



Newsletter

IFLA

No. 78

September

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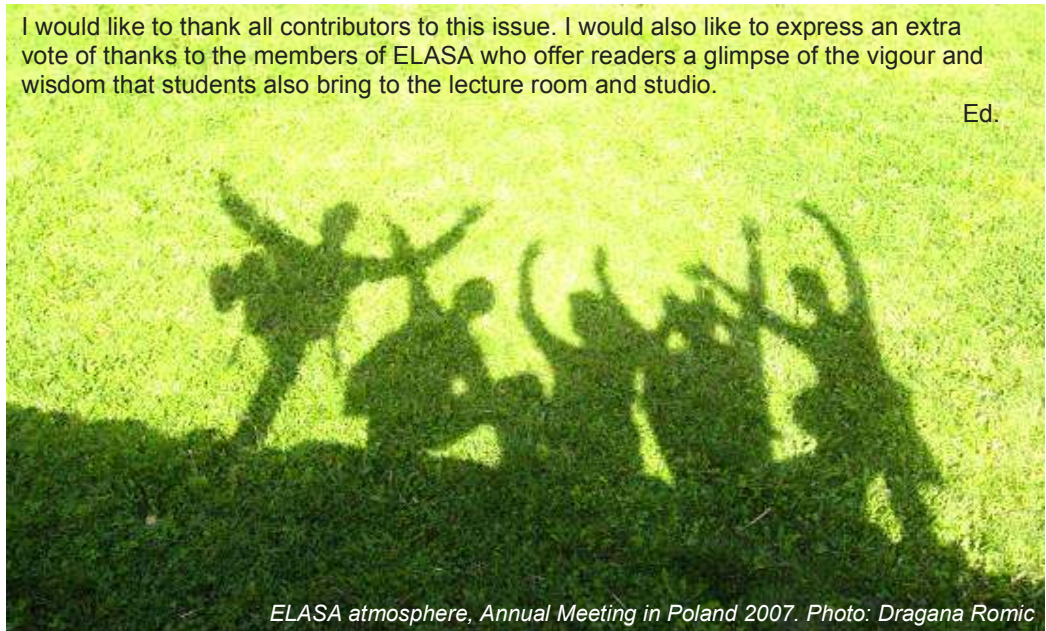
Education

Education is a demanding activity for all concerned, but as the articles in this issue of *IFLA News* attest, it is also an exciting and rewarding one: dedicated participants coming together in a learning environment where knowledge can be discovered and shared, where skills can be developed, and where new insights and understanding can be revealed.

Educational institutions and professional bodies work closely to provide these learning environments. Yet, the engagement and contributions of those being educated are also fundamental to success.

I would like to thank all contributors to this issue. I would also like to express an extra vote of thanks to the members of ELASA who offer readers a glimpse of the vigour and wisdom that students also bring to the lecture room and studio.

Ed.



ELASA atmosphere, Annual Meeting in Poland 2007. Photo: Dragana Romić

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John CLEMENS
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IFLA News No. 79 in November will focus on:

Climate Change

What it means for the public, the landscape, and landscape architects

Expressions of interests from potential contributors to: john.clemens@canterbury.ac.nz

Deadline for articles (500-1250 words) and illustrations: Friday 31 October 2008



Education is our foundation stone as a profession, and the body of knowledge, and experience and skills we later develop, define us as landscape architects. While the United Nation's International Labour Organisation describes the work that we carry out, it is our educators, in conjunction with our professional accreditation bodies, who decide the knowledge that a graduate landscape architect needs. This knowledge has changed since the first university landscape architecture courses, and is still changing. Initially our education focus was on site design, surveying, earth sciences, and plant knowledge. Relevant areas of knowledge now include predicted impacts of climate change, various emerging tools and technologies, and green infrastructure. Continuing professional development (CPD) is also essential as conditions change.

If education is the foundation stone, education standards are the building blocks of our education. Education standards are assessed by professional bodies through a university accreditation process. Many associations already have both university accreditation processes and licensing of practitioners, but some associations have yet to address education standards. Many practitioners now work internationally and international treaties support the unimpeded flow of professional services. This means that accreditation of many university programmes is essential to our profession. There are several groups who will be happy to provide advice to assist those who have the responsibility for accrediting such programmes. This issue of IFLA News provides information on educator groups who are working to set high standards for our profession.

