

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

21<sup>E</sup> RÉUNION DU CONSEIL DE L'EUROPE  
DES ATELIERS POUR LA MISE EN ŒUVRE DE  
**LA CONVENTION EUROPÉENNE DU PAYSAGE**



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

**Proceedings / Actes**

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Tropea, Calabre, Italie, 3-4 octobre 2018



# “Landscape and education” « Paysage et éducation »

## **Proceedings/Actes**

21st Council of Europe Meeting  
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of the European Landscape Convention  
Tropea, Calabria, Italy, 3-4 October 2018

21<sup>e</sup> Réunion du Conseil de l'Europe  
des Ateliers pour la mise en œuvre  
de la Convention européenne du paysage  
Tropea, Calabre, Italie, 3-4 octobre 2018

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of Cultural Heritage and Activities of Italy and  
the collaboration of the Regions of Calabria and  
Basilicata, within the framework of the Work Programme  
of the European Landscape Convention  
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– Secrétariat de la Convention européenne du paysage,  
Direction de la citoyenneté démocratique et de la  
participation – en coopération avec le Ministère  
pour les biens et les activités culturels de l'Italie et  
la collaboration des Régions de Calabre et de Basilicate,  
dans le cadre du Programme de travail  
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**Opening session**  
**Session d'ouverture**



# Welcome speeches

## Allocutions de bienvenue

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**Mr Mario Gerardo Oliverio**

*President of the Calabria Region, Italy*

Mr Mario Gerardo Oliverio, President of the Region of Calabria, welcomed the participants of the 21st Council of Europe Meeting of the Workshops for the implementation of the European Landscape Convention to the Region. He underlined the importance of the topic "Landscape and education" and the necessity to develop landscape education in schools. He welcomed all the participants and expressed his good wishes for the success of the Meeting.

**Mr Nicola Irto**

*President of the Council of the Region of Calabria, Italy*

A nome mio e del Consiglio regionale della Calabria, benvenuti a Tropea. Siamo orgogliosi di ospitare in una delle località più belle della nostra regione il 21esimo Riunione del Consiglio d'Europa per l'attuazione della Convenzione europea del paesaggio. Per noi queste giornate assumono un valore particolarmente importante, perché pongono al centro una questione decisiva nelle politiche di sviluppo locale.

La Calabria è una regione meravigliosa e contraddittoria. Alla complessità urbanistica, legata all'azione dell'uomo, fanno da contraltare la struggente bellezza del paesaggio e la straordinaria varietà regalata dalla natura: quasi ottocento chilometri di costa, tre parchi nazionali, 19 riserve naturali, un'area marina protetta e una continua alternanza di spiagge, costoni rocciosi, pianure rigogliose, brulle colline, montagne ricche di boschi; poche grandi città e una miriade di piccoli borghi, alcuni dei quali autenticamente incantevoli. Per noi, l'attuazione della Convenzione europea del Paesaggio non è solo l'adempimento di un obbligo che deriva dagli impegni assunti 18 anni fa dal Consiglio d'Europa, ma una vera e propria missione alla quale tutti dobbiamo contribuire.

Decisiva, in tal senso, è l'implementazione dei contenuti dell'articolo 6 della Convenzione, che prevede, tra le misure specifiche, le azioni di "Formazione ed educazione" al paesaggio. In Calabria vi stiamo lavorando da tempo, soprattutto attraverso il nostro sistema universitario, con il quale la Regione sta operando in sinergia, rivolgendo lo sguardo al futuro attraverso un accordo di programma sull'alta formazione, che consentirà di cambiare in positivo il volto di questa terra. Non posso fare a meno di confidarvi la mia particolare sensibilità verso questi temi: esercito la professione di architetto e, pur avendo completato la mia formazione post laurea all'estero, ritengo decisivi gli anni di ricerca trascorsi all'Università Mediterranea di Reggio Calabria. Qui il dipartimento di Patrimonio, Architettura e Urbanistica svolge da molto tempo un'azione straordinaria nella quale si coniugano l'attività scientifica e l'apertura alla società.

L'educazione al paesaggio, qui, passa innanzitutto da queste esperienze di ricerca, nell'ambito dei continui e sempre più intensi rapporti di collaborazione con gli atenei del bacino del Mediterraneo. In Calabria l'educazione al paesaggio è dunque un processo già avviato da tempo, un processo nato non solo sulla scorta della Convenzione, quanto spontaneamente della volontà della nostra classe dirigente di far fronte alla situazione di degrado o di rischio idrogeologico che esiste, specie in alcune aree.

Naturalmente non ci accontentiamo. Siamo convinti che la semplice formazione di specialisti della conoscenza non sia sufficiente; occorre lavorare di più, in collaborazione con le istituzioni scolastiche, per l'introduzione di programmi pluridisciplinari che promuovano l'educazione al paesaggio e di specifici insegnamenti scolastici. Siamo consapevoli che la sfida per la salvaguardia del patrimonio paesaggistico potrà essere vinta solo attraverso un coinvolgimento delle giovani generazioni.

In questa legislatura, in Consiglio regionale, abbiamo approvato numerosi provvedimenti che attengono al paesaggio: dalla legge urbanistica che ha introdotto il principio del consumo zero di suolo alla legge sui contratti di fiume, passando per la norma a tutela della professionalità dei progettisti, fino al Por Calabria 2014/2020<sup>1</sup> che ha consentito alla Regione di varare un bando sulla valorizzazione dei nostri borghi. Sullo sfondo, c'è la grande partita della reputazione della nostra regione. Noi vogliamo cambiare il modo in cui la Calabria viene conosciuta nel mondo, attraverso la valorizzazione del suo patrimonio naturale, artistico e culturale, delle sue eccellenze agricole ed agroalimentari, ma soprattutto di un paesaggio che la rende, in alcuni scorci, unica al mondo.

Il progetto di paesaggio che vogliamo portare avanti esalta la nostra identità culturale e punta a creare una nuova coscienza paesaggistica. Innovare tutelando la nostra storia: la sintesi della nostra politica dal paesaggio è tutta qui. Proveremo a realizzarla cercando di trarre spunto dai contenuti di questa tre giorni, per la quale vi auguro di cuore buon lavoro.

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1. Por Calabria 2014-2020 Asse Prioritario 12 – Istruzione e formazione. Obiettivo Tematico 10 – FSE, Obiettivo Specifico 10.1 "Riduzione del fallimento formativo precoce e della dispersione scolastica e formativa".

**M<sup>me</sup> Maguelonne Déjeant-Pons**

*Secrétaire exécutive de la Convention européenne du paysage,  
Chef de la Division du paysage et des Journées européennes du patrimoine,  
Conseil de l'Europe*

Mesdames et Messieurs,

Au nom du Secrétaire Général du Conseil de l'Europe, je souhaite remercier le Ministère pour les biens et les activités culturels de l'Italie, la Région de Calabre et la Région de Basilicate pour leur coopération dans la préparation de cet événement et leur belle hospitalité.

Tous mes remerciements vont ainsi aux personnes avec qui nous avons collaboré pour préparer cette Réunion :

- ▶ Ministère des biens et activités culturels de l'Italie :
  - M. Roberto Banchini, Directeur du Service de la Tutelle du paysage,
  - M<sup>me</sup> Maria Maddalena Alessandro, Haut fonctionnaire, Représentante nationale pour la Convention européenne du paysage du Conseil de l'Europe,
  - M. Rocco Rosario Tramutola, Haut fonctionnaire, Département du paysage et de la gestion de la qualité,
  - M. Giovanni Manieri Elia, Haut fonctionnaire, Département du paysage et de la gestion de la qualité,
  - M<sup>me</sup> Martina De Luca, Haut fonctionnaire, Direction générale de l'éducation et la recherche,
  - M<sup>me</sup> Isabella Fera, Haut fonctionnaire, Département du paysage et de la gestion de la qualité,
  - M<sup>me</sup> Manuela Maria Practico, Architecte, Haut fonctionnaire, Département du paysage et de la gestion de la qualité,
- ▶ Région de Calabre :
  - M. Mario Gerardo Oliverio, Président de la Région de Calabre,
  - M. Nicola Irto, Président du Conseil de la Région de Calabre,
  - M. Franco Rossi, Assesseur régional, Département de la conception urbaine et de la planification territoriale,
  - M<sup>me</sup> Antonella Rizzo, Assesseur régional, Département pour la protection de l'environnement,
  - M<sup>me</sup> Orsola Reillo, Directrice générale, Département de l'environnement et du territoire,
  - M. Francesco Tarsia, Directeur du secteur de la politique du paysage, Département de l'environnement et du territoire,
  - M<sup>me</sup> Mariangela Cama, Responsable des politiques du paysage, Département de l'environnement et du territoire,
  - M<sup>me</sup> Ilaria Mittiga, Responsable des politiques du paysage, Département de l'environnement et du territoire,
  - M. Antonio Dattilo, Haut fonctionnaire, Département de la Présidence de la Région Calabre, Délégation de Rome,
- ▶ Région de Basilicate :
  - M. Francesco Pietrantuono, Assesseur régional de l'environnement et l'énergie,
  - M<sup>me</sup> Maria Carmela Santoro, Direction générale du Département de l'environnement et de l'énergie,
  - M<sup>me</sup> Anna Abate, Direction générale du Département de l'environnement et de l'énergie,
- ▶ Région de Sicile :
  - M. Salvatore Cordaro, Assesseur régional du territoire et de l'environnement,

Tous mes remerciements vont également à :

- M<sup>me</sup> Margherita Cisani, Chercheur au Département des Sciences historiques, géographiques et antiques de l'Université de Padoue,
- M. Felice Spingola, Sociologue, économiste du paysage du Centro Studi Pan, avec qui nous avons initié la préparation de cette rencontre en Calabre.

Merci également pour leur participation très appréciée à :

- M<sup>me</sup> Sanja Ljeskovic Mitrovic, Présidente de la Conférence du Conseil de l'Europe sur la Convention européenne du paysage, Représentante nationale de la Convention européenne du paysage, Ministère du développement durable et du tourisme, Monténégro,
- M<sup>me</sup> Giuliana de Francesco, Présidente du Comité directeur de la culture, du patrimoine et du paysage du Conseil de l'Europe, Chef de l'Unité des relations multilatérales européennes, Ministère des biens et activités culturels, Italie, et
- aux représentants des gouvernements – membres du Comité directeur de la culture, du patrimoine et du paysage (CDCPP), de la Conférence du Conseil de l'Europe sur la Convention européenne du paysage et représentants d'autres ministères –, autorités locales et régionales, professionnels, universitaires, représentants d'organisations gouvernementales et non gouvernementales, et autres personnes, travaillant dans le domaine du paysage et du développement durable, avec ses dimensions environnementale, culturelle, sociale et économique.

M. Thierry Mathieu, Président de la Commission démocratie, cohésion sociale et enjeux mondiaux de la Conférence des OING du Conseil de l'Europe vous prie de bien vouloir excuser son absence indépendante de sa volonté.

Organisées périodiquement par le Conseil de l'Europe, les Réunions des Ateliers pour la mise en œuvre de la Convention européenne du paysage ont pour objectif de présenter de nouveaux concepts et réalisations en faveur de la mise en œuvre de la Convention. Elles représentent ainsi un véritable forum d'échange de pratiques et d'idées. Les expériences réalisées par l'État qui accueille la réunion sont spécialement présentées.

Cette 21<sup>e</sup> Réunion des Ateliers a pour objet de prendre en considération des expériences de politiques publiques adoptées, ou en cours de développement, concernant la mise en œuvre de l'article 6 B. c. de la Convention européenne du paysage, sur l'éducation, selon lequel : « Chaque Partie s'engage à promouvoir : ... des enseignements scolaire et universitaire abordant, dans les disciplines intéressées, les valeurs attachées au paysage et les questions relatives à sa protection, à sa gestion et à son aménagement ». D'autres initiatives tendant à promouvoir l'éducation au paysage seront également présentées.

Un Atelier initial portera sur la mise en œuvre de la Convention européenne du paysage en Italie. Trois autres Ateliers seront ensuite consacrés à :

- ▶ l'éducation au paysage à l'école primaire et secondaire ;
- ▶ l'éducation au paysage à l'université ;
- ▶ l'éducation au paysage dans l'éducation permanente.

Une vie ne suffisant pas à percer tous les mystères du paysage, avec les multiples valeurs et ressources naturelles et culturelles qui le composent, il semble important de pouvoir continuer à apprendre du paysage à tous les âges de la vie.

Si, comme l'indique le préambule de la Convention européenne du paysage, « le paysage... participe de manière importante à l'intérêt général, sur les plans culturel, écologique, environnemental et social », si le paysage « constitue une ressource favorable à l'activité économique », si le paysage est un « élément essentiel du bien-être individuel et social », et si sa protection, sa gestion et son aménagement « impliquent des droits et des responsabilités pour chacun », il est essentiel que se développe une éducation en matière de paysage.

Objectif de développement durable n° 4, énoncé au niveau mondial dans le cadre des Nations Unies et intitulé « Éducation de qualité », a pour cible de faire en sorte que d'ici à 2030 « tous les élèves acquièrent les connaissances et compétences nécessaires pour promouvoir le développement durable, notamment par l'éducation en faveur du développement et de modes de vie durables, des droits de l'homme, de l'égalité des sexes, de la promotion d'une culture de paix et de la non-violence, de la citoyenneté mondiale et de l'appréciation de la diversité culturelle et de la contribution de la culture au développement durable ».

Il convient d'espérer que les travaux de la Réunion de Tropea sur « Paysage et éducation » y contribuent.

Je vous remercie pour votre attention.

**Mrs Sanja Ljeskovic Mitrovic**

*Chair of the Council of Europe Conference on the European Landscape Convention,  
National Representative of the European Landscape Convention,  
Ministry of Sustainable Development and Tourism, Montenegro*

Ladies and gentlemen,

Dear colleagues,

If we know that any landscape is a condition of the spirit, education about landscape is our single most important job.

Landscape is more than just scenery: it is the interaction between people and place; the bedrock upon which our society is built. The European Landscape Convention defines landscape as “an area, as perceived by people, whose character is the result of the action and interaction of natural and/or human factors”.

Our landscapes are important to us for many reasons. They are a shared resource for everyone, irrespective of ownership, ability or background. They provide a living history of our past, and an inspiration for our culture. They provide a wide range of social and health benefits and underpin economy.

Whether rural or urban, coastal or inland, degraded or well-preserved, our surroundings reflect our quality of life. It is not only areas of outstanding beauty which require our attention, but the rich variety of settings in which we live – many of which have been undergoing rapid change.

This Meeting of the Workshops for the implementation of the European Landscape Convention is an opportunity to discuss the implementation of Article 6 B. c. of the Convention, on education. The great aim of landscape and education is not only knowledge but also action. Implementation of the Convention in national policies is always a challenge for people who are creating landscape policies both at state and local level. Landscape has no borders and we need to co-operate and to exchange our knowledge, experience and different approaches.

It is a pleasure to bring together achievements in these two days of presentations. I would like to thank the Ministry of Cultural Heritage and Activities of Italy and the Regions of Calabria and Basilicata, for their hospitality and co-operation. I wish this Meeting every success.

**Mrs Giuliana de Francesco**

*Chair of the Steering Committee for Culture, Heritage and Landscape of the Council of Europe,  
Head of Unit of the European Multilateral Relations, Ministry of Cultural Heritage and Activities, Italy*

Dear Maguelonne, Sanja, Magda,

Ladies and Gentlemen, dear colleagues

It is a privilege and a great pleasure for me to open this meeting and welcome you here today on behalf of the Steering Committee for Culture, Heritage and Landscape (CDCPP).

The CDCPP is the intergovernmental committee of the Council of Europe responsible for overseeing activities in the field of Culture, Heritage and Landscape and for following-up on their implementation, monitoring and evaluation.

Representatives of the 47 Member States of the Council of Europe sit on the Committee, plus observer States, Parties to the European Landscape Convention or not. They and other international organisations (such as the European Union and UNESCO) participate in the works, as well as observer organisations from civil society and representatives of professional and academic communities.

The work of our Committee allows a broader sharing of information, exchange of practices and the development of common perspectives. The overall aim is to contribute to key the principles and values of the Council of Europe: first and foremost, fostering democracy alongside human rights and the rule of law. These activities have in common the pursuance of civic participation, promotion of good governance and the well-being for people and, through this, they address the constantly evolving challenges faced by our society.

The culture and cultural heritage sectors have been committed for many years to the adoption of a cross-domain approach with other sectorial policy areas. Landscape, however, is in itself a transversal area, with its manifold connections with several policies, from spatial planning to urban development and to agriculture, from the environment to social cohesion and to sustainable development, besides heritage and culture.

The creation of the European Landscape Convention was ground-breaking as it applied to every landscape, from emblematic and outstanding to everyday and degraded ones, as they are the shared living environment (*le cadre de vie*) of people, irrespective of individual background, and thus an important component of everybody's well-being and quality of life. In highlighting this territorial dimension of human rights and democracy, the Convention contributes at the same time to addressing the unprecedented challenges that our societies face, from climate change to demographic changes and migration. Accelerated urbanisation, economic and financial crisis, and increasing inequalities: all have an impact on landscape.

Good landscape policy and management involve several levels of public responsibility and require the active participation of citizens. In order to be able to contribute with their own voice in the participatory processes, people should first have access to landscape knowledge, develop awareness and an understanding of how it is valued, used and managed. In order to achieve this, education is key, and I wish to congratulate you for addressing this crucial topic with this Meeting.

I am particularly glad that it takes place in Italy, my home country, where landscape is addressed with great competence, expertise and commitment and raised to the highest political attention. I would like to warmly thank the organisers – the Ministry of Cultural Heritage and Activities of Italy and the Region of Calabria – for having us here in this wonderful setting, and the Council of Europe Secretariat, for their ongoing support.

Success is obviously mainly due to those who engage with their skills, dedication and enthusiasm to pursue common goals, and the landscape community is outstanding in this respect. I wish you all an engaging and fruitful Meeting, allowing us to make substantial progress in the topics addressed.



# Introduction



# Paysage et éducation

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**M<sup>me</sup> Maria Maddalena Alessandro**

*Haut fonctionnaire, Responsable nationale de la mise en œuvre de la Convention européenne du paysage, Ministère pour les biens et les activités culturels, Italie*

M<sup>me</sup> Maria Maddalena Alessandro, a souligné l'importance cruciale de l'éducation au paysage telle que mentionnée à l'article 6 de la Convention européenne du paysage, et la nécessité de sa mise en œuvre, tant en Italie que dans d'autres pays.

*M<sup>me</sup> Alessandro n'ayant cependant pas pu être présente le jour de la Réunion, cette Réunion lui est dédiée.*



# Paysage et éducation : les travaux du Conseil de l'Europe pour la mise en œuvre de la Convention européenne du paysage

M<sup>me</sup> Maguelonne Déjeant-Pons

Secrétaire exécutive de la Convention européenne du paysage,  
Chef de la Division du paysage et des Journées européennes du patrimoine,  
Conseil de l'Europe

« Le paysage...

... constitue un élément essentiel du bien-être individuel et social, et ... sa protection, sa gestion et son aménagement impliquent des droits et des responsabilités pour chacun ».

Préambule de la Convention européenne du paysage du Conseil de l'Europe<sup>2</sup>

« Le paysage est un livre ouvert. D'un point de vue éducatif, il est une ressource documentaire d'une incomparable richesse, même si nous avons été habitués à n'en consulter que quelques pages. Il nous appartient à tous et il ne peut survivre sans notre vigilance à tous, car certaines pages sont confiées à la garde de personnes qui risquent de ne pas comprendre ce qu'elles possèdent. Souvent, nous avons passé trop peu de temps à rester dans les champs à regarder autour de nous. Nous nous sommes occupés à de multiples tâches urgentes, sans le temps ou l'envie de nous asseoir au pied de cette terre qui nous enseigne. Sans compter une lacune de l'éducation : on ne nous a pas appris à regarder, à voir et à comprendre ce qui nous entoure, de manière à ce que nous puissions arriver à savoir pourquoi il est important que la diversité de la terre demeure en sûreté sous notre garde. »

*John Feehan (Irlande), in : Conseil de l'Europe, Naturopa « Le paysage à travers la littérature », 2008, n° 103<sup>3</sup>*

Les États membres du Conseil de l'Europe signataires de la Convention européenne du paysage se sont déclarés « soucieux de parvenir à un développement durable fondé sur un équilibre harmonieux entre les besoins sociaux, l'économie et l'environnement », tout en se référant aux dimensions naturelle et culturelle du paysage, considérées dans leur interrelation.

Le paysage étant reconnu comme « un élément important de la qualité de vie des populations » et « un élément essentiel du bien-être individuel et social » (Préambule de la Convention), la Convention prévoit que chaque Partie s'engage à définir et à mettre en œuvre des politiques du paysage visant la protection, la gestion et l'aménagement des paysages par l'adoption des mesures particulières (Article 5, b.), dont certaines concernent l'éducation (Article 6, B, c.). Chaque Partie s'engage ainsi à promouvoir « des enseignements scolaire et universitaire abondant, dans les disciplines intéressées, les valeurs attachées au paysage et les questions relatives à sa protection, à sa gestion et à son aménagement ».

2. Les références des documents mentionnés ci-après sont disponibles sur le site du Conseil de l'Europe sur la Convention du Conseil de l'Europe sur le paysage : [www.coe.int/Conventiondupaysage](http://www.coe.int/Conventiondupaysage). Actes des Réunions des Ateliers et Symposiums nationaux du Conseil de l'Europe pour la mise en œuvre de la Convention du Conseil de l'Europe sur le paysage, Série du Conseil de l'Europe « Aménagement du territoire européen et paysage » : [www.coe.int/fr/web/landscape/publications](http://www.coe.int/fr/web/landscape/publications); [www.coe.int/fr/web/landscape/workshops](http://www.coe.int/fr/web/landscape/workshops); [www.coe.int/fr/web/landscape/national-regional-symposiums](http://www.coe.int/fr/web/landscape/national-regional-symposiums). Ouvrages mentionnés aux Editions du Conseil de l'Europe : [www.coe.int/fr/web/landscape/publications](http://www.coe.int/fr/web/landscape/publications). Revue du Conseil de l'Europe, Futuropa : pour une nouvelle vision du paysage et du territoire : [www.coe.int/fr/web/landscape/futuropa-magazines](http://www.coe.int/fr/web/landscape/futuropa-magazines).
3. [www.coe.int/fr/web/landscape/futuropa-magazines](http://www.coe.int/fr/web/landscape/futuropa-magazines).

La Recommandation CM/Rec(2008)3 du Comité des Ministres du Conseil de l'Europe sur les orientations pour la mise en œuvre de la Convention européenne du paysage considère le paysage comme une ressource pédagogique dans la mesure où il confronte les élèves aux signes visibles de leur cadre de vie qui renvoient aux enjeux de l'aménagement du territoire. La lecture du paysage leur permet de comprendre les logiques, actuelles et historiques, de la « production » du paysage, comme expression de l'identité des collectivités<sup>4</sup>.

L'éducation au paysage, à tous les âges de la vie, est d'autant plus fondamentale que les États signataires de la Convention ont exprimé leur désir de « répondre au souhait du public de jouer un rôle actif dans leur transformation » (Préambule). Ce rôle actif doit s'exercer tant dans le cadre des « procédures de participation du public » mises en place (Article 5, c.), qu'à l'occasion des « consultations du public » réalisées à l'occasion de la formulation des objectifs de qualité paysagère pour les paysages identifiés et qualifiés (Article 6, D). Il importe en effet que des propositions et des décisions puissent être prises en pleine connaissance de cause.

Des travaux ont été menés dans le cadre du Programme de travail de la Convention européenne du paysage afin de promouvoir la mise en œuvre de l'éducation au paysage.

### **Les rapports thématiques consacrés à l'éducation au paysage**

Des rapports thématiques concernant l'éducation au paysage ont été établis.

Le Rapport intitulé « Sensibilisation, formation et éducation », a été présenté à l'occasion de la 2<sup>e</sup> Conférence du Conseil de l'Europe des États contractants et signataires de la Convention européenne du paysage (Strasbourg, 28-29 novembre 2002)<sup>5</sup>, puis publié en 2006 aux éditions du Conseil de l'Europe dans l'ouvrage « *La Convention européenne du paysage : les défis du développement durable* »<sup>6</sup>. Il montre comment le paysage demande à ce qu'on prenne soin de lui, dans la mesure où, s'il est traité comme un simple bien de consommation, « il perdra à la fois sa valeur et son attrait ».

Le Rapport intitulé « L'éducation au paysage à l'école », a été présenté à l'occasion de la 5<sup>e</sup> Conférence du Conseil de l'Europe sur la

Convention européenne du paysage (Strasbourg, 30-31 mars 2009)<sup>7</sup>, puis publié en 2012 aux éditions du Conseil de l'Europe dans l'ouvrage « *Facettes du paysage : réflexions et propositions pour la mise en œuvre de la Convention européenne du paysage* »<sup>8</sup>. Le rapport s'attache à replacer l'éducation au paysage dans le contexte de la Convention européenne du paysage ainsi que dans une perspective pédagogique d'éducation au développement durable, en référence à la Décennie des Nations Unies pour l'éducation en vue du développement durable (2005-2014). Il considère que la diffusion du savoir concernant les paysages et leurs évolutions, ainsi que d'une meilleure aptitude à lire les paysages, font partie des conditions nécessaires pour rendre les citoyens plus conscients de la valeur des lieux où ils vivent, plus ouverts à d'autres horizons et d'autres cultures et enfin, plus responsables en matière de gestion du paysage. Le rapport se réfère à des expériences menées par certains États afin de mettre en œuvre la Convention : Arménie, Belgique, Espagne, Italie et Slovénie.

Un troisième Rapport, intitulé « Paysage et éducation », a été présenté à l'occasion de la 7<sup>e</sup> Conférence du Conseil de l'Europe sur la Convention européenne du paysage (Strasbourg, 26-27 mars 2013)<sup>9</sup>, puis publié en 2017 aux éditions du Conseil de l'Europe dans l'ouvrage « *Dimensions du paysage : réflexions et propositions pour la mise en œuvre de la Convention européenne du paysage* »<sup>10</sup>. Celui-ci note que grâce à la Convention européenne du paysage, le paysage est devenu non seulement une importante source de réflexion et d'action pour les professionnels et les gouvernements, mais également un nouvel objet d'attention important pour les futurs citoyens qui permet à ces derniers de mieux comprendre leur cadre de vie. Il leur permet d'accorder une nouvelle attention au paysage, qui doit transformer un regard passif en un regard actif, un paysage regardé en un paysage objet de connaissance.

### **Les Recommandations du Comité des ministres du Conseil de l'Europe consacrées à l'éducation au paysage**

Deux recommandation, consacrées à la promotion de la sensibilisation au paysage par l'éducation ainsi

4. Section I.2.3. Voir Annexe 1 ci-après.

5. Rapport préparé par Bas Pedroli et Jan Diek van Mansvelt en qualité d'experts du Conseil de l'Europe, document du Conseil de l'Europe, T-FLOR 2 (2002) 22 (Strasbourg, 28-29 novembre 2002).

6. [www.coe.int/fr/web/landscape/publications](http://www.coe.int/fr/web/landscape/publications), <http://rm.coe.int/16804897bd>.

7. Rapport préparé par Benedetta Castiglioni en qualité d'experte du Conseil de l'Europe, document du Conseil de l'Europe, CEP-CDPATEP (2009) 12F (Strasbourg, 1<sup>er</sup> février 2009).

8. [www.coe.int/fr/web/landscape/publications](http://www.coe.int/fr/web/landscape/publications), <http://rm.coe.int/16802f299c>.

9. Rapport préparé par Annalisa Maniglio Calcagno en qualité d'experte du Conseil de l'Europe, document du Conseil de l'Europe, CEP-CDPATEP (2013) 9F (Strasbourg, 26-27 mars 2013).

10. [www.coe.int/fr/web/landscape/publications](http://www.coe.int/fr/web/landscape/publications), Le rapport se réfère à des expériences menées par certains États afin de mettre en œuvre la Convention :

qu'au matériel pédagogique pour l'éducation au paysage à l'école primaire, ont été préparées par des Groupes de travail et le Comité directeur du Conseil de l'Europe en charge du paysage, puis adoptées par le Comité des Ministres de l'organisation.

### **Recommandation CM/Rec(2014)8 du Comité des Ministres du Conseil de l'Europe sur la promotion de la sensibilisation au paysage par l'éducation, adoptée par le Comité des Ministres le 17 septembre 2014<sup>11</sup>**

La Recommandation considère que l'une des missions de l'éducation est de « former la jeunesse à la citoyenneté et à la démocratie, et de lui donner les capacités d'agir » et que « les actions d'éducation dans le domaine du paysage représentent un moyen privilégié de donner un sens à l'avenir ». Elle recommande aux gouvernements des États membres Parties à la Convention européenne du paysage d'adopter les mesures législatives, réglementaires, administratives, financières et autres mesures appropriées pour initier ou développer des actions d'éducation et de sensibilisation des jeunes au paysage, en se référant à certains principes qu'elle énonce.

### **Recommandation CM/Rec(2015)7 du Comité des Ministres du Conseil de l'Europe sur le matériel pédagogique pour l'éducation au paysage à l'école primaire, adoptée par le Comité des Ministres le 14 octobre 2015<sup>12</sup>**

La Recommandation recommande aux gouvernements des États membres de rendre le document « Activités d'éducation au paysage pour l'école primaire » disponible en tant que source d'inspiration, et de faciliter de manière appropriée sa diffusion et traduction dans d'autres langues. Les activités présentées promeuvent une manière de penser globale, favorisant l'esprit de synthèse et l'approche intégrée. Elles ont pour objet de conduire les élèves à acquérir des connaissances sur le paysage et à comprendre qu'ils peuvent en devenir responsables, en se projetant individuellement et socialement dans le monde qui les entoure. Les activités sont destinées à être appliquées dans le cadre de l'éducation formelle mais peuvent aussi être menées dans le cadre de l'éducation non formelle.

### **L'échange d'informations sur la mise en œuvre de la Convention européenne du paysage**

Le Système d'information du Conseil de l'Europe sur la Convention européenne du paysage constitue une base de données des politiques publiques menées

au niveau national, régional et local en matière de paysage<sup>13</sup>. L'échange d'information entre les Parties à la Convention sur les politiques publiques adoptées en matière d'éducation au paysage s'appuie ainsi sur les données qui y sont présentées.

### **Les expériences d'éducation au paysage présentées dans le cadre de l'Alliance du Prix du paysage du Conseil de l'Europe**

L'Alliance du Prix du paysage du Conseil de l'Europe rassemble les réalisations exemplaires présentées par les États Parties à la Convention européenne du paysage. Elles montrent qu'il est possible de promouvoir la dimension territoriale des droits de l'homme et de la démocratie en améliorant les caractéristiques paysagères du cadre de vie des populations<sup>14</sup>. Certaines réalisations concernent l'éducation au paysage :

- ▶ 2<sup>e</sup> Session du Prix du paysage du Conseil de l'Europe (2010-2011) :  
*L'éducation et la sensibilisation au paysage* : Ville, territoire, paysage, Generalitat de Catalogne et Observatoire du paysage de Catalogne, Espagne ; *Nous aménageons notre paysage*, Association slovène des architectes paysagistes, Slovénie ;
- ▶ 3<sup>e</sup> Session du Prix du paysage du Conseil de l'Europe (2010-2011) :  
*L'éducation environnementale dans la ville de Strakonice année après année ou « le pèlerinage à travers le paysage contemplatif »*, Municipalité de Strakonice, République tchèque ;
- ▶ 5<sup>e</sup> Session du Prix du paysage du Conseil de l'Europe (2016-2017) :  
*L'éducation des enfants dans des paysages fortement industrialisés*, Ecole élémentaire de la ville de Most, République tchèque.

### **Conclusion**

Les travaux menés par le Conseil de l'Europe en faveur de l'éducation au paysage se poursuivent

13. [www.coe.int/fr/web/landscape/landscape-observatory](http://www.coe.int/fr/web/landscape/landscape-observatory). Auparavant, un document de présentation des politiques de paysage menées dans les États membres du Conseil de l'Europe, faisant état des données essentielles concernant le paysage des différents États membres du Conseil de l'Europe était périodiquement établi : document du Conseil de l'Europe, Secrétariat de la Convention européenne du paysage « Presentation of the Landscape Policies in the Member States of the Council of Europe/Présentation des politiques du paysage menées dans les États membres du Conseil de l'Europe », 7th Conference of the Council of Europe on the European Landscape Convention/7<sup>e</sup> Conférence du Conseil de l'Europe sur la Convention européenne du paysage (Strasbourg, 14 March/mars 2013), CEP-CDPATEP (2013) 5Bil.).

14. *Convention du Conseil de l'Europe sur le paysage : L'Alliance Prix du paysage*, Série Aménagement du territoire européen et Paysage, 2018, N° 105 ; [www.coe.int/fr/web/landscape/landscape-award-alliance](http://www.coe.int/fr/web/landscape/landscape-award-alliance).

11. Voir Annexe 3 ci-après.

12. Voir Annexe 4 ci-après.

avec la tenue de cette 21<sup>e</sup> Réunion du Conseil de l'Europe des Ateliers pour la mise en œuvre de la Convention du Conseil de l'Europe sur le paysage sur le thème du paysage et de l'éducation (Tropea, Italie, 3-5 octobre 2018)<sup>15</sup>. Celle-ci a pour objet de présenter des expériences de politiques publiques adoptées, ou en cours de développement, concernant l'éducation au paysage à l'école primaire et secondaire, à l'université, et dans l'éducation permanente.

Il s'agit de mettre pleinement en œuvre l'article 6, B, c. de la Convention européenne du paysage, selon lequel: «Chaque Partie s'engage à promouvoir: ... des enseignements scolaire et universitaire abondant, dans les disciplines intéressées, les valeurs attachées au paysage et les questions relatives à sa protection, à sa gestion et à son aménagement». Le résultat des travaux menés seront présentés à la 10<sup>e</sup> Conférence officielle du Conseil de l'Europe sur la Convention du Conseil de l'Europe sur le paysage (6-7 mai 2019, Palais de l'Europe, Strasbourg) ainsi qu'à la Réunion du Comité directeur du Conseil de l'Europe de la culture, du patrimoine et du paysage (CDCPP).

## Références

Actes des Réunions du Conseil de l'Europe des Ateliers pour la mise en œuvre de la Convention:

- ▶ «Sensibilisation, éducation et formation», Strasbourg (France), 23-24 mai 2002
- ▶ «Paysage et éducation», Tropea, Calabre (Italie), 3-5 octobre 2018

Publications:

- ▶ Conseil de l'Europe, «Paysage et développement durable: les défis de la Convention européenne du paysage», Editions du Conseil de l'Europe, 2006  
– Le paysage et la sensibilisation, la formation et l'éducation
- ▶ Conseil de l'Europe, «Facettes du paysage: réflexions et propositions pour la mise en œuvre de la Convention européenne du paysage», Editions du Conseil de l'Europe, 2012  
– Paysage et éducation des enfants
- ▶ Conseil de l'Europe, «Dimensions du paysage: réflexions et propositions pour la mise en œuvre de la Convention européenne du paysage», Editions du Conseil de l'Europe, 2017  
– Paysage et éducation du primaire et du secondaire
- ▶ Conseil de l'Europe, «Convention du Conseil de l'Europe sur le paysage: contribution aux droits humains, à la démocratie et au développement durable», Editions du Conseil de l'Europe, 2018

<sup>15</sup> [www.coe.int/fr/web/landscape/21st](http://www.coe.int/fr/web/landscape/21st).

Revue:

- ▶ Conseil de l'Europe, «Le paysage à travers la littérature», Naturopa/Culturopa, n° 103, 2005

## Annexe 1 Recommandation CM/Rec(2008)3 du Comité des Ministres aux États membres sur les orientations pour la mise en œuvre de la Convention européenne du paysage

(adoptée par le Comité des Ministres le 6 février 2008, lors de la 1017<sup>e</sup> réunion des Délégués des Ministres)

(Extraits)

«II.2.3. Participation, sensibilisation, formation, éducation

D. Education

“B. ... éducation

Chaque Partie s'engage à promouvoir: ...

*c. des enseignements scolaire et universitaire abondant, dans les disciplines intéressées, les valeurs attachées au paysage et les questions relatives à sa protection, à sa gestion et à son aménagement.”*

(Article 6 de la Convention européenne du paysage – Mesures particulières)

Si la formation au paysage existe déjà dans certains États au sein d'établissements scolaires, il est nécessaire de la conforter afin de développer chez les enfants une sensibilité aux questions concernant la qualité de leur cadre de vie. Ce développement constitue en outre un moyen de toucher une population par l'intermédiaire des familles.

Ce développement peut passer par l'enseignement de plusieurs disciplines, qu'elles relèvent de la géographie, de l'histoire, des sciences naturelles, de l'économie, de la littérature, de l'art, des disciplines de l'architecture, du génie civil ou encore de l'éducation civique.

Les programmes d'enseignement aux divers niveaux devraient prévoir une éducation aux thèmes du paysage, par l'apprentissage de la lecture du paysage et par une initiation aux relations entre cadre de vie et paysage, aux relations entre écologie et paysage ou encore aux questions sociales et économiques.

Le paysage constitue une ressource pédagogique car il confronte, les élèves aux signes visibles de leur cadre de vie qui renvoient aux enjeux de l'aménagement du territoire. La lecture du paysage permet également de comprendre les logiques, actuelles et historiques, de la 'production' du paysage, comme expression de l'identité des collectivités.»



## Annexe 2

### Recommandation CM/Rec(2014)8 du Comité des Ministres aux États membres sur la promotion de la sensibilisation au paysage par l'éducation

(adoptée par le Comité des Ministres le 17 septembre 2014, lors de la 1207<sup>e</sup> réunion des Délégués des Ministres)

Le Comité des Ministres du Conseil de l'Europe, conformément aux termes de l'article 15.b du Statut du Conseil de l'Europe,

Considérant que le but du Conseil de l'Europe est de réaliser une union plus étroite entre ses membres, afin de sauvegarder et de promouvoir les idéaux et les principes qui sont leur patrimoine commun ;

Eu égard à la Convention européenne du paysage (STE n° 176), adoptée par le Comité des Ministres du Conseil de l'Europe le 19 juillet 2000, ouverte à la signature des États membres du Conseil de l'Europe à Florence le 20 octobre 2000 et entrée en vigueur le 1<sup>er</sup> mars 2004 ;

Soucieux de parvenir à un développement durable fondé sur un équilibre harmonieux entre l'environnement, les besoins sociaux, la culture et les activités économiques, pour une meilleure qualité de vie ;

Notant que le paysage participe de manière importante à l'intérêt général sur les plans culturel, écologique, environnemental et social, et qu'il constitue une ressource favorable à l'activité économique, dont la protection, la gestion et l'aménagement peuvent contribuer à la création d'emplois ;

Conscient que le paysage concourt à l'élaboration des cultures locales et régionales, et qu'il représente une composante fondamentale du patrimoine culturel et naturel de l'Europe, contribuant à l'épanouissement des êtres humains et à la consolidation de l'identité européenne ;

Reconnaissant que le paysage est partout un élément important de la qualité de vie des populations : dans les milieux urbains et ruraux, dans les territoires de grande qualité ou dans les territoires dégradés, dans les espaces reconnus comme étant remarquables comme dans ceux du quotidien ;

Notant que les évolutions des techniques de productions agricole, sylvicole, industrielle et minière, l'expansion des zones urbaines et des réseaux d'infrastructures, l'accroissement des activités de transport, de tourisme et de loisirs, et, plus généralement, les changements économiques mondiaux continuent, dans beaucoup de cas, à accélérer la transformation des paysages ;

Désirant répondre à la demande du public de bénéficier de paysages de qualité et de jouer un rôle actif dans la gestion des paysages ;

Persuadé que le paysage constitue un élément essentiel du bien-être individuel et social, et que sa protection, sa gestion et son aménagement impliquent des droits et des responsabilités pour chacun ;

Reconnaissant que la qualité et la diversité des paysages européens constituent une ressource commune et qu'il est important de collaborer en vue de sa protection, de sa gestion et de son aménagement ;

Considérant les finalités de la Convention européenne du paysage et désireux d'en favoriser la mise en œuvre ;

Se référant à l'article 6.B de la Convention européenne du paysage relatif aux mesures particulières pour la formation et pour l'éducation, selon lequel « Chaque Partie s'engage à promouvoir : [...] des enseignements scolaire et universitaire abordant, dans les disciplines intéressées, les valeurs attachées au paysage et les questions relatives à sa protection, à sa gestion et à son aménagement » ;

Rappelant les principes énoncés dans la Recommandation CM/Rec(2008)3 du Comité des Ministres aux États membres sur les orientations pour la mise en œuvre de la Convention européenne du paysage, selon lesquels les programmes scolaires devraient encourager la sensibilisation et la sensibilité au paysage ;

Vu ses recommandations antérieures :

- ▶ concernant une meilleure sensibilisation à l'Europe dans les écoles secondaires (Recommandation n° R (83) 4) ;
- ▶ sur le rôle de l'école secondaire dans la préparation des jeunes à la vie (Recommandation n° R (83) 13) ;
- ▶ sur l'aide à la création artistique (Recommandation n° R (85) 6) ;
- ▶ sur l'enseignement et l'apprentissage des droits de l'homme dans les écoles (Recommandation n° R (85) 7) ;
- ▶ sur le rôle des musées en matière d'éducation, d'information et de formation à l'environnement (Recommandation n° R (90) 18) ;
- ▶ relative à la pédagogie du patrimoine (Recommandation n° R (98) 5) ;
- ▶ en vue d'assurer une éducation de qualité (Recommandation CM/Rec(2012)13) ;

Considérant qu'une des missions de l'éducation est de former la jeunesse à la citoyenneté et à la démocratie, et de lui donner les capacités d'agir ;

Affirmant que les actions d'éducation dans le domaine du paysage représentent un moyen privilégié de donner un sens à l'avenir ;

Recommande aux gouvernements des États membres Parties à la Convention européenne du paysage d'adopter les mesures législatives, réglementaires, administratives, financières et autres mesures appropriées pour initier ou pour développer des actions d'éducation et de sensibilisation des jeunes au paysage, en se référant aux principes énoncés en annexe à la présente recommandation.

## Annexe à la Recommandation CM/Rec(2014)8

### *I. Principes et propositions*

#### *a. Principes généraux concernant le processus d'enseignement et d'apprentissage*

Le thème du paysage, tel que défini par la Convention européenne du paysage, présente de multiples intérêts pour l'éducation des élèves et constitue pour eux un moyen important de se familiariser avec leur environnement considéré comme leur espace de vie et de le comprendre. Il s'agit de faire découvrir aux élèves le rôle de chacun en tant qu'habitant du paysage qui l'entoure, comme gardien de son identité et de sa culture, et comme protagoniste conscient de son développement futur.

Il est donc nécessaire que les enfants, citoyens de demain, puissent développer les connaissances et la compréhension nécessaires pour apprendre à prendre soin de cette source et ressource, et pour comprendre quels sont les meilleurs moyens de contribuer à protéger, gérer et aménager le paysage pour les générations actuelles et futures.

Il est nécessaire d'introduire de manière graduelle, à tous les niveaux du cursus scolaire, une connaissance de base du paysage, afin de montrer aux élèves que le paysage n'est pas uniquement l'aspect visuel d'un lieu, mais qu'il est une entité territoriale où de nombreux facteurs naturels et humains interagissent. Le paysage devrait, par conséquent, être étudié dans sa complexité à travers les processus évolutifs qui le modifient.

La méthode éducative devrait être fondée, en premier lieu, sur une observation directe, une participation active de recherche-découverte du paysage. Les sorties scolaires devraient être l'occasion de faire comprendre, par l'observation directe, que le paysage désigne une partie de territoire telle que perçue par les populations, dont le caractère résulte de l'action de facteurs naturels et/ou humains et de leurs interrelations.

Les élèves, à tous les niveaux d'éducation, devraient se voir offrir des possibilités d'éducation au paysage portant sur des thèmes adaptés à leur âge et à leur expérience.

*b. Propositions adressées aux autorités publiques pour la mise en œuvre de la Convention européenne du paysage, à travers la promotion de l'éducation au paysage*

Les autorités compétentes devraient être invitées :

- ▶ à introduire dans les programmes de l'école primaire et secondaire l'enseignement du paysage pour permettre aux élèves d'acquérir la connaissance du paysage et la compréhension de ses valeurs, de ses caractéristiques, de son importance et de son rôle quant à la qualité du cadre de vie des populations ;
- ▶ à promouvoir des enseignements scolaires caractérisés par des activités nécessaires à la compréhension et à la connaissance du paysage ;
- ▶ à encourager la connaissance et la compréhension des élèves non seulement du paysage dans lequel ils vivent, mais aussi d'autres paysages aux caractéristiques et aux qualités différentes ;
- ▶ à encourager les élèves, déjà à partir du secondaire, à participer et à présenter des propositions de projets et de plans pour protéger, gérer ou aménager le paysage dans lequel ils vivent ;
- ▶ à promouvoir une formation adéquate des enseignants afin de développer leur aptitude à transmettre aux élèves les connaissances fondamentales à la compréhension du paysage.

### *II. Mise en œuvre de la sensibilisation au paysage par l'éducation*

Les autorités compétentes devraient être invitées à promouvoir l'éducation au paysage, interdisciplinaire par nature, dans le cadre des disciplines scolaires à tous niveaux et dans tout type d'enseignement, qu'il soit formel, non formel ou informel, en y étant intégrée, en considérant les dispositions qui suivent :

- ▶ encourager le développement de services pédagogiques dans les organismes responsables du paysage ;
- ▶ organiser des ateliers et des stages de formation, théoriques et pratiques, associant dans la mesure du possible, des professionnels au personnel enseignant ;
- ▶ institutionnaliser un partenariat pour les activités d'éducation au paysage entre les ministères intéressés, si possible en utilisant les structures existantes ;
- ▶ encourager et faciliter les initiatives prises par les établissements scolaires, par les professionnels du paysage et les associations pour autant qu'elles répondent aux définitions et aux objectifs de la Convention européenne du paysage ;
- ▶ entreprendre une évaluation par les ministères et/ou partenaires compétents des activités ou initiatives d'éducation au paysage, en prenant

spécialement en considération les résultats scolaires.

### *III. Documentation et matériel*

Les autorités et ministères compétents, dans chaque État, devraient être incités à réaliser ou à faire réaliser du matériel pédagogique relatif au paysage s'il n'existe pas déjà. Il serait utile que des spécialistes du paysage et de l'éducation préparent ensemble un manuel des méthodes de diffusion des connaissances utiles à l'activité des enseignants dans ce domaine particulier.

Les actions d'éducation au paysage devraient bénéficier des nouvelles technologies disponibles en matière d'information et de communication. Il serait utile de fournir aux écoles du matériel et des équipements audiovisuels utiles au développement et à la mise à jour des connaissances des paysages.

Un échange d'expériences et une meilleure diffusion multilatérale des informations sur l'éducation au paysage devraient être assurés au moyen du Système d'information de la Convention européenne du paysage du Conseil de l'Europe.

### **Annexe 3 Recommandation CM/Rec(2015)7 du Comité des Ministres du Conseil de l'Europe aux États membres sur le matériel pédagogique pour l'éducation au paysage à l'école primaire**

*(adoptée par le Comité des Ministres le 14 octobre 2015, lors de la 1238<sup>e</sup> réunion des Délégués des Ministres)*

Le Comité des Ministres du Conseil de l'Europe, conformément aux termes de l'article 15.b du Statut du Conseil de l'Europe,

Considérant que le but du Conseil de l'Europe est de réaliser une union plus étroite entre ses membres, afin de sauvegarder et de promouvoir les idéaux et les principes qui sont leur patrimoine commun ;

Eu égard à la Convention européenne du paysage (STE n° 176, 2000) ;

Persuadé que le paysage constitue un élément essentiel du bien-être individuel et social, et que sa protection, sa gestion et son aménagement impliquent des droits et des responsabilités pour chacun ;

Considérant les finalités de la Convention européenne du paysage et désireux d'en favoriser la mise en œuvre ;

Se référant à l'article 6.B de la Convention européenne du paysage relatif aux mesures particulières pour la formation et pour l'éducation, selon lequel « Chaque Partie s'engage à promouvoir : [...] des enseignements scolaire et universitaire abordant, dans les disciplines intéressées, les valeurs attachées au paysage et les questions relatives à sa protection, à sa gestion et à son aménagement » ;

Rappelant les principes énoncés dans la Recommandation CM/Rec(2008)3 du Comité des Ministres aux États membres sur les orientations pour la mise en œuvre de la Convention européenne du paysage, selon lesquels les programmes scolaires devraient encourager la sensibilisation des enfants et leur sensibilité au paysage ;

Ayant à l'esprit la Recommandation CM/Rec(2014)8 du Comité des Ministres aux États membres sur la promotion de la sensibilisation au paysage par l'éducation qui considère que l'une des missions de l'éducation est de former la jeunesse à la citoyenneté et à la démocratie, et de lui donner les capacités d'agir ;

Affirmant que les actions d'éducation dans le domaine du paysage représentent un moyen privilégié de donner un sens à l'avenir,

Recommande aux gouvernements des États membres de rendre le document « Activités d'éducation au paysage pour l'école primaire » disponible en tant que source d'inspiration, et de faciliter de manière appropriée sa diffusion et traduction dans d'autres langues<sup>16</sup>.

16. [https://search.coe.int/cm/Pages/result\\_details.aspx?ObjectId=09000016805c3a76](https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=09000016805c3a76).



**Initial workshop/Atelier initial**  
**The implementation of the European  
Landscape Convention in Italy**  
**La mise en œuvre de la Convention  
européenne du paysage en Italie**

Chair/Président

**Mr Roberto Banchini**

*Director of the Landscape Supervision Service  
Ministry of Cultural Heritage and Activities, Italy*



# National landscape policy in Italy

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Italy

**Mr Roberto Banchini**

*Director of the Landscape Supervision Service, Ministry of Cultural Heritage and Activities, Italy*

Powerpoint presentation  
<https://rm.coe.int/16808e52ff>



21<sup>a</sup> riunione degli *Ateliers* per l'attuazione della  
Convenzione del Paesaggio del Consiglio d'Europa  
Tropea, Palazzo Santa Chiara,  
3-4 ottobre 2018

## paesaggio e educazione

### La politica nazionale del paesaggio in Italia

Arch. Roberto Banchini – Dirigente del Servizio "Tutela del Paesaggio"  
Direzione Generale ABAP- MIBAC

#### L'approccio al paesaggio/1 Il concetto di Paesaggio nel Codice dei beni culturali

##### Art. 131. Paesaggio

- 1. Per paesaggio si intende il **territorio espressivo di identità, il cui carattere deriva dall'azione di fattori naturali, umani e dalle loro interrelazioni.**
- 2. Il presente Codice tutela il paesaggio relativamente a quegli aspetti e caratteri che costituiscono **rappresentazione materiale e visibile dell'identità nazionale, in quanto espressione di valori culturali.**

#### L'approccio al paesaggio/2 Il concetto di Paesaggio nella Convenzione Europea

##### • Articolo 1 - Definizioni

"Paesaggio" designa una **determinata parte di territorio, così come è percepita dalle popolazioni, il cui carattere deriva dall'azione di fattori naturali e/o umani e dalle loro interrelazioni;**

##### • Articolo 2 – Campo di applicazione

La presente Convenzione si applica a tutto il territorio delle Parti e riguarda gli spazi naturali, rurali, urbani e periurbani. ...  
Concerne **sia i paesaggi che possono essere considerati eccezionali, sia i paesaggi della vita quotidiana sia i paesaggi degradati.**

#### L'approccio al paesaggio/3



#### L'approccio al paesaggio/4

Il paesaggio come palinsesto: interdisciplinarietà degli strumenti di "lettura", regole fondative e strutture di "lunga durata"



#### L'approccio al paesaggio/5



#### L'approccio al paesaggio/6



#### Il quadro attuale dei «vincoli» nel Codice: tre tipologie di «beni paesaggistici»

##### • Art. 134. Beni paesaggistici

1. Sono beni paesaggistici:

- a) gli immobili e le aree di cui all'[articolo 136](#), individuati ai sensi degli articoli da 138 a 141;
- b) le aree di cui all'[articolo 142](#);
- c) gli ulteriori immobili ed aree specificamente individuati a termini dell'[articolo 136](#) e sottoposti a tutela dai piani paesaggistici previsti dagli articoli 143 e 156.

- Per la realizzazione di interventi di trasformazione dei luoghi ricadenti nei beni paesaggistici è necessaria la preventiva autorizzazione paesaggistica rilasciata dai Comuni o dalle Regioni previa acquisizione del parere del Soprintendente (art. 146 del Codice).



## Il quadro attuale dei vincoli. 1/Le dichiarazioni di notevole interesse pubblico

### • Art. 136. Immobili ed aree di notevole interesse pubblico

1. Sono soggetti alle disposizioni di questo Titolo **per il loro notevole interesse pubblico**:  
(comma così modificato dall'art. 2 del d.lgs. n. 63 del 2008)
  - a) le cose immobili che hanno cospicui caratteri di bellezza naturale, singolarità geologica o memoria storica, **ivi compresi gli alberi monumentali**;
  - b) le ville, i giardini e i parchi, non tutelati dalle disposizioni della Parte seconda del presente codice, che si distinguono per la loro non comune bellezza;
  - a) i complessi di cose immobili che compongono un caratteristico aspetto avente valore estetico e tradizionale, **inclusi i centri ed i nuclei storici**;
  - b) le bellezze panoramiche e così pure quei punti di vista o di belvedere, accessibili al pubblico, dai quali si goda lo spettacolo di quelle bellezze.

## Il quadro attuale dei vincoli/ 2. Le aree tutelate per legge

### • Art. 142

1. Sono comunque di interesse paesaggistico e sono sottoposti alle disposizioni di questo Titolo:
  - a) i territori costieri compresi in una fascia della profondità di 300 metri dalla linea di battigia, anche per i terreni elevati sul mare;
  - b) i territori contermini ai laghi compresi in una fascia della profondità di 300 metri dalla linea di battigia, anche per i territori elevati sui laghi;
  - c) i fiumi, i torrenti, i corsi d'acqua iscritti negli elenchi previsti dal testo unico delle disposizioni di legge sulle acque ed impianti elettrici, approvato con regio decreto 11 dicembre 1933, n. 1775 e le relative sponde o piedi degli argini per una fascia di 150 metri ciascuna;
  - d) le montagne per la parte eccedente 1.600 metri sul livello del mare per la catena alpina e 1.200 metri sul livello del mare per la catena appenninica e per le isole;
  - e) i ghiacciai e i circhi glaciali;
  - f) i parchi e le riserve nazionali o regionali, nonché i territori di protezione esterna dei parchi;
  - g) i territori coperti da foreste e da boschi, ancorché percorsi o danneggiati dal fuoco, e quelli sottoposti a vincolo di rimboscimento, come definiti dall'[articolo 2, commi 2 e 6, del decreto legislativo 18 maggio 2001, n. 227](#);
  - h) le aree assegnate alle università agrarie e le zone gravate da usi civici;
  - i) le zone umide incluse nell'elenco previsto dal D.P.R. 13 marzo 1976, n. 448;
  - l) i vulcani;
  - m) le zone di interesse archeologico.

## 5.2.2 Il quadro attuale dei vincoli. Le aree tutelate per legge

### art. 142 / segue

2. La disposizione di cui al comma 1, lettere a), b), c), d), e), g), h), l), m), non si applica alle aree che alla data del 6 settembre 1985:
  - a) erano delimitate negli strumenti urbanistici, ai sensi del decreto ministeriale 2 aprile 1968, n. 1444, come zone territoriali omogenee A e B;
  - b) erano delimitate negli strumenti urbanistici ai sensi del [decreto ministeriale 2 aprile 1968, n. 1444](#), come zone territoriali omogenee diverse dalle zone A e B, limitatamente alle parti di esse ricomprese in piani pluriennali di attuazione, a condizione che le relative previsioni siano state concretamente realizzate;
  - c) nei comuni sprovvisti di tali strumenti, ricadevano nei centri edificati perimetrati ai sensi dell'[articolo 18 della legge 22 ottobre 1971, n. 865](#).
3. La disposizione del comma 1 non si applica, altresì, ai beni ivi indicati alla lettera c) che la regione abbia ritenuto in tutto o in parte, irrilevanti ai fini paesaggistici includendoli in apposito elenco reso pubblico e comunicato al Ministero. Il Ministero, con provvedimento motivato, può confermare la rilevanza paesaggistica dei suddetti beni. Il provvedimento di conferma è sottoposto alle forme di pubblicità previste dall'articolo 140, comma 4.

## Il quadro attuale dei vincoli/ 3. I beni individuati dal Piano paesaggistico

### Art. 143 c. 1

- d) eventuale individuazione di ulteriori immobili od aree, di notevole interesse pubblico a termini dell'articolo 134, comma 1, lettera c), loro delimitazione e rappresentazione in scala idonea alla identificazione, nonché determinazione delle specifiche prescrizioni d'uso, a termini dell'articolo 138, comma 1;
- e) individuazione di eventuali, ulteriori contesti, diversi da quelli indicati all'articolo 134, da sottoporre a specifiche misure di salvaguardia e di utilizzazione;  
.....

## Il quadro attuale dei vincoli. Riepilogo

(da R. Banchini, "La relazione paesaggistica", DEI, seconda ediz., Roma 2011)

BIENI INDIVIDUATI DAL PIANO PAESAGGISTICO	BIENI VINCOLATI "PER LEGGE"	BIENI VINCOLATI DAL PIANO PAESAGGISTICO
1. Beni individuati dal Piano paesaggistico ai sensi dell'articolo 134, comma 1, lettera c), del D.Lgs. n. 43/2004.	1. Beni individuati dal Piano paesaggistico ai sensi dell'articolo 134, comma 1, lettera c), del D.Lgs. n. 43/2004.	1. Beni individuati dal Piano paesaggistico ai sensi dell'articolo 134, comma 1, lettera c), del D.Lgs. n. 43/2004.
2. Beni individuati dal Piano paesaggistico ai sensi dell'articolo 134, comma 1, lettera d), del D.Lgs. n. 43/2004.	2. Beni individuati dal Piano paesaggistico ai sensi dell'articolo 134, comma 1, lettera d), del D.Lgs. n. 43/2004.	2. Beni individuati dal Piano paesaggistico ai sensi dell'articolo 134, comma 1, lettera d), del D.Lgs. n. 43/2004.
3. Beni individuati dal Piano paesaggistico ai sensi dell'articolo 134, comma 1, lettera e), del D.Lgs. n. 43/2004.	3. Beni individuati dal Piano paesaggistico ai sensi dell'articolo 134, comma 1, lettera e), del D.Lgs. n. 43/2004.	3. Beni individuati dal Piano paesaggistico ai sensi dell'articolo 134, comma 1, lettera e), del D.Lgs. n. 43/2004.

## La pianificazione paesaggistica. Disciplina vigente / Finalità del Piano

### Art. 135. Pianificazione paesaggistica

1. Lo Stato e le regioni assicurano che tutto il territorio sia adeguatamente conosciuto, salvaguardato, pianificato e gestito in ragione dei differenti valori espressi dai diversi contesti che lo costituiscono. A tale fine le regioni sottopongono a specifica normativa d'uso il territorio mediante piani paesaggistici, ovvero piani urbanistico-territoriali con specifica considerazione dei valori paesaggistici, entrambi di seguito denominati: "piani paesaggistici". L'elaborazione dei piani paesaggistici avviene congiuntamente tra Ministero e regioni, limitatamente ai beni paesaggistici di cui all'articolo 143, comma 1, lettere b), c) e d), nelle forme previste dal medesimo [articolo 143](#).
2. I piani paesaggistici, con riferimento al territorio considerato, ne riconoscono gli aspetti e i caratteri peculiari, nonché le caratteristiche paesaggistiche, e ne delimitano i relativi ambiti.

## La pianificazione paesaggistica. Disciplina vigente / finalità del Piano

### Art. 135 - segue

3. In riferimento a ciascun ambito, i piani predispongono specifiche normative d'uso, per le finalità indicate negli articoli 131 e 133, ed attribuiscono adeguati obiettivi di qualità.
4. Per ciascun ambito i piani paesaggistici definiscono apposite prescrizioni e previsioni ordinate in particolare:
  - a) alla conservazione degli elementi costitutivi e delle morfologie dei beni paesaggistici sottoposti a tutela, tenuto conto anche delle tipologie architettoniche, delle tecniche e dei materiali costruttivi, nonché delle esigenze di ripristino dei valori paesaggistici;
  - b) alla riqualificazione delle aree compromesse o degradate;
  - c) alla salvaguardia delle caratteristiche paesaggistiche degli altri ambiti territoriali, assicurando, al contempo, il minor consumo del territorio;
  - d) alla individuazione delle linee di sviluppo urbanistico ed edilizio, in funzione della loro compatibilità con i diversi valori paesaggistici riconosciuti e tutelati, con particolare attenzione alla salvaguardia dei paesaggi rurali e dei siti inseriti nella lista del patrimonio mondiale dell'UNESCO.

## La pianificazione paesaggistica. Disciplina vigente / I contenuti del Piano

### • Art. 143. Piano paesaggistico

1. L'elaborazione del piano paesaggistico comprende almeno:
  - a) ricognizione del territorio oggetto di pianificazione, mediante l'analisi delle sue caratteristiche paesaggistiche, imprresse dalla natura, dalla storia e dalle loro interrelazioni, ai sensi degli articoli 131 e 135;
  - b) ricognizione degli immobili e delle aree dichiarati di notevole interesse pubblico ai sensi dell'articolo 136, loro delimitazione e rappresentazione in scala idonea alla identificazione, nonché determinazione delle specifiche prescrizioni d'uso, a termini dell'articolo 138, comma 1, fatto salvo il disposto di cui agli articoli 140, comma 2, e 141-bis;
  - c) ricognizione delle aree di cui al comma 1 dell'articolo 142, loro delimitazione e rappresentazione in scala idonea alla identificazione, nonché determinazione di prescrizioni d'uso intese ad assicurare la conservazione dei caratteri distintivi di dette aree e, compatibilmente con essi, la valorizzazione;
  - d) eventuale individuazione di ulteriori immobili od aree, di notevole interesse pubblico a termini dell'articolo 134, comma 1, lettera c), loro delimitazione e rappresentazione in scala idonea alla identificazione, nonché determinazione delle specifiche prescrizioni d'uso, a termini dell'articolo 138, comma 1;
  - e) individuazione di eventuali, ulteriori contesti, diversi da quelli indicati all'articolo 134, da sottoporre a specifiche misure di salvaguardia e di utilizzazione;

**La pianificazione paesaggistica. Disciplina vigente / I contenuti del Piano**

**Art. 143, comma 1 / segue**

- f) analisi delle dinamiche di trasformazione del territorio ai fini dell'individuazione dei fattori di rischio e degli elementi di vulnerabilità del paesaggio, nonché comparazione con gli altri atti di programmazione, di pianificazione e di difesa del suolo;
- g) individuazione degli interventi di recupero e riqualificazione delle aree significativamente compromesse o degradate e degli altri interventi di valorizzazione compatibili con le esigenze della tutela;
- h) individuazione delle misure necessarie per il corretto inserimento, nel contesto paesaggistico, degli interventi di trasformazione del territorio, al fine di realizzare uno sviluppo sostenibile delle aree interessate;
- i) individuazione dei diversi ambiti e dei relativi obiettivi di qualità, a termini dell'articolo 135, comma 3.

**La pianificazione paesaggistica. Disciplina vigente /Adozione e "misure di salvaguardia"**

**Art. 143, comma 9.**

A far data dall'adozione del piano paesaggistico non sono consentiti, sugli immobili e nelle aree di cui all'articolo 134, interventi in contrasto con le prescrizioni di tutela previste nel piano stesso. A far data dalla approvazione del piano le relative previsioni e prescrizioni sono immediatamente cogenti e prevalenti sulle previsioni dei piani territoriali ed urbanistici.

**La pianificazione paesaggistica. Disciplina vigente / rapporto con gli strumenti urbanistici**

**Art. 145**

- I piani paesaggistici possono prevedere misure di coordinamento con gli strumenti di pianificazione territoriale e di settore, nonché con i piani, programmi e progetti nazionali e regionali di sviluppo economico.
- Le previsioni dei piani paesaggistici di cui agli articoli 143 e 156 non sono derogabili da parte di piani, programmi e progetti nazionali o regionali di sviluppo economico, sono cogenti per gli strumenti urbanistici dei comuni, delle città metropolitane e delle province, sono immediatamente prevalenti sulle disposizioni difformi eventualmente contenute negli strumenti urbanistici, stabiliscono norme di salvaguardia applicabili in attesa dell'adeguamento degli strumenti urbanistici e sono altresì vincolanti per gli interventi settoriali. Per quanto attiene alla tutela del paesaggio, le disposizioni dei piani paesaggistici sono comunque prevalenti sulle disposizioni contenute negli atti di pianificazione ad incidenza territoriale previsti dalle normative di settore, ivi compresi quelli degli enti gestori delle aree naturali protette.
- I comuni, le città metropolitane, le province e gli enti gestori delle aree naturali protette conformano o adeguano gli strumenti di pianificazione urbanistica e territoriale alle previsioni dei piani paesaggistici, secondo le procedure previste dalla legge regionale, entro i termini stabiliti dai piani medesimi e comunque non oltre due anni dalla loro approvazione. I limiti alla proprietà derivanti da tali previsioni non sono oggetto di indennizzo.
- La regione disciplina il procedimento di conformazione ed adeguamento degli strumenti urbanistici alle previsioni della pianificazione paesaggistica, assicurando la partecipazione degli organi ministeriali al procedimento medesimo.

**La pianificazione paesaggistica in atto. Alcuni esempi / Lazio**



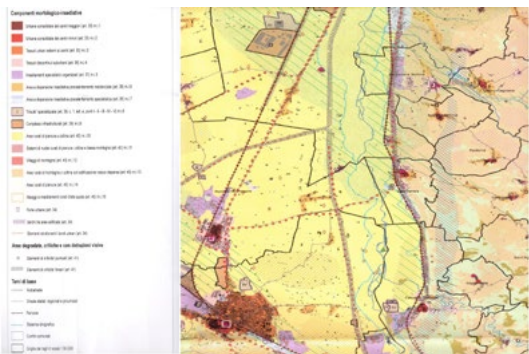
**La pianificazione paesaggistica in atto. Alcuni esempi / Lazio**



**La pianificazione paesaggistica in atto. Alcuni esempi / Lazio**

Tipologia di intervento di trasformazione per uso	obiettivo specifico di tutela/disciplina
1. Uso Agricolo e silvopastorale	L'attuazione dell'attività agricola e silvopastorale nel rispetto delle culture tradizionali e del bene del patrimonio rurale.
3.1 Interventi per il miglioramento dell'efficienza dell'attività agricola e zootecnica	Tutte le operazioni di coltivazione idraulica da realizzare con le tecniche di ingegneria idraulica, non consentite nelle zone protette di interesse, le perforazioni, i pozzi, gli canali, le perforazioni, le perforazioni, le opere di irrigazione, le opere di drenaggio, le opere di protezione delle colture, la posa di soloni e di altri interventi di tipo agrario per la miglioramento delle condizioni tecniche di coltivazione delle aree interessate al miglioramento delle condizioni tecniche di coltivazione, previo 50% di impegno della spesa, sono ammessi purché siano stati approvati dal regolamento della attività agricola, zootecnica, silvopastorale, forestale, agraria e zootecnica per il territorio di competenza. Non è ammessa l'installazione di impianti agricoli con tecnologia innovativa rispetto alle norme vigenti.
3.2 Interventi su assetto fondiario e del territorio rurale	Conservazione del paesaggio rurale e del territorio rurale.
3.2.1 Magazzini, depositi per attrezzi, fienili	Conservazione del paesaggio rurale e del territorio rurale.
3.2.2 Interventi di valorizzazione del territorio rurale	Conservazione del paesaggio rurale e del territorio rurale.
3.3 Interventi di valorizzazione del territorio rurale	Conservazione del paesaggio rurale e del territorio rurale.
3.4 Interventi di valorizzazione del territorio rurale	Conservazione del paesaggio rurale e del territorio rurale.
3.5 Interventi di valorizzazione del territorio rurale	Conservazione del paesaggio rurale e del territorio rurale.
3.6 Interventi di valorizzazione del territorio rurale	Conservazione del paesaggio rurale e del territorio rurale.
3.7 Interventi di valorizzazione del territorio rurale	Conservazione del paesaggio rurale e del territorio rurale.
3.8 Interventi di valorizzazione del territorio rurale	Conservazione del paesaggio rurale e del territorio rurale.
3.9 Interventi di valorizzazione del territorio rurale	Conservazione del paesaggio rurale e del territorio rurale.
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3.100 Interventi di valorizzazione del territorio rurale	Conservazione del paesaggio rurale e del territorio rurale.

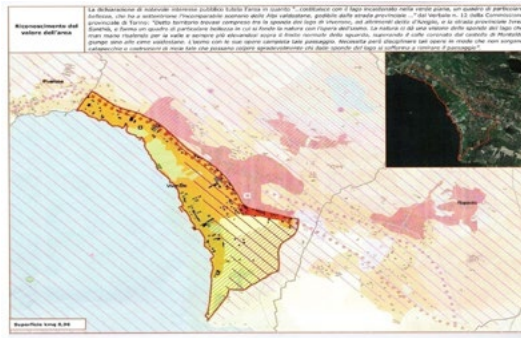
**La pianificazione paesaggistica in atto. Alcuni esempi / Piemonte**



**La pianificazione paesaggistica in atto. Alcuni esempi / Piemonte**



**La pianificazione paesaggistica in atto. Alcuni esempi / Piemonte**



**La pianificazione paesaggistica in atto. Alcuni esempi / Piemonte**

<b>Altri strumenti di tutela</b>	D.M. 8 agosto 1985 (1985/1) D.Lgs. 43/2004 - art. 142 "Area tutelata per legge", comma 1 lett. b) g) L.22 - Lago di Veruno (1711/0002 e 079)			
<b>Identificazione del bene paesaggistico</b>	L'area tutelata rappresenta la naturale continuazione del paesaggio storico che ha un interesse di parte ad essere difeso. La scaturita scaturita dalla mediazione tra il lavoro storico della Via Francigena, mentre si esplicita spazialmente l'aspetto di un paesaggio di qualità, è caratterizzata dalla sua vocazione a essere difeso. La scaturita scaturita dalla mediazione tra il lavoro storico della Via Francigena, mentre si esplicita spazialmente l'aspetto di un paesaggio di qualità, è caratterizzata dalla sua vocazione a essere difeso. La scaturita scaturita dalla mediazione tra il lavoro storico della Via Francigena, mentre si esplicita spazialmente l'aspetto di un paesaggio di qualità, è caratterizzata dalla sua vocazione a essere difeso.			
<b>Analisi e scelta di paesaggio</b>	Analisi di paesaggio: 28 - Espositivo	Unità di paesaggio: 2077 Il territorio morfologico, naturalistico e storico-architettonico da tutelare		
<b>Struttura del paesaggio e del territorio</b>	S.3.2) S.3.4) (art. 100) e Linee di Indirizzo Art. 28)			
<b>Struttura del paesaggio e del territorio</b>	Naturalistica - ambientale Art. 15, 16, 17, 18, 19	Storico - culturale Art. 20	Periclitante - insediativa Art. 20, 21, 22	Ortoplanario - insediativo Art. 20, 21, 22
<b>Prescrizioni paesaggistiche</b>	Devono essere consentite le trasformazioni compatibili con il paesaggio storico, della vocazione difesa, della struttura difesa, e degli usi, e nonché a funzione storico, promozionale, culturale e di servizio, in linea di continuità con la vocazione a essere difeso. Le attività agricole devono svolgersi in modo armonico e conforme alla vocazione a essere difeso, e in modo da non compromettere la leggibilità degli elementi storici del paesaggio storico. Sono vietate le trasformazioni del territorio naturale, nonché le attività edilizie che comportino l'alterazione della struttura storica, in particolare a fronte di interventi di nuova edificazione che possano compromettere la leggibilità del paesaggio storico. Sono vietate le trasformazioni del territorio naturale, nonché le attività edilizie che comportino l'alterazione della struttura storica, in particolare a fronte di interventi di nuova edificazione che possano compromettere la leggibilità del paesaggio storico. Sono vietate le trasformazioni del territorio naturale, nonché le attività edilizie che comportino l'alterazione della struttura storica, in particolare a fronte di interventi di nuova edificazione che possano compromettere la leggibilità del paesaggio storico.			

**Prospettive per la tutela e le politiche del paesaggio in Italia**



**Il primo Rapporto sullo stato delle politiche del paesaggio in Italia**

- [Le parti del Rapporto](#)
- [Premesse](#)
- [Parte I. 'Il Paesaggio italiano nelle statistiche ufficiali'](#)
- [Parte II. 'Governare i paesaggi. L'amministrazione quotidiana del paesaggio'](#)
- [Parte III. 'Il futuro del paesaggio'](#)
- [Parte IV. 'Formazione, educazione e sensibilizzazione alla qualità del paesaggio'](#)
- [Parte V. 'La partecipazione dei cittadini e delle associazioni'](#)

**La Carta Nazionale del Paesaggio**

- 1** Promuovere nuove strategie per governare la complessità del paesaggio.
- 2** Promuovere l'educazione e la formazione alla cultura e alla conoscenza del paesaggio.
- 3** Tutelare e valorizzare il paesaggio come strumento di coesione, legalità, sviluppo sostenibile e benessere, anche economico.

**Prospettive e questioni generali**

- **Assumere la qualità del paesaggio come scenario strategico per lo sviluppo del Paese**  
(Preambolo; Obiettivo 3, Azione 1)  
Qualità del paesaggio: qualità della vita, risorsa (non ostacolo) e volano di sviluppo sostenibile; il paesaggio italiano come *brand*
- **Convergere su di una condivisa accezione del paesaggio quale sintesi di Storia e Natura, testimonianza collettiva di civiltà** (Braudel)  
Tutto il territorio è «capillarmente intessuto di passato, di opere umane, di lavoro e testimonianze del lavoro» (A. Emiliani, 1974)

**Prospettive e questioni generali**

- **Promuovere, con una visione di lungo periodo, l'attenzione alla qualità del paesaggio in tutte le politiche pubbliche che incidono sul territorio.** (Ob. 1, Azione 1)
- **Al contempo, conservare e rafforzare l'autonomia giuridica della tutela del paesaggio** (Ob. 1, preambolo)

Rapporto - il punto su paesaggio e: politiche urbanistico-edilizie; infrastrutture; politiche ambientali; politiche agricole; gestione del rischio

Paesaggio e grandi strategie nazionali – questioni recenti: Strategia nazionale sviluppo sostenibile; Rapporto stato Capitale Naturale; Linee guida Piani gestione aree marine; Osservatorio Nazionale erosione costiera; Rapporto stato foreste

**Prospettive e questioni generali**



#### Prospettive operative/1

- **Assicurare la centralità e la preminenza del Piano paesaggistico come Costituzione del territorio**

Sovraordinato agli strumenti urbanistici

Letture organica e strutturale dell'intero territorio nel quale trovano inquadramento gli ambiti tutelati («beni paesaggistici»)

Obiettivi qualità, Indirizzi, Direttive, Prescrizioni

**NODO CRUCIALE:** l'adeguamento e la conformazione degli strumenti urbanistici al Piano paesaggistico

Rapporto con le leggi regionali di governo del territorio

#### Prospettive operative/2

- **«Semplificazione amministrativa»**

DPR 31/2017, silenzio-assenso, nuova procedura conferenza dei servizi

- **FORMAZIONE – Qualità del progetto**

Tecnici progettisti, tecnici valutatori

#### Prospettive operative/3

- **Sensibilizzazione, partecipazione, diffusione delle buone pratiche**



# National policy for cultural heritage education

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## Italy

**Mrs Pia Petrangeli**

*Director of Service I, Directorate General of Education and Research,  
Ministry of Cultural Heritage and Activities, Italy*

Presented by

**Mrs Marina di Berardo**

*Directorate General of Education and Research,  
Ministry of Cultural Heritage and Activities, Italy*

Powerpoint presentation  
<https://rm.coe.int/16808e5316>

## National Policy for Cultural Heritage Education

General Direction for Education and Research, Ministry of Cultural Heritage and Activities, Italy  
Arch. Pia Petrangeli, Director Service 1  
Dr. Marina Di Berardo

21st Meeting of the Workshops for the implementation of the Europe Landscape Convention «Landscape and Education»  
Tropea, 3-5 October 2018 - Italy

## European Landscape Convention

Florence, 20 October 2000

The European Landscape Convention of the Council of Europe promotes the protection, management and planning of the landscapes and organises international co-operation on landscape issues.

21st Meeting of the Workshops for the implementation of the Europe Landscape Convention «Landscape and Education»  
Tropea, 3-5 October 2018 - Italy

## Landscape Education

Project «Raccontami un paesaggio»

21st Meeting of the Workshops for the implementation of the Europe Landscape Convention «Landscape and Education»  
Tropea, 3-5 October 2018 - Italy

Creation of the "General Direction for Education and Research" assigning to it, along with other competences, the annual redaction of the National Plan for Heritage Education, with the goal of better describing the knowledge of the cultural heritage and its civil function (art. 13, c. 2, 1).

D.P.C.M. 17/1/2014  
Art. 13 - General Direction for Education and Research

21st Meeting of the Workshops for the implementation of the Europe Landscape Convention «Landscape and Education»  
Tropea, 3-5 October 2018 - Italy

## The first National Plan for Heritage Education

2015-2016

TRANSVERSAL PRINCIPLES

- Accessibility
- Involvement
- Communication

IL PRIMO PIANO NAZIONALE PER L'EDUCAZIONE AL PATRIMONIO CULTURALE

21st Meeting of the Workshops for the implementation of the Europe Landscape Convention «Landscape and Education»  
Tropea, 3-5 October 2018 - Italy

## The second National Plan for Heritage Education

2016-2017

TRANSVERSAL PRINCIPLES

- Training
- Integration
- Sustainability

21st Meeting of the Workshops for the implementation of the Europe Landscape Convention «Landscape and Education»  
Tropea, 3-5 October 2018 - Italy

## 2018-2019 The new Plan for Heritage Education

21st Meeting of the Workshops for the implementation of the Europe Landscape Convention «Landscape and Education»  
Tropea, 3-5 October 2018 - Italy

## 2018-2019 The new Plan for Heritage Education

COSTRUZIONE DI UN'OFFERTA EDUCATIVA INTEGRATA E INNOVATIVA

CONSOLIDARE UNA GOVERNANCE PER L'EDUCAZIONE AL PATRIMONIO

PROMUOVERE LA PROGETTUALITÀ DEI SETTORI EDUCATIVI

SVILUPPARE PROCESSI DI ACQUISIZIONE, ANALISI E DIFFUSIONE

21st Meeting of the Workshops for the implementation of the Europe Landscape Convention «Landscape and Education»  
Tropea, 3-5 October 2018 - Italy

**OBJEKTIVE 1**  
**REINFORCING THE**  
**GOVERNANCE FOR HERITAGE**  
**EDUCATION**

21st Meeting of the Workshops for the Implementation of the Europe Landscape Convention «Landscape and Education»  
 Tropea, 3-5 October 2018 - Italy

**OBJEKTIVE 2**  
**ENCOURAGING PLANNING IN**  
**EDUCATIONAL FIELDS**

21st Meeting of the Workshops for the Implementation of the Europe Landscape Convention «Landscape and Education»  
 Tropea, 3-5 October 2018 - Italy

**OBJEKTIVE 3**  
**DEVELOPING METHODS OF**  
**DATA ACQUISITION,**  
**ANALYSIS AND**  
**DISSEMINATION**

21st Meeting of the Workshops for the Implementation of the Europe Landscape Convention «Landscape and Education»  
 Tropea, 3-5 October 2018 - Italy

«...una lingua (...) per parlare di tutto, una cadenza, un modo per raccontare il mondo»  
 (T. Pericoli, Intervista con Silvia Ballestra, 2011)

General Direction of Education and Research  
 +39 06 48292302  
 ig.m@beniculturali.it  
 www.dger.beniculturali.it  
 https://www.facebook.com/dger.m  
 Via Milano, 76 - 00184 Roma

21st Meeting of the Workshops for the Implementation of the Europe Landscape Convention «Landscape and Education»  
 Tropea, 3-5 October 2018 - Italy





# Implementation of landscape policy in the Region of Calabria

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## Italy

### **Mr Franco Rossi**

*Regional Councillor, Department of Urban Design and Regional Planning,  
Region of Calabria, Italy*

### **Mrs Antonella Rizzo**

*Regional Assessor, Department for Environmental Protection,  
Region of Calabria, Italy*

### **Mrs Orsola Reillo**

*Director General, Department for Environmental Protection,  
Region of Calabria, Italy*

Powerpoint presentation  
<https://rm.coe.int/16808e5300>

21A RIUNIONE DEGLI ATELIER PER L'ATTUAZIONE DELLA CONVENZIONE DEL PAESAGGIO DEL CONSIGLIO D'EUROPA

REGIONE CALABRIA

Dipartimento Ambiente e Territorio

Dirigente Generale  
Arch. Orsola Reillo

**"ATTUAZIONE DELLE POLITICHE DEL PAESAGGIO IN CALABRIA"**

Tropea, 3 e 4 ottobre 2018

21A RIUNIONE DEGLI ATELIER PER L'ATTUAZIONE DELLA CONVENZIONE DEL PAESAGGIO DEL CONSIGLIO D'EUROPA

**QTRP**  
Art. 17\_LR 19/2002

Il QTRP ha valore di piano urbanistico-territoriale ed ha **valenza paesaggistica** riassumendo le finalità di salvaguardia dei valori paesaggistici ed ambientali di cui all'art. 143 e seguenti del D.Lgs 42/2004

Il QTRP esplicita la sua valenza paesaggistica direttamente tramite normativa di indirizzo e prescrizioni e più in dettaglio attraverso successivi Piani Paesaggistici di Ambito (PPd'A) come definiti dallo stesso QTR ai sensi del D.Lgs 42/2004

Lo strumento, interpreta gli orientamenti della **Convenzione Europea del Paesaggio** (Legge 9 gennaio 2006, n.14) e del **Codice dei Beni Culturali e del Paesaggio** (d. lgs. 22 gennaio 2004, n. 42 e s. m. e l.)

21A RIUNIONE DEGLI ATELIER PER L'ATTUAZIONE DELLA CONVENZIONE DEL PAESAGGIO DEL CONSIGLIO D'EUROPA

LA PIU' EFFICACE E SOSTENIBILE DIMENSIONE DEL FUTURO:  
**IL QUADRO TERRITORIALE PAESAGGISTICO REGIONALE COS'E'**

Strumento di indirizzo per la pianificazione del territorio

In coerenza con le scelte ed i contenuti della programmazione economica e sociale

Stabilisce gli obiettivi generali della Politica territoriale della Regione

Definisce gli orientamenti per la identificazione dei sistemi territoriali

Indirizza ai fini del coordinamento la programmazione e la pianificazione degli Enti Locali

21A RIUNIONE DEGLI ATELIER PER L'ATTUAZIONE DELLA CONVENZIONE DEL PAESAGGIO DEL CONSIGLIO D'EUROPA

**QTRP**  
**OBIETTIVI**

**RIATTIVARE** LA GOVERNANCE STRATEGICA DI VALENZA REGIONALE PER LA SOSTENIBILITA' E LA SICUREZZA DEI TERRITORI

**ACCRESCERE** LE CAPACITA' LOCALI DI PROGETTAZIONE ED ATTUAZIONE DEGLI INTERVENTI

**SOSTENERE, RAFFORZARE, INNOVARE** IL QUADRO COMPETITIVO DELLA PROGRAMMAZIONE EUROPEA E NAZIONALE SUI TEMI DELLE CITTA', AREE INTERNE E COMUNITA'

**METTERE IN RETE** RISORSE, CONOSCENZE E STRUMENTI PER LA CONDIVISIONE DI UN NUOVO MARKETING TERRITORIALE DI SUCCESSO

21A RIUNIONE DEGLI ATELIER PER L'ATTUAZIONE DELLA CONVENZIONE DEL PAESAGGIO DEL CONSIGLIO D'EUROPA

**RIATTIVARE**

- Rafforzare ulteriormente l'orientamento dei principi di **recupero, conservazione, riqualificazione del territorio e del paesaggio**, finalizzati tutti ad una crescita sostenibile dei centri urbani con sostanziale risparmio di territorio
- Considerare il QTRP facente parte della **pianificazione concertata** con tutti gli enti territoriali, in cui la metodologia di formazione e approvazione, le tecniche e gli strumenti attraverso i quali perseguire gli obiettivi contribuiscono a generare una nuova cultura dello sviluppo
- Considerare prioritaria la politica di **salvaguardia dai rischi territoriali** attivando azioni sistemiche e strutturali finalizzate alla **mitigazione dei rischi ed alla messa in sicurezza del territorio**
- Considerare il **governo del territorio e del paesaggio come un unicum**, in cui sono individuate e studiate le differenti componenti storico-culturali, socio-economiche, ambientali, accogliendo il presupposto della Convenzione Europea del Paesaggio di **integrare il paesaggio nelle politiche di pianificazione e urbanistica** all'interno del QTRP

21A RIUNIONE DEGLI ATELIER PER L'ATTUAZIONE DELLA CONVENZIONE DEL PAESAGGIO DEL CONSIGLIO D'EUROPA

**IL GOVERNO DEL TERRITORIO**

**Riduzione del Consumo di Suolo**

In coerenza con gli articoli 9, 44 e 117 della Costituzione, con la Convenzione europea del paesaggio sottoscritta a Firenze il 20 ottobre 2000, ratificata dall'Italia con legge 9 gennaio 2006, n. 14 (Ratifica ed esecuzione della Convenzione europea sul paesaggio, fatta a Firenze il 20 ottobre 2000) e con il trattato sul funzionamento dell'Unione europea, con il principio di "consumo di suolo zero" si intende promuovere e tutelare il paesaggio, l'ambiente e l'attività agricola ritenendo il suolo quale bene comune e risorsa non rinnovabile che esplica funzioni e produce servizi eco-sistemici, con effetti di prevenzione e mitigazione degli eventi di dissesto idrogeologico e in linea con le strategie di mitigazione e di adattamento ai cambiamenti climatici.

**LEGGE REGIONALE N.19/2002 e ss.mm.ii., art. 27 quater** (pianificazione a consumo di suolo zero)

L'obiettivo più apprezzabile ed auspicabile per i Comuni nel perseguimento del principio del risparmio del consumo di suolo è rappresentato dal concetto di "consumo di suolo zero", per il quale il Comune si prefigge di non utilizzare ulteriori quantità di superficie del territorio per l'espansione del proprio abitato, superiori a quelle già disponibili ed approvate nel previgente strumento urbanistico generale (PRG/PdP).

21A RIUNIONE DEGLI ATELIER PER L'ATTUAZIONE DELLA CONVENZIONE DEL PAESAGGIO DEL CONSIGLIO D'EUROPA

14 marzo 2018 – 2° Giornata Nazionale del Paesaggio

**"IL PAESAGGIO CHE VIVO, IL PAESAGGIO CHE VORREI"**  
educare alla formazione di una coscienza collettiva che riconosca i paesaggi come risorsa delle culture locali e patrimonio da preservare

**OBIETTIVI**

- Diffusione delle tematiche del paesaggio tra le giovani generazioni
- Sviluppo di una maggiore interazione tra i giovani e i luoghi di appartenenza
- Trasmissione del senso di responsabilità nei confronti del patrimonio culturale

**TARGET** Alunni delle scuole del 1° Ciclo di istruzione - Regione Calabria

**OGGETTO** Rappresentazione di un elemento di paesaggio che raffiguri il **contesto di vita ambientale e culturale** dei concorrenti tale da esprimere la **percezione personale** che di esso hanno e il senso di appartenenza ai luoghi richiamati

21A RIUNIONE DEGLI ATELIER PER L'ATTUAZIONE DELLA CONVENZIONE DEL PAESAGGIO DEL CONSIGLIO D'EUROPA

volume  
**Cerca il tuo Albero**

"Elementi di educazione del paesaggio XXI sessione degli Ateliers del Consiglio d'Europa"

**"ALBERI MONUMENTALI"**

- proporre un metodo semplice ed efficace per avvicinare e sensibilizzare i bambini ai diversi elementi di paesaggio che circondano il mondo che abitano
- favorire l'espressione delle emozioni e dei desideri che gli alberi suscitano in loro e comprendere la percezione che hanno del paesaggio che vivono

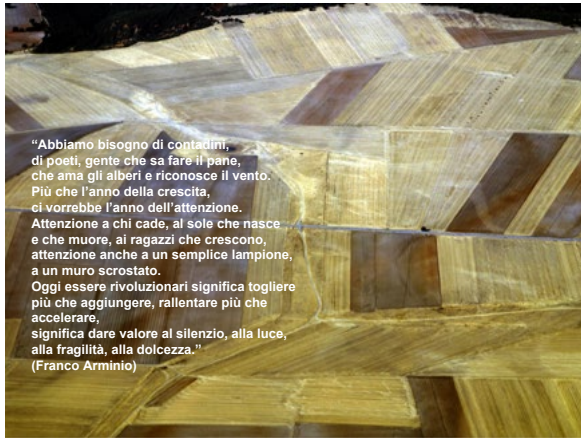
**TARGET** Alunni delle scuole del 1° Ciclo di istruzione - Regione Calabria

**Regione Calabria**  
D.G.R n. 183 del 05.05.2017

**MIPAF**  
Decreto n. 5450 del 19.12.2017

Istituzione **elenco Alberi Monumentali** ai sensi dell'art. 7 L. 14 \01\ 2013, n. 10 e del D.M. 21\10\2014 e Approvazione **elenco degli alberi monumentali (n. 83)**, da aggiornare periodicamente secondo le modalità di cui all'art. 7 L. 14 \01\ 2013, n. 10.

Approvazione del **primo Elenco degli alberi monumentali d'Italia** ai sensi dell'art. 7 L. 14 \01\ 2013, n. 10 e del D.M. 21\10\2014  
Definizione criteri (n. 7) riconoscimento caratteri monumentali



"Abbiamo bisogno di contadini,  
di poeti, gente che sa fare il pane,  
che ama gli alberi e riconosce il vento.  
Più che l'anno della crescita,  
ci vorrebbe l'anno dell'attenzione.  
Attenzione a chi cade, al sole che nasce  
e che muore, ai ragazzi che crescono,  
attenzione anche a un semplice lampione,  
a un muro scrostato.  
Oggi essere rivoluzionari significa togliere  
più che aggiungere, rallentare più che  
accelerare,  
significa dare valore al silenzio, alla luce,  
alla fragilità, alla dolcezza."  
(Franco Arminio)



# The initiative of the Ministry of Cultural Heritage and Activities, for the promotion of landscape culture

## Italy

**Mr Rocco Rosario Tramutola**

*Senior Officer, Landscape and Quality Management Department,  
Ministry of Cultural Heritage and Activities, Italy*

1 Progetto “Raccontami un paesaggio” ha fornito l’opportunità di ricostruire le principali innovazioni legislative inerenti la cultura del paesaggio e l’educazione, che il Ministero per i Beni e le Attività Culturali ha promosso nel corso degli ultimi decenni.

L’indagine ha mostrato che, fino alla metà del 20° secolo, si registrava ancora l’assenza nella, già presente, legislazione italiana di tutela, di qualsiasi indicazione e norma specifica che sottendesse una consapevolezza delle finalità educative dei beni culturali.

Soltanto dopo è possibile individuare, negli atti parlamentari, espliciti riferimenti all’importante ruolo che la didattica può avere nella formazione delle giovani generazioni sui temi del patrimonio culturale: nella relazione finale della Commissione d’indagine Franceschini del 1966 si trova un primo richiamo al “compito di destare con ogni mezzo didattico nelle giovani generazioni il rispetto più scrupoloso delle cose naturali, artistiche e storiche”.

A partire dagli anni 1970, il movimento per la democratizzazione, la diffusione della cultura ed il dibattito sul ruolo sociale delle istituzioni, stimolò numerose iniziative didattiche con significative collaborazioni tra Soprintendenze e Istituti scolastici che sollecitarono, sul piano normativo e organizzativo, l’istituzione del Ministero per i beni culturali e ambientali (D.P.R. 3/12/1975, no. 805): il quadro delle competenze si ridefinì secondo parametri diversi, affidati nella fattispecie alla nuova e più ampia categoria concettuale della “valorizzazione dei beni culturali e ambientali”, che inglobasse al suo interno anche quella dell’educazione.

