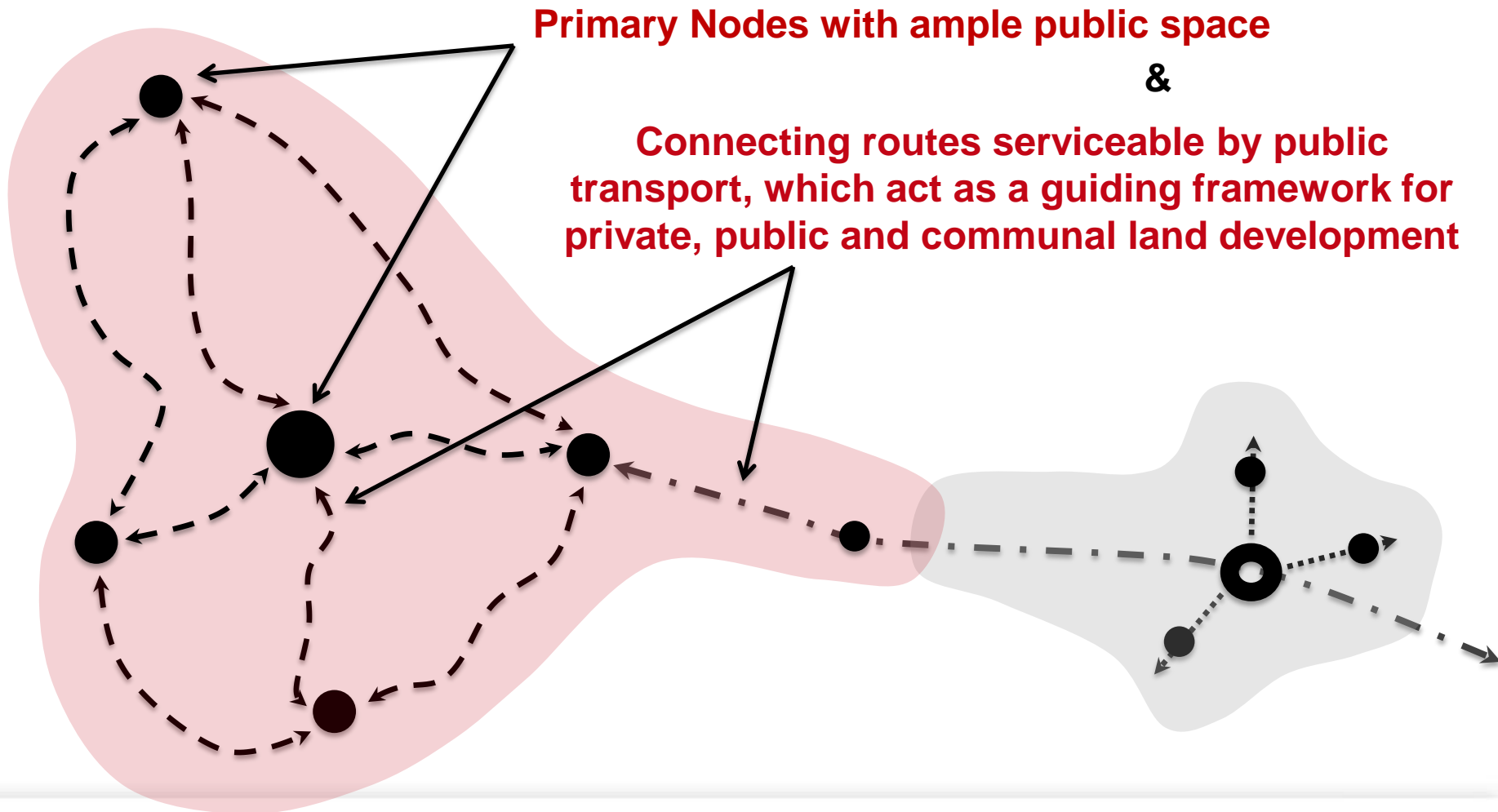
Diversity	Adaptability	Vibrancy	Connectivity	Resilience	Choice	Balance

All within a structuring, enabling & responsive framework of planned public infrastructure investment

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THE UNS SEEKS TO PUT IN PLACE, THROUGH WELL-PLANNED AND TARGETED PUBLIC INVESTMENT, A RESILIENT SKELETON OF:

Primary Nodes with ample public space

&

Connecting routes serviceable by public transport, which act as a guiding framework for private, public and communal land development

