

*Landscape facets*  
*Reflections and proposals for the implementation*  
*of the European Landscape Convention*

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Editions



# **Landscape facets**

**Reflections and proposals for the implementation  
of the European Landscape Convention**



**French version**

*Facettes du paysage – Réflexions et propositions pour la mise en oeuvre  
de la Convention européenne du paysage*

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## Preface

The Council of Europe European Landscape Convention (ETS No. 176) is a ground-breaking international treaty adopting an approach to spatial development that takes account of the landscape, in other words the quality of the environmental life of individuals and societies, in keeping with the Council of Europe's concerns with regard to human rights and democracy. It does this by recommending that member states involve the public in all stages of landscape policies.

Since the European Landscape Convention was adopted by the Committee of Ministers of the Council of Europe in Strasbourg and opened for signature in Florence in 2000, the Council of Europe has examined and illustrated some of the themes relating to the convention, in other words certain facets of the landscape:<sup>1</sup>

- landscape, towns and suburban and peri-urban areas;
- landscape and transport infrastructures: roads;
- road infrastructures: tree-lined avenues in the landscape;
- European local landscape circle studies;
- landscape and education of children;
- training of landscape architects;
- landscapes and ethics.

This publication is a collection of the relevant reports drawn up by Council of Europe experts in the light of the conclusions of the meetings of the workshops for the implementation of the European Landscape Convention.<sup>2</sup> These reports were also presented at the Council of Europe conferences on the European Landscape Convention, held at the Palais de l'Europe in Strasbourg on 22 and 23 March 2007,

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1. See the previous publication, *Landscape and sustainable development: challenges of the European Landscape Convention*, Council of Europe Publishing, Strasbourg, 2006, ISBN 972-92-871-5988-5.

2. The proceedings of the meetings of the Council of Europe workshops for the implementation of the European Landscape Convention have been published by Council of Europe Publishing in the collection *European spatial planning and landscape*, and these are available on the European Landscape Convention Internet site: <http://www.coe.int/Europeanlandscapeconvention>.



and 30 and 31 March 2009. The representatives of governments and of international governmental and non-governmental organisations that attended these conferences had the opportunity to discuss the relevant issues and to take the first steps towards optimum implementation of the convention.<sup>3</sup>

Following the order in which these reports were presented, we would like to express our gratitude to the experts for the high quality of their work and for their important contributions: Mr Diedrich Bruns, Mr Ignacio Español Echániz, Ms Chantal Pradines, Mr Terry O'Regan, Ms Benedetta Castiglione, Ms Ingrid Sarlöv-Herlin, Ms Marina Kuleshova and Ms Tamara Semenova.

*Maguelonne Déjeant-Pons*  
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*Jean-François Seguin*  
Chair of the 5th and 6th Conferences of  
the Council of Europe on the European  
Landscape Convention  
Head of the Landscape Office, French  
Ministry of Ecology, Energy, Sustainable  
Development and the Sea

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3. Conference reports: Documents T-FLOR (2007) 14 and CEP-CDPATEP (2009) 19.

## IV. European local landscape circle studies: implementation guide

Terry O'Regan, Council of Europe expert



*Landscape of Rathbarry, near to Clonakilty, West Cork, Ireland*  
© Terry O'Regan



## Summary

*The landscape circle template is intended to encourage and assist individuals and groups to undertake an in-depth analytical study of their landscape incorporating a dynamic landscape observatory and resulting in a landscape management action plan.*

*It involves seven integrated steps and could be completed in six to twelve months. Completing such a study will heighten and inform your awareness of your landscape and place you in a very strong position to participate in the inevitable processes of change taking place in your landscape.*

*Step 1 – Scoping the study area: using the most readily available map of the area (a scale of 1:50 000 would appear to be appropriate), a landscape circle is selected for the study area (permission to copy or reproduce maps may be required from the relevant agency). The radius of the circle should be at least 1 km for urban studies, 2-3 km for a small town or village plus its hinterland, and up to 5 km for rural landscapes of low complexity.*

*Step 2 – Research: there are three interrelated sections to researching your study: (1) understanding landscape, (2) understanding the landscape of the state and (3) understanding the landscape of your selected circle. This will involve your own reference book resources, libraries, bookshops, local authority facilities and the Internet. The readily available “European rural heritage observation guide” (Council of Europe Conference of Ministers Responsible for Spatial Planning – CEMAT, 2003) is a recommended study text. The research should result in a written description of the history and evolution of your landscape.*

*Step 3 – Creating an image observatory: this exercise involves sourcing old images of your landscape and comparing them with photographs of the same landscape today. In addition, a current representative photographic portfolio of the existing landscape must be compiled to be replicated in subsequent years.*

