AESOP YEARBOOK

silver jubilee edition

AESOP

ASSOCIATION OF EUROPEAN SCHOOLS OF PLANNING

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AESOP YEARBOOK
SILVER JUBILEE EDITION
EDITED BY IZABELA MIRONOWICZ
ASSOCIATION OF EUROPEAN SCHOOLS
OF PLANNING (AESOP)
WROCŁAW, 2013

ASSOCIATION OF EUROPEAN SCHOOLS OF PLANNING (AESOP), ESTABLISHED IN 1987, IS AN INTERNATIONAL ASSOCIATION OF UNIVERSITIES TEACHING AND RESEARCHING IN THE FIELD OF SPATIAL PLANNING

AESOP has the aims of:

+ promoting within Europe the development of teaching and research in the field of planning;
+ instigating cooperation and exchange between planning schools in Europe, and encouraging the harmonisation and equivalence of degrees which they award;
+ coordinating initiatives which include other stakeholders in planning and
+ representing the interests of European planning schools, particularly within Europe, at national and international level, and before both public and private institutions.

In 2012 more than 150 institutions, mainly European universities, were AESOP members.

1. FOREWORD

Dear AESOP Members,

Usually a Yearbook is meant to be a momentum to reflect on the latest year, with all its actions and developments. This AESOP Yearbook is only partially a reflection of last year's developments. It is above all the result of an explosion of activities within AESOP, which makes this Yearbook more a catalog of new initiatives and which forced us to delay its date of publication substantially.

The time needed to compose this Yearbook drained away to other 'more pressing' activities. These initiatives having a focus onward, pushing AESOP into the future in a highly exciting way!

Nevertheless, reflection remains a crucial means of interaction between the organization and its members. The Yearbook is a necessity to share within the community initiatives, developments and their directions. This sharing allows members of the community to reason along with those initiating the various developments that are now ongoing, either to comment on, to critique, to advice, to follow or to join forces. This Yearbook therefore is reflecting on and sharing among us all those initiatives that turn AESOP into something special: AESOP being the most active and dynamic planning schools association there is globally! It is something to be proud of.

Being most active and dynamic at the moment AESOP is celebrating its 25th anniversary. We are in a year full of activities to commemorate AESOP's *raison d'etre*. The kickoff of this year of celebration was on the 28th of January at Cappenberg Castle, near Dortmund. Ahead of this event Benjamin Davy reasoned publically about AESOP having brought forward its heroes. No doubt among the AESOP community we have those being able to shed light on difficult matters, proposing ways out, towards new and promising routes in support the of academic debate. And yes, there are plenty heroes within the AESOP community supporting the association in various ways to evolve dynamically.

Cappenberg Castle was not just the place where AESOP was raised, 25 years ago. It is also the place where AESOP 25 years later invited numerous sister organizations with an interest in spatial development to come together. This unique gathering was meant to create a platform of exchange of ideas and joining forces towards a common strategy to be able to be institutionally strong within the European policy arena. After 25 years building slowly but steadily

an internally strong and healthy association, AESOP is now full of confidence inviting external parties to participate and to move along!

The AESOP-IFHP Lecture Series are a result of this new external orientation. The Lecture Series are going so well, we are serious considering maintaining the lecture series in the years to come. Our Young Academics are seen as an example by other organizations keeping the organization fit, creative and innovative. Although we are reluctant to go for it, our expert pool gets invitations to evaluate planning schools beyond the borders of Europe.

Through the 'Sense of History' project AESOP is willing to rediscover its past, to commemorate the highlights of spatial planning initiatives through time within each of various countries within Europe. The YA Booklets Series is a step towards commemorating ideas and people who have influenced our debates and our practices immensely. These developments show AESOP is not just running forward. It is also willing to embrace its past, exploring it and opening it up to us all, and to those who are just beginning to discover what a wonder discipline **Spatial Planning** is.

AESOP is one of the main carries of this discipline called Spatial Planning. The Yearbook in front of you is a manifestation of the various assets AESOP has been producing in support of Spatial Planning. I wish you a very good read.

Gert de Roo, President

2. LEGAL INFORMATION AND ADRESSESS

Association of European Schools of Planning (AESOP)
An international association, to be called the Association of European Schools of Planning, or AESOP for short, is established as an international association with scientific, artistic and educational purposes.
The association is subject to the Belgian Act of 25 October 1919, as amended by the Act of 6 December 1954.

Registered address:
B 3001 Leuven
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BELGIUM
*There is **no** AESOP office at the registered address. All the activities are co-ordinated by the AESOP Secretariat General.*
AESOP Secretariat General (2011-2015):
AESOP Secretary General: Izabela Mironowicz

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AESOP CHARTER

ASSOCIATION OF EUROPEAN SCHOOLS OF PLANNING CHARTER

(AS PUBLISHED IN THE "MONITEUR BELGIQUE" 1992, WITH THE CHANGES MADE IN 2012)

1. DESTINATION

ARTICLE 1

An international association, to be called the Association of European Schools of Planning, or AESOP for short, is hereby established as an international association with scientific, artistic and educational purposes. This association is subject to the Belgian Act of 25 October 1919, as amended by the Act of 6 December 1954.

2. AIMS

ARTICLE 2

This non-profit Association shall have the aims of:
a) promoting within Europe the development of teaching and research in the field of planning;
b) enlarging cooperation and exchanges between planning schools in Europe, and encouraging the harmonisation and equivalence of degrees which they award;
c) coordinating initiatives which include other stakeholders in planning; and
d) representing the interests of European planning schools, particularly within Europe, at national and international level, and liaison both public and private institutions.

ARTICLE 3

In relation to this Charter the following definitions shall apply:
a) 'School' refers to any university or to school, department, faculty, centre of teaching and research or other teaching entity, which grants a university level degree or other equivalent awards.
b) 'Europe' and 'European' refers to the member countries of the Council of Europe and Belarus.
c) 'Planning' refers to any activity relating to the creation of a spatial framework for civilisation.

3. REGISTERED ADDRESS

ARTICLE 4

The official address of the Association shall be registered in Kapelpark Rijenberg 51, B 3001 Leuven, Belgium. This can be relocated to any other place in Belgium by a simple resolution of the Executive, published in the Annexes du Moniteur Belgique within one month of date when so resolved.

4. MEMBERS

ARTICLE 5

The Association shall consist of institutions, being legal persons, and natural persons.

ARTICLE 6

a) There shall be six categories of membership, that is to say:
1.) Full Member
2.) Associate Member
3.) Corresponding Member
4.) Affiliate Member
5.) Individual Member
6.) Honorary Member
b) Full Membership may be granted to a European School, running a programme in planning which meets the criteria defined in the core curriculum of AESOP.
c) Associate Membership may be granted to a European School, running courses or modules in planning.
d) Corresponding Membership may be granted to a non-European School, running courses or modules in planning.
e) Affiliate Membership may be granted to an enterprise, company, institution, organisation, agency or other entity being a legal person focused on planning.
f) Individual Membership may be granted to a person involved in planning.
g) Honorary Membership may be granted to a person who has made a significant contribution to AESOP and or to the discipline of planning.

ARTICLE 7

a) The Executive (as defined in Articles 11, 21-24) shall determine applications for membership and their appropriate categorisation.
b) In certain circumstances, the Executive may grant temporary Full Member status to an Associate Member of this association may appeal to the Council (as defined in Articles 11, 13-22) against a decision of the Executive.

ARTICLE 8

a) A member may resign by notifying the Secretary General in writing.
b) The Council shall have the power to expel any member where serious grounds exist so. A two-thirds majority vote is required to effect this.

3. MISSION

Association of European Schools of Planning (AESOP) is the only international representation of planning schools of Europe. Given this unique position, AESOP strengthens its profile as a professional body.

AESOP mobilizes its resources, taking a leading role and entering its expertise into ongoing debates and initiatives regarding planning education and planning qualifications of future professionals. AESOP promotes the development of teaching and research in the field of planning. AESOP instigates cooperation and exchanges between planning schools in Europe, and encourages the harmonisation of degrees which they award. AESOP represents interests of European planning schools, particularly within Europe, at national and international level, and before both public and private institutions.

> ***AESOP offers a platform of exchange of planning knowledge for scholars, practitioners, and urban managers. AESOP coordinates initiatives which include other stakeholders in planning.***

AESOP promotes planning as a tool of improving quality of life.

AESOP BUILDS-UP ITS AGENDA WITH PROFESSIONAL BODIES, POLITICIANS AND ALL OTHER KEY STAKEHOLDERS IN SPATIAL AND URBAN DEVELOPMENT AND MANAGEMENT ACROSS EUROPE

4. GIVING BIRTH TO AESOP

by Klaus R. Kunzmann

When attending the Annual Congress of the American Association of Planning Schools (ACSP) in Atlanta in 1985, Patsy Healey and I regretted that Europe did not have such a forum of exchange. We both were impressed by the flourishing annual jamboree of members of planning schools in North America, presenting the results of their research and exchanging their experience in preparing planners for practice and research. Upon return from Atlanta we immediately explored possibilities of establishing a similar association in Europe, in a continent divided by languages, religion, culture and political traditions. It took a while, until in February 1987, with the help of Patsy Healey, I invited a small group of academic planners to Dortmund, to discuss, whether it would make sense to establish a European association of planning schools. Searching for a location with genius loci. I selected Schloss Cappenberg, a castle North of Dortmund, (http://en.wikipedia.org/wiki/Cappenberg_Castle). During World War II Cappenberg Castle served as a place of safety to protect works of art from Allied bombing, Later, in the 1980s the castle had been turned into the cultural centre of the County of Unna, a suburban county to Dortmund .The main hall in the first floor, which had a huge terrace overlooking the suburban landscape below the hill, was offered to us for the inaugural meeting.

Three reasons caused me to select this location. First, I wanted to plug-in the cultural history of the place, which goes back to the 12th century, when the country house of a regional noble family was turned into a Premonstratensian monastery- Second, The castle was owned from 1824 to 1831 by Freiherr vom Stein '*A Prussian statesman who introduced the Prussian reforms that paved the way for the unification of Germany. He promoted the abolition of serfdom, with indemnification to territorial lords; subjection of the nobles to manorial imposts; and the establishment of a modern municipal system.*' He lived there until his death in 1831. I felt that the innovative and forward-looking spirit of this Prussian landlord and statesman had much to do with planning and cities. Third, I had been involved in the activities of a local action group, defending the place against the appetite of the coal mining corporation, who wanted to exploit coal under the Castle, a project, which threatened to demolish the baroque building, We lost, though ironically, coal mining in the region was stopped soon thereafter,

not because of the opposition of the local civil society, but for overriding economic and political reasons.

1987: Meeting at Cappenberg Castle – AESOP Founding Fathers (photo KRK archives)

The representatives from planning schools across Europe, Patsy Healey and myself had encouraged to attend the meeting in Cappenberg were, **David Massey**, (Liverpool), **Dieter Frick** (Berlin), **Giorgio Piccinato** (Venice), **Dieter Bökemann** (Wien), **Willy Schmid** (Zürich), **Andreas Faludi** (Amsterdam), **Jean-Claude Hauvuy** (Paris) and **Luigi Mazza** (Turin) In addition **Michael Wegener** and **Gerd Hennings** of the Dortmund School of Planning joined the meeting, as well as **Kwasi Ardakwa**, who happened to be in Dortmund in the context of SPRING, the Dortmund-UST-Kumasi cooperation programme to train planners for developing countries, which had I had initiated and established in 1984. They are all shown on the famous AESOP picture on the terrace of Schloss Cappenberg. It has been a day, when the sun had hidden behind low clouds.

Not many arguments were needed to convince the participants, who were present at this meeting that it makes sense to follow the North American example. A draft charter of the association and essential next steps to bring the idea into life were discussed. Faludi, an enthusiastic supporter of the idea, suggested that the first congress of the association could take place in Amsterdam. Obviously, his spontaneous invitation was unanimously cheered. One more name should be mentioned in this context. Richard Williams from Newcastle, who passed away much too early, has not been present in Cappenberg. He has been an enthusiastic supporter of AESOP from the very beginning, backing the idea of a European network of planners, Later he followed David Massey as AESOP Secretary, who, based in Liverpool, helped with all his institutional experience to get the AESOP project working.

In Cappenberg we soon agreed on the name **AESOP**, which I had suggested for the ***A**ssociation of **E**uropean **S**chools **o**f **P**lanning* to be established. AESOP is the name of a Greek philosopher, a slave and story-teller, who as have lived in ancient Greece between 620 and 560 BCE. He wrote popular fables (AESOPICA), which we would call narratives today, *where he made use of humble incidents to teach great truths, and after serving up a story he adds to it the advice to do a thing or not to do it*. (Appolonius of Tyana). Aesop's remain a popular choice for moral education of children today. (http://en.wikipedia.org/wiki/Aesop's_Fables). Again, I thought this name is linked to ambitions of planners, to plan for people, to communicate with people, and

to use narratives and story telling in planning and decision-making processes, not just plans and maps.

Unfortunately, the paper, which formulated the expectations of launching a European association of planning is not any longer in my hands. The files have disappeared, when the Dortmund School had to move within the university, a move, which caused the dumping of tons of files and papers. Being abroad during that time period, alas, I could not intervene. Though the first drafts may still to be found in someone's archive.

My own aims and expectations 25 years ago were ambitious. In my memory they were:

+ Given the fact that planning, maybe with the exception of Great Britain, have a kind of Cinderella status in their home countries, I expected that an association of planning schools in Europe could provide a transnational, respectively a Paneuropean academic community of scholarly exchange.
+ Experiencing that the planning community in Germany was very much inward looking, I hoped that an international networks could open the window to a European wide perspectives of the discipline, and prepare the grounds for a next generation of f much more international planning educators.
+ Being strong a advocate of planning education as an academic discipline, independent from architecture, civil engineering, geography, and other more established academic disciplines, I had expected that a recognized international association would offer a Paneuropean support for planning education as a discipline in its own right.
+ I was quite convinced that being a member of a European association of planning schools would strengthen the reputation and the status of a planning school within the home university.
+ At a time when the ERASMUS exchange programme was just about to start I anticipated that the existence of a European network of planning schools could facilitate and promote the exchange of planning students.
+ Last but not least, I hoped that the international community of planning researchers could benefit from the network by providing an exchange platform for joint and comparative research planning research.

Such a similar expectations were expressed during the Cappenberg meeting and unanimously shared by the participants. Most of these ambitions have been achieved. In fact, more than that. The vitality of AESOP is represented by the many activities, which the association has successfully carried out since. The continuos commitment and passion of many planning educators across Europe makes the association an indispensable stakeholder of the paneuropean planning community.

One of my ambitious aims has not been reached. Planning as an independent discipline is still not fully recognized. Very few planning schools in Europe are independent from other disciplines, and very few new independent planning schools have been established since. In 2012, for multiple reasons, most planning schools are still under the umbrella of schools of architecture, geography or civil engineering, and it seems that there is no chance that this will change in coming decades. It is even more likely that *zeitgeist* urbanism will replace planning as a scientific label within and universities and in wider socio-political arenas, as urbanism apparently sounds more sexy and scientific in mainstream market led economic environments in Europe.

In contrast, the AESOP network has served as an excellent information and communication base for all the European basic and research projects in the European Union, which were initiated in the last two decades by the European Commission, by ESPON, European foundations and national governments. Two established and widely read European planning journals, *European Planning Studies and disP: The* Planning Review are linked to AESOP, serving a Europe wide readership with up-to-date planning research. Today, 2012, 25 years after the Cappenberg meeting, AESOP is an established association, with 162 institutional members in 38 countries. It has been worthwhile for all, who shared the vision of a European network of planning schools to invest time and efforts in establishing the association.

Potsdam, 06-01-1212
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5. 2012: AESOP SILVER JUBILEE YEAR

by Izabela Mironowicz

In 2012, the Association of European Schools of Planning is 25 years old. On the 24th January 1987 in Schloss Cappenberg, near Dortmund, a group of enthusiastic academics decided to start a new association that would bring together European planning schools. After 25 years, the result of their idea – supported by their hard work – is the well-recognised structure of networked universities and planners across Europe.

AESOP today runs not only **annual congress** which recently creates a platform of exchange ideas and research results for 700-800 planners, but also **annual meeting of the heads of planning schools**. The latter takes place in spring and gives the opportunity to the departments, schools and faculties of planning to discuss and compare the challenges they have to face and the programmes they offer to the students. These meetings generated, as a result of discussions, a few interesting outcomes, such as the **AESOP Experts Pool**, which aims at helping schools raise the quality of teaching and advises how to develop programmes in planning education (see: Section 3). For **PhD students** in planning, AESOP offers a **workshop**, which is associated with the annual congress. AESOP also supports the Young Academics Network, which is an independent organization of PhD students in planning (see: Section 7). Finally, AESOP also gives an opportunity to young planning professionals to confront their practice with recent theories and research and discuss them on the **European Urban Summer School**, traditionally run in September. After 25 years, the AESOP agenda is becoming quite robust (see: Section 3).

At the same time, AESOP awards three prizes: **the Excellence in Teaching Award**, the **Best Published Paper** Award and the **Best Conference Paper** Award (see: Section 4).

In 2011 AESOP launched new website which also serves as an interactive tool of administration and communication. Our association runs also its own publishing: Yearbook and Planning Education. First book after European Urban Summer School has been published and the next are being prepared. We collabotare with more than 50 planing journals. AESOP is preparing the concept of digital publishing platform to become the biggest European database of planning knowledge in the future (see: Section 5).

There are fifteen **Thematic Groups** work within the AESOP network. The AESOP Thematic Groups are working groups on specific topics, established in order to create more effective platforms for debate and discussion among the AESOP members (see: Section 6).

AESOP not only creates a vibrant planning environment, but also cooperates with planning associations (see: Section 2 and 8). Among its partners are: European Council of Spatial Planners-Conseil Européen des Urbanistes (ECTP-CEU), European Regional Studies Association (ERSA), European Urban Research Association (EURA), International Federation for Housing and Planning (IFHP), International Society of City and Regional Planners (ISOCARP) and UN-Habitat.

It seems that after 25 years, AESOP has become an important actor on the planning stage.

The Silver Jubilee gave a unique opportunity to AESOP to promote its goals and mission as well as to strengthen its position in Europe. The Silver Jubilee also created special conditions for the recognition of AESOP and to undertake new activities; it also allowed it to expand its cooperation with other planning bodies and organizations.

> ***We wish to use this opportunity to strengthen the cooperation between European and worldwide planning organisations. We wish to promote planning as a full-fledged discipline of knowledge, research, education and practice. We also wish to discuss the current situation in planning and delineate future steps to be taken.***

In 2012, AESOP was honoured to invite its members, friends and partners to numerous meetings and events connected to our Silver Jubilee. Our 2012 agenda included, apart from special settings of our standard events, also a few completely new initiatives and activities designed to celebrate the AESOP Silver Jubilee.

In the first week of May, we organized in **Oslo** our annual Heads of Schools Meeting to discuss **how to manage planning schools in the times of crisis**. This is an important topic for schools struggling with funds cuts, competition and constant transformation of both internal organization and external frameworks. The theme of the **AESOP Silver Jubilee Congress** on 11-15 July 2012 in **Ankara** was ‚**Planning to Achieve/Planning to Avoid**' and it spreaded an umbrella for a wide spectrum of planning concerns, and explicitly expressesed the variety of functions planning has to accommodate in the face of the material conditions of the modern world. Global warming, environmental and

ecological degradation, depletion of natural resources, natural and man-made hazards, and economic crises affect our modes of production, consumption, and mobility patterns, demanding for new strategies in socio-spatial organization and conduct. During the Congress, a special plenary session gathering all past AESOP Presidents took place, during which the vision for AESOP for the next 25 years was discussed. The **PhD Workshop** took place before the congress in **Izmir**. The **European Urban Summer School** took place in London, as usual, in September, and explored the topic of, Times of Scarcity – Reclaiming the Possibility of Making'. Thanks to our cooperation with pertner organizations, International Federation for Housing and Planning and Interantional Society for City and Regional Planners, Young Planning Professionals Award was confered during the EUSS.

The new opportunities for the Silver Jubilee arose with the idea of **Decade of Planning 2011-2020** (see: Scetion 8) within which the AESOP Silver Jubilee was triggering the whole initiative.

In 2012 **AESOP** and **IFHP** have launched a joint activity: a **Lecture Series** (see: Section 3 and 8) by well-known planners and other 'urban thinkers', to celebrate respecively **AESOP Silver Jubilee** (2012) and **IFHP Centenary** (2013). Our distingushed speakers were: Klaus R. Kunzmann (January, Cappenberg Schloss), Andreas Faludi (June, Paris), Danuta Hübner (October, Brussels), Sir Peter Hall (January 2013, London).

The celebrations of the AESOP Silver Jubilee Year started on 28th January in Schloss Cappenberg near Dortmund. It is a place of special significance for AESOP, as it was there, where our association was founded on 24th January 1987 (see: Section 9). Essential element of our birthday meeting was a lecture by one of the founding fathers and the first President of AESOP, Professor **Klaus R. Kunzmann**, which opened the AESOP-IFHP Lecture Series.

On this occasion, European planning organisations have been invited to begin together a discussion on future collective activities. The President and the Secretary General of AESOP have issued invitations to the Presidents and Secretaries General of the various organisations. It is our great hope that a new chapter in the history of mutual cooperation between international organisations concerned with planning may be opened.

Finally, we round off our Silver Jubilee Year with 155 institutional members representin 35 countries. The last section of this AESOP Silver Jubilee Yearbook presents profiles of all our members.

Thanks to Jan Barski, SG's assistant 2011-2012, for his contribution to this text.

(text partly published in disP: The Planning Review No 187, 4/2011)

6.
AESOP PRESIDENTS REFLECT ON THE FUTURE OF PLANNING AND AESOP

2012 is an AESOP Silver Jubilee Year. AESOP is celebrating its 25th Anniversary offering members and partners new events and new initiatives. But looking towards the future AESOP is not forgetting the past… Sharing experience and knowledge with the past AESOP Presidents is essential to our development. This is why during AESOP Silver Jubilee Congress in Ankara we were honoured to organize special session for our past Presidents. They all were asked to reflect on the future of planning and describe their vision for AESOP on its way towards Golden Jubilee.

The session, which was the closing session of AESOP Silver Jubilee Congress, took place on 14th July 2012 in the main auditorium of the Congress Centre of the Middle East Technical University.

President of AESOP, Kristina L. Nilsson, welcomed all of the AESOP community and proceeded to invite to the stage the past presidents of AESOP. Eleven of them were present, with only Hans Mastop not able to come to the Congress, and the twelfth person invited to the podium was Andreas Faludi, one of the founders of AESOP and Honorary Member of AESOP.

Kristina L. Nilsson asked each of the fellow Presidents to shortly reflect on the future of AESOP.

KLAUS R. KUNZMANN
PRESIDENT 1987-1990

The challenge of planning in the decade(s) ahead will be to explore spatial balances between the market and the state, balances in a globalized world, where financial forces as well as new technologies and logistics dominate local and regional economic and spatial development and, consequently, the conditions of human life, balances between mega-cities and urban villages. Such balances have to be based on social and ecological visions beyond the rhetoric of academic urbanism and journalistic urban poetry. The substantial challenges are known, the challenges of urban and regional growth and decline, the challenges of speeding up and slowing down, the conflicts between social and ecological dimensions of spatial development, the difficulties to find consensus on pathways into the future, the challenge of finding allies in day-today struggles to maintain and improve liveability in cities, regions and countries.

The challenge of planning education is then to address all the above challenges in programmes at institutions of higher education, where spatial planning is not a recognized as an independent academic discipline, where inter-university competition is dominating policy decisions and financial contributions. The challenge of planning schools is then to find a balance between theory and practice, between academic expectations and professional requirements, between generalist and specialist curricula, between national and international planning cultures, between regional languages for communication with citizens, stakeholders of the private sector, professionals in public institutions and policy makers and legislators, and English as an academic lingua franca. The challenge of planning education, finally, is to teach students how to select and apply information, how to survive in an academic environment of information overload and performance criteria, which are not appropriate for a social discipline, which aims to bridge theory and practice for better life spaces. Planning students have to learn to listen and to speak, how to combine visionary thinking with strategic and pragmatic implementation, how to communicate, cooperate and moderate, how to defend social values, and the protection of the environment in a global market economy,

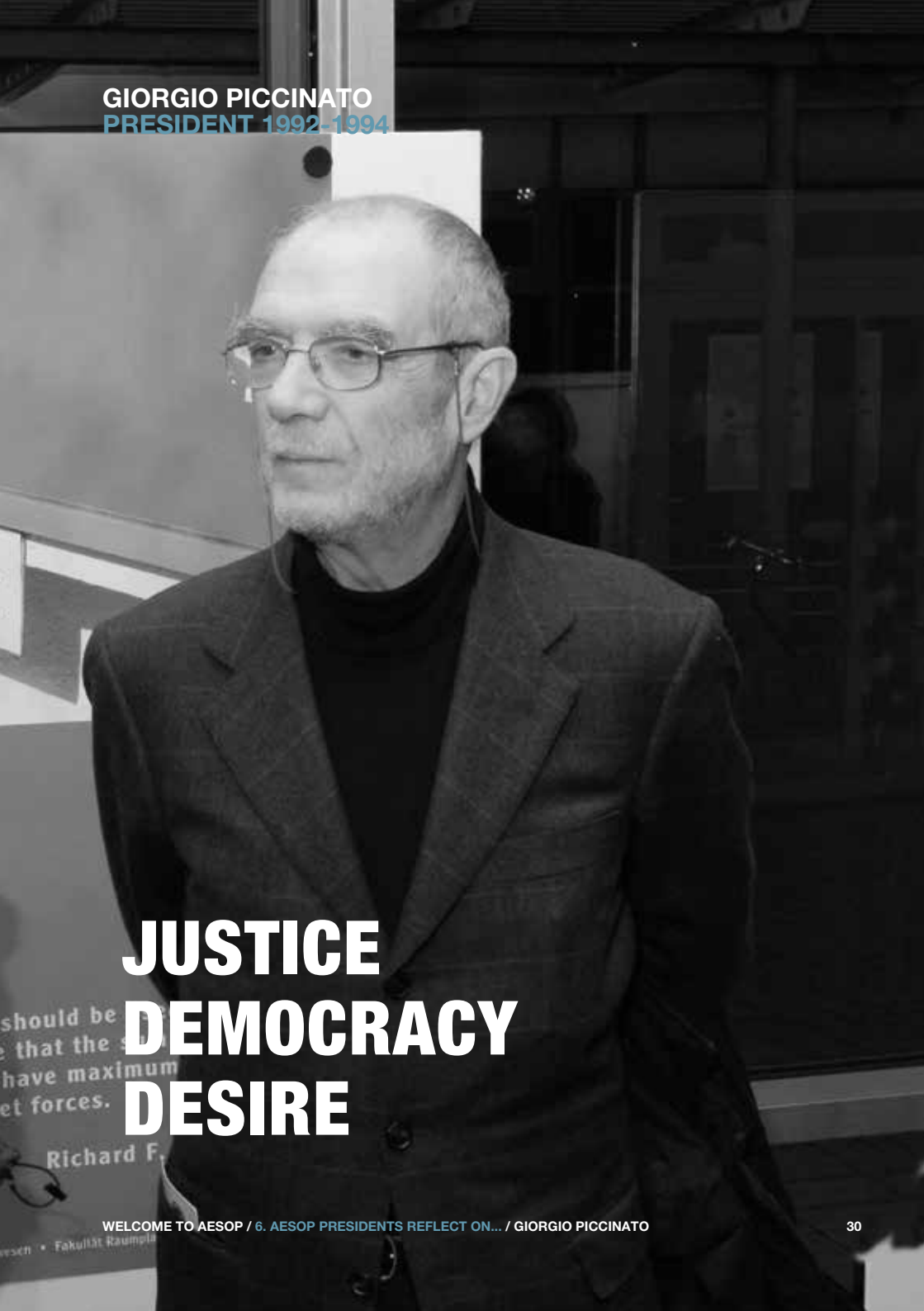
The challenge of AESOP, finally, is to support schools of planning in their ambitions and struggles, to promote planning education as an independent academic discipline and to guard the rich diversity of planning traditions and cultures across Europe, while fostering the exchange of ideas, knowledge and experience.

LOUIS ALBRECHTS
PRESIDENT 1990-1992

To be relevant and meaningful planning (theory as well as practice) in 2037 must prove that it matters, that it contributes to make a difference in key issues (housing, transport/mobility, climate change, persistent inequality…) at an appropriate/relevant scale level, that it is able to deliver (spatial quality…) and to broaden the scope of possibilities. Therefore, planning needs to become more present and more outspoken in the public debate, able to raise awareness and to think without frontiers. This implies that a more activist way of planning, that moves beyond the boundaries of the profession and the planning laws and regulations as we know them today, is needed. Its content will be given by certain ideals, principles and these norms articulate certain values (justice, equity, accountability). Moreover, western planning theory and practice needs to broaden its scope to conditions/experiences/practices of the global south. Legitimacy of a more co-productive type of planning shall be a main issue.

The representative democracy articulates merely political and not all values. So, apart from legitimacy stemming from a representative mandate, in planning legitimacy must also come from its performance as a creative and innovative force and its potential/capacity to deliver positive outcomes and actually gaining benefits also for the more disadvantaged. As the values, interests, views of actors are different we may expect conflicts, clashes between traditionally closed systems (governments, business) and the more open systems linked to coproduction, and tensions between those embedded in the system (politicians, planners…), with access to the system (influential actors) and those who function outside the system (NGO's, community organizations). Planning therefore is certainly confrontational as it is directed at (structural) change by means of specific outputs (plans, policies, projects) framed through spaces of deliberative opportunities. Moreover, academia and practitioners have to accept that we need different types of planning/planners: planners working in the system and planners working outside of the system. Planning that aims for legal certainty and planning that aims to frame future actions and decisions.

GIORGIO PICCINATO
PRESIDENT 1992-1994



JUSTICE DEMOCRACY DESIRE

In the recent decades we were forced to abandon the idea that the city is an organism: in the post-modern metropolis there is no internal consistency, rather there's juxtaposition, coexistence, diversity. This approach seems to deny the plan and the reasons for his claim to act as a control and reorganization of space as a function of an ethical, social and economic justice. Under attack is primarily zoning, accused of imposing monotony and rigidity to a city, which is in fact increasingly fragmented and mixed. Such statement has its origins in a critique of the weberian modernity: against the inadequacies of rationality we discover the myth, against the elusive reality we are content with its interpretation. By now we know that the city is not only its material structure, but also much more: a system of relations, a system of values.

Yet even this different approach may suggest new and perhaps more effective directions. If we take the plan as a project of government rather than a drawing of a preconceived model, we must necessarily activate a dialogue among the actors, and the plan will work as a platform for such dialogue. On the other hand, the recognition of a plurality of actors also involves that of a plurality of objectives. We are also aware that the identification of targets comes through the unveiling-of the various languages that often obscure, in our culture, desires and passions.

What does this mean in terms of planning? That quantitative targets, to which we have in the past delegated the pursuit of justice are necessary, but are not the only ones. How else could we make sense of the urban rebellions, which often result in an immediate deterioration of the material conditions of those same actors? From the peripheries of London, Naples or Paris we received the same images of violence, showing a clear disenchantment of people with their own spatial environment.

Modern architecture, in an attempt to create a space (and a society) of equals, eliminated that symbolic apparatus that has so much part in the traditional city. With great and interested lucidity we had the temples of consumption and financial power substituting those of the civic (and religious) institutions. In doing so we built a hostile space, negation of that pact of coexistence among citizens of what the city has always been an allegory. Among the general context of globalization, from which it is impossible to withdraw, and the thousands local contexts there is an infinite variety of urban situations. This is also the meaning of our work: to recognize disparities, to enlarge citizenship rights. We must draw a space of democracy, open meeting, innovation, emotion. In this sense it might be necessary to give back value to the mingling of arts, which more than any other element point to arouse emotion, and recognise that the right to beauty exists for all citizens. Democracy is built also on these values and, after all, this is what planning was always about.

PATSY HEALEY
PRESIDENT 1994-1996

THE POTENTIAL OF THE PLANNING 'DISCIPLINE'

As I have argued elsewhere, the key contribution of the 'planning discipline' is to generate knowledge, ideas, values and development skills to assist in the challenge of enhancing place qualities in ways which promote greater liveability and sustainability for us all in our capacious but vulnerable planet (Healey 2010). This challenge grows ever more pressing and complex. The societies we live in are not only increasingly interconnected, but also share in urbanised lifestyles and aspirations. Despite these interconnections, our lifestyles and aspirations are very varied, and the way we live now is riven with unsustainable practices and gross inequalities. Planning expertise in this context is drawn upon both to suggest ways in which place qualities might be enhanced in particular places, but also to find ways through destructive conflicts and to reach towards more

just and sustainable worlds. The challenge for planning academia in the twenty-first century is to enrich the evolution of social action and public policy focused on place quality and to do this in ways which foster the flow of ideas between the many arenas engaged in shaping urban and regional governance.

But what actually are we to mean by the planning 'discipline'? Academically the planning field has grown since the 1960s into a significant field of academic inquiry, education and professional practice. Yet this growth has always been in the shadow of the expansion of scientific and social scientific disciplines in the 20th Century. Our field is often criticised for its eclecticism, drawing on other social theories and techniques, the design disciplines of architecture and engineering, as well as philosophical inspirations. It is often claimed that we lack a coherent core of theory and method, and that we are too focused on addressing practical challenges. Yet openness is also a strength, and engaging with the practical world surely a quality which is to be valued, not dismissed, so long as this engagement is undertaken critically, ethically and with skilled capability. After all, a discipline is only a tradition of conceptual discussion and empirical inquiry, which has developed over the years, with origins which lie in social and political purposes.

If I am right that our kind of expertise has much to contribute in the years ahead, then we academics working in the planning field need first of all to promote and enhance the quality of our scholarship. We have made major advances in recent years, but our work is still uneven in quality. This is where attention to the history and traditions of our 'discipline' can be helpful, as a reminder of how thinking about recurrent key issues in our field has evolved. This helps us to avoid rediscovering too often what we knew well before. Yet too much loyalty to an intellectual tradition can lead to introversion and closure. Instead, we should maintain our openness to new ideas and inspirations. We should enhance and celebrate our involvement in practical endeavour, both as actors and as critical inquirers. Yet we should receive these new ideas, inspirations and practical experiences with thoughtful evaluation. This means testing them against a deep knowledge of our disciplinary traditions. It demands skill in critically probing the meaning and relevance of new insights to the key concerns of our field. It requires imagination in conducting empirical inquiry and capability in translating academic insights into practical activity. If we persist in this endeavour, then by 2037 we should command respect from all those who value the intelligent application of knowledge to action, and who appreciate the role of place qualities in making for a more livable and sustainable world.

ANDREAS FALUDI
AESOP HONORARY MEMBER
ONE OF THE FOUNDERS OF THE ASSOCIATION

In a classic article, Paul Davidoff wrote in 1965:

'The prospect for future planning is that of a practice which openly invites political and social values to be examined and debated'.

What would Davidoff say about the prospect of future planning now? Then, planning was pursuing the 'unitary plan' ideal that '…*only one agency in a community should prepare a comprehensive plan*', but a plan was the outcome of a clash of values, hence the title of the article: 'Advocacy and Pluralism in Planning'. It was a rallying cry to give disadvantaged groups a voice.

In looking to the future, we can do worse than revisit Davidoff article, which was a call for enriching comprehensive – now we would say integrated – planning. In view of a cosmopolitan society emerging, what would Davidoff say about enriching it further? He would exhort planners to pursue issues rooted, not only locally, but regionally and even globally. As he did back in the sixties with the disadvantaged in poor neighbourhoods, he would make us see the need for advocating global interests becoming manifest in each and every locality. Representative democracy operating in closed territories, like wards, electoral districts, regional constituencies and nation-states cannot deal adequately with a networked world. In working for the preservation of a world of closed communities, it is becoming conservative.

Preserving core democratic values requires reconsidering representative democracy, a task beyond our wits as planning educators. However, we need to alert planning students to the issue and make them curious about ways of tackling it. For the rest we need to trust the every-day cosmopolitan instinct and the willingness to explore and to experiment of the next generation.

MARCEL BAZIN
PRESIDENT 1996-1998

In my view, another important change of these last decades is the shift of planning from (various) **products** to a **process**.

The time of '**merchants of happiness**' is over, I mean the time when a planner could pretend to rest firmly upon scientific analyses, a set of theories and a clear idea of general interest in order to propose an ideal organization of space and built environment.

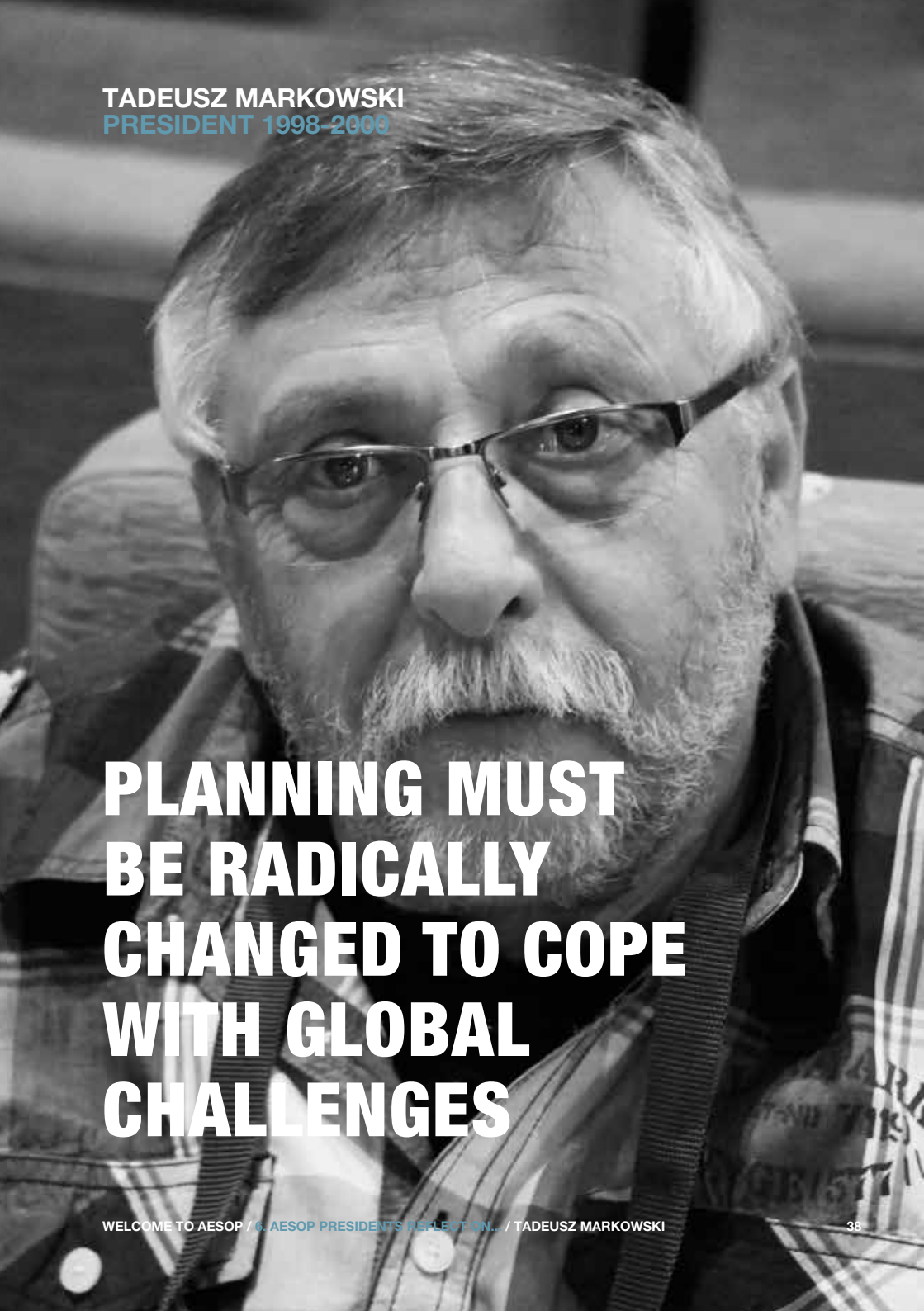
But to propose it to whom??? Generally, to the rulers of the political or economic sphere, that would adopt these proposals as theirs and impose them, rather than propose, to the inhabitants seen either as voting citizens or as consumers of goods and services. At the end of the chain, the lack of appropriation by the people supposed to benefit from the planners' action was often the first symptom of failure.

In fact, planning as a process involves various actors all along its different stages: conception, implementation, evaluation. Thence more and more complexity, now and in the future, since these actors are more and more numerous, decentralization having led to the multiplication of territorial collectivities between the State and the population, while private-public partnerships bring other stakeholders into the process.

More partners involved bring more material resources and facilities, but this always means more time spent in the process. This is quite an important issue: organizing social space cannot be done properly without controlling time as well, and various actors have different temporal schedules.. Developing participation always needs more time, but this time consumption isn't a loss if it brings finally a more efficient participation during the conception stage, and a deeper appropriation of the result.

Taking part in participative projects needs both good information and an improved "spatial (and temporal) culture", or at least sensitiveness, throughout the citizens. Thus education to spatial and temporal issues has to be reinforced. Integration is another key issue, and must resist to all forces of exclusion, ultra-liberalism as well as nationalist or integrist hatred.

Thus planning will remain deeply rooted in vital questions for our societies: education, equity and democracy in its full meaning.



TADEUSZ MARKOWSKI
PRESIDENT 1998–2000

PLANNING MUST BE RADICALLY CHANGED TO COPE WITH GLOBAL CHALLENGES

Planning in the public sector in general, and spatial planning in particular, is facing significant challenges resulting from globalization of the economy, i.re. transnational transfer of capital, people, production, investment in real estate, speculation, etc. Recent crises of global economy exposed this problem much more clearly than ever before. In this light traditional methods of planning are no longer sufficient for controlling urban development – we are always too late to anticipate forthcoming processes of the physical development. This leads to economic and social costs of insufficient planning which are indeed tremendous. Complex economy requires an efficient institutional system of intervention, yet we observe governmental failure of both national and local levels on a growing scale.

What is more, changes in the role of spatial planning as a policy tool are very strongly limited by national legal systems, which differ from country to country and are often misused by globally competing international corporations and developers. This means that in the next 20 years, sooner or later, planning must change its role in radical way. On the one hand it must be more connected with international system of regulation, capable of coping with growing uncertainty, more flexible and open in certain fields, but on the other hand it ought to be more restrictive, providing a similar level of restriction on the global level. We therefore need to elaborate a new model of planning and prepare a new generation of planners who will be able to cope with these challenges. Needless to say that fast and rapid urban processes in developing countries will also influence the European system of planning. If we do not adjust our approach to planning in proper time, making it – for example – a tool capable of diminishing global real estate market failure, public planning will be ignored and further dismantled by both politicians and multinational corporations. The social cost will be tremendous, the paradigm of smart growth will be in danger and nations' response to climate changes will remain restricted and meaningless.

HANS MASTOP
PRESIDENT 2000-2002

Unfortunately I could not make it to Ankara, but in my 3 minute, 300 word statement on the future of planning and planning education two words would stand out: globalisation and climate! The overwhelming influence of what's happening in these two spheres on our living conditions, and the effects that go with it, in the economy, in the environment, with flooding and droughts, in growing global interdependence, shifting political power balances, powers of multinationals, and more of these, are hardly understood. Yet we have to face these. In this respect there is little new to add to the statements of e.g. Tadeusz Markowski, Alessandro Balducci or Andreas Faludi.

