

Planning Education in Ghana

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**Case study prepared for
Planning Sustainable Cities:
Global Report on Human Settlements 2009**

Available from <http://www.unhabitat.org/grhs/2009>

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Abstract: This case study is a contribution to the Global Report on Human Settlements 2009 chapter on planning education with the objective of assessing the capacity of planning education to respond to the changing needs of the country. The paper discusses the origins of planning education in Ghana and the various theoretical debates that have shaped planning to the point as it is taught and practiced today. The Ghana case study illustrates the legacy of colonial planning education, the ability of planning to respond to the contextual issues and paradigm shifts, a strong relation between planning education and planning institutions, the benefits of north-south cooperation among educational institutions, and the extent to which the availability of resources can facilitate or hinder planning education and practice. The paper calls for the need to develop the capacity of planning educators, involve professional associations and bodies in the reshaping of curricula, and the allocation of funds both at the governmental level and at the University level to support planning education.

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Introduction

Country overview

The Republic of Ghana, formerly the Gold Coast was a British Colony until 6 March 1957 when it attained independence. It became a Republic in 1960. The last population census of Ghana in 2000 gave the total population as 18.9 million (see Table 1) (Ghana Statistical Service, 2000a). The current estimate (2008) puts the population at 23 million with a growth rate of 2.1 percent per annum and a mean population density of 88 persons/km² (World Bank, 2008).

Table 1. Population Change, Ghana. 1921–2000

Census Year	Population (thousands)	Average annual population growth* (thousands)	Average annual rate of growth* (%)
1921	2,298	–	–
1931	3,163	86	3.2
1948	4,118	56	1.6
1960	6,727	217	4.1
1970	8,559	183	2.4
1984	12,296	267	2.6
2000	18,912	414	2.1

* Based on population growth since previous Census.

Sources: *Population Censuses 1921, 1931, 1948, 1960, 1970, 1984 and 2000.*

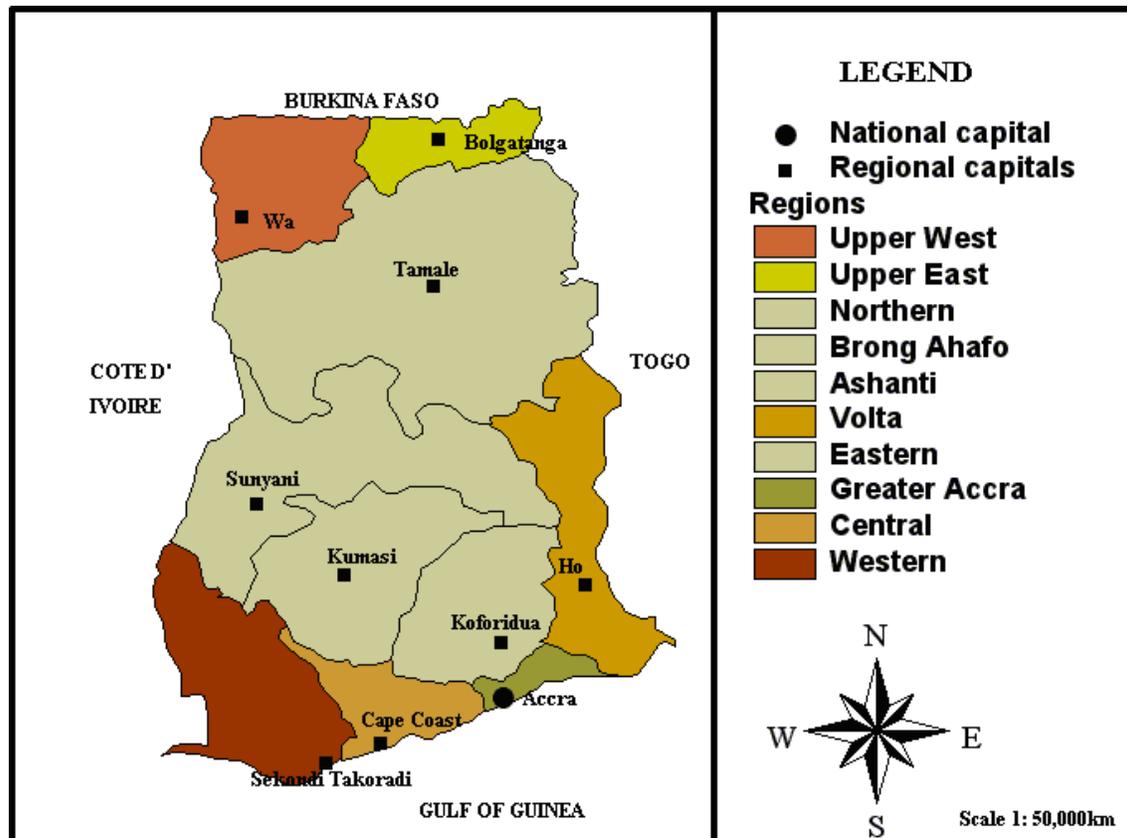
The population distribution is varied across the 10 administrative regions and eco-zones of the country with 68 percent and 32 percent living in the rural and urban areas respectively. About 52 percent of the labour force is engaged in agriculture. Ghana has a Gross Domestic Product of \$12.9 billion and a current Real GDP growth rate of 5.8 per cent while per capita GDP stands at \$365. Other basic statistics are as indicated in Table 2. The United Nations Development Programme's Human Development Index (HDI) of 2007/2008 ranks Ghana as number 135 in the world (UNDP, 2007).

