

**COUNCIL OF EUROPE  
EUROPEAN LANDSCAPE CONVENTION**

**CONSEIL DE L'EUROPE  
CONVENTION EUROPEENNE DU PAYSAGE**

***21st MEETING OF THE WORKSHOPS FOR THE IMPLEMENTATION  
OF THE EUROPE LANDSCAPE CONVENTION***

***21<sup>e</sup> REUNION DES ATELIERS POUR LA MISE EN ŒUVRE DE  
LA CONVENTION EUROPEENNE DU PAYSAGE***

***“Landscape and education”  
« Paysage et éducation »***

**Tropea, Italy / Italie**  
**3-4 October 2018 / 3-4 octobre 2018**  
*Study visit, 5 October 2018 / Visite d'études, 5 octobre 2018*

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***WORKSHOP 1***

**Landscape and education: the Project “Tell me a landscape”**

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Thank you very much, it is an honour for me to be here today and to present the results of this research which I have been conducting together with Professor Benedetta Castiglioni at the University of Padua. The goal of this research is to explore who does landscape education in Italy, in which contexts and with which approaches and methodologies. I will present an overview of the data collected, as well as some interesting insights that we drew from the analysis and, finally, I will conclude with some open issues and hints for the future of landscape education in Italy.

This map represents the 174 participants that, through the online survey, gave us information about their activities and projects.

We collected data on 312 educational projects, addressed directly to students or the citizenship in general, and on 59 training activities, addressed towards teachers, educators or other cultural or environmental operators. The participants are mainly non-profit cultural or environmental associations or public institutions such as museums, archives, libraries or local governments.

In more than half of the cases, there is a partnership between subjects of different areas, different scales or different roles, generating a very diverse *learning landscape*. 80% of these projects and activities are addressed to students or teachers in schools in both primary and secondary schools. Generally, these projects do not involve the local community.

Regarding the methodologies adopted, there is a great use of field excursions, group work and photos, but also the more traditional lecture form. Very often these tools are mixed together, and it is possible

to identify four main combinations: indoor laboratory activities that use photos, maps and the production of texts; tools for individual study; lectures and *one-way* activities; and outdoor and creative laboratories. It is interesting to notice that some of these tools aim to transmit knowledge while others aim to co-construct it. Compared to educational projects, training activities include fewer excursions and more lectures.

Educational projects are strongly focused on past and present landscapes and only a few aim at imagining future landscapes. The subjective, emotional and personal dimension of landscape is secondary compared to a more rational and objective approach.

Training activities aim to provide new didactic tools and methodologies but also to exchange experiences among colleagues, an aspect which has proved fundamental in the training course which our department carried out and monitored in the Veneto Region, as a case study.

From the analysis of the data, it is possible to identify five different ideas of landscape:

- the first, more distinct and evident, idea is of an anthropic and lived landscape, an idea which is greatly consistent with the definition of the convention;
- the second relates to a landscape which is perceived with the senses, and especially relates to vegetation and green areas;
- the third sees landscape as something shared and made up by different points of view;
- the fourth relates strongly to an aesthetic and artistic view;
- the last might be called a *natural or ecological* approach to landscape.

It is worth noting that the *shared landscape idea* is inversely correlated with the others, signalling a sort of isolation of this approach among the projects. In conclusion, there is a strong diversity but also a richness of different approaches to landscape education. Landscape education also appears to be strongly related to outdoor and citizenship education.

However, there is a lack of coherent references and common foundations, as well as few connections between the school world and other sectors of the society. There is also little attention towards education on the landscape of the future and in general on the values of differences within the landscape itself, as an arena for public debate.

Thus the analysis brought up some open issues: how to teach the complexity of landscape? How to promote direct observation and active participation of students, citizens and other stakeholders? How to strengthen the connections between schools, families and citizenship? How to evaluate the effectiveness of landscape education?

From the data itself, it is possible to identify also some hints for the future of landscape education in Italy. We should:

- propose the landscape in a systemic, diachronic and inter-subjective, intercultural way;
- invest in teacher training and educator training, since through their action and know-how it is possible to reach an exponential number of individuals;
- pay more attention to our ordinary and everyday landscapes;
- activate participants (with experiential l., problem based l., co-operative l., and so on);

- foster the richness and diversity of actors and stakeholders who protect, manage and transform landscapes and give space to their experiences inside an educational or training activity;
- seize the potentialities of Landscape Observatories (too often underestimated);
- recognise the peculiarities of landscape education and its connections with other forms of education (such as heritage education, citizenship education, affective education, intercultural education and so on);
- collect feedback and adopt a reflexive approach for the evaluation and self-evaluation of activities;
- and, finally, we should increase the communication and dissemination of our results and outputs.

On the subject of communication and dissemination, the results of this research are shown clearly here, in an exhibition in the next room, with 10 posters and one interactive map of all the actors that participated in this project. Let me express our gratitude to the Ministry and to the Calabria Region for letting this be possible, I hope you will enjoy it!

Thank you for your attention!