

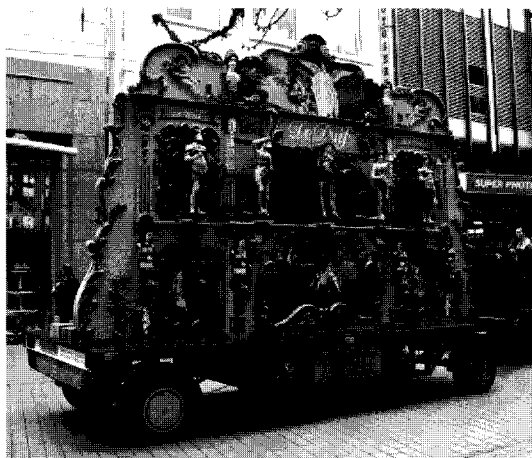
Aesop Yearbook 2003



AESOP
the association of european schools of planning

www.aesop-planning.com

**AESOP YEARBOOK
2003**



Association of European School's of Planning Yearbook 2003

Produced by Oxford Brookes University, Department of Planning
On behalf of AESOP

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Editor's Introduction

Welcome to the first issue of the Aesop Yearbook.

The aim of the Yearbook is to provide members of Aesop, and others with an interest in the work of the organisation, with up-to-date information and evidence of the work of the Association as it relates to the preceding year's activities. It contains a wide range of material reflecting both the institutional makeup of the organisation, as well as a sense of some of its current academic and educational values – particularly through the two Prize awards, for academic and for teaching excellence.

The Yearbook in part replaces the Newsletter, and complements the recently established Aesop Web-site: this resource contains the more ephemeral, but no less important, content formerly published in the Newsletter.

The Yearbook also provides a summary of members, and contacts for these –full information about whom can be found on the Web.

It is hoped that you find the design, the layout, and the style of the Yearbook both accessible and appropriate to Aesop. The editor welcomes your comments and views regarding all of these issues so that next year we can produce an even better resource for members.



The AESOP Executive Committee



List of committee members

1. *Dr Christoph Blaser* - Treasurer
2. *Dr Teresa Fidelis* - Junior Vice President
3. *Dr Roelof Verhage* - Young Academics
4. *Prof Dr Simin Davoudi* - Senior Vice President
5. *Prof Dr Alessandro Balducci* - President
6. *Dr Ombretta Romice* - Coordinator of Communications
7. *Miranda Jager* - Secretary
8. *Prof Dr Hans Mastop* - Gpean
9. *Prof Dr Gert de Roo* - Secretary General
10. *Prof Dr Karel Maier* - Standing committee

President's Report



Introduction: AESOP a lively and active association that cares about education and planning

Alessandro Balducci, Aesop President

From this year the Annual Report of Aesop takes a new form. The ExCo decided last July in Leuven that, given the development and the vitality of our web-site (www.aesop-planning.com), the traditional means of communication must be reconceived. In particular it was agreed that the Annual Report and the Aesop newsletter needed to be changed. It was felt that there was no reason to keep a communication tool that, for its very nature, cannot have as much added value to the information that can be conveyed via web-site, not being able to be as timely and complete as this can be.

At the same time the Annual Report and "Aesop-News" have always been visible, material signs of our organisation; so we have decided to transform these signs into a more complete report on our activity. Putting together a new Yearbook that does not pretend to provide news, but rather information and evidence of the association's rich life and work. The Yearbook therefore incorporates the substantive elements of the traditional annual report. However we hope the Yearbook will be far more than an annual report. This year's Yearbook is a first and important step towards a book that shows Aesop being a lively network organisation which is highly active at the core of European planning society.

Let us look at the past year (2002-2003) in this perspective.

The institutional activity has been agreed and initiated by the following meetings:

- Exco in Milan November 2002
- Exco and Corep Meeting in Riga March 2003
- the Joint Congress in Leuven in July 2003 with Exco and Corep meeting and the Post Congress Seminar of Berlin and Dortmund
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The Exco Meeting in Milan November 2002

During this first meeting under my presidency in Milan the most important decisions were the following.

- We started to cope with the problem of the web-site which had not opened yet after some years of preparation by our Newsletter editor, and we therefore proposed to call on board a web-site responsible, splitting the responsibilities of a communication activity that, for a network organisation like ours, seemed to be heavier than in the past.
- We consolidated the activity of the Young Academics Working Group devoting funds to allow a first meeting that could eventually lead to a better structuring of their presence in the organisation.
- We decided to couple the next CoRep meeting at Riga with a seminar on Planning Education continuing the tradition we had started in Vienna 2002 with the double aim of putting in the CoRep meeting a scientific event and of gathering together material, reflections and information about our "core-business", that is exchange in planning education.
- With the support of our Standing committee on future congresses we initiated the preparation of the Conference in France for 2004.

The Exco, the Corep Meeting and the Planning Education Seminar in Riga, March 2003

In this wonderful medieval and art-deco capital of Latvia on the Baltic sea, with the hospitality of Prof. Jekabs Trusins of the Riga Technical University, we had two days of intense work combined with a very enjoyable visit to the city.

As agreed in Milan we had a half day seminar on Planning Education with papers presented by Robert Upton, Secretary General of RTPi and ECTP, who outlined a new document on planning education at that time just issued by RTPi; Vesselina Troeva on planning education in East European Countries (which is downloadable on the web-site); Marcel Bazin on Planning education in France and on the results of the planning education track in the previous Volos Congress; and by our local hosts who presented the situation of planning education in Latvia.

The most important decisions that have been taken in our Exco ad CoRep in Riga are the following.



- To accept the resignation of Basil Dimitriou from newsletter editor (for personal reasons) and to accept as a new Communication officer in our Executive Committee, Ombretta Romice, University of Strathclyde in Glasgow, who had already been appointed in Milan as web-site editor; Exco and CoRep have asked her, with the support of our Secretary General and of Alan Reeve from Oxford Brooks (who agreed to continue his work for Aesop as News-letter editor at that time) to lay out a communication strategy to be presented in Leuven.
- To move the Congress venue 2004 from Aix-en-Provence to Grenoble, solving a problem that had arisen in Aix, which decided in any event to keep the Phd workshop.
- To approve a reduced fee for retired members.
- To approve the use of an Aesop e-mail database that had been prepared by our Secretary General as an instrument to reach individually all the persons who have participated in the past in our initiatives.
- To propose Hans Mastop as our representative in the Global Planning Education Association Network, replacing Basil Dimitriou.
- To approve the guidelines for proposals to host the 2006 World Planning Schools Congress.

The Leuven Joint Congress July 8-12 2003 "The network society" and the post Congress Seminar in Dortmund and Berlin "The future of deindustrialising regions".

There had been some doubts about the precise meaning of continuing our tradition of an Aesop-Acsp Joint Congress after Shanghai 2001, that had begun a new world-wide network of planning schools, expressing the intention of holding a world Congress every five years. But after Oxford (1991) and Toronto (1996) the Leuven Congress has fully demonstrated that the planning schools associations on the two sides of the Atlantic continue to profit from an exchange that enriches the respective continental perspectives. The world is more and more integrated and since the aim of our congress activity is exchange in research and education programmes the diversity of the scale of exchange provides a great opportunity for our members. Aesop and Acsp, after all, have much in common.

Leuven was a big event, with more than 650 papers in 13 tracks, a climate of dialogue favoured by the excellent organisation lead by Louis Albrechts and



the warmth of a lively city that gave our American partners a real sense of European urbanity. Conveners not only talked with passion in the sessions and round tables, but met across the wonderful historical centre of Leuven, in the streets, the piazzas, the restaurants and cafés that give to this prestigious University Town an intense social life in its public spaces.

In this Congress we were really able to look at the challenges that arise from the new network economy and from the new fragmentation processes that affect our societies, and we had the chance to reflect upon the important role of planning in the production of places that might integrate individuals and groups in a globalized world.

The Leuven Congress was preceded by the PhD Workshop in Amsterdam, with the participation of 37 PhD students from 15 different countries. Perfectly organized by our colleagues of the University of Amsterdam, the workshop demonstrated our capacity to learn from experience and to fine tune a formula for this important meeting that gives participants a unique opportunity of learning and exchange.

After the conclusion of the Leuven Congress under the direction of Klaus Kunzmann we have also had an interesting initiative, a post Acsp/Aesop Conference on "The Future of Deindustrialising Regions: Planning for Urban and Regional Transformation" that was held between Dortmund and Berlin. An event measured by the objective of giving to participants an environment in which to discuss and reflect upon real projects that can creatively change the future of deindustrialising regions.

Exco, CoRep and General Assembly in Leuven, July 2003

As usual the congress has been the occasion for numerous meetings between our various decision making groups.

The most important decisions that were taken through these are the following.

- We have had the election of the Senior Vice President, who, according to our Chart, will replace me after the Grenoble Congress. We have had two excellent candidates Simin Davoudi and Alain Motte. Simin was elected and therefore has joined the Executive Committee.
- We have confirmed Christoph Blaser as Treasurer for another two years, thanking him and his University for such a competent and efficient support to Aesop's institutional activity.



- We have decided to have, for the first time, a steady secretarial support for one day a week to manage our increasing routine activity, based in Groningen at the Office of our Secretary General.
- We have awarded our two prizes: the "Best paper prize" to Raine Mäntysalo for an article called: Dilemmas in the critical planning theory, published in Town Planning Review, Vol. 73/4, October 2002; and the "Excellence in teaching prize" that successfully arrived at the second edition to the University of Palermo for the coordinated courses "Town for children" (see reports of the judging committees in the following pages of the Yearbook).
- We have been informed that Hans Mastop, our member in the global network GPEAN, has been nominated Secretary General; and that an official proposal to hold the second World Planning School Congress was presented by the National Autonomous University of Mexico for Mexico City 2006.
- We have decided to put our directory on the web-site.
- Within our web-site we have decided to open a specific area for young academics.
- We have decided to launch the activity of the AESOP Communication Team, integrating Ombretta Romice, Alan Reeve and Gert de Roo with representatives of the Young Academics Working Group.
- We have approved a draft version of the book edited by Alex Fubini that contains all the results of the Socrates Thematic Network Project.
- We have agreed to pursue our strategy of exchange and cooperation with other international organisation in the field of planning, and particularly with ECTP and ISOCARP with whom we have decided to hold a joint initiative in Genova April 2004, coincident with our spring Council of Representative.
- We have also completed our programme and nominations for future congresses:
 - Grenoble, France 2004 July 1-4
 - Vienna, Austria 2005 July 13-16
 - WPSC Mexico City 2006, July
 - Naples, Italy 2007, July
 - Manchester and Liverpool, UK, 2008 or 2009
 - Joint ACSP-AESOP in Washington DC 2008 or 2009



The last two nominations reflect (a) the decision to continue with a joint congress of AESOP-ACSP, next time to be held in North America, and (b) the possible competition for 2009 that is a significant date for celebrating one hundred years from the birth of planning and planning education, either in Europe (Liverpool) and in North America.

Exco and Communication Team meeting in Groningen November 2003

Our autumn meeting was held in Groningen, the beautiful home town of our Secretary General, Gert de Roo, and his staff. We have had one intense full day Executive Committee with the participation of all the members, and the following day the first meeting of our new Communications Team.

The most important points we have been treating in the Exco can be summarised as follows.

- We have decided to organise a delegation to Brussels in order to present our activity and to strengthen potential relations with the European Commission.
- A new updated data-base, with all our members, checked by the Treasurer and the Secretary General has been assembled: Aesop has 173 members, 102 full, 35 associate, 7 corresponding, 27 individual, 1 honorary, 1 donor.
- We have decided that in the development of the Association it is meaningful to appoint an Honorary member for each term of presidency.
- We have discussed a draft strategy for the implementation of the Aesop PhD European School of Planning, as an incremental effort to be started experimentally with the cooperation between several PhD programmes among our member schools.
- We have discussed the new initiatives of the Global Planning Education Association Network, with a new Charter to be signed and a collection of best papers of the various continental associations.
- We have been discussing the opportunity of organising an "Administrators Conference" on the model that has been developed by Acsp which gathers deans of planning schools and heads of planning departments in order to discuss specific management issues. We decided that it is worth elaborating a proposal on this in a period of great change in programmes and of common problems.
- We have discussed a checklist for the preparation of the PhD workshop



proposed by the Young Academics Working Group.

- We have discussed a draft programme of the Communications Team, prepared by Gert de Roo and Ombretta Romice as a position paper for the activity of the new working group meeting in Groningen for the first time.

These have been the most important meetings and actions. I had the intention of giving to all members just an idea of our organisational life. At the end of these notes, I would like just to communicate the conviction that still being a teenager, Aesop is moving toward adulthood trying not to lose enthusiasm and flexibility. We continue to be an organisation supported by the voluntary work of people who consider the exchange of experience in an international context as fundamental nourishment for educators and practitioners. A group of people who feel that Europe is a meaningful entity and an entity keen to initiate and widen exchange with other parts of the world.

We have adapted our structure to the new demands of the time. The Executive Committee that is in principle composed of six members - the Treasurer Christoph Blaser, the Communications officer Ombretta Romice, the Secretary General Gert de Roo, the Junior Vice-president Teresa Fidelis, the Senior Vice-president Simin Davoudi and the President, me, has been fully integrated by three new appointed members: Roelof Verhage, as representative of the Young Academics Working Group, Karel Maier as chair of our Standing Committee on Future Congresses and Hans Mastop as representative of Aesop in the Global Planning Education Association Network.

