

Landscape Architecture Education in Europe 2005

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Until perhaps 20 years ago, educational preferences in Europe were primarily based on language and European regions. German speaking, English speaking universities, or Scandinavian universities, had well established networks with an independent value system. Most countries did not care too much of what was happening outside their academic networks. Stays abroad were considered as something special and not common. Unlike today, no agencies existed, to deal with foreign exchange programs. The relatively few people having an interest in studying abroad were directed to the respective cultural sections of the ministries of foreign affairs. In 1985, 20 years ago some 100 students in all disciplines were sent out of Austria by bilateral cultural agreements, including myself, who received a scholarship to compare tourism of Austria and Norway in my M.Sc. thesis.

The situation changed drastically during the last two decades due to the efforts the European Union. In late 1980s and early 1990s ERASMUS network with SOKRATES program was established, covering all academic disciplines. Perhaps one third of the more than 200,000 Austrian students spend now a study term abroad, or about 14,000 students annually. Approximately the same amount of foreign students is coming to Austria. A major change was the reduced cost of travel for long distance trips. Companies can today easily ask for foreign experience of future employees.

The EU encourages programs for exchange not only for students, but also for teachers and it is easy to take part in these programs as they are usually arranged via the foreign exchange department of the university. This is on top of various larger and smaller conferences dealing with university education issues. In average, I participate once in a year in such an exchange, a conference or a meeting. The mind of university staff is thereby gradually turning into a common European identity, even without giving common standards for educational purposes.

During the last 20 years, many more universities and programs came into existence. Perhaps, even an overcapacity was created by this situation. In Germany, there were six programs for landscape architecture in 1985, 20 years later, there are 25 programs. In Sweden, Netherlands and other countries the number of places providing landscape architecture education doubled at least, the amount of students increased in far larger numbers. Some of the schools, however, are limited to some extent, as they cannot provide Ph.D. courses and have to work together with an established university to provide this option for their students. In my home country Austria, we still have only one university providing a course in "landscape planning". My homebase "TU Wien" provides landscape education for architects and planners and not for landscape architects. Only a few Ph.D. students take a degree in "landscape architecture".

The recent Bologna-Prague-Berlin Process works towards the harmonization of European curricula without asking for common guidelines. Practical considerations often force heterogeneous universities and programs to become more similar. Credits (ETC system = European transfer of credits) regulate the value of courses and students can use credits from abroad at their home universities. The previously dissimilar English(-American) system (also applied in Japan) with bachelor, master and Ph.D. programs and the traditional European program with master and Ph.D. program became alike or are in the process of getting standardized with a three/four years bachelor program, a two/three years master program, and

a three/four years Ph.D. program. And along with the common shape, even the content becomes more similar.

Since perhaps one or two years, a new era began the one of globalization of University education. Educational programs are now opened not only to the core European clientele, but also to students overseas. This impairs however, that university education is no longer free of charge, which was the case in many European countries. The market determines increasingly more the orientation of universities. Courses that do not yield enough students are likely to discontinue. Saving measures, currently on the way all over Europe, include also more students per course unit and the reaching of requested minimum numbers, which was previously not the case. Another approach of employing staff in a better way was the opening of a foreign campus, primarily in Asia, as assumingly tuition for education pays off. Many British and even German universities did alike US universities and opened a foreign campus overseas.

In total, European University education as a whole changed tremendously since 1985 and landscape architecture education in particular experienced major changes. Further similarities of previously different systems can be expected. A program like LE:NOTRE (Landscape Education: New Opportunities in Teaching and Research in Europe) to be presented today by me, contribute to the process, I just described in the introduction. The head of department of my home institution at TU Wien, Prof. Richard Stiles, is the co-ordinator of this project. Core piece of the LE:NOTRE project is the web site and the co-operative approach of people, were information regarding Landscape Architecture of Europe and the world is collected.