Table 2. Basic statistics, Ghana

External Debt % of GNI	24.9
GDP (current US\$) billions	12.9
GNI per capita (Atlas method, current US\$)	510
Life Expectancy at birth	60
School enrolment (primary)	63.6

Source: *World Bank, 2008*

Figure 1. Map of Ghana showing administrative regions



There are ten administrative regions, which are further divided into Metropolitan, Municipal, and Districts Assemblies (see Figure 1),

The districts are created taking into consideration the economic potential and viability, ethnicity, and population among other factors. In 2007, The President by an Executive Instrument created 27 new Districts, 4 Municipalities, upgraded 27 existing districts into municipalities and 2 existing Municipalities into Metropolis. The assemblies were inaugurated at their various locations simultaneously on 29 February 2008. All the inaugurated and confirmed Metropolitan, Municipal, and Districts Assemblies established are operational with immediate effect hence bringing the total number of such Assemblies to 169. The creation of new districts arose as a result of the large size of some of the previous 138 Assemblies. The large size did not facilitate the full implementation of local government policies.

Research methods

This case study was based on multiple data sources: primary and secondary data documents, interviews with planning professionals and students, as well as experiences drawn from the author's involvement in the Association of African Planning School's (AAPS) attempt to secure funding for revitalization of planning education in Africa. The study also draws on a country paper prepared by the author for the International Manual of Planning Practice in 2006.

Genesis of Planning Education in Ghana

Planning education is considered a very important component of the effort to revitalize planning practice, especially in developing economies where there is often a mismatch between plans and resources for implementation. The extent to which planning practice can meet the challenges of rapid urbanization and the problems associated with it depends to a large extent on the quality of planning education available for planning professionals.

Planning education in Ghana started in 1958 with the establishment of a planning programme in the School of Architecture, Planning and Building at the Kumasi College of Arts, Science and Technology, now the Kwame Nkrumah University of Science and Technology. The programme entered students for the entrance for the intermediate examinations of the Town Planning Institute of Great Britain. After passing the examination, students were sent to universities in Great Britain to obtain full professional qualifications (Department of Planning, 2001).

In 1961, the United Nations assisted the Government of Ghana to establish an Institute for Community Planning, with the objective of training planners at the sub-professional level. Successful students were awarded diplomas of the Institute. It was a two-year programme with an intake of 20 students per year. In 1963, the Institute was absorbed by the newly created Faculty of Architecture of the Kumasi College whose status had been raised to that of a University. The duration of the diploma programme was increased to three years by the Faculty in order to enable successful candidates obtain jobs in the civic/public service at salaries commensurate with their skills and level of education.

The faculty instituted a new programme leading to a BSc degree in Design at the new Kwame Nkrumah University of Science and Technology. The programme was designed such that students graduating with this degree could then choose to pursue postgraduate degrees in Architecture, Planning and Building Technology. This idea, of a combined first degree for Planners, Architects and Building Technologists was not very successful because most of the students after obtaining the undergraduate degree opted for architecture, the practice of which appeared to provide the greatest financial rewards. Consequently, separate undergraduate (BSc) degrees in the three professional fields were instituted in 1969, with a first year common to all the disciplines.

Prior to 1969, a Master's programme in Regional Development Planning had started in 1964. The three-year diploma programme was discontinued in 1977—not because there was no longer any need for training sub-professionals—but because applicants for the programme tended to have the same qualification as those admitted to the degree course. It was difficult to select some of these applicants for the diploma course while their colleagues with essentially the same qualifications were admitted to the degree course.

In 1985, the Department of Planning in collaboration with the Department of Spatial Planning, University of Dortmund (Germany) established a joint postgraduate programme in Development Planning and Management codenamed SPRING (Spatial Planning for Regions in Growing Economies). This two year programme was tenable in Germany (for year one) and Ghana (year two). This model of educating planners in support of the on-going decentralization programme has won recognition as one of the most successful models of international cooperation in both Ghana and Germany. This model was a key to the reform of the German educational system and was recognized in 2006 being one of the 10 outstanding international programmes of higher education in Germany. Over the years, the SPRING programme has expanded to include partner institutions in Tanzania, the Philippines and Chile.

The MSc course in Regional Development Planning was suspended in 1984 and replaced with a modified course in Development Policy and Planning (DEPP) with effect from the 1994–1995 academic year. An MPhil programme in Development Studies had been started in 1980, which was initially opened to candidates graduating from the BSc Planning degree programme. The MPhil programme was restructured in 1997 to give opportunity to candidates with knowledge in development planning-related sciences. This culminated in the establishment of two MPhil programmes namely: MPhil in Planning and MPhil in Development Studies. At the same time, in 1997, two streams of PhD programmes were established. These were PhD in Planning and PhD in Development Studies.