SPATIAL TARGETING:
FOCUS OF THE URBAN NETWORK STRATEGY

- **CBD**

- **Urban Hubs & Secondary Transport Links**

- **Primary Public Transport Links**

- **Primary Corridor**
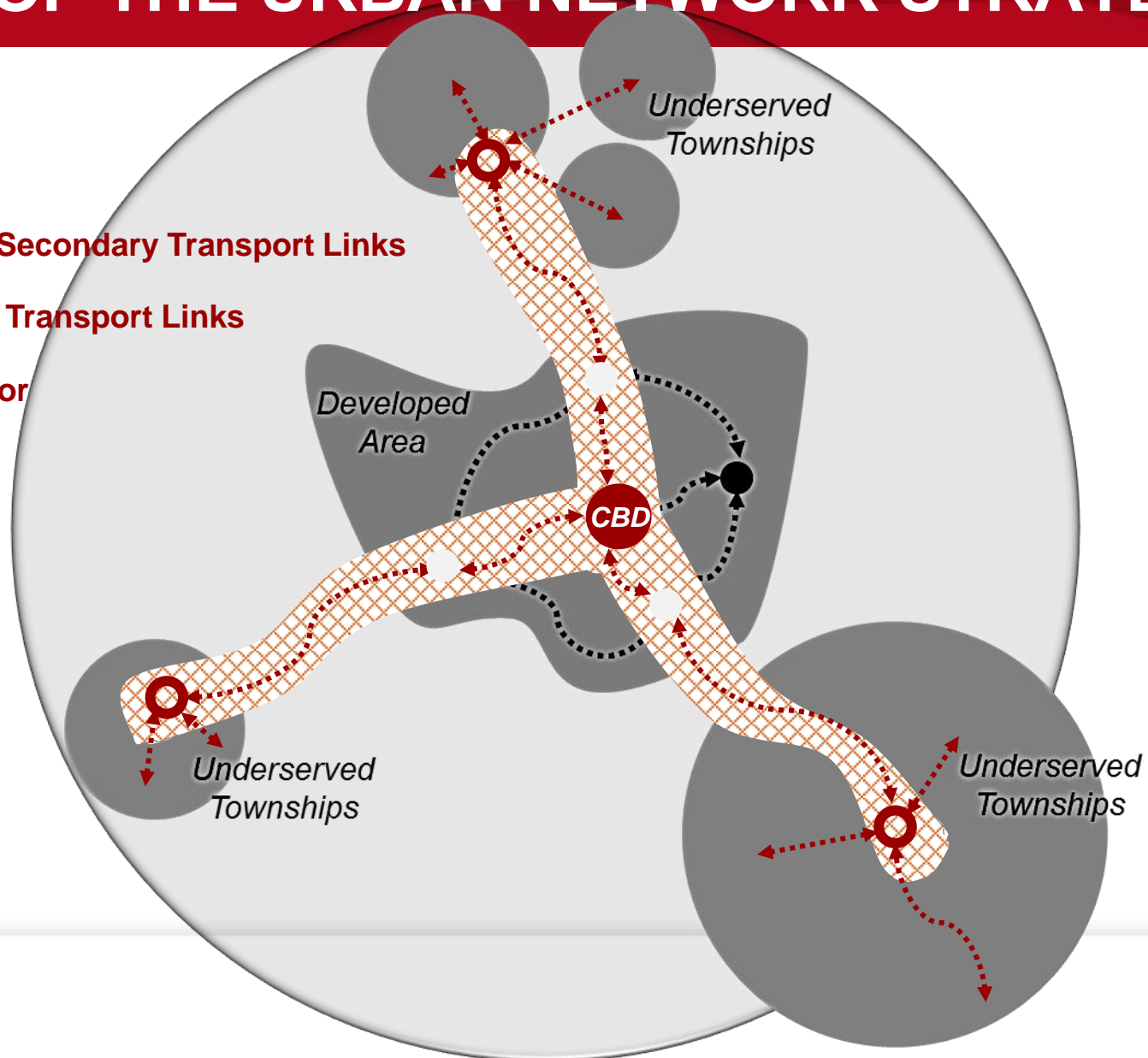
- CBD: Regeneration of key facilities & linkages (internal/external & across scales) for **existing & new** settlements

- Urban Hub: Strategic cog in city-wide spatial restructuring aimed at **existing** marginalisation

  – High density, mixed use precinct

  – Multi-modal public transport system

  – Network of public spaces and walkways

  – Private and public sector investment

- Activity Corridor: Infill/Densification for **future** settlements and clustered social facilities

