



# **InnoLAND**

## **LAUNCHING AN INNOVATION-BASED LANDSCAPE ARCHITECTURE TRAINING FRAMEWORK IN EUROPE**

**Recommendations for design & implementation of European  
Common Training Framework for Landscape Architecture in the EU  
member states**

**Authors:**

Albert Fekete, Máté Sárospataki, István Valánszki, Gintaras Stauskis, Roxana Triboi, Jeroen de Vries

**Date: May 8, 2022**

**Editor**

Hungarian University of Agriculture and Life Sciences

**Main authors**

Albert Fekete - Hungarian University of Agriculture and Life Sciences

Máté Sárospataki - Hungarian University of Agriculture and Life Sciences

István Valánszki - Hungarian University of Agriculture and Life Sciences

Gintaras Stauskis- Vilnius Tech

Roxana Triboi – LE:NOTRE Institute

Jeroen de Vries – LE:NOTRE Institute

**With contributions of the InnoLAND partners:**

Richard Stiles – Technical University of Vienna

Norbert Trolf – Technical University of Vienna

Maria Freire - University of Evora

Aurora Carapinha - University of Evora

Maria da Conceição Castro - University of Evora

Maria Freire - University of Evora

Emilia Weckman - Aalto University

**Advice by**

Fritz Auweck – LE:NOTRE Institute

Marina Cervera Alonso de Medina – LE:NOTRE Institute



Erasmus+

Co-funded by the European Union Erasmus+ programme

**Published by**

The InnoLAND Erasmus+ project: Launching an innovation-based landscape architecture training framework in Europe

**Project co-ordinator**

Gintaras Stauskis – Vilnius Tech, Lithuania

May 8, 2022

All explanations, data, results etc. contained in this book have been made by the authors to the best of their knowledge and have been approved with care. However, some errors could not be excluded. For this reason the explanations etcetera are given without any obligations or guarantee by the authors, editors and publisher. They cannot take over any responsibility for eventual erroneous contents.

**Citation**

InnoLAND. 2022. Recommendations for design & implementation of European Common Training Framework for Landscape Architecture in the EU member states. Report Output 1 of the Erasmus+ strategic partnership InnoLAND.

## Management summary

Nowadays the profession of landscape architect is getting more important because they can address several serious worldwide challenges and issues (e.g. climate change, structure of land uses, urban ecology, environmental and nature protection). In order to have competent professionals, we need strong higher education programs and clear recognition of qualifications, which can help the mobility of landscape architects across Europe (European Union). In general, the Directive 2013/55/EU of the European Parliament and of the Council (PQD) gives the basic rules according to which one Member State recognises professional qualifications of a regulated profession obtained in one or more other Member States and allows the holder of the said qualifications to pursue the same profession in its territory. The PQD could increase transparency, recognition of qualifications and mobility of the professionals across the EU member states. Nevertheless, in the case of landscape architecture, member states have different levels of higher education, and methods for recognition of the qualifications. It means, the profession of landscape architect is not regulated on the EU level.

Thus, the profession of landscape architects needs a common European-wide Common Training Framework (CTF), as is defined by Article 49a of the Directive. This framework could include requirements for education, professional practice and continuous professional development of the profession. Within the frame of the InnoLAND project a CTF for landscape architects is developing. This will allow EU member states to adjust and harmonize their education systems for LA, lead to EU-wide acknowledged diplomas, and facilitate the mobility and professional practice of landscape architects across the EU and beyond.

This report gives recommendations for design and implementation of this Common Training Framework (CTF) for Landscape Architecture (LA) in the EU member states. The advice is structured in (1) Regulation and present state of LA profession and education in Europe, (2) the concept of a Common Training Framework (CTF), and (3) developing recommendations for a CTF in Landscape Architecture in Europe.

### *Regulation and present state of LA profession and education in Europe*

The present state of LA education and profession was analysed in Europe. We give an overview of the Professional Qualifications Directive (PQD), both about the general system and also the automatic recognition. The European countries have been classified according to the regulation of landscape architect profession. The relevance and essential requirements of regulated profession are clarified.

We introduce a concept for the Common Training Framework based on the Article 49a of the Directive (conditions etc.). After the definitions and interpretations, the landscape architect profession has been analysed on national, European (ELC), and worldwide levels (IFLA, ISCO). In the next step we focus on the most important European landscape architects' organisations, IFLA Europe, and the leading educational association, ECLAS. IFLA Europe both gives an overview of the present state of LA profession and education. By a questionnaire IFLA Europe collected the relevant requirements and opinions of the practitioners related to the education and qualification systems.

The ECLAS-related investigation focuses on the present state of European LA education as well as on contributions of ECLAS to the academic community and education standards. An internal ECLAS survey was carried out in 2020, and the results of this are integrated into our analysis. Finally, we gathered information on professional recognition for landscape architects worldwide to benchmark it against the European Market situation (regulation and education of the landscape architecture profession). During this phase the main involved geographical areas are: North America; Australia, New Zealand, Hong Kong, and the Global South.

### Concept of a Common Training Framework

First this part presents the main recommended chapters of a CTF. The impact of the main European policies related to landscape for landscape architecture competences were investigated. We dealt both with the relevant sectoral basic policies and guidance as well as with the recent educational policies. The sectoral policies are presented in Appendix B. Here the main content that relates to the profession is presented of the European Landscape Convention; the Common Agriculture Policy and the new CAP, Environmental Impact Assessment, European Rural Heritage Observation Guide – CEMAT, Natura 2000, Florence Charter on Historic Gardens, European Charter for Rural Areas, Biodiversity Strategy for 2030, EU Strategy on Green Infrastructure 2013, the European Climate Pact, the European Green Deal, Landscape and Regional Development Policy in the European Union, and the European Cultural Heritage Strategy.

The main recent education policies are the European Education Area 2025, the European Skills Agenda, the Digital Education Action plan (2021-2027), the European Research Area, the Pillar of Social Rights, and the Bologna – Rome Ministerial Communiqué 2020.

In a subchapter the requirements of the DG GROW are summarized. Parallel with these, the core competences, subject specific competencies, and the generic competencies of LA were listed. In order to make a strong basis of the CTF in LA, some already existing CTF were analysed.

### Recommendations for developing a CTF in Landscape Architecture in Europe

This part includes the CTF design methodology, the collaborative process with stakeholders. The proposed content of the CTF consists of the context of the profession; the demographics of the profession; and the core of a common training framework. The core defines the education requirements (based on IFLA, ECLAS documents and updates), and requirements for professional practice (including a code of conduct), continuous professional development, and the legal recognition procedures.

The collaborative process is planned which includes the development of several drafts with the stakeholders, consultation and information of the General Assemblies of IFLA Europe and ECLAS. The chart below shows the development of the process as stated in the meeting of the collaborative partners in May 2021.

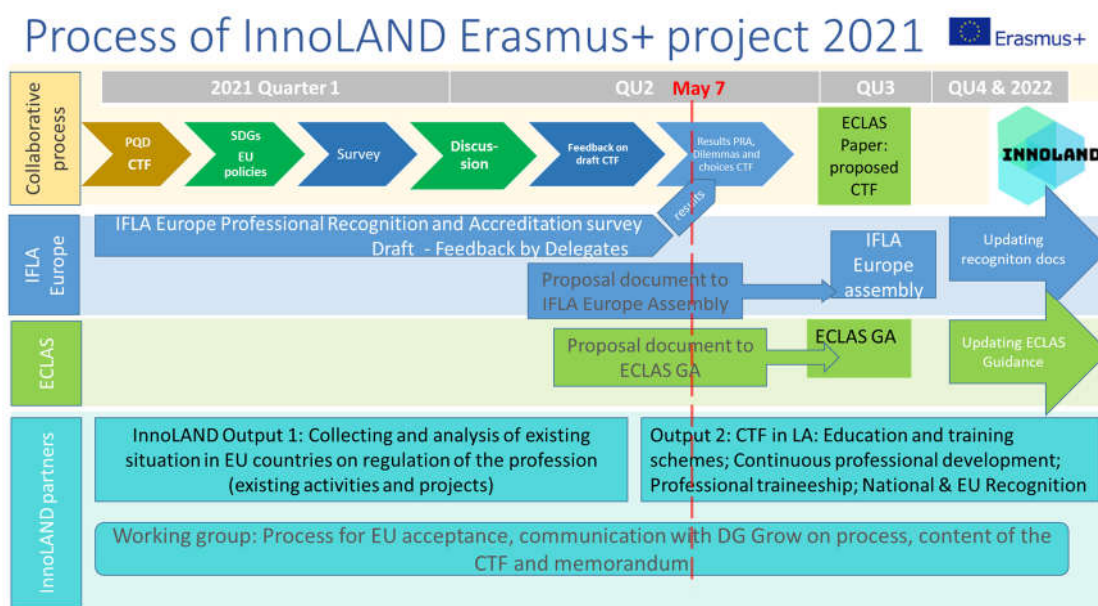


Figure. 1 Process management chart of the Erasmus plus InnoLAND project for 2021 and first quarter of 2022

## Table of Contents

<b>Management summary</b>	3
<b>1. Introduction</b>	7
<b>2. Regulation and present state of LA profession and education in Europe</b>	8
2.1. Professional Qualifications directive	8
2.1.1 <i>Outline of the Professional Qualifications Directive</i>	8
2.1.2 <i>Regulated Profession</i>	8
2.1.3 <i>PQD – Art.49a – relevance for the profession</i>	10
2.2. EQF - European Qualifications Framework	11
2.3. Definition of the profession of landscape architect	12
2.3.1. <i>Present State of the Definition of the Profession</i>	12
2.3.2 <i>Steps towards a new definition for landscape architecture</i>	12
<i>International world level</i>	12
2.4. IFLA Europe	16
2.4.1 <i>Present state of the landscape architecture professions</i>	16
2.4.2 <i>PRA Questionnaire</i>	18
2.4.3 <i>Development and present state of landscape architecture education</i>	22
2.4.4 <i>Mapping by Countries or List of the School Recognition Panel</i>	26
2.5. ECLAS	26
2.5.1 <i>Present state of landscape architecture education</i>	26
2.5.2 <i>ECLAS contribution to academic community and LA education standards</i>	27
2.5.3 <i>ECLAS member schools</i>	29
2.5.4 <i>Questionnaire and results of ECLAS Internal survey</i>	29
2.6. International Benchmarking against European Market	31
2.6.1 <i>IFLA Approach to Global Standards and Professional Recognition</i>	31
2.6.2 <i>North American Market - CLARB</i>	34
2.6.3 <i>Australia, New Zealand and Hong Kong: the Sydney Accord</i>	35
2.6.4 <i>Global South</i>	37
2.6.5 <i>Conclusions on the international benchmark</i>	37
2.7. SWOT analysis on profession and education	38
2.7.1 <i>SWOT of the landscape architecture Professional</i>	38
2.7.2 <i>SWOT landscape architecture Education</i>	38
2.8. Results and further usage	39
<b>3. Developing recommendations for a CTF in Landscape Architecture</b>	40
3.1 Impact European education and landscape policies	40
3.2 Analysis of existing CTF practices	42
3.3. Proposed content of the CTF	43
3.3.1 <i>Preliminaries</i>	43
3.3.2 <i>Exploring the existing situation</i>	43

3.3.3 <i>The context of the LA profession</i>	43
3.3.4 <i>The actual and future needs of society</i>	44
3.3.5 <i>The contribution of specialists and LA qualifications</i>	45
3.3.6. <i>Professional practice the Code of Conduct</i>	47
3.3.7 <i>Continuous Professional Development (CPD)</i>	47
3.3.8 <i>The demographics and trends in further evolution of LA profession</i>	50
3.4. Legal Recognition Procedures	50
<b>4. Conclusions and recommendations</b>	<b>51</b>
4.1 Conclusions	51
4.2 Next steps in the process	52
<b>References</b>	<b>53</b>
APPENDIX An Overview of landscape architecture programmes	55
APPENDIX B European policies related to the profession and education of LA	63
1. European Landscape Convention (ELC)	63
2. Environmental Impact Assessment (EIA)	64
3. European Rural Heritage Observation Guide – CEMAT	64
4. The revision of Common Agricultural Policy (CAP)	65
5. Biodiversity Strategy for 2030	65
6. The EU Strategy on Green Infrastructure 2013	66
7. The European Climate Pact	66
8. The European Green Deal	66
9. Landscape and Regional Development Policy in the European Union	67
10. The European Education Area 2025	67
11. Green and digital transitions	68
11. The Digital Education Action plan (2021-2027)	69
12. European Research area	69
13. European Skills Agenda	70
14. Pillar of Social Rights	71
15. Bologna – Rome Ministerial Communiqué 2020	72
APPENDIX C. Comparing InnoLAND CTF structure with DG GROW advice	73
APPENDIX D IFLA World Code of Ethics	74
APPENDIX E IFLA Europe Code of Ethics and Professional Conduct	75

## 1. Introduction

Landscape architecture is directly addressing global challenges of land use, climate change, and even emergence of zoonosis (diseases transmitted from animals to humans such as covid-19). Because of this we need more and more competent landscape architects, and accordingly, stronger higher education and transparent recognition of qualifications enabling free movement of the professionals across the EU area.

The Directive 2013/55/EU of the European Parliament and of the Council (PQD) establishes rules according to which a member state recognises professional qualifications of a regulated profession obtained in one or more other member states and allows the holder of the said qualifications to pursue the same profession in its territory. The PQD is a tool leading to increased transparency, recognition of qualifications and mobility of the professionals across the EU member states.

However, the profession of landscape architect is not regulated on the EU level - only nine member states regulate it on national level. Member states have varying levels of higher education in landscape architecture, different methods for recognition of the qualifications, undefined levels of professional practice, leading to mistrust on the competence gained in a different member state.

Article 49a of the Directive defines that when the profession is not regulated, a common training framework (CTF) could be developed to establish common requirements for education, professional practice and continuous professional development of the profession. CTF developed in the frames of InnoLAND will allow member states to adjust their education systems for landscape architecture, have the HEI study programmes accredited by IFLA Europe and ECLAS, and lead to diplomas acknowledged in other member states, also facilitate the smooth mobility and professional practice of landscape architects across the EU member states.

For this reason, we present in his report a set of recommendations for the design and implementation of the European CTF for landscape architects in the EU.

## 2. Regulation and present state of LA profession and education in Europe

### 2.1. Professional Qualifications directive

#### 2.1.1 Outline of the Professional Qualifications Directive

In December 2013, the consolidated version of the PQD 2005/36/EG in the version of RL 2013/55/EU was published in the official journal of the EU. The first version was published in 2005. From 2010 to 2013, the PQD was modified, and the result is the version 2013/55/EU.

The Professional Qualifications Directive provides rules on recognising the qualifications of professionals who are fully qualified in one EU country and wish to practise in another. It specifies two systems of recognition: (1) a general method with possible "compensatory measures", and (2) automatic recognition based on "minimum training requirements" or professional experience.

#### *General system*

Professionals wishing to work in another EU country need to apply to the relevant authority in the country where they are moving to have their qualifications recognised.

The relevant authorities examine the duration and content of the professional training attested by their diploma(s) and any accompanying documents. The issue is whether there are any significant differences between their training and the qualifications required to practise the relevant profession in the host country.

If there are significant differences, the authorities can impose "compensatory measures" on the applicant. For instance, they might have to take a test or complete an adaptation period.

#### *Automatic recognition*

This system, which does not allow for compensatory measures, covers a limited number of professions. In the health sector it includes the profession of doctors, nurses, dentist, pharmacists, veterinary surgeons. And there is one for the profession of architects. Applicants from either category must meet the minimum training requirements set out in the Directive.

Certain professionals in trade, industry and business can also have their qualifications recognised automatically if they meet minimum professional experience requirements. More details can be found on the *free movement of professionals* page of the European Commission.

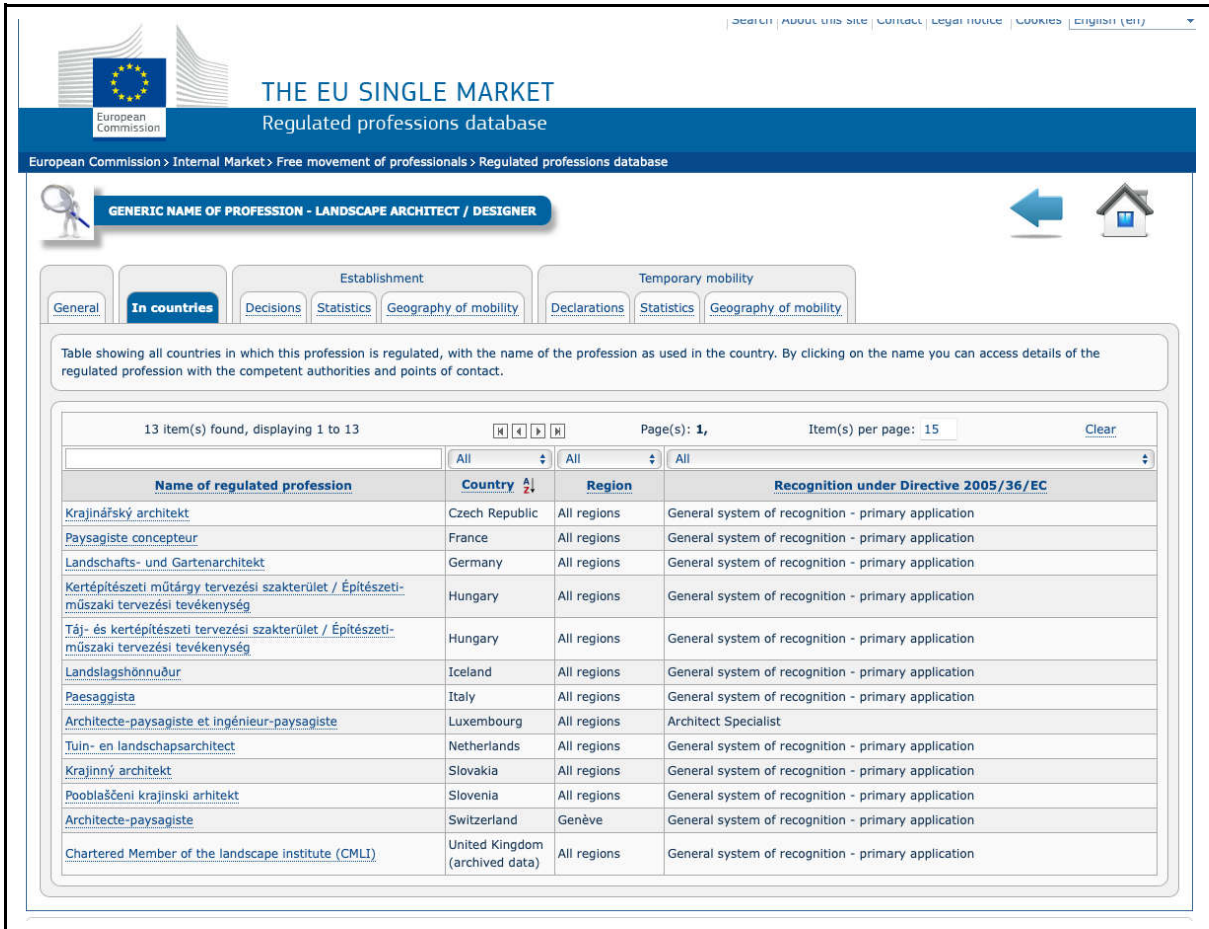
The profession of Landscape Architects belongs to the general system because it is not included in the professions which have by the PQD automatic recognition. The PQD offers the possibility for professions to reach automatic recognition by the conditions of Chapter IIIA: Automatic Recognition based on common training principles and there especially Article 49a: Common Training Framework (see 2.1.3).

#### 2.1.2. Regulated Profession

For the purposes of the PQD, the definition of a regulated profession is written in Art.3 PQD: "A professional activity or group of professional activities, access to which, the pursuit of which, or one of the modes of the purpose of which is subject, directly or indirectly, by virtue of legislative, regulatory or administrative provisions to the possession of specific professional qualifications; in particular, the use of a professional title limited by legislative, regulatory or administrative provisions to holders of a given professional qualification shall constitute a mode of pursuit. Where the first sentence of this definition does not apply, a profession referred to in paragraph 2 shall be treated as a regulated profession."



For the profession of Landscape Architects, the EU database lists (Date: 21.04.06) eleven countries (Table 1).



The screenshot shows the 'THE EU SINGLE MARKET Regulated professions database' interface. The search criteria are set to 'LANDSCAPE ARCHITECT / DESIGNER'. The results table lists 13 countries and their respective recognition systems under Directive 2005/36/EC.

Name of regulated profession	Country	Region	Recognition under Directive 2005/36/EC
Krajinářský architekt	Czech Republic	All regions	General system of recognition - primary application
Paysagiste concepteur	France	All regions	General system of recognition - primary application
Landschafts- und Gartenarchitekt	Germany	All regions	General system of recognition - primary application
Kertépítészeti műtárgy tervezési szakterület / Építészeti-műszaki tervezési tevékenység	Hungary	All regions	General system of recognition - primary application
Táj- és kertépítészeti tervezési szakterület / Építészeti-műszaki tervezési tevékenység	Hungary	All regions	General system of recognition - primary application
Landslagshönnuður	Iceland	All regions	General system of recognition - primary application
Paesaggista	Italy	All regions	General system of recognition - primary application
Architecte-paysagiste et ingénieur-paysagiste	Luxembourg	All regions	Architect Specialist
Tuin- en landschapsarchitect	Netherlands	All regions	General system of recognition - primary application
Krajinnyj architekt	Slovakia	All regions	General system of recognition - primary application
Pooblašteni krajinski arhitekt	Slovenia	All regions	General system of recognition - primary application
Architecte-paysagiste	Switzerland	Genève	General system of recognition - primary application
Chartered Member of the landscape institute (CMLI)	United Kingdom (archived data)	All regions	General system of recognition - primary application

Table 1. The EU database lists for the profession of landscape architecture

### Essential requirements for a regulated profession

The question is by which criteria the regulation is defined. For a regulated profession the in the sense of PQD following criteria, taken from the *Indicative Mapping Checklist for Each Member Country, DG Growth, Unit E5, 2014*, are relevant:

1. Are some activities reserved for the profession?
2. Is a specific qualification required to exercise these reserved activities? (a positive answer to this question means that the profession is regulated)
3. If yes: which activities are reserved?
4. Do you consider the reservation of activities justified?
5. If yes, what are the reasons for this? (Complexity of the tasks? Public security?)
6. Is the use of the title of the profession reserved to a person holding a given qualification? (Here again, a positive answer to this question means that the profession is regulated)

The criteria that are listed above do not need to be fulfilled together.

### Title of "Landscape Architect" as part of the regulation of Profession of Landscape Architects

Following the definitions in the PQD, the use of the title of Landscape Architect differs in countries. The following possibilities and usage in Europe are practised for the title of Landscape Architects: (1) the title is protected, state registration is obligatory, (2) the title is protected, no state registration (3) the title is not protected but allowed, (4) the title is not allowed.

### 2.1.3 PQD – Art.49a – relevance for the profession

#### Automatic recognition of the profession of Landscape Architects by PQD Art.49a

In December 2013, the consolidated version of the PQD 2005/36/EG in the version of RL 2013/55/EU was published in the official journal of the EU. Chapter IIIA sets the precondition for automatic recognition on the basis of common training principles. In Art.49a/2 the conditions are described by which a profession with no automatic recognition can reach this stage. The Article 49a is described as followed: For the purpose of this Article, 'common training framework' means a common set of the minimum knowledge, skills and competences necessary for the pursuit of a specific profession. A common training framework shall not replace national training programmes unless a Member State decides otherwise under national law. For the purpose of access to and pursuit of a profession in Member States which regulate that profession, a Member State shall give evidence of professional qualifications acquired on the basis of such a framework the same effect in its territory as the evidence of formal qualifications which it itself issues, on condition that such framework fulfils the requirements laid down in paragraph 2.

The table below shows the state of (possible) fulfilment of these conditions for landscape architecture.