In 1998—following an agreement between the Royal Danish Academy of Fine Arts (Copenhagen, Denmark), the Department of Planning, Kwame Nkrumah University of Science and Technology and the Danish Ministry of Foreign Affairs—support was given for the establishment of the programme to ‘Enhance Research Capacities’ (ENRECA) with a focus on community initiatives and democratization of planning practice in Ghana. This programme supported the MPhil students with study visits of 6 months duration to Denmark. The programme came to an end in 2006.

Current programmes at the Department of Planning

As of 2008, The Department of Planning of the Kwame Nkrumah University of Science and Technology, Kumasi is still the only professionally Government-recognized institution in the country that trains skilled personnel to promote, coordinate and manage development at the national and sub-national levels. The Department’s philosophy of “Development Planning” is an integrated process of political, social, economic and spatial dimensions which affect the quality of life of all people. The Department’s approach in tackling development problems is therefore interdisciplinary, reflecting the multi-dimensional nature of development problems.

The Department’s main mission is therefore to train skilled personnel required to formulate and manage various development policies and programmes at all levels of national development such as the National Vision of Socio-Economic Development which is required by the 1992 Constitution, the economic management programme, the Growth and Poverty Reduction Strategy (GPRS II) as well as the on-going decentralization policy, and to promote and implement the improved planning system.

The Department’s objectives, which are in line with national objectives for tertiary education and the University expectations, are as outlined as follows:

1. To provide cost-effective training of students at the undergraduate and postgraduate levels, train personnel in support of national development policies and programmes of decentralization, rationalization of planning services and grassroots development;
2. To improve access of women to programmes in the Department at both the undergraduate and postgraduate levels;
3. To intensify the Department of Planning’s extramural activities through distance education, continuing education and provision of further assistance to needy communities and districts;
4. To provide in-service training needs tailored to meet the requirements of sectoral ministries, Regional Coordinating Councils, District Assemblies, parastatals, various private sector organizations including NGOs, through continuing education; and
5. To gradually localize postgraduate training by increasing intake of students to enable them specialize in fields critical to overall national development and economic management.

The Department currently runs the following academic programmes:¹

- BSc (four-year programme in Development Planning);
- BSc (four-year programme in Human Settlement Planning);
- MSc (two-year programme in Development Planning and Management);
- MSc (two-year programme in Development Policy and Planning on both Regular and Sandwich Bases);
- MPhil in Planning and Development Studies; and
- PhD in Planning and Development Studies.

Assessments

Based on the University rules and regulations, the Department operates a system of continuous assessment and candidates are exposed to a variety of tests in course work and oral examinations on workshops as well as grades for the Special Study. Continuous assessments account for 30 per cent while the end of semester examination makes up the remaining 70 per cent of a course mark.² In oral presentations, students are assessed in groups and on individual basis.

Class numbers and staff-student ratio

Tables 3 and 4 below present class numbers at the undergraduate and graduate levels respectively.

Table 3. Class sizes, undergraduate level (2007/2008 academic year)

Year	Number of students		Total
	Development Planning Programme	Settlement Planning Programme	
Year 1	85	45	130
Year 2	100	45	145
Year 3	173	50	223
Year 4	117	20	137
Total	475	160	635

Source: DoP-KNUST, General Office, May, 2008

Table 4. Class sizes, graduate level (2007/2008 academic year)

Program type	Level	Number of students
Development Planning and Management	Year I	13
	Year II	11
Development Policy and Planning	Year I	16
	Year II	15
M. Phil & PhD		10
Total		65

Source: DoP-KNUST, General Office, May, 2008

1. See Appendix 1, 2, 3 and 4 for course structure, levels (year) and time allotted to each.
2. Grades that can be obtained are; A: 70 -100, B: 69-60, C: 50-59, D: 40-49 and E: 0-39 (fail).

The Department is staffed with 21 highly trained and experienced permanent faculty members with diverse academic backgrounds and research interests. There are currently one Professor, one Associate Professor, three (3) Senior Lecturers, fifteen (15) Lecturers and one Research Fellow at post. This staffing situation puts the staff-students ratio at 1:30 for undergraduates and 1:3 for the graduate level.

Resources for teaching and learning

Both the undergraduate and graduate programmes employ a combination of lectures, studio work (Workshops), class and community presentations, as teaching methods. In addition, undergraduate students are regularly posted to development and planning-related institutions for vacation training attachments. The vacation training programme in particular is an attempt by the Department to link planning theory and practice in order to equip graduating students with the skills, attitude and motivation to meet the challenges of development in Ghana and Africa as a whole.

The effectiveness of planning education is however hampered by a number of factors. These include high student-lecturer ratio, insufficient classroom and studio space, insufficient availability of teaching and learning aids, and insufficient access to planning literature and journals. The combined effect of these factors is that facilitation of teaching, learning and professional practice is adversely affected. The College of Architecture and Planning Library which the Planning Department shares with sister Departments (Architecture, Land Economy and Building Technology), for example, lacks current and pertinent literature in planning. Materials available are mostly outdated and sometimes not relevant to the needs of the particular socio-economic context of the country. Through the membership of the Association of African Planning Schools (AAPS) the Department has access to a few international journals like 'Planning Theory' and the 'Journal of Planning Education and Research', but fundamental access to journals is restricted, hampering the ability of staff and students to do world-class research on planning and related disciplines. There are currently no Geographic information Systems (GIS) laboratories to facilitate the Human Settlements Programme and students access the facility at the Geomatic Engineering Department of the University.

