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Reviewer list

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List of abbreviations

Abbreviation: Definition

ISCED: International Standard Classification of Education
ECTS: European Credit Transfer and Accumulation System

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1. Introduction

1.1. Project Partner overview

The Interuniversity Department of Regional and Urban Studies and Planning (DIST) is the result of a joint venture between PoliTO and the other main Turin public university (the University of Turin). The DIST department is the point of reference for Turin's Polytechnic and University in the cultural areas dealing with spatial transformation and spatial governance processes, from the local to the planetary scale. The department, focusing on the urban issue with a sustainability perspective, promotes theoretical and applied research, teaching, and knowledge transfer.

The core mission of DIST focuses on educational and research activities in the field of urban studies, spatial planning and the built environment, including the management of historical, cultural, economic, technological, environmental, natural and built heritages. Thanks to its unique inter-university structure, DIST joins the scientific and cultural approaches of the Polytechnic (architecture, engineering and management) and of the University (political, economic and social sciences).

1.2. Academic area of interest

DIST's research is an expression of the multidisciplinary ethos that characterises its composition; it is located within the different cultures that defines its profile and prefigures the possibility of dialogue between various approaches through the recognition and enhancement of epistemological and methodological differences. The multi and inter-disciplinary experimentation and hybridisation is one of the distinctive features of the research carried out at DIST.

The thematic and problematic articulation of DIST's research concerns three macro-questions - Urbanisation, Heritage and Climate Change - and consists of mono- and interdisciplinary research that investigate the interactions, both theoretical and practical, between urban issues, cultural heritage, landscape, environment, climate change and the experimentation of strategies and policies to adapt to its effects. With the DEMo4PPL project the specific academic area of investigation will be the Spatial planning (code 0731 Architecture and town planning UNESCO ISCED).

1.3. Description of the academic and educational area of interest in relation to Participatory Planning (PPL) teachings.

Participatory Planning plays an increasingly important and central role in territorial planning. That happens at different scales and in different phases of the planning process, an aspect that makes the PPL an extremely flexible subject of study and research that can be integrated in different ways into the educational processes of universities and training institutes. The push dictated by way of practices, both at the request of public administrations and the labour market, is leading to the redefinition of part of the skills of the role of "Planners" who increasingly finds themselves facing these complex contexts where the skills and ability to activate the correct participatory tools are central to good results or increasing the quality of the results obtained. In addition to this, there is a vital aspect of innovation, which still appears to be primarily explored, relating to the transition and use of digital tools in an increasingly growing digital humanities context, and which can offer the opportunity to experiment with innovative decision aid techniques with which to transform the traditional relationship between stakeholders in land use.

2. Methodology

2.1. Introduction

This overview aims to offer a snapshot of the state of the art of teaching participatory planning in the Italian university context, with a focus on Degree programmes in Spatial Planning. In order to do so, two different analysis processes were activated. The first survey process has been dedicated to deepening the teachings connected with participatory approaches and methods in degree programmes through interviews with the programme coordinators. The second process has been dedicated to putting to light the students' experiences and points of view concerning the teachings of Participatory Planning within the programmes. In both processes, we attempted to collect the consistency and impact of the digital dimension within the university's training and formative offer regarding skills of digital tools and methods for participatory planning.

Selection of the programmes [ISCED[1] and/or national classification] – number and list of the institutions surveyed

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

The selected programs fall under the teachings code 0731- Architecture and Town Planning (ISCED). The area of interest is Spatial Planning, which results in the selections of a pool of 20 academic institutions; 11 Bachelors' degree (L21 - degree in Spatial Planning, Urban Studies, landscape and environmental planning) and 9 Master degree (LM48 - Master Degree in Spatial Planning, Urban Studies and Environmental Planning. One more programmed has been added to the survey which has a different classification of teachings (LM90 - Master degree in Techniques and Methods for the Information Society) but is relevant to the digital dimension that the interviews aimed to research (see Table 1)

The institutions surveyed and interviewed are seven (7), while the programmes are a total of eleven (see Annex I).

Table 1. List of academic institution and programmes related to L21 and LM48 in Italy

University	Name of the programme	Bachelor/Master Degree
Università degli Studi di Catania	Land and landscape planning and protection	Bachelor Degree L21
Università degli Studi di Firenze	Planning of the City, Territory and Landscape	Bachelor Degree L21
Università degli Studi di Padova	Management and planning of land and green infrastructures	Bachelor Degree L21
Politecnico di Torino	Territorial, Urban, Environmental and landscape planning	Bachelor Degree L21
Università IUAV di Venezia	Planning and urban design	Bachelor Degree L21
Università degli Studi della Basilicata	Landscape, Environment and Urban Greening	Bachelor Degree L21
Università degli Studi della Tuscia	Landscape, Environmental Planning and Design	Bachelor Degree L21
Università degli Studi "G. d'Annunzio" Chieti-Pescara	Sustainable Habitat Sciences	Bachelor Degree L21

Università degli Studi di Napoli Federico II	Sustainable development and territorial networks	Bachelor Degree L21
Università degli Studi di Palermo	Urban design for the city in transition	Bachelor Degree L21
Politecnico di Milano	Urban Planning: Cities, environment & landscape	Bachelor Degree L21
Università degli Studi di Sassari	Urbanism. Environmental design of territories and cities	Master Degree L21
Università degli Studi di Firenze	Urban and Regional Planning and Design for Sustainability	Master Degree LM48
Università degli Studi di Milano	Analysis, planning and sustainable management of land and territory	Master Degree LM48
Politecnico di Milano	Urban Planning and Policy Design	Master Degree LM48
Università degli Studi di Napoli Federico II	Urban and Landscape Environmental Planning	Master Degree LM48
Università degli Studi di Sassari	Urban, Environmental and Landscape Planning	Master Degree LM48
Politecnico di Torino	Urban and Regional Planning	Master Degree LM48
Università degli Studi di Bergamo	GEOURBANISTIC - Analysis, planning and sustainable management of land and territory	Master Degree LM48
Università degli Studi di Palermo	Spatial Planning	Master Degree LM48
Università IUAV di Venezia	Planning and urban design for transition	Master Degree LM48
Politecnicio di Torino	Digital skills for sustainable societal transition	Master Degree LM91

2.2. Desk Research

Desk Reach has been committed to frame the aspects of the participatory approach within the planning process and, after the selection of the pool of institutions and programmes, to deepen the actual state of the art within (mainly by the online offer of education: Bachelors and Master Degree) the Italian academic institutions. An initial online search made it possible to identify elements of the potential presence of PPL in courses within the teaching offerings and study plans; aspects that were subsequently explored in depth during the interviews carried out with the coordinators of the degree courses. The teaching-related research has developed starting from the L21 Bachelor degree class L21 and the Master Degree class LM48, both related to spatial planning, and a keyword search was then conducted regarding participatory planning, public engagement and planning in communities and society. Following an initial mapping and selection process, a search was then carried out on the syllabuses of the various selected programmes. Finally, the interviews served to deepen the understanding of the functioning of the mapped courses and to broaden the level of knowledge of possible courses that, in a non-direct way, address the participatory theme in the programmes (this is the case with the workshop courses as discussed in more detail in chapters 5.3 and 5.4).

Interviews

Interviews with program coordinators and faculty members were conducted online following a protocol survey of 8 questions (see Annex II), shared with the respondent in the previous phase of contact and invitation. Some of the faculty members interviewed are coordinators of both Master's and Bachelor's degrees, and it was considered to do a single interview, partly to be able to receive responses that could most effectively describe the educational process and teaching approach in terms of the teachings of Participatory Planning and Participatory Approaches.

