

Abstracts in English

Introduction

Landscape, citizenship and education

Joan Manuel del Pozo

Given that my background is in philosophy, I understand that I am expected to engage in dialogue from a friendly vicinity. I will do something that we often preach and rarely practice, which is called *interdisciplinarity*. Frontier areas are particularly fertile and productive, because they are areas where added value to one's own knowledge can more easily emerge, thanks to the proximity of other kinds of knowledge. Indeed, nobody understands better than landscape professionals or scientists that an added value easily obtained within interdisciplinary or cutting-edge exchanges is precisely the attainment of new perspectives. Perspective is fundamental to the way in which a landscape is ultimately perceived —indeed, at the end of the day it determines landscape, as landscape only exists in so far as there are gazes from different viewpoints on that landscape. Landscapes come into being in so far as they are perceptible —and, particularly, perceived. Therefore, it could be said that one of the worst attacks on landscape is the lack of education on ways of looking at landscape, because it eventually deteriorates, deforms or even precludes the perception —and the very being of— of landscape.

I am not pretending to be using or searching for an optimal definition of landscape. I will use here a generic and instrumental notion, particularly related to natural landscape as understood by the non-specialized citizen: the spaces that have been shaped by nature, with their own physical characteristics, no matter whether human influence on them has been nonexistent, small or big. Landscape is regarded as a value, citizens are the trustees or holders of that value, and education is the key that should enable the holder to fully enjoy that value. The notion of value, therefore, is central.

The value: landscape

We are speaking of landscape as a value in a strict and universal sense. Every landscape has value, simply for the fact of being one, independently of whether it is exalted as a particularly beautiful landscape or not. There is not only one philosophical theory of value, but a basic consensus can be reached which enables us to identify within this concept a wide range of what can be considered goods in human life. From this point of view, value includes all those things that help us to move forwards in our individual and collective projects as people and as citizens.

It is important to advance in the search for these values, which we can see as core values, from which

many others can be derived or associated —these, to the extent that their derivation is strong and clear, do not disorientate or trivialize, but rather they become a link between the core and the human personality, individual or collective.

One way of organizing observations on these core values is to consider how we define the anthropological axes which make us who are and to ask ourselves what the answers to their needs are: in relation to our obvious physical foundation, in particular the neurophysiological dimension, the axes which make us who we are involve the theoretical, the ethical, the social and the aesthetic. The theoretical or rational is defined by the ability to develop or exchange abstract notions or concepts which, primarily through natural languages, enable us to appreciate, describe and analyze the world. The ethical axis is about our condition as beings capable of distinguishing between right and wrong, of choosing between fundamental choices. The social axis is about our capacity, willingness and need to articulate our existence to fellow human beings. Finally, the aesthetic axis, perhaps the least clear of all four, is about a dimension which can be summarized in one word: *sensitivity*.

To respond to the needs of each of these axes, we can establish the following values: for the theoretical or rational axis, the response is knowledge; for the ethical axis, dignity; for the social axis, kindness, and for the aesthetic axis, beauty. This would enable us to say, even if we are over-simplifying, that a person is complete if they are full of knowledge, of a sense of dignity, of a good-hearted attitude and of sensitivity to beauty. Landscape as a value is particularly related to two of these four values: as a very clear ramification of knowledge (in as much as it is a basic spatial condition and shaper of human nature) and of beauty (as a value which generates spontaneous, empathic or negative stimuli, according to the way each of us identifies with our physical environment or with a sense of discomfort or even hostility which disturbs and destabilizes us), but also, of course, as an ethical demand and as a social influence. Therefore, in each of these four areas we can identify the value of landscape, but without a doubt two of these have a particularly strong connection with it.

The trustees: citizens

Landscape value, like other values, exists because people consider it as such. The question we can ask ourselves is whether the recognition of this value has a universal or limited character. If earlier we wanted to establish four core values, this is precisely due to the fact that we do not want to drown in the confusion that we would live in if, in the midst of so much proliferation, there were not some clearly justifiable priorities. We could say that these four core values can be defended as universal values, but even then it would be legitimate for someone to disagree.

And yet, landscape does not feature in the four core values mentioned earlier, although at least two of them could be derived from it. Nobody upholds, on the other hand, that universality is spent in these four core values; there may be derived values that are also universal. There is not only one way to recognize the universality of a value, but without a doubt one of the key ways is to recognize that it is a basic need for the human condition. Is landscape necessary for human life? If we understand that landscape is not a choice, that it is a natural scene influenced by culture or the cultural projection of a society in a particular place, we discover a two-fold structural component, vital in itself, that of nature and culture, without which the so-called *human phenomenon* would be incomprehensible. Landscape is the unavoidable meeting point between nature and culture and constitutes a value which human existence needs, as a basic space where the primordial power of nature, with its contours and profiles, and where the flexible, transformative and creative force of human societies meets and creates the living environment that makes human life better or worse, tolerable or intolerable. If a value is necessary for human life, then it is a universal value, of interest to the whole species.

We can uphold citizens as the trustees of landscape, responsible for it in a double sense of the word: on the one hand, responsible in the sense of the land owner who cannot accept that anyone changes or degrades what he knows belongs to him, and, on the other hand, responsible in the sense of being obliged to take care of it, to have a constructive and not destructive relationship with it: according to the traditional legal *dictum*, nobody (except in the case of mental illness) can go against themselves, and to the extent to which landscape determines the quality and dignity of our life, it is part of us and we are, therefore, responsible for it in the first instance.

The key: education

If we accept in generic terms the right citizens have to landscape, and if, as we said at the start, landscape is above all the perception of landscape, then we must ask ourselves whether the capacity to see, a requisite for enjoying the landscape, is a capacity that human beings have developed simply as a result of being born. The answer is, in this case, very simple: as in nearly everything, the long stage of total immaturity of the child is at the same time an expanse of possibilities and a desert of concluded realities; everything is a possibility precisely in its *potential* form, which must be cultivated.

We could say that education is the key with which citizens, the holders and trustees of the right to landscape, can fully access and enjoy its benefit, its value. All anthropological aspects and axes have to be educated, because *all* of human nature, not only rational ability, is always incomplete, needing to be constructed (education) and reconstructed in

an ongoing way (lifelong education). Adults have been educated to be aware of the landscape thanks to non-formal educational activities, such as literature, photography, cinema, hiking or similar. But, can we go further in our understanding of the educational process to include sensitivity towards the landscape? Let us do so via one of the best definitions of *education* I know, elaborated by the philosopher and psychologist Eduard Spranger. To educate is to transmit to another, with selfless love, the commitment to develop from the inside out all of one's ability to receive and create values. First of all we must stress that this is not only about formal education, but includes all types of non-formal education: family-based, social and literary, because whatever your starting point is, you can have an educational attitude and achieve the necessary outcomes. For Spranger, education must be linked both to an approach which is specifically orientated to transmitting something between people, and to an emotional, empathic and loving disposition on the part of the educator. Furthermore, what it actually is that must be transmitted in education is not something easy to define, rather it is a commitment, that is to say, a personal attitude or a readiness, to use almost colloquial terms, to *want* something. This *desire* is not directed towards any particular external object, but rather it is the desire to develop, from the inside out, a complete ability in itself. What is important is that the one being educated wishes to develop something internal and that it unfolds, that it is manifested, as Spranger says. What we are talking about, without having specified it as yet, is an exercise in autonomy and personal responsibility. We don't educate people: we educate and encourage the self development and personal unfolding of those we educate; if it does not happen in this way, education is an artificial imposition, ultimately false. A good education is one which enables the learners to educate themselves. Finally, Spranger refers to the ability to receive and create values, and the landscape is one of the many values which those being educated can receive or create; that is to say, it is part of the goal of education, as a value that we have come to see as universal. And, in terms of what we have said about landscape deriving from the core values of knowledge and beauty, it should be included in education in the theoretical or rational sphere (conceptualization, science, theoretical ability) and in the sphere of the senses (beauty, ability to feel it, enjoy it).

Few people can or want to be theoretical or scientific about landscape, but it is vital that absolutely everyone can have access to enjoying the landscape, benefiting directly from it for their personal and collective well-being. Therefore, an important reason for educating on sensitization is not only that it enables those being educated to access beauty, but it is also a means for developing their ethical awareness. In fact, aesthetic contemplation and the enjoy-

ment of beauty leads to an infinite respect for what is beautiful and a profound awareness of its value, and therefore, of its dignity. And this is where the connection between ethics and aesthetics arises: in terms of dignity, which is the core ethical value, as we have seen, which fundamentally belongs to all people simply for the fact of being, and as a consequence of all that which we consider to be good for us, like beauty, among other things. Not educating our sensitivity, our capacity to take in and be moved by attractive nuances, balanced overviews, hidden harmonies, stimulating differences and exultant contrasts, amounts to blocking the way of gaining another sensibility, so necessary in life, which is ethical sensibility, based precisely on the sense of gratitude and respect. Education (formal, non-formal and informal) on landscape is a basis for the unfolding not only of each individual's personality, but also for the unfolding of full citizenship, in as much as citizens are holders or trustees of the right to landscape (a moral right, and we hope that someday soon also a positive one). Because it is clear that citizens who are not educated in sensibility towards and knowledge of landscape are citizens who hold a right and are responsible for a good which they cannot access for want of a key.

I. Landscape, education and quality of life

Education on the European Landscape Convention

Maguelonne Déjeant-Pons

The Council of Europe is an international, inter-governmental organisation based in Strasbourg. Founded in 1949, it currently consists of 47 states and its main objectives are to promote democracy, human rights and the rule of law, as well as to seek common solutions to major social problems in Europe. The Council of Europe also works in favour of sustainable spatial development, in accordance with Recommendation Rec (2002) 1 of the Committee of Ministers to member states on the Guiding prin-

ciples for sustainable spatial development of the European continent. The basic idea is to preserve Europeans' quality of life and well-being while taking landscape, natural and cultural values into account.

With this goal in mind, the Council of Europe promoted the creation of the European Landscape Convention, which was signed in Florence in 2000. This text is the first international treaty devoted to sustainable development, an aspect that includes the cultural dimension. In addition, it aims to promote landscape protection, management and planning in Europe and to organise European cooperation in this field. Its ultimate goal is to ensure that European landscapes are considered through the adoption of state-wide measures and European-level cooperation.

The European Landscape Convention falls within the context of Council of Europe initiatives in the fields of natural and cultural heritage, spatial planning and the environment. The concern for sustainable development posits landscape as a predominant balancing factor between natural and cultural heritage, which reflects European identity and diversity, and as an economic resource, which creates jobs linked with the rise of a model for sustainable tourism. The Landscape Convention also stresses that the landscape plays an essential role in the everyday environment of rural and urban populations, with regard to outstanding as well as everyday or degraded landscapes. The citizens should be actively involved in landscape management and planning and feel responsible for the future of landscapes. Finally, the text asserts that landscape is a valuable asset that must be preserved and managed through effective international cooperation structured around a legal instrument exclusively focused on landscape issues.

With regard to education on landscape, the European Landscape Convention stipulates that each party must undertake to promote "school and university courses which, in the relevant subject areas, address the values attaching to landscapes and the issues raised by their protection, management and planning". Other, additional provisions refer to awareness-raising and training. Thus, each party undertakes to promote awareness among civil society, private organisations and public authorities about the value and significance of landscapes and how they are transformed, to encourage the training of experts in landscape analysis and intervention and to foster multidisciplinary training programmes aimed at professionals in associations specialised in the field.

The European Landscape Convention recognises that the landscape is an "important part of the quality of life for people" and a "key element of individual and social well-being". Moreover, it indicates that the member states of the Council of Europe demonstrate the desire to "respond to the public's wish to enjoy high quality landscapes and to play an active part in the development of landscapes" and that their "protection, management and planning entail rights and

responsibilities for everyone". Finally, the text states that each party shall commit to defining landscape quality objectives for the landscapes that are identified and classified after holding consultations with the public. The education of children and young people on landscape is a decisive factor for achieving these goals.

The Council of Europe has approved the three reference texts related with landscape and education. Firstly, Recommendation CM/Rec (2008) 3 of the Committee of Ministers to member states on the guidelines for the implementation of the European Landscape Convention dedicates a whole section to participation, awareness-raising, training and education. It begins with the premise that education on landscape should be strengthened by teaching it in different disciplines and at all educational levels. Secondly, Recommendation R (98) 5 of the Committee of Ministers to member states concerning heritage education states that heritage education activities are one of the best ways to make sense of the future and strengthen knowledge of the past at the same time. Finally, Recommendation Rec (2002) 1 of the Committee of Ministers to member states on the Guiding principles for sustainable spatial development of the European Continent includes a section dealing with effective participation by society in spatial planning processes.

As for the exchange of information regarding deployment of the European Landscape Convention, a summary document is periodically published that reviews the most significant information about landscape policies implemented in Council of Europe member states. It is envisaged that the information collected will be gradually entered into a Council of Europe information system on the Landscape Convention, a system that should include a database of national policies.

The Council of Europe has carried out many projects related to landscape and education. In particular, the Council of Europe's involvement in the field of heritage education began in 1989 with the Rhine without Borders project, considered a mainstay of European heritage classes. Also notable is European Heritage Days, which highlights heritage diversity and different related knowledge. In terms of urban landscapes, the projects *The City under the City* (1995) and *Europe, from One Street to the Other* (2002) have been carried out. Moreover, rural landscapes are the subject of the CEMAT guide *European Rural Heritage Observation Guide* (2003). Finally, the Council of Europe magazine *Naturopa*, now *Futuropa*, *For a new vision of landscape and territory* has devoted various issues about landscape from different perspectives, with a monographic issue published in 2005 that focused on the relation between landscape and literature.