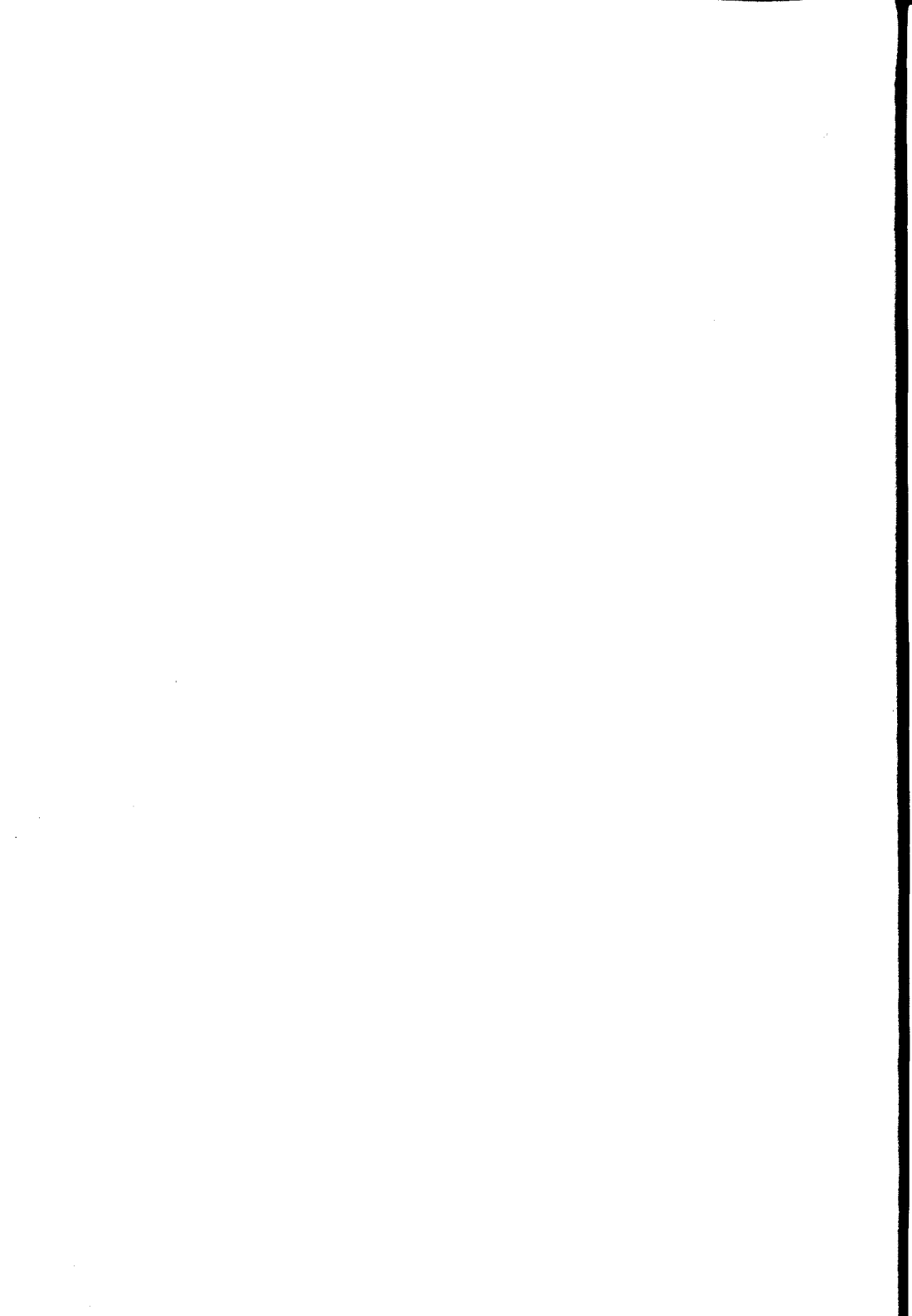
With this reinforced structure, and the support of other prize committees and working groups, we have been able to deal with various difficulties and to expand our activity as this document can testify.

Concluding this note, I want to thank all the active members of Aesop for their work, and Alan Reeve, member of the Communications team, for editing our first Yearbook. To be continued . . .



Reports





The Treasurers Report on 2003

This report covers the calendar year 2003 and will give a general overview of AESOP's current financial status, detailing income and expenses during this period.

Income

The annual income for AESOP was 48,100 Euros or 2,100 Euros higher than expected. As in previous years, income was mainly generated from member fee payments and a contribution from the congress organizer. While fee income was 800 Euros less than budgeted – several members did not pay their fees before the end of the year – however, a contribution of 6,900 Euros from the Leuven congress was received instead of the budgeted 4,000 Euros.

Expenses

Actual expenses for this period totalled 31,850 Euros, or 19,150 Euros less than the budgeted amount.

Because of changes in publishing activities, there were no expenses for printing and newsletters during this period as it was agreed by the Leuven Council of Representatives to have from now an annual yearbook instead of a series of newsletters every year. The 2003 yearbook will be the first and will be issued in Spring 2004. In future, all actual and short-term information will be efficiently disseminated to members through the redesigned AESOP website. For the website AESOP spent € 400 during this period. Further on, the Council agreed with the Secretary General to increase his annual budget by € 3,000 to allow for a one-day-per-week assistant. This new addition, initiated in July, increased for secretariat costs of this period to € 8,500 instead of the budgeted € 7,000. The expenses for Executive Committee business meetings was € 9,700. Expenses for additional business meetings of the new established Communication Group and for a meeting with the administrators of ACSP were € 1,450. The sum of € 550 was spent for the 'Working Party on Planning Education' seminar held during the Riga Council in March. The activities of the Young Academics Working Group cost € 1,150, and for attendance at a business meeting related to the Global Planning Education Association Network (GPEAN) cost € 900. AESOP spent € 200 for the two Prize paper awards for 2002 and 2003, but related publishing costs for these awards will follow during the next period. The grant offered to the Ph.D. workshop in Amsterdam was € 2,500 and was exactly the budgeted figure. Additionally, AESOP spent



€ 1,750 for the award 'Excellence in Teaching for Practice'. During this period, € 300 was offered for one hardship support request. Among other things, the 'Miscellaneous' category was used to buy a series of new AESOP flags. As Ph.D. grant funds for US participants offered by the Fannie Mae Foundation in 2002 were not totally utilised, there was a partial refund of € 950 to this foundation. The bank services are quite efficient, but charges have increased. For bank services AESOP was charged € 1,200 or € 400 higher than budgeted.

Balance

In the end, this year's balance shows a surplus of € 16,280 rather than a negative balance of € -5,000. This positive balance is the result of lower than expected expenditures for many items, especially the reorganization on AESOP's printing and information policy.

New fee income policy

Since the beginning of 2003, members from countries with a weak economic status are given a 50% fees reduction, while the fees of the so-called 'rich' countries have been adjusted to compensate for the fee reductions of weaker member countries.

In addition, the Council of Representatives held in Leuven decided to allow additional reduced fees for individual members who are unemployed or have retirement status. This new policy will be initiated in 2004.

Conclusion

Taking into account the reserves, AESOP remains in a sound financial condition and is well able to continue, and even intensify, the activities it is involved in to realise the Association's main goals and objectives.

AESOP Financial Report 2003

all monetary
values in EURO

AESOP Income	budget	actual
Membership Fees	42,000	41,200
Congress Contribution	4,000	6,900
Directory sales	200	0
Total Income	46,200	48,100

AESOP Expenses	budget	actual
Publishing & Printing	3,000	0
Newsletter	4,000	0
Website	1,000	400
Secretariate	7,000	8,500
Exco Business Meetings	13,000	9,700
Additional Business Trips	1,000	1,450
Standing Committee for Congresses	2,000	1,050
Working Party on Planning Education	2,000	550
Young Academics Working Group	1,600	1,150
AESOP Joint Seminars	2,000	0
Global Planning Education Association Network GPEAN	1,000	900
AESOP Prize Paper	3,600	200
PhD Workshop	2,500	2,500
AESOP award «Excellence in Teaching for Practice»	2,500	1,750
Hardship Support	2,000	300
Unforeseen/Miscellaneous	2,000	1,250
Refund of FannieMae Grant 2002	0	950
Bank & VISA Charges	800	1,200
Total Expenses	51,000	31,850

Balance 2003	-4,800	16,250
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January 29, 2004 / Christoph Blaser, AESOP Treasurer



The AESOP Communications Team: One year into the job

Why a Communication Team?

AESOP is a network organisation. As such, to operate efficient networking it needs an extensive, informative, well linked structure ensuring that communication between member-member, member-outsider (individuals/organisations), AESOP-members and AESOP-outsiders runs, exchanges knowledge, creates the conditions to produce new knowledge and opportunities and does so within highly competitive settings.

Under Sandro Balducci's Presidentship, the need for a Communication Team was perceived as a matter of urgency, importance and complexity. In particular, it seemed clear that AESOP could no longer fulfil its goals without relying on a formalised, planned - and ultimately responsible - group.

The CT was therefore officially recognised in March 2003 by the ExCo and CoRep; its membership currently includes:

- Dr Ombretta Romice – the Team Coordinator
- Prof Dr Gert deRoo – AESOP General secretary
- Dr Alan Reeve – the Yearbook editor
- Mr Nikos Karadimitriou – Young Academic
- Dr Elisabete Silva – Young Academic
- Martina Koll-Schretzenmayer – Young Academic

Since its establishment, the Team has been busy building its strategy, its remit, its corporate identity and getting known to members, mainly through its website, the Aesop's email database, at the annual Congress and finally through its Yearbook. The Team is less than a year old, but shows positive signs of activism and entrepreneurial activity, which we hope to keep up with the collaboration from other members.

Intentions

The Team's primary function is to create the environment and the conditions to make AESOP an effective and efficient Network. More activities, work and networks will stem from that over time, but our primary task is to provide the overall enabling framework for that to happen.

Judging on size of the AESOP Network, it was soon clear that the Team needed a well-defined Communications Strategy pursuing two main goals:

a) create the space and the means of delivery for the Team;



- b) Transform AESOP from an active network, into a proactive network, that promotes and generates advancement in the planning field thanks to the synergies of its members and the projects that stem from them.

The CT Strategy in detail

The two goals mentioned above are both broad and ambitious, requiring skills, means of delivery, connections and the capacity to generate interest and action in members. To make them more viable, we distinguished between long and short-term objectives:

Short term objectives

When the CT was created, communication was much relying on the initiative and commitment of individuals, but lack of coordination and recognised means of delivery was affecting the efficiency of what was being communicated. We therefore needed to:

- i) clarify how communication between interested parties should take place, identify and make available useful tools to facilitate communication.

The complexity of current communication requires a variety of channels; the Internet and email are at the forefront, but cannot substitute personal communication and traditional means. Therefore, the Team decided to use the new website, email-groups as well as meetings and the Yearbook as main channels to distribute and collect information.

The entire AESOP Directory will be soon available online, for the easy research on member schools, planning courses offered and to favour the exchange of programmes, staff and students.

- ii) encourage and – eventually – organise communication between interested parties and distribute team roles.

The Team is small and membership is voluntary; we are therefore working to identify the best way to attract the contribution of others. We currently have a running and constantly updated website; a good email database used to promote, announce, advice; dedicated space at congresses and a number of initiatives that can now rely on us. Finally, we have an active “Young Academics network” devoted to encourage debate and exchange on planning topics amongst young academics and professionals.

Hopefully, with time, the framework, lessons and guidelines that we can draw from these initial attempts can help the development of others. Nevertheless, as we go on, we incorporate new ideas and suggestions to our list of objectives.

Long-term objectives

Our long-term objectives are:

- i) To establish a viable, independent channel for information production and exchange supporting, amongst other initiatives, the development of Thematic Network groups within AESOP.

The Young Academic network is the first step in this direction; launched in November 2003, it has demonstrated to be an active and well-organised establishment, currently expanding its links across Europe and connecting with similar initiatives across the world.

We hope that other Networks will be set up on this example. So far, the three working groups that successfully completed the Socrates Thematic Network Project "Improving Planning Education in Europe", and dealing respectively with Planning Education, Research and the links between Academia and the Profession, could be the new Thematic Networks to develop.

But other ideas are welcome!

- ii) To promote and advertise jobs and employment opportunities amongst our members.

We believe it is important to keep AESOP in the loop for what concerns job and employment, to maintain a prominent role in the planning debate. With time, we wish to create in AESOP a 'hub' where many International job offers/demands can be exchanged. Currently, we are using the AESOP mailing database to initiate and support this initiative; we are also trying to set links to other organisations that are trying to offer similar services. It is anyway clear that for this service to work and be effective, the main contribution will have to come from the individual initiative of AESOP members.

- iii) To disseminate best-practices in the planning field – education, profession and research;
- iv) To locate AESOP at the forefront of planning debate;



v) To make AESOP widely known to the planning community and the civic society, promote its goals and expertise.

vi) Create publication material.

There are many means to achieve these objectives; we are currently involved in the consolidation of our links and connections to current debates and research, we are trying to promote more widely the AESOP prizes conferred to the best examples of Excellence in Teaching and Best Planning Paper; we have from 2003 a permanent place in the Year Congress to publicise the Team's work, recruit new members, and collate more ideas.

The website is expanding in size, to include pages dedicated to several issues events, news, prizes, working groups, links; but from this year the Yearbook will also be a chance to disseminate 'in concrete' some of the most significant achievements of our group. We are confident that with time we will expand our pool of initiatives.

Finally, we are leasing with the AESOP Congress organisers (past and future years) to have available online all papers presented in the Congress Tracks! An Invaluable resource indeed!

What does the CT need from AESOP members?

This is a big question; the answer is a lot! But we also acknowledge that everyone has got very busy schedules, and that it is hard to carve out the day the time for one more activity! We therefore ask to visit the Aesop's website, focus on those issues that are on your agenda – be they jobs and markets, planning debates, sharing databases that you find useful – and take a little time to email us with your feedback.

But there could be more: we intend to open a page where new research/work from our members can be shown, so if you want to send short abstracts, thoughts, ideas and requests for collaborations, please do so. We promise we will give it prominence!

We hope you appreciate our efforts, and that you will want to provide your invaluable feedback!

All the best,

Ombretta Romice and the Communication Team

AESOP Young-Academics Network at the joint AESOP-ACSP Congress in Leuven, 8-12 July 2003

The joint AESOP-ACSP Congress in Leuven was the first congress since the AESOP Young Academics (YA) network was initiated. It was also the first opportunity for a number of the network members to meet each other, and for the network to present itself. Below is a short overview of what has been done and what is planned for the next year.