ALPHA Seminar, Awaji, July 13th, 2005

Meinhard Breiling

An introduction to LE:NOTRE Thematic Network Project in Landscape Architecture

based on materials provided from LE-NOTRE and lecture of:

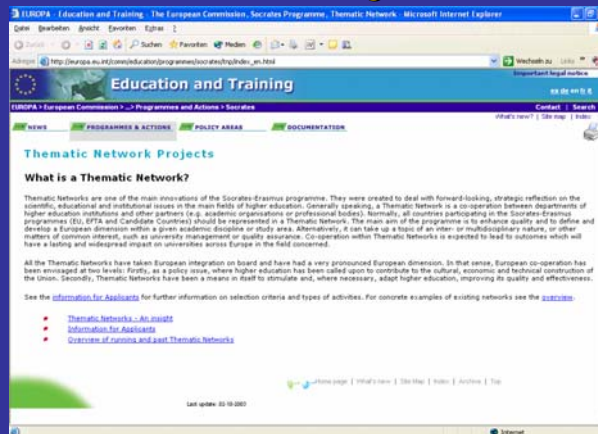
Richard Stiles, with Norbert Brandstätter, Stefan Raab and Barbara Tönies, TU Wien (2005-04-27)



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Thematic Network Project

Thematic Network Projects are funded by the EU's ERASMUS Programme



"Thematic Networks are one of the main innovations of the Socrates-Erasmus Programme. They were created to deal with forward looking, strategic reflection of the scientific, educational and institutional issues in the main fields of higher education"



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Only one Thematic Network per discipline is supported by the EU

- LE:NOTRE is THE Thematic Network Project in Landscape Architecture
- It is the only Thematic Network Project to be coordinated from Austria
- National and EU funding for the project so far has been in excess of €585,000
- A further bid for a fourth year – a so-called 'Dissemination Project' with a grant request of some €300,000 is currently in Brussels – the outcome is expected in late July
- More than 100 universities from over 30 countries are currently involved in the project



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What has the LE:NOTRE Project got to do with great European landscape architect André Le Nôtre?



The LE:NOTRE Project has nothing to do with the French landscape architect André Le Nôtre (1613-1700) but a lot with Richard Stiles (1952-)



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What is landscape architecture?

Landscape architecture is the discipline concerned with mankind's conscious shaping of his external environment. It involves **planning, design and management of the landscape** to create, maintain, protect and enhance places so as to be both functional, beautiful and sustainable (in every sense of the word), and appropriate to diverse human and ecological needs.

The multifaceted nature of the landscape and mankind's interaction with it, means that **the subject area is one of unusual breadth**, drawing on and **integrating concepts and approaches**, not just from the two sides of the traditional divide between the **creative arts and the natural sciences**, but incorporating many aspects of the **humanities and technology** as well.

This complexity is closely reflected by the **diversity of approaches** to the discipline which have developed **throughout Europe**. In some countries, for example, landscape architecture can trace its **roots** back to **horticulture**, while in others it has grown out of **architecture, planning or environmental science**, and elsewhere out of **agriculture, or ecology and nature conservation**.

This diversity of intellectual provenance is reflected in the **range of different types of higher education institutions** across the continent in which landscape architecture teaching and research has been established. These include universities specialising in the fine arts, those dedicated to agriculture and forestry, and encompass technical universities as well as the more broadly-based 'general' universities.



