

As far as the practice of architecture and urbanism is concerned, this misconception is represented by the commodification of space. Producing games as processes instead of producing space-object, reestablish the Lefebvrian sense of production to the oeuvres rather than products. In this sense, the practice of producing games points to an opening towards the reinvention of spatial practice and the overcoming of the heteronomous order imposed by the surplus value of space.

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## ID 1679 | POST-GRADUATE STUDIES IN PLANNING IN LATIN AMERICA: RATIONALITY VS. DELIBERATION

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**ABSTRACT:** This paper describes the current academic scenario of post-graduate studies in planning in Latin American Universities by focusing on the curricula of masters and doctoral programs as well as theses produced in the last 3 years in Argentina, Brazil, Colombia, Chile, Mexico and Venezuela. The study attempts to determine the character of the programs and their orientation towards rational or deliberative models. It also develops a historical analysis of planning education in the region, and its different stages in time, and whether or not spaces of dialogue are being built. In order to determine the emphasis of the programs a survey was conducted to coordinators in planning schools in the region. Survey includes objectives and academic structures of the existing degrees as well as theses titles regarding their rational or deliberative emphasis. It also inquires about historical facts such as the first time a post-graduate program was offered in every country studied. In addition, it also explores the certification

process and standards defined by national governments for post-graduate studies in planning. Urban and regional planning was introduced to Latin America as an area of specialization for architects and engineers. Urbanismo, Planeación Urbana y Regional or Estudios Urbanos are the Spanish terms to refer to any course or degree related to the city, including urban and regional planning, and urban studies. Therefore, the survey targeted only the programs with this titles, regardless their adscription to geography, architecture, engineering or economics schools. Since the first half of the 20th century some courses on Urbanismo were inserted in undergraduate programs' curricula in Latin America; yet they were merely introductory and limited to an architectural approach. Some decades later in the 1960s, post-graduate programs in planning, as part of a rising discipline, were offered in architecture and engineering schools with a rational/ substantive model embedded, but there are reasons to believe this approach is slowly leaning towards deliberation. This study concludes with general remarks on academic structures and orientation that could help matching regional programs with planning schools around the world, including the Europeans, since faculty and students mobility between Europe and Latin America is becoming common ground.

## 1 A BACKGROUND OF PLANNING STUDIES IN LATIN AMERICA

Planning was introduced to Latin America as an area of specialization for architects. This was evident since the first half of the 20th Century when courses on Urbanismo were offered in several universities in architecture programs. Urbanismo courses or seminars were merely introductory and limited to an urban design approach. As a rising field not only in the region but also world wide the first graduate programs in planning were offered in Architecture Schools as early as the 1960s. Later, in the 1980s regional planning and local development became an important area of knowledge taught also at Economics Schools including an emphasis on political and economic issues. In 1949 the first graduate program was offered at the Universidad de Buenos Aires. This masters degree in Urbanism (Curso de Urbanismo) was hosted by the Facultad de Arquitectura y Urbanismo. The program focused predominantly on physical planning and urban design. Several years later some other masters degrees appeared in Latin American countries such as: Chile (1965), Colombia (1967), Mexico (1967), Venezuela (1969), and Brazil (1971). All of the post-graduate programs have similar origins, as they were proposed by Research Institutes, created during a wave of racionalist thinking in the region.

	Country	City	Institution	Post-Graduate Program	First Year Offered
1	Argentina	Buenos Aires	Universidad de Buenos Aires	Curso de Urbanismo	1949
2	Brazil	Rio de Janeiro / Sao Paulo	Universidade do Estado do Rio de Janeiro / Universidade de São Paulo	Maestria en Planificación Urbana y Regional / Maestria en Arquitectura y Urbanismo	1971
3	Colombia	Medellin	Universidad Nacional de Colombia	Maestria en Planeacion Fisica	1967
4	Chile	Santiago	Pontificia Universidad Católica de Chile	Maestria en Desarrollo Urbano	1965
5	Mexico	Mexico City	Universidad Nacional Autónoma de México	Maestria en Arquitectura y Urbanismo	1967
6	Venezuela	Caracas	Universidad Central de Venezuela	Maestria en Urbanismo	1969

Table 1 – Post-graduate programs by country in Latin America.

