



LED2LEAP

Seminar Session 1
31.03.2021

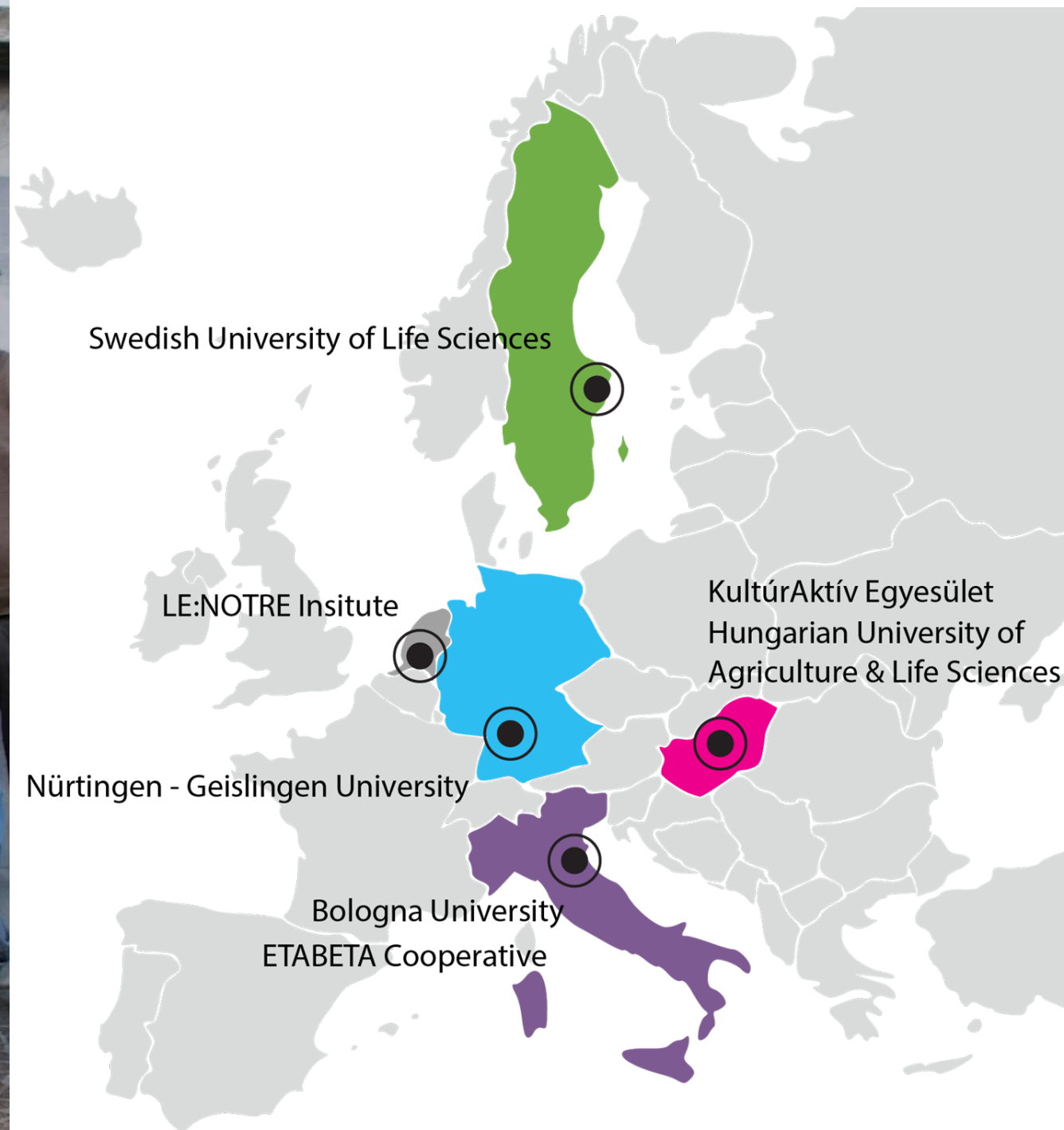
“...people who will be affected by design and planning decisions should be involved in the process of making those decisions.”

Henry Sanoff

Community Participation Methods in Design and Planning, John Wiley and Sons, 2000, New York, NY



