



**The role of training  
in the implementation of the policy  
of sustainable spatial development in Europe**

**Le rôle de la formation  
dans la mise en œuvre de la politique  
du développement territorial durable en Europe**

Strasbourg, Council of Europe, 15 March 2005  
Strasbourg, Palais de l'Europe, 15 mars 2005

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# **Opening of the Seminar/ Ouverture du séminaire**

Gert FIEGUTH

*President of the European Network of Training Organisation for  
Local and Regional Authorities (ENTO)*

Dear colleagues, Ladies and Gentlemen,

I am glad to welcome you on behalf of the European Network of Training Organisations for Local and Regional Authorities. As you know, ENTO is a “child of the Council of Europe” although it “grew up” into an independent organisation in January 1995 when it was registered as an association in France. The ENTO network now includes 51 training institutions from 24 European countries. The main purpose of ENTO activity is to develop the capacity of local and regional authorities to fulfil their duties by ensuring that their staff are well trained and qualified and can undertake their duties in a democratic, legal, professional, ethical and efficient manner.

This Seminar serves as a good example of co-operation between ENTO and the Committee on Sustainable Development of the Congress of Local and Regional Authorities of the Council of Europe, the Committee of Senior Officials of the European Conference of Ministers responsible for Spatial Planning (CEMAT) – Spatial Planning and Landscape Division (DGIV) of the Council of Europe –, and the Union of Local Authority Chief Executives of Europe (UDITE).

UDITE is our traditional partner with whom we are going to develop different projects. At the same time, it would be important to note that it is the first time that we organise the training seminar in co-operation with the Directorate General on Education, Culture and Heritage, Youth and Sport of the Council of Europe. And I’m very happy to welcome Ms Gabriella Battaini-Dragoni, Director of the DG IV who is present today in our Seminar. We hope for further co-operation between DG IV and the ENTO Network in the implementation of training activities. It would be necessary to mention that the members of ENTO will participate in the Conference on the revised European Charter of the participation of young people in local and regional life which will be organised by the DG IV and the Congress of the Council of Europe in Ukraine in June 2005.

The purpose of this Seminar is to discuss and highlight practical ways for the implementation of Resolution No. 2 on the training of authorities responsible for sustainable spatial development, adopted at the 13th Session of the European Conference of Ministers responsible for Regional Planning (CEMAT), in Ljubljana on 17 September 2003. More particularly, the European ministers asked the Committee of Senior Officials (CEMAT) to examine the modalities of collaboration with the United Nations Institute for Training and Research (UNITAR) and

the European Network of Training Organisations (ENTO). The training organisations and international networks are also invited to contribute to the preparation of a study book on the theme of sustainable spatial development. We have now to carry out the adopted resolution.

I would also like to thank Mr Jean-Marie Martinez, a former President of ENTO for his contribution in the organisation of this event. Jean-Marie participated in the International CEMAT Seminar on the theme of sustainable development organised by the Council of Europe and UNITAR in Budapest in 2002.

The implementation of the sustainable development policy at national, regional and local levels represents a main element for Europe's harmonious integration by drawing attention to the territorial dimension of democracy and social cohesion. At the same time the local and regional authorities will need new teaching and communication models, methodologies and strategies for the implementation of the policy of sustainable development. This fact illustrates that the theme of the seminar "Role of training in the implementation of the policy of sustainable development" is a very relevant and hot issue.

The starting point for efforts to ensure that sustainable development is ever present in people's minds must be training that motivates the citizens in their heart to face the challenges of a global, interdisciplinary world and helps them to grasp major development issues. For the elaboration of new and innovative forms of training, we have to unite the efforts of all the stake-holders – local authorities, NGOs, training institutions, central governments, international networks.

I would like to convey my appreciation to the guest speakers and resource persons, as well as the distinguished participants attending this Seminar. I offer my best wishes for the successful proceedings and outcome of this Seminar. Thank you very much for your attention!



Gabriella BATTAINI-DRAGONI

*Director General of Education, Culture and Heritage, Youth and Sport (DGIV),  
Council of Europe*

Ladies and Gentlemen,

I should like to express my great satisfaction at seeing so many representatives of governments and international governmental and non-governmental organisations gathered here for this Seminar on the role of training in sustainable spatial development.

Having represented the Secretary General of the Council of Europe at the sustainable development Summit in Johannesburg, let me begin by saying how much importance I attach to the question of sustainable development. The Council of Europe has been responsible since the 1970s for organising the European Conferences of ministers responsible for regional planning (CEMAT), and as such has taken a special interest in promoting the regional dimension of sustainable development.

Recommendation Rec. (2002) 1 of the Committee of Ministers to the member states on the Guiding Principles for Sustainable Spatial Development of the European Continent (GPSSDEC-CEMAT) continues to foster a new integrated sustainable spatial development policy that encourages social, economic and territorial cohesion, the preservation of natural resources and the cultural heritage, a better living environment and more balanced competitiveness between regions.

The Recommendation acknowledges the Guiding Principles as:

- a major contribution for implementation of the strategy of social cohesion adopted at the Second Summit of Heads of State and Government of Council of Europe member states in 1997;
- policy framework document which takes into account the relevant activities of the Council of Europe and its bodies, and in particular the work of its Parliamentary Assembly and its Congress of Local and Regional Authorities of Europe (CLRAE), in the field of continental spatial development policy and which could contribute to strengthening the European integration process by means of transfrontier, inter-regional and transnational co-operation;
- coherent strategy for the integrated and regionally balanced development of our continent which, while based on the principles of subsidiarity and reciprocity, strengthens competitiveness, co-operation and solidarity among local and regional authorities across borders, thereby making a contribution to democratic stability in Europe.

The Committee of Ministers thus recommends using the Guiding Principles as a basis for planning and spatial development measures, implementing them in spatial development projects as appropriate and continuing to establish regional governmental and administrative bodies in order to facilitate better spatial integration of the various regions of Europe.

The Guiding Principles effectively take account, for the purposes of sustainable development, of the needs of all the inhabitants of Europe's regions, without compromising the fundamental rights and development prospects of future generations. They aim in particular at bringing the economic and social requirements to be met by the territory into harmony with its ecological and cultural functions and at contributing in this way to long-term, large-scale and balanced spatial development.

Their implementation therefore requires close co-operation between spatial planning and sectoral policies, which influence through their measures the spatial structures in Europe. The Guiding Principles also take account of international co-operation at global level, as for instance in the context of the United Nations Commission on Sustainable Development.

So what is the purpose of this Seminar? It is a follow-up to Resolution No. 2 on the training of authorities responsible for sustainable spatial development, adopted at the 13th meeting of the European Conference of ministers responsible for regional planning in Ljubljana, on 17 September 2003.

This Resolution instructs the Committee of Senior Officials:

- to establish a list of training centres in the field of the territorial dimension of sustainable development existing in the member States of the Council of Europe and then make it available on the CEMAT Internet Site of the Council of Europe;
- to promote the implementation of the International Training Centres for Local Actors Programme (CIFAL) in the Council of Europe Member States and to examine the modalities of collaboration with the United Nations Institute for Training and Research (UNITAR) and the European Network of Training Organisations (ENTO);
- to invite the international organisations to support the preparation of a study book which could be used for this training; and
- to establish a Pan-European Network of “CEMAT Model Regions” (regions of innovation) committed to developing good practices of implementation of the Guiding Principles for Sustainable Spatial Development of the European Continent (GPSSDEC-CEMAT), constituting pilot examples for other regions.

I am pleased to see Mrs Maria-José Festas, Chair of the CEMAT Committee of Senior Officials, sitting here at this table; she will be able to tell you how well the work on implementing this Resolution is progressing.

One ambition of this Seminar is to build a synergy between the various players and partners to strengthen the training programmes on sustainable spatial development throughout the Greater Europe.

I should like to conclude by warmly thanking the representatives of the European Network of Training Organisations for local and regional authorities (ENTO), the Sustainable Development Committee of the Congress of Local and Regional Authorities of the Council of Europe, and the Union of Local Authority Chief Executives of Europe (UDITE) for their very positive co-operation.

I hope this Seminar will mark the starting point of an action drive on sustainable development training in Europe and that Europe will thereby contribute to the worldwide debate on the subject.

Yavuz MILDON

*Président de la Chambre des régions du Congrès des pouvoirs locaux et régionaux du Conseil de l'Europe*

Madame la Présidente, Mesdames et Messieurs,

Permettez-moi tout d'abord de vous dire combien je suis heureux d'être parmi vous aujourd'hui et de vous accueillir tous cordialement à ce Séminaire au nom du Congrès des pouvoirs locaux et régionaux du Conseil de l'Europe. Je voudrais souligner que le réseau ENTO est devenu un partenaire important du Conseil de l'Europe et de son Congrès des pouvoirs locaux et régionaux dans le domaine de formation des élus locaux et régionaux.

En tant que membre du Bureau et Président de la Chambre des régions du Congrès du Conseil de l'Europe, je suis persuadé que la formation des élus locaux et régionaux devra être reconnue comme la compétence propre de notre Congrès, un des axes prioritaires de son activité. C'est pourquoi, nous sommes prêts à soutenir le projet de formation des élus locaux et les fonctionnaires territoriaux dans le domaine du développement territorial durable.

Il est évident qu'une coopération plus étroite entre les élus locaux et régionaux d'une part et les dirigeants territoriaux, les fonctionnaires locaux d'autre part permettra d'améliorer la gestion des collectivités locales et la mise en place de la politique du développement territorial durable dans tous les pays de l'Europe. C'est pourquoi, je voudrais saluer la présence dans ce Séminaire de la délégation de l'Union des dirigeants territoriaux de l'Europe (UDITE).

Le sujet de développement durable est très large et touche différents domaines. C'est pourquoi la mise en place de la Résolution N° 2 de la Conférence de Ljubljana, adoptée lors de la 13e Session de la Conférence européenne des Ministres responsables de l'aménagement du territoire (CEMAT) dont on parle aujourd'hui, demande l'élaboration d'un plan d'action à long terme. Le Congrès sera prêt à examiner soigneusement toutes les propositions de coopération qui soient faites par la CEMAT, l'ENTO et l'UDITE dans ce domaine.

En même temps, je tiens à souligner que le réseau ENTO possède déjà des ressources informatiques non négligeables (le site internet de l'ENTO, l'Intranet, base interactive, le bulletin de l'ENTO) qui pourront être utilisées pour l'établissement d'un répertoire des centres de formation qui travaillent dans le domaine du développement territorial durable et la préparation d'un manuel de formation.

Je suis aussi persuadé qu'on serait capable de développer ensemble d'autres projets intéressants et nous restons ouverts à toutes vos propositions.

Je vous remercie pour votre attention et je vous souhaite une bonne continuation du travail!

Keith WHITMORE

*President of the Committee on Sustainable Development of the Congress of Local and Regional Authorities of the Council of Europe*

Dear colleagues, Ladies and Gentlemen,

First of all, let me express my pleasure to be here with you today and on behalf of the Congress of Local and Regional Authorities of the Council of Europe, I have the honour of welcoming all of you cordially to this Seminar.

Local authorities have always contributed a great deal to Europe's development and prosperity. They are the focal points of people's living together and their influence is noticeable on the quality of life. There are therefore also local and regional authorities who make a considerable contribution in the implementation and the development of the sustainable spatial development policy in Europe.

In 2000 our Congress adopted the Recommendation 72 (2000) containing an opinion on the Guiding Principles for Sustainable Spatial Development of the European Continent. This year we are going to prepare the Resolution and the Recommendation on "Youth education for sustainable development and the role of regions".

We are very happy that the ENTO Network initiated the organisation of this training Seminar. In the afternoon session, Mr Dragnea, the member of the Sustainable Development Committee of the Congress will present the experience of Romania in the implementation of the policy of sustainable spatial development at local and regional levels.

I would like to underline that since its creation in 1995, the European Network of Training Organisations for Local and Regional Authorities (ENTO) has enjoyed a special relationship with the Council of Europe, and especially with its Congress of Local and Regional Authorities. ENTO provides expert's assistance and training for local and regional authorities lacking managerial experience and technical skills. In pursuing its objectives, ENTO is seeking also to support the Congress' work for better standards of local administration all over Europe.

It is vital to establish a new learning context that will take account of the importance of sustainable development policy. And I hope that this Seminar will contribute in the development of new training programmes and the diffusion of the best practices in the field of sustainable spatial development.

It would be necessary to improve access to all levels of education and further training for everyone, regardless of social class, ethnic origin, gender, age and financial resources; free access to training is the foundation of sustainable develop-

ment, social inclusion, equality of opportunity, integration in the labour market and active participation in democratic processes.

The sustainable development practices must provide an opportunity for participatory democracy and use institutional means of active participation to determine the future course of development. With this in mind, I have the honour to welcome in our Seminar the representatives of the NGOs enjoying consultative status with the Council of Europe.

I hope that our discussions will serve as valuable inputs to the development of training programmes on the theme of sustainable spatial development of our cooperation in the field of training of local and regional elected representatives. The Committee on Sustainable Development of the Congress will be able to examine the results of this Seminar in our next meeting which will be held in May 2005.

Thank you very much for your attention!

Maria-José FESTAS

*Présidente du Comité des hauts fonctionnaires de la CEMAT, Portugal*

Je suis très heureuse d'être ici parmi vous à l'occasion de ce Séminaire et je me réjouis de la bonne collaboration qui s'est instaurée entre le Réseau européen des organismes de formation pour les collectivités territoriales (ENTO), le Congrès des pouvoirs locaux et régionaux du Conseil de l'Europe, l'Union des Dirigeants territoriaux de l'Europe (UDITE) et le Comité des hauts fonctionnaires de la Conférence européenne des ministres responsables de l'aménagement du territoire (CEMAT), qui a permis sa tenue.

«Le rôle de la formation dans la mise en œuvre de la politique du développement territorial durable en Europe», tel est l'intitulé de ce Séminaire.

Ayant conscience de l'importance majeure de la formation dans la mise en œuvre de la politique du développement territorial durable et souhaitant donner suite à la Résolution N° 2 adoptée lors de la 13<sup>e</sup> Session de la CEMAT en septembre 2003, le Comité des hauts fonctionnaires de la CEMAT a entrepris d'inscrire le thème de la formation et de l'éducation dans le cadre de son programme de travail 2003-2006.

La Résolution N° 2 charge le Comité des hauts fonctionnaires d'appuyer la mise en œuvre du Programme Centres internationaux de formation des acteurs locaux (CIFAL) dans les Etats membres du Conseil de l'Europe et d'examiner les modalités d'une collaboration avec l'Institut des Nations Unies pour la formation et la recherche (UNITAR) et le Réseau européen des institutions de formation des collectivités territoriales (ENTO).

Le présent Séminaire répond ainsi au souhait exprimé, de renforcer la collaboration avec l'ENTO. Nous regrettons bien sûr que des représentants de l'UNITAR n'aient, suite à un empêchement, pas pu se joindre à nous aujourd'hui mais nous maintenons notre collaboration fructueuse.

Nous sommes par ailleurs satisfaits de vous informer que le Secrétariat de la CEMAT – la Division de l'aménagement du territoire et du paysage – met en place le Répertoire des centres de formations concernant la dimension territoriale du développement durable, existants dans les Etats membres du Conseil de l'Europe. En cours de constitution, ce répertoire pourra très prochainement être consulté sur le site Internet de la CEMAT, et nous nous réjouissons de la collaboration qui pourra être développée afin d'alimenter et de compléter ce répertoire.

Des travaux seront enfin ultérieurement entrepris, en collaboration avec des organisations internationales, afin d'analyser la possibilité d'élaborer un manuel d'études susceptible d'être utilisé en matière de formation.



Les travaux comme vous le voyez progressent et je me réjouis de ces partenariats que nous développerons et mettrons en place afin de donner suite à ce Séminaire.

L'ensemble de ces travaux sera bien entendu présenté lors de la 14<sup>e</sup> Session de la CEMAT qui se tiendra au Portugal en 2006 sur le thème «Des réseaux pour le développement territorial durable du Continent européen – Construire des ponts à travers l'Europe».

J'espère que l'on pourra aussi pendant cette journée réfléchir au thème de la sensibilisation. Je crois que les thèmes de la formation et de la sensibilisation sont liés et qu'il est utile d'en discuter en même temps. Au-delà du besoin d'une sensibilisation de la population en général, des professionnels et des décideurs pour le développement territorial durable – un thème en soi – je suis convaincue que pour réussir la formation et l'éducation, il faut tout d'abord sensibiliser les professionnels, et en particulier les responsables décideurs, et les convaincre de la nécessité d'une formation appropriée pour mettre en œuvre et atteindre les objectifs souhaités.

Je vous remercie de votre attention.

Juan Ignacio SOTO VALLE

*Membre du Bureau de l'Union des dirigeants territoriaux d'Europe (UDITE), COSITAL*

Chers collègues,

Je voudrais partager avec vous une brève réflexion.

La démocratie participative nous amène à traiter de problèmes de «désidentification», de ce que nous appelons aujourd'hui le capital social, avec les structures institutionnelles de notre système démocratique. Le rôle d'autorité n'est déjà pas suffisant. La société civile exige que l'on explique les solutions, que l'on donne des mécanismes de consensus et que l'on favorise la médiation. La globalisation a besoin – entre d'autres choses – d'une société beaucoup plus interdépendante. Réduire les distances entre l'Etat appareil et l'Etat citoyen oblige à repenser l'idée d'intérêt général en l'orientant vers la cohésion sociale. Quel meilleur espace pour résoudre ce que les experts appellent l'insuffisance démocratique que l'espace local ou l'espace régional?

Je crois me rappeler que ce fut avec le rapport Brundtland que l'on a utilisé pour la première fois le concept "développement durable" pour concrétiser l'idée et l'objectif de satisfaire les nécessités actuelles sans compromettre la capacité des générations futures à résoudre leurs propres nécessités.

La préoccupation des gouvernements locaux pour cet objectif – avec une vision interdépendante émergente – a été à l'origine de l'approbation de la Charte d'Aalborg, en 1994. En 1996, la Déclaration de Lisbonne a été approuvée, et en 2000, les Principes directeurs pour le développement territorial durable du Continent européen, ont été adoptés à Hanovre. En Catalogne, près de 250 communes ont adhéré aux principes de la Charte et se sont engagées à développer leurs actions en fonction des principes d'Action 21.

Je voudrais souligner à présent la nécessité de susciter un élan réel en faveur des Plans d'actions locaux pour la durabilité (PAL) et que la participation des citoyens constitue un facteur vital pour que cet élan soit réel.

Que pouvons nous faire, les professionnels de la direction, dans les organisations locales pour encourager ce mouvement? Beaucoup et, entre autres choses, améliorer les structures internes de nos organisations locales pour permettre la formation de groupes de travail sectoriels et les forums de débat sur les travaux municipaux, créant les conditions adéquates pour une bonne assistance technique à l'élaboration de PAL et de Conseils d'environnement et de durabilité. Nous devons aller au-delà d'un positionnement rhétorique autour de l'adhésion au Programme Action 21. Le temps passe rapidement.

