

Educating the Next Generation of Planners

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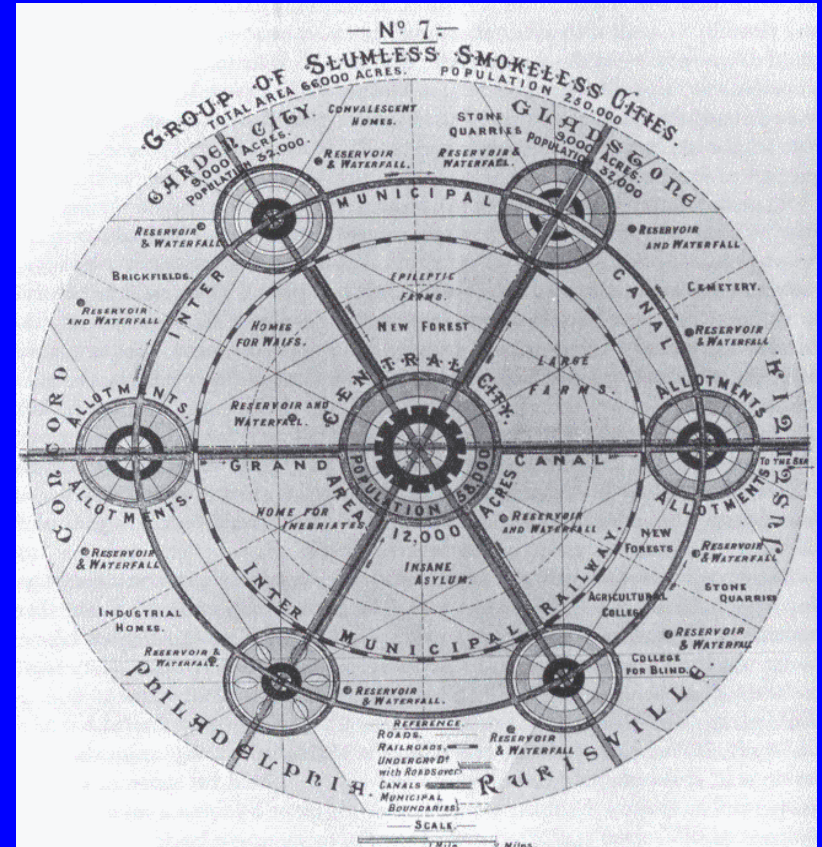
Outline

- The changing conception of planning
- What is planners' unique competence?
- How does this relate to the themes of this seminar?
- How shall we educate the next generation of planners?

The changing conception of planning

late 19th - early 20th Century

- Conception of planning: a ‘visionary’ activity
- Practised by: ‘non-planners’
- Competence: vision & imagination



Ebenezer Howard, 1898

The changing conception of planning

Post-War

- Conception of planning: a **design-based activity**
- Practised by: **architect/engineer-planners**
- Competence: **technical drawing**

“In the studios the different methods of draughtsmanship will be fully demonstrated and not only as regards setting up, but also as regards rendering in monochrome or colour”.

UCL, 1914 course prospectus

The changing conception of planning

Post Schuster (1950) Report

- Conception of planning: **social science-based activity**
- Practised by: **geographer-planners**
- Underpinned by systems theory
- Competence: **Computer modelling**

“The discipline of physical planning changed more in the 10 years from 1960 to 1970, than in the previous 100, possibly 1000 years.”

Batty, 1979:18

The changing conception of planning

1980s neo-liberalism

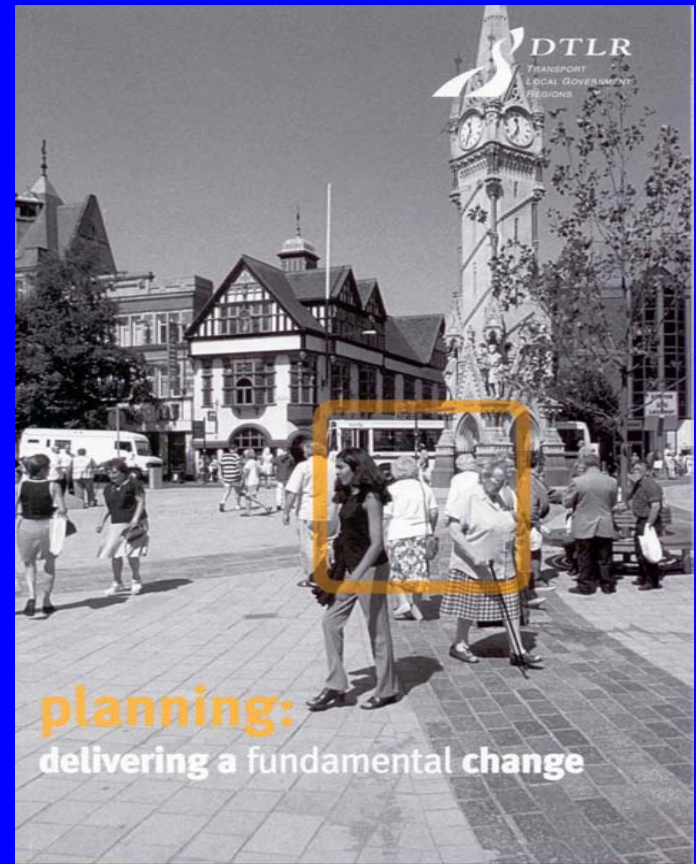
- Conception of planning: a **regulatory** activity
- Practised by: **technical/bureaucratic -planners**
- Competence: **formal policy procedures**



The changing conception of planning

The new millennium

- Conception of planning: an **innovative problem-solving** activity
- Practised by: **spatial planners**
- Competence: **Mediation and negotiation**



What is/should be planners' unique competence?

- *Critical thinking* about *space* and *place* as the basis for *interaction* and **intervention**
- Knowledge of socio-spatial processes and the way in which these interact to produce the habitat we live in
- A conscious intervention in these processes, by collective actors, to shape the outcomes

How does this relate to the 3 themes of the seminar?

- Planning is a professional practice which specifically seeks to connect forms of knowledge with forms of actions in the public domain. (John Friedmann).
- What knowledge is relevant? (link to ICT)
- Whose action is of concern? (governance)
- What values are to be pursued? (link to sustainability)

ICT: A new conception of time-space continuum

- Globalisation and ‘space of flows’
- The erosion of local identity
- The significance of ‘space of places’
- **Role of planning:** enhancing the specificity of place

Governance: An alternative model of managing collective affairs

- From government to governance
- The challenge of governance
- Power *to* act rather than power *over* the action of others
- **Role of planning:** co-ordinating, mediating and enabling

Sustainability: A new normative agenda

- Inter- and intra-generational equity
- Qualitative v. quantitative growth
- **Role of planning:** Integrative, inclusive and transparent

How shall we educate the next generation of planners?

- Planning education should have three dimensions:
- **Research** (Knowledge and critical thinking)
- **Interaction** (communication)
- **Intervention** (mediation)

Howell Baum, 1997