The prevailing situation of high student numbers and general shortage of resources means that the Department is not always able to implement to the full its training programmes. For example, the organization of familiarization trips, field visits to planning institutions, modeling, and other activities to expose students to planning practice is hampered. In many instances for example, sites for field exercises have to be selected from among the communities at the fringes of the university, or from among towns in the Ashanti Region of Ghana where the University is located. These sites are chosen purely on the basis of their physical proximity in order to cut down cost, irrespective of whether they will best illustrate the planning issues being studied. This situation brings into question the relevance of the course modules and the approaches and methods used to the contemporary planning practice and tends to undermine the quality of planning education offered to students. Apart from this, lack of resources to diversify the study locations means that the same communities tend to be studied year after year by different set of students, giving rise to community fatigue with planning exercises which are seen not to yield any direct benefits to the communities in question. There have been situations where communities have not cooperated well with students as a result of familiarity and fatigue on the part of community members.

As part of the new educational reforms, students are expected to pay academic facility user fees, which are used to support the acquisition of basic teaching and learning materials, namely: tracing paper, bond sheets, markers, drawing boards, drawing instruments writing

paper, among others, mainly to support the studio or ‘workshop’ exercises where students put in practice the various courses taught in the design of schemes, preparation of plans, as well as implementation mechanism for schemes. A part of the user fees is used to offset the cost of supporting the cost of students for field exercises including transport, accommodation, boarding and lodging.

In the light of these difficulties, several attempts have been made by the Government and the Universities themselves to respond to the situation. The Government of Ghana—in response to the lack of resources for education in general—instituted the Ghana Education Trust Fund (GETFUND) in 2002. This is an innovative fund derived from a 2.5 percent of the Value Added Tax (VAT) operating in the country. This Fund has in the last decade been used to transform the educational sector in Ghana by providing resources for the building of classrooms, studio and lecture halls, as well as providing transport for the educational sector. The Department of Planning—as part of the College of Architecture and Planning—has benefitted from this and it is expected that with the completion of a new college block and a post-graduate building, much more space will be made available for planning education in Ghana.

Despite these efforts, planning education in Ghana continues to be hampered by several factors that need to be addressed if planning is to meet the needs of the country.

Sectors that employ planning graduates

Most graduates of the undergraduate planning programme find employment in the traditional planning institutions like the Town and Country Planning Department and the District Planning and Coordinating Units of the Metropolitan, Municipal and District Assemblies. These two avenues have, however, become less attractive to graduates because of the poor service conditions. Many District Assemblies and town and country planning offices still lack the requisite complement of planning personnel to support their constitutional functions

In the recent past, there has been the tendency for graduates from the Development Planning Programme to opt for jobs in NGOs in the development field, as well as in financial institutions. Graduates in the Masters Programme in Development Policy and Planning have found employment mainly in the public sector dealing with macro-economic policy formulation, public sector management, and local and regional economic development, among others. Key public ministries that employ graduates include the Ministry of Local Government, Rural Development and Environment; the Ministry of Education and Sports; the Ministry of Finance and Economic Planning; and the Planning Units of the Ministries of Health and Education.

Even though official assessment has not been carried out, it is believed that the analytical skills provided, and the integrated approach to development ensures that graduates are well suited not only to the traditional fields of planning practice, but also to several other fields of employment.

Relationship Between Planning Education and Practice

The planning system in Ghana

Until the introduction of decentralization policies in Ghana in 1988, the traditional approach to planning for development in Ghana, had been national in scope and sectoral in nature. Described as top-down and highly centralized, the planning approach sought to define

national goals and objectives and therefore formulate national development plans from perspectives of a few staff of ministries and other central government agencies, without consultation with or participation of people who were the ultimate beneficiaries of the plan. This system had a number of drawbacks. These drawbacks, according to the new local government system include:

1. Insensitivity to community aspirations and opportunities for local level development initiatives;
2. Difficult to integrate analysis, synthesis and action and represents a limited and partial approach to solve development problems;
3. Difficulties in exploring interactive nature of development; and
4. Lack of participation of the local people in the planning process.

The framework of the new planning system

The new planning system is designed to restructure the political and public administrative machinery for development decision-making at both national and local levels, and to organize spatial development to attain functional efficiency and environmental harmony. The restructuring and reforms of public administration seek to integrate local government and central government at the regional and district levels; decentralize but integrate the development planning process and its supporting budgetary system; and provide adequate transfers of financial, human and other resources from central government to local authorities.

Legal framework of the new planning system

These public administration reforms are outlined in following laws:

- The Civil Service Law, 1993 (PNDCL 327);
- The Constitution of the Republic of Ghana, 1992;
- The Local Government Act, 1993 (Act 462);
- The National Development Planning Commission Act, 1994 (Act 479); and
- The National Development Planning (Systems) Act, 1994 (Act 480)

These laws (especially, the National Development Planning (Systems) Act, the National Development Planning Commission Act, sections 1, 2 and 9 to 15, the Local Government Act, Part II and the Civil Service Law, sections 11 to 14) provide the core elements or structure of the new planning system. These elements comprise district planning authorities, regional coordinating councils, sector agencies, ministries and a National Development Planning Commission. The Commission coordinates, directs and regulates the overall planning system in Ghana.

