

Summary

Tendencies and Expectations in Education of Spatial Planning at the Background of European Integration

(p. 3)

Maroš Finka

Introduction of the model of the European engineering study, higher mobility of students and pedagogues, wider use of interactive methods in education and internalisation of education – these are the trends bringing important impulses for further direction of education in the field of spatial planning. The key task will be in the development of “European spatial planning”, its contents, theoretical basis, methods and instruments. This European dimension requires special complex of knowledge, specific approach and new instruments of planning. As a consequence of globalisation of the issues of social environment, free exchange of information and international co-operation in research and science there is gradual approximation of the contents of spatial or land-use planning as well as the common level of education. The global tendencies tend towards the integrating task of the planners as the “managers of environment” that would be able to communicate with participating experts and all the interests would subordinate to the common objective – quality of environment. It is indisputable that changes in education of spatial planning at the Slovak universities will be inevitable, mainly in relation to approximation of academic education in Europe. The Bologna declaration and other documents outline the frame of this process.

Current Position of Education of Land-Use Planning at the Faculty of Architecture, Slovak University of Technology in Bratislava

(p. 5)

Bohumil Kováč

The papers deals with relation of the current legislation in the field of land-use planning and the curricula of various specialisation in the branch of Urbanism that is connected to the basic tiers of land-use planning and reflects the hierarchy of land-use planning. The education is guaranteed by three departments of urban focus and takes place in two overlapping levels: one is the urban design and the other one is spatial planning. In the frame of urban design the undergraduate is being led towards creation of spatial concept of the physical urban structures and operational relations that roughly corresponds

to the educational and creative profile of the graduate. The land-use planning level of education is represented by the subject Land-use planning I. The synthesis of both aspects and evaluation of the theoretical knowledge is the Studio Work. The undergraduate acquaints here with the basic methods of the conceptual creative activity from the analyses and surveys through the definition of the problems and creation of the alternatives of the draft plan up to the final proposal of the plan.

Overview of the Studying Programmes and Tendencies of New Orientation

(p. 7)

Peter Gál

The beginnings of the academic studies in the branch of spatial planning are closely connected to the historical periods of the development of the Faculty of Architecture Slovak University of Technology in Bratislava. The issues of planning in general have been a part of various universities curricula, however, spatial planning and land-use planning has been a predominant part of the curriculum at the Faculty of Architecture Slovak University of Technology in Bratislava. Spatial Planning in Slovakia must adapt to the dynamics of development under the new conditions of market economy. This is true not only concerning the planning methods but primarily concerning the issues of education of the professionals that will be acting in the practice. Evaluation of the knowledge gained in the international programmes Tempus-Regamter and Tempus-Spectra brings the requirement to build a new curriculum for the branch of spatial planning that will be compatible with the curriculum of the university education for the planners in Europe. From this point of view it is highly valuable for the FA SUT to take part in the on-going research programme CADSES-INTERREG II C that is expected to give impulses for internationally reasonable review of the curricula in order to create the new branches of spatial planning.

University Education in Spatial Planning

(p. 10)

Jaroslav Coplák

When starting with the new concept of the study and its curricula it is inevitable to consider the substance of the university system of education, its possible ways of application as well as the fact if the discipline itself includes the possibility to apply the basic academic principles. There are

many reasons why the education of spatial planners should be of university character. These lie primarily in the holistic and interdisciplinary approach towards education, in increasing the number of optional subjects, new forms of education and introduction of the modules that would completely cover certain specialisation. Another important approach is to open the university environment towards the external environment and towards the students to train them in the research and academic activities in order to get them involved in scientific activities of spatial planning. If this concept of university education for spatial planners should be a right way for future it must keep up with dynamic development in this field, reflecting the dynamics of changes in society and it cannot stay like the preserved academic conservatism that deforms the original mission of universities. The successful and open system of education means that it will be respected by other educational institutions and accepted by its undergraduates.