Welcome to the LED2LEAP Seminar



PHASE A



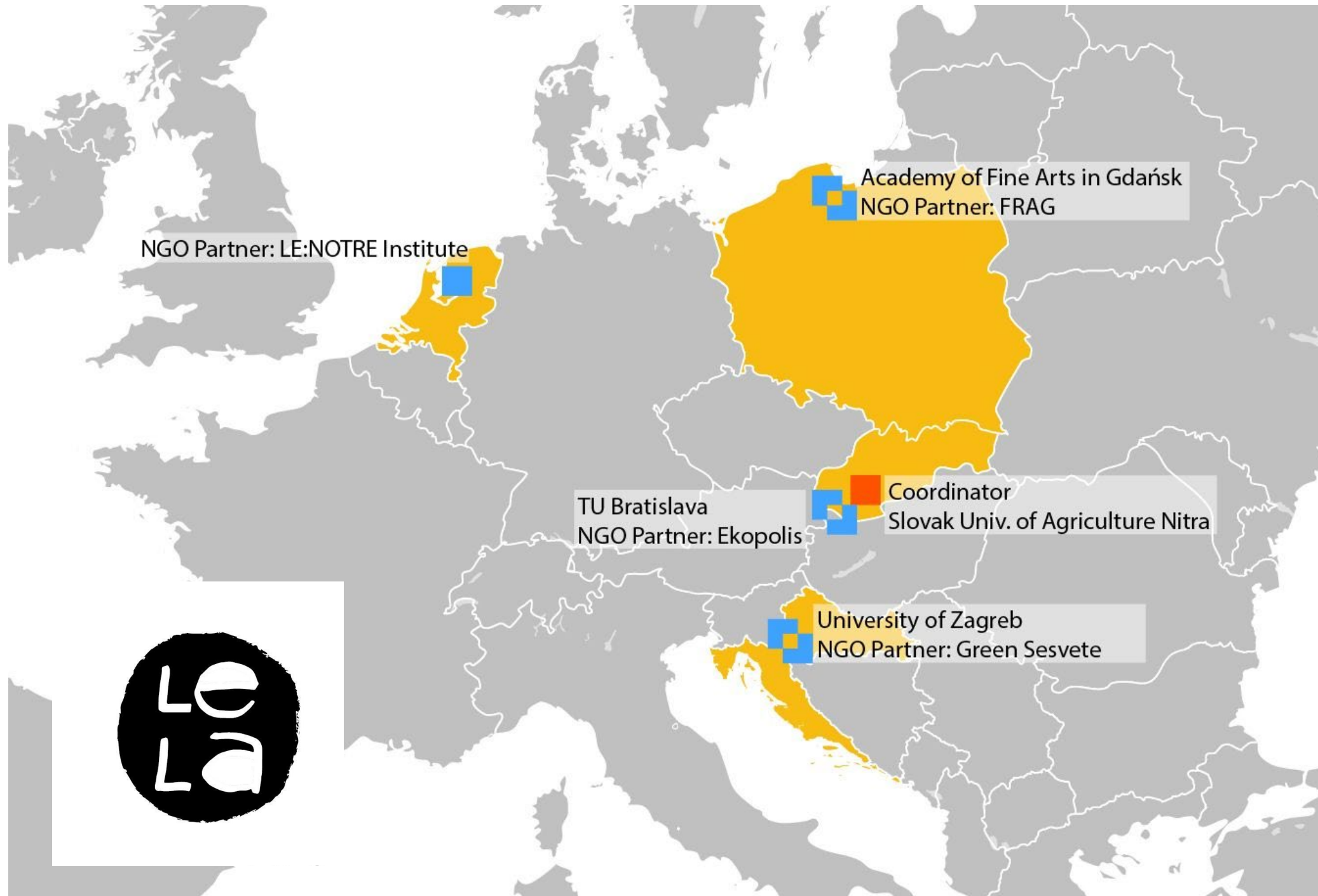
Who we are and what is LED2LEAP



PHASE A



Welcome to our guests



Our programme for today



- 17 00** **Welcome + Intro**
- 17 05** **Round of Introductions in random breakouts**
 ‘Your landscape democracy challenges’
(from Padlet)
- 17 20** **The rationale behind the LED Programme**
 Why are we doing this? Where do we come from?
- Welcome from our LED2LEAP Living Labs**
- 18 10** **Seminar process and how we are working**
- 18 30** **Seminar finish**

Getting to know each other



We send you now in random breakout groups with three persons each

Present yourself to each other using your image from the Padlet where you presented your landscape democracy challenge.

Breakouts close after 15 minutes!

Your experience in the breakouts



Please tick any answer that applies to your experience:

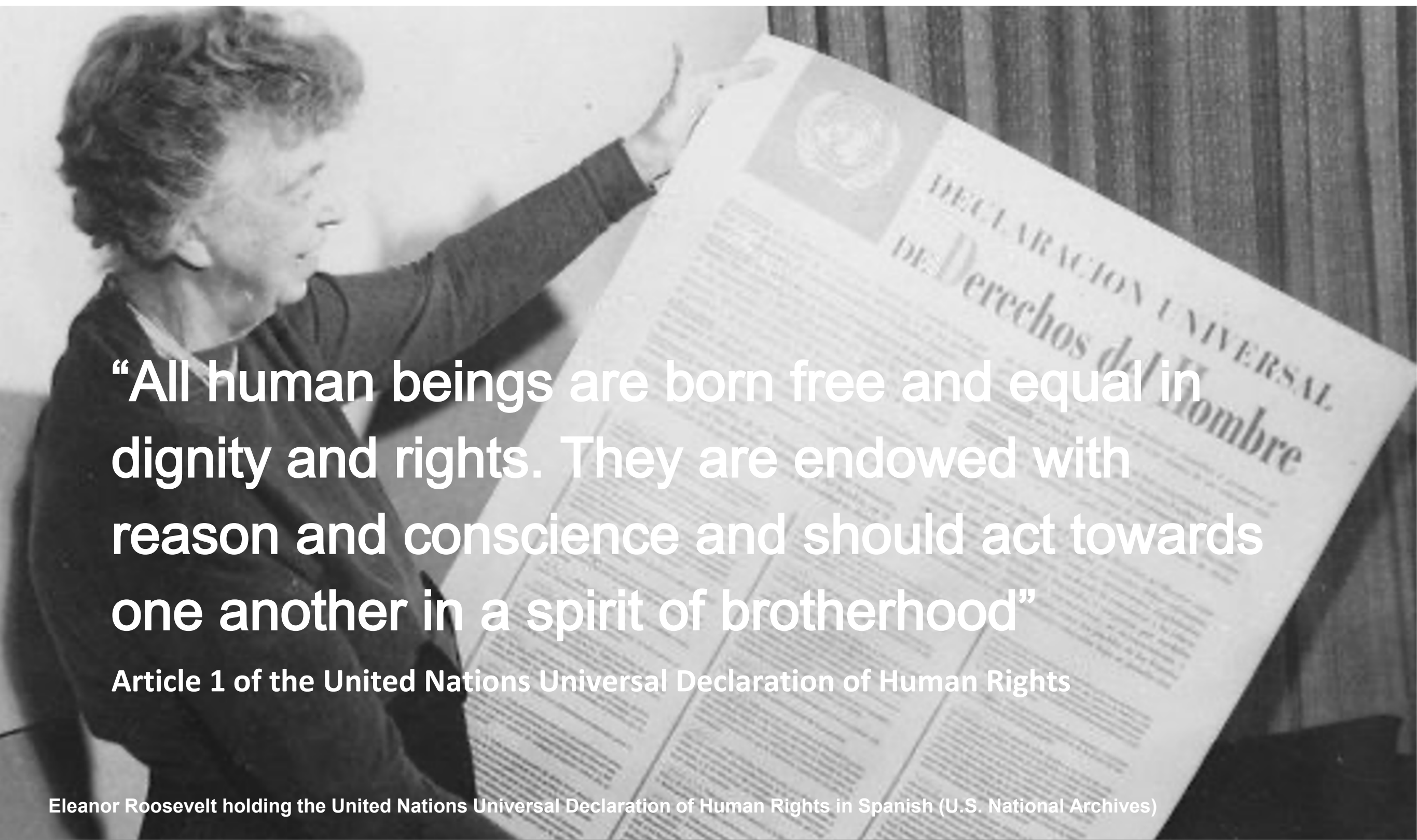
- We did not have enough time to introduce everyone
- We managed well to introduce ourselves
- Some people spoke too long so that others could not speak any more
- Some people were hiding behind closed cameras and did not talk to me
- Some people wrote they cannot talk for technical reasons
- I enjoyed this short session
- I felt a bit uncomfortable exposing myself to so many new people
- Speaking English in that situation was challenging for me