<b>Table 2. Feasibility of the compliance to a common training framework for landscape architecture</b>	
<b>Conditions for complying to a common training framework</b>	<b>The (possible) state of fulfilment for LA</b>
(a) the common training framework enables more professional to move across the Member States	<i>This condition has to be shown by profession – it is difficult to fulfil</i>
(b) the profession to which the common training framework applies is regulated, or the education and training leading to the profession is regulated in at least one-third of the Member States	<i>This precondition is fulfilled</i>
(c) the common set of knowledge, skills and competences combines the knowledge, skills and competences required in the systems of education and training applicable in at least one-third of the Member States; it shall be irrelevant whether the knowledge, skills and competences have been acquired as part of a general training course at a university or higher education institution or as part of a vocational training course	<i>This precondition has to be shown; it can be fulfilled</i>
(d) the common training framework shall be based on levels of the EQF, as defined in Annex II of the Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning	<i>This precondition can be fulfilled</i>
(e) the profession concerned is neither covered by another common training framework nor subject to automatic recognition under Chapter III of Title III	<i>This precondition is fulfilled</i>
(f) the common training framework has been prepared following a transparent due process, including the relevant stakeholders from the Member States where the profession is not regulated	<i>This precondition can be fulfilled easily</i>
(g) the common training framework permits nationals from any Member State to be eligible for acquiring the professional qualification under such framework without first being required to be a member of any professional organisation or to be registered with such organisation	<i>This precondition can be easily fulfilled</i>

The seven preconditions can be fulfilled by the profession of Landscape Architects, but for some of these considerable efforts are needed.

## 2.2. EQF - European Qualifications Framework

The European Qualifications Framework for lifelong learning (last updated on 10.06.2016.) (INT-01) defines the levels of qualification. It is covering qualifications at all levels and in all sub-systems of education and training. The EQF provides a comprehensive overview over qualifications in the 39 European countries (so not only the EU countries) currently involved in its implementation (INT-02). It forms a bridge between national qualifications systems (INT-03). The core of the EQF is its eight reference levels defined in terms of learning outcomes, i.e. knowledge, skills and autonomy-responsibility. Learning outcomes express what individuals know, understand and are able to do at the end of a learning process. Countries develop national qualifications frameworks (NQFs) to implement the EQF (INT-04). There are eight levels of outcomes defined in three aspects (knowledge /theoretical and/or factual/, skills /cognitive and practical, responsibility and autonomy /ability “to apply knowledge and skills autonomously and with responsibility”) (INT-05).

The main purpose of the EQF is to make qualifications more readable and understandable across countries and systems. This is important to support cross-border mobility of learners and workers and lifelong learning across Europe (INT-06). By April 2018, 35 countries had formally linked (‘referenced’) their NQF to the EQF (INT-07).

Level	Knowledge	Skills	Responsibility and autonomy
1	Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context
2	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy
3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems
4	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
7	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research. Critical awareness of knowledge issues in a field and at the interface between different fields	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
8	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

Source of the table contents: <https://europa.eu/europass/en/description-eight-efq-levels>

## 2.3. Definition of the profession of landscape architect

### 2.3.1. Present State of the Definition of the Profession

#### *National level*

The definition of the profession of Landscape Architects exists on different national levels. This depends on the regulations of the profession of Landscape Architects in the national laws. For example, in Germany, the definition is done in the Architects laws in the federal states. On the other hand, in many countries like Bulgaria or Russia, there is no legal definition of the profession.

This means that the profession's definition on the national level greatly varies, and a common understanding of the profession does not yet exist.

### 2.3.2 Steps towards a new definition for landscape architecture

The European Landscape Convention of the Council of Europe, relates also to the role of landscape architects. The Conventions of this Council are not binding for the member states, but it sets up standards ratified by 40 member states. Currently 40 of the 46 member states of the Council of Europe have ratified the Convention and Malta has signed but not ratified the Convention. Only Armenia, Germany, Liechtenstein, Monaco and Russia have not signed the European Landscape Convention.

This is important for the recognition of the profession because, on the 10<sup>th</sup> council of the European conference on the European Landscape Convention, the members of the Council of Europe voted on the statement:

1. To formally recognise the profession of landscape architects at the national and international level;
2. To support a multidisciplinary approach to landscape, through the cooperation of all relevant professions in all phases of the planning process;
3. To increase the diversity of disciplines in training in landscape professionals, particularly regarding science, management and planning.

This means that we have on the European level by the European Council, a common understanding of the profession of landscape architects and the need for recognition. The European Union uses the international documents from the Labour Union (ILO) for a European document of professions' definition based on the worldwide definitions of the profession by ILO. It is called ESCO: European Standard Classification of Occupations. As far as we know, ESCO uses the same definitions as ISCO. Therefore the details of the categories of ISCO are explained.

#### *International world level*

On the international level, there is only one definition that is influencing the national definitions. It is drawn up by the International Labour Organisation (ILO). ILO sets up the so-called ISCO: International Standard Classification of Occupations. In this document, nearly all professions are defined in the same methodology and concisely – less than one page. This ISCO is used worldwide and, therefore, the only worldwide definition of the profession of Landscape Architects. For the profession of Landscape Architects, it is essential that the definition is included in ISCO.

# International Standard Classification of Occupations

Structure, group definitions and correspondence tables

Figure 2. ISCO-08 – Volume I.

The profession of Landscape Architects is included in the Major Group 2 "Professionals" and inside this group in the group 21 Science and Engineering Professionals. In this sub-major group 21, the profession is part of the Minor Group 216 Architects, Planners, Surveyors and Designers. In this group there is a subdivision with building architects (2161), Urban planners (2164). Landscape architects are also listed here.

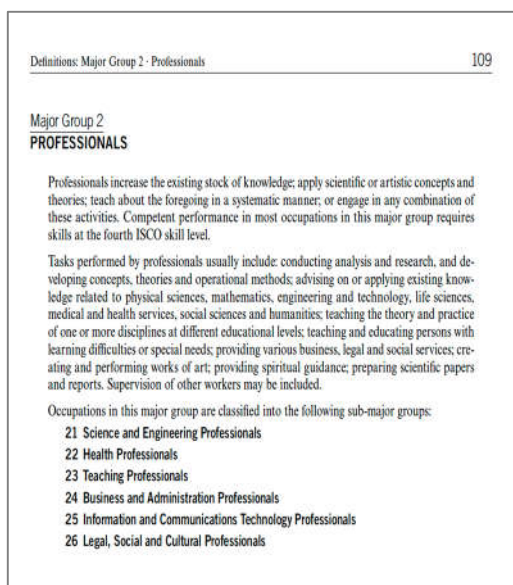


Figure 3. Definitions: Major Group 2 - Professionals

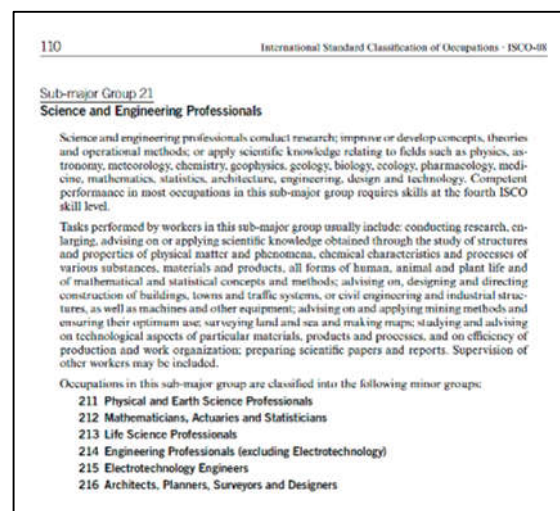


Figure 4. Science and Engineering professionals

For the Minor Group 216 Architects, Planners, Surveyors and Designers general tasks are defined such as writing briefs of specifications, feasibility studies, conferring with other specialists, etcetera. The current definition of the profession of landscape architects is in charge and dates from 2008.



Minor Group 216

**Architects, Planners, Surveyors and Designers**

Architects, planners, surveyors and designers plan and design landscapes, building exteriors and interiors, products for manufacture, and visual and audiovisual content for the communication of information. They conduct survey work to precisely position geographical features;

122

International Standard Classification of Occupations · ISCO-08

design, prepare and revise maps; and develop and implement plans and policies for controlling the use of land.

Tasks performed usually include: determining the objectives and constraints of the design brief by consulting with clients and stakeholders; formulating design concepts and plans that harmonize aesthetic considerations with technical, functional, ecological and production requirements; preparing sketches, diagrams, illustrations, animations, plans, maps, charts, samples and models to communicate design concepts and other information; analysing photographs, satellite imagery, survey documents and data, maps, records, reports and statistics; undertaking research and analysing functional, spatial, commercial, cultural, safety, environmental and aesthetic requirements.

Occupations in this minor group are classified into the following unit groups:

- 2161 Building Architects
- 2162 Landscape Architects
- 2163 Product and Garment Designers
- 2164 Town and Traffic Planners
- 2165 Cartographers and Surveyors
- 2166 Graphic and Multimedia Designers

Figure 5. The position of Architects, Planners, Surveyors and Designers in ISCO

Unit Group 2162

**Landscape Architects**

Landscape architects plan and design landscapes and open spaces for projects such as parks, schools, institutions, roads and external areas for commercial, industrial and residential sites, and plan and monitor their construction, maintenance and rehabilitation.

Tasks include –

- (a) developing new or improved theories and methods and providing advice on policy related to landscape architecture;
- (b) inspecting sites and consulting clients, management and other stakeholders to determine type, style and size of proposed buildings, parks, roads and other open spaces;
- (c) compiling and analysing site and community data about geographical and ecological features, landforms, soils, vegetation, site hydrology, visual characteristics and human-made structures, to formulate land use and development recommendations, feasibility studies and environmental impact statements;
- (d) preparing reports, strategic plans, site plans, working drawings, specifications and cost

- estimates for land development, showing location and details of proposals, including ground modelling, structures, vegetation and access;
- (e) writing specifications and contract documents for use by builders and civil engineering contractors and calling tenders on behalf of clients;
- (f) making necessary contacts to ensure feasibility of projects regarding style, cost, timing and compliance with regulations;
- (g) identifying and finding best solutions for problems regarding function and quality of exterior environments and making necessary designs, drawings and plans;
- (h) monitoring construction or rehabilitation work to ensure compliance with specifications and quality standards;
- (i) maintaining technical liaison and consultancy with other relevant specialists.

*Example of the occupations classified here:*

- Landscape architect

*Some related occupations classified elsewhere:*

- Building architect – 2161
- Urban planner – 2164

Figure 6. Definition of Landscape Architect profession (dating from 2008)

*The new definition of the profession*

The current definition of the profession of Landscape Architects doesn't fit the proper understanding and activities of our profession. ISCO is only changed in a long-term period. The next version will probably be set in action in 2030.

In 2023 ILO will set up a working group that defined modifications. IFLA World has been in close communication with ILO representatives since 2018. IFLA World could arrange that ILO decides that the description of the profession of Landscape Architects can be modified during the next term.

IFLA World set up a working group consisting of members of each world region to develop a new up to date definition of the profession of Landscape Architects. The members of the working group were:

**Worked out by IFLA working group comprising:**

FRTZ AUWECK – CHAIR | CARLOS JANKILEVICH (IFLA AMERICAS) | JAMES HAYTER (IFLA ASIA-PACIFIC - IFLA PRESIDENT)  
 CARLO BRUSCHI (IFLA EUROPE – IFLA EUROPE STATUTORY ADVISOR) | JALA MAKHZOUMI (IFLA MIDDLE EAST)  
 CAREY DUNCAN (IFLA AFRICA PRESIDENT) | KARIN HELMS (IFLA EUROPE PRESIDENT) | MARINA CERVERA (IFLA PPP COMMITTEE CHAIR)  
 2021-01-15

Figure 7. Members of IFLA Working Group for the re-definition of the profession of LA

The new definition was elaborated up in close cooperation with representatives of ILO. Although it could be possible that the result needed modification, IFLA World decided not to wait until 2030 but to spread a new actual definition in time. In 2020 the IFLA World Council approved by voting the new definition, which is shown in Figure 8.



**IFLA (INTERNATIONAL FEDERATION OF LANDSCAPE ARCHITECTS) DEFINITION  
 (BASED ON THE EXISTING DEFINITION BY ISCO - INTERNATIONAL STANDARD CLASSIFICATION OF OCCUPATIONS / 08)  
 ABOUT THE PROFESSION OF LANDSCAPE ARCHITECT**

**LANDSCAPE ARCHITECT**

Landscape Architects plan, design and manage natural and built environments, applying aesthetic and scientific principles to address ecological sustainability, quality and health of landscapes, collective memory, heritage and culture, and territorial justice. By leading and coordinating other disciplines, landscape architects deal with the interactions between natural and cultural ecosystems, such as adaptation and mitigation related to climate change and the stability of ecosystems, socio-economic improvements, and community health and welfare to create places that anticipate social and economic well-being.

The tasks of Landscape Architects include:

- (a) Developing and managing the landscape by carrying out actions and preparing and implementing projects for heritage protection, preservation of natural and cultural landscapes, rehabilitation of degraded landscapes, and new development through a process of design, planning, management and maintenance.
- (b) Conducting research and analysis to develop sustainable landscape design, planning and management practices, theories, methods and development strategies to promote green infrastructure, the sustainable management of natural, agricultural, rural and urban landscapes and the sustainable use and management of global environmental resources.
- (c) Carrying out feasibility studies and impact assessments to gauge the effect of development on the ecology, environmental character, cultural values and community health and welfare of landscapes.
- (d) Collecting and documenting data through site analysis, including an appreciation of indigenous practices, landform, soils, vegetation, hydrology, visual characteristics and human-made and managed features.
- (e) Preparing landscape documentation, including drawings, specifications, schedules and contract documents, and calling tenders on behalf of clients.
- (f) Managing digital technologies and representation of spatial systems, and client and/or community presentations related to the environment and landscape.
- (g) Engaging local communities, authorities and stakeholders by public participation in decision-making relating to projects that impact landscape.
- (h) Providing expert advice and advocacy on landscape matters in conflict resolution, judicial courts and commissions, competitions, media and public relations.

Examples of the occupations classified here:

- Landscape Architect

The profession of Landscape Architect may be adopted under different titles by non-English speaking countries.

Some related occupations classified elsewhere in ISCO 08:

- Building Architect – Number 2161
- Urban Planner – Number 2164

AGREED BY DELEGATES TO THE IFLA WORLD COUNCIL, SEPTEMBER 2020

Figure 8. The new Landscape Architect definition voted by the IFLA in 2020

This new definition is original in the English language. It is translated to the most common languages and at the moment (2021 April) existing in Italian, French, German, Portuguese, Arabic, and Spanish.

Further translations, e.g. Chinese or Russian, are in process. The translations are complex because some terms have to be described because for example, in Arabic, the term "Landscape" does not exist.

## 2.4. IFLA Europe

### *2.4.1 Present state of the landscape architecture professions*

In section 2.1.2. an overview is presented of the status of the regulation of the profession in the EU. In 2021 the profession is regulated in nine EU countries.

Since one of the seven preconditions for EC PQD Directive, for the profession to be recognised in at least 1/3 of the countries, was fulfilled, it became necessary to establish a Common Training Framework (CTF) for Landscape Architecture as soon as possible. The report of the Professional Recognition Assistance (PRA) Working group proved to be a useful tool for each national association as well as for IFLA Europe's future meetings with the related departments of European Commission. The state of the regulation of the profession has been analysed for several years and in different activities. The first studies were carried out as part of the Professional Qualifications Directive (PQD) project conducted during the period 2012 – 2019, managed by Fritz Auweck (AUWECK 2012, 2013, 2014, 2015, AUWECK & FORCZEK-BRATANIEC 2019). The work was taken over by the Professional Recognition Assistance (PRA) Working Group (Fritz Auweck, Tony Williams, Herman Georg Gunnlaugsson, Urszula Forczek-Brataniec) which was set up to support the efforts of IFLA Europe member countries to regulate the profession.

A [Report on Professional Recognition of Landscape Architects](#) was prepared by Michael Oldham (OLDHAM 2019) IFLA Europe founding president, Honorary Member and Member of Council of Europe Working Group. The report was prepared in July 2019 in the framework of the Work Programme of the Council of Europe for the implementation of the European Landscape Convention.

The Professional Requirements and Education Possibilities (PREP) Survey/IFLA Database project was initiated at IFLA World level by Carlo Bruschi and Andreja Tutundzic to provide information about existing landscape architecture programmes and professional practice requirements across Europe. The PREP Survey/IFLA Database was aimed to promote the recognition of Landscape Architects. Prior to this Survey, the state of the profession regulation was as follows (based on the PRA Report 2019) (OLDHAM 2019): in 13 countries the profession is regulated at the EU level (published in EC Database of regulated professions), in 2 countries it is regulated at the national level, and in 22 countries it is not regulated, including 4 countries outside the Chamber system. Denmark, Finland, Sweden and Norway do not have a Chamber system. Their professional system is based on direct legal qualifications (Gunnlaugsson & Van Melle 2019).



#	EU/ outside EU	Profession Landscape Architect -Regulated		Non-regulated	
		Chamber system		No Chamber system	
		Regulated at EU level	Regulated at national level	Nonregulated – Chamber system	Nonregulated – non-chamber system
1	EU	Czech Republic	Austria	Belgium	Denmark
2		France		Bulgaria	Finland
3		Germany		Croatia	Sweden
4		Hungary		Estonia	
5		Italy		Greece	
6		Luxembourg		Ireland	
7		Netherlands		Latvia	
8		Slovakia		Lithuania	
9		Slovenia		Poland	
10				Portugal	
11				Romania	
12				Spain	
1	Outside EU	Iceland	Israel	Russia	Norway
2		Switzerland (Geneva Region)		Serbia	
3		United Kingdom		Turkey	
4				Ukraine	

The responses to the questionnaire indicated new countries where the profession is regulated at national level: Estonia, Serbia and Turkey. Up to date (24 September 2021) this has not been confirmed by the official position of the National Associations from Estonia and Serbia. Nevertheless, this information was considered and included in the group of countries with a regulated status of the profession.

Table 3 shows that we have different groups of countries:

- Countries with a regulated profession and in the EU-database are shown on the map in Figure 9 in blue. There are more than 1/3 of the EU member states where the profession is regulated.
- Countries with a regulated profession but not in the EU database. This is the case if the country is not a full member of the EU (Switzerland), or the national government doesn't send the information to the EU because the profession of Landscape Architects is inside another professional group. This is the case in Austria, where Landscape Architects are inside the engineer's profession.
- Countries without a chamber system where the regulation of the profession is obsolete. This is the case in Norway, Sweden, Finland and Denmark.

In figure 9, 10 and 11 an overview of the situation in Europe is presented in the form of maps.

Countries with regulated Landscape Architecture profession in EU/non-EU member states



Figure 9: Countries with regulated landscape architecture profession in EU/non-EU Members States  
Countries where Landscape Architecture profession is regulated at National level (not in EU sense)

Countries where Landscape Architecture profession is not regulated (EU or National level)



Figure 10: Countries with non-regulated landscape architecture profession in EU/non-EU Members States

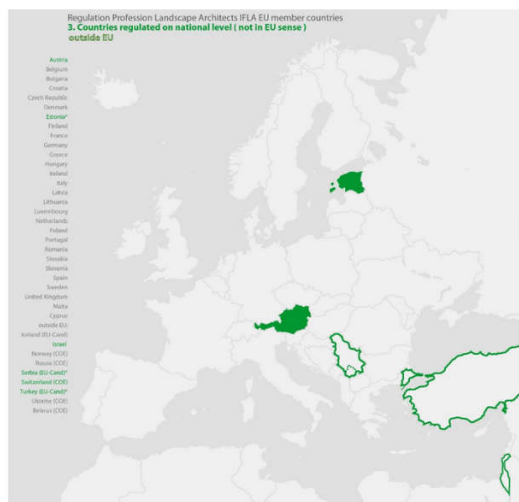


Figure 11: Countries with regulated landscape architecture profession at national level not in EU sense

Maps Source & author: 2021 IFLA EUROPE, Urszula Forczek-Brataniec, SAK Poland, past Secretary General

#### 2.4.2 PRA Questionnaire

A total of 31 out of 34 member countries responded and filled out the Survey, which represents 91% of the total number of IFLA Europe Members-National Associations. The answers were given by 16 countries where the profession is not regulated and 15 countries where the profession is regulated. The first three questions were related to the profile and the role of National Associations of Landscape Architects in the country's decision-making processes and the status of the activities made towards empowering the profession. The information provided shows which efforts are needed in non-regulated countries and what process was carried out in the countries where the profession was regulated. The fourth question was related to the current condition of the profession and the basis for it to be practiced as well as the obstacles for practicing the profession. The fifth question concerned the issue of mobility and the difficulties associated with it.

#### Profile of the National Association

In most countries, only Landscape Architects can become members of the National Association.

In countries where the profession is not regulated, members of the Landscape Architects Association can be:

- a. only Landscape Architects (in half of the cases),

- b. Landscape Architects and indicated specialist professions such as architects, gardeners or urban planners (in four cases),
- c. all disciplines related to the landscape architecture profession (in three cases).

In countries where the profession is regulated, members of the Landscape Architects Association can be:

- a. only Landscape Architects (in slightly more than half of the cases),
- b. Landscape Architects and designated specialist professions such as architects, gardeners or urban planners (in two cases),
- c. all disciplines to the landscape architecture profession (in four cases).

#### *The influence of the National Association on strategic decisions in the country*

In general, the influence of the National Association on strategic decisions in the country is estimated as ‘good’ in about 30% of respondents in both groups. More precisely, in the case of countries with a regulated profession, it is 33%, and in countries where the profession is not regulated, 29%. The latter declare a real influence on strategic decisions, and these are mainly Scandinavian countries. If we add the influence obtained through public and political debates, the indicator for the countries with non-regulated profession increases to 41%. The lack of impact in both groups also affects around 30% of the countries. The differences between the two groups of countries where the profession is regulated and non-regulated are minor. However, if we exclude the Scandinavian countries, where there is no Chamber system and the profession is stable, it can be concluded that in countries with non-regulated profession the influence is much smaller, with some exceptions – (e.g. Bulgaria).

#### *Regulation of the profession*

The state of the professional regulation process varies greatly. Several countries declare increased activities in this area (Belgium, Portugal, Romania). In many countries the profession is practiced on the basis of certification issued by: Chamber of Architects (e.g. Bulgaria) professional standards (e.g. Latvia) or through legal possibilities of obtaining a project manager license among other disciplines for Green Planting projects (e.g. Lithuania). In the Scandinavian countries the profession is not regulated, however the position of Landscape Architects is strong (Sweden), and Landscape Architects can obtain confirmation of their qualifications and practice the profession (Denmark, Norway). Activity in influencing the institutions responsible for regulations is declared by 75% of respondents for the non-regulated countries, 21% of whom declare to set up a working group lobbying the matter, 43% declare that they have contacted the Ministry or the Chamber of Architects and 7% declare initiating talks with institutions responsible for regulations. The remaining answers (29%) are about taking measures to recognise the state of the profession and establish contact with other institutions to regulate the profession.

Regarding the most frequent reasons for the satisfactory professional situation of Landscape Architects in countries where the profession is regulated, the most frequent answers are a common basic training (11%), the protection of professional competencies as well as the social appreciation (19%).

The obstacles encountered in the way of regulation, for the countries where the profession is non-regulated, have also been identified. Many of them have been indicated, including the most common:

- Opposition from the architects 18%
- Low support from political level 18%
- Landscape Architects’ work performed by other professions 18%
- Problem accepting a new profession 7%
- Sweden, Norway declared that the profession is sufficiently stable and recognised.

Useful information was obtained in response to the question on effective methods of regulating the profession. Regulated countries indicate the following procedures/actions which enable or facilitate the regulation of the profession:

1. Joining the Chamber of Architects or Engineers – 21%
2. Regulation based on education and practice 17%
3. License per field of expertise requirement 13%
4. Creating an influential lobby in Parliament 13%
5. Recognition of the Landscape Architect's title as an academic one 8%
6. Obtaining strong political support from the Ministry responsible for landscape policies 13%
7. Writing down the title to enshrine in the Architects law, 13%

Lastly, among the main reasons for the unsatisfactory professional situation of Landscape Architects in countries where the profession is not regulated, are the leadership on projects by architects and low recognition of landscape architects (22%), the absence of a legal framework for the tasks of landscape architects, the confusion with gardeners and the competitiveness with neighbouring disciplines such as engineers, agronomists, and foresters.

#### *The national situation of the profession*

The situation of the profession in individual countries is very different. In non-regulated countries, requirements for landscape architects to carry out specific tasks are governed by law, local regulations or other forms of task requirements.

Despite the lack of regulation of the profession, Landscape Architects are required for specific types of projects and tasks:

- the largest share of answers was about the involvement of landscape architects generally as a leader of co-working in public projects - 15%
- Landscape architects are also required and involved in interdisciplinary teams - 14%
- they also work in planning teams and in developing strategies and regulations - 8%
- they are required in municipal offices - 9%. Most of landscape architects are working on the municipal level, and less on the regional or national level.