As planners we have to be modest, our role in essence is limited to place-making, to preparing our places, cities, regions, our states perhaps, to new chances and threats. Our strategy must be adoptive, adaptive and collaborative, like John Friedman already wrote in his 2005 Progress in Planning review of *Globalization and the Emerging Culture of Planning.*

As educators we must prepare our students to their future roles as planners, learning them to face global chances and threats, while accepting that dealing with these is a really localised enterprise, attuned to the specific institutional, political, economic, social, and cultural national settings. As planners, they must thoroughly know these, in order to deal with them in collaboration with other change agents in different circumstances. Participating, in China's vast new towns programme is one thing. Dealing with the world's cultural heritage in urbanization processes on the Italian peninsular quite another. Both need well educated. active, anticipating and imaginative spatial planners.

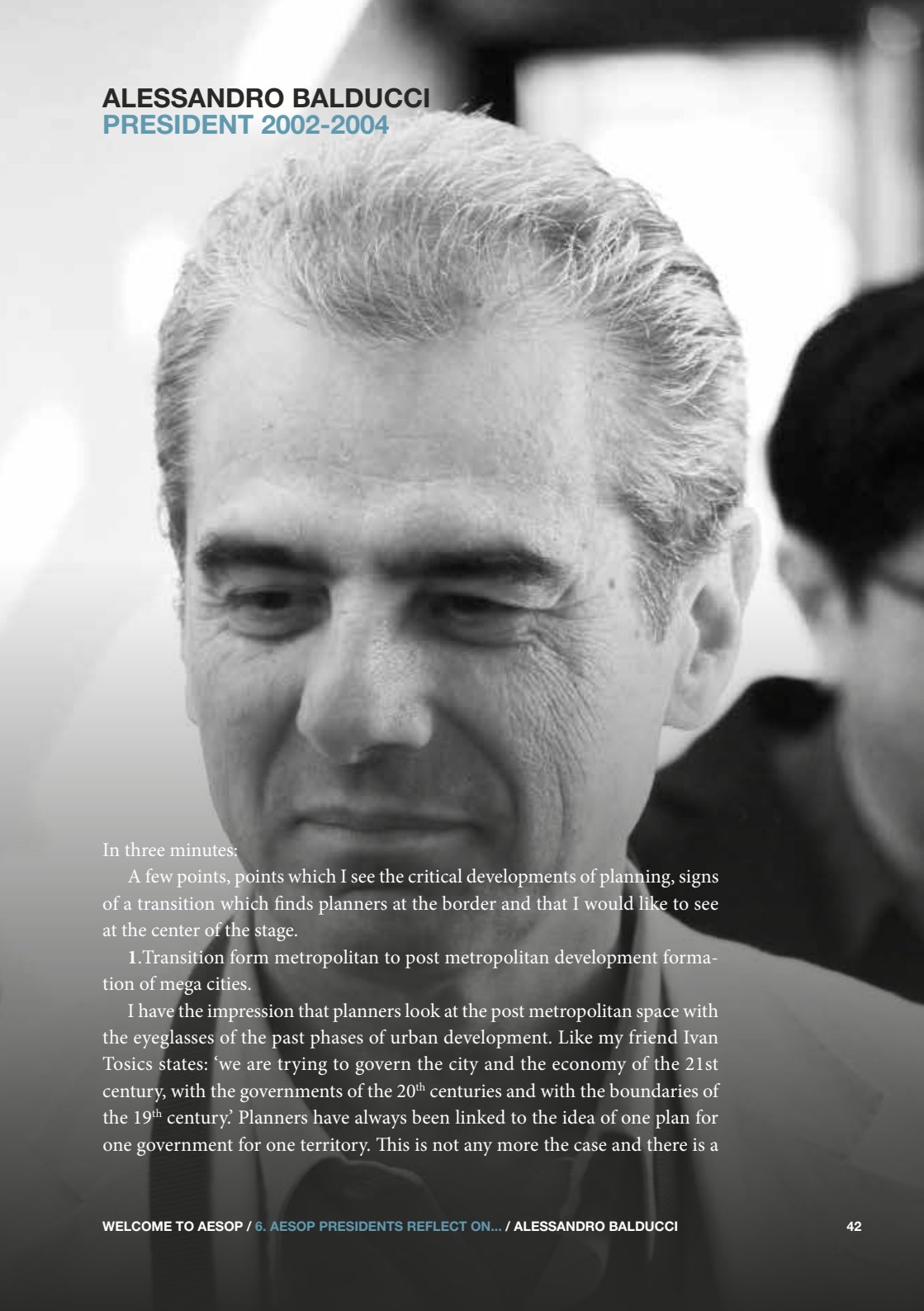
To finalize I quote John Lennon:

A dream you dream alone is only a dream. A dream you dream together is reality.

but

Life is what happens to you while you're busy making other plans.

ALESSANDRO BALDUCCI
PRESIDENT 2002-2004



In three minutes:

A few points, points which I see the critical developments of planning, signs of a transition which finds planners at the border and that I would like to see at the center of the stage.

1.Transition form metropolitan to post metropolitan development formation of mega cities.

I have the impression that planners look at the post metropolitan space with the eyeglasses of the past phases of urban development. Like my friend Ivan Tosics states: 'we are trying to govern the city and the economy of the 21st century, with the governments of the 20th centuries and with the boundaries of the 19th century.' Planners have always been linked to the idea of one plan for one government for one territory. This is not any more the case and there is a

great need for changing perspective. Theory is already there. We need a creative effort to redefining a planning activity which is able to give response to the contemporary urban problems.

2.Emerging new media, penetration of new technologies in the urban functions, new means for connecting people and groups, we still focus upon physical connectivity and miss the potentials of an integration between the space of flaws and the physical space. The smart city stuff is in the hands of engineers and ICT people.

Planners need to face the new means of connecting people and of creating a new public space, which has revolutionary interrelations with and anchorage in the physical space. They must open this door and they will find a world of new opportunities.

3.Emerging new risks: climate change, increasing natural disasters, dramatic financial crisis. Planning is called to find post disaster therapies, while, as we have seen in these days, great is the space to use the potential of these overwhelming forces to create a form of development more prudent, aware of limits to growth that we have touched, inspired to a more equitable and sustainable way of using the space. All this needs a renewed planning, more visionary and even utopian.

A couple of points about role and contents of planning itself:

We are all very sensible to the point raised by David Harvey in the opening interview about the increasing disparities and social polarization in the contemporary cities. I do not think that we can do very much about this as planners, but we can do something. First of all, we need to know the overall picture of socio-economic dynamics that we frequently forget. Second we may intervene in some relevant decisions of land and resource allocation. Finally there is something that is really inside our field of competences: the public space has always been the living room of poor people, I think that the increasing disparities should push us to create good public space particularly in the neighborhoods where deprived people live.

A final consideration about the discipline itself. We have assisted in the last 25 years to a process of differentiation between urban design and planning, land use and strategic planning, transport and environmental planning. With great battles about what is the 'real' planning. I have the impression that differentiation is natural for a society which becomes more and more complex, but we need to see all the different fields of planning as complementary and capable of cooperation. What if we design a fantastic planning process and we produce on the end an ugly unpleasant space? What if we deliver a great spatial strategy but there is not a patient work of translation of this strategy into rules and projects? I see the future period as a time for reconciliation and cooperation, of what has been seen as alternative in the past.

Twenty-five years ago we all thought that planning would have changed society becoming more and more central in societal development. We have discovered along the years that planning cannot change society but more modestly can operate at the level of place making and shaping.

In the next 25 years we have to rediscover that this more limited ambition, to create (just) spatial quality, is central for the life of individuals and groups.

SIMIN DAVOUDI
PRESIDENT 2004-2006

The first question is whether there will be a planning discipline at all by 2040? The short answer is '**yes**' for two reasons: firstly, because we will continue to perceive planning as an antidote to uncertainty and an insurance against contingencies; and secondly, because no amount of liberalisation and privatisation can take away the social necessity of some form of regulation and coordination.

The second question is what will the discipline look like in 2040? This is to ask what will its knowledge base, value base, and skill base be?

Its knowledge base will be influenced by two powerful developments: firstly, the interpretive understanding of the relational space and time; and secondly, the evolutionary understanding of change, uncertainty, and complexity.

Its value base will be influenced by the increasing demand for social and environmental justice, both of which will demand more emphases on the outcome (rather than just the process) of planning than we have had so far. So, the discipline will be more engaged with questions of: why do we do planning, what is it that planning tries to achieve, and what is the purpose of planning?

Its skill base will be influenced by: firstly, the change in its value base so we will see an increasing emphasis on advocacy. This means that, planners will be talking about what ought to be done to create better places and for whom. Secondly, the skill base will also be influenced by new advances in technology.

Overall, planning students will be learning the science of probable, practicing the art of possible, and advocating the politics of preferable, to use Alvin Toffler's famous trio.

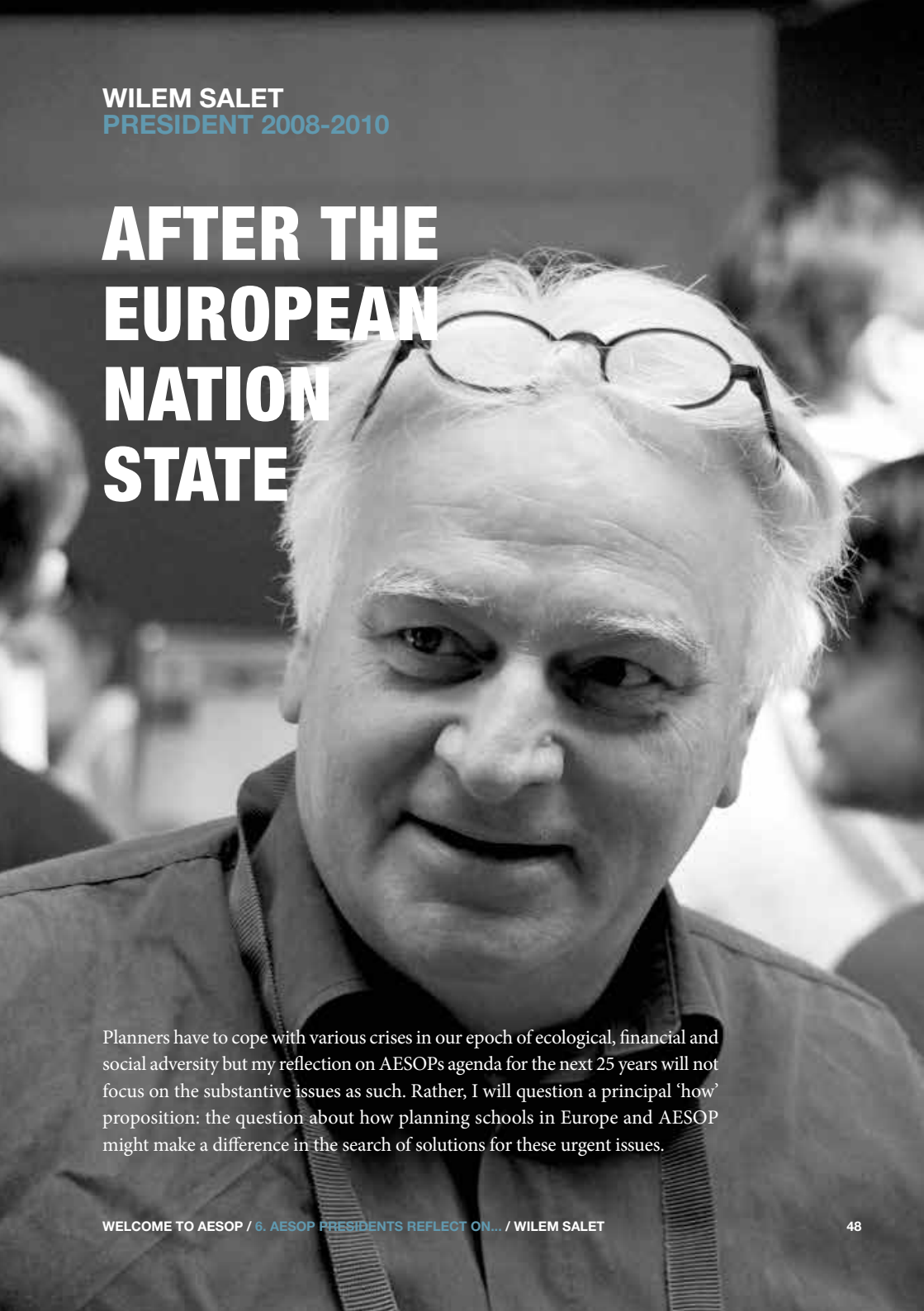
In short, by 2040, the discipline will have revisited its roots and revived its tradition of realistic utopianism and a strong sense of social purpose, complemented by strong ecological values. Although these may not be the kinds of things that will actually happen by 2040, I believe that they are the kind of things that ought to happen if the discipline is to remain intellectually robust, professionally prudent, and socio-ecologically responsive.

PETER ACHE
PRESIDENT 2006-2008

To give an answer to the question, what the future of our profession will be, I first like to speculate about the future: In 2037, we will live in turn key cities. Companies from the ICT sector, in collaboration with the building and development industries, will provide customised urban settings for each of us to consume. The driver behind those commodified communities is the issue of sustainability; real time information will flow from any part of the city to synapses which closely monitor and manage the urban metabolism. As owner of a mobile phone, citizens are an integral part of this. That locative medium will provide real time information about any item observed and in particular in need to be sorted. What in 2012 was considered a leisure activity, i.e. being the mayor of a mobile phone transmission cell through gaming 'apps', became reality: Repair or re-plan my place in an instance. At a larger spatial scale, these turnkey cities form the modules of a plug-in metropolis, the 70 million inhabitants Europolis, which in itself is constituted as a backbone spanning the core area of Europe. Planners are part and parcel to those developments and their role is that of a manager of spatial change.

Looking at the scenario from a personal perspective, planning as a tactic of socio-spatial innovation needs to resort to new strategies. The planner needs to develop viral features to be able to create social silicon valleys from turn key cities. Which brings us to planning education: The production of hope, the inspiring element, the thinking outside the given boxes, needs to be re-enforced in planning education. At early stages we should run studios with changing topics. Students and teachers need to learn with each other but also with citizen groups. A crucial part is that of imagining or en-visioning different futures.

The availability of new technologies will help us here, too. Augmented spaces create new tools for experimentation, with endless mutations and the possibility to assess solutions in a formative way, allowing us to co-create outcomes or adjustments as we progress through time and space.



WILEM SALET
PRESIDENT 2008-2010

AFTER THE EUROPEAN NATION STATE

Planners have to cope with various crises in our epoch of ecological, financial and social adversity but my reflection on AESOPs agenda for the next 25 years will not focus on the substantive issues as such. Rather, I will question a principal 'how' proposition: the question about how planning schools in Europe and AESOP might make a difference in the search of solutions for these urgent issues.

Considering this challenge two basic responsibilities of planning schools and AESOP are central: the education of planning and the planning research. In both responsibilities the planning discipline takes a characteristic and almost unique position via the tight and specific interconnectivity between the theoretical schools and the practices of planning. Both in teaching and research, extensive networks of collaboration with practices have been established by all planning schools of the European association. Obviously, the different positions of practitioners and scientists have to be respected but - in doing so - the collaboration pays out in a capable and experienced discipline. Adopting specific practices of action is not a common property in the world of science but I consider the interconnectivity between planning theory and practice as the particular capital of the planning discipline. It has cultivated the antenna for learning. Nowadays, planning theory is informed by complexity theories and even by post-normal sciences that social reality is far too complex and that it contains too many uncertainties to be controlled via rational control and rational knowledge of planning. However, it is exactly the tight interconnectivity with practices that made planning theory sensible for these issues already many years ago. The limitations of rational control and rational knowledge became visible first of all in practices of planning. As a science of action and by studying the practices of action the planning discipline has learned perfectly well to distinguish between what fails in practice and that what seems to work. Concepts of rational control and rational action were taught and investigated only in the first decades in the planning history, the contemporary theories have become far more sophisticated and focus on various ways to deal with complexity and uncertainty rather than neglecting these real conditions in rational models of planning. I believe that the experiential search of planning knowledge in practices of social action has given this particular discipline a much higher sensibility for the complexities and uncertainties of social order than adjacent disciplines that consider reality from a spectator point of view. This particular capital will serve the planning discipline as well in the next period of 25 years. AESOP did a good job in promoting this particular relationship in its first period, it should continue this line of priority in the next.

At the same time, we must be aware of the risk of entrapment of the 'theory and practice nexus' for local planning schools. Contextualization of planning theory in relevant practices does not mean that planning knowledge is limited to local cultures and local experiences of planning. First of all, territorially bounded spaces have changed themselves during the last decades in trans-scalar realities. Processes of rescaling have challenged the institutionally nested territories of space. Territorial entities, such as the city or the nation state, did not disappear but their meaning and position has become completely different,

highly dynamic and trans-scalar. It does not mean that all social practices and cultures - including local planning cultures - immediately adapt to the new conditions. This may take a long period of transition. The current crisis of the European system demonstrates the long residual forces of the nineteenth century nation state from day to day. But the conditions did change and planning schools must take attention of this in rooting their theories in practical experiences. In the second place, the justification and valorization of planning knowledge must fit to the actual conditions, and to the increasing routines that are established for this sake. Within a period of ample two decades, the complete valorization of scientific knowledge - thus also planning knowledge – has been completely adapted to new international and interdisciplinary standards, downgrading the established cultures of previously existing scientific valorization. The major challenge for AESOP – now and in the period ahead – is to cultivate the transition towards the new international standards of scientific valorization. Obviously, the tight relationships with practice urge to double valorization, both in national practical contexts and in scientific domains, but the new standards of scientific accountability require a fundamental change of attitude in the community of planning schools. The conditions of justification and valorization are not met when more than 90 % of scientific output of planning schools still is characterized by place bounded features (local or national languages, self-referential performances of local or national planning cultures).

Here lies an important responsibility for AESOP which is not yet adequately settled. During my time in the AESOP management, I tried to give it priority but it is the type of cultural change that needs structural attention for a longer period of at least ten years. Many colleagues warned me that taking the interdisciplinary and international standards of scientific valorization as the point of reference, would not be fair for the upcoming members in our European association but my concern is not for the upcoming countries. They are modernizing their economy and scientific systems, and they go fast! My major concern is for the planning schools of the leading home countries in continental Europe: in particular Germany, France, Italy, Spain. The problem of the large nation states is that they are large enough to continue self-referential cultures of planning but they are too small to become really points of international reference. They may claim a leading role in Europe but should become aware that the next door neighbors cannot even read their output. AESOPs mission for next quarter of century is to grow from a European association of domestic schools of planning into an association of European schools of planning!

The floor was handed over to **Gert de Roo**, who was officially taking over the position of the President of AESOP from Kristina L. Nilsson during the Ankara Congress.

He began by noticing that the words 'open' and 'innovative' are very often used during the Presidential Session, which he referred to as very positive and lucky for the AESOP community. He went on to praise planners by saying that they try to go and visit places and to be open to other cultures. In turn, he reiterated that we are also teachers and it should be our perception that we need to re-establish our focus onto education. Later, Gert de Roo returned to the praiseworthy openness of the AESOP community and said that is the element that contributes largely to any success the community has. He capped his speech by once again referring to the young and their training, pointing to the fact that 'these people will have to keep us going very soon'.

The session rounded off with the glass of champagne for all AESOP community and best wishes for the next 25 years.

AESOP's word of gratitude goes to Jan Barski, SG's assistant 2011-2012, for his help documenting the Presidents' session

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7. REFLECTIONS ON AESOP'S 25 YEARS

by Rachelle Alterman

Summary of a talk at the AESOP Silver Jubilee General Assembly, Ankara, Turkey (July 13th 2012).

I am honored to be invited to share with you my observations on the evolution of AESOP over the years. As a non-European, I feel especially privileged (my university, the Technion, is located in Israel). From the inception of AESOP at the inauguration ceremony in Amsterdam 25 years ago, I had a strong hunch that I was witnessing a major event in the life of planning globally. I was also present at ACSP's first independent conference in Washington DC in 1981, and do frequently attend their annual conferences. However, it was AESOP's inception that led me to feel that I was witnessing a great experiment that could lead to a major leap for planning academia. Since then, I have not missed a single AESOP annual conference (and I am reputably the only person to have attended all 25 conferences).

My reflections are organized along 4 headings: 1. AESOP's Demographics; 2. Mutual learning and knowledge exchange; 3. A globally unique breeding ground for new ideas; 4. A platform for institutional innovation

I. AESOP's Demographics

AESOP's demographics are testimony to its vitality and to the wisdom of its founders. AESOP can boast that all of its founders are present in this hall today, and all are still active contributors to our Association's continuity. On the opposite demographic side, the fact that in this room there are so many young academics should not be taken for granted. I recall the founders' concern when AESOP began to 'go grey'. They thus decided to take a variety of actions so as to make AESOP attractive to new academics, including the establishment of the dynamic Young Academic network, a variety of prizes, and, foremost, insisting on an inclusive attitude towards graduate students who are encouraged to present session papers on equal grounds with senior academics.

The gender balance is also notable. During the early conferences, there were very few women academics present at the CoReps meetings – Patsy Healey, Janice Morphet and I as observer. Gender balance was achieved without much ado, by means of inclusive actions without the need for overtly declared policies.

II. Mutual learning and knowledge exchange

AESOP's establishment created the first academic forum of planners which institutionalized international and intercultural contacts. At first, AESOP spanned only Western European countries but after the collapse of the Soviet Union, AESOP gradually became truly European. Membership of the incipient East European planning schools in AESOP can be partly credited with the 'planning revolution' in those countries.

During AESOP's early conferences one could observe a marked intra-European discrepancy between the planning scholars from the British Isles and their Continental counterparts: the former had much better paper-giving and oral presentation skills (not only due to their proficiency in English). But today, this gap has disappeared through mutual learning, and in today's conferences, one finds exquisitely flowing presentations by Continental scholars and students.

AESOP's foundation also launched the major trans-Atlantic platform for knowledge exchange between European and American and Canadian planning scholars by means of the joint AESOP-ACSP conferences every 5 years and ongoing cooperation. Before AESOP'S establishment, there was remarkable insularity between North America and European planning scholars and educators. For example, *planning theory* was almost absent from planning education on the Continent whereas in the USA it was a required component for accreditation (this gap is documented in my 1992 a paper 'A Transatlantic View of Planning Education and Professional Organization'). AESOP's establishment gradually erased the boundaries in planning theory and today this topic is as vibrant among European planning scholars and students as among their US counterparts. As AESOP matured, it enabled knowledge transfer in the reverse direction as well. An example is complexity theory in planning – a field that flourished among European planning scholars before recently engaging American counterparts.

III. A globally unique breeding ground for new ideas: Interdisciplinary, international AND multi-cultural

AESOP may well be unique among all academic associations globally. It is not only interdisciplinary but it is also inherently international AND multicultural. There are many international associations and a growing number of interdisciplinary ones. However, planning, unlike most other academic fields, is about local place-making. When planning academics from many countries gather for knowledge exchange, their gathering is not analogous physicists from many countries gathering to discuss physics (universal). At ACSP, which preceded AESOP – all members are from American planning schools, with a few Canadians, and all share the same language and similar culture. By contrast, AESOP is *structurally* multicultural and multi-lingual.

Reflecting its multiculturalism, AESOP has made special effort to encompass the variety of streams in planning education and scholarship. Contrary to the strategy adopted by ACSP, AESOP has not tried to create a strong common denominator for planning education. Instead, AESOP's criteria for recognizing planning schools across Europe are much broader. Now that AESOP is embarking on program evaluating, this flexibility will be a positive challenge. AESOP also recognizes a large range of journals, in many languages, as candidate for its publications awards.

AESOP's built-in cultural and language linkages among faculty members and students have generated a large body of cross-national and cross-cultural research. Although it is impossible to quantify this great stimulus, it is definitely very significant. In today's 'glocal' environment, AESOP-nurtured research has a great future.

IV. A platform for institutional innovation

On the institutional level too, AESOP has served as an exemplary platform for institutional innovation. My own experience can serve as illustration. Some years back, I tried to launch a planning and law group at ACSP, unsuccessfully. At AESOP, my initiative flourished. In 1998 two European partners - Willem Salet and Ben Davy – were willing to join me in initiating a Planning and Law track at the 1999 annual conference. When I approached ExCo a few years later with the idea of establishing a standing group of scholar on this topic, the idea was adopted as part of ExCo's initiative to enable any interested group of scholars to establish Thematic Groups, without any stumbling blocks. This format is an AESOP innovation. The Thematic Groups serve as cradles for new fields of planning scholarship.

Another notable innovation is the annual PhD Workshop which has become a hallmark of AESOP's vitality, continuity, and quest for excellence. The venue for the first PhD seminar was itself a testimony to AESOP's openness: Poland hosted the first PhD Workshop in 1992. At that time, Poland was still a novice to planning education, having just recently emerged from Soviet control (where planning education as we know it did not exist). I have had the privilege of serving as a faculty facilitator at four subsequent PhD seminars and have seen them evolve into remarkable forums that today draw excellent students not only from European schools, but internationally as well.

On the global forum, the various continent-based planning associations established GPEAN at the first global planning conference in Shanghai in 2001. I have little doubt that without AESOP' S precedent, GPEAN would not have

come to life. AESOP's had by 2001 demonstrated how planning education and scholarship can undertake multinational exchange and benefit from it.

Today, Europe is going through tough times. To many around the world, Europe is regarded as the 'old country'. AESOP mirrors another Europe: one of vitality, tolerance, and innovation.

At the end of her talk Rachelle was surprised by being awarded AESOP's prestigious Honorary Membership

On a personal note: Thank you, AESOP, for making me feel at home for the past 25 years!

8. HONORARY MEMBERS

Professor

Klaus R. Kunzmann

graduated from the School of Architecture of the Technische Universität München in 1967 and received a PhD from the Technische Universität Wien in 1971. Appointed as Professor by the School of Planning of the Universität Dortmund in 1974, he was Director of Research of the Institut für Raumplanung until 1993. From then onwards, and until his retirement in 2006, he held the personal Jean Monnet Chair of Spatial Planning in Europe. Klaus R. Kunzmann is a Honorary professor of Chung Hua University, in Hsinchu, Taiwan, a Honorary member of the RPTI, received a Honorary PhD from the University of Newcastle-upon-Tyne in 1994, and taught as visiting professor at a number of universities in Europe, the US and in China. From 1987 to 1990 he was the first president of AESOP. Based on four decades of explorations into the field of spatial development of cites and regions, he is now living in Potsdam/Berlin, exploring the implications of China's economic growth on urban regional development in Europe, and relentlessly writing on territorial planning in Europe, regional restructuring in the Ruhr, and on creative and knowledge city development.

Professor

Andreas Faludi

graduated and received his PhD from Vienna University of Technology. His academic career took him to the Oxford Polytechnic, Delft University of Technology, the University of Amsterdam and Radboud University Nijmegen. Presently, he is Professor of spatial policy systems in Europe at Delft University of Technology. He was a British Council Scholar, an Australian-European Fellow, a Fulbright Scholar, a Fellow of the Netherlands Institute for Advanced Study in Social Science and the Humanities, a European Fulbright Scholar and a Fellow of the Bellagio Rockefeller Center. Publications include 'Planning Theory' (1973/1984), 'Critical Rationalism and Planning Methodology' (1986), 'Rule and Order: Dutch Planning Doctrine in the Twentieth Century' (with A. van der Valk, 1994), 'The Making of the European Spatial Development Perspective' (with B. Waterhout, 2002) and 'Cohesion, Coherence, Cooperation: European Spatial Planning in the Making, 2010). In 1993 he became an Honorary Member of the RTPI, in 2008 Honorary Member of AESOP. Blenkinge Institute of Technology awarded him an honorary doctorate. He lives at Delft in the Netherlands.

Professor

Patsy Healey

is professor emeritus in the School of Architecture, Planning and Landscape at Newcastle University, UK. She holds degrees in geography and in planning from University College London, University of Westminster and the London School of Economics. She is a specialist in planning theory and the practice of planning and urban regeneration policies. She has undertaken research on how planning strategies work out in practice and on partnership forms of neighbourhood regeneration experiences. In recent years, she has been developing approaches to collaborative planning practices, linked to an institutionalist analysis of urban socio-spatial dynamics and urban governance. She has undertaken empirical work in the UK, in other European countries and in Latin America. Recent books include Collaborative Planning: Shaping Places in Fragmented Societies (1997, 2nd edtn 2006). Urban Complexity and Spatial Strategies (2007), which includes cases from Milan, Amsterdam and Cambridge, and Making Better Places (2010). She has co-edited with Jean Hillier the 3-Volume Ashgate collection of Critical Essays in Planning Theory (2008), and the accompanying Companion to Planning Theory (2010). She was Senior Editor of the Journal, Planning Theory and Practice, until 2009. She was awarded the OBE in 1999, became an Honorary Fellow of the Association of European Planners in 2004, and was awarded the RTPI Gold Medal in 2006. She has been made a Fellow of University College London, is an Honorary Fellow of Oxford Brookes University and has an honorary degree from Chalmers University, Gothenburg, Sweden. She is one of the editors of the RTPI Book Series. She is currently chair of the Glendale Gateway Trust, in the locality where she lives.

Professor

Louis Albrechts

graduated and received his PhD from the university of Leuven, Belgium. He has been full professor at the university of Leuven since 1987 till 2007, was visiting professor at a number of European Universities and visiting research fellow at the University of West Australia, Perth.

Louis Albrechts is corresponding member of the German Academy for Research and Planning, founder and editor of European Planning Studies, member of the editorial board of several international journals, chair of the first (Shanghai) and second (Mexico-City) World Planning Schools Congress, chair of the third joint AESOP/ACSP congress in Leuven, second president of the Association of European School of Planning, chair of UN-Habitat HS advisory board and chair of the planning commission in his hometown. He was also in charge of the strategic plan for Flanders (1992-1996) and did the scientific coordination for the transport plan Flanders (1999-2000). His current research and writings focus on the practice and nature of strategic spatial planning, diversity and creativity in planning, public involvement in planning and bridging the gap between planning and implementation. He lives at Beringen in Belgium.

Professor

Rachelle Alterman

is the Founding President of the International Academic Association on Planning, Law and Property Rights which evolved out of AESOP's first Thematic Group. With degrees in both planning and law from Canadian and Israeli universities, Alterman specialized in cross-national comparative analysis of planning laws, land use regulations, property rights and planning practice. She has published several international books and scores of academic papers and serves on the Editorial Boards of leading academic journals. Rachelle is based at the Technion – Israel Institute of Technology, and has also been a visiting professor at major American and Dutch universities. She serves as a consultant or speaker for the UN, OECD, the World Bank, and a variety of other public bodies in Israel and internationally.
More at: http://alterman.technion.ac.il.

1. MEMBERSHIP CATEGORIES

There are six categories of AESOP membership:

Full Member
Associate Member
Corresponding Member
Affiliate Member
Individual Member
Honorary Member

Categories: Full, Associate, Corresponding and Affiliate are institutional.

may be granted to a European School, running a programme in planning which meets the criteria defined in the core curriculum of AESOP.

may be granted to a European School, running courses or modules in planning.

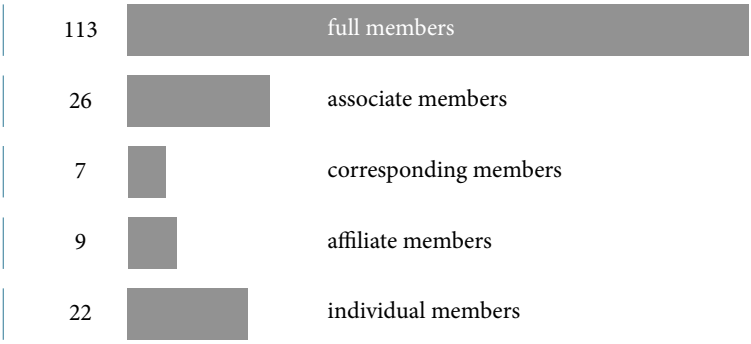
may be granted to a non-European School, running courses or modules in planning.

may be granted to an enterprise, company, institution, organisation, agency or other entity being a legal person focused on planning.

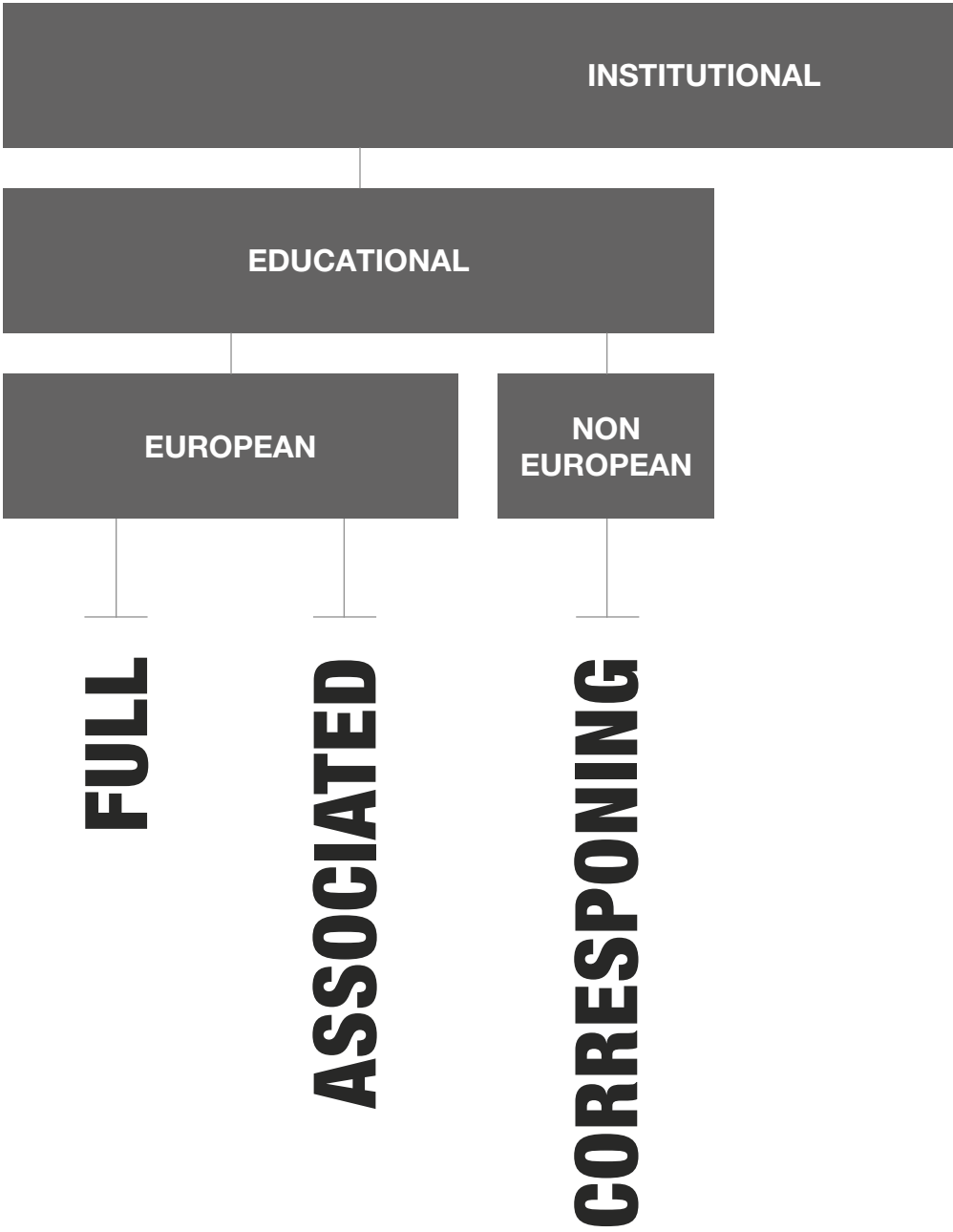
may be granted to a person involved in planning.

may be granted to a person who has made a significant contribution to AESOP and/ or to the discipline of planning.

In December 2012 AESOP embraced 155 institutional members:



Until December 2012 five distinguished scholars were granted AESOP Honorary Membership.


INSTITUTIONAL
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ASSOCIATED
CORRESPONING

NON EDUCA-TIONAL

INDIVIDUAL

AFILIATE

INDIVIDUAL

HONORARY

AESOP Members are located in following countries:

Albania: 2
Australia: 2
Austria: 3
Belgium: 4
Bulgaria: 1
China: 1
Czech Republic: 2
Denmark: 2
Estonia: 2
Finland: 3
France: 15
Germany: 14
Greece: 3
Ireland: 3
Israel: 1
Italy: 11
Latvia: 1
Malta: 1
Netherlands: 12
Norway: 6
Poland: 7
Portugal: 8
Romania: 2
Russia: 1
Saudi Arabia: 1
Serbia: 3
Slovakia: 1
Slovenia: 1
Spain: 5
Sweden: 7
Switzerland: 2
Turkey: 4
UK: 21
US: 2

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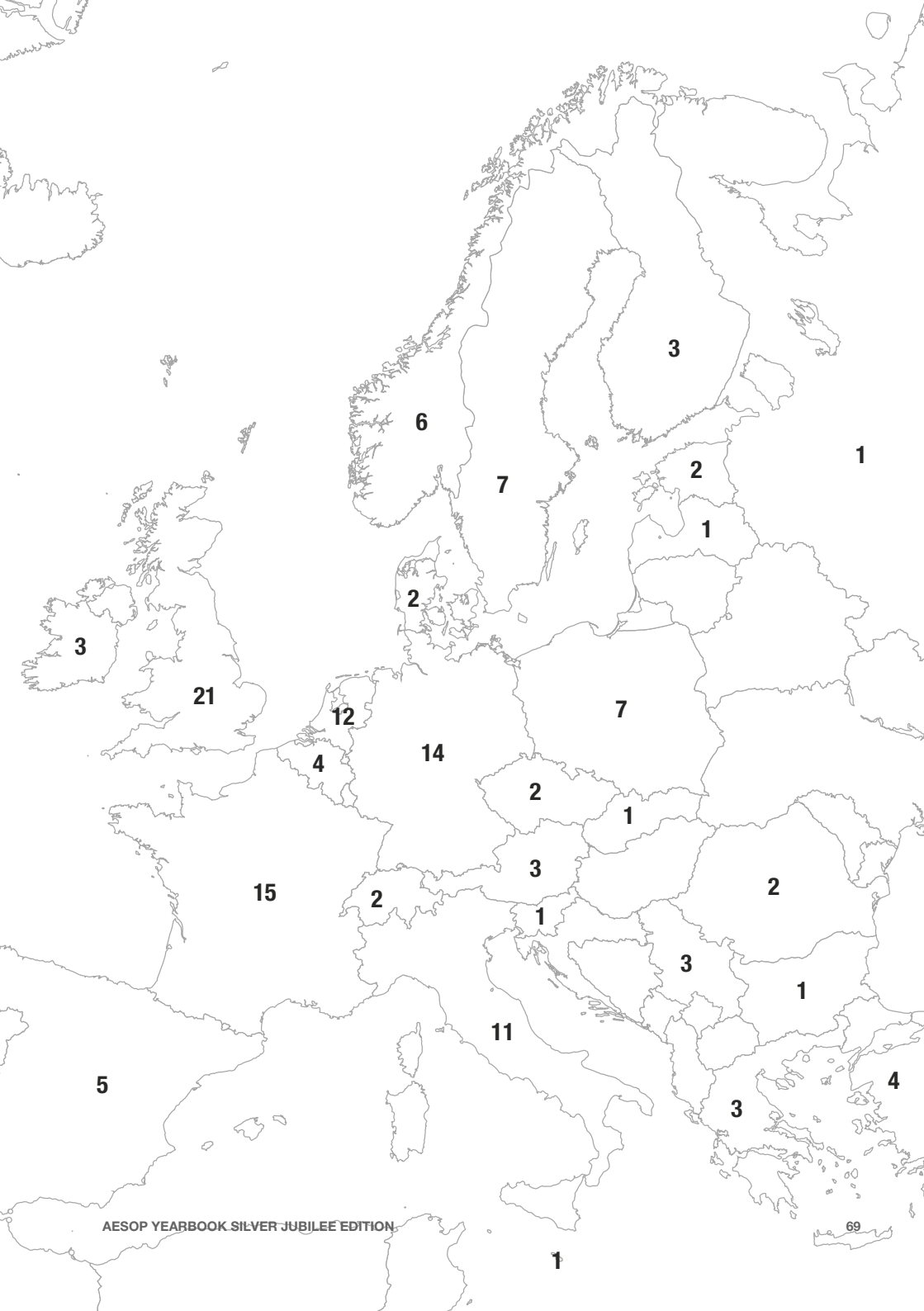
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General Assembly

Council of Representatives

Executive Committee

General Assembly acts as formal means of consultation, discusses planning education, research and practice issues and considers the activities and general policy of the Association.

The General Assembly is open to individual members and representatives of institutional members, as well as to academics and students from schools represented in the Association.

The General Assembly takes place during AESOP Annual Congress in July.

All the powers of the AESOP rest within the Council of Representatives, which is a body elected by Full Members. Among other functions, it defines the policies and programmes of the Association and elects the Officials of AESOP.

Executive Committee operates with delegated powers on behalf of the Council of Representatives and is subject to its authority. It holds the managerial and administrative powers of the Association.

3. COUNCIL OF REPRESENTATIVES

All of the powers of the Association rest with the Council of Representatives.

The following functions are exclusive to the Council:
+ defining the policies and programmes of the Association,
+ defining and modifying the internal rules of the Association,
+ setting membership fees and other payments,
+ approving of annual financial statements and the budget,
+ appointing financial auditors,
+ ratifying membership of the Association in other organisations,
+ ratifying membership applications,
+ establishing prizes,
+ electing and dismissing the Officials,
+ deciding disputes between members of the Executive,
+ expelling members,
+ dissolving the Association.

The Council of Representatives consists of the following members:
+ *the National Representatives;*
+ *the Officials;*
+ *up to three additional persons designated by the President.*

National Representatives

If a country has one Full Member, its delegate represents the member schools of that country.

If a country has two Full Members, both their delegates represent the member schools of that country.

If a country has more than two Full Members, all Full Members of that country elect two representatives of member schools of that country.

The Secretary General is responsible for the general oversight of this process.

Substitutes

Each National Representative has one Substitute, elected in the same way as National Representative. The Substitute is allowed to attend the meetings of the Council, but is only allowed to vote in case of absence of the National Representative.

The Officials

An Official is an elected member of the Executive or other person confirmed by the Council, assigned to special tasks or conferred specified powers. In particular AESOP Officials are:

+ Executive Committee Members
+ Chair of the Excellence in Teaching Prize Committee
+ Chair of the Best Published Paper Prize Committee
+ Chair of the Best Conference Paper Prize Committee

Council of Representatives members nominated by the President

The President can designate persons to the Council only from the European planning schools represented within the Association.

Mandatory period of the National Representatives and their Substitutes

The mandatory period of the National Representatives and their Substitutes is two years. National Representatives and their Substitutes can be re-elected.

Council of Representatives Meetings

According to the Charter the Council shall meet at least once a year on the call of the President.

Usually the Council of Representatives Meeting takes place twice a year: during the AESOP Heads of Schools Meeting in spring and during AESOP Annual Congress in July.

Quorum and Voting

The quorum for the Council is set at 15% of the Council members and at least 50% of the quorum must be National Representatives.

Resolutions are passed on a simple majority with the exception of special cases listed in the Charter (expelling the Member, dismissing the Official, dissolving the Association).

Where voting is evenly split, the President has the casting vote.