Objectives of the new system

The major objectives of the new decentralised development planning system are to:

- Create an institutional framework for public and community participation in national development to ensure optimal resource mobilisation, allocation and utilisation for development;
- Provide opportunities for greater participation of local people in development planning and efficient management of local resources; and
- Establish effective channels of communication between the national government and local communities and increase administrative effectiveness at both levels.

The new planning system evidently sought to vest authority for implementation of national development with decentralised institutions. The focal points of these institutional arrangements are the District Assemblies.

Planning is now recognized as politico-technical dialogue and process. Community participation, inter-sectoral and interdisciplinary collaboration are now integral parts of the process, and it involves continuous monitoring and evaluation of implementation to provide effective feedback.

District Assembly as District Planning Authority

Under the above mentioned National Development Planning (Systems) Act the 'top-down' planning approach with planning officers located at the central planning unit for the entire country was to give way to 'bottom-up' approach. This Act designates the Metropolitan, Municipal, and District Assemblies as the planning authorities with power to ensure participation, coordination and integration in the preparation of district plans. They have executive, deliberative and legislative powers, design with administrative and technical support services, to articulate the views of the people at the local level.

District offices of the Town and Country Planning Department are to be established under the District Assemblies to provide technical support to the assemblies to plan and manage changes in the physical environment and to direct growth, development and improvement of human settlements in the Districts. They are involved in the preparation of structure plans and planning schemes to direct the physical growth of settlements in the Districts. Thus, the Department is responsible for designing plans and the administration of controls to guide settlements as centres of human activities, culture and services, and provides various forms of planning services to public authorities and private developers. In 1989 it initiated action to co-ordinate organizations using spatial information to share GIS equipment through a pool system.

Regional level planning

PNDC Law 207 establishes the Regional Coordinating Councils to strengthen the Regional Administration to better play its existing roles as well as capture and secure direction over the formulation and execution of development programmes and projects in the region in specific terms of integrating, coordinating, monitoring and evaluating the development decisions and actions of District Assemblies and corporate development administration of the region. The National Development Planning (Systems) Act is a confirmation of the roles of the Regional Coordinating Councils, as defined by the Local Government Act. The Regional offices of the Town and Country Planning Department are responsible to the Regional Coordinating Councils. They are expected to support and assist those District Assemblies that have no Town and Country Planning establishments or capacity. They also have to coordinate plans of the District Assemblies.

National institutions

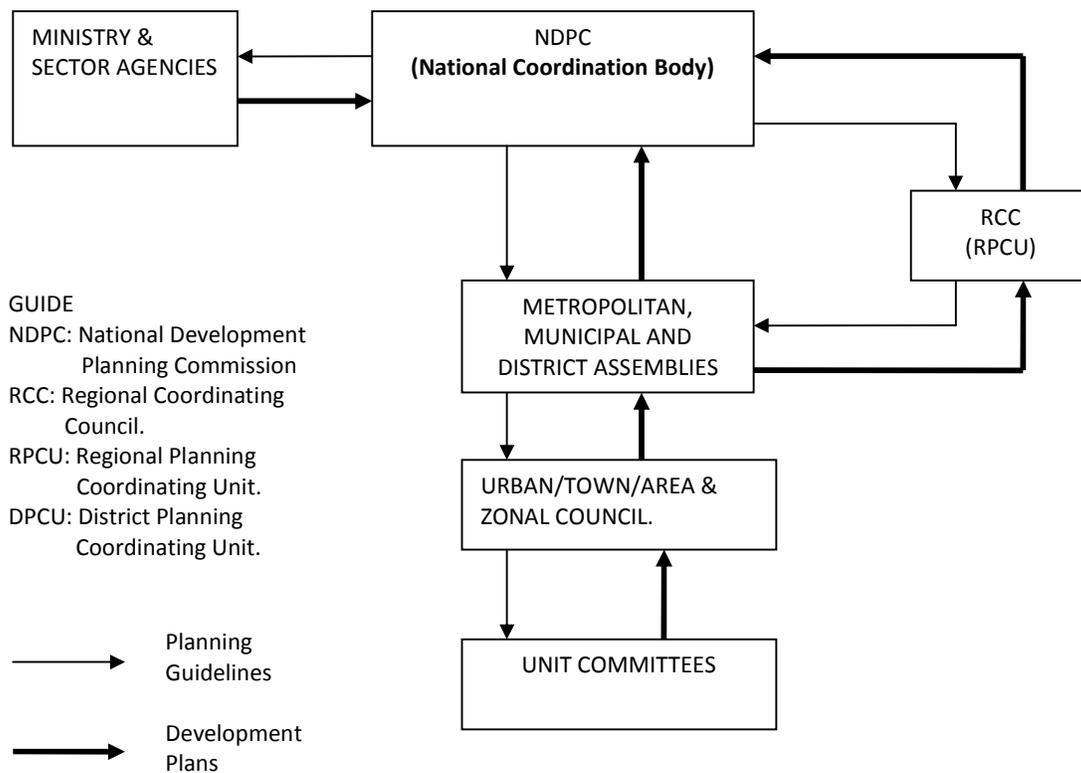
The 1992 Constitution of the Republic of Ghana established two central government institutions which play significant roles in effecting the above changes. These are:

- The Ministry of Local Government and Rural Development is regarded as the one ministry with a commitment to the programmes and activities of decentralization. One of the functions of this Ministry is to propose and coordinate national policies for local government. The ministry also serves as a link between the local government and international donors in their decentralization support.