*Step 4 – Information gathering: the objective of the identification process is to list the elements of the landscape in each circle – separated into the landscape strengths, weaknesses, opportunities and threats. A specific location for each element should be identified on the map, although for dispersed elements it may be adequate to refer to a particular quadrant of a circle.*

*The identification of landscape elements will range over the built (old and new), the natural and archaeological heritage as well as “non-heritage” elements. It also adds its own important component – an understanding of the composition of the landscape and the interrelationship between existing built and natural heritage, and present-day interventions, for example, construction work or changed land use practices.*

*The extent by which landscape elements are common, occasional or rare must be recorded and the pattern of their occurrence should be indicated by shading or cross-hatching a map section.*

*Step 5 – Evaluating your landscape: because the landscape is a composition of many elements and “jigsaw pieces”, an analytical process is required. The LANSWOT analysis (landscape strengths, weaknesses, opportunities and threats) is highly suited to evaluating the diverse elements of our landscape in the context of their role in defining and deciding landscape quality.*

*It lends itself to everyday use in avoiding the complexity of deep scientific analysis, whilst inviting individuals and communities to adopt a structured, critical approach in their assessment of their landscape. It has the added advantage of enabling communities in different locations to compare and contrast their conclusions in a comparative framework.*

*Step 6 – Identifying landscape management actions and actors: landscape management involves identifying/recording the actors and the actions needed in response to the prioritised lists produced by the LANSWOT analysis, encouraging best practice. Where possible this should lead to the conservation of landscape elements (or at least a continuity of these elements within the landscape) and determine the character of interventions in order to reinforce the strengths, address the weaknesses, capitalise on the opportunities and avert or mitigate the threats.*

*This stage is about identifying with the landscape and participating actively, rather than passively, in the landscape management process, in a manner appropriate to the scale involved.*

*Step 7 – The landscape study report and other outputs: a landscape study report will feature the following:*

- an introduction to the study identifying the study area – the selected circle;*
- a description of the landscape of the selected circle, its history and evolution;*
- a landscape observatory of the circle;*
- a prioritised listing of its landscape strengths, weaknesses, opportunities and threats;*

- *an associated listing of the actions and actors involved in the landscape management of the area;*
- *an action plan to publicise and give effect to the conclusions of the study.*

*Completing a landscape circle study report will achieve much in informing and alerting you about your landscape. We recommend you to take some further important steps to communicate and validate your work to your immediate and greater community by progressing to one or more measures and thus become a landscape active community and/or individual.*

## Introduction

The landscape of Europe is everything you can see throughout and around the continent and its offshore islands. It is not a two-dimensional painting or even a three-dimensional model, it is multidimensional, reaching deep into the soil and rocks of the ground, under the water and up into the sky. It embraces all of our shared heritage, the diversity of nature and the diversity of the marks and manifestations of humans. It is experienced through all our senses.

Your piece of the landscape of Europe is not just the land that you may or may not occupy, but the place or places that are important to you, that figure in your memories of the past, your sense of the history of your landscape, your consciousness of well-being and belonging in your present landscape and your vision of its future. You might say that you own your landscape, but it is deeper than mere ownership – you are part of your landscape and it is part of you – a relationship that is very organic and close – almost bionic.

You can, however, be torn from your landscape or it can be torn from you. You never entirely lose your landscape, but you can lose a landscape that is rich and rewarding, that is important to you, only to have it replaced with a landscape that is impoverished, dispiriting and alienating.

In the past in Europe, as a largely agricultural society we depended on our landscape in obvious ways. Today, we still depend on it, but we largely lack the comprehension to see this. The balance has shifted and our landscape is now more dependent on us. If we could understand its language we would hear its call for our help.

Change in our landscape is as inevitable as the seasons (annual cyclical change). It can be naturally slow (the growth of trees and bushes), naturally gradual (changes in agricultural crops and animals). It can also be naturally abrupt (storm damage). Our actions can respond to and contribute to such natural changes (global warming). Man-made landscape change can also be slow (occasional new buildings), gradual (regular new buildings) and abrupt (“overnight” housing developments, wind farms, motorways, shopping centres, etc.).

In the recent past, the ordinary citizen had very little say in landscape interventions by others. Increasingly today, legislation at all levels is providing citizens with a democratic role in the process of landscape change and management. This role is perceived by many citizens as being very limited and they often feel powerless. The processes of landscape change are complex and often far from transparent. Playing a constructive, responsible role in these processes requires a structured, informed, strategic response from ordinary citizens.

Whether you are an “ordinary” citizen, a community group, or second- or third-level student; undertaking a landscape circle study is your opportunity to respond to the call of your landscape. You can make it as simple or as comprehensive as you wish – the choice is yours. You are, however, guaranteed that if you undertake a landscape circle study of your landscape you will at the very least enrich the rest of your life and you will be in a more informed and empowered position to become actively involved in the management of your landscape – the choice is yours.

