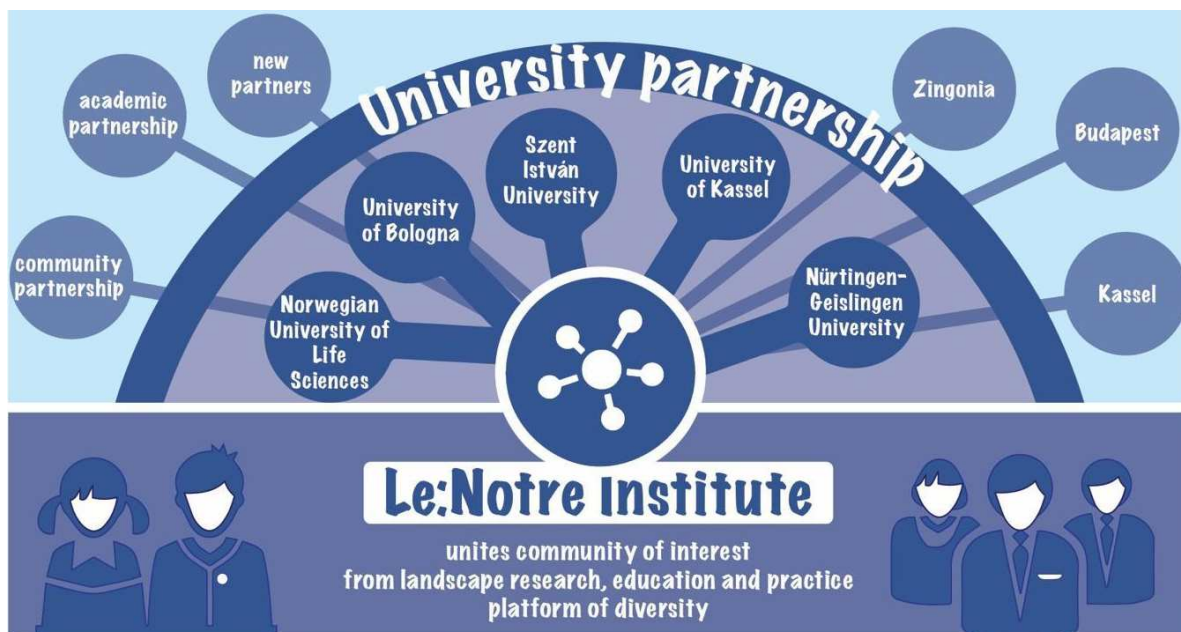


LED – LANDSCAPE EDUCATION FOR DEMOCRACY: AN OPEN QUALIFICATION FOR DEMOCRATIC LANDSCAPE DESIGN AND PLANNING



RESOURCES, REFERENCES AUTHORS AND CONTACTS

Our resources

Learning events of the Landscape Education for Democracy consortium are always accessible via the following domain: <http://www.led-project.org>

This link goes to our seminar wiki. The 'literature and resources' link leads you to the most recent recordings and seminar materials. Everything is open access. The wiki also documents past online seminars and intensive study programmes.

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L
E Landscape
D Education for
Democracy



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INTRODUCTION

This document summarizes Output 2 - *Development of a cross-disciplinary and cross-cultural European certificate 'Landscape and Democracy'*- as part of the ERASMUS+ Strategic Partnership Landscape Education for Democracy (LED). The certification system is based on a qualification methodology and allows for recognizing learning and experience gained outside formal education and training. The objective of the certificate is to make the course inclusive and to address the needs of both formal students and practitioners in the field.

The documentation of the so-called LED certificate contains the following units:

- Chapter 1 Preparing the LED certification process summarizes the learning objectives of the project and describes the draft version of the Landscape Democracy certification process. After an international outlook on various qualification frameworks in the field of informal learning and online education, the assessment model of the LED project is described.
- Chapter 2 LED certificate in action describes the two-step certification process the team created (LED THINKER and LED AMBASSADOR level). The chapter focuses on the various pathways and the broad scope of activities that can lead to the LED qualification. Experiences gathered during the online courses, as well as during field experiences are summarized. Details are given about the Intensive Programs and the 'Landscape and Democracy' cross-cutting theme at the LE:NOTRE Landscape Forum. The chapter closes with the description of the COMMUNITY AMBASSADOR certificate and a feedback about the integration of an open badge system at the ILIAS platform of the LE:NOTRE Institute.

1 PREPARING THE LED CERTIFICATION PROCESS

The ERASMUS+ Strategic Partnership Landscape Education for Democracy (LED) has been an educational development project aiming at innovating university curricula and at increasing the societal impact of higher education. The project methodology has taken the form of a pedagogical action research cycle conducted from October 2015 to July 2018. This process involved rapid prototyping, testing, evaluation and constant redevelopment of the course model by taking the user experience into account. Target audiences were primarily university staff and students. The certification process which is described in this document has been conceived as a necessary tool for recognizing the achievements of target audiences outside of higher education such as practitioners, volunteers, social activists and citizens. In order to achieve this, it was necessary to develop a competence framework for landscape democracy. This approach has been inspired by the European Qualification Framework (EQF), which allows for specifying and comparing competences independently from the context or the institution in which the learner has acquired them.

1.1 LED LEARNING OBJECTIVES OF THE LANDSCAPE EDUCATION FOR DEMOCRACY EDUCATIONAL PROJECT

The LED team started the course design at its first consortium meeting in October 2015 at the NMBU in As, Norway. The team started by defining knowledge, skills and competences required for democratic planning and design. On that basis, learning activities were developed that would foster the development of knowledge, skills and competences in an integrated way. All came together in the first LED course model which comprised 12 lectures and five assignments since the beginning.

According to relevant literature and the discussions held at the start-up meeting, the LED learning objectives were classified as subject-specific, personal and methodical. Table 1 summarizes the competence list developed by the LED project team. In this competence-oriented educational model, the following subject-specific competences are to be achieved:

LED Competence	Description
Right to Landscape	Understand the concept of democracy based on a dialectical approach to this meta-topic. They know how public participation and democracy are related. They are aware of contemporary democracy challenges in the context of landscape planning and urban design change and of the challenges of a 'right to landscape' approach.
Landscape in a pluralistic society	Develop a differentiated understanding of the concept of landscape and relate this to the contemporary context of a pluralistic society. Students are sensitive to the different attitudes towards open space and also the disparities in access to landscape that exist among different ethnic or socioeconomic groups in many cities
Critical Thinking	Conduct an informed and dialectical discourse on the relationship of landscape and democracy and are able to cite and analyze examples of this in a global context. Students are able to critically evaluate and identify concrete situations in which democratic processes are missing from landscape decision making

	processes, and propose possible solutions.
Public Participation	Demonstrate knowledge about the evolution and common understanding of public participation. Students can relate this concept to major directions of contemporary planning theory. They have developed a critical perspective and are aware of the potentials and limits of various models of participation (ladder Arnstein) and wheel of participation (Davidson).
Community and Identity	Demonstrate knowledge about the evolution and the contemporary understanding of the concepts of community and identity. Students should be able to relate these concepts to planning practice. This includes a critical reflection on the role of the planner (as 'expert').
Process Design	Select the most adequate methods and tools to be applied in specific challenges requiring participatory processes.
Communicating a vision	Know common communication tools supporting participatory processes as well as different examples of participatory processes and how methods and tools are applied in practice.
Theory foundation	Participants are knowledgeable and have the ability to discuss the Landscape and Democracy using an agreed upon vocabulary employed by practitioners and researchers in landscape, democracy and public participation.

Table 1 - Competence framework for Landscape Democracy developed by LED project partners

The full set of LED competences, including also social, personal and methodical competences, has been published on the LED website and can be accessed via this link:

https://ledwiki.hfwu.de/index.php?title=LED_Learning_Objectives (last accessed: 01.08.2018)

For the LED competence matrix only the subjects-specific LED competences have been considered. The competence matrix consists of these core competences, indicators of achievement, activities by which this competence can be acquired and evidence of achievement. The matrix has been send for further consultation to IFLA-Europe and members of the LE:NOTRE Institute. (See ANNEX V. – Report on international outreach) The document is only a starting point and will further evolve in practice.

The next step was to establish a badge system on the LE:NOTRE Institute's learning management system ILIAS. (See 2.4 Exploring the potentials of the open badge system at the LE:NOTRE Institute) The badges are linked to competence descriptors which can easily be shared and made visible. In the future, the LED online programme will be offered via the LE:NOTRE Institute's system and badges can be issued from this European network of landscape related professionals and academics.

1.2. DRAFTING THE LED QUALIFICATION MODEL

After defining the learning objectives of the project the team sat together to define the structure of the education program. The LED team came up with the idea of a process-oriented certificate and the final vision of the team was to create the community of LED thinkers who can implement and practice the principles of community-based design in their daily work.

The visualization of the certification process describes the roles of the project partners, the learning community and the process that leads to a community of LED thinkers. (See Figure 1) The certificate is operated by the partnership of the participating universities and the LE:NOTRE Institute. The Universities bring their field of expertise and knowledge into the project as well as the students participating on the course. The LE:NOTRE Institute provides a platform for learning and collaboration through its network and brings a learning community of students and international professionals together. This creates a mixture of international people coming from landscape architecture and neighboring disciplines to study together about the most important theories and practices of Landscape and Democracy.

The LED course is a combination of theory and practice.

1. The theory is provided through the Landscape Education for Democracy online course. The online lectures touch upon the basic concept of participation, what we mean by landscape and democracy, what is the relation between the concepts of landscape and democracy. The theoretical part includes the basic definition of participation, community and identity and reflects on the participant's values and ideas of those concepts. The course provides methods, tools and case studies that could be implemented during design processes and communication of participatory processes.
2. The second part of the certificate is a practical field experience. In the frame of the project participants of the online course have the opportunity to participate in on site intensive programs organized in the countries of the participating organizations. Alternative ways of getting practical experience are for example (1) active participation in the Landscape and Democracy cross-cutting theme of the Landscape Forum, (2) practical experience in the field of community-based planning or (3) reflection of volunteer work. The reflection could be made in form of case studies that describe the relevance of the activity to public participation and landscape democracy.

The certificate roots in the community of learners. Participants of the education program became a community of LED thinkers. The LED thinkers are equipped with the essential skills and competences necessary to carry out and implement participatory processes in their own community and act as ambassadors who spread the idea of landscape and democracy in their daily life and work. LED thinkers share experiences and knowledge with each other and operate as a life long learning alumni network.

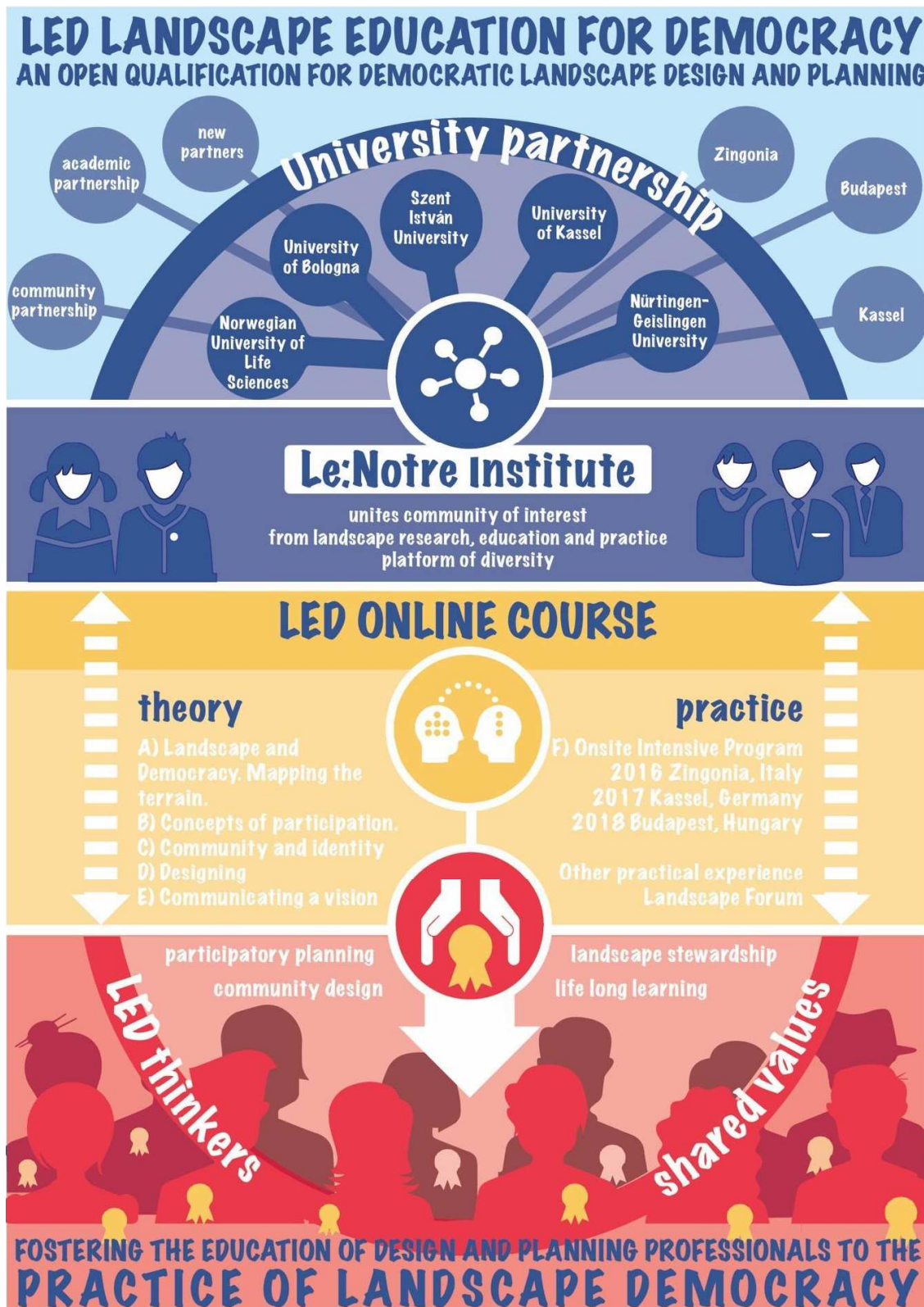


Figure 1 - Scheme of the LED certificate. Image by Anna Szilágyi-Nagy

1.3. INTERNATIONAL OUTLOOK ON QUALIFICATION SCHEMES

In order to define the assessment model and recognition system of the LED certificate international qualifications schemes linked to informal online and offline learning were explored and analyzed both in the context of youth and professional communities. The following four systems were selected for deeper analyses:

- Youthpass - international certificate to document and recognize learning outcomes from youth work activities.
- Coursera - massive open online course recognizing various learning paths of individuals.
- National Co-ordinating Centre for Public Engagement (NCCPE) – thematic network for research institutions focusing on public participation and recognizing professional activities.
- EDEN – an e-learning network using open badge system for recognizing achievements of individuals working or studying at institutions registered at the EDEN network.

