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KA220-HED - Cooperation partnerships

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Project acronym: **DEMo4PPL**
Project full title: **Digital Education Modules 4 Participatory Planning**

DELIVERABLE REPORT

Deliverable	No.	**O.10**	Title	Overview of Participatory Planning courses in academic curricula and training programmes at national level_Greece
Workpackage	No.	**2**	Title	Needs assessment and gap analysis
Activity	No.	**2.3**	Title	Overview of Participatory Planning courses in academic curricula and training programmes at national level

Date of preparation of this version:	12/04/2024
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Version:	3

Contents

Revision History

Version No.	Date	Comment (if needed)
1	*06/04/2024*	
2	*10/04/2024*	*Integrated comments from POLITO*
3	*12/04/2024*	*Integrated comments from UL*

List of abbreviations

Abbreviation: **Definition**

SUMP: Sustainable Urban Mobility Plan

PPL: Participatory Planning

ISCED: International Standard Classification of Education

HAHE: Hellenic Authority for Higher Education

MSc: Master in science

WP: Work Package

UTh: University of Thessaly

RUITePoD: Research Unit for Infrastructure, Technology Policy and Development

TTLog: Traffic, Transportation and Logistics Laboratory

1. Introduction

The activity A2.3: "Overview of Participatory Planning courses in academic curricula and training programmes at national level" is part of WP2: "Needs assessment and gap analysis" and aims:

- To gain an increased and comprehensive understanding of participatory planning courses in academic curricula and training programmes at national level in partners' countries.
- To identify good practices in participating countries.

The overall purpose is to use all acquired information to identify specific needs, gaps and goals in each country, as well as to identify common needs and set common objectives. The current national report refers to the analysis of the subject in Greece.

1.1 Project Partner overview

The surveys and deliverable report was conducted by University of Thessaly. The University of Thessaly (UTh) was established 38 years ago. Today it comprises the Schools of: Engineering; Humanities and Social Sciences; Physical Education, Sport Science and Dietetics; Health Sciences; Economics and Business Administration; Technology; Sciences; and Agricultural Sciences. A total of 37 Departments and Faculties are currently operated in the University, providing undergraduate and postgraduate study programmes. The School of Engineering, which covers the field of planning studies, includes the Departments of: Architecture; Civil Engineering; Electrical and Computer Engineering; Mechanical Engineering; Planning and Regional Development.

More specifically, the UTh work team comprises members of:

- The Research Unit for Infrastructure, Technology Policy and Development (RUITePoD) and other members of the Department of Planning and Regional Development, School of Engineering
- The Traffic, Transportation and Logistics Laboratory (TTLog) of the Department of Civil Engineering, School of Engineering
- The Digital Systems Department, School of Technology
- A senior expert from the Department of Civil Engineering of the Aristotle University of Thessaloniki

The recruitment of the work team aims at the broad coverage of the objectives and challenges of the project. Most of the team members work for the Department of Planning and Regional Development with the scope of addressing the role of public participation in spatial planning and development, which is the nexus of the project. Additionally, RUITePoD is involved in academic and research activities related to technological, social and business innovation, as well as in mobility and transportation. Regarding the latter

field of activities, the Research Unit cooperates closely with the Traffic, Transportation and Logistics Laboratory (TTLog) of the Department of Civil Engineering in the framework of postgraduate programmes and research initiatives. Thus, urban mobility is the main focus of the UTh team. The participation of a member of the Digital Systems Department, School of Technology bring to the work team the necessary technical and technological knowledge regarding digital tools. The senior expert from the Department of Civil Engineering of the Aristotle University of Thessaloniki is a transport engineer with experience and know-how of participatory activities.

1.2 Academic area of interest

The partner's main academic area of interest is transport and spatial planning and technology. More specifically, the Department of Planning and Regional Development aims at providing scientific knowledge and expertise in the wider field of spatial planning and development. RUITePoD focuses on infrastructure and technology planning and policy. The core academic interest of TTLog is passenger and freight transport planning. Innovative digital technologies is the focus area of the Digital System Department. Sustainable transport and mobility is the domain of the senior expert from the Aristotle University of Thessaloniki. Planning and designing for urban transport systems and mobility services is the common area of academic interest of the work team. The overall field of interest for the activities of WP2 is: "Urban Mobility".

1.3 Relation to Participatory Planning (PPL) teaching

In order to address the contemporary challenges of sustainable development in towns and settlements, as described in [1], the engagement, cooperation and contribution of stakeholders and citizens is considered vital. The contemporary approaches for strategic planning to promote sustainable urban mobility involves public participation as a core component at all stages, from setting a common vision and targets and developing an action plan to implementing specific measures and policies, as well as monitoring and evaluating the impacts from implementation. The planning process adopts the concept of "co-designing/implementing/evaluating". For example, in the Sustainable Urban Mobility Plan (SUMP) guidelines citizen engagement and public participation is integrated to the principles and methods of transport planning [2]. The digital tools developed within the framework of Industry 4.0 can facilitate and widen public participation. In this context, future transport planners should be equipped to use participatory approaches and digital tools to address the evolving challenges of sustainable urban mobility.

2. Methodology

2.1 Introduction

The main input for the report is the desk research and the on-line survey with the participation of academic teachers and students in the specific field. The methodology is described in detail below.

2.2 Selection of programmes [ISCED[1] and/or national classification] - Number and list of the institutions surveyed

The methodological steps for selecting the sample of recipients of the questionnaire survey are presented below:

1. Selection of Universities offering undergraduate programmes (3-year and 5-year programmes) in ISCED 07: Engineering, manufacturing and construction, according to having students enrolled in 2020, which is the last year with a full dataset available (source: https://eter-project.com/#/home)
2. Selection of relevant departments (ISCED 071: Engineering and engineering trades; ISCED 073: Architecture and construction) within the Universities of (step 1) which are certified by the Hellenic Authority for Higher Education under "Scientific Field 2: Exact science and Technology" of the national examination system for entering into University undergraduate programmes, according to the 2020 report of HAHE/ETHAE.
3. Investigation in the curriculum of each undergraduate programme
4. Selection of contact persons, i.e. responsible professors and/or academic teachers

The final list of Universities, Schools/Departments, sectors or courses related to urban mobility and number of contact persons is presented in Table 1.

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[1] Point here the academic area and field of interest with the relevant classification code according to the International Standard Classification of Education. (e.g. for the field of *Spatial Planning* the code is 7031- Architecture and Town Planning)

Table 1. Contacted academic institutions-undergraduate programme (source: own elaboration from HAHE/ETHAE)

University	School/Department	Sector (S) or Individual Courses (C) in urban mobility		Number of academic teachers contacted
University of Thessaly	Department of Planning and Regional Development	C		1
	Department of Civil Engineering	S		1
Aristotle University of Thessaloniki	Department of Planning and Development	C		2
	Department of Civil Engineering	S		3
	Department of Rural and Surveying Engineering	S		1
National Technical University of Athens	School of Civil Engineering	S		1
	School of Rural and Surveying Engineering	C		2
University of Patras	Department of Civil Engineering	S		1
Democritus University of Thrace	Department of Civil Engineering	S		2
University of the Aegean	Department of Shipping Trade and Transport	C		1
University of West Attica	Department of Civil Engineering	C		2
	Department of Rural and Surveying Engineering	C		1
International Hellenic University	Department of Civil Engineering	C		1
Total				
8	13	Programmes with: Related sectors Related individual courses	 6 7	19

In addition to the above, one post-graduate programme was identified including a course on participatory planning, based on desk research as presented in the next section. The details of the course are presented in Table 2.