## 1. Aims of the landscape circle template

Decisions that profoundly affect the quality of your landscape are invariably taken in offices very far from where you live. The politicians, administrators and business people taking those decisions are more likely to demonstrate sensitivity towards landscape quality in a society that demonstrates an informed knowledge and understanding of their landscape/surroundings. Undertaking a landscape circle study will assist you and your community in being party to those decisions.

We all tend to take our landscape for granted – whether we regard it as good or bad. However, in much of Europe we have been fortunate to inherit a landscape of an exceptionally high quality in parts. As with many things that come easy we have not always appreciated our good fortune. We have not always actively participated in the processes that are impacting on the quality of our landscape. That might have been acceptable in times past when the pace of change was leisurely and the landscape often managed to heal its own wounds. Times have changed dramatically in the past 50 years and problems arise when someone decides that as we put no value on it, they will “take” it from us and replace it with something that may be very inferior.

This methodology is intended to assist all those individuals, groups, communities, organisations, societies, clubs or schools who would wish to exercise responsible ownership over their landscape, in undertaking a landscape circle study of their area. A landscape circle study involves selecting a circle of landscape and studying and recording its history, its evolution, its strengths, weaknesses, opportunities and threats, and the actions and actors who might respond to those characteristics. This chapter offers advice on ways to undertake and complete a successful landscape circle study.

You do not need to be an expert to undertake the study. You will not require specialised terminology and the depth of the study is at your discretion. All that is required is an interest in landscape and a desire to influence the nature and extent of the changes it undergoes in your lifetime and beyond. As with all successful human ventures you should, however, draw on expert knowledge where possible.



The quality of landscape is decided by its different elements, natural and human-made and the extent of their representation, distribution and most importantly their overall composition in the landscape.

It is easy to forget the urban landscape with so many books written about the rural landscape. Yet, as we increasingly live in an urban landscape, the landscape circle works just as well in the city as in the countryside.

It should be possible for anyone to undertake an effective landscape study using this chapter and the Council of Europe publication “The CEMAT European rural heritage observation guide” ([www.coe.int/CEMAT](http://www.coe.int/CEMAT)).

The key outcome of the study will centre round a report documenting the scoping of the study area, its history and evolution, its landscape elements, an in-depth critical analysis of its characteristics and an action plan for the future management of the landscape being studied.

The study report will provide the basis for many other powerful initiatives such as exhibitions, DVDs, websites, planning submissions, proactive engagement with those intervening in the landscape such as government officials, developers, etc.

All studies are open to the accusation of subjectivity and indeed most if not all studies reflect a degree of subjectivity. The more systematic and thorough the study is the more it will overcome this potential weakness. Testing the conclusions of the study with the residents of the area is useful in defending the report. The fact that everything in the circle, good and bad, must be considered is in itself a defence against subjectivity.

It is expected that studies will vary in scope and depth depending on whether they are individual studies or group studies.

## 2. The steps

How to undertake a landscape circle is described in detail over the following pages:

### Step 1 – Scoping the study area

The use of the circle to scope a landscape study derives from many influences not the least being the many ancient circles that mark the European landscape constructed of timber, earth and stone.

The circle has a simple inescapable logic in the landscape. If you stand in a flat landscape or better still on an isolated hill or high building anywhere in Europe, the limit of your vision is a circle.

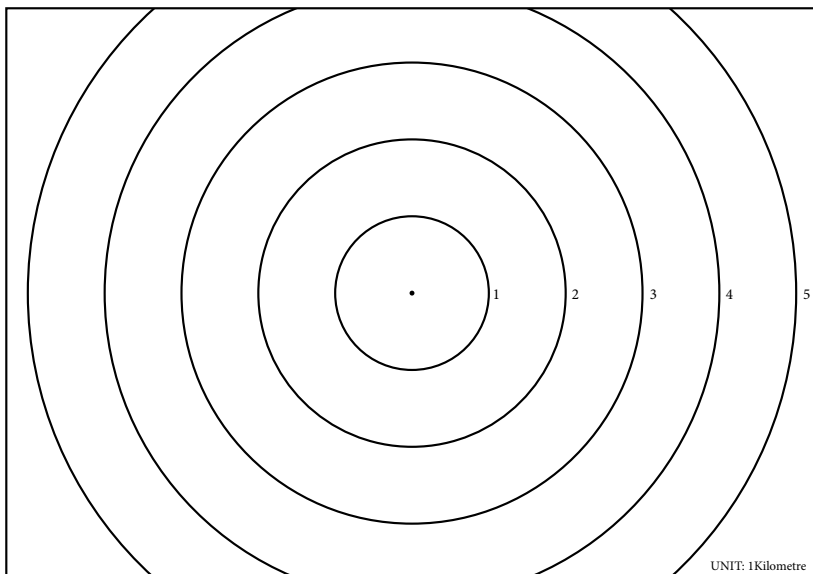
A circle avoids the complexities of requiring communities to take on board potentially contentious decisions regarding the different landscape character areas occurring in their own locality.

