SOUTH AFRICAN COUNCIL FOR PLANNERS

The South African
Council *for* Planners
S A C P L A N

SACPLAN TRANSFORMATION STRATEGY

July 2015

1.0   Introduction to the SACPLAN Mandate

The South African Council for Planners (SACPLAN) is the Statutory Council responsible for regulating the planning profession in terms of the Planning Profession Act, 36 of 2002 (PPA). Section 2(c) of the PPA states that: The Council and the planning profession must-

(i)   strive to achieve the transformation of the profession to ensure its legitimacy and effectiveness;

(ii)   strive to achieve high standards of quality and integrity in the profession;

(iii)   promote the profession and pursue improvements in the competence of planners through the development of skills, knowledge and standards within the profession; and,

(iv)   promote environmentally responsible planning which will ensure sustainable development.

In terms of Section 18 of the PPA, the Council is required to publish a Code of Conduct and Rules for registered persons. The objectives of the Code of Conduct are to ensure that Registered Persons - *"strive towards the transformation of the planning Profession in order to benefit the previously disadvantaged persons who have registered as such and consistent with all applicable empowerment legislation."*

2.0   Legislative Mandate

This policy derives its mandate from:

- The Planning Profession Act 36 of 2002
- Further Education and Training Act No. 98 of 1998
- The Skills Development Act (Act No. 97 of 1998)
- National Skills Levies Act No. 97 of 1999
- CHE Strategic Plan 2012 – 2017 (see strategic imperatives)
- Higher Education Act No. 101 of 1997
- South African Qualifications Authority Act, 1995 (Act No. 58 of 1995)
- The Education White Paper 4 – a programme for the transformation of higher education
- Treasury Regulations

Transformation is therefore a statutory mandate of Council and central to the observation of ethical behaviour and implementation of professional standards. Therefore, the Transformation and Development Committee henceforth present the transformation strategy for the year 2015/16.

3.0 What does Transformation mean for Planning?

The concept of transformation derives from the Greek work "metanoia" which literally means "beyond the mind." It's an idea of stretching or pushing beyond the boundaries with which we normally think and feel. It means a profound change in mind, a radical revision, a transformation of our whole mental process, a paradigm shift. In view of this definition, the SACPLAN would like to present transformation in the planning profession as an essential, individual and collective, multi-dimensional process involving change of mind, space, practice and society. Transformation is seen as an intrinsic process that redefines form leading to the expression of the new values, principles and premises of thought. This leads to the generation of new attitudes, behaviours and practices to affect how we think, practice and change our spaces and society. The SACPLAN would like to emphasise transformation of the mind, space, practice and our society at large to embrace diversity and the empowerment of the previously disadvantaged. We recognize diversity as relating to race, ethnicity, socioeconomic status, sex, gender identity, sexual orientation, and disability.

Mind include: attitude, beliefs, perceptions, ideas, imagination and consciousness	**Space can be** : an open thing, container, abstraction, metaphor, or social construct
Practice are: approaches, behaviours, habits, gestures/signs, absence/presence, action or no action	**Society**: can be defined by traditions, beliefs, or values, sector, scale, interests, etc.

(i) **Transformation of the mind:** involves change of mind-set: what we think, imagine, believe, or choose, and what we can create. Thoughts determine the orientation of everything we do and evoke the feelings that frame our world and motivate our actions. At a personal level therefore transformation refers to a change of consciousness, "a new seeing", "conscious evolution," and "a paradigm change." It is a substantial complete change such as a caterpillar into a butterfly.

(ii) **Transformation of space:** "space" a thing, a container, an abstraction, a metaphor, or a social construct, its transformation involves changes of the symbolic and material aspects of space such that it embraces shared traditions, beliefs, customs, history, folklore, and institutions of all people irrespective of ethnicity, language, nationality, or religion. Transformation of space emphasises total change from inside out such that the form, appearance and structures changes are as a means for creating a new form, function and structure.

(iii) **Transformation of practice:** refers to the capacity to bring into its system many different approaches, behaviours, and policies, and work effectively in cross-cultural settings to produce better outcomes. Collective vision to reimagine everyday spaces, and to see anew the potential of parks, downtowns, waterfronts, plazas, neighbourhoods, streets, markets, campuses and public buildings.

(iv) **Transformation of society:** It is a substantial complete change of society such that its set of values and principles, demonstrate behaviours, attitudes, policies, and structures that enable them to work effectively cross-culturally. When a society recognizes, respects, and values all cultures and integrate those values into the system in order to meet the needs of diverse groups.

4.0   Vision

The vision of this strategy is to empower all members of the planning profession through the transformation of the mind, space, practice and society in order to create an environment of inclusion that is nurtured through respect, tolerance and cooperation while remaining dedicated to planning excellence.

5.0   Goal of the Strategy

- Increase respect and mutual understanding among planners.
- Increase creativity in problem-solving through new perspectives, ideas, and strategies drawing from diverse cultures.
- Increase participation and involvement of other cultural groups in the planning profession.
- Increases trust and cooperation among diverse groups.
- Promotes inclusion and equality amongst diverse groups.

