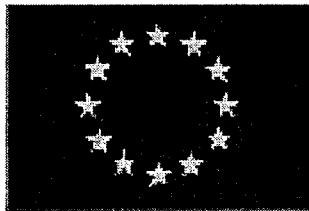




IMPROVING PLANNING EDUCATION IN EUROPE

TNP meeting in Oxford, 22nd October 1999.



EUROPEAN COMMUNITY

Socrates - Erasmus

Thematic Network Project

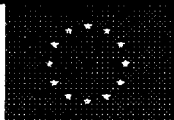
(39570-CP-1-97-SE-ERASMUS-ETNE)

September 1999

Oxford, 22nd October 1999.

Issues to be discussed.

- The Second Year Activity Final Report.
- Bureaucratic affairs between Brussels and the TNP.
- Summarising the outcomes of the Second Year Activity as a dissemination strategy.
 - Editing a final updated version of the main Activity Report.
 - The web site.
 - Contribution from the XIII AESOP Congress in relation to the TNP.
 - AESOP Prize, the TNP Directory, The AESOP News.
- Proposal for a possible submission for Dissemination and Exploitation of project results to finalise our Three Year work programme (or to introduce an application for a new project?).
- The 39570-CP-1-97-SE-ERASMUS-ETNE contribution to the updating of the SOCRATES Thematic Networks. a tool for collective mobilisation and reflection on the future of Higher Education. (To submit before 29th October 1999).
- The Third Year Activity:
 - Preparation for an international seminar on Ph.D. studies in Europe (i) to compare methods and contents and (ii) to establish the exchange of doctoral students among Universities.
 - Preparation for an international seminar: *Teaching Territorial Planning Practices*. A comparison of European Planning Schools experiences.

	EUROPEAN COMMISSION	TNP	SOCRATES Programme Thematic Network Projects (Action I.1.D) Renewal Form (1999)
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PART I Project N° 39570-CP-2-98-1-SE-ERASMUS-ETN

1. Project title	
Improving Planning Education in Europe	
2. Applicant details	
Full legal name of the organisation	AESOP Association of European Schools of Planning
Type of organisation (see instructions on page RF-iii)	ASS.3
Department/Unit	
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Last and first name of the Co-ordinator	(Last name)	Fubini
	(First name)	Alex
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3. Project partners

see the confirmed following list

4.a Activities implemented

Activities carried out

Activities carried out during the first two years mainly include meetings/workshops and surveys.

Meetings

During the first year meetings and discussions were held to establish the three Working Groups (Research Programmes, PhD research, and relationship between planning profession and education), define their workplans, involve a large number of education institutions in many European countries, and discuss preliminary reports. Five meetings took place: September 27, 1997 (Reims, France), March 13, 1998 (Turin, Italy), May 16, 1998 (Nijmegen, Holland), July 24, 1998 (Aveiro, Portugal), and the Fifth AESOP PhD Research Workshop also took place at the University of Aveiro (before the conference but under the conference umbrella).

The existing AESOP network has thus been enlarged and strengthened and it now includes about 45 High Education Planning Institutions (Universities; Departments; Schools of Planning, Architecture and Engineering; Doctorate Programmes) in 17 countries.

By the end of the second year three meetings will have taken place:

- the first in Praha, (CZ) (18-20 March 1999), where the results of the first year and the implementation of the second year's activities were discussed,
- the second in Bergen, (NO) in July 1999, where a special section of the Aesop 1999 Annual Conference will be entirely devoted to a plenary meeting on the project,
- the third, the PhD summer Workshop, will also be in Bergen, July 3-7 1999, with the expected participation of 38 PhD students from 16 European countries.

Surveys

Various surveys were undertaken on various topics. For example, one focused on the role played by planning issues in an integrated Europe, with particular emphasis on the changing planning research conditions and the relationship between education and practice. This survey pointed out the critical role played by academic research in developing planning knowledge, and the importance of transferring this knowledge to planning education and implementing it through the planning practice.

Another survey was on doctoral programmes and how to improve the system of international exchange of doctoral researchers. The focus was on how to increase the number and the value of exchanges, how to offer better tutorial activity and how to provide courses in advanced research methodology to many schools in different countries.