ANNEX III. - International accreditation systems provides a detailed overview of the various qualification schemes. Key characters of the recognition systems are summarized in Table 2.

	Youthpass	Coursera	National Co-ordinating Centre for Public Engagement (NCCPE)	EDEN - European Distance and E-Learning Network
program	informal learning in youth work	massive open online course	thematic network for universities around public participation	framework
audience	youth	anyone	universities and professionals	members and students of the institution who is part of the network
focus of recognition	practice oriented	knowledge oriented	impact oriented	achievements (skills and activities)
assessment method	competence oriented self assessment	various tests and quizzes self assessment and peer evaluation based on predefined criteria	competitions self assessment	collection of metadata behind the achievement or skill through self assessment open and transferable
form of recognition	qualitative certificates recording personal development	quantitative certificate variety of degrees (for courses, specializations and online degrees) paid and unpaid certificates	watermark for institutions with the right approach Ambassador position for those who share knowledge with local communities	shareable digital image, online badge
initiator	European Commission	University members of the Coursera network	NCCPE	members of the network

Table 2 - Key characters of the selected qualification schemes

After evaluation the above mentioned assessment and evaluation models, the team came up with a set of ideas that could be tested during the project lifetime:

- Focus on qualitative assessment that follows the personal development of the individual learners
- Combine various evaluation methods throughout the online course (individual, peer assessment, etc.)
- support the recognition of both student and professionals
- provide various pathways for participation (considering time zones, individual or team work, intensity of participation, student or professional participation)
- provide a two step recognition system that recognize online and offline learning
- identify various stakeholders who could initiate the certificate (universities, national agencies, open badge system at the LE:NOTRE, other networks)
- introduce open badge system at the online lecture platform of the LE:NOTRE Institute based on the certification process of the LED project
- explore various activities that could lead to the recognition of the practical field experience (e.g. volunteer work, professional activities, etc.)
- introduce the Ambassador scheme. Participants of the LED project could be considered as ambassadors in their own community and could be the engine for change. The certificate could generate a community of LED Ambassadors.

The LED team decided to design a qualitative framework for assessment and initiate a certificate that could be provided by the partner universities, in the first round. Exploration of further opportunities – such as reaching out for potential partners who could initiate an internationally accepted certificate, or exploring the opportunities of the open badge – will be made during the second and third year of the project.

1.4 LED ASSESSMENT MODEL

PROJECT JOURNEY



		2016		2017		2018	
Number of active participants in the online seminar:	n	45		60		65	
		Pre-survey	Post-survey	Pre-survey	Post-survey	Pre-survey	Post-survey
Number of participants in the survey (OS):	n	94	66	57	51	71	44
		2016 Bologna - Zingonia		2017 Kassel		2018 Budapest	
Number of participants in the intensive study program:	n	22		20		30	
		Pre-survey	Post-survey	Pre-survey	Post-survey	Pre-survey	Post-survey
Number of staff in the intensive study program:	n	10		10		10	
		Pre-survey	Post-survey	Pre-survey	Post-survey	Pre-survey	Post-survey
Number of participants in the survey (ISP):	n	24	15	15	12	22	11

Figure 2 - The Assessment model of the LED project and the project journey. Image by Anita Reith

In order to track the impact of the online course and of the on site activities a general assessment model was created for the LED project. The assessment model follows the project journey and was designed to give annual feedback. (See Figure 2) The assessment includes surveys before and after the online lectures and the intensive programs. The survey focuses on the learning and competence development process of the individual, as well as collects feedback about the quality of the educational program. The feedback was used to improve the quality of the learning material, methodology and structure of the e-learning course and the intensive programs.

The feedback included important information about how participants want to be engaged throughout the qualification process and opened new pathways for participation. In the first year, we focused on the engagement of students coming from the partner institutions (active and passive participants), and year by year we added new pathways to suit better the need of our participants (e.g. individual learner) and outlined opportunities for the participating professionals (sharing professional experiences, participating in conferences, etc.). At the end of the feedback process, we were able to define multiple pathways for participation as described in chapter 2 LED certificate in action.

2 LED CERTIFICATE IN ACTION

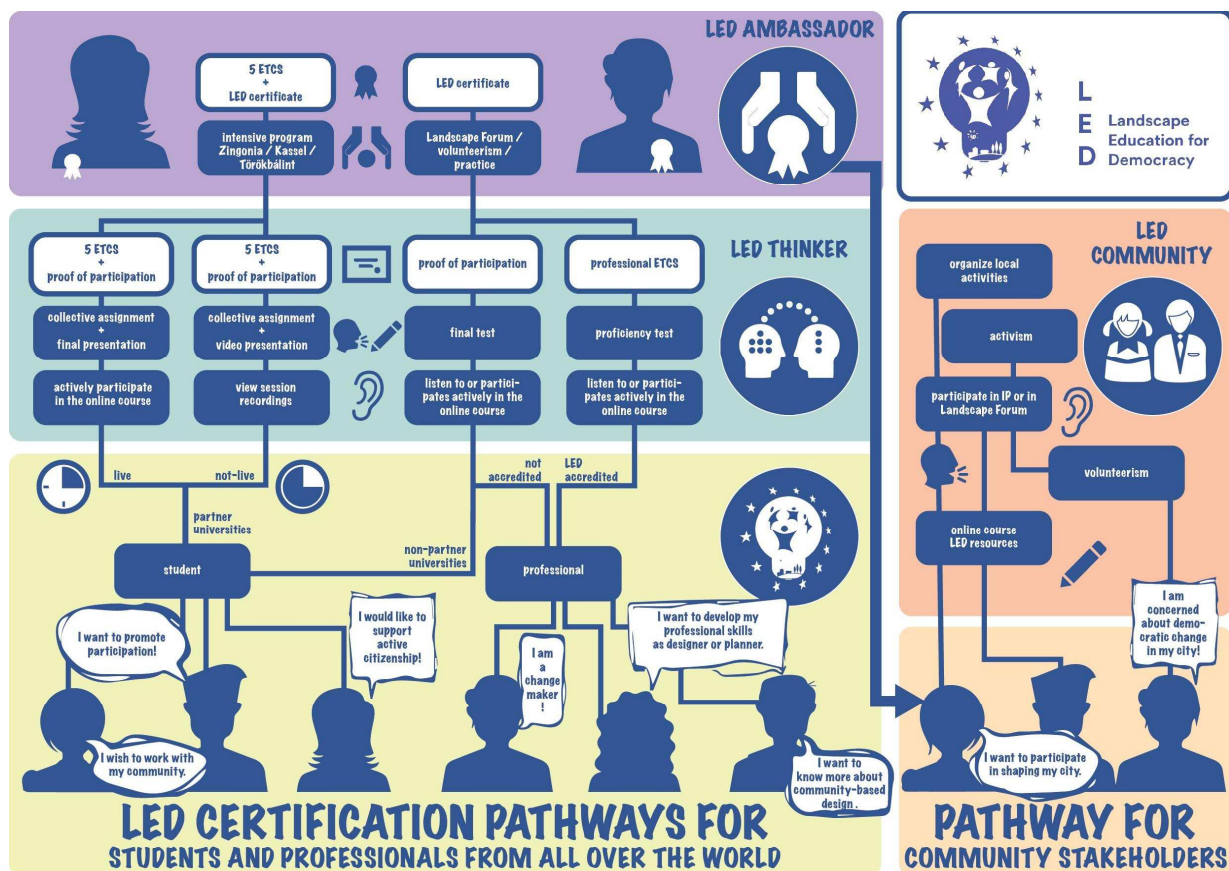


Figure 3 - LED certification pathways. Image by Anna Szilágyi-Nagy

Students and professionals interested in learning more about community based design and participatory planning have the chance to develop their skills in a two-step qualification process. First step is to participate in the online course, and second step is to participate in a practical field work experience (e.g. intensive program, professional work, etc.). The LED team defined a flexible criteria system (see ANNEX IV. – Pathway criteria) that considers the needs and demands of the participants and offers multiple pathways for participation. The pathways describe the qualification route for both professionals and students coming from different background. The pathways are described in Figure 3.

The two-step process is the indicator of the level of understanding of the basic principles of landscape democratic design and the ability to transform theory and put it into action:

- LED THINKER level could be achieved through participating in the online course. Depending on their background (participants from the partner countries or any other country) and on their level of engagement (participating in team activities or individual learner), participants go through various assignments to get the certification (individual and collective assignments, final presentation and final test). By the end of the process

participants became familiar with the most important theories and best practices around participation.

- LED AMBASSADOR level builds on the theories and competences gained with the LED THINKER certificate. With the proper mindset of community design and participation, participants can achieve LED AMBASSADOR level through participating in a practical field work experience. Such experience might be gained through participating in the Intensive Program provided by the LED project, or in the Landscape and Democracy cross-cutting working group of the Landscape Forum offered by the LE:NOTRE Institute, or through volunteering or working in projects that are related to landscape democratic design or planning.

The idea of the LED FOLLOWER path is provided for those who do not have the opportunity to engage in the online course actively. People participating in this way can follow the lectures, but do not receive certificate.

By the end of the third year, the project team found it important to introduce a new category that appreciates the engagement of the community. This is the so called LED COMMUNITY level that highlights the role of the local stakeholders in the democratic design process and draws the attention to knowledge local experts possess and their catalyzer role to initiate democratic change in their environment. This pathway is labelled as LED COMMUNITY and certification is provided for those community ambassadors who shared their knowledge and perspective with the international students during the intensive programs.

2.1. RECOGNITION OF LED THINKER LEVEL

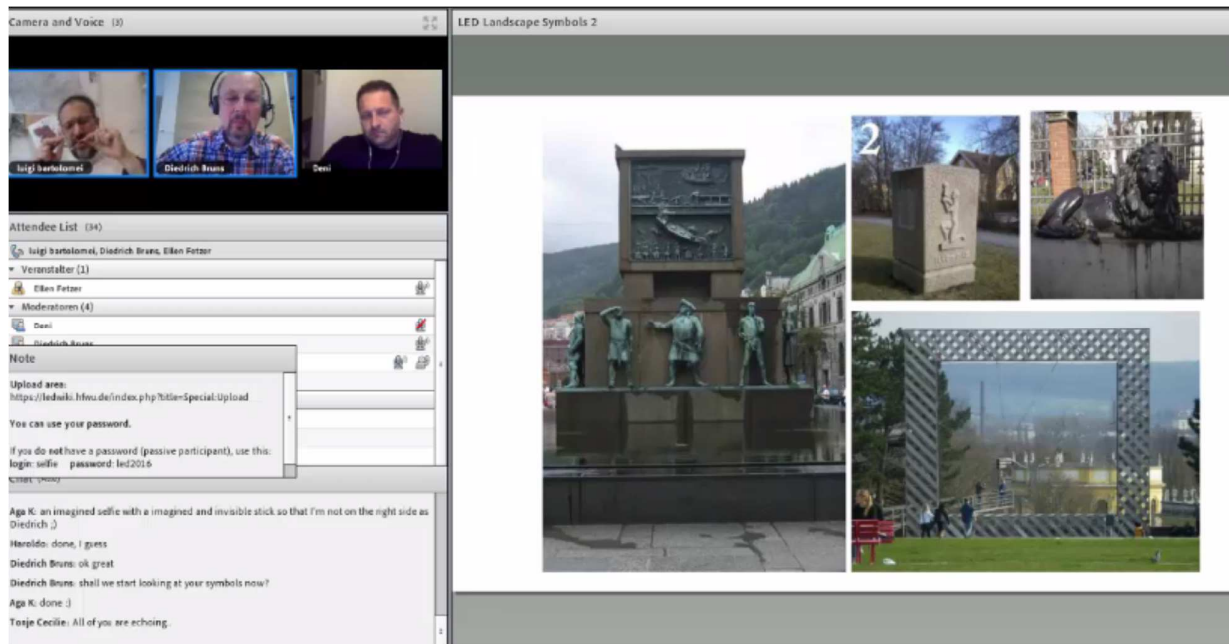


Figure 4 - Online course in Adobe Connect

Using digital learning environment (see Figure 4), students and professionals were able to learn together and take the same online lecture. However, the participants could follow various pathways for recognition.

1. **Student pathway:** Each partner university integrated the LED online course into its curriculum. Depending on the structure of the educational programs of the individual partners, the online lectures were integrated into Master, Bachelor or International Master programs. The course could have been chosen as a compulsory or electable course. Each university provided credits for the participation and adjusted the evaluation of the course outcome to their own grading system (pass or fail, gradual grading). For long-term integration of the LED project, some universities could integrate the online course as a whole into their curricula (e.g. Nürtingen-Geislingen), other institutions expressed their willingness to integrate selected theories or participatory methods into existing courses and include democratic design as a horizontal approach into their educational program (e.g. NMBU). See Table 3.
2. **Professional pathway:** In order to support professionals to participate in the online course, the project team initiated the idea of accreditation of the course content. The partner universities were asked to map and contact their national chambers and clarify the requirements of the accreditation process. As pioneer the University of Bologna offered the accredited online course for Italian professionals. In the academic years 2017-18 and 2016-17 the LED course has been accredited at the Italian Chamber of Architects. The Chamber of Architects in Bologna offered the LED course among its cultural activities and gave the Professional Credits to the professionals. Nevertheless, just a few architects attended the first lectures, leaving the course

after some meetings. Although, the theme of participation was in the interest of Italian architects, the international learning environment and the frequency of the program could have been an obstacle for the professionals and could have been the reason of their leave. A few professionals we interviewed said they did not have a sufficiently good level of English, and neither time for the weekly appointment. Nevertheless, they agreed in saying that if they could have better understand the content, they would have found time for the course.