Both ECLAS (Europe) and CELA (mainly North America) are educator groups who provide for dialogue and debate on needed knowledge areas, standards, topical issues, and teaching techniques. There is no similarly strong group of educators in Asia. I hope that one will form, not based on a university campus but through educators meeting as a group. (There is already a tri-nations group of Korea, Japan and the People's Republic of China that meets annually.) I perceived this need for a strong leadership group through visiting three out of the four landscape architecture programmes in Thailand, and two of the 17 landscape architecture programmes in Indonesia. Education in Indonesia could be strengthened, with consequential benefits flowing to graduates and to the profession. IFLA has already given support to educators in Latin America in partnership with UNESCO. I encourage the formation of both a Latin American and Asia Pacific educators group so that our education standards continue to improve and our educators stay in the forefront of knowledge required of practitioners.

Diane Menzies, President

What is ELASA?

Radmila Mirčetić



A performance: emotional perception of the landscape. National Park, Geres, Portugal, 2005

We, students of Landscape Architecture from Europe after one previous meeting (Portugal, March 1990) and occurring meeting (Hungary, April 1991), have decided to form an Association of European Landscape Architecture students.

Name: European Landscape Architecture Students Association - ELASA

Goal: Increasing the possibilities for collaboration and exchange of students of Landscape Architecture throughout Europe, by means of improving the circulation of information and ideas.

This is an extract from the ELASA Constitution arising from the Representatives Meeting at the ELASA 1991 Conference in Hungary. Since the first meetings in the 1990s, ELASA has been actively fulfilling its goal. But it has also been changing with each meeting, and slowly building itself to become what it is now.

The association meets twice every year: at the annual meeting in summer, and at the minimeeting in spring. Each meeting is held in a different country, and is organized voluntarily by a team of Landscape Architecture students from the local university.



The organizing team chooses the topic of the meeting according to their interest or a specific situation in their country. The schedule enables the participants not only to get to know the host country but also, through workshops, to provide their own ideas and solutions to the problem in question. The workshops are usually followed by exhibitions through which the local community becomes acquainted with the student work.

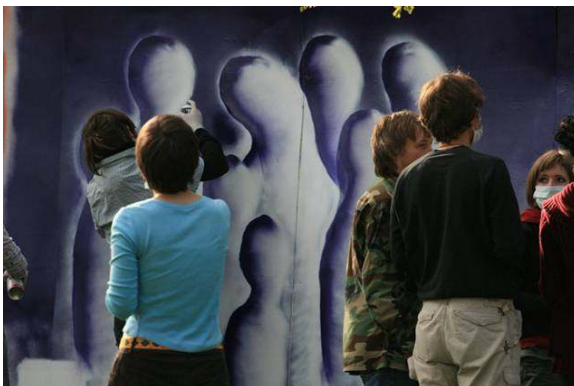
Between the meetings, ELASA stays active through its mailing list. The list dates from 1996 and currently has 600 registered users from Europe, and some from the Americas and Canada. The list enables the members to ask questions and to get answers, and also to share information from the world of Landscape Architecture.

What is interesting about ELASA is that the board or a chairperson does not exist. ELASA is an independent association with a self-regulating system that is based on the enthusiasm and spontaneity of its members. Despite the fact that no one has any material benefit from it, each and every member has found pleasure in working to keep ELASA alive. So, without any strict rules, almost like a living organism, ELASA has been growing throughout the years, upgrading itself with each activity of its members.

What ELASA means to people

ELASA is a fantastic, very open organization for landscape architecture students; a perfect reason to travel and discover different cultures and landscapes. To meet people of similar interests and different opinions about landscape, planning, design, nature, history, culture, and many other things related to our profession. It is a great opportunity to create social networks and friendships worldwide. It gives a good overview of school practices and their position about teaching landscape architecture. It is a great advantage and experience to have been six times at ELASA meetings.

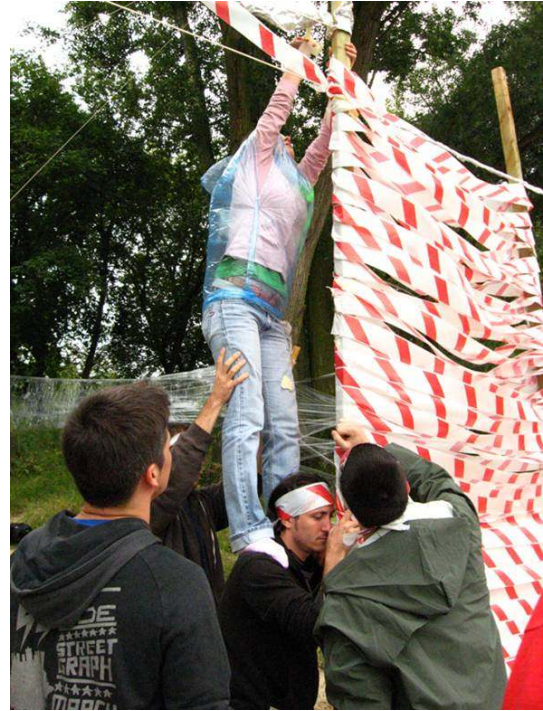
Moritz Bellers, Germany



Urban experiment-workshop "Watch Out", Tartu, Estonia 2007. Photo: Moritz Bellers

ELASA means to me a lot of work with high mobile phone bill. Waiting for participants and trying to do my best.