Some countries have indicated specific domains in which a landscape architect can work (Sweden, Portugal, Lithuania, Romania, Norway, Bulgaria). The legally imposed obligation for a Landscape Architect to participate in selected types of projects and plans is a substitute for the regulation of the profession and influences its strong position, thus providing a strong foundation for its performance basis for practicing.

In countries with a regulated profession a great deal of activity is reported. The results occurred directly from the list of tasks assigned to the landscape architect profession (Germany, France, Estonia, UK). The most frequently mentioned activities include Parks and garden design, Urban design, Green roofs and green walls, Parks and garden management, large scale Planning Consortia, Environmental Impact Assessments (EIA), Landscape Impact Assessments (LIA), regional planning, drainage systems, and most of all assistance to the client.

#### *The basis for the practicing the profession*

The basis for exercising the profession varies considerably between regulated and non-regulated countries. In the latter, the vast majority (66%) defines the education of a Landscape Architect as the basis for their

profession (43% Master in Landscape Architecture and 23% Bachelor and Master in Landscape Architecture). The next important factor is being a member of the Association 8%, passing a professional exam and obtaining a license.

In regulated countries, the basis depends on the form of regulation. In most cases, 24% of the answers mention “registration in the relevant Chamber”, moreover, 18% education and practice; 12% giving a professional exam and 12% recognition of the diploma.

However, in the countries where the profession is regulated, 9% claim that anyone can exercise the profession because the profession is open and there are no requirements for private projects - 3%.

### *The title of Landscape Architect*

In general, all non-regulated countries claim that the title exists, mainly referring to the academic one. Regarding the professional title in all non-regulated countries, it is neither protected nor recognised. In countries with a regulated profession, the basis for using the title is governed by the law, Architect's or Engineer's Law as well as being member of a National Body in the form of a Chamber, Institute or other (48%). In addition, the basis for the use of the title may be evidence of acquired experience (e.g. France) or education.

Problems with practicing the landscape architecture are similarly declared by both groups of countries, which is mainly interfering with the competitiveness with other professions (22% non-regulated, 24% for regulated countries) and poor recognition of the landscape architecture profession and its actual scopes of activities (30% for the non-regulated and 15% for the regulated countries). However, in countries where the profession is not regulated, the lack of its proper identification and social perception is much higher and if we add to this the misunderstanding about the tasks of a Landscape Architect, we can obtain a significant role of this argument meaning poor identification of the profession.

### *Mobility*

Regarding the status of mobility, in non-regulated countries, most frequent answers show that no extra procedures are required for a foreign Landscape Architect to work on public landscape architecture projects, but engineers' signature is obligatory in these types of projects and to work with a local Landscape Architect will overcome any practical obstacles and legislation issues (language, technical standards). Additionally, in countries where the profession is regulated, the recognition of the title by the Chamber of Architects and registration with a professional Order are the most frequent answers. Of course, all the professional requirements (citizenship, certificate or diploma, business permit, etc.) are also required. However, all the above obstacles are overcome by working with a National Landscape Architect (30%).

As for the obstacles or problems concerned, in countries where the profession is not regulated, a foreign Landscape Architect will encounter language problems (22%), the same problems as a landscape architect working in his/her own country (14%), insufficient knowledge of legal provision (11%). Regarding the countries where the profession is regulated, the obstacles are pretty the same, with a big percentage claiming that there are no obstacles. The above answers are almost expected, since most Landscape Architects are working in big Architecture or Planning Companies, and problems of unemployment due to difficulty in mobility do not exist.

### *Other information resulting from the questionnaire*

The conclusions above present some general outcomes outlining the situation of the Landscape Architect profession. The report with the results of the questionnaire contains a lot of information which, when analysed from different aspect, allows us to obtain a wide spectrum of knowledge, both on the basis of the data and their comparison. On the basis of the collected information, it can be stated that the profession is in good state, and it is not in danger (69%). In some countries its role grows faster, in others it is slower. However, even the last clarifications from Estonia, Turkey and Serbia, showing that the profession is regulated at the national level, is a sign of their activity and gradual strengthening of Landscape Architects position.

It shows that the landscape architecture profession is still poorly recognised in terms of identification and scope of duties and struggling with encroaching on its competences by other professions. This may be an indication for further actions by IFLA Europe and National Associations. Probably a too extensive and detailed scope of duties may cause problems with its identification and maintaining such a large scope of activity.

Perhaps a clear, unambiguous and comprehensive definition of competences would help in its recognition and the fight for the scope of clearly assigned tasks. The full report is available on IFLA Europe website (INT-08).

#### *2.4.3 Development and present state of landscape architecture education*

A global vision of the diversity of programs across Europe has been consolidated, many of these programs have been recognised in the last decades by IFLA Europe.

This recognition was based, at that time, on the reality of countries and schools that were fighting for their own identity, independency from architecture and life sciences courses and struggling with the lack of landscape architecture teachers.

Today landscape architecture teaching is facing new challenges and it must consider: the increased diversity of the profession, to address the needs of a changing world and contemporary society; the new definitions of landscape architecture; the efforts going on for European and International recognition of the profession; and the work in progress to define a European Common Training Framework for Landscape Architecture.

Some universities have a long and acknowledged performance, with high standard programs, but continue to focus mainly on design and urban issues. Several others do not ensure sufficient training in design or in life sciences.

To meet the current demands of the profession in relation to relevant issues requiring action by the Landscape Architects - sustainable, biodiversity-rich landscapes and land uses, landscape democracy, health, safety, United Nations Sustainable Development Goals, Green Deal, Nature Based Solutions, New European Bauhaus initiative, among others - we need to be comprehensive and demanding. So, IFLA Europe major concern today is to find a balance between ensuring that programs adapt to these demands and being inclusive of the current situation of the programs/schools.

landscape architecture is really going through a new and challenging situation and IFLA Europe must deepen some principles regarding the level of demand in relation to the ongoing programs in Europe and the indispensable flexibility in our organisation that wants to be inclusive and the periods for adaptation to the new realities. This has somewhat hindered the progress in the revision of the recognition documents.

Even so, the present situation is very favourable, since the ongoing initiatives on professional recognition, the CTF and the documents review, are all interconnected.

### *Educational Richness of Europe*

In the 22 countries there are some 95 institutes of higher education that deliver landscape architecture in around 200 courses. Most institutes are recognised by IFLA Europe. Currently 27 programmes renewed their recognition. The recognitions serves as a basis for ensuring free circulation of professionals and offer a benchmark for peer review committees in the framework of national accreditations of courses.

Schools stress the importance of exchange programmes between universities, such as Erasmus and Da Vinci, because these have an important role in opening horizons for students and preparing them for teamwork.

Schools have the experience that they prepared students well for the current situations and that they have a good command of planning and implementing landscape transformations. And in the future with there are many challenges that are hard to predict. The environment is under considerable pressure, so graduates need to face contemporary and emerging challenges. This calls for graduates that can apply main some principles, can work in a transdisciplinary way. Which means that education should consider landscape in its multifunctional, cross-cultural and at multiple scales dimensions.

In some countries graduates face administrative barriers and some discrimination where the work field is controlled by other disciplines.

Schools stress that common standards for levels of expertise (master diploma or equivalent, such as Master in Landscape Architecture, Master of Arts or Master of Science) and skills are essential for the mobility of students across Europe. This can support the future automatic recognition of the profession. Landscape architecture graduates should master core competences for landscape planning, design, and management. A core competence needs to be the holistic, systemic, transdisciplinary approach and acquiring knowledge and understanding of landscape in time and space.

The main issues which are debated between IFLA Europe and Educational Organisations' Partners are the needs of society, the professional position of graduates, the core competences, the programs with their content, professional traineeship and continuous professional development. Table 4 presents an overview of additional issues under discussion with landscape architecture programmes.

Table 4. Overview issues for discussion with landscape programmes	
Programmes	Length of programmes, totally dedicated to landscape architecture;
	3+2 years model → Bologna process objectives → movement of students
	Content of programmes → contemporary LA large scale landscape planning to design projects;
	% of studio work → similarity with architecture courses;
	Conversion Master's programmes;
	Professional internship in studios, during the course;
Competences	To ensure contact with reality - through site visits, tackling real problems, student's presentations to mayors and other entities;
	The ecological and artistic basis → but students to develop a very broad capacity for openness, reasoning and critical thinking → unexpected situations (ecologically/socially);
	To prepare professionals who know how to manage teams, who understand the economics of urban and rural land management, who can convince authorities of the economic and climatic advantages of investing in landscape;
Modules	The content of the thesis
Entry requirements	Acknowledgment of earlier acquired competences;
Recognition process	Period for adapting programs to the recognition documents
Traineeship	Professional traineeship after graduation
CPD	Requirement for continuous professional development (CPD) → because we live in a changing world → practitioners' continuing education → educators teaching building capacity;



### *School Recognition Panel (SRP)*

The School Recognition panel has the task to review and award recognition status for higher landscape architecture educational programs, within the IFLA Europe region - developing and ensuring the quality of assessment procedures, giving guidance on educational programs and encouraging for programmes' recognition. SRP started the revision of Recognition Documents, in order to continue a high quality in LA education. Besides this 16 of the 34 IFLA Europe Delegates are directly working in Education.

IFLA Europe published in 1992 a collection of information on university structures and educational systems adopted in the various European schools ("EFLA Blue Book" publication – Teaching Landscape Architecture in Europe: a comparative Study ) (INT-09). Following this first overview, important recognition documents were produced and applied; ECLAS and LE:NOTRE contributed with new guidelines and instruments. These recognition documents have been very useful for the assessment and recognition of European Landscape Architectural programmes. Standards application has been also important to help schools to argue for additional conditions or improvements in curricula.

However, along the last decade, IFLA Europe considered the revision of school recognition documents as relevant and urgent. Some first steps were debated and undertaken. ECLAS and LE:NOTRE declared their availability to collaborate in this process. IFLA Europe decided now is the best of times to develop the revision of the Recognition process and documents, considering harmonisation and the benefits of recognition, that there are not main changes in principles, values and objectives, but there is a need to simplify and be very precise.

Fundamental documents that support the work of the recognition by IFLA Europe are:

- Agreement to form European Foundation for Landscape Architecture (1989),
- European Landscape Convention: Council of Europe (2000),
- IFLA/UNESCO Charter for Landscape Architecture Education (2005)/ Addenda (2017),
- EHEA - European Higher Education Area, Framework of Qualifications (2005),
- Guidance Document for the Recognition or Accreditation, Professional Education in Landscape Architecture. IFLA World (2008), IFLA Europe addenda (2017),
- ECLAS: Tuning Landscape Architecture Education in Europe (2010),
- EFLA/ECLAS minimum requirements for European LA Studies to Qualify Professional Recognition (2011/2012),
- List of relevant European Teaching contents in the studies of LA (EU TEACH),
- EQF (European Qualifications Framework) (2016),
- Charter of the European Landscape Architects (2018),
- Las Palmas Declaration of the university rectors for landscape higher education in Europe (2018),
- Report "Professional Recognition of Landscape Architects" Michael Oldham, CoE (2019).

IFLA Europe is starting a survey on LA students - how many LA students are finalising studies and entering the market. It is an interesting topic to be shared with other organisations. IFLA Europe is affiliated members of the Network of European Landscape Architecture Archives (NELA), aiming to connect archivists, landscape architecture researchers and educators, universities and National Associations of Landscape Architects to explore and disseminate the shared professional history by exchanging data and experience.

IFLA archives are situated at CIVA, the Belgian Archive Center for Architecture, Urbanism and Landscape Architecture.



### *Participation on Education and Academic Affairs Committee (IFLA World)*

This Committee enables to contribute to the promotion of the online learning/teaching processes, to provide a lifelong education for all and for a more inclusive LA education system. To improve the Student Competition, the Global strategy for Education Capacity Building and the IFLA Global Education Recognition - procedures to monitor LA quality education and selection of pilot programs to apply some guidelines. Recently the Committee was informed about an initiative, in cooperation with LE:NOTRE – an online classroom worldwide, accessible to all and related to landscape democracy. The idea is to have several educators with their students from across the globe, so different backgrounds, cultures and experiences to be trained online.

### *Cooperation with ECLAS and LE:NOTRE*

IFLA Europe, ECLAS and LE:NOTRE are involved in a permanent collaboration considering diverse issues, such as - EU Policy more visible in LA education; sustainability competences more present in this discussion; Schools tend to focus on “design”, but the profession involves much more.

And questioning whether we are teaching students to be critical about local planning, to participate in the design of better policy, in landscape democracy? Are landscape architecture programmes sufficiently political, and do we arm our students with relevant tools?

Through Annual Conference and Landscape Forum, we exchange ideas and doubts about the role of the landscape architect profession in the light of global changes, Master level education – depth or breadth? To use the Landscape Forum for develop local landscape observatories across Europe and develop into a continuous joint action of ECLAS and IFLA-Europe for the implementation of the ELC.

### *ELASA - the European Landscape Architecture Student Association*

ELASA promotes the exchange of ideas and understanding between landscape architecture students. Development and launch of integrated mobility tool as European Landscape Portal – including databases from IFLA, ELASA, and other partners – are in preparation.

### *Cooperation with UNISCAPE*

IFLA Europe and UNISCAPE share membership and a MoU focused on the aims and objectives of European Landscape Convention - collaboration on issues regarding landscape policy making and education and integration of landscape issues and the dimension of landscape into all fields.

IFLA Europe supported the White Paper on the Future of the European Landscape, presented in Florence on 22 October 2021, which purpose is to suggest what is needed to make the Florence Convention the effective instrument it has the potential to be in the management of every aspect of the landscape over the next twenty years.

#### 2.4.4 Mapping by Countries or List of the School Recognition Panel

IFLA Europe has mapped the schools that offer landscape architecture programmes. 62% of the programmes are offered in Universities of Life Sciences and 38% in Universities of Arts and Architecture. 52% schools have the 3+2 years model, 32% schools have a 4+2 years model and 16% of the schools have a 5 years model. 43% of programs combine a Bachelor and Master in Landscape Architecture, 43% of the schools only offer a master programme and 14% only a bachelor programme.

There is a rich diversity of programmes, however there is a common core of landscape planning, landscape design and landscape management in the programmes. The context of each programme and the national and regional situation with different cultural context make the education culturally diverse.

An overview of all listed programmes can be found in Appendix A.

## 2.5. ECLAS

### 2.5.1 Present state of landscape architecture education

Landscape architecture is an academic discipline. Landscape architecture education is offered in university level degree programmes.

The first landscape architecture degree programme was established in America, at Harvard University in 1899. Two decades after, in 1919 first European university degree programme was set up in Ås, near Oslo, Norway. After that, the growing scale and complexity and perceived social importance of the planning, design and management of green space and landscapes, together with its erosion resulting from urbanisation, industrialisation and changes in agricultural and forestry practices led to increasing pressures to establish formal programmes of university education and research in landscape architecture (EDUCATION GUIDE 2010).

During the past 100 years landscape architecture curricula in Europe were developing in several phases:

1) 1919 – 1948 Pioneers: In a small number of countries, one university in the country is beginning to offer landscape architecture education; 2) 1949 – 1973 Boom Years: Several new landscape architecture programmes are starting up in many countries in Europe. 3) 1974 – 1991 Consolidation: Few new programmes are established, but with increasing numbers of staff members and enrolled students. 4) 1991 – 2003 Second Wave: New landscape architecture programmes are established, after the fall of the Iron Curtain. 5) 2004 – Current Further Consolidation and Coordination: The Bologna Process takes effect.

In 2010, ECLAS Education guide defines that the latest phase of "Further Consolidation and Coordination" started in 2004 when the Bologna Process took effect across Europe. Then, schools were implementing policies of the Bologna Agreement and, since 2008 of the European Qualification Framework (EQF), of the Council of Europe and the European Union. Adding further momentum, and a special social quality, schools and departments of landscape architecture were encouraged to also implement policies of the European Landscape Convention.

After 10 years, 2021, we can see how this development is partly still ongoing. In addition, the raise of global environmental challenges has brought LA professionals into the centre of the planning disciplines and education has become even more important.

The status described in ECLAS Education guide (2010) is still valid when we look at how the education (and programmes) are formed across Europe. A landscape architecture graduate needs to complete a workload of 300 credits (ECTS), graduates may be eligible to apply for PhD / Doctorate programmes. These 300 credits may

be collected in: (1) consecutive 1st and 2nd cycle programmes, (2) integrated programmes where 1st and 2nd cycles are combined; or (3) Conversion Master Programmes.

Schools define entry requirements for their programmes. Students may be admitted to integrated or to 2nd cycle programmes (a) after successfully completing the 1st cycle and (b) by fulfilling a defined set of admission criteria (grades, transfer credits, etc.). Suitable "intake moments" have to be defined for admitting undergraduate students to integrated programmes. Graduates of 1st cycle programmes from neighbouring disciplines may enter consecutive and integrated landscape architecture programmes (a) after having been evaluated against a set of performance criteria (measured e.g. by possessing specific competences), (b) successfully completing defined conversion courses / modules (e.g. in areas they do not pass during evaluation), and (c) by fulfilling a defined set of admission criteria (grades, transfer credits, etc.). Conversion Master Programmes are designed - specific curricula, longer duration / greater workload – to serve highly qualified graduates from neighbouring disciplines to earn a 2nd cycle degree in landscape architecture (admission and performance criteria as above).

As students rise from one level of academic and professional education to the next, they will change perspectives: after a period of socialisation into landscape architecture, students will increasingly gain autonomy in developing existing approaches further and, in the "world of critical scholarship and creative practice", take on the role of leadership in reconsidering and shaping the field (cf. Steinitz 1990 in Landscape Journal; and European Qualification Framework).

The 1st cycle programmes are comprehensive and include education in core competences specific to landscape architecture, with options to emphasise some subject specific competences. Students gain a critical understanding of theories and principles of landscape architecture; they will be able to develop creative solutions to complex and unpredictable problems.

The 2nd cycle programmes emphasise one or more of landscape architecture's core and subject specific competences. Students are starting to gain autonomy to develop new approaches enabling them to make original contributions to professional knowledge and practice, some at the forefront of advancement in the field, and at the interface between fields. Some programmes may focus on developing research skills; others may focus on professional development.

The 3rd cycle programmes, and doctoral studies serve the advancement of knowledge through original research (Bergen Communiqué of 2005). Doctoral students demonstrate substantial authority in reconsidering different theories, methodologies and approaches, thereby reshaping landscape architecture in work and study.

At the moment there is no data available about the current situation on education of LA in Europe (number of programmes, intake of students, employment of students after graduating etc.).

#### *2.5.2 ECLAS contribution to academic community and LA education standards*

ECLAS supports European LA education and academic community in many ways with its activities. The main goal of the Council is to share knowledge and experience among the LA professionals and schools around Europe by strengthening contacts and enriching the dialogue between its members (INT-10). Central activities and organisations under the umbrella of ECLAS are the Annual ECLAS Conference, the Journal of Landscape Architecture and the LE:NOTRE Institute.

The annually organised ECLAS Conference with its varying and topical theme is most known of ECLAS activities. The ECLAS proceedings (of full papers or abstracts and presentations) and ECLAS Doctoral Colloquium is

connected with the conference. The conference is hosted by LA school, a circulating task for ECLAS member organisations.

The Journal of Landscape Architecture (JoLA) is a peer-reviewed academic journal of the European Council of Landscape Architecture Schools (ECLAS), established in 2006, which has three published issues a year. The Journal is listed in the Web of Science, Thomson Reuters Arts and Humanities Citation Index and other relevant indices. JoLA is published in full colour, on paper and online. Cultivated through editorial and review strategy and a unique approach to the graphic design of its content, the aims of JoLA are to provide a platform for outstanding landscape architectural scholarship and research innovation, linking theory to practice. While publishing articles following established research conventions and written modes of communication JoLA also encourages and publishes unconventional and emerging forms of research enquiry including those employing practiced-based methodologies, those having their origins in visual and artistic practices and media, and those espousing new method and rigour for the developing field of landscape architectural criticism.

The LE:NOTRE Institute (LNI) is closely connected with ECLAS. It forms a common platform for those involved in teaching, research and practice in the landscape field. The institute provides a focal point for landscape specialists of all disciplines, from theory and practice and from the public, private and not-for-profit sectors. It offers places where they can come together to exchange ideas and deepen their understanding of the landscape and of each other's approach to it. LE:NOTRE Institute aims to complement the work of other existing landscape organisations by making available opportunities and facilities which they do not provide, building on the achievements of the LE:NOTRE Project, which was co-funded by the European Union for 11 years and which had members on all continents. The institute organises LE:NOTRE Landscape Forum together with a European university, since 2015 combined with an international LE:NOTRE student Competition. It also develops and offers online courses and e-lectures to the wider landscape community through its e-Lecture Programme.

ECLAS contributes to develop the standards for LA education in Europe by providing advice on degree content, course and curriculum development. With the aim to assure high educational qualities, and to build stronger or new programmes, a guidance document for landscape architecture education has been proposed in 2010 as a result of the LE:NOTRE thematic network projects and the tuning process. The European Union's 'Tuning Project' aimed to provide a practical framework to implement the Bologna Process. The Tuning Project implies that greater comparability and transparency should be achieved through a 'bottom-up' dialogue, held between the academics involved in teaching and developing the subject area at Europe's universities. The common points of reference are developed and agreed jointly by academics within each of the disciplines concerned.

In the framework of the Tuning Project five 'lines' are distinguished to organise discussions in participating subject areas:

1. Generic competences of transferable skills,
2. Subject-specific competences,
3. The role of ECTS as an accumulation system,
4. Approaches to learning, teaching and assessment ,
5. The role of quality enhancement in the educational process.

Furthermore, the EULAND-21 project (2017-2019) which worked for European framework for bachelor programmes in landscape architecture, has resulted in new valuable knowledge complementing the ECLAS Education Guide. The guide describes knowledge, skills and competences that are specific to landscape architecture. By providing points of reference, convergence and common understanding this guidance also serves as a possible framework of reference for programme accreditation and professional recognition. Within

this framework, individual schools typically develop specific profiles. The EULAND-21 and ECLAS Education Guide documents are linked to ECLAS website (INT-11).

ECLAS collaborates with IFLA Europe in its School Recognition Panel (SRP) with quality assessment of schools and institutions providing landscape architecture education. Recognition is a quality label for a LA program which meets up with the IFLA Europe standards for education, following the two documents: IFLA Charter Landscape Architectural Education 2012 and IFLA Guidance Document for Recognition or Accreditation (See 2.4.3 IFLA Europe).

IFLA Europe and ECLAS have developed a document ‘Minimum Requirements for European Landscape Architectural Studies to Qualify for Professional Recognition’ which has been adopted by both organisations in 2011-2012 (E5\_EFLA\_ECLAS\_Birmingham Document).

### 2.5.3 ECLAS member schools

ECLAS has three member categories: Full institutional membership, Associated Institutional Membership and Individual membership. The characteristics are shown in the box below.

**A. Full Institutional Membership:** Any faculty, department, centre of teaching and research or other organisational unit within a higher education institution which undertakes teaching leading to the award of university degrees at levels of bachelor, master or both, or other equivalent qualification in the field of landscape architecture (which may include specialisations in landscape planning, design and/or management) and which may also carry out research leading to the award of doctoral degrees.

**B. Associate Institutional Membership:** Any faculty, department, centre of teaching and research or other organisational unit within a higher education institution which is involved in landscape teaching or research, but which does not award accredited degrees in landscape architecture (including planning, design and management) at bachelor, master or doctoral level.

**C. Individual Membership:** Any individual academic or practitioner with an interest in landscape architecture education, research or scholarship from anywhere in the world.

In 2022 there are in Europe 70 full institutional members who offer full degrees in landscape architecture and 8 members who are involved in landscape teaching and/or research but do not award accredited degrees in landscape architecture. Besides this ECLAS has 13 member institutes outside Europe. The list of members can be found on ECLAS website (INT-12).

### 2.5.4 Questionnaire and results of ECLAS Internal survey

In January 2020 ECLAS carried out a Members Consultation. It was sent to 660 individuals (all ECLAS institutional contact persons, the members of the LE:NOTRE Institute Board, all subscribers of the ECLAS newsletter, and past and present executive board of IFLA-Europe). 146 responses were received (response rate 22%) and 50% of the respondents (73) were ECLAS contact persons (almost 100%) and 50% were other members of the ECLAS community. The majority of respondent’s disciplinary background refers to landscape architecture, followed by urban planning.

