

# DEVELOPING A FRAMEWORK FOR REVIEW OF **PLANNING EDUCATION CURRICULUM** IN KENYA

WORKSHOP PROCEEDINGS



## Acknowledgements

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## Foreword by UN-Habitat

Sustainable urbanisation is one of the most significant global trends in the 21st century. More than 50% of the world's population now lives in urban areas, while about 5 billion people or 60% of the global population will live in urban areas by 2030. Approximately 90% of world's urban population growth between 2014 and 2030 will take place in developing countries. In Sub-Saharan Africa, and specifically in East Africa, urbanisation rates are expected to remain high. During the last forty years, the economic and demographic structure of Kenya has become increasingly urban. Presently, urban areas account for the predominant share of GDP with primary cities and urban centres i.e. Nairobi, Mombasa, Kisumu, Nakuru and Eldoret generating more than 70 per cent of the country's GDP. The urban population has been increasing with decreasing economic growth; for example, at independence, Kenya's economy grew by 7% annually in the 1960s, 4% in the 1980s, 2% in the 1990s and by only 1.2% in 2001. Furthermore, Kenya's population is expected to hit the 50% mark by 2050 with approximately 40 million urban dwellers.

The above trend will most likely exacerbate the existing situation in which rapid urbanisation has strained the capacity of urban areas to provide the necessary infrastructure and basic services necessary to stimulate growth hence proliferation of informal settlements, overcrowding, lack of basic infrastructure such as sewage, safe drinking water and decent housing, and consequently increased poverty and delinquency. There is need for adequate planning of settlements including urban areas in Kenya in order to mitigate negative impacts that impede economic growth such as inadequate infrastructure and services, poor housing, environmental degradation, high rates of unemployment and increasing incidence of urban poverty and income inequality and inadequate management of waste. Past and on-going debates among stakeholders including scholars and Built Environment Professionals (BEPs) indicate that general lack of planning could be a contributing factor to the perennial flooding and collapse of buildings in Kenya's towns.

Planning education in Kenya could play a significant role in addressing the above challenges if technical training and skills development content is framed to suit contemporary demands including the New Urban Agenda that seeks to integrate sustainable urban planning principles. In line with its universal mandate of supporting priorities of member states, UN-Habitat is available to play a meaningful and supportive role in the government-led process of reviewing university planning education curriculum.

## Preface by Planning Schools

The idea of organising a forum to discuss existing curricula in Kenyan Universities and to develop a framework to guide its review by the different schools offering one or other form of planning education is commendable. It comes at a time when the planning profession has increasingly come under heavy criticism. From an institutional planning perspective, the increasing discontent often attributed to the failure of planners and planning offices to offer effective solutions to the lack of planned and built environment is widespread across the Kenyan society and in the communities. The failure of planning as a rational public effort to the society's quest for planned development has been a worrying trend in Kenya in the last three decades - 1990s, 2000s and 2010s. Several factors continue to alienate urban communities from the role of planning and the support they may give to planners and institutional planning. These factors include: development of contagious non-conforming urban land use sites, concentration of the poor in small urban locations, under provision of water, security, health, recreational and sanitation services in addition to lack of requisite access roads, and social service infrastructure. In the rural settlement milieu, a culture of land subdivision that is not facilitated and guided by land use planning encourages the loss of farm land and also diminishes wetlands and other ecologically useful land sites in communities.

Thus, there is an urgent need to train more planners to meet the growing need for professional planners who will work in the fast expanding market for planning services. Of equal urgency is the need for a relevant curriculum for effective planning education. Needless to point out, such new curricula should incorporate new knowledge frontiers of planning theory, methods and techniques of planning as well as contemporary thematic areas. It is instructive to note that the oldest curriculum for planning in Kenya was launched to address Kenya's physical planning needs at the Department of Urban and Regional Planning (DURP), University of Nairobi. The curriculum of the programme was for a post-graduate Master of Arts in Planning, i.e. M.A. (Planning) degree and has run from 1971 to date with minor adjustment in 2000. The DURP Programme successfully produced highly trained planners who met manpower needs of the Kenyan government, local authorities and development agencies. The programme also trained planners from other Eastern and Southern African countries.

The current demand is to scale down planning education to undergraduate level and shift the focus of the acquired planning knowledge and competencies in order to have hands-on professionals who are knowledgeable and skilled to lead and guide in resolving planning problems and challenges particularly at community and project-site levels. These professionals are also expected to be involved in and contribute to planning at higher scales and in projects/ programmes covering large areas in society. As a result, Maseno University, launched the first undergraduate planning programme to respond to this pressing need in 1998. The University of Nairobi also followed with a Bachelor of Arts Planning, B.A. (Planning) degree which was launched in 2000 but admitted its first batch of students in the 2002/2003 academic year. The University of Nairobi has since then continued to train planners at both the undergraduate and postgraduate levels. In the mid-1990s, Kenyatta University's Department of Environmental Planning and Management (DEPM) embarked on training environmental planning experts at undergraduate level focusing on manpower needs for addressing environmental sustainability challenges which were proving to be a grave development challenge in the fast urbanising human settlement systems in Kenya.

At the start of the 2010s, the two inaugural undergraduate planning curricula at Nairobi and Maseno Universities were facing a common unique curriculum challenge. The universities had not revised the planning curriculum to meet the knowledge and competency needs of a dynamic and fast changing market for planning services in Kenya and the larger Eastern Africa region. With the changing times, Kenyatta University's pioneer curriculum in the DEPM was in pressing need to incorporate emerging concepts like climate change and practices such as green energy. Meanwhile, the increasing demand for planners to meet the demand for public sector planning services led to other newly opened Universities launch their own planning programmes. These Universities include: Pwani University (PU), Technical University of Kenya (TUK), University of Eldoret (UOE), Jomo Kenyatta University of Agriculture and Technology (JKUAT), Egerton University (EU), Maseno University (MU) and Jaramogi Oginga Odinga University of Science and Technology (JOOUST).



A major problem with the new and old curricula for planning education in these universities is a lack of harmony between schools. Lack of a clear focus in the planning curriculum has contributed to the failure to meet the skills needs present in the market. Thus, there is an urgent need to develop a curriculum that responds to the planning needs of the country.

Devolution presents two compelling grounds for Universities to urgently review their curriculum for planning education. First, planning is a key plank in the organisation and management of development under the new two-tier devolved government consisting of National and forty-seven County Governments. County Governments are the main levels of sub-national public planning and implementation in the devolved system of Government. The planning functions of the National Government in the new constitution include land use regulation and control of development for national projects and programmes, policy, standards and capacity building as well as technical support in planning in the forty-seven counties. Second, participation of communities as well as involvement of stakeholders of diverse socio-cultural, political and educational backgrounds is enshrined in devolution as the cornerstone of participatory democracy in policy making and implementation. In

addition to these two compelling grounds, there are global and regional factors which presents strong justification for consideration in reviewing the planning curriculum because of the direct and/or indirect influence they bear on planning at national, regional and local and site/project levels. Key among these factors include technology especially information and communication technology (ICT), high mobility of global and regional investment capital and trade factors, transnational environmental and natural resource use factors and emerging global and transnational patterns of human settlements.