- National Development Planning Commission. This institution is charged with the responsibility for ensuring consistency and continuity in the framing and execution of development policy for the entire country. The Commission is at the apex of the national development planning system which provides guidance and assistance to District Assemblies, in producing district development plans, outlining in effect their planned utilization of discretionary funds, including locally generated funds. The Commission is also responsible for the approval of all the plans of the District Assemblies and, has a role of coordinating district development plans into national development plan.

Figure 2 shows the existing structure of the current planning system in Ghana. At the national level, the Town and Country Planning Department is located in the Ministry of Environment and Science. Its main function is to support the ministry to collaborate with the National Development Planning Commission in the formulation and review of national policy for the development, improvement and management of human settlements. At the Regional and District level, it is located at the Regional Coordinating Council and District Assembly respectively.

Figure 2. Structure of planning system in Ghana



Source: Adapted from NDPC, 2002.

Table 5 presents the population threshold for the establishment of the various structures presented in Figure 2. The nature of the structures and the action required under each structure within the development context are also summarized in the Table.

Table 5. Characteristics of the various structures of Ghana’s planning system

Structure	Population	Description of structure	Document produced
Metropolitan Assembly	250,000 and above	Established as a monolithic structure to which is assigned the totality of governance.	Development Plan/ Structure plans.
Municipal Assembly	95,000 and above	One-town Assemblies that carry out legislative, executive, planning and rating authority.	Development Plan/ Structure plans
District Assembly	75,000 and above	Contains urban/Town/Area Councils. District Assemblies carry out legislative, executive, planning and rating authority.	Development Plan/ Structure plans
Zonal Councils	3000 and above	Zones or part of the one-town Assemblies. Zones are based on the Electoral Commission perfected demarcations.	Sub District Local Action Plan
Urban Council	15,000 and above	They are peculiar to settlements of “ordinary” District Assemblies	Sub District Local Action Plan
Town Council	5000–15,000	They are found within Metropolitan and District Assemblies. They are rallying point of local enthusiasm in support of development.	Sub District Local Action Plan
Area Council	Less than 5000	It exists for a number of settlements which are grouped together but whose individual settlement has population less than 5000.	Sub District Local Action Plan
Unit Committee.	500–1500	They are in close touch with the people. And form the base structure of the New Local Structure. Implementation and Monitoring of self-help projects.	Community and Local Action plan

Professional associations and planning

The Ghana Institute of Planners is registered in accordance with the provisions of the Professional Bodies Registration Decree 1973, NRCDC 143. The membership of the Institute is divided into five categories, namely: Fellows, Honorary Fellows, Members, Junior Members, and Student Members. The day-to-day running of the Institute is done by the National Executive Committee, made up of a President and nine other officers. The Institute is guided by its constitution first drafted and approved in 1969. The Constitution was adopted in 1995. The constitution sets up the code of professional conduct, the conditions of engagement and schedule of professional fees, and charges. .

The Institute has been instrumental in shaping the curriculum of the Department of Planning by providing direction in linking theory and practice. Apart from this, members of the Institute have also acted as external examiners and readers for the Department, as well as offered vacation training opportunities for students.

Planning practice and current issues

Ideally, the National Development Planning Commission sets the general planning framework within which all other institutions operate. There is, however, an overlap of the Commission and these institutions, notably the Lands Commission and the Town and Country Planning Department, in providing spatial planning policy advice. Obviously this emanates from the

lack of a planning system in which all agencies that are directly involved in land management have clearly defined and logical complementary tasks. Established in 1945, under the Town and Country Planning Ordinance (CAP 84), the Town and Country Planning Department has the mandate for the formulation and implementation of standards related to land-use and the designing of plans and proposals for directing growth and development of urban and rural settlements throughout Ghana. It also coordinates all the different types of statutory, physical developments as well as those within the private sector by ensuring that all developers comply with approved physical structure plans.

Under the Local Government Act, the Town and Country Planning Department is a decentralized department of the District Assembly. The Department has offices in the regions and districts to operate its mandatory functions which offices are part of the Regional Coordinating Councils and the District Assemblies respectively.

Specifically, the Town and Country Planning Department is expected to:

- Initiate the formulation and review of land use standards for various categories of human settlements;
- Advise on and initiate revision of human settlement legislation;
- Advise on and guide the preparation of settlement structure plans and management of urban growth;
- Guide and assist District Assemblies in the establishment of their own town and country planning departments;
- Study and identify manpower training and logistic needs of national, regional and district town and country planning departments;
- Monitor human settlement programmes and projects nationwide; and
- Analyze and review national policy

Planning conflicts exist due to inadequate coordination and cooperation among land development agencies. For instance, during the preparation of the land management component of the National Environmental Action Plan it was noticed that there are as many as twenty-two institutions concerned with land management. This is compounded by a weak land administration system, inadequate and out-dated legislation and contradictory policies and policy actors among various public land agencies. This makes planning difficult and creates environmental problems.