2.3. Survey. Channels of distribution, number of students reached/surveyed

For Students were surveyed to collect information on how public participation and participatory planning are taught in the framework of spatial planning Bachelor and Master programmes in Italy. More in detail, the students' survey has been dedicated to understanding how Participatory Planning is perceived, from the student point of view, within the education process of the program and course they are attending. The survey is organized into three areas of investigation:

- Socio-demographic and background information
- General Knowledge about participatory planning and its digital turn
- Information concerning the university programme you are currently attending

Survey online platform: Lime

Online survey activation period: 4th March 2024 – 17th March 2024 (thirteen days)

The Institutions involved in the online student survey are Politecnico di Torino, Università di Sassari, Università di Bergamo, and Università di Palermo.

The survey was sent to 618 students, and 67 surveys were collected in a period of 3 weeks. Of the respondents, 34% are currently enrolled in a Bachelor course while the majority, 66%, are attending a Master's course in one of the abovementioned universities, with 9% being at their second Master's degree already. Most of them (75%) earned their previous qualification in Italy and a minority (25%) in extra-European countries. The reached sample sees an overrepresentation of female respondents (57%), while in terms of age, 68% are below 26 years old (equally split into the two age groups 18-22 and 23-26), 15% are between 27 and 30, 10% between 31 and 40 and 6% 41 and over. Also, 55% of the sample has had (currently or in the past) work experience in the field of planning, a response that appears to be quite transversal to the age groups. 51% of the respondents feel familiar with the use of participatory methods and tools in planning, a rate that decreases to 36% when the focus is shifted to digital methods and tools instead.

3. The state of art of planning education in the Italy

In the realm of higher education in Italy, the field of planning education has emerged relatively recently, paralleling the advent of planners as a distinct professional entity tasked with shaping the built environment. Prior to the turn of the millennium, Italian university education underwent significant legislative reforms (D.M. 509/1999; D.M. 270/2004; L.240/2010), as did the regulation of professional chambers (D.P.R. 328/2001). These reforms, crucially, delineated the conditions for the provision of planning-specific degrees and formalized the profession of planners, which had previously been predominantly occupied by practitioners from architectural, engineering, and surveying backgrounds, possessing practical planning experience (Bonavero and Cassatella, 2022).

It was only following these reforms that, around the early 2000s, the first dedicated planning degree programs were established across various public universities, marking the formal recognition of planning as an independent profession. Bachelor's and Master's degree programs in planning were officially introduced, accompanied by the emergence of professional titles such as the Junior Planner and Territorial Planner, distinct from but associated with the Architectural profession, within the restructured Order of Architects, Planners, Landscape Architects, and Conservationists. Consequently, the number of planning graduates has steadily increased, with over 12 thousand individuals having graduated – comprising 8,377 with Bachelor's degrees and

3,743 with Master's degrees between 2003 and 2018, according to data from the Italian Ministry of Education, University and Research (Bonavero and Cassatella, 2022).

Despite two decades having passed since the inception of planning education, its status in Italy remains a subject of contention within academic, professional, and policy spheres. In 2020, the National Council of Architects, Planners, Landscape Architects, and Conservationists proposed a reform to consolidate professional titles, potentially merging planners back into a unified architectural framework and limiting planning expertise to a specialization. This proposal threatens the integrity of standalone planning degrees. Simultaneously, the National University Council, representing the Italian university system, conducted a comprehensive review of degree programs, essentially upholding the current planning education model in terms of its cultural objectives, disciplinary content, and career pathways.

Amidst this backdrop, the recent legislative measures outlined in Italy's National Recovery and Resilience Plan regarding "qualifying degrees" (codified by L. 163/2021) introduce further uncertainty. By integrating graduation with state licensing examinations, this new law potentially enables immediate licensure for planning graduates, with potential implications for program structure and focus (Bonavero and Cassatella, 2022).

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

4.1. Introduction

The overview that emerges from the interviews makes it possible to define how participatory aspects are addressed in all programs, although declined and deepened in different ways. There emerges an evident prevalence of cases in which the participatory topic is presented and applied in practical and design courses (e.g. urban and territorial atelier, workshop). In 9 out of 11 programs, the topic is also the subject of in-depth theoretical investigation; this is often done by unpacking the participatory concept underlying PPL into disciplinary areas other than the classical ones, such as sociology, geography, and informatics.

Based on the data collected, it emerges that the average is two courses or modules per programme in which the participatory element is central: one theoretical, dedicated to in-depth peculiar aspects of participation within social and territorial development, and another of practical typology through the application and study of participatory tools within the design processes of planning.
The core teachings, which introduce the aspects related to Participatory Planning, fall under the subject areas ICAR/20 Urban and regional planning and ICAR/21 Urban and landscape planning.

Often, the theoretical element and sometimes even the presentation of more practical skills helpful in building participatory models are addressed within other teachings, whose areas are SPS/08 Sociology of Culture and Communication, SPS/10 Urban and Environmental Sociology, ICAR/22 Real Estate Appraisal, M-GGR/02 Economic and Political Geography, ING-IND/05 Aerospace Equipment and Systems, ICAR/18 Architectural History, ICAR/19 Architectural Restoration. Some teaching from fields such as INF/01 Informatics emerge to a minority extent,

However, the term Participatory Planning does not appear, with this specific formula, in any of the programs under analysis.

Considering the students' survey, while 60% of the respondents consider that at least a basic introduction to participatory methods is taught in the course they are currently enrolled in, only the 40% regard them as consistently part of the curriculum *(Image 1)*; the same number evaluate that public participation and participatory planning is explained theoretically in the degree course they are currently attending. The situation however strongly improves when moving from a theoretical approach to a more pragmatic and methodological approach, as elaborated in sections 4.4 and 4.5

Image 1

Student's perception of PPL arguments within courses curriculums

The focus of introducing PPL theoretical references and practical tools can be divided into three main approaches:

- Students need to grasp the complexity of the ecosystem of stakeholders in the spatial planning process. This understanding empowers them to position themselves as experts who can facilitate, inform, and include different interests, thereby mitigating the risk of process failure.
- Give the students the ability and practical tools to integrate within different phases of the spatial planning process elements of participation.
- Provide students with an idea of the role of "planner" who is not exclusively dedicated to design but also to other fundamental aspects of the planning process (e.g., analysis, community activation, project management, decision making) and who may have more than one client besides the public administration.

Courses

The Surveyed Programmes that include courses or modules in which the topic of participation is specifically addressed or is the main object of teaching are:

Table 2. List of academic institutions and courses related to participatory planning and participatory approaches

University	Name of the course	Bachelor / Master Degree	ECTS	Obligatory course
Università degli Studi di Bergamo	"Systems and tecnique of Urban Participation" Modules part of the course named "Comunicazione e governance urbana e territoriale"	Master Degree LM48	6	No
Politecnico di Torino	Methodologies for Social Inclusion and Participation	Master Degree LM48	6	Yes
Politecnico di Torino	Decision Making for Sustainable Development Goals	Master Degree LM48	6	Yes
Politecnico di Torino	Social inclusion and participation in urban policies	Master Degree LM48	6	Yes
Politecnico di Torino	Urban Sociology	Bachelor Degree L21	6	Yes
Politecnico di Torino	Contemporary issues and trends in planning and urbanism	Bachelor Degree L21	6	Yes
Politecnico di Torino	Social inclusion and participation in urban policies	Master Degree LM48	6	Yes
Politecnico di Torino	Digital government transformation	Master Degree LM91	6	Yes

Università degli studi di Palermo	Social Geography and Participatory Practices Studio	Master Degree LM48	8	Yes
Università degli studi di Palermo	Planning 1 - Studio	Master Degree LM48	10	Yes
Università di Sassari	Design with society	Bachelor Degree L21	-	-
Università degli Studi di Napoli	The networked enterprise	Bachelor Degree L21	12	Yes
IUAV Venezia	Participatory Design	Master Degree LM48	6	No
IUAV Venezia	Spatial planning for climate change studio	Master Degree LM48	15	Yes
Università degli Studi di Milano	Social psychology for sustainability and participation	Master Degree LM48	6	No
Politecnico di Milano	Urban Design workshop III	Bachelor Degree L21	8	Yes
Università degli Studi di Catania	Urban Geography and Spatial Processes	Bachelor Degree L21	6	Yes
Università degli Studi di Firenze	Participatory design and conflicts resolution	Master Degree LM48	3	Yes
Università degli Studi di Firenze	Participatory planning and urban policy-making *(untill 2022/2023)*	Master Degree LM48	6	Yes

In addition to theoretical or thematically oriented courses, all the universities interviewed reported how participatory models and tools are presented and used in practical courses (named differently in every academic context: ateliers, workshops, studio) - often with the application of students on real cases or study cases - and where participation is presented as an essential element for the planning process, either where this is required or desired by regional or local laws, or where instead experimenting and practising participatory methods and tools are an opportunity to enrich the process itself.

