



Vocational Education and Training (VET) Assessment
Country Study of the Czech Republic
FINAL REPORT

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1. Collaborative Planning in the Czech Republic

In the Czech Republic, collaborative planning is mostly referred to as participatory, community, or action planning. Collaborative planning represents an entirely different philosophy of attitude towards landscape and land-use (including natural resources) planning, than which was applied here before 1989. The beginnings of land-use planning in the Czech Republic can be found in the Austro-Hungarian Empire in early 20th century. Planning was developed as typical regulatory planning with exclusive position of the expert. The public (owners, land managers) did not participate in the planning process. They were only informed and had only little or slightly higher chance to express their opinions on the presented plans. Some planning processes, which were in case of the land reform from the verge of the 19th and 20th century built on the principle of “optionality” and active participation of public (land owners), usually ended up unsuccessfully.

The planning of land use, in the Czech Republic represented by spatial planning, retained its expert character even after World War 2. After 1948 (beginning of the Communist era in the Czech Rep.), spatial planning was developed upon the principle of the so-called centralised democracy: plans were created according to clear political order, and were controlled and approved by the superior political bodies. Principles of democracy were reduced down to formal approval of local and spatial plans by local authorities (called “national committees”). All comments from outside the official bodies or active participation of public in the planning processes were openly undesirable. Special role was played by the fact that all the information on the condition of the natural environment including the way of using natural resources were treated as state secrets – they were considered strategic information for the defence of the state, and public had no access to them.

In the 1980's, planning is gradually influenced by more environment-friendly ways of utilising the natural resources. But this is not the result of public pressure or the demand of state administration bodies, rather a clear result of the pressure of the so-called “expert public”, that is the interested group of experts (ecologists and environmentalists) working in planning teams involved in spatial planning, forest management planning, or land consolidation schemes. Neither these forms of planning, which clearly bear signs of environmental planning, could be addressed as collaborative.

In November 1989, the political situation changed substantially, which also affected planning processes. The changes of legislation, especially the Act on spatial planning and building code, Act on land consolidation schemes, Act on communities, Environmental Act, as well as e.g. the EIA Act, establish a greater scope of public input in the planning processes. Despite these major changes of planning processes, which are still under way and being refined in the Czech Republic, planning of natural resources use can still be labelled as expert work. This character of the planning is certainly highlighted by the existence of mandatory local limits on the use of natural resources, which are the content of special legal documents (Act on nature and landscape protection, Land Act, Water Act, Forest Act, etc.).

Development plans are carried out by professional planners and representatives of local authorities, partially also by the so-called “involved state administration bodies”. The public, represented mainly by voted representatives, enters the planning process:

- during the development of the requirement on planning documentation,
- during public discussion about the documentation,
- during the process of its definitive approval.

For planning in the Czech Republic it is therefore typical and also traditional to a great extent, that the public and state administration bodies do not actively participate on the elaboration of the documentation proposal itself. They only express their opinions and statements to it.

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Despite the above mentioned statement it can not be said that collaborative planning is not applied in the Czech Republic at all. It is true that the share of public participation in planning processes and the increase of their responsibility for the development of the landscape is constantly reinforced during the amendments of the appropriate legislation. The public interest required by law (mainly of owners) is most markedly expressed during the preparation of documentation for land consolidation schemes. Second important factor in the development of collaborative process is the existence and functioning of non-governmental organisations.

Thanks to the effort of the NGO's, which focus on the protection of environment, and partly also thanks to some landscape development schemes supported by the Czech Government¹, the process of spatial development gradually includes also the active participation of public (civic associations, interest groups). The principal problem of developing participatory planning is a great passivity of the public, and the necessity to raise their interest in active participation in making decisions on public issues. At present, Czech Republic is therefore dominated by the effort to explain the importance and contribution of participatory planning than to precise techniques related to it (these are more of a "by-product" of the pilot cases where participatory planning is used in practice). Active approach in establishing collaborative planning in the Czech Republic nowadays rests substantially upon the shoulders of the NGO's, and a selected group of "enlightened" town and village mayors, and is driven by the enthusiasm by the individual persons. By supporting the NGO's, the Ministry of Regional Development² and Ministry of Environment indirectly enter the support of collaborative planning as well.

Features of participatory planning are most markedly (thanks to legislation) applied in the field of land consolidation schemes, in the EIA and SEA process, less in spatial planning, and with minimum effect in case of forest and water management.

Under the term collaborative planning as defined here in this study, lies an entire complex of methods and processes of active participation of all the stakeholders in the planning process and process of designing proposals and decisions about the use of landscape in the Czech Republic.

Generally, it can be stated that education in collaborative planning is needed by all the participants of the planning process in order to be able to communicate together. These are:

- bodies of local administration (state bodies, local authorities, regional authorities),
- planners (professional "creators" of the plan proposal),
- the public (citizens, NGO's, interest groups).

Public participation is clearly a part of the planning process at the moment when the development proposal induces the need for the EIA and SEA process to be carried out. Most of the foreign laws determining the rules for EIA issue from the presumption that by degradation of the natural environment, the basic human rights are breached (mainly the protection of health and property) in case of those citizens that live in the area in question. This is why the public plays an important role in the entire process, and can determine the content and extent of the assessment, evaluate its objectivity, and also demand compensation and damage reimbursement where applicable.

Environmental impact assessment – EIA – and strategic environmental assessment – SEA – are defined by Czech Act No. 100/2001 Coll. On the environmental impact assessment as

¹ Supportive programmes of the Czech Government, e.g. the Programme of Rural Areas Revitalisation or Programme of Landscape Care, strategically built on the activity of local communities.

² Competition Village of the Year, About People with People, or the establishment of the National Network of Healthy Cities and Communities.

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amended by Act No 93/2004 Coll. The public, including the NGO's and local civic initiatives has the right to participate in the EIA process in its following phases:

- Announcement of proposal / scoping procedure
- Documentation
- EIA assessments
- Public hearing.

In case of the three first mentioned steps, the participation of public is not directly active. This is carried out in the form of comments that are presented within the deadline as stated in the administrative process. In case of public hearing, which is legislatively covered by Regulation No 457/2001 Coll. issued by the Ministry of Environment of the Czech Republic On professional eligibility and on the amendment of some other problems related to environmental impact assessment, this is a classical active participation of the public. The participants of the hearing are: the local authority in question, announcer of the proposal, authorised persons for carrying out the documentation and the assessment, administrative bodies in question, representatives of regional authorities, each citizen who expresses his interest, non-governmental organisations and local civic initiatives, press and other media. The public hearing in the Czech Republic is conducted by an authorised neutral person, the so-called mediator. Minutes are recorded during the public hearing, and the authority in question is obliged to send the minutes to the administrative bodies and regional authorities, and make it public on the internet. The opinion of the public is one of the baseline documents for issuing the statement by the appropriate authority.

The Act No 100/2001 Coll. is an important tool of controlling the state and citizens during the preparation of investment proposals and development concepts, where exists a potential risk of environmental and public health damage. This legislation is closely related to the consequential approval procedures, and is not possible to avoid it in case of clearly defined proposal, e.g. ones that include the utilisation of natural resources. Currently, no study course is available in the Czech Republic, which would specialise directly on environmental impact assessment. The EIA process is a part of study plans of the following courses: ecology, environmental sciences, agricultural ecology, landscape engineering, landscape architecture, land consolidation, landscape protection and management.

2. Introduction

Focus sectors

- SETTLEMENT and LAND USE – spatial planning (under the direction of the Ministry of Regional Development): determines the basic frame of functional and spatial use of landscape including the ways and limits of utilising natural resources.
- RURAL LANDSCAPE – land consolidation schemes (controlled by the Ministry of Agriculture): deals with the problems of land ownership issuing from property restitutions (mainly of open agricultural land in the landscape), rational utilisation of selected natural resources (soil, water), and ecological optimisation of the landscape.
- FOREST – forest management (controlled by the Ministry of Agriculture): deals with the optimum way of managing forest landscapes.

Target organisations

- SETTLEMENT – public governance (spatial planning authorities), local authorities (departments of regional development), planning studios and planners (members of the Czech Chamber of Architects).
- RURAL LANDSCAPE – land authorities, Czech Association of Landscape Engineers, Czech Chamber of Engineers and Technicians Active in Construction, planning offices for land consolidation schemes (authorised persons).
- FOREST – Institute of Forest Management, planners of forest management plans.