The rationale behind the LED2LEAP Programme

*why are we doing this?
Where do we come from?*

Universal Declaration of Human Rights



“All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood”

Article 1 of the United Nations Universal Declaration of Human Rights

Eleanor Roosevelt holding the United Nations Universal Declaration of Human Rights in Spanish (U.S. National Archives)

The Right to Landscape



Tahrir Square, Cairo, Egypt 2011/2020



Black Lives Matter Plaza (2020)

PHASE A



Landscape democracy wicked problems

- No definitive formulation
- No stopping rules/exit strategies
- No true/false solutions, only good/bad
- More than one possible solution—no exhaustive list of admissible operations
- No definitive test to assess success
- Unique, symptomatic of higher level problems
- Demanding action

Rittel, H. W., & Webber, M. M. (1973). Dilemmas in a general theory of planning. *Policy sciences*

Global Sustainable Development Goals



Source: Stockholm Resilience Centre (2016), Contributions to Agenda 2030 – How Stockholm Resilience Centre (SRC) contributed to the 2016 Swedish Agenda 2030 HLPF report, <https://www.stockholmresilience.org/SDG2016>.

Competences for Sustainable Development

Systems Thinking

The ability to analyse sustainability problems cutting across different domains (or sectors) and scales (i.e. from local to global)



Collaboration

The ability to initiate, facilitate and support different types of collaboration, including teamwork and stakeholder engagement

Futures Thinking

The ability to anticipate how sustainability problems might evolve or occur over time (scenarios), and to create and craft sustainable and desirable future visions

Strategic Thinking

The ability to develop and test systemic interventions, transformational actions and transition strategies...to develop plans and to create synergies and partnerships

Values Thinking

The ability to specify, compare, apply, reconcile and negotiate sustainability values, principles, goals and targets, informed by concepts of justice, fairness and responsibility.

Visualisation based on the paper by Wiek, A., Bernstein, M., Foley, R., Cohen, M., Forrest, N., Kuzdas, C., Kay, B., & Withycombe Keeler, L. (2015). **Operationalising competencies in higher education for sustainable development.** In: Barth, M., Michelsen, G., Rieckmann, M., Thomas, I. (Eds.) (2015). *Handbook of Higher Education for Sustainable Development*. Routledge, London. pp. 241-260. | graphic based on freepik.com layout

European Landscape Convention



**‘Landscape’ means an area,
as perceived by people, whose
character is the result of the action
and interaction of natural and/or
human factors**