Alcune significative iniziative che, nella seconda metà degli anni ‘90, hanno dato inizio ad un percorso verso un sistema italiano dei servizi educativi per il museo e il territorio, possono considerarsi certamente:

- ▶ il D.M. 16 marzo 1996 che istituisce, presso il Ministero la Commissione di studio interministeriale per la didattica del museo e del territorio;
- ▶ il D.Lgs. 31 marzo 1998, no. 112, Capo V, nel ridefinire le funzioni e i ruoli dello Stato, delle Regioni e degli Enti locali, incentiva la fattiva cooperazione per l’organizzazione di attività didattiche e divulgative anche in collaborazione con gli istituti di istruzione, cioè con la scuola, da finalizzarsi alla valorizzazione del patrimonio culturale.
- ▶ il Decreto del 15 ottobre 1998 che, Istituisce il Centro dei Servizi Educativi per il museo e il territorio (il paesaggio?), vero e proprio motore di una nuova strategia per la sensibilizzazione e l’educazione al patrimonio culturale e paesistico italiano, con l’attivazione dei Servizi educativi presso tutte le Soprintendenze, prefigurando una vera e propria rete territoriale a scala nazionale, in cui innervare reti e nodi a scala locale.

Nel frattempo, già a partire dal 1997, con l’istituzione dell’Ufficio Centrale per i beni ambientali e paesaggistici, diverse sono le Campagne educative e di sensibilizzazione sulle tematiche ambientali e paesaggistiche, rivolte in particolare alle scuole: il concorso “Un logo per il paesaggio” rivolto ai licei artistici ed agli Istituti d’Arte, il progetto triennale “Le vie consolari” rivolte alle scuole elementari, medie e superiori, il “Progetto-scuola” alle scuole medie; il volume “Paesaggio ambiente: una proposta di studio”, 1997: fornisce una prima traccia di studio per la realizzazione di ricerche interdisciplinari sul paesaggio.

## Prima Conferenza nazionale per il paesaggio – Ottobre 1999

S'iniziano a delineare alcuni dei principali nodi irrisolti:

- ▶ senza una sensibilizzazione diffusa, l'opera di salvaguardia del paesaggio si rivela ardua l'educazione e quindi importante e insostituibile;
- ▶ e necessario il coinvolgimento degli insegnanti e la partecipazione attiva degli studenti sui temi specifici della tutela e della salvaguardia del paesaggio;
- ▶ gli effetti delle campagne di sensibilizzazione pedagogica hanno tempi lunghi, non ci si possono aspettare risultati a breve o a medio termine.

Nel documento preparatorio "Qualità del paesaggio e qualità della progettazione per una carta italiana del paesaggio" in tema di "Educazione e sensibilizzazione" si evidenziava come:

- ▶ Tutela e promozione della qualità paesaggistica fossero ancora interesse difficile da sostenere in molte parti del territorio italiano: l'ambiente e il paesaggio costituiscono beni e valori di carattere prevalentemente culturale e, quindi, sostanzialmente immateriale, per i quali la plusvalenza economica che ne potrebbe derivare sono ancora difficilmente quantificabili e valutabili;
- ▶ si contrappongono sul territorio le ragioni e le mire di uno sviluppo edilizio fortemente individualistico, privo di cura e interesse per lo spazio pubblico;
- ▶ a fronte di tale scenario è evidente la necessità di impostare campagne d'informazione e sensibilizzazione della pubblica opinione, a partire dalla prima età scolastica;
- ▶ necessario e urgente avviare attività di formazione di specialisti nel settore della conoscenza e dell'intervento sui paesaggi, sviluppando insegnamenti scolastici, universitari e post universitari.

Per il paesaggio si evidenziava la necessità di:

- ▶ simultaneità operativa in materia di leggi di tutela: l'integrazione di tali leggi con le esigenze di altre discipline e di diversi campi d'intervento;
- ▶ ruolo strategico dell'educazione scolastica, dalle materne all'università;

Il Paesaggio non è costituito solo di forme e di colori:

- ▶ per conoscerlo non è sufficiente la cultura dell'occhio, per comprendere il suo linguaggio è richiesta la più ampia percezione sensoriale;
- ▶ richiede dunque educazione, formazione, per conoscerne la grammatica, fatta di lessico, di morfologia, di sintassi che ne consente la lettura e l'interpretazione.

## Sessione tematica 6: Paesaggio, comunicazione, educazione, formazione

Dalle complesse e diversificate definizioni di paesaggio si possono evidenziare gli aspetti qualificanti ai fini dell'educazione: l'importanza della percezione e dei punti di vista, la relazione tra natura e storia, i valori estetici ed etici, il ruolo dell'affettività e della memoria, il rapporto spazio-temporale, la complessità e le stratificazioni, l'impegno civile per la tutela e la valorizzazione, l'importanza e l'insostituibilità dell'educazione per scoprire, comprendere e sviluppare la coscienza stessa di paesaggio.

L'interesse al paesaggio si sviluppa in educazione non solo per la rilevanza assunta dagli aspetti estetici o dalle varie filosofie sul rapporto uomo-natura, ma anche:

- ▶ per il valore riconosciuto in educazione agli aspetti emotivi;
- ▶ alle possibilità che, per sua natura, il paesaggio offre di integrare emozioni e conoscenza.

Rimane aperta l'esigenza di individuare la specificità che caratterizza l'educazione al paesaggio rispetto ai due grandi ambiti:

- ▶ l'educazione al patrimonio culturale;
- ▶ l'educazione all'ambiente.

La Conferenza per il paesaggio come occasione per far riflettere:

- ▶ sulla necessità di promuovere e diffondere una sensibilizzazione e un'educazione ai valori paesaggistici;
- ▶ abituare le giovani generazioni a prendere decisioni che riguardino il proprio territorio, anche dal punto di vista di tutela, valorizzazione e sviluppo del paesaggio.

Esistono situazioni non formali, che hanno un fortissimo valore educativo nei confronti dei cittadini:

- ▶ il paesaggio degradato;
- ▶ episodi come l'abbattimento del Fuenti (grazie alla intelligente caparbia dell'architetto Mario De Cunzio).

La Sessione Paesaggio, comunicazione, educazione e formazione: proposte, sviluppi e prospettive per una più incisiva azione di educazione di tutti i cittadini ai valori e al rispetto del paesaggio:

- ▶ MIUR – Inserire nelle attività curriculari delle scuole di ogni ordine e grado, a partire dalla scuola dell'obbligo, i temi relativi alla conoscenza e alla salvaguardia del paesaggio:
  - rafforzare il senso di appartenenza a un luogo, a un paesaggio;
  - rafforzare la coscienza della responsabilità in ordine ai valori e al rispetto di questo paesaggio;

- ▶ MiBACT – Rafforzare il sistema dei Servizi educativi per il museo e il territorio, nell’ambito dell’Accordo-quadro firmato il 20 marzo 1998 con il coinvolgimento delle Soprintendenze;
- ▶ MATTM – Raccordo con programma nazionale di educazione ambientale e di educazione allo sviluppo sostenibile sia per i giovani e la scuola che per i cittadini.

## **Le strutture del MiBAC nelle recenti riforme**

La progressiva attenzione al tema dell’educazione si riflette anche nell’evoluzione del disegno organizzativo del MiBAC e nella definizione di conoscenze, competenze e attività delle figure ad esso preposte.

Il decisivo passo in avanti compiuto a seguito dell’istituzione del Centro per i Servizi Educativi del Museo e del Territorio (DM 15 ottobre 1998), è stato recentemente ancora rafforzato dall’Istituzione della Direzione Generale Educazione e Ricerca (Articolo 13 del DPCM 29 agosto 2014, no. 171). Nella Direzione Generale istituita e confluito il Centro, che ha operato in questi anni con l’intento di raccordare e sostenere il lavoro dei Servizi Educativi, oggi presenti nella maggior parte dei nostri istituti. Inoltre con DM no. 44 del 23 gennaio 2016 è stata introdotta all’interno della struttura organizzativa di ciascuna Soprintendenza ABAP un’area funzionale dedicata all’educazione e alla ricerca. Tra i compiti della Direzione rientra la predisposizione, d’intesa con il Consiglio Superiore dei Beni culturali, del Piano nazionale per l’educazione al patrimonio culturale.

Dall’edizione del Piano del 2015, che ha inteso l’educazione al patrimonio culturale non come una disciplina, ma come una strategia globale in cui il patrimonio culturale diventa al contempo obiettivo e strumento formativo rivolto a tutti gli individui, siamo giunti alla seconda edizione del 2018 che, individua quale obiettivo a lungo termine la costruzione di un “sistema di educazione al patrimonio culturale”.

## **Accordi con enti, istituzioni e associazioni**

L’educazione al paesaggio si costruisce, dunque, sulla base delle confluente di differenti saperi disciplinari in contesti formali, informali e non formali e necessita della collaborazione di e tra professionisti e istituzioni impegnati in diversi ambiti. In questa prospettiva assumono una grande rilevanza gli accordi e i partenariati che sia a livello nazionale che locale concorrono a costruire percorsi di educazione al paesaggio in grado di favorire la crescente consapevolezza in tutti i cittadini del diritto di ognuno al paesaggio e i doveri ad esso conseguenti.

In questa ottica rientra il Protocollo d’intesa MiBACT-MIUR sottoscritto nel 2014 che partendo dal presupposto che “la comprensione dei valori del paesaggio, costituisce un elemento indispensabile per la formazione dei giovani” si propone tra i principali obiettivi quello di “creare occasioni di accesso al sapere attraverso la messa a sistema d’istruzione e cultura al fine di sviluppare una società de/la conoscenza”.

Il ruolo educativo del patrimonio culturale, anche sulla base di quanto disposto dalla L.107/2015, buona scuola, è più volte richiamato anche nel PON 2014-2020 che, sollecitando una maggiore interazione tra le istituzioni scolastiche e i luoghi deputati alla tutela conservazione e valorizzazione del nostro patrimonio, individua tra gli obiettivi specifici la formazione di cittadini attivi in grado di partecipare alla tutela e alla valorizzazione del nostro patrimonio.

## **Criticità**

- ▶ nell’Offerta formativa del MiBAC i progetti di educazione al paesaggio hanno ancora una scarsa rilevanza (cfr. scheda “Progetti e itinerari realizzati dagli istituti centrali e periferici del MiBAC”);
- ▶ alla progressiva rilevanza che il tema dell’educazione ha assunto nelle politiche del MiBAC, non corrisponde un adeguato impegno finanziario;
- ▶ si riscontra notevole difficoltà a progettare in una prospettiva di medio – lungo periodo che è, nel caso dell’approccio al paesaggio, presupposto indispensabile per disegnare progetti su un arco di tempo utile a produrre e valutare effetti duraturi.

## **Rapporto sullo stato delle politiche per il paesaggio (Ottobre 2017)**

Il documento elaborato in occasione degli Stati Generali del Paesaggio svoltisi nel mese di ottobre 2017, dedica il 4° capitolo al tema della “Formazione, educazione e sensibilizzazione alla qualità del Paesaggio”, suddividendolo in tre sezioni: la prima presenta la situazione della formazione universitaria in tema di paesaggio; la seconda sulle attività della DG ER del MiBACT, dei suoi rapporti di collaborazione con il MIUR e delle sue strategie nazionali per l’educazione al patrimonio culturale, in connessione con il quadro delle iniziative europee; la terza presenta l’attività dei musei, che hanno sviluppato una particolare sensibilità al tema del paesaggio.

## **Stati generali del paesaggio (25-26 ottobre 2017)**

Sessione V – Cultura del paesaggio: educazione, formazione e partecipazione. I lavori della Sessione, così come sintetizzati nell’intervento del

Professor Mario Rossi Doria, hanno inteso evidenziare alcune questioni centrali, tra cui:

- ▶ cosa fare nella scuola di base (bambini di età <14 anni), per comprendere il contesto, per mettere insieme le conoscenze e le competenze;
- ▶ cosa funziona e perché non riesce a coinvolgere la generalità delle nostre scuole.

Sebbene ci siano molte esperienze che funzionano con il contributo delle associazioni, e riguardano soprattutto i monumenti, gli aggregati urbani, quelli rurali e i borghi e ci sia un normale lavoro di tanti bravi insegnanti (che rimane silente), la scuola italiana e ancora molto libresca: non vede il contesto, non porta gli alunni fuori dalle proprie aule, non aiuta a far leggere il paesaggio.

### **Le indicazioni nazionali per il curriculum della scuola dell'infanzia e del primo ciclo d'istruzione**

L'esperienza significativa condotta da oltre 60 anni nella scuola italiana, ha consentito di elaborare un importante percorso che va nella direzione auspicata. Le indicazioni nazionali per il curriculum della scuola dell'infanzia e del primo ciclo d'istruzione (2012), che dicono cosa si deve fare a scuola dai 3 ai 14 anni per ciascuna disciplina: italiano, storia, geografia, etc.

Le Indicazioni, aggiornate a febbraio del 2018, anche sulla base di quanto indicato dal Consiglio d'Europa, in particolare con il documento pubblicato nel 2016 "Competences for democratic culture. Living together as equals in culturally diverse democratic societies" definisce le competenze, abilità e conoscenze che le persone dovrebbero sviluppare nel corso della formazione di base per consentire una corretta convivenza democratica. Sono indicazioni del tutto coerenti con la Raccomandazione del Parlamento Europeo e del Consiglio dell'Unione Europea del 18 dicembre 2006, che presenta le otto competenze chiave per l'apprendimento permanente, assunte nelle Indicazioni nazionali come orizzonte di riferimento e finalità generale del processo d'istruzione. Le otto competenze chiave, così come recita la Raccomandazione, sono quelle di cui tutti hanno bisogno per la realizzazione e lo sviluppo personali, la cittadinanza attiva, l'inclusione sociale e l'occupazione e si caratterizzano come competenze per la vita.

Interessante l'esercizio di indagare quante volte e come il termine paesaggio sia citato nel documento soprattutto nella parte che intende delineare le competenze di ciascuna delle discipline e, a partire da queste, quali i possibili obiettivi di apprendimento, i traguardi per lo sviluppo evolutivo delle competenze per ciascuna classe e al termine di ciascun ciclo di istruzione sul tema del paesaggio: dalla capacità di riconoscere i principali oggetti geografici fisici (fiumi, monti, pianure, coste, colline, laghi, mari,

oceani, ecc.) e le progressive trasformazioni operate dall'uomo sul paesaggio naturale e di attribuire allo spazio geografico in conoscenza di temi e problemi di tutela del paesaggio, come patrimonio naturale e culturale, significato di un sistema territoriale, costituito da elementi fisici e antropici legati da rapporti di connessione e/o interdipendenza, traguardi stabiliti al termine della scuola primaria, fino alla capacità di analisi e contenitore di tutte le memorie materiali e immateriali, per progettare azioni di salvaguardia, di recupero e di valorizzazione di detto patrimonio per le generazioni future, tutti obiettivi di apprendimento stabiliti al termine della classe terza della scuola secondaria di primo grado.

### **Gli strumenti culturali! Per l'educazione al paesaggio**

Tra le otto competenze chiave che possono considerarsi estremamente interrelate e/o connaturate allo sviluppo delle tematiche dell'educazione al patrimonio culturale e della cittadinanza attiva possiamo evidenziare:

#### **Cittadinanza e Costituzione**

Già le Indicazioni 2012 riservavano una particolare attenzione all'insegnamento di Cittadinanza e Costituzione, associandolo all'area storico-geografica, ove si richiama la necessità di introdurre la conoscenza della Carta Costituzionale, in particolare la prima parte (Articolo 9) e gli articoli riguardanti l'organizzazione dello Stato.

#### **Storia**

L'insegnamento e l'apprendimento della storia, secondo il testo delle Indicazioni 2012 contribuiscono all'educazione al patrimonio culturale e alla cittadinanza attiva. I docenti si impegnano a far scoprire agli alunni il nesso tra le tracce e le conoscenze del passato, a far usare con metodo le fonti archeologiche, museali, iconiche, archivistiche, a far apprezzare il loro valore di beni culturali. In tal modo l'educazione al patrimonio culturale fornisce un contributo fondamentale alla cittadinanza attiva. In particolare, gli insegnanti metteranno in evidenza i rapporti tra istituzioni e società, le differenze di genere e di generazioni, le forme statuali, le istituzioni democratiche.

#### **Geografia**

La geografia, si legge nelle Indicazioni 2012, rappresenta una cerniera tra le discipline umanistiche e quelle scientifiche: "...In un tempo caratterizzato dalla presenza a scuola di alunni di ogni parte del mondo, la geografia consente il confronto sulle grandi questioni comuni a partire dalla conoscenza dei differenti luoghi di nascita o di origine familiare... La conoscenza e la valorizzazione del patrimonio culturale ereditato dal passato, con i suoi



segni leggibili sul territorio, si affianca allo studio del paesaggio, contenitore di tutte le memorie materiali e immateriali, anche nella loro proiezione futura. Tali percorsi consentono sintesi con la storia e le scienze sociali con cui la geografia condivide pure la progettazione di azioni di salvaguardia e di recupero del patrimonio naturale, affinché le generazioni future possano giovare di un ambiente sano.”

### **Le arti per la cittadinanza**

Le discipline artistiche sono fondamentali per lo sviluppo armonioso della personalità e per la formazione di una persona e di un cittadino capace di esprimersi con modalità diverse, di fruire in modo consapevole dei beni artistici, ambientali e culturali, riconoscendone il valore per l'identità sociale e culturale e comprendendone la necessità della salvaguardia e della tutela: "...La familiarità con immagini di qualità ed opere d'arte sensibilizza e potenzia nell'alunno le capacità creative, estetiche ed espressive, rafforza la preparazione culturale e contribuisce ad educarlo a una cittadinanza attiva e responsabile. In questo modo l'alunno si educa alla salvaguardia e alla conservazione del patrimonio artistico e ambientale a partire dal territorio di appartenenza.”

### **La scuola nel nuovo scenario**

Il paesaggio educativo è diventato estremamente complesso. Le funzioni educative sono meno definite di quando è sorta la scuola pubblica, diventati più faticosi i processi di identificazione e differenziazione da parte di chi cresce e anche i compiti della scuola in quanto luogo dei diritti di ognuno e delle regole condivise. Sono mutate le forme di società spontanee, dello stare insieme e crescere tra bambini e ragazzi; la scuola è investita da una domanda che comprende, insieme, l'apprendimento e il "saper stare al mondo" in un orizzonte territoriale si allarga; ogni specifico territorio possiede legami con le varie aree del mondo e costituisce esso stesso un microcosmo che su scala locale riproduce opportunità, interazioni, tensioni, convivenze globali. Alla scuola spetta il compito fornire supporti adeguati affinché ogni persona sviluppi un'identità consapevole e aperta.

### **Quali possibili sviluppi**

In questo scenario il raccordo con le discipline scientifiche e tecniche diventa assolutamente essenziale.

Il punto di convergenza verso la promozione e tutela del paesaggio e del patrimonio storico-artistico può trovarsi nell'Educazione al Territorio (O al Paesaggio?) intesa come esercizio di Cittadinanza Attiva. La presenza nel curriculum di discipline quali la geografia, la storia, le arti per la cittadinanza contribuiscono a fornire gli strumenti per formare persone autonome e critiche, che siano in grado di assumere decisioni

responsabili nella gestione del territorio e nella tutela del paesaggio, con consapevole sguardo al futuro.

Sebbene la partecipazione della società civile alle questioni sul paesaggio tramite la promozione culturale stia migliorando, come indicano anche le adesioni alle manifestazioni, la separazione tra istituzioni e società civile è ancora enorme. Per aumentare le occasioni di dialogo tra istituzioni e cittadine fondamentali e il ruolo delle innumerevoli associazioni, gruppi-cooperative, fondazioni, osservatori del paesaggio e organizzazioni che felicemente animano "l'Italia dei luoghi":

- ▶ è necessario un vero patto generazionale che individui le generazioni future come cittadini necessari nell'orizzonte della moralità, della deontologia professionale e del diritto;
- ▶ il paesaggio, oltre i pensieri disgiunti, come costruzione sociale;
- ▶ Paesaggio Teatro della Democrazia (Architettura e democrazia. Paesaggio, città, diritti civili - Settis).

### **1° Giornata nazionale del paesaggio – 14 marzo 2017**

La presentazione degli esiti dell'ultima edizione del Premio del Paesaggio 2016-2017 ha coinciso volutamente con la prima "Giornata nazionale del Paesaggio", istituita dal Ministro dei beni e delle attività culturali e del turismo con il decreto ministeriale del 7 ottobre 2016, no. 457.

### **Carta nazionale del paesaggio**

Elementi per una Strategia per il paesaggio italiano Dedicata alla memoria di Giuseppe Galasso.

La conclusione di questo lungo percorso di lavoro e di riflessione compiuto con gli Stati generali del Paesaggio del 26 e 27 ottobre 2017 è confluita nella Carta nazionale del paesaggio presentata il 14 marzo in occasione della Giornata nazionale del Paesaggio.

Il documento, nel sintetizzare le numerose e qualificate riflessioni compiute nelle due giornate di lavoro, delinea una vera e propria strategia per il paesaggio, che, in attuazione dei valori fondamentali espressi nell'Articolo 9 della Costituzione, coniughi tutela e valorizzazione del paesaggio con forme compatibili di sviluppo durevole, equo e diffuso: "Educare alla bellezza del paesaggio, promuovere la conoscenza e la coscienza del paesaggio come valore storico, culturale, estetico, civico e sociale presso cittadini, istituzioni e operatori economici" viene riconfermata tra le più importanti e prioritarie scelte che il nostro Paese dovrà compiere con urgenza, anche per rimediare agli errori del passato.

Powerpoint presentation  
<https://rm.coe.int/16808e28c4>

**Le iniziative del Ministero per la diffusione della cultura del paesaggio**



**Recco Rosario Tramutola**  
Direzione Generale Archeologia Belle Arti e Paesaggio


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**L'educazione al patrimonio nel secolo scorso**

**1900-1950** **Prima metà del secolo**  
Nella legislazione italiana di tutela si registra l'assenza:  

- di qualsiasi indicazione e norma specifica;
- di qualsiasi consapevolezza delle finalità educative.

**1950-2000** **Seconda metà del secolo 1966**  
Relazione finale **Commissione d'indagine Franceschini** :  
**Raccomandazione IX – "Educazione e sensibilizzazione dei cittadini al rispetto dei beni culturali"** :



- esplicito richiamo al "compito di destare con ogni mezzo didattico nelle giovani generazioni il rispetto più scrupoloso delle cose naturali, artistiche e storiche"
- coinvolgendo "tutti i sussidi della pubblicistica nazionale, specialmente quelli di ampia e immediata penetrazione: giornali, riviste, trasmissioni radio-televisive, cortometraggi cinematografici, secondo ... programmi di frequenza giornaliera".

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**L'educazione al patrimonio nel secolo scorso**

**1970-1980** Il movimento per la **democratizzazione e la diffusione della cultura**, ed il dibattito sul **ruolo sociale delle istituzioni** negli anni '70:



- alla base di **iniziative didattiche** spesso innovative nei musei con significative esperienze di **collaborazione tra Soprintendenze e istituti scolastici**, finalizzate anche alla conoscenza dei beni culturali del territorio;
- non trovarono effettivo sbocco sul piano normativo e organizzativo.

Con l'istituzione del Ministero per i beni culturali e ambientali il quadro delle competenze si ridefinì secondo parametri diversi, affidati nella fattispecie alla nuova categoria concettuale della valorizzazione (D.P.R. 3 dicembre 1975, n. 805, art. 1, c. 1: "Il Ministero provvede alla tutela e alla valorizzazione dei beni culturali e ambientali"), anziché dell'educazione;

**1975**

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**L'educazione al patrimonio nel secolo scorso**

**1996** *Verso un sistema italiano dei servizi educativi per il museo e il territorio*  
D.M. 16 marzo 1996 istituisce, presso il Ministero per i Beni Culturali e Ambientali - Ufficio Centrale Beni AA.AA.AA.SS.  
Prospettive innovative per inizio di una vigorosa azione:

- Commissione di studio interministeriale per la didattica del museo e del territorio
- Accordo - quadro tra Ministero per i Beni Culturali e Ambientali e quello della Pubblica Istruzione il 20 marzo 1998, con cui ci si impegna: "in considerazione del diritto di ogni cittadino ad essere educato alla conoscenza e all'uso responsabile del patrimonio culturale ... a mettere a disposizione strutture, risorse ed attività per il conseguimento di tali obiettivi";

**1998** **D. Lgs. 31 marzo 1998, no. 112, Capo V**

- Ridefinizione delle funzioni e ruoli dello Stato, delle Regioni, degli Enti locali ai fini della valorizzazione del patrimonio culturale nei termini di una fattiva cooperazione con una valenza sempre più accentratamente economica
- organizzazione di attività didattiche e divulgative anche in collaborazione con gli istituti di istruzione, cioè con la scuola.

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**L'educazione al patrimonio nel secolo scorso**

**1998** **Decreto del 15 ottobre 1998**  
**Istituzione del Centro dei servizi educativi per il museo e il territorio (il paesaggio?)**:

- coordinamento tecnico, documentazione (attraverso banche-dati tematiche);
- informazione, indirizzo metodologico, valutazione, promozione di progetti anche in collaborazione con organismi internazionali;
- catalizzatore delle indispensabili competenze, energie e idee, vero e proprio motore di una nuova strategia per la sensibilizzazione e l'educazione al patrimonio culturale e paesistico italiano;
- potenziamento o, dove non esistessero ancora, attivazione dei Servizi educativi presso tutte le Soprintendenze ai beni archeologici, ai beni storico-artistici ed anche ai beni architettonici e ambientali, configurando una vera e propria rete territoriale a scala nazionale, in cui potrebbero innervarsi reti e nodi a scala locale.

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**Ufficio Centrale Beni Ambientali e Paesaggistici**

**1997** **2000** Campagne educative e di sensibilizzazione alle tematiche ambientali, rivolte in particolare alle scuole



(...) ma per assicurare una consapevole conservazione del nostro patrimonio culturale, di cui il paesaggio è parte, occorre in primo luogo assicurare:

- diffusa consapevolezza del suo valore, partendo dalla conoscenza della storia e di tutti quei complessi valori che vanno conservati attraverso l'attività di tutela;
- importanza fondamentale del lavoro educativo svolto dalla scuola, in primo luogo di quella dell'obbligo;
- un rapporto costruttivo nella collaborazione delle altre amministrazioni pubbliche;
- concorrere a creare un indirizzo formativo che promuova la crescita del valore del paesaggio nella consapevolezza collettiva.



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**10 ottobre 1999**  
**Prima Conferenza Nazionale del Paesaggio**

*"Il paesaggio è come il volto di una persona cara, se ti concentri senti di poter entrare nelle rughe, nelle pieghe, nelle espressioni ed allora quel viso ti racconta di se e del suo passato."*  
(Claudio Magris)



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**L'educazione e la salvaguardia**

Alcuni dei principali nodi irrisolti nell'approccio culturale a queste problematiche:

- senza una diversa e più attenta mentalità diffusa, l'opera di salvaguardia del paesaggio si rivela ardua
- riconoscere l'importanza e l'insostituibilità dell'educazione per scoprire, comprendere e sviluppare la coscienza stessa del paesaggio
- gli effetti delle campagne di sensibilizzazione pedagogica hanno i tempi lunghi, non ci si possono aspettare risultati a breve o a medio termine
- il coinvolgimento degli insegnanti e la partecipazione attiva degli studenti sui temi specifici della tutela e della salvaguardia del paesaggio per la conoscenza diretta delle valenze e dei caratteri di identità del proprio territorio

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9 **Ottobre 1999 – Prima Conferenza Nazionale del Paesaggio (ATTI)**



SESSIONE 5 – Sala del Consiglio Nazionale  
Modelli culturali e politiche per il paesaggio in Europa

SESSIONE 6 – Sala del Consiglio Nazionale  
Paesaggio, comunicazione educazione e formazione

CONFERENZA NAZIONALE  
PER IL PAESAGGIO  
ATTI



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10 **Ottobre 1999 – Prima Conferenza Nazionale del Paesaggio (ATTI)**

**Per il paesaggio:**

➤ **Simultaneità operativa in materia di leggi di "tutela"**

• L'integrazione di tali leggi con le esigenze di altre discipline e di diversi campi d'intervento: questo significa che il paesaggio, l'ambiente, il territorio, i trasporti, i beni culturali e ambientali, la pianificazione urbanistica, la politica agricola comunitaria, il turismo devono essere concordemente disciplinati tra le varie esigenze in modo che il maggior numero di conflitti d'interesse venga appianato in partenza, eliminando problemi poi insormontabili.

➤ **Ruolo strategico dell'educazione scolastica**

• È essenziale che l'insegnamento, a tutti i livelli scolastici (dalle materne all'università), consideri meritevoli di interesse i temi legati al paesaggio ai suoi componenti: la natura, l'ambiente, l'agricoltura, le presenze storico-testimoniali, il patrimonio culturale e artistico.



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11 **Il Progetto "Cultura Materiale" della Provincia di Torino: dal sistema degli ecomusei alle politiche per il paesaggio**

Il **PAESAGGIO** non è costituito solo di forme e di colori:

- Per conoscerlo non è sufficiente la "cultura dell'occhio" (Camporesi);
- È anche suoni e colori e per comprendere il suo linguaggio è richiesta la più ampia percezione sensoriale;
- Richiede dunque educazione, formazione, per conoscerne la grammatica, fatta di lessico, di morfologia, di sintassi
- Senza la padronanza di questa grammatica che ne consente la lettura e l'interpretazione è difficile intervenire su questa bellezza fragile che oggi necessita di salvaguardia e di ricostruzione nello stesso tempo.



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12 **Sulla sensibilizzazione, educazione, formazione al paesaggio**

Il ruolo della **geografia**, in quanto disciplina, nella formazione e sviluppo dell'attuale sensibilità nei confronti del paesaggio:

- **La geografia**: ha insegnato a dare un nome alle componenti del paesaggio, ha educato all'osservazione dei suoi elementi costitutivi, alla considerazione dei suoi aspetti strutturali;
- **l'educazione ambientale**, spesso tradotta in un passaggio di informazioni sulle componenti ambientali, sul loro stato di degrado, sugli strumenti per misurare tale degrado, di utilità indubbia nel momento iniziale della denuncia.
- **E' mancato il passaggio ad una fase costruttiva**: alla ricostruzione di un rapporto positivo con l'ambiente, ed in particolare, con gli aspetti dell'ambiente che si colgono attraverso i sensi: con il paesaggio.
- **dilatata la concezione di educazione all'ambiente in una visione che leghi tra loro gli aspetti della natura e della cultura**, tra loro strettamente interdipendenti, e che riconnetta il momento emozionale con quello della comprensione scientifica. Potrebbe diventare un'educazione al paesaggio.

Maria Chiara Zerbi  
Università degli Studi di Milano, Facoltà di Lettere e Filosofia



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13 **SESSIONE TEMATICA 6  
PAESAGGIO, COMUNICAZIONE, EDUCAZIONE,  
FORMAZIONE**

L'**interesse al paesaggio** si sviluppa in educazione non solo per la rilevanza assunta dagli aspetti estetici o dalle varie "filosofie" sul rapporto uomo-natura, ma anche

- per il valore riconosciuto in educazione agli aspetti emotivi;
- alle possibilità che, per sua natura, il paesaggio offre di integrare emozioni e conoscenza.

Rimane aperta l'esigenza di individuare la specificità che caratterizza l'educazione al paesaggio rispetto ai due grandi ambiti:

- l'educazione al patrimonio culturale
- l'educazione all'ambiente



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14 **L'interesse al paesaggio in educazione**

**1° Conferenza per il paesaggio** come occasione per far riflettere:

- sulla necessità di promuovere e diffondere una sensibilizzazione e un'educazione ai valori paesaggistici;
- abituare le giovani generazioni a prendere decisioni che riguardino il proprio territorio, anche dal punto di vista di tutela, valorizzazione e sviluppo del paesaggio

esistono situazioni **non formali**, che hanno un fortissimo valore educativo nei confronti dei cittadini:

- il paesaggio degradato
- episodi come l'abbattimento del Fuenti (grazie alla intelligente caparbietà" dell'architetto Mario De Cunzio)



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15 **L'interesse al paesaggio in educazione**

Costruire circuiti virtuosi tra relazioni affettive e processi di costruzione delle conoscenze :

- mettere in sinergia l'esperienza di quindici anni di educazione ambientale, con l'attenzione che oggi è necessaria al paesaggio;
- quindici anni di esperienza di educazione ambientale dicono che per costruire attenzione, interesse, nuovi atteggiamenti, bisogna procedere attraverso altri metodi e coinvolgere l'affettività.



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16 **Sessione: Paesaggio, comunicazione, educazione e formazione: proposte, sviluppi e prospettive**

Per una più incisiva azione di educazione di tutti i cittadini ai valori e al rispetto del paesaggio:

1. (MIUR) - Inserire nelle attività curricolari delle scuole di ogni ordine e grado, a partire dalla scuola dell'obbligo, i temi relativi alla conoscenza e alla salvaguardia del paesaggio
  - rafforzare il senso di appartenenza a un luogo, a un paesaggio
  - rafforzare la coscienza della responsabilità in ordine ai valori e al rispetto di questo paesaggio
2. (MIBACT) – Rafforzare il sistema dei Servizi educativi per il museo e il territorio, nell'ambito dell'Accordo-quadro firmato il 20 marzo 1998 con il coinvolgimento delle Soprintendenze
3. (MATTM) – Raccordo con programma nazionale di educazione ambientale e di educazione allo sviluppo sostenibile sia per i giovani e la scuola che per i cittadini



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## Le strutture del MiBACT nelle recenti riforme

- La progressiva attenzione al tema dell'educazione si riflette nella evoluzione del disegno organizzativo del MiBACT e nella definizione di conoscenze, competenze e attività delle figure ad esso preposte. Inizialmente i **Servizi educativi**, o meglio didattici come si diceva al tempo, erano previsti solo nei principali musei e vi attendevano per la maggior parte dei casi docenti in comando.
- Un decisivo passo in avanti si compie a seguito dei lavori condotti dalla *"Commissione di studio per la didattica del museo e del territorio"* (1996-1997) il cui esito è, tra l'altro, l'istituzione del "Centro per i Servizi Educativi del Museo e del Territorio" (DM 15 ottobre 1998).



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## Le strutture del MiBAC nelle recenti riforme

- L'Istituzione della Direzione Generale Educazione e Ricerca che opera trasversalmente, al servizio di tutti gli istituti centrali e periferici del Ministero sui temi della formazione dell'educazione e della ricerca. (Art. 13 del DPCM 29 agosto 2014, no.171);
- Nella Direzione Generale istituita è confluito il Centro, che ha operato in questi anni con l'intento di raccordare e sostenere il lavoro dei Servizi Educativi, oggi presenti nella maggior parte dei nostri istituti.
- Il DM no.44 del 23 gennaio 2016 prevede all'interno della struttura organizzativa di ciascuna Soprintendenza ABAP un'area funzionale dedicata all'educazione e alla ricerca dove elaborare e proporre iniziative di educazione al paesaggio.

(La complessità del concetto di paesaggio, non esclude un approccio anche dai beni culturali ad esso connessi offrendo l'opportunità di declinare questo tema anche nei musei, negli archivi e nelle biblioteche.)



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## "Piano nazionale per l'educazione al patrimonio culturale" (2015)

Tra i compiti della Direzione rientra la predisposizione, d'intesa con il Consiglio Superiore dei Beni culturali, del "Piano nazionale per l'educazione al patrimonio culturale" per definire:

- significato e ruolo dell'educazione al patrimonio culturale in Italia, sulla scorta della normativa nazionale e sovranazionale, delle indicazioni degli organismi europei e internazionali e della letteratura di riferimento;
- *L'educazione al patrimonio culturale* intesa non come una disciplina, ma come una strategia globale che comprende il patrimonio culturale inteso al contempo quale obiettivo e strumento formativo rivolto a tutti gli individui.

Il Piano, superando la definizione del Codice, include esplicitamente tra i luoghi della cultura anche il paesaggio attribuendo ad esso una funzione educativa al pari di musei ed aree archeologiche.



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## "Piano nazionale per l'educazione al patrimonio culturale" (2018)

Il Piano individua quale *obiettivo a lungo termine* la costruzione di un *"sistema di educazione al patrimonio culturale in grado di coinvolgere una pluralità di soggetti, che faccia proprio il ruolo e le finalità dell'educazione al patrimonio culturale e si traduca nel tempo in forma di coinvolgimento nella gestione e salvaguardia dei luoghi della cultura e nell'acquisizione di nuove conoscenze con benefici reciproci per la società e per il patrimonio stesso"*.

La seconda edizione del Piano proietta le sue azioni in vista dell'Anno Europeo del Patrimonio culturale previsto per il 2018 che indica tra i suoi obiettivi *"incoraggiare approcci alle politiche in materia di patrimonio culturale incentrati sulle persone, inclusivi"*.



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## Accordi con Enti/istituzioni/associazioni

- L'educazione al paesaggio si costruisce, dunque, sulla base delle confluenze di differenti saperi disciplinari in contesti formali, informali e non formali e necessità della collaborazione di e tra professionisti e istituzioni impegnati in diversi ambiti;
- In questa prospettiva assumono una grande rilevanza gli accordi e i partenariati che sia a livello nazionale che locale concorrono a costruire percorsi di educazione al paesaggio in grado di favorire la crescente consapevolezza in tutti i cittadini del diritto di ognuno al paesaggio e i doveri ad esso conseguenti.



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## Il Protocollo d'intesa MiBACT – MIUR del 2014

- Il Protocollo d'intesa MiBACT – MIUR del 2014:

*"Creare occasioni di accesso al sapere attraverso la messa a sistema di istruzione e cultura al fine di sviluppare una società della conoscenza"*.

*Presupposto:*

*"la comprensione dei valori del paesaggio, inteso come territorio i cui caratteri distintivi derivano dalla natura, dalla storia umana o dalle reciproche interrelazioni, costituisce un elemento indispensabile per la formazione dei giovani"*.



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## PON 2014-2020

Sulla base di quanto disposto dalla L.107/2015 (*"buona scuola"*) che in più parti richiama il ruolo educativo del patrimonio culturale e sollecita una maggiore interazione tra le istituzioni scolastiche e i luoghi deputati alla tutela conservazione e valorizzazione del nostro patrimonio – il MIUR ha individuato quale obiettivo specifico di un'asse delle azioni previste dal PON 2014-2020

- il "potenziamento dell'educazione al patrimonio culturale, artistico, paesaggistico"
- percorsi di alternanza scuola/lavoro: eccellente strumento per promuovere un nuovo approccio alle azioni di sensibilizzazione educazione e formazione sul tema del paesaggio (utile banco di prova)

(Gli Istituti del MiBACT sono tra i principali partner delle scuole che hanno presentato proposte a valere su questo ambito.)



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## Criticità

- nell'Offerta formativa del MiBACT i progetti di educazione al paesaggio hanno ancora una scarsa rilevanza. (cfr scheda "Progetti e itinerari realizzati dagli istituti centrali e periferici del MiBACT");
- alla progressiva rilevanza che il tema dell'educazione ha assunto nelle politiche del MiBACT, non corrisponde un adeguato impegno finanziario;
- si riscontra notevole difficoltà a progettare in una prospettiva di medio - lungo periodo che è, nel caso dell'approccio al paesaggio, presupposto indispensabile per disegnare progetti su un arco di tempo utile a produrre e valutare effetti duraturi.



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### Offerta formativa 2016/2017

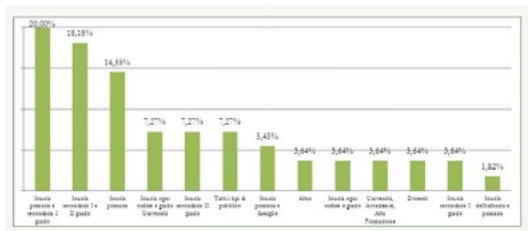


Figura 6 – Grafico dei destinatari della attività Offerta formativa 2016/17



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### Rapporto sullo stato delle politiche per il Paesaggio (2017)

#### 4. Formazione, educazione e sensibilizzazione alla qualità del Paesaggio

tre sezioni:

- La prima presenta la situazione della formazione universitaria in tema di paesaggio;
- La seconda sulle attività della DG ER del MIBACT, dei suoi rapporti di collaborazione con il MIUR e delle sue strategie nazionali per l'educazione al patrimonio culturale, in connessione con il quadro delle iniziative europee;
- La terza presenta l'attività dei musei, che hanno sviluppato una particolare sensibilità al tema del paesaggio: musei, musei territoriali, ecomusei, sono istituzioni culturali antiche e dal ruolo a volte contraddittorio che oscilla tra la raccolta e protezione di collezioni «al chiuso» e forme di partecipazione fortemente a contatto e ancorate con le realtà locali delle popolazioni e con i caratteri dei territori.



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### STATI GENERALI DEL PAESAGGIO

**Sessione Quinta.**  
**Cultura del paesaggio: educazione, formazione e partecipazione.**

I paesi costanti, con lungimiranza, hanno riconosciuto il valore etico-culturale del paesaggio, stabilendo un legame inscindibile tra sviluppo, ricerca, cultura, ambiente e tutela del patrimonio artistico-architettonico.

Il paesaggio è l'espressione geografica delle genti che lo abitano e lo trasformano; è lo specchio della loro cultura e intelligibile solo la consapevolezza dell'importanza del paesaggio può dunque garantire la conservazione delle eccellenze e vincere il disguido e l'abbandono.

Occorre allora diffondere la cultura del paesaggio, a partire dalla scuola, e promuovere la formazione di specialisti nel settore della conoscenza e della progettazione, sviluppando programmi multidisciplinari destinati a professionisti del settore pubblico e privato.

Il potenziamento della cultura del paesaggio nei cicli educativi e la creazione di una specifica formazione per i professionisti del settore possono rafforzare la percezione del paesaggio come aspetto qualificante delle nostre vite!

**Roma Palazzo Altamps, 25-26 ottobre**



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### Sintesi dei lavori della sessione (Prof. Marco Rossi Doria)

Cosa fare nella scuola di base (bambini di età < 14 anni), per comprendere il contesto, per mettere insieme le conoscenze e le competenze.

Cosa funziona e perché non riesce a coinvolgere la generalità delle nostre scuole:

- ci sono molte esperienze che funzionano, con il contributo delle associazioni, e riguardano soprattutto i monumenti, gli aggregati urbani, quelli rurali e i borghi;
- c'è un «normale» lavoro di tanti bravi insegnanti (che rimane silenziale);
- la scuola italiana è molto «libresca»: non vede il contesto, non porta gli alunni fuori dalle proprie aule, non aiuta a far leggere il paesaggio;
- però abbiamo una esperienza significativa che dura da oltre 60 anni che va nella direzione auspicata.



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### Le indicazioni nazionali per il curricolo della scuola dell'infanzia e del primo ciclo d'istruzione (2012)



Nascono da cose che sono avvenute negli anni '50 e '60: il movimento della cooperazione educativa.

«Le indicazioni nazionali per il curricolo» dicono cosa si deve fare a scuola dai 3 ai 14 anni per ciascuna disciplina: italiano, storia, geografia, etc...



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### Le indicazioni nazionali per il curricolo della scuola dell'infanzia e del primo ciclo d'istruzione (Aggior.to 2018)

In coerenza con

- la Raccomandazione del Parlamento Europeo e del Consiglio dell'UE del 18.12.2006;
- aggiornate a febbraio del 2018 sulla base di quanto indicato dal Consiglio d'Europa con il documento pubblicato nel 2016: "Competences for democratic culture. Living together as equals in culturally diverse democratic societies";
- "(...) intendono promuovere e consolidare le competenze culturali basilari e irrinunciabili tese a sviluppare progressivamente, nel corso della vita, le competenze-chiave europee, nel corso della formazione di base per consentire una corretta convivenza democratica;
- "Le otto competenze chiave europee, sono quelle di cui tutti hanno bisogno per la realizzazione e lo sviluppo personali, la cittadinanza attiva, l'inclusione sociale e l'occupazione" e si caratterizzano come competenze per la vita;



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### Le indicazioni nazionali per il curricolo della scuola dell'infanzia e del primo ciclo d'istruzione (Aggior.to 2018)

Gli ambiti della storia e della geografia, contribuiscono all'educazione al patrimonio culturale e alla cittadinanza attiva:

"Cittadinanza e Costituzione" porre le basi per l'esercizio della cittadinanza attiva Obiettivi irrinunciabili dell'educazione alla cittadinanza sono:

- la costruzione del senso di legalità
- lo sviluppo di un'etica della responsabilità
- dovere di scegliere e agire in modo consapevole per il miglioramento del proprio contesto di vita, a partire dalla vita quotidiana a scuola, buon uso dei luoghi, la cura del giardino o del cortile, ecc.

L'insegnamento e l'apprendimento della storia:

- far scoprire agli alunni il nesso tra le tracce e le conoscenze del passato, far usare con metodo le fonti archeologiche, museali, iconiche, archivistiche, far apprezzare il loro valore di beni culturali.
- in tal modo l'educazione al patrimonio culturale fornisce un contributo fondamentale alla cittadinanza attiva."



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### Le indicazioni nazionali per il curricolo della scuola dell'infanzia e del primo ciclo d'istruzione (Aggior.to 2018)

- La geografia rappresenta una "cerniera" tra le discipline umanistiche e quelle scientifiche:

(...) "È disciplina "di cerniera" per eccellenza poiché consente di mettere in relazione temi economici, giuridici, antropologici, scientifici e ambientali di rilevante importanza per ciascuno di noi. (...)

(...) La conoscenza e la valorizzazione del patrimonio culturale ereditato dal passato, con i suoi "segni" leggibili sul territorio, si affianca allo studio del paesaggio, contenitore di tutte le memorie materiali e immateriali, anche nella loro proiezione futura. Tali percorsi consentono sintesi con la storia e le scienze sociali, con cui la geografia condivide pure la progettazione di azioni di salvaguardia e di recupero del patrimonio naturale, affinché le generazioni future possano giovare di un ambiente sano.



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### Le indicazioni nazionali per il curricolo della scuola dell'infanzia e del primo ciclo d'istruzione (Aggiornato 2018)

#### Le Arti per la cittadinanza

- Le discipline artistiche sono fondamentali per lo sviluppo armonioso della personalità e per la formazione di una persona e di un cittadino capace di esprimersi con modalità diverse, di fruire in modo consapevole dei beni artistici, ambientali e culturali, riconoscendone il valore per l'identità sociale e culturale e comprendendone la necessità della salvaguardia e della tutela.
- La familiarità con immagini di qualità ed opere d'arte sensibilizza e potenzia nell'alunno le capacità creative, estetiche ed espressive, rafforza la preparazione culturale e contribuisce ad educarlo a una cittadinanza attiva e responsabile. In questo modo l'alunno si educa alla salvaguardia e alla conservazione del patrimonio artistico e ambientale a partire dal territorio di appartenenza. (...)



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### Le indicazioni nazionali per il curricolo della scuola dell'infanzia e del primo ciclo d'istruzione (2012)

#### La scuola nel nuovo scenario

Il "paesaggio" educativo è diventato estremamente complesso.

- Le funzioni educative sono meno definite di quando è sorta la scuola pubblica;
- Diventati più faticosi i processi di identificazione e differenziazione da parte di chi cresce e anche i compiti della scuola in quanto luogo dei diritti di ognuno e delle regole condivise;
- Sono mutate le forme di società spontanee, dello stare insieme e crescere tra bambini e ragazzi;
- L'orizzonte territoriale della scuola si allarga;
- Ogni specifico territorio possiede legami con le varie aree del mondo e con ciò stesso costituisce un microcosmo che su scala locale riproduce opportunità, interazioni, tensioni, convivenze globali;
- Alla scuola spetta il compito fornire supporti adeguati affinché ogni persona sviluppi un'identità consapevole e aperta.



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### STATI GENERALI DEL PAESAGGIO

#### Sessione quinta: educazione, formazione e partecipazione Sintesi (Prof. Carandini)

- Cultura del paesaggio in Italia debole rispetto al prevalere della cultura del patrimonio storico-artistico e monumentale che è forte
- Paesaggio patrimonio naturale-storico fatto di singolarità ma considerate nel suo insieme, nel suo contesto, nel suo sistema:

«DIVERSI ELEMENTI CHE DEVONO LEGARSI A UN TUTTO COERENTE»

Ciò che manca alla base di una trasformazione culturale:  
LA RIFORMA DEL MINISTERO ESIGE UN GRANDE MUTAMENTO CULTURALE  
Mettere insieme gli SPECIALISMI in un grande lavoro di gruppo  
COME IN UNA ORCHESTRA

Nelle scuole bisognerebbe insegnare una materia:  
«Promozione e tutela del paesaggio e del patrimonio storico-artistico»



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### Per una nuova stagione

- La partecipazione della società civile alle questioni sul paesaggio tramite la promozione culturale sta migliorando come indicano anche le adesioni alle manifestazioni;
- La separazione tra le istituzioni e la società civile è ancora enorme;
- Serve una moltiplicazione dei ponti tra le istituzioni ed il popolo avvalendosi delle innumerevoli associazioni ed organizzazioni che felicemente animano «l'Italia dei Luoghi»;
- Un Dialogo tra istituzioni – gruppi-cooperative-associazioni-fondazioni e osservatori del paesaggio.



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### Per una nuova stagione

- Una grande stagione di ascolto e di «uso» del popolo al fine di un interesse generale;
- Mettere in relazione i «paesaggi mentali» degli italiani che non conosciamo con i «paesaggi culturali e storici» del Paese che stanno continuamente degradandosi e che abbiamo l'obbligo di salvare
- La Coscienza dei luoghi, quindi, nello Stato E Nei Cuori Per Rigenerare Il Nostro Paese



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### Architettura e democrazia. Paesaggio, città, diritti civili (Settis)

«Paesaggio Teatro Della Democrazia»  
«Luogo da vivere e non solo da vedere»

E' necessario un vero patto generazionale che individui le generazioni future come cittadini necessari nell'orizzonte della moralità, della deontologia professionale e del diritto

Paesaggio come «costruzione sociale»

Il paesaggio oltre i «pensieri disgiunti»



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### 1^ Giornata Nazionale del Paesaggio



14 marzo 2017

La presentazione degli esiti dell'ultima edizione del 2016-2017 ha coinciso volutamente con la manifestazione organizzata nella sede centrale del Ministero, in occasione della prima **Giornata nazionale del Paesaggio**, istituita dal Ministro dei beni e delle attività culturali e del turismo con il **decreto ministeriale del 7 ottobre 2016, no. 457**

Il DM n. 457/2016 istituisce anche **Il Premio Nazionale del Paesaggio**  
«... con l'obiettivo di incentivare la collettività nazionale all'elaborazione di mirate attività progettuali per la conoscenza, la formazione, la fruizione, la promozione, la riqualificazione del paesaggio ...»

La **Direzione generale Archeologia, belle arti e paesaggio**: struttura responsabile della pubblicazione, della selezione delle proposte di candidatura e di ogni altra attività organizzativa necessaria per l'assegnazione dello stesso Premio.



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#### Scopo della Carta nazionale del paesaggio:

indicare una strategia per l'attuazione dei valori fondamentali espressi nell'articolo 9 della Costituzione, che coniughi tutela e valorizzazione del paesaggio con forme compatibili di sviluppo durevole, equo e diffuso.

- Gestire le sue trasformazioni attraverso un impianto normativo coordinato ed efficace ai diversi livelli di governo;
- Educare alla bellezza del paesaggio, promuovere la conoscenza e la coscienza del paesaggio come valore storico, culturale, estetico, civico e sociale presso cittadini, istituzioni e operatori economici.
- Attuare politiche di valorizzazione del paesaggio come occasione e volano di sviluppo sostenibile. Sono alcune tra le più importanti scelte che il nostro Paese dovrà compiere con urgenza, anche per rimediare agli errori del passato.



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Propone alcune sintetiche indicazioni programmatiche a chi avrà la responsabilità di condurre il nostro Paese nei prossimi decenni; individua tre obiettivi strategici e per ciascuno di essi alcune azioni:

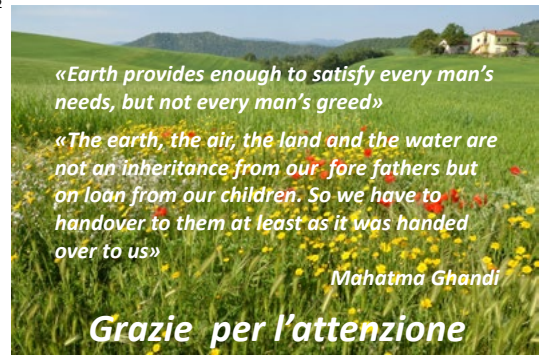
1. promuovere nuove strategie per governare la complessità del paesaggio;
2. promuovere l'educazione e la formazione alla cultura e alla conoscenza del paesaggio;
3. Tutelare e valorizzare il paesaggio come strumento di coesione, legalità, sviluppo sostenibile e benessere, anche economico.



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*«Earth provides enough to satisfy every man's needs, but not every man's greed»*

*«The earth, the air, the land and the water are not an inheritance from our fore fathers but on loan from our children. So we have to handover to them at least as it was handed over to us»*

*Mahatma Ghandi*

**Grazie per l'attenzione**



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# The National Landscape Charter of Italy

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## Italy

**Mr Giovanni Manieri Elia**

*Senior Officer, Landscape and Quality Management Department,  
Ministry of Cultural Heritage and Activities, Italy*

Powerpoint presentation  
<https://rm.coe.int/16808e5302>

Arch. Giovanni Manieri Elia

**- Carta nazionale del paesaggio**  
**- Introduzione al progetto Raccontami un paesaggio**



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**CARTA NAZIONALE DEL PAESAGGIO**  
*Elementi per una Strategia per il paesaggio italiano*



Nasce come conclusione di un lungo percorso di riflessione svolto in occasione degli Stati Generali del Paesaggio, convegno di due giornate, svoltosi nell'ottobre 2017 a Roma e sulla base di una ricognizione sullo stato del paesaggio in Italia redatto dalla nostra Direzione Generale



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**CARTA NAZIONALE DEL PAESAGGIO**  
*Elementi per una Strategia per il paesaggio italiano*

Scopo della Carta nazionale del paesaggio: indicare una strategia per l'attuazione dei valori fondamentali espressi nell'art. 9 della Costituzione, che coniughi tutela e valorizzazione del paesaggio con forme compatibili di sviluppo durevole, equo e diffuso.

Propone alcune sintetiche indicazioni programmatiche a chi avrà la responsabilità di condurre il nostro Paese nei prossimi decenni; Individua tre obiettivi strategici e per ciascuno di essi alcune azioni:

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**CARTA NAZIONALE DEL PAESAGGIO**  
*Elementi per una Strategia per il paesaggio italiano*

- 1 Promuovere nuove strategie per governare la complessità del paesaggio.
- 2 Promuovere l'educazione e la formazione alla cultura e alla conoscenza del paesaggio.
- 3 Tutelare e valorizzare il paesaggio come strumento di coesione, legalità, sviluppo sostenibile e benessere, anche economico.

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**Promuovere l'educazione e la formazione alla cultura e alla conoscenza del paesaggio**

Il paesaggio rappresenta la parte del patrimonio culturale più estesa e compiuta: il paesaggio è cultura.

- La cultura del paesaggio stenta ad affermarsi perché non è chiaro cosa sia: la complessità del suo significato lo rende ai più una parola vuota, che contiene tutto e niente, un concetto inafferrabile, lontano.
- Educare al paesaggio significa rafforzare l'identità e il senso di appartenenza della comunità affinché questa riconosca il valore dello straordinario patrimonio collettivo del nostro Paese e operi attivamente per la sua tutela.
- Consapevolezza e coinvolgimento sono indispensabili per la salvaguardia dei beni comuni e il riconoscimento di una responsabilità collettiva è fondamentale per prevenire il degrado dei contesti urbani, rurali e naturali, per proteggere il patrimonio storico-artistico e per arginare il rischio idrogeologico di un territorio fragile come quello italiano.

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**Azioni**

*Promuovere la cultura del paesaggio quale bene comune per la creazione di una coscienza civica diffusa.*

**Strumenti**

- Sostegno a iniziative e programmi promossi da scuole, associazioni ambientaliste, osservatori locali del paesaggio, ecomusei e altri soggetti pubblici o del terzo settore volti alla sensibilizzazione, all'educazione, alla lettura e alla comprensione del paesaggio e delle sue trasformazioni.
- Rafforzamento del ruolo degli Osservatori nazionali, regionali, locali e tematici del paesaggio quali tramite per la promozione della cultura del paesaggio ed efficaci strumenti per sostenerne la tutela.

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**Azioni**

*Promuovere le tematiche del paesaggio nella formazione universitaria e postuniversitaria, e prevedere percorsi di aggiornamento sulle trasformazioni del paesaggio per l'istituzione di figure specialistiche, in particolare per la Pubblica Amministrazione.*

**Strumenti**

Accordi MiBAC, Ministero dell'Istruzione (MIUR), Atenei per promuovere la formazione universitaria in materia di paesaggio:

- sulle politiche per il paesaggio;
- sulla pianificazione paesaggistica;
- sulla valutazione degli effetti sul paesaggio delle trasformazioni alle diverse scale;
- sull'inserimento dei progetti edilizi e infrastrutturali nei contesti paesaggistici;
- sulle metodologie di analisi e comprensione dei valori del paesaggio.

Accordi MiBAC, MIUR, Atenei, Scuola nazionale dell'amministrazione (SNA), Scuola nazionale del Patrimonio (MiBAC), Enti locali, Ordini professionali ecc.

- per promuovere percorsi di formazione post-universitaria in materia di paesaggio rivolti agli amministratori pubblici, ai tecnici delle Amministrazioni, ai professionisti

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**Il progetto "Raccontami un paesaggio"**

Iniziativa congiunta di:

- due Direzioni Generali del MiBAC (DG Archeologia Belle Arti e Paesaggio e DG Educazione e Ricerca)
- Regioni Calabria e Basilicata
- Dipartimento di Scienze Storiche, Geografiche e dell'Antichità dell'Università di Padova,
- altri enti, associazioni (AIAPP) ed istituzioni

propone una logica di sistema che attraverso l'analisi delle esperienze già in essere promuova una più ampia riflessione sugli strumenti e le metodologie per l'educazione al paesaggio sia attraverso iniziative formative che con iniziative educative rivolte prioritariamente alla fascia d'età 3 -10 anni (scuola e famiglie).

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DI PADOVA

RACCONTAMI UN PAESAGGIO

Caricare il questionario incompleto Uscire e ripulire l'indagine

### RACCONTAMI UN PAESAGGIO

**Questionario sulle attività di educazione e formazione al paesaggio.**

In linea con quanto auspicato dalla Convenzione Europea del Paesaggio, l'Università degli Studi di Padova e il Ministero dei Beni e delle Attività Culturali del Turismo hanno avviato un percorso di ricerca per elaborare una risposta ai 4 più possibili approcci della realtà che operano nel campo dell'educazione e della formazione al paesaggio: delle tipologie di progetti realizzati nei diversi livelli e delle metodologie adottate, al fine di riflettere sulle loro caratteristiche, sulle specificità e sulle criticità più frequentemente affrontate nonché per poterne valutare le condizioni a scala nazionale ed europea.

Il presente questionario mira a raccogliere informazioni sulle iniziative di educazione e di formazione che hanno come tema centrale il paesaggio e che vengono realizzate in Italia da parte di molteplici soggetti, secondo diversi approcci e con varie metodologie.

Seguendo le norme etiche della ricerca, verrà garantito l'anonimato delle persone coinvolte e i dati verranno utilizzati e diffusi unicamente per motivi di ricerca.

**La raccolta dati si compone di tre gruppi di domande:**

1. Anagrafica del soggetto promotore: contenente i dati dell'ente che promuove le attività;
2. progetti educativi: riguardanti le attività educative;
3. attività di formazione: riguardanti i percorsi di tipo formativo rivolti a docenti e operatori.

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RACCONTAMI UN PAESAGGIO

Caricare il questionario incompleto Uscire e ripulire l'indagine

Il Paragrafo riguarda:

	PER NIENTE	POCO	ABBASTANZA	MOLTO	Non so
le diverse tipologie di paesaggio relative ai diversi ambienti territoriali	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l'analisi del territorio locale nel suo complesso	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i paesaggi delle diverse culture del mondo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
le caratteristiche naturali del contesto locale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gli elementi antropici presenti in un luogo/area specifica	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
le forme e i colori che possiamo osservare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i suoni, gli odori e i gusti del paesaggio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i paesaggi di grande rilevanza storica, artistica, culturale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
la vegetazione, i giardini e le aree verdi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
le rappresentazioni del paesaggio nelle arti figurative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i paesaggi eccezionali (di grande valore) o in particolare situazione di degrado	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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## struttura del questionario online

Anagrafica del soggetto promotore

Dati sui progetti educativi (massimo 5)

Dati sulle attività di formazione (massimo 3)

Tropea  
3 - 4 ottobre 2018  
"Landscape and education"

## Perché una ricognizione?

per capire

**CHI**  
fa educazione e formazione al paesaggio  
in Italia

ma anche  
**DOVE / QUANDO / PERCHÉ / COME**

Tropea  
3 - 4 ottobre 2018  
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## Tipologie di progetti e attività considerate

Per progetto educativo si intende una attività di educazione e sensibilizzazione rivolta direttamente ai cittadini, nell'ambito sia di attività scolastiche che di attività extrascolastiche.

Per attività di formazione si intende invece una attività di formazione o aggiornamento rivolta a docenti o al personale che realizza attività educative in ambito extrascolastico.




Tropea  
3 - 4 ottobre 2018  
"Landscape and education"



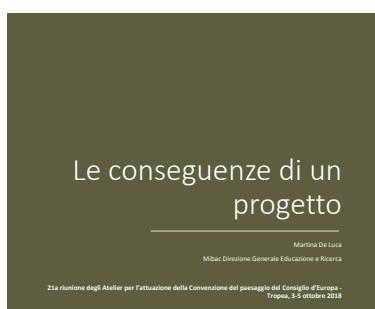
# Landscape and education in Italy: the consequences of a project, the European Year of Cultural Heritage 2018

## Italy

**Mrs Martina De Luca**

*Senior Officer, Directorate General of Education and Research,  
Ministry of Cultural Heritage and Activities, Italy*

Powerpoint presentation  
<https://rm.coe.int/16808e5301>



## Il gruppo di ricerca

Università  
Esperti di paesaggio  
Esperti di educazione al patrimonio  
..... i soggetti che hanno risposto al questionario

## Cosa ci dice la ricerca?

preponderanza di progetti educativi  
minore interesse per le attività di formazione  
destinatario privilegiato: la scuola  
attivismo dei musei



## Cosa ci dice la ricerca?

interesse, partecipazione, qualità e varietà dei progetti .....

- minore attenzione ai processi di trasformazione del paesaggio
- forte relazione tra l'educazione al paesaggio e l'educazione alla cittadinanza

## Il paesaggio spazio dell'educazione

formazione

innovare la relazione con la scuola

nuove alleanze



Educazione al patrimonio  
educazione al paesaggio  
educazione ambientale



## Il paesaggio tra conservazione e trasformazione

Educazione al paesaggio e sviluppo sostenibile



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

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## Italy

**Mrs Margherita Cisani**

*Researcher in the Department of Historical, Geographical and Ancient Sciences,  
University of Padova, Italy*

**T**hank 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 Padova. 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 citizens 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 aims 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 European Landscape 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. Moreover, landscape education 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:

- ▶ consider 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;

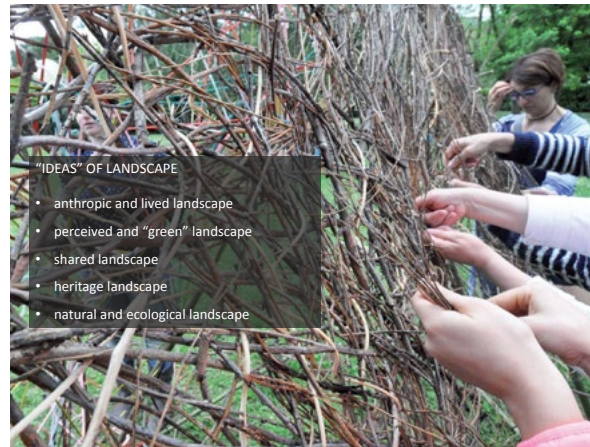
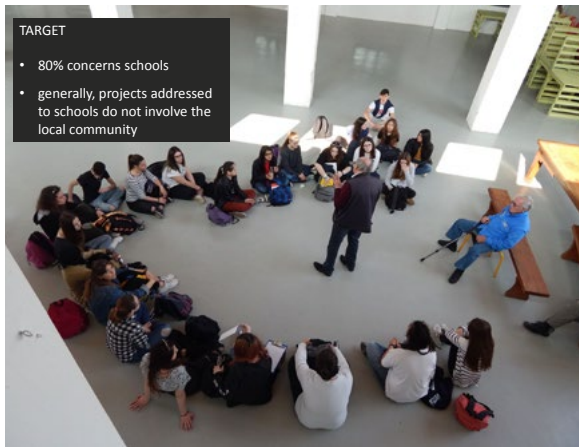
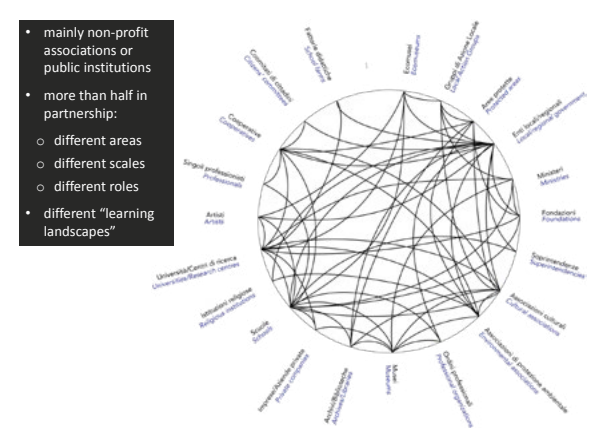
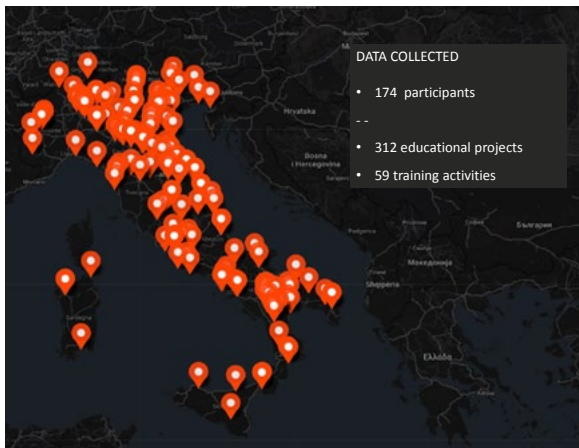
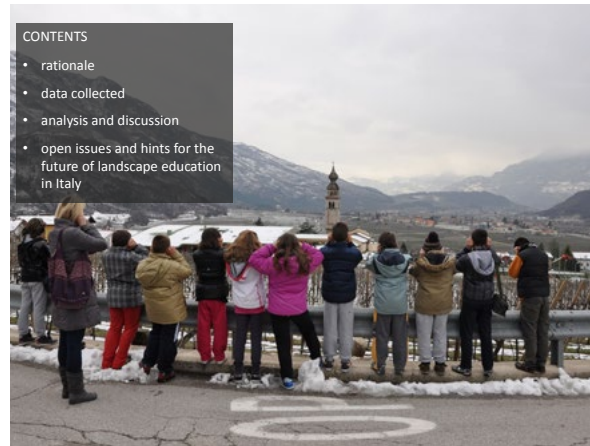
- ▶ foster participation with a diversity of actors and stakeholders who protect, manage and transform landscapes and give space to present their experiences inside an educational or training activity;
- ▶ seize the potentialities of landscape observatories (too often underestimated);
- ▶ recognise the 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.

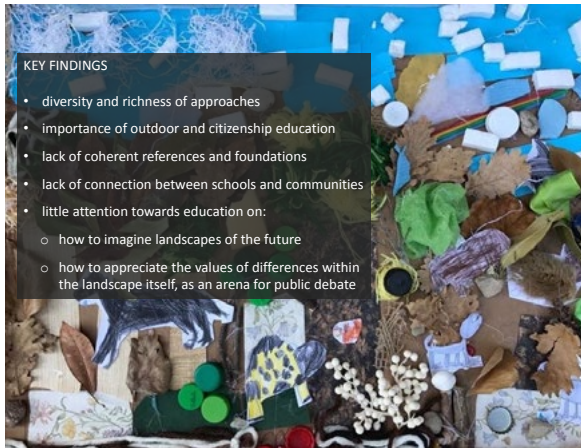
On the subject of communication and dissemination, the results of this research are shown in this Meeting, in an exhibition with 10 posters and an interactive map of the actors who participated in this project. Let me express our gratitude to the Ministry and to the Region of Calabria for making this possible: I hope you will enjoy it!

Thank you for your attention.

Powerpoint presentation  
<https://rm.coe.int/16808de32a>

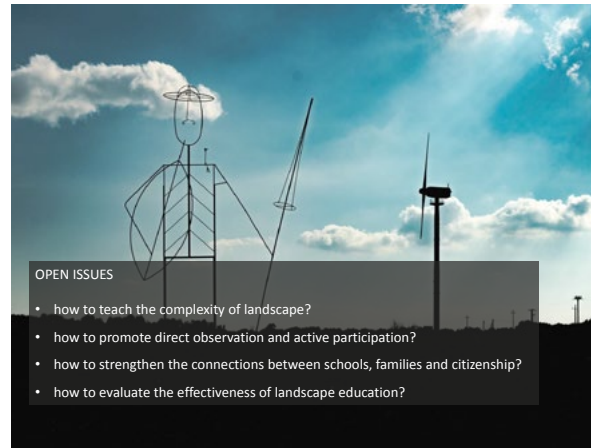






**KEY FINDINGS**

- diversity and richness of approaches
- importance of outdoor and citizenship education
- lack of coherent references and foundations
- lack of connection between schools and communities
- little attention towards education on:
  - how to imagine landscapes of the future
  - how to appreciate the values of differences within the landscape itself, as an arena for public debate



**OPEN ISSUES**

- how to teach the complexity of landscape?
- how to promote direct observation and active participation?
- how to strengthen the connections between schools, families and citizenship?
- how to evaluate the effectiveness of landscape education?



**HINTS FOR THE FUTURE OF LANDSCAPE EDUCATION IN ITALY**

- propose the landscape in a systemic, diachronic and intersubjective - intercultural way;
- invest in teacher training and educator training;
- pay attention to the ordinary landscapes;
- activate participants (experiential, problem based, cooperative, etc.);
- foster the richness and diversity of actors and stakeholders and give space to their experiences;
- seize the potentialities of Landscape Observatories;
- recognise the peculiarities of landscape education and its connection with other forms of education;
- collect feedback and adopt a reflexive approach for the evaluation and self- evaluation of activities;
- communicate and disseminate results and outputs.



**EXHIBITION OF THE RESULTS**

- 10 posters
- 1 interactive map



**THANKS FOR YOUR ATTENTION!**

Margherita Cisani  
 DISSGeA, University of Padua  
 margherita.cisani@unipd.it

# Promoting landscape education

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## Italy

**Mr Antonio Dattilo**

*Senior Official, Department of the Presidency of the Region of Calabria,  
Rome Delegation, Italy*

**P**er promuovere la sostenibilità delle città e dei paesaggi, rivolgendo particolare attenzione al rapporto esistente tra diritti dell'infanzia, contesto urbano, paesaggio, sviluppo e ambiente, possiamo considerare quanto previsto in particolare: dalla Convenzione delle Nazioni Unite (ONU) sui diritti dell'infanzia (New York 1989), dalla Carta delle Città educative di Barcellona (Barcellona 1990), dall'Earth Summit di Rio de Janeiro (1992) e l'attivazione di Agenda XXI, dalla Carta di Aalborg (Aalborg 1994) o dalla Conferenza delle Nazioni Unite sugli insediamenti umani, Habitat II (Istanbul, 1996) che ha lanciato il progetto "Child-friendly Cities" ed infine dalla Carta di Lipsia sulle città Europee Sostenibili (Lipsia 2007).

La Convenzione europea del paesaggio, aperto per la firma a Firenze il 20 ottobre 2000 ed entrata in vigore il 1° marzo 2004, ha quale obiettivo la promozione della protezione e la gestione dei paesaggi europei, nonché l'organizzazione della cooperazione europea in tale ambito.

In particolare l'articolo 6 della Convenzione individua l'accrescimento della sensibilizzazione della società civile, con particolare riguardo verso le giovani generazioni, al valore dei paesaggi, al loro ruolo e alla loro trasformazione, tra i principi fondamentali.

La Regione Calabria per promuovere ed attuare i principi della Convenzione europea del paesaggio, il 30/05/2006 ha aderito, come membro fondatore, alla Rete europea per l'attuazione della Convenzione e successivamente (giugno 2006), ha promosso la sottoscrizione, tra vari soggetti istituzionali, della Carta Calabrese del Paesaggio nella quale tra i vari impegni è espressamente richiamata l'attuazione di tutte le misure specifiche previste dall'articolo 6 della Convenzione europea del paesaggio.

In questi ultimi anni ha messo in atto una strategia volta a generare una forte e determinante innovazione in materia di urbanistica e governo del territorio in Calabria, considerando che tra i tematismi fondanti il nuovo processo della pianificazione urbanistica e territoriale della Calabria, nel rispetto di quanto dettato dalla Convenzione europea del paesaggio si è assegnato al paesaggio un ruolo fondamentale in quanto componente essenziale del contesto di vita delle popolazioni, infatti come previsto dall'articolo 6, tra le misure specifiche previste per la sua applicazione, la Convenzione individua l'accrescimento della sensibilizzazione della società civile al valore dei paesaggi, al loro ruolo e alla loro trasformazione.

La Legge urbanistica regionale ed il Quadro territoriale regionale paesaggistico danno un ampio spazio, nella fase della redazione degli strumenti di pianificazione, alla partecipazione anche dei cittadini, attraverso la costituzione di specifici laboratori di partecipazione, promuovendo i principi dello sviluppo sostenibile, della sussidiarietà e della città per tutti (anziani, donne, bambini e portatori di handicap).

Dall'inizio dell'anno 2016, si è costituito un gruppo di lavoro interistituzionale composto da rappresentanti del Ministero dei beni e delle attività culturali e della Regione Calabria finalizzati alla realizzazione di uno specifico progetto "Raccontami un paesaggio", sull'educazione al paesaggio rivolto alle giovanissime generazioni.

Inoltre grazie al "Programma per la diffusione nelle scuole primarie e secondarie della cultura del paesaggio e dell'identità dei paesaggi calabresi", la Regione Calabria, il 14 marzo scorso è stata tra i protagonisti della Giornata nazionale del paesaggio, istituita dal Ministero dei beni e delle attività culturali e del turismo per promuovere la cultura paesaggistica come valore identitario italiano, aggiudicandosi la Menzione tematica del Premio del paesaggio italiano per la sezione "Inclusione sociale, ritorno delle nuove generazioni alla cura del territorio".

## Obiettivi

L'obiettivo delle attività congiunte da realizzare attraverso la realizzazione della XXI Riunione degli Ateliers del Consiglio d'Europa è la diffusione e la divulgazione della cultura del paesaggio così come enunciato dalla Convenzione europea del paesaggio e quindi affermare tra le giovanissime generazioni la cultura della salvaguardia e tutela del paesaggio e dello sviluppo sostenibile, accrescere e stimolare una maggiore interazione tra i giovanissimi e i luoghi di appartenenza, e non solo, siano essi, spazi urbani, periurbani e rurali, gli spazi della vita quotidiana e il territorio come fonte di benessere fisico e psicologico, il paesaggio della memoria, delle tradizioni e dell'integrazione tra culture diverse, la divulgazione della democrazia e del rapporto con le istituzioni.

Ulteriori obiettivi generali sono:

- ▶ promuovere ed attuare i principi della Convenzione europea del paesaggio, in particolare l'attuazione di tutte le misure specifiche previste dall'articolo 6, che tra le misure specifiche previste per la sua applicazione, individua l'accrescimento della sensibilizzazione della società civile al valore dei paesaggi, al loro ruolo e alla loro trasformazione;
- ▶ affermare tra i giovani la cultura della salvaguardia e tutela del paesaggio e dello sviluppo sostenibile, e stimolare una maggiore interazione tra i giovani, gli spazi urbani, il territorio, il paesaggio e le istituzioni;
- ▶ sensibilizzare ed educare gli alunni delle scuole primarie e secondarie ai valori del paesaggio;
- ▶ costruire, in primo luogo per la scuola, occasioni per conoscere, gestire e valorizzare il paesaggio, la propria identità e storia, le risorse, i luoghi, gli itinerari, i saperi, i prodotti materiali, artigianali, artistici e culturali, le possibilità di prendersi cura in modo partecipato del proprio territorio;
- ▶ avviare un processo di formazione integrale degli alunni: emozioni, valori, saper fare, saper essere cittadini nell'ambito della convivenza civile;
- ▶ condividere iniziative e forme di partecipazione dove gli alunni siano protagonisti;
- ▶ promuovere azioni di tutela e gestione del proprio territorio;
- ▶ indurre i giovani ad occuparsi della cosa-pubblica (scuola, quartiere, città-territorio, paesaggio) e a diventare parte attiva nei processi di conservazione e trasformazione dei territori;
- ▶ sviluppare, fin dalla prima età scolare, processi sempre più ampi di attenzione e responsabilità nei confronti dei valori della cultura del paesaggio;
- ▶ individuare percorsi didattico formativo/educativo proponendo argomenti e lezioni

che possano portare i docenti e gli alunni ad indagare:

- il contatto con il paesaggio,
  - la dimensione temporale della natura, il ciclo delle stagioni,
  - la storia dei luoghi,
  - il risveglio della curiosità e l'educazione allo sguardo, con la convinzione che la trasmissione di saperi e di esperienze costituisce una risorsa fondamentale per la comunità e per la salvaguardia dell'identità culturale del paesaggio;
- ▶ promuovere la consapevolezza del paesaggio come una componente fondamentale del patrimonio naturale e culturale dei nostri Territori e della nostra identità culturale.

In maniera più attiva si potrebbero elaborare supporti didattici, come è stato fatto per il "Programma per la diffusione nelle scuole primarie e secondarie della cultura del Paesaggio e dell'identità dei paesaggi calabresi", ad esempio Kit multimediali di lezioni tematiche utili ai docenti per programmare attività formative composto da:

- ▶ Guida per i docenti (la metodologia da seguire osservando, studiando, riproducendo, fotografando il paesaggio; le proposte preliminari di lezioni, le schede operative di ausilio alla programmazione didattica);
- ▶ Schede grafiche che evidenzino i caratteri identitari dei paesaggi relativi al proprio territorio;
- ▶ Diario di bordo per raccogliere le osservazioni, le riflessioni, le immagini relative alle uscite didattiche;
- ▶ Pen-drive o altri supporti informatici contenenti le schede operative sui diversi paesaggi individuati nel proprio territorio (es. lettura strutturale del paesaggio rurale (pianura, collina, montagna), lettura strutturale del paesaggio costiero, lettura strutturale del paesaggio industriale/urbano.

## Azioni

Le amministrazioni competenti dovrebbero condividere con le scuole: riferimenti normativi, documenti di indirizzo, indicazioni di pubblicazioni specifiche inerenti le possibili relazioni tra le tematiche di salvaguardia, tutela e gestione del paesaggio ed i percorsi didattici degli allievi.

Gli istituti scolastici potrebbero affrontare le tematiche relative alla cultura del paesaggio per programmare le attività didattiche e con gli alunni studiare, approfondire e mettere in pratica i seguenti argomenti:

- ▶ la percezione, la conoscenza, la valorizzazione e tutela del paesaggio;

- ▶ i principi e i fondamenti della pianificazione paesaggistica (sostenibilità, partecipazione, sussidiarietà, "Paesaggio di tutti");
- ▶ la partecipazione ai processi di valorizzazione e tutela del paesaggio, con particolare riguardo verso i "Paesaggi del dissesto" originati anche dall'interazione di interventi antropici realizzati in particolari condizioni oromorfologiche e idrogeologiche;
- ▶ la qualità del paesaggio urbano e naturale (gli spazi pubblici, i giardini, il centro storico, paesaggio ideale e virtuale);
- ▶ la conoscenza dei piccoli centri, abbandonati e non, localizzati nelle aree interne, che rappresentano la maggioranza dei centri minori densi di storia, identità e dei valori testimoniali della cultura dei popoli che li abitano;
- ▶ la sostenibilità urbana (fruibilità e praticabilità degli spazi – accessibilità e abbattimento barriere architettoniche, potenziamento aree verdi, mobilità);
- ▶ condivisione tra le nuove generazioni una cultura attenta ai valori della qualità del paesaggio;
- ▶ diffusione in maniera pratica dei principi posti alla base della Convenzione europea del paesaggio come la partecipazione e la sostenibilità per occuparsi della cosa-pubblica e a diventare parte attiva nei processi di conservazione e trasformazione dei territori.

### **Conclusioni: identità, partecipazione, responsabilità**

Per realizzare quanto detto è indispensabile il coinvolgimento dei territori, per dare vita ad una nuova fase partecipativa ad esempio attraverso lo strumento dei Forum di partecipazione paesaggio realizzati per sollecitare un processo di presa di coscienza dei luoghi e della loro salvaguardia da parte delle comunità locali.

Il Forum di paesaggio è uno strumento di partecipazione diretta da parte dei cittadini che recentemente ha avuto un notevole sviluppo in Europa. La Regione Calabria ha utilizzato questo strumento per dare avvio al processo di partecipazione per l'elaborazione e l'approvazione del Quadro territoriale regionale paesaggistico.

Gli obiettivi raggiunti hanno confermato la constatazione che la pianificazione territoriale abbia

inevitabilmente ricadute, in termini di effetti/impatto/trasformazioni sul paesaggio, causandone tutela o degrado e quella paesaggistica ha sua volta incidenza sulle caratteristiche di un determinato territorio e dei processi che ne hanno definito le forme, riguardo soprattutto ai fattori naturali, storici -culturali e alle attitudini ad abitarlo.

Tutto questo evidenzia la stretta e profonda interrelazione tra territorio e paesaggio. Proprio in tal senso il governo del paesaggio nel progetto di pianificazione da una parte favorisce la ricostruzione delle relazioni tradizionalmente esistenti tra società e territorio dall'altra rafforza il sentimento di appartenenza e di radicamento, facilitando la conservazione delle singolarità dei luoghi e delle diversità territoriali in generale.

La sostenibilità del paesaggio naturale, culturale, urbano può essere raggiunta attraverso il riconoscimento da parte delle Amministrazioni centrali e locali dei bisogni/valori essenziali espressi dai soggetti più sensibili, con particolare riferimento ai bambini, e la sostenibilità ambientale, sociale, urbana può essere raggiunta anche attraverso la diffusione di attività e strumenti che valorizzano il ruolo delle nuove generazioni e delle popolazioni nelle dinamiche delle scelte pianificatorie e programmatiche ad esse correlate.

Per invertire la tendenza in atto di degrado del territorio e del paesaggio e l'assenza di qualità dei tessuti urbani e dell'edilizia e affermare una nuova cultura del paesaggio per il governo del territorio e delle città, verso la sostenibilità e la qualità paesaggistica, è fondamentale coinvolgere le generazioni più giovani e la collettività tutta attraverso attività di educazione, di sensibilizzazione, di partecipazione, creando reti con il coinvolgimento diretto delle scuole, delle università, delle associazioni ambientaliste, di tutti i soggetti interessati, sulle tematiche relative alla protezione, gestione, trasformazione, conservazione, dei nostri paesaggi.

*"Capire l'ambiente in cui si vive, permette di sapere come agire, come fare dei buoni gesti, come consentire l'emergere di un futuro felice."*

*G. Clément*

Powerpoint presentation  
<https://rm.coe.int/16808e5303>

21a Riunione degli Ateliers del Consiglio d'Europa per l'applicazione della Convenzione Europea del Paesaggio.

"Paesaggio e Educazione"

Tropea, Italia, 3-5 Ottobre 2018

**PROMUOVERE UN'EDUCAZIONE ALLA CULTURA DEL PAESAGGIO**

Arch. Antonio Dattilo  
Regione Calabria - Dipartimento Presidenza



**Verso uno "Sviluppo PAESAGGISTICO Sostenibile"**

Promuovere la sostenibilità delle Città e dei Paesaggi rivolgendo particolare attenzione al rapporto esistente tra diritti dell'infanzia, contesto urbano, paesaggio, sviluppo e ambiente, come previsto in particolare: dalla Convenzione ONU sui diritti dell'infanzia (New York 1989); dalla carta delle città educative di Barcellona (Barcellona 1990); dall' Earth summit di Rio de Janeiro (RIO 1992) e attivazione di Agenda XXI; dalla carta di Aalborg (Aalborg 1994); dalla Conferenza delle Nazioni Unite sugli insediamenti umani, Habitat II (Istanbul, 1996) che ha lanciato il progetto Child friendly cities; dalla Carta di Lipsia sulle città Europee Sostenibili (Lipsia 2007).

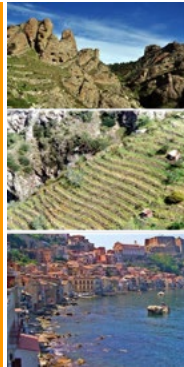
La Convenzione Europea del Paesaggio, adottata a Firenze il 20 ottobre 2000 ed entrata in vigore il 1° marzo 2004, ha quale obiettivo la promozione della protezione e la gestione dei paesaggi europei, nonché l'organizzazione della cooperazione europea in tale ambito. In particolare l'art. 6 della Convenzione individua l'accrescimento della sensibilizzazione della società civile, con particolare riguardo verso le giovani generazioni, al valore dei paesaggi, al loro ruolo e alla loro trasformazione, tra i principi fondamentali.



La Regione Calabria per promuovere ed attuare i principi della Convenzione Europea del Paesaggio, il 30/05/2006 ha aderito, come membro fondatore, alla RECEP (Rete Europea per l'attuazione della Convenzione Europea del Paesaggio) e successivamente (giugno 2006), ha promosso la sottoscrizione, tra vari soggetti istituzionali, della Carta Calabrese del Paesaggio nella quale tra i vari impegni è espressamente richiamata l'attuazione di tutte le misure specifiche previste dall'art. 6 della Convenzione.

In questi ultimi anni ha messo in atto una strategia volta a generare una forte e determinante innovazione in materia di Urbanistica e Governo del Territorio in Calabria, considerando che tra i temi fondanti il nuovo processo della pianificazione urbanistica e territoriale della Calabria, nel rispetto di quanto dettato dalla Convenzione Europea del Paesaggio si è assegnato al Paesaggio un ruolo fondamentale in quanto "componente essenziale del contesto di vita delle popolazioni".

La Legge Urbanistica Regionale ed il Quadro Territoriale Regionale Paesaggistico (QTRP) danno un ampio spazio, nella fase della redazione degli strumenti di pianificazione, alla partecipazione anche dei cittadini, attraverso la costituzione di specifici laboratori di partecipazione, promuovendo i principi dello sviluppo sostenibile, della sussidiarietà e della città per tutti (anziani, donne, bambini e diversamente abili).



**Educazione e Cultura del paesaggio**

Dall'inizio dell'anno 2016, si è costituito un gruppo di lavoro interistituzionale composto da rappresentanti del Ministero dei Beni e delle Attività Culturali e della Regione Calabria finalizzati alla realizzazione di uno specifico progetto, "Raccontami un sull'educazione al paesaggio rivolto alle giovanissime generazioni".

Inoltre grazie al "Programma per la diffusione nelle scuole primarie e secondarie della cultura del Paesaggio e dell'identità dei paesaggi calabresi", la Regione Calabria, il 14 marzo 2017 è stata tra i protagonisti della Giornata Nazionale del Paesaggio, istituita dal Ministero dei Beni e delle Attività Culturali e del Turismo per promuovere la cultura paesaggistica come valore identitario italiano, aggiudicandosi la Menzione Tematica del Premio del Paesaggio Italiano per la sezione "Inclusione sociale, ritorno delle nuove generazioni alla cura del territorio".



**Promuovere un'Educazione alla Cultura del paesaggio: OBIETTIVI**

L'obiettivo delle attività della "XXI Riunione degli Ateliers del Consiglio d'Europa" è la diffusione e la divulgazione della cultura del paesaggio così come enunciato dalla CEP e quindi affermare tra le giovanissime generazioni la cultura della Salvaguardia e Tutela del Paesaggio e dello sviluppo sostenibile, accrescere e stimolare una maggiore interazione tra i giovanissimi e i luoghi di appartenenza, e non solo, siano essi, spazi urbani, periurbani e rurali, gli spazi della vita quotidiana e il territorio come fonte di benessere fisico e psicologico, il paesaggio della memoria, delle tradizioni e dell'integrazione tra culture diverse, la divulgazione della democrazia e del rapporto con le istituzioni.

- promuovere ed attuare i principi della Convenzione Europea del Paesaggio, in particolare l'attuazione di tutte le misure specifiche previste dall'art. 6, che individua l'accrescimento della sensibilizzazione della società civile al valore dei paesaggi, al loro ruolo e alla loro trasformazione;
- affermare tra i giovani la cultura della Salvaguardia e Tutela del Paesaggio e dello sviluppo sostenibile, e stimolare una maggiore interazione tra i giovani, gli spazi urbani, il territorio, il paesaggio e le istituzioni;
- sensibilizzare ed educare gli alunni delle scuole primarie e secondarie ai valori del paesaggio;
- costruire, in primo luogo per la scuola, occasioni per conoscere, gestire e valorizzare il paesaggio, la propria identità e storia, le risorse, i luoghi, gli itinerari, i saperi, i prodotti materiali, artigianali, artistici e culturali, le possibilità di prendersi cura in modo partecipato del proprio territorio;
- avviare un processo di formazione integrale degli alunni: emozioni, valori, saper fare, saper essere cittadini nell'ambito della convivenza civile;
- condividere iniziative e forme di partecipazione dove gli alunni siano protagonisti;
- promuovere azioni di tutela e gestione del proprio Territorio;
- indurre i giovani ad occuparsi della cosa-pubblica (scuola - quartiere - città-territorio - paesaggio) e a diventare parte attiva nei processi di conservazione e trasformazione dei territori.



**Promuovere un'Educazione alla Cultura del paesaggio: OBIETTIVI**

Individuare percorsi didattici/formativi/educativi proponendo argomenti e lezioni che possano portare i docenti e gli alunni ad indagare:

- il contatto con il paesaggio,
- la dimensione temporale della natura,
- la storia dei luoghi,
- il ciclo delle stagioni,
- il risveglio della curiosità e l'educazione allo sguardo, con la convinzione che la trasmissione di saperi e di esperienze costituisce una risorsa fondamentale per la comunità e per la salvaguardia dell'identità culturale del paesaggio.
- promuovere la consapevolezza del paesaggio come una componente fondamentale del patrimonio naturale e culturale dei nostri Territori e della nostra identità culturale.

Elaborare supporti didattici, come è stato fatto per il "Programma per la diffusione nelle scuole primarie e secondarie della cultura del Paesaggio e dell'identità dei paesaggi calabresi", ad esempio Kit multimediali di lezioni tematiche utili ai docenti per programmare attività formative composte da:

- Guida per i docenti (la metodologia da seguire osservando, studiando, riproducendo, fotografando il paesaggio; le proposte preliminari di lezioni, le schede operative di ausilio alla programmazione didattica)
- Schede grafiche che evidenzino i caratteri identitari dei paesaggi relativi al proprio territorio
- Diario di bordo per raccogliere le osservazioni, le riflessioni, le immagini relative alle uscite didattiche
- Pen-drive con le schede operative sui diversi paesaggi individuati nel proprio territorio (es. lettura strutturale del paesaggio rurale (pianura, collina, montagna), lettura strutturale del paesaggio costiero, lettura strutturale del paesaggio industriale/urbano).



**Promuovere un'Educazione alla Cultura del paesaggio: AZIONI**

Le amministrazioni competenti dovrebbero condividere con le scuole: riferimenti normativi, documenti di indirizzo, indicazioni di pubblicazioni specifiche inerenti le possibili relazioni tra le tematiche di salvaguardia, tutela e gestione del Paesaggio ed i percorsi didattici degli allievi.

