

## Reconciling Urban Planning Capacity Building and Rapid Urban Growth in China

While China's economic growth is boosting its rapid urbanization, capacity of its urban planning professionals is critical to ensure that city development is directed in a health and sustainable way. Urban planners need to be well equipped with sound understanding of emerging issues and most up-to-date knowledge and skills to cope with the challenges. To enhance the competency of practitioners, China has a certification system of urban planners in place. Compulsory continuing education requirements for re-certification were incorporated into the system recently.

The certification system is still in its early stage, and is going through a critical moment of redefinition after the new Urban and Rural Planning Law (which replaced the Urban Planning Law) was ratified in October 2007. A review of the system and existing capacity building programs was conducted in the joint report by Urban Planning Society of China and the World Bank Institute in 2007. By surveying planning institutions and individual planners across the country, the report has drawn a few major findings on the current supply and demand of continuing education and identified recommendations for actions. An earlier version of this report was released at the Special Forum on Urban Planning Profession Development of the 2007 China Annual Conference of Urban Planning, in order to solicit feedback from a wider audience.

### Overview of the Certification System

The certification system of urban planners in China was launched in 2000 by Ministry of Construction. A total number of 10,632 planners had obtained their certificates by the end of 2005. In order to obtain the initial certification, a candidate needs to pass tests on four subject matters, including 1) Principles of Urban Planning, 2) Knowledge of Urban Planning, 3) Urban Planning Administration and Laws, and 4) Urban

Planning Practices.

In 2006, further requirements on continuing education for re-certification were announced. In order to maintain the certification status, in every registration cycle of three years, a certified planner has to obtain a minimum of 120 credit hours of continuing education, including 40 credit hours of required courses and 80 credit hours of selective courses. Ministry of Construction designs the required courses and organizes training of trainers centrally. It approves a list of selective courses by various training providers eligible for granting credits.

Compared to relatively well-developed certification system of planning institutions, the certification system of individual planners in China is facing several major challenges, including that 1) the responsibilities, rights, and obligations of certified urban planners are still not clearly defined, 2) continuing education of urban planners is lagging behind, 3) mutual recognition with other regions/countries is very limited (currently only with the Hong Kong Special Administration Region), and 4) there is a clear regional imbalance of human resources between the coastal cities in the East and the lagging regions in the West, and between big cities and small towns and counties.

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### Finding 1: Demand for capacity building will grow drastically

The demand is generated and intensified by the following factors:

- 425,000 credit hours of continuing education need to be provided every year to ensure that over 10,000 certified planners of the country fulfill the minimum requirement for re-certification; however, the current supply of capacity building programs is significantly less than this amount;
- It is projected that by 2020, with the increased percentage of urban population, at least 120,000 planners are needed, more than 10 times of current number of certified planners, creating future demand for capacity building;
- Competition in the market has been significantly increased with the private sector's participation. It has been especially intensified since China's accession to the World Trade Organization, when open bidding of major projects is extended to foreign companies. Traditional planners need to sharpen their skills and learn new knowledge in order to be competitive; and
- More and more urban planning institutions have linked continuing education of staff members with their promotions, creating more incentives for urban planners to update their knowledge and skills.

### Finding 2: Demand for new topics and new modalities is growing

Urban planners' demand for capacity building goes beyond traditional topics. For urban planning to meet diverse demands of all stakeholders, planners are working in an increasingly complex environment, and they desire to improve their knowledge structure. Traditional topics, such as architecture and geography, are not the major concerns of planners in continuing education. Instead, environmental science, economics, social sciences, and application of new technology are on the top of their list of new knowledge needed (Figure 1).

Besides traditional face-to-face teaching and

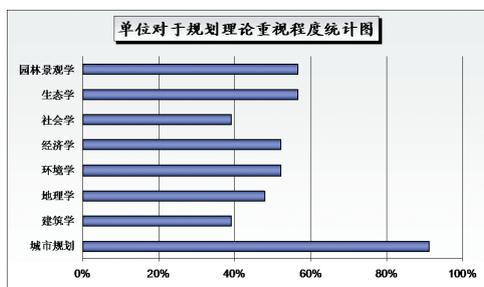


Figure 1 Demands for training on urban planning theory

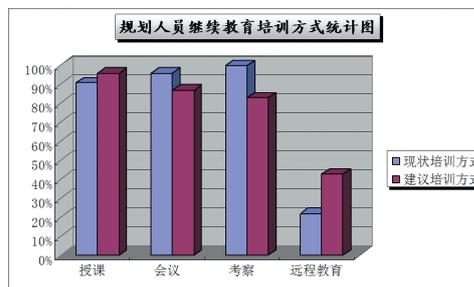


Figure 2 Modalities of continuing education

conferences, urban planners have also expressed strong demand for other formats of learning that are more effective, flexible, interactive and cost-efficient, for example, distance learning, peer-to-peer learning, and site visits etc (Figure 2).

### Finding 3: Problems with the current capacity building programs

Surveyed planners and institutions have identified specific problems with the current capacity building programs:

- Not very practical: most training is too theoretical, or not tailored to local situations, thus makes it hard to apply to day-to-day work of planners.
- Fees and related expenses too high: admission fees and associated travel costs for conferences and training programs are so high that some institutions could provide only limited opportunities for its staff to attend
- Not very in-depth, poor quality of the trainers and the content: current training is provided by institutions of different qualities. Surveyed planners suggested that universities and professional organizations, rather than government agencies and NGOs are preferred training providers, who have the real expertise of the field.
- Limited opportunity and accessibility: associated with high costs of training, and high work pressure, few people could allocate time and be financed to take training.
- Content not up-to-date: planners are keen to learn new knowledge and skills in order to cope with many emerging issues during the rapid urbanization. Current training materials are not updated frequently, and new topics are not added in a prompt manner to meet the demand.

### Recommendations

#### 1. Build national training system and promote regional balance

Set up training centers housed within universities where the expertise and teaching resources lie. This initiative should be facilitated by professional organizations and

## Comments on “Reconciling Urban Planning Capacity Building and Rapid Urban Growth in China”

Xiaohui Chen

The demand for developing the urban planning capacity is rising rapidly in China today, while the available training programs are still lagging far behind. Furthermore, the topics of capacity development programs need to be renewed and updated to meet modern requirement.

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related government agency, to ensure that training is tackling practical issues, and that it would be counted towards credits of continuing education, to provide more incentives. Regional imbalance of resources should be taken into account in designing the system. The lagging regions in the west where capacity is especially low should receive special support. Urban planners in small towns and counties or in the remote areas who have limited access to training should be provided more opportunities.

### **2. Improve the quality of training**

The practices of urban planning in China have become increasingly inter-disciplinary. Instead of general and basic training, in-depth training of environmental science, economics, and social sciences should be strengthened and incorporated into new courses. Content of training should be carefully designed to reflect the latest development of urban planning theory and practices, as well as related laws and regulations. Efforts should also be made to enhance the application of learning, by incorporating training on new issues.

### **3. Diversify modalities of training**

Given the vast variations in budget, capacity, and local situation among different cities, more diverse modalities of training should be provided, in order for urban planners from different parts of the country to fully take advantage of existing training resources. Distance

Currently, China is experiencing rapid urbanization. Urban planning is a very important public policy and a key approach to allocate public resources. Consequently, in addition to certified urban planners, increasing numbers of urban planning administrators are involved in this field. There are huge demands of continuing education for non-certified planners and administrators, in particular for those who work at county or lower levels. As for capacity development for this group, new courses should be designed and new

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learning, compared to traditional face-to-face teaching and conferences, could significantly lower costs, increase outreach, and provide flexibility in timing. More importantly, content of distance learning programs can be updated relatively easily and frequently, providing up-to-date information and knowledge on emerging issues.

### **4. Promote international collaboration in peer-to-peer learning**

Many countries have experienced similar problems in urban growth as what China is facing now. Both their failures and successes can be shared to help China better design its own strategy. International collaboration also allows China to learn about the state-of-art practices and technology of the world. International visits and exchange programs have proven to be effective, but the associated high costs constraint the benefit of peer-to-peer learning to only a limited number of people. Again, distance learning technology, including video conference, visual classes and other modalities could help significantly in this regard.