In addition to the projects that the Council of Europe carries out directly, it has also sponsored other projects that link education and landscape.

Prominent among them are the International Photographic Experiment for Monuments, promoted by the Government of Catalonia and the Museum of the History of Catalonia and focused on valuing monuments within landscapes; and summer universities on landscape, organised by the Il Nibbio foundation with the collaboration of the Italian Presidency and the Council of Europe and aimed at assisting dissemination of the Landscape Convention among a public consisting of students and regional stakeholders.

The Council of Europe's work regarding education on landscape is the subject of two Council of Europe reports. The first, titled *Awareness-raising, training and education* was presented in 2002 and later published by Council of Europe Publishing in the work *Landscape and sustainable development: challenges of the European Landscape Convention*. The report mainly asserts that the landscape needs us to take care of it, and that if we simply treat it like a consumer good it will lose both its value and its attractiveness.

The second report, titled *Education on Landscape for Children*, was presented in 2009 and its publication is expected through the same publishing company. The report sets out the requirements, objectives and methodologies for education on landscape in Europe, with special emphasis on primary and secondary education. The first part of *Education on Landscape for Children* aims to reformulate education on landscape within the context of the Landscape Convention, as well as from an educational perspective in sustainable development. The second part addresses more concrete aspects. The document proposes a framework for interpreting the landscape and has different theoretical and practical characteristics specific to education on landscape. All the methodological points of view are linked with a theoretical framework, an educational objective and a set of practical examples. The report's conclusions and recommendations will undoubtedly be very important in the future to continue rolling out the European Landscape Convention.

In summary, the Council of Europe's work in the field of heritage education has been guided by the following aims: awareness-raising with regard to the different categories of cultural heritage, as well as to cultural heritage protection and transmission; the valuation of the European dimension and of multiculturalism; integration and social cohesion aimed at preventing conflicts; the consolidation of democratic civic values; innovation and harmonisation of educational methods and systems; and, finally, overall personality development.

The valuation of landscape in educational policy falls within this perspective and continues the work carried out so far. Landscape is a mosaic of the four dimensions that make up sustainable development: natural, cultural, social and economic. Landscape also represents a kind of film in constant evolution

with a guiding thread that shouldn't be lost as it analyses the history, features, contemporary status and perception that society has of a given territory. As a unique vital setting and meeting place for the population, the landscape is essential for the material, mental and spiritual well-being of people and societies.

Education for the local citizenry, which encompasses education on civic responsibility, education through civic responsibility and education for civic responsibility, establishes a link between residents and students' overall educational experience while giving an interactive character to each and every aspect of civic responsibility. An approach of this sort instils in students a new awareness of others and of themselves, and helps to strengthen the social fabric as well as individual and social skills and aptitudes (Keer, 1999). Starting with this approach, it is possible and desirable to encourage education *on* landscape, education *through* landscape and education *for* landscape.

The importance of education on landscape

Jaume Busquets

Landscape is traditionally studied in all school systems and at all educational levels, even though it is the case that over time, depending on the pedagogical models and underlying geographical approaches, its prominence and handling has been of a variable nature in schools. The growing social interest in landscape issues suggests that teaching and learning on landscape should be strengthened inside and outside the school system and that education on landscape should be promoted, understood as the meaningful transmission of knowledge and the development of positive attitudes towards the landscape and its values.

The concept of *education on landscape* goes beyond simply including landscape as one more element of geography classes and of the school curriculum, because it gives landscape a civic and ethical dimension. Nevertheless, education on landscape should not imply a break with its more specialized approaches (geography, ecology, history, art...), rather it should incorporate the personal and social dimensions of the concept of landscape in the European Landscape Convention into these approaches, that is to say, it should be based on acknowledging the emotional connections which people inevitably establish with the landscape and its interdependence with society and its values.

In its charters, the European Convention establishes a series of measures aimed at sensitizing and educating citizens on landscape issues.

With the aim of facilitating the implementation of these measures, in 2009, on the occasion of the 5th Council of Europe Conference on the European Landscape Convention held in Strasburg, the report *Education on Landscape for Children* was presented, a piece of work of great interest and a key reference document on the subject. The report analyzes the contents of the Convention in relation to education on landscape, proposes objectives and specific instruments with this goal in mind and presents a series of exemplary European experiences on the subject. It is important to note that the document places a special emphasis on the existing relationship between education on landscape and sustainable development.

Following the guidelines which this report sets out, we can establish in the summary ten educational premises aimed at facilitating the integration of landscape-related learning adapted to the characteristics of the educational curriculum in Catalonia. These can positively contribute to increasing sensitivity and ethical awareness in students and in citizens as a whole towards the landscape, within the framework of formal and non-formal education:

- **Revindication of ordinary landscapes:** The revindication of ordinary landscapes is one of the main challenges for education on landscape, given that every landscape is endowed with meaning and values, existing or potential, and can be the focus of attention and study. Approaches to everyday landscapes should be focused on stimulating a sense of curiosity about the nuances of one's immediate reality, on revealing existing relationships between natural and human elements, on finding traces of the past and on formulating individual and collective aspirations for its future.
- **Reading landscape meanings:** *Reading* the landscape as an open system of meanings provides a range of learning opportunities which have been little explored to this day and which encourage the active participation of students. Everyone can attribute their own meanings to the signs of landscape, while at the same time bringing together concepts and skills inherent to different areas of knowledge and applying them to different levels of understanding. This process can begin with visual and formal aspects, leading to distinguishing between specific variables and formulating global hypotheses on the meaning or cluster of meanings of every landscape.
- **Conceiving the landscape as a social product:** In so far as human activity on the natural environment is not a result of individual action but rather of co-operative action and therefore of social relationships, the landscape can be conceived as a social product, that is to say, a kind of creation resulting from human co-operation, influenced by social and cultural dynamics, and having a historical character. It is vital to raise awareness that in the social construction of landscape everyone

participates both as an individual and as a member of a community, so that students feel that they are taking a leading role and are co-responsible for the current and future state of the landscape.

- Learning from complexity: Landscape is a multifaceted reality affected by a whole range of variables (social, technological, environmental...) which make it a particularly complex matter, a complexity which is accentuated by its perceptual and cultural dimension. Learning from this complexity is a basic educational premise for achieving meaningful learning on landscape, and it is an opportunity for students to approach the landscape from different perspectives and disciplines throughout the school curriculum and to accept and understand contradictory social attitudes and conflicts that may emerge.
- Using the wide range of existing resources: Current technologies provide access to an enormous volume of relevant information on landscape, inconceivable until recent years. This great variety and quantity of resources must be taken advantage of so as to make qualitative progress in the study of landscape, contributing both to creating the capacity to manage and interpret this information and to comparing field research data—always subject to the filter of personal perception—with the data gathered and processed from other sources (demographic, geographic, economic, literary, historical, etc.).
- Overcoming the local-global dichotomy: All landscapes are the local expression of phenomena which have a global reach, and what they look like and how they evolve depend as much on what happens in each place as on what happens beyond their limits. Education on landscape therefore becomes an opportunity to stimulate awareness on the dialectical relationship between the local and the global, with the aim of highlighting the increasing importance of fluxes and exchanges, as well as promoting a sense of being world citizens.
- Strengthening the heritage dimension: As an expression of human activity on the natural environment throughout history, landscape without a doubt has a heritage dimension which includes elements and structures showing the particular ways in which societies relate to their surroundings. Strengthening the heritage dimension within education on landscape encourages a sense of place and of historical time, and leads to people developing positive connections with their surroundings, which are requisites for generating responsible attitudes at a personal and social level.
- Adapting to cognitive development: At all stages of education, the study of landscape should be based on the active involvement of students, giving them a leading role as landscape actors, while always dealing with the dual dimension of landscape (subjective and objective). It must be based on a process of *spiral* learning, understood as a

positive feedback loop through continuous experience throughout the school system in which students, thanks to their work and interaction with others and with their surroundings, transform their knowledge of landscape, transform their attitudes and transform themselves.

- Adopting a scientific method of work: The inherent subjectivity in the notion of landscape and its complexity are not obstacles to gaining a scientific understanding of landscape—on the contrary, this kind of knowledge, based on rationality, methodological rigour and critical capacity, becomes essential in order to integrate any variables which may be relevant to its nature. Education on landscape must be based on the practice of a scientific method of work, which, in relation to the dual nature of landscape, must be able to incorporate elements associated both with natural sciences and with social and human sciences.
- Transferring expert knowledge: In general there is a delay between progress in the development of knowledge and its transfer to schools. If we agree that children and young people's education is a matter of collective responsibility, it is clear that this delay or updating are not only the responsibility of educators nor of a particular social group, but rather the responsibility of government bodies and society as a whole. In any case, it is nonetheless vital that expert knowledge on landscape can be transferred to the educational community and to society as a whole, in order to achieve a genuine education on landscape, contributing at the same time to collective progress.

To conclude this summary, we wish to refer to the project City, Territory, Landscape, aimed at secondary schools in Catalonia and jointly promoted by two ministries of the Catalan government (Ministry of Town and Country Planning and Public Works nowadays Ministry of Territory and Sustainability, and Ministry of Education) and by the Landscape Observatory of Catalonia. The project is an example of education on landscape which responds to the intention of transferring current developments in this subject, and it has received recognition both nationally and at a European level.

The project City, Territory, Landscape is consistent with the ten educational premises presented above. It is based on the opportunities provided by new technologies and on working in networks in order for teaching staff to update their knowledge on landscape issues, stimulating ways of teaching on landscape and encouraging positive attitudes, both personal and collective, towards the landscape. In accordance with the aims of the Landscape Act of Catalonia, and spurred on by the encouraging results achieved by teachers and students who have put the project into practice, a new initiative on education on landscape is being developed, in this case aimed at primary school children.

Landscape in higher education in Europe: learning from landscape

Bas Pedrolí

What does Europe mean for the landscape

There are an infinite diversity of landscapes in Europe. These are all cultural landscapes, in the sense that they have been shaped by people. For thousands of years monks, land lords, bishops, and especially farmers' communities have worked the land, transformed it, taken care of it, been attached to it, and transformed it again. In many cases this is still evident from the features of today's landscapes. But in many cases the functions of the landscapes no longer conform with the landscape as it was inherited from times when the landscape was still functioning as a purely agricultural landscape. The fact that our society subsidises dairy farmers to let their cattle graze the meadows keeping the grass short for meadow birds shows that the landscape has different, more public functions, because we appreciate the inherited landscape more than the well-drained, deep-ploughed, rationalised grassland that would allow the farmer to produce milk in a competitive way.

Clearly landscape has more than ever become a social space where many claims compete, and many functions and services may be relevant. Landscape research therefore requires an interdisciplinary approach. For students that should be educated to be good scientists this is a very challenging task. How can you be interdisciplinary if you do not yet master your disciplinary expertise?

Landscape, a mirror of society

In this sense, you might say that landscape is a mirror of society's capacity to manage its public goods. This could easily lead to a sense of loss and grief, but a more constructive attitude is to stimulate new involvement in the landscape. This concern has been taken up in the European Landscape Convention, stating that: everyone has the right to enjoy the landscape; on the other hand, every landscape is worthy of being taken care of; the intrinsic values of landscape should be made explicit; landscape is a public good, governments should take responsibility; public participation is crucial: civil society should be involved in all decisions pertaining to landscape; and last but not least: education is crucial for raising proper awareness about the values of landscape.

The three networks that recently evolved to specifically enhance the implementation of the European Landscape Convention (RECEP-ENELC, UNISCAPE and CIVILSCAPE, see www.eurolandscape.net) have taken these statements as a challenge, supporting governmental bodies in their duties as a result of the Convention. It is one of UNISCAPE's primary objectives to stimulate the development of

university educational programmes, to increase the quality of landscape education at the European level, and to promote exchanges for students and staff, all with the aim of responding to the requirements of the European Landscape Convention.

From layers of reality to identity

For students it is of paramount importance to practice conscious observation before the knowledge of professors is imparted to them. It is the personal involvement of trying to get acquainted with a specific landscape that enables the student to differentiate between the features observed in the landscape itself and the learnt knowledge that is attributed to them. Recognising an oak as an oak may readily hinder an unprejudiced observation of such a tree. Walking around a tree to observe it from different angles, climbing in it, coming back to it in other season, after some years - this all makes a tree something to be appropriated, something which one would like to take care of. The same applies to landscape. The steps of observation in space and in time provide evidence of coherence in space, and of temporal coherence. These coherences together may contribute to a comprehensively perceived image of the landscape, of its character. This character varies from place to place, but the totality of characters in a specific landscape, plus its cultural setting, determines a landscape's identity, or *genius loci*.

Landscape identity is the perceived uniqueness of a landscape. Perception of landscape is crucial to understanding people's attitude to landscape and also their behaviour in relation to that landscape. At the end of the day, European policy makers in Brussels, for example, also have a feeling of attachment, of belonging to the landscapes they live in or enjoy, just as scientists and environmentalists have. This feeling has, however, a different temporal and spatial scale than the bureaucratic policy implementation schemes we all are dependent on. The challenge in university education is to bridge these scale levels and to foster a dialogue on the future of European landscapes.

Starting points for higher education in landscape

First of all it should be stressed that for landscape study, cooperation is needed. Cooperation between students of different disciplines, cooperation of students with land owners and land managers, cooperation with policy makers. Herein lies, without a doubt, one of the main challenges, because practice is persistent and universities are not known to be the most cooperative institutions in society. Although much good will is shown, cooperation both within and between universities is generally at a low level.

