



*Landscape and sustainable development:
challenges of the European
Landscape Convention*

Landscape and sustainable development

Challenges of the European Landscape Convention

French edition:

Paysage et développement durable – Les enjeux de La Convention européenne du paysage

ISBN-10: 92-871-5988-2

ISBN-13: 978-92-871-5988-5

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Photo: Jean-François Seguin

“On the Long Strand, an Irish beach, pebbles unite in their diversity as if in homage to the European Landscape Convention”

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Cover design: Graphic Design Unit, Council of Europe

Text proofreading and layout by the Documents and Publications Production Department (SPDP), Council of Europe

Council of Europe Publishing

F-67075 Strasbourg Cedex

<http://book.coe.int>

ISBN-10: 92-871-5989-0

ISBN-13: 978-92-871-5989-2

© Council of Europe, July 2006

Printed at the Council of Europe

Preface

The European Landscape Convention was adopted in Florence (Italy) on 20 October 2000 under the auspices of the Council of Europe, with the aim of promoting European landscape protection, management and planning, and organising European co-operation in this area. It represents the first international treaty to be exclusively concerned with all aspects of European landscape. It 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.

The convention represents an important contribution to the implementation of the Council of Europe's objectives, namely to promote democracy, human rights and the rule of law and to seek common solutions to the main problems facing European society today. By taking into account landscape, cultural and natural values, the Council of Europe seeks to protect Europeans' quality of life and well-being in a sustainable development perspective.

The Council of Europe has undertaken a work aiming at examining and illustrating certain fundamental aspects of the convention: Landscape and

- social, economic, cultural and ecological approaches;
- individual and social well-being;
- spatial planning;
- innovative tools;
- identification, assessment and quality objectives;
- awareness-raising, training and education;
- international policies and programmes; transfrontier landscapes;
- public participation.

This book has been produced thanks to the Council of Europe experts' reports and to the results of the workshops which have taken place on the implementation of the European Landscape Convention and have enabled specific examples and cases to be used to illustrate the same themes.¹ The various resulting publications may thus be examined together.

Our thanks go to Messrs Michel Prieur, Yves Luginbühl, Bas Pedroli, Jan Diek Van Mansvelt, Bertrand de Montmollin and Florencio Zoido for the excellent quality of their contributions to the debate.

1. Documents T-FLOR 2 (2002) 18 and 18 addendum and T-FLOR (3 (2002) 12. Also see Council of Europe Publishing, European spatial planning and landscape series, 2005, No. 72 and 2006, No. 74.

The reports were presented to two Conferences of the Contracting and Signatory States to the European Landscape Convention, held before the convention even came into force, the first on 22 and 23 November 2001, the second on 28 and 29 November 2002 and to the conference held when the convention came into force, on 17 June 2004.² The representatives of governments and of international governmental and non-governmental organisations who attended these conferences thus had the opportunity to discuss the relevant issues and to take the first steps towards optimum implementation of the convention.

The main feature of the European Landscape Convention, which is wholly dedicated to landscape, meaning landscape as a whole, is the way it in which it calls for the landscape to be valued as a product of history, the fount of cultural identity, a heritage to be shared, and a reflection of a Europe of multiplicity.

The task ahead, an ambitious one, is hugely important to the future of our land and our surroundings. We wish every success to those who are committed to it.

Maguelonne Déjeant-Pons
Head of Spatial Planning
and Landscape Division
Council of Europe

Enrico Buergi
Chair of the European Landscape
Convention Conferences,
2001-2004

2. Documents T-FLOR 1 (2001) 19, T-FLOR 2 (2002) 27 and T-FLOR (2004) 15.

Table of contents

1. Landscape and social, economic, cultural and ecological approaches

Preamble to the convention

Michel Prieur, expert to the Council of Europe

Introduction.....	11
1.1. The objectives of the convention	13
1.1.1. Well-being for all	13
1.1.2. Sustainable development	15
1.2. The principles of the convention.....	17
1.2.1. The integration principle.....	18
1.2.2. The consistency principle	21
1.3. Essential instruments	22
1.3.1. Institutional instruments.....	22
1.3.2. Information and participation arrangements.....	24

2. Landscape and individual and social well-being

Preamble to the convention

Yves Luginbühl, expert to the Council of Europe

Introduction.....	31
2.1. Individual well-being, social well-being.....	32
2.1.1. Individual well-being	34
2.1.2. Social well-being	35
2.2. Landscape and well-being.....	36
2.2.1. Landscape and individual physical well-being	36
2.2.2. Landscape and individual spiritual well-being	39
2.2.3. Landscape and material well-being	41
2.2.4. Landscape and social well-being	41
2.3. Do contemporary landscapes produce individual and social well-being?.....	43
2.3.1. Rationalisation of activities for greater productivity	44
2.3.2. The quest for immediate profit and/or the logic of speed	45
2.3.3. The disappearance of the culture of nature in favour of technological or virtual culture.....	47
2.3.4. The difficulty of securing public participation.....	47
2.3.5. The trend towards the monetarisation of non-market goods	48
2.4. The European Landscape Convention's contributions to individual and social well-being	49
Conclusion	51

3. Landscape and spatial planning policies

Article 5 of the convention

Florencio Zoido Naranjo, expert to the Council of Europe

Introduction.....	55
3.1. European spatial planning practice	57
3.2. Synergies between landscape and spatial planning.....	63
3.3. Landscape in spatial planning instruments at different scales	66
3.3.1. The European scale	67
3.3.2. National and regional scales	71
3.3.3. The local scale.....	74

4. Landscape and innovative tools

Article 6 of the convention

Bertrand de Montmollin, expert to the Council of Europe

Introduction.....	83
4.1. Presentation of experiences.....	85
4.1.1. The experience of Switzerland.....	86
4.1.2. The experience of Italy	87
4.1.3. The experience of Slovenia: spatial planning and sustainable development in Slovenia.....	92
4.1.4. The experience of the United Kingdom: aspects of landscape characterisation and assessment in the UK.....	93
4.2. Towards the development of innovative tools	93

5. Landscape and identification, assessment and quality objectives

Article 6 of the convention

Yves Luginbühl, expert to the Council of Europe

Introduction.....	99
5.1. Identifying and assessing landscapes, and formulating landscape quality objectives: a new political framework	99
5.1.1. Identification	100
5.1.2. Assessment.....	101
5.1.3. Landscape quality objectives	102
5.1.4. Cultural and natural resources	103
5.2. Identifying and assessing landscapes, formulating landscape quality objectives: efficient and innovative methods.....	104
5.2.1. Landscape identification and assessment methods	105
5.2.2. The formulation of landscape quality objectives.....	113
Conclusion	114

6. Landscape and awareness-raising, training and education

Article 6 of the convention

Bas Pedroli and Jan Diek Van Mansvelt, experts to the Council of Europe

Introduction.....	119
6.1. Awareness-raising, education and training for living landscapes	121
6.1.1. Connection with and commitment to the landscape	121
6.1.2. Education and training as human resource development.....	123
6.2. Interacting dimensions of landscape	129
6.2.1. Landscape, a young concept for understanding and for management ..	129
6.2.2. The factual, the right and the real landscape.....	129
6.2.3. The natural, the social and the cultural landscape	130
6.2.4. On identity, character, culture and physical appearance	134
6.2.5. Compatibility of landscape perceptions.....	136
6.3. Practical consequences.....	137
6.3.1. The power of examples	137
6.3.2. Basic information needed on relevant parameters	137
6.4. Towards action	138
6.4.1. Questions and preliminary answers	138
6.4.2. Implementation	139
6.5. Synopsis: the European Landscape Convention, a paradox?.....	140
Additional references	140

