Excellence in Planning Education: Local, European & Global Perspective

AESOP PLANNING EDUCATION N°3
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AESOP DEBATES

Excellence in Planning Education: **Local, European & Global Perspective**

Izabela Mironowicz

In 2008 when Anna Geppert was editing the first issue of *Planning Education*, it was meant to be more an internal report providing the AESOP community with an impression of our debates, given the importance of the issues at stake. After more than 2,000 downloads, she realised that the AESOP community needed a platform for sharing ideas discussed during our meetings.

The second issue of *Planning Education*, published in 2010, had grown to a 75-pages well-structured journal. Building on AESOP debates, it had a wider perspective and context.

This third issue continues this development. It reflects debates which have profoundly interested the AESOP community in recent years: how to manage planning schools in times of crisis (debated at the Heads of Schools meeting in 2012 in Ås); how to bridge education and practice (discussed at Heads of Schools in 2013 in Gdańsk and 2014 in Lisbon); what does the European dimension of planning and planners really mean, both in education and practice (discussions in Gdańsk and Lisbon); how to respond to the local, European and global challenges of planning and planning education (discussed in Lisbon and the Heads of Schools in 2015 in Madrid)…

Each issue of *Planning Education* should offer at least a little innovation. This one proposes a new section, which I believe, would be especially interesting for our community: national case studies of the curricula in planning. I am delighted that Christophe Demazière has agreed to do the first of this hopefully permanent section with the case study of France. I am convinced that sharing our knowledge about planning programmes will contribute to the general quality of our pedagogy. This issue discusses quality recognition and AESOP's role in this process.

The focus of *Planning Education* N°3 is the future. However paradoxically, we start with a re-working of the famous Klaus Kunzmann paper „*Unconditional Surrender*" presented at the 2004 AESOP Congress. What has been foreseen in Grenoble is even more evident in our 2015 Congress in Prague. I am delighted that Klaus Kunzmann has agreed to develop his inspiring paper, discussing the „*Challenges of Planning Education in Times of Globalisation*". This is a thoughtful contribution to the development of our profession, including education.

I am very grateful to my colleagues, who, in spite of their busy schedules, have prepared outstanding papers for this issue, with a special word of gratitude to Anna Geppert, who was constantly encouraging me to complete this issue, and to Klaus Kunzmann, whose stimulating support, exceptional contribution and unquestionable wisdom has helped to complete the structure of Planning Education you are about to read.

“THE FOCUS OF PLANNING EDUCATION N°3 IS THE FUTURE”

IN RETROSPECT Unconditional Surrender: **The Gradual Demise of European Diversity in Planning**

Klaus R. Kunzmann

Exactly 11 years ago, on 3th July 2004, I had presented the following text as a key-note paper on the occasion of the 18th AESOP Congress in Grenoble. I thought, France would be the right location to discuss an issue, which many non native English speakers in Europe, who are practicing one of the 50 or more regional languages in Europe in their daily life and work, though are forced (or rather privileged?) to use English as a *lingua franca* to communicate with other members of the AESOP community. France is one of the European countries, where planners are impressively engaged in internal discourse on the future of cities and regions, though do not often look beyond their language barrier. They absorb, of course, pioneering English or US literature on city development, though hardly contribute their discourse to the outside non-francophone world. This, however, is only the case in Canada, Belgium, Switzerland and some African countries (Kunzmann, 2014). What is true for France is valid, too, for other European countries, such as Spain, Poland, Germany and Austria or, though less in Italy, where the academic planning community has always made considerable efforts to participate on the Anglophone discourse.

The key-note paper in Grenoble has never been published in international an English language journal. In Germany it had been published (in English) in *Planerin*, the journal of the Association of Urban and Regional Planners (Kunzmann, 2004). However, the text had been available as an open access paper in the international worldwide web, where it stirred much attention and occasionally, critical response (e.g. Corey, Watson 2015; Stiftel, Watson, Acselrad 2009).

11 years after the presentation in Grenoble, much of what was said in 2004 is still valid. English is more and more dominating planning research. It has become a must for planning scholars in Europe to publish in English if they wish to succeed in academia and research think tanks, while, with the exception of single persons in national planning consultancies or larger city planning departments are still focussing on their local language. English is still not the dominant language in European planning practice, and, most probably, it will never become the language of communication and action in urban and regional development. Moreover, the "scientific" language of a growing number of academic papers in refereed international journals is causing re-sistance among

practitioners in urban and regional development. They are aiming and struggling to maintain liveability for citizens in cities and regions and are not willing to read academic papers, presented as such:

".....A-Stein has argued that cities are important, though he is not correct, when quoting B-Stein in his essay on C-Stein's theory of urban devel-opment. However, D-Stein has a better explanation, how E-Stein is evalu-ating F- -Stein's approach to urbanism, rather than urbane development, under conditions, which G-Stein has frequently called urban crisis, follow-ing H-Steins understanding of the importance of urban governance in a globalizing world, perfectly characterized by I-Stein, K-Stein et al. and L-Stein. In the end, it would be batter to follow X-Stein, Y-Stein and Z-Stein, when touching such urban phenomena....."

The gap between theory and practice in planning is widening daily. Bi-linguality has become a must for planners, who wish to have impact, locally and beyond parochial language borders.

Some of the concerns, raised in the keynote paper eleven years are still valid. The Bologna transformation of planning courses has come along with considerable hassle for staff and students in planning schools. It has become more and more difficult to argue and to establish and strengthen full time five years (4 plus 2 or 1, or 3 plus 2) planning programmes at universities. While more and more shorter-term master degree courses on a diversity of planning related fields and subjects have mushroomed across Europe. Following mainstreams trends and market oriented political environments and the demise of planning in the society; geography and architectural schools with their long traditions have clearly been the winners of the Bologna-caused transformation policy. Some shoals even sheltered under the umbrella of these two disciplines, with considerable implications for staff recruitment and contents. To establish an independent (action-oriented, enlightened and critical) interdisciplinary planning school has almost become impossible at European universities. This is very much regrettable.

Other concerns have emerged in the recent decade: the trendy smart city discourse, access to information, distance learning or the growing number of Chinese students at European universities. Such concerns are briefly analysed in another section of this issue on planning education (Kunzmann 2015, see page 98 in this issue).

In the end of the keynote paper I expressed an optimistic outlook about language and communication, expecting *i-Trans*, as a button in the ear, which instantly translated communication between different language users, outdating English as *lingua franca*. Since then, electronic devices, such as the i-Phone or the i-Pad and all its Korean and Chinese copies have emerged. They are widely used and have totally changed information access and communication behaviour. Now, information on location is ubiquitous, translating a menu in another language is dome by a click, and translation software is improving day by day. Hence it will take only another decade, until easy communication between languages will be possible. Then planners and planning scholars can return using their local language for information and communication with people and the community of planning scholars.
I am optimistic.

Unconditional Surrender: **The Gradual Demise of European Diversity in Planning**

Originally presented as a key note paper to the 18th AESOP Congress in Grenoble, France on 03-07-2004

Klaus R. Kunzmann

There are two concerns, which I thought I should express at this occasion, where planners from all over West and Eastern Europe meet to do what the constitution of AESOP suggests: to promote planning education and research: The organisers have generously granted my 15 minutes to present my thoughts on an issue, which concerns almost everybody in Europe these days. For me it is a very serious concern.

Before doing so I have to ask my British and American colleagues for their understanding. They know how much I appreciate the contributions of the Anglo-American planning community to the discipline, to theory building and formation, and to the promotion of planning as an independent academic discipline. I am fully aware that my brief expose is provocative. It is deliberately provocative. Hence the title "unconditional surrender". I hope it will trigger off a debate among AESOP schools and educators and researchers in planning schools across Europe, of how to react to trends which already have considerable impacts on the structure and the future of planning schools across Europe and beyond, trends, which, I am afraid, are trends of no return.

I hope you will accept that my concerns are not expressed from the parochial perspective of a German university struggling for European excellence, nor from the perspective of an aging European backbencher, who is defending good old times...

1. THE BA/MA DOCTRINE

My first concern are the implications of the Bologna Declaration of the member States of the European Union to introduce, until 2010, a European Area of Higher Education". In Bologna, on 19 June 1999 the European Ministers of Education signed a declaration to deepen and accelerate the European integration by:

- adopting a system of easily readable and comparable degrees
- adopting of a system essentially based on two main cycles (BA/MA)
- establishing a system of credits
- promoting of mobility for staff and students
- promoting European co-operation in quality assurance
- promoting the necessary European dimensions in higher education

all this, off course, as the documents states, with **"full respect of the diversity of cultures, languages, national education systems and university autonomy"**.

In reality, however, the underlying model is the globally successful Anglo-American system of higher education and the related forward and backward linkages with a diversity of public and private institutions of higher education, such as professional bodies, publishers or other knowledge industries, all embedded in a neo-liberal market environment (figure 1). Thereby the world known elite universities, such as MIT or Harvard, Oxford or LSE are seen as the model in mind, institutions of higher education, which offer ideal milieus for high quality pots graduate education and innovative future oriented basic as well as applied research. They are, we are told, the dominating breeding grounds and cradles for the knowledge industries of the 21st century.

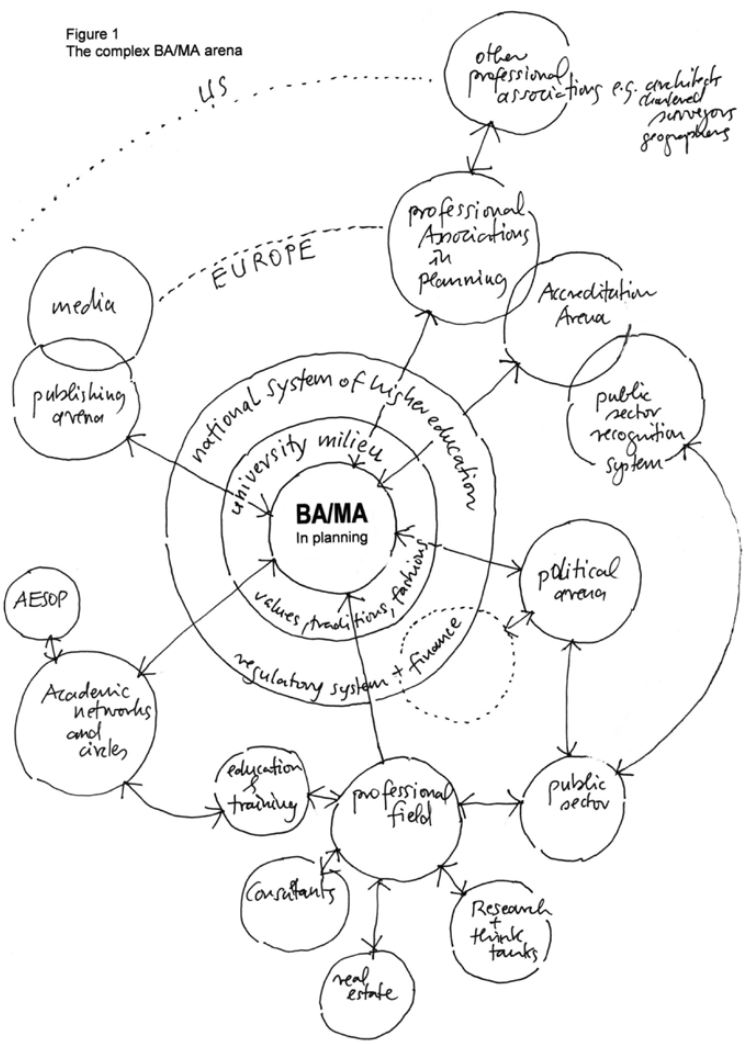
Nothing is wrong with that. However, there are relative winners and losers of this Paneuropean race. The winners are those, who successfully comply with the academic rules and rituals of the Anglo-American university system. The losers, in turn are those, who, for whatever reasons, cannot easily adapt to the global model, or who refuse to throw 100 or more years of local academic tradition over board.

What is the problem? It is not just the way how higher education is organised in BA/MA or MSc courses. And not the loss of traditions and academic rituals which, in the end, have become hollow and sclerotic. A sequence of undergraduate, graduate and post-graduate education makes sense. All Continental European higher education systems had a more or less established rational sequence of courses. That is not my point. My concern is rather that the market oriented Anglo-American model of higher education and university cultures with all the social and economic dimensions and implications is pulled over the rest of Europe, without considering the likely cultural losses.

We all know that the systems of higher education in France, Italy or Spain in Austria, Germany or Switzerland differ in various ways from the Anglo-American system. Most universities in these countries have been established by enlightened governments or the church, certainly not by market forces. Until today, in most European countries, the majority of these institutions is still under the control of national or regional governments, whether we like it or not. Gradually, all over continental Europe, more so in Germany, though less in France, the public sector pretends to withdraw from its benign supervisory role by granting more and more real or not quite so real independence to the universities. In reality, however, there remains a dense regulatory framework, which makes it extremely thorny and time consuming to introduce the new BA/MA system overnight. It is a complex sociopolitical and professional system of higher education and professional accreditation, which has to be altered and adapted to the Anglo-American model.

Such tra-

Figure 1
The complex BA/MA arena



ditions are for example:

- the way quality in university education is controlled
- the structure of secondary education and the procedures of getting access to higher education
- the image and the standing of university staff in the society
- the rules of mobility between universities, for both staff and students,
- the established system of recognition and accreditation of university courses
- the academic recruitment rituals of universities
- the ways university graduates find their way into the profession
- the regional research traditions outside universities
- the regulatory framework of civil servant recruitment and promotion in a country
- the power, established academic disciplines exert
- the role of alumni organisations in university promotion
- the attitudes of the private sector towards universities
- the traditions of further education and career promotion
- the ways research findings are documented and published
- the structure of the academic book market
- the role of scientific academies in academic networking... and many more!

All of us are aware of such and many other dimensions of a complex relationship of higher education and professional practice, which reflects a rich diversity of national and cultural traditions.

Under the flag of European mobility, praised in Bologna, all these national or regional traditions are under attack and will sooner or later disappear or end in a kind of European stew. The aim is to replace them by the Anglo-American model of higher education, which has proven its excellence and superiority, et least when measured in economic terms, attractivity to students, Nobel prizes etc. And in fact, the rest of Europe has **unconditionally surrendered**, though some universities and disciplines still revolt, trying to stem against the stream. There is **no point of return**. The model has to be applied. Those who are not prepared or willing to follow the mainstream model, will be marginalised sooner or later. For planning schools in Europe the consequence is serious.

Most planning schools on continental Europe are now struggling, some more and others less, to introduce the BA/MA system, until 2010 latest, to introduce BA programs of three years and MA programmes of two or one year. This has far reaching consequences for the planning profession in our countries as for planning education at our universities. I guess, all over Europe, within and outside our universities, a plethora of committees are presently discussing how their planning programmes can be adapted to the new structure.

What are the challenges?

First, all over Europe the transition from the established to the new BA/MA system will eatup much time. It will take at least around 10 years until the new graduates enter the professional field. Obviously this time will be taken away from other activities, essentially from research, and from hunting for research money, another European battlefield, where small university departments tend to loose out to consultants. The time factor has to be mentioned, though time has became a scarce resource any way in a market dominated globalised society.

Second, given the fragile status and insufficient recognition of interdisciplinary planning schools within their universities in a neo-liberal socio-political context, planning schools will be further weakened and slimmed down. Most likely to specialised one year master programs for graduates from "real" disciplines such as architecture, civil engineering or geography. Consequently, the number of students will drop. The viscous circle in the harsh struggle for inner-university status will be reinforced. This in turn could mean the end of independent schools of planning within our universities. Experience shows that such schools will then be curtailed into small institutes or teaching units with little inner-university status and power, attached to a more important and less socially minded schools of architecture or geography.

Third, and this is a fundamental concern, the divide between theory and practice will widen. In a one or two years programme, students cannot be prepared for planning practice (just imagine a one year master

degree for biologist to become medical doctors...). What will happen in such schools is that the courses taught will focus on the contents the responsible staff, with reference to mainstream accreditation standards will or can offer, drawing on books rather than professional experience. Projects, studios, charettes, all indispensable didactic forms to prepare for professional practice, will gradually be sacrificed to lectures and seminars. The professional dimensions of the young planning disciplines will be weakened. The fragile bridges between planning theory and planning practice will be torn away.

What to do?

Is there any chance to stem against the tide? I regret to say, not really, though the schools should be aware of the multiple dangers. At least we should:

- be aware of the wider dimensions of the BA/MA concept to planning schools and to the profession, and not surrender the battlefield to higher education bureaucrats, who are not aware of the wider consequences;
- fight for a less rigid and more flexible framework leavings space for solutions, which are more appropriate to certain academic fields, such as planning,.
- search for allies in other academic fields, who have similar concerns;
- ask the AESOP presidency to assist the schools by formulating a brief policy paper and disseminate it to professional organisation
- sensitise the professional organisations such as ECTP, ISOCARP or RTPI and ask for their support;
- strengthen the undergraduate education in planning, as, without good four year undergraduate programs, planning as a distinct discipline sooner or later will erode

2. Language

My second concern is language. English has become the means of communication, the lingua franca of Europe. And again, there is no way of return. An Association European Schools of Planning relies on the capability of its members to communicate in English. Papers are presented in English, and debates are in English even in France. English has replaced Latin, French in diplomatic milieus, and German in certain academic ones. Though Spanish and Mandarin are spoken by more and more people around the globe, even in the US, English has become the language of academia, of the knowledge society. Those who want to be heard around the globe, have to express their thoughts in English, orally and in written form. What is wrong about that? In principle, this existence of a lingua franca is a wonderful thing. No translations are required. No interpreters have to be paid. However our academic lingua franca has some consequences, which many of us experience in their day-to-day work.

- For two reasons planning schools are more and more forced to teach classes in English (hopefully not bad courses in bad English? First, due to the growing pressure for a better consideration of the international dimensions of planning, graduates have to demonstrate their intercultural competence. This cannot be achieved without communication skills in English. Second, schools, which wish to attract and host foreign students, will have to offer courses taught in English.
- Planning literature has become an English domain. English textbooks gain more influence over books written in the regional language. Regional book markets for planning literature will gradually lose their influence and economic rationale. In the end we will experience a two-tier system, where the upper tier is a real or virtual English language market dominated by a few global publishers and their pet authors, and the lower tier is a diversity of regional markets with limited impact in the field.
- More and more so, due to the mechanisms of the academic market planning as theoretical field is published in English only. Thoughts about planning, which are published in another language are lost, second class anyway, just not taken serious, unless, 15 years later Habermas or Beaudrillard other thinkers are finally officially translated, when Anglo American publishers have realised that their messages to the discipline cannot longer be overlooked or suppressed.

- Planners who wish to be promoted in their academic career have to publish in refereed English journals or write their books in English, with all the conse-quences such requirements have for the

profession. and the relationship to the regional socio-political environment, such as alienation form local milieus, little influence on local development. On the other side authors, who do not quote mainstream English publications are seen as not being up-to-date in academic terms.

- Obviously, the best young planners will strive for the international dimension of their career. They will consume the English literature to be competitive in the market and to prepare for the academic career assessment exercises. This in turn will alienate them from the local planning environment.. Culturally embedded local and regional planning theory will be discredited academically. There is an-other consequence, the brightest brains will deal with mainstream international topics. Local concerns, which may differ from the international planning re-search agenda, will be neglected and left to the less mobile and less communica-tive local bureaucrats. The gap between (international) theory and (regional) practice will unavoidably widen. And this is vicious circle.
- There is still another aspect: As most planning theories are based on empirical findings in a region, it is taken for granted that the market-oriented Anglo-American model of spatial development is similarly valid for all other cultural milieus. Obviously this is not the case, though it seems that nobody really both-ers. The base of comparison is always the Anglo-American context, where the majority of authors have got their education and socialisation.

English has become, whether we like it or not, the language of research., whereas the language of practice (French or Italian or Polish) remains to be the local lan-guage. Public participation in Austria or Spain cannot be done in English. The consequence is that theory and practice will further drift apart. Planning theory becomes Anglo-American, and planning practise regional, be it French or Swedish. A chief planner in Florence will not read an English language planning journal, nor does a planner in Munich to deal with planning appeals. If narratives are important in planning, as it has been suggested, the stories have to be told in a local language, not in English. Consequently the path from practice to theory is much shorter in the Anglo-American working context, as it is on other cultural environments, where English is not the language of regional communication.

There is another aspect of this language driven planning theory development. The knowledge about urban and regional planning traditions, about approaches to urban and regional development in other cultural environments, will be lost when local languages are suppressed by the use of English as the means of theoretical discourse. Both the French and Italian discourse traditions are extremely rich, though due to language borders, they are not read in other countries. And I know that efforts of French authors to get their books published by English or American publishing houses have failed, as they are not a part of the networks, which exist between publishers, editors, referees and universities in the Anglo-American world. Look into an average paper about planning in an international journal, and you will realise that 90 and more percent of all quotations are from English papers, while Italian, Portuguese or Austrian writers do read, with due respect, Eng-lish planning literature, most British and American authors don't, for reasons which we know. They do not need to learn another language, and they do not need to read what they may consider as less relevant to the field. Recently I experienced in a multi-disciplinary national evaluation mission to Sweden, that academic papers written in English in refereed journals are counted for academic excellence, even if they are second class, while papers written in Swedish are not, even they are more innovate..

If one consults the most recent marketing brochure of Blackwell in Britain, just to take one example, Routledge. Less then 5 percent of the 83 books advertised in the brochure are written by authors not based in English or American institutions. To be fair, the editors would certainly tell me that, they would accept manuscripts submitted to them, with pleasure, yet that such manuscripts do not find the way to their desk. However, why do such manuscripts not show up on their desks. A very simplistic answer is the following. Ask the planning community in

Britain to write a book in Italian, French or German, to be read in the respective universities and by the respective practitioner in city or region planning departments, and you will have the answer, They cannot do it, and they do not see any need to make the effort. Nobody in England will read a book about planning in London in French, written by an English author. Here is the problem.

Off course, one could claim that the planning discourse in other countries is not as sophisticated as the more advanced Anglo-American one, though I doubt that the literature written in other languages is just second rate, at least in international academic terms. Nobody would assume that planning literature written in Italian is bad or irelevant, because it is written in Italian only? One could blame planners in all these other countries for their inertia and inability to submit their thoughts to journals and publishers, though I could return the ball and ask for more papers submitted by British authors to French and Italian or German journals, which I know does hardly happen.

I know, all this sounds extremely parochial and backward looking. It is a grim and provocative view of what is happening in the world of planning in Europe these days. I am afraid the facts are there. However, being a planner I am interested to explore ways and means and strategies of how to cushion the consequences of globalisation on planning as a discipline, and to cope with the language issue, which is an important dimension of it. At least we have to think about the conse-quences of a planning world, where theory and practice are divided by a language, where cultural diversity is disappearing .

Again I would like to bring forward some suggestions, well knowing that the hegemony of English language in academia. cannot be stopped.

- One could suggest to editors of international journals to prioritise papers submitted by authors from non-English speaking countries, though I feel they do it anyway to make their journals more international.
- AESOP could be encouraged to find sponsors for a foundation, which will promote activities addressing the issue and lobby with publishers for more inter-cultural awareness.
- One could promote a system of academic good fathers assisting planners working in practice to contribute their knowledge to international academic arena;
- The South-South inter language transfer for ideas in planning could be pro-moted, to facilitate for example the communication between Greece and Portugal, or Sweden and Spain.

This, however, are just a few minor efforts to save the local language for planning as an academic discipline. France may have already lost the battle for French as a global language, if the language would even loose its importance as a regional academic discipline, the discipline will loose. May be we have just to be patient and wait for a next generation of young planners across Europe, who does communicate in English more easily, than the old guard of mainly architect planners does, a generation, which may be more realistic and has given up the dream of cultural regionalism in a globalised world.

There is one utopian hope. May be, one day, Chinese soft ware specialist will develop a chip which we can implant in our ears, chips which link us to global language translation centres, and enable us to use much advanced language translation software for person-to-person communication. Then the mayor of Grenoble could benefit from speaking to an academic planner in Poland, and an Arab planning theorist could address a Finnish class of gender mainstreaming with ease. The likely contributions to planning theory of such intercultural communication, bypassing English as the interface, would enormously enrich the Anglo-American discourse.

INTERPRETATION OF AESOP CORE CURRICULUM

NATIONAL CASE STUDIES

University curricula in urban and regional planning in France: **a promoted and recognized quality**

Christophe Demazière

Professor in Spatial Planning and Urbanism at the François-Rabelais University of Tours, President of the France-Europe Section of the French-speaking Association for the Promotion of Education and Research in Planning and Urbanism (in fr. Association pour la Promotion de l'Enseignement et de la Recherche en Aménagement et Urbanisme, APERAU)

In France, urbanism and spatial planning are at the same time a professional field, a clearly identified competence of local authorities and a training and research discipline. At the university, urbanism has been historically nourished by various disciplines: history, sociology, architecture, geography… When it became a scientific field, it combined social sciences with a technical know-how for the action in the city and territories. In addition, the university curricula in urbanism and planning have the chance to be recognized by professionals of the sector. Thus, the recent report of the Senator Pierre Jarlier on urbanism within local government states that "*Over the last twenty years, the planning institutes represent the best possible qualification for those who wish to exercise the planning profession*" (p. 73). He adds: "*The urban planners that graduate from the university institutes of urbanism and that work in the territories have skills in almost all areas defined by the Professional Qualification Office of Urban Planners (in fr. Office Professionnel de Qualification des Urbanistes) in its repository, and according to the prerogatives of local authorities in the field of urbanism and local planning. These professionals bring their broad vision of the city and urban areas through the spatial analysis and forecasting, project management and communication with the population (consultations, public hearings). They are also able to implement projects (design, operation, production) and to adapt them to the regulatory conditions.*" (pp. 73-74). For thirty years, networking and interaction between the trainings and planning community have confirmed the relevance and quality of the curriculum.

Trainings gathered around a quality charter

After the creation of the School of Advanced Urban Studies (which later became the Paris Institute of Urban Planning) in 1919, half a century elapsed before the birth of new training institutions of urbanism within French universities. This was the case in 1969 in Vincennes (future French Institute of Urbanism, in fr. *Institut Français d'Urbanisme*), *Tours* (Centre for Advances Studies in Planning, in fr. *Centre d'Etudes Supérieures en Aménagement*), Aix-en-Provence (Institute of Regional Planning, in fr. *Institut d'Aménagement Régional*) and Science Po (Superior Cycle of Urbanism, in fr. *Cycle Supérieur d'urbanisme*). Soon, similar curricula were introduced in Grenoble, Brest, Bordeaux, Toulouse. In 1984, six of these institutions founded the Association for the Promotion of Education and Research in Planning

and Urbanism (in fr. *Association pour la Promotion de l'Enseignement et de la Recherche en Aménagement et Urbanisme*, APERAU), which promotes education and research in planning and urbanism. The founders wanted to share the pedagogical experiences achieved over fifteen years. A major motivation was to distinguish the curricula in urban planning that practice a real multidisciplinarity and that combine theory and processional practice from other curricula, usually from a single discipline, but that claim to be in the same field. Since its foundation, the APERAU set up the Charter of Education Quality. Recognized by the Ministry responsible for urbanism, the Charter became the basis for the assessment of trainings that wish to be labeled. The assessment is conducted by teams of academics and professionals. Their approach is rigorous and innovative – as it was created two decades before the creation of the Evaluation Agency of Research and High Education (in fr. *Agence d'Evaluation de la Recherche et de l'Enseignement Supérieur*).
APERAU became an international association in 1996.