6.0   Objectives

To provide guidelines for the implementation of transformative activities in order to:

- Facilitate the transformation of a positive mind-set in the way planners interact, plan and create places to live in our diverse society.
- Create and maintain an environment that promotes cross-cultural understanding.
- Promote the transformation of spaces that reflect the experiences, hopes, and dreams of all the people.
- Facilitate cultural awareness and fostering cosmopolitan attitudes as part of nation building.
- To promote transformation in order to build sturdy and caring relationship with people from different cultural groups or identities: e.g. religion, nationality, race, sexual identity, ethnicity, occupation, marital status, age, and geographic region.
- To promote the appreciation of cultural diversity and an emphasis on encouraging active citizenship and community membership of newcomers to South Africa.
- Ameliorate and eliminate barriers to students, faculty, and staff's interactions across racial, ethnic and cultural boundaries.
- Institute changes in the curriculum, program and student affairs to provide and to enhance students' knowledge, and understanding of diverse groups, cultures and racial/ethnic persons.
- Increase the number of under-represented groups as undergraduate, professional and graduate students in institutions of higher learning.
- Increase funding support for previously under-privileged groups.
- Promote a minority presence throughout the university to include but not limited to: university governance, college and department committees, and administration.
- Improve the campus climate to foster nurturing, acceptance, and respect of people from underprivileged backgrounds and diverse individuals.
- Support and maintain programs which present a variety of cross-cultural opportunities for all diverse groups.

7.0   Guide to Strategic Plan for Intervention

Strategy	Action	Strategic Objective
Media advocacy	Television,	
	Radio,	
	Mass print ,	
	Journal	
	Occasional media statements	e.g. Women's month, disabilities, youth, Mandela day, etc.
Public Communication	Pamphlets	Targeting schools- on what is planning?
	stickers and sloganeering	Targeting the public messaging e.g. littering
	Wall Poster	Raise awareness on transformation of planning
	Presentation of planning at FETs by CEO	Public awareness and attraction of students
SACPLAN website	Transformation tagline/banner, Transformation resource library (Articles, guides, etc.)	Attracting members into transformation and creating a resource
Transformation of the curriculum	Embedded in the competences and standards guidelines and accreditation criteria	To promote transformation
	Systems monitoring checks	Systems check: statistics

		profile from schools; transformation agenda; transformation of curricula (through accreditation criteria)
Bursary Scheme	SACPLAN Bursary Scheme	
	Exploring Bursary Schemes through LG SETA and CETA	
Networking of Women	Discussion forum for networking women	
Baseline Research on relevant topics		
Rural Research Topics		
Essay Competition		

8.0   Creating Cultural Competency for Transformation

Creating Cultural Competency for Transformation should involve:

- **Acknowledging that there are challenges** with transformation within yourself as a person (black or white) and in the organisation in which you are, because of cultural differences.[1]

- **Valuing diversity by accepting and respecting differences** between and within cultures. *You should urge yourself to development "Cultural knowledge" about the other person so* that you know about cultural characteristics, history, values, beliefs, and behaviours of another ethnic or cultural group.

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[1] Culture means refers to the shared traditions, beliefs, customs, history, folklore, and institutions of a group of people. Culture is shared by people of the same ethnicity, language, nationality, or religion. It's a system of rules that are the base of what we are and affect how we express ourselves as part of a group and as individuals. Organizations have a "culture" of policies, procedures, programs, and processes, and incorporate certain values, beliefs, assumptions, and customs. You can see culture also as a system of creating meaning.

- **Conducting cultural self-assessment** should a continuing process towards cultural competence. You should engage on *Cultural awareness"* so that you understand other groups and are being open to the idea of changing cultural attitudes. Surveys and discussion can help members become more aware of the organization's way of doing things and can help it adjust to other cultures. Being proactive rather than reactive about change produces a synergistic organization. Anticipating change is a basic dynamic in the development of synergy.

- **Understanding the dynamics of difference** in order to appreciate the many factors that can affect cross-cultural interactions. You should development *Cultural sensitivity"* so that your knowledge of differences between cultures, does not give grounds for assigning values (negative labels) to the differences. Synergy happens only if people treat each other with respect and effectively communicate with each other.

- **Institutionalizing cultural knowledge that reflects positive images** of all cultures into Policies that are responsive to cultural diversity. It involves attaining cultural competency. Cultural competence is a set of congruent behaviours, attitudes, and policies that come together in a system, agency or among professionals and enable that system, agency or those professions to work effectively in cross-cultural situations.[2]

- **Adapting to types of diversity** because diversity is associated with a history of inequity and injustice where not every person or group has been treated equally. These types of diversity include:
  o Marginalized or socially excluded groups
  o Nationality
  o Ethnicity
  o Native language
  o Race
  o Gender
  o Sexual orientation
  o Social class
  o Spiritual beliefs and practice
  o Physical and mental ability

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[2] Cross, T., Bazron, B., Dennis, K., & Isaacs, M., (1989). *Towards A Culturally Competent System of Care, Volume I.* Washington, DC: Georgetown University Child Development Center, CASSP Technical Assistance Center.

Other types of diversity that should be considered, but tend to be less salient include:

o   Age

o   Educational status

o   Family status

o   Health status

o   Style

o   Skills and talents

o   Customs

o   Ideas

o   Military experience

o   National, regional, or other geographical area

o   Ownership of property

o   Occupational status

o   Socioeconomic status