What has been realised until now?

- Establishment of a mailing list of Young Academics with almost a hundred addresses;
- Three Young Academics on the AESOP communication team;
- One representative of the Young Academics in the AESOP Executive Committee;
- Organisation of a very successful session on "how to get your papers published" at the AESOP Congress in Leuven. (If you have ideas about a topic that could be treated at next years congress, please let us know);
- Creation of the framework for a website (as a part of the AESOP website), which will be "on the air" somewhere in September 2003
- Organisation of the first ever "Young Academics Drink", in which we have been able to meet each other in the "flesh and blood", and not just virtually.

What are we going to do next?

- Once the website is "on the air", it has to be filled with content: information, links, discussion forums that are interesting for young academics in planning. We count on all of you to help us finding this;
- The 2003 AESOP PhD workshop in Amsterdam was a success. To make sure that this is always the case, we are working on a checklist (not a blueprint!) for the organisation of PhD workshops;
- AESOP is trying to make it easier for PhD students to spend a part of their time at a planning school in another country of Europe. Eventually, this could result in a European Graduate Research School. The Young Academics encourage this initiative and are actively involved in developing it further.



What can you do?

- Once the website exists, please check it regularly and send interesting links, information, and remarks. We will use our mailing list to inform you about the state of affairs of the website
- If you have any ideas for activities of the YA network, or if you have any concerns about the functioning of AESOP, or about the position of young academics in planning, please let us know, so that we can try to take action.

In Leuven, two new members on the coordination team of the young academics have been elected, Valeria Fedeli from the Politecnico de Milano (Italy) and Annie-Claude Sebban from Université Aix-Marseille (France). Besides them, the team is composed of Willem Buunk Universiteit Utrecht, the Netherlands), Yasminah Beebeejaun (Sheffield University, UK), Sherin Aminossehe (University College London/Terry Farell and Partners, UK) and Roelof Verhage (Université Lumière Lyon 2, France). We have managed to obtain some structural funding from AESOP to sustain the activities of the team, and we are very motivated to develop the initiative further. There still is a long way to go, but with your help it should be possible to make AESOP more interesting for the youngsters, and to provide peer support for all of us at the beginning of our academic careers.

Congress Reports



The joint Aesop-Acsp Leuven Conference

A successful gathering in a medieval town at sunny days

Every five to six years the European and American planning community meet at a joint event, switching the initiative between a North-American and a European organisation. This time the responsibility and pleasure of hosting the joint meeting was in the hands of the Europeans. The European planning community decided that Leuven would be the place where both planning communities should meet. That decision turned out to be exactly the right one. The medieval town Leuven, close to Europe's dynamic and foremost decision making center Brussels, added to the academic atmosphere, and which was appreciated by the many delegates who attended. Also the weather – a 100 % sunny week – added to the perception that everything was as it should be: nearly perfect.



From July, 8th till July, 12th, 2003 the third joint Aesop-Acsp congress was held in Leuven under the aegis of the local organising committee chaired by prof. dr. Louis Albrechts, Department of Architecture, Urban Design and Planning of the University of Leuven. The title of the conference '*The network society: the new context for planning*' attracted a large response. The congress in Leuven was also about building networks. Building and maintaining the bonds is important at all levels: in one's own institutions, in one's own country and continent – a task that has still only just begun, building on the strong ties and similarities between our societies; and globally.



About 910 abstracts found their way into the book of abstracts. Even more people than abstracts, coming from all over the world, were present. Still no one had for a moment the feeling that the number of people was overwhelming.

The richness of the congress program allowed us to focus upon a wide range of issues relating planning content and upon planning education issues. An overview of the main issues that were discussed is given below.

1. The Network Society
2. The Political organisation of Spatial Planning



3. The Political organisation of Spatial Planning, Transnational Subtrack
4. Environmental Planning
5. Economic Planning
6. Planning networked cities; the opportunities and challenges for urban design
7. Social Capital and Social Patterning
8. Housing and Community Development (Fannie Mae Foundation Track)
9. Planning History
10. Planning Education
11. Information and Communication Technology and Cities
12. Land Use Policy and Governance
13. Planning Processes, Administration and Law
14. Physical Capital, Networks and Transportation

All the tracks were physically held in convenient locations, grouped together in down-town Leuven, and surrounded by numerous cafes, terraces, restaurants and such that proved to be excellent locations for informal meetings. Aside from the well frequented track sessions quite a few other meetings took place, focussing on various items, such as planning magazines, prizes in planning and education. In addition, the decision-making bodies of both Aesop and Acsp had an opportunity to meet, and to meet each other. From this, a decision was taken that Aesop and Acsp will work towards the fourth joint conference, now to be held under the auspices of Acsp. This means that the next conference, either in 2008 or 2009 will be held in North America.

Gert de Roo
AESOP General Secretary
Gronigen



AESOP Ph.D. Workshop Evaluation

Overview

The PhD workshop was held from 5 – 7 July 2003 at the Akantes Multi-Functional Center in Amsterdam. 37 students from 15 countries (Seven EU countries, the US, Australia, Hong Kong, Brazil, and Singapore) attended. Five professors mentored the students. The mentors were: Willem Salat, University of Amsterdam; John Forester, Cornell University; Patsy Healey, University of Newcastle; Barrie Needham, University of Nijmegen; and Guy Baeten, University of Strathclyde. Several students from the University of Amsterdam provided valuable assistance.

Organization

- Each mentor presented one of the five plenary sessions to the entire group.
- The students were divided into five working groups, each led by one of the mentors. These groups met at three separate parallel sessions. Students presented their work in these small groups.
- There were two organized social events: a canal boat tour and a bicycling tour.

Positive Observations

Structure

- Submission of student papers and posting them on a web page prior to the workshop permit students to read about the work of fellow students. This practice should be continued.
- Providing an evaluation sheet at the beginning of the workshop with the explanation that it should be returned completed at the end focused critical thinking about the organization and structure of the sessions.
- Prior to our arrival the workshop organizers sent maps, information regarding location of the workshop venue and accommodation, and transportation alternatives for reaching these destinations. This was extremely valuable and thoughtful.



Content

- The initial plenary session on the history of urban development was a wonderful introduction to the local context.
- Those plenary sessions focused on methodology, approaches toward practice and individual experience were more generally beneficial to the entire student body than were those focused on specific theoretical concepts.
- It was good to break the large group into smaller working groups that allowed for rich discussions.
- The diversity of the student body, from different countries, with different levels of experience and at different stages in the Ph.D. work, engendered dialogue not often found in one's own university. We learned about the practice of planning in many different countries as well as the different approaches to planning education in different universities.
- The personalized approach of some mentors in their presentations brought these illustrious careers into focus with great relevance for young scholars. We learned that the struggles we now face are not unique.
- The separation of the hotel and sessions gave us an opportunity to explore and discover the city as we traveled from one to the other.
- The social events nicely punctuated the intensity of the working sessions.

Concerns about Amsterdam and Recommendations for Future Workshops

Concerns

- The workshop was too short by half a day. The overall results would have benefited from an additional half day for two reasons.
 - The distances that students travel to attend this significant event warrant a full three-day workshop (if only to recuperate from jet lag).
 - The additional half day would allow for a student introduction session. With such a large group and short time it is not possible to have even face recognition of everyone without general introductions.
- There should be a session in which the students introduce themselves and their work to the entire group so that those not in one's working group understand the range of topics under study. This will encourage more



meaningful discussions with those not in your working group. A general introduction of everyone's work would encourage substantive conversations between people who might not otherwise have been inclined to meet.

- Mentors must have the discipline to keep the working sessions focused on methodological issues and not be tempted to discuss content. Methods should include not just qualitative versus quantitative, but also such fundamental topics as presentation approaches, how to use theory, when to stop researching, how to write a proposal, how to turn the dissertation into publications, etc.
- Though the division into small working groups is essential for meaningful discussions, maintaining one mentor for the entire workshop means that students benefit from only one perspective or approach. This is a limited benefit for which to fly halfway around the world. Suggestions for reorganizing workshop sessions are presented below.
- While it is perfectly understandable that after a full day with talkative students the mentors would like to opt for a quieter dinner, and furthermore, that the host wishes to entertain the mentors with the local riches, additional opportunities for socialization between mentors and students would be beneficial.
 - There are some things that a mentor would like to say to a student in private.
- The benefits of the workshop would be enhanced if the students were involved in the selection of small group assignments.

Alternative Organizational Recommendations

- While we learn from interactions with those at various stages in the doctoral process, one session in which people at similar stages are grouped would also be useful. For example, sessions could be thematically focused on:
 - Identifying a topic and writing the initial proposal, for people at the beginning
 - Conducting the research, for those in the middle of their research
 - Writing the observations and conclusions, for those closer to the end
- While it is certainly important to present one's work to those who aligned with different methodological camps, one session might be convened around methodology. Those who are undertaking quantitative work in one group, qualitative in another.



- I have attended four Ph.D. workshops, each structured differently. The more successful experiences were those in which the working groups were reconfigured with each parallel session. The reconfiguration maximizes the opportunities for diverse intellectual exchanges.
 - One workshop asked registered participants, several months prior to the event, to select preferred topics from a large list of possible sessions.
 - Another successful workshop reconfigured the working groups while at the venue.
- Another highly successful strategy required participants to reflect upon their work and then within a defined time period respond to broad questions rather than simply present prepared materials.
 - One representative question was to consider who the audience was and why the work would be important to this audience.
 - Another approach was to require participants to present a pithy (five sentence) explanation of their work. This exercise was allotted an entire evening during which the faculty members and students ordered in dinner and worked together refining their statements.

In conclusion, the diversity of topics and experiences should be organized and reorganized horizontally and vertically throughout the three-day session in order to maximize the opportunities for intellectual cross-pollination. The Ph.D. workshops are an enormously valuable experience and contribution to learning.

Respectfully submitted,

Melissa Saunders

Ph.D. Candidate

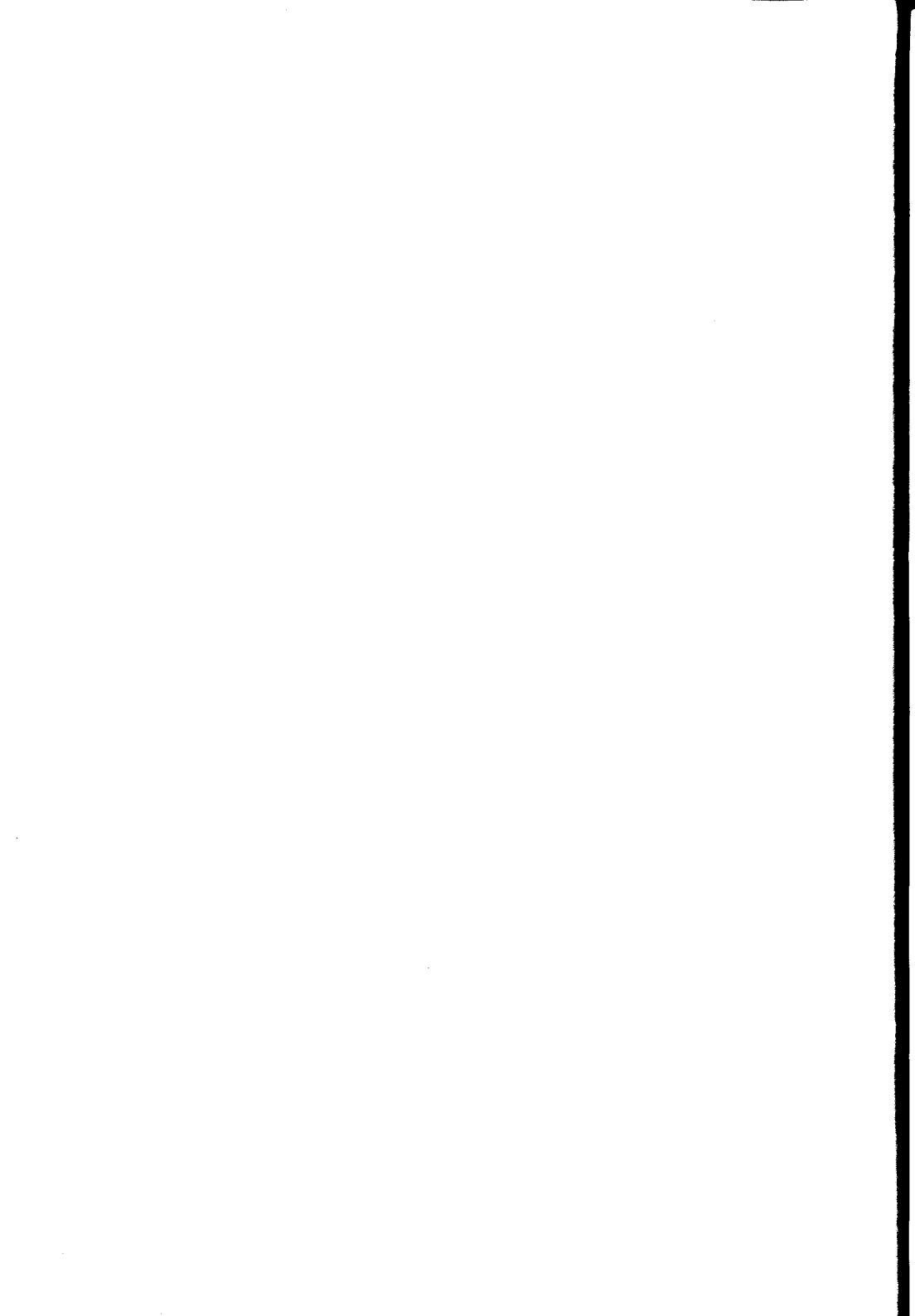
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AESOP Prize Paper





Statement from the Prize Paper nomination committee

The purpose of the Prize, initiated in 1995 with the first award made in 1996, is to celebrate the work of scholars in the planning field working and publishing in Europe. It also serves to bring to the attention of planning academics and other interested parties across Europe the range of academic work being undertaken in the spatial planning field in Europe and to exchange literature between our different national academic cultures. A list of relevant journals has been prepared both in English and other European languages.