Margitay László, Hungary, 2008 ELASA annual meeting organising team.



Building an installation on the bank of the Vistula River in Torun, Poland 2007. Photo: Dragana Romic

For me it is an effective way to keep contact, ask for help, ask to know, try to support the European landscape on all layers!

With ELASA meetings, students will LEARN TO SEE the landscape, landscape architecture problems, planning tasks and solutions, the countryside, the historical gardens!

It opens your eye... You have to see it, breath together with the fresh air and touch the real problems of the land all over Europe to be able to plan/suggest your best.

I have to say BIG THANKS TO ELASA for what I have learned and where I am now in my field of work/field of teaching.

Anna Eplényi, Corvinus University, Budapest



Exhibition of student work in Torun, Poland 2007.
Photo: Tibor Barta

To live the European landscape architecture feeling. When we are together, we can feel the pulse of Europe within our profession and it really helps to understand the need of this experience: to work in workshops together helps to understand the different "Schools of design" in the European Landscape Architecture schools. And this is a good way of getting closer. The understanding is the first step. The second is friendship, which ELASA allows a lot.

Antje Brüning, Germany



Annual Meeting in Portugal, 2005

IFLA and education

James Taylor

IFLA Education Committee Chair

Background

One of IFLA's key objectives includes the support and development of professional education in landscape architecture. The IFLA Education Committee is a standing committee to assist in educational recognition, development and standards. In recent years, we accomplished the following:

- A comprehensive review of the status of education in landscape architecture worldwide. This review examined current educational programmes in landscape architecture, their nature, and distribution; and laid the groundwork for future IFLA programmes of assistance.
- The development of an *IFLA/UNESCO Charter of Education in Landscape Architecture* that outlines our professional ideals, objectives, knowledge areas, and general criteria for programmes in landscape architecture. This Charter has been filed with UNESCO and establishes landscape architecture as a profession with a distinctive knowledge base and educational requirements.
- The creation of the *IFLA Guidance Document for Recognition and Accreditation* was the result of a long consultation process and includes definitions, principles, standards, and modes of evaluation of schools in landscape architecture, and an administrative framework. Both of these documents are available from the IFLA webpage. We plan to follow this initiative with a listing of available registration bodies.
- IFLA has a long history of staging missions to developing countries in support of education. Two recent examples have included Indonesia to support established but potentially threatened schools, and Kenya where a review was conducted of a recently established university programme. In coming months, missions are being considered for Turkey, Iran, and several African countries.



Current developments

The situation is positive. We regularly learn of new educational programmes either in the planning or early establishment phases. Growth seems to be taking two forms. In China, as an example, there has been great interest in the profession and exponential growth at universities. In other countries, programmes are being established for the first time, for example, Viet Nam and some countries in Africa. These different types of development require different responses: the need to establish common standards for recognition and quality on the one hand, and to provide support where the profession barely exists on the other.

IFLA future initiatives

IFLA has provided encouragement and plans participation in a proposed conference scheduled for the fall [northern hemisphere autumn] and sponsored by CHSLA and Tongji University in Shanghai to examine educational standards and criteria for recognition. The objective is to establish national standards for the education of landscape architects in China that will be recognized both within and outside of the country. In Europe, Past President, Martha Fajardo, is our representative to the LE:NOTRE Project within the European Union, which is quite advanced in pursuing similar objectives.

As an outcome of the Africa Forum held earlier this year, it was recommended that an Educational Symposium be organized in Africa to bring together administrators and educators to formalize future approaches and needs in education. Planning for this event will be initiated in 2009 with the Symposium to be held in 2010.

In the Americas Region, an Educational Symposium to be held in Colombia is also being planned for this November. This will consider the form of future educational programmes in Latin America. Also in support of the less developed countries, a "roster of educators" is under development intended to provide educators in established schools with the opportunity to serve in developing areas in various capacities. This can build on the positive experience gained from the IFLA Brazilian Programme of Capacity Building that was held in 2004-5 and staffed by North American educators who assisted local professors in providing training to over 70 participants over the two-year period.