The “Workshop on Developing a Framework for Review of Planning Education Curriculum in Kenya” was therefore held at a very important time in the history of planning in the Country. A framework that was developed during the workshop provides boundary conditions within which each planning school will review the school's existing planning curriculum. We emphasise the framework is not a template of a curriculum for any one particular university to adopt and launch as a “new planning curriculum”. Rather, the framework merely serves as an organisational and structural framework as well as a content and subject guide for developing a school-specific curriculum for planning education.

## Acronyms

AAK	Architectural Association of Kenya
AAPS	Association of African Planning Schools
CUE	Commission for University Education
EU	Egerton University
GOK	Government of Kenya
JKUAT	Jomo Kenyatta University of Agriculture and Technology
JOOUST	Jaramogi Oginga Odinga University of Science and Technology
KIP	Kenya Institute of Planners
KU	Kenyatta University
MLHUD	Ministry of Land, Housing and Urban Development
MU	Maseno University
PDD	Physical Planning Department
PPRB	Physical Planners Registration Board
PU	Pwani University
SDGs	Sustainable Development Goals
TUK	Technical University of Kenya
TUM	Technical University of Mombasa
UDD	Urban Development Department
UN-HABITAT	United Nations Human Settlements Programme
UOE	University of Eldoret
UoN	The University of Nairobi

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## Executive Summary

The planning practice holds a cardinal place in directing and achieving a country's development agenda and goals. Since its emergence as a formal and professional practice in the colonial era, planning has made a significant contribution to the development of urban and rural areas in Kenya. However, the profession has not kept abreast with the pace and dynamics of development and its full potential particularly towards sufficiently addressing the myriad societal challenges in the country has not been realised. Consequently, planning has not been able to assist the country to deal with problems such as: increasing urban poverty and inequality, inadequate infrastructure, growth of slums and squatter settlements, environmental challenges, poor waste management, weak urban rural linkages and cross-cutting issues such as gender, youth and climate change impacts. Likewise, planning has not done much to address the marginal roles and weak capacities of local authorities in Kenya.

The apparent failure of planning to exert the necessary influence in the development scene is partially attributed to shortcomings in the training of planning practitioners. Planning emerged as a taught discipline in the post-colonial era, specifically the late 1960s and early 1970s. Consequently, the training philosophy and pedagogic traditions are largely foreign in origin and were mainly informed by colonial-era precepts; very narrowly interpreted. As a result, the planning practice has mainly stagnated at land use control and the general regulation of development. In addition to totally eschewing local practices and realities, pressing contemporary matters in the management of human settlements and cross cutting issues such as climate change, gender, youth and human rights based approaches to sustainable urban development are not given adequate attention. Likewise, the training of planners has not been in tandem with the changing political and institutional realities of the country including the current system of devolved government.

The landscape of planning education has evolved tremendously over the last decade. There are currently about ten University schools that offer, or are initiating training programs in Spatial Planning and related areas, including; Urban and Regional Planning, Environmental Planning and Management, Urban Design and Development, amongst others.

The schools include: the University of Nairobi, Maseno University, Kenyatta University, University of Eldoret, Technical University of Kenya, Jaramogi Oginga Odinga University of Science and Technology, Jomo Kenyatta University of Agriculture and Technology, Technical University of Mombasa, Pwani University, and Egerton University. This is a welcome development given the increasing demand for planning professionals both in governmental and non-governmental sectors. However, the uncoordinated rapid expansion of institutions is fraught with numerous challenges. The training reflects significant variations in planning curricula each with different accents. Aside from shortcomings of the operative curricula, most schools lack the basic resources necessary for producing appropriately skilled and responsive planners. Consequently, this has had ramifications on the general quality and standard of planning practice in the Country.

Kenyan planning schools, having recognised the principal role of planning graduates in addressing contemporary challenges of society, got together under the aegis of the Association of African Planning Schools, Kenya Chapter, to collectively initiate a process that will lead to the restructuring and invigoration of the planning education system in Kenya. The Naivasha workshop is one in a series of other meetings facilitated by UN-Habitat involving academicians, practitioners, regulators and industry players, and which were dedicated to developing a Framework for Review and harmonisation of Planning Education Curriculum in Kenya. The workshop was attended by representatives of the ten Universities. State and non-state actors also joined the Universities' forum to give input. These included; the Commission for University Education (CUE), the Ministry of Lands and Physical Planning (MLPP), represented by the Department of Physical Planning (DPP), the Physical Planners Registration Board (PPRB), and the Ministry of Devolution and Planning (MoDP). Professional bodies, led by the Kenya Institute of Planners (KIP) and the Architectural Association of Kenya (AAK) participated in their capacity as representatives of Built Environment Professionals (BEP) in Kenya. The Association of African Planning Schools (AAPS) sent written contribution while Council of Governors of Kenya (CoG) expressed, in absentia, support for the process.

The workshop began by appreciating the current landscape of planning practice in Kenya, the challenges and opportunities that necessitate planning intervention, including development issues that afflict both urban and rural areas as well as existing institutional capacities and resource frameworks towards making Kenya a planning society. The current legal and institutional frameworks which have been inadequate in creating sustainable futures were also examined. This discussion served as a backdrop for a targeted debate on the training and production of planners. The debate revolved around key questions about who planners are, what they do, what they should know and who should teach them. The workshop subsequently reviewed the course content as presently taught in planning schools in Kenya. The aim was to negotiate and arrive at common understanding and agree on the basic set of thematic and technical training areas that should constitute the building blocks of a robust and context responsive planning curriculum.

The conference recognised that the solution to the perennial developmental challenges in Kenya lies in a multidisciplinary approach whereby space has a critical integrating function for all sectorial concerns and programmatic intentions of a nation. Consequently, participants made no apologies for the fact urban and regional planning is expressly a space-focused vocation, with planners striving to structure and order spaces at varying territorial scales, both to preserve the inherent integrity of natural processes and to facilitate human spatial practices.

The quest for harmonisation therefore proclaims a spatial discipline within a framework of flexibility with planning schools reserving the leeway to infuse disciplinary accents that reflect a university's overall teaching doctrine and learning philosophy.

The workshop agreed that planning education has to meet the expectations of the nation and be responsive to those of the respective market. To do so however, significant alterations have to be made in respect to teaching and learning philosophies and systems, training facilities and technologies; while the engagement between planning schools, public and private institutions and society at large is to be strengthened. This report summarises the key proposals in this regard.