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Landscape architecture as an academic discipline

- The first university to offer a programme in landscape architecture was Harvard, starting in 1901
- In Europe the first university degree programme was offered in 1919 at the Norwegian University of Agricultural Sciences
- This was followed by Berlin in 1929
- A great wave of expansion of university education in landscape architecture, above all in North-Western Europe, followed the end of the Second World War
- More recently many new programmes were established during the 1990s – both in the countries of former 'Eastern Europe', but also in Spain, Iceland and even Austria
- Nevertheless, in comparison with many other disciplines there are still comparatively few programmes Europe-wide hence the special need for international cooperation



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Landscape architecture educational conferences

- 1989, 1st European Universities Conference Landscape in Berlin
- 1990, 2d European Universities Conference Landscape in Vienna
- 1991, 3rd Conference in Wageningen, NL, establishment of ECLAS
 - European Council for Landscape Architectural Schools
 - 1992 onwards: annual conferences in Europe, Israel and Turkey, under them and not a complete list:
 - 1992 Alnarp
 - 1993 Newcastle
 - 1997 Haifa
 - 1998 Vienna
 - 2000 Dubrovnik
 - 2002 Budapest
 - 2003 Porto
 - 2004 Aas
 - 2005 Ankara, this September



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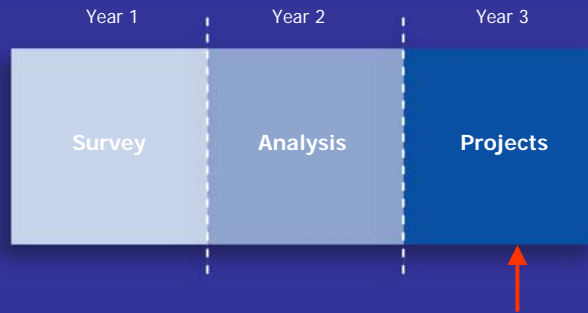
2002



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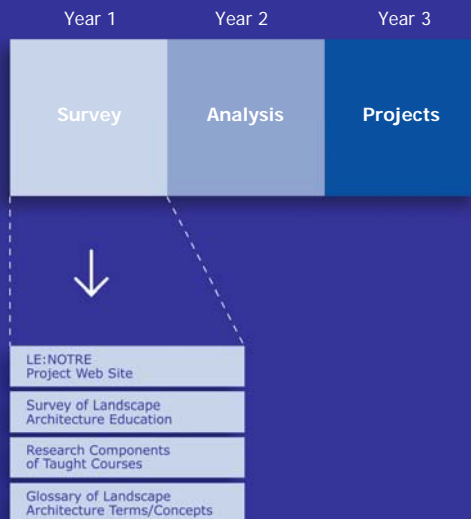
The project was planned for 3 years, although funding has to be reapplied for each year



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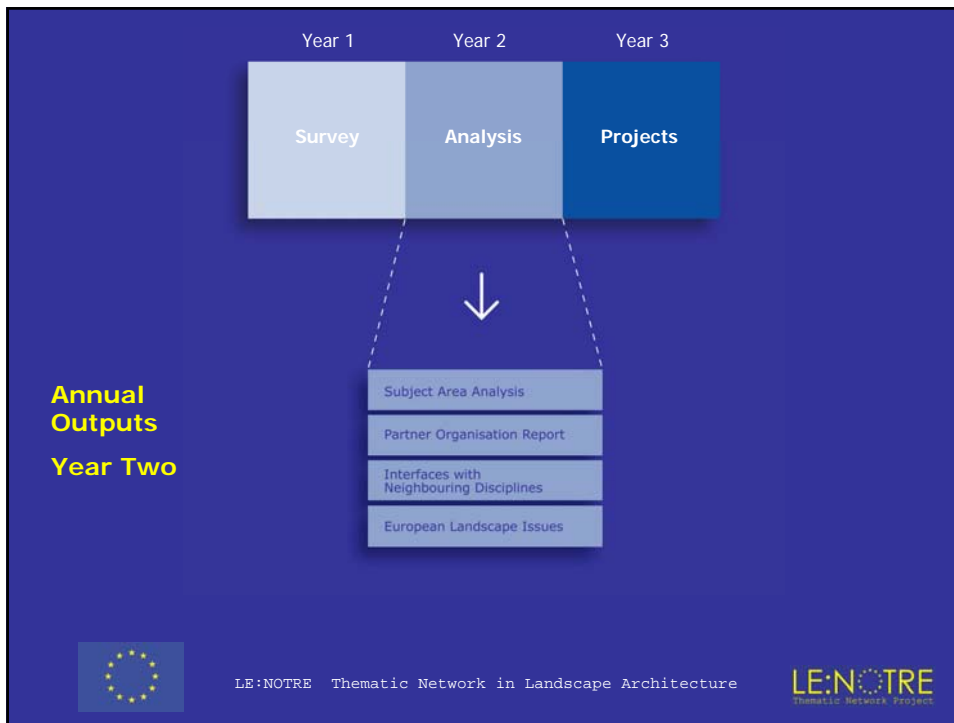
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Annual
Outputs
Year One