Je vais suggérer quelques principes qui devraient inspirer l'élaboration de plans environnementaux locaux :

- favoriser une utilisation mixte des zones urbaines (coexistence habitants et activités multiples);
- protéger et évaluer l'identité des villes, rétablissant des relations de signification entre les lieux et leur histoire;
- diriger la croissance et le développement des villes préférentiellement en faveur de l'utilisation des zones abandonnées à l'intérieur de celles-ci et non vers l'occupation de nouvelles surfaces dans la périphérie;
- réduire la répercussion du transport privé dans les zones urbaines;
- garantir la qualité des espaces publics et des zones vertes;
- introduire des critères d'économie énergétique et d'utilisation intelligente des ressources dans la gestion des zones urbaines;
- garantir la participation des habitants dans les décisions qui affectent l'organisation de la ville et la gestion des problèmes environnementaux. Permettre aux citoyens de prendre part directement aux décisions qui affectent leur environnement.

Je crois qu'ENTO et notre organisation l'UDITE, doivent insister pour offrir une aide technique utile aux communes, pour que les PAL arrivent à constituer un outil généralisé dans toutes les communes de l'Europe, et pas seulement dans les communes situées dans des secteurs géographiques économiquement développés.

Je vous remercie pour votre attention.

# Contributions

## **Presentation of the guiding principles for sustainable spatial development of the European Continent**

Jacques ROBERT

*Expert of the Council of Europe*

At the Council of Europe, the CEMAT has played a pioneering role in the shaping of European spatial planning policy. As early as 1983, the European Charter for Regional/Spatial Planning (or Torremolinos Charter) laid the foundations for the balanced spatial development of Europe, based on integrated approaches involving a variety of public policy areas. It has had a significant impact, particularly in countries where the regional aspect of public policies had long been neglected such as Spain and Portugal.

After the events from 1989 to 1991, Europe changed substantially. Not only did the central and eastern European countries all join the Council of Europe one by one, thus becoming members of CEMAT and extending the scope of European co-operation to the whole continent, but these countries were in desperate need, following the fall of the communist regimes, of an approach to spatial development that was in keeping with the market economy and would establish a system of governance that reflected democratic principles.

This was the background against which work began in 1997 on the Guiding Principles for Sustainable Spatial Development of the European Continent, which were adopted by the Ministers responsible for Spatial/Regional Planning at their conference in Hanover in September 2000, and then endorsed in the Recommendation Rec. (2002) I of the Committee of Ministers of the Council of Europe.

The Guiding Principles were prepared at almost exactly the same time as the European Spatial Development Perspective (ESDP), which had been adopted by the Ministers of the European Union in Potsdam one year previously. There are, therefore, considerable similarities between the ideas of the Guiding Principles and the ESDP, but there are also differences, particularly in the following three areas:

- whereas the ESDP relates only to the territory of the fifteen-member European Union, that is, broadly speaking, western Europe, the Guiding Principles encompass, from the outset, Europe's continental dimension, raising new spatial planning issues such as the role of the major trading corridors between Europe and the Middle East and Asia, co-operation with Russia and the multiplicity of European cultures and their impact on Europe's regions.

- the ESDP does not draw any detailed distinction between geographical areas other than town and countryside, reflecting a certain tendency for Community policy to treat the EU as a relatively uniform whole. The Guiding Principles, on the other hand, take a quite markedly different approach according to the type of regions they are targeting, whether they be urban, rural, coastal or mountain regions, water meadows, border areas or cultural landscapes;
- the Guiding Principles place much more emphasis than the ESDP on the people responsible for spatial development. In addition to the various levels of public authority and the different public policy sectors, they take account of civil society and the growing importance of public-private partnerships.

Like the ESDP, the Guiding Principles are not legally or administratively binding. Instead they provide a flexible, long-term framework for co-operation between the Member States of the Council of Europe, including their regions and municipalities. They provide a guiding vision or concept for Europe's sustainable development for the political and other bodies which work within and alongside governments and government departments to prepare our future. The acceptance of these policy choices is therefore based on voluntary co-operation.

The Guiding Principles are divided into six chapters:

- I. Contribution of the Guiding Principles to the implementation of the social cohesion policy of the Council of Europe;
- II. Spatial development policies in Europe: new continent-wide challenges and prospects;
- III. Specific role of the private sector in spatial development;
- IV. Principles of a planning policy for sustainable development in Europe;
- V. Spatial development measures for different types of European regions;
- VI. Strengthening of co-operation between the Member States of the Council of Europe and participation of regions, municipalities and citizens.

Ten guiding principles are set out in Chapter IV:

1. Promoting territorial cohesion through more balanced social and economic development of regions and improved competitiveness. The main aim is to promote a polycentric development model both at European and at national and regional levels.
2. Encouraging the development generated by urban functions and improving the relationship between town and countryside. One of the main concerns of this principle is to promote the setting up of networks of towns and urban-rural partnerships to create synergy, economies of scale and balanced development of urban infrastructure and make for the revitalisation and diversification of rural areas.

3. Promoting more balanced accessibility. The aim here is to improve access to the furthest outlying regions and those with particular handicaps (islands, high- and mid-altitude mountain regions) but also to establish intra-regional links where they are missing, while favouring modes and systems of transport which cause the least harm to the environment.
4. Developing access to information and knowledge. This principle addresses the development of the information and knowledge-based society, which is currently the most significant trend reshaping global society and its regional entities. The aim is both to ensure that advanced telecommunications systems cover as many regions as possible and to support business activities linked to the information society.
5. Reducing environmental damage, particularly damage resulting from inadequate co-ordination of sectoral policies or harmful local decisions. This relates equally to agricultural and forestry practices, the design of transport and energy systems and the rehabilitation of derelict urban areas and industrial sites.
6. Enhancing natural heritage resources. The aim is to protect biodiversity and the balance of ecosystems while enhancing the attractiveness of regions in terms of their recreational assets and quality of life. Examples of the types of activity to be promoted are integrated water management strategies and the development and restoration of ecological networks.
7. Enhancing the cultural heritage as a factor for development. High-quality cultural heritage adds to the appeal of a locality or region to investors, tourists and the public. It is also a major factor in strengthening regional identity. The development of cultural routes is an excellent means of promoting the cultural heritage and helps to establish co-operation between regions.
8. Developing energy resources while maintaining safety. Spatial development policy promotes renewable energy sources and the completion of pan-European energy transport networks. This is a strategic issue for the future because of the sustained increase in energy costs resulting both from high global demand and from the progressive exhaustion of oil and gas reserves.
9. Encouraging high-quality, sustainable tourism. For many regions, forms of “soft tourism” adapted to local and regional conditions have major economic potential and do not cause the damage to the local environment and identity that mass tourism does.
10. Limitation of the impact of natural disasters. The number of natural disasters such as earthquakes, floods, hurricanes and mudslides has been increasing for at least a decade. Some are linked to climate change. Spatial development cannot eliminate them but, through preventive measures, it can considerably help to cushion their impact.

The European Conference of Ministers responsible for Spatial/Regional Planning (CEMAT) organised in Ljubljana in 2003, which followed the adoption of the Guiding Principles, showed that a spatial development policy based on the Guiding Principles could serve as a highly effective means of promoting sustainable development in all its forms in the environmental, economic, social and cultural fields. This is admittedly a highly ambitious and demanding strategy, particularly where it comes to the co-ordination of sectoral policies and the application of the principle of bottom-up and top-down reciprocity, but it is the only one capable of delivering long-term benefits in the area of sustainable development.

The first step after they were adopted in September 2000 was to translate the Guiding Principles into virtually all the languages of the CEMAT's member states. They have since had a significant impact on the framing and modernisation of spatial development legislation and systems of local and regional government in a large number of countries, particularly in central and Eastern Europe.

It should also be said, however, that a lack of knowledge of the techniques and practices that need to be adopted has caused significant difficulties when it has come to the actual implementation of the Guiding Principles despite their conceptual relevance. This is precisely where training can play a crucial role, as it has been observed that the implementation of the Guiding Principles calls on a large number of sophisticated techniques such as:

- territorial and environmental impact appraisals;
- evaluations of ecological vulnerability and biological diversity;
- integrated planning methods, particularly in problem areas;
- heritage inventories (cultural heritage, cultural landscapes);
- spatial forecasting methods;
- inventories of endogenous development potential;
- studies of the maximum number of tourists an area can withstand, and many others.

It is crucial therefore to devise and implement a co-operation programme to provide training in the overall implementation of the Guiding Principles. The programme should be divided into two main parts:

- the preparation of a series of handbooks on specific subjects, summarising both the theoretical aspects and the practical side of the area covered;
- a series of workshops or seminars, during which experiences of good practice could be shared.



## **Spatial planning and development: an efficient approach towards sustainability in Europe**

Audun MOFLAG

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Sustainable development is:

- not primarily a field for scientists and academic experts;
- nor a field for law, lawyers or courtroom decisions.

It is multi-disciplinary with no straight scientific or legal answers – only political ones. Therefore, it will be the politicians' ability of generating ideas and innovation that can bring these issues forward.

### **There is not one single recipe for sustainable development**

To be sustainable, the development must be sustainable in economic, social, cultural and environmental terms (Quadrangle of objectives). The answer will be different in different territories, because the inherent opportunities and constraints are different.

By spatial planning, growth potentials may be combined with the inherent assets of the territory:

- Goal 1: Harmonise economic and social goals with the cultural and natural resources and constraints;
- Goal 2: Pursue synergies – e.g. use protection of cultural and natural heritage actively as a strategy for development. By saying “no”, say “yes” to something else. Three strategies: politics, partnerships, planning.

### **Strategy 1: Territorial policies**

Work with sustainable development as a political issue. Evolving policies is the responsibility of politicians. However, sustainable development policies must rest on scientific facts, and the knowledge and advice of experts. Today, scientists and researchers are mainly addressing “their own kind”, often focusing issues like data, methodology, finances etc. of importance to their own field of work. Scientists should also communicate the results of their work to experts and professionals in other academic fields, the general public and civil servants allowing us to discuss the implications of scientific work.

To this end, we should provide some good organisational and pedagogic methods. Politicians at local and regional level have a particular responsibility. Central government is not in a position to overview inherent potentials and constraints throughout the country. What the sustainable development in a certain territory is, must be understood – and applied by the people in that territory. This makes local resources, people and initiatives important driving forces also for national and transnational development.

The regional level is in a key position. Municipalities are mainly concentrating on basic services – like schools, health care, social services etc. to the citizens. Furthermore, municipalities are often too small. Functional urban areas may comprise several municipalities. In this position, regional authorities should focus on complementing government at central and local levels.

Politics should not be left to politicians alone. Politicians need fans and supporters in the general public, otherwise keen developers with fancy ideas and prospects may lead them astray. Sustainable spatial planning and development widen the scope for public participation – empowering the citizens, promoting transparency and creating incentives for political innovation. The citizens' right of information and participation is also an important aspect of the social dimension of sustainable development. Politicians should act complementary – not independently. The participation of civil servants in politics is crucial. They give politicians expert advice on political issues, and they create meeting places and processes for political discussions and decisions, etc.

## **Strategy 2: Territorial governance**

Politicians cannot implement their political visions by themselves. Territorial governance is needed to implement territorial policies.

Politicians should establish alliances (partnerships) with all key players influencing the economic, social, cultural and environmental development within their territory: central government sectors, municipalities, private sector businesses, non-government organisations.

The partnership should agree on a common territorial vision, supplemented with strategies for how the players should respond in a coordinated manner to the manifold driving forces they are exposed to. At local level joint public – private development strategies are required. Regional authorities should offer municipalities guidance and assistance.

## **Strategy 3: Territorial planning**

The partnership should make use of spatial planning as their common arena and instrument: organise a common meeting ground at regional level for all players; look into the territorial consequences of central government sector policies, municipal policies, private business schemes and NGO activities. This forms a territorial impact analysis. On the basis of this analysis the players will be mutually responsible for coordinating policies and actions. Each player should aim to communicate and achieve their own goals, without obstructing or counteracting goals of other players. It should also pursue orchestration and synergies with others, and lay down agreements in concrete and mutually committing plans and action programmes.

In Norway, we are working to apply these principles to the county development strategies. Central government sectors, municipalities, private businesses and NGOs meet at regional level. The county council coordinates the planning process and adopts territorial policies and action programmes. Territorial strategies at regional level are approved by the central government. Thereafter the regional strategies are fed into relevant sector policies at central government level and the municipal planning and development at local level.

### **Objections to planning heard form time to time...**

In eastern European countries people used to say that planning is just a ghost from the Soviet time, and should be abandoned altogether. In western countries people may think of planning as the bureaucrats' way of and gaining power over the politicians, disturbing market mechanisms and the scope for political initiatives.

We need a kind of training that defeats such misconceptions. The intention is rather the opposite:

- to move away from a central top-down approach, empowering the citizens and local and regional politicians;
- to use planning as the pathfinder to make political ambitions come true.

How do we get concepts and a language that make sense to people also outside the narrow sphere of planners? And where should politicians get their training?

These are crucial issues on the path to sustainability, making this Seminar particularly important.

What forms of training would consider sustainable development in spatial public policy?

# What forms of training would consider sustainable development in spatial public policy?

Jean-Pierre LEBRUN

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## 1. General remarks

The commitments States made on education in sustainable development during the 1992 Rio Conference are set out more precisely in Chapter 36 of Agenda 21. Along with Chapter 38 on local agendas 21, this provides the essential bases for training in sustainable development for territorial authorities.

I propose to begin by rapidly disposing of the question of “training supply”. In order to obtain such information, all that is needed is to use a good Internet search engine and enter “training”, “sustainable development” and “territorial authorities” in order to obtain a large number of results. The training on offer has increased substantially in recent years at European level. France has not escaped this trend since sustainable development is a growth area on the training market precisely at a time when public and private bodies are experiencing recruitment problems.

The myriad courses on offer include many university courses (vocational bachelor’s degrees, higher and specialised diplomas, master’s) as well as shorter courses lasting a few days. Although this is not the subject of this paper, it is perhaps a pity that there is no European authority responsible for approving and certifying the products on offer. I shall therefore cite only two bodies which are, respectively, responsible for setting up initial and continuing training for central government and territorial authority civil servants. They are the Institut de formation à l’environnement (IFORE), which comes under the Ministry of Ecology and Sustainable Development, and the Centre national de la fonction publique territoriale (CNFPT), which is responsible for training territorial authority civil servants.

The relationships between training, sustainable development and territorial policy are complex. Because of the limited time available I shall simply demonstrate this complexity on the basis of concrete situations, suggest relevant courses and bring out the methodological issues.

## 2. Training with cultural, methodological and regulatory objectives

*a. The structure of the local agenda 21, guide to the approach*

Whatever the project, the first training that needs to be given is awareness raising and information, the objective of which is the acquisition of a common culture by all staff or members of the group. Next, it is essential from the outset to recall the procedures and tools for identifying training needs. The preferred tool for implementing a territorial sustainable development policy is a local agenda 21, the major characteristics of which are:

- a document that is both strategic and operational;
- a territorial plan that sets policy emphases broken down into action programmes with follow-up indicators that are regularly evaluated and adjusted;
- the result of broad debate organised at territorial level with all the players involved and contributing to development of the project (elected representatives, companies, associations, regional and central government officials and, above all, citizens);
- respect for the principles and objectives of sustainable development in relation to the economic, social and environmental aspects, linking the short and long term, the local and global, good governance, etc.

Training to ensure that sustainable development is taken into account in territorial policies should set the above guidelines as its objectives.

#### *b. Sustainable development as a new approach in training*

Sustainable development will only become a reality if it is appropriated by territorial authorities and above all by all decision-makers. Adherence to a sustainable development approach and the development of an agenda 21 depend on the initiative of local elected representatives assisted by territorial officials.

In terms of analysis of demand, the new skills concern, on the one hand, elected representatives (who decide) and, on the other, territorial officials (who implement decisions). It is soon seen that these two groups of players are the keystone of action in the framework of a dual system that should be the benchmark for training targets. This elected representative/official “project” team will then broaden to other civil society and public players.

Sustainable development is a new social project, a new way of organising human activities, and the acquisition of such a culture from the outset is more a matter of education than training. Action therefore has to be taken at the level of people in the form of awareness-raising and information so that they may acquire a new form of citizenship.

Sustainable development is also a new rule whereby compromise with economic objectives has constantly to be sought, taking social expectations into account and respecting environmental concerns.

For the first time, training needs to concern the individual as both a citizen and a professional, adopting an approach that is at once global and sectoral.

The global and transversal approach to the fields of expertise that need to be acquired places these initiatives somewhere between education and training. Furthermore, the appropriate methodology has to be decided on a case-by-case basis: some aspects require theory before practice, others need to be experienced in practice before they are conceptualised.

### *c. Sustainable development and territorial policies*

Territorial authorities are essential players in concrete sustainable development policies that correspond to citizens' everyday needs. It is those who have the capacity to foster a form of development that links economic policies with social and cultural action, town planning, transport, housing and the environment, over which have powers.

Whatever the projects, territorial authorities are the key managers or natural facilitators of any sustainable development project.

Implementation requires that short-term constraints be taken into account and that there be a long-term vision. This means simultaneously thinking in terms of the local and the global, between competition and co operation. Sustainable development means respecting the well-known principles of responsibility, precaution, transparency, information and participation.

Working methods have to change in order to find a new balance between social, economic and environmental objectives, taking future generations into account.

At local level, sustainable development requires the setting-up of intersectoral, participatory working groups, and coordination authorities able to involve the authorities and civil society in the development and definition of common objectives.

Another new factor in training is that what is required is no longer simply training individuals in specific skills, but also targeting groups of players responsible for projects, taking a global, multisectoral approach on the basis of existing actions on the ground.

## **3. Sustainable territorial development and the legal framework**

After the World Summit in Johannesburg it was observed that implementation of Agenda 21 was still slow.

Yet, over the last decade the French and European legislatures do not seem to have been inactive, and it is important to point out that certain fundamental principles already have a legal framework:

- Law on the air (1992): urban transport;
- Barnier Law (1995): the polluter pays, preventive and precautionary action;
- Agricultural Policy Act (1999);
- LOADDT (Planning and Sustainable Development Policy Act) (1999): community services plans must include the imperatives of sustainable development;
- Law on urban solidarity and renewal (2000): town planning, housing and transport;
- Law on new economic regulations (LNRE): environmental report by listed companies;
- Law on community democracy (2002): public participation;
- Law on town planning and housing (2003);
- Environment Charter, now part of the Constitution.

Taking development into account in public policies is therefore situated where observation of a world situation that makes policy change essential (proactive approach) intersects with taking into account an increasingly binding legal framework with transversal approaches (compulsory approach). This highlights the fact that management of sustainable development projects implies a need for legal expertise.

