

European **S**chool of **U**rbanism **A**nd **A**rchitecture

European School for Urbanism and Architecture

Project description

as original application

SUMMARY

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This application describes a pilot project for a European network of tertiary level modular vocational courses to be known as the European School of Urbanism and Architecture (ESUA). This project will develop innovative measures and instruments to promote a recognised pan-European qualification in urban design and architecture. Teaching modules in tertiary institutions around Europe will allow students to form a complete picture of the variety of cultures and traditions that distinguish Europe from its international competitors, and allow flexibility in program timing.

The project partners will design, test and assess a pilot program intended to establish the ESUA, bringing together initiatives in several European countries. We will develop and test course modules through university and lifelong learning partners, and design courses to address areas missing in current education that are particularly sought after in the market. Within the fields of architecture and urbanism modules will address areas including spatial connectivity; design for walkable neighbourhoods; transport-oriented development; sustainability; building conservation; urban regeneration; adaptive re-use of abandoned buildings; transport planning; vernacular architectures of Europe; infill development in historic centres; redevelopment of social housing estates; cultures of building; traditional building crafts; and others.

No European schools currently exist that teach urbanism and architecture as an integrated discipline bringing multiple technical expertise to the complex problems encountered in city and town design. Those wishing to study these areas must at present travel to the USA where several courses are available. (A full list is at www.intbau.org/academies.htm). The competitiveness of European tertiary institutions and graduates suffers as a result.

Present courses are divided into separate disciplines, urban design as a topic mostly excluded and transferred to specialized schools, and students and practitioners have little contact with each other during education and professional life. Many good practices developed over years of urban development are now incompatible to conventional engineering and planning standards. We will reintroduce urban design as a main topic from the first year to form a basis for all design and architecture, and thereby offer specific course modules not represented elsewhere in Europe to address these issues.

The coordinator will draw on the networking and management experience and expertise of the partner organisations to develop a curriculum for the school, the individual training modules and the accreditation process. Web-based technology will be used to disseminate the curriculum to facilitate distance learning (e-learning).

The first year of the course will be an introduction to architecture based in London, with subsequent years in Italy, Germany, Norway and Romania. Modules will focus on specific issues relevant to each country, and the aim is to add more countries to the project in the future

We will develop a common quality assurance framework and procedures in accordance with ENQA (European Network for Quality Assurance in Higher Education) procedures and the Bologna Process. The pilot project will also involve the design and valorisation of a unified process of validation for teaching and student work through the transnational network of educational institutions.

Innovations will include new teaching of existing building and planning methods and techniques to encourage students to learn from the many European regional architectures and urban traditions. Web-based technologies will facilitate transnational joint student projects.

The course will be jointly owned by the partner organisations with joint academic and technical reference groups drawn from the faculty and staff of participating

JUSTIFICATION OF THE PROPOSAL

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1. Describe the target group(s) and target sector(s) concerned by your proposal. Describe also the final and potential users of your project's results.

European planners and architects and urban designers, and those in the multiple professions that make up the sector that builds places for people to live, are currently educated in a system that has inherited a Fordian mind set of divided responsibilities and jealously guarded disciplines. No European schools exist that teach urbanism as an integrated discipline bringing together multiple technical expertise to apply to the complex problems encountered in city and town design.

The European School of Urbanism and Architecture program will be innovative, developing new measures and instruments to present and promote a recognised pan-European qualification in urban design and architecture. We will develop programs that are suited to those in formal education and also address the needs of those in outside education and training institutions. Our course modules will be able to be taken as units for Continuing Professional Development (CPD), as a Bachelor of Architecture, as components for a part-time Master of Arts (MA) in Urban Design, or as required precursors for Doctoral study.

The project partners experience in urbanism has taught us that good city-builders can be found in many walks of life. Accordingly, we will accept students from a wide variety of educational backgrounds. Teaching modules in countries around Europe will allow students to form a complete picture of the variety of cultures and traditions that distinguish European cities and buildings from their international counterparts, and will allow a wide flexibility in program and timing. Teaching will be both by conventional means and also by innovative means including distance learning (e-learning).

We aim for our courses to become available as modular curricular for other universities to adopt, or as accredited units for students to take as part of other courses across Europe. To this end, we will encourage their applicability for continuous training of teachers as well as practitioners. The experience of several of our partners, including The Prince's Foundation for the Built Environment and the Folkeuniversitetet, Norway, confirms the validity of this approach.