A second starting point is – as mentioned – to stimulate the commitment of students on the basis of an unprejudiced observation of the landscape and

on working on landscape with the involvement of citizens and stakeholders.

Last but not least, because students should make the landscape their own, landscape education should be based on lighting a fire instead of filling a bucket: they should be taught ways to discover the landscape themselves. The article explains the steps that can be taken in the various psychological domains of human education are summarized, which can inspire landscape education especially in its development towards student-initiated learning. The scheme should not be taken as a strict recipe, but rather as a tool to increase awareness of transformations in the process of learning. It could especially enhance training in the affective domain.

Ways forward

UNISCAPE has taken several initiatives to stimulate higher education in landscape. It has adopted the ATLAS-website, on which more than 3000 courses on landscape education all over Europe are available (www.atlas-eu.org), which enhances student mobility.

A specific action is being undertaken by UNISCAPE to develop a European Masters on landscape with special attention to the European Landscape Convention. Although the bureaucratic barriers for such a Masters are significant, a stepwise approach will certainly lead to the gradual realisation of this idea, starting from summer courses, pragmatic bilateral collaborations between universities and Masters classes to dual degrees and finally double degrees. For this purpose an accreditation system is being developed for landscape education courses at university level. Collaboration with other professional networks will bring synergy. Furthermore, competitions are being set up on landscape photography and for the best quality Masters theses on landscape.

It is the hope that when our students leave, they will have learned from the landscape itself, and they will be able to disseminate their knowledge based on a personal commitment to the valuable diversity in European landscapes.

II.

Landscape in schools

The Place We Live: The Proxectoterra

Xosé Manuel Rosales, Antonio Díaz and José Luis González

Space and time are the basic elements in which our lives unfold and are an unavoidable reference point for constructing our notion of reality. We appeal to them in order to make sense of our perceptions and to keep a record of daily events, whether mundane or exceptional. If we look for references to these basic elements in the current educational system, it is at the very least surprising that on many occasions there are references to the passage of time, while there are hardly any references to space other than those within the geographical framework. As a result, students miss out on the opportunity of analyzing and understanding space as the area in which human beings relate to their environment, which conditions their perceptions and which has a profound influence on their lives. On the other hand, the progressive deterioration of living spaces and the increasing loss of built heritage means that it is of primary importance that citizens wholeheartedly commit to improving the quality of the spaces they inhabit.

Aware of the aforementioned issues, the Official Association of Architects of Galicia (COAG) initiated Proxectoterra in the year 2000, a project in collaboration with the educational system aimed at the different levels of compulsory education, so as to contribute to improving the teaching that Galician students receive on the people, spaces and places that they inhabit. The issue here is not to increase the existing material content at the different educational levels, but rather to provide special materials that broaden or improve the materials which are currently available to students and teachers.

From the start, various institutions and organizations who shared in the project's objectives stepped on board. During this period, the Socio-Pedagogical Association of Galicia, TVE, the ONCE and the New Galician School took on specific tasks which were fundamental to its development. But of particular importance was the collaboration of the Galician Government, which played a fundamental role in giving continuity to the project over a period

of time which enabled it to become established within secondary schools, to be disseminated in a generalized way within primary schools and to develop new resources for pre-schools.

Proxectoterra does not only aim to be a reference point within the educational world but also aims to become a hub which contributes to raising awareness on how Galicia has been constructed over time. In this way the project encourages critical reflection on built heritage, on traditions which are ingrained and those which should be learnt from, and on architectural practices and forms of land use which should be avoided.

Guiding Principles for Action

- From the start, the guiding principles of Proxectoterra were universality, globality, integration into the curriculum, generality, permanence, diversity, trial and error, interdisciplinarity, experience and interterritoriality.
- Universality: The intense transformations which the Galician landscapes are undergoing are a cause for great concern among more and more sectors of Galician society. It is important to reach the population as a whole in order to present the basic problems associated with people's living spaces and land use. The preferred ambit for intervention are the different levels of compulsory education, but the project also aims to involve the whole of society with its cycle of informational talks "People, spaces and places", aimed at adults.
- Globality: It is important to integrate a wide range of aspects and institutions in the work carried out by Proxectoterra. This involves not only developing new educational resources, training teachers and organizing complementary activities, but also involving social organizations interested in this issue in the funding and carrying out the project.
- Integration into the curriculum: At a time in which the emergence of different social problems leads inevitably to the need for new materials in an already overloaded school curriculum, the promoters of Proxectoterra are aware that their collaboration with the educational world should not add to this burden. For this reason, they put together educational resources relevant to Galician reality that can complement or substitute existing materials. On the other hand, all the materials were put together by teachers from the corresponding educational level to which they were aimed.
- Generality: The scope of Proxectoterra was always the entire student population of Galicia at all levels of compulsory education, both in public, semi-private and private schools, rural or urban, on the coast or inland, in densely populated or dispersed areas. To this day, Proxectoterra has freely distributed its materials to all secondary schools in Galicia and is now distributing them to primary schools.

- Permanence: Proxectoterra has never been an experimental or fleeting project. In order to guarantee continuity, from the start the leading players in an educational project have to be the teachers and students of the corresponding level of education. In accredited schools, those who carry out the teaching-learning process are the teachers, and their support is vital in any initiative aimed at the educational world if it wants to succeed and to be useful and lasting. In this area, specific training material was also developed for teachers.
- Diversity: Proxectoterra has always taken into account the diverse conditions in which educational activities are carried out at different levels: the diversity of resources, of students, teachers and contexts. While the materials were being developed, there was a clear awareness that they had to be easily applicable for the majority of teachers, along with the fact that the spatial references which students work with differ according to the context, making it very important to take this diversity into account when speaking of the spaces one lives in.
- Trial and error: The materials were tried out in affiliated centres in different contexts (rural, urban, coastal, inland...), providing feedback on the materials and enabling them to be revised and improved before final publication.
- Interdisciplinarity: Inhabited spaces offer the perfect context for bringing together in a completely normal way the multiple visions which emerge from the fields of architecture, urbanism, geography, anthropology, economy, environmental sciences, language... Proxectoterra upholds that this compilation of multiple visions will contribute to providing a more complex and complete image of one's own territory. An example of Proxectoterra's commitment to interdisciplinarity in education is the development of new materials for the interdisciplinary project for the first cycle in secondary schools (the first two years), scheduled in the current curriculum.
- Experience: Students need to be able to experience first-hand the spaces and places they are studying, to get to know and learn about the place while being in contact with it, thereby gaining hands-on experience informed by prior work in the classroom, the guidance of teachers and their own curiosity.
- Interterritoriality: Proxectoterra has joined a candidature together with the northern delegation of the Portuguese Association of Architects and the Seralves Foundation in Portugal to develop educational resources on education and space in the ambit of the Euroregion of Galicia - North of Portugal.

Educational goals and modes of intervention

The aim of Proxectoterra is to encourage critical thinking about one's own spaces, on their origins

and process of transformation over the years. One's own landscape is a fundamental element in the configuration of personal and collective memory. It is important to develop skills that improve people's perception and understanding of the processes which produce transformations in the landscape, such as images of a territory undergoing constant changes.

Proxectoterra shares the same objectives as the Social Science curriculum in secondary education, and the Natural and Social Sciences area in primary education. Based on the aims of the project, the idea is for teachers and students to start to identify different areas, contexts and ways of organizing the Galician territory.

For primary education, three spatio-temporal levels were established, adapted to each of the cycles: the immediate spaces (first cycle), the intermediate ones (second cycle) and the distant ones (third cycle). For secondary education, three areas of study were established: popular architecture, contemporary architecture and territorial identity.

Proxectoterra plans three modes of intervention: the development of educational units and support materials, teacher training and, finally, guided architectural and city tours and territorial exchanges.

Approaches to space and time in primary education

It is important to provide teachers with new resources and subject areas which enable students to develop skills on the spatio-temporal realities which are present, concrete and experienced in the richest possible way. The perceptible space must be studied in the early levels of primary education. At this stage, students should not only be gaining knowledge but also emotional awareness, which enables them to get to know themselves better and to feel at home in the group and community they belong to.

In terms of approaches to space, the project has been very aware of two questions: the challenge of integrating the notion of space in the materials, given the different vision of the territory by students according to whether they come from rural or urban areas, and the inability of children younger than eight or nine to understand the idea of geographical space and therefore to read maps.

The materials for primary education were put together in three booklets (*Antón de Soutalagoa descobre o seu mundo*, *Descubrinto onde vivimos* and *Movéndonos no territorio*) and three stories (*Un mundo de sensacións*, *Camiño a fin do mundo* and *A viaxe de Ulo*). Both the format of this project and the methodology used are aimed at teachers who are especially interested in adapting materials to the curriculum in their educational practice and for a range of interests. In this way, the materials are easily adapted to the reality of different rhythms and

levels within a primary school classroom. What is more, through the proposals in the recommended educational materials, the aim is to encourage the development of research-action processes in the classroom. In terms of the working methodology, a range of different strategies are suggested which enable an in-depth study of the diverse perspectives. As far as possible, an interdisciplinary approach is encouraged, and great importance is given to the use of a constructive and active learning methodology.

Approaches to space and time in secondary education

For secondary school education, Proxectoterra established three study areas: popular architecture, contemporary architecture and territorial identity. According to the project promoters, one of the significant deficiencies of the current educational process at this level is the way in which spatial realities are presented without placing them within a necessary time framework. The territory that we live in today is the result of complex and ongoing relationship in time between people and their natural environment. We inherit spaces that are the outcome of a slow process of construction in which variables of all kinds have been present, and it is precisely this specific interaction which makes it possible to speak of the identity of a territory, which has to be discovered and identified.

Alliances and dissemination of Proxectoterra

One of Proxectoterra's intentions is to ensure that the activities which take place in learning institutions go beyond the educational world and are visible to the general public. In this vein, the programme "People, spaces and places" was initiated, with two aims: to convene the multimedia competition "People, spaces and places", in collaboration with the newspaper *Xornal de Galicia*, and the series of lectures initiated in 2008 in collaboration with the Contemporary Art Museum of Vigo (MARCO). What is more, the Official Association of Architects of Galicia developed in conjunction with the Galician Government an educational and awareness-raising campaign on housing, public space and spatial planning.

Achieving maximum diffusion of the resources that have been developed is one of the primary concerns of Proxectoterra's promoters. With this in mind, all of the materials which have been developed until now are freely available on the website <http://proxectoterra.coag.es>. At the same time, Proxectoterra gives its support to all the organizations and groups which share its objectives, given that it aims to become a meeting point for all the organizations, institutions, communities and individuals which see the construction of their own living spaces as the most important collective task that each generation should undertake.

The educational project City, Territory, Landscape

Roser Batllori and Joan M. Serra

Since January 2009 all secondary schools in Catalonia have had access to the project City, Territory, Landscape. The project materials are the result of a joint initiative involving the Ministry of Town and Country Planning and Public Works, nowadays Ministry of Territory and Sustainability, and the Ministry of Education, as well as the Landscape Observatory of Catalonia. These materials were developed and put into practice in various educational centres during the academic years 2006-2007 and 2007-2008, and are intended to be the educational implementation of the Act for the Protection, Planning and Management of the Landscape, promoted by the Parliament of Catalonia in the year 2005.

The materials which make up this educational project on landscape are available in two formats: a folder with twelve folding wall charts, each one focusing on a specific landscape in Catalonia, and a website where the same landscapes are studied in a digital version. The materials have been developed for use in secondary schools (12 to 16 year-olds), but depending on the type of work being undertaken and the level of depth required they can be used at other educational levels.

The aim of this project is to sensitize and educate students about the diversity of landscapes in Catalonia and how important it is to conserve them. At the same time the project encourages personal commitment to protecting the landscape heritage, delves into specific knowledge on cities, territory and landscapes, strengthens basic skills at the secondary school level and promotes the use of information technologies and communication in learning.

These materials can help teachers in their educational task, especially in the prescribed work on basic skills in secondary education: social and civic skills, knowledge of and interaction with the physical world, communicative and audiovisual skills, dealing with information and digital skills, and the skill of learning how to learn.

Landscape is studied from the perspective of territory and cities, although perception, well-being and some intangible elements are also taken into account. Students increase their sensitivity towards the landscape based on carrying out in-depth studies on the landscapes which are part of their everyday lives. For this reason, a series of fairly attractive landscapes have been selected, which create a positive first impression or perception and encourage the acceptance of and motivation for this work and the idea that any landscape, even if it is the site of significant human activity, can be a place of beauty and quality. The aim was to select landscapes from all over the territory of Catalonia, so as to bring

them closer to students. In the same way, the landscapes chosen are quite diverse, in order to offer a wide gamut of subjects of study. All the landscapes include natural elements, to greater or lesser degrees. The landscapes are rural, urban, metropolitan, protected, agricultural, touristic and industrial.

From an educational point of view, the project City, Territory, Landscape brings together knowledge and skills from different subject areas, develops outstanding skills and encourages autonomous work and learning, as well as team work and self-evaluation.

The contents and analysis of each landscape are based on five key concepts: its function, its development, conflict and consensus, sustainability, and identity and banality. Together with these key concepts, each wall chart makes use of more specific concepts—some are social, others are natural, or related to landscape or environmental issues, all contributing to a more in-depth analysis and understanding of each situation.

This approach to the study of landscape and the key concepts which have been selected convey the intention to carry out an interdisciplinary study based on three aspects: spatial, temporal and social. The spatial vision makes it possible to bring together the physical and social aspects of the configuration of the territory in recent years, the involvement of different social agents, and environmental and landscape impacts. In this sense, the materials are aimed at teachers of social sciences and citizenship education, but can also be used from the perspective of the Earth sciences.

