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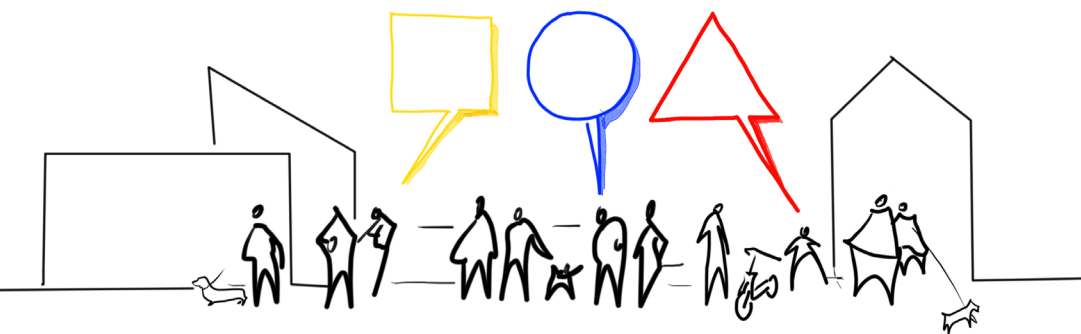
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Workshop

CITY REBOOT:

POST-PANDEMIC PLANNING AND
THE NEW EUROPEAN BAUHAUS



Athens, Greece



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TITLE

TOWARDS IMAGINARY STUDIES: NEW EUROPEAN BAUHAUS AND POST-PANDEMIC PLANNERS' EDUCATION

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ABSTRACT

Cities development and landscape transformation are under the constant influence of numerous challenges that need to be addressed through the planning process. The COVID-19 pandemic has opened completely new perspectives of research in various scientific fields and has put before planners a serious task of rethinking the post-pandemic city, it also opens the horizon of planners' education in the context of the dynamics of the pandemic towards recovering cities and pandemic control.

This paper aims to critically re-examine the state-of-the-art of existing curricula and to build on these foundations' visionary ideas for learning about a post-pandemic city. The paper starts from the thesis that studies on the post-pandemic city should be interdisciplinary, multidisciplinary, and transdisciplinary (IMT), problem-based and future-oriented. At the methodological level, the research will engage the case study method, particularly the University of Belgrade, Serbia. The master level book of courses from 31 faculties in 4 scientific fields will be analysed in relation to the sustainable, beautiful, and inclusive city, highlighted as fundamentals of the New European Bauhaus initiative. The tendency is that the research results in the study program concept note at the master level, perceived as an IMT platform for planners' education on post-COVID urban planning and design. Given that the Bauhaus as a movement was primarily oriented towards state school, the visionary-oriented approach will be used to define new studies for learning about the post-pandemic city. In line with the initial diagram of the Bauhaus curriculum developed by Walter Gropius in 1922, research output will be presented through a thematic diagram of the study program.

INTRODUCTION

The present-day worldwide pandemic continually shows that humanity along with the built environment, which is constantly shaped by man-made influences, is vulnerable to health crises and disasters not only during the emergency but also long after the primary threat has declined. Short-termed measures that were supposed to overcome a pandemic and its negative impacts most certainly saved lives but simultaneously confronted all of us with new, from this perspective long-termed, spatial, social and psychological challenges and transformations. Following these challenges and transformations, low response capacity for spatial diagnostics and low level of emergency preparedness was revealed indicating the need to reconsider the role and potentials of systematic planning and building the resilience of complex systems to successfully mitigate and prevent an epidemic or natural disaster and, simultaneously, ensure the quality of everyday life in the future. During the previous two years, ad hoc solutions were directed towards providing immediate results and were supposed to overcome the current situation, but at the same time, they accumulated multiple political, economic, social and psychological effects. As a result, a serious task was put in front all the disciplines in general, and specifically to professionals that are involved in the development and shaping of the built environment. Accordingly new planning and design perspectives of planning that have been opened following on COVID-19 pandem-

ic-imposed measures of social distancing, restricted movements, regulated use of public space, and suspended daily activities, introduced new spatial requirements and formations that should be addressed in the process of re-thinking the post-pandemic city development and landscape transformation. Escalation of COVID-19 global pandemic and variety and inconsistency of imposed measures revealed the need for a rapid response regarding professional action in order to develop and implement an adequate planning framework for the prevention and suppression of the pandemic spread, or mitigation of its consequences equally in present and in the future. In this context, practical and theoretical research of the appropriate responses during the state of emergency is one of the leading challenges in the light of creating new planning scenarios and at the same time new educational models for planners' that will enable appropriate professional action when needed. Recognizing these aspects and challenges, this paper has initiated and started research focused on the search for new, innovative and imaginary, but yet rationally grounded educational models for learning about a post-pandemic city. Having in mind that the built environment and planning profession are perceived as matters of significance and vital importance in future spatial development, the main aim of the research is to form the new arena for critical re-examination of the state-of-the-art of existing curricula and to upgrade these foundations' by visionary ideas for learning about, in and for planning.

