

# D R A F T

## **Council of Europe Recommendation of the Committee of Ministers to Member States on promoting landscape awareness through higher education and training.**

*version February 2017*

Considering that the aim of the Council of Europe is to achieve greater unity between its members for the purpose of safeguarding and realising the ideals and principles which are their common heritage;

Having regard to the European Landscape Convention (ETS No. 176), adopted by the Committee of Ministers of the Council of Europe on 19 July 2000, opened to member States for signature in Florence on 20 October 2000 and entered into force on 1 March 2004;

Concerned to achieve sustainable development based on a balanced and harmonious relationship between environment, social needs, culture and economic activity, for a better quality of life;

Noting that landscape has an important public interest role in the cultural, ecological, environmental and social fields, and that it constitutes a resource favourable to economic activity whose protection, management and planning can contribute to job creation;

Aware that landscape contributes to the formation of local and regional cultures and that it is a basic component of European natural and cultural heritage, contributing to human well-being and consolidation of the European identity;

Acknowledging that landscape is an important part of the quality of life for people everywhere: both in urban and rural areas, in high quality or in degraded areas, in areas recognised as being of outstanding beauty and in everyday areas;

Noting that developments in agriculture, forestry, industrial and mineral production techniques, the expansion of urban areas and of infrastructure networks, the increase in transport, tourism and recreation activities and, at a more general level, changes in the world politics and economy are in many cases accelerating the transformation of landscapes;

Wishing to respond to the public's demand to enjoy high-quality landscapes and to play an active part in the management of landscapes;

Believing that the landscape is a key element of individual and social well-being and that its protection, management and planning entail rights and responsibilities for everyone;

Acknowledging that the quality and diversity of European landscapes constitute a common resource, and that it is important to co-operate towards its protection, management and planning;

Considering the aims of the European Landscape Convention and wishing to encourage its implementation;

Referring to Article 6.B of the European Landscape Convention on specific measures for training and education, which states that Each Party undertakes to promote: "[...] university [...] courses which, in the relevant subject areas, address the values attached to landscapes and the issues raised by their protection, management and planning", "training for specialists in landscape appraisal and operations" and "multidisciplinary training programmes in landscape policy, protection, management and planning, for professionals in the private and public sectors and for associations concerned";

Having regard to its previous recommendations:

- concerning the promotion of an awareness of Europe in secondary schools (Recommendation Rec(83)4);
- on the role of the secondary school in preparing young people for life (Recommendation Rec(83)13);
- on aid for artistic creation (Recommendation Rec(85)6);
- on teaching and learning about human rights in schools (Recommendation Rec(85)7);
- on the role of museums in environmental education, information and training (Recommendation Rec(90)18);
- concerning heritage education (Recommendation Rec(98)5);
- on ensuring quality education (Recommendation CM/Rec(2012)13);
- on promoting landscape awareness through education (Recommendation CM/Rec(2014)8);

Agreeing with the considerations included in articles 1 and 2 of the UNESCO Convention concerning the World Cultural and Natural Heritage, of the United Nations (Paris, 1972), implying that landscape as heritage should be understood as a concept beyond the definition of cultural and natural heritage;

Considering that one of the aims of education is to train young people and equip them with a set of skills necessary for citizenship and democracy;

Asserting that educational and training activities in the landscape field are an excellent way of giving meaning to the future;

Recommends that the governments of member States Parties to the Convention adopt legislative, regulatory, administrative, financial and other appropriate measures to initiate or to develop integrative landscape curricula in higher education and training programmes to promote landscape awareness among students and professionals in accordance with the principles set out in the appendix to this recommendation.

#### *Appendix to Recommendation CM/Rec(2017)X*

### **I. Principles and proposals**

#### **a. General principles of higher education and training in the field of landscape**

Landscape is an asset characterised by a huge diversity of cultural and natural heritage values. It is constantly evolving, assimilating new societal demands into the inherited tangible and intangible patterns, structures and functions. The increasing dynamics in our globalising world and the associated – often unintended – impacts of policies and societal developments on the landscape require a well-focussed knowledge management. Higher education has a key role in translating the available knowledge into capacities and competences for the future managers and designers of the landscape to translate this requirement in transdisciplinary and participatory approaches to characterisation, valuation, analysis, diagnosis, design and management of the landscape. The societal relevance of landscape education and training is evident from the following considerations:

- The current state of landscape diversity in Europe results from the combination of historical and on-going environmental and land use processes and cultural heritage;
- As it assimilates economic, social, cultural and environmental processes over time and space, the European landscape is predominantly a multifunctional landscape. As such, it provides a crucial and effective space for integration of various functions for human wellbeing, including in the context of rural development;
- Rural and urban livelihoods and wellbeing are closely connected to the status and trends in landscape functions and values;
- Temporary, semi-permanent and permanent migratory human movements and associated exchange of skills, knowledge and goods between town and countryside have in many cases shaped the local landscape diversity in the past centuries and still provide ample opportunities for its enhancement;

- The involvement of local communities, and recognition of and respect for their cultural heritage, traditional knowledge, innovations and practices can assist in more effective management and governance of multifunctional landscapes, and contribute to their resilience and adaptability;
- To better understand the dynamic interplay between the societal demands at the landscape level and their implications for livelihoods and wellbeing, there is need for enhanced inter- and transdisciplinary landscape research and education including its historical background and future developments;
- Public awareness of the links between landscape character and political action that considers these links in policy and decision making processes is needed to effectively implement international and national commitments dealing with environmental, social, cultural and economic sustainability and human wellbeing at different scales.

#### **b. Proposals to public authorities for the implementation of the European Landscape Convention through the promotion of higher education in the field of landscape**

The competent authorities should be invited to:

- incorporate the integrative aspects of landscape study into all higher education curricula that address issues pertaining to landscape, both in its biophysical-spatial dimension and in its historic and contemporary cultural dimension (including intangible values), to enable students to acquire a knowledge of the landscape and an understanding of its values, features, importance and role with regard to the quality of life as provided by well-managed landscapes;
- promote integration of deductive and normative approaches in higher education and training, based on a commitment to the ethics of conscience, participation, design, concept and aesthetics, and employing the best natural and cultural resources to take on sustainable development models and encourage a more democratic use of governance in landscape and urban planning and design;
- programme landscape education and training to inherently refer to the balance needed between measures to enhance visually appealing landscape *images* and activities of personal commitment to sustainably *functioning* landscapes;
- start from the premise that the landscape is a basic element contributing to the sense of belonging, to community identity, which implies using the cultural dimension of the landscape as a key element in the construction of a collective vision of landscape futures;
- highlight in education and training that landscape policies and actions imply conservation, innovation, restoration and adaptation transformations, always and anywhere appreciated in a long term perspective;
- recognise in education and training that landscape strategies, planning, design and measures should be based on a deep understanding and interdisciplinary knowledge of the inherited and contemporary character of each landscape in its biophysical-spatial and cultural expression;
- promote higher education that involves activities which will foster understanding and knowledge of the landscape in its diversity across Europe and beyond, and that includes the idea of collective identity carried by landscapes, enabling the coexistence of diverse cultures characteristic to contemporary society;
- pay due attention to the notion of public space, and to the debate about landscape as a common good, accommodating both public and private ownership of the land;
- encourage students to participate in and present proposals for projects and plans for the protection, management, design and planning of the landscape, preferably in real-life situations;

- promote the establishments of special chairs of integrated landscape study and design, to function as focal points in higher education institutions for capacity-building and training in the field of landscape.

## **II. Implementing landscape awareness and professional capacity through higher education and training**

The competent authorities should be invited to promote landscape education and training, which is interdisciplinary by its very nature, in the framework of higher education at all levels and in all types of training, be it formal, non-formal or informal, considering the following provisions:

- stimulate the relevant European professional and NGO Networks on landscape, and especially those specifically involved in coordinating landscape educational programmes, to join efforts in developing curricula and training programmes;
- encourage the setting-up of education and training programmes in organisations and institutions responsible for landscape;
- promote or organise workshops and training, both at theoretical and practical levels, wherever possible, for both faculty and professionals, enhancing mutual collaboration;
- set up a partnership for landscape education and training activities on an official basis between the relevant ministries, responsible for policies influencing and/or transforming landscapes (i.e. agriculture, environment, transport, energy, culture, etc.), if possible within existing structures;
- encourage initiatives taken by universities, landscape oriented professionals and associations and facilitate these, in so far as they correspond to the definitions and goals of the European Landscape Convention;
- undertake multidisciplinary assessment and monitoring of landscape education and training actions on pedagogic quality and effectiveness.

## **III. Documentation and material**

The relevant authorities and ministries in each State should be encouraged to produce or commission publicly accessible teaching and demonstration material relating to landscape, which should continuously be updated to reflect current practice and innovations.

Teaching and demonstration material should make use of the relevant information collected by Landscape Observatories at local, regional, national and international level. Exchange of experience and a better multilateral dissemination of information on landscape education should be ensured through the Landscape Convention Information System of the Council of Europe.

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