Institution	course type	students	credit	grading	future perspective
NMBU University	elective	Masters of Landscape Architecture and Planning	5 ECTS	pass / no pass	partially integrated / Master's in Landscape Architecture
Kassel University	elective	graduate and undergraduate	3 ECTS		open elective
HfWU Nürtingen-Geislingen University	obligatory 'Planning and Design Methods I'	International Master of Landscape Architecture	6 ECTS	pass / no pass	obligatory at the master program and elective at the German master program 'Sustainable Urban and Regional Development'
Bologna University	elective	master master degree for Architecture and Building Architecture	5 ECTS	gradual (F - A+)	partially integrated
Szent István University	elective	BSc, MSc, MLA, PhD and Erasmus students	2 ECTDS	gradual (1-5)	partially integrated

Table 3 - Integration of the LED certification process into the curricula of the participating universities

2.2 RECOGNITION OF LED AMBASSADOR LEVEL

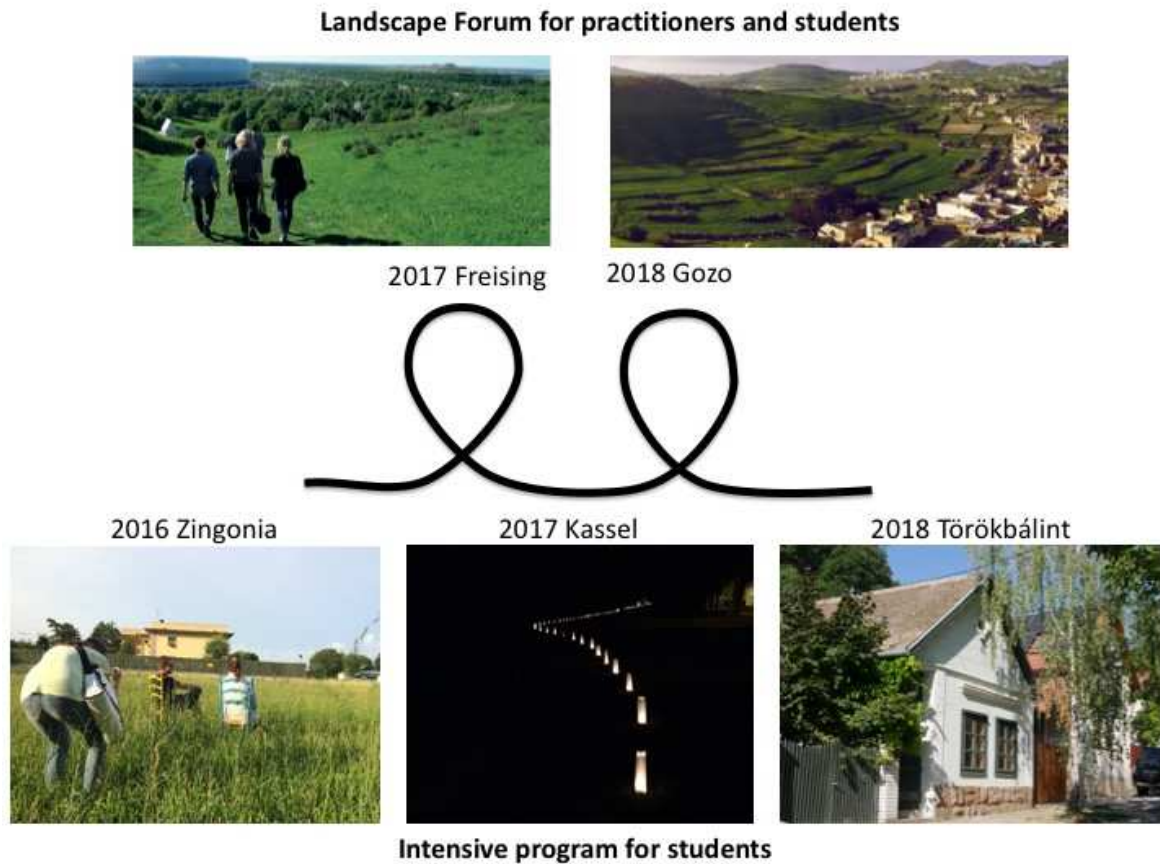


Figure 5 - Improving the certification process of the field work experiences

LED AMBASSADOR level build on the knowledge and competences gained though achieving the LED THINKER level of the certificate. This level aims to put theory into practice and provide hand on experience for participants in community-based processes. Some activities were provided by the LED team (intensive program for students and ‘Landscape and Democracy’ cross-cutting theme for students and professionals at the LE:NOTRE Landscape Forum). These programs provided space for exploration of the various needs and demands of participating professionals and students. Experiences gathered during the three Intensive Programs and the two Landscape Forums help the project team to continuously develop the methodology and structure of the practice oriented programs. The improvement of the methodology of the field work experiences could be seen on Figure 5.

The professional pathway provided a flexible framework to participate in projects and activities organized or selected by the participant, and participants were invited to submit case studies about their experiences that carry the spirit of participation and democratic design in their heart (work at NGO, design office, participatory projects, etc.).

LED - Landscape Education for Democracy: An open qualification for democratic planning and design

This chapter provides an overview about the Intensive Program offered for students and the pathway offered for professionals, as well as explains the role of the Landscape Forum in providing practical experience for students and professionals.

INTENSIVE PROGRAMS FOR STUDENTS



Landscape Education for Democracy

Intensive Study Programme in Törökbálint, Hungary
June 24 - July 2, 2018, hosted by Szent István University, Hungary

Landscape Education for Democracy, LED, aims to raise awareness among students, educators and young professionals in the spatial design fields about the theoretical, practical and ethical approaches that help promote democratic, equitable access to landscape, and foster ecological and social health, community life and bridging social capital across diverse socioeconomic and ethnic backgrounds. The aim of this Intensive Study Programme was to put theory into practice and implement the newly acquired knowledge and skills gathered through the LED online course in the real-life setting of the periurban community of Törökbálint in Hungary. An additional learning outcome was to give students from a variety of disciplinary backgrounds the chance to work collaboratively towards envisioning transformative landscape change that is sustainable, resilient and able to be embraced by the communities we worked with.

Keywords: go-along interviews, photovoice, power mapping, landscape identity mapping, equation of change model, community based design, nominal group technique, democratic change process.



Budapest, July 2, 2018

Dr. Albert Fekete
on behalf of the LED project team

Figure 6 - Certificate of the Intensive Program in Törökbálint

At the universities, each theoretical semester and online lecture was closed by one intensive program that provided practical experience for the participating students of the LED program. The themes of the intensive program varied based on the characteristics of the selected sites and reflected the local challenges of the communities. Therefore, the certificates of the intensive programs included descriptive parts that reflected on the learning outcomes of each individual intensive program. (See: Figure 6) The certificate included:

1. a general description in which the purpose of the intensive program was described. This was repeated in each intensive program:

“Landscape Education for Democracy, LED, aims to raise awareness among students, educators, and young professional in the spatial design fields about the theoretical, practical and ethical approaches that help promote democratic, equitable access to landscape, and foster ecological and social health, community life and bridging social capital across diverse socioeconomic and ethnic backgrounds.”

2. and the description of the thematic focus of the intensive program and keywords that include the methods practiced during the IP. The intensive program in Kassel 2017 for example focused on the following topics:

“The aim of the IP was to put theory into practice and implement the newly acquired knowledge and skills gathered through the LED online course in the real-life setting of the Nordstadt district of Kassel, Germany. An additional learning outcome was to give students from a variety of disciplinary backgrounds the chance to work collaboratively towards envisioning transformative landscape change that is sustainable, resilient and able to be embraced by the communities we worked with.

Keywords: walk along interviews, photovoice, power mapping, landscape identity mapping, equation of change model, visioning chairs, nominal group technique, democratic change process.”

ACTIVITIES FOR PROFESSIONALS

For professionals, the LED team prepared multiple opportunities to pass the LED AMBASSADOR level:

- In order to track practical field experiences of professionals, the LED team created a case study framework to record their experiences in the field of democratic landscape design and share that with the LED community. (See Annex VI. - Case study framework for professionals) The case studies could be shared on the wikipedia page of the project (<http://www.led-project.org>) and enrich the platform with new perspectives. The case study framework was developed to generate knowledge from practical field experiences independently from their nature (e.g. volunteer work at an NGO, work in a design studio, art projects, municipal projects, etc.). The idea of linking the project to the European Voluntary Service or to NGOs operating in related fields of participation are potential activities that could lead to the recognition of the LED AMBASSADOR level, in the future. The case study based pathway remained theoretical, because there was no participant who selected this path to follow.
- The inclusion of professionals became possible when the LED team introduced the Landscape and Democracy cross-cutting theme at the LE:NOTRE Landscape Forum. The Landscape Forum is a kind of contra conference that aims to bring professionals and students together for a practical experience investigate site specific landscape challenges. The cross-cutting theme provided a good opportunity to engage professionals with a practical experience within a well-framed context. Professionals participating in the program of the Landscape and Democracy cross-cutting theme can receive the LED participate. This pathway was quite successful, however professional participated in the group without achieving the LED THINKER stage of the certificate. This generated discussion among LED team members and the idea of a flexible pathway for professionals emerged. The final decision was that without theoretical background participants cannot get the LED AMBASSADOR certificate.

In the following, we describe the experiences gathered during the Landscape Forum.

LANDSCAPE FORUM



Figure 7 - Flyer of the Freising LE:NOTRE Landscape Forum

What makes the LE:NOTRE Landscape Forum different from other European landscape events is the focus on dialogue, debate and discourse. It provides a unique opportunity to interact creatively with colleagues from a range of landscape disciplines in informal workshop and field visit settings. The aim is to create stimulating environment to promote the generation of both new teaching ideas and projects, for research and for collaboration between theory and practice.

The LE:NOTRE Landscape Forum was conceived as a response to the common criticism of almost all landscape conferences, namely that there is never enough time for discussion and that most of the time is spent sitting listening to presentations in seminar rooms. The Forum seeks to answers these charges by placing discussion and collaborative working at the center of each event, and to organize this around field visits to look at and learn about local landscape issues. As a four days event, the forum usually takes places in March or April at an alternating location in Europe.

At the heart of the LE:NOTRE Landscape Forum events are four thematic working groups and two cross-cutting groups, in one of which Forum participants are expected to participate actively.

The four basic working groups are:

- Urban growth and peri-urban sprawl
- Heritage and identities
- Tourism and recreation
- The rural fringe

Plus two cross-cutting themes which are:

- Landscape perception
- Landscape Education for Democracy (as developed by the LED project)

Methodology of the cross-cutting theme 'Landscape and Democracy'

ANALYSIS PHASE

- LED checklist: a challenge to discover inequalities and risks around landscape democracy during the field trip
- interview: a focus on local people as experts
- power mapping: an analysis of the power structure, relations of stakeholders and their interest in the landscape
- sacred structure mapping: an inventory of the community's landscape assets, seen through the lens of their everyday experiences

VISIONING PHASE


- visioning chair: a participatory community design method to help advance your group's analysis
- nominal group technique: a tool for collective goal setting
- democratic change process: implementing a coherent and democratic vision for landscape change
- evaluating democratic vision: a check-list to evaluate your landscape democratic vision

At the end of the Forum we will reflect on the tools and use this feedback to improve the online course 'Landscape Education for Democracy'.


Cross-cutting theme LANDSCAPE AND DEMOCRACY

The landscape belongs to everyone. We should all have equal access to it and a voice in how it is used, valued and maintained. Planners and designers are therefore required to understand better which narrations, power structures and conflicts are hidden in a landscape. Conflicting interests exist in any landscape. But they also generate dialogue and can lead to better alternatives, if a community-based communication process is designed well and without predefined solutions. The participants of this cross-cutting workshop will join the forum with a shared idea of how to look at the landscape from a landscape democracy perspective. The group members will jointly develop a framework for comparing the four forum landscape sections.

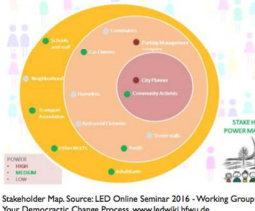
Landscape Perception	Urban Green Infrastructure	Agriculture and Local Foodscapes	Recovering Landscape Biography	Sustainable Tourism and Recreation	Landscape and Democracy
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Stakeholder Map. Source: LED Online Seminar 2016 - Working Group I. Your Democratic Change Process. www.ledwicz.hfw.de





#ParticipatoryPlanning #CommunityBuilding #Dialogue #CitizenEngagement

Figure 8 - Introducing the cross-cutting theme 'Landscape and Democracy' in the LE:NOTRE Landscape Forum

The 'Landscape and Democracy' cross-cutting theme was tested two times during the project lifetime:

- the methodology was developed and tested first in 16-21 Mai 2017 in Freising.
- the methodology was adjusted and tested second time 21-25 March 2018 in Gozo.

The 'Landscape and Democracy' cross-cutting theme aims to provide a comprehensive and complex approach to deal with landscape democracy conflicts and provide a participatory framework for implementing changes at the site. Professionals engage with the perspective of participatory planning and community-based design in order to provide equal access to the landscape and a voice in how it is used, valued and maintained for all.

'Landscape and Democracy' cross-cutting group members are ambassador(s) in the four main working groups. See the cross-cutting theme structure in Figure 8. Ambassadors are provided by a special toolbox (see Figure 9) that could help to reach a more democratic vision for the main working groups and understand better which narrations, power structures and conflicts are hidden in a landscape. Ambassadors join the site visit of the main groups and during the site visit they work individually using a set of tools and advocate landscape democracy at the Forum.

The 'Landscape Democracy' group comes together again for a comparative analysis of the conflicting interests in any landscape. During the Landscape Forum cross-cutting theme group members will jointly develop a framework for comparing the four forum landscape sections (Urban growth and peri-urban

sprawl, Recreation and Tourism, Rural fringe, Heritage & identities). They envision democratic change scenarios for the landscapes under consideration that generate dialogue and can lead to better alternatives.