Limits of the evaluation

The quality of the analysis depends on the quality of provided data and the accessibility of the information on the real content and extent of the courses. Whereas in the case of schools that are assessed in greater detail (MZLU, CVUT, CZU) and NGO's the available information was gained through personal contact with the teachers, the analysis of other courses depended only on the publicly available information (web, press releases). To provide for full objectiveness it would be necessary to carry out a detailed analysis of courses individually with each teacher, which is not possible due to the extent of the project. But this can be an idea for possible continuation of the project.

Definitions: How is Collaborative planning and Natural resource and environmental planning been defined for your country study?

Under the term collaborative planning as applied in the Czech Republic, we will be talking about an entire complex of methods and processes of active participation of all participants of the planning process who influence the creation of proposal and decision on the use of the landscape. The subject of the evaluation will be the education of future planners in spatial planning, landscape planning, land consolidation schemes, and forest management planning.

3. Brief description of the educational column in NRE education and training

The basics of education in collaborative planning should consist of information and practices from the following fields:

- ✓ natural sciences, ecology and environmental science (quality of natural resources)
- ✓ sociology, economics, and law (functioning and needs of human society)
- ✓ planning and management (techniques for harmonisation of the above mentioned factors).

The theory of collaborative planning represents a point where all the above stated disciplines merge. It can be expected that the educational institutions that will be closest to the problematic of collaborative planning in natural resources will be those, which have the stated groups of disciplines contained in the curriculum of their study programmes.

Analysis of selected study programmes focusing on landscape planning and natural resources and environment use (NRE)

Theories and techniques of collaborative planning are not currently the subjects of study at high schools. In the Czech Republic, there are generally three types of high schools: general high schools (gymnasium, lyceum), specialised high schools (polytechnics and profession-oriented schools, e.g. for medicine, horticulture, engineering, etc.), and training institutions (schools for craftsmen and workers). Although the mentioned schools do not offer regular specialised courses in collaborative planning in NRE, there are occasionally signs of this approach in their educational activities. These are mainly one-off courses organised e.g. under some international projects or students' interest groups. For example:

- course of Landscape development and waste management, organised in co-operation between a Czech and Finnish lyceum, participated at by Mendel University Brno and Centre of Environmental Education under the Socrates/Comenius programme.

The teaching of collaborative planning in relation to NRE is, or will be in the future, the major domain of universities, which are responsible for the preparation of managers of spatial development. Currently there are 25 public, 2 state, and 39 private universities. The observed problematic could potentially be developed at the public universities and two of the private universities (University of European and Regional Studies in České Budějovice and University of Regional Development). From the total number of 140 faculties at the public universities, the education of NRE collaborative planning can be provided by:

- 7 faculties of social and humane studies, of which only one (FSS MU Brno) offers a relevant course of Humane Environmental Sciences,
- 8 faculties of environmental and natural sciences, which do not offer any courses of NRE planning,
- 7 faculties focusing on natural resources management (water, forests, soils, fossil resources),
- 5 faculties focusing on urban, spatial, and landscape planning (faculties of architecture).

The last two groups of universities have at least basic information on the necessity of communication of the planners with the public administration bodies and public, which are implemented in the lectures dealing with theory of urban and landscape planning (so-called spatial planning). Faculties of architecture and the Faculty of Horticulture MZLU implement the features of collaborative planning directly in the teaching of practically-oriented design studio subjects that use real or simulated case studies.

Focus sectors SETTLEMENT a LAND USE: Urban planning, spatial planning, landscape architecture (landscape planning).

For the detailed evaluation, three universities were selected, which represent the education in the stated disciplines on the bachelor, master, and doctoral levels. These are: Faculty of architecture of Czech Technological University Prague (FA CVUT), specialisation Architecture and urbanism, module landscape architecture; Faculty of Agriculture of Czech Agricultural University Prague (CZU), specialisation Agriculture, horticulture, and rural development; Faculty of Horticulture, Mendel University of Agriculture and Forestry Brno (ZF MZLU), specialisation Landscape architecture.

The universities were selected for the evaluation as representatives of schools more closely oriented in planning and use of natural resources, as well as on the use of collaborative

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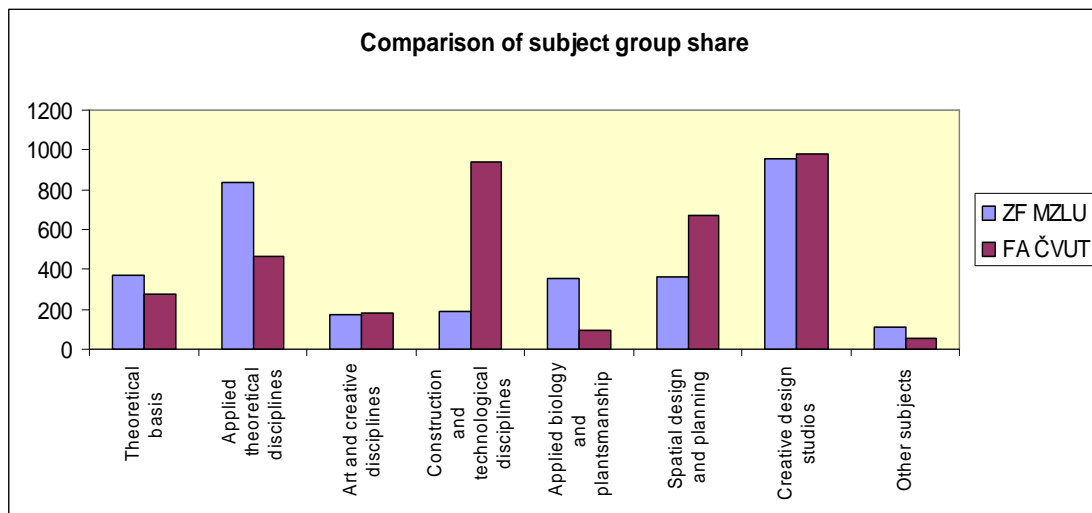
planning tools and techniques. Other criterion of schools selection was a more detailed knowledge of the syllabi and the character of the individual courses.

The basic structure of the evaluated study programmes consists of the following disciplines:

- | | |
|----------------------------------|--|
| ▪ theoretical base | |
| a) natural | <i>natural sciences</i> |
| b) social | <i>sociology, psychology</i> |
| ▪ applied theoretical base | |
| a) natural | <i>use of natural resources</i> |
| b) social | <i>law, economy</i> |
| c) art theory | |
| ▪ creative arts | |
| ▪ construction technologies | |
| ▪ biotechnological | <i>natural resources utilisation</i> |
| ▪ spatial design | |
| a) architectural | |
| b) urbanism and spatial planning | <i>planning theory and legislation</i> |
| c) landscape architectural | |
| d) landscape management | <i>planning theory and legislation</i> |
| ▪ design studios | <i>case study solutions</i> |
| ▪ additional | |
| ▪ practice | <i>practical experience</i> |
-

**The terms in italics determine the relation to collaborative planning*

Graph 1 Comparison of subject group share according to total number of hours taught



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Table 1 *Percentage proportion of disciplines*

		FA CVUT % of which	ZF MZLU % of which	CZU % of which
A	Theoretical basis	8	11	23
	- natural	70	100	96
	- social	30	0	4
B	Applied theoretical basis	13	25	37
	- natural	21	73	65
	- social	7	7	27
	- theoretical and art-historical disciplines	72	20	8
C	Creative arts	5	5	2
D	Construction technological disciplines	25	6	9
E	Biotechnological disciplines	3	11	24
F	Spatial design	18	11	1
	- architectural	58	15	0
	- urban planning	27	25	57
	- landscape architecture	4	40	43
	- landscape management	11	20	0
G	Design studios	26	28	0
H	Others	2	3	4

Other analyses in Annex 2

From the analysis of the curriculum, the following conclusions issue in relation to collaborative planning:

- the evaluated study programmes differ in their share of courses of the **theoretical basis** and courses focusing on the development of **practical skills in planning** (FA CVUT 21 : 44 (%), ZF MZLU 36 : 39 (%), CZU 60 : 1 (%). From the analysis it is clear that the analysed universities pay great attention to practical design and planning skills.
- disciplines of the **social scientific basis**, (sociology, psychology), which are a theoretical basis for the understanding of the importance of methods and techniques of community (also collaborative) planning, cover minimum number of hours in the study programmes (in case of ZF MZLU they are absent altogether),
- disciplines of **natural theoretical basis**, which are necessary for understanding ecological and environmental context, are largely represented in case of the agricultural universities, in case of architectural disciplines (represented by FA CVUT) they are reduced down to minimum and replaced by art-historical and theoretical subjects,
- **theory of planning** of urban and landscape spaces, represented by the courses of spatial planning, are in case of FA CVUT and ZF MZLU relatively comparable in extent (11 – 18 %), in case of CZU they are minimised,
- **creative design studios**, which represent the basis of education in collaborative planning at the studied universities, are in case of the architectural schools comparable in extent (26 – 28 % of the overall number of hours); in case of agricultural disciplines they are absent.