2. What needs, in relation to these target group(s) and sector(s), does your project address? How did you identify these needs?

Citizens of European cities and towns are in a state of flux not seen since the industrial revolution. Across Europe, some metropolises are growing fast to become leading world cities, while others decline in employment and population. Rural towns and villages within commuter range of prosperous cities are seeing continued growth; those in the distant parts of European countries continue to decline in population.

Urban sprawl, traffic growth and congestion, decline of habitats and even the decline of European regional cuisines are the results of urban policies that have allowed low-density sprawl to develop on the fringes of cities that are both increasing in population and those that are shrinking in size. This form of development is predicated by engineers, architects, land surveyors, property developers and real estate agents who each follow their own internal rule systems and do not collaborate effectively.

The need for training of a new generation of architects who are both visionary and rooted in their European tradition to address these problems was a conclusion of participants in conferences in Bruges 2003 (<http://www.ceunet.org/bruges>) Viseu 2004 (see C.1.3), Stockholm 2004 (<http://www.ceunet.org/mixed>), Bologna 2004 (<http://www.avoe.org>) and Berlin 2005 (http://www.ceunet.de/berlin_declaration.htm). In order to remain competitive in a globalising world, European cities must remain attractive, walkable places with distinctive identities that reflect the diversity of cultures and traditions of Europe. A European School of Architecture and Urbanism will help to provide the planners, architects and community representatives the competence that will make this possible. In an age of increasing urbanisation, the future competitiveness of Europe will depend on them.

3. What are the specific aims of the project?

The project aims to design, develop, test and assess the success of a pilot programme intended to enable a European School of Urbanism and Architecture, by bringing together a number of initiatives in European countries. We will develop an innovative transnational curriculum of unitary modules for tertiary students. We will develop and test course modules through the various partners.

Deficiencies in training are identified in Sir John Egan's 2003 report for the UK government, 'Skills for Sustainable Communities' (http://www.odpm.gov.uk/stellent/groups/odpm_urbanpolicy/documents/page/odpm_urbpol_028549.hcsp). Our curriculum will follow the Declaration of Viseu on Architectural Education in the 21st Century, as published by the Council for European Urbanism at <http://www.ceunet.org/viseu.htm>. We accept the Council for European Urbanism's view that similar deficiencies exist in other European countries (<http://www.ceunet.org/charter>). Expertise in these areas is currently only found in the US, as acknowledged by UK Deputy Prime Minister John Prescott in a speech of 1 Feb 2005 at The Urban Summit, Manchester, UK (http://www.odpm.gov.uk/stellent/groups/odpm_about/documents/page/odpm_about_034864.hcsp?s=1). These concerns are also implied in the European Council of Town Planners' New Charter of Athens of 2003 (<http://www.ceu-ectp.org/e/athens/>) which notes that "[urbanism] will be a key element of the renaissance of cities". Further sections of the New Charter of Athens clearly identify the need for improved training in urbanism.

Course modules will be developed to address areas that are particularly sought after by governments and the market. These include but are not limited to: community involvement in planning by the "Charrette"/Enquiry by Design process; spatial analysis using _Space Syntax_; design for walkable neighbourhoods; transport-oriented development; urban sustainability; building conservation; urban regeneration; adaptive re-use of abandoned buildings; transport planning; regional vernacular architectures of Europe; infill development in historic centres; redevelopment of social housing estates; traditional building crafts and architectural design to enhance historic environments

This involves implementing contextual guiding techniques to promote a more varied architecture according to regional differences by training students in different countries and involving local crafts and industries.

We will develop an accreditation process and a streamlined method of student registration using innovative web-based technologies for conventional distance learning and e-learning. The pilot project will also design a unified process of validation for teaching and student work. The results of the project will be valorised through a series of seminars, conferences, websites and publications.

The ultimate goal of the project partners is after completion of this Leonard project the establishment of a new pan-European school, the European School for Urbanism and Architecture. This will be a separate project, to be started after completion of the Leonardo pilot. The school will base on one-year modules, run in collaboration with existing schools in different European countries. Degrees will be awarded by participating universities. The main educational language will be English, supplemented by education in local languages. Students will be offered language courses as an integral part of the modules. The future school will be established among partner and affiliated organisations, with a central administration probably located to INTBAU, London. The administration will have responsibility for recruitment of students and coordination of curriculum and courses in collaboration with the participating universities.