National Representatives and Substitutes in the AESOP Council of Representatives 2012-2014

Albania
To be appointed: Representative (1), Substitute (1) representing POLIS University, Tirana

Austria
REPRESENTATIVE: Thomas DILLINGER
SUBSTITUTE: Petra HIRSCHLER

Belgium
REPRESENTATIVE: Jan SCHREURS
To be elected (3 Full Members): Representative (1), Substitute (2)

Bulgaria
REPRESENTATIVE: Elena DIMITROVA
SUBSTITUTE: Milena TASHEVA-PETROVA

Czech Republic
REPRESENTATIVE: Jiri PALACKY
SUBSTITUTE: Lubos FRANTISAK
To be appointed: Representative (1), Substitute (1) representing Czech Technical University in Prague

Denmark
To be appointed: Representatives (2), Substitutes (2) representing respectively Aalborg University & Aarhus School of Architecture

Finland
REPRESENTATIVE: Mervi ILMONEN
SUBSTITUTE: Anssi JOUTSINIEMI

France
REPRESENTATIVE: Jean-Michel ROUX
REPRESENTATIVE: Helga SCARWELL
SUBSTITUTE: Elsa VIVANT
SUBSTITUTE: Abdel HAMDOUCH

Germany
REPRESENTATIVE: Benjamin DAVY
REPRESENTATIVE: Michael KOCH
SUBSTITUTE: Angela UTTKE
SUBSTITUTE: Karina PALLAGAST

Greece
REPRESENTATIVE: Konstantinos LALENIS
REPRESENTATIVE: Elisavet THOIDOU
SUBSTITUTE: Alexis DEFFNER
SUBSTITUTE: Athina GIANNAKOU

Ireland
REPRESENTATIVE: Zorica NEDOVIĆ-BUDIĆ
SUBSTITUTE: Declan REDMOND
To be elected (3 Full Members): Representatives (1), Substitutes (1)

Italy
REPRESENTATIVE: Giovanni CAUDO
REPRESENTATIVE: Valeria FEDELI
SUBSTITUTE: Domenico CAMARDA
SUBSTITUTE: Camilla PERRONE

Netherlands
REPRESENTATIVE: Jochem de VRIES
REPRESENTATIVE: Stefanie DÜHR
SUBSTITUTE: Erwin van der KRABBEN
SUBSTITUTE: Vincent NADIN

Norway
REPRESENTATIVE: Tor MEDALEN
REPRESENTATIVE: Elin BØRRUD
To be elected (5 Full Members): Substitutes (2)

Poland
REPRESENTATIVE: Paweł CHURSKI
REPRESENTATIVE: Beata BANACHOWICZ
SUBSTITUTE: Iwona PIELESIAK
SUBSTITUTE: Adam RADZIMSKI

Portugal
REPRESENTATIVE: Paulo PINHO
REPRESENTATIVE: Artur Rosa PIRES
SUBSTITUTE: Fernando NUNES DA SILVA
SUBSTITUTE: Teresa BARATA SALGUEIRO

Romania
REPRESENTATIVE: Tiberiu FLORESCU
SUBSTITUTE Florin MACHEDON

Serbia
REPRESENTATIVE: Dejan DJORDJEVIĆ
SUBSTITUTE: Tijana DABOVIĆ

Slovakia
REPRESENTATIVE: Maroš FINKA
SUBSTITUTE: Dagmar PETRIKOVA

Slovenia
REPRESENTATIVE: Alma ZAVODNIK LAMOVŠE
To be appointed: Substitute (1) representing University of Lubljana

Spain
REPRESENTATIVE: Eduardo CÁCERES
REPRESENTATIVE: Jose Miguel FERNÁNDEZ GÜELL
To be elected (3 Full Members): Substitutes (2)

Sweden
REPRESENTATIVE: Ingrid PERSSON
REPRESENTATIVE: Kristina GRANGE
SUBSTITUTE: Maria HÅKANSSON
SUBSTITUTE: Björn EKELUND

Switzerland
REPRESENTATIVE: Joachim SCHÖFFEL
REPRESENTATIVE: Bernd SCHOLL
To be appointed: Substitutes (2) representing respectively ZTH Zurich and University of Applied Sciences Rapperswil

Turkey
REPRESENTATIVE: Zeynep MEREY ENLIL
REPRESENTATIVE: Ela BABALIK-SUTCLIFFE
SUBSTITUTE: Nilgun ERGUN
SUBSTITUTE: Sebnem GÖKÇEN DUNDAR

United Kingdom:
REPRESENTATIVE: Deborah PEEL
REPRESENTATIVE: Claire COLOMB
To be elected (18 Full Members): Substitutes (2)

4. EXECUTIVE COMMITTEE

The Executive Committee holds the managerial and administrative powers of the Association. In particular, the Executive Committee manages membership issues, decides on the composition of the Prize Committees and assesses and proceeds the bids.

Representing the Association and managing its current affairs in between the meeting of the Executive Committee is delegated to the President and Secretary General.

The Executive Committee is allowed to confer special powers, duties or to assign tasks to other persons.

All undertakings of the Association must be approved by the President and at least one ither Executive Committee member.

The members of the Executive Committee are the Officials of the Association.

Only an academic from a European school of planning represented in the Association may be elected as a member of the Executive Committee.

According to the AESOP Charter the Executive Committee shall meet at least twice a year on the call of the President or at least three other members of the Committee. Usually, the Executive Committee meets three times a year: in spring, just before the AESOP Heads of Schools meeting, in July, before AESOP Annual Congress and in autumn.

The Executive Committee meeting is chaired by the President. The quorum is four members.

The resolutions of the Executive Committee are passed on a simple majority. On a split vote, the President has the casting vote.

The resolutions of the Executive Committee are made available for inspection by any AESOP member from the Secretary General.

Composition of the Executive Committee

At minimum, the Executive Committee consists of:

+ a President,
+ a Vice President,
+ a Secretary General,
+ a Treasurer,
+ an Event Officer,
+ two other members.

Unless the Council of Representatives decides otherwise these two non-defined seats may be taken by GPEAN and Young Academics representatives.

Mandatory periods of the Executive Committee members

The mandatory period of the **President** is two years.

The elections take place one year before the beginning of the mandatory period. During this year, the President-elect occupies the position of the Vice President.

Having completed the mandatory period, the President again moves to the position of the Vice President for a period of one year.

On the expiry of their period of office, the President is not eligible for re-election.

The mandatory period of the Secretary General is four years.

The election take place one year before the beginning of the mandatory period. During this year, the Secretary General-elect occupies the position of the Vice Secretary General and attends the meetings of the Executive Committee. After two years of the mandatory period the Secretary General shall be re-evaluated by the Council of Representatives.

On the expiry of their period of office, the Secretary General is eligible for re-election.

The mandatory period of the Treasurer and Event Officer is four years. After two years of the mandatory period they shall be re-evaluated by the Council of Representatives.

On the expiry of their period of office, both Treasurer and Event Officer are eligible for re-election.

The mandatory period of the two other members is no longer than four years. The exact duration of the mandatory period is decided upon the Council of Representatives.

If one of the other members is GPEAN representative the Council may extend their mandatory period up to six years.

If one of the other members is Young Academics representative their mandatory period is one year.

On the expiry of their period of office, both other members of the Executive Committee are eligible for re-election.

The elections of the members of the Executive Committee take place in July, during the Council of Representative meeting preceding AESOP Annual Congress.

Members of the Executive Committee and rules for bidding for AESOP events

The institutions of the members of the Executive Committee shall abstain from bidding for any AESOP event if the participation in such tenders would put these AESOP member institutions in the position of competition.

Calls for members of Executive Committee 2013:

President 2014-2016 (who will be Vice President 2013-2014 and 2016-2017)
Treasurer 2013-2017, GPEAN Representative 2013-2017 (or -2019).

KÜHN

AESOP Executive Committee 2012-2013

PRESIDENT: Gert de Roo
Presidency 2012-2014

University of Groningen
Faculty of Spatial Sciences
Department of Planning

NL

SECRETARY GENERAL:
Izabela Mironowicz
Term of Office:
2011-2015

Wrocław University of Technology
Faculty of Architecture
Department of Spatial Planning

PL

EVENT OFFICER:
Gerhard Schimak
Term of Office:
2012-2016

Vienna University of Technology
Faculty of Architecture
and Planning
Department of Spatial
Development, Infrastructure,
Environmental Planning

A

TREASURER:
Thomas Matta
Term of Office:
2009-2013

University of Applied
Sciences Rapperswil
Institute for Spatial Development

CH

2005 *2006* *2007* *2008* *2009* *2010*

COMMUNICATION OFFICER:
Giancarlo Cotella
Term of Office: 2009-2013

Torino University of Technology
Inter-University Department
of Regional and Urban
Studies and Planning

I

GPEAN REPRESENTATIVE:
Andrea Frank
Term of Office: 2007-2013

Cardiff University
Cardiff School of Planning and Geography

WALES, UK

VICE PRESIDENT:
Kristina L. Nilsson
Presidency 2010-2012
Vice President
2009-2010, 2012-2013

Lulea University of Technology
Department of Civil, Environmental
and Natural Resources Engineering
Division of Architecture and Water

S

YOUNG ACADEMICS NETWORK REPRESENTATIVE:
Verena Peer
Term of Office:
2012-2013

University of Natural Resources
and Applied Life Sciences
Department of Spatial, Landscape
and Infrastructure Sciences

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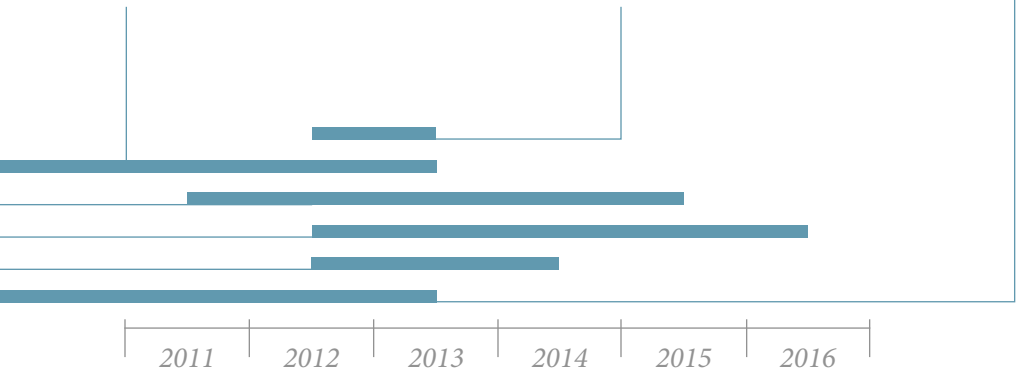


5. AESOP EXPERT POOL (AESOP EP)

AESOP has starting a broader set of activities which aim to support the quality development and assurance at the member schools, reflecting previous discussions on this issue and orientation guidelines for quality improvement of the AESOP. One of these actions is the establishment of the **AESOP Expert Pool (AESOP EP)**, promoting excellence in planning education, research and academic management.

The activities of the AESOP Expert Pool address either the AESOP quality-related policies or the organisation's external functions in relation to member schools and third parties. A prominent internal mission of the AESOP Expert Pool is to support and further develop the Quality Agenda of AESOP. A prominent external mission is to provide advice on quality issues; to provide user-friendly critical reviews of a situation and to provide solutions to problems; also, to provide general and specific transfer of experiences.. A general attitude of the AESOP Expert Pool will be that of a 'critical friend', i.e. the intention is to have a supportive and formative role.

The final concept and framework of the AESOP Expert Pool would not have happened without dedication and work of **Peter Ache**, **Wilem Salet** and **Maroš Finka**.

AESOP Expert Pool: Mission and Organization

The AESOP Expert Pool (AESOP EP) is a new instrument supporting implementation of the quality policy in AESOP. The AESOP Expert Pool will be key in achieving excellence in AESOP together with member institutions.

General Aims

'*Promoting excellence in planning education and research*' is the general guideline for the AESOP Expert Pool. This can be further differentiated into: (1) academic issues, related to the further establishment of discipline in terms of research; (2) educational issues, related to curriculum development and teaching programs; (3) professional issues, related to the practice field of planning; (4) management issues, related to the professional organization of the school. In all these fields, AESOP continuously discusses issues of quality assurance and establishes orientation guidelines for quality improvement. The AESOP Expert Pool does both, develop such guidelines continuously and apply them in various fields of activities.

The activities of the AESOP Expert Pool can at best be captured as missions, either addressing AESOP policies as such (internal function), or addressing external functions in relation to member schools and third parties.

A prominent internal mission of the AESOP Expert Pool is to support and further develop the quality agenda of AESOP.

A prominent external mission of the AESOP Expert Pool is to provide advice on quality issues; undertake validations and advisory consultation; provide general and specific transfer of experiences. The main facility to fulfil this ambition is the advisory local visit by an AESOP Expert Pool Mission Team. Here, the AESOP Expert Pool specifically responds to requests and specified problem statements formulated by AESOP member institutes or other interested parties and elaborates the specific orientations and intentions of a mission in cooperation with the calling AESOP member institute or other interested parties.

As a general attitude, the AESOP Expert Pool is a 'critical friend', i.e. the

intention is for it to have a supportive and formative role instead of exercising a merely evaluative role. To enable qualified advice, the local school specifies its particular problems or dilemmas and the advisory report is confidential.

General Composition

The AESOP Expert Pool mirrors the association in its variations. The AESOP Expert Pool is therefore a flexible group with different characteristics.

Multiculturality of AESOP constitutes one of the main characteristics of the AESOP EP; it is composed by at least one expert per each country or per group of similar countries.

The AESOP EP includes representatives from the whole range of different type of planning schools; design-oriented, geography-oriented, economy-oriented, social science-oriented etc., and also include experts with different discipline backgrounds.

The AESOP EP includes both generalists and specialists; academics whose expertise is identifiable with general aspects of planning history, theory or methods, as well as persons whose activity mainly relate to specialist fields of planning, like transportation, environment, etc.

The AESOP EP reflects the high heterogeneity of different national contexts in which member schools operate; hence the AESOP EP represents the different institutional environments.

The AESOP EP is seen as mainly composed of senior academics or professionals. Academics or professionals involved in previous accreditation or evaluation exercises form the core of AESOP EP.

In general, members of the AESOP EP can be identified as persons that that have been covering managerial or organizational positions in a Higher Education Institution, having therefore organizational and management experience as heads of schools, heads of departments, heads of programmes, etc.

Appointment

AESOP member institutions nominate persons and individuals can apply to the AESOP Expert Pool.

Once the application/nomination is received, a selection is done according to principal eligibility of the applicants as well as to the criteria of the composition of the pool (multi-disciplinarity, internationality, etc.), as well as criteria applied to the individual. At any time, the list of experts can be further complemented in order to cover 'missing figures' (i.e. to achieve the required geographical and thematic coverage). The AESOP EP operates on periods of election, in order to have a continuous re-composition of the Expert Pool. **The AESOP Expert Pool is officially installed by Council of Representatives for a period of three years.**

Organization

The AESOP Expert Pool has an elected Chair. This position is filled by a person that is coming from an AESOP member institution and has previously been an Executive Committee member; the preferred candidate for that position is the stepping down AESOP (Vice) President. The term of office shall be two years; re-election for another period of two years is possible. The work of the Chair of the AESOP Expert Pool is supported by AESOP SG, who shall provide office support. The Chair closely cooperates with the Executive Committee, especially to identify the scope and scale of specific missions.

The SG of AESOP keeps the list of elected Experts. The information regarding the list of Experts is also available from the AESOP webpage.

The elected experts are in the Expert Pool for a period of three years.

Procedures for external missions

The AESOP Expert Pool starts its work on demand, as expressed by an AESOP member or interested other party. The request has to be filed officially to the AESOP SG who forwards the request to the Chair of the Expert Pool. The Chair of the AESOP Expert Pool is the central clearing body.

Several steps are to be taken in sequence:

+ The Chair of the AESOP Expert Pool is in touch with the requesting party to clarify the issues at hand.
+ The Chair develops a proposal matching the negotiated issues and defines a mission statement. Other partners are AESOP SG and Treasurer especially on resulting costs (also see below), and other relevant AESOP Executive Committee members.
+ The Chair selects from the AESOP Expert Pool a set of individuals (max. three persons) who will take over a ***mission***. In general, Experts appointed for a ***mission*** need to fulfil the general criteria, as defined in the composition section, and in particular need to demonstrate their impartiality and absence of conflicts of interest.
+ A ***mission*** has a clearly defined mission statement that identifies the task at hand and provides a timeline. This mission statement or brief is to be agreed on and signed by the Chair of the AESOP Expert Pool, AESOP Treasurer and SG and the requesting party.
+ A ***mission*** typically includes documentation provided by the requesting party, site visits and talks, a mission report, and recommendations or further courses of action.
+ A ***mission*** is fully documented and confidentially archived at the AESOP SG (information provided by the Chair of the AESOP Expert Pool). The information is only available to President AESOP and SG. The Chair of AESOP

Expert Pool produces a neutralized summary (in consultation with contact person of local institution) on behalf of publication on AESOP website to inform AESOP members in general sense on format and procedures.

+ Each mission has an appointed coordinator who compiles and presents the final report.

Out of the missions, AESOP can generate general lessons and information relevant for the association and its agendas. The Chair of the AESOP Expert Pool sends an annual report to Executive Committee and Council of Representatives.

> ***AESOP will NOT give a certificate or quality mark, but it will issue a report including recommendations.***

In general AESOP subscribes to the Standards and Guidelines for Quality Assurance as formulated by the European Association for Quality Assurance in Higher Education.

Outcome of external missions

A mission is to be concluded with an assessment as to whether the results and findings meet AESOP quality expectations and defined standards. The general guidelines for AESOP quality are provided by the established criteria for the different member categories of AESOP and the AESOP Core Curriculum.

Financing external missions

The costs of a mission should be established beforehand and have, as a general rule, to be borne by the requesting party. AESOP provides a separate statement regarding the costs in advance of a mission.

The AESOP SG, the AESOP Treasurer and the requesting party sign a specific agreement outlining the details of each mission, which is included in the mission statement.

Contact

CHAIR OF THE AESOP EXPERT POOL
and SECRETARY GENERAL
secretariat@aesop-planning.eu

AESOP Expert Pool: List of Experts 2012-2015:

Rachelle ***ALTERMAN*** / Israel Institute of Technology
Luis Felipe ***ALONSO TEIXIDOR*** / Technical University of Madrid
Nick ***BAILEY*** / University of Westminster
Georgia ***BUTINA WATSON*** / Oxford Brooks University
Domenico ***CAMARDA*** / Politecnico di Bari
Jean-Paul ***CARRIÈRE*** / University Francois Rebelais
Giovanni ***CAUDO*** / University Roma Tre
Chris ***COUCH*** / University of Liverpool
Benjamin ***DAVY*** / TU Dortmund
Thomas ***DILLINGER*** / TU Vienna
Dejan ***DJORDJEVIĆ*** / University of Belgrade
Zaynep ***ENLIL*** / Yildiz Technical University
José Miguel ***FERNÁNDEZ GÜELL*** / Technical University of Madrid
Tiberiu ***FLORESCU*** / 'Ion Mincu' University of Architecture and Urban Planning
Andrew ***FLYNN*** / Cardiff University
Andrea ***FRANK*** / Cardiff University
Florian ***GAMAN*** / Technical University of Civil Engineering Bucharest
Pedro ***GEORGE*** / Technical University of Lisbon
Anna ***GEPPERT*** / Univeristé Paris IV-Sorbonne
Aspa ***GOSPODINI*** / University of Thessaly
Enrico ***GUALINI*** / TU Berlin
Ester ***HIGUERAS*** / Technical University of Madrid
Umberto ***JANIN RIVOLIN*** / Politecnico di Torino
Arthur ***KANONIER*** / TU Vienna
Jörg ***KNIELING*** / HafenCity University
Luigi ***MAZZA*** / Politecnico di Milano
Kostas ***LALENIS*** / University of Thessaly, Volos
Piotr ***LORENS*** / Gdańsk University of Technology
Oana ***LUCA*** / Technical University of Civil Engineering Bucharest
François ***MANCEBO*** / IATEUR,
Hans ***MASTOP*** / Radboud University Nijmegen
Izabela ***MIRONOWICZ*** / Wrocław University of Technology
Sofia ***MORGADO*** / Technical University of Lisbon
Vassilis ***PAPPAS*** / University of Patras
Giorgio ***PICCINATO*** / University Roma Tre

Barbara ***PIZZO*** / La Sapienza University of Rome
Nicos ***POLYDORIDES*** / University of Patras
Declan ***REDMOND*** / University College Dublin
Alan ***REEVE*** / Oxford Brooks University
Christa ***REICHER*** / TU Dortmund
Artur ***ROSA PIRES*** / University of Aveiro
Catherine ***ROSS*** / Georgia Tech
Jean-Michel ***ROUX*** / Institut d'Urbanisme de Grenoble
Silvia ***SACCOMANI*** / Politecnico di Torino
Graça ***SARAIVA*** / Technical University of Lisbon
Catalin Nicolae ***SARBU*** / 'Ion Mincu' University of Architecture and Urban Planning
Walter ***SCHÖNWANDT*** / University of Stuttgart
Gerhard ***SCHIMAK*** / TU Vienna
Pantelis ***SKAYANNIS*** / University of Thessaly, Volos
João ***SOUSA MORAIS*** / Technical University of Lisbon
Agata ***SPAZIANTE*** / Politecnico di Torino
Bruce ***STIFTEL*** / Georgia Tech
Andrew ***THORNLEY*** / London School of Economics
Andreas ***VOIGT*** / TU Vienna

INDIVIDUAL MEMBERS AND AESOP EXTERNAL EXPERTS FROM PARTNER ORGANIZATIONS:

Laurence ***CARMICHAEL*** (EURA) / University of Newcastle-upon-Tyne
Teresa ***FRANCHINI*** (ISOCARP) / CEU San Pablo University of Madrid
Henk van der ***KEMP*** (ECTP-CEU) / Dublin Institute of Technology
Derek ***MARTIN*** (IFHP) / International Federation for Housing and Planning
Peter B. ***MEYER*** (Individual Member) / University of Louisville
Gabriel ***PASCARIU*** (ISOCARP) / University of Architecture and Urbanism 'Ion Mincu'
João ***PEREIRA TEIXEIRA*** (ECTP-CEU) / European Council of Spatial Planners
Vladimíra ***ŠILHÁNKOVÁ*** (EURA) / University of Pardubice

6. GLOBAL PLANNING EDUCATION ASSOCIATION NETWORK (GPEAN)

by Andrea Frank
(Chair GPEAN Coordinating Committee 2009-11, Co-chair GPEAN Council 2012-14)

and Pantelis Skayannis
(Steering Committee 2009-12)

WHAT IS GPEAN?

GPEAN is a network of associations of university level planning programs and schools in urban and regional planning. The purposes of GPEAN are to facilitate international communication on equal terms amongst university planning communities in order to improve the quality and visibility of planning pedagogy, research and practice, and to promote ethical, sustainable, multi-cultural, gender-sensitive, participatory planning. Current members of GPEAN are the following nine national or multi-national Associations:

+ Association of African Planning Schools (AAPS)
  http://www.africanplanningschools.org.za
+ Association of Canadian University Planning Programs (ACUPP)
  http://acupp-apucu.mcgill.ca
+ Association of Collegiate Schools of Planning (USA) (ACSP)
  www.acsp.org
+ Association for the Development of Planning Education and Research (APERAU)
  http://www.aperau.org
+ Association of European Schools of Planning (AESOP)
  www.aesop-planning.eu
+ Association of Latin-American Schools of Urbanism and Planning (ALEUP)
  http://www.uaemex.mx/pwww/Aleup/Integrantes.html
+ Asian Planning Schools Association (APSA)
  http://www.apsaweb.org
+ Australian and New Zealand Association of Planning Schools (ANZAPS)
  http://anzaps.net
+ National Association of Urban and Regional Post-graduate and Research Programs (Brazil) (ANPUR)
  http://www.anpur.org.br

Criteria for membership are that member institutions of the Association operate university level planning programs and that the Association has been in existence for 4 years or more. Moreover, any association wishing to become a member of GPEAN must demonstrate active mechanisms for exchange and contact with its members, e.g., via the organisation of regular meetings or an annual congress; its support of a journal or other publication avenues for papers; its maintenance of a website; and the existence of a convenor or executive structure with contact details.

The structure of GPEAN has developed historically with two standing committees. One is the Coordinating Committee and the other is the World Planning School Congress Steering Committee, with each member association sending one representative to each of these committees. The committees meet once annually customarily in conjunction with an annual congress or event of one of the member organisations (see: History and Timeline of GPEAN). Following a review of the network in 2011 and intense discussions at the meetings during the 3rd World Planning Schools Congress in Perth, Associations' leadership and GPEAN representatives agreed to reorganise the committee structure of GPEAN for a more efficient and effective management of the network by 2013. In future there will be only one committee with a set of subcommittees including one responsible for congress organisation.

GPEAN HISTORY AND TIMELINE

2001

Four planning school associations joined together to hold the first World Planning Schools Congress (WPSC) in Shanghai at Tongji University. The congress drew 650 planning scholars from over 250 planning schools in 60 countries. While in Shanghai, leaders of ten planning school associations met to discuss common objectives and possible future actions. At the conclusion of the meetings, they unanimously agreed to what has become known as the Shanghai Statement, signed by representatives of all ten associations at the closing ceremony of the Congress. This statement reads:

Representatives of national and international planning education associations gathered at Tongji University in Shanghai and agreed on the goal of increasing mutual communication in order to improve the quality and visibility of planning and planning education. To achieve this, it was agreed to establish a global planning education association network and committees to plan holding the second World Planning Schools Congress and to develop an inclusive communication network.

The Shanghai Statement was subsequently formally endorsed by nine of the associations.

2002

The first meeting of the Global Planning Association Network (GPEAN) was in conjunction with the AESOP Congress in Volos, Greece in July 2002. Representatives of nine associations attended. GPEAN delegates crafted an action program and agreed to principles for operation of the network; officers were selected. It was decided that world congresses would be held every five years. Tongji University offered to host the GPEAN website (www.gpean.org).

2003

The second meeting of GPEAN was in Belo Horizonte, Brazil, in conjunction with an ANPUR Congress. At this meeting a charter was developed,

which was later ratified by the nine founding member associations. The GPEAN charter sets up two standing committees: a Coordinating Committee (CC) (first chair was Angus Witherby of ANZAPS) and a World Congress Steering Committee (SC) (first co-chairs were Louis Albrechts of AESOP, Johanna Looye of ACSP, and Zhiqiang Wu of APSA). Plans were made for a second World Planning Schools Congress.

2004

The third GPEAN meeting was held in Portland, Oregon USA, with the ACSP Congress. In the Co-ordinating Committee a Finance Committee was established and fund-raising discussed. The first volume of *Dialogues in Urban and Regional Planning* (Routledge) was completed and launched (publication date 2005). The issue of international accreditation and GPEAN's possible role in this was discussed at a specially convened roundtable.

2005

The fourth GPEAN meeting was split between the Co-ordinating committee which met with ANZAPS in Adelaide, Australia, and the Steering Committee (SC) which met with ANPUR in Salvador, Brazil. This was to allow the SC to visit the site of the next world congress in Mexico.

2006

The fifth GPEAN meeting was held in conjunction with the 2nd World Planning Schools Congress in Mexico City. The relationship between the two GPEAN committees was discussed, as responsibilities had been blurred in the run-up to the WPSC. The principle of cross-membership of the committees was agreed on and Bylaws were amended accordingly (approved at the 2007 meeting). For the first time GPEAN organized 'like-officer' meetings at the conference: a meeting of the Association Presidents and of journal editors. A proposed secretary/treasurer

meeting did not materialise. UN Habitat sent a representative to give a keynote and there was some discussion in GPEAN about future relationships with this body. There was some discussion (following on from earlier GPEAN meetings) as to which international bodies GPEAN should align with and which it should not. Louis Albrechts stood down as a chair of the SC, and Jo Looye (ACSP), David Amborski (ACUPP) and Roberto Monte-Mor (ANPUR) were nominated as co-chairs to facilitate the next World Congress. The second volume of Dialogues in Urban and Regional Planning was released (publication date 2007).

2007

The sixth GPEAN meeting was held with AESOP in Naples. CC chair was Vanessa Watson and co-chair was Chris Silver. Some discussion focused on the role of Association Presidents, the relationship between them and GPEAN, and GPEAN representation on Association executives. Presidential support is crucial for the success of GPEAN. A meeting of association presidents was held and they expressed support for further presidents' meetings where possible. A publications committee was set up and Bruce Stiftel was co-opted to chair this. Dialogues 1 was translated into Portuguese and the editors (Tom Harper, Anthony Yeh and Heloisa Costa) were underway with Dialogues 3. A proposed co-operation with UN Habitat was discussed to feed into the 2009 Global Report on Human Settlements. Discussions on the website and problems contacting the web hosts were reported.

2008

The seventh GPEAN meeting was held in Chicago during the joint ACSP-AESOP congress, with Watson as chair and Silver as co-chair. A Presidents', Journal editors' meeting and GPEAN roundtable (on the Habitat process) were arranged. Concerns continued about the website, which had still not developed beyond 2001. The SC decided on 2011 for the next World Congress and plans were made for a call of offers to host it. Dialogues 3 was launched.

2009

The eighth GPEAN meeting was held at Ahmedabad (India) with APSA. Watson handed over to Andrea Frank as incoming chair. Four associations were not present. A ten year review of GPEAN was suggested to consider matters of governance and functioning at the 2011 World Congress. There were concerns about declining sales of Dialogues 1, 2 and 3. Launch of the Habitat Report noted and this also formed the basis of a roundtable at the APSA conference. APSA's president offer to initiate a new website was accepted. It was also agreed to have a GPEAN presence at the 2010 World Urban Forum via an event hosted by ANPUR. The SC reported that the Perth bid for the 2011 congress was acceptable.

2010

The ninth GPEAN meeting was held with AESOP in Helsinki. Frank acted as chair and Watson as co-chair. Progress on Dialogues 4 was reported with a launch planned for later in the year; editors for Dialogues 5 were suggested (Hibbard as lead editor, with Robert Freestone and Tore Sager). CEPT (Ahmedabad, India) provided a draft concept for a new website. The remainder of the meeting was devoted to planning of the upcoming WPSC in Perth.

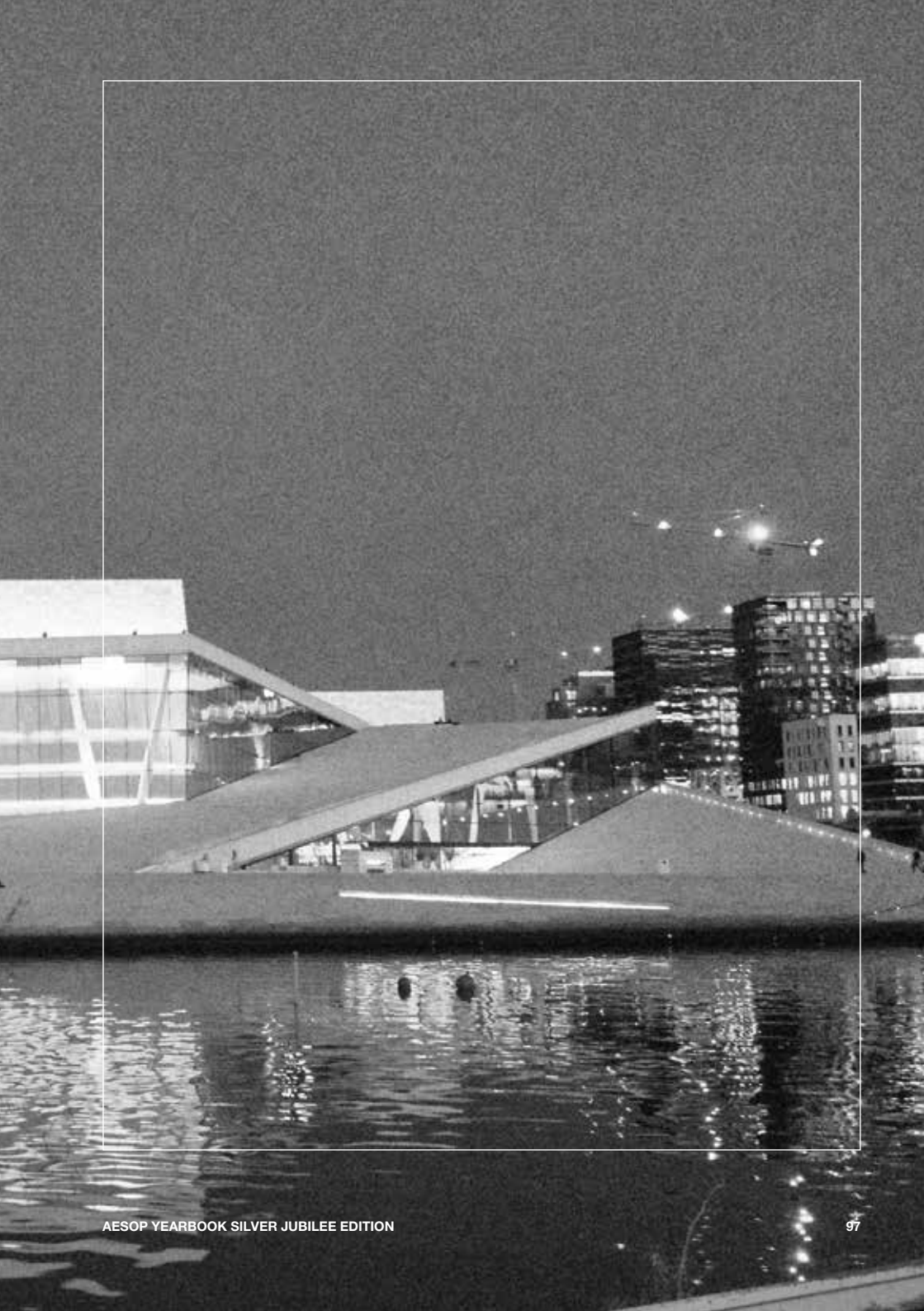
2011

The tenth GPEAN meeting was held at the World Congress in Perth. The remote location and the relative high costs resulted in smaller than usual participation (< 500) compared to previous WPSCs. SDI had a shack installed at the congress venue. Bernhard Barth (UN Habitat) attended the Congress and GPEAN meetings to promote UN Habitat's university partner initiative. GPEAN and UN Habitat developed and signed an MoU (with wide support of associations). Evaluation results based on feedback from former association presidents and GPEAN reps, editors of Dialogues etc. were discussed. The results indicate that WPSC and Dialogues books are the most visible and recognised activities of GPEAN. The two committee structure was found confusing from the outside and better communications are needed including an earlier announcement of the next WPSC venue. A list of pros and cons in respect to one versus two

committees issue was requested but many presidents at the presidents' luncheon supported the idea of a single committee.

2012

The eleventh GPEAN meeting was held in conjunction with APERAU's colloquium in Lausanne. The WPSC2011 was discussed and it was agreed that the next WPSC call should specify a capitation fee to create a futures fund for GPEAN to advance its mission. A one committee structure with the new name of "GPEAN council" was agreed with the charter amended but bylaws still to be worked out. An interim Conference subcommittee chaired by Amborski developed the WPSC 2016 call which was published in October. The new website was ready for launch: http://gpean.net/g/. Dialogues 5 is on track for launch in 2013. Chris Silver (ACSP) is elected as chair. A Frank becomes co-chair. The next GPEAN meeting will be in Recife (Brasil) with ANPUR, 20-25 May 2013.



THE 2012 GPEAN MEETING

In 2012, GPEAN held its business meeting from 4-7 June in conjunction with the annual APERAU Colloque in Lausanne (CH) at the University of Lausanne. GPEAN representatives would like to express again their gratitude for the generous support and hospitality of APERAU. Especially, the opportunity for three GPEAN reps to give presentations in English and the informal discussions during social events helped to improve the relationship amongst the global community of planning educators.

The following representatives from the nine member organizations of GPEAN were in attendance: Andrea Frank (AESOP), Pantelis Skayannis (AESOP), Vanessa Watson (AAPS), Alison Todes (AAPS), Chris Silver (ACSP), Bruce Stiftel (co-opted, UN Habitat Partner University Liaison); Ester Limonad (ANPUR), Rainer Randolph (Observer/ANPUR); Yukio Nishimura (CC APSA); Isabelle Thomas-Maret (APERAU), Didier Paris (APERAU); Johanna Looye (ACSP) and Paul Maginn (ANZAPS) joined one session via skype. Apologies were received from: Juan Demerutis (ALEUP); Sergio Flores Pena (ALEUP), Carlos de Monte-Mor (ANPUR), Utpal Sharma (APSA); Clarence Woudsma (ACUPP), David Amborski (ACUPP).

Over four sessions (4 June, afternoon; 5 June, all day; 6 June, morning; and 7 June, morning) representatives worked through a comprehensive agenda,

2012 Lausanne GPEAN meeting (left to right: Pantelis Skayannis (AESOP), Andrea Frank (AESOP), Yukio Nishimura (APSA), Didier Paris (APERAU), Alison Todes (AAPS), Chris Silver (ACSP), Vanessa Watson (AAPS))

Photo taken by B. Stiftel

including an exchange of experiences in respect to issues in planning and planning education faced by the different Associations, progress of GPEAN activities such as the Dialogues book series and preparations for the 4th World Planning Schools Congress.

Exchange of Experiences

All bar one of the Associations provided either oral or written reports on developments within their region.

Current **APSA** president, Prof. Yukio Nishimura, reported that the Asian Planning Schools Association held a conference and general assembly in Tokyo in 2011 with circa 300 participants (despite the Fukushima incident). Selected papers were published in proceedings and are available from the APSA website. The next APSA conference will be in 2013 in Taipei (National Taiwan University). APSA has around 27 member schools, and while many more schools are eligible for membership there is a concern that a membership drive could result in APSA being dominated by Chinese planning schools. Professor Nishimura was interested how AESOP overcomes barriers between national associations. He noted that in Asia national associations are exceptionally strong and that it is difficult to attract interest and participants to the APSA congresses which compete with congresses of national associations. AESOP representatives explained that Schools in Europe often maintain multiple memberships, i.e., in AESOP as well as in nationally focused associations (e.g., Turkey). Furthermore, academics are expected to present their research not only nationally but internationally which makes AESOP congresses very attractive.

AAPS representatives Vanessa Watson and Alison Todes reported that membership in the African Association of Planning Schools has surpassed 50. However, the Associations' leadership also fears for the future as funding from the Rockefeller Foundation, which supported the development of the association to date, will soon cease. Nevertheless, AAPS has developed successful partnerships with NGOs such as Slum Dwellers International (SDI) and is promoting the role of planning and planning educators as political actors to initiate change. AAPS representatives welcomed the opportunity to meet with APERAU to discuss links with North and West African planning schools, which by way of teaching in French are primarily members of APERAU rather than AAPS.

ANPUR has currently 56 member schools and will celebrate its 30th anniversary in 2013. Ester Limonad, President of the Brazilian-based National Association of Urban and Regional Post-graduate and Research Programs, reported that the Association holds bi-annual congresses, the next being

organized in Recife in 2013 (www.xvenanpur.com.br). In intermittent years smaller thematically focused seminars are being organized. The student body is getting increasingly international including many students from neighboring countries PG studies are free of cost in Brazil. The government has started to decentralize functions and has revived regional planning with funding for 20 new post-grad programs on regional development, especially in NE Brazil. ANPUR has close links to government and members/member institutions are frequently asked by government to give advice on policy. ANPUR runs a Journal, which is financially supported by institutions and government.

Chris Silver and Bruce Stiftel reported that **ACSP** has a stable membership of around 80 institutional members, mostly USA plus some from Canada and a few from other parts of the world. Annual congresses are a vehicle to generate funds for the Association, which are then used to fund the Association supported journal (JPER), PhD and writing workshops. Annual conferences attract on average 800 participants. ACSP has discussed the possibility to drop its national congress to strengthen WPSC attendance in those years when the WPSC is held. There is also a renewed interest in (international) accreditation following PAB changes to ACSP schools' accreditation guidance and there will be a seminar on this topic prior to the 2012 annual ACSP congress.

The **AESOP** report highlighted its substantial institutional membership (approx. 150 institutions) and its 25th anniversary in 2012 for which the Association has organized a series of events across Europe, culminating in the annual Congress. Interest in the congress reached unprecedented levels with 1007 abstracts submitted including many from non-European countries. AESOP supports 15 thematic groups; a vibrant Young Academics community; European Urban Summer Schools and Head of Schools (HoS) meeting to foster exchange amongst academic leaders. The 2012 HoS meeting focused on 'management in crisis' as many universities are affected by the recession in Europe. AESOP has been approached regarding program accreditation but is currently not willing to take this on; instead, it established an Expert Pool which upon request will offer advice to schools on curricula and programs. AESOP has also started to develop links with other planning organizations such as ECTP-CEU, IFHP, ISOCARP, ERSA, EURA and so forth to strengthen the standing of planning as discipline & profession.

Didier Paris reported for **APERAU** that Jean-Luc Quistinaux (Liberal University of Brussels, Belgium) has been elected as the new Association president. He explained that APERAU was founded in response to accreditation issues and with the purpose to define subject specific criteria. In France many programs containing the word 'planning' but most of them are really geography programs. Only 17 institutions currently have 'real' planning curricula.

APERAU also organizes activities for PhD students and awards a best thesis prize. The French government does not officially recognize APERAU, but membership of APERAU is known and respected particularly by employers. Graduates of APERAU schools are highly employable. APERAU accreditation only evaluates whether a curriculum focuses sufficiently on planning, not its quality. The accreditation process, involves schools sending a report focusing on their curriculum to APERAU, and APERAU provides an assessment and possibly advice. APERAU can also make a visit schools. Reports are presented at a General Assembly which will vote whether a school should become a member. Once a school is an APERAU member they are re-evaluated every 6-8 years. On the question how APERAU assesses schools outside France, i.e. from Africa, Didier acknowledged that this was a real problem which the association has overcome by changing its charter. The new guidance is founded on general principles and is less prescriptive for example on the length of internships/work experience which is more difficult to arrange in Africa. Links to GPEAN and other Associations have been beneficial for APERAU and its development as it has encouraged the organization to review and improve its internal processes and implement procedures to select papers for Dialogues etc.

ACUPP's report announced regular annual conferences, which offers an opportunity for GPEAN to meet with this organization in the near future. Some **ACUPP** schools are accredited by ACSP's PAB. ANZAPS report informed of a number of new planning degree courses being successfully accredited and the establishment of a new website for the organization www.anzaps.net. **ALEUP** did not provide a report.

In sum, Bruce Stiftel suggested that GPEAN has achieved a lot over the past 11 years. Associations have learned and taken on ideas for activities from each other. This shows that GPEAN has value. Nevertheless, globally, there is still a gap in regional association and representation in GPEAN of, for example, Arab and Middle Eastern planning schools. AESOP has been trying to recruit Russian planning schools and has some links but it has been difficult to convert them into memberships. So far only one planning school (Perm) could be signed up. Chris Silver reported that the Indonesian Planning Schools Association is interested in GPEAN membership but due to a change in leadership contact has been sporadic. The Turkish Planning schools association (TUPOB) has also indicated an interest in joining GPEAN but there has not yet been a direct application.

Progress on GPEAN work

The lead editor M. Hibbard reported that Dialogues 5 production is on target. Elisabete da Silva (AESOP) manages the contributions from AESOP members.

The book should be ready, hopefully in time for the 2013 joint AESO-ACSP congress in Dublin. The price of the books is too high for many of the associations' members. It was resolved that the publisher would be approached again to explore a cheaper (paperback) version but alternatives were also discussed. It was suggested that Prof. Rob Freestone (ANZAPS) should be approached as new lead editor for Dialogues 6 and that Tore Sager should continue while Michael Hibbard would be replaced. GPEAN reps thought that a presence and participation of planning schools at the World Urban Forum in Naples 1-7 September may an opportunity to promote the profession. Hibbard and Stiftel applied for a networking session which was sadly not approved; thus GPEAN was not represented at WUF.

The New GPEAN website was completed thanks to the initiative of the former APSA president Professor Utpal Sharma (CEPT, Ahmedabad, India) and can now be accessed at URL: http://gpean.net/g/ - and will be used to advertise GPEAN initiatives and Association's events.

