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## ABSTRACT

This report is intended as a contribution to the International Urbanization Survey, initiated by The Ford Foundation. The Survey is designed to review and assess experience in the complex problems posed by the rapid growth of urban centres throughout the developing countries. The terms of reference used here were broadly taken to be as follows: to provide an inventory of European institutions with research and training programmes concerned with urban and environmental problems in the developing countries. For purposes of this survey, the following activities were not included here: (1) private consultants, architects, planners, etc., (2) international agencies, even if based in Europe; (3) pure documentation services; (4) technical programmes on elements of the urban environment (e.g., public health, transport, police, etc.); (5) courses or centres not specifically devoted to the problems of developing countries (e.g., various university courses provide an educational resource for developing countries although they are not organized specifically to fill such a need). For related documents in this series, see UD 013 731-UD 013 744 for surveys of specific countries. For special studies analyzing urbanization in the Third World, see UD 013 745-746 and 013 748.] (Author/SB)

ED 079466

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An International  
Urbanization Survey Report  
to the Ford Foundation

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**A Survey  
of European  
Programs**  
Education for Urbanization  
in the Developing Countries

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION

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JD 013 747

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This working paper was prepared as supportive material for an International Survey of Urbanization in the developing countries, which was organized by the Ford Foundation late in 1970 and was completed late in 1972. The purpose of the Survey was to provide findings and recommendations to guide the Foundation in making informed judgments on its future participation in programs related to the urban condition in the less-developed countries.

The Survey was directed neither to perform nor to commission original research. Its work was to be reportorial, analytic, and indicative of program choices. To serve these objectives, the Survey was essentially a field operation in which the staff travelled widely in the countries where the Foundation maintains field offices and drew not only upon its own observations but upon the experience of Foundation personnel assigned to the developing countries. The staff's own field notes on phases of urbanization in specific countries were expanded into working papers both to record observations and to clarify the deductive processes and the analyses of data which were to form a demonstrable basis for the Survey's conclusions. Additional working papers were provided by Foundation personnel with a depth of field knowledge, and by consultants expert either in specific countries or in topics of special interest.

The Survey working papers and special studies were originally intended only for internal use. It became evident, however, that the body of material had values which argued for wider exposure. Accordingly, the Foundation is publishing the papers for those with special country or topical interests and for those interested in the material as a whole.

The working papers carry disclaimers appropriate to the circumstances of their preparation and to the limitations of their original purpose. The reader should not expect to find in them either the product of original research or a comprehensive treatment of the processes of urbanization in the particular country. Rather, they are occasional papers whose unity derives from their use as exemplary and illustrative material for the Survey.

But unity of form and substance is not the measure of their value. Each report and special study is an essay on some aspect of urbanization in the developing countries. In most instances, they are what a good essay should be—unmistakably personalized and therefore reflective of the insights and the convictions of informed authors.

#### **The International Urbanization Survey**

John P. Robin, Director  
Colin Rosser  
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ED 079466

A Survey of European Programmes:  
Education for Urbanisation in Developing Countries

by  
Beverly Bernstein

International Urbanisation Survey  
The Ford Foundation

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TABLE		

## 1. INTRODUCTION

This report is intended as a contribution to the International Urbanization Survey, initiated by the Ford Foundation. The Survey is designed to review and assess experience in the complex problems posed by the rapid growth of urban centres throughout the developing countries.

### 1.1. TERMS OF REFERENCE

1.1.1. The terms of reference of this report were broadly taken to be as follows:

1.1.1. to provide an inventory of European institutions with research and training programmes concerned with urban and environmental problems in the developing countries:<sup>1.</sup>

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1. For the purposes of this survey, a number of activities were not included, either because the activity is outside the terms of reference of the overall Survey or because it will be covered by other contributors to the Survey. Thus a fairly strict view of both urbanisation and education led to the exclusion of:

- i) private consultants, architects, planners, etc.;
- ii) international agencies, even if based in Europe;
- iii) pure documentation services;
- iv) technical programmes on elements of the urban environment (e.g.: public health, transport, police, etc.);
- v) courses or centres not specifically devoted to the problems of developing countries (e.g.: various university courses provide an educational resource for developing countries although they are not organised specifically to fill such a need).



[2]

- 1.1.2. to record the views and judgements of those involved in the programmes (as defined in 1.1.1.) on the value of the training provided, and on contemplated future developments;
- 1.1.3. to review and assess the contribution as a whole of the programmes to the provision in developing countries of the professional and executive skills necessary for an effective response to the problem of rapid urbanisation.
- 1.1.4. The report to be completed within four months.<sup>2</sup>.

1.2

#### METHODOLOGY

Due to the severe time limitation, the method of working recommends itself more for expediency than scientific method.

- 1.2.1. A general letter of inquiry<sup>3</sup> was sent to approximately 150 centres or individuals in Europe.<sup>4</sup>  
Responses -- eventually -- were received from 85%

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2. February through May 1971.

3. ...or telephone conversation, depending on the vagaries of the British post.

4. For specimen of the letter, see Appendix A. The list of contacts if found in Appendix B.

of those contacted many of whom recommended other sources (these too, are included in Appendix A).

- 1.2.2. Based on this correspondence and subsequent telephone badgering, the author visited the centres which seemed to be most active.<sup>5</sup>
- 1.2.3. In general, institutions were visited only if they adhered to one or more of the following criteria:
- available information indicated that the work of the centre fell within the terms of reference;
  - a relatively large number of students from abroad were studying subjects tangential to urban and environmental problems;
  - growth potential was evident in carefully organised plans for development and some existing expertise.
- 1.2.4. Where appropriate to the nature of the centre, a relatively standard set of questions were discussed (see Appendix C) and documents collected (Appendix

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5. Some centres which by post, phone or repute seemed most active turned out not to be. This must to some extent be blamed on the lure of potential financial assistance.

[4]

D; . The various methods of organising centres made the importance of each question differ markedly from place to place.

1.3.

#### LIMITATIONS

This survey is presented with overwhelming awareness of its limitations, not all of which are solely the author's responsibility.

- 1.3.1. The necessity of completing the work within four months led to rapid consideration of the centres, and the possible omission of some courses.
- 1.3.2 A London base, and thus greater knowledge of the English programmes, lends an obvious bias.
- 1.3.3. The part-time nature of much of the work and thus the full schedules of many of the people in this field often prevented lengthy interviews.
- 1.3.4. Although Europe is a highly serviced community with (apparently) excellent communications networks, this study has proved to the author that, even within a narrow field of specialisation, information exchange within a single city is frequently negligible.

B.B.

London, June, 1971

2.           **GENERAL BACKGROUND OF EUROPEAN  
              HIGHER EDUCATION TODAY**

Prior to any discussion on the various centres, and the present and projected contribution of Europe to the problem under consideration, some general -- almost contextual -- comments might be helpful.

- 2.1.       Higher education in Europe, particularly Continental Europe, is still trying to come to working terms with the implications of the 1968 student activity and the subsequent structural changes in many institutions.

In too many cases relations between staff and students range from active hostility to passive avoidance. Administrative services are often unresponsive and in many institutions there is an atmosphere of bewilderment on all sides.

- 2.2.       Work in Europe on the multi-faceted nature of urban problems and of the processes of rapid urbanisation is in its adolescence. Thinking about these same problems with reference to developing countries has barely begun. As will be seen from the more detailed comments in the following sections and from Column 5 on the Table appended to this report, very few centres offer

[6]

complete courses of study on urbanisation. In order to collect adequate information or views, one has had to look at a variety of programmes in social science ('development economics') or architecture ('housing and planning').

- 2.3. As this report tries to document, the level of awareness throughout Europe of urban conditions in developing countries is low. Thus the contribution of the educational activity in Europe is so minor -- when matched to the problem -- it renders academic discussion on such detailed points as '...are the right people being trained?'

3. SUMMARY OF THE PRESENT SITUATION

Using the 'methodology' outlined in 1.2. above, and bearing in mind the general background comments in the previous section, this section is more a series of broad generalisations than a summary of quantifiable facts. As generalisations their limitations are those of all such statements: each has at least one strong exception. However, even with the diverse history, emphasis, location, maturity, nationality, etc. of the centres, the author strongly believes such a series of general

statements as follows can and must be made.<sup>6</sup> None of the statements in this section are the author's sole opinion. In various centres, people mentioned these points, often about their own work, and those with greater experience also generalised about other centres. This section was greatly supplemented by conversations with people working in the field, but not associated with one educational centre.

- 3.1. First comment must be on the terms of reference of this report, particularly the phrase (see 1.1.1.) 'urban and environmental problems in developing countries'. Comment has already been made on the relative infancy of work in Europe in this field. In England, where work probably is more thoroughly established, none of the major centres of 'urban study' or 'development studies' existed prior to 1960.<sup>7</sup> The consequent lack of established reputation, experience and organisational stability frequently creates problems.
- 3.2. Course work and research are naturally conducted

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6. To avoid constant repetition will the reader please preface each comment by thinking '...with notable exceptions...'

7. Although 'urbanisation' was one of the major options in tropical architecture at the A.A. Schools as early as 1957.

within a general framework of national -- and occasionally international -- traditions and experience.

The foreign policy of respective governments, the still existing commercial spheres of influence and general European aspirations, implicitly (and sometimes explicitly) affect educational activities. This can be considered an easy explanation of the criticism (mentioned in 3.7.3.) of the lack of fundamental reconsideration of the problems.

- 3.3. Framework can also be thought of as the sets of ideas and attitudes which underlie an approach to the problem of urbanisation in developing countries.

Most centres have no clear idea of the aim of their work. 'Environment', 'Urbanisation', 'Developing Countries' are all fashionable subjects. Too few centres have objectively analysed their own strengths, relative to the problems of developing countries, and thus what particular problems they can best study given the methods, techniques and theories which are their strengths.

- 3.4. There is a severe lack of adequate resources committed to the work under way. Centres too often

exist as a Cinderella to another institute, department or faculty. Physical plant is too often temporary, by 'grace and favour'. Staff are part-time, borrowed part-time from other activity bases, or at best seconded for short periods. Libraries, slide collections and general standards of documentation are seldom adequate for serious study.

- 3.5. The staff involved in this work, although almost without exception, highly committed and strongly motivated, lack personal experience in the subjects they are trying to teach. Staff from developing countries are a rarity and the few encountered were generally long-term residents of Europe, with rapidly dating experience.

The 'experience' where it exists is often woefully out-of-date (former colonial district commissioners) or insubstantial (a single two week advisory trip in East Africa). Few, if any, opportunities exist for staff to maintain a continuity of contact and constant experience in the developing countries.

- 3.6 Students on the courses are naturally studying for a variety of reasons and motives.<sup>8</sup> Some of the

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8. Variety is perhaps too mild a word: viz, 'I am migrating to South Africa'; 'I was born in the Congo.'



more often heard reasons are given in 3.6.1. and 3.6.2. below.

3.6.1. European students often have the admirable but wholly academic desire of gaining increased perspective and awareness of their own highly developed environment. Some courses or options promise fascinating field work, financially supported to an extent by the government, the institution or private industry. Surprisingly perhaps, pure idealism can only be accorded third place on a list of motives.

3.6.2. The reasons and motives of students from developing countries are in many ways more complex. The intricate process by which a person is chosen to study abroad often puts him in a position similar to a product on a conveyor belt, without the necessity for self-examination as to why he is where he is -- studying what he is studying.

Students are often selected to attend sponsored courses (those paid for by the receiving country) due to: (i) political connections within their own country;<sup>9</sup> (ii) understanding of the language in

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9. Best illustrated by an extremely devoted lecturer who moaned that he was 'bored with educating the prime minister's nephews' (even though this may in the long run carry great influence).

which the course is offered; (iii) the desire of a particular ministry in the developing country to move someone out of their present job, either promotion or demotion; (iv) the opportunity to reward a particularly hard-working official with a spell in Europe.

Despite this haphazardness, by far the main body of overseas students, particularly on courses of one year or less, claim to be in Europe in order to perfect their skills or thinking and thus improve their own career potential, while helping the aspirations of their country.

- 3.7. Having briefly touched on the organisation, the staff and the students, the critical subject of the content of the courses can be discussed in a context.
- 3.7.1. Practical courses, equipping students to deal with the emergency situations created by extreme urban growth, are very rare. This comment is not a criticism of those centres which emphasize the general intellectual challenge of development problems; exhaustive research studies; or long term planning and forecasting. However, even in the centres which claim a more immediate concern, a down-to-earth, but innovatory approach is lacking.