ECLAS core audience is landscape architecture (planning, design + management). Half of the respondents are working 100% for academia, 25% of the respondents are working 75% for academia. Only a few work 100% in practice (architecture offices, cities etc.). Most respondents are currently part of an academic institution, are

professors or have similar academic positions. It seems ECLAS is not sufficiently reaching out to PhD Students and full researchers.

Findings in the survey showed that the Annual Conference and JoLA are the most known activities of ECLAS. Awareness and knowledge about the education guide, book projects, ELC involvement and School Recognition Panel should be increased. 25% of ECLAS institutional contact persons say their programme has been reviewed by the IFLA Europe School Recognition Panel. Of those 25%, almost all have been satisfied with this process.

### *Future ideas for developing the IFLA-Europe cooperation and the recognition process*

The results of the survey provided the following advice:

- ECLAS should be proactive and provide consultation to schools,
- Make ECLAS-IFLA Cooperation strong and visible. For example, every ECLAS conference should have some kind of event/workshop done together with IFLA. We should join forces in raising awareness for landscape architecture.
- ECLAS should try to become more visible for the professional world.
- Advice to discuss the issue of employability, students' opinion on schools, graduates' opinions on job opportunities >>> broaden the perspectives and points of view on what we do.
- Organise a joint recognition process (ECLAS-IFLA) recognized by the EU Education boards like ENQA. This would help EU countries that are facing problems with their national recognition systems that are not well developed for landscape programs (mostly in eastern and southern Europe).
- ECLAS should enhance its network of schools and individuals with a clear vision on what landscape architecture is and how it should develop to serve the needs of society and the environment.

In general there are the following developments:

- ECLAS increases in terms of members, activities and visibility, with many new faces among the active people.
- ECLAS increases its political involvement. Landscape as a topic needs to be more visible at the EU level (policy documents, research funding).
- We also increase awareness and impact at local level.
- By making collective work, ECLAS is always aware of the plurality of professional and educational practices as well as cultural traditions of our countries and schools.
- ECLAS increases and broadens its publication activities on education and research in landscape architecture.

## 2.6. International Benchmarking against European Market

This report aims to present a section to gather information on professional recognition for landscape architects worldwide to benchmark it against the European Market situation described in the previous sections of Chapter 2, Regulation and Present state of the Landscape Architecture profession and education in Europe.

### *2.6.1 IFLA Approach to Global Standards and Professional Recognition*

The International Federation of Landscape Architects has been involved in the challenge of surveying the state of the recognition and regulation of the profession of landscape architecture across the globe. The earlier documents date back from 2014, with the presentation of The Discussion Paper: Global Standards and Certification for Landscape Architects Prepared for the International Federation of Landscape Architects (IFLA) by Ilya Mochalov, Secretary-General, IFLA, Stephanie Landregan, FASLA, LEED-AP, President, Council of Landscape Architectural Registration Boards (CLARB) and Joel Albizo, FASAE, CAE, Executive Director, CLARB.

The papers sustain the potential benefits of global standards to achieve the following:

- Greater professional recognition and status (several countries lack title/practice acts or do not recognise landscape architecture as an independent profession);
- Expanded body of knowledge as it relates to professional practice;
- Increased professionalism;
- Enhanced ability to attract the "best and brightest" into the profession;
- Greater mobility of talent and expertise to enhance the well-being of people, the environment and the profession;



- Increased stature of national associations.

To achieve this final goal, the long path to the Global Standards for the practice of landscape architecture was recognised to be done through the United Nations International Organization for Standardization (ISO) and aligned with the United Nations International Labour Organization (ILO) profession description.

The time between 2016 and 2020, under the IFLA Professional Practice and Policy Chair, was thus devoted to the reconsideration of the professional definition, hand by hand with the United Nations International Labour Organization, as detailed in section 2.2.3 International world level.

*ILO Professional Definition and IFLA Global Principles towards ISO standards.*

However, according to the importance of a common definition for the professional and in preparation for the International Organization for Standardization (ISO) requirement, a set of global ethical principles for the profession was developed to promote ethical practice across the global landscape professional community. A joint venture of IFLA and Landscape Institute (United Kingdom) to define international principles to regulate the ethical standards previous to the sectoral standards ruled by ISO, such as the Quality management standards to help work more efficiently and reduce product failures; the environmental management standards to help reduce environmental impacts, reduce waste and be more sustainable or the Health and safety standards to help reduce accidents in the workplace.

The global principles combine the intentions and spirit of the current extant national codes of practice, statements of principle, good practice from other professions and International Ethics (IESC) Standards. The principles aim to ensure and promote the global ethical practice to ensure public confidence in the landscape profession and promote environmental well-being. Adherence to them is a crucial prerequisite for building trust between clients, public and landscape professionals, and trans-national landscape professional relationships.

Seven proposed principles apply to the practice of individual landscape professionals, which were drafted by the Landscape Institute of the United Kingdom. They will give context to and provide the framework for either country or national association specific codes of practice, which will be aligned with the principles. Codes of practice are monitored (for individual compliance) by national bodies for the profession. Therefore, compliance monitoring of the specific regulations of practice will allow national bodies to understand the level of compliance with the principles for their members in their differing regulatory contexts.

The principles were first presented to IFLA World Congress in September 2019, when the international commitment was made to further development and worldwide adoption by the end of 2020. These principles are the statement of a shared global vision for protecting and enhancing the environment through ethical landscape practice.

ISO is arguably the largest, most well-known, and reputable organisation of its kind, and earning such a designation could help IFLA member countries follow the standard more widely. Furthermore, we understand that ISO 9001:2008 is used by many landscape design offices around the world, which should add to its appeal. Currently, there is only one ISO standard related to "landscape": ISO 110:1994, "Construction drawings – Landscape drawing practice." It establishes general rules and specifies graphical symbols and simplified representations for landscape drawing jointly referred to as conventions.

The development of an ISO standard follows a particular procedure, and although the organisation does not accredit or certify individuals, organisations, products, or systems, it does publish certification standards. This means that an entity would create the core standard using existing ISO processes and would use the ISO certification standard as a resource, among other things. The most realistic approach to creating an ISO



standard for landscape architecture seems to convene an international committee under the organisation's auspices, which would adhere to its existing processes and protocols. Individual countries can adopt a standard once established and approved by ISO, but an estimated five years, considerable budget, and expertise would be required for this specific process. Beyond cost-related considerations, the ISO standards for landscape architecture project has constantly been confronted with the fragmented landscapes of national realities and the lack of regulation and recognition in most countries as main obstacles of a global standard and certification framework.

*From CLARB 2016 Global Landscape Architecture Task Analysis to the 2020 IFLA Survey of Professional Requirements and Education Possibilities*

Since 2015, the International Federation of Landscape Architects approached the Council of Landscape Architectural Registration Boards (CLARB) to understand better what landscape architects do daily through surveying how landscape architecture Professional Practice is developed worldwide. In 2016, CLARB revisited an updated survey that was sent to landscape architects worldwide, with the help and support of the American Society of Land-scape Architects (ASLA), the Canadian Society of Landscape Architects (CSLA), the Council of Educators in Landscape Architecture (CELA), International Federation of Landscape Architects (IFLA) and, of course, the CLARB member boards. The survey results revealed an extraordinary heterogeneity of Areas of Practice, backgrounds experiences and educational training frameworks within the global landscape architecture professional.

IFLA has not been actively involved in campaigns for professional qualification recognition because of the unclarity of the current professional situation and conviction that more excellent knowledge of the state of the professional in every country (both in Education and Professional practice) was needed to build up a comprehensive strategy for the long-term. However, those 2015 studies and, more specifically, the 2017-2020 IFLA Survey of Professional Requirements and Education Possibilities can be seen as the funding database towards a shared professional qualification recognition.

*IFLA Survey of Professional Requirements and Education Possibilities (PREP)*

The PREP Survey (IFLA Database) is a project designed to gather, store and disseminate information about professional practice requirements and educational possibilities (educational programmes of landscape architecture) within IFLA member countries. The survey is developed as a web-based platform to serve as the IFLA database relating to the profession's status within IFLA member countries.

PREP Survey is designed to gather data electronically, using a web-based application to collect, analyse and publish information on professional practice requirements and educational programmes. National Associations and their Delegates are responsible for providing accurate and up-to-date information to populate the survey.

The main project goal is to gather, store and disseminate information about Professional Practice requirements and Educational Possibilities (educational programmes of landscape architecture) in IFLA member countries. The survey collects data from a list of questions about education and professional practice. The survey is conducted electronically through a web-based designed portal that enables IFLA to create a browsable database within two fields, searching, filtering and querying functionalities. These tools will help data analysis, tracking of trends, presentations and the publishing of information. The survey is now an essential part of the service IFLA offers to members. It is more a centralised IFLA DataBase, which will contain data on the profession's global state, including national legal requirements for professional practice and educational possibilities. PREP is a potent and essential database for the profession that can be expanded upon in the future.

The specific data from the IFLADB Database (PREP survey storage) could not be accessed for the research. However, the experience of creating and managing the project allows extracting some rough, preliminary insights on the legal requirements for professional practice and regulation of the profession.

In this section, three case studies will be approached as representative of the most common framework to regulate the profession in most countries. We will analyse the North American Market, the Austral Pacific Market, and the Global South to conclude its benchmarking against the European case study.

### *2.6.2 North American Market - CLARB*

The first case study to be approached is the one defined across the North American Market. The North American market could be described as a professional arena – with a shared Anglo-Saxon educational background harmonised by the Council of Educators in Landscape Architecture (CELA) – characterising a shared vision of the professional practice in the large territory in which three different countries could be included: The United States of America, Canada and Puerto Rico. The three countries share a common structure and methodology to licence and register as Landscape Architect. Landscape Architectural Registration Boards conduct this process to ensure that licensing tests assess the professional's experience, expertise, and abilities to protect the public's health, safety, and welfare.

The Council of Landscape Architectural Registration Boards (CLARB) is committed to ensuring that all persons who work in landscape architecture have the required qualifications. CLARB and its members, including the licensure boards that oversee the profession in 48 U.S states, three Canadian provinces, and the territories of Puerto Rico, collaborate to set standards for landscape architect education, experience, and inspection. CLARB also helps current and prospective practitioners understand, acquire, and maintain the expertise, skills, and abilities necessary to practice the profession safely. Through the planning, administration, and scoring of the Landscape Architect Registration Examination, CLARB offers an essential public service (L.A.R.E.).

Beyond the Registration Board itself, the L.A.R.E examination determines whether applicants for landscape architectural licensure can provide landscape architectural services without endangering the public's health, safety, and welfare. The exam helps to ensure that the public has access to as many qualified design practitioners as possible by promoting licensure and lowering interstate and international practice barriers. To that end, CLARB administers a technical certification program in which landscape architects can record and validate their education, training, evaluation, and licensure background, easing the licensure and reciprocal registration processes.

CLARB depends heavily on volunteers to provide much of its programs to the profession and the general public as a non-profit organisation. These volunteers devote countless hours to creating and grading exams, serving on committees, setting policy, and overseeing the organisation's governance. Nevertheless, all the efforts mentioned above have provided greater mobility and versatility of skills, as well as a shared and increased professionalism. The solid and stable North American Market above is founded on the North American Free Trade Agreement (NAFTA), but CLARB serves as a professional tool to overcome the diverse National, State and regional regulations.

For instance, law regulation is provided by law with legal protection of the professional title with legal reservation of fields of work and a State register for Landscape Architects in Canada. It is thus a self-regulating profession according to the provincial statute. However, Landscape architects in Ontario, British Columbia, and Alberta must complete the specified components of L.A.R.E (Landscape Architecture Registration Examination) as a prerequisite to full professional standing.

On the other hand, in the United States of America, landscape architecture is regulated by the state government. Obtaining licensure as a landscape architect necessitates specialised schooling and work experience and passes the national exam known as The Landscape Architect Registration Test (L.A.R.E.). Several states also demand that you complete a state test. The Council of Landscape Architectural Registration Boards oversees licensing in the United States at both the state and national levels (CLARB).

Finally, the practice and practice of architecture in Puerto Rico is regulated by the Examining Board of Architects and Landscape Architects. This government agency, created under the Department of State, has the objective of guaranteeing that professionals are morally and professionally trained to render quality service, protect life, health, property, and promote the public's general well-being. According to L.A.R.E, the board imposes requirements for registration, licensure, renewals, and compliance with continuing education. The conditions apply to every professional, local or foreign, who intends to practice and practice in Puerto Rico.

### *2.6.3 Australia, New Zealand and Hong Kong: the Sydney Accord*

The second case study approach in the benchmarking points to the mutual recognition of professional credentials as a bilateral commitment among professional associations to ensure professional mobility and champion landscape architecture's professionalism. This strategy differs from the External Agency, Boards or State Chambers to licence and register as a Landscape Architects and delegates the function to strong professional National Associations in landscape architecture.

Landscape architects in Australia are represented by the Australian Institute of Landscape Architects (AILA). Those Landscape architects in Australia registered with AILA are recognised globally in all Australian states and territories. According to The Australian Institute of landscape architects Accreditation Standards and Procedures endorsed policy, the first step toward becoming a recognised, licensed landscape architect in Australia is to earn a landscape architecture degree from the Australian Institute of Landscape Architects. Graduates may apply for full professional recognition by AILA after completing at least two years of recognised professional practice. Then, to be enrolled, a participant must pass a two-stage AILA test. This test can be taken after two years of clinical practice and the completion of a degree from an approved academic program. The AILA operates the national self-regulatory scheme for the registration of landscape architects whilst there is no legal protection of the professional title or legal reservation of work fields.

The New Zealand Institute of Landscape Architects (NZILA) is the technical organisation for landscape architects in New Zealand. "A certified NZILA landscape architect is a fully trained member who has completed the Institute's 15 annual Continuing Professional Development requirements." The 'NZILA Accreditation Policy and Standards' and 'NZILA Accreditation Procedures' offer the New Zealand profession a basis to lobby for and assess the excellence of landscape architecture education in professionally recognised tertiary programs through the concept and evaluation of landscape architecture. This comprehensive document, entitled the NZILA EDUCATION POLICY AND STANDARDS 2016, together with the New Zealand Institute of Landscape Architects, Code of Conduct and Complaints Procedure, harmonise the path towards licence and registration. The NZILA also operates as the national self-regulatory scheme for the registration of landscape architects in a country where just as in Australia, there is no legal protection of the professional title, a State register, or a legal reservation of fields of work.

In Hong Kong, the Hong Kong Institute of Landscape Architects (HKILA) represents the landscape architecture trade. A practitioner must be a member of the Hong Kong Institute of Landscape Architects to be registered as a landscape architect. Landscape architects whose skill, accomplishments, goals, and character are deemed to be such that they will support the institute's objectives and who have graduated from a landscape architectural

program authorised by the registration committee and have earned a similarly approved technical certification shall be considered professional members. Professional participants must have completed the necessary years of post-graduate experience as stated in the bylaws (HKILA). Landscape architects who have received their education in Commonwealth countries are directly eligible for local license requirements, while those who have received their education elsewhere must be assessed by the Hong Kong Institute of Landscape Architects.

It is essential to highlight that virtually all of the programs of landscape architecture in the United States, Canada, Australia and New Zealand are integrated into the Council of Educators in Landscape Architecture (CELA). The educational background consistency seems critical to harmonise professional practice, whether through registration boards or by bilateral or multilateral agreement of mutual recognition.

Mutual recognition of professional credentials is an administrative tool that allows people who choose to work in another country to get the same title as their colleagues who qualified there without requalifying. This mechanism will enable professionals to freely or more easily travel across national or regional boundaries to pursue their goals.

The basic assumptions and preconditions in the reciprocal acceptance of professional qualifications

- The applicant is a fully trained practitioner in their home nation;
- The applicant's competence to work in another country (the host country) must be assessed;
- A formally defined career exists in the host country;
- A representative professional association exists in the host country;
- The applicant's competence to work in another country (the host country) must be assessed;
- The representative professional organisation exists in the host country;
- There is a political will, needed to support the process.

The professional organisation in the host country does not challenge the applicant's status and professional integrity. Its role is to assess the applicant's professional situation against the home country's standards, including the individual being prepared to follow professional codes of ethics common for the home country.

The spirit of Mutual recognition described above can be found in the Pacific Market strategy based on the Sydney Accord.

The Sydney Accord is an international agreement between bodies responsible for accrediting engineering technology academic programmes, among which landscape architecture.

The Sydney Accord was signed in June 2001 by seven founding signatories representing; Australia, Canada, Hong Kong, Ireland, New Zealand, United Kingdom and South Africa. As with the other Accords, the signatories are dedicated to advancing and acknowledging best practices in engineering education. Among the signatories, mobility between Australia, New Zealand, and Hong Kong has proved to be effective and constitutive to a common framework for educational and professional practice standards. The Sydney Accord focuses primarily on engineering technology-related academic programs. The Accord recognises that academic program accreditation is a critical basis for engineering technology practice in any countries or territories protected by the Accord. It recognises the importance of the roles as landscape architects and a more comprehensive engineering team.

Other arrangements exist at the level of specific technical fields, such as the Sydney Accord, or as a bilateral interim agreement among landscape architecture National Associations. But the agreement between the New

Zealand Institute of Landscape Architects, the AILA and the Hong Kong Institute of Landscape Architects seems to be praised for its high functionality.

#### *2.6.4 Global South*

The third case study aims to raise awareness of the most common situation in most countries of what has been defined as the Global South. The word "Financial South" or The Global South is sometimes used to refer to low-income nations on one side of the so-called global North-South divide, with the Global North countries on the other, broadly represented in the two previous sections. These countries have in common a total lack of recognition of the profession.

No legal protection of the professional title, no legal reservation of fields of work, no State register for Landscape Architects and what is more significant, no specialised education for landscape architects. Landscape architecture practitioners, and thus planners, designers, and landscape architects are educated in Architectural, Engineering or Environmental Sciences schools. This creates political issues with the abovementioned professionals in recognition of the profession, expands the restrictions or differences in titles of landscape architects in different countries according to those education backgrounds and seems to be amplified by differences in economic conditions globally.

In the Global South, the National Professional Associations are weak and expendable because there are no legal requirements for professional practice, or to be more precise; there cannot be legal requirements because the profession does not exist in the national territory. Therefore, the Requirements for effective membership in the national association are just an internal convention for the member of an association aspiring to future Landscape Architects. Therefore, any countries that do not have landscape architecture rules are in the process of developing them. If these countries start developing their regulations and laws, then the diversity of licensure models and differences in standards would likely increase.

#### *2.6.5 Conclusions on the international benchmark*

In this context, once understood, the most common worldwide situation is the one in the low-income nations, the path towards Global Standards and Certification for Landscape Architects seems uncertain.

International norms, bilateral professional agreements and multi-national licensure will add universal uniformity to the practice as countries with no rules begin to adopt the global standards and licensure. However, only countries with a Commonwealth background, Anglo-Saxon solid education system, are likely to accommodate this framework and adhere to the existing registration boards or international accords. There seems to be a need to provide an alternative mechanism for highly heterogenic professional frameworks for the rest of the countries as those displayed in most of Europe or the Global South. The richness of traditions, professional culture and educational background need to be protected whilst education, enabling the free movement of professionals within and across the world in response to the increasingly global markets and the reigning standards for the professional in landscape architecture.

## 2.7. SWOT analysis on profession and education

For the feasibility and the need to establish a CTF for landscape architecture a SWOT-analysis is carried out, based on the findings of the data that is presented in the previous sections of chapter 2 of this report. The analysis is divided in one for the profession and one for education. After each statement there is a reference to the related section in this report.

### 2.7.1 SWOT of the landscape architecture Professional

Strengths	Weaknesses
<p>The profession is regulated in more than 1/3 of EU member countries (2.1.3 and 2.4.1))</p> <p>Landscape architecture programme comply with the EQF (2.2).</p> <p>The profession is organised well in EU.</p> <p>There is a new, actual definition of the profession agreed by the IFLA World Council (2.3).</p> <p>Landscape Architects have competences to address major environmental and social challenges in a holistic way.</p> <p>An established code of ethics on world and European level (2.6.1 and appendix E and F)</p>	<p>The profession of Landscape Architects is not in the “automatic recognition” system (2.1.3)</p> <p>The profession is not deemed very important and accepted (economical, political) in several countries and by EU politics and administration (2.4.2)</p> <p>The situation of profession is varies greatly in EU countries (2.4.2)</p> <p>In the north is no chamber system (2.4.2)</p>
Opportunities	Threats
<p>The profession gets assistance by international organisations like IFLA Europe, ECLAS, ACE (2.4, 2.5)</p> <p>There are no EU rules in which way a common training framework has to be composed (3.2 and Appendix 16)</p> <p>The process for drafting a CTF will be developed in a collaborative way with the main stakeholders (1).</p>	<p>The profession does not reach automatic recognition by Art.49a PQD (2.1.3)</p> <p>The profession is not able to show enough mobility problems (2.4.2)</p> <p>The richness of traditions, professional culture and educational background may be under challenge because of globalisation and common standards (2.6.5)</p>

### 2.7.2 SWOT landscape architecture Education

Strengths	Weaknesses
<p>Recognition documents and guidance for education with common standards are accepted in the EU and worldwide (2.4.3 and 2.5)</p> <p>A common core and level of qualification in many landscape architecture programmes, especially in the countries where the profession is regulated (2.4 and 2.5)</p> <p>Very strong education organisation of IFLA Europe and ECLAS and their networks (2.4 and 2.5)</p> <p>Landscape architecture graduates are trained in a systemic and holistic approach of landscapes.</p>	<p>Great variety of education in different countries in EU compared to more common approaches in the USA (2.6)</p> <p>Different traditions of university education of landscape architecture (2.6)</p> <p>Competences for Sustainable Development are not explicitly integrated in landscape architecture education.</p>
Opportunities	Threats
<p>Merging the existing education documents to one system and one document together (2.4 and 2.5)</p>	<p>No common approach for education goals can be reached</p> <p>No common education system can be worked out</p>

## 2.8. Results and further usage

The SWOT analysis shows very clearly that the profession of Landscape Architects has very good strength and opportunities to start a successful process to reach automatic recognition by ART.49a PQD.

Some of the weakness and threat aspects can not be influenced by the actors themselves but are related to politics and administration bodies. This means that besides a successful working out of the necessary documents of education and profession the result will be influenced by others.

Therefore for reaching a successful project at the end besides a good work in content a successful lobby and political work by relevant bodies (IFLA Europe, ECLAS, ACE) will be necessary.

Based on the outcome of the SWOT analysis an advice for a draft CTF is drawn up in chapter 3.



### 3. Developing recommendations for a CTF in Landscape Architecture

A Common Training Framework (CTF) defines knowledge, skills and competences necessary for the pursuit of a specific profession, defining what a person is able to know, to understand and to do. By harmonising the education and training requirements of landscape architecture professionals through the CTF, the EU will ensure the free movement of professionals across the EU. The Directive 2013/55/EU of the European Parliament and of the Council on the recognition of Professional Qualifications and Regulation (PQD) emphasises that Professional qualifications obtained under CTFs should automatically be recognised by the Member States. The 2013 amendment allows Member States to decide on a common set of minimum knowledge, skills and competences required to pursue a given profession through a CTF (currently there is automatic recognition for architects, doctors, and nurses).

The renewed EU agenda for HE, adopted by the Commission in May 2017, identifies enhanced mobility and cooperation in higher education among its key goals. The Paris Communiqué (2018), highlighting priority activities in this area for the coming years, calls for securing a sustainable future through higher education. These ambitions are in line with the goal of the EU to create European Education Area by 2025, to promote mobility and academic recognition of qualifications for all EU citizens, leading to the free movement of workers – one of the four fundamental freedoms of the Union.

Qualifications gained under a CTF may be recognised automatically across the internal borders of the European Union, but in any case, an agreed CTF for Landscape Architects would usefully act as a benchmark document for both teaching and professional recognition in countries across Europe.

#### 3.1 Impact European education and landscape policies

We have collected the most important policies and guidance, which can have effect on professional practice and competences. We divided into two main groups: 1, relevant and related sectoral policies; 2, educationally important policies.