This report is organised in four sections as follows:

- **Chapter One:** Introduction
- **Chapter Two:** The rationale and aspects of curriculum harmonisation and review
- **Chapter Three:** The present landscape of planning education in Kenya
- **Chapter Four:** The framework for planning education reform
- **Chapter Five:** Challenges, opportunities and action plan

# .01

## Rationale and aspects of curriculum harmonisation and review



### A profession stuck in the wrong century

Urban and Regional Planning emerged as a formal and professional practice in Kenya at the beginning of the 20<sup>th</sup> Century. When it was introduced by the British colonial powers, planning was initially deployed for the express purpose of serving the needs of the invading imperial power namely; to provide a structural framework that allows for the extraction of raw materials to fuel the fledging industrial revolution back in Europe. Its impacts however, would have far reaching ramifications to the hitherto forms and structures of African society and the cultural landscapes that supported them. Firstly, it emerged as a mechanism to institutionalise new settlement forms in the continental hinterland west of the Indian Ocean Coast. In this regard, and perhaps most significantly, planning immensely contributed to the development of urbanisation and modern urban settlements in East Africa. And in an apparent civilising mission, the British sought to engineer, through spatial form, a cultural fabric akin to that of its context of origin, which is that of a highly stratified society, in which race was to play a major role. British imperialism coincided with a period in which modern architecture and urban planning would advance similar logics, only this time, urban functions were

segregated in the interest of attaining physical and by extension, societal order. The coming of independence did not deter the embrace of these same logics by the new African ruling class, who effectively deployed them to institutionalise a modern Kenyan society stratified and segregated along social status, racial and ethnic vectors.

Planning emerged as a taught discipline in the post-colonial era, specifically the late 1960s and early 1970s. Notwithstanding, the training philosophy and pedagogic traditions have continued to be informed by colonial-era precepts, very narrowly interpreted. Consequently, planning practice has mainly stagnated at functional and socio-economic zoning, land use control and the general regulation of development. The result is that planning has continued to midwife the same societal structures envisaged during the colonial era. Its adopted segregation logics and exclusionary frames have instigated widespread inequality and poverty. The profession, in addition to totally eschewing local practices and realities, has not kept abreast with the maelstrom of contemporary development. Pressing contemporary matters in the management of human settlements are especially not given adequate attention.

It's full potential has not been realised particularly towards sufficiently addressing the myriad societal challenges in the country, such as: inadequate infrastructure, growth of slums and squatter settlements, environmental pollution and degradation and weak urban rural linkages.

The apparent failure of planning to exert the necessary influence in the development scene is partially attributed to shortcomings in the training of planning practitioners. It is therefore incumbent upon planning education to occupy the frontlines of debate about authentically African spatial logics and subsequently innovate new directions to transition planning from an adoptive practice that tethers to colonial and modernist edicts long discarded, into an adaptive and progressive and responsive 21<sup>st</sup> century practice where cross cutting issues such as climate change and disaster risk reduction, gender, youth and social justice are part and parcel of a sustainable development strategy.

### A new dawn for Kenya, a new niche for Planning

In 2010, Kenya promulgated a new constitution, subsequently presenting a totally new landscape for planning practice. The new constitution, dubbed one of the most progressive in the world, recognises the critical role that planning can play in engendering a socially just and progressive society. Explicitly and implicitly, planning is expected to guarantee most societal aspirations as espoused and enshrined in the Bill of Rights and in the process help remediate aberrancies wrought of its colonial and post-colonial legacy.

The new constitution has also had far reaching implications for political and institutional structures of the country, one of which is the adoption of a system of devolved government. In this restructuring, planning is identified as one of the competences of County Governments. Hitherto, planning was a highly centralised function and mandate of the National government. Putting County Governments directly in charge of planning is a crucial step in fostering a broad-based and effective participation of citizens at the grassroots. It is also the most effective way to highlight a County's assets and potentials, assist communities to identify challenges unique to their own areas and engage them in the formulation of customised responses thereof. Taking planning to the people therefore constitutes a key pillar in the aspiration to make Kenya a Planning Society.

The new Constitution also predicates county spending to the existence of a County planning framework. This prerequisite not only goes a long way in ensuring that Counties get the most out of their budgeted resources, but also guarantees that Counties make funds available to adequately facilitate the planning processes. In turn, the planning process assists the Counties to generate data and information requisite for effective administration of County resources. This goes a long way in enhancing the capacity of County Governments to institutionalise and effectively discharge their planning mandates. It is incumbent upon planning education to interpret the new landscape in the administration of planning practice in Kenya. This, it can do by launching new courses targeted at transferring knowledge to County officials and by undertaking research to assess the effectiveness of the new system, highlight its shortcomings, and suggest ways in which it can be strengthened. It is expected that planning will play a greater role in supplying Counties' human resource needs by training planners and related professionals with requisite skills.

### The changing contours of planning practice

The promulgation of a new constitution and politico-institutional changes that led to the devolved governance system presents a unique challenge for planning practice in Kenya. Hitherto, planning practice had very much remained a public sector service, with the majority of planners being employed by the National Government. Public service planners under the employ of government were responsible for initiating planning processes in the then Districts and formulating plans of different scales and approving the same. Provinces and Municipal Councils, in turn, were charged with plan implementation and development control functions. A private professional planning practice barely existed, and its role in the plan formulation process was minimal.

The devolution of the planning mandate to County Governments means that the role of the National Government in planning is significantly diminished and restricted to the formulation of broad policy guidelines and oversight over the preparation of large scale spatial development frameworks such as the National Spatial Plan and Land use Plans. These roles are distributed between the Ministry of Lands and Physical Planning and the newly formed National Lands Commission.



Overall, coordination of the planning process, plan approval and implementation now fall squarely in the ambit of County governments. Plan formulation is increasingly seen as a function that is best handled by the private sector, with the County Governments facilitating and overseeing the process.

The last two decades has seen renewed optimism in the Kenyan economy, triggering significant investments in the real estate sector. Today, a continuously changing skyline characterises the urban development scene and epitomises this optimism. County Governments, assisted by a skilled, robust and a permeant professional planning practice will go a long way in directing this dynamic, thereby ensuring that it will lead to sustainable development outcomes. On its part, planning education has to supply both Counties and private planning firms with adequate, appropriately trained planning professionals.

### Expansion of Planning Education in Kenya

Events of the last two decades, particularly the devolution governance structures and resurgence of the real estate sector, has led to a heightened awareness regarding the role of planning in engendering sustainable development at the national, regional and local levels. In turn, this has occasioned a significant increase in the demand for professional planners.

The training of planners has not kept pace with increased market demand, the main culprit being the dearth of institutions running comprehensive training programmes for professional planners. During the first four decades of the post-independence era, the University of Nairobi served as the only institution for training of Urban and Regional Planners in Kenya. Initially, the University trained professional planners only at the post-graduate level, with student enrolment largely drawn from and sponsored by government departments. Numbers were small and graduate planners were almost entirely destined to work in the public sector, be it national government, municipal or parastatal planning departments. The organisation of the plan formulation process as a purely public sector driven endeavour precluded the emergence and development of a private sector capable of offering professional planning services to aid market-led development initiatives.