#### *a. Sustainable development as a new way of managing projects*

Implementing the principles of participation and consultation upstream of any sustainable development project is a relatively new procedure. It requires information and communication skills with respect to projects (who is to be informed, when, how much and how). The same is true of the development of follow-up indicators and project evaluation criteria. Having performance indicators to back up a local sustainable development project is the best means of constructing the approach, from the initial needs assessment to the implementation of action programmes. The development of indicators and then, more broadly, the overall evaluation of the action involving all local players in the framework of a democratic approach is a new, essential skill for any sustainable development project.

Training should make it possible to ensure that everything – from day-to-day behaviours to the philosophy and way of managing projects – changes fundamentally.

#### *b. The problem of identifying a model for local sustainable development projects*

With respect to local and territorial authorities, whether at the level of cities, communities of municipalities, countries, departments or regions, no two territorial sustainable development projects are alike. The diversity of situations makes it difficult or even impossible to apply a project that has been successful elsewhere. This constitutes both the novelty and the complexity of sustainable development projects: each one has to be examined individually.

The great diversity of players should also be mentioned. It is possible in different situations to present the basic principles of sustainable development or to work on updating an agenda 21.

The diversity of approaches to sustainable development by territorial authorities means that training has to be planned on a case-by-case basis. Training modules for specific posts will have to be revised and adapted to each situation.

#### **4. The lessons to be learned from practices on the ground**

##### *a. The current situation of local agendas 21 in France*

There is no precise methodological model that can be used to devise an action programme speedily because the situation of every territory is different. Appropriate solutions are therefore arrived at after public debate, this process taking about two years.

There are two types of project:

- either a complete local agenda 21 in the framework of global, integrated approaches;
- or sectoral initiatives targeting transport, housing, etc. (High Quality Environment (HQE) initiative, energy and reducing greenhouse gas emissions, etc.).

##### *b. Search for common criteria in agendas 21*

Information about how local agendas 21 are put in place is also essential for the development of training courses for future players. Recently, some twenty local agendas 21 were randomly selected and studied in order to extract some information for training purposes (the study has no statistical value).

The contextual elements common to the projects, divided into four groups (in order of importance):

- difficult economic circumstances, a high unemployment rate or the presence of vulnerable groups lead elected representatives to involve the population in the life of the community;



- tradition of taking environmental concerns into account in local policies and, following an “environment charter”, for example, going on to discuss a local agenda 21;
- work on the Local Development Plan was accompanied by work on the agenda 21;
- becoming a conurbation community, and the principles of sustainable development included in the conurbation contract.

The starting-points for examining the adoption of a local agenda 21 by territorial authorities, in four groups (in order of importance):

- sustainable improvement of housing, including social housing, and social facilities, the adoption of HQE, healthy living conditions and energy saving, rehabilitation of old sites;
- public debate on mobility and transport, PDUs (traffic access plans), tramways, ease of movement for pedestrians and cyclists, transport plans developed in partnership with companies, expressway/motorway bypasses;
- transition from land use plans to Local Development Plan, drafting a Territorial Coherence Plan, examination of a Sustainable Development Plan, a conurbation contract, etc;
- a particular event, such as the setting-up of a wind farm, flood prevention scheme or water purification plant, neighbourhood redevelopment, rehabilitation of industrial wasteland, reorganisation or setting-up of a central canteen, etc.

### *c. The opinions of project leaders*

A discussion with project leaders brought out some of the prerequisites for a successful agenda 21:

- the right trigger (starting-point) needs to be found to get the project under way with the support of all local players;
- the project must have support at the highest level of the local hierarchy – the mayor, elected representatives, the authority’s administrative and technical officials;
- the team of elected representatives and territorial civil servants must be in harmony and agree on common objectives;
- a core of the main public and private players concerned by the project must be formed as early as possible;
- awareness-raising, information and training are required from the outset;

- speedy acquisition of legal and project implementation (elaboration, follow-up and evaluation) skills and the ability to work with consultants and organise public debate;
- financial resources are imperative and all possible sources should be exhaustively explored;
- it is important to make contact with authorities that already have projects; exchange of experiences is always beneficial;
- it should never be forgotten that the objective includes the interests of future generations and that young people should be involved through environmental education for sustainable development;
- think global to act local, but local action should have a knock-on effect and establish links with European or even global practices.

*d. Training for sustainable development project leaders*

Having noted the complex nature of the new competences and skills essential for good management of territorial sustainable development projects, I will now describe what I see as the fundamental elements of the training required. It should first be recalled that what is required is not the creation of new, specialised professions in sustainable development – which would be pointless – but that all the job descriptions of territorial civil service posts should be reviewed and the principles of sustainable development added to them.

Sustainable development is an approach and culture in which dialogue is ubiquitous. It is therefore important for project leaders to acquire an identical level of information and knowledge in order to be able to move forward together.

Training courses should therefore have a common-core syllabus adapted to the various levels including the history and awareness of, and issues and areas involved in, sustainable development.

There are a great many players in any given territory and projects become meaningful when they respond to a common problem in various ways. Moreover, the preoccupations do not concern local authorities alone. Almost identical methods are required to implement initiatives to save energy, manage water, sort waste, manage the number of vehicles on the road, prevent risks, communicate and inform employees in municipalities, prefectures (central government) and private companies. Am I Utopian to think that training could be a place in which senior executives of authorities and all the other public and private actors could meet to capitalise on their experiences and improve themselves?

It is therefore important for training courses to be open to all these players in order to bring about the dialogue and obtain the multisectoral skills required if the

project is to be well-run (elected representatives, territorial authority and central government officials, citizens/users, companies, associations, etc.).

It has to be observed, furthermore, that the way local authorities take sustainable development into account varies widely, going from agendas 21 with complete, complex projects, by way of actions that are localised in theme and space, to no approach at all. In fact, as we saw above, no two projects are the same and the great number of different parameters makes it difficult to promote a model project or an exemplary procedure.

This observation has to be taken into account by giving an important place to exchange of experiences and work on the ground, and it is in the framework of training that participants will together be able to construct the general outlines of their projects.

In France and Europe sustainable development is increasingly governed by legislation that structures the approach adopted. Applied at territorial level, the legislation has a transversal approach and, for example, helps to get the public debate going. The same is true of sustainable development projects directly or indirectly run by local authorities, which must therefore ensure that legal procedures are observed. Moreover, in the environmental field locally elected representatives are increasingly often criminally liable for ecological risks

They therefore need to be trained to understand the new legal instruments and to grasp the economic, environmental, town planning and social action principles outside their own disciplines.

Taking sustainable development issues into account in policies requires specific project management skills (elaboration, follow-up and evaluation). Even where the territorial authority is assisted by a contractor it must be able to monitor and report on the contractor's work. Furthermore, simultaneously dealing with environmental, social and economic dimensions – to which should be added the requirements of good governance – is not straightforward and requires experience and specific skills (organising public debate, needs analysis, follow-up and evaluation criteria).

Controlling the environmental impact of territorial authority interventions, like those of businesses, is a new concern. As an extension of territorial initiatives on the “quality of public services”, there are tools that enable environmental and sustainable development concerns to be included in management systems (ISO 9001-2000, ISO 14001, the SD 21000 guide, etc.). There will soon be a new ISO standard on sustainable development and social responsibility.

Familiarity with these tools is essential at two levels: management of the authority (exemplary approach) and in its function as a “public purchaser” (knowledge

# Ensuring efficacy and efficiency of training investment based on ISO 10015 Quality Assurance

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## Abstract

*Efforts and good intentions to train regional and local planning authorities of new member States of the Council of Europe in a new approach to sustainable spatial development planning (Resolution No. 2, CEMAT, 2003) are exposed to high risk of failure if not based on sound training principles and effective training management. Without these essential ingredients, CEMAT's goal to invest in training might result in waste of scarce resources, loss of credibility of the parties involved and a demotivation of partners (ENTO, UNITAR) responsible for the implementation of sustainable spatial development (SSD) training. ISO 10015, an international standard for quality assurance of training could lower risks of failure and increase likelihood of successful implementation of Resolution No. 2.*

## 1. Intended objective

Resolution No. 2 (2003) of CEMAT pertains to the expressed wish of the Ministers responsible for regional planning of the Member States of the Council of Europe to:

... “start immediately a training programme in the new member States of the Council of Europe, in order to help regional and local planning authorities perform, as well as possible, the task for which they have responsibility”<sup>1</sup>.

The Resolution further calls for:

- establishing of a list of training centres in the field of the territorial dimension of sustainable development existing in the member States of the Council of Europe;
- promoting the implementation of the International Training Centres for Local Actors Programme (CIFAL) and examining the modalities of collaboration with UNITAR and ENTO;

<sup>1</sup> Resolution No. 2, 17 September 2003, 13th Session of European Conference of CEMAT, Ljubljana, Slovenia.

- inviting the international organisations to support the preparation for a duty book which can be used for this training;
- establish a Pan-European Network of CEMAT Model Region committed to develop good practices of implementation of the Guiding Principle for Sustainable Spatial Development (GPSSDEC-CEMAT).

## **2. Training without quality assurance is high-risk investment**

Capacity building for training is crucial to ensure successful implementation of “Resolution No. 2” of the CEMAT 2003 Conference. However, ministers also need to take into account that training as an instrument for change and improvement often does not provide expected results. Many times, investments in training are not successful and intended objectives through training are not met leading to disappointments and unhelpful attributions of blame. Inefficient and ineffective systems of education and in-service training exist in many countries (Saner, Strehl, Yiu, 1997)<sup>1</sup>. However, it would be misleading to look at the education and training sector as if it were a beauty contest. What matters are the results or outputs (skills acquisition, know-how acquisition and increased behavioural competencies of trainees), not input figures (number of trainer, number of training programmes or number of training Centres etc.). At the final end it is the outcome measures, which determine whether or not a given training system is effective or ineffective (applied to Resolution No. 2: increased application of new approach to spatial planning by New members of Council of Europe).

## **3. Training as an investment versus training as expenditure**

While it might be relatively easy to have Council of Europe member countries agree on the need for training in SSD, it is less easy to know how to assess the return on investment of agreed training programmes. How can for instance the Members of the Council of Europe know whether the money paid for SSD training will return in form of more efficient and effective performance of local and regional authorities in new member countries? How can one measure the benefits of the intended training? How can the local and regional authorities be sure that newly trained staff does not simply walk off and take with them the newly acquired knowledge and skills?

## **4. What about the quality of training investment?**

What quality system could best support a local or regional government agency in a new Council of Europe member country in improving the efficiency and effec-

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1. Results of comparative research involving 10 central governments and two provincial governments published by the International Institute of Administrative Sciences, Brussels, 1997.

tiveness of its SSD training? Different quality standards and instruments are available to measure quality of training, such as ISO 9000, the European Foundation for Quality Management (EFQM), or some form of Total Quality Management systems.

Several governments have used either of the three quality instruments mentioned above with mixed results. Some felt these standards were sufficient, others considered the three instruments as being too bureaucratic, too industry oriented and not sufficiently adjusted to the peculiarities of the training process. A survey of seven countries indicated a trend away from the three traditional quality instruments<sup>1</sup>.

None of the quality instruments mentioned, however, addresses the actual pedagogical process itself and the interaction between organisational performance objectives and the training intervention within companies or public organisations.

## **5. ISO 10015: the new solution to the quality question**

Realising the need for more sector specific guidance of quality assurance of training, a working group was created within ISO to draft a guideline standard for training. Twenty-two country representatives developed the draft text over several years culminating in the publication of a final official standard ISO 10015 issued by the ISO secretariat in December 1999. The new ISO standard offers two main advantages namely:

- being based on the process oriented concepts of the new 9000:2000 ISO family of standards and being easily understandable for administrations used to ISO related Quality instruments; and
- being a sector specific, that is pedagogical oriented, standard offering public administrations specific guidance in the field of training technology and organisational learning.

## **6. What follows is the description of two key features of the new ISO 10015 standard**

### *a. Linking SSD training investment with improved administrative performance*

While it can be useful to test the professional competence of trainers or certify the pedagogical concept of training programmes, the key to assessing return on investment of training is its link to administrative performance. When asked why it pays for training, an administration should be able to link its decision to organise training with concrete performance needs of the administration. In other

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1. Raymond Saner, "Quality management in training: generic or sector-specific?", ISO Management Systems, Geneva, July-August 2002, pp. 53-62.

words, the key client is the administration, not only the civil servants being trained.

Looking at the diagnostic tree below (Figure 1), an administration has to recognise first what the performance challenge it faces is and what the causes of this challenge are. Applying it to Resolution No. 2, an administration of a new member country should ask itself why it is currently not able to apply the new approach of SSD? Is it because it has the wrong laws? Or it might be that the new laws are in place but the procedures to apply them are missing? Is the quality of its administrative services poor because the staff are not equipped to deal with the new approach and do not know how to apply it? (See Figure 1 next page).

If the performance gap is linked to under-performing human resources, then the administration should ask itself why its people under-perform. Is it because their competencies do not fit the job requirements? Are they remunerated below labour market rates and hence are de-motivated or ready to switch jobs? Is the current administrative leadership deficient and staff are simply de-motivated? If none of the above is applicable, it might be that their under-performance is due to a deficient skills set of the current staff. If so, then training would be the right solution.

ISO 10015 in this regard offers a clear road map in guiding an administration in making sound training investment decisions by asking the top civil servants to connect training to performance goals and use it as a strategic vehicle for individual and collective performance improvement. As a result, success of training is not only measured by whether individuals have improved their professional competence, but also whether individuals have positively contributed to the administration's performance because they benefited from effective in-service training.

#### *b. Organising training on the basis of pedagogical principles and processes*

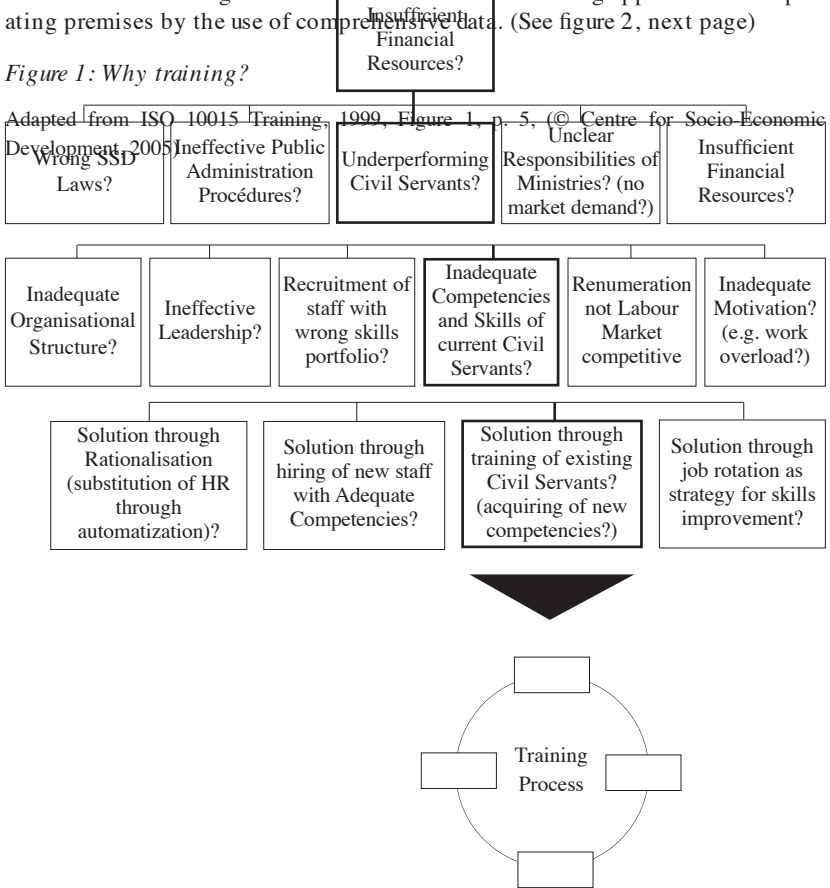
Training as an intervention strategy is called into place once an administration has determined that training of the current staff is the optimal approach to close the performance gap. Consequently, the next critical phase of investing in staff is that of establishing an appropriate training design and effective learning processes. In this regard, ISO 10015 serves as the management tool to ensure that training is organised efficiently in regard to the use of resources (finances, time and energy) and effectively in regard to closing the performance gap.

Following the well-known Deming Cycle, ISO 10015 defines training in a four-step process, namely, Analyse-Plan-Do-Evaluate. Each step is connected to the next in an input and output relationship (see Figure 2). As a quality management tool, ISO 10015 helps to specify the operational requirements for each step and establishes procedures to monitor the process. Such a transparent approach

enables training management to focus more on the substantive matter of each training investment rather than merely on controlling of expenditure.

Unlike other quality management systems, ISO 10015 helps an administration link training pedagogy to performance objectives and link evaluation with the latter as well. Such a training approach provides administrations with constant feedback regarding their investment in human competencies. Similarly, at a higher aggregate level, ISO 10015 offers administrations the opportunity to examine their training models and to validate their training approaches and operating premises by the use of comprehensive data. (See figure 2, next page)

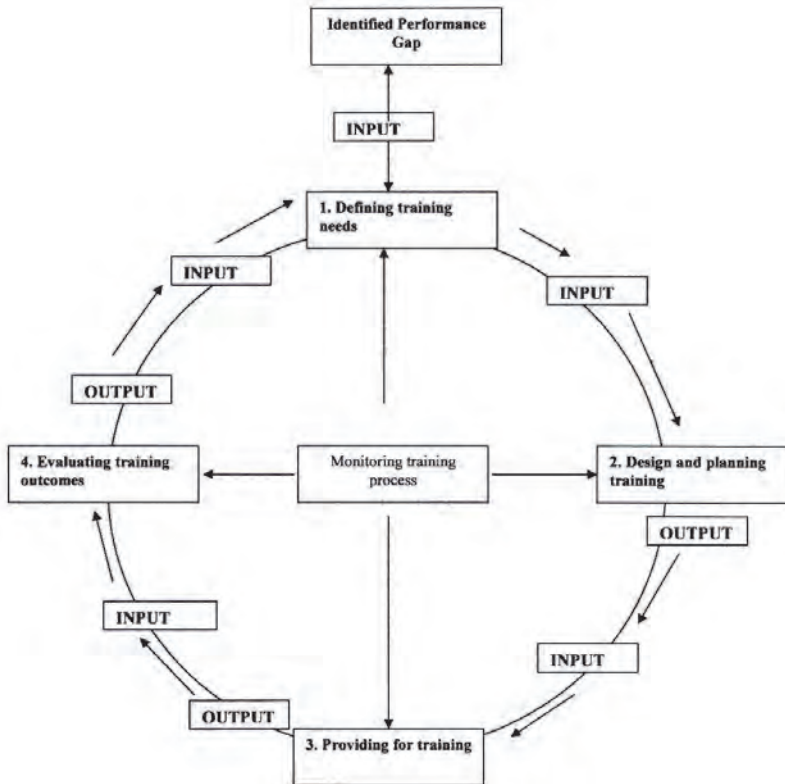
Figure 1: Why training?