A third survey was conducted with the assistance of ETCP among planning practitioners and focused on their evaluation of planning education in different countries. Guidelines have been developed to transfer knowledge, technical tools and substantive arguments into planning education, especially with a view to teaching applied planning.

Several reports were also produced and are described under **Products achieved**.

Outcomes

As a result of the activities carried out so far, an overview of the European planning scene is now available. This in turn has allowed for an improved capacity to cooperate. In particular, new relationships have developed and networks were established during the first and the second year. These have facilitated the communication and transfer of data and knowledge among the participants in the project (academics, professional bodies like ECTP, research programmes). Consequently, the capacity to interact and cooperate with the institutions responsible for preparing planning framework and guidelines for the European context was enhanced. Planning knowledge was also improved thanks to the exchange of planning researchers.

The comparative analysis of the different planning approaches in the various countries identified some needs that ought to be addressed in the context of a planning education system for an integrated Europe. A particularly important issue was how to transfer selected inputs from the three themes of the project into planning education, or how to use the results of the surveys and analyses to update the methods for teaching planning *practices*, emphasising *applied* versus theoretical teaching. One of the future outcomes of the project will thus be a planning education that tailors the teaching of applied planning practices to the demands of the profession, especially of local land use planning and transport planning. This will be achieved, for example, through the development of recommendations to improve the curricula of the planning schools.

The PhD Workshop contributed to the integration of education in the planning field and the development of intellectual and educational capacity within the field. Furthermore, the workshop allowed to disseminate among PhD students the preliminary results of the first year of the Socrates Project.

The overall preliminary conclusion of the programme so far is that planning education in Europe is as rich and varied as the planning practice itself, and this is a strength. However, the planning profession has not established itself firmly among the other professions related to the built environment, and the role of the planner is unclear.

Even the term «territorial-spatial planning» may engender confusion as it is often used to indicate «town and country planning», «urban planning», or «environmental planning», including strategic planning at both the local and the regional scale and environmental management. This diversity is seen as a strength in planning education. However this is also a weakness as it makes it difficult to understand the role of spatial planning and of the planners themselves, and this hinders the integration of the planners in the planning processes.

Defining the profession's role and improving its image and influence is a challenge for both practitioners and educators, and will be one of the outcomes of this project.

Products achieved

Several products will be achieved by the end of the second year of activity, namely a web site, several reports, and the preliminary dissemination of some results obtained to date.

Reports

The following reports were produced and are now available:

- the **First Year General Report** (a draft preliminary version) on the activity undertaken (distributed among the network);
- the **Survey of Doctoral Studies in Planning** (*Doctoral Studies between Academy and Profession*) (published and disseminated);
- **14 National Reports** on the planning research systems of the various countries, including a new planning research agenda.
- **10 National Reports** on the evaluation by planning practitioners of planning education in different countries.
- the **Second Year General Report** on the main results of the three themes with particular focus on the teaching of applied planning practices.

Dissemination

Besides having distributed various reports among the network members, some findings are also being published in the journal *Territorio*, edited by the Dipartimento di Scienze del Territorio, Politecnico di Milano, Italy (in Italian), and in the journal *PlanerIn*, edited by SRL – Vereinigung für Stadt-, Regional- und Landesplanung, Germany (in German).

Discrepancies

To date there are no discrepancies with the original workplan. It is expected

with the original workplan that the second year's activities will meet the scheduled deadlines and plans.

4.b Activities planned

While the first year was devoted to setting the scene (information gathering), and the second to organising, refining and analysing the collected material and identifying the implications for action and cooperation, the third year will mainly consist in disseminating the results and putting them into practice. In particular, the activities planned for the third year can be grouped as follows:

1. Finalising the context
2. Strengthening the permanent network
3. Improving the teaching of planning practices
4. Assessment and feedback
5. Disseminating the main results of the project.

1. Finalising the context

Because the organisations that participate in the project have to be connected by a common background, seminars and meetings will continue to be organised and new material will be published. The focus will be on the current needs for political and structural re-organisation of the European community and the enhancement of the educational activities and planning programmes in Europe.