Council of Europe (2000), European Landscape Convention

Short Poll



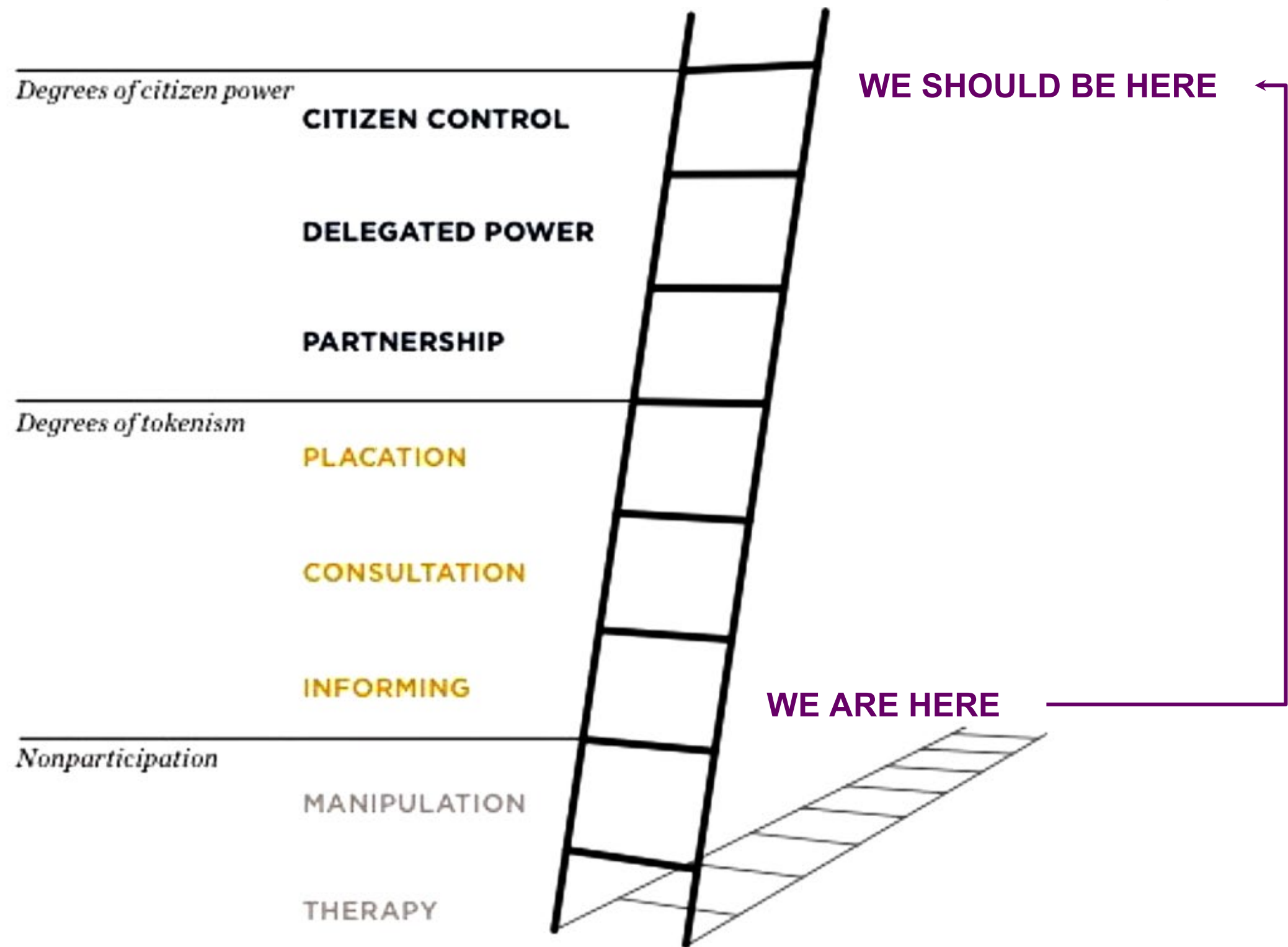
Mentimeter

Please rate the following statements



79

Participation



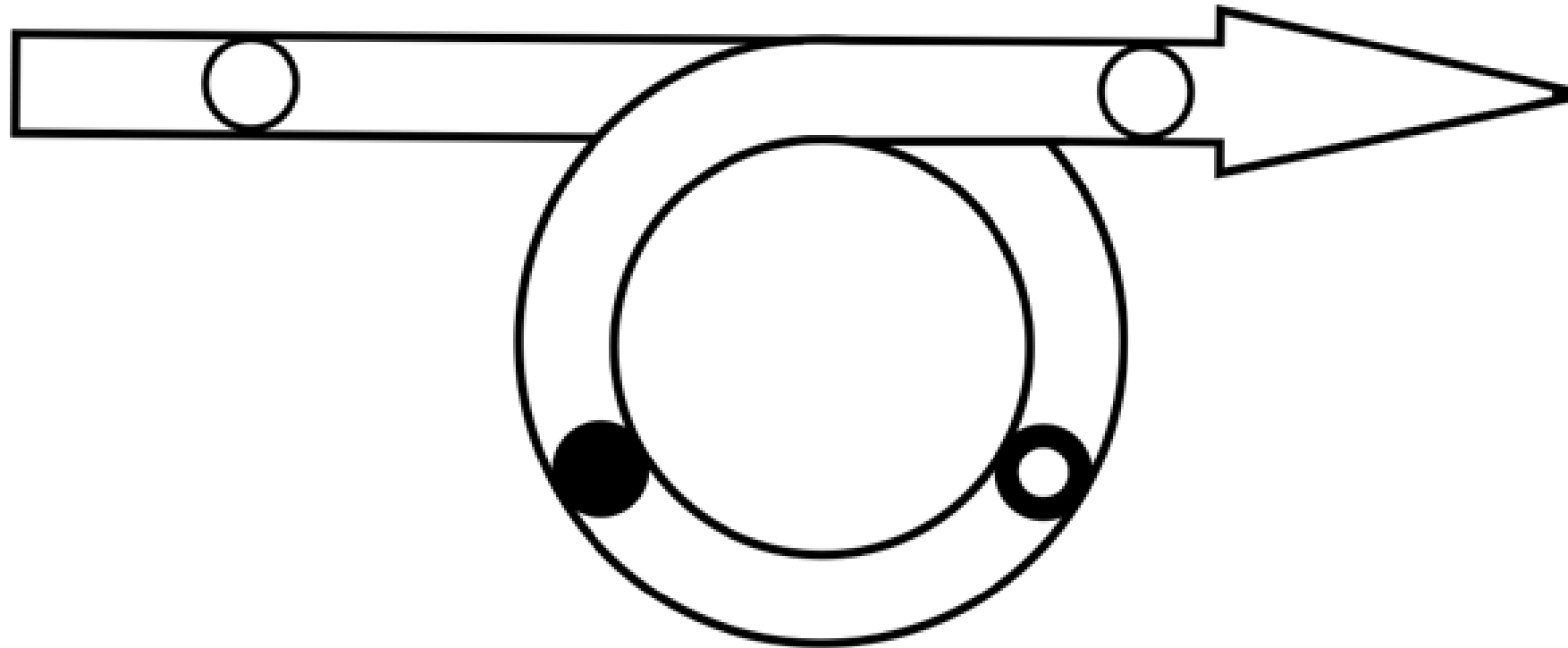
Arnstein, S. (1969). A Ladder of Citizen Participation