*(This is a summary based on a joint report titled “Reconciling Urban Planning Capacity Building and Rapid Urban Growth in China-Supply and Demand for Capacity Building in China’s Urban Planning Sector” produced by the World Bank Institute and the Urban Planning Society of China in 2007.)*

emerging issues should be addressed in addition to the traditional courses. Below five key points are highlighted.

1. Establish mechanisms to encourage urban administrators to pursue continuing education.

So far, there has been no requirement for non-certified urban planners to attend continuing education in China. These urban planning administrators are therefore lacking initiatives to take the training courses. However, urban planning administrators are quite important in implementing urban planning from designs on paper to the reality. Therefore, at present, how to encourage more urban planning administrators to pursue continuing education is a key issue to improve the quality of urbanization in China.

2. Design training courses at lower cost to host more trainees. Many urban planners work at the county and lower level. However, the available funding is insufficient to meet the training needs. Therefore, lowering the training cost could ensure planners at this level to receive necessary training. One effective approach is to mix distance-learning programs with face-to-face teaching programs. Under such approach, urban planners gather by each county to receive distance education across different regions as well as face-to-face tutoring on spot. On one hand the trainees have the opportunity to learn about the international experiences and technologies through the distance training programs, on the other hand they could have plenty of discussions with peers under the guidance of local professional tutors.

3. Emphasize case-study methodology. The training course should be more practical and easier for urban planners to quickly focus on the parts that are closely relevant to their daily work. Traditionally, study materials range from regional planning to urban design. However, for experienced urban planners, the continuing training programs could be of more value if the topics can focus on “how to”, for example, “how to build an attractive city”, “how to improve land use efficiency”, “how to revive the city economic”, “how to preserve a historical city”, “how to create a safe city”, etc. Therefore, urban planners/administrators could learn from lessons of different cases relevant to their local condition.

4. Capacity development courses should address emerging issues such as earthquake and financial crisis. Urban safety becomes a primary topic in urban planning



Capacity building program in Jiangsu Province, China  
Photo: Author

since the Sichuan earthquake in 2008. The post-disaster reconstruction and recovery planning have caught people’s attention. Planners need to consider disaster prevention during their planning, especially during the assessment of land, when they could find out disaster sensitive area. Meanwhile, planners need to analyze local environmental capacity, including industry structure, population scale, and land use structure, to reserve evacuation paths and identify sites for potential nature disasters. Another issue that has increasing impact on urban planning is the financial crisis. Recently China is facing the trend of immigrant workers returning to their villages due to the slow-down of urban real estate developments and factory closures. Consequently, urban planners have to consider urban spatial transition and address the changes in population size, residential area and industry area structure. Chinese urban planners need to further consider about how to build affordable housing, how to create job opportunities, how to improve education infrastructures, and how to improve rural infrastructure and amenity to optimize rural spatial pattern. Currently, the urban development in China is transiting from urban growth to improving livability of residents, in order to promote social equity and rural development.

5. In addition, urban planners need to learn about public policy-making process. The new enforced Urban and Rural Planning Law in Jan.1, 2008 emphasizes public participation in urban planning. However urban planners in China are not experienced enough to make public policies via democratic and humanistic approach. The capacity development programs may promote public participation of different stakeholders in urban planning.

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## Learning Cities: Knowledge, Capacity and Competitiveness

Tim Campbell, PhD

The notion of learning, that is the acquisition of knowledge which is then tested, converted, stored for future use, and employed to make change, has been given too little attention in urban policy circles. This paper suggests that the style and rate of learning can be observed in cities, that cities engage in learning to make deliberate and strategic change, and that this learning process can lead to improved performance and may be one of the mechanisms that increases competitiveness.

### A Typology of Cases

Table 1 classifies four broad types of learning with corresponding groups of cities, as follows: Type 1 is learning by individual cities that take a proactive stance. Type 2 is learning by clusters of cities that are self-defined as member of a class. Type 3 is composed of individual cities that have a narrow mandate. Type 4, learning is provided on a “passive” basis.

It should be noted that the typological categories suggested here are not exhaustive of all possible types. Nor are these categorizations static; a given city might be engaged in one or more of each of the four types of learning over time, or even simultaneously. The point is that each type represents a different approach to learning, as shown in case examples below.

### Learning to Be Smart

The focus of this analysis is on Type 1 cities. Each of the three cities in Type 1 meets several criteria. First, each has attained some notoriety as a leader, reformer, or an innovator. Second, each explicitly avows the importance of knowledge and exhibits a high degree of effort to gather knowledge. Moreover, the cities do this in a proactive way, more or less aggressively seeking out best practice or new developments. Third, city efforts have been sustained over more than a decade, and in all cases with a line of action that is identifiable and more or

Table 1: Typology of City Learning: Agencies and Networks

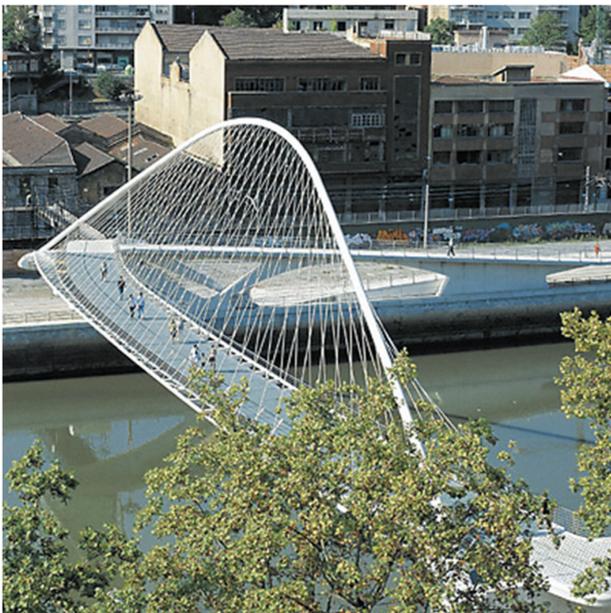
Grouping	Example	Characteristics of Learning
1. Proactive Cities	Bilbao, Curitiba, Seattle	Takes initiative in outward search for knowledge and information; commits resources to incorporating knowledge in policy and practice.
2. City Clusters	UNESCO World Heritage Cities; Bertelsmann Cities of Change; ICLEI Agenda 21	City members of a class involved in more or less sustained, but episodic programs of exchange; intermittent technical meetings and visits
3. Cities One-on-One	ICMA City Links; Federation of Canadian Municipalities; Sister Cities	Agreements between cities for periodic one-on-one exchanges of short duration
4. Networks Associations	UCLG, InfoCity, AsiaCities CityNet	Membership organizations with convening power (e.g. UN) working on behalf of members on technical, regulatory, or legal matters
City Network Managers	UN Habitat Best Practice LOGIN	Largely “passive” networks.

Source: Author

less consistent. Finally, each city organized a special unit to manage learning. Also, by comparing proactive learners with other types of learning, we explore what can be said about the learning process in connection with “soft infrastructure.”

## BILBAO, SPAIN

In 1990, the city launched the founding of Bilbao Metropoli-30, a public-private, non-profit partnership with 19 active members drawn from across a broad spectrum of entities in the region. The action arm of Metropoli-30 is the Association for the Revitalization of Bilbao, which was charged with implementing the plan and carrying out studies and research to deepen the knowledge base of the organization.



Footbridge at Campo Volantin, Santiago Calatrava, 1997  
Photo: provided by Author

The 20-year learning process in Bilbao took place on many levels and is still on-going. Three major phases are noted here. First is the internal process of self-recognition and awareness, starting with the realization of the impending economic decline. Metropoli-30 became the vehicle for many learning exercises of international and national seminars, the importation of outside experts, and countless formal and informal exchanges

among the key players. In effect, the city had recouped its investment costs in only a few years. The surprising success of the cultural strategy helped to move the collective enterprise forward.