The IFLA Education Committee welcomes any input, requests, or information that you might have related to education in your Region:

James Taylor, Canada
IFLA Education Committee Chair
iflajt@msn.com

Landscape Architecture Education in Europe

Robert Holden and Andreja Tutundzic

Landscape architecture education in Europe is now in its ninth decade. Before the First World War, there were garden design courses and some teaching of landscape architecture on planning courses, such as that at Liverpool University taught by Thomas Mawson. But the first landscape architecture programme in Europe was set up at Ås in Norway in 1919. By the 1930s, there were university courses at Kaiser Wilhelm University in Berlin, at the University of Reading, and at the Timiryazev Agricultural Academy in Moscow. Elsewhere in Europe, landscape architecture began much later: the Versailles school was set up in sixties, while in Poland there has been a remarkable growth since 2000.

Growth of landscape architecture education

There has been a pattern of legislation requiring landscape plans, leading to a need for landscape architects, leading to a desire to set up schools. A classic example is the UK New Town Act of 1946 requiring landscape masterplans, which in turn led to the establishment of landscape architecture schools in the following two decades. Now there are more programmes in Europe than one might think: over 140 at our latest count that are courses in landscape architecture, *paysagisme* or, in Russia, "green engineering".

Bologna Declaration

One issue facing all these schools is the pressure from governments to economize on higher education. In particular, governments have used the Bologna Declaration as an engine to cut the length of undergraduate education from five (the traditional German style *Diplom*) to three (the Bachelor degree).

Bologna is an inter-government treaty between European Ministers of Education that aims to rationalize higher education. It has established a European-wide model of Bachelors and Masters programmes leading to doctoral studies in order to promote education and vocational exchange. Hence, the promotion of ECTS (European Credit Transfer System) credits based on hours of study.



Generally, vocational education in landscape architecture has been longer than the three years Bachelor: five years in Germany, four years in the UK. In 1998, EFLA settled on a minimum four-year model for landscape architecture education in its Education Policy Document.

Education and professional title

These matters, of course, affect title and employment. In countries where there are state registers, it is education that gives the right to use a professional title, for example in Germany, *Länder Architektenkammer* award state registration on the basis of education. Therefore, the German universities and the bdla argue that the five year courses are preferable (Bologna interpreted as a three year Bachelors and two year Masters) and four years is a minimum.

In Italy, there is a different situation. Landscape architecture has been state recognized since 2000, and only Masters students can gain the full title. The problem is that the majority of Italian landscape architects and members of AIAPP do not have Masters degrees. Therefore, most landscape architects cannot become state registered.

The Dutch dealt with this more satisfactorily when they set up their state registration system to include landscape architects. They granted “grandfather” rights to practicing landscape architects without Masters degrees but with more than ten years work experience, subject to a satisfactory presentation of work and interview.

Challenges

Landscape Architecture in some countries is subject to challenges, and some schools have been under threat, e.g. the Munich University course in 2004 (which was successfully resisted) or the Newcastle-upon-Tyne Masters course which ended in 2003. However, overall across Europe there is an increasing number of graduates.

ECLAS: the educationalists

The main European-wide academic body is ECLAS, the European Council of Landscape Architecture Schools. ECLAS has an annual conference (this year in Alnarp in Sweden in September), and publishing a good, readable, peer reviewed academic journal *JoLA, Journal of Landscape Architecture*. ECLAS has also been very successful in obtaining European Union assistance to set up LE:NOTRE, which is a European thematic network and is now world-wide in scope. LE:NOTRE is largely web-based, but also has an annual meeting.

ELASA: the students

The students work together via ELASA, the European Landscape Architecture Students Association, which organizes two meetings per annum. This summer there will be a two week, travelling “circus” around Hungary. There is even a son and daughter of ELASA in the form of ELAN, the European Landscape Network, which hosts similar meetings for former ELASA participants.



Eric Luiten opens the final presentation of the student workshop at Radio Kootwijk near Apeldoorn on 28 July 2008 before the IFLA World Congress. The workshop was organised by landscape architects from the universities of Wageningen and Delft and the Akademie voor Bouwkunst in Amsterdam.