Using the most readily available map (a scale of 1:50 000 or similar is recommended), a landscape circle is selected for the study area (permission to copy or reproduce maps may be required). You can choose to work from a chosen centre point, but it is easier to concentrate on the landscape to be enclosed in the circle. A clear plastic template marked with circles of different radii is the simplest and most effective way to carry out this exercise. Draw a number of circles with a compass and a narrow permanent marker on a sheet of clear plastic. You can move the plastic sheet over the map rather than drawing and redrawing circles on the map with a compass.

As well as assisting in selecting a landscape circle to study the plastic template provides an awareness of the greater landscape outside the study area.

Your choice of study area will depend on your objectives – you may simply want to study your home place, or you may wish to study an area that is important to you, whether it is facing threats or not. You should write out your objectives and develop a brief for your study – what do you want to achieve and how do you intend to realise your objectives.

### **Template to assist selecting study circle**



Initial research on landscape circle studies suggests a radius of at least 1 km for urban studies and a typical radius of 2–3 km for a small town or village plus its hinterland. Rural landscapes of low complexity could have significantly higher radii.

The circle should be small enough to be studied taking into account the time and resources available, but must be large enough to encompass a range of landscape diversity – local knowledge will guide the choice. The study itself commences at the centre of the circle and works out in concentric bands and may be enlarged or reduced in response to the progress of the study.

In a sense the circle recognises the scale at which communities work best – the village; it little matters whether it is a village in the accepted sense. It may be a small physical village settlement or a more dispersed settlement that occurs in parts of the European rural landscape or it may be one of the “urban villages” that combine to form the “honeycomb” of our towns and cities.

Urban or rural we recommend that you start small and enlarge the study rather than the reverse – it is a less wasteful strategy. The circle can be given the identity of the settlement or place name located closest to the centre of the circle.

Disciplined scoping is desirable – the study area may have landscape of consistent character and distinctiveness, or there may be a number of centres of intense landscape character and distinctiveness which will wax and wane from area to area.

If the study is undertaken by a group and involves a large, complex area, it may be decided to select a number of overlapping circles, requiring thought and discussion on the different landscapes considered to exist in the study area. We would still recommend that one circle be selected and its study completed before commencing a second or more. Where there are a number of overlapping circles it is recommended that they overlap to ensure full coverage of the study area and they are likely to extend to places outside the targeted study area. In this case each circle can again be given the identity of the settlement or place name located closest to the centre of the circle.

If the area being considered is very large and diverse and a range of interlaced landscapes is involved, spreading into neighbouring areas, separate studies will be required, creating the exciting possibility of neighbouring communities undertaking concurrent studies. This might require the assistance of a project co-ordinator and additional funding.

Neighbouring communities undertaking independent studies should, wherever possible, overlap each other's circles.

## Step 2 – Research

There are three interrelated sections to researching your study:

1. understanding landscape in general;
2. understanding the landscape of the state in question;
3. understanding the landscape of your selected circle.

You can be systematic and work through from 1 to 3, or in reverse from 3 to 1. We believe that the best approach is to engage with all three levels concurrently from the start of the study.

The best way to research landscape is to experience it in a state of alert awareness and then read the books. It would be easy to get bogged down in the research alone and some of the published “expert” material on landscape is not as accessible as it ought to be due to technical terms or “jargon”.

Research guidance may be provided to a study group by a trained and experienced facilitator, but may also be gleaned from many publications.

Your local library, bookshops (new and second-hand) and the Internet will all be invaluable. There are many websites with extensive free material on landscape.

A general understanding of the meaning of landscape will be gained from reading the European Landscape Convention and particularly the explanatory notes. 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”.

Understanding the practical meaning of landscape in a European context will be provided by the readily available “CEMAT European rural heritage observation guide” – a highly recommended text, speaking clearly of reading the landscape. This guide is available on the Council of Europe website [www.coe.int/cemat](http://www.coe.int/cemat).

There are many books available on local, national and the European landscape. The authors will enrich your understanding of landscape and cannot fail to enthuse and inform you with their sense of landscape – space, place and time.

It is useful to acquire a working knowledge of the relevant legislation.

You must also research images such as paintings, postcards, drawings and photographs – old and new – to gain a visual understanding of the process of change or evolution in your landscape.