*Figure 2: Input-output process of training*

Elaboration of ISO 10015 Training, Figure 2, p. 2 (© Centre for Socio-Economic Development, 2003)



## **Conclusion**

In order to ensure success of SSD training investments, administrations need to consider how to ensure effectiveness and efficiency of training investments. Only the quality of an administration's human capital can ensure long-term success of Resolution No. 2.

Training is "mission critical" and should not be considered as an activity "nice to have" – on the contrary, training needs to be managed carefully like any other major investment.

ISO 10015 offers a means to ensure that training is linked with organisational performance needs. It also offers a transparent and easy way to ensure that training design is based on the sound logic of the four steps of any training process. In other words, the use of ISO 10015 would provide a supportive hand to the professionalism of ENTO and UNITAR's and strengthen the resolve of the CE community of countries to see Resolution No. 2 be applied successfully.

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## **Presentation of the best practices and pilot projects on the sustainable spatial development in European countries and regions: Example of Slovenia**

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In view of the basic purpose of the Seminar, i.e., to illuminate the practice of the Ljubljana Declaration's Resolution No. 2 implementation, this paper will emphasize good practices in the implementation of sustainable spatial development through the training of various target groups. Slovenia has regulated the principles of sustainable development in spatial legislation and other documents in this field, particularly in the Resolution on the Spatial Management Policy of the Republic of Slovenia, the Spatial Planning Act, the Ordinance on the Spatial Development Strategy of Slovenia, and the Regulation on the Spatial Order of Slovenia. The Act defines the spatial planning activity as an instrument that harmonises different spatial development interests, and consequently, ensures the principles of sustainable spatial development which is expressed in a spatial planning document. The Act also provides the possibility for the Ministry responsible for the environment to participate – by way of recommendations – in the preparation of the Municipal Spatial Development Strategy or the Municipal Spatial Order. In addition, the Act explicitly sets out that the duties of the state in the field of spatial planning and management include the development and encouragement of professional work in the field of spatial planning and management, and cooperation in the matters of spatial planning and management at the international level.

Ever since the enforcement of the Spatial Planning Act, the priorities of the Spatial Planning Directorate (organised within the Ministry of the Environment and Spatial Planning) and the Spatial Development Office in particular are duties relating to the implementation of sustainable spatial development and the promotion of the spatial values. These priorities include, in particular, training of spatial planning stakeholders and municipal town planners as regards their role in ensuring sustainable spatial development, promoting spatial planning and management and spatial planning activity as an activity serving to ensure sustainable spatial development, the participation in the development and carrying out of education and research programmes and the projects of research and educational institutions of public and private character, promoting the participation of municipalities in international programmes and projects, and educating Slovenian partners in these

projects. Numerous seminars introduced the philosophy of the new legislation and outlined the main novelties we carried out for different target groups upon the enforcement of new spatial legislation. Based on the Spatial Planning Act, the Spatial Development Strategy of Slovenia and the Spatial Order of Slovenia were adopted and presented to different target groups on various occasions. A publication presenting the Spatial Development Strategy of Slovenia was also prepared and distributed to numerous recipients, and a publication dealing with the Spatial Order of Slovenia is under preparation. As a result of the fact that pursuant to the Spatial Planning Act the municipalities are starting to prepare new spatial planning documents, additional training of both spatial planning stakeholders and municipal town planners is required.

Training spatial planning stakeholders at the national level takes place in the form of meetings, seminars and round table discussions, as well as through recommendations. The emphasis is placed on presenting the relevant legislation and/or its interpretation, unifying standpoints and practice, and resolving and eliminating problems, if any. The main purpose of such training is to improve co-operation and practice. Sustainable spatial development is implemented at several levels, and in the most concrete way through the municipal spatial planning documents, which must observe the guidelines set out in the national strategic spatial planning documents. The obligation to take part in the matters of spatial planning and management is also regulated by law, and therefore it is necessary to provide for adequate co-operation between the state and municipalities, and among the municipalities themselves. For this purpose, it is necessary to unify standpoints to the maximum possible extent and to establish which matters are of national significance. A manual is being prepared concerning the participation of spatial planning stakeholders, to prepare a spatial planning document implementing the principles of sustainable spatial development.

Training municipal town planners is necessary, particularly now as pursuant to the law the municipalities are beginning to prepare their new spatial planning documents, which must be adopted by 20 July 2007 at the latest. This training takes place primarily through recommendations and guidelines provided by the Spatial Planning Directorate, i.e., the Spatial Development Office to the municipalities either verbally at meetings, by phone, in writing in the form of answers to their questions, or in the form of common recommendations to municipalities concerning, for instance, the overall organisation of spatial planning document preparation, the preparation of a spatial planning document preparation programme, the preparation of expert groundwork for a spatial planning document etc. The training is also carried out in the form of seminars, regional conferences and workshops. The purpose of such training is to ensure uniformity in the interpretation of legislation, the unification of practice, promotion of expert work,

promotion of joint resolving of spatial planning problems and the planning of common spatial arrangements – in short, to ensure the best possible collaboration and spatial planning documents of the highest quality, which will correspond to the changing social and environmental circumstances and needs. A manual for the preparation of municipal spatial planning documents is also being prepared with the participation of research and professional institutions. This manual will contain instructions on how to ensure sustainable spatial development, as well as examples of good practices.

The Spatial Development Office constantly collaborates with research and educational institutions in the area of spatial planning and management, which participate in the preparation of spatial planning documents and in individual projects in the framework of the Targeted Research Programme. In this way, the process of mutual training is carried out between the administration and research-educational sphere concerning the implementation of sustainable spatial development.

In the framework of co-operation with local communities, we permanently inform, encourage, and participate in the development of ideas of projects in sustainable spatial development at the local, regional and trans-national levels, and set up the horizontal and vertical partnership network as the basis for participation in international projects.

In addition to the aforementioned activities, we would also like to present two projects in the framework of the Interreg III B Cades programme, which should serve to implement the principles of sustainable spatial development. The Spatial Development Office of the Ministry of the Environment, Spatial Planning and Energy has applied to the third call for proposals with the RAVE Space project (Raising awareness of values through the process of education), and at the same time we are preparing the Incubator project, which is to be a candidate in the fourth call for proposals within the mentioned programme.

### **Incubator project**

The principal objective of this project is to ensure the qualifications for participation in the European projects. There are, in fact, two main objectives of this project: the first one is to educate approximately 50 experts in spatial developmental matters, who will obtain a certificate recognised at the EU level and operate on the market; and the second objective is to establish permanent education in the form of, e.g. summer school, granting certificates approved at the EU level. The aim of this project should hence be to train experts who will help potential partners at the local and regional levels, in particular, to prepare projects for the invitations to tender in the framework of the European international programmes and projects. For this purpose they need to obtain knowledge and skills in both project

development and project implementation, the knowledge of the contents of developmental issues, as well as a comprehensive approach and horizontal and vertical co-operation. The leading project partner is *Regionalna razvojna agencija Mura* (Regional development Agency), and other project partners come from Slovenia, Austria, Hungary and Croatia. The project is under preparation and should be applied for in the next Interreg IIIB – Cadses call for proposals.

### **RAVE Space project**

The purpose of the RAVE Space project (Raising Awareness of Values of Space through the Process of Education) is to make the citizens aware of the significance of spatial values, as well as of the promotion and encouragement of sustainable spatial development. The project will develop innovative methods of education on space, spatial development, and spatial planning. It will produce modern teaching aids and teaching methods, which can be used all over Europe. In addition to the Ministry of the Environment, Spatial Planning and Energy, eight other project partners from five countries in the territory of the Community Initiative IR III B Cadses, i.e., Slovenia, Italy, Poland, Greece, Serbia and Montenegro, take part in the project.

This is a long-term action and one of the main contributions to ensuring sustainable spatial development on a long-term basis. By educating the young generation as the future spatial development managers and the future active users of space about sustainable spatial development about what it is and why it is so important, we will ensure a higher level of the entire society's participation in the spatial development planning process. It is important that this be performed in an appropriate manner, i.e., with a suitable degree of complexity. People, for example, have different spatial requirements: they wish to build a house, a shop, a school, recreation ground etc., and to provide links among these structures in the form of roads, railways etc., and also that this territory, which we wish to be shaped in a high-quality and people-friendly manner, is kept limited. This is the reason why professionally qualified services must take care of a harmonised spatial development that cannot be a mere sum of individuals' needs and wishes, but a harmonised sustainable spatial development for the benefit of the society as a whole.

Our endeavours are based on the following documents:

- European Spatial Development Perspective (ESDP), i.e., the European spatial development guidelines (particularly Chapter 4, the application of the ESDP),
- the Guiding Principles for Sustainable Spatial Development of the European Continent (particularly Chapter VI. – Strengthening of co-operation),

- the Ljubljana Declaration (particularly Resolution No. 2 – the development of approaches to the implementation of sustainable spatial development) and the conclusions of the Ministerial Conference (CEMAT) in 2003,

as well as other documents, which are binding for Slovenia, such as the Aarhus Convention, the Alpine Convention, the European Landscape Convention etc. These documents bind Slovenia to implement the principles and objectives of sustainable spatial development.

The main purpose of the training on sustainable spatial development is to ensure a better life in well-managed space for the present and future generations. We wish to develop approaches for the promotion of sustainable development, to educate people who are to manage sustainable development, to exchange good practices and support the development of good practises where they have not been established as yet. At the same time, such an activity will generate positive impacts on the environment, society and economy.

Because of numerous conflicting situations in the Slovenian as well as European territory and at a global level, we have to learn tolerance and respect for the basic human rights. Education plays an important role in the establishment of an informed society, which will be aware of its rights and responsibilities in the framework of spatial planning. This is particularly important in 2005, which is the European year of citizenship through education under the motto of learning and living democracy.

The public can be included in the spatial planning process at the regional and local levels only through a targeted action of planning institutions at the national, regional and local levels, which will carry out training at various levels, adjusted to the different target public:

- training at the level of professional institutions (state – municipalities);
- training of the general public (children, youth, adults).

The training of spatial planning stakeholders and municipal town planners is considered indispensable and in the interest of all actors since this is a professional and highly motivated target group which has to take the novelties in spatial planning into account in its everyday work and, in doing so, implement the principles of sustainable spatial development.

The training of the general public with respect to age groups is a longer and more demanding project, which has been addressed in Slovenia with the awareness that this must become one of the basic activities of the central institution responsible for the spatial development in the country. Various training methods, from the classic ones to the influence of media, particularly advertising, should be used at the level of education in order to affect the way of living which will also be

# **Presentation of the best practices and pilot projects on the sustainable spatial development in European countries and regions: Example of Germany – The experience of Interreg III B and Interact**

André MÜLLER

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## **EU Community Initiative INTEREG III B**

### *Basics*

- INTERREG III B: Structural Funds (200-2006) + ESDP;
- INTERREG III B: Based on pilot phase INTERREG II C;
- Germany: Participating in five INTERREG III B Cooperation Areas (Alpine Space, Baltic Sea Region, CADSES, North Sea, North West Europe).

### *Cross-sectoral analysis*

- End 2004: 75 % of Programme Funds spent;
- end 2004: 325 projects + 4000 project partners;
- mid-Term Evaluation 2003: Combining regional / national interests with strategic interest of spatial development in large Co-operation Areas.

### *Actions*

- Analysis of programme impact on national / regional level,
- gaining knowledge by exchange of experience,
- learning by doing,
- networking,
- climate for innovations,

### *Training*

- Developing innovative demonstration / action-oriented projects,
- communicating and transferring “experience by learning”,
- public-private partnership,
- fund management.

### *INTERact*

- INTERREG animation, co-operation and transfer;



- Specific EU programme intending to promote networking and the exchange of experiences between different strands and programmes of the EU Community Initiative INTEREG;
- BBR assumes similar function as INTERact.

*Contact*

[www.bbr.bund.de](http://www.bbr.bund.de)

[www.interact-eu.int](http://www.interact-eu.int)

## **Presentation of the best practices and pilot projects on the sustainable spatial development in European countries and regions: example of Romania**

Liviu Nicolae DRAGNEA

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The implementation of a sustainable spatial development policy must deal with challenges generated by the following factors:

- local authorities are faced with problems at European or global level, one of which is sustainable spatial development;
- implementing a sustainable spatial development policy requires communication between the various tiers of authority (European, national and local), primarily with regard to development of the policy so as to ensure that it has an effective basis;
- spatial development involves a series of issues concerning specific areas such as the environment, water and planning.

The Danube Basin offers a complex example, which:

- covers the territory of 18 states;
- drains an area of 817 000 km<sup>2</sup> through a complex river system;
- brings together over 80 million inhabitants.

Implementing a sustainable spatial development policy for the Danube Basin involves a combination of two types of problems: those arising from the complexity of sustainable spatial development policy and those specific to a basin as large as the Danube.

The Danube catchment basin covers the territory of several states, including Albania, Austria, Bosnia and Herzegovina, Bulgaria, Croatia, the Czech Republic, Germany, Italy, Macedonia, Moldova, Poland, Romania, Slovakia, Slovenia, Switzerland, Ukraine and Yugoslavia.

This means that any spatial development policy must take account of:

- the differences that exist in the Danube Basin between countries with long-standing traditions of democracy, which are members of the European Union, and recently established democracies, which are not members of the European Union;

- the lower Danube has received, and continues to receive, all manner of waste material (including fertilizer, etc) from upstream, bearing witness to the existence of states in central Europe that have been industrialised for a long time;
- although they are visibly confronted with the effects of the deterioration in the state of the lower Danube, the authorities in the respective countries are unable to take action on a long-term basis because of their very limited funds in relation to the sum needed for the ecological regeneration of the Danube;
- given that the Danube is the only source of water supply for most of the regions crossed by its lower reaches, the adoption of the EU's body of law (*acquis communautaire*) without the provision of financial support in the area of water resources for states in the process of acceding to the European Union will lead to irreversible degradation of the river basin, which is extremely important to water stocks in Europe, and also to unacceptable wastage, at a time when there is growing awareness of the need for effective management.

Given the above-mentioned wide range of states and the complexity of the various issues, Romania's county authorities are attempting to make their views heard. Romania is divided into 41 administrative units (judets or counties). The one I represent is located in the south of the country, on the border with Bulgaria and is called Teleorman. Settlements in our county located on the Danube have water supply systems that draw water directly from the river, which means that we have to use water that is of doubtful quality. In the long term, we are naturally all interested in aspects such as sustainable development, while, in the medium or short term we are interested in improving the quality of our citizens' water supplies.

To work towards sustainable development in the Danube Basin, we need the involvement of European institutions, national bodies and local authorities. In general, the European institutions hold discussions and negotiations about the various aspects of European integration (as in Romania's case) with national authorities, which undertake to implement certain standards in water quality, for instance. However, all of the relevant undertakings are then passed on to the local level, i.e. the level closest to the citizen. For the sake of effective action, however, we need a bottom-up approach, which would make the entire process more realistic. Through their activities in the Council of Europe's Congress of Local and Regional Authorities, Romanian local authorities express their points of view and seek to identify the most effective solutions possible.

With regard to action at national level, three aspects have to be taken into consideration:

- the Water Framework Directive, whose aim is to develop a new type of solidarity in water management, implying the need for dialogue with all of the authorities concerned at national and local level;

- the International Commission for the Protection of the Danube River (ICPDR), which already exists as an intergovernmental body. Most of the decisions and agreements adopted by the ICPDR tend not to go beyond government bodies, however, and the flow of information is ineffective;
- the differences which exist between the states that are already members of the European Union and have been working together in a whole range of policy areas for over fifty years and candidate states which have to catch up in economic and financial terms.

How can we develop solidarity and joint action in the Danube Basin, for instance, without applying the bottom-up principle and without ensuring a satisfactory flow of information that allows uniform and integrated action?

Action at local level has to take account of:

- the same Water Framework Directive, as the various rivers and small lakes, etc, which are mainly managed by local authorities, have to be incorporated in a broader vision of the Danube Basin here;
- the existence of certain European bodies which bring together representatives of European local and regional authorities but do not have the powers to resolve the problems highlighted by local authorities; close co-operation between these two bodies, i.e. the Committee of the Regions and the Congress of Local and Regional Authorities, is essential so that local authorities' voices can be heard more loudly and a different type of relations with the national and European level can develop;
- respect for the principles of subsidiarity and proximity in the representation of citizens' interests is crucial, hence the need for a bottom-up approach.

The project I am talking about today began at the Congress of Local and Regional Authorities in the Chamber of Regions' Committee on Sustainable Development in 2001, when, along with Ms Carolina Jacobs, representing Gelderland Province in the Netherlands, I was appointed rapporteur on the management of water resources in the Danube Basin, based on the experience of the Rhine Basin.

After two years of research, reports and meetings, the Congress adopted Resolution 163 (2003) and Recommendation 137 (2003), setting out the general principles for achieving effective management of the water resources in the Danube Basin, the role and importance of local and regional authorities and the resources needed for obtaining the results aimed for at European level.

One of the proposals presented in the two documents concerned the establishment of a Centre for Local and Regional Authorities in the Danube River Basin in Turnu Măgurele, Romania.

The general aim here is co-operation between local and regional authorities to ensure integrated management of natural resources with a view to sustainable development.

At the same time, the centre should serve as a platform for communication between the European institutions and local authorities so as to ensure that action taken in the Danube Basin is effective. It is a huge river basin covering 18 states and integrated management must be approached in a complementary manner. To avoid the adoption of measures in Bulgaria that would affect water resources in Romania, it is necessary to discuss the issues first. Communication is the precondition for solidarity-based action in the Danube Basin.

The specific objectives are:

- developing a joint database for local and regional authorities in the Danube Basin;
- establishing a network to facilitate co-operation between:
  - local and regional authorities;
  - local and regional authorities and the European institutions;
- technical assistance and transfers of know-how for local and regional authorities which have to meet certain undertakings entered into, for instance, by central governments in the course of accession to the European Union;
- carrying out joint projects for the Danube Basin.

Activities:

- developing a database for regional authorities in states that are new members of the European Union or are in the process of joining, which will help with decision-making and the development and consolidation of strategies for the integrated management of natural resources within each individual region;
- proposing measures to reduce the risk of flooding on the basis of pooled data and strategies applied in various regions;
- the development and management by the centre of a website containing an outline of all local authorities and institutions/bodies with powers in the field of water resource management in all regions in member states in the Danube Basin;
- organising meetings of officials responsible for environmental issues from local and central government associations in the Danube Basin;
- providing expert assistance to regions with limited financial resources so as to ensure that the various measures are compatible and complementary;
- disseminating legislative and financial information concerning the management of the natural assets in the Danube Basin;

- providing training programmes for representatives of local authorities and public officials on legislation and environmental funding programmes;
- producing studies and working documents required for protecting certain areas of local, European and global interest;
- developing public education programmes, especially for young people in the Danube Basin.