EFLA: multiple roles

One of EFLA's main roles is that of promoting professional education for landscape architecture, and it does this in several ways:

- works closely with ECLAS to survey European landscape architecture education, and contributes to the IFLA guide
- operates a School Recognition System based on EFLA guidelines
- working to establish a Common Education Platform for landscape architecture under the European Union Professions' Directive
- publishes advice notes on landscape architecture education
- advises on education, for example the meeting in Rumania in July, where EFLA supported moves for the improvement of curricula in the landscape architecture programme of the University of Agricultural Sciences and Veterinary Medicine, Bucharest, and participated in the diploma presentation
- promotes the EFLA/ECLAS/LE:NOTRE/ELASA/IFLA *Internship Guide* which covers work experience, but is also a guide for young professionals to get a job

Contacts

EFLA www.efla.org

ECLAS www.eclas.org

ELASA www.elasa.org

ELAN <http://www.e-lan.org>

LE:NOTRE www.le-notre.org

Bologna Declaration

http://ec.europa.eu/education/policies/educ/bologna/bologna_en.html

ECTS

http://ec.europa.eu/education/programmes/so-crates/ects/index_en.html



ECLAS president, Jeroen de Vries, and former IFLA Central Region president, Teresa Andresen

ECLAS

EUROPEAN COUNCIL OF LANDSCAPE ARCHITECTURE SCHOOLS

Jeroen de Vries

President ECLAS

The European Council of Landscape Architecture Schools (ECLAS) is an association of schools of landscape architecture. It aims to foster and develop scholarship in landscape architecture by strengthening contacts and enriching the dialogue between members of Europe's landscape academic community. In this way, it aims to enhance teaching and learning in the field of landscape architecture in the broad sense, addressing issues of landscape planning, design, construction, and management.

ECLAS has over 100 member institutions. It also represents the interests of this community within the wider European social and institutional context by making the collective expertise of ECLAS available. Where appropriate, ECLAS also furthers discussion of landscape architectural issues at the European level.

ECLAS offers to its members a network and platform for exchange and collaboration in which its interactive website plays an important role. ECLAS supports member institutes with advice on curriculum development, quality assurance, accreditation and other educational matters. For example, it provided support for a recent EU funded TEMPUS project for developing joint curriculum development. The objective of the LENNE project (Landscape Education for a New Neighbourhood of Europe) was to develop a new master programme in landscape planning for the Universities of Belgrade and Novi Sad in Serbia. In the context of its focus on research, ECLAS plans to develop 3rd cycle workshops for doctorate students and a new European research agenda.

The annual conference provides a platform for more intensive international exchange. Since 1989, when the first conference was held at Berlin in Germany, international conferences have been hosted in all corners of Europe, from Oslo to Ankara and from Berlin to Lisbon. The ECLAS Conference 2008 takes place in Alnarp (in Sweden), in Genoa in 2009, and in Istanbul in 2010.



European Landscape Convention

With the coming into force of the European Landscape Convention (ELC) in March 2004, the significance of landscape conservation and development has received the recognition it has long deserved as an issue of European policy importance. The Convention commits signatory states to provide "training for specialists in landscape appraisal and operations" (Article 6), and calls on them to exchange information, research results, and landscape specialists (Article 8).

ECLAS is a partner organisation of the Council of Europe in the context of the implementation of the Convention. It has been invited to play an active role in all of the workshops on the implementation of the Convention, and to write an advisory report on the training of landscape architects in Council of Europe Member States. Recommendations on curricula and the structure of education will be prepared by December 2008.

ECLAS representatives participate in the implementation and further development of the policies in the framework of the Convention. In 2008, there were workshops in Piestany (Slovak Republic) and Sibiu (Romania). ECLAS was also invited as an observer in first meeting in April this year of the Steering Committee for Cultural Heritage and Landscape (CDPATEP) in Strasbourg.

LE:NOTRE project and LE:NOTRE Mundus

The recent success of ECLAS has been largely influenced by its LE:NOTRE Project (Landscape Education: New Opportunities for Teaching and Research in Europe) [www.le-notre.org]. This is a European Union funded Thematic Network Project in landscape architecture.

According to the ERASMUS Programme, Thematic Networks were created "to deal with forward-looking, strategic reflection on the scientific, educational and institutional issues in the main fields of higher education". Since the start of the project in October 2002, the number of member universities has risen from 72 to more than 100.

LE:NOTRE, and in particular its web site, has been singled out by the ERASMUS funding agency as an example of good practice among the 39 Networks from all academic disciplines which it is currently funding.

LE:NOTRE Mundus is the name of a new project that extends the current LE:NOTRE TWO Project (Towards Wider Objectives) beyond the boundaries of the countries previously considered eligible to be part of the LE:NOTRE Project. This allows 23 new partners from all over the world to become official members of LE:NOTRE. As well as integrating the new members into the existing Network and benefiting from their contributions to the current project outputs, new themes have been identified as a focus for LE:NOTRE Mundus, such as promoting a global landscape convention.