3.7.2. Training and research in this area is being done by physical planners or social scientists. Points of interaction are few. Physical planners dismiss social scientists for not giving them hard, practical data. Social scientists regret the firm entrenchment of physical planners. Genuine multi-disciplinary endeavours are few. Many programmes claiming a multi-disciplinary curricula are considering the traditional disciplines in parallel. For example, physical planning courses, whether or not oriented toward developing countries, include introductory lectures in economics, sociology and political science. These social science inputs are often not specifically designed for physical planners, and seem to have an insignificant effect on student projects.

3.7.3. Attitudes, methodology, techniques and assessments are firmly rooted in European experience. Little evidence exists of re-thinking the problems of developing countries from the most fundamental concepts.<sup>10</sup> Only the exceptional seem aware of the demolition 'historically-the-same-but-faster

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10. This was vividly put by the comment of an Egyptian post-graduate engineer: 'What do we need with Shakespeare?'.

theory as simply put by the U.N.<sup>11</sup>.

- 3.7.4. The level of the work, particularly research, in some of the better established centres, those with sufficient experience to have reached a stable standard, seems to be either extraordinarily abstract or too narrow to qualify as 'urbanisation' studies,

The abstract studies are disturbing, possibly arising more from a desire for high academic respect than from genuine interest in the problems of developing countries. They lead to economists posing difficult theories to confound other economists. Also, academic colonialism arises, and geographical areas, problems, etc. are chosen for study because of academic interest, not necessarily reflecting the need of the developing countries. The result is an interesting publication and little practical help to the subject who spent patient time under the academic microscope.

The narrow nature of the studies is also a problem. This is less objectionable than academic colonialism, with its obnoxious degree of pretention.

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11. "Urbanisation in the Second United Nations Development Decade", UN, New York, 1970, pp. 10-15.

The fear is that quite narrow techniques, often experimental, are presented as greater panaceas than objectives examination would warrant.

3.8. Some note must be taken of over-all motivation, a most delicate subject. One cannot help but question why this work is being carried on at all. Without exception all the centres in this study receive some degree of support from the so-called establishment. Many people are concerned about potential pressures on their activities.

3.8.1. Motivation also relates to the various historical accidents which created the centres. These 'accidents' can and do range from the broadest facts of colonial history to a casual meeting with the eventual post-revolution prime minister. Most recently the accident is the pressure of student concern and interest.

Unfortunately the immediate response to student pressure has been the founding of activities without adequate preparation of staff and curricula and in such haste as to militate against long (or even short) range planning.

3.8.2. To some the notion still remains that education in the developing countries is intrinsically inferior;

and that potential leaders in developing countries could profit by exposure to the 'superior' culture.

4. COUNTRY-BY COUNTRY INVENTORY  
OF SELECTED CENTRES

This section supplements the comparative Table appended to this report. The Table presents quantifiable material about each centre. In this section, comments highlight special, or unique, characteristics of each centre. Due to the finite number of visits and, often, short interviews, it was not always possible to determine what the unique characteristics, if any, were to particular a centre.

Similarly the general comments on each country are not meant to be comparable statements, and must be considered in the context set out in Section 2. Attention is drawn more to the factors on which a given country differs from the general comments in that section and less to those areas where a country seems to conform to the general pattern in Western Europe.

'Selected' as used in the title above indicates those centres judged to offer programmes most compatible with the terms of reference of this sur-

vey, and to do so on a significant scale.

In no case is inclusion or exclusion meant as a qualitative judgement.

4.1. DENMARK: GENERAL COMMENTS

'In Denmark, regular training programmes and courses of this kind are in the initial stage. In the field of physical planning the town planning section of the Royal Academy of Fine Arts for some years has arranged a post graduate course for town planners. In the year 1970/71 the course has been reduced because of budgetary and other difficulties in the academy. Next year, however, the course will be taken up on a regular basis...

Another regular course - Industrialized Housing - will start April, 1971...

...The Ministry of Housing has, during the past years, in addition arranged a number of study tours, fellowships and scholarship programmes for individual fellows in this field. I would estimate that the annual average of individual training programmes is between 5 and 10.

Since about 1954, about 15 seminars on various aspects of housing, building and planning matters

have been arranged by this department in collaboration with the UN and the regional economic commissions<sup>12</sup>:... In 1971, a two weeks Seminar on Housing Administration is arranged for African countries. The programme etc. is not finalized but the Seminar will take place from September 19th - October 2nd, 1971.'

Thus Einer Engberg, of the Danish Ministry of Housing, explained the present situation in Denmark.<sup>13</sup> The Danish International Development Agency (DANIDA), which is part of the Ministry of Foreign Affairs, emphasized the accuracy of this summary by referring an inquiry to the Royal Academy of Fine Arts.

The course entitled 'Industrialized Housing' mentioned above is an eight week post-graduate course for architects and engineers from developing countries. The course is organised by DANIDA in collaboration with the Organisation of American States.

Mention should also be made of the Institute for

- 
12. The most relevant seminar was the 1970 'Seminar on Housing and Urban Development (Interregional)'.  
13. Letter to the author dated 23 March, 1971.



Development Research (IDR) which is an independent research agency, under the Ministry of Cultural Affairs. The IDR aim is social science research on problems essential to the development process. Projects under investigation for study by the 15 research staff, and relevant to this survey, include:

-- rural industrial development programmes in Kenya and the growth of urban centres;

-- micro-level migration flows in Tanzania with on how the realities of migration are interpreted by potential migrants.

There are currently informal plans to set up a small research body jointly with the Royal Academy of Fine Arts, Department of Town Planning and the IDR. This group would deal specifically with problems of urbanisation in developing countries.

4.1.1.

ROYAL ACADEMY OF FINE ARTS,  
DEPARTMENT OF TOWN PLANNING,  
CHARLOTTENBORG, KONGENS NYTORV 1,  
COPENHAGEN.

Interest in the problem of developing countries within the Royal Academy grew out of a request (and finance) by Danish technical aid in 1967/68 to train five students from Nairobi and five

Danish engineers and architects for work in Kenya. This one year programme was not repeated; but interest growing from this programme led to the establishment of an option within the normal undergraduate course of architecture. The option is organised under the auspices of the Town Planning Department of the Academy.

The consolidation and growth of this option was severely hampered by changes in Danish higher education regulations. Free entry to university courses by all holders of secondary school certificates resulted in the School of Architecture rapidly growing from 600 to 1600 students, without any increase in financial support. Education presently continues only due to the organising and teaching efforts of the students themselves.

Thus the course is presently reduced and plans for the future, depending as they do on the interest and will of the students, are not clearly formulated. It is certain, however, despite the location in a school of architecture, that the emphasis will continue to be political and (particularly) economic planning.

The Academy, jointly with the University in Lund, participated in field work in Kenya. This, plus

the government-sponsored programme in 1967/68, has given the Academy continuing links in Kenya, particularly with University College in Nairobi. These links include informal information exchange, staff exchanges and Danish-supported post-graduate Kenyan students in the Academy.

## 4.2.

## FRANCE: GENERAL COMMENTS

At first glance, France appears to have some of the ideal conditions for a variety of programmes on urban problems in developing countries: (i) a body of French speaking former colonies, (ii) highly sophisticated economic techniques, (iii) relative affluence, (iv) a tradition of highly trained civil servants, (v) institutes of both environment and of 'urbanists' and (vi) internal manifestation of some concern with the urban environment (satellite towns and clean buildings in Paris).

Unfortunately, these factors do not seem to have coalesced into very much in the way of training programmes. True, there are a number of courses for the training of civil servants and administrators, including those from developing countries (Ecole Nationale d'Administration; Centre de

Perfectionnement pour le Developpement et la Cooperation Economique et Technique; and Institut International d' Administration Publique), Development economists, particularly those involved in national planning or research, are well catered for by Centre d'Etudes des Programmes Economiques; Ecole Pratique des Hautes Etudes, VIe, Section-Sciences Economiques et Sociales; or the Institut International de Recherche et de Formation en Vue de Developpement Harmonise. Statisticians and financial executives can gain post-graduate training at the Centre d'Etudes Financieres, Economiques et Bancaires; the Centre d' Etudes des Programmes Economiques; or the Ecole Nationale de la Statistique et de l'Administration Economique. However, the only programmes which combine urbanisation and developing countries are the three in the appended Table: Institut d'Etude du Developpement Economique et Social (IEDES), le Secretariat des Missions d'Urbanisme et d'Habitat (SMUH), and the University of Toulouse. Both IEDES and the University of Toulouse devote only a minor part of the curriculum to urban studies.

In France, like West Germany, private consultants, planners and architects work in developing countries.

Supplying staff for these offices is said to influence academic programmes, as does general public apathy and May 1968. This entire section must be read bearing in mind the mystery of what academic training is presently underway in French universities. This report cannot even supply a guess.

4.2.1 le Secretariat des Mission d'Urbanisme  
et d'Habitat (SMUH)  
11 rue Chardin,  
Paris 16

SMUH was established about 10 years ago to provide supplementary education for the doctoral-level French speaking African students attending the Institut d' Urbanisme in Paris (IUP). This cooperation worked well until the Ministry of Foreign Affairs, which controls the technical assistance funds, requested that SMUH receive its financial support from the Ministry of Education. Unfortunately that was in 1968. The situation is still awaiting clarification, regarding both the finances and the role of SMUH since IUP is 'not working as before.'

In the academic year 1970/71 SMUH started teaching activities again with two courses (see chart):  
--a practical urban techniques course for 'superior technicians' (technical agents, clerks of

-- a post-graduate course for professionals (architects, urbanists, engineers, planner and financial executives) who will have important responsibilities in tropical countries.

The second course pays particular attention to preparing students for the differences in professional atmosphere between France and the developing countries. Due to the uncertainty mentioned above, it is difficult for SMUH to offer concrete plans for the future. It is hoped that the two courses -- with such modifications as experience necessitates -- will be offered annually. There is a possibility that the nine month course for technicians will be offered in Africa in 1972 or 1973. Some service teaching for other institutions in Paris will be continued and ad hoc training in documentation techniques will be offered. SMUH has special interest in the problems of rationalising the language of planning and the application of computer techniques to documentation in planning and urbanism.

#### 4.3. GREECE: GENERAL COMMENTS

Greece is included in this section mainly to present the work of the Athens Center of Ekistics. Greece, similar to Italy and Spain, is itself in

a stage of intermediate development and this, combined with a true minority language, unites activity in the field of education for developing countries. However, a reliable source has reported that there are a number of African students at present studying in Greece, outside the Ekistics centre. Their field of interest is somewhat outside the terms of this report as they are candidates for the Greek Orthodox priesthood.

4.3.1.                    Athens Center of Ekistics,  
                              24 Strat. Syndesmou,  
                              Athens.

The Athens Center of Ekistics is unique amongst the institutions examined in this survey in that it is primarily a research organisation and the research is the main vehicle for training of the students. Students design their own one or two years of work,<sup>14</sup> usually within the framework of the five long-term research projects underway at the Center. These projects offer a wide choice of contexts:

- 
14. One year of study leads to the 'Certificate of Higher Studies in Ekistics' and two years, to the 'Certificate of Research in Ekistics'.

- City of the Future
- Metropolis
- Human Community
- Evaluation of settlements
- Ancient Greek Cities

The 'faculty' are all defined as Ekisticians, and drawn from the various research project staff with the addition of consultancy staff of Doxiades Associates and invited lecturers.<sup>15</sup> In addition the facilities of the Doxiades Computing Center are at the disposal of the research projects and thus the students. Students also participate in the activities of the Athens Ekistics Month.

The Center is also unique being based on Ekistics itself. This is presented to the students, not only as a process of formulating a new body of knowledge and the definition of a new discipline, but also as a bias or set of strong ideas which they can master -- and accept or reject.

Interest in documentation is quite strong and publications of the Center include 'Ekistics' magazine, an 'Index' of over 1,000 journals received from all over the world, and a 'Newsletter' which although primarily

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15. During 1970/71, visitors included Professor Dix (Nottingham), J. Robin, C. Rosser and F. Terzo (Ford Foundation), Professor Keller (Princeton), amongst others.



an internal journal is received by 6,000 centres throughout the world. No particular programme is designed for students from developing countries, and in fact there is a deliberate mixing of students from both rich and poor countries, in the belief that this mixture will clarify both the common and unique problems of each group.

#### 4.4. THE NETHERLANDS: GENERAL COMMENTS

Dutch activities in the field of education for developing countries are characterised by a solid spread of activities, comprehensively financed by Government. At one end of the scale students can study the use of aerial photography in urban planning and at the other end, regional development planning. In most courses, the programme is well organised and properly financed.