2. Research Background and Context

Leading global networks, associations, and organizations including WHO, UNHCR, UN, UNICEF and Habitat for Humanity International defined recommendations for creating spatial measures in case of different types of natural disasters or pandemics. However, these documents and studies often do not provide operational knowledge for wider planning of emergency response, due to their focus on construction of completely new spatial infrastructure, general selection of facility types, and as such they cannot be an effective response in long term. At the same time, leading professional organizations in the field of architecture and urbanism, primarily call for effective participation in finding innovative architectural and urban solutions for various types of emergencies, implying the unpreparedness of the profession to face these problems and the need to find an urgent sustainable framework for action. In that order, in pre-pandemic period most of the recommendations and scenarios were focused on short-term locally based actions dominantly related to natural disasters and related emergencies. Although planning and architectural practice and education were already

facing numerous globally recognized challenges related to social transformation, climate change, globalization, urbanization, depletion of existing environments, growing pressure on public services, infrastructure and housing, the COVID-19 pandemic raised new issues and challenges having in mind how it affected global community in a short period of time. In the period of just two years supply chains on which global economy relied on collapsed, global travels were restricted, daily routines of millions were changed and the way people use space on every scale was changed. At this point, it could be stated that what once was normal has entered into the new state of normality, or to say into abnormality, that will certainly lead to new urban and architectural paradigms that will require new theoretical and practical approaches in dealing with the planning of the built environment. In that regard, post-pandemic planning will certainly have to broaden its scope, to include all the experiences and challenges from the period of pandemic into its future discourse and to produce sustainable and transferable results that will directly enhance the existing practice and research in the process of spatial and urban planning. The fast evolving nature of the COVID-19 seeks the development of effective planning responses and better preparedness of society in situations of pandemics or other natural disasters with the use of innovative and sustainable technical and technological solutions that should be based on existing knowledge and resources.

As a response to the abovementioned challenges and transformation of architectural, urban and planning practice new profiles of professionals and experts are required to take part in theoretical and practical efforts and to respond to established initiatives and strategies regarding pandemic conditions. Newly established context enables the development of spatial scenarios and solutions in response to the sustainability goals defined within the 2030 Agenda for Sustainable Development (2015). As stated within Agenda, the process of education has a fundamental mission reflected in the permeation of following purposes: to reach and enhance the development of inclusive, safe,

resilient and sustainable cities and human settlements (Sustainable Development Goal 11) and to ensure inclusive and equitable quality education (Sustainable Development Goal 4) with focus on contemporary city problems and their addressing through design while educating future professionals. Professional responsibility of future experts to “contribute to the built environment and make choices that change the world for the better—through better buildings, settlements, landscape architecture and urban planning” was pointed in the SDG Dhaka Declaration (2018) while the fundamental challenge in education, that was perceived in need for life-long learning of both students and practitioners was highlighted by the EDUCATE project (Environmental Design in University Curricula and Architectural Training in Europe, 2012). Along with the changes in educational models and importance of specific universities and schools within this process, it is important to follow up and evaluate changes in the field of urban planning and architecture through the work and statements of professional organizations and associations, particularly through their charters and agendas. Following this argumentation, three tracks were used in this research regarding imaginary studies for post-pandemic planners - one that is referring to the Bauhaus school (1919) and its already stated importance in the field of architecture and urbanism, second that is referring to the idea of New European Bauhaus (2020) and third that is in close connection to the ECTP-CEU RE-START EUROPE (2020) manifesto. Regarding these three tracks, we developed the thesis that studies on the post-pandemic city should be interdisciplinary, multidisciplinary and transdisciplinary (IMT) and in the further part of the research, the importance of these tracks and research background and context will be emphasized.

2.1. Bauhaus Manifest: Educational background and core diagram

The well-known Bauhaus art and design school was established in Germany (Weimar Republic) in 1919 with three main aims: (1) to abolish the “arrogant” distinction between artist and craftsman by recognizing the knowledge and skills common to both; (2) to mobilize all arts and crafts towards the creation of total design environments and (3) to foster links between the school and local manufacturers (Cramer, 2019). Despite its brief existence (14 years) this school has had an enormous influence both on our contemporary visual and on the built environment. Established after the First World War in the period of reconstruction and rebuilt of the devastated cities and territories, Bauhaus is globally known for its influence regarding the design (in the scale from products to buildings and urban areas) and development of the specific design education. In the years of operation, the school had experienced several changes in leadership and intellectual direction but its “contribution to design and the education of designers

had, and has continued to have, a profound and unparalleled impact within this field” (Cross, 1983). While discussing fields where the influence of Bauhaus educational model is visible Hans Wingler (1969) outlines the following: (a) in devising teaching methods which have transformed the teaching of art and design throughout the world; (b) in the influence upon the architecture of the teaching and practices of Walter Gropius and Mies Van Der Rohe; (c) in the contributions of Bauhaus painters to the development of art, and (d) in bringing about revolutions in the field of the home environment and industrial design.

Bauhaus as a school developed on three locations - Weimar, Dessau and Berlin and under the leadership and coordination of three directors - Walter Gropius, Hannes Meyer and Ludwig Mies van der Rohe. The founding manifesto was declared by the first Director of the school, Walter Gropius who stated that together, we are desiring, conceiving and creating the new building of the future and that “the ultimate aim of all creative activity is building” (Walter Gropius, 1919).

In “Program of the Staatliche Bauhaus in Weimar” that is considered as a manifesto of the school Walter Gropius is inspired by new tendencies and responsibilities of future architects, painters, sculptors and their role in the future world that will “combine architecture, sculpture, and painting in a single form, and will one day rise towards the heavens from the hands of a million workers as the crystalline symbol of a new and coming faith.”