7. Landscape and policies, international programmes and transfrontier landscapes

Articles 9 and 12 of the convention

Michel Prieur, expert to the Council of Europe

Introduction.....	143
7.1. Integration of the landscape into international policies and programmes.....	144
7.1.1. Relationship with other conventions.....	144
7.1.2. Methods of achieving integration	149
7.2. Transfrontier landscapes	154
7.2.1. Permanent instruments for local and regional transfrontier co-operation	154
7.2.2. Ad hoc transfrontier co-operation.....	156
Conclusion	160

8. Landscape and public participation

Articles 5.c and 6.D of the convention

Michel Prieur and Sylvie Durousseau, experts to the Council of Europe

Introduction.....	165
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8.1.	The requirements of the European Landscape Convention with regard to public participation	166
8.2.	The requirements of the Aarhus Convention with regard to public participation	170
8.3.	Applicable law regarding participation in certain European states	173
8.3.1.	The public affected by the definition and/or implementation of landscape policies	173
8.3.2.	Public policy affected by participation procedures in landscape matters.....	179
8.3.3.	Participation procedures specific to implementation of the requirements of Article 5.c.....	181
8.3.4.	Participation procedures specific to the definition of landscape-quality objectives (Article 6.D).....	190
8.3.5.	Participation procedures specific to a particular landscape or territory	192
8.3.6.	Provisions designed to foster the emergence of a landscape culture among the authorities and the population	195
8.3.7.	Public influence on the final decision	198
8.3.8.	The effect of participation procedures on the integration of landscape concerns in the implementation of public policies.....	199
8.4.	Proposals for improving public participation in landscape protection, management and planning	199
8.4.1.	Landscape awareness and education.....	200
8.4.2.	Training and research in landscape matters	202
8.4.3.	The procedures for participation in landscape matters	203
8.4.4.	The integration of landscape protection in different sectoral policies	206

Appendices

Appendix 1:	Questionnaire relating to the implementation of Articles 5.c and 6.D of the European Landscape Convention....	209
Appendix 2:	Section 6 of the French constitutional law No. 2003-276 of 28 March 2003 on the decentralised organisation of the Republic, Journal officiel de la République française No. 75 of 29 March 2003, page 5568	212
Appendix 3:	Directive No. 2003/35/EC of 26 May 2003, providing for public participation, OJEC, No. L 156 of 25 June 2003, Appendix II.....	212

6. Landscape and awareness-raising, training and education

Bas Pedroli and Jan Diek Van Mansvelt, experts to the Council of Europe

“A. Awareness-raising

Each Party undertakes to increase awareness among the civil society, private organisations, and public authorities of the value of landscapes, their role and changes to them.

B. Training and education

Each Party undertakes to promote:

- a. training for specialists in landscape appraisal and operations;*
- b. multidisciplinary training programmes in landscape policy, protection, management and planning, for professionals in the private and public sectors and for associations concerned;*
- c. 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.”*

Article 6 of the European Landscape Convention

Introduction

Threats and opportunities in the crisis of the European landscape

Although European landscapes are increasingly appreciated as leisure commodities, they are facing a considerable crisis.

In less accessible and remote areas, land abandonment continues, leaving behind deserted villages, useless infrastructure and overgrown land. Often two options seem to remain in these areas: the establishment of nature conservation areas, or large-scale mono-cropping areas, the latter with a range of negative effects on the regional ecological diversity, soil and water qualities. Both options imply minimal management requirements, the one by a hands-off strategy, the other by means of radical mechanisation. In neither of these options is the landscape very much appreciated as such.

Opposing the above-mentioned trends in the countryside, there is a clear demand for sustainable rural development, focusing on the careful cultivation of the regional identity of European landscapes.⁹¹ The French notion of “terroir” integrates the landscape’s cultural and natural features in the aesthetic sense mentioned above. With the European Landscape Convention, the Council of Europe fully accepts the considerable challenge to contribute to the sustainable development of landscape on all relevant scales, as it states in its policy: “‘Landscape management’ means action, from a perspective of sustainable development, to ensure the regular upkeep of a landscape, so as to guide and harmonise changes which are brought about by social, economic and environmental processes.”⁹²

In a historical perspective, urbanisation can be seen as a way of emancipation from the overwhelming forces of wild nature within and around, an emancipation that inevitably was paralleled by people’s disconnection and alienation from their local and historical roots. Freedom and independence had their costs, but also their unique benefit of making people aware of their responsibility for “the others”: socially and ecologically, in urban and rural areas. This awareness is a prerequisite for people’s commitment to participate in the development of better ways to manage the landscape, fit for a sustainable future. Peter Bos specifies

91. Wascher, DM (ed.) (2000a). *Landscapes and Sustainability. Proceedings of the European Workshop on landscape assessment as a policy tool*; 25-26 March 1999, Strasbourg, organised by the European Centre for Nature Conservation and the Countryside Agency of England, UK, Tilburg; Wascher, DM (ed.) (2000b). *The Face of Europe – Policy Perspectives for European Landscapes*. Report on the implementation of the PEBLDS Action Theme 4 on European Landscapes, published under the auspices of the Council of Europe. ECNC, Tilburg.

92. Article 1 of the European Landscape Convention.

several subsequent steps in involvement,⁹³ comparable to those developed later in this paper. However, the awareness of landscape often slumbers unaware in people's minds.

The concept of landscape (as opposed to "nature") is only evident from the moment one realises that it forms one's everyday environment, that it is part of one's culture, there and then. Whereas nature conservation tends to focus on species and ecosystems, which are perceived as part of the world outside of us, landscape management concerns us more directly. It is therefore also less of a purely academic question. The awareness of this concern with landscape is part of our human development. Participation in landscape development can thus be seen both as a human right and a social responsibility. Not so much the formation of new experts is at stake, but rather the development of human capacity toward responsibility, in a humanist sense.

Ways to introduce the above notions into all levels of education should be developed, to make society at large sufficiently aware of the qualities that landscapes should provide to society in order to warrant people's healthy development.⁹⁴ And in our opinion, this again is a prerequisite for a sustainable development of the landscape people need.

Objectives and structure of the paper

The objective of this report is to enhance the implementation of the European Landscape Convention by discussing the main problems and opportunities in awareness-raising, training and education on the landscape as mentioned in Articles 6A and 6B of the Convention. Thereby, the basic idea is that those who were and still are in charge of landscape management have largely determined the actual landscape based on their awareness and appreciation of the landscape.⁹⁵ Consequently when, today, another landscape quality is wanted, an appropriate change in perception and the awareness of the landscape is needed, together with the relevant rulings of the responsible authority.

The concepts of landscape education will be examined, wherein education is seen at large, including awareness-raising and training for various youth groups and adults. Then, we discuss concepts of landscape and the related practices of landscape management. Subsequently, we consider practical consequences of the presented concepts with proposals for action.

93. Bos, P. *Awareness-raising to environmental questions in relation to the cultural heritage*, in Proceedings of the Conference Awareness of the Landscape: From Perception to Protection, La Granja (Segovia, Spain) 6-7 April 2000, Council of Europe Publishing, Environmental Encounters, 2002, No. 52, pp. 19-20.

94. Luginbühl, Y. (2001). *La demande sociale de paysage*. In: Conseil National de Paysage (2001). Rapport de la séance inaugurale. Ministère de l'aménagement du territoire et de l'environnement. pp. 7-29.

95. Pedrolí, B (ed.) (2000). *Landscape – Our Home/Lebensraum Landschaft. Essays on The Culture of the European Landscape as a Task*. Indigo, Zeist. 222 p.