Increasingly, there is useful information to be found in government development plans at a local, district, regional and national level.

### Step 3 – Creating an image observatory

An image observatory might be called a landscape photograph album – but it is much more than that.

“One picture is worth ten thousand words.” The word value of appropriate landscape images is beyond measure. Images of the same landscape over time further multiply the value and provide the best understanding of landscape, its evolution and the process of change. The observatory will serve as an invaluable tool to assist communities in understanding, and communicating the concept of landscape quality, and monitoring the process of change taking place in their landscape.

The creation of an observatory involves sourcing old landscape images in different media to provide the basis for a time series of images. Old maps and written descriptions of the landscape will also be useful.

A current photographic portfolio of the existing landscape must also be compiled. Ideally, this should comprise key indicator landscapes within your particular circle experiencing, or likely to experience, active change and, where possible, earlier images should be replicated with present day images.

The study will involve selecting and carefully recording in detail a number of key photographic viewpoints, the combination of the images recorded will capture the cumulative essence of the local landscape and by repeating the photographs from the same locations each year you can record and track the changes taking place, in the process creating a wonderful local planning and landscape heritage resource.

Study areas that enjoy distant panoramic views to landscape features located outside the study area may require an outer “vista ring”.

We must stress that viewpoints and camera positions must be carefully mapped and described for future recording of the landscape on a systematic basis.

Each image selected for inclusion in the report must be accompanied by text explaining why the image was chosen and included.

### Step 4 – Information gathering: listing the landscape ingredients in the circle

Landscape identification is about seeing the landscape with fresh, perceptive eyes.

We often move through our landscape blind to our surroundings – it is a blur outside the train window of our busy lives. Identifying and listing the elements of our landscape is a way of drawing back the curtain or cleaning life's window.

The objective of the identification process is to list the elements of the landscape in each circle. A specific element location should be identified on the map; for dispersed elements it may be adequate to refer to a particular quadrant of a circle.

The identification of landscape elements will range over the built, natural and archaeological heritage as well as “non-heritage” elements. It also adds its own important component – an understanding of the composition of the landscape and the interrelationship between existing built and natural heritage, and present-day interventions, for example, construction work or changed land use practices.

The extent by which landscape elements are common, occasional or rare must be recorded and the pattern of their occurrence must be indicated (by shading or cross-hatching a map section).

In time, reference lists of the landscape elements that might occur in different areas will emerge as a by-product of the process.

A general list is mentioned in Appendix 2, but a locality-specific list might be prepared for each study area as a customised response to match the distinctiveness of each local landscape.

## **Step 5 – Evaluating your landscape: the LANSWOT analysis and prioritising the lists**

Because the landscape is a composition of many elements and “jigsaw pieces”, an analytical process is required. A critical analysis approach to landscape management is essential if a high quality landscape is to be conserved, enhanced or created. The LANSWOT analysis (landscape strengths, weaknesses, opportunities and threats) is highly suited to analysing the diverse elements of our landscape in the context of their role in defining and deciding landscape quality.

It lends itself to community use in avoiding the complexity of scientific jargon-led analysis, whilst inviting communities to adopt a structured, critical approach in their assessment of their landscape. It has the added advantage of enabling communities in different locations to compare and contrast their conclusions in a comparative framework.

### **Categorising landscape elements into the LANSWOT columns**

Landscape assessment involves classifying and ranking the elements in order of their importance. This is about understanding the landscape. The reason why a landscape is distinctive may not always be immediately obvious. Elements will be important

because of the extent to which they shape and define the landscape, for better or worse. They will be very important where they add or remove distinctiveness from the landscape.

A landscape strength adds to or enhances the quality of the landscape.

A landscape weakness needs to be restored/reinvigorated/reinstated.

A landscape opportunity involves a new situation with the potential to create a new landscape strength.

A landscape threat is poised to damage or destroy existing landscape quality by removing existing strengths/weaknesses and not compensating with new strengths.

A keynote element identifies or characterises a landscape on its own and influences our perception of landscape, even when it is not very obvious: it has a presence in the landscape. It may be an old or a new building, a church with spire or tower. It may be an iconic mountain or hill – each state will have its own classic examples. On some “flatter” landscapes less imposing hills and even chimney stacks take centre stage.

A landscape pattern relates to a recurring element such as hedgerows, stone walls, fencing, terracing, etc. Land use activities create their own patterns in the landscape; agriculture is the main influence that we are familiar with in Europe, with distinctive field patterns being associated with different crops and farm animal enterprises.

A particular style of wall construction or an ensemble of buildings may define a landscape – urban or rural – or the design consistency of a particular artefact. A busy craftsman may have influenced the building styles in an area and thereby defined the distinctive landscape character of an area with some particular ornamentation or building style.