Evaluation of WPSC2011 and Call for proposals for WPSC2016

The 2011 congress was reviewed. Participant numbers were good for the remote location but disappointing for a WPSC. There were several issues that conspired against attracting greater participant numbers. Final accounting is still outstanding and this is indicative for using an external organizer. Reps worked on the call's text to make provision to avoid past problems. Representatives agreed to include a small (adjustable) capitation fee so GPEAN could fund and support in future activities that aid its mission. There should also be more student involvement. The call for hosts was to be posted in Autumn 2012 with a goal to choose the 2016 venue by summer 2013. This will allow Associations to replace their annual congresses with the WPSC2016. Preliminary interest has been indicated by Georgia Tech, Atlanta (USA) and Federal University in Rio de Janeiro (Brazil).

Restructuring GPEAN

At the Perth meeting there was strong support by many Association presidents to form a more logical organization of GPEAN with a single committee and relevant subcommittees. This requires a change of the charter which the GPEAN reps supported but which need to be ratified by the member associations. The next step will be to rewrite the bylaws for the Network. There will be a transition period until this leaner structure is implemented. An interim Conference committee chaired by David Amborski (ACUPP), with support from Pantelis Skayannis (AESOP) and Alison Todes (AAPS) will progress

WPSC preparations. Associations should designate representatives to GPEAN for 5-6 years to allow individuals to engage effectively and have impact.

Future activities

GPEAN representatives will pursue the expansion of GPEAN membership with the Indonesian and Turkish Planning Schools Associations. Representatives will explore alternative, cheaper publications routes and outlets to foster the global exchange of research. Representatives also thought it would be valuable to collect data on program accreditation practices in the different global regions.

7. AESOP PARTNER ORGANIZATIONS

AESOP cooperates with organizations involved in planning issues. AESOP mainly focuses on the organizations located in Europe, although some of them operate globally.

AESOP signed Memorandum of Understanding with a few planning organizations and runs joint projects with them.

AESOP WISHES TO REINFORCE JOINT ACTIVITIES IN ORDER TO CREATE SYNERGIES PROMOTING PLANNING AS A SCIENTIFIC DISCIPLINE, PROFESSIONAL PRACTICE AND AN IMPORTANT TOOL OF GOVERNANCE

INTERNATIONAL ACADEMIC ASSOCIATION ON PLANNING, LAW AND PROPERTY RIGHTS PLPR

+ During the AESOP Annual Congress in Aveiro, 1998, a small group of scholars in the field of planning, law and property rights met and discussed their wishes on a Planning and Law track at AESOP. PLPR's founding president, Rachelle Alterman (Technion, Israel), together with Willem Salet (University of Amsterdam) and Ben Davy (TU Dortmund) organized the first track was organized during the AESOP Annual Congress in Bergen, 1999. Since Bergen, the PLPR track grew and evolved during every annual AESOP Congress and in meetings during congresses of any other association of planning schools.
+ The Association has been established during the inaugural symposium in Amsterdam, in 2007, with Rachelle Alterman as first PLPR President. Currently, PLPR is a free-standing standing academic association with over 200 individual members, from all continents, its own statutes and a website. One of the main aims of PLPR is to promote research with a cross-national comparative perspective so as to enable exchange of knowledge. Its President is Benjamin Davy and its Secretary General is Thomas Hartmann.

Source: www.plpr-association.org

Joint activities with AESOP:

track at the AESOP Annual Congress

WWW.PLPR-ASSOCIATION.ORG

INTERNATIONAL FEDERATION FOR HOUSING AND PLANNING
IFHP

IFHP
FIHUAT
IVWSR

+ The International Federation of Housing and Planning (IFHP) is an international organisation focused on urban development issues. The organisation was founded in 1913 by the architect Ewart Culpin under the presidency of **Ebenezer Howard**, who is known for his publication 'Garden Cities of Tomorrow' (1898). This publication became the basis for the Garden City movement period in city planning. The IFHP is currently based in The Hague, The Netherlands. Its current President is Flemming Borreskov and its Chief Executive Officer is Derek Martin.
+ Since its very beginning, the IFHP's driving force has been rooted in the desire to improve the physical conditions in which people live. It continues to do this by promoting good planning practices that are orientated towards an improving quality of life.

Source: www.ifhp.org

'UNDERSTANDING HUMAN SETTLEMENT ISSUES IN A CHANGING WORLD'

Joint activities with AESOP:

AESOP-IFHP Lecture Series, Decade of Planning 2011-2020, European Urban Summer School, Brussels European Liaison Office

WWW.IFHP.ORG

INTERNATIONAL SOCIETY OF CITY AND REGIONAL PLANNERS ISOCARP

ISOCARP

+ The International Society of City and Regional Planners (ISOCARP) is an international association of professional planners. It was founded in 1965 in a bid to bring together recognised and highly-qualified planners in an international network.
+ Although ISOCARP members work in many different fields they share a common interest in the spatial and environmental dimensions of urbanisation. They advise key decision-makers, proposing and supporting projects for intervention in a spatial context through general or specific actions.
+ ISOCARP is currently based in The Hague, The Netherlands. Its current President is Milica Bajić-Brković and its Secretary General is Alex Macgregor.

Source: www.isocarp.org

‘KNOWLEDGE FOR BETTER CITIES’

Joint activities with AESOP:

Decade of Planning 2011-2020, Working Group on Bridging Planning Education and Practice, European Urban Summer School, Brussels European Liaison Office

WWW.ISOCARP.ORG

EUROPEAN REGIONAL SCIENCE ASSOCIATION ERSA

+ The European Regional Science Association (ERSA) is the supranational grouping of national regional science associations across Europe. Members are academics, policy professionals and researchers interested in spatial economics and planning, regional and local development and related issues. They are drawn largely from the disciplines of economics, geography and planning. There are presently 17 active associations (commonly named 'sections'), some, such as the German or French speaking sections, organized on linguistic groupings and covering more than one country. The largest sections have their own national professional organizers. In total ERSA has some 3500 members in its constituent associations.
+ ERSA is managed by the President and the Council (ERSAC). The European Organizing Committee (EOC) is there to assist them in dealing with the affairs of ERSA. In 2007, the decision to professionalize ERSA was taken and the ERSA Office was established in Louvain-la-Neuve, Belgium within the Université Catholique de Louvain. Current President is Charlie Karlsson, the Executive Director is Richard Kelly.

Source: www.ersa.org

Joint activities with AESOP:

joint PhD Winter School (in progress)

WWW.ERSA.ORG

THE UNITED NATIONS HUMAN SETTLEMENT PROGRAMME HABITAT PARTNER UNIVERSITY INITIATIVE UN-HABITAT

UN HABITAT
FOR A BETTER URBAN FUTURE

+ UN-HABITAT initiated the Habitat Partner University Initiative in order to respond to the effects of today's rapid urbanization. Universities produce the leaders, managers and planners required for adopting innovative and robust approaches to city development and they have the human capital and knowledge for promoting the solutions needed if cities are to deal with the challenges of the future. The Initiative aims at strengthening the cooperation between UN-HABITAT and institutions of higher education, as well as facilitating exchange and cooperation between universities in developing and developed countries.
+ The work of the Habitat Partner University Initiative falls under the pillars of: Education, Research, Professional Development, Policy Advice, Knowledge Management.
+ The Habitat Partner University initiative is guided by its partners, represented by a Steering Committee. The Steering Committee includes members from all continents and aims to represent the varied interests, concerns and priorities of tertiary education institutions all over the globe.

Source: www.unhabitat.org

WWW.UNHABITAT.ORG

EUROPEAN URBAN RESEARCH ASSOCIATION
EURA

+ The European Urban Research Association (EURA) was launched at an international conference held in Brussels, Belgium in September 1997 after the proposal to create a new association of urban researchers was first discussed at an international seminar on 'Shaping the Urban Future' held in Bristol, England, in July 1994.
+ EURA wants to offer a bridge between research and policy. Researchers want to help policy makers support integration, cohesion, and collaboration in the area of urban policy, ambitions often difficult to achieve. Policy makers must in turn recognise that researchers have an important contribution to make.
+ EURA Secretariat is currently located in Darmstadt, Germany. Its current President is Hubert Heinelt and Dorothee Harres is responsible for EURA Secretariat.

Source: www.eura.org

WWW.EURA.ORG

ASSOCIATION OF COLLEGIATE SCHOOLS OF PLANNING
ACSP

+ The Association of Collegiate Schools of Planning (ACSP) is a consortium of university-based programs offering credentials in urban and regional planning. Acting together, the ACSP member school faculty are able to express their shared commitments to understanding the dynamics of urban and regional development, enhancing planning practices, and improving the education of both novice and experienced planners.
+ The ACSP promotes education, research, service, and outreach in the United States and throughout the world. It is committed to recognizing the diverse needs and interests in planning. It seeks to strengthen the role of planning education in colleges and universities through publications, conferences, and community engagement as well as through participation in the accreditation process. The ACSP believes that planning education should extend beyond the classroom and into the world of practice working closely with practicing professionals and communities.
+ ACSP office is located in Tallahassee, Florida, USA. Current President is Charles Connerly and current Secretary is Secretary Teresa Cordova.

Source: www.acsp.org

Joint activities with AESOP:

AESOP-ACSP Joint Congress

WWW.ACSP.ORG

EUROPEAN COUNCIL OF SPATIAL PLANNERS – CONSEIL EUROPÉEN DES URBANISTES ECTP-CEU

Creating our futures
ECTP-CEU
European Council of Spatial Planners
Conseil européen des urbanistes

+ The European Council of Spatial Planners - Conseil Européen des Urbanistes (ECTP-CEU), founded in 1985, brings together 24 professional town planning associations and institutes from 22 European countries.
+ It is an umbrella association providing its members with a common framework for planning practice, planning education, continuing professional development and the definition of professional responsibilities.
+ ECTP-CEU sets standards of education and conduct for the planning profession; engages in dialogue with local, national and European government, identifies, and rewards examples of good planning all over Europe in particular through its awards. ECTP-CEU is currently based in Bruxelles, Belgium. Its current President is Dominique Lancrenon and Secretary General is Bruno Clerbaux.

Source: www.ectp-ceu.eu

'CREATING OUR FUTURES'

Joint activities with AESOP:

Decade of Planning 2011-2020, Working Group on Qualification Recognition, European Urban Summer School, Brussels European Liaison Office

WWW.ECTP-CEU.EU

EUROPEAN SPATIAL PLANNING OBSERVATION NETWORK ESPON

+ The European Observation Network for Territorial Development and Cohesion (ESPON) 2013 Programme, was adopted by the European Commission on 7 November 2007.
+ The programme budget of €47 mill is part-financed at the level of 75% by the European Regional Development Fund under Objective 3 for European Territorial Cooperation. The rest is financed by 31 countries participating, 27 EU Member States and Iceland, Lichtenstein, Norway and Switzerland.
+ The mission of the ESPON 2013 Programme is to: 'Support policy development in relation to the aim of territorial cohesion and a harmonious development of the European territory by (1) providing comparable information, evidence, analyses and scenarios on territorial dynamics and (2) revealing territorial capital and potentials for development of regions and larger territories contributing to European competitiveness, territorial cooperation and a sustainable and balanced development'.
+ The ESPON Coordination Unit acts as the secretariat for the ESPON 2013 Programme. It provides technical support for the Monitoring Committee, the Certifying Authority and the Audit Authority in relation to the management of the programme. The ESPON Coordination Unit is located in Grand Duchy of Luxembourg.
+ In addition, due to the specific nature of the ESPON 2013 Programme, the Coordination Unit also performs analytical tasks to ensure the achievement of the objectives and mission of the programme. Peter Mehlbye is a Director of the Coordination Unit.

Source: www.espon.eu

WWW.ESPON.EU

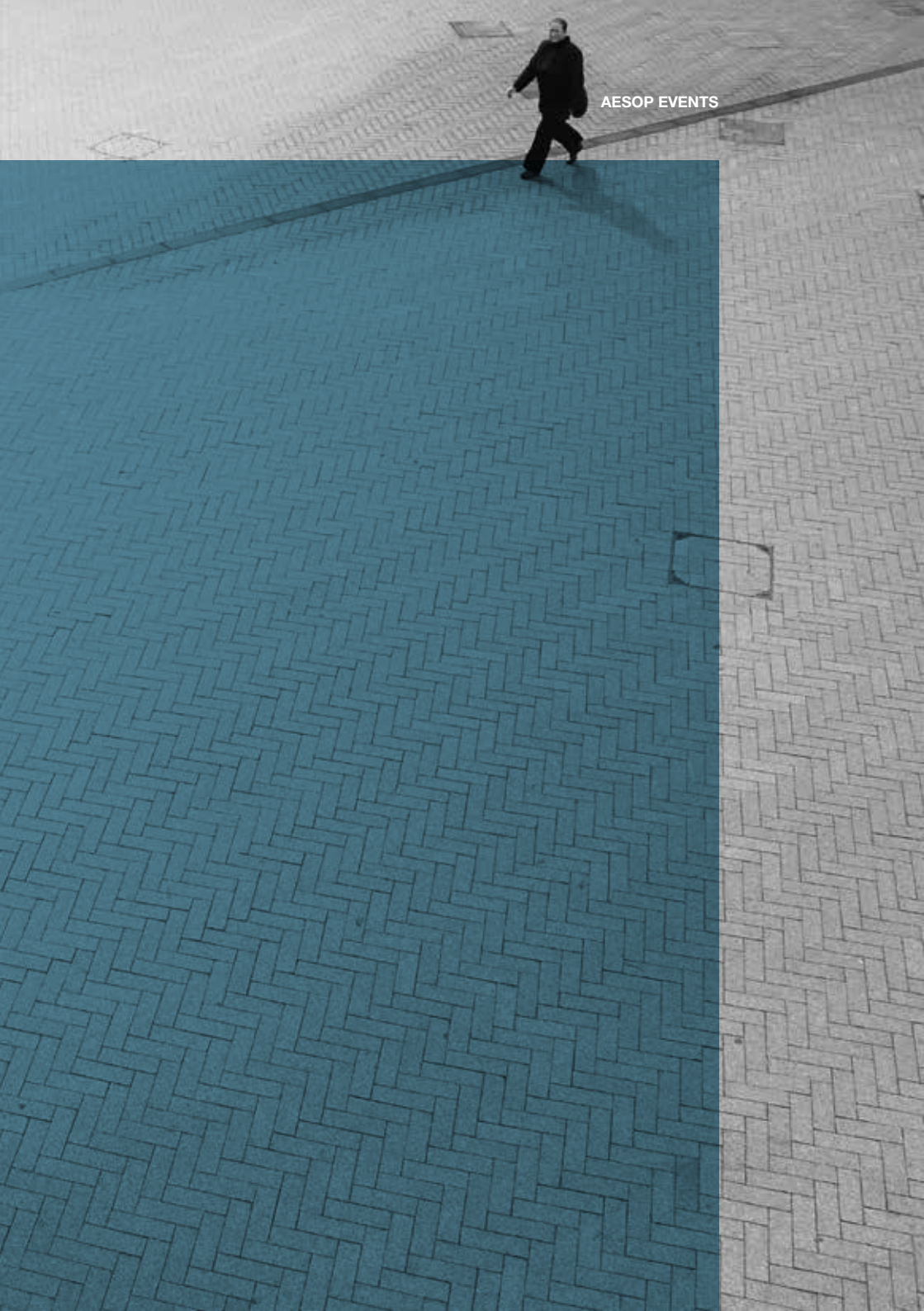
NETWORK OF EUROPEAN METROPOLITAN REGIONS AND AREAS
METREX

METREX

+ METREX, the Network of European Metropolitan Regions and Areas, provides a platform for the exchange of knowledge, expertise and experience on metropolitan affairs, and joint action on issues of common interest. The Network has members from some 50 metropolitan regions and areas and partners in many others.
+ METREX contributes the metropolitan dimension to policies, programmes and projects on a European scale. The Network is a partner of European institutions, the research community, governmental organisations and other networks.
+ Metrex Office is located in Glasgow, UK. Alberto Leboreiro is current President and Roger Read is Secretary General.

Source: www.eurometrex.org

WWW.EUROMETREX.ORG



AESOP EVENTS

1. AESOP ANNUAL CONGRESS

Every year, usually in July, AESOP holds its Annual Congress, hosted by one of member universities. Congresses are a wide platform of exchange in the fields of research, education and practice in planning.

Every five years AESOP co-organizes **World Planning Schools Congress** gathering planning schools from all over the world. The organizer of this congress is **GPEAN** (see section 2.6). World Planning School Congresses (WPSC) took place in Shanghai (2001), Mexico (2006) and Perth (2011). The call for hosting WPSC 2016 was open until 31st January 2013.

Until 2013 every five years AESOP organized also joint congresses with the **Association of Collegiate Schools of Planning** (ACSP), USA. The 2007 joint AESOP-ACSP Congress took place in Chicago. The 2013 joint AESOP-ACSP Congress is taking place in Dublin.

AESOP congresses are open to all, but **AESOP members benefit from reduced congress fees**. Every participant affiliated to the AESOP member institution has a right to reduced fee.

Recently more than 1.000 abstracts have been submitted to the AESOP Annual Congress; 1005 to the AESOP Silver Jubilee Congress in Ankara (2012) and more than 1.300 to the Joint AESOP-ACSP Congress in Dublin (2013).

2009
AESOP Congress, Liverpool, UK
Why Can't the Future be More Like the Past?

2010
AESOP Congress, Helsinki, Finland
Space is Luxury!

2011
World Planning Schools Congress (WPSC), Perth, Australia
Planning's Future – Futures Planning: Planning in an Era of Global (Un)Certainty and Transformation

2012
AESOP Silver Jubilee Congress, Ankara, Turkey
Planning to Achieve/Planning to Avoid

2013
Joint AESOP-ACSP Congress, Dublin, Ireland
Planning for Resilient Cities and Regions

2014
AESOP Congress, Utrecht-Delft, Netherlands
Spatial Planning – from Control to Co-Evolution

2015
AESOP Congress Prague, Czech Republic

2016
World Planning Schools Congress (WPSC), Rio de Janeiro, Brasil

2009	AESOP CONGRES	LIVERPOOL	UK

Why Can't the Future be More Like the Past?

Host: University of Liverpool

Local Organising Committee:

Professor David Shaw, University of Liverpool – Chair

Professor Peter Batey, University of Liverpool

Professor Michael Hebbert, University of Manchester

Professor Cecilia Wong, University of Manchester

Dr Thomas Fischer, University of Liverpool

Dr Olivier Sykes, University of Liverpool

Professor Pantelis D. Skayannis, University of Thessaly

Ms Sandra Robinson, University of Liverpool (Congress Administration)

From the AESOP **Annual Congress Report** (by LOC):

The 20th AESOP Congress was held from the 15-18 July 2009 and was hosted by the Department of Civic Design at the University of Liverpool, in collaboration with our colleagues from Manchester University. The overall theme of the conference was 'Why can't the future be more like the past?' was chosen to help celebrate the Department of Civic Design's centenary by being able to reflect on the lessons of 100 years of a planning academy with an opportunity to discuss and debate contemporary and future planning challenges.

The Congress was attended by 405 delegates who between them presented 411 papers.

The Congress began with a series of plenary sessions, before subdividing into 18 parallel tracks. The whole Congress reassembled together again for a closing plenary. The Congress ended on the evening of the 18th with a ferry trip on the River Mersey and was followed by a Post Congress tour to the Lake District.

The Opening Plenary very much focused on Liverpool and the renaissance that the city has been undergoing and its future prospects. The Conference was welcomed to the University and the city by Pro Vice Chancellor Stephen Holloway, who is the Dean of the Faculty of Science and Engineering, the new home for Civic Design in a School of Environmental Sciences. Three keynote

speeches followed, Nigel Lee Head of Planning, Liverpool City Council spoke about 'The City Region, Past Present and Future', Dr Beatriz Garcia from the University of Liverpool spoke about 'Impacts 08 – early reflections on the impact on Liverpool as a European Capital of Culture' and Peter Nears the Strategic Planning Director of Peel Holdings unveiled their 'Future Vision for the Region'. The RTPI President Martin Willey also addressed the Congress and welcomed the delegates to the UK. The RTPI had held their General Assembly on the same day as the opening plenary and some joined the delegates both for the opening plenary and opening reception

The Closing Plenary on Saturday afternoon returned to the theme of 'Why Can't the Future be more like the past?' and reflected on the history of the planning academy from different perspectives. The session was packed and the audience were richly rewarded with four fascinating and challenging presentations. Peter Batey (Liverpool University) reflected on 100 years of the planning academy by describing the history of Civic Design (a presentation that was complemented by an exhibition 'Making Plans - 100 years of Civic Design' that was held in the Victoria Museum and Art Gallery throughout the Congress). Michael Batty (UCL) explored 'A Science of Planning is the making; Notes from the Part and What we Might Expect in the Future', Ben Davy from Dortmund challenged the audience with a presentation entitled 'European planners definitely have a future – but who are they?" and finally Mickey Lauria (Clemson USA) provided a perspective from North America 'Why can't the future be more like the past? A North American Perspective'.

The Congress itself was organised around an Opening and Closing Plenary and seven parallel sessions where over 119 separate groups of papers organised around 18 different tracks. Particular thanks are extended to the track chairs whom vetted the abstracts and organised their track into groups of papers to for coherent sessions.

	Track title	Track chairs	No of sessions
1	Planning Theory	Heather Campbell Tore Sager	9
2	European Territorial Cooperation and Cohesion Policy	Simin Davoudi Andreas Faludi	5

3	Planning Education and Practice	Andrea Frank Deborah Peel	7
4	Global Challenges to Local Socio-Economic Development	Greg Lloyd Edwin van der Krabben	8
5	Planning in Multicultural Societies	Huw Thomas Francesco Lo Piccolo	4
6	Participation and Governance	Louis Albrechts Alessandro Balducci	15
7	Housing Urban Decline and Social Exclusion	Nicola Morrison Judith Allen	4
8	Planning Law, Institutions and Property Rights	Rachelle Alterman Benjamin Davy	6
9	Urban Design and Physical Form	Matthew Carmona Aspa Gospodini	8
10	Transport Planning and Mobility Infrastructures	Angela Hull Luca Bertolini	10
11	Climate Change and Planning	Aidan While Christophe Demaziere	4
12	Culture, Heritage and Spatial Planning	John Pendlebury Klaus Kunzmann	6
13	Planning for Rural Areas	Nick Gallent Meri Juntti	6
14	Environmental Planning and Resource Management	Thomas Fischer Jos Arts	8

15	Planning History	Michael Hebbert Dirk Schubert	6
16	Planning and Energy	Chris Zuidema Sue Kidd	2
17	Complexity and Planning	Gert de Roo Joris van Wezemael	7
18	Spatial Planning and Development in China	Fulong Wu Ya Ping Wang	4

On the Friday afternoon a series of mobile workshops were organized and although the weather was very inclement those that attended the workshops found them very interesting and enjoyable.

A publisher's exhibition was held in the Studio on the ground floor of the Civic Design Building and six publishers took the opportunity to take stands. Feedback from the publishers was highly favourable in terms of the space used for the exhibition and the footfall of congress participants.

Three main events were organized as part of the Congress, an opening reception (with canapés) took place in the Crypt of the Metropolitan Cathedral on the Wednesday evening, the Congress dinner was held in the Palm House in Sefton Park on the Friday evening and a post congress River Cruise took place on the Saturday evening. In addition the Young Planners Group also organized a party at Hannah's Bar on Thursday evening. The Department's house band 'The Affordable House Band' performed at the young planners party and on the Mersey Ferry.

2010	AESOP CONGRES	HELSINKI	FINLAND
Space is Luxury!			

Host: Aalto University School of Science and Technology

Local Organising Committee:

Professor Peter Ache, YTK, Chair

Mervi Ilmonen, YTK, Deputy Chair

Jan Fagerström, Dipoli, Aalto University Congress Consultant

Timo Heikkinen & Eeva Mynttinen, YTK Secretariat

Mikko Johansson, YTK Webmaster

Peter Ache & Mervi Ilmonen

Executive Summary from Congress Report:

The chosen theme was Space is Luxury! The theme was chosen for several reasons. In 2010, the world is clearly one that can be called 'urban'. In relative term, more than half of the world's population dwells in urban settings – about one billion under 'slum conditions'. **Having quality space available equals commanding a 'luxury'?**

Planning and urban design are key factors in shaping and managing space and generate the wished quality for spaces. The concept of space and concomitantly that of spatial quality includes different meanings and dimensions. Space is physical, including architecture and urban form. Space is also socially constructed through various forms of human interventions. Space is contested and a reason for serious conflicts. Space is presented and space represents. For planning, the management of the competing uses for space requires complex interventions. The making of better places that are valued and have identity is an enduring ambition of planning. And, returning to the start of this brief reflection, the major challenge of spatial planning is to find solutions for more sustainable urban millennium. Space is expensive and exhaustive, a luxury we cannot afford any longer, is it means excessive use of space in terms of energy inefficiency and traffic pollution.

The Centre for Urban and Regional Studies at Aalto University welcomed 700 planning scholars and professionals from all over the world to Finland to discuss the manifold issues of space luxury and to explore the multitude of related planning issues.

Congress statistics:

+ Number of abstracts submitted: 647
+ Number of abstracts accepted: 581
+ Acceptance rate: 90 %
+ Number of papers submitted before deadline, before conference: 320
+ Number of cancellations, number of 'no-shows': 101 cancellations; 29 'no shows'
+ Registrations by country: 43 countries were represented across all participants
+ Registrations by schools: 77 member schools were present during the conference
+ Number of main authors, number of all authors: 392 single authored papers; 156 co-authored; 97 with three or more authors; counted against all submitted abstracts.

The conference was held in one location only, the Dipoli Congress Centre. This was very beneficial in terms networking, of communications to and from conference venue, and in terms of the logistics inside the building, i.e. flow of people between sessions and tracks.

The conference proved to be very successful according to current AESOP standards. The turn-out was quite high and also had a large number of overseas attendances, so far a feature mainly of the joint conferences with ACSP or under the WPSC labels.

2011	WORLD PLANNING SCHOOLS CONGRESS
PERTH	AUSTRALIA

Planning's Future – Futures Planning: Planning in an Era of Global (Un)Certainty and Transformation

Host: The University of Western Australia

Local Organising Committee:

Professor Paul J. Maginn, The University of Western Australia, Chair

Professor David Caddy, TPG Town Planning & Urban Design & The University of Western Australia

Mr Charles Johnson, TPG Town Planning & Urban Design

Professor Shahed Khan, Curtin University

Mr Peter Monks, City of Perth

Mr Tim Perkins, Edith Cowan University

Professor Jenny Gregory AM, University of Western Australia

Professor Neil Foley, Planning Consultants Australia & The University of Western Australia

Dr Diana MacCallum, Curtin University

Andrea Frank

Report from the 3rd World Planning Schools Congress in Perth (Western Australia), 4-8 July 2011

Since 2001 the Global Planning Education Association Network (GPEAN) organises every five years a World Congress. In 2011 the WPSC was hosted by the University of Western Australia (UWA) with the support of the regional Planning Schools Association ANZAPS. The conference theme selected was 'Planning's Future – Futures Planning: Planning in an Era of Global (Un)Certainty and Transformation.' While the opening reception was held on UWA's premises in the attractive Winthrop Hall, the conference was deemed too big to be hosted in its entirety on campus. Thus, the remainder of the congress took place in the modern Perth Convention and Exhibition Centre near the CBD.

The two keynote speaker, Professor Robert Freestone (University of New South Wales, Australia) and Billy Cobbett (City Alliance) took up and interpreted the conference theme in their respective presentations. In particular,

Photo 1: View from Kings Park to Perth City CBD and convention centre on far left (Author's photo July 2011).

Rob Freestone argued that the profession must resist day to day pressures and maintain a futures orientation to remain relevant to society while acadmia should reinforce this perspective through training and educating students in techniques and methods for long-term planning, scenario development, risk analysis and futuring. In turn, Billy Cobbett reminded delegates of the challenges posed by rapid urbanization throughout Asia, Africa and South America. He urged planners to consider new approaches as traditional master planning techniques have proven inappropriate for planning in these contexts.

Despite the remote location, nearly 500 participants from 43 different countries attended the event. 115 delegates represented European countries from AESOP and APERAU member schools. Overall there were 20 conference tracks shaping a diverse and stimulating programme. The most popular tracks in terms of papers represented Track 1 (42 papers), Tracks 11 and 12 (41 papers, each) and Track 20 (38 Papers). Especially Australian authors and researchers featured prominently in Track 20 – Climate change, Risk, Adaptation and Planning. Abstracts and conference information can be accessed via the conference website: http://www.wpsc2011perth.com.au/

Conference Tracks at the WPSC2011:	
Track 1	Governance, Politics and Conflict
Track 2	Informal Housing and Land Tenure
Track 3	Housing and Community Development
Track 4	Gender, Ethnicity, Identity and Social Equity
Track 5	Technology, Methodology, and Planning
Track 6	National, Regional and Local Planning Under Conditions of Globalization

Track 7	Planning History
Track 8	Planning Theory
Track 9	Spatial Policies and Land Use Planning
Track 10	Urban Cultures, Heritage and Urban Design
Track 11	Transportation and Infrastructure Planning
Track 12	Planning Education and Practice
Track 13	Comparative Development Planning
Track 14	Multi-national and Cross-border Planning
Track 15	Planning Law, Administration and Property Rights
Track 16	Environment, Sustainabilitz, Social Justice and Resource Management
Track 17	Economic Planning and Development
Track 18	Healthy Cities and Planning
Track 19	Rural and Regional Planning and Development
Track 20	Climate Change, Risk, Adaptation and Planning

The local organising committee with the local conference Chair, Professor Paul Maginn went to great efforts in making sure participants would get to know the city of Perth, its development, and planning issues – past and future. At total of eleven mobile tours were organised for the closing day ranging from city walking tours to excursions by rail and bus to projects in the wider metropolitan region. A special treat were the guided bike rides every morning (lead by P. Maginn) prior to the start of the conference sessions which gave participants a more intimate and sustainable experience of urban Perth. Many of us have our minds filled with good memories and new impressions of a vast country that poses different challenges than we are usually confronted with in Europe.

The conference attracted some media attention as an international NGO working on improving informal settlements in Africa and Asia, Slum Dwellers International (SDI), wished to erect a shack in the conference centre entrance hall, for which ironically – Austrialian authorities wanted contruction drawings to provide planning permission! Representatives of the NGO were subsequently interviewed for a national radio show and the Perth Newspaper. However, planners need to be smarter about communicating with the press for future WPSCs in order to improved the discipline's visibility. A few years back while attending the 2009 APSA congress in Ahmedabad the conference organisers

managed to have one page features of themes and aspects from the conference in the city's newspread every day of the conference. This moved the profession into the spotlight for an entire week.

All in all – like previous WPSCs the Perth congress allowed for an exchange of ideas between scholars from different backgrounds in a location and setting few of the participants has seen before. Such broadening of our horizons as educators and researchers is important as the profession is increasingly globalising and particulary students are increasingly mobile. We can only hope as Gordon (2011) emphasised in his conference report that in future some of the key Associations promote WPSCs more vigorously so delegate representation and numbers in future World congresses are more reflective of Association membership.

Reference:

Gordon, D.L.A. (2011) Conference Report: Planning's Future – Futures Planning: Planning in an Era of Global (Un)Certainty and Transformation. The 3rd World Planning Schools Congress Perth, WA, 4-8 July 2011. Town Planning Review 82 (6): 739-744.

2012	AESOP SILVER JUBILEE CONGRESS	
ANKARA		TURKEY
Planning to Achieve/Planning to Avoid		

Host: Middle East Technical University (METU) in Ankara

Local Organising Committee:

Dr. Ela Babalik-Sutcliffe, METU, Chair

Prof. Dr. Melih Ersoy, METU

Prof. Dr. Murat Balamir, METU

Ela Babalik-Sutcliffe, Melih Ersoy, Murat Balamir

Executive Summary from the Congress Report

The Congress Theme was "Planning to Achieve/Planning to Avoid: the Need for New Discourses and Practices in Spatial Development and Planning".

15 Tracks were identified, listed below together with their Track Chairs:

Planning Theory and Methods

Heather Campbell, Enrico Gualini

Planning History

Friedhelm Fischer, Gerhard Hatz

Planning Law, Instruments, Practice

Rachelle Alterman, Konstantinos Lalenis

Planning Education

Andrea Frank, Baykan Günay, Hendrik van der Kamp

Growth, Degrowth and Shrinkage

Karina Pallagst, Michael Neuman, Petter Naess

Urban Change: Plans, Visions and Policies

Alessandro Balducci, Bahar Gedikli

Regional Change and Resilience: Plans, Institutions and Concepts

Dominic Stead, Christophe Demaziere

European Territorial Cooperation and Policies

Andreas Faludi, Tuna Taşan-Kok, David Evers

Heritage, Urban Cultures, Urban Design

Zeynep Enlil, Piotr Lorens, Taner Öç

Transport and Infrastructure Planning

Luca Bertolini, Angela Hull
Housing, Regeneration and Community Development
Nikos Karadimitriou, Nil Uzun, Derek Martin
Vulnerabilities, Risks and Mitigation Planning
Murat Balamir, Angela Colucci, Kalliopi Sapountzaki
Sustainable Resource Management, Energy and Planning
Thomas Fischer, Bernhard Müller
Demography, Multi-Culturality and Social Cohesion
Mervi Ilmonen, Müge Akkar Ercan
Urban Politics, Democracy, Governance, and Participation
Louis Albrechts, Tarık Şengül

As supported with the evidence from abstract submission statistics described in the following paragraphs, some of these tracks are well-established streams in AESOP Congresses; and in this congress too they attracted substantial numbers of abstract applications: Planning Theory and Methods; Planning Law, Instruments, Practice; Heritage, Urban Design, Urban Cultures; Transport and Infrastructure Planning; Housing, Regeneration and Community Development; Vulnerabilities, Risks and Mitigation Planning; and Urban Politics, Democracy, Governance, and Participation proved to be highly popular streams.

Three new tracks were introduced this year: Growth, Degrowth and Shrinkage; Urban Change: Plans, Visions and Policies; and Regional Change and Resilience: Plans, Institutions and Concepts. The track referring to Urban Change was particularly popular since it provided a very general spectrum; however, the other two relatively new streams also succeeded in attracting sufficient number of paper proposals.

A total of **1005** abstracts were received. Abstract submissions indicated that the congress received a worldwide interest, attracting authors from **66** different countries. The most popular tracks were Track 9 "Heritage, Urban Cultures, Urban Design" receiving 133 abstract proposals, followed by Track 1 "Planning Theory and Methods" with 96; Track 15 "Urban Politics, Democracy, Governance, and Participation" with 88; Track 6 "Urban Change: Plans, Visions and Policies" with 84; Track 12 "Vulnerabilities, Risks and Mitigation Planning" with 83; and Track 3 "Planning Law, Instruments, Practice" with 81 abstract proposals.

88.5% of the submitted abstracts were accepted after the evaluation made by Track Chairs.

Some of the accepted papers were withdrawn however, with their authors unable to attend the Congress. **70%** of the accepted papers ended up being presented at the Congress while 30% were withdrawn.

A total of **602** papers were scheduled for oral presentation at the Congress.

About **60%** of these papers were by authors from an AESOP-member school. Track 12 "Vulnerabilities, Risks and Mitigation Planning" had the highest number of papers with 71 presentations. This was followed by Track 9 "Heritage, Urban Cultures, Urban Design" with 64, Track 15 "Urban Politics, Democracy, Governance, and Participation" with 54, Track 6 "Urban Change: Plans, Visions and Policies" with 53, Track 1 "Planning Theory and Methods" with 53, and Track 10 "Transport and Infrastructure Planning" with 49 papers.

Out of the 602 presentations scheduled, 30 of them were not made. The ratio of these "last-minute cancellations" or "no-shows" amounts to just below **5%**.

There were **20** Poster Presentations that were displayed at the Poster Exhibition Hall throughout the Congress and presented during the Poster Session.

Total number of participants to the AESOP2012 Congress was **701**. In addition, **23** people were registered as accompanying persons. 43% of the participants registered as AESOP members, 23% as non-members, and 34% as students. Since the majority (62%) of student participants come from member schools; the ratio of participants from AESOP member schools is actually **64%**.

Participants to the Congress came from **57** different countries. 14% of the participants were from Turkey, the host country, while 11% was from The Netherlands, 9% from Italy, and 8% each from Germany and UK.

The Congress featured **five plenary sessions**: the Opening and the first Keynote Speeches Session on the first day; the second Keynote Speeches Session on the second day; Ankara Spatial History Session on the second day before the Mobile Workshops; AESOP General Assembly on the third day; and the Silver Jubilee Plenary Session with AESOP Past Presidents' Future Vision on the fourth day. By spreading these plenary sessions throughout the four days of the Congress, it was possible to plan each day to feature a key event, thus maximising attendance on all four days as well as creating a break from the paper presentation (parallel) sessions and gathering participants together at the main venue.

In order to accommodate the high number of papers in the Congress, sessions were run in **16** parallel streams throughout the four days of the Congress. Overall, a total of **157 sessions** were held in the four days for paper presentations.

Four Pre-Organized Special Sessions were held in the Congress. In addition, a special ERC (European Research Council) session was held on "Planning for Research Grants - Funding Your Ideas in Europe".

Four proposals were received for **Roundtable Discussion Sessions** and they were accommodated in the programme during parallel session time slots (only the YA roundtable session was scheduled during the Thematic Group Meetings time slot).

A special time slot was reserved for the AESOP Thematic Groups to meet. **Five Thematic Groups** held a meeting at the Congress: Planning and Complexity; New Technologies and Planning; Resilience and Risks Mitigation Strategies; Urban Cultures and Public Spaces; Transportation Planning and Policy.

Three Journals held their **Editorial Board meetings** during the Congress: Planning Theory; Planning Theory and Practice; Town Planning Review. In addition, an ongoing EU research project meeting was held.

One half-day of the Congress (on the second day) was reserved for **Mobile Workshops**, focusing on a variety of different planning issues in and around Ankara. 11 different Mobile Workshop options were on offer and all of them received attendees.

While it is not possible to provide a comprehensive assessment of the **scientific quality** of the Congress, some feedback received from the participants and discussed during the Track Chairs Meeting at the Congress indicate that the requirement to submit full-papers two months prior to the congress helped increase the quality of papers and presentations. The session groupings and structures as well as the papers themselves were generally found of high quality, thanks to the hard and meticulous work of Track Chairs who evaluated the abstracts submitted and also grouped the papers to plan the sessions. Placing each track at the same hall/room throughout the Congress, and having their sessions consecutively rather than being scattered across the four days helped focus themes and discussions and strengthen the streams.

The **Social Programme** of the Congress comprised the Welcome Reception held at the METU Culture and Convention Centre on 10 July 2012, Young Academics Drinks held at the METU Faculty of Architecture courtyard on 11 July 2012, the Gala Dinner held at the METU Vişnelik Facilities on 13 July 2012, and an additional closing mini-reception held this year as part of Silver Jubilee activities.

2013	JOINT AESOP-ACSP CONGRESS	
DUBLIN		IRELAND

Planning for Resilient Cities and Regions

University College Dublin

Local Organising Committee:

Zorica Nedovic-Budic, Chair, UCD

Declan Redmond, Co-chair, UCD

Mark Scott, Co-chair, UCD

Richard Waldron, PhD student representative, UCD

Dick Gleeson, Dublin City Planner

Linda Fox Rogers, PhD student representative, UCD

The Congress focuses on resilience which has become a new banner for various societal and related planning efforts in cities and regions across the globe. These efforts generally aim to sustain the urban and rural viability and improve the quality of life for their residents amidst the global economic and socio-political crisis and climate change. The concept of resilience relates to the degree to which various environments and systems can tolerate changing conditions and circumstances before adapting and reorganising around a new set of structures and processes. While the concept is sometimes understood only as resilience to climate change and geo environmental hazards, we propose its utility to planning and development be explored in broader terms – as an approach to the multifaceted nature of local and global challenges. In fact, one may consider the ability to adapt and change as an indicator of resilience.

The field of planning has long had a role in mediating the relationships and dealing with the complex and multiscalar nature of development, drawing together environmental and ecological understanding with insights from social, economic and political theory, and applying these spatially in a built environment context. The contemporary challenges require innovative and sustainable solutions in the creation of more resilient and adaptive cities and regions, which balance economic competitiveness, environmental protection and social flourishing. These solutions derive in part from spatial planning, building on the roles of urban design, community engagement and technological innovations to ensure that urbanisation is managed in a sustainable

manner. The 16 Congress tracks reflect the breadth of the planning field and will address the general theme of resilience implicitly and explicitly to varying extents, specificity, aspects and scales. There will be an opportunity to engage with the concept and explore its applicability and value in the planning and development research and practice.

Given the Irish context and the rich learning experiences that its past and recent trends in urban and rural development offer, the general theme could also connect to the Celtic brand of resilience. In addition, there is an opportunity to examine planning issues from peripheral (edge) as well as "in between" positions and perspectives. This applies to Ireland as much as it does to the new EU accession countries in east and southeast Europe in particular. With the joint involvement of AESOP and ACSP, it is expected that the conversations will take special regard for cross-societal and cross-cultural themes and promote exchanges between the American and European as well as participants from other continents. We hope that new and unique content will be infused to reflect the variety of local contexts and circumstances, which offer true laboratories for studying planning issues and challenges.

Source: Congress website

2014	AESOP CONGRESS	
UTRECHT & DELFT		THE NETHERLANDS

Spatial Planning – From Control to Co-Evolution

Host:
University of Utrecht
(Faculty of Geosciences, Department of Human Geography and Spatial Planning)
and
Delft University of Technology
(Faculty of Architecture, Department of Urbanism)

Local Organising Committee:

Prof. Dr. Ir. Luuk Boelens, University of Utrecht, Chair

Prof. Vincent Nadin, Delft University of Technology

Prof. Dr. Tejo Spit, University of Utrecht

Prof. Dr. Wil Zonneveld, Delft University of Technology

Dr. Thomas Hartmann, University of Utrecht

Dr. Dominic Stead, Delft University of Technology

The proposed theme: 'Spatial Planning – From Control to Co-Evolution' examines the transition of spatial planning from an emphasis on the technocratic control of urban development to the collaborative shaping of territorial co-evolution. Drawing on theories from biology, evolutionary sociology, transition management and economics, coevolution refers to robust and resilient spatial assemblages through a co-evolutionary process of different actors and intermediates, according to general use-maximisation principles and within specific and evolving institutional settings.

In this regard, local characteristics, the legacy of former experiences in interaction with a natural selection of 'give and take', and variation in evolving actant-networks play a dominant role. But at the same time these aspects co-evolve with a more generic, ethical and representational planning, which ensures legal certainty for the weaker party, avoiding inequality and environmental burdens. They may emerge not from solutions imposed from the outside-in or top-down, but evolve from bottom-up or inside-out.

A central element of the conference will be to consider the extent to which planning models and

doctrines in education and practice have really addressed the challenge of co-evolution.

The theme is inspired by developments in both the theory and practice of spatial planning and related disciplines such as economic geography and political science. From the 1980s planning literature has increasingly switched from technocratic and control-centred ideas about planning to engage with the increasing complexity of socio-spatial systems. Fresh and novel perspectives on planning have emerged from theories of spatial complexity, self-organisation, actor-oriented and collaborative governance, relational space and other positions. They have addressed the increasing fragmentation of spatial development and society in a context of climate change risks and the need for more socio-economic resilient developments; the retreat and decentralisation of the state; and the overriding challenge of integrated governance coordinating disparate policy actors across territorial boundaries.

Many questions are raised about the competence and expertise of planners, forms of planning that can mediate relations between state, market and civil society, and the means to assure accountability. The outcome of these new perspectives has been a reorientation of much of the academic discourse repositioning planning practice away from a technical science concerned with fixed plan and decision making within the government domain and its set boundaries and scales of action. Instead, planning is recognised to be dealing with a much more uncertain world requiring a combination of technical and political approaches, the creation of new institutional or governance settings, and a wider portfolio of tools beyond 'the plan'.