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Network Coordinator

Richard Stiles,

Project Management Assistant:

Barbara Tönies

Technische Universität Wien – A



Project Structure



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Thematic Network Project

Steering Committee

consists of 14 members:

Richard Stiles,
Technische Universität Wien - A

Catharine Ward Thompson,
Edinburgh College of Art/Heriot-Watt University - UK

Jeroen de Vries,
Larenstein University of Professional Education - NL

Karsten Jørgensen,
Agricultural University of Norway - N

Luis Ribeiro,
Technical University of Lisbon - P

Ingrid Sartöv-Hertlin,
Swedish Agricultural University, Alnarp - S

Ivan Marusic,
University of Ljubljana - SLO

Ian Jørgensen,
Agricultural University, Copenhagen - DK

Cornelius Scherzer,
HTW Dresden - D

Diedrich Bruns,
Universität Kassel - D

Aleksander Böhm,
Cracow University of Technology - PL

Kristine Vugule,
Latvia University of Agriculture - LT

Kinga Szilagyi,
Szent Istvan University, Budapest - H

Maria Coula,
ETSAB, Barcelona - E



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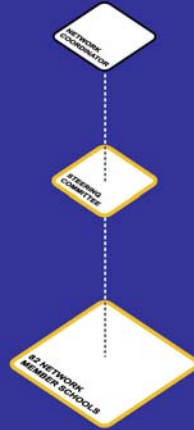
105 Network Member Schools in 2004 - 2005:

97 from 'eligible countries'

plus

7 from 'non-eligible countries' (Croatia, Serbia, Ukraine, Russia, Iran, Swizerland)

1 From Japan since April 2005 (Univ. of Tsukuba)



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All member schools are organised in 12 **Subject Area Working Groups** covering the main sub-disciplines of landscape architecture:

- Landscape Design
- Cultural landscape
- Urban open space
- Professional practice
- Landscape management
- Vegetation and plant material
- Information technology
- Theory and methodology
- Landscape planning
- Materials construction
- History and conservation
- Infrastructure projects

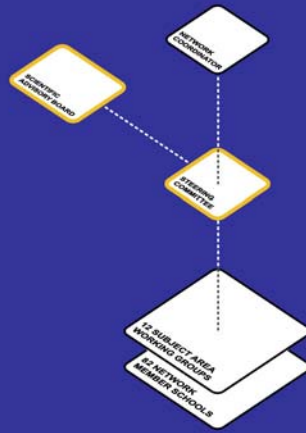


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Scientific Advisory Board
consisting of:

six eminent landscape architecture academics advises the steering committee and is responsible for external project evaluation



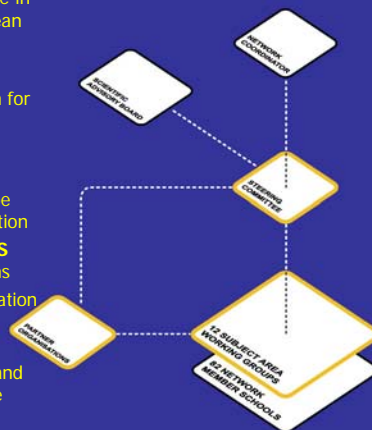
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Partner Organisations

comprising 9 external bodies representing 'stakeholders' and landscape architecture practice in its widest sense at the European level including:

- **EFLA**: European Foundation for Landscape Architecture
- **ELCA**: European Landscape Contractors Association
- **ELASA**: European Landscape Architecture Students Association
- **IFLA** and the **IFLA-ICOMOS** Committee on Historic Gardens
- **IFPRA**: International Federation of Parks and Recreation Administration
- **CLRAE**: Congress of Local and Regional Authorities in Europe



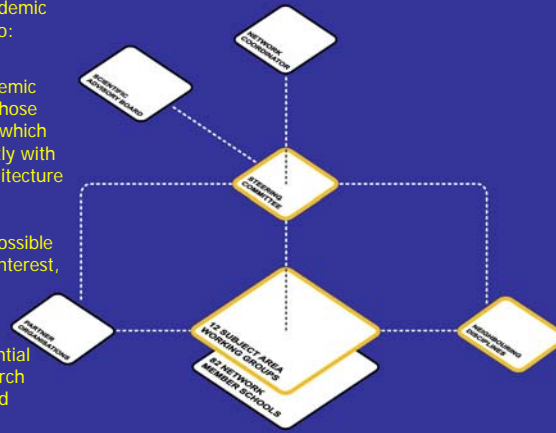
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Neighbouring Disciplines:

Representatives of 12 associated academic disciplines, who:

- provide academic contacts with those fields of study which interface directly with landscape architecture
- investigate possible areas of joint interest, and
- identify potential common research approaches and themes



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Neighbouring Disciplines:

Discipline	Representative	
Fine Arts	Knut Asdam	Norway
Landscape Ecology	Bob Bunce	The Netherlands
Art History	Erik de Jong	The Netherlands
Historical Geography	Klaus Dieter Kleefeld	Germany
Hydrology, Water Management	Frank Tönsmann	Germany
Regional Planning	Marco Venturi	Italy
Agriculture and Rural Development	Jan Diek von Mansvelt	The Netherlands
Dendrology	Gabor Schmidt	Hungary
Sociology	Detlev Ipsen	Germany
Landscape Archaeology	Graham Fairclough	United Kingdom
Environmental Psychology	Kai Schuster	Germany
Urban Design	Thomas Sieverts	Germany

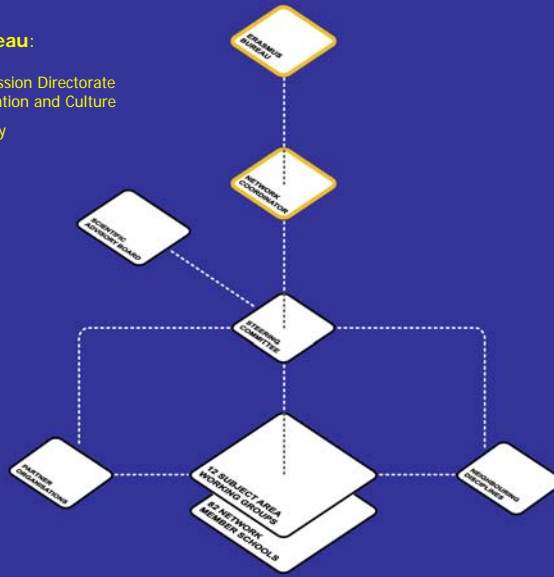


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Erasmus Bureau:

European Commission Directorate
General for Education and Culture
As funding agency



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**Socrates
Leonardo & Youth
Technical
Assistance Office**