Extract from the Charter of the APERAU

"The educational choices offered by the APERAU are based on the following principles:

- Teaching methods (…) based on interdisciplinarity and the construction of a common culture;
- An internship of at least 3 months, (…) a written dissertation, a collective work in a form of professional workshop, preferably on command;
- An interdisciplinary teaching body that allows the participation of professional urban and spatial planners in the training curriculum;
- Recruitment criteria that promote diversity of prior training of students;
- A desire to develop research in the field of planning and urbanism as well as to integrate the contribution of research to the teaching"

Source: www.aperau.org

Today, APERAU International has 38 members on three continents. It is organized into three sections: the Americas (5 members), Africa-Maghreb-Orient (9 members) and France-Europe (24 members). In the French context, there are 19 members in 2014 . The assessment of training is regular. Thus, in 2012, the assessment focused on Lyon and Liège, admitted as a new member. In 2013, Grenoble and Reims were evaluated. In 2014, it is the case of Brest, of Paris 1 and of the Superior Institute of Urbanism and Urban Renovation, which is based in Brussels. Each time, the evaluation committee includes two academics and a delegate from the Professional Qualification Office of Urban Planners. Each school member of APERAU has close relationships with professionals from the field, who give lectures, who are integrated to the teaching staff as associate professors, who sponsor workshops for the practice on real cases, and who participate in an advancing board.

The structuring of planning education and planning research, a national and international movement

Like APERAU, other networks of schools of urbanism and planning were created during the 1980s, for example in Brazil (*Associação Nacional de Pos-Graduação em Planejamento Urbano e Regional*, ANPUR in 1986) and in Europe with AESOP. These collaborations address a common issue, as highlighted by Willem Salet, then the President of the AESOP, during a conference organized in Tours a few years ago. According to him, most urban planning curricula are becoming attached to university centers and thus, bring together diverse backgrounds in geography, architecture, applied sciences, etc. The trainings can benefit from these new associations by expanding the teaching that is provided. However, there is a risk of extinction of special characteristics of the planning and urbanism: transdisciplinarity and orientation towards action. In that respect, it is very important to have the structure at the national or international level.

In France, the development of trainings in urban planning at within the higher education system has greatly benefited from the creation of a section of the National Council of Universities (in fr. *Conseil National des Universités*, CNU), known as "Spatial Planning,

Urbanism" in 1992. This institution plays a crucial role in structuring the field of higher education and research in urbanism. It examines the files of doctors or post-doctoral researchers who want to integrate into the university as lecturers or professors. In the planning field, and as a difference to other scientific disciplines, the members of the National Council of Universities (elected or appointed) chose to select candidates not only based on their scientific and pedagogical skills, but also on their connection to the field. The skills of future academics that the CNU is looking for are the interdisciplinary approach, the orientation of research towards action, the balance between a critical posture and an operational approach.

Resilient trainings

For thirty years, the APERAU trainings have had various formats, not so much because of the increase in membership, but because of many reforms of higher education. The paradox is that national reforms often aimed at professionalization, while the curriculum that already practiced it, such as the trainings of the APERAU, had to adapt or be cast in a single mold. For example, following the work of the National Committee of Reflection on the Professionalization of the University (in fr. *Comité national de réflexion sur la professionnalisation de l'université*), the University Professionalized Institutes (in fr. *Instituts Universitaires Professionnalisés*, IUP) were created in the 1990s. The IUP "Spatial Planning and Development" was founded within institutes of the APERAU (Aix, Grenoble, Toulouse, Tours, etc.), but also outside of it (Evry, Pau, etc.). However, the differences between educational projects having the same title as well as the multiplication of possibilities to train urbanism (IUP, Magisterium, DESS in two years, etc.) have provoked the confusion among students and the planning community.

Has the Bologna process reinforced or undermined the existing trainings while aiming at simplifying and being massive? Have the specific characteristics of the planning and urbanism been diluted or consolidated? By joining the research to training, has the Bologna Charter changed the map or the perimeter of departments that dedicated to trainings in planning and urbanism? Those questions were raised by Bernard Pouyet, then the President of the APERAU when he met his colleagues for the Annual Days in 2004. Today, we can answer that the chip has not been crushed by the hammer, but it almost was. The promise of better visibility of degrees at international level has been made through standardization of semesters, which has disrupted the progression in learning. Some colleagues had to fight to establish additional criteria to distinguish between a "professional" and "research" curriculum rather than just the type of structure that is providing the curriculum. At the moment when a part of the curriculum was implemented along with other disciplines with the aim of interdisciplinary sharing, it was a headache. Moreover, depending of power relations within universities, urbanism became a term that does not appear on the diploma or among the fields of studies. The creation of the Master "Urbanism and Planning" by the Ministry of Higher Education in 2002, has brought some clarity to employers and students. But it did not prevent the appearance of titles such as "territorial governance" and "urban management" which are mono-disciplinary trainings that ignore the teaching principles promoted by the APERAU and are not recognized by the professional community.

What visibility tomorrow?

The Fioraso law, which was adopted in 2013, has renewed the paradox according to which laudable goals for qualification and employability of students ignore the success of superior trainings in urbanism in these areas. There are currently about 1 800 studies and 5 900 master courses at universities. The intention is to remove courses and reduce the number of studies to about 200. The law foresees that the list of diploma studies is set by ministerial decree. At the beginning, the studies in "Urbanism and Planning" were eliminated . In fact, both terms were disjointed and associated to others ("Geography and Urbanism" for example). The fear was that there would be a considerable weakening of the visibility of national qualifications in front of employers and students. At the same time, it was the visibility that was used to justify such redesign. In 2011, the Master Monitoring Committee stated that the reform "*must be based on a review that involves representatives of the socio-economic world.*" Alerted by the APERAU, many representatives of the business community as well as elected officials

have expressed to responsible authorities their lack of understanding of the role of urbanism in the proposed nomenclature. The result of such mobilization and the joined action of the CNU's section "Spatial Planning, Urbanism" and the APERAU was the reintroduction of the term "Urbanism and Planning" at the Master level. Pending ministerial order, there are still titles that carry confusion: "Sustainable Development and Planning", "Territorial Management and Local Development", "Architecture, Urbanism and Landscape". The interference comes at a time when a new phase of decentralization and a continuation of efforts to implement locally the sustainable development (SCoT Grenelle, PLUi, TVB, etc.) highlight the need for well-trained professionals for the public decision-making and society. In this context, it is necessary to reinforce the dynamic of the discipline "spatial planning, urbanism" and to ensure the visibility of courses that can boost the employability of graduate students and their anchoring in social and political situations. The APERAU contributes to that objective by developing partnership in actions with the professional community, including: the European Inter-University Challenge of Planning and Urbanism (in fr. Challenge interuniversitaire européen d'aménagement et d'urbanisme), which is a competition between teams of students that work on a specific case; the Award for the Best Thesis on the City (in fr. *Prix de these sur la ville*), which promotes the postgraduate research; and writing of planning records provided for practitioners.

AESOP DEBATES

Managing Planning Schools in a Time of External and Internal Strains: **Dialogue Between Planning Schools in Crisis or Wealth**

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1 Introduction

Because I come from Italy, a country severely affected by the economic crisis, in this dialogue I represent the crisis side of the question and a situation, which is more or less common to other countries, especially in the southern Europe.

Starting from the Italian situation and specifically from the situation at my University, I will try to highlight some issues that I would like to be discussed in this dialogue and that in my opinion can be the base for a comparison with other situations as well.

I will divide my presentation into two parts. The first one will review the consequences of the economic downturn on the University and on Planning Schools and planning teaching as part of it. The second part will focus on the consequences of the economic crisis on the ability of graduated students to find jobs.

2. The starting point

Over the last five years in Italy the number of BA courses in Planning has been more than halved. Also the number of Masters is diminishing.

	2005 - 06	2010.11
Bachelor of Art	26	11
Master	12	10

Italy: number of Courses in Planning

The most recent data shown in the table are relative to the academic year 2010-11. Since then, the situation has likely worsened, because some of these Courses existing in the database of the Ministry probably have not been activated this year or will not be next year.

The first point I want to rise and that should be discussed is the following one: despite the differences among European countries (regarding history, origins of the courses in Planning, how they are grounded in the local economic situation, etc.), has this trend to a reduction in Planning training been observed in other countries beyond Italy?

As far as the Italian situation is concerned, the origin of the current situation must be sought first of all in the University system reorganization as a result of the economic situation.

3. The consequences of the economic crisis on the Italian University reorganization

The significant reorganization of the University,

currently under way in Italy, has two different origins. On the one hand, the serious cut of funds, which started some years ago and which is increasingly serious, depleted the available resources; on the other hand, a new law, approved at the end of 2011, is now being implemented.

3.1 Reduction of the economic resources

Since 2008 economic resources of University have been reduced by cutting the funds the State provides directly to the University system and by diminishing the grants available to students. The latter source of founding has been historically lower in Italy than in other European countries.

It is important to emphasize here that in Italy most of Universities are State Universities, with economic resources mostly depending on State funds. Additional funds are students tuition fees (which are rather low), research funds coming in turn from State (also seriously decreasing), the European Union and specific agreements with some public or private partners. Public partners are, for instance, public local administrations, whereby private partners are industries, bank foundations, depending on the different research subjects. The contribution from private partners has always been small, while the contribution from public partners is strongly decreasing owing to the limited fund availability of public administrations.

This general reduction of funds had, and is having, profound impacts on the Italian University system. It should be underlined here that in Italy only 20% of people aged 20 to 34 has a University degree , in contrast to the average 37% across OECD countries. Also, Italy assigns one of the lowest percentage of GDP to University and research activities: in Italy public and private funds for University are the 4.8% of GDP, a figure that should be compared to the average of 5,8% across 27 European countries.

A marked reduction of funds is also implemented by defining different kinds of rules whose goal is to obtain a reduction of expenses. I mention just two examples:

- additional limitations to staff turnover have been introduced: some teachers were compelled to retire before time in order to reduce salary expenses and only the 50% of the retired teachers can be substituted. This 50% substitution ratio refers only to the "virtuous" Universities, that is those which do not spend for the staff salary more than the 90% of the state funds;
- new rules about the amount of teaching staff necessary to establish a new degree course or maintain an existing one: they make it more and more difficult.

3.2 The new law

The new law introduces many different rules, but mainly it aims at:

- encouraging the entry of private partners in the administration boards of State Universities, with the goal of getting private funds. US Universities are probably the model, but it is an unfit model for a country in which private funds for University and research have always been very scarce and private partners do not seem to be very interested in this kind of investments,
- establishing a sort of ranking between Research Universities and Teaching Universities. The first ones will be the recipients of a greater amount of funds,
- reduced autonomy for each University, owing to the rigid budget limits aimed only at reducing expenses regardless of consequences,
- on a whole, downsizing of the university system as a whole, reducing the teaching offer by State Universities.

This is a rather rough way of describing the law goals, but if you look at the amount and features of the bureaucratic rules each Degree course has to satisfy, the aforementioned goals are clear.

4. The impact on planning courses and planning teaching

Let's come back to the impact of this situation on the declining trend in number of Planning Courses and on planning teaching in general.

The decreasing number of Courses in Planning in Italy is not the consequence of a reduction of demand by students, or, at least not only of it. This means that abolishing these Courses does not mean that we are cutting real dead branches.

Actually the main reason behind this trend is the reduction of teaching staff I mentioned before, with unbalanced retirements and new hires, in conjunction with the bureaucratic rules about the amount the necessary teachers.
It is not worth explaining this sort of Byzantine rules. It appears that in Departments and Faculties facing the problem of complying with these new rules, the courses most often penalized are those in Planning. The reason for this 'preference' are to be found in the facility to abolish them rather than the Courses dealing with other subjects for different reasons:

- most of Planning courses were established recently: only two were established in the '70s, most of the others were established at the end of last century following the Bologna process,
- while they are included in Departments or Faculties of Architecture, they have less students than the Architecture Courses,
- they generally need a greater interdisciplinarity, meaning new cooperation with different disciplines that many times do not exist in such Schools and Departments.

With the new law this trend will likely increase. Actually the law is markedly changing the internal organization of universities: no more Faculties, only Departments in charge of teaching and research, generally bigger than the previous ones, generally encompassing courses in Architecture and in Planning. One of the few exceptions is just my school in which the reorganization process brought to two Departments: one in charge of teaching Architecture and Industrial Design, and one, my Department, in charge of teaching Planning and Landscape.

There is also another reason for the reduction in Planning educational offer: an increasing cultural approach by the traditional disciplines linked with Architecture stating that Planning, intended as designing planning tools, managing public decisions consequences about urban and territorial conditions as well as environment ones and so on, is no longer interesting and needed as the problem is essentially producing architectural and urban projects.

Perhaps this is a returning approach, shortly dismissed some years ago: a sort architectural and urban design vs town and regional Planning, approach with the first prevailing over the second.

This goes together with another consequence: if we look at the number of credits, teaching subjects related to Planning are decreasing also in degree Courses in Architecture.

This sort of cultural reason for the reduction of Courses in Planning is the second question I would like to be addressed by our discussion: is this trend only an Italian one, powered by a cultural approach which is grounded also in the profession history in the country, or something like this can be observed also elsewhere?

5. The consequences on the employment opportunities for graduates in planning
This overall decline in the teaching of planning subjects is an important issue also because it cannot be separated from the features of the training demand coming from the specific labour market.

This issue brings us to the second point I want to touch: the consequences of the economic crisis on the employment opportunities for graduates in planning and the specific Italian contradictions in this field.

Our students have a compulsory period of internship, and generally their training is appreciated, because they are trained also on subjects, such as, for instance, GIS or Environmental Impact Assessment, which are not included in the training of architects or engineers in the same way.

But then, when it comes to employment the situation changes because of several different reasons. In Italy in general planners find employment in public administrations, city, province or regional administrations, or as professionals.

The economic crisis is having a dramatic impact on Italian public administrations: in many situations, especially in the big cities, there are difficulties even to maintain the existing level of public facilities, with reduced ability to pay those - professionals, firms, etc. – that provide some works. As a consequence, public administrations:

- avoid taking new initiatives, new plans, new projects, etc., and this has an impact also on professional independent work,
- avoid hiring new staff, and if they cannot avoid it, temporary positions are offered more often than stable ones.

This is the third question I would like to be addressed in our discussion: is there a similar effect of the economic crises on planners' employment elsewhere in Europe?

About the Italian public administrations behaviour I must add that, if some new staff is needed in the field of planning, public administrations privilege graduates in architecture or engineering. In the past planners in Italy were architects or engineers, and public administrations often seem still to ignore the existence of graduates with a specific training in Planning and related issues.

Actually this ignorance is helped by the constraints established by the legal professional association to which you need to be associated in Italy if you want to practice as a professional. This is the Ordine degli architetti, pianificatori, paessaggisti e conservatori (Professional Association of Architects, Planners, Landscapers and Heritage Conservators). In the past, the only existing Professional Association was the one of Architects. The situation changed just after the Bologna process, introducing four different sections within the Professional Association. So, in principle, planners have their professional Association, but, according to the professional rules, Planners are allowed to work within their specific abilities, like landscapers and heritage conservators, while architects are allowed to do also the works of the others, even if now they increasingly lack the necessary competencies. So, for a public administration hiring an Architect seems to provide a greater flexibility in assigning him/her to different tasks.

We discussed the issue of professional regulations in the different European countries and the related problems of labour mobility across Europe in previous Heads of School meetings, along with the issue of a common accreditation system that could make this mobility easier. Many of my students are now asking how they can do their compulsory internship abroad, or how to proceed in order to find a job abroad.
From my point of view the economic crisis is giving a new importance and even a new urgency to this issue of a common accreditation and of job mobility.

This is a fourth question I would like to be addressed again in our discussion, taking into account the new strains induced by the economic crises in many European countries.

Planners in the United Kingdom: **a self-organised profession**

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1 Introduction

In most countries, urban, spatial and regional planners are categorised as professionals. Generally, professional status is linked to certain characteristics of individuals working in a particular field and on particular tasks. A key aspect is that professions for the most part define and maintain their own standards of excellence and success. Kerr et al. (1977) suggested that professions can be recognised through high levels of

- Expertise (derived from prolonged education and training in a body of abstract knowledge)
- Autonomy (derived from the freedom to choose the means to examine and solve problems)
- Commitment (derived from personal interest in the pursuit of one's chosen specialty)
- Identification (derived from the identification with fellow professionals through formal association structures and external reference)
- Ethics (derived from agreed codes of conducts, rendering impartial services and ethical behaviour), and
- Standards (derived from commitments to continued professional development and policing the conduct of fellow professionals).

Consequently, planners (at least in the UK context) can be described as "*individuals whose choice of work requires at least a college education giving them specific knowledge and skills, to be applied under supervision for a period of time at the end of which they are entitled to a label which carries credentials for independent activity.*" (Sarason, 1977)

The United Kingdom as well as many other developed nations has a long tradition of either formally or informally recognising professional qualifications. Fully qualified or chartered status in professional occupations is normally awarded by a professional body or statutory registration board for the professions that they represent (Lester, 2009). The professional bodies define the criteria for qualification and also monitor the ethical behaviour and continued professional development of their members. Depending on the profession, the implications of achieving qualified professional status differs. It can range from:

a. representing a licence to practise, or
b. being customarily regarded as necessary to work in the profession, to
c. providing a wider and better range of work and career progression opportunities and
d. simply being a marker of quality (Lester, 2009, 223).

This brief case study explores the status of the planning profession and describes the pathways to achieve professional recognition in the UK (accurate in 2012). Recently scholars have commented on the dynamic nature of the sector (Evetts, 1998; Lester, 2009; Lester, 2010) as for instance the issue of internationalisation or Europeanisation of systems of professional regulation is becoming ever more important and conceptions of what professional knowledge encompasses evolve. Particularly in recent years, professional bodies have and continue to re-define themselves in a more international fashion; this is also true for the (main)

professional body for the planning profession in the UK – the Royal Town Planning Institute (RTPI).

2. Planning as self-organised Profession

A number of different classifications of professions exist looking at the level of authority they command or when they emerged historically. The categorisation used for this case study differentiates along a different aspect, namely the level of regulation. As noted above achieving qualified professional status can mean different things depending on the profession involved. Broadly speaking there are three types of professions when looking at regulation.

First, there are regulated professions for which it is necessary to achieve qualified status in order to be legally allowed to practise. The purpose of regulating a profession is related to the intention (of the state and government) to protect the general public from harm. Professional regulation is typically linked to nation states, which means that requirements and regulation differ from country to country and as such qualifications are not automatically transferable across boundaries. Thus, any individual moving between countries and seeking to practice in a regulated profession has to have his or her qualifications recognised first by the relevant national regulatory body. In the UK, there are at present around 100 occupations of this type, mostly from amongst the health professions, Architects, selected Engineers, Air Traffic Controllers, BUT NOT town planners[1]. The actual administration of professional regulation can be done either via a bureaucratic state-run process or via self-regulation (Randall, 2010) through a professional body or organisation which has been granted the power of monitoring standards and qualifications by the government.

A second type of professions consists of self-organised[2] professions. For these professions there are no laws or statute restricting access to practise, however, professional associations may adopt similarly rigorous standards and requirements to police qualifications and standards for practice. Town planning in the UK is such a profession. This means, that while it is legally possible to work as a planner without formal qualifications such as a relevant higher education degree and without being a member of the Royal Town Planning Institute, anyone holding fully qualified status generally enjoys a better salary and career prospects. The institute's standards for professionals, code of conduct and prerequisite qualifications are well recognised in the field and valued. Most public and private employers expect applicants, especially for higher level managerial posts, to hold chartered membership. This expectation creates a de facto requirement to acquire the requisite qualifications regardless of the absence of a statutory requirement. Moreover, while the profession is not regulated, the title of "Chartered Town Planner" is protected. It is awarded by the Royal Town Planning Institute and only fully qualified members of the RTPI are allowed to carry the designatory letters MRTPI (=Member of the RTPI).

The third type of profession is one in which professionalisation in terms of the existence of a governing body and monitoring of standards is either absent or only weakly established.

3. The Royal Town Planning Institute

The professional association for planners in the UK is the RTPI (formerly Town Planning Institute aka TPI). The TPI was founded in 1914 and received Royal Charter in 1959. Royal Charter nowadays is granted only rarely. In most cases when it is granted it is bestowed on organisations and bodies that work in the public interest signifying a recognition of pre-eminence, stability and permanence in a particular field. The granting of Royal Charter to the TPI meant, for example, that planners who achieved qualified status and membership are allowed to carry the protected title of "Chartered Town Planner".

Over the years, the RTPI has grown into one of the largest professional associations for planners in Europe with over 23,000 members. Approximately 4500 (or nearly 20%) of all RTPI members work and live abroad[3]. The RTPI's mission includes promoting (best practice) in spatial planning, developing and shaping policy affecting the built environment, working to raise professional standards and supporting members through continuous education, training and development.

As a professional association, the RTPI not only controls members' qualification, practice standards and

conduct (through a code of practice), but also asserts significant influence on education and curricula in the field. In fact, through its influence on planning education curricula, the RTPI has over the years decisively shaped the planning profession in the UK as well as in a range of Commonwealth countries (e.g., Oc and Heath, 2008). The influence over particular knowledge areas imparted through planning programmes stems from the practice of professional programme accreditation. Accreditation is the process by which the RTPI approves programmes in initial planning education as meeting the requirements for Chartered Membership of the RTPI. Ever since the Institute started to accredit programmes in the 1930s and thereby creating degrees whose graduates were eligible to become members of the RTPI (without examination) after a mandatory period of practice, higher education institutions found it useful to acquire such accreditation for marketing purposes. In turn, employers could count on a standard and clearly defined skills and knowledge sets held by graduates completing an accredited degree.

At the start of the 21st century, amongst increasing criticism over rigid criteria and an ever more broadening profile for planning professionals, the RTPI embarked on a fundamental review of its education guidelines and accreditation practices. Instead of a prescribed set of core curriculum subjects and modules, education providers now must demonstrate that students achieve a set of 13 planning specific learning outcomes on exiting with the qualification (RTPI, 2012). These learning outcomes are applicable to all programmes, though each provider can address the learning outcomes in different ways. In addition to the learning outcomes, the accreditation process also evaluates the ability of the planning school to deliver the programme effectively. Factors such as the prominence of the planning department within the University, the availability of physical resources, and the quality of the teaching and research base are all taken into account.

The new approach was welcomed by higher education institutions as it creates considerably more freedom in curriculum design. In parallel, rigid five yearly accreditation visits were replaced by annual reviews for already accredited programmes. These reviews are conducted by so called partnership boards. They present schools with the opportunity to implement innovations speedily and develop programmes in a collegiate, continuous dialogue with the profession. Overall, the approach is sensitive to the fact that different institutions cater to different student markets ranging from the regional to the international and fosters school specific developments and specialisations.

Reacting to the growing number of requests for accreditation of degrees from universities abroad, the RTPI has also started to accredit Planning schools internationally. It will be interesting how this development is going to influence the professional body's future thinking in respect to learning outcomes and how regional and nation-specific knowledge is considered in such processes.

4. Criteria for Membership

In line with the mission to foster professional status of planners, the RTPI has for many decades been a rather elitist organisation with strict entry requirements that were almost exclusively linked to the completion of an RTPI accredited university level planning degree. However, alongside the changes in programme accreditation described above, the institute also recently widened access to membership. This can be interpreted as response to changing external conditions such as globalisation and an increased level of professional labour mobility. In particular, new classes of membership were created which on one hand protects the exclusivity of Chartered membership and on the other takes into account more diverse backgrounds and pathways to qualifications for individuals working in planning whit large. There are at present a total of 8 membership classes aside from the fully qualified "Chartered Town Planner." These are: Fellow, Licentiate, Student, Associate, Legal Associate, Affiliate, Technical and Retired. Each membership class has its specified entry pathway and requirements (Table 1). The most prestigious membership classes are the Chartered member and the Fellow of the RTPI. In order to become a fellow of the RTPI one must be a fully qualified member first. Licentiate and student membership are open to those still in training for full membership and studying on an accredited programme or having completed an accredited programme, respectively. The Associate membership class is new and reflects a softening of

requirements; it is open, amongst others, for graduates who hold a planning degree (that is not RTPI accredited) from another country. The Technical membership offers credibility to those working in planning but having only

Table 1: RTPI Membership classes

Membership Class	**Who can become ….**	**How…? Prerequisites and entry Pathway**
Chartered Town Planner	Graduates from an RTPI accredited Master degree working through APC (min. two years before one can become full RTPI member) > MRTPI	• Degree requirements as Licentiate + Assessment of Professional Competency (APC) route (2 years min work experience in planning with documentation of skills, learning) or • Special Entry route (academic qualifications or 10 yrs of professional experience) or • Reciprocal Pathway for members of Canadian Institute of Planners, New Zealand Planning Institute or Planning institute of Australia
Fellow	Must be chartered Town Planner	• Application to Appointments committee
Licentiate	Graduates from an RTPI accredited Master degree working through APC (min. two years before one can become full RTPI member)	• RTPI accredited BSc + RTPI accredited specialist Master *Or* • RTPI spatial (combined) Master
Student	Students	• enrolled in an RTPI accredited degree programme
Associate	Graduates with	• RTPI accredited undergrad plus work experience • Full members of related built environment professional body or overseas prof. planning association • Non-accredited planning degree with acceptable planning content
Legal Associate	Legal practitioners specialised in planning law > LARTPI	• Be qualified legal practitioner + Min. of three years experience in planning law + Completed an approved project
Affiliate	Anyone interested in town planning	
Technical	Skilled, experienced enforcement, technical and admin. staff engaged in key spatial planning activities, ineligible for chartered membership	• Higher National Certificate (HNC) or Diploma (HND) or National Scottish Vocational Qualification in planning related subject or 1st year of RTPI accredited degree plus 2 years of post qualification employment *Or* • 5 years of relevant employment
Retired	Members of all classes can transfer into this class and are exempt from CPD requirements but must carry the letters (Retired)	

The benefits of RTPI membership are manifold as illustrated in Figure 1.

1. RTPI membership helps you stand out from the crowd in a competitive job market. It can increase your earning potential and speed career progression.
2. RTPI membership demonstrates your professional knowledge, expertise and commitment to working to the highest standards. Together we form a powerful lobbying force for the organisation and we recognise outstanding achievement through our programme of awards.
3. RTPI is the largest professional spatial planning body in Europe, with almost 23,000 members who are leaders in their fields.
4. RTPI is shaping the future of planning, through active engagement with government, consultation with members and involvement in policy-making.
5. RTPI sets high standards for planning education and supports you in accessing the training you need to help you excel.
6. RTPI helps you extend your contacts; participating in our Regions, Nations and Networks offers professional networking opportunities, whatever your location or specialism.
7. RTPI supports you as a practising planner, with personally tailored advice on workplace issues, as well as guidance on Professional Indemnity Insurance, management briefings and practice notes.
8. RTPI keeps you up to date with information on policy, best practice and research, to make you a more effective planner.
9. RTPI membership shows that you are a responsible member of the planning profession, working to the highest standards under a robust Code of Professional Conduct.
10. RTPI offers you a voice and a chance to influence both the planning system and the RTPI itself ~ this is your organisation and we are only as strong as our members.

Fig 1. Reasons for becoming an RTPI Member (source RTPI n.d., www.rtpi.org.uk)

6. Discussion and final thoughts

The model of professional self-organisation can be contrasted with other models such as that of a fully regulated and the unregulated profession. While one could assume that regulated professions generally hold higher regard in society than self-organised or only weakly established professions, the relationship is in all likelihood not straight forward. Moreover, as different professions in different countries hold different levels of status there is no unified picture across nation state boundaries.

Planning in the UK is a self-organised as opposed to a regulated or unregulated profession. In this sense it lies in between the other two – although in the UK self-organisation has nevertheless led to a strong professional identity and high levels of standards and criteria that to date define fully qualified status within the planning profession. Indeed, this model of professional self-organisation which upholds standards via social control has been deemed far more cost-effective from a nation state point of view than centralised, oppressive and bureaucratic systems (Evett, 1998; Randall 2010). The loose coupling between state and the professions allows a certain flexibility and space for changes and adaptations to both, social conditions and professional developments (Evett, 1998).