For each of the wall charts, a core study question is presented, to which the students have to give a considered answer at the end of the activity, after an in-depth analysis which includes a description, an explanation of how the landscape has developed, an analysis and evaluation made by the agents involved in the development of the landscape, future considerations and a proposal for change. The process involves a thorough investigation which involves different kinds of exercises: observation, selection of options, reading of different kinds of maps, writing up different kinds of texts, decision-making, etc.

Students have to state their position on some of the following problems: the effects on the organization of the territory brought about by the proximity to a large metropolitan area; the conservation of natural areas in urban spaces, and conversely, the presence of urban spaces in parks or highly agricultural areas; the coexistence of agricultural, tourist and industrial activities; the banality of specific landscapes; the restructuring of an urban space; the dilemmas of high-rise buildings and semi-detached houses, etc.

The City, Territory, Landscape project materials, in its two formats, can be used on an individual or collective basis, encouraging the promotion of diversity within the classroom. The work on the in-

ternet lends itself to be carried out individually, in such a way that each student works on a landscape and completes the different exercises at his or her own rhythm. The work on the wall charts and the guides in paper format lends itself more to group work. If the guidelines are followed, there are moments for individual work, moments for working at different levels of difficulty or adapted to different cognitive abilities, and moments for group work. The completion of the exercises in both formats (wall charts in paper format and on-line) is facilitated by a set of guidelines, by self-evaluation tables or by accompanying questions.

Even though studies can be carried out on an individual basis, the study of these twelve landscapes has been conceived as a collective work or as a class project. Following the instructions of the teacher, the class as a whole is invited to study the situation of the landscapes in Catalonia. Each group that is set up works on one of the twelve landscapes and at the end of the process reports back to the class and the final debate begins, aimed at presenting the situation of landscapes in Catalonia, the perspectives for change, and possible actions to be carried out.

Secondary school institutions who have used the materials or have later worked on them report that, thanks to these materials, sensitization to the landscape and a desire to study it is achieved, as well as a recognition of cartographic skills and a study of the geography of Catalonia from a landscape perspective. Using the wall charts leads to a more in-depth study in terms of written work, while the on-line format encourages work with digital cartography.

To conclude, it is believed to be very important that every teacher adapts these materials in order to make them suitable to the needs of their class, including his or her contributions to the process of studying and learning about the landscape in more depth.

Education on landscape within European Landscape Convention perspectives and beyond

Benedetta Castiglioni

The European Landscape Convention, as it is known, highlights the important role that people have within the landscape (by being the holders of both rights and responsibilities) and proposes awareness-raising, education and training as the first specific measure that signatory countries should implement. This very important novelty, namely acting on people first and then on landscape, needs to be explored and understood for its deep

significance, to avoid the risk of it becoming just an interesting statement of principles without concrete implementation. The framework of the Convention is very important for understanding the complex and rich meaning of education on landscape and for providing interesting perspectives on it.

In reviewing journals, books, papers, internet sources and so on, it appears that education on landscape is not completely new. The educational value of landscape has been recognized over and over again, with increasing attention, together with the growth of a widespread environmentalism and cultural heritage interest. In any case, there is a great diversity within educational approaches and experiences to landscape, given that the concept of landscape is often considered and framed within different epistemologies. These experiences can be compiled into different groups, according to key issues. All these issues will be further acknowledged as important points in education on landscape, even if, when taken individually, they probably could not be defined as *education on landscape* tout-court. Each of them might well give us a part of the wider and more complex picture.

For example, we find that in the experiences based on outdoor educational activities, in which the relationship with the physical context is considered to be very important, what is lacking is attention to environmental features, features that would make us perceive it as “landscape”. Other activities, focused on the school playground, foster an active involvement of children in taking responsibility for “their own” landscape. In other cases, activities which are mainly focused on the natural environment or on the representation of landscape in art are being carried out: both these approaches run the risk of presenting a limited idea of landscape. Finally, landscape education as geographical knowledge of the different types of regions on the Earth is very often proposed in school programs at different levels; if it remains as the only approach to landscape, the risk is that landscape is perceived as something faraway, not connected with everyday life places and experiences.

When looking at the perspectives proposed by the European Landscape Convention, we discover a broader and more in-depth definition of education on landscape, going beyond, to a certain extent, the approaches presented above. Firstly, if landscape is “an area as perceived by people”, the whole field of perceptions and emotions becomes fundamental in approaching a landscape; on the other hand, if its “character is the result of the action and interaction of natural and/or human factors”, a logical and scientific approach is also necessary in order to understand these factors and their action and interactions. It means that educational activities will deal both with the feelings and senses sphere and with the rational sphere, valuing their complementarity. The approach of the Convention requires children

to become personally involved, as they are part of the population that perceive the landscape in every area. Moreover, the Convention's definition gives relevance to the complex systemic structure of the landscape: when dealing with it, both analysis and synthesis abilities are certainly involved: from a pedagogical point of view these are fundamental steps. Another relevant suggestion comes from Article 2, which states that landscape is recognized everywhere; dealing with landscape in educational activities means, in this sense, to give importance to every piece of land, starting from the one children deal with every day. From a methodological point of view it seems that the most important thing to do in education is not to give children information on each landscape (that would probably not even be feasible), but to help them to learn about a way to approach each landscape, or to learn *to read* landscape; from a proactive perspective, the educational question is not to pay attention only to beautiful landscapes (the ones that do not need anything other than to be admired), but, on the contrary, to care for every landscape, learning to recognize both its values and its degraded features. The time dimension of landscape arises both explicitly and implicitly throughout the whole text of the Convention. This concept is very important for children; they should learn to understand that change happens and happened in the past and thus understand the different relationship between humans and the environment in the past and in the present. Furthermore, the Convention aims to improve the quality of the landscape, in accordance with the "aspirations of the public". Learning to face the future and to be able to express wishes and aspirations represents a very significant step in an educational approach. The social dimension proposed by the Convention has to be noted, too. It means that educational activities will focus not only on a personal approach to landscape, but they will probably be implemented mostly within group activities, underlying the importance of comparing different perceptions and points of view, learning to accept diversity, and improving the ability for discussion: landscape can function as a cultural mediator. Finally, the approach of the Convention is essentially open to the direct engagement of people in landscape matters, so that it is not only politicians and technicians who are responsible for the landscape, but rather every citizen who wishes to participate.

These elements underline the fact that a multiple value characterizes landscape education: to educate *on* landscape (being familiar with it), to educate *for* landscape (acquiring responsibilities towards it) but also to educate *through* the landscape, using it as a sort of tool in a general process in which both the individual and the community grows.

The core issue about education on landscape relates to becoming able to *read* the landscape; it does not require technical competence or instruments,

just *trained eyes*, and, in this sense, is available to everybody. Landscape does not talk directly; only if we know its language can we see deep inside it, can we interpret its complexity and understand it. The ability to *read* the landscape in such terms can be considered as a sort of landscape literacy that "permits the reader to see what is not immediate" (Spirm, 2005: p. 400). A re-appropriation of one's own sense of place and place belonging is encouraged through landscape literacy, too, making people more aware and developing a more positive relationship with places and other people. In this sense, education on landscape is an important aspect of educating tomorrow's citizens in issues of sustainable development: learning to see is required in order to learn to act (Turri, 1998). Due to its characteristics, education on landscape can be considered as a way of developing education on sustainable development, a particularly important issue in the present years (2005-2014), as this decade has been named the Decade for Education on Sustainable Development by the United Nations.

The report *Education on Landscape for children* gathers all these suggestions and tries to present them in an operational way, in order to further the practical implementation of projects and activities. It is mainly addressed to the world of schools, at all education levels, from kindergarten to secondary school. However, the contents of the report also applies to extra-curricular contexts and to a range of places and educational experiences that are developed in different ways and by different actors. The report can also provide useful ideas and instruments to try out educational and training activities on landscape for adults, within the perspective of life-long learning. Also the higher education and university world can be involved, on the one hand because they educate future teachers, and on the other hand because the ability to *read* the landscape (developed with the activities proposed in the report) fosters cultural growth both in scientific and humanistic studies. The report is made up of two parts. In the first one, we find the principles that are embodied in the European Landscape Convention and that are the basic reference points for education on landscape; these principles are then correlated to the essential requirements and core aims of Education on Sustainable Development. Subsequently, the pedagogical path which leads to the setting up of an active citizenship is explained. The second part consists of the requirements, specific aims and tools of education on landscape. The steps needed in order to be able to *read* the landscape are first of all specified. A general approach to *reading* the landscape is proposed, always adaptable to the characteristics of the group of children involved and to the specific educational aims. It is presented as an exercise to be carried out in consecutive steps: recognizing different landscape elements and the relationships that characterize each unique landscape; recogni-

zing the power of landscape to produce sensations and arouse emotions in oneself and in other people; looking for an explanation of landscape features, in connection with natural and human factors; understanding landscape change, and telling its story; and imagining and planning future landscape change. The following chapter of the report presents all the different landscapes that can be considered in educational activities: in order to implement these activities, a wide range of tools and methodologies can be used, and a wide range of aspects and issues can be focused on. In each case, the choice of tools and the specific focus of the activity depends mainly on the age of the children at whom the educational project is directed, and will be done considering the general aims of the wider educational project in which the activities are carried out. The last chapter of the report contains some references to the different roles of people involved in educational projects on landscape, aiming to raise awareness about teachers' and mentors' education and training, about the importance of actively involving children, and about the importance of building a network of partnerships.

In the report some examples of activities and projects are also presented: they can really be considered as best practices, good examples to take inspiration from, in relation both to the methodology adopted and the partners involved. Moreover, these examples convey various messages about education on landscape: cooperation, coordination, support and mediation are very important ingredients; there is no need to use very special or complicated tools; it is a feasible challenge and it can be fascinating!

Landscape as a cultural mediation instrument in schools

Alessia De Nardi

This paper illustrates the “educational potentialities” of certain research instruments employed within different research experiences developed by the Department of Geography of Padova University (Italy). These studies draw inspiration from some of the statements contained in the European Landscape Convention: this document, highlighting the importance of people's perception in determining the meaning of *landscape*, pays particular attention to the relationship between a population and its surrounding landscape; furthermore, the European Landscape Convention considers that everywhere landscape is an important element for inhabitants' identity. In this regard, we try to understand whether and how landscape can be considered a reference point for people's identity, in particular for immigrants, who have left behind in their home country all their reference points, and not only the

territorial ones. Specifically, the survey presented here involved 13 to 14 year-old foreign teenagers, whose perceptions were compared to those of their native peers; it was conducted in everyday areas, whose landscape was not characterised by any exceptionally valuable cultural or natural feature.

Nowadays, considering landscape as an element of identity requires exploring certain problems, mainly as a result of the effects of the globalisation process both on landscapes and identities. Concerning landscape, it is important to underline that the loss of specificity in architectural styles and building materials, and increasing urbanization have strongly transformed landscapes: for instance, many Italian traditional rural landscapes have very often become *hybrid*, that is they are characterized both by rural and urban elements, making it difficult to distinguish clearly between countryside and city. With regard to identity, currently people build their identity using inputs which come from the local context as well as from the global one, thanks to the spread of the Internet. At the same time, because of increasing immigration flows, the population of a given territory cannot be considered as a culturally and ethnically homogeneous group.

Other elements which add to this complexity come from the decision to involve teenagers: this implies taking into account the particular life phase these kids are living through, paying special attention to the experiences of young immigrants; indeed, they often have to cope with particularly difficult problems, being both adolescents and foreigners.

In such a complex context, the survey aims to gain a deeper knowledge about the kind of relationship which exists between teenagers, both Italian and foreign, and where they live: do Italian teenagers feel a sense of belonging towards the place where they live? Do foreign teenagers feel a sense of belonging towards the place they currently live? And towards their country of origin? What role does the landscape play in the teenagers' identity construction process and in the creation of a territorial sense of belonging?

In order to find some possible answers to these research questions, a fieldwork study was carried out in four junior high schools in the Veneto Region, following a qualitative methodological approach. The gathered research data raises some interesting issues. The first one relates to the fact that foreigners and Italians have quite different reference points within the territory: the former give great importance first of all to schools, while the latter choose as their main reference points shops and shopping malls. Another important issue to point out relates to foreigners' territorial competence: significantly, the young immigrants show that they know the place they live better than their Italian schoolmates.

With regards to the relationship between teenagers and the place they live, the analysis shows that

most of the Italian kids tend to take such a place for granted: indeed, they are attached to it mainly because they were born there or have spent most of their life there. Regarding foreign teenagers, they tend to feel a strong sense of belonging towards their place of origin; at the same time, they show a friendly and positive attitude towards the new place they live and try to establish a good relationship with it. However, the gathered research data indicates that an increasing familiarity with the place and its landscape is not always enough for foreign teenagers to develop a sense of belonging toward it.

Our analysis shows that the sense of belonging to a place is mainly determined by social factors, whereas the physical features of landscape seem to be less important. In general, teenagers look at their living space in quite an inattentive way and they do not tend to realize that landscape is everywhere around them; indeed, in their minds landscape is always a nice landscape, something which is worth looking at and something which doesn't exist in the places they frequent on a daily basis, because here there is nothing beautiful to see.

The fieldwork in schools was an occasion to test the educational potential of landscape: indeed, it proved to be effective at promoting intercultural dialogue and arousing children's curiosity. The activities proposed in classes were the following: different kind of writing activities (an essay on the characteristics of where the student lives and a questionnaire with open-ended questions), a drawing/map of the place, and focus groups. Other kinds of activities can also be useful from an educational perspective: the auto-photography technique, the use of aerial photos/orthophotos/topographical maps, excursions and, finally, exercises making use of chart for landscape reading.