6.1. Awareness-raising, education and training for living landscapes

6.1.1. Connection with and commitment to the landscape

The landscape of today reflects the way society has taken care of the landscape. Accepting this as a fact, we also realise that education and training with special reference to the landscape issue are crucial to whatever improvement of the landscape management we want to achieve. Many activities can be imagined to promote the proper approach in awareness-raising, education and training.

To provide for an integrated comprehension of landscape, on the level of the physical appearance, the organisation, and the character/identity, key words in awareness-raising, training and education are, in our view:

- personal connection with the landscape, and
- personal commitment to the landscape.

Only personal connection with the landscape can allow people to know their landscape in depth, including its opportunities and threats, and base their actions and activities on knowledge of the landscape in all its complex relationships. Personal commitment or engagement with a specific landscape can guarantee the sustainable development of the old landscapes into new living ones, taking into account the values of the former ones.

a. Education and training

Much literature is available on education and training referring to environmental awareness.⁹⁶ For landscape, the objectives might be quite parallel, and a first line of thought could be described as follows.

In primary schools, where children look to their teachers for examples, going outside with the children and showing them the beauty of the landscape might be encouraged. People active in the landscape, like farmers, rangers and volunteers, could tell interesting stories about their landscape, and children could thus become aware that landscape is something more than just nature.

In secondary schools, the children can become active themselves in the landscape in camps and practical exercises. They could be taught about relationships between history and the present landscape, between man and nature, and they could learn how and why different landscapes differ. They could adopt certain aspects of practical landscape management, and learn to see the landscape as something they can care for and identify themselves with, for example by spending a week on a farm or estate with special attention to landscape values. In the later classes this awareness of responsibility may be extended as far as the notion that almost every

96. On the level of Europe, see, for example, Wascher, DM (1996). *Naturschutz als Auftrag für die Europäische Umweltbildung*. In: Schleicher, K. (Hrsg), *Umweltbewußtsein und Umweltbildung in der Europäischen Union*. 2., erweiterte Auflage. Krämer, Hamburg, pp. 279-306.

action in modern society has its consequences for the landscape: from buying milk or wine and travelling by road, to letting your dog out in the city park or spending your holiday in a landscape far away.

In high school and at university level, students can then concentrate on the problems of management of landscape, to be able to contribute positively to their solution. But here too the basis could be enhanced by a thorough knowledge of the landscape, acquired primarily by direct experience through walking, smelling, listening, looking, and only secondarily by measuring and observing through instruments. A phenomenological approach, including exercises such as sketching the landscape and telling its stories, might increase the students' openness for the character and identity of the place. Contact with residents and others involved in the landscape is crucial to remain within the realistic dimensions of what is possible in the living landscape.

In fact, the same applies for training of specialists in landscape management and policy. They will be taken seriously by the people in the landscape only if they can show that they know the landscape by their own experience, that they understand the problems of the people in the landscape and that they really are ready to help solve them.

b. Awareness-raising

Awareness-raising is a very wide topic, since it covers a range of activities, from information leaflets in a nature reserve, through visitor centres and landscape management camps, to radio and television programmes. It concerns children and adult landscape users just as much as officials and politicians. The message to be conveyed is clear: landscape is something which needs care and which, seen simply as a commodity good, will inevitably lose its value and also its attraction. In the following, a systematic approach to education and training is elaborated.

Bleijendijk landscape workshops

"Bleijendijk (a small estate near Vught in the south of the Netherlands) has an atmosphere evoking a special consciousness. High beech trees line the central lane, meadows and forest lots are nicely spread over the estate, and the manor and some farm houses are harmoniously embedded in it. Here the people committed to the landscape are associated with the estate for years, in continuous conversation with nature, by basing their activities on phenomenological observation and meditative connection. That is what you can perceive in the atmosphere. Many schools bring their children here to experience the seasons in the landscape on one day in each season. The younger children may rather play whereas the older ones do guided observations or participate in landscape management activities. Bleijendijk can stimulate the commitment to the landscape of people otherwise ignorant of the importance of landscape values."

Source: interview with L Nusselein by L Kelder in: Beekman et al., 2001

See also www.louisbolck.nl www.petrarca.info

6.1.2. Education and training as human resource development

a. Filling the bucket or lighting the fire

When education and training are at stake, one approach is to “change the format”, that is to provide the pupils and trainees with updated and revised information, referring to the newest findings of research and the latest positions of policy. Using the language of Heraclitus, a philosopher of ancient Greece, this would be a kind of filling the bucket anew. He himself, however, recommended that teaching should be more like lighting a fire than filling buckets, meaning that learning should be more a way of finding, sharing and evaluating ways to solve problems, practical ones as well as theoretical ones. This is in contrast to a so-called knowledge transfer from “high” (research) down to practice and training (“low”). In the fire-lighting approach, learning about the learning self goes hand in hand with learning about the topic of interest, exploring the self as the ultimate research instrument to learn about the world around, in this case the landscape.⁹⁷ Here, experts of education and training like Bawden et al. (1984), Forsythe (1984), Rushby (1985) and MacRae (1989) agree with earlier experts like Bloom (1956) and psychologists like Maslow (1970), arguing that the most humane education contributes to the students’ free and autonomous self-development. For the European Landscape Convention, a “fire-lighting” approach of education and training would be appropriate, which can also be indicated as human resource development in its true sense.⁹⁸ Emancipation and empowerment are leading criteria in this approach, which addresses intellectual education (knowledge oriented: cognition) as well as emotional education (finding out about the feelings and values: affection) and also motorative education (knowing about doing, how to practice: conation). In the above-mentioned literature these levels are referred to as cognitive, affective and conative.⁹⁹

Pishwanton: a life science centre for living in communion with the land

Pishwanton Wood, Gifford is situated in the Lammermuir Hills in southern Scotland, 20 miles east of Edinburgh, 12 miles from Dunbar and overlooking the Firth of Forth. Rather hilly, abounding in springs and crossed by two small streams, it was once a rich, worked wood with massive trees. Passing through was once a well-worn track beside a marsh and a mill lade linking one prehistoric place to another. Atop the hill sat an ancient burial ground. Today Pishwanton wears an air of dereliction but, behind this, the visitor

97. Bockemühl, J (1997) “Aspekte der Selbsterfahrung im phänomenologischen Zugang zur Natur”, In: Gernot Böhme and Gregor Schiemann (eds.), *Phänomenologie der Natur*: DTV, Stuttgart.

98. Van Mansvelt, JD and Kólster, P (1990). Education and Training in Organic Agriculture I: Present situation and polar aspects of educational content. FAO expert consultation, Bern; Van Mansvelt, JD (1990). Education and training in organic agriculture. Agriculture II: Methodological aspects of appropriate human resource development and indications of their implementation. In: Besson, JM: Biological Farming in Europe: challenges and opportunities. Swiss Federal Research Station / FAO, Bern.

99. Bawden, R. and Valentine, I (1984). Learning to be a Capable Systems Agriculturalist. PLET 21-4, pp. 273-87.

is enchanted by a multiplicity of places, of plant communities and of potential here for plant, animal and human involvement. Given the “marginal” nature of the land and the relative abundance of indigenous representational southern Scottish flora, our research has revealed this place to be of considerable educational value and highly suitable for our activities.

The Life Science Trust is a company limited by guarantee with charitable status. It aims to explore the relationship between human beings and nature through art and science and their integration with one another. Our work is based on a “gently empirical” scientific method known as Goetheanism. This approach, now widely practised throughout continental Europe, is ideally suited to the study of life. It investigates and unifies the physical attributes of an organism, the processes by which it grows and evolves and its spiritual characteristics. Through the work of the Trust people are given the opportunity, perhaps for the first time, of letting nature speak within their souls. This can lead to a deep inner experience of “being at one with” rather than “separate from” the natural world and the landscape.