At present, models of professional regulation are for the most part still firmly linked to individual nation states and across Europe the model applied to the planning profession is not consistent. For example in Sweden and Finland the planning profession is practically unregulated – although in Finland a voluntary register for planners was established in 2002 as part of the creation of a multiple stakeholder organisation that certifies professions in the built environment sector indicating a seedling for future professionalisation (FISE, n. d.). By contrast, in Turkey, the planning profession is state-regulated, and in Poland the profession is partially regulated meaning that certain planning tasks can only be legally performed and signed off by Members of the statutory Chamber of Urbanists (Frank et al., 2012).

These differential levels of regulation are problematic in terms of labour mobility and in light of pressures to recognise qualification across the European Economic Area but also globally. Increasingly, the expansion of legitimacy of supranational bodies such as the European Commission is challenging professional monopolies and definitions developed within nation states (see Orzack, 1994). Nationally bounded professional regulation simply is insufficient and inadequate in an open global market and different models of

professional organisation or regulation that transcends the nation state are needed.

In the context of Europe, Evett (1998) suggested that the professions have variable views on EU directives but that overall most professional associations are becoming active in negotiations and the re-shaping and re-regulating of the provision of professional services in European and international markets.

In fact, this can be seen with the RTPIs and other UK professional bodies' (e.g. the Royal Institution of Chartered Surveyors or RICS) moves to create international programme accreditation, new membership classes and international divisions. Professions make concessions and soften standards by defining more generic knowledge definitions (learning outcomes) which allow for country-specific supplements or interpretation in bids to retain control over standards, autonomy and status. One feels however, that this is only the beginning. More dialogue is needed amongst different parties concerned in future to develop a European-level and ultimately an international planning profession. Which organisation(s) will gain the rights to set and monitor future professional standards is quite unclear at present. A key issue is to explore how professional registration of whatever sort can be scaled up in a field with the same name but vastly different interpretation of what planning is across different countries. It seems vital though that planning associations and professional societies act swiftly to not lose the opportunity to define high quality standards autonomously rather than having to accept those presented from other supranational bodies.

1. https://www.naric.org.uk/UK%20NCP/Individuals/Regulated%20professional%20titles%20and%20designatory%20letters.aspx
2. Note: self-organised is not the same as self-regulated.
3. http://www.rtpi.org.uk/the-rtpi-near-you/rtpi-international/

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European dimension of planners - **European dimension of programmes**

Hendrik van der Kamp

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Introduction

The European dimension of planners is relevant for at least three reasons. First, there is the issue of comparative planning; the need for the planner to be aware of the different systems of spatial planning that operate across the EU. The second is the increasing relevance of cross-border planning policies and other transnational planning projects. The third, the issue of 'pan-European planning', the European level in the hierarchy of planning levels. Important research and projects have taken place under all three headings incl. the EU Compendium on the issue of comparative planning, the Interreg initiative on cross border and transnational planning and the European Spatial Development Perspective on the pan-European planning level. The views expressed in this presentation were presented at an AESOP Heads of School meeting as those of an educator in a European member school of AESOP, but also in his capacity of the chair of the ECTP-AESOP joint working group on professional recognition of planning qualifications and finally as current role as President of the European Council of Spatial Planners.

Study on Professional Recognition

The European Council of Spatial Planners set up a working group in 2010 to undertake a research project to investigate the potential for mutual recognition of planning qualifications in Europe. A report setting out the results of the first stage of the project was completed in March 2011. This Stage 1 report explored what lessons can be learned from the '*Common Platform*' approach advocated in the EU's Professional Qualifications Directive with regard to developing a set of criteria that could be used for the mutual recognition of professional qualifications. Research into the Common Platform approach suggested that while the idea works well in theory, it has failed in practice. As a result, the report went on to explore a possible alternative to this approach, namely a '*Mutual Agreement Approach*' whereby the aim would be to achieve recognition of planning qualifications within the profession on a bi-lateral basis between member associations of ECTP-CEU. That this process would be suggested and perhaps overseen by the European Council of Spatial Planners was seen to be appropriate given the nature of that organisation as an umbrella body of professional associations of spatial planners across Europe.

Based on the suggested mutual recognition approach, a second stage of the study set out to address the following three tasks:

- Prepare a list of educational courses in Europe which are the dominant qualifications of full members in each member association of ECTP-CEU.
- Prepare a list of subjects, skills and competences that are contained in the curriculum of each of the educational courses identified.
- Prepare a 'menu' of skills and competences in conjunction with a 'protocol' that can be used by ECTP-CEU to determine whether a person can be regarded to be a 'professional planner'.

The stage 2 report compared a large number of planning programme curricula based on a methodology of eight competency categories. Because most third level

programmes of education now adopt the European Credit Transfer System as a unit of measurement of learning outcomes, it was possible to compare programmes across Europe.

This article highlights the key outcomes of this study as presented at the Heads of School meeting. The results of this study were also presented at the AESOP congress in Dublin in 2013 and have also been discussed in various other meetings. The full study results are available on the websites of both ECTP-CEU and AESOP.

Study Methodology

At the start of the study the question was asked to what extent the planning practitioners in Europe (i.e. the members of the member associations of ECTP-CEU) are graduates of the schools of planning that are members of AESOP. It is possible that many practicing planners have educational qualifications that are outside those of the recognized planning schools. The approach that the study took was therefore to identify for each country that is represented in the ECTP-CEU a typical or dominant planning qualification in that particular country. This qualification was then defined as the so-called 'exemplar' course. For each of these exemplar courses, the components of the curriculum were analysed and assigned to eight so-called competency categories (see below).

Because of the widespread use by third level institutions of education of the European Credit Transfer System (ECTS), it became possible to express the proportional representation of each of the eight components in the relevant course curriculum. By expressing the number of credits covering specific competency categories as a proportion of the total number of credits in the programme, the report facilitated a standardised comparison between a large number of planning programmes across Europe. The study used this methodology to represent the eight components in the form of a standardised 'bar chart' diagram (see fig. 1) thus making it possible to have an instant visual comparison between planning programmes. The study prepared such a bar chart for each of the exemplar programmes that were analysed as part of the study. Fig. 1 illustrates this bar chart for the average of all programmes that were analysed.

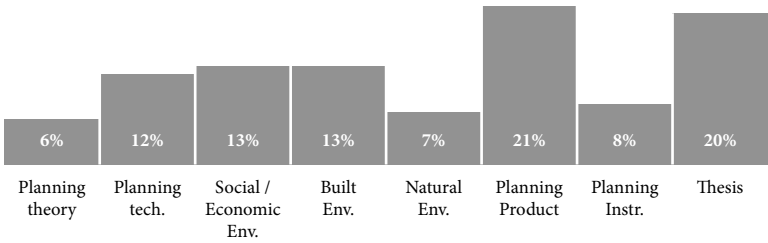


Fig 1. Average Course Profile for All 23 Exemplar Planning Courses

While the choice of an examplar programme for each country was informed by the member association of ECTP-CEU, a number of criteria were adopted. These general criteria included a preference for courses / institutions specifically referred in correspondence from representatives of ECTP-CEU member organisations as being common to new full members of each organisation and which on completion would enable students to become full members of the ECTP-CEU organisation in question, and a preference for third cycle courses (e.g. Master's degree) or combined second and third cycle courses (e.g. Magister / Corso di Laurea). Due to their specialist nature, PhD courses were not considered for inclusion as exemplar courses.

Competency Categories

A main purpose of the presentation at the Heads of School meeting was to focus on the methodology of the eight competency categories and on the question whether it is desirable or even appropriate to establish a minimum base level where a programme should have a minimum representation under each of these eight components.

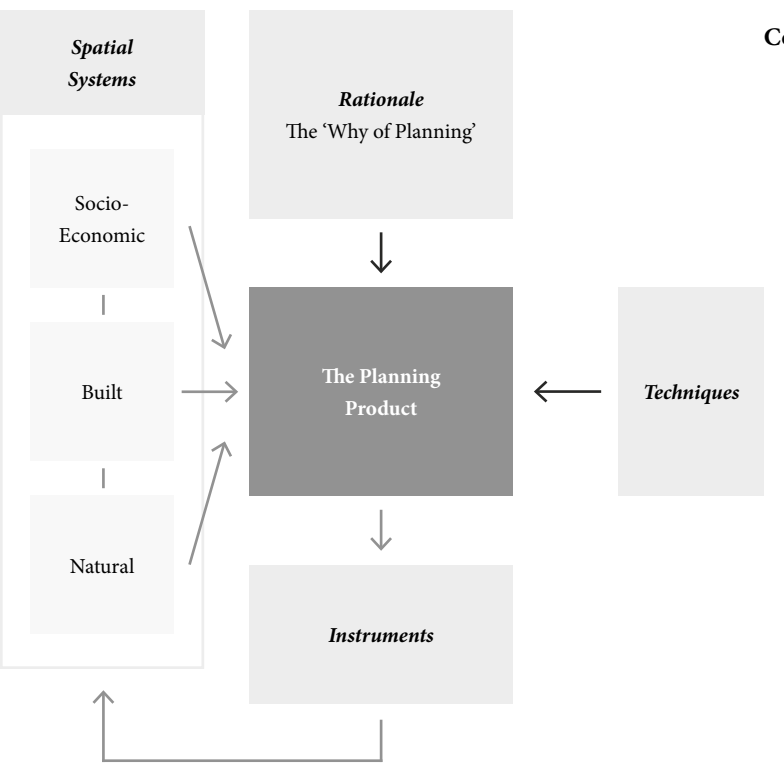
The logic of the eight competency components is illustrated in graphic form in fig. 2 and can be explained as follows. Central in the competency of a spatial planner is the so-called 'planning product'. This can be seen as the competency category that is most characteristic of the planning profession. The planning product may be a spatial plan in the form of a physical plan (e.g. a master plan for an urban area) but it may also be a policy document. Key feature though is that it contains the creative element which is considered a fundamental feature of the planning profession. As inputs to the development of the planning product, the planner must study three external environments. These are: the built environment, the socio-economic environment and the natural environment. This emphasises the holistic nature of the planning discipline cutting across

physical disciplines such as engineering and architecture as well as human sciences such as sociology and economics. It is well known that the relative emphasis on each of these can vary a lot between planning cultures in Europe and also between planning schools.

As planning always represents intervention in the market in some form or another, a theory of planning must form the justification for this. The planner must therefore also use as an input to the development of the planning product, the justification for intervention. The planner must therefore have competencies in areas such as ethics, appreciation of principles such as the common good or rational decision making. The planner makes also use of techniques in order to prepare the planning product and while many of these are borrowed from other disciplines they also include specific techniques for planners. Finally, the policy or strategy must be capable of implementation. The planner must therefore be familiar with instruments such as legal, financial and organisational instruments.

The cyclical nature of planning is emphasized by the fact that once the planning product is implemented it is likely to impact on the three environments mentioned earlier: socio-economic, physical and natural.

Fig 2. A Conceptual Model of Competency Categories



Core Requirements

Both AESOP and ECTP-CEU have adopted policy statements in relation to the core competencies of a planner. However, while these are useful they do not easily enable measurement of learning outcomes of any educational programme without a detailed knowledge of the programme in question. Also, the relative weighting of each of the core competencies within the overall educational programme, is not explicit. The methodology that was adopted in the study that is described here suggests that it might be possible to identify a minimum level for each of the eight competency categories below which a planning course should not fall.

For this minimum level across each of the eight competency categories, the study suggested a percentage of 5%. This would mean that in order to qualify as a planning programme at least 40% of the programme content must be capable of assignment in equal measure to the eight competency categories. Or that for a 90 ECTS credit programme, each of the eight competency categories described above would need to be represented in the learning outcomes of at least 4.5 ECTS credits within the programme While that might seem a rigid approach by some (as was indeed suggested by some of those present at the meeting of the Heads of School), it would still leave any planning school the freedom to distribute the remaining 60% of the programme to any competency category. It would therefore not preclude the existing diversity of university programmes leading to a planning qualification.

The suggestion is that by agreeing the eight competency categories and the minimum level for each of those, it might become possible to develop a methodology that will allow quick desk top based assessment of an educational programme to decide whether it would qualify as a planning programme. More work is needed however to make this possible. One of the necessary elements would be a glossary of key words under which titles of modules or course components can be assigned to the eight competency categories. Also, a decision must be made on the minimum number of total ECTS credits that would qualify a programme. The study has made suggestions under both these headings.

Keywords

While it is easy to make mistakes when interpreting titles of modules in a programme curriculum (particularly when this is done by translating from different languages), there is no doubt that it is possible to observe common phrases and words that are used in module titles or descriptions of the content of such modules, that give a clear indication under which competence category the module should be categorised. For example, the following words appear repeatedly in modules that can be treated as components of a course which focus on the competencies of the planner in developing the 'planning product': studio, project, plan, strategy, design methods, master planning etc. By developing a list of accepted words that describe a particular development of a competency, subject headings of modules or projects can be used to assign elements of educational programmes to the correct competency category. It is likely that the development of such a list of key words will in itself also lead to a further 'sharpening' of the eight competency categories.

Discussion

The results of the study and the feedback received so far, suggest a number of things. While there is general understanding of the need for mobility of (young) planners across Europe, there is a reluctance amongst educators to standardise planning education too much. While in certain member states of the EU (e.g. United Kingdom) strict accreditation of planning programmes by the profession has been customary for many years, in other parts of Europe this is seen as alien and potentially leading to a bureaucratic definition of the planning education that would have more disadvantages than advantages. This fear is not shared by the author. Compared to sister professions such as architecture and engineering, the wide variety of understanding what makes a planner is not to the benefit of the profession. However, while heads of school expressed concerns in this regard, there was also widespread support for the merits of the eight competency framework as a means by which to measure planning content in a programme of education, help define what makes a 'research project a planning research project, or simply as a checklist to be used as a tool in peer review of educational programmes. While the next stage of the study is still uncertain, both AESOP and ECTP-CEU are committed to use the outcome of the study and the adopted methodology as a catalyst for further discussion, e.g. at the next AESOP congress in July 2014.

"Europeanisation" of **Planning Education and the Profession?**

Andrea Frank

Cardiff University

"Europe Matters: European spatial planning, environmental policies and regional development" was the topic of a one day conference in September 2012. The conference was hosted by Radboud University Nijmegen (NL) yet organisationally a joint venture with Blekinge Tekniska Högskola (SE) and Cardiff University (UK). Reflecting on 25 years of advancement in European Union (EU) regional and environmental policy, and increasing cross-border and transnational cooperation in spatial planning, participants were tasked to debate current developments and to contemplate potential trajectories for the future. The organisers' premise was that in the face of the present Euro-crisis, European spatial planning and development had reached a crucial juncture between tendencies toward re-nationalisation and imperatives of innovation and competitiveness in line with the Lisbon and EU2020 agendas on one hand, and efforts to maintain a focus on social, territorial cohesion and sustainability on the other. As the event also marked the launch of a new *Erasmus Mundus* Master degree "PLANET Europe: European spatial planning, environmental policies and regional development" it was more than fitting to deliberate the potential implications of current and future European spatial policy developments on planning degrees and curricula.

In line with AESOP's mission "*to promote the development of teaching (…) in the field of planning*" and "*to facilitate co-operation and exchange between planning schools in Europe*", this brief report offers some reflections and food for thought derived from one of the conference's workshops, which explored the topic of "Europeanisation" of planning education and the planning profession. The workshop was convened by Eric Markus (Blekinge Institute of Technology, SE) and Andrea Frank (Cardiff University, UK). They were joined by Francois-Olivier Seys (University of Lille, France) and Hendrik van der Kamp (Dublin Institute of Technology, Ireland) in giving short, informative and at times provocative presentations to stimulate the discussions along various lines of thought.

The workshop first of all scrutinised the meaning of "Europeanisation." The term originates from the political science discourse on European integration policies. In the relevant literature, the definition of Europeanisation is a contested one (e.g., Howell 2004; Radaelli 2004). Interpretations range from conceptualising "*Europeanisation as the emergence and development at the European level of distinct structures of governance*" (Risse et al. 2001, 3) to associating it with processes of "*diffusion and institutionalisation of rules, procedures, policy paradigms, styles, 'ways of doing things', shared beliefs and norms*" which are initially defined in EU policy and then incorporated in the logic of domestic discourses, political structures and policies (Gualini 2003, 6). In the latter case, the diffusion and institutionalisation of shared ideas, concepts or structure result in an incremental process of change, whereby European member states adopt EU legislation and policy at the domestic level (top-down) or individual states influence the formulation of EU policy (bottom-up). These processes are also referred to as up-loading or down-loading, respectively. Furthermore, member states also learn from

each other and adapt policies in a horizontal policy transfer (also known as cross-loading). All in all this leads, theoretically, to European integration and increasingly to a joint or common European identity, i.e. Europeanisation. Radaelli (2004) in particular makes the point that Europeanisation should be seen as something to be explained, i.e., a result or phenomenon, but not something that explains.

Transposing the concept onto planning education, "Europeanisation" would infer the existence of change processes through which higher education institutions in Member States amend (or would be encouraged to amend) planning education degrees and curricula such that a recognised European character or identity is emerging. This in turn would theoretically produce a characteristic European planning graduate. Following Radaelli's argument (2004) of Europeanisation being the explanandum it is irrelevant if the change is initiated by or linked to EU instruments or measures. In fact, EU integration initiatives such as ERASMUS and the Life Long Learning Programme (LLLP) fostering student and staff mobility as well as inter-institutional cooperation and the Bologna agreement (1999)[1] – not an EU initiated measure – may be mutually enforcing in setting off the proliferation of a Europeanisation of programme structures (3 cycles) and developing a European identity and style of higher education. In this respect it may be useful to distinguish between format (generic characteristics) and content. Europeanisation at the format level relates to the emerging distinct structures of 3 cycles of education and an increasing level of inter-institutional learning experiences through dual degrees, Intensive Programmes or individual mobility and study abroad. Europeanisation of content would for example refer to either a (partially) common core curriculum or a focus on the supernational planning scale.

The question of what constitutes a "Europeanised" spatial planning curriculum in practice and if there was already something recognisable and distinctive in existing provisions, represented the second line of inquiry at the workshop. Eric Markus' survey of 161 non-European and non-EU alumni who over the past 8 years completed a Master in European Spatial Planning and Regional Development at Blekinge Institute of Technology examined whether a particular European identity was perceived by students, and whether there was 'value added' in obtaining a European planning degree (rather than a generic or country specific planning degree). Initial analysis results indicated that studying planning in Europe was seen as useful because it offered new perspectives and a better understanding of the complexity of the EU. This suggests that there is a kind of European programme identity emerging which is being recognised by non-European and non-EU students – although this notion admittedly needs further exploration. The question of what constitutes a European spatial planning curriculum from a provider's point of view was addressed by Francois-Oliver Seys, a professor at the University of Lille (France). He explained which pedagogies and European Planning topics were employed in a newly developed Master curriculum aimed at educating European spatial planners. Special elements that distinguished the programme from a standard spatial planning degree were six modules on the EU and a bilingual (English and French) education.

A third strand that was examined in the workshop related to the Europeanisation of the profession. As the EU encourages free mobility of labour amongst member states, a Europeanisation of the profession of planners is desirable. Hendrik van der Kamp reported from an on-going project by the European Council of Town Planners (ECTP-CEU) that explores the options for European-wide recognition of planning qualifications. Two different approaches are available within the EU umbrella: either a profession is regulated (e.g., architecture, some engineering degrees) or professions agree on a common platform supported by a set of documents - the Europass. The Europass helps potential employers, educational establishments and training providers understand which subjects an individual has studied, what training has been completed or how much experience has been gained working. It also records non-formal learning and language skills. In other words, the Europass provides a standardized information set about a person and through this helps to remove administrative barriers and facilitate cross-national recognition of professional qualification. In order to development of the common platform criteria need to be defined which

are suitable to compensate for differences that exist in different member states in the training and education of a certain profession. To progress this development it would be important that key organisations such as AESOP (Association of European Schools of Planning) and ECTP-CEU (European Council of town planners) should liaise closely to establish a list of core competencies for European spatial planners. This will require considerable work as currently there is no universally accepted definition of planning, no core curriculum and no agreed skills or knowledge set that planners must hold.

Over the course of the workshop, it became clear that planning, planning education and the planning profession were influenced by a range of different triggers including Bologna, EU instruments such as the LLLP, directives and legislation, leading to a convergence of practices in higher education as well as in the planning field. Academics throughout Europe have noticed Europeanisation trends in so far as domestic practices and paradigms have been changed and adjusted (e.g., Faludi 2011) with a certain common 'ways of doing things', shared beliefs and norms becoming more prevalent, although "*mechanisms and trajectories of domestic change have not yet been fully explored or systematized*" (e.g., Giannokourou 2012). Considering a Europeanisation of planning practice, one could argue that a Europeanisation of planning education curricula would be desirable if not necessary so that future planning graduates are prepared for working in an emerging institutional and policy environment where national scales are transcended and domestic and European politics mutually influence each other. In response to this a number of specialised degree programmes especially at the Master level have been established over the past years, but students attending the workshop proposed that these degrees represent still an exception. The relative lack of a systematic integration of European planning topics in planning curricula has recently been criticised by Mangels and Cotella (2012) and it seems that while there is a Europeanisation in respect to format there is as yet little in terms of content.

In sum, much ground was covered during the workshop. There was a feeling that Europeanisation of or in planning education occurs but perhaps not as clearly and universally as perhaps needed. At least two aspects require further investigation:

a. *empirically* - is there a distinct and identifiable character of European planning education and if – what are its parameters in terms of format and/or content, and *normatively*
b. is a Europeanisation of planning education desirable and appropriate universally or partially considering the difference of planning systems across the EU member states?

1. There are now 47 Bologna signatory countries, more than EU member states; but all EU member states are Bologna Signatory countries.

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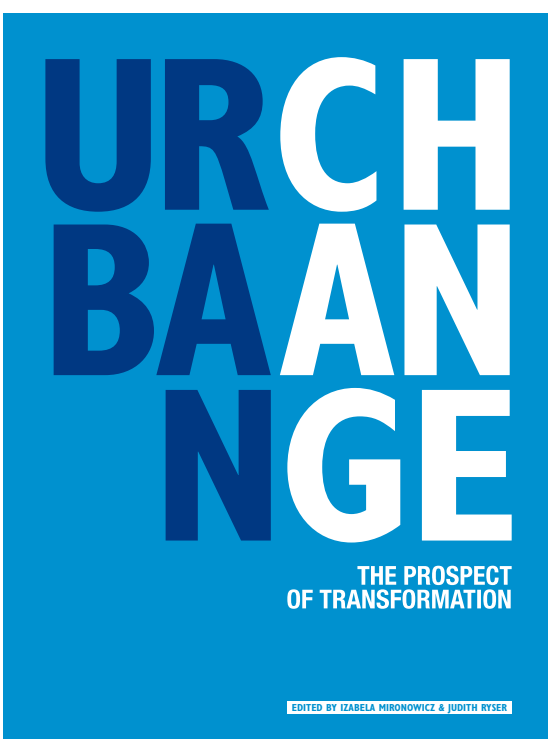
European Urban Summer School: **AESOP Contribution to Bridging Education and Practice**

Izabela Mironowicz

In 2010, the Association of European Schools of Planning launched a new annual event: the **European Urban Summer School (EUSS)** for young planning practitioners and academics across Europe to promote an exchange of ideas and foster a debate on important contemporary planning issues amongst representatives of the new generation of planning professionals.

Members of AESOP – European universities teaching planning – host the event and offer their teaching resources at the Summer Schools. In cooperation with the municipalities and other local actors they always offer a local interesting case to illustrate the topic discussed during the school.Tutors represent both academia and practice. The EUSS is not a commercial venture; it is meant as a platform of debate to be run on an as low as possible fee for participants. On average some 20-30 young professionals attend the School.

The first EUSS was held in September 2010 at the **Wrocław University of Technology**, Faculty of Architecture, **Poland**. The topic was *Heritage and Sustainability*. Izabela Mironowicz was head of school. Thanks to the generous support of UN-Habitat, Warsaw Office and its head, Krzysztof Mularczyk, it was possible to invite also young planners from less prosperous European counties. The tutors' team ranged from Russia to Portugal and from Ireland to Greece. The proceedings of EUSS 2010 have been published in "*Urban Change. The Prospect of Transformation*" edited by Izabela Mironowicz and Judth Ryser (ISBN 978-83-7493-570-8) and fully sponsored by UN-Habitat. The book is also available for downloading in pdf format from the AESOP website. It can also be read online at ISSUU platform.



For the second EUSS, hosted by **Lusófona University** in **Lisbon**, **Portugal** in September 2011, AESOP invited four of its international planning partner organisations to be involved: the European Council of Spatial Planners-Conseil Européen des Urbanistes (ECTP-CEU), the European Urban Research Association (EURA), the International Federation for Housing and Planning (IFHP) and the International Society of City and Regional Planners (ISOCARP). Diogo Mateus was head of school and the topic was: *Quality of Space – Quality of Life*. It took a while to find the resources to publish a book of the proceedings, but finally thanks to the efforts of the Rector of the Lusófona University, Mário Moutinho, the publication edited by Diogo Mateus and Judith Ryser is now ready and of course available for downloading from the AESOP website.

The cooperation between the four partners (AESOP, ECTP-CEU, IFHP and ISOCARP) was intensified in the third EUSS organised by the **University of Westminster** (Faculty of Architecture and the Built Environment), **London**, **UK** in September 2012. The theme of the School was *Times of Scarcity: Reclaiming the Possibility of Making*. Deljana Iossifova was head of school, and was also responsible for editing the book of the proceedings „*Architecture and Planning in Times of Scarcity. Reclaiming the Possibility of Making*" (ISBN 978-0-9927823-0-6). Again this is freely downloadable in pdf format from the AESOP website.

The publication was possible thanks to the integration of the Y**oung Planning Professionals Award (YPPA)** into the 3rd EUSS. The YPPAwas an annual international competition for three years (2012-2014) funded by the Directorate responsible for spatial planning at the **Dutch Ministry of Infrastructure and Environment (mI&M)**. Its primary aim was to stimulate thinking and promote innovative ideas amongst young planning practitioners on how spatial planning in Europe can deal with important present-day challenges and transformations facing our human settlements and surrounding areas. The underlying thinking was that it is largely the younger generation (< 35) of planning professionals who will have to come up with the answers, as it is they who will have the responsibility to plan and develop our cities and regions in the future. This is very much in line with the aims of the EUSS. Secondary aims were to bring young practitioners and academics in working contact with each other and to encourage a better cooperation between the international planning organisations and try and reduce the fragmentation of their efforts regarding young planning professionals. The integration of the YPPA into the EUSS was on all three accounts therefore very logical, and mI&M was ready to expand its sponsorship of YPPA into an integrated publication of the combined proceedings. The YPPA winners got free participation at the EUSS and presented their papers at a special YPPA session. The theme of the 1st YPPA at Westminster Universitywas '*Adapting cities to scarcity: new ideas for action. Trends, perspectives and challenges of spatial development in a phase of de-growth and decline in Europe*'. The winners of the first edition of the YPPA were *ex aequo* Clenn Kustermans and Sebastian Seyfarth. The jury decided in addition to award a special

prize for their reflective essays to Serena Maioli and Rui Santos. Finally four honourable mentions went to: Ramon Marrades Sempere, Tatyana Badmaeva, Anna Háblová and Agatino Rizzo. Their papers are included in the publication.

The fourth EUSS was held in September 2013 at the **CEU San Pablo University**, Polytechnic School Department of Architecture and Building, in **Madrid**, **Spain** on the theme *Strategies for Post-Speculative Cities*. Teresa Franchini was the head of school and Juan Arana Giralt was coordinator. Both of them were also responsible for editing the book with the same title as the EUSS (ISBN 978-83-7493-877-8). Judith Ryser greatly contributed to the editorial works. Once again it is also freely downloadable from the AESOP website.