Regarding the writing activities, students were asked to write an essay entitled: "Montebelluna (Crespano/Conegliano/Onè di Fonte): describe its characteristics and its changes. Compare this place with other places you have lived or that you particularly like"; furthermore, they were asked to complete a questionnaire with open-ended questions. Both these tools are very useful for bringing out pupils' spontaneous thoughts and feelings about the place they live and can be used by teachers as an initial approach to the topic of *landscape*, before beginning other specific activities on this subject. Furthermore, from an intercultural perspective, foreign students can be asked to compare their present place of residence with their home country. Later, they could read their essay to their Italian schoolmates, telling them about their place of origin and their experiences.

The drawing/map of where students live is particularly useful for bringing out teenagers' reference points within the territory, as well as their different territorial competences, that is their knowledge of the place. Moreover, this tool can highlight different

ways of *reading* a landscape, according to the pupils' different cultural backgrounds; maps and drawings can also be compared with each other and with photos of the place (taken by the children themselves or found in books, websites, etc.). Finally, during a walk or an excursion, students can sketch pictures of the landscape and later compare them with those drawn before the walk, looking for similarities, differences and other details.

Focus groups are another useful instrument of cultural mediation, which allow children to spontaneously express their feelings and opinions. According to this technique, pupils are divided into small groups and each group is invited to reflect on a precise topic and discuss it with the other members. The teacher, after introducing the subject, leads the discussion, paying particular attention to the development of the children's thoughts. According to the pupils' age, this activity can be useful in making students reflect on different subjects, for example their knowledge of the place or the evolution of their territory over time (for example, using old and recent photographs of the city/village). Furthermore, this activity can promote dialogue and discussion between Italian and foreign pupils, encouraging them to share their opinion, experiences, memories, etc.

According to the auto-photography technique, students take photos by themselves focusing their attention on those landscape elements they hold to be the most important and significant to them. This activity is useful for understanding how pupils perceive their landscape and what their reference points are within the territory; furthermore, foreign students can compare pictures of their home country landscape with those of the local landscape. Children's photos can also be used as a starting point for reflections on several subjects, for example the subjectivity of landscape perception ("I took this picture because...", "I like this place, because...", "I don't like this place because...") or the differences between photos taken by children with different experiences and cultural backgrounds (What do they have in common? What is different? Why?), paying particular attention to the many ways of *reading* the same landscape.

Aerial photos, orthophotograph and topographical maps can be used to point out children's knowledge of their territory and their ability to recognize places; they are also useful for enhancing students' spatial orientation ability and sense of direction. Furthermore, photos and topographical maps can be compared with pupils' drawings and maps, highlighting differences and similarities and making them observe more carefully the place they live (What we did not see? Why?).

Excursions are important occasions for directly experiencing the surrounding landscape and gaining a deeper knowledge of it, looking at its elements, hearing sounds, smelling and touching objects. During an excursion Italian students have the

opportunity to carefully observe their landscape, paying attention to elements and details they are not used to looking at. On the other hand, foreign students have the opportunity to improve their knowledge of the place they currently live, observing it and listening not only to their teachers' explanations, but also to their Italian schoolmates' stories and experiences. During this activity students can record images and sounds and use them later, in the classroom, to reconstruct the route they took and the landscape features they observed.

The chart for reading the landscape (see pages 338 and 339 in this volume) is a useful exercise which can help children to get to know better the place they live and its landscape. This tool makes children carefully observe the landscape, identify and analyze its elements, but also reflect on the factors which have produced those landscape features (horizontal reading and vertical reading). Furthermore, the chart helps children to evaluate the transformations in their territory over time (for example comparing photos of the city/village in the past and in the present) and to express their wishes about future changes in the landscape (temporal reading). The chart can highlight various ways of *reading* a landscape, according to students' different cultural backgrounds, and it is a useful instrument for interpreting the nearby local landscape but also faraway landscapes (for example the landscapes of foreign pupils' home countries). Finally, this kind of activity can bring out the importance of modifying a landscape following sustainability principles and respecting all its characteristics and peculiarities.

The above remarks represent only some possible uses of our research instruments within a didactic ambit: other educational potentialities of these tools can be identified, according to different didactic aims and to students' age range. Certainly, the proposal of using landscape as an instrument of cultural mediation offers interesting perspectives: indeed, this topic can contribute to enhancing students' knowledge of the place they live, helping both Italian and foreign teenagers to build a more careful relationship with this place and its landscape. All the proposed activities also represent opportunities to teach children to respect and take care of all kinds of landscapes, to develop their observation ability and to help them to take note of all the peculiarities that make every landscape unique. But talking about landscape can also be a starting point for other kinds of reflections – for example on the importance of sharing places, as well as feelings and emotions – and an effective way to develop attitudes of reciprocal dialogue and comprehension between different cultures.

Landscape Seeds. An awareness-raising experiment with and for children

Alessandra Romeo

Raising public awareness about issues and aspects linked with the landscape is one of the main aims of the European Landscape Convention. At present, not *knowing how to see* the landscape causes great harm, precisely because that which we do not see does not exist. It is a serious deficiency, which is still of enormous proportions despite the indications and desire of the European Landscape Convention, especially in southern Europe. Worse, this deficiency helps to stoke the continuous process of territorial degradation.

It is urgently necessary that we learn how to convey the meaning of the word *landscape* to the population, whether in an elemental sense or in all its complexity. We should convey its values, its problems and also its vulnerability. This is the first step that should be taken by whoever acts, conducts research and plans in this interdisciplinary field. Despite its undeniable usefulness, specialised jargon is often incomprehensible to the population, which is the real main actor in processes of territorial transformation.

These efforts to raise awareness about landscape would have to involve the entire population regardless of age through events, talks, projects, meetings and recreational activities. However, the priority is to get the relevant instruments to young or very young age groups, since value-changing processes like those proposed take place within rather long timeframes. Therefore, this work acts to open new doors to cognitive development at a young age by using methods of direct experimentation that are later aimed at children and young people to develop their emotions, as well as to obtain scientific and practical data.

This approach was used to create the direct experiment of a workshop in the Ente Nazionale Cannossiano di Formazione de Acì Bonaccorsi nursery school, located in the province of Catania (Sicily), in May 2009. The workshop was dedicated to children aged 4-5, because this is one of the most significant developmental phases in individual growth. The aim was to raise children's awareness about the landscape and the characteristics of the places where they live, arousing their curiosity and teaching them to look and see past the territory's immediate characteristic components so that they manage to distinguish them and give them values that begin as sensorial and emotive, but may end up becoming cognitive with time. It broke the concept that it wanted to convey into basic ideas with the help of professionals with different backgrounds, because it is clearly a message that involves overlapping many varied dis-

ciplinary networks dealing with the environment, architecture, geography, sociology, etc. Therefore, great efforts were expended to discern what could be conveyed to children easily and immediately, in a few clear messages. This is why organisation of the part prior to the workshop was multidisciplinary.

The teamwork was interesting and very rewarding. Through interaction among the various professionals (in architecture, landscape, agricultural engineering, education), a process was put in motion that involved a tricky balance but ended up being a lot of fun. The basic ideas selected at the beginning of the process were introduced to the children gradually. Each of these messages was chosen thinking about a long-term goal: for example, communicating today that each individual plays a role in the physical transformation of the environment may be a *seed* leading tomorrow's adults to maintain a sense of responsibility when effectuating changes in the landscape. Thus, children were given the chance to think creatively about concepts they would develop over time, concepts they would gain awareness about as they grew. The selection and development of the concepts that the workshop aimed to convey was decided jointly by the various experts that participated in preparing the workshop.

The main aims proposed for this experiment included: raising awareness about views of the landscape, learning to distinguish natural components from man-made ones and coming to understand the landscape as a product of the community. It is worth mentioning that the landscape's aesthetic values were not taken into account because this is a difficult topic that is considered to form part of later stages of education.

Given that children's attention spans are fairly short, the work was organised into phases: moments of high concentration, such as those spent viewing slides, were alternated with recreational and manual activities, specifically open-air activities and collage-making. Therefore, the time spent working was divided in the following way: introduction to the notion of landscape and presentation of images and stories; visit to and observation of a landscape; collection of material; and reconstruction of the landscape in the classroom with drawings and collages.

When preparing the slides, it seemed appropriate to take the concept of *identity* as a starting point, and therefore to specifically show a series of images of the east slope of the Mount Etna volcano, which is highly visible in the area. Thus, images from the local landscape were chosen because of their appearance and history. Next, in an attempt to fulfil the first objective indicated, the children were continuously shown common and familiar components that are constantly visible to them during their daily lives (colours, vegetation, materials, etc.) but that are usually contemplated in a distracted way. Subsequent images created a simple and intuitive con-

nection centred on the idea that people and nature interact when people modify the land so they can inhabit it. The children were taught that there are many landscapes, and that these landscapes correspond to different people; that each individual plays an important role in this process. One of the concepts repeatedly asserted throughout the slide projection was that everything is landscape.

After the slides were projected, the children began working on making the collages. The idea of using this technique did not come about by chance: the workshops aimed to obtain a *product* that, while unpredictable and not pre-defined, would be the richest possible in terms of information susceptible to analysis. It was felt that if a large amount of newspaper and magazine clippings with images of flowers, trees, water, houses and cities was collected in advance and passed out to the children, they would have a wider range of image-tools for generating and expressing ideas. Thus, at the end of the slide show, without having planned for it and taking advantage of the school's different functional spaces outdoors (garden, vegetable patch, vineyard, terrace with views of Mount Etna), it was decided to alternate the time spent working with a walk in the open air, both to provide a recreational break and to collect materials of natural origin (leaves, flowers, stones, dirt) that were later used in the manual work.

Once the materials were collected, the time came for the students to show what they had absorbed so far through a collage. Like the slide projection, the collage-making activity was divided into three different and progressive phases: the first collage was made individually at home, the second collage consisted of completing the image of a public space and the third collage required constructing the image of the landscape and involved the whole classroom in group work.

At the end of the workshop, the students were encouraged to verbally express the experience they had been through. Gesticulating with their hands, they repeated what a landscape could contain. This, along with the manual work they carried out, is the product of the experiment. This type of experience is easier when conducted with children between 10 and 12 years of age, as they can write and therefore develop concepts that can be read comfortably, but this is harder for the youngest students.

Studying the reactions of the children and young people is surprising and fun. Their answers provide the opportunity to improve the activities in an exchange that is necessarily beneficial for both parties. It is as if we were to sew clothing made to fit children, but which could remain flexible and different in each case, a fact that teaches those in charge of the workshop to bear this necessary flexibility in mind. In this type of workshop, everyone – adults and children, teachers and students – is measured and enriched by others without distinction.

In the awareness-raising process being pursued,

attention should be directed toward two fields: education and training at school on one hand and spatial planning on the other. One tool that has been disseminated in different ways and with varied content in recent years is the ephemeral project or temporary installations, “those actions that are limited by a variable of time, because sooner or later (usually sooner) they end up getting diluted either spontaneously, or because they were only planned for a certain period of time” (*Low Cost. Efímero*, 2010: p. 85). They are often carried out in public spaces, in which the entire group is able to participate. People are drawn by curiosity; sometimes they only participate through the senses and other times they take part in an activity directly. These small events attract the youngest people, who act in turn as catalysts for adult attention. Hence, at the end of each educational experiment conducted in schools, there was an attempt to organise small installations outside school grounds but within a public space accessible to all. The materials produced were used, the manual work was exhibited – and sometimes supplemented with the help of people who had originally only stopped by to see – and the boys and girls explained the task they had performed to adults. This is a simple and economical way to enhance the memory of places, a procedure that may generate greater affection for public spaces among the community and give it the ability to evaluate the quality of those spaces over time. Seen from this new (ephemeral) logic, the project becomes an essential factor precisely because it can be an integral part of the awareness-raising process and can attain a nearly educational value, in addition to its aesthetic and planning values.

Everything stated here so far should form part of a single constant process, of a permanent commitment so that a culture of landscape can be taught in schools as a meeting place for many different disciplines. In brief, we should act to construct a landscape system that involves children first by entering the world of sensations and later by having them redevelop it until coming to the spheres of scientific experimentation and emotive experience.

The Landscape programme on the Educàlia website

Maria del Tura Bovet

The Landscape programme is a resource mainly aimed at facilitating educational efforts to put information and communication technologies in the service of specific educational purposes. It presents a series of activities for primary and secondary school students that properly follows the general methodology used in landscape studies. The dif-

ferent blocks of these proposed activities pose an approach to landscape analysis, assessment, prediction and prevention work.

Produced by Obra Social “la Caixa”, the programme was created in 2005 as the result of a long history of work on education on landscape that began in 1990. A series of materials and programmes arose during this earlier period, such as environmental backpacks, the Mediterranean project and the Historic Cities programme. It should be noted that the Educàlia website is currently the property of Fundació Telefónica.

The activities proposed as part of the Landscape programme aim further than just school settings. Together with parents, relatives and educators, it can serve as a resource with many opportunities for discovering, learning about and valuating everyday landscapes, whether natural, rural or urban. The programme’s ultimate goal is to encourage respectful attitudes and active participation in proper landscape management, thereby fostering a good quality of life for the community.

The programme starts with a concept of *landscape* as an open system that exchanges matter and energy with the outside world and is structured according to the interrelations of various elements (abiotic, biotic and man-made) that are energised by natural and human factors. The geosystem model is applied here, which focuses on landscape as the interrelation between the physical setting (the geoecological structure) and the social one (the socioeconomic structure).