The **life science seminar** is a mobile, educational project active throughout the British Isles, since 1990 providing short courses from one to three weeks on a wide variety of subjects.

www.anth.org.uk/Science/lstrust.htm lstrust@gn.apc.org

b. The cognitive domain of education

Regarding the cognitive domain of education six steps can be differentiated, leading from a relatively passive memorisation of facts (“Knowledge”) to full understanding of the facts in their methodological context (“Evaluation”). They can be characterised as follows:

- *Knowledge*: facts/data to be memorised and reproduced on demand.
- *Comprehension*: simple “if ... then ...” connections between the data, direct associations.
- *Application*: useful application of abstract regulations and prescriptions in a well-known context.
- *Analysis*: explicit determination of different structural elements in publications/situations, recognise intentions/manipulations, etc.
- *Synthesis*: reconstructing or reorganising all kind of given situations, trials, explanations; reviewing, planning and explaining clearly/convincingly; formulating laws of nature, etc.
- *Evaluation*: getting explicit hold of essentiality, realistic judgment of real values/ultimate quality requirements; summarising the essential points of a paper/case/situation.

Here the first steps or levels of cognition require relatively superficial individual involvement in the landscape, as compared with the later ones. They are in general sufficient for those studying for credits, but do not satisfy those studying for interest in the landscape. Therefore, the presented sequence is also a sequence of

increasing involvement of the student into the landscape, which is, at the same time, an increasing internalisation of the whole landscape in the student. In this same process of internalisation-by-involvement, the need for an outer authority, to give the necessary help or orders to make things work out, decreases, as emancipation, and the scale of own practicable responsibility, increases.

Whereas with cognition of the type of the lower levels many actions can be taken in an “automatic”/“habitual” way, the higher levels of cognition demand an increasingly constant awareness of the situation and an increasing self-reflection. The division of the scale into steps one to six is basically comparative and qualitative. Studying any of the landscape’s features on all six levels or steps helps to discover and communicate these levels. It is interesting to notice that such discussions exceed the purely technical dimensions of the landscape, leading the participants of the discussion to express themselves more personally, even individually on their concepts and perceptions of their landscape and the research methods used to explore it.

c. The affective domain of education

Regarding the affective domain of education, five steps can be differentiated, starting with a relatively passive/neutral “Reception” of the information to a state of involvement called “Characterisation”, where one has become a representative of a chosen paradigm by identifying oneself with it. These five steps can be characterised as follows:

- *Receiving*: from “untouched awareness” to “controlled attention” or “passive looking for repetition(s) of the event”.
- *Responding*: from “goody-goody compliance” to “satisfaction in joining”.
- *Valuing*: from “tentative acceptance of a value in a passive way” (OK, call me a student of landscape science) to “effective commitment to a value in an active way” (let me tell you how wonderful it is to be a landscape ecologist).
- *Organisation*: from “ideal conceptualisation of a chosen system of values” to “harmonisation or integration of different complex value systems within one value system”.
- *Characterisation*: becoming a prototypical representative of a chosen philosophy of life, as a result of its complete internalisation.

Here, as in the case of the different steps in cognition, the first ones require the least personnel commitment, and, going from one to five, the commitment with landscape increases, together with the incorporation or internalisation of the

relevant landscape values. Thereby, the third level marks the important transition from being a more or less passive onlooker/outsider, to becoming a convinced participant/insider, through a process of gradual identification with the landscape. But, as this field or domain of affection touches the human being much deeper than the field or domain of cognition does, touching it in a less conscious, and therefore more vulnerable way, its elaboration is a much more sensitive matter than that of the cognitive domain. To be explored in a fruitful way, this domain requires mutual respect among those involved in practical engagement in the landscape.

However, often concern is expressed about the growing disengagement, the lack of interest and, in general, the increasing alienation of “modern” people with regard to landscape. Many point to the fact that all children and students are somehow influenced in their affective field by their tutoring staff. So there is no sense in denying, underestimating or suppressing this aspect of education, on the contrary. By giving it appropriate attention, this field of affection becomes more and more open for self-conscious and self-responsible management. It can be argued that an increasing clearness about one’s own attitude towards landscape implies something like emancipation in regard to one’s own affections and emotions. This emancipation, decreasing the dependency on uncontrolled emotions, does not at all mean complete abstinence from all empathy (sym- or antipathy), but rather an increasingly clear awareness of its indispensable signalling function.

Here, it can be realised that, on the contrary, it is precisely the outsider/onlooker situation that leaves a person much more captive of, and dependent on, his own/subjective feelings, which thus tend to fail in supporting a clear, communicative relation with the “others”. The implicit, non-communicable socio/emotional dependence of scientists in general was discussed earlier¹⁰⁰ as a counter-productive, irrational barrier against the acceptance and introduction of innovation in landscape.¹⁰¹

d. The conative domain of education

Now we come to the conative domain of education,¹⁰² which refers to the implementation of a kind of knowledge, in a certain affective state, through handling, into the practical living landscape where doing is essential. Referring to

100. Van Mansvelt, JD and Kólster, P (1990). *Education and Training in Organic Agriculture I: Present situation and polar aspects of educational content*. FAO expert consultation, Bern.

101. Miller, A (1984). *Professional Dissent and Environmental Management*. The Environmentalist 4, 143-52.; Macrae, RJ, Hill, SB et al. (1989). *Agricultural Science and Sustainable Agriculture: a Review of the Existing Barriers to Sustainable Food Production and Potential Solutions*. Biological Agriculture and Horticulture 6: 173-219.; Van Mansvelt, JD and Van der Lubbe, MJ (1999). *Checklist for sustainable landscape management*. Elsevier, Amsterdam-Lausanne etc. 181 p.; Pedroli, B (ed.) (2000). *Landscape – Our Home/Lebensraum Landschaft. Essays on the Culture of the European Landscape as a Task*. Indigo, Zeist. 222 p.

102. Bawden, R and Valentine, I (1984). *Learning to be a Capable Systems Agriculturalist*. PLET 21-4, pp 273-87.

literature,¹⁰³ several levels of autonomy in handling can be distinguished, ranging from the initial imitative acting, to acting out of a free, fully self-conscious dedication to the landscape. These steps are defined as follows:

– *Imitation*: on all levels of education, the first steps in handling/manipulation require an example to be imitated. Among adults this may be somewhat masked, but the example of trend-setters continues to act as a major incentive for action. In any case, learning practice in practice is still the most effective start, though still often neglected. Of old, apprenticeship started just here: “don’t talk (so much), just look and do like I do”. Here it should be noticed that, although the reflex-like urge to imitate is borne deep in the subconscious, the choice of whom to imitate in what aspects is basically determined by the inner structure, the personal sensibility of the student. With age and levels of education increasing, the “want to mirror” becomes more an option for explicit evaluation.

– *Handling*: whereas on the first level the example should be physically present to be continuously observed by the student/imitator, on the second level, “skilful handling”, a sequence of manipulations is available in the student, to be applied according to clear instructions. This level ranges from “dutifully adjusting complex manipulation” to “personal concern for flawless performance”. The example is present in the student’s mind, imaginary but efficient. This level complies with the “mate/journeyman” in the old guilds, or the traineeship in landscape design and management offices.

– *Mastering*: on this level, the craft or art is mastered, meaning that the student is now ready for independent self-employment after the outer authority has become sufficiently incorporated. At first this appears mainly as a freedom from outer control and interference. Subsequently a gradual transcendence into freedom for individual motivation may develop, based on increasing experience and a widening world-view. Here the development of the “master” starts, where supervision may still be adequate.