Threats might include the homogenising effect of replicated building designs, which are now creating a new characteristic low-diversity landscape in many parts of Europe.

A native or, more commonly, introduced plant species may define the landscape in a positive manner. However, many other introduced plants are visually and ecologically alien in the landscape.

The composition of a landscape is very important. Two different landscapes could have a similar list of elements, but one could be more pleasing than another because, intentionally or otherwise, it is more successfully composed or strategically arranged. New interventions must be assessed in relation to their wider impact on the composition of the greater landscape.

Landscape composition is often defined by the public face of the private realm – a fact not always easily acknowledged. For example, a large private building (a mansion or industrial plant) located on private property, in a prominent location, can influence the landscape character of a large tract of land.

The importance attached to landscape elements may have local, district, county, regional, national, European or international significance.

## **Step 6 – Identifying actions and actors linked to the prioritised lists**

Landscape management involves identifying/recording the actors and the actions needed in response to the LANSWOT analysis, encouraging best practice; where possible leading to the conservation of landscape elements (or at least a continuity of these elements within the landscape); and determining the character of interventions in order to:

- reinforce the strengths;
- address the weaknesses;
- realise the opportunities;
- avert or mitigate the threats.

This stage is about identifying with the landscape and participating actively, rather than passively, in the landscape management process, in a manner appropriate to the scale involved. On the larger scale, the activities of the major forces for change in the greater landscape can give rise to profound and widespread change across a large area. In such cases, the actors may be remote from the landscape concerned, be they experts or government and company officials.

On a smaller scale the immediate local landscape can be dramatically changed by quite small interventions, such as the demolition of a prominent building, the construction of a new prominent building, the felling of a few large trees, the clearing of a large thicket, the clear-felling or conversely the planting of a small area of woodland/forestry. Here, the actors may be very local, even a neighbour.

The cumulative impact of many small actions can also significantly change the overall character and quality of a landscape; for instance, the growing of certain plants by many individual gardeners can change the character of a landscape in quite a short time.

Actions to mitigate impacts on landscape would involve a balanced mix of landscape preservation, protection, planning, design, creation and restoration. Interventions



in the landscape might be guided in such a fashion as to enrich and enhance the landscape, whilst reducing or avoiding ill-considered developments which can take from or homogenise the character of the landscape.

The forces for landscape change must be landscape-sensitised at an early stage: this template provides communities with the foresight, understanding and confidence to engage in that process. Individual and community activists must not only identify the actions and actors, but also the mechanisms and communication channels, legislative and otherwise, available to the local citizen and the community to influence the actors.

The discipline of carrying out an audit on landscape interventions is useful. The balance sheet for proposed change in the landscape may show a loss, gain or a neutral outcome. The landscape circle template provides the database for landscape auditing and is intended to result in a very healthy landscape balance sheet.

## **Step 7 – Completing the report, publicising/communicating its conclusions and becoming a landscape active community**

Completing a landscape circle study report will achieve much in informing and alerting you about your landscape. We recommend you to take some further important steps to communicate and validate your work to your immediate and greater community by progressing to one or more of the following:

*Questionnaire:* as a survey of the views of other members of the community this might form part of the project and/or subsequent feedback – a representative response from the community would be valuable in reinforcing the credibility of the study findings.

*Exhibition:* involving posters with outcome of SWOT analysis, images/photographs illustrating the character and distinctiveness of the local landscape, photographic and image sequences over time illustrating landscape change and evolution and photographs if possible of successful interventions in the landscape. Illustrations of unsuccessful or damaging interventions in the landscape need to be presented diplomatically to avoid alienating neighbours or even possible conflict and litigation.

*Booklet:* a booklet can be costly if printed in large numbers and become dated, but they are a reassuring “product”. Print to order, rather than printing large quantities which may tie up scarce funds.

*Video/DVD:* more ambitious but versatile and ideal for landscape.

*Website:* more ambitious again, but great for reaching a wider audience – is likely to require updating. It may be possible to set up a European landscape circle website.

*Note:* all of the above measures as outputs of the study have a long-term historical landscape value but unless they are reviewed and updated their role in having an ongoing active impact on landscape interventions has a limited “shelf life” of between one and three years. Reviewing and updating would not be an onerous task if undertaken on a regular basis (every three years is suggested).

### **Further landscape circle outputs**

Implementing a landscape circle study enables landscape management actions to be undertaken in an informed and effective manner as follows:

- creating landscape awareness via normal community social contact;
- providing informal advice to prospective actors;
- participating in the processes of development, local area action plans, village design statements;
- intervening in planning applications;
- lobbying politicians;
- the study sets a benchmark for the local landscape;
- a landscape circle archive – the studies could form the basis of a county or city landscape archive – a historical and dynamic landscape management resource.



