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Tasan-Kok, T.; Bertolini, L.

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fledgling and seasoned planner alike. It has constantly begged the question what can academics and practitioners do to better equip current and future generations?

Grounding the theory with direct exposure to practical work experience within the public and private sector is critical. The academic, private and public planning organisations should look to prioritise this if the disjuncture is to be remedied. A greater emphasis on mentoring and tracking progress within the workplace is another aspect that is currently too loose and ad hoc. It is directly linked to the need to set down continued professional development standards and remains an aspect the professional body should consider more proactively.

There is a need to take stock generally, for all of us who have played a part, big or small, successful or not, and to prepare well and invest richly in our future generations of planners. I consider it an honour and privilege to have served thus far and I look forward to continuing to play my part in that future.

Note: The views represented here do not necessarily reflect the views of the City of Cape Town. They are written in my own capacity.

Note

1. This act is amended in 1968 and 1985.

Disclosure statement

No potential conflict of interest was reported by the author.

Notes on contributor

Peter Ahmad presently manages the Metropolitan Spatial Planning Unit at the City of Cape Town Metropolitan Municipality. The team he leads is charged with the compilation of key planning policy and strategy documents including the Municipal Spatial Development Framework and Built Environment Performance Plan. He was based in Gauteng Province where he worked for the Provincial Departments of Planning and Housing between 1996 and 2001. For more than a decade he served the City of Johannesburg in the Metropolitan Planning Unit and briefly with the Johannesburg Social Housing Company. He has also worked for the national government when serving at the Housing Development Agency. Email: Peter.Ahmad@capetown.gov.za

Comparing reflections of practitioners on the challenges of contemporary planning practice

Tuna Tasan-Kok and Luca Bertolini

Faculty of Social and Behavioral Sciences, Department of Human Geography, Planning and International Development, University of Amsterdam, Amsterdam, the Netherlands

Inspired by our encounters with many different international planning scholars and their efforts to give voice to young practicing planners about their profession and its practice, Interface brings together a small number of planning professionals who project these ethical challenges from the point of view of practice. By giving voice to these planners, our intention is to highlight the personal and professional
coping mechanisms developed by planning professionals. This has seen very little coverage in planning literature, and it is our belief that these should be reflected also in planning education.

As planning scholars, most of us are aware of these challenges, but while some of us argue that we need to stick to the principles of the old-school tradition in planning and urban design, leaving no room for change; others highlight the achievement of planners in practice as “facilitating leaders”, and look for them to develop self-produced mechanisms that bypass systematic challenges. A further school of thought argues that we need to change planning education by first hearing the voices of practicing planners, in that it is these people who face the challenges in their daily lives that we write about in our publications (Hoey, Rumbach, & Shake, 2016; Watson, 2002). The challenges faced in practice require creative and even revolutionary efforts, but how do we transfer these practices to planning education? Where do we start? One thing is obvious: we need to start listening to the voices coming from those in practice.

There are multiple, nonlinear trajectories by which people enter into planning, underlining the nature of a discipline and profession that is all about bridging different views and worlds to have impact on a complex reality. This is both why it can be difficult to profile planning among prospective students, and also what makes it so fascinating. The practitioners contributing to this Interface define the planning profession as a political tool in similar ways: planning fulfills the wishes and demands of different groups by negotiating among conflicting interests and trying to reach agreement between stakeholders. It is a tool for social transformation, social justice and reform, and is a means of political struggle that engages one both inside and outside the workplace. This is something emphasized numerous times in these contributions.

A number of different challenges are highlighted too: not only the classic issues of finding a way of dealing with diverse and overlapping interests and tiring bureaucracy, but also those resulting from the involvement of private sector interests in urban development, dominating property-led or market-driven planning dynamics, discontinuity of policies due to changing administrations, the limitations of token participatory efforts on communication and the lack of knowledge of planners in certain technical fields. The accounts presented here document an ambivalent combination of the awareness of the preponderance of technocratic and bureaucratic realities in day-to-day planning practice, and the strong social and political drive of planners (resulting in a tension that is perhaps best highlighted by the Swedish piece). Some of the most innovative practices (seen, for example, in the pieces from Sweden, Belgium, Turkey, Brazil and Israel) share the strategy of skillfully “playing out” these ambivalences, often by adopting “lateral” ways of dealing with them. These stand in interesting contrast to the more “midstream” and perhaps less radically innovative practices of the Dutch and South African cases.

This Interface can be considered a unanimous call to expose students more and directly to planning practice during their studies, if not to fully integrate practice and education in a continuous, open process (Porter et al., 2015). It is important here that practice be interpreted in its broadest sense, to include the realities of both day-to-day planning work and social or political activism. This involves building both awareness of the ambivalence of the profession, and the need for ways of skillfully “playing it out.” It is a call to pay more attention in education to the “true” economic and political drivers of urban development, and of the powerful role of apparently neutral and technical property, and financial, legal, and procedural arrangements in shaping outcomes.

Moreover, these planners ask us to pass the message on to students to learn to be proactive. Perhaps we need to confront them with complex real problems, establish interactive teams to overcome these problems and motivate them to seek alternative solutions. The use of simulation programs, scenario playing, role playing, and technical and soft tools of negotiation, and planning real situations in the studio should perhaps be explored more systematically by planning schools. Some of this is already
practiced in many schools; however, we also need to teach students to deal “laterally” and transforma-

tively with the everyday realities of planning. This can be achieved by stimulating them to take part in

central to planning school curricula,

at present, this is far from central to planning school curricula, if it exists at all. Planning education should challenge students more explicitly to reflect critically on the variety of roles they may take up in society. Furthermore, we need to engage in more constructive research into planning practice in academia to establish transformative practices between academia and practice (Hurley et al., 2016).

The energy and passion held by the contributors to Interface for their profession has been very moti-
vating to read. Looking at our collaboration with the authors of this Interface, and our own personal and

professional encounters with practicing planners, we can see that the planning profession needs not

only system-maintaining and system-transforming intellectuals, but also inspirational academicians

who appreciate this motivation and maintain an open mind when looking for ways to accommodate

new approaches that can bring practice closer to planning schools. We hope that this Interface inspires

scholars to see the willingness of practitioners to contribute to academic debate, and motivates us to

explore and co-create new approaches with their contribution in the near future. Only by learning from

each other will we be able to raise practitioners who know how to “float like a butterfly, sting like a bee.”

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Notes on contributors

Tuna Tasan-Kok has a PhD in social geography from the University of Utrecht, an MSc in regional planning from

the Middle East Technical University (METU), Turkey and a BA (Hons) in city and regional planning from Dokuz

Eylul University, Turkey. Currently she is an Associate Professor in the Department of Human Geography, Urban

Planning and International Development at the University of Amsterdam. She has mainly published on the

topics of globalization, critical approaches to neoliberal planning, entrepreneurial urban governance, property

market dynamics, property-led urban regeneration issues, multicultural cities and governing urban diversity.

Email: m.t.tasankok@uva.nl

Luca Bertolini is Professor of Urban and Regional Planning at the University of Amsterdam. His research and teaching

focus on the integration of transport and land use planning, on methods for supporting the option-generation

phase of the planning process, on concepts for coping with uncertainty in planning, and on ways of enhanc-
ing theory–practice interaction. Main publication topics include planning for sustainable accessibility in urban

regions, conceptualizing urbanism in the network society, and the application of evolutionary theories to planning

Email: l.Bertolini@uva.nl
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