4. How does the project address the programme objectives and the call priority which you indicated above?

Our project is designed to very closely address the objectives and the priority of the call for proposals EAC/11/04. It is designed to implement vocational training courses through a transnational network of educational institutions.

Priority 1: Promoting Transparency of Qualifications:

The programme is specifically targeted towards a common quality assurance framework for vocational education and training, by starting from the root of the issue and developing a common curriculum, course structure, evaluation and validation process within the urbanism and urban architecture sector of the built environment professions. Its starting point will be urban design, using new design techniques like Charettes Patternbooks and Coding.

Priority 2: Developing the Quality of VET Systems and Practices:

We will develop quality assurance procedures in accordance with ENQA procedures and the Bologna Process. Courses will be supported by an ECTS-compatible credit system providing transferability and accumulation functions. The evaluation process will involve internal assessment, external review, participation of students and the publication of results.

*5. If you have indicated in B.1 that your project targets **directly** the development of practices to facilitate access to training for people most at a disadvantage in the labour market, including disabled people, and/or equal opportunities for women and men, with a view to combating discrimination in training provision, and/or the promotion of social dialogue in vocational training, please explain how this will be achieved.*

A social dialogue is achieved in the project by two main means:

1: We will use community involvement processes in all modules of the school. In them we will bring together a wide range of students with varying backgrounds, including undergraduate students, tradespeople, qualified urbanists and architects, and the users of our towns and cities. Thus people of different ages and with varying qualifications will meet to discuss and to work together on urban and architectural projects. Our experience leads us to believe that a mixture of students from diverse backgrounds generates a rich environment for discussion and personal development, including topics beyond urbanism and architecture.

Specific attention will be paid in the recruitment process to affirmative action to recruit from immigrant and minority ethnic groups, the disabled, women and older people. The modular nature of the courses will make part-time study more readily available to those undertaking continuing education and whose work or physical challenges make continuous full time study impossible.

2. As part of the curriculum we will develop the "Charrette" method as a primary design strategy for urban and architectural projects. This method involves local residents and representatives of the developer, local and regional authorities and interest groups in the consideration of a given site from the first moment of planning, and thus ensures their participation in the design process. The Charrette method is widely used in the US (see <http://www.charrettecenter.net>) and in the UK (see <http://www.princesfoundation.org/projects.html>) where it is known as "Enquiry By Design", and has been tested with success in Europe by INTBAU (see <http://www.intbau.org/Fredrikstad.htm>) and <http://www.intbau.org/Transylvania.htm>).

The Charrette method teaches design students to understand and respect the wishes of their future clients and the local communities in which they will work, and it also exposes them to people with widely varying social and cultural backgrounds, from Romanian peasants to German academics. Through these Charrettes students will be brought into contact with underlying issues of poverty and social inequality. Similarly, through their study will gain very close contact with people from many different communities. Specific modules will deal with the sociology of planning and the relationship between developers and residents.

In addition, the teaching of languages will enable students to communicate with local people and with those in the communities whose environments are affected by proposed developments. Language will be a key element in the understanding of cultures that is promoted by this course.

6. Please explain in what way your proposal makes an original contribution to:

- *introducing changes into national vocational training systems and practices,*
- *European strategies for vocational training.*

(You may wish to refer here to existing work and information at national and European level)

The project for a European School of Urbanism and Architecture will represent an original contribution to vocational training systems and practices. At present, as explained in C.1.1, European courses in the skills needed to create high quality urban designer are divided into separate disciplines which have little to do with each other either during education or in professional life, except on a project basis. As explained in C.1.3, this has widely been seen as a problem requiring new training and new conceptions of the role of the urban designer.

Future urban designers must be able to assimilate information from environmental, cultural, social and cultural heritage fields, and combine these with the contributions of civil, structural, transport, architectural, and services engineering professions. At present much city-building is undertaken in an atmosphere of dispute, with the different vocations involved producing a series of global claims for their own areas of influence. In a common example, planners and environmental advocates want to provide narrow roads to slow traffic and encourage pedestrian activity, while engineers demand wide streets and complex junctions designed to speed traffic.