An even more unusual factor in Holland is the presence of two significant centres both of which are virtually autonomous. The most important is, of course, the Institute of Social Studies in The Hague and the second is the Bouwcentrum in Rotterdam. Both these centres are outside the university sector and have experienced very little student unrest. While not having to survive violent unrest, both have shown evidence of healthy

change and an interest in self-evaluation. The ISS is presently examining the results of four working parties set up to review the courses and structure of the Institute while the Bouwcentrum has recently re-staffed its entire overseas teaching division. The presence of both these centres in so small a country has served to create and maintain an interest in the problems of developing countries which has spilled over to the Dutch-speaking universities.

Further mundane, but relevant factors, are the extremely widespread use of English throughout The Netherlands and the Dutch reputation for racial tolerance and the sensible handling of immigrants.

4.4.1.           INTERNATIONAL DIVISION,  
THE BOUWCENTRUM  
WEENA 700,  
ROTTERDAM.

The Bouwcentrum, an 'international information and development centre for housing, planning and building', is a non-profit organisation founded in 1943. Much of the impetus for such a centre arose from the belief that the experience of The Netherlands with programmes of low-cost rationalised buildings and with evaluating buildings should be

more widely available, especially to the developing countries.

Besides offering training courses, the Bouwcentrum is active in publishing, documentation and information services; the stimulation of regional 'centres for progress' in housing, planning and building; and in extensive consultancy work. There is particular interest in the general problems of transmission of knowledge and the exchange of information techniques.

In addition to the course which is included in the appended Table, the Bouwcentrum offers a course entitled 'International Course for Industrial Quality Instructors'.<sup>16</sup> Facilities are available for teams of overseas planners and civil servants to work with Bouwcentrum staff on projects to be implemented with the assistance of the Dutch technical aid programmes ('Development Cycle Projects').

The course relevant to this survey was totally reorganised this academic year and marks an increased emphasis on the part of the Bouwcentrum on

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16. The basic philosophy of this course is well documented in More Through Quality by J. van Ettinger and J. Sittig, International Quality Centre, Bouwcentrum, Rotterdam, 1965. 147 p.

formal course work. Experienced academic staff have been recruited and the course redesigned to be more thought-provoking than technical.

Plans for the future include increasing numbers of staff and students; increasing the amount of course-related research; and offering more options of greater depth within the existing course. In the possible implementation of these ideas, there is a desire to continue the combination of consultancy and education in order to maintain the feed-back between the two activities, opportunities for staff experience and the follow-up services to course participants.

4.4.2. Institute of Social Studies (ISS)  
27 Molenstraat,  
The Hague.

The ISS was founded by the universities of The Netherlands in 1952 for teaching and research in social sciences with specific emphasis on problems of rapid social change and economic development.

At present ten courses are given by the ISS:

Diploma Courses -

- National Development (9 months)
- International Relations (9 months)
- Public Administration (6 months)

- Social Policy - with emphasis on community development or labour relations (9 months)
- Economic Planning (7 months)
- Statistics and National Accounting (7 months)
- Industrial Development Programming (5 months)
- Regional Development Planning (9 months)

Degree Courses -

- Social Sciences (10 months preceded by Diploma Course)
- Public Administration (10 months preceded by Diploma Course).

In none of these courses is urbanisation given particular emphasis, although mention is made of urban problems and policies in almost every course. The Regional Development Planning course seems to devote more time than others to urban problems. Relevant subject areas amount to approximately one month of the course and include such topics as:

- cities as social and economic problem areas;
- relations between urban functions and urban spatial structure;
- cities and growth;
- urban analysis (land use, population, employment, etc.);
- urban economic base theory and urban multiplier.

ISS is presently discussing its future direction and programme of courses. One of the things being considered is the formation of a programme on urban problems and development. The draft proposal suggests that the focus will be on the problems of poor groups in urban populations and the improvement of their condition. Some of the main components of this programme have been proposed:

- a core programme (structural and historical analysis of development, poverty, government policies, social science theories in relation to alternative development approaches);
- structures and processes in urban society (formation of towns, migration, population growth, social and economic structure of towns, organisational patterns);
- policies, strategies and action programmes for urban development (role of government, public administration, development policies, industrial employment and welfare policies, participation in development).

In addition to courses, the ISS conducts a variety of research projects, mainly independent from the course work. The major project to date is the 'Social Studies Project' at the University College of Cape Coast, Ghana. The aim is to assist with the teaching and research in the social sciences at Cape Coast. This has involved staff exchanges, joint and individual research projects. There are over 25 different research studies forming part of this project.

ISS publishing activities include two series of books and a thrice-yearly journal. Some contract work is undertaken, when the objectives fall within the Institute's terms of reference.

#### 4.4.3. OTHER CENTRES

Within The Netherlands' university sector there is some concern with the urban problems in developing countries at the universities of Amsterdam, Delft and Utrecht.

The Institute of Planology and Demography at the University of Amsterdam is extremely interested in urbanisation, but works on the problem within Western Europe with the intention of training 'research artisans' in the social sciences, particularly social geography. However, reflecting a growing interest among both staff and the post-graduate students, the Institute plans to initiate a programme of research in a Mediterranean country.<sup>17</sup> Staff have a wish to concentrate what work they do outside Amsterdam in areas of intermediate development such as southern Spain, southern Italy and Ireland, where one research staff

<sup>17</sup>. Judging from the number of elementary Spanish grammar books being carried about by the students, one anticipates that it will be Spain.

member is presently doing field work.

The Afdeling der Bouwkunde, Technical University of Delft has responded to the requests of Indonesian and Dutch students by offering a short introductory course on the problems of planning and building in tropical countries. Some students have also chosen to set their thesis in the context of a developing country.

The Department of Human Geography at the Utrecht University has a well-established section devoted to the Geography of Developing Countries. The staff and ten post-graduate students are conducting a socio-economic survey of Cape Coast as part of the 'Social Studies Project' mentioned in 4.4.2. The staff of the department have experience in a number of developing countries, particularly South East Asia and Tropical Africa, and put particular emphasis on field work. It is interesting to note that an Utrecht staff member has just returned from doing social survey work in Limerick, Ireland.

Outside the university system, two international bodies currently offer courses related to urbanisation in developing countries.

The International Union of Local Authorities organises two mid-career courses annually of eight



weeks duration, for government officials and officers (town clerks, planners, treasurers, engineers, medical officers, etc.). The majority of the course participants are from developing countries and each course includes a 5 week field to one or more European countries. The general theme is 'Decentralisation for Development' and recent courses have included:

- 'The Management of Municipal Finance';
- 'Role of Local Authorities in Rural Development';
- 'Public Utilities';
- 'City Management'.

The International Institute for Aerial Survey and Earth Sciences, Department of Social Sciences and Integrated Surveys has a standard post-graduate course of eight months entitled 'The Use of Aerial Photography for Urban Area Studies'. The course consists of practical training in the analysis of aerial photographs, training in relevant statistical operations and the use of cartographic techniques.

#### 4.5. SWEDEN: GENERAL COMMENTS

Although there are a number of centres in Sweden

working on urban problems,<sup>18</sup> only those listed in 4.5.1. and 4.5.2. are involved with developing countries. At present there is no institution with a comprehensive interest in this field.

Interest in the problems of developing countries is increasing and the Swedish government agency for technical assistance to developing countries (SIDA) is taking the first steps toward coordinating their own work and that of the research foundations and the architectural departments of the technical universities. It is hoped that this coordination of housing and urban planning research will lead to better use of the limited resources available.

4.5.1. UNIVERSITY OF LUND,  
TECHNICAL INSTITUTE,  
DEPARTMENT OF ARCHITECTURE IIB,  
LUND.

The programme in Lund began in 1967 when students organised an exhibition and a series of seminars entitled 'International Solidarity in Education'. From an extracurricular interest amongst the stu-

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18. See Urban and Regional Research in Sweden. Swedish Council for Building Research, February 1971 (prepared for ECE Committee on Housing, Building and Planning, Group of Experts on Urban and Regional Research).

dents of architecture, and jointly with the Royal Academy in Copenhagen, this grew into an annual option involving field trips and contacts with schools in developing countries. Over the past 4 years teams of Scandinavian students and staff members have visited Kenya, Zambia, Ethiopia, Tanzania, Mombasa and the Congo.<sup>19</sup> The teams recently included geographers, sociologists, and lawyers, as well as architects and planners.

The studies are seen as an opportunity to round off a student's education and to equip future architects with the flexibility to fit into varied situations. It is also thought of as an opportunity for students to consider universal problems as well as the unique aspects of (for example) geography and climate, and to consider these in an action-oriented, inter-disciplinary way.

At present the option is in suspension and the four years of experience is being evaluated. Criteria for this evaluation include:

- At what level, undergraduate or other, should studies take place? Should there be a full credit course in development studies?

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19. The subjects studied in each country can be judged from the list of publications in Appendix D.

- Should development studies continue within the faculty of architecture or in an independent university centre?
- What should be taught? Where should the line be drawn between general and specific information about development problems?
- Should there be a geographical specialisation, perhaps with a sister institution in the developing world, allowing exchanges, field work, etc.?

Lund would like to be a resource centre in the future, not only to investigate the Swedish resources and coordinate them; but also to transfer the government awareness of the need for proper education in this field to public awareness and support. As a resource centre, Lund would wish to assist spontaneous student requests for the study of all aspects of development problems.

It is expected that by 1972, the Swedish government will set up some kind of coordinating centre along the lines suggested in 4.5. above.

#### 4.5.2.

#### OTHER CENTRES

The two other centres in Sweden which are involved in the problems of developing countries do not stress formal education in their work. These are the Scandinavian Institute of African Studies and the National Swedish Council for Building Research.

The Institute of African Studies has been an

official body supervised by the Ministry of Education since 1964. The Institute's work is to circulate information about Africa to public institutions, private organisations and firms, and individual inquirers in the Scandinavian countries. This is done through library and publication work and educational activities of all kinds. Besides a series of publications, library facilities and an annual international seminar, the Institute arranges short courses (2/3 days) in Scandinavia, mainly in conjunction with SIDA. Topics have included, 'The Internationalisation of Education', 'Knowledge of the Developing Countries', 'Africa in Education'.

The National Swedish Council for Building Research was established in 1960 with primary responsibilities to promote research and rationalisation within the building industry. The Council approves and distributes grants for research in all fields pertaining to building, construction, design, town planning and related subjects. Although the Council considers that the developing countries are the responsibility of SIDA and the universities, it has become involved in some work related to such countries mainly through the U.N. (e.g., preparing material on Swedish land use policy

for an international report on urban land use policy; preparation of a bibliography on social aspects of housing and urban development, with special emphasis on low cost housing). The Council also financed the preparation and publication of the work done by Lund University (see 4.5.1. above).

Finally, the HSB (The Tenants Savings and Building Association) is trying to start housing cooperatives in East Africa. This has involved HSB in training of personnel in management techniques and housing administration.

#### 4.6. SWITZERLAND: GENERAL COMMENTS

The most surprising thing about Switzerland is that there is actually some work going on at all, although it must be immediately emphasized that the programme is not devoted specifically to urban studies. Were there no evidence that this programme had considerable potential, this entry would be shorter than that of Norway.

Switzerland as a nation is not very involved in urban problems. There is no tradition of overseas service, nor of institutionalised international cooperation. However, there is a reserve of Swiss nationals with experience in developing

countries; the Swiss have a relatively good reputation for tolerance; languages are a national talent; and as the following section indicates, resources and energy have recently been committed to the better preparation of Swiss nationals for service in developing countries.

An additional resource in Switzerland is the Geneva Africa Institute which provides additional studies in social anthropology for African students following courses in Europe. The Institute also organises occasional courses designed to complete the training of African business executives.

4.6.1. Eidgenossische Technische Hochschule,  
Interdisciplinary Non-Diploma Course of the Pro-  
blems of Developing Countries,  
Zurich.

The course in Zurich began this year at the initiative of several professors who believed that Swiss nationals sent to developing countries on Swiss technical assistance programmes were not properly trained. It is unique within the ETH in being the only non-departmental course, and eventually will draw students equally from the departments of architecture, civil engineering, agronomy and forestry.

The course is designed to train 'motivated

technicians' for service in tropical countries.

The aims are:

- to give students an opportunity to widen their knowledge of fields other than their own disciplines (particular attention is paid to introductory social science subjects);
- to increase knowledge within the students' own disciplines with reference to development studies;
- to visit developing countries without obligation.