The second phase began a decade after the Strategic Revitalization Plan. In 1999, the Association launched a study of advanced international models of urban strategy development. Outbound and inbound missions of experts, study tours, and conferences supplemented the stock of knowledge built in the earlier phase, and strengthened the spirit of cooperation and common understanding about the way forward for Bilbao. The conclusion of this phase was embodied in “Bilbao 2010” a continuation of the revitalization plan. Bilbao 2010 focused on ideas and values and begins to bring these into the strategy for the future of Metropolitan Bilbao.

A third phase is a consolidation of nearly two decades of learning. The process has led to 2006 World Forum of Cultures and a further elaboration of Bilbao as a learning center with the institutionalization of knowledge management. The Association has sponsored, organized and supported several score of courses offered for leaders in the Bilbao metropolitan area as well as other cities in Spain, Europe and Latin America. These are reflected as the heart of the Association’s most recent annual report. Each of chapter reads like a university catalogue of learning events, including courses, study tours, conferences attended and organized, and inbound missions hosted.

In sum, Bilbao created a formalized process to diagnosis problems, learn about and design solutions, and reach agreement on plans. In so doing, the city accomplished a double transformation. First, it converted the city’s economic base from heavy industry to culture, education and learning. Second, the city also moved from pupil to teacher.

## SEATTLE, WASHINGTON

In contrast to Bilbao, Seattle has created what can be called an informal process of learning that emphasizes venturing out to other cities in an organized exploration of best practice and benchmarking. The study and trade missions of Seattle are elaborate, highly organized, dedicated visits arranged on a yearly basis by the Trade Development Alliance. Seattle began the study tour program in 1992 following the second of two recessions

in the urban economy in less than three decades. Though the objectives are many, the overarching aim of the missions is to broaden and strengthen the understanding of city leaders about the position of Seattle vis-a-vis the visited city, its region and state.

According to Stafford, six underlying goals of study missions are to:

- continue an ongoing process of relationship building among and between Seattle's civic leadership;
- study and learn from the practices and programs of other cities and cultures that may provide solutions to Seattle's urban problems;
- promote the region's business opportunities including the ports, tourism, goods and services, educational opportunities, and venues for international meetings;
- build relationships with the people and institutions in the cities visited;
- organize special business and educational opportunity meetings (e.g., biomedical, airports, gender and other issues)
- help develop the most sophisticated civic leadership in our country on international issues.

Participants on the study tours include the top leadership figures of the city and county and its utilities, ports, universities, private firms, and NGOs. Study tours identify main themes and counterparts, followed by thick briefing books and seminars given in the run-up to the visit. During the mission, the delegates hear structured presentations by their hosts, meet in informal groups, see relevant sites, and discuss their observations. The heart of the learning experience takes place during these plenary sessions and afterwards when delegates sit during meals, in meeting halls, or on busses. During this process, delegates have an opportunity to digest what they have seen and heard and to exchange perceptions and opinions with each other. The impact of these observations on the leadership elites of Seattle triggered a retreat-style meeting in the year following the Barcelona mission. A year later, an economic development entity, Puget Sound Prosperity Partnership, was legally formed, with representation from key elements in government and business. The group began laying the plans for economic options and infrastructure needs for Seattle over the long term.

In short, the informal learning style and interactions on study missions create a personal bond of shared experiences. One concrete outcome of the study tours,

the creation of the Prosperity Partnership, is shaping a vision for 2040 and has published its first round of indicators and is forming a network of other cities in Asia, Europe, and North America to share information about benchmarking, innovation, and competitiveness.

## CURITIBA, BRAZIL

Curitiba exhibits a technical style that falls somewhere between the formal Bilbao style and the informal style of Seattle. Curitiba set its sights on change and, like Bilbao, relied heavily on the planning process to bring in outside ideas partly in the form of its professional staff and partly by means of visits and tours, consultations and exchanges. The Institute of Research and Urban Planning (Instituto da Pesquisas y Planejamento Urbano da Curitiba) became central to the learning effort "to think the city". Over 40 years, IPPUC has helped the city by acquiring knowledge, doing analysis, and innovating in such areas as transport, solid waste, land use, environmental quality, and social programs.

Curitiba suffered from chronic flooding and shortage of facilities, infrastructure, and services. It sought to develop an alternative course of action--and master plan based on public transit--which was made possible in part by the adoption of a comprehensive land use scheme, known as the Agache Plan. As early as 1965, the IPPUC staff began to organize a data base of domestic and foreign sources of information and good practice. IPPUC created a long record of contributions to Curitiba's development, using ideas drawn from many quarters. The beginning of the transit revolution in Curitiba with the closing of a single block for form a pedestrian mall was an idea imported from many cities in Europe. Two other innovations were adapted from European practice: a single transit fare greatly helped the poor, and a revenue sharing scheme enabled operators on the periphery to stay in business. The transformation of flood plains into parks was an idea extracted from a European practice of preserving natural waterways. Land swap schemes, aimed at assembling large parcels for parklands and flood control, were imported from several places in the world. The multiple innovations were made possible in part by the systematic search for best practice and knowledge. This process helped to produce tangible economic and environmental benefits for Curitiba.



Curitiba's home-grown bus platforms provide rapid passenger exchange with pre-purchase tickets, level boarding and shelter  
Photo: IPPUC

IPPUC survived adverse political regimes and hyperinflation, all the while sustaining its role as the center of knowledge, ideas, and data. By the turn of the last century, IPPUC had moved successfully to strengthen public participation and to include preservation of cultural heritage. IPPUC also formed the experimental basis of a state-level institution which offers planning assistance to more than 300 cities in the state of Parana. Political continuity over multiple administrations and public entrepreneurship are also major factors in the city's success. It is clear that IPPUC has served an important cerebral role.

### SUMMARY: PROACTIVE CITIES

The cases exhibit different learning styles, but have many similarities and important differences. First, they are similar in the initial conditions. Bilbao perceived and reacted successfully to a pending economic crisis; Curitiba foresaw increasing congestion in its inner core and was already vulnerable to chronic flooding. Seattle also experienced a crisis with the cutbacks in the 1970s and again in the 1980s at one of the city's primary employers, Boeing Aircraft. Second, in each of these cases, the cities valued information and knowledge and took initiative to obtain it, creating different mechanisms of discovery and proactively seeking out knowledge from other parts of the world to feed into city thinking and planning. Third, the cases provide three different versions of proactive learning that might be labeled corporate, technical, and informal, respectively. Bilbao incorporated a large variety of stakeholders into a formal structure with a balance of powers that accommodated deliberation, decision-making, and implementation.

Curitiba's important elements of learning took place within a smaller technical staff of seasoned professionals operating interactively with each other. In Seattle, the intense interaction among participants has the effect of breaking down barriers and forging new bilateral and multilateral understandings among public, private, and civic groups.

The proactive cities have some commonalities and some peculiarities in storing knowledge. Each of the cities has taken on the role of tracking performance indicators. Curitiba has perhaps the clearest mandate for this purpose and supports the strongest data base on city management and performance. But Bilbao has assigned importance also to benchmarking and now trades on this data and comparative analysis that it makes possible. Likewise, Seattle and the Puget Sound Prosperity Partnership are now developing data and city indicators, recruiting other cities to take part in comparative analysis about innovation and competitiveness.

Another modality of storage is visible in the strong internal interaction among technical and professional cadres in the cities. In each of the reviewed cases, the learning style appears to have made some contribution to a "soft infrastructure," i.e. the collaborative character and cooperative spirit of a place. Based on these cases, it is hypothesized that collective learning engaging a wide cross-section of stakeholders breaks down internal barriers and creates common understanding. The cases suggest that lofty aims bring correlatively high levels of commitment along with resources and a concentrated effort into the discovery and learning process. It could be surmised that these experiences create a culture of knowledge, perhaps a learning culture.