The resources we need for the centre are:

- human: the specialists we have at local level do not have the necessary training. We are trying to develop a system of employment/delegation of specialists from other regions who would come and work in the centre for given periods;
- financial: the provision of specialist equipment involves high costs which we are not able to meet on our own. We are trying to obtain Phare – Crossborder co-operation funding, but if we did obtain the funding, we would need at least two years to put everything in place.

We propose that this year should be the Year of Education for the Danube and we will try to arrange specific activities for young people and adults, including officials and local elected representatives. We will try to organise a corresponding event on International Danube Day (29 June).

As the Danube can be seen as an element that unites or separates people, depending on the subjective way we each look at it, we felt that education, as a process and an end, should be the first step in achieving a joint approach, in other words, acting as a link.

We therefore propose that we continue the co-operation after this Seminar, join forces in lobbying on behalf of the Centre for Local and Regional Authorities in the Danube River Basin and perhaps develop a guide for local and regional authorities as a basis for the way sustainable development should be approached.

## Le projet urbain: processus d'apprentissage

René TABOURET

*Centre international d'études du Projet urbain – Florence, Membre du Regroupement ONG-Villes*

Dans le cadre du «Regroupement ONG Villes» du Conseil de l'Europe, nous menons une enquête sur la prise en compte des enjeux du développement durable (DD) en situation urbaine, au niveau des populations et des pouvoirs locaux. Quelles sont nos motivations?

- d'abord une crainte devant l'accent maximum actuellement mis par les institutions gouvernementales sur la compétitivité dans la sphère économique et sa seule régulation par un marché «libre», c'est-à-dire par les taux de profit. D'où notre réaffirmation du concept de développement durable comme alternative ou au moins comme correctif à cette orientation;
- puis la conscience que cette autre façon de penser le développement et de se situer par rapport aux futurs possibles, ne saurait résulter de décrets a priori. D'où notre conviction qu'elle aura à émerger d'expériences multiples, impliquant des thèmes et des instances divers, conjuguant innovations techniques et changements de comportements, relayées par des décisions politiques qui les généralisent et les inscrivent dans la durée.

L'enquête vise à explorer l'état des choses et de l'opinion, par exemple autour des Agendas 21 locaux, et à dégager des exemples d'action significatifs. Elle est mise en relation avec la campagne de l'Unesco «2005, 1e année de la Décennie pour le développement durable par l'éducation», et de la campagne du Conseil de l'Europe «2005, Année européenne de la citoyenneté par l'éducation».

Dans ce cadre, le problème de la formation est central et prend diverses dimensions. Je vais l'aborder selon deux «entrées» propres à l'urbanisation actuelle.

### 1. La ville, milieu environnemental artificiel

Tout d'abord, en considérant que la ville – et plus généralement le territoire urbain – est un milieu artificiel. Milieu techniquement contrôlé, il dépend de dispositifs consommant des énergies et de systèmes d'information, il est exposé aux risques technologiques et aux pannes, il tend à se présenter comme un ensemble de produits (eau traitée, éclairage, air de qualité, ambiance sonore, contrôles de sécurité...) de plus en plus marchands.

A moyen terme, le confort et la sûreté de ce milieu dépendent des ressources énergétiques et financières de la collectivité, à plus long terme des effets des divers dispositifs sur le milieu naturel: épuisement des ressources fossiles, pollutions dont

le changement climatique est le symptôme le plus visible, atteinte à la diversité et aux capacités d'adaptation du vivant.

Milieu durable ? Cela dépend d'une part de la mise en œuvre de techniques appropriées, d'autre part de changements dans les modes de consommation collectifs et les comportements individuels.

Le bon exemple des avancées récentes dans le tri et le traitement des déchets illustre la convergence nécessaire entre le travail des chercheurs, l'initiative des entreprises, les décisions de la puissance publique, l'engagement des services techniques, et les comportements des populations. Quel que soit le domaine, une telle convergence suppose que chacun soit «orienté DD» et que chacun mette à jour ses compétences spécialisées; le volet «motivation» est lui-même étayé par des connaissances nouvelles. Au delà de cette chaîne d'acteurs qui relèvent de formations particulières, je voudrais insister sur les «interfaces» entre les différents acteurs et pointer deux dispositifs susceptibles de répondre à la complexité de la décision en matière de développement durable.

*Premier dispositif: le «comité de profanes»*

A propos d'un problème complexe, un groupe de personnes, sélectionnées au titre de leur «ignorance» en la matière, auditionne des experts, questionne leurs affirmations et relève leurs contradictions ou hésitations. Il cerne ainsi un «espace d'incertitude», espace dans lequel se prendra la décision politique, mais en connaissance des aspects mal maîtrisés et dont il faudra contrôler l'impact. Ce fut le dispositif mis en œuvre par Laurent Fabius, pour «éclairer» la décision de l'Assemblée et du Gouvernement français concernant l'ouverture aux organismes génétiquement modifiés.

*Deuxième dispositif: la «formation intégrée»*

Pour l'élaboration d'un projet – ce qui comporte l'évaluation des attentes et l'anticipation de sa mise en œuvre – il est courant de mettre en place un comité de pilotage. Les analyses et les propositions «techniques» y sont périodiquement confrontées aux orientations politiques et aux conditions de faisabilité; ainsi se construit une stratégie étape par étape. Chacune fait appel à un complexe de connaissances et d'interactions qu'il convient de partager entre les acteurs concernés. C'est l'occasion d'organiser un séminaire ou un atelier en y invitant des compétences extérieures, non pour fournir des solutions, mais pour apporter des connaissances et des références qui enrichissent la capacité de projet de l'équipe locale. C'est ainsi que pour le projet de Ceinture Verte de Francfort, furent organisés des ateliers avec visites de terrain «encadrées» par des spécialistes tant des biotopes que des usages sociaux, et des séminaires de conception paysagère confrontée à des sites et à des conditions culturelles particulières.



Il s'agit là d'une formation sur le tas, en situation de projet engagé, qui a le mérite de réunir les différents acteurs avec leurs interrogations et de réduire l'opacité de leurs positions qui relèvent de cultures techniques particulières. Il est possible de définir à l'avance des «moments» dans le processus de projet qui justifieront de telles «sessions de formation intégrée», à condition que le programme puisse en être modifié pour l'adapter aux surprises du projet, réactivité qui, en soi, fait aussi partie de la formation.

## **2. La ville, milieu humain changeant**

Le développement durable en situation urbaine suppose le renouvellement constant des rapports sociaux et la construction permanente d'une responsabilité collective. Non seulement les habitants sont sollicités dans leurs comportements «techniques», mais ils peuvent être considérés comme agents du projet de développement durable de leur ville.

Pour cela, il ne suffit pas que des «représentants» des habitants fassent partie du comité de pilotage ou participent aux sessions de formation intégrée. Je pointe maintenant la formation de larges groupes d'habitants. Pas seulement leur «éducation» à de bonnes pratiques, mais bien une formation qui leur permette de s'impliquer dans l'élaboration même des projets: reconnaître et assumer la complexité des problèmes et les contradictions entre objectifs particuliers, exprimer des attentes mais aussi identifier des ressources, contribuer à un ajustement des «valeurs» portées par les différents membres de la société urbaine impliqués dans le projet en participant à la définition des actions prioritaires. Nous ne visons pas ici un enseignement a priori, mais, dans une situation de projet particulière, concrète, l'organisation d'une forme d'atelier de projet, ouvert aux habitants concernés et aux investisseurs potentiels, et soutenu par une cellule technique compétente. Ensemble, on construit alors la réalité prise en charge avec ses conflits et ses inconnues, on collecte et élabore l'information pertinente, on définit des actions immédiates qui vont inaugurer «un processus de pas à pas qui vise loin».

Cette démarche est particulièrement adaptée aux situations de crise, où les solutions techniques sont inopérantes sans la mobilisation des intéressés: quartiers mal conçus et mal vécus, urbanisation diffuse coûteuse en mobilité, réaffectation de friches diverses. Plus généralement, elle vise à rendre lisible et compréhensible le territoire habité, à donner valeur patrimoniale à l'espace banal hérité, porteur d'une histoire et d'une «culture ordinaire». Ici comme ailleurs, le différentiel de valeur que poursuit tout projet résulte de changements concrets... et des représentations qu'on s'en fait. La formation visée concerne la capacité d'appréciation de la situation prise en charge et de la transformation projetée. En regard de thèmes concrets, sur un territoire défini, une démarche de projet ouvert permet d'explorer le

spectre des futurs possibles (réellement possibles) à tel ou tel horizon de temps, sans faire l'impasse des acteurs réels et des contradictions présentes.

Projet d'une action définie, projet d'une stratégie spatiale et sociale, projet exploratoire, dans les trois cas, les participants ajoutent à leur savoir spécialisé une capacité d'écoute et une aptitude à la transaction. On identifie ici une nouvelle dimension de la conduite de projet: moins l'émergence d'un nouveau «métier» que l'enrichissement des «métiers» existants.

Les dispositifs précédents se conçoivent en situation de projet. Ils traversent des groupes professionnels et des services dont la compétence (au double sens de leur savoir et de leur responsabilité contractuelle) est d'abord «sectorielle». Instaurer le dispositif interactif, porter le processus d'élaboration du projet, voilà qui est de la responsabilité du pouvoir politique. Très concrètement, sans l'engagement soutenu du maire ou de l'autorité régionale, le processus ne peut tenir la route. En y tenant la main, l'élu y trouve une légitimité supplémentaire. Et, comme les autres protagonistes, le lieu de sa propre «formation».

### **3. La ville, milieu d'apprentissage culturel**

J'en viens à une autre sphère de formation, où la question du développement durable en situation urbaine ne s'inscrit pas directement dans un processus de projet engagé, mais fait l'objet d'une interrogation globale, favorable à l'émergence de groupes et de lieux qui soutiennent la recherche d'alternatives, l'élaboration de politiques locales et de projets significatifs. Dans une telle perspective, on imagine que, au sein du «milieu régional» concerné par la transformation de la ville et par la vie des urbains, un groupe de travail «intelligent» s'empare de problématiques actuelles et se confronte à des situations concrètes, en croisant les compétences, les expériences, les références. Pour ce groupe, les professionnels devraient dégager du temps, les fonctionnaires prendre de la distance par rapport aux figures imposées de leur fonction, les chercheurs prendre le risque de la proposition, tous, renoncer à se déterminer par rapport aux «pouvoirs». Un but: ouvrir la réflexion à des échelles différentes, rendre accessible des informations fondamentales, oser des propositions que le groupe, en toute indépendance, émettrait vers les autorités et vers le public. Utopie que ces «groupes d'initiative pour le développement durable»? Je crois que la nécessité fera d'une utopie une réalité<sup>1</sup>.

Devant les enjeux du développement durable, la formation des spécialistes, comme celle des élus, ne peut se satisfaire de savoirs scientifiques et techniques sectoriels. Intégrer l'incertitude dans les modes de décision, les coûts sociaux et les effets sur le long terme dans l'évaluation des projets, cela demande certes des

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1. On peut rapporter ces idées à l'analyse plus générale menée par Pierre Veltz sur le développement économique et social, in «Des territoires pour apprendre et innover» cf. encadré ci-après.

connaissances nouvelles, mais surtout de se sentir autorisé et encouragé à penser autrement. Le travail des groupes d'initiative pour le développement durable aurait cette fonction de contribuer à créer le socle culturel propre à cette ambition nouvelle, une culture de la complexité, de la durabilité, du projet sans modèle.

## Conclusion

Le développement durable est un «projet en constant renouvellement», il suppose un élargissement progressif de ceux qui le portent, et une compétence croissante de la collectivité.

J'ai esquissé trois dispositifs de formation en situation et l'opportunité d'un mouvement culturel de fond. Dans tous les cas il y a apprentissage interactif. Une double caractéristique se dégage des expériences déjà menées dans cette optique, caractéristique qui me semble fondamentale pour un développement urbain durable: le processus de projet est fécond dans la mesure où, interrogeant les changements en cours, il leur donne une lisibilité; le processus de transformation réel est robuste dans la mesure où, pour nombre de personnes concernées, il implique de pouvoir inscrire un projet personnel (projet professionnel ou projet de vie) dans un projet collectif. Il y a là une forme de responsabilisation positive sans laquelle le déclin du politique sera... durable.

*Pierre VELTZ, Des territoires pour apprendre et innover, éd. de l'Aube, Paris, 1994*

*Extraits:*

«[...] Si l'espace technique, celui des opérations ou des échanges marchands ordinaires, s'accommode de vastes maillages, l'espace de l'organisation et de l'innovation redonne aux territoires de proximité, aux unités sociales des villes et des régions, les chances d'un nouvel essor. Ce retour du local dans un monde en voie de globalisation est le potentiel fondamental que l'aménagement du territoire doit saisir, amplifier et conforter.» (p. 72)

«[...] Ce qu'apporte la dimension socio-territoriale dans l'économie tient en deux mots principaux: apprentissage et flexibilité... Une organisation efficace n'est pas seulement qualifiée, mais qualifiante, c'est-à-dire apprenante. Elle sait utiliser les problèmes pour progresser. Elle sait capitaliser les expériences, elle sait élever les compétences par les interactions. Ce qu'oublie de nombreuses perspectives futuristes centrées sur les techniques de communication, c'est que la matière première n'est pas ici l'information les données qui circulent dans les réseaux – mais la connaissance, l'information mise en contexte, dotée de sens pour l'action. Or produire de la connaissance suppose souvent de la proximité.» (p.74)

«[...] L'équation de la réussite territoriale, sur le papier, est simple. Elle s'écrit: compétences, réseaux, projet et institutions. La compétence [...] a la

propriété de se régénérer seule, à travers des processus cumulatifs de progrès ou de déclin [...]. La formation de type scolaire en est un ingrédient essentiel. Mais elle doit être connectée avec la pratique. Elle n'est pas seulement un savoir, mais un savoir mis en situation. [...] elle se développe et se valorise toujours à travers des réseaux. [...]» (p. 83)

«La capacité de projet et l'existence de cadres collectifs d'action solides constituent le troisième élément clé. [...] Sans institutions solides et sans vision de l'avenir, une région ne peut trouver les ressorts de stabilité et de confiance dans l'avenir indispensables au développement. La dictature du court terme menace en permanence.» (p. 84)

# Knowledge transfer, basis for sustainable spatial development: landscape and agriculture

Jan Diek van MANSVELT and Bas PEDROLI

*Petrarca/Alterra Wageningen UR, The Netherlands*

## Landscape and agriculture

Non-urban and non-industrial landscapes all over the world are largely created and managed by agriculture, as far as human interventions are involved. This means that agriculture in fact is a key factor in landscape production, although farmers by and large are neither paid for nor educated in landscape production as such. Forest management also makes an important contribution to the landscape, although foresters are often more trained to produce wood for the industry than to produce landscape. Finally, nature conservation quite obviously is a way of landscape management, balancing between a fixation on landscape of days gone by and loosing crucial values in the run for financial survival.

In this paper, which has been produced in the framework of the LeNotre EU-project of European Conference of Landscape Architecture Schools (ECLAS), we will explore ways in which landscape architects and farmers had their way in shaping the face of the rural landscape. Thereby we will question in how much those influences were compatible with one another and in how much they fitted such considerations as environmental protection, bio-diversity management and social justice: key issues of today's requirements for sustainable development world wide. Foresters and nature conservationists, although not the issue of this paper, will be mentioned according to their relevance. They will be treated in full elsewhere in the LeNotre reporting.

## Validation and appreciation of the changes: progress and conservation

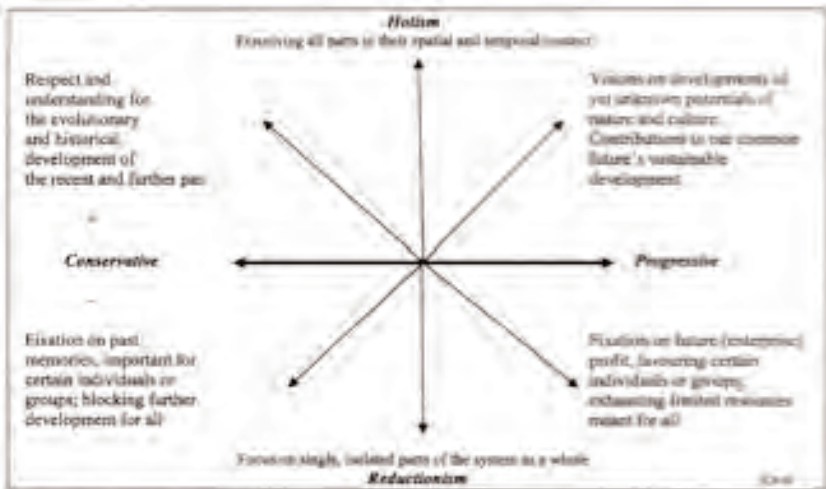
Altogether, the way we have changed our way of thinking over the last two centuries is strikingly reflected in the landscape development over that same period.

Whatever plans for landscape and or agricultural projects are tabled by whatever actor, two opposite tendencies can be found, both in looking backward and in looking forward.

First of all there is a certain balance between an innovative, entrepreneurial, daring and modern-times approach with a firm base in science, and a conservative, history oriented, respectful and classic-times approach with a good portion of

scepticism in modern, technocratic solutions. In the scheme below the two horizontal arrows between conservatism and progressivism represent those two tendencies.

Now in each of the two, two other tendencies can be found. One more and one less aware, conscious and motivated to think of long-time effects, the ‘others’ that are also affected by the new projects, plans or policies. Those more aware of sustainable development together with social justice and cultural multiplicity are here



The scheme as presented here offers a nice tool for discussions on landscape planning and evaluation of landscape development. It will be noticed how easily people in their presentations for either plans or reports tend to focus mainly on the + aspects of their own plans and on the – aspects of the opponent’s presentation. Those will do the same for theirs.

In the so-called SWOT analysis, this controversy can be nicely handled. In the SWOT approach, strengths, weaknesses, opportunities and threats are made explicit and discussed. In my opinion, the scheme as presented nicely supports the SWOT approach.

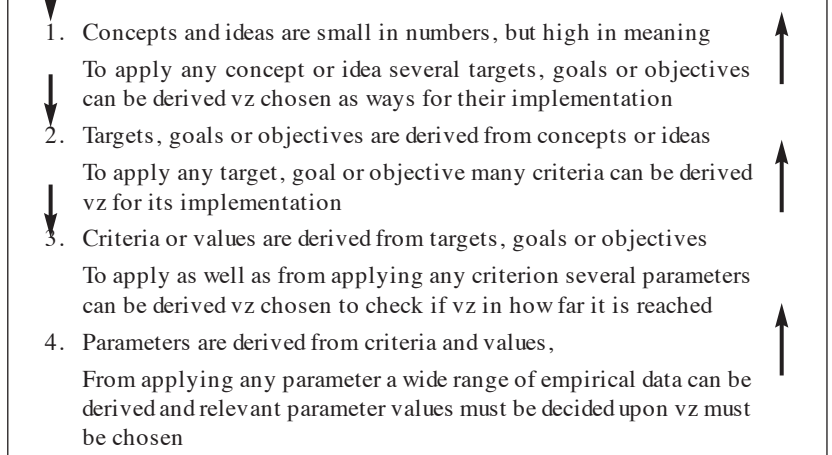
### **On facts and targets, criteria and parameters**

In all discussions on landscape design and management all is written and discussed in terms of facts and targets, on criteria and parameters, on values, facts, intentions and so on.