New Specialisation in the Education of Regional Planners at the University of Economics in Bratislava
(p. 13)

Milan Buček

The establishment of the new specialisation of the Territorial Public Administration and Regional Development was the response of the National Economy Faculty at the University of Economics to the new tendencies of regional development and primarily with respect to the needs of practice in relation to the pre-accession period of the Slovak Republic. This specialisation has been opened since the academic year 1998/1999 for one study group. The profile of the graduate of this specialisation is formed in the way to correspond to the needs of the reform of territorial public administration under the new conditions of territorial administrative division and to the process of economic transformation in Slovakia. The graduates of the study will gain general economic knowledge along with knowledge of national economy that will be further deepen in the obligatory and optional subjects of the specialisation. The possibilities of the graduates to be successful in the labour market are in the jobs of the central government as well as in regional and local governments

Studio Design of the Settlements
(p. 14)

Ernest Nagy

The contribution deals with the position of education of the settlement creation in the frame of curriculum at the Faculty of Architecture, Slovak University of Technology in Bratislava. He introduced the studio designs of the undergraduates in order to demonstrate the type of work and achievements that are obligatory for the undergraduates in this branch.

Spatial planning: Trends, Expectations and Hopes on the Background of the EU Accession (p. 15)

Karel Maier

The existing demand for planners in the Czech Republic splits in general between jobs within public administration - the „procurers“ of plans - and private „plan - makers“ who hold positions in consultation agencies that offer the elaboration of plans, advice and expertise. The jobs on the public administration side have rather low social status and, consequently, reward, although these suggest the greatest amount of posts in the planning branch. The nuisance of Czech planning system is the very fragmented pattern in planning. Therefore, it seems, there is not much point in any action towards a change of the former arrangement of planning education before it becomes clear whether the contemporary pattern of planning will be followed or some structural change towards a more EU-compatible planning model will be made. Probably the most discussed question between planners is, what the planning education should offer. Possibly, there is no use trying to establish a sort of comprehensive, universal planning school. rather we ought to rely on the network of existing facilities that, each from a certain point of view, would approach a virtual „planning core“.

Education in Spatial Planning in the Czech Republic
(p. 18)

Alois Slepíčka

The new social conditions that principally determine territorial development require substantial innovation of education in the field spatial planning. Currently there is no such study in the Czech Republic that would cover spatial planning as an independent cross-sectional discipline. There is a significant fact that spatial

planning is being lectured at various universities. The challenge towards future is to broaden and deepen co-operation between these universities that should go on by mutual inter-linkage of the curricula and by systematic co-operation in the field of research. It would also be beneficial to organise joint conferences, seminars and colloquia as it has been suggested in the convention among these universities in 1992. Such linkage is inevitable to build in the regions too. Co-operation and regular exchange of the experience with the foreign universities, mainly with the neighbouring countries and the EU countries is of a high importance. Moreover, the linkage of education with research as well as with practice is required. One possible solution could be the establishment of an independent institution as an advisory and service body (similar to the ARL in Germany) that could mediate the interdisciplinary exchange and transfer of knowledge.

Overview of the Planning Systems and Instruments in Education of Planners (p. 21)

Igor Kyselka

The contribution is divided into two parts. The first one brings the overall overview on the development and methods of spatial planning in our territory, from the very beginnings in the Middle Ages up to current practice in land-use planning that is in the focus of the paper. In the second part it deals with some aspects of current education of future planners. It is possible to state that the approach towards the education of the planning disciplines at the Czech universities is rather non-homogeneous and non-complex. There is a different approach towards spatial planning at the faculties of architecture and civil engineering, different at the garden architecture faculty with the branch of garden and landscape architecture in Lednice and finally a different one at the branch of geography at the faculties of natural sciences. One of the problems is that the inter-branch disciplines as the regional and landscape planning do not exist and land-use planning is still of the character where to locate the buildings. We can only hope that in the near future the need to address the structural funds of EU will be reflected in the more complex education in spatial planning.

The Study of Spatial Planning at the TU Vienna

(p. 26)

Klaus Semsroth

The history of the interdisciplinary studies in spatial planning has begun in Austria in 1970 at the TU Vienna. The next modification of the curriculum of spatial planning started to take place in 1992. At present a new model of the study is under preparation.