*(This summary is based on Tim Campbell's paper "Learning Cities: Knowledge, Capacity and Competitiveness" from Habitat International 33 (2): 195-201, April 2009. For more information, please contact Tim Campbell at [TimCampbell@UrbanAge.org](mailto:TimCampbell@UrbanAge.org) )*

## World Bank Global City Indicators Program

### Challenge

Cities are the cultural and economic centers of the world whose progress depends upon effective management and evidence based policy making. As cities continue to grow and become more complex, urban based data is becoming increasingly important for effective management. The collection of city indicators data is now emphasized and is regarded as a critical base for effective city management. While indicators to measure city performance are commonly used by many levels of government, academia and international agencies, they are not yet standardized, consistent, or comparable across cities and over time. This lack of standardization limits the ability of cities to observe trends or share best practices and to learn from each other, not only within their own urban regions, but also nationally and globally. The World Bank, in recognition of this need, established the Global City Indicators Program (GCIP) to provide cities with a standardized system for data collection.

### Approach

The GCIP provides a framework to facilitate consistent and comparative collection of city indicators. While indicators are collected by many cities in the world, this urban data is not collected according to a globally standardized set of measures. The GCIP provides a standardized, consistent, and comparable set of city indicators and a system for data entry that allows for consistency over time and across cities. The Global City Indicators Program also provides for a continuous updating process. This Program is a city led initiative with each member city managing its data.

A set of nine pilot cities-Belo Horizonte, Bogota, Cali, King County, Montreal, Porto Alegre, Sao Paulo, Toronto, and Vancouver - have guided the initial

selection and development of indicators and tested the first phase of this Program in 2007-2008. The indicators have been constructed across 22 themes "C Education, Energy, Finance, Fire & Emergency Response, Governance, Health, Recreation Safety, Social Services, Solid Waste, Transportation, Urban Planning, Wastewater and Water.

Now, the Global City Indicators Facility (GCIF) hosts the World Bank's GCIP in Toronto with support from the World Bank's Development Grant Facility, the University of Toronto, the Government of Canada, and participating cities. The GCIF was officially launched in Nanjing at the United Nation's 4th World Urban Forum in November 2008 and is now rolling the Program out to all cities globally. The GCIF hosts a master system of global city indicators that provides a standardized web-based system to enter city data and assists cities to draw comparability globally. The GCIF through a series of policy briefs, working papers and comparative analysis facilitates capacity building and knowledge sharing among cities.

The GCIF provides a free, easy to understand database for cities to collect, input, report and monitor city indicators over time. The purpose of the Facility is not to rank cities for their performance according to indicators but rather, simply provide a database for cities to measure their own progress over time, compare themselves to other cities globally, and identify pressing issues, challenges and advancements for management effectiveness. The goal of the Facility is to provide a portal for cities to measure, compare and share information as well as share expertise.

### Why Indicators

The Facility acts as a reporting tool for cities and global city indicators. With the use of city indicators data, the

GCIF produces an annual report and working papers to demonstrate the importance and effective use of standardized indicators. The Facility also produces a series of policy briefs to report on various city-related issues informed by the data compiled from GCIP indicators and trends. Data on the GCIF website will also assist city members themselves with the compilation of individual city reports and allow for a more in-depth cross city analysis.

Since there is an increasing demand for effective city management and evidence based policy, data from GCIF can act as a decision support system for policy makers. These indicators can help inform better decision-making and explain how decisions and decision outcomes are linked. Policy makers are able to use reports generated from the GCIF indicators to help identify important issues, investment needs, areas for improvement and progress towards goals. Cities can also use the GCIP indicators to measure progress and report to other levels of government and external funding agencies, and to compare their progress with cities globally.

Indicators provide a useful tool in the prospective sense for policy making and also in the retrospective sense for assessing policy implementation. Indicators offer assistance to policy-makers by aiding in comparison, evaluation and prediction.

#### Why Membership of Chinese Cities

Chinese cities joining the GCIP will be able to gain access to a global system of city data and gain capacity for global comparisons with other cities. As Chinese cities continue to grow, effective management and evidence based policy formulation is vital to the sustainability of China's cities.

Membership is a simple process and there is no cost for GCIP membership. To become a member, cities need to provide GCIF with the contact information of the person who will be responsible for the city's indicators. Once the city official or city representative has provided GCIF with their name and e-mail address, a password will be issued and as a new member city, they can log onto the

GCIF website [www.cityindicators.org](http://www.cityindicators.org) and start entering and comparing data. For more information regarding membership please email the Facility at [cityindicators@daniels.utoronto.ca](mailto:cityindicators@daniels.utoronto.ca)

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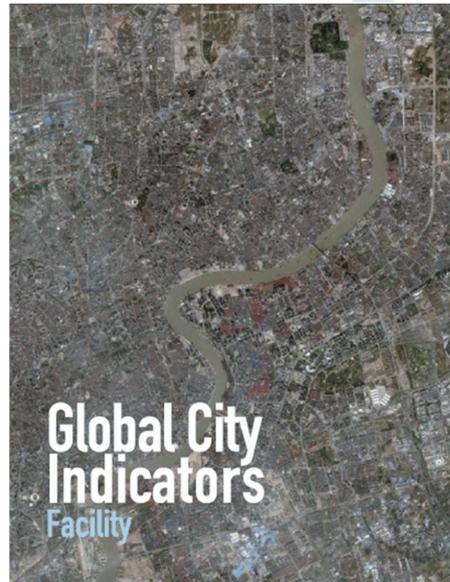


Photo: GCIF

## Modern Distance Learning as a Tool to Develop Human Resources and Build Capacity

With support from the World Bank, the country established the China Development Distance Learning Network (CDDLN), a network of 13 distance learning centers, 11 of which are in western China. Through this initiative, key Chinese government agencies and knowledge institutions have become familiar with the technology and pedagogy associated with the use of distance learning to develop capacity. They also have begun to take advantage of the technology and network to deliver training and to exchange global knowledge and experience.

### Context

When the Bank launched the Global Development Learning Network (GDLN) in June 2000, knowledge of modern distance learning in China was confined largely to the academic community. Despite GOC investments in information and communications technology (ICT) infrastructure, a rapid rise in the use of information technology (IT) to support development was not taking place, particularly in China's poorer regions. Training and capacity building continued to be offered primarily through traditional face-to-face pedagogical approaches that offered limited opportunity to access global knowledge and/or international development experience and lessons.

To address these gaps, the World Bank partnered with the government and with several key Chinese knowledge institutions through a combination of advisory support, training, and financing. Together, they accomplished three milestones: (1) built understanding of the effective use of distance learning for development; (2) put in place the necessary infrastructure and institutional structure to grow a national network of technology-equipped learning centers dedicated to building capacity for development; and (3) developed and delivered programs that demonstrate the effective use of distance learning in a development context. Innovations were introduced together with partners in several phases.

### Establishing pilot distance learning centers

Concurrent with the GDLN launch, the Bank set up a

distance learning center (DLC) in its Beijing office. The Beijing DLC was one of the original 15 GDLN centers and participated in the global network's inauguration. Recognizing the potential of GDLN to promote development in the poor western provinces, the Western Region Development Office of the State Council (WRDO) initiated a DLC in Ningxia Province as a pilot for the possible establishment of a broader network.

The Ningxia center was inaugurated in October 2001, based on a collaborative effort involving a World Bank team, WRDO, the Ningxia provincial government, the China Education and Research Network (CERNET). The Bank developed physical design and technical specifications, mobilized financing from AusAID, procured equipment, and provided training to technical staff from Ningxia University, which hosts the DLC. Training on distance learning design and pedagogy was provided to faculty from Ningxia University and other training institutions in neighboring provinces. Connectivity was provided through CERNET. Based at Tsinghua University, CERNET connects more than 800 education and research institutions all across China.