As project managers for
TNPs and liaison with
the EU Commission

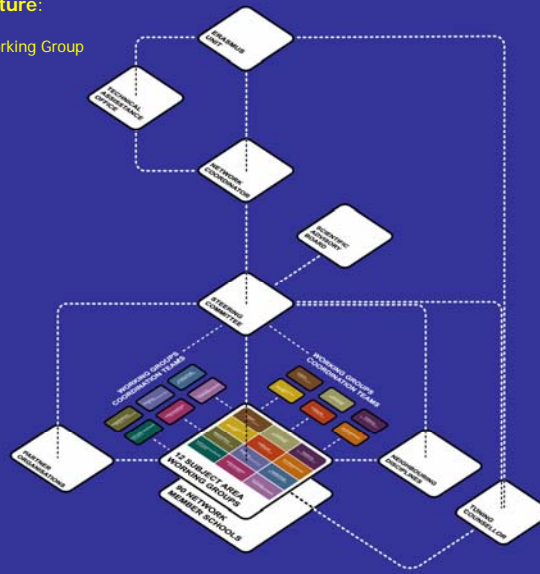


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Modified Structure:

Central Role for Working Group Coordinators



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**Evolving European Landscape Architecture Education
What is Landscape Architecture?**

- Landscape Design



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Evolving European Landscape Architecture Education What is Landscape Architecture?

- Landscape Design
- Professional Practice
- Landscape and Infrastructure
- The Cultural Landscape
- Plant Materials and Vegetation Establishment
- Information and Communication Technology
- History and Conservation of Parks and Gardens
- Strategic Landscape Planning
- Materials and Project Implementation
- Landscape Management
- Urban Open Space Planning and Policy
- Theory and Methodology



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Evolving European Landscape Architecture Education What is Landscape Architecture – A European consensus?

- Landscape Design
- Professional Practice
- Landscape and Infrastructure
- Cultural Landscape
- Plant Materials and Vegetation Establishment
- Information and Communication Technology
- History and Conservation of Parks and Gardens
- Strategic Landscape Planning
- Materials and Project Implementation
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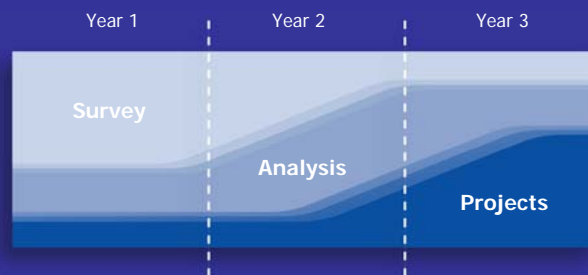
The simple analogy with a 'serial' planning/design process did not last long



