

Enhancing Training on Collaborative Planning of Natural Resources Management (EnTraCoP)

VET Assessment and Core Skills Analysis

Synthesis Report

Daan van der Linde, Van Hall Larenstein University of Professional Education
Outi Myatt-Hirvonen, Diskurssi Ltd
Pekka Salminen, Diskurssi Ltd

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ACRONYMS

CoPack	Trainers' support material package on collaborative planning
CP	Collaborative planning
CSA	Core Skills Analysis
EIA	Environmental impact assessment
EnTraCoP	Enhancing Training of Collaborative Planning of Natural Resources Management
EPA	Environmental Protection Agency (Ireland)
EU	European Union
FSC	Forest Stewardship Council
GIS	Geographic information system
NGO	Non-governmental organisation
NREP	Natural resources and environmental planning
SEA	Strategic environmental assessment
UK	United Kingdom
VET	Vocational Education and Training
VETA	VET Assessment
WFD	Water Framework Directive

SUMMARY

This report synthesises the results of the six Core Skills Analysis (CSA) and six Vocational Education and Training (VET) Assessment country studies carried out under the project “Enhancing Training on Collaborative Planning of Natural Resources Management” (EnTraCoP) in the Czech and Slovak Republics, Finland, Germany, Ireland and the Netherlands. The main product of the project will be a new trainers’ support material package on collaborative planning, the CoPack.

In order to ensure the usefulness of the CoPack, the working-life requirements and priority needs for vocational education and training in collaborative planning of natural resources and environmental management were studied in the CSA. The VET Assessment (VETA) was carried out to find out the availability and quality of training and training materials in collaborative planning and to identify the priority needs for additional support material for trainers and teachers in each EnTraCoP partner country.

The studies were targeted to selected focus sectors of natural resources and environmental management planning in each partner country. The material and methods used for the country studies included document analysis, interviews and questionnaire surveys.

The country studies revealed a high diversity of situations, challenges and needs for enhancing collaborative planning of natural resources and environmental management and the related training of students and planners in the focus sectors. Generally, there are considerable needs for training and lack of teaching material on collaborative planning. Based on the results of the studies and the planning meetings of the EnTraCoP partners, the following priority needs for training and related support materials have been identified:

1. Introduction to collaborative planning

- Basics of theories, concepts, terms and planners’ ethics of collaborative planning
- Legal and institutional requirements for collaborative planning in the selected focus sectors in each EnTraCoP partner country
- Assessment of needs, pros and cons (“costs and benefits”) of collaborative planning

2. Designing collaborative planning curricula and programmes

- Designing basic, advanced and professional level competencies (examples of collaborative planning training curricula and recommended CoPack modules for each level)
- Designing further training programmes (examples of different training programmes and recommended CoPack modules)
- Examples of training approaches
- Analysis and development of personal collaborative planning skills among planners

3. Preparation and initiation of collaborative planning processes

- Preparation and coaching of planner teams for collaborative planning
- Preparation of collaboration plans

- Participation of special groups
- Informing, motivating and instructing participants in the initiation of collaborative planning

4. Collaborative planning methods and techniques

- Planning exhibitions and displays
- Media co-operation, including TV, radio and newspapers
- Conducting surveys with various techniques (e.g. questionnaires and interviews)
- Personal communication skills and presentation techniques
- Organising, moderating, and facilitating public meetings
- Group working and creativity techniques: instructing, managing and facilitating working groups and utilising effective/creative group working methods
- Organising site visits and field trips to the public
- Web-based collaborative planning methods (interactive websites, chats, on-line forums, e-voting, etc.)
- Analysing and managing conflicts between interest groups (organising and facilitating negotiations and mediating disputes)

5. Information management in collaborative planning

- Systematic methods for comparing planning alternatives
- Computer-supported decision-making methods
- Geographic information systems (GIS) and maps in collaborative planning
- Documenting/reporting collaborative planning processes and results

6. Evaluation and utilisation of collaborative planning experiences

- Evaluation criteria and methods
- Dissemination of lessons learned

The CoPack is planned to be a web-based trainer's support material package, with downloadable materials, to be published in the EnTraCoP website¹ and as a CD-ROM. It may also be published in a hardcopy form (folder), as applicable. The material will be organised into user-friendly stand-alone units that can be flexibly adapted to training modules of varying depth and length. The CoPack will be prepared in English and translated into the other main languages of the partner countries: Czech, Dutch, Finnish, German and Slovak.

¹ <http://www.oamk.fi/luova/hankkeita/entracop>

1. INTRODUCTION

This report has been prepared under the project “Enhancing Training on Collaborative Planning of Natural Resources Management” (EnTraCoP)². The project is financially supported by the European Commission’s Leonardo da Vinci³ programme which aims at developing the quality of vocational education and training (VET) systems and practices in Europe.

In any democratic society, planning of natural resources and environmental management requires consideration of diverse knowledge, values and interests by means of multi-professional co-operation of experts, inter-agency co-operation, participation of stakeholders, and settlement of controversies through negotiation. In this report, the term “collaborative planning” is used for all such interactions. There are a variety of terms meaning approximately the same, such as public involvement, public participation and interactive or participatory planning. Collaborative planning is seen here as an approach guiding e.g. the choice of methods and techniques used in planning. It is recognised that collaborative methods and techniques may constitute a coherent planning process or they can be applied separately, depending on the situation.

The need to enhance collaborative planning of natural resources and environmental management has been recognised in various international conventions and in the evolving legislation of the EU and the Member States. Planners are increasingly facing these current and emerging challenges in their work. Consequently, there is a need for identifying new skills, competencies and learning needs of both planners and trainers and for facilitating the adaptation of curricula of institutions providing training for planners in view of the changing roles and competence requirements.

The objective of the EnTraCoP project is to enhance the quality of training provided to planners of natural resources and environmental management by improving the knowledge, methods and training tools of trainers of collaborative planning in the project partner countries: the Czech Republic, Finland, Germany, Ireland, the Netherlands and the Slovak Republic. The main product of the project will be a new trainers’ support material package of collaborative planning (CoPack) which will be made available to trainers and planners.

In order to ensure the usefulness of the CoPack, the working life requirements and priority needs for vocational education and training in collaborative natural resources and environmental management planning were studied in the “Core Skills Analysis” (CSA) in each EnTraCoP partner country. Moreover, an assessment of existing VET, or “VET Assessment” (VETA), was carried out in order to find out the availability and quality of training and training materials in collaborative planning and to identify the priority needs for additional support material for trainers and teachers in each EnTraCoP partner country.

The authors of the synthesis report would like to express their sincere gratitude to the authors of each country study report and to the planners, trainers, students and others who participated in the surveys and interviews.

² Information on the project is available in the following website: <http://www.oamk.fi/luova/hankkeita/entracop>

³ Information on the Leonardo da Vinci Programme is available for example in the following websites: http://www.europa.eu.int/comm/education/programmes/leonardo/new/leonardo2_en.html and <http://www.leonardodavinci.fi>

2. OBJECTIVE AND PURPOSE OF THE STUDIES

The objective of the studies was to establish a firm basis for designing the Trainers' support material package on collaborative planning, the CoPack.

The purpose of the CSA was to study:

- the working life requirements for collaborative planning skills of planners in the selected focus sectors of natural resources and environmental management in the EnTraCoP partner countries;
- the existing systems, skills and competencies of planners in collaborative planning;
- the needs and priorities for capacity development and training in collaborative planning and related support material as perceived by natural resources and environmental management planners.

The purpose of the VETA was to find out:

- the types of collaborative planning elements included in the different levels of education of natural resources and environmental management planners in the EnTraCoP partner countries;
- the amount of collaborative planning elements in the relevant study fields;
- the availability of professional competences of the relevant degree programmes.
- the needs and priorities for capacity development and training in collaborative planning and related support material as perceived by educators and students of natural resources and environmental management planning.

3. MATERIAL AND METHODS

The synthesis report is based on the following country study reports (available in the EnTraCoP website⁴):

CSA reports:

1. **The Czech and Slovak Republics:** Vitek, R. & Chalupska, H. 2006. Core Skills Analysis. Country Study of the Czech and Slovak Republics. Final Report. Ecological Institute Veronica. 10 May 2006.
2. **Finland:** Mäkinen, H., Salminen, P., Sell, R. & Tikkanen, J. 2006. Core Skills Analysis. Country Study of Finland. Final Report. March 2006.
3. **Germany:** Graumann, U. 2006. Core Skills Analysis. Country Report Germany. 29 March 2006.
4. **Ireland:** Lynch, C., Farrell, C., Ryan, J., Lindsay, A. & Briody, P. 2006. Core Skills Analysis Report. Tipperary Institute. May 2006.
5. **Ireland:** Ferris, P.J., Gavin, G. & O'Laighleis, M. 2006. Core Skills Analysis. Research Report. Country Report: Coillte (Ireland). 21st February 2006.
6. **The Netherlands:** Martens, Y. 2006. Core Skills Analysis. Country Study of the Netherlands. Buiting Bosontwikkeling. March 2006.

VETA reports:

7. **The Czech Republic:** Salašová, A., Žallmannová, E., Flekalová, M., Drápela, K., Jelínek, P. & Kuchyňková, H. 2006. Vocational Education and Training Analysis, Country Study of the Czech Republic,

⁴ <http://www.oamk.fi/luova/hankkeita/entracop>

Mendel University of Agriculture and Forestry, Brno, Czech Republic. March 2006.

8. **Finland:** Tikkanen, J., Isokääntä, T., Soukainen, O., Salminen, P. & Maunumäki A. 2006. VET analysis; Country Study of Finland, Collaborative planning in the degree programmes of the natural resource and environmental planners in Finland. April 2006
9. **Germany:** Peters, J., Schlette, K., Hempp, S. & Greve, K. 2006. VET analysis; Country Study of Germany; Assessment of available VET and related development needs, University of Applied Science Eberswalde, Germany. May 2006.
10. **Ireland:** Lynch, C., Farrell, C., Ryan, J., Lindsay, A. & Briody, P. 2006. VET Analysis Report, Country Study of Ireland, Tipperary Institute. May 2006.
11. **The Netherlands:** Van der Linde, D. (ed.) Van Doorn R., Havelaar H. & Damminga D. 2006. VET analysis, Country Study of the Netherlands, Forestry and nature management department, Van Hall Larenstein University of Professional Education, Velp, The Netherlands. March 2006.
12. **The Slovak Republic:** Holec, J & Langova, N. 2006. VET analysis, Country Study of Slovakia, Department of Forest Economics and Administration, The Technical University of Zvolen, Slovak Republic. August 2006.

In each country, the project partners selected the natural resource and environmental planning sectors and organisations on which the CSA, VETA and the whole EnTraCoP project focuse (Table 1).