One differentiation concerns the level of in-depth study of the participatory theme; in the Bachelor's Degree programmes, it is often used as a space for creativity for students that deal with the planning process for the first time about the design exercise on the territory, that happens mainly by promoting the idea that the inclusion of different publics and stakeholders is a central aspect of the planning process and need to be taken into account. Otherwise, the Master's degree programmes will find more advanced spaces for experimentation, thanks to the theoretical in-depth study that students do once they have arrived at the Master's course. The Workshop and Atelier courses that the interview mentioned referred mainly to courses or modules of urban and territorial design.

4.2. Contents: how is Participatory Planning intended within the courses?

From the interviews, the theme of participatory planning is often central in the general approach of the degree programs in terms of the relevance of public involvement in decision-making processes and the opportunities for students to manage multi-stakeholder relationships. However, this appears with different nuances and specific approaches to teaching:

Politecnico di Torino: In the Bachelor's Degree programme, considering its professionalizing role (L21), the PPL is understood as a way to innovate the "case study" approach during the ateliers and as the first light introduction to the levels of complexity that the actual planning process presents (e.g., decision-making process, stakeholder roles in planning).

Within the Master's Degree Programme, the intention of the training and formative aim can be described with direct reference to the UN "Goal 11: Make cities inclusive, safe, resilient and sustainable," which we intend as the need to apply the participatory approach in terms of design. The Urban Design workshop specifically involves the application of methodologies for social inclusion from a participatory perspective.

Politecnico di Torino (LM91): Unlike the other programmes, the "Digital Skills for Sustainable Society" course of Politecnico di Torino (which does not belong to the Territorial Planning class) addresses participatory provision through digital tools, not specifically in spatial terms but with a focus on Open Government.

Università di Bergamo: Participatory planning is understood as a central teaching approach, not only in activating different phases of the planning process or in pure design but also beforehand in the territorial analysis and data collection to support the planning processes, strongly oriented towards being presented as a co-design and multi-stakeholder process.

Università di Sassari: The participatory approach is embedded and central in all laboratory courses, and this occurs in both the Master's and Bachelor's courses. The topic is especially relevant in courses that deal with Risk, be it environmental, social or territorial, because it leads us to redefine the contemporary context regarding the need for co-planning. The theme of public involvement, already present di-pe-sè in the legacy of urban planning in Italy, is also understood as a practical way of experimenting with inclusive design approaches on the territory and among people.

Università di Napoli: The participatory approach has always been present in the Bachelor's program, and it is intended as a tool that helps students develop capacities for the inclusion of different points of view in the process of urban design or planning. Participatory Planning is mainly presented in the second year of the Bachelor's Degree with the aim to offer the students an overview of the subjects that compose the planning process and to start thinking about the hybrid role they will have to play as planners.

Università di Palermo: The theme of participation as an approach to planning is present in both the Bachelor's Degree and Master's Degree programmes. The main objective is to provide the students with an introduction to the tools for the analysis of the territorial context (within the Bachelor) and then to present more specific approaches to management participation within the planning process, aiming at opening up the theme of planning to the local communities. The aspect of the local context (often at the municipal level) is central to the teaching approach as it allows students to learn participation tools by diving into the complexity of the local reality.

Università di Padova: Participatory planning is not particularly present in the program; however, in the fifth year, there is an urban design course where the aspects of participatory planning are presented. In that context, participation is understood as an element of innovation in urban design action, especially within the thematic area of urban regeneration. Students are confronted with the role of participatory processes in the development of planning aimed at transforming urban spaces.

IUAV Università di Venezia: Participatory Planning is not taught within a specific course in the Bachelor's Degree program (the Participatory Planning course is present in the Master's Degree) where it is understood and expressed in terms of experimenting with the involvement of non-experts and external subjects in the planning process. That happens in laboratory or frontal courses but with workshop aspects within them. Within the workshop courses, students can analyse the context with a strong focus on the

engagement and inclusion of civil society, the third sector (local associations and cooperatives) at a local level and, of course, the public administration. The students conclude the workshops by presenting the outcome of their work to the decision-makers, and in this, the role of participatory techniques is central.

The survey of how each programme understands the teaching of Participatory Planning saw further investigation concerning the impact these teachings have and will have on degree courses. Respondents were asked to rate how influential, on a scale of 1 to 5 *(Image 2)*, PPL will be in the future of their respective degree programmes. The result summarised in image 2 gives an average rating of 4.5 out of 5; thus, a perception between the "high level of influence" and an influence deemed as "crucial".

Image 2

Influence of PPL on the future teaching organisations of the surveyed programs
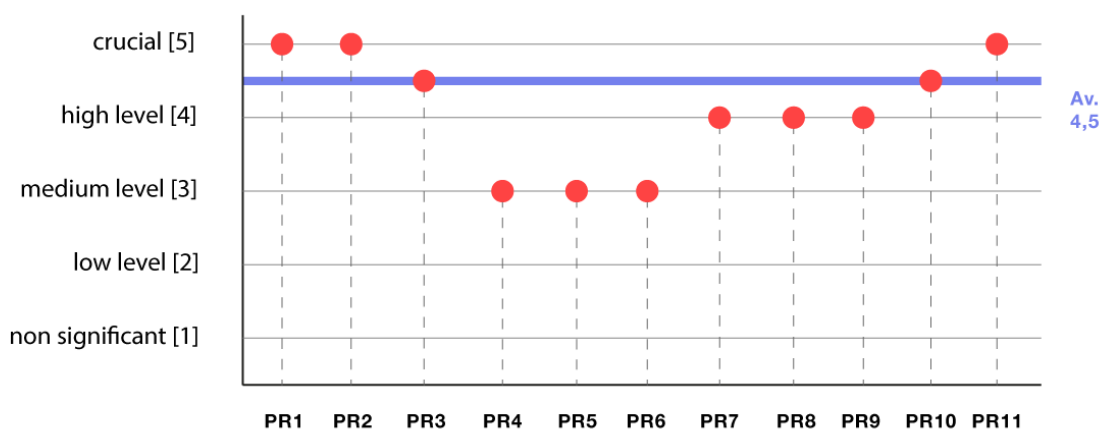
4.3.   Methods: how is Participatory Planning taught?

Observing the results of the students' survey, the 60% of the respondents state that there is at least a basic introduction to participatory methods and tools in the degree program they are enrolled in; the 40% recognize that public participation and participatory planning is explained from a theoretical point of view, the 58% that there is the chance to understand how participatory methods work thanks to the study of actual projects and case study and the 60% declares they get the chance to reflect on how to apply participatory methods and tools in one or more real-life exercises and simulations.