The methodology of the cross-cutting workshop is based on the theory of the online course and participatory methods were selected to be practice in the Forum. Aspects the participants were asked to look included: power structures and power mapping, inclusion of weak/unheard groups, equal access to landscape assets, exposure to environmental risks and diversity of uses and user groups. See the detailed description of the toolbox methods in Annex VII. - Methodology at the Landscape Forum.



Figure 9 - A special toolbox is provided for the participants of the 'Landscape and Democracy' cross-cutting theme

Reflecting on the test results



Figure 10 - Landscape Democracy vision of the Freising and the Gozitan Cross-cutting team

The LED team found that the structure of the Landscape Forum has some similarities to the intensive programs. Participants of the programs arrive into an unknown landscape context and their task is to understand local challenges and develop solutions for the local community. Both program invites international audience and has the challenge to link local people into the process. Differences between the programs are that the forum provides only 4 days of engagement and offers its program for an audience of professionals and students.

The first testing of the methodology of the Landscape Forum took place after the Zingonian Intensive Program. The selected methods of the toolbox covered methods already tested in Zingonia and during the assignments of the online lecture (democratic change process, concept mapping, stakeholder mapping), but included facilitation tools that support collaborative analyses and vision building processes (nominal group technique, visioning chair).

In the first testing year, students participating in the online course and professionals foreign to the Freising site participated in the cross-cutting theme. Site visit worked out well, and when the team came together they worked on analyses of the individual landscape types. As students were familiar with the theory provided by the LED lecture they could take an active role in the workshop environment and help participants of the cross-cutting theme to get familiar with the democratic mindset. Participants even offered training for other thematic groups and helped them to learn e.g. stakeholder mapping. The four-days of the Landscape Forum quickly flew away, and despite the well-chosen methods, participants had just the enough time to come up with a democratic vision for the landscape.

Participants of the first workshop were happy to test and learn new facilitation tools, and both the cross-cutting theme members and the Forum organizers were satisfied by the rich results of the team and were proud of the productivity of the group. The feedback encouraged LED team members to introduce some of the facilitation tool in the Intensive Program of Kassel.

The second testing of the Toolbox was in the Landscape Forum in Gozo. Slight changes have been made in the description of the toolbox. Participants of the cross-cutting theme included international students and professionals, as well as students from the Maltese Architecture School. Maltese students wrote their thesis about participatory design and therefore not only had the relevant local knowledge about how the society works, but also had a special participatory attitude. And although this time no member of the cross-cutting theme were familiar with the LED online course, the special training of the Maltese students was very useful for the team.

During the workshop the narration of the cross-cutting theme changed. As the timeframe of the workshop was extremely short, only one day, and most participants were new in the topic, the team decided to create a role-play in which they represent members of the Gozo Island and they simulated community-based design processes and wished to reflect on the process itself. The workshop consisted of four important phases: (1) site visit and collection of individual impression, (2) bringing all the experiences together and synthesizing knowledge, (3) setting up collaborative vision and (4) propose change scenario for the Gozitan landscape.

The workshop itself consisted a serial of participatory methods that helped the team simulating democratic decision making processes. The synthesis of knowledge and the vision building process was based on dialogue, individual and group decisions. The participatory character of the workshop helped the team to understand the importance of citizen participation in spatial planning and design practice. The group statement that *'the process is more important than the result'* led to the development of an overarching citizen engagement strategy that can guide participatory processes in the future and has the potential to lead towards a democratic landscape change in the island.

It is also important to mention that at the beginning of the Gozo Landscape Forum, a presentation was given about the approach of the cross-cutting theme. Interestingly, this helped other groups to create much inclusive design vision to their landscape type.

The experiences gathered during the workshop were integrated into the Intensive Program of Törökbálint. The program provided multiple opportunities for engaging with the local community (small conference, exhibition, walking with locals, community design event, final presentation), and created a process oriented program in which students and local people could learn and think together.

The toolbox is suitable to be implemented in various landscape types and provides a flexible framework for the participants. The outcome of the cross-cutting themes highly depend on the participants of the workshop and on the selected landscape challenges. (See Figure 10) Practicing community-based methods (see Freising working group in Figure 11) and generating process oriented visions (see Gozo working group in Figure 12) are the values of the cross-cutting themes that brings new dimension into the forum. The Ambassadors have important role to generate discussion about democratic issues inside the main thematic groups and through their present and knowledge exchange they shape the attitude of other Forum participants. The 'Landscape and Democracy' cross-cutting theme is planned to be part of the Landscape Forum and will be introduced in Zagreb Forum, 2019.

Figure 12 - Cross-cutting theme 'Landscape and Democracy' in Gozo

2.3 RECOGNITION OF LED COMMUNITY LEVEL



Figure 13 - One of the LED Community Ambassador in the Intensive Program of Törökbálint

By the end of the third year the LED team came up with the idea of the LED COMMUNITY Ambassador certificate in order to recognize the contribution of the local community. This is the so called LED COMMUNITY level that highlights the role of the local stakeholders in the democratic design process and draws the attention to knowledge local experts possess and their catalyzer role to initiate democratic change in their environment.

The team considers local people as experts with deep knowledge of their community. Stakeholders are likely to have knowledge, wisdom, and insight that can have an important agency in democratic decision making. Many opportunities were created during the Intensive Programs to meet local people and tap into local knowledge (walk with local, community design sessions, exhibitions and open lectures, etc.). Stakeholder interviews provided a broad overview of the interviewees' opinions about a specific topic that may reveal hidden concerns or ideas. Meeting locals were crucial to recognize the different perspectives and realities within communities, with every individual bringing their own unique experiences and interpretations.

This was the starting point of initiating the COMMUNITY AMBASSADOR certificate that was initiated in the last intensive program in Törökbálint. The certification was provided for those community members who shared their knowledge and perspective with the international students during the intensive program. Members of the community were invited for the closing event of the intensive program and received their certificate during the public event in front of the local media. Local stakeholders were surprised and very proud of their contribution. See Figure 13.

2.4 EXPLORING THE POTENTIALS OF THE OPEN BADGE SYSTEM AT THE LE:NOTRE INSTITUTE

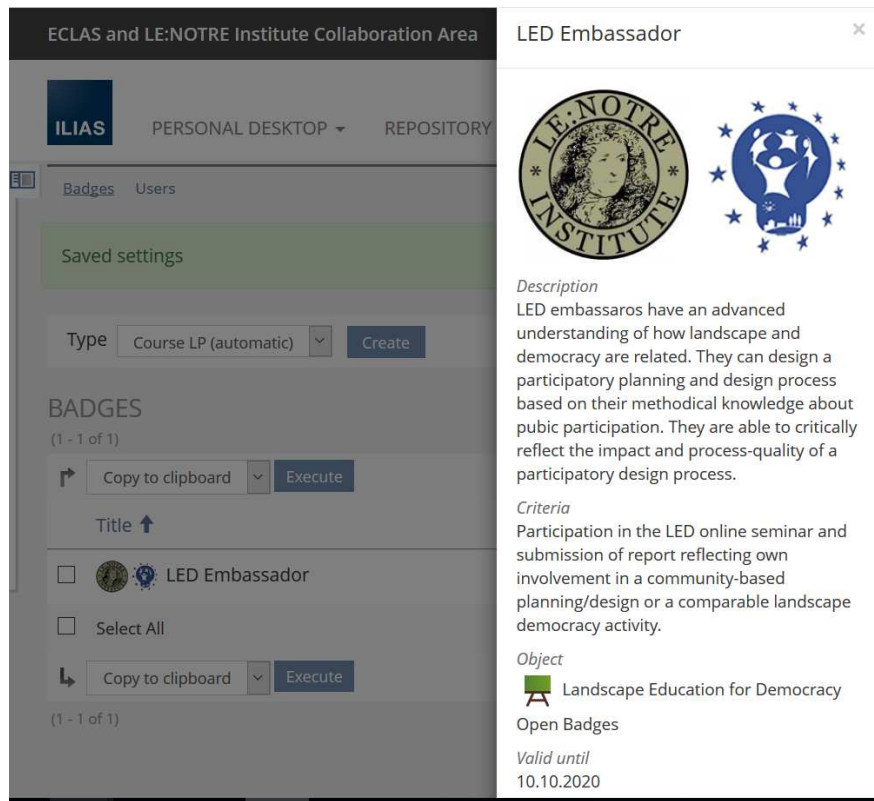


Figure 14 - This badge has been configured for LED ambassadors. These would be successful graduates of the online course who also submit a reflective essay of a practical landscape democracy experience. The online submission of the report is linked to the possibility to receive this badge. The issuing of the badge needs to be done manually, after a review of tutors and evaluators.

The LE:NOTRE Institute has recently started to use ILIAS, an open source learning management system, in order to be more effective in offering services and learning activities to its members. ILIAS has also been in use for implementing LED online courses during the ERASMUS project. In the future, the LED course will be offered via the LE:NOTRE ILIAS platform. The latest release of ILIAS allows for the creation of badges through the learning platform. This means that learners can receive those badges by doing learning activities through the platform. The process will be organized in this way:

1. Announcement of the LED course through the channels of LE:NOTRE and the partnering universities
2. Participants register on the ILIAS platform of the LE:NOTRE Institute
3. They conduct the learning activities of the LED programme such as listening to lectures, engaging in group work, making presentations and writing reflective essays.
4. Badges will then be linked to their accounts, either automatically or manually, depending on the type of activity the have completed.

LED - Landscape Education for Democracy: An open qualification for democratic planning and design

- The badges are then linked to the learners' profiles on the ILIAS platform and can be shared with the community via the participant's profile and portfolio. Both can be made public and shared via social media channels etc. to a wider audience this way.

Below we see some screenshots of how the badges are implemented in the ILIAS learning platform of the LE:NOTRE Institute:

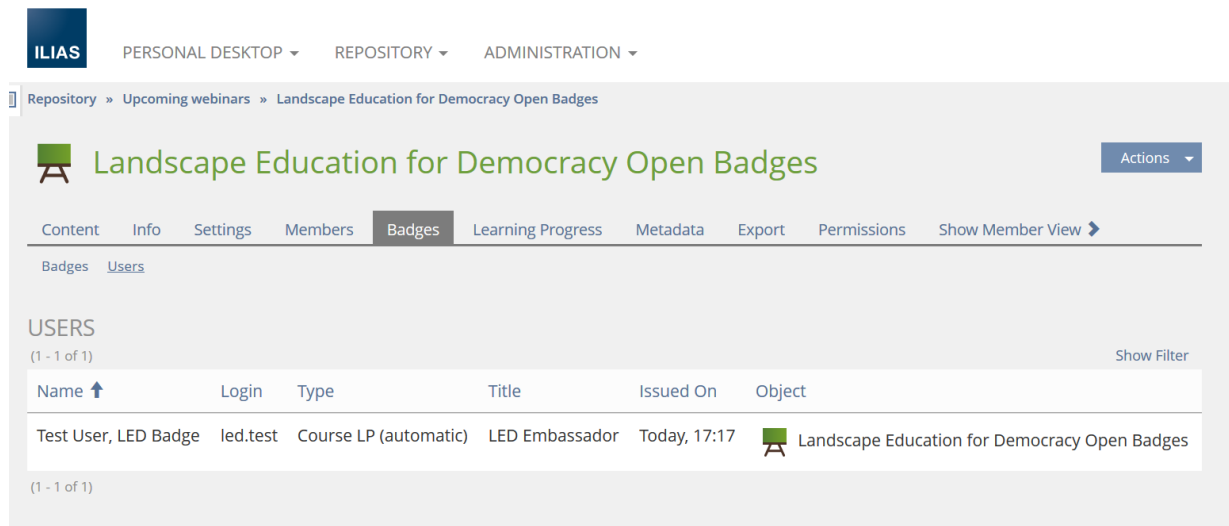


Figure 15 - This shows the course settings: the test used has passed the assignment and the badge has been linked to his/her profile

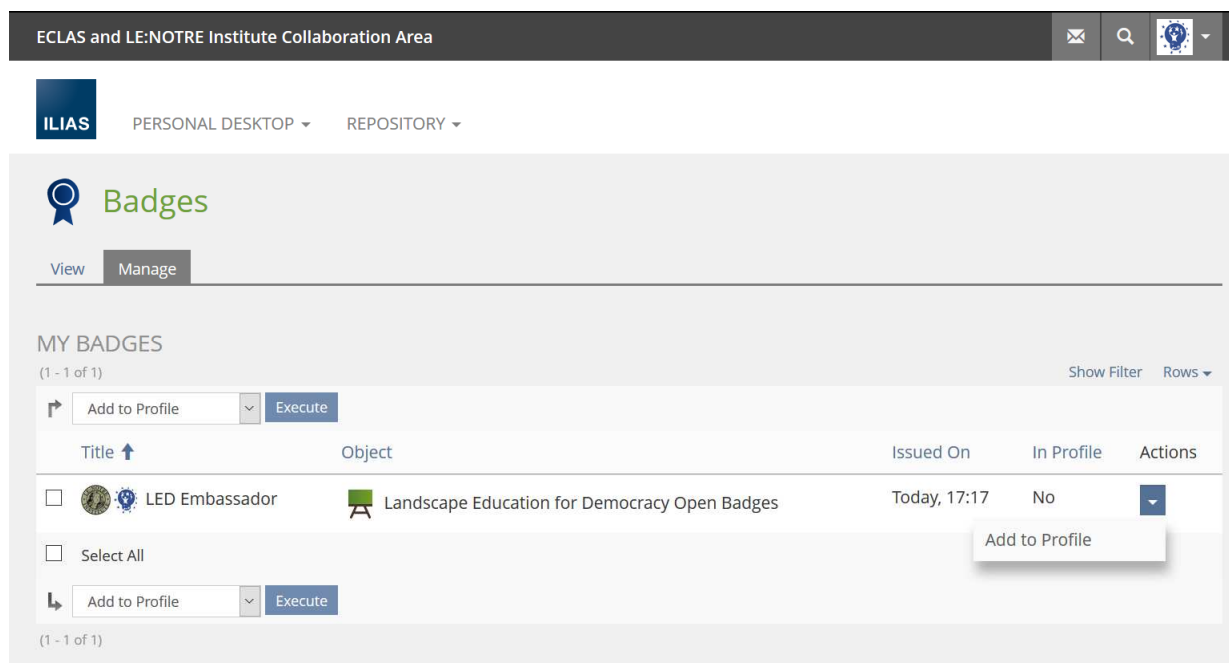


Figure 16 - The participant then has the possibility to add the badge to his/her personal profile, which can be made public internally and also externally via the portfolio function of ILIAS.