## Appendix 1 – Landscape relevant legislation applicable in the state concerned

The relevant legislation must be identified according to the state concerned.

## Appendix 2 – Indicative reference lists of typical landscape ingredients

### *Topography*

Mountains, uplands, moorlands, valleys, hills, ravines, rock faults, exposed rock, lakes, ponds, rivers, streams, wetlands, mudflats, beaches, islands, the sea, coastal features.

### *Field enclosure*

Earthen banks (ditches), stone and earth banks (ditches), hedgerows, tree lines, stone walls, fencing, etc.

### *Vegetation*

Trees, woods, forests, shrub thicket, hedgerows, fields, marsh, fen, bog, sand dunes.

### *Historical associations*

Archaeological sites, ambush sites, battle sites, military campaign routes, pilgrimage routes.

### *Buildings and their curtilages*

Towns, villages, one-off housing, heritage ruins, derelict ruins, civic buildings, heritage buildings, farm buildings, town houses, streetscapes, rural houses, industrial buildings, graveyards, gardens.

### *Travel infrastructure*

Roads, footpaths, bridges, railway lines, stations, signposts, road markings, vehicles.

### *Productive land uses*

Fields for silage, pasture, hay and farm animals, fields for arable use, stud farms, timber production, orchards and soft fruit.

### *Productive sea uses*

Harbours, piers, shellfish farms, fish farms, boats.

*Leisure land uses*

Gardens, parks, golf courses, racecourses, playing fields, forest parks.

*Extractive land uses*

Peatlands, quarries, mines, sand and gravel pits.

*Waste infrastructure*

Landfill sites, civic amenity sites, sewers, storm water pipes, gullies and drains, manhole covers.

*Artefacts*

Stone walls, stone edging, water pumps, gateposts, gates, weirs, quays, steps, letter-boxes, bus shelters.

*Communications and power infrastructure*

Letterboxes, telegraph poles, electricity pylons, mobile and telecommunications masts, junction boxes, manhole covers.

*Commercial manifestations*

Billboards, advertising signs, garish nameplates.

*Distant views and prospects*

A landscape may enjoy distant views and prospects located outside of the study area; these are also landscape components/ingredients “belonging” to the study area.

*Wildlife habitats and designated areas*

These may form overlays over combinations of other landscape elements. They are a more complex composition in the landscape that further enrich the landscape quality. They heighten the value of landscape elements that might otherwise be regarded as of a lesser value on a purely two-dimensional assessment.

## **Appendix 3 – References/reading list**

Essential and readily available – downloadable from the Council of Europe website ([www.coe.int/europeanlandscapeconvention](http://www.coe.int/europeanlandscapeconvention)):

European Landscape Convention (ETS No. 176), – Council of Europe ([www.coe.int/europeanlandscapeconvention](http://www.coe.int/europeanlandscapeconvention))

CEMAT European rural heritage observation guide, Council of Europe Conference of Ministers responsible for Spatial Planning – CEMAT, 2003, ([www.coe.int/CEMAT](http://www.coe.int/CEMAT))

## **Appendix 4 – Practical considerations**

Undertaking a landscape circle study involves some practical considerations. These are more onerous for a group study than for an individual study, but are equally important for either approach.

The following elements may help the user with this proposed method.

### **Expenses**

A study can be undertaken at minimal cost, but to produce a “professional” report and especially for group studies the following expenses are likely to arise:

- purchase of Ordnance Survey maps and sheets;
- photographic equipment and materials;
- photocopying;
- printing;
- insurance;
- transport;
- miscellaneous: binding, stationery, CDs, etc.

### **Funding**

Before seeking funding prepare a brief outline of the project to accompany your applications for funding.

### **Grants may be available from a variety of sources**

Local businesses may also provide sponsorship or assistance in kind.

### **Insurance**

An individual or a couple of friends undertaking a study are unlikely to encounter insurance problems. Larger groups should consult an insurance agent or company about the possible need for public liability and personal accident insurance.

### **Maps**

## **Copyright**

The issue of copyright only becomes relevant if or when you publish and circulate your report, but sources should always be acknowledged in the report.

Maps: to copy maps permission may be required.

Images: where relevant permission to reproduce images (paintings, photographs, etc.) should be sought from the owners.

Text: it is generally permitted to include short quotations from books provided the source is acknowledged and the details of the publication are included in the report.

Permission should be sought for long extracts and poems.

## **Other legal concerns**

A landscape circle study should largely be based on what can be seen from the public realm and accessible private lands – roads, streets, footpaths, the foreshore, parks, national parks, etc. Private lands should not be trespassed on. In most cases, a reasonable request for access will be successful. It is vital that such permission is respected and acknowledged.