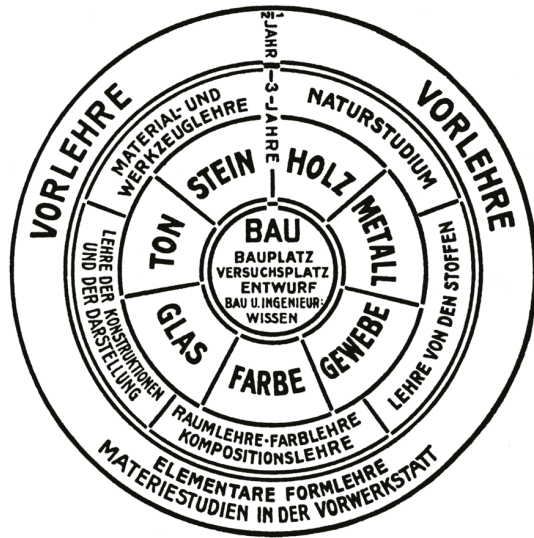
When examining the educational model, methodology of the Bauhaus school and structure of the curricula through the school history, Anita Cross (1983) emphasizes the preliminary or the basic course in design as the most important educational innovation. This course was the introduction for each student, in the duration of six months, and was intended to “encourage students both to develop and to demonstrate their inherent abilities” (Cross, 1983). Accordingly, “projects and exercises in the course were generally aimed at freeing the students from preconceived notions of ‘art’ and ‘design’ which they may have brought

with them, by exploring 'basic properties' in materials, colours, textures, structures and compositions." (Cross, 1983). Not only that these basic properties were important in freeing students from their previous notions and experiences, they were also highly positioned in the structure of Bauhaus curricula- In 1922 Walter Gropius developed a conceptual diagram that illustrated the structure of teaching at the Bauhaus. Diagram was conceptualised as a group of concentric circles, having materials in inner circles and various activities on the outside, while he placed 'building' (BAU) in the centre of the circle (Figure 1).

The Bauhaus study program, diagrammed as a circle, functioned according to the following principles: students began in the outer ring with six months of Vorkurs (preliminary course) after which they progressed to a workshop where they had an opportunity to work on practical tasks within various disciplines. In the pre-final phase, specific medium such as ceramics, woodworking, weaving, metalworking etc., were chosen after which "student converged again in Bau (building), to construct total environments, designing everything from the architecture to the furniture, carpets, dishes, and flatware" (Cramer, 2019). Although 'building' was at the centre of the diagram it is interesting that regular course and Department of architecture to Bauhaus was introduced in 1927, which sounds a little bit strange because the notion of the school and coherent education models from the present standpoint are very visible in the field in architecture and urbanism. Specialisation of the Bauhaus as a school of technology for architecture took part under the third Director, Ludwig Mies van der Rohe, who reduced the structure and importance of work in workshops, and under which art and workshop department mainly served as groundwork and orientation "for developing a more up-to-date form of architecture that used contemporary structures and materials" (Teaching at the Bauhaus, Bauhaus Archiv – Museum für Gestaltung).

When comparing periods previous to Bauhaus and present-day pandemic situation, it is clear that both situations cope with emergency state (post-war reconstruction and machine age on one side and post-pandemic scenarios on the other) that needed solutions and scenarios for new spatial arrangements and transformations. Overlapping with these issues, new professional profiles were needed and the shift in their education regarding the need to develop new teaching methodologies, curricula and learning outcomes already started. Accordingly, in further development of our research we wanted to use the central part of the Bauhaus diagram (with notions of building, testing, site and design) and to try to find new key words that will be connected within current context, needs and post-pandemic development. Also, the dynamic of pandemic allowed us to go back once more to utopias, visionary ideas and ideal states. In other words as stated before - to think about rebooting.

Figure 1.
Conceptual diagram
of the Bauhaus
curriculum (Walter
Gropius, 1922)



2.2. New European Bauhaus initiative: Sustainable, Beautiful and Inclusive post-pandemic future

New European Bauhaus brought up initiative that is creative and interdisciplinary and that should convene “a space of encounter to design future ways of living, situated at the crossroads between art, culture, social inclusion, science and technology” (New European Bauhaus, 2021). As stated in the initiative explanatory document “The New Bauhaus wants to connect different realities” because “the COVID crisis has shown that many topics are interlinked and that new thinking comes from breaking the silos, just as Bauhaus movement did on hundred years ago.” Initiative was launched by European Commission to “bring the Green Deal closer to the European citizens” and to promote “core values” of sustainability, aesthetics and inclusiveness. At the kick-off period European Commission called European networks and umbrella organisations to engage with the new initiative and to become partners of “New European Bauhaus” (NEB). It is expected that NEB would open new ways for “a long-awaited recognition of the role of culture in the implementation of the UN Sustainable Development Goals” and that will at the same time raise concerns about the understanding of culture at the service of political and

economical projects (Culture Action Europe, 2021). Regarding spatial practices and planning, it could be stated that NEB strives to “build sustainable future through creativity, innovation and imagination” and to “enable experimental places and spaces for us to reimagine how to live better together after the pandemic. The New European Bauhaus wants to build a sustainable future through creativity, innovation and imagination and to enable experimental places and spaces for us to reimagine how to live better together after the pandemic ((New European Bauhaus, 2021). It is planned that NEB initiative would last between four and six years and that would be implemented through three phases – Design phase, Delivery phase and Dissemination phase. The goal of the first phase is to connect already existing processes and projects and to accelerate, concretise and materialise good ideas. In second phase NEB will deal with setting up pilot projects form the ides, networks and actions that were recognized within the previous phase. In the end, final phase will be about networking and sharing of knowledge and supporting the emergence of lead markets.