Gli istituti scolastici potrebbero affrontare le tematiche relative alla cultura del paesaggio per programmare le attività didattiche e con gli alunni studiare, approfondire e mettere in pratica i seguenti argomenti:

- la percezione, la conoscenza, la valorizzazione e tutela del Paesaggio.
- i principi e i fondamenti della Pianificazione Paesaggistica (sostenibilità, partecipazione, sussidiarietà, Paesaggio di tutti);
- la partecipazione ai processi di valorizzazione e tutela del Paesaggio, con particolare riguardo verso i "Paesaggi del Dissesto" originati anche dall'interazione di interventi antropici realizzati in particolari condizioni oromorfologiche e idrogeologiche;
- la qualità del paesaggio urbano e naturale (gli spazi pubblici, i giardini, il centro storico, paesaggio ideale e virtuale);
- la conoscenza dei piccoli centri, abbandonati e non, localizzati nelle aree interne, che rappresentano la maggioranza dei "centri minori" densi di storia, identità e dei valori testimoniali della cultura dei popoli che li abitano;
- la sostenibilità urbana (fruibilità e praticabilità degli spazi - accessibilità e abbinamento barriere architettoniche - potenziamento aree verdi - mobilità).
- condivisione tra le nuove generazioni una cultura attenta ai valori della qualità del Paesaggio;
- diffusione in maniera pratica dei principi posti alla base della Convenzione Europea del Paesaggio come la "partecipazione" e la "sostenibilità";
- occuparsi della cosa-pubblica e a diventare parte attiva nei processi di conservazione e trasformazione dei territori.



**Cultura del Paesaggio: CAMBIAMENTI CLIMATICI**



Cultura del Paesaggio: **LETTERATURA**



Arch. Antonio Dattilo - Regione Calabria

Cultura del Paesaggio: **MUSICA**



Arch. Antonio Dattilo - Regione Calabria

Cultura del Paesaggio: **LANDART**



Christo - Lago d'Isèo - 1,2 milioni di visitatori - opera d'arte più vista al mondo nell'anno 2016

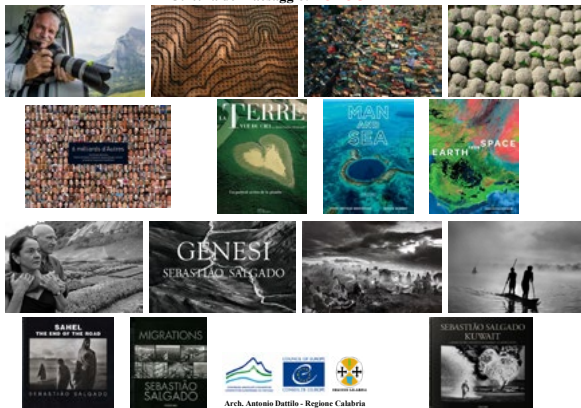
Arch. Antonio Dattilo - Regione Calabria

Cultura del Paesaggio: **CINEMA**



Arch. Antonio Dattilo - Regione Calabria

Cultura del Paesaggio: **FOTOGRAFIA**



Arch. Antonio Dattilo - Regione Calabria

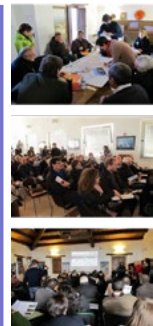
**Conclusioni: IDENTITÀ, PARTECIPAZIONE, RESPONSABILITÀ**

Per realizzare quanto detto è indispensabile il coinvolgimento dei territori, per dare vita ad una nuova fase partecipativa ad esempio attraverso strumenti come i Forum di Partecipazione "Paesaggio" realizzati per sollecitare un processo di presa di coscienza dei luoghi e della loro salvaguardia da parte delle comunità locali.

Il Forum di Paesaggio è uno strumento di partecipazione diretta da parte dei cittadini che recentemente ha avuto un notevole sviluppo in Europa. La Regione Calabria ha utilizzato questo strumento per dare avvio al processo di partecipazione per l'elaborazione e l'approvazione del QTRP (Quadro Territoriale Regionale Paesaggistico).

Gli obiettivi raggiunti hanno confermato la constatazione che la pianificazione territoriale abbia inevitabilmente ricadute, in termini di effetti/impatto trasformazioni sul paesaggio, causandone tutela o degrado e quella paesaggistica ha sua volta incidenza sulle caratteristiche di un determinato territorio e dei processi che ne hanno definito le forme, riguardo soprattutto ai fattori naturali, storici-culturali e alle attitudini ad abitarlo.

Tutto questo evidenzia la stretta e profonda interrelazione tra territorio e paesaggio. Proprio in tal senso il governo del paesaggio nel progetto di pianificazione da una parte favorisce la ricostruzione delle relazioni tradizionalmente esistenti tra società e territorio dall'altra rafforza il sentimento di appartenenza e di radicamento facilitando la conservazione delle singolarità dei luoghi e delle diversità territoriali in generale.



Arch. Antonio Dattilo - Regione Calabria

**Conclusioni: IDENTITÀ, PARTECIPAZIONE, RESPONSABILITÀ**

La sostenibilità del paesaggio naturale, culturale, urbano può essere raggiunta attraverso il riconoscimento da parte delle Amministrazioni Centrali e Locali dei bisogni/valori essenziali espressi dai soggetti più sensibili, con particolare riferimento ai bambini, e la sostenibilità ambientale, sociale, urbana può essere raggiunta anche attraverso la diffusione di attività e strumenti che valorizzano il ruolo delle nuove generazioni e delle popolazioni nelle dinamiche delle scelte pianificatorie e programmatiche ad esse correlate.

Per invertire la tendenza in atto di degrado del territorio e del paesaggio e l'assenza di qualità dei tessuti urbani e dell'edilizia e affermare una nuova cultura del paesaggio per il governo del territorio e delle città, verso la sostenibilità e la qualità paesaggistica, è fondamentale coinvolgere le generazioni più giovani e la collettività tutta attraverso attività di educazione, di sensibilizzazione, di partecipazione, creando reti con il coinvolgimento diretto delle Scuole, delle Università, delle Associazioni Ambientaliste, di tutti i soggetti interessati, sulle tematiche relative alla protezione, gestione, trasformazione, conservazione, dei nostri paesaggi... **se noi siamo il Paesaggio... se tutto è Paesaggio... siamo Tutti responsabili...**



Arch. Antonio Dattilo - Regione Calabria

*Capire l'ambiente in cui si vive,  
permette di sapere come agire, come fare dei buoni gesti,  
come consentire l'emergere di un futuro felice.*

G. Clement

Arch. Antonio Dattilo - Regione Calabria

...grazie per l'attenzione e per essere qui...  
...merci de votre attention et d'être ici ...  
...thanks for your attention and for being here...



**Arch. Antonio Dattilo**  
Regione Calabria  
Dipartimento Presidenza - Delegazione di Roma  
Piazza di Campitelli, 3 - 00186 Roma  
Tel. +39 669923571  
Mob. +39 3355816496  
E-mail: [a.dattilo@regione.calabria.it](mailto:a.dattilo@regione.calabria.it)





# The fundamental importance of landscape education for landscape policy

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Italy

**Mr Felice Spingola**


*Sociologist, Landscape Economist, Centro Studi Pan, Calabria, Italy*


Powerpoint presentation


<https://rm.coe.int/16808e52ee>



 European Union  
 Directorate General for Regional Policy  
 (E.R.D. Funds)



 Italian Republic  
 Ministry of the Treasury, Budget and  
 Economic Planning


**NetWet 3 Project**  
 "New forms of Territorial governance for the promotion  
 of landscape policies in the field of water resources management at water territories."


 EU Community Initiative  
 Interreg III B ArchiMed


 KEPEMEP-MedRegio  
 Coordinator of NetWet 3 project


 Centro Studi  
 PAN



 Mountain Community  
 Italo-Arbereshe of the  
 Pollino Project Partner no 03


**LE ACQUE REFLUE**

Coordinatore gruppo di lavoro: Felice Spingola, socioeconomista  
 Gruppo di lavoro: Valeria Pulieri, biologa  
 Tonino Caracciolo, geologo


I dipendenti della Comunità Montana Italo-Arbereshe del  
 Pollino:  
 Dott. Giuseppe Iannicelli  
 Geom. Sergio Pulieri  
 Geom. Giuseppe Valente



 European Union  
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 Italian Republic  
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 Coordinator of NetWet 3 project


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 PAN


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 Italo-Arbereshe of the  
 Pollino Project Partner no 03

**L'atlante delle acque nell'area della CM  
Italo-Arbereshe del Pollino  
- Gestione dati su WebGIS -**

*(Work package 1, activity 1.1. – 1.2. – 1.3.)*

Coordinatore gruppo di lavoro: Felice Spingola, socioeconomista

Gruppo di lavoro:  
 Tonino Caracciolo, geologo  
 Marcello Campana, geologo  
 Valeria Pulieri, biologa  
 Donatella Rodriguez, architetto  
 Maurizio Sisca, ingegnere  
 Francesco Teti, ingegnere

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 European Union  
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 Italian Republic  
 Ministry of the Treasury, Budget  
 and Economic Planning


**NETWET 3 PROJECT**  
 "NEW FORMS OF TERRITORIAL GOVERNANCE FOR THE  
 PROMOTION OF LANDSCAPE POLICIES IN THE FIELD OF WATER  
 RESOURCES MANAGEMENT AT WATER TERRITORIES."


 EU Community Initiative  
 Interreg III B ArchiMed


 KEPEMEP-MedRegio  
 Coordinator of NetWet 3 project


 Centro Studi  
 PAN


 Mountain Community  
 Italo-Arbereshe of the  
 Pollino Project  
 Partner no 03

**BUONE PRATICHE AGRICOLE  
NELL'USO E CONSERVAZIONE DELLE  
RISORSE IDRICHE**

*(Work package 2, activity 3)*

Coordinatore gruppo di lavoro: Felice Spingola  
 Gruppo di lavoro: Valeria Pulieri  
 Felice Spingola  
 Sara Giacomozzi  
 Tonino Caracciolo  
 Simonetta Fascetti

Pagina 1 di 79


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 "New forms of Territorial governance for the promotion  
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**IL CONTRATTO DI PAESAGGIO  
- FONDAMENTI GIURIDICI ED UTILITA' PER LE  
AMMINISTRAZIONI LOCALI NELLA GESTIONE  
DELLE RISORSE IDRICHE-**

*(Work package 4, activity 4.1. – 4.2. -  
Work package 5, activity 5.1. – 5.2. – 5.3.)*

Coordinatore gruppo di lavoro: Felice Spingola, socioeconomista

Esperti: Giacomo Perrotta giurista, - Felice Spingola  
 socioeconomista - Sara Giacomozzi architetto

Dipendenti Comunità Montana: Dott. Giuseppe Iannicelli,  
 Geometra Sergio Pulieri, Geometra Giuseppe Valente


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Mountain Community  
 Italo-Arbëreshe of the Pollino  
 Project Partner no 03

**GLI OPIFICI IDRAULICI  
 NELLA COMUNITA' MONTANA  
 ITALO-ARBËRESHE DEL POLLINO**  
  
*(Work package 1, activity 1.2.)*

Coordinatore gruppo di lavoro: Felice Spingola, socioeconomista  
 Gruppo di lavoro: Donatella Rodriguez, Architetto - Tonino  
 Caracciolo, geologo


 European Union  
 Directorate General for Regional Policy  
 (E.R.D. Funds)


 Italian Republic  
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 EU Community Initiative  
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 Coordinator of NetWet 3 project



  
**Centro Studi  
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Mountain Community  
 Italo-Arbëreshe of the Pollino  
 Project Partner no 03

**TITOLO**  
**Il paesaggio culturale dell'acqua nell'alto corso del  
 Fiume Coscile (N Calabria, Italia meridionale): origine,  
 struttura e biodiversità delle fitocenosi.**  
  
*(Work package 1, activity 1.2.)*

Coordinatore gruppo di lavoro: Felice Spingola, socioeconomista  
 Gruppo di lavoro: Simonetta Fascetti  
 Dipendenti Comunità Montana: Dott. Giuseppe Iannicelli,  
 Geometra Sergio Pulieri, Geometra Giuseppe Valente

**Tra Sibari e il Pollino**  
 La percezione del paesaggio  
 negli ultimi due secoli  
  
*Antologia degli scritti  
 di viaggiatori, studiosi e narratori*  
  
*a cura di Vittorio Cappelli*





# Landscape and education: the experience of the Region of Calabria

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Italy

**Mr Francesco Tarsia**

*Director General of Landscape Policy Sector, Department of Environment and Territory,  
Region of Calabria, Italy*

Powerpoint presentation  
<https://rm.coe.int/16808e52fe>

Regione Calabria  
DIPARTIMENTO AMBIENTE E TERRITORIO

21ª RIUNIONE DEGLI ATELIER PER L'ATTUAZIONE DELLA CONVENZIONE DEL PAESAGGIO DEL CONSIGLIO D'EUROPA

REGIONE CALABRIA  
Dipartimento Ambiente e Territorio

## Il Piano Paesaggistico della Regione Calabria

*Sintesi di un percorso avviato*

**Il Dirigente di settore QTRP, Aree interne, Contratti di fiume, Osservatorio delle trasformazioni del paesaggio, Politiche del territorio.**  
Ing. Francesco TARSIA

TROPEA, 3/4 OTTOBRE 2018

Regione Calabria  
DIPARTIMENTO AMBIENTE E TERRITORIO

21ª RIUNIONE DEGLI ATELIER PER L'ATTUAZIONE DELLA CONVENZIONE DEL PAESAGGIO DEL CONSIGLIO D'EUROPA

ATTIVITÀ DI ATTUAZIONE DEL QTRP IN COPIANIFICAZIONE CON IL MIBACT  
Protocollo d'Intesa sottoscritto il 23.12.2009 (rep. n. 4076) e Discipl. di Attuazione sottoscritto l'11.05.2012 (rep. 746)

Aggiornamento del Quadro Consolativo del QTRP  
(art. 25 c. 10 della LUR e art. 35 delle "Disposizioni Normative", Tomo IV del QTRP)

Redazione dei 16 Piani Paesaggistici d'Ambito  
(art. 17 bis della LUR e art. 38 delle "Disposizioni Normative", Tomo IV del QTRP)

Valutazione di coerenza degli strumenti di pianificazione locale con il QTRP  
(art. 30 delle "Disposizioni Normative", Tomo IV del QTRP)

Redazione Progetti Territorio-Paesaggio  
(art. 32 delle "Disposizioni Normative", Tomo IV del QTRP e p.4 del Tomo II Visione Strategica)

Regione Calabria  
DIPARTIMENTO AMBIENTE E TERRITORIO

21ª RIUNIONE DEGLI ATELIER PER L'ATTUAZIONE DELLA CONVENZIONE DEL PAESAGGIO DEL CONSIGLIO D'EUROPA

componenti paesaggistiche territoriali regionali

- Componente Collinare Montana
- Componente Costa
- Fiumare

Regione Calabria  
DIPARTIMENTO AMBIENTE E TERRITORIO

21ª RIUNIONE DEGLI ATELIER PER L'ATTUAZIONE DELLA CONVENZIONE DEL PAESAGGIO DEL CONSIGLIO D'EUROPA

QTRP  
LE COMPONENTI TERRITORIALI

Montagna Mare Costa Fiumi/Fiumare Centri Urbani Aree agricole Beni Culturali Infrastrutture

RISORSE

Costruzione di un nuovo modello di sviluppo basato, fondamentalmente, sulla valorizzazione del patrimonio storico-culturale, naturalistico-ambientale ed insediativo del territorio regionale

Regione Calabria  
DIPARTIMENTO AMBIENTE E TERRITORIO

21ª RIUNIONE DEGLI ATELIER PER L'ATTUAZIONE DELLA CONVENZIONE DEL PAESAGGIO DEL CONSIGLIO D'EUROPA

VISIONE STRATEGICA

- Programmi Strategici: Rappresentano un sistema integrato di azioni finalizzate al raggiungimento delle politiche di intervento prioritarie definite dallo Scenario Strategico Regionale
- La Rete Polivalente: Rappresenta lo scenario progettuale di assetto del futuro del territorio calabrese e disegna un quadro di riferimento per l'elaborazione di specifici progetti che si assumono, nel tempo, le finalità di avvicinare tale territorio alla visione strategica proposta
- I Progetti Partecipati per il Paesaggio: Hanno l'obiettivo di intercettare e valorizzare le buone pratiche, intese come azioni, interventi, opere di cui siano documentabili risultati significativi in termini di miglioramento della qualità del paesaggio e del territorio

Regione Calabria  
DIPARTIMENTO AMBIENTE E TERRITORIO

21ª RIUNIONE DEGLI ATELIER PER L'ATTUAZIONE DELLA CONVENZIONE DEL PAESAGGIO DEL CONSIGLIO D'EUROPA

VISIONE STRATEGICA - I "PROGRAMMI STRATEGICI"

- 1 Calabria un Paesaggio Parco da valorizzare
  - Montagna: valorizzazione dei centri storici e degli insediamenti rurali;
  - Costa: riqualificazione e valorizzazione degli ambienti costieri e marini;
  - Fiumare e corsi d'acqua: riqualificazione e valorizzazione;
- 2 Territori Sostenibili
  - Miglioramento della qualità ambientale dei centri urbani;
  - Spazio rurale: aree agricole di pregio e intensa città campagna;
  - Valorizzazione delle attività produttive regionali, di beni culturali, paesaggistici e dei centri storici;
- 3 Le Reti materiali e immateriali per lo sviluppo della regione
  - Miglioramento della rete dell'accessibilità e della logistica;
  - Sviluppo sostenibile del sistema energetico; miglioramento delle reti idriche;
- 4 Calabria in sicurezza
  - Monitoraggio delle trasformazioni territoriali e formazione del "Repertorio vincoli" e della "Carta dei Luoghi";
  - Gestione e monitoraggio delle zone costiere; reti di monitoraggio per la prevenzione; prevenzione dei rischi territoriali; mitigazione del rischio sismico.

Regione Calabria  
DIPARTIMENTO AMBIENTE E TERRITORIO

21ª RIUNIONE DEGLI ATELIER PER L'ATTUAZIONE DELLA CONVENZIONE DEL PAESAGGIO DEL CONSIGLIO D'EUROPA

VISIONE STRATEGICA - "LA RETE POLIVALENTE"

La Rete Polivalente, ovvero il Progetto Strategico per il Paesaggio della Calabria, assume l'importante ruolo di frangere le strategie programmatiche definite all'interno dei cinque Programmi strategici ponendo, come base del futuro assetto del territorio regionale il concetto di rete, all'interno del quale prende evidenza non tanto e non solo il ruolo dei singoli elementi dei sistemi quanto la loro capacità di relazioni con altri elementi.

RETE ECOLOGICA REGIONALE  
RETE POLIVALENTE  
RETE STORICO CULTURALE  
RETE PERCETTIVA  
RETE DELLA MOBILITÀ  
RETE DELLA SICUREZZA

Regione Calabria  
DIPARTIMENTO AMBIENTE E TERRITORIO

21ª RIUNIONE DEGLI ATELIER PER L'ATTUAZIONE DELLA CONVENZIONE DEL PAESAGGIO DEL CONSIGLIO D'EUROPA

VISIONE STRATEGICA - "PROGETTI PARTECIPATI PER IL PAESAGGIO"

Intercettare e valorizzare le buone pratiche, intese come azioni, interventi, opere di cui siano documentabili risultati significativi in termini di miglioramento della qualità del paesaggio e del territorio, anche attraverso la messa a bando di concorsi di idee internazionali in modo da rendere partecipi le comunità alla valorizzazione e tutela del proprio paesaggio e del proprio ambiente di vita

- Parco urbano di Perùssola: rigenerazione e spazi pubblici. Ira l'ex area industriale, l'area archeologica di Capo Colonna e il Waterfront di Catone (RC)
- Parco lineare della Statale 280, "due mari" per un solo territorio (CZ)
- Il paesaggio dello Stretto (RC)
- Per una migliore relazione territoriale: commissione Vibo marina - Vibo superiore. "Accessibilità" sostenibile e rigenerazione degli spazi pubblici (VV)
- L'area metropolitana Cosenza e il suo mare (CS)
- La Sibariide e l'area urbana palermitana di Corigliano-Rossano, strategie integrate per la valorizzazione delle identità e dei beni paesaggistici e culturali (CS)



**1ª SESSIONE DI INFORMAZIONE E PARTECIPAZIONE**  
(DGR N. 377 del 10 agosto 2018)

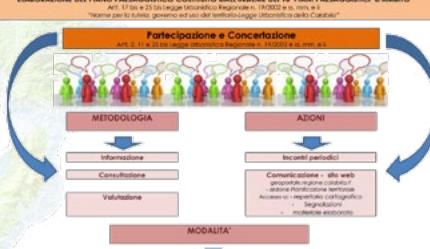
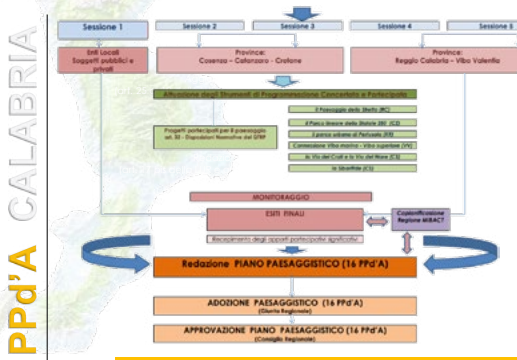
**9 OTTOBRE 2018**

**Piani Paesaggistici d'Ambito (PPd'A).**  
Piano paesaggistico ex art. 143 Digs 42/04

**Informazione e partecipazione**  
Artt. 17 bis e 25 bis della L.R. 19/02 ss. mm. e ii.

**ELABORAZIONE DEL PIANO PAESAGGISTICO COSTRUITO DALL'INDIRIZZO DEI 14 PIANI PAESAGGISTICI D'AMBITO**  
Artt. 17 bis e 25 bis della Legge Regionale n. 19/2002 e s.m.i. e s.c.  
"Norme per la tutela, governo ed uso del territorio pugili (territorio della Calabria)"

**Partecipazione e Concertazione**  
Artt. 17 bis e 25 bis della Legge Regionale n. 19/2002 e s.m.i. e s.c.

**Sessione 1** Siti locali (Soggetti pubblici e privati)

**Sessione 2** Province: Cosenza - Catanzaro - Crotone

**Sessione 3** Municipi: Reggio Calabria - Vibo Valentia

**Sessione 4** Province: Reggio Calabria - Vibo Valentia

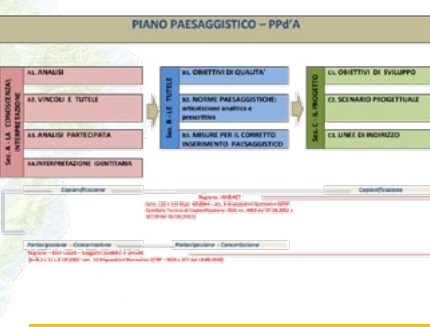
**Sessione 5** Province: Reggio Calabria - Vibo Valentia

**MONITORAGGIO**  
EDR FINALI  
Rendiconto degli scopi partecipativi

**Redazione PIANO PAESAGGISTICO (14 PPd'A)**

**ADOZIONE PAESAGGISTICO (14 PPd'A)**  
**APPROVAZIONE PIANO PAESAGGISTICO (14 PPd'A)**  
(Consiglio Regionale)

**PIANO PAESAGGISTICO - PPd'A**



**AL ANALISI**  
Siti A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z

**AL VINCOLI E TITOLI**  
Siti A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z

**AL ANALISI PARTECIPATA**  
Siti A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z

**AL INTERPRETAZIONE QUANTITARIA**  
Siti A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z

**AL OBIETTIVI DI QUALITÀ**  
Siti A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z

**AL OBIETTIVI DI SVILUPPO**  
Siti A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z

**AL SCENARIO PROGETTUALE**  
Siti A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z

**AL SCENARIO PROGETTUALE**  
Siti A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z

**AL LINEE DI INDIRIZZO**  
Siti A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z

**PIANO PAESAGGISTICO - PPd'A**



**A1 ANALISI**  
STRUTTURA FISICA (GEOMORFOLOGIA, IDROLOGIA, IDROGRAFIA, IDROLOGIA)  
STRUTTURA ANTICA E STORIA CULTURALE  
SISTEMI DI INTERPRETAZIONE QUANTITARIA  
SISTEMI DI INTERPRETAZIONE QUALITATIVA  
SISTEMI DI INTERPRETAZIONE QUANTITATIVA  
SISTEMI DI INTERPRETAZIONE QUALITATIVA  
SISTEMI DI INTERPRETAZIONE QUANTITATIVA  
SISTEMI DI INTERPRETAZIONE QUALITATIVA

**A2 VINCOLI E TITOLI**  
SISTEMI DI INTERPRETAZIONE QUANTITATIVA  
SISTEMI DI INTERPRETAZIONE QUALITATIVA  
SISTEMI DI INTERPRETAZIONE QUANTITATIVA  
SISTEMI DI INTERPRETAZIONE QUALITATIVA

**A3 ANALISI PARTECIPATA**  
SISTEMI DI INTERPRETAZIONE QUANTITATIVA  
SISTEMI DI INTERPRETAZIONE QUALITATIVA  
SISTEMI DI INTERPRETAZIONE QUANTITATIVA  
SISTEMI DI INTERPRETAZIONE QUALITATIVA

**A4 INTERPRETAZIONE QUANTITATIVA**  
SISTEMI DI INTERPRETAZIONE QUANTITATIVA  
SISTEMI DI INTERPRETAZIONE QUALITATIVA  
SISTEMI DI INTERPRETAZIONE QUANTITATIVA  
SISTEMI DI INTERPRETAZIONE QUALITATIVA

**B1 OBIETTIVI DI QUALITÀ**  
SISTEMI DI INTERPRETAZIONE QUANTITATIVA  
SISTEMI DI INTERPRETAZIONE QUALITATIVA  
SISTEMI DI INTERPRETAZIONE QUANTITATIVA  
SISTEMI DI INTERPRETAZIONE QUALITATIVA

**B2 NOMINE PAESAGGISTICHE**  
SISTEMI DI INTERPRETAZIONE QUANTITATIVA  
SISTEMI DI INTERPRETAZIONE QUALITATIVA  
SISTEMI DI INTERPRETAZIONE QUANTITATIVA  
SISTEMI DI INTERPRETAZIONE QUALITATIVA

**B3 MISURE PER IL COMMITTO INDIRIZZO PAESAGGISTICO**  
SISTEMI DI INTERPRETAZIONE QUANTITATIVA  
SISTEMI DI INTERPRETAZIONE QUALITATIVA  
SISTEMI DI INTERPRETAZIONE QUANTITATIVA  
SISTEMI DI INTERPRETAZIONE QUALITATIVA

**C1 OBIETTIVI DI SVILUPPO**  
SISTEMI DI INTERPRETAZIONE QUANTITATIVA  
SISTEMI DI INTERPRETAZIONE QUALITATIVA  
SISTEMI DI INTERPRETAZIONE QUANTITATIVA  
SISTEMI DI INTERPRETAZIONE QUALITATIVA

**C2 SCENARIO PROGETTUALE**  
SISTEMI DI INTERPRETAZIONE QUANTITATIVA  
SISTEMI DI INTERPRETAZIONE QUALITATIVA  
SISTEMI DI INTERPRETAZIONE QUANTITATIVA  
SISTEMI DI INTERPRETAZIONE QUALITATIVA

**C3 LINEE DI INDIRIZZO**  
SISTEMI DI INTERPRETAZIONE QUANTITATIVA  
SISTEMI DI INTERPRETAZIONE QUALITATIVA  
SISTEMI DI INTERPRETAZIONE QUANTITATIVA  
SISTEMI DI INTERPRETAZIONE QUALITATIVA

**REGIONE CALABRIA**  
Dipartimento Ambiente e Territorio

*Il Dirigente di settore QTRP, Area Interne, Contratti di fiume, Osservatorio delle trasformazioni del paesaggio, Politiche del territorio.*  
Ing. Francesco TARSIA

TROPEA, 3/4 OTTOBRE 2018

*Work in progress...*

**Assessore alla Pianificazione Territoriale ed Urbanistica**  
Prof. Arch. Franco ROSSI

**Dirigente Generale**  
Arch. Orsola Maria Renata REILLO

**Dirigente Settore "Centro Cartografico Regionale, QTRP, Aree Interne, Contratti di Fiume- Osservatorio delle Trasformazioni e del Paesaggio, Politiche Territoriali e Programmi UE"**  
Ing. Francesco TARSIA

**Responsabile Unico Procedimento QTRP e Ufficio del Piano**  
Arch. Mariangela CAMA

**Responsabile UO Contratti di Fiume, Politiche del Paesaggio, SIT e Osservatorio, Politiche Territoriali**  
Dott.ssa Ilaria MITTIGA

**Ufficio del Piano**  
Dott. Pasquale CARUSO, Sig. Gianni GERACE, Dott. Raffaele PAONE, Arch. Lavinia TRIQLO, Arch. Isabella ZANGARA

**Consulenti Esperti**  
Arch. Lorella BRECCIAROLI, Arch. Rita CICERO, Ing. Donatella CRISTIANO, Arch. Caterina GIRONDA, Ing. Clara NINNO





# Plan and landscape in urban culture

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## Italy

**Mrs Silvia Viviani**

*President of the National Institute of Urbanism, Italy*

**T**he National Institute of Urbanism (*Istituto Nazionale di Urbanistica – INU*) works to develop territorial and landscape culture with attention to the relationship between research, education, and the evolution of territorial governance practices. As required by the European Landscape Convention, education on the quality of the landscape is essential to increase awareness among the population and institutional actors, to manage and accompany planning practices and activities up to the intervention phase. The Institute, in synergy with territorial and academic institutions, promotes landscape quality, especially through education and research. This activity aims at educating technicians and practitioners within the Italian landscape and urban planning context, and at trying to develop specific qualification of experts in Local Landscape Commissions that evaluate interventions in the landscape context.

In Italy, landscape appears at different scales as an aggregative dimension of policies, plans and interventions, but it clashes with the difficulties of the postcode landscape planning season (*Rapporto dal Territorio*, INU, 2016).

Currently, landscape planning is incomplete in the integration of landscape into territorial policies and planning, especially on the local scale and in urban design; it demonstrates an inadequate identification of public and private responsibilities in management and implementation activities, and it is characterised by the absence of appropriate financial resources for implementation.

Landscape is a strategic issue of vast area planning: on the one hand, in protected area planning, landscape plays an important role as a resource to be exploited and managed with particular attention to population and local communities' expectations (IUCN Durban, 2003; Phillips, 2003). On the other hand, regional and metropolitan planning provide scenarios and strategies for conservation, enhancement and management of nature, and of biodiversity and landscape, land-take containment, environmental safety and adaptation to climate change.

Landscape planning and landscape enhancement scenarios require appropriate landscape design and a local project as, in some cases, it can make the intentions of planning strategies effective.

A landscape project operates through large-scale strategies and scenarios, timely actions and interventions; it is a project that requires, on the one hand, a systemic dimension to co-ordinate landscape policies related to the entire territory in broader and far-sighted strategies. This dimension is in fact necessary for integrating environmental regeneration in the construction of ecological quality, with the enhancement of goods and tourism valorisation, and the reorganisation of networks and natural and agricultural spaces. On the other hand, the local scale is essential for defining design processes that are linked to identity and to the local community into a transformative dimension, as required by the European Landscape Convention.

Within the National Institute of Urbanism, a particular consideration of these issues has been developing by the INU Community "Landscape and Biodiversity", in order to promote effectiveness of landscape quality in planning and design, working on education and research among Italian urban and regional planning experts.



**Workshop 1/Atelier 1**  
**Landscape education**  
**in primary and secondary schools**  
**L'éducation au paysage**  
**à l'école primaire et secondaire**

Chairs / Présidents

**Mrs Ingūna Urtāne**

*Director of the Department of Spatial Planning,  
Ministry of Environmental Protection and Regional Development, Latvia*

**Mrs Jelena Hladnik**

*Secretary, National Head of the implementation of the European Landscape Convention,  
Ministry of Agriculture and the Environment, Slovenia*



# Landscape education in the Czech Republic

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## Czech Republic

**Mrs Júlia Tóbková**

*Senior Officer, National Representative to the European Landscape Convention,  
Department of General Landscape Protection, Ministry of the Environment, Czech Republic*

Powerpoint presentation  
<https://rm.coe.int/16808e5317>

## 21<sup>st</sup> MEETING OF THE WORKSHOPS FOR THE IMPLEMENTATION OF THE EUROPEAN LANDSCAPE CONVENTION

### LANDSCAPE AND EDUCATION

Tropea, Italy  
3. – 4. October 2018

#### The Czech Republic

#### The Czech Republic

There are five ministries responsible for the implementation of the European Landscape Convention:

- Ministries of the Environment, Agriculture, Culture, Regional Development and the Ministry of School, Youth and Sports to implement the ELC within their own competencies
- All ministries support awareness raising through expert and professional seminars, prepare programmes, books or informational leaflets for general public etc.

#### The Czech Republic

Ministry of School Youth and Sports is also responsible for (formal education):

- educational programmes for preschool education, elementary and high schools,
- the quality of university education
- education of pedagogical staff
- Etc.

#### Ministry of Education, Youth and Sports

Preschool education – educational section „Child and the World“

To built up the elementary awareness about the surrounding world, the impact of human on surrounding environment

Primary education – educational section „Human and its World“

Thematic units: „Place, where we live“; „Humans and time“; „Natural diversity“;

Outcomes – orientation in surrounding landscape, understanding of its characteristics, management and use

#### Ministry of Education, Youth and Sports

Secondary education – educational section „Geography“

- Landscape – the development, natural environment, social environment, landuse, cultural landscape, environmentalism, landscape ecology, landscape types, landscape potential
- Interaction between nature and humans – sustainable developmnet, limits of natural environment

#### Ministry of Education, Youth and Sports

High school education – educational section „Biological and ecological education“ – the pupils should understand:

- the different types of landscape in its surroundings and its use by humans;
- the impact of the environment on man and his health;
- the natural resources of raw materials and energy in terms of their recoverability and to assess the impact of man on the environment by using them;
- the sustainable development as the integration of environmental, economic, technological and social approaches to environmental protection;
- and justifying the responsibility of each individual for nature, landscape and environmental protection;

#### Ministry of the Environment

(informal education)

State programme of Environmental Education, Training and Enlightenment

- Grants and subsidies to support the activities – usually run by NGO – network of „ECOCENTRES“ – national network of environmental educational centres with a variety of programmes;
- Supports awards that are organised for awareness raising and as an example of good practice – Village of the Year – green ribbon, Best Adaptation Project, National Landscape Award, etc.

Thank you for your attention

Julia Tóbišková

# Education in Landscape, it is the time you have spent caring for your **rose...**

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Czech Republic

**Mrs Michaela Letá**

*Educator, National Heritage Institute, Methodical Centre of Garden Culture,  
Kroměříž, Czech Republic*

Powerpoint presentation  
<http://rm.coe.int/16808ce7b5>



NATIONAL  
HERITAGE  
INSTITUTE

METHODOLOGICAL CENTRE  
OF GARDEN CULTURE  
IN KROMĚŘÍŽ

## EDUCATION IN LANDSCAPE

„it is the time you have wasted for your rose ...“

Ing. Michaela Letá, Czech Republic

...it is a long journey



### project: Methodology for Incorporating the Education Related to the Cultural-Historical Heritage in School Education Programmes

- supported by the European Social Fund within the operational programme Development of Human Resources
- carried by Pedagogical Faculty of Charles University in Prague in 2006-2008
- project outcomes:
  - handbook *Education in Relationship to the Cultural-Historical Heritage*
  - book *Sources of Memory, Seven Chapters on the Cultural-Historical Heritage for Educational Purposes*
  - ten projects on elementary schools



### project: Methodology for Incorporating the Education Related to the Cultural-Historical Heritage in School Education Programmes

- example programme on elementary school in Ostrava named **Ostrava Heap**



2007/2008



### project: Cultural Heritage as a Starting Point for Developing Pupils Knowledge and Skills as Part of Education for Sustainable Development of Local Communities

- supported by the European Social Fund and the Government of Czech Republic in 2009-2012
- project outcomes:
  - handbook *Cultural Heritage and Sustainable Development of Local Communities in School Practice*
  - representative book from International Symposium in 2011
  - in-service training for teachers
  - e-learning Cultural-Historical Heritage Around Us

<http://www.historickededictvi.com/>



### project: Cultural Heritage as a Starting Point for Developing Pupils Knowledge and Skills as Part of Education for Sustainable Development of Local Communities

- example programme on elementary school in Brno, historical-art programme **Brno: Way to Know the City**



### project: Educational Role of National Heritage Institute: Education as a Key Instrument for Improving Quality of Heritage Management in the Czech Republic

- carried by Czech National Heritage Institute, Charles University in Prague and Masaryk University in Brno in 2012-2015
- supported by the Government of Czech Republic
- network of seven regional educational centres



### Enjoying Czech Heritage





**project: Educational Role of National Heritage Institute: Education as a Key Instrument for Improving Quality of Heritage Management in the Czech Republic**

- **Enjoying Czech Heritage:** Handbook on Design, Implementation and Evaluation of Heritage Education for Kindergartens and Primary Schools
- **Enjoying Czech Heritage:** Handbook on Design, Implementation and Evaluation of Heritage Education for Secondary Schools
- **Enjoying Czech Heritage:** Handbook on Design, Implementation and Evaluation of Heritage Learning Programmes for Teachers
- **Enjoying Czech Heritage:** Handbook on Design, Implementation and Evaluation of Non-formal and Informal learning in the Historic Environment
- **Enjoying Czech Heritage:** Handbook on Design, Implementation and Evaluation of Inclusive Education and Learning in the Historic Environment

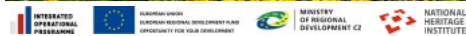


**Enjoying Czech Heritage**



**project: The National Centre of Garden Culture**

- Methodical activities
- Scholarly activities
- Educational activities
- Methodical restoration of selected parts of Flower Garden and Chateau Garden in Kroměříž
- carried by The National Heritage Institute, regional department in Kroměříž and its partner The Olomouc Art Museum in 2010-2015



**The Methodical Centre of Garden Culture in Kroměříž**



**The Archiepiscopal Chateau and Gardens in Kroměříž**



**The Flower garden**  
early baroque garden

**The Chateau garden**  
landscape park



**Handbooks Historic Gardens Interpretation and Education**

- Ways of Presenting Monuments of Garden Art Heritage, 2015
- Ways of Education in Monuments of Garden Art Heritage, 2015
- Tools for Realization of Educational Activities in Garden Art Heritage, 2016



**Great Educational Potential of Historic Gardens**



**What should educator know to interpret historic garden?**



- work of a landscape architect
- work of a gardener
- work of a teacher in biology, history, ecology etc.
- work of a historian
- have a musical talent
- know languages
- be creative

**Schools in Historic Garden**



**Principles: In the Beginning was the Experience**



**Principles: The Piece of Art Is Finished by a Game**



**Principles: Building on Historical Sources**



**Principles: The Garden Perceived with all Senses**



**Principles: Help Me Learn It Myself**



**Forms of Interpretation: Art activities**



**Forms of Interpretation: Exploring**



### Forms of Interpretation: The Work experience



### Where Orange Eda Came From

Programme for Kindergartens



### Let's Save Narcissos

Programme for Kindergartens and Primary Schools



### Garden Is a Game

programme for Kindergartens and Primary Schools



### The Story of the Flower Garden

programme for Secondary schools



### The Journey We Have Made: Participation and Integration



„It is the time you have wasted for your rose that makes your rose so important“

Antoine de Saint-Exupéry



NATIONAL HERITAGE INSTITUTE

METHODOLOGICAL CENTRE OF GARDEN CULTURE IN KROMĚŘÍŽ



Ing. Michaela Letá  
National Heritage Institute, The Methodical centre of Garden Culture in Kroměříž, [www.nhu.cz](http://www.nhu.cz)  
Authors of photographs: Mgr. Petr Hudec, Ing. Lenka Kresadlová, Ing. Michaela Letá



# Landscape education in Finland

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## Finland

**Mr Tapio Heikkilä**

*Senior Environmental Counsellor, Department of the Natural Environment,  
Ministry of the Environment, Finland*

Powerpoint presentation

<https://rm.coe.int//16808e5318>



# Landscape and Education (Finland)

Tropea, Italy – 3rd Oct. 2018

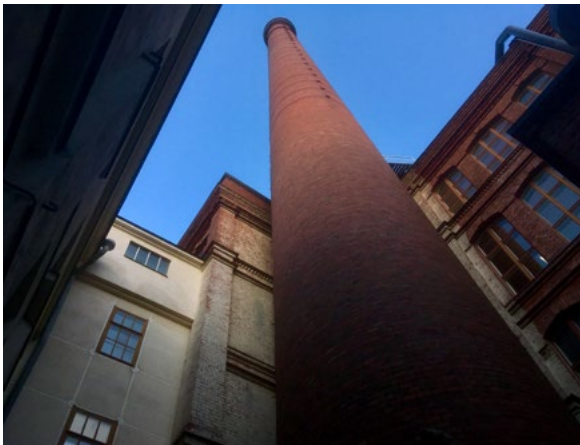
Tapio Heikkilä

## #arkimaisema – #everydaylandscape

Photo campaign for International Landscape Day 20.10.2018



## #arkimaisema – #everydaylandscape in Instagram





[#arkimaisema](#) – [#everydaylandscape](#) in Instagram  
International Landscape Day 20.10.2018







# Landscape as a classroom

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## Finland

**Mrs Sinikka Kunttu**

*Executive Director, Foundation for Environmental Education (FEE) Suomi, Finland*

**E**ducation – teaching and learning – is always connected to the environment around it. There is no education that can be separated from it. The environment, and the landscape, has an influence on education, even if we are not aware of it.

When talking about landscape and its effects on education, it is important to remember how the European Landscape Convention defines landscape: “Landscape means an area, as perceived by people, whose character is the result of the action and interaction of natural and/or human factors”.

The definition means that there is not just one and only one landscape around us. The landscape is not the same for everyone, but is rather a personal experience: everyone perceives it differently. One can also think that, first, there is the environment, and when a person sees, feels and observes it, it becomes the surrounding landscape.

Then, when thinking about the landscape and identity, it awakens questions: How does this landscape act as the building block of my identity? What is the landscape’s significance to me? What is my place in this landscape?

### Palmer’s Tree Model in landscape education?

There are strong similarities or connections between environmental education and landscape education. I see that many of the theories and activities used in environmental education are applicable to landscape education, particularly with children.

In environmental education, there is one famous and often-used theory called Palmer’s Tree Model (Palmer J.A., 1998). According to the theory, environmental education should be organised so that children are learning about the environment, in or from the environment, and also for the environment. Environmental education is not only playing and bird watching or learning from nature, but active work for the environment. This is the basic point of environmental education: to encourage us also to act!

As the aims of this Convention are to promote landscape protection, management and planning, could there also be use for Palmer’s Tree Model in landscape education?

### Teaching and learning outdoors

When education – teaching and learning – happens outdoors, the connection to the landscape is essential. Landscape sets limits and opportunities for learning and play, and contributes to the culture and local identity. At the same time, it inspires.

The influence of the landscape can easily be seen when children leave the classroom and go outside for lessons. Then the landscape takes on an even larger role: it is more than just “wallpaper” or scenery. It has an influence on actions, thoughts and ideas. That is something that can rarely be reached inside a classroom. However, it does not happen on its own, automatically just by stepping outside: it requires guidance, directing the children’s attention and teaching observation.

In recent years, outdoor learning has increased in popularity. According to research, it improves children’s health, engages them in learning and leads to a greater connection with nature. Outdoor learning also encourages teamwork and creativity. The nature and the outdoors are both calming and activating elements.

Outdoor learning shows that almost any teaching and learning can be done outdoors. You can do the same things outdoors as in the classroom. Outdoors you can not only teach and learn biology and geography, but all school subjects. For example, in Finland in recent years, there has been a growing interest in teaching mathematics outdoors.

## Case study: Outdoor Classroom Day

How to get children out of classrooms all over the world? One good case example about teaching and learning outside is Outdoor Classroom Day, which is a global campaign to promote and inspire outdoor learning and play. On the campaign day, thousands of schools around the world take their lessons outdoors. Every school and kindergarten is welcome to take part!

Outdoor Classroom Day is a good idea to share which could also be used as part of landscape education. Outdoor Classroom Day is led from Great Britain by Project Dirt, in partnership with Unilever, as part of their Dirt is Good movement. The partners are working with local non-governmental organisations and Dirt is Good teams around the world.

This year, the spring campaign day was on 17 May. Over 1.7 million children from 113 countries took part in it and, from Finland, over 20,500 children were involved. The participants were mostly from primary schools, but in Finland kindergartens were also active.

So how does this campaign work? You just get involved!

- ▶ sign up your school ([outdoorclassroomday.com](http://outdoorclassroomday.com));
- ▶ check out the resources and share yours;
- ▶ take your class outdoors on the day.
- ▶ share your experiences with us!

The great thing in Outdoor Classroom Day is that the campaign is simultaneously local and global. A map on the campaign website shows all the places participating in the Outdoor Classroom Day campaign. Sharing photographs, greetings and tips in social media is part of the fun. On the campaign website, you can peek at what learning outdoors looks like in different parts of the world. The website also has many useful resources and tips for learning and teaching outdoors.

*“For some schools, this will be an opportunity to try learning outside the classroom for the first time. For teachers who regularly take students outdoors, the day will be a celebration of what they are doing already, and a chance to inspire other schools to get involved. For everyone, Outdoor Classroom Day will act as a catalyst for more time outdoors every day.”*

*[www.outdoorclassroomday.com](http://www.outdoorclassroomday.com)*

If we come back to where we started, there is always the landscape behind all that happens. The landscape surrounds the school and the classroom. The pupils – or even the teachers – do not always acknowledge it, because it is such a familiar feature. A landscape that is familiar to us can be very exotic and interesting to someone on another continent. How well do we know our own landscape?

Powerpoint presentation  
<http://rm.coe.int/16808d64cf>



## Landscape as a classroom

Tropea, Italy, 3-5 October 2018  
Sinikka Kunttu  
FEE Suomi /Finland

Education is always connected to the environment around it

- The environment – and the landscape – has an influence on education, even if we are not aware of it.

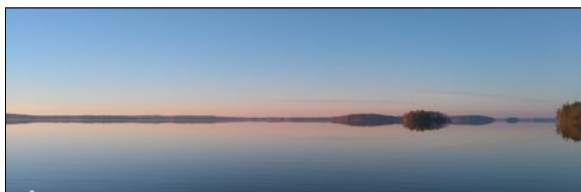



### How the European Landscape Convention defines landscape?

*"Landscape means an area, as perceived by people, whose character is the result of the action and interaction of natural and/or human factors."*

### The landscape is not the same for everyone

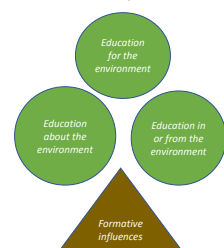
- It is rather a personal experience: everyone perceives it differently
- First, there is the environment, and when a person sees, feels and observes it, it becomes the surrounding landscape

### Landscape and identity

- How does this landscape act as the building block of my identity?
- What is the landscape's significance to me?
- What is my place in this landscape?

### Palmer's Tree Model (Palmer J.A. 1998)





### Teaching and learning outdoors

### Teaching and learning outdoors

- When education – teaching and learning – happens outdoors, the connection to the landscape is essential.
- Landscape sets limits and opportunities for learning and play.
- It contributes to the culture and local identity.
- At the same time, it inspires!





When leaving the classroom and going outside for lessons...

- Then the landscape takes an even larger role: it is more than just "wallpaper" or scenery. It has an influence on actions, thoughts and ideas. That is something that can rarely be reached in a classroom.


### Why outdoors?

- Improves children's health;
- Engages them in learning;
- Leads to a greater connection with nature;
- Encourages teamwork and creativity;
- The nature and outdoors is both a calming and activating element.



Almost any teaching and learning can be done outdoors

- For example, in Finland during recent years there has been a growing interest in teaching mathematics outdoors.

Case example: Outdoor Classroom Day

### Outdoor Classroom Day

- A global campaign to promote and inspire outdoor learning and play;
- On the campaign day, thousands of schools around the world take their lessons outdoors;
- The campaign is led from Great Britain by Project Dirt in partnership with Unilever, as part of their Dirt is Good movement.




outdoorclassroomday.com

### How does this campaign work?



outdoorclassroomday.com



2,008,976 CHILDREN INVOLVED IN 2018 SO FAR...

20,259 SCHOOLS INVOLVED IN 2018 SO FAR...

outdoorclassroomday.com



OUTDOOR CLASSROOM DAY

"Most of our parents work a full-time job and live in small town houses. We believe that children need the opportunity to move and be active." Teacher, #SouthAfrica

#Teachers, why will you get involved in #OutdoorClassroomDay?  
<https://t.co/WAYCXjBosr>  
<https://t.co/GNHWMIGmkP>

OutdoorClassDay

There is no such thing as bad weather, just bad clothes. #OutdoorClassroomDay 1st Nov 2018 <https://t.co/40Q4uqZsgm>



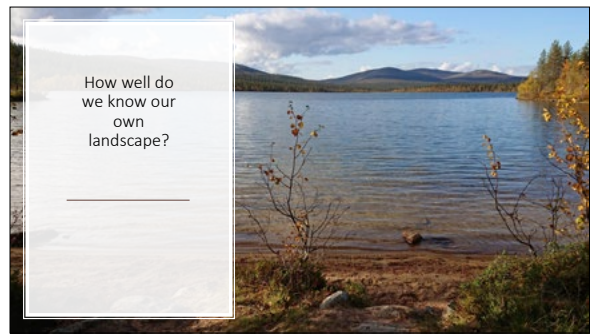
#TBT to when @TheWorldsLesson was taught in #Bhutan- how's that for an @OutdoorClassDay

#OutdoorClassroomDay  
 #ThursdayThoughts  
<https://t.co/SWUpbjnaXL>


Media coverage of our collaboration with



There is always the landscape behind all that happens




How well do we know our own landscape?



Thank you!

**Sinikka Kunttu**  
 Executive director  
 FEE Suomi /Finland  
[sinikka.kunttu@feesuomi.fi](mailto:sinikka.kunttu@feesuomi.fi)





# Landscape issues in the education system of Georgia

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## Georgia

**Mrs Marina Tumanishvili**

*Chief Specialist, UNESCO and International Relations Unit,  
National Agency for Cultural Heritage Preservation, Georgia*

In the education programmes of Georgia, issues about landscape are integrated in social and natural science subject programmes of the National Curriculum which is approved by Order of the Minister of Education and Science of Georgia. It is noteworthy that the term “landscape” is not directly used in the programmes. Students at primary level are introduced to the topic of landscape in the subject “Our Georgia” (V-VI grades), as well as in the natural science subject programme of the primary level National Curriculum. Topics of geography are also integrated in this subject programme. Topics related to landscape are presented in the subject “Earth and the outside world”.

The topic of landscape is presented in the geography subject programme of the National Curriculum at primary and secondary level. From VII grade, in this subject programme, students are introduced to physical-geographic zones, including anthropogenic landscape topics. In IX, X and XI grades one of the directions of geography standard, named “Environment and economics”, covers landscape studies together with other issues on physical-geographic and natural conditions.

There are three master’s degree programmes in the direction of Landscape Architecture:

- ▶ Landscape architecture: Akaki Tsereteli State University;
- ▶ Landscape architecture: Apolon Kutateladze Tbilisi Academy of Arts;
- ▶ Geomorphology, cartography and landscape planning: Ivane Javakishvili Tbilisi State University.

Various courses with landscape elements are included in Bachelor degree programmes. The landscape diploma qualification is given in the National qualifications framework (code 110103). Diplomas in “Landscape architecture”, issued by authorised Higher education institutions are State recognised. Today, no PhD scholarships are available specifically on landscape. For other professions, a vocational education programme framework document and professional standard of “Environment protection technician” is approved.

The vocational education programme framework document of forestry work and the following professional standards are ready to be approved for forestry workers (such as the forestry specialist, reforestations specialist, forest guard, wood cutter, forest phytosanitary control technician). The measures taken by the Ministry of Education and Science of Georgia in promoting school and university courses which address the values of landscapes and the issues raised by their protection, management and planning, are:

- ▶ the national curriculum for various subjects addressing landscape-related topics;
- ▶ early and preschool education standards;
- ▶ educational programmes at university level.

Environmental protection issues have also been incorporated in new early and preschool education standards. A school readiness standard was approved in 2015 for the children who are due to go to school in the following academic year. Accordingly, a School Readiness Programme has been created and distributed to preschool education institutions in Georgia. One of the important topics in the programme is nature and the physical environment. Thus the issues relating to environmental perception and observation by reception-level children are included in the programme.

The issues are also incorporated in new National Early and Preschool Education Standards and Caregivers' Professional Standards. The matters of the environment are also considered in caregivers' training modules. In addition to this, in collaboration with the Ministry of Education and Science of Georgia and the Ministry of Environment and Natural Resources Protection of Georgia the programme of environmental protection education at preschool level has been created. Moreover, about 160 caregivers and methodologists of Tbilisi preschool education institutions were trained in this field. The caregivers and preschool education specialists in regional municipalities will also be trained in this regard in future years.

Measures for primary and secondary schools are provided in textbooks. Measures for postgraduate university are educational programmes. One of the topics included in the National Early and Preschool Education Standards and thence the School Readiness Programme (which was created for, and distributed to, preschool education institutions in Georgia) is nature and the physical environment. Key elements for the primary school are:

- ▶ "Our Georgia": history, geography and civic education topics are integrated within the social sciences subject group. The subject is taught in V-VI grades. Among other issues, students are introduced to the environment they live in, landmarks in Georgia, culture, natural conditions and natural resources;

- ▶ Natural science: this is taught at primary level (I-VI) in an integrated form and covers topics of geography, astronomy, chemistry, biology, etc.

A key course for the secondary school is geography. It is taught in VII-XI grades as an obligatory subject. In X-XII grades students can also take optional subjects, for example, geographic research. Students are introduced to the following terms: territory, natural environment, map, administrative division, regions, districts, hydrography, terrain, flora and fauna, settlements, and the relation between human beings and nature, etc.

Taking into consideration the above-mentioned, it has to be said that the term landscape, in the same context as it is presented in the European Landscape Convention, is not the subject of learning in the educational system of Georgia nowadays. The issues regarding landscape are provided with different formats and diversity in various courses of the programmes. Therefore, landscape learning issues in the educational system of Georgia need improvement. Taking into consideration new reality, of which the ratification of European Landscape Convention by Georgia and its obligation of implementation is the most important part, it is recommended that landscape learning issues be provided as an individual course and a special programme be developed for it. Special programmes should be developed for preschool, as well as primary and secondary schools, and at university level.



# Eduquer au paysage, éduquer par le paysage : un aperçu de la diversité des initiatives en France

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## France

**M. Julien Transy**

*Chargé de mission Paysages,*

*Représentant national pour la Convention européenne du paysage,*

*Direction de l'habitat, de l'urbanisme et des paysages,*

*Ministère de la transition écologique et solidaire, France*

Powerpoint presentation

<http://rm.coe.int/16808cf533>


**VINGT-ET-UNIÈME REUNION DU CONSEIL DE L'EUROPE  
DES ATELIERS POUR LA MISE EN OEUVRE DE LA  
CONVENTION EUROPEENNE DU PAYSAGE**

« Paysage et éducation », Tropea, Italie, 3-4 octobre 2018

**Atelier 1 –  
L'éducation au paysage dans l'enseignement primaire et secondaire**

**France**

**Eduquer au paysage, éduquer par le paysage : un aperçu de la diversité des initiatives en France**

Julien TRANSY  
Ministère de la Transition Ecologique et Solidaire  
DGALN-DHUP-SDQV-QV2




**Une difficulté liée à l'ampleur de l'objet d'étude**

« Le paysage est un **thème transversal**, aussi est-il **difficile de lister de façon exhaustive** la place du thème dans les programmes d'enseignements.

En effet, si on le souhaite, on peut travailler sur le paysage **à tout moment, dans toute discipline, à tout niveau** ».

Système de formation de formateurs à l'éducation relative à l'environnement.  
Guide pédagogique – Le paysage, septembre 2005

**L'enseignement primaire en France**

Ecole maternelle			Ecole élémentaire				
PS Petite section 3 ans	MS Moyenne section 4 ans	GS Grande section 5 ans	CP Cours préparatoire 6 ans	CE1 Cours élémentaire 1 <sup>ère</sup> année 7 ans	CE2 Cours élémentaire 2 <sup>ème</sup> année 8 ans	CM1 Cours moyen 1 <sup>ère</sup> année 9 ans	CM2 Cours moyen 2 <sup>ème</sup> année 10 ans

**L'enseignement secondaire en France**

Collège				Lycée		
6 <sup>ème</sup> 11 ans	5 <sup>ème</sup> 12 ans	4 <sup>ème</sup> 13 ans	3 <sup>ème</sup> 14 ans	2 <sup>de</sup> 15 ans	1 <sup>ère</sup> 16 ans	Terminale 17 ans

**Un lien entre primaire et secondaire : les cycles d'apprentissage**

Enseignement primaire				Enseignement secondaire			
Ecole maternelle			Ecole élémentaire	Collège		Lycée	
PS 3 ans	MS 4 ans	GS 5 ans	CP 6 ans	CE1 7 ans	CE2 8 ans	CM1 9 ans	CM2 10 ans
				6 <sup>ème</sup> 11 ans	5 <sup>ème</sup> 12 ans	4 <sup>ème</sup> 13 ans	3 <sup>ème</sup> 14 ans
							2 <sup>de</sup> 15 à 17 ans
<b>Cycle 1</b> Apprentissages premiers		<b>Cycle 2</b> Apprentissages fondamentaux		<b>Cycle 3</b> Cycle de consolidation		<b>Cycle 4</b> Cycle des approfondissements	

**Les liens entre cycles d'apprentissage : une illustration**

**Cycle 3, histoire-géographie, CM1 (9 ans) :**

Le thème introductif « Découvrir le(s) lieu(x) où j'habite » réinvestit la lecture des **paysages du quotidien de l'élève** et la découverte de son environnement proche, réalisées au cycle 2, **pour élargir ses horizons**.

C'est l'occasion de mobiliser un vocabulaire de base lié à la fois à la description des milieux (relief, hydrologie, climat, végétation) et à celle des formes d'occupation humaine (ville, campagne, activités...). L'acquisition de ce vocabulaire géographique se poursuivra tout au long du cycle.

**Le paysage dans les programmes du primaire et secondaire**

Ecole élémentaire		Collège
<b>Cycle 2</b> (élèves de 6 à 8 ans) Apprentissages fondamentaux		<b>Cycle 3</b> (élèves de 9 à 11 ans) Cycle de consolidation
<b>Questionner le monde</b>		<b>Histoire-géographie</b>
Reconnaître <b>différents paysages</b> : - Les littoraux, les massifs montagneux, les campagnes, les villes, les déserts, ... - Les principaux <b>paysages français</b> en s'appuyant sur des lieux de vie. - Quelques <b>paysages de la planète</b> et leurs caractéristiques		- Traces de la Grande Guerre et de la Seconde Guerre mondiale dans l'environnement des élèves (lieux de mémoire et du souvenir, <b>paysages montrant les reconstructions</b> ...). - Lecture des <b>paysages du quotidien</b> de l'élève
<b>Langues vivantes</b> (étrangères ou régionales)		<b>Sciences et technologies</b>
Etude de « Quelques villes, campagnes et <b>paysages typiques</b> » du pays (ou de la région) de la langue étudiée.		- Identifier les <b>composantes biologiques et géologiques</b> d'un paysage. - Paysages, géologie locale, <b>interactions avec l'environnement et le peuplement</b> . - <b>Mise en relation</b> des paysages ou des phénomènes géologiques avec la nature du sous-sol et l'activité interne de la Terre

**Collège**

**Cycle 4**  
(élèves de 14 à 17 ans)  
Cycle des approfondissements

**Socle commun** L'étude des paysages et de l'espace urbain ou vivent aujourd'hui une majorité d'humains ouvre des perspectives **pour mieux comprendre les systèmes complexes des sociétés** créées par l'homme contemporain.

**Français** Parmi les thèmes complémentaires aux thèmes obligatoires, au choix :  
 - Thème « regarder le monde, inventer des mondes » : exemples majeurs de **paysages en peinture**.  
 - Il est aussi possible d'établir des liens avec la géographie en travaillant sur l'architecture, l'urbanisme et l'**évolution des paysages (réels et imaginaires)** ou sur les utopies spatiales

**Langues vivantes**  
(étrangères ou régionales) **Paysages** et urbanisme, l'action humaine sur l'environnement : **comparer** la protection, prévention, adaptation **ici et ailleurs**

**Histoire-géographie** De la Belle Époque aux « années folles », l'ère des avant-gardes (1870-1930) : **Paysages du réel, paysages intérieurs**.

**Histoire des arts** De la Belle Époque aux « années folles », l'ère des avant-gardes (1870-1930) : **Paysages du réel, paysages intérieurs**.

**Sciences et Vie de la Terre**

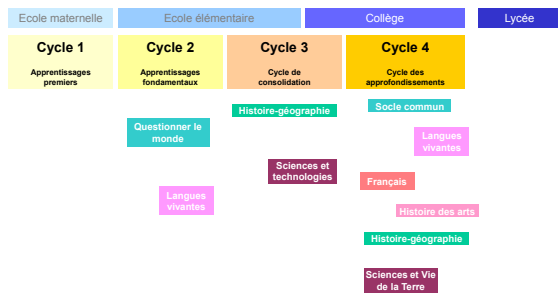
- Etude du processus d'industrialisation qui transforme les paysages  
 - En 6e les élèves ont abordé la question urbaine à partir de l'analyse de « l'habiter ». En 4e on leur fait prendre conscience des **principaux types d'espaces et de paysages que l'urbanisation met en place**.

- Les **paysages qui m'entourent**, composantes géologiques et biologiques d'un paysage  
 - Composantes naturelles et artificielles ; exploitation des ressources par l'être humain **modèle les paysages**

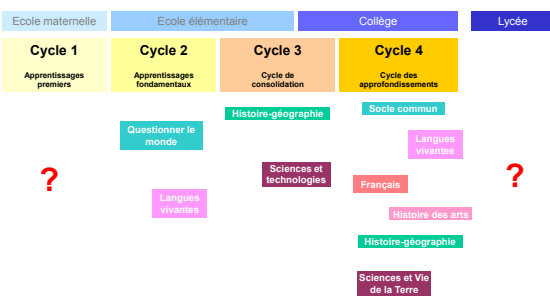
Recommandation CM/Rec(2014)8  
sur la promotion de la sensibilisation au paysage par l'éducation

« Il est nécessaire d'introduire de manière graduelle, à tous les niveaux du cursus scolaire, une connaissance de base du paysage, afin de montrer aux élèves que le paysage n'est pas uniquement l'aspect visuel d'un lieu, mais qu'il est une entité territoriale où de nombreux facteurs naturels et humains interagissent ».

Le paysage dans les programmes du primaire et secondaire



Le paysage dans les programmes du primaire et secondaire



Le paysage dans les programmes du primaire et secondaire

« Le mot « paysage » est tout simplement absent des programmes scolaires de lycée [en géographie] en 2008 »

Jean-François Thémines et Anne-Laure Le Guern  
Paysages des mobilités ordinaires : éduquer au regard en géographie scolaire  
publié dans Projets de paysage le 09/07/2018  
URL : [www.projetsdepaysage.fr/fr/paysages\\_des\\_mobilités\\_ordinaires\\_du\\_regard\\_en\\_géographie\\_scolaire](http://www.projetsdepaysage.fr/fr/paysages_des_mobilités_ordinaires_du_regard_en_géographie_scolaire)

Toucher le paysage

Ecole maternelle  
Cycle 1  
Apprentissages premiers

DECOUVRIR LE MONDE

Exploration du monde de la matière :  
Découverte de quelques matériaux usuels : le bois, la terre, le sable, le papier, le tissu et aussi des réalités moins visibles comme le vent ...

L'exemple de la malle pédagogique du RGSF

L'exemple de la malle pédagogique du RGSF

Recommandation CM/Rec(2014)8  
sur la promotion de la sensibilisation au paysage par l'éducation

« La méthode éducative devrait être fondée, en premier lieu, sur une observation directe, une participation active de recherche-découverte du paysage »



**Forum of experiences**  
**Forum d'expériences**



# Report prepared for the Council of Europe: “Education on landscape for children”<sup>17</sup>

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**Mrs Benedetta Castiglioni**

*Professor of Geography, Department of Historical, Geographical and Antiquities Sciences,  
University of Padova, Italy*

Powerpoint presentation

<https://rm.coe.int/16808e5319>

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17. “Landscape facets: Reflections and proposals for the implementation of the European Landscape Convention”, Council of Europe Publishing, 2012, pp. 217-267. Version française: « Facettes du paysage: réflexions et propositions pour la mise en œuvre de la Convention européenne du paysage », Editions du Conseil de l'Europe, 2012, pp. 223-272.

## Landscape and child education The report *Education on landscape for children* (2009)

BENEDETTA CASTIGLIONI  
UNIVERSITY OF PADOVA (ITALY)

21st MEETING OF THE WORKSHOPS FOR THE IMPLEMENTATION OF THE ELC - Tropea , 3-5 October 2018

21st MEETING OF THE WORKSHOPS FOR THE IMPLEMENTATION OF THE ELC - Tropea , 3-5 October 2018

- 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?



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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

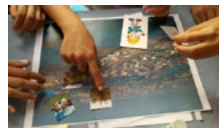
21st MEETING OF THE WORKSHOPS FOR THE IMPLEMENTATION OF THE ELC - Tropea , 3-5 October 2018

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”



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### Learning to read the landscape as a central focus

- Landscape literacy
- Learn to see as a prerequisite for learning to act



#### Four directions for reading the landscape:

- Observing, describing and analysing the landscape elements (denotative reading);
- Recognising emotions, feelings, meanings and values of the landscape, different for different people (connotative reading);
- Understanding that natural and human actions shape the landscape;
- Understanding landscape change from the past to the present; learning to imagine the desired future and the possible one.

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### 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.



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### FIRST STEP: The drawing



### SECOND STEP: Landscape elements (denotative reading)

	ELEMENT	DESCRIPTION
1		
2		
3		
...		

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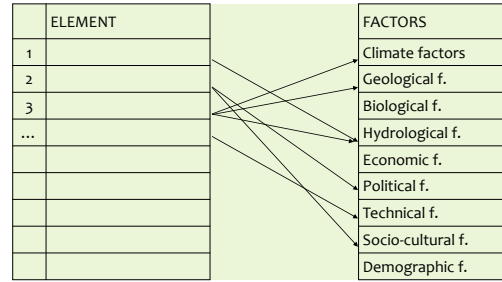
**THIRD STEP: Landscape senses and values (connotative reading)**

MY FEELING AND EMOTIONS	
CATEGORIES	FEELING AND EMOTIONS



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**FOURTH STEP: Landscape factors (interpretative reading)**



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**FIFTH STEP: Landscape change (temporal reading)**

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



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**Other suggestions, indications and examples**

**Which landscapes?**

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

**box 2: Education on landscape in Catalonia: "City, territory and landscape"**

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

**box 3: The Panoramic Hyper-landscapes**

**The roles**

- Teacher education
- The active role of pupils

**box 4: THE CULTURA2000 EUROPEAN PROJECT "3kcl - Karstic cultural landscapes"**

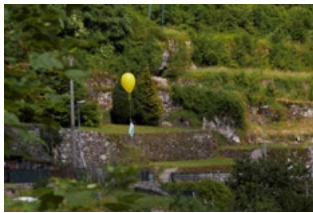
- Partnerships

**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**

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Thank you for your attention

21st MEETING OF THE WORKSHOPS FOR THE IMPLEMENTATION OF THE ELC - Tropea, 3-5 October 2018



# Rapport réalisé pour le Conseil de l'Europe : « Paysage et éducation – primaire et secondaire »<sup>18</sup>

M<sup>me</sup> Annalisa Maniglio Calcagno

*Professeur émérite d'architecture du paysage, Université de Gênes, Italie*

La signature de la Convention européenne du paysage a offert d'importantes opportunités en matière de protection du paysage, en favorisant les convergences politiques et les propositions innovantes, au sein des différents états européens. Sous l'influence de la Convention, en particulier de sa définition du paysage et de ses considérations sur le plan culturel, politique, environnemental et social, les États et les citoyens européens ont accordé une nouvelle attention au paysage.

La société actuelle reconnaît le paysage comme une composante essentielle du cadre de vie des populations et comme un élément indispensable au bien-être individuel et social. Le paysage correspond au résultat de l'intégration entre nature et culture. Il s'agit d'un patrimoine précieux qui doit être protégé et valorisé afin qu'il puisse continuer à évoluer de manière durable et équilibrée. La société est aussi plus consciente des nombreux problèmes auxquels les paysages sont aujourd'hui confrontés : le développement urbain rapide, incontrôlé, parfois mal conçu, menaçant l'esprit du lieu et l'identité des sociétés, entraînant une dégradation progressive de la qualité de l'environnement, ou encore l'intensité et la rapidité des changements, aussi à l'origine de la mauvaise utilisation des ressources.

Le Conseil de l'Europe a complété le texte de la Convention par des recommandations et des mesures particulières. L'objectif de ces dispositions est de favoriser la compréhension de l'approche centrée sur le paysage et les comportements responsables en matière d'intégration du paysage dans l'aménagement des territoires. Il s'agit d'aider les États Parties à la Convention à mettre en œuvre les plans d'actions nécessaires afin de faciliter la gestion du changement, d'améliorer la qualité de vie, et de valoriser l'espace.

Afin d'intensifier et de renforcer le réseau des connaissances en matière de paysage, de former une population consciente des problèmes qui affectent les paysages et de mieux l'impliquer dans sa protection, sa gestion et son aménagement, la Convention détermine des objectifs importants à l'intention de ses États parties. Ceux-ci doivent promouvoir des programmes multidisciplinaires de formation sur la politique, la protection, la gestion et l'aménagement du paysage, ainsi que des enseignements scolaires et universitaires abondant, dans les disciplines intéressées, les valeurs liées au paysage. Les mesures particulières à adopter doivent conduire à promouvoir la sensibilisation de la population à ces valeurs et à la compréhension des problèmes qui peuvent mener à leur dégradation. Ces mesures doivent contribuer à améliorer la qualité de vie, à renforcer les identités culturelles des paysages et à rétablir l'équilibre des écosystèmes.

18. « Dimensions du paysage : Réflexions et propositions pour la mise en œuvre de la Convention européenne du paysage », Editions du Conseil de l'Europe, 2017, pp. 57-124. English version: "Landscape dimensions: Reflections and proposals for the implementation of the European Landscape Convention", Council of Europe Publishing, 2017, pp. 55-119.

La Convention européenne du paysage accorde une grande importance aux relations entre paysage et êtres humains : ce sont en effet ceux-ci qui contribuent, de par leurs différentes activités, à la formation et à la transformation des paysages. Les populations doivent accorder une attention au paysage qui les entoure, qui fait partie de leur vie quotidienne et qui constitue un élément important de leur bien-être, individuel et social. Il convient que les populations puissent acquérir une meilleure compréhension des valeurs du paysage et une meilleure connaissance de ses caractères et des évolutions continues auxquelles ils sont sujets, qui résultent de l'action humaine ou d'événements naturels. Il est important que les populations participent activement aux décisions concernant les changements des lieux de vie et adoptent des comportements plus responsables pour permettre une intégration du paysage dans l'aménagement du territoire.

La sensibilisation favorise la compréhension de nombreuses questions concernant le paysage, mais n'entraîne pas nécessairement une réflexion sur la question de l'identification et la formulation d'objectifs de qualités paysagère pouvant permettre de mettre en œuvre la Convention.

L'éducation est, cependant, une activité de grande importance. Il est nécessaire de préparer les enfants, futurs citoyens, dès leur premières années de scolarisation, à la connaissance et à la compréhension des caractères, identités et valeurs du paysage, en commençant par les lieux qu'ils fréquentent habituellement.

Afin d'obtenir ces résultats, la Convention introduit un phénomène de démocratisation innovant en matière de paysage : la formation et l'éducation deviennent des actions nécessaires pour contribuer à son application. La prise de conscience des thèmes liés au paysage et des problèmes qui les affectent doit par conséquent être poursuivie à travers l'enseignement scolaire des jeunes, de façon différenciée selon l'âge. Les méthodes de découverte et de compréhension du paysage doivent être introduites et développées au cours des différents cycles de l'école primaire et secondaire, ainsi que dans les différents systèmes d'enseignement, en promouvant, dès l'enfance, une curiosité sur le sujet du paysage et une autonomie cognitive.

Cette approche doit être menée à partir de l'école primaire, avec l'apprentissage des premières notions du monde environnant connu par les enfants. Il y a lieu de commencer à former les élèves à une observation attentive, en débutant par les expériences vécues lors des activités quotidiennes, afin que ceux-ci puissent reconnaître les éléments qui les entourent et qui composent les paysages. Dans le cadre de l'apprentissage aux questions concernant

le paysage, il est nécessaire d'explicitier les notions suivantes :

- ▶ la vue : le fait de voir est pour l'être humain, parfois, trop habituel, ce qui l'empêche d'activer sa capacité de découverte et de contemplation ;
- ▶ l'observation : il s'agit d'apprendre à observer avec des yeux attentifs, et ainsi, de renforcer la capacité d'écouter, de toucher, de connaître et de découvrir l'environnement ;
- ▶ la perception : il convient de rendre compte du rapport – visuel notamment –, subjectif, spontané, généré par les sensations provoquées par les formes et images de la réalité, qui suscite des jugements, généralement d'ordre esthétique ;
- ▶ l'exploration : il s'agit d'apprendre à acquérir des informations permettant d'identifier et de connaître les facteurs naturels et humains qui caractérisent le paysage ;
- ▶ l'identification : il s'agit de comprendre, d'interpréter et d'attribuer des rôles et des significations aux éléments, aux facteurs naturels et humains reconnus dans le paysage ;
- ▶ la reconnaissance : il s'agit de reconnaître les éléments naturels et humains du paysage.

Au niveau de l'école secondaire, différents enseignements peuvent contribuer, ensemble, à la connaissance et à la compréhension du paysage en présentant la multitude des situations matérielles et immatérielles qui le caractérisent. Le parcours suivi doit viser à approfondir la connaissance du paysage en introduisant des modalités de compréhension et de recherche, toujours plus articulées et spécifiques, concernant : la connaissance visuelle-sensorielle ; les premiers approfondissements opérationnels ; la compréhension analytique et scientifique du paysage, ceci afin de connaître la structure ainsi que les éléments naturels et anthropiques du paysage, en considérant leurs liens réciproques.

Le fait que les élèves de l'école secondaire (de 10 à 16 ans) aient une plus grande maturité, permet de développer des méthodes pédagogiques qui favorisent une compréhension plus complète des caractères du paysage, comme partie du territoire résultant de l'action des facteurs naturels et humains et de leur interrelation.

Une lecture intégrée du paysage développée au cours de l'école secondaire, conduit les élèves à identifier les principales qualités et fragilités des paysages. Elle les incite par ailleurs à porter une attention accrue à la protection du paysage, à la réhabilitation des lieux dégradés, ainsi qu'à la mise en valeur des caractères identitaires du paysage. Les élèves sont amenés à reconnaître les dynamiques et processus évolutifs qui modifient les paysages.

Dans les institutions scolaires des différents États Parties à la Convention, la diversité des paysages et des situations naturelles et culturelles, entraîne souvent une difficulté à établir des règles uniques dans les enseignements scolaires. Cependant, des méthodes et des processus de formation facilement transposables dans d'autres États peuvent aider à harmoniser des orientations pédagogiques et à encourager une coopération entre écoles pour les programmes d'enseignement. Il est nécessaire de soutenir l'enseignement du paysage en utilisant un matériel didactique approprié. Il est aussi important que les enseignants soient spécifiquement formés à une approche centrée sur le paysage. Dans le domaine scolaire, il existe parfois des initiatives locales de lecture de paysage. Il est utile de les recenser et de les encadrer.

La Convention européenne du paysage a accru le besoin d'harmoniser, entre ses États Parties, les conceptions relatives à la spécificité de la profession de paysagiste. L'architecture du paysage est une activité fondée sur une formation holistique reposant sur des comportements responsables en matière d'environnement, l'acquisition de connaissances techniques et scientifiques permettant une intégration du paysage dans chaque territoire ainsi que dans l'ensemble des politiques sectorielles. La formation des professionnels doit permettre : d'interpréter la complexité, la spécificité et la variété des paysages ; et d'appliquer des méthodologies adaptées afin de favoriser l'intégration du paysage dans les politiques urbaines, agricoles, industrielles, dans l'aménagement du territoire, ainsi que dans toutes les actions pouvant avoir un impact direct ou indirect sur le paysage.

La Convention prévoit que ses Parties adoptent des « mesures particulières » afin de promouvoir au niveau universitaire la formation des spécialistes de la connaissance et de l'intervention sur les paysages. Il est pour cela nécessaire d'encourager la création de programmes pluridisciplinaires sur la protection, la gestion et l'aménagement des paysages, destinés aux professionnels du secteur privé et public et des associations concernées.

La [Recommandation CM/Rec\(2008\)3 du Comité des Ministres aux États membres du Conseil de l'Europe présente des orientations pour la mise en œuvre de la Convention européenne du paysage](#) et recommande aux Parties à la Convention d'en tenir compte et de les adopter dans le cadre de leurs politiques nationales. La Recommandation fait état de la nécessité de promouvoir une formation universitaire des spécialistes du paysage, abordant, dans les disciplines intéressées, les valeurs attachées au paysage et les questions relatives à sa protection, sa gestion et son aménagement. Les orientations mettent en évidence l'importance de l'activité des paysagistes

dans tous les territoires, toujours davantage urbanisés et impactés par les conséquences directes ou indirectes de cette urbanisation et de l'industrialisation. Elles font état de la nécessité d'introduire dans les universités, des enseignements interdisciplinaires sur le paysage afin d'obtenir une connaissance appropriée de l'interaction entre les facteurs naturels et les actions humaines, ainsi qu'une compréhension des signes, traces et cultures. Il est ainsi essentiel de développer des études favorisant la compréhension du « système paysage ».

Les documents établis dans le cadre du Programme de travail de la Convention font état des problèmes qui affectent les paysages. Ceux-ci font l'objet de transformations continues et rapides en raison des activités industrielles, agricoles, urbaines, infrastructurelles et touristiques qui s'y développent. Ces transformations modifient les caractéristiques et la qualité des paysages ; elles bouleversent les équilibres du milieu. Dans la mesure où ces changements conduisent à des dégradations des paysages naturels et anthropiques, il convient que les pouvoirs publics y attachent une attention particulière et que les professionnels du paysage puissent mener des activités spécifiques, afin de les contrôler.

La variété des paysages ainsi que la complexité des situations et des problèmes qui peuvent les affecter, doivent être étudiés. De nombreux parcours d'études ont été institués au niveau universitaire ; ils reflètent la diversité des approches, culturelles, scientifiques et techniques, des questions liées au paysage, ainsi que la variété des activités professionnelles et des projets entrepris afin d'en promouvoir la qualité.

Dans les différents États Parties à la Convention européenne du paysage, la formation universitaire de spécialistes du paysage, telle que prévue par la Convention, paraît souvent peu homogène. Ceci apparaît non seulement, dans les programmes universitaires des spécialistes de la protection, de la gestion et de l'aménagement du paysage, mais aussi dans la reconnaissance de la profession.

La situation de la formation des architectes paysagiste en Europe est contrastée : dans les États d'Europe du nord (Allemagne, Pays-Bas, Royaume-Uni...) les études supérieures, ont acquis un développement significatif avec la mise en œuvre de savoir-faire culturels, techniques et scientifiques communs. Dans d'autres États de l'Europe du Sud (Espagne, Italie, Grèce...), la formation des architectes paysagistes n'est pas encore complètement dissociée des formations de l'architecte, du designer et de l'urbaniste. Certains États présentent plusieurs courants d'architecture du paysage et une variété de parcours orientés, allant de l'architecture des jardins aux projets d'espaces verts et de places publiques,

à la planification urbaine, à l'aménagement d'activités agricoles explicitement paysagères, de paysages favorables au bien-être et à la santé, etc... Le paysagiste concepteur (paysagiste, architecte paysagiste), chargé de la conception et de la réalisation de projets de paysages et d'espaces ouverts ne constitue pas toujours le cœur de la profession.

Les différentes spécialisations relatives au paysage, dans les domaines de l'architecture, de l'aménagement du territoire, de l'histoire, de l'agronomie, de l'écologie et autres disciplines, correspondent à différents parcours d'études. Ceux-ci permettent d'acquérir les connaissances nécessaires à la compréhension de situations paysagères particulières en y apportant des réponses sectorielles qui produisent des conséquences directes ou indirectes sur les transformations des paysages.

Il est nécessaire et utile, afin de comprendre cette situation, de rappeler que la profession d'architecte paysagiste avait déjà une histoire décennale quand la Convention européenne du paysage a été ouverte à la signature, en 2000 :

- ▶ en 1948, à la suite de la création de la Fédération internationale des architectes paysagistes (IFLA) l'activité professionnelle de l'architecte paysagiste a obtenu une importante reconnaissance internationale et chaque État a commencé à fonder ses propres organisations professionnelles ;
- ▶ en 1989, avec l'établissement, à Bruxelles, de la Fondation européenne pour l'architecture du paysage (EFLA), le rôle professionnel de l'architecte paysagiste a été défini en 12 points (ceux-ci font état des objectifs de la profession, des connaissances de base et de la formation requises, et de la reconnaissance de la qualification de la profession dans les États européens) ;
- ▶ l'IFLA et le Conseil européen des écoles d'architecture paysagère (ECLAS) ont établi les critères pour la formation universitaire de l'architecte paysagiste et pour la reconnaissance de la profession dans les différents États ;
- ▶ en 2006, l'Union internationale des architectes (UIA) et l'IFLA ont reconnu les différences qui existent entre la profession d'architecte et celle d'architecte paysagiste.

Deux étapes, sont particulièrement importantes pour les études sur le développement de la formation et de la profession d'architecte paysagiste :

- ▶ la mise en place, en 2007 d'un Réseau européen d'universités sur le paysage – UNISCAPE : plus de 60 universités de différents États européens participent à ses travaux. Depuis dix ans, un réseau s'est développé afin de mener à bien des conférences, recherches, travaux d'observatoires, échanges d'informations relatives à l'architecture du paysage, ou encore des masters et universités

d'été sur les thèmes de la science de la planification territoriale, urbaine, environnementale et paysagère. En 2017, cette organisation non gouvernementale a présenté à la Conférence du Conseil de l'Europe sur la Convention un document concernant l'éducation au paysage dans l'enseignement supérieur. Un projet de développement culturel intitulé "Landscape as a project" a par ailleurs été développé afin de promouvoir une formation supérieure transdisciplinaire caractérisée par trois principes de base : l'interdisciplinarité, l'intégration des différentes approches culturelles et normatives, et la reconnaissance des nombreuses identités culturelles qui ont caractérisé le paysage européen ;

- ▶ le Rapport établi dans le cadre du Programme de travail du Conseil de l'Europe pour la mise en œuvre de la Convention européenne du paysage et présenté à la 5<sup>e</sup> Conférence du Conseil de l'Europe sur la Convention européenne du paysage « La formation des architectes paysagers » (CEP-CDPATEP (2009) 13 dans : Conseil de l'Europe, Facettes du paysage : Réflexions et propositions pour la mise en œuvre de la Convention européenne du paysage, pp. 273-292, Editions du Conseil de l'Europe, 2012 (Version anglaise : "Training of landscape architects", Landscape Facets: Reflections and proposals for the implementation of the European Landscape Convention, Council of Europe Publishing, 2012, pp. 269-287) ;
- ▶ en 2012, l'IFLA et l'UNESCO ont rédigé un document intitulé « Charte pour l'architecte européen paysagiste », dans lequel a été établi un parcours de formation universitaire de quatre années ;
- ▶ en 2016, un Groupe d'experts de IFLA-Europe a commencé à rédiger la Charte pour l'architecte européen paysagiste en tenant compte des connaissances sur l'avancement et l'évolution de la notion de paysage en Europe et des différentes expériences en cours qui favorisent l'application de la Convention européenne du paysage.

Avec la création de ces organisations et leurs différentes activités, le métier d'architecte paysagiste a obtenu une importante reconnaissance et a acquis une stature internationale. Cette reconnaissance est allée de pair avec la nécessité de résoudre les nombreux problèmes résultant de l'expansion urbaine : la requalification de villes et de paysages historiques, la création de nouveaux faubourgs plus riches d'espaces verts, la mise en œuvre de nouveaux projets de qualité paysagère, et l'entreprise de réalisations hygiénistes paysagères en faveur de la qualité de l'air, et de la dépollution des sols et de l'eau.

La Charte IFLA-Europe pour la formation et la profession de l'architecte paysagiste renferme les principales aspirations, critères et durée des programmes

d'enseignement professionnel en architecture du paysage. Afin d'obtenir une homogénéité de niveau dans la formation et dans l'articulation des cours (en 3 et 4 ans ou en 5 ans et un master), IFLA-Europe a établi des critères pour la formation de l'architecte paysagiste, ainsi que pour la reconnaissance de la profession dans les différents États.

Pierre Donadieu écrivait en 2009 que les compétences présentent deux aspects distincts : expériences humaines et esthétiques relatives à l'espace ; et connaissances techniques et scientifiques concernant ces mêmes espaces. Les professionnels, architectes paysagistes, planificateurs, gestionnaires, ou scientifiques, trouvent des solutions différentes pour comprendre et valoriser un lieu, proposer les manières de traiter tout à la fois des formes, des fonctions et des usages sociaux des espaces qu'ils aménagent ou dont ils cherchent à maîtriser le d'évolution.

Dans les pays urbanisés, les projets d'architecture du paysage sont abordés selon des approches variées et très différentes les unes des autres. Le concepteur paysagiste et l'architecte paysagiste s'occupent en particulier de la conception et de la réalisation des espaces ouverts et des jardins ; le paysagiste urbaniste et l'urbaniste bénéficiant d'une formation d'urbaniste, s'occupent des programmes pour les espaces urbains, périurbains et ruraux, ainsi que pour les systèmes de parcs publics dans les villes.

Il doit être souligné qu'il n'existe toujours pas de parcours d'études commun en Europe pour la formation

au métier d'architecte paysagiste (licence, master et doctorat), ni de système de reconnaissance des parcours. Ces étapes paraissent cependant fondamentales, dans le cadre du processus conduisant à l'action paysagère.

Il s'agit d'une question qu'il est nécessaire d'analyser avec grande attention, en se référant aux études développées par IFLA-Europe ainsi qu'à des documents élaborés par UNISCAPE dans le domaine du paysage. Les questions liées à la recherche et à l'enseignement suivent différents courants de pensée qui animent des débats dans les milieux scientifiques et professionnels.

## Conclusion

La formation permet d'appréhender les évolutions du paysage et d'analyser avec attention les nombreuses actions individuelles qui modifient les lieux en poursuivant différents objectifs, principes et habitudes. Le paysage est une entité perceptible par la collectivité et analysable scientifiquement, de façon interdisciplinaire, par les spécialistes du paysage. Imprégné de nombreuses stratifications historiques, le paysage peut s'analyser comme le résultat et le produit de l'interaction entre les facteurs naturels et les actions humaines. Il constitue un système en continuelle évolution résultant d'événements naturels spontanés et/ou d'actions humaines ; un système, qui, analysé et interprété avec attention, renferme en soi les prémisses de futurs changements.





# A traditional game in landscape education, “Goose game, landscape of the Iberian plateau” (*Meseta Ibérica*)

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**Mr Joaquín Romano Velasco**  
*Professor at the University of Valladolid, Spain*

**Mr Emilio Pérez**  
*Professor at the University of Valladolid, Spain*

**K**nowledge of the landscape is a complex process in which different styles and learning spaces are integrated, it is personal and collective, and involves all people throughout their lives. The landscape facilitates recognition by the teacher of the learning differences in each student and the combination of learning styles in their pedagogical practices, enriching their educational practice and promoting inclusive or integrative education.

“Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners and meeting them through greater participation in learning, cultures and communities, and reducing exclusion within and from education.”

*Booth, 1996*

Learning spaces supported in the landscape include both the classroom boosted by teachers, and outside the classroom in collaboration with community organisations and local civil society, the bodies responsible for decision-making and many more.

Education in the landscape is based on providing “authentic experience activities” that present situations and real problems that relate to daily life in the environment of students and their traditions, enhancing their role in the learning process, and the social function of education.

“What is learned more solidly, and is remembered best, is what you learn by yourself.”

*Kant*

The landscape is an essential resource for the development of the Professional Teacher Skills Model which aims to “educate students in order that they can develop the basic skills needed to develop a valuable personal life project and be able to implement it freely in their living space”. When the landscape becomes part of the didactic organisation of teaching, there is evidence that the issue is not the amount of information accumulated by each individual, but the qualitative orientation of its development, the improvement of its adaptation or creative intervention instruments, the clarification of the forces and factors that shape their specific living space.

The didactics of traditional games, such as the “Goose”, is ideal for education within the landscape and personal construction of children by developing their abilities and skills through experiencing the social and natural world, value systems, rules and social and ecological relations.<sup>19</sup>

“The traditional game is one of the sources, and perhaps the most important, where children learn values, rules, beliefs of a culture.”

*Movsichoff 2005*

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19. Piaget 1932, 1945; Vygotsky 1967; Winnicott 1975; Bruner 1983; Johnsen 1991; Goldstein, 1994.

## **Goose game landscape of the Iberian plateau**

The landscapes of the territory of the Iberian Plateau, as a cross-border Biosphere Reserve recognised by UNESCO, are key in its objective to harmonise human development with the conservation of biodiversity and the extraordinary natural and cultural values in this Douro River environment, shared by Spain and Portugal. The Iberian Landscape Project recognises the strategic value of education in the landscape to promote the eco-efficiency of cultural and heritage landscape resources, as well as protection of the agro-ecosystems in these territories.

The Game of the Goose can be applied to the knowledge of the Iberian Plateau landscape, and with it is offered a symbolic mapping, illustrated by Alicia Cañas, to discover in each game the collective imagination of this rural area, strengthening the bonds between the actors promoting participation and creating co-operative, driving networks for the development of models that respect an environment which is sustainable, inclusive, resilient, secure and diversified.

The ultimate goal is to reveal that intimate sensitivity that awakens the soul and brings the magic of the landscape closer, causing one to look at oneself when looking at it: since it does not speak for itself, it speaks about the beholder. From that education of the perception and the gaze to stimulate the reconstruction of knowledge and experience, one can reflect on the transformation and loss of the rural culture.

*"The landscape is the great challenge of rural education to a dying culture."*

*Romano, 2015*

### **Symbology and game rules**

The Game of the Goose is understood through the symbology contained in its material elements: a board, multiple coloured chips and one or two dice. A clear functional connection is established between them: the board illustrates the mapping of this territory and shows a scenario to travel across from the starting square to the end at the 63rd square.

The sequence of scenes from the Iberian Plateau illustrates natural and/or human factors that interact in this participative game. Each participant in the game is represented by a coloured chip that moves according to the fate of the dice, with the goal of arriving in the shortest possible time to the final square. Therefore, in each roll, the dice symbolises the energy that propels every player on his path and a specific journey across the territory, according to the game rules.

The game rules are associated to the squares of the game which are reached after each roll of the dice, with certain squares that can make you move forward, backwards or stand still, according to the symbols that, in our case, reflect the actual energy of this territory.

### **Squares to move forward: geese**

The seven geese, arranged on the board, multiply the energy of the dice, moving the player forward from "goose to goose, I throw because it is my turn". The illustrated geese represent the Douro river system as a primordial driving factor of this territory.

### **Squares to move backwards: the labyrinth, the skull**

The labyrinth takes us to the 30th square and illustrates the urban fabric of the many Celtic-origin "castros" (fortified settlements) where social and family life progress in many of these municipalities. The skull fatally returns us to the starting square. It represents the fire, the main ecological, social and economic hazard of the Iberian Plateau, which causes so much damage when it appears that it requires restarting the reconstruction of the territory from the memory of the landscape.

### **Squares to move forwards or backwards: dice and bridges**

When the dice falls, we move "from dice to dice, I roll because it is my turn". Dice are symbolically represented by the natural energy of water, as a factor of preservation or erosion. The bridges move us "from bridge to bridge, I roll because the stream flow takes me", and symbolise the openness and communication between landscapes as an opportunity, and also the exposure to risks from the outside, against which we have the knowledge of the landscape itself.