Table 2. Contacted academic institutions-postgraduate programme (source: own elaboration from: https://www.plandevel.auth.gr/en)

University	School/Department	Post-graduate Programme	Post-graduate course
Aristotle University of Thessaloniki	Department of Planning and Development	Spatial planning for sustainable and resilient development	Participatory processes for sustainable planning in cities and regions

2.3 Desk research

The search of the corresponding schools/departments, sectors/courses and contact persons required a lengthy and detailed online research. The initial results from this research were validated, when needed, by directly contacting the academic personnel in charge or participating in the related programmes. In this way, the sample of the survey was finalised, as presented in Table 1.

Moreover, research in the curricula of all post-graduate programmes provided by the above short-listed Schools/Departments was conducted to investigate whether participatory planning and/or public participation is included in their courses. One post-graduate programme with one course in participatory processes was found, as presented in Table 2.

Furthermore, two on-line questionnaires were developed, for academic teachers and students respectively, based on the project's guidelines for Activity 2.3 and using MS Forms. In order to facilitate respondents, the surveys were developed in the partner's native language. The questionnaires of the on-line survey for academic teachers and students are presented in Annex.

2.4 Interviews

The online questionnaire addressed to academic teachers was developed in a hybrid form, combining multiple choice and free text questions with the ability to be filled out online by the respondent or through a face-to-face interview.

After selecting the academic teachers to be contacted (section 2.2), they were sent e-mails, using their professional contact details, with an invitation to participate and a link

to the questionnaire. Moreover, the recipients of the questionnaire were informed about the scope and purpose of the project and asked to contribute with comments and suggestions within or beyond the framework of the interviews. The respondents who showed interest in the project were contacted again, either by email or on the telephone according to their preferences and asked to participate at the project's national awareness event in Greece, which was organised by RUITePoD on March 26, 2024 (WP5: Impact and Dissemination; Activity 5.4: Output: O27). They were also asked to share the link to the student's on-line questionnaire survey within the students of their courses.

A total of 15 academic teachers participated in the on-line questionnaire and interview. It should be noted here that, in order to accelerate the process, the interviews of the representatives from the University of Thessaly were conducted face-to-face and the notes were included in the overall analysis. The distribution of the participants per academic institution is presented in Figure 1.
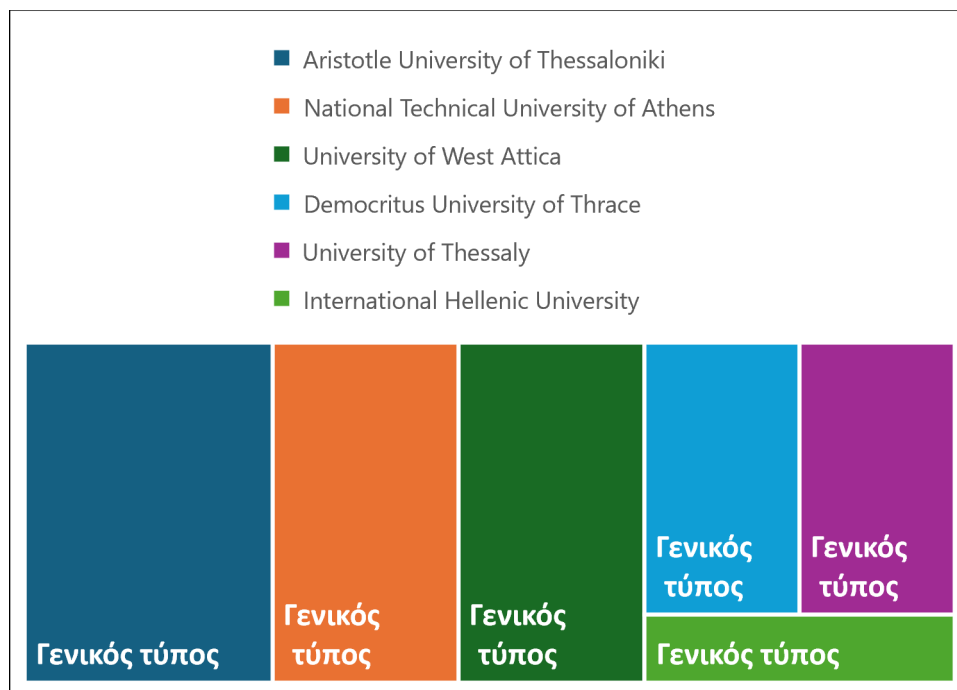

■ Aristotle University of Thessaloniki
■ National Technical University of Athens
■ University of West Attica
■ Democritus University of Thrace
■ University of Thessaly
■ International Hellenic University

Figure 1. Distribution of interviewed academic teachers per academic institution (source: own elaboration)

2.5 Student survey

An online questionnaire addressed to university students was developed and shared through the remote educational platforms used by the Department of Planning and Regional Development and the Department of Civil Engineering of the University of Thessaly. Furthermore, as discussed in the previous section, the interviewed academic teachers were asked to distribute the link to the survey via their remote educational

platforms. However, the period of the conduction of the specific survey coincided with a period of great protests of the student movement in Greece. Thus, the student survey has not delivered the anticipated results in terms of number and representation of participants.

More specifically, a total of 16 students participated, 15 of which from the University of Thessaly. 13 respondents agreed with the GDPR rules. 12 respondents filled out the questionnaire. Among the participating students, the majority (6 students) are 20-24 years old, while there are 1 postgraduate student and 1 PhD candidate. 7 students stated that they have professional experience in planning, including professional traineeship. The duration of the professional experience varies from 6 months to up to 5 years (for the PhD candidate).

3. The state of art of planning education in Greece

Planning at the level of tertiary education in Greece is taught in under-graduate and post-graduate programmes of public universities. Planning is integrated as a core component into the programmes of engineering and architecture (ISCED 071: Engineering and engineering trades; and ISCED 073: Architecture and construction respectively). These departments are usually part of the University's School of Engineering. There are two spatial planning departments in Greece, one in the Aristotle University of Thessaloniki (https://www.plandevel.auth.gr/en) and one in the University of Thessaly (http://www.prd.uth.gr/en/). The former Department offers 1 postgraduate programme and participates in 2 inter-departmental postgraduate programmes and the latter 5 postgraduate programmes and participates in 1 inter-departmental postgraduate programme. Both offer doctoral and postdoctoral research opportunities.

There is no transport planning department nor school in Greece. Academic courses in planning of transport systems and, more specifically, urban mobility is provided in most cases, in the context of civil engineering, rural and surveying engineering and spatial planning programmes. There are 13 engineering Departments in Greece that offer transport planning and/or urban mobility courses at the undergraduate level, 2 of which are the abovementioned spatial planning Departments. The only postgraduate programme in Greece focusing on transport is the inter-departmental programme of the Civil Engineering and the Planning and Regional Development Departments of the University of Thessaly. Individual postgraduate courses in transport and mobility are offered by several postgraduate programmes of Civil Engineering, Rural and Surveying Engineering and Spatial Planning Departments and Schools.