One of the central goals of LE:NOTRE has been to create effective tools to ensure the long-term sustainability of the project outcomes. Central to this has been the development of the project web site (www.le-notre.org), which has evolved into a powerful and richly interactive means of communicating and sharing information between all project members. In addition to an on-line directory of universities, their staff, degree programmes and course units, it provides databases for literature and academic journals, design projects and European environmental policy issues, a multilingual glossary, and a library of internet links. All of these can be added to and edited by every member of the Network, meaning that the LE:NOTRE web site is a key resource that can continue to grow, develop and respond to new needs and initiatives.

JoLA

The Journal of Landscape Architecture, (*JoLA*) is a new peer-reviewed academic journal [*JoLA*: www.info-jola.de]. It appears biennially and was established by ECLAS with the help of the LE:NOTRE Project. Its launch in 2006 coincided with a time of significant change in Europe and a burgeoning of intellectual confidence in Landscape Architecture.



ECLAS committee prepares for the spring workshop



More than 90 European schools with courses in Landscape Architecture and a continuously growing body of research urgently called for a platform to support, stimulate and increase scholarly debate in the discipline.

The rich and diverse cultural backgrounds of European landscape architecture require exposure to global contexts, and vice versa. Although *JoLA* has a European base, its outlook is international. It seeks to draw in global perspectives, both in terms of submissions and readership. In addition to the central section of research papers, *JoLA* aims to pioneer new forms of academic discourse such as project critique ("Under the Sky"), and visual essays ("The Thinking Eye"). Starting in the second half of 2008, *JoLA* is also available to subscribers as a web journal.

European Urban Landscape Partnership

The establishment of the European Urban Landscape Partnership through the LE:NOTRE Project was prompted by two imperatives: to the call from the European Union for the closer involvement of public authorities in the work of Thematic Networks, and the growing recognition of the importance of the urban landscape within various fields of European policy. The new initiative aims to support the implementation of the European Landscape Convention in urban areas.

The European Urban Landscape Partnership [www.urban-landscape.net] intends to build on the many bilateral relationships that already exist between university landscape architecture departments and their local municipal authorities. The potential for person-to-person communication using the richly interactive web site developed through the LE:NOTRE Project is being transferred to municipal authorities. The Partnership addresses current issues, such as the effects of climate change and changes in environmental quality for urban areas.

Tuning: competences for landscape architecture

ECLAS has also made significant contributions to the implementation of European higher education policy through being part of the Tuning project [<http://tuning.unideusto.org/tuningeu/>]. This is explained in the European Commission's January 2006 higher education policy document, *From Bergen to London: the EU Contribution*. Tuning Educational Structures in Europe develops reference points for common curricula based on agreed competences and descriptors for a series of subject areas. In the present phase (2005-2006), it has expanded its scope from the nine initial fields to 27 fields of study and work, one of which is landscape architecture. ECLAS closely collaborates with IFLA Central Region in this work.

For further information on these and other ECLAS programmes, follow the links given above or on the ECLAS website: www.eclas.org

CELA

Pat D. Taylor

CELA Past President, Treasurer

Janet Singer

CELA Executive Director

The Council of Educators in Landscape Architecture (CELA) is one of six North American-based organizations affecting landscape architecture. CELA's membership is comprised of all upper level degree granting institutions that are accredited by the Landscape Architecture Accreditation Board (LAAB). LAAB accreditation is necessary in order for graduates to sit for the Landscape Architecture registration exam. While membership in CELA is by institution, over 1200 individual faculty members teaching at the nearly 100 member institutions, are the direct beneficiaries of membership. There are seven CELA Regions in North America and Canada, and an eighth consisting of member institutions in Asia, New Zealand, and Australia. CELA hopes to have regions worldwide in a few years

Annual conferences

CELA conferences generally are held in the fall or mid-winter, and as often as possible, on host campuses of CELA member institutions. The 2008 conference will be hosted by the University of Arizona, Arizona State University, and the University of New Mexico. CELA conferences are held throughout the organization's eight regions with recent conferences at Pennsylvania State University, the University of British Columbia, and at Lincoln University in New Zealand. Plans are underway for future conferences in Australia and Europe.

Landscape Journal

CELA is the sponsor of *Landscape Journal*, a pre-eminent refereed journal in landscape architecture. The journal is published by the University of Wisconsin Press, with editorial offices at Syracuse University. Editorial services are contracted on a six year basis, and proposals are underway for new editors, starting in 2009.