Editors are invited each year to submit papers for the Prize. The selection is then made in a two-stage process. Council members read the submitted papers and others nominated by council members, usually at least three readers per paper. A Nominating Committee then reviews those, which emerge as particularly good. The outcome of the 2002 Prize was announced at the AESOP Congress General Assembly in Leuven July 2003.

This year a total of 17 papers were received, of which 14 were in English. Papers were also received in German and Norwegian. There was a wide range of subject matter represented. Six papers were short listed.

This year there were an over all agreement that there was one paper which received by far and away the best scores. This was an article called: *Dilemmas in the critical planning theory*, written by Raine Mäntysalo and published in *Town Planning Review*, Vol. 73/4, October 2002. Mäntysalo teaches urban design at the Institute of Urban Design, Department of Architecture at University of Oulu in Finland.

In the paper he argues that Critical Planning Theory is inadequate as a planning theory. It ought to search for the means to incorporate the principles of legitimate planning argumentation, derived from Habermas's social theory, to a theory that is able to address planning practice both descriptively and prescriptively- grasping the essence of planning as a problem-solving activity that transcends rationality and necessarily manages social relationships.

From Willem Salets comments:

- Mäntysalo's article is highly relevant to current debates on planning theory, in particular regarding communicative and participatory planning.
- Mäntysalo's critically discusses Habermas' propositions on "rationality" and "free dialogue" in the power and interest driven context of participatory planning.



- It may be doubted whether Habermas would agree, but Mäntysalo takes a clear position and systematically builds his arguments.
- The committee was impressed by Mäntysalo`s ability to discuss highly complex and theoretical concepts in a very clear way.

From Simin Davoudis comments:

- The referees and the committee considered this article as outstanding and an excellent contribution to the current debate about the application of Habermas`s Critical Theory in planning.
- The referees and the committee were particularly impressed by the clarity and fluidity of the arguments and the use of an easy-to-understand language, despite the highly abstract and theoretical nature of the focus of the article.
- Its significance rests in particular on challenging the paradigmatic status of the communicative planning theory.

Sigmund Asmervik, October 2003

Dilemmas in Critical Planning Theory

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Architect, Dr.Tech. Raine Mäntysalo teaches urban design in the University of Oulu, Department of Architecture, Laboratory of Urban Design. His doctoral thesis "Land-Use Planning as Inter-Organizational Learning" has recently been published by the Oulu University Press.

Dilemmas in Critical Planning Theory

In this article, it is argued that Critical Planning Theory is inadequate as a *planning theory*. It ought to search for means to incorporate the principles of legitimate planning argumentation, derived from Habermas's social theory, to a theory that is able to address planning practices both descriptively and prescriptively – grasping the essence of planning as problem-solving activity that transcends rationality and necessarily manages social relationships. However, Habermas's conceptual separation of communicative and instrumental rationalities, and his total reliance on rationality make such theoretical work inherently problematic. In order to add descriptive and prescriptive capacity, the planning theorists have had to look for other theoretical sources, such as pragmatist systems theory and Foucauldian power analytics, which, however, are incompatible with Habermas's theory of communicative action.

Introduction

In this article, my purpose is to evaluate Critical Planning Theory (CPT) as a planning theory based on Critical Theory. Can CPT be expected to give rise to a new paradigm of planning theory (see Innes 1995) or is it too controversial and inconsistent to claim such a position in the Kuhnian (1970) sense? With Critical Planning Theory I mean the planning theoretical developments



since the late 1980s, also placed under the headings of communicative and collaborative planning, where Jürgen Habermas's (1984, 1987) Critical Theory provides the main theoretical and philosophical foundation¹. Among the key planning theorists in this field are John Forester, Frank Fischer, Patsy Healey, Tore Sager and Judith E. Innes. With their work such normative, interdependent issues as legitimacy, inclusiveness, domination and quality of argumentation in planning have become central in planning theoretical discussion.

Recently the new planning theory has also met some criticism. The critical comments focus on the application of Habermas's concept of "*communicative rationality*" in the context of planning. What Habermas means with the concept is unforced argumentation that is held in an "ideal speech situation" between participants where, by making claims and testing their validity in reference to shared lifeworldly criteria, it is possible to achieve consensus on common issues and decisions. The attacks on CPT draw on certain critical observations on the idea of planning as communicatively rational action. It is claimed that critical planning theorists do not explain how communicative rationality in planning can be achieved. The theory is thus claimed to lack prescriptive potential. (Tewdwr-Jones & Allmendinger 1998, 1988; McGuirk 2001, 199.) Communicative rationality as a concept is said to have a character that is too utopian to function as a model for real life planning practices (Hillier 2000, 50). It does not offer clear advice on how to organize and manage planning processes, and hence it tends to remain as a theoretical ideal not rooted in everyday planning work.

A central aspect of this utopianism is said to be the conceptual separation of *power* from communicative rationality. For Habermas power represents a repressive force that replaces consensus seeking argumentation with communication based on exchange relationships. In such power-based communication, coordination of participants' actions can be achieved by

Footnote

¹ In place of the concept of 'communicative planning theory' I prefer to use in the context of this article the concept of 'Critical Planning Theory' to indicate its specific reliance on Critical Theory. Communicative planning theory can be understood as a broader concept, which, besides Critical Theory, applies other theoretical sources, too, such as argumentation theory following Perelman and Toulmin, and power analytics following Foucault. With the notion of 'Critical Theory' I refer particularly to the theoretical work of Habermas, as does Forester in his book *Critical Theory, Public Policy, and Planning Practice* (Forester 1993, 163).



appealing to positive and negative sanctions, thereby rendering unnecessary efforts to achieve consensus between the participants (Habermas 1987, 277-81, 310-11). Power “distorts” communicative rationality (*ibid.*, 187, 322). Mostly based on the Foucauldian approach to power the critics argue that in the analysis of actual planning situations the Habermasian understanding of power is unfruitful. By viewing power as a negative “outer force” that distorts argumentation in planning one fails to acknowledge the positive, constructive aspect of power – power as a necessity in achieving the capability of making and implementing decisions. In communicative planning, too, power is needed in carrying the planning process through, but this aspect of power is fenced out from the idea of communicative rationality.

In their counterargument, the critical theorists appeal to the distinction Habermas has made between two types of power: power as unnecessary, systematic distortions of communicative action, and power as necessary distortions, publicly acknowledged as legitimate authority. The latter type of power, legitimate authority, would provide “positive distortions” to communicative action. Notwithstanding the problematic vagueness of this distinction between “necessary and unnecessary distortions”, the distinction still maintains the general approach to power as an outer distortion. The Foucauldian critics of this approach assert that when we dissect power analytically from action situations this way, we miss the crucial aspect of power as a factor that constitutes the action situations themselves and subjects involved in them (McGuirk 2001, 213; Hillier 2000, 50; Flyvbjerg 1998, 227).

This dispute on the concept of power between critical planning theorists and their Foucauldian critics is, to a degree, misdirected, since the disputants stand on different philosophical foundations. In planning theory, a common context for a comparative review between the two theoretical traditions can be found by evaluating the explanatory power of each and responsiveness to planning practice. Especially Flyvbjerg’s (1998) detailed account of the making and implementation of the traffic plan for Aalborg, Denmark, is a powerful argument in favour of the Foucauldian (combined with Nietzschean and Machiavellian) approach in analyzing and explaining real life planning processes – whereas attempts to apply CPT in the analyses of actual planning processes are strikingly few. But on the other hand, Forester, too, has made convincing work by developing Habermas’s ideas on validity criteria and their manipulation into an analytical framework, by which to categorize uses of unnecessary power in planning communications (Forester 1989, 27-47).

Indeed, Habermas's Critical Theory seems to apply best in the identification of normative principles of legitimate argumentation in planning. And this is practically all that critical planning theorists claim they are striving for. This is also their general argument against accusations of utopianism and the lack of prescriptive capacity of CPT. The concept of communicative rationality is not offered as a real possibility, but as a "yardstick" with which to measure the real planning situations that always lag more or less behind it (Innes & Booher 1999a, 418; Sager 1994, 21, 246). The theory, therefore, is not intended to provide tools for the *production* of new planning practices but for the *critical evaluation* of existing planning practices. Yet, the question of whether the theory can truly serve as a useful empirical tool in the critical evaluation of factual, normative and expressive validity of real life planning discourses, is still not successfully answered (see Tait & Campbell 1999). Be that as it may, the critical planning theorists' central argument against notions of utopianism and lack of prescriptions is that such criticisms display the critics' misreading of the general purpose of CPT (Healey 1999, 1133).

But a crucial question remains: Can CPT thus framed really serve as a *planning theory*? What should be expected of a planning theory? Can CPT refrain from an attempt to achieve a *methodology* of argumentative participatory planning without losing its character as a planning theory? Is it a "theory of valid argumentation in the context of planning" or is it a *theory of planning*?

A theory of planning ought to address the basic question: "What is planning?" (see Ramírez 1995, 2). What kind of activity are we dealing with when studying the activity of planning? Habermas has several categories to different types of human action, but basically Habermas's view of human action can be seen as movement between two rationalities: communicative rationality and instrumental rationality. Power-mediated action is oriented towards self-regarded success aiming at instrumentally rational strategies, whereas action oriented towards consensus aims at communicative rationality. A direct application of Habermas's conception of human action leads to a view of planning as activity that alternates between these two rationalities. Does this view truly grasp the essence of planning?

If CPT were satisfied with the task of formulating theoretically the normative criteria of argumentation in participatory planning, it would leave largely unanswered how participatory planning processes proceed or how they should be developed – how the planning process is organized and planning situations arranged, how planning problems take shape and are solved, how

worldviews, attitudes, allegiances and roles evolve in the process and how conflicts are handled. Habermas's Critical Theory poses powerfully for us the problems of public accountability and systematic domination in planning, public administration and policy (Forester 1993, 4). It thereby leads us to practical tasks, which take us beyond the goals of Critical Theory. Critical Theory defends practical and political reason but as a *philosophy* it cannot solve the problems of society and politics. (See Bernstein 1986, 112-14.) This cannot be required of any philosophy – not even a philosophy rooted in praxis. But what about Critical Planning Theory? Should it be considered similarly as a *philosophy* of participatory planning, rather than a *theory* – a *theory of participatory planning*, which would take on the normative-pragmatic challenge of *how* to achieve legitimate and inclusive planning practices? Although Habermas's theory as a philosophy cannot be required to provide solutions for our societal and political problems, this demand *can* be made to theorists, who *apply* Habermas's philosophy to planning theory, especially since planning is a form of human action motivated by the resolution of societal and political problems. It is awkward, to say the least, to retain a philosopher's attitude when applying a philosophy to the field of planning. I am not arguing that this is the attitude of critical planning theorists, but in this regard they are (conveniently) unclear what their position actually is. Can a planning theory consist of a mere critique of society without addressing society constructively, too?

In any case, the formulation of a *constructive* theory of participatory planning is a sensible and justifiable task for a planning theorist, regardless of whether critical planning theorists themselves are willing to take on this task or not. But what could be the use of CPT in this theoretical work? Is it possible to move *beyond* CPT towards a theory of participatory planning, which attempts to capture participatory planning activity as a whole phenomenon, both descriptively and normatively? Could CPT be integrated into such a normative-pragmatic theory, which utilizes its principles of legitimacy and valid argumentation in planning and its general conception of modern capitalist society?

In the following, these issues will be taken into closer scrutiny. Can CPT be considered as a planning theory, which grasps the phenomenon of participatory planning activity to a sufficient degree, and if not, can it be complemented with other theoretical sources to form one? If the answer is negative to both of these questions, then it is dubious, whether CPT can give rise to a new paradigm of planning theory.



Planning aims to solve problems, not merely to achieve valid argumentation and consensus

As a theory of argumentation in planning, CPT cannot limit itself to identifying the principles of valid planning discourses without losing that which I consider the most essential characteristic of planning discourses. Planning discourses are held in order to detect and solve problems we face in our social, political and urban lives. What we need is more than just legitimate and argumentative planning discourses; we need planning discourses that solve our problems. And this poses the requirement of integrating the criteria of valid discourses into a methodology of planning as problem-solving activity.

As a planning theory, which acknowledges the character of planning as problem-solving activity, CPT is bound to apply Habermas's theory beyond the limits of its applicability. Otherwise we would be dealing with a *theory of legitimacy* in the context of planning instead of a *theory of planning*.

According to critical planning theorists, an ideal planning practice would be based on communicative rationality. The goal of communicatively rational action is consensus based on mutual understanding. What can be *done* with consensus in planning? Where does it lead us? As I see it, the goal of planning is the ability to cope with complex social problems. Even in an ideal situation, the task of planning would not end with the achievement of consensus.

Planning problems are social in the sense that they affect a large number of people from different walks of life, but also in the sense that acting upon them demands social action and commitment. Moreover, they are often complex in the sense that their proper understanding requires cooperative action that transcends subcultural contexts of meaning. It follows from the nature of these problems that consensus becomes a necessary factor of successful planning. It is also necessary in order to gain transcultural commitment and support behind the making of such binding decisions that are influential enough to make a difference in our social reality. Hence, consensus becomes a constitutive element of our coping with complex social problems. (Mäntysalo 2000, 104.)

It would be delusive for our comprehension of such planning activity to try to determine whether it were communicatively or instrumentally rational. The instrumental search for means is always present in our approach to a problematic situation. But due to the complexity of the situation, the search must often be extended to focus on ends, too. What is needed, then, is ability



to frame whole frameworks of ends and means in such planning that reaches the quality of transcultural dialogue. But the dialogue is still motivated by the initial search for means, although acknowledging that one needs to find *meanings* first (or perhaps simultaneously). The basic effort is to mutually orient ourselves to our problematic situation, so that we can formulate plans of coordinated action on it. Rather than consensus *per se*, the issue is how consensus advances our coping with our problematic planning and policy problems. To cope with a planning problem is not the same as to get a planning project done. It means that we get done with the problem, for now – whatever we may decide to do with the project. The instrumentality of consensus is such collective orientation to our world that enables us to make decisions. (*Ibid.* – see also Tewdwr-Jones & Allmendinger 1998, 1983-84; McGuirk 2001, 206-07.)