### **Squares to stop: the well, the jail, and the inn**

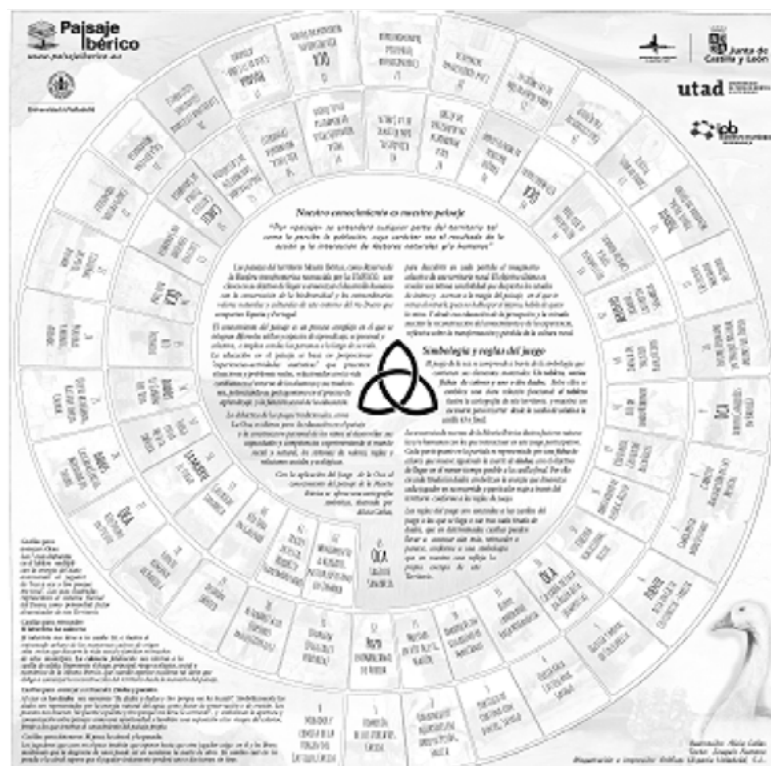
Players who fall in the well will have to wait until another player falls on it and releases them, showing that the misfortune of some can sometimes be the good fortune of others. Instead, if we fall in the inn or the jail, this means that the player will lose only one or two turns without rolling.

### **Squares of everyday landscape**

The remaining squares represent elements and scenes from everyday life, essential for the understanding of culture and the social dynamics of these territories. Self-sufficiency, as the only way of survival for centuries, has left a unique model

of isolation in which traces of Celtic, Roman, Arab cultures and even earlier civilisations, are preserved better than anywhere else in Europe. Traces manifest in rituals of masks, “zangarrones” or solstices, or in the popular stone architecture that reflects that extension and bond of domestic life to the natural environment itself. Wild flora and fauna are also a testament of adaptation models to a territory with extreme relief and weather.

But it is especially in the native breeds that graze in the mountains, pastures, “cortinos” (protective stone structures) and cliffs, that give the identity to these Castilian and Leonese municipalities of Sanabria, Aliste, Sayago, or those of the Portuguese “Trás-os-Montes” of the Upper Douro, Terra Quente and Terra Fria (hot and cold lands), and their preservation or their decline are warnings to the horizon of civilisation and the meaning of place.



## Iberian Plateau squares


0. Virgen del Castillo's lookout point and hermitage, Fariza	31. Foxglove ( <i>Digitalis purpurea</i> )
1. Pilgrimage of the Viriatos, Fariza	32. Well in Manzanal de Arriba
2. <i>Ranunculus aquatilis</i> in Arroyo Pisón, Fariza	33. Mill at Aliste river, Mahíde
3. Curtain door with lintel, Sayago	34. Poppies in Villarino de Manzanas
4. Castilian sheep breed, Sayago	35. Zamorano donkey/ Mirandesa race
5. Church and mural of Cozcurrita	36. Goose Waterfall of Faia da Água Alta (Bemposta)
6. High Bridge in GR 14 Cozcurrita – Fariza	37. Traditional kitchen, Aliste
7. Goat Grouping of Mesetas	38. Stone trough, Aliste
8. Goat Grouping of Mesetas	39. Douro River, Castro de Alcañices
9. Oca Arroyo Canceréis in Badilla	40. Pauliteiros Dance
10. Griffon Vulture in Natural Park of the Douro Cliffs	41. Onor river
11. Castle of Miranda do Douro	42. Urban labyrinth, Castro in Sanabria
12. Ponte Velha, Miranda do Douro	43. Typical clothing – Capa de Honras
13. Ox cart, Picote	44. Otter in Tera River
14. Pauliteiros of Palaçoulo	45. Goose Manzanas River
15. Black goat montesinho	46. Natural Park of Montesinho
16. Sayaguesa traditional house	47. Mirandesa cow in Albufeira do Azibo
17. Mushrooms in the Terra Fria of Trás-os-Montes	48. Aliste river, San Vicente de la Cabeza
18. Goose Fresno River in Miranda do Douro	49. Hydroelectric dam of Bemposta in Douro
19. Hostal Casa de ti Cura, Atenor	50. Tuela river, Moimenta (Vinhais)
20. <i>Dianthus lusitanus</i>	51. Pago Pralaba, San Martín de Castañeda
21. Mirandesa cow breed	52. Jail, Puebla de Sanabria Castle
22. Shepherd huts, Fermoselle	53. Rye culture in Sanabria
23. Well sweep, Atenor	54. Goose Tera River
24. Prairies and mountain, Atenor	55. Trefacio river
25. Artisanal cheese, Churra sheep breed	56. El Cañón del Tera
26. Dice Cercio Waterfall, Miranda do Douro	57. Fire on the Iberian Plateau
27. Goose Douro River in Picote	58. Death – the fire
28. Roman fountain of Badilla	59. Castro of Sanabria
29. Iberian Desman	60. Tera river in Galende
30. Blue lupin ( <i>Lupinus angustifolius</i> )	61. Party costumes, Trás-os-Montes Northeast
	62. Viriato symbol in Zamora
	63. Sanabria lake

Powerpoint presentation  
<https://rm.coe.int/16808de51c>





Les paysages du territoire du Reserve de la Biosphère transfrontalière Plateau Ibérique, sont clés pour son objectif de réussir à harmoniser le développement humain grâce à la conservation de la biodiversité et les valeurs naturelles et culturelles extraordinaires de l'environnement au sein de la rivière Duero, celui-ci partagé entre l'Espagne et le Portugal.



- La démarche pédagogique des jeux traditionnels, **comme le Jeu de l'Oie**, est idéale pour l'éducation dans le paysage et la construction personnelle des enfants en développant ses capacités et compétences avec des expériences dans le monde social et naturel, les systèmes de valeurs, normes et relations sociales et écologiques.

References: Piaget, 1932, 1945, Vygotsky, 1967, Winnicott, 1975, Bruner, 1983, Johnsen, 1991, Goldstein, 1994)



**Le jeu de l'oie se comprend à travers de la symbologie** contenue par ses éléments matériels :

Plateau/ plusieurs fiches de couleurs / un ou deux dés.



Entre eux il existe une relation fonctionnelle évidente : le tableau illustre la cartographie du territoire, et montre un scénario afin de parcourir de la case de sortie jusqu'à la case 63 ou finale.

La séquence des scènes du Plateau Ibérique, illustre les différents facteurs naturels et/ou humains auxquels il est possible d'interagir dans ce jeu participatif.



- Chaque participant dans la partie est représenté par une fiche de couleur qui se bouge suivant la chance des dés, tout cela avec l'objectif d'arriver, au plus vite possible, à la case finale.
- Pour cela, dans chaque lancée, **les dés symbolisent l'énergie qui dynamise chaque joueur** dans son parcours et voyage particulier, à travers du territoire selon les règles du jeu.



- Les règles du jeu sont associées aux cases du jeu auquel le joueur s'y trouve ou tombe après une lancée des dés.
- Cette case le permettra d'avancer encore plus, reculer ou s'arrêter, selon une symbologie que dans notre cas reflète la propre énergie du territoire.

**Cases pour avancer : les Oies**  
Les sept oies disponibles dans le tableau, multiplient l'énergie du dé en avançant « de oie en oie et je lance parce que c'est à mon tour ». Les oies représentent le système fluvial du Duero, comme facteur stimulant essentiel de ce Territoire.

**Cases pour reculer : La tête de mort**  
La tête de mort nous ramène malheureusement à la case de départ. Il représente le feu, principal risque écologique, social et économique du Plateau Ibérique. Celui-ci provoque conséquences très graves, ce qui oblige à commencer la reconstruction du territoire depuis la mémoire du paysage.

« Paysage et éducation »

- L'objectif final est de dévoiler cette intime sensibilité qui réveille les états d'âme et approche à la magie du paysage, dans lequel tu te vois en le regardant puisqu'il ne parle pas de lui-même, il parle de celui qui le regarde.




- Depuis cette éducation de la perception et le regard, susciter la reconstruction de la connaissance et de l'expérience, tout en réfléchissant sur la transformation urbaine et la perte de la culture rurale.



Merci pour votre attention,

QUELQU'UN VEUT JOUER  
AU JEU DE L'OIE



# The didactic proposal: “I learn about heritage and its landscapes”

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**Mr Luis Ernetá Altarriba**

*Associate Professor of Geography, University of Navarra, Spain*

**Mrs María Casas Jericó**

*Environmental Biology Department, Science Faculty, University of Navarra, Spain*

**T**he great advances made in technology and the political and economic changes during recent decades have profoundly transformed the way individuals live in society and interact with the world around them. The globalisation era has brought important changes, both culturally and environmentally, but their effects and scale are not always positive, easy to keep under control, or even known.

At a cultural level, one of the most important impacts of globalisation is the knowledge of society. Nowadays, knowledge emerges from the collective contribution of individuals and its free dissemination. However, this phenomenon has also brought along standardisation and the prevalence of the occidental culture as a global cultural trend, in opposition to local and regional cultures, full of traditions and values. A good example of this can be found in the data contained in the UNESCO Report “Language Vitality and Endangerment” (2003): about 90% of all languages may be replaced by dominant languages by the end of the 21st century.

At an environmental level, globalisation becomes apparent in many ways, for example, through the creation of national and international networks to protect natural heritage. One of these networks is Natura 2000, which offers a haven to Europe’s threatened species and habitats. However, globalisation very often means the loss and degradation of natural and cultural landscapes, which are fundamental and witness to the identity values of its citizens. Fortunately, there are different tools nowadays to fight back these negative aspects, such as the European Landscape Convention, promoting the protection and management of the European landscapes (Council of Europe, 2000).

We may conclude that there is a need to build a more active citizenship, involved in decision-making processes and the support of local culture and identity that will not imply an outright rejection of those positive aspects of globalisation. In this sense, the education on heritage and landscape represents a powerful tool in the learning process, as well as in the change in citizen attitudes and values. Heritage and landscape help one not only to see reality, but also to perceive the meanings inside that reality.

## **Heritage and landscape values: realities from which to learn**

Heritage and landscape are two complex and linked realities which hold a great conceptual richness. They also share a common ground, from which three main ideas stand out:

- ▶ Both realities stem from a society. Heritage and landscape are a kind of palimpsest, because they enable us to identify and read the trace left by other cultures, societies and times.
- ▶ Heritage assets can be constituent elements of landscape. Regardless of their natural or human-induced origin, the elements of landscape can also be part of tangible or intangible heritage. These heritage assets are precisely that which give real meaning, uniqueness and identity to landscapes (UNESCO, 1972).
- ▶ Landscape is also a basic component of the natural and cultural heritage, as reflected by the European Landscape Convention, the international reference document for the protection, management and planning of landscape (Council of Europe, 2000).

Beyond this common ground shared by heritage and landscape, we should highlight its educational importance (Castiglioni, 2012; Cuenca, 2016). Both concepts allow addressing, in an integrated manner, a wide content diversity: natural resources (hydrology, flora, and fauna), economic activities (agriculture, livestock, industry, tourism); artistic architectural expression (buildings), visual arts (painting, sculpture) and music (folklore); etc.

In a globalised world, where specialisation and compartmentalisation of knowledge have reached education centres – through separate and disconnected subjects and an overloaded curriculum –, the potential from those comprehensive concepts must be appreciated and seized, because they will allow bridges to be built, to achieve a holistic and integrated learning.

### **Some learning proposals and experiences**

In Spain, some autonomous regions have designed education proposals for the joint teaching in schools of landscape and heritage. This is the case of “Proxectoterra”, an initiative launched in 2000 by the Official School of Architects and the Regional Government of Galicia (Xunta de Galicia). This project is aimed at preschool education (3-6 years old), primary school (6-12 years old) and secondary school (12-16 years old) students, and offers a number of didactic resources, organised in different areas which are adapted to each learning stage.<sup>20</sup> At primary level this initiative studies the Galician territory, starting at a very local scale during the first years (ie. the neighbourhood where the student lives) and progressively broadening it in the following years to study the regional level. At secondary level, the emphasis is laid on tangible cultural heritage – represented by popular and modern architecture – and territorial identity.

Another learning experience, which has also become a landscape learning reference, is the project “Ciutat, Territori i Paisatge”. It was developed in 2006 by the Territory and Sustainability Department of Catalonia, the Education Department of the Government of Catalonia, and the Landscape Observatory of Catalonia, and it was referred to as an example of good practice at the 5th Council of Europe Conference on the European Landscape Convention – Report “Landscape and education of children” (Council of Europe, 2009).<sup>21</sup> The didactic resources aimed at secondary school students

comprise descriptive worksheets of the different landscapes in Catalonia, and a website where students can further study these landscapes in detail.<sup>22</sup>

With respect to Navarra, during the last two decades some heritage and landscape teaching proposals have been developed in this region, but none of them have studied these subjects in a joint manner. Regarding heritage, there are two recent initiatives that should be highlighted. The first one has produced some teaching materials for preschool and the first years of primary school, designed by the Intangible Heritage Archive in Navarra, where this heritage is treated through readings, poems, songs, folklore, etc.<sup>23</sup> The second initiative aims to bring the intangible cultural heritage found in the different museums of Navarra closer to both teachers and citizens in general.<sup>24</sup> Eventually, in relation to landscape, the authors designed a learning proposal aimed at 5th and 6th grade primary students, which was implemented at four different schools in Navarra in 2016. The different constituent elements of Navarrian landscapes are addressed through an entertaining and co-operative learning methodology.<sup>25</sup>

### **The joint learning of heritage and landscape: a proposal for Navarra**

On the European Heritage Days, held in September and October 2017, the Department of Culture and the Prince of Viana Institution of the Government of Navarra fostered the development of the following teaching guides: “I learn through heritage and landscape!”<sup>26</sup> (primary level) and “Discover heritage and landscape!”<sup>27</sup> (secondary level). These teaching guides aim to bring the heritage and landscapes of Navarra closer to its citizens, represented, in this particular case, by the learning community. Complementarily, they aim to accomplish a more integrated and cohesive education through the interaction of different learning subjects at school, achieving a meaningful learning experience.

20. Teaching materials available at: <http://proxectoterra.coag.es>

21. Council of Europe, Landscape and education of children (CEP-CDPATEP (2009) 12). See also: “Landscape facets: Reflections and proposals for the implementation of the European Landscape Convention”, Council of Europe Publishing, 2012, pp. 217-267.

22. Teaching materials available: [www.catpaisatge.net/esp/materials\\_ctp.php#!prettyPhoto](http://www.catpaisatge.net/esp/materials_ctp.php#!prettyPhoto).

23. Teaching materials available: [www.navarchivo.com/es/ahozko-literatura-literatura-oral](http://www.navarchivo.com/es/ahozko-literatura-literatura-oral); [www.navarchivo.com/es/cancionero-kantutegia](http://www.navarchivo.com/es/cancionero-kantutegia).

24. Teaching materials available: [www.educacion.navarra.es/documents/27590/27720/Navarra+territorio+creativo.pdf/cc016635-6e20-4768-986b-5f1bc2a6c203](http://www.educacion.navarra.es/documents/27590/27720/Navarra+territorio+creativo.pdf/cc016635-6e20-4768-986b-5f1bc2a6c203).

25. Teaching materials available: <http://hdl.handle.net/10171/43100> (English version); <http://hdl.handle.net/10171/43099> (Spanish version).

26. Original titles: ¡Aprendo con el patrimonio y sus paisajes! (Spanish); Ondarea eta bere paisaekin ikasi egiten dut! (Basque).

27. Original titles: ¡Descubre el patrimonio y sus paisajes! (Spanish); Ondarea eta bere paisaia ezagutu itzazu! (Basque).



This project consists of the first teaching material specifically designed in Navarra from an integrated learning perspective of heritage and landscape, and, as a pioneering experience, it is subject to future improvement. Nevertheless, the value of the guides lies in the fact that they represent a starting point for future learning proposals and experiences. All

of these learning experiences have been taken into account when drafting these teaching guides, with other aspects related to heritage and landscape diversity in Navarra, the school curriculum and the learning methods. The learning project has eight guides, four in Spanish and four in Basque.



Figure 1. Detail of the eight teaching guides that make up the learning.

There is a specific proposal for 5th and 6th grade primary students in each linguistic model (Spanish and Basque) and a different one for the full secondary education stage. In the latter there are two different difficulty levels of activity (first and second courses and third and fourth courses). Likewise, in each learning level there is a teacher's handbook (including theory on heritage and landscape, and all activities with keys) and a student's book where both theory and exercises are combined.

Given that heritage and landscape request an interdisciplinary approach in both their teaching and learning (Council of Europe, 2009), there are a range of activities that can be used in different subjects: from social science or geography and history – subjects where these matters are usually treated – to biology and geology, music, mathematics or physical education. At the same time, all activities aim to

develop, in an integrated manner, the key competences. Different methodologies and resources have been used for this purpose (photographs, videos, maps, online multimedia repositories...), as shown in the graph annex.

With regard to the dissemination of these teaching materials, a complete printed set was sent to each primary and secondary education centre in Navarra. The full project is also available for free download at the [European Heritage Days website](#).

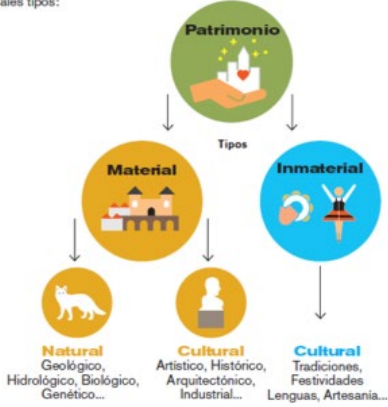
Concurrently, and working together with the Education Department of the Government of Navarra, different seminars have been presented at a teacher training centre. These sessions aimed to explain the guides to all teachers interested in exploring new curricular approaches.

## Graph Appendix

### 2 La clasificación de los bienes del patrimonio

#### ¿Qué tipos de patrimonio existen?

Los bienes que forman parte del patrimonio se clasifican en diferentes categorías según sus características. A continuación puedes ver un esquema resumido de los principales tipos:



Para clasificar el patrimonio, en primer lugar, hemos de fijarnos en si es material (se puede tocar) o inmaterial (no se puede tocar).

En segundo lugar, nos fijaremos en cómo ha sido creado el bien patrimonial:

**Natural:** si el bien ha sido creado por la naturaleza. Por ejemplo: un árbol, un manantial, una especie animal o vegetal...

**Cultural:** si el bien ha sido creado por el ser humano. Por ejemplo: un cuadro, un puente, una muralla...

#### Actividad 5

Fijate en los bienes patrimoniales de la Actividad 3 que has incluido en el grupo de materiales y clasifícalos atendiendo únicamente a si han sido creados por la naturaleza (*patrimonio natural*) o por el ser humano (*patrimonio cultural*):



Patrimonio Natural

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Patrimonio Cultural

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11

Figure 2. Types of heritage.

Source: Student workbook for 5th and 6th grade of Primary Education

### 5 El patrimonio en Navarra

A. Teniendo en cuenta los criterios mostrados en la tabla, identifica el estilo al que pertenecen los monumentos recogidos en las siguientes imágenes. Emplea una R para el Románico y una G para el Gótico.



41

Figure 3. Cultural Heritage: Romanesque and Gothic art in Navarra.

Source: Teacher's book for Secondary Education.

11. jarduera

Monumentu Naturalak naturako toki edo elementuak dira zeintzuk babestutak egotea merzi duten haien berezitasuna, interes zientifikoa, bitxitasuna ala edertasunarengatik.

Gaur egun Nafarroan honelako ondasun bakarrak zuhaitz singularrak dira. Orokorrean, zuhaitz oso zaharrak dira, oso haundiak edo itxura berezia daukatenak, historio eta bitxikerien protagonistak.

Hurrengo webgunean Nafarroan dauden Monumentu Naturala figurarekin babestutako aparteko zuhaitzak ikus ditzakegu (gaztelaniaz):

[https://www.navarra.es/home\\_es/Temas/Medio+Ambiente/Patrimonio+natural/Monumentos+naturales.htm](https://www.navarra.es/home_es/Temas/Medio+Ambiente/Patrimonio+natural/Monumentos+naturales.htm)



Lizarragako Haritza hautatu ezazu. Ondoren, hurrengo galderak erantzun itzazu:

A. Osatu ezazu hurrengo fitxa ondasun honen informazioarekin.

Monumento Naturala	Lizarragako Haritza
Kokapena	Lizarraga, (Izagondoa ibarra)
Izen zientifikoa	<i>Quercus humilis</i> Mill.
Izen arrunta	Haritza
Altuera	21 m
Behaketak/bitxikeriak	Frantsiako Xabierkoaren familiarena zen baso batean aurkitzen da

B. Izen zientifikoa dakizunez, bilatu ezazu informazioa zuhaitz honi buruz. Ondoren, egin ezazu zuhaitz honen hostoaren eta fruituaren marrazki bat.

Hostoa



Fruitua



Figure 4. Natural heritage: Natural monuments in Navarra (monumental trees). Source: Teacher's book for 5th and 6th grade of Primary Education

17. jarduera

Bertsolaritza buruzko ondorengo testua irakurri ezazu. Ondoren, galderak erantzun itzazu:

A. Nor da bertsolaria? Idatzi ezazu definizio bat zure hitzekin.

B. ¿Bertsolaritza gizonezko gauza bat al da? Beti izan da horrela?

C. Zer ondare mota da Bertsolaritza? Nola babestu dezakegu denboran mantentzeko?

Bertsolaritza bat-batean egindako abesti burutsuak euskaraz sortzea da, metrika zehatz batekin eta. sarritan, ezarritako gai batekin. Lehiaketa bat da non bertsolariek, bata bestearen aurka edo bakarrik, jende multzo baten aurrean hizkuntzaren trebetasuna eta originaltasuna erakutsi behar duten.

Bertsolaritzaren ikerketan erreferentzia den Xabier Amurizaren hitzetan, edo hobeto esanda bertsoetan:

*Hizketan lerratzen da  
gizonen bizitza,  
jolas edo jokoan  
pozago gabiltza.  
Neurriz eta errimaz  
kantatzea hitza,  
horra zer kirol mota  
den bertsolaritza*

Bertsolariek aurretik prestatutako bertsoak abestu ditzake (bertso jarriak), edo bertan bat-batean bota ditzake. Lehenengo kasuan, gai serio edo poetikoak lantzen dira; bigarren kasuan, ordea, eguneroko gaiak lantzen dira ironiaz edo trufaz, entzuleak ondo pasa dezan.

Ohituraz, bertsolaritza gizonekin erlazionatu da, herrien plazetan eta tabernetan gertatzen zena. Hala ere, emakumeek ere lantzen zuten bertsolaritza, baina etxe barruan egiten zuten. Horregatik, emakume bertsolarien ikusgaitasuna txikiagoa izan da. Gaur egun desagertu da ezberdintasun hau eta bertsolaritzak ez du sexuz edo adinaz ulertzen. Bertsogintza da garrantzitsua soilik.

Bertsolaritza aho-tradizio bat da eta, ondasun materiala ez bezala, desagertzeko kaltea haundiagoa da. Horregatik, honen babesmena erronka sendoa da ondarearen kudeaketarentzat. Azken hamarkada hauetan, honen babesmena bultzatzeko, zenbait estrategia ezberdinak sortu dira, honakoak bezala: artxibo bat sortzea non bertsoen grabazioak eta transkripzioak gordetzen diren (Bertsolare E[karketa], hezkuntza programak "Bertsolaritza ikastolan" bezala, edo urteroko lehiaketak).



*Hizketan lerratzen da  
gizonen bizitza,  
jolas edo jokoan  
pozago gabiltza.  
Neurriz eta errimaz  
kantatzea hitza,  
horra zer kirol mota  
den bertsolaritza*

Figure 5. Intangible cultural heritage: Bertsolarism. Source: Student's workbook for Secondary Education

## Teaching guides and references

### 5th and 6th grade of Primary Education

#### Teacher handbooks

Casas M., Erneta L., Otegui J. (2017) *¡Aprendo con el patrimonio y sus paisajes! Guía didáctica 5º y 6º de E.P. Cuaderno del docente*. Pamplona: Servicio de Patrimonio Histórico, Dirección General de Cultura, Institución Príncipe de Viana (Gobierno de Navarra). ISBN: 978-84-235-3460-9 (Spanish).

Casas M., Erneta L., Otegui J. (2017) *Ondarea eta bere paisaiekin ikasi egiten dut! Gidaliburu didaktikoa, L.H.ko 5. eta 6. Mailak. Irakaslearen koaderno*. Iruña: Ondare Historikoaren Zerbitzua. Kultura Zuzendaritza Nagusia, Vianako Printzea Erakundea (Nafarroako Gobernua). ISBN: 978-84-235-3461-6 (Basque).

#### Student workbooks

Casas M., Erneta L., Otegui J. (2017) *¡Aprendo con el patrimonio y sus paisajes! Guía didáctica 5º y 6º de E.P. Cuaderno del estudiante*. Pamplona: Servicio de Patrimonio Histórico, Dirección General de Cultura, Institución Príncipe de Viana (Gobierno de Navarra). ISBN: 978-84-235-3460-9 (Spanish).

Casas M., Erneta L., Otegui J. (2017) *Ondarea eta bere paisaiekin ikasi egiten dut! Gidaliburu didaktikoa, L.H.ko 5. eta 6. Mailak. Irakaslearen koaderno*. Iruña: Ondare Historikoaren Zerbitzua. Kultura Zuzendaritza Nagusia, Vianako Printzea Erakundea (Nafarroako Gobernua). ISBN: 978-84-235-3462-3 (Basque).

### Secondary Education

#### Teacher handbooks

Erneta L., Casas M., Otegui J. (2017) *¡Descubre el patrimonio y sus paisajes! Guía didáctica de E.S.O. Cuaderno del docente*. Pamplona: Servicio de Patrimonio Histórico, Dirección General de Cultura, Institución Príncipe de Viana (Gobierno de Navarra). ISBN: 978-84-235-3456-2 (Spanish).

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Zerbitzua. Kultura Zuzendaritza Nagusia, Vianako Printzea Erakundea (Nafarroako Gobernua). ISBN: 978-84-235-3457-9 (Basque).

#### Student workbooks

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Erneta L., Casas M., Otegui J. (2017) *Ondarra eta bere paisaiak ezagutu itzazu! D.B.H. Gidaliburu didaktikoa. Irakaslearen koaderno*. Iruña: Ondare Historikoaren Zerbitzua. Kultura Zuzendaritza Nagusia, Vianako Printzea Erakundea (Nafarroako Gobernua). ISBN: 978-84-235-3458-6 (Basque).

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*UNES: Universidad, Escuela y Sociedad*, 1, pp. 22-41.

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UNESCO (2003), [Language Vitality and Endangerment](#), Paris: UNESCO.

## General debate on public policies

“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”.

*Article 6 B. c. of the European Landscape Convention*

*With the participation of  
Members of the Steering Committee for Culture, Heritage and Landscape (CDCPP),  
Council of Europe Conference on the European Landscape Convention and  
Representatives of Ministries; Representatives of local and regional authorities;  
Representatives of international governmental organisations and  
Representatives of international and national non-governmental organisations;  
other participants interested in the issue of the landscape.*

## Débat général sur les politiques publiques

« Chaque Partie s'engage à promouvoir : ... des enseignements scolaires ... abordant, dans les disciplines intéressées, les valeurs attachées au paysage et les questions relatives à sa protection, à sa gestion et à son aménagement ».

*Article 6 B. c. de la Convention européenne du paysage*

*Avec la participation des  
Membres du Comité directeur de la culture, du patrimoine et du paysage (CDCPP),  
de la Conférence du Conseil de l'Europe sur la Convention européenne du paysage  
et des Représentants des Ministères; Représentants des autorités locales et régionales;  
Représentants des organisations gouvernementales internationales et  
Représentants d'organisations non gouvernementales internationales et nationales;  
autres participants intéressés par la question du paysage.*



# Paysage et éducation en Andorre : l'Atelier sur le paysage pour les écoliers

## Andorre

M<sup>me</sup> Natàlia Rovira

Responsable de la stratégie et de la communication, Ministère de l'environnement, de l'agriculture et du développement durable, Andorre

**A** la suite de sa ratification de la Convention européenne du paysage, l'Andorre a développé un Atelier destiné aux écoliers de 8 à 14 ans. Celui-ci permet de procéder à une introduction au concept de paysage ainsi qu'à l'observation et à l'analyse de l'évolution du paysage à travers le jeu, avec la technique de la photographie diachronique (entre les années 1940 et 2010).

Il s'agit pour les élèves de découvrir la diversité des unités de paysage en Andorre, de reconnaître les éléments qui le composent et les valeurs qui lui sont associées, et de prendre conscience de ses changements en relation avec les activités humaines qui s'y déroulent.

Un résumé de la démarche suivie dans le cadre de l'Atelier est présenté ci-après.

som paisatge



## Qu'est-ce que le paysage?

Le paysage est bien plus qu'une vue agréable ou une jolie photo.

Définition du paysage selon la Convention européenne du paysage du Conseil de l'Europe (2000)

En 2012, l'Andorre a adhéré à la Convention européenne du paysage.

## Les valeurs du paysage

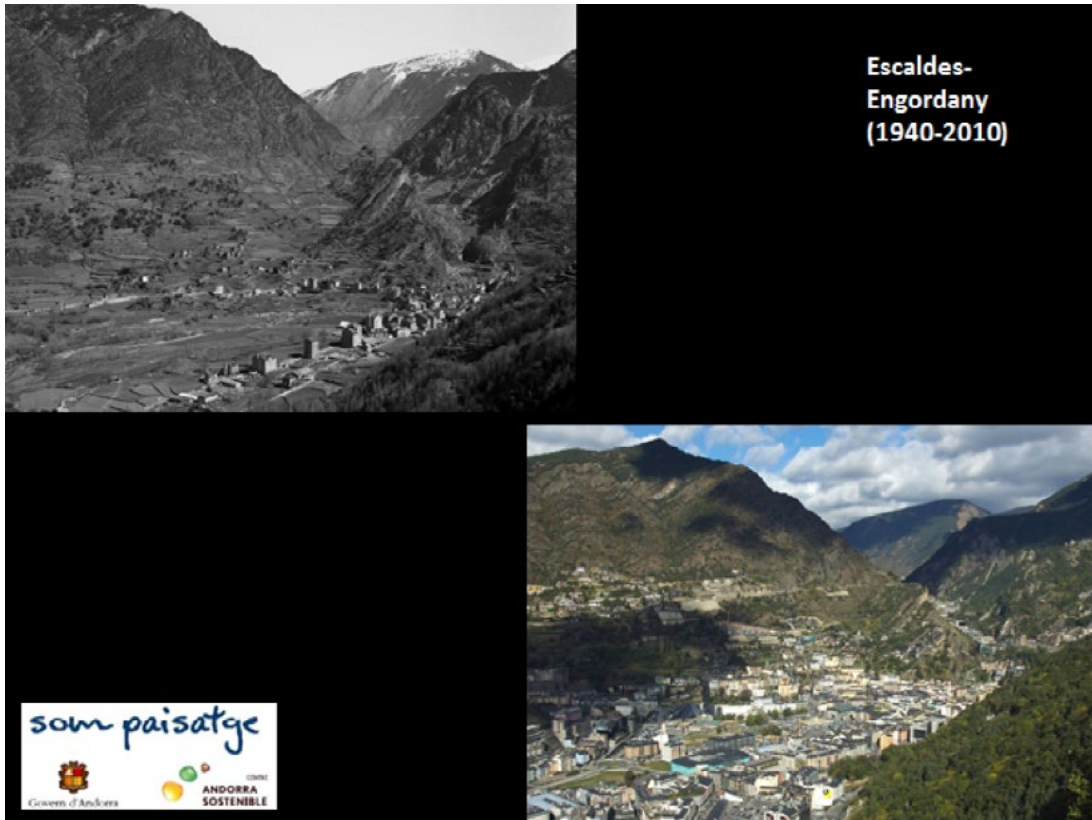
- ▶ valeurs écologiques : biodiversité et relief, géologie ;
- ▶ valeurs productives : services socio-économiques ;
- ▶ valeurs sociales : loisirs ;
- ▶ valeurs historiques : patrimoine culturel et archéologie ;
- ▶ valeurs esthétiques et sensorielles : sentiments, beauté, inspiration par les couleurs et les textures, formes, odeurs et parfums, etc. ;
- ▶ valeurs symboliques : appartenance, identification, estime, etc. ;
- ▶ valeurs religieuses et spirituelles.

## Les composantes du paysage

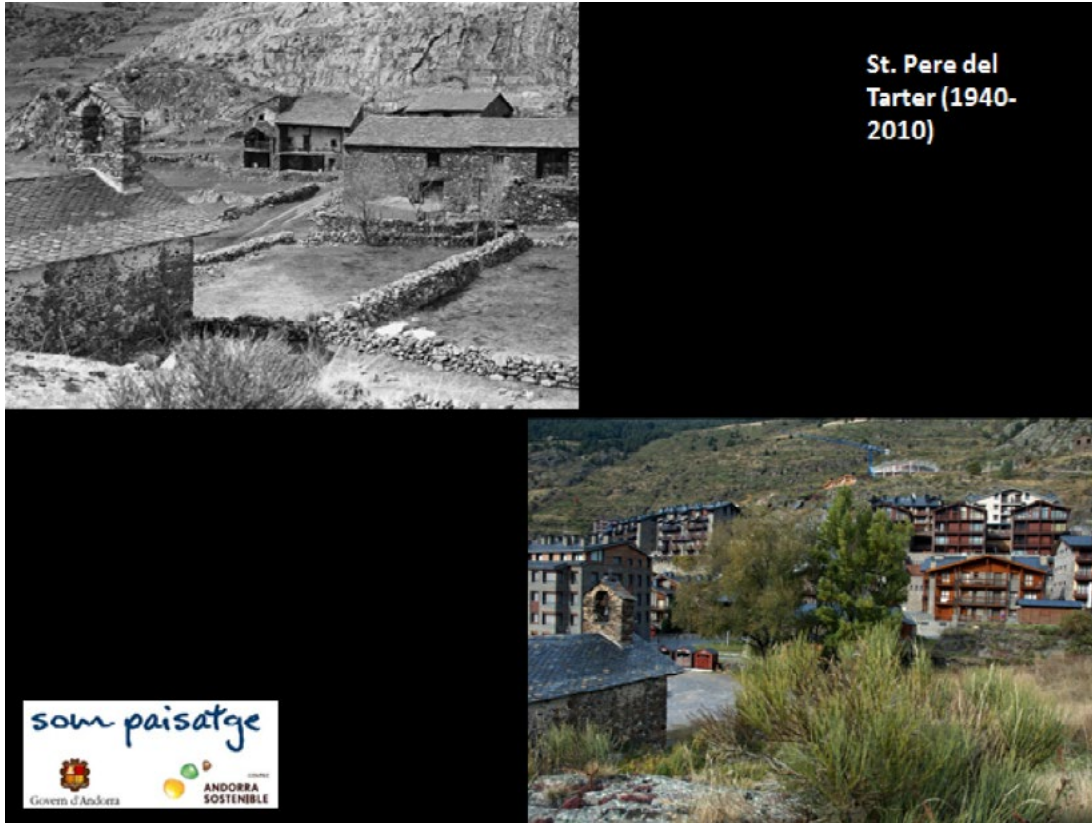
- ▶ biotiques;
- ▶ action des êtres humains;
- ▶ abiotiques;

- ▶ climat: pluie et neige, soleil, vent;
- ▶ relief: montagnes, vallées, rivières.

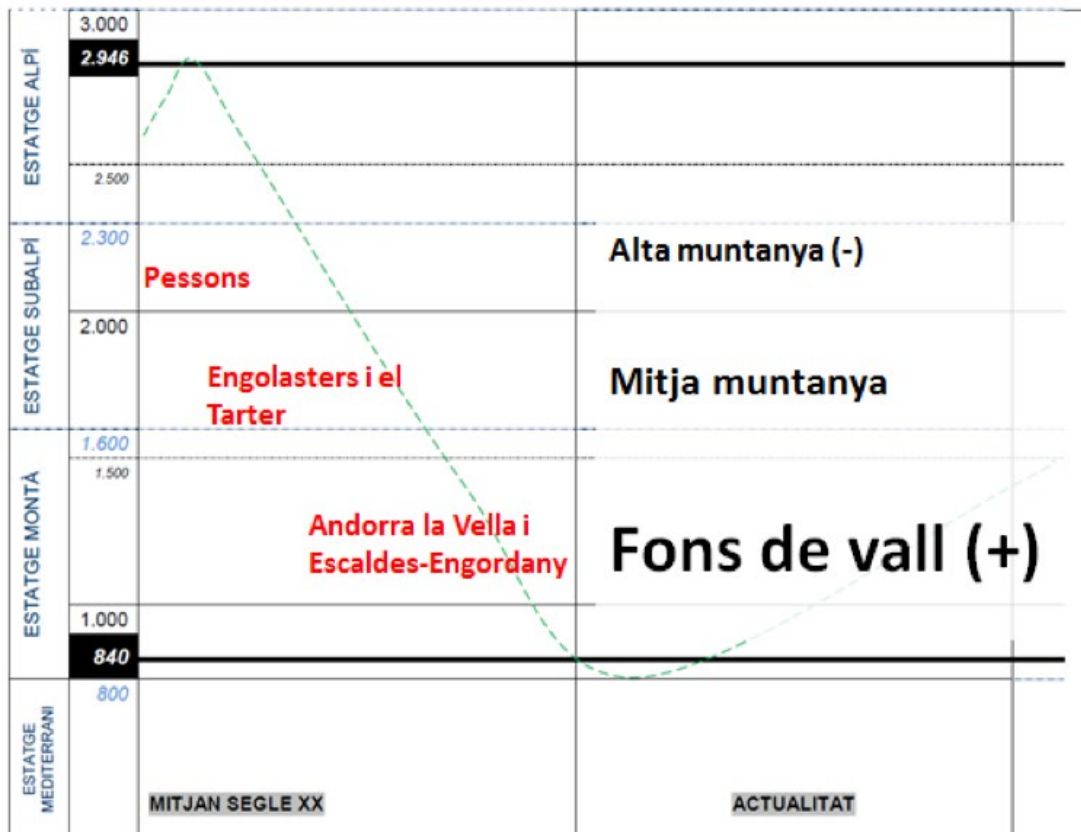
Les modifications dans le paysage: cherchez les différences entre les deux photographies.







Où ont eu lieu les principales modifications dans le paysage ?



## Conclusions

Les conclusions suivantes peuvent être formulées :

- ▶ les paysages sont le résultat de facteurs naturels et de facteurs humains ;
- ▶ les paysages ont de multiples valeurs : naturelles et socioculturelles ;
- ▶ au cours des cinq dernières décennies, les modifications du paysage se sont accélérées ; celles-ci

sont liées à l'activité humaine, en particulier en fond de vallée ;

- ▶ certains changements ont amélioré notre qualité de vie, mais d'autres nous ont rendus plus vulnérables aux risques naturels.

Depuis 2013, plus de 1 600 écoliers, parmi les 10 000 enfants scolarisés en Andorre, ont participé aux Ateliers éducatifs sur le paysage.

# The activity “Latvian Landscape Treasures”

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## Latvia

**Mrs Kristine Kedo**

*Head of Spatial Planning Policy Division, Spatial Planning Department,  
Ministry of Environmental Protection and Regional Development, Latvia*

**L**atvia is a small and green country and we are proud of our natural and cultural heritage which eventually forms our outstanding landscapes. These landscapes are part of our national identity and our national treasures are appreciated since early childhood in almost every family.

Nevertheless, establishment of national landscape policy was not an easy task. Although the country ratified the European Landscape Convention in 2009, the Latvian Landscape Strategy was not elaborated and approved by its government until 2013.

Action for landscape education was one of the hardest tasks when developing the Strategy. All relevant institutions were involved, including the Ministry of Education, but it was not possible to agree on clear actions in the framework of the existing education system. The compromise between all involved parties was to focus on informing society and organisation of public campaigns about landscape values for awareness raising of the general public.

One of the first successes and the main instrument in education of society for four years was the national selection for the Council of Europe Landscape Award, as this raised awareness of the importance of landscape from various aspects, including environmental, social and economic. The number of Latvian participants doubled each session and we are very proud that our national award winner, “Regeneration of Daugavpils Fortress”, was selected as the winner for 5th Session of the Council of Europe’s Landscape Award, 2016-2017.<sup>28</sup> We were honoured to welcome the European landscape family to Latvia this June and had an opportunity to share our landscapes and good practices internationally.<sup>29</sup>

The main theme of this intervention is the various events commemorating the Latvian centenary or 100th anniversary of independent Latvia, which emphasises the value of our landscapes, both from a historic and a forward-looking perspective.

Since 2017, the Ministry of Environmental Protection and Regional Development, together with the National Library, has been organising its first public campaign for the implementation of a Landscape strategy. The activity is entitled, “Latvian Landscape Treasures – yesterday, today and tomorrow”, and is organised in three phases: we have now reached the final phase.

The activity of citizens was astonishing in the first phase of the campaign – more than 1,000 proposals for the title “Landscape treasure” were received during first two months. Taking into account the visual and cultural values of landscape, experts selected 243 of 1,000 proposals that were submitted for electronic voting on the website of the National Library.

While voting was ongoing, there were several contests organised to promote the activity of the different target groups, including an activity entitled “Vote with your class”, which was targeted to pupils and teachers from secondary schools. In order to win one of three excursions for the whole class, pupils together with their teacher had to take a photo of them voting for landscape treasures. Again, the response was unexpected: 91 classes from secondary schools throughout Latvia participated in the contest, and therefore awareness was raised to more than 1,000 children and their teachers.

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28. <https://www.coe.int/en/web/landscape/latvia>.

29. <https://rm.coe.int/168093c793>.

In total there were 46,000 votes in two months and a dedicated board of landscape experts summarised them and developed a list of 10 landscape treasures for each of the five planning regions. In the concluding part of the first phase, additional information, photos, memories and wishes for the future were collected. Over three months, 959 photos and 72 personal memories about landscape treasures were donated by citizens.

The second phase of landscape treasures was less visible for society, but very active for the organisers, as high quality photos of all 50 landscape treasures were made and exhibition stands and discussion topics were prepared for regional events. The work on the main output of this activity – electronic storage of landscape treasures – was carried out during this phase.

The third phase started in September 2018 and its first month was an intensive marathon of landscape treasures, as five regional exhibitions were kicked off, together with five regional discussions. Even in such a small country as Latvia, each of the five regional events were one of a kind with their unique stories and perceptions on their landscape treasures. For example, we had a very professional story about flat meadows in Zemgale region and a

very enthusiastic story about a hobby of researching sacral heritage – crucifixes in Latgale region. A family from Vidzeme region, living in a historical manor, shared their experience of evaluating the past in the renovation over the last 10 years of this manor and the adjacent park. Meanwhile, discussions in the region of Riga emphasised the importance of spatial planning in preservation and development of everyday landscapes. The last discussion was in Kurzeme region, where an excellent experience on preservation of traditional coastal landscape was shared by fishermen from a traditional coastal village. These are just some highlights to share our great satisfaction for the outcomes of the regional discussions.

The next step of the activity is envisaged on 26 October 2018, the gala event entitled “Freedom – Landscape – Us”, for 400 of the participants who were active in all phases of the activity by sharing photos and memories. During this event the electronic storage of landscape treasures will be presented and officially published for Latvian society. An English version of the electronic storage is also being developed and it is planned that, by the beginning of 2019, the heart and soul of Latvian landscapes can be shared with our European landscape family!

# Landscape education and training in Slovenia

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## Slovenia

**Mrs Jelena Hladnik**

*Secretary, National Head for the implementation of the European Landscape Convention,  
Ministry of Agriculture and the Environment, Slovenia*

**D**ear Colleagues, I hope this Meeting will make a significant contribution to the essential work by the Council of Europe in the field of landscape education.

The successful landscape development system largely depends on social awareness, and knowledge and awareness of the significance of landscape. Trends connected with our modern lifestyle clearly show that it is necessary to look for new ways to educate people about the space where they live. Therefore, education on landscape and its role in everyday life, within general education institutions, and in all periods of life, is of major importance. Below are some activities carried out for landscape education in Slovenia.

### Landscape education at university level

With the aim of assuring competence in landscape conservation, management and development, the Landscape architecture programme at the Academic Study in Slovenia began in the 1950s with the Urban horticulture programme at the Faculty of Biotechnology of the University of Ljubljana. Postgraduate studies in Landscape architecture began in 1972 and in 1976 a graduate studies programme in Landscape architecture was launched.

Landscape architecture in Slovenia is the study of landscape design, environmental planning and protection of the environment, nature conservation and spatial planning. The study of landscape architecture provides education that will enable students to define analytically, and creatively solve, issues at all levels of spatial planning and landscape design. The study programme is interdisciplinary, so a student acquires knowledge from numerous fields. A landscape architect is educated in disciplines that provide the knowledge required for spatial management, nature conservation and landscape design; natural-ecological, socio-economic, humanistic and cultural knowledge. Students can also choose courses from other study programmes at the Biotechnical Faculty, other universities in Slovenia and abroad. The study programme lasts for three years and successful students obtain an academic university degree in Landscape architecture.

Landscape as a topic in higher education is also found in individual aspects of the studies programme of the Faculty of Arts (Department of Geography, Department of Psychology) and the Faculty of Architecture.

### Landscape education at primary and secondary school level

Education for sustainable development, which includes landscape, is provided in the Slovenian curriculum in both primary and secondary schools within geography, the environment, nature and society. However, it was found that pupils were mostly learning about environmental issues such as pollution and its prevention. This is a good starting point for education for sustainable development and landscape conservation, management and development, but it is not enough, because it leads to an incomplete perception of the very complex issues surrounding sustainable development. It is crucial that students learn about this subject comprehensively and include all aspects, which means learning not just about the environment but also about social and economic aspects of our society. From this point of view, it is most important that they recognise the meaning of spatial planning, including landscape planning, for assuring sustainable development.

In primary and secondary schools, subjects such as environmental pollution, national history and cultural heritage, ecosystems, natural resources and their use are topics which are relatively well presented in the curriculum. Topics that are not well presented in schools are the spatial planning system, spatial and social problems regarding landscape conservation, management and development. Themes connected to the landscape as a foundation for development of activities in a region and its planning can be incorporated into many subjects, such as environmental studies, social studies, geography, history, the arts and biology.

## Raising awareness of the importance of landscapes through projects and initiatives

In Slovenia, the public can participate in the preparation of spatial document procedures and in planning of the management of natural resources through legally prescribed procedures of public exhibition and public hearings and there is increasing participation of non-governmental organisations in raising public awareness. In this area, the Slovenian Association of Landscape Architects is particularly active, organising and carrying out national and international expert conferences and meetings, workshops, exhibitions and projects. It was established in 1992 as an association of experts in the field of landscape architecture and spatial management. Its mission is to promote the landscape architecture profession in Slovenia, to search for spatial solutions in co-operation with various public entities, and to educate on the issues of environmental protection. Besides its publishing activities and successful participation in many competitions, the association organises lectures, exhibitions of the work of its members, panel discussions and conferences. The annual Month of Landscape Architecture takes place in April and has become an important event offering lectures, guided tours and children's workshops, thus educating the public on the environmental, social and economic factors of spatial planning, landscape planning and landscape design.

In Slovenia there are also non-governmental organisations in charge of raising awareness in the field of landscape, such as:

- ▶ Institute for Spatial Policies, an independent research institute, aiming to achieve synergies across a range of disciplines and practices dealing with space and place;
- ▶ Pazi!park (Look Out! Park), an NGO supporting public initiatives and public participation in spatial planning.

With the purpose of enhancing the knowledge of Slovenian landscape heritage and raising awareness of the need to preserve landscape values and understand the impact of humans on natural surroundings, Slovenia has courses in primary and secondary education, seminars and workshops and several initiatives such as:

- ▶ The Project "We are Making Landscapes" aimed at disseminating knowledge about landscapes, learning about Slovenian landscapes and motivating children and adults to observe the environment and better perceive qualities in the landscape (Slovenian Association of Landscape Architects, 2005). This helped the public develop a more informed attitude towards the landscape,

space and the environment around them. The objective of the project was to educate and raise awareness of the general public about the landscape. The project focused on education of pedagogues, mentor teachers, children and their parents, as well as the general public. Activities and events in the framework of the project included: publication of five posters, entitled Slovenian Landscapes, defining five landscape regions in Slovenia; a seminar with a workshop to inform teachers about the project; a competition for art and photographic works and selection of the best. Pupils from 90 primary schools and 43 kindergartens participated in the competition. 1,029 art and photographic works were submitted, including 797 drawings and paintings, 22 models and 210 photographs. The motifs were mainly natural and cultural landscapes, city and urban landscapes, landscape patterns that were also presented in an abstract manner, children and school playgrounds, private gardens, individual landscape elements (trees, flowers, houses, hayracks, mills), and of course, people and animals as landscape components). There was an exhibition of the best works and a ceremony of awards for the best participants.

- ▶ The Project "Raising awareness of values of space through the process of education" (RAVE Space) (2005-2007) dealt with problems of education about spatial planning and sustainable development in primary and secondary schools. The main purpose of the project was to raise awareness of primary and secondary school pupils about the values of space and the importance of spatial planning for sustainable development. Under the aegis of the Slovenian Ministry of the Environment and Spatial Planning and the project, three two-day seminars were held for teachers to present certain not-yet-established forms and methods of work and teaching materials that could more effectively orient students to recognise the values of space, engage them in proper environmental management, to comprehensively understand the causes and effects of human interventions in space, and realise the importance of spatial planning.
- ▶ The Project "Vital Landscapes" (2010-2013), aimed at the area of Ljubljansko Barje (Ljubljana Marsh), focused on exploring the possibilities of marketing and economic development of the area, in close collaboration with the local community, as well as potential new stakeholders. Ljubljana Marsh is an exceptional landscape, an area of nature conservation, with rich cultural heritage and specific aquatic habitats, but it does not possess the attributes of an area with classic successful economic development.

Slovene project partners organised a number of workshops dedicated to searching for local identity and ways to unify, harmonise and link the existing local products and services. The workshops hosted local stakeholders and students, involving faculties that share interests with the subject in question. Amongst others, a key aim of the project was to form suggestions for a common platform for the tourist, recreational, educational, cultural and other attractions, and to offer access to a selection of farms, arts, crafts and similar local products.

- ▶ The Project “Landscape variety” (2014-2015) aimed to prepare guidelines for landscape features which are important for biodiversity conservation in Slovenia. This list has been completed and consists of 18 vegetation, geomorphologic, built and water features. The general recommendations for conservation and management of landscape variety include protection of identified features and the extensive use of their surroundings, especially intensively-used agricultural land; they can be implemented through nature conservation and agricultural policy. The aim of the project was also to disseminate the knowledge and familiarise professional services with the system of landscape features.
- ▶ The Project “Landscape areas with identifiable features at national level” (2017-2019) aimed to involve both experts and the general public in the design of criteria for determining the landscape features of national identity.
- ▶ The Project “Landscape Policy” (2018-2019) now aims to involve both experts and the general

public in the shaping of objectives and measures for preparation of landscape policy.

### **The Way Forward – Key Messages**

The complexity of landscape as the subject area is reflected by the diversity of approaches in the field of landscape education, knowledge and understanding of landscape in time and space. In landscape conservation, management, and development we must not only integrate specialist knowledge from a wide range of disciplines, but also society has a great interest for quality of life, safety and functionality of rural and urban areas, and biological and landscape diversity. Contents on landscape conservation, management, and development should be included in the education system and in sustainable development at every level. Only with systematic promotion, and permanently raising awareness in pupils at all stages of the educational process, can we achieve the desired quality of life and keep landscape’s diversity.

When discussing the role of education and sustainable development, some facts need to be highlighted:

- ▶ school is the most important medium that can increase awareness of space-related topics, and therefore they need to be fully incorporated into existing curricula;
- ▶ spatial planning is one of the most important activities that influence the quality of life;
- ▶ public participation is needed in that process, but people lack the knowledge of how, and thus we must stimulate debate regarding the future evolution of the landscape.





# Landscape education and training in the United Kingdom

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## United Kingdom

Mrs Sarah Tunnicliffe

National Rural and Environmental Advisor, Historic England, United Kingdom

## England

### Targeted education and training

- ▶ The Sill, National Landscape Discovery Centre, in Northumberland National Park is a brand-new visitor attraction which aims to excite and inspire people of all ages to explore the landscape, history, culture and heritage of Northumberland.
- ▶ Choose Landscape: this is the Landscape Institute's careers campaign, which aims to encourage young people to consider landscape as a career. Its goal is to ensure that the United Kingdom has a good supply of future talent and skills within the landscape profession. It was launched in Summer 2018.
- ▶ Apprenticeship Trailblazer: also designed to address the skills shortage within our sector, this is the creation of two new standard apprenticeships within the landscape profession: Level 4 apprenticeship (Landscape assistant) and Level 7 apprenticeship (Landscape professional). It is employer-backed and has received approval from the Institute for Apprenticeships (IFA).

### Programmes and Projects

- ▶ Historic England Heritage Schools Programme: developed in response to the government report on cultural education in England, the Heritage Schools programme aims to help school children develop an understanding of their local heritage and its significance.
- ▶ One project of particular relevance is the "Heritage Schools, Our Place – Local Area Characterisation" Project. A partnership has been formed between Historic England, Bristol City Council's City Design Department and local teachers trained in the use of the "Our Place" toolkit. The project enables communities to assess the character of their neighbourhood and play a more active role in determining what happens there in the future. Characterisation involves identification of any important historic places or buildings and definition of what makes them special.
- ▶ An environment plan, "A green future: our 25-year plan to improve the environment", sets out the goals for improving the environment, within a generation, and leaving it in a better state than we found it. The 25-Year Plan has an emphasis on engaging with children, education and the environment, through connecting people with the environment to improve health and wellbeing. Examples include:
  - Work with National Park Authorities to continue to deliver the 8-Point Plan for National Parks 2016-2020. National Park Authorities have already met the target to engage directly with over 60,000 young people a year in school visits, and this figure will be doubled;
  - Development of a nature-friendly schools programme for schools in disadvantaged areas, using input from stakeholders; to be available to schools from autumn 2018;
  - Development of a programme to support schools and Pupil Referral Units in the most disadvantaged areas to establish progressive programmes of nature contact for their pupils, to be opened to schools from autumn 2019;
  - Support for the expansion of school outreach activities delivered by community forests;
  - Support for a national expansion of care farming by 2022, trebling the number of places in England to 1.3m per year, for both children and adults.

## Northern Ireland

### Programmes and Projects

- ▶ During December 2017, the Department of Agriculture Environment and Rural Affairs (Northern Ireland) held a workshop for Local Authority and Council staff to raise awareness, and encourage the use, of the Landscape Character Assessment (LCA) facility in the preparatory stages of Local Development Plans.
- ▶ In tandem with this, the Department produced development guidance documents relating to Local Development Plans which set out the best practice steps in relation to the process of LCA and the methodology for identification of Local Landscape Policy Areas (including interaction with existing LCAs).
- ▶ These workshops and documents were aimed at educating a specific target audience of professional planners, rather than educating the public.

## Scotland

### Targeted education and training

- ▶ Forest landscape design training course:
  - During the early months of 2018 the Forestry Commission Scotland Landscape and Culture Advisor prepared and delivered a series of two-day classroom courses in forest landscape design. The course explains what is meant by "landscape" and explores the principles of forest landscape design as outlined in the UK Forestry Standard (UKFS) landscape guidelines. Structured to combine presentations with practical design exercises, the course provides an explanation of the design principles, demonstrates their application and then allows practice time to apply them to forest design work. It demonstrates how the application of these principles can contribute towards the effective design of both new forests and the felling and restocking of an existing forest, all in a variety of Scottish landscapes;
  - Originally developed for the benefit of professional foresters, two of this year's courses were primarily for forestry students at the University of the Highlands and Islands Scottish School of Forestry, and at Aberdeen University.
- ▶ "Agent Plan-It" is a podcast series about planning: it was produced by the Royal Town Planning Institute (RTPI), Scotland.
- ▶ "Place Makers", a board game for 14-18 year olds that uses role play to explore the role of planners, has also been produced by RTPI. The initial pilot edition ran out in no time at all, and

opportunities to produce more copies are being explored.

- ▶ Mark Turnbull Travel Award: this year's winner of the inaugural Mark Turnbull Travel Award has chosen as part of the topic "Scotland's Future Landscapes: Ensuring Resilience for the Profession", to focus on strengthening landscape education. The United States of America is currently the biggest competitor with the United Kingdom for international landscape recruitment, with some of the oldest and most prestigious landscape courses in the world attracting large student numbers. The winner will explore how these institutions have shifted their approaches to deal with future educational needs that are evolving globally. The results will be shared with the Edinburgh School of Architecture and Landscape Architecture (ESALA) and the profession, and presented at next year's Landscape Institute Scotland's (LIS) annual general meeting.
- ▶ "Ambassadors for Landscape": Landscape architects use their skills and enthusiasm to engage with schools and young people using the newly-launched Landscape Institute "#ChooseLandscape" careers campaign. The LIS have a list of school contacts. "Ambassadors for Landscape" also includes practitioners who work on the design of new schools, or with parents and community groups on school playgrounds throughout Scotland.
- ▶ "Skills Scotland" attends Annual Careers Fairs, West of Scotland University Careers Day and the Central Scotland Green Network (CSGN) Conference.
- ▶ Involvement of Scotland's Rural College and ESALA staff and students and landscape professionals at careers fairs aims to encourage landscape as a career choice.
- ▶ The Royal Horticultural Society (RHS) "Green Plan It" project helps school students to rethink their outdoor environments.
- ▶ The LIS supports the RHS "Green Plan It" Challenge which pairs professional mentors with year 8-9 students for a 10-week design challenge. Becoming a "Green Plan It" mentor is an exciting way to help young people learn about the landscape, plants and horticulture and assists in professional development.
- ▶ Young Landscape Architects' Knowledge Exchange:
  - Edinburgh School of Architecture and Landscape Architecture and the Landscape Institute Scotland presented the "Young Landscape Architects Knowledge Exchange" as part of Scotland's Year of Youth 2018. This is an

introduction to Landscape architecture and a chance for graduates, current students and prospective students to meet and share advice. The event provides a relaxed environment for young people to meet, discuss, and learn about Landscape architecture, collaborate on designs, and explore the future of Landscape architecture, and Landscape architecture as a career;

- In accordance with the Early Years Agenda, collaborative work is ongoing between Architecture and Design Scotland, LIS and landscape professionals in Scotland, in preparation for the Scottish Government's plan to increase the early learning and child care entitlement by 2020. A workshop with LIS practitioners, in September 2018, explored outdoor experiences as a major element of the ambition to deliver the European Landscape Convention agenda which includes 100% outdoor and designed improvements, both in existing spaces and new build. The aim is to support clients to shape expectations and budgets for landscape in early years settings, and to support their decision-making in procurement with Key Performance Indicators and learning from practitioner experience.

### Programmes and Projects

- ▶ Landscape Partnerships: many Landscape Partnerships include informal lifelong learning on a landscape scale.
- ▶ "Great Place" schemes, such as the one for Badenoch, also include educational elements. Historic Environment Scotland and Scottish Natural Heritage are often involved in these broad-scale initiatives. For example, Tomintoul and Glenlivet Landscape Partnership includes training sessions for local people in practical archaeological field surveying and prospecting for archaeological sites in the landscape, as well as in investigating historical archives.
- ▶ Other training is being offered in relation to natural heritage. The education part of the project is being led by the National Park Authority, for example:
  - Junior Ranger programme with local schools, including delivering elements of the Rural Skills Programme;
  - Creation of educational resources specific to the cultural and natural heritage of Tomintoul and Glenlivet;
  - Help for young people from deprived areas to connect with the rural landscape, using the John Muir Award.
- ▶ Inner Forth Landscape Initiative: many of the projects within this Landscape Partnership involve education and skills sharing, including

supporting people at the start of their careers, and involving school children. A great selection are presented at: [www.innerforthlandscape.co.uk/projects/project-explorer](http://www.innerforthlandscape.co.uk/projects/project-explorer).

- ▶ Badenoch Great Place Scheme: this scheme will also include training in archaeological research and recording.
- ▶ Historic Environment Scotland is about to start the "Celebrating Speyside" project which is related to the "Year of Young People" and involves local schools to assist understanding and appreciation of local landscapes.
- ▶ Transport Scotland, through the dualling programme for the A9 Perth to Inverness trunk road, has created a bespoke education programme for schools and colleges within the broad A9 corridor entitled "Academy 9". The intention is to use the project to introduce pupils to the work that is required to deliver such a major infrastructure project, including the various professional roles, and through this to encourage more to enter into Science, Technology, Engineering and Mathematics (STEM) related careers as well as other areas connected to the construction industry. Whilst largely focusing on engineering aspects, there has been a significant level of input on the environmental side, particularly covering ecology, geology, hydrology, air quality and cultural heritage.

### Informative resources

- ▶ Landscape for Scotland (LIS) was published and launched at the Scottish Parliament in November 2017 with a follow-on debate at the Scottish Parliament in June 2018. The document is being used to influence both at political and professional level, and for education purposes at career fairs.

### Natural Resources Wales

#### Targeted education and training

- ▶ Natural Resources Wales (NRW) delivered a training and educational event to Glastir Officers on woodland creation, in order to raise awareness and understanding of landscape evidence and information, including Special Landscape Areas, to help inform applications. A training event entitled "Landscape considerations in Glastir Woodland Creation Schemes" took place in January 2018.
- ▶ Natural Resources Wales delivered a presentation in April 2018 to the Institute of Chartered Foresters' "Long-Term Forest Planning and Professionalism" Workshops on Landscape considerations in Forests and Woodlands, covering landscape and forest design relating to the UK Forestry Standard.

- ▶ NRW delivered a presentation and training in February 2018 to Brecon Beacons National Park planners, ecologists and historic environment officers on NRW's approach to landscape planning advice, sustainable management of natural resources and the evidence base.
  - ▶ In March 2018, NRW delivered on-site training on landscape, visual analysis and assessment to the Development Planning Officers' South East team.
  - ▶ NRW delivered a presentation and training to Development Planning Officers' South teams on landscape advice in relation to National Parks and Areas of Outstanding Natural Beauty (AONB) in May and June 2018.
  - ▶ In April 2018, NRW and the Landscape Institute held joint meetings and field visits to raise awareness of current work and issues in Wales, and to consider future mutual opportunities, including training.
  - ▶ The NRW training programme for teachers and education professionals provides opportunities to consider and connect to various landscapes. This year, to date, courses have been run in woodland, beach and river habitats. Courses aim to enable others to learn in, about and for the natural environment and to understand the need for sustainable management, as well as highlighting the multiple benefits to health (both physical and mental well-being) and attainment.
  - ▶ NRW facilitates three main learning networks which together provide a voice for the outdoor learning sector, provide national and local networking opportunities, support quality assurance, raise standards across relevant qualifications and training opportunities and ensure the delivery of high quality outdoor teaching and learning across Wales. They provide a vehicle to highlight and explain the links between education and landscape, through various projects and qualifications – Outdoor Learning Wales, Outdoor Learning Training Network and Wales Council for Outdoor Learning.
  - ▶ NRW has a number of learning trails which encourage groups and families to explore and appreciate their local landscape. A new trail in Forest Fawr is based on local flora and fauna, giving an added dimension to understanding of the immediate landscape.
- MICCI roll out in March, as part of [British Science Association's National Science Programme and 2009-2017 project reports](#).
- ▶ NRW is currently working with National Federation of Women's Institutes Wales, who have been awarded a Heritage Lottery Fund grant to set up a national network of local urban tree champions across Wales. NRW is one of a number of partners, others include The Woodland Trust, OPAL Tree Health Survey and the Open University (who have developed a tree identification and assessment app called "Treezilla"). Using their wide membership network in local communities, a variety of local WI projects will develop across Wales, ranging from tree identification, assessment and management, to tree planting, and tree celebration events.
  - ▶ The Plant Programme is celebrating 10 years' existence this year, having created 15 new woodlands across Wales with over 320,000 trees, one for every child born and adopted in Wales. Each child receives a certificate and letter detailing the woodland location, to encourage families to visit. The programme provides opportunities for children and families to connect with their tree and the landscape around it, and all the woodlands have a 25-year public access agreement. The first city scheme in St Asaph is also now confirmed, in order to influence the urban landscape, in addition to creating more typical woodlands.
  - ▶ The Gwent Living Levels project aims to reconnect people and communities to their landscape and to provide a sustainable future for this historic and vibrant place. NRW is a project partner with representation on the Learning and Fly-tipping subgroups. NRW education, learning and skills staff support the development of a primary-level, themed learning resource specific to the levels. The Fly-tipping subgroup is led by NRW Fly-tip Action Wales staff with advice and guidance from education, learning and skills staff on targeting schools and communications, with a poster competition proposal in collaboration with Coleg Gwent. A Welsh Baccalaureate "Gwent Living Levels" Individual Project Proposal has been produced by NRW as part of Heritage Lottery Fund work and approved by the Welsh examination board, WJEC.
  - ▶ 2018 will be the fourth year of the Acorn Antics Campaign which encourages groups to collect sessile and pedunculate acorns which are then transported to and planted at the Forestry Commission England (FCE) Delamere Tree Nursery and eventually brought back to Wales to be planted in Welsh woodlands. This also

### Programmes and Projects

- ▶ [National Parks UK](#) funded education projects by Natural Resources Wales (NRW) in 2018. The National Park UK website hosts the educational resources [Moorland Indicators for Climate Change Initiative](#) (MICCI) pages. Resources became live in January, ready for the 2018

transmits a wider message around large-scale planting and ecosystem resilience as seed is collected from many locations. This year will also see a wider range of learning resources provided online to support and encourage education groups to participate in the 2018 campaign.

- ▶ The “Dynamic Dunescapes” project (currently in development stage), funded by the Heritage Lottery Fund, is being developed in a partnership between Natural England, NRW, National Trust, Plantlife and The Wildlife Trust, to restore sand dune landscapes in England and Wales. It is responding to our changing understanding of how dunes function and their management needs: the project will include educational and landscape elements through: project activities and events; volunteers; training; citizen science programmes; and involvement of children and young people in a school programme covering the curriculum, and particularly STEM subjects.

### Statement

The Minister for the Environment, Hannah Blethyn’s “Statement on the Environment”, dated 17 April 2018, prioritises the National Parks and AONB’s “key educational role” and takes the lead in

the sustainable management of natural resources, maximising social, economic and environmental benefits. NRW will be working closely with the “designated landscapes” to ensure delivery of these priorities and well-being goals.

### Informative resources

- ▶ NRW has prepared six landscape evidence narratives to cover Wales which contribute to the preparation of statutory Area Statements and for wider policy, planning and educational use.  
<https://naturalresources.wales/guidance-and-advice/business-sectors/planning-and-development/evidence-to-inform-development-planning/landmap-the-welsh-landscape-baseline/?lang=en>.
- ▶ All-Wales LANDMAP Statistics 2017 Visual and Sensory Aspect Report.
- ▶ <https://naturalresources.wales/media/684055/landmap-visual-and-sensory-all-wales-stats-2017.pdf>.

Powerpoint presentation

<https://rm.coe.int/16808df0b8>

**21st workshop by the Council of Europe on the European Landscape Convention - Landscape and Education**

**Sarah Tunnicliffe**  
United Kingdom

### Targeted education and training

Forest Landscape Design Training Course  
Only One

Connect people Transform places Protect nature  
One World. One Planet.

Landscape Institute  
Ambassador  
for Landscape

### Project and Programmes

Our Place

Heritage Schools Programme

Gwent Living Levels

Plant Programme

INNER FORTH LANDSCAPE INITIATIVE

### Government Statements

Landscape for Scotland

Landscape Institute

Review of Designated Landscapes (National Parks and AONBs)

Statement by the Minister for the Environment in Wales

We all recognise that we have world-class parks and areas of outstanding natural beauty, and my second priority is to work with the national parks and AONBs to enhance the value of nature for people across Wales. Our national parks and AONBs are central to enhancing the understanding of the value of our natural landscapes. They have a key educational role to play, which is also about helping people to explore and use those resources sustainably, to ensure environmental, social and economic benefit.

# Landscape education and training in Ukraine

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## Ukraine

**Mrs Olena Legka**

*European Landscape Convention National Focal Point, Chief Specialist,  
Division of Land Resources, Directorate of Natural Resources Protection,  
Ministry of Ecology and Natural Resources, Ukraine*

Ladies and gentlemen,

Dear colleagues,

Education and training in Ukraine are based on the concepts, strategies and laws adopted by the Government and Parliament. These documents include, among others, provisions devoted to protection of the environment and landscape:

- ▶ State National Programme “Education (Ukraine in the 21st Century)”;
- ▶ National Strategy for Development of Education;
- ▶ State policy, the “New Ukrainian school” in the field of general secondary education for the period to 2029;
- ▶ Action Plan on the implementation of this concept.

Laws of Ukraine:

- ▶ “On Education”;
- ▶ “On Pre-school Education”;
- ▶ “On General Secondary Education;”
- ▶ “On Higher Education”;
- ▶ “On Extracurricular Education”.

To implement these concepts, strategies and laws, educational standards and programmes have been elaborated for schools, institutions and universities. Specificity of different pupil and student groups is taken into account.

Some of these standards and programmes are devoted to ecological and landscape education: others include relevant components.

In order to promote protection and sustainable use of forests, 543 forestry schools have been established with attendance of more than 17,000 children. Forest schools are supported by the State forest enterprises and the State Forest Resources Agency. Forestry school pupils have created more than 2,000 ha. of forest crops and conducted crop maintenance on an area of almost 2,500 ha.

Every year national natural parks and national nature reserves organise and conduct many ecological educational events for pupils, aimed at awareness-raising and dissemination of knowledge about the values of biological and landscape diversity, the formation of ecological consciousness and educational respect.

During six months of this year, 43 National natural parks, subordinate to the Ministry of Ecology and Natural Resources, held about 500 events. Many of these events were specifically devoted to the environmental dates set for this period:

- ▶ 2 February: World Wetlands Day;
- ▶ 3 March: World Wildlife Day;
- ▶ 21 March: International Day of Forests;
- ▶ 22 March: World Water Day;
- ▶ 24 March: Earth Hour;
- ▶ 22 April: Earth Day;
- ▶ 21 April: Environment Day in Ukraine;
- ▶ 22 May: International Day for Biological Diversity;

- ▶ 24 May: European Day of Parks;
- ▶ 5 June: World Environment Day;
- ▶ 17 June: World Day to Combat Desertification;
- ▶ other dates: historical, cultural, ethnographic and religious events.

This year the Government of Ukraine submitted to the Parliament of Ukraine a draft of the new Strategy of the National Ecological Policy until 2030. This will be harmonised with the relevant Sustainable Development Goals that were approved by the United Nations General Assembly. Education and training are to be among the key elements of this New Strategy.



# **Workshop 2/Atelier 2**

## **Landscape education in the university**

## **L'éducation au paysage à l'université**

### **Chairs / Présidents**

**Mrs Krisztina Kincses**

*Vice-Chair of the Council of Europe Conference on the European Landscape Convention,  
National Representative of the European Landscape Convention,  
Ministry of Agriculture, Hungary*

**Mr Rocco Rosario Tramutola**

*Senior Officer, Landscape and Quality Management Department,  
Ministry of Cultural Heritage and Activities, Italy*



# Landscape education in the university in Bosnia and Herzegovina

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Bosnia and Herzegovina

**Mr Dejan Radosevic**

*Senior Expert, Institute for Protection of Cultural, Historical and Natural Heritage,  
Ministry of Education and Culture of Republic of Srpska, Bosnia and Herzegovina*

Powerpoint presentation  
<https://rm.coe.int/16808e531b>

The Republic Institute for protection of cultural, historical and natural heritage

## Bosnia and Herzegovina

### Education in the University

Dejan Radošević  
Tropea, 3-4 October 2018

### Legal framework for the protection of biological and landscape diversity in Bosnia and Herzegovina

The legal framework for the protection of biological and landscape diversity consists of the B&H Constitution, the Federation of Bosnia and Herzegovina Constitution, the Republic of Srpska Constitution, the Statute of the Brčko District, and the sets of environmental laws at the level of entities and Brčko District.

Federation of B&H	Republic of Srpska	Brčko District
Law on nature protection	Law on nature protection	Law on nature protection
Law on environmental protection	Law on environmental protection	Law on environmental protection
Law on air protection	Law on air protection	Law on air protection
Law on water protection	Law on water protection	Law on water protection
Law on waste management	Law on waste management	Law on waste management
Law on Fund for environmental protection	Law on Fund for environmental protection	Law on comunal activities

FACULTY OF ARCHITECTURE, CIVIL ENGINEERING AND GEODESY

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### Basics of Urbanism

The subject deals with the basic knowledge of the development of the cities, the basic aspects of the urban form and urban regulation. Students are trained to develop perception of urban space, analyse and critically review urban situations and encourage creative interventions in space. Infrastructure, parks as design elements.

### Spatial-territorial sustainable development

Students are introduced to the content of spatial planning documents, interactive approach to planning and principles of sustainable development on the basis of recognising their representation in plans through planning solutions and through critical review of plans and their improvement in the domain of various aspects of sustainable development. Sustainable urban and spatial-territorial development; The role of cities in sustainable development.

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### Urban planning

The main objective of the course is to train students to create development programs for specific urban or rural areas by modern approaches, methods, procedures and techniques of the urban design process. Also, the goal is to introduce students to the complexity of urban circuits, through the study of urban problems and phenomena with several aspects and at more spatial levels.

### Conservation technology

#### Urban nature

#### Protection of the architectural heritage

Cultural heritage in RS.  
History of protection of the architectural heritage in the world, biological protection, active protection. Contemporary doctrine and principles of study and heritage protection. Legal protection of architectural heritage, international convention, charter, agenda, recommendations.

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### Urbanistic composition

Students are introduced to the basic elements of the spatial structure of the city and the most important factors that affect its visual identity, readability and integral value in relation to the local context and the city as a whole.

### SPATIAL PLANNING (FNS)

Basic concepts used in the planning and space planning process. Getting acquainted with newer theoretical approaches. Mastering knowledge about modern concept, priorities and problems with which spatial planning meets today.

### GIS in spatial planning

#### Cultural aspects of spatial planning

#### Planning the environment

Functioning the landscape complex  
Natural Landscape Architecture in Spatial Planning  
Cultural Landscape Architecture in Spatial Planning

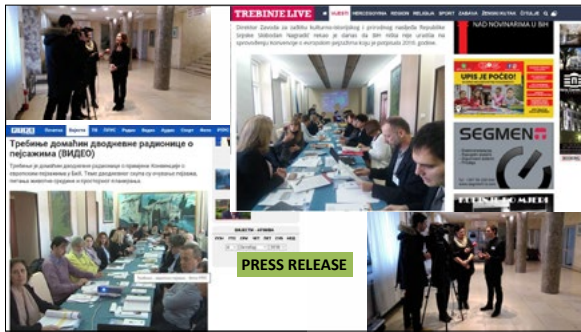


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The Spatial Plan is also the only document that deals with landscape terminology. Two terms in the Serbian language area applied: "pejzaž" and "predio". According to the new categorisation and European terminology, the earlier division of "pejzaž" and "predio" is replaced with a unique term - "predio" (landscape, German landschaft), which means an unique picture of the built and natural that we may see in front of us. The term "predio" has been used in this plan unlike the aforementioned laws.

The Republic Institute for protection of cultural, historical and natural heritage

**Workshop**  
Trebinje, 25-26 January  
Republic of Srpska/Bosnia and Herzegovina




 The Republic Institute for protection of cultural, historical and natural heritage

Treatment of cultural heritage on the territory of the Republic of Srpska is directed at unique monuments and monument sites, not treating the cultural landscape as their background. In the applicable law on cultural heritage there were no permanent category of cultural landscape. Natural and cultural heritage are treated separately negatively resulting on planning documents.

The protection of the rural architectural heritage based on Recommendation (80) of the Council of Europe must be improved and protection must be provided for the best examples of the rural architectural heritage.

### Conclusions

- the landscape category is very often identified as a protected area according to Law on nature protection
- *landscape* is not sufficiently represented
- there are no defined measures and recommendations for the identification, valorisation and preservation of landscapes, as well as for the management of landscapes
- the potentials of the landscape for the needs of tourism and economic development has not recognized





# Paysage et éducation : expériences suisses

## Suisse

**M. Gilles Rudaz**

*Collaborateur scientifique, Office fédéral de l'environnement, Suisse*

**E**n ce qui concerne le domaine de la formation tertiaire en lien avec le paysage, il est nécessaire de préciser deux éléments du contexte suisse.

Premièrement, l'action d'un office, ou d'un ministère, doit reposer sur une base légale. Deux articles de la Loi sur la protection de la nature et du paysage (LPN) concernent la formation au paysage :

- ▶ article 1.e. : La présente loi a pour but « d'encourager l'enseignement et la recherche dans les domaines de la protection de la nature, de la protection des paysages et de la conservation des monuments historiques, ainsi que la formation et la formation continue de spécialistes » ;
- ▶ article 14.a.1.b : La Confédération peut allouer des subventions « pour promouvoir la formation et la formation continue de spécialistes ».

A ces deux articles s'ajoute bien évidemment l'article 6B de la Convention européenne du paysage.

Deuxièmement, il faut exposer brièvement l'organisation de la formation tertiaire en Suisse. Cette formation est dispensée par des « hautes écoles » (*Higher Education Institutions*). Il en existe trois principaux types :

- ▶ Hautes écoles universitaires : ce premier type est composé de deux sous-catégories : écoles polytechniques fédérales et universités ;
- ▶ Hautes écoles spécialisées : elles proposent des formations axées sur la pratique et privilégient une approche en lien avec le monde professionnel ;
- ▶ Hautes écoles pédagogiques : elles assurent la formation du personnel enseignant aux niveaux primaire et secondaire.

## Formation tertiaire en architecture du paysage

A propos du système de formation primaire et secondaire, Julien Transy, chargé de mission paysage au ministère français de la Transition écologique et solidaire, avait justement relevé le caractère transversal du paysage. La présentation du représentant de la Bosnie-Herzégovine, Dejan Radosevic, sur la formation tertiaire a également mis en évidence la transversalité du paysage dans les offres de formation. Il en est de même en Suisse, où il est possible de trouver des cours ou parties de cours relatifs au paysage dans différents cursus, comme par exemple, en littérature ou en sciences de l'environnement, ou de façon plus classique en géographie.

En raison de cette transversalité qui rend difficile l'élaboration d'une synthèse exhaustive des formations tertiaires en lien avec le paysage, cette présentation se concentre sur la formation spécifique en architecture du paysage. Consécutivement à la réforme de Bologne, la Fédération Suisse des architectes paysagistes (BSLA/FSAP) avait mandaté une étude<sup>30</sup> sur l'avenir de la formation en architecture du paysage en Suisse. Cette étude a été d'une aide précieuse dans l'élaboration de la présente contribution.

Il existe divers cours et modules de formation relatifs à l'architecture du paysage dans différents cursus, tant au niveau bachelor qu'au niveau du master.

30. Steiger texte konzepte beratung, 2016, *Zukunft Ausbildung Landschaftsarchitektur*, BSLA.

	HSR	HEPIA	Autres HES	EPFZ	USI	
Master	Sciences de l'ingénieur	Développement territorial	Développement territorial et systèmes d'infrastructures	Développement territorial/ systèmes d'infrastructures	Architecture	Architecture
					Architecture	
Bachelor	Architecture du paysage	Architecture du paysage	Ingénierie de l'environnement	Ingénierie de l'environnement	Architecture	Architecture
					Architecture	Architecture

Source : Adaptation d'un schéma figurant dans Steiger texte konzepte beratung, 2016, Zukunft Ausbildung Landschaftsarchitektur, BSLA, p. 7

La Haute école du paysage, d'ingénierie et d'architecture de Genève (Hepia) et la Haute école technique de Rapperswil (HSR) dispensent chacune une formation de niveau bachelor, spécifiquement consacrée à l'architecture du paysage. Ces deux offres constituent les piliers de la formation en architecture du paysage en Suisse. Une centaine d'étudiants sortent chaque année de ces deux filières. Il s'agit de hautes écoles spécialisées, elles présentent donc un caractère professionnalisant. Aussi, la majorité des étudiants intégrant ces deux formations en architecture du paysage sont issues d'une filière d'apprentissage, en horticulture par exemple.

Alors que la représentante de la Géorgie, Marina Tumanishvili, a exposé qu'il existe trois masters en architecture du paysage en Géorgie, la Suisse n'en propose actuellement pas. L'Ecole polytechnique fédérale de Zürich (EPFZ) a proposé un Master d'études avancées en architecture de paysage – (*Advanced Studies in Landscape Architecture – MAS*) de 2003 à 2016, mais cette formation n'existe plus. L'EPFZ est toutefois en train de créer un Master en architecture du paysage (*Landscape Architecture, MSc*), dont le lancement est prévu pour 2020. Il est en outre possible de réaliser une thèse de doctorat en sciences et techniques avec une orientation paysage à l'Ecole polytechnique fédérale de Zürich (EPFZ).

## Conclusion

Il est intéressant pour conclure de mettre en évidence le lien avec le marché de l'emploi et les attentes des bureaux des architectes paysagistes.

Tout d'abord, la réforme de Bologne a impliqué une réduction d'un semestre de la formation au niveau bachelor. Malgré cette réduction, a priori minime, l'étude mandatée par la Fédération Suisse des architectes paysagistes révèle que les bureaux d'architectes paysagistes considèrent la possibilité d'engager des étudiants moins bien formés que dans le passé, tout particulièrement en ce qui concerne l'expérience pratique. Ainsi, ces étudiants devront acquérir cette expérience lors de leur premier emploi.

Ensuite, la nouvelle qui devrait a priori être réjouissante est que les architectes paysagistes peuvent avoir de nombreuses opportunités professionnelles. En effet, le nombre de diplômés sortant de ces écoles ne couvre pas les besoins du marché. Ainsi, les étudiants qui sortent avec leur formation de bachelor en architecture du paysage trouvent très rapidement un emploi. Cependant, cet heureux développement a quelques répercussions sur la formation. En raison de ce contexte professionnel florissant, les étudiants sont peu incités à poursuivre des études de niveau master et à acquérir davantage de connaissances et de compétences, pour ceux qui le désireraient. D'une certaine manière, la question ne se pose pas vraiment puisqu'il n'existe pas encore de formation master spécifique en Suisse. Cependant, en retour, ce manque d'incitations ne pousse pas au développement d'une telle filière.



Le fait que des architectes paysagistes ne bénéficient que de formations de niveau bachelor ne favorise pas leur reconnaissance dans l'accompagnement de projets à l'occasion desquels ils collaborent avec d'autres professions. Une sorte de hiérarchie s'établit entre les formations et il leur est difficile d'être reconnus.

Dans ce contexte, il faut se réjouir du développement de formations de niveau master, tel que le

master de l'EPFZ qui ouvrira à l'horizon 2020. Un tel développement compléterait ainsi l'offre de formation en Suisse et renforcerait ainsi les compétences des étudiants en architecture du paysage.

Powerpoint presentation  
<https://rm.coe.int/16808e5516>

Schweizerische Eidgenossenschaft  
Confédération suisse  
Confederazione Svizzera  
Confederaziun svizra

Département fédéral de l'environnement  
des transports, de l'énergie et de la communication DETEC  
Office fédéral de l'environnement OFEV  
Division Espaces, écosystèmes, paysages

## La formation au paysage dans les hautes écoles suisses

04.10.2018, Atelier CEP « L'éducation au paysage à l'université »

### Plan

- Contexte de la formation universitaire suisse
- Formation au paysage dans les hautes écoles
- Vue d'ensemble des formations en architecture du paysage
- Développements

Paysage et éducation - Suisse | G. Rudaz, OFEV 2

### Loi sur la protection de la nature et du paysage

- Art. 1.e. (buts): «encourager l'enseignement et la recherche dans les domaines de la protection de la nature, de la protection des paysages et de la conservation des monuments historiques, ainsi que la formation et la formation continue de spécialistes»
- Art. 14.a.: « La Confédération peut allouer des subventions pour promouvoir la formation et la formation continue de spécialistes»

+ Art. 6.B. Convention européenne du paysage

Paysage et éducation - Suisse | G. Rudaz, OFEV 3

### Le système des hautes écoles suisses (Higher Education Institutions)

- Hautes écoles universitaires
  - Ecoles polytechniques fédérales
  - Universités
- Hautes écoles spécialisées
- Hautes écoles pédagogiques

Paysage et éducation - Suisse | G. Rudaz, OFEV 4

### Vue d'ensemble des formations en architecture du paysage

	HSR	HEPIA	Autres HES	EPFZ	USI
Master	Sciences de l'ingénieur	Développement territorial	Développement territorial et systèmes d'infrastructures	Développement territorial/ systèmes d'infrastructures	Architecture
				Architecture	Architecture
				Architecture	Architecture
Bachelor	Architecture du paysage	Architecture du paysage	Ingénierie de l'environnement	Ingénierie de l'environnement	Architecture
					Architecture

+ Doctorat EPFZ

Source: steiger texte konzepte beratung, 2016, Zukunft Ausbildung Landschaftsarchitektur, BSLA

Paysage et éducation - Suisse | G. Rudaz, OFEV 5

### Vue d'ensemble des formations en architecture du paysage

	HSR	HEPIA	Autres HES	EPFZ	USI
Master	Sciences de l'ingénieur	Développement territorial	Développement territorial et systèmes d'infrastructures	Développement territorial/ systèmes d'infrastructures	Architecture
					Architecture
					Architecture
Bachelor	Architecture du paysage	Architecture du paysage	Ingénierie de l'environnement	Ingénierie de l'environnement	Architecture
					Architecture

Source: steiger texte konzepte beratung, 2016, Zukunft Ausbildung Landschaftsarchitektur, BSLA

Paysage et éducation - Suisse | G. Rudaz, OFEV 6



## Formations Bachelor

	HSR	HEPIA
Bachelor	Architecture du paysage	Architecture du paysage

- Environ 100 étudiants par an
- Profil : maj. apprentissage (par ex. horticulture)

Source: steiger texte konzepte beratung, 2016, *Zukunft Ausbildung Landschaftsarchitektur*, BSLA

Paysage et éducation - Suisse |  
G. Rodatz, OFEV

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## Formation Master

	HSR	HEPIA	Autres HES	EPFZ	USI
Master	Sciences de l'ingénieur	Développement territorial	Développement territorial et systèmes d'infrastructures	Développement territorial/ systèmes d'infrastructures	Architecture Architecture

Master of Advanced Studies in Landscape Architecture (MAS, EPFZ) : 2003-2016

Master in Landscape Architecture (MSc, EPFZ): prévu dès 2020

Source: steiger texte konzepte beratung, 2016, *Zukunft Ausbildung Landschaftsarchitektur*, BSLA

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## Synthèse & Conclusion

- Diverses offres de formation en Suisse (2 piliers HES, absence d'un Master spécifique)
  - Les changements induits par la réforme de Bologne (durée des études raccourcie de 3 à 3,5 ans)
  - Un marché de l'emploi en plein essor
  - Une hiérarchie dans les professions
- Un renforcement des compétences (Master)

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# Landscape as a topic in higher education in Croatia

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## Croatia

**Mrs Biserka Dumbovic-Bilusic**

*Senior Officer, Directorate for Cultural Heritage, Conservation Department in Rijeka, Ministry of Culture, Croatia*

Article 5.b. of the European Landscape Convention states that each Party undertakes “to establish and implement landscape policies aimed at landscape protection, management and planning”. Thus, the actions to be carried out are as follows:

- ▶ Landscape protection;
- ▶ Landscape management;
- ▶ Landscape planning.

Article 6 of the Convention provides for the implementation of the following measures:

- ▶ Awareness-raising;
- ▶ Training and education: training for specialists in landscape appraisal and operations; multidisciplinary training programmes in landscape policy; and school and university courses.

## Universities in Croatia

The University of Zagreb (Faculty of Architecture; Faculty of Agriculture; Faculty of Science; Faculty of Humanities and Social Sciences) and the University of Zadar (Faculty of Humanities and Social Sciences) are the Croatian universities that provide landscape programmes and courses.

### **Faculty of Architecture, University of Zagreb**

*Department of Urban Planning, Spatial Planning and Landscape Architecture, Study of Architecture and Urbanism*

The Department of Urban Planning, Spatial Planning and Landscape Architecture consists of four sections: Urban planning, Spatial planning, Urban heritage and Landscape architecture. This structure is present in the organisation of research and education at all levels of study: undergraduate and graduate study (mag. ing. arch.); postgraduate study; doctoral study of architecture and urbanism; ERASMUS; and research work.

The activities of the department include teaching, research, practice and public activity. The continuity of teaching urbanism at the University of Zagreb can be traced back to 1935 when Urbanism was introduced in the Faculty of Engineering at the University of Zagreb. Although the structure of teaching has changed over time, the character of education has retained the permanent principles of interdisciplinary education, based on intertwining urbanism, spatial planning, landscape architecture, and other disciplines which are beyond architecture and urbanism but are important for spatial planning and understanding of processes and planning activities. Contemporary teaching takes part in co-operation with faculties and institutions in the University of Zagreb – Agronomy, Forestry, Natural Sciences, Philosophy, other architectural faculties in Osijek, Croatia and outside Croatia. Joint (parallel) Workshops have been introduced with other faculties in Europe.

### **Faculty of Agriculture, University of Zagreb**

*Department of Ornamental Plants, Landscape Architecture and Garden Art, Study of Landscape Architecture*

The Faculty of Agriculture provides undergraduate and graduate study (mag. ing. prosp. arch.); and also doctoral study, within other Departments of the Faculty of Agriculture rather than within the Study of Landscape architecture.

The foundation of the study of Landscape architecture is based on spatial and social needs, as the times we live in are marked by the rising human need for space which influences change and the loss of value of landscapes. In order to solve many spatial problems and express our care for the environment, it is necessary to have a broad education in the area of social sciences and processes that influence the changes in landscapes. This study is interdisciplinary, with lecturers and professors from six other Faculties from the University of Zagreb and the Biotechnical Faculty from the University of Ljubljana participating in this programme. The professional goals of the study are to develop cognitive and artistic abilities in the areas of landscape formation and landscape planning.

Based on current scientific knowledge in the field of design, planning and management of landscapes, students are able to acquire competencies needed for various landscape architecture roles: landscape protection; preservation and promotion of natural and cultural heritage; protection of natural resources through rational land use; protection and restoration of historical objects, as well as design and construction of new landscapes.

The LE:NOTRE Landscape Forum 2019: *Learning Landscapes*, Zagreb, 9-13 April 2019, will be hosted by University of Zagreb Faculty of Agriculture, Department of Ornamental Plants, Landscape Architecture and Garden Art and LE:NOTRE Institute.

### **Faculty of Science, University of Zagreb**

*Department of Geography, Undergraduate and graduate study, Course: Cultural Geography*

The Faculty of Science provides doctoral study, including a module on Cultural landscapes and spatial identity. Outline of course and module content: semiotics and symbolics of landscape; mental maps

and imaginative geography; spatial expressions of ethnic and religious identity; regions: spatial perceptions and identities; natural and cultural heritage as part of the real and potential basis of tourism attractions; tourism and recreation evaluation of natural and cultural heritage.

The competences to be acquired are practice and research in the field of geography and landscape, to be part of a spatial and urban planning team and to carry out Environmental Impact Assessments (EIA).

### **Faculty of Humanities and Social Sciences, University of Zagreb**

*Department of Art History and Cultural Heritage Protection*

The Faculty of Humanities and Social Sciences provides undergraduate and graduate study and courses on Cultural landscape. The competences to be acquired are: practice and research of different expert profiles.