The above situation has however changed over the last decade. The landscape of planning education has evolved tremendously over the last two decades. There are currently about ten University schools that offer, or are initiating training programs in Spatial Planning and related areas, including; Urban and Regional Planning, Environmental Planning and Management, Urban Design and Development, amongst others.



The Schools include; the University of Nairobi, Maseno University, Kenyatta University, University of Eldoret, Technical University of Kenya, Jaramogi Oginga Odinga University of Science and Technology, Jomo Kenyatta University of Agriculture and Technology, Technical University of Mombasa, Pwani University, and Egerton University. This is a welcome development given the increasing demand for planning professionals, both in government and private sectors. The proliferation of planning schools is therefore timely, and will greatly assist to plug the huge deficit of planners in the country.

The above achievements notwithstanding, the uncoordinated rapid expansion of institutions is fraught with numerous challenges. The new planning schools are experiencing acute incapacities, with most schools lacking in the basic resources necessary for producing appropriately skilled and responsive planners, including physical facilities, qualified staff, learning equipment and technologies. Most significantly, there are serious shortcomings in the operative curricula, which are out-dated and lack innovation with the training reflecting significant variation in accent, teaching and learning systems. Although some universities run post-graduate programmes, the catalogue does not encompass all specialisations in planning. And in spite of conducting research on key themes, even these are insufficient to inform both planning discourses and processes in the Country. These shortcomings have serious ramifications on the general quality/standard of the planning graduate and by extension the planning practice in the country. The need for review and harmonisation is therefore apparent.

### **Retooling the 21<sup>st</sup> Century African Planner**

As we alluded to earlier, traditions of planning practice in Kenya have their origins in, and were long shaped by, precepts and settlement structuring concepts introduced in the early 20<sup>th</sup> Century reaffirmed and oftentimes reinforced by modernist discourses that pervaded the late colonial and early post-colonial eras.

Over the last few decades, these have been subjected to an emergent and critical post-modern discourse that has questioned their ideological basis and utopian import. Today's society demands for a less technocratic practice and emphasises more inclusive frameworks, whereby broad-based consultative processes allow citizens to more directly exert their influence on planning processes and outcomes. The mainstreaming of climate change adaptation and disaster risk reduction, gender and human rights, and poverty alleviation strategies is now considered the hallmark of a responsive planning approach. This is a departure framework where planning assisted in engendering a highly stratified and unequal society. Strategic thinking now pervades planning practice, and planning processes are more adaptive in appreciation to the unique contexts in which planners discharge their mandates.

In terms of planning education, new teaching and learning systems have emerged, with new methodological and technological innovations influencing the manner in which research on key planning themes is conducted. The proliferation of geo-spatial and computer aided design technologies, in particular, has had a tremendous impact on planning education and likewise on planning practice where it has helped to generate accurate data to inform and ease plan formulation processes. All these developments call for re-tooling the planning professional. The 21<sup>st</sup> Century African planner has to be conversant with the current planning thought and most importantly, must dedicate significant energies to understanding the uniqueness of the African context. They must be ready to embrace the state of the art in current planning practice and especially possess the communication and negotiation skills necessary to be able to effectively engage diverse stakeholder interests. Of necessity, they must be adept in methodological innovations and computer and information technologies necessary for effective plan formulation. Planning education presents the best platform to achieve this. In turn, this requires a rethinking of planning curricula, teaching and learning systems to reflect these developments and integrate innovations.

## .02

## The Current Status of Planning Education in Kenya

### Planning school's capacities and resources

- Student enrolment
- Facilities and equipment
- Staffing levels and composition

### The structure of the academic programme

- Levels and specialisations
- Core course content
- Programme structure and duration

### Teaching and learning systems

- Lectures
- Coursework and practicums
- ICT programme
- Studios
- Field research
- Industry-based learning

### Programme accreditation and professional recognition

- Accredited programmes
- Unaccredited programmes
- Recognition by professional bodies
- Registration by statutory bodies

### Course contents as taught in planning schools

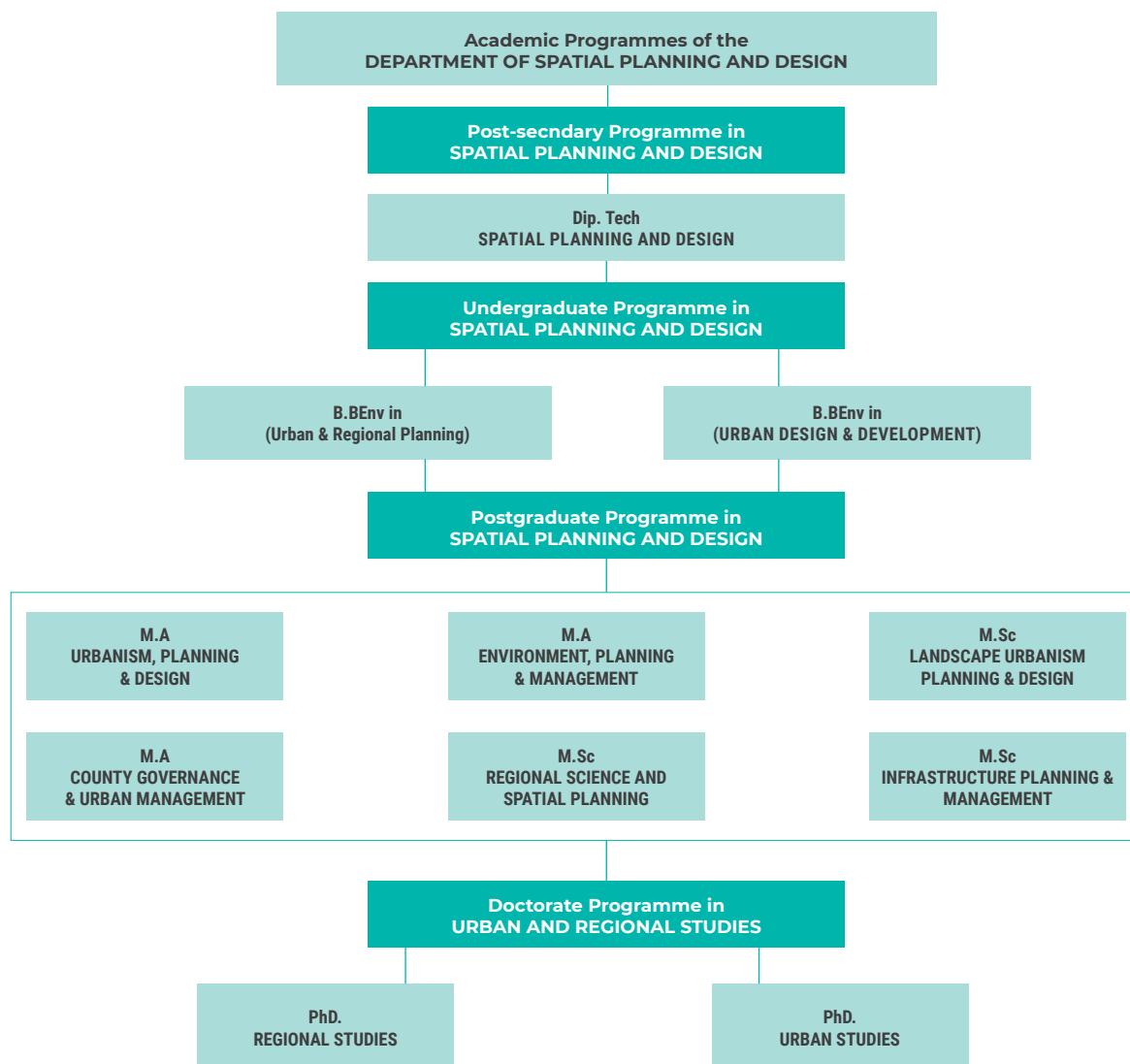
The ten planning schools presented their respective course outlines, Philosophies, Core & Elective Units and Content as currently taught