Planning transcends rationality

Planning as world-making

The possibility of communicative rationality is based on the assertion that a shared context of lifeworldly values and understandings is achievable as soon as each participant withdraws from the use of power. There is a good case for a counterargument that in the present world we lead our lives in a society too differentiated into subcultures that a shared lifeworld is no longer readily (if at all) available (Tewdwr-Jones & Allmendinger 1998, 1979; McGuirk 2001, 213-14; Lapintie 1999, 9-11; Hillier 2000, 50-52). If that were the case, it would not be possible, even in principle, to plan in the fashion of communicative rationality before the participants have mutually created such circumstances, where the differing understandings and goals can be bridged. What kind of activity is this creation of circumstances for communicatively rational action?

Habermas's theory with its rationality apparatus leads us to observe analytically and critically the created new, not the creation of the new itself. Critical Theory is too "scientific" to handle the question of creativity² – it is a captive of its two rationalities. Can the true essence of planning activity really be found from rationality – communicative or instrumental? Is planning merely a form of rational debate, or a rational means for a given end, or an

Footnote

² Undoubtedly there are those who would claim that it is no place for science to study creativity. But if we accepted this, should we not also give up studying planning – or at least admit that science can capture only those aspects of planning that are not connected with creativity. Scientific planning theory is a possibility only, if we broaden the limits of science to include research on creativity.



alternation between the two? Are we here offered an adequate description of what the planner actually does when he plans?

In communicatively rational planning, the participants are expected to make claims about something and to appeal to something that *already is* there, but where does planning step in? Are we not here reducing planning to a form of reasoned speaking and decision-making and neglecting its potential in *world-making*? In planning we are not merely debating but also producing the contents (survey results, ideas and suggestions for solutions, contexts for value choices, comparisons to similar cases, etc.) upon which we debate. Rationality, whether communicative or instrumental, is concerned with the validity or effectiveness of a proposed set of actions in reference to a *given* criterion or end. It does not address the type of communication that has to do with more fundamental processes of shaping criteria or ends. Habermas's communicative rationality is based on making and testing claims in reference to a given moral-practical horizon of shared understandings. But the key problem in transcultural and pluralistic planning situations is *how* such a mutual horizon could be found (see Rittel and Webber 1973). In its deepest sense, planning is the shaping of shared worlds – and, accordingly, the formulation of shared rationalities. Habermas's Critical Theory does not address this crucial aspect of planning, but starts from a situation where we already have a shared world and a shared yardstick of rationality. (Mäntysalo 2000, 103.) Habermas's communicatively rational dialogue is not genuine dialogue because, as Karatani points out, the participants already have shared rules. For Karatani, shared rules are the outcome of dialogue, not its point of departure. (Karatani 1995, 153.)

Planning as dialogue

Let us examine the concept of 'dialogue' more closely. Bohm and Peat see dialogue as "the free flow of meaning between communicating parties" (Bohm & Peat 1992, 245)³. They emphasize the creative nature of dialogue as a process of revealing and then melting together the rigid constructions of implicit cultural knowledge. Bohm and Peat make a distinction between

Footnote

³ The etymological explanation is that '*dia*' means 'to cross', 'through'; and '*logos*' denotes not only 'word' but, more profoundly, 'meaning' (*ibid.*). Ramírez, on the other hand, translates '*logos*' as 'conversation' (Swedish '*samtal*') (Ramírez 1993, 28). In spite of these differing derivations from the etymological origins of 'dialogue' ('crossing meanings', 'crossing conversation'), both sources (Bohm & Peat 1992, Ramírez 1993) conceive of dialogue as '*meaning generating communication*'.



dialogue and *discussion* as the two basic forms of discourse (Bohm & Peat 1992, 245). Senge elaborates this distinction by claiming that in discussion different views are presented and defended, whereas in dialogue different views are presented as a means towards discovering a new view (Senge 1990, 247). He argues that discourses in the form of discussion may provide useful analyses of problem situations. In dialogue, complex issues are explored, but in a discussion, decisions are made.

"When a team must reach agreement and decisions must be taken, some discussion is needed. On the basis of a commonly agreed analysis, alternative views need to be weighed and a preferred view selected [...]. When they are productive, discussions converge on a conclusion or course of action. On the other hand, dialogues are diverging; they do not seek agreement, but a richer grasp of complex issues. Both dialogue and discussion can lead to new courses of action; but actions are often the focus of discussion, whereas new actions emerge as a by-product of dialogue." (Ibid.)

Here Senge associates the distinction between dialogue and discussion with the distinction between *divergent* and *convergent* thinking that Faludi, among others, has used in his *Planning Theory* (1973). Faludi suggests that creative planning oscillates between convergent thinking, which corresponds to conscious analysing and selecting, and divergent thinking, which corresponds to intuitive associating (Faludi 1973, 119). Faludi quotes O. L. Zangwill:

"[...] in convergent thinking, the aim is to discover the one right answer to a problem set. It is highly directed, essentially logical thinking of the kind required in science and mathematics. It is also the kind required for the solution of most intelligence tests. In divergent thinking, on the other hand, the aim is to produce a large number of possible answers, none of which is necessarily more correct than the others though some may be more original. Such thinking is marked by its variety and fertility rather than by its logical precision." (Ibid., 118.)

Faludi concludes that "[w]hen combined, these types of convergent and divergent thinking enable truly creative responses to an ever-changing environment in a way which neither of the two would be capable of providing on its own" (ibid.).



When Habermas's concept of communicative rationality is related to these definitions of dialogue and discussion (and divergent and converted thinking) it can be claimed that communicative rationality is more akin to undominated *discussion* than to dialogue. Habermas is more concerned with determining valid methods of evaluating and criticizing arguments than with the actual production of arguments. (Mäntysalo 2000, 339.)

Habermas's concept of dialogue is too narrow. The central aspect of creativity is missing. In Habermasian dialogue the lifeworld exists as a stable horizon, in reference to which societal ends are rationally derived in an undominated argumentation process. The concept does not reach the *changing* of the lifeworld. Neither communicative rationality, nor instrumental rationality can be used to explain *how* lifeworld changes and evolves. As Forester comments: Habermas defines explicitly the processes of lifeworld reproduction, but "[h]e does little, though, sociologically, to assess *how* these processes work, how worldviews, allegiances, identities are elaborated, routinized, established, or altered" (Forester 1993, 126). According to Forester, "*that is the central issue to be addressed in any concrete analysis of political struggle, policy debate, political conflict, or social movement – and this explains part of the difficulty, to this date, of applying Habermas's work directly and concretely to political conflicts*" (*ibid.*).

Forester himself has addressed this issue with his concept '*designing as making sense together*'. With the concept he refers to the notion of designing as a shared interpretive sense-making process between participants engaged in practical conversation in their institutional and historical settings. (Forester 1989, 119-33.)

"When form-giving is understood more as an activity of making sense together, it can be situated in a world where social meaning is a perpetual practical accomplishment. Designing takes place in institutional settings where rationality is precarious at best, conflict abounds, and relations of power shape what is feasible, desirable, and at times even imaginable. By recognizing design practices as conversational processes of making sense together, designers can become alert to the social dimensions of design processes, including organizational, institutional, and political-economic influences that they will face – necessarily, if also unhappily at times – in everyday practice." (*Ibid.*, 120-21.)



'Designing as making sense together' acknowledges the world-making nature of design, where the participants create new meanings together, regarding ends as well as means (*ibid.*, 126-28). According to Forester, such design work is both instrumentally productive and socially reproductive (*ibid.* 129-32). But rather than referring to Habermas's theory of communicative action, Forester's description of design activity follows Schön's ideas of designing and planning as "reflective conversations with the situation" (Schön 1983, 76-104). Schön's theory of reflective action is a powerful influence also to other major critical planning theorists, such as Fischer (1990), Sager (1994) and Innes & Booher (1999a, 1999b). But the use of Schön's theory in the context of Critical Theory poses philosophical and theoretical problems. I will return to these in the next section.

To Forester's concept 'designing as making sense together', Healey makes an addition: "*while living differently*" (Healey 1992, 148). It reveals Healey's doubtful attitude towards hopes of achieving truly shared understanding in transcultural communicative planning. Participants may share a concern, but arrive at it through different cultural, societal and personal experiences. They belong to different "systems" of knowing and valuing that will remain nearer or farther from each other in relation to access to each other's languages. Planning communication should thus focus on reaching an achievable level of mutual understanding for the purposes at hand, while retaining awareness of that which is *not* understood (*ibid.*, 154).

"Through such processes of argumentation we may come to agree, or accept a process of agreeing, on what should be done, without necessarily arriving at a unified view of our respective lifeworlds. The critical criteria built into such a process of argument encourages openness and 'transparency', but without simplification. If collective concerns are ambivalent and ambiguous, such a communicative process should allow acknowledgement that this is so, perhaps unavoidably so. So the dilemmas and creative potentials of ambiguity enrich the inter-discursive effort, rather than being washed out in the attempt to construct a one-dimensional language." (Ibid., 156.)

This approach to planning situations as socially and culturally fragmented contexts where a shared lifeworld is missing, in fact, stresses the view that in planning we need to transcend communicative (and instrumental) rationality. In planning problems are solved, but beyond that, and more essentially,



planning is about shaping such problem situations, where problems can be identified as rationally solvable. In planning we generate the context for rationality. Cates's comment in her critique to the bounded rationality of incrementalism applies also here: "What is needed is something *other* than rationality" (Cates 1979, 529).

Participatory planning bureaucratizes itself

Planning as organized participation

For a large part critical planning theorists' theoretical efforts have concentrated on demonstrating and articulating the crisis of former planning theory, which was heavily influenced by *systems theory*. Systems theory as the theoretical core of planning theory was introduced by Simon in the 1940s, and this theoretical development culminated in the 1960s and the early 1970s. The main counterargument of CPT against this theoretical tradition is that systems theoretical thought models turn public planning agencies into technocratic institutions, which aim at efficient control of environmental changes, but which thereby also bypass political conduct. The political treatment of public affairs would hence be superseded by *systems rationality*, which both defines the problems and offers solutions for them. Instead of being a mere administrative tool, systems rationality would thus become the goal of planning, the supreme value. (Fischer 1990, 203-10, 271-74; Forester 1993, 9, 89; Thomas 1982, 15, 21, 25.)

Habermas uses systems theory in describing the mechanisms of societal subsystems that are steered by the media of power and money. The subsystems are thus presented as control systems, which have the tendency to "colonize" the lifeworld by their processes of bureaucratization and commodification. But although Habermas hereby approaches critically the workings of positivist systems thought, he does not seek to restructure the theory. For Habermas it is still an adequate theory to describe the type of rationality that is decisive in the political and economic life of the modern capitalist state. Habermas calls this rationality *instrumental rationality* – a concept which is a reformulation of Weber's purposive rationality but also comprises systems rationality. Habermas's communicative action, on the other hand, is based on his concept of *communicative rationality* – on seeking agreement in social interaction by making and testing claims of the shared world in reference to *three practical criteria*: propositional truth, normative rightness, and subjective truthfulness⁴.



There is a dialectical relationship between the two rationalities. But how does this dialectic actually work? Habermas alternates from one rationality to the other, but does not actually analyse their *interplay* – how communicative and strategic actions intertwine to produce and reproduce forms of social and societally institutionalized behaviour. We find ourselves at one end of the dialectical relationship between “system” and “lifeworld”, looking critically at the other end. But it seems that proper understanding of planning processes would require a shift in focus to the dialectical relationship itself.

On the basis of Habermas’s “bipolar” theory of society it is difficult to approach constructively the kind of problems that concern public planning and organization dynamics. These issues are placed on the “system” side. Public planning, signified as “bureaucratization of the lifeworld”, is seen as a potential threat to legitimacy in planning. On the other hand, unconstrained participation aiming at communicative rationality is treated as an ideal form of legitimate conduct. *But participation has an inherent tendency to organize, and hence to bureaucratize, itself.* What is organized participation, if not a bureaucracy? To address the issue of participation without addressing the organization of participation is half-hearted, if not outright irresponsible, theoretical work. (See Luhmann 1990, 223.) Critical planning theorists speak for participation against bureaucracy without critically recognizing the bureaucratization *inherent* in participation itself⁵. For example, in a relatively short time, resident associations have developed from *ad hoc* civic movements into well-organized interest groups that have found their institutionalized positions in the local political organizations. The following quotation from Luhmann is illustrative:

“Organizations are social systems that produce decisions with the help of decisions. Therefore the strengthening of the possibilities of participation within organizations amounts to an increase of decisions. More decisions are necessary if decisions are shifted to committees where those affected or their representatives have to decide whether they want to agree with a decision or not. Such committees have to be prepared, both regarding the subject matter

Footnote

⁴ Habermas 1984, 75. Here Habermas builds on Parsons, who saw culture as consisting of three respective dimensions – factual, moral, and expressive – and who also worked on the theory of validity claims (Heiskala 1994, 94).

⁵ A notable exception is Healey (1997; 1998) who has elaborated the institutional aspects of collaborative planning.



as well as tactically. The decision process is reflexive. Everyone has to decide how one wants to decide. Most of all, this reflexive decision process has to be discussed in advance. In this way the reflexivity of deciding is shifted to a third level. One has to decide about how a representative ought to decide about decisions." (*Ibid.*, 223.)

This process has a striking correspondence with normal behaviour in bureaucracies. According to Luhmann, "[t]he normal bureaucratic process constantly makes decisions about decisions. Decisions are made possible or impeded by decisions. Or if one cannot decide about this decision, then it is deferred by decision" (*ibid.*, 223). Luhmann argues that this is precisely how one behaves in the participatory procedure, too (*ibid.*, 223-24). "Like a puppet within a puppet, participation develops into an organization within an organization, into a bureaucracy within a bureaucracy" (*ibid.*, 224.).