– *Engagement*: once experience is gained in autonomous mastering, the challenge might be to perform increasingly creatively, perfectly and outstandingly in the profession itself. This demands an ever-increasing engagement with and into the relevant landscape(s). At the same time, the socio-cultural conditions (and constraints) of landscape development become more and more obvious, leading to increased engagement with other people, teamwork, teaching, lobbying and harmonising. Fine-tuning of the individual capacities and performance to those of the colleagues becomes predominant over individual acts. On this level intervention is a tool to warrant ongoing self-education, for example in professional organisations.

103. Van Mansvelt, JD (1990). *Education and training in organic agriculture. Agriculture II: Methodological aspects of appropriate human resource development and indications of their implementation*. In: Besson, JM: Biological Farming in Europe: challenges and opportunities. Swiss Federal Research Station/FAO, Bern; Van Mansvelt, JD (1992). *Human resource management in organic types of agriculture*. In: Koepke, U and Schulz, DG: Proceedings of the 9th International Scientific Conference of IFOAM, Wendel.

– *Dedication*: continuing the development of the motorative-conative capacities as indicated above, it becomes more and more possible to act according to the demands of the situation as a whole: eco-environmental, socio-economical, and cultural conditions of landscape development are now fully taken into account. Appropriate identification with the essence of the chosen landscape leads to convergence of one’s own interests with those of the partners at stake: human and natural, individuals and entities. The responsible and self-conscious individual gradually replaces the self-centred ego.

In the sequence presented above, the level of pure motoration gradually transits into conation, as the amount of consciousness and effective responsibility on all actions gradually increases with the years of individual, autonomous experience. Where the discussion on education of the affective domain was already obviously at stake in recent decades, the explicit education of the conative domain is essential for the century we now live in. The famous French philosopher (also minister of cultural affairs) André Malraux stated in the mid-1980s: the 21st century will be the century of ethics or it will not be at all. Just like before, here again it must be argued that not explicitly including this realm into educational objectives, but doing so only provisionally, can no longer be justified once one recognises that implicit ethics are incompatible with human emancipation. The success of this type of education will be reflected in the landscapes of the 21st century.

Using the degree of emancipation and internalisation of the cognitive, affective and motorative-conative capacities as a key to their comparison, Table 1 makes an attempt to integrate them.

Table 1: Scheme of the steps in three psychological domains of human education.

Domains→ Levels↓	Cognitive domain	Affective domain	Conative domain
Pre-emancipatory levels: emphasis on staff-initiated education	1. Knowledge	1. Receiving	1. Imitation
↓	2. Comprehension	2. Responding	2. Handling
Increasing internalisation of learning	3. Application	3. Valuation	3. Mastering
↓	4. Analysis		
Emphasis on student- initiated learning on the post-emancipatory levels	5. Synthesis	4. Organising	4. Engagement
	6. Evaluation	5. Characterisation	5. Dedication

It must be stressed that a scheme like this should not be taken as a strict, one-way, exclusive approach. It is meant as a tool to increase the awareness of gradients in

the process of learning, as a tool for understanding various levels in learning. This could structure human resource development education and training in such a way that it includes teaching both theory and practice in a way that includes the training of the affective domain. Especially the latter domain is important in landscape awareness, while concerning the real landscape.

6.2. Interacting dimensions of landscape

6.2.1. Landscape, a young concept for understanding and for management

The history of art shows that landscape has been a beloved subject of pictorial study since the renaissance. But the awareness that landscape is something that needs care has only recently developed.¹⁰⁴ The self-evidence of the landscapes as depicted by painters until the 20th century has given way to a growing public concern for the quality of our European landscapes that no longer develop in a self-evident way. How can this concern be transformed into activities contributing to responsible planning and management of landscapes? How can methods for landscape analysis and tools for landscape management be made compatible with the landscape demands of society? To be able to answer these questions within the perspective of awareness-raising and training, we first explore some conceptions of landscape, defined by the Explanatory Report of the European Landscape Convention,¹⁰⁵ as: “a zone or area as perceived by local people or visitors, whose visual features and character are the result of the action of natural and/or cultural (that is, human) factors. This definition reflects the idea that landscapes evolve through time, as a result of being acted upon by natural forces and human beings. It also underlines that a landscape forms a whole, whose natural and cultural components are taken together, not separately.”

6.2.2. The factual, the right and the real landscape

The concept of landscape includes several dimensions of reality:¹⁰⁶

- The *factual* landscape as object can be described and quantified in a cognitive and scientific way. It is the domain of geographers and landscape ecologists, integrating a wide range of natural sciences, and of civil engineers using this objective knowledge to guide their construction and management activities in landscape.
- The *right* landscape is the inter-subjective landscape on which we have opinions and to which we can attribute values. It is appreciated or depreciated, depending on the criteria as agreed upon within specific groups related to the landscape. In fact the word landscape in its German (Landschaft), Dutch (landschap) or Swedish

104. Zehnter, HC (2000). *In der Landschaft west der Himmel an*. In: Pedrolì, B (ed.) (2000): Landscape – Our Home/Lebensraum Landschaft. pp. 201-08.

105. Explanatory Report of the European Landscape Convention, Chapter I, Article 1, paragraph 37.

106. Jacobs, MH (2002). *Landscape, landscape and landscape: A threefold ontology*. Submitted.

(landskap) expression refers to the organisation of a group of inhabitants. The right landscape is the domain of action groups and non-governmental organisations, but also of politicians. It is studied by social scientists and forms the arena for those developing the social constructions that determine the future of the landscapes.

– The *real* landscape is the subjective landscape with which we have a personal connection, and which always plays a role in the background when speaking about landscape. It is the landscape of our youth, or the landscape for which we are ready to invest our spare time in practical involvement. It is described by painters and historical geographers, but is also the basis for our personal behaviour in landscape and for the artistic design of landscape architects. It is the landscape fully experienced as a whole.

Awareness-raising primarily concerns the third dimension of landscape, the real landscape, which has long been neglected in science and policy (“facts are facts, perception is reality”¹⁰⁷). The European Landscape Convention addresses this dimension explicitly, taking objective and inter-subjective concepts as starting points. Training and education in landscape appraisal and operations should consequently address all three dimensions.

Pagony, an initiative caring for landscape between man and nature

The Pagony Studio for Landscape and Garden Architecture was established in Budapest, Hungary, in the early 1990s, encouraged by István Kálmán. Pagony is actively elaborating ways to merge landscape phenomenology and ecology with the actual social structure of the place in its historical context. Individual initiatives, ideas and efforts are integrated into a landscape that is sustainably designed, maintained and continuously developed by a community living in that landscape.

Landscape is a living organism, a creature with its own character, identity and history. Approaching nature from this point of view helps to develop a personal relationship with the roots of the place, also in the design process with local governments and private owners. The creation of a five-village forum in the Dörögd basin is a good example, bringing together the farmers, local governments, environmentalists, hydrologists, ecologists, historians, etc. and making them consciously share their preferences, objectives and points of view.

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6.2.3. The natural, the social and the cultural landscape

a. Motivation, a key for linking scientific disciplines

When “Babel of tongues” arises among representatives of different disciplines involved in landscape, perhaps a simple consideration could lead to a common understanding. This simple consideration is that all disciplines of all sciences have

107. Pinto Correia, T (2002). *Landscape identity, a key for integration*. In: Pedrolí, B. (ed., 2000): *Landscape – Our Home/Lebensraum Landschaft*. pp. 145-49.

their roots in human beings that tried to understand a particular aspect of the world they share with their fellows. So in the end even the most sophisticatedly specialised disciplinary knowledge refers back to the world shared by all humans and nature. Human needs, human motivations, human interests are the starting point as well as the ultimate goal of sciences and the technologies derived from them.¹⁰⁸ And, as stated above, the landscape reflects the complex human motivations interacting with nature, which are based on the satisfaction of man's needs, according to man's appreciation and the available technology now and in the past.