### **Faculty of Humanities and Social Sciences, University of Zadar**

*Department of Ethnology and Anthropology*

The Faculty of Humanities and Social Sciences provides undergraduate and graduate study and courses on Cultural landscape.

### **Demands and plans for the future**

Demands and plans for the future are the following:

- ▶ to strengthen co-operation between architecture and agriculture, improving knowledge of landscape;
- ▶ to introduce landscape courses to other technical and biotechnical faculties: agriculture, forestry, civil engineering, traffic, electrical engineering, energetics, mining;
- ▶ to improve knowledge of all individuals who impact the landscape;
- ▶ to encourage interdisciplinarity;
- ▶ to raise awareness of landscape at all levels of education.

Powerpoint presentation

<https://rm.coe.int/16808e531c>

21st Council of Europe Meeting of the Workshops  
 for the implementation of the European  
 Landscape Convention  
 Tropea Calabria, Italy, 3-4 October 2018

**Landscape in  
 High Education  
 in Croatia**

Biserka Dumbović Bilušić, Ph.D. **Ministry of Culture**  
 Ingrid Gojević, M.arch **Croatian Institute for Spatial Development**

**ELC: "...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,..."**

**Actions**

- ▶ **Landscape protection**
- ▶ **Landscape management**
- ▶ **Landscape planning**

Ministry of Culture    Ministry of Construction and Physical Planning    Croatian Institute for Spatial Development

**ELC: Art.6. Art. 6 – SPECIFIC MEASURES**

- **A Awareness-raising**
- **B Training and education**

- ▶ training for specialists in landscape appraisal and operations;
- ▶ multidisciplinary training programmes in landscape policy,
- ▶ school and university courses

Ministry of Culture    Ministry of Construction and Physical Planning    Croatian Institute for Spatial Development

**Public Universities in HR**

**UNIVERSITIES with the landscape programmes and courses**

University of Zagreb  
 University of Zadar

Ministry of Culture    Ministry of Construction and Physical Planning    Croatian Institute for Spatial Development

**UNIVERSITY OF ZAGREB**  
 Faculty of Architecture  
 Faculty of Agriculture  
 Faculty of Science  
 Faculty of Humanities and Social Sciences

**UNIVERSITY OF ZADAR**  
 Faculty of Humanities and Social Sciences

Ministry of Culture    Ministry of Construction and Physical Planning    Croatian Institute for Spatial Development

**Faculty of Architecture UoZagreb**

**Department of Urban Planning, Spatial Planning and Landscape Architecture**

Undergraduate and graduate study (mag. ing. arch.)

- 4 Sections: Urban planning, Spatial planning, Urban Heritage and Landscape Architecture

Postgraduate study  
 Doctoral study

Ministry of Culture    Ministry of Construction and Physical Planning    Croatian Institute for Spatial Development

**Faculty of Architecture UoZagreb**

**Department of Urban Planning, Spatial Planning and Landscape Architecture**

**Competences:** Spatial planning, Urban planning, Landscape planning, landscape design

Ministry of Culture    Ministry of Construction and Physical Planning    Croatian Institute for Spatial Development

**Faculty of Agriculture UoZagreb**

**Department of Ornamental Plants, Landscape Architecture and Garden Art; Study of Landscape Architecture**

**Undergraduate and graduate study (mag. ing. prosp. arch.)**

**Doctoral study** – not within Study of LA, but other Dpts of the Faculty of Agriculture

**Competences:** Landscape planning, landscape design, projects and studies, team member in EIA and spatial and urban planning, dealing with landscape matters

**ERASMUS +**

Ministry of Culture    Ministry of Construction and Physical Planning    Croatian Institute for Spatial Development

**Landscape in High Education** Faculty of Agriculture

**LE:NOTRE Landscape forum 2019 "Learning Landscapes"**  
Zagreb, 09-13 April 2019

Zagreb Futurescapes: Zagreb West with canalized river Sava - reconnection of the city and its river

The forum 2019 is hosted by University of Zagreb Faculty of Agriculture, Department of Ornamental Plants, Landscapes Architecture and Garden Art and LE:NOTRE Institute. Registrations for the forum's international student competition will start in September 2018.



Ministry of Culture Ministry of Construction and Physical Planning Croatian Institute for Spatial Development

**Landscape in High Education** Faculty of Science UoZagreb

**Department of Geography**

Undergraduate and graduate study  
Course: Cultural Geography  
Competences: practice and research work in the field of geography



Ministry of Culture Ministry of Construction and Physical Planning Croatian Institute for Spatial Development

**Landscape in High Education** Faculty of Science UoZagreb


**Department of Geography**

Doctoral study - Module: Cultural Landscapes and Spatial Identity

OUTLINE OF COURSE/MODULE CONTENT

- Semiotics and Symbolics of Landscape
- Mental maps and imaginative geography
- Spatial expressions of ethnic and religious identity
- Regions: spatial perceptions and identities
- Natural and cultural heritage as part of the real/potential basis of tourism attractions
- Tourism and recreation evaluation of natural and cultural heritage

Competences: practice and research work in the field of geography and landscape, member of spatial and urban planning team EIA



Ministry of Culture Ministry of Construction and Physical Planning Croatian Institute for Spatial Development

**Landscape in High Education** Faculty of Humanities and Social Sciences, UoZagreb

**Department of Art History and Cultural Heritage Protection**

Undergraduate and graduate study  
Course: Cultural landscape  
Competences: practice and research of different expert profiles



Ministry of Culture Ministry of Construction and Physical Planning Croatian Institute for Spatial Development

**Landscape in High Education** Faculty of Humanities and Social Sciences, UoZadar

**Department of Ethnology and Anthropology**

Undergraduate and graduate study  
Course: Cultural Landscape



Ministry of Culture Ministry of Construction and Physical Planning Croatian Institute for Spatial Development

**Landscape in High Education**

**DEMANDS AND PLANS FOR THE FUTURE**

- ▷ to strengthen cooperation between Architecture and Agriculture - improving knowledge on landscape
- ▷ to introduce landscape courses to other technical and biotechnical faculties: agriculture, forestry, civil engineering, traffic, electrical engineering, energetics, mining, ...



Ministry of Culture Ministry of Construction and Physical Planning Croatian Institute for Spatial Development

**Landscape in High Education** Faculty of Science

**DEMANDS AND PLANS FOR THE FUTURE**

- ▷ to improve knowledge of all whose practice impacts on landscape
- ▷ to encourage interdisciplinarity
- ▷ to raise awareness on landscape at all levels of education



Ministry of Culture Ministry of Construction and Physical Planning Croatian Institute for Spatial Development

**Thank you!**

Republika Hrvatska  
Ministarstvo kulture  
Republika of Croatia  
Ministry of Culture

**BISERKA DUMBOVIC-BILUSIC, Ph.D.**  
T +385 51 311 300  
[biserka.dumbovic-bilusic@imin-kulture.hr](mailto:biserka.dumbovic-bilusic@imin-kulture.hr)

CRITICIAN INSTITUTE FOR SPATIAL DEVELOPMENT

INGRID GOLEVIC, M.Arch.  
T +385 1 3782 452  
[ingrid.golevic@hazp.hr](mailto:ingrid.golevic@hazp.hr)  
[www.hazp.hr](http://www.hazp.hr)

CHAMBERSHIP OF COOPERATION IN ARCHITECTURE AND URBAN PLANNING  
PROFESSOR BELA GONAR  
OF ARCHITECTURE

COUNCIL OF EUROPE  
CONVENTION OF EUROPEAN LANDSCAPE ARCHITECTURE



# Croatia's most beautiful school gardens: nurturing space and the environment from an early age

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Croatia

**Mrs Ingrid Gojevic**

*Senior Officer, Croatian Institute for Physical Development,  
Ministry of Construction and Physical Planning, Croatia*

Powerpoint presentation  
<https://rm.coe.int/16808e5325>




21<sup>st</sup> Council of Europe Meeting of the Workshops for the implementation of the European Landscape Convention  
 Tropea Calabria, Italy, 3-4 October 2018

**Croatia's Most Beautiful School Gardens – Nurturing Space and the Environment from an Early Age**

**Croatian Radio and Television**  
 Department of Education and Science

Durdica Čočić, project editor, Croatian Radio and Television  
 Ingrid Gojević, M.Arch. Croatian Institute for Spatial Development






- established in 1995 - idea of making learning easier for children returning to their war-torn schools, by having them design their school gardens;
- today, it is open to all educational institutions;
- initial theme of garden designing has been extended to include environmental protection, care of space, raising awareness of landscape, and linking the educational process with work in the outdoors;
- through the gardens they design and decorate, children learn to love nature and recognise the value and beauty of the environment they inhabit;
- broad co-operation and support: the Ministry of Science and Education, the Ministry of Agriculture, the Environmental Protection and Energy Efficiency Fund, numerous donors;
- formal awards ceremony - event broadcast on radio and TV channels;















Thank you!



**Forum of experiences**  
**Forum d'expériences**





# Landscape Workshops and hands-on activities as educational approaches

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**Mrs Nerantzia Tzortzi**

*Professor in Landscape Architecture, Politecnico di Milano, Italy*

Powerpoint presentation  
<https://rm.coe.int/16808e5326>


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


**POLITECNICO DI MILANO**

**LANDSCAPE WORKSHOPS AND HANDS-ON ACTIVITIES AS EDUCATIONAL APPROACHES**  
 Prof. Julia (Nerantzia) Tzortzi (Georgi)  
 Assoc. Professor Department of DABC  
 Politecnico di Milano, Italy


## Thematic axis

- **Intensive Workshops and Design-build landscape architecture studio** projects have been receiving much **attention from both the professions and academia** in recent years, and are acquiring a **gradually compelling role** in landscape architectural curricula.
- **They serve as integrative approaches to the design process** presenting an alternative to the studio-based culture of learning.
- **Emphasis is placed on students' learning through 'reflection-in-action'** where students work **with actual problems** to acquire knowledge and techniques into their design schemes.

## Contents

- Topic introduction
- Project description
- Thematic lectures
- Studio works from the students

## Topic introduction



```

    graph TD
      UR[Urban Regeneration] --> ST[Sustainable Technologies]
      UR --> AW[Academic Workshops  
2 examples]
      ST --> CHC[Cultural and Historical context]
      AW --> CHC
  
```

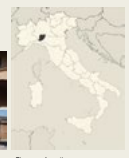

## Landscape courses Politecnico di Milano

- **Master In Landscape Architecture. Land Landscape Heritage** (Laurea Magistrale)
- **Master In Sustainable Architecture and Landscape Design** (Laurea Magistrale)

## Project description

**Master In Sustainable Architecture and Landscape Design** (Laurea Magistrale)

- Annual "Special Topics in Landscape" workshop in Politecnico di Milano - Sede di Piacenza (one week)
- 80 students from 22 different countries (Europe, USA, South America, Asia, Australia, New Zealand)
- Groups of 5 students
- Lectures
- Design works

Politecnico di Milano - Sede di Piacenza | Piacenza Location

SPECIAL TOPIC IN LANDSCAPE: LANDSCAPE WORKSHOP IN VERTICAL GARDENS



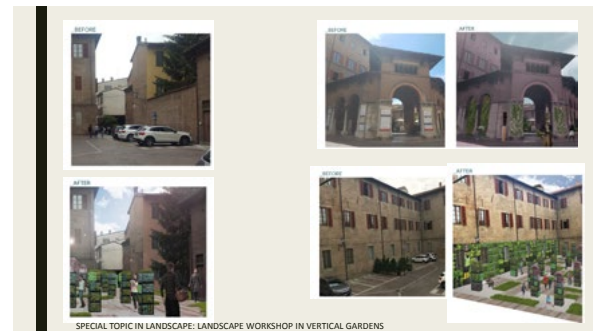
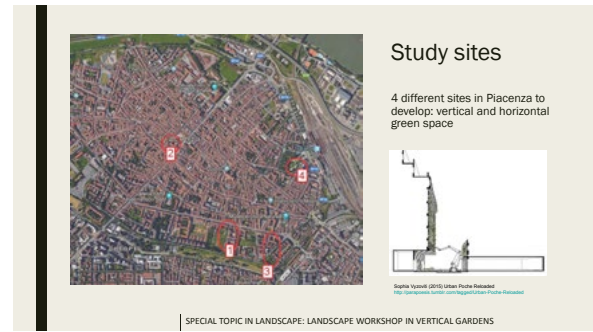
**Vertical/roof garden and Landscape Architecture.**  
 from R. Burle Marx until today

Elective Workshop - special topic in Landscape  
 June 11-13, July 20-18 | Campus Arona - Piacenza

## Special Topics in Landscape

**Lectures by Visiting Professors and practitioners:**

- **Gardens of Conscience** Bill Buttrworth Landscape Architect
- **IKEA vertical garden** Paolo Doninelli - Landscape Architect and Agronomist
- **A novel vertical greenery module system for building envelope** Roberto Giordano- Associate Professor, Ph.D., Arch., Director of Bachelor of Science in Architecture Politecnico di Torino **Pietro Peverelli** Biagio Guccione Associate Professor Università di Firenze
- **A green Smart City: from city planning to vertical gardens design.** M. D'Alina Musacchio- Architect Cinzia Bellone- Associate Professor, Ph.D., Università degli studi G. Marconi, Roma
- **Urban greenroofs: turning grey into green** Paolo Palmulli - Architect, AG&P General Manager
- **Palazzo Lombardia. Roof Garden** Roberta Peverelli - Architect, Responsible for Planning&Control of Peverelli Srl **Roberto Burle Marx** Henrique Pessoa - Landscape Architect and Professor Landscape Architecture





### Group 3

ABANDONED RAILWAY RENOVATION & GREEN CORRIDOR INTERVENTION (Group 7)

Location: Pafos Railway Station

Students: Syvia Aho, Navene Kumar Battina, Amberen Zahid Khan, Jawel Pang, Eleonora Vaccari, Olon

SPECIAL TOPIC IN LANDSCAPE: LANDSCAPE WORKSHOP IN VERTICAL GARDENS

MASTERPLAN

BIOLOGICAL ASPECT

ENVIRONMENTAL SECTION

SPECIAL TOPIC IN LANDSCAPE: LANDSCAPE WORKSHOP IN VERTICAL GARDENS

### Master in Landscape Architecture

(organized LE-NOTRE FORUM 2016)

#### Project description

- Annual "Landscape Workshop" workshop in Neapolis University of Pafos, Cyprus
- 20 students from **Master of Landscape Architecture** and Architecture Programme
- Groups of 5 people.
- Lectures
- Design and implementation works

Neapolis University of Pafos - Cyprus

Pafos - Location

*Neapolis University School of Architecture, Land and Environmental Sciences*

Following an invitation for an open-air art and architecture exhibition, students and teachers constructed a small-scale installation in the historical centre of Limassol, Cyprus, as a collaboration among undergraduate students in the Programme of Architecture and postgraduate students in the Programme of Landscape Architecture.

THE PLAN(T)ED CUBE: A HANDS-ON EDUCATIONAL APPROACH

A three-dimensional cubic frame (2.5x2.5x2.5 meters) as a starting point.

Use of cheap materials: ropes, wire, metal mesh, plywood, tubing, canvas, etc.

Ground plan

Elevation

Preliminary ideas

Rendering

THE PLAN(T)ED CUBE: A HANDS-ON EDUCATIONAL APPROACH



perspective plan

elevation

view

The Plan(t)ed Cube

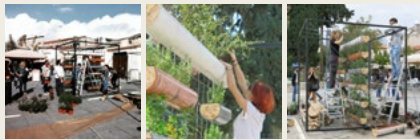
THE PLAN(T)ED CUBE: A HANDS-ON EDUCATIONAL APPROACH



The Plan(t)ed Cube emerged as a response to the urban character of the site and the ephemeral nature of the installation.....

The Plan(t)ed Cube during construction

THE PLAN(T)ED CUBE: A HANDS-ON EDUCATIONAL APPROACH



.....with recycled materials and durable plants

The Plan(t)ed Cube during construction

THE PLAN(T)ED CUBE: A HANDS-ON EDUCATIONAL APPROACH

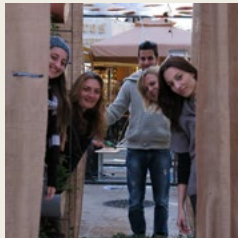


More than a public art installation, the Plan(t)ed Cube became:

- an intensive course on teamwork,
- on-site decision-making
- last-minute adjustments, and
- community interaction.

after construction

THE PLAN(T)ED CUBE: A HANDS-ON EDUCATIONAL APPROACH



The students had the rare opportunity:

- to bring a design to life,
- shape a space that is experienced by them and other people, and
- discuss those experiences.

More than a temporary urban folly, the Plan(t)ed Cube is an example of:

- student collaboration beyond the traditional classroom experience and
- a valuable educational addition in the design-build toolkit.

after construction

THE PLAN(T)ED CUBE: A HANDS-ON EDUCATIONAL APPROACH

## RESULTS

### Learning outcomes

- Development of construction skills
- Familiarisation with new and non-conventional building materials and developed ideas concerning their uses.

### Implementation of the project:

- Working in real scale as a unique experience for students and one of the few opportunities during their education.
- As students went back-and-forth between design and construction, they began to understand how design and construction interrelate.

### Project Management skills: Planning, Communication, and Problem-solving

- The design session, delegation of tasks, preparation and organisation of the workshop became lessons in planning and management.
- Faced with 'real-world' practical limitations, students were challenged and learned the importance of adapting to changes and unexpected circumstances.

THE PLAN(T)ED CUBE: A HANDS-ON EDUCATIONAL APPROACH

## WORKSHOPS & DESIGN-BUILD PROJECTS

can significantly improve a student's understanding of:

- Taking a project from the drafting board to design+ implementation.
- Pre-construction preparation.
- Handling materials and construction techniques.
- Communicating with colleagues, co-workers and clients.
- On-site problem solving.

contribute to:

- Personal development as a designer, as a member of a team, and as a valuable member of a wider community.
- Sense of gratification.
- Sense of pride.
- Feelings of solidarity and trust among team members.
- Fun.

## Conclusions

- According to the research, design works and hands on activities of the student groups, the use of green sustainable technologies could become an important tool for urban and historical regeneration.
- The interviews with the locals, the case studies on urban spaces show that people are attracted towards greenery in public spaces. The same approach could be used in retrofitting historical sites as modern public spaces.
- The use of intensive design workshops and hands on activities as think-tanks for urban planning and sustainability could become a part of a strategic proposal for historic city center
- The combined input of international students and specific inquiries on sustainability practices would create an all-encompassing method of sustainable urban regeneration and engaging public spaces.

Thank you !  
Grazie !

# Débattre du paysage : enjeux didactiques et processus d'apprentissage

---

**M<sup>me</sup> Anne Sgard**

*Professeur associée, Département de géographie de la Faculté des Sciences  
de la Société et Institut Universitaire de Formation des Enseignants,  
Université de Genève, Suisse*

Powerpoint presentation  
<https://rm.coe.int/16808e5517>

CEP Tropea 3-4 octobre 2018 1

**21<sup>e</sup> REUNION DES ATELIERS POUR LA MISE EN ŒUVRE DE LA CONVENTION EUROPEENNE DU PAYSAGE : « Paysage et éducation » Tropea 3-4 octobre 2018**

## Débatte du paysage : enjeux didactiques et processus d'apprentissage

Anne SGARD  
Department of Geography and Environment  
University Teachers Training Institute  
University of Geneva, Switzerland

Equipe « Didactique du paysage »

FACULTÉ DES SCIENCES DE LA SOCIÉTÉ  
Département de Géographie et Environnement



CEP Tropea 3-4 octobre 2018 2



**A Research Programme:**

DIDACTICS OF THE LANDSCAPE  
Sharing didactical experiences and perspectives on landscape controversies

Funded by the Swiss National Science Funds (FNS)  
(10001A\_156114/1)  
January 2015 - January 2018

[www.unige.ch/portail-didactique-paysage](http://www.unige.ch/portail-didactique-paysage)

Photo: A. Campi

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### Our research questions

➤ **A Context :**


- The European Landscape Convention: landscape is everywhere.  
*Increase awareness among civil society;*  
*Promote training and education;*  
*Establish procedures for the participation of the general public.*  
Ambitious...How to do this?
- The multiplication of sensibilisation, mediation, participation experiences: is it effective? Who participates? How? Why?  
Is it a panacea or a lure?

➤ **Main lines of Resarch:**

- How to train (future) citizens to talk about the landscape, to take a position on / through the landscape and argue?
- How to train professionals to take into account these positions and to facilitate the debate? To become mediators?
- Can an approach based on didactics, - that means a reflexive posture and a research on the construction of knowledge - enrich our reflexion and practices?

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### An international team of 13 researchers and trainers



**Team:**

**BILLEAU BEUZE Sandrine**, University of Geneva, Switzerland, *adjointe scientifique*  
**BONIN Sophie**, École Nationale Supérieure de Paysage, Versailles, France  
**DAVODEAU Hervé**, École du paysage d'Angers, Agrocampus Ouest, France  
**DERIOZ Pierre**, University of Avignon and Pays de Vaucluse, France  
**DIVERNERESSE François**, University of Geneva, Switzerland, *doctorant*  
**FORTIN Marie-José**, University of Quebec in Rimouski, Canada  
**LELLI Laurent**, UMR Métalort (INRA Sad), Clermont-Ferrand, France  
**PARADIS Sylvie**, University of Geneva, Switzerland, *collaboratrice scientifique*  
**PARTOUNE Christine**, University of Liege, Belgium  
**PERNET Alexis**, École Nationale Supérieure de paysage, Versailles, France  
**SGARD Anne**, University of Geneva, Switzerland, *responsable du projet de recherche*  
**TOUBLANC Monique**, École Nationale Supérieure de Paysage, Versailles, France

**DAUNE Laurent †**, Haute école du paysage, d'ingénierie et d'architecture de Genève (HEPIA), Switzerland

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### An international team of 13 researchers and trainers

A team:  
all researchers in social sciences, mainly geographers, teaching in different institutions and contexts:

- Universities: geography and planning studies
- Schools of Landscape Architecture
- Teachers Training Institutions: for primary and secondary schools
- Continuing formation

And a question: we all teach (with) the Landscape: what can we share?

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### Our method

➤ We share a common conception of the landscape as a social construct and a political issue, and want to analyse how far this approach contributes to education and training.

➤ **Three main hypothesis:**

- the landscape is an effective training tool
- the landscape is a tool for transversality
- landscape controversies are particularly relevant situations for training and education

➤ Seminars, conferences and two common research fields: two controversies in Switzerland.  
An attention to ordinary landscapes.

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### Why a Political Approach of the Landscape?

➤ Focus on the Stakeholders: « Follow the stakeholders! » (Latour, 1999)  
How do they perceive and interpret the landscape, how do they act?

➤ Landscape as a relation.  
Landscape is conceived as a relation between persons and/or groups and their environment or territory: an aesthetic and polysensorial relation (A. Berque: a « mediance »), contributing to individual and collective identity and sense of belonging.

➤ An attention to Mobilizations  
Why do populations mobilize and what can we learn by analysing mobilizations?

(Cefai, 2012; Davodeau, 2008; Sgard & Rudaz, 2016)



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### Our main results

➤ **We have to work on the articulation between the sensitive and the political dimensions**

- political dimensions of the landscape : territorial projects, critical analysis of participatory approaches, emphasis on controversies....
- didactic potential of the landscape is based on the articulation between the political and the sensitive spheres: the forms, the sensory contact, the emotions, the attachments,...

➤ **Didactical interest of the public controversy**

- focus on the actors and what they do with the landscape,
- an analysis of the stakes formulated by the actors,
- the diversity of viewpoints and the importance of plurality.






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## Our main results

➤ **The role of the debate**

- discussion, exchange, confrontation of positions
- construction, circulation, hybridization of knowledges.




Purpose? to go beyond the description of a landscape chosen by the teacher or the animator and work on the confrontation of the glances, the formulation of a reasoned opinion, on/about / with landscapes chosen by the learners.

Pedagogical devices ?  
Diversity of resources: image, testimonials, impressions *in situ*... to identify issues and define an investigation project with learners / participants.

Obstacles?  
The language: how to express? To argue?  
How to go beyond the diversity of the points of view and build a project?

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## A conference: « Debating the Landscape »



An international symposium organized in October 25-27th 2017 in Geneva : "Debating the Landscape: Didactical issues, learning processes, training"

Bring together actors from divers spheres that rarely intersect

- About 160 participants
- More than 80 presentations from students, teachers, trainers, teacher-researchers, researchers, professionals, associations or local actors
- A large variety of tools, games, ressources and approaches...

Subside FNS: IZSEZO\_177524

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## A book « On the benches of landscape. Didactic issues, approaches and tools »



« Sur les bancs du paysage. Enjeux didactiques, démarches et outils » (MétisPresses, Geneva)  
A Book  
And a digital book : an interactiv platform Under development, expected spring 2019.

In itself a research objective: how to design other dissemination media, adapted to the theme, uses and users.

About 40 contributions and a total of 71 authors (from Switzerland, France, Belgium, Italy, Scotland, and Quebec-Canada)


<https://fr.calameo.com/read/004309853d7eebc4d7c44?authid=9MEaVXZo4Foy>

An interactiv platform: 28 expériences  
Didactical approach and goals + ressources + reflexiv considerations

Questionnements	Paysage politique et sensible	Paysage et projet	Paysage et citoyenneté	Didactique commune
	Textes de réflexion et de cadrage			
Méthodes	Les sens	Le terrain	Le débat	L'interdisciplinarité
	Présentation de démarches			
Outils	Prélever	Promouvoir	Interagir	Dire
	Présentation d'outils			Glossaire Bibliographie

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## A book « On the benches of landscape. Didactic issues, approaches and tools »



Digital book for a large audience


Targeted audiences	
For all, citizens (children as inhabitants, elected or territorial actors...)	10
University students (multidisciplinary training, geography...)	7
School of Landscape students (training of landscapers)	3
Teenagers (college, high school)	3
Childrens (primary school)	5, of which 3 teacher training
Teenager & Children scholars	1, of which 1 teacher training

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## A book « On the benches of landscape. Didactic issues, approaches and tools »

**5 types of experiences:**

- Ways to raise awareness
- Sensitive and sensory approaches
- Collaborative tools
- Landscape as a toll
- Multi-activity proposals



**A large panel of tools and supports:**


- Cartographic
- Photographic
- Digital
- Literary
- Drawing
- Games
- Role Play
- Video
- Sound / recording
- Smartphones
- Sketches
- Notebook
- Models
- Mind map....

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## Conclusions

➤ Great interest!

➤ Lot of expériences, proposals, creativity,... Landscape is inspiring!



➤ We are not sure that the landscape is federative or consensual, but we are convinced that the landscape is stimulating, challenging, arouses debate and argumentation.

➤ A question we want to address: what do we/the participants learn *with* the landscape? How to identify and evaluate the construction and exchange of knowledges?

Thank you for your attention!



# Experiential cartographies: an educational approach to the landscape initiated by Homer's "Ulysses"

Mrs Aspaso Kouzoupi  
Architect, Athens, Greece

Landscape, when approached through an experiential procedure, emerges as a subject that envelops the entangled observer. Attempting a contemporary approach of the Homeric Odyssey, we notice that an approach of landscape based on the in situ experience of the main character, namely Odysseus – alias Ulysses – is initiated.<sup>31</sup> His descriptions of a multiplicity of “new-found lands and islands” that he saw in person and partially investigated, after reaching them from the seashore, form the narrative map of an unknown archipelago. Ulysses refers to the way his senses were stimulated by spatiotemporal qualities when he was in person enveloped by the archipelago’s landscapes. He furthermore correlated and assembled his sensorial and conceptual perception of the landscape entities he was enveloped by, developing a structured description of previously unknown landscapes. He thus offered (through his verbal descriptions to the Phaeacians who, according to the epic plot, hosted him, and to all audiences of the Homeric epics – before, during and after the archaic era) a detailed experiential narrative map. The experiential approach of Ulysses involves his sensorial and sensorimotor experience of each site-landscape that he encountered, stimulating the sensual perceptions of his audience.

In opposition to the experiential approach of landscape lies the feeling of detachment from the landscape when treated as an object of observation. During past centuries, numerous “distanced observers”,<sup>32</sup> mostly offspring of the occident, have defined themselves as representatives of “civilisation”; by standing opposite “nature” they felt able to contemplate it: thus fuelling the fabrication of the binary antithetic scheme (nature versus culture). Why should we quest for the traces of the ways landscape has been perceived before and during the archaic era? Perhaps surprisingly, we discover embedded in this archaic epic an avant-garde approach to landscape. Landscape perception in the Homeric Odyssey is structured without the mediation of the now-outdated, but until recently popular and yet obsolete, bipolar scheme “nature versus culture”. So, landscape in the Homeric Odyssey appears as the distinct, characteristic context, where culturally and socially expressed dwellers interact with their environment. Each landscape is characterised by a synergy between cultural practices and natural processes. Thus, the limits between “nature” and “culture” are interwoven, entangled. Furthermore, nature is not presented as the substrata on which cultural structures are built: instead for each different culturally defined landscape, the relationship between dwellers and natural dynamics is mutually woven in time. Thus, the limits between “nature” and each culture are mutually defined, for each cultural expression, by a distinct and characteristic synergy. In addition, landscape is not depicted in the Odyssey as a still image: but as a result of the interaction between social and we may say cultural practices, and constantly active environmental forces. It must be highlighted that, apart from Ulysses’ experiential mapping, maps by indigenous dwellers of the “unknown landscapes” are also encompassed in the Homeric Odyssey.

31. As stated by the European Landscape Convention, concerning the definition of Landscape: “Landscape” means an area, as perceived by people, whose character is the result of the action and interaction of natural and/or human factors” Council of Europe (2000): European Landscape Convention. European Treaty Series – No. 176, p. 2. Regardless of whether the landscapes described in the Homeric Odyssey may or may not have been based on real sites, what is significant for the proposed approach is the fact that landscapes were perceived during the composition of this epic poem, and thus described in the epic.

32. According to theorist, Joachim Ritter, in his essay written in 1963, the distance between the observer and landscape was initiated by Petrarch. Ritter names this distance “transcensus” and considers it the foundation for the perception of landscape. According to his approach, the lack of transcensus between the dwellers of a landscape and the landscape they inhabit and work in brings about the non-perception of a landscape by its inhabitants. Ritter J. (1963): *Landschaft; zur Funktion des Aesthetischen in der modernen Gesellschaft*. Münster: Aschendorff.

Numerous readings of the Homeric Odyssey have, until very recently, often associated the bipolar antithetic scheme with essential and crucial elements of the epic plot. Ulysses has many times been depicted stereotypically as the “civilised” observer that reports on the strange, “monstrous”, “barbarian” beings he met, which were considered to be “out of the civilised world”; furthermore, Ulysses’ travel has often been misinterpreted as a struggle “against” the forces of “nature”. Yet, not only is the term “nature” absent from the Homeric Odyssey, but furthermore social, cultural, and ontological expressions are inseparable from the Homeric landscapes. As the limits between social, cultural, and ontological expressions are non-obvious in the epic, we consider both social and ontological expressions as cultural expressions simultaneously: on one hand the traces of social structures and practices are indeed cultural traces; on the other, the perception of landscape through the prisms of different ontological and cosmological modes can be interpreted as cultural projections, immaterial or potentially materialised.

The reading of the binary antithesis as a constitutive aspect of the Homeric Odyssey has for centuries been an anachronism which dissimulated the presence of other, essentially useful, issues for discussion; as for instance the multiplicity of relationships that different cultures mutually have with their enviring landscape: each of the Odyssey cultures relates to landscape in a different way, delineating multiple, multifaceted possible understandings of “nature”, through the process of relating with the enviring actors.

Ulysses’ cultural background certainly affects the prism through which he approaches the inhabited landscapes; yet his primal query emphasises his aim for survival: he tries to predict whether the dwellers of each landscape are hostile to strangers, or hospitable. Therefore, the binary scheme he uses for his “anthropological” categorisation of the cultures he met is not based on an antithesis which is analogous to the bipolar scheme, but on the scheme – unjust and hostile versus just and hospitable. In Ulysses’ approach, indeed, the flower-gathering Lotus Eaters are just, hospitable and friendly – although their culture is almost transparent in terms of materialised cultural constructions –; by contrast, the Laestrygonians are unjust and hostile, although they have a lofty citadel with public services such as an assembly and a functional water source, and infrastructure such as a wagon road.

Ulysses does not feel familiar with the Laestrygonians, whose “civilisation” in some respects resembles the culture Ulysses stems from. Ulysses tries to read cultural traces on the landscape surface, as signs of the hospitality or hostility of the dwellers. He thus

observes the landscape as a mapping surface, where traces of the dwellers’ practices are deposited. This is a way of understanding the relationship of landscape with its dwellers as a map-creating process: landscape is the context of life, as it envelops and receives the practices of the societies that dwell within it; simultaneously landscape is constantly modified by social, cultural practices, and is comprehended and therefore treated according to the way its inhabitants perceive it; moreover landscape is the cradle of the perceptive modes of its inhabitants. On the one hand landscape and its dwellers mutually form each other; on the other, landscape bears cultural traces that map the cultures of its inhabitants.

The experiential maps of the Homeric Odyssey constitute an epistemological threshold between theological cosmologies and proto-scientific approaches of our earth. Focusing on the procedure of experiential mapping, we discover a solid structured epistemological paradigm which exists embedded in the Odyssey.<sup>33</sup> As an alternative to the criticised top-down planning strategies, which tend to impose abstract models to existing landscapes – cityscapes, peri-urban and rural landscapes – the approach “from within” can be juxtaposed. The feeling of landscape from within is not primarily meant to complement the abundant relevant information on given landscapes.

In our contemporary era, the notion of a map tends to be misinterpreted, as many graphic schemes, aerial views, diagrams already exist for too many earthly sites. By the in situ, experiential mapping procedure, an encounter is established between the enveloping landscape and the entangled observer. This encounter bears the possibility of a potent relationship between the area of study and the future architects, landscape architects and urban planners, who decide to further develop their in situ experience; it is a mapping relationship which thrives from within the landscape. Through the experiential mapping procedure, the landscape itself can educate the observer as it envelops him within its mass, its structures, its intangible qualities, and the multi-sensorial stimuli it emits, be it cityscape or rural landscape, peri-urban landscape or infrastructural landscape.

Experiential mapping emerges thus as an educative experience which can be expressed by the students

33. Aspaso Kouzoupi, “*Natural’ Landscapes of the Homeric Odyssey: Investigating the Structures and Limits of Cultural Sediments, along the ‘Nostos’ of Odysseus*”, Department of Architecture of the Aristotle University of Thessaloniki, 2017 (PhD supervised by Professor Emeritus Dr Vana Tentokali, Department of Architecture, School of Engineering, Aristotle University of Thessaloniki, and under the guidance of Dr Constanze Magdalene Guthenke, Associate Professor of Greek Literature, E.P. Warren Praelector, Corpus Christi College, Faculty of Classics, University of Oxford, and Dr Zisis Kotionis, Professor at the Department of Architecture, School of Engineering, University of Thessaly).

through the composition of their own subjective maps of the study area. The aim is to get the students to the point where they may realise by themselves that landscape is a process that gets altered in time, modifying in accordance the ways it is experienced. Landscape is not an object, but a subject, since it determines many factors of the life of its inhabitants, and also defines the ways it may be experienced by its visitors. This resolution is the basis for an augmented attentiveness and awareness of the responsibility that spatial planners have towards society. Moreover, through experiential mapping, the students of spatial planning can discover their design inspirations via the stimuli they have experienced in situ, and design for any specific landscape having lived an experience from within, rather than projecting and imposing pre-constructed concepts. Through the experiential process, the entangled observer feels enveloped by a vaster, collective subject.

Ulysses brings about changes in many of the previously unknown sites he visited, such as the blinding of the sheep-herder Cyclops, the building of a Mycenaean cult tomb on Circe's island, the wrath of Poseidon towards the godlike Phaeacians which made them resign from their nodal maritime role, etc. Ulysses, thus bringing about changes, incarnates an agent of the vector of time into the landscape. This is how the interference of the entangled observer with the system he observes is revealed in the Homeric epic. Any observer leaves traces on a landscape: even a distant observation can leave traces via the way the formed landscape perception is communicated to third parties. The planners and designers are meant to leave traces on a landscape, even if their aim is to protect it. That is why the experience of experiential mapping is so important, as it can reveal some clues to the scale of intervention that a certain landscape can afford.

Planning and mapping landscape in time is also a process which can be aided by experiential mapping. The way landscape performs in time, and gets modified through time, is one of the key factors for an in-depth understanding of its inherent processes, and tracking the changes imposed by external factors. Tracking the traces which have accumulated over time into a landscape facilitates the understanding of its history, as a perpetually changing system which is related to its vaster environment. The tracking of traces of change into a landscape reveals it as a perpetually changing palimpsest structure. The material accumulations on a landscape's surface comprise additive layers, modification of existing layers, and subtraction of material from pre-existing layers. The immaterial accumulations are also important as they include the ways a landscape has been perceived, the ways the perception of a landscape gets modified by planned factors

(i.e. landscape branding), by unplanned factors (the spontaneous popularity of a landscape uncontrollably growing through the social network media), or by spontaneous agents such as the reading of a landscape through the arts.

The tracking of slight, significant and irreversible changes a landscape has gone through is a mapping process which can be developed in situ, during the experiential approach. Time also pertains to time cycles, such as the seasonal cycle, the cycle of reproduction of flora and fauna species, various economic cycles (i.e. the tax-year), social cycles (school and academic year), but also traffic light cycles, train timetable cycles, etc. The detection on one hand of the active time-cycles which operate – or have operated – within a given landscape thus characterising it, and on the other hand the mapping of the complex ways these cycles are, or have been, interwoven among them, can be the result of a combined field study where in situ mapping plays a key-role.

The ways complex parameters have left their traces into a landscape is revealed at its full potential when historical, sociological, anthropological, ecological, economical, factors are simultaneously investigated in situ and bibliographically. In the framework of demanding complex research of specific landscapes, the experiential in situ mapping procedure plays the role in its foundation, as this emphasises the human scale that the research ought to have, which is even more precious than the scale of planning, managing, and intervention.

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# The role of the Italian Association of Landscape Architects

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**Mrs Cristina Tullio**

*Italian Association of Landscape Architects (AIAPP), Italy*

Powerpoint presentation  
<https://rm.coe.int/16808e5304>



**paesaggio e educazione**

31ª riunione degli Atelier per l'attuazione della Convenzione del Paesaggio del Consiglio d'Europa.  
Tropes (VV) 3 e 4 ottobre 2018  
**AZIONI PER IL PAESAGGIO**



Associazione Italiana Architettura del Paesaggio



**AIAPP**, Associazione Italiana di Architettura del Paesaggio, è stata fondata nel 1950 a Roma e riunisce circa 700 iscritti fra progettisti, studiosi e studenti che si riconoscono nella figura professionale dell'Architetto del Paesaggio.

Membro di **IFLA** (International Federation of Landscape Architects) e di **IFLA Europe**, l'Associazione persegue finalità statutarie, che sono rivolte:

- alla promozione e formazione, tramite attività scientifico-culturali e divulgative, di aggiornamento professionale, ricerca nel campo dell'architettura del paesaggio, organizzazione di eventi tematici e/o di sensibilizzazione delle comunità;
- mira al miglioramento della conoscenza, conservazione attiva e alla tutela dei valori del paesaggio;
- a qualificare e promuovere la professione dell' "Architetto del Paesaggio".

Il paesaggio determina **emozioni** fondamentali nella vita delle persone...



... di qualsiasi età, lingua o cultura

*Riflessioni tratte dalla presentazione AIAPP all'Assemblea generale IFLA Europe di Londra, settembre 2018*

Il paesaggio è il contesto in cui viviamo, in cui **sperimentiamo** e **condividiamo** relazioni ed emozioni



*Riflessioni tratte dalla presentazione AIAPP all'Assemblea generale IFLA Europe di Londra, settembre 2018*

E' dove **impariamo** che assieme è molto più divertente che da soli



*Riflessioni tratte dalla presentazione AIAPP all'Assemblea generale IFLA Europe di Londra, settembre 2018*

È dove svolgiamo attività congiunte e "facciamo parte di qualcosa" ... che possiamo chiamare **società**



*Riflessioni tratte dalla presentazione AIAPP all'Assemblea generale IFLA Europe di Londra, settembre 2018*

Nel paesaggio si svolge un **processo di apprendimento permanente** senza limiti ...



(di età, cultura o confini) e dove impariamo a condividere e prenderci cura di noi

*Riflessioni tratte dalla presentazione AIAPP all'Assemblea generale IFLA Europe di Londra, settembre 2018*

Lasciando un **imprinting** permanente nelle persone



*Riflessioni tratte dalla presentazione AIAPP all'Assemblea generale IFLA Europe di Londra, settembre 2018*





Possiamo davvero permetterci di ignorare tutto questo?



“Sento e dimentico,  
vedo e ricordo,  
faccio e capisco”

Confucio (551 BC to 479BC)



Riflessioni tratte dalla presentazione AIAPP all'Assemblea generale IFLA Europe di Londra, settembre 2018



Dobbiamo assumerci la responsabilità di fare e dimostrare in modo che tutti siano stimolati a diventare parte attiva, a “fare la loro parte”.

Dobbiamo realizzare attività e azioni dimostrative per far capire che “si può fare” :

- anche con poche risorse economiche;
- con risorse umane intellettuali, con apporti creativi, colti e tecnici, interdisciplinari e con volontari;
- mostrando come possono essere gli “spazi di qualità”, fisica e ambientale, rappresentativi e per la vita di tutti i giorni;
- dimostrando che possiamo prenderci cura dei luoghi, del nostro paesaggio ... della “casa comune” e, nel contempo, di noi stessi emozionandoci, sperimentando, condividendo, imparando ... crescendo.



Riflessioni tratte dalla presentazione AIAPP all'Assemblea generale IFLA Europe di Londra, settembre 2018



Velocemente alcune azioni di AIAPP

**BIENNALE KIDS**, “Biennale della Ceramica e delle Architetture di Paesaggio”,  
CALTAGIRONE Laura Carullo con Associazione Impronte Vegetali



**LA SCUOLA NEL BOSCO**, VERONA

Giulia da Sacco con Fattoria Didattica La Valverde



**GREEN SOU, FAVARA**  
Manfredi Leone presso la Scuola SOU



**EDUCAZIONE AMBIENTALE E ARTISTICA, GERENZANO**  
Restelli-Gatti con Ardea Onlus e Il Gelso



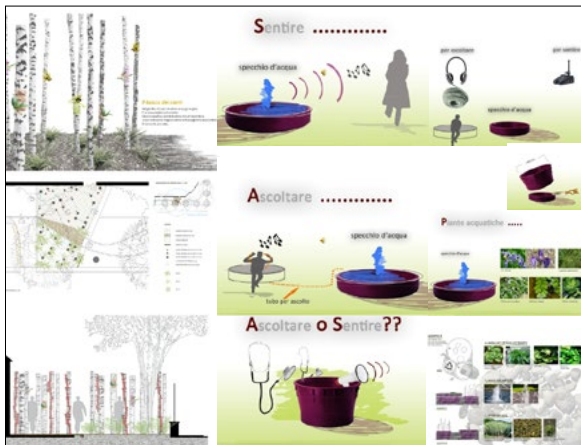
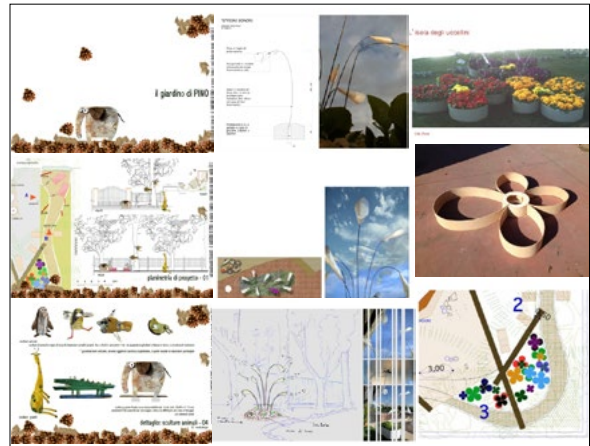
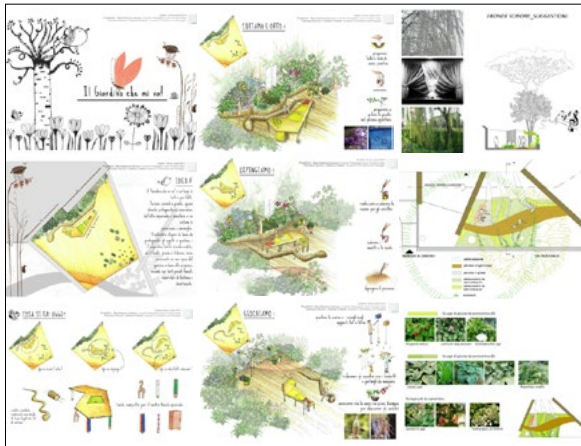
**A SCUOLA DI PAESAGGIO, MASSA LUBRENSE, Giulia de Angelis con FAI**



Agrumeti di Massa Lubrense







unicef

AIAPP e UNICEF hanno firmato un protocollo per svolgere azioni e attività in ottemperanza di:

- Convenzione ONU sui diritti dell'infanzia e dell'adolescenza del 1989,
- Convenzione Europea del Paesaggio del 2000
- per sviluppare gli obiettivi dell'Agenda Globale 2030 e della strategia Europa 2020.

L'inquinamento atmosferico nelle aree urbane, i rischi derivanti da sostanze chimiche, rifiuti, acqua inquinata e la mancanza di aree verdi, sicure e pulite per far giocare i bambini sono elementi cruciali per un loro sano sviluppo, per consentire lo scambio intergenerazionale e interculturale, partecipato e inclusivo. I luoghi più degradati inoltre sono, quasi sempre, anche i luoghi dell'abitare dei più svantaggiati e più vulnerabili. Il miglioramento della qualità fisica e ambientale del paesaggio urbano è un obiettivo indispensabile per garantire la crescita "sana" (da tutti i punti di vista), contrastando i cambiamenti climatici e le situazioni di disagio sociale.

unicef

L'accordo prevede:

- la promozione di percorsi partecipativi volti a:
  - \* diffondere piena consapevolezza tra i ragazzi, affinché siano agenti di cambiamento;
  - \* renderli partecipi del diritto a vivere in luoghi di qualità fisica ed ambientale;
- l'elaborazione di strumenti che permettano di realizzare attività di consultazione dei ragazzi nella pianificazione/progettazione degli spazi urbani;
- la sensibilizzazione delle amministrazioni sull'importanza di coinvolgere bambini e ragazzi in tali processi;
- "l'educazione alla cultura della "bellezza" del patrimonio culturale e paesaggistico quale strumento pedagogico.

L'accordo, della durata di tre anni, rientra nelle azioni volte a sensibilizzare le amministrazioni sull'importanza di costruire una Città a misura di bambini e di adolescenti, in particolare per quel che riguarda la tutela del verde e del paesaggio, quali elementi indispensabili per una crescita sana dei bambini. Ciò in linea con quanto proposto dai Nove passi del programma UNICEF "Città amica" che sollecita gli enti locali ad elaborare politiche che diano piena attuazione alla Convenzione sui diritti dell'infanzia e i suoi principi.

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**PRIMO LABORATORIO A PRATO (FI)**  
**PERCHÉ PRATO?**

LUOGO : Istituto Santa Rita di Prato

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**1. CONOSCERE I BENEFICI DELLA NATURA**

**2. VIVERE LA NATURA CON I NOSTRI 5 SENSI**

**I BENEFICI DEGLI ALBERI URBANI**

**UDITO**

**TATTO**

**VISTA**

**OLFATTO**

**GUSTO**

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### 3. CONOSCERE LA PROVENIENZA E SPECIFICITA' DEI PAESAGGI E DELLE PIANTE

**GIORNATA NAZIONALE DEGLI ALBERI**  
21 NOVEMBRE 2016  
Anche gli alberi migrano

**PASSAPORTO**

Altre ipotesi attribuiscono l'introduzione dell'arancio dolce, un grande della Liguria, al successivamente in tutto il Mediterraneo, in Giappone. Questi ultimi, alla fine del XIX secolo, da viaggiatori e commercianti intraprendenti, approfittando le capere provenienti dalla Cina e dall'India lungo le coste del Mar Rosso, per acquistare le piante menzionate e venderle in occidente.

Durante il Rinascimento gli agrumi assunsero un posto preminente nelle ville e nei giardini delle Sicilie e Napoli, in Liguria, lungo le rive del lago di Garbù, in Toscana e a Roma.

Nei luoghi con clima sfavorevole cominciarono a diffondersi l'uso di proteggere le piante nella stagione fredda e di riprovarle in strutture coperte chiamate arancieri (in Francia "orangeries"). Gli agrumi fra i nobili ed i benestanti assunsero un significato di status symbol, al punto che neppure i nobiliari si di specie e varietà.




unicef 

### 4. IL PAESAGGIO E IL GIARDINO ESPRIMONO LA CULTURA DI UN'EPOCA: BREVE STORIA DEL GIARDINO



Fig. 1. Giardini italiani. Da sinistra a destra:

unicef 

### 5. VISITA Giardino Mediceo di Poggio a Caiano e al Museo della Natura Morta



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### 6. SPERIMENTARE: PROGETTO DI UN FRUTTETO URBANO




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### 7. ILLUSTRAZIONE A GENITORI E AMICI



unicef 





**Nihil difficile volenti**



Grazie per l'attenzione

# Activities of the Association “Landscapefor”

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**Mr Paolo Castelnovi**  
*President of “Landscapefor”, Italy*

Film: AtlasFor Scuole (Part 1) – <https://vimeo.com/297100469>

Film: AtlasFor Scuole (Part 2) – <https://vimeo.com/297100500>

Film: Create a Point of Interest (POI) – <https://vimeo.com/297100408>





# General debate on public policies

“Each Party undertakes to promote: ... university courses which, in the relevant subject areas, address the values attaching to landscapes and the issues raised by their protection, management and planning.”

*Article 6 B. c. of the Council of Europe Landscape Convention*

*With the participation of  
Members of the Steering Committee for Culture, Heritage and Landscape (CDCPP),  
Council of Europe Conference on the European Landscape Convention and  
Representatives of Ministries; Representatives of local and regional authorities;  
Representatives of international governmental organisations and  
Representatives of international and national non-governmental organisations;  
other participants interested in the issue of the landscape.*

# Débat général sur les politiques publiques

« Chaque Partie s'engage à promouvoir: ... des enseignements ... universitaires abordant, dans les disciplines intéressées, les valeurs attachées au paysage et les questions relatives à sa protection, à sa gestion et à son aménagement. »

*Article 6 B. c. de la Convention du Conseil de l'Europe sur le paysage*

*Avec la participation des  
Membres du Comité directeur de la culture, du patrimoine et du paysage (CDCPP),  
de la Conférence du Conseil de l'Europe sur la Convention européenne du paysage  
et des Représentants des Ministères; Représentants des autorités locales et régionales;  
Représentants des organisations gouvernementales internationales et  
Représentants d'organisations non gouvernementales internationales et nationales;  
autres participants intéressés par la question du paysage.*



# Landscape policies and landscape education: Serbian experiences

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## Serbia

### **Mrs Jasminka Cvejic**

*Professor, Responsible for education at University level, Serbia*

### **Mrs Biljana Filipovic Đusic**

*Head of Department for European Union Integration, International Co-operation and Projects, National Focal Point for the implementation of the European Landscape Convention, Ministry of Agriculture and Environmental Protection, Serbia*

### **Mrs Biljana Jovanovic Ilic**

*Head of Unit for Strategic and Planning Documents, Ministry of Agriculture and Environmental Protection, Serbia*

### **Mrs Nevena Vasiljevic**

*Professor, Department of Landscape Architecture, Faculty of Forestry, University of Belgrade, Serbia*

**R**atification by the Republic of Serbia of the European Landscape Convention and its entry into force, after adoption of the Law on Ratification of the European Landscape Convention in 2011, created the conditions for further development of landscape planning and management. Taking into account new circumstances, the Ministry of Environmental Protection became the leading institution for the implementation of landscape policies, continuing the formulation of recommendations for the development of a methodological approach for landscape planning.

As equal partners, culture, heritage and landscape became cross-cutting issues in other national and regional activities and strategies, implemented through different projects. The documents created between 2010 and 2017 (the Spatial Plan for the Republic of Serbia; the already existing Law on Nature Protection and the Rulebook on the criteria for identifying the landscapes; the method of assessing their significant and characteristic features (Official Gazette of the Republic of Serbia, No. 119/17 of 29.12.2017) and several regional pilot projects) prove that the landscape policies create a sustainable framework for all other human activities and that their proper economic valorisation supports the creation of new jobs for local people living there.

As a Contracting Party, Serbia is implementing specific measures at national level: awareness-raising of the value of landscapes among civil society, private organisations and public authorities, their role and changes to them; promotion in training and education (multidisciplinary training programmes in landscape policy, protection, management and planning, for students of school and university courses which, in the relevant subject areas, address the values that the landscape has, and the issues raised by its protection, management and planning).

Landscape as a topic in the education system in Serbia is implemented in several secondary schools and universities:

- ▶ University of Belgrade, Faculty of Forestry – Department of Landscape architecture and horticulture – Study programme, Landscape architecture;
- ▶ University of Novi Sad, Faculty of Agriculture – Department of fruit growing, viticulture, horticulture and landscape architecture;
- ▶ Department for Environmental planning at the Faculty of Geography in Belgrade (course on Landscape management, with an explicit landscape-ecological approach).

Even before the signing of the European Landscape Convention, landscape had become a specific issue in academic curricula at the University of Belgrade. Within certain implementation measures such as training and education on the contemporary approach to landscape value, the European Landscape Convention encourages initiatives for the improvement of academic study programmes at the University of Belgrade. Today, students have the opportunity to develop knowledge regarding landscape protection, management and planning, as defined by the Convention, within regular academic courses at the Faculty of Forestry, Faculty of Spatial planning and Faculty of Architecture.

At the Faculty of Forestry, within the BSc and MSc programmes in Landscape architecture, students are educated in landscape research on different scales, from national to local level. The main influence of the Convention's principles and measures is noted in the Landscape planning curricula, which are obligatory courses within both BSc and MSc programmes. In a pedagogical context, using landscape character assessment as the main research method enables students to read and understand the landscape character as a principal value.

After completing the BSc programme, students are able to read landscape in the context of: hermeneutical function (they can learn to read inside and through landscape elements and features, and understand ecological and aesthetical processes that shape the landscape); pragmatic function (for its essential project dimension, mostly within Belgrade's urban environment); and social function, for it involves and promotes the development of local identity (i.e., Belgrade's urban pockets).

The framework of the MSc programme is based on the syllabus and package of teaching material for each of nine subject areas arising from the TEMPUS LENNE Curriculum Development Project (2006-2009). The project consortium included six universities and a number of individual experts from European Union countries, and from

Serbia's University of Belgrade Faculty of Forestry, Department of Landscape architecture and horticulture; the University of Belgrade, Faculty of Geography, Department of Spatial planning; the University of Novi Sad Faculty of Agriculture and the Institute of Lowland forestry and the environment from Novi Sad. The goal of the Project was to form and develop the structure and content for a new two-year Master's programme in Landscape planning and management.

The programme was aimed, in particular, at responding to the needs of public administration in Serbia for the education of specialists able to support the introduction and compliance with recent and forthcoming European environmental legislation (European Landscape Convention, 2000 and Strategic Environmental Assessment Directive, 1996). The current MSc Landscape architecture programme embraces six of the eight syllabus elements. There are courses on Landscape planning, Landscape design, Open urban spaces, Cultural landscape, Landscape management, History and Conservation. By the end of the MSc programme, and having undertaken relevant reading, successful students gain knowledge of landscape character, landscape character assessment, landscape quality objectives, landscape policies, cultural landscape etc. Students become aware of the role of landscape planning and management in maintaining and enhancing landscape character and cultural heritage and of the public and private institutions which contribute to landscape planning, management and protection.

In due course, students are able to undertake a landscape character assessment using a standard methodology in reading and understanding landscape value. They become familiar with the principles and practice of spatial planning and instruments of nature conservation and environmental protection (environmental impact assessment, green infrastructure, ecosystem services). They become familiar with new techniques for landscape analysis and visualisation (Geographic Information System – GIS, mapping and 3D modelling).

This project had significant influence on the changes and introduction of new courses in the study programmes at these Serbian faculties. An illustration of gained knowledge is reflected in titles of some Master's theses, for example "Landscape character of the Čacak municipality as a framework for implementation of the European Landscape Convention at local level" (student Natasa Petkovic); "Green infrastructure as a landscape planning strategy in Čukarica municipality" (student Snežana Kecman); "Great war island as a core of the green infrastructure in the Belgrade's urban landscape" (student Jovana Bošković).

From the theoretical point of view, holistic conceptualisation of landscape as a meaningful influence of the European Landscape Convention's principles and landscape approach methods can be found within PhD thesis titles, for example, "Landscape planning as an instrument of spatial development of Serbia" (2013) which was defended at the Faculty of Forestry. The main conclusion is that realisation of the landscape planning concept, based on the Convention's principles that are reflected in the thesis, require preconditions: social verification of landscape character and its meaningful recognition in the legislation, and identification of landscape character types and their quality objectives on the territory of Serbia. Perspective can be seen within the implementation of the European Landscape Convention in Serbia as a premise of the modern concept of landscape planning. Landscape architects are expected to direct actions towards development of planning methodology, landscape architects' education, and redirection of scientific research for the purpose of landscape planning and implementation of the European Landscape Convention.

The Faculty of Spatial planning and the Faculty of Architecture provide MSc programmes with elective courses of Landscape planning with particular emphasis on introducing students to basic terms of the European Landscape Convention, including Landscape ecology, Landscape structure, Function and change of the landscape, Urban, rural and natural landscape, Landscape character-type, Landscape characterisation, Landscape protection and management, Landscape visualisation and Green infrastructure.

Finally, from an academic perspective, education within the profession of landscape architecture, as

well as geographers, architects and others who will be responsible in the domain of landscape planning, management and protection in Serbia's circumstances, should favour larger landscape scales and should interact with smaller scales. This is likely to be the dominant force shaping the practice of landscape planning in the 21st century.

### **The relationship between public and cross-sectoral practical policies**

Cultural policy is observed as a part of the scientific area of management in culture because its goal is to develop practical systems and theoretical models of cultural life, based on certain values, and defined by aesthetic and ethical standards. Ministry of Culture and Information, Ministry of Environmental Protection, Ministry of Public Administration and Local Self-government have achieved synergistic effects for landscape education.

Prerequisites for management are verifiable mechanisms for effective participation of communities in managing and developing cultural and protected landscapes, as well as developing sustainable approaches to landscapes. It is necessary to recognise autochthonic planning in local environments. The management approaches are based on principles (public benefit, understanding, integrity and respect), on values and an ethical code.

Powerpoint presentation  
<https://rm.coe.int/16808e5327>

 21st Council of Europe Meeting of the Workshops for the implementation of the European Landscape Convention: Landscape and Education

## Landscape policies and landscape education: Serbian experience

 **Nevena VASILJEVIĆ** Biljana FIUPOVIĆ,<sup>2</sup> Jasminka CVEJIC,<sup>1</sup> Biljana Ilić<sup>2</sup>

<sup>1</sup> University of Belgrade  
Faculty of Forestry  
Department of Landscape Architecture and Horticulture  
<sup>2</sup> The Ministry of Environmental Protection

**POLICY**  
European Landscape Convention, Landscape policy

**LANDSCAPE PLANNING RESEARCH**  
*Design with nature*, sustainability, landscape ecology, holism, aesthetic, genius loci, landscape character assessment, resilience...

**EDUCATION**  
BSc, MSc, PhD... Courses - Landscape architecture studio, landscape character assessment, green infrastructure, ecosystem services, urban pocket

**POLICY** 1

European Landscape Convention  
Landscape policy

**Policies ... from 2010 to 2017**

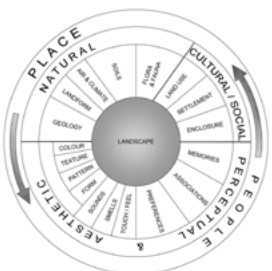
**Spatial Plan for the Republic of Serbia**

**Law on Nature Protection**  
Rulebook on the criteria for identifying the landscapes and the method of assessing their significant and characteristic features ("Official Gazette of the Republic of Serbia" No. 119/17 of 29.12.2017)

**Action Plan for the implementation of the European Landscape Convention**  
several regional pilot projects proving that the landscape policies create a sustainable framework for all other human activities and that their proper economic valorisation supports the creation of new jobs for local people living in them.



holistic perspective



What is landscape?

*"landscape ... means an area, as perceived by people, whose character is the result of the action and interaction of natural and/or human factors"*  
(European Landscape Convention, 2000)

**12 things to do that will make a reality of the ELC**

Action by Governments individually

Action by all, for all landscapes

Action by Governments collectively

The essential supportive context

landscape character is **new value** of landscape

**Why SPRS to 2020?**

2011. Serbia ratified the European Landscape Convention

**New concept** of landscape planning


Spatial plan of the RS 2020 establishes for the first time:

**Protection and development of Landscapes:**

- concept of **landscape as a whole** (urban, rural, natural)
- principles: **landscape ecology** (i.e. **landscape connectivity**)
- landscape aesthetics** as a system
- realisation: protection and development of **landscape character** and visual quality through preservation of **landscape pattern** (unique spatial distribution of use, relation between open and closed landscape elements ...)

**Problem of realisation:** new concept in domain of socialisation and cultural reproduction

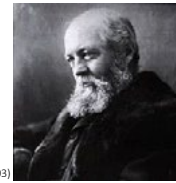
**Solution:** **green infrastructure, urban pocket, cultural ecosystem services** - idea that local interpretation of SPRS can be assumed to be consistent with ideas operating at a higher (national) scale



## LANDSCAPE PLANNING RESEARCH

2

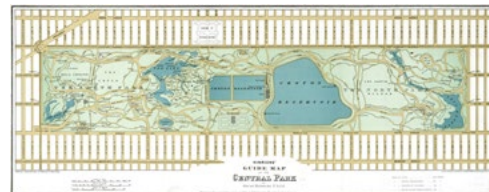
*Design with nature*, holism, sustainability, landscape ecology, aesthetic, genius loci, landscape character, resilience...



Frederick Law Olmsted (1822-1903)



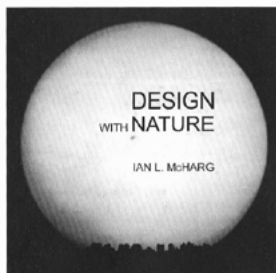
Yosemite National Park, 1891



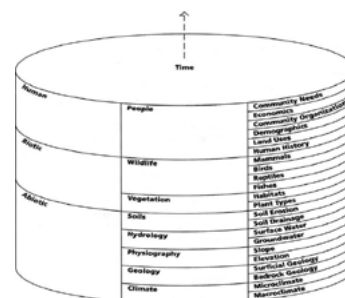
Central Park in New York (1858)



Ian McHarg (1920-2001)



*I. Design with Nature (Garden City, N.Y.: Natural History Press, 1969) led to fundamental changes in the teaching and practice of landscape architecture.*



layer-cake method

In "Plan for the Valleys," McHarg stated the credo that would guide Landscape Architecture work:

- The area is beautiful and vulnerable;
- development is inevitable and must be accommodated;
- uncontrolled growth is inevitably destructive;
- development must conform to regional goals;
- observance of conservation principles can prevent destruction and ensure enhancement;
- the area can absorb all prospective growth without despoliation;
- planned growth is more desirable and as profitable as uncontrolled growth;
- public and private powers can be joined in partnership in a process to realise the plan.

McHarg\_Overlay method\_ GIS

*Landscape is not green ...  
Landscape is the whole environment in which we live*

Carl Steinitz (1937-)

*Sustainable planning at the landscape scale*

Local  
Regional  
National  
Global

Diversity: the greatest the better, the more information it carries  
Control: the narrower the better, the more change it carries

Carl Steinitz  
Alexander and Victoria Wiley Research Professor of Landscape Architecture and Planning Graduate School of Design Harvard University

"Everyone designs who defines courses of action aimed at changing existing situations into preferred ones" - *Christopher Alexander*  
"Many decisions which work on a small scale do not work on a large scale" - *Galileo*

DATA  
INFORMATION  
CULTURAL KNOWLEDGE

REPRESENTATION MODELS  
PROCESS MODELS  
EVALUATION MODELS  
CHANGE MODELS  
IMPACT MODELS  
DECISION MODELS

IMPLEMENTATION

THE TOOL MAKER

**EDUCATION**  
BSc, MSc, PhD, Landscape Architecture studio,  
Faculty of Forestry DLA  
Landscape character, planning on different scale  
Green infrastructure  
Urban pockets

3



University education / courses

1. University of Belgrade, Faculty of Forestry - Department of Landscape Architecture and Horticulture - Study Programme Landscape Architecture
2. University of Belgrade, Faculty of Geography, Department of Spatial Planning
3. University of Belgrade, Faculty of Architecture
4. University of Novi Sad, Faculty of Agriculture - Department of fruit growing, viticulture, horticulture and landscape architecture

Landscape Character

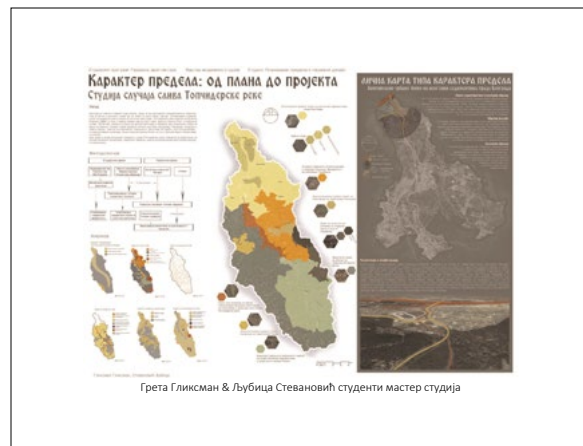
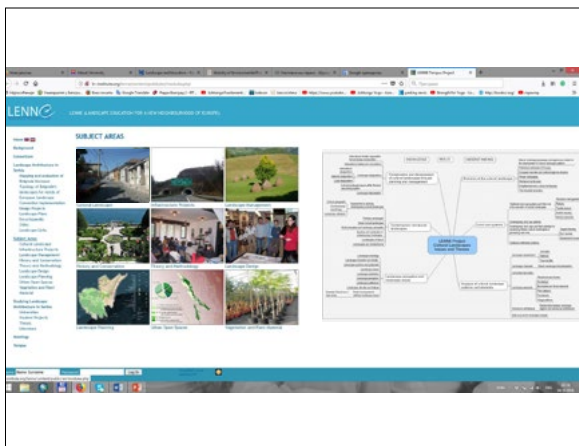


**Landscape character**  
...a distinct, recognisable and consistent **pattern of landscape elements** that makes one landscape different from another, rather than better or worse.

...different character means different type of landscapes that becomes the **basis of planning, management and protection** of the landscape.

Wachtel and Jongman in press, after Krause and Klopper (1964)

Florence, Italy, 2003



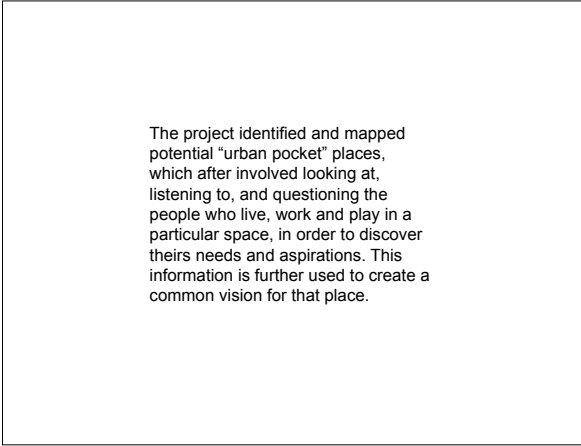
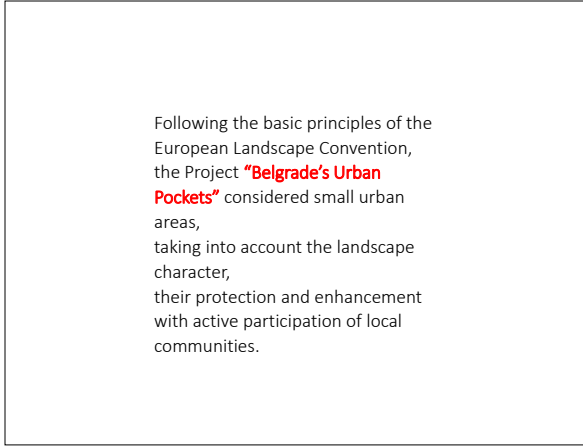
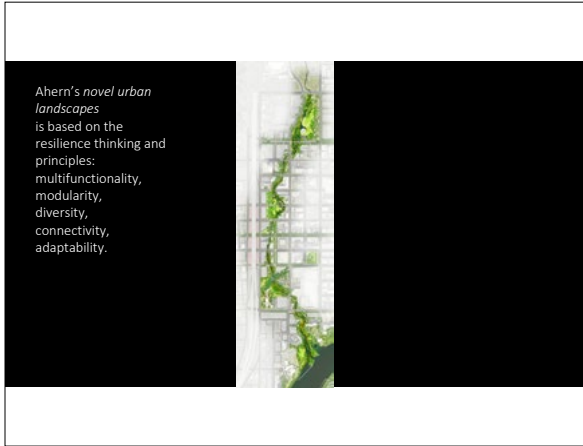
Грета Гликман & Љубица Стевановић студенти мастер студија

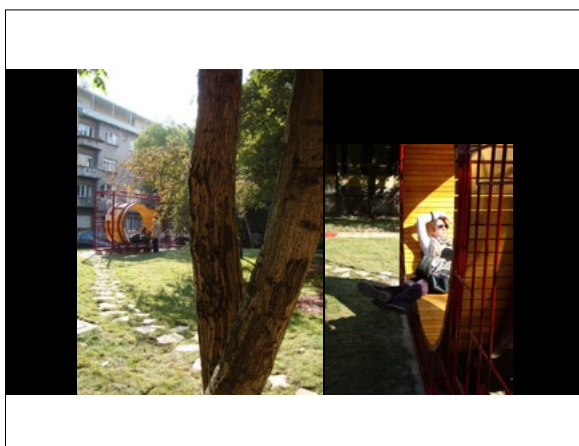
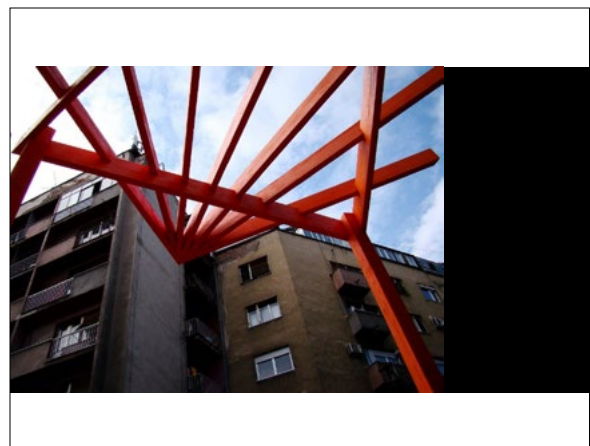
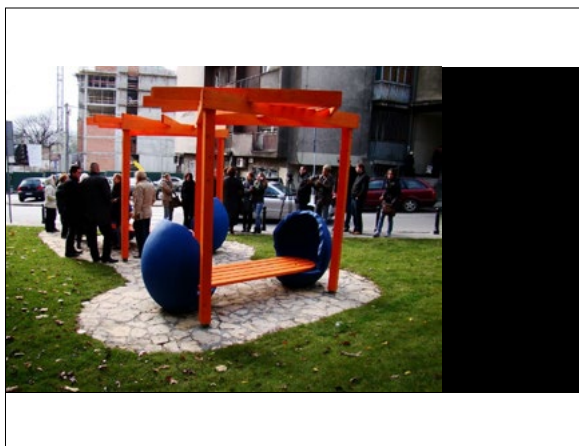
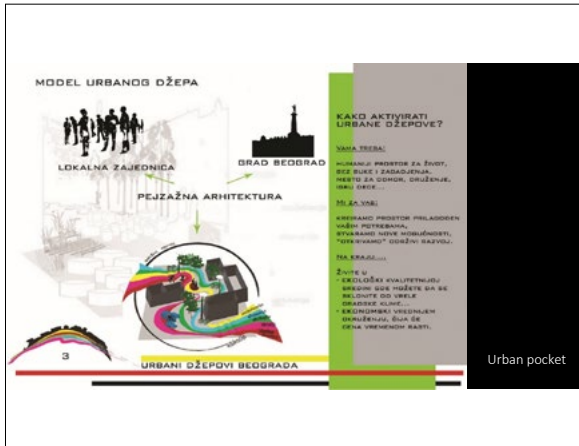


Грета Гликман & Љубица Стевановић студенти мастер студија



Наташа Петковић & Јелена Стојановић, студенти мастер студија





Sustainability is not a scenario with green technologies ... this is the way in which landscape architects live and work

*Sustaining Beauty/ies, Elizabeth Meyer*



Thanks for your attention

# Landscape education in Hungary

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## Hungary

**Mrs Krisztina Kincses**

*Vice-Chair of the Council of Europe Conference on the European Landscape Convention,  
National Representative of the European Landscape Convention, Ministry of Agriculture,  
Hungary*

Ladies and gentlemen,

Dear colleagues,

In Hungary, the Act CCIV of 2011 on national public education has regulations that specify the Bachelor (BA) and Master's (MA) courses that can be provided in higher education, higher level vocational courses, teacher training, the operation of doctoral schools, the accreditation of majors in higher education and training, and qualification requirements. The institutes of higher education have autonomy to accept this training programme, organisational and operational rules, and its doctoral regulations.

Szent István University trains graduates for a Landscape management and garden construction engineering BSc, a Landscape architect MSc and a Landscape architecture and garden design Master's (MA). In 2017, 137 Landscape architects graduated in Hungary with an MSc.

Landscape architects are able to develop and design the requirements of sustainable development and liveability, according to outdoor architectural objects, settlements and areas based on the natural resources, natural and cultural heritage of Hungary and knowledge of their countryside and settlement differentiation.

During training, Landscape architect students learn the following skills:

- ▶ Nature conservation;
- ▶ Environmental protection;
- ▶ Landscape protection;
- ▶ Methods of landscape assessment;
- ▶ Regional development;
- ▶ Landscape planning;
- ▶ Geographic Information System (GIS) in landscape planning;
- ▶ Carrying capacity; and
- ▶ Environmental impact studies.

In many other fields of higher education, a modern approach to landscape is also adopted. The curricula of a significant part of Hungarian higher education contain knowledge that is indispensable for maintaining a lower environmental exposure and safeguarding our natural and cultural heritage (e.g. Environmental Economics, Agrarian Engineering, Environmental Engineering, Environmental Studies, Forest Engineering, Geography, Land Surveying and Land Management Engineering, Nature Conservation Engineering, Wildlife Management Engineering).

For example, in Sopron University the following courses are incorporated into the curricula of BSc and MSc studies:

- ▶ Cultural heritage protection;
- ▶ Environment and landscape management;
- ▶ Environmental history;
- ▶ Environmental and landscape policy;
- ▶ Environmental and natural aesthetics;
- ▶ Landscape and rural development;
- ▶ Landscape management;
- ▶ Landscape protection and planning;
- ▶ Landscape protection and planning in Europe; and
- ▶ Landscape rehabilitation.

In Hungary, a PhD programme is available at the Doctoral School of Landscape Architecture and Landscape ecology. The programme offers complex scientific research and development knowledge in the field of landscape architecture, urban and environmental design, landscape protection and reclamation, landscape planning and social-economic aspects of climate change.

The doctoral programmes are tailored to the research topic of each student. In Sopron University, the following lectures are incorporated into each PhD programme:

- ▶ Landscape research;
- ▶ Landscape protection and planning in Europe; and
- ▶ Landscape history of the Carpathian Basin.

There are some international co-operations among universities with Hungarian participation which are worth mentioning:

- ▶ Landscape Authorship ERASMUS Intensive Programme (2012);
- ▶ ERASMUS+ Strategic Partnership Landscape Education for Democracy (in process).

The Hungarian higher education strategy entitled “Changing gear in higher education – A medium-term policy strategy, 2016” emphasises the importance of increasing the activity of higher education institutions in handling social challenges. The activities in the research institutions of higher education institutions are a basis for ensuring sustainable development.

The Hungarian National Landscape Strategy (2017-2026) emphasises that passing on landscape-related knowledge need not be restricted only to people adept in landscape matters, but it should also be included in engineering courses and any other courses whose graduates will influence the condition and the use of landscapes through their future decisions. Training and education must be reinforced with information about landscape and with an approach that takes landscape into consideration. Therefore, there is a need to audit and modernise training and education. Basic knowledge required for the implementation of land use based on the landscape configuration and assets – what is the overall strategic objective of the Hungarian National Landscape Strategy – must be integrated into public education and higher education in a generalist and age-appropriate way.

According to the Strategy, the following action is required, among others, to achieve the objective: in higher education, integration of the knowledge of landscape into the professional competences to be learned under the basic studies on sustainable development, promoting a responsible attitude towards landscape.

By this action, Hungary promotes university courses which, in the relevant subject areas, address the values attaching to landscapes and the issues raised by their protection, management and planning – in accordance with the European Landscape Convention.

# Landscape education in Cyprus

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## Cyprus

**Mr Phaedon Enotiades**

*Senior Official, Department of Town Planning and Housing, Cyprus*

Ladies and Gentlemen,

Dear colleagues,

Cyprus ratified and adopted as national law the European Landscape Convention in 2006. An informal national advisory group had already been set up in 2004, bringing together government agencies (including spatial planning, forests, antiquities, the geological survey etc.), local authority associations, professional bodies and non-governmental organisations (among which, most notably, were those concerned with architectural heritage and countryside regeneration).

After a formative period of internal discussions and baseline activities, our progress has been presented regularly in this [Council of Europe's series of Meetings of the Workshops](#),<sup>34</sup> as results of on-going efforts emerged, notably in Evora (2011), Montenegro (2013) and Andorra (2015). Last year in Brno (2017), my colleague Irene Hadjisavva-Adam presented our efforts of considering landscape at grassroots level, that is, in close collaboration with local citizens. This is an important aspect of landscape and education efforts, concentrating on awareness-raising, which I will come back to later in this short presentation.

Before we discuss that important facet of landscape and education, let me give some general information on the subject concerning the current situation in Cyprus. Landscape is not officially at present a subject in primary and secondary education, although it is often referred to in student projects in subjects such as geography, ecology, local studies and natural sciences. At tertiary level, out of the three state universities today, only the Open University of Cyprus offers a programme in the Management and protection of terrestrial ecosystems, that has specific landscape components. In fact, it is through collaboration with this programme that we have been able to prepare the first and second level Landscape Maps of Cyprus, as well as a zoom-in third level landscape map provided as input for the Akamas Peninsula Spatial Plan, currently under development. In the private sector, two universities offer landscape-related courses: Frederick University, in Nicosia, provides a course in Landscape architecture within its architecture programme at the Faculty of engineering, whereas Neapolis University, in Paphos, offers a programme specifically devoted to Landscape architecture, leading to professional degrees. Progress on the implementation of the European Landscape Convention in Cyprus has been presented in all three of these universities, in various formats, including a lecture webcast in 2015.

While it is important to promote the expansion of these admittedly scant opportunities for landscape education in Cyprus, it is just as important to acknowledge the role of government institutions and non-governmental organisations in educating the general public on landscape-related issues within their all-important remit of awareness raising and enabling meaningful participatory planning. Landscape awareness was the underlying crosscutting theme within the national European Heritage Days events organised last year, which incorporated a series of lectures and presentations, including information on progress made in the implementation of the European Landscape Convention in Cyprus. In the same year, the Department of Town Planning and Housing's ongoing collaboration with the Cyprus Academy of Public Administration in implementing structured democratic dialogue processes at grassroots level, specifically related to the protection, management and planning of landscapes in rural areas. This association of landscape with countryside regeneration projects is very much a mainstream approach, but what about landscape education related to urban areas, where the most intense pressures and dilemmas manifest themselves?

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34. [www.coe.int/en/web/landscape/workshops](http://www.coe.int/en/web/landscape/workshops)

Within the continuing framework of activities to raise awareness among citizens and associations, the need to start an in-depth public discussion concentrating on the relation between development, spatial planning, construction standards and the landscape has become apparent. Concerned professionals and activists have long discussed the idea, developing arguments to which the layman could relate and respond. It is along these lines that an initiative by a group of professionals, academics and students has recently been unfolding in the town of Limassol.

It is important to educate professionals, students and the general public about the importance of understanding definitions used in the European Landscape Convention; how landscapes evolve through time and how they interact with people's identities; how we perceive landscapes, as well as how conception and comprehension mechanisms work; about accessibility to knowledge and the need for a two-way communication between experts and the public; how landscape ties into spatial planning policy, about participatory processes, as well as the conflicting values behind public interventions. What's in it for the citizen and society; why is it important? It is, it would seem, imperative to promote landscape character assessment in clear and concise layman terms, in order to be able to incorporate landscape values into spatial planning

processes. Landscape impact assessment, still unfortunately largely missing from our work – or at best insufficiently documented – is strongly recommended by this initiative, as an important process that focuses on the effect the sum of interdependent, overlapping policies, even within ostensibly integrated planning approaches, can have on landscapes as a system, interacting with such policies in not always easy to predict ways.

Landscape and education are key components of strategies to implement the European Landscape Convention. Even in the case of small nations and small societies, where it is not always possible for the education system to offer all programmes and all courses, particularly in times of austerity, the fact that we live in a global village facilitates a certain flow of information and ideas. It is in such cases where raising awareness and disseminating knowledge becomes all the more important in enabling constructive citizen participation in the protection, management and planning of their surrounding landscapes.

Thank you for your attention!

Powerpoint presentation  
<https://rm.coe.int/16808df0bc>



# LANDSCAPE AND EDUCATION

Phaedon Enotiades  
Department of Town Planning and Housing  
Ministry of the Interior  
CYPRUS



## Learning to restore old terraces

KILANI WINE VILLAGE, LIMASSOL DISTRICT



## Rehabilitation of a mining landscape

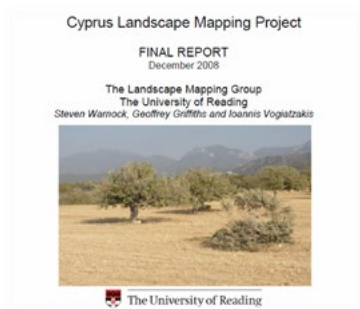
AMIANTOS ASBESTOS MINE, TROODOS MOUNTAINS



Évora, 2011

## Landscape character assessment 1

LEARNING FROM INTERNATIONAL PRACTICE



Cetinje, 2013

## Landscape character assessment 2

ADAPTING METHODOLOGIES TO THE EASTERN MEDITERRANEAN



Andorra, 2015

## Considering the grassroots level

ENABLING MEANINGFUL CITIZEN PARTICIPATION



Brno, 2017







This post included a question: [How many landscapes you perceive and recognize in the picture? Describe them, if possible.](#)

Reactions generated: [5](#)

Knakkia village, Paphos: [1](#)

1. Windmills, a man-made landscape; 2. Green wooded area in the background, a natural landscape; 3. Village settlement, a rural inhabited landscape; 4. Archaeological site landscape; 5. Arable farmland landscape

Ancient Palaepaphos in the village of Knakkia, wind generators in the background: [1](#)

What do I win if I get it right? [1](#)

1. Archaeological site; 2. Village; 3. Dry arable land; 4. Hilly landscape in the background in the foreground an archaeological site; In the middle ground part of a village with an old church; behind the village a hilly landscape; in the background wind generators. It is a relatively homogenous landscape with a sequence of distinct views

Too much analysis for a picture without a main theme: [1](#)

I don't live in Cyprus, so I don't know the places mentioned above. I just see an area, which means one landscape: [1](#)

Archaeological site; rural settlement with trees and arable fields; hills with wind generators. Isn't it all one landscape though? [1](#)

I just see one landscape but it's not very tidy: [1](#)

A cultural landscape. A place with variables... [1](#)

It depends from which perspective you look at the picture. The first thing I see, for example, are the houses; behind these I see hills with wind generators, the clouds; then I look at the archaeological site, the farmland on the right, with mountains in the background. Basically it is about just one landscape, it depends on where one focuses: [1](#)

Wind generator park on the hill in the background, a village in front with some green, an ancient settlement even closer and dry land all around. This harsh view is tempered by the blue sky, dotted with dark clouds to the west: [1](#)





# Landscape education at university level in Estonia

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## Estonia

**Mrs Piret Palm**

*Senior Officer, Nature Conservation Department, Ministry of Environment, Estonia*

**E**stonia ratified the European Landscape Convention in 2018. Prior to ratification Estonia made a comprehensive analysis of how the provisions of the Convention are to be fulfilled.

Concerning the requirements of article 6 B. c “to promote university courses which, in the relevant subject areas, address the values attaching to landscapes and the issues raised by their protection, management and planning”, it was concluded that Estonia meets the requirements. There are a great number of different curricula on landscape evaluation, protection, management and planning in several universities in Estonia. A weakness may be that these specialities are focused on a specific field and a broader and comprehensive picture is not always taught. Therefore, it would be useful to seek cross-disciplinary collaboration to strengthen the current system with better co-operation between universities and existing curricula. In addition, the introduction of landscape themes into the curricula of specialities, mostly affecting landscapes, will be increased, for example in road construction, mining, forestry, horticulture and anthropology.

Curricula which are directed to increase the quality of landscapes are Landscape architecture (Estonian University of Life Science and Tallinn University of Technology), Architecture and Urban Design (Estonian Academy of Arts and Tallinn University of Technology), Applied Architecture (Tallinn University of Applied Sciences), as well as curricula of Landscape Protection and Preservation, Management of Urban and Industrial Landscapes, Land Surveying and Land Management (Estonian University of Life Science) and Master’s studies in Urban Governance (Tallinn University).

There are also curricula which deal with landscapes as a physical environment and habitat to different species, such as Geology, Geography, Biology and Ecology (Tartu and Tallinn Universities). In the same educational and research institutions, the organisation of technical aspects of the environment and landscape are being addressed in the curricula of Environmental engineering and geotechnics.

As a territory’s landscapes are influenced by the decisions and actions made in regional politics, the economy, building and engineering, education and culture, it is important that the training of these specialists includes courses on protection, management and planning of landscapes. In the Technical University of Tallinn engineers in Mining Engineering, Road Engineering, Civil and Building Engineering, Building and Infrastructure Engineering are taught. Aspects of landscape are also taught in the curricula of Agriculture and forestry in the Estonian University of Life Sciences. This is especially relevant in Estonia where a third of the territory is covered with arable and grassland and a little more than half is forest.

In addition to universities, there are also several vocational schools in Estonia where it is possible to study specialities targeted to improve landscape quality and deal with landscape management, for example Luua Forestry School, R pina School of Horticulture and Kopli Vocational school of Tallinn teach specialities of environmental protection, forestry, horticulture and landscape construction.



# Recent implementation of the European Landscape Convention in Spain

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## Spain

**Mrs Carmen Caro**

*Senior Officer, Co-ordinator of the National Plans of Cultural Heritage,  
Institute of Cultural Heritage, Ministry of Education, Culture and Sport, Spain*

Spain ratified the European Landscape Convention of the Council of Europe in November 2007, and has been very active following the Convention, mainly developing the Cultural Landscape National Plan which was approved in 2012 by the Spanish Cultural Heritage Council, and in which cultural officials of all 17 Autonomous Communities participate.

Nevertheless, it should be mentioned that the European Landscape Convention has its origins, in some way, in what is known as the Sevilla Charter, or the Mediterranean Landscape Charter of 1993. It was an initiative of the regions of Andalusia (Spain), Languedoc-Roussillon (France) and Toscana (Italy), which focused on landscape “as a formal manifestation of the sensitive relationship between individuals and societies in the space and time, with a territory more or less intensely shaped by social, economic and cultural factors”. The Charter went beyond the regional scale and motivated the Council of Europe to create the European Landscape Convention.

Spain has, over 25 years, consciously and actively developed policies related to landscape. In fact, immediately after the adoption of the European Landscape Convention by the Council of Europe’s Committee of Ministers in 2000, Spain assigned a budget to landscape in the Institute of Cultural Heritage of Spain (*Instituto de Patrimonio Cultural de España*).

As a consequence, on 14 and 15 March 2019, Seville will commemorate this 25th anniversary of the Sevilla Charter on the occasion of the 22nd Council of Europe Meeting of the Workshops of the European Landscape Convention on “Water, landscape and citizenship in the face of global change”.

### **Active participation in the Council of Europe Landscape Award**

Spain has been very active in all five Sessions and has been recognised in the Award, resulting in a Special Mention in each Session:

- ▶ First Session (2008-2009), “Cristina Enea Park” Project in San Sebastián City Council, Basque Country;
- ▶ Second Session (2010-2011), “Education and awareness-raising: city, territory, landscape”, Project developed by the Government of Catalonia’s Ministry of Education, the Ministry of Town, Country Planning and Public Works and the Landscape Observatory of Catalonia;
- ▶ Third Session (2012-2013), “The sustainable revitalisation of the protected landscape of Geria”, Consortium for the defence and promotion of the Geria Landscape, Canary Islands;
- ▶ Fourth Session (2014-2015), “The Sénia Territory Millennium Olive Tree Landscape”, Taula del Sénia Mancomunidad, Spain;
- ▶ Fifth Session (2016-2017), “Landscape inventory of Galicia: public participation for landscape characterisation and planning”, Institute of Land Studies, Ministry of the Environment and Spatial Planning of the Government of Galicia.

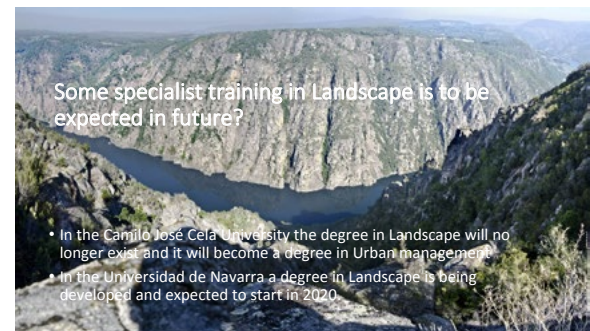
These projects were considered suitable for submission for the Landscape Award as, whilst the other proposals were excellent, they were more oriented to certain specific areas of interest.

## **The Spanish Landscape National Observatory**

Last year (2017), following the 19th Council of Europe European Landscape Convention Meeting of the Workshops for the implementation of the European Landscape Convention (Brno, Czech Republic) in which it was decided that a Landscape National Observatory would be assigned or created in each country in order to develop the Council of Europe Landscape Observatory, the Board of the Cultural Landscape National Plan was recognised as the Spanish National Observatory by the Executive Secretariat of the European Landscape Convention.

Powerpoint presentation  
<https://rm.coe.int/16808e5519>





Many international, national, and regional seminars are being organised on Landscape, and this is increasing. Some examples:



Naturaleza y Patrimonio (Jornadas Europeas del Patrimonio / Ondarearen Europako Jardunaldiak)

Programa Máster del Círculo de Estudios de Patrimonio Cultural y Turismo



# Landscape education in the Netherlands

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## The Netherlands

**Mr Peter Ros**

*Project Manager for Landscape, Ministry of Economic Affairs, Netherlands*

Powerpoint presentation

<https://rm.coe.int/16808e534e>




**Landscape and Education in the Netherlands**  
*European Landscape Convention Workshops, Tropea, 2018*  
**Peter Ros, project manager, Ministry of Agriculture, Nature and Food Quality**




The Netherlands has 20 National Parks

- Volunteers
- Entrepreneurs
- Children and youth




**Organisation in the Netherlands**

- Education in landscapes is organised by NGOs in the field of nature and cultural heritage:
  - Associations like Natuurmonumenten and Waddenvereniging
  - IVN (foundation specialising in nature education)
  - State Forestry Service (national public body)
  - Foundation World Heritage, Netherlands
- No role for national government besides subsidies



**State Forestry Service**

- National public body
- As land owner and manager of 265,000 ha of forests and national parks across the Netherlands
- Philosophy is that children are the future nature users
- 4 national and different education activities

**Educatie**

Staatsbosbeheer geeft handen en voeten aan educatie kinderen zijn de natuurbeschermers van de toekomst. Staatsbosbeheer ziet natuureducatie daarom als een belangrijke taak. We organiseren verschillende educatieve activiteiten. Dit doen we zelf, maar vooral ook samen met andere partijen, zoals het IVN.