In light of CPT, the result can be condemned as bureaucracy and praised as participation. As Luhmann remarks, this double evaluation has an immobilizing effect: "One affirms in principle what one condemns in execution" (*ibid.*). Here Luhmann, in fact, describes the double bind⁶ of participation that critical planning theorists often produce: because you want to participate, you must reject bureaucratic domination; and because participation itself gets bureaucratized, you have to reject participation.

Critical planning theorists are well aware of the necessity of administrative and managerial work for the success of participatory planning processes:

"When participatory research projects fail, the problem most commonly stems from a misbegotten belief – namely, that participation assigns equal weight to all opinions and, worse, that everyone can talk at will (if not all at once). Under these conditions, participatory research opens up a cacophony of miscommunication that easily degenerates into vituperative namecalling. In the absence

⁶ Double binds are activity contexts where there are no alternatives left (Bateson 1987, 335). As one example to illustrate it, Bateson describes a Zen Buddhist lesson between the Zen master and his pupil. The Zen master holds a stick over the pupil's head and says fiercely: "If you say this stick is real, I will strike you with it; if you say this stick is not real, I will strike you with it; if you don't say anything, I will strike you with it." The pupil might break out of this immobilizing activity context by reaching up and taking the stick away from the master. (*Ibid.*, 208.) According to Wilden, industrial capitalism is in a global double bind: if it stops producing for the sake of producing, it will destroy itself; if it goes on producing it will destroy us all (Wilden 1980, 394).



of a well-structured model of expert-client discourse, including rules of evidence and evaluation criteria, participatory research can be a formula for trouble. To avoid its premature failure, and to avert disillusionment among both experts and clients in the process, it is essential that the ground rules of the alternative model, procedural as well as methodological, be carefully worked out." (Fischer 1990, 377.)

But on the conceptual basis of Critical Theory the issue of management in participatory planning is very difficult to attend to. Critical planning theorists often mistake the structural problems of a participatory organization for ideological problems. They offer hopes of democratic liberation in such organizational contexts where these hopes may be structurally impossible to fulfil (Luhmann 1990, 223). When structure is identified with domination, liberation means the same as "unstructuring". Our situation becomes unbearable, if our conceptions lead us to condemn as domination the forms of strategic and coordinated action that are unavoidable and ubiquitous in our social relations. These confusions lead to the divorce of ethics and praxis. Social justice is pursued at the price of practical handling of common affairs. *We become paralyzed equally.*

The distinction between "socially necessary" and "socially unnecessary" distortions of communication processes is offered as a defence against this critique. According to Forester, even among critical planning theorists the fundamental difference between the two often goes unrecognized, with the consequence of mistaking for domination the distortions of discourses that are inevitable. (Forester 1993, 159; 1989, 33-35, 41-43. See also Fischler 1995, 17) But Habermas himself, according to Forester, "has no illusions [...]". Rather, he contrasts unnecessary, systematic distortion with what might be

called necessary and justifiable, or legitimate, distortion. The former manifests domination; the latter manifests legitimate authority." (Forester 1993, 168.)

But this distinction leads to a further problem. How can necessary distortions be legitimated in communicative action that already is distorted by these distortions? How can we justify the terms within which we justify? Moreover, how can we even distinguish between necessary and unnecessary distortions in a distorted speech situation? The distinction can be made only in an "ideal speech situation", where all use of power, and thus distortion, is absent. As it is an ideal, not a real context of communication, it is likely to render unreal also the distinction between necessary and unnecessary distortions, as a theoretical tool.

The problem with the concept of communicative rationality is that it leads us to attempt to "rise above" power. We need an alternative theoretical approach, which, instead, would guide us to reflect on our contexts of planning that are not distorted but *structured* by different forms of contextual power, such as conceptual domination by planning experts, institutionalized economic criteria and the privilege of organized political interests. Such an alternative would acknowledge the unavoidable presence of power in all planning action, even in acts of critique and reflection. Legitimacy in planning would thus be approached with a more humble attitude: as a normative task of improving legitimacy without assuming the possibility, and necessity, of determining universally what constitutes legitimate planning.

Planning as organizational learning

Although CPT speaks for dialogue and social learning, it can address them only passively. By following Habermas, one is able to deduce how planners should act in order to allow social learning to take place – not yet grasping what actually *takes place* in social learning. In order to add theoretical capability to describe social learning processes in planning, the critical planning theorists have looked for other theoretical sources besides Habermas. In this regard, what has been considered as promising is especially Schön's (1983) theory of reflective professional action.

Schön belongs to the broad scientific tradition of *Organization Development* (Friedmann 1987, 56-57). Organization Development (OD) is a spin-off of *Scientific Management*, which developed after 1945 mainly to serve large private corporations. Argyris, Schön, Senge and others moved the field

gradually away from profit as the sole criterion of management, and brought forth humanistic values and the motive of psychological self-development. (See *ibid.*) OD applied systems-theoretical thinking but approached it from the perspective of American pragmatism (James, Peirce, Dewey, Mead).

There are objectives in Organization Development research that are likened to those of Habermas's Critical Theory (Fischer 1990, 365; see also Huttunen, Kakkori & Heikkinen 1999, 126). Besides the shared emphasis on the importance of dialogue, the conception of knowledge as historically and socially situated is shared. According to Habermas, a claim is accepted as a true claim if its validity is intersubjectively agreed upon by the community to which the claim is directed. The OD tradition works with a process concept of knowledge: knowledge is not pre-existing in libraries, in agency documents, in computer files, or in the expert's "head"; it is rather *designed* by small task-oriented groups of both experts and clients. Knowledge is the product of a *social learning process*, which has brought mutual understanding of a problematic situation and simultaneously provided means to alter that situation. Knowledge is tied to specific real-life contexts and to problems and goals that are relevant in those contexts. What is generalizable is not knowledge itself, but the collective learning processes that generate knowledge. Problems are examined from the perspective of actors actually engaged in practice; it is the practice itself that poses the puzzles to be solved. Research attitude and dialogue become aspects of an ongoing practice.

At the first glance, OD seems like a welcome complement to Critical Theory. Due to its client-orientedness, it harmonizes with the emancipatory principle of Critical Theory. At the same time, it goes further in joining theory and practice and in synthesizing normative and empirical research. It is oriented towards the actual production of practice, not merely aiming to define the normative principles the practice should meet. Whereas Critical Theory offers social learning and dialogue as a well-reasoned and ethical plea, the field of Organization Development goes further and provides a *methodology* for them.

Still, in general terms the project of Organization Development is rejected by critical planning theorists. And the reason is clear: it is, after all, *organizations* that are developed. What should be concerned with the maintenance of communicative action has been harnessed in the service of "system maintenance". According to Forester, OD theorists formulate our problems of planning and administration as the organization of learning, and thereby bypass important questions of politics and power (Forester 1993, 58).



"[T]he literature of 'learning organizations' teaches us that in a turbulent environment, organizations must be adaptive, flexible, continually testing, 'error-correcting,' and innovating. Still, the 'learning theorists' leave unasked the basic political questions: what ends ought these organizations to serve and who ought to learn what?" (Ibid., 53-54.)

Forester does not deny from our organizations the need to be "error-correcting" – but then we should remember to ask, "[w]hat sorts of judgments will determine error, undesirable activity, and who will have the power, with what accountability, to make these judgments?" (*ibid.*, 54). Ignoring these questions "we are left with the struggle only for organizational survival and self-perpetuation; we are asked to keep the organizations we now have, whether or not "might makes right," and only then, if at all, are we to ask what we ought to keep them for" (*ibid.*).

The critique is continued by Friedmann, who argues that Organization Development is "primarily a science for board rooms" (Friedmann 1987, 216). According to Friedmann, its therapeutic program is mainly addressed to managerial elites, who tend to overlook power in their organizations. The matter is quite different for those who remain outside the executive chambers and council rooms – whether white- and blue-collar workers or the less well-to-do citizens, who frequently experience the depriving effects of power. (*Ibid.*) Fischer, in turn, claims that the theory has become a technique and ideology advanced largely by management consultants who have bypassed the objectives of democratization. Instead they speak of "participative management" with the aim of making bureaucratic organizations more responsive to change. (Fischer 1990, 365.)

These criticisms reflect an approach to organizational learning that is framed by the dichotomy between 'system' and 'lifeworld'. What learns in organizational learning is the 'system'. Thus learning takes the meaning of improvement in the 'system's' ability to control its environment, i.e. 'lifeworld'. This position makes it very problematic to incorporate Schön into CPT, as Forester (1989, 1993), Fischer (1993) and others have done. With Schön's theory systems theory also creeps in again, only in a revised, pragmatist form.

But not even Schön will take us very far, in our attempts to approach planning as *legitimate* organizational learning, since he is primarily concerned with

individual reflection, rather than organizational reflection. The very reason why Schön's ideas are so popular among critical planning theorists may be that his main and most cited book *The Reflective Practitioner* (1983) is concerned with how individual professionals learn, not with how organizations learn. Here, in contrast to his former work, Schön does not raise problematic questions concerning the goals and inclusiveness of organizational learning. At the level of organizational learning lurks the "trap" of putting participation against bureaucracy. Then, organizational learning soon takes the meaning of improvement in the domination of participation.

However, the question of how participatory organizations can and should develop themselves does not fade away by not addressing it. We are already addressing the question, anyway, when we observe individual learning. There is no dividing line between individual and organizational learning (Engeström 1987, 158-61). As Peter Senge argues, learning that changes mental models cannot be done alone. "It can only occur within a community of learners" (Senge 1990, xv). There is an organizational side to every individual learning act. Individuals learn in organizations, and organizational development is triggered by the learning acts of their individual members (Argyris 1992, 123).

Organized activity means cooperation between individuals specialized into performing certain sub-tasks, so that the sub-tasks are coordinated to produce a higher collective task jointly. In an organization, cooperative relations between its members are institutionalized to produce a certain collective outcome recurrently. Through the division of sub-tasks all organizations necessarily involve power relationships and inequalities in members' access to resources and their opportunities to affect decision-making. But, on the other hand, power relationships generated by the coordination of sub-tasks are also necessary for the achievement of collectively beneficial results.

This far, CPT has been much more successful in tapping into indications of "systemic distortion" and "structural influence" (Sager 1994, 131) in planning as organized activity and organizational learning than in articulating the productive aspects of power in this activity. Even if it were signified as "necessary distortions" to communicative action, this productive power would still be "distortions".

In Habermasian terms, cooperation in a public organization towards a given collective end is describable as a form of activity that approaches 'instrumental rationality'. But how could this be combined with "communicatively rational



action", which enables the members to question and evaluate the legitimacy of this collective end and the means used, and, moreover, with the *non-rational* action of creative planning, where new collective ends and means are shaped? By answering this question we address the *methodology of planning as organizational learning*. The critical planning theorists may be reluctant to go far in this direction, but even if they wanted to, it would be exceedingly hard with the conceptual tools provided by Habermas. The main stumbling blocks for such work are, firstly, the *conceptual separation of communicative and instrumental rationalities*, so that their interplay is basically described as disturbances by one form of rationality on the other, and secondly, the *total reliance on reason*, whether communicative or instrumental. Planning work cannot be based on reason alone. Otherwise we would lose the possibility for creativity and development – the fulfillment of the demands posed by the communicatively rational critique on existing ends and means of coordinated action in our public organizations.

Conclusion

In its critical stance towards Critical Planning Theory, this article joins with the few other recent reviews of communicative (or collaborative) planning theory (see Flyvbjerg 1998, Hillier, J. 2000, McGuirk 2001, Tait, M. & H. Campbell 2000, Tewdwr-Jones & Allmendinger 1998). However, by questioning whether the program of CPT serves sufficiently as a program for planning theory, my approach is somewhat different. CPT is a theory concerned with planning practices and the normative task of improving their legitimacy and inclusiveness. If CPT, as such a theory, settles with articulating the principles of legitimate argumentation in planning, then it is bound to be partial as a planning theory. Planning practices aiming at legitimacy and inclusiveness raise many other essential questions to planning theory, besides the question of what are the parameters of legitimate planning argumentation. Other important questions are, for instance: How should the participatory planning process be organized and managed?, How do new ideas and capacities for cooperation emerge and how can these be mutually developed and mobilized into coordinated problem-solving activity?, How can one empower participatory planning, and at the same time, counteract the depriving effects of power in the actual planning work?, What are the characteristics of planning and participatory planning as forms of human and social action?

If it is agreed that a theory of participatory planning ought to face the questions of legitimacy, power, openness, quality of argumentation and



possibilities for critique, creativity and social learning as challenges to planning methodology, then CPT should be considered as inadequate. Rather than a theory of participatory planning, CPT is a theory of legitimacy in the context of (participatory) planning.

But can CPT be *complemented* with other theoretical sources to constitute such a planning theory?

To some extent critical planning theorists, such as Forester, Fischer, Sager, Healey and Innes, have attempted this. They have combined other theoretical strands with Habermas's Critical Theory to address issues of planning methodology, creativity and social learning. As I have tried to show, there are severe difficulties in incorporating theories of creativity and organizational learning to Habermas's theoretical framework. *Firstly*, Habermas's concept of dialogue as undominated speech is too narrow in its reliance on communicative rationality and the assumption of a shared lifeworld. It misses the aspect of creativity as non-rational search for meanings and ideas in a possible situation where a shared lifeworld is missing. *Secondly*, Habermas's dichotomy between 'system' and 'lifeworld' makes it difficult to make a constructive theoretical contribution to organizational management and learning in planning, without its being signified as an attempt to improve the 'system's' domination over the 'lifeworld'. The theories of public management and organizational learning are largely rooted in systems theory. Efforts to combine theories of this origin with Critical Theory would lead into an epistemological and ideological clash. This clash is already hidden in the critical planning theorists' use of Schön.