The human motivations range from those centred in the somatic organisation (body), via those centred in the psyche (soul), to those of the mental potential (spirit). In this sequence they primarily connect the human being to the natural ecosystem environment (man to nature), to the social environment (human to human) and the cultural environment (human to inner-human or humane). Figure 1 gives an overview of these interacting motivations.

Discussing landscape planning and management in the perspective of the sustainable development of man and nature, it is crucial to be aware of the priorities among these motivations. As Maslow points out, the primary needs are those to keep the body alive (water, food, shelter), followed by those of social survival (a position in society and preferably also recognition). Only when these "lower" needs are sufficiently covered can come inner or spiritual development. However, at the same time, Maslow stresses that the ultimate humane motivation is the development of the inner individual potential, or the individual's hidden programme.¹⁰⁹ So in the human being and thus within society, there is a built-in polarity between the basic needs and motivations versus the ultimate needs and motivations. When stressed, this polarity becomes a paradox, although it can also be seen as a sequential gradient. In between the two a manifold of trade-offs can be found in two opposite directions. One is covering the social and psychological needs with increasing quantities of luxurious food and housing (materials) or covering the needs for spiritual development with socialising. This could be called a downward trade-off. The upward trade-off would then be to accept simple living conditions and a lower salary in order to have more time for social life. On the next level this could mean a limit to socialising in order to make time for inner development (concentration, contemplation, meditation). Far from advocating a fundamentalist approach to these trade-offs, it is deemed crucial to identify them and include them in education and training.

This reflection on the way society and we ourselves handle our motivations is particularly relevant when the shift to a sustainable development of the landscape is at stake – a shift that requires turning from maximum tolerable consumption levels to minimum required consumption levels of all limited resources.¹¹⁰

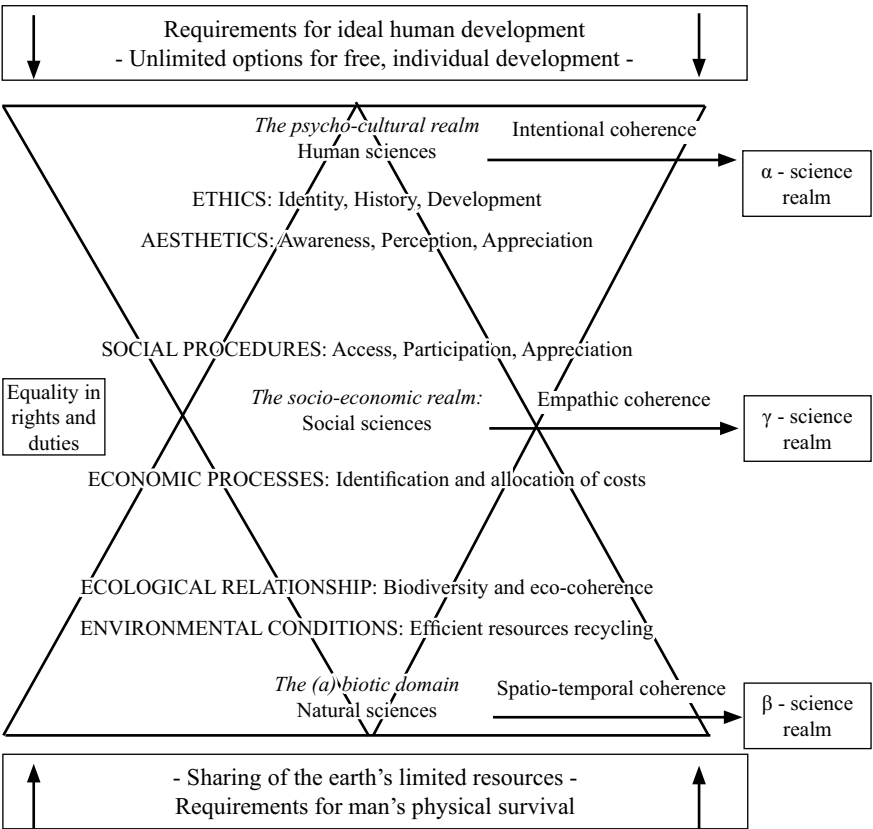
108. Maslow, AH (1970). *Motivation and Personality*. Harper and Row, New York.

109. Cornelissen, A (1998). *Logica van het Gevoel*. Essence, A'dam, 800 p.

110. Van Mansvelt, JD and Van der Lubbe, MJ (1999). *Checklist for sustainable landscape management*. Elsevier, Amsterdam-Lausanne, etc. 181 p.

Especially in the financially rich countries, the perspectives for a change to sustainable development of landscape as the basis for human livelihood should be taken seriously.¹¹¹ This again is a key issue for education and training towards our common future.

Figure 1: Maslow's triangle adapted to show requirements for physical and ideal development (from Van Mansvelt and Van der Lubbe, 1999)



b. Disciplines concerned

Besides as a key for prioritisation, Figure 1 may help to value the contribution of the various disciplines, each with their major strong points and minor weaknesses, in context. They actually need one another, each often presuming that the other sectors stick to business as usual when proposing their sector's best disciplinary solution to solve the problem perceived as part of their sector's responsibility.¹¹²

111. Daly, HE, Cobb, JB, and Cobb, CW (1990). *For the common good*. London, Greenprint, 198 p.; Perlas, N, (1999). *Shaping Globalization: Civil Society, Cultural Power and Threefolding*. Center for Alternative Development Initiatives, Quezon, 145 p.

112. Tress, B, Tress, G, Décamps H, and d'Hautesserre, A (2001). *Bridging human and natural sciences in landscape research*. *Landscape Urban Plann.*, 57 (3-4), pp. 137-41.

Environmentalists “own” the environment, ecologists “own” the ecosystems, economists the economy, sociologists the human interactions. In contrast to older strategies that argued in favour of the Machiavellian “divide and rule”, for the design and implementation of sustainable development it may be wise to go for “relate and serve”. This would mean facilitating the introduction of various disciplinary fields of expertise into interdisciplinary teams, starting in education and training. This facilitation would, however, require quite a revision of academic and governmental policies and cultures (education, professional ethics), appreciating interdisciplinarity and even transdisciplinarity in a much more proper balance to disciplinarity, and not least in terms of editorial policy, careers and salaries.¹¹³

Figure 2: Links between the needs of landscape and people (Van Mansvelt, 2001)