LED - Landscape Education for Democracy: An open qualification for democratic planning and design

ECLAS and LE:NOTRE Institute Collaboration Area

ILIAS PERSONAL DESKTOP REPOSITORY ADMINISTRATION

Repository » Upcoming webinars » Landscape Education for Democracy Open Badges

Test User, LED Badge [led.test] Actions

Back

Mail to Members

LED Badge Test User Send Message
Badges Download Visiting Card

Permanent Link: <https://lnicollab.landscape-portal.org/gotd>

Figure 17 - The LED badge is now visible for other users of the LE:NOTRE community

ANNEX I - AIM OF THE CERTIFICATE ‘LANDSCAPE AND DEMOCRACY’

Output Identification	O2
Output Title	Development of a cross-disciplinary and cross-cultural European certificate ‘Landscape and Democracy’
Output Description	<p>This certification system will be based on a qualification methodology and allow for recognizing learning and experience gained outside formal education and training. The objective is to make the course inclusive and to address the needs of both formal students and practitioners in the field. A method for the evaluation and the assessment of the impact of Landscape Democracy processes could be created as a result of this project.</p> <p>This methodology would form the foundation of a proposed “Landscape Democracy” certificate, which will be modeled after existing efforts in various world contexts, including the Badge Europe, SEED, Sites Initiative and similar. Activities related to this output:</p> <p>B 1: Project phase: Preparation Define a set of potential success indicators related to the learning objectives, design assessment model, analyze existing international accreditation models, stakeholder mapping, identify the needs and conditions of stakeholders, research qualification schemes in practice, in particular the European qualifications framework, research on the open badge system for recognizing informal learning. This could include findings in relation to LE:NOTRE certificates and the ‘Badge Europe’ project, a strategic partnership that started last year. Estimated Start Date: 01.09.2015 Estimated End Date: 01.05.2016 Activity Leading Organisation: LE:NOTRE Institute in cooperation with NMBU Norway</p> <p>B 2 Project phase: Implementation Set up draft qualification framework with a broad scope of potential activities leading to LED qualification, run continuous surveys among all participants and related groups about the contents of the framework, action research: apply framework to course participants and explore their needs and qualification pathways, negotiate with related actors providing LED qualifications. Review and extend the LED qualification methodology. Run experiments with open badge systems and evaluate those. Sum up findings and add them to the LED process report (output 3) Estimated Start Date: 01.05.2016 Estimated End Date: 01.03.2018 Activity Leading Organisation: LE:NOTRE Institute in cooperation with NMBU Norway</p> <p>B 3 Project phase: Dissemination Announce LED certification and validation method to wider audience (--> this is part of the general dissemination strategy), inform dissemination partner on relevant findings and prepare dissemination material. Estimated Start Date: 01.03.2018 Estimated End Date: 31.08.2018 Activity Leading Organisation: LE:NOTRE Institute in cooperation with NMBU Norway</p>
Languages	English
Media(s)	Service Website
Activity Leading Organisation	STICHTING LE:NOTRE INSTITUTE
Participating Organisations	BUDAPESTI CORVINUS EGYETEM Hochschule für Wirtschaft und Umwelt Nürtingen-Geislingen UNIVERSITAET KASSEL

ANNEX II – MEETING REPORTS

- October 19-21, 2015 in Aas, Norway
- February 17-19 2016. in Bologna, Italy
- November 7-9, 2016 in Nürtingen, Germany
- February 9-10, 2017 in Kassel, Germany
- November 12-13, 2017 in Budapest, Hungary
- February 5-6, 2018 in Budapest, Hungary

October 19-21, 2015 in Aas, Norway

Stating that LE:NOTRE Institute is not accredited to issue certificate therefore there is a need to find locally relevant evaluation framework in each partner institution.

Identifying goal of the certificate:

- to create an international network around the LED project including professionals, NGOs, smaller and bigger institutions that support the idea of landscape democracy
- to provide a flexible system for students and professionals for professional development. Components of the certificate is the participation on the theoretical introduction of the online lectures and participation in a practical module such as a field work or practical experiences (e.g. IPs, own professional activity, volunteer work at NGOs) that focuses on aspects of landscape democracy.
- Should record the development process of the person participating in the program.

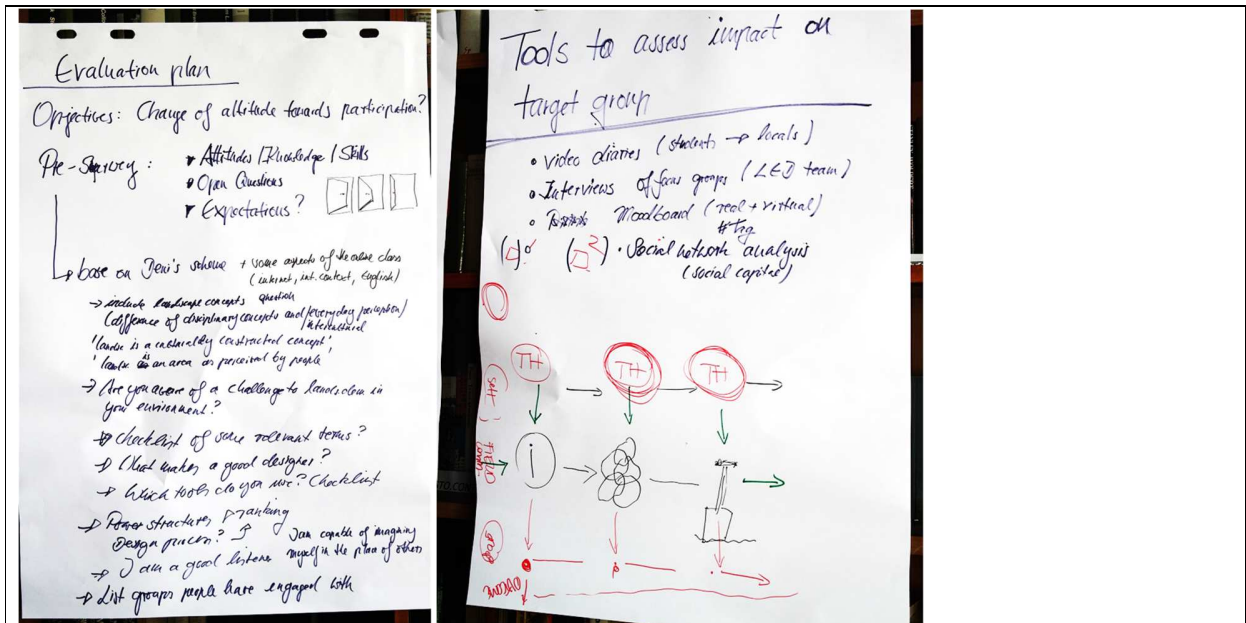
Introducing the ERASMUS+ evaluation system for the certificate that is based on competence development. Partners stated that it is too early to speak about such evaluation when the methodical background of the course is not ready.

February 17-19, 2016 in Bologna, Italy

The meeting focused on the preparation of the Zingonian IP and the development of the first intensive program: schedule, site, theme, focus of the IP. We continued smoothening the structure and the content of the online course. During this meeting we decided on the main assignments and outlined the evaluation process of the online course.

Certificate related activities were linked to these discussion points:

1. Evaluation is qualitative part of the certificate, that reflects on the students' development during the online course. The evaluation process is supported by the assignments.
2. Impact analyses strategy of both the online course and the IP was defined. This gives feedback about the impact of the LED program and allows us to reorganize reconstruct the course when necessary.
 - a. Evaluation of the online course will happen through pre and post survey and will focus on the change of attitudes of students' participation.
 - b. IP evaluation can focus on not only the development of the students but also how the IP and the presence of the international community affects the community.



November 7-9, 2016 in Nürtingen, Germany

The strategy itself is to connect students and professionals with the seminar and raise awareness towards this issue as well as start discussion around the topic of landscape and democracy:

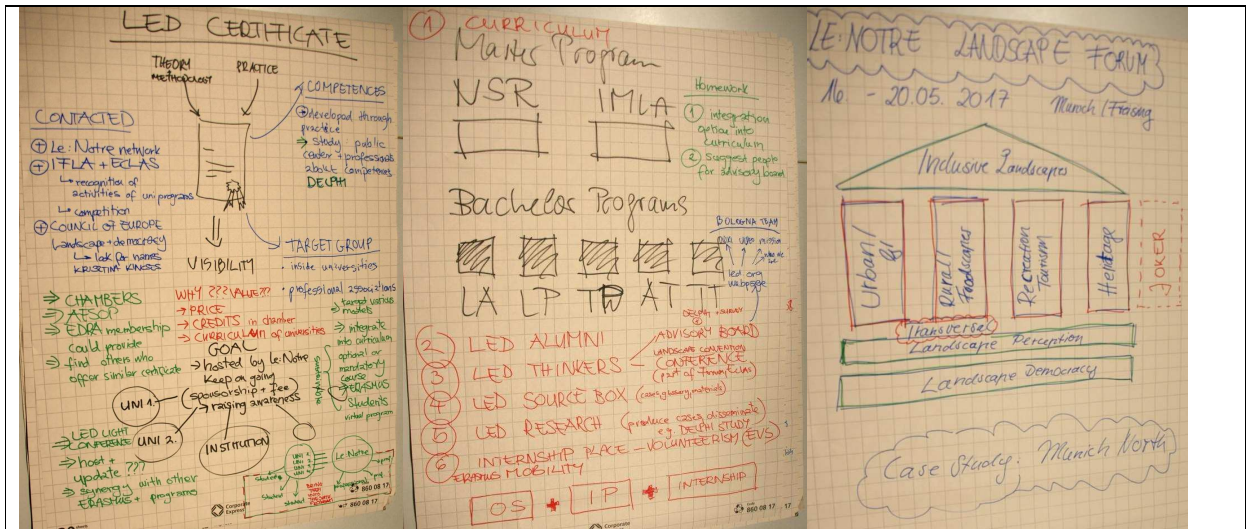
1. offer the seminar for students and integrate LED into the curricula of university partners either as a whole course or as part of an existing course. e.g. ERASMUS students, international studies, optional or mandatory course. (Bologna, Kassel, SZIE, Norway)
2. offer seminar for professionals via the LE:NOTRE network and find strategic partnership with other institutions in order to provide credit. This system must be more practical possibly accepting existing good practice and its documentation beside taking the theoretical part of the lectures. (IFLA, ECLAS, Council of Europe, AESOP, EDRA)
3. The LED certificate is the combination of the online course and the field work activity. The field work activity could be adjusted to the needs and demands of other NGOs, institutions, professional interest or volunteerism.

Step 1 - integrate seminar into university curricula

Step 2 - develop credit system for professional via national networks

Step 3 - DELPHI study with advisory board about values and competences (if time allows)

Step 4 - questionnaire for international audience (related to DELPHI method)



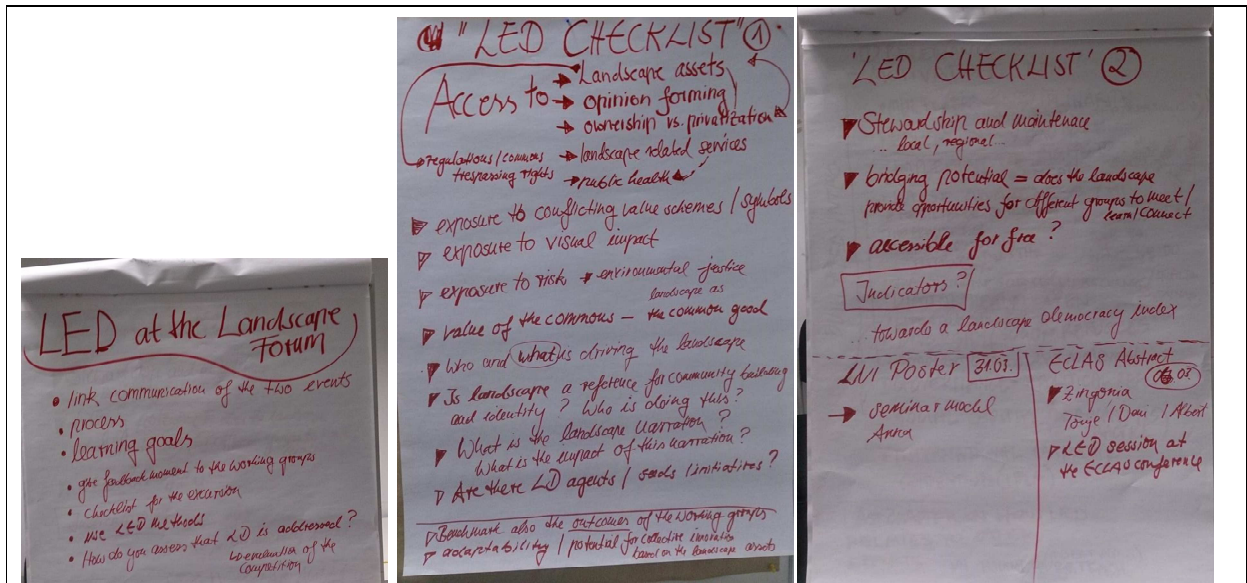
February 9-10, 2017 in Kassel, Germany

On the meeting in Kassel we reconsidered our decision about the Delphi method. Such research demands too much time to create consensus. Instead we started to talk about the integration possibilities of the certificate into alternative practice oriented programs such as the Landscape Forum offered by the LE:NOTRE Institute. We outlined what we want to integrate into the cross cutting theme.