Although CPT provides, without a doubt, a crucial contribution to the "communicative turn" of planning theory, the problem of how it can be related with methodologically and empirically concerned theories of participatory planning is a pressing one. It seems that, in order to be able to address these aspects of planning theory, you have to shift from Habermas to other theoretical sources, such as pragmatist systems theory and Foucauldian power analytics, which, however, are incompatible with Habermas's theory of communicative action, including his general conceptions of society and rationality. Therefore, in terms of scientific consistency, the communicative turn of planning theory does not yet deserve to be associated with the term 'paradigm'.

In my own work, I have tried to formulate an alternative theoretical foundation to the theory of participatory planning (Mäntysalo 2000). It stems

from a dialectical reorientation of systems theory, utilizing especially the communication-theoretical insights of Bateson (1987) and Wilden (1980). In this line of thought, the 'system' provides the conceptual framework for all aspects of human and social life, including reason, creativity and learning, as well as explicit and implicit forms of power and pathological behaviour. The aim is to view these as inherent aspects and states of a single dialectical planning system, thus enabling one to concentrate on the dialectics of planning activity itself – not dissecting it into two separate strands, each of which is explained by using different theoretical tools, and thus losing the crucial *in-between*. The aim is also to transcend the dichotomies between the Habermasian and the Foucauldian view, on the one hand, and the Habermasian and the systems view, on the other. With this reorientation of the theoretical foundation, it may be possible to bring together, in a coherent fashion, theoretical contributions to participatory planning that now seem mutually incompatible.

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AESOP Prize for Excellence in
Teaching Practice



Second Aesop Prize for Excellence in Teaching for Practice Awarded July 2003

The second year that the AESOP prize has been offered has seen even more candidates, and even higher quality than last year. The decision has been a difficult one, as we would like to be able to acknowledge all of these fine examples of teaching. The jury has been impressed with the overall standard of the applications. It shows that there are many schools doing interesting and valuable work to prepare the future generation of practicing planners. There are many good ideas that all AESOP members would undoubtedly be inspired by, and which they should seriously think about incorporating into their teaching activities. We hope many will do so.

It was not easy to determine a winner this year. There were several good candidates, each with its particular qualities. They all, to a greater or lesser degree:

- Emphasise learning by doing
- Focus on real-life problems
- Involve group processes in decision making
- Seek to develop both creative and analytical skills

However, the links between theory and practice were less explicitly dealt with, in general, this year. Perhaps this is a warning to us all. We must work to maintain these connections and not allow our more academic research activities to proceed independently of our training of practicing planners.

The jury assessed all the candidates and formed independent opinions. We then read each other's assessments and reflected over our colleagues' evaluations to form a consensus as to the winner. As we can only choose one winner, we hope that some of these excellent candidates might resubmit another year, as they might well win with a different set of competitors.

There were 7 nominations this year: (in alphabetical order by town)

- 1 From the Queen's University Belfast, School Of Environmental Planning, Belfast, Northern Ireland

The Teaching of Professional Skills in Vocational Planning Courses

- 2 From University of Dortmund, Faculty of Spatial Planning, Dortmund, Germany



Projektbüro Umweltplanung und Ressourcenmanagement p:ur

- 3 From the University of Palermo, jointly School of Urban, Regional and Environmental Planning and School of Architecture, Palermo, Italy

Co-ordinate courses: The Town of Children

- 4 From The University of Reading, Centre of Planning Studies within the Department of Real Estate & Planning, Reading, UK

Development and Planning Project

- 5 From the University of Sheffield, Department of Town and Regional Planning. Sheffield, UK

Managing conflict in protected areas

- 6 From the University of Natural Resources and Applied Life Sciences, Vienna, Institute of Spatial Planning and Rural Development, Vienna, Austria

Projects in Spatial Planning

- 7 From the Swiss Federal Institute of Technology, Zurich, Switzerland
LEARNIT@ETH

The jury agreed that the winner for the 2003 prize was:

***University of Palermo, Palermo,
Italy School of Urban, Regional and Environmental Planning
and School of Architecture***

for

Co-ordinate courses: The Town of Children

The jury's comments:

What a breath of fresh air this entry is! There cannot be a city or large town in the western world that does not have problems with teenagers hanging about on street corners with, allegedly, nothing to do. And here are planners, not social workers, leading the way in motivating young people to help change their environment, with obvious positive spin-offs for other members of their society (eg decreasing of the crime rate, the drug problem, vandalism). It is very sound pedagogy to involve 'trouble makers' in thinking about solutions to their own problems, as every teacher of 'difficult' teenagers knows.

The Palermo course offers new thinking in the way it focuses on children and suburbs and peripheral areas of towns and cities. Children are active users of the physical environment, but are seldom represented in planning processes. To develop planning methods with children as representatives of non-professional users is good training for coming planners.

This is indeed, learning by doing. The students work on a real project, not only plan-making but also plan presentation and artistic expression. Indeed, this is a "right-brain + left-brain" endeavour.

They conduct this work with professionals (an impressive interdisciplinary group as well as planners) and with the local populace in a disadvantaged community, focussing on children. The workshop covers both the technical ground of preparing a plan as well as the political/personal/communicative ground of interacting with others. The workshop stresses creativity - not only that of the students', but also how creativity in a client group can be engendered.

Cultural sensitivity, social awareness and practical communication are all emphasised in this excellent workshop.

The assessment regime alone is impressive, involving teachers' self-assessment, student assessment of themselves and their teachers, and assessment by practitioners and local people. This is an important element in fostering self-reflection in students - a skill that will serve them well in a long professional life.

The University of Palermo is requested to present **Co-ordinate courses: The Town of Children** at the next AESOP congress, where all will have an opportunity to see what they are doing and to learn from their experiences.

Summary description:

Two courses at the University cooperate in this workshop addressing issues in a marginal area of Palermo. The workshops include tools to assess and interpret historical and environmental resources using an interdisciplinary analytical methodology. The goal is to renew natural rural systems, services, infrastructure and cultural and leisure amenities. The results are presented and communicated to the local community.

In a collaborative partnership with the local administration and local institutions such as social centres, elderly associations, youth rehabilitation and local primary and secondary schools, a plan for improvement is made, but one which asks the students to critically rethink the choices offered by traditional planning.

The workshop utilizes a team of professional experts: a social worker, an administrator in public housing, child psychologist, professor of scenic art and an elementary school "street teacher" in addition to the University staff and the local contacts. These experts help the students in the multiple tasks they perform.

The workshop includes:

- Guided and individual site explorations where communication is established between students and the local people, and data are collected.
- Individual reports and analysis leading to brainstorming
- Debates in class and analysis of the information collected
- Lessons and seminars on relevant and necessary technical and social topics
- Creating and administering a survey conducted among the local groups, designed to communicate with the various population groups
- Workshops with children and youths
- Analytical workshops to understand the history and present situation and future possibilities of the neighbourhood

- Adaptation of an opera to the situation in the neighbourhood, incorporating contributions from the children
- Design projects for chosen areas
- Performance of the opera and exhibition of the projects for the local inhabitants and especially the children
- Choosing the best projects to be developed by the local authority.

The goals for the work include enabling students to merge technical competency with local knowledge, to recognize the value of communicative behaviour, and to analyse and describe problems in a way that is understandable for the local community.

The jury congratulate the University of Palermo, School of Urban, Regional and Environmental Planning and the School of Architecture on their exemplary work.

The jury has consisted of:

- Planner Susan Brockett. MSc. Program director, Urban and Regional Studies Academy, Nordregio, Stockholm, Sweden
- Senior lecturer, Kristina Nilsson. Dep. of Landscape Planning, Swedish University of Agricultural Sciences, Sweden
- Dr. Hilary L. Yewlett **FRSA**, OFSTED accredited Schools' Inspector and Chair of the Wales and Western Regional Committee of the Royal Society of Arts.
- Professor Petter Næss PhD, Aalborg University, Aalborg, Denmark
- Professor Lia Vasconcelos PhD, Departamento de Ciências e Engenharia do Ambiente, Faculdade de Ciências e Tecnologia, Universidade Nova de Lisboa, Portugal
- Planner Jochen Baumeister Dipl.-Ing., Associate, Teltix Gmb, Hamburg, Germany

Co-ordinate Courses: The Town of Children

extracts from Powerpoint presentation

The following
images are a small
visual selection of
workshops



This is our logo
(the city of children)

This is the questionnaire
distributed to children of
elementary school. This last
helps the teachers during the
preliminary activities of the
workshop.

UNIVERSITÀ DI STUDI DI PALERMO - FACOLTÀ DI ARCHITETTURA - viale 2000
CORSO DI ARCHITETTURA - 1° ANNO - 1° SEMESTRE
Laboratorio di Urbanistica per il Quartiere Roberto Nuro
Laboratorio di Urbanistica - Università di Palermo - Dipartimento di Architettura
Scuola di Architettura - Università di Palermo - Dipartimento di Architettura
Scuola di Architettura - Università di Palermo - Dipartimento di Architettura
Laboratorio di Urbanistica - Università di Palermo - Dipartimento di Architettura
Scuola di Architettura - Università di Palermo - Dipartimento di Architettura

QUESTIONARIO PER IL QUARTIERE ROBERTO NURO
"Realità e desideri dei bambini e delle bambine per progettare insieme"

Come ti chiami? _____
Quanti anni hai? _____
Dove sei nato? _____

Dove abiti? _____
Via _____

Disegna e disegna il luogo dove abiti (le tue stanze, la tua casa o tutto ciò che ti è attorno)

Disegna qui _____

© del questionario distribuito con il corso di Urbanistica (Palermo) - Facoltà di Architettura - Università di Palermo - Dipartimento di Architettura
e Corso Questionario
Grafica a cura di Cristina Maria Edmondo e Alessandra Ruffino

*The questionnaires are
the result of the students
workshop.*

Conosci la storia di Polimma? ☐ sì ☐ no

Quali monumenti e chiese conosci delle tue città?

Ti piace il quartiere in cui abiti? ☐ sì ☐ no

Il tuo quartiere è sicuro? ☐ sì ☐ no

Dove hai paura ad andare da solo?

Quali sono le zone più belle?

Quali le più brutte?

Ci sono parchi giochi? ☐ sì ☐ no

Ci vai a giocare? ☐ sì ☐ no

Sono divertenti? ☐ sì ☐ no

Quali giochi vorresti aggiungere?

Come vai ai parchi giochi?

☐ a piedi ☐ in bus ☐ in macchina

☐ in bici ☐ in macchina ☐ altro

Con chi?

☐ da solo ☐ con adulti (nonno, papà, nonna, ecc.)

☐ con amici ☐ altri

*In the questionnaire there are
sections where children can
draw their ideas.*

Quante ore passi a scuola?

Quante ore studi?

Quante ore guardi la televisione?

Quante ore giochi?

Come?

Come ti piace fare?

Come ti annoia?

Cosa fai nel tempo libero?

Ma qualche hobby?

☐ suonare ☐ dipingere ☐ cucinare ☐ leggere ☐ altro

Quali attività extra scolastiche segui?

☐ sport ☐ sport ☐ sport ☐ altro

Cosa fai quando sei solo?

Disegna una tua settimana!

This is the questionnaire distributed to children of intermediate school. This last helps teachers during the preliminary activities of the workshop.

QUESTIONARIO PER IL QUARTIERE ROMANO NUOVO
 "Racconta ai visitatori della tua ragazza o del tuo ragazzo per presentargli il tuo quartiere"

Età: ☐ Ragazzo ☐ Ragazza

Scuola e classe:

Da quanto tempo abiti a Borgo Navona?

In quale via abiti?

Tu abiti:

- ☐ In una casa di proprietà
- ☐ In affitto
- ☐ In una casa popolare assegnata

Con chi vivi:

- ☐ Con i genitori
- ☐ Con uno dei genitori
- ☐ Con i nonni
- ☐ Con gli zii
- ☐ Con amici di famiglia

Il questionario è stato realizzato da: Guido Longo e l'Ufficio Educativo e Documentazione della base dell'Intergruppo studentesco romano, con l'aiuto di un gruppo di studenti universitari.
 Grazie a tutti gli studenti, docenti e genitori che hanno collaborato.

The questionnaires are the result of the students workshop.

13. Pensi che il paesaggio delle montagne renda il tuo quartiere più bello rispetto agli altri? ☐ Sì ☐ No

14. Ti rechi sulle montagne vicino per fare delle passeggiate o dei picnic durante il tempo libero? ☐ Sì ☐ No

15. Se no perché?

16. Cosa vorresti migliorare o cosa vorresti bruciare nelle montagne vicino per andare a fare delle passeggiate?

- ☐ Una strada più vicina
- ☐ Un posto sicuro per vedere e passeggiare
- ☐ Un'area attrezzata per lo sport (parchi, piscine, etc.)
- ☐ Un parco con gli animali
- ☐ Altro:

17. Ci sono elementi che disturbano o rendono meno bello il paesaggio? ☐ Sì ☐ No

18. Quali? ☐ Tasse ☐ L'inquinazione ☐ Altro:

19. Qual è il luogo più bello del tuo quartiere?

20. Qual è il luogo più brutto?

21. Come definiresti il tuo quartiere?

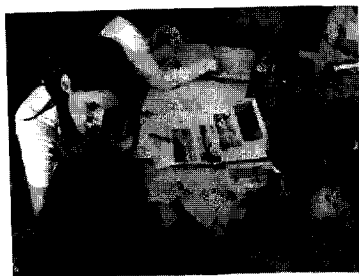
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- ☐ Rumoroso
- ☐ Mescolanza
- ☐ Colorato
- ☐ Alloggiato
- ☐ Provocatorio
- ☐ Diverso
- ☐ Curioso
- ☐ Silenzioso
- ☐ Profondato

22. Quale simbolo uscopi messi al tuo quartiere? Disegnalo.

The questionnaires are organized by different sections related to the analysis system.

