

## SLOT T03.S06 | ROOM V1.03 | LIA VASCONCELOS, CAMILA PERRONE | FCT-UNL; UNIVERSITY OF FLORENCE

### 542 | UNRAVELLING COLLECTIVE CAPABILITIES IN ORDER TO SUPPORT DYNAMIC LEARNING PROCESSES ON SPATIAL ISSUES

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**ABSTRACT:** The aim of participatory processes is to initiate a durable redistribution of power relations (Arnstein, 1969), aiming at improvements of social and/or spatial conditions. In such a process, it is never clear which actors will/need to be involved, how relations will change, what issues will be addressed, etc. In other words, it is a dynamic process you can't control. From this perspective participatory processes should be approached as collective learning processes (Albrechts, 2004), during which all actors involved experience the added values of simultaneously learning for the group and learning from the group (Wildemeersch & Vandenabeele, 2007).

Scholars stress the need of a normative framework of 'qualities' to guide this learning process. A participatory process should e.g. be open, inclusive, deal with [short and] long term, leave room for dissensus, subjectify and socialize, etc. A number of authors argue that these qualities are contextual and dynamic (a.o Segers et al., 2016). There is however not much literature that specifies how to manage this dynamic character. And especially, how to do this as a 'collective' with a (partly) random and temporary character. Our hypothesis is that collective learning, in a dynamic context, requires capabilities of the collective: how to participate in conditions of conflict, how to understand each other's arguments, how to keep everyone on board, etc. This leads to following research question: What can be a fruitful framework to understand processes of collective learning about spatial issues? In order to answer this research question, three sources of knowledge are interrelated: 2 case studies, 2 theoretical frameworks, and the results of group reflections on both cases and frameworks. These reflections took part in the context of a 'participation-lab', organized by the Association of spatial planners in Flanders (VRP), and gave rise to a number of clusters of collective capabilities. The paper is based on an in-depth study of how these capabilities are collectively reinforced within the cases, using the theoretical frames and analysing the group reflections.

The research results in two kinds of conclusions. The theoretical frames will be assessed in term of accuracy to describe and analyze a participatory process in real time and to evaluate its relevance to stimulate and support collective learning. The collective capabilities detected will be assessed in terms of their aptness in dealing with dynamic situations and qualities. The research also results in recommendations about how the theoretical framework can help spatial planners to apply and support collective capabilities that enhance the participatory potential.

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### 661 | SOCIAL LEARNING AND SOCIAL INNOVATION IN PLANNING PROCESSES: A SOCIAL NETWORK ANALYSIS

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**ABSTRACT:** Urban planning and spatial development processes depend on the exchange of knowledge, experience, social contacts, and innovative ideas – that is, on social learning and innovation (see e.g. Holden, 2008). As urban planning moves towards more incremental urban development and