The first group could be divided into 2 sub-groups: the relevant sectoral basic policies and guidance; and the additional recent policies and guidance. The first sub-group (relevant sectoral basic policies and guidance) contains the followings: European Landscape Convention (2000); CAP (Common Agriculture Policy); Environmental Impact Assessment (1985); European Rural Heritage Observation Guide – CEMAT; Natura 2000; Florence Charter on Historic Gardens (1982); European Charter for Rural Areas (1996). From these the most important is the European Landscape Convention, which has introduced a Europe-wide concept of protection, management and planning of all landscapes – not just the outstanding ones. Two decades after the creation of the European Landscape Convention, how it has influenced the governance and development of European landscapes, and what role it will play in the coming years is still in discussion. Situated at the meeting point between natural sciences, social sciences and humanities, combined with skills in planning and design of landscapes, European landscape architecture education is closely related to the aims and ideas of the European Landscape Convention. Landscape architects can facilitate an interdisciplinary perspective and a bridging between sectors. For decades, landscape architecture education in Europe has provided multidisciplinary education in landscape protection, management and planning. Landscape architects are specialised to act as generalists and to propose spatial solutions that involve integrated landscape thinking. Landscape architect education encompasses all types of landscapes, just like the European Landscape Convention, from urban through suburban to natural and rural. The detailed introduction of the ELC and the other relevant policies are in Appendix B of this report.



The second sub-group (additional recent policies and guidance) contains the following documents/guidance: New CAP (currently in the revision process started in 2018); Biodiversity Strategy for 2030; The EU Strategy on Green Infrastructure 2013; The European Climate Pact; The European Green Deal; Landscape and Regional Development Policy in the European Union; ST21 European Cultural Heritage Strategy. Similarly to the former sub-group, the detailed introduction of these policies are in Appendix B.

The impact of the main European policies related to landscape for landscape architecture competences is presented on the following figure.

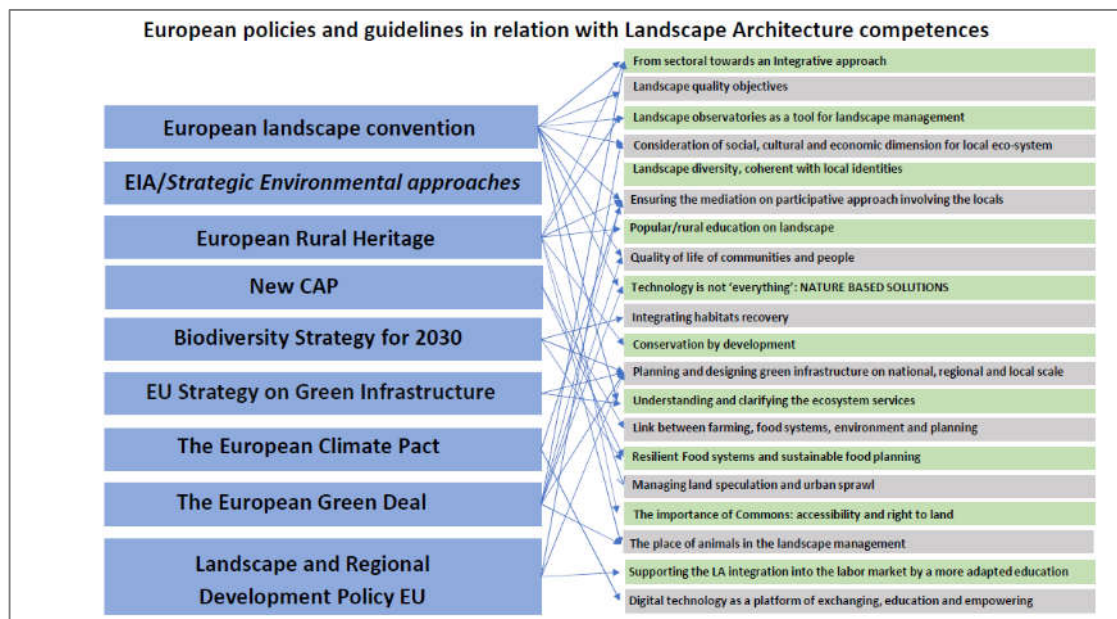


Figure 12. Impact of European and EU policies on competences of Landscape Architects (Triboi, 2013)

Landscape architects work together with other disciplines on the implementation of these policies by addressing the corresponding challenges in a holistic way, linking the ecological, social, economic aspects. For instance by fostering global health, strengthening ecosystem services, enhancing climate resilience, local and circular economy by inclusive and participatory approaches.

The educationally important policies (second group) are the followings: The European Education Area 2025; European Skills Agenda; The Digital Education Action plan (2021-2027); European Research Area; Pillar of Social Rights; Bologna – Rome Ministerial Communiqué 2020. Detailed content of these documents can be found in Appendix. As the following figure shows, the landscape architecture competences not only affected by the IFLA and ECLAS documents, but also by these other EU Education policies.

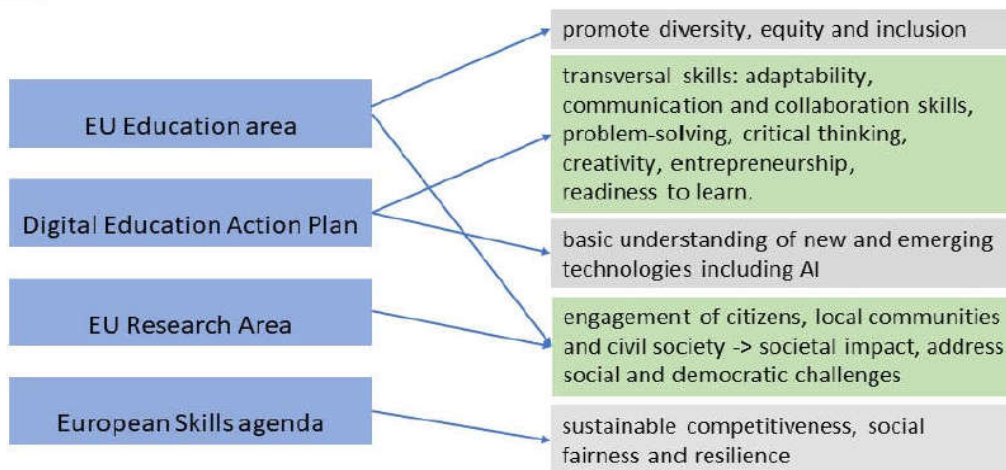


Figure 13. Overview of the impact of EU Education policies on LA competences

### 3.2 Analysis of existing CTF practices

To get a better insight in the components of a CTF the existing elements for other disciplines and proposals under development of other disciplines were analysed. The main reference are the established common training test for ski-instructors and a proposed common training framework for specialists in laboratory medicine under EU directive 2013/55/EC (INT-13).

In February 2021 staff of DG GROW gave the following advice to IFLA Europe:

- On this day, no common training framework has been adopted. One common training test for ski instructors was adopted in 2018.
- There are therefore no examples of common training framework available. As for what concerns your question on how to draft an acceptable proposal for common training framework, there are no predefined guidelines, as each profession has its specificities.
- The conditions for getting a common training framework, are those spelled out in the Directive under Article 49. We could therefore mention that it should provide the following elements:
  - Proof that the profession is regulated in at least 9 Member States,
  - Demonstrate obstacles to mobility with the help of facts and data.
  - Demonstrate that EU level regulation would justify by a public interest objective as defined by EU Law.
  - It should also describe a set of knowledge, skills and competences based on the curricula of at least one third of the EU Member States and for which it shall be irrelevant whether the knowledge, skills and competences would be acquired as part of a general training course at a university or higher education institution or as part of a vocational training course (see Article 49(2)).
- It is important to note that Article 49(2)(g) provides for that the common training framework permits nationals from any Member State to be eligible for acquiring the professional qualification under such framework without first being required to be a member of any professional organisation or to be registered with such organisation.
- The common training framework should be non-discriminatory and proportionate.
- According to Article 49(4), the Commission has been empowered to adopt a delegated act in accordance with Article 57c to establish a common training framework for a given profession based on the conditions laid down in paragraph 2 of Article 49 which includes the respect of a transparent due process, including the relevant stakeholders from Member States where the profession is not regulated.
- An open consultation by the Commission would only be possible on the assumption that we go forward, which requires reflection and above all to collect the views of the Member States.

A comparison of the InnoLAND draft and the advice by DG GROW is presented in Appendix 16 of this report.

The conclusion is that the proposed structure complies with the content that is advised by DG GROW. In order to have the CTF established it is essential to demonstrate the obstacles that result from the PRA-survey of IFLA Europe. If these are not considered sufficient, additional information by the national associations should be collected. DG GROW does not mention an overview of the context nor a code of conduct, but it is good to include that anyhow.

### 3.3. Proposed content of the CTF

Based on the analysis of section 3.2. the following main chapters of the CTF are: (1) preliminaries, (2) an overview of the existing situation, (3) the context of the landscape architecture profession, (4) the actual and future needs of society, (5) the contribution of specialists (roles, responsibilities, competences, etc.), (6) ethical aspects for the profession, (7) Continuous Professional Development, and (8) the demographics and trends in further evolution of LA profession.

#### 3.3.1 Preliminaries

This part needs to explain the importance of the CTF for the landscape architecture profession, with a reference to the PQD: explaining about sufficient interest. It needs to argue that it leads to significant mobility (or possibility for that). It also should present an overview of the profession and the education of landscape architects proving that it has common cores and standards and is regulated in a significant number (significant) of Member States.

#### 3.3.2 Exploring the existing situation

A short summary of the training/education in different countries, with the terms of the training, subjects, skills, knowledge, and competences. Further the kind of degrees, professional qualifications, and typology of professional practice. Further showing an equivalence of standards, professional practitioners of eligibility, and showing the similarities.

#### 3.3.3 The context of the LA profession

The European Landscape Convention has two main objectives: individual and social well-being, and the sustainable development based on a balanced and harmonious relationship between social needs, economic activity, and the environment. Landscape architects contribute greatly to these objectives. Contemporary landscape architecture can range from carrying out large scale landscape planning or design projects, such as developing landscape proposals for the future of whole regions or integrating infrastructure projects into the landscape and ameliorating their impacts on the environment, through the formulation of strategies for the provision of green space structures and urban nature conservation, to the detailed design of new housing or commercial areas, individual parks, urban public spaces and gardens. Equally landscape architects may be involved in the development of concepts for the long-term management of historic gardens and landscapes, recreation areas in the urban fringe or of national parks and protected landscapes (INT-14).

The existing frameworks for landscape architecture education that are established by ECLAS and IFLA Europe form important parts of the Common Training Framework for Landscape Architecture. At the same time, there is a need to update these to meet current and future challenges. For this, the InnoLAND project will engage a collaborative process with representatives of ECLAS and IFLA Europe to make sure that there is a solid base that is co-created by the relevant stakeholders.

The aim is to have a common set of standards for professional qualifications that support the quality of the profession and education of landscape architects. The CTF will finally fulfil the requirement imposed by Art. 49a of the PQD and serve as the most important instrument for quality and competitiveness of higher educations with regard to the profession of landscape architects in the EU. InnoLAND will also result in a developed basis for recognition of landscape architecture study programmes by IFLA Europe and ECLAS, leading to increased advanced learning and study opportunities for landscape architects. The fulfilment of an important precondition for automatic recognition of landscape architecture professional qualification based on Art. 49a of the PQD will contribute to increased mobility of high-level LA professionals across the EU; it will improve the quality and global competitiveness of the European Higher Education. It will also affect reaching Sustainable Development Goals and SDG Agenda 2030 as adopted by the UN (2015), the Paris Agreement on Climate Change (2016) and the European Green Deal (2019).

For an overview of the history of education guidance in Europe, including the tuning process and other projects, you may read on ECLAS web-site (INT-15).

### 3.3.4 *The actual and future needs of society*

The task and roles of landscape architects are developing, and, in this context, a renewed definition proposed to the International Labour Organisation is approved by the IFLA World Council 2020. It states that: ‘Landscape Architects plan, design and manage natural, rural and built environments, applying aesthetic and scientific principles to address the sustainability, quality and health of landscapes, collective memory, heritage and culture, and territorial justice. By leading and coordinating other disciplines, landscape architects deal with the interactions between natural and cultural ecosystems, such as adaptation and mitigation related to climate change and the stability of ecosystems, socio-economic improvements, and community health and welfare to create places that anticipate social and economic well-being.’

landscape architecture is primarily concerned with securing the foundations of human life on earth. UNESCO has been promoting Education for Sustainable Development (ESD) since 1992. It led the UN Decade for ESD from 2005 to 2014 and is now spearheading its follow-up, the Global Action Programme (GAP) on ESD.

The needs of society are met by landscape architects’ responses include the following tasks:

- a. Integral Planning and designing Green Infrastructure that provides Ecosystem Services for urban, peri-urban and rural landscapes.
- b. Integral planning and designing of urban open space that provides safe, healthy, inclusive environments for people.
- c. Integral planning and designing of landscapes for reducing flood risks, improving climate resilience and biodiversity.
- d. Making plans and designs for the conservation and sustainable development of heritage sites and landscapes with heritage value, such as cultural landscapes, UNESCO/ICOMOS protected areas and sites and modern heritage.
- e. Making plans for productive landscapes that provide ecosystem services, fulfil the aims of the new Common Agriculture Policy and foster sustainable development of food production and energy.
- f. Empowerment of communities by co-creation and democratic design of environments in order to provide in inclusive.

Accordingly to the needs of society, there are several European policies and general development tendencies regarding – among others – landscape management and landscape architecture competences. The European policies cover a wide range of themes. A holistic and transdisciplinary approach is essential. In order to address complex challenges there is a trend for a harmonisation of policies and objectives (such as the integration of environmental and climate legislation between the Common Agricultural Policy (CAP) and the integration by the Green Deal and local policies).

One can identify the following general tendencies of European policies regarding landscape management evaluation:

- Global health (human, animal and environment),
- Eco-systemic approach,
- Systemic innovation,
- Harmonisation between policies (Environmental and climate legislation integrated: as for example between CAP and Green deal or CAP and local policies),
- Harmonisation between objectives (like environment and climate),
- Prioritisation of common goals: nature-and climate-friendly choices, resilience, local economy, circular economy, reterritorialization of the systems, equity, gender equality, inclusive and participatory approach, low carbon, climate- resilient economy.

### *Sustainability goals*

UNESCO has been promoting Education for Sustainable Development (ESD) since 1992. The first step for promoting ESD was the UN Decade of Education for Sustainable Development (2005-2014), followed by the Global Action Programme (GAP) on ESD (2015-2019). The GAP is currently in process of implementation at the national levels.

Each UN member state is following-up similar parallel processes in this field. In recent years, various educational scientists (Wiek, 2011,; Rieckmann, 2012) have dealt with a definition of skills and competencies that could serve as a target framework for training in this context. Arnim Wiek (2011) defined five key competences: Systems thinking, Futures thinking (or anticipatory) competence, Values thinking (or normative) competence, Strategic thinking (or action-oriented) competence, and Collaboration (or interpersonal) competence. The UNESCO report on Sustainability Competences (2017) adds three more to these: Critical thinking, Self-awareness and Integral problem-solving. Even if these key competences seem rather generic, they are very compatible with the identity of landscape architecture as a profession focussing on changing existing landscapes towards a better, more sustainable future.

#### *3.3.5 The contribution of specialists and LA qualifications*

A CTF leans on already existing high level of interoperability (overlapping) between Member States, which requires common denominators in training structure and traineeships. It should define an equivalence of standards of practice amongst the EU member states and the expected base of knowledge, skills and competences.

Proposing the recognition of landscape architects is in line with the mission of the International Federation for Landscape Architecture Europe (IFLA Europe) and the European Council of Landscape Architecture Schools (ECLAS) and contribution in ensuring equitable, high quality, safe services across the European Union's single market. ECLAS, that also carried out the Tuning Project for landscape architecture (ECLAS, 2010), and IFLA Europe, drew up joint advice for the EU Member States based on education, training, qualifications, continuous professional development, and professional conduct that it considered appropriate with the professional qualifications for landscape architecture.

Throughout training and education, the objective is to develop the knowledge, skills, competence, attitudes, and behaviours consistent with a master level in landscape architecture. This is the equivalence of EFQ level 7. The key elements of the programme are based on the existing framework (IFLA Europe, ECLAS 2010) and updated during a collaborative process in 2021. These include core competences, subject-specific competences, generic competences. The generic ones comprise transversal, instrumental, interpersonal, and systemic competences.

The frameworks of ECLAS and IFLA Europe define the key elements of the standards according to the principles of the 1999 Bologna process:

- Defines successful graduation of 4 years as minimum training period concluded by a master degree or equivalent qualification (EQF level 7); in combination with of followed by a professional practice period (approximately 2 years) with an approved exit qualification/certificate by the national organisation responsible for this.
- Includes expectations for education and training in landscape architecture to follow the ECLAS/IFLA Europe Guidance that identifies the competences required to plan, design, and manage sustainable landscapes of various scales.

- Requires landscape architects to be included in a professional register (if available) in their home country and to maintain their competence and knowledge base through participation in Continuous Professional Development activities.

#### *Core competences*

Core competences of landscape architecture centre on the process of intervention in landscapes to create new or revitalised places, by means of landscape planning, design, and management, as well as by project implementation. Two interdependent core competences of landscape architecture (ECLAS 2010) are:

- Knowledge, skills and understanding of planning, design, and management, to create new or conserve existing landscape situations, tightly integrated with an
- Holistic knowledge and understanding of the nature of landscape and the ways in which it is perceived in time and space, and the pressures and driving forces to which landscapes are subjected.

#### *Subject specific competences*

The subject specific competences for landscape architecture are:

- Carrying out research for, on and through design and participatory action research
- Analysing landscape systems, processes, patterns with their characteristics, meaning and challenges
- Designing aesthetic, functional and meaningful landscapes
- Developing strategic, tactical and operational landscape management plans
- Creating and developing policies for sustainable urban open spaces and systems
- Conserving and developing cultural and heritage landscapes
- Conservation and management of parks and gardens
- Planning and design for infrastructure projects considering their landscape impacts
- Implementing landscape designs by hard landscaping and planting
- Restoring habitats and vegetation establishment
- Applying of Geodesign, Geo Information Systems and ICT in landscape architecture
- Acting as a professional landscape architect: entrepreneurship and ethics.
- Organising participation and co-creating inclusive, democratic landscapes.
- Including the perception, values and interaction of individuals, social groups and society as a whole with their landscapes.
- Creating productive landscapes with sustainable food production and renewable energy.

These subject specific competences are elaborated in the ECLAS/IFLA Europe guidance reports.



### *Generic competences*

The transversal competences of landscape architects are: systems thinking, anticipatory competence, normative competence, strategic competence, collaboration competence, critical thinking, self-awareness, and integral problem-solving.

The instrumental competences are capacity for organisation and planning; grounding in basic knowledge of the profession: Spatial (3D) thinking; Ability to take the dimension of time into account; visual, oral and written communication; knowledge of a second language; ability to explore, organise and support participatory processes and co-creation; ability to work with digital data, digital tools such as virtual representations; understand the possibilities of Artificial Intelligence; knowledge of technology in interaction with nature or led/driven by nature; ability to apply Nature Based Solutions; and drawing and visual representation skills

The interpersonal competences are ability to accept criticism and to take it into account; ability to work in an interdisciplinary team; ability to communicate with experts in other fields; ability to work in an international context; ability to work with communities and stakeholders; understanding of natural diversity; and understanding and appreciation of physical, psychological requirements and desires of a diverse multi-/intercultural society.

The systemic competences are: capacity for applying knowledge in practice; research skills; capacity to adapt in new situation; capacity to generate new ideas; ability to work autonomously; project design and management; initiative and entrepreneurial spirit; concern for quality; will-to-succeed; capacity of argumentation, abstraction, project management, to set priorities; and ability to act as a critical and committed citizen.

#### *3.3.6. Professional practice the Code of Conduct*

In CTF code of conduct should be formed from a set of rules outlining the norms, rules, and responsibilities or proper practices of a LA professional. Code of conduct is an important part in establishing a commitment of the profession to itself and society. Professional rules govern the relationship between professionals and are also directed outside the profession to ensure the social legitimacy, legitimacy or authorization of the activity.

Through their work, landscape architects have a great influence on the quality and comfort of the living environment. Thus, they are also expected to take responsibility in this role.

National associations worldwide, LA companies and international professional associations for Landscape architects (both IFLA Europe and IFLA World) have developed their own code of conducts (or ethical principles). In CTF we can either refer to existing Code of Ethics or develop an updated version, if necessary.

#### *3.3.7 Continuous Professional Development (CPD)*

The professional growth of landscape architects shall continue in a form of continuous professional development (CPD) after the formal studies and be ensured in an informal way by taking part in different types of activities (seminars, lectures, competitions, workshops and other) that ensure professional growth and learning and are organised by the national associations and other entities having adequate professional and organisation skills. CPD aims to extend the landscape architect's knowledge, understanding and skills in diverse issues of planning, designing and managing landscapes beyond the abilities used for daily tasks. CPD shall provide the knowledge exchange between specialists working in research, design, management and construction fields. CPD activities shall be organised nationally for landscape architects working in a given Member State, and regionally as well as internationally by providing knowledge exchange between landscape architects of different regions. CPD



programmes shall explore the existing practices and experience of running national and regional training activities in Nordic, Baltic Sea Region, Mediterranean and other European regions and be open for participants from other regions and Member States.

As set by the Key Competences for Lifelong Learning – A European Reference Framework approved by *Recommendation on Key Competences for Lifelong Learning (European Council 2018/C 189/01)*, Member States should support the right to quality and inclusive education, training and lifelong learning and support the development of key competences for landscape architects profession. Therefore CTF shall strengthen the landscape architect's professional qualification by delivering the following competences within the profession of landscape architects by developing higher literacy in the following fields of key competences:

#### 1. *Literacy*

CPD activities shall provide landscape architects with extended opportunities to express and interpret concepts and thoughts and opinions professionally in all forms, listening, speaking, reading and writing. Landscape architects shall get training to communicate orally and in writing in different professional situations and to adapt their communication to the situation. Landscape architects in this way shall develop skills to keep a critical and constructive professional dialogue and interest of interacting with the other stakeholders.

#### 2. *Multilingualism*

CPD shall assist landscape architect in developing the communication skills in foreign languages as a tool to understand, interpret and share the concepts, thoughts and opinions orally and in writing. Landscape architects shall develop multilingual skills in appropriate range of societal and cultural contexts as needed for the professional practice. At the same time communication in a foreign language shall be used for mediation and intercultural understanding by proper knowledge of vocabulary, functional grammar and main forms of verbal interaction and registers of language. A positive multilingual attitude includes landscape architect's appreciation of cultural diversity and interest in intercultural communication.

#### 3. *Mathematical competences and competences in science, technology and engineering*

CPD shall assist landscape architects in developing essential knowledge, skills and attitudes to (a) mathematical thinking that include knowledge of numbers, measures and structures and awareness of the questions that mathematics can give answers to; and to (b) science and technology comprising the knowledge of the natural world, fundamental and derived scientific concepts, technology processes and products as well as the impact of technology on the natural world. Skills include the ability to operate the technological tools to achieve a required goal or reach a professional decision or conclusion. Competences include an attitude of critical appreciation and curiosity with respect of safety and sustainability of a scientific progress related to landscape architect's professional tasks.

#### 4. *Digital competences*

CPD shall provide opportunities for landscape architects to confident and critical use of digital technologies for supporting creativity, communication and innovation in professional work. Essential knowledge, skills and attitudes shall include sound understanding and knowledge of the nature, role and opportunities of digital technologies for active citizenship and social inclusion, collaboration and creativity for personal, professional and social goals in everyday professional work. Skills include landscape architect's ability to use, access, filter, evaluate, create and share information and use it in critical and systemic ways, also assessing and differing the real from the virtual while recognising the links. Landscape architects shall develop critical and reflective attitudes to available information and the use of interactive media. Engaging in communities and networks for cultural, social and professional purposes supports development of these skills.

### 5. *Interpersonal, social and learning to learn competences*

Landscape architects shall use CPD to facilitate their ability to reflect upon themselves, work with others, manage own time, remain resilient and develop career. CPD shall provide opportunities to better understand and comprehend the code of conduct and rules of communication that are acceptable in different societies and environments. As a result, landscape architects shall develop skills to identify one's capacities, deal with complex professional tasks, critically reflect and make decisions. Competence includes landscape architect's positive attitude towards own personal, social and physical wellbeing and learning throughout life.

### 6. *Active citizenship*

This competence for landscape architects means the ability to act as a responsible citizen and fully participate in social and civic life by employing professional skills and abilities. CPD shall support development of basic concepts and phenomena related to individuals and professional group's organisations, society, economy and culture. Analysed topics shall support understanding of European common values as directly and indirectly addressed by landscape architect's professional work. Citizenship skills should empower landscape architects to engage with others more efficiently in common and public interest including sustainable development of environment as well as to deepen skills for constructive participation.

