

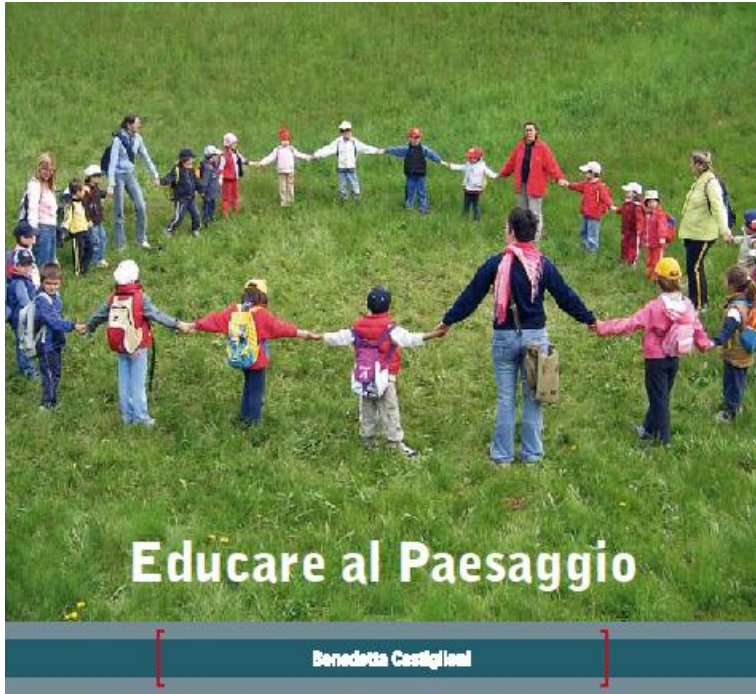
# Landscape and child education

The report *Education on landscape for children* (2009)

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- The European Landscape Convention highlights the relevance of the relationship between people and the landscape: actions on people (awareness-raising, education, training) come before actions on landscape;
- Landscape education is strongly related to Education for sustainable development: they share the objective for active and responsible citizenship;
- Education on/for landscape, or education with/through landscape?





The text contains reflections and practical guidelines for:

- Teachers, at all school levels
- Educators, in non-formal and informal education; tourism guides, ...
- University education: teacher education and training, basic landscape reading in various disciplines

In the first part of the Report, the principles of Education on landscape are presented, as proposed by the Convention, in the frame of sustainable development education.

*Recommendation CM/Rec(2014)8 of the Committee of Ministers to member States on promoting landscape awareness through education:*

“the aim of education is to train young people and equip them with a set of skills necessary for citizenship and democracy”

“educational activities in the landscape field are an excellent way of giving meaning to the future”





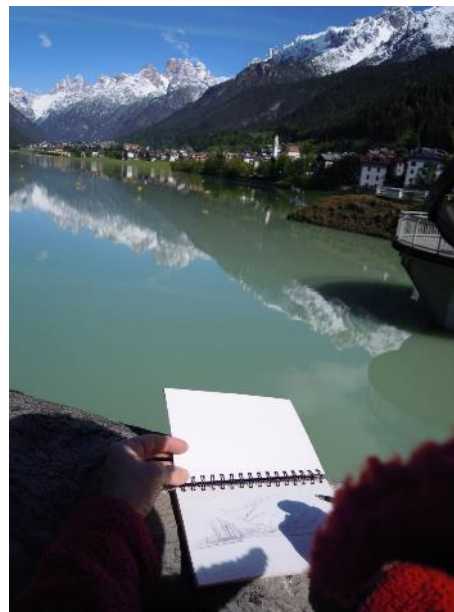
# An exercise for learning to read the landscape

- Not a rigid schedule, but a useful outline to be adapted to different contexts, ages, timetables etc.;
- Basic as well as advanced schemes and activities;
- In the form as it appears in the report, it is useful for adults and in teacher training, for a self-reflexive learning path;
- For children it can be adapted and/or give inspiration for activities;
- Field work (in the landscape) as well as class (indoor) work.



## FIRST STEP: The drawing

## SECOND STEP: Landscape elements (denotative reading)



	ELEMENT	DESCRIPTION
1		
2		
3		
...		