Naast de vier grote landelijke jeugdactiviteiten zijn er nog een aantal educatieve activiteiten, zoals Woordvoerders van de Natuur, het Dierenvriendjespad, Expeditie Boowachtercode, het Kabouterpad, de Groene maatschappelijke stage en de Hulpboswachter die makkelijk uitgerold kan worden.

Klik op onderstaande subpagina's voor meer informatie over de betreffende jeugdactiviteiten.

**Subpagina's**





**NATUURSPRONG**  
 Fun outdoor games and activities

*His pants are covered in grass stains and his face is smudged and dirty. With flushed cheeks and sparkling eyes he runs towards us and shouts with pride, "I found the biggest stick ever! It's like a thousand meters long!" The kids are collecting big sticks for the game that is about to begin.*

**NATUURSPRONG**  
 Natuursprong encourages children to play together outside and learn to love exercise. Nature is the ideal environment and not only because of the fresh air. A natural environment like a forest challenges children to hone their motor skills and stimulates mental development. Trial and error plays an important role; sitting still is not an option.

leaders develop a suitable programme that is fully tailored to the needs and wishes of the target group.

The strength of Natuursprong lies in making simple and effective use of the natural environment and natural materials. This makes the activities refreshing and challenging for both the children and the game leaders.

Huis voor Beweging and Staatsbosbeheer (National Forestry Service) train the Natuursprong trainers who, in turn, train the Natuursprong game leaders. All of these professionals are committed to children, exercise and nature.

**THE PROGRAMME**  
 Natuursprong is an outdoor play programme for children aged 4-12 and can be applied in forests, parks meadows and fields. Professional game

Are you interested in participating or would you like more information?  
 Visit [www.natuursprong.nl](http://www.natuursprong.nl) or send an email to [info@natuursprong.nl](mailto:info@natuursprong.nl)

Natuursprong is an initiative of Huis voor Beweging, [www.huisvoorbeweging.nl](http://www.huisvoorbeweging.nl) and Staatsbosbeheer.



**Expedition rangercode**




**Animal friends path**





## Waddenvereniging (association)

- Is a private, independent and critical association;
- Membership fee;
- Works with education programmes in the Waddensea with volunteers as staff;
- They deliver 80 volunteers for fieldtrips for school students who visit the Wadden.



## Trilateral co-operation: our objectives and measures – How the vision becomes reality

- **Competent multipliers:**  
All stakeholders of Wadden Sea education have a transnational understanding of the Wadden Sea World Heritage Site, its OUV and its protection in a trilateral and global context.
- **High-quality information:**  
Information and education provide consistent communication of the OUV throughout the Wadden Sea Region and beyond.
- **Outstanding person-to-person communication:**  
Guided nature interpretation provide authentic experiences of the diversity, dynamics and beauty of the Wadden Sea World Heritage Site for everyone.

## Best Practice Examples for Wadden Sea Education

<p><b>Mit Vadehav</b></p>	<p><b>Nationalpark-Schulen &amp; Nationalpark-Kitas</b></p>	<p><b>Neuwerk National Park House – Environmental education for visitors and locals</b></p>
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## Best Practice Examples from trilateral co-operation in Wadden Sea Education

<p><b>Beach Explorer</b> The web portal</p>	<p><b>Collected videos</b></p>
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## ivn (National Institute for nature education & sustainability)

*het loef de natuur!*

- 11 offices
- Number of volunteers: 22,000
- Number of professionals: 100 (more or less..)

- 4 (5) themes:
 

Child and nature	Nature and recreation
Nature and health	Nature nearby
Youth	



### School programmes

- Green kindergarten ( 0-4 years)
- Primary school ( 4-12 years) p.e.
- Spokesman for nature
- Highschools ( 12-18 year) p.e. concept
- Youth consultancy agency
- Higher education ( MBO-HBO-University)



### After-school programmes




Scharrelkids ("Free range kids") (grand)parents with young children  
 Youth nature clubs (age 7-12)  
 Junior Rangers ( age 12/13 – 18/22)  
 'Rough and Tough' ( Woesteland, age 12-30)




### Junior Rangers Nederland



### Junior Rangers Nederland



### 'History'

- Het EUROPARC Junior Ranger Programme has started as a pilot project in 2002 in 4 areas in Germany
- In the Netherlands in 2007 the first group started in National Park de Weerribben-Wieden.
- The network has been growing very well and now there are 80 groups in 19 countries.




### Junior Rangers Nederland



### A Junior Ranger is....

- a school boy or girl (from secondary school);
- who knows what to do as a 'ranger'
- proud to be an ambassador of a National Park;
- who is, together with other Junior Rangers, supporting a national park by managing, protecting and developing it;
- is supported by the department of IVN Nature education and stakeholders in a National Park.




### Junior Rangers Nederland



### Aim:

- To involve young people in the nature in their own region
- Support for national parks
- (international) network of youngsters
- Ambassadors for National Parks




### Junior Rangers Nederland



### Candidate Junior Ranger

- Youngster starts as a candidate;
- Often as follow up of a Youth Nature Club or by recruitment in the region;
- He/she follows a monthly programme;
- Final result: a certificate.





### Junior Rangers Nederland



### What does a Junior Ranger programme look like?

- Monthly programme;
- Finishes after a year with a camp;
- Fits the desires and subjects in which the youngsters are interested;
- The activities are often outdoor;
- Parents are involved.



**Junior Rangers Nederland**

### Examples of activities

**Junior Rangers Netherlands**

### Monitoring and education

**Junior Rangers Nederland**

### Exchange of groups

*National*
*International*

**Junior Rangers Nederland**

### Youth Camps

*Closing season*
*International*

**Junior Rangers Nederland**

### Promotion

*At a regional level - The Junior Ranger is coming to you...*
  
*National level – National Park Festival*
  
*International – Conferences of Europarc*

**Youth+ Nederland**

### From Junior Ranger to Youth+

Being Junior Rangers for 5 years, at 18 years old: what's next ?

**Youth+ Nederland**

### Youth+ programme

- 18 - 26 years;
- IVN volunteer;
- Training and education opportunities;
- Active contribution to the yearly programme of activities.

*For example;*  
*Course youth support;*  
*sailing licence;*  
*chain saw certificate*

**Junior Rangers Nederland**

The EUROPARC Federation Junior Ranger Programme is aimed at young people aged 12-18 who are living within or close to the protected area. In 2016, the programme involved around 80 Protected Areas across 19 different European Union countries, working with ~5000 youths every year.

[www.europarc.org/wp-content/uploads/2016/01/infographic-jr-vertical-final.pdf](http://www.europarc.org/wp-content/uploads/2016/01/infographic-jr-vertical-final.pdf)





## Conclusions

- NGOs in the Netherlands are organising educational programmes in the landscape;
- they also work at an international level;
- they adhere to the goal to make the quality of education programmes better.







# **Workshop 3/Atelier 3**

## **Landscape in continuing education**

### **Le paysage dans l'éducation permanente**

#### **Chairs / Présidents**

**Mr Giovanni Manieri Elia**

*Senior Officer, Landscape and Quality Management Department,  
Ministry of Cultural Heritage and Activities, Italy*

**Mr Stefan Delplace**

*Honorary Secretary General,  
European Association of Institutions in Higher Education (EURASHE),  
Former Representative of the Steering Committee for Education Policy and Practice (CDPPE)  
of the Council of Europe*



# L'éducation au paysage en Wallonie

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## Belgique

**M<sup>me</sup> Mireille Deconinck**

*Dr Sc. Géographiques, Attachée, Service Public de Wallonie,  
Département de l'aménagement du territoire et de l'urbanisme,  
Direction de l'aménagement régional, Belgique*

**M. Didier Moray**

*Architecte paysagiste, Service Public de Wallonie, Direction des Espaces verts, Belgique*

**L**a Région wallonne, ou Wallonie, couvre une superficie de 16 844 km<sup>2</sup>, soit plus de la moitié de la Belgique. La Wallonie a une population d'environ 3 550 000 habitants, répartie inégalement au sein de 262 communes.

Illustration du puzzle institutionnel belge, la mise en œuvre de la Convention européenne du paysage en Wallonie relève de plusieurs autorités. En effet, depuis les lois spéciales de réformes institutionnelles de 1980, la Belgique est régie par trois niveaux de pouvoirs : l'État fédéral, les Régions et les Communautés. La plupart des compétences concernant directement ou indirectement le paysage sont aujourd'hui du ressort régional. Il s'agit notamment de l'aménagement du territoire et de l'urbanisme, du patrimoine, de l'environnement et de la conservation de la nature, des richesses naturelles, de la politique de l'eau et de l'énergie, des travaux publics, des transports, du logement, de la politique agricole, du tourisme, etc. En revanche, les compétences de l'enseignement et de la culture dépendent des Communautés de langues (française et germanophone).

La Région wallonne a ratifié la Convention européenne du paysage le 20 décembre 2001. La Convention est en vigueur en Belgique depuis le 1<sup>er</sup> février 2005.

## Niveaux de l'enseignement en Communauté française

Le système éducatif est divisé en plusieurs niveaux d'enseignement :

- ▶ L'enseignement fondamental : maternel (au moins 2 ans 6 mois à 6 ans) et primaire (de 6 à 12 ans).
- ▶ L'enseignement secondaire se subdivise en trois degrés, de deux ans chacun (trois ans maximums pour le premier degré) : le premier degré, dit « degré d'observation » (élèves âgés de 12 à 14 ans, et de 16 ans au plus) ; le deuxième degré, dit « degré d'orientation » (élèves âgés de 14 à 16 ans) ; le 3<sup>e</sup> degré, dit « degré de détermination » (élèves âgés de 16 à 18 ans).
- ▶ L'enseignement supérieur, articulé autour de trois cycles, qu'il soit universitaire ou non. Premier cycle : bacheliers professionnalisants, bacheliers de transition et bacheliers de spécialisation ; deuxième cycle : masters et masters de spécialisation ; et troisième cycle : le doctorat, proposé uniquement dans les universités.

L'Enseignement de promotion sociale, organisé par le décret du 16 avril 1991, poursuit deux finalités : concourir à l'épanouissement individuel en promouvant une meilleure insertion professionnelle, sociale, scolaire et culturelle (développement des personnes) ; et répondre aux besoins et demandes en formation émanant des entreprises, des administrations, de l'enseignement et d'une manière générale, des milieux socio-économiques et culturels (besoins de la société).

## **Le paysage dans l'enseignement fondamental primaire et secondaire**

Le «Référentiel de compétences» présente de manière structurée les compétences de base à exercer jusqu'au terme des huit premières années de l'enseignement obligatoire et celles qui sont à maîtriser à la fin de chacune de ses étapes. Ces compétences sont considérées comme nécessaires à l'insertion sociale et à la poursuite des études.

Ce document décrit un large ensemble de compétences que chaque enseignant, tant de l'enseignement fondamental que du premier degré de l'enseignement secondaire, développera en veillant à leur interaction.

### **Enseignement primaire**

Au niveau des référentiels officiels, le document «socle des références» précise les différentes compétences à construire ainsi qu'à certifier durant les trois premières étapes de la scolarité obligatoire. Ces différentes compétences se retrouvent dans le chapitre «les savoir-faire et savoir spécifiques à l'éveil et à la formation géographique intégrant la vie économique et sociale».

### **Enseignement secondaire**

En ce qui concerne la notion de paysage, l'inspection de l'enseignement secondaire n'a jamais été saisie d'une demande particulière concernant la conception d'outils afin d'aborder les paysages. Toutefois, elle s'est bien saisie de la problématique de l'utilisation de l'image comme outils d'apprentissage en géographie. L'objectif était de baliser la progression des apprentissages dans ce domaine, depuis la première année de maternelle jusqu'en 6<sup>e</sup> secondaire. Les paysages, s'ils ne constituent pas le cœur de la démarche, y apparaissent de façon subsidiaire.

Au niveau du référentiel, l'analyse de paysage se retrouve dans la partie consacrée à la formation historique et géographique des socles de compétences. Elle se retrouve dans les savoirs sur les composants du paysage, les milieux naturels et l'organisation de l'espace ainsi que dans le savoir-faire «Lire un paysage».

Les compétences et les savoirs à acquérir dans le cadre du cours de géographie sont les suivants :

- ▶ identifier les composants naturels et humains d'un paysage, d'un territoire ou d'un problème;
- ▶ utiliser des clés de lecture pour établir des relations entre ces composants : fonctions de l'espace (structuration); contexte naturel, identification des atouts et contraintes (relief, cours d'eau, climat, végétation); interactions entre l'homme et l'espace (atouts et contraintes humaines en matière de communication, mobilité, économie,

politique...); et dynamique (évolution de l'utilisation de l'espace : croissance, déclin...).

## **Le paysage dans l'enseignement supérieur**

Dans l'enseignement supérieur, 26 domaines d'études sont répartis en quatre secteurs. Dans le secteur Sciences et techniques, la notion de paysage est dispensée dans plusieurs domaines: Sciences (géographie, environnement, géologie); Sciences agronomiques et bio ingénieur; et Art de bâtir et urbanisme.

Il est possible à titre d'exemple, de présenter la liste non exhaustive suivante des formations concernées :

- ▶ Bachelier en architecture des jardins et du paysage;
- ▶ Master en architecture du paysage;
- ▶ Master en architecture;
- ▶ Master sciences géographiques;
- ▶ Master bio ingénieur (agronomie, forêts et espaces naturels, environnement);
- ▶ Master en sciences et gestion de l'environnement.

### **Bachelier en architecture des jardins et du paysage**

Le Bachelier professionnalisant: les études sont courtes et s'étendent sur un cycle professionnalisant de 180 ECTS (*European Credits Transfer System*).

La formation vise: à former des techniciens supérieurs capables d'être auteurs de projet dans le secteur privé et/ou d'assister les auteurs de projets d'espaces publics et de paysage dans leur démarche de conception; et à ce que ceux-ci puissent dresser et gérer les aspects techniques et administratifs de projets d'architecture des parcs et jardins de toute nature et être les représentants de l'auteur de projets dans la conduite d'un chantier public.

[www.hech.be/fr/nos-formations/agronomique/bachelier-en-architecture-des-jardins-et-du-paysage](http://www.hech.be/fr/nos-formations/agronomique/bachelier-en-architecture-des-jardins-et-du-paysage)

### **Master en architecture du paysage**

Les études de bachelier et de master architecte paysagiste sont organisées en collaboration entre l'ISla Gembloux – Haute École Charlemagne, la Faculté d'architecture La Cambre – Horta – Université Libre de Bruxelles, et Gembloux Agro-BioTech – Université de Liège.

La formation d'architecte paysagiste (300 ECTS) est fondée sur un enseignement multidisciplinaire qui prend en compte la dimension culturelle de l'environnement et les paramètres scientifiques qui déterminent la conduite de ses composantes (eau, végétal, milieu...).

Au croisement entre l'art, l'architecture et les sciences du vivant, la formation d'architecte paysagiste prépare à penser le paysage comme une ressource limitée et apprend notamment, à concevoir, planifier et gérer les environnements urbains et ruraux dans un souci de développement durable et de bien-être des populations.

[www.architecturedupaysage.be](http://www.architecturedupaysage.be)

### **Master en architecture**

Dans le programme d'étude du Master 1 et 2, figure un atelier projet interdisciplinaire, intitulé Architecture, paysages et arts (APA). Celui-ci atelier représente 10 ECTS. La notion de paysage est abordée à travers un travail pluridisciplinaire, dans une dimension urbaine et architecturale.

<https://archi.ulb.be/master-en-architecture-du-paysage>

### **Master sciences géographiques**

Le programme d'études du Master en Science géographique (orientation générale), dispense un cours de 6 ECTS sur l'analyse et la gestion des paysages. Celui-ci a pour objectif de permettre à l'étudiant de maîtriser diverses approches du paysage, de porter un regard critique sur des études paysagères ou des plans de gestion paysagère.

[www.programmes.uliege.be/cocoon/cours/GEOG0603-3.html](http://www.programmes.uliege.be/cocoon/cours/GEOG0603-3.html)

### **Master bio ingénieur (agronomie, forêts et espaces naturels, environnement)**

Pour le Master en Bio ingénieur, la notion de paysage est abordée sous un autre angle en mettant l'accent sur le fonctionnement écologique des paysages dans le cadre de la fragmentation des habitats et de la mobilité des organismes. Ce cours de 4 ECTS est dispensé principalement pour les bio ingénieurs en gestion des forêts et des espaces naturels.

<https://uclouvain.be/cours-2018-lboe2140>

### **Master en sciences et gestion de l'environnement**

Dans le programme d'étude du Master 2, la notion de paysage est abordée dans un cours intitulé Analyse, évolution et gestion des paysages (5ECTS). Les principales compétences à acquérir sont la compréhension des facteurs qui génèrent les paysages, la capacité d'analyser ceux-ci et la prise en compte de la complexité des paysages dans la gestion du cadre de vie.

[www.ulb.ac.be/programme/cours/2017/ENVI-F421](http://www.ulb.ac.be/programme/cours/2017/ENVI-F421)

### **Master de spécialisation en urbanisme et aménagement du territoire**

L'Institut supérieur d'urbanisme et de rénovation urbaine de Bruxelles (ISURU) propose une formation de promotion sociale en cours du soir, équivalent à un master universitaire de 120 ECTS, le Master en urbanisme et aménagement du territoire.

Dans l'Unité d'enseignement relative au «Contexte du projet, aspects généraux», figure un cours spécifique où la notion de paysage est abordée au sens large en décrivant ses caractéristiques et les notions de gestion et d'entretien du paysage.

[www.isuru.be/cours/paysage](http://www.isuru.be/cours/paysage)

### **Le paysage enseigné autrement**

En complément au système scolaire classique, des formations continues sont également organisées. Il est possible de citer à titre d'exemple :

### **Le Certificat universitaire en Analyse paysagère (CUAP)**

Cette formation continue s'intéresse de manière spécifique au paysage et est destinée à des acteurs qui, généralement, travaillent déjà sur le terrain.

[www.unamur.be/sat/archives/productions/2013/20130630-cuap](http://www.unamur.be/sat/archives/productions/2013/20130630-cuap)

### **La formation « Paysaguide »**

Le groupe d'actions locale (Programme LEADER) du pays des Tiges et Chavées organise une formation destinée aux citoyens aimant se balader. L'idée est de les initier ces citoyens à l'analyse paysagère. Ces personnes pourront, après la formation, organiser des balades autour de la thématique des paysages. Utilisé comme porte d'entrée sur le territoire, le paysage permet de faire mieux connaître le cadre de vie exceptionnel qu'offre le Condroz. Les paysages recèlent des indices de transformation qui permettent de faire comprendre le côté vivant d'un territoire.

[www.tiges-chavees.be/formation-paysaguide-en-cours](http://www.tiges-chavees.be/formation-paysaguide-en-cours)

### **Les actions de sensibilisation ou de formation au paysage**

Les parcs naturels, regroupés en une Fédération des parcs naturels de Wallonie, proposant notamment une telle formation.

[www.parcsnaturelsdewallonie.be](http://www.parcsnaturelsdewallonie.be)

## Modules de formation de la Conférence permanente du développement territorial (CPDT)

La Conférence permanente du développement territorial dispense, chaque année, des modules de formation aux conseillers en aménagement du territoire des communes wallonnes. Le paysage figure parmi les thématiques retenues en 2018.

<https://cpdt.wallonie.be/paysage1>

## Un sondage sur la connaissance de la Convention européenne du paysage

L'article 6 de la Convention européenne du paysage précise que chaque partie s'engage à promouvoir des enseignements scolaires et universitaires abordant, dans les disciplines intéressées, les valeurs attachées au paysage et les questions relatives à sa protection, à sa gestion et à son aménagement.

Afin d'esquisser un état des lieux, un sondage a été réalisé pour tenter de mieux comprendre comment la Convention est intégrée dans les programmes de l'enseignement supérieur et comment les jeunes la perçoivent.

Cinq questions très simples ont été posées, visant principalement les jeunes étudiants dans les formations précitées :

- ▶ Quelle formation suivez-vous actuellement et en quelle année êtes-vous ?
- ▶ Avez-vous été sensibilisé au paysage ? Si oui, comment ?
- ▶ Avez-vous connaissance de la Convention européenne du paysage ? Sinon, seriez-vous intéressé d'être informé ?
- ▶ Avez-vous déjà lu ou parcouru le texte de la Convention européenne du paysage ?
- ▶ Quels outils utilisez-vous en matière d'analyse du paysage ?

2 036 étudiants ont été contactés et 132 ont répondu au questionnaire.

Que retenir de ce sondage ?

Dans certaines formations, les étudiants sont plus sensibles à la notion de paysage ; tel est le cas des bio ingénieurs ainsi que des architectes paysagistes.

La sensibilité au paysage touche une très grande proportion d'étudiants (96%). Cette sensibilité vient principalement de leur formation respective et prouve que le paysage est pluridisciplinaire. La notion de paysage fait effectivement appel aux enseignements de diverses disciplines.

La connaissance de la Convention européenne du paysage est partagée par 43 % des répondants mais un grand nombre d'étudiants souhaiterait être mieux informé des textes et des travaux qui y sont liés. Un travail de communication pourrait être mis en place dans les différentes formations, tant dans l'enseignement fondamental que dans l'enseignement supérieur.

Un grand pourcentage d'étudiants (75 %) n'a jamais lu ou parcouru le texte de la Convention européenne du paysage.

Enfin, les Atlas des paysages de Wallonie réalisés par la Conférence permanente du développement territorial (CPDT) et la Région Wallonne sont la principale (70 %) source d'information dans le cadre d'une analyse du paysage.

### Liens utiles

Fédération Wallonie-Bruxelles. (s.d.). Niveaux et types d'enseignement. [www.enseignement.be/index.php?page=0&navi=6](http://www.enseignement.be/index.php?page=0&navi=6).

Fédération Wallonie-Bruxelles (2013). Référentiels de compétences - Les Socles de compétences. [www.enseignement.be/index.php?page=24737](http://www.enseignement.be/index.php?page=24737).

Communauté française. (2013). Décret du 7 juillet 2013 définissant le paysage de l'enseignement supérieur et l'organisation académique des études. [www.gallilex.cfwb.be/document/pdf/39681\\_029.pdf](http://www.gallilex.cfwb.be/document/pdf/39681_029.pdf).

# Learning on landscape by Swedish Study Circles

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Sweden

**Mr Leif Gren**

*Senior Advisor, Swedish National Heritage Board, Sweden*

**Mr Anders Hedlund**

*Senior Official, Swedish National Heritage Board, Sweden*


Powerpoint presentation

<https://rm.coe.int/16808e2961>

# Learning on landscape by Swedish Study Circles

Leif Gren and Anders Hedlund  
Swedish National Heritage Board

### What is a "study circle"?



Study associations arrange almost 270,000 study circles every year

### Study associations

There are dozens of associations. They act nationally, regionally and locally.

The associations originated in:

- The trade union movement
- The temperance movement (since 1901)
- The church and religious associations
- Political parties
- Other NGOs, eg Federation of Swedish Farmers
- Universities

The state supports the associations with about 200 million Euro annually!






### Non-formal adult education ("folkbildning")

The term "folkbildning" (literally peoples education) extends beyond the term "education"

The government:  
"Adult education will give everybody the opportunity to, together with others, increase their knowledge and education for personal development and participation in society."

Swedish "folkbildning" is the collective name for the activities arranged by study associations in the form of courses, study circles and cultural activities.

### Landscape for everyone

The National Heritage Board has produced a booklet + study guide on landscape that is supposed to be used by the civil society.

The study material is used in study circles by:

- The study associations
- Local Heritage associations




### Dialogue for landscape

Booklet on landscape for professional guides in nature reserves/ national parks etc.

Cooperation between the Environment Protection Agency, the National Heritage Board, the Swedish University of Agricultural Sciences, et al.




### The Swedish Local Heritage Federation

- Based on 2000 local heritage societies
- Appr. 450,000 individual members
- Manages historical places and sites
- "Landscape change" - one of three focus areas
- Education on landscape
- Participate in land use and planning processes






### Heritage work within Region Västra Götaland – teach the teachers on landscape issues










# Landscape education: the case study of Marathon

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Greece

Mr Kimon Hadjibiros

Professor, National Technical University of Athens, Greece

The landscape restoration in Schinias Marathon has been a project with multiple aesthetic, ecological, cultural, social, political, economic and technological dimensions.<sup>35</sup> The coastal site of Schinias in the Marathon plain, 45 km north-east of Athens, has particular interest as a landscape of ecological value and outstanding scenery. It has a land area of 9 sq. km, with a variety of natural habitats: freshwater spring, coastal wetland, sand dunes covered by a *Pinus pinea* and *Pinus halepensis* forest and a pristine rocky peninsula covered by Mediterranean maquis; the forest covers an area of about 1.20 sq. km on a sandy strip about 400 m wide; the wetland covers an area of about 7 sq. km. More than 320 species of flora and a significant diversity of fauna species, including threatened resident and migrating birds, freshwater fish, amphibians and reptiles, live in the land biotope. Inflow of freshwater from the Makaria spring and stagnation of fresh and brackish water in the wetland for many months of the year are essential factors for ecological habitat formation and function, for coastal forest persistence and regeneration, and for land and aquatic wildlife diversity. The cultural landscape is highly valuable, too; in the area of Marathon, there are famous archaeological sites while the area retains many characteristics of the classic Attica coastal landscape.

For decades, multiple and persistent anthropogenic pressures have been exerted on the wider area. Scattered second-home developments on the adjacent hills, road network expansion and agricultural land changes have had a negative impact on the everyday landscape. The wetland of Schinias has been degraded since the 1920s, when the water of the spring was diverted to the sea; but the drainage project has never been completed; only part of the wetland has been cultivated, while the rest has remained a semi-dried marsh. About 10% of water inflow remained available for the wetland, and therefore the dynamic balance between surface and underground salt, brackish and fresh water has been heavily modified. Environmental pressures, such as military installations, a small civil airport in the wetland, noise, solid waste disposal, as well as uncontrolled hunting, fishing, grazing, motocross, car parking, camping and housing have impacted the land for decades, resulting in considerable landscape degradation: habitat fragmentation, pollution, limited regeneration of *Pinus pinea*, a decrease of bird populations, etc.

In 1953, four years after the end of the Greek Civil War, a small American Navy communications base was established on the wetland. Its location, not far from the centre of the Aegean Sea, was of high strategic value; the Cold War had just begun and the optimisation of military communications was important for the security of the American fleet in the Mediterranean Sea. Operative until 1990, the base occupied an area of 0.32 sq. km, with a small power plant and warehouses. A network of wooden antenna extended all over the wetland, serving military communications operations. The electrical power plant, with four big diesel-powered machines, six transformers, electrical tables and large fuel storage containers, formed an industrial landscape. In 1990, the installations became the property of the Greek State and they remained unused. In 2001, some parts of the transformers were stolen and the perpetrators emptied the toxic liquid that served as insulator onto the ground; about 450 sq. m of the wetland soil was heavily polluted by PCBs. Initially, the authorities simply removed the most polluted soil and sent it for incineration as toxic waste in a specialised facility. It was considered too costly to implement the appropriate complete dismantling of the old industrial and military facilities, as well as a proper environmental remediation of the natural ground they had occupied.

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35. The author of this paper has followed the whole process, through his active involvement in the design and implementation of technical works in Schinias (1997-2002), his presidency of Schinias Marathon National Park Management Board (2003-2009) and also the educational activities relative to this case-study, up to the present.

Protecting and upgrading this site seemed impossible in the middle of the 1990s, because there were many obstacles relating to adverse local interests, as well as the high cost of implementation; actions such as restoring the flow of water to the wetland had a low likelihood of success. Rehabilitation of this degraded landscape would not be feasible without a powerful political boost. A major event, the Olympic Games in 2004, and the related technical works, was used as a trigger to achieve these environmental goals. Nevertheless, in the context of the country's preparation for the Games, socioeconomic conditions became favourable for ambitious environmental design. The creation of a unique ecological, cultural and athletic centre in Schinias seemed a fascinating idea; the construction of an Olympic Rowing Centre that would upgrade environmental conditions was planned for the wetland; the founding of Schinias Marathon National Park was agreed, aimed at the control and reduction of illegal and environmentally harmful activities that constituted the enduring status quo.

A careful environmental impact assessment showed that it was possible for the Rowing Centre project not to destroy but, on the contrary, to upgrade ecological functions. The small airport was removed and the Rowing Centre was constructed under strict environmental terms. The location and design principles adopted for this facility, which comprises two interconnected semi-natural lakes, aimed to restore ecosystem quality. Water that was diverted from the Makaria spring to the sea is now redirected to the new lakes and their overflow has been driven, through spillways, to the wetland. The restoration of the water's natural flow essentially caused a lifting of the drainage that had been begun in 1923; the creation of new lakes increased the available freshwater water quantity and quality (by regulating its salinity).

Nevertheless, rehabilitation of the ecosystem would be uncertain without upgrading surface and ground water quality by limiting potential toxicity even at negligible levels. Sampling and chemical analyses of polluted soil were conducted in 2002. Pollution by PCBs was found in the soil of the locations from where the transformers had been removed. One month before the official opening of the Olympic Games, all military constructions and facilities were demolished and the potentially dangerous materials were removed. The works restarted after the Games and for several months a programme of borehole drillings for sampling and chemical analyses was carried out in the wetland. PCBs, as well as some other pollutants, were detected and the results also indicated some chronic pollution, probably related to the former industrial operations. Following these analyses, a considerable volume of polluted soil,

concrete and asphalt was removed and treated as toxic material. The remediation operation reached a cost of about 1.4 million Euros. The whole area where the military installations had been established was covered by natural soil and the natural regeneration of Mediterranean and aquatic vegetation has appeared since January 2005. Chemical analysis of soil and water samples have not indicated any significant toxic pollution in subsequent years.

By 2009, significant improvement of the natural landscape had been achieved. The increase of the available quantity of freshwater in the wetland provides better hydrological conditions of groundwater; future improvement of the forest's natural regeneration can be expected. The natural annual fluctuation of water in the wetland constitutes an essential restoration of ecosystem function and increases the attractiveness of the area for birds. An extension of freshwater marshes and vegetation is observed with positive effects for the condition of the fauna. The decrease of disturbing activities and the environmental remediation have strengthened the naturalness of the landscape. As a matter of fact, the current environmental condition is considered the best for 80 years. The freshwater fish fauna has increased: at least five species have been observed, among them the endemic *Pelagus marathonicus*, whose presence in the water of the Rowing Centre has been ascertained. Bird diversity has increased spectacularly: 117 species were recorded in Schinias before 1997; 243 species have recently been recorded. This number includes at least 52 bird species that regularly reproduce in the area.

The site of Schinias is valuable for environmental education and outdoor recreation, but visitors are not numerous, apart from during the summer months; if managed properly, and without significant cost, it could become an attractive place for the more than four million residents of the Attica region; nature lovers would find this a congenial space for gentle activities such as hiking, cycling, swimming, bird watching and environmental education. Schinias is very attractive for families with small children, and also for disabled people, because the mild inclines of the ground facilitate movement on foot, by bike or wheelchair. The application of strict rules in the framework of a National Park should promote environmental awareness activities.

Paradoxically, ecological organisations and the local community have converged in an unfavourable attitude towards this ambitious environmental project. In 1999, the question of whether a complex technical work could be beneficial to a valuable landscape received firm negative responses from many Greek and international non-governmental organisations; they were strongly opposed to what they considered

artificial constructions in a protected natural site; they refused to consider possible positive outcomes resulting from an environmentally-friendly technical project. The subject was a dominant one in the Greek mass media for a long time and took on significant international proportions. Finally, the government decided that fears about degradation of the natural landscape, or its archaeological value, were unfounded and the initial plans were applied.

However, conservation of the wetland and rehabilitation of its water balance, as well as implementation of measures that should restrict disturbing human pressures, met opposition by a large part of the local community and this undermined protection activities of the National Park. Many inhabitants protested because they disagreed with the rules; they were annoyed by the restoration of the marsh, the control of car movement and parking in the Park, the limitation of building etc. The local government adopted a neutral or negative attitude, sympathising with the dominant desires of some residents and interest groups, such as farmers, shepherds, hunters and land speculators who were opposed to any conservation measure. In 2004, local officials expressed interest in the exploitation of the area based on a luxurious tourism development. The dominant negative attitudes did not change, despite multiple efforts to develop environmental awareness through public hearings, dialogue, local educational initiatives etc. processes which are both arduous and time-consuming.

The effort for landscape conservation was less effective due to the neutral apathy of the larger part of society. Moreover, there was a lack of active social support by the numerous potential users of the National Park. Expectations that a higher environmental concern could follow the special event of the Olympic Games have not been confirmed; the traditional social mentality naturally remained. The local community needed a long time in order to, hopefully, adapt to the landscape management measures. Indifference increased after the Games, so that the very existence of the National Park began to be discredited in the minds of some people. Even the socially-attractive perspective of a Park with special possibilities for disabled persons, or the costly environmental remediation of the military installations, did not gain significant approval from the local community. However, after land values fell due to the economic crisis that followed, protests against the National Park slowly decreased. Meanwhile, significant support from the European Union, together with positive efforts of the staff of the National Park and the visible improvement of environmental conditions, have helped maintain the legal protection status, but without the strict application of all protection measures.

The technical part of the integrated project in Schinias has proved to be generally successful for the upgrading of the natural landscape. There have been irreversible positive changes that offer a significant prospect for long-term landscape conservation, with the expectation that, while the landscape is being maintained in good condition by the solid and persistent technical works, society will, gradually, acquire higher environmental concern.

Nevertheless, the whole process of landscape upgrading in Schinias is very slow. An interesting case in point is the seven illegal taverns and bars that belonged to a building co-operative and the Marathon Municipality; these facilities functioned at the edge of the forest and on the beach. They were powered by liquid hydrocarbon engines that presented a continuous risk of provoking forest fires. They also illegally drained waste water into the sea. These taverns and bars should have been demolished by the public authorities, according to judicial decisions of 2004 but which remained unexecuted for many years. Finally, following continuous pressure from the European Union, these illegal buildings have recently been removed.

### Landscape education questions

The site of Schinias Marathon, as an outstanding landscape with natural and cultural features, is an ideal place for environmental education and it has been visited by many primary and secondary school classes of Attica over the last 15 years. The site has also been the subject of a significant number of graduate and post graduate university theses. The National Park could become an attractive area for city dwellers, and also be a very advantageous place for multiple continuing education.

Many experts, public authorities and organisations dealing with landscape management could take useful lessons from this innovative and complex human intervention to a valuable site. Several questions about the success or failure of landscape projects arise from this both positive and negative experience:

- ▶ Can a natural landscape be upgraded by artificial intervention and technical works?
- ▶ Should measures that restrict disturbing human activities be implemented without the consensus of local communities?
- ▶ What should be the role of public authorities if local communities give higher priority to expected short-term economic benefits than to long-term environmental objectives?
- ▶ Should local governments act according to expert opinions on landscape management, or should they accept the protests of local inhabitants – or the desires of interest groups?

- Should decisions on landscape management follow some intransigent ecological positions of non-governmental organisations, even when these positions may undermine the better solutions proposed by experts?

Hadjibiros, K., Toxic pollution and environmental rehabilitation in a valuable Mediterranean coastal landscape, *Proceedings of the 14th International Conference on Environmental Science and Technology*, 2015.

[www.npschiniasmarathon.gr/index.php/en](http://www.npschiniasmarathon.gr/index.php/en)

## Bibliography

Hadjibiros, K., Effects of policy development on Schinias Marathon coastal landscape, *Proc. Int. Conf. "Living Landscape"*, Florence, Bandecchi & Vivaldi, 2010, p. 318-329.

Powerpoint presentation  
<http://rm.coe.int/16808d7dbb>

Landscape and education  
 Tropea, 3-4 October 2018

- **Landscape education: the case study of Marathon**

- Kimon Hadjibiros, National Technical University of Athens,
- [k.hadjibiros@hydro.ntua.gr](mailto:k.hadjibiros@hydro.ntua.gr)

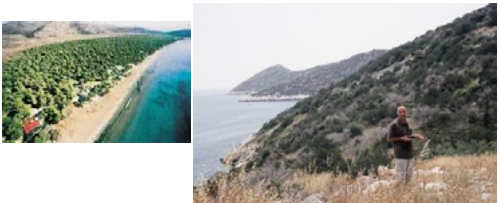
Schinias-Marathon, 45 km N-E of Athens



Land area of 9 km<sup>2</sup>, variety of natural habitats, more than 320 species of flora, freshwater fish, amphibians, reptiles, many threatened resident and migrating birds



Sand dunes covered by *Pinus pinea* and *Pinus halepensis* forest, pristine rocky peninsula covered by Mediterranean maquis



Freshwater spring, coastal wetland



Ecological habitat formation and function, valuable natural and cultural landscape

- Freshwater from Makaria spring
- Stagnation and fine balance of fresh and brackish water in the wetland during many months of the year
- Coastal forest persistence and regeneration
- Land and aquatic wildlife diversity
- Outstanding scenery
- Maintains characteristics of the classic Attica coastal landscape
- Famous archeological sites in the area of Marathon

*Perturbation of hydrological regime, military installations, small civil airport, waste, other environmental pressures*

- Since 1923, the water of the spring diverted to the sea
- A part of the wetland cultivated, the rest a semi-dried marsh
- Only about 10% of water inflow available for the wetland
- The dynamic balance between surface and underground salt, brackish and fresh water has been heavily modified



*In 1953, 4 years after the end of Greek Civil War, an American Navy communications base (operative until 1990) established on the wetland*

- Small power plant (4 diesel machines, 6 transformers), warehouses, fuel containers, auxiliary buildings
- On March 23, 2001, parts of the transformers were stolen, the perpetrators emptied the toxic liquid that served as insulator on the ground, 450 m<sup>2</sup> of the wetland's soil heavily polluted by PCBs



*Abandoned power plant, photograph taken by the author (2004)*



*Abandoned fuel containers, photograph taken by the author (2004)*



*Solid waste disposal in the wetland*



*Uncontrolled car parking, camping, building-1*



*Uncontrolled car parking, camping, building-2*



*Litter left by summer visitors in the coastal forest*



*Uncontrolled noise, hunting, fishing, grazing, motocross, etc.*



- Landscape degradation
- Natural habitat fragmentation
- Limited regeneration of *Pinus pinea*
- Decrease of bird populations
- Risk of extinction of endemic fish population
- The founding of a National Park aiming at the control and reduction of illegal and environmentally harmful activities that constituted a long-lived status quo

*Protecting and upgrading this site seemed impossible in the middle of the 1990s*

- Adverse local interests
- Restoring the flow of water to the wetland: minimally probable
- High cost

*A major event changed the picture*

- The Olympic Games 2004 as a tool to achieve environmental goals
- Conditions became favourable for ambitious environmental design
- An Olympic Rowing Centre would upgrade hydrological conditions



*Schinias with the Rowing Centre: the small airport was removed, the Rowing Centre (2 interconnected semi-natural lakes) aimed at restoring ecosystem quality*



*Restoration and cleaning*

- Water diverted from spring to the sea has been conducted to the new lakes; their overflow has been driven to the wetland
- Essentially a lifting of the drainage that had begun in 1923
- The creation of the new lakes increased the available freshwater water quantity and quality (by regulating its salinity)
- Tons of waste removed



*Results: the best natural landscape in the last 90 years*

- Available quantity of freshwater in the wetland provides better hydrological conditions of groundwater
- Natural regeneration of Mediterranean and aquatic vegetation
- A future improvement of the forest's natural regeneration could be expected
- The natural annual fluctuation of the water's presence in the wetland increases the attractiveness of the area for the birds
- The decrease of disturbing activities and the environmental remediation strengthen the naturalness of the landscape
- The endemic *Pelasgus marathonicus* lives now in the water of the Rowing Centre
- 117 bird species were recorded in 1997; 243 species have recently been recorded

*Natural vegetation regeneration in the area enclosed by the old military fence, photograph taken by the author (2005)*

- The military facilities were demolished
- A considerable volume of potentially dangerous materials was removed, the area was covered by natural soil
- Chemical analysis did not indicate any significant toxic pollution in the following years



*National Park: a potentially attractive place for people living in Attica*

- Mild activities: hiking, cycling, swimming, bird watching and environmental education
- Very attractive for families with small children as well as for disabled people
- Necessary application of strict rules

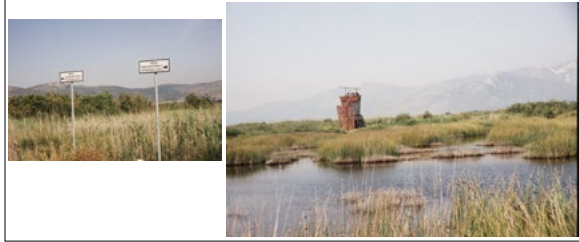




*Control of car movement, speed and parking in the Park and other measures should restrict disturbing human pressures*



*Environmental awareness*



*Ideal place for environmental education; visited by primary and secondary school classes of Atica*



*Significant number of university thesis; very advantageous place for multiple continuing landscape education*



*However, the process of landscape rehabilitation is extremely slow*

- 7 illegal taverns and bars were working at the edge of the forest and on the beach, powered by liquid hydrocarbon engines, presenting a continuous risk of causing a forest fire and draining waste water into the sea illegally



*Removal of these harmful facilities needed 14 years*

- They should have been demolished by the public authorities, according to judicial decisions of 2004 that remained unexecuted for many years
- Continuous pressure from EU
- They have been recently (January 2018) removed



*Innovative and complex human intervention in a valuable site: a technical and environmental success but a social failure*

- Ideal place for landscape education
- Unexpected lessons for landscape managers
- The technical project has proven to be successful for the upgrading of the natural landscape
- The National Park remains problematic
- Most NGOs were strongly opposed to what, according to their intransigent ecological positions, they considered as artificial constructions in a protected natural site; they refused to consider possible positive outcomes resulting from an environmentally friendly technical project

*The social dimension*

- Rehabilitation of the wetland's water balance and measures that should restrict disturbing human activities met strong opposition by many people in the local community and neutral apathy by others
- Many inhabitants disagreed with the rules; they were annoyed by the restoration of the marsh, the control of car movement and parking, the limitation of building
- Local Government adopted a neutral or negative attitude, moving naturally together with the dominant desires of farmers, shepherds, hunters and land speculators who were opposed to any conservation measure
- Environmental concern of local community remains low, despite multiple efforts to develop it
- Significant lack of active support by the numerous potential users of the National Park
- When, some years later, land values fell due to the economic crisis, protests against the National Park slowly decreased

*Time: an important factor*

- The local community needs a long time in order to, hopefully, adapt to the landscape management measures
- Continuing significant support from the EU
- Positive efforts of the staff of the National Park
- Keep the legal protection status without a strict application of all protection measures
- Landscape is been maintained in good condition by the solid and persistent technical works that offer a significant time prospect to the long-term effort; society may, gradually, acquire higher environmental concern

Landscape conservation measures need solid constructions...that cannot be easily destroyed!



*Questions on landscape management*

- What should be the role of Public Authorities and Local Governments if a local community does not consent to measures that restrict disturbing human activities, because it gives higher priority to expected short-term economic benefits than to long-term environmental objectives?

**Forum of experiences**  
**Forum d'expériences**



# The Summer University on landscape

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**Mr Maurizio Vegini**

*Agronomist, President of the Arketipos Cultural Association, Italy*

**Mr Vittorio Rodeschini**

*Lawyer, Advisor of the Arketipos Cultural Association, Italy*

Powerpoint presentation

<https://rm.coe.int/16808e5305>

**Convenzione Europea del Paesaggio**

*Per agire sul Paesaggio bisogna agire sulla popolazione*  
(art. 6)

Nel 2011 si costituisce l'associazione culturale **Arketipos** per organizzare la Manifestazione **I Maestri del Paesaggio**



**I MAESTRI DEL PAESAGGIO**  
Landscape·Garden·Design

Bergamo, settembre 2011-2018

Arketipos e il Comune di Bergamo, insieme per il Paesaggio:

**OBIETTIVI**

- ✓ Focalizzare l'attenzione sul tema dell'architettura del paesaggio
- ✓ Divenire centro di scambi internazionali, di approfondimenti, di esperienze e progetti
- ✓ Educare alla bellezza e alla progettualità condivisa
- ✓ Proporre una manifestazione a un livello qualitativo tale da attrarre visitatori anche dall'estero
- ✓ Promuovere e consolidare l'identità di Bergamo a "Città del Paesaggio"

**I NUMERI 2018**  
6-23 settembre

- 18 giorni di eventi
- 79 progetti
- 280mila visitatori
- 148 appuntamenti (divisi in 10 ambiti)
- 15.000 piante di 42 specie coltivate per realizzare la *Green Square 2018*, progetto speciale a cura di *Piet Oudolf*
- 2.404 partecipanti agli eventi *Educativi* (convegni/seminari/workshop) provenienti da 33 nazioni di 5 continenti
- 9 allestimenti speciali *Green Design* in Bergamo Alta
- 26 studenti partecipanti alla quinta edizione di *Summer School* da 10 Paesi
- 105 partner coinvolti
- 86.000 pagine visitate del nostro sito ([maestridelpaesaggio.it](http://maestridelpaesaggio.it)) nei 30 giorni finali da parte di circa 20.000 utenti
- 1 Medaglia del Presidente della Repubblica
- 1 progetto di compensazione CO<sub>2</sub> a favore dell'ambiente

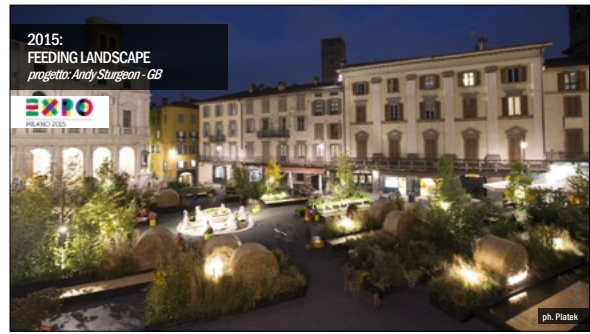
**I MAESTRI DEL PAESAGGIO**

Bergamo, 2011-2018 (8 edizioni)

Un evento d'eccellenza che si colloca tra le più significative manifestazioni nazionali e internazionali legate alle tematiche del paesaggio e coinvolge un'intera città. 2 anime:

- **SPETTACOLARE e POP** di cui è emblema la *Green Square* in Piazza Vecchia.
- **FORMATIVO** - costituito soprattutto dagli eventi *Educativi* e in particolare dall'*International Meeting*





**LUCIANO GIUBBILEI**  
Garden designer  
London, UK

PROGETTISTA DELLA  
GREEN SQUARE 2019  
IN PIAZZA VECCHIA,  
BERGAMO ALTA







25 luglio 2016  
firma del protocollo per la nascita del:  
**CENTRO DI RICERCA APPLICATA  
E FORMAZIONE  
SUI TEMI DEGLI SPAZI APERTI**

BERGAMO  
**LANDSCAPE&GARDEN  
INSTITUTE**

25

BERGAMO  
**LANDSCAPE&GARDEN  
INSTITUTE**

**18 EVENTI EDUCATIONAL NE I MAESTRI DEL PAESAGGIO 2018**

- 7 settembre > Università d'Ingegneria Verde
- 8 settembre > Workshop di Bergamo
- 8-9 settembre > Alpha Summer
- 12-22 settembre > Summer School (vedi slide successive)
- 13 settembre > Incontro «spazi» relativi di urban, outdoor e others
- 14 settembre > Incontro «Comunità in urbanistica»
- 15 settembre > Incontro «Cittadino attento e partecipativo»
- 15 settembre > Incontro «Urbanistica 1.0» nel vostro comune
- 17-18 settembre > Convegno Nazionale SIEP-AIE
- 18 settembre > Workshop di acquario
- 18-19 settembre > Planning Lighting Design Workshop
- 19 settembre > Walkable Workshop con Roger Tommsett
- 19 settembre > Walkable Workshop con Zuzanna Anker
- 19 settembre > Incontro «Architettura Verde e Blue»
- 20 settembre > Walkable Workshop con Peter Christof
- 20 settembre > Water Seminar
- 21-22 settembre > International Meeting of the Landscape and Garden
- 23 settembre > Incontro «Il seme della cura»

26



**SUMMER SCHOOL**

**SUMMER SCHOOL 2014**

**ALLESTIMENTO PIAZZA  
VECCHIA**

*Andy Sturgeon* - garden designer  
*Glanni Pottana* - ambiental artist

**SUMMER SCHOOL 2015**

**ALLESTIMENTO PIAZZA  
VECCHIA**

*Stefan Tischer* - landscape designer

**SUMMER SCHOOL 2016**

**PROGETTO DELLA NUOVA  
VIA AUTOSTRADA**

*Peter Fink* - Artist and Landscape Designer

Trasformazione di un via di traffico in una connessione naturale con la città storica

**SUMMER SCHOOL 2016**

Area 2

Area 3

**SUMMER SCHOOL 2017**

**DISEGNO DEL NUOVO PARCO OVEST A BERGAMO**  
(12,5 ha)  
*Ingrid Schwegl* Weihenstephan University

Polo formativo, applicativo e di ricerca per lo studio degli spazi aperti

**SUMMER SCHOOL 2017**

Project 1\_SOUNDSCAPE

Project 2\_PARCO SOTTOSOPRA

Project 3\_LOOP LANDSCAPE

**SUMMER SCHOOL 2018**

**PROGETTO DI UN BIO PARCO PER BERGAMO**  
*Ingrid Schwegl* Weihenstephan University

Un corridoio ecologico nel nuovo Parco Ovest a Bergamo

**SUMMER SCHOOL 2018**

Project 1

Project 2

Project 3

**LANDSCAPE & GARDEN INSTITUTE**

Avvio dell'intensive course  
**GARDEN AND OPEN-SPACE DESIGN - PART I**  
25-30 marzo 2018, presso l'Università degli Studi di Bergamo

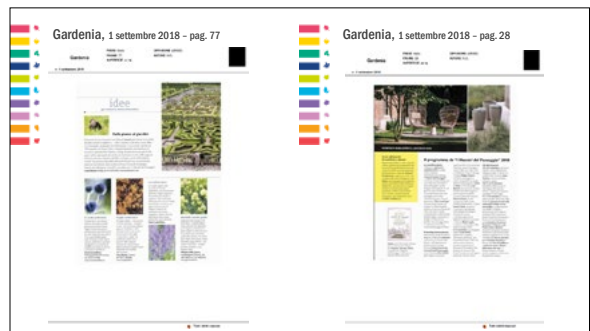
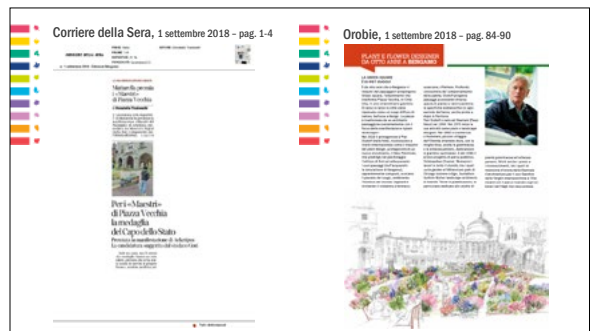
GREEN TECHNOLOGY	<b>Monday</b> Roof gardens Duffy George - UK	FUNCTIONAL GREEN	<b>Thursday</b> Healing gardens Ulrike Wipflinger - DE
	<b>Tuesday</b> Green walls Vera Sauer - DE		<b>Friday</b> Industrial gardens Green Infrastructure Accommodation facilities Catherine Bloor - UK
	<b>Wednesday</b> Water design Hannah Skuse, Deborah - DE (Dorotea Caspari)		<b>Saturday</b> Play-scapes Rachael Carter - UK Ulrike Wipflinger

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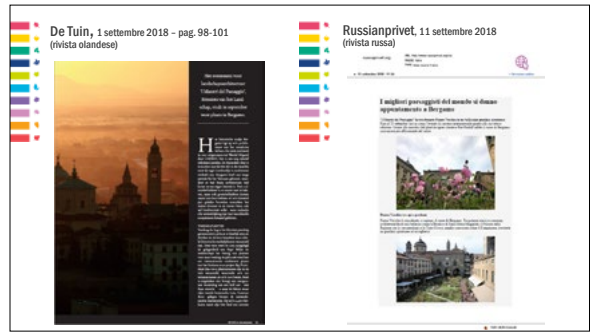
**RASSEGNA STAMPA**  
Estratto

Gardenia, 1 gennaio 2018 - pag. 84-84

Gardenia, 1 marzo 2018 - pag. 91







**I MAESTRI  
DEL PAESAGGIO**  
Landscape-Garden-Design  
Bergamo, 6-22 Settembre 2019



# Seminars on landscape education for democracy

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**Mrs Ellen Fetzer**

*President of the European Council of Landscape Architecture Schools (ECLAS), Germany*

**Dr Deni Ruggeri**

*Associate Professor, Institute for Landscape Architecture and Spatial,  
Norwegian University of Life Sciences, Norway*

**T**he adoption by the Council of Europe of the European Landscape Convention in 2000 has further solidified the notion that landscapes are critical infrastructures in support of the lives of residents and communities. It has defined landscape as the result of the actions and interactions of people and community, and has entrusted them with their collective future management. The European Landscape Convention also reminds us that expertise in matters of the landscape should be grounded in the knowledge and perceptions of all those who inhabit it.<sup>36</sup> The epistemological shift required by the Convention's landscape definition requires re-thinking of how landscape planning and design laws, regulations and processes have been performed in the past. Top-down decision-making processes need to make room for bottom-up participatory efforts which involve all residents in determining goals and strategies that may ensure their long-term livelihood.

The compounding of the effects of the policies and processes set into motion over the past few decades call for the redefinition of landscape planners and environmental designers' professional competences. Democratic landscape transformation requires design and planning practitioners to partner with communities to activate and build upon local knowledge and wisdom, recognise landscape injustices, engage diverse stakeholders, collaborate with related disciplines, and contribute to landscapes that will become resilient signs of a community's deep sense of ownership and stewardship. Although 18 years have passed since the Convention's implementation, little has changed in academic programmes, where designers continue to be trained according to beaux-arts inspired curricula and pedagogies. Discussions of democracy, social justice, and participation rarely make their way into landscape architecture and planning education.

In 2015, scholars from the Norwegian University of Life Sciences, Nürtingen-Geislingen and Kassel University in Germany; Szent István in Hungary; the University of Bologna in Italy; and the LE:NOTRE Institute in the Netherlands began to envision a new course that would focus on landscape democracy. They sought funding from the Erasmus Plus programme of the European Union, which aimed "to support the development, transfer, and implementation of innovative practices as well as the implementation of joint initiatives promoting co-operation, peer learning and exchanges of experience at European level".<sup>37</sup> The Landscape Education for Democracy (LED) programme adopted a Participant Action Research framework, whereby the course would be emergent from the interactions and active participation of the project partners and students enrolled. The goal was to inspire a transformation of landscape planning education, both at European level and within the partner universities, engendering a new culture of engagement and social responsibility, and prepare students to serve as catalysts of democratic landscape change across cultures and geographical contexts.

In 2016, 2017 and 2018, the Landscape Education for Democracy programme attracted approximately 180 students from the five academic partners and an equal number of students and auditors from other universities around the world. The course introduced an interdisciplinary student body from Architecture, Planning and Landscape Architecture to knowledge and skills required for them to be successful in engaging the public in democratic landscape design and planning processes and co-design strategies and goals for the future of communities. The programme embraced a "blended learning" pedagogical model, consisting of an online seminar for both individual and group-based learning activities and on-site intensive summer programmes to be organised by some of the partners. The online Seminar used Adobe Connect, an online platform for the delivery of the learning activities, including lectures, group and individual presentations, and student-run discussion sessions.

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36. Déjeant-Pons, M. (2004), European Landscape Convention entered into force, *Environmental Policy and Law* 34(2), p. 79.

37. <https://ec.europa.eu/programmes/erasmus-plus>

The Spring 2016 online Seminar enrolled 45 participants from Europe, Asia, Central and North America, to collaborate on a strategic vision for resolving a landscape democracy challenge within their communities. Twenty of these students later participated in a ten-day intensive summer workshop where they could test their newly-acquired skills and knowledge to design for and with the residents of the immigrant community of Zingonia, Italy, addressing challenges related to livability, food security, and environmental justice. The city served as a case study for on-the-ground testing of the theories and methods covered in the online course. The second LED Workshop took place in July 2017 focusing on the multicultural community of the Nordstadt, a workers' district in the German city of Kassel. In June 2018, the LED Team will travel to Törökbalint, a small town in the metropolitan area of Budapest, Hungary, challenged in its social identity by the growing pressures of new residents seeking a more affordable and livable place to call home.

### **Seven learning goals for landscape democracy**

The learning objectives for the online Seminar and the Intensive Study Programme were set during the grant application phase of the project and then specified during the first consortium Meeting in Norway in November 2015. At that time, partners envisioned subject-specific, personal and methodological competences which the course would seek to foster in the participants through a structuralist approach.

The following seven goals embrace the subject-specific framework of how we have understood landscape education to work for democracy. Next to these seven goals, the LED team has identified a set of personal and methodical skills, which are not necessarily specific for the LED context but are required for putting LED competences into action.

#### **Goal 1: Democracy as a practiced skill**

Through the Seminar, students explore the concept of democracy not just from a theoretical perspective, but also from a dialectical perspective, resulting from their work within their transdisciplinary, cross-cultural working group work and through their interactions in the online seminar. Ultimately, students learn how public participation and democracy are related, and raise their awareness of the contemporary challenges to landscape democracy and to the "right to landscape" in the context of urban and landscape change processes.

#### **Goal 2: Learning how to deal with diversity**

Through their work in the context of a cross-cultural learning environment, students experience and

learn from their direct engagement with different interpretations and values that result from a pluralistic society. Students would need to become sensitive to the different attitudes towards the landscape and across ethnic, socioeconomic and expertise divides.

#### **Goal 3: Critical landscape thinking**

By engaging with relevant theories, learners are enabled to conduct an informed and dialectical discourse on the relationship of landscape and democracy. Students can then start to critically evaluate and identify concrete situations in which democratic processes are missing from landscape decision-making processes, and propose possible solutions.

#### **Goal 4: Rethinking the role of planning**

Students are introduced to the evolution and common understanding of public participation, linked to major directions of contemporary planning theory. Through discussions and group reflection they develop a critical perspective and become aware of both the potentials and limits of various models of participation.

#### **Goal 5: Rethinking the role of the community**

Students learn about the evolution and the contemporary understanding of the concepts of community and identity. They are encouraged to relate these concepts to planning practice. This is especially developed during LED intensive study programmes. Shifting mindsets towards empathy and the appreciation of local knowledge includes a critical reflection on the role of the designer/planner as "expert", which often leads to a discovery that knowledge about the landscape must be first and foremost grounded in people's perceptions, as the European Landscape Convention noted.

#### **Goal 6: Landscape democracy into action**

The LED Programme is not designed to present a specific approach towards participatory planning. Instead, the goal is to make the learners select the most appropriate methods and tools to be applied in specific challenges requiring participatory processes. Students should be enabled to design a participatory process that is specific, adaptive, flexible and sensitive to the local context. This requires knowledge of common communication tools supporting participatory processes, as well as different examples of participatory processes and how methods and tools are applied in practice.

#### **Goal 7: Cultivating a landscape democracy discourse**

Participants are knowledgeable and have the ability to discuss the interrelation of landscape and



democracy, using an agreed vocabulary employed by practitioners and researchers in landscape, democracy and public participation.

### The Seminar process framework

The Seminar was organised into six thematic blocks, progressing from general to specific. Sessions consisted of lectures, interactive sessions, individual and panel presentations. A wiki page was used as a platform for documentation, knowledge gathering and sharing. Its process was structured over a period of 13 weeks, starting in April and ending in June. The structure of the programme was represented graphically and posted to everyone on the course. Students met either once (in 2016 and 2018) or twice (in 2017) a week, with each session lasting approximately 90 minutes. The virtual classroom Adobe Connect was used in an open way to expand the reach of the online course to everyone who had a computer, rather than limiting the interactions to the partner universities and their students.

The first phase of the course introduced the students to the state-of-the-art discussion within landscape planning about the various interpretations that we give to landscape, and how these understandings are linked to democracy. Assignments were designed to reveal in the students their own positioning within the need for greater landscape democracy. Images and drawings were utilised as a form of communication that would allow them to express their most intimate thoughts. The second and third phases introduced them to participation as an essential tool for landscape democratic actions. Lectures sought to demonstrate how participation, above and beyond its ability to inform decision-making, can benefit communities. Theories and methods were discussed, including concepts such as co-design and collective creativity as an approach that would allow designers to partner with communities at a deeper, more meaningful level. Case studies illustrated the challenges in performing participation, and their implications on the design and planning practice. The fourth phase, which we called for simplicity “design”, asked the students to activate the knowledge and ideas that they had gathered in the first part of the course by taking on, in small groups, a landscape democracy challenge. Students competed to select the challenge they found most meaningful in landscape democracy terms. In this

activity, students were asked to outline, based on theories and examples they had learned about in the online course, how they might implement democratic landscape change in these communities, laying out a theoretical transformative process as a set of strategic goals and moves. This would be diagrammed through a concept map, and presented at the end of the online seminar in small groups. The fifth phase of the Seminar was dedicated to communication. It comprised lectures and case studies of participatory processes that had creatively addressed the need to communicate a new vision or story. Case study presenters had focused on their own approaches to storytelling and communication, while also reflecting on successes and failures along the way.

The annual Intensive Study Programme constituted the final of the educational programme. By travelling to a location many participants had never heard of, and partnering with local community groups and individuals, the Programme offered opportunities to combine old and new techniques of participatory landscape planning. In many cases, students acted as participatory action researchers, to uncover rich – and in many cases previously-unavailable data – that could help direct their actions during the ten days they spent in each community.

### Conclusion

The project aimed to be transformative for academics (i.e., students and scholars involved in the pedagogical experience) as well as civil society (the local communities it engaged, from civil society to professional organisations). While the LED project aimed to strengthen the presence of democracy and social justice within landscape planning, its adoption by the partner universities was mixed and diverse. While Bologna and Nürtingen-Geislingen University of Applied Science integrated the course into their curricula, other partners were only able to offer it as an elective, often in direct competition with sessions aimed at improving their professional skills, rather than critical-thinking abilities. The course will be offered again in Spring 2019.

Powerpoint presentation  
<https://rm.coe.int/16808e5350>

**Landscape Education for Democracy**  
**Partnering for transformative change**

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UNIVERSITÄT  
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Erasmus+ Programme of the European Union

**Landscape Education for Democracy**

Landscape is an area....as perceived by people (ELC)

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**LET'S PRACTICE LANDSCAPE DEMOCRACY!**

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**LED Project | partners**

A strategic partnership funded by the ERASMUS+ programme of the European Union

<http://www.led-project.org>

- Norwegian University of Life Science
- LE:NOTRE Institute
- University of Kassel
- Nürtingen-Geislingen University
- Szent István University
- University of Bologna

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A global inclusive participatory online classroom

Distribution of Seminar Participants, Spring 2018

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Synchronous communication across institutional and national boundaries

Screenshot from online seminar session

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**LED Intensive Programmes**

- Zingonia, Italy (2016)
- Kassel, Germany (2017)
- Törökbálint, Hungary (2018)

Listening  
 Transforming  
 Partnering  
 Co-visioning  
 Co-designing

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**7 Goals**

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# 1 Democracy as a practiced skill



LEDF Landscape Education for Democracy

UNIKARSEL UNIVERSITY, University of Applied Sciences, Hochschule für Technik und Wirtschaft, LENOTRE Institut, Co-funded by the European Programme of the European Union

# 2 Dealing with diversity



LEDF Landscape Education for Democracy

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# 3 Critical Landscape Thinking



LEDF Landscape Education for Democracy

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# 4 Rethinking the Role of Planning



LEDF Landscape Education for Democracy

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# 5 Rethinking the Role of Community



LEDF Landscape Education for Democracy

UNIKARSEL UNIVERSITY, University of Applied Sciences, Hochschule für Technik und Wirtschaft, LENOTRE Institut, Co-funded by the European Programme of the European Union

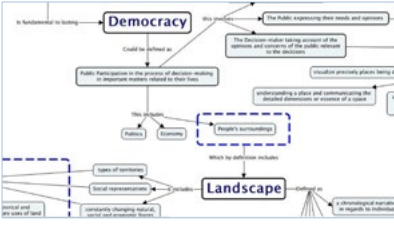
# 6 Landscape Democracy into Action



LEDF Landscape Education for Democracy

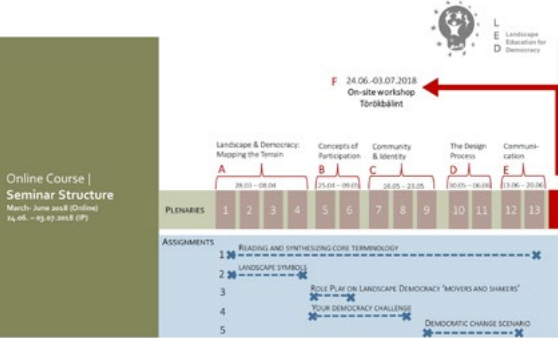
UNIKARSEL UNIVERSITY, University of Applied Sciences, Hochschule für Technik und Wirtschaft, LENOTRE Institut, Co-funded by the European Programme of the European Union

# 7 Cultivating a Landscape Democracy Discourse



LEDF Landscape Education for Democracy

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Online Course | Seminar Structure  
March - April 2018 (Online)  
24.03. - 03.07.2018 (P)

24.06.-03.07.2018 On-site workshop Tübingen

PLenaries	1	2	3	4	5	6	7	8	9	10	11	12	13
Assignments	READING AND SYNTHESIZING CORE TERMINOLOGY												
	LANDSCAPE SYMBOLS												
	ROLE PLAY ON LANDSCAPE DEMOCRACY 'MOVERS AND SHAKERS'												
	FOUR DEMOCRACY CHALLENGES												
	DEMOCRATIC CHANGE SCENARIO												

UNIKARSEL UNIVERSITY, University of Applied Sciences, Hochschule für Technik und Wirtschaft, LENOTRE Institut, Co-funded by the European Programme of the European Union

People centred landscape concept: based on landscape knowledge

rather than being mere assemblages of physical objects, landscapes are "constructed" in people's minds.

Kilmer, D., 2013. *Landscape as a Verb*. London: Routledge.

Saling, L., 2010. *The Social Construction of Landscapes: Theoretical Issues and Their Empirical Applications*. *Landscape Research*, Volume 40, Issue 2, pages 123-137.

Concepts of Participation and Community

Prozess

- Iterative
- Nascent/emergent
- Non-hierarchical
- Adaptable/self-adjusting
- Synergistic/collaborative
- Reflective

Prozess, 12 steps

Designing and Communicating a Vision

**SHORT - MEDIUM - LONG TERM SCENARIO**  
Application of tools/methods to attend the Challenge "Mexican Markets"

Short Term INFORMING PHASE: AWARENESS THE AWARENESS

Medium Term PROGNOSIS PHASE: FROM EMPTY TO MARKET

Long Term IMPLEMENTATION PHASE: ACTIVATION

Group 9\_LED 2018

Into action:  
Zingonia (2016)  
Kassel (2017)  
Törökbalint (2018)

What comes next?

LED Landscape Education for Democracy

March – June 2019:  
Next LED Online Seminar: <http://www.led-project.org>

April 2019: Jean-Monnet-Module (online seminar)  
Landscape Democracy and the European Union  
contact: [ellen.fetzer@hfwu.de](mailto:ellen.fetzer@hfwu.de)

April 9 – 11, 2019: Landscape Forum Zagreb  
LE:NOTRE Institute: <http://forum.ln-institute.org>

September 16-17, 2019: ECLAS-UNISCAPE Conference  
Lessons from the past, visions for the future: Celebrating one hundred years of landscape architecture education in Europe  
Call closes December 2!!!!  
<http://openconf.eclas.org>

What's next?  
LED Wiki -Website  
[led-project.org](http://led-project.org)  
[info@led-project.org](mailto:info@led-project.org)

# Landscape education work carried out by the Park of the Valley of the Temples in Agrigento, Italy

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**Mr Giuseppe Carmelo Parello**

*Director of the Department of Cultural Heritage and Identity of Sicily,  
Landscape and Archaeological Park of the Valley of the Temples in Agrigento, Italy*

Powerpoint presentation  
<https://rm.coe.int/16808e5306>

CONSEIL DE L'EUROPE  
CONVENTION EUROPEENNE  
DU PAYSAGE

21e REUNION DES ATELIERS  
POUR LA MISE EN OEUVRE DE  
LA CONVENTION EUROPEENNE  
DU PAYSAGE

Paysage et éducation

Tropea, Italie, 3-5 octobre 2018



Giuseppe Parello  
Direttore del Parco Archeologico della  
Valle dei Templi di Agrigento

Expériences d'éducation  
au paysage

parco valle dei templi agrigento



Il Parco  
Ampio circa 1300 ettari, conserva un  
straordinario patrimonio monumentale e  
paesaggistico che comprende i resti  
dell'antica città di Agrigas e il territorio  
ad essa circostante sino al mare. Nella  
Valle dei Templi si trova uno dei  
maggiori complessi archeologici del  
Mediterraneo, immerso in un paesaggio  
agrico di rara bellezza  
prevalentemente costituito da ulivi  
centenari e mandorli. Agrigato fu una  
delle più importanti colonie greche della  
Sicilia, fondata circa il 582 a.C. da  
coloni provenienti dalla vicina Gela e da  
Rodi.



FRANCO DI GIUSTOLIA  
DEL "PARCO ARCHEOLOGICO E  
PAESAGGISTICO DELLA VALLE DEI  
TEMPLI - AGRIGENTO"

parco valle dei templi agrigento

Un Parco per  
l'archeologia e per il  
paesaggio

I resti imponenti di quella che fu  
la città, che, nei secoli, suscitò  
le lodi ammirate di poeti e  
viaggiatori, costituiscono oggi il  
patrimonio monumentale della  
Valle dei Templi, iscritta nel  
1997 nella World Heritage List  
e riconosciuta bene di  
eccezionale valore universale  
dall'Unesco nel 2015, e oggi  
racchiusa in un Parco, la cui  
definizione di archeologico e  
paesaggistico, ne connota la  
complessa fisionomia, tra storia  
e natura. Istituito da una legge  
speciale, la Legge Regionale  
20/2000 il Parco provvede ad  
una delle aree archeologiche  
più estese e meglio conservate  
del mondo, visitata da ben  
mezzocentomila persone l'anno.



parco valle dei templi agrigento

FRANCO DI GIUSTOLIA  
CONSIGLIO DI EUROPA

Agri Gentium  
Landscape  
regeneration




Il Parco Archeologico e Paesaggistico della  
Valle dei Templi di Agrigento, nel 2016  
partecipa alla V edizione del Premio  
Paesaggio del Consiglio d'Europa, un  
premio prestigioso che ha come obiettivo,  
quello di dare rilevanza alle azioni virtuose  
messe in atto dalle comunità locali e  
favorire scambi reciproci di esperienze tra  
diversi territori su nazionali che europei.

Il Ministero dei Beni Culturali seleziona 97  
candidature al Premio Nazionale del  
Paesaggio e sceglie il progetto Agri  
Gentium: Landscape Regeneration  
presentato dal Parco della Valle dei  
Templi di Agrigento, quale migliore espressione  
della cultura del paesaggio italiano. Il  
progetto viene, dunque, individuato come la  
candidatura italiana al Premio Paesaggio  
del Consiglio d'Europa, riconosciuto la  
capacità di aver messo in pratica i principi  
della Convenzione Europea del paesaggio,  
in ogni suo punto, attraverso politiche di  
eccellenza.

parco valle dei templi agrigento

Agri Gentium  
Landscape  
regeneration



Attivazione della ricerca e degli studi  
finalizzati alla valorizzazione della  
componente significativa costituita dalla  
ruralità nelle aree del Parco, i cui esiti  
hanno permesso la creazione di nuove  
forme di conoscenza didattica e  
turismo;

Coinvolgimento della popolazione  
locale, rafforzando la sensibilità e la  
consapevolezza pubblica verso i valori  
del paesaggio, quale elemento  
impreziosabile di crescita culturale per  
il raggiungimento di un benessere  
individuale e collettivo

parco valle dei templi agrigento

GIORNATA  
DEL  
PAESAGGIO

Agri Gentium  
Landscape  
regeneration

In occasione della Giornata Nazionale del Paesaggio 2017, a  
Roma nella sede del Ministero dei Beni Culturali, viene  
consegnato al parco, il Premio Nazionale del Paesaggio 2017.



parco valle dei templi agrigento

Agri Gentium  
Landscape  
regeneration



Il 20 giugno del 2018, in occasione della Cerimonia  
dell'Alleanza del Premio del Paesaggio del Consiglio  
d'Europa, che si è tenuta a Daugavpils in Lettonia, il  
Progetto «Regeneration of the landscape and  
archaeological Park of the Valley of the Temples in  
Agrigento», ha ricevuto la menzione speciale con la  
seguente motivazione:

Il Progetto Regeneration of the landscape and  
archaeological Park of the Valley of the Temples in  
Agrigento è un ottimo esempio di collegamento tra  
la valorizzazione degli elementi archeologici  
riconosciuti a livello internazionale e lo sviluppo di  
un'economia agraria innovativa, basata su  
conoscenze secolari. Utilizzando i percorsi di  
accesso restaurati, sia la comunità locale che i  
numerosi visitatori possono trarre vantaggio da  
questo sito eccezionale, apprezzando il suo  
paesaggio e l'alta qualità dei prodotti locali.

Il Parco della Valle dei Templi entra nell'Alleanza del  
Premio del Paesaggio del Consiglio d'Europa.



parco valle dei templi agrigento

Nuovi itinerari




IL NUOVO CENTRO  
E PERIFERIA E' IL  
QUARTIERE DELLA RINASCITA.

LA RINASCITA DELLA CITTÀ  
E' UNO DEI PRINCIPALI  
OBIETTIVI DEL PROGETTO  
AGRI GENTIUM: LANDSCAPE  
REGENERATION. LA  
RINASCITA DELLA CITTÀ  
E' UNO DEI PRINCIPALI  
OBIETTIVI DEL PROGETTO  
AGRI GENTIUM: LANDSCAPE  
REGENERATION.

parco valle dei templi agrigento

### Nuovi itinerari

parco valle dei templi agrigento

### Nuovi itinerari

Assumere di un ruolo di catalizzatore delle buone pratiche, sostenendole e inserendole in un programma di gestione di ampio respiro progettuale in cui i valori culturali propri del territorio costituiscono elementi cardine per un processo di sviluppo e attuazione, quali i progetti riguardanti il recupero della tratta dismessa delle Ferrovie Kaos

parco valle dei templi agrigento

### Nuovi itinerari

## Il ritorno della Capra Girgentana nella Valle dei Templi

**IL RITORNO DI UNA SPECIE IN VIA DI ESTINZIONE**

La Valle dei Templi è un luogo unico in Europa. Un luogo dove la storia e la natura si fondono in un armonioso equilibrio. È qui che si è decisa la reintroduzione della Capra Girgentana, una specie in via di estinzione, nel suo habitat naturale.

The European Union has its origin in the Middle Ages and the Renaissance. It is a place where the past and the present meet. It is here that the decision was made to reintroduce the Capra Girgentana, a species in danger of extinction, to its natural habitat.

parco valle dei templi agrigento

### Nuovi itinerari

parco valle dei templi agrigento

### Nuovi itinerari

parco valle dei templi agrigento

### Nuovi itinerari

parco valle dei templi agrigento

### Nuovi itinerari

**Albero Lauri, Lauri**  
Cultura locale 1

**Mercurio, Mercurio**  
Cultura locale 2

**Urtica, Urtica**  
Cultura locale 3

**Pistacchio, Pistacchio**  
Cultura locale 4

Pannelli didattici per la valorizzazione delle piante più significative del Parco

parco valle dei templi agrigento

### Nuovi itinerari

parco valli dei templi agrigento

## Diodoros

Sviluppare una cooperazione tra soggetti pubblici e privati considerata quale concreto elemento di forza per una tutela paesaggistica attiva e di rigenerazione ambientale. Le strategie adottate nel mettere in pratica le finalità espresse nel riconoscimento del Parco Archeologico e Paesaggistico della Valle dei Templi quale sito UNESCO.

parco valli dei templi agrigento

## Diodoros

parco valli dei templi agrigento

## Diodoros

Coniugare la tutela e la valorizzazione del singolare patrimonio culturale costituito dalle antiche testimonianze archeologiche con il recupero della memoria storica di antiche pratiche produttive, con il fine di riproporre e svilupparle per la creazione di prodotti di eccezionale qualità, capaci, da soli, di raccontare un territorio di estrema bellezza.

**Diodoros**

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## Diodoros

**Diodoros Shop**

parco valli dei templi agrigento

## Paesaggio nell'arte

Panorama di Agrigento e templi (1771)  
Antonio Joli

Paesaggio di Agrigento (1794)  
Jacob Philipp Hackert

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## Paesaggio nell'arte

Il tempio di Giunone ad Agrigento (1630)  
Casper David Friedrich

Tempio di Hera in Agrigento (1867) Antal Ligeti

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## Paesaggio nell'arte

Croci e colonne (1931) Paul Klee

Temple sicilien (1953) Nicolas de Staël

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## Paesaggio nell'arte

Arte contemporanea  
SUB DIVO | SOTTO IL CIELO



parco valle dei templi agrigento

### Paesaggio nell'arte

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### Paesaggio nell'arte

Concorso di pittura per le scuole

parco valle dei templi agrigento

### Educazione al paesaggio

Al Paesaggio storico, nel 2015, è stato dedicato un Convegno nell'ambito delle Giornate Gregoriane.

Le "Giornate Gregoriane" costituiscono un appuntamento scientifico annuale, dedicato ai temi dell'archeologia e del paesaggio, aperto non solo agli studiosi, ma anche ad un vasto e vasto pubblico interessato ai beni culturali ed alla loro valorizzazione.

parco valle dei templi agrigento

### Educazione al paesaggio

E' stata istituita la borsa di studio "Gregorio di Agrigento", volta a premiare e a favorire la pubblicazione di tesi di laurea particolarmente meritevoli su temi dell'archeologia e del paesaggio della Valle.

BORSA DI STUDIO  
Gregorio d'Agrigento  
2016

per tesi di laurea sull'archeologia e il paesaggio della Valle dei Templi

parco valle dei templi agrigento

### Educazione al paesaggio

Missione: paesaggio

Incontro di formazione per dirigenti e docenti di ogni ordine e grado

parco valle dei templi agrigento

### Educazione al paesaggio

#### Le piante medicinali della Valle dei Templi

##### Acquerelli in mostra

Il patrimonio naturalistico del Parco della Valle dei Templi, annovera alcune tra le più importanti piante medicinali della medicina tradizionale e oggi sul grande teatro del tempio sono grandi acquerelli per la cura di alcune patologie.

Le piante medicinali della Valle dei Templi sono state illustrate in un volume pubblicato a cura del Parco della Valle dei Templi, edito dalla Grafica Grafica Grafica (G3) e impaginato nelle aree più verdi del parco.

Una mostra di piante medicinali realizzate dalle disegnatrici Mariela Trapani e Daniela del Prete, nella Valle dei Templi.

Il tempo passato nelle belle agenzie di cura (Grafica Grafica Grafica) è un momento di incontro e scambio di pareri, dibattito e confronto, con la presenza di esperti e di un pubblico attento e curioso.

#### I patriarchi della Valle

parco valle dei templi agrigento

### Educazione al paesaggio

#### Orto di Goethe

parco valle dei templi agrigento

### L'orto di Goethe

parco valle dei templi agrigento

**Educazione al paesaggio**

Oliver nella Valle

parco valle dei templi agrigento

**Educazione al paesaggio**

FAI  
SCUOLA

parco valle dei templi agrigento

**Educazione al paesaggio**

Laboratori sulla Biodiversità

FAI  
SCUOLA

parco valle dei templi agrigento

#domenicalparco

**Educazione al paesaggio**

VITA DA ROMANI  
**Agrigentum**  
LA SEMINAGIONE AL PARCO 2019

parco valle dei templi agrigento

**Collige et serva**

**Educazione al paesaggio**

**Scuola**  
**Secondaria II grado**  
**Cogli e conserva** nella tua memoria la straordinaria occasione di incontrare il passato. Lezioni frontali, visite guidate e progetti di adozione della Valle dei Templi attraverso i seguenti percorsi:  
**La più bella città dei mortali. Storia e archeologia di Akragas Agrigentum.**  
**La Valle dopo gli antichi. Storia e archeologia dal Medioevo ai nostri giorni**  
**Il paesaggio della Valle dei Templi**

Periodo: Febbraio- Maggio

parco valle dei templi agrigento

**Nea Akragas**

**Educazione al paesaggio**

**Scuola**  
**Secondaria II grado**  
**La giovane Akragas.** La città antica accoglie i giovani studenti dei Licei

Progetti di alternanza **Scuola Lavoro** con tirocini e stage formativi per i Licei.  
Su progetto degli Istituti scolastici

parco valle dei templi agrigento

**Educazione al paesaggio**

Giornata Nazionale della Cultura del Vino e dell'Olio

dal 2010 con il patrocinio del Ministero dell'Agricoltura, delle Politiche Rurali e delle Foreste

MINISTERO DI AGRICOLTURA, POLITICHE RURALI E FORESTE

parco valle dei templi agrigento

**Educazione al paesaggio**

Percorsi sensoriali tra storia e natura

### XIII GIORNATA PER LA CUSTODIA DEL CREATO

*"Coltivare l'alleanza con la terra"*

*Plausibile nel Parco della Chiesa San Nicola alla Valle per il Documento final al tempo di Genova  
con l'Arcivescovo Francesco e insieme da vivere un'esperienza di incontro con la Terra - Natura*

*A iniziativa Concertata con il Com. Municipale di Tempo di Genova*

**Domenica 7 ottobre 2018**  
**Chiesa San Nicola alla Valle - ore 17.00**



# L'éducation au paysage : l'expérience du Club patrimoine, développement et citoyenneté

**M. Abdelouahab Idelhadj**

*Professeur à l'Université Abdelmalek Essaadi, Responsable du Club patrimoine, développement et citoyenneté, Tanger-Tétouan, Maroc*

L'université, à travers les clubs, les équipes pédagogiques et scientifiques, peut jouer un rôle très important en matière de partenariat avec les administrations publiques, privées et les associations professionnelles dans plusieurs domaines, notamment la formation de spécialistes de la connaissance et de l'intervention sur les paysages, ainsi que le suivi scientifique des milieux naturels et culturels.

Il est essentiel que l'université joue un rôle important, non seulement dans le suivi académique et scientifique consacré au paysage mais aussi dans les formations proposées aux gestionnaires du paysage. L'université doit également alerter, lorsqu'il le faut, et proposer des innovations scientifiques et techniques pour permettre à ces gestionnaires d'agir en conformité avec les recherches et avancées académiques.

Cependant, il ne s'agit pas d'un processus dans lequel l'université détient seule le savoir, mais plutôt d'un apprentissage social permettant d'apprendre par l'échange et l'écoute des autres. Les scientifiques ont en effet, beaucoup à apprendre du savoir-faire ancestral des populations locales et ils doivent en tenir compte.

## **Présentation d'une stratégie adoptée pour la formation et l'éducation au paysage**

Les universités doivent implanter des comités pédagogiques et scientifiques du paysage ayant pour rôle :

- ▶ d'entretenir et de développer le patrimoine naturel et culturel de manière durable, et de créer des ressources financières pour les locaux ainsi que des postes du travail pour les jeunes ;
- ▶ de programmer, suivre et évaluer les études et les recherches scientifiques permettant de mieux connaître les milieux, les habitats et les espèces du paysage, ainsi que les dynamiques biologiques sur le territoire ;
- ▶ de suivre l'évolution de la biodiversité et l'impact que les activités ont sur celle-ci, afin de répondre aux besoins et questions spécifiques concernant la gestion du paysage ;
- ▶ d'assister la direction régionale dans les orientations de gestion du paysage et pour le suivi des zones d'intérêt bioécologique.

Il convient pour cela de mettre en place un programme de formation et d'éducation permettant d'accompagner les initiatives identifiées et de faire émerger des projets qui respectent la nature et la culture, en relation avec les axes définis au niveau des groupes cibles.

Il s'agit de mettre en place un programme de formation et d'éducation de base par métiers, ainsi que des activités d'animation. L'objectif est d'adopter une approche progressive d'accompagnement socio-professionnel. Il s'agit de s'appuyer sur le programme de formation de base afin de bien connaître les groupes cibles, de partager le diagnostic et de mettre en place une stratégie de création et de renforcement des nouveaux métiers innovants en matière de paysage.

La stratégie veille à adapter la formation afin qu'elle devienne accessible et motivante. Les composantes du programme de formation et d'éducation sont ci-après présentés.

## Programme de formation de base

Pourquoi un programme de formation de base ? Le développement des connaissances de base sur certains aspects du paysage favorise la motivation et l'engagement, ainsi que l'autonomie et la citoyenneté des personnes dans leur vie quotidienne. L'objectif est également de permettre d'accéder éventuellement à d'autres formations, prévues au programme.

Ces actions ont pour finalité de permettre à l'apprenant : de retrouver un rythme de vie ainsi que des capacités d'attention et d'échange avec les autres, qui soient compatibles avec les exigences de la vie sociale et professionnelle ; et d'être capable de s'engager pour une plus longue durée dans un processus de formation et/ou d'emploi.

Les savoirs généraux produisent un effet de levier pour la formation technique. Les cours sont conçus afin de répondre à des besoins d'exécution des compétences techniques formulées dans les programmes des métiers du paysage.

L'évaluation des savoirs généraux se fait de façon progressive. Au début de la formation, les connaissances et les acquis sont évalués afin d'identifier les faiblesses et de préparer un plan de mise à niveau permettant d'acquérir les préalables indispensables à l'initiation aux métiers. Le programme de formation de base doit porter sur des thèmes d'actualité.

## Programme de formation par métiers

A ce stade, les objectifs sont :

- ▶ de renforcer les capacités des acteurs locaux du développement durable, des associations et coopératives, au moyen de formations appropriées en organisation, gestion, comptabilité, droit, communication, commercialisation, formulation de projets, partenariat et réseautage ;
- ▶ d'accompagner des petits producteurs, pêcheurs, éleveurs, artisans, agriculteurs, travailleurs, femmes et diplômés, afin qu'ils s'organisent en coopératives, afin de résoudre dans un cadre structuré les difficultés afférentes au financement, à l'approvisionnement, à la commercialisation, aux assurances, à la protection sociale, et à l'encadrement technique et managérial ;
- ▶ de promouvoir la concertation, la coopération et la complémentarité entre les acteurs territoriaux, en vue de promouvoir un développement durable maîtrisé. Les efforts doivent être déployés afin de favoriser le rapprochement entre associations, communes, coopératives et autres acteurs.

Le diagnostic établi est complété avant même la mise en place du programme de formation, afin d'identifier de manière plus précise et par métiers,

les personnes (producteurs, jeunes diplômés, femmes) devant bénéficier de cet accompagnement. Les modules de ces formations universitaires peuvent également être détaillés.

Trois modèles sont ci-après présentés :

### Modèle 1 : L'Université de Tanger et le paysage

La région Tanger-Tétouan-Al Hoceïma (RTTA), avec sa double façade maritime qui s'ouvre à la fois sur la Méditerranée et sur l'océan atlantique, sa grande variété de paysages, ses particularités climatiques, son histoire géologique et paléogéographique et sa position stratégique entre deux continents (Afrique et Europe), est une région singulière et originale. Avec tous ces atouts, la région bénéficie d'une biodiversité exceptionnelle. En raison de cette richesse naturelle, le Maroc occupe, en termes de biodiversité, la deuxième position après la Turquie, à l'échelle de tout le bassin méditerranéen.

La région du Nord se caractérise également, par la présence d'une Réserve de biosphère intercontinentale de la Méditerranée (RBIM) unique au monde, puisqu'elle s'étend sur les continents africain et européen. La Réserve a été créée en octobre 2006 par l'UNESCO dans le cadre de son programme sur l'Homme et la Biosphère (MAB).

L'Université Abdelmalek Essaadi (Tanger-Tétouan-Alhoceïma) à travers les clubs et les équipes pédagogiques a pu jouer un rôle très important en matière de partenariat avec les administrations publiques dans plusieurs domaines, et notamment avec la formation de spécialistes de la connaissance et de l'intervention sur les paysages de la Réserve. Le suivi scientifique des milieux naturels et culturels est également effectivé.

L'Université a mis en place des actions de formation continue, des licences professionnelles et un club – Club patrimoine développement citoyenneté (CPDC), qui a joué un rôle primordial dans la valorisation du potentiel naturel et culturel de la région. L'Université a développé aussi un Master intitulé «Tourisme responsable et développement humain» couvrant plusieurs aspects des métiers relatifs au tourisme rural, servant ainsi comme un noyau d'agents de conservation, de développement, de compétences et de porteurs de projets dans ce secteur.

Cette année universitaire (2018-2019), un nouveau Master intitulé «Environnement naturel et valorisation de l'écotourisme scientifique» (ENVES) va ouvrir ses portes aux étudiants et spécialistes. L'Université, à travers les associations, notamment l'Association talassemite pour l'environnement et le développement (ATED), l'Association patrimoine développement et citoyenneté (APDC), le Réseaux des organisations non gouvernementales pour le

développement du Parc d'Al-Hoceima (RODPAL), a pu favoriser la création de gîtes et de coopératives de produits de terroirs, améliorer la formation des guides, et valoriser l'économie de la Réserve. Grâce à ces associations, le tourisme rural dans la province de Chefchaouen connaît un essor national, voire international.

Le Club universitaire APDC, en collaboration avec le Haut-Commissaire aux Eaux et Forêts et à la Lutte Contre le Désertification (HCEFLCD), a développé la Stratégie régionale de formation du tourisme durable. Elle a pour objectif de positionner les aires protégées sur des offres attractives, modernes et alternatives qui respectent les enjeux d'une gestion durable au bénéfice des populations locales.

La vision développée par le Haut-Commissaire pour la valorisation des aires protégées marocaines par le biais du tourisme durable, propose une démarche qui consiste à :

- ▶ concevoir et commercialiser de nouveaux séjours touristiques thématiques respectant les principes d'un tourisme durable pour les aires protégées ayant atteint un certain stade de développement ;
- ▶ chacune de ces aires propose sur son territoire des produits écotouristiques comprenant une suggestion d'activités et de prestations diverses le long d'un itinéraire, permettant au visiteur de choisir en toute liberté où dormir et manger, comment s'occuper et se déplacer, pendant la durée qu'il souhaite, et avec le budget qu'il possède ;
- ▶ les aires protégées sont valorisées avec d'autres espaces naturels au niveau régional, constituant un ensemble de produits ;
- ▶ les bâtiments et équipements (écomusées, centres d'information) constitueront les noyaux pour la mise en réseau des acteurs locaux et la mise en marche des produits ;
- ▶ les prestataires présents sur l'itinéraire (hébergements, sites de visites, prestataires d'activités) sont sélectionnés pour leur lien avec la thématique et leur adhésion à la démarche.

Selon cette Stratégie, les principaux enjeux pour la valorisation du paysage par le tourisme durable doivent s'orienter vers : un tourisme ornithologique au niveau des zones humides ; un tourisme halieutique ; et un tourisme de vision au niveau des aires protégées.

Pour la Réserve de biosphère intercontinentale de la Méditerranée, la Stratégie recommande quatre axes de travail :

- ▶ Jbel Moussa : Légendes et histoires du Déroit (Civilisations antiques, traversée musulmane, Légende d'Hercule et de la « femme endormie ») ;

- ▶ Bouhachem : Spiritualité, nature et culture, Circuits des saints, Peuplements maraboutiques ;
- ▶ Sapinière de Talassemrane (Unique sapinière au Maroc), Circuit des essences forestières marocaines, Vallée d'Akchour ;
- ▶ Birdwatching : Sites de passage des oiseaux les plus importants au niveau national (Cap Spartel, Perdicas, Oued Tahaddart, marais de Larache).

## Modèle 2 : Zone atelier

Une expérience menée à l'échelle de certaines régions en Europe, intitulée « Zone atelier », mérite d'être présentée en raison de son intérêt dans la démonstration du partenariat possible entre universités et administrations publiques.