Table 1. Focus sectors and target organisations in the partner countries

Country	Focus sectors	Target organisations CSA	Target organisations VETA
Czech Republic	Natural resources and environmental management planning in land reform plans and regional master plans	Public associations, eco-counselling centres, NGOs, local authorities, others	Universities with faculties dealing with the subjects: <ul style="list-style-type: none"> - Settlement and land use/urban planning, spatial planning, landscape architecture - Rural Landscape/land consolidation schemes, rural development - Forestry/forest management
Finland	River basin management planning Forest planning for non-corporate private and municipal forest owners	Regional environment centres Regional forestry centres	Polytechnics and Universities with planning oriented bachelor programmes in the field of natural resources and environmental management and landscape architecture as well as professional training programmes
Germany	Rural development planning, with a special focus on village development, sustainable tourism development and renewable energy	Central governmental authorities, regional authorities, provincial authorities, NGOs, private companies, others	Universities and universities of applied sciences with collaborative planning contents in their curricula
Ireland/ Coillte	Forestry	Coillte company	–
Ireland/ Tipperary Institute	Land-use planning	Local authorities, environmental public service, Environmental Protection Agency (EPA), Regional Fisheries Board, consulting companies	Universities and universities of applied sciences with collaborative planning contents in their curricula
The Nether-	Forestry and nature manage-	Central governmental authori-	University of Wageningen

lands	ment, landscape architecture, land and water management, urban and rural development	ties, regional/provincial authorities, local government and municipal authorities, private companies, NGOs, Co-operative Organisation for Forest Owners, Water Works Company	and universities of applied sciences with collaborative planning contents in their curricula
Slovak Republic	Forestry, nature conservation and the landscape ecosystem management	Public associations, eco-counselling centres, NGOs, local authorities, others	Forestry and the landscape ecosystem management within the study programme Management and Financing the Forest Enterprises and the study programme Applied Ecology taught at the Technical University in Zvolen

The methods used in the country studies included document analysis, interviews and questionnaire surveys. The surveys were targeted to selected organisations known to be involved in the focus sectors. In the CSA, in total 20 key informants were interviewed in the partner countries and a total of 247 respondents contributed to the questionnaire survey. In the VETA, altogether some 80 persons were interviewed and about 200 trainers and students responded to the survey.

The respondents of the CSA questionnaire surveys represented diverse professional backgrounds. While the majority had an education in natural sciences, also engineers, social scientists and educators were among the respondents. The current professional positions of the respondents varied, among others, from planners and consultants to administrators and managers and from land owners to teachers. The Czech & Slovak CSA was also targeted to a number of non-governmental organisations (NGOs).

In order to acquire a sufficient number of responses, in some cases personal contacts or selective sampling of likely respondents were used. Apparently, a higher number of responses were obtained from persons who have a positive attitude towards collaborative planning and who are familiar with the concept. It is important to emphasise that the results of the survey are not based on a random sample or statistically representative analyses and thus, they should not be interpreted in such a manner. Rather, the aim of the studies was to provide an overview of the current situation, challenges and future needs and priorities as foreseen and described by the survey respondents and complemented by the insights provided by the interviewees and the authors of the country study reports. The presentation of the results is influenced by the differences in the applied methodologies and approaches in different partner countries.

4. DEMAND FOR ENHANCING COLLABORATIVE PLANNING

The legal and other official requirements for collaborative planning of natural resources and environmental management vary considerably across the countries and the focus sectors. Nevertheless, due to common EU regulations, all countries are likely to have resembling legislation and requirements concerning, for example, public participation in environmental impact assessment (EIA) and environmental licensing processes. As an example of an EU-wide sector-specific regulation, the River Basin Management Plans (based on the “Water Framework Directive”) with requirements on public participation can be mentioned. The

most relevant legal and other official requirements discussed in the country studies are highlighted in the box below:

The Czech and Slovak Republics:

Until 1992, the Czech and Slovak Republics shared the common legislation. During the past decade, the legislation of both countries has been amended, also taking into account the implementation of the EU rules. Currently, both countries stipulate land-use through numerous Acts, such as the Act on spatial planning, Act on Town and Country Planning and building regulations and Act on Land Consolidation Schemes. Acts on Environmental Impact Assessment (EIA) and Strategic Environmental Assessment (SEA) are among the laws that provide possibilities for public participation in land-use planning. In general, the amendments of the legislation are constantly strengthening the legal basis for collaborative planning in these countries. Nevertheless, despite the existing legislation, there are no uniform regulations specifying how public participation should be carried out in the planning procedures.

In the Czech Republic, public participation is one of the basic principles of the State Environmental Policy, and there is an increasing effort to apply direct democracy in environmental planning and management. In 2004, the Sustainable Development Strategy for the Czech Republic was approved. This strategy provides a framework for political decision-making and it includes a requirement for direct public involvement. In the Slovak Republic, the National Plan of Regional Development aims to provide an integrated approach to the planning and management of land resources and serves as a basic development document for structural and regional policies.

Finland:

The Finnish Constitution states that the citizens have a right to influence decisions that concern their environment. Water management planning is stipulated by the Water Act and Environmental Act which contain provisions for public hearings concerning permit applications. Based on the Environmental Impact Assessment Act, public participation is mandatory in EIA processes. Also, the Act on Environmental Impact Assessment of Authorities' Plans and Programmes and the Land Use and Building Act provide rights for public participation in strategic planning. The new Water Resources Management Act and the corresponding Decree on River Basin Districts, which are based on the EU Water Framework Directive (WFD), establish rules for public participation in the river basin management planning. In the private forest planning, collaborative planning is not stipulated by law. The only reference to participation is in the Forest Act which requires that Forestry Centres collaborate with stakeholders representing forestry in their areas.

The Ministry of the Environment has provided national guidance on the river basin management planning, based on the strategy developed jointly by the EU Member States, Norway and the European Commission. Besides the guidelines on stakeholder collaboration provided by the Regional Forestry Centres, there are no national strategies or guidelines on collaborative planning available for private forest planning.

Germany:

Participatory processes in spatial planning have been developed in the federal republic of Germany since 1960. Public involvement is part of the planning, as mandated by the law on spatial planning. The first legal arrangements of civil participation can be found in the German federal building code (BauGB). In the context of urban neighbourhood planning there was a development to a more active participation since 1970. New methods like future conferences and workshops were applied with relatively good results. These co-operational procedures were long time determined to urban milieus. The process in rural areas was more restrictive to a formalised co-operation of interested citizens. However, the process of rural area development (since 1990) has entailed the establishment of concepts concerning the township development, which is the base for state subsidies especially in terms of house restriction and planning of public spaces. A successful instrument is the collaboration with citizens in the so called "advisory councils". Citizens join the whole planning process from the mission statement over concept frames to application of terms.

Ireland:

The Irish land-use planning system is governed by the Planning and Development Act of 2000 and the regulations made under it. The system is very much based on the UK model in that it is a policy and licence rather than a zoning ordinance based approach. The process for creating and adopting a Development Plan provides roles for the elected members of the Local Authorities, for the officials through the role of the City or County Manager, for specific bodies representing a range of interests (Prescribed Bodies) and for the gen-

eral citizens. While this legislation may provide opportunities for participation and consultation, however, it does not prescribe the precise mechanisms that must be used beyond the giving of public notice regarding the various stages of the plan-making process and the holding of public meetings. The planning process is still very much dominated by experts, and politicians tend to address public interest in a more or less clientelist perspective. So there is a good legal basis, but in practice public participation is not the norm.

Due to the sustainable forest management requirements, many methods and techniques of collaborative planning are an integral part of the forest management practices of the Coillte company. Consultations with stakeholders are an essential part of the certified forest management activities and have led to ongoing training of the Coillte staff in the area of collaborative planning and consultations. However, “true” collaborative planning as defined for the EnTraCoP project is possibly at a rudimentary stage in Coillte.

The Netherlands:

Public participation procedures in EIA and SEA (since 1987) are both very well described as in other EU countries. In rural and city planning in general there has been an upcoming trend to involve the public after some big projects were voted against (e.g. Schiphol airport, Regional development plan Winterswijk in the 1980’s). The planning bodies (e.g. Dienst Landelijk Gebied and Waterboards) now tend to involve the public right from the start for many reasons (better plans, quicker realisation, public support, less conflicts), but all this is done without a legal or institutional basis. The core of the Dutch planning system is still the formal non-participatory procedure in which local government offers the public a fixed term to object any plan in a strictly formalised way.

The provinces, water boards, municipalities and some Ministries (Agriculture, Environment, Infrastructure) play a dominant role as contractors for participatory planning processes. In rural planning, a privatised former government service body, Dienst Landelijk Gebied, together with a wide range of private consultancy firms do the actual preparation work. The local government always makes the final decisions, but such decisions are increasingly in line with the outcome of a participatory process prior to the decision. In forestry and nature management there is a lot of participation of NGO’s (like Natuurmonumenten), and now also former governmental management bodies (like Staatsbosbeheer) play a guiding role in participatory processes in rural and city developments where nature or forest is concerned. Water boards (formerly dominated by farmers) are increasingly opening their governance to city people. This has stimulated the planning processes to become more transparent and interactive.

Besides the legal and other official requirements, all the CSA country studies identify increasing demands from the public as one of the strongest forces influencing the need for enhancing collaborative planning. For example in **Finland**, there are some cases of decade-long Water court processes concerning hydro-power construction and associated water course regulation. Forest conflicts are reported to be more common on state-owned lands but they are also emerging in private forestry. Even in the **Czech and Slovak Republics** where the demands and pressure from the general public have been rare due to historical reasons, since the 1980s there has been an increasing pressure from the so-called “expert public”, interest groups of ecologists and environmentalists who intend to influence environmental and land-use planning. Nowadays, the pressure from non-governmental organisations supported by foreign partners is considered the most influential factor, in addition to amendments in legislation. In order to convince and motivate the passive and sceptical general public, there is a demand for examples and successful experiences of collaborative planning demonstrating the benefits and true opportunities to influence plans and decisions. Improving technical, organisational and economic conditions for the public to access information on the environment is considered essential for enhancing public participation in planning.

In the **Netherlands**, the forest and nature conservation sectors are facing the challenges of population pressure on the small, densely populated country. Despite of high rates of urbanisation, rural and urban areas are a target of diverse interests. Thus, there is an increasing need for public involvement in the planning and management of rural areas, parks and forests. In the Dutch CSA, planning processes were identified as “politically sensitive” processes where reaching mutual understanding calls for good social skills, ability to work with

diverse stakeholders and to create trust. Therefore, the planners must possess a solid professional knowledge of the subject matter, good local and regional knowledge and contacts with the residents, and be able to deal with the public media, the role of which is considered crucial for a successful planning process.