Following this line of reasoning, we reimagined a conceptual diagram of imaginary studies as part of the inner circle directly connected to the issue of building and updated it with principles, notions and ideas that are promoted by NEB (Figure 2). Knowing that current research in higher education recognizes the concept

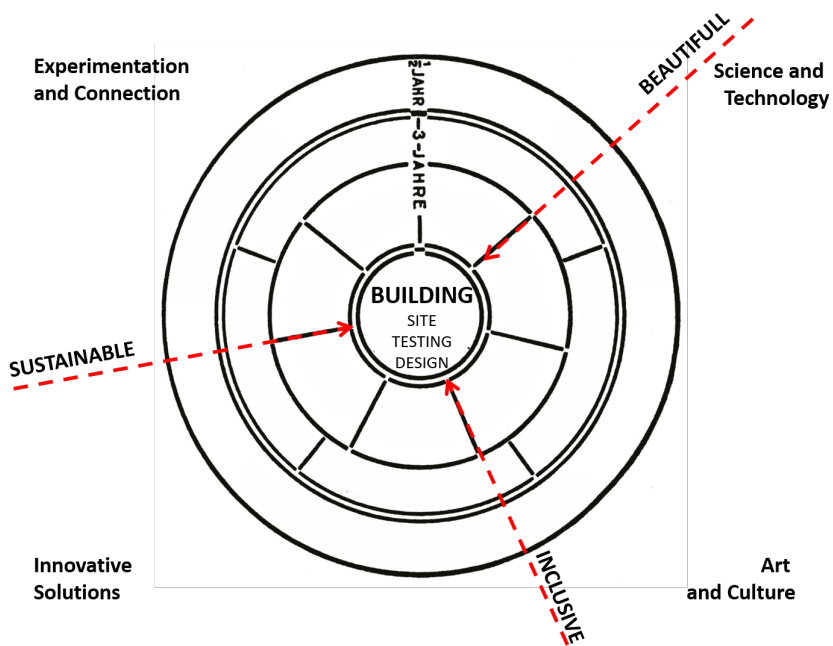


Figure 2. Conceptual diagram of imaginary studies with NEB principles

of sustainability as a contemporary tool for delivery of environmental sensitivity these notions are not new, they are already included in everyday spatial practice but in this way and with the conceptual framework of NEB they are once more emphasized and rediscovered. By including the principles of beauty and inclusivity into the conceptual diagram for new studies for learning about the post-pandemic city, a better understanding of the need for immediate spatial responses regarding altered socio-psychological conditions caused by the pandemic or other natural disaster will be provided. Also new educational models and developed in this way should improve already existing adaptive response capacity and create and create better health and wellbeing conditions for managing post-pandemic space adaptations and transformations.

2.3. ECTP-CEU RE-START EUROPE manifesto

Following this line of actions in 2020 ECTP-CEU (European Council of Spatial Planners – Conseil Européen des Urbanistes) in the form of declaration reflected on the effects of the current crisis on future and living conditions from the aspect of spatial and urban planning. As indicated in the Declaration “seeks to harness the creative power and technical expertise of spatial planners in tackling the social and economic crisis created by the COVID-19 pandemic” (ECTP-CEU, 2020). Declaration has Preamble, Principles of Restart-Europe and Annex with mega-trends and it is dealing with inequalities and exposing the fragilities in societies across Europe that are affecting the wellbeing of communities across Europe on different scales and levels. The principles that are set out in it should help with the Recovery plans for Europe. Among other things Declaration is calling for: (a) ethical values that seek to create liveable communities for future generations that are robust, equitable and climate-friendly; (b) strengthened planning systems required at all levels - national, regional and local - which draw upon the experience and expertise of the planning professions in

every country, and for (c) the academic and professional expertise that can and must be called upon to inform, understand issues and to formulate solutions, to ensure policy as evidence-based, and not ideologically led. Separate part of the Declaration in the form of Annex is dealing with Post-Covid-19 mega-trends – An age of Uncertainty, Greater Safety and Security, Local Empowerment-Supported Devolution, Renewed Nations, Growing Inequality and Beyond Austerity, Towards Frugality.

Aligned with the objective of this paper - to develop new imaginary studies for future professionals in the field of architecture, urbanism and spatial planning, mega-trends were used to form contextual framework that could address new challenges and ideas in post-pandemic planning. We are already witnessing transformations in everyday life and in that reason it is crucial to put additional attention to COVID-19 mega-trends as a contextual factors that will shape future actions and activities (Figure 3.) As a response to the abovementioned factors, the horizons of research and experimentation in architecture and planning are expanding rapidly while at the same time putting additional pressure to re-examine existing approaches to the education, the content of existing curricula and learning environments.