Summary of a first brainstorming for a 'Landscape democracy checklist', to be used as a working tool during the landscape forum

→this is just a transcript of the flipchart record, needs further elaboration

- Aspects to observe in the different forum landscapes:
- Access to landscape
 - Landscape assets → ownership vs privatization/regulations/trespassing rights and commons
 - Opinion forming
 - Landscape related services (→ public health), free or restricted?
- Exposure to conflicting value schemes and 'symbols' in the landscape
- Exposure to visual impact
- Exposure to environmental risks (→ environmental justice)
- Who and what is driving the landscape?
- Value of the commons, landscape as the common good: Is landscape a reference for community building and identity? If yes, who is active in this field?
- What is the landscape narration and what is the impact of this narration? Is the narration inclusive?
- Are there landscape democracy agents, seeds, initiatives?
- Stewardship and maintenance of the landscape - local, regional, community based?
- Bridging potential: Does the landscape provide opportunities for different groups to meet/learn/connect?



November 12-13, 2017 Budapest, Hungary

Discussion about what motivates participants to complete the LED course and intensive.

- Badges are important to motivate people, LE:NOTRE could give this to the participants
- Credits motivate students
- Charity could motivate professionals and fund raise money for specific organizations or communities

February 5-6, 2018 in Budapest, Hungary

Preparing the methodology for the cross-cutting theme in Gozo Landscape Forum. Discussing accreditation process in Hungary. Case study framework established for the accreditation of the professionals,

ANNEX III. - INTERNATIONAL ACCREDITATION SYSTEMS

This chapter provides an overview of the existing certification systems and show the accreditation opportunities in the partner countries.

Youthpass

Youthpass is a tool to document and recognize learning outcomes from youth work activities. It is available for projects funded by Erasmus+: Youth in Action (2014-2020) and Youth in Action (2007-2013) programs. (More information about the Youthpass is available on the online platform: <https://www.youthpass.eu/en/about-youthpass/about/>)

It is a part of the European Commission's strategy to foster the recognition of non-formal learning, putting policy into practice and practice into policy:

- While creating their Youthpass certificate together with a support person, project participants are given the possibility to describe what they have done in their project and which competences they have acquired. Thus, Youthpass supports the reflection upon the personal non-formal learning process and outcomes.
- As a Europe-wide recognition instrument for non-formal learning in the youth field, Youthpass strengthens the social recognition of youth work.
- Youthpass supports active European citizenship of young people and of youth workers by describing the added value of their project.
- Youthpass also aims at supporting the employability of young people and of youth workers by raising their awareness of and helping to describe their competences, and by documenting their acquisition of key competences on a certificate.

Within the Erasmus+: Youth in Action programme, Youthpass certificates are currently available for the following activities:

- Youth Exchanges
- European Voluntary Service
- Mobility of Youth Workers
- Structured Dialogue meetings
- Transnational Cooperation Activities (TCA) of the National Agencies.
- The certificates can also be issued for projects that were granted under the previous, Youth in Action programme (2007-2013).

All participants of the projects approved within these frameworks are entitled to receive a Youthpass certificate, and thus recognition for their non-formal learning outcomes.

The responsibility to issue the Youthpass certificates to the participants/volunteers, in case they wish to receive them, lies with the organization that signs the contract for the Erasmus+ grant.

The youthpass works with 8 competences. There is always a definition of the competence WHAT it means, and also a short summary of HOW the competence is developed. (Source:

<https://www.youthpass.eu/en/help/guide/>)

Description of the key competences of the Youthpass

1. Communication in the mother tongue

What: Communication in the mother tongue is our ability to express thoughts, feelings and facts both orally or in writing (listening, speaking, reading and writing), and to interact with other people in an appropriate way in education and training, work, home and leisure.

How: We need to have some knowledge of basic vocabulary and grammar. This includes an awareness of the

main types of verbal interaction, a range of literary and non-literary texts and the main features of different styles and registers of language. We should also be aware that language can be different in different situations.

Competence includes the skills to write and read different types of texts, search, collect and process information, use aids, formulate and express our own arguments in a convincing and appropriate way.

2. Communication in foreign languages

What: Communication in a foreign language is closely linked to communication in our mother tongue: it is based on the ability to understand and express thoughts, feelings and facts orally or in writing at work, home, leisure, education and training — according to our wants or needs. Communication in foreign languages also calls for skills such as mediation and intercultural understanding.

How: We need some knowledge of vocabulary and functional grammar and an awareness of the main types of verbal interaction and registers of language. Knowledge of the rules of a foreign society and cultural awareness is very important.

We should be able to understand spoken messages and to initiate, sustain and conclude conversations. Reading and understanding of texts according to our needs is important, as well as the skills to use aids and learn languages informally as part of lifelong learning.

A positive attitude involves an appreciation of cultural differences and diversity, and an interest and curiosity in languages and intercultural communication.

3. Mathematical competence and basic competences in science and technology

What: Mathematical competence is our ability to use addition, subtraction, multiplication, division and ratios in mental and written arithmetic to solve a range of problems in everyday situations. Process and activity is as important as the knowledge itself.

How: Mathematical competence also involves the ability and willingness to use logical and spatial thinking and the presentation of formulae, models, graphs and charts.

Scientific competence refers to our ability and willingness to use the knowledge and methodology employed to explain the natural world. This is essential in order to identify questions and to draw evidence-based conclusions. Competence in technology is viewed as the application of that knowledge and methodology in response to perceived human wants or needs. Both areas of this competence involve an understanding of the changes caused by human activity and responsibility as an individual citizen.

4. Digital competence

What: Digital competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet.

How: Digital competence requires a sound understanding and knowledge of the nature, role and opportunities of IST in everyday personal and social life as well as at work. This includes main computer applications such as word processing, spreadsheets, databases, information storage and management, and an understanding of the

opportunities of the Internet and communication via electronic media (e-mail, network tools) for leisure, information-sharing and collaborative networking, learning and research.

But the reasonable use of Information Society Technology also requires a critical and reflective attitude towards the information available and responsible use of interactive media.

5. Learning to learn

What: 'Learning to learn' is the ability to organize our own learning. It includes effective management of time and information, both for ourselves and in groups. We should also be aware of our learning process and needs and identify different opportunities available to learn. It means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn encourages us to build on prior learning and life experience.

Learning to learn is more comprehensively explained in this publication in chapter B1 "How to support learning".

6. Social and civic competences

What: These competences might be the most important ones for the youth field. Many of them can be acquired by active engagement in any kind of youth work or volunteering. They cover all forms of behavior we might need to participate effectively in our social and working lives.

Competences connected to a social context become more important as societies are more diverse now; they can help us to resolve conflicts where necessary. Civic competence equips us to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation.

How: Personal and social well-being requires knowledge and understanding of how we and our families can maintain good physical and mental health. For successful interpersonal and social participation, it is essential to understand the codes of conduct and manners generally accepted in different societies and environments (e.g. at work). We need an awareness of basic concepts relating to individuals, groups, work organizations, gender equality, society and culture. It is also important to understand different cultures and how a national cultural identity interacts with European identity.

We need to be able to cope with stress and frustration and to express it in a constructive way and we also need to distinguish between the personal and professional spheres.

It is important to have an interest in socio-economic development, intercultural communication, value diversity and respect others, and be prepared both to overcome prejudices and to compromise.

What else: Civic competence is based on knowledge of the concepts of democracy, citizenship, and civil rights, including how they are expressed in the Charter of Fundamental Rights of the European Union and international declarations. We should know how these are applied by various institutions at local, regional, national, European and international level.

Knowledge of main events, trends and agents of change in national, European and world history and the present is essential; and in particular specific knowledge of European diversity.

7. Sense of initiative and entrepreneurship

What: These competences refer to our ability to turn ideas into action which is particular important for youth work and youth initiatives. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives.

How: For the youth field, it is essential to know what kinds of opportunities are available for specific activities. Our skills should relate to proactive project management (involving skills such as planning, organizing, managing, leadership and delegation, analyzing, communicating, de-briefing and evaluating and recording). We should be able to work both as individuals and collaboratively in teams. Being able to identify one's strengths and weaknesses, and to assess and take risks as and when warranted is essential.

An entrepreneurial and creative attitude is characterized by initiative, pro-activity, independence and innovation in one's personal and social life, as much as at work. It also includes motivation and determination to meet objectives.

8. Cultural awareness and expression

What: Appreciation of the importance of the creative expression of ideas, experiences and emotions through a range of media, including music, performing arts, literature, and the visual arts.

Cultural knowledge includes a basic knowledge of major cultural works, including popular contemporary culture as an important part of human history. It is essential to understand the cultural and linguistic diversity in Europe and the need to preserve it.

Skills relate to both appreciation and expression. We should be able to express ourselves through a variety of media and as far as we are able with our own abilities and at the same time appreciate and enjoy works of art and performances.

The youthpass focuses on the development process of the individual. The youthpass is filled by the participants.

Youthpass ABOUT YOUTHPASS ▾ PUBLICATIONS ▾ RECOGNITION ▾ HELP & INSTRUCTIONS ▾ CREATE CERTIFICATES →

KEY COMPETENCES

To describe the **participant's learning outcomes of the project**, you are invited to use the recommended European **Key Competences**. They can help you to give a detailed picture of the experiences gained during the project.

When describing the learning outcomes, choose those **Key Competences which describe the experience** gained during the project best. There is no need to use them all.

Always keep the description easy to understand, since the certificates are addressed to people having no or little background knowledge about youth work.

Digital competence

- The use of Information Technology in your free and working time as means of communication
- Producing, storing, analysing information
- Sharing information via Internet
- Using different media means such as mobile phones, digital cameras, etc.

For further information please [click here](#) »

COMMUNICATION IN MOTHER TONGUE

COMMUNICATION IN FOREIGN LANGUAGE

MATHEMATICAL COMPETENCE AND BASIC COMPETENCE IN SCIENCE AND TECHNOLOGY

DIGITAL COMPETENCE

During the training program they propose a reflection time with guiding questions. The questions are practical and related to the experiences the participants of the various ERASMUS+ activities. Such questions are:

- What kind of new information did you get?
- Did you experience new ways of working?
- Did you become inspired by some examples of projects you heard or saw?
- Did you decide to change anything about your ways of working with youth?
- What did you learn from the process of the meeting?
- Did you face difficulties during the event, and how did you overcome them?
- Did you experience any new tools or resources that you hadn't used before?
- Maybe you learned something about yourself?
- What would you still like to learn (in the further course of the event, or after returning home)?

Application to the project

1. As part of the course development process we define the set of landscape democracy competences we wish to develop during our course. The course content and the supportive assignments and resources will be built on this competence framework.
2. The evaluation process will put the individual development into the focus and record qualitatively the development process of the participant.
3. It is also important to point out the applicability of the learnt material to the participants' life and professional career and reflect on the relevance of the course to their own personal development. Self-evaluation could be important technique in this approach and potentially part of the LED certificate.
4. For the sustainability of the project it would be important to see synergies between the ERASMUS+ projects with Youthpass providing profile and the practical part of the LED project. E.g. mobility for youth workers for participating practitioners and European Voluntary Service for participating students. This could be linked to NGOs interested in the LED program who provide activities in related fields.

Coursera

Coursera was founded in 2012 by two Stanford Computer Science professors who wanted to share their

knowledge and skills with the world. Professors Daphne Koller and Andrew Ng put their courses online for anyone to take – and taught more learners in a few months than they could have in an entire lifetime in the classroom. Since then, Coursera became a platform where anyone, anywhere can learn and earn credentials from the world's top universities and education providers. The platform provides three different activities:

1. Courses

Every course on Coursera is taught by top instructors from the world's best universities and educational institutions. Courses include recorded video lectures, auto-graded and peer-reviewed assignments, and community discussion forums. When you complete a course, you'll receive a shareable electronic Course Certificate.

- Online and open to everyone
- Learn a new skill in 4-6 weeks
- Priced at about \$29-\$99
- Earn a Course Certificate

2. Specializations

If you want to master a specific career skill, consider joining a Specialization. You'll complete a series of rigorous courses, tackle hands-on projects based on real business challenges, and earn a Specialization Certificate to share with your professional network and potential employers.

- Online and open to everyone
- Learn a new skill in 4-6 months
- Priced at \$39-\$79 per month
- Earn a Specialization Certificate

3. Online Degrees

Real career transformation sometimes requires a university-recognized degree. Coursera believes that transformation should be accessible to everyone, so we've worked with our university partners to offer flexible, affordable online degree programs in business, computer science, and data science.

- All online - admission required
- 1-3 years of study
- Currently priced at \$15-\$25,000
- Earn an accredited master's degree

ANNA SZILÁGYI-NAGY

HAS SUCCESSFULLY COMPLETED THE WORLD BANK GROUP'S MOOC ON



Engaging Citizens: A Game Changer for Development?

Government works best when citizens are directly engaged as stakeholders. This course provides an overview of citizen engagement, critical analyzing of how it can be leveraged most effectively to achieve development outcomes.

JEFF THINDWA
PRACTICE MANAGER, OPEN AND COLLABORATIVE
GOVERNANCE, THE WORLD BANK

BJÖRN-SÖREN GIGLER
SENIOR GOVERNANCE SPECIALIST, THE WORLD BANK



Peer grading rules on Coursera

Peer-graded assignments require you and your classmates to grade each other's work.

How do peer graded assignments work?

After you submit your work, you'll be asked to review your classmates' assignments. To pass, you'll need to earn a passing grade on your submission and complete the required number of reviews.

How are grades calculated?

You and your classmates will be asked to provide a score for each part of the assignment. Final grades are calculated by combining the median scores you received for each section.

What kind of feedback should I give?

Be respectful, encouraging, and honest. Acknowledge what your classmate did well and offer specific suggestions on how they can improve. Scores should reflect the learner's understanding of the assignment prompt and points should not be deducted for difficulties with language or differences in opinion.

Is there a penalty for submitting my work late?

No, but it's important to submit your work as close to the due date as you can. Classmates grade most of the assignments within three days of the due date. If you submit yours too late, there may not be anyone to review your work.

If I fail an assignment, can I try again?

Yes! You'll can always try again, but you'll need to resubmit your work as soon as possible to make sure your classmates have enough time to grade your work.