In order to assess the real extent and quality of education in collaborative planning, knowledge of syllabi of the individual courses and their real content is necessary. See e.g. the commentary of the guarantor teacher of design studios at FA CVUT, associate professor architect Jan Hendrych, MSc.:

“Participation was included in our education of design studios in the past four years or so, and is carried out with the help of architect Henry Hanson (USA) and VIA Foundation. The students have worked in selected towns and cities in communities, doing surveys and organ-

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ised meetings with public. These were organised as workshops, where collaborative plans were developed, as well as studies and project preparations. Some of themes were partially implemented (Rozmítal pod Tremšinem, Breznice); other served or will serve as bases for future work (Prague 6 Stresovice, Orechovka residential quarter). The existence of this design studio is tied with the initiation of education in the module Garden and landscape design. If the module is not launched, the education in collaborative planning will be cancelled as well.”

At the Faculty of Horticulture MZLU (course Landscape architecture) design studios are carried out in the form of case studies (real ones mostly) that are specialised in the optimisation of urban and landscape use and development (where environmental and ecological context is accentuated). The students have evaluate the factors within the area, and consult this with the representatives of professional organisations, and very often also with citizens (spontaneously during field survey or in organised way through survey sheets). The design proposals are presented to the local authorities (towns, communities, regions) or to the public in the form of public exhibition of works combined with public meeting. The presentations are usually monitored by media (press, occasionally also TV and radio), which interview the students. In special cases the students inform the public themselves through their own articles and other publications in press. Training of students in the field of presentation of the results is carried out during the semester – two non-public hearings (between the collective of teachers and students), which are called “critics”. The share of the studio education is clear from the graphs in Annex 2. The studios range between 8 – 10 hours per week; in the MSc level course they take place each semester, in BSc. level course only in the 2nd and 3rd year of study. The extent of the share of participation is individual according to the character of the studied project.

Conclusion: participatory planning is a part of practically (project) oriented education. Special courses are lacking, which would deal with the theory of collaborative planning and its complex methodology. Some (selected) problems of collaborative planning are lectured in selected subjects (spatial planning, landscape planning, design principles, etc.).

Focus sector RURAL LANDSCAPE: land consolidation schemes, rural development

The question of planning of agricultural landscape utilisation in the Czech Republic is clearly related to the problem of land consolidation schemes and rural development plans. It is a part of the education of agricultural engineers in specialised courses:

- Faculty of Agronomy MZLU Brno, study programme Specialised agriculture, disciplines Agricultural ecology, Land consolidation, Protection and use of land.
- Faculty of Agrobiolgy, food and natural resources, CZU Prague, programmes and disciplines Sustainable use of natural resources, Rural development and agriculture (Bc), Protection of biosphere, Evaluation and protection of land, Natural Resources and Environment (MSc), Man, landscape, and forest (lifelong courses).
- Faculty of Agriculture JCU České Budějovice, study programme agroecology.

The need for education in the field of collaborative planning is in the case of land consolidation and rural development determined by the legislation (Act on land consolidation) and the rules of providing subventions under the development programmes of the Ministry of agriculture³. Education in collaborative planning is implemented in the stated courses only by pro-

³ Most of the projects are based on “bottom-up” activity and approach – proposals of rural development projects are based on the co-operation between communities, citizens, and planners.

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viding basic information about its necessity during selected lectures (see the consequential overview). The currently provided education does not include practical training of skills.

An exception can be an individual case of diploma or dissertation thesis focusing on a concrete project or plan. Similar scheme of education can be found at all the above stated courses at the agricultural schools.

Despite the above statement the study plans have a sufficient potential for establishing the education of collaborative planning. For its implementation it is necessary to adjust the syllabi of the courses and establish project-based education (workshops, seminars, studios). The future planners of land consolidation schemes would surely appreciate such education.

Table 2 Overview of subjects taught at courses at AF MZLU, in which the topic of collaborative planning is included at least on the level of basic information.

level/ number of years	study programme / course	total number of courses	courses with information on the need of collaborative planning
Bc/ 3	Agricultural specialisation/ Agroecology	28	Environmental science
			Sociology and psychology
			Small water courses
			Protection of nature and landscape
MSc/ 5	Agricultural specialisation / Agroecology	38 obligatory	Environmental science
			Sociology and psychology
			Business management
			Landscape ecology
			Land consolidation
			Protection of nature and landscape
			Landscape and spatial planning
Bc/ 3	Agricultural specialisation / Land consolidation schemes, Protection and use of land	26	Protection of nature and landscape
			Land consolidation
			Land consolidation schemes planning
			Landscape and spatial planning

Focus sector FOREST: Forest management planning

Before the new forest legislation was issued (January 1, 1996), the forest management plans were carried out solely by the Institute for forest management in Brandys nad Labem in the civilian sector, and by the Institute for forest management of military forests in Olomouc. After the new Forest Act was issued, which enabled other physical and legal entities to enter this activity upon licence issued by the Ministry of Agriculture (§ 26, §41, § 42), several tens of

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institutions were established, which have included forest management planning within the scope of their work. The number of these institutions (and individuals) was further enlarged after the issue of the Regulation of Ministry of Agriculture No 100/1996 Coll. (April 29, 1996), despite the abovementioned regulation determines more strict rules for issuing this licence. On December 30, 1996, the Ministry of Agriculture decided upon the exclusion of making forest management plans from the basic subject of activity of the Institute in Brandys as a state enterprise, which made this activity the domain of the private sector (with some exclusions such as the Faculty of Forestry MZLU Brno, Military forest planning institute in Olomouc, etc.). From the basic works of forest management planning that are still carried out by the state (done by the Institute at Brandys) there remains the processing and updating of regional forest development plans, which applies also to the forests controlled by the Ministry of Defence.

From the wording of the law it is clear that the plans are carried out by experts (licensed by the Ministry of Agriculture), but within the framework of “**basic procedure**”, which precedes the making of the plan, anyone can express their opinions or legally supported demands (individuals, interest groups, civic organisations, etc.). Minutes are taken from this, and signed by all the participating persons. At the **final procedure**, apart from other tasks, the evaluation of addressing these interests is carried out. The bodies of state administration (currently regional authorities) guarantee that everything is in accordance with the legally-based interests of all the persons and institutions in question. The most frequent participants to the procedure are the bodies of nature protection, which nearly always participate in the procedures, if the property in question is in any way related to the protected landscape areas. The announcement about the “basic procedure” is published on the information board of the authority and anyone who thinks that they should protect some of their rights is allowed to take part in it.

One of the opportunities of developing the collaborative planning in forest management is the establishment of the so-called **ecological forest certification**. The principle of the certification lies in the labelling of products coming from forests managed by environment-friendly methods, and which enables for protecting their ecological stability. The level of management of a complex forest property is evaluated, so that the certificate covers all products gained from this complex as a result of proper management.

This proper management, during which the survival of the forest is ensured without serious and permanent changes of the ecosystem, is called sustainable by most of the interested persons. At the moment there are several ways of this kind of certification: the FSC methodology (Forest Stewardship Council), SCS (Scientific Certification Systems), SWP (Smart Wood Program), ITTO (International Tropical Timber Organisation), individual national methodologies – PEFC in the Czech Republic, ISO standards (International Standard Organization), and others.