Hard scientists, as specialists in their discipline, often focus on facts and figures, regarding everything else humbug and waste of time. Politicians, on the other hand, often more as generalists than as specialists, tend to deal with goals and targets, values and opinions, as that approach binds them together with the laymen voters, that is society at large.

The scheme below offers a view on how the mentioned notions are inevitably linked, as far as we can see it. Therein we base the scheme on the notion that the objectives as such are invisible for the outer eye, yet clearly visual as a concept in peoples' minds. On the other hand, the empirical data are experienced as hard, concrete, measurable, countable and thus reliable. Interestingly, a critical screening on people involved in landscape and agriculture can nicely show how both have their roles.

So, but in a scheme, it looks like this:



5. Empirical data are high in numbers, but low in meaning

Empirical data are basically time, space and situation specific; by creating averages we make abstraction that – strictly speaking – if never, no-where in a living reality

REDUCTION: leads to disciplinary approaches

JDvM

The other way round, starting with 1. empirical data as present in any discussion or publication, it is important to be quite clear: 2. what parameter they refer to, and then which 3. criteria are chosen to be represented by that parameter (what does that parameter stand for), and what 4. values are represented by the criteria used and, finally, what 5. objectives are to be served by the criteria as chosen.

If you talk about inhabitants per surface unit human, cattle, rare animal species, crops or pests you immediately can see the point of the figure's importance, but also its relative importance for whatever decision you have to make. If you talk about nitrate per cubic meter of soil or water, about ammonia per cubic meter of air: the circumstantial conditions, including the actors' objectives on the one hand and the sampling-method on the other hand, make or brake the meaning of the figure. For whatever bio-diversity figures, it is the same story: where and how measured, what type of vegetation, on what soil, in what season? The figure is of no real meaning without knowledge of the place's past and future: its history and its perspectives in the eye of the researcher viz the one who ordered the research. Not that any of them would be basically misleading! Just being professionally biased gives all fact-findings its particular colour, trend, perspective or how you want to name it. Always going up from five to one in the above scheme, with those somehow involved in the research and its outcome, helps to prevent biases one is unaware of. Then going down again from one to five is then the next set of actions, where additional or other values, criteria and parameters. In my opinion, going down-and-up, up-and-down in the above scheme is an itinerary process that should be organised to go on during all research in agriculture as well as in landscape management.

### **On a way to balance different interests in landscape and agricultural research, planning and management**

In discussions as advocated here above, quite often the problem is how to balance economic interests with those of environment, or how to balance nature conservation with regional development, or how to balance aesthetics with ethics or with efficiency.

For example the well-known triplet People Planet and Profit is tabled, advocating that all three: human wellbeing, sustainable management of nature and profitability of the industry, should all together be taken into account. When all give in a bit of their one-sided ideals, then everyone can be happy, is a simplified version of the policy recommended by the PPP approach.

First of all, each of the three P's has a wide range of meanings, which should be clarified in sessions as recommended in the five-step-scheme mentioned above. Imagine you see the environment sufficiently served when sticking to the



national rulings versus the perception of environment as the producer of healthy air for breathing and water ready for human daily consumption. And then: what do you mean with healthy air and water? What disease do you want to take into account? How long should people be healthy? And, which susceptible groups of consumers are included in or excluded from the sample? Is the sample representing the average inhabitant of that area or city, or is the sample's health-level adapted to society's vulnerable groups in particular? We guess you can make a similar exercise thinking on what is meant with Profit. So for example: whose profit, in what percentage and what time scale do you think about? And for People, it makes a huge difference in planning and management if you see people as genetically programmed to fight each other to make the fittest survive and thus improve the human race, or that you see yourself as basically social, living to serve and enjoy the presence of the other people. But then still the question is: how to serve one another, and how to enjoy.

As for the P of People, Maslow has developed a useful concept, which we will present here in a somewhat adapted version. He argues that humans are driven by their motivations. So studying human motivation you can find what humans are. His second idea is to include such people in his study on motivation that society appreciates, people that set a role model for their culture. Because that is what many people say and show to strive for during their lives. So he has measured people not on what they lived in the average, but on what they apparently could do as humans in exemplary ways.

From that research Maslow has found out that we as humans have roughly three levels of motivation: physical survival, social survival and psychological development. He differentiated the physical survival into water for drinking and food to eat as the most basic motivation. In times of disaster all people's energy is dedicated to staying alive as a living body. When people hate to live, starving themselves to death is a known policy.

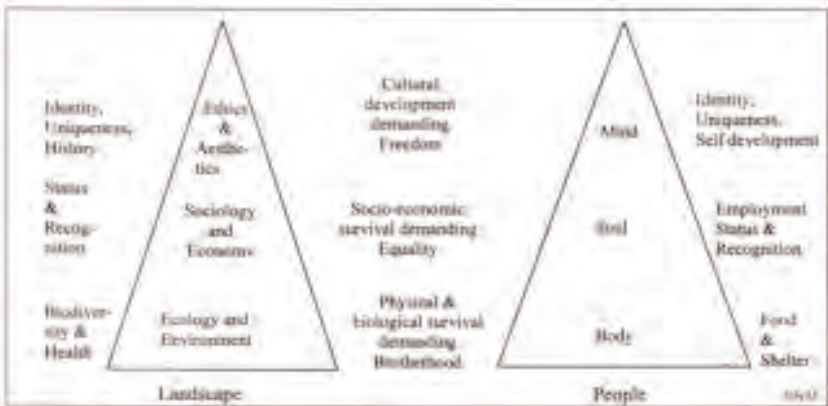
The second sub-motivation for physical survival is having shelter of some kind against cold, rain, heat, sun and other dangerous exposure. The moment you found some food you return to your shelter, to eat or feed those dependent on your food finding.

On the level of social survival he differentiates between having a place in society and appreciation of your contribution to society from the position you are in. "Being seen" is a most basic form of appreciation. Decoration, mention in papers, climbing the ladder in the firm and increase in salary are additional ways to experience appreciation of social setting you're in. But then Maslow noticed that neither salary, position, political appreciation, housing nor whatever else makes humans completely happy. Only the feeling that they realise their true

inner being, that they manage to develop their inner potential makes people feel good. It is this potential inner-being that wakes people up in the night, on a long walk or on an unforeseen moment, asking: was this the life you were born for? Irrational as it may sound, when implemented by a change of job, position or way of life, people report to be reborn and finally happy on a track to ongoing development. Learning as a way of life, realising their unknown self.

Now Maslow points to an interesting feature of human motivation. He points out that quite easily a failure to reach a next step, in a way that meets the person's own ambition, is to compensate with satisfaction on the more primary level of motivation. Eating and or drinking away any failure in society is not an unknown phenomenon. But also job-addiction, car, house and neighbourhood addiction, and social status addiction: on all levels falling for the status quo blocks the ongoing development. And a hampering inner growth feeds the trend to have more of the known instead of some of the unknown.

To make all this relevant for landscape management, planning and research, we propose the hypothesis that landscapes are some kind of organisms. On all mapping levels chosen, they have a physical base, a developmental history (a kind of



As you will see, three value-systems have been included in this scheme, referring to the different qualities relevant in each of them. They stem from the French Revolution, and were elaborated during the past century in the so-called Movement for Social Three-folding.

In our opinion the Maslow approach applied to the landscape roughly says that everything can be done to and with the landscape that does not deteriorate the physique & physiological wellness of the environmental conditions.

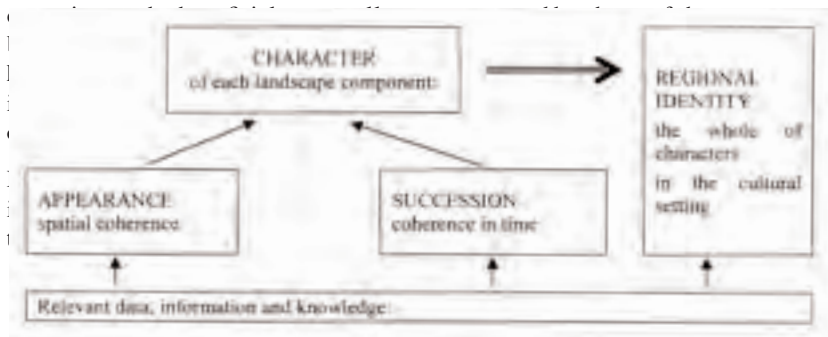
Under the heading Environment the main criterion is its cleanness, meaning its long time availability for man and nature. They should be kept in or be returned to their status of being the clean basic material for life on earth.

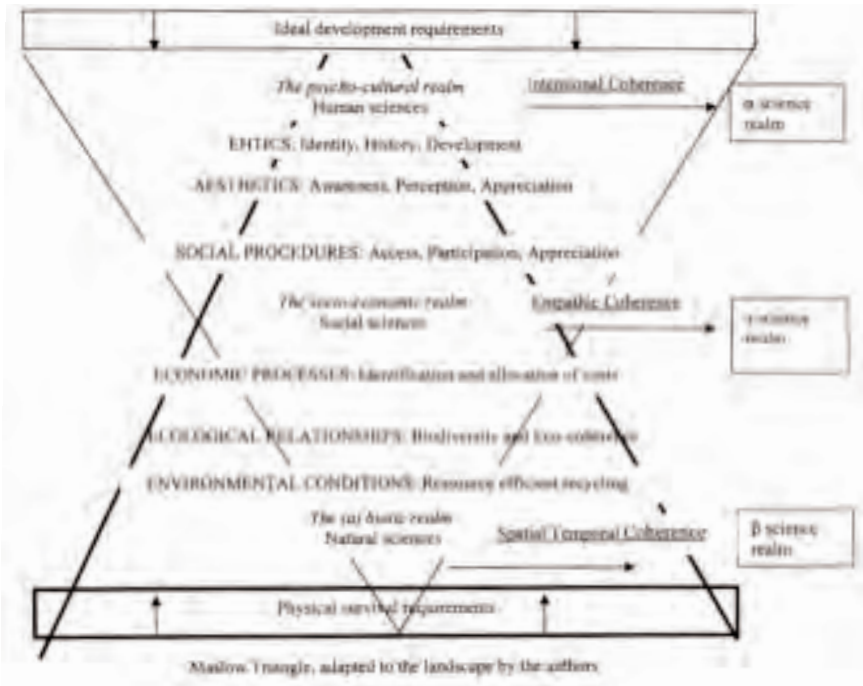
For soils it is interesting to realise that they are the products of life processes (flora and fauna of all dimensions) in the recent or far-away past. Sustainable agriculture relies on building the land (Land-bau, in German). Forestry and land management in general, wetlands and dry-lands included, can thus be perceived and handled as tools for sustainable development.

In the same way bio-topes should be managed in ways that allow for sustainable development, that is, not eroding or otherwise spoiling essential opportunities to survive for generations to come. So for example, soil management in the agrosylvi-pastoral realm should be seen as a tool to warrant the soil function of rain-water absorption, in other words, making sure the groundwater table is kept in reach of the plant-roots. But also as a tool for regional meso-climate regulation, preventing winds to dry and blow away the arable soils.

### On landscape planning and management

It will be clear that in the authors' view landscape planning and management are tasks for interdisciplinary teams. The term interdisciplinary here means that the team members are aware of the way in which the strong and weak points of their





### Teaching methods for landscape education and research

Now that we have shown landscape issues to be learned and considerations on the interconnectedness of those issues, we would like to finish this paper with some considerations on the teaching methodology. In short, we would like to specify several steps in the learning process as well as three human realms to be considered in the ongoing education: the intellect, the appreciation and the actual

handling. In our paper on landscape identity (Van Mansvelt & Pedroli 2003) we have elaborated on this.


# Les systèmes de management dans le cadre du développement durable/Kind of Management's systems for sustainable development

Elisabeth MOISY

*Commission relations européennes et internationales, France*

1. Systèmes de management à notre disposition pour mettre en œuvre une politique de Développement Durable/Which kind of management systems do we use to create a sustainable development politic system?
2. Proposition d'un système de management pour une collectivité intégrant les concepts de développement durable/ Work on a management system for a municipality inserting sustainable development.
3. Les conditions de réussite et les difficultés rencontrées/The keys to success and potential difficulties we meet.

## **A. Les outils du développement durable: permettant un management QSE/**

*The sustainable development tool: the system standards for a QSE management*

### *Qualité/Quality*

Nouvelle norme ISO 19001 structurée selon le principe de management des processus et de l'amélioration continue.

An OHSAS 1900 norm (or standards according to the management system and continuous improvement.

### *Sécurité/Security*

Une norme OHSAS 18001 connue internationalement qui fixe des exigences, structurée sur un principe d'amélioration continue.

An OHSAS 18001 norm internationality known which establishes requirements structured according to continuous improvement.

### *Environnement/Environment*

Une norme ISO 14001 structurée sur un principe d'amélioration continue.

An ISO 14001 norm structured according to a continuous improvement.

ISO est un réseau de 148 instituts national de standardisation avec un secrétariat central à Genève (Suisse) qui coordonne le système.

ISO is a network of the national standards institutes of 148 countries, with a Central Secretariat in Geneva (Switzerland) that coordinates the system.

*Organisation internationale de normalisation (OIN)/  
International Organisation for Standardisation (IOS)*

Il a été décidé en 1947 d'utiliser une abréviation du nom de l'Organisation qui est toujours ISO dont l'objectif est de «faciliter la coordination et l'unification des standards industriels».

In 1947, it was decided to use IS, the abbreviation of the organisation's name, and the object of which is "to facilitate the international coordination and unification of industrial standards".

*Développement durable: responsabilité sociétale/  
Sustainable Development: responsibility of the society*

Un guide FDX 30-021 pour la prise en compte des enjeux du développement durable dans la stratégie et le management de l'entreprise.

A guideline called FDX30-021 to include the sustainable development's stakes in

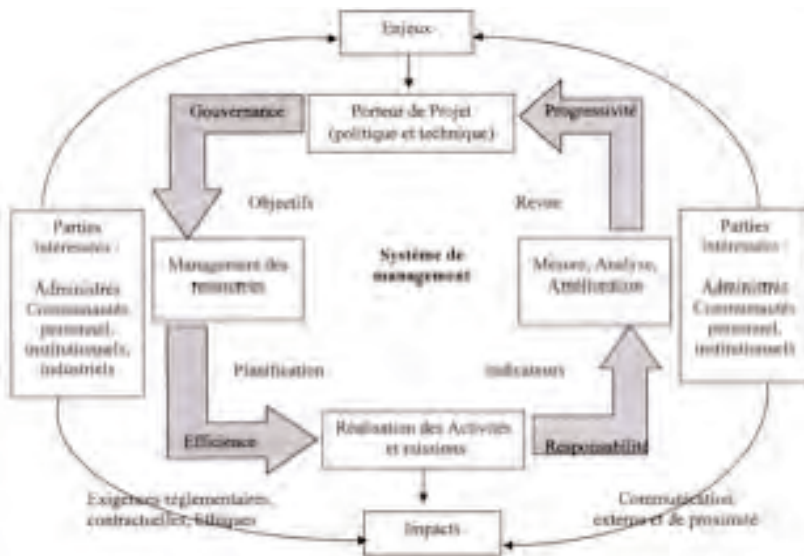


Le guide FDX 30-021/The FDX 30-021 guideline

Développement durable: Responsabilité sociétale des entreprises

Sustainable development: responsibility of the society into enterprises

- Rôle de la direction et principes de gouvernance/Part of the direction and governance principles;
- Planification et pilotage de plans d'action/Planning and driving action plans;
- Identification, évaluation et suivi des impacts significatifs/Identification, assessment and monitoring of significant impacts;
- Management des ressources / Resources management;
- Dimension culturelle et amélioration continue/ Cultural dimension and continuous improvement;
- Communication et gestion de l'information/ Communication and information management.



### C. Les conditions de réussite et les difficultés rencontrées/ *Requirements for success and difficulties met*

#### *Systèmes de management/Management systems*

Les projets de développement durable impliquent une transversalité/The sustainable development projects involve a crossed action:



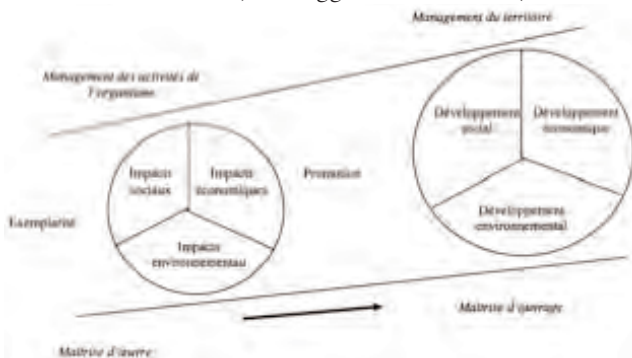
- Entre secteurs opérationnels: interventions techniques (patrimoine, espaces verts, gestion des déchets, réseaux...) et interventions sociales (social, logement, sécurité, éducation...)/Between operational sectors: technical interventions (heritage, green spaces, waste management, networks...) and social interventions (social, accommodation, security, education...)
- Entre missions de gestion interne: ressources humaines, affaires juridiques/ Between internal management missions: human resources, legal cases
- Entre missions fondamentales: aménagements et territoires, informations et développement/ Between basic missions: development and territories, information and development
- Entre niveaux de collectivités: communes et groupements/ Between community levels and government

*Systemes de management/Management systems*

Les projets de développement durable impliquent des actions de management/  
 Sustainable development projects involve management actions:

- Définir les enjeux en fonction des parties intéressées/Clearly define stakes to involved actors
- Fédérer les acteurs autour d'une impulsion politique/Mobilize actors around political impetus
- Clarifier les compétences et délégations pour porter le projet/Clarify competencies and delegations to accompany a project
- Mobilisation des moyens nécessaires en temps requis/Mobilize necessary needs and time required

Modes de relations en réseau et en concertation entre collectivité (élus et services) et communauté (associations, groupes)/Consultation between communities (elected representatives and services) and "bigger communities" (association, groups)



- Suivi et pilotage de la mise en œuvre/Monitoring and driving of implementation
- Communication et valorisation/Communication and development

#### Deux échelles

#### Les difficultés du management du développement durable/Sustainable development management difficulties

- Passer d'un fonctionnement par service à un projet transversal/ Going from services area to crossed project
- Planifier au delà du mandat électoral/Plan beyond election mandate (or period)
- Fédérer les énergies entre équipe administrative et élus porteurs de projet/Impulse energies between administrative team and elected representatives responsible of the project
- Positionner les actions par rapport à leurs bénéficiaires (parties intéressées)/Hold the actions compared with their beneficiaries (interested parties)
- Toute discussion, orientation, fait l'objet d'une explication/Every talk, direction must be the subject of an explanation
- Tout résultat d'action est mesuré, évalué/Every result of action is compared, evaluated
- Légitimité de l'action par rapport à des objectifs/Lawfulness of the action compared with objectives

#### Le management des acteurs du développement durable/Sustainable development management of actors

- Donner du sens aux actions/Give a sense to actions
- Déterminer les marges de manœuvre/Determine the fields of action
- Responsabiliser sur des objectifs définis/Get people involved in clearly defined objectives
- Privilégier le travail en groupes restreints sur des objectifs atteignables rapidement/ Favour work in restrictive teams on quickly achievable objectives
- Formaliser sans standardiser/Give formalism without standardising
- Aider sans assister/Helping without assisting
- Développer et banaliser l'évaluation/Develop and make evaluation commonplace
- Communiquer sur les efforts et sur le succès/Inform about the efforts and the success
- Exploiter le retour d'expérience/Work on feedback experience

## Le Bellagio Forum pour le développement durable

Samuel SHIROFF et Mohamed METHARI

*Bellagio Forum*

Le Bellagio Forum for Sustainable Development (BFSD) est un réseau international composé de fondations philanthropiques, de fondations d'entreprises, d'ONG, d'institutions financières, de médias ainsi que d'organisations internationales.