P.A.R. Participatory Action Research

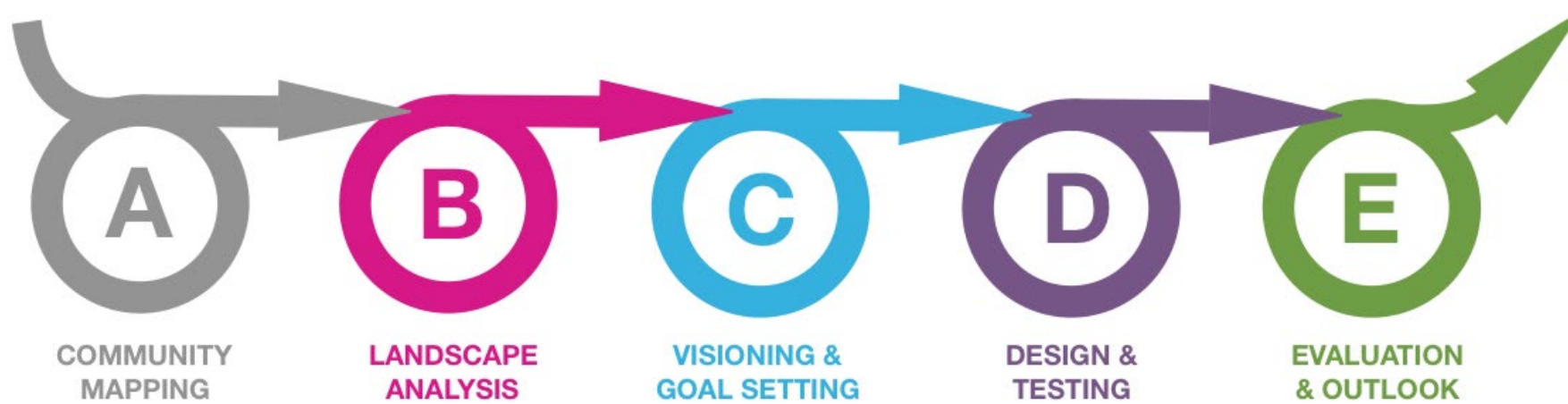


- P** Partnership..... *a collaboration as equal partners*
- Emergent..... *processes and goals unfold*
- Inclusive..... *seeks to engage a multitude of perspectives*
- Native -wisdom driven *there are no experts*
- Transdisciplinary..... *..working together on complex solutions*
- A** Dialogic *from top-down to bottom up*
- Action driven..... *projected toward change, not status quo*
- Adaptable..... *it has the capacity to evolve with the context*
- Strategic..... *it is creative in achieving the most with the least*
- R** Reflective..... *it seeks to build on experience (successes/failures)*
- Rigorous..... *carefully documented and conceptualized*
- Communicative..... *shared knowledge and education*

The P.A.R. Iterative Model



○ ASSUMPTION ● EXPERIMENTATION ● REFLECTION ○ REVISED ASSUMPTION



The PAR Spiral an Iterative Approach

Tyler, S. "Communities, Livelihoods and Natural Resources, Action Research and Policy Change in Asia". 2006. International Development Research Center, <https://prd-idrc.azureedge.net/sites/default/files/openbooks/230-9/index.html>



Narrative comes from the Latin word “*gnarus*” (knowing). we experience and represent the world in our own minds through narratives.

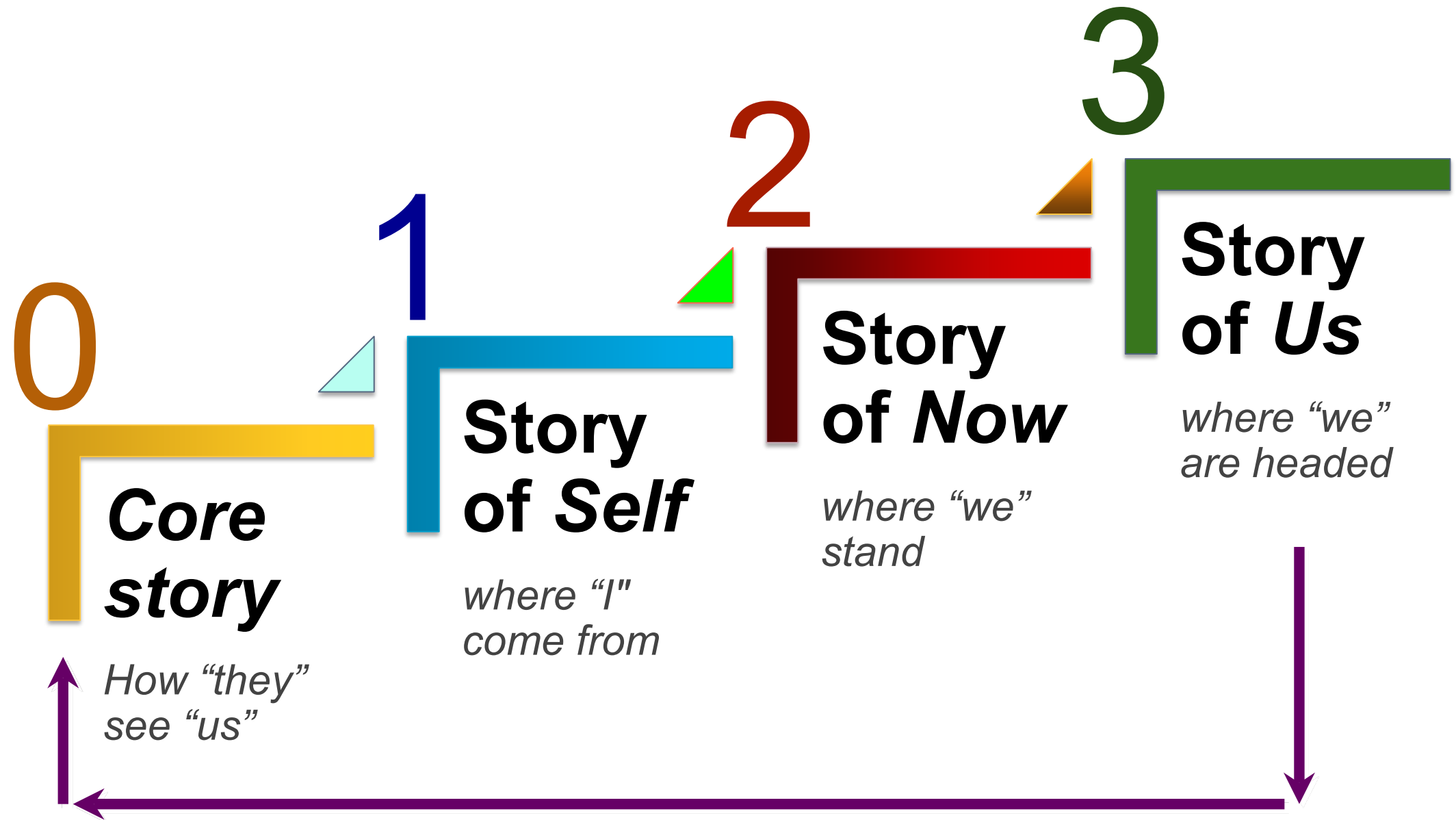
Story *noun*

description, either **true** or **imagined**, of a **connected series** of **events**. Stories integrate meaning. Not every narrative becomes a story