After some experiences in graduate studies, another landmark in planning education in the area was the appearance of undergraduate programs such as the Bachelor of Urbanism in the Universidad Simon Bolivar in Venezuela (1974). This program was offered by the Departamento de Diseño y Estudios Urbanos (Department of Design and Urban Studies). Almost simultaneously (1975), a new program called Bachelor of Design of Human Settlements was offered in the Universidad Autónoma Metropolitana – Xochimilco. The program was offered by the Division de Ciencias y Artes para el Diseño (Division of science and arts for design). Both programs originated at design schools/ colleges; consequently the main focus was physical, particularly on urban design.

Finally, doctoral programs appeared in the 1980s. These programs aim at developing planning theory for Latin America by focusing on local contextualization and specific features found only in the area. However,

these programs started with a faculty usually trained in foreign institutions, mostly European and American, therefore are recipients of their influences.

Currently, there is an important critical mass of planning programs in Latin America. In particular, six countries are well known for having a tradition in planning studies: Argentina, Brazil, Chile, Colombia, Mexico and Venezuela, therefore, this study reviews the programs located in these countries.

The research design includes an internet search attaining only the programs with some sort of accreditation or recognition by a national association or institution. The accrediting institutions consulted were: the National Council for Evaluation and Accreditation of Universities (Argentina), the National Commission of Accreditation Chile, the National Commission of Accreditation Colombia, the National Council of Science and Technology (Mexico), the National Advisory Council of Post-graduate studies (Venezuela), and the National Association of Post-graduate Programs and Research, which is not an accreditation board, but it affiliates the planning programs in Brazil. Once detected in the accrediting institutions' web page, the programs were filtered using the following key words: planning, urban development, local development, regional development, city, territory, territorial, urban studies, habitat, socio-territorial and human settlements (Urbanismo, Planeación, Planificación, Desarrollo Urbano, Desarrollo local, Desarrollo regional, Ciudad, Territorio, Territorial, Estudios urbanos, Hábitat, Socioterritorial, y Asentamientos humanos). As a result, a total of 246 post-graduate programs were found (see Table 2).

	Country	Doctoral Programs	Master Programs	Academic Specialisation	Accreditation board/ National Association
1	Argentina	9	25	17	CONEAU- National Council for Evaluation and Accreditation of Universities
2	Brazil	70	44	4	ANPUR- National Association of Post-graduate Programs and Research
3	Chile	3	6	0	CNA- National Commission of Accreditation Chile
4	Colombia	0	4	0	CNA- National Council of Accreditation Colombia
5	Mexico	13	33	1	CONACYT- National Council of Science and Technology.
6	Venezuela	2	12	3	CCNPG - National Advisory Council of Post-graduate studies.
<b>TOTALS</b>		<b>97</b>	<b>124</b>	<b>25</b>	

Table 2 – Post-graduate programs by country in Latin America.

Post-graduate studies include: Academic Specialization, a 1-1.5 yr. program with a final work to show proficiency in specific professional skills; Master, a 2 yr. program with a thesis including a theoretical framework, methodology, and development of a case study. The admission of students in such programs is subject to the presentation of a 4-5 year bachelor degree. Finally, the highest level of post-graduate programs is the Doctorate, a minimum of 3 yr. program with a dissertation defense, an original work which contributes to enhance the discipline in a significant way.