2. Strengthening the permanent network

The network of planning bodies begun during the second year will be strengthened and further formalised. One of the main activities of the network will be to clarify the relationship among planning education, practice and research. The results of this activity will be distributed via the web site, a joint newsletter and the proceedings of the activities and programmes.

3. Improving the teaching of planning practices

By the end of the second year the TNP will have completed the surveys of the influence of European integration on the research agenda in the member countries, with particular emphasis on the links between the emerging trends in planning practice and the emerging demand for new planning-related knowledge. It is expected that the results of the surveys will confirm an evolution of planning education to respond to changes in planning activities and practices. In particular, the teaching of applied planning practices (case studies, workshops, etc.) has become more and more important, especially in architecture departments. In the third year this will mean focusing on how applied planning is taught. Thus, the results of the surveys conducted in the first two years will be transferred to the education

domain, with a view to answering the following questions:

- what methods can be used to teach planning *practices* (as opposed to planning theory) at the graduate and undergraduate level?
- What topics should be addressed and how?
- What guidelines can be developed to assist institutions in setting up planning programmes that privilege the teaching of planning practices?
- To what extent can technical tools, specific teaching issues and formats, methodologies, criteria and theories be transferred from a school to another and become common knowledge and common teaching resources?
- To what extent do the skills required in territorial planning (especially local land use planning) consist of the *art*, *sensibility* and *feeling* for what is appropriate, and to what extent is it a technical background?

A conference will be organised in the summer 2000 to discuss these issues and compare different approaches. Representatives from planning schools of different European countries will participate and analyse the various features of planning training: course programmes, bibliography and other course materials, types of workshops offered, format of exams, styles of teaching, etc.

At least two workshops will precede the conference and prepare the ground for it (one in winter 2000 and one in spring 2000). Workshops and conference will present a cross-section comparison of formats and contents of teaching planning practices in European planning schools, and will be a forum to compare experiences and to improve mutual learning among teachers, practitioners, researchers and public officers. This will allow to accomplish other important goals of the program:

- the definition of common requirements and programs for planning education,
- the promotion of the European dimension in planning,
- the development of a specific knowledge for the experimentation in planning education, in close cooperation with professional organisations.

4. Assessment and feedback

The activities and programmes of the first two years will be discussed and assessed by the three Working Groups together with the Steering Group. Assessment and monitoring activities will follow procedures previously drafted. The results of the assessment, feedback and comments will be reported on the web and will therefore be available to participants and outsiders for further comments.

5. Disseminating the main results of the project

As planned, the main effort of the third year will be the dissemination of the results of the first two years and part of the third. This will mean:

1. Preparing a final report for each Working Group and a general report summarising the work, results and outcomes of the overall project. These reports will be published and distributed to the universities member of Aesop, the outsiders interested in planning, and a few selected research centres linked to the academia.
2. The reports and other relevant material will also be posted on the web page.
3. Finally, representatives of the three Working Groups will give seminars to various universities to present and discuss the findings and recommendations of the project.

5. Duration

Time required to complete the project after the current funding period: 12 months

WORKPLAN for the RENEWAL

Dates and deadlines	Activities	Involvement	Responsibilities	Outcomes
Fall 1999	A joint seminar with the three Working Groups and ETCP representatives will conclude the activities of the first two years and will focus on the results that can be transferred to the education domain. A dissemination strategy will be developed.	Working Groups coordinators, ECTP members, selected members of AESOP.	AESOP, ECTP executive committees.	The proceedings of the seminar will represent the first input for the preparation of a more in depth survey of teaching planning practices.
Winter 2000	First workshop to prepare the ground for the conference on <i>Teaching planning practices: methods and contents</i> . Definition of the main topics and nomination of the representatives for each country.	AESOP and ECTP selected members.	AESOP and ECTP executive committees.	A summary paper will be produced to describe the main issues to be focused on and analysed during the conference <i>Teaching planning practices: methods and contents</i> .
Spring 2000	Second workshop to prepare for the conference <i>Teaching planning practices: methods and contents</i> .	AESOP and ECTP selected members, steering group.	AESOP and ECTP executive committees.	Draft reports from each country and a comparative analysis will be produced.
Spring 2000	The results of the surveys conducted by		AESOP and ECTP	