The headline - spatial planning from control to co-evolution - emphasises the transition that has or is taking place in planning theory, planning practice and planning education. In much of the world there have been major steps in the evolution of planning education and practice in response to more complex conditions. In Europe, approaches to spatial planning based solely in the traditions of urbanism or land use regulation or economic development are also now seeking to achieve more strategic and integrated approaches. These developments are sometimes matched in planning curricula.

But this evolution is by no means universal. The technocratic view of planning and its rigid zoning plans divorced from wider stakeholder interests, remain the dominant conception of planning in much practice and teaching in Europe and elsewhere. We propose to give a special emphasis to comparative studies within Europe and with the rest of the world to investigate the extent to which the evolution of theory and practice has taken place. We are particularly interested in sharing European experiences with participants from other continents.

The theme combines attention to theoretical developments and knowledge of planning practice and would therefore benefit from interaction between a wider range of knowledge domains. The universities of Utrecht and Delft are exploring the potential of organising a separate free-standing one-day workshop at the end of the conference which is devoted to bringing the academic and practice domains together. This is not part of the current proposal and would not form part of the contract with AESOP. We will be discussing this possibility with IFHP, ISOCARP, ERSA, and others.

The Utrecht-Delft proposal gives special emphasis in tracks to international comparative planning and policy transfer. We would also like to emphasise other issues that are particularly pertinent in the current context in the Netherlands including:

+ linking public policy and urban design professions and approaches to spatial planning;
+ urbanisation and planning in delta regions;
+ spatial planning and metropolitan governance in complex networked regions like the Randstad;
+ water management and the risks associated with climate change;
+ regional development and the role of universities; and
+ the role of the heritage and the historic core in planning.

Source: Conference Bid

2. AESOP HEADS OF SCHOOLS MEETINGS

AESOP Heads of Schools Meeting is an annual forum for planning education. AESOP is happy to welcome delegates from our member schools, whether they are heads of the schools or any key persons designated by the schools, to discuss main problems and challenges for planning education across Europe. We are delighted when delegates from the schools, which are not AESOP members yet join us and shared their experience and knowledge.

AESOP Heads of Schools Meeting takes place in spring (March-May). Usually, meeting starts on Friday evening and continues all day on Saturday. On Sunday the host organizes study tour to share local planning challenges.

It is important to notice that Heads of Schools Meeting is associated with one of the meetings of Council of Representatives. This meeting is typically organized on Friday.

Standard plan of the event consist of:

+ AESOP Executive Committee Meeting on Thursday;
+ AESOP Council of Representatives Meeting on Friday;
+ AESOP Heads of Schools Meeting on Saturday;
+ Study tour on Sunday.

AESOP Heads of Schools Meetings begun in 2006.
Until now they focused on following topics:

2006
Bratislava, Slovakia (Slovak University of Technology)
Surveying the Bologna Process

2007
Leuven, Belgium (Catholic University Leuven)
Towards a European Recognition for the Planning Profession

2008
Łódź, Poland (University of Łódź)
The New Challenges of Quality Assessment and Accreditation of Planning Curricula

2009
Lille (University Lille I)
Planning Between Sovereignity, Multi-disciplinarity, Loss of Identity?

2010
Istanbul, Turkey (Yildiz University of Technology)
Planning Education and Practice

2011
Tirana, Albania (POLIS University)
Knowledge Exchange in Planning: Research, Mobility, Creativity, Innovation

2012
Oslo-Aas, Norway (Norwegian University of Life Sciences, UMB)
How to Manage Planning Schools in the Times of Crisis?

REPORTS FROM THE RECENT EVENTS

Giancarlo Cotella

Knowledge Exchange in Planning: Research, Mobility, Creativity, Innovation.

Report from the 6th AESOP Heads of School Meeting, Tirana, POLIS University

The Heads of Schools Meetings of the Association of European Schools of Planning (AESOP) aim at being a platform of exchange of experiences and ideas in planning education, as well as of fostering cooperation between Member Schools. It is also a forum of discussion on new educational concepts. Through this activity, AESOP intends to take the leading role in ongoing debates and initiatives regarding planning education and recognition of planning profession. The reason for which the AESOP Heads of Schools Meetings have been successful lies in the variety of the presented opinions and approaches, as well as in the large scope of professional background represented by its participants. Each year, AESOP discusses a different set of topics, designed to find a solution to the most up-to-date issues in planning education and research.

AESOP Head of Schools Meeting which took place in Tirana (Albania) in May 2011 was hosted by the POLIS University. The meeting explored the broad subject of Knowledge Exchange in Planning: Research, Mobility, Creativity, Innovation and the role and possible initiatives AESOP could undertake in relation to these issues. As usual, the meeting attracted a wide audience and, as usual, consisted of both a plenary open debate and discussion in working groups dedicated to particular sub-topics.

Participants could enjoy two outstanding keynote contributions concerning The Creative City and its Impact on Planning and Reflection on Knowledge Exchange in Planning in the International Context, by Charles Landry (Comedia Consultancy) and Bernhard Müller (The Leibniz Institute of Ecological and Regional Development in Dresden), respectively. Furthermore, the debate has been enriched by the local organizers, providing the participants with their insider perspective focusing on Extra-Legality and the Role of Planning in Albania (Besnik Aliaj, Polis University), Issues of Education and Urban Planning in Tirana (Sotir Dahmo, Polis University) and on the activities of the Co-Plan – Institute for Habitat Development (Dirtan Shutina, Co-Plan).

The second part of the event – the workshops – explored specific topics of research, innovation and mobility in planning education, research and practice. For the first time, the workshops were organized in the form of 'Europe-Café', being a particular form of knowledge café, in order to set up an open and creative platform for sharing ideas and acquiring a deeper insight in the investigated subjects.

The first workshop, chaired by Wilem Salet (University of Amsterdam) and Andrea Frank (University of Cardiff) focused on Research in Planning, and aimed to answer the central question what defines good research infrastructure in planning schools? This issue was deliberated upon via three sub-themes:

+ The role of 'research program' (the strategic function of a leading concept both for outside reporting and for internalization and coherence within the group, as well as for annual monitoring and evaluation);
+ The organization of teamwork (commitment building and organization of teamwork; incentives promoting quality of research), and
+ Outcomes of research: normative indicators (double valorisation in practices and in scientific domains; norms for dissertations; team work and joint publications).

Participants were invited to discuss their own experiences and to consider the role of AESOP in supporting its Member Schools in relation to the aforementioned issues. Their considerations highlighted how research programmes should address the balance between public and private demands, at the same time offering something that lies within the capacities/competencies of a department/group. Furthermore, research programs are supposed, on the one hand, to be driven by planning issues/problems linked to local agendas, and on the other hand to to allow for personally-motivated research.

As far as organization of working in teams is concerned, the discussion highlighted the importance of doctoral training methods, as well as the need to ensure adequate financial support to doctoral students in order for them to be able to attend conferences and other events. The consolidation of groups and doctoral clusters has been identified as a positive element, allowing for regular meetings to discuss theoretical and methodological approaches.

In relation to research outcomes and findings, participants highlighted the need to come up with subject-specific systems for evaluating research, in order to allow planning schools to compete with those focusing on other disciplines. The diversification of doctoral studies curricula was also discussed, heterogeneity of which calls for flexible and adaptable criteria in relation to thesis format (i.e. dissertation by publication) and curriculum requirements (i.e. number of publication in ISI rated journals).

Finally, the focus shifted to the role of AESOP and the potential impact it

can have using various means. First, AESOP Thematic Groups should constitute important platforms of interaction favouring the undertaking of joint researches and publications. Moreover, the new-born AESOP Experts Pool could provide a useful contribution in sharing good practices in the field of planning research organization. On the other hand, the development of specific criteria to assess and evaluate research activity was identified as controversial, mainly due to its cultural sensitivity. Participants expressed their concern about the increasing domination of western model/approach, advocating for greater sensitivity to local/regional conditions. In this concern, while remaining open to every cultural perspective within – but also beyond – Europe, AESOP should play a leading role in the campaign to lobby European institutions towards a more eager funding of programs and frameworks in planning.

A second workshop discussed the topic of Innovation in Planning, and was chaired by Panteleon Skayannis (University of Thessaly) and Anna Geppert (University Paris-IV Sorbonne).

Pantaleon Skayannis

The three tables of this workshop far exceeded the questions that were posed in the initial program.

A brief account of the discussion is the following:

Innovation is contextual and has the dimensions/drivers of technology, process, end product, methodology. Innovation in the formation of space ends up like a spiral. Sustainability was a paradigm shift in planning conceptions. In addition, developments are very fast and there is a question about how can traditional planning catch up. So we need innovative planning and innovative planners. The question is what the next step of innovation in planning is.

Education is the leader of innovation. Therefore planning education should be always one step ahead.

We could make a formula for sustainable planning. Innovative sustainable planning would include both individuality and participation. Both concepts require and also lead to responsibility. For this to work we need elementary planning education at earlier stages of education.

The aim of planning is the higher quality of life. There are no recipes. The

environment of planning is 'flexible'; planning depends on the cultural framework, it is contextual and cannot be transferred, because of territorial diversity. Innovation is of course desirable, but is every innovation good? Therefore education should aim to make students smart and able to find solutions, and should advocate 'openness'.

Education should be innovative in itself; otherwise we will not have innovative results in planning. The challenge for planning education is to convert training schools to think tanks and to teach students how to be thoughtful and creative. We should advocate the transition from Life Long Learning to Life Long Thinking.

The third workshop, chaired by Izabela Mironowicz (Wroclaw University of Technology) and Derek Martin (International Federation for Housing and Planning), addressed the question if mobility in planning is an inevitability, a necessity or a promising opportunity.

Izabela Mironowicz and Derek Martin

Two tables hosted by Izabela Mironowicz and Derek Martin explored the topic of professional mobility and its relevance to knowledge, education and practice in planning.

There has never been serious doubt that professional mobility increases general knowledge and – as a consequence – enriches practice in planning. Mobility gives an opportunity not only to see different places but also to study, feel, perceive and experience them. This allows planning doctrines and policies to be tested and sometimes adapted or redefined and to broaden and enrich the horizons of knowledge.

This redefined planning framework then affects in different ways planning professionals, other urban actors and the general public.

Mobility enriches planners' case study collection; it makes visible new prospects of performance of the spatial system. They can learn how the system can react, and provides them with opportunities to notice unexpected interactions and interchanges between its components. This experience produces, in turn, new knowledge on how to stabilize the spatial system, how to balance it or how to make it more sustainable. In other words, as a result of mobility, planners can define a set of boundary conditions for the performance of the spatial system. This might be defined as a spatial framework of the social system.

The general public learns more from the phenomenon of mobility, especially about lifestyles and cultures. Having experienced new habits and behaviours, people may change their expectations concerning spatial arrangements (i.e. Italian coffee in Norway – which is about lifestyle and not about drinks…). As a result, they may wish to change their surroundings. Knowledge about lifestyles affects the urban fabric and spatial patterns.

Mobility is also important for business activity. Culture is a broad term, including 'business culture' and 'culture of work'. Mobility creates chances for a more positive environment for 'institutional transplantation'. That is to say that the response from the urban actors increases opportunities of change. Mobility is the foundation of urban change because it is the foundation of the change itself.

Interestingly, planning practitioners tend to see possible limitations to planning that mobility creates, while the general public seems to recognise the possibilities earlier.

This result of the debate was quite unexpected – at the beginning nobody would claim that mobility can influence professionals and urban actors in so many different ways. Of course the topic needs to be explored, but this was quite an interesting finding of a very brief debate.

Special attention was paid to the links between education and mobility – the mobility of students of planning. Among the benefits we have again found a few quite interesting ones. One of them was that – paradoxically! - mobility reinforces students' self-confidence concerning their own knowledge: what they are, who they are and how much they have learned already.

As a result of the debate concerning change and self-confidence, the issue of authenticity of places arose. If mobility affects expectations and lifestyle, the essential ambiance of the place does not exist anymore because it does not meet new criteria. As a consequence, places can lose (or are losing already) their original character and authenticity, and they evolve into more and more standardized, smooth and global loci with a weak local profile rather than a largely unique identity, thereby losing their attractiveness as a place to live and invest. The question in what way this might affect planning practice and doctrine still remains largely unanswered.

Generally, the value of mobility in planning practice was recognized at the level of knowledge, but was found to be not that easily definable at the level of local implementation. For example, the issue of direct transfer of concepts successfully introduced in another places might produce more problems than it might deliver expected solutions. There are not many planning doctrines and policies that can be blindly implemented in other geographical and cultural environments.

To sum up, the workshop concluded that mobility is probably one of the most important bases of the learning society.

In sum, the Tirana event confirmed the role of AESOP Heads of Schools Meetings as an important platform for interaction and knowledge exchange between Member Schools. As it has already happened in the past, the main outcomes of the meeting will influence AESOP's future initiatives and actions, contributing further to its position and to consolidate the Association and its activities at the forefront of the European debate in planning education. Needless to say, this remains an open process, and its future steps will be discussed during the next AESOP Heads of Schools Meeting in Oslo, in May 2012.

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Giancarlo Cotella

How to Manage Planning Schools in the Times of Crisis: The Lessons Learnt from 25 Years of Experience.

Report from the 7th AESOP Heads of School Meeting, Oslo-Aas, University of Life Sciences

The Heads of Schools Meeting agenda started with welcome speeches by AESOP President Kristina L. Nilsson and by two representative of the host institution – Ruth Haug (Pro Director of the Norwegian University of Life Sciences) and Eva Falleth (Head of the Institute for Landscape Architecture and Spatial Planning) – that introduced the first keynote lecture.

Here Collin Jones (Professor of Estate Management at the Herriot Watt University of Edinburgh) amused the audience with an extremely relevant presentation focused on the interactions occurring between spatial planning and market forces in the field of urban development, pointing out the implications of the latter for the planning education field. He concluded suggesting that contemporary planners education should provide graduates with the necessary skills to understand and master urban economic change, all this through market evaluation and monitoring skills, negotiation skills to deal with developers and the ability to shape and promote markets.

Jones' lecture constituted an ideal introduction for the core plenary session of the HOS meeting. Kristina L. Nilsson opened the session by summing up the main outcomes of the previous six HOS meetings, and highlighting how year after year these outcomes contributed to shape the AESOP agenda as well as the various actions undertaken by the association. After this brief introduction, the meeting entered the heart of the matter, moving to explore from different angles how to Manage Planning Schools in a Time of External and Internal Constrains. At first, Silvia Saccomani (Politecnico di Torino and Chris Webster (Cardiff University), by reporting their own experiences, animated a lively dialogue that compared management issues in the way they manifest in planning schools located in different contexts – in wealthy countries and in countries supposedly living a time of crises. The floor was then given to Didier Paris (University of Lille), who presented the main relevant elements that accompany the management of a planning school characterized by several external cooperation initiatives. Finally, Hans Mastop (University of Nijmegen) presented to the audience his considerations concerning the management of a planning school subjected to a high load of internal and external drivers of change.

All the inputs provided by the plenary speakers constituted the main framework for the more interactive activities that characterized the afternoon

session of the HoS meeting. As it had already occurred during the previous year's meeting in Tirana, AESOP set up a Europe Cafè session that was organized according to the so-called 'world cafè' method (http://www.theworldcafe.com/method.html for further information), aiming at providing an open and creative conversation on a topic of mutual interest to surface participants collective knowledge, share ideas and insights, and gain a deeper understanding of the subject and the issues involved. Participants divided themselves into three smaller groups and gave life to as many parallel workshop focusing on issues that are of uttermost interest for the Association and its future activities.

In the first workshop, co-chaired by Maros Finka (Slovak University of Technology) and Beata Banachowicz (University of Lodz), participants directed their attention and thoughts to the AESOP Experts Pool and to the issues of quality and expertise in planning education facilities. They were required to reflect and discuss the role and potentials of the Experts Pool in transferring expertise and assuring quality among European planning schools. The main themes at stake concentrated on the expertise and information that the latter need to perform within an International/European Higher Education Area and, in this light, the extent to which the potential services that AESOP Experts pool is providing is welcomed by AESOP Member Schools was debated. Particular attention was dedicated to the possibility to institute an 'AESOP label', in other words to whether AESOP should provide or not a formal assessment process for those planning schools that require it, as well as to the specific criteria – in terms of general and specific requirements – that planning schools should possess to be awarded such a certification. All this elements were discussed in the broader contexts of the role of research and practice performance assessment of planning schools in different contexts and at the European level, providing participants with a wider framework to reflect upon locate their own context in. Building on the discussion, the workshop delivered a series of conclusion and recommendations that will help AESOP to fine-tune and improve the activities of the Experts pool in the future. According to the outcomes of the workshop, the service needs more visibility. It should serve both the member schools – in terms of providing an added value through external evaluation as well as constituting a valuable platform for comparison – and AESOP itself – that may further improve its experience and knowledge about planning education in Europe. Moreover, when it comes to the possible provision of an AESOP label, participants agreed that the assessment process should be developed thoroughly paying particular attention to methods of evaluation, contextualization skills as well as elaborating criteria concerning the composition of the evaluation team. The provided certification should be separated from any sort of professional recognition, it should take into account existing differences between the various

domestic contexts the member schools operate into and, overall, it should be always seen as a stimulus for improving the quality of planning education more than a tool to rank planning schools. Finally, particular recognition concerning exceptional qualities and/or specialization of a school may be awarded.

The second Europe Cafè set up at the Oslo HoS Meeting focused on the importance of the institutional context for the management of planning schools. Coordinated by the chairs Pantelis Skayannis (University of Thessaly) and Giancarlo Cotella (Politecnico di Torino), the attendants were challenged with the question whether planning schools can – and should – be adaptive to the ever-changing institutional, economic and financial Higher Education environment, and how.

The discussion at the Cafè tables developed around an heterogeneous set of sub-questions and topics that often took on board the stimuli provided by the plenary speakers in the morning, among which how to manage the institutional impact of EU- and Nation-wide higher education reforms, how to adapt to the increasing share of private sector's funds in schools and departments budgets, how to manage the increasing demand for interdisciplinary activities, what alliances planning schools could benefit from within the university environment and at what costs, what means a school should use to attract good staff and students, what could be a good mixture between internationalized and context-dependent planning education, how the issue of professional recognition of planning graduates affect planning education in the different context, etc. In general terms, the participants agreed on the fact that the main aim for each planning school is to be a 'good' school, and then went on further articulating what a 'good' school may mean – highly motivated staff and students, functioning organization, good balance between education, research and practice, etc. The relation between planning schools and the outside world was explored more in details and the considerations matured in relation to any of them fuelled in a set of additional remarks concerning the management of change. As planning schools are located in real territories, these territories should constitute as many laboratories for the schools to educate and train their students. In this light, academic Planners should maintain links with the 'outside world', continuously developing and cherishing the links between research and practice, so to contribute to the activities of practitioners active in the area with innovative perspective and concrete support. When it comes to the management of change, the discussion turned more pessimistic, as participants agreed that, especially in the present time of financial constrain and continuous reforms day-to-day management problems catalyse the full attention of school managers, overshadowing more strategic, long-term issues at the same time. Despite this acknowledgment, the audience perceived the common need for

planning schools to keep academic quality to high level standards, this meaning to keep delivering high quality research and practice activities without bending over backwards to market contingent needs but maintaining their independent identity.

Last but not least, the third workshop that characterised the Oslo AESOP Heads of Schools activities reflected upon issues of cooperation and competition between planning schools. Andrea Frank (Cardiff University) and Piotr Lorens (Gdansk University of Technology) questioned the participants to discuss the increasing commodification of Higher Education and the ever more fiercely competitive international market and, in the light of these two elements, the possible strategies that planning schools may adopt to survive and strive. The debate touched upon three main themes. The first issue to be explored was the impact of competition on planning education provision, curricula and staff requirements. Participants recognized how, despite the strong will of cooperation, competition between schools is indeed the reality. Global competition creates an enormous pressure on schools to shift from research to education and to offer 'new products' while at the same time maintaining a high level of publications. When rankings and leagues become increasingly important, cooperation between schools results constrained and competition between subject areas increases. However, completion doesn't have only a negative connotation, and planning schools may benefit from it. For instance, competition might increase pressure on quality of the school, the quality of teaching may result increased through 'benchmarking' exercises and schools might find 'niches' where to prosper through similar comparative processes. Furthermore, when working correctly, competition may result in a decrease of education costs and favour an increase of investments into the students now seen as customers. The extent to which planning schools should specialise within national and international markets in order to create greater diversity and – as result - enrich the profession also constituted subject of discussion. Here the 'place factor' was identified as a key factor of advantage, that should lead each school to capitalize on its own specificities and those peculiar elements linked to its location, as specialization is necessary to retain the ability to deal with geographical, social, cultural and legal qualities of planning. The final issue at stake concerned the conditions that trigger cooperation between schools – both nationally and internationally. Here the potential role that AESOP may play in the future was discussed, and several recommendations for future activities were formulated. Participants suggested that AESOP should undertake original research on the positive and negative impact of competition and cooperation between its member schools, in order to fine-tune its role as a cooperation and networking platform. Furthermore, it should promote more

organized model of cooperation at the PhD level, favouring the exchange and circulation of students and staff as well as the networking and cross-fertilisation of programmes and activities.

Once the three Cafes conclude their activities and the chairs had reported the outcomes of each workshop to the plenary session, the participants moved to University of Life Sciences Cafeteria, where they celebrated the AESOP Silver Jubilee with a toast and an entertaining dinner enriched by the animation of Sigmund Asmervik (University of Life Sciences).

The Oslo HoS meeting continued on Saturday the 5th May with the second part of the programme dedicated to the presentation of spatial planning issues of local interests. After a fascinating study tour of the Oslo Harbour Area, the participants gathered again in the main building of the Oslo Planning Agency to receive two interesting communication concerning spatial planning in the city of Oslo. Here Ellen de Vibe (Executive Director of Oslo Planning Agency) presented the main characteristics of the Oslo waterfront development, discussing the impact of the joint venture at the basis of the process. Then, Eby Ove Ellingsen (Executive Director of the Division of Urban Renewal and Real Estate, Municipality of Oslo) presented his considerations on the models and mechanisms underlying the financing of public goods in urban redevelopment processes. The meeting concluded in the afternoon, with the AESOP Officials that invited all the participants to gather once again in one year time at the 8th AESOP HoS meeting that will take place in 2012 the Polish city of Gdansk.

The 2012 AESOP Heads of Schools meeting touched important issues for planning schools and planning education. The vibrant debate maybe not delivered all the answers but definitely opened new opportunities by sharing the experience and exploring the most important problems. It proved that our meeting are important for AESOP community and are able to help with developing quality of planning education. Next Heads of Schools meeting would probably move towards links between education and practice discussing how to bridge the gap between academia and professional practice.

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8th AESOP Heads of Schools Meeting will take place in Gdańsk (hosted by Gdańsk University of Technology) on 12-14 April 2013. The theme of the meeting is:

Smart Teaching

Innovative Steps Towards 21st Century Spatial Developments

9th Heads of Schools Meeting will take place in Hamburg (hosted by HafenCity University) in 2014

Call for hosting next AESOP Heads of Schools Meetings is open on the AESOP website.

3. AESOP PHD WORKSHOP

PhD Workshop is an annual event co-organized with YA Network (more about Young Academics Network in section 7) for 30-40 PhD students from AESOP member schools exclusively. Guided by high level academic tutors, they share research ideas, findings and concerns in an informal atmosphere.

The workshop is always carried out in conjunction with the AESOP Annual Congress. Students attending the workshop are invited to attend all the sessions of the Congress.

Recent PhD Workshops took place in:

2006
Birstol, UK

2007
Paestum and Naples, Italy

2008
Jotunheimen National Park, Norway

2009
Manchester, UK

2010
Seili Island, Finland

2011
Kostelec nad Cernymi Lesy, Czech Republic

2012
Izmir, Turkey

Next PhD Workshop: Belfast, Northern Ireland, 2013

M. Shafiq-Ur Rahman (University of Leeds) 2011

2011 PhD Workshop: Kostelec nad Cernymi Lesy

23 PhD students of different universities throughout Europe did participated successfully in the PhD workshop held in Kostelec, near Prague 19-21 June. There were 4 mentors to guide the workshop.

Most of the participants did arrive on 18 June and had opportunity to explore Prague city on 19 June then participated in workshop on 20-21 June.

Formal opening of the workshop was in the morning of 20 June by welcome speech of Prof Karel Maier. Each participant did present their research (poster) very briefly between 9 am and 10 am. Then Prof Vincent Nadin gave a plenary session lecture on 'Research design – setting the frameworks'. After this plenary session, all students and mentors discussed about the problems often the PhD students faces during their research. After the short coffee break, the mentors explained various aspects of setting the objectives, hypothesis, research goal or objectives and methodology, scope, and outcomes of planning research. After the lunch, the participants worked in four different groups with the guidance/supervision of four different mentors. In each group, the student at first presented their research (previously presented the poster) more elaborately and the group members as well as the mentor did raised different questions for clarification of various issues and also made some valuable comments for the research. After a short coffee break in afternoon, all the mentors talked about planning education (Prof Vincent Nadin talked about tradition of planning in Western Europe, Prof Bruce Stiftel talked about global inventory of planning education, Prof Karel Maier and Prof Maros Finka talked about planning in central Europe). The discussion was until 7 pm and then Prof Karel Maier gave an assignment for each student to review at least two of their colleague's paper. Everybody went for dinner; however, all the students (dedicated and enthusiastic) went back to the workshop venue again at about 9:30 pm to work on their assignment and continued working until 00:30.

On 21 June, each group started the work of group discussion again. Two reviewers did give their comments for each paper and the mentor also gave his

comments and suggestions. After a short coffee break, each participant worked on their own research work for adjustment of their research and re-design their poster in tracing paper. After the lunch break Prof Bruce Stiftel gave lecture on communicating/publishing the research (importance of publishing, different stages of publishing, audience, etc). Again, the students did present their reflections on the comments received in the workshop and revised version of their posters until the coffee break. Almost everybody mentioned that the discussion made in workshop will be very helpful for their research. After the coffee break, both the students and mentors discussed about the experiences from PhD study. Finally, the speakers of the student groups talk about the workshop sessions and then closing remarks by students as well as mentors and evaluation of the workshop by the participants. The program of very long day was about to finish at 8 pm. At the end, all the participants did attend at drink and dinner of concluding ceremony of workshop and until midnight they were drinking and chatting.

Some of the participants left Kostelec next day morning and the remaining joined in post-workshop program.

Chandrima Mukhopadhyay (Newcastle University)
Giusy Pappalardo (University of Catania)

Being a PhD student in Europe: networking our research and our experiences.

The AESOP PhD workshop 2011 in Kostelec was a fabulous opportunity for us, and the post-workshop trip, too. Firstly, the selection of venue was really nice, not just for the well known Capital, but also staying at Kostelec and Olomouc: probably we would have never visited these two small and beautiful cities that demonstrate the very Czech tradition; and probably we would have never met each other, kept in contact and enriched ourselves thanks to our fruitful discussions (the official ones and also the informal ones, enjoying a good Czech beer or just during a walk...).

The main workshop was for three days packed with presentations both from participants and mentors. It started with a comprehensive poster exhibition: each of us was allotted three minutes time to very briefly introduce our topic of research and it was a good beginnings session in terms of knowing what others are working on and get an overview of their research. The small group discussions were really helpful as we got our papers reviewed by two peers and one

mentor and, at the end of the workshop, we were able to reframe our thoughts and got new good ideas for our research; not just mentors, but also colleagues' advices were great and let us reflect about our works.

There were good presentations and discussions from the mentors (we personally found the session on publication related issues very useful!): the last one was very amazing, when some students themselves were asked to be discussant for a couple of hours and have a deep and emotional conversation about the meaning and the feeling of a PhD student in planning, nowadays in different countries. We felt free to express our difficulties and our willingness, sharing our stories: we think that this kind of debate is also very important among researchers, as it helped us to well define our 'PhD way of being' (not just students, but curious and creative and hopeful people). Even if the workshop schedule was very intense, we didn't feel stressed and we were happy of working hard, till midnight sometimes, because we understood that we were doing something really important for our studies.

The schedule was intense but not so strict: as Professor Karel Maier said: 'we made the plan, and we changed the plan during our work...and actually this is planning!'

The post workshop event was a great opportunity for us, too: we enjoyed working on urban design project after long time; in fact, although we are architects, our research is on planning and we hadn't worked on Architecture or Urban Design project for long.

The overall experience was excellent: working with peers from different countries, visiting the city, presenting in front of professionals from a planning organisation and people of a local grassroots associations (in a very comfortable location, a local tearoom). We were very glad to be involved in both experiences: we had a great time, we improved our research skills, design capabilities and, above all, we started networking with colleagues (also friends) all over Europe!

Brian Webb (University of Manchester)

Academics, young and old, mingle in Perth thanks to YA-AESOP

The World Planning Schools Congress in Perth Australia saw the globe's planning minds gather to present, debate, network and, thanks to the YA-AESOP Reception, drink. The reception provided the opportunity for PhD students, early career researchers and newly hired academics to connect with their more

long-established colleagues. Held at the beautiful and contemporary George in central Perth, the marble clad bar served up a free drink for students courtesy of YA-AESOP. The atmosphere was so relaxed and at times so boisterous and buzzing with activity it was hard to hear who was saying what, but the organisers wouldn't have it any other way as all that noise simply meant everyone was having a great time!

For many, this was their first introduction to YA-AESOP, having never attended a European event before. The organisers made everyone feel welcome, speeches were made and networks formed. The world was truly represented at the event as traditional AESOP Europeans mixed with their Aussie hosts along with their next-door Kiwi neighbours and those further afield, including North and South Americans and those from the Middle East, Africa and Asia. The event lasted well into the evening as old friends met and new ones were made.

Hopefully many of the same faces will meet up again in Ankara, Turkey for the 2012 AESOP conference!

2012 AESOP PhD Workshop in Izmir

2012

40 students, selected among 120 applications, participated this year in the AESOP 2012 PhD Workshop, in Izmir (Turkey) from the 6th to 9th July 2012. Our network co-organized the workshop jointly with AESOP, the Middle East Technical University and the Department of City and Regional Planning in Izmir Institute of High Technology which also hosted the event. As usual the workshop invited PhD students from all over Europe to share their research ideas with senior and young scholars in order to establish a mutual learning environment allowing the participants to give and receive comments on their research questions, goals, and methods. We were fortunate to have immense support from the new president of AESOP, Prof. Gert de Roo, who is helping our coordination team in strengthening the network, envisioning with us the possibility of organizing new events in order to extend the network. For this 2012 PhD workshop edition, prof. de Roo joined the mentors committee with other academics coming from across the world: Barrie Needham (Radboud University of Nijmegen, Netherlands), Michael Neuman (University of New South Wales, Australia), Laura Saija, (University of Catania, Italy), and Piotr Lorens (Technical University of Gdańsk, Poland). A special thank goes to the local group of mentors: Murat Çelik (Izmir Institute of Technology, Turkey), Serap Kayasü (Middle East Technical University, Turkey), and Ali Türel

(Middle East Technical University, Turkey). Beside their role as mentors, they have been amazing hosts organizing interesting everyday schedule, allowing the group to visit the metropolitan area of Izmir and the ancient city of Ephesus. The organization received very good comments on how the workshop was conceived. Four working groups were created and each of them was led by two mentors who had already read students' papers in order to give constructive comments on the researches presented during the workshop. Each student was also asked to act like referee: that gives each of them the opportunity to give and receive feedback not just from mentors, but also from their colleagues. Very insightful discussions have been raised during the plenary sessions focusing on 'The Relation Between Knowledge and Action' by Laura Sajia, 'Methods in Planning Research' and 'How to Get Published' by Barry Needham, and 'Research Design' by Michael Neuman. Each of those sessions touched upon some of the more common difficulties of PhD students at the beginning or in the middle of their research path. This motivated us to organize our next PhD workshop in Ireland with potential participants' direct feedback. We would love to have your suggestions to make our next meeting a unique experience and helpful for our young planning community!

Source: AESOP YA Newsletter

Next PhD Workshop: Belfast, Northern Ireland, 2013.

The AESOP 2013 PhD Workshop will take place in Belfast, Northern Ireland from the 10th to the 13th of July 2013. The workshop will be carried out in conjunction with the Joint AESOP/ACSP Congress to be held in University College Dublin, Ireland from the 15th to the 19th of July, 2013.

The Workshop will be held in the newly opened Metro Arts Centre in Belfast's Cathedral Quarter (www.themaclive.com) and is organised jointly by AESOP, AESOP Young Academics Network and the School of Geography, Planning and Environmental Policy at University College Dublin.

PhD students conducting research related to planning and spatial development issues are invited to share their ideas and experiences. The Workshop will be comprised of intensive study modules in small groups with plenary sessions and presentations from academic mentors.

It will require active participation from the PhD participants, including presentations of research issues related to their theses.

AESOP will be offering a limited number of bursaries of up to €300 per student pursuing a programme at an AESOP member school. The candidates wishing to apply for a bursary should have a clear argument regarding their support need and rationale.

Source: http://aesop-acspdublin2013.com/phdworkshop/

4. EUROPEAN URBAN SUMMER SCHOOL (EUSS) FOR YOUNG PLANNING PROFESSIONALS

In 2010 AESOP launched a new annual event: the European Urban Summer School (EUSS) for young professionals. AESOP wanted to bring together young professionals and experienced academics and practitioners across Europe to discuss planning issues.

AESOP expected that it would facilitate trans-European understanding of planning matters and, as a consequence, will help to improve the quality of life. These aims corresponded with AESOP objectives enumerated in AESOP Charter.

AESOP has offered its resources in teaching at European Urban Summer Schools. This idea was to facilitate trans-European exchange and to foster a debate on the most important planning topics. It was supposed to promote variety of actors as bodies being able to help politicians and other stakeholders in spatial development and management issues.

This concept does not involve economic profit. The European Urban Summer School is and should be a platform of debate and should be run on as low as possible fee for participants. Tutors do not get any fee for their work.

AESOP decided to invite European partners from planning organizations to cooperate in this project within the framework of the Decade of Planning (see section 8). In 2012 the following organisations officially have joined EUSS: European Council of Spatial Planners (ECTP-CEU), International Federation for Housing and Planning (IFHP), International Society for City and Regional Planners (ISOCARP).

European Urban Summer School (EUSS) took place:

2010
Wroclaw (Poland), 10-19 September
UN-Habitat & AESOP European Urban Summer School

2011
Lisbon (Portugal), 23-30 September
EUSS in cooperation with ECTP-CEU, EURA, IFHP, ISOCARP , hosted by Lusófona University

2012
London (UK) 21-30 September
joint event with ECTP-CEU, IFHP and ISOCARP within the framework of the Decade of Planning, hosted by University of Westminster

Next workshop:

2013
Madrid (Spain), September
- joint event with ECTP-CEU, IFHP and ISOCARP within the framework of the Decade of Planning, hosted by San Pablo CEU University

2014
Tours (France)
hosted by University François Rebelais

Izabela Mironowicz and Judith Ryser

Concepts and Issues of the EUSS 2010

Host: Wrocław University of Technology, Poland
Topic: Heritage and Sustainability
Head of EUSS 2010: Izabela Mironowicz
UN Habitat Coordinator: Krzysztof Mularczyk

The UN-Habitat represented by its Central European Office in cooperation with the Association of European Schools of Planning (AESOP) in September 2010 (10-19) organized the 1st European Urban Summer School (EUSS) for young planning professionals.

Urbanisation is a global process, yet it has left a particular legacy in European cities which constituted the content of the 2010 UN-Habitat European Urban Summer School. Students and tutors with diverse backgrounds congregated from all over Europe and beyond in a central European city to gain a better understanding of urban change. Reconciling heritage with development was the challenge to achieve a more sustainable urban future. 'Sustainability' was conceived here as a balance between historic legacy, regeneration and citywide urban transformation. Wroclaw, the host city generously provided the empirical setting to test these assumptions, to verify their validity through international comparisons, and to offer young professionals the opportunity to elaborate interventions towards a more sustainable urban future.

Was the Past Sustainable, is Heritage Sustainable, is the 'New' Sustainable?

There has been an intense debate about how badly humans, or more precisely modern humans – have affected the natural environment, social relations and the economy, and it has been widely agreed that human influence has made things worse rather than better.

The young professionals and experienced academics who participated in the European Urban Summer School examined these affirmations critically and looked for independent answers to this conventional wisdom about the 'good

old times'. This led to the study of three main aspects of urban development: environment, society and economy, by comparing 'old' with 'new'. By exploring essential differences and similarities and focussing on pertinent questions followed by reasoned answers, the participants aimed to discern whether the future should be like the past.

Environmental Aspects of Sustainability

New city forms stemming from urban growth are continuously emerging and urban sprawl is commonly considered a more recent urban change. A key question was whether urban sprawl is something completely new in human settlements?

What kind of congestion or, more generally, what transportation consequences does modern sprawl generate? What kind of urban sprawl or 'settlement heritage' exists in different European countries? How do these models of settlement affect climate change? What was better in the past, what is better now? What is a 'good model' of urban structure in terms of environmental sustainability? How is it possible to ascertain quality for a rapidly expanding quantity of built environment?

Wroclaw with its rich and varied settlement traditions provided an excellent case to study these issues, to try to discover general rules, and to find local solutions.

Social Aspects of Sustainability

The social dimension of sustainability encompasses many aspects. In the broadest sense it concerns quality of life and cultural differences. Translated into the use of space social sustainability could represent the 'right to the city'. Migration leading to social, ethnic and religious diversity has always formed an important part of European cities.

Focusing on the topic of social diversity enabled the participants to examine whether European cities were balanced in terms of 'right to space'? Are modern gated communities a kind of sickness in the city or are they only a new way to express power, segregation and differences? Were there earlier forms of gated spaces and who had initiated and used them? This leads to the crucial question of what is (or might be) private and what is (or should be) public in cities. If there is a right of citizens to 'common space', how can it be translated into spatial solutions, how are spaces selected, designed, managed, maintained, and who has the right and responsibility to use and transform them?

Cultural differences and their influence on quality of life are thorny issues of social sustainability. Does everybody have a right to express their cultural identity in the city? Where are the limits of such expressions? Is there a right or a need of 'cultural engineering' in our cities? What is better: social mix or separation, or a combination of both? Is it possible to identify 'urban divide' in

European cities? What is the spatial expression of such divisions? How did they manifest themselves earlier?

All these issues lead to the more general question of whether there exists a cultural model for the European city. How may 'shared placed' be arranged to attract all? What is the best policy for public spaces? Focusing on residential areas, the summer school explored 20th century housing traditions. Different models of housing developments were analysed, and their strengths and weaknesses identified. The study included public facilities and the way they affect quality of life.

A very special moment in Wrocław's urban history is the population change, which took place after the Second World War. How did this influence the form and 'use' of the city? This question invited an analysis of cultural identity and heritage in terms of 'social memory' and whether a 'historic bridge' between past and future citizens has been build or whether there was still a need of constructing such bridges also with the wider context of the city.

Economic Aspects of Sustainability

The approach to economic sustainability focused on whether European urban heritage should be preserved, retained, developed, or transformed? The issue was whether heritage has an intrinsic value and whether such value would be social, economic or spatial. Should heritage and the cost of its preservation be considered as a investment? Who should pay for this? Is there a 'demand' for the 'old'? Does 'real' preservation of heritage exists per se, or is heritage used for its own purposes and in people's own way? Is heritage an element of transformation or of preservation? What is more essential for cities – change or persistence of its form? How is 'historic' defined? How was it treated in the past? Were there economic reasons in the past to preserve city forms or to change them fundamentally? How do new ideas from the more recent past (i.e. 'garden city') relate to the longer term past? Were such ideas 'innovative' at the time, or were they reinventing the past then, and when did they become 'history'?

The participants studied what 'heritage' really means and in what way it affects urban form and citizens' welfare. Does 'heritage' help to create the 'good city'? An answer may lie in the definition of essential features of revitalisation, not as a process of preserving but as one of using heritage as an important part of sustainable life. Thus, sustainable urban economics may not mean 'economic' profits alone, but 'social' profits as well.

The European Urban Summer School aspired to devise models of thinking to describe the past, to analyse the present and to conceptualise the future of cities, and to propose steps of intervention which may leave a more sustainable urban legacy for future generations.

We have got applications from all over Europe and beyond: from Portugal to Ukraine and from the UK to Israel. We even hosted one participant from Australia, two from South America and one from Asia as their recent work was connected with Europe. This transformed our modest event from European into Intercontinental.

Our tutors represented both planning schools and planning professionals.

UN Habitat Warsaw Office represented by its Head Krzysztof Mularczyk made a great effort helping with management issues. Prof. Anna Geppert from Univeristé Paris IV Sorbonne, Dr. Nikos Karadimitriou from University College London, Bartlett school of Planning and Vice-President of ISOCARP Dr. Dirk Engelke from University of Karlsruhe helped with clarifying concept of the EUSS2010.

EUSS 2010 worked under the auspices of:

+ Prof. Dr. hab. inż. Tadeusz Więckowski, Rector of the Wroclaw University of Technology
+ Prof. Dr. hab. Barbara Kudrycka, Minister of Science and Higher Education of the Republic of Poland
+ Cezary Grabarczyk, Minister of Infrastructure of the Republic of Poland
+ Bogdan Zdrojewski, Minister of Culture and National Heritage of the Republic of Poland
+ Marek Łapiński, Marshall of Lower Silesia
+ Rafał Dutkiewicz, Mayor of Wroclaw

The very special word of gratitude goes to UN-Habitat, Marshall of Lower Silesia, Wrocław University of Technology and City of Wroclaw who provided funding for European Urban Summer School 2010.

The outcome of EUSS 2010 is published in the "Urban Change. The Prospect of Transformation" edited by Izabela Mironowicz and Judth Ryser (ISBN 978-83-7493-570-8). The book is also available to download in pdf format from AESOP website.

Text partly published in Mironowicz, I., Ryser, J. (2011) Urban Change. The Prospect of Transformation. AESOP – UN-Habitat – Wrocław Univeristy of Technology.

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URBAN CHANGE

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ABOUT THE BOOK
EUROPEAN URBAN SUMMER SCHOOL

Diogo Mateus

Concepts and Issues of the EUSS 2011

Host: Lusófona University, Lisbon, Portugal.
Topic: Quality of Space – Quality of Life
Head of EUSS 2011: Diogo Mateus
Following associations accepted AESOP's invitation to collaborate on this project: ECTP-CEU, EURA, IFHP, ISOCARP.

Urbanized space reflects the society and its culture but also creates spatial dimension of civilisation. In this sense there are two directions of this significant flow – not only space is being produced by the society but also society is being shaped (or at least - influenced) by the urban structure. The question how many facts from our history would not have happened if the urban pattern had been different has to remain unanswered but spatial dimension of our cultural and technological evolution is indisputable.

This is one of the important reasons why topic of quality of urban space is so important.

Since 2007 majority of world population lives in the cities, therefore the problem has global dimension and relates to the quality of life of majority of population. Cites were influencing culture and civilisations even when they were inhabited only by very small portion of population, now, being an everyday environment for majority of world population they are the essential component not only of our future development but also of our quality of life.

During EUSS 2011 we explored the definition and meaning of quality of urban space and its relation to the quality of life. Analysing carefully selected cases we asked numerous questions: did they lack quality? what was quality itself? how it did relate to urban space? what was essential about quality of urban space? were there components increasing quality of space? what kind of mechanism affected quality of space? But description and analysis were not our goals. They helped with understanding but they did not deliver the answer. We also looked for the methods for evaluation, monitoring and improving quality of urban space. We tried to compose the guidelines for assessment quality of urban space and comprising the set of tools for refining it. We wanted to offer a solution not only ask the question.