Later, a survey targeting the schools affiliated to the Association of Latin American Schools of Planning (Asociación Latinoamericana de Escuelas de Urbanismo y Planificación – ALEUP) was conducted. This association is part of the Global Planning Education Associations Network – GPEAN, and planning schools from Mexico, Venezuela, Argentina and Chile comprise the membership. ALEUP organized the second World Planning Schools Congress, hosted by the National University of Mexico in Mexico City in 2006.

Survey helped to cross compare the web pages and the perception of programs' officials in order to avoid any possible bias in the study, particularly in the definition of programs' profiles.

The title names of the programs highlight their character, therefore, as an preliminary exercise they were fed into a word cloud creator software to define patterns in the degrees offered. Although there is a great diversity, the predominant word in them is Development, followed by Planning (Urbanismo). It is also worth to notice that Architecture is still an important component in the programs, surely due to the fact that around a 60% of the programs is hosted in a College of Architecture.



defended from 2005 to 2016; and 15 candidates graduated in the Doctorate in Architecture and Urban Studies in the Pontificia Universidad Catolica de Chile from 2014 to 2016.

Conservatively, the 124 Master programs could produce around 620 theses a year, and the 25 doctoral programs, around 125 dissertations. Although most of them are forwarded by an abstract in English, theses are written in Spanish or

Portuguese, because of this, they do not reach an important number of investigators worldwide. In round figures, this is the contribution of the Latin American Region to the Planning field. It is important to notice that most of the Doctorates initiated after the year 2000, so this large volume of scientific production is relatively a new phenomenon in the region.

## 2.2 ACCREDITATION PROCESSES

Ministries of education have provided for accreditation commissions such as: 1) Argentina's National Commission for Evaluation and Accreditation (Comision Nacional de Evaluacion y Acreditacion Universitaria- CONEAU); 2) Brazil's Coordination for Higher Level Personal Improvement (Coordenação de Aperfeiçoamento de Pessoal de Nível Superior- CAPES); 3) Colombia's National Council of Accreditation (Consejo Nacional de Acreditacion- CNA Colombia); 4) Chile's National Commission of Accreditation (Comisión Nacional de Acreditacion- CNA Chile); 5) Mexico's National Council for Science and Technology (Consejo Nacional de Ciencia y Tecnologia- CONACYT); 6) Venezuela's National Advisory Council for Post-graduate studies (Consejo Consultivo Nacional de Postgrado- CCNPG). In the six cases, the national ministry for education, science and technology is involved, therefore national funding is required.

There are two kinds of programs for Accreditation Commissions: New and ongoing Programs. Most National Accreditation Bodies include in their assessment criteria: 1) Institutional Commitment/ Support; 2) Faculty Capacities; 3) Student Body Capacities; 4) Quality of Infrastructure and Facilities; 5) Amount of Institutional Finance and Community Relationships; and 6) Provision of a Structured Improvement Plan. In order to successfully apply for accreditation, program's coordinators are required to elaborate an initial self- assessment study including the criteria enlisted above.

Accreditation Institutions use qualitative measurements: Argentina (CONEAU, 2013) considers a scale from Excellent (A), Very good (B) or Good (C) for the programs assessed. In Mexico, CONACYT defines 4 different levels for the Padron Nacional de Posgrados de Calidad (National Register of Quality Post-graduate studies): Recently Released, Developing Program, Consolidated, and International Competencies (CONACYT, 2017).

Accreditation Bodies form subcommittees for different disciplinary areas, planning is certainly an interchangeable area as it can be included in the Humanities and Behavioural Sciences, Social Sciences, but also in Engineering; usually is allocated in the first one. These groups are comprised by academic pairs which assess the program using a set of criteria and through a process of deliberation inform publicly the results of the evaluation and agree on a final rating, which defines a benchmark in the process. The observations raised by the accreditation team are supposed to be remediated by the program's officials. By doing so, program can keep its grade or jump to the next level.

Master degrees can be professional and academic/ research oriented. Professional programs attempt to update and specialize working planners, and Academic programs train future professors and build new knowledge on applied science. Doctorates are research oriented.