Academic Information System

CELA will soon launch the Academic Information System (AIS), a database of all member institutions. The purpose of this is to enable administrators of landscape architecture programs to compare their academic units with those of clusters of other academic units from CELA. The results will allow administrators to "rate" their standing based on verifiable scientific methods.



Links with other organizations

In addition to the Landscape Architecture Accreditation Board, CELA works closely with the American Society of Landscape Architects (ASLA), the Landscape Architecture Foundation (LAF), the Council of Landscape Architecture Accreditation Boards (CLARB), and the Canadian Society of Landscape Architects (CSLA). The relationships between these organizations focus on growing the profession through curriculum development, practitioner services, and licensure. Landscape architecture is a licensed profession in the U.S. and Canada.

Further CELA details of leadership, Regional Directors, conferences and other activities:

www.thecela.org

Contacts:

Pat D. Taylor: pdt@uta.edu
Janet Singer: cela@telepath.com

Challenges for China in landscape architecture education

Prof. Xiaoming Liu

CHSLA delegate to IFLA

The 2008 Beijing Olympic Games was not only an international and wonderful sports event, but also a celebration of the outstanding urban landscape efforts made by Chinese landscape professionals, which is one of the best examples of China's landscape architecture educational contributions. In the past over 50 years landscape professionals educated by Chinese universities have played a vital role in landscape planning and design, construction, and management throughout the country. It is also a golden time for China's landscape architecture education because of high enrolments, and public concern and interest in the profession. In responding to the high demand for good teachers and qualified graduates over the past decade, education of landscape architects in China has been trying to adjust its goals and subjects in a creative way.

For this CHSLA has set up the platform of the CHSLA Landscape Architecture Education Branch, which is the most authoritative and influential group of its kind in China with over 100 universities members. The two previous national landscape architecture education conferences held by CHSLA achieved satisfying results, including uniting as a whole to address the challenges of the future.



Qualified students with different directions needed

Feedback from outside the campus shows that the current demands for graduates are diverse. The administration and management authorities want graduates with comprehensive knowledge in design, construction, and management. For design offices, graduates with strong design ability and creativity are welcomed. The construction companies prefer to have graduates with on-site construction experience. Therefore, education in landscape architecture may target these three directions at the academic bachelor and master degree level based on students' interests and social needs. Experienced part time teachers from professional practice are strongly required. On the other hand, lots of professionals want to enjoy continuing education while keeping their career positions. Fortunately, a professional masters degree in landscape architecture approved by the Ministry of Education is now available for these people to retrain and recharge, and 25 leading universities are accepting applicants.

Unified education standards required

In China there is no doubt that programs in forestry universities provide not only cultural, historic, planning, and design courses, but also more knowledge in ecology, soils, plants, and climate than those in architectural and fine arts school. And in several cases some self styled "landscape architects" or "designers" are doing landscape planning and design without any knowledge of plants and soil, but using big eco-names. Another problem is that in some universities, faculty members are not well qualified, but have to teach many students. Thus there must be unified education standards to address these problems.



How to have leading universities set up models of education in landscape architecture, and unifying all the universities, is a challenge. Actually the first landscape architecture program was created jointly by Tsinghua University and Beijing Agriculture University (current China Agriculture University) in 1952. In 1956 this program was moved to Beijing Forestry College (current Beijing Forestry University), following the education system from Russia. The program, the oldest and strongest program of its kind in mainland China, has become deeply rooted in that institution. It has flourished and fruited, producing China's leading landscape architectural professionals. Now there are more than 100 universities offering landscape architectural or related programs: agriculture bachelor degree in landscape architecture; engineering bachelor, masters, and doctoral degrees in urban planning and design, including landscape planning and design; and science degrees in geography in landscape architecture. For historical reasons, there is some chaos in terminology. The Chinese translation for landscape architecture and landscape architects has several versions. The most official version, from CHSLA, is 景观园林 and 景观园林学. However, there are such 园林, 景观建筑, 景观学 in different universities and degree titles. CHSLA believes future accreditation programs should be under the unified name 景观园林.

Linking with international standards

To deal with more complicated environmental issues and problems, CHSLA is happy to fully make the connection with international landscape architecture education standards while keeping its original advantages and tradition. We need to learn more about experiences in dealing with subjects such as water issues, climate change, brown fields, and resource management. The upcoming 3rd National Landscape Architecture Education Conference will focus on standards of education from both the domestic and the international perspective. And the Ministry of Housing and Urban-Rural Development is preparing to set up for the registration for landscape architects. Under its leadership, CHSLA is ready to play an important role in this field and to establish standards of training in its more than 100 universities members. CHSLA would like to get help from IFLA and to learn more from other countries with experience in this field.