stories of change

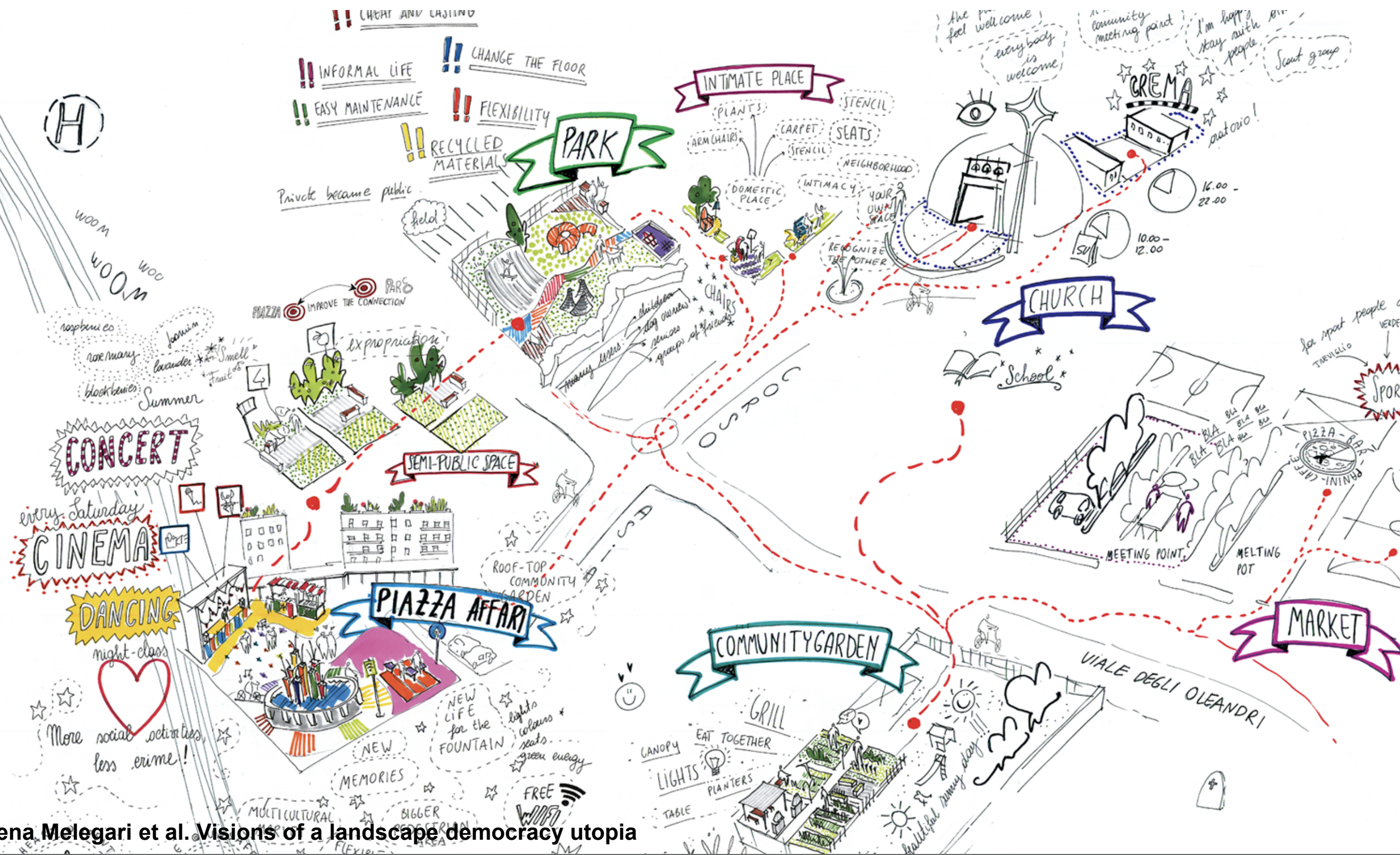
STORIES AS INHIBITORS

STORIES AS MOTIVATORS



Ganz, M. (2011). Public narrative, collective action, and power. From Inertia to Public Action, 273.

stories of landscape democracy



Elena Melegari et al. Visions of a landscape democracy utopia

stories as collective capital



PHASE A



co-authoring stories through sharing



PHASE A




stories of stewardship & place -keeping



PHASE A



A pedagogy of freedom

A photograph showing a group of children and two adults in an outdoor parking lot. One adult in a red shirt is holding a white paper and talking to the children. Another adult in a dark shirt is holding a pink paper. The children are gathered around a yellow toy. The background shows a parking lot with cars and a building.

“Education either functions as an instrument [to] bring about conformity, or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.”

Freire, Paulo (2000) *Pedagogy of the Oppressed*.

landscape democracy and time



*

we are here

PHASE A

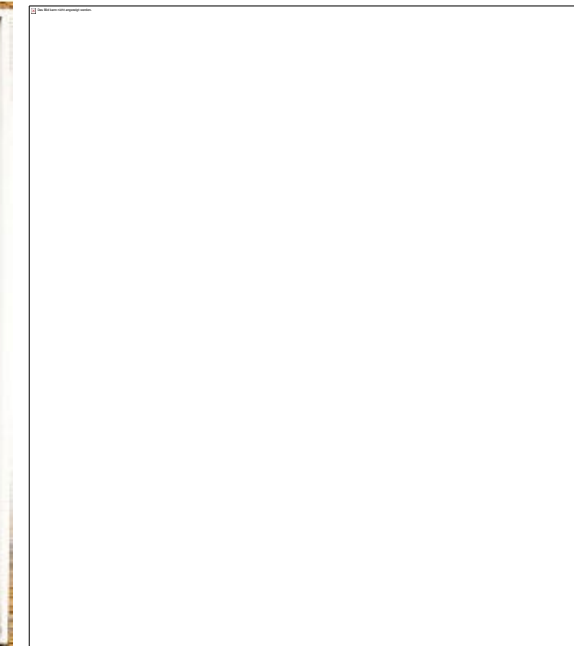


LearningEmpowermentAgencyPartnership

A vibrant, collaborative workspace where several people are engaged in various activities. In the foreground, two men are seated at a table, focused on their work. The man on the left wears a white t-shirt with a 'Hard Rock CAFE LONDON' logo and is writing in a notebook. The man on the right, wearing a striped polo shirt, is looking at a smartphone. The table is cluttered with papers, a blue water bottle, a green mug, and other supplies. In the background, a group of people is gathered around a large whiteboard covered in red sticky notes, appearing to be in a brainstorming session. Other individuals are seen working at tables with laptops and papers, creating a sense of a busy, productive environment. The room is bright, with large windows in the background.