The visit to a developing country is an integral part of the course, All students must spend 3-4 months abroad. Swiss technical assistance has agreed to pay fares and subsistence, while student choice and professorial contacts determine the country and students' project during the field work period.

Being so new a course, staff are naturally reluctant to speculate on future directions. However, the possibility of setting up a Swiss institute for development research is presently under discussion.

#### 4.7. UNITED KINGDOM: GENERAL COMMENTS

The UK is an excellent example of the variety of resources available in Western European countries for the study of urbanisation. However, due to a number of factors these resources are more oriented



to developing countries than in any other country in this survey.

The British colonial history has given the UK valuable links with developing countries, kept current to some extent by the concept of a British Commonwealth. The same historical experience has left a legacy of language; similar government structure and planning legislation; compatible educational institutions; and a British tradition of overseas service.

The student unrest which has so confused the educational scene throughout Europe did not have so traumatic results in the UK. Even the strife centre - the London School of Economics - continues its teaching and research functions with outward signs of relative calm.

.4.7.1. The Architectural Association  
School of Architecture,  
Department of Development and Tropical Studies,  
34-36 Bedford Square,  
London.

The Department of Development and Tropical Studies is a post-graduate department of the largest and oldest School of architecture in the UK.

The course offered in 1970/71 consists of Basic Studies, Options and Consolidation. Basic Studies 'provides a theoretical foundation for

planning and designing in extreme climates, in the context of a developing economy, and in situations of rapid social and technological change.'

The Options, which are made up by individual students from course units equaling approximately two and a half weeks of lectures, seminars, practical and project work, are:

- Housing (all aspects of the production of shelter with particular reference to cities and urban regions);
- Educational Building (education at all levels and the resulting building needs within society and economy);
- Urbanisation (planning for rapid urban growth in the context of a developing country);
- Teaching Methods (the theory and practice of professional education for designers and planner);
- General Design & Building Production (problem solving techniques and attitudes to designing and building in developing countries).

Consolidation is an individual project (thesis) and is meant to act as a bridge between course work and what the student expects to do after completion of studies.

Due to present uncertainty about the future of the parent organisation, the Architectural Association, the Department is transferring to University College London, School of Environmental Studies and will be known as the Development Planning Unit.

The entire staff and the facilities will be moving in the summer of 1971 and the course thence offered will be similar in structure, although the options have been slightly revised:

- Urbanisation planning and strategies;
- Housing policies, design and production;
- Educational building and planning;
- Teaching methods and course programming for the staff of schools of architecture and planning.

The Architectural Association School of Architecture will continue to run one year graduate programmes and proposed subject areas relevant to this survey are:

- Self-Help Housing;
- Planning and Design for Tourism;
- Planning for Disaster Relief.

4.7.2. University of Birmingham,  
Institute of Local Government Studies,  
Birmingham, B15 2TT.

The Institute of Local Government Studies was created in 1965 with primary responsibility for special post-experience training as well as some undergraduate courses, supervision of post-graduate work, research activity and some contract work.

The Institute offers a variety of courses,

most of which are specifically oriented to management of local government in Britain. The special courses for overseas students are:

- options within the M.Soc.Sc. degree, 'Administration in Developing Countries' and 'Comparative Local Government';
- Diploma in Public Administration;
- two 4-month courses annually on 'Urban Management and Administration' or 'Rural Development Administration' or 'Local Government Finance' or 'Administration and Management of Urban and Rural Local Authorities'.

The Diploma in Public Administration which has about 20 students each academic year is post-graduate and 'specially designed to provide an opportunity for the academic study of the theory and practice of public administration in developing countries.' In addition to various written papers, course requirements are an attachment of two weeks duration to a field agency of public administration and a written report.

The annual short courses usually have about 20 participants on each one. The course on Urban Management and Administration is subtitled 'an advanced practical course for administrators from overseas.' The participants are expected to be:

- (i) holding responsible administrative posts in large cities or statutory bodies dealing with specialised urban programmes,
- (ii) in planning

commissions or central ministries, (iii) in institutes of public administration or other training institutions, and (iv) some members of legislatures, local government boards or elected members of large urban authorities.

The course aims to be practical in emphasis and great importance is put on the four week individual attachments to local authorities. Field trips, seminars, etc. are used to reinforce the comparative study of the UK local government and management structure.

There is a considerable amount of research under way at the Institute, although the majority of it concerns British experience. Two subjects which have been investigated are: (i) rural government in India and (ii) basic democracies in Pakistan.

The Institute is extremely keen to extend its operations in developing countries and feels that the British professionalism at local government level is of value to developing countries, regardless of the structure of their own local system.

4.7.3. Overseas Development Group,  
University of East Anglia,  
Norwich.

The Overseas Development Group is part of the School of Social Studies and was established to combine:

- 'teaching on economic development, planning and social change in less developed countries;
- operational and advisory work overseas on technical assistance or consultancy assignments with governments, international agencies and other organisations;
- research into project preparation, project appraisal, techniques of planning, methods of plan implementation, and more widely ranging research into the problems of economic and social development.'

The Group, in addition to offering a Masters programme in development economics, provides basic teaching services in the undergraduate programme on Overseas Studies (e.g.: a survey course on Economic and Social Development). The overseas advisory work is increasing and individual assignments have been carried out in Ceylon, Malaysia, Kenya, Lesotho, and the Caribbean; an interdisciplinary team has worked on a long term development plan for the State of Johor, Malaysia. This advisory work has succeeded quite well of keeping the Group staff up-to-date on a variety in development problems. Research activities still have to be built up.

The teaching in overseas studies presently concentrates on economics, sociology and social

anthropology. Demography and statistics will be added shortly. It is hoped that in 1972/73 a 'School of Overseas Studies' will be set up to amalgamate and support the entire range of work. At that time the Overseas Development Group expects to operate as a relatively autonomous unit within the University, although the teaching staff and the Group members will overlap to a large extent.

4.7.4. Department of Urban Design and Regional Planning,  
University of Edinburgh,  
60 George Square  
Edinburgh.

The Department, which is in the Faculty of Social Science and one of the four departments in the School of the Built Environment, offers a two-year post-graduate course from which suitably qualified candidates can transfer to study for the degree of M.Sc.

Although the staff are all architect-planners, applicants can be graduates in architecture, engineering, geography, sociology, economics or other related fields. The course draws on the general resources of the university, those outside the Department, for approximately 50% of its teaching requirements.

An active Planning Research Unit shares premises with the Department. Although to date, the research has been UK based (threshold analysis and landscape analysis), there are plans (and newly recruited staff) for the development of research projects centered on the problems of developing countries. Suggestions include the design and performance of British New Towns and their relevance to developing countries and studies of models of the urbanisation process.

The Department has arranged a summer seminar for qualified planners from Latin American countries sponsored by the Organisation of American States. Informal contacts in the Sudan have led to organisation of special options within the Diploma course for a group of 10 Sudanese students.

In the future the Department is most interested in the UN plans for an international documentation centre on urbanisation and believe such a centre would profit by being located in Edinburgh. Some informal plans exist for organising seminars for teachers of planning in developing countries, and there are hopes of meaningful links with a study and research centre in the developing world. Above all, the staff would like the programme of studies to incorporate more social



science aspects of community development and for joint training to result in genuine professional team work.

4.7.5 . University of Nottingham,  
Institute of Planning Studies  
Paton House,  
Nottingham.

The overseas course at Nottingham is given by the Institute of Planning Studies. The aims of the course are to be generalist and multi-disciplinary but professionally oriented. It is a newly established course and chance has resulted in the majority of the students coming from the Middle East and Africa.

At present there is no formal programme of research related to the problems of developing countries. The Institute believes that the general resources in the University are both available and applicable to the problems of urbanisation in developing countries. A large, long-term research project was suggested as the ideal vehicle to bring together these resources.

Through the ODA a member of the Nottingham staff is presently in Ibadan, Nigeria, giving assistance with the establishment and running of a planning course at the University. A great amount

of work has been done for the government of Cyprus which did use resources throughout the University co-ordinated by the (then) Department of Planning. The Institute hopes to generate additional exchanges with universities in developing countries and wishes to explore the possibility of 'permanent' consultancies to governments and other organisations in developing countries.

The Institute as a whole has plans within 5 years to double in size (approximately 100 students) with a 5:1 staff/student ratio and 14 to 16 research staff.

4.7.6. Institute of Development Studies (IDS),  
Andrew Cohen Building,  
University of Sussex,  
Falmer, Brighton, Sussex.

The IDS was created to organise courses of advanced study on the problems of overseas development including all aspects of economics, social studies and administration and to conduct research in related fields.

The main course work at IDS consists of six-week seminars of a highly specific nature, generally built up around a defined problem. Participants are often solicited from the personal contacts of the seminar organiser and number about 30,

of a mid-career level. The 1971 seminar titles are:

- The Aid Recipient
- Land Tenure, Distribution and Reform
- Wage Systems, Employment Practices and Industrial Relations
- Organisation for Exports
- Development at the Local Level
- Policies for Science and Technology in Relation to Economic Development.

The Institute contributes to the University teaching programme, through post-graduate level teaching in Development Economics and through the availability of its library and documentation services.

The active and productive research of IDS is organised into four 'problem area groups': (i) human resources, (ii) international relations, (iii) planning and government, and (iv) rural development.

The Institute advises studying urban problems with regard for other factors; e.g., rural migration (which leads to the Rural Development Problem Area Group) or the influences of international investments (which leads to the International Relations Programme Area Group). Thus there is little interest in setting up an additional 'problem area group' on

urbanisation.

4.7.7. University College London,  
Centre for Urban Studies  
87 Gower Street  
London WC1E 6AA.

The Centre for Urban Studies was established at the University College London in January 1968 with three broad functions: research, teaching and the application of research. The aims of these functions are:

'to contribute to the systematic knowledge of towns, both in Britain and abroad; to study urban development, structure and society; to link academic social research with social policy; and to do so within the framework of a research programme in which the approaches and methods of the social sciences and of allied disciplines are brought together.'

The course, 'Urbanisation in Developing Countries' is concerned with the socio-economic aspects of urban growth, both in theory and practice. It is designed for members of the professional and administrative staff of public agencies with interest in social research as a factual basis for urban policies in developing countries. The two main fields covered are (i) a

general perspective of urban growth in developing countries, showing the interactions between its many aspects -- economic, social, physical and technological -- and (ii) training for the design, analysis and evaluation of social research relevant to problems of urbanisation. It is believed that the course is of particular value to those who will be involved in sponsoring, organising or interpreting empirical investigations (such as censuses, administrative records and special inquiries) in developing countries.

Students, in addition to lectures, seminars and tutorials, do field work in the United Kingdom and present a dissertation based on their own country. The latter is judged particularly on the methods of organising material and the evaluation of given information.

Future plans are to strengthen the existing course; particularly through the preparation of teaching material, and to link the course more closely to the research programme of the Centre. The Centre also hopes by its efforts and example to build up empirical research activities in developing countries.

#### 4.7.8. Other Centres

A discription of other resurces in the UK could too easily list virtually every university and polytechnic in the country. There are few departments of architecture, economics, sociology, geography, etc. which do not take some interest in the problems of developing countries. The results of this interest can range from a single somewhat esoteric monograph to courses almost as complete as those noted above. In addition there are a number of places where study of an aspect of the urbanisation process is available.

Special mention must be made of the University of Birmingham. In addition to the Institute of Local Government Studies, the post-graduate Diploma course in Social Studies offers a West African Studies option, given in part in the Institute of African Studies. The social sciences Masters degree programme allows specialisation in sociology of development, advanced politics and government of West Africa, or economics of development with special reference to Africa.

The University of Manchester also offers a number of programmes which add up to a small 'resource' centre. In addition to various options in the normal social sciences programmes, these include:

- the Department of Overseas Administration Studies with a nine month course for senior government officials, emphasising public administration in its broadest sense (economic development, social administration, management techniques);
- the Faculty of Economics and Social Sciences post-graduate Diploma course in Economic Development.

Similar development economics courses are also found in a number of British universities including: the University of Glasgow, Department of International Economic Studies (Diploma in Economic Development); the University of Leeds, Department of Social Studies (Development Administration Diploma Course); the University of Surrey, Department of International Economics (post-graduate Diploma in International Economics).

The greatest concentration of resources is naturally in London, including those noted in Sections 4.7.1 and 4.7.7. Within that vast conglomerate called London University schools which offer studies relevant to developing countries are:

- London School of Economics, particularly the Department of Anthropology and the Department of Geography;

- the School of Oriental and African Studies;
- the Imperial College of Science and Technology, particularly the Department of Transport Studies and the Department of Municipal Engineering;
- the London School of Hygiene and Tropical Medicine's diploma course in Tropical Public Health.