### Building a domestic development learning network serving Western China

Based on the concrete demonstration of the Ningxia center and the potential to link western China to global knowledge resources, the Government enlisted the Bank to help establish a network of similar centers in the western provinces. Over the next 2-1/2 years, 10 additional DLCs were established: in Guizhou (Guiyang) Yunnan (Kunming), Sichuan (Chengdu), Chongqing, Guangxi (Nanning), Shaanxi (Xi'an), Qinghai (Xining), Gansu (Lanzhou), Xinjiang (Urumqi), and Inner Mongolia (Hohhot). They are connected through a hub in Beijing operated by the State Information Center. The Shanghai National Accounting Institute (SNAI) is also connected to the network and serves as a source of content. This network, which operates under the auspices of WRDO, was dubbed the China Development Distance Learning Network (CDDLN). The Bank assisted WRDO in securing DFID financing for it and has provided continuous advice and technical support.

Specialized training programs were organized for DLC managers, course facilitators, and DLC technical staff. Subsequent support has involved “learning by doing” as the Bank has worked hand in hand with the western provincial DLCs and with WRDO and the Training and Management Center (State Information Center) to organize and deliver learning programs, drawing increasingly on local content and expertise.

### Developing distance learning courses and content adapted to China

After GDLN’s 2000 launch, it quickly became clear that delivery of programs (generally in English) designed mainly for regional audiences would have limited impact in China. To fully realize the potential of GDLN, it would be necessary to invest in the development of customized content and to build the capacity of local knowledge institutions to develop and deliver relevant learning programs through the network.

Between 2000 and 2003, WBI invested heavily in “localizing” its courses that had the heaviest demand in China and converting them for distance learning delivery by local partners and networks. Existing distance learning networks, including those of Tsinghua University, Ministry of Agriculture, and Ministry of Education, delivered the programs. While use of the existing networks has been important, their technology platforms (oneway video and/or closed circuit TV) and traditional pedagogical approaches limited the impact of their programs. Many of the country’s leading universities had developed a wealth of relevant content, but it was based in technologies with limited interactivity. Similarly, the pedagogical approach was one-way knowledge transfer, as compared to the fully interactive, peer-to-peer knowledge exchange that characterizes distance learning and is key for programs that target decision-makers and change agents.

Accordingly, a key element of the WBI support involved, first, training in instructional design and pedagogy. In June 2008, WBI and WRDO jointly held a hands-on workshop on learning activity design in Shanghai, which brought together 50 participants from the twelve provincial DLCs and other distance learning network, State Development Bank and Urban Planning Society of China and introduced to them an five-step design process that will enable them to make good design decisions by analyzing audience, defining learning objectives, identifying learning methods, selecting delivery modes and tool, and putting systems



WBI workshop on “Designing Learning Interventions That Last” in Shanghai, June 2008  
Photo: CDDLN

in place to evaluate the learning program.

Second, the Bank collaborated with local universities to develop learning programs that revolve around the exchange of knowledge between eastern and western China. Aiming at improving the sustainable urban development knowledge and managerial skills of city officials in China, WBI have worked closely with China National School of Administration, State Environmental Protection Administration, Ministry of Construction, and Ministry of Finance to develop a course on “Sustainable Urban Development and Management” using the CDDLN network. In the latest delivery in May 2009, more than 200 officials and urban planners from Chongqing, Guizhou, Gansu, Guangxi and Xiamen exchanged ideas on topics including China’s urbanization and regional development, issues and policies of urban planning in China, housing policy and public housing in China, preservation of historical cultural heritage of Chinese cities and Tianjin ecological city development and planning practice.

The Bank is also helping to demonstrate how CDDLN can be used by various line ministries and agencies for in-service training. A recent collaboration with the Ministry of Education’s National Center for Curriculum and Textbook Development is exposing primary and secondary school teachers from the western provinces to information technology and to collaborative learning approaches. Through CDDLN, teachers and students from schools in China’s Eastern provinces and Hong Kong have been “twinned” with schools in the western provinces.

Finally, the Bank has helped to bring to the CDDLN DLCs a greater awareness of and attention to client orientation and sustainability through providing training

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## Review of Urban Planning Certification Programs in Selected Developed and Developing Countries

Certification of competencies is a process by which individuals can attain professional recognition for their knowledge and achievements in a particular field, whether or not accompanied by an academic degree. Certification of urban planners has been considered a significant advance in creating real incentives for sustainable urban planning and management. The paper reviews country experiences in certification of individuals and institutions in urban planning.

### 1. USA

In the USA there are separate means of certification for

both planning programs and specific individuals; these programs are carried out by specialized institutions of the American Planning Association. The Planning Accreditation Board (PAB) certifies planning programs and schools, while the American Institute of Certified Planners (AICP) serves to certify individuals. Both these planners and their employees have benefited from recognition by an independent authority acknowledging their compliance to such high standards.

### 2. Canada

In Canada, similarly to the United States, there are two

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*Modern Distance Learning as a Tool to Develop Human Resources and Build Capacity continued from page 12*



“Sustainable Urban Development and Management” course at the Chongqing DLC  
Photo: Chongqing DLC

on needs assessment methodologies and business planning.

### Impacts

CDDLN has become fully established as a vehicle to deliver learning and capacity building programs that support development in western China. A governance structure has been established for the network, and the affiliated DLCs meet regularly to share experiences. According to WRDO, since its establishment, CDDLN has delivered more than 350 programs that have reached

more than 12,000 participants. While programs initially originated mainly from international sources including WBI, Asian Development Bank Institute (ADBI), and GTZ, a growing number are being organized by the Training and Management Center and CDDLN DLCs.

While there is still considerable variability among the CDDLN DLCs in capacity and results, several are well on their way to becoming worldclass development learning centers. CDDLN has become an active member of the East Asia and Pacific Association of Development Learning Centers and serves on its executive committee. CDDLN also has emerged as an effective vehicle for knowledge exchange and cooperation within China. Furthermore, WRDO has planned a phase II of the network that will establish 50 local centers and expand coverage to the prefecture level. Finally, CERNET has gone on to establish its own network of world-class DLCs linking universities throughout the country and is establishing exchanges with similar networks in other countries.

*(This is a summary based on a World Bank report titled “China and the World Bank: A Partnership for Innovation”, 2007. To download the report, please visit*

<http://go.worldbank.org/JOZLEO6C60>

*To learn more about the course on “Sustainable Urban Development and Management”, please visit*

<http://go.worldbank.org/LJ9Y6QJIW0> )

types of certification: one certifies schools offering degrees in Urban Planning while the other certifies practicing planners. Planning programs are accredited (“recognized”) by the Canadian Institute of Planners (CIP) and by the USA-based Planning Accreditation Board (PAB). Individuals are certified by the CIP. Both the CIP and PAB review undergraduate and master’s degree programs for the purposes of accreditation. Similarly to other nations, it is in the best interest of the Association (CIP), academic institutions, and certified planners to establish and maintain high standards for the planning profession.

### 3. Australia

The Planning Institute of Australia (PIA) is the certifying institution for both academic programs and individuals. Recognition of qualification has traditionally been applied to the educational institution rather than to the individual; however, in 2006, this was introduced for the first time to the Certified Practicing Planner (CPP) initiative. According to this new policy, in order to become members of PIA all practitioners need at least two years of experience as planners and must have graduated from an accredited program. Similarly to USA and Canada, it is in the best interest of the Association (CIP), the academic institutions, and the certified planners to establish and maintain high standards for the planning profession.

### 4. Germany

In principle the accreditation/quality assurance in Germany is warranted by the protection of the professional title ‘city/urban planner’ which is regulated legally by the individual federal states. Because of the German federal structure, professions like architecture and city/urban planning are regulated by the federal states, and each state holds a list of the architects and city/urban planners. Hence, a central accreditation does not exist. As the German accreditation system is organized in a decentralized manner, one of its characteristics is that the accreditation of study programs is carried out by Accreditation Agencies, who in turn are accredited by the German Accreditation Council of the Foundation for the Accreditation of Study Programmes in Germany.

### 5. Guatemala

Under a decentralization process and with the approval of the new Municipal Code (May 2002), Municipal Planning Offices (OMPs) were established in Guatemala to coordinate and consolidate the diagnostics, plans, programs and projects for the development of

municipalities. The Secretary of Planning of the Presidency in Guatemala (SEGEPLAN) is currently making efforts to train staff of the Municipal Planning Offices (OMPs). The Central Government/ SEGEPLAN’s objective is to strengthen OMP’s institutional capacity, particularly in the area of local investment planning and programming, including but not limited to identification, prioritization, evaluation of local development project, and land use planning.