- Primary Transport Link (BRT/Rail): Rapid, affordable and safe mobility ((capital & operations)
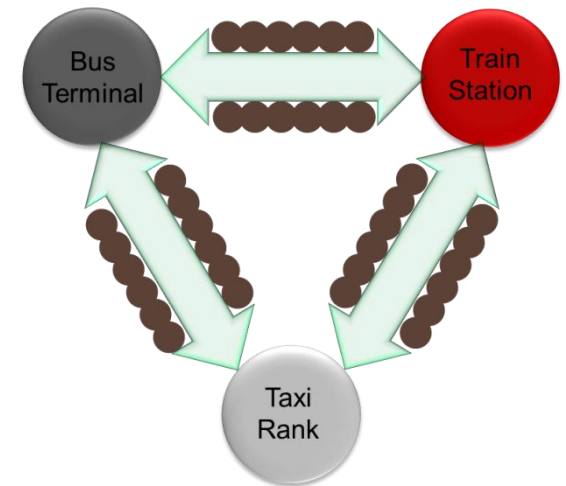
THE URBAN NETWORKS STRATEGY IS AIMED AT INTEGRATED DEVELOPMENT & GROWTH
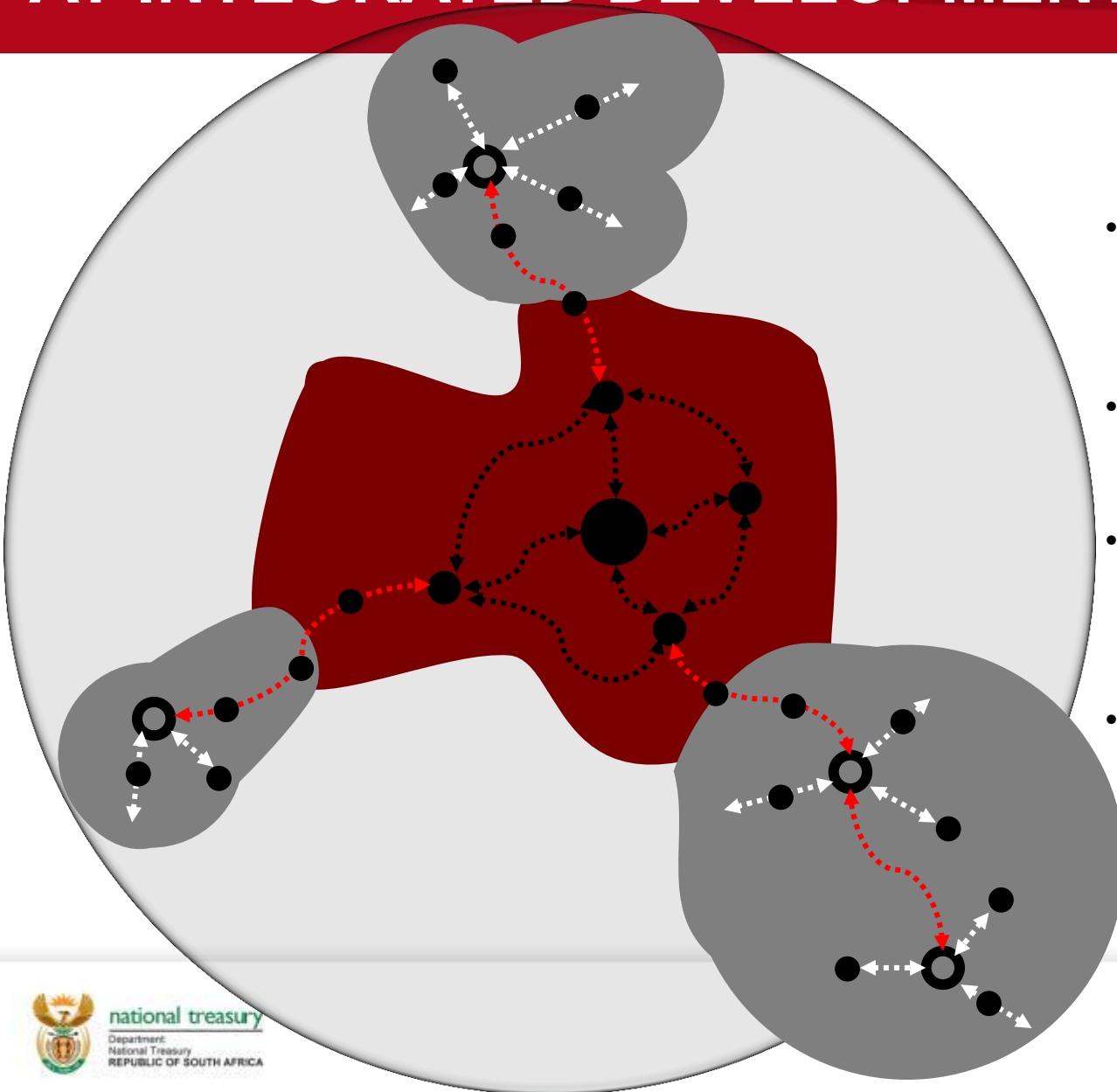
- Strong urban network with a hierarchy of well connected nodes & linkages

- Efficient flows of people, goods & information

- Targeted public infrastructure & facilities that catalyse additional private sector investment

- Good access to jobs & amenities

1. An enabling & regulatory legal and policy framework aligned with the National Development Plan, Vision for 2030 (i.e. Chapter 8) which are integrated in to city-wide plans that promote compact, transit-oriented, sustainable communities that are good places to live.

2. A series of interconnected short, medium and long-term strategic spatial and sector plans that focus on spatial transformation through the co-ordination and implementation of a catalytic pipeline of projects, i.e. land development, housing, transport and infrastructure investments (and other interventions).