School of Spatial Planning and Natural Resource Management, Jaramogi Oginga Odinga University of Science and Technology (JOOUST). Course: BA, Spatial Planning

In a presentation made by Fredrick Owino, a lecturer in the School of Spatial Planning and Natural Resource Management, workshop participants were taken through the Bachelor of Arts, Spatial Planning Course (BA, Spatial Planning) offered at the JOOUST. The four-year course programme is offered in units and is designated as a total of 42 hours of study in a semester for a total of eight semesters. The BA (Spatial Planning) course programme has common courses, theory courses, grounding courses and studios. JOOUST also offers a postgraduate program and a PhD by research with a first year based on seminal papers and another set for different areas such as Project planning and management and Urban and Regional planning. Fredrick Owino further mentioned that the JOOUST programmes meet the CUE standards in terms of hours required.

Department of Spatial Planning and Design, Technical University of Kenya (TUK) Courses: Dip.Tech, Bsc, Msc, Spatial Planning and Design, and PhD, Urban & Regional Studies

The Technical University of Kenya (TUK) under the Department of Spatial Planning and Design currently offers Post-Secondary, Undergraduate, Postgraduate and Doctoral Programmes in Planning. In a presentation made by Dr Lawrence Esho, Chair, Department of Spatial Planning and Design, the Urban Design course is yet to be accredited by the PPRB while the Diploma in Technology Course is yet to commence.



**School of Architecture and Built Environment, Department of Spatial Planning & Urban Management, Kenyatta University (KU). Course: BSc Spatial Planning.**

The Kenyatta University course outline for the Bachelor of Science in Spatial Planning had not been launched as at the time of the workshop. The four-year programme is expected to have a total of 73 units totalling to 3285 hours. In a presentation made by Mr. Jackson Kago, a lecturer at the School of Architecture and Built Environment, KU has not yet developed a post graduate programme on planning.

**School of Environmental Planning, Pwani University(PU). Course: Bachelor of Environmental Planning and Management.**

In a presentation by Mr. Laji Adoyo, Coordinator, School of Environmental Planning, the Pwani University offers Bachelor of Environmental Planning and Management with no postgraduate programme as at the time of the workshop.

The core units under the course include Environmental Impact Assessment & Audit, Development control in environmental planning and management, Planning law, Neighbourhood planning studio, Urban planning studio and planning practice which is an attachment. The course has a research project component.

**Department of Environmental Science, Technical University of Mombasa (TUM) Course: Diploma in Environmental Planning and Management**

In a presentation by Dr. Omondi Obudho, a Lecturer in the School of Environment and Health Sciences, the TUM offers a Diploma in environmental planning and management and has no undergraduate and postgraduate studies programmes as at the time of the workshop. The Diploma is a programme under the Department of Environmental Science and plans are underway to open a School of Architecture and the Built Environment.



**Department of Urban and Regional Planning, University of Nairobi (UoN) Course: BA Planning**

The BA Urban and Regional Planning course at UoN is designed to have the foundational units done in first year and the core units such as studio done in the second year. The third year courses are knowledge based units such as principles and techniques of planning while fourth year courses are terminal and operational which include management, final year studio and research units. In the presentation made by Dr. Isaac Mwangi the chairman of the department of Planning, both the Postgraduate and the Doctorate Urban and Regional Planning programmes at UoN is required.

**School of Environmental Studies, Department of Environmental Monitoring and Planning, University of Eldoret (UoE) Course: Bachelor of Environmental Studies (Planning and Management)**

As presented by Dr. Benjamin Mwasi, Dean, School of Environmental Studies, UoE offers an Undergraduate course on Bachelor of Environmental Studies (Environmental Planning and Management) and has been offering postgraduate programmes since 1989. Most planning units are not offered during the first year hence the need to review the curriculum to enable planning courses to run from the first year. The course has studio components namely urban and regional planning studios. UoE also plans to launch an undergraduate course on Environmental Conservation and Management. This has not commenced due inadequate capacity. However, the University has been offering a postgraduate course, MA (Environmental Planning and Management), since 1989. The School also offers a three-year doctorate programme, (PhD Environmental Planning and management) which has been running since 1989

**Department of Architecture, Jomo Kenyatta University of Agriculture and Technology (JKUAT) Courses: Bachelor of Urban and Regional Planning, Master of Environmental Planning & Development)**

In a presentation made by Dr. Bernard Mugwima, Director, Centre for Urban Studies and Mr. Micah Makworo, Lecturer, School of Architecture and Building Sciences, JKUAT has developed two planning courses at the undergraduate and postgraduate levels, both of which are yet to commence. The former is a five-year course developed in the school of architecture and is scheduled to commence in 2016 while the latter is planned to commence in 2017.

JKUAT is also offering a postgraduate course: Master of Sustainable Urban Development under the Department of Landscape Architecture and is supported by UN-Habitat. The course is approved but is yet to be launched and is in the second year. It has three studio components that are run in the form of urban seminars. The Department of Landscape Architecture also runs the Master of Urban design. The urban design course has not attracted sufficient number of students despite having been approved. JKUAT also offers Doctoral Programs in Urban studies, Environmental Planning and Management and Urban Design. The three Doctoral courses are taught however through research and thesis and have also faced the challenge of inadequate students.

**Faculty of Environmental Resources Development, Egerton University: Course BSc Geography and MA Urban Management**

Egerton University offers an undergraduate course, BSc Geography and a Postgraduate course, MA Urban Management. In Dr Charles Recha Wambongo's presentation, the undergraduate course is geography oriented with a few units on urban planning as well as planning applications. The Postgraduate course is tailored for urban managers and urbanisation professionals The University has not been able to obtain adequate staff possessing urban geography knowledge and this has been a challenge faced by the Faculty

**School of Planning and Architecture, Maseno University Course: BA (URP with IT)**

According to Prof Mark Onyango's presentation, Maseno University's School of Planning and Architecture provides all planning courses with a combination of Information Technology. The School offers a four-year undergraduate planning course; year one teaches basic courses on techniques, principles and other related units and year two is anchored on rural planning. The third year is anchored on urban planning while the fourth and final year is anchored on regional planning. The course provides a minimum of 56 units and a maximum of 58 units made up of lecture, studio, workshops, class presentation, fieldwork, supervisions/ consultations and professional attachments. The school also offers a Doctoral course in Planning; PhD Planning.