Le Bellagio Forum a été fondé en 1993, dans le petit village de Bellagio au Nord de l'Italie, suite à une initiative de la Fondation Rockefeller. Aujourd'hui, son siège se situe dans les locaux de la Fondation allemande pour l'environnement (Deutsche Bundesstiftung Umwelt) à Osnabrück, en Allemagne.

La mission du Forum est de promouvoir la cause du développement durable à l'échelle planétaire. Ainsi, grâce à une importante contribution à la réflexion sur les enjeux du développement durable, mais aussi à travers la conception et la réalisation de projets innovants, les membres du Bellagio Forum s'engagent à améliorer l'environnement et le bien-être des populations, tout en tenant compte des dimensions socio-économiques des enjeux.

Les membres du Forum ont identifié cinq domaines prioritaires dans lesquels ils ont décidé de collaborer afin d'appliquer et d'éprouver les principes du développement durable:

- l'énergie,
- l'eau,
- la sensibilisation et l'éducation à l'environnement,
- la finance au service du développement durable,
- la santé.

L'importance du dialogue transnational et transectoriel est mise en évidence.

Les membres du Bellagio Forum sont issus d'horizons géographiques et sectoriels très différents. Cette pluralité des acteurs et des cultures constitue une richesse et un atout considérables pour affronter les défis de notre époque.

Ainsi le Forum se veut une plate-forme d'échanges et un catalyseur du changement entre le secteur privé, la société civile et les gouvernements. En effet, il est à regretter que trop souvent dans le domaine du développement durable, les logiques d'action restent compartimentées selon des intérêts particuliers, sans tenir compte des apports potentiels de l'ensemble des composantes de la société.

C'est pourquoi le Bellagio Forum agit en tant qu'instance ouverte favorisant le débat d'idées et les apports en tout genre, en confrontant pour cela des champions du développement durable aux besoins et attentes d'acteurs privés et publics.

Cette approche multi-parties prenantes permet au Bellagio Forum de contribuer à la compréhension mutuelle, à l'échange d'expériences au profit du développement durable et fait ainsi du Bellagio Forum un véritable incubateur d'innovation et de changement.

Pour plus d'information:

[info@bfsd.org](mailto:info@bfsd.org)

[www.bfsd.org](http://www.bfsd.org)

## **Perspectives for the future co-operation in the training of sustainable spatial development**

Konstantin ANANITCHEV

*Member of the Committee of Senior Officials of the CEMAT, Russian Federation*

This brief intervention will not cover the whole scope of problems in my country – here I would like to make some note to sum up experience gained through the implementation of the CEMAT Model Region project and put some remarks concerning the main headlines of this Seminar.

1. Sustainable spatial development is of special importance for successful solution of economic and social problems within vast areas, like those we have in the Russian Federation.

- Illusion of abundance and inexhaustibility. A region rich in natural resources of which land is of prime importance, provokes for rapid and careless development. There is no need to explain the danger of such an approach.
- Long distances and vast areas cannot be successfully managed from a single centre (despite the rank, importance and ambitions of this centre), but call for local initiative, which shall be professionally and thoroughly prepared.
- Variety of local conditions (e.g. of landscapes) within such areas for different approaches and methods. Standard or unified methods are of limited use here.

All the said problems are aggravated by specific problems arising with the transition to another social and economic formation.

2. Spatial planning needs qualified spatial planners. At least, they shall be qualified enough to understand and imply the ideas generated at national and regional levels of planning. A more skilled planner is able to modify and even reshape general ideas received “from above”. The first stage of implementation of CEMAT project has revealed the fact that there is a strong deficit of such planners on the spot. The background of this problem is like this.

- Lack of traditions in local self-government. Central planning prevented from generation of ideas by municipal powers. Similar dram can be seen in the attitude of common public towards participation in municipal development and, in particular, in spatial planning.
- Again, the specificities of current transition period should be mentioned. For two decades we did not have enough money to investigate on scientific, legal and other aspects of spatial development under new conditions.

- Right now, a reform of the municipal system is being launched. Much is to be done in order to link together such terms as “neighborhoods” and “administration in our mentality. The first radical step is to diminish the size of population of municipality and this increase their number. For example, in the region I represent, the number of municipalities will increase by almost 5 times. So far, a region will have to provide for qualified spatial planners for a 5-time increased number of municipal administrations. The lack of professionals is the crucial problem of future development.

3. In this connection, a quantitative and qualitative rapid progress in professional training is required. Yes, international assistance and cooperation can help us greatly. On the one hand, they will help us to save time and money. On the other, they will provide for that unified broad approach to the issues of development, which is laid in the Guiding Principles for sustainable Spatial Development of the European Continent (GPSSDEC) and applied through the Continent.

It is impossible to provide for a synchronous start of an international training project within the whole territory of a country. But it looks feasible to start right there, where local authorities are already acquainted to the principles of sustainable development, like they are in CEMAT model regions.

4. Why am I so devoted to the model regions and to the CEMAT as the initiating institution?

- First of all, a model region is a part of the international network which has been established for practical purposes and has to promote international exchange, including that in knowledge and training.
- Unlike in programmes of the European Union, the network can amalgamate any region of a participating country. Here I have to mention that Interreg covers a considerably small portion of Russian territory and does embrace inner areas of the country.
- As for international bodies specialized in professional training, I think most of them are to answer their own challenges, lying mostly beyond the context of sustainable spatial development.

I would like to finish my intervention with a small but very positive example of international cooperation in training related to CEMAT Model Regions project in my region. Thanks to our German colleagues in CEMAT, personally to Dr Welf Selke and Mr André Müller, a series of seminars have been organised for heads of municipalities and municipal architects. Qualified specialists from Germany shared their experience in spatial planning, municipal self-government and support of local democracy. I use this opportunity to thank our German friends for their assistance and hope that our work will continue.

## **Closing of the Seminar/ Clôture du séminaire**

Christian TER STEPANIAN

*Ambassadeur Extraordinaire et Plénipotentiaire, Représentant Permanent de l'Arménie auprès du Conseil de l'Europe,*

*Président du Groupe de Rapporteurs sur la Culture, l'Education, le Sport, la Jeunesse et l'Environnement (GR-C) auprès du Comité des Ministres du Conseil de l'Europe*

Madame la Présidente du Comité des hauts fonctionnaires de la Conférence européenne des Ministres responsables de l'aménagement du territoire des États membres du Conseil de l'Europe,

Monsieur le Président de la Commission du développement durable du Congrès des pouvoirs locaux et régionaux du Conseil de l'Europe,

Madame la Directrice générale de l'Education, de la Culture et du Patrimoine, de la Jeunesse et du Sport,

Monsieur le Directeur exécutif du Congrès des pouvoirs locaux et régionaux du Conseil de l'Europe,

Monsieur le Président du Réseau européen des Instituts de formation pour les collectivités territoriales,

Monsieur le Président de l'Union des dirigeants territoriaux de l'Europe,

Mesdames et Messieurs les délégués gouvernementaux et représentants des organisations internationales gouvernementales et non gouvernementales,

Mesdames et Messieurs,

Je voudrais en premier lieu vous dire combien il m'est apparu important d'être présent à ce Séminaire; vous y verrez l'intérêt que manifeste le Comité des Ministres à l'égard du développement durable aussi bien que l'attention que l'Arménie accorde à cette question. La participation à ce Séminaire du Chef de la délégation arménienne au Congrès des Pouvoirs Locaux et Régionaux de l'Europe l'atteste également. Au terme de vos travaux, je souhaiterais vous faire part de quelques remarques en ma qualité de Président du Groupe de Rapporteurs sur la Culture, l'Education, le Sport, la Jeunesse et l'Environnement auprès du Comité des Ministres du Conseil de l'Europe.

Je suis tout d'abord particulièrement heureux de voir la bonne collaboration qui s'est instaurée entre le secteur intergouvernemental de l'Organisation, à travers le Comité des hauts fonctionnaires de la Conférence européenne des ministres responsables de l'aménagement du territoire (CEMAT) et le Congrès des pouvoirs locaux et régionaux du Conseil de l'Europe, grâce au Réseau européen des Instituts de formation pour les collectivités territoriales (ENTO). Je me félicite également



de la coopération active de l'Union des dirigeants territoriaux d'Europe (UDITE) à nos travaux.

La Déclaration de Ljubljana sur la dimension du développement durable adoptée le 17 septembre 2003 par les Ministres responsables de l'aménagement du territoire des Etats membres du Conseil de l'Europe considère avec justesse que le territoire est «le support et le cadre indispensable de l'établissement et de l'activité de l'homme et par conséquent la base du développement durable». Elle considère que le développement du territoire est ainsi un instrument essentiel dans la poursuite de l'objectif de développement durable.

La formation des dirigeants territoriaux, des autorités locales et plus généralement de l'ensemble des acteurs ayant à intervenir sur ce territoire apparaît ainsi comme une donnée fondamentale pour le devenir de nos territoires et dès lors, de nos sociétés. Il s'agit de favoriser de manière systématique l'échange de bonnes pratiques et de savoir-faire sur les thématiques couvertes par les Principes directeurs pour le développement territorial durable du Continent européen: promotion de la cohésion territoriale par le biais d'un développement socio-économique équilibré et de l'amélioration de la compétitivité, promotion des impulsions de développement engendrées par les fonctions urbaines et amélioration des relations ville-campagne, promotion de conditions d'accessibilité plus équilibrées, développement de l'accès à l'information et au savoir, réduction des atteintes à l'environnement, valorisation et protection des ressources et du patrimoine naturel, valorisation du patrimoine culturel en tant que facteur de développement, développement des ressources énergétiques dans le maintien de la sécurité, promotion d'un tourisme de qualité et durable, et limitation préventive des effets des catastrophes naturelles.

Ne convient-il pas de rappeler que déjà en 1972, le Plan d'action pour l'environnement adopté par la Conférence des Nations Unies sur l'environnement recommandait que les gouvernements se préoccupent sans tarder des problèmes que pose la formation du personnel nécessaire pour promouvoir une action intégrée dans les domaines de l'aménagement, du développement et de la gestion des établissements humains. Le Programme Action 21 adopté à Rio de Janeiro en 1992 à l'occasion de la Conférence des Nations Unies sur l'environnement et le développement souligne également que «la formation constitue l'un des moyens les plus importants de mise en valeur des ressources humaines et de transition vers un monde plus stable». La Déclaration de Johannesburg adoptée en 2002 a, quant à elle, souligné la nécessité de suivre systématiquement la réalisation d'Action 21.

Nous devons donc redoubler d'efforts pour mieux gérer notre espace et encourager une politique de développement territorial, tant urbaine que rurale, plus efficace et mieux intégrée et gérer avec prudence les ressources naturelles. Nos sociétés doi-

vent relever le défi de la qualité de l'environnement et de la concentration croissante des populations.

Tout récemment la Déclaration de Wrocław sur cinquante ans de coopération culturelle européenne adoptée par les Ministres de la Culture, de l'Éducation, de la Jeunesse et du Sport des États membres du Conseil de l'Europe le 10 décembre 2004 a reconnu que pour répondre aux aspirations des citoyens à une meilleure qualité de vie, aujourd'hui et pour l'avenir, le Conseil de l'Europe devrait s'engager à développer des politiques intégrées en faveur de l'égalité entre les générations au regard de l'accès aux ressources économiques, sociales, culturelles et naturelles, conformément au principe du développement durable.

Un tel positionnement devrait, dès lors, conduire le Conseil de l'Europe à élaborer des programmes d'activités mettant en évidence:

- la nécessité d'une approche et d'une stratégie pour des politiques intégrées;
- les liens entre la préservation et la durabilité du patrimoine et des aspects naturel et culturel des paysages et de l'environnement;
- le rôle de la prévention des risques et de la gestion des catastrophes naturelles et technologiques pour les politiques de développement durable;
- le rôle essentiel de l'éducation formelle et non formelle pour le développement durable;
- la diversité culturelle comme base du développement durable.

Le Troisième Sommet des Chefs d'Etat et de Gouvernement du Conseil de l'Europe se tiendra à Varsovie les 16 et 17 mai 2005. En décembre 2003, à l'occasion de l'examen des résultats de la 13e Session de la CEMAT, les délégués des Ministres ont d'ores et déjà décidé, faisant suite à la Déclaration de Ljubljana, de prendre en considération le développement territorial durable dans le cadre de ce Troisième Sommet.

La politique territoriale est devenue un thème d'importance majeure. De nouvelles structures institutionnelles et réglementations doivent être développées et mise en place, des projets de la «nouvelle génération» pour le développement territorial durable doivent être menés. Le rôle des hommes, des acteurs est dans ce contexte essentiel et la formation indispensable.

Je formule tous mes vœux pour que les résultats de ce Séminaire puissent être mis en lumière et suivis d'effets.

Ulrich BOHNER

*Directeur exécutif du Congrès des pouvoirs locaux et régionaux (CPLRE), Conseil de l'Europe*

Madame la Présidente du Comité des hauts fonctionnaires de la Conférence européenne des Ministres responsables de l'aménagement du territoire des Etats membres du Conseil de l'Europe

Monsieur l'Ambassadeur de l'Arménie,

Monsieur le Président du Réseau européen des Instituts de formation pour les collectivités territoriales,

Monsieur le Président de l'Union des dirigeants territoriaux de l'Europe,

Mesdames et Messieurs,

C'est avec un grand plaisir que j'ai accepté la proposition de participer à ce Séminaire de formation consacré au thème de la mise en place de la politique du développement territorial durable en Europe. Je voudrais souligner que notre Congrès a soutenu dès le début la proposition commune de la CEMAT et de l'ENTO d'organiser un Séminaire sur ce sujet, qui mérite l'attention particulière des élus locaux et régionaux de l'Europe.

Le Réseau européen des organismes de formation pour les collectivités territoriales (ENTO) entretient depuis sa création en 1995 des relations privilégiées avec le Conseil de l'Europe et notamment avec le Congrès des pouvoirs locaux et régionaux de l'Europe. La mission principale du Réseau est de renforcer la capacité des collectivités locales et régionales de remplir leurs missions, en veillant à ce qu'elles disposent de personnels bien formés et qualifiés qui soient en mesure d'assumer leurs fonctions d'une manière professionnelle, efficace, respectueuse de la légalité et de la démocratie. L'ENTO entend également de cette manière épauler le Congrès des pouvoirs locaux et régionaux de l'Europe dans ses efforts pour améliorer la qualité de l'administration locale en Europe.

Je voudrais également souligner que l'UDITE a signé en 2003 l'accord de coopération avec le Réseau européen des instituts de formation pour les collectivités territoriales. La même année, l'UDITE a obtenu un statut d'observateur auprès du Congrès du Conseil de l'Europe. Nous avons aussi eu la possibilité de discuter les perspectives de notre coopération lors du dernier Congrès annuel de l'UDITE qui s'est tenu en septembre 2004 à Bruxelles. Ce Séminaire de formation peut être considéré comme le premier résultat de notre coopération.

Comme vous le savez, l'objectif du Séminaire est de donner suite à la Recommandation N° 2 relative à la formation des autorités responsables du déve-

veloppement territorial durable, adoptée lors de la 13e Session de la Conférence européenne des Ministres responsables de l'aménagement du territoire (CEMAT), à Ljubljana, le 17 septembre 2003.

Cette Résolution charge notamment le Comité des hauts fonctionnaires de la CEMAT d'appuyer la mise en œuvre du Programme Centres internationaux de formation des acteurs locaux (CIFAL) dans les Etats membres du Conseil de l'Europe et d'examiner les modalités d'une collaboration avec l'Institut des Nations Unies pour la formation et la recherche (UNITAR) et le Réseau européen des institutions de formation pour les collectivités territoriales (ENTO). Je pense que le réseau ENTO, l'UDITE et la CEMAT devront formaliser les modalités de leur coopération.

Le Congrès sera prêt à encourager d'autres initiatives relatives à l'établissement d'un répertoire des centres de formation européens qui travaillent dans le domaine de développement durable, à la préparation d'un manuel d'étude utilisé pour cette formation, à la diffusion des meilleurs exemples nationaux et à la mise en place des projets pilotes, en particulier dans les pays de l'Europe de l'Est.

Nous restons bien sûr ouverts à d'autres propositions.

Je vous remercie pour votre attention.

## **Conclusions**

Maria-José FESTAS

*President of the Committee of Senior Officials of the CEMAT*

At the close of this Seminar, I should like once again to thank the representatives of the European Network of Training Organisations for Local and Regional Authorities (ENTO), the Congress of Local and Regional Authorities of the Council of Europe and the Union of Local Authority Chief Executives of Europe (UDITE) for their valuable co-operation with the Committee of Senior Officials (CSO) of the CEMAT in organising the event.

I should like also to thank all of the speakers for sharing their experiences and underlining the need to foster sustainable spatial development through appropriate training.

What conclusions should we draw?

1. First of all, the issue of sustainable spatial development and spatial planning must be placed on the agenda of the Summit of Council of Europe Heads of State and Government to be held in Warsaw (Poland) on 16 and 17 May 2005. In this connection, particular emphasis must be placed on the “territorial dimension of sustainable development,” as underlined in the September 2003 Ljubljana Declaration.

2. Secondly, the members of the Committee of Senior Officials (CSO) of the CEMAT should join together with the Congress of Local and Regional Authorities and ENTO in considering arrangements for enhanced co-operation.

3. At the same time, there are some difficulties with the implementation of the provisions of Resolution No 2 adopted at CEMAT’s 13th Session in Ljubljana in 2003.