3. A coordinated public and private sector investment strategy that ensures that property development is aligned with plans

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THE HUMAN DIMENSION

The three core requirements for the implementation of the UNS are in turn dependent on, amongst others, dedicated, competent, ethical and professional *Built Environment Professionals* in both the public and the private sector to:

- Prepare and implement the necessary plans (Time, Cost and Quality)

- Provide politicians with the necessary information to secure their buy-in and support for the plans

- Advice investors and property developers to invest in accordance with the plans

Research Institutions	Developers
Municipalities	Built Environment / Urban Planning Professionals
Politicians	Communities
National Government Departments	NGOs
Universities	Provincial Government Departments

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THE CHALLENGE

Despite the key roles they can play, past experience with post-1994 urban restructuring programmes, including the Neighbourhood Development Programme, revealed that the kind of Urban Planning Professionals the UNS will require, are (1) in **short supply**, and (2) **often do not act in accordance with their credo and/or competence**

Whatever the true picture and the reason for this state of affairs, the UNS will require the **right kind of built environment professionals**, and hence ways will need to be found to ensure that they:

- Are competent and willing to play their part,
- Improve and continually improve their skills,
- Act within the ethical frameworks that their professions were built on and stand for, and
- Assist in the development of their fellow professionals

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BEING COMPETENT

An Built Environment Professional is more than the holder of a specialised set of skills and knowledge…

Skills & experience– Technical, communication, management, research, etc.

Domain specific knowledge, expertise and specialisation

10%

Where "competency interventions" are usually targeted at…

Where inspired, innovative and collaborative approaches to "competency intervention" can have a significant impact…

Beliefs about ability of self and profession

Passion and motivation

Willingness to take risk, innovate

World view, values, caring

Preferences, personality, brain profile

Sense of being valued, recognised, supported

90%

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BECOMING COMPETENT

Typical aspects that facilitate and jump-start individual growth, action and innovation….

- Opportunities to take risk
- Experiencing a sense of urgency, value
- A balance between stability and creative turmoil
- High levels of autonomy
- Tolerance for mistakes
- Motivation and belief about impact
- A caring, inclusive worldview
- Participation in active social networks
- Skills and experience
- Sound knowledge base

**Making an impact
Sense of achievement
Adding value through career-phases
Giving back to the profession and others
Sense of purpose**
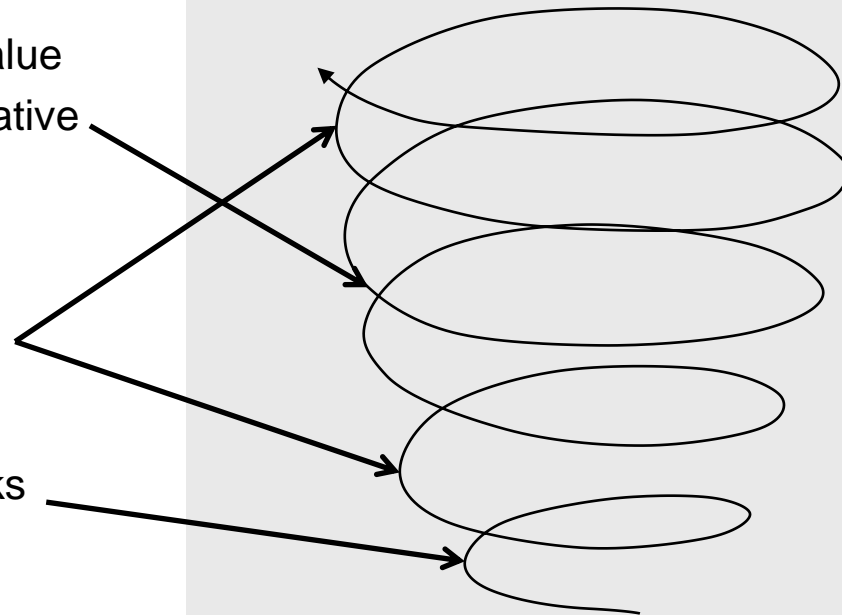
Competency development as a process of life-long learning

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THE ROLE OF INSTITUTIONS

International and local literature and examples of improving, strengthening and deepening professional groups' skills, values and behaviour, suggest that *becoming and being a competent built environment professional* is a holistic social process that:

- Starts with a quality academic qualification and entails a lifetime of continuous, formal and informal learning

- Flourishes in organisational environments that are supportive, enabling and innovative, yet clear as to what is 'right' and 'wrong'

- Requires integration between:
    - The various components of the profession, i.e. students, academics, practitioners and professional bodies
    - The organisations they work in (i.e. different spheres of, and sectors in government, and the private sector) and
    - The communities and society they serve

- Is regulated by *statutory* professional bodies and nurtured and enhanced by *voluntary* professional bodies

- Offers value to the professional over her/his lifetime, in the form of knowledge, skills, collegiality, status, the opportunity to *'give back to the profession',* and finally, to retire with a feeling of *'a life well lived and a community and city well served'*

THE ROLE OF INSTITUTIONS

Institution \ Role/Contribution	Education & Research	Service to society programs	Internships	Mentoring	Awards	Recognition (titles)	Building the profession	Work reservation	Providing virtual information sharing spaces
Universities	·····	·····	····	·····	·····	·····	····	·	·····
Municipalities	··	··	·····	····	···		··	·····	··
National & Provincial Gov. Departments	··	··	·····	····	···		··	·····	··
Professional Bodies	····								
Developers	·	··	···	·····	···		·	·	·
Investment houses	·	··	·····	···	··		·	·	·
Planning / Built Environment firms	··	···	·····	·····	·····	····	·····	·····	··
Associations and Networks	····	····	···	·····	·····	·····	···	·	·····
NGOs	·····	·····	·····	·····	·····	·····	·	·	·····