4. Overview of how Participatory Planning is intended and taught in Greek academic programmes

4.1 Introduction

All academic teachers participating in the questionnaires totally agree or simply agree that teaching theories, approaches and tools of participatory planning is important. At the same time, their perception about the coverage of the issue by the academic educational programmes seems to be mostly negative, with a total of 13 out of 15 respondents and 8 out of 15 stating that there is no or low degree of coverage by the undergraduate and the postgraduate programmes respectively (Figure 2). The respondents explain that the focus of academic teaching is given mostly on the institutional role and responsibilities of authorities and planners involved in a study, and not on public participation.
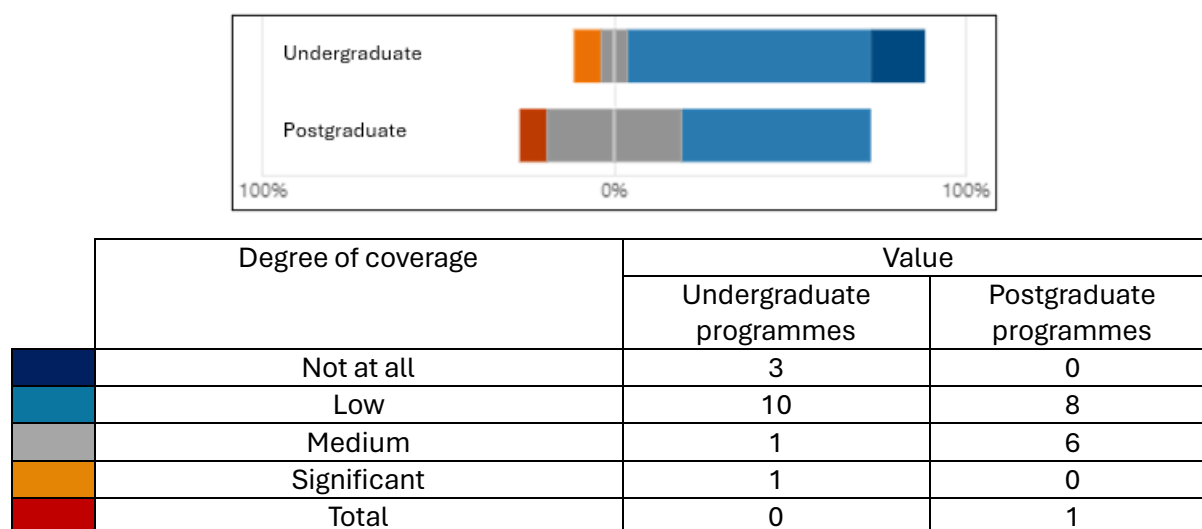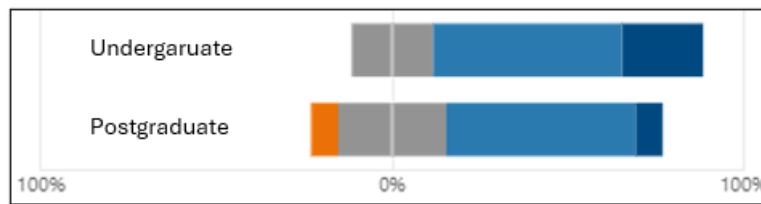

Degree of coverage		Value	
		Undergraduate programmes	Postgraduate programmes
	Not at all	3	0
	Low	10	8
	Medium	1	6
	Significant	1	0
	Total	0	1

Figure 2. Coverage of teaching of participatory planning theories, approaches and tools by Greek universities (N=15) (Source: Own elaboration)

Similarly, teaching of digital tools for participatory planning is not strongly integrated into the educational programmes of urban mobility. According to the opinion of interviewed academic teachers, 11 of the 15 respondents believe that the issue is not or poorly covered by the undergraduate programmes while 12 state that it is poorly or averagely covered by the postgraduate programmes. The slightly better performance in comparison to the overall teaching of participatory planning is due to the experience and wide use of e-learning tools that provide an informal type of training with digital tools for communication and information sharing. However, a main drawback is the cost and access to official digital tools due to universities' budgetary constraints.

Degree of coverage	Value	
	Undergraduate programmes	Postgraduate programmes
⬛ Not at all	3	1
🟦 Low	8	8
⬜ Medium	3	5
🟧 Significant	1	1
🟥 Total	0	0

Figure 3. Coverage of teaching of digital participatory planning tools by Greek universities (N=15) (source: Own elaboration)

Regarding the results of the students' survey, it should be taken into account that almost all participating students come from the Department of Planning and Regional Development of the University of Thessaly. The great majority stated that they know what participatory planning means and that their relevant knowledge derives from their current studies (Figure 4). A quarter of the respondents have searched for participatory planning beyond the framework of their studies. Half of them believe that they are familiar with the corresponding methos and tools. The responses on the familiarity with digital PPL tools are equally divided between: "Strongly agree/agree"; "Neither agree nor disagree"; "Strongly disagree/disagree". More than half of the students believe that they have the ability to describe at least one PPL method/tool, while a great share disagrees or strongly disagrees that they would be able to select the appropriate PPL method/tool for a specific project or prepare a project based on PPL methods/tools.
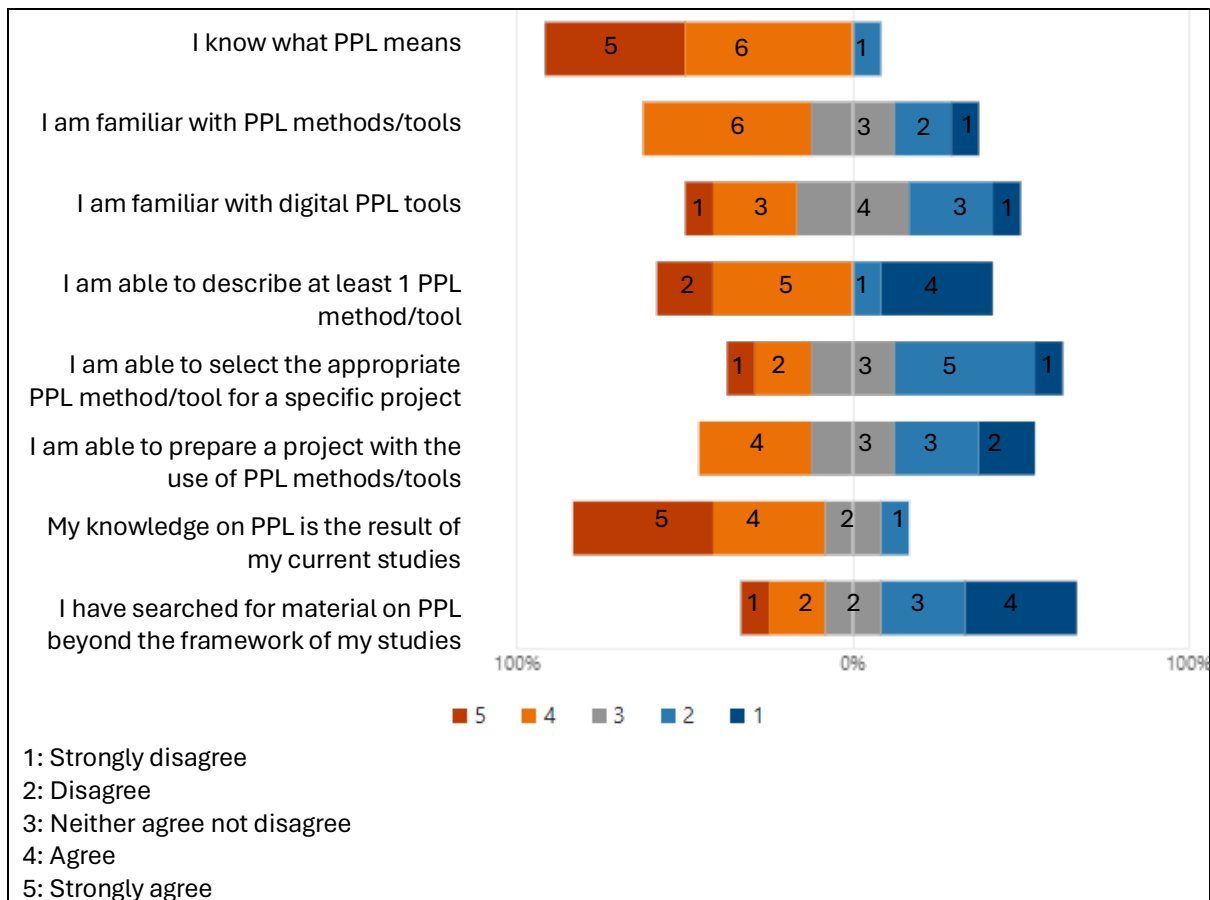
Figure 4. Students' opinion on the acquired knowledge on concepts, methods and tools of Participatory Planning (N=12) (source: own elaboration)