These conflicting assumptions must be assessed by urban designers with the aim of maximising the flexibility of the city to respond to changes over very long periods of time. Movement and land ownership layouts in particular are extraordinarily durable, often lasting thousands of years. The early failure of new developments – including new towns, shopping malls and industrial estates – that was a feature of recent planning must be avoided if we are to have a sustainable future for European cities.

In addition to these complexities, local Agenda 21 requirements mandate increasing collaboration with communities, both as individuals and as community groups. Communities are increasingly representing themselves with well-briefed representatives making submissions to planning agencies at key stages. Our program will introduce to Europe the proven Charrette technique for community engagement taken from successful recent practice in the Anglophone world.

Many traditional solutions to urban design – developed over hundreds of years of European urban history – are currently impossible and even illegal in conventional engineering and planning terms. Our program will seek to address the need for European planners and architects to work with sensitivity in a context that may have been created under a vastly different regulatory regime. New developments should match their existing context, rather than arbitrary engineering standards. This is clearly an urgent need, given the evident desire of Europeans to re-engage with city (as opposed to suburban) life, and the limited number of dwellings available in historic city centres.

7. Does the innovation contributed by your proposal involve:

- *new approaches to the use of existing methods, instruments, products, so as to apply them to new theme(s) and/or target group(s),*
- *new processes or products in response to existing problems,*
- *new forms of co-operation/networking between partner organisations and/or political decision makers,*
- *other (please specify)*

Please give detailed explanations.

The innovation contributed by our proposal comprises a number of aspects.

We will introduce new approaches to the use of existing methods, instruments, products, so as to apply them to new theme(s) and/or target group(s); we will pilot new processes and procedures in response to existing problems; and we will promote new forms of co-operation/networking between partner organisations and/or political decision makers.

A innovative priority for our project is to engage with existing industry-based vocational training processes – not normally targeted in tertiary education – in order to enable our courses to match what our partners perceive to be gaps in current curricula. We will specifically offer course modules that are not represented elsewhere in the European vocational education system.

Similarly, our courses will represent an innovative strategy for European vocational training, in that the program will be specifically targeted at the need of governments to follow Agenda 21 directives for community-based planning and the desire or communities to become involved.

8. If this is a "Reference material" proposal, please specify also the innovative aspects as regards the existing field of knowledge and the methods and tools for observation and analysis.

NONE

9. If your proposal is combined with other Leonardo da Vinci proposals presented in this selection year (see section B.2), please explain the interdependence with these proposals and the expected added value.

NONE

10. If your proposal is based on results of one or more previous projects (see section B.3):

- *Why did you choose to base it on that or those project(s)?*
- *How does your proposal use those results?*

What is the added value of your proposal compared to the previous project(s)?

NONE

RESULTS

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What specific results are expected in the course of the project and on its completion? Please provide a detailed description of the expected results and specify:

- *type of result (e.g. handbook, curriculum, recognition procedure, new teaching/training method, etc.),*
- *when they will be available,*
- *target group(s) concerned (final users of the results),*
- *languages in which they will be available,*
- *medium that will be used (e.g. CD-Rom, Internet, etc.),*
- *didactic methodology (if applicable),*
- *number of copies foreseen (if applicable).*

For the sake of clarity, you may wish to use a table to present project results.

<i>Result</i>	<i>Type</i>	<i>When available</i>	<i>Target groups</i>	<i>Languages</i>	<i>Medium used</i>	<i>Didactic methodology</i>	<i>Number of copies</i>
Project communication network	Web-based communication system	October 2006	Project partners, future modular course providers and affiliated organisations	English	Internet and email, public lectures, articles	Public lectures, Internet articles, Journal articles, website	Unlimited free Internet downloads
Regional Network	Reports on the individual partner's regional networks	January 2007	Project partners, dissemination WP, universities, SMEs, NGOs, regional authorities and trade groups	English	Internet and email, public lectures, journal articles	Public lectures, Internet articles, learned articles, website	Unlimited free Internet downloads
Academic & Practitioners Advisory Boards	Guidance and advisory reports	Nov. 2006, Dez. 2007, Jul. 2008	Project partners, future modular course providers and affiliated organisations	English	Internet and email, short academic publications	Academic reports of processes, website	Unlimited free Internet downloads, paper copies as requested
Reports from Student Reference Group	Student feedback reports	May 2007, Sep. 2007, Feb. 2008, May 2008, Aug 2008	Project partners, future modular course providers and affiliated organisations	English	Internet and email, journal articles	Personal weblogs of student experiences, website	Unlimited free Internet downloads, paper copies as requested
Curriculum Hypothesis Conference	Symposium style conference	November 2006	Project partners, future modular course providers and affiliated organisations, universities, SMEs, NGOs, regional authorities and trade groups	English	Conference	Paper presentations Panel sessions Working groups	2 days