THE POWER OF COLLECTIVE ACTION

International and local literature and examples of improving, strengthening and deepening professional groups' skills, values and behaviour, suggest that _becoming and being a competent build environment professional_ <u>can be enhanced</u> by:

- Strengthening university departments offering professional degrees by providing more/better facilities, staff and/or funds for research

- Instituting _'service to society'_ through structured university/student-community engagements/service periods

- Setting up focussed mentoring and internship programmes

- Putting in place desirable awards for different categories of excellence in the profession

- Endowing exemplary professionals with titles that recognise, proclaim and celebrate their achievements

- Strengthening professional bodies, and assisting them to enhance the profile of the profession amongst other professional groupings and society at large

- Limiting certain types or categories of work to professionals that (1) have achieved certain levels of competence, and (2) maintain and expand their skills set through continued professional development

- Providing real and virtual spaces for posting and sharing information, and establishing services

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"SUSTAINABLE SETTLEMENTS COLLECTIVE" PROJECT OBJECTIVES

- To mainstream the Governments Urban Spatial Transformation Agenda (see next slide) and how to expose it within curriculum and wider research agenda of the tertiary institutions
- To target and the Built Environment (BE) profession through institutions, i.e. both at the tertiary academic and the professional council / statutory level
- To bring an appreciation and recognition of both:
  - Service back to society (being more developmental); and
  - Quality, experience and passion for the profession
- To use a functional continuous professional development (CPD) system as a method to differentiate on these criteria
- To have the ability to track individuals process / contribution as well as to identify as specialists for government panels, assignment & projects.
- To compliment existing capacity building / support programmes
  - E.g. The Infrastructure Skills Development Grant (ISDG).

GOVERNMENTS URBAN SPATIAL TRANSFORMATION AGENDA

JOURNEY OF A BUILD ENVIRONMENT PROFESSIONAL
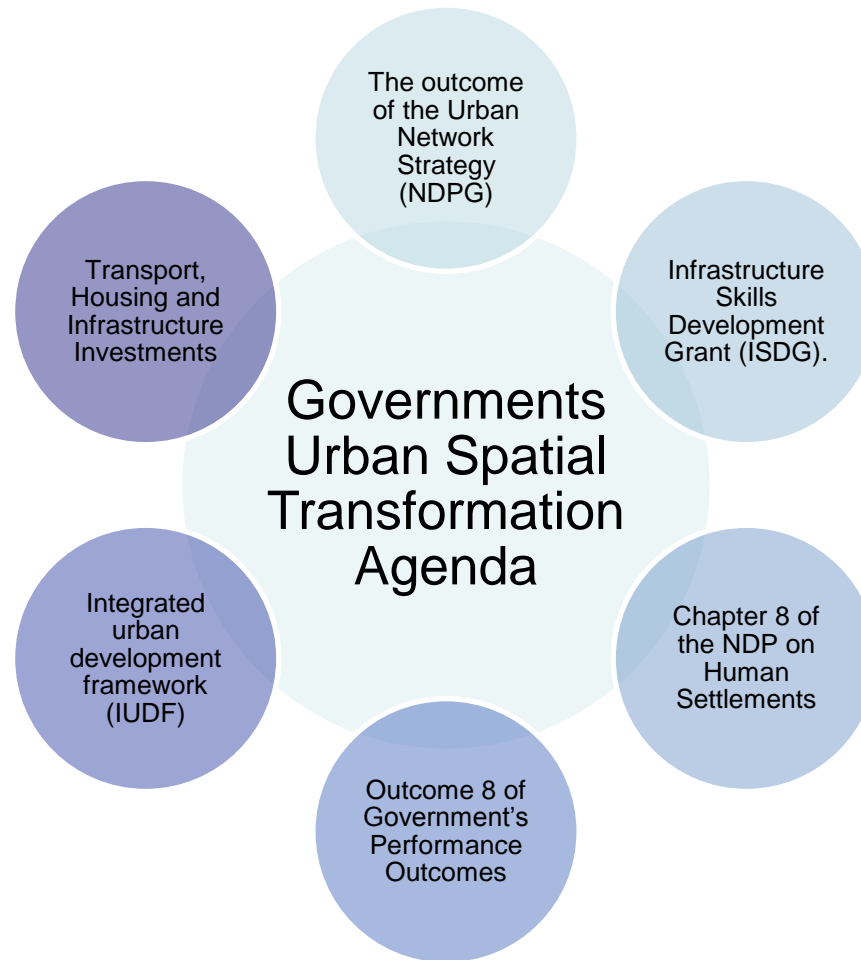
JOURNEY OF A BUILD ENVIRONMENT PROFESSIONAL

Formative Stage	Continuous Professional Development Stage

An individuals journey

Professional Growth & Development (Start) → Professional Growth & Development (consolidate) → Influence in Industry

Government Agenda

Taught Curriculum

Mentorship & Accreditation

1   3. ALIGNMENT & IMPROVEMENT   2

Academia	Industry / Professional Practice

Tertiary Institutions → Internships (Technikon Students) → Graduation / Professionalization