### 7. *Entrepreneurship and initiative*

CPD programmes shall develop landscape architect's entrepreneurship competence and initiative as ability to swiftly act upon given opportunities and ideas and to be prepared to transform them into value for others. Landscape architects shall gain and upgrade their knowledge and skills in knowing different contexts and opportunities for turning ideas into action in personal, social and professional activities. CPD shall develop creativity including imagination, strategic thinking and problem-solving, critical and constructive reflection within the professional activity. Activities promoting sense of initiative, personal and group proactivity, courage and forward-looking are encouraged.

### 8. *Cultural awareness and expression*

Landscape architects shall grow their cultural awareness and expression in CPD process by understanding and respecting the way ideas and meaning are expressed in different cultures through arts and other cultural forms. It is essential that landscape architects know and recognise local, national, regional, European and global cultures and expressions. CPD should provide opportunities to deepen ability to express and interpret figurative and abstract ideas, experiences and emotions and ability to express that in a range of arts and other cultural forms. Open attitude to diverse cultural expressions should go along with responsible and ethical approach to intellectual and cultural ownership.

### *CPD methods*

Learning methods, approaches and environments shall be diverse, used in a complex way and include cross-discipline learning, partnership between different education levels, complementing academic learning with social and emotional experiences and arts, project-based and arts-based learning, use of digital tools and techniques, specific opportunities for entrepreneurial experiences, mobility of educators, collaboration and cooperation spirit and initiatives.

### *CPD educators and assessment*

Special support shall be provided for the educational staff by embedding competence-oriented approach, staff exchange and peer learning, integrating research and new technology tools. Competence development through

CPD activity shall be assessed and validated through learning outcomes by using digital technologies, measuring progress in non-formal and informal setting and by using tools as Europass and Youthpass which can serve as documentation and self-assessment of continuing progress and professional growth (INT-16).

### 3.3.8 The demographics and trends in further evolution of LA profession

Based on a survey on the “Professional recognition in IFLA Europe countries: Problems and opportunities at national level” carried out by IFLA Europe is going to achieve an overview of the profession of landscape architecture in Europe.

### 3.4. Legal Recognition Procedures

Universities define the curricula that lead to the formation of landscape architecture according to the Minimum Requirements for European Landscape Architecture Studies to Qualify for Professional Recognition defined by international organizations (ECLAS and IFLA) - ECTS and core disciplinary areas.

The professional recognition of the landscape architect is made by board commitments, professional associations, or institutes, that evaluate training, professional practice, and continuous training, according to the parameters defined by the national and international profession institutions.

The recognition of the profession by each member state is defined by the existence (or not) of its regulation, which is defined by the government or parliament of each state. There are few countries where the profession is regulated in the European context. We believe that one of the ways to activate greater recognition of the profession is through recognition of the profession by the Council of Europe. It will be essential that the CTF is assumed by the Council of Europe as an instrument to recognize the landscape architect's profession.



Figure 14. Scheme of professional regulation

## 4. Conclusions and recommendations

### 4.1 Conclusions

There are three key pre-condition of the Professional Qualifications Directive for being subject to a CTF:

1. landscape architecture can be identified as a regulated profession and/or a profession whose training is regulated in at least one third of the EU member states
2. landscape architects are not already subject to automatic recognition as a sectorial profession nor to another level CTF
3. landscape architects would possibly have their professional mobility enhanced with the adoption of a CTF.

The proposed CTF builds on EU guidance for a ‘bottom up’ approach in which professional organisations or competent authorities from at least one third of the Member States may submit suggestions for a framework to the Commission.

The proposals responds to real needs felt by the profession and benefit from the in-depth knowledge and understanding of the area concerned. Several of IFLA Europe’s affiliated national societies has been contacted (ability to meet the federation’s standards for recognition, the expected level of knowledge, skill and competency, and the code of conduct).

In nine Member States the profession and/or training is regulated, and their national qualification frameworks are formally linked to the European Qualifications Framework for lifelong learning.

The EU Commission can adopt a CTF by “delegated act” followed by an implementing act to list the national professional qualifications and national titles that benefit from automatic recognition under the adopted CTF.

The uneven scrutiny of the regulation of professions across the EU has been deemed to have a negative impact on the provision of services and the mobility of professionals in a single EU market - the need for a mutual evaluation exercise facilitated by the Commission was identified within EC Directive 2013/55/EC to ensure greater transparency and justification.

Member States provide a list of their regulated professions, the activities reserved for them and a justification of the need for regulation.

The subsequent 2018 Proportionality Directive supplements provisions within the 2013 Directive and now requires Member States to review existing regulations of professions or when proposing new ones; through the engagement of professional organisations several EU Member States have been identified as candidate signatories to a CTF for Landscape Architects.

Achieving recognition is an ongoing project dictated by professional organisations and competent authorities who recognise the effect the PQD brings to harmonising the education and training that enhances the development of sustainable landscapes that support well-being, climate resilience, etc.

This supports the free mobility of landscape architecture professionals across country borders; whilst CTFs do not replace national programmes, the updated guidelines by ECLAS and IFLA Europe will provide a solid base for recognition of programmes and qualifications; the onus is on national societies and competent authorities to capitalise on opportunities to submit suggestions for a CTF.

It supports and contributes to the Directive’s enabling goals for increasing professional mobility, supporting the implementation of sustainability goals and EU-landscape policies; it also can help to ensure a more equitable distribution of skills and expertise across the Member States.

There would not be a need to devise a high-quality education if anyone can come along and claim to do the same job without a professional qualification.

#### *Main chapters of the CTF*

It is advised that the CTF is structured in the following way: (1) preliminaries, (2) an overview of the existing situation, (3) the context of the landscape architecture profession, (4) the actual and future needs of society, (5) the contribution of specialists (roles, responsibilities, competences, etc.), (6) ethical aspects for the profession, (7) Continuous Professional Development, and (8) the demographics and trends in further evolution of LA profession.

#### 4.2 Next steps in the process

Based on the findings of the analysis presented in the previous chapters a collaborative process is conducted within the framework of the InnoLAND project. It addresses landscape architects from academia and professional practice, linked to the national landscape architecture organisations in the EU and of landscape architecture programmes across Europe.

The collaborative process aims to result in a strengthened common understanding of the roles and competences of landscape architects.

For drafting a CTF that is supported by all stakeholders the following steps are foreseen:

- proposing the Key Changes to ECLAS GA and IFLA Europe School Recognition panel;
- wider consultation of neighbouring disciplines;
- updating ECLAS Guidance and the IFLA-E's criteria for recognition of programmes;
- further communication with DG GROW on the arguments for which the EU should adopt a CTF for landscape architecture – why the profession is important;
- finalisation of the main chapters of CTF in Output 2 of the InnoLand project.

## References

- Auweck, F. 2015. Report Professional Qualification Directive (PQD) activities. IFLA EUROPE archive
- Auweck, F. 2014. Report Professional Qualification Directive (PQD) Working Group. IFLA EUROPE archive
- Auweck, F. 2013. Report Professional Qualifications Directive. IFLA EUROPE archive
- Auweck, F. 2012. Integration of the Profession of Landscape Architects into the Regime of Automatic Recognition under the Professional Qualifications Directive (2005/36/EC, PQD). IFLA EUROPE archive
- Auweck, F & Forczek-Brataniec, U. 2019. Regulation Profession Landscape Architects in IFLA Europe on 2020-01-14. IFLA EUROPE archive
- ECLAS. 2010. Education guide 2010. Appendix B: Development of landscape architecture as an academic discipline
- Gunnlaugsson, H., Van Melle, E. 2019. What Makes the unique situation in the Nordic countries? Report of the PRA team. IFLA EUROPE archives.
- Oldham, M. 2019. Professional Recognition of Landscape Architects, Reference report. 10th Council of Europe Conference on the European Landscape Convention, Strasbourg, 7th May, 2019.
- Rieckmann, M. 2012. Future-oriented higher education: Which key competencies should be fostered through university teaching and learning? *Futures*, Vol. 44, No. 2, pp. 127–135
- UNESCO, 2017. Education for Sustainable Development Goals: Learning Objectives. UNESCO Education Department. Paris. ISBN 978-92-3-100209-0
- Wiek, A., Withycombe, L., Redman, C.L. 2011. Key competencies in sustainability: a reference framework for academic program development. *Sustainability Science*, Vol. 6, No. 2, pp. 203–218
- INT-01 <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52016DC0383&qid=1616596608562>
- INT-02 <https://www.cedefop.europa.eu/en/events-and-projects/projects/european-qualifications-framework-eqf>
- INT-03 <https://www.cedefop.europa.eu/en/events-and-projects/projects/european-qualifications-framework-eqf>
- INT-04 <https://www.cedefop.europa.eu/en/events-and-projects/projects/european-qualifications-framework-eqf>
- INT-05 <https://europa.eu/europass/en/description-eight-eqf-levels>
- INT-06 <https://www.cedefop.europa.eu/en/events-and-projects/projects/european-qualifications-framework-eqf>
- INT-07 <https://www.cedefop.europa.eu/en/events-and-projects/projects/european-qualifications-framework-eqf>
- INT-08 [https://www.iflaeurope.eu/assets/docs/2021\\_Professional\\_Recognition\\_Assistance\\_Report.pdf](https://www.iflaeurope.eu/assets/docs/2021_Professional_Recognition_Assistance_Report.pdf)
- INT-09 <https://iflaeurope.eu/index.php/site/general/education>
- INT-10 <https://www.eclas.org/about-eclas/goals-and-origins-of-eclas/>
- INT-11 <https://www.eclas.org/eclas-education-guide/>
- INT-12 <https://www.eclas.org/list-of-members/>
- INT-13 <https://www.degruyter.com/document/doi/10.1515/cclm-2020-1504/html>
- INT-14 <https://rm.coe.int/16806b081d>
- INT-15 <https://www.eclas.org/cooperation-with-ifla/>
- INT-16 [https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv%3AOJ.C\\_.2018.189.01.0001.01.ENG](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv%3AOJ.C_.2018.189.01.0001.01.ENG)
- INT-17 <https://www.consilium.europa.eu/en/press/press-releases/2017/03/25/rome-declaration/pdf>
- INT-18 [https://ec.europa.eu/education/education-in-the-eu/european-education-area/european-universities-initiative\\_en](https://ec.europa.eu/education/education-in-the-eu/european-education-area/european-universities-initiative_en)

INT-19 [http://eha.info/Upload/Rome\\_Ministerial\\_Communique\\_Annex\\_III.pdf](http://eha.info/Upload/Rome_Ministerial_Communique_Annex_III.pdf)

INT-20 [https://www.iflaeurope.eu/assets/docs/150218\\_IFLA\\_Europe\\_Code\\_of\\_Ethics\\_CBr.pdf](https://www.iflaeurope.eu/assets/docs/150218_IFLA_Europe_Code_of_Ethics_CBr.pdf)

INT-21 [https://www.iflaeurope.eu/assets/docs/150218\\_IFLA\\_Europe\\_Code\\_of\\_Ethics\\_CBr.pdf](https://www.iflaeurope.eu/assets/docs/150218_IFLA_Europe_Code_of_Ethics_CBr.pdf)

-



## APPENDIX An Overview of landscape architecture programmes

IFLA Europe

European Region of International Federation of  
Landscape Architects



**IFLA EUROPE**  
INTERNATIONAL FEDERATION  
OF LANDSCAPE ARCHITECTS

### List of Landscape ARCHITECTURE EDUCATIONAL PROGRAMMES / COURSES - Status JANUARY 2022

COUNTRY / Project N°	UNIVERSITY/ FACULTY/DEPARTMENT	PROGRAMME TITLE	ECTS	DURATION
<b>AUSTRIA</b>				
	Universität für Bodenkultur, Wien Department of Landscape, Spatial and Infrastructure Sciences	Bachelor Planning & Landscape Architecture	180	3 y
		Master Planning & Landscape Architecture	120	2y
<b>BELGIUM</b>				
<b>E63</b>	Erasmus Hogeschool/University College of Brussel	Bachelor Landscape Architecture	180	3 y
<b>E66</b>	Ghent University of Applied Sciences and Arts	Bachelor in Garden and Landscape architecture	180	3y
<b>E87_2021</b>	ULG Liège, ULB Brussel, Haute Ecole Charlemagne (Isla Huy, Gembloux)	Bachelor in Landscape architecture	180	3y
		Master in Landscape architecture	120	2y
	Haute Ecole Lucia de Brouckère , Institut Haulot , Institut Haulot	Bachelier en Architecture des jardins et du paysage – Master Bachelor in Landscape Architecture, French		3
<b>BULGARIA</b>				
<b>E73</b>	University of Forestry, Sofia	Master in Landscape Architecture	300	5
<b>CROATIA</b>				
	University of Zagreb, Faculty of Agriculture, Department of Ornamental Plants, Landscape Architecture and Garden Art	Bachelor in Landscape Arch	180	3
		Master in Land Arch	120	2
<b>CZECH REPUBLIC</b>				
<b>E70</b>	The Czech University of Life Sciences Prague	Bachelor in Garden and Landscape Architecture (plus elective studies)		
		Master in Garden and Landscape Architecture (plus elective studies)		
<b>E83</b>	Mendel University in Brno, Faculty of Horticulture Lednice, Department of Landscape Architecture, Department of Planting Design and Maintenance, Department of Landscape Planning	Bachelor of Landscape Architecture (Zahradní a krajinářská architektura) (provisional 2y re-recognition)	240	2
		Master Landscape Architecture - (Zahradní a krajinářská architektura)	120	2
<b>DENMARK</b>				
<b>E60</b>	Aarhus School of Architecture	MA Urban Design/Landscapes	120	2 y
	The Royal Academy of Fine Arts - School of Architecture/ Department Urbanism and Landscape	Master in Architecture and Landscape		
	University of Copenhagen	Bachelor in Landscape Architecture	180	3y
		Master in Landscape Architecture	120	2y
<b>ESTONIA</b>				
	Eesti Maaülikool - Estonian University of Life Sciences	Bachelor in Landscape Architecture		
		Master in Landscape Architecture		
		Master in Landscape Architecture in English		

COUNTRY / Project N°	UNIVERSITY/ FACULTY/DEPARTMENT	PROGRAMME TITLE	ECTS	DURATION
<b>FINLAND</b>				
E61	Aalto University, School of Arts, Design and Architecture/ Dept of Landscape Architecture (Former Helsinki University of Technology, TKK)	Bachelor in Landscape Architecture	180	3y
		Master in Landscape Architecture	120	2y
		Master in Urban Studies and Planning (Landscape Architecture)	120	2y
	HAMK University of Applied Sciences (Hämeen ammattikorkeakoulu, Hämeenlinna), Degree programmes in Horticulture and Landscape Design	Bachelor in Natural Resources		4 y
		MA Natural Resources		1y
	OAMK University of Applied Sciences Oulun seudun ammattikorkeakoulu, Oulu	BA Natural Resources		4 y
	NOVIA University of Applied Sciences (Yrkeshögskolan NOVIA, Raasepori)	BA Natural Resources		4
<b>FRANCE</b>				
E76	Ecole Nationale Supérieure d'Architecture et de Paysage Bordeaux	MA Landscape Architecture (Bachelor+ Master combined)	300	5y
E77	Ecole Nationale Supérieure d'Architecture et de Paysage Lille (ENSAPL Lille)	MA Landscape Architecture Master Degree (Bachelor+ Master combined)	300	5
E79	Departement Ecole de la Nature et du Paysage (ENP) –Institut National des Sciences Appliquees (INSA Blois)	Diplôme d'état de Paysagiste (DEP)+ Master Degree (Bachelor+ Master combined)	300	5Y
E80	Ecole Nationale Supérieure de Paysage de Versailles ENSP Versailles	Diplôme d'Etat de Paysagiste Landscape Architect State Diploma, Master degree	180	3Y
E81	Agrocampus Ouest Angers	MA Landscape Architecture	300	5 y
<b>GERMANY</b>				
	Hochschule für Wirtschaft und Umwelt Nürtingen-Geislingen (FH)	Diploma Landscape Architecture & Landscape Planning		4 y
		B.Eng. Landscape Architecture	240	4 y
		B.Eng. Landscape Planning	210	3.5 y
		IMLA Landscape Architecture	120	2 y
	Hochschule Osnabrück	BA Landscape Development		3 y
		BA Open Space Planning		3 y
		Master of Engineering Landschaftsarchitektur und Regionalentwicklung		2 y
E74	Hochschule Geisenheim University	B.Eng. Landschaftsarchitektur (Landscape Architecture)	210	3,5y
		Landschaftsarchitektur/Landscape Architecture (dual) Bachelor of Engineering (B. Eng)	210	3,5
		Landschaftsarchitektur/Landscape Architecture Master of Science	120	2 y
	Hochschule Anhalt (FH)	B.Eng. Landschaftsarchitektur und Umweltplanung		4 y
		MA Landscape Architecture		2 y
	Leibniz Universität Hannover	Bachelor in Land Architecture and Environmental Planning	180	3 y
		MA Landscape Architecture	120	2 y
		MA Environmental Planning	120	2 y

COUNTRY / Project N°	UNIVERSITY/ FACULTY/DEPARTMENT	PROGRAMME TITLE	ECTS	DURATION
	Technische Universität München	BA Landscape Architecture and Planning		4 y
		MA Landscape Architecture		2 y
	Universität Kassel	BA Landscape Architecture and Planning	180	3 y
		MA Landscape Architecture and Planning	120	2 y
	HSR Hochschule für Technik Rapperswil (CH), Hochschule für Wirtschaft und Umwelt Nürtingen-Geislingen (Hochschule Weihenstephan-Triesdorf)	IMLA International Master of Landscape Architecture		2 y
	Technische Universität Dresden	Bachelor of Science Landschaftsarchitektur	180	3 y
		Master of Science Landschaftsarchitektur	120	2 y
	Beuth Hochschule für Technik Berlin	B.Eng. Landschaftsarchitektur	210	3.5 y
		M.Eng. Urbanes Pflanzen- und Freiraummanagement	120	2 y
	Fachhochschule Erfurt	Bachelor of Engineering Landschaftsarchitektur	240	3 y
		Master of Engineering Landscape Architecture Landschaftsarchitektur	120	2 y
		Landschaftplanung Bachelor	210	3y
	Hochschule Ostwestfalen-Lippe, Standort Höxter	B.Sc. Landschaftsarchitektur	240	4 y
		M.Sc. Landschaftsarchitektur	60	1 y
	Hochschule Neubrandenburg (FH)	B.Eng. Landschaftsarchitektur und Umweltplanung	240	4 y
		M.Sc. Landschaftsarchitektur und Umweltplanung	120	2 y
	Hochschule Weihenstephan-Triesdorf	Bachelor of Engineering Landschaftsarchitektur		3.5 y
		IMLA International Master of Landscape Architecture (Master of Engineering)		2 y
<b>GREECE</b>				
	Aristotle University of Thessaloniki	Master in Landscape Architecture	120	2 y
<b>E64</b>	Agricultural University of Athens, Laboratory of Floriculture and Landscape Architecture	Master in Landscape Architecture	120	2 y
<b>HUNGARY</b>				
<b>E75</b>	Hungarian University of Agriculture and Life Sciences, Budapest, (SZIU)	BSC in Landscape management and Garden construction (WHEN COMBINED WITH A MASTER DEGREE not as a separate program)	180	3,5 y
		Okleveles tájépítész mérnök/ Certified Landscape (MSc) Architect	60	2 y
		Tájépítész és kertművész/Garden Architecture and Landscape Design (MA)	60	2 y
		Master of Arts in Landscape Architecture (MLA) (in English)	60	2 y
<b>ICELAND</b>				

COUNTRY / Project N°	UNIVERSITY/ FACULTY/DEPARTMENT	PROGRAMME TITLE	ECTS	DURATION
E88	Agricultural University of Iceland, Faculty of Environmental Sciences	Bachelor in landscape architecture and planning) provisional 2y accreditation	180	3
<b>IRELAND</b>				
E54	University College Dublin	Bachelor Landscape Architecture	240	4 years
		Master Landscape Architecture (linked to 4y Bachelor)		1
		Master Landscape architecture		2 y
<b>ISRAEL</b>				
	University Technion Israel Institute of Technology	Bachelor Landsdape Architecture	160	4
<b>ITALY</b>				
	Universita degli studi di Genova	Bachelor Landscape Architecture		3 y
		Master Landscape Architecture (Preferred Name under review)		2 y
E81	Università degli Studi di Firenze	Master Landscape Architecture		3 y
	Università degli Studi di Roma "La Sapienza"	Bachelor Landscape Architecture and Garden Design		3 y
		Master Landscape Architecture		2 y
<b>LATVIA</b>				
	Latvia University of Life Sciences and Technologies	Bachelor Landscape Architecture and Planning	210	3,5 y
		Master Landscape Architecture and Planning	120	2 y
<b>LITHUANIA</b>				
	Vilnius Gediminas Technical University VILNIUS TECH	Bachelor in Arts, Landscape Architecture study programme	180	3 y
<b>NETHERLANDS</b>				
	Van Hall Larenstein Department of Garden and Landscape Architecture	BSc Bachelor Landscape Architecture	240	4 y
	Amsterdam Academie Van Bouwkunst	Master Landscape Architecture	240	4 y
	TU Delft MSc Architecture, Urbanism and Building Sciences, Track Landscape Architecture	MSc Architecture, Urbanism and Building Sciences, Track Landscape Architecture 3y (BSc) 180 ECTS + 2y (MA) 120 ECTS	300	5y
	HAS Den Bosch University of Applied Sciences Landscape Design	BSC Bachelor	240	4y
	Wageningen University Landscape Architecture and Spatial Planning	BSc Bachelor of Landscape Architecture and Planning	180	3
		Master of Landscape Architecture and Planning	120	3
<b>NORWAY</b>				
E71	Norwegian University of Life Sciences (NMBU)	Masters Programme Landscape Architecture 1st and 2nd cycle (3+2)	300	5 y
		Master of Landscape Architecture for Global Sustainability	120	2 y
E85	Oslo School of Architecture and Design (AHO), Norway Institute of Urbanism and Landscape	International MA Landscape Architecture	120	2 y
E86	Oslo School of Architecture and Design (AHO) and UiT the Arctic University of Norway (UiT)	Joint Master of Landscape Architecture programme	300	5y
<b>POLAND</b>				

COUNTRY / Project N°	UNIVERSITY/ FACULTY/DEPARTMENT	PROGRAMME TITLE	ECTS	DURATION	
E66	Cracow University of Technology (CUT)	Full Programme - (Bachelor and Master Landscape Architecture)		5 y	
		Eng in Landscape Architecture	210	3,5 y	
		MA Landscape Architecture		1,5 y	
		Combined Engineer and Masters in LA	120	2	
		Masters in LA	90	2	
E68	Warsaw University of Life Sciences	Eng in Landscape Architecture		3,5y	
		MA Landscape Architecture		1,5 y	
E67	JPII Catholic University of Lublin (provisional 2-year accreditation)	Engineer in Landscape Architecture	210	3,5 y	
		MA Landscape Architecture	90	2y	
	University Wroclaw				
<b>PORTUGAL</b>					
	Universidade de Evora	Bachelor Landscape Architecture	180	3Y	
		Master Landscape Architecture	120	2Y	
	UTAD Universidade de Trás-os-Montes e Alto Douro	Bachelor Landscape Architecture	180	3Y	
		Master Landscape Architecture	120	2Y	
	Universidade do Algarve	Bachelor Landscape Architecture	180	3Y	
		Master Landscape Architecture	120	2Y	
	Universidade do Porto	Bachelor Landscape Architecture	180	3y	
		Master Landscape Architecture	120	2Y	
	Universidade Técnica de Lisboa	Bachelor Landscape Architecture	180	3Y	
		Master Landscape Architecture	120	2Y	
	Escola Universitária Vasco da Gama, Coimbra	Bachelor Landscape Architecture			
		Master Landscape Architecture			
	<b>RUSSIA</b>				
		Moscow State Forestry University			
	Saint Petersburg State Forestry Technical University				
<b>SERBIA</b>					
	University of Belgrade, Faculty of Forestry, Department for Landscape Architecture and Horticulture	Bachelors in Landscape Architecture and Horticulture	240	4	
		Masters in Landscape Architecture	60	1y	
		Masters in Landscape Construction	60	1y	
	University of Novi Sad, Faculty of Agriculture, Chair for Landscape Architecture and Horticulture	Bachelors in Landscape Architecture and Horticulture	240	4	
Masters in Landscape Architecture		60	1		
<b>SLOVAKIA</b>					
E82	SPU Nitra - Slovak University of Agriculture in Nitra, Faculty of Horticulture and Landscape Engineering, Department of Garden and Landscape Architecture	Bachelor Landscape Architecture	180	3	
		Master Landscape Architecture	120	2	
		Postgraduate Doctorat Studies	180	3	
	Slovak University of Technology in Bratislava, Faculty of Architecture	Bachelor Landscape Architecture and Landscape Planning	180	3	
<b>SLOVENIA</b>					
E57	University of Ljubljana, Biotechnical Faculty, Department of Landscape Architecture	Bachelor in Landscape Architecture	180	3	
		Master in Landscape Architecture	120	2	
<b>SPAIN</b>					