The EUSS 2011 gathered almost 50 young planners from all over Europe. Under the guidance of tutors they studied the selected cases from Lisbon to demonstrate how useful could be their methods. They enjoyed vibrant discussions and creative team work. At the moment Diogo Mateus and Judth Ryser are completing the final edition of book documenting this EUSS. With

the generous support by Lusófona University and its Rector, Professor Mário Moutinho, young planners hopefully have learnt a lot in Lisbon.

EUSS 2011 Committee:

+ Head of School: Prof. Diogo Mateus, Head of the Department of Planning, Lusofona Univeristy
+ and Izabela Mironowicz, AESOP Secretary General, Wroclaw University of Technology, Poland; Mario Moutinho (Rector of Lusofona Univeristy); Anna Geppert (Universite Paris IV-Sorbonne);
+ Joao Teixeira (ECTP); Derek Martin (IFHP); David C. Prosperi (Florida Atlantic University, USA; ISOCARP)

Tutors: Alexandra Tisma, Artur da Rosa Pires, Branko Cavric, David C. Prosperi, Derek Martin, Diogo Mateus, Dirk Engelke, Fernando Varanda, Izabela Mironowicz, Fernando Nuñes da Silva, João Teixeira, Judith Ryser, Júlia Lourenço, Kate Terzano, Mário Moutinho, Niels Kropman, Paulo Silva, Pietro Elisei, Rogério Gomes, Sofia Franco, Stefan Netsch, Teresa Franchini, Zoran Roca, Fernando Varanda.

Deljana Iossifova

Concepts and Issues of the EUSS 2012

AESOP – ECTP-CEU – IFHP – ISOCARP 3rd European Urban Summer School
Host: School of Architecture and Built Environment (SABE) and Scarcity and Creativity in the Built Environment (SCIBE), University of Westminster, London, UK
Topic: Times of Scarcity – Reclaiming the Possibility of Making
Head of EUSS 2011: Deljana Iossifova

We applied to host the 3rd European Urban Summer School in the hope of attracting young planners and designers, eager to develop and apply new, more holistic approaches to planning and design, and to explore with them one of the most current and pressing issues in the built environment: scarcity. Today, globalisation, climate change, resource depletion and financial crises are important processes and conditions in our professional lives and we must learn to propose and deliver intelligent, creative urban interventions that go beyond established strategies and tactics and address much more than the material manifestations of injustice, inequality and waste.

The EUSS took place from 21 to 30 September 2012 and brought experienced academics and expert practitioners together with postgraduate students and young design and planning professionals from all over Europe (and further away!). Six teams, consisting of talented young participants supported by one or two inspirational tutors, were challenged to make sense of a highly charged territory in the East End: spectacular event architecture on the site of the 2012 Olympic games, the hastily refurbished façades of vast and run-down council housing estates and the reality of the everyday in a historically neglected part of London – all meshed up in adjacent, interlocking fragments of the city. Responding to an in-depth briefing document which sketched the economic, cultural, social and environmental assets and shortcomings of Bromley-by-Bow, one of London's most 'deprived' wards, they explored the relevance and value of established design and planning approaches and began to develop possible new ways of thinking about and new tools in response to real, perceived and engineered scarcity. The two tasks for each team consisted of identifying one mode of scarcity in the context of Bromley-by-Bow through on-site explorations and fieldwork exercises and to propose how to address this creatively through a physical intervention or through a change in the way in which things are done.
Throughout the EUSS, participants were exposed to a large number of lectures and workshops delivered by devoted tutors and speakers so as to supplement their work

on their projects. In the spirit of the Summer School's theme – Times of Scarcity: Reclaiming the possibility of making – they also had to adapt to very different working environments, ranging from the splendid surroundings of central London over University premises undergoing refurbishment to the coldness and wetness of Sugarhouse Studios, an old factory building on site which is currently used as an architecture studio, local cinema and pizzeria. The 'final projects' delivered by the teams were impressive: many went through much effort to explore on the ground what local residents wanted for their neighbourhood; others developed a scarcity toolkit, hoping to address the complexity of the issue; others again proposed new ways of looking at available resources in the area and how to re-use them without adding more infrastructure, money or material. Even more remarkable, however, was the experience that many seemed to go through and share during the EUSS and especially in the weeks and months after: the process of rediscovering creativity and the possibility of doing otherwise; in fact, the possibility of making. Thank you, once again, to all tutors, speakers and participants for the curiosity, passion and fantastic enthusiasm, and for ten momentous days!

Together with Judith Ryser Deljana Iossifova is working on the book documenting EUSS 2012.

International Award for Young Planning Professionals 2012

In 2012 the Directorate responsible for planning at the Dutch Ministry of Infrastructure and Environment decided to encourage young planning professionals to provide new ideas on the forms, methods and possibilities in spatial planning needed to face present-day challenges facing our human settlements. It is using the EUSS as a platform to organise an International Award for Young Planning Professionals, giving them the opportunity to present projects they are working on, explaining why these projects can be considered innovative and of a broader, more general application.

The theme in 2012 was be 'Adapting cities to scarcity: new ideas for action. Trends, perspectives and challenges of spatial development in a phase of de-growth an decline in Europe'. The best entries earned free participation to the EUSS and some additional prize money.

This years' award went to:

Clenn Kustermans for the paper

'Shrinkage is Sexy: a New Strategy to Make a Shrinking Urban Area the Most Vital Part of Town'

and

Sebastian Seyfarth for the paper

'Costa de la Ruina: Neglected Places at the Costa des Sol All the Way from Malaga to Manilve'

The topic for YPPA 2013 will be announced on AESOP website.

EUSS 2012 Joint Committee:
+ Head of EUSS 2012 Deljana Iossifova (University of Westminster),
+ Jeremy Till (University of Westminster),
+ Maros Finka (AESOP),
+ Dominique Lancrenon (ECTP-CEU),
+ Piotr Lorens (ISOCARP),
+ Derek Martin (IFHP),
+ Izabela Mironowicz (AESOP).

Tutors: Barbara Elisabeth Ascher (Oslo School of Architecture/SCIBE), Alex Bax (Chief Executive, London Pathway), Duncan Bowie (University of Westminster), Silvio Caputo (University of Birmingham – Coventry University), Bodhisattva Chattopadhyay (University of Oslo), Eric Cheung (SoftGrid Ltd), Steven Chodorivsky (Jan van Eyck Academie), Naznin Chowdhury, Isis Nunez Ferrera (University of Westminster/SCIBE), Nuala Flood (Trinity College Dublin), Teresa Franchini (Polytechnic University San Pablo-CEU University, Madrid), Alexandros Gasparatos (University of Oxford), Jon Goodbun (University of Westminster/SCIBE), Vincent Goodstadt (RTPI/TCPA/ECTP-CEU), Fotis Grammatikopoulos, Gary Grant (BOOM Collaboration), Claire Harper (University of Westminster), Deljana Iossifova (University of Westminster/SCIBE), Hendrik W van der Kamp (ECTP/School of Spatial Planning, DIT), Alison Killing, Michael Klein (University of Vienna/SCIBE), David Knight (DK-CM), Carlos Manns, Peter B. Meyer (University of Louisville), Stella Okeahialam MBE (Institute for Sustainability), Eoghan-Conor O'Shea (Trinity College Dublin), Mat Proctor (BOOM Collaboration), Judith Ryser (CityScope Europe), Ulysses Sengupta (SoftGrid Ltd), Robert Tensen (Robert Tensen Urbanism), Jeremy Till (Central St Martins/SCIBE), Steve Tomlinson (London Legacy Development Corporation), James Warne (BOOM Collaboration), Stefan Webb (Institute for Sustainability), Mike Whitehurst (BOOM Collaboration), Nick Wolff.

The outcome of EUSS 2012 is published in the booklet 'Selected notes from the third european urban summer school | london | september 2012: Times of sar-city, reclaiming the possibility of making the city' edited by Deljana Iossifova. The book is also available to download in pdf format from AESOP website.

Forthcoming events:

EUSS 2013

AESOP – ECTP-CEU – IFHP – ISOCARP
4th European Urban Summer School

Host: San Pablo CEU University, Madrid, Spain

Topic: Strategies for the Post-Speculative Cities

Head of EUSS 2013: Teresa Franchini

Co-ordinator: Juan Arana

The call for participants and tutors is open on AESOP website.

EUSS 2014

AESOP – ECTP-CEU – IFHP – ISOCARP
5th European Urban Summer School

Host: University Francois Rebelais, Tours, France

Topic: Heritage Conservation and Urban Sustainable Development

Head of EUSS 2014: Laura Verdelli

Co-ordinator: Christophe Demazière

The call for participants and tutors will open on AESOP website.

5. AESOP-IFHP LECTURE SERIES FROM CITIES OF TO-MORROW TO A TOMORROW FOR CITIES

The Association of European Schools of Planning (AESOP) and the International Federation for Housing and Planning (IFHP) have launched a joint activity within the framework of the 'Decade of Planning' (more about Decade of Planning in section 8): a series of lectures in 2012-2013 by well-known planners and other 'urban thinkers', both academics and practitioners. The idea is to attract not only the planning community but also a wider audience of politicians, community leaders and organizations, business and the media to promote planning as a discipline that can contribute to the quality of life, help find new tools of governance of the urban structures and function as an effective mediator between the many stakeholders.

The aim is to find possible answers to present-day and emerging challenges that face planning and planners as a modern discipline in a new role in our contemporary complex and dynamic society. Big name speakers will attract media attention and give us the possibility of presenting planning in more positive, constructive and attractive way.

The connecting element running through the whole series is for the speakers to fill in on aspects of a new vision for planning by taking lessons from the past. Of course, each lecture is followed by a discussion with the audience.

The first two years of lectures will form part of the activities being organised within the framework of both the Silver Jubilee of AESOP (2012) and the Centenary of IFHP (2013).

The Lecture Series does have great potential to be continued as an on-going feature of the Decade of Planning beyond AESOP's Silver Jubilee and IFHP's Centenary Year.

DECADE OF PLANNING
AESOP – IFHP
LECTURE SERIES

Within AESOP-IFHP Lecture Series the following lectures have already taken place:

Klaus R. Kunzmann

Europe: 25 Years of Planning Education and Policies that Impact

28th January 2012 Cappenberg Castle
co-organized by TU Dortmund

Andreas Faludi

Twentieth Century Foundations of European Planning

2nd June 2012, Paris
co-organized by Université Paris IV Sorbonne

Danuta Hübner

Space and Place as Integrating Factors in Policy-Making: New Models of territorial Governance in Europe.

5th October 2012, Brussels
co-organized by ISURU - Institut Superieur d'Urbanisme et de Renovation Urbaine

Peter Hall

Squaring the Circle: How to Reconcile Apparently Impossible Contradictions in Contemporary Urban Policy

17th January 2013, London
co-organized by The Crystal - The Sustainable Cities Initiative by Siemens

Next lecture:

Juval Portugali

The Future is Not What It Used to Be. Complexity, Cognition and the City – Implication to Planning

5th April 2013, Amsterdam
co-organized by University of Amsterdam

Next lectures within AESOP-IFHP Lecture Series are planned in autumn 2013. Please visit our website for details.

All the lectures can be watched on AESOP website. They are available in the 'Events' section of the website.

AESOP-IFHP LECTURE SERIES / REPORTS

Lecture 1 by *Klaus R. Kunzmann*

Europe: 25 Years of Planning Education and Policies that Impact

took place on 28th January 2012 in Cappenberg Castle, birthplace of AESOP.

The lecture was the core part of the celebrations of AESOP Silver Jubilee.

The lecture started with history and the idea of establishing an association of planning schools that could create the platform of debate and of exchange of the ideas about planning and planning education. Having quickly discussed the fundamental problem what planning is and what planning does, professor Kunzmann moved to the questions which processes and phenomena have the greatest impact on planning in Europe and what kind of challenges they create for planning as a discipline and a profession. The challenges Kunzmann focused on were: 1) of demographic change; 2) of spatial concentration and polarisation; 3) of resource conservation; 4) of new urban economy; 5) of cosmopolitan civil society; 6) of multi-level governance and finally 7) of information overload.

Then the speaker explored the future of the European territory in six, sometimes unbelievably surprising, scenarios. He described the possibilities and consequences of Europe as:

+ the creative economy slump,
+ the academic knowledge city promise,
+ the China's special economic zone,
+ the theme park of the world,
+ a pastoral continent, and finally as
+ the backwater of the North African industrial belt.

The global challenges, development of the European territory, and an academic European framework form the main structure of the future of planning education and practice. This issue has wider than European influence, considering the fact that among world planning schools one-third is located in Europe and European academics are deeply involved in the education at world-wide universities (UN Habitat, 2009). The problems planning schools have to face

today are important not only for the universities or for the discipline of planning today, but also for the future spatial dimension of development as such. Kuznmann defined 10 main constrains of planning education:

+ the low profile of planning in the society;
+ the weak position of planning in the academiae;
+ the A+B+C+D... game in planning schools (describing the position of separate 'big names' in planning with their own teams in their shadow not communicating with other 'big names' in planning and their teams);
+ the structural construction of the Bologna Agreement;
+ the widening gap between theory and practice;
+ the information overload;
+ the publishing challenge overload;
+ the language issue (which was actually the euphemism of the domination of English as the lingua franca and the consequences of this domination);
+ the spatial turn of sector planning, and
+ the ambitions to converge planning systems in Europe.

The lecture evolved into a vibrant discussion, which finished over the Magnum bottle of champagne delivered by Anna Geppert directly from Reims.

Acknowledgments to Jan Barski for his contribution to this description of Klaus Kunzmann's lecture

Text published in disP No 188, 1/2012

Lecture 2 by *Andreas Faludi*

Twentieth Century Foundations of European Planning

followed by a **workshop** by participants and representatives of European Commission's Directorate General for Regional Policy *From Cities of Tomorrow to Tomorrow for Cities – What is the Future for European Cities?* took place on 2nd June 2012 in Paris at the **Université Panthéon-Assas**

The Président of Université Paris-Sorbonne, Professor **Barthélémy Jobert** opened the 2nd Lecture with a welcome address.

Professor Faludi lectured on EU territorial cohesion policy. Its – uncertain – perspective is for framing policies with a territorial impact, with the 'EU macro-regional Strategy for the Baltic Sea Region' and the 'Danube Strategy' pointing to a future beyond territorialism with their fixation on closed spatial units, and with 'soft' rather than 'hard' planning.

In any European territorial policy, the city will play a central role. The interconnectivity of cities is after all a major dimension of territorial cohesion. The European Commission has recently brought out a report 'Cities of Tomorrow' which looks at the importance of cities for the territorial, economic, social and environmental future of our continent. To complement Professor Faludi's lecture, a joint workshop was organized with the participation of representatives of the European Commission's DG for Regional Policy and other invited experts to initiate a dialogue on the issues raised in this report. It dealt with the following three questions:

+ What is the European model of the city?
+ What instruments are available to ensure a more sustainable development for European cities?
+ What is the perspective for possible policy orientations in the new phase of EU research and structural policies 2014-2020? What should EU urban policy focus on; what should it avoid?

The debate, moderated by Prof. **Anna Geppert** (Université Paris IV Sorbonne), followed the brief introduction by **Stephen Duffy** (EC, DG Regio), who then joined the panel which consisted of **Jean Peyrony** (Mission Opérationnelle Transfrontalière), **Didier Michal** (DATAR), **Karina Pallagst** (Kaiserslautern University), **Emmanuel Moulin** (Head of the URBACT Secretariat) and **Andreas Faludi** (TU Delft).

Giancarlo Cotella

Report from the workshop: From Cities of Tomorrow to Tomorrow for Cities – What is the Future for European Cities?

The joint workshop gathered a set of representatives of the European Commission's DG for Regional Policy and of other relevant EU territorial-oriented programmes, renowned spatial planning experts and the participants to the AESOP-IFHP Lecture Twentieth Century Foundations of European Spatial Planning conducted by Andreas Faludi.

The meeting wanted to constitute an opportunity for discussing, through a collective brainstorming activity, the challenges and opportunities that EU cities and territories will have to face and try to seize in the future, also in the wake of the new EU cohesion policy programming period 2014-2020. Through this activity, the Association of European Schools of Planning (AESOP) and the International Federation for Housing and Planning (IFHP) wanted to jointly approach the European debate on territorial and urban development and, my way of expressing their intentions and views of the matter in a joint declaration that will sum up the most relevant elements discussed, engaging in a proactive debate with the EU Commission.

The six panellists were asked, on the basis of their role and experience, to present their thoughts and ideas concerning three different topics: (i) challenges and opportunities for the cities of tomorrow, (ii) the future of the EU Cohesion policy; (iii) the role of spatial planning research.

For each of these three issues, Anna Geppert posed a set of key questions, each of them followed by a brief statement by the person the question was addressed to. After each round of questions, the floor was open to the audience to broaden and enrich the discussion with other perspectives.

The first question, addressed to Karina Pallagst, concerned the key issues cities have to deal with in a time of crisis. Professor Pallagst listed a series of challenges for contemporary cities, including energy and climate change, demographic crisis etc. She then focussed on the need to change the mainstream paradigm of growth that still dominates current discourses about urban development, introducing the concepts of smart growth and its possible transition towards smart shrinkage. One of the main challenges for this paradigm shift is the attitude of stakeholders on the matter. Similarly, a mix between hard

and soft planning tools is needed to face this issue, in a urban development scenario where actors seems to feel constrained by hard, traditional regulatory planning tools and planners are more and more changing their role in information brokers, individuating and adapting experiences and good practices from one context to another. In sum, the main argument of Karina Pallagst's intervention was the shift from 'a model of growth' to 'a model of change', that would allow EU city to face shrinking phenomena with a positive attitude.

The floor was then open to the audience, with Orna Rosenfeld (University of Westminster) highlighting the importance of people flows and relocation of people. In this concern, cities needs to positively engage with the 'governance of movement', understanding and interpreting the forces behind relocation of people and positively engaging with immigration as well as with out-migration phenomena.

A second question was addressed to Jean Peyrony, and focussed on the role of governance as a key issue for planning and development in contemporary cities. Building on his experience on cross-border cooperation issues, JP argued that cities, and governance issues within and between them, plays a key role in EU territorial development. As development cannot be anymore restricted neither to a single urban areas nor constrained within the border of this or that nation state, cross-border cooperation initiatives become crucial, and such initiatives often configure themselves as cooperation between main urban centres (especially in the highly urbanised areas of the EU core). Within this scenario, several challenges for cooperation/coordination emerges, that need to be tackled carefully, among which the most relevant seemed to be (i) the role of political leaders within a specific context as well as their attitude towards external cooperation; (ii) the legal framework providing both constrains and opportunities that differs from one context to another. Here Jean Peyrony suggested that local leaders should indeed take the lead in undertaking and steering cooperation initiatives.

The discussion then moved to other types of territorial cooperation, from macro-scale cooperation based on what once were labelled global integration zones and now form the basis for the macro-regional strategies promoted by the EC, to interregional cooperation mostly assuming the form of non-contiguous networks of actors interacting for the exchange of knowledge and experiences.

On this matter, a brief intervention from Eric Dufeil stressed the importance of engaging with the concept of functional regions and functional cities, as well as with the relation between cities and surrounding territories.

Building on this discussion, Andreas Faludi followed up his recent writings by stressing once again the importance of 'thinking outside containers', and appraising the idea of functional regions as a possible way to do so. One of the

key issue here is that democratic decision-making is indeed still articulated in boxes, in other words linked to existing administrative containers, and therefore it is difficult to bridge between present soft network development reality and democratic representation and accountability. On this matter, Faludi reminded the audience that suggesting the need for a 'deconstruction of borders' does not mean to praise for a destruction of the latter, whereas soft planning instrument developed for a space with fuzzy boundaries are not meant to replace hard tools, but to complement them.

The third question was addressed to Emmanuel Moulin, and concerned the role of policy transfer in contemporary policy-making or, more in detail, to what extent it is possible to learn from experiences matured in another context and to implement them at home. On the basis of his experiences in URBACT, Emmanuel Moulin indicated various challenges linked to this issue: (i) the differences intercurring between different urban contexts; (ii) the difference in the challenges different cities are facing and (iii) the difference between economic, social and physical structures of cities. Despite these challenges, he also argued that there exists common solution for similar problems/situations that may be borrowed from one context to another, and to individuate and spread these solutions is one of the main task of the URBACT programme. More in details, it is important to bring cities (i.e. cities actors) together to engage with similar topic, so that they can share they own practical experiences, jointly learn from each other as well as developing common strategies and solutions.

A set of considerations on the importance of integration in all its dimension (vertical, horizontal and sectoral) to avoid diverging goals and approaches so to make the best out of the scarce resources currently available close the first round of questions.

The first question concerning the future of EU cohesion policy was posed to Andreas Faludi , and concerned the general feeling that, within the most recent document produced at the EU level (e.g. the EU2020 Strategy but also the draft regulation for the EU Cohesion Policy 2014-2020), the 'territorial approach' that seems to result weakened, to have lost its appeal. Andreas Faludi started his brief statement by connecting this issue to the quality of indicators used to measure development issues (as for instance in the above-referred documents). The main problem is related with use of mostly quantitative indicator that, due their intrinsic nature, measure sectoral targets in so doing contributing to reinforce sectoral achievements and therefore the pursuance of a sectoral approach to development often lacking any elements of spatial coordination. In this concern, AF stressed the fact that the European Commission does not act as a monolith in this direction, composed as it is by many different departments and units each bearing its different views, expectations and approaches. DG Regio itself should

be addressed as a single, compact unit, containing within its structure various views on the matter.

Reflecting on the present situation and the future perspectives it suggests, AF argued that we shouldn't expect any dramatic exploit from the next programming period, as things are likely to proceed on the binaries already in place, hopefully maintaining the territorial elements already consolidated within it. Among them, according to the speaker, the most important one are (i) the increasing integration of the various Structural Funds within the EU cohesion policy; (ii) the higher amount of funds devoted to the European territorial cooperation objective and (iii) the increasing importance devoted by the EU Commission to the so-called Macro-regional strategies (Baltic Sea Region, Danube basin and more to follow). Especially the experience connected with the latter produced highly relevant results in terms of providing a spatial coordination to sectoral issues, as it allowed for the close cooperation and coordination of as many as 21 DGs.

Stephen Duffy from DG Regio reacted to this point stating that, despite the thematic/sectoral character of the indicators at the basis of the EU2020 strategy as well as of the conditionality issues that are suppose to constitute the most innovative elements of the new EU cohesion policy framework, several tools deputed to promote spatial coordination exists and new one are being introduced (Cf. the information he provided in his presentation about the future of EU urban policy).

The intervention from Ksenija Banovac (KB, Ecole Polytechnicque de Tours) took the focus of the discussion back on cities and on the cooperation between them. Reflecting on the challenges for cities/cities' actors cooperation in a time of crisis, she stressed the importance of considering the issue of scale, in other words to clearly specify what level of cities are we referring to. As a matter of fact, she argued, challenges and opportunities varies between cities and cities, not only in relation to the context they are located into, but also as a consequence of their dimension and role within the EU/national/regional urban network. Therefore different approaches are required for metropolis, big cities, small and medium cities, as they belong to different networks that are playing the game at different levels and cooperate and compete with very different targets in mind.

It was then the turn of Didier Michal that, due to the role he covers at DATAR, was asked to react to the EU Commission proposal from a national (French) perspective. In line with the comments of some of the previous speaker, also Didier Michal argued for the need of a higher spatial integration in the framework of the new EU cohesion policy. Whereas this may be set aside in the frame of sectoral policy, all focussing on proving their effectiveness in

relation to the sectoral targets of the EU2020 Strategy, the different nature of the EU cohesion policy somehow clashes with the 11 thematic objectives of the latter (4 of which should be chosen to account for 80% of the resources). Didier Michal admitted that, indeed there exist tools to promote higher territorial integration, as for instance the Integrated Territorial Investments (ITI) mentioned by Stephen Duffy in his presentation, but they are mostly unknown to several actors. A task for the commission should be better advertise and market these tools, and issue that Stephen Duffy himself agree upon.

Stephen Duffy also reacted to the critique that the new EU Urban policy tools to promote territorial integration may be too complex to manage. He claims that the new tools are mostly based on old tools and initiatives promoted now for many years by the European Commission (as for instance the URBAN Community Initiative), and actors in several member states already developed a consolidated experience on the matter. Building on this issue, Piotr Lorens (PL, Gdansk University of Technology) argued that not only some of the tools resemble the old initiatives, but they may also fall into the same pitfall (he took the example of the Action Groups mentioned by Stephen Duffy in his presentation), especially in the new member states where the necessary institutional capacity to deal with integrated urban development tools may not have been consolidated yet. Due to this reason, PL argued for the need to promote training (Capacity building) initiatives aimed at providing local actors with the needed level of institutional capacity to deal with the new issues at stake (integrated approach to planning, participatory processes etc.).

A last question concerned the potential role of European Grouping of Territorial Cooperation (EGTC) as a new legal tool to favour the involvement and joint participation of public bodies within EU cohesion policy initiatives. Jean Peyrony started his intervention by appraising the potentials of the new tool, and mentioning that, since its institution in 2007, more than 40 EGTC were already activated and other 40 are presently in the making. According to Jean Peyrony, EGTC constitutes a very useful and flexible tool to be used in the framework of the European territorial cooperation objective but not only. Due to its very nature, the EGTC may also develop interesting synergies with other EU cohesion/urban policy tools, as for instance the new ITI, argument confirmed by Stephen Duffy.

Reacting on EGTC, Didier Paris (University of Lille), stressed that they shouldn't develop as 'insiders' tools at the service of public administrators, but they should take into account and involve the civil society as a whole through participatory processes, and be targeted, for instance, at the joint management of cultural heritage on cross-border areas.

The debated moved on to the third issue at stake, i.e. the role of spatial

planning research. Karina Pallagst was required to provide her opinion on EU research programmes, and on their role in favouring meaningful research in the field of planning. She started her intervention by turning the question around, arguing that, actually, in order to have research programmes that support meaningful spatial planning research, then the people involved in spatial planning research should have a role to play in the making of research programmes (Cf. Simin Davoudi on the concept of Science on top / Science on tap, Davoudi 2006, DisP).

Kristina L. Nilsson picked up on this issues, stressing how, despite the importance that territorial themes have in relation to several EU programmes (former URBAN and INTERREG Community Initiatives etc.), such themes are still much under-represented in EU Research Programmes – with the exception of the ESPON programmes (European Observation Network for Territorial Development and Cohesion, formerly European Spatial Planning Observation Network). She put forward the example of the research conducted under the 7th Framework Programme, arguing that the sectoral approach underpinning the latter often made it difficult for researches dealing with spatial issues to find a place. Similarly, and more worryingly, the document Horizon 2020, which is supposed to drive the priorities pursued by EU sponsored research under the new programming period, seems to be based on a similar sectoral approach, leaving scarce room for spatial planning issues. In this concern, Kristina L. Nilsson stressed the initiative that is currently being undertaken jointly by AESOP and by other European associations active in the field of planning, to directly address EU Parliament Officials to sensibilise them on this matter.

Karina Pallagst continued her intervention by stating that it may be very difficult for public administrations to actively take part to research programmes, and argued for the need to further strengthen the link between research outcomes and their practical consequences in order to motivate the public sector to dedicate part of its time and resources to it.

Generally, several people in the audience agreed that so far planning seems to have failed to get into the EU research agenda to any relevant extend, remaining confined to specific programmes as ESPON.

Didier Michal built on the above two considerations reflecting on the future of the ESPON programme, and once more underlining the importance that Priority 2 Targeted Analysis play within the latter, constituting a good example of attempt to link research and practice.

According to Andreas Faludi, another link to be strengthened is the one between spatial research, the epistemic community responsible for it and the European institutions, as the latter are at present not enough responsive to research needs and outcomes.

Anna Kaczorowska (Gdansk University of Technology) suggested that, to overcome this challenge, it may be worth to look at the American model, and promote continuous surveys about the main trend of research (what is researched, written, red) and their implication in the practice world.

A last question addressed to Andreas Faludi concluded the workshop, focussing on what could be the most relevant topic worth investigation in the field of planning. Building on his previous arguments, Andreas Faludi answered that further attention should be dedicated to

+ the territorial organization of politics,
+ the functional interrelations between municipalities and regions,
+ possible new ways of conceiving and operationalise politics and territoriality, all this to overcome the current mainstream way of thinking through boxes and containers that is indeed becoming dysfunctional.

Lecture 3 by *Danuta Hübner*

Space and Place as Integrating Factors in Policy-Making: New Models of Territorial Governance in Europe

followed by a Panel discussion *Perspectives for Territorial Governance in Europe* took place on 5th October 2012 in Brussels at the **Institut Superieur d'Urbanisme et de Renovation Urbaine - ISURU**

President of AESOP, Gert de Roo and director of ISURU Christophe Washer opened the 3rd lecture with welcome address.

Professor Danuta Hübner, as an academic, politician, Parliamentarian and former European Commissioner for Regional Development, has a broad knowledge and experience in the field of territorial development. She presened her vision of the possible future of territorial governance at different spatial scales.

Izabela Mironowicz

AESOP Generating Discussion on New Models of Territorial Governance in Europe.

Report from the lecture by Danuta Hübner in the framework of AESOP-IFHP Lecture Series.

Professor Hübner began with the statement that major changes that are happening in Europe, both in economy and in governance, have strong territorial implications. In spite of 'territorial blindness' of the majority of European policies there is an important spatial dimension of ongoing changes (including crisis/post-crisis territorial imbalance) and the ways Europe is going to respond to them. Legitimization of European project requires today territorial sensitivity. Not having done enough in this respect Europe needs to perceive and absorb all the advantages that territoriality offers, especially to the primary law of Union – European cohesion. One of the most important impacts of these phenomena to the governance is to evolve cooperation and synergies of different levels of governance instead of pure separation of competences. Professor Hübner described two aspects of territorial cohesion. First is the objective of European integration being implemented by regional policy and other 'territorial sensitive' policies. Second is a policy concept, which can be materialized through multilevel governance. In the times when 'hard' administrative borders must be more and more ignored giving the way to functional areas the real challenge for spatial development requires coherence between territories and policies.

European synergies are created beyond borders, sectors and levels of governance, which results in political understanding of European territory beyond national jurisdictions and increasing horizontality of European policies.

Having analyzed growing reference to territory in European documents professor Hübner concluded that there was no definition of territorial cohesion, yet there was a common understanding built on discussion and experience. It is reflected in adopted in 2011 Territorial Agenda 2020 in which great step toward spatially targeted approach has been made. In this document for the first time territorial cohesion is defined as a policy framework for increased importance of the role of cities in cohesion policy in order to introduce functional geography approach, macro-regional strategies and areas facing specific challenges. Also the role of integrated approach must be taken into account. European

Parliament gave great support to this new territorial agenda and helped with revision process. From professor Hübner's point of view there is a common understanding of territorial priorities within the framework of EU 2020 among Member States and European institutions.

One of the consequences of bringing space to political thinking is the concept of spatial or territorial capital, which along with social and intellectual capital has to play important role within cohesion policy framework. European space is becoming more and more territorially interdependent. To benefit from it, however, European territory needs to get better connected; it has also to increase its opportunities for mobility. Involvement of many actors and interaction between different territories defines the additional requirements. In this context multi-level governance within efficient strategic framework reinforced by accountability of all its elements would create the opportunity to increase both quality of life and global competitiveness of European economy.

Professor Hübner analyzed how the concept of territorial cohesion evolved and what kind of new perspective it created. She stressed that there is a need of better understanding and measurement of the territorial impact of sectoral policies. In other words, territorial impact assessment of sectoral policies is necessary. They should help with territorial cohesion, which is also about maximising the positive effects of spatial agglomeration and mitigating the undue concentration effects. Territorial cohesion promotes polycentric development of the territories in order to encourage the emergence of secondary poles. The other meaning of territorial cohesion is to develop cooperation to overcome divisions and inequalities. There are important issues that need to be addressed beyond administrative boundaries: pollution, flood risk, migration, security... Hardly any major European challenge of today and tomorrow can be limited to the political and administrative boundaries. Thus, this need of cooperation should occur on many different levels and engage many different actors. This creates the importance of functional areas and regions. But what is essential about them is that they have to be identified bottom up, on the basis of the goals of regional development. The cooperation should be also about the way how development centres could help with pulling other areas forward.

All major European challenges require territorial perspective (i.e. low carbon economy, sustainable growth, climate change, migration) and actually this is regional policy which can provide the response to fundamental questions Europe faces today. Professor Hübner underlined that energy which Europe needs can come and is already coming through the multilevel governance. Cooperation and sharing responsibilities must play a key role in governance machinery, which should be aware that main drivers of change are businesses and universities cooperating with local and regional authorities and civil

society. The transformation of the approach to governance leads not only to the increasing role of place-based decision making, policy programming and implementation but also to the importance of the integrated approach.

Professor Hübner analysed also the challenges which crisis generated for multi-level governance:

+ the fiscal challenge (difficulties of co-financing investment),
+ the capacity challenge (linked to inadequate resources and processes for efficient and transparent implementation of the investment funding),
+ the policy challenge (difficulties in evolving synergies across sectors and policies) and
+ the administrative challenge (fragmentation of the projects at the local level).

She stressed that these challenges and the experience of crisis created the unique opportunity to define a guidelines for multilevel governance of public investments, which include:

+ combining investment in physical infrastructure with the provision of 'soft infrastructure' like for example skills development;
+ improving the coordination of the strategies across governmental levels,
+ enhancing horizontal coordination within functional regions,
+ constructing transparent management processes,
+ bridging information gaps across public actors,
+ enhancing data and performance indicator availability through robust risk.

In this wide context, professor Hübner moved towards legislative framework for cohesion policy and territorial approach in Europe. She discussed new instruments introduced in the proposed regulatory framework:

+ Community-led Local Development;
+ Local Development Strategies;
+ Local Action Groups;
+ Support from the CSF Funds for local development and,
+ Integrated Territorial Investments (ITIs).

The final remarks of the lecture were those of urban challenge. Our speaker underlined that in efforts in identifying the best ways and means for development the hostile conditions for urban and regional development must be taken into account (i.e. cuts in public spending). Even the best regulatory framework for the urban dimension of regional policy will not replace funding flows needed to deliver on expected transformation – from quality of life to new energy schemes. This is why the multi-level governance that generates cooperation and integrated approach is so crucial. Also, the role of more robust expansion of EIB funding at the urban level remains essential. But this is evident that public funding cannot help with the solution of all the problems,

therefore new financial instruments (including further enhancement of the use of Jessica) must be considered. City branding should help with identifying strengths and opportunities at the local level.

Concluding professor Hübner stressed that new regulatory framework aims at achieving balance between various, already known approaches to urban development. But everything that this framework offers should be used along with the efforts of cities and local administration towards cooperation with their partners and supporters across EU. In this sense the role using fully URBACT potential looks reasonable.

> ***'We have a chance and, indeed, we are moving towards more clear involvement of the EU level in urban policy making through cohesion policy with a stronger involvement of the cities in both policy formulation and implementation'*** *– was the final remark of professor Hübner's lecture.*

The AESOP and IFHP communities are greatly indebted to the panellists who contributed to the discussion on **Perspectives for Territorial Governance in Europe** which followed the lecture: **Dimitri CORPAKIS** (EC, DG Research & Innovation), **Ole DAMSGAARD** (NORDREGIO), **Philippe DOUCET** (ISURU & ULB), **Christian SVANFELDT** and **Władysław PISKORZ** (EC, DG Regio), **Emmanuel MOULIN** (URBACT), and our moderator **David EVERS** (Netherlands Environmental Assessment Agency).

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Lecture 4 by *Sir Peter Hall*

Squaring the Circle: How to Reconcile Apparently Impossible Contradictions in Contemporary Urban Policy' followed by a panel discussion Technologies for Tomorrow's Cities

took place on 17th January 2013 in London at The Crystal – The Sustainable Cities Initiative by Siemens

President of IFHP on behalf of AESOP and IFHP started event with the welcome address. He stressed that Professor Sir Peter Hall being a leading British academic, author, advisor and consultant on a whole range of urban development and planning issues and Chair of Planning at the Bartlett School of Planning, UCL as well as Director of the Institute of Community Studies and President of the TCPA would start broader debate on what tomorrow for cities should be.

Sir Peter's lecture focussed especially on the central contradiction in urban transport and development policy. The lecture was followed by a roundtable panel discussion where invited experts from the private, public and civic sectors engaged in a dialogue with participants on the application of new technologies in the pursuit of smarter cities.

The roundtable - panel discussion was an interactive dialogue between 4 panellists - representatives of government, civil society, academia and private companies - and a participatory public of some 120 people in a compact auditorium. The panellists were: **Martin Powell**, Head of Urban Development of SIEMENS UK, **Dr Rick Robinson**, Smarter Cities Executive from IBM; **Jo Negrini**, Director for Strategic Regeneration, Planning & Olympic Legacy and Strategic Commissioning & Community from the the London Borough of Newham and **Dr Kiril Stanilov**, Senior Research Associate at the Centre for Advanced Spatial Analysis at University College London. The dialogue focussed on the application of new technologies to sustainable / smart city planning, how smart city solutions can be absorbed effectively into city planning, what we can learn from current approaches (successes and failures) and how to influence the behaviour of citizens in this direction in the pursuit of better lives. Moderator for the dialogue is **Lee Shostak**, Chair of the Board of Trustees of the Town & Country Planning Association (TCPA).

Next lecture: by *Juval Portugali*

The Future is Not What It Used to Be. Complexity, Cognition and the City – Implication to Planning

will take place at University of Amsterdam on 5th April 2013.

The lecture will be followed by AESOP Young Academics and IFHP Urbego dialogue with professor Protugali and participants on the future of the cities

The notion of *Classical urban and planning theories* refers to theories that implicitly or explicitly treat cities as machines, urban scientists as external observers and planners as external experts. On the other hand, Complexity theories of cities (CTC) refer to approaches that treat cities as systemic wholes, and scientists and planners as some of the many parts, agents and forces that participate in a complex and spontaneous urban game (Portugali, 2011). According to classical urban theories the future is essentially predictable; location theory is a typical example of a classical urban theory while rational comprehensive planning exemplifies a classical planning theory. CTC, per contra, argue that 'the future is not what it used to be', or rather what we tended to believe it is, namely, that the future is essentially unpredictable. Can there be a planning theory that is not based on prediction – on our basic ability to foresee the future? The answer is **'Yes!'** and **'No!'**

'Yes', because in several previous studies it has been demonstrated that a planning system can be built that is not based on prediction but rather on planning rules. 'No', because the human memory is chronesthetic, that is, it enables us humans to mentally travel in time – back to the past and also forward to the future. However, this mental time travel capability is not a matter of choice, it is at once an advantage and a constrain as we cannot be mentally in the present with the implication that even when we are aware of the unpredictability of our cities, we cannot not travel to the future – we cannot not take into consideration the future; we cannot not predict.

Can we reconcile the unpredictability of cities with our inability not to predict?

EDUCATION
ASPECTS
LOCAL
DISTR
UNIVERSITY
INDUSTRY
TECHNOLOGY
IDENTITY
WATER
PHYSICAL ASPECT
PROGRESSIVE
OPEN
MULTI CULTI

1. AESOP EXCELLENCE IN TEACHING AWARD

Teaching in the broad field of planning is one of the main activities of our member schools. Thus, in 2002, AESOP introduced a new prize, which recognises and encourages Excellence in Teaching. Through this award, AESOP would like to celebrate and disseminate innovative practices in teaching to be found at our member schools. The broad aim of the prize is to stimulate the development of planning courses or groups of courses in order to better prepare students for their forthcoming practice and also to further educate practitioners.

European higher education is at a parlous moment in recent contemporary times, due to global changes at the economic, political and institutional level, and planning has to face several challenges for analogous reasons. These challenges can be considered a risk, a threat or an opportunity to rethink approaches to planning education. Consequently, this year the prize will look for planning courses which are distinguished for their **responses to global changes** in their pedagogy and new approaches to planning.

Global changes affect cities, regions, individuals and policies as well as education. The object of planning courses is influenced by the consequences of these global changes as well as the body of students and their universities. Migrations, plurality and differences, international cooperation or competition are at the base of contemporary city life as well as of higher education activities. Due to the nature of planning discipline, planning courses are affected by and consequently face these changes twice, as substantive themes as well as teaching processes themes.

The specific purpose of the prize is to promote and encourage planning schools to apply new pedagogy, theories and/or technologies/techniques in ways that enhance the pedagogy, knowledge and skills necessary for responding to new global changes in planning and in planning education. The award provides an important opportunity to disseminate effective practice and teaching quality amongst European schools.

Excellence in Teaching Award Committee:

Lia Vasconcelos
CHAIR, Department of Department of Environmental Sciences and Engineering, New University of Lisbon, Portugal

Roar Amdam
Institute of Municipal Studies, Volda University College, Norway

Andrea Frank
School of City and Regional Planning, Cardiff University, Wales, UK

Deborah Peel
University of Ulster, UK

Francesco Lo Piccolo
Department of City and Region, University of Palermo, Italy

and

Chandrima Mukhopadhyay (Young Academics' Representative)
School of Architecture, Planning and Landscape, Newcastle University, UK

Chair of the Committee on behalf of AESOP wishes to express a word of gratitude to Judith Allen who has been working in the Committee for many years and stepped down in July 2012.

Chair of the Committee of behalf of AESOP wishes to express a word of gratitude to Francesco Lo Piccolo who has been chairing the Committee for many years and stepped down in February 2013.

RECENT WINNERS:

2009

AESOP is happy to award the Excellence in Teaching Prize 2009 to the Institut de Gèoarchitecture at the University of Brest and the Department of Civic Design at the University of Liverpool.

We would like to congratulate Olivier Sykes and Lionel Prigent, who are 2009 winner for their course ***'Local development: the practice of policies of regulation and economic development'.***

The winning course is a collaborative module of two winners, with the active involvement of many branches of the European Union. Within it, students learned how European Union regional policy looks from the viewpoint of Brussels and how it looks from the viewpoint of the regions themselves.

AESOP is happy to award the Excellence in Teaching Prize 2010 to the University of Thessaly, Volos, Greece. 2010

*We would like to congratulate Konstantinos Lalenis, who is 2010 winner for the course **'Planning Interventions for the 2013 Mediterranean Games in Volos and Larisa: from Decay to Opportunity'**.*

Jury Statement:
This year, the jury for the AESOP Excellence in Teaching Prize received a significant number of applications from many European countries (Austria, Greece, Poland, UK) showing a widespread interest in testifying potentials for teaching and learning across the European space. The high quality of the applications made it very difficult to choose among them.

However, after intensive deliberation, we are proud to be able to award the Prize to the Department of Planning and Regional Development, University of Thessaly, Volos, Greece.

The task of the course was to have students preparing a plan for the Mediterranean Games of 2013, supposed to take place in Volos and Larisa. The jury positively considered several aspects of the course, and namely:

+ it addresses an unusual topic in planning courses: the organization of Mega Events;
+ it focuses mostly on the process towards critical knowledge construction;
+ it encourages articulation between 'theoretical knowledge, practical experience and procedural elements' exploring an 'open ended and continuously challenging' process;
+ it encouraged challenges: for example by creating ways to generate argumentative spaces such as moving from antagonism to consensus;
+ moreover, students were obliged to take under serious consideration the present difficult condition of economic crisis, which presented additional challenges to the course: to learn how to organize such 'mega events' even in periods of 'poverty' and the aftermath of economic crisis, how to use these events for future development, how to maximize their added value and, most important, how to communicate and persuade politicians, stakeholders and the local population.

The concept of planning which underlies the course is particularly

significant: planning as a mean of reversing attitudes of apathy and depression in broad sectors of society, teachers and students included.

We are especially pleased by how this course shows how to react to the crisis, affecting cities as well as universities.

Francesco Lo Piccolo, Chair of the AESOP Excellence in Teaching Award Committee

2011

AESOP is happy to award the Excellence in Teaching Prize 2011 to the School of Environment and Development of the University of Manchester and the ASRO Department of the KU Leuven.