Private Sector

Public Sector

Industry Entrance

Private Sector — MENTOR/INTERN

NGOs Research Institutions — MENTOR/INTERN

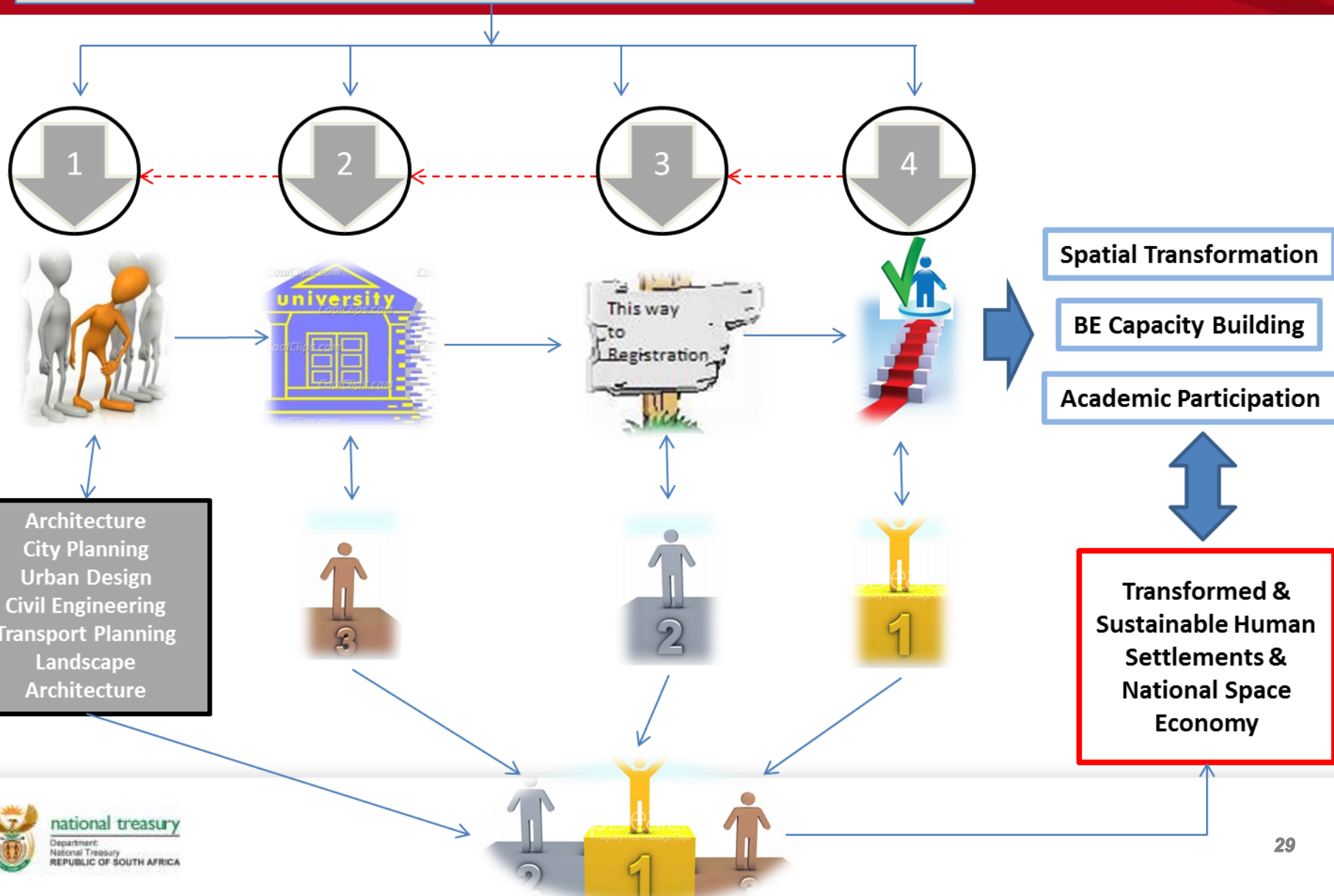Public Sector — MENTOR/INTERN

Mentorship / Professional Registration

Professional Councils / Institutes — MENTOR/INTERN

Infrastructure Skills Development Grant (Current)

TRANSLATING THE IDEA INTO ACTION

TRANSLATING THE IDEA INTO ACTION – PART I

Student ID & Progress Monitoring "System"