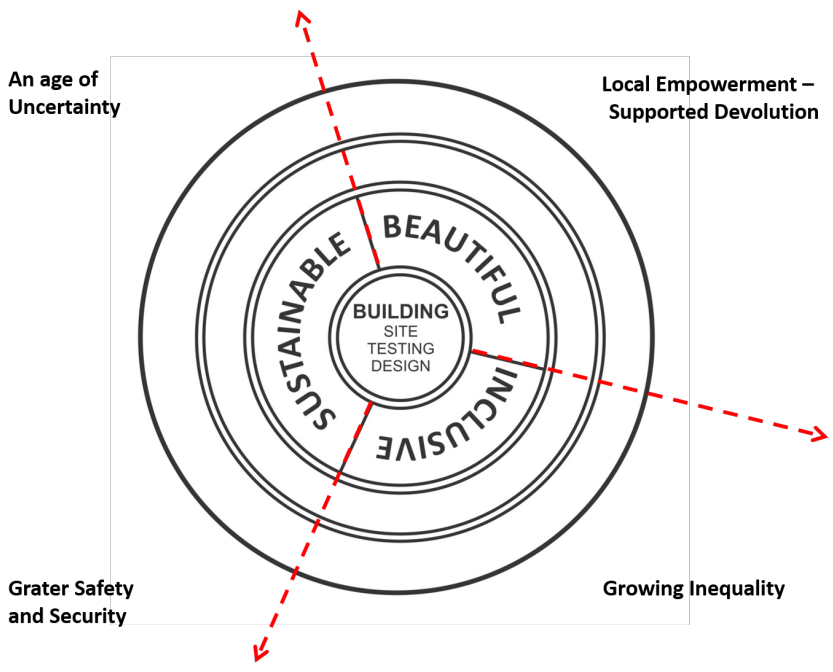


Figure 2. Conceptual diagram of imaginary studies with NEB principles

3. Methodology

Having in mind previously defined contextual and theoretical background, the value framework of the research is based on the development of a multidisciplinary platform for creating innovative study programs on Master level that interrelates knowledge from various scientific fields while following NEB principles and statements from Restart Europe Manifesto. At the methodological level, the research will engage the case study method, particularly the content analysis of courses from the University of Belgrade (UB), Serbia. The books of courses on Master level, from 31 faculties in 4 scientific fields were analysed in relation to the sustainable, beautiful, and inclusive city, highlighted as fundamentals of the New European Bauhaus initiative. The tendency was to design and develop study program concept note at the master level, perceived as an IMT platform for planners' education on post-COVID urban planning and design. Starting point in the process was collection of data from 31 faculties from the UB, after which further selection and analysis of specific courses was conducted. This part can be observed through two separate but overlapping tracks – first connected to understanding that overcoming the negative consequences of a pandemic can be achieved by implementing new educational models and global knowledge in line with New European Bauhaus initiative and Re-Start Europe Manifesto, and second that is related to local experiences and skills from the already existing courses from the UB in order to develop globally adaptive and applicable solutions and ideas.

4. Case Study: Local examples and experiences in dealing with global challenges

When deciding how to develop new approaches and curricula for the education of planners, first step was to

develop a conceptual diagram based on the original Bauhaus diagram, updated with principles and contextual background that was extracted from NEB and ECTP Restart Manifesto. The next step was directed towards choosing thematic fields and courses that will be implemented in the study structure of new imaginary studies. Instead of developing a completely new course, it was decided to use already existing courses, that are already established and implemented. The main question was how connect them and put them in a new order, maybe not as it was, but instead how we want them to be according to the conceptual diagram formed in previous steps.

Following the decision of using, and in a certain way recycling existing courses on Master level we integrated the local knowledge and experience, and choose to create new curricula of the future Master program that will be developed of already existing courses on Master level from the University of Belgrade..

4.1. University of Belgrade: From the present knowledge towards new visions

The University of Belgrade is the oldest university in Serbia and the largest in South-Eastern Europe. Founded in 1808, it consists of 31 faculties, 11 research institutes and 13 University centres. UB provides education in sciences and mathematics, technology and engineering sciences, medical sciences, social sciences and humanities. The general agenda of the University is to combine and comprehend education, research and collaboration with the public sector and private companies. With 100,000 students, UB is offering more than 350 study programs and it is an academic community that is well-positioned in the scientific and practical arenas. The internal organization of the faculties within the University is organised in 4 groups: social sciences and humanities, medical sciences, sciences and mathematics and technology and engineering sciences (Figure 4.),

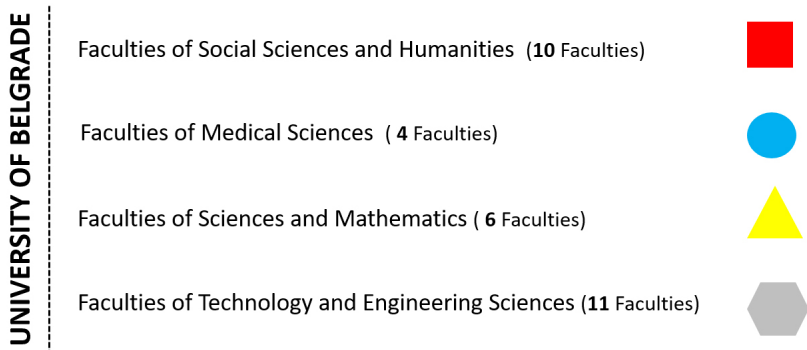
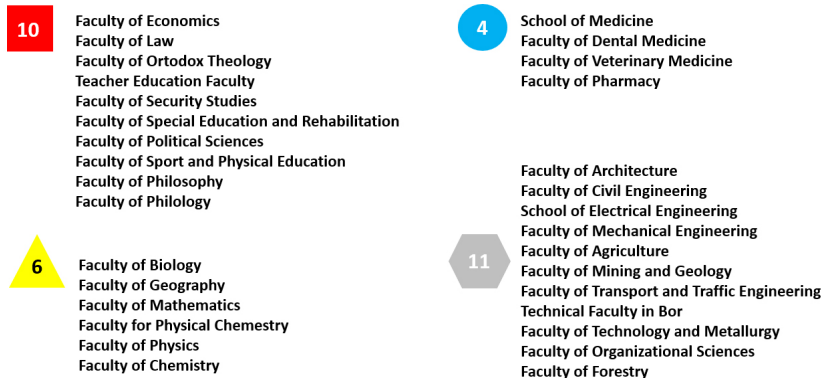


Figure 4. UB internal organization of the faculties

Figure 5
University of
Belgrade – Internal
organisation and
University



After the analysis of courses from different scientific fields and faculties, 98 courses were selected and analysed in more detail in order to make a more comprehensive structure of the courses and to decide on their role in the future imaginary Master program. Each course was analysed according to course subject, objectives, learning outcomes and ECTP credits in order to have a clear picture of the dimension and role of these courses. In this step, courses from the Faculty of Architecture were omitted because of the tendency to use these courses as a basis structure that will be updated and improved with other courses from the University of Belgrade. In the following figures selected courses are presented in line with the chosen criteria's.