There were two winners of the 2013 YPPA the theme of which was '*Ensuring climate resilient cities: innovative ideas for effective measures in a low-level investment environment*': Clenn Kustermans and Veronika Kovacsova. Their papers form a part of the EUSS 2013 book.

The fifth EUSS which took place in September 2014, organised by the École Polytechnique de **l'Université de Tours**, Département Aménagement et Environnement (EPU-DAE), France. The theme was *Heritage conservation and sustainable urban development*. Lura Verdelli was head of school. The book of the proceedings „*Sustainability in Heritage Protected Areas*" (ISBN: 978-83-7493-892-1) prepared by Laura Verdelli with editorial help from Derek Martin proves Tours to be a worthy case study for examining the theme of heritage and sustainability.

It is the third and last of those including the papers of YPPA winners and sponsored by mI&M. The YPPA papers are those from the three winners: Fernando Navarro Carmona and his elCASC partners, Cexiang Foo and Nasos Alexis, and from the runner-up Anna Peralta Zaragoza.

Five editions of the European Urban Summer School have shown convincingly that a few days of intensive interaction, hard work and fun can produce many useful new ideas from, and friendships amongst, young planning professionals and tutors from diverse countries.

All partners are very grateful for the support of the Dutch ministry the past three years, achieved by integrating the YPPA into its proceedings. AESOP remains grateful to UN-Habitat for its vital support of the first EUSS. The books documenting European Urban Summer School represent a tangible and lasting reflection of the information and knowledge generated. Without them, a lot of that knowledge could easily just fade into the past with a minimum of impact. It is our intention to continue with the series of publications from the following Summer Schools. This is why in 2015 AESOP Council of Representatives during the meeting in Madrid decided to offer a special grant of €6,000 to support the publication from the next EUSS in 2015 which will take place in **Bremen**. ISOCARP, on the request of its Vice-President responsible for the cooperation with AESOP, Piotr Lorens, followed this example by committing €3,000. ECTP-CEU has already declared its deep interest in remaining a partner of this successful event. On the basis of the decision of AESOP Council of Representatives taken in July 2014 in Utrecht I will continue – as an AESOP Official – to be responsible on behalf of AESOP for the general coordination of this event and its publication. AESOP and EUSS partners owe a word of gratitude to the graphic designers who have met the highest standards of publications: Paweł Hawrylak (EUSS 2010, 2013, 2014) and Ulysses Sengupta (EUSS 2012).
So EUSS will continue in its aim of giving young

planning professionals from academia, research, policy and practice a place to meet and mix, and a platform to pool and generate ideas, thereby helping to reinforce the bridge between planning education and planning practice.

Planning with communities: **Resistances, contingencies and adaptations**

Introduction to the Workshop 1 during the AESOP Heads of Schools Meeting in Lisbon (March 2014).

Camilla Perrone

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Department of Architecture

This contribution intends to provide a line of reasoning that might contribute both to the planning theory and to engaged planning practices as well, while arising challenging questions about educational programmes and their impact on planning practices. The article considers some conceptual and methodological tools which may provide for responses on how to circulate knowledge and techniques, and interactively build ideas while entering and planning with communities. To do so, some preliminary remarks are addressed to build upon this topic, and develop it more politically. They either anticipate some reflections in order to intersect the contemporary debate on traveling planning ideas through communities, countries, and cultures. The discussion starts from a re-framing of some mainstream questions that need to be re-signified within the contemporary uncertainty in the planning domain. It then explores the shift from a peer-to-peer learning to a peer-to-peer planning while posing some conceptual pillars of planning with communities in the face of resistances that might arise, contingencies that might address the transition, and the adaptations needed in a process of this nature.

Drawing on the teaching experience held in the Course "Living Landscapes. Landscapes for living. Policies, Practices, Images" which won the Aesop excellence teaching award 2013, the author outlines some relevant steps of connecting learning/teaching processes to planning practice.

Therefore the goal in what follows is to present a convincing argument on how to address an interactive "planning with communities".

1. Why should we plan with communities?
Preliminary remarks

The discussion starts from a questioning on some mainstream questions that might need to be re-signified within the contemporary uncertainty in the planning domain.

The very fact that planning has been theorized and practiced in a world of communities implies that any attempt at a general statement about it either depends upon or invites interactions with communities.

Is there a social mission in planning; it is a social phenomenon (Connell, 2010)? What does the political essence of planning influence theories, practices and effectiveness in planning actions community-based (Friedmann, 1987; 2003)? Moreover are the socio-ecological nature and the ethical mission of planning still embedded into the planning experiences under a worldly perspective (Roy, 2009)? These and many other questions invoke a rethinking of the planning routines while exploring the new potentialities of multiple urban and social realities throughout a worldly domain namely the space in which urban theory must be (re) generated –beyond the global North-South divide.
Interest in growing comparisons and critiques on

planning models, and schools of planning thought on the guiding purpose of planning, and its role in anticipating the future, connecting knowledge and action (Connell, 2010), have escalated in an era of globalization, as economic and social assemblies as well as governance structures and configurations affect socio-spatial processes and actions through spatially extensive flows of various kinds.

Nonetheless, some scholars of planning and urban studies have been relatively reluctant to pursue the potential for international research that stands at the heart of this question.

Thus, the contribution seeks to understand why it is that in an intrinsically social and political realm with a never-ending need for thinking across different community experiences, there has been relatively consistent a debate about why we should plan with communities, not just for them (with/for why).

Secondly, through an oriented and selective review of some significant contributions (at least under the author's perspective), the article considers the potential of a peer-to-peer planning approach understood both as learning/teaching and acting gesture. The overall argument presented intends to highlight the role of a planning defined as such in counteracting some mainstream planning domains which either constrain or neglect the "community" mission of planning.

Drawing on the countless efforts to capture the planning implications within communities, the reasoning grasps the central aspects listed below in broad terms. They are placed as theoretical ground on which to design a map of the "planning with communities" issue through a concrete case-study experiment.

The first aspect entails accounting for the points of convergence regarding how *researching the city and entering communities* interweave in getting effective actions and results (McFarlane, 2011). Doing so requires paying attention to the varied agents, methods, relations and institutions through which planning is managed. The second question to be kept on the ground constitutes embedding critical pragmatism as an inspiration assuming the perspective suggested by John Forester in the following lines:

"[…] a critical pragmatism informs not a unilateral but a co-constructed, co-generative or negotiated planning practice, it attends both to processes and outcomes. A critical pragmatist would treat very skeptically, if not reject outright, anyone's claims that attention to process alone, or outcomes alone, could be justified pragmatically in a planning or public policy context. […] a critical pragmatism appreciates multiple and contingent or evolving forms of knowledge, local and scientific, initial opinion and considered judgment, it might help us to listen in a more critical and less credulous way, helping us to learn from and through ambiguity, to learn about interests and values, and to learn sensitively and perceptively as emotions like fear and anger bring new issues into view (Hoch, 2007). Pragmatism teaches us to treat knowledge claims as fallible; critical pragmatism anticipates that—and hopes to explore how—knowledge claims often reflect systematic or structural framing involving continent relations of power (Healey, 2009). Third, we will see, a critical pragmatism can help us to rethink the complexities of deliberative processes by showing us crucial but simple and deep differences between practical processes of dialogue, debate, and negotiation—and so too, correspondingly, between effective modes of practice we call facilitating, moderating, and mediating" (Forester, 2013:6).

Learning/acting planning as third, should be stated as interactive and mutual practice following the very sense of a maieutic pedagogy as it has been conceptualized by Danilo Dolci (1988) in his experience of empowering the Trappeto community in western Sicily[1]. There, learners, planners and community members where most of the time the same persons. Community members learned how to share and interactively produce knowledge, they were in becoming planners as well as learners gaining their "actorship" (Bang, 2005) by working and producing their spaces of life, addressing decisions and local policies.

Moreover, assuming such question drives the reasoning up to include a reflection on the role of planning scholar in the field of research along with in addressing the social change and managing conflicts (Siemiatycki, 2012). As the author says:

"over the past fifty years, a recurring theme in planning scholarship has been to comprehend and categorize the roles, epistemologies, and dilemmas commonly faced by the planning practitioner in society (Davidoff 1965; Eversley 1973; Friedmann 1987; Albrecht 1991; Sandercock 1998). To date, less attention has been given to understanding the diverse roles of planning scholars, and the nature of their relationships with the individuals, institutions, and firms that they study. […]Yet with a few notable exceptions notwithstanding (Reardon et al. 1993; Reardon 2005; Healey 1991; Sandercock 2010b; […] Hopkins 2001), little has been written that comparatively examines the consequences of these varied roles assumed by the planning scholar." (Siemiatycki, 2012:147).

Planning scholars have enormous responsibilities in playing different roles, building a culture of planning with communities as well as consciousness on it both practicing this method and teaching how and why to do it in the educational programs. Not least of all, bringing back happiness onto planning must—and can—help students of planning, planners and communities reconstruct possibilities where others might initially perceive or presume impossibilities. Then wondering why we should plan with communities means latching back to a dense intrigue of questions and implications that need rephrasing and embedding into the discourse as unavoidable and essential issues.

The following points will clarify the relevance of a meaningful encounter between planning and communities while showing pitfalls and challenges the first of which concerns how to circulate knowledge within a community (how to approach a community without imposing a too strong outside view) (Harris, Moore, 2013). Yet another not least important, deals with the cultural and technical implications in "crossing borders" (Friedmann, 2010) of both either consolidated knowledge or way of knowledge within the framework of the epistemology of multiplicity (Sandercock, 1998). As well as crossing borders of European-American planning accounts that have become hegemonic and projected onto other spaces and communities. Planning with communities means above all, enlarging the horizons of knowledge. This is why it is so important to provide lines of analysis and imagination along with learning experiments that might contribute both to academic planning theory and to engaged planning practices as well.

2. Peer-to-peer learning

The course titled "Living Landscapes. Landscapes for living. Policies, Practices, Images" which won the Aesop excellence teaching award 2013 tried to incorporate the questions introduced above in order to connect the learning/teaching process undertaken under an interactive environment, to planning practice.

The Course, offered at the University of Florence and opened up to master and second cycle degrees' students, and young researchers in the field of planning, has been focused, as the title declares, on the importance to know the landscapes we are living-in beyond the barrier of traditional knowledge and deeply working within and towards the communities. Nevertheless it has also been addressed to make students and other participants (planners, activists, professionals, scholars, policy makers) responsible for acting into the communities' environments for co-producing better places to live-in. Drawing on what mentioned above, the interactive work done to schedule the course, has been addressed to create consciousness on how to enter a community, to work within a community, to build knowledge in an interactive and peer-to-peer way, to valorize technical competencies while making it possible for local knowledge to become strategic. Expert knowledge, experimental knowledge and interactive knowledge have been intertwined throughout the course (Dewey, Bentley, 1946; Lindblom, 1990; Crosta, 1998; Fareri, 2009). Defined as such the learning process we have undertaken has been operationally focused as "peer-to-peer learning" to an extent broad enough for its defying feature to entail a wide range of methods, modalities, and techniques.

The course was aimed at creating a scientific arena for arguing on contemporary landscapes as places to live-in. It explored the meaning of living landscape in a time when climate and environment are stressed by natural and anthropic events while arguing on the effectiveness of planning strategies, self-organized actions, local economy and urban policy in a multicultural and diverse world.

Such a wide multifaceted range of issues has been tackled through an interactive teaching/learning method (detailed below) addressed to include as many as possible views and approaches on the changing landscapes. Learners have been offered a peer-to-peer learning that has been experienced through the entire course creating a common learning/teaching platform for sharing problems, questions, and knowledge round trip. Each lecture/seminar has opened up a rich and interdisciplinary debate involving young and senior students and researchers, professors, activists, and professionals from different fields and disciplines. They have been offered the opportunity to reflect on contemporary living practices and the landscape's changing features, under a cross-cutting and trans-generations perspective. The idea of addressing seminars towards such

issues has come from the shared need to investigate the many living experiences evoked by contemporary landscapes features (sometimes ordinary, sometimes unknown) within a new viewpoint of spatial planning, including the idea of the making of territories through everyday practices.

The peer-to-peer process has been driven far enough for students to be able to: (a) understand theory of spatial (landscape and urban) planning and recognize different "schools" of theorization, ranging from radical planning (gender and multicultural planning), strategic planning in a world-wide perspective, to trends and dilemmas of contemporary urban transformations, tools and roles of plans; (b) reflect and theorize deeply on contemporary issues of planning and territorial transformations; (c) recognize different planning tools and their use within the field of "living landscape"; (d) design and/or critically analyse a planning process dealing with spatial planning".

3. Peer-to-peer planning

While it is wise not to use causality assumptions in a manner that suffocates the particularities and unpredictable consequences of actions and practices, there is evidence that the adoption of a particular style of learning/teaching process in planning produces a correspondent style of planning at least at the extent it has been happening over the past decades. For many years deeply embedded notions of planning as the rational control of urban development have been challenged by the reality of complex socio-spatial systems. Many questions have been raised and revolve around the increasing socio-spatial diversity of the individuals and groups living urban environment. Many scholars are questioning about whether it is still possible to anticipate and influence change through fixed plans and conventional institutional setting or it is instead more realistic reframing planning as "strategic navigations" (Hillier, 2011) through uncertainty and conflicts arising from the coexistence of different value-systems. If so, planning could be usefully declined as a mutual and deliberative decision-making process beyond the occasional, participatory practices –even though the best ones. Yet it could be addressed for planning tools and processes to co-evolve into more resilient, innovative, and versatile institutional settings and for progressive planners to recognize the impossibility of control. Ethic and justice (conflict and coexistence) would come back to foreground of a dynamic planning paradigm suited to a dynamic/diverse/unpredictable society. Scholars would stop questioning about whether planning should be resilient to such pluralism rather focusing on how to translate it into practice of governing and planning. In light of such challenging shift new approaches rather than simply methods become central to the critical discourse on planning in the face of pluralism. Thinking theoretically through urban comparison could be of some help in addressing new research on planning under two frameworks: assuming a worldly perspective (Roy 2009) within a comparative approach in urbanism (Robinson, 2011), and learning from urban differences through cultural and geographic diverse environments (urban unrest, conflicts, different value-systems). In addition to this, to make sense in planning theory and experience with (diverse) communities there are at least two strategies to undertake borrowing the Allmendinger's thought on planning theory: first *celebrating differences* to keep debate completely open, and then *reconciling differences* to improve understanding among varying perspectives and planning traditions and culture. Whether celebrating or reconciling, the aim is to value not to eradicate differences (Allmendinger, 2002, Connell 2010). This takes the discourse into the question on how to face cultural and social resistances, how to manage contingencies determined by local settings or unexpected events, and what kind of adaptations are desirable or needed. Planning of this kind would turn more radically to the needs, interests, and potentialities of all kind of actors within communities.

4. Planning with communities and its implications: resistances, contingencies and adaptations

There is evidence that many risks and challenges threaten planning with communities and circulating and travel ideas while building interactive and locally rooted knowledge.

A large literature explicitly investigates the opportunities and the advantages of working with community in the field of deliberative and participatory planning (some seminal contributions are Sandercock, 1998; Forester, 2013; Friedmann, 1987; Healey, 1997). Much

less attention has been paid to the question on how to manage, address and recognize resistances, contingencies and adaptations which shape the impact of ideas when they arrive in a particular locale (Healey 2013).

At least four not unfolded questions could be addressed like follows:

1. How to reverse or escape prosaic routines or in the McCann's word "set of actionable ideas" (McCann, 2011) when facing to diversity, pluralism, and self-organization which is coproducing the urban environments.
2. There needs to be greater recognition that geographical context is more than a background (Peck, 2011). It influences the way in which ideas are transferred, co-produced, practiced by doing beyond methods and disciplines.
3. The flow of planning ideas implies the recognition of ideas that have failed to travel and or have been successfully implemented elsewhere (Harris and Moore 2013, Friedmann 2010).
4. The contemporary change in the very nature of communities and academies' actorship, which is reflected in planning practices.

1. In the 1950s and 1960s, Dolci published a series of books that depicted the desperate conditions of the Sicilian countryside (some of them translated in English such as To Feed the Hungry, 1955, and Waste, 1960). He is best known for his opposition to poverty, social exclusion and the Mafia on Sicily, and is considered to be one of the protagonists of the non-violence movement in Italy.

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AESOP Quality Recognition for the **European Dimension in Planning Programmes**

Preliminary document to discussed at AESOP Heads of Schools Meeting in Lisbon, March 2014

by

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Anna Geppert
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Why?

AESOP's mission is Promoting Excellence in Planning Education and Research. It is our responsibility to enhance the plural qualities of our teaching programmes. Through its categories of membership, AESOP already delivers recognition to planning schools, which share joint values and principles. At the occasion of several debates in the Heads of Schools meetings, it became clear that, in addition to this existing framework, a ***further active implication*** of AESOP is needed to defend, improve and support planning curricula.

For this purpose, we propose to develop a recognition process that will highlight certain dimensions of qualityin our Planning Programmes. **We are now focusing on a specific quality of planning education which enhances the European dimension of planning professional profiles.**

The European dimension in Planning Education:
Future planners that we educate will need to:

- develop an attitude coherent with European values of cities;
- be capable of working internationally, in particular in Europe;
- understand the European context in which their practice is embedded.

For this, planning programmes need to develop:

- The transfer of knowledge, know-how, ideas, between European planners;
- The mobility of students and teachers;
- Teaching experiences that put students in different European contexts in the exercise of planning practice.

Our definition of quality recognition

By quality recognition, we understand making ***the best of the plurality and diversity of approaches of our schools***. The core of our interest is the coherence between the principles, the contents and the way of implementation of a programme. We want to initiate ***a process based on the cooperation (not a competition) between our schools***. Such quality recognition is not to be mistaken for an accreditation, which occurs at national level.

The overarching principles are expressed by :

- The AESOP Core curriculum requirements (the backgroud)
- The European dimension in the planning programme

An incremental approach:

- Developing a concept and methodology proposal. We need ***light, fast, efficient procedures***, that do not generate an excessive amount of work, time and costs.
- Test of the methodology *2014 HOS Lisbon meeting*
- Pilot study with a group of voluntary programmes. *In 2014/15*
- Analysing the outcomes of the experience *2015 HOS meeting*

How does it work? Example procedure

The pilot study is *voluntary* and performed *without cost*.
The pilot schools - who voluntarily apply - deliver a report according to the structure. A panel of 3 reviewers prepares the evaluation for each programme of the pilot schools. Each panel (one for programme) is compound of 2 AESOP academics from other countries (different from the country of the school) and 1 practitioner (to be defined). They may benefit of the support of 1 "cultural mediator", an AESOP academic from the country of the evaluated programme/school, available to explain how it works there. Contacts will be also established with the programme coordinator.

Report structure and guidelines

1. Background (coherence with AESOP core curriculum)

- School description (history, basic information, staff, number of students)
- Programme description
- Annexes. ECTS if applicable, Diploma supplement if applicable.

2. European dimension

- How does the European dimension appear:
- In the courses?
- In practical activities?
- In the final thesis / projects?
- In the involvement of foreign academics and/or practitioners?
- In research activities?
- In international collaborations?

Information for and structure of the Quality recognition report

I - OBJECTIVES OF THE PROGRAMME	
Scientific objectives f the Programme.	Ex specific focus?
Professional objectives of the Programme.	Ex jobs prepared.

II - CONTEXT	
Position in the academic environment (university, etc)	
Team	List of staff and qualifications
Programme structure	Curriculum, credits, etc.
Number of students	

III – EUROPEAN DIMENSION	
In the courses	Examples. Comparative planning. European Spatial Planning.
In the practical activities	Examples. Placement periods abroad. Workshops abroad, study tours.
In the final thesis and/or project	Examples. Comparative or European topics for the thesis. Projects in foreign countries. Possibility to submit in different languages.
Involvement of foreign teachers	Examples. Visiting professors. Reviewers.
Language(s) of tuition	
Relation to research	Examples. Research programmes with European scope and/or funding
International collaborations (eventually joint diplomas)	Examples. Active cooperation agreements. Erasmus. Joint diplomas. Mobility of students, mobility of staff. Summer schools. Intensive programs. Distance learning

Report from the Workshop on AESOP Quality Recognition **for the European Dimension in Planning Programmes.**

AESOP Heads of Schools Meeting & Plaza for Excellence in Education in Madrid (March 2015).

Anna Geppert & Maroš Finka
University Paris IV Sorbonne
& Slovak University of Technology
in Bratislava

1 Context

The workshop was well attended with 45 participants. Anna Geppert and Maros Finka introduced the discussion, presenting the pilot phase of the AESOP quality recognition process:

- A working group on AESOP quality recognition (WG) has been established in 2014 in order to test the interest and feasibility of an AESOP certificate of quality recognition of planning programs. This WG consists of: Maros Finka, Anna Geppert, Francesco Lo Piccolo and Kristina Nilsson.
- After defining a methodological framework, a pilot phase offered AESOP schools the opportunity to apply for such certificate, on voluntary base and without cost. As many as 22 AESOP member schools participated in the pilot phase.
- The WG has met in Bratislava in January 2015 in order to evaluate the submissions and to test the procedure of evaluation itself.
- Globally, the experience appears quite positive. Also, the WG asked the community to discuss the results of the experience and possible next steps.

2. Discussion

The following questions have been addressed by the community.

Shall AESOP continue the process and deliver a certificate of quality recognition for planning programs?

The answer was by majority very positive. Such certificate will support the schools in their national contexts as well as set a milestone in the European recognition of the planning profession, a common endeavour of AESOP and ECTP.

Consequently, the proposal of establishing an AESOP quality recognition will be addressed to the CoRep at its next meeting in Prague.

Are the criteria satisfactory and sufficient to ensure a convincing and fair assessment?

Globally, they are. However, from this first round, it appears that some elements were unclear to the participants, in particular many schools submitted several programs in one application. In addition the discussion underlined the necessity to aviod criteria discriminating the schools acting more nationaly/regionaly than European/internationaly.

Consequently, the WG will clarify the formular before entering the standard phase.

How should the certification be expressed?
The discussion showed the necessity to find the balance between two elements:

1. a single standard of certificate rather than categories, because creating categories could lead to misinterpretations and AESOP has only one definition of quality expressed by core curriculum
2. the effort to express the diversity of our planning programs and recognize the quality of specialisations offered by different programs.

Consequently, the certificate will consist of two parts:

- *A standard section certifying the quality of the planning program according to the European standards expressed by AESOP Core curriculum.*
- *A specific section highlitng the quality of the programs specialisation. In the application, schools will be invited to indicate this specialisation and demonstrate its quality.*

Additional remarks:

- *One specialisation only can be highlited for each program already in self-evaluation application.*
- *The list of specialisations will be developed progressively but shall remain short and clear in order to ensure the visibility of the certificates.*

What should be the next steps?
When a certification process is established, a large number of applications may be expected. The WG suggests that in the next phase, a larger number of colleagues contribute to the assessment.

Consequently, the WG will propose to ExCo and CoRep to transform AESOP Pool of Expert to AESOP Quality Board as AESOP responsible unit for certification
Consequently, the CoRep will be asked to propose up to 3 experts per country for AESOP Quality Board:

- *They should be people who are/have been in charge of a planning program, preferably with an experience in evaluation*
- *They will sign an ethical commitment*
- *The WG will propose a simple set of guidelines to the CoRep*

The composition of the expert panel created from the AESOP Quality Board members for each evaluation must combine the knowledge of the national context, an international footprint, and the relation with planning practice.

Consequently, each application will be reviewed by a panel of:

- *One academic from the same country*
- *One academic from another European country*
- *One practitioner, nominated in coordination with associations such as ECTP.*

The AESOP Quality Board as a group of experts will also be the guardians of the process.
Consequently, they will be collectively responsible for:

- Harmonizing the evaluations, updating the list of specialisations.
- Improving the evaluation process, keeping in mind that it needs to avoid time-consuming bureacracies and remain simple.
- The CoRep remains the decisional body with regard to any important evolutions in the quality recognition.

While members of the working group wish to retire from the next phase, they are aware that a transition needs to be done and therefore suggest that:

- one joint meeting is performed with the WG and all panel members (autumn 2015),
- one member from the WG acts as chair for the first mandate of the experts.

What about the first applicants?
The discussion suggested that they should benefit of the quality recognition certificate as soon as it is established.

Consequently, the WG will:

- *Before July 2015, return to the applicants asking for complementary informations and/or clarifications if relevant.*
- *If the CoRep agrees on the certification, prepare the mock-up of certificate so that it can be delivered to the members.*

Challenges of Planning Education **in Times of Globalization**

Originally presented at the Workshop 3: Educational Contributions to the Global Planning Agenda 10th AESOP Heads of Schools Excellence in Education
Enhancing International Cooperation in a Connected and Divided World
Madrid 13 March 2015

Klauss R. Kunzmann

Introduction

In times of globalization, planning education is confronted with new challenges. In many countries, traditional urban and regional planning is losing its political importance. The influence of local, regional or even national governments on global financial players is limited. The politico-administrative environment in which planning is carried out to prepare for the future is hampered by market-led rationales of economic development. Planners in cities and regions are confronted with a growing complexity of economic, environmental and social conditions. A regulatory system, which they can hardly influence, new smart technologies, which are dominated by a few global corporations, and the rising influence of civil society on planning frame their actions.
How to educate future planners for such challenges? How to bridge global developments and local requirements? How to deal with the impacts of new smart technologies on cities and citizens? How to cope with the growing institutional pressure, planning schools all over Europe experience at universities to reduce staff, while increasing the number of students?

The purpose of the following essay is to briefly discuss which challenges planning schools in Europe are facing in the decades to come, times of increasing globalization and mainstream market-led policies. When talking about planners, we talk about planners who work as professionals in cities and regions in public institutions or private enterprises, not about the small number of planners who teach or do research at universities. Planners are professionals, who are doing the complex work of planning under the complex politico-administrative and socio-economic conditions to create living spaces for people and suitable locations for enterprises.

Planning education in search of a sustainable concept

There is no global model of planning education! There is not a one-world approach to Planning Education. Planners in the US, Italy, Poland or Australia, have to be educated differently from planners in China, Kenya or Peru, even if there are some very general theoretical and methodological foundations that professional planners around the world have to understand. Conditions and challenges of planning education differ from country to country. What differs are:
higher education and professional accreditation;

- the way quality in university education is controlled;
- the structure of secondary education and the procedures of getting access to higher education;

- the age and language capabilities of students entering higher education;
- the image and the standing of university staff in the society;
- the rules of mobility between universities, for both staff and students;
- the established system of recognition and accreditation of university courses;
- the academic recruitment rituals of universities;
- the paths university graduates find their way into the profession;
- the way how continuous education and training for planners in practice are organized;
- the regional research traditions outside universities;
- the regulatory framework of civil servant recruitment and promotion in a country;
- the power established academic disciplines exert;
- the role of alumni organisations in university promote the attitudes of the private sector towards universities;
- the ways research findings are documented and published,
- the structure of the academic book market.

Such and more conditions influence the operation of planning schools and the formulation of planning curricula. Political milieus, legal systems and law enforcement differ from country to country. Planning in Europe is still done under different administrative systems and the recognition of the profession has evolved under quite different traditions. A European wide regulation of the profession is not desirable. It would endanger the diversity of planning cultures across Europe. Moreover, experience shows that **even within Europe, schools of planning do not agree which competences professional planners should have!** Planning is still understood quite differently from country to country from dominating discipline to discipline. For architects, planning is often just planning for a few houses; for most economists planning is still linked to socialist ideologies and inefficient state intervention into market forces. Though, one should not forget, planning education aims to teach students how to plan for people. It is not education for planning educators, planning theorists or for authors, writing scholarly essays on planning. It is education for planners in public and semi-public services, private enterprises or consultants caring for people's liveability in cities and regions. Propositions on appropriate planning education, have been described in numerous books, hundreds of documents and thousands of papers on planning education over the last fifty years. It seems that planning education is being continuously re-invented. Many papers on planning education just reflect the individual path to planning to a next generation of planners. A document worth reading reflects 50 years of changes, changing images and challenges of the profession of city planning in the United States (Rodwin, Sanyal; 2000). The most recent comprehensive review of 21st century study programmes of planning education in Europe has been published 2014 in Progress in Planning (Frank *et. al.*, 2014).