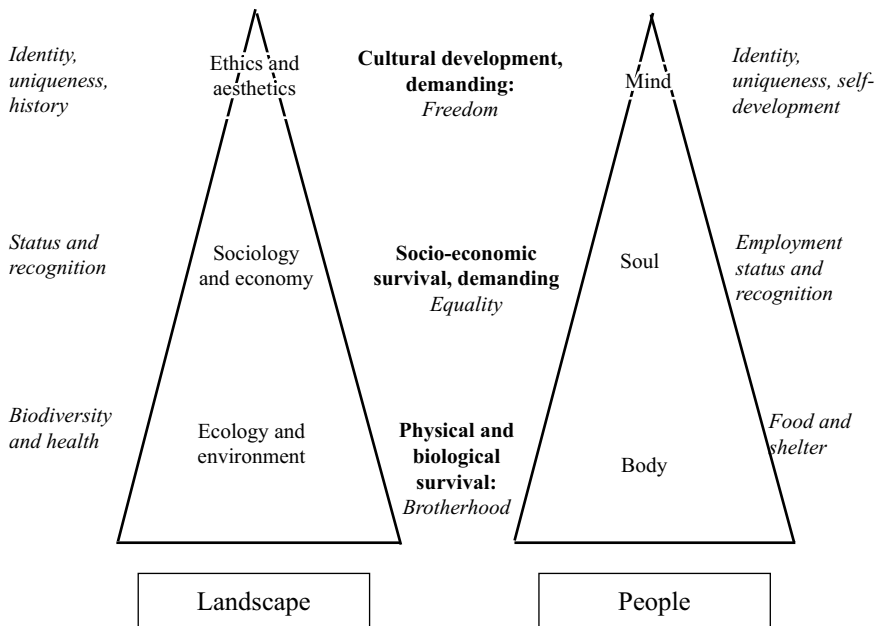


Figure 2 shows the application of the idea that “landscape reflects human needs” as proposed. Here, in addition to the previous figure, the needs of people and those of the landscape are presented in two separate triangles, each representing the double triangle of Figure 1. In the concept of both people and landscape, identity is at stake as an integrating essential principle. Both types of identity, though different in origin, demand respect, (historical) understanding and commitment to

113. Tress, B and Tress, G (2001). *Capitalizing on multiplicity: A transdisciplinary systems approach to landscape research*. Landscape Urban Plann., 57 (3-4), pp. 143-57; Tress, B., Tress, G, Décamps, H and d’Hauteserre, A (2001). *Bridging human and natural sciences in landscape research*. Landscape Urban Plann., 57 (3-4), pp. 137-41.

be managed in a way that is aesthetically, ethically and ecologically sustainable on the long run.¹¹⁴ Here it may be useful to look at ways to perceive systems and/or organisations that are experienced as having an identity.

6.2.4. On identity, character, culture and physical appearance

a. A comparison between landscape, companies and people

With regard to landscapes people talk about “genius loci” (the spirit of the place),¹¹⁵ but also about the character of the landscape (the complex of rural, urban, modern, traditional, natural and cultivated, poor and rich, etc.). Here the character refers to a set of values, an overall quality, whereas the identity refers to the individual uniqueness of this or that rural, forest, urban, seashore or remote mountain landscape. Identity is indicated by a name, character refers to an image. Two other realms of landscape can be discerned: the level of the ecosystem or organism wherein the various species interact in many ways with the environmental conditions in daily, seasonal and annual development cycles. Pollution, reclamation, restoration, reforestation and the like are processes occurring within the landscape as an organism. Human building activities or roads, houses, factories, theatres, schools, waste recycling stations, etc. figure in that same level that represents the “living” body of the landscape. And finally there is the level of the landscape as a measurable, touchable, physical result of the development processes that bring it about.

Now, what is interesting is that in the language of management and organisation development, similar levels of existence of companies can be found. First there is the corporate identity for the name of the company: its unique being. Then there is the character of the company, the image that it radiates to the consumers, the competitors and, last but not least, to the perception of its own staff. The identity is invisible as such, but appears in the outside world in the forms, colours, sounds, etc. of its label, designed by the PR section that has chosen to radiate the company’s character as the most attractive and impressive one. Then there is the layer of procedures, processes, and organised actions: business as usual, “the way we work” or “the habits of the company”. Some will call this the culture of the company. And finally there are the physical features of the company’s housing, transport and products. It will be clear that this is a rather rough description,

114. Bockemühl, J, Bosshard, A, Köhl, J, Pedrolí, B, Seiberth, H, Van Elsen, T, Wirz, J and Zehnter H.-C (eds.) (2000): *Get Connected To Your Place! The Dornach Landscape Document, Abridged Version*. Discussion document prepared for and during the international conference “The Culture of the European Landscape as a Task” at the Goetheanum, Dornach, Switzerland, 6-9 September 2000. [German version in: *Natur und Mensch* 5: 56-59] Spiegler, A (2002). *Landscape identification. A guide to good practice*. ECOVAST, Europäischer Verband für das Dorf und für die Kleinstadt, Working Group on Landscape, Vienna, 19 p.

115. See Antrop, M (2000). *Where are the Genii Loci?* In: Pedrolí, B (ed.) (2000): *Landscape – Our Home/Lebensraum Landschaft*. pp. 29-35.

which should be specified according to the products of the company: food, shoes, electronics, courses and lectures, consultancy, regional infrastructure, etc. But as a basic set of layers, each with their specific features, it can definitely serve increased understanding.

Finally, such a differentiation can be made in people as well. The identity of the individual reflects the person's essence, his ego or "I" with its inherent potential of transformation. Then there is the person's character, the way he or she appears and is perceived by the others in his or her performance toward the outside world. The character reflects the value system that it represents, the groups that it complies to, etc. And then there is the level of physiological processes underlying and supporting the individuals' psychology in the so-called psychosomatic interactions. Here health and disease, growth, ripening and ageing are at stake, with their counterpart-processes in the psyche. And then at last there is the physical body that carries and reflects the other levels.

b. Landscape: an instrument for human development

The landscape's *genius loci*, the company's corporate identity and the human "I" can be compared in the sense that they represent the essential factor determining the way the being is and develops. The landscape's character, the corporate image and the human psyche carry the identity allowing it to communicate with the others. The landscape's organism, the corporate culture and the somatic organisation of man allow the inspired souls to incorporate into the physical reality, changing it in a range of ecological, technological and metabolic processes. Finally, each of them can also appear as "static for the moment", as a materialised end product of the three other activity levels.

For the human organisation, notably in its inherent social context, it can be argued that individual freedom of development is crucial, and each individual has his or her own responsibility to structure that development according to his or her own potentials and intentions.¹¹⁶ Similarly, it can be argued that each individual has his or her needs for food, shelter, housing, etc., the physical needs for survival. Only, whereas in the sphere of psycho-spiritual development there are unlimited options for everybody to study, sing, meditate, dance, create (provided that hunger and danger are limited), the physical resources of the earth are limited and demand for a fair sharing according to each individual's real needs for survival.

So, as all individual organisms and organisations are unequal on their level of identity as well as on their level of physical life, yet living on one and the same earth in a certain period of time, it seems clear that a fair way of decision-making is needed on sharing. Here a system of equal rights and duties is needed to balance both inequalities in such a way that the limited resources are shared according to each individual's personal needs for survival and development, and that each

116. Budd, C.J. (1979). *Prelude in economics*. Johannis Academy of Sociology and Economics, West Hoathly 78 p.

individual’s personal needs for spiritual development are allowed and helped to flourish.

Companies and landscapes are, in this view, instruments for human development: physical, psychological and spiritual, as well as the results of those developments. It may be clear that unless education and training manage to open up the students’ minds and hearts for such notions as presented here, a focus on reckless competition for limited resources of all against all inevitably brings about unlimited fighting for survival, hidden in whatever rational reasoning and diplomacy. Landscape is already showing the signs of this competition.

c. Complementarity of research methods

Regarding the different routines, paradigms and opinions present in each discipline, major research instruments for each of the indicated fields of academia can be identified. For the human sciences the important awareness of ultimately individual experiences should be mentioned, which can of course be shared among mutually interested people. Here, paradigms, religions, arts, and stories are objects of observation and research. For the social sciences the crafts are crucial, as well as their validation in an essentially participatory context, whereas in the natural sciences research is focused on a detached, “objective” position, relying on analyses, calculation and statistics to assess the object’s relevance.

Here again, education and training should contribute to the awareness of the relevance, including the strong and weak points of the various research traditions, and how they can be extended to fit today’s demands for compatible integration of the disciplinary knowledge systems.