### 6. Philippines

Experiences regarding the certification of individuals and institutions in the Philippines involve the Commission on Higher Education (CHED), an organization that deals with the higher education situation in the country. The certification of professions is the responsibility of the Professional Regulatory Commission (PRC). These two institutions work together with the academic schools. The School of Urban and Regional Planning (SURP) at the University of the Philippines is the main academic institution offering a degree in Regional and Urban Planning. The association of United Architectures Philippines (UAP) represents the three main architecture schools in the country. Another related academic program is one at the Philippines Institute for Environmental Planners (PIEP).

### Conclusions

A critical component of the certification process is the creation of a professional association of municipal planners and/or an accreditation board, to provide a number of important resources to municipal planners ranging from career enrichment courses to networking and social opportunities, from formulating certification standards to enforcing ethics standards. Another essential aspect is the breaking down of institutional barriers so that information can be shared more easily. Furthermore, the politicization of technical professions should be avoided so that municipal planners can be seen as individuals committed to doing their jobs as best as they can regardless of the changes in leadership.

*(This is a summary based on a World Bank Institute working paper titled “Certification of Urban Planners: Review of Certification Program in Selected Developed and Developing Countries”. For more information, please contact Sabine Palmreuther at [spalmreuther@worldbank.org](mailto:spalmreuther@worldbank.org) )*

## World Bank Institute Global Course on Sustainable Urban Land Use Planning

Today more than half of the world's population resides in cities, and over 90% of urban growth is taking place in developing countries. According to the 2009 World Development Report, there are 1 billion people living in slums and this figure will most likely double by the year 2025. In spatial terms, developing countries are projected to triple their entire built-up areas between the year 2000 and 2030, at an even higher rate than the growth of urban population. Land use and urban form are becoming increasingly important as globalization advances and a vast array of unprecedented challenges emerge, ranging from global warming and climate change to economic failure and social unrest.

Within this context, World Bank Institute Urban Team, in collaboration with partners, is developing a global distance learning course titled "Sustainable Land Use Planning", which aims to enhance the knowledge and skills of urban and regional planning practitioners, policymakers and key stakeholders in rapidly growing second-tier developing cities. The objective is to ensure participants have a functional and integrated understanding of land use dynamics, and to demonstrate through various best practices how to effectively utilize planning instruments to achieve sustainable, equitable and efficient land use outcomes in the context of rapid urbanization. The course is being developed and will be implemented and maintained through WBI's extensive network of global, national and local partners in both developed and developing countries, to ensure that global state-of-the-art knowledge is appropriately adapted to local needs and perspectives. In addition, peer reviewers from around the world have been providing insights to improve and enrich the course.

The course is based on a modular design using Moodle e-learning platform. Seven modules have been under development: 1) Understanding How Land Use Planning Contributes to Sustainable Urban Growth; 2) Institutions, Policies and Tools for Effective Land Use Planning; 3) How to Integrate Land Use Planning and

Infrastructure; 4) How to Manage Growth in Peri-Urban Areas; 5) How to Mainstream Climate Change and Disaster Risk into Land Use Planning; 6) How to Promote Local Economic Development through Land Use Planning; 7) Social Equity and Land Use Planning. The course will also provide links to other WBI e-learning products and World Bank analytical works, as well as relevant resources provided by external institutions. The course will include a library of case studies covering a wide range of cities of different sizes and from different regions, illustrating key issues related to each module and proving relevant lessons and experience which participants could draw on. As an important element of WBI course, tutored discussions, exercises on strategies, programs and action plans, as well as self-tests are built into each module, which will enable participants to share their findings with peers and receive feedback in order to build a community of practice.

Although the course mainly targets at urban and regional planning practitioners, it also provides a self standing executive summary course aiming to increase the potential audience to a wider group of stakeholders. This summary version provides high-level policy makers and other non-technical participants such as private sector, civic leaders and journalists, who may not participate in the whole course, to grasp the underlying principles of land use planning. The goal is to foster communication, understanding and consensus between the policy makers, urban/regional planners and key stakeholders, which is fundamental for an effective planning process.

In January 2009, during the first phase of course development, World Bank Institute launched a pilot workshop in Massachusetts Institute of Technology (MIT) on a summary version of the course. This workshop was part of MIT Independent Activity Period (IAP) co-sponsored by World Bank Institute and Department

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## World Bank Institute Urban Capacity Building Program in India

India's macro economic growth and poverty reduction is increasingly tied to the effectiveness of its cities. India's urban population represents 28 percent of the total population. Indian cities play a particularly important role in the country's economic life, with about 60 percent of India's GDP produced in urban agglomerations. As these changes accelerate, India faces two key challenges (i) optimize the economic gains from urbanization; and, (ii) alleviating urban poverty. This will require not only unprecedented political will and financial resources, but

also sustained and broader capacity development efforts, supporting those institutions and individuals charged with planning and managing India's urban transformation.

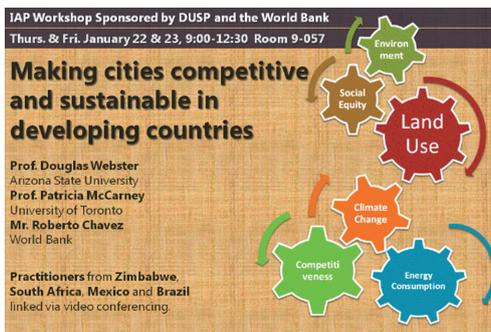
A paradigm shift in GOI's policies is currently taking place to create economically productive, efficient, equitable and responsive cities, by focusing on six strategic outcomes: (i) universal access to a minimum

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*World Bank Institute Global Course on Sustainable Land Use Planning continued from page 15*

of Urban Studies and Planning (DUSP) through Prof. Karen R. Polenske. The workshop brought together over 80 urban planners from urban planning institutes, city officials from urban planning and land management bureaus in Mexico, Jamaica, Guatemala and Ghana who joined via Global Development Learning Network (GDLN) video-conference sites, together with professors

and students from MIT to review the course content and a pilot Moodle product. An online forum and survey was conducted to solicit written feedback from participants. The two-day workshop generated interesting discussions among the participants. The feedback received by WBI team will serve as important inputs to improve the course concept, content and design.



IAP: The Independent Activities Period (IAP) is a special four week term at MIT that provides students, faculty, staff, and alums of MIT with a unique opportunity to organize, sponsor and participate in a wide variety of activities, including how-to sessions, forums, athletic endeavors, lecture series, films, tours, recitals and contests. IAP offerings are distinguished by their variety, innovative spirit, and fusion of fun and learning. And now for the first time urban planning has reached out through video-conference.

In East Asia, the course is expected to be delivered at the regional level through the newly established World Bank Urban Hub in Singapore. In addition, based on demand it will be translated and could be delivered at the country level. A pilot focus group workshop to review the first version of the whole course is planned to be held in East Asia later this year during next phase of course development.

*(For more information about the course, please contact Victor Vergara at [Vvergara1@worldbank.org](mailto:Vvergara1@worldbank.org), or Mansha Chen at [mchen2@worldbank.org](mailto:mchen2@worldbank.org). To learn more about IAP in MIT, please visit <http://web.mit.edu/iap> . To learn more about GDLN, please visit <http://www.gdln.org> )*



View of urban area near river. India.  
Photo: Curt Carnemark / World Bank

level of services; (ii) establishment of city wide frameworks for planning and governance; (iii) modern and transparent public finance; (iv) financial sustainability for ULBs and service delivery institutions; (v) utilization of e-governance; and (vi) transparency and accountability in urban service delivery and management. The GOI's flagship urban development program, the Jawaharlal Nehru National Urban Renewal Mission (JNNURM), was launched in December 2005 and targets 63 cities. In the JNNURM the GOI has committed to provide up US\$ 12.5 billion in federal resources for qualifying Urban Local Bodies (ULBs) over seven years. Cities are then expected to match the federal grants from own-source funds, state-level funds, the capital markets, public private partnerships, and bilateral and multilateral agencies.