Mission statement	Mission statement document	December 2006	as above	English, German, Norwegian, Italian, Romanian, Swedish	Report		1000 copies, unlimited free Internet downloads
Test courses	Educational courses	April 2007 to Jul. 2008	Project partners, test students	English	Taught courses	Seminar, workshop, lectures, projects, website	One or two each in Norway, Germany, Italy, UK, Romania
Curriculum Development	Reports on test courses	Mar. 2007, Sep. 2007, Jan. 2008, Mai 2008, Aug. 2008	Project partners and affiliated organisations	English	Internet, short academic publications	Academic reports of proceedings, website	500 copies per workshop, unlimited free Internet downloads
Curriculum delivery	Conference	September 2008	Project partners, future modular course providers and affiliated organisations, universities, SMEs, NGOs, regional authorities and trade groups	English	Conference	Paper presentations Panel sessions Working groups	2 days
Curriculum handbook	Published curriculum handbook	Continuous process, September 2008	as above	English, Norwegian, German, Italian, Romanian, Swedish	Internet, Printed booklet	Descriptive report, website	2,000 printed copies to be freely distributed, unlimited free Internet downloads
E-learning system	Web-based electronic network	Continuous process, June 2008	as above	English	Internet	Electronic system, website	NA
Dissemination	Publicity, learned articles, discussion and comment	Continuous October 2006 to Sep. 2008	Project partners, future modular course providers and affiliated organisations, universities, SMEs, NGOs, regional authorities and trade groups, and general public	English, Norwegian, German, Italian, Romanian, Swedish	Internet and email, public lectures, journal articles, conference papers, and other media	Academic papers, general articles, Internet news items, leaflets, website	Leaflets: 2,000 copies per language, unlimited free Internet downloads

VALORISATION (DISSEMINATION + EXPLOITATION OF RESULTS)

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1. How will your valorisation strategy ensure that the project results will be used as regards the target group(s), target sector(s) and potential users?

From the initiation of the project we will involve tertiary level partners in Europe to analyse the proposals and disseminate them within their institutions and within each country. We have been approached by a number of other universities that wish to contribute. By including a fair amount of students in the testing and methodology activities, dissemination amongst students can spread in their universities.

Further valorisation will be achieved through trade partners. A full list of affiliated organisations and individuals who have expressed interest in joining the program is attached. They have all pledged to carry forward the results of the project to the launch of tested and validated educational programs.

The project will be announced at two major international conferences (Leeds, UK and Venice, Italy, both November 2006, see WP 1). Many relevant institutions and practitioners will be present.

The long-term goal of establishing a European School of Urbanism and Architecture will produce a core of specialists in this field.

2. Please indicate the main activities of your valorisation strategy.

Valorisation has been integrated into all program activities as a continuing process. The reports and proposed curriculum of the school produced during the project period will be distributed through the extensive international networks of the project partners. The project initiator has a working cooperation with a leading internet publisher with international coverage. The targets of this distribution will be amongst others key persons at relevant universities, university colleges, trade organisations as well as national education authorities. Other medias for valorisation include Internet websites, and participation at conferences and symposia.

Towards the end of the pilot project we will arrange an open conference to present and discuss our results of the project, see section C4 for details.