Politecnico di Torino: Although not a central theme within the Bachelor's degree (L21), PPL appears and is applied in one of the workshops (atelier) dedicated to urban regeneration, which addresses methodology in the urban geography module. Here, we analyze territorial resources (e.g., citizens, associations) and participatory processes'

role in territorial development. In the third year, it is then addressed, albeit marginally, in the course of "Contemporary Issues and Trends in Planning and Urbanism", where its role is framed in terms (of collaborative playing).

In the Master's Degree program at Politecnico di Torino, participatory methods play a more central role. They are considered strategic in developing students' competences in decision making and public inclusion in urban planning and transformation processes. The program offers a balance of practical experience in workshop courses and theoretical and methodological courses. For instance, the SPS/10 Urban and Environmental Sociology course equips students with social research methodologies with a focus on the participatory approach.

Politecnico di Torino: The Master's Degree in "Digital Skills for Sustainable Societal Transition" (LM91) deals with the participatory theme as an element linked to the competencies of Crowd-sourcing and the symbolic search for legitimation that Public Administration often uses by referring to public consultation procedures. Students apply this method of research and data collection/analysis on digital participation processes in workshops, and if they are students with a planning background, they often apply the research model to aspects of territorial planning.

Università di Sassari: Participatory Planning is present in all urban or territorial design workshops, both of the Bachelor's and Master's degrees, as a critical aspect for building project proposals; moreover, in the Bachelor's degree programme, the "Design with Society" course, in addition to providing elements of methodology and tools, ask the students to define and design a participatory project.

Università di Napoli: During the first year, participation is applied as a methodology to analyse territories and communities; in the second and third years, it becomes part of the construction of hybrid environments (e.g. Living Lab) where students experience the encounter among stakeholders, citizens, associations and decision-makers. From the second year, the laboratories start studying the planning process in its full complexity; here, participatory planning provides the students with approaches and work tools allowing them to dialogue, mediate, and design support for communities and decision-makers. In parallel, a double track is created between social innovation approaches and the presentation of the canonical tools of territorial planning.

Università di Palermo: The Bachelor's degree sees students focused on urban design tools and analytical aspects; this also applies to the participatory methods that are represented as a support to the project. The Master's Degree introduces the practice and process of planning and the interdisciplinary participatory approach. The planning experience in the urban context, often on an urban scale, sees the theme of participatory paths addressed with a specific laboratory course (Social Geography and Participatory Practices), which introduces participatory methodologies and tools. Two other workshops use participatory tools and skills but from a participatory planning perspective, evolving the thinking in the application towards the context of actors and

stakeholders of the planning process. Much work is done to allow students to compete with the involvement of local entities, promote the participatory approach in local schools, and involve first- and second-grade students in the planning process. The tools presented are essentially those of interviews, questionnaires and the return of the processes to the participants.

Università di Padova: Participatory planning is taught in terms of presentation and in-depth analysis of the most widespread methodologies in the context, also through in-depth study with external speakers and experts. The approach is to use examples of what students find in the context in which they study, and therefore, it is more effective to work in terms of visibility in the local area of cases of participatory planning in urban regeneration areas.

IUAV Università di Venezia: From a methodological point of view, students are involved in deconstructing the planning instruments (e.g. plans, strategies) in order to understand the mechanisms, the roles within the planning process and the phases designed by the responsible authorities. In doing this, the participatory models and the activation of community engagement allow the emersion of essential reflections about the role of the various subjects involved in co-designing the outcomes of the Planning object. The most suitable scale in this phase of the student's educational life is that of the city and the neighbourhood, where they can experiment with the use of participatory tools such as questionnaires, interviews and field analyses. This way, they are effectively learning to govern the tools and adjust participatory methods by already doing practical actions in the real context.

Digital dimension of PPL teaching

The general answer from the interview is positive. However, not every program provides specific, in-depth insights about digital methods and tools for Participatory Planning, or the digital tools are not necessarily pivotal for the courses.

Therefore, referring to digital tools and methods, two distinct groups of approaches emerge. In the first group (e.g. Venezia, Torino, Bergamo, Sassari Palermo), digital tools and applications are presented in the courses as useful elements for managing and collecting information in the public involvement phase, extending planning to non-experts. In the second group (e.g. Padua, Naples), digital tools are used within the courses, not as a central focus but as functional elements for data collection and organization, enhancing the planner's ability to listen and collect data and information.

Similarly to offline methods and tools, there is a difference in the level of depth and specialization of digital instruments based on whether the course is a Bachelor's degree or a Master's degree.

Observing the results of the students' survey, the 45% of the respondents state that digital public participation in planning is addressed from a theoretical perspective in their university program, but the 52% declare that they have the chance to understand how digital participatory methods and tools work thanks to an analysis of actual projects or

case study and that they have the opportunity to reflect on how to apply digital participatory methods and tools thanks to simulations and real-life exercises.

The main digital tools for planning, common in the majority of universities surveyed, that emerged from the interviews are:

- Participatory Mapping e online mapping tools (e.g. https://iuav-labgis.maps.arcgis.com/apps/MapJournal/index.html?appid=c80b12379b7c4c119fed69d2ad3845f3)
- GIS and qualitative GIS
- Online questionnaire and surveys
- Social media (mainly for the engagement and dissemination of the process)

Other tools that emerged are more related to the process of facilitating the participation of people and the groups of stakeholder in co-design and working meetings:

- Productive software (e.g. Mentimeter, MIRO) to help the visualization of ideas and of the process of collective design
- Serious games
- Urban and territorial exploration

A specific case is the use of digital tools taught in the course "Digital Skills for Sustainable Society" (Politecnico di Torino LM91). In this case, telematic consultation models are presented, but greater attention is paid to the impact and evaluation aspects of the PPL than to the aspects of planning and territorial design.

In all cases, however, digital tools are presented in coherence with physical experience in the field, in territories, cities, and neighbourhoods, which cannot be replaced by digital and technological aspects. The experience of relating with communities and stakeholders requires identifying new forms of relational and digital skills, with a view to a Digital Humanities approach, which can enrich and make the Planner's work more effective and efficient.

5. Good practices on participatory planning education and training

Major strengths and weaknesses in PPL teaching

From the analysis of the interview to the coordinators of university programmes and the students online surveys emerged the subsequent analysis.

The Major Strengths in PPL teaching are:
- Enable Students to face for the first time what happens in reality
- The PPL approach can help teach and learn the concreteness of the decision-making process
- Enrich the planner's baggage with interpretative tools that open up new working horizons
- The PPL helps to consolidate the analytical context and gives more space to the design to operate with less pressure

- It gives new opportunities to the third mission of the University
- forces the multidisciplinary work
- There is a growth in demand for these skills in the labour market
- Enhances the planner's classic technique and skills

The Major Weaknesses in PPL teaching

− Difficulty in guaranteeing training continuity on PPL between Bachelor's and Master's Degrees
− To be just a list of tools, with risks in the marginalization of the topic in the study programmes
− The risk of making students confused about the amount of competencies and skills they need to have
− The level of awareness in the public administration about participatory approaches and tools
− There is a risk of flattening the language used, which appears to be too urban-centred, with the risk of being misinterpreted by non-urban areas.
− Risk of losing the core business of the planning process in order to follow participatory methodologies

Review of good practices on PPL education

5.1.1. Good practice N.1

Institutions: IUAV Venezia and Università di Roma La Sapienza
Typology: Postgraduate course (in italianMaster II livello)
Title: ProPart - Interactive and Participatory Design

Description: ProPART is an inter-university post-graduate training course which aims to develop expert profiles in participatory planning capable of making connections across multiple areas of public action, social commitment and of relating to various clients by proposing an approach of incremental empowerment and the creative use of resources Regarding the PPL and the digital dimension of planning the Module n.2 of the study plan is entitled *"Digital participation and community-led local development."* In the context of module no. 3 of the program, there is also a course specifically referring to participatory methodologies connected to urban transformation entitled *"Shared architecture and design for social innovation. Creative and supportive city. Tactical urbanism"* and a course linked to the theme of monitoring and evaluation from the application of participatory tools entitled "Social impact assessment, alternative financial instruments".
The 2023-2024 edition consolidates the choice of integrated digital teaching. Experience on a digital platform and the experimentation and testing of effective techniques and

methods for designing and facilitating online interactions in digital environments become necessary, current and innovative tools. The teaching activities will take place in the following mode: in-person lessons (50%) and distance learning - synchronous mode (50%). All lessons and seminars are recorded and available to those attending.