In most countries, for example in forest and landscape planning in the **Czech and Slovak Republics**, private forest planning in **Finland** and land-use planning in **Ireland**, one of the priority development needs is to strengthen the awareness and willingness at the political and administrative levels to accept and apply collaborative planning as a standard planning practice. The concept of collaborative planning as a philosophy also needs to be promoted. In order to successfully manage the complex planning situations with different organisational cultures, multiple stakeholders and diverse interests, there is a high demand on communication, negotiation and conflict management skills.

In **Finland** and **Ireland**, the growing use of the Forest Stewardship Council (FSC) certification is identified as an important factor for increasing demands on collaborative planning in forest management planning. In Finnish private forestry, the planners have regular contacts with the most central forestry-related partners (Forest Management Associations and forest industries) but collaboration with other stakeholders is exceptional. A particular challenge is to organise co-operation between forest owners in order to arrange landscape ecological planning in private forests.

5. PRIORITY NEEDS FOR LEARNING AND TRAINING

5.1 Priority needs as perceived by planners

The priority needs perceived by planners are based on the results of the CSA questionnaire surveys and interviews. The figures below contain numeric data from all countries except the Czech and Slovak Republics for which the country study only provided qualitative information. Therefore, the figures and the corresponding descriptions are complemented by observations about the Czech and Slovak results when considered relevant or when the results differ notably from those of the other countries.

The various methods for **disseminating information** to the public are widely used and their use is expected to be high in the future as well. The most commonly used methods are newspaper announcements and letters to the public, followed by newsletters and exhibitions. Probably due to their common use, training needs for these methods are not among the priorities. On the other hand, TV or radio programmes are currently less used but considered more important in the future. (Figure 1.)

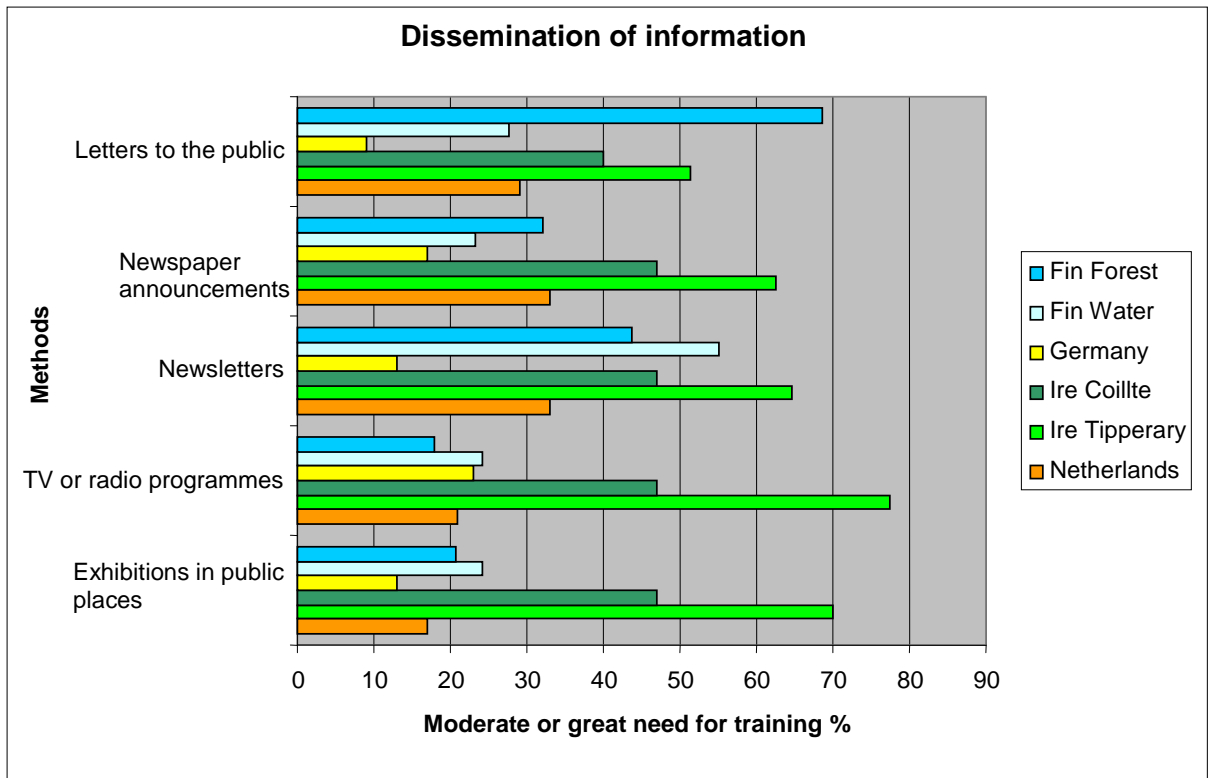


Figure 1. Training needs for methods used for disseminating information.

With regard to methods for **information collection and consultation**, inviting written comments from the public is a common requirement in many planning processes involving environmental licensing or EIA, reflected by the frequent previous and estimated future use of this method. Surveys and interviews are used occasionally and drop-in centres (or open houses) somewhat less. Telephone hotlines are rarely used, nor are they expected to be used in the future. While the perceived training needs are generally low, relatively great needs for training in the use of questionnaire surveys are indicated by the studies of the Czech and Slovak Republics, the Finnish water management planning and the Irish land-use planning. Figure 2.)

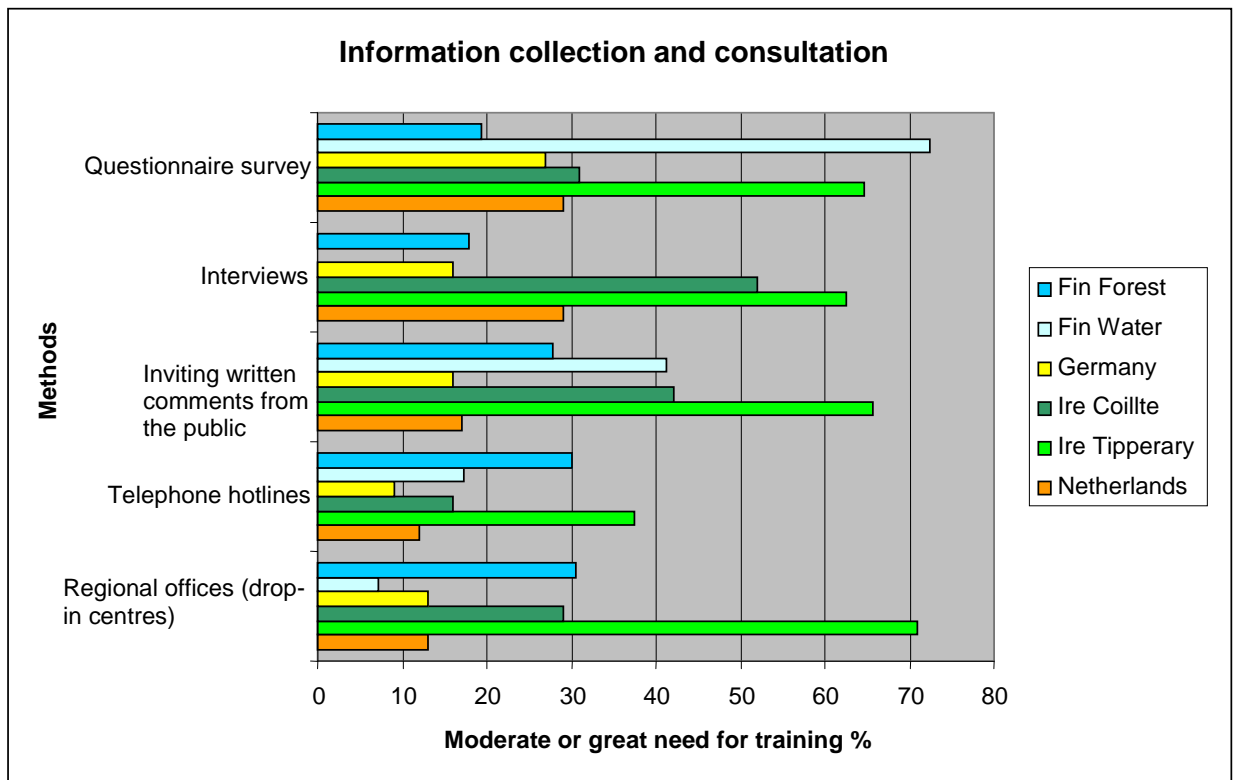


Figure 2. Training needs for methods of information collection and consultation.

More intensive interaction in the form of public meetings and hearings are other commonly used methods of collaborative planning. Also site visits, working groups and steering committees are often used. These methods are considered important in the future, and especially the use of **discussions and negotiations** (both with and without mediation) is expected to increase in the future. These methods demonstrate higher needs for training. (Figure 3.)

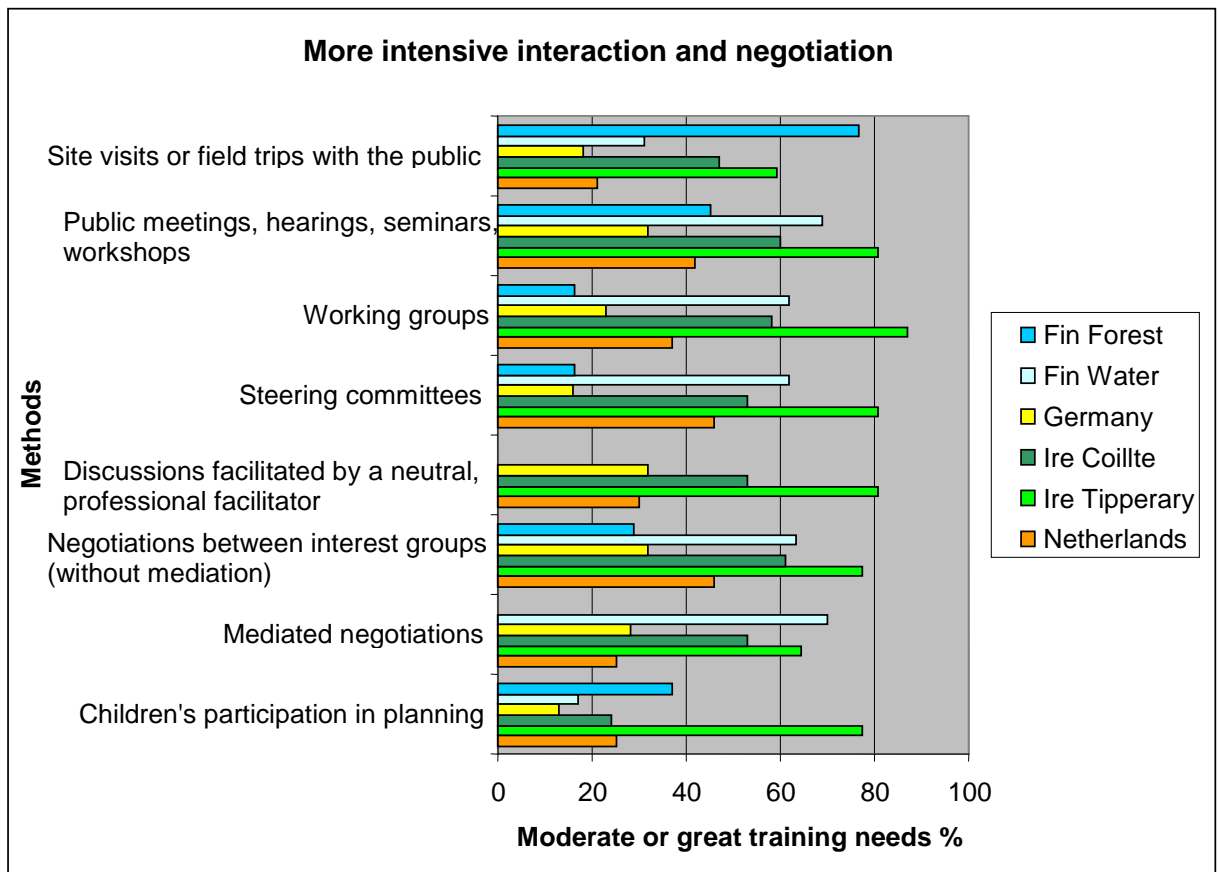


Figure 3. Training needs for methods using more intensive interaction and negotiation.