According to the students' perceptions, it is worth mentioning that almost 8 out of 12 respondents believe that the use of PPL methods and tools and digital PPL tools are not yet established in the Greek planning framework (Figure 5). In the same context, students are not able to clearly describe a specific example of participatory planning practice in Greece is low, while 8 respondents are able to allocate such examples in Europe. A similar conclusion can be drawn regarding examples of digital participatory practice.
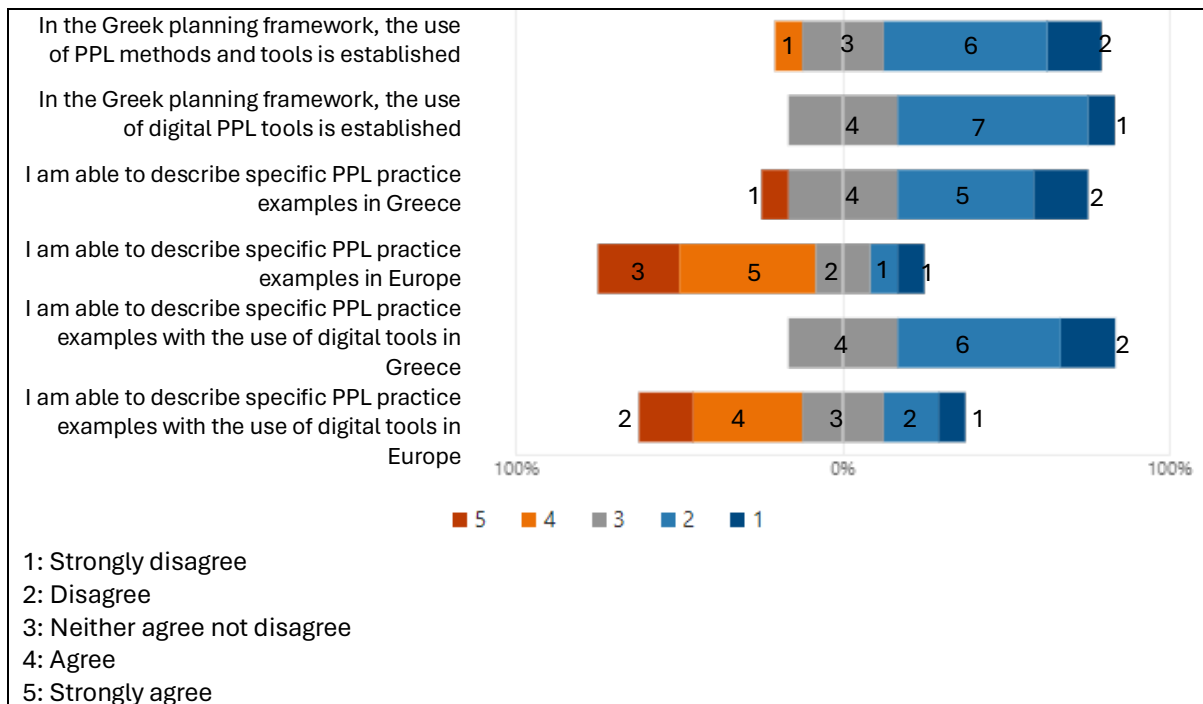
Figure 5. Students' opinion on the practice of Participatory Planning (N=15) (source: own elaboration)

4.2 Courses

At both undergraduate and postgraduate levels, no course was found teaching participatory planning in the context of planning for urban mobility. However, among the examined undergraduate programmes there is one course on the theories and methods of participatory planning, i.e. "Participatory processes in rural development" (optional course of the 8th semester in the Department of Planning and Development, School of Engineering, Aristotle University of Thessaloniki). According to the interviews of academic teachers and the questionnaires of students, aspects of public participation are covered within the context of specific course topics and less often within the context of teamwork exercises, seminars and similar initiatives. In average, the undergraduate programmes on urban mobility include 1-3 courses which reflect on issues of public participation as part of their scope. Indicatively, the thematic areas of such courses are listed: Transport planning; Public transport; Mobility management; Transport policy; Urban space and mobility; Transport economics; Road safety. Participatory planning methods and tools is partially covered by the courses in the areas of transport planning, public transport, mobility management, transport policy and urban space and mobility.

At the postgraduate level, the course: "Participatory processes for sustainable planning in cities and regions" of the MSc Programme: "Spatial planning for sustainable and resilient development", organised by the Department of Planning and Development of the Aristotle University of Thessaloniki combines participatory processes with spatial planning but not exclusively in the field of urban mobility.

According to the student survey (as above mentioned, with the participation of a small number of students mostly from the Department of Planning and Regional Development of the University of Thessaly), the students appear willing to follow courses and programmes on the issues of participatory planning, as part of their planning studies. Their answers are presented in detail in Table 3. As presented in the Table, their focus in more on the practical experience with (digital) participatory planning tools.

Table 3. Students' opinion on the type of courses and programmes on participatory planning they would be interested in following (source: own elaboration)

Content	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
	Number of responses				
Theoretical courses/programmes on PPL		1		8	3
Courses/programmes including practical exercises on PPL				7	5
Theoretical courses/programmes on digital PPL tools		1		7	4
Courses/programmes including practical exercises on digital PPL tools			1	5	6

4.3 Content

While some courses in public participation and participatory planning are offered by planning departments in Greece both at the undergraduate and post graduate level, there is no such course within the educational programmes of urban mobility. The abovementioned courses in the wider field of urban mobility integrate components of public participation and participatory planning to support their main content. According to the answers of the academic teachers, these components include:

- Public participation as part of inclusive and cooperative planning
- Public participation in the context of smart city and smart mobility policies
- Potential contribution of public participation in bottom-up planning approaches
- Participatory processes and interactions with other consultation and decision-making mechanisms within the urban transport planning framework

- Participatory tools and methods applied in urban mobility studies
- Success stories of urban mobility interventions deriving from participatory processes

Focus is given on participatory planning in the context of courses related to Sustainable Urban Mobility Plans (SUMPs).

On-line questionnaire platforms and digital governance tools are presented in the framework of the above programmes. Reference to digital participation tools is made in courses covering SUMPs. Apart from these aspects, contemporary digital participatory planning tools are not part of the examined educational programmes.