Application to the project

1. The platform combines pre-recorded video lectures successfully with live interactions and discussion forums for the students taking the course at the same time. The sustainability of the project could be that the online material and reading resources will be provided on one of the MOOC platform.
2. The courses usually work without live consolation (or provided in form of discussion forum or in pre-scheduled meetings). This working method requires special evaluation method such as self and peer assessment. Self assessment is used to record the learning process of the individual participants, and makes the learning process more conscious. (E.g. what was the most important thing you learned? did you do the homework? did you read the resource?)
3. Peer assessment is possible through a criteria system provided by the course developers and students use this framework to evaluate their fellow students' homework. Students give scores to each other, one work will be evaluated by several students and the final grade will be provided by the medium of the values. Beside giving scores (quantitative evaluation), students are asked to give written feedback that provides a qualitative evaluation. This assessment has the advantage that students learn from each other's cases.
4. There are paid and unpaid versions for completing the courses. The free version provides a statement of accomplishment the paid version a certificate.
5. Active and passive participants could be the two different pathways for getting the certificate. Or formulate it into individual and team work. Or demands on the time zone.

National Co-ordinating Center for Public Engagement

Based in the Arnolfini in central Bristol, the National Co-ordinating Centre for Public Engagement (NCCPE) was

established in 2008 as part of the Beacons for Public Engagement Initiative. Funded by the four UK Funding Councils, Research Councils UK and the Wellcome Trust the NCCPE helps inspire and support universities to engage with the public. The Centre is hosted between the University of Bristol and the University of the West of England.

The vision of the community is that the higher education sector can make a vital, strategic and valued contribution to 21st-century society through its public engagement activity. And their mission is to support universities to increase the quality and impact of their public engagement activity.

Our three strategic aims:

1. Inspire a shift in culture:
 - by supporting universities in bringing about strategic change that embeds public engagement and
 - by identifying, developing and disseminating evidence-informed practice
2. Increase capacity for public engagement:
 - by brokering and encouraging the sharing of effective practice and
 - by capturing learning from the beacons and beyond and sharing it widely
3. Build effective partnerships to encourage partners to embed public engagement in their work:
 - by informing, influencing and interpreting policy and
 - by raising the status of public engagement

The webpage of the community helps people to understand:

- What is public engagement and why it is important
- Gives guideline how to assess current stage of engagement processes at the institutions and how they can plan for change and get into contact with the community
- Gives an overview of the management and planning of an engagement process
- Provides practical resources for carrying out public engagement processes with tools and techniques
- Shares information about the community and why they do public engagement
- Gives many opportunities to engage with the community

The webpage provides many opportunities for engaging with the network.

Networks:

- NCCPE Public Engagement Network: is a network for interested universities. The group shares public engagement related information. They ideas, opportunities, experiences and problem solve together
- Community Partner network: This is a network of people involved with community based organizations interested in working with universities to tackle social concerns and inequalities. Partnering with universities can help to improve the impact of the activities.

Knowledge sharing opportunities:

- Workshops, conferences and academy for interested people to share theory and practice around participation. On site training for institutions. Consultancy in various fields for universities.
- Ambassador Scheme: The NCCPE Public Engagement Ambassador Scheme aimed to improve the quality of higher education public engagement practice, by supporting individuals who coordinate relevant networks across the UK. Ambassadors were part of a national network, sharing knowledge and experience with their peers and participating in events including training, networking and ideas exchange.

Recognition:

- Competition: for research oriented engagement processes for UK practitioners.
- Engage watermark: is a form of recognition. Acting in a similar way to a charter mark, the Engage Watermark is an award granted to institutions to recognize their strategic support for public engagement and their commitment to improve the support offered. Just as a watermark runs through the fabric of a document, an Engage Watermark indicates that engagement runs through the fabric of an institution. Institutions applying for the Engage Watermark will receive a synthesis of key data relating to their institution, enabling them to recognize core strengths as well as highlight areas for development. This intelligence gathering provides a rich source of data to strengthen the institution's support for impactful public engagement.



Resources

- Projects and case studies in downloadable pdf format. <https://www.publicengagement.ac.uk/work-with-us/completed-projects>
- Online toolbox with the most important engagement tools and their descriptions. <https://www.publicengagement.ac.uk/do-it/techniquesapproaches>

Application to the project

1. NCCPE is strong in providing networking opportunities. It provides network for institution as well as for organizations representing local communities. The initiative is strong in effecting many communities.
2. NCCPE is creative in giving recognition and connects it with creating resources. The self assessment process of the receiving the watermark is in the format of a case study and is a reflection process.
3. Inspires universities to start with public engagement processes. They share tools and cases for free

and offer consultancy and help for a certain fee.

4. The Ambassador scheme is an interesting concept that draws the attention to multiplying the project results. Participants of the LED project could be considered as ambassadors in their own community and could be the engine for change. The certificate could generate a community of LED Ambassadors.
5. Watermark is an easy and non-formal way of recognizing achievements and membership.

European Distance and E-Learning Network – EDEN

The European Distance and E-Learning Network exists to share knowledge and improve understanding amongst professionals in distance and e-learning and to promote policy and practice across the whole of Europe and beyond. With more than 200 institutional members and over 1200 members in the Network of Academics and Professionals (NAP), EDEN assists a wide range of institutions, networks and individuals to become involved in professional information and networking activities. It does so through the organization of acknowledged European conferences, its publications and information services, and by taking an active role in a wide range of important EU projects. EDEN has also proved successful with thematic activities such as the Open Classroom Working Group (school level distance education), and by contributing to, and promoting, 'cutting edge' research in the field. In addition, EDEN has also provided extensive secretarial support to the European Journal of Open, Distance and E-Learning (EURODL).

Badges

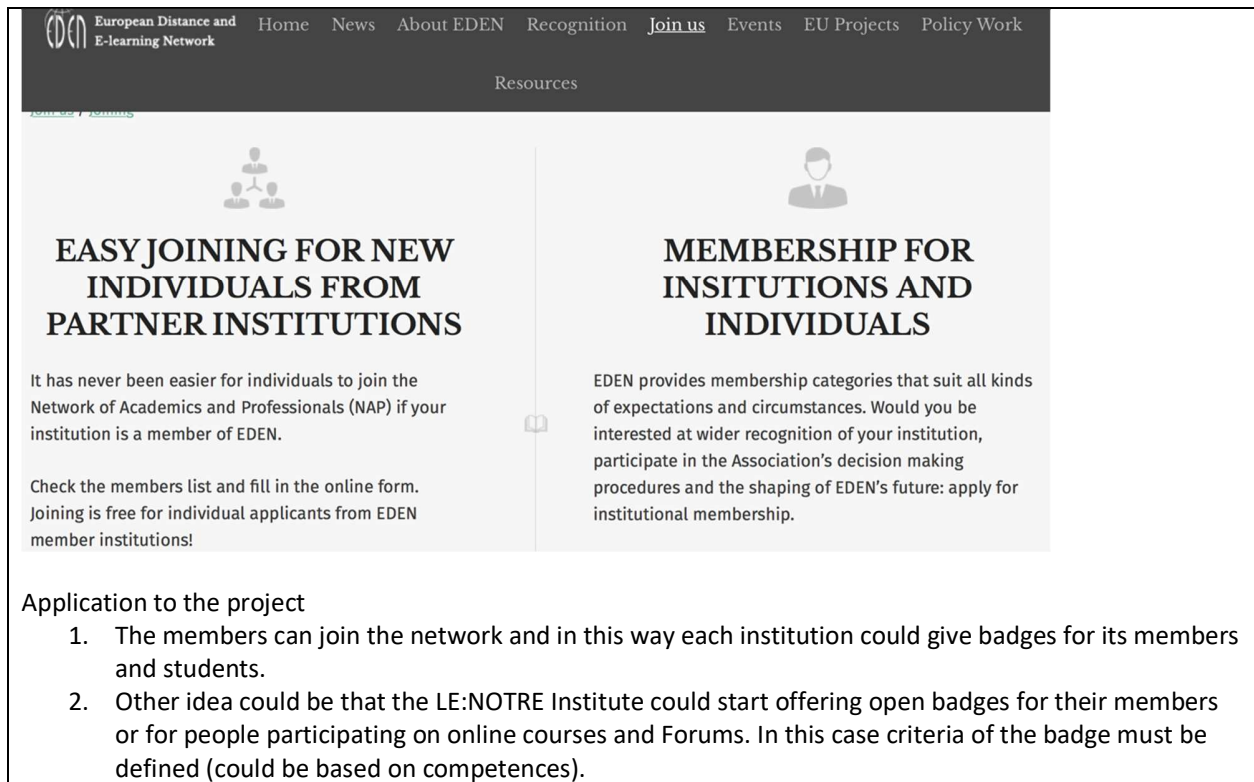
The European Distance and E-Learning Network has extended its quality and excellence recognition with the launch of open badges aiming at helping colleagues within the EDEN Network to communicate their achievements and skills acquired via their participation in EDEN activities.

Based on the Mozilla Open Badge Standard, the open badges help you to share your skills and interests with the world in an easy and quick way. We start releasing open badges for the recognition of achievements with EDEN, e.g.: a participation and presentation at an EDEN conference, an active involvement in the professional activities of the Network of Academics and Professionals, etc. The aim is to help people progress in whatever professional skills they would like to represent and build on.

- Receiving and collecting badges representing your achievements with EDEN provides you the opportunity to show your skills and accomplishments to a wide audience in social web communities.
- The badge itself is a digital image designed to represent a certain accomplishment. Behind the badge, there is a collection of meta-data about the criteria of the badge, but what is more important, you can add proof of the skill it represents to the online repository (Open Badge Passport), e.g.: your presentation at the conference.
- Badges are owned by the badge earner. Sharing, and even accepting, a badge is the free choice of the earner, so you can decide if and how you will use the badges to build your own professional brand.



<http://www.eden-online.org/recognition/eden-open-badges/>



The screenshot shows the EDEN website's 'Resources' section. It features two main columns. The left column is titled 'EASY JOINING FOR NEW INDIVIDUALS FROM PARTNER INSTITUTIONS' and includes text about joining the Network of Academics and Professionals (NAP) and instructions to check the members list and fill in an online form. The right column is titled 'MEMBERSHIP FOR INSTITUTIONS AND INDIVIDUALS' and describes membership categories and the benefits of wider recognition. Below the screenshot, there is a section titled 'Application to the project' with two numbered points.

EASY JOINING FOR NEW INDIVIDUALS FROM PARTNER INSTITUTIONS

It has never been easier for individuals to join the Network of Academics and Professionals (NAP) if your institution is a member of EDEN.

Check the members list and fill in the online form. Joining is free for individual applicants from EDEN member institutions!

MEMBERSHIP FOR INSTITUTIONS AND INDIVIDUALS

EDEN provides membership categories that suit all kinds of expectations and circumstances. Would you be interested at wider recognition of your institution, participate in the Association's decision making procedures and the shaping of EDEN's future: apply for institutional membership.

Application to the project

1. The members can join the network and in this way each institution could give badges for its members and students.
2. Other idea could be that the LE:NOTRE Institute could start offering open badges for their members or for people participating on online courses and Forums. In this case criteria of the badge must be defined (could be based on competences).

ANNEX IV. – PATHWAY CRITERIA

LED thinker			
(participation at online course = letter of participation)			
for	Partner countries		International participants
	Students from partner universities	Professionals from countries of the partners	Students and professionals from any country
Team mode	<ul style="list-style-type: none"> for students from the partner institutions in the same time zone. <u>Online course</u>: students actively participate in the online sessions <u>Assignments</u>: participate in collective assignments and do final presentation <u>Recognition</u>: students receive credits for the course + letter of participation that could be included into CV 	-	-
Single mode	<ul style="list-style-type: none"> for students from the partner institutions out of the time zone of the online lectures <u>Online course</u>: students listen to recordings of the online course <u>Assignment</u>: submit assignments individually and do the final presentation via video recordings <u>Recognition</u>: CREDITS + letter of participation that could be included into CV 	<ul style="list-style-type: none"> for architects and landscape architect professionals coming from Hungary, Germany, Italy, Norway. <u>Online course</u>: professionals listen to the recordings / participates in live sessions <u>Assignment</u>: final test <u>Recognition</u>: CREDITS + letter of participation 	<ul style="list-style-type: none"> for students and professionals from all over the world <u>Online course</u>: professionals and students listen to the recordings / participates in live sessions <u>Assignment</u>: final test <u>Recognition</u>: letter of participation
LED Ambassador			
(participation at field work = LED certificate)			
For	All the participants who completed the online course		
Forms of eligible field work	Intensive program is available during the duration of the project. Recognition: CREDITS + LED certificate	-	-
	<ul style="list-style-type: none"> Participation in the cross-cutting theme 'Landscape and Democracy' of the Landscape Forum organized each year by the LE:NOTRE Institute Case study about volunteer activity (predefined format) Case study about professional activity (predefined format) 		
LED Follower			
(participation on online lecture or field work = letter of participation)			
For	International participants (both students and professionals)		
Passive mode	for students and professionals who participate: <ul style="list-style-type: none"> <u>Activity</u>: <ol style="list-style-type: none"> only listen to the lectures or participates in IP / Landscape Forum <u>Assignment</u>: no, only participation is required. <u>Recognition</u>: letter of participation 		

ANNEX V. – REPORT ON INTERNATIONAL OUTREACH

In the application the envisioned certification is based on common competence setting and set of activities lead to those competences, e.g. participation on landscape forum, voluntary work, other professional activities. We found that IFLA, ECLAS, Council of Europe, AESOP, EDRA, ISOCARP, UNISCAPE, national architecture chambers are partners potentially interested in the certification project.