Certification is a modern market tool, which proves that the owner deliberately manages his forests in accordance with the standards of sustainable forest management. The certificate ensures the consumers that the owner of the forest has passed an independent test and is entitled to use the logo of the certification system on his produce. The certification itself can help the owner prove that he fulfils the obligations of ecological, economic, and social requirements.

Forest Stewardship Council – FSC – is an international association, which was established in Toronto in 1993 upon the initiative of non-governmental organisations including Greenpeace, Friends of the Earth, under the patronage of WWF and supported by the EU and some governments. It is a non-profit, independent NGO consisting of groups of ecological institutions, foresters, wood traders, and civic organisations from 25 countries of the world.

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To provide for standard evaluation of the sustainable management, FSC carried out and approved the so-called Principles and Criteria of FSC for natural forests management, which are based on the following principles:

- Forest management in the individual countries must be in accordance with all applicable local directives and international agreements, which have been signed by the country in question, and in accordance with all the principles and criteria of FSC.
- Long-term ownership and fair use of land and forest resources must be defined, documented, and legally ensured.
- The rights of local inhabitants must be respected in terms of ownership, use, and management of their land.
- The means of management of the forests must maintain or improve the long-term economic and social welfare of forest workers and local people.
- The means of management of the forests must support their optimum and effective multi-purpose utilisation and also ensure economic viability of forest management as well as of a wide spectrum of environmental, social, and economic assets.
- The forest management must provide for sustaining the critical ecological functions of the forests and must minimise the impact on biodiversity, water sources, soil, and other resources as well as unique and fragile ecosystems.
- The forest management must be carried out in accordance with plans made in writing and in accordance with the FSC principles. Plans must contain latest data, must include clear categorisation of management objects and ways and means of reaching the targets.
- The conditions of the forest, yield from the forest products, forest care, and economic measures including their social and environmental impacts must be monitored.
- Natural forests must not be replaced by production plantations.

The conditions of the certification include e.g. the obligation of the owners to discuss the forest management plan with the representatives of the communities and the NGO's. This obligation is controlled by the FSC inspectors. Those owners, who decide for the ecological certification of their forests, will be faced with the necessity to **start co-operating with the public** in the process of preparation of the forest management plan.

Currently, five owners of forests hold this certificate in the Czech Republic (e.g. School forest enterprise of MZLU at Krtiny), and there are others on the way.

Education of the study programmes of Forestry and Landscape engineering (Faculty of Forestry MZLU Brno, Faculty of forest and environmental sciences CZU Prague) are specialised mainly on the expert side of the professional training. Most of the forest engineers including the teachers are of the opinion that lay public does not understand the problematic of forest planning, and that their input in the planning process is not effective. The training of forest engineers does not include the problematic of collaborative planning with the exception of necessity of collaboration with the interested public and the interested state administration bodies. This is not covered either during lectures in the courses of Forest management and Forest management planning. One of the few exceptions are one or two practical sessions in the Nature protection course, where students play a simultaneous game that makes them acquainted with the rules of communication between various interest groups (NGO, communities, owner, Nature protection agency, etc.). Due to small extent of collaborative planning education, further analysis of the syllabi was found as unnecessary.

4. Factors influencing the need for collaborative planning education and training

Legal, conflicts, societal demands, trends

The main impulse for the development of collaborative planning in the Czech Republic is:

- a) legislation – determines the obligations, form, and extent of co-operation,
- b) pressure of the non-governmental organisations specialising in the protection of natural resources, which are closely co-operating with foreign partners (EU, USA).

Legislation:

All changes of landscape utilisation in the Czech Republic are carried out mainly through:

- spatial planning including EIA and SEA,
- land consolidation schemes,
- forest management schemes.

All the planning processes in their legislation determine the need of co-operation between the planner and the representatives of institutions of local administration and public. The extent and required form of cooperation differ in the individual laws. The most important laws that determine the need of participation in landscape utilisation are:

- Act No 50/1976 Coll., On spatial planning and building code as amended,
- Act No 100/2001, Coll., On environmental impact assessment (EIA), as amended by Act No 93/2004 Coll.,
- Act No 139/2002 Coll. On land consolidation schemes and land authorities,
- Act No 289/1995 Coll. On forests and the change of some previous laws (Forest Act)
- Regulation MZe No 83/1996 Coll. On the processing of local forest development plans and determination of management complexes, and Regulation MZe No 84/1996 Coll. On forest management planning (both from March 18, 1996).
- the obligation to discuss the regime of protection of landscape with the public issues also from the amendment of Act No 114/1992 Coll., On nature and landscape protection that defines the determination of sites NATURA 2000.

The following laws relate to the functioning of public administration bodies, in which the extent and way of communication with the public is determined:

- Act No 128/2000 Coll., On communities (community administration), as amended.
- Act No. 129/2000 Coll., On regions (regional administration), as amended.
- Governmental decree No 181/1999 Coll., On the acceptance of the European charter of local governance.
- Act No 106/1999 Coll., On free access to information, as amended.
- Proposal of Act on the standardisation of selected public services (Ministry of Interior).
- Act No 312/2002 Coll., On officers at the local and regional authorities, dealing also with the need for educating the administrative workers.

Conflicts and social requirements:

In relation to the restitution of private property after 1989 and with the increasing need to provide for sustainable development, the need to discuss development programmes with a large group of interested public arises. This causes pressure on coping with basic techniques of inter-disciplinary and human communication. At present, none of the main participants of NRE planning is not systematically (or on obligation) trained in these techniques. Participa-

tory (collaborative) planning works on the level of optionality and individual enthusiasm of the interest groups.

Trends

The need to control the communication skills and develop the ability to push through ideas and opinions in group negotiation will in the Czech Republic lead to pressure on expert training in the sphere of collaborative planning. The increasing growth of specialised agencies, training institutions, and establishment of relevant courses document this trend clearly.

- **educational organisations' strategies, procedures and practice**
- **pedagogical and educational developments**

Education always reflected the interests and needs of the society. The change of political and economic strategy in the Czech Republic after 1989 substantially influences the strategy of training institutions in means of character of the provided services. The renewal of democracy and its application in all the spheres of human activities including the sector of education is a long-term process. Within the series of consequential steps, its features are slowly implemented in all the levels and forms of public education.

Whereas the expert parts of professional training can be relatively quickly innovated, development of skills related to sociological aspects is long and problematic. It depends not just on the accessibility of information, but mainly on social demand. If the society does not require the need for open dialogue on the use of landscape and natural resources, no greater changes can be expected in the sphere of training and education either.

After 17 years of societal changes in the Czech Rep. it can be stated that the interest of public in collaborative planning is increasing steadily. The interest of public together with legislative rules induces pressure on the professional preparation of experts and planners in this area, which has been neglected up to now. The training institutions thus have to focus on:

- establishing collaborative planning in professional training of future experts (mainly on MSc level),
- lifelong training of expert and lay public and promotion of collaborative planning in general.

These facts are gradually being accepted in the Czech Republic due to the co-operation of universities with foreign partners.

5. Collaborative planning skills, competencies and qualifications described in curricula of the educational organisations

Organisation's norms and guidelines for curriculum description

For the sphere of spatial and landscape planning, there exist mainly the requirements of the Czech Chamber of Architects (CKA). Its educational commission suggests adjusting the curricula of the study programmes. Currently there are no official suggestions for establishing methods of collaborative planning into teaching. On the other hand, CKA requires an adequate extent of the studio-type of education (25 – 30 %). The required level of students' participation in co-operation with public is not defined by CKA.

In the sphere of land consolidation and water management planning schemes, the Czech chamber of engineers and technicians active in construction requires life-long expert education (as a condition for granting the authorisation to the pursuance of professional activities). This, for the moment, does not include the problematic of collaborative planning education.

Quality management systems / accreditation results

In the Czech Republic, study programmes are accredited by the Ministry of Education, Youth, and Sports. Their assessment is carried out by accreditation commissions of the Ministry. The subject of assessment is not the existence and extent of education in collaborative planning.

Job descriptions used in design of curricula

All the analysed study programmes define the fulfilment of the graduates in the state and regional administration bodies (state administration and local governance bodies), as well as in planning and consulting organisations.