Since AESOP has been established in 1987, a number of documents on planning education have been published. They aimed to guide planning schools in their efforts to offer programmes and curricula, which meet the expectations of continuously changing planning practices. Among them are the following publications:

- In 1990 AESOP published a report *Towards a European Core Curriculum in Planning Education* (Albrechts, Kunzmann, Motte, Williams; 1990)
- İn 2008 AESOP launched an initiative *Towards a European Recognition for the Planning Profession* (Geppert, Verhage; 2008).
- In 2010 AESOP published a discussion on *Quality Issues in a changing European Higher Education Area* (Geppert, Cotella; 2010).

Recalling all the hundreds of essays on planning education written during the last century, one is tempted to assume that everything has already been said in numerous variations (see Rodriguez-Bachiller, 1988, Kunzmann 1985, 1991, 1999a, 1999b, Udy 1991, Rodwin, Sanyal; 2000, Friedmann 2005, Robinson 2011, Frank et al., 2014). Nevertheless, the discourse on the right approach to planning education will continue with one generation of planning educators following the other.

In some European countries, for example, the debates about the right approach to planning education and the role of planners are still boiling. In Germany, for example, the architect-planners are complaining about the qualifications of planners, who are not trained as

architects, Obviously, they are concerned about the gradual takeover of generalist planners in the field, particularly in planning practice. More recently architect planners are trying to regain their lost territory in the public and private "market" of planning competence by raising the flag of the art of urban design and by complaining about the loss of the aesthetical dimension in urban planning. Ignoring the reality of planning in the beginning of the 21st century, they wish to bring planning back to architectural schools, or even to reduce planning education to trendy urbanism and design education (Krau, 2014).

Offering interdisciplinary and comprehensive planning education in a university is a continuous struggle for resources, staff and for space. Planning schools are not important to university presidents, when it comes to international rankings. University managers link decisions on quantitative indicators, on the number of students, the acquisition of research projects or on the publication productivity of staff. Hence, planning schools will always have to find supportive strategic allies to support their mission, either within a university or in the region. One strategy could be to find friendly allies and to offer planning courses in other degree programmes within a university, e.g. in schools of business or public management, law, civil engineering, economics. This could communicate the rationale of planning and the underlying social or environmental goals to future professionals in other fields of urban development. Just by replacing two words, the mission statement of a highly ranked European Business School could as well be a statement of a planning School (WHU 2015). On its website, the School proudly states: *"We pursue our mission in particular by:*

- *combining academic rigor with practical relevance;*
- *attracting and developing high-quality researchers;*
- *creating a stimulating, intellectual, and international environment;*
- *fostering holistic [entrepreneurial] thinking and acting;*
- *encouraging responsible leadership and teamwork;*
- *emphasizing the global dimension of society [business] ; and*
- *contributing to the society at large."*

This is what planners do as well. Planning schools **should be more self-confident.**

Planning Education 2015: Six Concerns

When reflecting about planning education in the years to come six concerns come into mind:

1. the implications of the Bologna Agreement on planning education in Europe,
2. the importance of language in planning education,
3. the daily growing information overload,
4. the potential implications of e-learning,
5. the evolving challenges of smart technologies in city development, and
6. the challenge of educating Chinese students in Europe.

1. Planning Education after the Bologna Agreement

In 1999, in order to improve student mobility in Europe, the member States of the European Union agreed to create a Pan-European structure of higher education. To strengthen the idea of Europe, to overcome the different national systems, and, based on the established Anglo-American model of higher education, they decided to promote three-to-four year undergraduate and one-to-two year graduate programmes. This was done to shorten times of basic higher education, raise the number of graduates, make university courses in Europe more comparable, introduce a competitive element into "parochial" national systems of higher education, and make it easier for students to enrol and study in another European country. All this could be achieved at much lower transaction costs for the public sector (at least, that has been the expectation of the initiating desk officers in national ministries responsible for higher education). A more hidden rationale of the Bologna Agreement has not been spoken out. By streamlining the studies, students, while studying, should not have time during their studies to do other things, such as earning money for a life beyond student dormitories, or even organize politically motivated movements.

The Bologna Agreement had many positive, though also some negative impacts on planning education (Kunzmann, 2004). Undoubtedly, BA or BSc students all over Europe now have an even better chance to continue their studies in another country, at another university in another disciplinary field. The new European-wide structure of higher education facilitates intra-European mobility and allows planning students

to select universities, select their favourite study environment and chose specialized courses. In addition, the Bologna Agreement, well-linked to Erasmus and Socrates programmes enables students to combine degrees of different disciplines or to add selected disciplinary knowledge to their planning competence. Studying abroad is an adventure – and studying planning abroad is also an expedition into uncharted territory. The territory is both a broad academic field and a professional field, which John Friedmann has characterized as follows:

"As a professional field, urban planning (as well as regional planning, added by the author) is an institutionally embedded practice. It is also a practice that is inevitably interwoven with politics, with ongoing conflicts over the allocation and use of public and private resources. Thus politics is institutionally embedded as well. It follows that the activity of planning is understood and practiced differently in different institutional settings that vary significantly across countries and even cities. Moreover, within any given setting, planning must continuously reinvent itself as circumstances change (Friedmann, 2004)."

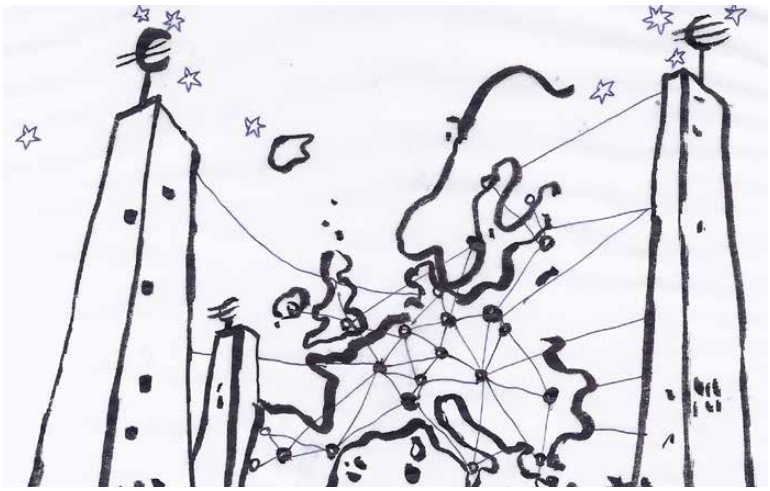
The Bologna Agreement, last but not least, facilitates the mutual recognition of degrees in Europe. This new flexibility is very positive. It will lead to further intercultural understanding throughout Europe. Experience has shown that Italian, Spanish, Scandinavian, Polish, Dutch and German students (in contrast, however, to UK students) are benefitting from this opportunity. They are eager to learn or practice another foreign language and get a glimpse into the planning field of another European country. The Bologna Agreement has also encouraged universities across Europe to offer master degree courses in English to raise the intake of foreign students and to lift the international reputation of the university. All this is a huge asset.

On the other hand, there are some negative implications of the ambitious project. The Bologna Agreement forced planning schools on the continent to adapt and to transform their curricula from established five-year programmes to three plus two, or four plus one, respectively two cycle programmes. Many planning educators on the continent would consider this structural change to have brought about negative impacts on planning schools and planning curricula. In Germany, students are now under much more pressure and have less time to explore their own individual strengths and interests, and to develop their individual personality. Classroom teaching has returned and research-based learning has vanished. In many German universities, the transition has caused considerable administrative transaction costs. The transformation was eating up the time of staff and reduced their time commitment to education and research for years. In addition, the Bologna-targeted transformation of higher education in Germany came with the loss of the engineering title in planning education. In a country, where engineering degrees are highly considered, this change has lowered the profile of planners in the university, in professional practice and in society as a whole. It has also opened the door for merging planning departments within a university to save staff and to reduce budgets. The Bologna Agreement has made it easy for universities to offer one-year courses in planning, or in curricula, which claim to prepare for planning practice or research. However, as planning, like medicine, is rather a holistic field of practice, it is easy to understand that the competence of planning cannot be learnt in within a one- year programme. What can be learnt within a year is just a first glimpse on the complex challenges of the profession.

Experience shows another unintended development. Establishing a one-year programme, even with only a few staff members and scarce resources, and convincing university presidents of boards has become comparatively easy, though it does not make sense to train architects, economists, geographers or even philosophers in only 12 months to become planners.

The Bologna Agreement is established. Universities of Applied Sciences in Germany (the former Polytechnic Schools) benefitted from the Bologna project. There is no way back, though some more creative countries (like Italy and Greece) have found compromising ways and means to retain some features of their traditional systems. Planning schools all over Europe have to live with the new system. It will take them years to establish new balanced curricula and revise mistakes, which have been made, when changing too

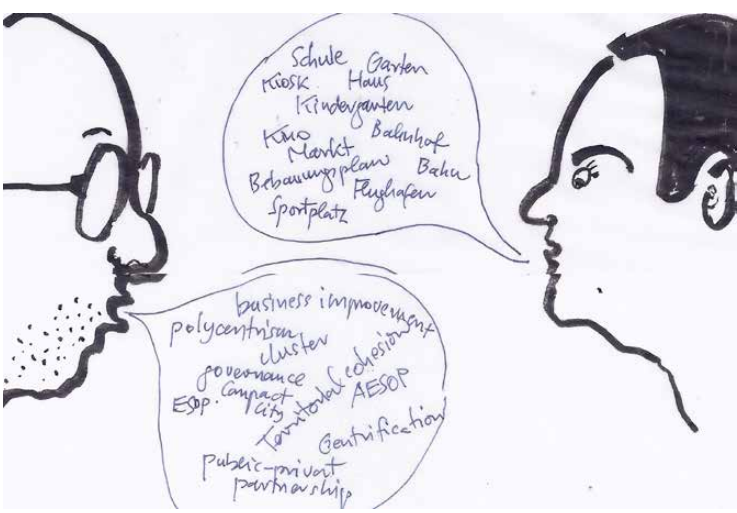
rapidly from traditional to new curricula structures. The diversity of pathways into the planning profession will further increase, as will the need to assess, control and certify degrees.



2. The language of planners

As lingua franca English is a wonderful thing. It allows one to communicate independently from national language barriers. Without using Latin as lingua franca in Europe, science and technology would not have developed so rapidly. Though there are some implications: language is a crucial dimension in planning (Kunzmann, 2014a). Planning requires continuous communication with politicians, stakeholders, target groups and people. Planning students, wishing to work in planning practice in their country have to learn how to communicate with people and stakeholders, with politicians and real estate managers. They have to be taught in the local language, the language of citizens and public sector officials, the language of law makers and politicians. Local conditions differ from international conditions, even in times of growing globalisation. And for some decades to come, urban development in Europe will remain a national task, even in global cities like London or Paris.

Language increasingly divides academia and planning practice in countries outside the Anglo-American community of planners. Why? The acceptance of English as the scientific lingua franca is widening the gap between planning academia and professional practice in all those countries that do not use English as the means of day-to-day and face-to-face-communication with citizens, stakeholders and political arenas. As it cannot be expected nor seriously be postulated that the planning environment abolishes local and regional languages, the language bias has to be questioned in those disciplines where language is more than just a way of describing scientific advancements or expressing new ideas. Planning is a discipline, which is using language as a means of communication to achieve progress in sustainable spatial development, to improve liveability for people in cities and regions. Hence, planning has to be taught in the language of the people for whom planning should serve, and in the language of professionals in public and private institutions, who prepare political decisions. Promoting public participation and relying on English as a means of communication, does not make sense, neither in Italy nor in Germany or France. Regrettably, in many countries of Europe, the use of English is widening the gap between theory and practice. Due to the hegemonial character of English, planning theory tends to become an Anglo-American domain. As any theory in planning derives from and reflects conditions in the country, the rest of the non-English speaking world is influenced by planning theories, which may not be valid in other cultural planning environments. Planning theory is not necessarily just English planning theory (Kunzmann, 2004).



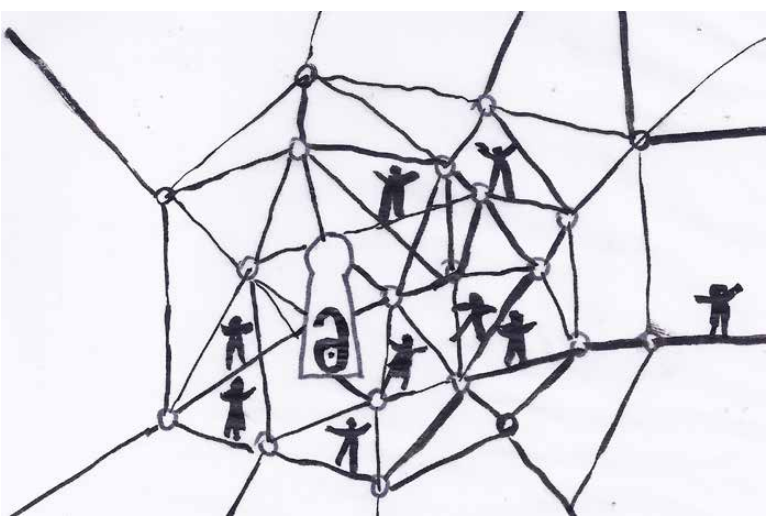
There is another consequence of the English hegemony in academia. University ranking is very much based on the number of publications in recognized and refereed international journals. As such journals are

English language journals, planners are forced to write their papers in English, and to write it on mainstream themes, accepted by the editors of such journals. Papers that may be good for the international reputation of the author, however, do not necessarily contribute to the advancement of planning practice locally. The local or national planning community does, as a rule, not read them. This creates a dilemma. While the 25th paper written on spatial clusters, following on and referring to an international mainstream field of planning may be considered as a valuable contribution to advance knowledge in international circles, it may be totally irrelevant for the practice of urban development in Portugal, Slovenia or Finland. In contrast, a paper on the difficulties of introducing sustainable dimensions into a local policy arena in Austria or Poland may not be accepted by the same journal, because it is not innovative and does not contribute to the ongoing thematic Zeitgeist debate. This dilemma is further supported by the fact that publishers from the Anglo-American world dominate. Planning educators have to publish in English to be promoted, practitioners in the local language if they wish to improve planning practice in influential positions. The best students will read English, the others just local textbooks. In turn, fewer and fewer textbooks for local planning will be written in a local language. This widens the gap between theory and practice, between researchers and educators even further. Essential local planning theories will be more and more neglected or even forgotten. As a consequence, the gap between academia and planning practice is widening, and planning academics gradually lose their traditional professional communities. In the end, the dominance of English may even lead to the disappearance of planning as an independent academic discipline.

Undoubtedly English as lingua franca opens windows of parochial regional planning communities. Learning from rich English experience, it will enrich the understanding the complex dimensions of planning processes and mechanisms, as communicated by English literature. It is certainly not only a one-way street (Crey, Wilson; 2005). Planning achievements elsewhere will also be absorbed by the Anglo-American planning community, at least when written in English. The efforts of the European Union to communicate best practice in regional development in major European languages are a good means to overcome the language barrier in Europe without surrendering to theory and practice in the Anglo-American community of planning.

3. Information overload, information management and access to information

In the evolving knowledge society, information will be, more than before, the main resource of development. Information has become a challenge, and a business, too. Exploding information and access to information through electronic media will both facilitate and burden planning and planners in their academic and professional work. More and better quantitative and qualitative information will be available to develop and assess appropriate strategies for city region development. Such information will either be open and free, available for all being interested and involved in planning processes, or access to information will be restricted and costly. Those, who collect, compile, structure, analyse and interpret the information, will charge for access or, as it is already being done, even charge researchers for disseminating theirs via the worldwide web. The ongoing professionalization of information management will affect planning researchers and practitioners at all levels.



The selection of appropriate and useful information will be a challenge for planners. It will require new informational and communicative approaches. Future challenges of planning curricula will be: How to select information and in which language? How to get access

to significant and useful information? How to get access to open information? When teaching planning, such challenges have to be addressed. Reading lists, focussing on narrow subject areas are just one traditional way to communicate the selection of information. Other approaches have to be developed and assessed, probably better by learning by doing in the context of problem-solving approaches to urban or regional challenges than by classroom lectures. It could well be that the planning community will have to develop a new profession, the profession of information brokers, who provide tailor-made information to researchers and practitioners. This will follow the model of professional planning moderators, which the community of planners successfully established in recent years.

A related challenge is the open access to information. With declining budgets for university libraries, an exploding number of books and journals (planners have to write more, but have less and less time to read), the escalating costs of books and journals and the emergence of electronic publications, the modes of access to information are changing. It has become more and more difficult to find open access to information. Open access to publications, however, should become the rule in the global planning community. Otherwise, planning research will be more and more concentrated in a few global elite universities, which can run generous libraries and afford to support researchers having free access to information.

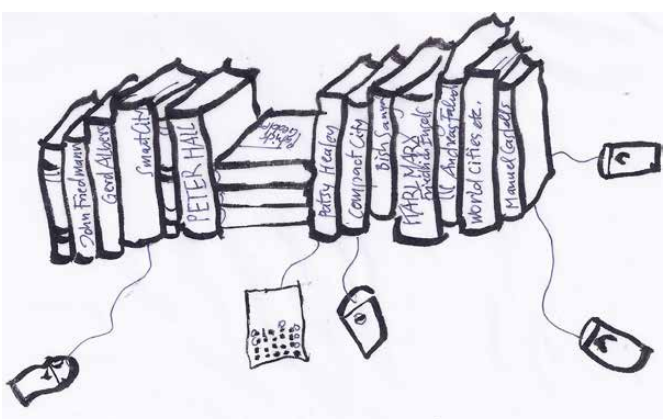
4. E-learning, an option?

New information and communication technologies will revolutionize education and training traditions. In the much acclaimed era of the knowledge society, such technologies will offer new opportunities and possibilities to address the multiple challenges that institutes of higher education have to face. Not surprisingly, more and more voices call for the introduction of e-learning programmes in higher education. In recent years, e-learning has become a business for a few public and some private universities and educational institutions. The new mode of education has been initiated and supported by ambitious technology freaks, university presidents and business-and media minded academic stars. With relatively little effort, educational programmes can be offered via long-distance education. The movement started with professional training on specialized contents for single target groups. It is followed by further education modules on top of undergraduate or graduate degrees. In the end full-time e-learning bachelor and master degrees can be envisaged and offered on the worldwide educational market. As a rule, admission fees for e-learning courses are cheaper than fees for traditional university degrees. Timing is more flexible. Programmes can be taken and followed in evenings, over weekends or during holiday times parallel to commitments in professional or even academic positions. University presidents sympathise with such new opportunities. Assuming that e-learning can relieve academic staff from routine teaching and free them for research and for acquiring research contracts, they see a chance to cut costs for staff. They may argue, too, that good e-learning modules will improve teaching quality and consequently raise the reputation of the university. Benefitting from the insatiable global interest in Anglo-American higher education and the global lingua franca, university presidents from highly ranked elite universities in Anglophone countries will market their image and strengthen their influence by offering e-learning courses and certificates to students from around the world. Global (English) publishers will welcome such development. It will support their interest to sell products in the market and dominate the respective field. This is also an interest international development agencies tend to articulate to strengthen their influence and reach target groups in peripheral regions. Planning is just a very small segment in this expanding market. Though all the arguments mentioned above, are valid, too, for planning programmes in urban and regional/spatial planning, public management, housing or real estate development. Given the dominance of English as a global language, it is obvious that e-learning courses and modules will mostly be written in English. This again, unavoidably, (see above) will have an influence of the contents of such efforts. Mainstream global contents will dominate, while local and regional requirements will be neglected.

How can planning schools, how can AESOP respond? A few principles should guide planning schools to react to the emerging e-learning expansion. One such principle could be that no such programmes are offered leading to a basic bachelor or general master degree in planning,

while special modules deepening competence in fields of specialization (e.g. application of smart technologies in urban development) or updating outdated competence in urban management, could very well be taught in e-learning mode. E-learning is certainly one option in continuous planning education programmes. Based on experience that **obligatory face-to-face education is crucial when preparing planners for work in the professional world**, should guide the decision of schools before entering the global race.

Would there be a role for AESOP? Yes, AESOP could start an initiative to develop a long -term project setting-up a European framework for e-learning modules on specialised fields of planning. Together with the framework, principles should be formulated of how these modules should look like, to which target group they should be addressed, how they should be structured and developed, and, this is the most important principle, how they should respect different planning cultures in Europe. Such modules could be developed for selected planning fields, such as *European Spatial Planning, Urban Planning in France, Spatial Planning in Germany, Community Development in Sweden, or Urban Regeneration in the UK*. A pilot project, developing such a module, could be initiated and carried out, communicated to member schools and, revised to improve the module and raise its value for the target groups in mind. In the past, some efforts have been undertaken by the European Commission in that direction, when commissioning reports, such as the compendium of planning, though not yet with an the ambition to establish and sustain e-learning modules (CEC 1997).



5. Smart city development*

Since the beginning of the 21st century, the smart city concept is receiving considerable interest and attention among media and local governments, searching for popular visions for urban development (Kunzmann, 2014b). Very much promoted by industries that are eager to promote and sell their high tech and ICT products, the new paradigm of the smart city has emerged, based on GPS, i-Phone, i-Pad and similar technologies. Being smart is on the urban agenda, on the agenda of city mayors, city planners, and city builders, in cities in Europe, such as Vienna or Berlin, and in China, were more than 80 cities have recently been selected as pilot cities for smart city development.

The interest in smart city development tells that in the beginning of the 21st century, a new era of infrastructure development is evolving and a new group of professionals made up of information and communication specialists is entering the stage of urban development, similar to urban developments a century ago. They are the new urban engineers, designing and implementing new urban communication networks, without which the cities would not any longer be able to organize e-shopping and mobility for young citizens, and public services for elderly in urban and rural areas. The technology driven products and services will certainly change urban life. They will force local governments to act. So far, it seems, only very few cities have recognized and are hardly prepared to deal with the new challenge and to provide the expertise they need to negotiate with the economic drivers of the new technology.

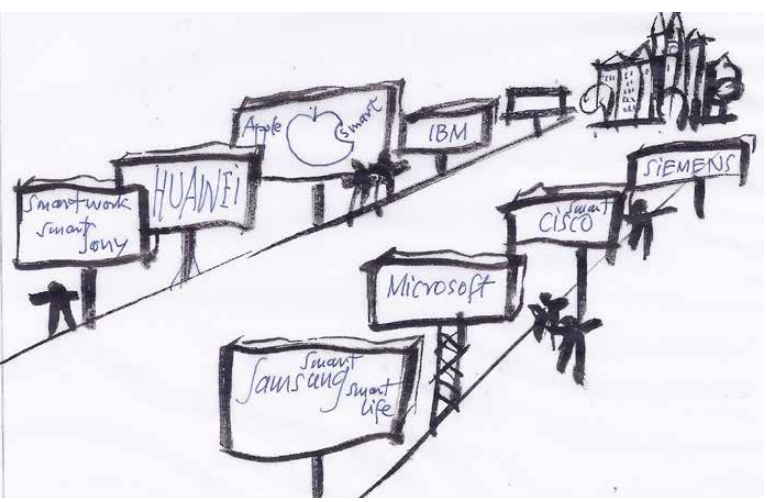
The emerging smart city paradigm will add another dimension to urban development, and with this paradigm a new type of urban planner will enter the stage, the smart city grid planner. While traditional planners are discussing with citizens about how living spaces in the future should look like, the new planners, together with powerful global ICT corporations, are busily working behind the stage to develop a totally new urban infrastructure for the smart city. The brains behind all that reside in Silicon Valley.

The smart city paradigm is in a process to conquer the minds of architects, and urbanists, mayors' policy

* Note: This chapter relies in a great extent on an article, written by the author, published in CRIOS in 2014.

advisors, politicians and CEOs of large international corporations, as well as millions of young urbanites, trapped in the hassle and information overload of daily urban life. The concept is gradually entering public and academic discourses on future directions of urban development. The temptations of new mobility, information and communication technologies offered by the software and communication industries are too strong to resist. The technologies are in the hands of a few global corporations and their regional subsidiaries and partners, who cannot be influenced locally and regulated by single national governments. The Smart City is both a promise and a temptation. Whether they are young or old, citizens can expect that the easily accessible technologies can increase their individual quality of life, make their life easier or more enjoyable. The smart city paradigm, clearly, has both a good and a dark side.

Smart City promoters argue that they aim to make life more convenient for all citizens, whether they are rich or poor, old or young, privileged or underprivileged. Before too long, the advocates of the Smart City's paradigm claim, all citizens will be equipped with i-Phones and i-Pads. Then they will have ubiquitous access to a plethora of related public and private services, provided by daily improving application software. Such software will allow them to get, wherever they are, and 24 hours a day, all the information they require to use public transport, to find an empty parking lot or a car-sharing location; to find a doctor or a nurse, to make business, to meet friends as well as old and new partners, to find reasonably prized or designer hotels, to get access to affordable apartments, to sell whatever they wish to sell or buy consumer products they wish to buy at a cheaper price or in another quality, now or later. The new technologies offer an endless range of applications. The promoters of the smart city promise that using smart technologies will make life in the city better and more enjoyable. They can easily convince mayors and decision-makers that (only) smart technologies guarantee human survival in a complex world, in compact digital cities.



There is, however, also a slightly darker side to the smart city concept. It is not the access to this technology – in the long run, everybody will have affordable access to it, and the problems of computer illiteracy will be overcome in the next generation – it is rather the extreme dependency on technology, and on corporations dominating technology and related services. Sooner or later, society will not be able to manage any more to live without the ITC based services. Like addicts, or chronically sick patients who are suffering a lot from the lack of some substance, respectively the medicine they are relying on, citizens will become sick, if the access to smart ITC services is cut-off. They will soon forget how to survive in cities, once smart ITC technologies are not available any more. Moreover, the concentration processes, which characterize the global market of smart technologies, are threatening. New monopolies are emerging, which make it impossible for other players to enter the market. The large corporations of the ITC industry will use their power not just to increase their global dominance and profits. They already have the power to influence and manipulate local and national governments. Based on their almost unlimited financial resources, they can easily bypass any public control by the public sector or the organized civil society and their non-governmental organizations.

There are still many yet unknown social and economic implications of the introduction of smart technologies into city building. The impacts on community life and personal mobility, on the local economy and the future of city centres are strong once e-shopping becomes more and more popular. The increasing role of logistics in city development is a challenge, and, last but not

least, the qualification of the planners of the public sector, who have to contract-out the new technologies to private sector enterprises, providing the ICT technologies and all the related hardware and software. While the technical urban infrastructure, built at the turn of 19th century, has a long lifetime, the new technology is soon outdated and has to be replaced continuously. This brings about new challenges to city management and managers, to city utility corporations, being the key providers of the public segment of the new technologies, and to more and more constrained city budgets. The public sector will have to carefully monitor the social and spatial implications of fashionable smart city technologies. The gradual introduction and the potential flooding of more or less useful smart technologies in cities is unavoidable and cannot be stopped. Future urban planners, however, have to be aware of what is gradually emerging in their professional field. Planning schools will have to reconsider their curricula, to prepare their students for the new challenge.

6. Accommodating Chinese planning students in Europe**

In a society, which has been formed by Confucius, education has a high value and esteem. With the economic rise of China as a world power, the number of Chinese students studying abroad has risen considerably. In 2010 (in 2000: 57,520) 132,839 Chinese students studied in the US, 83,930 (12,777) in the United Kingdom, 56,840 (14,529) in Australia and 37,368 (5,767) in Canada. While countries, where English is spoken as a native language are first choice amongst students (and their parents) and have first priority, other countries follow slowly: 24,746 (6,553), in Germany, 5,500 in Spain (2003: 500) or 4,370 (85), in Italy (DAAD 2010).