In all countries, over half of the respondents have previously used **Geographic Information Systems (GIS)** and they are also estimated to be increasingly used in the future. The need for further training in the utilisation of GIS in collaborative planning becomes obvious, as it is ranked as the number one training need by the Netherlands, both CSA studies of Ireland and the water resources management sector of Finland. Also, for the private sector forest planning of Finland it is among the top training needs and the results from Czech and Slovak Republics indicate great need for training in the utilisation of GIS in collaborative planning. Particularly, the Netherlands' CSA study suggests that it may not be necessary to train planners to become GIS specialists but there is rather a need to educate them about the possibilities of GIS tools for various practical purposes.

The use of **other computer-aided methods** is not common. For example, e-mail discussion groups rank as the least used method for many, and no great interest is demonstrated for their future use or further training. Neither is the use of interactive websites and computer-supported decision-making methods common but there is a growing interest in their future use and a demonstrated interest in further training. (Figure 4.)



Figure 4. Training needs for computer-aided methods.

The same also applies to systematic methods for comparing planning alternatives, which rank among the top priorities for training in most countries (Figure 5).

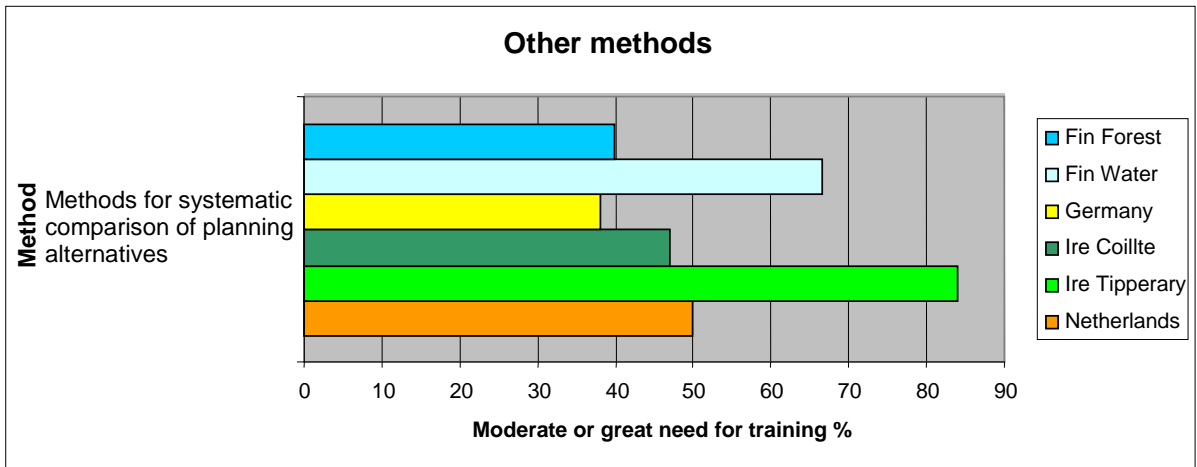


Figure 5. Training needs for systematic comparison of planning alternatives.

The German respondents are the least enthusiastic in the use of computer-aided methods, including the use of GIS which is ranked as top priority by almost all other respondents/countries. The German CSA report concludes that neither all participants of a planning process may have access to modern technologies such as internet, nor may they share a positive attitude towards their use.

Great need for further training is indicated for the **legal requirements** for collaborative planning, as well as for **requirements, norms and guidelines of the respondents' own organisations** (Figure 6). In the Czech Republic, training needs for these requirements are considered moderate, even though an increase in the future needs for knowledge of legal requirements is expected. The present Slovak legislation dealing with the management of

natural resources and landscape contain some elements of a collaborative planning approach and can serve as a good basis for its promotion and development. Anyway, there is no mention about collaborative planning as a recommended management tool in it, so far.

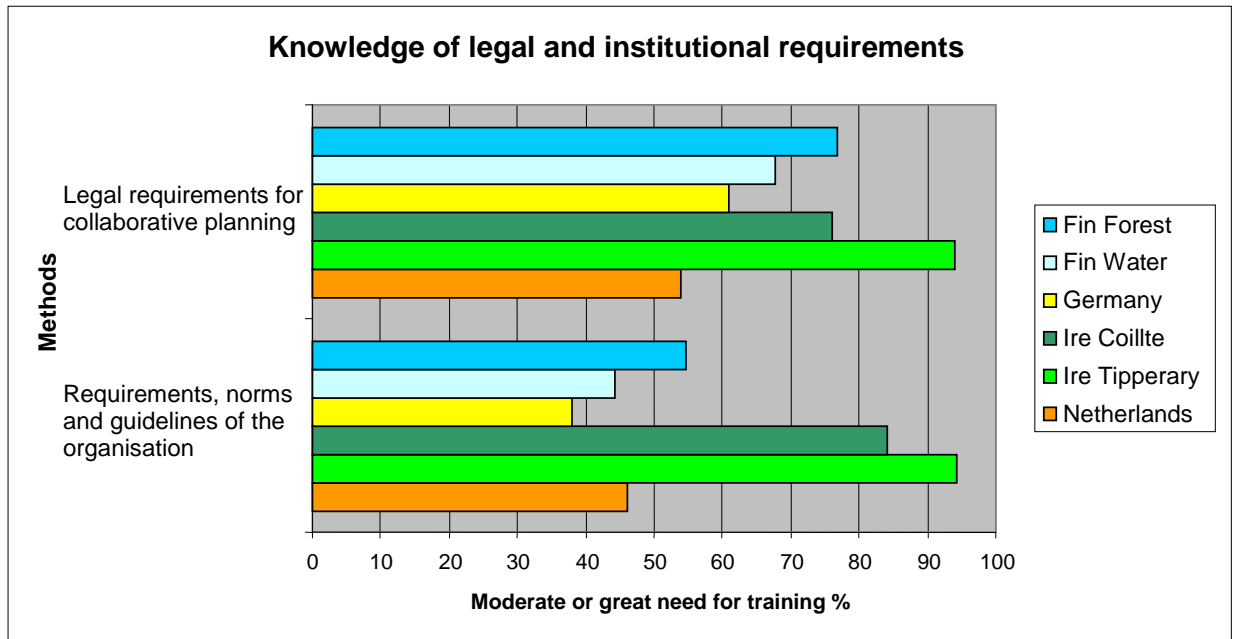


Figure 6. Training needs for knowledge of legal and institutional requirements.

Moderate training needs are indicated for the various skills involved in **preparing and initiating collaborative planning processes**. Nevertheless, they are expected to be widely used skills in the future in all countries. For example, the importance of motivating the public in the initial stages of collaborative planning is reflected in the higher needs for training. (Figure 7.)

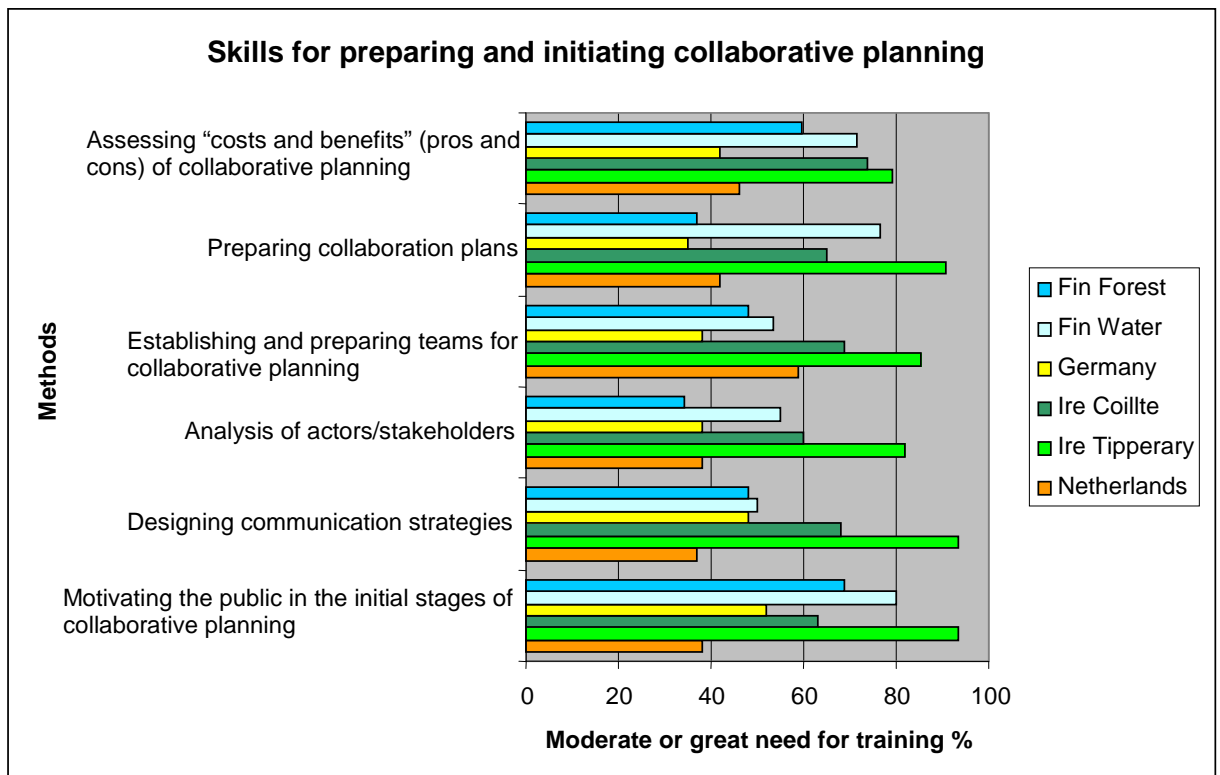


Figure 7. Training needs for skills for preparing and initiating collaborative planning.