The most substantial change compare to the present model will be introduction of the optional subjects. The studying committee, taking into account new tendencies in education, is trying to make the common level of the study comprehensive in order to gain the basic qualification and at the same time deeper knowledge and specialisation. In future the basic education to reach basic qualification in the field of spatial planning should be different from the present model especially in strengthening the specialised and deeper part. Introduction of the modular system of study should enable the undergraduates to shorten the length of study since at present the average length of study at the TU Vienna is up to 14,5 semesters. This will decrease the hours of lectures that will not exceed 160 hours per month.

Challenge for Pro-European Education in Spatial Planning

(p. 30)

Rudolf Giffinger

General trends of spatial development as the change of the role of the cities and regions and possibilities of their development or restructuring of transport relations are influenced by the process of European integration. It is doubtless that the issues of integration and its relationship towards territorial development should be paid special attention. This should be reflected in education as well as in research and in increasing interest in the issues of European spatial development, its spatial impacts and important economic, demographic and social trends in some regions. However, it is necessary to avoid the risk of wrong interpretation of the approximation of the planning systems because the culture of planning as well as the traditional models of education, typical for some countries should not be sacrificed to this exertions of integration. As to the qualification profile of the graduate of spatial planning it is inevitable to

keep the cross-sectional character of education in spatial planning which is not in contradiction with specialisation in higher levels of the study. To meet efficiency and high level of pedagogic process is only possible when the curricula will be based on further deepening the common base. At present in Europe the more efficient system of professional education oriented towards practice gains a better position compare to the traditional strict academic system. This trend is more remarkable in spatial planning than in any other fields of study.

Overview of the Situation in Education in Germany and New Tendencies (p. 34)

Hans Kistenmacher

From the beginning of the 90s there are large scale changes in the background of spatial planning. They are determined by globalisation, by declared orientation towards sustainable development that should be a new bearing concept in the German law on spatial arrangement as well as by the new tasks of spatial planning in the sense of European integration. In Germany there are two principal orientations in education, the first one is a full study and the second one is the possibility to gain corresponding deepening of the knowledge in the frame of other branches (e.g. architecture or geography). The model of the full study has been currently implemented at five universities (in Berlin, Hamburg, Dortmund, Kassel and Kaiserslautern). At the end of the paper there are stated the consequences for education of the next generation of spatial planners. Primarily, education should be cross-referenced. The study oriented towards practical tasks and projects can simulate the needs and requirements of the practice at the best. Besides that it can be very useful to strengthen the curriculum with the subject on the planning systems and traditions in the states of EU since the whole of EU can become a potential labour market for the graduates.

Requirements on Reform of System of Education in Spatial and Environmental Planning (p. 36)

Hans-Jorg Domhardt

In the modern society of the information age it is only possible to have satisfactory professional career of the graduates in spatial planning by getting broad scientific base, characterised as

general professional qualification with the focus on spatial planning. Since the professional practice brings the new tasks in the field of spatial planning it is inevitable to include this new position into the curriculum. It should be emphasised that the future goals of spatial planning are determined by future development and improvement of its theoretical and methodological basis as an independent discipline. The objective of education is to achieve beside the theory of spatial planning also the skills and qualifications necessary from the point of view of its future success in the labour market. In education it is necessary to support the abilities to work in teams and with interdisciplinary approach as well as to support the feeling of responsibility towards society for the professional decisions. This background was applied in the concept of curriculum of the new model of the study of spatial and environmental planning at the University in Kaiserslautern that is given in more details in the contribution.

Examples of Utilisation of Informal Instruments in Planning (p. 40)

Isolde Roch

The process of transformation of urban and regional structures as well as the processes of economic restructuring in the post-communist countries requires using of informal instruments in spatial planning. In the regional dimension one of the most effective planning instruments is regional marketing and management. The task of the actors of territorial development as managers of strategic processes is explained in details. This generally successful strategy of an active approach to the regional development motivates and improves mutual communication and at the same time it is a way how to apply the democratic rights in decision-making. It enables to reach the set economic and other strategic objectives. It is necessary to devote attention to environmental problems and issues of sustainability. The challenge for future is in re-assessment of the basic task of spatial planning with respect to sustainable development, based on new informal instruments of planning. The possibilities of their utilisation are shown in the example of Development Concept of the Region of Karlovy Vary. The objective of the concept was to support the identity of this bordering region and enable implementation of long-term objectives in the context of European integration and transformation processes.