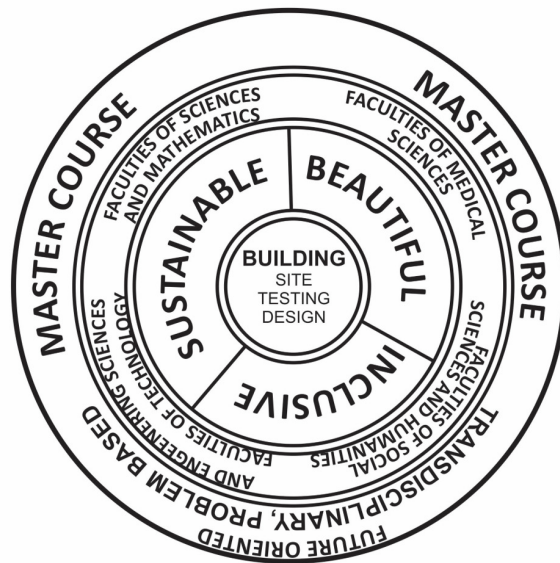
The majority of the selected courses, as a common feature had the aim to promote the values extracted through NEB and ECTP-CEU Restart Manifesto. Some of the objectives are: "to point out to students contemporary concepts of transport policy in Europe, as well as the interdependence in the development of transport system and economy" or to enable contemporary knowledge "about adaptations to

FACULTY OF ECONOMICS Traffic policy and development 7 ECTS Natural resource management and environmental protection	FACULTY OF SECURITY STUDIES Geographical Information System And Risk Management 6 ECTS	FACULTY OF PHILOSOPHY City in globalization - transformations, architecture, meaning 6 ECTS Museology and heritology 6 ECTS Integrative heritage protection 6 ECTS Introduction to sustainable development studies 6 ECTS Introduction to sustainable development studies 6 ECTS Information and communication technologies and social networks 6 ECTS Migration and sustainable development 6 ECTS Sustainable local development 6 ECTS Poverty and social exclusion 6 ECTS Contemporary theories of democracy 10 ECTS History of aesthetics 10 ECTS City in literature 6 ECTS	FACULTY OF BIOLOGY Adaptations to anthropogenic changes 6 ECTS Aquatic zoology 6 ECTS Evolutionary morphology 6 ECTS Monitoring system and bioindicators 6 ECTS Global ecology and ecosystem energy 5 ECTS Ecological aspects of spatial planning 5 ECTS Area modeling and ecological niches 4 ECTS
FACULTY OF LAW Land registry law 10 ECTS Environmental law 20 ECTS Environmental law and environmental policy of the EU 10 ECTS Liability for environmental damage in the light of the rules of international environmental law 10 ECTS EU Environmental Law and Policy 8 ECTS Law and economics of public-private partnership 8 ECTS Sustainability and innovation 3 ECTS	FACULTY OF POLITICAL SCIENCES Contemporary socioecological theories 6 ECTS Contemporary environmental policy and sustainable development 6 ECTS Ecological philosophy and ethics 6 ECTS Environmental law and environmental standards 6 ECTS Public policy analysis 6 ECTS Environmental policy of Serbia 6 ECTS Ecology and society 6 ECTS Ecological diversity 6 ECTS Cultural anthropology 6 ECTS Cultural studies 6 ECTS History of European culture 6 ECTS		FACULTY OF MATHEMATICS Selected Chapters in Mathematical Statistics 8 ECTS
			FACULTY OF MEDICINE Epidemiology in public health 7 ECTS Environment and health 3 ECTS Work environment and health 3 ECTS Здравствена економика 3 ECTS
FACULTY OF GEOGRAPHY Territorial systems and models in socioeconomic geography 7 ECTS Cartographic modeling 7 ECTS Strategic environmental impact assessment 7 ECTS Land planning and use 7 ECTS Planning a Special Purpose Area 7 ECTS Spatial planning and economic development 7 ECTS Landscape planning 7 ECTS Social development impact assessment 7 ECTS Legal framework and spatial development management 7 ECTS Regional processes and spatial planning 7 ECTS Strategic spatial planning 7 ECTS Infrastructure development programming 7 ECTS	FACULTY OF PHYSICAL CHEMISTRY Selected Chapters in Environmental Physical Chemistry 9 ECTS Physicochemical aspects of materials 6 ECTS Polymeric materials 7 ECTS	FACULTY OF CIVIL ENGINEERING Railways and the environment 2 ECTS Roads and the environment 2 ECTS Energy efficiency and certification of buildings 4 ECTS Contemporary materials in construction 4 ECTS Geodesy in spatial planning and urbanism 4 ECTS Database systems and spatial data infrastructures 6 ECTS Web GIS 4 ECTS Web cartography 4 ECTS	FACULTY OF TECHNOLOGY AN Environmental engineering 5 ECTS Environmental chemistry 4 ECTS Ecotoxicology 5 ECTS Solid and hazardous waste management 6 ECTS
FACULTY OF PHARMACY Medicinal plants and the environment 3 ECTS	FACULTY OF CHEMISTRY Environmental monitoring 9 ECTS Remediation 9 ECTS	SCHOOL OF ELECTRICAL ENGINEERING Solar and wind energy 6 ECTS Atmospheric physics and ecology 6 ECTS Integration of renewable sources in power systems 6 ECTS Renewable energy software 6 ECTS Electrical installations of smart buildings 6 ECTS	FACULTY OF AGRICULTURE Principles of ecology Principles of sustainable agriculture Biodiversity in agriculture Agroecology Economics of natural resources and the environment Landscape ecology Aquaculture
	FACULTY OF MECHANICAL ENGINEERING Smart buildings 6 ECTS Man - machine system design 4 ECTS Solar energy 6 ECTS Computer graphics and virtual reality 6 ECTS		FACULTY OF TRANSPORT AND TRAFFIC ENGINEERING Traffic planning - traffic infrastructure 5 ECTS Smart transport systems in traffic management 4 ECTS Prevention and ecology 6 ECTS
	FACULTY OF MINING AND GEOLOGY Modeling of environmental pollution dispersion 6 ECTS Energy and sustainable development 6 ECTS		