Various aspects of communication are among the frequently mentioned challenges of collaborative planning. Although the planners in natural resource and environmental management sectors come from diverse educational backgrounds, in many cases the majority still have their background in natural sciences and engineering. Perhaps, that is why a high further training need is indicated for **communication skills**.

Pressure and demand from the public and diverse interests concerning land-use and the environment are among the top driving forces for collaborative planning. Inevitably, there are often opposing interests, leading to potential conflicts during planning processes. Consequently, **negotiation and conflict management skills** are among the highest priorities for training by most respondents, and a high need for their use is predicted for the future. (Figure 8.)

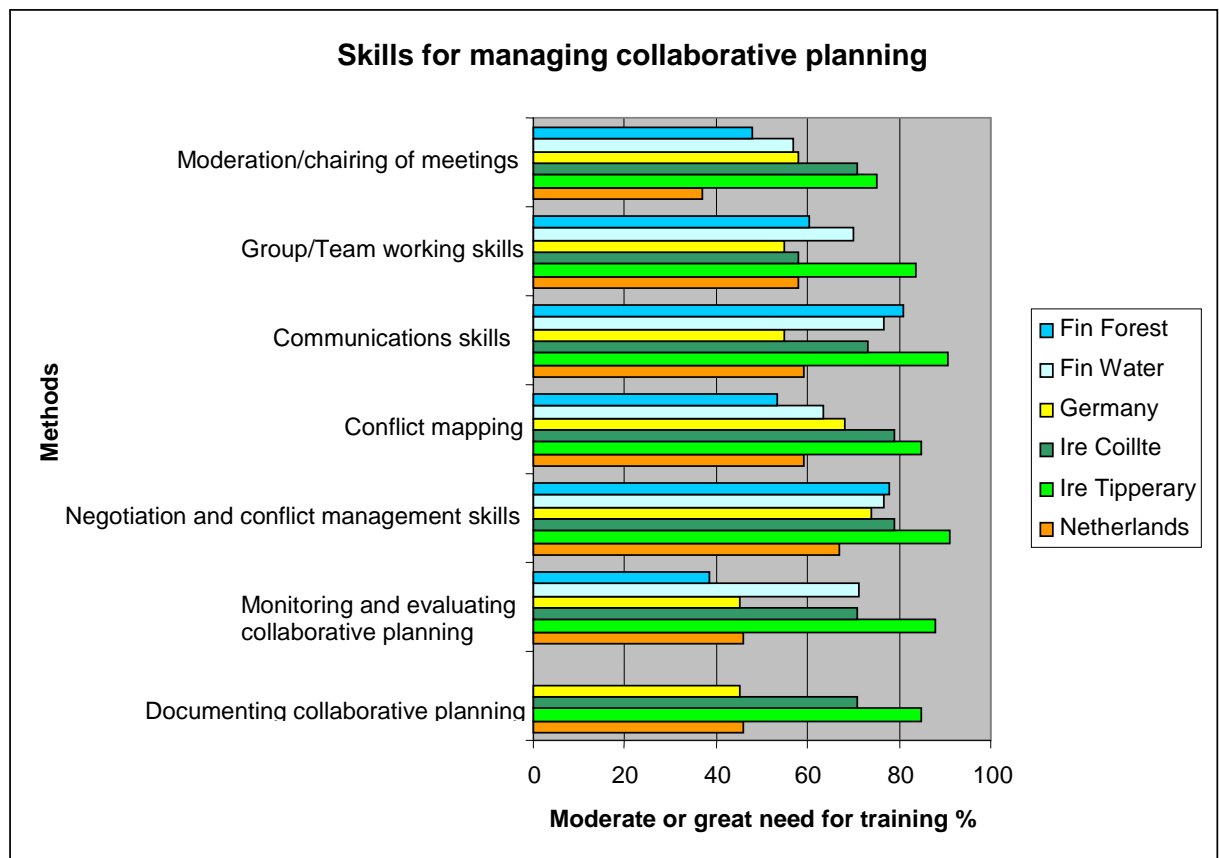


Figure 8. Training needs for skills for managing collaborative planning.

There is generally less interest in training about the different **theories** related to collaborative planning. The previous needs for knowledge of these theories have been relatively low and neither are the needs for this knowledge expected to increase in the future. However, the Irish land-use planners seem to have a considerable interest in the theoretical basis of collaborative planning. Also the Finnish water management planners and the foresters in the Irish Coillte company are willing to have training in theories of collaborative planning. The results from the Czech and Slovak Republics show moderate needs for training in regard to all the relevant theories. (Figure 9.)

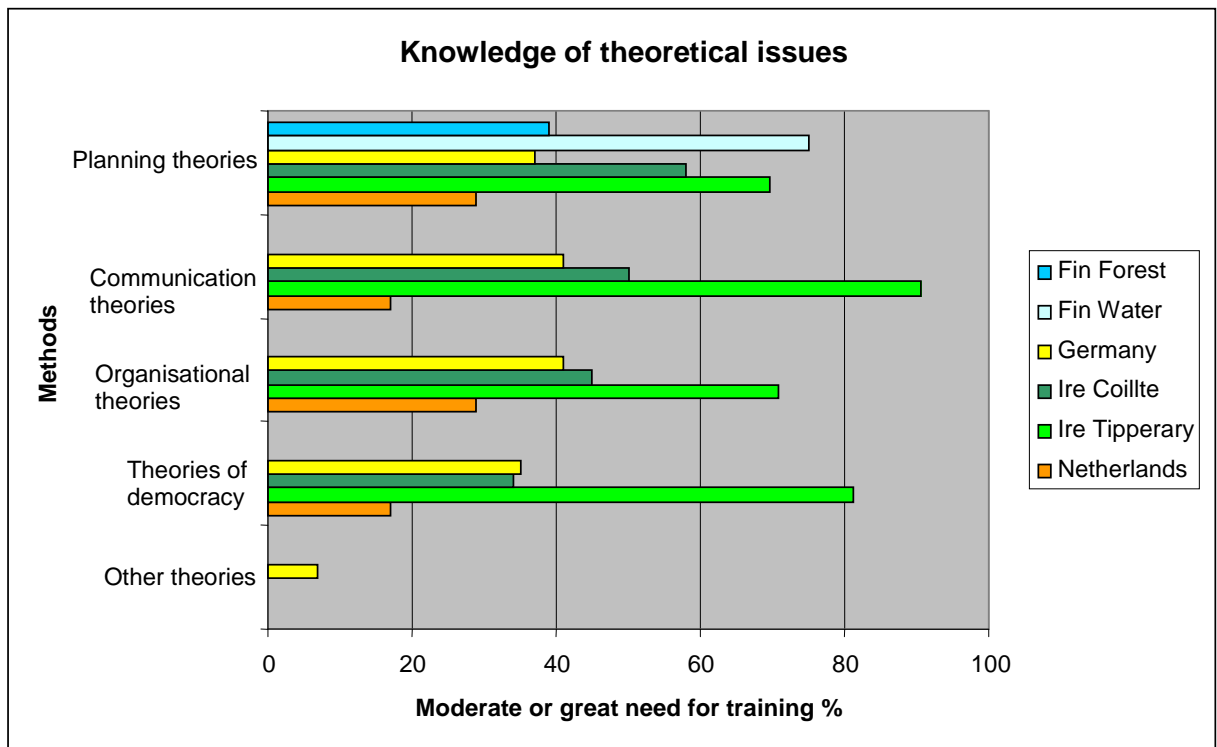


Figure 9. Training needs for theoretical issues.

Both CSA reports from Ireland reflect on the philosophical aspects of current collaborative planning practices in their country and conclude that while many of the individual methods are currently used, the concept of collaborative planning is not widely understood nor do the practises correspond to a “true” collaborative approach. Thus, the need to promote the concept of collaborative planning as a philosophy is suggested.

Despite the lack of tradition and less previous experience in collaborative planning in the Czech and Slovak Republics, the training needs indicated by the survey results do not considerably differ from those of the other partner countries. The country study points out that many of the challenges of collaborative planning faced by the Czech and Slovak Republics are political and institutional in nature, and cannot be resolved by enhancing training alone.

5.2 Priority needs as perceived by educators and students

According to the results of the questionnaire survey carried out in the VETA among **Czech** educators, the highest priority is given to training the teachers in the basics of collaborative planning and to making available good educational material in the local languages. The interviewed students generally expressed a great interest for the subject.

The **Slovak** students and lecturers have already fully realised the necessity of introducing collaborative planning in the curricula of all subjects dealing with the management of natural resources and landscape. Both groups emphasise the need for education on techniques necessary for communicating with the public, instructions for the use of working groups in forestry and landscape planning, methods of motivating the public to take part in the collaborative planning, methods of evaluating the efficiency of collaborative planning, and case studies about how to apply all the methods of collaborative planning in both forestry and landscape management.

The priority needs in **Germany** focus on the expansion of the time for collaborative planning education in the curricula, the need to involve students in real regional processes, the realisation that a landscape architect or planner should always gain collaborative planning experience in his/her studies and a general demand for good educational materials and practice situations. Students ask for multi-sectoral or integral collaborative planning education with a lot of practising situations to enhance their communication skills.

The priority needs in **Finland** are described for three target groups: forest management planners, landscape architects and professional trainers. The first group is somewhat divided in the need to address collaborative planning in education. Some prefer to wait for official and well established guidelines for collaborative planning, others are very eager to explore this subject and actively raise awareness for this new trend with colleagues and students. Communication skills, integrated approach of forest management, and land use conflict mediation are prioritised. Landscape planners are very eager to make plans in collaboration with the public, but educators are still not sure “how much collaborative planning should be taught”. They express a great need to learn from international colleagues. The trainers of working-life professionals emphasise the motivation of the trainees. It is necessary to make them see the need for training on the quality of the planning process. The skills in comparing the different planning alternatives are perceived as important.

The priority needs in **the Netherlands** concentrate on awareness raising with students and teachers in collaborative planning issues, the firm anchoring of collaborative planning skills in the curricula (competencies) and the search for practice situations to be able to encounter and involve students with real collaborative planning processes. In most target institutes there is a small and enthusiastic team of collaborative planning teachers, but their knowledge is not widely offered to all students due to the lack of recognition of the importance of the subject. Some missionary work is needed here within the institutes to get all students intensively trained in collaborative planning and communicative competencies, since most job descriptions in rural resource management identify them as necessary.

Priority needs from **Ireland** were not worked out in detail, but the overall conclusion is that the courses offered in this field are all very technical in nature and that a firm basis of planning theories underneath is lacking.