	the country representatives will be discussed and compared. A meeting with the steering group will be held for the evaluation of the work done.		executive committees.	
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Summer 2000	Conference on <i>Teaching planning practices: methods and contents</i> , with parallel sessions on methods, contents and inputs from practice to education.	AESOP members from all universities, ECTP members, other academic representatives.	AESOP and ETCP executive committees.	Proceedings of the conference will be produced, as well as a survey of the best teaching experiences and guidelines for teaching planning practices.
Summer 2000	Concluding general event of the TNP within the annual general meeting of the Association of the European Schools of Planning	AESOP members, ECTP members, academic representatives, EU representatives (DGXII), research groups, PhD students.	AESOP.	The definitive programme for dissemination of the results of the project will be presented.

Note 1. Brief and focused seminars will be offered in universities to disseminate the results of the project.

Note 2. This plan represents a development of the previous plan. There are no substantive differences from the original previous workplan.

6. Financial aspects

6.a. Budgetary table and financial application

Budget item	Total cost (euro)
Personnel	□142800
Travel, accomodation, subsistence	□62000
Technology, equipment, software	□1700
General administration	□4000
Consultancy	□
Production, dissemination	□30000
Other costs (specify)	
TOTAL	□240500
SOCRATES grant requested in this Renewal application	□60000

6c.4

Own resources of AESOP and participant organisations	180.500
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Budget item	Total cost	Aesop	Other	Socrates	Total
Personnel	142800	7650	104550	30600	142800
Travel	35650	8250	16200	11200	35650
Accomodation, subs.	26350	9050	9300	8000	26350
Technology	1700	800	400	500	1700
Gen. Administration	4000	1500	1300	1200	4000
Dissemination	30000	10000	11500	8500	30000
Total	240500	37250	143250	60000	240500

Total Aesop and participant organisations	37250	143250	180500
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6c Detailed information

1. Personnel

AESOP

Category	Main tasks	Number of days per person	Number of persons	Cost per day (in €)	Total cost (in €)
1. Project manager	programme coordination	9	1	350	3150
2. Teaching staff					
3. Administratif staff	programme administration	10	3	150	4500
4. Computer team					
5. Other staff (specify)					
Total					7650

Univ. of Nijmegen NL

Category	Main tasks	Number of days per person	Number of persons	Cost per day (in €)	Total cost (in €)
1. Project manager	PhD WG coordination	20	1	350	7000
2. Teaching staff					
3. Administratif staff	PhD WG administration	20	4	150	12000
4. Computer team					
5. Other staff (specify)					
Total					19000

Univ. of Nottingham GB

Category	Main tasks	Number of days per person	Number of persons	Cost per day (in €)	Total cost (in €)
1. Project manager	EP WG coordination	20	1	350	7000
2. Teaching staff					
3. Administratif staff	EP WG administration	20	4	150	12000
4. Computer team					
5. Other staff (specify)					
Total					19000

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Dissemination

			TOTAL (EURO)	AESOP	OTHER	SOCRATES
	TOTAL		30000	10000	11500	8500
	Translations	450 pages (20 euro/page)	9000	3000	3500	2500
	Printing seminar materials, papers, guidelines, proceedings	1400 pages x 300 copies (0.05 euro/page)	21000	7000	8000	6000

GENERAL TOTAL

Budget item	Total cost	Aesop	Other	Socrates	Total
Personnel	142800	7650	104550	30600	142800
Travel	35650	8250	16200	11200	35650
Accommodation, subs.	26350	9050	9300	8000	26350
Technology	1700	800	400	500	1700
Gen. Administration	4000	1500	1300	1200	4000
Dissemination	30000	10000	11500	8500	30000
Total	240500	37250	143250	60000	240500
Total Aesop and other participant organisations		37250	143250		180500

Note 1: the «Other» sources are own resources of participant organisations

8. Declaration

(To be signed and stamped by the person legally authorised to sign on behalf of the applicant organisation)

"I, the undersigned, certify that the information contained in this application is correct to the best of my knowledge.

The appropriate authorities of all the project partners mentioned in this application have confirmed in writing their agreement with the application as submitted".

Place:

Date:

Signature:

Stamp of the organisation:



Name and position in capital letters