6. Available training programmes, courses and materials on collaborative planning

The courses focusing on the education of methods and applications of participatory planning are not common in the Czech Republic, and are subject of education provided by sociologists or professionals working in the sphere of social services. They focus mainly on theory and methodology of participative planning in relation to the development of human communication. Usually they are not applied to the problematic of planning of landscape and natural resources use. Despite that, they offer good quality theoretical basis. These include for instance:

- course Pedagogic of leisure, offered by the Theological Faculty of South Bohemian University in Ceske Budejovice,
- course Psychology of police work and organisation, offered by the Department of social sciences at the Police Academy of the Czech Republic (http://www.mvcr.cz/akademie/katedry/ksv/ppp_org.html),
- course Community studies (community projects, http://fse1.ujep.cz/00_anotace.asp?ID=8), and Strategic planning or regional and urban development offered by the Faculty of social and economic sciences of Jan Evangelista Purkyně University in Usti nad Labem,
- course State sciences – theoretical frame of participatory planning in relation to public administration, offered by Masaryk University Brno, <http://skas.law.muni.cz/body.php?rawhtm=rawhtm/Statoveda.txt>

Apart from regular courses offered by some universities, education and counselling in the sphere of participatory planning is dealt with by some counselling centres and public associations. Again, this activity is concentrated more into the sphere of social services, for instance:

- counselling for Community planning through group of experts, which is offered by Civic counselling centre, public beneficial enterprise Hradec Kralove (<http://www.ops.cz/index.php?akce=kompla&kod=6&table=kompla>),
- Educational centre Pardubice, Ministry of Labour and Social Issues offers courses of professional training in community planning http://portal.mpsv.cz/sz/local/pa_info/vzdelavaci_stredisko_up_pa/prehled_vzdelavaci_ch_aktivit
- counselling provided by public beneficiary association Community planning <http://www.komplan.cz/?page=poslani-a-cile>

Counselling and education in the sphere of environmental sciences and use of natural resources in the Czech Republic is mostly provided by centres of environmental education. They fulfil the function of training centre for the interested public, and often act also as direct participants in the planning processes. These include e.g.:

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- **Koniklec Agency**, civic association for human rights and natural environment, <http://agentura.koniklec.cz/zivotopis.html>,
- **VIA Foundation** (<http://nadacevia.cz>) supports the activity of non-profit organisations in regions. The support applies to projects of local development in environmental, cultural, and social sphere implemented upon the will and with participation of the local citizens. The activities include also training and consulting.
- **Partnership Foundation** (www.nadacepartnerstvi.cz) – programmes Partnership for public spaces, Partnership for Kolin region, School of sustainable living, Energetic alternatives. Target groups are: NGO's, local authorities of towns, communities, and town quarters, business sector, specialised professions (architects, urban planners, transport engineers, business people, landscape architects, etc.), broad public – mainly citizens in communities where projects are hardly ever organised, and media.
- **Veronica** – apart from the function of consulting and educational centre, Veronica takes part in e.g. work of consulting expert group that formulates the requirements of citizens in the process of designing and discussing the spatial plan of city of Brno, or acts as a mediator in organised negotiation of NGO's in case of selected development projects (e.g. within the framework of border regions ESPOO).
- **REC ČR** – Regional environmental centre for Central and Eastern Europe – independent international organisation, which was established in 1990 by the governments of Hungary, USA, and the European Commission. Its mission is to contribute to the solution of environmental problems in countries of Central and Eastern Europe. A part of their activities is counselling and incorporating public in planning processes.
- **CpKP** – Centre for Community Work – non-profit organisation, which provides services to all interested individuals and organisations from the state administration, civic organisations, and private sector. The activity includes e.g. education of state administration representatives and from the non-profit sector in the sphere of public participation and community development.
- **Civic association Podblanickem** (www.podblanickem.net) – apart from development and promotion of the Podblanicko region, the association organises international seminars Students for rural areas, lead workshops within the School for rural revival, and help communities with preparation of sociological studies and community planning.

None of the universities in the Czech Republic directly offers a course in Collaborative (participatory) planning in natural and environmental resources use. Selected features of this planning are included in the syllabi of other courses. These include mainly the following study courses and programmes:

- study programme **humane environmental sciences** (Faculty of social studies, Masaryk University Brno), with courses as Team work SD 2, Management in the landscape
- **agroecology** (Agricultural faculty, South Bohemian University, Faculty of agronomy MZLU Brno), with courses as Land consolidation schemes, Regional management, Landscape ecology and landscape management, Landscape and spatial planning, Rural development
- **architecture and urbanism, landscape architecture** (FA CVUT, FA VUT, TU Liberec, ZF MZLU Lednice), with courses as Design studios, Spatial planning, Landscape planning, Principles of planning
- **land consolidation schemes, protection and utilisation of the land, water management schemes, landscape engineering** (AF MZLU, LDF MZLU, FS VUT, FS CVUT, FLE CZU), with courses as Land consolidation schemes, Introduction to landscape engineering, Landscape and spatial planning (programme Land consolidation schemes, Protection and utilisation of land – AF MZLU), Forest management, and Forest management planning (programme Landscape engineering at LDF MZLU).

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Universities, which guarantee education of professional planners (urban planning and spatial planning, landscape planning, land consolidation schemes, water management, forest management, etc.), do not include any special courses focusing on the theory of collaborative planning in their curricula, more frequently they implement selected methods directly in the courses of planning and project-making. Students can practise these skills directly "in the field" during work on case studies. Methods of participatory planning are most frequently incorporated in the so-called design studios (FA CVUT, FA VUT, ZF MZLU). This method is typical mainly for the preparation of professionals in spatial planning, urbanism, and landscape architecture.

Students, who specialise in water management and land consolidation schemes (AF MZLU Brno, ZF JCU České Budějovice, ZF ČZU Prague - Suchdol), are not confronted with the theory of participatory planning at all. Despite that, they are informed about many of the processes and methods on a general level, mainly if these procedures are required by legislation (e.g. negotiation and consultation with land owners, dealings with state administration bodies and local authorities during land consolidation, etc.).

The system of forest management in the Czech Republic is not yet built on the principle of collaborative planning, but on expert planning. This situation is determined mainly by legislative rules and by the fact that most of land used for forest functions belongs to the state or to communities. Despite that, changes can be expected in this sphere as well, especially if small forest owners will interfere more in forest management. Within education at forestry faculties, the necessary information issuing from the Forestry act is provided (necessity of the planner to deal with the participants in question during the so-called basic and final procedures).

Special position within the entire system of education in collaborative planning is held by research institutes. The results they create become theoretical bases which are then applied by universities as pedagogic institutes in the process of educating professional planners.

Currently these research institutes include e.g. the Institute of system biology and ecology of the Czech Academy of Sciences in Ceske Budejovice, which deals with relevant topics such as:

- **Participatory management of protected landscape areas – key to the minimisation of conflicts between biodiversity protection and socio-economic development of local communities.** (Project VaV/610/03/03) (<http://www.infodatasys.cz/>). Administrators: Ing. Jan Těšitel, CSc., Ing. Vladan Šrubař, Ing. Jana Moravcová, PhDr. Drahomíra Kušová, Ing. Michael Bartoš, CSc.
- **Comparative analysis of the system of environmental knowledge influencing rural landscape in the Czech Republic and in Central Eastern USA** (Project ME 052) Qualitative analysis of rural community strategies. Administrator: PhDr. Miloslav Lapka, CSc.
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7. Most important challenges faced by the educators in implementing the elements of collaborative planning in their education and training

As the results of the questionnaire survey carried out for the purposes of the EnTraCoP study have shown, there are several areas and groups of problems or challenges faced by the teachers in implementing the elements of collaborative planning. These can be summarised as follows:

- difficulty in meeting the requirements and increasing demands for collaborative planning skills coming from students and public – to provide for more time and space to teach collaborative planning, study programmes would need to be adjusted and changed
- difficulty in “mapping” and defining all the fields and forms of collaborative planning existing in the Czech Republic and throughout Europe as a result of this topic covering many disciplines, and information being too scattered and hard to find
- lack of teachers skilled and experienced in theory of collaborative planning
- lack of available methodologies, books, or other instructive materials on collaborative planning theory
- absence of institutions providing courses focusing directly on teaching collaborative planning skills
- lack of methodologies and experience on how to implement knowledge and practical tools from other disciplines in NRE collaborative planning, though there is a great potential for this – e.g. implementation of managerial methods and tools, economical, sociological, and psychological tools and methods (mind-mapping, games, role-play, communication skills, rhetorical skills, public opinion surveying, questionnaires, etc.)