There are four additional centres, indicative of the spread of UK interests in education for developing countries and their environmental problems:

- the University College of Swansea of the University Wales which runs a twelve month Diploma course in social policy to prepare experienced social workers from developing countries for senior posts at policy, administrative or training levels;
- the Building Research Station, the International Division of which provides advisory service on building problems in developing countries, and does some training through secondment arrangements and short seminars in developing countries;
- the Department of Environmental Design and Planning of the University of Sheffield has



broadly-based all programmes integrating architecture, town and regional planning, building science (a particularly strong element) and landscape studies; the programmes maintain active links with the Middle East; -- the Project Planning Centre (for developing countries) at the University of Bradford.

The Project Planning Centre was created by the University of Bradford in May 1969 to focus attention of project planning and evaluation methods, particularly in the less developed countries. The approach is multi-disciplinary drawing on the applied sciences, engineering, economics, urban planning, management and computing. The course in 1971, each lasting twelve weeks, include industrial projects and projects for infrastructure and the social services. In addition to the training, research projects have started on:

- Cost-benefit analysis of agricultural extension schemes in the Punjab;
- A study of the operation of the current development plan in the Gilbert and Ellice Islands;
- A study of methods of project control in Ceylon;
- An investment of low cost housing projects related to rural incomes in Ghana;
- The use of water in rural development schemes in Cyprus.

Members of the staff have recently assisted

with development projects in Portugal, Algeria and Nigeria and are involved in others in Malawi and Saudi Arabi.

Plans for the future include the establishment of a Disaster Research Unit within the Centre to investigate: (i) methods of forecasting natural disasters; (ii) the economies of warning systems and relief measures; (iii) present administrative arrangements and contingency plans for coping with disasters and design of improved systems.

As noted at the beginning of this section on other resources, the UK presents such a variety that one can claim no more than that the above gives some indication of the spread of interest and the kind of activities which are being organised. One quickly found that to do a complete inventory while adopting a narrow view was fairly easy, but to give a more complete picture was extremely difficult.

#### 4.8. West Germany: General Comments

Education for the problems of urbanisation in developing countries is an extremely new element in the German programme of overseas aid. The most important single activity currently in Germany is

the allocation by the German Federal Government of approximately DM2 million for research in the problems of planning and building in developing countries. The allocation and coordination of these funds is presently under discussion between the government and the Universities of Aachen, Berlin, Darmstadt and Stuttgart.

Certain characteristics of the climate in Germany in which any education for developing countries takes place are common to other parts of Western Europe, but are reported as being far stronger in Germany than in the other countries.

These include:

- an ever-increasing involvement of German private interests (particularly building firms and private consultants) in working for developing countries;
- public apathy and a lack of tradition of overseas service;
- recent reorganisation of the universities, providing greater opportunity for junior staff and students to influence the education, which reorganisation has not been in operation long enough to evidence an established stable relationships.

The four German universities where there are programmes for the problems of the environment (particularly the built environment) in developing countries, present a far more homogeneous picture than is true in any other country with more than one centre. The university courses are:

- all offered at present as an option within the normal undergraduate Dipl.Ing. programme of studies;
- oriented toward the German undergraduate student.
- staffed from existing faculty who do not necessarily have experience in the problems of developing countries;
- heavily influenced by the course as given in the Architectural Association Department of Development and Tropical Studies.

4.8.1. Technische Hochschule,  
(Lehrstuhl für Entwerfen, Baukonstruktion und  
Industriebaukunde mit Institute für Baunormung)  
Darmstadt.

Work on environmental problems of developing countries is organised by a recently established Institute in Darmstadt. The Institute has very careful and deliberate plans for expansion.

In addition to the option recorded on the chart the Institute has sponsored two public seminars: one on the social and economic context of planning in developing countries and a second on building and climate in developing countries. Although geared mainly to German architects, they were also open to students. The response was excellent and the seminar on social and economic aspects (for example) attracted an audience of 70 for the 3 day session.

In 1972 the Institute hopes to have a staff

of 5 and plans to offer a 'tropical architecture' option within the undergraduate programme. This will enable students to specialise for the duration of their course, excepting a common first year. Other options will include city planning, design, and preservation of old cities. The course will be designed primarily for German students, although students from developing countries already studying in Germany will be encouraged to transfer into the Darmstadt programme.

Overall the Institute would like to concentrate its research on: (i) low cost housing in North West Africa, West Africa and the Near East and (ii) the problems of teaching people from different cultural backgrounds. Some work on low cost housing was done after a staff/student information-collecting trip through Africa to Ghana. In addition the staff is interested in programmed graphic teaching aids.

#### 4.8.2.

Universität Stuttgart  
(Institut Professor Lothar Gotz, Baustofflehre-  
Technischer Ausbau-Entwerfen)  
Stuttgart.

This Institute is the centre at the University which coordinates and supports student interest and staff expertise on the problems of developing

countries. This work is in addition to the Institute's regular teaching of building services and materials for the entire faculty of approximately 600 students.

The experiences with an ambitious study trip to Zambia in 1969 and a multi-disciplinary group presently studying in Malaysia<sup>20</sup> have convinced the staff that their own inexperience, the problems of cost and staff time require a careful evaluation of the work to date.

One result of this present evaluation is the realisation of the importance of an organised research programme, both to sustain interest and to push student work to a more conclusive stage. The Institute has obtained the agreement of a number of other Stuttgart university institutes (sociology, geography, agriculture, economics, etc.) to work together on the general theme of integrated building in the tropics with emphasis on the problems of migration and urbanisation in developing countries. This potential multi-disciplinary cooperation prompted Stuttgart to put in the most ambitious research programme of the 4 universities

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20. Social anthropologists, economists, architects, planners, lawyers and a film maker.

contacted by the Federal Government. The Stuttgart proposal covers the entire spectrum of the built environment in developing countries: from the most general political implications of planning to the most specific use of building materials.

#### 4.8.3. Other Centres

The Institut für Stadtebau und Landesplanung at the University of Aachen offers undergraduate students in the final years of their course of architecture the opportunity to attend a series of seminars on the social and climatic implications of building in tropical climates. They are then expected to produce a project related to the seminars.

The Institut would like to concentrate future research on climate and ways of living which result from it; and on the social equipment required in the urban environment.

In the university as a whole there is some expertise with the problems of building in tropical climates particularly in the department of civil engineering.

At the Technical University in West Berlin there is a similar option available to students of

architecture, but one which is organised far more informally, and with more emphasis on planning than on buildings.

Outside the universities, the German Foundation for Developing Countries, which has been running seminars and specialised courses for professionals from developing countries, particularly counterparts to German aid projects, recently had to limit its activities.<sup>21</sup> The main work of the foundation is in agriculture, public administration, development planning and vocational training.

The German Development Institute provides inter-disciplinary training in development policy for university graduates. Studies are part of the Institute's research programme and also include field trips, case studies, and some formal teaching. Urban problems do not automatically form part of the training.

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21. Times (London) 29 April 1971: 'United Nations organisations in the developing countries have been instructed by United Nations headquarters in New York not to take part in seminars and courses of the German Foundation for Developing Countries in West Berlin. The work of the Foundation has never been appreciated by the Russians who consider it to be an instrument of indoctrination, and according to press reports the United Nations intervention is due to Soviet pressure.'



[66]

4.9. Other countries

4.9.1. Austria

In Austria interest in urbanisation is usually confined to Austria itself, and other developed countries with directly comparable problems. The only organisation known to be interested in developing countries is the Institut fur Raumordnung Hochschule fur Welthandel in Vienna.<sup>22.</sup>

Their activities include:

- undergraduate economics programme lectures on problems of economic development, environment and planning, economic geography (with special consideration of recreation, nature conservation, the spread of urban areas and the geographical problems of regional development);
- special lectures on urban and regional planning and developing countries and development aid;
- doctoral thesis (4/5 per annum) on the subjects mentioned above;
- staff research, including 'Survey of Recreational Use of the Mediterranean Coasts' and 'Feeder Roads Programme in Saudi Arabia'.

4.9.2. Belgium

The Catholic University of Louvain, Institute d'Etude des Pays en Developpement, appears to

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22. Which can be translated as the "Institute for 'Regional Planning' at the University for World Trade."

have the only <sup>23.</sup> programme in Belgium which gives special emphasis to urban problems in developing countries. The main elements of the syllabus are general economic, social and political issues of development with optional courses, some related to urbanisation (e.g. Sociological aspects of town planning and regional development; economic aspects of town planning and regional development: community development).

Other similar programmes in Belgium are:

-- The Free University of Brussels,  
Institute of Travail.

Two programmes are offered: (i) a one year post-graduate programme titled 'Labour Problems in Developing Countries'; and (ii) four post-secondary school programmes, each of two years for training: (a) labour economists, (b) group leaders, (c) Inspectors of labour and (d) social security officials.

-- Institute de Formation de Cadres pour le  
Developpement (Brussels).

An 8 month course for civil servants and graduates designed to train expert administrators in educational economics.

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23. All information on the institutions mentioned in this section is taken from the published guides listed in Appendix E, as none of the organisations listed under Belgium in Appendix B replied to postal inquiries and those eventually reached by 'phone denied all knowledge of the subject.

4.9.3. Ireland

There are no courses within the Irish university system on the problems of urbanisation in developing countries. Indeed, the pressure of numbers of Irish students has cut down places available for foreign students on the normal planning courses.

The National Institute for Physical Planning and Construction Research <sup>24</sup>. is sending teams of people to Africa to train building contractors (3 Irish experts giving 2 week courses in Libya, Sudan, etc) Offers have been made to accept African trainees in the management programme of building contractor firms and it is hoped that staff exchanges can be arranged between the Road Research Institutes of Dublin and Ghana.

The Irish attitude is that while they were the first colony after the U.S. to be freed, Ireland has recently passed through stages similar to the present situation in Africa. This, combined with a cost-consciousness and a developed building industry, give the Irish the belief that they have experience of particular relevance to the developing countries.

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24. Or - if you prefer - AN FORHAS FORBARTA.

4.9.4. Italy

There does not seem to be any institutionalised programme in Italy on urbanisation in developing countries. As is the case in other fields such little activity as may exist is fragmented and done in virtual isolation. Italian universities are also in a disoriented state - and if there are professors and students working on problems of developing countries, they are likely to be doing so autonomously and 'privately'. There is, of course, work being done - research, training and even some degree of implementation - on the development of Southern Italy. Being 'domestic' education, it was not considered within the terms of reference of this survey. Similarly, the work of private Italian consultants was not investigated.

Some vague mention was made of a possibly new faculty of planning and that programme would deal with developing countries. Inquires produced no further information.

There are urban planning institutes at the Politecnico di Milan and at the universities of Rome, Naples and Trieste ('Instituti di Architettura e Urbanistica'). However, there are no indications that their work has specific reference

to the problems of developing countries.

There is an Institute for the Study of Economic Development (ISVE) situated in Naples, which is included on the chart.

Time prevented a visit to this Institute, the only known centre in Italy. However, the comprehensive documentation provided by the Institute seemed to indicate that the emphasis is on training for industrial and commercial development and thus outside the terms of reference. It is interesting that the Institute is virtually unknown to most other informants in this survey, although it has been in existence since 1962, and provides instruction in a variety of languages.

The Scuola di Sviluppo Economico (SSE) in Rome has a one year, post-graduate course for staff who are to be responsible at national and local levels for development surveys and the theoretical or practical study of economic development problems. The course concentrates on industrial economics with little emphasis on urban problems. Similar training is offered at the Centre per gli Studi Sviluppo Economico (Center for Studies on Economic Development) sponsored by the association for the industrial development of Southern Italy. This centre is also located in Rome.

4.9.5. Norway

In Norway, research and training on urbanisation and regional development problems has only been taken up recently and only related to the problems in Norway.<sup>25</sup> There are at present no institutions concentrating on the problems of urbanisation in developing countries. This is considered a reflection of the limited scope of Norwegian foreign aid for urban problems.

Private architects and consultants are somewhat active (e.g.: design and construction of secondary schools in Tanzania, traffic management in Nairobi, regional development plan in Kenya), while the Chr. Michelsens Institutt (DERAP) is working on macro-economic model studies in Kenya, Tanzania and Uganda, and an industrial input-output table study in Kenya. The NBI (Norwegian Building Research Institute) is establishing a national housing and building research unit in Dar-es-Salam.