In order for Indian to maximize the benefits from urbanization, it is imperative that those urban officials are exposed to cutting edge innovation and relevant knowledge. India's ULBs, however, are usually managed by civil servants with generalist educational backgrounds and staff without the specialized professional training. While ULBs generally have a good understanding of the need to introduce reforms put forth by the JNNURM, they lack the "how to" capacity to do so. Consequently, among other issues, it now recognized that professionalization of ULB management is critical to vibrant well functioning cities and a sound economy.

Within this context, the World Bank Institute's Urban Program launched a pilot initiative to design, develop and offer a Certification in City Management Program in

partnership with the Hyderabad based Administrative Staff College of India (ASCI), and the State Institute of Urban Development (SIUD)/YASHADA, Pune, Maharashtra. An Advisory Committee (chaired by the Government of India's Joint Secretary of Urban Development, Ministry of Urban Development and Poverty Alleviation and with membership of several state level officials) was formed to guide the program. A core curriculum consisting of five knowledge modules delivered through three sessions were developed. An impact assessment of ASCI's program showed that certified urban managers have taken what they learned straight to the field.

In 2008, GoI requested that WBI scale up the urban management certification program. In partnership with ASCI and YASHADA, WBI has started to introduce e-learning approaches to enrich the learning environment, improve financial sustainability, and increase significantly the target capacity of these two initial programs. New diplomas and modules based on identified demands emerging from the fast changing urban context are being developed. Other state-level learning institutions will receive support to develop their urban management certification programs. Following the examples of other countries, there is also a need to support GOI and State Government to set up appropriate regulatory mechanisms for certifying cities and the training institutes. The continuation of WBI's effort will be significantly leverage with the implementation of the JNNURM, through which GOI has committed to provide up US\$ 12.5 billion in federal resources for qualifying ULBs over seven years, as well as with new Bank's \$ 60 million Urban Development Capacity Building Project. This will ultimately place India's as a regional and global capacity development hub in the area of urban growth and poverty reduction.

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## World Bank Institute Environment Capacity Building Program in Brazil

The objective of WBI/SISNAMA - National Environment Capacity Development Program is to support the federal government in the design and establishment of a network to stimulate decentralization for implementation of the national Environment Law (referred to as the National Environment System, SISNAMA) to all 5,600+ municipalities, by providing technical support for training mid-career staff. The Brazilian government's objective with this program is to assist in the decentralization of environmental management by building state and municipal capacity.

To assist and promote environmental management decentralization, the federal government created a capacity building program (PNC) at the federal level, directed at the municipal and state levels, to create and/or strengthen local capacity at these levels. WBI provides direct support to the National Capacity Building Program (PNC), which is the capacity building unit within the Brazilian Ministry for the Environment (federal level), assisting in the definition, organization and implementation of demand-driven capacity building activities directed at the municipal level.

Activities under the WBI/SISNAMA partnership started small, with one activity reaching 2-3 states, and gradually increased its scope to reach 23 states in 2008 and all 26 Brazilian states in 2009. There are currently three major activities in the Brazil WBI/SISNAMA Program: monthly thematic seminars, solid waste management face-to-face and distance-learning course, and environmental licensing distance-learning course. Additionally, WBI provides monitoring and evaluation support to the federal level.

Concerning the WBI/SISNAMA activities, PNC requests states to identify adequate/relevant municipal-level staff to participate as students in the distance-learning courses. Students occupy technical and/or decision-making governmental positions, and are required to participate in all steps of the distance-learning course, prepare and present a final paper, and participate in the evaluation of the course. Those students who achieved

satisfactory results will receive certificates.

The National Capacity Building Program (PNC), being at the federal level and playing the central role of coordinating large-scale capacity building activities, is in charge of identifying existing human, financial, and institutional resources to assist in the preparation and delivery of activities. Course contents are defined by the partner agency (Ministry of the Environment), with support from WBI. WBI often provides internal advisors to assist in the definition of course contents and in the identification of possible instructors for the course. The Ministry involves its relevant secretariats and programs in this task, and/or to be responsible for developing and delivering part of the course contents. Whenever possible, the courses draw on previous similar experiences, building on previously prepared materials or adding extra materials as support information for students.

Some of the concrete lessons learned from the program are:

- distance e-learning is proving to be highly effective in both providing high quality learning and being cost effective; it is thus a viable option to face-to-face delivery that meets the large-scale capacity building demand from municipal environmental managers;
- distance e-learning is an effective two-way learning experience due to participation of several states who can exchange knowledge among participants based on cases and experiences from several states in Brazil;
- the new technology using blended medias (Internet/VC/Face-to-Face) proved very efficient and effective in application to delivering a case and problem-based pedagogical approach;
- distance learning must be complemented by orientation and training session for instructors, tutors and monitors on distance learning techniques and the learning materials to ensure a high quality learning experience for participants.

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## ITESM/WBI Urban Capacity Building Program

The World Bank Institute (WBI) and the Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM) have been collaborating for almost a decade in joint delivery of learning and capacity development programs. Over the years, the sectors and target audience for the programs have expanded to cover a range of topics targeted at public sector officials, the private sector and civil society, reaching over 30,000 municipal managers and local government officials. Many of the 100-hour courses have been delivered via distance learning, through the Virtual University of ITESM. The principal outputs of the courses are action learning initiatives to address specific challenges facing local governments. Important areas of growing importance in our urbanizing environment will be expanding in the future. The partnership has also produced a web portal [www.emprendegestionpublica.org](http://www.emprendegestionpublica.org) serving as a learning and knowledge exchange platform for municipal officials across Latin America.

Building on previous collaboration, WBI and ITESM plan to continue to partner in the delivery of a range of learning programs, including Municipal Management, E-Government, Open and Participatory Government program at the municipal level (GAP), Strategic Management of Local Public Finance, Urban Crime and Violence Prevention in Latin America, as well as in sharing

knowledge and experience on distance/ e-learning.

The World Bank Institute (WBI) and ITESM have been delivering the Municipal Management course (SAAM for its Spanish abbreviation) and the E-Government course since 1999 in Latin America and the Caribbean.

Another joint initiative is the Open and Participatory Government program at the Municipal level (GAP for its Spanish abbreviation), which has been delivered since 2000 in Latin America. The GAP program supports institutional change at the local government level by facilitating the design of tools for combating corruption.

In all the programs participants work their way through the modules supported by tutors and their fellow students. In addition to the knowledge gained by participants through study of course materials and interactions, the tangible product of the action learning course is a group project where participants develop strategies or interventions in the context of their day to day work in their local government or public institution.

The true essence of the WBI-Tec collaboration is learning from each other. Most importantly we have learned together to listen to our clients who have been instrumental in shaping our joint capacity building programs. Together we have brought a strategic focus but also an ability to improve programs by putting the learners at the center of the pedagogical approach to achieve real change on the ground as a result of action learning.

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## Distance Course on Slum Upgrading in Brazil

In June 2008 the Cities Alliance and the World Bank Institute (WBI) launched a successful distance learning experience in Brazil. The course, organised in conjunction with the University of São Paulo, focused on slum upgrading in municipal and state administrations in the northeastern part of the country.

The demand for such an investment is a direct outcome of the priority Brazil has given to the slum upgrading component of its national Accelerated Growth Programme (PAC), which was launched in early 2007. The course generated a great deal of interest. Some 230 municipal and state staff members were selected from 94 municipalities in nine states, all of which are directly involved in implementing the PAC slum upgrading projects.



A slum, known as a “favela”, on the outskirts of Salvador de Bahia, Brazil  
Photo: Scott Wallace / World Bank

A multi-disciplinary team of academics, all of whom had strong practical experience, conducted the three-month course. The course covered different aspects of slum upgrading, including the national policy framework, environmental legislation, social participation, cost calculation, project design, monitoring and evaluation. The course software allowed for active interaction not only between the professors and the participants, but also among the participants themselves. A positive spin-off of the whole course was the exchange of experiences that it generated amongst staff from different municipalities.