6.2.5. Compatibility of landscape perceptions

Summarising the above concepts related to landscape in their mutual compatibility, the following scheme of interacting landscape dimensions can be presented (Table 2). This scheme is an attempt to bring together compatible points of view on the landscape as a whole, as a basis for systems of landscape education and training that comply with the holistic approach of the European Landscape Convention.

Table 2: Summary of scientific concepts and landscape dimensions

Scientific and social principle	Area of primary validity	Appropriate norms derived from	Relevant dimensions of landscape	
Ethics People Human Sciences Freedom: exploring the unlimited options	Essence Ethics (incl. feeling and thinking) Aesthetics	Paradigm/ religion, arts, stories	Identity Character	Real landscape

Economy Profit Social and Economic Sciences Equality: balancing the rights and duties	Appreciation Thinking and feeling Production	Participation Crafts, validation	Organisation	Right landscape
Ecosystem Planet Natural Sciences Fraternity: sharing the limited resources	Thinking Ecology Environment	Statistics Calculation Analysis	Physical appearance	Factual landscape

6.3. Practical consequences

6.3.1. The power of examples

Many examples already exist where local communities have taken the initiative to organise landscape management. Text boxes in this paper give an impression of some examples.

Region-specific products of agriculture and local traditions appear to enhance the identification of inhabitants with their landscape. Visitor centres and promotion campaigns attract tourists and thus enhance the economic basis for landscape development. But most effective is still the involvement of citizens in the operations of maintenance and transformation of landscape. Increasingly, these citizens will have an urban style of life and feel responsibility for the development of landscape in a non-conventional way, since the traditional agricultural basis of landscape formation has, over large parts of Europe, lost its effectiveness.

In awareness-raising, attention for the effects of landscape degradation should always be accompanied by examples of how landscapes can develop their identity as living landscapes with region-specific values, carried by local communities. The Landscape Award planned by the European Landscape Convention should play an important role in identifying such examples. But also exchange of experiences and ideas between landscape initiatives, for example by setting up a website of active landscape groups, would enhance the success of campaigns for informing and educating the public. It would be desirable to develop a well-illustrated handbook on landscape management in Europe, on the basis of examples of successful initiatives for landscape management.

6.3.2. Basic information needed on relevant parameters

Knowledge management and availability of basic data (including an efficient clearing house function) are not only a prerequisite for awareness-raising, but also crucial for education and training in landscape appraisal and operations. Only based on good information is it possible to develop methodology for landscape typology,

management and planning.¹¹⁷ Special attention should be devoted to methodology that allows for European compatibility and at the same time encourages local diversification.¹¹⁸ In many countries methodology development has already started and it would be good to co-ordinate these developments as far as possible under the umbrella of the European Landscape Convention, to allow common objectives of education and training to be defined. Here again there is the challenge to merge the general knowledge and standard setting with the appropriate diversification that respects and even supports the development of local and regional particularities (identity).

Crane's Homeland

Every year in autumn, thousands of cranes gather on the agricultural fields and peat bogs near Tandom (in the north of the Moscow Region, Russia) on their migration southward. The large diversity in land use also attracts many other rare animal species. Since a large co-operative of natural and cultural heritage organisations takes care of the sustainable development of this cultural landscape, the area is increasingly being acknowledged as a valuable landscape by citizens and authorities. Large-scale reclamation of the remaining peat lands could be inhibited. A visitor centre (Ecocenter Crane's Homeland) has developed which is very active in organising educational camps for local and Moscow school children, who can participate in practical landscape management activities.

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6.4. Towards action

6.4.1. Questions and preliminary answers

a. Awareness-raising

- To develop a collection of examples of landscape initiatives throughout Europe complying with the intentions of the European Landscape Convention? This collection may be integrated in a website for the Convention? (http://www.coe.int/t/e/Cultural_Co-operation/Environment/Landscape/)
- To develop an inspiring book for landscape management with fine examples of good practice, paying attention to the territorial culture founded on the relationship between individuals and territory, linking it with the human rights aspect and with the consideration that landscape does not fulfil purely material but also spiritual interests?

117. Wascher, DM and Jongman, RHG (eds.) (2002). *European landscapes – classification, evaluation and conservation*. EEA, Environment Technical Reports, European Environment Agency, Copenhagen (in press); Van Mansvelt, JD and Van der Lubbe, MJ (1999). *Checklist for sustainable landscape management*. Elsevier, Amsterdam-Lausanne etc. 181 p.; Andrade, GI (2000). *The non-material values of the Machu Picchu World Heritage Site: from acknowledgement to action*. Parks, Vol. 10, No. 2.

118. Wascher, DM, Piorr H-P and Kreisel-Fonck, A (1998). *Agri-environmental Indicators for Landscapes*. Paper developed as a contribution to the OECD Workshop on Agri-environmental Indicators on 21-24 September, York, UK, 1998, European Centre for Nature Conservation, Tilburg.

- To survey curricula for school children and for adult environmental education (including action camps in concrete landscape initiatives), enhancing the notion that the local population are the landscape experts most important for sustainable living landscapes of the future?
- To promote broadcasting and publication programmes supporting the intentions of the Landscape Convention?

Itineraries “people and landscapes”

The Royal Belgian Geographical Society has developed more than 30 one-day itineraries (Hommes et paysages) described in brochures to get acquainted with the landscape in an intelligent way, far from banal tourist exploitation.

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b. Training

- To develop curricula for interdisciplinary specialist training including landscape quality objectives?
- To survey, document and build upon training experience developed with NGOs active in the field of landscape?
- To organise international secondments to exchange experiences of officials between states?

c. Education

- To survey existing landscape education courses and promote exchange of ideas?
- To organise a network of university lecturers with the aim of promoting co-ordinated education?

6.4.2. Implementation

The suggested actions as an answer to the questions posed in the previous section are promising. However, to guarantee wide support among the member states, the readiness among the states and the relevant non-governmental organisations to act as actors for the actions defined should be surveyed. Once again, a start could already be made with an inventory of what activities already take place, which comply with the intentions of the European Landscape Convention.

Agriculture and landscapes

On the initiative of six farmers and three municipal delegates, concerned with the degraded cultural landscape encroached by forest in the Thur Valley around St. Amarin (Alsace, France), the Association Agriculture et Paysages was founded in 1996. After six years, the association consists of 30 farmer-members working about 1600 ha of commons, and several municipal delegates. It employs two officials and three specialised landscape management workers for the assistance of all farmer-members. The association

has returned to meadow more than 600 ha of overgrown land and takes an active role in organising public events like farmers' markets. Specific types of domestic animals (cattle, horses, goats) are bred and local products are successfully marketed. Much of the actions involve both farmers and local citizens, and the farmers are partly compensated for their landscape management efforts by local, regional, national and European Union authorities and partly through agri-environmental regulations. The association also plays a central role in the implementation of the district landscape plans within the framework of the Regional Nature Park Ballons des Vosges.

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6.5. Synopsis: the European Landscape Convention, a paradox?

The Landscape Convention seems to be characterised by the inherent paradox of providing common European guidelines for a diversified management of European landscapes. It is a challenge for those concerned with the future of the European landscapes, to bypass this paradox by strongly encouraging facilitation from above and by enhancing involvement from the bottom up, which should be crucial elements in public awareness-raising, training and education:

- base targets for landscape development on natural processes: know your factual landscape;
- develop awareness that landscape identity is and should be a reflection of current cultural processes: discuss the right landscape in the local community;
- achieve quality in the landscape by public involvement: act in your own real landscape on the basis of co-ordinated personal concern.

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