The biggest difference between the Czech and Slovak studies and the others is the outspoken interest from especially students in these subjects. In Finland, Ireland, the Netherlands and Germany, educators wonder how to raise more interest with students for these matters. Perhaps democratic possibilities to express oneself are taken more for granted by young western and northern EU country students. The educators feel a need to stimulate this awareness with young persons, but they are aware of the fact that jobs of process coordinators/facilitators are not available for newly graduated students. These jobs are mostly occupied by experienced project managers or by people from the social sciences or development co-operation backgrounds. So the challenge of many educators is to raise awareness of the changing role of specialists (e.g. landscape architect, forester, water manager, rural planner) in a democratic planning process. They will have to serve collaborative planning and not make plans on their own (as is often thought by students). Later in life, some of the specialists will manage planning processes themselves. These future specialists are very eager for further skills training and they come back to training institutes and universities for specialised adult education courses in collaborative planning.

The most prominent common training need in the VETA country studies is the need for communication skills and theoretical background training.

6. CURRENT SUPPLY OF TRAINING IN COLLABORATIVE PLANNING

In the **Czech Republic**, most training courses available on collaborative planning are given by sociologists and professionals from the social services. They use materials that are theoretical in nature and not yet translated to the field of natural resources and environmental management. So there is a great need for producing good materials to train communication skills, conflict resolution methods and theories of collaborative planning adaptable to natural resources and environmental management planning situations with good real life cases.

The **Slovak** VETA study summarises the present shortcomings in the learning of collaborative planning as follows: The present Slovak legislation dealing with the management of natural resources and landscape contain some elements of collaborative planning approach and can serve as a good basis for its promotion and development. Anyway, there is no mention about collaborative planning as a managerial tool, so far. The methods of collaborative planning have not been included in the curriculum of any taught subject in a systemic form. The professional planners carry out their tasks in collaborative planning at a low social efficiency only in accordance with the valid legislation and operational needs. They only rely on their intuition and personal experience. Professional planners lack both the theoretical preparation and practical training in the application of collaborative planning approach as a system.

Dutch collaborative planning training courses are found in most natural resources and environmental management training institutes at all levels. They are mainly based on interactive planning practices in rural and city planning. Thus also in the Netherlands there is a need for translating collaborative planning experiences into the field of natural resources and environmental management. In many educational institutes there is a curriculum development under way to describe competencies in the EU Bologna terminology. This is seen as an opportunity to get collaborative planning education firmly based in the natural resources and environmental management planning curriculum. In order to do this, international experiences and exchange are very much needed. In rural development education there are interesting experiments underway to engage students in real long term interactive processes (e.g. village development and empowerment) to make it possible to experience “doing the real thing in collaborative planning”. A mentionable concept is the “Werkplaats Plattelandsvernieuwing concept” (translatable into rural development workplace) in Annerveensche kanaal in which students play a research and process role in several local communities. It must also be mentioned that there is a large number of professional trainers who offer short training courses in the principles of collaborative planning for adults.

The training programmes and materials available in eight universities and universities for professional education were studied in **Germany**. These training courses vary widely in content and number of credit points. Courses specifically focusing on collaborative natural resources and environmental management planning are rare, since most courses concentrate on landscape or city spatial planning and rural development. There is also a large training supply for post graduate students mainly with universities, adult education centres and “Heimvolkshochschulen” (see for instance <http://www.regionale-prozesse-gestalten.de>). The most important gap is to have specialised training courses and material on collaborative planning of natural resources management.

More intensive interaction and negotiation		
Site visits or field trips to the public	Ff, It	F, C, S
Public meetings, hearings, seminars, workshops	Fw, Ic, It, C/S	F, It, N, C, S
Working groups, “steering committees”, etc.	Fw, Ic, It	F, It, N, C, S
Discussions facilitated by a neutral, professional facilitator	G, Ic, It	F, It, N, C, S
Negotiations between interest groups (without mediation)	G, Fw, Ic, It, C/S	F, It, N, C, S
Mediated negotiations	Fw, Ic, It, C/S	F, It, N, C, S
Participation of children (and other special groups)	It	F, G, It, N, C, S
Computer-aided methods:		
E-mail discussion groups	It, C/S	F, C, S
Interactive websites	Fw, G, It, C/S	F, G, It, N, C, S
Computer-supported decision-making methods	Fw, G, Ic, It, C/S	F, G, It, N, C, S
Geographic Information Systems (GIS) in visualising planning information	Ff, Fw, G, Ic, It, N, C/S	F, It, N, C, S
Other methods:		
Methods for comparing planning alternatives	Fw, It, N, C/S	F, G, It, N, C, S

Other topics and skills of collaborative planning	Core Skills Analysis	VET Assessment
Knowledge of legal and institutional requirements:		
Legal requirements for collaborative planning (CP)	Ff, Fw, G, Ic, It, N	F, G, It, N, C, S
Requirements, norms and guidelines of the planning organisations for CP	Ff, Ic, It	F, It, C, S
Skills for preparing and initiating CP processes:		
Assessing “costs and benefits” (pros and cons) of CP	Ff, Fw, Ic, It	F, C, S
Preparing collaboration plans	Fw, Ic, It, C/S	F, It, N, C, S
Establishing and preparing teams for CP	Fw, Ic, It, N	F, C, S
Analysis of actors/stakeholders	Fw, Ic, It	F, It, N, C, S
Designing communication strategies	Fw, Ic, It	F, G, It, N, C, S
Motivating the public in the initial stages of CP	G, Ff, Fw, Ic, It, C/S	F, It, C, S
Skills for managing CP:		
Moderation/chairing of meetings	G, Ff, Fw, Ic, It	F, It, N, C, S
Group/Team working skills	G, Ff, Fw, Ic, It, N	F, It, N, C, S
Communications skills	G, Ff, Fw, Ic, It, N	F, G, It, N, C, S
Conflict mapping	G, Ff, Fw, Ic, It, N	F, It, N, C, S
Negotiation and conflict management skills	G, Ff, Fw, Ic, It, N, C/S	F, It, N, C, S
Monitoring and evaluating CP	Fw, Ic, It, C/S	F, It, N, C, S
Documenting CP	Ic, It	F, It, C, S
Knowledge of theoretical issues:		
Planning theories	Fw, Ic, It	G, It, N, C, S
Communication theories	Ic, It	F, N, C, S
Organisational theories	It	F, G, It, C, S
Theories of democracy	It	It, N, C, S
Other theories	-	-

A few additional topics and issues are identified in some of the studies. The most important are the following:

Additional topics and issues	Core Skills Analysis	VET Assessment
Increase the teachers’, educators’ and planners’ overall understanding of the issues and concepts of CP	F	F, It, N, C, S

Enhance the teachers', educators' and planners' general interest in CP ("more information on the real benefits of collaborative planning; examples of successful participation, etc.").	F	F, It, N, C, S
General advice on "how to teach collaborative planning"		F, It, N, C, S
Explanation of the key terms and concepts in non-technical language		F, It, C, S
Interactive assessment of as-built maps, evaluation maps and planning maps	G	F, It, N, C, S
Pamphlets/brochures and information desks	G	F, It, N, C, S
Visualising of ideas, plans, concepts by association-pictures, 3D-presentations	G	F, N, C, S
Interactive methods of project presentation	G	F, G, It, N, C, S
Tools for analysing objectives of forest owners	F	F, N, C, S
Media co-operation in general	C/S	F, C, S
Avoidance of unrealistic expectations among the participants on their possibilities to influence the plans and decisions	F	F, It, N, C, S
Instructions for use of communication techniques in a communication strategy		G, N, F, It
Use of simulated case studies in education		G, N, S
Use of real life case studies in education		F, G, N, S
International exchange of information and expertise through a website, workshops, seminars (with certificates for teachers)		C
Exchange of experience on collaborative planning teaching with professionals from other disciplines, e.g. business, management, marketing, sociology, psychology, etc.		C

Based on the results and recommendations of the VETA and CSA studies and the CoPack planning sessions held in the EnTraCoP partner meetings in Eberswalde (3-5 April 2006) and Larenstein (26-28 June 2006), the following components and subjects are identified as of a high priority in the CoPack:

<p>1. Introduction to collaborative planning</p> <ul style="list-style-type: none"> • Basics of theories, concepts, terms and planners' ethics of collaborative planning • Legal and institutional requirements for collaborative planning (relating to the selected focus sectors in each EnTraCoP partner country) • Assessment of needs, pros and cons ("costs and benefits") of collaborative planning <p>2. Designing collaborative planning curricula and programmes</p> <ul style="list-style-type: none"> • Designing basic, advanced and professional level competencies (examples of CP training curricula and recommended CoPack modules for each level) • Designing further training programmes (examples of different training programmes and recommended CoPack modules) • Examples of training approaches • Analysis and development of personal collaborative planning skills among planners <p>3. Preparation and initiation of collaborative planning processes</p> <ul style="list-style-type: none"> • Preparation and coaching of planner teams for collaborative planning • Preparation of collaboration plans, including: <ul style="list-style-type: none"> • defining the objectives of collaboration • defining the required extent of collaboration and identifying stakeholders
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- selecting appropriate methods and techniques for collaboration
- preparation of the work plan, budget, etc.
- Participation of special groups
- Informing, motivating and instructing participants in the initiation of collaborative planning

4. Collaborative planning methods and techniques

- Planning exhibitions and displays
- Media co-operation, including TV, radio and newspapers
- Conducting surveys with various techniques (e.g. questionnaires and interviews)
- Personal communication skills and presentation techniques
- Organising, moderating, and facilitating public meetings
- Group working and creativity techniques: instructing, managing and facilitating working groups and utilising effective/creative group working methods
- Organising site visits and field trips to the public
- Web-based collaborative planning methods (interactive websites, chats, on-line forums, e-voting, etc.)
- Analysing and managing conflicts between interest groups (organising and facilitating negotiations and mediating disputes)

5. Information management in collaborative planning

- Systematic methods for comparing planning alternatives
- Computer-supported decision-making methods
- Geographic information systems (GIS) and maps in collaborative planning
- Documenting/reporting collaborative planning processes and results

6. Evaluation and utilisation of collaborative planning experiences

- Evaluation criteria and methods
- Dissemination of lessons learned

8. PLANS FOR THE COPACK

Based on the results of the studies and the planning meetings of the EnTraCoP partners, the following has been proposed for the Trainers' support material package, CoPack, to be produced:

The principal objective of the CoPack is to enhance the development of vocational education and training in collaborative planning of natural resources and environmental management. The main purpose of the CoPack is to improve the knowledge, skills and training tools of natural resources and environmental planning and management trainers by providing them with:

- general advice and guidance for training on collaborative planning with a systematic framework;
- a set of practical support material which trainers can use in designing and implementing training in important skills and methods of collaborative planning.