Une Zone atelier est un dispositif de recherche pour comprendre les relations entre une société et son environnement. Ceci implique des observations sur plusieurs années, des enquêtes sur un site central avec des travaux sur un environnement plus large (régional) et d'autres sites, sur lesquels sont testées des hypothèses et où sont analysées des situations nouvelles.

Ces recherches sont orientées vers l'aide à l'action publique. Les Zones ateliers constituent des réseaux à l'échelle nationale (en France, ce réseau correspond au « Réseau Zones ateliers » de l'Institut de l'écologie et de l'environnement (INEE) du Centre national de la recherche scientifique (CNRS), mais également aux travaux menés à l'échelle européenne – *Long-Term Ecosystem Research* (LTER) – et internationale – *International Long-Term Ecological Research* (ILTER).

La Zone atelier a pour objectif :

- ▶ d'assurer le suivi de la biodiversité et des paysages naturels, agricoles et leur connectivité ;
- ▶ de proposer aux administrations publiques une lecture de l'évolution du territoire et leur permettre de disposer d'outils d'aide à la décision ;
- ▶ de proposer des innovations scientifiques au vu de l'évolution du territoire pour la conservation de la biodiversité et des paysages.

## Modèle 3 : Service de formation continue au sein de chaque université

Le monde actuel évolue rapidement dans le domaine des connaissances, de la technologie, des savoirs et du savoir-faire. Ce développement offre un potentiel inattendu pour le développement humain et économique. Au cœur de cette dynamique du savoir, l'université occupe une place privilégiée : celle d'interface entre la recherche, la formation continue et le monde économique et socio-culturel.

Il devra être créé un service de formation continue sur le paysage au sein de chaque université. Ce service offrira à chacun les moyens de rester en phase avec le progrès. Il est prévu qu'il sera encadré par des professionnels, des enseignants-chercheurs, des techniciens et autres. Les apprenants en formation continue bénéficieront des apports de la recherche

pour acquérir des connaissances de pointe. Selon cette vision d'ensemble, les enseignants-chercheurs restent en relation avec les administrations publiques, le secteur privé et les associations professionnelles. Les stages et les projets suivis doivent permettre d'apporter une solide expérience sur le terrain.



# Protecting living landscape through culture, research and eco-education

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**Mr Franco Tassi**

*Professor of Ecology, Former Director of Abruzzo National Park, Italy*

**S**outhern Italy, the ancient Fatherland of the true Magna Grecia, was in past centuries the legendary destination of the Grand Tour, and, with its remarkable landscape variety and natural abundance, deserves the most careful attention, research and conservation. There are not only fabulous national and regional parks, nature reserves and marine parks of great beauty, but also exceptional fauna and flora to discover, study and protect, as a Natural Heritage of international value and attraction.

Our first explorations in Magic Calabria, in the tracks of Norman Douglas (Old Calabria, 1915), began about half century ago, in the summer of 1957 (Sila) and the summer of 1960 (Pollino), in a massif between Calabria and Basilicata that was, at that time, almost totally unknown. The outstanding fascination of Palebark Pine opened the way to further intensive research, with its millenary energy surviving above the timberline, challenging natural forces, which assumed the most incredible shapes and revealed unimagined hidden treasures.

Discovering the extraordinary, splendid Buprestid beetle, we chose it as the symbol of our Biodiversity Project, and it has now been put under the protection of the European Union. Wandering through the mountains of Pollino, Orsomarso, the Coastal Range, Sila, Serre, Aspromonte and surrounding areas, we found colossal patriarchs of beech, oak, olive, poplar, chestnut, linden, maple and oriental plane trees, as well the Palebark and Silan black pines, silver fir and southern oak. Real-estate developers and tree-burning began to proliferate and then a fierce civil opposition arose, in defence of culture and nature.

A strong and firm conservation movement was founded and finally achieved the establishment of Pollino, Sila and Aspromonte National Parks, as well as other important Protected Areas. The movement has assured the safeguarding of the Apennine wolf and the Italian roe deer; it has supported the return of red deer and the griffon vulture; it has confirmed the southern black squirrel as a valid species. The movement has discovered residual stands of tropical ferns in Calabria, describing new and wonderful species of Buprestid beetles, and disclosing wildlife enigmas: the Lammergeier Vulture used to breed in this region and is now an occasional visitor; the Apennine lynx has been revealed and named: small populations of the common chameleon are now regularly breeding in Calabria, Puglia and Sicily.

Since the first steps of such conservation action, our National Parks Committee sustained the protection of Calabria as "The Green Point of Europe", its colourful garden. Without forgetting the unique stone landscape of the Murgia of Basilicata and Matera, with their fantastic scenery of rock caves, gorges, creeks, glens, abysses and canyons, refuges for wildlife and a treasury of old historic resources to be studied and preserved. The Committee successfully co-operated on the creation of the Regional Park of Matera's Murgia and Rupestrian churches which encompass the city – Matera European Capital of the Culture 2019 – with a splendid green crown.

Certainly, it is only with this approach, now well traced, that it will be possible to develop a new "Green Grand Tour" in Southern Italy, the Magna Grecia, Mother of our civilisation. Careful protection, through culture, research, eco-education, the living landscape, and a real natural heritage will ensure the future of this land and this community, as well as the destiny of our young people and our country.

Powerpoint presentation  
<https://rm.coe.int/168096d997>







# Report prepared for the Council of Europe: “Landscape education activities for primary school”<sup>38</sup>

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**Mrs Maria del Tura Bovet Pla**

*Professor, Faculty of Geography and History, University of Barcelona, Spain*

**Mrs Rosalina Pena Vila**

*University of Barcelona, Spain*

**Mr Jordi Ribas Vilàs**

*Researcher, Faculty of Geography and History, University of Barcelona, Spain*

**T**his presentation deals with a methodology, and activities to develop it, that can be used in different landscapes and can harmonise the pedagogical guidelines promoting exchanges and co-operation amongst various schools for primary and secondary education, and university. With regard to formal education, education about the landscape must start from kindergarten and continue through primary and secondary schools, introducing concepts and strategies for the interpretation of the landscape appropriate to the different ages, and be continued at college level.

A series of activities about landscape aimed at the primary school, as a first step, intends to lay the foundations of knowledge and landscape interpretation, although the methodology is useful at any level of education. The goal is to provide educational tools that allow pupils to understand the landscape, as defined in the European Landscape Convention. Later, and depending on the local specific terrain and the level of knowledge, some tools needed to progress the pupils' understanding of the landscape may be added. The landscape itself is educationally an object of study and at the same time a resource that can be studied from the perspective of different subjects or disciplines.

The methodology is based on the idea of landscape as a system in which all its elements are interrelated, and which demonstrates its dynamics and the importance of anthropogenic actions that are carried out on it. It is necessary to understand the interrelationships between elements and fluxes and to learn how to predict the possible evolution of the landscape, as it is not static but dynamic. Human beings are as much a part of this environment as any other element. Not only are the natural elements taken into account but also the socio-economic and cultural ones too. The systemic paradigm implies establishing structures and dynamics and accepting principles of uncertainty, chaotic systems, indeterminacy and complexity.

The landscape, understood as an open system, exchanges matter and energy with the outside. It can be studied from a theoretical model of landscape, the geosystem. Similar to the way the ecosystem studies the interrelationships between living beings that occupy a territory, as a reality model, the geosystem is the landscape. Geosystems study the interrelation between the elements (abiotic, biotic and anthropic) and fluxes or energies (anthropogenic and natural) that shape this real landscape, located spatially and temporarily, since “the landscape is not more than the geosystem in a given space and time” (M. de Bolòs, 2001).

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38. CDCPP (2015) 15 Add; Presentation; Recommendation CM/Rec(2015)7 of the Committee of Ministers to member States on pedagogical material for landscape education in primary school. French versions: CDCPP (2015) Add 15; Recommandation CM/Rec(2015)7 du Comité des Ministres aux Etats membres sur le matériel pédagogique pour l'éducation au paysage à l'école primaire.

The function and features of a landscape are not determined by the sum of the characteristics and properties of its elements and fluxes, but it must be approached holistically. Linear and reductionist methodologies are not enough. A systemic study is required, which foresees non-linearity, the complexity and therefore the emergent properties. The landscape is not static, it is in continuous evolution. A practical approach is to consider the elements that make the landscape, and the fluxes responsible for its dynamics. This holistic, global landscape interpretation is the best way to contribute to landscape protection, management and planning, for present and future generations.

The landscape programme, which is based on the methodology of the studies of landscape as a system, is presented with the aim of achieving landscape literacy of the population and starting with formal education at primary level. The programme establishes five sections of activities: explore, classify, investigate, act and report. Activities, from perception to the analysis, classification, diagnosis, prognosis and prevention (synteresis) are presented. They allow students and teachers to advance gradually in the understanding of the landscape and the importance of landscapes as indicators of quality of life.

The section "Explore", as its name suggests, invites students to go out and discover the near landscape, mainly through the senses; "Classify" requires identification of the elements and fluxes that characterise every landscape, while "Investigate" delves more into the particularities of the elements and their interactions; "Act" allows for reflection on the impact of actions on the landscape according to their dynamics. Finally, "Report" requires an exercise in communication of the knowledge acquired on a student's own landscape and exchange with other students who live in different landscapes.

As has been said, primary education is a key stage at which to lay the groundwork in the training of students, and thus it is important that teachers share the model in order to avoid undermining its globalism, so that the activities are not isolated from their purpose.

In educational practice, the study of landscape is considered a research project on the territory from an interdisciplinary, communicative and emotional perspective. Therefore, we must ensure the meaning of learning, through the assimilation of knowledge linked to near realities, and also through the generalisation of knowledge and its application to different situations.

It is necessary to learn how to read and interpret the landscape, predict its possible evolution and become aware of the importance of prevention in order to find land use alternatives that depend on

its potentiality and what is desirable. The motivation must be constant and be accompanied by those more subtle and useful learning strategies. This didactic proposal is established from the methodological sequence of landscape studies in the context of the scientific implementation, adaptable for each educational stage. In relation to the different phases, all procedures and relevant techniques that will materialise in different learning activities are highlighted.

If landscape literacy is intended, it should begin in the early, formative stages. The conceptual bases are established and then strengthened with increasing complexity in the later educational stages of secondary school and university. However, landscape education is not completed at the end of the regulated studies but rather, for citizens, it is ideal to maintain a non-formal or informal lifelong learning. As people live and act in the landscape, it is necessary that they can express themselves democratically on interventions that are carried out around them.

This education in the landscape "should provide an opportunity for pupils to discover the role of each individual in his or her role, 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" ([Appendix to Recommendation CM/Rec\(2014\)8 of the Committee of Ministers to member States on promoting landscape awareness through education](#)).

The development of this programme can also provide much useful information at educational level. The different experiences that are carried out in primary schools can be collected and disseminated, commented on, and put into practice with the corresponding adaptations in each place, and thus increase knowledge of educational practices in landscape.

The future is complex, with rapid change, and the objective of education must be to teach how to "learn to learn", in order to adapt to this uncertain world. In order to act and self-organise in diverse contexts and complex situations, competencies must be exercised and acquired through action, based on experience and reflection.

On the other hand, children and young people of the third millennium must develop multiple intelligences (affective, rational, intuitive, experimental...), be self-taught and learn in their own way according to their interests, presenting a high level of perception (physical, mental, emotional, social, psychological and spiritual). They have to manage the two cerebral hemispheres, the rational and the creative, be participatory and collaborative, observe and discover, be socially responsible and wish to improve the world.

The Landscape programme is designed for these generations of the third millennium, which present a level of alertness that makes it easier to adapt to rapid changes. Endowed with high capacities, they need a more holistic and integral education. The programme allows for flexible curricula so that learning habits serve forever, consolidating the ability to adapt to new situations and contexts, avoiding individualistic or competitive methodologies.

The activities proposed in the Landscape programme allow active learning (acting and reflecting on experiences) and transformative learning (creating new

knowledge by questioning the already known). The programme presented is conceived as a good educational tool to develop each and every one of the intelligences of these new generations and from this holistic education citizens are formed who are aware, critical and committed both to new societies and the landscape.

Powerpoint presentation  
<https://rm.coe.int/16808e5351>

# Permanent Landscape Education activities for Primary School

M. del Tura Bovet Pla  
Rosalina Pena Vila  
Jordi Ribas Vilàs

21st Council of Europe Meeting  
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Tropea, Calabria, Italy 2018

## The landscape program

- uses its own Methodology
- proposes Activities to develop in Primary
- can be used in different landscapes
- is useful to any level of education

## Landscape studied like a patient

**Phases of the study:**

- Analysis / characteristics
- Diagnosis / description
- Prognosis / prediction
- Sinteresis / prevention

LANDSCAPE STUDY	PROCEDURES	TECHNIQUES
<b>Analysis</b>	<ul style="list-style-type: none"> <li>❖ Perception</li> <li>❖ Observation</li> <li>❖ Collection of information</li> <li>❖ Treatment of data</li> </ul>	<ul style="list-style-type: none"> <li>Intuitive</li> <li>Organoleptic (sensitive)</li> <li>Field work</li> <li>Office work</li> </ul>
<b>Diagnosis</b>	<ul style="list-style-type: none"> <li>❖ Interpretation of the information</li> <li>❖ Issue conclusions</li> <li>❖ Problem identification</li> <li>❖ Impact detection</li> </ul>	<ul style="list-style-type: none"> <li>Descriptions</li> <li>Graphic representation</li> <li>Numerical</li> <li>Communication</li> </ul>
<b>Prognosis</b>	<ul style="list-style-type: none"> <li>❖ Prediction</li> <li>❖ Asking questions</li> <li>❖ Develop answers</li> </ul>	<ul style="list-style-type: none"> <li>Simulation</li> <li>Communication</li> </ul>
<b>Sinteresis or prevention</b>	<ul style="list-style-type: none"> <li>❖ Elaboration of proposals</li> <li>❖ Argumentation</li> <li>❖ Debate</li> </ul>	<ul style="list-style-type: none"> <li>Creative</li> <li>Simulation</li> <li>Communication</li> </ul>

Landscape Education activities for Primary School. Tropea, October 2018

Activities blocks	Methodological stages
<b>Explore</b>	Perception and analysis Discovering through senses
<b>Classify</b>	Analysis and diagnosis Identify elements and fluxes
<b>Investigate</b>	Analysis, diagnosis and dynamics Deep study of elements and their interactions
<b>Act</b>	Analysis, diagnosis, prognosis and prevention Avoid environmental impacts
<b>Report</b>	Analysis, diagnosis, prognosis and prevention Communication and exchange

Landscape Education activities for Primary School. Tropea, October 2018

## General Pedagogical aims of the activities

- Localization, distribution and recognition of the elements of the landscape
- Take into account the socio-cultural and economical aspects
- The integrating vision of the interaction of all the elements
- Understand the dynamics of the processes that occur in the landscape
- Promote transmission of experiences by use of communication strategies

Landscape Education activities for Primary School. Tropea, October 2018

## Activities structure

**Activitie name**  
**Block**  
**Aims and objectives**  
**Subjects**

- ➡ **Where**
- 📅 **When**
- 👉 **How**
- 👥 **Who with**
- 🕒 **Length**
- 📄 **What do you need?**

**Key concepts**


Landscape Education activities for Primary School. Tropea, October 2018

## Explore objectives

- ◆ To encourage the habit of observation
- ◆ To raise awareness towards the functionality of the landscape
- ◆ To stimulate the visual retentive of shapes, colors, structure and changes of landscape
- ◆ To enhance the senses of hearing, smell, touch and taste, in front of the landscape
- ◆ To feel and define emotions and feelings to the landscape

Landscape Education activities for Primary School. Tropea, October 2018





## Explore

Methodological stages: perception and analysis

Activities:  
 I can see...  
 Listen, who goes there?...  
 Touch something...  
 It smells like...  
 Tasting, tasting...  
 It makes me feel...

Approach to the landscape through the senses

Landscape Education activities for Primary School. Tropea, October 2018



## Who goes there?

to identify landscapes through

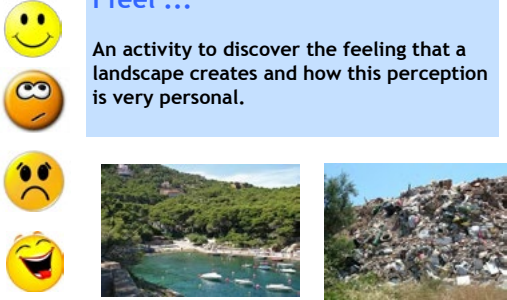
Landscape Education activities for Primary School. Tropea, October 2018



## It smells like...

identify landscapes through smell


Landscape Education activities for Primary School. Tropea, October 2018



## I feel ...

An activity to discover the feeling that a landscape creates and how this perception is very personal.


Landscape Education activities for Primary School. Tropea, October 2018



## Objectives of Classify

- ◆ Identify the elements that make up a landscape and their interrelations
- ◆ Define the location and extension of the elements in a limited landscape
- ◆ Understanding the value of the scale in the space representations
- ◆ Comparing similarities and differences among landscapes
- ◆ Value the local, the European and the world landscape diversity

Landscape Education activities for Primary School. Tropea, October 2018



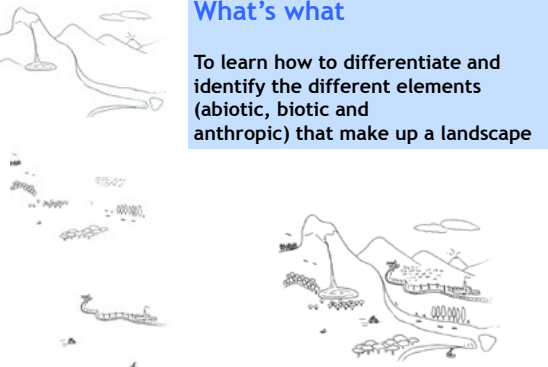
## Classify

Methodological stages: analysis and diagnosis

Activities:  
 What's what  
 Is it what it seems to be?  
 The same but different  
 Even more difficult

To pass from observation to classification

Landscape Education activities for Primary School. Tropea, October 2018




## What's what

To learn how to differentiate and identify the different elements (abiotic, biotic and anthropic) that make up a landscape

Landscape Education activities for Primary School. Tropea, October 2018

## Even more difficult


To learn how to classify landscapes according to the dominance of elements and energies and to understand that the landscapes may be complex and therefore very dynamic and changeable.



Landscape Education activities for Primary School. Tropea, October 2018

## Near or far


To learn how a landscape changes its classification of dominance if we see it close-up or from a distance



## Objectives of Investigate

- ◆ Identify on-site plant diversity, their distribution, density and stratification
- ◆ Recognize indicators of the presence of fauna and of human activities in the landscape, its impact and consequences
- ◆ Understand what erosion is and how water works in modeling the relief
- ◆ Define simple interrelationships among climate, vegetation and relief

Landscape Education activities for Primary School, Strass/Tropes, October 2018



## Investigate

Methodological stages: analysis, diagnosis and dynamics

**Activities:**

- Growing and growing
- Remains
- Footprints
- What is first
- Who goes there?
- The magic of a landscape

To Know and to analyze the interrelationships of a landscape and their acting energies

Landscape Education activities for Primary School, Tropes, October 2018

## Remains ...

To discover the presence of fauna in landscapes through their remains and various distinguishing signs.

Landscape Education strategies for Primary School, Tropes, October 2018

## Who goes there?


An activity in which you can play with the energies that are responsible for the dynamic changes in a landscape have an affect on the landscapes.

Landscape Education activities for Primary School, Tropes, October 2018

## The magic of a landscape

To investigate how landscape has changed with time and the reason why


Landscape Education activities for Primary School, Tropes, October 2018



## Objectives of Act

- ◆ Understand the importance of planning of the landscape
- ◆ Predict and detect the evolution of humanized landscapes
- ◆ Use different types of spatial representations
- ◆ Enhance the realistic and creative personal responses to problems of territorial planning

Landscape Education activities for Primary School, Tropes, October 2018



## Act

Methodological stages: analysis, diagnosis, prognosis and prevention

**Activities:**

- Build your landscape
- You decide
- What do you think would happen if..

Focussing in particular on prediction and also on prevention

Landscape Education activities for Primary School, Tropes, October 2018

### You decide

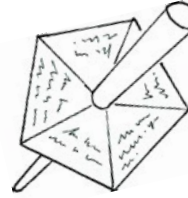
To learn the difficulty of planning and how to make decisions about possible anthropic actions on the landscape



Landscape Education activities for Primary School, Tropea, October 2018

### What do you think would happen if ...?

To learn how to predict the changes that will take place in a landscape by the impact of the extraordinary input of fluxes, materials or energies



Landscape Education activities for Primary School, Tropea, October 2018



### Objectives of Report

- ◆ Develop **communicative competence** over the landscape by means of **oral and written interaction** as well as the use of the **audiovisual language**
- ◆ Recognize and appreciate the values of the local landscape as referents of the **own identity and the role of the landscape** in various **traditional cultural and artistic manifestations**
- ◆ Promote the **landscape as a source of inspiration**
- ◆ Promote the **exchange of knowledge and experiences** related to landscape and the **interest in knowing other landscapes** of Europe and the world

Landscape Education activities for Primary School, Tropea, October 2018



### Report

Methodological stages: analysis, diagnosis, prognosis and prevention

#### Activities:

- My landscape is like this
- Routes
- Our landscape
- My landscape stickers

Dissemination and exchanging experiences on landscape

Landscape Education activities for Primary School, Tropea, October 2018

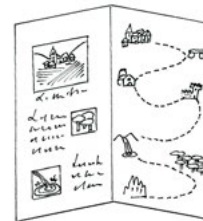
### My landscape is like this



To encourage communication and information exchange about local landscapes with the aim of making pupils they acquire good personal attitudes and social responsibility.

### Routes

To recognise and select our local landscapes including the most common ones



Landscape Education activities for Primary School, Tropea, October 2018

### My landscape stickers

An activity which collects landscapes, creating a personal sticker (photograph) album resulting from exchanging (pictures) with other pupils.



### The Landscape program

- adapts to rapid changes
- allows a holistic and integral education
- facilitates to develop the multiple intelligences of new generations



Landscape Education activities for Primary School, Tropea, October 2018

We expect these 24 activities will be disseminated, applied and through practice will be enriched with the contributions of the educational world

Find them at:

<https://www.coe.int/en/web/landscape/cep-cdcp-2015>

Point 14.Education CDCPP (2015) Add.E

[Thank you very much for your attention](#)

# General debate on landscape in continuing education

*With the participation of  
Members of the Steering Committee for Culture, Heritage and Landscape (CDCPP)  
Council of Europe Conference on the European Landscape Convention and  
Representatives of Ministries; Representatives of local and regional authorities;  
Representatives of international governmental organisations and  
Representatives of international and national non-governmental organisations;  
other participants interested in the issue of the landscape.*

# Débat général sur le paysage dans l'éducation continue

*Avec la participation des  
Membres du Comité directeur de la culture, du patrimoine et du paysage (CDCPP)  
Conférence du Conseil de l'Europe sur la Convention européenne du paysage  
et des Représentants des Ministères; Représentants des autorités locales et régionales;  
Représentants des organisations gouvernementales internationales et  
Représentants d'organisations non gouvernementales internationales et nationales;  
autres participants intéressés par la question du paysage.*



# A process of landscape education

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## Norway

### **Mrs Liv Kirstine Mortensen**

*Senior Advisor, Ministry of Local Government and Modernisation, Department of Planning,  
Honorary chair of the Council of Europe Conference on the European Landscape Convention,  
Norway*

Dear Colleagues,

First, I want to thank the Council of Europe, the Ministry for Heritage and Cultural Activities of Italy and the Regions of Calabria and Basilicata, for organising this event.

I appreciate the opportunity to start this last general debate on landscape and education. I will not report on the situation in Norway since we have the [European Landscape Convention Information System of the Council of Europe](#) for that precise purpose. Instead, I will share some thoughts about our debate theme – Landscape in continuing education.

In this Meeting we heard about the different ways of fulfilling Article 6B regarding landscape training and education in each country's education system, but I think it is important to highlight continuing education, since landscape methods and possibilities are evolving rapidly. I really liked the examples I heard in the forum of experiences. Public participation also plays an important part here.

These workshops are our international continuing education – at least, I personally learn a lot in every workshop – and what characterises them is that they cross professions, nations, management level and experience. Therefore, the workshops are valuable and help us all to progress the implementation of the European Landscape Convention.

The challenge we all face is how we should educate all the professions dealing with landscape, and the ordinary citizen, so that they can meet and discuss the landscape in a meaningful and truly democratic way, in accordance with the expectations of the Convention. I really found the presentation on “Landscape education for democracy” interesting. An important element is also that we go into the landscape to walk and talk together, in an equal manner, independent of our profession, age, experience and social status. Landscapes are concrete experiences.

I express support to the proposal from our chair, Sanja Ljeskovic Mitrovic, that we have a statement asking for a letter to remind our Ministries about Article 6B of the European Landscape Convention, underlining the importance of continuing education, awareness-raising and the experiences collected in this workshop, in particular outdoor education and shorter practical courses, conducted in contact with the general public.





# A new dynamic for landscape education

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## Portugal

**Mrs Marta Andreia Costa Rodrigues**

*Senior Officer, Architect, Directorate General for Territory,  
Ministry of the Environment, Portugal*

**T**hese presentations have allowed us to share experiences and acquire knowledge about issues that are the foundation of any great movement – education – and in this case education regarding landscape. In Portugal we are now starting a new dynamic to improve the relevance of landscape in spatial planning policies and instruments, and this practice also needs the role of education.

This Meeting allows us to bring new ideas and contacts, to improve landscape knowledge at different educational levels. Such a forum of experiences creates a route through different approaches, different scales and ages of stakeholders. There are projects implemented by government, others that came from civil society and non-governmental organisations. All of them have high value and are ideal strategies for specific contexts. These different approaches are the only way to change the culture and improve education about values that will allow a better landscape to be built.



# Landscape and education in the Republic of Moldova

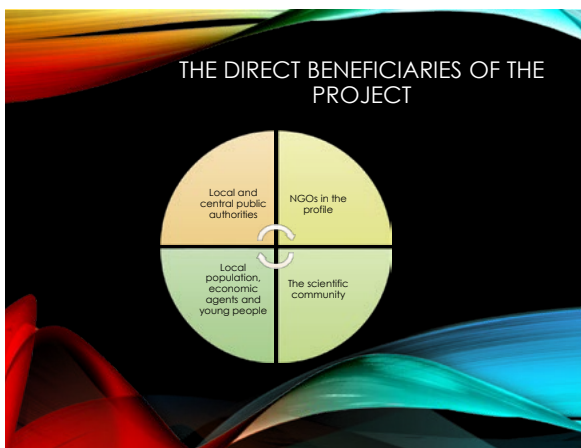
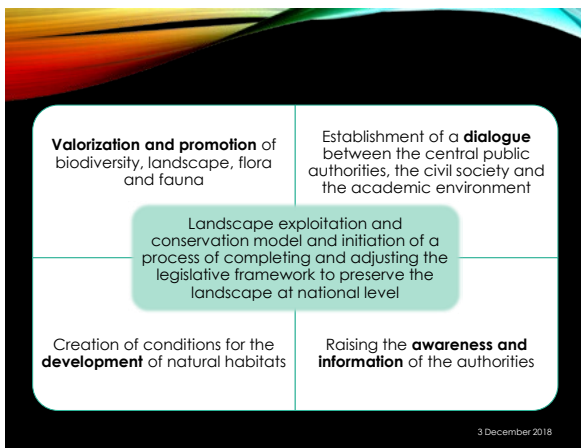
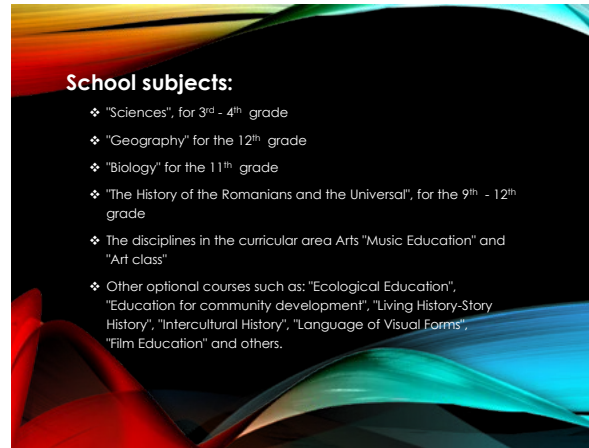
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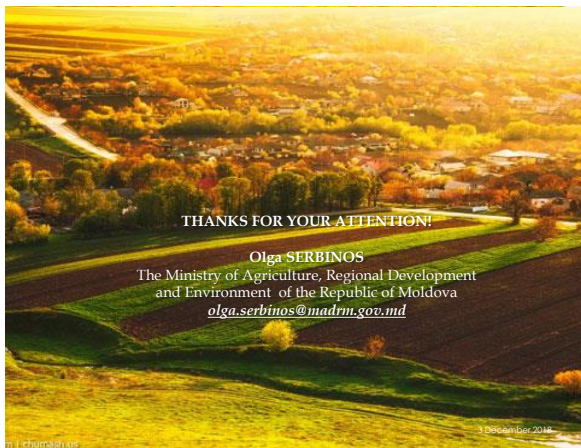
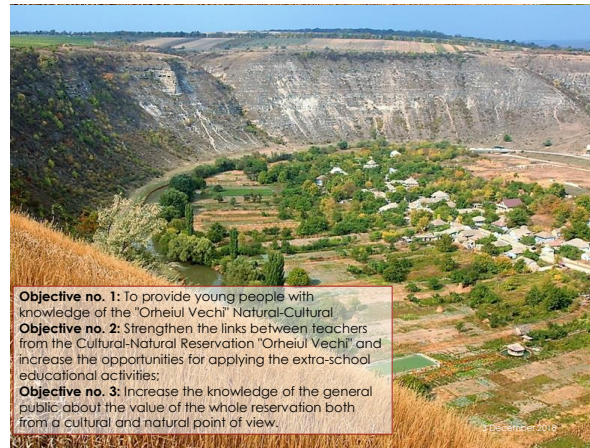
Republic of Moldova

**Mrs Olga Serbinos**

*Head of Spatial Planning, Ministry of Agriculture,  
Regional Development and Environment, Republic of Moldova*

Powerpoint presentation  
<https://rm.coe.int/16808e534f>







# Landscape education in Poland

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**Mrs Hanna Jedras**

*Chief Expert, Department of International Relations,  
Ministry of Culture and National Heritage, Poland*

**T**he Polish legal system regulates a vast area of spatial planning, and includes the definition of “the landscape” within the meaning of the European Landscape Convention. It consists of several legal acts regulating some key issues relating to this sector, but does not solve a range of problems connected to territorial governance. One such problem is the spatial planning in cities as perceived through the quality of architecture, protection of cultural heritage and safeguarding of the urban landscape. The central administration system does not assume responsibility for the beauty of architecture, while assigning to various ministries the particular policies and responsibilities which refer the elements of spatial planning. Thus, it is very hard in Poland to fight the ugliness of architecture, the relentless expansion of developers, the lack of a sense of aesthetics and to stop negative phenomena, for example, the invasion of billboards. There are, however, promising new legal solutions and activities that have been launched by the institutions supervised by the Ministry of Culture and National Heritage, which are improving the state of play, especially in its educational and awareness-raising dimension.

The Law of 25 April 2015, amending certain previous laws and referring to the enhancement of tools to protect the landscape, came into force on 11 September 2015. This Law, which was entitled The Landscape Law (although its scale only partially embraces the landscape issues) amended many legal provisions, among them the Law of 27 March 2003 on spatial planning. It empowered the local authorities to enact resolutions regulating the siting of billboards and other outdoor advertisements and small architectural elements, such as fences. However, their interpretation and implementation of the legal provisions have caused difficulties for local authorities. As a result, through the National Heritage Board of Poland (NHB), a specialised institution, the Ministry of Culture and National Heritage launched a social campaign entitled “The landscape of my city” which was addressed to local authorities, institutions, private enterprises, professionals and civil society, and targeted the problem of outdoor advertising chaos and the quality of urban spatial planning. Where advertising might once have been principally static billboards and shop signs, advertisements now commonly adorn not only buses, train stations, shopping malls – no matter the size of the city – but even the local transport and small city architecture, thus invading and transforming the landscape.

Specialist media companies also display advertisements on big screens in the busiest city areas. Such trends are not restricted to a few large cities, they are widespread. The impact of these new outdoor advertising arrangements for the urban public space are very visible throughout Poland and have potentially harmful consequences for the city landscape. Big format billboards cover historic buildings, reshaping the urban space and provoking changes in the perception of local heritage.

A vital aspect of the social campaign was the orientation film also entitled “The landscape of my city”. It tackled the advertising proliferation problem in a simple and attractive way, and showed good practice, educating the population in methods of care for cultural heritage and the city’s aesthetics. The film was premiered at regional level and it was accompanied by meetings with local authorities.

Another relevant tool is the National Heritage Board of Poland’s special portal, also entitled “The landscape of my city”, offers a toolkit providing assistance in the domain of the spatial planning at local level. A special set of manuals, available through the portal in digital form, advise on cultural heritage management and standards for displaying outdoor advertisements and signs on historical buildings and historical sites. Thus, the manuals prepared under the aegis of the National Heritage Board of Poland provide the interpretation and present advantages for setting regulations for local development plans.

A further important step, taken in December 2017 to enhance the knowledge and education of the quality of architecture and spatial planning in Polish cities, was the Minister of Culture and National Heritage's decision to establish the National Institute of Architecture and Urban Planning (NIAIU). The Institute's core mission is to stimulate public awareness in the field of architecture and urban planning, and to shape a new quality in thinking about public spaces. The National Institute's main tasks are to take action aimed at strengthening the local cultural identity of Polish people, and to provoke debate on the value of public space. Its activities are also concentrated on popularising Polish architectural and urban-planning thinking, through digitisation, and facilitating universal access to the resources, as well as initiating and promoting multifaceted research projects pertaining to Polish architectural and urban-planning heritage, and its present-day significance. The National Institute is also responsible for showcasing the work of Polish architects and urban

planners in the international context, and disseminating their achievements at home and abroad.

Lastly, it should be noted that the positive tendency towards the care for the quality of the built environment could be supported through the Davos Declaration. In January 2018, the European Ministers of Culture, among them the Polish Minister of culture and national heritage, who represented the signatory states of the European Cultural Convention, adopted the Davos Declaration calling for a high-quality Baukultur. This concept embraces existing buildings, monuments and infrastructure, as well as public spaces and landscapes. It refers to the people's social and psychological needs in relation to their built and natural surroundings. The Declaration calls for efforts in the field of education and awareness-raising, stating that "All those involved, public and private sector alike, bear responsibility for the quality of our built environment, which will be passed on as a legacy to future generations".



# Education and the implementation of the European Landscape Convention in the Slovak Republic

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## Slovak Republic

**Mrs Zlatica Csontos Šimoňáková**

*Senior Officer, Ministry of the Environment, Slovak Republic*

In the Slovak Republic, the four following elements contribute to the implementation of the provisions of the European Landscape Convention on education: institutional support, promotion and education, co-operation, and professional support.

### **Institutional support**

The principles of the European Landscape Convention are implemented in the draft legislation of all sectors (land-use planning, protection of monuments and sites and environmental impact assessment) and integrated into strategic, conceptual and programme documents at all levels, in particular in national land use plan guidelines. The concept of the territorial development of Slovakia is a prerequisite for preserving the characteristic landscape features.

The goals of the Convention are integrated in the concept of nature and landscape preservation, the Biodiversity Action Plan by 2020 and both existing and forthcoming methodical guidelines for the preparation of landscape documents. The development of territorial systems of ecological stability contributes to the implementation of the Convention's objectives. Methodological documents refer to the green infrastructure.

Support is provided for the development and the implementation of landscape concepts for landscape protection, management and planning.

### **Promotion and education**

There are learning programmes, notably provided by the Slovak Agricultural University in Nitra, the Technical University in Zvolen, the Technical University in Bratislava and the University of Prešov, which focus on landscape planning, spatial planning, landscape architecture.

A strong information campaign was undertaken to educate the expert public and local government, working with the public, lectures and presentations at seminars and conferences. The Slovak Environment Agency prepare many publications and promotional materials which are informative and aim to raise awareness about landscape value, for both experts and the non-expert public.

- ▶ Brochure "European Landscape Convention in the Slovak Republic", 2005 and 2017;
- ▶ Brochure "Guide to landscape values. Horehronie";
- ▶ Landscape Award travelling exhibition;
- ▶ Documentary film, "National Landscape Award for the Landscape in Slovakia", regarding the award ceremonies;
- ▶ Posters promoting the European Landscape Convention and presenting Slovakia through the pictures submitted for the Award.

## Co-operation

- ▶ The Technical University of Zvolen, Faculty of Ecology and Environmental Sciences, focuses on landscape issues at the level of research and education, with the support of UNISCAPE;
- ▶ The EKOPOLIS Foundation, which has been a member of CIVILSCAPE since 2009, supports and carries out the concepts of the European Landscape Convention through its grant programmes and projects;
- ▶ Co-operation between experts contributes to promotion of the integration of landscape protection management and planning in sectoral policies, including land-use planning, monument and site protection and nature conservation. Historians and tourism organisations are involved in this process;
- ▶ Networking is developed;
- ▶ Exchange of experience and methodologies on identification of landscape values is carried out.

Moreover, in the context of the promotion of the Convention and education regarding landscape, a European Landscape Convention Information Day is organised every year, on the basis of a co-operation between the Slovak Environment Agency and the Scientific Library of the Technical University of Zvolen. This year, the 10th Information Day event has taken place.

This year, the 22nd Conference on “Landscape man and culture”, focused on the implementation of the European Landscape Convention. This Conference, which has been held since 2006, is popular among experts and students, as well as the non-expert public. The first day of the Conference is always dedicated to expert lectures and on the second day expert education takes place.

## Professional support: landscape typology

Each party to the Convention undertakes to determine landscape types within its whole territory: under this obligation, a “Methodical guideline for development of landscape typology in Slovakia”

was prepared. The aim of this landscape typology is to identify interdependencies between natural, cultural and historical values and social and economic conditions, and to improve the preservation of various landscape types in Slovakia. Specification of landscape types and particulars of individual regions will promote effective landscape preservation, its conservation, management and planning processes.

The Institute of Landscape Ecology of the Slovak Academy of Sciences is developing two projects:

- ▶ The Representative of Geo-ecosystems of Slovakia (REPGES) has identified and evaluated characteristic types of Slovakian landscape, based on the morphological features of relief and prevailing land use;
- ▶ The work “Research and Preservation of Biodiversity in the Historical Structures of Agricultural Slovak Landscape” was prepared using Landscape Assessment Methodology.

Although landscape assessment methodologies have been developed and approved, providing the methodological background for landscape assessment in Slovakia, there is no uniform method of evaluation. One methodology is available for the identification and evaluation of characteristic landscape features (2010) and another is available for the assessment of the visual impact on the landscape of wind-power plants and wind farms (2010).

These methodologies can be used to define the actual landscape values, and landscape image, to evaluate characteristic phenomena of landscape aspects, landscape features, landscape identity and the risk of decline of significant landscape components. They can also be used to evaluate the development project in the territory and the project of locating structures in the country (e.g. wind-power plant, tourism facilities and industrial parks).

Powerpoint presentation  
<https://rm.coe.int/16808e95db>



# Education and implementation of the European Landscape Convention in Slovakia

21st MEETING OF THE WORKSHOPS FOR THE IMPLEMENTATION OF THE EUROPEAN LANDSCAPE CONVENTION

"Landscape and education"  
Tropea, Italy 2018

## European Landscape Convention in Slovakia



The European Landscape Convention became effective in Slovakia on 1 December 2005.

It was implemented according to the implementation concept approved by the Ministry of Environment of the Slovak Republic.



Implementation comprises:

- Institutional support
- Promotion and education
- Cooperation
- Professional support

## Institutional support

- Principles of the European Landscape Convention are implemented in the draft legislation of all sectors (land-use planning, protection of monuments and sites, EIA - environmental impact assessment);
- Transformation of landscape preservation into the Act on Nature and Landscape Protection;
- Integration of ELC into strategic, conceptual and program documents at all levels, national land use plan guidelines (Concept of the territorial development of Slovakia - prerequisite for preserving the characteristic landscape features);
- Integration of ELC goals into the Concept of Nature and Landscape Preservation, Biodiversity Action Plan by 2020 and into existing and forthcoming methodical;
- Guidelines for the preparation of landscape documents;
- Methodology for the development of territorial systems of ecological stability in the context of integration of ELC objectives. These documents refer to the green infrastructure;
- Support of the development and implementation of landscape concepts for landscape protection, management and planning.



## Promotion and education

- In Slovakia we have universities which have learning programmes focused on landscape planning, spatial planning, landscape architecture and so on.
- For example:
  - Slovak agricultural university in Nitra
  - Technical university in Zvolen
  - Technical university in Bratislava
  - University of Prešov



## Promotion and education

- Information campaign, education of expert public and local government, working with public, lectures and presentations at seminars and conferences;
- Promotion materials - informing and increasing awareness of expert and non-expert public about the landscape value;
- Publication (brochure) "European Landscape Convention in the Slovak Republic" 2005;
- Publication (brochure) "European Landscape Convention in the Slovak Republic" 2017;
- Publication (brochure) "Guide to landscape values Horehronie";
- Landscape award travelling exhibition;
- Documentary film "National Landscape Award for the Landscape in Slovakia" about the previous award ceremonies.



## Promotion and education

- Promotion materials - informing and increasing awareness of expert and non-expert public about the landscape value;
- Posters concerning ELC - presenting Slovakia through the pictures.



## Cooperation

### within UNISCAPE

- Technical University in Zvolen, Faculty of Ecology and Environmental Sciences
- Focuses on the landscape issues at the level of research and education



### within CIVILSCAPE

- EKOPOLIS foundation
- Member since 2009



- It supports and carries out the ideas of the European Landscape Convention through its grant programmes and projects



## Cooperation

- Co-operation with experts in integrating landscape protection: land-use planning, monument and site protection, nature conservation with historians and tourism organisations;
- Networking;
- Exchange of experience and methodologies on identification of landscape values;
- Information Day event on the European Landscape Convention organised in co-operation with Slovak Environment Agency and Scientific Library of the Technical University of Zvolen – This year 10th Information Day event took place.



Information Day event on the European Landscape Convention

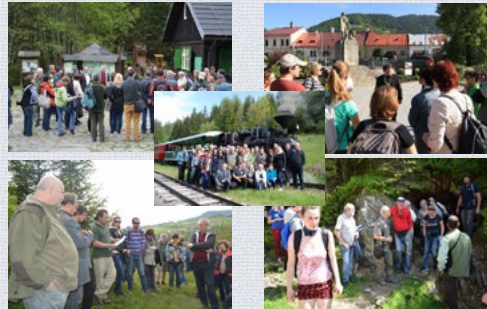
## Cooperation

- This year 22nd **Conference LANDSCAPE, MAN AND CULTURE**, held annually since 2006, took place and it focuses on implementation of ELC.



## Cooperation

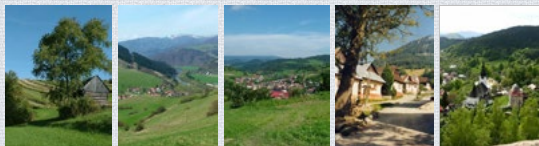
- The conference is popular among experts, students and the non-expert public. The first day of the conference is dedicated to expert lectures and on the second day expert educational visits of the grounds take place.



## Professional support

### 1. Landscape typology

- Each party to the Convention undertook to determine their own landscape types in the whole territory and under this obligation "Methodical guideline for development of landscape typology in Slovakia" was prepared;
- Aim of landscape typology is to identify interdependencies between natural, cultural and historical values and social and economic conditions, and to improve the preservation of various landscape types in Slovakia;
- Specification of landscape types and particulars of individual regions will promote effective landscape preservation, conservation, management and planning processes.



## Professional support

Institute of Landscape Ecology of the Slovak Academy of Sciences has two projects.

- Project **REGGES - representative geoecosystems of Slovakia**
  - Identified and evaluated representative types of Slovak landscape
  - Based on the morphological features of relief and prevailing land use



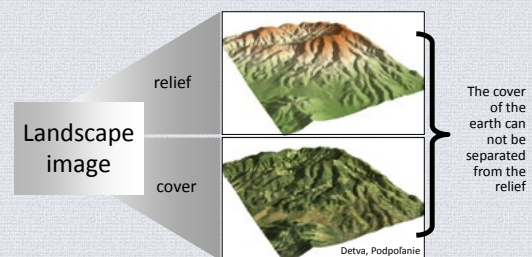
- Project "Research and Preservation of Biodiversity in the Historical Structures of Agricultural Slovak Landscape"

## Professional support

- Landscape Assessment Methodology**
- Lack of uniform method - landscape assessment methodologies were developed and approved - methodological background for landscape assessment methods in Slovakia;
- Methodology for identification and evaluation of characteristic landscape features (2010);
- Methodology for assessment of visual impacts of wind power plants and wind farms on the landscape (2010);
- Glossary to be prepared;
- Methodology can be used to define:
  - actual landscape values, landscape image, to evaluate characteristic phenomena of landscape aspect, landscape features, particulars, landscape identity, risk of decline of significant landscape components;
  - Evaluate the development project in the territory and the project of locating structures in the country (e. g. wind power plant, tourism facilities, industrial parks).

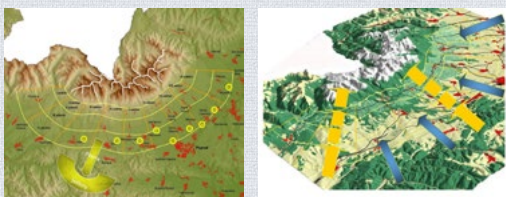
## Methodology

- Methodological assessment of landscape
- Landscape - relationship between the relief and land cover
- 3D visualisation - application of GIS methods



## Methodology

- Visual landscape character
- For example: Visual fields, sectors and zones of High Tatra Mountains



## Methodology

- Studies - **REVIEW OF METHODOLOGY** - applied research
- Studies aimed at the historical landscape structures - agricultural and mountain
- Historical structures of agricultural landscapes (Hriňová)
- Historical structures of mountain landscapes (Nová Baňa, Ľubietová)
- Composite landscape - Spišský Jeruzalem
- Reassessment of protected areas from the point of view of landscape in cooperation with the State Nature Conservancy of the Slovak Republic White Carpathians Protected Landscape Area and Kysuce Protected Landscape Area
- Defining landscape values - undervalued, overlooked landscape values in relation to an integrated approach (comprehensive perception) to the values of natural and cultural heritage
- Preparation of materials and evaluations for the "European Heritage" label
- Mapping the significant landscape components
- Assessment of development projects with regard to the visual landscape features -pistes, wind power plants, telecommunications tower

## Methodology

- Studies aimed at defining the landscape values - historical structures of agricultural landscapes - dispersed settlement,
- for example - Hriňová - historical structures of agricultural landscapes are the specific country phenomena representing the preserved land use technique



## Methodology

- **Assessment of an impact of construction work on the landscape with regard to preserving landscape characteristics**
- **Casual assessment** - assessment of development project, i. e. impact of the planned construction work on the landscape where the location of construction work is known
- **Preventive assessment** - conceptual assessment concerning the selection of suitable locations for the construction works in the country
- **Important for:**
  - Land use planning,
  - environmental impact assessment (EIA),
  - land re-parcelling,
  - protected areas conservation programmes,
  - development programmes,
  - Village restoration programme, etc.

Thank you for your attention





**Closing Session**  
**Session de clôture**





# **General conclusions**

## **Conclusions générales**



# Lessons from the landscape

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**Mrs Anna Luengo Añon**

*Member of the Executive Council*

*of the International Federation of Landscape Architects (IFLA Europe),*

*Former President of IFLA Europe*

**W**ithout aiming to open a conceptual discussion on the definition and scope of landscape – and taking for a basis the definition in the European Landscape Convention – it is easy to conclude that landscape is a result of the relationship between humankind and the environment, a social and economic construct.

If this is so, and landscape is forged by humankind, and therefore intrinsic to each individual, why is there actually a need to teach landscape? Why is this issue so challenging at this moment in time? Going back in history and analysing millenary dynamics helps frame the issues at stake.

Firstly, in the past, individual identity as well as social cohesion was ensured, thanks to the tight integration which existed between individuals, social and political institutions and the – quite intangible – perception of belonging to a determined geographical area. The village, the city, the region, were not considered landscapes as the noun is understood now: they were an intrinsic part of the individual which had been nurtured by them and had helped forge them. But, in the 18th century, the massive exodus towards cities forever changed our conscience of the cultural and emotional links we had established with the immediate space that surrounds us. This initiated alienation processes – social isolation, vandalism, etc. – which have become accentuated recently.

Secondly, the perception of the nature that has accompanied humankind during the millenary evolution of the Earth has changed these last decades. Nature, understood as an unaccountable infinity of things and processes which dominated humankind's destiny, no longer exists as such, but rather nowadays depends on humans. The Anthropocene, or the geological era of humankind, has taken over from the Holocene, which started 11,784 years ago, when the last Ice Age ended – and reminds us that human activities are producing global transformations in our planet's fragile climate system. For the first time it is apparent that Nature is no longer dangerous, but rather is in danger.

The third, and for the purpose of this meeting, the last reason I have found for the need to “teach” landscape is that we have also arrived at the climax of a secular process of knowledge that, probably dating back to Hellenic times, acquired force during the Renaissance with the creation of universities and learning centres in Europe, and institutionalised itself at the end of the 19th century with the creation of academies. It is at this point – spurred by the ideas of Modernity that were sweeping this continent at the beginning of the 20th century –, that teaching becomes specialised, focused and oriented; undoubtedly this will help achieve spectacular scientific progress but it also implies losing sight of the vast range of interwoven relations that have linked man to his surroundings.

Thus, we are witnesses of a unique historical moment in which humankind's lasting relation with place, with nature, and with the planet itself is undergoing a – possibly final – revolution which will introduce a new planetary configuration for centuries to come.

It is at this stage that landscape becomes essential: thanks to landscapes we can establish a link between the past, the present and the future which can define our identity, creating a sense of belonging regardless of the continuous changes which might take place. This is precisely why the teaching of landscape is fundamental as a repository of our past, and as the foundation stone of our future.

During these two days there have been examples from all over Europe that present a fascinating array of methodological practices encompassing both primary and secondary education. Teaching landscape at early stages seems rightly necessary as it is as individuals as well as a community that we create landscape.

Regarding later stages of learning, i.e. university, there have also been speakers from various professions approaching the subject. Agronomists, archaeologists, architects, biologists, economists, forestry and civil engineers, environmentalists, historians, geographers, lawyers, and a large etcetera of professionals who all compose a myriad of visions necessary and fundamental to the understanding, protection, management and planning of our landscapes.

As one of these professionals, I am here representing the European region of the International Federation of Landscape Architects (IFLA), encompassing 34 national associations and a not-for profit organisation that supports and promotes the profession of landscape architecture, recognising excellence in educational courses and promoting best practice operations in all member countries.

Some examples regarding the work done by IFLA member landscape architects have been described during the Meeting. Other examples by these associations in educational matters are included as annexes to this text. They range from projects addressed to elementary and primary education, such as the beautiful calendar produced by the Panhellenic Association of Landscape Architects for the Department of Environmental Education of Middle School Management of Athens, dedicated to the discovery and study of the landscape in the context of environmental education and sustainability; the practical workshops with children by the Turkish Association of Landscape architects so that they can design their own playground; or others dealing with university teaching and beyond, as the joint project implemented in recent years by the Lithuanian, Latvian and German Association of Landscape architects regarding the Continuous Professional Development and Vocational Training for Landscape architects which builds pathways for continuous professional development by knowledge and experience exchange between the professionals' communities in the Baltic Sea Region.

This is just a sample of the wide range of IFLA's National Association members' projects that strive to implement the subject of education as described in the European Landscape Convention. Besides these, it is very pleasing to hear of the many projects being undertaken in European countries dealing with landscape architecture teaching; it is good proof of the wide acceptance of the profession as a required component for the wellbeing of European citizens.

Although many of IFLA's National Associations are constituted in a Chamber system – Bulgaria, Czech Republic, Germany, Italy, Hungary, Netherlands, Slovakia –, in many other nations, landscape architecture is however not considered a profession. What is especially confusing is that it is thought by governments that other recognised professions that have no training in landscape are actually quite competent to practice in this activity.

These policies seem quite contradictory to this Meeting and its aims, with Article 6 B.c. of the Council of Europe's European Landscape Convention on education, according to which "Each Party undertakes 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". IFLA therefore wishes to request all Member States present at this Meeting to simply show their willingness and commitment not only towards the teaching of landscape and the profession but also towards the landscape itself. Landscape must be seen as an integrative, distributive and solidaritarian system that enables a holistic view far beyond its concrete materiality. These are the real implications behind article 6 B.c. of the European Landscape Convention, which, in addition to the teaching itself, requires us to "address the values" inherent in our landscapes; let us not lose the chance of putting forward a model of what we ourselves would like to be.

# Leçons du paysage

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M<sup>me</sup> Anna Luengo Añon

Membre du Conseil exécutive de la Fédération internationale  
des architectes paysagistes (IFLA Europe),  
Ancienne Présidente d'IFLA Europe

**S**ans se lancer dans un débat conceptuel sur la définition et la portée du paysage, et en s'appuyant sur celle qu'en donne la Convention européenne du paysage, il est facile de conclure que le paysage est la résultante de la relation entre l'homme et son environnement, une construction sociale et économique.

S'il en est ainsi, et si le paysage est façonné par les humains, donc intrinsèque à chaque individu, alors d'où vient la nécessité *d'enseigner* ce qu'est le paysage? Pourquoi ce sujet est-il si difficile à l'époque qui est la nôtre? Remonter le cours de l'histoire et analyser une dynamique millénaire peut nous aider à en cerner les enjeux.

Tout d'abord, par le passé, l'identité individuelle était assurée, tout comme la cohésion sociale, grâce à l'intégration étroite entre les individus, les institutions sociales et politiques et le sentiment – tout à fait intangible – d'appartenir à une aire géographique déterminée. La ville, le village, la région n'étaient pas considérés comme des paysages, au sens où nous entendons ce mot aujourd'hui: ils faisaient partie intrinsèque de l'individu qu'ils avaient nourri et qui contribuait à les façonner. À partir du XVIII<sup>e</sup> siècle toutefois, l'exode massif vers les villes a modifié à jamais notre conscience des liens culturels et affectifs que nous avons établis avec l'espace immédiat qui nous entourait. Cette évolution a enclenché des processus d'aliénation – isolement social, vandalisme, etc. – qui se sont accentués ces derniers temps.

Deuxièmement, la perception que l'homme a eu de la nature tout au long de son évolution millénaire a changé ces dernières années, à en devenir méconnaissable. La nature, comprise comme une infinité indénombrable de choses et de processus qui présidaient à la destinée de l'humanité n'existe plus en tant que telle; aujourd'hui, c'est plutôt elle qui dépend de l'homme. L'anthropocène, c'est-à-dire l'ère géologique de l'humain, a pris le pas sur l'holocène, qui a commencé il y a 11 784 ans, à la fin la dernière période glaciaire, et nous rappelle que les activités humaines produisent des transformations globales du système climatique fragile de notre planète. Il apparaît pour la première fois que la nature n'est plus dangereuse et que c'est plutôt elle qui est *en danger*.

La troisième et – pour ce qui nous intéresse ici aujourd'hui – dernière raison que j'ai trouvée à la nécessité d'enseigner ce qu'est le paysage est que nous sommes arrivés à l'apogée d'un processus séculaire de connaissance qui, remontant probablement à la Grèce antique, s'est développé à la Renaissance avec la création d'université et de centres du savoir en Europe pour s'institutionnaliser à la fin du XIX<sup>e</sup> siècle avec la généralisation des universités. C'est à ce point de l'histoire que l'enseignement, stimulé par les idées de l'ère moderne qui traversent tout le continent au début du XX<sup>e</sup> siècle, se spécialise, se concentre et se donne des orientations, ce qui contribuera indubitablement à réaliser des progrès scientifiques spectaculaires, mais amènera aussi à perdre de vue la multiplicité des relations très étroites qui lient l'homme et son environnement.

Nous assistons donc à un moment unique de l'histoire où la relation durable de l'homme avec son environnement immédiat, avec la nature et avec la planète elle-même connaît ce qui est, peut-être, sa dernière révolution, dont découlera une nouvelle configuration planétaire pour les siècles à venir.

C'est à ce stade que le paysage devient essentiel; grâce aux paysages, nous pouvons établir un lien entre le passé, le présent et le futur qui pourra définir notre identité, créer un sentiment d'appartenance indépendamment des changements constants qui pourraient se produire. C'est précisément pour cette raison qu'il est fondamental d'enseigner ce qu'est le paysage, recueil de notre passé et pierre angulaire de notre avenir.

Ces deux jours nous ont apporté des exemples de toute l'Europe, constituant un éventail fascinant de pratiques méthodologiques concernant l'enseignement primaire et secondaire. Il paraît à juste titre nécessaire d'enseigner à des stades précoces ce qu'est le paysage car ce sont les individus qui le créent, tout autant que la collectivité dans son ensemble.

Pour les étapes ultérieures de l'apprentissage, c'est-à-dire le niveau universitaire, nous avons aussi entendu des intervenants de diverses professions: agronomes, archéologues, architectes, biologistes, économistes, ingénieurs civils et forestiers, spécialistes de l'environnement, historiens, géographes, juristes, parmi de nombreux autres, qui offrent à eux tous une multitude de visions nécessaires et essentielles à la compréhension, à la protection, à la gestion et à l'aménagement de nos paysages.

Étant moi-même l'une de ces spécialistes, je représente ici la région Europe de la Fédération internationale des architectes paysagistes (IFLA); c'est une organisation à but non lucratif qui regroupe 34 associations nationales, dont la mission est de soutenir et défendre la profession d'architecte paysagiste en reconnaissant les formations d'excellence et en encourageant les bonnes pratiques dans tous les pays membres.

Des exemples du travail accompli par des architectes paysagistes membres de l'IFLA ont été présentés pendant la Réunion. D'autres exemples provenant des associations membres et concernant l'enseignement et la formation sont annexés au présent texte. Ils vont de projets visant l'enseignement élémentaire et primaire, comme le beau calendrier produit par l'Association panhellénique des architectes paysagistes pour le Département d'éducation environnementale de la Direction de l'enseignement secondaire d'Athènes, consacré à la découverte et à l'étude du paysage dans le contexte de l'éducation à l'environnement et de la durabilité de l'environnement, les ateliers pratiques organisés pour les enfants par l'Association turque des architectes paysagistes pour qu'ils conçoivent leur propre terrain de jeu, ou d'autres, qui s'adressent à l'enseignement universitaire ou au-delà, comme le projet mené conjointement ces dernières années par les associations d'architectes paysagistes de Lituanie, de Lettonie et d'Allemagne pour la formation et le développement professionnels continus des architectes paysagistes, qui ouvre des voies pour le développement professionnel continu par le partage de connaissances et d'expériences entre les milieux de professionnels de la région balte.

Il s'agit juste d'un aperçu de la grande diversité de projets menés par les associations nationales membres de l'IFLA pour faire avancer la cause de l'éducation dans le sens voulu par la Convention européenne du paysage. Au-delà, il est très agréable de découvrir les nombreux projets entrepris dans divers pays européens dans le domaine de l'enseignement de l'architecture paysagère; c'est la preuve de la vaste reconnaissance que s'est acquise la profession en tant qu'acteur incontournable du bien-être des Européens.

Bien que de nombreuses associations nationales membres de l'IFLA soient organisées en chambres professionnelles, notamment en Bulgarie, en République tchèque, en Allemagne, en Italie, en Hongrie, aux Pays-Bas, en Slovaquie, dans de nombreux autres pays, la profession d'architecte paysagiste n'est cependant pas reconnue. Ce qui est perturbant, c'est que des gouvernements pensent que d'autres professions, reconnues elles, qui n'ont aucune formation dans le domaine du paysage, sont en fait tout à fait compétentes pour exercer cette activité.

Cette politique paraît être en contradiction flagrante avec la présente Réunion et son objectif, avec l'article 6 B. c. de la Convention du Conseil de l'Europe sur le paysage, selon lequel «Chaque Partie s'engage à promouvoir: ... des enseignements scolaires et universitaires abondant, dans les disciplines intéressées, les valeurs attachées au paysage et les questions relatives à sa protection, à sa gestion et à son aménagement». C'est pourquoi l'IFLA désire demander à tous les États membres présents à cette Réunion bien vouloir montrer leur volonté et leur engagement non seulement en ce qui concerne l'enseignement du paysage et la profession, mais aussi envers le paysage lui-même. Le paysage doit être perçu comme un système intégratif, distributif et solidaire qui permet une vision globale, bien au-delà de sa matérialité concrète. Telles sont les implications réelles de l'article 6 B.c. de la Convention européenne du paysage, qui exige, au-delà de l'enseignement lui-même, que nous nous intéressions aux «valeurs» inhérentes à nos paysages; ne laissons pas passer la chance de proposer un modèle de ce que nous-mêmes souhaiterions être.

## Appendix

### Examples regarding the work by IFLA-Member Landscape architects

#### Panhellenic Association of Landscape Architects (PHALA)

##### Landscape through the scope of sustainability

The calendar of 2017, created by the Panhellenic Association of Landscape Architects (PHALA) for the Department of Environmental Education of Middle School Management of Athens, was dedicated to the discovery and study of the landscape in the context of environmental education and sustainability.

The calendar, which was installed in every classroom, aimed to give the students the stimuli for further reflection and awareness. It was accompanied by a leaflet with ideas and suggestions which aimed to help the students and their teachers read and decipher their local landscape of different typologies (urban landscape, coastal landscape, rural landscape or mountain landscape). Each calendar month was accompanied by a short text about the landscape and landscape architecture.

Through this small action, PHALA aimed to stress the importance of landscape education, which aims not only at the preservation and improvement of landscape, but also works as an important step with educational value. It is more than a simple object in a classroom, it helps students develop awareness and be sensitive both as part of the society and as individuals. Landscape education should be more than an individual subject in education, it should be a process with a great educational footprint.

##### The 2017 PHALA Schools Calendar

###### January

"Landscape" means an area, as perceived by people, whose character is the result of the action and interaction of natural and/or human factors (European Landscape Convention of the Council of Europe, 2000).

###### February

On February 25th of 2010 the Greek state validated the European Landscape Convention and all its contents regarding theory and legal regulations.

###### March

Did you know that the landscape is a defining factor of private and social prosperity and its protection, management and planning are rights and responsibilities for everyone?

###### April

April is World Landscape Architecture Month and there are events worldwide about its protection, design and management.

###### May

Genius Loci or "the spirit of place" is an expression referring to the recognition of the special character of each place. It is a genuine heritage of Greece in landscape architecture science. [Geoffrey Jellicoe, 1900-1996, Susan Jellicoe 1907-1986]

###### June

... landscape is not, as perceived by some, simply a total of earth, plants and water, it is the projection of a nation's psyche on matter. [O. Elitis, 1911-1996]

###### July

To design a landscape means to analyse, compose and imprint the spatial elements around me in a single entity, aiming to improve, restore or create from scratch.

###### August

Landscape protection means to ensure the preservation of all its attributes, from the most important to the seemingly least important. Actions regarding landscape protection are, amongst others, not to litter, not to pollute the water reserves, maintaining our forests, planting and educating citizens about the value of landscape.

###### September

Landscape management means doing all the necessary actions in order to ensure its maintenance and preservation. These actions could be keeping the landscape clean, maintaining its infrastructure, taking care of plant health or reinforcing greenery. We should all take care of our landscapes, so that they do not become degraded.

###### October

Landscape includes not only places that look natural. There are many types of landscape, from natural landscape to urban, agricultural, industrial, coastal or touristic landscape. Can you think of any more to share with your classmates?

###### November

Landscape architects are involved with planning and designing outdoor space of small to large scale, in urban or natural landscape, by making use and combining plants and constructions. [Frederic Law Olmsted, 1822-1903]

###### December

Landscape architecture is the art and science of dealing with planning and designed outdoor spaces of any size, combining aesthetics and function, for human use.





## Turkish Association of Landscape Architects

*Project name:* "Play Without Barriers (PWB) – Design a playground together for disabled and able children to play together".

*Dates:* 2013-2016.

*Co-ordinator:* Gül Sayan Atanur (Landscape Architect) and Sebla Arin (Architect).

*Supporters:* Bursa Nilüfer Municipality, Bursa Nilüfer City Council; Bursa Nilüfer Town National Education Directory; Bursa Technical University; İstanbul Technical University, Uludağ University; Turkish Chamber of Architects, Bursa Branch; Turkish Chamber of Landscape Architects, Bursa Branch; ÇEK 3 Mart Azizoğlu Primary School.

*Project pictures*



### **Lithuanian Association of Landscape Architects, Latvian Association of Landscape Architects and German Association of Landscape Architects**

Continuous Professional Development (CPD) – the tool for strengthening public roles of landscape architects in the Baltic Sea Region.

Gintaras Stauskis, Vaiva Deveikiene, Una Ile, Kristine Dreija.

Vilnius Gediminas Technical University, Vilnius City Municipality, Latvia University of Agriculture.

The profession of Landscape architect is facing complex socio-economic and environmental challenges of urban sprawl, depopulated urban centres, lack of a quality public space in modern cities, across the continent of Europe. The search for the best sources of Continuous Professional Development (CPD) becomes a key factor to better professional success and the public input of landscape architects. Associations of landscape architects in Lithuania, Latvia and Germany are designing and building pathways for continuous professional development through knowledge and experience exchange between professional communities in the Baltic Sea Region (BSR). Traditional, modern and emerging methods of training are incorporated in the permanent professional development platform, whilst sharing practical experiences and applying the most appropriate tools for resolving actual challenges in Landscape architecture. Analysis of real cases by study trips and interactive workshops allows identification of the space where modern analysis and design methods could be applied.

Virtual simulation tools are used to facilitate wider public involvement into the process of creating liveable public spaces in sustainable urban landscapes and demonstrating how public participation can be used as a design instrument. Self-assessment is a part of the CPD process that gives better awareness of personal needs in a professional project. CPD in the BSR also promotes cross-border and wider exchange of knowledge, competences and ideas, by analysing different landscape sites in lectures in the training process, and also bringing professional teams from several countries together. The CPD platform is complementary to the development of international professional space for the development of the landscape architect's public skills to manage and promote sustainable development of our cities and countries.

#### **Recent societal and professional challenges for landscape architects in the BSR**

Landscape architects develop their practices in the situation of constant social change and the development of civil society. Geopolitical constraints of the 20th century and the following break with the

former regime in 1990 left a negative imprint on the public attitude to community life and all that is common, including neighbourhood, in Lithuania and Latvia, as well as in the other Central and Eastern European countries. Landscape architecture is one of the strongest instruments to shape the quality of the environment, in a way that people prefer. Still, some types of public activity and communal life are considered hostile and top-down action invokes bad memories from the cold Soviet past. The new understanding and experience in community life is about developing social capital, step by step, slowly and invisibly. Simultaneously, some traditional communities vanishing along with demolition and rebuilding of old buildings and tower blocks.

One can notice the difference between public and professional opinions in reaction to the results of some architectural competitions or some development projects. The wider question about common or different values arises. Often dissatisfaction from groups of residents comes as a result of their own ignorance of the opportunities to attend meetings and discuss the forthcoming development projects in their own neighbourhood. For this and other reasons, public involvement in landscape architecture in Lithuania and Latvia is still vague, episodic and fragmented. This creates a situation where there is a lack of public debate on many strategic issues of urban development, including the future of public space in our cities.

Landscape architects are developing their practices in the context of the presented conditions of maturity in the civil society in our countries. Therefore, universal and specific issues arise to professionals. Refurbishment and upgrading of public space, integration of sustainable mobility and other infrastructural solutions, and specific issues of green material used, are the major professional challenges in Lithuania and Latvia. To be more precise, that means attempts to increase the attractiveness of public areas by using, for example, more local plants, collecting and reusing rainwater, reducing impermeable pavements. Resolving and implementing these goals depends on the quality of professional services provided, as well as the efficiency of public administration in the area. Quality of services is the result of professional qualification and the skill of landscape architects and depends upon their ability to respond to recent challenges by using traditional and innovative solutions, modern working tools, implementing research findings and other benefits of professional growth. This is achieved in the process of continuous professional development in our field.

#### **Present tradition of professional upgrading**

The recent dynamic activities of the IFLA associations provided an opportunity to review and

estimate the whole scope and quality of numerous actions and events that members have done in the past, are doing now and plan to do in the next future. The picture is fair if we look at the numbers, variety and scope of events and activities held. Annual and biannual professional events such as the scientific review Landscape Forum and municipal study trip "Space and Landscape" are complimentary to several exhibitions, informative seminars and field trips that are organised as the need arises and opportunity appears.

The estimation is less pleasing if we look deeper into the content and consistency of these events, how meaningful, useful and applicable they are. Moreover, the aspects of public issues, innovation, ICT often falls out of the scope.

### **Aim and challenges of the Landscape Architecture associations for the future**

Based on the joint inventory of our activities, the main goal was set to build on the existing experiences and to develop a coherent and flexible platform for exchange and transfer of up-to-date knowledge, skills and experience. It should also promote skills, methods and instruments in landscape architecture planning, protection and development that would be continuous in time, professional in its content and promote real development and growth of IFLA members. First, the opinion of members was invited and the results analysed.

### **Analysis results; Continued Professional Development (CPD) framework**

As present problems and challenges are similar, IFLA developed a joint questionnaire to identify the needs for specific competence areas, outlining the specific topics in more detail and making a list of 22 competence themes. More than 100 association members (landscape architects) responded and, based on that, a list of the most required competence areas was developed. In each of these thematic areas a more detailed list of subjects was identified.

The majority of respondents have professional experience of six to 15 years. 92% are occupied in design practice and the absolute majority look positively on the practice of CPD. Some other guidelines were also assessed: the European Parliament directive on Lifelong Learning (LLL) education and the ECLAS Guidance on Landscape Architecture Education<sup>39</sup> education programmes provided some basic ratios for the distribution of time between professional, social and legal issues to the proportion of 60-20-20%.

<sup>39</sup> ECLAS Guidance on Landscape Architecture Education: The Tuning Project, ECLAS – LE:NOTRE.

Self-assessment by the Latvian and the Lithuanian landscape architect associations identified the needs and preferences of their members and this resulted in a plan to turn the list of fragmented events into a coherent, flexible and lasting framework for continuous professional growth.

### **Training subjects and themes: an interdisciplinary approach**

Analysis of responses to the questionnaire revealed many practical aspects of training such as the probable number of people involved, possible partners and potential supporters, possible co-ordinators and lecturers for different themes and also practical aspects including the necessary infrastructure and resources. The variety of training subjects, methods and location make one coherent training framework where different subjects find appropriate methods, scale, audience and the other features. Exact lecturers and locations are adjusted according to the time and preferences of the participants.

### **Training methods**

The variety of training methods corresponds to the specific skills needed by IFLA members. Emphasis on practice-based methods are preferred by the members, are recommended by the international documents and make the biggest share. Study trips, case study analysis and workshops are the main practical training method complemented by seminars and theory-based presentations that give an overview of recent innovative approaches to landscape analysis, design, construction and management.

### **Collaboration and partnership**

Part of the success of the drafted professional development framework lies in its creative implementation involving all possible partners and co-operating institutions. The public sphere partners are town planners and architects, gardeners, geographer associations and academic partners. On the other hand, ministries and agencies whose competence cover solving landscape issues are the governmental partners with whom the association naturally has professional ties.

### **Outcomes, impact, sustainability**

The major outcome of this activity is the Continuous Professional Development framework with adequate content provided in both the conventional and e-learning ways. The co-ordinator who selects the methods, invites lecturers, collects the fee and delivers it to the association runs each of ten training subjects that are currently developed. Part of the material will be available on the open source platform so a wider range of users can develop in time.

It is difficult to outline all and every field of impact that the programme will have. However, it is clear that professionals who are more competent will facilitate a better standing for landscape architects in the market, and they will also better engage public interest in upcoming projects. By acting together, three associations intensify knowledge exchange on an international and regional scale.

Continuity of the programme is necessary as sustained activities can bring long-term benefits to both professionals and society. For this reason, we expect to have active involvement from members, and to involve our partners from industry, as well as local and international supporters. We are also inviting new countries to join and take one of the developed themes or develop one of their own. IFLA is looking for partners to engage in the new regional and European funding initiatives.

## **Conclusions**

IFLA sees its activity as a perfect opportunity to develop the framework of continuous professional development for Landscape Architects in the Baltic Sea Region. It is also activating knowledge and experience exchange between the motivated professionals who are engaged in regional co-operation activities.

A continuous professional development plan also has a definite impact on a national education framework, requiring academia to focus on important topics including continuous learning methods already provided at university. As the group of landscape architect associations, IFLA demonstrates a pro-active approach to competitiveness and professional growth of its members at national, regional and local level.

Gintaras Stauskis, Project co-ordinator

**Closing speeches**  
**Discours de clôture**

**Mrs Maguelonne Déjeant-Pons**

*Secrétaire exécutive de la Convention européenne du paysage du Conseil de l'Europe,  
Chef de la Division Paysage et Journées européennes du patrimoine*

Au nom du Secrétariat Général du Conseil de l'Europe, je souhaite remercier très chaleureusement le Ministère pour les biens et les activités culturels de l'Italie et les Régions de Calabre et de Basilicate, de leur hospitalité et de leur coopération.

Il est possible, au terme de cette très riche rencontre, de lancer un « Message de Tropea », sur le paysage et l'éducation.

Il convient de rappeler que la Convention européenne du paysage indique que chaque Partie s'engage à « définir et à mettre en œuvre des politiques du paysage visant la protection, la gestion et l'aménagement des paysages, par l'adoption des mesures particulières », dont la sensibilisation, la formation et l'éducation.

Les Parties s'engagent ainsi :

- ▶ à accroître la sensibilisation de la société civile, des organisations privées et des autorités publiques à la valeur des paysages, à leur rôle et à leur transformation ;
- ▶ à promouvoir la formation de spécialistes de la connaissance et de l'intervention sur les paysages, ainsi que des programmes pluridisciplinaires de formation sur la politique, la protection, la gestion et l'aménagement du paysage, destinés aux professionnels du secteur privé et public et aux associations concernés ; et
- ▶ à promouvoir des enseignements scolaire et universitaire abordant, dans les disciplines intéressées, les valeurs attachées au paysage et les questions relatives à sa protection, à sa gestion et à son aménagement.

L'enseignement a pour objet de transmettre à la génération future un corpus de connaissances et de valeurs considérées comme faisant partie d'une culture commune. De manière plus générale, l'éducation vise à assurer le développement de toutes les capacités d'un individu, qu'elles soient physiques, intellectuelles, morales ou techniques. Issu du latin *educatio*, le terme « éducation » est dérivé de *ex-ducere* (conduire, guider, hors de). L'éducation doit ainsi permettre à une personne de conduire sa vie, non pas seulement en tant qu'individu, mais aussi en tant que citoyen responsable dans la société dans laquelle il évolue. Ainsi que Nelson Mandela l'a souligné, l'éducation est alors bien « l'arme la plus puissante que l'on puisse utiliser pour changer le monde ».

La Journée internationale du paysage du Conseil de l'Europe, qui se tiendra le 20 octobre 2018, sera consacrée au thème « Paysage et éducation ». Elle prendra appui sur cette 21<sup>e</sup> Réunion des Ateliers de la Convention, et sur le « Message de Tropea ».

**Mr Rocco Rosario Tramutola**

*Senior Officer, Landscape and Quality Management Department,  
Ministry of Cultural Heritage and Activities, Italy*

On behalf of the Ministry of Cultural Heritage and Activities of Italy, I would like to warmly thank the participants of this Meeting for their very appreciated contributions.

We hope that this Meeting will represent an important step for the implementation of the provisions of the European Landscape Convention on education.





# **Programme**

*English version*



**T**he 21st Council of Europe Meeting of the Workshops for the implementation of the Council of Europe Landscape Convention on “Landscape and education” was organised in Tropea, Italy (address: Palazzo Santa Chiara, Largo Ruffa) on 3-5 October 2018, by the Council of Europe – Secretariat of the Convention, Directorate of Democratic Participation – in co-operation with the Ministry of Cultural Heritage and Activities of Italy and the collaboration of the Regions of Calabria and Basilicata, within the framework of the Work Programme of the Convention.

A study visit for the official delegates of the member States of the Council of Europe, speakers in the Programme and other participants was organised on 5 October 2018 in Zungri, the City of Stone of Calabria.

## Introduction

As an international intergovernmental organisation created in 1949, and whose headquarters are located in Strasbourg (France), the Council of Europe has 47 member States: Albania, Andorra, Armenia, Austria, Azerbaijan, Belgium, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Republic of Moldova, Monaco, Montenegro, Netherlands, Norway, Poland, Portugal, Romania, Russian Federation, San Marino, Serbia, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, “the former Yugoslav Republic of Macedonia”, Turkey, Ukraine and the United Kingdom. Its main objectives are to promote democracy, human rights and the rule of law, and to seek common solutions to the main problems facing society today.

The European Landscape Convention was adopted by the Committee of Ministers of the Council of Europe on 19 July 2000 in Strasbourg and opened for signature by the member States of the Organisation in Florence (Italy) on 20 October 2000, with the aim of promoting European landscape protection, management and planning and to organise international co-operation. It is the first international treaty to be exclusively devoted to all dimensions of the landscape. The Convention applies to the entire territory of the Parties and covers natural, rural, urban and peri-urban areas. It concerns landscapes that might be considered outstanding, as well as everyday or degraded landscapes. As at 5 October 2018, 39 Council of Europe member States had ratified the convention: Andorra, Armenia, Azerbaijan, Belgium, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Republic of Moldova, Montenegro, Netherlands, Norway, Poland, Portugal, Romania, San Marino, Serbia, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, “the former Yugoslav Republic of Macedonia”, Turkey, Ukraine and the United Kingdom. Two States have signed the convention: Iceland and Malta.

Organised by the Council of Europe on a regular basis since 2002, the Meetings of the Workshops for the implementation of the Council of Europe Landscape Convention aim to present new concepts and achievements in favour of the implementation of the Convention. They thus represent a genuine forum for sharing practices and ideas. Special emphasis is given to the experiences of the state hosting the meeting.

The following Council of Europe Meetings of the Workshops for the implementation of the European Landscape Convention have previously been organised:

- ▶ 23-24 May 2002, Strasbourg (France): “Landscape policies: contribution to the well-being of European citizens and to sustainable development (social, economic, cultural and ecological approaches); Landscape identification, evaluation and quality objectives, using cultural and natural resources; Awareness-raising, training and education; Innovative tools for the protection, management and planning of landscape”
- ▶ 27-28 November 2003, Strasbourg (France): “Integration of landscapes in international policies and programmes and transfrontier landscapes; Landscapes and individual and social well-being; Spatial planning and landscape”
- ▶ 16-17 June 2005, Cork (Ireland): “Landscapes for urban, suburban and peri-urban areas”
- ▶ 11-12 May 2006, Ljubljana (Slovenia): “Landscape and society”
- ▶ 28-29 September 2006, Gerona (Spain): “Landscape quality objectives: from theory to practice”
- ▶ 20-21 September 2007, Sibiu (Romania): “Landscape and rural heritage”
- ▶ 24-25 April 2008, Piestany (Slovakia): “Landscape in planning policies and governance: towards integrated spatial management”
- ▶ 8-9 October 2009, Malmö (Sweden): “Landscape and driving forces”

- ▶ 15-16 April 2010, Cordoba (Spain): "Landscape and infrastructures for the society"
- ▶ 20-21 October 2011, Evora (Portugal): "Multifunctional landscape"
- ▶ 4-5 June 2012, Carbonia, Sardinia (Italy): "Council of Europe Landscape Award Forum of National Selections – Sessions 1 (2008-2009) and 2 (2010-2011)"
- ▶ 2-3 October 2012, Thessalonica (Greece): "Vision for the future of Europe on territorial democracy: landscape as a new strategy for spatial planning. Another way to see the territory involving civil society..."
- ▶ 2-3 October 2013, Cetinje (Montenegro): "Territories of the future: landscape identification and assessment: an exercise in democracy"
- ▶ 11-12 June 2014, Wrocław (Poland): "Council of Europe Landscape Award Forum of National Selections – Session 3 (2012-2013)"
- ▶ 1-2 October 2014, Urgup (Turkey): "Sustainable landscapes and economy: on the inestimable natural and human value of the landscape"
- ▶ 1-2 October 2015, Andorra la Vella (Andorra): "Landscape and transfrontier co-operation: the landscape knows no boundary"
- ▶ 9-10 June 2016, Budapest (Hungary): "Council of Europe Landscape Award Forum of National Selections – Session 4 (2014-2015)"
- ▶ 5-6 October 2016, Yerevan (Armenia): "National policies for the implementation of the European Landscape Convention: challenges and opportunities"
- ▶ 5-6 September 2017, Brno (Czech Republic): "The implementation of the European Landscape Convention at local level: local democracy"
- ▶ 20-21 June 2018, Daugavpils (Latvia): "Council of Europe Landscape Award Forum of National Selections – Session 5 (2016-2017)"

The proceedings of the Meetings are published in the Council of Europe's "European Spatial Planning and Landscape" series and are available on the Council of Europe's European Landscape Convention website: [www.coe.int/en/web/landscape/workshops](http://www.coe.int/en/web/landscape/workshops); [www.coe.int/en/web/landscape/publications](http://www.coe.int/en/web/landscape/publications)

## Acknowledgments

The Council of Europe would like to thank the Ministry of Cultural Heritage and Activities of Italy and the Regions of Calabria and Basilicata, for their hospitality and co-operation.

## Objectives

The Meeting aimed to present experiences of public policies adopted, or being developed, concerning

the implementation of Article 6 B. c. of the European Landscape Convention of the Council of Europe on *education*, according to which "Each Party undertakes 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".

The conclusions of the Meeting were presented to the 10th Official Council of Europe Conference on the European Landscape Convention (6-7 May 2019, Council of Europe, Palais de l'Europe, Strasbourg) and at the 8th Meeting of the Council of Europe Steering Committee for Culture, Heritage and Landscape (CDCPP).

## Websites

- ▶ European Landscape Convention of the Council of Europe
  - [www.coe.int/LandscapeConvention](http://www.coe.int/LandscapeConvention)
  - [www.coe.int/Conventiondupaysage](http://www.coe.int/Conventiondupaysage)
- ▶ Ministry of Heritage and Cultural Activities of Italy
  - [www.beniculturali.it](http://www.beniculturali.it)
- ▶ Region of Calabria, Italy
  - [www.regione.calabriadroma.it](http://www.regione.calabriadroma.it)
  - <http://portale.regione.calabria.it/website>

## Participants

The Meeting was aimed at government officers – members of the Council of Europe Steering Committee for Culture, Heritage and Landscape (CDCPP), of the Council of Europe Conference on the European Landscape Convention, and representatives of other ministries –, representatives of local and regional authorities, professionals, academics, representatives of governmental and non-governmental organisations, and other persons, working in the fields of landscape and sustainable development, with its environmental, cultural, social and economic dimensions.

## Programme

The programme of the Meeting is on the Council of Europe website of the Council of Europe Landscape Convention at the following address: [www.coe.int/en/web/landscape/21st](http://www.coe.int/en/web/landscape/21st) or [www.coe.int/EuropeanLandscapeConvention](http://www.coe.int/EuropeanLandscapeConvention) or [www.coe.int/en/web/landscape/home](http://www.coe.int/en/web/landscape/home) (under "Meetings"/"Workshops")

See also: <http://portale.regione.calabria.it/website/organizzazione/dipartimento11/subsite/polpae/atelier>

## **Organisers of the Meeting**

### **Council of Europe – Directorate of Democratic Participation, Council of Europe Landscape Convention**

Mrs Maguelonne Déjeant-Pons  
Head of Division,  
Executive Secretary of the Council of Europe  
Landscape Convention and European Heritage  
Days Division  
F-67075, Strasbourg Cedex, France  
Tel: + 33 3 88 41 23 98  
E-mail: [maguelonne.dejeant-pons@coe.int](mailto:maguelonne.dejeant-pons@coe.int)

### **Contact**

Mrs Susan Moller  
Administrative Assistant  
Council of Europe Landscape Convention, DG II  
F-67075 Strasbourg Cedex, France  
Tel: + 33 3 90 21 41 16  
E-mail: [susan.moller@coe.int](mailto:susan.moller@coe.int)

### **Italy – Ministry of Cultural Heritage and Activities**

Mrs Maria Maddalena Alessandro  
Senior Official, National Representative  
for the Council of Europe Landscape Convention  
Ministry of Cultural Heritage and Activities of Italy,  
Via di S. Michele 22, 0053 Rome, Italy  
Tel: +39 67234545/ 4554/ 4452  
E-mail: [mariamaddalena.alessandro@beniculturali.it](mailto:mariamaddalena.alessandro@beniculturali.it)

Mr Rocco Rosario Tramutola  
Senior Officer, Landscape and Quality Management  
Department, Ministry of Cultural Heritage and  
Activities of Italy,  
Via di San Michele, 22 – I - 00153 Rome, Italy  
E-mail: [roccorosario.tramutola@beniculturali.it](mailto:roccorosario.tramutola@beniculturali.it)

Mr Giovanni Manieri Elia  
Senior Officer, Landscape and Quality Management  
Department, Ministry of Cultural Heritage and  
Activities of Italy,  
Via di San Michele, 22 – I - 00153 Rome, Italy  
Tel: +39 667234590  
E-mail: [giovanni.manierielia@beniculturali.it](mailto:giovanni.manierielia@beniculturali.it)

Mrs Martina de Luca  
Senior Officer, Department of Education  
and Research, Ministry of Cultural Heritage  
and Activities of Italy,  
Via di San Michele, 22 – I - 00153 Rome, Italy  
Tel: +39 64829302  
E-mail: [martina.deluca@beniculturali.it](mailto:martina.deluca@beniculturali.it)

### **Region of Calabria**

Mr Franco Rossi  
Assessor for Urban Planning and Territorial  
Planning, Department of the Presidency of the  
Region of Calabria, Localita Germaneto,  
88100 Catanzaro, Region of Calabria, Italy  
Tel: +39 961854028  
E-mail: [franco.rossi@regione.calabria.it](mailto:franco.rossi@regione.calabria.it)

Mrs Mariangela Cama  
Department of Environment and Territory  
Region of Calabria, Localita Germaneto,  
88100 Catanzaro, Region of Calabria, Italy  
Tel: +39 961854050  
E-mail: [m.cama@regione.calabria.it](mailto:m.cama@regione.calabria.it)

Mrs Ilaria Mittiga  
Department of Environment and Territory  
Region of Calabria, Localita Germaneto,  
88100 Catanzaro, Region of Calabria, Italy  
Tel: +39 961854054  
E-mail: [idg.mittiga@regione.calabria.it](mailto:idg.mittiga@regione.calabria.it)

## Region of Basilicata

Mr Francesco Pietrantuono  
Assessor of the Environment and Energy  
Via Vincenzo Verrastro, 5 85100 Potenza  
Region of Basilicata, Italy  
Tel: + 39 0971669503  
E-mail: [francesco.pietrantuono@regione.basilicata.it](mailto:francesco.pietrantuono@regione.basilicata.it)

Mrs Maria Carmela Santoro  
Mrs Anna Abate  
Department of Environment and Energy  
Via Vincenzo Verrastro, 5 85100 Potenza  
Region of Basilicata, Italy  
Tel: +39 0971668897  
E-mail: [carmen.santoro@regione.basilicata.it](mailto:carmen.santoro@regione.basilicata.it)  
[anna.abate@regione.basilicata.it](mailto:anna.abate@regione.basilicata.it)



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# Opening Session

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Wednesday 3 October 2018

## Welcome speeches

Mr Mario Gerardo Oliverio, President of the Calabria Region, Italy

Mr Nicola Irto, President of the Council of Calabria Region, Italy

Mrs Maguelonne Déjeant-Pons, Executive Secretary of the European Landscape Convention, Head of the Landscape and European Heritage Days Division, Council of Europe

Mrs Sanja Ljeskovic Mitrovic, Chair of the Council of Europe Conference on the European Landscape Convention, National Representative of the European Landscape Convention, Ministry of Sustainable Development and Tourism, Montenegro

Mrs Giuliana de Francesco, Chair of the Steering Committee for Culture, Heritage and Landscape of the Council of Europe, Head of Unit of the European Multilateral Relations, Ministry of Cultural Heritage and Activities, Italy

## Introduction

Mrs Maria Maddalena Alessandro, Senior Official, National Head of Implementation of the European Landscape Convention, Ministry of Cultural Heritage and Activities, Italy

Mrs Maguelonne Déjeant-Pons, Executive Secretary of the European Landscape Convention, Head of the Landscape and European Heritage Days Division, Council of Europe

# Initial Workshop – The implementation of the European Landscape Convention in Italy

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## **Chair**

Mr Roberto Banchini, Director of the Landscape Supervision Service, Ministry of Cultural Heritage and Activities, Italy

## **Présentations**

### **National landscape policy in Italy**

Mr Roberto Banchini, Director of the Landscape Supervision Service, Ministry of Cultural Heritage and Activities, Italy

### **National policy for cultural heritage education**

Mrs Pia Petrangeli, Director of Service I, Directorate General of Education and Research, Ministry of Cultural Heritage and Activities, Italy

Mrs Marina di Berardo, Directorate General of Education and Research, Ministry of Cultural Heritage and Activities, Italy

### **Initial greetings**

Mr Salvatore Cordaro, Regional Assessor, Department of Territory and Surroundings, Region of Sicily, Italy

### **Implementation of landscape policy in the Region of Calabria**

Mr Franco Rossi, Regional Councillor, Department of Urban Design and Regional Planning, Region of Calabria, Italy

Mrs Antonella Rizzo, Regional Assessor, Department for Environmental Protection, Region of Calabria, Italy

Mrs Orsola Reillo, Director General, Department for Environmental Protection, Region of Calabria, Italy

### **The Regional Landscape Policy of the Basilicata Region: the Regional Landscape Plan**

Mr Francesco Pietrantuono, Assessor of the Environment and Energy of the Basilicata Region, Italy

### **Landscape and education in Italy**

Mr Rocco Rosario Tramutola, Senior Officer, Landscape and Quality Management Department, Ministry of Cultural Heritage and Activities, Italy

Mr Giovanni Manieri Elia, Senior Officer, Landscape and Quality Management Department, Ministry of Cultural Heritage and Activities, Italy

Mrs Martina de Luca, Senior Officer, Directorate General of Education and Research, Ministry of Cultural Heritage and Activities, Italy

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

Mrs Margherita Cisani, Researcher in the Department of Historical, Geographical and Ancient Sciences, University of Padova, Italy

### **Promoting landscape education**

Mr Antonio Dattilo, Senior Official, Department of the Presidency of the Calabria Region, Rome Delegation, Italy

### **Of the fundamental importance of landscape education**

Mr Felice Spingola, Sociologist, Landscape Economist, Centro Studi Pan, Calabria, Italy

### **Landscape and education: the experience of the Region of Calabria**

Mr Francesco Tarsia, Director General of Landscape Policy Sector, Department of Environment and Territory, Region of Calabria, Italy



# Workshop 1 – Landscape Education in the Primary and the Secondary School

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## Chairs

Mrs Ingūna Urtāne, Director of the Department of Spatial Planning, Ministry of Environmental Protection and Regional Development, Latvia

Mrs Jelena Hladnik, Secretary, National Head of the implementation of the European Landscape Convention, Ministry of Agriculture and the Environment, Slovenia

## Présentations

### Czech Republic

*Education in Landscape, it is the time you have spent caring for your rose...*

Mrs Júlia Tóviková, Senior Officer, National Representative to the European Landscape Convention, Department of General Landscape Protection, Ministry of the Environment, Czech Republic

Mrs Michaela Letá, Educator, National Heritage Institute, Methodical Centre of Garden Culture, Kroměříž, Czech Republic

### Finland

*Landscape as a classroom*

Mr Tapio Heikkilä, Senior Environmental Counsellor, Department of the Natural Environment, Ministry of the Environment, Finland

Mrs Sinikka Kunttu, Executive Director, Foundation for Environmental Education (FEE) Suomi, Finland

### Georgia

*Landscape issues in the education system of Georgia*

Mrs Marina Tumanishvili, Chief Specialist UNESCO and International Relations Unit, National Agency for Cultural Heritage Preservation, Georgia

### France

*Educating about the landscape, educating through the landscape: an overview of the diversity of initiatives in France*

Mr Julien Transy, Policy Officer for Landscapes, National Representative for the European Landscape Convention, Directorate of Housing, Urban Planning and Landscapes, Ministry of Ecological and Solidary Transition, France

## **Forum of experiences**

### **Landscape and children's education**

Report prepared for the Council of Europe: *"Landscape facets: Reflections and proposals for the implementation of the European Landscape Convention"*, Council of Europe Publishing, 2012

Mrs Benedetta Castiglioni, Professor of Geography, Department of Historical, Geographical and Antiquities Sciences, University of Padova, Italy

### **Landscape in primary and secondary education**

Report prepared for the Council of Europe: *"Landscape dimensions: Reflections and proposals for the implementation of the European Landscape Convention"*, Council of Europe Publishing, 2017

Mrs Annalisa Maniglio Calcagno, Professor Emeritus of Landscape Architecture, Genoa, Italy

### **Two approaches to landscape education: a book of the Educational Unit "Landscape Education in Castilla y León"; a traditional game in landscape education "Goose game landscape of the Iberian plateau"**

Mr Joaquín Romano Velasco, Professor of Economy, University of Valladolid, Spain

### **The didactic proposal: "I learn about heritage and its landscapes"**

Mr Luis Ernetá Altarriba, Associated Professor of Geography, University of Navarra, Spain

## **General debate on public policies**

"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"

*Article 6 B. c. of the Council of Europe Landscape Convention*

With the participation of Members of the Steering Committee for Culture, Heritage and Landscape (CDCPP), Council of Europe Conference on the European Landscape Convention and Representatives of Ministries; Representatives of local and regional authorities; Representatives of international governmental organisations and Representatives of international and national non-governmental organisations; other participants interested in the issue of the landscape.