The following 5 work packages (WP) will primarily serve the purpose of valorisation, and all continue after the project is closed:

WP 8 – Curriculum development:

Final presentation conference, WP summaries, final report for distribution

WP 9 – Distance learning:

E-learning systems with examination and valuation

WP 10 – Dissemination:

Web page, conference presentations and report distribution on paper and web

WP 11 – Student & trainee liaison:

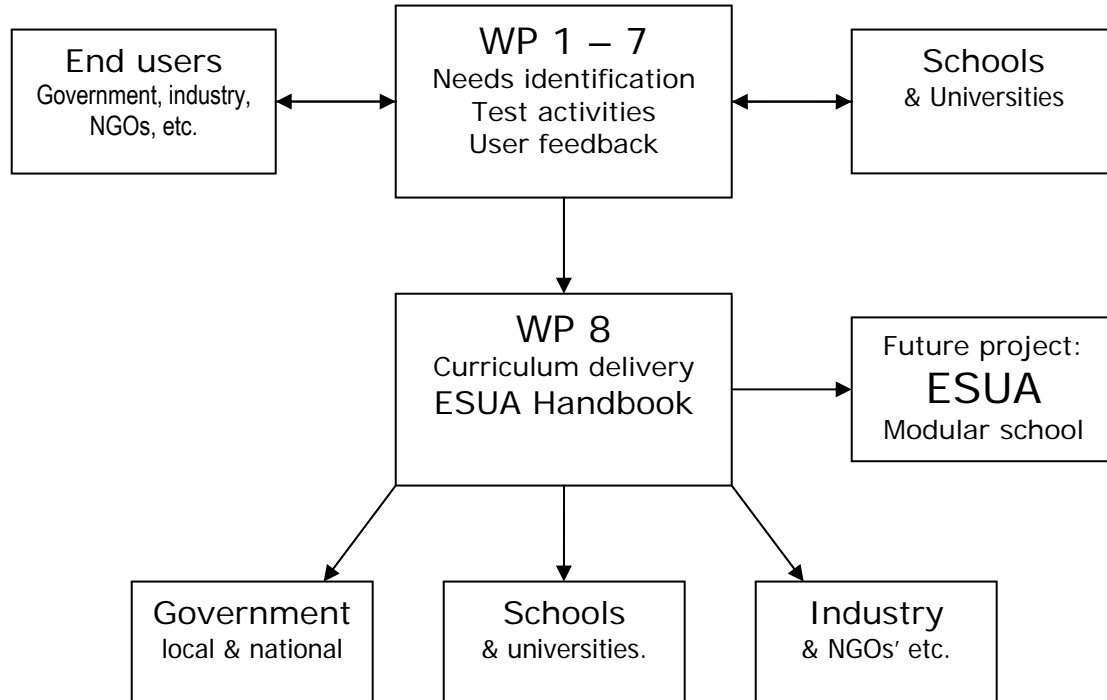
E-mail discussion forums, student database, and reference group reports

WP 12 – Team building:

Report from Academic / Practitioners Advisory Board and regional network mapping

¹ See specific guidelines for valorisation plan.

All the test activities planned in the curriculum development WP 3-7 (workshops, courses) include intensive consultations and feedback from end users of the ESUA outcome (industry, schools, local governments, NGOs):



A project web site has already been established, www.esua.org. On this web site all material generated by the project will be collected. The web site will be an information hub during the project period, both for partners, affiliated organisations and the general public. At the end of the project period all results will be published on the web site, including the whole ESUA curriculum and training methodology, to be freely used by any educational institution. After the two year project the web site will continue to exist and be further developed for dissemination of the curriculum modules, and as a backbone of a future European School of Urbanism and Architecture.

Representatives of the partner organisations will actively seek public platforms – news media, websites, academic conferences, vocational fairs and similar means – to promote the program at every opportunity. After the pilot project is finished the partners intend to further spread the results through educational fairs and conferences. Through these events both students and other educational institutions will be reached, and new students that can be recruited for the future start-up of the school. This activity is not intended to be financed through the pilot project, but by the partner institutions themselves.

The final report will be distributed in print and electronically to schools of architecture and other institutions, and be the basis for establishing a module-based school in 2009 or later.

Thematic monitoring organised by the European Commission will be part of the project's valorisation programme.

The budget for travel expenses for the main partners, FUH and INTBAU includes sufficient funding for additional travel to participate in thematic monitoring organised by the EC, for example a seminar each year for promoters working in the same field, and a valorisation conference assembling project promoters and potential users.

3. Please demonstrate that the partnership has the capacity and necessary experience to carry out the valorisation activities outlined above.

The project will be jointly owned by the partner organizations joint academic and technical reference groups drawn from the faculty and staff of participating institutions which will have responsibility for valorisation.