Despite the critical role of the Town and Country Planning Department in the new system—as a result of its focus the crucial issue of spatial planning as an important element in the decentralization process—it lacks the capacity to perform. As at the end of 2005, 54 of the total of 138 districts at the time (39 per cent) had no Town and Country Planning establishments, A further 33 had weak or no planning capacity at all due to lack of Town Planning officers. Most of the districts which do have Town and Country Planning establishments are manned by draughtsmen and experienced Town Planning assistants. Due to these constraints faced by that the key institutions of planning, planning is not as effective as it could have been, even with the most effective planning education that responds to national needs.

Summary and Conclusions

The system of planning in Ghana was highly influenced by the British colonial masters to the extent that initial planning education focused on models of town and country planning in the United Kingdom. Pioneer graduates were also prepared to sit for professional qualifying

examinations overseas. From a centralized planning system, planning education sought to train planners to fit into this stream, with a focus on physical planning in the country.

With the assistance of partner institutions, however, the Department of Planning at the Kwame Nkrumah University of Science and Technology has been able to respond to the needs of the planning profession in Ghana by producing graduates to meet national development needs and in line with the policy of decentralization and local level development.

There still remains much to be done in order to meet the challenges that urbanization and global development presents to a developing country like Ghana.

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Appendix 1:
Course structure for undergraduate Development Planning Programme

Course No.	Course Title	Theory	Practical	Credits
Year ONE, Semester ONE				
PL 151	Planning Workshop I (Foundation)	6	12	6
PL 153	Quantitative Methods for Planners I	2	-	2
PL 157	Geography for Planners	2	-	2
PL 155	Fundamentals of Planning	3	-	3
PL 159	Economics for Development I	2	-	2
PL 161	Information and Communication Technology	-	-	2
ENG 157	Communication Skills	2	-	2
		17	12	19
Year ONE, Semester TWO				
PL 154	Planning Workshop I (Foundation)	-	12	6
PL 158	Quantitative Methods for Planners II	3	-	3
PL 168	Economics for Development II	2	-	2
PL 164	History of Settlements	2	-	2
PL 162	Social Aspects of Development	3	-	3
ENG 158	Communication Skills	2	-	2
		12	12	18
Year TWO, Semester ONE				
PL 251	Planning Workshop II (Rural Settlement Planning)	-	12	6
PL 255	Development Planning Process	3	-	2
PL 257	Environment and Development	3	-	2
PL 259	Population and Development	3	-	2
PL 253	Research Methods	3	-	3
ENGL 263	Literature in English	1	-	1
		13	12	16
Year TWO, Semester TWO				
PL 254	Planning Workshop II (Rural Settlement Planning)	-	12	6
PL 258	Economics of Spatial Development	3	-	3
PL 256	Models in Planning	3	-	3
PL 262	Housing Policy	3	-	3
PL 266	Theories of Development	3	-	3
		12	12	18
Year THREE, Semester ONE				
PL 353	Planning Workshop III (District Development)	-	12	6
PL 355	Transportation Planning	3	-	3
PL 357	Agriculture and Industrial Development Policy	3	-	3
PL 359	Resource Assessment Techniques	3	-	3
PL 361	Housing Policy Planning	3	-	3
		12	12	18
Year THREE, Semester TWO				
PL 354	Planning Workshop III (District Development)	-	12	6
PL 360	Infrastructure Planning	3	-	3
PL 362	Governance of Development	3	-	3
PL 355	Project Analysis and Evaluation	3	-	3
PL 357 or PL 359	Health or Education Planning	3	-	3
		12	12	18

Course No.	Course Title	Theory	Practical	Credits
Year FOUR, Semester ONE				
PL 453	Planning Workshop IV	-	12	6
PL 461	Planning Theory	3	-	3
PL 455	Financing Development	3	-	3
PL 459	Management and Entrepreneurial Skills	3	-	3
PL 457	Social Policy Planning	3	-	3
PL 463	Special Study	-	12	3
		12	24	21
Year FOUR, Semester TWO				
PL 454	Planning Workshop IV	6	12	6
PL 464	Special Study	6	12	9
		12	24	15

Appendix 2:
Course structure for undergraduate Human Settlement Planning Programme