# .03

## A framework for planning education reform



### Skills and knowledge gap assessment

- Missing thematic areas and specialisations
- Planning Techniques and Technologies
- Research

### The basis for harmonisation

- Course nomenclature
- Domains and specialisations
- Core course content
- Programme structure and duration

### Anchoring planning to the Kenya Constitution 2010

- The constitutional basis for planning
- The role of planning in the attainment of the Bill of Rights
- The place of planning in the national development agenda

### Realigning planning education with CUE standards and guidelines for Universities (standard 17) 4.5 adopting the CUE format

This chapter reports on how the participants identified thematic and technical training areas that should constitute the core units for training in a planning course. The core units were identified based on the presentation of course contents as made by the ten planning schools and after comparison of the various contents, philosophies, core & elective units and general strengths of the schools. The chapter also reports on the procedure for developing the curriculum as per the standards and guidelines provided by the Commission for University Education (CUE)

### Core units that should constitute the Planning Education Curriculum

In order to identify what would constitute the training content for planning education in Kenya, the workshop participants discussed the role of planners considering contemporary politico-socio-economic societal needs.

It was observed that planners are expected to carry out several roles in society including teaching, research, land use planning, urban planning, urban design, advisory services, development control, training and capacity building, advocacy, transport planning, conflict resolution, facilitating public participation, project planning and management including monitoring and evaluation, opinion-shaping, report writing and publication, geographical information and data management urban management, project appraisal, plan preparation, management, community planning and development, disaster preparedness planning, utilities and infrastructure planning and management and natural resource management among many more. Based on the identified needs and roles above, the workshop participants agreed that planning education curriculum should be developed in a manner that enables a graduate planner to carry out roles that are expected of them by the job market and the wider society in general.

Participants further observed the traditional clients for planning practice should be taken into consideration while identifying the core units that should constitute planning education curriculum. It was noted that National

government agencies, Regional development authorities, Metropolitan Planning Authority, Public corporations such as Kenya Power and Lighting Company, Kenya Railway Corporation and Safaricom Ltd were part of the traditional employers of planning graduates and that the needs of such employers should be considered while developing the curriculum. Other clients of the planning profession such as County governments, NGOs, International community, Universities, Civil society, Private sector consulting firms, Private Developers, Financial institutions and Research agencies were also listed to be considered as clients of the planning profession.

After identifying the traditional and contemporary roles of a planner as well as the societal expectations, possible clients and employers of planning graduates, the workshop participants were able to analyse the existing course outlines and to visualise the requisite core units that the market is likely to demand. As a result, the units listed in table 1 below were agreed to by the participants as the most likely core units that should constitute the planning education curriculum.

**Table 1: Core Units**

Grouping	Course	Hours (Per Week)
Proposed names for planning courses	<ul style="list-style-type: none"> <li>• Spatial Planning</li> <li>• Urban and Regional Planning</li> <li>• Town and County Planning</li> <li>• Planning</li> </ul>	Tbc by all schools
Common courses	1. Tbc by all schools	Tbc by all schools
Theory courses	<ul style="list-style-type: none"> <li>• Substantive theory</li> <li>• Procedural theory</li> <li>• Social theory</li> <li>• Indigenous theory</li> </ul>	3 hours 3 hours
Grounding courses	<ul style="list-style-type: none"> <li>• History of Planning I</li> <li>• History of Planning II</li> </ul>	3 Hours 3 Hours
Techniques, tools: practicums	<ul style="list-style-type: none"> <li>• Presentation techniques</li> <li>• Principles and Techniques (Rural, Urban and Regional)</li> <li>• Computer Aided Design</li> <li>• Survey and cartography</li> <li>• GIS</li> <li>• Remote Sensing</li> </ul>	9 Hours 3 x 3 Hours 3 Hours 3 Hours 3 Hours
Skills	<ul style="list-style-type: none"> <li>• Communication Skills in planning</li> <li>• Negotiation and arbitration (dispute resolution)</li> <li>• Environmental and Social Impact Assessment</li> </ul>	

Grouping	Course	Hours (Per Week)
Contextualisation courses	<ul style="list-style-type: none"> <li>Economics for planners</li> <li>Urban and Rural Sociology</li> <li>Governance and Management</li> </ul>	
Professional Practice and administration	<ul style="list-style-type: none"> <li>Entrepreneurship</li> <li>Planning Policy and Law</li> <li>Development Control</li> <li>Project Costing, tendering and financing</li> <li>Professional ethics</li> <li>Project planning and management</li> <li>Attachment</li> </ul>	3 hours 3 hours 3 hours 3 hours 3 hours 3 hours 12 weeks
Research Methodology	<ul style="list-style-type: none"> <li>Research Methods</li> <li>Statistics</li> </ul>	3 hours 3 hours
Project	<ul style="list-style-type: none"> <li>Research and planning Project</li> </ul>	48 Hours
Studios	<ul style="list-style-type: none"> <li>Site and Neighbourhood</li> <li>Rural</li> <li>Urban</li> <li>Regional</li> </ul>	9 hours
Thematic Areas	<ul style="list-style-type: none"> <li>Transportation</li> <li>Infrastructure &amp; Utilities</li> <li>Human settlements</li> <li>Natural Resource management</li> <li>Environment &amp; Sustainable development</li> <li>Urban Design</li> <li>Public Health</li> <li>Open spaces and Recreational Planning</li> <li>Climate change</li> <li>Land and Real Estate</li> <li>Disaster management</li> </ul>	

## Procedures and Guidelines for developing Planning Education Curriculum

The Participants were guided by CUE on the requirements and guidelines for reviewing the planning education curriculum. After the discussions, the planning schools agreed to review the guidelines as per summary in table two

<b>Procedures for established universities</b>	Establishment of internal quality assurance (IQA) system
	IQA Policy, curriculum development policy
	Structure of the IQA
	Quality Assurance Officer/ Director
	Appointment of IQA Committee
	Stakeholders engagement by curriculum development committee
	Needs assessment
	Market survey
	Situation analysis
	Input by departmental board
	Input by faculty or school board
	Approval by the senate
	Approval by the relevant professional body
	Submission to the commission for university education (CUE)