Landscape programme helps students to learn about the state of the environment by applying a scientific methodology and facilitating the link between the real and virtual worlds by using technologies for learning and knowledge. Thus, the programme is an interesting resource for discovering, learning about and valuating the landscape, and thereby for adopting attitudes leading to the understanding that the landscape is a key indicator of quality of life.

Education on landscape issues emerges as a social need to ensure that landscape conservation, management and planning pursues objectives and adopts approaches for action aimed at achieving improvements in the quality of landscapes – and by extension, of our quality of life. Furthermore, it encourages the populace to participate knowledgeably in discussions and consultations regarding actions with impact on the region. All of us are born, live and die in a real landscape, even if we may now spend part of our lives in virtual settings and landscapes. Nevertheless, real landscapes still give us a sense of belonging to an area, and this is vital given the fact that we are a tribal and territorial species.

The Landscape programme consists of five sections offering differentiated activities, from classification and research games to simulations. Playing always requires basic knowledge of some essential

landscape features. Four of the sections (Observe, Classify, Investigate and Act) contain a virtual game, while the fifth (Explore), invites students to discover real landscapes, whether nearby or farther away, by means of a guide that helps them to understand the landscape and provides a series of activities to perform *in situ*.

The Observe section consists of a selection of photographs of natural, rural and urban landscapes from all over the world. By examining them carefully, students notice the similarities and differences in colour and shapes between close and distant landscapes, in addition to discovering the feelings they elicit. Our senses are what we use to get information about our surroundings, and this section focuses its work on sight, specifically on the variety of colours and forms and on the different speeds by which changes occur. The sequence called “The passing of time” shows the transformations that take place in a landscape over the course of one day. This is a motivational exercise that provides useful guidelines for perception-based analysis.

The aim of the Classify section is to systematise observation and organise landscapes in an entertaining way based on an analysis that defines the components and energising factors that shape and maintain them. The game consists of classifying the different landscapes according to the dominance of the components that structure them and the factors that energise them. As the students answer correctly, the game gradually moves on to greater and greater levels of difficulty. This classification game boosts students’ observational abilities, familiarises them with the components and energising factors of different landscapes and therefore helps them to understand their organisational structures, meaning their interrelations and dynamics. The activity also strengthens analytical and diagnostic skills.

The Investigate section facilitates the development of scientific research strategies by analysing and revealing the interrelations of a landscape’s components through time, thereby allowing for prognosis later on. The section’s game investigates the presence of waste in a single landscape and seeks evidence that it is increasing over time. The evolution of the landscape and its dynamics over time are revealed through virtual fieldwork, as students study how increases in detected waste transform components and energising factors over the centuries.

The activity in the Act section is a simulation exercise that asks students to imagine they are spatial planners using sustainability criteria. Students move from landscape analysis and diagnosis to prognosis, which involves anticipating changes in the landscape according to its dynamics. While the previous sections of the programme are more focused on the methodological stages of analysis, diagnosis and dynamics, this section brings all the stages together, especially prognosis. Therefore, the

simulation evolves according to the planning being done, and the consequences of the actions carried out on the landscape should be anticipated with a special concern to keep it within some limits of sustainability. The exercise shows a fixed territory located in a Mediterranean environment and a set of components that the planners will select from to create their landscapes. While they are being created, the exercise presents data from four parameters that the students will use to evaluate sustainability: quality of life, pollution, biomass and resources. The simulation uses graphic representations that reveal complex findings in a simple way.

The Explore section uses a virtual environment to make it easier to prepare for a trip to a real landscape. Using information provided by an expert system in the form of a guide personalised for each case, classrooms can plan the itinerary, design the fieldwork, gather data through a set of proposed activities and prepare a field notebook to learn about, value and enjoy landscapes. By facilitating work outdoors and providing expanded information, Explore helps students to better enjoy, understand and grasp the natures of different landscapes, and therefore to value them. Direct contact with real landscapes is essential for experiencing through the five senses, for conducting fieldwork and for facilitating learning and interpretations of the interrelations of the different components and dynamics; in other words, for grasping the complexity of the landscape firsthand and feel that they form part of it.

As an educational tool, the Landscape programme is part of a new generation of information and communication technology resources. Landscape becomes a technology for learning and knowledge when put into practice by teachers, who will be supported like never before in their role as leader and guide in the learning process. To make their task easier, the programme includes a section on educational aims that explains the materials that may be appropriate to use, their application, duration and their main content and aims, as well as a series of educational guidelines providing additional work and activities to get the most out of the resource.

In this planetary or *anthropocene* era, when globalisation brings worldwide technology and the international dissemination of culture, but also the globalisation of environmental problems, landscape studies help us to tackle global situations with a systematic approach involving both analysis and synthesis and to move forward in forecasting potential developments for achieving sustainable development.

Education holds the key to attaining this new, globally-based humanity. We educate in order to live together in society, and the society of the future is multicultural; it inhabits real and virtual worlds and shows the signs of *glocalisation*. We are in the conceptual era, shaped by an economy and society based on creative and empathic skills and on global

vision, rather than on the logical, linear and computational skills that characterised the previous era, the information age. So far, the development of society has been linked with empowerment of the left side of the brain, which is analytical and can go from the part to the whole. On the other hand, the right side of the brain is holistic and responsible for global vision, going from the whole to the part and synthesising it. The conceptual era needs to enhance the right-brain skills that enable us to have this global perception, as well as creative and empathic skills.

As presented in this programme, landscape studies as a system needs to use both sides of the brain, ranging from analysis to synthesis, from the sequential to the global, from quantity to quality and from vertical thought to horizontal thought. This holistic approach to a real topic, the landscape, will assist students in understanding where they are in the natural and social world and demonstrate the importance of our actions, as well as the need for ethics when making decisions in light of our responsibility for the planet.



III. Landscape education and its transfer to society

A human view on landscape. The role of NGOs

Gerhard Ermisher

Landscape has been defined in many different ways in recent years, but the best definition was already given about two centuries ago by Alexander von Humboldt (1769-1859): Landscape is the totality of all the aspects of a region. Humboldt also stresses the human factor which defines landscape. This holistic definition is closely reflected by the European Landscape Convention (Council of Europe 2000).

This holistic view is quite old and, for example, reflected in the paintings of Medieval and Renaissance painters. If one compares such pictures of the past, showing farm hands at their daily work, with

our modern agriculture, it is easy to see how the enormous change in technology and everyday life has also changed our perception of the landscape – a perception that strongly influences the way we treat the landscape. For modern man the meaning of the landscape has changed completely. It is no longer a place of production for our essential victuals but has become a holiday resort for most of us.

This is one reason why we tend to look after landscapes which have a high recreational potential and are perceived as especially beautiful or *natural*, but we do not take much care of every day landscapes. However everything is landscape. The rural landscape as well as the urban, the beautiful landscape as well as the devastated and over exploited. In fact, it is those landscapes which are most in need of management and care. But again, much of this is a question of perception. Industrial landscapes of the past can become hotspots of recreation and culture. The slate mining areas in Wales are a UNESCO world heritage site today – but only a century ago they were places of back-breaking labor. Now they are romantic places for a holiday trip with nice visitor centers in which one can learn about the hard living conditions of the past, while safe and snug and enjoying a good time out.

Normally we do not think a lot about such matters. It is the catastrophies and obvious problems which lead us to think more intensively about our relationship with the landscape. Floods and droughts or discussions about climate change are catalysts for such a debate. But also social problems can lead us to look more carefully at our relationship with the landscape. Urban landscapes with their social problems are a focus for such developments. But interestingly enough such problems also lead to new concepts and ideas about development and civic engagement. Most important is the realization that such problems cannot be solved without getting citizens to participate – and this can only be ensured by listening to citizens in the first place. Good landscape management does not only need to understand the ideas, concerns and demands of people, it also has to integrate people in the process.

The European Landscape Convention and European institutions

The need to care of our landscapes was apparent to many decision makers as well as interested parties for quite a long time. The Council of Europe developed these ideas into a new convention, which was published and opened for signature in 2000 in Florence. First of all the Convention endorses a holistic view of the landscape and stresses the importance of integrating people in the understanding and management of the landscape at all levels. As a piece of formal law the European Landscape Convention can be seen as one of the best conventions ever written. It had the advantage of being able to draw on many conventions already produced by the Council of Eu-

rope, the UNESCO Charter on World Heritage and legislation by the EU. But laws and conventions can only set the framework for civic action. Therefore it is important that the Landscape Convention stresses the need for civil society to participate at every level of decision making.

The guidelines for the implementation of the European Landscape Convention stress the fact that participation must be real and effective, not reduced to formalities or a mere information process and some superficial debate at the end of a specific phase of the planning process. On a European level, the two great European institutions, the European Union and the Council of Europe, have created their own methods to enable the participation of European citizens.

The European Union has created a very direct and open process of consultation, which is open to everyone through the internet. This process is very transparent. Not only are all citizens invited to participate, the interventions are also accessible to every interested person on the internet. Unfortunately these opportunities have not been used by European citizens as much as one would have expected and hoped for.

The Council of Europe does not have the legal power of the European Union, but it represents nearly all of geographic Europe and through its conventions and its history as a defender of democracy and human rights, it has a very good reputation with many NGOs. The participatory process is different, but it has been given a greater formal importance quite recently. The participatory status of International NGOs (INGOs) is unique because it makes civil society the fourth pillar of the Council of Europe. These four pillars consist of the Council of Ministers (the governing board of the CoE), the Parliamentary Assembly (which represents the democratic parliamentary structure of Europe), the Committee of Regions (which represents the local and regional governments) and now includes the Conference of the INGOs, representing civil society.

Civil society and the landscape

Civil society and civic engagement are great words, but they are not very clearly defined and can mean many different things. If we accept the holistic definition of landscape given above, then in terms of landscape, civil society really does include everything. We all are influencing the development of our landscapes through our daily decisions. However this is a very unintentional way of shaping the landscape and when we talk about civil society we normally mean a reflective, conscious approach in which we want to shape, change and manage things. To allow people to do so is essential - understanding the need for it, being well-informed and being able to express their ideas - either as individuals or in an organized way through initiatives, organizations or

even ad hoc groups. Therefore knowledge and learning are important aspects of civic engagement.

From my own experience in the Spessart, a forested upland region in the heart of Germany, and from examples in other parts of Europe, especially Great Britain, I see a process of three steps as essential for civic engagement in the landscape: First of all, to instill a sense of pride, to develop a sense of ownership from which comes a sense of responsibility. This can best be achieved by hands-on experience. One possibility is through archaeological excavations, which have a great attraction for many people. Some volunteers work on the site for a full campaign, for maybe 8 or even 12 weeks. Some come regularly, once or twice a week, others just drop in and have a go for a short time. School classes can be attracted to visit the site, and even pre-school children love to visit an excavation. The fact that it is not Stonehenge they are excavating is not important, - it is the local aspect that is much more important. It is crucial to link the excavated area with the local history and the story of the village, the district of the town or city where the excavation takes place. It is a playful way of learning, about archaeological methods as well as about the local history. It is a place to make new contacts and a social event.

Another method of raising awareness is through cultural pathways, or as they are also called, historic trails or thematic trails. The same rules apply and these trails should also be constructed together with the local people. One of the most important aspects of this approach is to show how diverse the features making up the landscape can be. For most people cultural heritage is defined by the ancient temples, medieval castles and cathedrals they visit on their holidays. To perceive the landscape on their own door step in the same way is an alien principle to them. It is fascinating to see how much the perception of their own landscape does change, as soon as people realize that the small things they know so well can be seen as part of a bigger picture.

This requires a lot of respect for the volunteers, especially by the experts, and this is one of the key elements to success, not only for this sort of educational work on the landscape, but for civic initiatives at large. They are bound to bring volunteers and experts together and they have to find a common ground and language and a mutual understanding, which is not always easy, given their different backgrounds - and interests - in many cases.

This is all about identity, a word often used by politicians as well as by experts to describe what it is all about. For most people, identity has a strong local character. This is true in a double sense. It is the small community which is the centre of life and which people are attached to. And consequently this is where they get active and engage in civic affairs.

The role of landscape networks

The European Landscape Convention has promoted

many initiatives, such as landscape networks: RE-CEP-ENELC, the European Network of Local and Regional Authorities for the European Landscape Convention, UNISCAPE, a network for university institutes, and CIVILSCAPE, a network for NGOs concerned with landscape and especially dedicated to the European Landscape Convention.

CIVILSCAPE is a very young organization and it has a most difficult task: to bridge the gap between the significant involvement of citizens in landscape issues at a local level and policy making at the European level. This is important, because most of the real work done to manage, improve, protect and deal with landscape generally takes place at the local level. On the other hand, most of the policy making, laws, conventions and regulations influencing landscape management at the local level are done at a national or European level.

For top level NGOs this is the greatest challenge: to make their members aware of the possibilities and explain that it is worthwhile to make the effort. They should not only lobby the European institutions, but first of all lobby their own members to invest time, energy and money in that struggle. Because to live in a democratic Europe and enjoy the privileges of our democratic society comes with a price: the price is responsibility and engagement. And the landscape is the natural place for this to happen.

Education on landscape through literary heritage

Anna Aguiló

Literary heritage is an essential reference point for the shaping and defining of the collective imaginary of a culture, and it should be treated by scholars and government officials in the same way as other forms of cultural heritage which are commonly recognized and protected, such as archaeological or architectural heritage. The tangible literary heritage which has traditionally been collected in libraries or archives must be complemented with the intangible, immaterial literary heritage, which is expressed by the symbolic power of words, and constitutes a whole world in itself. Its point of reference is the most immediate reality, constructed and mythified by the complex and untransferable cogs of one's own language.