Course No.	Course Title	Theory	Practical	Credits
Year ONE, Semester ONE				
SP 151	Foundation Workshop I	-	12	4
SP 153	History of Settlements	2	-	2
SP 159	Quantitative Methods for Settlement Planners	2	-	2
PL 155	Fundamentals of Planning	2	-	2
PL 161	Information and Communication Technology	2	-	2
PL 159	Economics for Development I	2	-	2
PL 157	Geography for Planners	2	-	2
GE 183	Principles of Land Surveying I	2	-	2
ENGL 157	Communication Skills I	2	-	2
		16	12	20
Year ONE, Semester TWO				
SP 152	Foundation Workshop II	-	12	4
SP 154	Settlement Planning Process	2	-	2
SP 156	Introduction to Built Environment	2	-	2
SP 158	Population and Planning	2	-	2
ENGL 158	Communication skills II	2	-	2
GE 184	Principles of Land Surveying II	2	-	2
WRM 254	Introduction to Remote Sensing and Geographic Information System I	2	-	2
		12	12	16
Year TWO, Semester ONE				
SP 251	Rural Settlement Planning Workshop I	-	12	4
SP 259	Settlement and Neighbourhood Design	2	-	2
SP 261	Rural and Urban Sociology	2	-	2
PL 253	Research Methods	2	-	2
GE 273	Introduction to Remote Sensing and Geographic Information System II	3	-	3
PL 257	Environment and Development	2	-	2
ENGL 263	Literature in English	1	-	1
		12	12	16
Year TWO, Semester TWO				
SP 252	Rural Settlement Planning Workshop II	-	12	4
SP 256	Urban Economics and Valuation	2	-	2
SP 266	Housing Policy and Strategy	2	-	2
SP 262	Settlement Infrastructure Planning	2	-	2
PL 254	Social Policy Planning	2	-	2
ENGL 264	Literature in English	1	-	1
		9	12	13
Year THREE, Semester ONE				
SP 351	Urban Planning Workshop I	-	12	4
SP 355	Environmental Management	2	-	2
SP 357	Urban Transportation Planning	3	-	3
SP 361	Urban Regeneration and Upgrading	3	-	3
SP 363	Planning Legislation and Administration	3	-	3
SP 368	Landscape Planning	2	-	2
BT 151	Materials and Construction I	2	-	2
		15	12	19

Course No.	Course Title	Theory	Practical	Credits
Year THREE, Semester TWO				
SP 352	Urban Planning Workshop II	-	12	4
SP 354	Urban Governance	3	-	3
SP 356	Planning for Social Services	2	-	2
SP 358	Project Analysis and Management	3	-	3
SP 360	Element of Land Laws and Urban Development	3	-	3
SP 362	Settlement Growth Management	3	-	3
AR 022	Architectural Design for Planners	2	-	2
		16	12	20
Year FOUR, Semester ONE				
SP 451	Metropolitan Planning Workshop I	-	15	5
SP 453	Municipal Finance	3	-	3
SP 457	Plan Implementation Techniques	3	-	3
PL 459	Management and Entrepreneurial Skills	3	-	3
PL 461	Planning Theory	3	-	3
		12	15	17
Year FOUR, Semester TWO				
SP 452	Metropolitan Planning Workshop II	-	15	5
SP 454	Seminar on Professional Presentations	-	-	-
SP 456	Thesis (Special Study)	9	-	9
		9	15	14

Appendix 3:
Course structure for MSc Development Planning and Management Programme

Course No.	Course Title	Credits
Year ONE, Semester ONE		
PL 563	Ecology and Environmental Planning	2
PL 565	Small and Medium Scale Enterprise (SMEs) Development	2
PL 567	Agriculture Development Planning	2
PL 569	Human Settlement Planning	2
PL 571	Development Theories & Strategies	2
PL 573	Foundation Workshops in Development Planning	6
		16
Year ONE, Semester TWO		
PL 560	Organizations and Management	2
PL 568	Financing and Budgeting	2
PL 564	Demography and Social Infrastructure	3
PL 566	Transportation	2
PL 570	Workshop	6
		15
Year TWO, Semester ONE		
PL 611	Spatial Statistics	2
PL 613	Planning Survey and Research Methods	2
PL 615	Governance of Development OR	2
PL 617	Political Economy of Development OR	2
PL 619	Sociology of Development	2
PL 621	Workshop in Development Planning Management I	6
PL 623	Thesis	2
		18
Year TWO, Semester TWO		
PL 622	Workshop in Development Planning and Management	8
PL 624	Thesis	6
		14
OVERALL TOTAL CREDIT HOURS		63

Appendix 4:
Course structure for the Development Policy and Planning Programme (regular and sandwich)

Course No.	Course Title	Credit Hours
Year ONE, Semester ONE (Core Course, All Students)		
PL 551	Economic Analysis for Development	3
PL 553	Quantitative Methods for Planning	3
PL 555	Social Dimensions of Development	3
PL 557	Development Planning Process	3
TOTAL		12
Year ONE, Semester TWO (Core Courses, All Students)		
PL 552	Development Economics and Policy Analysis	3
PL 554	Spatial Dimensions of Development	3
PL 556	Comparative Development Policy Experience Seminar	3
PL 558	Research Methods	3
PL 562	Project Analysis and Appraisal Methods	3
TOTAL		15
Year TWO, Semester ONE		
Core Courses (All Students)		
PL 651	Development Administration and Management	3
PL 653	National Development Workshop	7
Economic Development Policy Option		
PL 655	Economic Development Planning Techniques	3
PL 661	Macro Economic Policy and Planning (Industrial and Agricultural Production and National Economic Policies)	3
Social Policy Option		
PL 659	Social Policy Analysis	3
PL 661	Social Sector Policy and Planning (Education, Health, Housing, Population)	3
Spatial Organization Policy Option		
PL 663	Spatial development Planning Techniques	3
PL 665	Spatial Development Policy and Planning (Settlement Structure Transportation, Technical Infrastructure)	3
TOTAL for each Stream		16
Year TWO Semester TWO Core Courses (All Students)		
PL 654	Thesis	10
PL 653	National Development Workshop	7
TOTAL		17
OVERALL TOTAL CREDIT HOURS		60