Figure 6. Courses that were selected from Master programs

different types of anthropogenic changes, as well as about the most important concepts and methodological approaches in researching the mechanisms of these adaptations” to point out just a few. At the same time, learning objectives are dealing with “identification and differentiation of the basic structural and functional components of ecological systems at different levels of the ecological hierarchy” or with “introduction to the concepts, categories and patterns of cultures and cultural systems that significantly determine the actions and behaviours of people in modern societies and social relations”. By choosing courses from different scientific fields and from different faculties from the UB a solid data base was formed, that could be used in conceptualisation of IMT platform for planners’ education on post-COVID urban planning and design. In this manner, various subjects are covered, while different approaches and aspects can be used when tailoring already established and functional courses. In this way, local knowledge, expertise and methodologies could be used to address global issues and post-pandemic planning (Figure 7.).

Figure 7.
Updated conceptual
diagram of
imaginary Master
studies



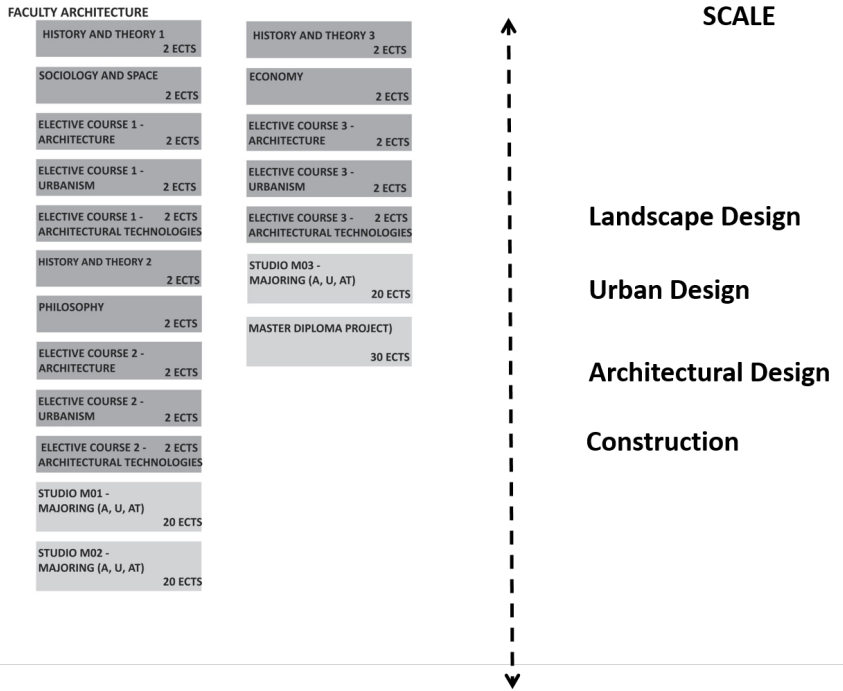
4.1. Faculty of Architecture – Core values for future studies

Regarding the more specific structure of the study program, it was decided to use the already existing structure of Master programs from the Faculty of Architecture, having in mind that the topics related to spatial scenarios in architecture, urban design and urban planning are already considered within this institution and that there are already developed and established academic and practical skills, knowledge and research along with cooperation with state and local institutions and industry.

Faculty of Architecture offers comprehensive education of future architects and urbanists enabling the sharing of knowledge and the development of skills that are required for practicing architecture and urbanism within a multidisciplinary environment. The faculty is structured around three departments: Architecture, Urbanism and Architectural Technology that are promoting integrated approach to education, involvement and participation in studio-based courses and school projects are encouraged and implemented in curricula. The current study programmes offered at the UBFA are: Bachelor studies, Master studies of Architecture, Integral urbanism and Interior architecture, as well as the single-cycle 5 year Studies in Architecture. The Faculty also provides Specialist studies in Design and Heritage, Urban Renewal, Energy-Efficient and Green Architecture, and Doctoral Studies in Architecture and Urbanism. Faculty of Architecture also has existing practice of constant activities to improve education processes by implementing innovative curricular and extracurricular activities in architecture and urbanism (Nikezić et al., 2015; Radosavljević et al., 2019) integration of the SDGs in curricula (Stupar et al., 2017; Maruna et al., 2019; Maruna et al., 2018) and organizing workshops in times of emergency (Bugarski et al., 2016; Milovanović et al., 2020). The past engagement makes the Faculty of Architecture an institution that has the capacity to initiate critical thinking, develop an effective response to the fast-evolving nature of the COVID-19 and its influence on built environment, and enable better preparedness and response of society and professionals in post-pandemic planning.