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25. This short section on Norway is extracted from a letter from Sven Erik Lundby, Director of the Norwegian Institute of Urban and Regional Research dated 22 March 1971. For further details of research in Norway, see 'National Research Digest', NIBR, 1970, 18p. Prepared for ECE, 'Group of Experts on Urban and Regional Research'.

4.9.6. Spain

The situation in Spain, a country with considerable internal development problems, is similar in many respects to Italy.

Such urban studies as exist - in the universities both old and 'autonomous' - are devoted to Spain and usually to the city in which the university is located. The Faculty of Economic Science of the 'Universidad Autonoma de Madrid' plans to initiate a programme in October 1971, dealing with the economic aspects of urban and regional affairs in developing countries.

Throughout Europe there is increasing interest in Latin America. There has been a large increase in the numbers of Latin American students studying in Europe, noted by almost every institution with overseas students. This could well lead Spanish universities to design programmes specifically for Spanish-speaking Americans, despite the belief in some quarters that the traffic should move in the opposite direction.

5. GENERAL VIEWS IN EUROPE ON THE PROVISION OF EDUCATION FOR THE PROBLEMS OF URBANISATION IN DEVELOPING COUNTRIES.

In compiling this report the most elusive informa-

tion to extract were the views of the staff and students on areas assumed to be of general concern. It proved most difficult to probe beyond the pleasing platitude.

Thus the summary of opinions presented in this section is not a systematic review of critical issues.<sup>26</sup> But, hopefully, it highlights some fundamental assumptions and attitudes of those most concerned with training in Europe on urbanisation in developing countries.

5.1. The advisability of locating studies in Europe.

With very few exceptions, those interviewed in the course of this survey were in favour of some work on urban areas being done in Europe. This can, of course, be interpreted as spirited self-defence, although the reasons given for the existence and value of European centres to some extent dispel a cynical interpretation.

As to be expected, amongst those whose interest in the field is purely academic there is strong support of study for its own sake, particularly for European students. Allied to this is

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26. Nor does it necessarily reflect the opinions of the author.



the belief that urban problems in developing and developed countries gain clarity from being studied side by side. An opposing view expressed by other academics is that development studies attack universal problems and thus the lines between developing and developed are largely irrelevant. A variant of this view claims that even amidst developed situations, there are pockets of lesser developed areas, the problems of which blur into those encountered in the poorer nations. A degree of arrogance was expressed by a few academics who believe that the knowledge and intellectual capacity is all in Europe. This was counterbalanced by a modest view that location did not matter: 'we have to begin somewhere.'

Interviewees with practical and productive goals felt that the European centres could serve a variety of purposes, including back-up services and a home base for peripatetic international experts. The distance from the immediate problems could help residents and visitors gain a critical perspective, especially useful in long-range forward planning. Also certain techniques and bits of theory, well developed in Europe, are immediately applicable in some developing situations.

When considering the particular value of

study in Europe to individual students from developing countries, reactions included little beyond 'culture shock'. The broadening of experience argument and the European study.<sup>27.</sup>

None of the opinions collected above were stated without an awareness of the inherent difficulties of work in Europe. Fear were expressed about the influence of potentially inapplicable Western European attitudes and systems. Another persistent worry was about the propagation of sophisticated techniques which require complex information, experts, and technology. On a more mundane level, there are constant difficulties with information and its availability and accuracy.

Virtually everyone felt that work on the urban problems of developing countries could not take place without well-organised periods of field work for Europeans. This, it was generally agreed, might counteract some of the difficulties mentioned, although even extensive and repeated trips would not dispense with all problems.

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27. Delightfully expressed as 'gaining one's H.B.A.' -- Have Been Abroad.

5.2. Academic level.

For European students there was some agreement that the investigation of the problems of developing countries is compatible with undergraduate as well as post-graduate study; this view was most often found in the centres with greater academic rather than practical interest. All supported the availability of urban studies of developing countries for post-graduate European students.

For students from developing countries, it was almost unanimous that basic training should occur in their respective countries and for them Europe should offer:

- high level technical training not available elsewhere, particularly involving expensive equipment and rare skills;
- long range research projects, particularly those involving a multiplicity of academic disciplines;
- the provision of continuous education: mid-career and refresher courses for both those working in the field and teaching.

5.3 Advantages of links with specific schools in developing countries.

Conversations on 'twinning' arrangement (between European schools and those in developing countries) fell into two distinct categories -- those who

tried who tried it and those who have not. The European schools with experience were extremely critical. The benefit was seen to be mainly to the European programmes and not much more successful than informal and personal contacts.

The feeling was often expressed that the arrangements were not sufficiently explicit to bring about the maximum benefit to both sides. Diplomatically worded agreements on 'information exchange' did not in practice mean much more than the passing on of requests to an appropriate ministry or agency. Staff exchanges did not exploit opportunities for cross-fertilisation, but allowed the visiting academics an opportunity to accomplish personal (and often private) research.

A second criticism was of the lack of adequate information about the linked institution leading to inappropriate choices of partners. An example was given of a European course, relatively dependent on student-selected projects with a strong social science content, being linked to a rigid, technical course in Africa. This incompatibility led to predictable conflicts, especially when the students were engaged on joint field work.

However, those courses without strong links

with an institute in the developing world wished to organise such a link. They anticipated staff and student exchanges, opportunities for cooperative high-level staff training, information flow, joint research projects, opportunities for concentrated study and influence, and the possibility of a base from which to operate in the developing world. However, it was also expected that the main benefits would be to the European programme.

5.4. Support for a single European centre (or series of centres) concentrating on the problems of urbanisation in developing countries.

The idea that European research and training be centralised did not generally receive support. More interest was shown in continuing a diversity of approach and content by expansion of and experimentation in existing centres. There was interest, however, in centres in developing countries twinned to appropriate programmes in Europe and informally coordinated as a network.

Recognising that a voluntarily coordinated network is somewhat utopian, some supported an interim form of coordination. One suggestion was a standing conference of European programmes cooperating on documentation and resources.

5.5. Specialisation by geographical region and/or by discipline.

Some interest was shown in centres specialising by geographical region while grave doubts were expressed at the suggestion that specialisation should occur by disciplinary categories. Interestingly enough, there was particularly strong support for specialisation by geographical area in setting up centres in the developing countries, and for these regional centres being linked with several European programmes, possibly for specific projects or parts of projects.

The benefits of regional centres in developing countries were believed to be:

- the ordering of information exchange and contacts;
- the similarity of purely technical problems (such as climate control);
- the importance of the local social, political and economic contexts;
- the potential for crossing professional barriers.

Interest in European centres specialising by region arises partly from benefits mentioned above; and in addition, the mutual support foreign students would receive while studying in Europe at such regionally defined centres.

Whether such centres were in Europe or

developing countries, importance was attached to rotating staff, maintaining international contacts and allowing for cross-fertilisation between regional centres.

Amongst the sizable group opposed to any specialisation -- either by region or disciplines -- there was concern that students from developing countries would not have the opportunity in such centres to meet a cross-section of nationalities and disciplines. It was felt that such a cross-section reinforced the attitude of shared problems. Opposing the view that regional centres give valuable mutual support for foreign students was the opinion (based on experience with groups of students from a single country) that discussion and action was inhibited when intra-national rivalries, biases and traditional methods of approach were given mutual support.

6.

#### SOME TENTATIVE RECOMMENDATIONS.

Although specific recommendations are outside the terms of reference of this report, many critical points in the preceding chapters indicate areas where further investigation and some action might be taken.

Underlying this survey was the implication that some centre(s) would emerge with sufficient depth and coverage of urban problems as to warrant external support . It is impossible to even tentatively recommend any single institution or number of institutions which could on the present evidence serve as a focus in Western Europe for education for the problems of urbanisation in developing countries. Clearly both England and the Netherlands have within their relatively small boundaries the mixture of traditions and disciplines pre-requisite to a focal centre. In both cases, however, the twin barriers of existing academic structure and institutional chauvinism militate against a strong, but possibly idealistic recommendation. There is, in addition, a lack of strong arguments to support the 'Eurocentre(s)' concept, accompanied by the fear that one or several such centres would result in a cartel, controlling and directing the available subjects and attitudes.

Obviously, with or without a single well-funded academic centre, work in this field will continue and expand. The demand will not come only from European academics and students, but also from those in developing countries. The



question then becomes how the standards and operation of all the dispersed activities can be improved through the efforts of the institutions themselves, the relevant government agencies or international assistance. Given below are a few tentative suggestions which arose very much as a by-product of this survey. All require more precise formulation and expert, sometimes extensive, investigation.

As will be seen from the list below, the suggestions are addressed to practical problems. The complexity of the academic and intellectual failings alluded to in this report require an exhaustive analysis.

- 6.1. At present the exchange of information and expertise within Europe is extremely ad hoc and determined by personal contacts.

The activity and experience is both fragmented and dispersed. Every effort should be made to encourage a flow of experience and staff within Europe. At this stage, it is doubtful that the variety of small centres warrant a complicated organisation to maintain contact and exchange.

However, some minor action might be useful:

- Those centres which have sufficient depth in particular basic subjects (specific branches of social sciences and physical planning) or in a common problem (squatters, urban finances) or critical case studies should be given every opportunity for sharing this knowledge throughout Europe. This can either take the form of seminars for staff from various centres or short-term teaching programmes.<sup>28</sup>
- An inventory of educational resources within Europe could be begun through the circulation of an edited version of this report to all the known centres in Europe. Once such an initial set of potential contacts was supplied, the various centres would be more able to determine the level of contact they each desire.<sup>29</sup>

6.2. Despite efforts by the UN in particular and a myriad of other private and public organisations in general, the level of public awareness in Europe is low. Thus the proportion of government resources devoted to urban problems in developing countries also remains low. Some device should be found to focus European interest, amongst both voters and politicians, on the problems of urbanisation in developing countries.

6.3. Documentation is not accessible to students. With

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28. This is close to an educational 'network' and opens up interesting possibilities for extension throughout the developing countries as well as Europe.

29. The progress of the "Workshop on Planning and Building for Development" (first held at the AA, in 1970) might in the immediate future offer some further indication of the form which European contacts will take.

very few exceptions facilities are grossly inadequate. Lack of documentation exists on two levels:

- the lack of available publications (standard texts, periodicals, research reports, monographs, etc.);
- the lack of availability of completed projects or plans and their supporting studies.

There are a number of ways in which this inadequacy could be ameliorated including:

- earmarked grants for documentation to needy institutions;
- preparation and distribution of annotated bibliographies, suggesting a core of publications on all topics within the field;
- advice on building up documentation, perhaps through the availability for short periods of a sponsored information expert;
- publication grants for the wider distribution of studies done within the various centres.

The second level lacking documentation - the unavailability of completed plans, and their supporting studies - is a more serious problem, affecting education in developing and developed countries.

Students often carry out a major piece of work without access to necessary studies. This information is stored in town halls and consultants' offices from Kansas to Katmandu. Even the well-intentioned

government can seldom afford to widely circulate a complex master plan and all the weighty economic, social and physical appendices. Unfortunately, the expense of production and the limited circulation is unlikely to appeal to publishing companies.

Support for such a series of studies would be invaluable.

- 6.4. Academic staff in most institutions have few opportunities to gain initial experience in the developing world or to keep their knowledge up to date. Complimentary to this, international experts normally do not have channels available feeding their experience into training and research activities. Hopefully, some of the activities mentioned in this report <sup>30.</sup> - if more fully developed - could provide better qualified and experienced staff.

Any number of steps might go some way to improving this staff problem:

- support for 'tailor made' individual staff exchanges, not only between academics from developed and developing countries, but also between academics and government officers, consultants, etc. ;

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30. Joint research projects, general staff exchanges, field trips, consultancy work, etc.

- mid-career officials and some academics being sponsored for (say) 3/4 month attachments to a European centre, with programmes and studies compatible with the officials' field of expertise;
- secondment of UN, Ford Foundation and other international experts to European centres as part of their assignment, after or between missions in developing countries;
- support and encouragement for the use of academics in bi-lateral or multi-lateral assistance projects, not only to employ academics during long vacations and sabbaticals but more importantly, on a regular rotating (between "work" and teaching) basis;
- special arrangements for larger numbers of part-time staff in all centres, thus enabling locally available experts to feed their experience into educational programmes.

6.5. Students in the developing countries do not have sufficient accurate descriptive information to choose the courses most appropriate to their educational background and interests. Neither is this information available to people advising and selecting them for courses in Europe.