The process of personal identification with one's surroundings, history and landscape, constructed by the works of a writer in the imagination of his or her readers, becomes the backbone of a collective identity. In the current transformation of the world towards globalization, this becomes of fundamental importance on the other side of the scale —

the local—, being a powerful and vital balancing factor which must act as a counterpoise. Concepts such as *genuine*, *rural* and *ethnic* do not have to be in opposition with *universal*, *urban* and *global*, but rather they can complement each other harmoniously. The local dimension has universal implications when it is impregnated with quality, rigour and coherence.

The literary heritage centres which are strongly rooted in the territory can contribute to the recognition of these concepts and to the passing on of socially cohesive values, by means of an essential resource —literature— whose educational role cannot be overlooked or undervalued.

Landscape, literature and education

Familiarity with and awareness of a landscape, a territory or a specific geography as a result of reading a piece of work of one's literary tradition could therefore become a useful educational strategy leading to a cross-sectional treatment of a number of subjects. Probably the biggest obstacle to be faced will be to make sure that students —as well as the population reading very little— discover the virtues and joys of reading from their own experience. We can affirm that throughout his work, the writer Josep Pla describes the landscape and the characters of the time that, in his own words, "he was due to experience". We will use his literature to continue the discussion on literature, landscape and education.

"Farmers create the landscape every year" (Pla, 1968: p. 376), Pla asserts. The landscape is the result of human activity and at the same time has been a changeless vital context over many centuries. In terms of artistic representation, until the Renaissance the landscape was considered to be an ornament, a backdrop with purely decorative functions against which human existence unfolded. From the Renaissance onwards, however, the conception of landscape changed radically, becoming a key element of both life and feelings, a mirror reflecting people's hopes, dreams and fears. Human beings are one more element of the landscape. "I like landscape paintings. What I like even more is to contemplate a real landscape. And what I like most of all is to actually become a part of the landscape, something small which is contained in the landscape", (Pla, 1955: p. 215), says Josep Pla elsewhere.

Rekindling the desire to read is a challenge within educational and government circles which those of us in literary heritage centres can help to achieve. Our aim is to act as an educational resource which encourages young people and the public in general to enjoy reading, to understand the transcendental pleasure of reading literature, of experiencing other lives and new worlds, fictional landscapes and real landscapes. For this reason, educational programmes aimed at discovering the landscape and literature must be carried out with rigour and quality, based on reliable literature.

In recent times, awareness of this problem has

even led to First World governments launching campaigns and programmes to promote the joy of reading, with the aim of making citizens aware that in order to live and work one should be able to understand and interpret a text, and to describe and argue one's own points in writing.

Espais Escrits (Written Spaces): The Catalan Literary Heritage Network

In 2005, *Espais Escrits*, the Catalan Literary Heritage Network, was set up. The need to raise the profile of a very heterogeneous group of organizations which work to protect and disseminate the legacy of writers at all levels of society, and above all, to remind public institutions of their existence, led to the setting up of this association in order to unite forces. The core proposal of *Espais Escrits* is based on the interrelatedness of heritage, that is to say, on the idea of giving value both to the literary heritage as we have conceptualized and defined it (www.espais-escrits.cat, 2009: Seminars) and to natural heritage. We place literature in its proper space: where it was created, the literary landscape—symbolic or real—, the home or work environment of the authors, their place of birth, death, and journeys made...

The different seminars on literary heritage and territory which have been held since 2005 have provided tools for reflecting on and defining the value of the intangible, and have shown the many possibilities of its virtual and direct management, both in tourist and in educational ambits.

The most recent project of *Espais Escrits* is the *Mapa Literari Català* (Catalan Literary Map), which can be consulted on www.mapaliterari.cat. This piece of work is about georeferencing Catalan literature by putting the work of Catalan writers on the map at a worldwide level, under the guidance and quality supervision of the network associates. The format of the map has literary routes as a precedent—these were popularized some years ago and have been used in the tourism and educational world as a way of making literature known in a specific geographical area.

Applying information and communication technologies to the concept of literary routes catapults literature onto a global geographical sphere, overcoming the reductionist view of the literature of a small county, and granting worldwide visibility to the great writers of Catalan culture in all parts of the world. The virtual nature of digital applications such as Google Maps and Google Earth broadens the level of attention given to Catalan literature and culture, which until now has had little recognition or international profile.

An example: the Josep Pla Foundation

The Josep Pla Foundation, an organization dedicated to protecting, studying and disseminating the literary heritage of this writer, has carried out a number of promotional activities on Pla's work over

recent years, which at the same time have become educational activities in the broadest sense of the word, for all kinds of levels and for on-going training, on the twin subjects of literature and landscape (www.fundaciojoseppla.cat)

The Josep Pla Route (1993), the literary walks "A peu Pla" (2006), a number of small scale temporary exhibitions such as "Josep Pla and the painters" (2001), "Günter Grass – Josep Pla. Through the Pathways of the Empordà" (2008) and "Pla, Herms and Others" (2008) are examples of projects aimed at studying and disseminating literature connected to the landscape.

The participation of the Josep Pla Foundation in the Catalan Literary Map project of *Espais Escrits* is particularly important in terms of the significant opportunities it provides for increasing references to Josep Pla's work. The implementation of the Josep Pla Route, the creation of new routes, following the journeys of the writer as narrated in his prolific journalistic and literary texts, or the placing of the best Catalan prose of the 20th century on the map at a worldwide level are some of the immediate challenges for the institution.

By way of conclusion, it is important to reinvigorate the need to place literary heritage within the basic heritage inventory of Catalan culture and to highlight the educational value of literature connected to the territory, as a primary reference and a very effective tool for accredited and on-going training, as well as the role that heritage centres, striving for quality, should have in the development of training resources.

Civil society, landscape and education in Ireland: the Landscape Circle Guide

Terry O'Regan

In his 1983 book *Laois, An Environmental History* John Feehan wrote "The landscape is an open book. From an educational viewpoint it is a resource book of incomparable richness." John has been a landscape teaching giant on my shoulder for many years, through his Irish television series, books and lectures.

Giants in the landscape are nothing new—in 1605, Miguel de Cervantes illustrated the extremes of civil society with his two contrasting characters—Sancho Panza solidly represented the accepting side of civil society and Don Quixote representing the reactive side; ever willing to challenge the *status quo* if he believed it to be a threat to his world, his landscape. For him the windmills, those giants with flailing arms represented a perceived threat

—perhaps the power of the business and political sectors. Civil society needs the reliability and calm sanity of its Sancho Panzas, but it also depends on the spirit and courage of its Don Quixotes, provided that the necessary education process is in place to protect them from windmills posing as giants or giants posing as windmills! Cervantes anticipated the Irish writer John O'Donohue who in his landscape 'n soul book *Anam Cara* wrote: "the way you look at things is the most powerful force in shaping your life. In a vital sense, perception is reality."

It is said that seeing is believing; but perception depends on understanding and understanding is shaped by education. *Civil society, education and landscape* are powerful words, seemingly easy to comprehend, yet difficult to define - dynamic words in active evolution, essential building blocks for all civilisations.

Our landscape is a mirror that honestly and occasionally starkly reflects the communal culture of our time. Ideally it should be one of a piece; unfortunately it is all too often fractured into a discordant jigsaw of many disoriented pieces.

Life is a high risk assumption. Civil society assumes that government and business will always behave responsibly —caring sustainably for people and nature. Government and business assume that civil society will always behave *responsibly*— compliant to their interests, not asking too many awkward questions. Fragmented landscapes ask hard questions, but usually provide the answers if we can but see the obvious. The new symbol of the Irish landscape is no longer a rampaging tiger; it is a very large question mark.

In late October 2002, I first heard the words of Antonio Machado —"There is no road, only foam trails on the sea" leading me to the even more telling Machado quotation— "Walker, there is no road, the road is made by walking" (Machado, 2004: p. 280). Both quotations are relevant to this paper as the most important aspect of landscape is how we experience it, not necessarily the landscape that appears to lie ahead, but rather what we have experienced as we create our own paths and roads through the landscapes of our lives, mapping our memories.

On the evening of my first visit to Barcelona in 2008 I came to a spellbound halt on Passeig de Gràcia across from Gaudi's Casa Batlló —transfixed by the extraordinary complexity, unity and fairy tale joy that emanated from the building, yet conscious of the many people walking past seemingly ignoring Gaudi's creation. This is the *blind-side* of landscape familiarity. Our local landscape usually resides in our sub-conscious and thus cannot always depend on us for its defence in the face of damaging interventions or even destruction. Landscape education is vital if we are to have an informed, alert civil society; a civil society that realises the importance of values, of sustaining cultural and natural heritage within the landscape of a constantly developing

economy. We cannot afford the luxury of consigning our landscape to the vague margins of our sub-conscious awareness!

Education conditions our understanding of landscape and the expectations that drive our actions as a responsible civil society, aware not only of its landscape rights but also associated landscape responsibilities. Education is an interactive mix of schooling, study and experience. The difficulty with education is that the student has to be receptive to the message and that is a challenge for teacher and pupil.

For better or worse Ireland avoided the ravages of the industrial revolution and the destruction of the Second World War. We have an extraordinarily diverse rural and coastal landscape and some fine urban landscapes, a bountiful resource and perhaps that is why we have not been as responsible as we might have been in protecting landscape quality in the face of recent economic and infrastructural development.

In common with many of our European neighbours we have a comprehensive planning process, but landscape has not been a high priority for us. Despite Ireland having signed and ratified the European Landscape Convention, landscape is not specifically mentioned as a national resource in our constitution and is effectively sidelined in the current Planning & Development Act (2000). Landscape quality is largely treated as an optional aspiration rather than a necessity of life in our municipal development plans.

Landscape Alliance Ireland and other organisations and bodies —most notably our Heritage Council, have been agitating for improvements and currently a National Landscape Strategy is promised by the government. This should improve the situation but it has many hurdles to clear before it becomes an effective reality. A landscape sensitive planning process requires a fully developed landscape planning framework including expert landscape character assessment. It also requires an informed landscape literate civil society.

The European Landscape Convention is a fully integrated approach to landscape care and management. It is useful to look at it in the context of a complete circle of actions. The Landscape Alliance Ireland 'Marking Progress' template where values are assigned to each convention article requiring action is a recent Landscape Alliance Ireland initiative to further encourage the implementation of the European Landscape Convention —see the Landscape Alliance Ireland web site.

The European Landscape Convention is built in part on the personal landscape of each individual citizen, in part on the communal landscape we share as a civic society with its strengths, weaknesses, opportunities and threats and in part on the rich heritage of European civic legislation.

The legislation, strategies and instruments that

will comprise the Irish National Landscape Strategy must respond to the spirit of the Irish constitution and address the concerns of citizens individually and communally with regard to landscape. That process must involve a clear recognition of landscape in the constitution.

In comparison to the progressive legislatively integrated implementation of the European Landscape Convention across Europe, progress in Ireland has been frustratingly slow. I feared that there was a danger that the people's landscape could get lost in the process and that in part was my reason for writing the landscape circle guide—to empower the citizen as a driver of landscape legislation.

If we are to learn the secret of landscape we must have the necessary tools, in particular those tools that will support the vital work of landscape awareness-raising and landscape education in all sectors of society.

The Council of Europe works on many diverse integrated levels and initiatives. One such initiative has produced a very effective landscape heritage tool—the CEMAT *European Rural Heritage Observation Guide* published in 2003. It inspired me to write and publish the *Landscape Circle Study Guide* as an associated awareness-raising/education tool.

The guide in booklet form describes the seven integrated steps in detail and is accompanied by explanatory notes, illustrations, reference lists, legislative references, practical fieldwork advice and sample report sheets. It is based on the use of a 1:50,000 map. A landscape circle is selected for study using a simple plastic template. The radius of the circle is likely to be 0.5-1 km for urban studies, 2 - 3 km for a small town or village with hinterland and up to 5km for rural landscapes of low complexity.

To test the validity of the landscape circle approach I chose a specific example in West Cork, Ireland to the southwest of the town of Clonakilty. With a radius of 2 km, the Rathbarray Landscape Circle demonstrates that a relatively small circle can contain a landscape of considerable diversity and high distinctiveness and yet be manageable for a small group, or even an individual, as a study area. The Rathbarray Landscape Circle contains many of the landscape elements common to the coastal areas of South West Cork. But it also features the somewhat less common demesne landscape of Castle Freke with its more open landscape in the vicinity of castle and its very striking field stonewalls. The Rathbarray Landscape Circle is crowded with historic remains, artefacts and ghosts. The integrity of the Rathbarray cultural landscape is vulnerable; it may well be unique on an Irish scale and possibly on a European scale. The implementation of a landscape circle study would help to crystallise the local understanding of landscape and assist those contemplating large or small interventions in the area to do so in a manner that is fully cognisant of its very distinctive landscape character.

Aside from its use as a template for undertaking a landscape study, the landscape circle is also useful as a versatile tool for the examination of the landscapes of our lives. I recently carried out a brief exercise where I used the circle to study the landscape of my early years in Waterford in the southeast of Ireland. It proved to be a very educational exercise in understanding my own life-long landscape learning curve!

Each citizen in each generation carries a unique remembered familiar landscape, equally important to each individual and one has to ask the question as to whether the official Irish landscape today or the landscape of official concern recognises the legitimacy of those remembered personal landscapes, those secret precious places.

In a very real sense we own those remembered landscapes and as responsible owners we should award them their own circle!