We would like to congratulate ***Olivier Sykes,*** *School of Environment and Development of the University of Manchester, who is the 2010 winner for the* **Settlement Project module***; and* ***Lionel Prigent****, and colleagues, ASRO Department of the KU Leuven, who is the 2010 winner for the coordination of the* **European Module in the Spatial Development Planning Network**.

Jury Statament:

This year, the jury for the AESOP Excellence in Teaching Prize received applications, which differed very much from one other in respect to structure, contents and educational profile. The high quality of all the applications (from KU Leuven, University of Manchester, Oxford Brookes University & University of Stuttgart) and their profound heterogeneity made it very difficult to select a winner from amongst them.

The intensive debate on these 'differences' nurtured within the jury a reflection about aims and role of the Prize in stimulating and promoting quality in planning education in the European context. After many years of awarding high quality (and different) teaching experiences, we agreed on the need of reviewing the concept and role of the prize itself, in order to update it in the face of the changes of conditions which affect planning education in Europe today such as the severe cuts

to university funding, or government demands to teach more students. In such circumstances, innovation to sustain quality in planning education is a necessity and not an optional extra. Consequently, after intensive deliberation, we decided to award two applications ex aequo, due to the different elements of innovation and quality they address respectively and which respond to distinctive aims of the prize.

In one case, the jury appreciated the innovative way to teach a very large studio class in an interactive approach, in a student-centred way without needing excessive tutor support. This is a challenge that is awaiting most of the European university courses with more demanding students and diminishing funding and resources. The interactive approach is developed by a specific and original technique, which appears well tested and which shows its efficacy in supporting 'student oriented teaching'.

In the other case, the jury appreciated the strong and sustained collaboration of a range of university partners in order to offer an interdisciplinary postgraduate training course in urban, regional and spatial planning. This experience shows how curricula can knit institutions together and offer students an integrated European knowledge by bringing together the expertise and perspectives of European planning academics. This sort of collaboration lies at the roots of the mission and commitment of AESOP itself.

Francesco Lo Piccolo, Chair of the AESOP Excellence in Teaching Award Committee

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AESOP is happy to award the Excellence in Teaching Prize 2012 to the Department of City and Regional Planning of the Middle East Technical University, Ankara 2012

*We would like to congratulate **Anlı Ataöv** and his colleagues: **Duygu Cihanger**, **Funda Erkal** and **Ender Peker**, who are the 2012 winners for the course* **'Planning studio'.**

Jury Statement:

In the year of the Silver Jubilee of AESOP and of the 10th Anniversary of the

Excellence in Teaching Prize, European higher education in general and planning education specifically face severe challenges from global changes, reflected in national and local economic, political and institutional changes. These challenges can be considered as a threat or as an opportunity to rethink approaches to planning education. The 2012 Prize was looking for planning courses which are distinguished by their responses to global changes through their pedagogy and approach to planning.

The jury received a significant number of applications showing a widespread interest in teaching and learning across the European space. The overall quality of the applications was very high and it has been very difficult for the jury to choose among them.

The course, which has won the prize aims to give students the design tools to create sustainable urban patterns at a variety of spatial levels from living unit itself and the spatial organisation of multiple living units, through neighbourhoods to urban macro-forms. In respect of this year's theme 'Local Responses to Global Changes', the winning course expanded students' knowledge about the issues of climate change and embraced the problem of finding solutions through the design and management of the local built environment.

The jury particularly commends several aspects of the course:

+ Firstly, its multi-scalar approach, which teaches about complexity in spatial planning and urban design and introduces students to institutional issues;
+ Secondly, its sensitivity to the transmission of global issues to the local scale, as well as from the local scale to the global;
+ Thirdly, the way it integrates the learning process with practical experience, using participatory methods and techniques;
+ And fourthly, the capacity of the course to raise awareness and change the mental models of the students through the use of role-playing as part of the learning process.

On behalf of the jury, I am very happy to award the Prize to the Department of City and Regional Planning of the Middle East Technical University, Ankara. I would like to congratulate Anlı Ataöv and his colleagues who are the 2012 winners for the course 'Planning Studio'. This award recognises the important contribution the course makes through its critical and constructive approach to planning teaching as an instrument for achieving local responses to the global issues in such difficult times.

Francesco Lo Piccolo, Chair of the AESOP Excellence in Teaching Award Committee

2012: Special Silver Jubilee AESOP Award for Excellence in Teaching

This is the Silver Jubilee of AESOP and it is also the 10th anniversary of the Excellence in Teaching prize. Anniversaries are occasions for looking back to over the past, as well as occasions for looking forward to the future.

Over the last 10 years only undergraduate and postgraduate courses were have been awarded the Excellence in Teaching prize. PhD programmes and any other initiatives regarding teaching and training for PhD students remained on the 'backstage', despite the many initiatives undertaken within Aesop and in AESOP member schools. These activities have encompassed designing PhD Programmes, running PhD workshops, and supporting Young Academic Conferences among many other initiatives.

At the same time, AESOP has a prize for teaching and two prizes for research: the Best Conference Paper and the Best Published Paper. As we know, what we do for PhD students and Young Academics links these two activities – teaching and research, and also links past and future. In this sense, teaching is not just a transfer of knowledge. It is also a cooperative and collective activity to develop new ideas and to give the opportunity of flourishing to young generations of researchers.

> ***For all these reasons, we decided to award a Silver Prize in to those who, through many different initiatives, have significantly contributed to creating the pathway between being a PhD student and becoming a young researcher.***

This pathway includes: designing AESOP PhD Workshops and contributing to them; supporting initiatives by AESOP's Young Academics such as their Conferences, Network and other work; developing international PhD programmes involving the cooperation of different institutions; undertaking research on the similarities and differences among European PhD Programmes in order to improve cooperative programmes.

As all this has been a collective work by many individuals and, at the same time it is the tenth anniversary of the teaching prize, **we have decided to award a special jubilee prize to ten colleagues**. There are specific reasons for including each of them, which are outlined above, but the general motivation to include all of them is that in all their work in teaching and supporting

young researchers they have been and are 'intellectually generous', which – in our view- is the main distinction between being a good teacher and being an excellent one.

The ten colleagues who are recipients of the Silver Jubilee AESOP Prize for Excellence in Teaching are:

Alessandro Balducci, Patsy Healey, Klaus Kunzmann, Karel Maier, David Massey, Barrie Needham, Kristina Nillson, Gert de Roo, Gerard Schimack, Andreas Voigt.

Francesco Lo Piccolo, Chair of the AESOP Excellence in Teaching Award Committee

The winners were awarded special aquarelle 'Flying Ideas' painted by Francesco Lo Piccolo – chair of the Excellence in Teaching Award Committee.

AESOP EXCELLENCE IN TEACHING AWARD 2013 CALL:

Assessment Criteria

The theme of 'Responses to Global Changes: New Approaches to Planning Education' is conceptualised broadly. The notion of globalisation is considered in a broad acceptation; responses to global changes in planning courses can be interpreted from different, plural perspectives either considering this issue a substantive theme or a teaching process theme. We expect that nominations represent an innovative, high quality, critical and constructive contribution to teaching, which inspires students and fosters curiosity, rigor, creativity, critical thinking.

Planning courses, or modules, or an integrated series of course or modules, of maximum length of two semesters can be nominated – BUT NOT A WHOLE PROGRAMME OF STUDY.

The nominated course(s) should:

+ define the perspective which the course takes on the concept of 'responses to global changes in planning education';
+ be taught in an innovative way and to high pedagogical standards;
+ engage students in dealing innovatively with planning problems.

The criteria of innovation in assessing the courses has to be interpreted as the capacity of creating better or more effective products, processes, organizations, services, technologies or ideas in planning courses in order to face new global challenges.

Eligibility Criteria

Only AESOP member schools can be nominated for this prize. The course must have been successfully implemented for at least one year. Applicants can either be:

+ a planning school;
+ a planning department within a university; or
+ a group of teaching staff or an individual belonging to an AESOP Member school.

All the planning courses, which face the issue of global changes as a substantive theme as well as a teaching/learning process theme are eligible.

Young academics are warmly encouraged to apply.

How to Apply

Please, use the electronic application form available from the AESOP website.

Applications must be received by 10th of May 2013.

Applications must include a full description of the course or module, as it is described and structured in the application form.

The Jury

A panel of six academics will judge the nominees. The panel will consist of AESOP members, including a representative from AESOP's Young Academics Group.

The panel of judges will select and evaluate the applications, according to the following points:

+ How does the course face the challenge of global changes?
+ In what ways is the pedagogy of high quality?
+ Why and how is the nominated course/module and/or pedagogy innovative in developing new approaches to planning education?
+ How are students prepared in order to face global changes and challenges?
+ What difficulties were met in developing the course and/or pedagogy and how were they overcome?
+ How can the innovative elements of the course be reproduced and applied at other institutions?

Awarding the Prize

A prize of € 1000 will be presented to a representative of the winning programme during the AESOP Annual Congress.

The winner will be expected to make an audio-visual presentation of the programme at the subsequent year's congress. He/she/they will also be expected to allow the programme to be presented on AESOP's website. CEBE Transactions and/or other journals will publish an article on the winning module(s).

2. AESOP BEST PUBLISHED PAPER AWARD

Initiated in1995, with the first award made in1996, the purpose of the prize is to celebrate the work of the scholars and professionals in the planning field publishing in European planning journals. 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 and to exchange literature between our different national academic cultures.

Annually, the Editorial Boards of 52 European planning journals are invited to nominate the best published papers of their journal for the prize.

AESOP Best Published Paper Award Committee:

Karina Pallagst
CHAIR, University of Kaiserslautern, Germany

Ela Babalik-Sutcliffe
Middle East Technical University in Ankara, Turkey

Umberto Janin Rivolin
Turin University of Technology, Italy

Aspa Gospodini
University of Thessaly, Volos, Greece

Piotr Lorens
Gdańsk University of Technology, Poland

Roelof Verhage
University Lyon II Lumiere, France

AESOP wishes to express a word of gratitude to Elisabete A. Silva (Cambridge University) who has been working as a chair of the Committee for many years and stepped down in 2013.
AESOP wishes to express a word of gratitude to Tore Sager (Norwegian University of Science and Technology) and Christophe Demaziére (University Francois Rebelais in Tours) who has been working in the Committee for many years and stepped down in 2013.

List of Journals supporting AESOP Best Published Paper Award:

+ Byplan
+ Cities
+ City
+ Ciudad y Territorio Estudios Territoriales
+ Critica della Razionalita Urbanistion (CRU)
+ Dokumente und informationen zur Schweizerischen Orts-, Regional und Landesplanung (disP)
+ Environment and Planning A
+ Environment and Planning B: Planning and Design
+ Espaces et Societes
+ Etudes Foncieres
+ European Journal of Regional Development (EUREG)
+ European Planning Studies
+ European Spatial Research and Policy
+ European Urban and Regional Studies
+ Informationen zur Raumentwicklung
+ International Journal of Urban and Regional Research
+ International Planning Studies
+ Journal of Environmental Planning and Management
+ Journal of Property Investment & Finance
+ Journal of Property Research
+ Journal of Urban Design
+ JEBE
+ Kart og Plan
+ Landscape Research
+ Local Economy
+ Local Environment
+ Metropolis
+ METU Journal of Faculty of Architecture
+ Odile Saint-Raymond
+ Progress in Planning
+ Plan
+ Planning Perspectives
+ Planning Practice and Research
+ Progress in Planning
+ Planning Theory and Practice
+ Planning Theory (Planning Theory Newsletter)
+ Raumforschung und Raumordnung
+ RaumPlanung
+ Regional Studies
+ Revue d'Economie Regional
+ Scandinavian Housing and Planning Review
+ Sociedade e Territorio
+ Stadtbauwelt (Special edition of Bauwelt)
+ Territorio
+ Town Planning Review
+ Uranistica
+ Urban Design and Planning
+ Urban Design International
+ Urban Studies
+ Urbanisme
+ Urbanismus a uzemni rozvoj
+ Villes en Paralle

RECENT WINNERS:

2009

Michael Hebbert
Re-enclosure of the Urban Picturesque. Green-space Transformations in Postmodern Urbanism
in Town Planning Review

The final nominated short list included the following:

Jochem de Vries
Breaking the Deadlock: Lessons from Cross-Border Spatial Projects in Flanders and the Netherlands
disP

Brendan Murtagh, Brian Graham and ***Peter Shirlow***
Authenticity and Stakeholder Planning in the Segregated City
Progress in Planning

Vincent Nadin and ***Dominic Stead***
European Spatial Planning Systems, Social Models and Learning
disP

Mee Kam Ng
From Government to Governance? Politics of Planning in the First Decade of the Hong Kong Special Administrative Region
Planning Theory & Practice

2010

Matthias Bernt
Partnerships for Demolition: The Governance of Urban Renewal in East Germany's Shrinking Cities
IJURR, Volume 33 Issue 3, pp. 754–769

The final nominated short list included the following:

Gregory J. Ashworth
The Instruments of Place Branding: How is It Done?
European Spatial Research and Policy, vol. 16 no 1/2010

Luigi Mazza
Plan and constitution – Aristotle's Hippodamus: Towards an 'Ostensive' Definition of Spatial Planning
TPR, Vol. 30/2

Krizek, K., Forysth, A. and Slotterback, C.S.
Is There a Role for Evidence-Based Practice in Urban Planning and Policy?
Planning Theory and Practice 10(4), pp. 459-478.

Sonja Duempelmann
Creating Order with Nature: Transatlantic Transfer of Ideas in Park System Planning in Twentieth-Century Washington DC, Chicago, Berlin and Rome.
Planning Perspectives, 24, 2, 2009, pp. 143-175

Wolfgang Sonne
Dwelling in the Metropolis: Reformed Urban Blocks 1890–1940 as a Model for the Sustainable Compact City
Progress in Planning Volume 72, Issue 2, pp. 53-150

2011

Roitman, S., Webster Ch., Landman, K.
Methodological Frameworks and Interdisciplinary Research on Gated Communities
International Planning Studies, 15(1): 3–23

The final nominated short list included the following:

Meth P.
Unsettling Insurgency: Reflections on Women's Insurgent Practices in South Africa
Planning Theory & Practice, Vol. 11, No. 2, 241–263, June 2010

Wu F., He S., Webster Ch.
Path Dependency and the Neighbourhood Effect: Urban Poverty in Impoverished Neighbourhoods in Chinese Cities
EPA January 42 (1)134

Wetering J. van de, Wyatt P.,
Measuring the Carbon Footprint of Existing Office Space
Journal of Property Research Vol. 27, No. 4, December 2010, 309–336

2012

John Punter
Spatial Theory, Temporality And Public Action
Journal of Urban Design 16:1, 1-41

The final nominated short list included the following:

Shlomo Angel, Jason Parent, Daniel L. Civco, Alexander Blei, David Potere
The dimensions of global urban expansion: Estimates
and projections for all countries, 2000–2050
Progress in Planning

Jacques Fache
Spatial Theory, Temporality and Public Action
European Spatial Research and Policy

3. AESOP BEST CONFERENCE PAPER AWARD

The objective of the competition is to promote and disseminate high-quality congress papers and to stimulate the willingness of congress participants to submit and present full congress papers of high quality.

The Best Congress Paper competition has been running as part of the AESOP Annual Congresses since 2005. Authors can join the competition by self-nomination after complying with certain requirements aimed at promoting the objective of the competition to disseminate high quality congress papers.

On the basis of pre-selection made by the Track Chairs, the Best Congress Paper Committee selects the wining paper.

+ Papers are evaluated according to the following criteria:
+ relevance to current debates on the chosen topic,
+ clarity of argument(s),
+ originality of the approach and the ideas presented,
+ high methodological quality,
+ clarity of expression and quality of presentation.

Best Congress Paper Price Committee:

Nikos Karadimitriou
CHAIR, University College London, Bartlett School of Planning, UK

Beata Banachowicz
University of Łódź, Poland

Karel Maier
Czech Technical University in Prague, Czech Republic

RECENT WINNERS:

2010

Anders Tornqvist
Department of Spatial Planning, Blekinge Institute of Technology, Sweden
awarded for the paper
Conceptual Apprenticeship - Heuristic in Training Planning Students in Negotiation Technique and Argumentation Analysis

2011

No competition (World Planning Schools Congress)

2012

Annette Spellerberg
University of Kaiserslautern
awarded for the paper
Dwellings and Generational Change in Owner Communities

COMMUNICATION AND PUBLICATIONS

1. AESOP WEBSITE

WWW. AESOP-PLANNING.EU

In 2011 AESOP launched new website, which – being in fact interactive database – facilitates our communication and increases opportunities of cooperation.

Each AESOP member institution has a profile on our website. The profiles of all institutions being AESOP members can be found in the section MEMBERSHIP. There is an option of browsing members by countries or types of membership. In the institution's profile all registered website USERS affiliated to this institution are revealed.

Each AESOP Member institution has a direct access to its data.

Secretary General is an administrator of the website.

What are the benefits of being registered USER of AESOP website?

+ Registered users' academic profiles are available from AESOP website. Everybody creates her/his own profile and decides which information s/he wants to reveal.
+ Registered USER has a direct access to her/his profile and is able to change/update it anytime.
+ Registered USER has an access to the files from AESOP files repository.
+ Registered USER is able to upload advertisement directly on AESOP website.
+ Heads of Schools and Contact Persons from AESOP member institutions, being registered USERS, are able to change/update anytime information about their institution.
+ AESOP Council of Representatives Members, being registered USERS, are able to upload documents directly from AESOP website.

Who can register as USER?

AESOP would be delighted if academics, staff and students (including PhD students) from AESOP Member Institutions registered as USERS on our website.

We would like to make everybody aware that all data one provides in the registration form shall be exposed to the public on the AESOP website. We recommend therefore providing the contact data of one's institution, unless one s/he has intentionally chosen to disclose the personal ones.

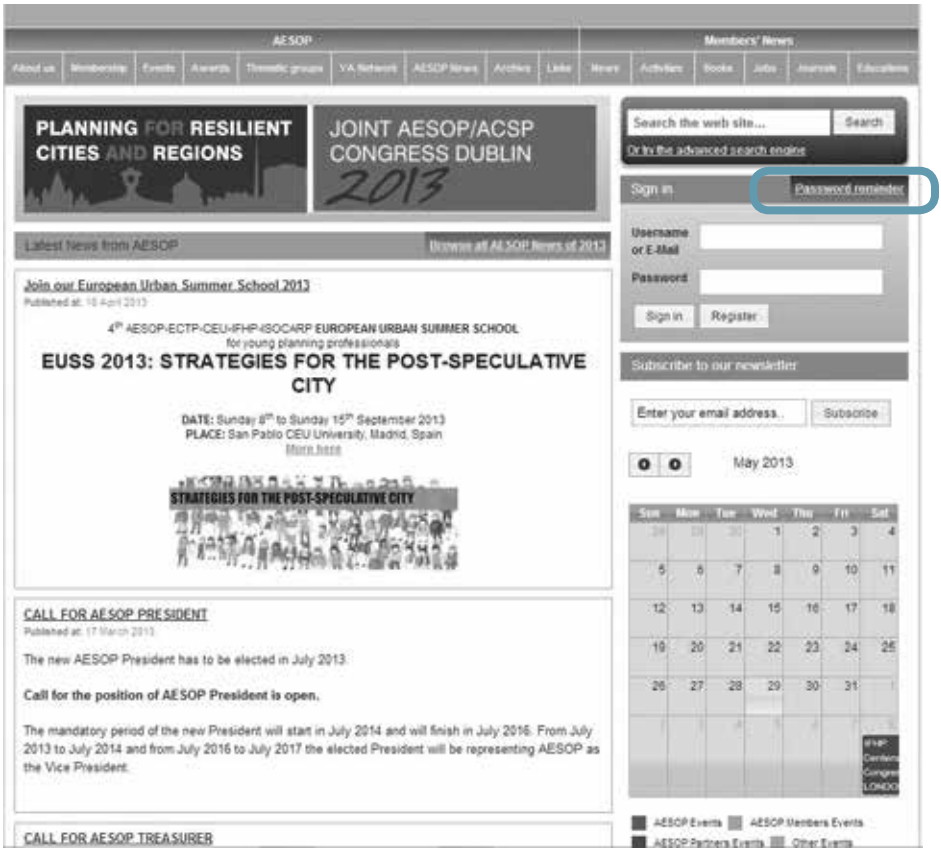
In order to register and create own profile on our website one needs to click on: REGISTER, which is located on the top of the website.

Registration form allows to present one's research profile, add research keywords, upload one's CV and photo as well as link one's profile with the personal or institutional website.

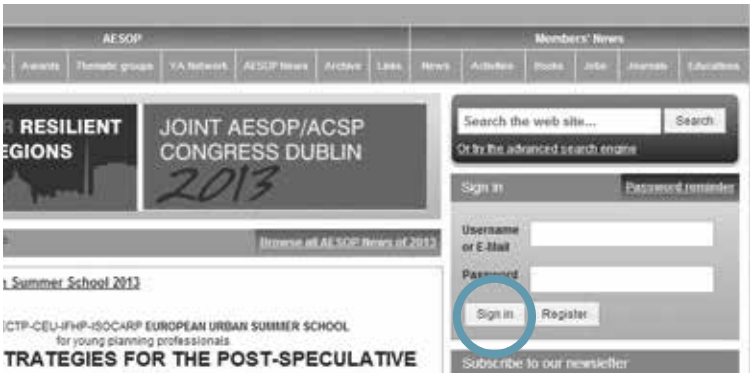
> ***Secretary General will activate registration of users affiliated to AESOP member institutions, individual members and appointed persons from partner organisations.***

Our system sends the confidential password to the email address indicated in the registration form. **Please remember your username and password**.

If any you have forgotten your password you have to click on 'PASSWORD REMINDER' and new password will be sent to your email address.



In order to perform any action online registered USER has to sign in.



Changes performed by registered USERS online result immediately in changes of AESOP database.

How to update AESOP member institutional profile?

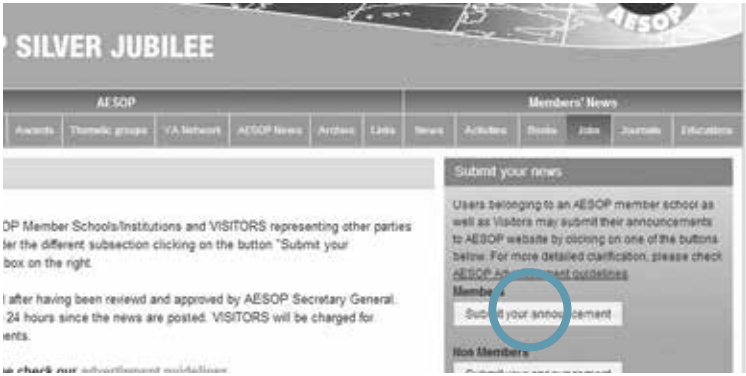
1. Head of School and the Contact Person(s), having registered on our webpage, are able to change the information about their institution anytime. They can for example announce new teaching programmes and research projects, change the contact data about the institution or upload the flyer.
2. Each member institution can nominate more than one contact person.
3. In order to be able to change data both Head of School and Contact Person have to register on AESOP website and being registered user – sign in and perform the changes.
4. Head of School is able to change online EVERY information about the institution, including cancelling the status of Contact Persons from this institution. Webpage administrator will be informed automatically about the action.
5. Contact Person(s) is able to change online EVERY information about the institution with the exception of the status of Head of School. Webpage administrator will be informed automatically about the action.
6. Secretary General should be informed by an email (secretariat@aesop-planning.eu) who is nominated by the institution as Head of School and Contact Person in order to attribute them tools to change AESOP database.

Treasurer's Correspondent

1. Each school is kindly requested to nominate Treasurer's Contact Person, which is responsible for financial issues.
2. This person will be receiving invoices (membership fee) and addressing any financial issues. There is an option to ask for specific format of the invoice (for example address or unit different than address of the member institution, additional data like VAT ID Number etc.).

How to upload news and advertisement?

1. USERS belonging to AESOP Member institutions and VISITORS representing other parties may upload their news under the different subsection: News, Activities, Books, Jobs, Journals and Education.



The news form allows not only to upload the text but also files, pictures and photos. There is an option to create direct link to the other website.

The news will be displayed after having been reviewed and approved by AESOP Secretary General. Usually this will take up to 24 hours since the news are posted.

Advertisement on AESOP website is FREE for AESOP Members.

VISITORS will be charged for displaying their advertisements. Current advertisement guidelines are available from AESOP website.

2. AESOP Publications

AESOP began to produce news and booklets already in 1987. During 25 years they have been structured in four main groups: Newsletter, Yearbook, Planning Education Series and publications documenting various AESOP activities.

AESOP Newsletter

Newsletter is produced by Secretary General at least once a month and, if needed, more often. AESOP Newsletter contains all the information uploaded on AESOP website within defined period of time. In other words any news uploaded on AESOP website is automatically included in the forthcoming Newsletter.

AESOP Newsletter uses website database as a source of information, therefore it is composed in following sections: AESOP News, AESOP Events, AESOP Awards, AESOP Members News, AESOP Members Activities, AESOP Members Books, AESOP Members Job Postings, AESOP Members Journals, AESOP Members Educational News, AESOP Thematic Groups Blog Posts.

AESOP Newsletter has only digital version. All AESOP Newsletters since 2011 are available from the section 'Archives' on AESOP webpage.

AESOP is happy to include in our Newsletter news from our partner organizations. AESOP news are also available in our partner organisation Newsletters.

In 2012 there were more than 3.000 subscribers of the AESOP Newsletter.

Yearbook

AESOP produces a YEARBOOK containing comprehensive data about the association, its activities and achievements.

Yearbook is edited every 3-4 years by Secretary General. AESOP Yearbook 2007-2008 and this AESOP Silver Jubilee Yearbook have both digital and traditional form.

The digital versions of the Yearbook are available from the section 'Archives' of AESOP website.

Planning Education Series

AESOP wishes to share outcomes of the debates on planning education which take place every year during the AESOP Heads of Schools Meetings (see also section 3.2). In order to do so AESOP started to publish PLANNING EDUCATION SERIES, which aims at creating a platform of exchange ideas, concepts, experiences and innovations for academics teaching in the field of planning.

Being linked to the AESOP Heads of Schools Meeting Planning Educations Series builds its content on the topics discussed during the meetings. Until 2012 two issues have been published;

+ **Towards a European Recognition for the Planning Profession** in 2008 edited by Anna Geppert and Roelof Verhage and
+ **Quality Issues in a Consolidating European Higher Education Area** in 2010 edited by Anna Geppert and Giancarlo Cotella.

Both issues are available from the section 'Archive' on AESOP website. Third issue is being now edited by Izabela Mironowicz and will be published soon.

There is an important question to be discussed within AESOP community what format of Planning Education Series we shall aim at? Should it be transformed into more general journal discussing planning education issues or rather it should be used as one of the platforms that AESOP creates for other actors interested in planning education?

Publications documenting AESOP activities

AESOP has a long tradition of publishing different kinds of papers, reports, booklets, studies and books documenting different activities being undertaken within association.

For example in AESOP archives there is an important report by Louis Albrechts, Klaus R. Kunzmann, Alain Motte and Richard Williams published as early as in 1990 '**Towards a European Core Curriculum in Planning Education**' which created the foundations for the AESOP Statement 'European Planning Education' published in 1995 as a result of deep insight into the subject of Working Group on the Curriculum of Planning Education. Today, this statement, known as **AESOP Core Curriculum** serves as the guidelines to asses programmes in planning run in the institutions which apply for AESOP membership.

This example mirrors important continuity in AESOP activities.

But there are also important innovations. AESOP was one of the first institutions studying results of implementing Bologna Process in European Higher Education Institutions and likely the very first in the field of planning. In 2006 the **Bologna Survey** by Simin Davoudi and Paul Ellison has been published

animating the vibrant debate on what model of two cycle studies would be appropriate for planners. The variety of models in Europe in 2013 proves that this discussion has not finished yet. The Bologna Survey is available from the section 'Archives' on AESOP website.

Recently, AESOP initiated the publication series documenting European Urban Summer School. The first book is already available, two next are to be finished soon (more about EUSS in section 3.4).

AESOP member institutions contribute to the tradition of publication producing accidental booklets linked to the AESOP events and activities or publishing in their own journals papers on AESOP undertakings.

Plans for the Future

AESOP wishes to continue tradition of innovation, yet with the respect for the past and focus on education. Three new projects have been undertaken in 2012 to reinforce these trends.

The idea of creating AESOP Digital Platform of publications in planning emerged as a result of the debate on publishing policy and costs of textbooks.

An **AESOP Digital Platform** development could provide access to different databases and latest technology achievements (such as applications for mobile devices, social networking, multimedia, etc.). It could become a database with best practices, which would be a great combination for teaching and collecting information. It should be viewed as all-digital, but in a broad sense: online and interactive.

The aspect of languages was also put forth in general, the whole platform would have to be in English, but local examples or parts of the platform could be in national languages.

President Gert de Roo proposed for AESOP to make a jump forward and introduce the digital or virtual publishing platform before it will become common. It could give AESOP a huge advantage. Even changing (upgrading) content will be possible, therefore enabling scientific advance extremely fast. In cooperation with the Secretary General, now responsible for the AESOP publications, this could be made possible to implement digital platform using AESOP website.

Another project touches on developing a 'sense of history' among planners; it would also serve as a wonderful platform for teaching – this idea is also hardly doable non-digitally, and made digitally would be very beneficial. The **Sense of History Project** might use the digital platform as the main mean of presenting planning in historical perspective planning. Thoughts of implementation are slowly advancing and building a platform like that can be extremely fruitful also to spread the local cases. President Gert de Roo invited Hans Mastop and Derek Martin to lead the project.

The third initiative within this framework is **AESOP Booklet Series – Conversation with Planners** produced in cooperation with Young Academics Network (more about Young Academics network in section 7). The main aim of the AESOP Booklet series is to develop an academic work that introduces the main thinkers and contributions to the theory and practice of planning, for undergraduate scholars, academics and professions. An objective of this series is to bring together young academics and senior theoreticians in the field to work together, helping building bridges between them. The project is now being operationalisd by the chair of YA and President of AESOP in cooperation with Secretary General.

3. AESOP Partner Journals

AESOP cooperates with 52 journals in respect of AESOP Best Published Paper Award (more in section 4.2), however the association established closer collaboration with three of them:

EUROPEAN PLANNING STUDIES
providing a forum for ideas and information about spatial development processes and policies in Europe and published by Taylor & Francis Group. AESOP Member schools benefit a discount on the subscription fee.

disP - THE PLANNING REVIEW
is an interdisciplinary scientific journal, which addresses topics in the areas of Urban Development, City and Town Planning, Landscape and Environmental Planning, Landscape Architecture, Regional and Environmental Economics as well as Transportation Planning. Previously published by ZTH Zurich, currently by Taylor & Francis Group.

disP holds AESOP news section in the jurnal.

EUROPEAN JOURNAL OF SPATIAL DEVELOPMENT
a refereed journal, distributed online free of charge is published by Nordregio and OTB Research Institute and Delft University of Technology.

disP
The Planning Review
Routledge
ETH
disP
The Planning Review
disP
The Planning Review
disP
The Planning Review

1. AESOP THEMATIC GROUPS

AESOP Thematic Groups are working groups on specific themes established in order to create more effective platforms for debate and discussion amongst AESOP members.

AESOP can support the Thematic Groups by:

+ institutional patronage,
+ rights to the AESOP logo and to include the words 'AESOP Thematic Group' in the name,
+ support for their logistical activities via the main AESOP website,
+ possibility to propose topics of events (i.e. Congresses) by the Thematic Groups,
+ possibility of financial support from AESOP (with some more requirements),
+ AESOP quality assurance,
+ affiliation of the final results with AESOP,
+ usage of AESOP's platform of communication.

Thematic Groups have tier own sub-pages on the AESOP website. They are administered independently by TG Coordinator(s). The recent news publish on the Thematic Groups sub-pages are published automatically on the AESOP main page in the section Thematic Groups.

Thematic Groups have to deliver Annual Report to the Secretary General by the end of January.

PROFILES OF THE THEMATIC GROUPS

TG: Planning and Complexity

Coordinators: Gert de Roo, Ward Rauws

The aim of the group is to contribute to the creation and maintenance of a network of lecturers and researchers, who are willing to explore and debate new developments influencing both planning theory and practice in the light of non-linearity, resilience, adaptivity, complexity, complexity thinking and complex adaptive systems.

The members of the thematic group meet every half year. Together they explore linkages between spatial planning, non-linearity and the science of complexity, processes of adaptivity, mechanisms of self-organization, transformation towards a resilient society, transition management and many more issues. Out of various meetings (Vienna, Reading, Cardiff, Mexico City, Cambridge, Stuttgart, Milano, Thessaloniki, Stockholm, Istanbul, Groningen) two books have emerged:

+ Roo, G. de, Silva, E.A. (2010) A Planner's Encounter with Complexity. Ashgate Publishers, Farnham (UK),
+ Roo, G. de, Hillier, J., Wezemael, J.E. van (2012) Complexity & Planning: Systems, Assemblages and Simulations. Ashgate Publishers, Farnham (UK).

TG: Evaluation in Planning

Coordinator: Angela Hull

This group of AESOP researchers is focused on the evaluation of planning interventions – both of physical developments and application of new tools for evaluation. Initially set up to run as a series of conferences to be held every 3-4 years with invited experts presenting case-studies of robust evaluation methods. The early facilitators of these conferences were Nathaniel Lichfield, Abdul Khakee and Dino Borri.

The 7th international workshop was organised by Angela Hull in Edinburgh in 2008, and the 8th international workshop is being organised by Johan Woltjer in Groningen in March 2013.

The main outcomes of these conferences are a series of edited books to

disseminate the latest approaches to evaluation in planning.

The latest book: Hull, A., Alexander, E.R., Khakee, A., Woltjer, J., (Eds) (2011) Evaluation for Participation and Sustainability in Planning, Routledge: London.

TG: French and British Planning Studies Group – Groupe d'Etudes sur l'Urbanisme Français et Britannique

Coordinator: Lauren Andres

The French and British Planning Studies Group was founded in 1998, initially by British academics who had undertaken research in France. Very soon after its foundation it developed into a dialogue between French and British academics undertaking research in the other country, which allowed in-depth discussion based on the very extensive knowledge of its members. In the first instance the Group had no other objective than to provide what proved to be an invaluable meeting point for the exchange of ideas at its biannual meetings. From these discussions, however, arose the possibility of joint publications, and the Group, led by Philip Booth, has been instrumental in producing two books, both of which have appeared in both English and French, and a special edition of Town Planning Review on European Capitals of Culture (January 2011). In the second of the two books, Spatial Planning Systems of Britain and France (Booth et al. 2007) each chapter was co-authored by a French and British member of the Group.

The group currently gathers more than 50 members, mostly from Britain and France. A dedicated steering group, composed of Lauren Andres (University of Birmingham), Elsa Vivant (Université Paris-Est), Florine Ballif (Université Paris-Est), Philip Booth (University of Sheffield), Mike Devereux (University of the West of England), Olivier Sykes (University of Liverpool), is responsible for the management of the group. Since 2005 it has been formally constituted as a Thematic Group of the Association of European Schools of Planning (AESOP). This has enabled the Thematic Group to tap into a larger European audience and it has had a presence at the annual AESOP congresses since 2004.

TG: Monitoring of the European Landscape Convention

Coordinator: Francesco Domenico Moccia

TG: New Technologies & Planning

Coordinator: Elisabete A. Silva

The goal of the TG is to improve the communication and the knowledge between AESOP members on what is the state of the art, the methodologies and the practice of New Technologies in Planning.

The topics discussed in New Technologies & Planning TG:

+ new technologies and planning (spatial & a-spatial);
+ the University and the courses taught on new technologies;
+ the research at AESOP member schools;
+ research labs;
+ the new technologies and the practice of planning;
+ the information and communications technology.

TG: Planning/Conflict

Coordinator: Enrico Gualini

The AESOP Planning/Conflict Thematic Group aims at bringing together different perspectives on conflicts around urban planned developments, with a focus on the role planning practices may play both in defining/framing and in possibly solving/reframing conflicts.

The AESOP Planning/Conflict Thematic Group aims at bringing together different perspectives on conflicts around urban planned developments, with a focus on the role planning practices may play both in defining/framing and in possibly solving/reframing conflicts. The purpose of the Planning/Conflict Thematic Group is to offer a durable framework for scholarly exchange, focusing on the empirical analysis of planning conflicts and promoting their critical/interpretive inquiry, in order to highlight what planning conflicts can teach us: about changing features of urban development policies and trends and their impact on local societies and communities;

+ about changing conditions under which urban planning practices take place;
+ about the effectiveness and legitimacy of established planning practices in dealing with conflicts;
+ about the transformative potential that might be brought to light by facing planning conflicts;
+ about the potential productive and innovative contribution of agonistic practices in view of a democratization of planning.

TG: Planning, Law and Property Rights

Coordinator: Leonie Janssen-Jansen

Law is an essential element of planning. Statutory law, as interpreted by the courts, defines planning powers, the planning process, and the mandatory elements of binding development plans. Although the law often attributes a wide margin of discretion to the planning authority, it also limits planning powers for the protection of individual rights.

Planning matters. Law matters. Property matters. These three simple messages inspire the growing PLPR community to examine the difficult relationship between public and private interests in the use of land.

TG: Public Space and Urban Cultures

Coordinators: Sabine Knierbein, Ceren Sezer, Chiara Tornaghi

AESOP Thematic Group on Public Spaces and Urban Cultures has been initiated in 2009 by Sabine Knierbein, Ceren Sezer and Chiara Tornaghi after the Annual Meeting of the Association of European Schools of Planning (AESOP) in Liverpool (UK) in 2009. In April 2010 the initiative has been recognised as new Thematic Group Public Spaces and Urban Cultures by AESOP. The aim of the group is to settle the research and design focus on Public Space and Urban Cultures as well in other related disciplines.

Themes of investigation are:

+ issues of artistic and intellectual practices and urban planning;
+ emerging urban cultures and socio-spatial practices in public spaces;
+ academic education approaches regarding urban cultures and public spaces that challenge sectorial rationalities of particular disciplines.

With these three strands of research highlighted above, this thematic group encourages a systematic discussion on theory and practice of urban cultures and public spaces within the AESOP planning community. By doing so, we aim to initiate further collaborations in building and implementing a change in contemporary fragmented research agendas regarding the interface of both thematic fields, to foster experimental and innovative programmes in planning education as well as committing ourselves to a range of publications for the planning community.

We welcome enthusiast participants from the AESOP community and beyond, to join this group and to take active role in co-organising conference sessions, methodology workshops, summer schools or working meetings for the development of a common research proposal.

TG: Research Ethics in Planning

Coordinator: Francesco Lo Piccolo

This TG is based on the contention that research into planning raises ethical issues which are distinctive enough to warrant more attention than the routine references to standard social science discussions which are the usual responses of research monographs and doctoral theses.

The TG would like to consider a series of relationships which define the context within which the planning researcher operates: with sponsors of research, with the 'subject' of research, with colleagues and finally with the political context within which the research will be conducted and findings disseminated. It is argued that in each of these relationships there are distinctive ethical challenges for planning research.

Our purpose in this Thematic Group is to explore a way of thinking about planning research which considers the social context of moral perception and behaviour. By doing this we hope to shift the emphasis of discussion from individual probity to the circumstances which help researchers develop and use sound ethical judgment. This approach has implications for the kinds of institutions within which planning research can be undertaken, and the likely source of the most potent threats to both excellence in research and ethical behaviour.

TG: Resilience and Risks Mitigation Strategies

Coordinator: Murat Balamir

The AESOP Thematic Group on Resilience and Risk Mitigation Strategies has the overall aim to strengthen communication about relationships between risk management and planning at European level.

With regard to three different possible audiences, three more specific aims can be identified:

+ support attempts at European level to communicate about different perspective on, approaches to and concepts of risk management and spatial planning, especially strategic spatial planning ('researchers');
+ support attempts to exchange experiences about educational activities and programmes at European level ('teachers in a broad sense');
+ support attempts to do researching and teaching based on collaboration between practitioners and scientists, thereby, considering the differences between risk managers and planners at European level ('practitioners').

TG: Sustainable Food Planning

Coordinator: Kevin Morgan

This Group aims to bring together academics, policy-makers and practitioners from an international audience and provide a forum for discussion and development of sustainable food systems. Fashioning a sustainable food system is one of the most compelling challenges of the 21st Century. Because of its multi-functional character, food is an ideal medium through which to design sustainable places, be they urban, rural or per-urban places.

Meetings are held annually, hosted in different cities. The four meetings that have been held so far have attracted between 80-100 participants and discussed a wide variety of issues within sustainable food planning. Further details of keynote speakers and all of the meeting presentations can be found in the blog posts.

TG: Transnational and Cross-Border Planning

Coordinator: Jochem de Vries

Transnational and cross-border planning has attracted an increasing amount of academic interest over the last decade. Furthermore, cross-border and transnational planning are becoming a more important domain within planning practice. Within AESOP the subject has also raised a significant amount of attention. First and foremost the transnational planning track organised by Andreas Faludi and Karina Pallagst, which has attracted a growing and stable group of conference participants. In addition, AESOP has been involved in a research project on the European dimension of planning practice, research and education that was subsidized by the European Union within the framework of the Socrates Thematic Network Project. The results of this project were presented in Brussels and on that occasion AESOP lobbied for a role in European policy processes, which are of interest to the planning profession.

The 2004 conference was used to explore the desirability of an AESOP Thematic Group on transnational and cross-border planning. The existing track on transnational planning should form the point of departure of such an exploration. How can the continuity of the track be safeguarded? And, what in addition can be done in order to benefit the most from the platform that AESOP offers?...

Aim of this group is to contribute to the creation and maintenance of a network of researchers and lecturers who are involved in issues of transnational and cross-border planning. This network could be used for many different

things. It can be used to share and discuss research results, to learn about each others teaching in this field, to start transnational research projects among different members of the network, to take the initiative to publish research results, to comment on transnational and cross-border planning initiatives etc.

TG: Transportation Planning and Policy

Coordinator: Angela Hull

Important topics in transport planning are similar throughout Europe. Transport planners focus on congestion, air quality, safety, noise, liveability, etc. Although the main emphasis and the local circumstances vary, the underlying structures and solutions tried are fairly common. Transport planning policy has been a track session in most of the AESOP conferences so far, stressing the importance of the topic in planning in general.

The goal of this group is to create and grow a network of researchers interested in the complex interlinkages between transport behaviour, transport infrastructure, the role of technology, sustainability, governance structures and interventions. This network is a forum to share research interests and to collaborate through:

+ annual meetings at AESOP conferences and research-led workshops;
+ support to new researchers, in particular PhD students;
+ the publication and dissemination of research findings;
+ the facilitation of new research projects.

TG: Urban Design in Planning

Coordinator: Alan Reeve

The main intention of the urban design group is to develop a better understanding of status of urban design within planning education across Europe, and of its relationship to both the professional disciplines of planning and architecture.

The proposed topics of the urban design theme would include:

+ urban design and planning;
+ the university as an academic and intellectual milieu and its perspective on design as a 'craft oriented' discipline;
+ the role of urban design as a researched topic and as a tool of research;
+ the comparative status of urban design in the practice of planning, and how well universities equip students as professionals for this task;
+ the cultural specificity of urban design as an expression of particular

national or regional identities, both in terms of the formand meaning of public space that it advocates, and in the institutional frameworks within which it operates and is implemented.

The question of the limits to harmonisation within a more unified Europe of urban design at the heart of the spatial turn in planning.

HOW TO APPLY FOR NEW THEMATIC GROUP?

Academics from AESOP member institutions as well as the individual AESOP members can establish new thematic group. The draft content of an application for a Thematic Group was prepared and should include:

+ Name of TG,
+ Name and affiliation of the Coordinator,
+ List of interested participants (including at least three AESOP members from different schools),
+ Short description of the area of interest,
+ Main aims,
+ Main topics to be discussed,
+ Anticipated outcomes,
+ Planned activities.