Higher education abroad has always appealed to Chinese students and their families. This interest is a combination of factors. The importance of education is deeply embedded in the Confucian culture, with higher education garnering particular esteem. Since the national government started promoting higher education, the number of universities in China has exploded. Since the government changed its policies towards higher education in the late 1990s, university enrolment has mushroomed. Hence, there are manifold opportunities to study at home. Nevertheless, for many reasons, Chinese students make every effort to study abroad (Kunzmann, Liu; 2014).

What is behind this enthusiasm for a western degree? Access to highly ranked universities in China is limited and very competitive. Lower ranked institutions of higher education are seen as places that reduce the chances for finding an attractive job or entering a successful academic career. The fame of US and British elite universities, reflected by the frequently published ranking lists in China, attracts interest in studying abroad. Additionally, the command of English as a second language is a welcome by-product of a degree from a university in an English-speaking country. Finally, playing with the idea to start a new life beyond the boundaries of China is an additional motive. Whatever the individual reasons are, considerable efforts are undertaken to be accepted by a foreign first-class university, get a national or international scholarship, or to convince families to cover the considerable costs of studying abroad. Liu Jian from Tsinghua University in Beijing gives three more reasons (Liu Jian, 2015):

- *As modern urban planning was born in Europe and the US and introduced to China after the late 19th and early 20th century, it is probably a rational choice for Chinese to go to its birth place to have a better understanding why it was born there and why it evolved into what it is today.*
- *As China lags behind European countries and the US in terms of urbanization, it is always believed that Chinese cities can learn from the experience of European and American cities.*

In the past decades, openness and internationalization have become important strategies for China's high education, which can be seen from the policies of encouraging Chinese students to study abroad (like the programs run by China Scholarship Council) and permitting foreign universities to set up branches in China in collaboration with Chinese universities. This greatly facilitated Chinese students to study abroad.

There are no figures, how many Chinese students study planning, architecture or geography or civil engineering. However there is evidence that the number of Chinese students studying planning in Europe has grown in recent years. Some planning schools, i.e.

** Note: This chapter relies to a great extent on an article, written by the author and Li Yuan, published in disp: The Planning Review in 2014.

at the University of Liverpool, the University College London, or the University of Cardiff, are experiencing a significantly growing number of Chinese students. Though, despite their long-standing experience in tutoring international students, even British universities are confronted with new challenges.

Planning schools in continental Europe are not well-prepared to deal with the influx of Chinese students. Only schools in the United Kingdom, which have a long tradition of welcoming overseas students, have started to adapt their planning programs to students from China. Some have even recruited Chinese academic staff to better bridge the European and Chinese planning cultures in teaching and research, such as the Universities of Cardiff or the Bartlett School of Planning at the University College London.

In China, planning, particularly urban planning , is still seen as a technical and design discipline, firmly embedded in schools of architecture. There, as a rule, urban planning is taught as a professional discipline, which locates urban functions, defines functions, heights, and density, and then structures the physical form of cities and quarters by designing urban roads and the location of public buildings, flagship projects, urban parks and recreational grounds. Only slowly, with the challenges of sustainable development and urban regeneration, are perceptions changing.

In contrast, planning in Europe – at least outside the domain of architectural schools, is more and more seen as an interdisciplinary discipline, where:

- the dimensions of social, economic, political and environmental sciences have to be combined with competence in technical and management capabilities,
- political environments require and determine compromises between public and private stakeholders, and where
- civil society is more and more involved in planning and decision-making processes.

These characteristics have been shaped by the political and institutional settings in European countries. Consequently, the expectations of Chinese students studying planning in Europe may be met with disappointment – or confusion.

But what are the challenges of teaching Chinese students in Europe? What are the concerns? A few observations may give a first glimpse into the difficulties of educating planners from another cultural and socio-political context and the difficulties of learning planning in another cultural environment:

- Language matters:
  Teaching the complex field of planning to an English graduate with full capability to read and communicate is already a challenge. To teach planning to a Chinese student, who has just received his bachelor degree in architecture, a discipline where images are more important than language, and who has only a basic knowledge of high school English, is certainly more demanding. This similarly applies to schools in other European countries, pushed by university policies to offer courses in English. Unless native English speakers are engaged to teach planning (and this is rarely done), classroom communication may even be more constrained.

- Context matters:
  The conditions of planning in Europe and China are quite different. With a few exceptions in European city regions, urban growth is stagnating or has even come to an end, while China, having just passed the 50 percent urbanization point, is still facing considerable urban growth. This makes a major difference when planning for urban and regional development. In practice, planning for growth differs from planning for decline. The environment of planning and decision-making is different. Interventions into ongoing development processes differ. The (hidden) civil society in China differs from the one in Europe. The instruments to implement planning objectives available in one context, may not be available in the other.

- Planning bridging theory and practice:
  Planning is an action-oriented discipline bridging theory and practice. While planning theories could be considered as universal (though there are arguments that even this is not correct), planning practice differs from country to country. Planning cultures are rooted and embedded in different

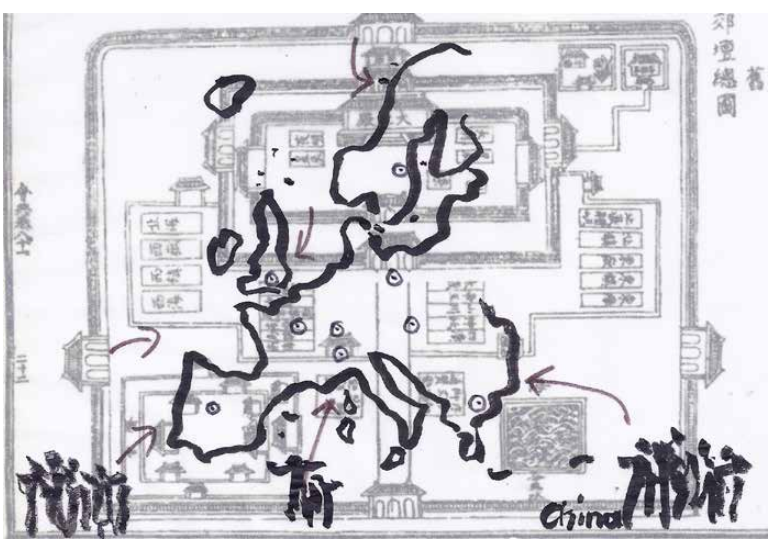
socio-cultural, politico-economic and legal environments. They do not allow an easy transfer of approaches, strategies and solutions. Obviously, given the present political context of urban and regional development, this particularly applies to China. Theorizing the need for public participation in Europe and learning about approaches to manage participation processes in European cities, for example, is one concern, involving citizens in planning processes in China, and using another language, is another one.

- Trendiness of academic discourse:
  When it comes to planning, trendy academic themes tend to dominate the academic discourse in Europe. Whether such themes also apply to the conditions of urban and regional development in China, and whether the approaches and strategies taught in Europe are appropriate for addressing the challenges in China, often remains un-reflected. To translate mainstream European concerns to conditions in China is left to the students, who have too little knowledge about the contextual rationalities of planning and decision-making processes in the different socio-political environments. On the other hand, Chinese students, who are willing to address the particular discourse being discussed in China, would require a wider mind-set and more flexibility from their tutors.

- No time for teaching?
  Teaching foreign students requires experience, sensibility, and an understanding of cultural differences. It also requires time and patience. Given the pressure on universities to demonstrate excellence in academic research (proven by publications in refereed academic journals), teaching is not given the highest priority. Teaching tasks are given to junior staff or to staff members who can easily communicate with foreign students, though they do not have much teaching experience when it comes to covering achievements in local planning or regional practice. During the one-year master's courses, this is a particular challenge.

- Sticking together:
  When working on projects in European courses, Chinese students are often left to fend for themselves. Quite often, for multiple reasons, such as language, high school networks, student accommodation, lack of curiosity, or classmate networks, European students are not quite open to intercultural dialogues and cooperation. Consequently, to survive in the foreign milieu, Chinese students stick together in the classroom, in student accommodations, when working on assignments, while cooperating in studios or preparing for examinations – and even more so when enjoying Chinese food or having fun on the weekends. Such involuntary practices do not support a deeper understanding of the culture in the host country in which the planning approach is embedded.

All these observations and concerns may explain, why it is difficult for planning educators, to develop appropriate courses for students from China. And what is true for China may be valid too, for students from other Asian countries. As a rule, relevant Chinese or even English language literature on urban and regional planning in China is not available or not accessible, unless educators with a Chinese background are involved in classroom teaching. Moreover, there is not much literature on the transferability of planning thoughts, methods and strategic approaches. What to do? Under given conditions of higher education in China and in Europe, there are no easy formulas. Larger planning schools in Europe may be able to address this particular educational challenge and explore potential pathways to improvement.



In the end, one has to consider and reflect on whether it makes sense at all to pay particular attention to the rise in the number of Chinese students in planning schools in Europe, or whether it is just a temporary concern. A growing number of planning educators at Chinese universities possess an overseas educational background. They are more internationally aware and open-minded. Thus, planning education in China may experience a more international dimension in the future. Moreover, Chinese planning practice will gradually change from quantitative to qualitative development, from urban expansion to urban regeneration and renewal, from physical development to more socially balanced urban development. Then, in the long run, planning schools in China will become more attractive to Chinese students, when offering more internationally minded, but locally rooted undergraduate and graduate courses. Then, studying at an undergraduate and graduate level abroad may become only the second option. When it comes to doctoral or postdoctoral studies, i.e. when a solid local base of planning knowledge and competence has been established locally, learning more about international developments in planning may turn out to be appropriate or even a prerequisite for successful academic careers.

There are more challenges, planning education has to face in the decades to come. sustainable development and resource conservation will remain a continuous field of action. Another field which has to be covered, when educating planners for urban and regional development in Europe, are the challenges of the cosmopolitan society, the requirements of ethnic minorities and the integration of migrants. The defence of local and regional identity, too, will remain an essential challenge in times of globalization.

Planning Education: My Own Proposition

For young planners in Europe, wishing to learn planning and enter the profession, I favour the following pathways to planning in a university environment. Accepting the Bologna Agreement, it is structured, along the rationale of the Anglo-American system of higher education:

- **Basic undergraduate education in planning (BA/BSc)**, 4 years, after 13 years of pre-university education. Usual interdisciplinary core curriculum based on seminars and one year practical studios/ projects; internships in planning practice should be a requirement; seminars should have with windows to the outside planning world, and selected reading on implications of globalization on local development (in English, French, Spanish or any other language), qualifying for professional recognition in the country.

- **Post-graduate planning education (MA/MSc)** for graduates from 4 years comprehensive planning programmes based on the profile of a School and on staff availability. Specialisation in a selected field of planning (e.g. law, mobility, housing, intelligent cities, community development, urban management, real estate, comparative planning, urban design) 1 or 2 years in local language or in English/Spanish/French etc. It could make sense that European schools organize a certain functional specialisation between locations to sharpen local profiles and strengthen research competence.

- **Post-graduate education (MA/MSC) for bachelors and master degree holders from other disciplines** (architecture, economics, geography etc,) to introduce into the planning field, though not qualifying for professional recognition as a planner.

- **Doctoral studies** (3 to 4 years) for researchers and future planning educators in the local language, though with strong linkages to international research, using languages English, Italian, French, Spanish, Portuguese, German or Mandarin.

While the curricula of undergraduate education should rather reflect the regional traditions, conditions and challenges of the profession sketched above, the global dimensions of urban and regional development will have to be subject to research. What will planners do once they have left university and filled decision-making positions, wherever they are employed? The challenges of the future, not those of the past, have to define and guide the learning. What else is essential in planning education? **Apart from good interdisciplinary, through planning addicted and committed staff,**

it is the spirit, the strength of mind, which has to be communicated to future planners. What makes this spirit? I feel seven things planners should keep in mind:

- First, planners have to be passionate, they should love their job, despite all the frustrations they experience daily, they should identify with their job and the institution, which pays them to address the challenges of urban and regional development.
- Second, planners are planning for people, for their living space and for their jobs. They should listen to people, to citizens, to shop owners and farmers, to producers and consumers as well as to bus drivers and journalists, and they should communicate with those, who challenging their plans and strategies. Reading international German, English or French books and academic journals is not enough!
- Third, planners should always have their own pathway of thinking and acting. They should avoid *Zeitgeist* thinking and mainstream action, and resist to expectations clients and target groups may have.
- Fourth, planners should speak out what they know and what they have in their minds. They should not cocoon in academic circles. They should find strategic allies and alliances for their social and environmental concerns and strategies.
- Fifth, despite their commitment to people and the environment, planners should always be aware of the economic dimensions of urban and regional development. It is the economy, stupid! The more planners know about economic rationales, the better they can argue their cases.
- Sixth, planners should think holistically, but also face-up to local challenges and focus on the field they have to work on. They should not be afraid to plan for utopia, but remain rooted in reality. The have to know how to go from knowledge to action.
- Seventh, planners should look out of their local and regional parochial churchyards to learn from others, to learn from successful planning processes and failed projects. Though they should look at other experiences with continuous reflection on local conditions. Replicating and copying experience is not the way, it is learning from best practice in other cities, regions and countries, though being aware of the limits of comparisons and transferability.

That is what good planning education should communicate. Planning is a profession; it is a lifetime passion and a clear mission to contribute to the wise use of scarce land, to protect places from destruction and to create places which sustain liveability for people in cities and regions.

INTERNATIONAL AND GLOBAL PERSPECTIVE

How future trends may affect international cooperation in planning education: **the case of Spain and Latin America**

10th AESOP Heads of Schools Meeting & Plaza for Excellence in Education – Madrid 2015

Abstract

Despite the benefits for exchanging experiences among planners at the global scale, the strong context dependency of urban planning creates in many instances significant difficulties to extrapolate experiences from one geographical context to the other. If progress is to be achieved in international cooperation programmes, differences and commonalities should be assessed before launching any academic initiative. In that respect, this paper makes a brief foresight exercise on how future trends and challenges, which may affect the urban planning field, should be taken into consideration according to two different contexts: Spain and Latin America. A segmentation matrix is used to expose and discuss the different effects of future trends on both contexts. Some tentative conclusions are drawn for the development of international educational programmes.

Keywords

Urban planning education, international cooperation, trend analysis, futures studies

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Drivers and barriers for international cooperation in urban planning

Efforts for international exchanges and cooperation initiatives in the realm of urban planning education have historically encountered as many drivers as barriers for its effective implementation. Recently, several scholars have provided insightful views about pros and cons of international education (Frank et al, 2014; Friedmann, 2005; Kunzmann & Yuan, 2014; Kunzmann, 2004; Sykes et al, 2015).

Nowadays, there are various drivers that promote international cooperation among universities. Within the European Union, a growing number of economic and academic incentives are offered for establishing exchange and collaborative programmes among state members. At the global level, emerging economies are increasingly demanding an offering of advanced post-graduate studies in planning, which creates, in turn, a growing competition for attracting those students at Western universities. In addition, increasing costs of R&D stimulate the need for joint cooperation among researchers from different countries. Finally, higher mobility of students and professors make a higher demand for exchange and collaborative agreements among universities.

Nevertheless, there are also significant barriers that turn international cooperation difficult. Above all, urban planning education shows a strong dependency of local contexts which makes international exchanges of experiences difficult to undertake. In fact, planning

is an institutionally embedded practice, based on a legal framework intended to respond to specific socio-cultural needs. Moreover, climatic and physical differences inevitably influence local planning patterns and designs. Likewise, there are differing national perceptions of how urban planning should be taught. In sum, it should not surprise us to recognize that there is a North-South and East-West divide in planning education.

Despite the explicit benefits for exchanging experiences among planners at the global scale, the strong context dependency of urban planning creates in many instances significant difficulties to extrapolate experiences from one geographical context to the other. If progress is to be achieved in international cooperation programmes, differences and commonalities should be assessed before launching any academic initiative. With that purpose in mind, this paper undertakes a brief foresight exercise on how future trends, which may affect the urban planning field in the coming years, should be taken into consideration for designing and implementing educational programmes based on international cooperation. Trend analysis outcomes are applied to the case of educational cooperation between Spain and Latin America.

As a general disclaimer, it must be stated that this paper is just based on exploratory work. No ad-hoc research and field work has been done to test the validity of the foresight exercise. Further assessment of the tools and results presented hereby should be carried out in future studies.

Future trends that may affect urban planning

Trend analysis constitutes one of the favourite tools used by foresight practitioners when working together with stakeholders (FOREN, 2001; Fernández Güell, 2011). The main purpose of this analysis is to scan as many relevant societal, environmental, economic, technological, and political trends that might affect the urban planning field in the future.

In a foresight exercise undertaken in June 2013 with a group of doctoral students and young researchers at the Technical University of Madrid (UPM), more than 50 trends which foreseeable would affect cities were identified and assessed. As a sample of that exercise, it has been chosen a set of relevant megatrends which recurrently appear in recent foresight documents (Boden et al, 2010; EC, 2011; Fernández Güell, 2013; OPTI, 2009; PwC, 2011; UN-Habitat, 2011). Those trends are structured in five categories: societal, economic, technological, environmental, and governance. Implications of those change factors on the city are briefly mentioned so as to give an idea of their impact importance.

A. **Societal change factors.** UN projections estimate that in the year 2050 nearly 70% of the world population will live in cities, compared to the present 50%; this will demand more planning for minimizing environmental impacts. A diminishing fertility rate together with the extension of life expectancy will increase the ageing of urban populations, requiring cities to enlarge services and facilities for the elderly. More heterogeneous family structures will demand new housing typologies. Massive incorporation of women in the labour force will require new community services directed to families with dependent members. The appearance of new forms of social exclusion in large cities will require more preventive policies for assuring social and cultural integration as well as for avoiding spatial exclusion. Emergence of new urban life styles will influence the way citizens consume goods and services and also how they use urban spaces, thus requiring planners to understand those behavioural patterns. A higher educational level of urban populations will demand more innovative public services and more transparent decision-making processes. Increased social use of new IC technologies will promote the development of new participation channels.
B. **Economic change factors.** Continuous progress in the globalization process will create development opportunities for cities with a competitive economic base, while it will accelerate the decline of others. The consolidation of emergent economies will generate new urban markets with strong purchasing power, creating business opportunities for developed economies. As a response to the internationalization of manufacturing industries, cities will specialise in specific parts of the chain value production if they wish to keep their economic

base alive. Innovative companies will not only locate according to physical facilities, but they will also consider territorial intangible assets such as social capital. A knowledge-based economy will force cities to improve their technology transfer mechanisms and adapt their technological spaces. Communication and information technologies will transform distribution channels, which in turn will force to redesign logistics centres, shopping centres and small shops.

C. **Technological change factors.** Large technological and financial resources will be invested in developing of new energy sources, which will require the redesign and structural adaptation of a large number of buildings. In order to improve quality of life and minimize global warming, we will be impelled to develop new technologies for reducing CO2 emissions, which will require drastic changes in transport modes and in industrial processes. Innovations in big data, open data and cloud computing will impulse smart initiatives in almost every city as well as the development of new participation channels. Nanotechnology and advanced materials will provide new performance qualities to city infrastructures and buildings. Innovations in the car industry will reduce emissions, will increase energy efficiency and will improve urban mobility. A new generation of airplanes will diminish environmental impacts in the surrounding urban areas close to airports. The extension of high-speed train networks will affect the structure of large urban systems.
D. **Environmental change factors.** The worsening of climate change will affect many cities around the globe, forcing them to improve energy efficiency, to protect against sea flooding and to guide urban design accordingly. Need to reduce CO2 emissions will impulse the development of non-motorized transport and the extension of pedestrian areas. Increasing environmental risks and natural hazards will affect citizens' welfare, who will demand stricter planning controls to make cities more resilient. Water scarcity in drier climates will require cities to rethink urbanization patterns in order to reduce water consumption. Demand for higher quality of life will increase ecological footprint. Growing environmental concern among citizens will force urban stakeholders to implement sustainability criteria in all planning processes.
E. **Governance change factors.** The trend toward a more participative democracy will strengthen the social fabric of cities, which in turn will require to change the urban decision making process. Increasing political decentralization will improve supply of public services at the local level. More effective collaboration and coordination among public administrations will increase city efficiency, which will require new organizational and operational schemes of the planning process. Higher public-private cooperation will increase a city's financial strength. Progress toward integrated sectoral policies at the local level will increase a city's strategic capability. Innovation in the public sector will not only mean the incorporation of new technologies to speed up operational processes, but also the implementation of new management systems that will improve critical thinking, strategic planning and decision making.

Though limited, these trends provide a plausible sample of the numerous and complex challenges that most cities in the world will face in the next 10 to 20 years. Some of those changes are already taking place and some others will foreseeable happen in the near future. Moreover, unexpected additional challenges may emerge as a consequence of unforeseen interconnections among the previous change factors. In brief, uncertainty will be one of the key issues to take into consideration when planning a city in the 21st century.

Trend impact assessment

The future trends identified in the prior section will not only affect urban planning processes, but they will most probably condition cooperation initiatives in planning education among different countries or regional blocks. In other words, foreseeable change factors may show different impacts on urban planning education according to diverse physical, cultural and political contexts. If this assumption is correct, it would be useful to assess trends before designing an international educational programme.

Accordingly, an assessment tool is presented hereby in the form of a segmentation matrix, made up of two

Fig. 1: Future trends segmentation matrix
Source: Author's elaboration

variables: (a) impact level on urban planning; and (b) effect on geographical contexts. Impact level assesses the foreseeable incidence of future trends on planning processes according to two levels: high and low. The second variable assesses if a future trend will have a significant effect either on a global context or rather on a local context.

A total of 35 trends were assessed according to those two variables (Figure 1). Assessment was performed by the author based on a previous foresight exercise about the future evolution of cities (Fernández Güell & Collado, 2014).

Once each change factor was assessed and placed in the matrix, four major segments were clearly identified with relation to international cooperation in the urban planning educational field (Figure 2):

- Segment A: Global critical topics. It corresponds to trends with high impact on cities and common effect on both contexts. Trends located in this position may nurture urban planning curricula in both places without much need for cultural adjustment.
- Segment B: Global secondary topics. It includes trends with low impact level on cities, but common effect on both contexts. These trends will probably not constitute the core of planning curricula, but their discussion will provide subtle analysis on

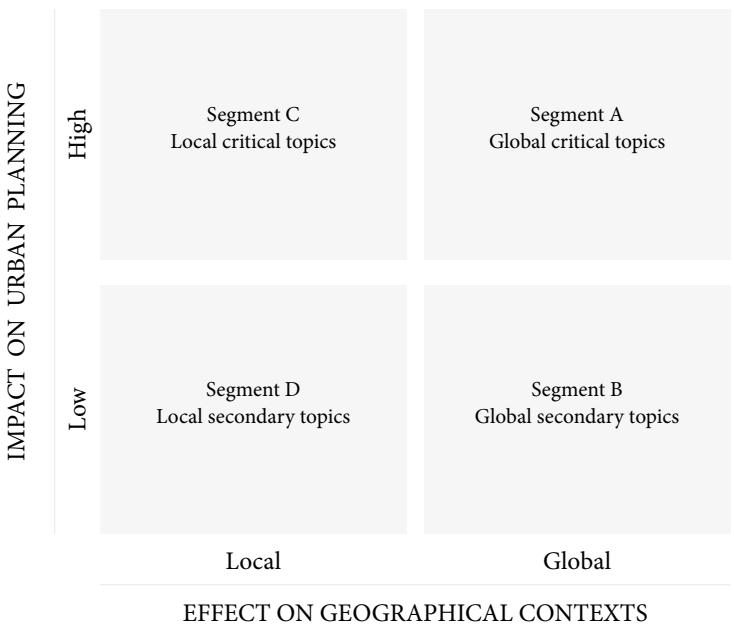

Fig. 2: Interpretation of matrix positions
Source: Author's elaboration

secondary issues that may affect urban development. This kind of trends may provide content for specialization courses in thematic planning.

- Segment C: Local critical topics. It encompasses trends with high impact level on cities, but which show different effects on each context due to physical, cultural, legal or economic disparities. Trends located in this quadrant will provide key content for differentiating courses and teaching materials oriented to local audiences.
- Segment D: Local secondary topics. It corresponds to trends with low impact on cities and differentiated effects on both contexts. Most of the times, these trends will be of little relevance for designing international curricula, though they may be used to show the complexity and diversity of local planning.

Application to the case of cooperation between Spain and Latin America

To further explore the practical application of this foresight exercise, it was chosen the potential for future cooperation in the urban planning field between Spain and Latin America. The two selected contexts show both commonalities and differences regarding urban culture and planning practices which help to illustrate the proposed exercise. In this example of international cooperation, language is not an issue since its common to both parts, but socio-cultural contexts show significant differences which in some circumstances may prove difficult for professional communication and exchanges. Additional disparities appear because urban growth in Spain is stagnating, while most Latin American countries still experience considerable new urban development. Finally, contextual rationalities and decision making processes regarding planning are often strikingly different.

Spain is a European country with marked regional differences. Since its entrance in the European Union, Spain has invested heavily in infrastructures and its cities show an equivalent urbanization level and quality of life level equivalent to the most advanced EU countries. Urban planning is undertaken under a well-established legal framework and an ample array of planning tools. In general terms, the urban fabric of Spanish cities is mostly compact and dense, though urban sprawl is evident in metropolitan areas and tourist destinations. In the last few decades, Spain has acted as a lighthouse for planning education for most Latin American countries. Nowadays, urban growth in Spain is stagnating and some land will be probably disqualified for urban uses. Within Latin America, Spanish speaking countries constitute a large regional block with striking physical and economic differences, but linked by a common language and cultural heritage. Most Latin American cities have still a long way to walk before reaching urban standards equivalent to European cities. The practice of urban planning is not solidly established because of an incipient legal framework and lack of effective implementation tools. Apart from the old colonial town centres developed under gridiron patterns, the rest of the urban areas show the dominance of dispersed urbanization patterns. Most Latin American countries still experience considerable new urban development. Acknowledging both differences and similarities between Spain and Latin America, three types of programmes that could provide adequate response to future needs in planning education are identified (Figure 3).

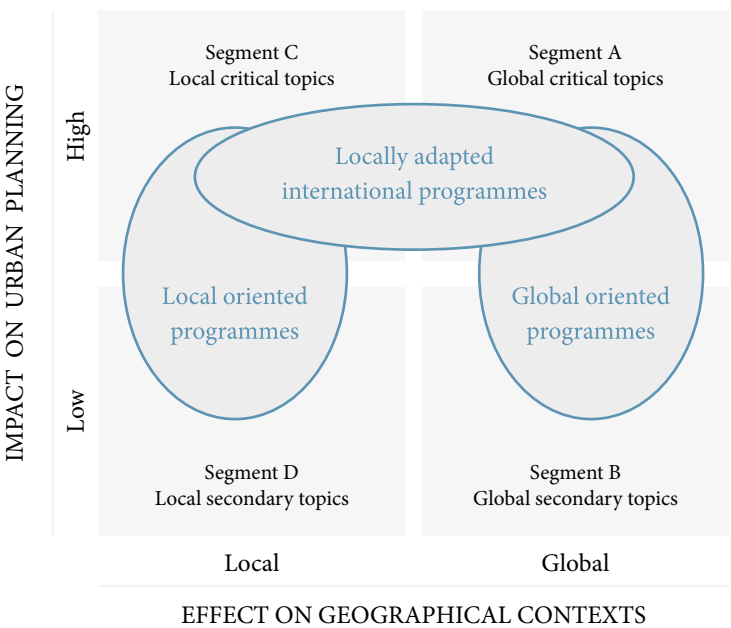

Fig. 2: Interpretation of matrix positions
Source: Author's elaboration

1. *Global oriented programmes.* They would include all range of global topics, either critical or specialised, but with disregard to local topics. In this kind, lectures would be given by recognised experts in global sectoral issues and students from different nationalities would adapt on a personal basis general knowledge to their local contexts. These programmes would probably be given in a global city or a global university in a centralised manner. Specialised post graduate programmes, particularly doctoral and postdoctoral studies, will dominate this scene. Economies of scale for preparing courses and teaching materials would be significant in this case.
2. *Locally adapted international programmes.* They would cover global topics adapted to the local context. In this form, lectures would be co-authored by global and local experts, so that teaching materials would be properly adapted to local planning needs. These programmes would be given in peripheral countries in a partially decentralised manner with a significant support of ICTs. Preferred offerings may be related to master studies. Adapting international curricula to local needs may have a considerable cost.
3. *Local oriented programmes.* Though taking into consideration global topics, these programmes would focus primarily on local issues concerning urban planning. In this third variety, lectures would be given by local experts, who may or may not have studied abroad. Information and communication technologies could be used to approach distant municipalities which may be in need of improving the professional capabilities of their civil servants. Despite being local oriented, these programmes would benefit from international cooperation for drafting teaching materials and case studies. Under no circumstances, global analysis and foreign practices will provide plausible clues for the resolution of local challenges, which would require on-site research.