Stories from the LED2LEAP Living Labs

Nürtingen Living Lab



PHASE A



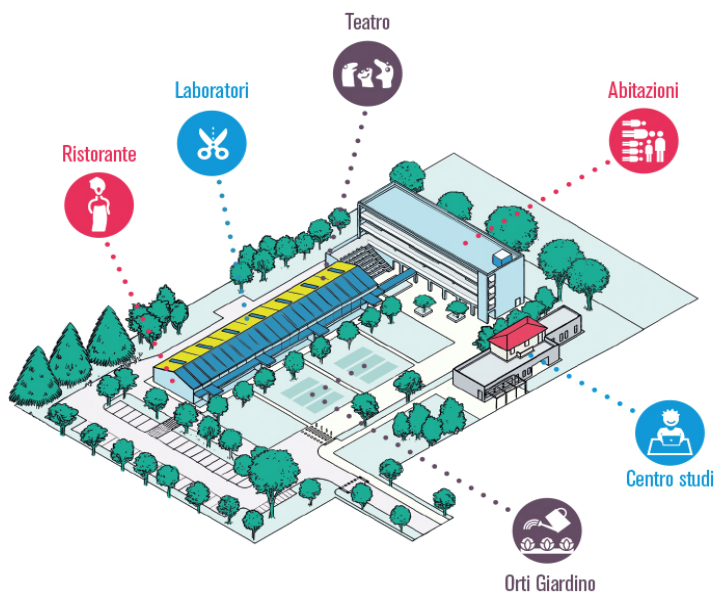
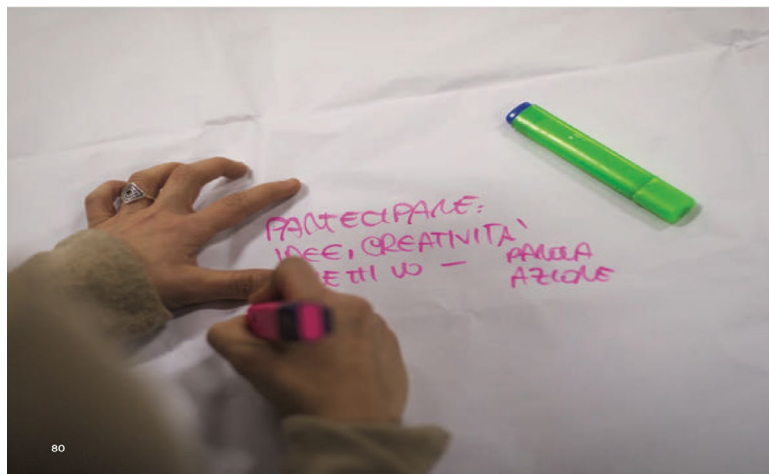
Budapest Living Lab




PHASE A



Bologna Living Lab



PHASE A



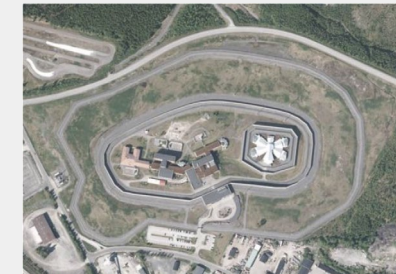
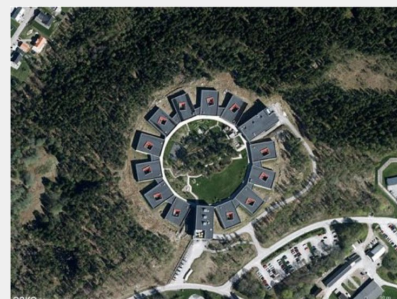
Uppsala Living Lab



Students' Theses:

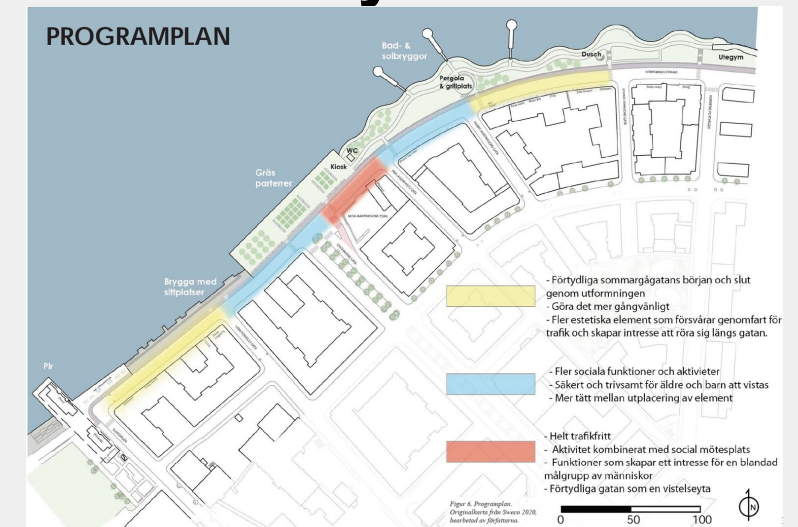
Landskapsarkitekturen bakom galler

Landscape Architecture behind bars



Möten och mångfald på offentliga platser i en förtätad stad.

Meetings and diversity in public spaces in a densified city



Short Poll



Mentimeter

What does community mean to you?



64

Communities in local landscapes

External driving forces: globalisation, digitalisation, individualisation, climate change....



Communities can be defined by sharing a landscape: a village, a city, a neighborhood or a region

Why communities?