According to the students' opinion, that, as already mentioned, derive mostly from the Department of Planning and Regional Development of the University of Thessaly, almost 8 out of 10 strongly agree or simply agree that a basic introduction on participatory planning is provided by the courses of transport planning and urban mobility. On the other hand, only half of the students believe that teaching of PPL methods and tools is fully integrated into these courses.

4.4 Teaching methods

Different methods are used for teaching of participatory planning in academic courses on urban mobility. The most common method, based on the answers of academic teachers, is the use of lectures and presentation slides. Class discussions on specific case studies is another popular method. Teamwork projects, as well as graduate and postgraduate theses, in subjects related to transport planning and urban mobility may include the implementation of participatory processes, such as workshops. Finally, role-playing to simulate a focus group discussion in the context of a real urban mobility planning problem was also mentioned.

The opinion of students (mostly of the Department of Planning and Regional Development of the University of Thessaly) regarding the content of these courses is presented in Table 4. According to the responses, students feel more confident regarding the theoretical knowledge acquired and less so regarding the training and practical experience. Similar conclusions can be extracted from their responses regarding the teaching of digital PPL tools (Table 5).

Table 4. Students' opinion on the teaching methods regarding public participation and participatory planning in the courses on transport planning and urban mobility (source: own elaboration)

Content	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
			Number of responses		
Public participation and participatory planning are explained theoretically		1	1	5	5
PPL methods/tools are presented in the framework of case studies		1	3	7	1
Training in PPL methods/tools is provided through practical exercises/projects	1	1	3	5	2
I feel confident that I am able to apply PPL methods/tools after the conclusion of my studies	2	2		5	3

Table 5. Students' opinion on the teaching methods regarding digital participation tools in the courses on transport planning and urban mobility (source: own elaboration)

Content	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
			Number of responses		
Digital PPL tools are explained theoretically		1	3	4	4
Digital PPL tools are presented in the framework of case studies		1	5	5	
Training in digital PPL tools is provided through practical exercises/projects		2	3	5	2
I feel confident that I am able to apply digital PPL tools after the conclusion of my studies	2	2	3	3	2

5. Main takeaways

The main takeaways are presented in Figure 6. In Greece, the concept and potential of public participation and the process of participatory planning are integrated as parts of specific subjects, e.g. SUMP methodology, addressed in the framework of courses dealing with mobility planning and management. However, the current assessment concludes that most of these courses do not provide in-depth knowledge of neither the theory nor the practical know-how and training in advanced and digital tools of participatory planning. Conventional teaching methods, e.g. lectures with slides, are often used for this purpose. According to the current research results, there are no courses on participatory planning for urban mobility. The opportunity to acquire more detailed theoretical knowledge and experience in the implementation of conventional and digital participation tools is given mostly though teamwork projects and theses, more often as part of the research methodology and less often as the main scope of the project.

Various barriers are identified for promoting the teaching and training in (digital) participatory planning. A main barrier is the limited available funds which the Universities have to acquire access to software, equipment, tools and infrastructure for academic and research purposes. Not having the required access, trainers cannot always develop the skills and experience to support state-of-the-art teaching and training methods in participatory planning. In addition, despite many different occasions that communities in Greece have shown their solidarity in the last years, the "participatory culture" has not yet been fully integrated into formal and informal decision making and implementation processes. Nonetheless, the students participating in the questionnaire survey appear interested in learning more about participatory planning approaches and tools during the study programmes.

Figure 6. Main takeaways from the report on the integration of public participation and participatory planning in courses and programmes on planning for urban mobility (source: own elaboration)

6. Good practices

The selection of good practices, which is presented below, involves the provision of knowledge, information, practical training and guidance to students but also stakeholders involved in public participation and participatory planning processes. In this context, the list includes: A postgraduate course on participatory processes offered by a planning department; a focus group involving local outreach and awareness organised by a planning department; a cooperative initiative based on voluntary

participation for secondary education; a participatory lab which is based on interdisciplinary cooperation of members from the scientific community and administration to support of universities, local authorities and other organisations; a digital platform for awareness raising, information sharing, policy support and technical guidance and communication of stakeholders in the implementation of SUMPs.

Postgraduate course: "Participatory processes for sustainable planning in cities and regions"

COUNTRY	Greece
CASE STUDY CODE	Greece_Good Practice_O.10_01

MAIN INFORMATION	
Title	Participatory processes for sustainable planning in cities and regions
Location	Thessaloniki
Responsible Authority	Department of planning and development, Aristotle University of Thessaloniki
Link	https://msc-planresilience.plandevel.auth.gr/index.php/el/
Keywords	Participatory planning; Spatial planning; Sustainable development; Education

ΧΩΡΙΚΟΣ ΣΧΕΔΙΑΣΜΟΣ ΓΙΑ ΒΙΩΣΙΜΗ ΚΑΙ ΑΝΘΕΚΤΙΚΗ ΑΝΑΠΤΥΞΗ
Πρόγραμμα Μεταπτυχιακών Σπουδών
Τμήμα Μηχανικών Χωροταξίας και Ανάπτυξης Α.Π.Θ.

IDENTIFICATION

Type			Stakeholders involved		
	Case (plan, program, project etc.)	X		Public institutions	
	Method / Tool			Private sector	
	Organisation			Civil society organisations	
	Legal framework			Knowledge institutions	X
	Other			Public or grassroots movements	
				Other	X
Policy field	Urban planning	X			

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				Timeline		Start date	2018
	Mobility					End date	
	Tourism						
	Other		X			On going	X
						Completed	
Spatial level	National						
	Regional	X				Limited	
	Local	X				Repeated overtime	X

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CONTENT AND RESULTS

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Purpose and context
The main purpose of the course is the advanced learning and deepening of knowledge in participatory planning and processes for urban and rural sustainable development. The focus fields of the course are: i. Main theories of participatory planning and interrelations with participatory processes; ii. Spatial planning identity crisis and evolution; iii. New urban movements and spatial planning; iv. Role of participatory processes in new development theories and governance methods; v. Participatory research and community economic development.

Problems and challenges
n.a.

Organizing, Supporting and Funding Entities
Organisation: Department of planning and development of Aristotle University of Thessaloniki in the context of the postgraduate programme: "Spatial planning for sustainable and resilient development"

Process (including participant recruitment & selection) and Interaction/Participation (including methods/tools used
The selected good practice is a course in the postgraduate programme: "Spatial planning for sustainable and resilient development". The main teaching methods and ways of interaction with the students are face-to-face lectures, class discussions and projects, supported by an e-learning platform.

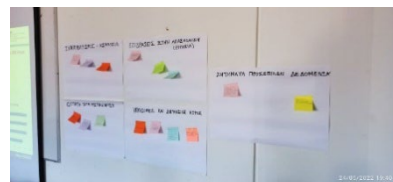**Outcomes, Effects and Lessons Learned**
Outcomes and effects:

- Student understanding of participatory processes for spatial development and planning theories and practice.
- Awareness of innovative approaches for cities and urban development and the relation with public participation and participatory research
- Comprehension of participatory processes through EU policy

Bibliography

https://drive.google.com/file/d/1ZcoH90YWra2jystm67RRIxEP4QT1kbqj/view

Focus Group: "New Mobility Services. Co-creating accessible futures through new mobility services"

COUNTRY	Greece
CASE STUDY CODE	Greece_Good Practice_O.10-02

MAIN INFORMATION	
Title	Focus Group: "New Mobility Services. Co-creating accessible futures through new mobility services"
Location	Universities in Europe
Responsible Authority	University of Surrey
Link	https://www.surrey.ac.uk/research-projects/co-creating-accessible-futures-through-new-mobility-services
Keywords	New Mobility Services; Autonomous Vehicles; Focus Group

IDENTIFICATION				
Type	Case (plan, program, project etc.)	X	Public institutions	

Policy field	Method / Tool		Stakeholders involved	Private sector	
	Organisation			Civil society organisations	X
	Legal framework			Knowledge institutions	X
	Other			Public or grassroots movements	X
				Other	
Policy field	Urban planning				
	Mobility	X	**Timeline**	Start date	2022
	Tourism			End date	2023
	Other				
				On going	
				Completed	X
Spatial level	National				
	Regional			Limited	X
	Local	X		Repeated overtime	

CONTENT AND RESULTS

Purpose and context

Organisation of a series of focus groups in different cities across Europe to raise awareness of the local community and exchange information between them regarding New Mobility Services and transport automation and their integration into urban areas.