Based on the participants’ evaluation of the course, Brazil’s Ministry of Cities is working with the Cities Alliance to revise the course, which will then be offered to other regions of the country in 2009. In addition, a CD-ROM and a hardcopy of the 2008 course material will be produced by the participants for follow-up and reference.

*(For more information, please contact Evangeline Kim Cuenco at [Ecuenco@worldbank.org](mailto:Ecuenco@worldbank.org) )*

## Launching the Energy Efficient Cities Initiative

In 2007, more people lived in cities than rural areas for the first time in history. Massive urbanization, mostly in the developing world is expected to continue. Such a demographic shift will put a major strain on existing infrastructure, substantially increase demand for municipal services and create new demand on land. In addition, this trend will require major increases in energy supply and use. Today, cities around the globe are responsible for 75 percent of the world's energy use and the resulting greenhouse gas emissions. As urbanization trends continue, tackling energy efficiency issues in the urban context will be essential.

The Energy Efficient Cities Initiative, jointly developed by the Energy Sector Management Assistance Program (ESMAP) and the Urban Anchor of the World Bank, and launched at a Roundtable discussion with stakeholders at the World Bank's Headquarters in October 2008, aims to promote energy efficiency in cities and reduce the harmful effects that cities can have on our environment. Energy efficiency can help cities reduce their energy bills and thus free up resources for other developmental priorities. In addition, such programs can ease strains on existing infrastructure, reduce the costs to customers for municipal services, improve a city's competitiveness and help reduce the environmental footprint of the city.

City leaders came together to discuss the successes and challenges they have experienced and discuss how the World Bank and other international partners can help. Organizations such as ICLEI (Local Governments for Sustainability), Clinton Climate Initiative, UN Habitat, Columbia University, City Indicators Facility and Cities Alliance, were also invited to speak at the Roundtable, and share their experiences working with cities to implement energy efficient projects.

Although cities consume a lot of energy, efficiency is often not a priority. The Roundtable participants noted

that municipal governments are focused on the immediate needs of their citizens, expanding access to basic services and socioeconomic development. Further, reliance on more ad hoc urban planning often overlook options for more "mixed planning" and "spatial densifi-



Photo: ESMAP

cation" which can have substantial efficiency gains across many sector services. There was consensus that delivery of these required services can be provided at a lower cost through improvements in energy efficiency; in addition, energy bills can be lowered, air pollution can be minimized, jobs can be created through various energy efficiency measures, green roofs can provide vegetables in food scarcities, and public transportation can make travel safer while saving energy and travel time, to name but a few.

Despite these benefits, higher upfront costs and difficulty in measuring energy saved from energy efficient products often prevent broader adoption at the customer level. Many studies have been completed to show the energy saved from energy efficient products, the

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## Peer-to-Peer Learning on Participatory Budgeting in South America and Sub-Saharan Africa

Participatory Budgeting (PB) is evolving rapidly throughout the world in multiple forms and shapes. There has been a growing recognition of the need to create spaces where practitioners can share their innovations and lessons learned to overcome common challenges more effectively. This is especially true for Latin America, where PB originally started and has made significant progress, as well as for Sub-Saharan Africa, which is the next place where most PB initiatives have been introduced, although under very different political,

economic and social conditions.

Responding to this, the World Bank Institute (WBI), the Municipal Development Partnership for Eastern and Southern Africa (MDP-ESA), and the Centro Internacional de Gestion Urbana (CIGU) in March 2008 launched the Africa-Latin America Mutual Learning Initiative South Africa. The initiative builds upon key lessons and principles from successful South-South programs such as decentralized cooperation, as well as

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most convincing argument, however, is often personal use.

### The Challenges

Cities, particularly in the developing world, face many difficulties starting energy efficient programs. They often lack the money to invest in such programs and they cannot access many forms of development financing as a sub-national borrower. Furthermore, there are limited documented case studies from other cities that share different types of programs, costs and results. Planning is also a major hurdle since more innovative planning methods are not widely understood in developing countries. And, there are challenges integrating energy issues, which often span multiple city agencies and utilities, and coordinating efforts.

### Working Towards Solutions

The city experts provided a number of practical examples during the roundtable, where ESMAP's energy effi-

ciency experts and the Urban Anchor's expertise in city management could provide feedback. The ideas raised during the roundtable will form the basis of the Energy Efficient Cities Action Plan. The Energy Efficient Cities Initiative hopes the implementation of this plan will help cities to become more sustainable in their use of energy.

*(To download the proceedings of the workshop, please visit ESMAP's website at <http://www.esmap.org/> For more information, please contact ESMAP at [esmap@worldbank.org](mailto:esmap@worldbank.org) )*

incorporating demand-driven and development market place approaches. During the course, participants form clusters based on common peer learning objectives and submitted a preliminary proposal on a specific PB related topic that they would like to explore further.



9 sites were connected during the video conference event  
Photo: WBI Urban Team

The objective of the first Dissemination Event of the Mutual Learning Initiative was to share the main lessons and key findings from three of these peer learning projects that were completed in December 2008. These three projects include:

- Results-Based Participatory Budgeting in Peru
- Expansion of Participatory Budgeting in Brazil and
- Participatory Budgeting & Revenue Generation in Malawi, Zambia & Tanzania

There were several important points raised in the discussion that clearly reflect the regional differences as well as the common obstacles faced in adopting and implementing the various PB initiatives. Some major points brought up were:

- A difference exists between the bottom-up approach that was used to implement PB in Brazil, as opposed to the top-down approach that is applied in many African countries and Peru.
- In Brazil, a clear correlation can be observed between those cities that have a high Human Development Index

(HDI) and those that have implemented PB. The access to high revenues and the availability of skilled technical staff seem to be crucial for the implementation of PB.

- In almost all countries observed, participation is usually very high at the level where priorities for spending are identified; and considerably lower at the monitoring stage. PB needs to focus more on results and final outputs, as well as put in place mechanisms for effective participatory monitoring.
- In many African countries, local tax collection faces many obstacles. Therefore, further efforts must be taken to enhance revenue generation and facilitate budget literacy.

All of the participants and project teams were strongly in favor of sustaining the exchange among the peers through the funding of further projects and by increasing the dissemination of the outcomes from the projects implemented. This event was an important milestone in sharing the lessons learned in the three projects that have completed their work so far, as well as motivating the teams that are currently implementing their projects, and providing some outlooks on future steps to be taken. These could possibly involve an outreach to Asia.

The next Dissemination Event for the Peer to Peer Mutual Learning Initiative on Participatory Budgeting will take place in June 2009 and give an opportunity to the five teams currently implementing their projects to present their outcomes.

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## World Bank Participation at World Urban Forum 4

The World Bank participated in the 4th World Urban Forum in Nanjing, China, from November 3-6, 2008. The delegation of the Bank was composed of four Urban Sector Managers and a team of technical staff, global experts, knowledge managers and supporting staff drawn from Finance, Economics and Urban Development Department (FEU), East Asia and Pacific Region Urban Unit (EASUR), World Bank Institute (WBI), East Asia and Pacific Region Rural Unit (EASRE), Middle East and North Africa Region Sustainable Development Department (MNSSD), Latin America and the Caribbean Region Urban Unit (LCSUW) and the Beijing Office. The Cities Alliance and the Water and Sanitation Program were also part of the delegation. The World Bank formally participated in all twenty-four sessions at every level of the gathering.

The WUF gathering is convened every two years to discuss substantive topics on urban development. It is organized by UN-Habitat and the host country

government. The theme of this year's meeting was "Harmonious Urbanization", which included economic, social, cultural, environmental, and spatial/territorial considerations. The World Bank chose to be involved in order to disseminate key findings from our recent work and to receive feedback on operations from a wide-range of participants including community-based organizations, urban professionals, academics, and various levels of government officials.

*(To learn more about World Bank participation at WUF4 or download the presentations, please visit World Bank's urban website at <http://go.worldbank.org/GE3PHZF9E0> )*

## Disclaimer

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