<b>Guidelines for a new University Academic Programme</b>	Peer review
	Verification of academic resources (site visit)
	Adoption of secretariat (Division and Top Management) and Commission Committee (Quality Assurance Committee (QAS))
	Approval by CUE
	Notification to the University and the public
	Review after each cohort (2 years, 4 years, 5 years or 6 years)
	General Information
	Vision and Mission of the University
	Philosophy of the University
	University admission requirements
	Academic resources in the university
	The curriculum
	Title of the programme
	Philosophy of the programme
	Rationale of the programme
	Goal of the programme
	Expected learning outcomes
	Mode of delivery
	Mode of delivery
	Academic regulation of the programme
	Course evaluation
	Management and administration of the programme
	Course/ units offered for the programme (including a distribution table)
	Duration and structure of the course: semester/ term/ trimester etc
	Course Outlines
	Title of the course
	Purpose of the course
	Expected learning outcomes
	Course content
	Mode of delivery
	Instructional materials and /or equipment for the course

*NB: Chartered universities may develop and mount new programmes provided they submit the same, within six months, for review by CUE and adhere to the universities Regulations 2014, Regulation 48*

## .04 Challenges, Opportunities and Action Plan



### Assessment of present and future needs

- What is the shortfall of planning professionals in both public and private sectors?
- Forecasting future needs

### Resourcing planning schools

- Staffing
- Facilities
- Equipment and technology

### Inter-university collaboration

- Student Mobility
- Joint studios
- Research Collaboration
- Inter-university Postgraduate Programme
- Association of Planning Schools

### Graduates' Registration and Professional Affiliation

- Formation of a Professional Planners' Registration Board
- Establishment of Thematic Chapters of the Planning Institute
- Continuous Professional Development

### Expanding Employment Opportunities

- Employment Opportunities in Governmental Bodies
- Structuring the County Planning Service
- Employment opportunities in the private sector
- Expanding Industry-based learning

### Action Plan for Curriculum Review and Harmonisation

- Programs and Activities
- Formation of Task Teams
- The Work plan
- Resource Mobilisation

OPPORTUNITIES	CHALLENGES
A team of experienced professionals attending the workshop	Institutions are not able to respond to the current societal needs
Planners may register with PPRA as well as related institutions like NEMA	Inadequate platforms for interaction and networking
CUE should be of help in self-regulation	Public universities have not been previously regulated
Planning schools around the world are currently reviewing their curricula	Self-regulation of the planning profession. PPRB should be of help in self-regulation
Participatory approach to planning in Kenya provides basis for stakeholder engagement	Competition amongst planners due to limited resources
Counties can help fund studios by engaging universities in the preparation of county spatial frameworks and plans	Inadequate financing of planning studios
The Constitution of Kenya 2010 and the new dispensation requirements including preparation of County Integrated Development Plans, National Spatial Plans, County Spatial Plans,	Variations in curricula and university programs
Goodwill from all stakeholders including from CUE	Lack of a mentoring program. Limited Internship opportunities
Paradigm shift towards integrated planning as embraced by Brazil, Germany	Financing of planning programs by universities is difficult
Urbanisation and rapid growth	Multi-disciplinarily of planning makes the courses difficult to sustain
On-going review of legal frameworks related to Planning	Planners are not getting employment opportunities. Universities are churning out planners who cannot get opportunities
Peer reviewing among academia	Universities cannot fund some of their programs
Funding from CUE for use in peer review	
PPRB has communicated to county governments stating qualifications required in employing planning professionals.	County governments not abiding by PPRB guidelines on qualifications for employment of planners.
The PPRB can raise funds using CPDs and regular inspection of university to check compliance with PPRB requirements	Transfer credits points across the planning schools in Kenya is limited

## Recommendations

1. Incorporate in the curriculum for planning schools, adequate training on Agenda 2030 for Sustainable Development including Sustainable Development Goals particularly Goal 11, New Urban Agenda, African Agenda 2063, Paris Agreement on Climate Change, the Sendai Framework for Disaster Risk Reduction, SAMOA Pathway, the Istanbul Plan for Action on Least Developed Countries and related multilateral processes.
2. Integrate with existing units in the training of planning education in Kenya, principles of sustainable urban planning including mixed use, compactness, densification, public spaces design and proximity to key services as well as urban paradigms, aimed at transforming cities as tech-cities, resort cities, smart cities, growth co-cities and green cities.
3. Strengthen training on sustainable housing including affordable and low cost housing for urban poor.
4. Encourage a participatory curriculum review process that engages National and County Government agencies, Kenya Private Sector Alliance, Kenya Federation of employers, Association of Professional Societies of East Africa, Civil Society Urban Development Programme, UN-Habitat and relevant stakeholders.
5. Strengthen the Physical Planners Registration Board (PPRB) to effectively and efficiently deliver its mandate including mandatory 4-year inspections of Planning Schools curriculum, staffing and infrastructure to monitor compliance with statutory requirements.
6. Demonstrate to policy makers the value-addition of planning practice to national GDP and mainstream growth and direction into county spatial frameworks.
7. Support planning schools to effectively and efficiently train planning studios. UN-Habitat should be encouraged to consider providing technical support during planning studios.
8. Planning curriculum should emphasise professional training at bachelors' level and specialisation at master- level.
9. Planning Schools should continuously engage with the Commission for University Education (CUE) with a view to obtaining knowledge on improvement of learning infrastructure and facilities.
10. Consider training at bachelor's level for a period of not less than five years to accommodate additional units that are currently lacking in curriculum.
11. Develop a policy paper on internship for Kenya graduates.
12. Establish minimum standards for the planning curriculum especially with regard to duration of study, content of training, delivery and staffing.
13. Depending on a University's strengths, develop a BA or Bsc Planning (with specialisation in Urban, Regional, and Environmental Planning) that includes core units.



# Appendices

- |                  |  |
|------------------|--|
| a. Appendix I:   | Requirements:                                  |
| b. Appendix II:  | a. Universities Act (2012)                     |
| c. Appendix III: | b. Universities Regulations (2014)             |
| d. Appendix IV:  | c. Universities Standards and Guidelines, 2014 |
| e. Appendix V:   |  |

## Participants

University of Nairobi	Isaac Karanja, Chair, Department of Urban & Regional Planning
	Musyimi Mbathi, Lecturer, Department of Urban & Regional Planning
	Elijah Ndegwa, Department of Urban & Regional Planning
	Fridah Mugo, Lecturer, Department of Urban & Regional Planning
Jomo Kenyatta University of Agriculture and Technology	Bernard Mugwima, Director, Centre for Urban Studies.
	Micah Makworo, Lecturer , School of Architecture and Building Sciences
	Wycliff Nyachwaya, Lecturer , School of Architecture and Building Sciences
	Gerryshom Munala, Lecturer, Centre for Urban Studies
Kenyatta University	Caleb Mireri, Chair, Department of Environmental Planning & Management
	Peter Kamau, Coordinator, School of Architecture & Planning
Technical University of Kenya	Lawrence Esho, Chair, Department of Spatial Planning and Design
	Kasty Mbae, Lecturer, TUK
	Jacqueline Njogu, Lecturer TUK
Technical University of Mombasa	Valentine Ochanda, Coordinator, School of Environment and Health Sciences
	Omondi Obudho, , Lecturer, School of Environment and Health Sciences
University of Eldoret	Benjamin Mwasi, Dean, School of Environmental Studies
Pwani University	Laji Adoyo, Coordinator, Schools of Environmental Planning
	Kenyanito Sekotoure, Lecturer
Jaramogi Oginga Odinga University of Science and Technology	Patrick Hayombe, Dean School of Spatial Planning and Natural Resource Management
	Frederick Owino, Lecturer, School of Spatial Planning and Natural Resource Management
Egerton University	John Mironga, Dean, Faculty of Environmental Resources Development
	Charles Wambongo, Lecturer
Maseno University	George Wagah, Dean School of Planning & Architecture, Maseno University
	George Mark Onyango, Lecturer, School of Planning & Architecture, Maseno University
	Leah Onyango, Lecturer, School of Planning & Architecture, Maseno University
Commission for University Education	Joyce Mutinda, CEO, CUE
Kenya Institute of Planners	Juliana Mutua, Registrar KIP
Association of African Planning Schools	Peter Ngau, Chairman AAPS
Physical Planners Registration Board	Alfred Mwanzia, Registrar, PPRB
Architectural Association of Kenya	Waweru Gatheca , Chairman AAK