An incompatible array of international directories, government compendiums, and individual course prospectuses tends to confuse the choice rather than simplify it. It might be possible to develop a quick reference tool, similar to the chart enclosed with this report. Such a graphic aid could be accompanied by a simple handbook

similar to that produced by the British Universities Central Council on Admissions. In addition the individual centres should be encouraged to provide more comprehensive (and less public relations oriented) information on the aims, precise content and exact academic level of their courses.

POSTSCRIPT: 1972.

It has been possible to obtain some information on 1971/72 for a number of the programmes included in this report. There is evidence of only slight changes in the pattern of training:

- (i) a marginal increase in the total numbers of students on the various courses (e.g.: the Centre for Urban Studies now has 20/22 students);
- (ii) some alteration in structure and thus nomenclature (e.g.: at Darmstadt, the department is now called 'Institut (Arbeitsgruppe) für Tropisches Bauen');
- (iii) slightly greater variety in students' academic backgrounds and equally slight increase in research projects.

Thus, it is probably fair to say that despite some changes of detail for individual courses, the overall picture of European education for urban problems in developing countries is substantially the same as when initially reviewed one year ago.

London, February 1972.

## APPENDIX A

## Specimen of Letter of Inquiry

"Dear

Re: EUROPEAN PROGRAMMES -  
Urbanization in Developing Countries

I have been asked by the Ford Foundation to survey the organisation and effectiveness of research and training programmes concerned with urban and environmental problems in the developing countries. This study is one part of a comprehensive project, The International Urbanization Survey, designed to assess the contribution of international assistance to the problems and consequences of urbanization in developing countries.

My tasks are to:

- i) provide an inventory of European institutions which do such training and research;
- ii) record the views and judgements of those involved in such work in Europe;
- iii) assess the overall contribution of the institutions to the provision in developing countries of professional and executive skills.

For item i) above, it would be most helpful if you could send me pertinent written material on your institution and its activities in advance of any visit I may make.

The survey must be completed within 4 months and thus a quick reply would be greatly appreciated. I look forward to hearing from you and meeting you should I visit your country.

Yours sincerely,

Beverly L. Bernstein (Mrs.)"



APPENDIX B

List of Contacts

Austria

Bauforschung, Institut fur-  
Vienna

Geographisches, Institut der Universitat Wien-  
Vienna

Foreign Affairs, Ministry of-  
Vienna

Kommunalwissenschaftliches do Kumentationszentrum-  
Vienna

Raumordnung, Institut fur- Hochschule fur Welt-  
handel, Vienna

Raumplanung, Osterreichisches Institut fur-  
Vienna

Soziologie, Institut fur- Universitat Graz,  
Graz

Soziologie der Hochschule fur Sozial-und-Wirt-  
schafts-Wissenschaften, Institut fur-  
Linz

Stadtforschung, Institut fur-  
Vienna

Town & Regional Planning, Institute for- Technical  
University,  
Vienna

Wirtschaftsforschung, Osterreichisches Institut  
fur- Vienna

Belgium

Co-oderagion Au developpement,  
Brussels

Etrangers et du Commerce Exterieur, Ministere des  
Affaires, Office de la Cooperation au Developpement  
Brussels

Formation de cadres pour le developpement,  
Institut de-  
Brussels

Ontwikkelingssamenwerking, Interfacultair Centrum  
Voor-  
Gent

Pays en Developpement, Institut d'Etude des-  
Catholic University of Louvain,  
Louvain

Pays en voie de developpement, College des-  
Anvers

Perfectionnement post-universitaire pour les  
specialistes des sciences du Sol, Centre International  
de-  
Gand

Town Planning and Physical Planning, Advanced Institute  
for- University  
Ghent

Town Planning Institute, Faculty of Applied Sciences,  
Free University  
Brussels

Travail du Institut- Free University of,  
Brussels

#### Czechoslovakia

Regional Planning, Bratislava Research Institute on-  
Bratislava

#### Denmark

Center-Planlaegning, Institute for-  
Selvejende Institution,  
Lungby

Danida,  
Copenhagen

Development Research, Institute for-  
Copenhagen

Town Planning, Department of-  
Kunstakademiets Skoler,  
Copenhagen

France

Architectes, Union International des Section  
Francaise,  
Paris

Architectes, Ordre des-  
Paris

Co-operation et Technique, Service-  
Paris

Developpement Economique et Social, Societe d'  
Etudes  
pour le-  
Paris

Documentation sur l'Urbanisme, Centre de-  
Arcueil

Ecologie, Geographie, Sociologie, Environnement,  
a l'Universite de Tours,  
Tours

Environnement, Institut de-  
Paris

Geographic Appliquee, Centre de-  
Faculte des lettres,  
Strasbourg

Geographie, Department de-  
Universite de Paris,  
Paris

L'Amenagement Urban, Centre d'Etudes et de  
Recherches sur-  
Paris

L'Organisation des stages en France, Association  
pour-  
(ASTEF)  
Paris

O.R.S.T.O.M.  
Paris

Political Studies, Institute of-  
Domaine University,  
Grenoble

Recherche de Planification Regionale, La Groupe de-  
Paris

Le Secretariat des Missions d'Urbanisme et d'  
Habitat  
S.M.U.H.  
Paris

Seminaire T. Garnier  
Paris

Sociologie Urbaine, Centre de-  
Paris

Stages, Centre International des-  
(CIS)  
Paris

Tropicales Section  
Ecole d'Architecture  
Nantes

Tropicales Section,  
Ecole d'Architecture  
Paris

Tropicales Section,  
Ecole d'Architecture  
Versailles

Urbanisme, Department de-  
Faculte des lettres de Vincennes  
Universite de Paris  
Vincennes

Urbanisme, Institut de-  
Paris

Germany

African Studies Centre, Economic Research  
Institute for-  
Munich

Duetsche Africa - Gesekschafte V,  
Bonn

Economic and Social Policy, Hans Rissen Institute  
of-  
Hamburg

Entwerfen Baukonstruktion und Industriebaukunde  
Lehrstuhl für-  
Technische Hochschule,  
Darmstadt

German Foundation for Developing Countries,  
Berlin

German Institute for Development Politics,  
Berlin

SHfbK  
Berlin

Stadtebau und Landesplanung, Institut für-  
Technische Hochschule,  
Aachen

Stadtplanung, Institut für-  
Darmstadt

Technical University,  
Berlin

Technical University,  
Stuttgart

Town Planning and Housing  
Munich,

Urban and Regional Planning,  
Dusseldorf

Vermittlung, Bundesministerium für-  
Bonn

Wirtschaftliche, Bundesministerium für-  
Bonn

Greece

Ekistics, Athens Centre of-  
Athens

Italy

Architettura di Venezia, Istituto Universitario  
di-  
Venezia

Ente Autonomo Mostia d'Oltremare,  
I.S.V.E.,  
Naples

Labour and Social Studies, Centre for-  
Rome

Ministers, Council of-  
Rome

Ireland

Physical Planning and Construction Research,  
National Institute for-  
Dublin

Netherlands

Architecture, Department of-  
Technische Hogeschool,  
Delft

Bouwcentrum,  
Rotterdam

Nederlandsch Economisch, Institut-  
Rotterdam

Geography, Department of-  
University of Utrecht,  
Utrecht

International Assistance, Netherland Organisation  
for-  
The Hague

Local Authorities, International Union- of-  
The Hague

Management Science, Research Institute for-  
Delft

Planning and Demography, Institute of Amsterdam

Social Studies, Institute of-  
The Hague

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Sociology, Department of-  
Wageningen

Tropical Institute, Royal-  
Amsterdam

Norway

International Development, Norwegian Agency for-  
Oslo

Sociology Institute, University of Bergen,  
Bergen

Urban and Regional Research, Norwegian Institute  
for-  
Oslo

Utviklingshjelp Direktoratet for-  
Oslo

Poland

African Studies, Centre for-  
Policy Academy of Science,  
Warsaw

Economics of the Developing Countries,  
Warsaw

Technical University of-  
Szczecin

Spain

Asuntos Exteriores, Ministerio de-  
Madrid

Ciencias Economicas, Facultad de-  
Autonomous University,  
Madrid

Sweden

Building Research, The National Council for-  
Stockholm

Foreign Affairs Aid and Assistance, Department  
of Swedish Ministry for-  
Stockholm

International Development Authority, Swedish-  
Stockholm

Sociology, Department of-  
University of Gotenborg,  
Gotenborg

Technology, Institute of-  
Lund University,  
Lund

Switzerland

Federal Polytechnic,  
Zurich

Geographical Institute,  
Zurich

Technische Zusammenarbeit, Dei Delegierte fur-  
Berne

United Kingdom

African Institute, Edinburgh University,  
Edinburgh

African Studies, Institute of-  
University of Birmingham,  
Birmingham

Anthropology, Department of-  
London School of Economics,  
London

Commonwealth Foundation,  
London

Commonwealth Studies, Institute of-  
London

Development and Tropical Studies, Department of-  
London



Economics, Department of-  
University College,  
London

Development Studies, Institute of-  
University of Sussex,  
Brighton

Education, Institute of-  
London

Environmental Design and Planning, Department of-  
University of Sheffield,  
Sheffield

Environmental Studies, Centre for-  
London

Geography, Department of-  
London School of Economics,  
London

Hygiene and Tropical Medicine, London School of-  
London

Local Government Studies, Institute of-  
University of Birmingham,  
Birmingham

Municipal Engineering, Department of-  
London

Oriental and African Studies, School of-  
University of London,  
London

Overseas Development Group,  
University of East Anglia,  
Norwich

Overseas Development Institute Limited,  
London

Overseas Division,  
BRS,  
Watford

Overseas Administrative Studies, Department of-  
University of Manchester,  
Manchester

Overseas Development Administration,  
London

Department of Urban Design and Regional Planning,  
Edinburgh University,  
Edinburgh

Planning Studies, Institute of-  
Department of Planning,  
Nottingham

Political and Economic Planning,  
London

Project Planning Centre,  
University of Bradford,  
Bradford

Urban Studies, Centre for-  
London

International

E.C.E.,  
Housing, Building and Planning Section,  
Geneva

O.E.C.D.,  
Urban Studies Section,  
Paris

U.N.E.S.C.O.,  
International Institute for Educational Planning,  
Paris

U.N. Research Institute for Social Development,  
Geneva

In addition to the organisations listed above, a number of individuals were contacted, generally chosen for their knowledge of the overall situation in their country.

Einar Engberg,  
Copenhagen

Remy Prud'Homme,  
Paris

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Jacques Dreyfus,  
Paris

Vartan H G Ozinian,  
Boulogne sur Seine

Prof. Pierre Viot,  
Paris

Bernard Kohn,  
Paris

Monsieur M Courtier,  
Paris

Frl. Vormschlag,  
Bonn

Prof. Dr. Rainer Mackensen,  
Berlin

Prof. Kirsch,  
Stuttgart

Prof. J Posener,  
Berlin

Prof. Gabriele Scimemi,  
Rome

Cesare Fera,  
Genova

Prof. J P Thijsse,  
The Hague

Dr. Zygmunt Pioro,  
Warsaw

Prof. Janusz A Ziolkowski,  
Poznan

Miss M Wolfson,  
Paris

## APPENDIX C

## Examples of Standard Questions

Inventory

- Institution
- Address
- Title of Course(s)
- Background/History
- Structure of institution
- Financial basis
- Undergraduate/Postgraduate
- Degree/Diploma
- Length of Course(s)
- Emphasis of Course
- Academic Staff:  
structure/numbers  
staff-student ratios
- Qualifications & Publications of staff
- Overseas Experience of staff
- Recruitment and Selection of staff
- Service from other Departments/Disciplines
- Students: numbers/nationalities/ages
- Grants, Scholarships, Prizes for students
- Qualifications for Entrance
- Recruitment and Selection of students
- Course content
- Management & Administrative Content
- Methods of Teaching
- Project Work
- Multi-Disciplinary Teaching
- Examinations
- Relationship of research & training (Abstract/  
Pure/Long-Term)
- Type of research and examples
- Administrative Services
- Library and documentation facilities
- Ancillary Staff
- Accommodation
- Resources of the locality

Discussion

- Are the right people being trained, particularly decision-makers and those with executive capacities for capital works programmes and urban

administrators, town clerks, etc. ?

- What is the potential for growth of the institution?
- What are the attitudes for a strong European centre for this development work?
- What are the attitudes to this work being done in Europe, by Europeans, in developing countries?
- Should various centres specialise, by discipline, by region?
- How valuable are links with specific schools in developing countries?
- What is the attitude to urban growth?
- Do you find any regional differences between students?
- What is the bias of the course and reasons for it?
- What is the value of European examples to developing countries?