## 3 RATIONALITY VS. DELIBERATION

In the 1960s when all of the Research Centres of Urbanismo in the Latin American countries reviewed in this study were already in place, mainstream planning was rational, and the city was approached as a "machine" which could only be addressed or fix by expert scientists. Most of the capital cities in Latin America had an operational Master Plan at the time, and planners were required to design cities of the future, therefore planning post-graduate studies considered the city as a human construct which required



## 4 CONCLUDING REMARKS

Traditionally, master planning has predominantly been taught in Latin American Universities. As stated before, planning programs have flourished in Architecture Colleges and still have strong Design contents. Consequently, professional practice in Latin America is still based on mainstream planning from 20th Century. Asian, and African experiences are rarely shared by faculty in the schools, a situation that precludes the three regions from benefiting of each other's contributions.

Post-graduate programs were started by individuals who studied abroad, mostly in Europe and the United States. As a result, programs were designed as one world, having context specific in mind, but not covering it thoroughly. Only recently, as doctoral programs appeared, theories on context specifics have started to be published and accepted as foundations for developing new research in the area. This recent theorization has also promoted an offer of Latin American Planning courses in post-graduate programs in Brazil, Chile and Mexico.

In terms of regional or worldwide approaches, there are issues to be considered: 1) Regional specific contexts should be an important part of planners' training; 2) International best practices develop significant knowledge in students; and 3) A combination of regional sensibility and understanding with a global approach could replicate best practices in an ethically responsible way.

A generalist approach provides planners with interdisciplinary skills, allowing practitioner students and researcher stounderstand complex problematiques, which are common grounds for planners. However, the generalist approach which undergraduate programs introduced in the Latin American region as a deductive process from general to particular issues is changing the traditional particular-general approach which planners with an architecture background had. In consequence, emergency of undergrad programs should force the post-graduate programs to reconsider contents, since lower levels of education are already addressing the issues which traditionally were the core of them, leaving room for more in depth studies and specific contents at the masters and doctorate levels.

Views and experiences in different regions of the world could help developing and replicating successful stories all over the world, this is why Planning Schools should cross compare curricular structures in a systematic basis, and the Academic Congresses are an excellent scenario for realising the task.

Finally, the turn from rationality to deliberation is a sign of our present reality, and if well conducted and nurtured by Faculty in Latin American Universities as a cross-cutting approach is very likely to promote spaces of dialogue in the region.

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## **ID 1710 | ON THE PATH TOWARDS SMART PARTICIPATION: A CASE STUDY OF TAIWAN**

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**ABSTRACT:** Information and communication technologies (ICTs) have become wildly infused in policy making process in recent years, and it has shown its potential of bringing public participation into another level. There are numerous sorts of participatory platform that uses ICTs as a tool to enhance the quality as well as quantity of citizen participation. However, studies on the transaction mechanism from traditional participation towards e-participation is in scant. This article conducted path dependent analysis by using archived data and literature, retrospectively the evolution of e-participation in the decades in Taiwan. Result of this study shows that the development of ICTs has led citizens participation to another level in Taiwan, and the focus of public participation through ICTs has shifted from quantity to quality. The path of the ICTs development are more driven by contingent events such as social movements and political incidents in Taiwan.

### **1 INTRODUCTION**

In recent years, information and communication technologies (ICTs) have become wildly infused in the public policy-making process, especially in urban planning domains, where public participation is considered vital and the interest parties are miscellaneous. ICTs has not only created a new bridge between public and private, but also between different groups of people. Moreover, citizens who use Information Technology Equipment (ITE) to express their views on current affairs and urban policies have increased significantly, further changing their roles in political participation. In terms of an international level, the world's major countries also consider ICTs in e-participation as key indicators for the innovation application service of the government (EU, 2014). However, the speculation on whether ICTs are making the policy-making process more inclusive and democratic is still in doubt, and the systematic comparison