

STEERING COMMITTEE FOR CULTURE, HERITAGE AND LANDSCAPE (CDCPP)

CDCPP (2013) 27

Strasbourg, 14 May 2013

2nd meeting
Strasbourg, 27-29 May 2013

DRAFT RECOMMENDATION ON THE LANDSCAPE AND EDUCATION AT PRIMARY AND SECONDARY SCHOOL

DOCUMENT FOR DECISION

Item 3.6 of the draft agenda

- the Committee is invited to examine the draft Recommendation on *The landscape and education at primary and secondary school* with a view to transmitting it to the Committee of Ministers of the Council of Europe for adoption.

**Draft recommendation CM/Rec(2013)... of the Committee of Ministers to member States
on the Landscape and education at primary and secondary school**

The 7th Council of Europe Conference on the European Landscape Convention (Palais de l'Europe, Strasbourg, 26-27 March 2013) approved the draft Recommendation CM/Rec(2013)...of the Committee of Ministers to member States on the landscape and education at primary and secondary school and decided to forward it to the Steering Committee for Culture, Heritage and Landscape (CDCPP) in view of its adoption by the Committee of Ministers [CEP-CDCPP (2013) 12E].

**COUNCIL OF EUROPE
COMMITTEE OF MINISTERS**

**DRAFT RECOMMENDATION CM/REC(2013)...
OF THE COMMITTEE OF MINISTERS TO MEMBER STATES
ON THE LANDSCAPE AND EDUCATION AT PRIMARY AND SECONDARY SCHOOL**

*(Adopted by the Committee of Ministers on ... 2013
at the ...th meeting of the Ministers' Deputies)*

The Committee of Ministers of the Council of Europe, under the terms of Article 15.b of the Statute of the Council of Europe,

Considering that the aim of the Council of Europe is to achieve greater unity between its members for the purpose of safeguarding and realising the ideals and principles which are their common heritage;

Having regard to the European Landscape Convention (ETS No. 176), adopted by the Committee of Ministers of the Council of Europe on 19 July 2000, opened to member states for signature in Florence on 20 October 2000 and entered into force on 1st March 2004;

Concerned to achieve sustainable development based on a balanced and harmonious relationship between environment, social needs, culture and economic activity, for a better quality of life;

Noting that the landscape has an important public interest role in the cultural, ecological, environmental and social fields, and constitutes a resource favourable to economic activity whose protection, management and planning can contribute to job creation;

Aware that the landscape contributes to the formation of local and regional cultures and that it is a basic component of the European natural and cultural heritage, contributing to human well-being and consolidation of the European identity;

Acknowledging that the landscape is an important part of the quality of life for people everywhere: both in urban and rural areas, in high quality or in degraded areas, in areas recognised as being of outstanding beauty and in everyday areas;

Noting that developments in agriculture, forestry, industrial and mineral production techniques, the expansion of urban areas and of infrastructure networks, the increase in transport, tourism and recreation activities and, at a more general level, changes in the world economy are in many cases accelerating the transformation of landscapes;

Wishing to respond to the public's demand to enjoy high-quality landscapes and to play an active part in the management of landscapes;

Believing that the landscape is a key element of individual and social well-being and that its protection, management and planning entail rights and responsibilities for everyone;

Acknowledging that the quality and diversity of European landscapes constitute a common resource, and that it is important to co-operate towards its protection, management and planning;

Considering the aims of the European Landscape Convention and wishing to encourage its implementation;

Referring to Article 6-B of the European Landscape Convention on specific measures for education, which states that “Each Party undertakes to promote: ... school ... courses which, in the relevant subject areas, address the values attaching to landscapes and the issues raised by their protection, management and planning”;

Referring to the Recommendation CM/Rec(2008)3 on the guidelines for the implementation of the European Landscape Convention, whereby:

“While schools in certain states already offer landscape training, such training should be strengthened so as to develop children’s sensitivity to questions which they are likely to experience when looking at the quality of their surroundings. Furthermore, this is a way of reaching a population through the family. This can come about through education in several disciplines, whether geography, history, the natural sciences, economics, literature, arts, architecture or engineering disciplines, or civics education. School curricula at various levels should foster an awareness of landscape themes through learning to read landscapes and through sensitisation to relations between cadre de vie and landscape, to relations between ecology and landscape problems and to social and economic questions. Landscape constitutes a teaching resource because, when reading it, pupils are brought face to face with visible signs of their surroundings that relate to spatial-planning issues. Landscape reading also makes it possible to understand current and historical approaches to landscape production as an expression of a community’s identity.”

Having regard to its previous recommendations:

- concerning the promotion of an awareness of Europe in secondary schools (Recommendation No. R (83) 4);
- on the role of the secondary school in preparing young people for life (Recommendation No. R (83) 13);
- on aid for artistic creation (Recommendation No. R (85) 6);
- on teaching and learning about human rights in schools (Recommendation No. R (85) 7);
- on the role of museums in environmental education, information and training (Recommendation No. R (90) 18);
- on heritage education (Recommendation No. R (98) 5);

Considering that one of the aims of education is to train young people and equip them with a set of skills necessary for citizenship and democracy;

Asserting that educational activities in the heritage field are an ideal way of giving meaning to the future;

Recommends that the governments of member States adopt appropriate legislative, regulatory, administrative, financial and other adequate measures to initiate and develop landscape education activities and to promote landscape awareness among the young in accordance with the principles set out in the appendix to this recommendation.