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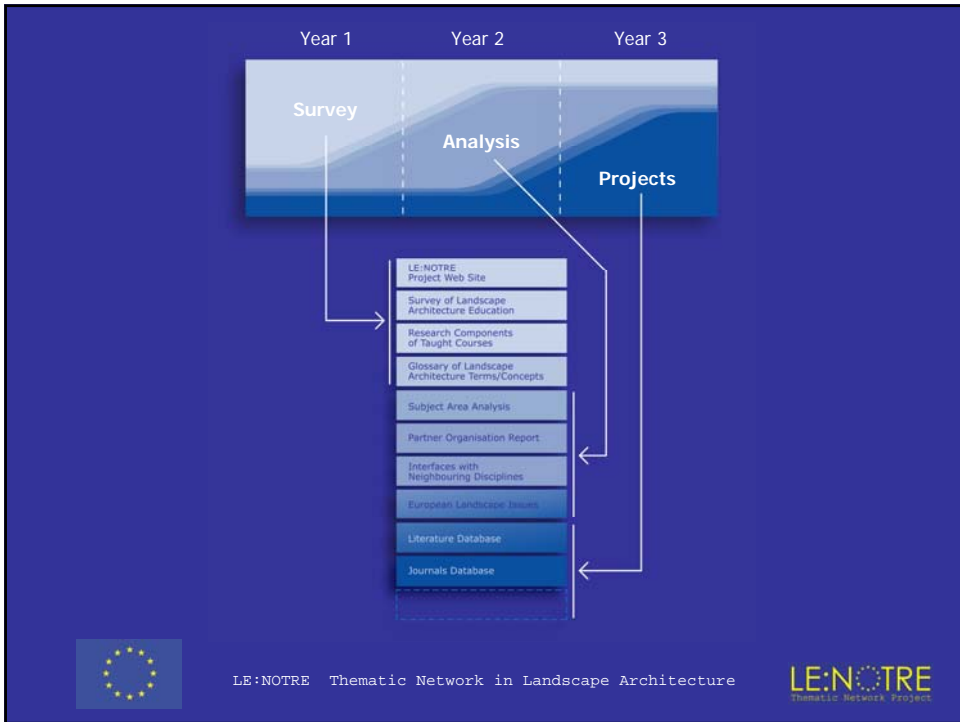
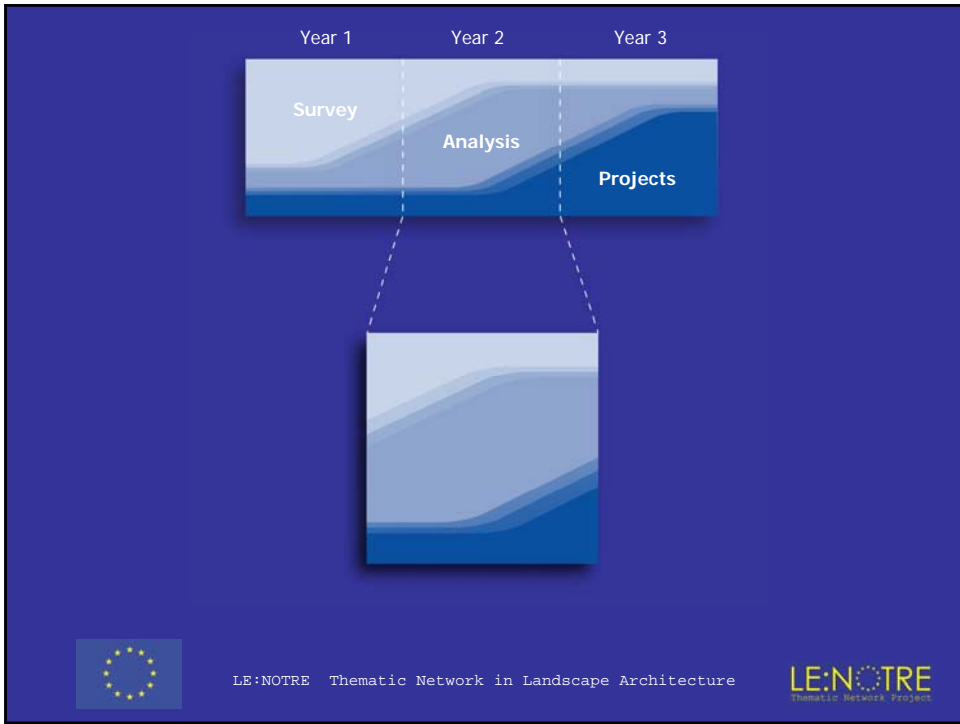
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LE:NOTRE Project: Modified 'Serial' Concept



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Then along came the 'Tuning Project'....

Landscape Architecture in Relation to Neighbouring Disciplines



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Tuning seeks to:

- "Tune" educational structures in Europe
- Open up a debate
- Identify and exchange information
- Improve European co-operation and collaboration in the development of quality, effectiveness and transparency

Tuning does not seek to:

- develop any sort of unified, prescriptive, or definitive European curricula
- create any rigid set of subject specifications
- restrict or direct educational content
- end the rich diversity of European higher education
- restrict independence of academics and subject specialists
- damage local and national autonomy

The future of Thematic Networks and LE-NOTRE

The "Europe of Knowledge" and the "Bologna Process"

- put a new emphasis on the need to pool resources
 - to create centers of excellence at higher education level
- fostering internal European development and
- stronger links with other continents.
 - "ERASMUS WORLD"
- promoting **synergies between teaching and research**
 - encouraging universities to integrate research results in their teaching
- Reinforcing the link between **education and society**,
 - bringing together the public-sector, scientific and professional players

SOURCE http://europa.eu.int/comm/education/programmes/socrates/tnp/description_en.html



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Special FOCUS Within LE-NOTRE

Creating **links with other continents** on activities within the scope of Thematic Networks as foreseen in the section on "Complementary Activities" in the Commission proposals "Erasmus World", to be realised as from 2004.