### **Andorra**

Mrs Natàlia Rovira, Responsible for Strategy and Communication, Ministry of the Environment, Agriculture and Sustainable Development, Andorra

### **Latvia**

Mrs Kristine Kedo, Head of Spatial Planning Policy Division, Spatial Planning Department, Ministry of Environmental Protection and Regional Development, Latvia

### **Slovenia**

Mrs Jelena Hladnik, Secretary, National Head for the implementation of the European Landscape Convention, Ministry of Agriculture and the Environment, Slovenia

### **United Kingdom**

Mrs Sarah Tunnicliffe, National Rural and Environmental Advisor, Historic England, United Kingdom

### **Ukraine**

Mrs Olena Legka, European Landscape Convention National Focal Point, Chief Specialist, Division of Land Resources, Directorate of Natural Resources Protection, Ministry of Ecology and Natural Resources, Ukraine

# Workshop 2 – Landscape Education in the University

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Thursday 4 October 2018

## **Chairs**

Mrs Krisztina Kincses, Vice-Chair of the Council of Europe Conference on the European Landscape Convention, National Representative of the European Landscape Convention, Ministry of Agriculture, Hungary

Mr Rocco Rosario Tramutola, Senior Officer, Landscape and Quality Management Department, Ministry of Cultural Heritage and Activities, Italy

## **Présentations**

### **Bosnia and Herzegovina**

*Landscape education in the universities of the Federation of Bosnia and Herzegovina*

Mr Dejan Radosevic, Senior Expert, Institute for Protection of Cultural, Historical and Natural Heritage, Ministry of Education and Culture of Republic of Srpska, Bosnia and Herzegovina

### **Switzerland**

*Landscape and education: Swiss experiences*

Mr Gilles Rudaz, Scientific Officer, Federal Office for the Environment, Switzerland

### **Croatia**

*Landscape as a topic in higher education in Croatia*

Mrs Biserka Dumbovic-Bilusic, Senior Officer, Directorate for Cultural Heritage, Conservation Department in Rijeka, Ministry of Culture, Croatia

*Croatia's most beautiful school gardens: nurturing space and the environment from an early age*

Mrs Ingrid Gojevic, Senior Officer, Croatian Institute for Physical Development, Ministry of Construction and Physical Planning, Croatia

## **Forum of experiences**

### **Experiential cartographies: an educational approach to the landscape initiated by Homer's "Ulysses"**

Mrs Aspaso Kouzoupi, Architect, Athens, Greece

### **Landscape Workshops and hands-on activities as educational approaches**

Mrs Nerantzia Tzortzi, Professor in Landscape Architecture, Politecnico di Milano, Italy

### **Debating the landscape: didactical issues and learning processes**

Mrs Anne Sgard, Associate Professor, Geography Department of the Faculty of Economic and Social Sciences of the University of Geneva, Switzerland

### **The role of associations**

Mrs Cristina Tullio, Italian Association of Landscape Architects (AIAPP), Italy

Mr Paolo Castelnovi, President of Landscapefor, Italy

## **General debate on public policies**

"Each Party undertakes to promote: ... university courses which, in the relevant subject areas, address the values attaching to landscapes and the issues raised by their protection, management and planning"

*Article 6 B. c. of the Council of Europe  
Landscape Convention*

### **Serbia**

Mrs Biljana Filipovic Đusic, Head of Department for European Union Integration, International Co-operation and Projects, National Focal Point for the implementation of the European Landscape Convention, Ministry of Agriculture and Environmental Protection, Serbia

Mrs Biljana Jovanovic Ilic, Head of Unit for Strategic and Planning Documents, Ministry of Agriculture and Environmental Protection, Serbia

Mrs Jasminka Cvejic, Professor, Responsible for education at University level, Serbia

Mrs Nevena Vasiljevic, Professor, Department of Landscape Architecture, Faculty of Forestry, University of Belgrade, Serbia

### **Hungary**

Mrs Krisztina Kincses, Vice-Chair of the Council of Europe Conference on the European Landscape Convention, National Representative of the European Landscape Convention, Ministry of Agriculture, Hungary

### **Cyprus**

Mr Phaedon Enotiades, Senior Official, Department of Town Planning and Housing, Cyprus

### **Estonia**

Mrs Piret Palm, Senior Officer, Nature Conservation Department, Ministry of Environment, Estonia

### **Spain**

Mrs Carmen Caro, Senior Officer, Co-ordinator of the National Plans of Cultural Heritage, Institute of Cultural Heritage, Ministry of Education, Culture and Sport, Spain

### **Montenegro**

Mrs Sanja Ljeskovic Mitrovic, National Representative of the European Landscape Convention, Ministry of Sustainable Development and Tourism, Montenegro

### **Netherlands**

Mr Peter Ros, Project Manager for Landscape, Ministry of Economic Affairs, the Netherlands

# Workshop 3 – Landscape in continuing education

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## **Chairs**

Mr Giovanni Manieri Elia, Senior Officer, Landscape and Quality Management Department, Ministry of Cultural Heritage and Activities, Italy

Mr Stefan Delplace, Honorary Secretary General of the European Association of Institutions in Higher Education (EURASHE), Former Representative of the Steering Committee for Education Policy and Practice (CDPPE) of the Council of Europe

## **Présentations**

### **Belgium**

#### *Landscape education in Wallonia*

Mrs Mireille Deconinck, Attachée, Public Service of Wallonia for Territory, Housing, Heritage and Energy, Directorate of Regional Planning, Belgium

Mr Didier Moray, Senior Officer, Landscape Architect, President of the Belgium Association of Gardens and Landscape, Public Service of Wallonia for Agriculture, Natural Resources and the Environment, Directorate of Green Spaces, Belgium

### **Sweden**

#### *Consideration of the landscape by Swedish Study Circles*

Mr Leif Gren, Senior Advisor, Swedish National Heritage Board, Sweden

Mr Anders Hedlund, Senior Official, Swedish National Heritage Board, Sweden

### **Greece**

#### *Landscape education: the case study of Marathon*

Mr Kimon Hadjibiros, Professor, National Technical University of Athens, Greece

## **Forum of experiences**

### **The Summer University on landscape**

Mr Maurizio Vegini, Agronomist, President of the Arketipos Cultural Association, Italy

Mr Vittorio Rodeschini, Lawyer, Advisor of the Arketipos Cultural Association, Italy

### **Seminars on landscape education for democracy**

Mrs Ellen Fetzer, President of the European Council of Landscape Architecture Schools (ECLAS), Germany

### **Landscape education work carried out by the Park of the Valley of the Temples in Agrigento, Italy**

Mr Giuseppe Carmelo Parello, Director of the Department of Cultural Heritage and Identity of Sicily, Landscape and Archaeological Park of the Valley of the Temples in Agrigento, Italy

### **Landscape education: the experience of the Club Heritage, development and citizenship**

Mr Abdelouahab Idelhadj, Professor at the University Abdelmalek Essaadi, Head of Club Heritage, Development and Citizenship, Tangier-Tetouan, Morocco

### **Protecting living landscape through culture, research and eco-education**

Mr Franco Tassi, Professor of Ecology, Former Director of Abruzzo National Park, Italy

### **Permanent landscape education activities for the primary school**

Mrs Maria del Tura Bovet Pla, Professor, Faculty of Geography and History, University of Barcelona, Spain

Mrs Rosalina Pena Vila, University of Barcelona, Spain

Mr Jordi Ribas Vilàs, Researcher, Faculty of Geography and History, University of Barcelona, Spain

## **General debate – Landscape in continuing education**

### **Norway**

Mrs Liv Kirstine Mortensen, Senior Advisor, Ministry of Local Government and Modernisation, Department of Planning, Honorary chair of the Council of Europe Conference on the European Landscape Convention, Norway

### **Portugal**

Mrs Marta Andreia Costa Rodrigues, Senior Officer, Architect, Directorate General for Territory, Ministry of the Environment, Portugal

### **Republic of Moldova**

Mrs Olga Serbinos, Head of Spatial Planning Department, Ministry of Agriculture, Regional Development and Environment, Republic of Moldova

### **Poland**

Mrs Hanna Jedras, Chief Expert, Department of International Relations, Ministry of Culture and National Heritage, Poland

### **Slovak Republic**

Mrs Zlatica Csontos Šimoňáková, Senior Officer, Ministry of the Environment, Slovak Republic

# Closing Session

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## General conclusions

Mrs Anna Luengo Añon, Member of the Executive Council of the International Federation of Landscape Architects (IFLA Europe), Former President of IFLA Europe

## Closing speeches

Mrs Sanja Ljeskovic Mitrovic, Chair of the Council of Europe Conference on the European Landscape Convention, National Representative of the European Landscape Convention, Ministry of Sustainable Development and Tourism, Montenegro

Mrs Maguelonne Déjeant-Pons, Executive Secretary of the Council of Europe Landscape Convention, Head of the Landscape and European Heritage Days Division, Council of Europe

Mr Rocco Rosario Tramutola, Senior Officer, Landscape and Quality Management Department, Ministry of Cultural Heritage and Activities, Italy

# Study visit

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Friday 5 October 2018

Visit to Zungri (Province of Vibo Valentia), City of the stone of Calabria.

[www.cosimali.com/zungri-la-citta-di-pietra](http://www.cosimali.com/zungri-la-citta-di-pietra)

Visit to the Museum of Vibo Valentia.

<http://www.iresudcalabria.it/schede.asp?id=56>



# **Programme**

*Version française*



La 21<sup>e</sup> Réunion du Conseil de l'Europe des Ateliers pour la mise en œuvre de la Convention du Conseil de l'Europe sur le paysage : « *Paysage et éducation* » a été organisée à Tropea, Italie les 3-5 octobre 2018, par le Conseil de l'Europe – Secrétariat de la Convention, Direction de la participation démocratique –, en coopération avec le Ministère pour les biens et les activités culturels de l'Italie et la collaboration des Régions de Calabre et de Basilicate, dans le cadre du Programme de travail de la Convention.

Une visite d'étude pour les délégués officiels des États membres du Conseil de l'Europe, les intervenants figurant dans le Programme et autres participants a été organisée le 5 octobre 2018 à Zungri, la ville de la pierre de la Calabre.

## Introduction

Organisation internationale intergouvernementale créée en 1949 et dont le siège est à Strasbourg (France), le Conseil de l'Europe comprend 47 États membres : Albanie, Allemagne, Andorre, Arménie, Azerbaïdjan, Autriche, Belgique, Bosnie-Herzégovine, Bulgarie, Chypre, Croatie, Danemark, Espagne, Estonie, Fédération de Russie, Finlande, France, Géorgie, Grèce, Hongrie, Irlande, Islande, Italie, Lettonie, « l'ex-République yougoslave de Macédoine », Liechtenstein, Lituanie, Luxembourg, Malte, République de Moldova, Monaco, Monténégro, Pays-Bas, Norvège, Pologne, Portugal, République slovaque, République tchèque, Roumanie, Royaume-Uni, Saint-Marin, Serbie, Slovénie, Suède, Suisse, Turquie et Ukraine. Ses principaux objectifs sont de promouvoir la démocratie, les droits de l'homme et la prééminence du droit, ainsi que de rechercher des solutions communes aux grands problèmes de société.

La Convention européenne du paysage a été adoptée par le Comité des Ministres du Conseil de l'Europe à Strasbourg le 19 juillet 2000 et ouverte à la signature des États membres de l'Organisation à Florence (Italie) le 20 octobre 2000, afin de promouvoir la protection, la gestion et l'aménagement des paysages européens et de favoriser la coopération internationale. Il s'agit du premier traité international exclusivement consacré à l'ensemble des dimensions du paysage. La Convention s'applique à tout le territoire des Parties et porte sur les espaces naturels, ruraux, urbains et périurbains. Elle concerne donc de la même façon les paysages pouvant être considérés comme remarquables, que les paysages du quotidien et les paysages dégradés. A la date du 5 octobre 2018, 39 États membres du Conseil de l'Europe ont ratifié la Convention : Andorre, Arménie, Azerbaïdjan, Belgique, Bosnie-Herzégovine, Bulgarie, Croatie, Chypre, République tchèque, Danemark, Estonie, Finlande, France, Géorgie, Grèce, Hongrie, Irlande, Italie, Lettonie, Lituanie, Luxembourg, République de Moldova, Monténégro, Norvège, Pays-Bas, Pologne, Portugal, Roumanie, Saint-Marin, Serbie, République slovaque, Slovénie, Espagne, Suède, Suisse, « l'ex-République Yougoslave de Macédoine », Turquie, Ukraine et le Royaume-Uni. Deux États l'ont également signée : Islande et Malte.

Organisées périodiquement par le Conseil de l'Europe, les Réunions des Ateliers pour la mise en œuvre de la Convention du Conseil de l'Europe sur le paysage ont pour objectif de présenter de nouveaux concepts et réalisations en faveur de la mise en œuvre de la Convention. Elles représentent ainsi un véritable forum d'échange de pratiques et d'idées. Les expériences réalisées par l'État qui accueille la réunion sont spécialement présentées.

Les Réunions des Ateliers du Conseil de l'Europe pour la mise en œuvre de la Convention européenne du paysage suivantes, ont été organisées :

- ▶ 23-24 mai 2002, Strasbourg (France) : « Politiques du paysage : contribution au bien-être des citoyens européens et au développement durable (approches sociale, économique, culturelle et écologique) ; Identification, qualification du paysage et objectifs de qualité paysagère, en tirant parti des ressources culturelles et naturelles ; Sensibilisation, éducation et formation ; Instruments novateurs en vue de la protection, de la gestion et de l'aménagement du paysage »
- ▶ 27-28 novembre 2003, Strasbourg (France) : « L'intégration du paysage dans les politiques et programmes internationaux et les paysages transfrontaliers ; Paysage et bien-être individuel et social ; Paysage et aménagement du territoire »
- ▶ 16-17 juin 2005, Cork (Irlande) : « Des paysages pour les villes, les banlieues et les espaces périurbains »
- ▶ 11-12 mai 2006, Ljubljana (Slovénie) : « Paysage et société »
- ▶ 28-29 septembre 2006, Gironne (Espagne) : « Les objectifs de qualité paysagère : de la théorie à la pratique »
- ▶ 20-21 septembre 2007, Sibiu (Roumanie) : « Paysage et patrimoine rural »
- ▶ 24-25 avril 2008, Piestany (République slovaque) : « Le paysage dans les politiques de planification et la gouvernance : vers un aménagement intégré du territoire »
- ▶ 8-9 octobre 2009, Malmö (Suède) : « Paysage et forces déterminantes »
- ▶ 15-16 avril 2011, Cordoue (Espagne) : « Paysage et infrastructures pour la société »

- ▶ 20-21 octobre 2011, Evora (Portugal): «Paysage multifonctionnel»
- ▶ 4-5 juin 2012, Carbonia, Sardaigne (Italie): «Forum des sélections nationales du Prix du paysage du Conseil de l'Europe Sessions 1 (2008-2009) et 2 (2010-2011)»
- ▶ 2-3 octobre 2012, Thessalonique (Grèce): «Vision pour l'Europe du futur sur la démocratie territoriale: le paysage comme nouvelle stratégie de l'aménagement du territoire. Une autre manière de voir le territoire en impliquant la société civile...»
- ▶ 2-3 octobre 2013, Cetinje (Monténégro): «Les territoires du futur: identification et qualification des paysages, un exercice de démocratie»
- ▶ 11-12 juin 2014, Wrocław (Pologne): «Forum des sélections nationales du Prix du paysage du Conseil de l'Europe Sessions 3 (2012-2013)»
- ▶ 1-2 octobre 2014, Urgup (Turquie): «Paysages durables et économie: de l'inestimable valeur naturelle et humaine du paysage»
- ▶ 1-2 octobre 2015, Andorre (Andorre la Vieille): «Paysage et coopération transfrontalière: le paysage ne connaît pas de frontière»
- ▶ 9-10 juin 2016, Budapest (Hongrie): «Forum des sélections nationales du Prix du paysage du Conseil de l'Europe – Session 4 (2014-2015)»
- ▶ 5-6 octobre 2016, Erevan (Arménie): «Les politiques nationales pour la mise en œuvre de la Convention européenne du paysage: défis et opportunités»
- ▶ 5-6 septembre 2017, Brno (République tchèque): «La mise en œuvre de la Convention européenne du paysage au niveau local: la démocratie locale»
- ▶ 20-21 juin 2018, Daugavpils (Lettonie): «Forum des sélections nationales du Prix du paysage du Conseil de l'Europe – Session 5 (2016-2017)»

Les actes des Réunions sont publiés dans la Série du Conseil de l'Europe «Aménagement du territoire européen et paysage» et sont disponibles sur le site internet du Conseil de l'Europe de la Convention européenne du paysage: [www.coe.int/fr/web/landscape/Ateliers](http://www.coe.int/fr/web/landscape/Ateliers); [www.coe.int/fr/web/landscape/publications](http://www.coe.int/fr/web/landscape/publications)

## Remerciements

Le Conseil de l'Europe souhaite remercier le Ministère pour les biens et les activités culturelles de l'Italie et les Régions de Calabre et de Basilicate, de leur hospitalité et de leur coopération.

## Objectifs

La Réunion a eu pour objet de présenter des expériences de politiques publiques adoptées, ou en

cours de développement, concernant la mise en œuvre de l'article 6 B. c. de la Convention européenne du paysage du Conseil de l'Europe sur *l'éducation*, selon lequel: «Chaque Partie s'engage à promouvoir: ... des enseignements scolaire et universitaire abondant, dans les disciplines intéressées, les valeurs attachées au paysage et les questions relatives à sa protection, à sa gestion et à son aménagement».

Les conclusions de la Réunion ont été présentées à la 10<sup>e</sup> Conférence officielle du Conseil de l'Europe sur la Convention européenne du paysage (6-7 mai 2019, Palais de l'Europe, Strasbourg) et à la 8<sup>e</sup> Réunion du Comité directeur de la culture, du patrimoine et du paysage (CDCPP).

## Sites internet

- ▶ Convention européenne du paysage du Conseil de l'Europe
  - [www.coe.int/LandscapeConvention](http://www.coe.int/LandscapeConvention)
  - [www.coe.int/Conventiondupaysage](http://www.coe.int/Conventiondupaysage)
- ▶ Ministère pour les biens et les activités culturelles de l'Italie
  - [www.beniculturali.it](http://www.beniculturali.it)
- ▶ Région de Calabre, Italie
  - [www.regionecalabriaroma.it](http://www.regionecalabriaroma.it)
  - <http://portale.regione.calabria.it/website>

## Participants

La Réunion s'est adressée aux représentants des gouvernements – membres du Comité directeur de la culture, du patrimoine et du paysage (CDCPP), de la Conférence du Conseil de l'Europe sur la Convention européenne du paysage et représentants d'autres ministères –, autorités locales et régionales, professionnels, universitaires, représentants d'organisations gouvernementales et non gouvernementales, et autres personnes, travaillant dans le domaine du paysage et du développement durable, avec ses dimensions environnementale, culturelle, sociale et économique.

## Programme

Le programme de la Réunion se trouve sur le site internet de la Convention du Conseil de l'Europe sur le paysage du Conseil de l'Europe, à l'adresse: [www.coe.int/fr/web/landscape/21st](http://www.coe.int/fr/web/landscape/21st) ou [www.coe.int/Conventioneuropeennedupaysage](http://www.coe.int/Conventioneuropeennedupaysage) ou [www.coe.int/fr/web/landscape/home](http://www.coe.int/fr/web/landscape/home) sous «Réunions» /«Ateliers».

Voir également: <http://portale.regione.calabria.it/website/organizzazione/dipartimento11/subsite/polpae/atelier>

## **Organisateurs de la Réunion**

### **Conseil de l'Europe – Direction de la participation démocratique, Convention du Conseil de l'Europe sur le paysage**

M<sup>me</sup> Maguelonne Déjeant-Pons  
Chef de Division, Secrétaire exécutive de  
la Convention du Conseil de l'Europe sur le paysage  
et Journées européennes du patrimoine  
F-67075, Strasbourg Cedex, France  
Tél.: + 33 3 88 41 23 98  
Courriel : [maguelonne.dejeant-pons@coe.int](mailto:maguelonne.dejeant-pons@coe.int)

#### **Contact**

M<sup>me</sup> Susan Moller  
Assistante administrative  
Convention du Conseil de l'Europe sur le paysage,  
DG II  
F-67075 Strasbourg Cedex, France  
Tél.: + 33 3 90 21 41 16  
Courriel : [susan.moller@coe.int](mailto:susan.moller@coe.int)

### **Italie – Ministère pour les biens et les activités culturelles de l'Italie**

M<sup>me</sup> Maria Maddalena Alessandro  
Haut fonctionnaire, Représentante nationale pour  
la Convention du Conseil de l'Europe sur le paysage  
Ministère pour les biens et les activités culturelles  
Via di S. Michele 22, 0053 Rome, Italie  
Tél: +39 67234545/4554/4452  
Courriel: [mariamaddalena.alessandro@beniculturali.it](mailto:mariamaddalena.alessandro@beniculturali.it)

M. Rocco Rosario Tramutola  
Haut fonctionnaire, Département du paysage et de  
la gestion de la qualité  
Ministère pour les biens et les activités culturelles  
Via di San Michele, 22, I - 00153 Rome, Italie  
Tél: +39 667234590  
Courriel: [roccorosario.tramutola@beniculturali.it](mailto:roccorosario.tramutola@beniculturali.it)

M. Giovanni Manieri Elia  
Haut fonctionnaire, Département du paysage et de  
la gestion de la qualité  
Ministère pour les biens et les activités culturelles  
Via di San Michele, 22, I - 00153 Rome, Italie  
Tél: +39 667234590  
Courriel: [giovanni.manierielia@beniculturali.it](mailto:giovanni.manierielia@beniculturali.it)

M<sup>me</sup> Martina de Luca  
Haut fonctionnaire, Département de l'éducation  
et de la recherche, Ministère pour les biens et  
les activités culturelles  
Via di San Michele, 22, I - 00153 Rome, Italie  
Tél: +39 64829302  
Courriel: [martina.deluca@beniculturali.it](mailto:martina.deluca@beniculturali.it)

#### **Région de Calabre**

M. Franco Rossi  
Assesseur à l'urbanisme et à la planification territo-  
riale de la Région de Calabre,  
Località Germaneto  
88100 Catanzaro, Région de Calabre, Italie  
Tél: +39 961854028  
Courriel : [franco.rossi@regione.calabria.it](mailto:franco.rossi@regione.calabria.it)

M<sup>me</sup> Mariangela Cama  
Département de l'environnement et du territoire  
Région de Calabre, Località Germaneto,  
88100 Catanzaro, Région de Calabre, Italie  
Tél: +39 961854050  
Courriel : [m.cama@regione.calabria.it](mailto:m.cama@regione.calabria.it)

M<sup>me</sup> Ilaria Mittiga  
Département de l'environnement et du territoire  
Région de Calabre, Località Germaneto,  
88100 Catanzaro, Région de Calabre, Italie  
Tél: +39 961854054  
Courriel : [idg.mittiga@regione.calabria.it](mailto:idg.mittiga@regione.calabria.it)

## Région de Basilicate

M. Francesco Pietrantuono  
Assesseur de l'environnement et l'énergie  
Via Vincenzo Verrastro, 5 85100 Potenza  
Région de Basilicate, Italie  
Tél: +39 0971669503  
Courriel: [francesco.pietrantuono@regione.basilicata.it](mailto:francesco.pietrantuono@regione.basilicata.it)

M<sup>me</sup> Maria Carmela Santoro  
M<sup>me</sup> Anna Abate  
Département de l'environnement et énergie  
Via Vincenzo Verrastro, 5 85100 Potenza  
Région de Basilicate, Italie  
Tél: +39 0971668897  
Courriel: [carmen.santoro@regione.basilicata.it](mailto:carmen.santoro@regione.basilicata.it)  
[anna.abate@regione.basilicata.it](mailto:anna.abate@regione.basilicata.it)



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# Session d'ouverture

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Mercredi 3 Octobre 2018

## Discours de bienvenue

M. Mario Gerardo Oliverio, Président de la Région de Calabre, Italie

M. Nicola Irto, Président du Conseil de la Région de Calabre, Italie

M<sup>me</sup> Maguelonne Déjeant-Pons, Secrétaire exécutive de la Convention européenne du paysage, Chef de la Division du paysage et des Journées européennes du patrimoine, Conseil de l'Europe

M<sup>me</sup> Sanja Ljeskovic Mitrovic, Présidente de la Conférence du Conseil de l'Europe sur la Convention européenne du paysage, Représentante nationale de la Convention européenne du paysage, Ministère du développement durable et du tourisme, Monténégro

M<sup>me</sup> Giuliana de Francesco, Présidente du Comité directeur de la culture, du patrimoine et du paysage du Conseil de l'Europe, Chef de l'Unité des relations multilatérales européennes, Ministère des biens et activités culturels, Italie

## Introduction

M<sup>me</sup> Maria Maddalena Alessandro, Haut fonctionnaire, Responsable nationale de la mise en œuvre de la Convention européenne du paysage, Ministère pour les biens et les activités culturels, Italie

M<sup>me</sup> Maguelonne Déjeant-Pons, Secrétaire exécutive de la Convention européenne du paysage, Chef de la Division du paysage et des Journées européennes du patrimoine, Conseil de l'Europe

# Atelier initial – La mise en œuvre de la Convention européenne du paysage en Italie

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## **Président**

M. Roberto Banchini, Directeur du Service de la Tutelle du paysage, Ministère pour les biens et les activités culturelles, Italie

## **Présentations**

### **La politique nationale du paysage en Italie**

M. Roberto Banchini, Directeur du Service de la Tutelle du paysage, Ministère pour les biens et les activités culturelles, Italie

### **La politique nationale pour l'éducation au patrimoine culturel**

M<sup>me</sup> Pia Petrangeli, Directrice du Service I, Direction générale de l'éducation et de la recherche, Ministère pour les biens et les activités culturelles, Italie

M<sup>me</sup> Marina di Berardo, Direction générale de l'éducation et de la recherche, Ministère pour les biens et les activités culturelles, Italie

### **Salutations initiales**

M. Salvatore Cordaro, Assesseur régional, Département du territoire et de l'environnement, Région de Sicile, Italie

### **La politique régionale du paysage de la Région Calabre**

M. Franco Rossi, Assesseur régional, Département de la conception urbaine et de la planification territoriale, Région de Calabre, Italie

M<sup>me</sup> Antonella Rizzo, Assesseur régional, Département pour la protection de l'environnement, Région de Calabre, Italie

M<sup>me</sup> Orsola Reillo, Directrice générale, Département de l'environnement et du territoire, Région de Calabre, Italie

### **La politique régionale du paysage de la Région Basilicate: le plan paysager régional**

M. Francesco Pietrantuono, Assesseur de l'environnement et de l'énergie de la Région de Basilicate, Italie

### **Paysage et éducation en Italie**

M. Rocco Rosario Tramutola, Haut fonctionnaire, Département du paysage et de la gestion qualitative, Ministère pour les biens et les activités culturelles, Italie

M. Giovanni Manieri Elia, Haut fonctionnaire, Département du paysage et de la gestion qualitative, Ministère pour les biens et les activités culturelles, Italie

M<sup>me</sup> Martina de Luca, Haut fonctionnaire, Direction générale de l'éducation et la recherche, Ministère pour les biens et les activités culturelles, Italie



**Paysage et éducation, le Projet « Conte-moi un paysage »**

M<sup>me</sup> Margherita Cisani, Chercheur au Département des Sciences historiques, géographiques et antiques de l'Université de Padoue, Italie

**Promouvoir l'éducation sur le paysage**

M. Antonio Dattilo, Haut fonctionnaire, Département de la Présidence de la Région Calabre, Délégation de Rome, Italie

**De l'importance fondamentale de l'éducation au paysage**

M. Felice Spingola, Sociologue, Economiste du paysage, Centro Studi Pan, Calabre, Italie

**Paysage et éducation : l'expérience de la Région Calabre**

M. Francesco Tarsia, Directeur général du secteur de la politique du paysage, Département de l'environnement et du territoire, Région de Calabre, Italie

# Atelier 1 – L'éducation au paysage à l'école primaire et secondaire

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## Présidents

M<sup>me</sup> Ingūna Urtāne, Directrice du Département de l'aménagement du territoire, Ministère de la protection de l'environnement et du développement régional, Lettonie

M<sup>me</sup> Jelena Hladnik, Secrétaire, Directrice nationale de la mise en œuvre de la Convention européenne du paysage, Ministère de l'agriculture et de l'environnement, Slovaquie

## Présentations

### République tchèque

*L'éducation au paysage, c'est le temps que vous avez passé pour prendre soin de votre rose...*

M<sup>me</sup> Júlía Tóbková, Haut fonctionnaire, Représentante nationale de la Convention européenne du paysage, Ministère de l'Environnement, République tchèque

M<sup>me</sup> Michaela Letá, Educatrice, Institut national du patrimoine, Centre méthodique de la culture du jardin, Kroměříž, République tchèque

### Finlande

*Le paysage comme salle de classe*

M. Tapio Heikkilä, Conseiller principal de l'environnement, Département de l'environnement naturel, Ministère de l'environnement, Finlande

M<sup>me</sup> Sinikka Kunttu, Directrice exécutive, Fondation pour l'éducation environnementale (FEE) Suomi, Finlande

### Géorgie

*Les questions de paysage dans le système éducatif de la Géorgie*

M<sup>me</sup> Marina Tumanishvili, Spécialiste en chef de l'Unité des relations UNESCO et internationales, Agence nationale pour la préservation du patrimoine culturel, Géorgie

### France

*Eduquer au paysage, éduquer par le paysage : un aperçu de la diversité des initiatives en France*

M. Julien Transy, Chargé de mission Paysages, Représentant national pour la Convention européenne du paysage, Direction de l'habitat, de l'urbanisme et des paysages, Ministère de la transition écologique et solidaire, France

## **Forum d'expériences**

### **Paysage et éducation des enfants**

Rapport réalisé pour le Conseil de l'Europe « *Facettes du paysage: Réflexions et propositions pour la mise en œuvre de la Convention européenne du paysage* », Editions du Conseil de l'Europe, 2012

M<sup>me</sup> Benedetta Castiglioni, Professeur de géographie, Département des sciences historiques, géographiques et des antiquités, Université de Padoue, Italie

### **Le paysage dans l'éducation primaire et secondaire**

Rapport réalisé pour le Conseil de l'Europe: « *Dimensions du paysage: Réflexions et propositions pour la mise en œuvre de la Convention européenne du paysage* », Editions du Conseil de l'Europe, 2017

M<sup>me</sup> Annalisa Maniglio Calcagno, Professeur émérite d'architecture du paysage, Université de Gênes, Italie

### **Deux approches de l'éducation au paysage : un livre de l'Unité didactique « Education au paysage en Castilla y León » ; un jeu traditionnel dans l'éducation du paysage « Jeu de l'oie du paysage du plateau ibérien »**

M. Joaquín Romano Velasco, Professeur d'économie, Université de Valladolid, Espagne

### **La proposition didactique : « J'apprends le patrimoine et ses paysages »**

M. Luis Erneta Altarriba, Professeur associé de géographie, Université de Navarre, Espagne

## **Débat général sur les politiques publiques**

« Chaque Partie s'engage à promouvoir: ... des enseignements scolaires ... abondant, dans les disciplines intéressées, les valeurs attachées au paysage et les questions relatives à sa protection, à sa gestion et à son aménagement »

*Article 6 B. c. de la Convention du Conseil de l'Europe sur le paysage*

### **Andorre**

M<sup>me</sup> Natàlia Rovira, Responsable de la stratégie et de la communication, Ministère de l'environnement, de l'agriculture et du développement durable, Andorre

### **Lettonie**

M<sup>me</sup> Kristine Kedo, Chef de la Division des politiques d'aménagement du territoire, Département de l'aménagement du territoire, Ministère de la protection de l'environnement et du développement régional, Lettonie

### **Slovénie**

M<sup>me</sup> Jelena Hladnik, Secrétaire, Directrice nationale pour la mise en œuvre de la Convention européenne du paysage, Ministère de l'agriculture et de l'environnement, Slovénie

### **Royaume-Uni**

M<sup>me</sup> Sarah Tunnicliffe, Conseillère nationale en environnement et en milieu rural, Angleterre historique (*Historic England*), Royaume-Uni

### **Ukraine**

M<sup>me</sup> Olena Legka, Point focal national de la Convention européenne du paysage, Spécialiste en chef, Division des ressources foncières, Direction de la protection des ressources naturelles, Ministère de l'écologie et des ressources naturelles, Ukraine

# Atelier 2 – L'éducation au paysage à l'université

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Jeudi 4 octobre 2018

## Présidents

M<sup>me</sup> Krisztina Kincses, Vice-Présidente de la Conférence du Conseil de l'Europe sur la Convention européenne du paysage, Représentante nationale de la Convention européenne du paysage, Ministère de l'agriculture, Hongrie

M. Rocco Rosario Tramutola, Haut fonctionnaire, Département du paysage et de la gestion qualitative, Ministère pour les biens et les activités culturels, Italie

## Présentations

### Bosnie Herzégovine

*Analyse de l'éducation sur la protection du paysage en Fédération de Bosnie-Herzégovine*

M. Dejan Radosevic, Expert principal, Institut pour la protection du patrimoine culturel historique et naturel, Ministère de l'éducation et de la culture de la République de Srpska, Bosnie Herzégovine

### Suisse

*Paysage et éducation : expériences suisses*

M. Gilles Rudaz, collaborateur scientifique, Office fédéral de l'environnement, Suisse

### Croatie

*Le paysage dans l'éducation supérieure en Croatie*

M<sup>me</sup> Biserka Dumbovic-Bilusic, Haut fonctionnaire, Direction du patrimoine culturel, Département de la conservation de Rijeka, Ministère de la Culture, Croatie

*Les plus beaux jardins d'école de Croatie: nourrir l'espace et l'environnement dès le plus jeune âge*

M<sup>me</sup> Ingrid Gojevic, Administratrice principale, Institut croate pour le développement physique, Ministère de la construction et de l'aménagement du territoire, Croatie

## **Forum d'expériences**

### **Cartographies expérientielles : une approche éducative du paysage initiée par « Ulysse » de Homère**

M<sup>me</sup> Aspaso Kouzoupi, Architecte, Athènes, Grèce

### **Les Ateliers sur le paysage et les activités pratiques en tant qu'approche éducative**

M<sup>me</sup> Nerantzia Tzortzi, Professeur en architecture de paysage, Politecnico di Milano, Italie

### **Débattre du paysage : enjeux didactiques et processus d'apprentissage**

M<sup>me</sup> Anne Sgard, Professeur associée, Département de géographie de la Faculté des Sciences de la Société et Institut Universitaire de Formation des Enseignants, Université de Genève, Suisse

### **Le rôle des associations**

M<sup>me</sup> Cristina Tullio, Association italienne d'architecture du paysage (AIAPP), Italie

M. Paolo Castelnovi, Association Paysagepour (Landescapefor), Italie

## **Débat général sur les politiques publiques**

«Chaque Partie s'engage à promouvoir: ... des enseignements ... universitaires abordant, dans les disciplines intéressées, les valeurs attachées au paysage et les questions relatives à sa protection, à sa gestion et à son aménagement»

*Article 6 B. c. de la Convention du Conseil de l'Europe sur le paysage*

### **Serbie**

M<sup>me</sup> Biljana Filipovic Đusic, Chef du Département de l'intégration de l'Union européenne, la coopération internationale et des projets, Point focal national pour la mise en œuvre de la Convention européenne du paysage, Ministère de l'agriculture et de la protection de l'environnement, Serbie

M<sup>me</sup> Biljana Jovanovic Ilic, Chef de l'Unité pour les documents stratégiques et la planification, Ministère de l'agriculture et de la protection de l'environnement, Serbie

M<sup>me</sup> Jasminka Cvejic, Professeur, Responsable de l'éducation au niveau universitaire, Serbie

M<sup>me</sup> Nevena Vasiljevic, Professeur à la Faculté de foresterie, Département d'architecture du paysage, Université de Belgrade, Serbie

### **Hongrie**

M<sup>me</sup> Krisztina Kincses, Vice-Présidente de la Conférence du Conseil de l'Europe sur la Convention européenne du paysage, Représentante nationale de la Convention européenne du paysage, Ministère de l'agriculture, Hongrie

### **Chypre**

M. Phaedon Enotiades, Haut fonctionnaire, Département de l'urbanisme et du logement, Ministère de l'intérieur, Chypre

### **Estonie**

M<sup>me</sup> Piret Palm, Haut fonctionnaire, Département de la conservation de la nature, Ministère de l'environnement, Estonie

### **Espagne**

M<sup>me</sup> Carmen Caro, Haut fonctionnaire, Coordinatrice des plans nationaux du patrimoine culturel, Institut du patrimoine historique, Ministre de l'éducation, de la culture et du sport, Espagne

### **Monténégro**

M<sup>me</sup> Sanja Ljeskovic Mitrovic, Représentante nationale de la Convention européenne du paysage, Ministère du développement durable et du tourisme, Monténégro

### **Pays-Bas**

M. Peter Ros, Gestionnaire de projet paysage, Ministère des affaires économiques, Pays-Bas

# Atelier 3 – Le paysage dans l'éducation permanente

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## Présidents

M. Giovanni Manieri Elia, Haut fonctionnaire, Département du paysage et de la gestion qualitative, Ministère pour les biens et les activités culturels, Italie

M. Stefan Delplace, Secrétaire général honoraire de l'Association européenne des Institutions de l'enseignement supérieur (EURASHE), Ancien représentant du Comité directeur pour les politiques et pratiques éducatives (CDPPE) du Conseil de l'Europe

## Présentations

### Belgique

#### *L'éducation au paysage en Wallonie*

M<sup>me</sup> Mireille Deconinck, Attachée, Service Public de Wallonie pour le territoire, le logement, le patrimoine et l'énergie, Direction de l'aménagement régional, Belgique

M. Didier Moray, Premier gradué, Architecte du paysage, Président de l'Association belge des architectes de jardin et du paysage, Service public de Wallonie pour l'agriculture, les ressources naturelles et l'environnement, Direction des Espaces verts, Belgique

### Suède

#### *La prise en considération du paysage par les Cercles d'études suédois*

M. Leif Gren, Conseiller principal, Conseil national suédois du patrimoine, Suède

M. Anders Hedlund, Haut fonctionnaire, Conseil national suédois du patrimoine, Suède

### Grèce

#### *L'éducation au paysage : le cas d'étude de Marathon*

M. Kimon Hadjibiros, Professeur, Université nationale technique d'Athènes, Grèce

## **Forum d'expériences**

### **L'Université d'été sur le paysage**

M. Maurizio Vegini, Agronome, Président de l'Association culturelle Arketipos, Italie

M. Vittorio Rodeschini, Avocat, Conseiller de l'Association culturelle Arketipos, Italie

### **Les Séminaires sur l'éducation au paysage pour la démocratie**

M<sup>me</sup> Ellen Fetzner, Présidente du Conseil européen des écoles d'architecture de paysage (ECLAS), Allemagne

### **Les travaux d'éducation au paysage menés par le parc de la Vallée des temples d'Agrigente, Italie**

M. Giuseppe Carmelo Parello, Directeur du Département du patrimoine culturel et de l'identité de la Sicile, Parc paysager et archéologique de la Vallée des temples d'Agrigente, Italie

### **L'éducation au paysage : l'expérience du Club patrimoine, développement et citoyenneté**

M. Abdelouahab Idelhadj, Professeur à l'Université Abdelmalek Essaadi, Responsable du Club patrimoine, développement et citoyenneté, Tanger-Tétouan, Maroc

### **Protéger un paysage vivant par la culture, la recherche et l'éco-éducation**

M. Franco Tassi, Professeur d'écologie, Ancien Directeur du Parc national des Abruzzes, Italie

### **Activités d'éducation permanente au paysage pour l'école primaire**

M<sup>me</sup> Maria del Tura Bovet Pla, Professeur, Faculté de géographie et d'histoire, Université de Barcelone, Espagne

M<sup>me</sup> Rosalina Pena Vila, Université de Barcelone, Espagne

M. Jordi Ribas Vilàs, Chercheur, Faculté de géographie et d'histoire, Université de Barcelone, Espagne

## **Débat général – Le paysage dans l'éducation continue**

### **Norvège**

M<sup>me</sup> Liv Kirstine Mortensen, Conseillère principale, Ministère du gouvernement local et de la modernisation, Présidente honoraire de la Conférence du Conseil de l'Europe sur la Convention européenne du paysage, Norvège

### **Portugal**

M<sup>me</sup> Marta Andreia Costa Rodrigues, Haut fonctionnaire, Architecte, Direction générale du territoire, Ministère de l'environnement, Portugal

### **République de Moldova**

Mrs Olga Serbinos, Chef du Département de l'aménagement du territoire, Ministère de l'agriculture, du développement régional et de l'environnement, République de Moldova

### **Pologne**

M<sup>me</sup> Hanna Jedras, Expert en chef, Département des relations internationales, Ministère de la culture et du patrimoine national, Pologne

### **République slovaque**

M<sup>me</sup> Zlatica Csontos Šimoňáková, Haut fonctionnaire, Ministère de l'environnement, République slovaque

# Session de clôture

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## Conclusions générales

M<sup>me</sup> Anna Luengo Añon, Architecte paysagiste, Membre de la Fédération internationale des architectes paysagistes (IFLA Europe), Ancienne Présidente de IFLA Europe

## Discours de clôture

M<sup>me</sup> Sanja Ljeskovic Mitrovic, Présidente de la Conférence du Conseil de l'Europe sur la Convention européenne du paysage, Représentante nationale de la Convention européenne du paysage, Ministère du développement durable et du tourisme, Monténégro

M<sup>me</sup> Maguelonne Déjeant-Pons, Secrétaire exécutive de la Convention du Conseil de l'Europe sur le paysage, Chef de la Division du paysage et des Journées européennes du patrimoine, Conseil de l'Europe

M. Rocco Rosario Tramutola, Haut fonctionnaire, Département du paysage et de la gestion qualitative, Ministère pour les biens et les activités culturels, Italie



# Visite d'étude

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Vendredi 5 octobre 2018

Visite de Zungri (Province de Vibo Valentia), ville de la pierre de Calabre.

<http://www.cosimali.com/zungri-la-citta-di-pietra/>

Visite du Musée de Vibo Valentia.

<http://www.iresudcalabria.it/schede.asp?id=56>



**List of participants**  
**Liste des participants**

## **ALBANIA/ALBANIE**

WOLFF Martine, Anthropologue, NGO for the future of Kelmend, Tamare, Rr Bujar Bishanaku 72/4/9 Shkoder  
Tel: +35 5685443237  
E-mail: [martine.wolff13@gmail.com](mailto:martine.wolff13@gmail.com)

## **ANDORRA/ANDORRE**

ROVIRA Natalia, Responsable Stratégie et Communication du Département de l'environnement, Prat de la Creu, 62-64, AD500 Andorra la Vella  
Tel: +376 875707  
E-mail: [natalia\\_rovira@govern.ad](mailto:natalia_rovira@govern.ad)

## **BELGIUM/BELGIQUE**

DECONINCK Mireille, Attachée, Service Public de Wallonie – DGO4, Rue des Brigades d'Irlande, 1 5100 Namur  
Tel: +32 81332522  
E-mail: [mireille.deconinck@spw.wallonie.be](mailto:mireille.deconinck@spw.wallonie.be)

DELPLACE Stefan, Honorary Secretary General, EURASHE, Vaderlandstraat 4, 9000 Gent  
Tel: +32 496604979  
E-mail: [stefan.delplace@eurashe.eu](mailto:stefan.delplace@eurashe.eu)

MORAY Didier, Architecte paysagiste, Service public de Wallonie, Direction de la Nature et des Espaces Vert, Avenue Prince de Liège, 7, 5100 Jambes, Namur  
Tel: +32 81335805  
E-mail: [didier.moray@spw.wallonie.be](mailto:didier.moray@spw.wallonie.be)

## **BOSNIA AND HERZEGOVINA/ BOSNIE-HERZÉGOVINE**

RADOSEVIC Dejan, Head of Section for Biological and Technical Affairs, Institute for Protection of Cultural, Historical and Natural Heritage, Ministry of Education and Culture of the Republic of Spaska, Vuka Karadzica 4/6, 78000 Banja Luka  
Tel: +387 65653001  
E-mail: [d.radosevic@kipn.vladars.net](mailto:d.radosevic@kipn.vladars.net)

## **BULGARIA/BULGARIE**

DOBREVA Silviya, Ministry of Regional Development and Public Works, 17-19 Sv., Kiril i Metodii str., 1202 Sofia (Apologised)  
Tel: +359 29405400  
E-mail: [sdobreva@mrrb.government.bg](mailto:sdobreva@mrrb.government.bg)

GINCHEVA Daniela, Head of Department, National institute for immovable cultural heritage, Ministry of Culture, "Lachezar Stanchev" Str. 7, 1125 Sofia  
Tel: +359 887531678  
E-mail: [land\\_dani@abv.bg](mailto:land_dani@abv.bg)

PETKOVA-HRISTOVA Diana, Ministry of Regional Development and Public Works, 17-19 Sv. Kiril i Metodii str., 1202 Sofia (Apologised)  
Tel: +359 29405400  
E-mail: [dhristova@mrrb.government.bg](mailto:dhristova@mrrb.government.bg)

## **CROATIA/CROATIE**

DUMBOVIC BILUSIC Biserka, Head of Conservation Department in Rijeka, Ministry of Culture, Runjaninova 2, 10000 Zagreb  
Tel: +385 14866609  
E-mail: [biserka.dumbovic-bilusic@min-kulture.hr](mailto:biserka.dumbovic-bilusic@min-kulture.hr)

GOJEVIC Ingrid, Head of Service for International Co-operation and Legal and Technical Affairs, Croatian Institute for Spatial Development, Ul. Republike Austrije 20, 10 000 Zagreb  
Tel: +385 13782452  
E-mail: [ingrid.gojevic@hzpr.hr](mailto:ingrid.gojevic@hzpr.hr)

MAGAS Dunja, State Secretary, Ministry of Construction and Physical Planning, Ul. Republike Austrije 20, 10 000 Zagreb  
Tel: +385 13782495  
E-mail: [dunja.magas@mgipu.hr](mailto:dunja.magas@mgipu.hr)

MATKOVIC Irena, Director, Institute for Spatial Development, Ul. Republike Austrije 20, 10 000, Zagreb  
Tel: +385 13712718, Mob: +385 992685125  
E-mail: [irena.matkovic@hzpr.hr](mailto:irena.matkovic@hzpr.hr)

SKEC Lidija, Head of Department for Legal, Financial and General Technical Affairs, Croatian Institute for Spatial Development, Ul. Republike Austrije 20, 10 000 Zagreb  
Tel: +385 13712732  
E-mail: [lidija.skec@hzpr.hr](mailto:lidija.skec@hzpr.hr)

## **CYPRUS/CHYPRE**

ENOTIADES Phaedon, Senior Planning Officer, Department of Town Planning and Housing, Ministry of the Interior, P.O. Box 24401, CY-1705 Nicosia  
E-mail: [penotiades@tph.moi.gov.cy](mailto:penotiades@tph.moi.gov.cy)

## **CZECH REPUBLIC/ RÉPUBLIQUE TCHÈQUE**

LETÁ Michaela, Educator, Methodical Centre of Garden Culture, National Heritage Institute, Generála Svobody 1192/39, 767 01 Kroměříž  
Tel: +420 776203019  
E-mail: [leta.michaela@npu.cz](mailto:leta.michaela@npu.cz)

MORKUS Josef, Ministry of Regional Development, Staromestske namesti 6, 11015 Prague 1  
Tel: +420 731628400  
E-mail: [Josef.Morkus@mmr.cz](mailto:Josef.Morkus@mmr.cz)

TÓBIKOVÁ Júlia, Senior Official, National representative for the European Landscape Convention, Ministry of the Environment, Vršovická 65, 100 10 Prague  
Tel: +420 267122712, +420 606689948  
E-mail: [julia.tobikova@mzp.cz](mailto:julia.tobikova@mzp.cz)

## **ESTONIA/ESTONIE**

PALM Piret, Senior Officer, Ministry of the Environment, Narva mnt 7a, 15172 Tallinn  
Tel: +372 6260730  
E-mail: [piret.palm@envir.ee](mailto:piret.palm@envir.ee)

## **FINLAND/FINLANDE**

HEIKKILÄ Tapio, Senior Environmental Advisor, Ministry of the Environment, Aleksanterinkatu 7, FI-00023 Government, Helsinki  
Tel: +358 505947515  
E-mail: [tapio.heikkila@ym.fi](mailto:tapio.heikkila@ym.fi)

KUNTTU Sinikka, Executive Director, Foundation for Environmental Education (FEE) Suomi, Finland, Lintulahdenkatu 10, 00500 Helsinki  
Tel: +358 503293388  
E-mail: [sinikka.kunttu@feesuomi.fi](mailto:sinikka.kunttu@feesuomi.fi)

MIKKONEN Tuija, Senior Ministerial Advisor, Aleksanterinkatu 7, 00023 Government, Helsinki  
Tel: +358 400143970  
E-mail: [tuija.mikkonen@ym.fi](mailto:tuija.mikkonen@ym.fi)

## **FRANCE/FRANCE**

EL-KHOMSI Salah-Eddine, Doctorant, Université de Lyon, M. Sahnoun, 5 rue professeur Grignard, 69007 Lyon  
Tel: +33 662826040  
E-mail: [saladin.k@hotmail.com](mailto:saladin.k@hotmail.com)

FRANCOIS Thérèse-Annie, Adjointe du Maire d'Arles, 91 VC Serrailleur Moulès, 13280 Raphèle-les-Arles  
Tel: +33 607905932  
E-mail: [thereseannie.francois@googlemail.com](mailto:thereseannie.francois@googlemail.com)

LE DU-BLAYO Laurence, Maître de Conférences, Université Rennes 2, Landscape Research Group, La Marotais-Léhon, 22 100 Dinan  
Tel: +33 666657213  
E-mail: [laurence.ledu@univ-rennes2.fr](mailto:laurence.ledu@univ-rennes2.fr)

MATHIEU Thierry, Chair of the Committee on Democracy, Social Cohesion and Global Challenges of the Conference of INGOs of the Council of Europe, L'Herculis, 12 Chemin de la Turbie, 98000 Monaco  
E-mail: [thierry.mathieu31@gmail.com](mailto:thierry.mathieu31@gmail.com) (Excusé)

TRANSY Julien, Chargé de mission paysage, Représentant national pour la Convention européenne du paysage, Ministère de la Transition Ecologique et Solidaire, 1 place Carpeaux, 92055 La Défense Cedex  
Tel: +33 140813392  
E-mail: [julien.transy@developpement-durable.gouv.fr](mailto:julien.transy@developpement-durable.gouv.fr)

## **GEORGIA/GÉORGIE**

TUMANISHVILI Marina, Chief Specialist UNESCO and International Relations Unit, National Agency for Cultural Heritage Preservation, 58, Krtsanisi Str., 0114 Tbilisi  
Tel: +99 577171052  
E-mail: [m\\_tumanishvili@yahoo.com](mailto:m_tumanishvili@yahoo.com)

## **GERMANY/ALLEMAGNE**

FETZER Ellen, President, European Council of Landscape Architecture Schools (ECLAS), Schelmenwasen 4-8, 72622 Nürtingen  
Tel: +49 7022201179  
E-mail: [ellen.fetzer@hfwu.de](mailto:ellen.fetzer@hfwu.de)

## **GREECE/GRÈCE**

GOLANDA Nella, Landscape Sculptor, Sculpted Architectural Landscapes, N.Golanda+A.Kouzoupi®, Nireos 34, Paleo Faliro, 175 61 Athens  
Tel: +30 6973885027  
E-mail: [nella.golanda@gmail.com](mailto:nella.golanda@gmail.com)

HADJIBIROS Kimon, Professor, National Technical University of Athens, 5, Iroon Polytechniou, 15780 Zografou, Athens  
Tel: +30 6974712953  
E-mail: [k.hadjibiros@hydro.ntua.gr](mailto:k.hadjibiros@hydro.ntua.gr)

KOUZOUPHI Aspaso, Architect and Landscape Architect, Adjunct Lecturer, Department of Architecture, University of Thessaly, 1, rue Niriidon, 17561 Paleo Faliro  
Tel: +30 6972874777  
E-mail: [a.space.ia@gmail.com](mailto:a.space.ia@gmail.com)

## **HUNGARY/HONGRIE**

KINCSES Krisztina, National representative for the European Landscape Convention, Ministry of Agriculture, Kossuth Lajos tér 11, 1055 Budapest  
Tel: +36 17952433  
E-mail: [krisztina.kincses@fm.gov.hu](mailto:krisztina.kincses@fm.gov.hu)

## **IRELAND/IRLANDE**

MINOGUE Ruth, Representative for Landscape Alliance Ireland, c/o Gort na habhann, Ballymalone, Tuamgraney, County Clare, V94X HD7  
Tel: +353 866026043  
E-mail: [landscapeallianceireland@gmail.com](mailto:landscapeallianceireland@gmail.com)

## **ITALY/ITALIE**

ABATE Anna, PAP, Directorate General, Region of Basilicata, via Verrastro 4, 85100 Potenza  
Tel: +39 971669050  
E-mail: [anna.abate@regione.basilicata.it](mailto:anna.abate@regione.basilicata.it)

ALBA Mazzotta, Lawyer, Cittadella Regionale, 88100 Catanzaro  
Tel: +39 3394034483  
E-mail: [albamazzotta3@gmail.com](mailto:albamazzotta3@gmail.com)

ALESSANDRO Maria Maddalena, Haut fonctionnaire, Représentante nationale pour la Convention du Conseil de l'Europe sur le paysage, Ministère pour les biens et les activités culturels, Via di S. Michele 22, 0053 Rome  
Tel: +39 67234545/4554/4452  
E-mail: [mariamaddalena.alessandro@beniculturali.it](mailto:mariamaddalena.alessandro@beniculturali.it)  
(Excusée)

BANCHINI Roberto, Director of the Landscape Supervision Service, Ministry of Cultural Heritage and Activities, Via di San Michele, 22 – 00152 Rome  
E-mail: [roberto.banchini@beniculturali.it](mailto:roberto.banchini@beniculturali.it)

BARBERINI Giambattista, Consulente Assesseur régional, Département de la conception urbaine et de la planification territoriale, Région de Calabre, Cittadella Regionale, 88100 Catanzaro  
Tel: +39 961853880  
E-mail: [g.barberini@regione.calabria.it](mailto:g.barberini@regione.calabria.it)

BRECCIAROLI Lorella, Architect, Cittadella Regionale, 88100 Catanzaro  
Tel: +39 3488258002  
E-mail: [brecciaroli\\_lorella@yahoo.it](mailto:brecciaroli_lorella@yahoo.it)

CAGNATO Alberto, Responsable des relations avec les organismes internationaux, Osservatorio del Paesaggio Medio Piave, Viale Burciellati, 28, 31100 Treviso  
Tel: +39 0422583315  
E-mail: [alberto.cagnato@tin.it](mailto:alberto.cagnato@tin.it)

CAMA Mariangela, Fonctionnaire, Region of Calabria, Cittadella Regionale, 88100 Catanzaro  
Tel: +39 326451012, +39 965312152  
E-mail: [m.cama@regione.calabria.it](mailto:m.cama@regione.calabria.it)

CANNAVO Paola, Professor, University of Calabria  
E-mail: [pcannavo@unical.it](mailto:pcannavo@unical.it)

CARMELO PARELLO Giuseppe, Director of the Landscape and Archaeological Park of the Valley of the Temples in Agrigento, Department of Cultural Heritage and Identity of Sicily, Via Panoramica dei Templi, s.n 92100, 92100 Agrigento  
Tel: +39 3357957004  
E-mail: [giupare58@gmail.com](mailto:giupare58@gmail.com)

CASTELNOVI Paolo, President of the Association Landscapefor, Via della Basilicata, 3/5, Galleria Umberto I, 10122, Torino  
Tel: +39 011436 13 19  
E-mail: [info@landscapefor.eu](mailto:info@landscapefor.eu)

CASTIGLIONI Benedetta, Professor of Geography, University of Padova, via del Santo, 26, 35123 Padova  
Tel: +39 3347155106  
E-mail: [etta.castiglioni@unipd.it](mailto:etta.castiglioni@unipd.it)

CICERO Rita, Official Architect, SABAP, Reggio Calabria, Vivo Valentia, Via Fata Morgana, 89100 Reggio Calabria  
E-mail: [rita.cicero@beniculturali.it](mailto:rita.cicero@beniculturali.it)

CISANI Margherita, PhD, University of Padua, Via del Santo, 26, 35123 Padova  
Tel: +39 3480653524  
E-mail: [margherita.cisani@unipd.it](mailto:margherita.cisani@unipd.it)

CONDO Maria, Architect, Associazione Pheozemia, Vico li San Sebastiano, 4, 88060 Santa Caterina Dello Ionio  
Tel: +39 3279970662  
E-mail: [m.condo@tiscali.it](mailto:m.condo@tiscali.it)

CORAZZIERE Chiara, PhD Architect, Planning and Design, Mediterranea University of Reggio Calabria, Via Reggio Campi II Tronco 109/a, 89126 Reggio Calabria  
Tel: +39 3491543644  
E-mail: [chiaracorazziere@gmail.com](mailto:chiaracorazziere@gmail.com)

CORDARO Salvatore, Assesseur régional, Département du territoire et de l'environnement, Région de Sicile, Via Ugo La Malfa, 90146 Palermo  
Tel: +39 917077843  
E-mail: [assessore.territorioambiente@regione.sicilia.it](mailto:assessore.territorioambiente@regione.sicilia.it)

CRISTIANO Donatella, Ingegnere, Consigliere ordine ingegneri Cosenza, Cittadella Regionale, 88100 Catanzaro  
Tel: +39 3289611622  
E-mail: [ingcristiano@gmail.com](mailto:ingcristiano@gmail.com)

DATTILO Antonio, Haut fonctionnaire, Région de Calabre, Département de la Présidence, Délégation de Rome, Piazza Campitelli N. 3, 00185 Rome  
Tel: +39 3355816496  
E-mail: [a.dattilo@regione.calabria.it](mailto:a.dattilo@regione.calabria.it)

DE COL Donatella, Vice President,  
Landscape Observatory of Monte Stella Milano,  
Via Pogatsching, 31, 20148 Milan  
Tel: +39 3804260246  
E-mail: [telladecol@gmail.com](mailto:telladecol@gmail.com)

DE LUCA Martina, Haut fonctionnaire,  
Département de l'éducation et de la recherche,  
Ministère pour les biens et les activités culturelles,  
Via Milano 76, 00186 Rome  
Tel: +39 0648291302, mob: +39 3393063445  
E-mail: [martina.deluca@beniculturali.it](mailto:martina.deluca@beniculturali.it)

DI BAGGIO Roberto, Regional Assessor,  
Department of Territorial Planning,  
Region of Molise

DI BERARDO Marina, Senior Officer,  
Directorate General of Education and Research,  
Ministry of Cultural Heritage and Activities,  
Via Milano 76, 00186 Rome  
E-mail: [marina.diberardo@beniculturali.it](mailto:marina.diberardo@beniculturali.it)

DISCEPOLO Bruno, Regional Assessor,  
Department of Urbanism and Territorial  
Government, Campania Region,  
Via S. Lucia, 80132 Naples  
Tel: +39 81 7965004/ 2235/ 2951  
E-mail: [assessore.discepolo@regione.campania.it](mailto:assessore.discepolo@regione.campania.it)

FERA Isabella, Senior Officer, Ministry of Cultural  
Heritage and Activities, Via di San Michele 22,  
153 Rome  
Tel: +39 667234548  
E-mail: [isabella.fera@beniculturali.it](mailto:isabella.fera@beniculturali.it)

GALLELLI Salvatore, Consulente Assesseeur régional,  
Département de la conception urbaine et de  
la planification territoriale, Région de Calabre,  
Cittadella Regionale, 88100 Catanzaro  
Tel: +39 961853880  
E-mail: [s.gallelli@regione.calabria.it](mailto:s.gallelli@regione.calabria.it)

GARRÌ Melissa, Componente della struttura,  
Département de la conception urbaine et de  
la planification territoriale, Région de Calabre,  
Cittadella Regionale, 88100 Catanzaro  
Tel: +39 965880796, +39 965880404  
E-mail: [m.garri@regione.calabria.it](mailto:m.garri@regione.calabria.it)

GIOÈ Grazia, Senior Researcher, Urban Planner  
and Policy Maker, Department of Tourism and  
Cultural Heritage, Calabria Regional Authority,  
Viale Labocchetta, Dir. Ciccarello, 113, 89132,  
Region of Calabria  
Tel: +33 83914070  
E-mail: [grazia.gioe@virgilio.it](mailto:grazia.gioe@virgilio.it)

GIOFFRÈ Vincenzo, Professor of Landscape  
architecture, Mediterranean University of Reggio  
Calabria, Feo di Vito, 89120, Region of Calabria  
Tel: +39 3476299763  
E-mail: [enzo.gioffre@unirc.it](mailto:enzo.gioffre@unirc.it)

GIRONDA Caterina, Architect, Cittadella Regionale,  
88100 Catanzaro  
Tel: +39 3283345626 67  
E-mail: [kate.g@gmail.com](mailto:kate.g@gmail.com)

IRTO Nicola, President of the Council of the Region  
of Calabria, Via Cardinale Portanova, 89123,  
Region of Calabria  
Tel: +39 965880796, +39 965880404  
E-mail: [nicola.irto@consrc.it](mailto:nicola.irto@consrc.it); [presidente@consrc.it](mailto:presidente@consrc.it)

LAGANÀ Giovanni, Architect, Via Peripoli 187,  
89030 Condofuri Marina  
Tel: +39 3282599166  
E-mail: [giolag@libero.it](mailto:giolag@libero.it)

LOIZZO Cesare, Assesseeur régional,  
Département de la conception urbaine  
et de la planification territoriale,  
Région de Calabre, Cittadella Regionale,  
88100 Catanzaro  
Tel: +39 961853880  
E-mail: [c.loizzo@regionale.calabria.it](mailto:c.loizzo@regionale.calabria.it)

MALARA Filomena, Via Sbarre Inferiori, 165,  
89129 Region of Calabria  
Tel: +39 3336118493  
E-mail: [filomena.malara@gmail.com](mailto:filomena.malara@gmail.com)

MANFREDI Emilia, Assesseeur régional,  
Département de la conception urbaine  
et de la planification territoriale,  
Région de Calabre, Cittadella Regionale-  
Gerameneto, 88100 Catanzaro  
Tel: +39 961853880  
E-mail: [ef.manfredi@regione.calabria.it](mailto:ef.manfredi@regione.calabria.it)

MANIERI ELIA Giovanni, Senior Officer,  
Ministry of Cultural Heritage and Activities,  
Via di San Michele, 22, 00153 Rome  
Tel: +39 667234590  
E-mail: [giovanni.manierielia@beniculturali.it](mailto:giovanni.manierielia@beniculturali.it)

MANIGLIO CALCAGNO Annalisa, Landscape  
architect, Professor Emeritus in Landscape  
Architecture, Piazza Rossetti, 4, 16129 Genova  
Tel: +39 335340935  
E-mail: [maniglio@arch.unige.it](mailto:maniglio@arch.unige.it)

MARCUCCI Giuseppe, Consulente Assesseeur  
régional, Département de la conception urbaine  
et de la planification territoriale, Région de Calabre,  
Cittadella Regionale, 88100 Catanzaro  
Tel: +39 961853880  
E-mail: [g.marcucci@regione.calabria.it](mailto:g.marcucci@regione.calabria.it)

MAZZA Angelino, Directorate General,  
Region of Basilicata, via Verastro 5, 85100 Potenza  
Tel: +39 971669100  
E-mail: [angelino.mazza@supporto.regionebasilicata.it](mailto:angelino.mazza@supporto.regionebasilicata.it)

MITTIGA Ilaria, Civil Servant, Department of Environment and Territory, Region of Calabria, Cittadella Regionale, 88100 Catanzaro  
Tel: +39 3394034483, +39 961854054  
E-mail: [ldg.mittiga@regione.calabria.it](mailto:ldg.mittiga@regione.calabria.it)

MUSACCHIO M. Cristina, Architect,  
Via Prisciano 42, 00136 Rome  
Tel: +39 3286664347  
E-mail: [mcmusaccho@gmail.com](mailto:mcmusaccho@gmail.com)

NICOLETTI Domenico, General Secretary,  
University Teacher, Arco Latino, European  
Landscape Observatory, Cartosa di San Lorenzo,  
84034 Padula (SA)  
Tel: +39 3336505016  
E-mail: [dnicoletti@unisa.it](mailto:dnicoletti@unisa.it)

NINO Clara, Engineer, Cittadella Regionale,  
88100 Catanzaro  
Tel: +39 3299787255  
E-mail: [clara.nino@regione.calabria.it](mailto:clara.nino@regione.calabria.it)

NUSINER Lucia, Business Partner, Associazione  
Culturale Arketipos, via a. Cifrondi, 1,  
24128 Bergamo  
Tel: +39 35 401175  
E-mail: [segreteria@arketipos.org](mailto:segreteria@arketipos.org)

OLIVERIO Giulio, Director, Regione Calabria,  
Cittadella Regionale, 88100 Catanzaro  
Tel: +39 3394034483  
E-mail: [giulio.oliverio@regione.calabria.it](mailto:giulio.oliverio@regione.calabria.it)

OLIVERIO Mario Gerardo, President of the Calabria  
Region, Cittadella regionale, 88100 Catanzaro  
Tel: +39 961858721  
E-mail: [carmela.derose@regione.calabria.it](mailto:carmela.derose@regione.calabria.it)

PANDOLFO Marco, Member of Osservatorio  
per il paesaggio, Monte stella Milano,  
Via Giuseppe Pogatschnig, N. 31, 20148 Milan  
Tel: +39 3331316947  
E-mail: [marcopand@fastwebnet.it](mailto:marcopand@fastwebnet.it)

PANUCCIO Giorgio, Responsible for the Office  
of Green Economy, Orientamento Settore 8 FP,  
Città Metropolitana di Reggio Calabria,  
Via S. Anna II° tronco, 89100 Region of Calabria  
Tel: +39 3288387900  
E-mail: [giorgio.panuccio@cittametropolitana.rc.it](mailto:giorgio.panuccio@cittametropolitana.rc.it)

PEPE Dino, Regional Assessor, Department of River  
Contracts, Region of Abruzzo

PETRANGELI Pia, Director of Service I,  
Directorate General of Education and Research,  
Ministry of Cultural Heritage and Activities, Italy,  
via Milano 76, Rome  
Tel: +39 0648291202  
E-mail: [pia.petrangeli@beniculturali.it](mailto:pia.petrangeli@beniculturali.it)

PIETRANTUONO Francesco, Assessor for  
the Environment and Energy, Region of Basilicata,  
via Verrastro 5, 85100 Potenza  
Tel: +39 9716695050  
E-mail: [francesco.pietrantuono@regione.basilicata.it](mailto:francesco.pietrantuono@regione.basilicata.it)

PISICCHIO Alfonsino, Regional Assessor,  
Department of Territorial Planning, Apulia Region

PONTARI Carmela, School Psychologist,  
Via Crisafi n. 8, 89128 Reggio Calabria  
E-mail: [linapontari@alice.it](mailto:linapontari@alice.it)

PRATICO Manuela Maria, Architect, Senior Officer,  
General Directorate, Ministry of Cultural Heritage  
and Activities, Servizio V Paesaggio,  
Via Antonio Sogliano, 4 Scala A Int.13, 00164 Rome  
Tel: +39 3395094683  
E-mail: [manuelamaria.pratico@beniculturali.it](mailto:manuelamaria.pratico@beniculturali.it)

PROCOPIO Fabio, Freelance Geologist,  
Via Cosenza 36, 88100 Catanzaro  
Tel: +39 3394560061  
E-mail: [fabio@studioprocopio.com](mailto:fabio@studioprocopio.com)

REILLO Orsola, Director General, Department  
for Environmental Protection, 88100 Catanzaro,  
Region of Calabria  
Tel: +39 961854050  
E-mail: [o.reillo@regione.calabria.it](mailto:o.reillo@regione.calabria.it)

RIZZO Antonella, Regional Assessor, Department  
for Environmental Protection, Region of Calabria,  
Cittadella Regionale, 88100 Catanzaro  
Tel: +39 961853754  
E-mail: [antonella.rizzo@regione.calabria.it](mailto:antonella.rizzo@regione.calabria.it)

RODESCHINI Vittorio, Business Partner,  
Associazione Culturale Arketipos, via a. Cifrondi, 1,  
24128 Bergamo  
Tel: +39 35401175  
E-mail: [segreteria@arketipos.org](mailto:segreteria@arketipos.org)

ROSSI Franco, Assesseeur régional, Département  
de la conception urbaine et de la planification  
territoriale, Cittadella Regionale, 88100 Catanzaro  
Tel: +39 0961853880  
E-mail: [franco.rossi@regione.calabria.it](mailto:franco.rossi@regione.calabria.it)

ROZZI Sergio, Presidente ERCI Team, Onlus,  
Via Luigi Pasteur, 15, 67051 Avezzano  
Tel: +39 3358138614  
E-mail: [info@sergiorozzi.it](mailto:info@sergiorozzi.it)

SANTORO Maria Carmela, Directorate General,  
Department of the Environment and Energy,  
Regione Basilicata, via Verrastro 5, 85100 Potenza  
Tel: +39 971668849  
E-mail: [carmen.santoro@regione.basilicata.it](mailto:carmen.santoro@regione.basilicata.it)

SCARPA Samantha, Directorate General,  
Region of Basilicata, Via Verrastro 4, 85100 Potenza  
Tel: +39 971666340  
E-mail: [samantha.scarpa@regione.basilicata.it](mailto:samantha.scarpa@regione.basilicata.it)



SCHIAVA Domenicantonio, Director, Cultural Heritage, Regione Calabria, Cittadella Regionale, 88100 Catanzaro  
Tel: +39 961856016  
E-mail: [d.schiava@regione.calabria.it](mailto:d.schiava@regione.calabria.it)

SCOPPOLA Francesco, Director General of Education and Research, Ministry of Cultural Heritage and Activities, Via Milano, 76 - 00184 Rome  
E-mail: [francesco.scoppola@beniculturali.it](mailto:francesco.scoppola@beniculturali.it)

SECRETI Massimiliano, Consulente Assesseur régional, Département de la conception urbaine et de la planification territoriale, Région de Calabre, Cittadella Regionale, 88100 Catanzaro  
Tel: +39 961853880  
E-mail: [m.secreti@regione.calabria.it](mailto:m.secreti@regione.calabria.it)

SPINELLI Giuseppe, President of the CSEAAM, via XXI Agosto, 42, 89127 Région de Calabre  
Tel: +39 3385781926  
E-mail: [cseaam4@alice.it](mailto:cseaam4@alice.it)

SPINGOLA Felice, President of Centro Studi PAN, Sociologist, Landscape Economist, Via Villa di Faonte 79, 00139 Roma  
Tel: +39 3666873615  
E-mail: [felice.spingola@gmail.com](mailto:felice.spingola@gmail.com)

TARSIA Francesco, Directeur général, Département de l'Environnement et du Territoire, Région de Calabre, Cittadella Regionale, 88100 Catanzaro  
Tel: +39 0961854064  
E-mail: [fr.tarsia@regione.calabria.it](mailto:fr.tarsia@regione.calabria.it)

TASSI Franco, Professor of Ecology, Former Director of Abruzzo National Park, Centro Parchi Internazionale  
E-mail: [ftassi38@gmail.com](mailto:ftassi38@gmail.com) (Apologised)

TRAMUTOLA Rocco Rosario, Haut fonctionnaire, Département du paysage et de la gestion de la qualité, Ministère du patrimoine, des activités culturelles et du tourisme d'Italie, Via di San Michele, 22, 00153 Rome  
Tel: +39 667234564  
E-mail: [roccorosario.tramutola@beniculturali.it](mailto:roccorosario.tramutola@beniculturali.it)

TULLIO Cristina, Italian Association of Landscape Architects  
E-mail: [tullio@paesaggiapaesaggi.it](mailto:tullio@paesaggiapaesaggi.it)

TZORTZI Nerantzia, Professor, Politecnico di Milano, Piazza Leonardo da Vinci, 32, 20133 Milan  
Tel: +39 3273207339  
E-mail: [julia.georgi@polimo.it](mailto:julia.georgi@polimo.it)

VALLARO Paola, Vice-President, Association Landescapefor, Via della Basilicata, 3/5, Galleria Umberto I, scala C, 10122, Torino  
Tel: +39 011436 13 19  
E-mail: [info@landscapefor.eu](mailto:info@landscapefor.eu)

VEGINI Maurizio, President, Associazione Culturale Arketipos, via a. Cifrondi, 1, 24128 Bergamo  
Tel: +39 35401175  
E-mail: [segreteria@arketipos.org](mailto:segreteria@arketipos.org)

VERMIGLIO Salvatore, Architect, President of the order of architects, Reggio Calabria, Via Calvario, 89125 Reggio Calabria  
Tel: +39 3489389667  
E-mail: [vermiglio.cilento@gmail.com](mailto:vermiglio.cilento@gmail.com)

VIVIANI Silvia, President of the National Institute of Urban Planning (INU – Italia), Via di Ripoli 78, 50126 Florence  
Tel: +39 337684166  
E-mail: [silvia@silviaviviani.com](mailto:silvia@silviaviviani.com)

ZARRILLO Vincenzo, Office of Urban and Territorial Planning, Regione Basilicata, via Varrastro 5, 85100 Potenza  
Tel: +39 971669043  
E-mail: [vincenzo.zarrillo@regione.basilicata.it](mailto:vincenzo.zarrillo@regione.basilicata.it)

## JAPAN/JAPON

MIYAWAKI Masaru, Associate Professor, Graduate School of Environmental Studies, Nagoya University, Furo-cho, Chikusa-ku, 464-8601 Nagoya  
Tel: +81 527476778  
E-mail: [miyawaki@corot.nuac.nagoya-u.ac.jp](mailto:miyawaki@corot.nuac.nagoya-u.ac.jp)

## LATVIA/LETTONIE

KEDO Kristīne, Head of Spatial Planning Policy Division, Spatial Planning Department, Ministry of Environmental Protection and Regional Development of Latvia, Peldu 25, LV-1494 Riga  
Tel: +37 167026558  
E-mail: [kristine.kedo@varam.gov.lv](mailto:kristine.kedo@varam.gov.lv)

URTĀNE Ingūna, Director of Spatial Planning Department, Ministry of Environmental Protection and Regional Development, Peldu iela 25, LV-1494 Rīga  
Tel: +37167026926  
E-mail: [inguna.urtane@varam.gov.lv](mailto:inguna.urtane@varam.gov.lv)

## MONTENEGRO/MONTÉNÉGR

LJESKOVIC MITROVIC Sanja, Chair of the Conference on European Landscape Convention of the Council of Europe, National Representative of the European Landscape Convention, Ministry of Sustainable Development and Tourism, Il crnogorskog bataljona 2, 81000 Podgorica  
Tel: +38 267584444  
E-mail: [sanjalj@t-com.me](mailto:sanjalj@t-com.me)

MITROVIC Dejan, General Secretary, Association of Landscape Architects, Serdara Jola Piletica 22/6 81000 Podgorica  
Tel: +38 269444595  
E-mail: [landscape.montenegro@gmail.com](mailto:landscape.montenegro@gmail.com)

## **MOROCCO/MAROC**

CHEDDADI Naima, Gérante PCN Consulting, 19 rue Maysour, 90000 Tetouan  
Tel: +210 539715775  
E-mail: [idelhadj@gmail.com](mailto:idelhadj@gmail.com)

IDELHADJ Abdelouahab, Professeur universitaire, Club Patrimoine, développement et citoyenneté, (Tanger-Tétouan-Alhoceima), 19 Rue Maysour, El Mhanech II, Lot Mounia, 90000 Tétouan  
Tel: +212 661191055  
E-mail: [patrimoine.club@gmail.com](mailto:patrimoine.club@gmail.com)

## **NETHERLANDS/PAYS-BAS**

ROS Peter, Co-ordinator, Waddensea Tourism, Ministry of Economic Affairs, Croeselaan 15, 3521 BJ Utrecht  
Tel: +31 652401597  
E-mail: [peter.ros@rvo.nl](mailto:peter.ros@rvo.nl)

## **NORWAY/NORVÈGE**

MORTENSEN Liv Kirstine, Senior Advisor, Ministry of Local Government and Modernisation, Department of Planning, Akersgata 59, N-0032 Oslo  
E-mail: [liv.kirstine.mortensen@kmd.dep.no](mailto:liv.kirstine.mortensen@kmd.dep.no)

## **POLAND/POLOGNE**

DEGORSKA Bozena, Polish Academy of Sciences, Twarda 51/55, 00818 Warsaw  
Tel: +48 226978771  
E-mail: [bodego@twarda.pan.pl](mailto:bodego@twarda.pan.pl)

DEGORSKI Marek, Professor, Polish Academy of Sciences, Twarda 51/55, 00818 Warsaw  
Tel: +48 226978918  
E-mail: [m.degor@twarda.pan.pl](mailto:m.degor@twarda.pan.pl)

DULIAS Renata, Cultural Landscape Commission of the Polish Geographical Society, Będzińska 60, 41-200 Sosnowiec  
Tel: +48 793797477  
E-mail: [renata.dulias@us.edu.pl](mailto:renata.dulias@us.edu.pl)

JEDRAS Hanna, Chief Expert, Ministry of Culture and National Heritage, Krakowskie Przedmieście, 15/17, 00-071 Warsaw  
Tel: +48 224210206  
E-mail: [hjedras@mkidn.gov.pl](mailto:hjedras@mkidn.gov.pl)

KOSEWSKA Malgorzata, Senior Expert, General Directorate for Environmental Protection, Wawelska 52/54, 00-922 Warsaw  
Tel: +48 223692136  
E-mail: [malgorzata.kosewska@gdos.gov.pl](mailto:malgorzata.kosewska@gdos.gov.pl)

PETERS Malgorzata, Head of Aesthetics of Public Spaces Unit, Ministry of Culture and National Heritage, ul. Krakowskie Przedmieście 15/17, 00-071 Warsaw  
Tel: +48 224210275  
E-mail: [mpeters@mkidn.gov.pl](mailto:mpeters@mkidn.gov.pl)

## **PORTUGAL/PORTUGAL**

ALBERGARIA Maria Isabel, Professor, University of the Azores, Rua da Mae de Deus, 9500 Ponta Delgada  
Tel: + 35 964489111  
E-mail: [maria.iw.albergaria@uac.pt](mailto:maria.iw.albergaria@uac.pt)

COSTA RODRIGUES Marta Andreia, Senior Official, Rua da Artilharia Um, n.º107, 1099-052 Lisbon  
Tel: +35 1916180610  
E-mail: [mrodrigues@dgterritorio.pt](mailto:mrodrigues@dgterritorio.pt)

## **REPUBLIC OF MOLDOVA/ RÉPUBLIQUE DE MOLDOVA**

SERBINOS Olga, Head of Spatial Planning Department, Ministry of Agriculture, Regional Development and Environment, 9 Constantin Tanase street, MD-2005 Chisinau  
Tel: +373 22204597  
E-mail: [olga.serbinos@madrm.gov.md](mailto:olga.serbinos@madrm.gov.md)

## **ROMANIA/ROUMANIE**

FARCAȘ Alina Maria, Counsellor, Ministry of Regional Development and Public Administration, 17 Apolodor Street, North Wing, Sector 5, Bucharest  
Tel: +40 2150741  
E-mail: [alina.farcas@mdrap.ro](mailto:alina.farcas@mdrap.ro)

## **SERBIA/SERBIE**

CVEJIC Jasminka, Professor, Department of Landscape Architecture and Horticulture, Faculty of Forestry, 11 000 Belgrade  
Tel: +381 642740784  
E-mail: [jcvejic@sbb.rs](mailto:jcvejic@sbb.rs); [profjcvjeic@gmail.com](mailto:profjcvjeic@gmail.com)

FILIPOVIC ĐUSIC Biljana, Assistant Minister for International Co-operation, Ministry of Environmental Protection, Omladinskih brigada 1, 11070 Belgrade  
Tel: +381 648166490  
E-mail: [biljana.filipovic@ekologija.gov.rs](mailto:biljana.filipovic@ekologija.gov.rs)

JOVANOVIC ILIC Biljana, Senior Advisor,  
Strategic Planning, Ministry of Environmental  
Protection, Omladinskih brigada 1,  
11070 Novi Belgrade  
Tel: +381 63421641  
E-mail: [biljana.j.ilic@ekologija.gov.rs](mailto:biljana.j.ilic@ekologija.gov.rs)

VASILJEVIC Nevena, Professor, University of  
Belgrade, Kneza Visoslava 1, 11000 Belgrade  
Tel: +381 113053924, +381641153857  
E-mail: [nevena.vasiljevic@sfb.bg.ac.rs](mailto:nevena.vasiljevic@sfb.bg.ac.rs)

## **SLOVAK REPUBLIC/ RÉPUBLIQUE SLOVAQUE**

CSONTOS ŠIMOŇÁKOVÁ Zlatica,  
National Representative for European Landscape  
Convention, Ministry of Environment,  
Námestie Ľudovíta Štúra 1, 812 35 Bratislava  
Tel: +421 2 5956 2357  
E-mail: [zlatica.simonakova@enviro.gov.sk](mailto:zlatica.simonakova@enviro.gov.sk)

## **SLOVENIA/SLOVÉNIE**

HLADNIK Jelena, Secretary, Ministry  
of the Environment and Spatial Planning,  
Dunajska 48, 1000 Ljubljana  
Tel: +386 14787481  
E-mail: [jelena.hladnik@gov.si](mailto:jelena.hladnik@gov.si)

## **SPAIN/ESPAGNE**

CALDERÓN ROCA Belén, Professor, University of  
Málaga, Bulevar Louis Pasteur, 25, 29010 Málaga  
Tel: +34 617326637  
E-mail: [belencalderon@uma.es](mailto:belencalderon@uma.es)

CARO Carmen, Co-ordinator, Cultural Heritage  
and National Plans, Institute of Cultural Heritage  
of Spain, Pintor El Greco, 4, 28040 Madrid  
Tel: +34 915504430  
E-mail: [carmen.caro@meccd.es](mailto:carmen.caro@meccd.es)

ERNETA-ALTARRIBA Luis, Researcher and Associate  
Professor of Geography and Secondary School,  
Teaching University of Navarra and Government  
of Navarra, Calle Madrid 18, 3º A,  
31016 Pamplona, Navarra  
Tel: +34 660000487, +34 948741709  
E-mail: [lerneta@alumni.unav.es](mailto:lerneta@alumni.unav.es);  
[lernetaa@educacion.navarra.es](mailto:lernetaa@educacion.navarra.es)

LUENGO AÑÓN Ana, Past President, International  
Federation of Landscape Architects (IFLA-EUROPE),  
Calle Puerto de Santa Maria, 49 28043 Madrid  
Tel: +34 630293058  
E-mail: [delegatcoe@iflaeurope.eu](mailto:delegatcoe@iflaeurope.eu)

MAYANS SUREDA Jaume, Architect of the Territorial  
Planning Service, Council of Mallorca,  
C/ General Riera, 113, 07010 Palma de Mallorca,  
Balearic Islands  
Tel: +34 971 173785  
E-mail: [territori@conselldemallorca.net](mailto:territori@conselldemallorca.net)

MUÑOZ ESPINOSA Elena María, University  
of Castilla, La Mancha, Ronda de Calatrava 3,  
13071 Ciudad Real  
Tel: +34 626020276  
E-mail: [elenamunozespinosa@gmail.com](mailto:elenamunozespinosa@gmail.com)

PENA Rosalina, Researcher, University of Barcelona,  
Marià Cubí 1, 08006 Barcelona  
Tel: +34 618096717  
E-mail: [rpena1@xtec.cat](mailto:rpena1@xtec.cat)

PUIGBERT MANELLA Laura, Landscape Observatory  
of Catalonia, C. Hospici, 8, 17800 Olot  
Tel: +34 972273564  
E-mail: [laura.puigbert@catpaisatge.net](mailto:laura.puigbert@catpaisatge.net)

RIBAS VILAS Jordi, Researcher, Universitat  
de Barcelona, Almogavers, 58, 3r1a,  
08018 Barcelona  
Tel: +34 669679869  
E-mail: [jribasvilas@gmail.com](mailto:jribasvilas@gmail.com)

ROMANO Joaquin, Professeur d'université,  
Université de Valladolid, Avda del Valle Esgueva 6,  
47011 Valladolid  
Tel: +34 983423326  
E-mail: [romano@eco.uva.es](mailto:romano@eco.uva.es)

TURA BOVET Maria, Professor, University  
of Barcelona, Barri Segalers 105, 08261 Cardona  
Tel: +34 687753922  
E-mail: [mtbovet001@cofb.net](mailto:mtbovet001@cofb.net)

VADELL BALAGUER Miguel, Insular Director  
of Territory and Landscape, Consell de Mallorca  
C/ General Riera, 113, 07010 Palma De Mallorca,  
Balearic Islands  
Tel: +34 971173785  
E-mail: [territori@conselldemallorca.net](mailto:territori@conselldemallorca.net)

## **SWEDEN/SUÈDE**

GREN Leif, Senior Advisor, Swedish National  
Heritage Board, Storgatan 41, S-11484 Stockholm  
Tel: +46 708843626  
E-mail: [leif.gren@raa.se](mailto:leif.gren@raa.se) (Apologised)

HEDLUND Anders, Senior Advisor, Swedish National  
Heritage Board, Storgatan 41, S-11484, Stockholm  
Tel: +46 851918589  
E-mail: [anders.hedlund@raa.se](mailto:anders.hedlund@raa.se) (Apologised)

## **SWITZERLAND/SUISSE**

RUDAZ Gilles, Scientific Collaborator, Swiss Federal Office for the Environment, 3003 Bern  
Tel: +41 584629385  
E-mail: [gilles.rudaz@bafu.admin.ch](mailto:gilles.rudaz@bafu.admin.ch)

SGARD Anne, Professeure, Université de Genève, Département de Géographie et d'Environnement, 2 rue Champ Rochas, F-38240 Meylan  
Tel: +33 606800018  
E-mail: [anne.sgard@unige.ch](mailto:anne.sgard@unige.ch)

## **UKRAINE/UKRAINE**

LEGKA Olena, Chief Specialist, Division of Land and Water Resources, Ministry of Ecology and Natural Resources of Ukraine, Mytropolita Vasylya Lypkivskogo, 35, 03035 Kyiv  
Tel: +38 0442063148  
E-mail: [legkaja@ukr.net](mailto:legkaja@ukr.net)

## **UNITED KINGDOM/ROYAUME-UNI**

JONES Daniel, Head of Protected Landscapes, Department of Environment Food and Rural Affairs, Seacole Building, 1st Floor NE, 2 Marsham Street, London, SW1P 4DF  
Tel: +44 7500 975281  
E-mail: [daniel.jones@defra.gsi.gov.uk](mailto:daniel.jones@defra.gsi.gov.uk)

TUNNICLIFFE Sarah, National Rural and Environmental Advisor, Historic England, Cannon Bridge House, 25 Dowgate Hill, London, EC4R 2YA  
Tel: +44 7711491752  
E-mail: [sarah.tunncliffe@historicengland.org.uk](mailto:sarah.tunncliffe@historicengland.org.uk)

## **UNITED STATES/ÉTATS-UNIS**

CASEY Timothy, Professor of Political Science, Colorado Mesa University, 1100 North Ave, 81501 Grand Junction, Colorado  
Tel: +1 9702618126  
E-mail: [tcasey@coloradomesa.edu](mailto:tcasey@coloradomesa.edu)

## **GENERAL SECRETARIAT OF THE COUNCIL OF EUROPE**

DEJEANT-PONS Maguelonne, Head of Division, Executive Secretary of the European Landscape Convention and European Heritage Days, Council of Europe, F-67075 Strasbourg Cedex, France  
Tel: +33 388412398  
E-mail: [maguelonne.dejeant-pons@coe.int](mailto:maguelonne.dejeant-pons@coe.int)

MOLLER Susan, Administrative Assistant, European Landscape Convention, Council of Europe, F-67075 Strasbourg Cedex, France  
Tel: +33 390214116, +33 671972406  
E-mail: [susan.moller@coe.int](mailto:susan.moller@coe.int)

## **INTERPRETERS/INTERPRÈTES**

GIGLIOTTI Angela  
E-mail: [angela@symposiamc.it](mailto:angela@symposiamc.it)

LEO Marcella  
E-mail: [marcella.leo88@gmail.com](mailto:marcella.leo88@gmail.com)

PARROTTINO Jessica  
E-mail: [jessicaparrottino@virgilio.it](mailto:jessicaparrottino@virgilio.it)

Adopted by the Committee of Ministers of the Council of Europe on 19 July 2000 in Strasbourg and opened for signature by the member States in Florence on 20 October of the same year, the European Landscape Convention aims to promote landscape protection, management and planning, and to organise international co-operation on these issues. Its signatory States declare their desire to achieve sustainable development based on a balanced and harmonious relationship between social needs, economic activity and the environment. Landscape is recognised as an essential component of people's surroundings, an expression of the diversity of their shared cultural and natural heritage, and a foundation of their identity. The Convention concerns outstanding landscapes as well as everyday or degraded territories.

[www.coe.int/EuropeanLandscapeConvention](http://www.coe.int/EuropeanLandscapeConvention)

Adoptée par le Comité des Ministres du Conseil de l'Europe à Strasbourg le 19 juillet 2000 et ouverte à la signature des Etats membres à Florence le 20 octobre de la même année, la Convention européenne du paysage a pour objet de promouvoir la protection, la gestion et l'aménagement des paysages, et d'organiser la coopération internationale dans ce domaine. Ses Etats signataires se déclarent soucieux de parvenir à un développement durable fondé sur un équilibre harmonieux entre les besoins sociaux, l'économie et l'environnement. Le paysage est reconnu comme composante essentielle du cadre de vie des populations, expression de la diversité de leur patrimoine commun culturel et naturel, et fondement de leur identité. La Convention concerne tant les paysages remarquables que les paysages du quotidien et les territoires dégradés.

[www.coe.int/Conventioneuropennedupaysage](http://www.coe.int/Conventioneuropennedupaysage)



[www.coe.int](http://www.coe.int)

The Council of Europe is the continent's leading human rights organisation. It comprises 47 member states, including all members of the European Union. All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law. The European Court of Human Rights oversees the implementation of the Convention in the member states.

Le Conseil de l'Europe est la principale organisation de défense des droits de l'homme du continent. Il comprend 47 États membres, dont l'ensemble des membres de l'Union européenne. Tous les États membres du Conseil de l'Europe ont signé la Convention européenne des droits de l'homme, un traité visant à protéger les droits de l'homme, la démocratie et l'État de droit. La Cour européenne des droits de l'homme contrôle la mise en œuvre de la Convention dans les États membres.