Appendix to Recommendation No. R (...) ...

I. Principles and proposals

a. General principles on teaching and learning process

The acquisition of knowledge is one of the objectives of school education. It must take account of the pupils' learning processes and speed of learning. This can be done by fostering approaches to knowledge acquisition to commensurate with their age and mental development. It must also acknowledge the value of overall educational continuity throughout the school experience, avoiding the pointless superimposition of concepts already acquired and disregarding others. It must succeed in finding, throughout the different school stages, the right relationships between the subjects taught during the year and give all pupils, at the various schools, the possibility of achieving the appropriate level of maturity and preparation.

The subject of landscape accordingly provides many advantages for the pupils' education and is an important vehicle for them to become familiar with and understand their surroundings, considered as their living space. It enables them to be taught to see the things they know well from a new perspective – things they are used to “seeing” without “observing”; frequenting without understanding and to acknowledge that there are natural and cultural assets that are common to all of us and, whether we are conscious or unconscious about it, represent a source of well-being for the community. It should provide an opportunity for pupils to discover the role of each individual acting as an inhabitant of the landscape surrounding them, as a guardian of its identity and its culture and as a protagonist aware of its future development

Children, the citizens of tomorrow, should be able to develop the knowledge necessary to safeguard this resource and understand what are the best ways for helping in landscape protection, management and planning for present and future generations.

It should be therefore necessary, on a gradual approach, to provide pupils with a basic knowledge of the landscape at all school levels in order to show them that the landscape is not just the visual aspect of a place but a territorial entity where numerous natural and human factors interact. The landscape should consequently be studied in all its complexity through the developmental processes that modify it.

The educational method should be primarily based on direct observation and on active participation involving pupils' research into, and discovery of, the landscape around them. It must encourage as many school outings as possible to enable them to understand through direct observation that the landscape is much more than just nature.

Different approaches should be used depending on the pupils' ages and maturity:

- in the case of **primary school** children, the principal method should be the sensorial approach, which comprises not only sight but all the other senses too. The visual dimension should be employed to provide an initial knowledge of the landscape, as the personal perception of places and familiar areas will help pupils to observe the variety of forms, materials, colors and uses and the many different activities carried on there. In order to teach the concepts they need for their education, primary school children should either be put in direct contact with the landscape by means of careful, guided observation or use relevant audiovisual material, pictures and documentation;

- at **secondary school**, a different knowledge acquisition method should be used: an initial analysis of the distinctive characteristics of landscapes and of the diversity of the elements of which it is composed. Pupils should be taught about the different landscapes of places which familiar to them and taken to visit landscapes, using an historical approach, characterised by various relationships between human beings and nature. This should make it possible to begin implementing cross-subject activities to enable pupils to understand and analyse the landscape. These activities can then be extended as a result of the input from several subject-areas taught in the course of the year.

b. Proposals to public authorities for the implementation of the European Landscape Convention through the promotion of landscape education in the classroom

It would be useful to address a short list of proposals for the attention of the competent local and regional authorities as a possible response to the provisions and objectives of Article 6 of the European Landscape Convention. These proposals concern the need to:

- introduce landscape education into primary and secondary school *curricula* to enable pupils to acquire an understanding of the values, features of the importance and role of the landscape with regard to people's quality of their surroundings;
- promote school teaching that involve activities which will foster familiarisation with and an understanding of the landscape; landscape cannot be considered a specific subject-area but, on the contrary, it involves several disciplines that study and analyse its various aspects;
- provide capacity building training for teachers in order to integrate subjects focusing on the basic knowledge they need to understand the landscape;
- encourage pupils to acquire a personal knowledge not only of the landscape in which they live, but also of other landscapes with different characteristics and features;
- encourage school pupils, already from the secondary school, to participate and come up with proposals for projects and plans for the protection, management and planning of the landscape in which they live.

II. Implementing landscape education

Landscape education, which is cross-curricular by its very nature, should be promoted through the medium of different school subjects at all levels and in all types of teaching, via its simple integration.

Initiatives taken by schools, landscape professionals and associations and their governing bodies should be encouraged and facilitated, in so far as they fit into the definitions and goals of the European Landscape Convention.

Assessment of actions or initiatives should be undertaken by the relevant ministries and/or the partners, especially considering the educational results.

Landscape education presupposes a link with school programmes and appropriate training for teachers.

Theoretical and practical training courses should, wherever possible, be organised for both teachers and professionals.

Steps should be taken at the appropriate administrative level to allow and facilitate pupil and teacher mobility.

Encouragement should be given to the setting up of educational departments in organisations responsible of landscape.

All young people, irrespective of their family or financial background, should be able to take part in landscape education activities.

A partnership for landscape education activities should be set up on an official basis between the relevant ministries, if possible within existing structures.

III. Documentation and material

The relevant authorities and ministries, in each State, should be encouraged to produce or commission teaching material relating to landscape. It would be useful that landscape specialists produce a handbook of teaching methods that will be helpful to teachers in this particular field.

Landscape education activities should be able to employ the most up-to-date information and communication available. It would be useful to provide schools with materials and audiovisual equipment that will help them develop and update their knowledge of landscapes.

Exchange of experience and a better multilateral dissemination of information on landscape education should be ensured on the Council of Europe Information System for the European Landscape Convention (L6).