Based on previous statements, in the focus of this paper are Master study programs of Architecture and Integral urbanism along with the previous experience of the institution regarding innovation in the models of education of professionals that are dealing with the built environment (Figure 8.). The existing principles from NEB and context of mega-trends that are pointed out are coinciding with the theoretical approaches within Master programs at the Faculty of Architecture and they are in line with the practical application in the field of architecture, urban design and urban planning. In this sense combining courses from different faculties from UB along with the already established experiences and course types from the Faculty of Architecture could generate improvements in sustainable design and planning through crossover

Figure8.
General structure
of Master studies
at Faculty of
Architecture



effects. These effects could further produce scenarios and adaptive strategies for post-pandemic planning and could generate innovative options between existing resources, actual needs and expected results. A specific point of view could be addressed through various scales in which these changes are anticipated and which are already recognized within the practical and theoretical approaches at the Faculty of Architecture.

5. Concluding Remarks and Conceptual note for imaginary studies

This paper stresses the importance of building the capacities of future professionals in the field of planning to face global challenges and post-pandemic scenarios. By illustrating the process of creating a conceptual model for the new Master program at the University of Belgrade challenges from the COVID-19 were transferred towards

creating a learning environment and teaching methodology for new imaginary studies within a new pandemic reality. Paper outlined the potentials of already existing strategies and initiatives and added new insights from the New European Bauhaus initiative and ECTP-CEU Restart Europe manifesto in order to cope with current challenges and provide answers to the question of how should new curricula be designed in order to build the capacity of future professionals and to broaden their professional competences and responsibilities. Simultaneously new study program should improve the technical, technological, socio humanistic, and artistic skills of future experts, while at the same bringing flexibility in the developed curriculum with new methods of training and education. The basis for generating a new theoretical and methodological approach to the design of the innovative study program is based on a multidisciplinary approach and exchange of knowledge between experts from four different scientific fields that are represented at the UB. Upgrade of this base was achieved by complementary Master programs from the Faculty of Architecture allowing an integrated design approach that includes dimensional, functional, programmatic, construction and materialization standards. A conceptual model is comprised from multiple connections, thematic fields and scales that are interwoven through different types of courses (elective, compulsory, Design Studio etc.) and contextual influences (Figure 9.).

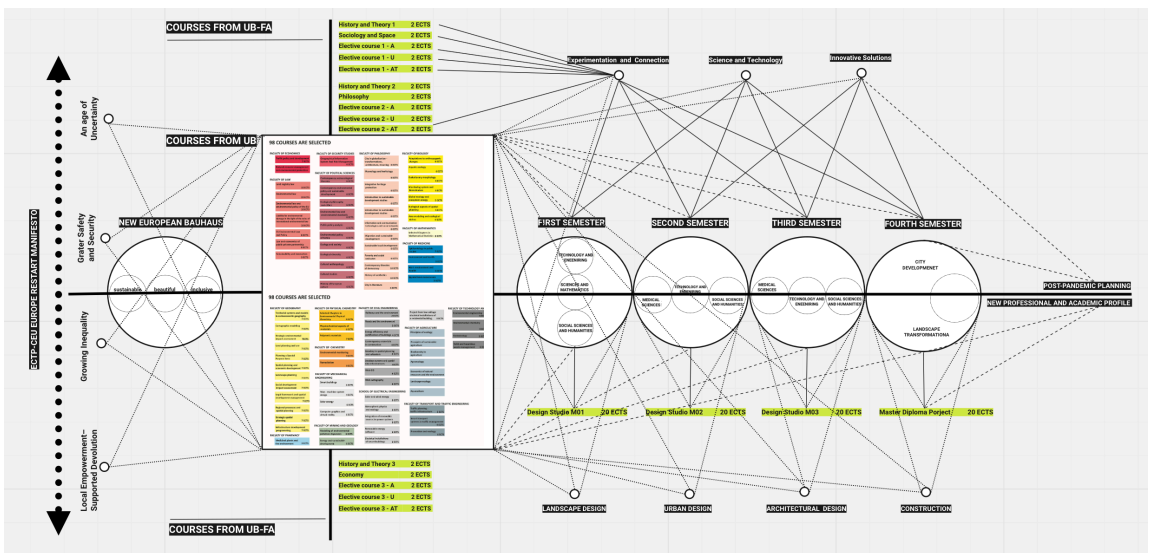


Figure 9. Conceptual model of Imaginary Studies

By using already developed courses from other faculties new Master study program included locally specific requirements and conditions, with a focus on general concepts which are sometimes difficult to be adapted to specific spatial and social contexts. The general outline and background of the program are based on the experiences of different professional and cultural frameworks applied in the local context through the exchange of resources, ideas and limitations. Different variations of the program and its structure could be achieved through an illustrated conceptual model that will prepare future professionals to respond to upcoming challenges and threats, to work on sustainable solutions and ideas, and to generate adaptive solutions for the general improvement of the built environment. Designed curriculum indicates that the planning profession is constantly required to engage its creative skills and critical thinking to re-imagine how will cities develop and adapt in line with future events. As stated in the title of this paper, Towards Imaginary Studies : New European Bauhaus and Post Pandemic Planners Education is referring to imaginary not as something that is not possible to achieve but as something that will allow us to imagine a better future.

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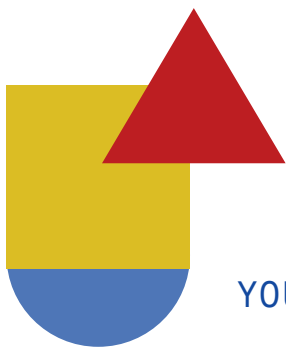
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