5.1.2. Good practice N.2

Institution: Politecnico di Torino
Typology: Course within the Master Degree (LM48) in Urban and Regional Planning
Title: Methodologies for Social Inclusion and Participation

Description: The course investigates urban phenomena of social inequalities, paying particular attention to processes and dynamics of social inclusion/exclusion and participation in urban spaces. It also provides an introduction on social research methodologies. The first part of the course will provide the tools and concepts for developing a sociological perspective to critically address urban phenomena of social inclusion/exclusion and inequality. Then, these tools and concepts will be put at work in analysing specific issues connected to urban processes: residential segregation, lifestyle and consumption, use and control of public space, gentrification, housing, participation and urban governance are some of the topics that will be developed to thematize different forms of social stratification and inequality The course will provide an overview of the main methodologies for social research, with a specific focus on participative approach. In addition to the frontal lessons, group exercises will be carried out (20 hours): the exact content of the exercises is decided upon evaluation of the ties and opportunities connected to the number of attending students. The purpose is to put at work the theoretical concepts and research methodolgies discussed in class, applying them to actual case studies.

5.1.3. Good practice N.3

Institution: Università degli Studi di Bergamo
Typology: Master Degree programmes (LM48 + LM80)
Title: GEOURBANISTIC - Analysis, planning and sustainable management of land and territory

Description: The Master's Degree Course in Geourbanism offers a path characterized by a strong multidisciplinary structure and an innovative teaching approach, based on 'collaborative learning' methods and built on two degree classes, that of Geography and that of Urbanism (LM-80 /LM-48). The geourbanist will be able to co-design governance processes aimed at managing the territorial dynamics induced by the inhabitants and sustainable development. Among other competences the study program aim to develop competences relating to the use of Geographic Information Systems and

communication technologies for an adequate application of participatory methods, for the identification of stakeholders and for the management of co-design and consultation round-tables and for processes useful for the territorial, urban, environmental and landscape governance. Within the course of "Urban and territorial communication and governance" is nested the module in "Systems and techniques of urban participation" which directly deal with participatory approaches in spatial planning processes. The course will also find a continuation of the approach in the upcoming doctoral course "Landscape Studies for Global and Local Challenges" (2024-2025), where the acquisition of co-design skills within governance processes will be central. In this context, local dynamics and global challenges open to the investigation of co-habitation processes between human and non-human actors, to co-design paths and urban and territorial transformations according to a sustainability horizon

5.1.4. Good practice N.4

Institutions: Università degli Studi di Ferrara
Typology: post-graduate course (corso di perfezionamento)
Title: "Cultural planning for local innovation and active citizenship" - Progettazione culturale per l'innovazione del territorio e la cittadinanza attiva

Description: The Course aims to train professional figures in line with the needs of the contemporary urban context, capable of actively intervening in the construction of new territorial scenarios, with a view to the sustainable and innovative development of the metropolitan territory. The course offers knowledge and skills to be used in the field of research and intervention, cultural planning and consultancy. The candidates will be able to place themselves in entrepreneurial or self-entrepreneurial contexts or integrate into Third Sector or Public Administration bodies. The profiles that the Course will train concern the sectors of urban and socio-cultural innovation, project and cultural management, community management, qualified operators for the analysis and intervention in space and in the urban context. Participatory methods, theory and tool appears in two module: "Urban regeneration, active citizenship, and valorisation of heritage: legal profiles" (IUS/10) and "Sustainable management and urban redevelopment for the strengthening of territorial networks" (SECS/07)

5.1.5. Good practice N.5

Institutions: Università degli Studi di Napoli Federico II, Vulture Regional Natural Park
Typology: Living Lab
Title: Vulture Park Living Lab

Description: The Vulture Regional Park It represents an ideal and privileged design yard for experimenting with an ecological conversion of socio-territorial modelsí and, at the same time, it provides a significant scientific challenge for the study of a Rural and Creativity Living Lab, enhanced through a place-based and people-oriented approach. The Living Lab sees the involvement of the Federico II University of Naples thorugh the Interdepartmental Research Centre L.U.P.T. (Laboratory of Urbanism and Territorial Planning). The case of implementation of a Living Lab in the Vulture Park sees the integration of the themes of territorial planning with that of rural development to create a space for experimentation, research and action regarding the theme of territorial regeneration. The area's resources' value and potential must be considered an engine for sustainable development and quality of life in a changing society. At the same time, the living lab approach encourages the unconventional mixing and matching of disparate research areas, where researchers, students, decision-makers, community members and stakeholders can work together within a collaborative dimension.

6. Common needs and gaps

Regarding Common needs and gaps, the interviews report a recurring aspect that concerns that not all competencies and skills functional for the management and design of participatory planning can be taught during the time available for the course in the study plan. Moreover, participatory planning involves skills from very different teaching sectors, so in the dynamic of the degree programmes, the Planner who trains in Spatial Planning (L21 and LM48) must necessarily receive other basic and specialist skills. This turns out to create an almost automatic process where the specificity of participatory approaches is sometimes entrusted directly to post-graduate courses, a situation that is at the same time a good opportunity for the Education offering of the single university. However, it can create an underestimation of the participatory planning theme. (Examples of post-graduate and professional courses dedicated to participatory approaches emerged during the interview and desk research, even if not directly connected to territorial planning).

It is interesting to note that the universities interviewed when asked which "influence" will have the theme of participatory planning in the future of the study programme, responded by indicating on average a rating of 4 out of 5, where 4 stands for a high level of estimated influence.

By observing the results of the survey with students, interestingly enough, the 81% of the respondents consider digital methods as crucial in planning practice and the 91% consider important to have a good knowledge of digital participatory methods and tools *(Image 3)* but only the 46% feels confident that they would be able to use digital methods and tools when finishing their university courses (and only the 54% when referring, more in general, to participatory tools and methods).

Image 3

Importance of participatory knowledge and student's confidence about PPL

91%
Consider important to have a good knowledge of digital participatory methods and tools in planning practice

54%
Feels confident on their ability to use methods and tools at the end of university