 55. San isolamento dei vari presenti nel quartiere come biblioteca, attrezzature sportive e per il gioco, giardini, etc...? ☐ Si ☐ No	
57. Cosa manca?	
58. Pratiche qualche attività sportiva? ☐ Si ☐ No	
59. Qualche?	
60. Dove?	
61. Sono presenti negozi nella strada dove abiti? ☐ Si ☐ No	
62. Quali?	
 63. Pensi che il tuo quartiere è pulito? ☐ Si ☐ No	
64. Che lo tiene pulito?	
65. Se pensi che il tuo quartiere è sporco di chi è la responsabilità? ☐ Degli abitanti ☐ Dei camion che non rispettano le regole ☐ Di tutti ☐ Altro	
66. A cosa hai si fa la raccolta differenziata dei rifiuti? ☐ Si ☐ No	
67. Se no, perché? ☐ Mancano i cassonetti ☐ I cassonetti sono troppo lontani ☐ Altro	
68. Pensi che il tuo quartiere sia rumoroso? ☐ Si ☐ No	
69. Se pensi di sì, quali sono le cause del rumore? ☐ Traffico ☐ Imprese ☐ Attività commerciali nel quartiere ☐ Altro	
70. Pensi che nel tuo quartiere falta sia pulito? ☐ Si ☐ No	
71. Se non è pulito quali sono le cause?	

Students prepared by experts and the workshop team elaborate a personal method to interact with children.



This is the questionnaire distributed to children of intermediate school. This last helps teachers during the preliminary activities of the workshop.

UNA QUESTIONE INTERMEDIA: IL PAESE DI ORIGINE ITALIANA. NOME COGNOME _____

1. **IN CHE PAESE SEI NATA/O?**

2. **IN CHE PAESE SEI ARRIVATA/O?**

3. **IN CHE PAESE SEI ARRIVATA/O?**

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99. **IN CHE PAESE SEI ARRIVATA/O?**

100. **IN CHE PAESE SEI ARRIVATA/O?**

The questionnaires are the result of the students workshop.

13. **Pensi che il paesaggio delle montagne rende il tuo quartiere più bello rispetto agli altri?**

14. **Se no perché?**

15. **Se no perché?**

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98. **Se no perché?**

99. **Se no perché?**

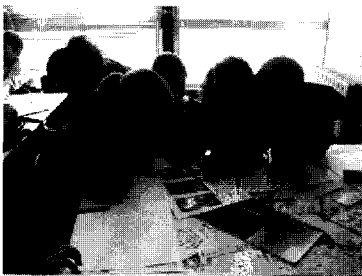
100. **Se no perché?**

The questionnaires are organized by different sections related to the analysis system.

	55. Sei soddisfatto dei servizi presenti nel quartiere come biblioteca, attrezzature sportive e per il gioco, giardini, etc...?	☐ S. ☐ Nc.
COSA MANCA?		
57. Cosa manca?		
58. Pratichi qualche attività sportiva?	☐ S. ☐ Nc.	
59. Quale?		
60. Dove?		
61. Sono presenti negozi nella strada dove abiti?	☐ S. ☐ Nc.	
62. Quali?		
	63. Pensi che il tuo quartiere è pulito?	☐ S. ☐ Nc.
PULIZIA E ARIETÀ		
64. Chi lo tiene pulito?		
65. Se pensi che il tuo quartiere è sporco di chi è la responsabilità?	☐ Degli inquilini ☐ Dei mercanti che vendono le spazzature ☐ Di tutti ☐ Altro	
66. A casa tua si fa la raccolta differenziata dei rifiuti?	☐ S. ☐ Nc.	
67. Se no, perché?	☐ Mancano i contenitori adatti (cassonetti sono troppo lontani) ☐ Altro	
68. Pensi che il tuo quartiere sia rumoroso?	☐ S. ☐ Nc.	
69. Se pensi di sì, quali sono le cause del rumore?	☐ Traffico ☐ Inquinazione ☐ Attività commerciali ed artigianali ☐ Altro	
70. Pensi che nel tuo quartiere l'età sia pulita?	☐ S. ☐ Nc.	
71. Se non è pulita quali sono le cause?		

Students prepared by experts and the workshop team elaborate a personal method to interact with children.

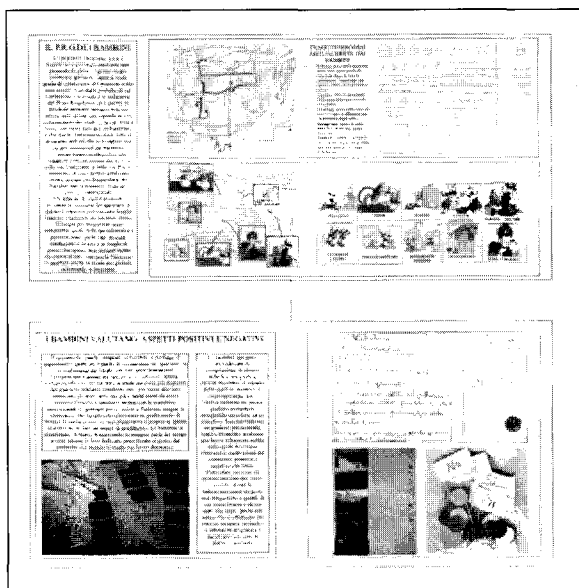
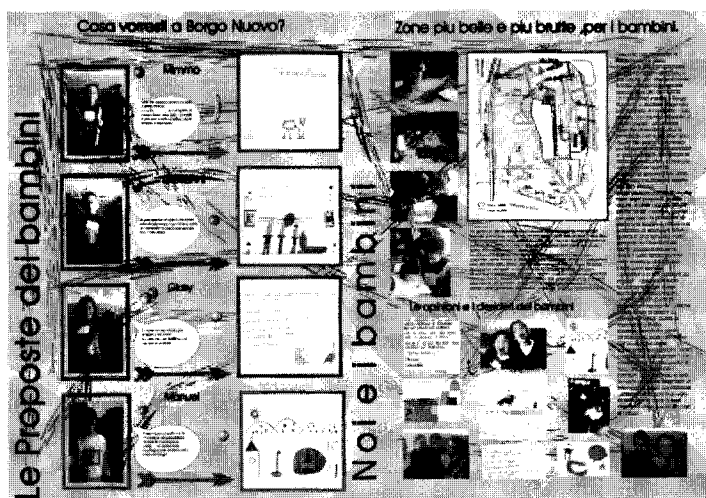




Children lively reacted and showed great interest, surprising students.



Workshop at elementary/ intermediate school were followed by workshop at university where students reflected on the experience with children, setting up analysis sytem and notice board, script music opera, design projects.





New Members

Istanbul Technical University Faculty of Architecture

Department of Urban and Regional Planning



Istanbul Technical University with its history stretching back to 1770s is a state university. Its graduates have been major contributors in the planning and construction of Turkey.

Established in 1982 Urban and Regional Planning Department has a long tradition of urban planning training going back to 1940s when the Chair of Urban Planning was established within the Faculty of Architecture and gave the first Ph.D. degrees in urban planning in Turkey in 1960s. Master's degree program in urban planning was initiated in 1974. The Department has consistently been one of the top programs in the field of urban planning and is recognized nationally for its educational excellence.

The 4-year undergraduate professional program enrolls 50-60 students every year through the National Higher Education Entrance Exam and has more than 500 graduates. After the restructuring of undergraduate education within Istanbul Technical University in 1997, 30% of the curriculum was designed to be in English and the total number of credits were accepted to be 153 credit hours. Elective courses comprise 20% of the curriculum .

Undergraduate education is enriched with technical excursions where students are introduced to the cultural and urban riches of different regions of Turkey.

The Department is housed in a grand historic building centrally located in the heart of Istanbul and enjoys the rich tradition of urbanism and cultural heritage of the Metropolitan City.

The VISION of the Department is to create a leading faculty in the fields of education, research and practice, which guides the discipline of planning at all scales, competes at national and international levels and introduces contemporary achievements into its rich history.

The MISSION of the Department is to provide future urban and regional planning practitioners and scholars the ability to comprehend community and space, to combine knowledge with creative and intellectual expertise, and to disseminate the accumulated scientific knowledge in the fields of research and practice to community for public benefit.





The Department has strong ties to the other departments of related disciplines located under the roof of the Faculty of Architecture : The departments of Architecture, Landscape Architecture, Interior Design and Industrial Product Design. Students are given the options of double majors among these programs.

A wide variety of student clubs exists at ITU, meeting the needs of students' diverse

interests. Clubs are organized into the following groups: Amateur Theater Group, ITU Actors, Technical Scene Theater Group, Folklore Dances Group, ITU Scene Theater Club, Taskisla Dance Group, Cinema TV Video Club, Photography Club, Ceramic and Sculpture Club, Painting Club, etc.

Physical education courses, summer school sports classes, sports seminars and symposiums, club activities and the Rectorate Cup competitions provide challenges, interest and entertainment at the university.



www.mim.itu.edu.tr/sehirvebolge

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University of Prishtina

Faculty of Civil Engineering and Architecture

A Short History

The Department of Architecture at the University of Pristina is part of The Faculty of Civil Engineering and Architecture. The faculty was established in 1963 as The Faculty of Civil Engineering. In 1978, architecture was added and the present name adopted. The first batch of architecture students graduated in 1984. Since 1984, an average of 20 students has graduated annually.

In 2003, the faculty has 1100 students, of which 460 are in architecture. There

are 65 teachers, 18 of which are architects. The faculty currently has two master's programmes in engineering and none in architecture.

Architectural students are currently trained in a five-year diploma-engineer programme. Graduates of the programme obtain a degree as 'Diploma-engineer in architecture'.

The current approach of teaching the planning courses at the Department of Architecture at the University of Pristina takes its point of departure in the concrete urban context. Field studies are central as is dialogue with local stakeholders. There is feedback and interactive processes in the course of analyses and production of proposals. Planning and presentation techniques and use of the information technology is up to date. Currently, a programme for development of a GIS unit at the Department is being developed.

Bologna Declaration

The University of Pristina has adopted the Bologna standards, with 3 years for a bachelor's degree and 2 supplementary years to achieve a master's degree. The third year of the reforms is now being implemented. It is expected that every department should prepare the curricula for the next two years of master's studies at the University. Kosovo society will have to consider the problem of relating and positioning the new 3-year bachelor's degrees to the older 5-year based Diploma degrees.

Master's Programme in Urban Planning and Management

The new proposed master's programme in urban planning and management is developed according to the Bologna standards. The programme will contain both education and research in order to provide for research-based training of planners.

The proposed pedagogical model for Master's programme in Urban Planning and Management at the University of Pristina is **problem-based learning** (PBL) based on project work.

PBL is particularly effective in professional education, because of its emphasis on professional skills. Therefore, PBL is deemed particularly relevant as a pedagogical model for training in urban planning and management.



The problem, including identification and description, is the point of departure for students' work in PBL; **the project** is to find a solution or answer to the problem. Master's programme in Urban Planning and Management, the problems students will work with will be real-life problems in urban planning and management.

Students engaged in PBL typically carry out **project work** in cooperative **project groups** for extended periods of time, as is the case in most professional settings today. Project groups will be formed at the beginning of each semester and project work will be ongoing in these groups throughout the semester

Project work is supported by **project-related courses and workshops**. These courses are typically given by teachers who are also supervising project groups, in order to ensure that these courses are well integrated with and effectively support the project work.

In addition to project-related courses and workshops, **general courses** are given each semester in order to secure breadth in students' training. General courses are given independently of the project work and cover subjects that students must master no matter which problem and project they have decided to work with. Examinations in general courses are conducted independently of the project work.

The tangible result of students project work is **the project report**, which at the Master's programme in Urban Planning and Management at PUniversity of Prishtina may be a plan or an urban management strategy, supported by a written report or a multimedia product. The project report forms basis for the major, final examination at the end of each semester.

In PBL, students are typically assessed in a performance-based manner, including stakeholder feedback. This is in order to simulate the real-life situation of professionals and co-operation and negotiation skills, practice in problem and project management, problem solving, mutual learning, social skills and in-depth experience with oral, written and multimedia presentations.

Ilir GJINOLLI, Dipl.Ing. Arch.
Lecturer



Appendix



Number of Aesop full members by country (total: 103):

Country	Number of full members
Austria	1
Belgium	2
Czech Republic	2
Denmark	2
Finland	1
France	15
Germany	8
Greece	1
Hungary	1
Ireland	1
Italy	9
Kosovo	1
Norway	6
Poland	4
Portugal	5
Slovenia	1
Spain	6
Switzerland	2
The Netherlands	4
Turkey	4
United Kingdom	*22
Yugoslavia	1

*(England: 16, Wales: 1, Scotland: 4, Northern Ireland: 1)

Number of Aesop associate members by country
(total: 35):

Country	Number of associate members
Austria	1
Belgium	1
Bulgaria	1
Czech Republic	1
Estonia	1
Finland	2
Germany	4
Greece	1
Italy	2
Latvia	1
Malta	1
Norway	1
Poland	3
Portugal	2
Republic of Macedonia	1
Slovakia	1
Sweden	1
The Netherlands	5
Turkey	2
United Kingdom	*3

*England

List of individual members (total: 27):

Country	Number of individual members
Australia	1
Austria	1
Belgium	1
Finland	1
Iran	1
Italy	5
Japan	2
Republic South Africa	1
Romania	1
Switzerland	4
United Kingdom	*1
USA	8

* Scotland



List of Council of Representatives by country, name and university (total: 43):

Country	Number of representatives
Austria	2
Belgium	2
Bulgaria	1
Czech Republic	2
Denmark	2
Finland	1
France	2
Germany	2
Greece	1
Hungary	1
Ireland	1
Israel	1
Italy	2
Latvia	1
Malta	1
Norway	2
Poland	2
Portugal	2
Slovakia	1
Slovenia	1
Spain	2
Sweden	2
Switzerland	2
The Netherlands	2
Turkey	2
United Kingdom	*2
Yugoslavia	1

*England



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Erratum

Page 40:

Simin Davoudis should read Simin Davoudi's

The final bullet point on this page was printed in error and this comment was not made by Simin Davoudi

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