Problems and challenges

n.a.

Organizing, Supporting and Funding Entities

Organisation: University of Surrey with local partners (each responsible for their own focus group)

Funding: University of Surrey UKRI-ESRC Impact Accelerator Account

Process (including participant recruitment & selection) and Interaction/Participation (including methods/tools used

Building on the outcomes of WISE-ACT (Cost Action), the Focus Groups were organised locally by the corresponding Universities and research institutes, under the coordination of the University of Surrey. Focus groups comprised members of the local community (non-experts) with appropriate gender and age representation.

Each focus group included two parts, one common for all focus groups and one adapted to the local concerns and issues. After the focus group, the local team reported back to the coordinating University of Surrey and the team of Surrey synthesized the input.

Outcomes, Effects and Lessons Learned
- Awareness raising of the general public effectively and adjusting key messages to be incorporated in future policies
- Accessible outputs to businesses developing new mobility services
- Merging research with the visualisation of public opinion and citizen values, contributing in the adoption of citizen science and the launch of a Citizens Forum.

Bibliography
n.a.

Ecomobility

COUNTRY	Greece
CASE STUDY CODE	Greece_Good Practice_O.10_03

MAIN INFORMATION	

Title	Ecomobility
Location	Greece (national programme)
Responsible Authority	
Link	Ecomobility https://www.ecomobility.gr/
Keywords	Mobility; Ecology; Education

IDENTIFICATION

Type	Case (plan, program, project etc.)	X		Stakeholders involved	Public institutions	X
	Method / Tool				Private sector	
	Organisation				Civil society organisations	X
	Legal framework				Knowledge institutions	X
	Other				Public or grassroots movements	
					Other	
Policy field	Urban planning	X				
	Mobility	X		**Timeline**	Start date	2003
	Tourism	X			End date	
	Other					
					On going	X
					Completed	
Spatial level	National					
	Regional				Limited	
	Local	X			Repeated overtime	X

CONTENT AND RESULTS

Purpose and context

Information sharing and awareness raising on sustainable mobility practices targeted to secondary education students in hundreds of towns in Greece. Students are motivated to learn, influence and change urban mobility behavior and practices among youth and adults. Students develop presentation skills, ability to interact with different society groups and with the local and regional authorities, focusing on mobility and alternative transport issues.

Problems and challenges

Problems
- Conventional mobility planning framework with no room for integration of innovative participatory approaches
- Difficulty to connect to social groups with unsustainable travel choices and behaviours

Challenges
- Action based on voluntary participation
- Budget and time (based on school year periods) constraints
- Non-intrusive teaching and guiding of students
- New ways to approach eco-mobility concepts and challengers in a changing environment after a long period that the programme has been active

Organizing, Supporting and Funding Entities

Funding: ECOMOBILITY actions are developed mainly by volunteer work offered by ECOCITY members and the parties involved representatives. Communication Sponsors promote the campaign during the preparation and implementation period, private sector sponsors cover all the budget expenses in kind and financially and a European MP host the first prize student team in Brussels.

Approval: Ministry of Education

Auspices: Ministry of Environment, Ministry of Transportation & Infrastructure, Ministry of Internal Affairs & Governance, Ministry of Health

Scientific support:

National Technical University of Athens-Lab of Sustainable Mobility and volunteers from the scientific and academic community

Judging Committee: Representatives of 40 associations and bodies

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Process (including participant recruitment & selection) and Interaction/Participation (including methods/tools used

ECOMOBILITY includes three actions:

a) Ecomobility projects carried out by Secondary Education students,

b) Freemobility projects carried out by Special Schools Students and

c) Eco2mobility projects carried out by adults attending Second Chance Schools.

The participating school teams consist of 8 students each coordinated by one or two teachers. The local authorities' leaders are informed by the organizers about the students' tasks and are invited to facilitate their work and to commute the presentation upon completion.

Students' projects and suggestions are presented in the pupils' towns during spring through events in which a multitude of local authorities representatives participate. Representatives of scientific organizations, civil bodies and local authorities offer their valuable help during the school projects preparation and evaluation processes. There are two levels of judging the students works with 20 different criteria.

The Awards Ceremony takes place in Athens, the capital city of Greece, in spring or through the use of an Internet Platform. Representatives of various political and local authorities as well as environmental, educational and scientific institutes are among the audience of the award ceremony. The first award for secondary education schools is an educational trip to the European Parliament in Brussels, for Second Chance Schools a Trip to a Smart Town and for Schools with Students with Special Abilities the first award is a Sea Track Visit to a beach. Furthermore, four school teams that have excelled in creativity-artistic topics win four trips to ECOCAMPS. All the above trips take place in the summer.

Outcomes, Effects and Lessons Learned

Outcomes:

- City/neighbourhood experiments and studies conducted by students
- Social media networking
- Dissemination material (such as videos, press releases, online information, local events etc.)
- Presentation and awards event
- Educational trips

Effects:

- Suggestions regarding measures related to carbon dioxide and pollutants emission reduction, climate change confrontation as well as the extended use of bicycles and electric vehicles

- A lot of school students' suggestions and solutions over mobility matters have been taken into consideration by the local authorities and have been implemented, recognized as inspired and well leading improvements to tangible mobility practices.

Bibliography
https://www.ecomobility.gr/wp-content/uploads/ecomobility_web_2021.pdf

ParticipatoryLab

COUNTRY	Greece
CASE STUDY CODE	Greece_Good Practice_O.10_04

MAIN INFORMATION	
Title	ParticipatoryLab
Location	Athens
Responsible Authority	Interdisciplinary community
Link	https://www.participatorylab.org/
Keywords	Interdisciplinarity; Participatory Planning; Public Space; Climate Change

IDENTIFICATION				
Type	Case (plan, program, project etc.)		**Stakeholders involved**	Public institutions	X
	Method / Tool			Private sector	X
	Organisation	X		Civil society organisations	X
	Legal framework			Knowledge institutions	X
	Other			Public or grassroots movements	X
				Other	

Policy field	Urban planning		X	Timeline	Start date		
	Mobility				End date		
	Tourism						
	Other				On going		X
					Completed		
Spatial level	National						
	Regional				Limited		X
	Local		X		Repeated overtime		

CONTENT AND RESULTS

Purpose and context

Interdisciplinary community that studies, analyses, learns, disseminates and implements participatory planning processes for public space aiming at the adaptation of cities to climate change

Problems and challenges

n.a.