A separate and potentially contentious issue relates to the taking of photographs. There should be no problem with landscape photographs taken of streets, villages, towns and rural scenes. Problems might arise with photographs that highlight private property in a negative context. Permission may have to be obtained in certain circumstances.

In all cases it will be helpful to prepare a short letter explaining your project and requesting permission/co-operation from the landowners concerned.

## **Safety and health**

An interest in landscape can distract one from a sensible regard for one's safety and health. Walking and particularly photographing along roads – urban or rural – today can be extremely dangerous. The bright yellow high visibility vests are a very worthwhile investment. Clambering over ditches, streams and along shores/riverbanks are all hazardous exercises. Always ensure one's stability and safety before taking photographs. Preferably explore your landscape with a companion or "minder". If alone, always let someone know your intended itinerary and time programme and take a (charged) mobile phone with you.

## Appendix 5 – Sample record sheets

The sample record sheets are intended for guidance only.

The strengths, weaknesses, opportunities and threats are all shown on the one page; in practice they will have a separate sheet or more each.

The landscape observatory sheet only provides for one image. If you are illustrating landscape change over time with a series of images, you might use one sheet for images and carry the explanatory text on the opposite page.

### Examples of study record sheets

Landscape circle study record sheet .....	Date: .....
Recorder: .....	Survey area: .....

Landscape strengths	Location	Photo ref.
Landscape weaknesses	Location	Photo ref.
Landscape opportunities	Location	Photo ref.
Landscape threats	Location	Photo ref.



Landscape circle study record sheet .....	Date: .....
Recorder: .....	Survey area: .....

Landscape strengths	Location	Ranking	Action response	Actors

Landscape weaknesses	Location	Ranking	Action response	Actors

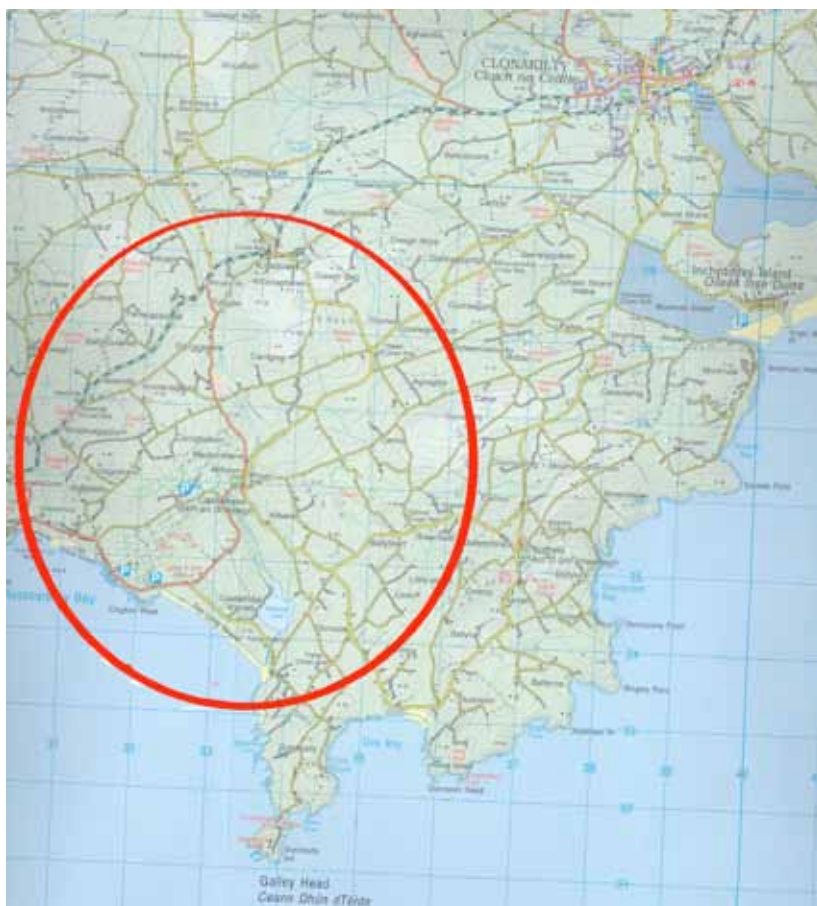
Landscape opportunities	Location	Ranking	Action response	Actors

Landscape threats	Location	Ranking	Action response	Actors

Landscape circle study photographic observatory sheet .....	Date: .....
Recorder: .....	Survey area: .....

Image:
--------

Location	Date of image.....
Viewpoint	Sketch map
Comments and observations	



*Example of a landscape circle in Ireland using an OSi Discovery Map © OSi "The Rathbarry/ Castlefreke Landscape Circle"*

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