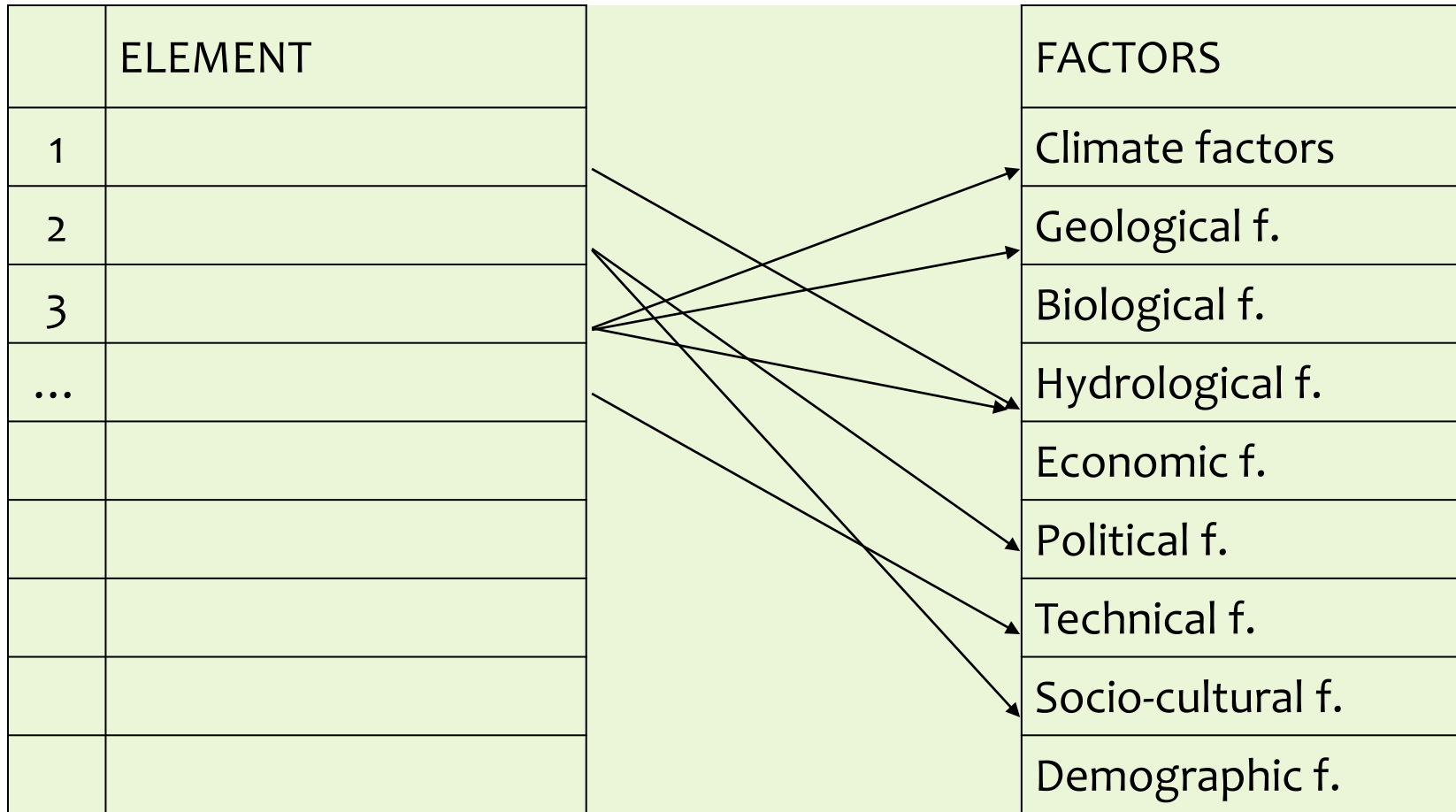
# THIRD STEP: Landscape senses and values (connotative reading)

MY FEELING AND EMOTIONS

CATEGORIES	FEELING AND EMOTIONS



## FOURTH STEP: Landscape factors (interpretative reading)



## FIFTH STEP: Landscape change (temporal reading)

ELEMENTS	lost	
	modified	
	new	
FUNCTIONS	lost	
	modified	
	new	
VALUES	lost	
	modified	
	new	
Landscape change general evaluation		



# Other suggestions, indications and examples

## Which landscapes?

1. Nearby landscapes and faraway landscapes
2. Landscapes of the past, landscapes of the future
3. Exceptional, nice or unattractive, nasty landscapes? Landscape conflicts as learning environment

### box 2: Education on landscape in Catalonia: “City, territory and landscape”

1. Landscapes of foreign children: occasion for cultural integration of young immigrants
2. In-the-field education: the role of excursions
3. Soundscapes, smellscapes, touchscapes
4. Literature, art and photography
5. Hypertexts, ICT and virtual landscapes

### box 3: The Panoramic Hyper-landscapes

## The roles

1. Teacher education
2. The active role of pupils

### box 4: THE CULTURA2000 EUROPEAN PROJECT “3kcl - Karstic cultural landscapes”

1. Partnerships

### box 5: The Slovenian Project “We Are Making Our Landscape”

### box 6: The Armenian project “Settlements, nature and the landscape through children’s eyes”

## RECOMMENDATION: Promotion of Education on Landscape



Thank you for your attention