Invitation to World Regions, Universities and Individual Researchers/Educators outside Europe to join the Thematic Network

Perhaps an Opportunity for ALPHA

SOURCE: http://europa.eu.int/comm/education/programmes/socrates/tnp/description_en.html



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The LE:NOTRE web site as a core part of the project philosophy

Network Members' Homepage (Log-in area)



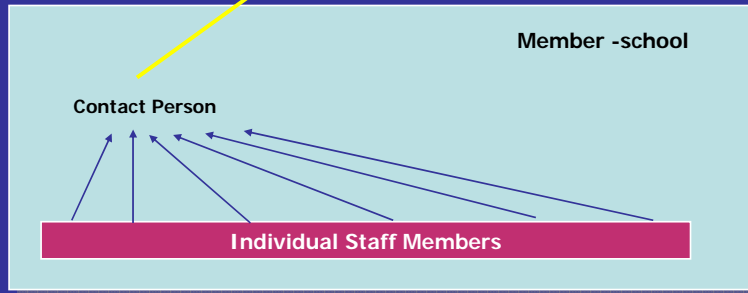
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LE:NOTRE Project: „Bottom up concept“

ECLAS + LE:NOTRE

LE:NOTRE Project



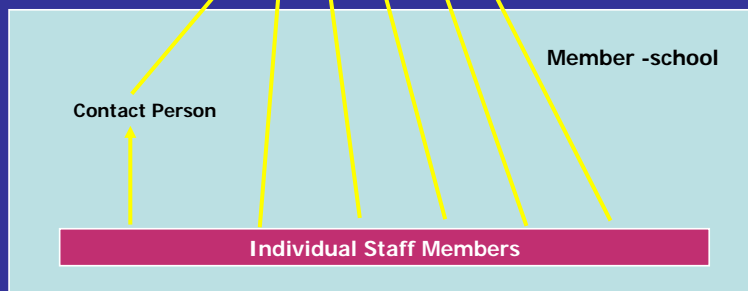
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LE:NOTRE Thematic Network - Landscape Education:
New Opportunities for Teaching and Research in Europe

WELCOME!

www.le-notre.org

Documents & Links



- LE:NOTRE Home
- T/ning LE:NOTRE**
- Line 1: Generic Competences
- Line 2: Subject Specific Competences
- Line 3: Use of ECTS as an accumulation system
- Line 4: Approaches to Teaching, Learning and Assessment
- Line 5: Quality Enhancement
- U/g Course Accreditation
- Master Programmes
- European PhD Course
- Collaborative Projects
- Urban Landscape Net
- Landscape Journal
- Landscape Links
- ECLAS Feasibility Study
- Glossary
- European Issues
- Literature
- Design Projects

Overall Project Timetable		Network Member Schools	
LE:NOTRE Workshop 2005	Year II Outputs	Steering Committee	Partner Organisations
LE:NOTRE@ECLAS 2005	Reports 2002-2004	Neighbouring Disciplines	Scientific Advisory Board
Project Evaluation	Contact/Join LE:NOTRE	New Network Members	Imprint / Credits

- LE:NOTRE Mundus
- landscape design
- professional practice
- cultural landscapes
- information technology
- landscape management
- history & conservation
- theory & methodology
- materials & construction
- infrastructure projects
- vegetation & plant material
- landscape planning
- urban open space



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