Council of Governors of Kenya	Meboh Abuor, Programme Officer, Council of Governors
Ministry of Devolution and Planning	J. Mukui
Registered and Practicing Planners (2)	J. M Kiamba, Director, Flush Consultants
	Bosire Ogero, Director, Matrix Development Consultants
Directorate of Physical Planning	Augustine Masinde, Director, Department of Physical Planning, MLHUD
Rapporteurs	Fawcet Komollo, Lecturer TUK
	Alfred Eshitera, Lecturer, TUK
UN-Habitat	Jeremiah Ougo, National Officer, Kenya.
	Grace Lubaale, Strategic Advisor, Kenya
	Klas Groth, UPDB, UN-Habitat.
	Jacob Ojwang, Production Assistant, Advocacy, Outreach and Communications

## Programme

DATE	TIME	AGENDA	ACTION BY
16/9/15	<b>DAY ONE</b>		
	2:30PM-2:35PM	Arrival, Registration, Introductions	Ougo J
	2:35PM-2:40PM	Welcoming remarks	Lubaale G
	2:40PM-3:00PM	Opening Remarks, Ministry of Land, Housing and Urban Development	Masinde A
	3:30PM-3:45PM	Elements of the Framework for Review of Planning Education Curriculum in Kenya	Mwangi I.K
	<b>Session One:</b> Justification for Review of Planning Education Curricula in Kenya <b>Speaker:</b> Masinde A. (15mins) <b>Discussants:</b> Mireri C., Bosire O, Ngau P. (30mins) <b>Moderator:</b> Mugwima N. <b>Rapporteur:</b> Komolloh F, Eshitera A		
	4:00PM-4:15PM	Plenary discussions, reactions and wrap up of Session one	Mugwima N.
		Tea Break (15mins)	
	<b>Session Two:</b> Presentation of Course Outline, Philosophies, Core & Elective Units and Content as currently taught (15 minutes per school) <b>Moderator:</b> Mwasi B <b>Rapporteur:</b> Komolloh F, Eshitera A		
	4:15PM-4:30PM	School of Spatial Planning and Natural Resource Management, JOOUST	Hayombe P
	4:30PM-4:45PM	Department of Spatial Planning and Design, TUK	Esho L
	4:45PM-5:00PM	Department of Environmental Planning & Management, KU	Kamau P
	5:00PM- 5:20PM	Plenary discussions, reactions and wrap up of Session Two <b>Discussants:</b> Mwangi I , Wagah G	Mwasi B

DAY TWO

17/9/15

**Session Three:** Presentation of Course Outlines, Philosophies, Core & Elective Units and Content as currently taught (15 minutes per school)

**Moderator:** Kamau P.

**Rapporteur:** Komolloh F, Eshitera A

8:00AM-8:15AM	School of Environmental Planning, Pwani	Adoyo L
8:15AM-8:30AM	School of Environmental Planning, TUM	Ochanda V
8:30AM-8:45AM	Department of Urban & Regional Planning, UoN	Mwangi I
8:45AM-9:00AM	School of Environmental Studies, UoE.	Mwasi B
9:00AM-9:15AM	Plenary discussions, reactions and wrap up of Session Three <b>Discussants:</b> Esho L, Mironga J	Kamau P.

**Official Group Photo and Health Break(25Mins)**

Mwelu J

**Session Four:** Presentation of Course Outline, Philosophies, Core & Elective Units (15 minutes per school)

**Moderator:** Onyango L. (Ms)

**Rapporteur:** Komolloh F, Eshitera A

9:40AM-9:55AM	School of Architecture & Building Sciences, JKUAT	B. Mugwima
9:55AM- 10:10AM	Faculty of Environmental Resources Development, EU.	J. Mironga
10:10AM-10:25AM	School of Planning & Architecture, Maseno University	G. Wagah
10:25AM- 10:40AM	Plenary discussions, reactions and wrap up of Session Four <b>Discussants:</b> Mbathi M, Munala, G.	Onyango L (Ms)

**Working Group Sessions**

10:40AM-12:10PM	Three (3) separate Groups discussing Challenges and opportunities in curriculum review process <b>Discussant:</b> Bosire O <b>Rapporteur:</b> Komolloh F, Eshitera A	Bosire O
12:10PM-12:25PM	Presentation of each group's findings	
12:25PM-12:45PM	Plenary and discussions to group findings	

**Lunch Break (60Mins)**

1:45PM-2:15PM	Three (3) separate Groups discussing Core units that should constitute a Planning Course <b>Discussant:</b> Mironga J <b>Rapporteur:</b> Komolloh F, Eshitera A	Masinde A
2:15PM -2:30PM 2:30PM- 2:50PM	Presentation of each group's findings Plenary discussions and reactions to group findings	
2:50PM-3:20PM	Three (3) separate Groups discussing Terms of reference for curriculum review including elements of a framework for reviewing and harmonising of planning education <b>Discussant:</b> Esho L <b>Rapporteur:</b> Komolloh F, Eshitera A	Esho L
3:20PM-3:35PM	Presentation of each group's findings	
3:35PM-3:55PM	Plenary discussions and reactions to group findings	
3:55PM-4:20PM	Procedures and Standards in University Curriculum Review	Mutinda Joyce

DAY THREE			
18/9/2015	Action Plan and Way Forward		
	8:30AM-9:15AM	Session Five: Role of different stakeholders in the action plan <b>Moderator:</b> I K Mwangi <b>Rapporteur:</b> Komolloh F, Eshitera A	All
	9:15AM-10:00AM	Plenary (Participants Mutua J, Mwasi B, Mireri C, Hayombe P)	I K Mwangi
	10:00AM -10:30AM	Closing Remarks	Lubaale G
	10:30AM-11:00AM	Checking out, Logistics and Departure	Ougo J

## Coordinators

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