

Transcript: Breakout Session Presentation on InPlanEd Project

Integrated Planning Approaches in higher Education - InPlanEd

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So I'm going to hand over the thoughts to Yannis to do the talk about the dedicated pilot project which is also reflecting on planning education and the EU as well. So you'll give the contact here, and it's nice to be in the EU-funded building. So I'll give you from the project in the UK. So that's another story. Yannis, thank you.

Okay, thanks a lot. Thank you everyone for inviting me here. Thanks. It was a very nice opportunity to work with AESOP in a project like this. It's an Erasmus+ project, and we tried to create an international course that focuses on integrated planning approaches.

I will move to the next slide to give you a bit of context. As you can see in the graph here, we tried to integrate different approaches—pillars, however you want to call them—in order to create an international collaborative course that takes into account urban planning, mobility planning, participatory planning, and evidence-based planning. These approaches aim to address contemporary challenges such as climate change, spatial justice, and climate resilience.

Our target groups were higher education students in planning-related schools. We also tried to reach professionals in planning-related fields, and not to forget teachers, trainers, and educators in higher education, who can gain a lot from initiatives like this.

As for the partnership, the project was led by NTUA (National Technical University of Athens), where I am a research associate. AESOP was crucial in exploring the needs for such a course, assessing all the development materials and the course itself. Commonsense, a cooperative working in participatory planning, focused on that aspect. The University of Cyprus, and specifically the Social Analytics and Foresight Lab, was responsible for the educational and evidence-based planning components. NUMENA, a design-tech services company from Spain, contributed with advanced technical planning tools.

As mentioned, the four main pillars were urban planning, mobility planning, participatory planning, and evidence-based planning. Conceptually, we aimed to create a course that promotes inclusive, citizen-centered, and climate-resilient planning.

Regarding our methodology, we implemented the project in four phases: 1) Needs analysis through company profiles and curriculum analysis; 2) Development of educational resources; 3) Pilot testing of the course; and 4) Evaluation of the course's impact.

In the needs analysis phase, led by AESOP, we focused on identifying skill gaps in the field of planning—particularly soft skills—as hard skills are usually addressed at the undergraduate level.

AESOP developed a skills and gaps inventory and identified the emerging challenges and job profiles in the field.

We responded to these findings with dedicated sessions, participatory planning exercises, group assignments, and external lectures tailored to the gaps identified.

As for the educational materials, two key outputs were developed: open educational resources for integrated planning and an open-access online platform. These include a definitions kit with 24 illustrated concept cards, lecture summaries with learning outcomes and references (available in English and Greek), and case studies from Cyprus and Greece as examples of good practice. We also compiled datasets from European, Greek, and Cypriot sources, enriched with descriptive metadata to guide users on practical application.

Here you can see an example of a lecture summary, the learning platform, the illustrated definition cards, case study overviews, and a data source entry with detailed explanations for integration into planning work.

The course itself was developed as a master's level course over 13 weeks at the AUTH (Aristotle University of Thessaloniki) and was piloted at NTUA and the University of Cyprus during the winter semester. It featured lectures, fieldwork, workshops, and group work. All lectures were published on YouTube, and all materials were accessible through the platform.

We did face challenges with different academic calendars—UCLY (Université Catholique de Lyon) ran from September to December, while NTUA ran from October to January—which required some timeline adjustments. Still, much of the course was delivered synchronously.

Participants included students from Cyprus and NTUA, as well as external professionals who joined through UCLY's lifelong learning platform.

As final results, we successfully created a transferable core course on integrated planning with a complete training package hosted online. We aimed for both educational and scientific impact, highlighting integrated approaches to climate action and offering a replicable framework for future integrated planning curricula.

We documented all our experiences in a guidebook, and all materials are openly available for further use. A community was built around the course, which we see as a vital long-term outcome.

This is what we believe is important—beyond planning itself—to create a transnational community for integrated planning.

Thank you very much.