More information and detailed data are included in the survey results presented in the Annex to this report.

8. Priority needs of the educators for skills development and further training in collaborative planning

Upon the results of the questionnaire survey carried out among teachers and educators, the following needs were highlighted as priority:

- availability of specialised literature and methodologies on collaborative planning theory and means of implementing it in national languages
- possibility to enter courses or workshops specialising in “teaching how to teach collaborative planning” in the Czech Republic
- sharing and exchange of information and experience with other countries, e.g. through a website, where tips and hints for NRE planning teaching could be found and downloaded
- possibility of continuous self-education and training of teachers in collaborative planning – via specialised workshops or seminars
- exchange of experience on collaborative planning teaching with professionals from other disciplines, e.g. business, management, marketing, sociology, psychology, etc.
- possibility to improve the teachers’ qualification by receiving certificates for passing such courses

In the Czech Republic, participatory (collaborative) planning is carried out thanks to the activity of the individual communities. One of the first ones was the village of Skotnice, which is known for its development programmes for improvement and revitalisation of the village environment, which are participated by public. The people of Skotnice consider the following tools and methods to be particularly useful for communicating with public:

- planning weekends
- public hearings even in cases where it is not required by law
- civic counselling commissions (dealing with concrete problem)
- local work groups
- round tables organised on the principle of equality of opinion groups (dealing with problematic issues)
- collecting of comments, opinions, and suggestions in the form of poll tickets or questionnaires
- art competitions

The following methods of informing public are suggested as useful and well-tried for the development of collaborative planning (apart from the public notice boards):

- notice boards placed at unusual places in the village
- mobile information panels and exhibitions
- press materials and leaflets made by children
- telephone information – sent via mobile phones
- personal letters
- personal contacts – informal meetings of the local governance with the citizens
- public discussion forums with clearly defined rules of discussion
- children’s parliament
- video projection accompanying discussed topics
- open door day at the local authority office

Results and comments gathered during interview with students (landscape architecture, MSc level course):

Most frequently used methods of teaching:

- classical lectures
- discussions
- small exercises
- lectures by professionals – outside professionals from practice
- most frequently, the teacher is the centre of attention. The teacher is considered more as a provider/mediator of knowledge, and therefore is the centre of attention as consultant and counsellor.

Features of collaborative planning that the students are confronted with at lectures:

- lectures by outside professionals
- workshops with public participation
- questionnaire surveys
- co-operation with community and town mayors
- field surveys
- excursions and site visits
- presentation of projects in public and at local authorities
- team work in the design studios
- participation in student project competitions
- interaction with foreign exchange students coming from different environments and sharing of experience

The students do not know the current system of qualifications and competencies

Estimated time dedicated to collaborative planning education:

- during design studios + approximately 4 subjects = 10 - 20 % of the course
- excursions and site visits, external lecturers = 2 weeks during 2 years of study
- 2 weeks

Examples of lecture topics and used methods and tools:

- topics: collaborative planning, co-operation with the public, notes from lectures
- case studies, films, lectures by outside professionals, site visits

Students' contacts with professional practice:

- are very individual and related to the solution of semestral studio projects, diploma theses, obligatory practice, or interest activities of the student
- consultation with local authorities, farmers, architects, teachers from other universities
- most of the teachers are actively practicing planners or consultants

General remarks from the students:

- the extent of the education of collaborative planning is insufficient
- it is necessary to increase the share of interactive forms of teaching

Estimation of the quality of collaborative planning education by students:

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- the study programme does not sufficiently cover (doesn't cover at all) the topics of collaborative planning

Potential interest in collaborative planning seminars:

- The students' interest is great – they consider collaborative planning as an important step towards the practical professional life, and a good training of better communication with public

9. Conclusions and recommendations to the CoPack

In the Czech Republic, collaborative planning is still a relatively young field of focus, which is caused mainly by the political development as described above. As a result, there is not enough proper knowledge and experience available to the teachers and educators of collaborative planning elements, especially in the field of natural and environmental planning. In other disciplines, situation is much better, especially in economical and business sciences, sociology, psychology, theory of communication, where adequate information and skills are readily available in wide selection. Some of the managerial and business techniques can be applied in NRE teaching and collaborative planning (e.g. mind-mapping, role-play games, etc.), but the interaction between the individual disciplines and exchange of information, methods, and experience is absolutely insufficient on the basis of co-operation between universities and faculties. Such applications are always the result of the individual effort and activity of certain teachers and educators, and there are no workshops or seminars where these teachers could meet and exchange their experience on collaborative planning methods teaching.

The suggestions and recommendations for the CoPack therefore issue from this very situation, with teachers and educators being highly interested in learning basically anything new about methods and tools which could be used and applied in their work. Most of the methods and tools listed in the annexed questionnaires were marked as unavailable but highly desirable in the Czech Republic, which shows a great interest in the theory of collaborative planning in general.

However, as with other countries, there are some specifics characteristic for the Czech Republic, its educational system, or traditional understanding of problems and topics. Some of these characteristics have proved to represent quite serious barriers in understanding the questions in the survey, and generally the theory of collaborative planning. For future documents prepared as a part of the CoPack, explanation of all terms used would be highly desirable in non-technical language. This is a result of the teachers and educators coming from wide range of professional fields, sometimes not being familiar with all the mentioned techniques or methods that might be used in other disciplines, or which may have no tradition in the Czech Republic whatsoever. In relation to these "barriers" some concrete questions raised from the survey respondents, asking for the explanation of terms that are not commonly known in our country (e.g. steering groups, and others). To overcome these barriers and difficulties, some communication platform would be useful (e.g. interactive website of the project where answers to related questions and definitions of terms could be found, and discussed with other teachers), as well as the availability of some form of a course where the educators could gain the knowledge necessary, exchange experience and opinions, and thus improve their professional qualification.

Annex 1 Evaluation of the EnTraCoP questionnaires

Questionnaire for teachers and trainers of collaborative planning

During the survey, the questionnaire was distributed among educators and trainers dealing with collaborative planning and natural and environmental resources-related education in the Czech Republic. Approximately 60 people were asked to read and fill in the questionnaire, while the total number of questionnaires actually filled and returned was **20**, with respondents coming from **10** different organisations as listed below.

Therefore the **rate of recoverability** was over **30 percent**.

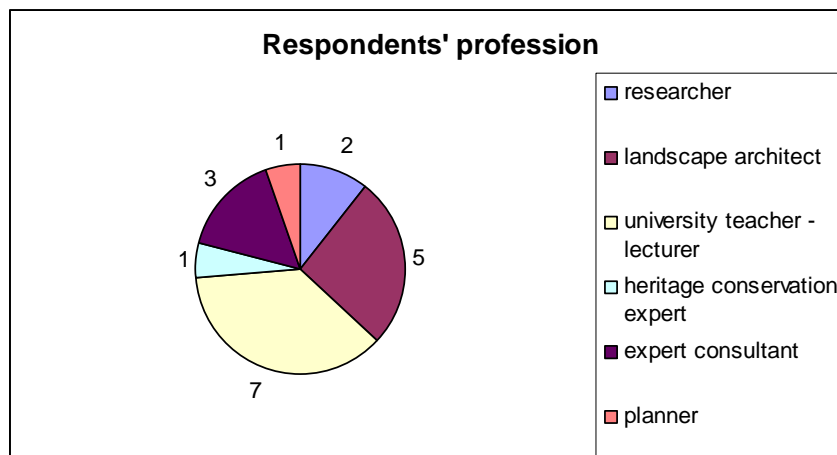
The most frequent reason for people not returning the questionnaire was, according to their responses, the length of the questionnaire, and a too high number of questions that discouraged them from participating.

The evaluation of the answers given to the questions is given in the overview below.