COUNTRY / Project N°	UNIVERSITY/ FACULTY/DEPARTMENT	PROGRAMME TITLE	ECTS	DURATION
	Universitat Politècnica de Catalunya (Escuela Técnica Superior de Arquitectura de Barcelona)	MA Landscape Architecture (MAP)	90	2
E69	Universitat politecnica de Catalunya UPC	BCN Master in Landscape Architecture Extended (MLAE)	120	1,5
E84	Universitat Politecnica de Catalunya- UC Escuela Tecnica superior d'arquitectura de Barcelona (ETSAB), Escola d'agricultura de Barcelona (ESAB)	Master Barcelona in Landscape Architecture (MBLandArch)	120	2
	Rey Juan Carlos University of Madrid - Bachelor's degree;	Bachelor in Landscape Architecture	240	4
		Master Universitari en Paisatgisme (MUP)		
	Universidad Politecnica de Valencia	Master Universitario en Jardinería y Paisaje	60	2
<b>SWEDEN</b>				
	Swedish University of Agricultural Sciences-Alnarp	Master Landscape Architecture		5y
	Swedish University of Agricultural Sciences Upsala	Bachelor Landscape Architecture		5y
		Master Landscape Architecture		5y
<b>SWITZERLAND</b>				
	Ecole d'Ingénieurs HES de Lullier	Bachelor Landscape Architecture		3 y
	HEPIA - High School for Landscape, Engineering and Architecture of Geneva	Bachelor of Science, HES-SO en Architecture du paysage	180	3y
	Hochschule für Technik HSR, Rapperswill, studiengang Landschaftsarchitektur	Bachelor Landscape Architecture	180	3y
<b>TURKEY</b>				
	Adnan Menderes University /Faculty of Agriculture/ Department of Landscape Architecture	BSc Landscape Architecture	240	4 y
E72	Istanbul Teknik University /Faculty of Architecture/ Department of Landscape Architecture	BSc Landscape Architecture	240	4 y
		MSc Landscape Architecture	120	2 y
		PhD Landscape Architecture	240	4 y
	Kahramanmaraş Sütçü İmam University /Faculty of Forestry/ Department of Landscape Architecture	BSc Landscape Architecture	240	4 y
		MSc Landscape Architecture	120	2 y
		PhD Landscape Architecture	240	4 y
	Karabük University /Faculty of Forestry/ Department of Landscape Architecture	BSc Landscape Architecture	240	4 y
		MSc Landscape Architecture	120	2 y
		PhD Landscape Architecture	240	4 y
	Karadeniz Teknik University /Faculty of Forestry/ / Department of Landscape Architecture	BSc Landscape Architecture	240	4 y
		MSc Landscape Architecture	120	2 y
		PhD Landscape Architecture	240	4 y
	Kastamonu University /Faculty of Engineering and Architecture/ Department of Landscape Architecture	BSc Landscape Architecture	240	4 y
		MSc Landscape Architecture	120	2 y
		PhD Landscape Architecture	240	4 y
	Kilis 7 Aralık University /Faculty of Engineering and Architecture /Department of Landscape Architecture	BSc Landscape Architecture	240	4 y
		MSc Landscape Architecture	120	2 y
		PhD Landscape Architecture	240	4 y
	Mustafa Kemal University/Faculty of Architecture/Department of Landscape Architecture	BSc Landscape Architecture	240	4 y
		MSc Landscape Architecture	120	2 y
		PhD Landscape Architecture	240	4 y
	Namık Kemal University/Faculty of Fine Arts, Design and	BSc Landscape Architecture	240	4 y
		MSc Landscape Architecture	120	2 y

COUNTRY / Project N°	UNIVERSITY/ FACULTY/DEPARTMENT	PROGRAMME TITLE	ECTS	DURATION
	Architecture/Department of Landscape Architecture	PhD Landscape Architecture	240	4 y
	Nevşehir Hacı Bektaş Veli University/Faculty of Engineering and Architecture/Department of Landscape Architecture	BSc Landscape Architecture	240	4 y
		MSc Landscape Architecture	120	2 y
		PhD Landscape Architecture	240	4 y
	Niğde University/Faculty of Architecture/Department of Landscape Architecture	BSc Landscape Architecture	240	4 y
		MSc Landscape Architecture	120	2 y
		PhD Landscape Architecture	240	4 y
	Okan University/Faculty of Engineering And Architectur/Department of Urban Design and Landscape Architecture	BSc Landscape Architecture	240	4 y
		MSc Landscape Architecture	120	2 y
		PhD Landscape Architecture	240	4 y
	Ordu University/Faculty of Agriculture/Department of Landscape Architecture	BSc Landscape Architecture	240	4 y
		MSc Landscape Architecture	120	2 y
		PhD Landscape Architecture	240	4 y
	Pamukkale University, Faculty of Architecture and Design/Department of Landscape Architecture	BSc Landscape Architecture	240	4 y
		MSc Landscape Architecture	120	2 y
		PhD Landscape Architecture	240	4 y
	Selçuk University/Faculty of Agriculture/Department of Landscape Architecture	BSc Landscape Architecture	240	4 y
		MSc Landscape Architecture	120	2 y
		PhD Landscape Architecture	240	4 y
	Siirt University/Faculty of Agriculture/Department of Landscape Architecture	BSc Landscape Architecture	240	4 y
		MSc Landscape Architecture	120	2 y
		PhD Landscape Architecture	240	4 y
	Süleyman Demirel University /Faculty of Forestry/Department of Landscape Architecture	BSc Landscape Architecture	240	4 y
		MSc Landscape Architecture	120	2 y
		PhD Landscape Architecture	240	4 y
	Toros University /Faculty of Fine Arts/Department of Landscape Architecture	BSc Landscape Architecture	240	4 y
		MSc Landscape Architecture	120	2 y
		PhD Landscape Architecture	240	4 y
	Trakya University /Faculty of Architecture/Department of Landscape Architecture	BSc Landscape Architecture	240	4 y
		MSc Landscape Architecture	120	2 y
		PhD Landscape Architecture	240	4 y
	Uludağ University /Faculty of Agriculture/Department of Landscape Architecture	BSc Landscape Architecture	240	4 y
		MSc Landscape Architecture	120	2 y
		PhD Landscape Architecture	240	4 y
	Uşak University/Faculty of Agriculture and Natural Sciences/Department of Landscape Architecture	BSc Landscape Architecture	240	4 y
		MSc Landscape Architecture	120	2 y
		PhD Landscape Architecture	240	4 y
	Yeditepe University/Faculty of Fine Arts/Department of Landscape Architecture	BSc Landscape Architecture	240	4 y
		MSc Landscape Architecture	120	2 y
		PhD Landscape Architecture	240	4 y
	Yüzüncü Yıl University /Faculty of Agriculture/Department of Landscape Architecture	BSc Landscape Architecture	240	4 y
		MSc Landscape Architecture	120	2 y
		PhD Landscape Architecture	240	4 y
<b>UNITED KINGDOM</b>				
	Birmingham City University	Bachelor (Hons) Landscape Architecture		
		Master Landscape Architecture		
	Edinburgh College of Art	Bachelor (Hons) Landscape Architecture	180	3y
		MSc Landscape Architecture F/P/M	120	2
	Hadlow College, University of Greenwich	BSc (Hons) Landscape Management		



COUNTRY / Project N°	UNIVERSITY/ FACULTY/DEPARTMENT	PROGRAMME TITLE	ECTS	DURATION
	University of Greenwich	Bachelor (Hons) Garden Design		
		Bachelor (Hons) Landscape Architecture		
		Diploma Landscape Architecture		
	Kingston University	Bachelor (Hons) Landscape Architecture		
		Diploma Landscape Architecture		
	Sheffield Hallam University	BSc (Hons) Environmental Conservation		
	University of Gloucestershire	Bachelor (Hons) Landscape Architecture	180	3
		Diploma Landscape Architecture (extendable to MA)		
		Certificate + MSc Landscape Planning and Assessment		
		Certificate + MA Landscape Architecture		
E59	Writtle College	BSc Landscape and Garden Design	180	3
		BSc Hons Landscape Architecture	180	3
		Diploma Landscape Architecture F/P		
		Master Landscape Management		
	University of Bath	MSc Conservation of Historic Gardens and Cultural Landscapes		
	Cranfield University	MSc Land Management (Reclamation and Restoration)		
		MSc Land Management (Ecological Conservation)		
		MSc Land Management (Natural Resource Management)		
		MSc Land Management (Soil Management)		
	Leeds Metropolitan University	Bachelor Landscape Architecture & Garden Design		2 y
		Master Landscape Architecture		4 y
	Manchester Metropolitan University	Bachelor Landscape Architecture	180	3
		Master Landscape Architecture	90	1-2Y
	University of Sheffield	Bachelor Architecture and Planning + Master Landscape Architecture	180-240	3+1y
		BSc Landscape Architecture with Ecology + Master of Landscape Architecture (MLA)	180-240	3+1y
		Bachelor Architecture and Landscape + Master of Landscape Architecture (MLA)	180-240	3+1y
		Postgraduate Diploma/MA in Landscape Architecture	120-150	1-2y

## APPENDIX B European policies related to the profession and education of LA

### 1. European Landscape Convention (ELC)

- The European Landscape Convention has introduced a Europe-wide concept of protection, management and planning of all landscapes – not just the outstanding ones.
- Two decades after the creation of the European Landscape Convention, how it has influenced the governance and development of European landscapes, and what role it will play in the coming years is still in discussion.
- Within the meaning of the Council of Europe Convention on the Landscape, there are close links between the notion of landscape and human rights, democracy and sustainable development.
- Situated at the meeting point between natural sciences, social sciences and humanities, combined with skills in planning and design of landscapes, European landscape architecture education is closely related to the aims and ideas of the European Landscape Convention.
- Landscape architects can facilitate an interdisciplinary perspective and a bridging between sectors. For decades, landscape architecture education in Europe has provided multidisciplinary education in landscape protection, management and planning.
- Landscape architects are specialised to act as generalists and to propose spatial solutions that involve integrated landscape thinking. Landscape architect education encompasses all types of landscapes, just like the European Landscape Convention, from urban through suburban to natural and rural.
- Multifunctionality applied to the landscape is more than just the economic concept; the multifunctional landscape relates to the individual and social well-being; ...
- Besides the natural and cultural dimensions, there is an economic and social dimension linked to landscape and in this sense, landscape is a resource and a potential for sustainable development;
- The landscape can be considered an economic asset, but at the same time it should be considered a 'common good', thus needing public intervention/regulation to avoid market distortion;
- Landscape, democracy, social and territorial cohesion and citizen participation are fundamental and related themes;
- Landscape has the capacity to establish an emotional relationship (positive or negative) between man and natural and cultural resources; in this sense landscape can be a vital experience;
- The relationship of public and private stakeholders with the landscape and the territorial management systems is very important to ensure its quality;
- Landscape reflects the changing processes of different economic and social models that humanity has experienced as a result of industrialisation, agriculture and urban policies, sectoral policies like tourism and public works (especially infrastructure networks), energy, and so on;
- Landscape change as a result of man-made processes is rapidly increasing, especially if compared with natural processes; at the same time, the scale and type of change is also changing, increasingly consuming more resources and simplifying landscape complexity and character;
- Landscape change should be adequately managed and planned to guarantee landscape quality and social well-being; thus active citizens' participation is fundamental to take into consideration local needs and interests;
- both rural and urban landscapes are changing, although in different ways, but the end result should always be quality landscapes and the well-being of the local communities;
- landscape policy cannot be considered a luxury, because it helps us to find ways to face the crisis, having the capacity to be the driver of social development initiatives, of mobilising society and of generating inter-community and inter-generation partnership;
- the economic sustainability of the landscape is directly related to the services it produces;
- technology is not 'everything'

- landscape has material and immaterial, tangible and intangible values; thus quantity but also quality criteria need to be taken into consideration in landscape issues;
- landscape is a resource that produces well-being for man, as an economic and public good, by its biodiversity and as the support to human activities;
- landscape governance has to be comprehensive, inclusive, aimed at and sensitive to the quality of life of communities and people, whether man or woman, old or young;
- the European Landscape Convention is a good framework for landscape governance – it implements subsidiarity, defines principles and concepts, promotes citizen participation and the co-operation of different administrative levels, but does not impose rules and methodologies;
- it is essential to ensure that landscape diversity, coherent with local identities, is maintained, at European, national, regional and local level, not as ‘museum landscapes’ but as ‘living landscapes’ even if it means ‘new quality landscapes’;
- the European Landscape Convention can provide an important contribution to the definition of sustainable development models in the different member States.”

## 2. Environmental Impact Assessment (EIA)

- Aims
  - avoid environmental damages before they occur (precautionary principle)
  - improve project development procedures and authorities’ permissions procedures in terms of environmental issues
  - provide a holistic and comprehensive assessment of a project’s environmental impacts as part of decision making in project permissions
  - enable transparent and comprehensible permission processes including public participation
- EIA – Impacts on Planning and Decision Making
  - Results of EIA must be taken into consideration in the development consent procedure.
  - Thus, EIA does not guarantee that projects are maximum environment-friendly.
  - Nevertheless, EIA is an important planning instrument, to:
    - transparently analyse a project’s environmental impacts
    - inform the public, stakeholders, authorities and the developer
    - enable public participation, also in a transboundary context
    - base permission decision-making on solid knowledge

## 3. European Rural Heritage Observation Guide – CEMAT

- Conservation by development
- Ensuring mediation on participative approach
- From sectoral towards an integrative approach
- Identifying the sites and their characteristics
- the role of animals in the landscape management
- managing land speculation and urban sprawl
- popular/rural education on landscape
- monitoring landscape change

#### 4. The revision of Common Agricultural Policy (CAP)

- The new, reformed Common Agricultural Policy (CAP), as proposed by the Commission in 2018, should be key to helping the European Union achieve the objectives of the European Green Deal. It should incentivize, empower and support European farmers, helping them to contribute more decisively to tackling climate change, protecting the environment and moving to more sustainable and resilient food systems.
- To reach this objective, 40% of CAP expenditure must be dedicated towards these objectives. A blend of voluntary and mandatory measures beneficial for environment and climate, better linking support for farm income and rural areas to the take-up of sustainable models and practices, as well as a range of actions to boost knowledge, innovation and (digital) technology in support of this ambition.
- Environmental and climate legislation integrated: explicit legal link between CAP Strategic Plans and certain EU laws on environment and climate.
- Agri-environment-climate measures and investments under rural development support aim to enhance ecosystems, promote resource efficiency, and help us move towards a low carbon, climate- resilient economy. At least 30% of rural development expenditure must be dedicated to environment and climate measures.
- The CAP has to help farmers to become more resilient by making agriculture and food systems more sustainable. Promoting sustainable production and helping consumers make healthy, nature-and climate-friendly choices is crucial. Innovation is key to achieve both sustainability and meeting our food production needs.
- The new Horizon Europe programme will see substantial investment in research and innovation for food, environment and farming.
- Two key elements of the Commission proposal have already been accepted by the Council and the European Parliament: the “no backsliding” principle and the legal link between CAP Plans and environment and climate legislation.
- First, the proposed ‘green architecture’ requires Member States to demonstrate that their CAP Strategic Plans have a higher environmental and climate ambition and contribute to the transition to sustainable food systems.
- Second, Member States will have to show how, in pursuing the CAP objectives, they will also make a specific contribution to the achievement of the objectives of the existing EU environmental, climate, sustainability and energy legislation set out in the draft CAP Strategic Plan Regulation.
- The Commission will also assess the links to the Farm to Fork and Biodiversity Strategies and their targets. To that end, Member States should put forward national values to contribute to these targets.

#### 5. Biodiversity Strategy for 2030

- The biodiversity strategy will put Europe on the path to ecological recovery by 2030.
- Biodiversity loss and the climate crisis are interdependent. When one gets worse, so does the other.
- Restoring forests, soils and wetlands and creating green spaces in cities is essential to achieving the climate change mitigation needed by 2030.
- It is time to fix our broken relationship with nature.
- Climate change, loss of biodiversity, and the spread of devastating pandemics demand it.
- More than half of the world's GDP - some €40 trillion - depends on nature
- Restoring nature will be a central element of the EU’s recovery plan from the coronavirus pandemic, providing immediate business and investment opportunities for restoring the EU’s economy. The three key economic sectors for this are construction, agriculture, and food and drink
- The benefits of biodiversity conservation for the economy include
  - an increase in annual profits for the seafood industry by more than €49 billion by conserving marine stocks

- a saving of around €50 billion annually for the insurance industry through reducing flood damage losses by protecting coastal wetlands
- maintaining the value of six industries that rely on nature for more than 50% of their value: chemicals and materials; aviation, travel and tourism; real estate; mining and metals; supply chain and transport; retail, consumer goods and lifestyle
- between €200-300 billion per year value of the EU Natura 2000 nature protection network

## 6. The EU Strategy on Green Infrastructure 2013

- Developing green infrastructure is a key step towards the success of the EU 2020 Biodiversity Strategy.
- But green infrastructure contributes to all 6 targets of the Strategy - in particular to maintaining and enhancing biodiversity in the wider countryside and the marine environment.
- EU-wide strategy promoting investments in green infrastructure, to restore the health of ecosystems, ensure that natural areas remain connected together, and allow species to thrive across their entire natural habitat, so that nature keeps on delivering its many benefits to us.
- The strategy promotes the deployment of green infrastructure across Europe as well as the development of a Trans-European Network for Green Infrastructure in Europe. Also help enhance the health and wellbeing of EU citizens, provide jobs, and boost our economy.

## 7. The European Climate Pact

- The European Climate Pact will bring together everyone who wants to act for our planet. With the Pact, we want to help everyone in Europe act in their everyday lives and give everyone the opportunity to get involved in the green transition and inspire each other. When it comes to tackling climate change, anyone can act, and everyone can contribute.”
- The European Climate Pact provides a space for people across all walks of life to connect and collectively develop and implement climate solutions, big and small. By sharing ideas and inspiring each other, we can multiply our collective impact. The Pact is an open, inclusive and evolving initiative for climate action. It invites regions, local communities, industry, schools and civil society to share information about climate change and environmental degradation, and how they tackle these existential threats. Through an online platform and citizen dialogues and exchanges, it will foster the link between the digital and green transition. reduce EU greenhouse gas emissions by at least 55% by 2030

## 8. The European Green Deal

- The European Green Deal sets out how to make Europe the first climate-neutral continent by 2050, boosting the economy, improving people's health and quality of life, caring for nature, and leaving no one behind
- The European Green Deal covers all sectors of the economy, notably transport, energy, agriculture, buildings, and industries such as steel, cement, ICT, textiles and chemicals.
- The European Green Deal provides an action plan to boost the efficient use of resources by moving to a clean, circular economy, restore biodiversity and cut pollution.
- The plan outlines investments needed and financing tools available. It explains how to ensure a just and inclusive transition.
- The EU aims to be climate neutral in 2050. We proposed a European Climate Law to turn this political commitment into a legal obligation.
- Reaching this target will require action by all sectors of our economy, including:
  - investing in environmentally-friendly technologies
  - supporting industry to innovate
  - rolling out cleaner, cheaper and healthier forms of private and public transport

- decarbonising the energy sector
- ensuring buildings are more energy efficient
- working with international partners to improve global environmental standards

## 9. Landscape and Regional Development Policy in the European Union

- Regional investment and solidarity
- The EU invests locally through its regional policy. Addressed to all EU regions and cities, it contains measures to boost economic growth and jobs and improve quality of life through strategic investment. Thanks to this active form of EU solidarity, people in less developed regions can seize the opportunities raised by the largest market in the world.
- EU regional policy works to make a difference in 5 key areas:
  - 1. investing in people by supporting access to employment, education and social inclusion opportunities
  - 2. supporting the development of small and medium size businesses
  - 3. strengthening research & innovation through investment and research-related jobs
  - 4. improving the environment through major investment projects
  - 5. modernising transport and energy production to fight against climate change, with a focus on renewable energy and innovative transport infrastructure

## 10. The European Education Area 2025

- Creating a link between professional field, academia and local community
- Continuous access to landscape education to all age or social categories
- Consideration of employment rate and education in different countries
- The language barrier of commuting as a LA
- Digital education as a platform for improving LA competences
- Innovative pedagogy as a method of LA education
- Cutting edge technology education for better LA solutions
- Supporting the exchange and travel between countries (like ERASMUS + programs) for a more complex perspective on Landscape management

## 11. Green and digital transitions

Education and training policies and investments geared towards inclusive green and digital transitions hold the key to Europe's future resilience and prosperity. According to the Commission's Summer Forecast, the EU economy would contract by 8.3% in 2020 and grow by around 5.8% in 2021. The unemployment rate in the EU would rise from 6.7% in 2019 to 9% in 2020 before declining again to 8% in 2021.

Young people entering the workforce at this time will find it harder to secure their first job. While short-time work schemes, wage subsidies and support for businesses should help to limit job losses, the Covid-19 pandemic will have a severe impact on the labour market. Digital literacy is a must, the more so in a post-Covid-19 world. Practically all further learning and jobs in all sectors will require some form of digital skills, yet on average two in five Europeans aged 16-74 are lacking these skills.

The transition to an environmentally sustainable, circular and climate-neutral economy has significant employment and social impacts.

Citizens expect their governments to make the protection of the environment a priority when planning recovery measures put in place to surmount the economic and social consequences of Covid-19 crisis to promote the transition to a greener and more digital world.

It is only with the right skills and education that Europe can have a sustained economic recovery geared towards the green and digital transitions, while showing global leadership by example, strengthening its position in global competition, and staying faithful to its commitment to a just transition. To deliver on the transformative ambition:

There is a need to enable a profound change in peoples' behaviour and skills, starting in the education systems and institutions as catalysts. Actions should be geared towards changing behaviour, boosting skills for the green economy, fostering new sustainable education and training infrastructure and renovating existing buildings ('renovation wave'), thereby creating conducive environments for this change.

- *The green transition requires moreover investments in education and training to increase the number of professionals who work towards a climate-neutral and resource-efficient economy.*
- *Effectively supporting sustainability transitions through integrating environmental sustainability perspectives across natural and human sciences, and supporting shifts in skills, methods, processes and cultures.*

Education and training at all levels should equip people with the digital skills, but also other competences, such as entrepreneurship and learning to learn, which are needed to navigate in the labour market transformed by technological change. According to the European Institute for Gender Equality, gender sensitive policies and programmes are those that consider the particularities pertaining to the lives of both women and men, while aiming to eliminate inequalities and promote gender equality, including an equal distribution of resources, therefore addressing, and considering the gender dimension.

### *Higher education*

- Student and staff mobility has progressively opened up higher education and strengthened the basis for structured cooperation. The Bologna process played a driving role for internationalisation and mobility. The added value of mobility is clear: evidence shows that a study-abroad experience significantly helps career prospects. 80% of Erasmus+ graduates are employed in less than 3 months after graduation. However, only 5% of students can have the Erasmus+ experience. Financial concerns remain one of the most frequent reasons for students not to study abroad, followed closely by concerns about recognition of learning. With the 41 European Universities pilots, more than 280 higher education institutions across the EU are experimenting and testing new models of deeper and more ambitious cooperation.
- The higher education sector has demonstrated its resilience to cope with change during the Covid-19 pandemic. However, the crisis also sharpened the challenges as regards digitalisation, innovative pedagogies, inclusion and well-being, students, researchers and staff support, mobility and funding.

The European higher education systems should aim at:

- Closer and deeper cooperation between higher education institutions, which could lead to more joint curriculum development and common courses and would enable learners to move more easily between education systems in different countries thereby developing a pan-European talent pool, including in cutting-edge scientific disciplines and technologies such as artificial intelligence, cybersecurity and high-performance computing.