The point of departure is that collaborative methods may constitute a coherent planning process or they can be applied separately, depending on the situation and the abilities and needs of the planning organisations.

The CoPack is planned to be a web-based trainers' support material package, with downloadable materials, to be published in the EnTraCoP website and as a CD-ROM. It may also be published in a hardcopy form (folder), as applicable. The material will be organised into user-friendly stand-alone units that can be flexibly adapted to training modules of varying depth and length.

The support materials to be linked to each subject may consist of different types of materials and components, as applicable, for example:

- Introduction to the subject (what is it, why is it important, subject aims/learning objectives, learning outcomes and general description of the support material)
- General advice and guidance for the design and implementation of training in each subject (appropriate teaching/learning methodologies, time, facility, material and equipment requirements, etc.)
- Presentation material (e.g. illustrative slide presentation/s with photographs, diagrams, charts, etc.)
- Video clips
- Checklists and models (examples of materials that can be used in collaborative planning)
- Teacher's notes and materials for lectures, exercises, simulation games, role plays, etc.
- Handouts for students, such as exercise tasks, brief texts, articles, case studies, best practice examples, lessons learned, etc.
- Material needed for evaluating the training (and evaluating the use of particular collaborative methods/techniques, where applicable)
- Material for assessment (tests/examinations).
- References and/or links to relevant training courses, literature, internet solutions, software and other available materials.

A schematic presentation of the proposed structure of the CoPack is given in the Annex 1.

A few draft CoPack modules (Theories and concepts, and Group work) were demonstrated and discussed in the EnTraCoP International Seminar in Helsinki on 25-26 September 2006. The draft CoPack will be tested in eight testing courses: three courses in Finland and one course in each of the other project partner countries. The test courses include three courses for students in vocational degree education and five further training courses for professional planners.

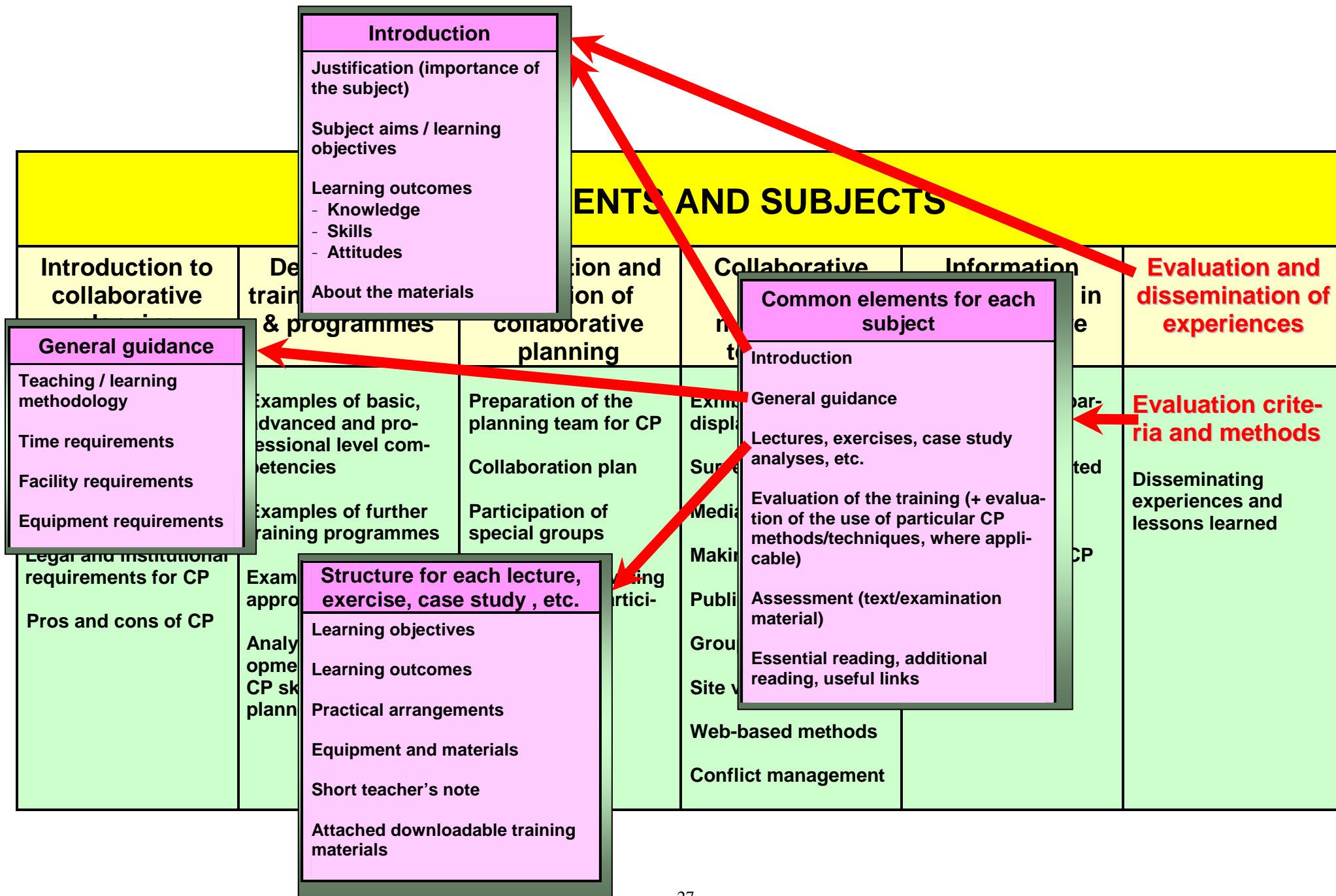
The CoPack will be prepared in English and translated into the other main languages of the partner countries (Czech, Dutch, Finnish, German and Slovak) in order to ensure wide usefulness of the material.

The final version of the CoPack will be advertised and disseminated in the EnTraCoP website and six national dissemination seminars (one in each partner country), through the extended national and international networks of the project partners and through the internet. The CD-ROM versions and hardcopies will be sold at a price which covers the copying costs. In addition, articles will be written and submitted to relevant professional publications.

ANNEX 1. PROPOSED STRUCTURE OF THE COPACK

COMPONENTS AND SUBJECTS

Introduction to collaborative planning	Designing CP training curricula & programmes	Preparation and initiation of collaborative planning	Collaborative planning methods and techniques	Information management in collaborative planning	Evaluation and dissemination of experiences
<p>Glossary</p> <p>Theories and concepts</p> <p>Planners' ethics in CP</p> <p>Legal and institutional requirements for CP</p> <p>Pros and cons of CP</p>	<p>Examples of basic, advanced and professional level competencies</p> <p>Examples of further training programmes</p> <p>Examples of training approaches</p> <p>Analysis and development of personal CP skills among planners</p>	<p>Preparation and coaching of the planner team for CP</p> <p>Collaboration plan</p> <p>Participation of special groups</p> <p>Informing, motivating & instructing participants</p>	<p>Exhibitions and displays</p> <p>Surveys</p> <p>Media co-operation</p> <p>Making presentations</p> <p>Public meetings</p> <p>Group working</p> <p>Site visits</p> <p>Web-based methods</p> <p>Conflict management</p>	<p>Methods for comparing alternatives</p> <p>Computer-supported decision-making methods</p> <p>GIS and maps in CP</p> <p>Documenting and reporting CP</p>	<p>Evaluation criteria and methods</p> <p>Disseminating experiences and lessons learned</p>



ANNEX 2. LITERATURE AND MATERIALS

Literature lists of the Czech and Slovak CSA:

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Some of the tips as suggested by the Czech VETA respondents:

Materials produced by Partnership foundation Brno and other NGOs promoting collaborative planning (www.nadacepartnerstvi.cz, www.nadacevia.cz)

Materials produced by Ecological Centre Toulcův dvůr (www.toulcuvdvur.cz), which is organisation providing ecological education for pre-school children

Interesting website of Dr. Johanisova: <http://home.pf.jcu.cz/~nadiaj/soez-syl.php> (syllabus of a social economy course, and proceedings from Krtiny summer school workshop)

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Software aids:

MindMapping to make a good project start: e.g. www.novamind.com

Negotiations around GIS based maps: Maptalk and MapTable: many examples in Dutch, but translatable in English MAPTALK™ is the geographic conference software for interactive spatial planning, MAPTALK™ is developed by W!SL and the Center of Geo Information of Alterra. Info at www.maptalk.nl or www.mapsup.nl

Versnellingskamer Translated into: Group Decision Room is a electronic conferencing environment to speed up any decision with very flexible software to promote consensus on a all are equal basis. Information at www.Grontmij.nl or <http://www.twynstragudde.nl/tg.htm?id=188>

References from the Finnish CSA:

European Commission 2003a. Common Implementation Strategy for the Water Framework Directive (2000/60/EC). *Guidance Document 11, Planning Processes*. Produced by Working Group 2.9 – Planning Processes. Office for Official Publications of the European Communities, Luxembourg.

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ANNEX 3. QUESTIONNAIRE USED AS A BASIS FOR THE CSA SURVEYS

1. Basic information on the respondent and her/his organisation

1.1. Profession/title: _____

1.2. Professional education (subject and degree): _____

1.3. Position in the organisation: _____

1.4. Professional field or sector of the organisation: _____

- 1.5. Type of organisation of the employer:
- Central government authority
 - Regional/provincial authority
 - Local government/municipal authority
 - Private company
 - Non-governmental/citizen organisation
 - Other, please specify: _____

2. Characteristics of your work

2.1. Please, give a brief description of your work (responsibilities, tasks, key elements, role of natural resources and/or environmental planning in your work, etc.):

2.2. With regard to your work relating to natural resources and/or environmental planning, please, indicate which of the following tasks have been or are likely to be a significant part of that work (please, tick the appropriate check-boxes)?