**Architecture
City Planning
Urban Design
Civil Engineering
Transport Planning
Landscape Architecture**
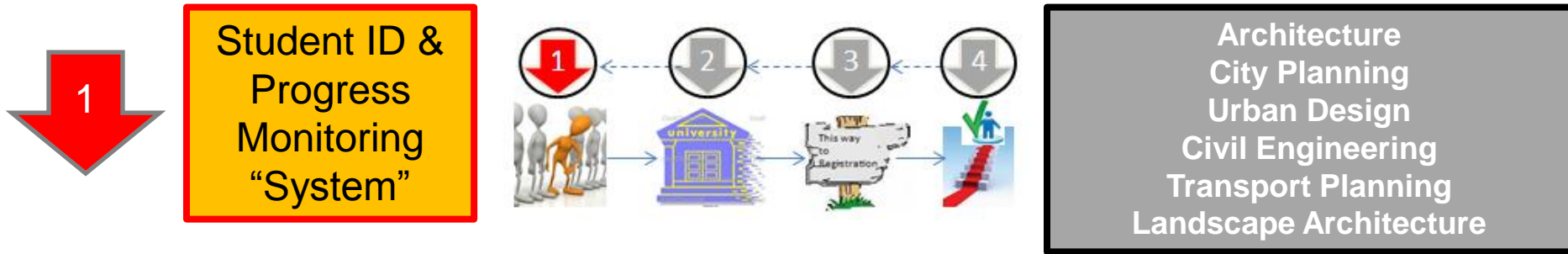
1. A BE student enters **their final year** and registered (on a system) with the council and / or professional body prior to their professional study in preparation for their professional development plan (PDP) and a 3 tier Professional Accreditation

2. Each professional study area may have its own PDP to meet its academic requirements, but also be aligned to achieving the objectives of the this initiative under the umbrella objectives of the Government Agenda

3. The system will monitor the academic and professional progress of each individual based on the requirements of each individual step of the PDP.

Progress Monitoring System "database" for BE individuals
starting @ Tertiary Education through to professional Councils and Institutes

TRANSLATING THE IDEA INTO ACTION – PART II

2

Academic Knowhow / Training

**Architecture
City Planning
Urban Design
Civil Engineering
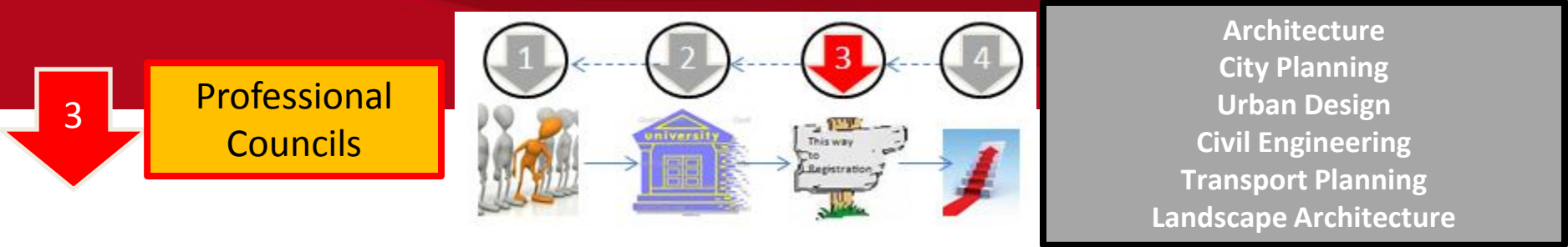Transport Planning
Landscape Architecture**

1. To influence the academic output (content and individuals) of the BE academic programmes
2. Long Term: Curriculum to include and align to the government's (and businesses) national plans
   1. To address risk of "interfering" with academic independence
3. Short to Medium Term :
   1. Produce an "Introduction to the Government Agenda" module / day / discussion
   2. Host a national 'real' case study university competition:
      1. ID a real case study project with typical symptoms of the challenges facing SAn towns and cities. Multi/Inter-disciplinary BE student teams to propose planning and management solutions as part of their PDP. As an incentive students to earn points / recognition as part of their professional registration process and universities recognition for their contribution in solving societal problems. Link to NDP projects / case studies per province
   3. Postgraduate Research Outputs:
      1. Agreement with institutions to commission a certain type of 'real' case research that is aligned to the UNS through a 'UNS Research Fund'.

| Package Government Agenda for Academic Curriculum | Introduce and align (over time) Government Agenda & Academic Curriculum | Common Research Agenda |

3 Professional Councils

Architecture
City Planning
Urban Design
Civil Engineering
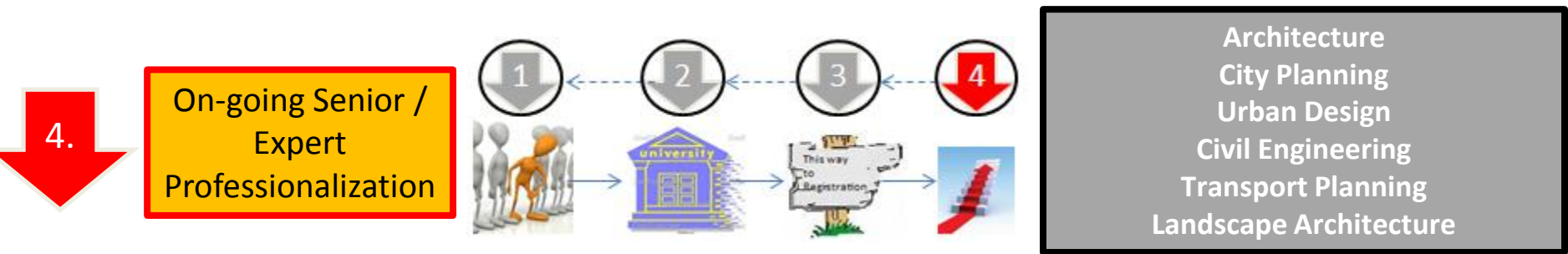Transport Planning
Landscape Architecture