81%
Consider digital methods as crucial in planning practice

46%
Feels confident on their ability to use digital methods and tools at the end of university
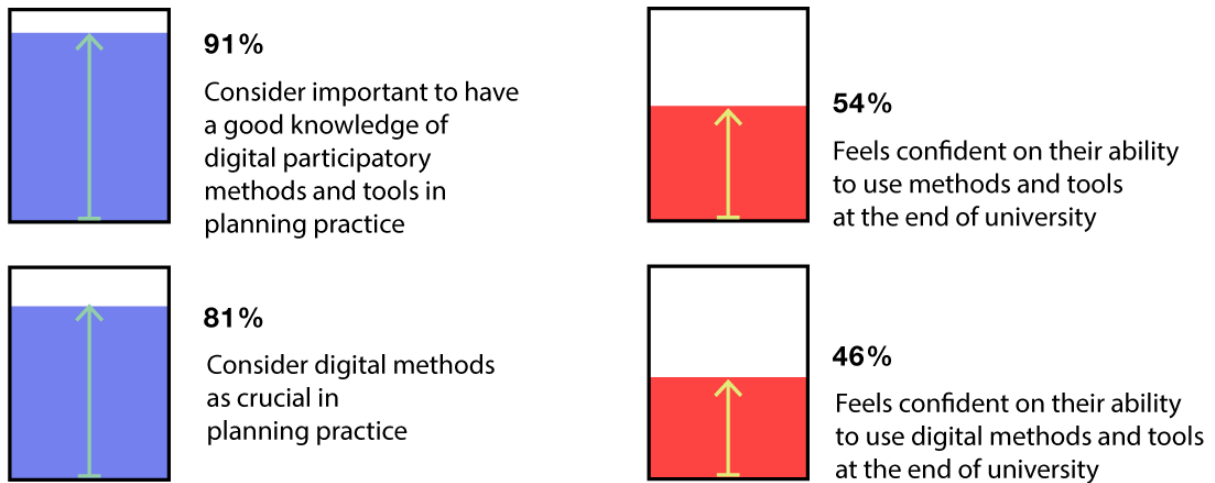
This underscores the need for more practical training. Considering those with job experiences, only 27% of them have used participatory tools and only 19% used digital tools *(Image 4)* while 32% would have wanted to use them but they were not able to do so. Similarly, only 24% of the overall sample declared that they would be able to pick the most appropriate participatory method/tool for a specific goal or project and only the 22% felt that they would be able to design a project with the use of participatory methods and tools, therefore underlining a gap and a shared interested that appears relevant to address.

Image 4

Use of participatory tools in student's working experiences

27%
I've used participatory methods/tools in work experiences

19%
I've used digital participatory methods/tools in work experiences
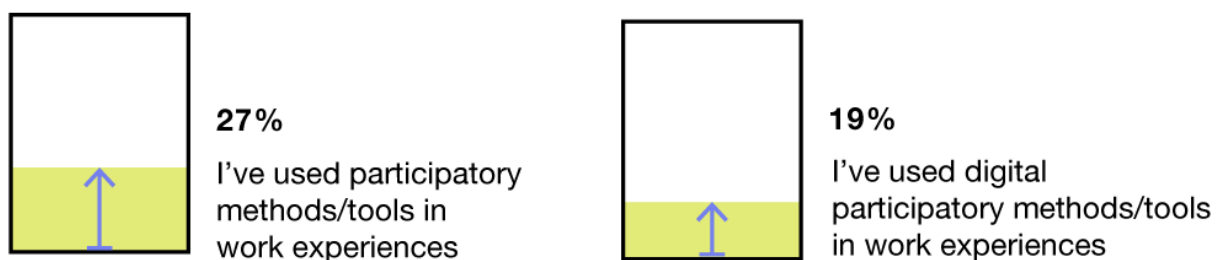
Indeed, the 84% of the respondents would eagerly attend courses and programs featuring practical exercises on participatory methods and tools, if available, and the number stays very high even when moving to the realm of digital participatory planning: the 81% would attend theoretical programs on digital participatory planning or courses and the 79% would attend courses featuring practical exercises on digital participatory methods and tools, if available.

The primary needs and gaps are:

- Preparing planners capable of using participatory methods and cooperating with others in emerging roles within the planning process (e.g., facilitator, community manager) presents a promising opportunity for the future of planning education.
- To Develop a discussion concerning the participatory tools and techniques that are proposed to students, many of them are now obsolete, or they need to be reviewed in terms of adapting to the demands of a digital and connected community, ensuring their relevance in the current context.
- To explore, in a more systematic way, what skills and knowledge of participatory methodologies are required and used in the world of work, especially in terms of continuing education (e.g., aimed at public administration officials)
- To explore, in a more systematic way, what skills and knowledge of participatory methodologies are required and used in the world of work, especially in terms of lifelong learning (e.g., addressed to public administration officials)
- To Develop a soft-power process aimed at influencing the reorganization of the rules regarding participation and contributing to the regional imbalance in regulatory innovation. In this sense, a training gap is perceived between tools useful for processes and design and the context of rules, laws and administrative regulations.

7. References, documents and weblinks

Bonavero, F., & Cassatella, C. (2022). The Italian planner: insights from 20 years of planning education and practice in Italy. *Planning Practice & Research*, *37*(6), 751-770.

CNAPPC (2020) *Riforma dell'ordinamento professionale*. Draft, 29 February 2020.

Sica, G. (2022) "Vulture Park Living Lab a people-based cultural lab for the Vulture Regional Park" in "On sustainable built environment. Between connections and greenery", edited by Scalisi, F., Sposito, C., De Giovanni, G., Palermo Universty press, ISBN 978-88-5509-445-0, 978-88-5509-446-7

Weblinks of Surveyed Programmes

Università di Bergamo: https://www.unibg.it/studiare/corsi/offertaformativa/geourbanistica-analisi-e-pianificazione-territoriale-urbana

IUAV Venezia: https://www.iuav.it/Didattica1/lauree/TRIENNALI/Urbanistic1/

Università di Padova: https://didattica.unipd.it/didattica/2023/AV2741/2023

Università di Palermo: 1] https://www.unipa.it/dipartimenti/architettura/cds/urbanisticaescienzedellacitta2201

2] https://www.unipa.it/dipartimenti/architettura/cds/pianificazioneterritorialeurbanisticaeambientale2046

Università di Sassari: 1] https://www.architettura.aho.uniss.it/it/corso-di-laurea-urbanistica

2] https://www.architettura.uniss.it/it/corso-di-laurea-magistrale-pianificazione-e-politiche-la-citta-lambiente-e-il-paesaggio

Università di Napoli: http://www.diarc.upta.unina.it/

Politecnico di Torino

1] https://www.polito.it/didattica/corsi-di-laurea/pianificazione-territoriale-urbanistica-e-paesaggistico

2] https://www.polito.it/didattica/corsi-di-laurea-magistrale/pianificazione-urbanistica-e-territoriale

3] https://www.polito.it/didattica/corsi-di-laurea-magistrale/digital-skills-for-sustainable-societal-transitions

Weblinks of Good Practices

Good Practice 1: https://masterpropart.it

Good Practice 2: https://didattica.polito.it/pls/portal30/gap.pkg_guide.viewGap?p_cod_ins=03RUWQA&p_a_acc=2024&p_header=S&p_lang=IT&multi=N

Good Practice 3: https://ls-geou.unibg.it/it

Good Practice 4: https://ums.unife.it/offerta-formativa/progettazione-culturale

Good Practice 5: https://www.parcovulture.it/images/Documenti/piano_del_parco/Agathon_SICA_BW.pdf

Examples of use of digital tools in courses

IUAV Venezia [LABORATORIO VENEZIA] : https://iuav-labgis.maps.arcgis.com/apps/MapJournal/index.html?appid=c80b12379b7c4c119fed69d2ad3845f3

8. Annexes

8.1. Annex I: List of surveyed programmes

number	University	number	Programme degree
1	Università degli Studi di Padova	1	L21 – Management and planning of land and green infrastructure
2	Università degli Studi di Bergamo	2	LM48/LM80 – Geourbanistic. Analysis, planning and sustainable management of land and territory
3	Università degli Studi di Napoli	3	L21 – Sustainable development and territorial networks
4	IUAV Venezia	4	L21 – Planning and urban design
5	Università degli Studi di Sassari	5	L21 – Urbanism. Environmental design of territories and cities
		6	LM48 – Urban, environmental and landscape planning
6	Politecnico di Torino	7	LM91 – Digital skills for sustainable and societal transitions
		8	L21 – Territorial, urban, environmental and landscape planning
		9	LM48 – Urban and regional planning
7	Università degli Studi di Palermo	10	L21 – Urban design for the city in transition
		11	LM48 – Spatial Planning

8.2. Annex II: Interview protocol for the survey academic curricula and training programmes at national level

1] In what aspects and teachings of your course do you think participatory planning and participatory approaches are most relevant?