First contacts have been established to the

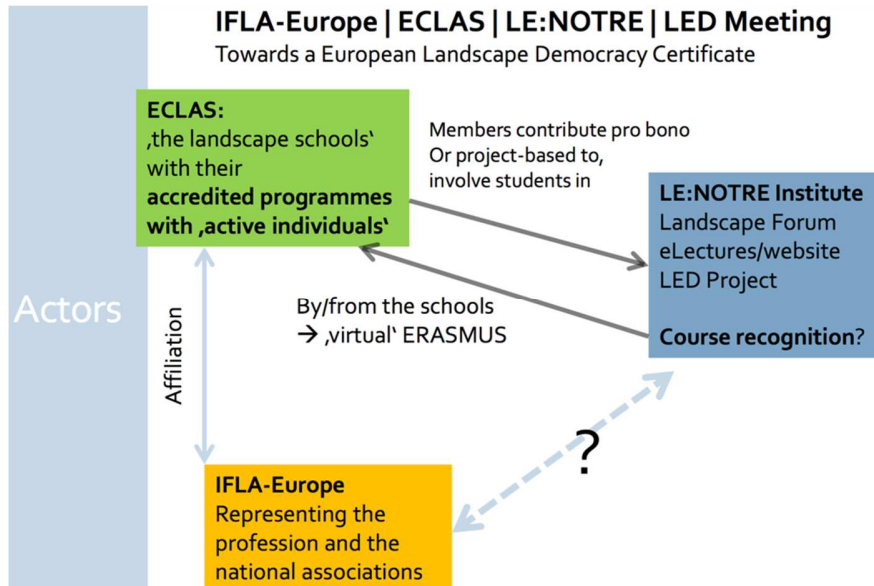
- IFLA-Europe - 7th of April 2016, Adobe Connect
- Working Group on the European Landscape Convention "Landscape and democracy" – 13-14 November, 2017 Budapest

IFLA-Europe - 7th of April 2016, Adobe Connect

In order to discuss the possibility of a joint certification and recognition system for the project that could be issued by IFLA, ECLAS, and the participating universities together., an online meeting was organized between the LED team and the representatives of the European Professional Association of Landscape Architects.


Invited people for the meeting:

- representatives of the project, the LE:NOTRE Institute
- IFLA-Europe: Marina, President, Tony Williams, Emilia Weckman, Vice President Education.
- Simon Bell, President ECLAS



Supporting material: For the meeting we prepared the competence matrix of the online course see: Annex 7 – LED competence matrix.

Results of the discussion

- IFLA supports the idea and would like to participate not only in the certification but also  in the

education process to bring the perspective landscape architect as mediator and collaborate in actions and activities. As board members of the LE:NOTRE Institute it is possible to contribute to the lectures and have an observer role in the project too. [SEP]

- IFLA propose competition that ends in an award. In the next semester there will be more space to integrate IFLA contribution. There is a possibility to combine competition with the Intensive Programs in Zingonia between 19-29 June. [SEP]
- ECLAS: suggest reusing the ECLICK learning materials: handbook, courses, material, approach to landscape democracy, bottom up involvement, citizens, school kids. This will be integrated into the course. [SEP]
- ECLAS and the LE:NOTRE Institute will restructure their relationship that will lead to better promotion and increased participation in e-lectures. Promotion of the project could be done by ECLAS, IFLA and local associations. [SEP]
- LE:NOTRE: Academic standards must be considered for the framework of recognition. Other accredited certificate systems such as Erasmus+ could be analyzed. [SEP]
- Nürtingen-Geislingen : through IFLA the European level recognition system could be established while accreditation itself is national and happens on institutional level. The national chambers must be also involved into the process and check the competence requirements. [SEP]
- LE:NOTRE: there is a need to reach out for other countries and involve e.g. Turkey and other countries with democratic challenges. [SEP]
- LE:NOTRE: integrating participation into the Landscape Forum is important. For the next Forum in Munich the idea of participation is already integrated. [SEP]

Future discussion possibilities:

- 23 April 2016 in Turin on the Civilscape General Assembly. Beatrice and Simon from [SEP]ECLAS, Attila from LE:NOTRE Institute, and Marina from IFLA. [SEP]
- Online meeting will be scheduled to monitor process
- IFLA General Assembly in Istanbul, Turkey, 14-16 October 2016: make contact early enough

Open questions

- How to integrate other professional activities, voluntary work and working at NGOs into the certificate?
- How to reach out for non-European cases with democracy challenges? E.g. Africa, Turkey, Saudi Arabia.

Working Group on the European Landscape Convention "Landscape and democracy" – 13-14 November, 2017 Budapest

In 2005 the Working Group on the European Landscape Convention "Landscape and democracy" was established.

Representative of the Hungarian agency Krisztina Kincses expressed the interest of the working group and agreed to visit one of the project meeting in Budapest.

<https://www.coe.int/en/web/landscape/working-groups>

ANNEX VI. - CASE STUDY FRAMEWORK FOR PROFESSIONALS

Requirements:

- Hours to spend with the project must be close to the 11 days of the Intensive Program
- the case study framework filled out
- images and maps are included
- Case study could be presented online on the LE:NOTRE platform so we generate content there (maybe we could organize annual event or organize it individually)
- case study could be uploaded to Wiki page of the project (<http://www.led-project.org>)

<p>Introduction</p> <p>Based on the theory you learned from the online course you are invited to take action and initiate real change in your environment. Might you already identified your challenge during the online course, might you decide to identify your challenge right now. This can be a recent or planned project that raised public concern or a broad social, economic or environmental driving force affecting your landscape at various scales. The aim is to give us an overview about the challenge. Write down and illustrate the following information:</p> <ul style="list-style-type: none"> • why did you select this case? Who are you or your group? What is your stake? (Photo or visual that represents you) • what is the issue/conflict? Describe the challenge and the urban context. (Map) • who are the actors? Who are affected by the problems. (Stakeholder map)
<p>Preparation of the project</p> <p>In this chapter you can give more detail about how you prepared and planned your project.</p> <ul style="list-style-type: none"> • How did you identify the affected people? • What methods and tools did you select and used during the project? • What was you schedule and budget? • Add a process timeline how these tools were applied during your project, how you addressed your target groups.
<p>Implementation of the project</p> <ul style="list-style-type: none"> • Explain the actions carried out? (photo documentation of workshops, site visits, other activities) • What was the output of your actions? • What was the outcome of your project? • How did you communicate about your project?
<p>Follow up</p> <ul style="list-style-type: none"> • Was your project successful for the community? • Is there any activity that remains with the community and continues after the project finishes? • What about maintenance?
<p>Reflection</p> <ul style="list-style-type: none"> • What would you change in the process next time? What did you find the most successful tool in your project? • What did you learn from your project on personal and professional level? • What would you recommend for those who want to initiate similar projects?

ANNEX VII. - METHODOLOGY AT THE LANDSCAPE FORUM

The Toolbox provided for the 'Landscape and Democracy' cross-cutting team members contained the following exercises and methodologies:



- **Tool #1: LED checklist:** Study the exclusion/inclusion diagram below. After the excursion come back to the diagram and use that to filter your impression of the landscape you visited. Reflect on the key aspects of the diagram that you find the most important in a couple of sentence and try to make a small visual representation (a concept map/diagram) of your thoughts.
- **Tool #2: walking interview:** People are experts with deep knowledge of their community, and this should be the starting point for landscape architects and planners. Stakeholders are likely to have knowledge, wisdom, and insight that can have an important agency in democratic decision making. Try to use the opportunity of the excursion and the session tomorrow morning to engage with as many stakeholders of your study area as you can.
- **Tool #3: visioning chairs:** In this activity, we will use a participatory community design method to help advance your group's analysis. You will divide into two subgroups: the 'movers' and the 'shakers'. Each group will sit in front of the other. You will be assigned a question, which you will have the opportunity to ask the people in front of you. You will record their answers literally, without interpretations. You may ask for clarifications, but you should avoid discussing your colleagues' findings at this stage.
- **Tool #4: power mapping:** Stakeholders are all those who need to be considered in achieving landscape and whose participation and support are crucial to its success. Stakeholder analysis identifies all primary and secondary stakeholders who have a vested interest in the issues with which the project or policy is concerned. The goal of stakeholder analysis is to develop a strategic view of the human and institutional landscape, and the relationships between the different stakeholders and the issues they care about most.
- **Tool #5: nominal group technique:** One of the challenges of community design is to go beyond the 'wants' and 'needs' of a community to allow for a shared vision to emerge. This vision should act as a 'gestalt' (i.e. more of the sum of the parts) and therefore more than the sum of each individual need or need (that will move us from an 'advocacy' to a 'collective visioning' model of participation).
- **Tool #6: democratic change process:** During the last part of the Forum you are invited to imagine yourself as the designer of the democratic change process. This process will include the community in addressing the challenges you have identified together with your group. The approach includes the following elements: a power map, a selection of tools and methods for activating the actors involved, and a scenario illustrating how these tools can be applied within a short, medium and long term perspective involving the groups you want to address, this should include a process timeline
- **Tool #7: evaluating democratic vision:** A diagram for evaluating your main working group's result (identity building, land use democracy, spatial inclusion, collaboration and network, landscape narration).



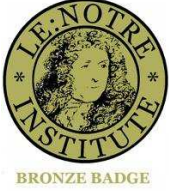

ANNEX VIII. – BADGE SYSTEM AT THE LE:NOTRE INSTITUTE



Currently, LE:NOTRE Institute hands out certificates for the following themes: Landscape Democracy, Green Infrastructure, Social Entrepreneurship, Coastal Landscapes. Future themes may be: Landscape Architecture Teaching, Landscape Architecture Research, Participatory Planning, Climate Change, etcetera. The certificates are meant for students (Bachelor, Master, PhD), educators, researchers and professional practitioners.

1. LNI will develop for each seminar (or even lecture) a short survey with reflection questions like:
 - a. what were the main topics of the presentations? Please write down two new insights that are valid for your study or work that came from this lecture.
 - b. When you reflect on the lecture, are there any thoughts or concepts that you have a different insight in? Please, explain!
2. LNI will produce certificates that show the:
 - a. badge level
 - b. the theme,
 - c. the main competences
 - d. and the text that is written now at „the level of achievement“.

The color code could be a horizontal approach to value the achievements in each separate theme. The color of the badge could symbolize the deepness of the knowledge gained and each theme could have its own symbol. E.g. LED has a light bulb symbol.

Category	Bronze badge	LED terminology
Symbol		
Title	CERTIFICATE OF PARTICIPATION	LED community
Level of the achievement of the competence	Understanding the concept and underlying principles of the <theme> or a combined range of subjects.	
Keywords	Simple common understanding in a well defined context	
Activities	Followed 80% of the e-lectures in the series or followed a number of 5 e-lectures.	
Evidence	Screen shot of the participants list and answering a short follow up survey about the content. In the case of 5 separate lectures an A4 with a short discussion on the content and the relation between the various lectures.	
Assessment by	LNI certification board	
Category	Silver badge	LED terminology

Symbol		
Title	CERTIFICATE OF COMPETENCE	LED thinker
Level of the achievement of the competence	Understanding the concept, know how it is related to other social, environmental and economic issues and be able to apply this within a given context.	
Keywords	Realistic With a broader overview Application of the understanding using well chosen methods	
Activities	Participated actively in an e-seminar while completing the related assignments OR Participating in registered educational courses that concern the <theme>.	
Evidence	Screen shot of the participants list and answering a short follow up survey about the content. Assessment of the assignments OR Certificates of completing the courses and the description of the course content with learning outcomes.	
Assessment by	LNI certification board	
Category	GOLDEN badge	LED terminology
Symbol		
Title	CERTIFICATE AMBASSADOR	LED Ambassador
Level of the achievement of the competence	Understanding the concept, know how it is related to other social, environmental and economic issues and be able to apply this in a realistic, complex situation in interaction with stakeholders.	
Keywords	Complex complete mastering, framing the context	
Activities	Participated actively in an e-seminar while completing the related assignments and contribute actively to a realistic assignment / task by carrying out a complex task for a project and/or plan and presenting it (could be an intensive workshop, landscape forum, or other). OR Activities in professional practice in a public administration, private office of with an NGO relating to the <theme>. OR Research in the field of the <theme>	
Evidence	Assessment of the plan and report of a project proposal, assessment of the presentation. This may be the outcome of a intensive workshop, the LE:NOTRE landscape forum or a process report and log of professional or research activities. Add to LE:NOTRE resources.	
Assessment by	LNI certification board	

Category	Platinum badge	LED terminology
Symbol		-
Title	CERTIFICATE OF EXCELLENCE	-
Level of the achievement of the competence	Understanding the concept, know how it is related to other social, environmental and economic issues and be able to apply this in a innovative way in realistic, complex situation in interaction with stakeholders. Making additions by improving methods, design concepts and implementation. Bringing new knowledge to society.	
Keywords	Innovative strategic leadership influencing the context new knowledge	
Activities	Creating a publication on the <theme> that displays mastering the understanding and knowledge of it and presenting new knowledge and innovation of concepts, methods, preferably peer reviewed (e.g. conference paper, journal, or other)	
Evidence	Review of the publication and a short written summary / motivation including the notes of the peer reviewer. Add to LE:NOTRE resources and send out in alumni network or newsletter.	
Assessment by	LNI certification board	
Category	Diamond badge	LED terminology
Symbol		-
Title	CERTIFICATE OF CHANGE MAKING	-
Level of the achievement of the competence	Understanding the concept, know how it is related to other social, environmental and economic issues and be able to apply this in an innovative way in realistic, complex situation in interaction with stakeholders. Making additions by improving methods, design concepts and implementation. Bringing new knowledge to society. Having proved impact on a community, society or academic groups.	
Keywords	Innovative Strategic leadership influencing the context new knowledge proven impact	
Activities	Carrying out activities that relate to the long term aims of the <theme> that result in a positive change or sustainable development of society, a community or an environment / project.	
Evidence	Review of an impact report according to valid criteria for impact measurement. Invite them to give online presentation about the case for participants of the thematic online course.	
Assessment by	LNI certification board	



CERTIFICATE OF PARTICIPATION

The BRONZE BADGE for <theme>
is awarded to

<first name> <last name>

< date of birth>

< town of residence> < country>

Based on proven understanding the concept and underlying principles
of the <theme>.

??Number of hours: xx??

Addressing the following competences:

Competence A

Competence B

Competence C

Competence N

Date

Place

The chair of the Assessment Committee

Name

Signature

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Registered seat: Wilhelminaweg 12, 6703 CD Wageningen, the Netherlands. E: office@In-
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