No doubt that these three types of programmes could be blended among them so as to generate a wider choice of planning curricula.

Conclusions for future international cooperation in planning education

Considering that this paper just presents an exploratory exercise on how foresight tools may enlighten opportunities for enhancing international cooperation in planning education, it is obvious that no rigorous findings or research evidences can be shown. Nevertheless, I cannot resist the temptation of sharing some general intuitions about the potential outcomes of this kind of exercises.

On the one hand, some canonical and preconceived conclusions easily arise. Firstly, identification of key global challenges should be considered in any type of international programme, so foresight techniques should be incorporated in planning curricula. Secondly, if local planning needs are to be considered by planning programmes, then local challenges should be differentiated and attended in a separate manner. Thirdly, an adequate mix of global and local challenges would probably strengthen most international programmes, so involvement of local academic staff will be critical. Fourthly, financial and technological resources will condition the implementation of an international programme, so a previous auditing of educational partners will be needed.

On the other hand, some questions emerge regarding the future of international cooperation. Firstly, will exclusively oriented global programmes be more prone to lucrative goals than locally adapted international programmes? Secondly, will student mobility be a prerequisite for a successful programme or will professor mobility be the key factor for international cooperation? Thirdly, will content providers of planning education be the same ones as in previous decades or we will see new players emerge in the coming years? Fourthly, will traditional dominance of global programmes be counterbalanced by more innovative local programmes? Fifthly, will be able to devise means to bridge the gap among different planning cultures and transcend the boundaries of distance and language?
Further exploration of this topic would require in-depth research and questioning to both schools and local recipients of planning programmes. However, whatever the outcome is of additional research, growing dynamism of the planning context will force schools to monitor carefully new trends and assess thoughtfully opportunities for international cooperation. Foresight should be considered a reliable companion in this undertaking.

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"What's Love Got to Do With It?" **Some reflections on the internationalisation of planning education**

10th AESOP Heads of Schools Meeting & Plaza for Excellence in Education – Madrid 2015

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Introduction

The internationalisation of higher education and rise in international student mobility over recent decades has been accompanied by much reflection on the extent to which universities are equipping their students to be future world citizens or (in certain disciplines) 'world professionals'. Whilst the managerial implications of internationalisation in higher education have been widely articulated, there is as yet a relative lack of research/studies from the perspective of teachers and their experience of internationalisation (Wihlborg, 2009). As a result, the pedagogical dimensions of internationalisation are less clearly apprehended, notably with respect to the practical implications for delivering learning and teaching in an internationalized educational context (Robson, 2009; Wihlborg, 2009). The relationships between tendencies inherent within the wider international academic system and teachers' experiences of the internationalisation of higher education (HE) arguably also deserve more attention. This article offers some initial reflections on such issues in the context of the internationalisation of planning education.

An international context for planning and planning education

It is commonly argued that the planning field increasingly needs to consider substantive development challenges from a cross-national perspective, in a manner capable of sustaining meaningful comparison, lesson-drawing and thoughtful policy transfer. UN Habitat has argued for the adoption a 'one-world' approach to planning education which equips students to work in different 'world contexts' (UN Habitat, 2009). Today a wide variety of degree programmes are offered internationally with the goal of preparing graduates to contribute to the habitability (Conley, 2012) and resilience (Davoudi, 2012) of cities and regions in the face of 'current and future urban and development challenges' relating to demography, environment, economy, socio-spatial issues, and institutions (UN Habitat, 2009). On a wider front, many universities have developed strategies and teaching programmes which seek to promote and respond to the challenges of internationalisation (Goldstein, et al., 2006). In British universities which host both the second highest number of international students in the world and

the second highest proportion of international students in the student body (Walker, 2014, p.325) planning programmes attract significant numbers of international students. In the present authors' own institution (the University of Liverpool), internationalisation has been a strategic objective over the past decade, with an emphasis being placed on the need for graduates to have an "*ability to operate in culturally diverse contexts*" and the importance of "*creating a distinctive and exciting learning environment for both international and UK students*". Internationalisation is a cross-cutting theme in the institution and also pursued through specific initiatives notably the founding in 2006 of a partner university XJTLU in Suzhou, China, which offers students the opportunity to study towards a Chinese and a UK degree with an option of transferring to Liverpool at the end of Level 1 to complete the rest of their undergraduate studies in the UK. As a result of such strategic initiatives, iinternational students now comprise a significant proportion of student cohorts at the University of Liverpool and in planning they comprise the majority.

In exploring further the international context for planning and planning education it is useful to consider briefly the terms in which the field is defined and discussed - 'international', 'internationalisation' and (sometimes) 'internationalism'. A simple dictionary defines the 'international' as follows:

1. 'affecting or involving two or more nations';
2. 'being known or renowned in more than one country'; and
3. 'being open to all nations; not belonging to a particular country'.

It is worth bearing such definitional components in mind when reflecting on the descriptive and normative uses to which notions of the 'international' and derivative terms such as internationalisation are put in the current academic system. As an initial observation it can also be noted that currently the association of the adjective 'international' with any form of scholarly activity often means that it will probably be perceived as '**a good thing**' in many HE institutions around the globe. In reviewing the context for the internationalisation of planning education, it is instructive to consider the distinction which a number of scholars have made between internationalisation and internationalism. For some processes of 'internationalisation' are conceived as a result of globalisation, and driven largely by the profit-seeking motives of institutions operating in a neo-liberalized global academic system, whereas forms of 'internationalism' might rather emphasise "*inter-cultural understanding over financial motives*" and demands "*a focus on personal engagement with the Cultural Other*" (Tian and Lowe: 2009, 659; Jones, 1998) (see Tian and Lowe, 2009: 659-663 for an overview of this debate). 'Internationalisation' is thus seen as attractive given the growth opportunities that it offers, which derive principally from the contribution international student fee income makes to the revenue of receiving institutions. For Tian and Lowe (2009: 559):

"Much of the 'internationalisation' that is currently observed in English universities is driven, whether directly or not, by economic and financial rationales associated with a particular neo-liberal discourse of globalisation into which higher education has been subsumed. This is particularly true for the recruitment of international students into English universities"

In unpacking notions of internationalisation and internationalism in planning, ongoing debates about interpretations and characteristics of 'international' planning research and the relationship between such research and the 'real world' of planning practice in different world settings are highly relevant. In the academy, the word 'international' is often used as a proxy signifier of the **quality** of research (e.g. as in 'internationally' recognised, significant work etc.).[1] The definition of what 'counts' as "international" however takes place in an international academic system that is characterised by power and resource asymmetries which delineate more or less explicit 'cores and peripheries' (Paasi, 2015). This can become problematic - particularly for a disciplines which have a practice dimension such as planning, when notions of 'research quality', 'international excellence', or even 'relevance' are frequently defined by the standards, interests and biases of 'the core' (Paasi, 2015). In a discipline such as planning, where there has traditionally been a concern to ensure that the best academic work is relevant to, and communicates with and derives insight from,

practice this can be particularly problematic. Narrow or mechanistic notions of research "quality" or "rigour" (Campbell, 2015) and the crude use of 'international' as a qualifier to indicate research excellence, may unintentionally favour a paucity of originality and underplay the crucial importance of "relevance", context and applicability in planning and wider social science research. The issues of context and relevance may become even more significant when viewed from an international perspective (Kunzmann, 2015). In light of such issues, it has been argued that there is a need to think about how far planning research and its dissemination fully reflects the notion of the 'international', in being 'open to all nations' and 'not belonging to a particular country'. Certainly, in the context of trends towards dominance of the 'international' field of planning research by western (and notably Anglo-US) researchers and journals identified by Yiftachel (2006) and others (Paasi, 2015), there appears to be a need to think about how effectively the planning academy functions in building shared planning knowledge and delivering professional learning, 'in and for all nations'.

Such debates have significant implications for planning education given the planning discipline's dual academic and professional identities. The perception of a 'gap' between the theoretical and academic domains of planning and the contextualised practice of planners working 'on the ground' has been shared by many practitioners and researchers. As Allmendinger (2009: 24) notes: '*To bemoan the theory-practice gap is now de rigueur for any exploration of planning theory*'. The dominance of certain 'western' perspectives over planning discourse has been cited as one reason for a significant disjuncture between the concerns and curricula of the academy and the realities of planning practice in certain global settings. Though comparative planning studies have long emphasised the 'context dependency' of planning, the question of whether the theories and techniques which are currently fashionable in the planning journals, schools and systems of developed countries necessarily relate well to, or work in practice, in different 'world contexts' remains very much open (UN Habitat, 2009; Kunzmann and Yuan, 2014). The present tendency towards and ongoing risk of a cleaving of the 'Global and Local Worlds of Planning' (Kunzmann, 2015) has been highlighted by some scholars. This is clearly an important issue for research and practice in the planning field, but it is also a crucial question for the internationalisation of planning education. If the existence of a 'theory – practice' gap was claimed to be a feature of the discipline when it was largely taught within national contexts to cohorts of predominantly 'home students', then the challenge of 'closing the gap'[2] may be plausibly much greater where students are drawn from, and often return to practice in, a far more diverse range of international contexts. This might be especially the case if as UN Habitat (2009) suggests:

'Some planning schools in developed countries do not educate students to work in different contexts, thus limiting their mobility and posing a major problem for developing country students who want to return home to practice their skills'.

Responding to such issues is a major part of delivering the internationalisation of HE and can imply actions such as significant re-design of curricula and re-casting of teaching approaches.

Internationalising Planning Education at the University of Liverpool

In Liverpool, teachers' experience of internationalisation of learning and teaching has taken many forms ranging from taking small classes of 10 with nine students coming from nine different countries to teaching large modules of over one hundred students where more than 95% of the international students come from the same country (China). In both cases home/EU students now represent a much smaller percentage of class composition. Such a changing context has brought into play a host of pedagogical issues from curriculum development, to how lecturers engage in and beyond the classroom with diverse student groups and individual learners from overseas. At Liverpool work has been undertaken across the planning curriculum to broaden its international scope. This has involved both internationalizing the content of existing modules and the development of new modules to meet the needs of both the larger international student intake (primarily from XJTLU) and also those of home and EU students (in terms of their international knowledge of planning and future employability). The module 'International

Planning Studies' which was awarded the AESOP Excellence in Teaching Award 2014 was an outcome of this process and designed to instill within students an awareness of the opportunities and challenges that the internationalisation of the planning discipline brings (in relation for example, to cultural, socio-economic & political issues; context dependency; and cross-national lesson drawing). The module is a compulsory component of the Royal Town Planning Institute (RTPI) accredited undergraduate 'MPlan' degree. It was developed collaboratively making use of the specialist and 'area' (in terms of global region) research expertise of colleagues at Liverpool and Manchester universities.

As well as broad changes to programmes to reflect the internationalisation of the discipline and the diversification of student cohorts the process of internationalisation has also been experienced by teachers in a host of other ways which it is not possible to fully explore here. Some very practical challenges have arisen, for example, planning and leading overseas field trips with large cohorts of international students has involved staff time in assisting with issues as basic as securing Schengen visas (as given the UK's non-membership of the Schengen area most international students require an additional visa). The introduction of a new Academic Integrity Policy (to address issues such as plagiarism, poor referencing and collusion in student work) has coincided with the arrival of large numbers of students from very different cultural contexts, academic traditions, and having very varied levels of confidence in written English. The number of very serious cases pursued under the policy remains small, but given the comprehensiveness of the regulations and the meetings and committee work that they generate, the time commitment for staff members involved in the policy's operation can be vast (running in some cases to 100s of hours a year). Delivering an excellent student learning experience for international students also requires sustained commitment to the educational part of one's academic vocation. As Kunzmann and Yuan (2014: 69) note "*Teaching foreign students requires experience, sensibility, and an understanding of cultural differences. It also requires time and patience*". Providing feedback which is tailored to the needs of international students, in terms of guidance on language, context, and academic practices, can for example, be crucial but time intensive. Similarly, teachers have sometimes found themselves fielding very significant numbers queries of queries from international students in relation to certain assignments or project based modules. Teachers have also learned to be responsive to the different types of skill requirements and context setting which are appropriate when teaching international students. Some of the issues with group working in cohorts with large numbers of international students, especially when one international group is overwhelmingly represented have been described by others (Kunzmann and Yuan, 2014; Tian and Lowe, 2009), and some of these have also been experienced. There has been some less positive student feedback around group work and tutorial discussions since the 'big bang' of internationalisation in the late 2000s. Interestingly this has sometimes related to a perceived dilution of the international experience for **other** international students not from the majority Chinese international group. Overall though, the experience of internationalisation has been very positive. Colleagues have learned to progressively adapt and change teaching styles, for example by increasing the use of interactive classes which can help make the most of the experience of international students' and offer advantages for home students too in terms of building their international planning knowledge and awareness. Teaching innovation has been encouraged and interactions between colleagues at Liverpool and XJTLU are taking place. Within the wider institution the Educational Development Division has promoted debate and exchanges on internationalisation and specific issues like working with Chinese students. Following the AESOP Excellence in Teaching Award 2014 they have taken an interest in the work on internationalisation taking place within planning (Willis, 2014). In 2015 the Faculty of Science and Engineering Learning and Teaching Prize was awarded to the postgraduate client-based project module Spatial Planning in Action which is group-based and predominantly taken by international students. Such developments have helped represent the work taking place in planning to the wider institution. Collaborative working and sharing complementary expertise is proving invaluable and colleagues with a particular interest in educational issues are now commencing action

research and starting to locate the new teaching practices, research and reflections at Liverpool within the conceptual framework on internationalisation (for example, using Ryan's, 2011 – 3 Stages Towards a Transcultural Approach to Teaching and learning for international students), and wider policy debates in UK HE.

The 'spectacularization' of the global academic system and some challenges for the internationalisation of planning education

In engaging in the kinds of activities described above to foster the delivery of the sought after goal of internationalization, educators face challenges and tensions arising from wider tendencies and demands inherent to the contemporary internationalized academic system. Guy Debord's 1967 identification of the rise of what he termed the 'spectacle' in advanced capitalist societies might be usefully applied to help elucidate some of the issues. Debord argued that "*Le spectacle se présente comme une énorme positivité indiscutable et inaccessible. Il ne dit rien de plus que «**ce qui apparait est bon, ce qui est bon apparait***»" (1967: 20; added emphases). In short he suggests that in a 'society of the spectacle' "*what is seen/represented is perceived to be good, and what is good is seen/represented*". Applying such thinking to the contemporary internationalized/ing academic system, it is arguable that classic traits of spectacularization can be discerned. Thus academic institutions and individual scholars must be constantly "on show/represented", and be "seen" in international league tables, or in the pages of international journals, that themselves must be seen in the most prestigious citation indices. Image and representations are all important given that there is an assumption that what is seen and represented must be good and what is good must be seen/represented. Academics may have once written when they felt they had **something to say**, now the pressure to 'publish or perish' is constant and they must publish because they need **something to show** - to represent. Participation in the spectacle is not really optional, one must participate if one wants to be represented (seen) as 'good'; one must prioritise engagement in activities that can be best represented. Such a system, and its rarely challenged assumptions have significant implications for teaching not least because so much of the scholarship of teaching (Boyer, 2006 cited in Campbell, 2012) may be hidden, or at least less easily represented than other forms of scholarly activity. One consequence of spectacularizaton is therefore a systematic and systemic undervaluing of the significance and value of the scholarship of teaching (Boyer, 1996), particularly in contributing to learning and knowledge development.

The position which planning and other educators find themselves as regards internationalisation is thus replete with contradictions. On the one hand the internationalisation agenda is driven (admittedly in some nation's HE systems more than in others) by a financial rationale that discerns opportunities for the accumulation of economic capital through international student recruitment. On the other hand academic institutions place great store on their performance, image and representation in the international academic spectacle in which they discern opportunities for the accumulation of 'prestige' and institutional symbolic capital (stretching Bourdieu's concept of the latter to the institutional scale). It is true that they may also discern linkages between economic and symbolic 'capitals', more specifically opportunities to exchange one into the other - e.g. prestige, image and reputation into increased [especially high fee paying international] student numbers. The differential fee rates that institutions in some countries are able to charge based on their representation and image in the spectacle of the internationalized academic system reflects this. Some observers have also pointed out that "*international student recruitment is the most significant internationalisation activity in terms of visibility, scale and institutional impact*" and "the dominant motivation behind internationalisation activity is economic" (Tian and Lowe, 2009: 660). Many leading research institutions in fact derive a majority of their income from teaching, with the teaching of international students making a significant contribution to their turnover. Yet as has been widely noted, despite the centrality of teaching to the academic vocation and the financial support it provides to the activities of HE institutions, the academic world is increasingly driven by an emphasis on 'pure' research and suspicion of scholarly activity which appears to detract attention from it (Campbell, 2012; Mattila et al. 2012). In such a context, the value of applied research, professionally-orientated degree programmes and the 'scholarship of teaching'

frequently needs to be explained and defended. This is despite the fact as Campbell has argued "…teaching at its best is about more than transmitting knowledge, it can and should be about exploring the boundaries of knowledge and even transforming what we know" (Campbell, 2012: 352). This may be particularly true in the case of internationalised teaching where exchanges with learners from different global contexts (which the educator often may not have visited or be very familiar with) can lead to mutual learning and a co-production of new ways of knowing the world which far transcend that which might be gained through the more fêted and 'spectacular' forms of scholarly exchange. Again as Campbell tellingly notes:

"Personally, I can attribute the questions, which have come to dominate my research, to exchanges with students. Despite the relatively low esteem associated with classroom contact, such spaces may prove at least as fertile ground for scholarly endeavour as a windowless conference room in some downtown Hilton". (2012: 351)

However, though many prestigious international academic institutions seek to differentiate their educational offer and demonstrate a high return on student's fee investment by claiming they offer 'research-led teaching' one hears far less about the value of 'teaching-led research'. The need to internationalise curricula to meet the requirements of international relevance and the needs of tomorrow's world citizens and professionals however, constantly leads scholars to explore and transcend the boundaries of their knowledge. This has certainly been part of the story of those who have engaged in internationalisation of planning education at Liverpool. In the field of Impact Assessment research on internationalising the curriculum, has for example contributed to wider understandings of national idiosyncrasies in terms of how the subject is conceptualised and taught (across Europe and south and south-east Asia) and its international relevance (Fischer et al., 2011). A key finding was that in setting the context for learning and practice a two-way process is essential.

The fact that engaging in the scholarship of teaching can be a productive two-way process that develops both the learner's and the teacher's state of knowledge (and may 'even' lead to publications!) is not however, a message which is strongly heard in the current academic system. As Kunzmann and Yuan (2014: 69) note:

"Given the pressure on universities to demonstrate excellence in academic research (proven by publications in refereed academic journals), teaching is not given the highest priority. Teaching tasks are given to junior staff or to staff members who can easily communicate with foreign students,..."

For understandable reasons scholars in the spectacularized academic system are very concerned at the representation of their image in the spectacle. For the junior staff alluded to above, their appointment, or confirmation in post after a period of probation may well depend largely on this and to 'survive' they need to make constant assessments of which activities are most amenable to successful representation. As they take stock of the 'field' in which they find themselves, they may also note that some who seem to have flown fastest and furthest through the academic echelons are not infrequently those who have largely eschewed the educational mission of the academic and managed to divest themselves most completely and precociously from teaching duties. Furthermore, as Kunzmann and Yuan (2014: 69) note teaching foreign students "requires time and patience". Given this, and the fact that internationalisation may accentuate some of the demands which arise from teaching (e.g. fielding more queries from students about assignments and academic expectations; dealing with challenges surrounding verbal and written communication when working with non-native speakers; providing tailored assessment feedback etc.), those reluctant to invest their time and patience in the mission of internationalization may seek to further minimise their exposure to teaching.

In such a field and one can hardly blame scholars from feeling wary about devoting too much time to the less visible (at least to the institutional gaze) and often demanding work associated with delivering the internationalisation of learning and teaching. Given that engagement in internationalisation of teaching and learning can bring clear (personal) enrichment and value as well as challenges and risks, this stance might be seen as regrettable and can certainly be problematic for the wider delivery of internationalisation of

education and a quality learning experience for all students. Addressing such feelings amongst staff should be a task for academic leaders. For example, developing, or more transparently and fairly applying mechanisms for "compensation", or "adjustment" between classes of scholarly activities may help to reassure colleagues and foster a greater willingness to undertake an appropriately balanced and collegial share of academic tasks.

Conclusions: the internationalisation of urban planning education, so what has love got to do with it?

This paper has reviewed the context for; teachers' experiences of; and, some of the challenges facing, the internationalisation of learning and teaching in HE with an emphasis on the planning discipline. Though it may seem a little surprising given the perhaps rather critical and 'problematizing' stance taken in some of the passages above, one of the first observations in concluding might be that - whilst it is clear that there are many issues and contradictions which educators have to grapple with in delivering internationalisation and a quality learning experience for all students, there are also many positive stories and experiences, not least in planning education. A valuable literature on the internationalisation of learning and teaching is emerging, but perhaps there is a greater need to make sure positive and inspirational stories are being told to academic institutions, others working in the planning discipline, and the wider community of scholars. Planning education is certainly facing some challenges at present in many places, but it is also often at the forefront of the internationalisation of learning and teaching, and has a developing track record of experience and delivery. This contribution perhaps needs to be more effectively represented given that it accords directly with the strategic objectives of many institutions. Planning has a 'good story to tell' on internationalisation particularly as for the present time there continues to be demand for qualified planners and an international experience and education from places like China (Kunzmann and Yuan, 2014).

Initiatives such as the AESOP Excellence in Teaching Award are one way of raising the profile of what is happening in the planning discipline as regards internationalisation of learning and teaching. Their impact locally at an institutional level should not be underestimated given that "*local factors of place, tradition and individual agency are important items in shaping internationalisation endeavours*" (Willis, 2010). At Liverpool, where international students now comprise the majority of learners, a range of teacher experiences from curriculum and module development through to interactions with individual overseas learners are being shared and discussed. Debates about 'internationalisation of the curriculum' (for both home and international students) and the broader 'internationalisation' of higher education and discussions about practical issues related to internationalisation are now routine in informal exchanges between colleagues and staff meetings. Those with an interest in educational issues are engaging in research and reflection which aims to situate personal and local experience and practice against the backdrop of work on internationalisation using frameworks such as Ryan's (2011) '3 Stages Towards a Transcultural Approach to Teaching and learning for international students'.

Yet there are also tensions and pressures arising from the wider context of the international academic system. The balance between 'internationalisation' as a strategy of institutional economic and symbolic capital accumulation in the context of globalization, or forms of 'internationalism' or 'international mindedness' (Tian and Low, 2009: 679) is one issue. Another is the relative value accorded to different aspects of scholarship notably research and teaching. At an individual level, lecturers involved in the internationalisation of learning and teaching devote substantial time and effort to 'making it work' which inevitably affects the time and energy available to devote to their research, and beyond this perhaps their 'work life balance'. Without transparent mechanisms for "Compensation/adjustment" in career and role terms and managers who are prepared to uphold these, those who have worked hard to further the strategic objective of internationalizing learning and teaching may find this is less easy to represent as a fundamental contribution to their institution than other forms of more visible scholarship. This not only raises issues of equity but is also problematic in that in underplays the wider value of the 'scholarship of teaching' both to learners and to researchers and in pushing the boundaries of knowledge (Campbell,

2012). Another conclusion from the discussions above might be that, perhaps the internationalisation of learning and teaching, rather like love cannot be viewed, or work, in purely instrumental terms. Such thinking perhaps underlies Tian and Lowe's (2009: 659):

"recasting of the higher education internationalisation agenda in terms of Sanderson's existential internationalism"

which:

"promotes inter-cultural understanding over financial motives and demands a focus on personal engagement with the Cultural Other".

With due acknowledgement to Jørgensen (1998) perhaps some of the issues and choices facing those who are prepared to engage with internationalisation in the way described by Tian and Lowe are encapsulated by some lines from the Tina Turner song 'What's Love Got to do With It?'. In these she sings firstly "I've been taking on a new direction" which may be akin to the new direction that many educators have taken in becoming involved in the internationalisation of learning and teaching. The next line states that "I've been thinking about my own protection" which may resonate with the planning academic who, surveying the academic system and their immediate context grows, concerned that "this internationalisation of education business is taking rather a lot of my time, will this impact my career? I must, keep publishing!" Finally, the protagonist of the song admits that "*It scares me to feel this way*" which in the academic's mind may translate as *"I am finding engagement with the internationalisation of learning and teaching enriching and enjoyable. I like spending time with students! Internationalisation of HE is becoming a research interest. Is there something wrong with me? How can I represent my activities as a major contribution to the institution and academy? Will I be pigeonholed as a 'teacher'?"*

Though the preceding lines are presented somewhat tongue in cheek they drive at some key issues about the environment in which academics are currently working to deliver the internationalisation of teaching and learning. In a context where internationalisation is widely regarded in the HE sector as a good thing the general question raised by authors like Tian and Lowe (2009) and Ryan (2011) and discussed above, is perhaps 'how can it really be made to happen?' When this question is unpicked some relevant questions might actually become '*Who will make it happen?; Who will teach the modules?; Who will organise and lead the trips?; Who are we recruiting?*; and, *Are we still expecting students to change and adapt, what about us, what about the system?*" All these are questions which effectively place people, be they learners or teachers at the centre of delivering internationalisation. This why intangible human values, attributes like goodwill, empathy, and Tian and Lowe's 'international mindedness' which "*promotes inter-cultural understanding over financial motives and demands a focus on personal engagement with the Cultural Other*" (2009: 659) will ultimately be so fundamental to making internationalisation work.

1. Thus in the recent Research Excellence Framework exercise undertaken in the UK the following Overall Quailty Profile was applied to research (http://www.ref.ac.uk/panels/assessmentcriteriaandleveldefinitions/) (added emphases)
    - Four star - Quality that is world-leading in terms of originality, significance and rigour.
    - Three star - Quality that is internationally excellent in terms of originality, significance and rigour but which falls short of the highest standards of excellence.
    - Two star - Quality that is recognised internationally in terms of originality, significance and rigour.
2. Acknowledging the ongoing theoretical debates surrounding whether the 'gap' matters, or can/should ever be 'closed' (Lord, 2014).

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AESOP Brussels European Liaison Office: **Framing International and Cross-Institutional Cooperation**

Izabela Mironowicz

The AESOP Mission states:

With over 150 members, AESOP is the only representation of planning schools of Europe. Given this unique position, ***AESOP strengthens its profile as a professional body****. AESOP mobilises its resources,* ***taking a leading role and entering its expertise*** *into ongoing debates and initiatives regarding planning education and planning qualifications of future professionals.* ***AESOP promotes its agenda with professional bodies, politicians and all other key stakeholders in spatial and urban development and management across Europe****.*

Although the core activities of AESOP are concentrated around planning education and research, the role of the Association in promoting our agenda with other professional bodies, politicians and other stakeholders is becoming more and more significant.