2] How is Participatory Planning and participatory processes understood in the context of your course?

3] What innovations are participatory and public involvement modes bringing or may bring to your teachings?

4] What do you consider to be today a weakness in the teaching of Participatory Planning and participatory approaches? And what instead is a strength?

5] Have you had any feedback from students on your teachings with respect to issues of public participation in Planning processes? If yes what kind (positive, interested, negative…)

6] What relationship do you see between Participatory Planning and digital tools? Do you have in your course a deepening between these two dimensions? Are there particular digital tools and modalities that are presented in your courses?

7] Do you plan to enrich or transform this or other courses with the aim to transferring skills related to Participatory Planning?

8.3.   Annex III: List of interviewees

Date	Name of the interviewees	Position/role	University	Ref. Programme degree
20th February 2024	Prof. Michelangelo Savino	Degree Programme Coordinator	Università degli Studi di Padova	L21 – Management and planning of land and green infrastructure
21st February 2024	Prof. Alessandra Ghisalberti	Degree Programme Coordinator	Università degli Studi di Bergamo	LM48/LM80 – Geourbanistic. Analysis, planning and sustainable management of land and territory
26th February 2024	Prof. Maria Federica Palestino	Degree Programme Coordinator	Università degli Studi di Napoli	L21 – Sustainable development and territorial networks
28th febbraio 2024	Prof. Laura Fregolent	Degree Programme Coordinator	IUAV Venezia	L21 – Planning and urban design
4th March 2024	Prof. Paola Rizzi	Degree Programme Coordinator	Università degli Studi di Sassari	L21 – Urbanism. Environmental design of territories and cities LM48 – Urban, environmental and landscape planning
5th March 2024	Prof. Fabrizio Di Mascio	Degree Programme Coordinator	Politecnico di Torino	LM91 – Digital skills for sustainable and societal transitions
7th March 2024	Prof. Luca Staricco	Degree Programme Coordinator	Politecnico di Torino	L21 – Territorial, urban, environmental and landscape planning
12th March 2024	Prof. Filippo Schilleci	Degree Programme Coordinator	Università degli Studi di Palermo	L21 – Urban design for the city in transition LM48 – Spatial Planning
19th March 2024	Prof. Angioletta Voghera	Degree Programme Coordinator	Politecnico di Torino	LM48 – Urban and regional planning

8.4. Annex IV: Survey structure

A] Socio-demographic and background information
1. Gender
2. Age
3. Citizenship
4. Education level - Achieved
5. Location where you obtained your last school qualification
6. Degree level currently enrolled in
7. Work experience in planning related tasks, including internships
8. If yes, for how long?
9. Are you an International Exchange student?
10. Are you an ERASMUS exchange student?

B] General Knowledge about participatory planning its digital turn
1. I know what "participatory planning" means
2. I am familiar with the use of participatory methods and tools for planning
3. I am familiar with DIGITAL participatory methods and tools in planning
4. I would be able to explain in detail at least one participatory method/tool
5. I would be able to pick the most appropriate participatory method/tool for a specific project/goal
6. I would be able to design project with the use of participatory methods/tools.
7. My current knowledge of participatory methods and tools are the result of my university education
8. I have searched for learning materials about participatory methods and tools outside the university program
9. The use of participatory methods and tools in planning in Italy is well established
10. The use of participatory DIGITAL methods and tools in planning in Italy is well established
11. I could describe actual examples of participatory planning in Italy
12. I could describe actual examples of participatory planning in Europe
13. I could describe actual examples of participatory planning in Italy that use DIGITAL tools
14. I could describe actual examples of participatory planning in Europe that use DIGITAL tools
15. Each and every planning projects should involve participatory methods
16. Nowadays, DIGITAL tools are crucial for participatory practices
17. DIGITAL participatory methods and tools will outrank NON-DIGITAL ones in the future
18. DIGITAL and NON-DIGITAL methods and tools should adopted when participatory methods are used
19. It is important to have a good knowledge of participatory methods and tools for the practice of planning
20. It is important to have a good knowledge of DIGITAL participatory methods and tools for the practice of planning
21. In my work experience, I have used participatory methods and tools

22. In my work experience, I have used DIGITAL participatory methods and tools
23. In my work experience, I wanted to use participatory methods and tools, but they were not clear enough to me
24. In my work experience, I wanted to use DIGITAL participatory methods and tools, but they were not clear enough to me

C] Information concerning the university programme you are currently attending

1. There is at least a basic introduction to participatory methods and tools
2. Participatory methods and tools are consistently part of the curriculum
3. The presence of participatory methods and tools in the program has been relevant for me in choosing this specific program
4. Public participation and participatory planning is explained theoretically
5. There is the chance to understand how participatory methods and tools work thanks to the study of actual projects/case study
6. I get the chance to reflect on how to practically apply participatory methods/tools in one or more real-life exercise
7. I am confident I will be able to use participatory methods and tools when I will finish my university courses
8. DIGITAL public participation in planning is addressed in the university program from a theoretical point of view
9. There is the chance to understand how DIGITAL participatory methods and tools work thanks to the study of actual projects/case study
10. I get the chance to reflect on how to practically apply DIGITAL participatory methods/tools in one or more real-life exercise
11. I am confident I will be able to use DIGITAL participatory methods and tools when I will finish my university courses
12. I would attend theoretical courses/programs on participatory planning, if available
13. I would attend courses/programs featuring practical exercises on participatory planning methods/tools, if available
14. I would attend theoretical courses/programs on DIGITAL participatory planning, if available
15. I would attend courses/programs featuring practical exercises on DIGITAL participatory planning methods/tools, if available

8.5. Annex IV: Student Survey results

1. Demographic

- Gender (*multiple choice*)
  F= 38 M=27; Prefer not answer= 2
  F= 57%; M= 40%; Prefer not= 3%

- Age (*multiple choice*, age groups)
  18-22=23; 23-26=23; 27-30= 10; 31-40=7; 41-50=4
  18-22=34%; 23-26=34%; 27-30= 15%; 31-40=10%; 41-50=6%

- Citizenship (*multiple choice*, National, EU, extra-EU)
  Italian= 49; Extra-EU= 18
  Italian= 73%; Extra-EU= 27%

- Education level - concluded (*multiple choice* high school, BA, MA)
  High school = 22; BA = 39; MA= 6
  High school = 33%; BA = 58%; MA= 9%

- A5 Location where you obtained your last school qualification (*multiple choice*, National, EU, extra-EU, none)
  Italy = 50, EU = 0, extra-EU= 17
  Italy = 75%, EU = 0, extra-EU= 25%

- A6 Degree level currently enrolled in (*multiple choice* BA, MA)
  BA = 23; MA = 44
  BA = 34%; MA = 66%

- A8 Work experience in planning-related tasks – including internships (planning, architecture, management, public administration, NGOs, development consultancy, real-estate and similar): (*multiple choice* No; 0-6 months; 6-12 months; 1-5 years; more than 5 years).
  0-5 months = 16 ; 6-11 months = 10; 1-5 years= 7; more than 5 years= 4 à total 37
  0-5 months = 43% ; 6-11 months = 27%; 1-5 years= 19%; more than 5 years= 11%

- A9 Are you an international exchange student: Yes – No
  3 International students

2. **General knowledge about PPL and its digital turn**

Likert scale (5 choices: strongly disagree, disagree, neutral, agree, strongly agree)