Application form for AESOP financial support for academic Thematic Groups activities is available on AESOP webpage in the section 'Thematic Groups'.

YOUNG ACADEMICS NETWORK

1. THE LAUNCHING OF THE YOUNG ACADEMICS WORKING GROUP

by Hans Mastop

Being asked by the present Secretary-General Izabela Mironowicz about the launching of the Young Academics initiative I searched my memory and archive.

The idea of such a Young Academics working group was included in the action programme I presented at the 1999 Bergen Council of Representatives Meeting as part of the election procedure of the AESOP presidency 2000-2002. The rejuvenation of active membership was an important element of that programme. AESOP, to my mind needed fresh blood, and should let the youngsters speak. To quote my original thoughts:

'The AESOP PhD Workshop has been quite successful in recent years. It offers opportunities to young academics and PhD-students to exchange experiences and to help them to do a better job. Fortunately, for some it also serves as a stepping stone to get involved in broader AESOP activities (like the congresses). But then again, apart from their reports in the Council and General Assembly, they are not really 'heard' in policy matters of AESOP; they have no real voice. I think, next to offering them help, AESOP should ask them to help the organization. These young academics and PhD-students represent our 'Nachwuchs' and AESOP will desperately need them in the years to come. I think the ExCo should invite them to influence future policy of AESOP. And I think AESOP should - whenever possible - pay due consideration to their views on how the organization should develop and to what kind of services and activities they expect of AESOP.'

To put this in perspective, just remember that AESOP in those days existed for a little over 12 years and was having its 13th Annual Congress. AESOP leadership and policy development had been in the hands of its founding fathers (Klaus Kunzmann, Louis Albrecht, Giorgio Piccinato and Patsy Healey). Following them by the mid-1990's a new generation had stepped in (Marcel Bazin and Tadeusz Markowski). AESOP then, was in the hands of those with more or less established careers in academia. Of course, the PhD Workshops had been running since the 1993 Lodz congress and had been proven successful, but, apart from their always very enthusiastic reports to the Council and the General Assembly, that generation of those PhD's and young academics was not really playing a role in the

organization and in the policies that were developed within that organization. I felt that needed a change. Hence the initiative for the new workgroup.

As hinted at above, I had three interlinked arguments.

First, I felt that if AESOP was really going to be the European platform for all those engaged in academic planning education and planning research, this new and coming generation of PhD-students and young academics needed a platform of their own in order for their views on planning education and research to be heard within the association.

Second, as in due time, representatives of this new generation would take their places in our planning schools all over Europe, it seemed very important, that they would not only be acquainted with the AESOP organization, but especially with the important role AESOP could play for their schools and the other way around. As AESOP is dependent upon and thrives on the activities of those schools, it goes without saying that a pro-AESOP-staffing of those schools is most urgently wanted.

Third, having a working group of young academics within the AESOP organization and getting them involved in AESOP-as-an-organization and in its executive body, would, to my mind, present an important opportunity to work on a body of enthusiastic volunteers for the various positions of AESOP official in the future.

Fortunately, it did not take much persuasive power to have the new working group started. Both the Executive Committee, the Council of Representatives, and most importantly the young academics themselves gave full support. The kick off meeting was held during the 2002 Volos AESOP Congress, and we were lucky to find a volunteer in the person of Roelof Verhage to take the first chair. Roelof also acted as the first liaison officer to the AESOP Executive Committee. In their first presentation to the wider AESOP audience the young academics were keen to stress their ambition to be a permanent and open network within the AESOP organisation, building on the self organisation of its active members of AESOP's planning schools. Ever since, the young academics working group, or Young Academics Network as it chose to present itself in later years, has been a standing feature of the annual AESOP congresses, has been very active to develop its own activities for its membership and has succeeded in organizing itself as an important access road for youngsters to talk AESOP business. And indeed, as hoped for, the Young Academics Network over the years has proven to be an equally important breeding ground for upcoming academic staff and AESOP Officials. Rolof Verhage, Nikos Karadimitriou, Richard Nuñes, Giancarlo Cotella, Beatrix Haselsberger, Vojtek Novotny, Ceren Sezer, Antonio Raciti and Verena Peer are cases in point, and more are sure to come.

2012-06-14

2. AESOP YOUNG ACADEMICS NETWORK CHIEF EXECUTIVE OFFICERS

WHAT THEY ARE DOING TODAY?

Roelof Verhage

Since 2006, I occupy a lecturer position at the Institut d'Urbanisme de Lyon - Université Lumière Lyon 2 in France, and I am a member of the CNRS research laboratory UMR 5206 Triangle. Both my teaching and my research interests are in urban development and urban regeneration, with a particular attention for issues related to land and property development. Much of my work has a cross-national comparative character, concentrating on countries in Western Europe.

Nikos Karadimitriou

I am a lecturer in Planning and Property Development and course director of the MSc Urban Regeneration at the Bartlett School of Planning, University College London. In terms of research, I have just finished a project looking at how the risks and uncertainties of mixed used urban regeneration schemes are managed by private, public and third sector actors in the UK, France and the Netherlands.

Richard Nuñes

Richard joined as Lecturer in Real Estate and Planning at the University of Reading in 2011. He joined the School of Real and Planning, following three years as Senior Lecturer in Spatial Planning at Oxford Brookes University. His research work currently focuses on the scale up of 'grassroots innovations' of the Transition Movement in the UK (London) and Brazil (Sao Paulo). Visit http://www.reading.ac.uk/rep/transitionresearchreading for more information.

Giancarlo Cotella

Dr. Giancarlo Cotella is an assistant professor at the Inter-University Department of Regional and Urban Studies and Planning (DIST), Politecnico di Torino. His research activity focuses on the Europeanization of spatial planning in the Member States. In the recent past he has been A. von Humboldt Research Fellow at the University of Kaiserslautern, and visiting professor and researcher at several European universities. After his experience in the Young Academics Coordination Team, he continued to be actively involved in the AESOP Executive Committee as Communication Officer.

Beatrix Haselsberger

I am currently based at the Vienna University of Technology (Austria), where I have just started to examine the collective memory effect on cross-border cooperation practices in Europe. This research endeavour – the COMPASS project (Collective Memory & Planning: Across Social Separation) – is funded by the Austrian Science Fund. Besides I am the Editor-in-Chief of Regional Insights, a journal from the Regional Studies Association, which seeks to bring the work of Early Career Researchers to the attention of the wider scientific community.

Vojta Novotny

Recently... accessibility and everything that comes with it (social exclusion, property values, accessibility modelling) so if you happen to have something... Always... planing and environment in its broader sense (physical, aesthetics)...
... man and climate change (started by accident, but like it anyways).

PhD is about modelling accessibility. But I am generally interested in the interrelations between the public and its built environment and in the local power distribution.

Czech University of Life Sciences Prague (CULS).

Mixed sources

Ceren Sezer

Architect/Urban planner (Urban4); PhD student (Delft University of Technology)

Ceren Sezer's research interests focus on public spaces, urban cultures and place-making strategies. In her current study, she investigates the relations between political, social and spatial dimensions of public visibility of cultural groups in Amsterdam. Following her prior experience in practice, since 2010, she is serving as a designer and a researcher for public and private sectors in Turkey and in the Netherlands. She also teaches in urban design studio in TU Delft. Ceren Sezer is co-founder of the AESOP Thematic Group Public Spaces and Urban Cultures. She lives in Amsterdam and Istanbul. Website: http://publicspaces-urbancultures.wikispaces.com/News

Antonio Raciti

I strongly believe that planning practice and research should be shaped by relevant problems that afflict our communities, from poverty to crime, from environmental justice to racism and more. This is why, in these last years, I have been involved in several community-based participatory research projects, both in Europe and United States. I'm actually working as visiting assistant professor at the University of Memphis (TN, USA), where I teach studio and seminar courses with a service-learning approach.

Verena Peer

Verena Peer is university assistant and PhD Candidate at the University of Natural Resources and Life Sciences (BOKU) Vienna, Institute of Spatial Planning and Rural Development. Her research interests encompass regional planning issues focused foremost on rural areas. She pays special attention to the topics of human capital migration, the relation between education, lifelong learning and regional development as well as the principles of location planning of higher education infrastructure. Since 2012 she performs the function as Executive Officer of the Young Academic coordination team.

3. MY EXPERIENCE WITH THE YOUNG ACADEMICS NETWORK

by Beatrix Haselsberger

The first time I came into contact with the AESOP Young Academics Network was when my university colleague suggested that I should attend the 2006 AESOP PhD workshop in Bristol (UK). For doing so I had to register at the YAN website, which was for me at that time only one of the requirements for going to Bristol. However, due to the great time I had at the PhD workshop, I became interested in the behind-the-scenes work of the people who make up the AESOP YAN co-ordination team, providing all these unique opportunities for young planning scholars. I was really impressed!

One day I discovered that the AESOP YAN co-ordination team was looking for interested people to join their team. That was my chance! Thus, starting from 2007 I've been firmly on board. In the beginning, I discovered the very real difficulties of working in a team drawn from across different countries. Luckily things became clearer and clearer and I grew with the competences I took over.

In 2008 I became the first female Executive Officer of the network and I'm really proud of it! This great position allowed me and my team to create essential framework conditions for young planning scholars, enabling them to network, to exchange experiences as well as to discover that they are not alone, when facing difficulties in their early stage of career. It was a wonderful and indescribable feeling to see people enjoying and appreciating the outcomes of our teamwork.

During my time as Executive Officer the YAN has certainly improved the quality standard of the YA meetings (a small scale conference for young academics). For example we started in close cooperation with the journal Town Planning Review to run a best conference paper competition. The prize for the best conference paper was a fee-waiver for the 2009 AESOP conference in Liverpool. Moreover, as it was intended to publish the winning paper in Town Planning Review, the editors offered their help and assistance in working with the author while rewriting the conference paper into an article ready for publication. In addition the editors of Regions, the magazine from the Regional Studies Association, kindly agreed to edit a special issue, a Student Review, where 12 conference participants contributed.

In 2010 I left the YAN co-ordination team. Looking back at my active time in this great network I need to say that I have always enjoyed working with the Young Academics and I am still following their activities. For me the AESOP Young Academics Network is an amazing possibility for young planning scholars to evolve in the scientific community of planning.

4. THE AESOP YOUNG ACADEMICS NETWORK: A STORY OF VISIONS, COMMITMENT AND SUCCESS

by Verena Peer (YA Executive Officer)

Once upon a time, in 2002, Hans Mastop, the AESOP president of that time, had thought of mobilizing young academics (YA) within AESOP and envisaged that it would be beneficial and enriching experience for both AESOP and YA. The young stars, mainly under the leadership of Roelof Verhage have been a fertile territory for these ideas and – together with AESOP – led to the official foundation of the AESOP YA Network in 2003. Starting with the first events, the YA drink and the YA special session during the AESOP conference the network grew steadily. Starting with less than 100 members, the launch of AESOP YA Website helped to spread out word about the network and attract attention of young planning scholars, not only in the Europe but on a global scale! There was a continuous support from AESOP throughout the development and with a bunch of young enthusiastic academics, who have been excited to bring the network further. Apart from the YA activities during the annual AESOP conference, YA started its first own event in 2006 (Richard Nuñes was chair by then): the YA Meeting.

Starting from the annual PhD Workshop ten years ago, a global network of young planning scholars has evolved in last couple of years. Apart from the enthusiasm of the YA Committee and the supporting hand of AESOP –what is the recipe of success? The online-survey of our members at the beginning of summer 2012 revealed that the network provides outstanding support to the young academics not only at the professional level but also at the personal level, ranging from the strengthening of the personal network, the reception of valuable feedback on their research, the awareness raising of European planning issues till the boosting of confidence and the overcoming of the 'loneliness' of a PhD Student. The feedback encouraged us, the YA Committee, to continue with well established events like the YA Meeting, the PhD Workshop, YA Drinks and YA Special Session (the last three within the annual AESOP conference), to sustain an ongoing communication with our members through the webpage and the newsletter but also to recognize the zeitgeist (e.g. raising importance of publication activity, internationalization of the scientific community) and react on that

as far as possible. We look forward to provide young planning scholars a platform for networking, communicating and exchanging their ideas as YA Committee. One main future plan is also to strengthen the collaboration with AESOP, looking for joint events, activities, to learn from AESOP's experience and sharing our ideas and plans with them – in order to enrich the experience of both sides! We would like to thank AESOP at this point, for its openness towards us and the ongoing support we recieve!

A ten-year path within the YA Network, sometimes rocky, has been progressed. This shall not mislead us only to reap the reward of the former investments but also to invest further on enthusiasm, time and effort into the Network. When you are looking for a happy end of this story here and now, there is none… not because it is not happy, but because there is no end yet!

DOP
DECADE
OF
PLANNING

1. DECADE OF PLANNING 2011-2020

Project Partners: AESOP, ECTP-CEU, IFHP, ISOCARP
An initiative is open to all planning organizations

by Izabela Mironowicz & Derek Martin

1.

As a result of an unprecedented economic and technological progress in the final decades of the 19th century and the first decade of the 20th century, the new industrial cities faced rapid and uncontrolled growth, which in turn led to unparalleled social misery and squalor. The need for intervention became urgent and unavoidable, whether from social activists, enlightened philanthropists, progressive politicians, new professionals or even more far-sighted industrialists who realised that healthier workers were also more productive workers. Planning, often rooted in housing and neighbourhood building, emerged as a new profession.

The emergence of planning was reflected in:

+ the development of new legal frameworks and other regulations which enabled the new generation of urban interventionists to start providing first improvements in the urban environment, especially urgent housing (i.e. UK Act on Housing and Planning, 1909);
+ the creation of a new scientific discipline in university education (i.e. University of Liverpool 1909);
+ the establishment of professional organisations, movements and institutions at the national and international level to facilitate the exchange of new ideas, information and knowledge: Town and Country Planning Association (TCPA, 1899), Société Française des Urbanistes (SFU, 1911), International Federation for Housing and Planning (IFHP, 1913), Royal Town Planning Institute (RTPI, 1914);
+ new visions and holistic urban design concepts, such as the Garden City.

2.

One hundred years on, cities again have to face challenges that in a number of fundamental ways are not dissimilar to when planning was first established

– the liveability of cities, the quality of life, social cohesion in neighbourhoods, functional and green public spaces, healthy cities, affordable housing. The nature of the problems and the specific issues and challenges are, however, vaster, more complicated and essentially different.

What is also different is the growing marginalisation of the planning profession despite these new challenges, due to the need to reduce public spending and government interventions in the light of the financial and economic crisis, and the perception by many governments that it is an obstacle to economic recovery and growth (the FROG-syndrome – First Restore Our Growth). More fundamental is the increasing inability of the planning profession to make an impact with the traditional tools and methods proven over the years, given the complexity, dynamism and unpredictability of the contemporary society. It truly needs to re-orientate, even reinvent itself to make an impact on these major issues and reflect its new role in the organization of society and the global economy and environment.

3.

Many of the aforementioned institutions are still playing an active role in the field of planning and will be celebrating their centenaries in the next few years. These anniversaries provide an excellent opportunity to bring planning into a more positive light and into the realms of public debate.

Other organizations – like AESOP – established in the course of these 100 years will also be celebrating their Silver (AESOP, 1987) or Golden (ISOCARP 1965) Jubilees in this period.

4.

The proposal is to declare the forthcoming years the DECADE OF PLANNING, as a sort of 'umbrella framework' for these jubilee celebrations. This would have two major advantages:

+ an opportunity for planners, urban professionals and politicians to exploit this opportunity and discuss the issues involved in this re-orientation / re-invention directed at fundamental new ways of improving the liveability and quality of life in the cities of tomorrow;
+ to ensure that there is a broader synchronisation of activities, products and ideas emanating from those organisations celebrating their centenaries and jubilees in this decade. This would mean a cross-fertilization of ideas, and an accumulation of publicity and attention rather than a competition for it.

The concept of the Decade of Planning has been prepared by AESOP,

ECTP-CEU and IFHP on the basis of the series of meetings that took place in 2009, 2010 and 2011 in Brussels on inivtation of João M. P. Teixeira then President of ECTP-CEU. In September 2011 during the ECTP 9th Biennial of Towns & Town Planners in Europe in Genova the project was finally structured and then presented to the wide public.

The cooperation between the organizations would include:

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

The first joint projects of the Decade of Planning are:

+ **EUROPEAN URBAN SUMMER SCHOOL** for young planning professionals (AESOP, ECTP-CEU, IFHP, ISOCARP): a concept based on current AESOP **EUSS** that will be developed into AESOP—ECTP-CEU—IFHP—ISOCARP **EUSS** and would become the most significant summer school for young planning professionals (more about EUSS in section 3.4);
+ **AESOP-IFHP Lecture Series** designed as a highlight of both the Silver Jubilee of AESOP (2012) and the Centenary of IFHP (2013) (more about AESOP-IFHP Lecture Series in section 3.5).

WE WARMLY ENCOURAGE YOU TO PARTICIPATE IN THE INITIATIVE. IF YOU HAVE ANY (GOOD) CONCEPT WHAT WE COULD HAVE DONE TOGETHER PLEASE CONTACT AESOP SECRETARY GENERAL.

1. CELEBRATION OF AESOP BIRTHDAY: LAUNCH OF AESOP-IFHP LECTURE SERIES

by Izabela Mironowicz

Schloss Cappenberg is a place of extraordinary meaning for AESOP. Here, on 24th January 1987, Klaus R. Kunzmann managed to gather a group of enthusiastic academics who decided to found a new association that would bring together European planning schools.

25 years later, AESOP is a vibrant community that is able not only to celebrate its birthday in Schloss Cappenberg in presence of all AESOP Presidents and almost all Secretaries General, but also to invite partner planning organizations for a debate about opportunities for future cooperation and joint projects. The birthday meeting on 27th-28th January 2012 gave us a good pretext to learn from the past, as well as to look towards the future. This is why this meeting was an excellent moment to launch our new project: the AESOP-IFHP Lecture Series, established within the Decade of Planning framework (more about both the Lecture Series in section 3.5, more about Decade of Planning in section 8).

The meeting would not have happened without the significant help of Technische Universität Dortmund, which offered its resources and hard work both on the organization and on the content of the event.

Dean of the Fakultät Raumplanung, professor Christa Reicher, invited all our guests for a welcome reception on Friday 27th January. The essential part of this afternoon was a lecture by professor Benjamin Davy 'Do Planners Have Heroes?', which was exploring not only the issue

of the persons that might become planning idols, but also ideas that shape our planning imagination and the profound meaning of the icons and symbols. It tackled the subject of rankings in the planning context and associated it brilliantly with the problem of language and paradox of local/global impacts on planners' work. The script of the lecture and slides are published in section 9.3). The vibrant discussion which followed the lecture reflected the variety of points of view; from the basic question whether planners really need heroes and what is the 'outline' for being a planning hero, to the very precise list of idols we should adopt into the planning Pantheon.

The AESOP Birthday celebration on the 28th January in Schloss Cappenberg started with the meeting of the Presidents and Secretaries General of the partner organizations. Our invitation accepted: Anna Geppert (APERAU), Dominique Lancrenon (ECTP), Marina Cervera Alonso de Medina (EFLA), Charlie Karlsson and Richard Kelly (ERSA), Flemming Borreskov and Derek Martin (IFHP), Ismael Fernández Mejía, Piotr Lorens and Alex Macgregor (ISOCARP), Gordon Dabinett (RSA). AESOP was represented by Kristina L. Nilsson, Gert de Roo, Izabela Mironowicz and Klaus R. Kunzmann, who was chairing the discussion. All organizations presented their activities and described the opportunities of cooperation between planning organizations seen from their perspective. Three joint initiatives were briefly presented: the Decade of Planning (AESOP-ECTP-IFHP-ISOCARP) and within this framework, two ongoing projects: the European Urban Summer School (AESOP-ECTP-IFHP-ISOCARP), and the Lecture Series 'From Cities of To-morrow to a Tomorrow for Cities' (AESOP-IFHP). The framework of the Decade of Planning was generally appreciated as a flexible and open structure of cooperation, embracing both activities/products that these organizations are running separately, but in close and friendly cooperation with other partners (i.e. annual congresses, ongoing projects and activities), and joint projects that partners decide to launch and run together. Anna Geppert, on behalf of APERAU, invited all the participants for the next meeting on 2nd June to Paris, where the Institut d'Aménagement et d'Urbanisme de la Sorbonne will be hosting the lecture by Andreas Faludi within the AESOP-IFHP Lecture Series.

Before the long-awaited lecture by Klaus R. Kunzmann, all our guests gathered on the famous terrace... The day of 28th January 2012, opposite to this 25 years ago, was quite sunny, with clear view over the valley, but for the retake of the picture the sun was hidden behind the clouds, as if it wanted to follow the tradition... We managed to retake a picture of all AESOP founding fathers, and include many new persons: all AESOP Presidents and Secretaries General present on the birthday party, and all our guests... Indeed, AESOP has grown up...

The core element of the birthday meeting was the lecture launching the joint AESOP and IFHP Lecture Series, highlighting both the AESOP Silver Jubilee and the Centenary of IFHP. Presidents of AESOP, Kristina L. Nilsson, and of IFHP, Flemming Borreskov, introduced the idea and the concept of the Lecture Series and highlighted the importance of the project to both organizations. They expressed the hope that very soon the lectures – transmitted live in the Internet and available for replay from the webpages of AESOP and IFHP – will become the most important motor of the Decade of Planning and contribute to the renaissance of planning as a substantial tool of the quality of life, at least in European context. Michael Makiolla, the Landrat of Kreis Unna, warmly welcomed participants of the meeting and expressed the expectations from the perspective of local authorities about the role and importance of planning,

especially in the transforming European regions.

The lecture 'Planning Education in Europe: Challenges and Pathways into the Future' is available to be watched on AESOP webpage. Brief report from the lecture can be found in the section 3.5.

On behalf of AESOP I'd like to express our gratitude to the Technische Universität Dortmund. We are deeply indebted to the Dean of the Fakultät Raumplanung, professor Christa Reicher and also to professor Frank Othengrafen, professor Thorsten Heitkamp, Dipl-Ing. Katharina Heider, Eva Gehrmann and Franziska Sielker. Our special word of gratitude goes to professor Benajmin Davy for his outstanding lecture. We also owe the word of gratitude to Thomas Hengstenberg and Schloss Cappenberg for hosting our event.

There are no words to give justice to the contribution Klaus R. Kunzmann made to AESOP and to this event. We are honoured and pleased that his lecture launched the Lecture Series.

We would also like to express gratitude to our partners, which accepted our invitation and undertook joint initiatives with AESOP. We believe we will all benefit from it and the synergies we are producing will also affect the planning landscape of Europe.

Thanks to Jan Barski, SG's assistant 2011-2012, for his contribution to this text.

Text partly published in disP: The Planning Review No 188, 1/2012)

2. AESOP PRESIDENTS

Klaus R. Kunzmann (1987-1990)

Louis Albrecht (1990-1992)

Giorgio Piccinato (1992-1994)

Patsy Healey (1994-1996)

Marcel Bazin (1996-1998)

Tadeusz Markowski (1998-2000)

Hans Mastop (2000-2002)

Alessandro Balducci (2002-2004)

Simin Davoudi (2004-2006)

Peter Ache (2006-2008)

Wilem Salet (2008-2010)

Kristina L. Nilsson (2010-2012)

Gert de Roo (2012-2014)

AND SECRETARY GENERALS

Richard Williams (1987-1990)

Myriam Jansen-Verbeke (1990-1994)

Goran Cars (1994-1998)

Angela Hull (1998-2002)

Gert de Roo (2002-2007)

Anna Geppert (2007-2011)

Izabela Mironowicz (2011-2015)

3. DO PLANNERS HAVE HEROES?

Script of the lecture given on Friday 27th January 2012 at TU Dortmund
27 January 2012

by Benjamin Davy

Dear Ladies and Gentlemen!
[Salutation/Introduction/Acknowledgments]
[CLICK]
The beautiful new AESOP website announces the 2012 AESOP Silver Jubilee. Tomorrow, the delegates to the AESOP Birthday Meeting in Schloß Cappenberg will celebrate the "birth" of the Association of European Schools of Planning.
The AESOP leadership chose a very evocative photograph to illustrate the happy occasion. Thirteen persons who have shaped AESOP's destiny in different ways through their contributions to the theory and practice of planning.
[CLICK]
The birth of AESOP certainly has deeply influenced the development of the European planning academy. But looking at the photograph, I do not merely see a historic moment. I see a heroic moment, and that makes me ask myself what the community of European planning academics thinks about heroes.
Do planners have heroes?

I am in absolutely no position to answer this question based upon thorough research. But I am willing to take a guess, uneducated as it may be, because I reckon that a mature organization like AESOP needs to know where it stands regarding its past and, consequently, its future.

As a planner, I have learned that when you don't have good research, say something personal. I gladly admit that I have been inspired by wonderful planners. So I start by naming three of them.
[CLICK]
At the TU Wien, School of Spatial Planning and Architecture, where Professor Kunzmann had worked with Professor Wurzer and I held my first job, Professor Kunzmann was a legend. His name was mentioned either with great disdain or deep admiration.

We first met in the late 1990s, but did not have any meaningful conversations before my arrival in Dortmund. Professor Kunzmann became my personal hero when he explained the Dortmund version of studio work — Projektstudium — to me: "One place, one problem!" he advised me, "Let the students do the rest."

At the AESOP conference in Aveiro, John Forester was one of the keynote speakers. I had read his Planning In The Face Of Power, and was sad to learn that his family had to flee from the Nazis in Vienna. John has inspired me — and hundreds of planners in the US and Europe — not to compromise out of fear or boredom, but to listen carefully.

During the time I moved from constitutional law to land policy and from legal theory to planning, I met Rachelle Alterman (I think it was at the AESOP conference in Bergen). Together with Willem Salet, Philip Booth and others, she started AESOP's Law Track and, eventually, Rachelle became founding president of the International Academic Association of Planning, Law, and Property Rights (PLPR). Right in the beginning her advice for me was: "Stay with the law! Planning is nothing without it."

[CLICK]

Now that I could share my personal planning heroes, I think I should add an advisory.

[CLICK]

I was born in Vienna where I also graduated from law school. In the town center of Vienna, there is a square, called Heldenplatz, the Square of Heroes. Heldenplatz is part of the Habsburg winter residence, the Hofburg.

[CLICK]

The heroes for which the square has been baptized Heldenplatz are Prince Eugene of Savoy, who fought the Ottoman army, and Archduke Charles of Austria, who was the first commander to defeat Napoleon.

Heldenplatz is a place full of ambiguity and painful memories.

[CLICK]

On 15 March, 1938, Adolf Hitler celebrated the Anschluß, the annexation of Austria to the German Reich, on this square. The cheering crowd inspired Thomas Bernhard to write Heldenplatz for the 100th anniversary of the Burgtheater. When the play opened in 1988, it caused an enormous scandal. Thomas Bernhard and Claus Peymann, then the director of Burgtheater,

were exposed to caustic censure from high-ranking politicians for "soiling the nest." The play, set in 1988, is about a Jewish professor who commits suicide and whose wife suffers from hallucinations: she constantly hears the crowd on Heldenplatz cheering Sieg Heil!
[CLICK] BLACK
I start on this somber note because I want to explain why I feel very ambiguous about heroes. I cannot think about heroes without remembering the shame of Heldenplatz. But I also cannot think about Heldenplatz without remembering Thomas Bernhard, a brilliant author who passed away shortly after the world premiere of his controversial play.
[CLICK]
Now, with the personal memories out of the way, I want to address planning and heroes more broadly. This also is delicate and dangerous. Therefore, let me stay with monuments or, to be more precise, with monuments I saw while taking walks during AESOP conferences.
[CLICK]
No delegate to the 2007 conference can forget the splendid piazza in Naples. Impressive figures decorated a palace. The classic posture of heroes include the air of pomposity and false humility. Still, I admit that I find this hero also quite impressive and elegant — and I'm envious of the hat.
[CLICK]
I also have to mention the wonderful museum in Napoli, exhibiting ancient statues. Romans had a keen interest in the beauty of the human body. Heroic sculptures reflect upon our imaginations of power through physical strength. We watch them, and we compare ourselves.
[CLICK]
Do we feel daunted or elevated by signs of superiority?
[CLICK]
Heroic monuments, displayed in public spaces, are under constant threat from wildlife and misunderstanding.

Toni Polster, a greatly admired Austrian soccer star, who declined to have a monument in his name, is quoted as saying "I never want a monument because monuments are where pigeons misbehave." Actually, Toni used a different expression.

[CLICK]

Another monument I found impressive in Manchester was about war heroes. I forgot which war (but chances are Germans were the enemy). Heroic monuments have no meaning unless there is an audience that views, is amazed by, comments on, admires the heroes or heroines. Nobody is a hero by themselves, but achieves the status of hero only through communication. A theory of heroes and heroines needs to examine the audience that reveres their heroes through possessive imitation.

[CLICK]

Heroes, idols, and celebrities emerge from communicative acts. Nobody can be a hero, an idol, or a celebrity outside of society. Heroes, idols, and celebrities can exist only in the presence of ordinary people — the gray mice, so to speak, that feed the cat.

»To have a hero« is a complex communicative act of creating, modifying, or destroying meaning. »To have a hero« implies possessive imitation: Anyone, who »has a hero«, re-produces and appropriates heroic meaning.

Possessive imitation is an act of inclusion and exclusion. The followers and fans, the disciples and admirers, include each other through hero worship, idolization, or displaying the right scarf. All others are excluded.

[CLICK]

What would possessive imitation look like for planners?

In planning, possessive imitation may include

reference to key concepts (e.g. sustainable development, climate change mitigation, urban renaissance, social justice),

the quoting of persons whose authority is undisputed (e.g., Jane Jacobs), or

the use of well-established rituals (e.g., using colorful maps drawn by GIS or CAD, collaborative planning, consensus building). Let me give you an example.

[CLICK]

Planetizen — the Urban Planning, Design, and Development Network — display on their website a list of the top 100 urban thinkers and of top books. Planners, like rock musicians or baseball players, are exhibited in a Hall of Fame.

[CLICK]

100 planning heroes, put next to each other, are impressive. The Planetizen website adds a short bio to each name. Planning educators can advise their students to visit the website and browse. Timothy Beatley sits next to Georg Simmel, Patrick Geddes next to Dan Burden, Henri Lefebvre next to Richard Florida. Hopefully, Georg, Patrick, and Henri do not mind.

Please recognize the envy in my voice. Why did Planetizen have an idea that AESOP could also have had a long time ago? And maybe had, and I do not know about it?

[CLICK]

Planetizen's book selection is even more American. No Georg or Henri there. Let me confess: I love The Death and Life of Great American Cities by Jane Jacobs (1961). But what about books on planning that have been published in Norwegian, Italian, Polish, or French? Or even, if I may, in German? The obvious gap between Planetizen's list of top urban thinkers and top urban planning books clearly demonstrates the presence of hegemony and colonialism in planning hero worship.

[CLICK]

In European planning, hero worship is not obvious. Visitors to the AESOP website learn that AESOP has four honorary members: Patsy Healey, Andreas Faludi, Louis Albrechts, and Klaus R. Kunzmann. Nothing on the AESOP website could be possibly accused of hero worship or idolatry.

A communicative theory of heroes perhaps explains the absence of heroes in European planning.

[CLICK]

Having a hero implies possessive imitation. Heroes and hero worshippers are not neutral, but take sides. The strongest consequence of possessive imitation is the inclusion of all hero worshippers and the exclusion of anyone who does not join the act of possessive imitation.

[CLICK]

Consider, for example, the heroic act of the Polish people who sustained the geopolitical will to national independence through the partition of the Polish-Lithuanian Commonwealth (1772–1918). In 1910, a monument was unveiled in Kraków: the Grunwald monument.

[CLICK]
500 years earlier, in the Battle of Grunwald, an alliance of Polish and Lithuanian forces defeated the teutonic knights. As Galicia was occupied by Austria at this time, the permission of the Habsburg government reflects on the pre-war Austrian-Prussian relationship.
The Nazis dismantled the Grunwald monument. The monument was rebuilt in the 1970s and was site of the 600 years celebration of the Battle of Grunwald.
[CLICK]
The monument comprises several bronze sculptures: The Polish King Władysław Jagiełło, the Lithuanian Grand Duke Vytautas (Witold), the liberated peasant, and Ulrich von Jungingen, Grand Master of the defeated Teutonic Knights.
[CLICK]
The Grunwald monument illustrates the first explanation of the communicative theory of heroes as to why planners do not have heroes: Heroes take sides, planners prefer balance. Where some audiences admire the Grunwald monument and the stamina of the Polish people, others are shocked by or despise Polish nationalism.
[CLICK]
Would architects take issue if a hero of architecture were worshipped like King Jagiełło? I do not think so. But architecture — good architecture — is just a form of spatial extremism. Planning is about balance.
[CLICK]
This leads me to my second explanation. My favorite theory of heroes and heroines is by Quentin Tarantino. His 2004 movie "Kill Bill Volume Two" includes a scene where Bill — the movie's villain — explains his fondness of superheroes. Please allow me to quote Bill.
[CLICK]
"BILL: As you know … I'm quite keen on comic books. Especially the ones about superheroes. I find the whole mythology surrounding superheroes fascinating. Take my favorite superhero, Superman. Not a great comic book. Not particularly well-drawn.
[CLICK]
But the mythology… The mythology is not only great, it's unique…

Now, a staple of the superhero mythology is, there's the superhero and there's the alter ego. Batman is actually Bruce Wayne, Spider-Man is actually Peter Parker.

[CLICK]

When that character wakes up in the morning, he's Peter Parker. He has to put on a costume to become Spider-Man.

[CLICK]

And it is in that characteristic Superman stands alone. Superman didn't become Superman. Superman was born Superman. When Superman wakes up in the morning, he's Superman. His alter ego is Clark Kent.

[CLICK]

His outfit with the big red "S" – that's the blanket he was wrapped in as a baby when the Kents found him. Those are his clothes.

What Kent wears – the glasses, the business suit – that's the costume. That's the costume Superman wears to blend in with us.

[CLICK]

Clark Kent is how Superman views us. And what are the characteristics of Clark Kent? He's weak … he's unsure of himself … he's a coward.

Clark Kent is Superman's critique on the whole human race." UNQUOTE

Tarantino's brilliant analysis of the most super of superheroes implies an enormous insult. The presence of true heroes requires the presence of gray mice. The fat cat — the hero or heroine — feeds on the gray mice.

Architects and Americans do not get this. But European planners do. While heroes are super, planners prefer moderation. Planners may be gray mice, yet they are not stupid.

[CLICK]

So far, I have suggested two explanations of the communicative theory of heroes as to why planners do not have heroes.

Heroes take sides, planners prefer balance.

Heroes are super, planners prefer moderation.

So, here is the third explanation:

Heroes are center, planners consider the margins.

[CLICK]

In Vienna, between Heldenplatz and the ballroom where I took

dancing lessons, there is another monument (Michaeler Platz). I always found this monument quite mesmerizing (this was before I studied law, and long before I became a planner).

I always found "the hero" quite uninteresting. Yet, I found another character in this sculpture very charismatic. Is he a villain? Or is he a victim? Or perhaps he is just a gray mouse.

Miraculously, the artist created a polyrational vision that very well can be perceived as all of the above. The anonymous villain/victim/gray mouse epitomizes the marginal man. I think that planners are much more interested in the marginal man than in the "heroic" big man.

I understand that I leave many questions unanswered. A few of them I wish to mention because perhaps somebody has an idea they want to share during discussion.

Is it really true that European planners have no heroes? Maybe I just got it all wrong because I feel ambiguous about heroes.

Do European planners have no heroes because of language barriers? Possessive imitation is more difficult in a community that shares English as working language, but feels in many different languages.

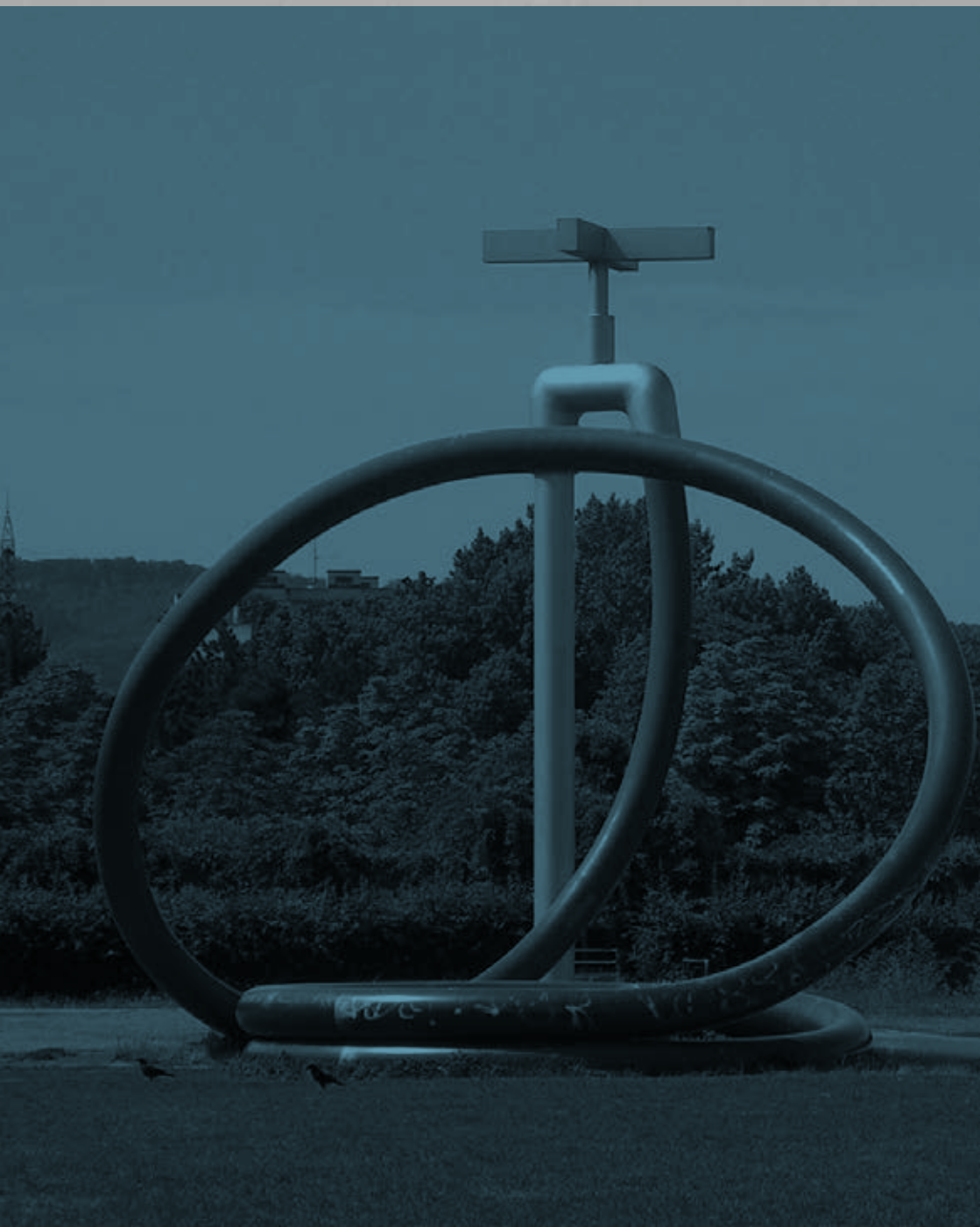
Do planners need to have heroes? Other professions — accountants or nephrologists — also have no heroes (at least I could find any trace on the internet).

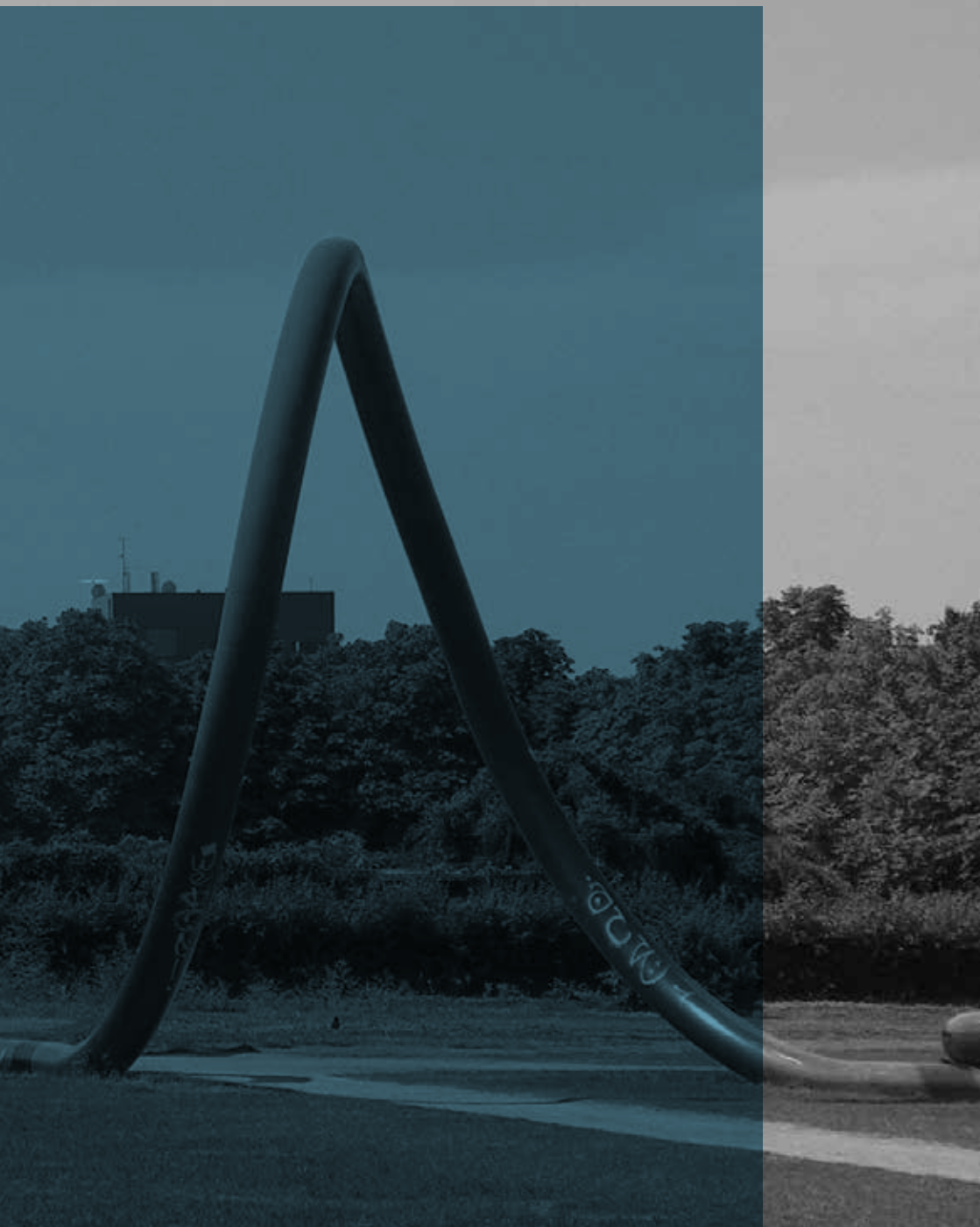
This takes me back to the heroic photograph.

[CLICK]

25 years ago, the Cappenberg group commenced an experiment that helped many planners — not only from Europe — to engage in meaningful deliberations on spatial planning. On the evening before the AESOP Birthday Meeting, I want to acknowledge the heroism of this act. So, as far as planners have heroes, you certainly are among them.

THANK YOU!





1. MEMBERS DIRECTORY

The most updated AESOP Members directory can be found on AESOP website (www.aesop-planning.eu). This directory presents AESOP Members at the end of 2012.

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