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European Council of Spatial Planners (ECTP-CEU)

Speaker

- Head of School of Spatial Planning, Dublin Institute of Technology
- Past president of Irish Planning Institute and representative to ECTP
- Representing President ECTP Mr Joao Teixeira

Working Group

- ECTP President Joao Teixeira established working group
- Henk van der Kamp (chair), Philippe Doucet, Dominique Lancrenon, Paulo Correia.
- To develop the initiatives already undertaken under the 'common platform' initiative and to expand on these.

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- The group will report to the ExCO of

Scope

- To concentrate on activities that are directly of benefit to members of member institutes of ECTP
- To address legal implications of EU initiatives on free movement of planners (EU Directive 2005/36/EC)

Two 'Tracks'

- Two separate 'tracks': mutual recognition and common platform.
- *Mutual recognition* 'track' is not affected by any legal requirements or obligations under EU law, the *common platform* 'track' is.
- Two potential areas of recognition of planning qualifications: within the EU and outside the EU.

Conceptual Model

Definition	Regulation	
	Low	High
Low	Planners can have different types of education and employers don't require specific qualifications.	Planners can have different types of education but employment is regulated.
High	Clear understanding of types of education leading to planning graduate but employers employ wide range of qualifications in planning jobs.	Planning education is clearly defined (e.g. accreditation by professional institutes) and highly regulated as employers require professional qualification

Mutual Recognition

- It is potentially of great benefit to planners if membership of their professional organisation in the home country can give them access to working in planning in another EU country ('host country') through access to the sister institute within ECTP.
- This approach is to use the 'infrastructure' that the ECTP offers for the direct benefit

Models

- *Model 1 - High Regulation Low or High Definition.*
- In the model of minimum regulation of the profession, the person receives education in his/her home country and normally seeks a career in planning in the home country. Because of low regulation, the professional institute does not play a significant role in the accreditation of education or control to professional

Purpose

- To investigate amongst the full members of ECTP whether they would be willing to sign up to the principle that full membership of a sister institute in ECTP is an adequate requirement for meeting education membership requirements.
- Need to carry out a detailed survey of the membership categories and education requirements and professional experience

Common Platform

- Based on the definition in the EC Directive (see Appendix A), the working group should be asked to identify the training requirements for the planning profession in each of the member states of EU and to develop the set of criteria that can be used to compensate for substantial differences which have been identified between the training requirements.

Outside EU

- In addition to the mutual recognition within the membership of the ECTP there is also a need for planners to be able to work in countries like Australia, New Zealand, USA.
- Traditionally, these countries look towards the RTPI as a benchmark for planning education. The ECTP could develop a role as a quality control body.

Work Plan

- Carry out a survey of the membership categories in each of the ECTP full member organisations
- Carry out a survey of the education requirements for full membership in each of the ECTP full member organisations
- Make suggestions for minimum standards for education requirements and membership categories

Other Issues: ECTP

- Meeting 29th January 2010
- AESOP, IFHP, ISOCARP, INTA, EFLA, ICOMOS
- Agreed to pursue long term projects with shared interests
- ECTP-CEU book '100 years of spatial planning in Europe'
- Purpose of ECTP: upgrade spatial

Reflections on Research and Education

- *Deductive Research*: research agenda driven by existing knowledge and theory
- *Inductive Research*: research agenda driven by innovation occurring in professional practice
- 30 years of experience in professional practice in different countries, and at different levels

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- Many innovations arise from changes in

Example: Planning Theory

- Planning Theory as subject in planning curriculum suffers from deductive research approach
- Risk of gap between theory and practice
- Relevance of subject to practice must be shown in the teaching

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