The partnership is formed of established, dedicated educational institutions, trades, businesses and local government from across Europe. These organisations each carry their own reputations for valorisation of programs much larger than ESUA. The project will be jointly owned by the partner organisations with joint academic and technical reference groups drawn from the faculty and staff of participating institutions which will have responsibility for valorisation.

Of special importance for dissemination of the results is the extensive network established by the project co-ordinator: INTBAU's own website receives on average more than 140,000 hits and 6,000 visits per month from over 4,000 visitors worldwide. INTBAU's news service is disseminated to its 700 members in the urbanism and architecture sectors and via third party email groups to over 3,500 others. INTBAU news items are syndicated through arrangements with web news services Planetizen (urbanism) and ArchNewsNow (architecture).

In addition to this network, the partner organisations are well networked themselves. The Prince's Foundation has over 10,000 contacts. We will use these networks to engage in dialogue with other universities, trade organisations, businesses and individuals in Europe.

All university level partner institutions are fully validated in their respective countries of origin (Sweden, Germany, Italy, Romania). INTBAU is a registered Charity in the UK and is in the process of forming registered non-profit chapters all over Europe.

The contractor, FUH, is a major organisation for adult education in Norway, and a active partner in the EAAE (European Association of Adult Education). The partners have the experience, technical skills, desire and initiative to make this pilot project a success.

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IMPACT

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1. What is the expected impact of the project, in the short and in the long term, as regards: target group(s), target sector(s), potential user(s) of the project results, and vocational training systems and practices?

The first and most important impact will be to establish a new university for urbanism and architecture whose courses span at least five participating European countries. The target groups – urbanists, architects, tertiary students and the interested public – will have the opportunity to study the business and art of town making in a new and innovative manner. The target sectors – urbanism and architecture – will be revitalised by newly skilled professionals, artisans and citizen activists with experience in resolving complex problems in a spirit of co-operative endeavour (the Charrette process). Potential users of the project results – other universities and tertiary institutions – will be provided with a new model for education that has been created to address specific contemporary challenges emphasising the value of regional differences in Europe. Vocational training systems will get a new model for practice that will offer a model for future improvement and innovation.

The whole of urbanised Europe will benefit through the specialised skills taught. Such holistic education in this field does not exist in Europe despite enquiries by INTBAU reveal a clear demand for them amongst students, mid-career professionals and citizens.

A main target group are new students from the age around 19 who wish to educate themselves to become urbanists and/or architects. We see also a large need in the field of post graduate education for planners, architects and various professionals related to community development, as well as for practising skilled artisans wanting to broaden their range of skills. The demand for skills in these fields is increasing, and so is the market for applying these skills in new buildings.

2. How will the project final results be integrated and used inside training systems and training practices?

We will develop vocational training programs for the different target groups, sharing course modules where possible. Both longer educational programs and short courses on special subjects can share the same lecture program, with various exercises applicable to the different course streams. Common to all courses will be a holistic approach valorising European urbanism as the ultimate aim of all building, architecture and craft skills.

3. What is planned to ensure the expected impact of the project results at the end of Community funding?

The intention of the pilot project is to establish ESUA as an ongoing mutually owned school. The school's innovative programs and broad outreach will allow it to continue to have an impact in the urbanism and architecture sectors at the completion of the Community funding period. Through the combined networks of all the participants, both professional and in the field of marketing educational programs, we will have the capacity to carry forward the European School for Urbanism and Architecture.

Towards the end of the pilot project we will arrange a conference to present and discuss our results of the project. The target group for the conference will be key decision makers in the public and private sectors, i.e. leading figures from national authorities, important local authorities, major universities, trade associations (especially Europe's leading architect's associations like the British RIBA) and industry representatives (major architecture firms, developers, etc). To ensure the impact / efficiency of this conference we propose to arrange it in combination with a major European city planning conference, like the one the CEU (Council for European Urbanism) arranged in Berlin in September this year.

4. To what extent are the results transferable to other groups, sectors, geographical contexts, etc.? Please explain the actions considered for this purpose.

The results of the project are also transferable to many others, such as town planners, politicians, and people interested in the future development of their cities and villages. The results will further be applicable in a wide range of regions covered by the worldwide INTBAU Network. The valorisation process will include dissemination of the course curriculum free of charge to other professions worldwide.