## APPENDIX D

List of Collected Material <sup>1.</sup>Austria

Documentation Centre for Urban Studies,  
Vienna

- descriptive leaflet

Institut fur Raumordnung der Hochschule  
fur Welthandel, Vienna

- 2 annual reports
- descriptive leaflet

Institut fur Stadtforschung

- descriptive leaflet

Osterreichisches Institut fur Wirtschaft

- report on 1971 annual meeting including  
outline of 1970 activities and working  
programme for 1971
- annual reports : 1970  
                          1969  
                          1968  
                          1967

Denmark

Danish International Development Agency (DANIDA)

- descriptive leaflet
- book : "Uncontrolled Urban Settlements Case  
          Studies for Nairobi Kenya"

France

Association pour l'Organisation des Stages en  
France

- descriptive leaflet
- Centre d'Etudes et de Recherches sur l'Amenagement  
Urbain
- descriptive booklet
  - specimen of journal : "Environment"

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1. This appendix presents the material in alphabetical order by country and within each country in the alphabetical order of institutes.

Centre International des Stages - Stage  
Techniques Modernes de Construction  
- specimen of course programme

Le Secretariat des Missions d'Urbanisme  
et d'Habitat  
- descriptive leaflet : "Que faire le tiers  
monde?"  
- course programme : "Stage d'urbanisme et d'  
amenagement due Territoire en milieu tropical  
preparant a la maitrise d'ouvrage"  
- course handout: "Stage de techniques urbaines"  
- annual report  
- research report : "Initiation a l'utilisation  
et au choix des echelles topographiques"  
- bibliography of studies and publications :  
"Liste des etudes et documents realises par le  
SMUH"  
- PR handouts

Ministere des Affaires Culturelles - Antenne  
Pedagogique Experimentale de Cergy Pontoise  
- specimen of course programme

Ministere de l'Education Nationale, Institute  
de l'Environnement  
- programme : 1970-71

Societe d'Etudes pour le Developpement Economique  
et Social  
- descriptive leaflet  
- illustrated PR handout

Greece

Athens Centre of Ekistics  
- prospectus : Ekistic studies  
Greek settlements through the Ages  
- descriptive leaflets : "Our buildings (shells)  
and the human settlement"  
- descriptive leaflet : "Ekistic index"  
- descriptive leaflet : "Publications"  
- conference reports : Delos One  
Delos Two  
Delos Three  
Delos Four  
Delos Five  
Delos Six  
Delos Seven  
Delos Eight

- periodicals : "Ekistics - Review on the Problems and science of human settlements"
- periodical : "Ekistic index"
- newsletter : "The Urban Systems of the Future"
- newsletter : "Ace Joint Research Project : The First Year"
- newsletter : "Energy and Movement"

### Italy

Instituto di Studi per lo Sviluppo Economico

- Prospectus
- course handbook
- timetable

### Norway

Norsk Institutt For by - Og Regionforskning

- research report

### Sweden

Lund University

- Course handbook
- research report: "Kenya 1970"
- research report: "Pilot low cost housing project"
- research report: "A residential area in central Dar es Salaam"
- research report: "Zambia Kapwepwe compound - a study of an unauthorised settlement"
- research report: "Ethiopia - Abela - Abaya re-settlement project public health"
- research report: "Ethiopia - Abela - Abaya re-settlement schools and education"
- research report: "Ethiopia - Abela - Abaya re-settlement project masterplan"
- research report: "Ethiopia - Abela - Abaya re-settlement project general description of the district"
- research report: "Ethiopia - Abela - Abaya re-settlement project housing"
- research report: "Tanzania Bagamoya township survey 1969"
- research report: "Tanzania - present condition & future plans"



- research report: "Tanzania - Bagamoyo township part of survey 1968 supplement to survey 1969"
- research report: "Internationalism Solidarity Education"
- research report: "A Doctor's Dwelling and Clinic in Ethiopia"
- student literature

National Swedish Institute for Building Research

- research report: "Building and Planning in Developing Countries"
- bibliography : "Social aspects of housing and urban Development"

Scandinavian Institute of African Studies

- descriptive leaflet
- newsletter

Swedish Council for Building Research

- prospectus
- research report

The National Association of Swedish Architects

- periodical

### Switzerland

Eidgenossische Technische Hochschule, Zurich

- prospectus
- timetables
- list of lectures
- example of student project

### The Netherlands

Agricultural University, Wageningen

- course handbook: "Sociologie und Soziographie der Tropen und Subtropen"
- example of journal: "The Guiding Image and Rural Physical Planning"
- list of lectures

Bouwcentrum

- prospectus : "Housing, Planning and Building"
- prospectus : "Course for Industrial Quality Instructors"
- course guides: (as two above courses)
- reprints of articles: "Building a Habitable World" "Retail Detail in Development"

- International Course for Development Cycle Projects:
  - research reports on :
    - Columbia
    - Acacias
- book : "More through Quality"
- book : "Towards a Habitable World"

#### Institute of Social Studies

- prospectus
- descriptive leaflet: "Programme in Urban Problems and Development"
- various course handbooks
- timetable
- example of journal: "The Snowball"
- reprint of article: "Regional Detail in Development"

#### International Union of Local Authorities

- prospectus : "Public Utilities"
- prospectus : "Local Authorities in Rural Government"
- course handbook : 1970
- timetable : "Conference"
- descriptive leaflet : "International Seminar"
- descriptive leaflet : "Publications"
- research reports : "Development of Training Programmes in IULA"
- research report : "Training for Local Government"
- conference report : "City Management"
- PR handouts

#### University of Amsterdam

- reprint of article

#### Utrecht University Department of Geography

- descriptive leaflet : "Outline Socio-economic survey of Cape Coast"

### United Kingdom

#### Building Research Station

- prospectus : "Concrete Technology in Arid Countries"
- descriptive leaflet
- review of work
- publications and films : "Information 71"

#### Centre for Environmental Studies

- annual report

- third annual report

Centre for Urban Studies University College London

- course book : "Urbanisation in Developing Countries"

East Anglia Overseas Development

- prospectus
- descriptive leaflet
- list of members

London School of Economics

- course handbook : "Graduate Geography 1970-71"
- course handbook : "Undergraduate Geography 1970-71"

Overseas Development Institute

- annual report 1969
- descriptive leaflet
- publications list : 1969-70

Sheffield University

- prospectus
- course handbook : "Town & Regional Planning"
- list of members (Centre for Environmental Research)
- summaries of research reports
- reprint of article : "The Department of Building Science"

University of Birmingham Institute of Local Government Studies

- prospectus : "Diploma in Public Administration"
- prospectus : "Higher Degree Courses in Local Government Studies"
- prospectus : "Institute of Local Government Studies"
- prospectus : "Seminars for local government Chief Officers 1970/71"
- prospectus : "Rural development and administration"
- prospectus : "1970-71 first degree courses"
- prospectus : "Local Government Training Board"
- prospectus : "Advanced Courses for Senior Local Government Officers"
- course handbook : "Local Administration"
- course handbook : "Local Administration advance course 14"
- course handbook : "Local Administration advance course 13"
- course handbook : "Graduate Studies in the Social Sciences"

- course handbook : "Course for directors of Social Services"
- descriptive leaflet : "Sin Minus"
- research report : "Recent reforms in the Management arrangements of country boroughs in England and Wales"
- research report : "Programme Planning Simulation - City of Liverpool"
- research report : "Recent Reforms in the Management Structure of Local Authorities - The London Boroughs"
- 3 examples of journals
- staff list
- annual report : 1968-69

University of Edinburgh Department of Urban Design and Regional Planning.

- prospectus

Political and Economic Planning

- annual report

University of Sussex

- prospectus
- annual report : "Development Studies in a Divided World"
- examples of journals

### West Germany

Carl Duisberg-Gesellschaft e. V.

- book : "Training in Germany"

Der Ministerpräsident des Landes Nordrhein Westfalen Landesamt für Forschung

- research report

Deutscher Akademischer Austauschdienst

- conference report

Deutsche Entwicklungshilfe für Soziales Wohnungswesen und Siedlungswesen E. V.

- course handbook
- research report
- PR handouts

Deutsche Stiftung für Entwicklungsländer

- conference report

- 3 bibliographies

Die Deutsche Zeitschrift für Wirtschaftliche und  
Kulturelle Zusammenarbeit in Europa und Übersee  
- periodical

Fakultät für Architektur - Arbeitsbereich  
Tropisches Bauen  
- research report

Gemeinnutziges Wohnungswesen  
- reprint of article

Gesamtverband Gemeinnütziger Wohnungsunternehmen  
E.V.

- reprint of article : "Housing in South-East  
Asia & Far East - A Critical  
Approach"
- reprint of article : "Housing in Developing  
Countries"
- descriptive leaflet: "Non profit making housing  
Enterprises"
- 2 descriptive booklets

Gut Wohnen

- book : "Never Schuesselzuden bibliographischen  
Angaben"
- book : "Bauen in Entwicklungslandern"
- book : "Urbanisation"

The Research Institute for International Techno-  
Economic Cooperation

- descriptive leaflet
- publications and research reports

Universität Stuttgart

- report
- prospectus 1971

Wohnungswirtschaftliche information Mit WG

- reprint of articles

#### International Organisations

International Institute for Educational Planning

- research report
- descriptive leaflet

Organisation for Economic Cooperation & Development

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- conference report : "Study Group on Innovation  
in Urban Management"
- conference report : "Study Group on Innovation  
in Urban Management Part II"
- conference report : "Detailed Project Proposals"
- conference report : "Environment Committee"
- reprint of article
- list of papers

United Nations Office at Geneva, Social Affairs  
Division

- list of social scientists concerned with  
regional planning

APPENDIX E

Bibliography of Published Guides to Training  
(with reference to education in Europe for development  
problems).

Cockburn, Cynthia. Facts about Planning Courses. London,  
Environmental Studies, June 1970. 203 p.

Cockburn, Cynthia. The Organisation of Urban and Regional  
Planning in European Countries. London, Centre  
for Environmental Studies, October 1968. 99 p.

Danckwortt, Dieter. Deutsche Partner de Entwicklundslander.  
(German Partners of Developing Countries). Baden-  
Baden, Nomos Vergegesellschaft, 1968. 378 p.

Europa Publications Ltd. The World of Learning 1970-71.  
London, 1971. 1868 p.

Food and Agricultural Organisation of the United Nations.  
International Directory of Agricultural Engineering  
Institutions. Rome, August 1962. 393 p.

Her Majesty's Stationary Office. A Year Book of the Common-  
wealth 1971. London, 1971. 800 p.

Liggett, Donald R. Small Industry Development Organisations.  
A Worldwide Directory. Glencoe, Illinois, The  
Free Press, 1969. 136 p.

Overseas Development Institute. Development Guide: a  
directory of non-commercial organisations in Bri-  
tain actively concerned in overseas development and  
training. London, 1970 (revised edition). 264 p.

Overseas Development, Ministry of, Compendium of Training  
Courses. London, May 1968 (not available for  
general circulation).

Organisation for Economic Cooperation and Development. Guide  
to French Institutions active in the field of  
Development. Paris, 1965. 981 p.

Organisation for Economic Cooperation and Development. Cata-  
logue of Social and Economic Development Insti-  
tutes and Programmes: Research. Paris, June, 1970.

Organisation for Economic Cooperation and Development. Liaison of Social and Economic Development Institutes and Programmes: Training. Paris, 1970. 412 p.

Organisation for Economic Cooperation and Development. Liaison Bulletin between Research and Training Institutes. Liaison Bulletin. Vol. 3, 1970. 179 p.

Simms, Nicholas A. Opting for Development. A guide to opportunities for development studies in British higher education. London, Overseas Development Institute, 1968. 56 p.

UNESCO. Study Abroad. International Scholarships and Courses. 1969, 660 p.



Notes on the Table

1. The general abbreviations are:
  - n.a. not applicable
  - information not available.
  
2. In the column, 'Date of Establishment':
  - I date institution established
  - C date urban course established.
  
3. In columns 'Type of Course' and 'Financial Support':
  - A full course for students from developing countries
  - B course mainly for European students
  - C option within a normal course
  - D financed by the government programme of university finance
  - E supported by student fees
  - F paid by government overseas aid/technical assistance arrangements
  - G supported by private foundations.
  
4. In column entitled 'Academic Level' this represents a sliding scale from 'operative' (teaching particular practical skills) to 'theoretical' (study and formulation of abstract knowledge).