Organizing, Supporting and Funding Entities

Organisation: The ParticipatoryLab team comprises planning practitioners and professionals active in the design and management of public space; public servants responsible for planning, monitoring, assessing and supervising projects and actions related to climate change; climate scientists; active citizens and groups in participatory planning of public space
Funding: Prasino Tameio (Green Fund)-Priority Axis 3

Process (including participant recruitment & selection) and Interaction/Participation (including methods/tools used

The ParticipatoryLab team depends on interdisciplinary cooperation for developing centrally or locally various online and onsite participatory activities in the fields of:

- Education - training – awareness, e.g. Democratic Landscape Transformation: Towards Open Landscape Academy (Erasmus+)
- Research and experimentation, e.g. Living Labs in the context of ISL, Forming interdisciplinary Island Communities of Practice operating for sustainable cultural tourism models(Erasmus+) and Democratic Landscape Transformation: Towards an Open Landscape Academy, OLA (Erasmus+)

- Participatory actions, e.g. Focus group for tree planting in the urban area of Halandri, Athens

Outcomes, Effects and Lessons Learned
- Increase of awareness, knowledge and training
- Promotion of participatory planning practice in various cases and locations
- Enhancement of interdisciplinary cooperation
- International networking

Bibliography
n.a.

SUMP Support Centre

COUNTRY	Greece
CASE STUDY CODE	Greece_Good Practice_O.10_05

MAIN INFORMATION	

Title	SUMP support centre
Location	-
Responsible Authority	IMET (Hellenic Institute for Transport, HIT)
Link	https://svak4rcm.imet.gr/
Keywords	SUMP; Information; Awareness; Training

ΚΕΝΤΡΟ ΥΠΟΣΤΗΡΙΞΗΣ ΣΒΑΚ

IDENTIFICATION					

Type	Case (plan, program, project etc.)	X	**Stakeholders involved**	Public institutions	X
	Method / Tool			Private sector	X

	Organisation			Civil society organisations	X
	Legal framework			Knowledge institutions	X
	Other			Public or grassroots movements	X
				Other	
Policy field	Urban planning				
	Mobility	X	**Timeline**	Start date	2022
	Tourism			End date	
	Other				
				On going	X
				Completed	
Spatial level	National				
	Regional			Limited	X
	Local	X		Repeated overtime	

CONTENT AND RESULTS

Purpose and context
Development of a website which would operate as an open platform for information and knowledge sharing and support of the municipalities of the region of Central Macedonia for the optimized implementation, assessment and update of Sustainable Urban Mobility Plans (SUMPs).

Problems and challenges
A main challenge is to reach the stakeholders and to provide updated information on the SUMP. Despite focusing on the local authorities of the region of Central Macedonia, the concept and content of the support centre's website is useful for all local authorities and can be also used as a knowledge hub for educational and training purposes.

Organizing, Supporting and Funding Entities
Organisation: Hellenic Institute for Transport (HIT) (https://www.imet.gr/index.php/en/institute-en-2)
Funding: REFORM project, Interreg Europe

Process (including participant recruitment & selection) and Interaction/Participation (including methods/tools used

The website is an open platform with guidelines, information of policy and regulation, examples and templates, good practice inventory, training webinar, dedicated section for participatory planning approaches and tools, news and newsletter, open online forum and contact details.

Outcomes, Effects and Lessons Learned
Outcomes and effects:
- Provide theoretical knowledge and policy overview for the conduction of SUPMs
- Explain approaches and methods for participatory planning in the context of SUMPs
- Training material through videos, examples, templates, good practice
- Dissemination of SUMP related activities

Bibliography
n.a.

References

1. United Nations. Department of Economic and Social Affairs. Sustainable Development. (2023, 06 02). SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable (https://sdgs.un.org/goals/goal11)
2. Sustainable Urban Mobility Plans Guidelines (https://www.eltis.org/sites/default/files/guidelines-developing-and-implementing-a-sump_final_web_jan2014b.pdf)

Annexes

Annex I - List of surveyed programmes

All surveyed programmes are under ISCED 7 - Engineering, manufacturing and construction and certified by the Hellenic Authority for Higher Education under "Scientific Field 2: Exact science and Technology"

Higher Education Institution	Department	Programme
Hellenic Open University	n.a.*	-
International Hellenic University	Civil engineering	Undergraduate
	Rural and surveying engineering	n.a.*
University of Western Macedonia	n.a.*	-
University of Peloponnese	n.a.*	-
Harokopio University	n.a.*	-
Athens School of Fine Arts	n.a.*	-
Agricultural University of Athens	n.a.*	-
University of Macedonia	n.a.*	-
University of Piraeus	n.a.*	-
Panteion University of Social and Political Sciences	n.a.*	-
Athens University of Economics and Business	n.a.*	-
Technical University of Crete	n.a.*	-
National Technical University of Athens	Civil engineering	Undergraduate, Postgraduate
	Rural and surveying engineering	Undergraduate, Postgraduate
University of Patras	Civil engineering	Undergraduate
University of Crete	n.a.*	-
University of Ioannina	n.a.*	-
Ionian University	n.a.*	-
National and Kapodistrian University of Athens	n.a.*	-
Aristotle University of Thessaloniki	Civil engineering	Undergraduate, Postgraduate
	Rural and surveying engineering	Undergraduate, Postgraduate

	Spatial planning and development	Undergraduate, Postgraduate
Democritus University of Thrace	Civil engineering	Undergraduate, Postgraduate
University Of Thessaly	Civil engineering	Undergraduate, Postgraduate
	Spatial planning and regional development	Undergraduate, Postgraduate
University of the Aegean	Department of Shipping Trade and Transport	Undergraduate
University Of West Attica	Civil engineering	Undergraduate
	Rural and surveying engineering	Undergraduate
Hellenic Mediterranean University	n.a*	-
*: No department or no programme on urban mobility		

Annex II – Interview protocol

Interviews were conducted with academic teachers of the undergraduate and postgraduate courses of the selected Departments according to Table 1 and Annex I.

All academic teachers were reached by email and, according to their interest, were also contacted by phone.

The interview form was available online. A brief presentation of the project was provided prior to the interview. Information on the position, department and university of each respondent was asked.

The following questions were asked:

- Do you agree that teaching participatory design theories, approaches, methods and tools in university studies is important?
- To what extent do you think that the educational programs of Greek Universities today cover the need for teaching theories, approaches, methods and tools of participatory planning?
- To what extent do you think that the educational programs of the Greek Universities offer knowledge about the digital tools of participatory design?
- According to your experience, would you like to mention some good practices implemented or recently implemented in Greece regarding information, teaching, practice and/or implementation of participatory planning?
- In the curriculum of your Department/School, and especially in the field of urban mobility, which courses include references to the topic of public participation and what is the focus of these courses?
- In the curriculum of your Department/School, and specifically in the field of urban mobility, which courses include references to the topic of participatory planning and what are the focus of these courses?

- How is the subject of participatory planning integrated into the content of the above courses?
- In what way (teaching methods and tools) is participatory planning taught in the above courses?
- Are digital participatory planning tools presented and/or taught in the above courses? If so, which digital tools are taught and how?

The interview questionnaire form is attached to Annex II in a separate file.