- A policy framework across borders that allows for seamless transnational cooperation, which will enable alliances of higher education institutions to leverage their strengths, pooling together their online and physical resources, courses, expertise, data and infrastructure across disciplines.
- Higher education institutions as central actors of the “knowledge square”: education, research, innovation and service to society, playing a key role in driving the Covid-19 recovery and sustainable development in Europe while helping education, research and the labour market to benefit from talent flows.
- Automatic recognition of qualifications and study periods abroad for the purpose of further learning, quality assurance of joint transnational activities and the recognition and portability of short courses leading to micro-credentials. This would allow Member States to go deeper and faster in their cooperation, as compared to what they are able to do now in the context of the Bologna process. The European Education Area can act as a motor for the Bologna process, inspiring and supporting other member countries of the European Higher Education Area to benefit from a similar path.
- A stronger focus on specialised education programmes in advanced digital skills such as in cutting-edge technologies such as artificial intelligence, cybersecurity and high-performance computing as there is an acute lack of experts in these fields.
- European Universities are transnational alliances of higher education institutions developing long-term structural and sustainable cooperation. They mobilise multi-disciplinary teams of students and academics through a challenge-based approach, in close cooperation with research, business and civil society. European Universities will pool together their online and physical resources, courses, expertise, data and infrastructure to leverage their strengths and empower the next generations in tackling together the current challenges that Europe and the world are facing. They promote all forms of mobility (physical, online, blended) as well as multilingualism via their inclusive European inter-university campuses (INT-17)

## 11. The Digital Education Action plan (2021-2027)

[https://ec.europa.eu/education/education-in-the-eu/digital-education-action-plan\\_en](https://ec.europa.eu/education/education-in-the-eu/digital-education-action-plan_en)

The digital tool / computational skills Action plan lists the minimum competence level on these (without listing the programmes or concrete tools, rather the skills that are needed; lacking from the current IFLA guidelines.

## 12. European Research area

[https://ec.europa.eu/commission/presscorner/detail/en/ip\\_20\\_1749](https://ec.europa.eu/commission/presscorner/detail/en/ip_20_1749)

- The process of hiring persons from abroad is very rigid from the administrative side of work contracts, especially for online work while staying in its origin country (specific to the Covid 19 situation).
- A new formula for distance working should be envisioned in the CTF in order to make it possible for people to work in several projects using digital tools, based wherever in Europe.
- The EU and Member States will shape the new European Research Area through 14 actions:
  - Reaffirm **the target of 3% GDP on EU research and development investment** and propose a new EU 1.25% GDP public effort target to be achieved by Member States by 2030.
  - Support Member States in the coordination and prioritisation of **national research and innovation funding** and reforms through a European Research Area Forum for Transition. Voluntarily commit 5% of national public research and development investments to joint programmes and European partnerships by 2030.
  - Support Member States that are below the EU average **level of research and innovation investments to increase their investment by 50% in the next 5 years.**
  - Support Member States that have lower performance in training their researchers to access and develop excellence and increase their number of highly cited publications by one-third over 5 years.
  - Develop common industrial technology roadmaps to **maximise innovation in strategic areas like Artificial Intelligence, circular industries and resilient health industries.**

- Develop and test a networking framework in support of Europe’s research and innovation ecosystems, building on existing capacities, to strengthen excellence and maximise the value of knowledge creation, circulation and use.
- Update and develop guiding principles for creating value from knowledge and a code of practice for the smart use of intellectual property.
- Deliver a toolbox of measures to support researchers' careers, through a mobility scheme, trainings and more, in order to make Europe more attractive for talent.
- Launch a platform of peer-reviewed open access publishing and incentivise open science practices by improving the research assessment system.
- Support the creation of world-class research infrastructures and establish an updated governance structure for research and technological infrastructures.
- Develop a roadmap of actions for creating synergies between higher education and research, notably building on the dual role of universities.
- Develop concrete plans with Member States to promote gender equality, as well as diversity and inclusiveness, in science, research and innovation.
- Organise citizen science campaigns and hackathons to engage citizens, especially young people, in science and innovation.

Develop with Member States a new approach to set and implement strategic priorities for the European Research Area, through a Pact for Research and Innovation in Europe.

### 13. European Skills Agenda

The European Skills Agenda is a five-year plan to help individuals and businesses develop more and better skills and to put them to use, by:

- strengthening sustainable competitiveness, as set out in the European Green Deal
- ensuring social fairness, putting into practice the first principle of the European Pillar of Social Rights:
- access to education, training and lifelong learning for everybody, everywhere in the EU
- building resilience to react to crises, based on the lessons learnt during the COVID-19 pandemic

#### *The Skills Agenda in detail*

The European Skills Agenda includes 12 actions organised around four building blocks:

A call to join forces in a collective action:

- Action 1: A Pact for Skills
- Actions to ensure that people have the right skills for jobs:
- Action 2: Strengthening skills intelligence
- Action 3: EU support for strategic national upskilling action
- Action 4: Proposal for a Council Recommendation on vocational education and training (VET)
- Action 5: Rolling out the European Universities Initiative and upskilling scientists
- Action 6: Skills to support the twin transitions
- Action 7: Increasing STEM graduates and fostering entrepreneurial and transversal skills
- Action 8: Skills for life

Tools and initiatives to support people in their lifelong learning pathways:

- Action 9: Initiative on individual learning accounts
- Action 10: A European approach to micro-credentials
- Action 11: New Europass platform, • A framework to unlock investments in skills:
- Action 12: Improving the enabling framework to unlock Member States’ and private investments in skills (INT-18)

European Skills Agenda for sustainable competitiveness, social fairness and resilience (2020)

#### *Rolling out the European Universities initiative and upskilling scientists*

- Higher education is an essential vehicle to provide students with the skills they need in the future. Universities generate the advanced knowledge and skills that help society innovate to address its big challenges. They are empowering people with high-level skills that allow them to boost their professional,

social and personal development. The fast-changing labour market and societal transitions require a transformation of tertiary education institutions and to improve their alignment with the economic environment to ensure that graduates have the education and skills required by the labour market and especially those that are needed for the twin transitions.

- Researchers are at the forefront of science and innovation and require a specific set of skills. More can be done to define this and the core skills they need for a successful career within and outside academia, also to foster mobility of scientists across Europe.

#### *Action 5: Rolling out the European Universities initiative and upskilling scientists*

*To roll out the European Universities, the Commission, in close cooperation with the stakeholders and the Member States, will:*

- *engage in the full rollout of the European Universities initiative under the Erasmus programme (2021—2027) and Horizon Europe, including by removing obstacles to effective and deeper transnational cooperation between higher education institutions and deepening the cooperation with economic operators, in particular to foster the twin transitions. European Universities will set standards for the transformation of higher education institutions across the European Education Area and the European Research Area, also making lifelong learning and talent circulation a reality.*
- *explore options stemming from their research and innovation dimension to help remove obstacles to effective transnational cooperation between higher education institutions, drawing on the lessons learnt during the pilot calls under Erasmus+ and Horizon 2020. The Commission will identify areas of support for Member State action, explore a concrete approach for a “European degree” and the feasibility of a European University statute (to tackle cross-border legal issues) and for a European Recognition and Quality Assurance System.*
- *work together with the European Institute for Innovation and Technology (EIT) and other European Research Area relevant initiatives to bring together leading organisations from business, education and research, in particular through the Knowledge and Innovation Communities to develop innovative teaching and learning, train the next generation of innovators, and accompany the transition of higher education institutions to more entrepreneurial organisations.*
- *bring academia and industry together by testing a new Talents-On-Demand knowledge exchange to meet companies’ research and innovation needs, complementing university-business collaboration.*

*To upskill scientists, in close cooperation with stakeholders and the Member States, the Commission will:*

- *develop a European Competence Framework for researchers and support the development of a set of core skills for researchers.*
- *define a taxonomy of skills for researchers, which will allow the statistical monitoring of brain circulation and agree with Member States on a set of indicators to allow monitoring and statistical analysis.*
- *develop open science and science management curricula for researchers.*

[https://ec.europa.eu/education/education-in-the-eu/european-education-area/european-universities-initiative\\_en](https://ec.europa.eu/education/education-in-the-eu/european-education-area/european-universities-initiative_en)

## 14. Pillar of Social Rights

### Chapter I: Equal opportunities and access to the labour market

#### 1. Education, training and life-long learning

Everyone has the right to quality and inclusive education, training and life-long learning in order to maintain and acquire skills that enable them to participate fully in society and manage successful transitions in the labour market.

[https://ec.europa.eu/commission/priorities/deeper-and-fairer-economic-and-monetary-union/european-pillar-social-rights/european-pillarsocial-rights-20-principles\\_en](https://ec.europa.eu/commission/priorities/deeper-and-fairer-economic-and-monetary-union/european-pillar-social-rights/european-pillarsocial-rights-20-principles_en)

The Pillar of Social Rights is about delivering new and more effective rights for citizens. It builds upon 20 key principles, structured around three categories:

- Equal opportunities and access to the labour market
- Fair working conditions
- Social protection and inclusion

### Chapter I: Equal opportunities and access to the labour market

## 1. Education, training and life-long learning

Everyone has the right to quality and inclusive education, training and life-long learning in order to maintain and acquire skills that enable them to participate fully in society and manage successful transitions in the labour market.

To succeed, lifelong learning for all must become a reality in Europe. All Europeans should have access to attractive, innovative and inclusive learning programmes also because skills become obsolete more quickly. Education at a young age remains fundamental but is only the beginning of a life full of learning: from early childhood education and care, through primary and secondary schooling, to technical vocational education and training and tertiary education to adult learning. Learning throughout life, including at an older age, is what will make the difference. Yet less than two in five adults participate in learning every year. This is not enough to relaunch our economy and reap all the benefits of the green and digital transitions. Each person in the EU should be empowered and rewarded to up- and reskill.

## 15. Bologna – Rome Ministerial Communiqué 2020

We envision the EHEA as an area where students, staff and graduates can move freely to study, teach and do research. The EHEA of our vision will fully respect the fundamental values of higher education and democracy and the rule of law. It will encourage creativity, critical thinking, free circulation of knowledge and will expand the opportunities offered by technological development for research-based learning and teaching. It will ensure that our higher education systems offer all learners equitability of opportunities in accordance with their potential and aspirations. We recognize that accomplishing this will require enacting policies and implementing measures in our national frameworks, some of which will go beyond our higher education systems and will entail alignment of wider national economic, financial and social strategies.

To achieve our vision, we commit to building an inclusive, innovative and interconnected EHEA by 2030, able to underpin a sustainable, cohesive and peaceful Europe:

- **Inclusive**, because every learner will have equitable access to higher education and will be fully supported in completing their studies and training;
- **Innovative**, because it will introduce new and better aligned learning, teaching and assessment methods and practices, closely linked to research;
- **Interconnected**, because our shared frameworks and tools will continue to facilitate and enhance international cooperation and reform, exchange of knowledge and mobility of staff and students.
- Higher education institutions have the potential to drive major change – improving the knowledge, skills and competences of students and society to contribute to sustainability, environmental protection and other crucial objectives. They must prepare learners to become active, critical and responsible citizens and offer lifelong learning opportunities to support them in their societal role.
- Quality education will continue to be the hallmark of the EHEA. A robust culture of academic and scientific integrity that blocks all forms of academic fraud and distortion of scientific truth, will be supported by all higher education institutions and all public authorities.
- Implementation
- We take note of the results described in the Bologna Process Implementation Report on the progress made over the past two decades. The achievements are impressive. Nevertheless, more work is required to ensure that the EHEA is built on strong foundations, capable of supporting interconnected, innovative and inclusive higher education in the coming decade.
- We count on the continuous support of the Erasmus Programme and other mobility and cooperation programmes to support our commitments.
- In the 2018 Paris Ministerial Conference we decided to devote special effort to completing implementation of three “Key Commitments” essential for the functioning of the EHEA: the Qualifications Frameworks and ECTS, the Lisbon Recognition Convention and the Diploma Supplement, and Quality Assurance according to the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (INT-19)

## APPENDIX C. Comparing InnoLAND CTF structure with DG GROW advice

The InnoLand Project carried out an analysis of proposals of CTFs by other disciplines and the established training framework for ski-instructors. This structure was compared with the advice that staff of DG Grow (*European Commission, Directorate-General: Internal Market, Industry, Entrepreneurship and SMEs, Directorate E: Services in the Single Market and Digitalisation, Unit: GROW.E5: Regulation of professions*) gave by mail to IFLA Europe. As a result the InnoLAND project decided to progress the development of the CTF according to the structure below.

For this it is essential that the demonstration of obstacles that result from the PRA-survey of IFLA Europe are included. If these do not seem sufficient, further inquiry with the national associations will be necessary. DG GROW does not mention an overview of the context nor a code of conduct, but it is good to include that anyhow.

Components of the CTF	Resulting from InnoLAND analysis	Advice DG GROW mail 2021-02-20
<b>1. Context of the profession</b>	X	
<b>2. The contribution of the specialists</b>	X	X Justified by a public interest objective as defined by EU Law
Roles and responsibilities (main functions and core-competences listed including leadership and research and ethical standards)	X	
The context of their contributions (actual needs of society)	X	
<b>3. The demographics of the profession</b>	X	X Proof of regulation in at least 9 member states
Tables for countries with fields of practice and the professional regulation and the professional title	X	
Demonstration of obstacles to mobility with help of facts and data		X
<b>4. The shape of a common training framework</b>	X	
<b>4.1 Equivalence of standards:</b>	X	
Structure of the education, main elements of training, elements of sub- specialisation	X	
<b>4.2 Expected base of knowledge, skills and competences</b>	X	X based on curricula of at least one third of the member states
Generic knowledge, skills and competences	X	
Specialist knowledge within discipline	X	
Skills and knowledge to carry out research, development and audit	X	
Leadership skills and competences	X	
<b>4.3 An expected code of conduct</b>	X	
Conduct, values, ethical standards.	X	
Compliance to the code of conduct	X	

## APPENDIX D IFLA World Code of Ethics

*The Landscape Architects of the world, through their national associations which are members of the International Federation of Landscape Architects – IFLA – recognize the following ethical standards towards society, clients, colleagues and the profession, and towards the landscape and environment. This global code applies to professional conduct within IFLA and member associations are invited to adopt it. The purpose of the code is to advocate and pursue the highest standards and clarify expectations, rather than as a basis for undertaking disciplinary action.*

### *D.1. Society and clients*

*D.1.1 To promote the highest standard of professional services, and conduct professional duties with honesty and integrity;*

*D.1.2 To support continuing professional development;*

*D.1.3 To observe all laws and regulations related to the professional activities of landscape architects in the respective countries;*

*D.1.4 To be fair and impartial in all dealings with clients' contractors, and at any level of arbitration and project evaluation.*

*D.1.5 To make full disclosure to the client or employer of any financial or other interest which is relevant to the service or project.*

*D.1.6 To undertake public service in local governance and environment to improve public appreciation and understanding of the profession and environmental systems.*

### *D.2 Professional colleagues*

*D.2.1 To promote services truthfully, without exaggeration, or misleading or deceptive claims that are discreditable to the profession of landscape architecture, or to the work of other practitioners.*

*D.2.2 To ensure local culture and place are recognized by working in conjunction with a local colleague when undertaking work in a foreign country.*

*D.2.3 To act in support of other landscape architects, colleagues and partners in their own and other disciplines. Where another landscape architect is known to have undertaken work for which the member is approached by a client, to notify the professional colleague before accepting such commission.*

*D. 2.4 To respect the fee regulations of the profession in countries where such regulations exist.*

*D.2.5 To participate only in planning or design competitions which are in accordance with the approved competition principles and guidelines of IFLA, or of the IFLA member organization in the respective country.*

### *D.3 The landscape and environment*

*D.3.1 To recognize and protect the cultural and historical context and the ecosystem to which the landscape belongs when generating design, planning and management proposals.*

*D.3.2 To develop, use and specify materials, products and processes which exemplify the principles of sustainable management and landscape regeneration.*

*D.3.3 To advocate values that support human health, environmental protection and biodiversity.*



# APPENDIX E IFLA Europe Code of Ethics and Professional Conduct

## IFLA Europe Code of Ethics and Professional Conduct (INT-20)

### I. GENERAL

1. a) *IFLA EUROPE, the European Region of the International Federation of Landscape Architects (IFLA) is a not-for-profit international organisation constituted by the national/multi-national associations of landscape architects and the individual landscape architects of member countries of the European Union, the European Economic Area and the Council of Europe.*

*IFLA EUROPE advocates and pursues, through the promotion of landscape architecture, the highest standards on landscape professions, and seeks to protect, conserve and enhance the natural and built environment for the benefit of the public.*

2. b) *IFLA EUROPE places a strong emphasis on the integrity, competence and professionalism of its members, and therefore encourages the member associations to adopt this 'Code of Ethics and Professional Conduct' and requires all IFLA EUROPE members to conduct themselves in accordance with this Code within their professional and business life.*
3. c) *This Code of Ethics and Professional Conduct should be considered central to the professional life of any IFLA EUROPE landscape professional not only as a source of ethical guidance, but also as a common-sense indicator to principles of good practice.*

### 1. THE CODE

*1.1 This Code lays down standards of professional conduct and practice expected of all landscape professionals of IFLA EUROPE, whatever their category of membership.*

*Members are expected to be guided in their professional conduct and work as much by the spirit of the Code as by its express terms. The purpose of the Code is to promote the highest professional standards, rather than constitute a basis for undertaking disciplinary actions.*

*1.2 The fact that a course of conduct is not specifically referred to in this Code does not mean that it cannot form the basis of disciplinary proceedings for the guilty professional(s) by the respective member association(s) or, where appropriate, IFLA EUROPE.*

*1.3 Disciplinary proceedings may be brought in respect of the professional conduct or competence of any IFLA EUROPE member whether or not practising or carrying on business under any name, style or title containing the words landscape architect, landscape manager, landscape scientist, etc.*

*1.4 Members guilty of any incorrect/unfair use of public media or social networks shall be reported to the respective member association(s) for possible disciplinary proceedings in accordance with their own professional conduct and practice criteria.*

*1.5 Members guilty of any incorrect/unfair use of IFLA EUROPE social networks shall be immediately expelled from these facilities and reported to the respective member association(s) for further possible disciplinary actions in accordance with their own professional conduct and practice criteria.*

### 2. THE LIMITS OF THE CODE

*2.1 Not every lack of compliance with the Code or shortcoming on the part of an IFLA EUROPE member will necessarily constitute grounds for disciplinary proceedings, but a failure to follow the guidance of this Code will be considered should it be necessary to examine the conduct or competence of a landscape professional.*

*2.2 Disciplinary proceedings may arise if a member of IFLA EUROPE has been convicted of a criminal offence other than an offence which has no material relevance to their fitness to practise as a landscape professional. Such proceedings are outside the scope of this Code.*



3. *2.3 The private life of any IFLA EUROPE member cannot be the subject of disciplinary action unless it affects their professional work or brings the profession into disrepute.*
4. *2.4 A minor transgression of this Code is unlikely to give rise to grounds for disciplinary proceedings unless it forms part of a pattern of unacceptable professional conduct or professional incompetence.*

## II. THE STANDARDS

1. *a) The landscape architects members of IFLA EUROPE - through their national or multi-national associations or as individual professionals - recognize the following ethical and behavioural standards towards society, clients, colleagues and the profession, as well as towards the landscape and environment.*
2. *b) This Code of Ethics and Professional Conduct applies within IFLA EUROPE, and its member associations and all individual members are invited to adopt it.*

*In case an IFLA EUROPE member association is already provided with its own Code of Conduct, this IFLA EUROPE Code of Ethics and Professional Conduct shall be considered as an extension/integration, with the same effectiveness, of its existing professional Code.*

### PROFESSIONAL ATTITUDES

*Standard 1. To promote the highest standard of professional services, and conduct professional duties with honesty and integrity, having regard to the interest of those who may be reasonably expected to use or enjoy the products of their work.*

*Standard 2. To support continuing professional development.*

*Standard 3. To uphold the reputation and dignity of profession, IFLA/IFLA EUROPE and their own professional organisations, respecting the resolutions of the respective General Assemblies, Executive Councils, Boards, Committees and Working Groups, as well as their external communications events and social networks.*

*Standard 4. To actively and positively promote the standards set out in this Code of Ethics and Professional Conduct.*

*Standard 5. To be fully acquainted with the Statutes and Regulations of IFLA EUROPE and their own professional association(s), and be willing to co- operate – in any possible way and with the due dedication and independence of judgment - in achieving the aims and objectives of their respective Strategic and associated Action Plan(s).*

*Standard 6. To observe all laws and regulations related to the professional activities of landscape architecture in their respective countries.*

*Standard 7. To act at all times with integrity and avoid any action or situations which are inconsistent with their professional obligations.*

*Standard 8. To be fair and impartial in all dealings with clients' contractors, and at any level of arbitration and project evaluation.*

*Standard 9. To make full disclosure to the client or employer of any financial or other interest relevant to the service or project. In particular, IFLA EUROPE members who have economic interests in construction companies or suppliers of the proposed works shall be obliged to inform their clients and obtain the corresponding authorisations.*

*Standard 10. To refuse to take charge of tasks or projects in conflict of rights/interests or in conditions of incompatibility, especially in case they are state employees or hold any positions at public bodies, as established by the current civil legislation of the involved country(ies).*

*Standard 11. To refuse to accept equivocal positions that could jeopardise their righteousness or independence in properly carrying out the profession.*

*Standard 12. To avoid participating in competitions for which they accepted to serve as members of the Panel of Judges or helped define terms and requirements, or where there are anyhow involved people with whom they have family or business relationships.*

*Standard 13. To undertake public service in local governance and environment to improve public appreciation and understanding of the profession and environmental systems.*

#### PROFESSIONAL COMPETENCES

*Standard 14. To undertake only professional work for which they are able to provide proper professional and technical competence and resources.*

*Standard 15. To maintain qualified professional competence in areas relevant to their own professional work, and carry out their profession work with care, conscientiously and with proper regard to the specific technical and professional standards.*

#### PROFESSIONAL RELATIONSHIPS

*Standard 16. To organise and manage their professional work responsibly and with integrity, having constant regard to the interests of their clients.*

*Standard 17. To promote their professional services in a truthful and responsible manner, without misleading or deceptive claims discreditable to the profession or the work of other professionals.*

*Standard 18. To uphold maximum respect for the colleagues of their own and any other member association, its representatives and boards, avoiding making statements personally offensive to their peers or to the profession.*

*Standard 19. To provide, in a timely fashion, all information, explanations, documents or reports they might be asked for by IFLA EUROPE or their own professional association(s).*

*Standard 20. To promote the exchange, discussion and debate in IFLA EUROPE - live or by means of its social networks - in a truthful and responsible manner, without deceptive claims to, or bringing discredit on, or insulting the IFLA/IFLA EUROPE organisations, officers, member associations, representatives and members of any membership category, as well as any other professional whether working or not as landscape architect.*

*Standard 21. To inform IFLA EUROPE and the respective national association(s) of any breach of professional duties or misconduct they might be aware of.*

*Standard 22. To ensure local culture and place are recognised by working in conjunction with a local colleague when undertaking work in a foreign country.*

*Standard 23. To act in support of other landscape architects, colleagues and partners in their own and other disciplines. Where another landscape architect is known to have undertaken work for which the member is approached by a client, to notify the professional colleague before accepting such commission.*

*Standard 24. To provide educational and training support to less experienced members or students of the profession over whom they have a professional or employment responsibility.*

*Standard 25. To manage their personal and professional finances prudently and to preserve the security of monies entrusted to their care in the course of practice or business.*

*Standard 26. To respect the fee regulations of the profession in countries where such regulations exist.*

*Standard 27. To participate only in planning or design competitions which are in accordance with the approved competition principles and guidelines of IFLA/IFLA EUROPE, or of IFLA/IFLA EUROPE member organisation in the respective country.*

*Standard 28. To have an adequate and appropriate Professional Indemnity Insurance.*

*Standard 29. To deal with any complaints concerning their professional work or practice promptly and appropriately.*

#### *LANDSCAPE AND ENVIRONMENT*

*Standard 30. To recognize and protect the cultural and historical context and the ecosystem to which the landscape belongs when generating design, planning and management proposals.*

*Standard 31. To develop, use and specify materials, products and processes which exemplify the principles of sustainable management and land- scape regeneration.*

*Standard 32. To advocate values that support human health, environmental protection, and biodiversity.*

*This Code of Ethics and Professional Conduct have been approved by the General Assembly at its meeting held in Oslo, Norway on October 19, 2014 (INT-21)*