Sculpture-in-the-round is an art piece that can be viewed from all sides. Theatre-in-the-round, also viewed from all sides originated with the ancient Greeks and Romans and is popular again today. Landscape-in-the-round is a useful descriptive term for the dynamic, interactive landscape addressed by the European Landscape Convention and the Landscape Circle Guide – the players and audience are interchangeable and the set is under continuous construction, de-construction, reconstruction and all too often too much destruction.

A circular view of landscape can be usefully and critically applied to individual projects. Last summer I enriched my holiday in the town of Clifden in Connemara in the West of Ireland by undertaking an informal landscape study. West Connemara is blessed with a bounteous, glorious landscape. Clifden sits in the middle, the ideal touring centre for visitors. It used to be a wonderfully situated compact town, nestling in a wooded valley and hill landscape, set against the classic Connemara backdrop of the Twelve Bens; it overlooked a picturesque inner estuary and very attractive small harbour with old stone warehouses, a town comfortable in its skin. The town hasn't moved, but it is an uneasy place now, as untrammelled development led its citizens to ignore its landscape context and it turned its back on its finest asset.

I generally prefer to refer to examples of best practice, but sometimes we must examine our worst failures to educate all sectors of society. If a picture is worth a thousand words, a landscape circle study of a badly damaged landscape must be worth a lifetime in a school room.

The circle template is both a microscope and a telescope with the potential to capture, ferment and distil the essence of a landscape. I am not aware of a full landscape circle study having been completed, but it is being actively used as an educational tool in many countries. Landscape Alliance Ireland has plans for landscape circle workshops and a series

of International Landscape Summer and Winter Schools.

In his circular landscape poem “To the Foot from its Child”, Pablo Neruda laments the imprisonment of our feet in shoes and boots that blindfold them from the landscapes they traverse. “Little by little in the dark it began, to interpret the world after its fashion, never knowing its other foot, still enclosed, groping for life like a blind man” (Neruda, 1974: p. 185). Are we as blind to our landscapes as our poor imprisoned feet?

In his novel *The Shadow of the Wind*, Carlos Ruiz Zafón introduced us to the Cemetery of Forgotten Books—in the backstreets of Barcelona—a sanctuary for every good if forgotten book. Is each of us carrying our own Cemetery of Forgotten Landscapes—our sanctuary for the spirits of our places, spaces and landscapes?

Baba Dioum, Senegalese environmentalist in his 1968 address to the International Union for the Conservation of Nature effectively composed an anthem for sustainable education. “In the end, we will only conserve what we love, we will love only what we understand and we will understand only what we are taught.” We all have a wonderful universal landscape in need of our love and understanding. Universal civil society is in urgent need of landscape education, landscape circles are one answer!

The European Academy for the Culture of Landscape Petrarca

Laurens Bockemühl

Landscape is not a reality in itself. Landscape is a picture of the relationship between man and his environment. To talk about landscape means in fact to be able to look at and think about something that we can consciously perceive through our senses which is outside of us. It is well known that landscape is a whole composed of the interaction of human beings and their environment. We are part of the landscape but at the same time we are able to stand back from it. So we feel separate from the scenery which seems to be only on the outside of us. This separation allows us to be conscious of what we can see and experience. Against this background, the work of the European Academy for the Culture of Landscape Petrarca mainly focuses on the relationship between human beings and landscape. The supporters of the Academy are convinced that the first stage is to educate and raise awareness if we wish to understand our modern landscapes and find new ways of sustainable landscape development.

The Italian poet Francesco Petrarca was one of the few people living in the Middle Ages who described the experience of being consciously separate

from his own environment. This happened in 1336 when he climbed Mont Ventoux to enjoy the view of the landscape from there. In the Middle Ages there was normally no separation between man and the surrounding nature. To feel separate from our environment is a typical dilemma of our times and our modern consciousness. This development has led to our losing contact with our own living environment. The degradation of our environment leads us to search for a new and conscious approach to renew the connection to landscape.

On the one hand it is a positive characteristic if we are able to be conscious of our landscapes nowadays. This also means being free and taking responsibility for our own actions. On the other hand there is the risk of losing the connection with the inherent context of life in the landscape. If we look at ourselves we can easily become aware of the fact that most of the time our inner life, thinking, feeling and attention, is not connected to the surrounding landscape. It is increasingly influenced by man-made pictures, theories and virtual realities. Our intentions are dominated by concepts we impose on our environment without listening to the specific qualities of a given landscape. This becomes progressively more visible in the landscape.

European Academy for the Culture of Landscape Petrarca feels certain that the degradation of our landscapes is connected to our way of thinking and looking at landscape. If we are ready to hear and see openly, we can become aware of our own limitations and deficiencies. This is one of the keys to really paying attention to and understanding other people with completely different viewpoints and opens the mind to consider landscape in a broader way. The Petrarca Academy therefore wishes to lend increased support to researching ways for training perceptive faculties at various levels in order to promote an independent capacity for judgement as a basis for taking action. The main aim is to develop a sense for the characteristics of living processes in the landscape and to recognise their interaction with aesthetic and physical effects.

The Academy for the Culture of Landscape Petrarca was founded in 2000 and one of its main aims is to support the implementation of the European Landscape Convention. The work of the Petrarca Academy is based on long-standing research carried out by Jochen Bockemühl since the end of the 1960s at the Research Institute of the Natural Science Section at the Goetheanum in Dornach near Basel in Switzerland. This research has contributed to developing the faculty of forming an insightful connection to the most diverse natural phenomena and aspects of landscape and of evaluating these in a relevant way through personal experience. This has happened in many European and non-European countries, involving different people and different landscapes.

The Petrarca Academy organises landscape

seminars, conferences and individual lectures. The landscape practice weeks have a long tradition up to the present day. Work during these weeks mainly focuses on exercises to improve the faculties of sense perception. But these exercises are always connected to actual questions relating to the landscape we work in. So there is always a partner who invites Petrarca to give advice or support for landscape development. Each week is part of a project or long-term development. The project partners include organic farms, therapeutic and social institutions, land owners and societies and institutions for nature and environmental conservation.

The most recent example is the Petrarca Landscape week at Feuilla near Perpignan in France (23rd to 29th May 2010) (see www.petrarca.info). Feuilla is a small village with about 100 inhabitants on the edge of the Pyrenean Mountains. Like many villages in mountainous regions, it is in danger of being abandoned or only inhabited during the holidays if no change is in sight. The mayor and other representatives of Feuilla are willing to do something to counter these tendencies. They are looking for new ideas for future development. For them it is a question of their own identity. It was against this background that the Petrarca Academy was invited to explore and discover what can be called the *genius loci* of the place jointly with them. The results will serve as a basis for taking action and for finding the right guidelines for future development.

The work during this week mostly took place in groups outside in the landscape, in the village and its surroundings. To deepen our direct connection to the landscape, Petrarca has developed a large range of exercises which can be introduced spontaneously depending on the working process and the people taking part in it. It is therefore always an individual and open-ended process. The so-called leaders also participate without presenting any results. It is up to the group to find results and share these with all the other participants in the seminar. The role of the leaders is to be facilitators only as regards managing the process and training abilities.

This is why the work of the Petrarca Academy is always connected to education. It is not intended to teach people how the landscape should be defined, seen or interpreted. Petrarca wishes to train the faculties for encountering landscape without preconceptions which is the first step to becoming more connected and to really understanding the inherent context of life.

On the one hand, human beings need to learn to develop their aims and the way in which they work from the perception of nature. On the other hand it is necessary to reflect on their own relationship to that which is perceived through observation. In general we have to deal with the fundamental contradiction of being either connected to the landscape or reflecting on it. A fundamental element of the workshop is therefore to alternate regularly

between the work outside when we perceive and experience the landscape and the work *inside* which means reproducing our inner images and impressions and thinking about these experiences.

For any conscious perception we need to open our senses to the impressions from outside. But at the same time we need to form concepts. It is an extremely uncomfortable feeling in those rare moments when we are not able to put sense perception and concepts together. This can happen for example at night: we see a shadow in the dark but do not realise what it is, so we are afraid until the moment we have recognised it, meaning we have found the concept. So there is always an active part in our perception, something we have to form or find in ourselves to complete reality. This is a very important fact to note. But at the same time our concepts can hinder us from going deeper. Usually if we have realised that this is a table or a tree we are satisfied and our attention will turn to other things.

To use terms and concepts means to reduce the phenomena, so now we try to diversify, to recognise reality in its diversity. Thus our image of the tree becomes richer. We use drawing and painting as a useful tool because they stimulate our attention. I concentrate on what I have seen in order to draw or paint it.

All impressions create within us something we can call an afterimage. After a long and intensive day working in the landscape the afterimage appears after a certain time, for example in the morning when we have slept and digested our impressions, as it were. Like a dream this afterimage is very delicate and not easy to capture or to express. It is a certain atmosphere or image in which all my impressions of the day before are integrated. It gives us the very beginnings of an idea of the character of the landscape we have studied.

We increasingly look at the details with a changed outlook. What is the role of this or that detail in the whole? How can we see the relationship between the details? Where are the *limits*, contrasts and breaks or transitions in the landscape? We are increasingly able to develop a certain sense for the inherent concept of life within the landscape. This is something we cannot see in the way we normally look at things. It is not something we can define. It is like an image of a characteristic form, a typical gesture. To become aware of this we need a sort of artistic intuition. We can call this intuition also the sense for the inner *sound* as Vassily Kandinsky describes in his book *Concerning the Spiritual in Art* (Kandinsky, 1959).

To develop these kinds of perceptive faculties requires elements of both an artistic and a scientific approach: artistic in the sense of aesthetic in its original meaning as the art of conscious sense perception and experience; scientific with regards to the comprehensibility and transparency of the results. This enables us more and more to experience what

we can describe as the *whole* or the *genius loci* of a landscape in a conscious way.

It goes without saying that the criteria and ideas for a future development of landscape do not evolve automatically out of this kind of work because they depend on the individual aims of the people living and working in the landscape. But working like this will intensify their relationship to nature and create a fundamental respect for the integrity of nature. It will change how people interact with the landscape so their activities will no longer be destructive but creative in a healthy way.

In this way the Petrarca Academy for the Culture of Landscape hopes to promote a sustainable cultivation of a human and at the same time viable landscape. For further information about the activities of the European Academy for the Culture of Landscape Petrarca and its background.

We are Making our Landscape: an educational and awareness- raising project

Nataša Bratina Jurkovič

In recent years, the Slovenian Association of Landscape Architects has become aware that, within this profession, there have been many advances in the areas of research, landscape evaluation and spatial planning, while, on the other hand, the same cannot be said about citizen education and awareness-raising on the importance of landscape. In order to try and change this tendency, the project We are Making our Landscape was initiated in 2004. The aim of the project was to disseminate information on the landscape to the general public, and, more specifically, to increase awareness on Slovenian landscapes. The idea and main objective of the project was to put Article 6 of the European Landscape Convention, on awareness-raising, into practice.

Economic and social development has an impact on what the landscape looks like and on its transformation. Given that we cannot put a stop to the changes taking place in the landscape, we have to face them in a conscientious and creative way. In order for the management and planning of the Slovenian landscapes to take place in a creative way, it is vital that both professionals and the general public become familiar with them. It is important to realise that the visual characteristics of the landscape depend on the mental images that society has of them, and that mental images have an influence on the relationship people have with the landscape, and, therefore, on the activities which are carried out on this landscape. For this reason, the quality of the landscape depends to a great extent on the processes

of development, as well as on individuals and their willingness to make decisions both on the future of the territory and on the future of their landscape heritage.

Through this project, the Slovenian Association of Landscape Architects wanted to broaden the perception that children and adults have of their every day environment and to make them aware of the quality of the landscape, in order that from a young age, people's relationship with the environment, physical space and landscape is well-informed. The project aimed to encourage children and adults to observe the landscape of their every day surroundings and to perceive its qualities, in order to raise their awareness of the environment, space and landscape from the youngest age possible. For this reason, the project focused on training educators, mentor teachers, children and parents, as well as the general public. With the suggestive title We are Making our Landscape, the aim was to highlight the fact that the attitudes and way of life of all those who live in a given place have an influence on the landscape, and that, as a result, we all contribute to creating our every day landscape.

The project, which lasted from October 2004 to May 2005, included various activities and events: the publication of a series of posters on the diversity of Slovenian landscapes; the organization of a seminar which included a workshop to inform and educate teachers and mentors on this project; the publication of material produced in the workshop; a drawing and photo competition aimed at children between the ages of four and fifteen, with an exhibition of the selected works; and finally, the presentation of the project at the international congress Landscape and Society, held in Ljubljana in 2006. The whole project was implemented by the Slovenian Association of Landscape Architects in collaboration with the Department of Landscape Architecture of the Biotechnical Faculty of the University of Ljubljana, and with the financial support of Slovenia's Ministry of the Environment and Spatial Planning and a number of sponsors.

The competition and subsequent exhibition were two of the activities that were best received. The overall aim was to observe one's own landscape and make a representation of it via drawings, models and photographs. A total of 90 primary schools and 43 preschool education centers participated. The subjects of the majority of the works submitted were natural and cultural landscapes; cities and urban landscapes; landscape patterns (sometimes portrayed in an abstract way); children and school playgrounds; private gardens; specific elements of the landscape (trees, flowers, houses, windmills, etc.) and, obviously, people and animals as elements of the landscape.

The project received great recognition in Slovenia, both for its creativity and for its capacity to stimulate reflection on landscape values among

children and educators. To a great extent, the successful functioning of an integrated landscape development system largely depends on social awareness and knowledge about the importance of landscape. For this reason, it is vital that education on landscape and its role in everyday life is included in the educational system at all levels. The project We are Making our Landscape can be used as a model for these type of educational and awareness-raising programmes.