1. Professional Councils and Institutes to be an integral part of the individual PDPs by coordinating / hosting some students but mostly professionals' related development functions.
2. A 3 Tier System to be considered:
   a) **Student Registration:** As per current system.
   b) **Professional Registration:**
      i. Quarterly submitted log book signed by a pre-approved Senior Professionals (who are @ Tier 3 themselves (mentoring)
      ii. Board exam that covers various aspects of the professions equivalent to this level
   c) **Senior / Expert Professional Registration:**
      i. Eligibility: Minimum of **????** Years post professional registration experience.
      ii. Board exam that covers various aspects of the professions equivalent to this level
      iii. Competency / Registration assessments to include alignment / competency on Government Agenda

Role / responsibility (capacity?) of Professional Councils and Institutes to upgrade & lead PDP

Design & buy-in differentiated 3 Tier PDP Systems

TRANSLATING THE IDEA INTO ACTION – PART IV

4.

On-going Senior / Expert Professionalization

Architecture
City Planning
Urban Design
Civil Engineering
Transport Planning
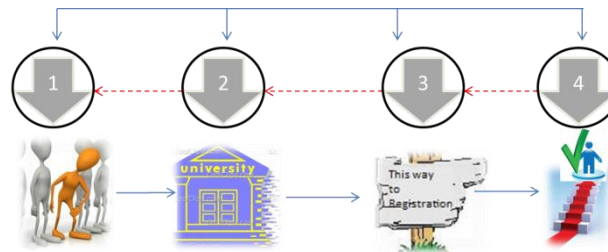Landscape Architecture

1. Competency / registration assessments and eligibility criteria needs to be discussed.
   1. Assessment Level and Content
   2. On-going / continuous development
   3. Service to society credits (mentoring / internships)
   4. Registration needs to be renewed by means of an assessment every **????** years.
2. Experts to be considered as part of the NDP/UNS expert database.

| Creating a legitimate governance competency / registration process | Process to acknowledge "service to society" & development agenda | Qualifying for government contracts |

TRANSLATING THE IDEA INTO ACTION – CONSOLIDTED

Architecture
City Planning
Urban Design
Civil Engineering
Transport Planning
Landscape Architecture

Creating a legitimate governance competency / registration process

Process to acknowledge "service to society" & development agenda

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Design & buy-in differentiated 3 Tier PDP Systems

Package Government Agenda for Academic Curriculum

Introduce and align (over time) Government Agenda & Academic Curriculum

Common Research Agenda

Progress Monitoring System "database" for BE individuals
starting @ Tertiary Level through to professional Councils and Institutes

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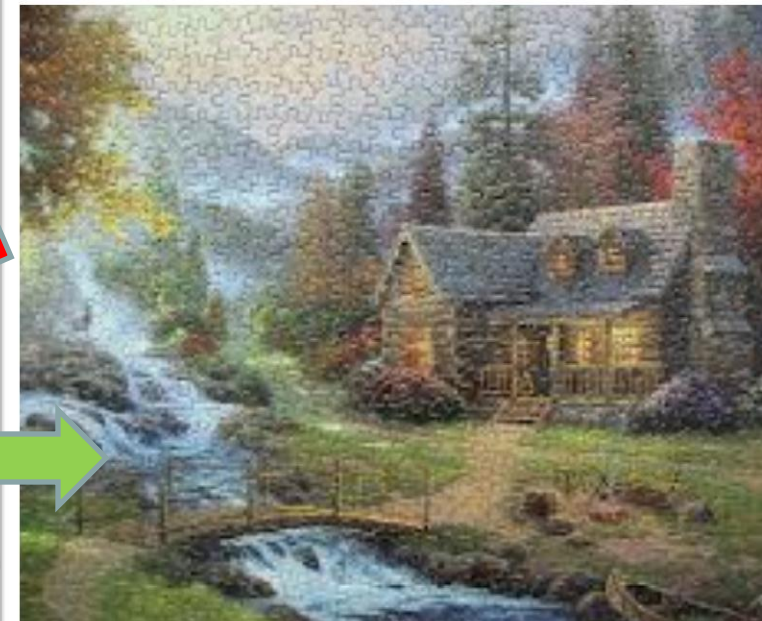   Process

PROCESS / NEXT STEPS

PROCESS / NEXT STEPS

3 MINI WORKSHOPS	31 Oct	15 Nov	6 Dec	20 Dec
1. Internal SCC/ISDG alignment	■			
2. Identify University, Council / Statutory Body and "Practitioner" Stakeholders	■			
3. Contact Stakeholders	■			
4. Workshop logistics		■		
5. Host Mini Workshop/s			■	
6. Compile report / recommendations from Workshops				■

LAUNCH WORKSHOP	FROM Jan 2014
7. Internal SCC/ISDG consolidation	
8. Identify All Stakeholders	
9. Workshop logistics	
10. Host Launch Workshop	
11. . Compile report / recommendations from Workshops	
12. SSC/ISDG Policy as per W/shop Recommendations	
13. Launch SSC Programmes	