- B1 I know what **"participatory planning" means**

Answer 1 o 2 (N67)	Answer 3 (N67)	Answer 4 o 5 (N67)
9%	22%	69%

- B2 I am familiar with the use of **participatory methods/tools** in planning

Answer 1 o 2 (N67)	Answer 3 (N67)	Answer 4 o 5 (N67)
18%	31%	51%

- B3 I am familiar with **digital** participatory methods/tools

Answer 1 o 2 (N67)	Answer 3 (N67)	Answer 4 o 5 (N67)
24%	40%	36%

- B4 I would be able to **explain** in detail at least **one participatory method/**tool

Answer 1 o 2 (N67)	Answer 3 (N67)	Answer 4 o 5 (N67)
31%	27%	42%

- B5 I would be able to **pick the most appropriate participatory method**/tool for a specific project/goal

Answer 1 o 2 (N67)	Answer 3 (N67)	Answer 4 o 5 (N67)
39%	37%	24%

- B6 I would be able to **design a project** with the use of participatory methods/tools

Answer 1 o 2 (N67)	Answer 3 (N67)	Answer 4 o 5 (N67)
31%	46%	22%

- B7 My current knowledge on participatory planning methods/tools are the result of my **university education**

Answer 1 o 2 (N67)	Answer 3 (N67)	Answer 4 o 5 (N67)
18%	19%	63%

- B8 I have searched for **learning materials about participatory methods**/tools **outside** the university program

Answer 1 o 2 (N67)	Answer 3 (N67)	Answer 4 o 5 (N67)
34%	36%	30%

- B9 The use of **participatory methods/tools** in planning in [national] is well established

Answer 1 o 2 (N67)	Answer 3 (N67)	Answer 4 o 5 (N67)
43%	46%	10%

- B10 The use of **participatory digital tools** in planning in [**national**] is well established

Answer 1 o 2 (N67)	Answer 3 (N67)	Answer 4 o 5 (N67)
61%	28%	10%

- B11 I could describe actual examples of participatory planning in [**national**]

Answer 1 o 2 (N67)	Answer 3 (N67)	Answer 4 o 5 (N67)
42%	30%	28%

- B12 I could describe actual examples of **participatory planning in Europe**

Answer 1 o 2 (N67)	Answer 3 (N67)	Answer 4 o 5 (N67)
52%	27%	21%

- B13 I could describe actual examples of participatory planning in [**national**] that used **digital** tools

Answer 1 o 2 (N67)	Answer 3 (N67)	Answer 4 o 5 (N67)
58%	31%	10%

- B14 I could describe actual examples of participatory planning in **Europe** that used **digital** tools

Answer 1 o 2 (N67)	Answer 3 (N67)	Answer 4 o 5 (N67)
54%	36%	10%

- B15 Each and every planning project **should involve participatory methods**

Answer 1 o 2 (N67)	Answer 3 (N67)	Answer 4 o 5 (N67)
10%	15%	75%

- B16 Nowadays, **digital** tools are **crucial** for participatory practices

Answer 1 o 2 (N67)	Answer 3 (N67)	Answer 4 o 5 (N67)
3%	16%	81%

- B17 **Digital** participatory methods/tools will **outrank** non-digital ones in the future

Answer 1 o 2 (N67)	Answer 3 (N67)	Answer 4 o 5 (N67)
33%	25%	42%

- B18 **Both digital and non-digital** participatory methods/tools should be adopted when participatory methods are used

Answer 1 o 2 (N67)	Answer 3 (N67)	Answer 4 o 5 (N67)
4%	12%	84%

- B19 It is important to have a good knowledge of participatory methods/tools for the practice of planning

Answer 1 o 2 (N67)	Answer 3 (N67)	Answer 4 o 5 (N67)
1%	4%	94%

- B20 It is important to have a good knowledge of **digital** participatory methods/tools for the practice of planning

Answer 1 o 2 (N67)	Answer 3 (N67)	Answer 4 o 5 (N67)
1%	7%	91%

- B21 In my work experience, **I've used participatory** methods/tools

Answer 1 o 2 (N37)	Answer 3 (N37)	Answer 4 o 5 (N37)
38%	35%	27%

- B22 In my work experience, I've used **digital** participatory methods/tools

Answer 1 o 2 (N37)	Answer 3 (N37)	Answer 4 o 5 (N37)
49%	32%	19%

- B23 In my work experience, I wanted to use participatory methods/tools but they were not clear enough to me

Answer 1 o 2 (N37)	Answer 3 (N37)	Answer 4 o 5 (N37)
30%	38%	32%

- B24 In my work experience, I wanted to use **digital** participatory methods/tools but they were not clear enough to me

Answer 1 o 2 (N37)	Answer 3 (N37)	Answer 4 o 5 (N37)
24%	43%	32%

3. **Info concerning the course currently attended and desiderata**

Focusing on the BA/MA course you are currently attending, how much do you agree/disagree with the following statements [Likert 5 1&2= No, 3=neutral 4&5= SI. Totale 67]

- C1 There is at least a basic introduction to participatory methods/tools

Answer 1 o 2 (N67)	Answer 3 (N67)	Answer 4 o 5 (N67)
18%	22%	60%

- C2 Participatory methods/tools are consistently part of the curriculum

Answer 1 o 2 (N67)	Answer 3 (N67)	Answer 4 o 5 (N67)

30%	30%	40%

- C3 The presence of participatory methods/tools in the curriculum has been relevant for me in choosing this specific program

Answer 1 o 2 (N67)	Answer 3 (N67)	Answer 4 o 5 (N67)
55%	27%	18%

- C4 Public participation and participatory planning is explained theoretically

Answer 1 o 2 (N67)	Answer 3 (N67)	Answer 4 o 5 (N67)
21%	39%	40%

- C5 There is the chance to understand how participatory methods/tools work thanks to the study of actual projects/case study

Answer 1 o 2 (N67)	Answer 3 (N67)	Answer 4 o 5 (N67)
15%	27%	58%

- C6 I get the chance to reflect on how to apply participatory methods/tools in one or more real-life exercise

Answer 1 o 2 (N67)	Answer 3 (N67)	Answer 4 o 5 (N67)
18%	22%	60%

- C7 I am confident I **will be able to use** participatory methods/tools when I will finish my university courses

Answer 1 o 2 (N67)	Answer 3 (N67)	Answer 4 o 5 (N67)
21%	25%	54%

- C8 **Digital** public participations in planning is addressed in the university program from a **theoretical** point of view

Answer 1 o 2 (N67)	Answer 3 (N67)	Answer 4 o 5 (N67)
28%	27%	45%

- C9 There is the chance to understand how **digital** participatory methods/tools work thanks to the study of actual projects/**case study**

Answer 1 o 2 (N67)	Answer 3 (N67)	Answer 4 o 5 (N67)
19%	28%	52%

- C10 I get the chance to reflect on how to apply **digital** participatory methods/tools in a **real-life exercise**

Answer 1 o 2 (N67)	Answer 3 (N67)	Answer 4 o 5 (N67)
22%	25%	52%

- C11 I am confident I will be able to use **digital** participatory methods/tools when I will finish my university courses

Answer 1 o 2 (N67)	Answer 3 (N67)	Answer 4 o 5 (N67)
27%	27%	46%

- C12 I would attend **theoretical** courses/programs on participatory planning, if available

Answer 1 o 2 (N67)	Answer 3 (N67)	Answer 4 o 5 (N67)
12%	16%	72%

- C13 I would attend courses/programs featuring practical exercises on participatory methods/tools, if available

Answer 1 o 2 (N67)	Answer 3 (N67)	Answer 4 o 5 (N67)
3%	13%	84%

- C14 I would attend theoretical courses/programs on digital participatory planning, if available

Answer 1 o 2 (N67)	Answer 3 (N67)	Answer 4 o 5 (N67)
1%	18%	81%

- C15 I would attend courses/programs featuring practical exercises on digital participatory methods/tools, if available

Answer 1 o 2 (N67)	Answer 3 (N67)	Answer 4 o 5 (N67)
3%	18%	79%