At present, AESOP members cover a significant majority of European scholars in spatial and urban planning, development and management research. The level of expertise in planning represented by the AESOP community is outstanding. The AESOP Annual Congress, with more than 1,000 abstracts regularly submitted, has become the biggest planning assembly in Europe. It creates new frameworks and perspectives not only in planning education, but also in planning research and practice.

The main territory of AESOP is Europe. In spite of our global linkages via Global Planning Education Associations Network (GPEAN), the majority of our activities focus on European context. At the beginning of the second decade of the 21st century, it became more and more clear that in spite of this high level of expertise and knowledge, AESOP had too little recognition at the European level. There have always been prominent AESOP scholars who have been invited as individuals to share their experience with different institutions and agencies, yet AESOP as an autonomous organisation has not been an identified actor.

In Europe at the same time there was a growing interest in territorial development, governance and cohesion, kick started by the European Spatial Development Perspective in 1997 and the consequent inclusion of

territorial cohesion in the Treaty. One of the programmes set up in this context specifically to research territorial development was ESPON (the European Observation Network for Territorial Development and Cohesion). In 2006, the first ESPON Programme aimed to establish a European observatory on territorial development. The ESPON 2013 Programme was adopted by the European Commission in November 2007.

Parallel to the interest in territorial development, there was also an increasing interest in urban development. In 2003 the first URBACT call for proposals was published. The URBACT programme has been and still is the European Territorial Cooperation programme aiming to foster sustainable integrated urban development in cities across Europe. URBACT is an instrument of the Cohesion Policy, co-financed by the European Regional Development Fund, the Member States, Norway & Switzerland. The URBACT II programme was approved by the European Commission in 2008.

The Committee of the Regions (CoR) was established in 1992 under the Maastricht Treaty as a consultative assembly which would provide regions and cities with a voice in the EU decision-making process and act as a direct link between Brussels and citizens. In 2010, the Lisbon Treaty confirmed the CoR's right to appeal to the Court of Justice of the European Union to safeguard its prerogatives and the subsidiarity principle. These two facts (and the general move towards more decentralisation in the Member States) clearly describe the growing significance of the CoR and its political role within the EU.

The European Parliament allows Intergroups to be set up with a view to holding informal exchanges of views on particular subjects. One of the „oldest" Intergroups is "Climate Change, Biodiversity and Sustainable Development" (established in 1994) with the aim of finding sustainable solutions to some of the greatest challenges of our time. The „URBAN-Housing" Intergroup (then changed into "URBAN") was set up and has been working since 2005 to ensure that urban related problems are reflected in European Parliament decisions. This shows an increasing interest amongst the members of the European Parliament in AESOP's main field of excellence.

At the same time, the AESOP cooperation framework has been quite stable: we had already some joint projects and Memoranda of Understanding signed with the International Society of City and Regional Planners (ISOCARP) and the European Council of Spatial Planners-Conseil Européen des Urbanistes (ECTP-CEU), but we did not establish the links with these all new active institutions working in the same field.

Within this context in May 2011, the AESOP Council of Representatives (CoRep), during its meeting in Tirana, accepted my proposal to develop a more intensive cooperation with other European organisations, both with those with an academic background focusing on territories and planning (in the broad sense of the word) and with those with more focus on practice, but above all with the European institutions, agencies and programmes, giving their growing interest in "things territorial".

In order to co-ordinate this kind of activities, the Council accepted the aim of creating a kind of AESOP contact point in Brussels. The Council shared the opinion that this would increase our prestige as a European organisation and give us new opportunities for cooperation. Also, this would facilitate our links with EU institutions, which are particularly important for the Association working in the field of higher education, research and planning. In particular this contact point would be responsible for:

- representing AESOP in the EU,
- networking with other lobbying EU organisations,
- lobbying the EU institutions and programmes,
- acting as a platform for Members in the fields of Knowledge, Exchange of Information and Support for members and other stakeholders interested in planning, especially in learning and application of the research,
- development of European activities and programmes,
- searching for EU funding and EU projects.

The idea was not to have a permanent office (which in the AESOP administrative structure is linked to the Secretariat General) with the staff working there and every day activities but rather an „operational base" for a task-oriented person to be shared with different organisations with a similar profile.

The Council gave me a mandate for the implementation this concept, but not within my responsibilities as (then) new AESOP Secretary General but as a separate project to be developed. The CoRep wished to follow the progress of implementation of this idea by receiving a progress report every two years.

The very first activities aiming at implementing this ambitious project were exploring two possible directions: fostering and enhancing links with other organisations and trying to establish new links with EU institutions and programmes.

The primary opportunity to create more efficient partnerships was seen in inviting our potential partners to join AESOP projects. It so happened that in 2011, for our second European Urban Summer School (accepted at the same Council meeting as the European contact point idea) which was hosted by Lusófona University in Lisbon with a great contribution of João M. P. Teixeira, then President of ECTP-CEU and Fernando Nunes da Silva, member of the Council of the International Federation of Housing and Planning (IFHP). This is why it has been quite natural to invite both organisations to cooperate in the Summer School project. AESOP had just signed a MoU with IFHP, and this provided a new joint activity and a good way of implementing it.

Drawing on the previous links with AESOP, ISOCARP was also invited into the project and contributed to it in a significant way. Finally, the European Urban Research Association (EURA) responded to our invitation and supported the event however at the beginning without much involvement. The meeting in Lisbon gave a great opportunity to AESOP, ECTP-CEU and IFHP to frame our joint actions within the concept of the „Decade of Planning" as a sort of 'umbrella framework'. One of the major advantages of this framework would be to ensure that there is a broader synchronisation of activities, products and ideas emanating from our organisations celebrating their centenaries and jubilees in this decade. This would mean a cross-fertilization of ideas, and an accumulation of publicity and attention rather than a competition for it. Very soon afterwards ISOCARP joined this framework.

It has been assumed that the cooperation between the organisations would include:

- activities/products that these organisations are running separately, but in close and friendly cooperation with other partners (i.e. annual congresses, on-going projects and activities);
- joint projects that partners decide to launch and run together.

All the partners agreed that the very first project within this framework would be the European Urban Summer School (EUSS).

Thanks to this cooperation, it was possible to benefit as a partner from the grant given to IFHP and ISOCARP by the Dutch Ministry of Infrastructure and Environment (mI&M) to organise a Young Planning Professionals Award for 3 years (2012-2014), as this Award was subsequently integrated into the EUSS.

The AESOP Silver Jubilee in 2012 created a first-rate opportunity to invite European organisations to celebrate our „birthday" with us and begin to develop further beneficial cooperation. The celebrations of the AESOP Silver Jubilee Year started on 28th January in Schloss Cappenberg near Dortmund. It is a place of special significance for AESOP, as it was there, where our Association was founded on 24th January 1987. On this occasion, European planning organisations were invited to begin together a discussion on future collective activities. Our invitation was accepted by: EFLA (European Federation for Landscape Architecture), ERSA (European Regional Science Association), ECTP-CEU, IFHP, ISOCARP, RSA (Regional Studies Association). Our plan to open a new chapter in the history of mutual cooperation between international organisations concerned with planning has been actually quite successful. The activities that arose from this meeting made a completely new landscape of collaborative actions and projects between these planning(-related) organisations.

During this meeting, the second joint project (after EUSS) was launched: the AESOP-IFHP Lecture Series designed as a highlight of both the Silver Jubilee of AESOP (2012) and the Centenary of IFHP (2013). The lecture by one of the founding fathers and the

first President of AESOP, Klaus R. Kunzmann, which opened the Series was an essential element of our birthday meeting at the Cappenberg Castle.

The idea behind the Lecture Series was to attract not only the planning community but also a wider audience of politicians, community leaders and organisations, business and the media to promote planning as a discipline that can contribute to the quality of life, help find new tools of governance of the urban structures and function as an effective mediator between the many stakeholders. The Lecture Series has become quite a powerful tool of implementation of the strategy of networking and also lobbying with the EU institutions.

Our speakers within this project were in 2012 Klaus R. Kunzmann, Andreas Faludi and Danuta Hübner and in 2013 Peter Hall, Juval Portugali and Cliff Hague.

2012 signified also the new habit of inviting representatives of our partner organisations to our Congress.

In 2012, a new MoU was signed with International Academic Association on Planning, Law and Property Rights (PLPR).

In parallel, the efforts of establishing links with EU institutions have also been quite successful. Following the second AESOP-IFHP lecture by Andreas Faludi in June 2012 in Paris, a joint workshop was organised with the participation of representatives of the European Commission's DG for Regional Policy and other invited experts to initiate a dialogue on the issues raised in this report. The debate, moderated by Anna Geppert (Université Paris IV Sorbonne), followed short introductions by members of a panel consisting of Stephen Duffy (**European Commission, DG Regio**) Jean Peyrony (Mission Opérationnelle Transfrontalière, Paris), Didier Michal (DATAR, Paris), Karina Pallagst (Kaiserslautern University), Emmanuel Moulin (Head of the **URBACT** Secretariat) and Andreas Faludi (TU Delft).

This event created for us very good starting point to prepare the next Lecture in the Series in October 2012 in Brussels where the main speaker, Danuta Hübner - an academic, politician, parliamentarian (**MEP**) and former **European Commissioner for Regional Development** - presented her vision of the possible future of territorial governance at different spatial scales.

A discussion on Perspectives for Territorial Governance in Europe moderated by David Evers (Netherlands Environmental Assessment Agency) followed the lecture. The panel reflected well the intensified and useful links that had now been establish with people from the EU institutions and programmes, consisting of Emmanuel Moulin (**URBACT**), Dimitri Corpakis (**European Commission, DG Research & Innovation**), Władysław Piskorz (**European Commission**, **DG Regio,** Head of Unit for Urban Development, Territorial Cohesion) and Christian Svanfeldt (**European Commission, DG Regio**) as well as Ole Damsgaard (NORDREGIO) and Philippe Doucet (ISURU & ULB).

The result of our interaction with URBACT is the fact that AESOP is officially listed as partner of the programme (see URBACT website). Iván Tosics, Thematic Pole Manager representing URBACT Secretariat attended our Congress in 2013 in Dublin as an AESOP guest and the discussion how to develop the further cooperation has been really fruitful.

In addition, the main speaker during the AESOP Heads of Schools meeting in April 2013 was Jan Olbrycht, **MEP**, Chair of European Parliament Intergroup URBAN, who was discussing the empirical focus: from cohesion policy to new territorial governance.

This state of the art was presented to the AESOP Council of Representatives in July 2013 in Dublin as the required progress report and was approved with compliments.

Meanwhile as a result of fostering collaboration between our partners, we managed to establish (as planned in 2011) our operational base in Brussels, located near the main European institutions at Avenue d'Auderghem 63. In order to make our European recognition easier and more visible the name of AESOP **Brussels European Liaison Office (BELO)** was selected for this operational base, which creates for us an excellent opportunity for advancing in our efforts in getting greater European recognition.

The next steps planned were to get more structured frameworks for cooperation based on already established links, trying at the same time to develop new partnerships.

The latter resulted in signing MoUs with ERSA and EURA in 2013, followed by MoUs with the International Planning History Society (IPHS) in 2014 and L'Association pour la Promotion de l'Enseignement et de la Recherche en Aménagement et Urbanisme (APERAU) in 2015. These agreements have significantly increased our institutional base of collaboration.

Due to a major change of governance, IFHP became distinctly less EU-orientated and decided not to continue the Lecture Series. However, having completed two successful years of collaboration with IFHP, AESOP decided to continue this activity with ERSA. In 2013, the two first events - in Vienna and in Warsaw - has already reflected the good spirit of collaboration. The new format of the event has also been achieved; instead of one speaker, we have invited two, discussing the same issue from different perspectives, which makes the dialogue more dynamic and generates more response from the audience.

In October 2014, the AESOP President, Francesco Lo Piccolo and myself as Secretary General were invited as special guests to the ISOCARP Congress in Gdynia. Here, during the meeting with the ISOCARP Executive Committee, a "working group" has been established with the aim of identifying further opportunities of possible cooperation, including new joint projects and activities, which would be beneficial for both organisations. It was agreed that I would represent AESOP in this working group. It has been decided that BELO would be the operational base of the both existing and new projects.

European Urban Summer Schools continued successfully, being hosted by San Pablo CEU University in Madrid in 2013 and by University of Tours in 2014. Publications documenting both of them are already available for downloading from the AESOP website.

Knowing that the Dutch financing of the EUSS would finish in 2014, AESOP, together with the partner organisations (ECTP-CEU, ERSA EURA, ISOCARP) applied in 2014 for a project under the COST programme, which, amongst other things, would have enabled the publication and other EUSS costs to be covered. The application unfortunately was not successful, but did give the partners better insight into how to improve this process in future applications. Nevertheless this has been quite a significant effort in trying to get external financing for AESOP activities.

In 2013, we significantly strengthened our interaction with **ESPON** and, as a result of this, AESOP, along with ERSA, RSA and EUGEO, has been invited as a main academic partner of the Scientific Conference „Science in support of European Territorial Development and Cohesion" (see: http://www.espon.eu/main/Menu_Events/Menu_Conferences/scientific-conference_2013091213.html, and report from the conference at: http://www.espon.eu/main/Menu_Events/Menu_Conferences/scientific-conference_2013091213_after.html), which took place in Luxembourg on 12 – 13th September 2013. AESOP was represented not only by Gert de Roo, then AESOP President and myself as Secretary General but also by many academics invited from our community, who greatly contributed to the scientific quality of the event. The result of the Conference is the publication of the Second ESPON 2013 Scientific Report (ISBN 978-2-919777-53-2), which is also available in PDF format to be downloaded from the ESPON and AESOP websites.

During the AESOP Congress in 2014 in Utrecht, ESPON was invited to organise a roundtable on the ESPON ET2050 project on Territorial Vision and Scenarios for Europe. Peter Mehlbye, Director of the ESPON Coordination Unit, chaired this vibrant session, which once more cemented the partnership between the AESOP community and ESPON. As a result of all these interactions in 2015, Peter Mehlbye is one of the keynote speakers at our Congress in Prague.

Also our interactions with **URBACT** have become more structured. URBACT not only ran a panel discussion with invited URBACT experts during the AESOP Congress in 2014 in Utrecht, but also had a conference stand promoting URBACT publications. Iván Tosics, URBACT Thematic Pole Manager as well as principal of the Metropolitan Research Institute (MRI) in Budapest, is also one of the keynote speakers at our Congress in Prague.

AESOP has also become an important partner for the European Commission. In March 2014, at the AESOP Heads of Schools Meeting in Lisbon, the representative of the DG for Regional and Urban Policy, Martijn de Bruijn, introduced one of our workshops: Research in Action: What Planners Can Deliver? followed by the vibrant and stimulating debate.

In autumn 2014, responding to the invitation of the **European Commission**, AESOP has become involved in the preparation of the **OPEN DAYS – European Week of Regions and Cities**. This is an annual four-day event during which cities and regions, present their ideas and proposals to implement European Union cohesion policy, and prove the importance of the local and regional level for good European governance. The event was created in 2003 when the Committee of the Regions invited Brussels-based local and regional representations to the European Union to open their doors to visitors simultaneously. One year later, the European Commission's DG for Regional Policy also joined the event. Over the years, the OPEN DAYS has grown into the key assembly on EU Regional and Urban Policy involving a whole range of stakeholders. In recent years, some 6000 participants have attended this gathering. The OPEN DAYS in 2015 will take place on 12-15th October 2015.

One of the inherent structures within the OPEN DAYS is the **OPEN DAYS University**, which aims to present new research on regional and urban development in order to advise the European Commission on the ongoing implementation of cohesion policy and its future developments. It enables academics, practitioners, EU officials and other interested participants to exchange views, data, indicators and to test new academic concepts in the field of regional and urban policies. It facilitates the creation of networking links between students, academics, EU institutions and regional partners, attracting students and young researchers to the topic of EU cohesion policy. AESOP was invited to contribute to this particular part of the OPEN DAYS, taking into account its field of expertise. AESOP, together with other organisation with the academic profile: ERSA and RSA, as well as representatives of the European Commission: DG Regio and DG RTD and the Committee of the Regions form an Advisory Board of the OPEN DAYS University.

Among ten OPEN DAYS University workshops, two are reserved for the European Commission to share their experience from their activities. In 2015, AESOP will have a significant contribution in half of the remaining workshops.

An AESOP speaker will be contributing to the workshop lead by DG RTD „*Smart cities, social and technological innovation: achieving the right policy mix?*". The content of the workshop has been developed in the close collaboration with us.

An AESOP speaker will be also part of the workshop led by CoR and RSA „*Beyond Big Data: the role of advanced theory and practice in adding value to regional analysis*" the content of which has been also generated with our significant contribution.

AESOP together with ERSA will lead the workshop supported by the CoR on „*Energy issues in regional and urban development*".

Finally AESOP is the leader of the workshop also supported by CoR on „*Multilevel governance systems and their role in policies for balanced urban development*".

The OPEN DAYS University will also host a **Master Class** for PhD students/early career researchers in the field of regional and urban policy with the aim of improving the understanding of EU Cohesion Policy and its research potential. AESOP will be also helping with this part of the OPEN DAYS University.

The AESOP Council of Representatives, during its meeting in July 2014 in Utrecht, put their confidence in me to represent our Association as an AESOP Official at the Brussels European Liaison Office and to continue doing this increasingly important work when I finish my mandate as Secretary General. Council was of the opinion that it is crucial that AESOP remains involved more actively in the next period of EU policies with a territorial dimension, when research and training opportunities in urban and regional development will significantly increase.

To complete this report from our achievements within the European arena, I would also like to look a little further into the future. I believe that the next step from those defined in May 2011 in Tirana must be focused on building a platform of knowledge, exchange and support for AESOP members and other stakeholders interested in planning, especially in learning and the application of research outcomes in practice. This could indeed be AESOP's new role, mediating between public administration, business, civil society, politicians and academia.

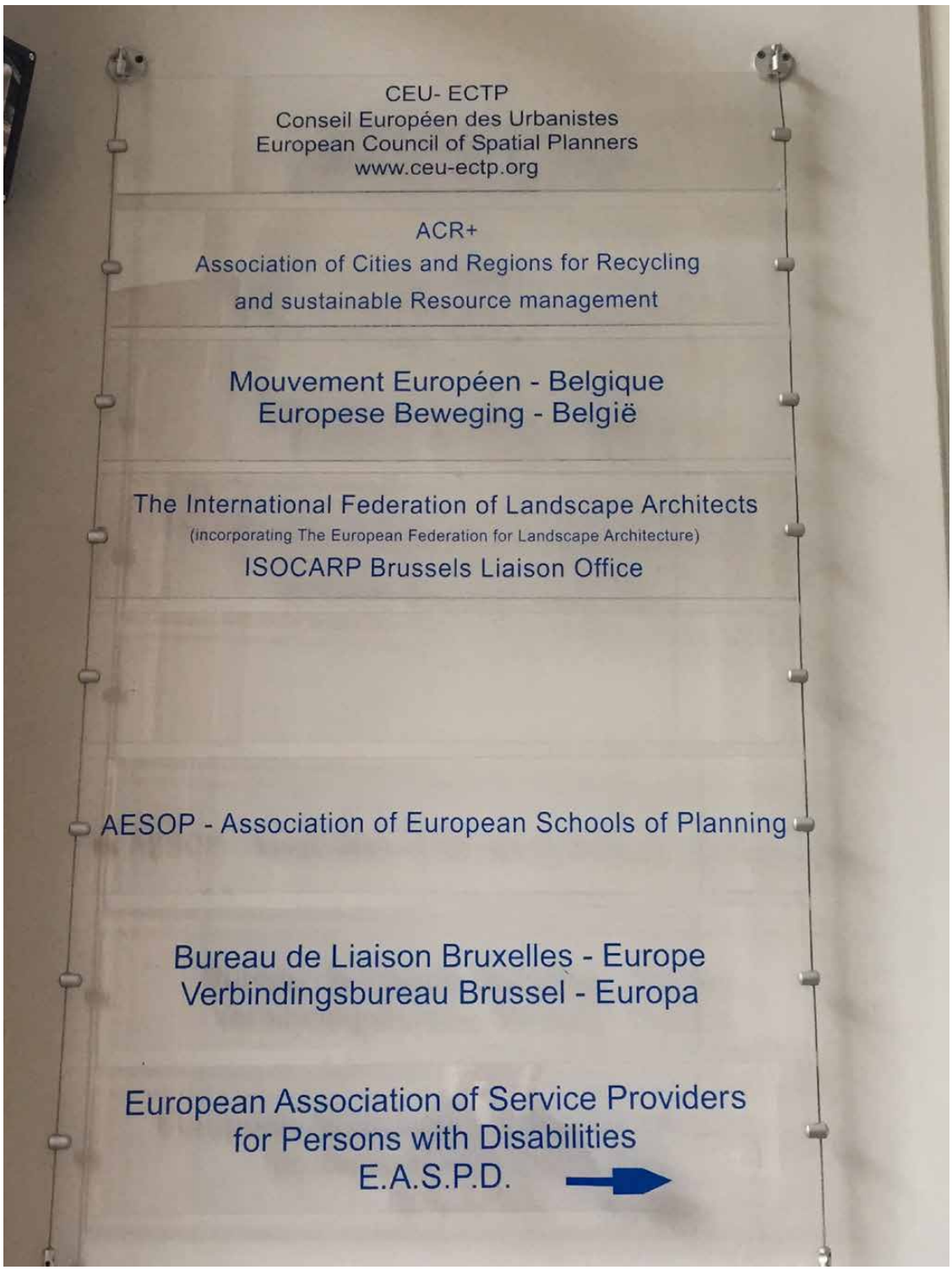
This might include the database about specialised (and maybe AESOP-recommended) courses and modules taught at our member schools which could be interesting for professionals and administration as lifelong learning training. This might also offer a database about opportunities of application of methods and tools which may help institutions and companies in the field of planning. This can facilitate a new kind of meetings within the AESOP community and generate new seminar or project groups.

This would build transfer of knowledge and increase AESOP's cooperation with European actors; both form EU institutions and our professional partners.

The primary idea is to use our network and try to deliver **new kinds of services to our members**, not just to have AESOP as a name listed in different contexts.

BELO could be also be further developed as a tool of cooperation between AESOP and its partner organisations and allow us to coordinate our joint activities and apply more efficiently and strongly for financing, especially under the framework of **Erasmus+** which offers **Strategic Partnerships** and **Knowledge Alliances**. This would directly produce a synergic effect.

Summing up, I think that quite a solid network has been already built up and this creates a good base to give AESOP a strong name in EU affairs.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Educational Contribution to the Global Planning Agenda: **A comment**

Klauss R. Kunzmann

In October 2016 the UN Habitat III event will take place in Quito, Ecuador, to rethink the Global Planning Agenda. Habitat I was held in Vancouver in 1976 and Habitat II in Istanbul in 1996. Habitat III aims to remind policy makers around the globe that cities matter and that city development is a globally essential policy arena. In contrast to former development policies that favoured rural development. It is a paradigm change. Rapid urbanization processes in Africa, the Middle East, Asia and Latin America are the alarming rationale for the Agenda. Though definitions tend to vary, in 2011 52.1% of the global population lived in cities. For Spain that figure is 77.4%, 73.9% for Germany, 53.7 % for China.

Can planning schools have a function in this global jamboree? Should they have a role?

Many people doubt, whether such mega-events as Habitat III make any sense. Their prime aim is to raise awareness for housing and urban development, primarily in developing countries. For many observers, they are just a reason for public institutions, policy advisors, consultants, research institutes or NGOs to meet, communicate, elaborate and exchange information and documents in order to promote the field. And by promoting the field they promote their own institutions and secure their own jobs. Others, in turn, stress the need of such mega-events to raise political and public awareness. They are convinced that only such mega events cause international media to dedicate some coverage on a theme, which, as a rule, is not seen as their mainstream business The pros and cons of such mega-events in the field of housing and urban planning, however, are not discussed further in this comment.

The New Global Planning Agenda to be discussed at the Quito world conference follows the convention that cities, in contrast to rural areas, are the engines of economic development, the cradles of innovation and the arenas of civil rights. The new urban focus is a paradigm change. Following mainstream planning paradigms, the Global Planning Agenda aims at promoting sustainable development goals by making "*cities and human settlements inclusive, safe, resilient and sustainable*" (…why not healthy, digital, intelligent, smart, innovative, creative or compact?). The slogan chosen for Habitat III is not controversial, though it is a long way to come from rhetoric to action. It requires much willingness amongst global, national, regional and local stakeholders to set priorities differently and to remove the many obstacles from implementation. Otherwise the Agenda remains a paper tiger, quoted to demonstrate awareness, decorate on-going market-led policies and hide inability to change conditions of

global market-led development. The brochure for the world conference defines the concerns to be discussed during the event (UN-Habitat III) as follows:

" Key elements for the new Urban Agenda are to create a pattern of sustainable urban development fostering a new model of city

- *Urban Rules and Regulations. The outcome in terms of quality of an urban settlement is dependent on the set of rules and regulations and its implementability. Proper urbanization requires the rule of law.*
- *Urban Planning and Design. Establishing the adequate provision of the common good, including streets and open spaces, together with an efficient pattern of buildable plots.*
- *Municipal Finance. For a good management and maintenance of the city. Municipal finance systems should redistribute parts of the urban value generated."*

These three key elements are well chosen. They signal to the participants where the challenges for future urban development are. Indirectly they also articulate where the problems for action are, and which role planners have in coping with these challenges, and how planning schools could prepare future planners for their profession.

There is not much planning schools can contribute the Global Planning Agenda Habitat. The event is not a about planning education, not primarily about Europe. UN-HABITAT is not a university, the UN University in Tokyo is not offering any programme on planning education. However, talking about housing and urban development, one has to talk unavoidably about education and training for the field. Thereby one could use the power of a UN Institution, may UN-HABITAT be considered to have had some power, to address issues of sustainable urban development to a broad range of opinion leaders and multipliers, such as policy makers, policy advisors and international consultants, CEOs of global corporations and NGOs, or international property developers and bankers.

Individual planning schools have no access to the target groups and multipliers unless individuals doing research and teaching at planning schools are cultivating personal linkages and networks to persons in such institutions. Hence, individual planning schools can do nothing. Planning education cannot contribute to the Global Planning Agenda. Planning schools neither have the resources to act, nor do they have institutional access to international multipliers. To a limited extent, only the AESOP Secretariat, via GPEAN, the Global Planning Education Associations Network can offer the rich experience of European planning education to UN-HABITAT. It can try to lobby in Nairobi and communicate that urban development is not done and driven by planners not even by architects, but by others, who build the future high-tech dominated infrastructure in cities and regions. Here, UN-Habitat could become more active and explore how the stakeholders in cities can be made more aware of the social, aesthetical, and environmental implications of their city building activities.

On the other side, AESOP can communicate to planning schools that it makes sense to raise awareness amongst planning students for the impacts of globalization on local, regional or even national spatial planning, to prepare for the challenges ahead. This, however, is what many planning educators do or have done anyway even without referring to any UN organisation or document. Eventually, the AESOP Secretariat can convince professional planning institutions, or desk officers in ministries of member countries, who are negotiating with the UN and UN-HABITAT to consider planning education in a broad sense as an important dimension in urban and regional development. Finally, the AESOP Secretariat, representing the community of planning educators, should communicate to its member schools that there is no global model of educating planners for local and regional spatial development.

The documents discussed:

- The Vancouver Declaration
- The Istanbul Declaration
- Towards the Quito Declaration

http://unhabitat.org/wp-content/uploads/2014/07/**The_Vancouver_Declaration**_19761.pdf

http://unhabitat.org/wp-content/uploads/2014/07/**The-Habitat-Agenda-Istanbul-Declaration-on-Human-Settlements**-20061.pdf

http://unhabitat.org/wp-content/uploads/2015/01/**Brochure-Habitat-III**-.pdf

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