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

1.1. Profession/title

The majority of respondents are professionally involved in the fields of landscape architecture and landscape management. Most of them hold a degree in agriculture or technical sciences – Ing. (the Czech equivalent of MSc), there is one person with MA title (sociology). The structure of professions is given in the attached graph:



1.2. Professional education (subject and degree)

All of the 20 respondents to the survey hold university degrees on MSc. level. There are two postgraduate doctors (Dr. Ing.), one of whom also holds the title of docent. The structure of professional education is given in the table below:

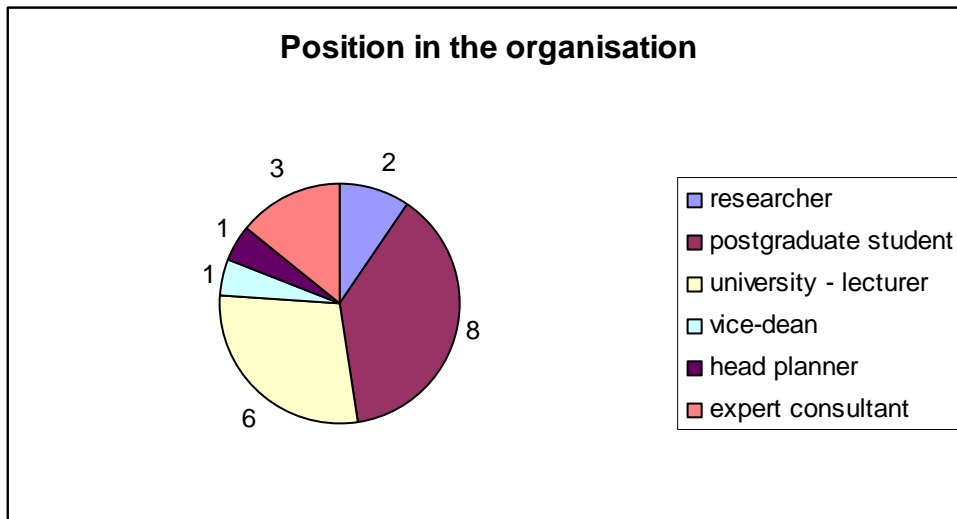
Professional education	Number of respondents
Landscape architecture	15
Landscape management	1

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Agriculture	1
Forestry	2
Sociology, philosophy	1

1.3. Position in the organisation

The overview of the position of the respondents in their organisations is given in the attached graph.



1.4. Professional field or sector of the organisation

The overview of the professional fields of the respondents is given in the table below. Besides that, 11 all the respondents are employed in the field of education (mostly universities).

The respondents came from the following institutions:

- Mendel University of Agriculture and Forestry Brno (Faculty of Agronomy, Faculty of Horticulture, Faculty of Forestry)
- Czech Agricultural University Prague
- Czech Academy of Sciences
- Ministry of Environment of the Czech Republic
- South-Bohemian University České Budějovice
- Masaryk University Brno, Faculty of Social Sciences
- Silva Tarouca Research Institute of Ornamental Horticulture Pruhonice
- Faculty of Architecture, Czech Technological University Prague
- Czech Association of Landscape Engineers

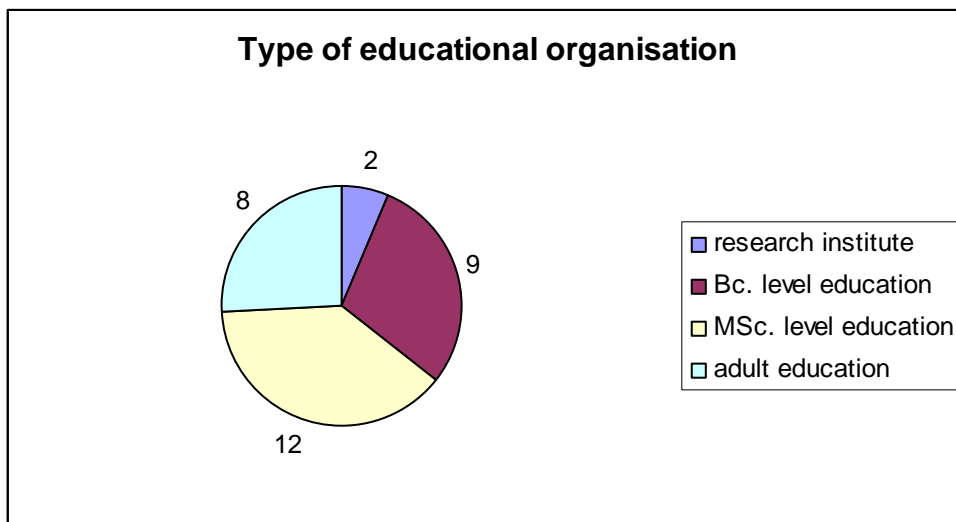
Professional field	Number of respondents
Environmental research – Czech Academy of Sciences	2
Spatial and landscape planning	4
Garden design, horticulture	4
Environmental planning and counselling	1
General biology	1

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Specialised consultancy – green spaces and heritage sites	1
Environmental and nature protection	2
Forestry and landscape management	2
Agricultural ecology	1
Social ecology	1
Ministry of Environment of the Czech Republic	1

1.5. Type of educational organisation:

The overview of type of educational organisations and coverage of degree education provided is given in the following graph:



2. Characteristics of the respondents' work

2.1. Description of the respondents' work

The scope of the various tasks and duties the respondents are responsible for in their work is rather broad, and range from basic research, lecturing, specialised consultancy and counselling, to planning and working on projects. When pursuing their work, most of the respondents cover multiple topics in their work. Almost all the respondents are in some way involved in multi-disciplinary co-operation and collaboration with various institutions, local authorities, governmental bodies, NGO's, civic societies, etc.

The overview of all the work tasks as mentioned by the respondents is given in the list below:

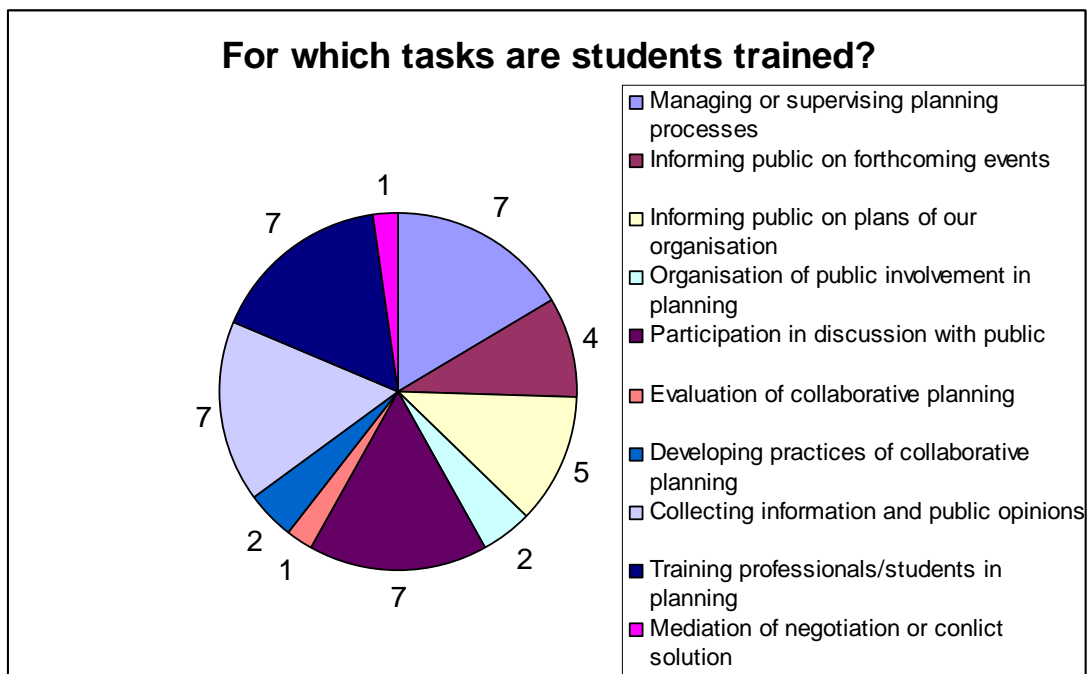
- Environmental and landscape planning and design
- Teaching in various university courses – (subjects: creative design studio, landscape theory, landscape management, spatial and landscape planning, natural resources planning, applied ecology, GIS applications, landscape ecology, rural development)
- Expert counselling and assessments
- Landscape planning and related issues (ecological networks, land consolidation schemes, spatial planning, brownfield and quarry reclamation, rural development schemes)
- Studying various issues related to the subject of natural resources management and planning – postgraduate students