For more details on ELASA and contacts refer: www.elasa2008.de

For readers who missed it, a pictorial preview of the Kleinwalsertal minimeeting appeared in the last issue of *IFLA News* (No. 77, June 2008).

ELASA minimeeting 2008, Kleinwalsertal

Florian Lorenz

As is usually the case after ELASA meetings, Austrian and German representatives to the Estonian minimeeting of 2007 came home with the task of organising the 2008 minimeeting in Austria. The initial group was later complemented by other motivated ELASA enthusiasts from Austria to bring the organisation team to seven people. We created our association "Platzregen" [www.platzregen.twoday.net]. Organisation began in autumn 2007 and continued with a concentrated work period from December 2007 to June 2008.

Our goal for the minimeeting was to have a coherent program on the topic of borders, presenting participants with the opportunity to expand their disciplinary horizons and methodological skills. To this end, the border location of Kleinwalsertal (between Germany and Austria), the Austrian-German organisation team, and a gradient in the minimeeting's program would make it possible for the participants to continuously accumulate their experiences during the three day program.

On the first day we started the program with a keynote lecture from Berlin based architect and philosopher Christa Kamleithner who emphasised the transformation of national borders towards regional clusters of economic, social, and cultural focus. The identification and design of distinct landscapes can thereby be of importance for the future practice of landscape planners and architects. Later that day we combined the pushing of participants' personal borders (for example, by making them jump off a 40 m high bridge) with the experience of the local landscape. This "mountain experience" provided important momentum for participants to feel like a group during the following days.

Friday morning we left by bus for Bregenz, crossing the border into Germany and then back into Vorarlberg again, and experiencing the Bregenzerwald, which is currently in the process of becoming a world heritage site of a cultural significance. From a viewpoint on the slopes above the Rhine valley we were then introduced by architect and spatial planner Geli Salzmann to the interdisciplinary planning project "Vision Rheintal". This breaks up disciplinary and administrative boundaries in planning processes related to settlement, mobility, economy, open space and society in the Rhine valley of Vorarlberg.



In the afternoon we explored borders among people in public spaces by exercising “urban interventions” in the city of Bregenz. For this afternoon we dressed the whole group in high visibility vests to achieve a certain unity and authority in our public interventions. The putting on of the vests was a collective sign to start three “urban experiments” in public space which formed a labyrinth, showed the border between public and commercial space, and arranged a moving linear border. A very lively debate in the plenary discussion later that day reflected the impact of these actions on the participants.

Saturday’s program was the peak of the minimeeting with a full program backed by invited lecturers from different fields at the boundary of landscape architecture and planning. These included Peter Arlt (applied sociology in urban space), Julia Empter (ecology; Cipra Germany), Elisabeth Gruber and Kristina Keßler (geography; EGEA), Ralo Mayer (arts), Andreas Rumpfhuber (architecture), and Sybilla Zech (spatial planning; Stadtland). First the lecturers each gave a short introductory talk of about seven minutes about themselves and their approach to landscape. Then a “World Café” was held with the six lecturers each located at a table where the participants could freely move around during three distinct discursive rounds. In each round different questions and provocative statements concerning disciplinary borders were injected to inflame the discussions. In the afternoon each lecturer led a group of students to test different disciplinary methods in the analysis of several aspects of the landscape in Kleinwalsertal.

This day was described by the participants as very full, but also very inspiring for their own practice as it offered the opportunity to work closely with practitioners from neighbouring disciplines – something hardly provided by normal study programs.

Events such as the minimeeting provide students from various cultural backgrounds with the opportunity to come together for the exchange of ideas and to reflect on various approaches to landscape planning and architecture in teaching and practice in Europe. The informal structure of ELASA makes the minimeetings and annual meetings a unique experience, as these events are all newly developed each year by the individual organisation teams.

For us as the organisation team, the minimeeting was firstly an opportunity of providing an interesting and full program for the participants, showing them a very special “corner” of Austria. In addition, the minimeeting was an opportunity to learn more about project management and the process of designing an event with thematic coherence. Together with the landscape students association at BOKU, Vienna, we plan to develop a new one-year voluntary course during which students from various fields at BOKU conceptualise, fund and organise an interdisciplinary and international symposium once a year. A course like this would be a step forward towards an applied and self-organised landscape education, which seeks an academic discourse with related disciplines.

The organisation team: Michael Franke, Florian Lorenz, Teresa Kessler, Helena Mally, Sarah Neidhart, Martina Sattler, and Heiko Ruddigkeit.



Urban installation at Kunsthaus Bregenz. Picture: Sarah Neidhart