- Managing or supervising planning processes
- Planning how public participation is organised in planning processes managed by your organisation
- Informing the public about the forthcoming planning processes or events
- Informing the public about plans (being) prepared or implemented by your organisation
- Collecting and receiving information and views from the public for plans (being) prepared or implemented by your organisation
- Facilitating public meetings (chairing, leading working groups, etc.)
- Participating in discussions with the public in planning processes

- Facilitating negotiations or mediating conflicts between interest groups
 - Documenting/reporting processes and results of public participation
 - Evaluating collaborative planning
 - Developing collaborative planning practices for your organisation
 - Providing training for professionals or students in collaborative planning
 - Other tasks of collaborative planning, please specify: _____
-

3. Utilisation of collaborative planning methods/techniques and related training needs

Please, indicate to what extent you have used or are likely to use the following collaborative planning methods/techniques, and how you see your needs for training to use them (please, select the appropriate options in the drop-down fields):

Collaborative methods/techniques	Previous use	Future use	Training needs
Letters to the public			
Newspaper announcements			
Newsletters			
TV or radio programmes			
Exhibitions in public places			
Site visits or field trips with the public			
Questionnaire surveys			
Interviews			
Inviting written comments from the public			
Telephone hotlines			
Regional offices (drop-in centres)			
Public meetings, hearings, seminars, workshops			
Working groups			
Steering committees			
Discussions facilitated by a neutral, professional facilitator			
Negotiations between interest groups (without mediation)			
Mediated negotiations			
E-mail discussion groups			
Interactive websites			
Children's participation in planning			
Methods for systematic comparison of project alternatives			
Computer-supported decision-making methods			
Geographic Information Systems (GIS) in illustrating information on projects			
Other methods/techniques, please specify:			
-			
-			
-			
-			
-			

4. Your needs for training in other issues and skills of collaborative planning

Please, indicate to what extent you have needed or are likely to need skills relating to the following issues and your needs for further training in those issues (please, select the appropriate options in the drop-down fields):

Issues/skills	Previous need for skills	Future need for skills	Further training needs
Legal requirements for collaborative planning			
Requirements, norms and guidelines of your organisation for collaborative planning			
Assessing "costs and benefits" (pros and cons) of collaborative planning			
Establishing and preparing your team for collaborative planning			
Designing communication strategies			
Analysis of actors in a communication strategy			
Preparing plans for collaborative planning			
Motivating the public in the initial stages of collaborative planning			
Chairing of meetings			
Group/Team working skills			
Communications skills			
Negotiation and conflict management skills			
Identifying issues of disagreement (conflict mapping, etc.)			
Monitoring and evaluating collaborative planning processes			
Documenting collaborative planning processes and results (progress, views of the public, choices made, agreements/disagreements,...)			
Planning theories (planning ideologies and approaches)			
Communication theories			
Organisational theories (organisational structures appropriate for collaborative planning)			
Theories of democracy (evolving ideas of democracy)			
Other theories, please specify:			
Other skills related to collaborative planning, please specify:			
-			

5. Challenges of collaborative planning

Please, give a brief description of the most important challenges you have faced in collaborative planning:

6. Your previous training and providers of training on collaborative planning

Please, describe what kind of training related to collaborative planning has been provided to you or your colleagues and by which organisations and service providers, including the possible internal training unit of your organisation:

ANNEX 4. QUESTIONS USED AS A BASIS FOR THE CSA INTERVIEWS

A. The guiding and management principles that should be used to progress the interview process are:

1. At the start of the interview:

Provide some background information on the EnTraCoP project and the research / data gathering context.

Ensure that the interviewee is comfortable with the interview and explain that anonymity will be guaranteed. (The use of a tape recorder, if possible, will help with the analysis and reduces the need for note taking.)

2. During the Interview:

Maintain focus (repeat questions if/when necessary).

Avoid leading the interview by using collaborative planning type terminology.

Use the **Why? What ? Where? When? How? & Tell me about...** type questions.

3. At the end of interview ;

Allow interviewees to ask questions.

Provide some feedback where appropriate.

B. Initial question that might be asked:

- **N....., can you give me an example of a ‘collaborative planning’ situation that you were actively involved in and you felt that you managed the CP situation to a successful / unsuccessful outcome.**

Rationale: This question is designed to open the formal interview while imposing the minimum amount of guidance to the interviewee.

Typical questions that might be used to progress the interview are:

- Can you tell me about the background to the CP situation, i.e. how did the situation come about? (**context, need and requirements for CP**)
- Who were the main people involved in the situation (collaborative planning situation)?
- What exactly were you trying to achieve? What were your objectives for CP? (**focus on the task**)
- How did you go about dealing with the CP situation / issue, for example, how did you plan and prepare yourself and/or your team for the task; how did you interact with the public; what kind of methods/techniques did you use in the interaction with the public?
- How did you document the process and results of the process?
- What kind of challenges did you face during the planning process in interacting with the public and/or various authorities and experts? What was easy / difficult?

- Did you/your team evaluate the successfulness of the process? How?
- Why do you think that there was a satisfactory / unsatisfactory outcome?
- What factors do you feel were important (critical) to the successful or unsatisfactory outcome to the CP situation?
- If that CP situation were to arise again, what would you do differently or how would you approach it now?

At the end of the interview you might also ask the interviewee:

- Based on your experiences, what do you think are the most important competencies (skills, knowledge and attitudes) that are required for good collaborative planning? (The purpose of this question is to gather some themes / topics that might be also included in any training / education syllabus.)
- How do you see the need/role for further training in achieving good collaborative planning?
- What kind of training related to collaborative planning has been provided to you or your colleagues and by which organisations and service providers, including the possible internal training unit of your organisation?

ANNEX 5. QUESTIONNAIRE USED AS A BASIS FOR THE VETA SURVEYS

1. Basic information on the respondent and her/his organisation

- 1.1. Profession/title: _____
- 1.2. Professional education (subject and degree): _____
- 1.3. Position in the organisation: _____
- 1.4. Professional field or sector of the organisation: _____
- 1.5. Type of educational organisation:
- Vocational courses (hands-on training)
 - Intermediate level education
 - BSc. level education
 - MSc. Level education
 - Adult education (part time degree courses)
 - Professional training courses/ specialized training
 - Other, please specify: _____

2. The role of collaborative planning in your educational work

- 2.1. Please, give a brief description of your work (responsibilities, tasks, key elements, role of natural resources and/or environmental planning in your work, etc.):
- 2.2. With regard to your work in education or training on collaborative planning relating to natural resources and/or environmental planning, please, indicate which of the following subjects have been or are likely to be a significant part of future work for students?
- Managing or supervising planning processes
 - Planning how public participation is organised in planning processes managed by your organisation
 - Informing the public about the forthcoming planning processes or events
 - Informing the public about plans (being) prepared or implemented by your organisation
 - Collecting and receiving information and views from the public for plans (being) prepared or implemented by your organisation
 - Facilitating public meetings (chairing, leading working groups, etc.)
 - Participating in discussions with the public in planning processes
 - Facilitating negotiations or mediating conflicts between interest groups
 - Documenting/reporting processes and results of public participation
 - Evaluating collaborative planning
 - Developing collaborative planning practices for your organisation

- Providing training for professionals or students in collaborative planning
- Other tasks of collaborative planning, please specify: _____

3. Education and training on collaborative planning methods/techniques

Please, indicate if you are currently teaching in or are likely to use in the future the following collaborative methods/ techniques/theories in education, and how you see your needs for training yourself in collaborative planning methods/techniques:

Theories/Methods/Techiques	Teaching currently	Teaching in the future	Training need for yourself
Education on the basic principles / theories on interactive planning			
Education on the basic principles / theories on communication			
Instructions for communication strategy design			
Instructions for the analysis of actors in a communication strategy			
Instructions for use of communication techniques in a communication strategy			
Instructions chairing a meeting			
Instructions for public meetings, hearings, seminars, workshops			
Instructions for letters to the public			
Instructions for newspaper announcements			
Instructions for newsletters			
Instructions for TV or radio programmes			
Instructions for exhibitions in public places			
Instructions for site visits or field trips with the public			
Instructions for questionnaire surveys			
Instructions for interviews			
Instructions for inviting written comments from the public			
Instructions for setting up telephone hotlines			
Instructions for organisation and management of regional offices (drop-in centres)			
Instructions for public meetings, hearings, seminars, workshops			
Instructions for the use of working groups			
Instructions for the use of steering committees			
Instructions for the use of discussions facilitated by a neutral, professional facilitator			
Instructions for the use of negotiations between interest groups (without mediation)			
Instructions for the use of mediated negotiations			
Instructions for the use of e-mail discussion groups			
Instructions for the use of interactive websites			
Instructions for the use of children's participation in planning			
Instructions for methods for systematic comparison of project alternatives			
Instructions for the use of computer-supported decision-making methods			
Instructions for the use of Geographic Information Systems (GIS) in illustrating information on projects			
Use of simulated case studies in education:			

Use of real life case studies in education:			
Instructions on monitoring interactive processes			
Other methods/techniques, please specify:			
-			

4. Your needs for training in other skills of collaborative planning

Please, indicate your needs for further training in the following issues:

Issues	Training need
Legal requirements for collaborative planning	
Requirements, norms and guidelines of professional organisations for collaborative planning	
Assessing "costs and benefits" (pros and cons) of collaborative planning	
Establishing and preparing teams for collaborative planning	
Preparing plans for collaborative planning	
Motivating the public in the initial stages of collaborative planning	
Group (team) working skills	
Communications skills	
Negotiation and conflict management skills	
Identifying issues of disagreement (conflict mapping, etc.)	
Monitoring and evaluating collaborative planning processes	
Documenting collaborative planning processes and results (progress, views of the public, choices made, agreements/disagreements,...)	
Planning theories (planning ideologies and approaches)	
Organisational theories (organisational structures appropriate for collaborative planning)	
Theories of democracy (evolving ideas of democracy)	
Other theories, please specify:	
Other skills related to collaborative planning, please specify:	
-	

5. Challenges of collaborative planning

Please, give a brief description of the most important challenges you have faced in collaborative planning education and training:

6. Providers of education and training on collaborative planning

Please, identify (potential) organisers/providers of training on collaborative planning most suitable for your needs:

ANNEX 6. QUESTIONS USED AS A BASIS FOR THE VETA INTERVIEWS

B	Question	Answer (qualitative and quantitative answers are both welcome)
1	Name and address of educator and institution	
2	Estimated number of students in NREP	
3	Educational level	
4	NREP-fields covered	
5	What educational philosophy is used in the class room (teacher-centred education, teacher as facilitator,, coach and assessor)	
6	Courses identified, dealing with collaborative planning you are participating in	
7	Components of collaborative planning components addressed in lessons (e.g. Education in values and interests of various stakeholders by means of multi-professional team work of experts, inter-agency co-operation, public participation, and settlement of controversies (concerning e.g. land-use alternatives) through negotiation and mediation) (See list Web-questionnaire)	
8	Qualification system present and translation into curriculum	(if possible describe collaborative planning components in terms of knowledge, attitude and skills)
9	Competencies system present and translation into curriculum (See example in Annex 6)	(if possible describe collaborative planning components in terms of knowledge, attitude and skills)
10	Estimated time spent on collaborative planning in total of curriculum	
11	Identifiable lesson plans, case studies, teaching aids on collaborative planning used	
12	Contacts of interviewee with professional field	
13	General remarks of interviewee	
14	General impression of interviewer on education offered	
15	Estimation of collaborative planning quality: "Is there a gap?"	<ul style="list-style-type: none"> • well addressed in curriculum, • medium addressed in curriculum, • not addressed in curriculum
16	Estimation of potential interest in EnTraCop seminars and findings and willingness to adopt EnTraCop results in curriculum	