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- EIA and SEA assessments
- Planning and management of green spaces in historic objects
- Landscape character assessment and appraisals
- Co-ordination of landscape and nature-related documentation on regional level (strategic plans, methodologies, etc.)
- Implementation of European programmes and schemes (EURODEMO, European Landscape Convention, Care of Urban Environment Programme)
- Green spaces planning, maintenance, design, and development
- FSC forest certification – environment-friendly forest management
- Natura 2000 – dealing with stakeholders and land owners
- Basic research

2.2. For which of the following tasks are you training your students?

The structure of responses to this question is illustrated in the following graph:



3. Teaching collaborative planning methods/techniques

The overview of the respondents' answers to the questions is given in the table below:

Collaborative Methods/Techniques	Teaching currently	Teaching in the future	Need for additional teaching materials
Instructions for use of communication techniques in a communication strategy	2	8	7
Instructions for public meetings, hearings, seminars, workshops	1	11	7
Instructions for letters to the public	0	7	6
Instructions for newspaper announcements	0	4	3
Instructions for newsletters	0	3	4
Instructions for TV or radio programmes	0	2	3
Instructions for exhibitions in public places	4	9	5

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Instructions for site visits or field trips with the public	3	11	5
Instructions for questionnaire surveys	6	11	7
Instructions for interviews	0	6	3
Instructions for inviting written comments from the public	0	3	4
Instructions for setting up telephone hotlines	0	1	2
Instructions for organisation and management of regional offices (drop-in centres)	1	4	4
Instructions for the use of working groups	3	8	5
Instructions for the use of steering committees	1	5	4
Instructions for the use of discussions facilitated by a neutral, professional facilitator	0	9	7
Instructions for the use of negotiations between interest groups (without mediation)	0	4	3
Instructions for the use of mediated negotiations	0	4	4
Instructions for the use of e-mail discussion groups	0	4	2
Instructions for the use of interactive websites	2	8	7
Instructions for the use of children's participation in planning	2	6	5
Instructions for methods for systematic comparison of project alternatives	3	8	7
Instructions for the use of computer-supported decision-making methods	2	6	6
Instructions for the use of Geographic Information Systems (GIS) in illustrating information on projects	4	10	6
Use of simulated case studies in education	4	11	6
Use of real life case studies in education	7	9	6

Summary of results:

Currently, the most widely used methods and techniques of collaborative planning among the respondents are **questionnaire surveys** and **real life case studies** used in education. **For the future**, the majority of respondents would appreciate more materials, methodologies, and techniques specifically for the teaching on **GIS applications, simulated case studies**, as well as more or more precise instructions for **questionnaire surveys**, site visits and field trips, **discussions** with the use of neutral mediator (not yet widely used in the Czech Republic), instructions for **public meetings, hearings, seminars, workshops**, and general instructions for use of **communication techniques** in a communication strategy.

4. Teaching in other skills of collaborative planning

The overview of the respondents' answers to the questions is given in the table below:

Issues/skills	Teaching currently	Teaching in the future	Need for additional teaching materials
Legal requirements for collaborative planning	1	7	6
Requirements, norms and guidelines of professional organisations for collaborative planning	2	4	5
Assessing "costs and benefits" (pros and cons) of collaborative planning	1	9	7
Establishing and preparing teams for collabor-	0	8	6

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orative planning			
Communication strategy design	0	7	6
Analysis of actors in a communication strategy	0	5	6
Preparing plans for collaborative planning	0	8	6
Motivating the public in the initial stages of collaborative planning	1	9	6
Chairing of meetings	1	9	7
Group (team) working skills	3	9	6
Communications skills	5	10	7
Negotiation and conflict management skills	0	11	7
Identifying issues of disagreement (conflict mapping, etc.)	0	8	6
Monitoring and evaluating collaborative planning processes	0	7	5
Documenting collaborative planning processes and results (progress, views of the public, choices made, agreements/disagreements,...)	0	8	6
Planning theories (planning ideologies and approaches)	2	6	5
Organisational theories (organisational structures appropriate for collaborative planning)	0	5	5
Theories of communication	0	8	7
Theories of democracy (evolving ideas of democracy)	2	5	4

Summary of results:

Currently, the most widely taught skills include various **communication techniques** and **group working skills**. For the future, respondents would appreciate more materials and methodologies focusing on the **“costs and benefits” assessment, motivation of public** in the initial stages of collaborative planning, **communication skills, negotiation and conflict management skills, chairing of meetings**, and **general group working skills**.

5. Challenges of collaborative planning

The respondents have defined several main topics as challenges for collaborative planning:

- gradually increasing interest in this type of planning
- After 1989, teaching in the Czech Republic has substantially changed in relation to collaborative planning: real case studies have been implemented in teaching, the share of creative design subjects has increased, team work on projects has been established, as well as workshops, student competitions and exhibitions related to public presentation of results, students have to discuss their work with stakeholders and participants to the planning project, publish their results in the media, etc.
- The greatest challenge is the urgent need of applying the principles of collaborative planning in the practice, which is clear e.g. in the entire process of land consolidation schemes, EIA and SEA documentation-making, strategic plans for regions and micro-regions, etc.
- Increased interest of young generation in information and direct participation on the decision-making and planning processes, and the challenges related to this.
- The need to change the planning processes and attitudes from directive to public participation and challenges issuing from this.

6. Tips on useful books, software, experts

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Below are listed some of the tips as suggested by the respondents:

- materials produced by Partnership foundation Brno and other NGOs promoting collaborative planning (www.nadacepartnerstvi.cz, www.nadacevia.cz)
- co-operation with professional organisations would be useful – e.g. Czech Chamber of Architects, Czech and Moravian Chamber of Land Consolidation, etc.
- materials produced by Ecological Centre Toulcův dvůr (www.toulcuvdvur.cz), which is organisation providing ecological education for pre-school children
- interesting website of Dr. Johannisova: <http://home.pf.jcu.cz/~nadiaj/soez-syl.php> (syllabus of a social economy course, and proceedings from Krtiny summer school workshop)
- application of various managerial techniques and all sorts of marketing tools in the education of collaborative planning (mind mapping, presentation skills) – this can be useful mainly in the training of communication theory and techniques, public relations, interaction with organisations, mediation, etc. These techniques are not very widely used in natural resources planning, which is a pity, as they could be very useful, and no new methodologies and approaches have to be developed specifically for this purpose – tools and applications from business can simply be adopted.
- application of CVM (contingent valuation method) in collaborative planning (as used e.g. in case study of Tmaň limestone works by Ivan Dejmal, Ivan Rynda, Environmental Centre at Philosophical Faculty of Charles University Prague)

7. Respondents' interest in co-operating with the EnTraCoP Partners

The below stated respondents expressed their wish to further co-operate with the EnTraCoP partners and receive information:

- Ing. Martin Weber, VÚKOZ Průhonice, Květnové nám. 391, 252 43 Průhonice
- Eva Boucníková, BF JCU, Katedra biologie a ekologie, Branišovská 31, 370 05
Tel.: +420 776 57 55 42
- Kristina Holmova, kristous@centrum.cz
- Kristina Langarová, Institut für Landespflege, Universität Freiburg, D-79106 Freiburg
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- Ing. Hedvika Psotová, Dolní 10, 763 62 Tlumačov, Czech Republic, Tel. +420 577 938 161, 420 606 447 330, e-mail: psotova.hedvika@volny.cz
- Sylvie Marešová, Ministry of Environment, odbor ekologie lidských sídel a člověka, Vršovická 65, 100 10 Praha 10. Tel. +420 267 122 524, Sylvie_maresova@env.cz
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- Dina Ziková, e-mail: dina.z@seznam.cz

Annex 2 Graphics

Graphic comparison of the structure of study according to selected groups of disciplines taught at ZF MZLU Brno, FA ČVUT Prague, and CZU Prague (bachelor + master study).