While we are already working on the list of training centres active in the field of sustainable spatial development, we must not forget that the list needs to be constantly updated. Sustainable spatial development is a dynamic process, where research and practice are producing new know-how which must be used and new skills which need to be taken into account through appropriate, up-to-date training.

I also have doubts about the feasibility of a study book or manual to help those in charge of sustainable spatial development training. The great diversity of the statements, presentations and discussions at this seminar have reinforced my belief that it would be difficult to produce such a study book for sustainable spatial development training, not only because of the wide range of subjects which would have to be covered but also because of the diversity of potential users. Although

Maria-José FESTAS

*Présidente du Comité des hauts fonctionnaires de la CEMAT*

Au terme de ce Séminaire, je souhaiterais remercier une fois de plus les représentants du Réseau européen de formation pour les collectivités locales (ENTO), le Congrès des pouvoirs locaux et régionaux du Conseil de l'Europe et de l'Union des dirigeants territoriaux de l'Europe (UDITE) pour leur précieuse collaboration avec le Comité des hauts fonctionnaires de la CEMAT dans l'organisation de cette réunion.

Je souhaiterais également remercier l'ensemble des intervenants qui nous ont fait part de leur expérience, en soulignant la nécessité de promouvoir un développement territorial durable au moyen d'une formation appropriée.

Quelles conclusions en tirer?

2. Il conviendrait tout d'abord d'inscrire la question du développement territorial durable – de l'aménagement du territoire – à l'ordre du jour du prochain Sommet des Chefs d'Etat et de Gouvernement des Etats membres du Conseil de l'Europe qui se tiendra les 16 et 17 mai 2005 à Varsovie, en Pologne. Il conviendrait d'insister à cet égard sur l'importance de la «dimension territoriale du développement durable», ainsi que l'a soulignée la Déclaration de Ljubljana adoptée en septembre 2003.

2. Il serait opportun ensuite, que les membres du Comité des hauts fonctionnaires de la CEMAT examinent conjointement avec le Congrès des pouvoirs locaux et régionaux du Conseil de l'Europe et l'ENTO les modalités de la poursuite d'une coopération renforcée.

3. La mise en œuvre des dispositions formulées dans la Résolution n° 2 adoptée lors de la 13e Session de la CEMAT à Ljubljana en 2003 soulève par ailleurs quelques difficultés.

Nous travaillons certes déjà à la mise en œuvre du Répertoire des Centres de formation actifs dans le domaine du développement territorial durable, mais nous ne pouvons pas oublier qu'il faut que ce Répertoire soit en permanence actualisé. Le développement territorial durable est un thème dynamique, pour lequel la recherche et la pratique produisent de nouvelles connaissances qu'il faut utiliser et de nouvelles compétences auxquelles il faut répondre, grâce à une formation appropriée et actualisée.

J'ai d'autre part des doutes quant à la faisabilité d'un manuel susceptible d'aider les responsables de la formation en matière de développement territorial durable. La diversité des communications et des présentations ainsi que les discussions qui

the study book could be modelled on the layout of the Guiding Principles for Sustainable Spatial Development of the European Continent, the discussions I have had with members of the Committee of Senior Officials and certain training experts confirm this view.

In conclusion, I should like once again to thank you most sincerely for your work and to invite you to take part in the next CEMAT international Seminar, which will be held in Moscow on 26 September 2005 by the Council of Europe's Spatial Planning and Landscape Division in co-operation with the Russian Ministry for Regional Development on the theme of "Networking for sustainable spatial development of the European Continent".



ont eu lieu pendant ce Séminaire confortent l'idée qu'il serait difficile de réaliser un manuel pour la formation dans le domaine du développement territorial durable, et ceci non seulement en raison de l'étendue des matières dont il faudrait traiter, mais aussi en raison de la diversité des possibles destinataires. Bien que ce manuel pourrait être élaboré en s'inspirant de la structure des Principes directeurs pour le développement territorial durable du Continent européen, les discussions que j'ai eues avec des membres du Comité des hauts fonctionnaires et certains experts en matière de formation confirment cette position.

J'achèverai mon intervention en vous remerciant à nouveau bien vivement pour le travail accompli et en vous invitant à participer au prochain Séminaire international de la CEMAT qui sera organisé par la Division de l'aménagement du territoire et du paysage du Conseil de l'Europe en collaboration avec le Ministère du développement régional, à Moscou le 26 septembre 2005, sur «L'action en réseaux pour un développement territorial durable du Continent européen».

# Programme

The Seminar is organised by the European Network of Training Organisations for Local and Regional Authorities (ENTO) in co-operation with the Committee on the Sustainable Development of the Council of Europe Congress of Local and Regional Authorities, the Committee of Senior Officials of the European Conference of Ministers responsible for Spatial Planning (CEMAT) – Spatial Planning and Landscape Division (DGIV) of the Council of Europe – and the Union of Local Authority Chief Executives of Europe (UDITE).

### **Theme of the Seminar**

“The Role of Training in the Implementation of the Policy of Sustainable Spatial Development at Local and Regional Levels in Europe”

### **Aims**

The aim of the Seminar is to discuss and highlight practical ways for the implementation of Resolution No. 2 on the training of authorities responsible for sustainable spatial development, adopted at the 13th Session of the European Conference of Ministers responsible for Regional Planning (CEMAT), in Ljubljana on 17 September 2003.

This Resolution mentions:

*“The Ministers responsible for Regional Planning of the Member States of the Council of Europe,*

*Wishing to provide follow-up to Resolution No. 1 “A 10-point programme for greater cohesion among the regions of Europe”, adopted by the 12th Session of the European Conference of Ministers responsible for Regional Planning on 8 September 2000, which emphasised the need to start immediately a training programme in the new member States of the Council of Europe, in order to help regional and local planning authorities to perform, as well as possible, the tasks for which they have responsibility,*

*Desirous to promote a new approach to spatial planning based on Recommendation (2002) 1 of the Committee of Ministers to member States on the Guiding Principles for Sustainable Spatial Development of the European Continent,*

*Instruct the Committee of Senior Officials:*

*1. to establish a list of training centres in the field of the territorial dimension of sustainable development existing in the member States of the Council of Europe and then make it available on the CEMAT Internet Site of the Council of Europe;*

Le Séminaire est organisé par le Réseau Européen des Instituts de Formation pour les Collectivités Territoriales (ENTO) en coopération avec la Commission du développement durable du Congrès des Pouvoirs locaux et régionaux du Conseil de l'Europe, le Comité des hauts fonctionnaires de la Conférence européenne des Ministres responsables de l'aménagement du territoire (CEMAT) – Division de l'aménagement du territoire et du paysage (DG IV) du Conseil de l'Europe – et l'Union des Dirigeants Territoriaux d'Europe (UDITE).

### **Thème du Séminaire**

«Le rôle de la formation dans la mise en œuvre de la politique du développement territorial durable en Europe»

### **Objectifs du Séminaire**

Le Séminaire a notamment pour objet de mettre en œuvre la Résolution N° 2 relative à la formation des autorités responsables du développement territorial durable, adoptée lors de la 13e Session de la Conférence européenne des Ministres responsables de l'aménagement du territoire (CEMAT), à Ljubljana, le 17 septembre 2003.

Cette Résolution prévoit les dispositions suivantes:

*«Les Ministres responsables de l'aménagement du territoire des Etats membres du Conseil de l'Europe,*

*Souhaitant donner suite à la Résolution N° 1 «Programme en dix points pour une plus forte intégration des régions de l'Europe», adoptée lors de la 12e Session de la Conférence européenne des ministres responsables de l'aménagement du territoire le 8 septembre 2000, qui souligne la nécessité de mettre en œuvre en priorité, dans les nouveaux Etats membres du Conseil de l'Europe, un programme de formation en vue d'aider les autorités responsables de l'aménagement du territoire à l'échelon régional et local à s'acquitter au mieux des tâches qui leur reviennent,*

*Désireux de promouvoir une nouvelle approche de l'aménagement du territoire fondée sur la Recommandation Rec. (2002) 1 du Comité des Ministres aux États membres sur les Principes directeurs pour le développement territorial durable du Continent européen, chargeant le Comité des hauts fonctionnaires:*

*1. d'établir un répertoire des centres de formation concernant la dimension territoriale du développement durable, existants dans les Etats membres du Conseil de l'Europe, et de le rendre accessible sur le site Internet de la CEMAT du Conseil de l'Europe;*

*2. to promote the implementation of the International Training Centres for Local Actors Programme (CIFAL) in the Council of Europe Member States and to examine the modalities of collaboration with the United Nations Institute for Training and Research (UNITAR) and the European Network of Training Organisations (ENTO);*

*3. to invite the international organisations to support the preparation of a study book which could be used for this training;*

*4. to establish a Pan-European Network of “CEMAT Model Regions (regions of innovation)” committed to develop good practices of implementation of the Guiding Principles for Sustainable Spatial Development of the European Continent (GPSSDEC-CEMAT), constituting pilot examples for other regions”.*

In its 865th meeting that was held on 10 December 2003, the Committee of Ministers of the Council of Europe examined the results of the Ljubljana Conference. It is now important to carry out the adopted resolution.

### **Date and venue of the Seminar**

On 15 March 2005, in Strasbourg (within the framework of the Spring Session of the Congress of Local and Regional Authorities of the Council of Europe)

### **Target groups**

The Seminar is targeted at local and regional elected representatives, directors of services and chief executives of local and regional authorities, senior administrative officials, representatives of training centres, practitioners and academics engaged in the field of sustainable spatial development.

### **Working languages**

The working languages of the Seminar will be English and French.

### **Co-ordinators**

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2. *d'appuyer la mise en œuvre du Programme Centres internationaux de formation des acteurs locaux (CIFAL) dans les Etats membres du Conseil de l'Europe et d'examiner les modalités d'une collaboration avec l'Institut des Nations Unies pour la formation et la recherche (UNITAR) et le Réseau européen des institutions de formation des collectivités territoriales (ENTO);*

3. *d'inviter les organisations internationales à soutenir la préparation d'un manuel d'étude susceptible d'être utilisé pour cette formation;*

4. *d'établir un réseau paneuropéen de «Régions modèles CEMAT» en tant que régions d'innovation s'engageant à développer de bonnes pratiques de mise en œuvre des PDDTDCE-CEMAT, constitutives d'expériences pilotes pour d'autres régions.»*

Lors de sa 865<sup>ème</sup> réunion du 10 décembre 2003, le Comité des Ministres du Conseil de l'Europe a examiné les résultats de la Conférence de Ljubljana et a notamment ont pris note de cette Résolution. Il s'agit donc de donner suite aux dispositions qu'elle énonce.

### **Date et lieu du Séminaire**

Le 15 mars 2005, à Strasbourg (dans le cadre de la session de printemps du Congrès des Pouvoirs locaux et régionaux du Conseil de l'Europe).

### **Groupes cibles**

Le Séminaire s'adresse aux élus régionaux et locaux, aux secrétaires généraux des municipalités, aux cadres dirigeants territoriaux, aux représentants des centres de formation, aux hauts fonctionnaires de l'administration, aux praticiens et universitaires dans le domaine du développement territorial durable.

### **Langues de travail**

Les langues de travail seront l'anglais et le français.

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## **09.00 – 09.30**

### *Registration*

## **09.30 – 10.15**

### *Opening the Seminar*

- Mr Gert FIEGUTH, President of ENTO, Germany
- Mrs Gabriella BATTAINI-DRAGONI, Director General of Education, Culture and Heritage, Youth and Sport (DGIV) of the Council of Europe
- Mr Keith WHITMORE, President of the Committee on Sustainable Development of the Congress of Local and Regional Authorities of the Council of Europe, United Kingdom
- Mrs Maria-José FESTAS, Chair of the Committee of the Senior Officials of the CEMAT, Portugal
- Mr Juan Ignacio SOTTO VALLE, former President of the Union of the Local Authorities' Chief Executives of Europe (UDITE), Spain

## **10.15 – 10.30**

### *Coffee break*

## **10.30 – 12.30**

### *Plenary session*

Chair: Mr Gert FIEGUTH, President of ENTO, Germany

### *Presentation of the guiding principles for sustainable spatial development of the European continent*

- Mrs Maria-José FESTAS, Chair of the Committee of the Senior Officials of the CEMAT, Portugal
- Mr Jacques ROBERT, Expert of the Council of Europe, France

### *Strategies for the implementation of sustainable development policies in Europe*

- Mr Audun MOFLAG, Member of the Committee of the Senior Officials of the CEMAT, Senior Adviser of the Department for Regional Planning, Ministry of the Environment of Norway

### *What forms of training would consider sustainable development spatial public policy*

**09.00 – 09.30**

*Enregistrement*

**09.30 – 10.15**

*Ouverture du séminaire*

- M. Gert FIEGUTH, Président de l'ENTO, Allemagne
- Mme Gabriella BATTAINI-DRAGONI, Directrice Générale de l'Education, de la Culture et du Patrimoine, de la Jeunesse et du Sport (DGIV) du Conseil de l'Europe
- M. Keith WHITMORE, Président de la Commission du développement durable du Congrès des pouvoirs locaux et régionaux du Conseil de l'Europe, Royaume-Uni
- Mme Maria-José FESTAS, Présidente du Comité des hauts fonctionnaires de la CEMAT, Portugal
- M. Juan Ignacio SOTTO VALLE, ancien Président de l'Union des Dirigeants Territoriaux de l'Europe (UDITE), Espagne

**10.15 – 10.30**

Pause café

**10.30 – 12.30**

*Session Plénière*

Président: M. Gert FIEGUTH, Président de l'ENTO, Allemagne

*Présentation des principes directeurs pour le développement territorial durable du continent européen*

- Mme Maria-José FESTAS, Présidente du Comité des hauts fonctionnaires de la CEMAT, Portugal
- M. Jacques ROBERT, Expert du Conseil de l'Europe, France

*Stratégies pour la mise en place des politiques du développement durable en Europe*

- M. Audun MOFLAG, Membre du Comité des Hauts Fonctionnaires de la CEMAT, Haut Conseiller du Département de l'aménagement territorial, Ministère de l'environnement, Norvège

*Quelles formations pour la prise en compte du développement durable dans les politiques publiques territoriales?*



- Mr Jean-Pierre LEBRUN, Head of the project “Agenda 21st” of the National Centre of Local Public Service (CNFPT), France
- Mr Raymond SANER, Director of the Centre for Socio-Economic Development (CSEND), Switzerland

*Questions / Answers*

**12.30 – 14.00**

Lunch

**14.00 – 16.00**

*Plenary session*

Chair: Mr Keith WHITMORE, President of the Committee on Sustainable Development of the Congress of Local and Regional Authorities of the Council of Europe, United Kingdom

*Presentation of the best practices and pilot projects on the sustainable spatial development in european countries and regions*

- Example of Slovenia  
by Mrs Polona DEMSAR MITROVIC, Ministry of the Environment and Spatial Planning of Slovenia
- Example of Germany: experience of Interreg III B and Interact  
by Mr André MÜLLER, member of the German delegation to the Committee of Senior Officials of the CEMAT
- Example of Romania  
by Mr Liviu Nicolae DRAGNEA, Member of the Committee on Sustainable Development of the Congress of Local and Regional Authorities of the Council of Europe

*Urban project: apprenticeship methods*

- Mr René TABOURET, Member of the NGO Grouping “NGO-Towns” of the NGOs enjoying consultative status with the Council of Europe

*Knowledge transfer, basis for sustainable spatial development*

- Mr Jan Diek VAN MANSVELT (Mans’ Consultancy), Netherlands
- Mr Bas PEDROLI (Alterra – Wageningen UR), Netherlands

**16.00 – 16.30**

- M. Jean-Pierre LEBRUN, Chef de projet «agenda 21» du Centre National de la Fonction Publique Territoriale (CNFPT), France
- M. Raymond SANER, Directeur du Centre pour le développement social et économique (CSEND), Suisse

*Questions / Réponses*

**12.30 – 14.00**

Déjeuner

**14.00 – 16.00**

*Session Plénière*

Président: M. Keith WHITMORE, Président de la Commission du développement durable du Congrès des pouvoirs locaux et régionaux du Conseil de l'Europe, Royaume-Uni

*Présentation des bonnes pratiques et des projets pilotes sur le développement territorial durable dans les pays et régions européennes*

- Exemple de la Slovénie  
par Mme Polona DEMSAR MITROVIC, Ministère de l'environnement et de la planification territoriale de la Slovénie
- Exemple de l'Allemagne: l'expérience d'Interreg III B et d'Interact)  
par M. André MÜLLER, Membre de la délégation allemande au Comité des hauts fonctionnaires de la CEMAT, Allemagne
- Exemple de la Roumanie  
par M. Liviu Nicolae DRAGNEA, Membre de la Commission du développement durable du Congrès des pouvoirs locaux et régionaux du Conseil de l'Europe

*Projet urbain: processus d'apprentissage*

- M. René TABOURET, Membre du regroupement «ONG-Villes» des ONG dotées du statut consultatif auprès du Conseil de l'Europe

*Transfert de savoir, fondement pour un développement territorial durable*

- M. Jan Diek VAN MANSVELT (Mans' Consultancy), Pays-Bas
- M. Bas PEDROLI (Alterra – Wageningen UR), Pays-Bas

**16.00 – 16.30**

Coffee break

### **16.30 – 17.30**

*Round Table*

*Perspectives for the future co-operation in the training of sustainable spatial development*

Chair: Mrs Maria-José FESTAS, Chair of the Committee of the Senior Officials of the CEMAT, Portugal

with the participation of:

- Mr Alexander FROLOV, Member of the Committee of Senior Officials of the CEMAT, Russian Federation
- Mr Konstantin ANANITCHEV, Member of the Committee of Senior Officials of the CEMAT, Russian Federation
- Mr Yavuz MILDON, President of the Chamber of Regions of the Congress of Local and Regional Authorities of the Council of Europe, Turkey
- Mr Jacques ROBERT, Expert of the Council of Europe, France
- Mr Samuel N. SHIROFF and Mr. Mohamed METHARI, Bellagio Forum, Germany
- Mr Emin YERITSYAN, Head of the Armenian delegation to the Congress of Local and Regional Authorities of the Council of Europe, co-coordinator of the Communities Association of Armenia, member of the ENTO Network

### **17.30 – 18.00**

*Closing of the seminar*

- Mr Christian TER STEPANIAN, Ambassador Extraordinary and Plenipotentiary, Permanent Representative of Armenia to the Council of Europe, President of the Reporters' Group on Culture, Education, Sport, Youth and Environment (GR-C)
- Mr Ulrich BOHNER, Chief Executive of the Congress of Local and Regional Authorities of the Council of Europe
- Ms Jana VOLDANOVA, Vice-President of ENTO, Czech Republic
- Mrs Maria-José FESTAS, Chair of the Committee of the Senior Officials of the CEMAT, Portugal

Pause café

**List of participants/  
Liste des participants**

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