Annex III – List of interviewees

Higher Education Institution	Department	Interviewee
International Hellenic University	Civil engineering	Professor
National Technical University of Athens	Civil engineering	Professor
	Rural and surveying engineering	Professor
		PhD Candidate
University of Patras	Civil engineering	Undergraduate
Aristotle University of Thessaloniki	Civil engineering	Professor
	Rural and surveying engineering	Professor
	Spatial planning and development	Professor
		Professor
Democritus University of Thrace	Civil engineering	Professor
		Professor
University Of Thessaly	Civil engineering	Professor
	Spatial planning and regional development	Professor
University Of West Attica	Civil engineering	Professor
		Professor
	Rural and surveying engineering	Professor

Annex IV – Survey structure and results

Section A: Introduction

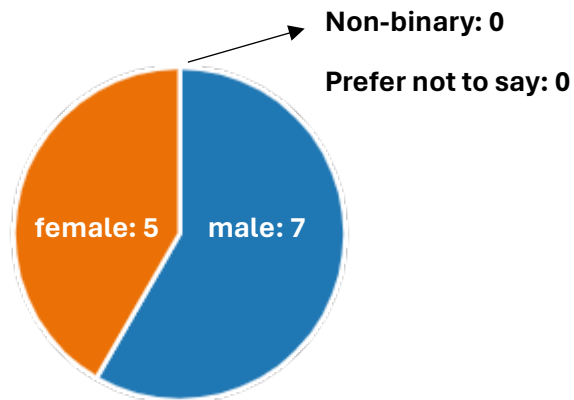- Explanation of the main terms of public participation, participatory planning and digital participatory tools
- Brief presentation of the project

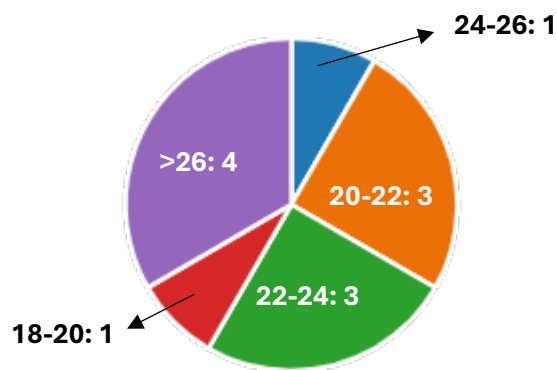## Section B: GDPR rules and acceptance

Section C: Participants' information
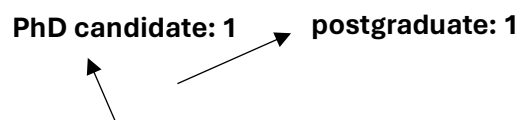
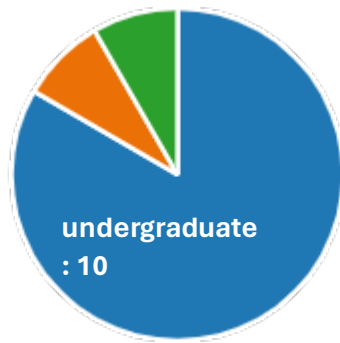- Total of valid responses: 12

- Gender representation

Non-binary: 0

Prefer not to say: 0

female: 5 male: 7

- Age

24-26: 1

>26: 4

20-22: 3

22-24: 3

18-20: 1

- Current level of studies

PhD candidate: 1   postgraduate: 1
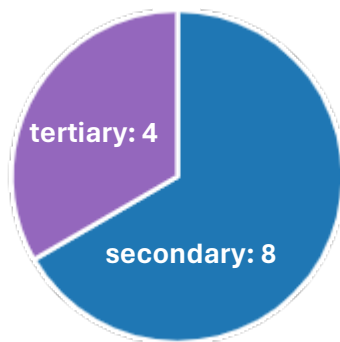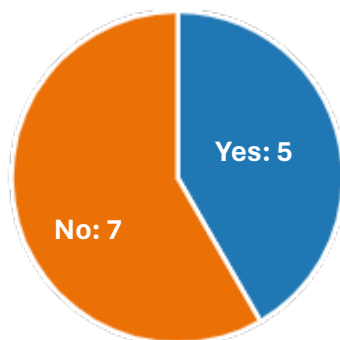
- Level of education on entering the current programme

- Professional experience in planning

- Duration of experience

Section D:

Survey on PPL

- Regarding the concepts, methods and tools of participatory planning (5=Strongly agree, 4=Agree, 3=Neither agree nor disagree, 2=Disagree, 1=Strongly disagree)
    - I know what PPL means
    - I am familiar with PPL methods/tools
    - I am familiar with digital PPL tools
    - I am able to describe at least 1 PPL method/tool
    - I am able to select the appropriate PPL method/tool for a specific project
    - I am able to prepare a project with the use of PPL methods/tools
    - My knowledge on PPL is the result of my current studies
    - I have searched for material on PPL beyond the framework of my studies

    Results are presented in Figure 4.

- Regarding the implementation of participatory planning in practice (5=Strongly agree, 4=Agree, 3=Neither agree nor disagree, 2=Disagree, 1=Strongly disagree)
    - In the Greek planning framework, the use of PPL methods and tools is established
    - In the Greek planning framework, the use of digital PPL tools is established
    - I am able to describe specific PPL practice examples in Greece
    - I am able to describe specific PPL practice examples in Europe
    - I am able to describe specific PPL practice examples with the use of digital tools in Greece
    - I am able to describe specific PPL practice examples with the use of digital tools in Europe

    Results are presented in Figure 5.

- In my professional experience (please complete by those who stated that they have professional design experience in question 8) (5=Strongly agree, 4=Agree, 3=Neither agree nor disagree, 2=Disagree, 1=Strongly disagree)

Statement:	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I used participatory design methods/tools	0	1	1	2	2
I used digital participatory design tools	0	2	1	1	2
I would like to use participatory design methods/tools but did not have a clear idea about them	2	3	0	1	0
I would like to use digital participatory design tools but did not have a clear idea about them	2	2	1	1	0

- In the context of courses in the field of transport planning and urban mobility (5=Strongly agree, 4=Agree, 3=Neither agree nor disagree, 2=Disagree, 1=Strongly disagree)

Statement:	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
A basic introduction to participatory planning is offered	0	1	1	2	2
The teaching of participatory planning methods/tools is fully integrated	0	2	1	1	2
The knowledge offered in participatory planning influenced my choice to pursue this particular study program	2	3	0	1	0

- In the context of courses in the field of transport planning and urban mobility (5=Strongly agree, 4=Agree, 3=Neither agree nor disagree, 2=Disagree, 1=Strongly disagree)
  - Public participation and participatory planning are explained theoretically
  - PPL methods/tools are presented in the framework of case studies
  - Training in PPL methods/tools is provided through practical exercises/projects
  - I feel confident that I am able to apply PPL methods/tools after the conclusion of my studies

  Results are presented in Table 4.

- Regarding digital and non-digital participatory design tools (5=Strongly agree, 4=Agree, 3=Neither agree nor disagree, 2=Disagree, 1=Strongly disagree)
  - Digital PPL tools are explained theoretically
  - Digital PPL tools are presented in the framework of case studies
  - Training in digital PPL tools is provided through practical exercises/projects
  - I feel confident that I am able to apply digital PPL tools after the conclusion of my studies

  Results are presented in Table 5.

- In the context of my studies, I would choose to attend (5=Strongly agree, 4=Agree, 3=Neither agree nor disagree, 2=Disagree, 1=Strongly disagree)

Statement:	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Theoretical courses/programmes on participatory design	3	8	0	1	0
Courses/programmes including practical exercises in participatory design	5	7	0	0	0
Theoretical courses/programmes on the digital tools of participatory design	4	7	0	1	0
Courses/programmes including practical exercises on the digital tools of participatory design	6	5	1	0	0

The student questionnaire form is attached to Annex IV in a separate file.