*“.... In order to increase reflexivity in dealing with great societal challenges and to re-integrate societal sub-systems, science needs to **transcend** its descriptive analytical functions and **cooperate** with non-academic actors to achieve shared, normative goals....”*

Uwe Schneidewind, Mandy Singer-Brodowski, Karoline Augenstein, Franziska Stelzer: **Pledge for a Transformative Science: A Conceptual Framework** Wuppertal Paper Nr. 191, Juli 2016

17 PARTNERSHIPS FOR THE GOALS



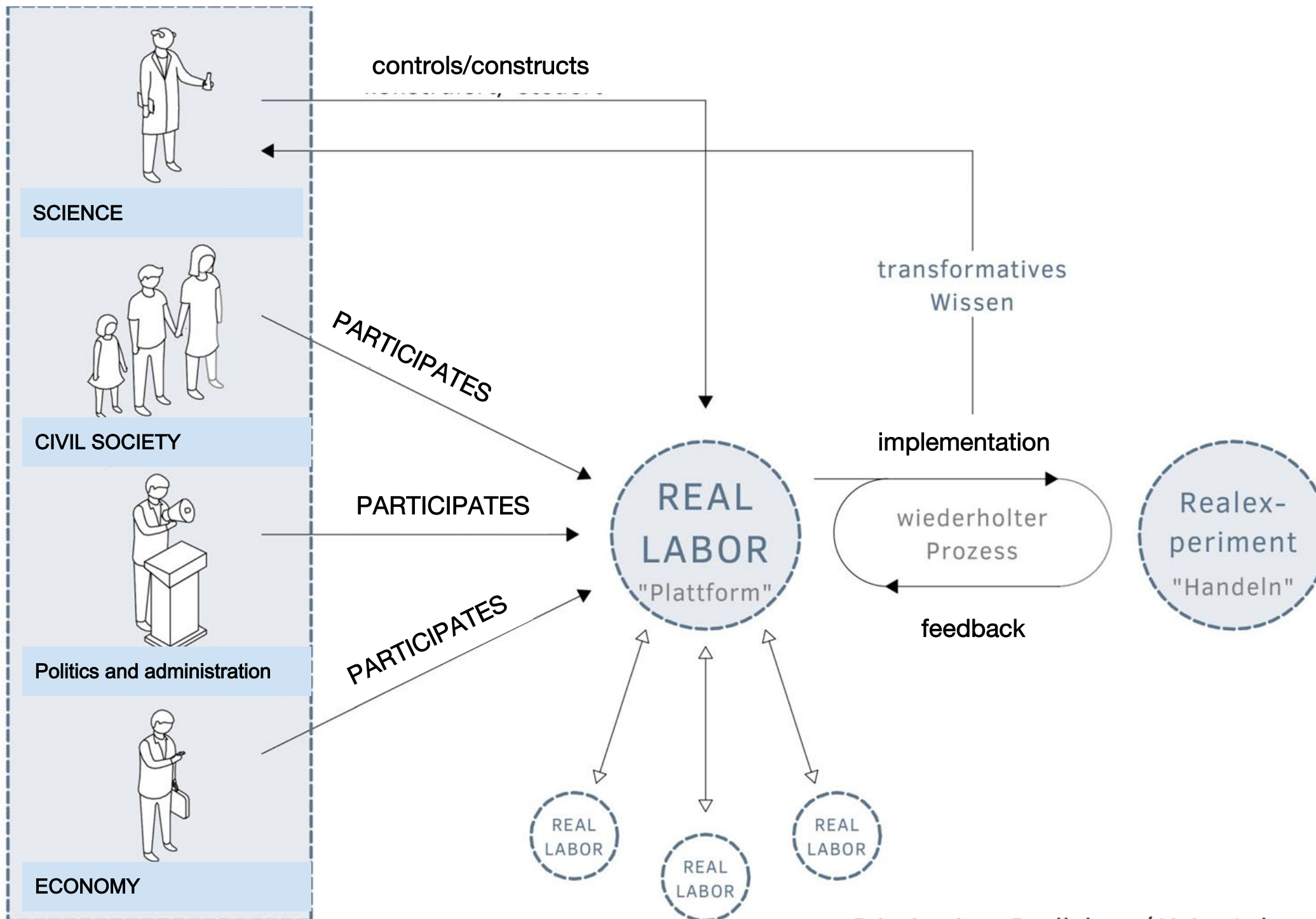
Where is the community?



Wimmelbild from Marian Meinhardt-Schönfeld

What is a Living Lab?

actors



Prinzip eines Reallabors / Living Labs – Grafik: Alexander Niehaves
 Quelle: <https://www.zukunft-mobilitaet.net>

Making a “LEAP”



LED2 **LEAP**
LearningEmpowermentAgencyPartnership

PHASE A





Online Seminar



COURSE SCHEDULE

Starting March 31, 2021 - Wednesdays 17:00 to 18:30 CET

Democratic Landscape Transformation

Democratic Landscape Analysis

Visioning & Goal Setting

Transforming Designing Testing

Evaluation & Outlook

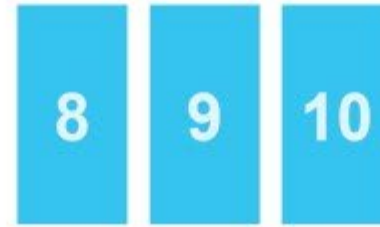
Phase A
31.3 - 21.4

Phase B
28.4 - 12.5

Phase C
19.5 - 2.6

Phase D
9.6 - 23.6

Phase E
30.6 - 7.7



ASSIGNMENTS

Assignment 1 - Conceptual Community Mapping

Assignment 2 - Participatory Analysis and Assessment

Assignment 3 - Collaborative Visioning

Assignment 4 - Co-Designing and Transformation

Assignment 5 - Future Agendas

INTENSIVE WORKSHOP

At the Ex Monastery of St. Augustin, Lucca Italy - Summer 2021



Seminar Landscape Education for Democracy 2021

Are you a planning or design student interested in learning how to create more inclusive, open and democratic landscapes?

Then participate in the LED Program – an exciting way to earn credits and strengthen important professional skills.

- Our next open online seminar will start on **Wednesday, March 31, 2021**
- Sessions will be on Wednesdays from 17 00 - 18 30 CET
- The **LED Workshop 2021** will take place in Lucca, Italy, hopefully in later summer 2021, with a focus on the reuse of the former St. Augustin Monastery
- This years' LED2LEAP Course will partner with the **Learning Landscapes ERASMUS Group**.
- Download the [course outline as PDF](#)
- For any further information please email us under [info\(at\)led-project.org](mailto:info(at)led-project.org)

[>>>Register online](#)

Contents [\[hide\]](#)

- 1 Collaborating for Landscape Democracy
- 2 What is this programme about and what is in it for you?
 - 2.1 Course Elements



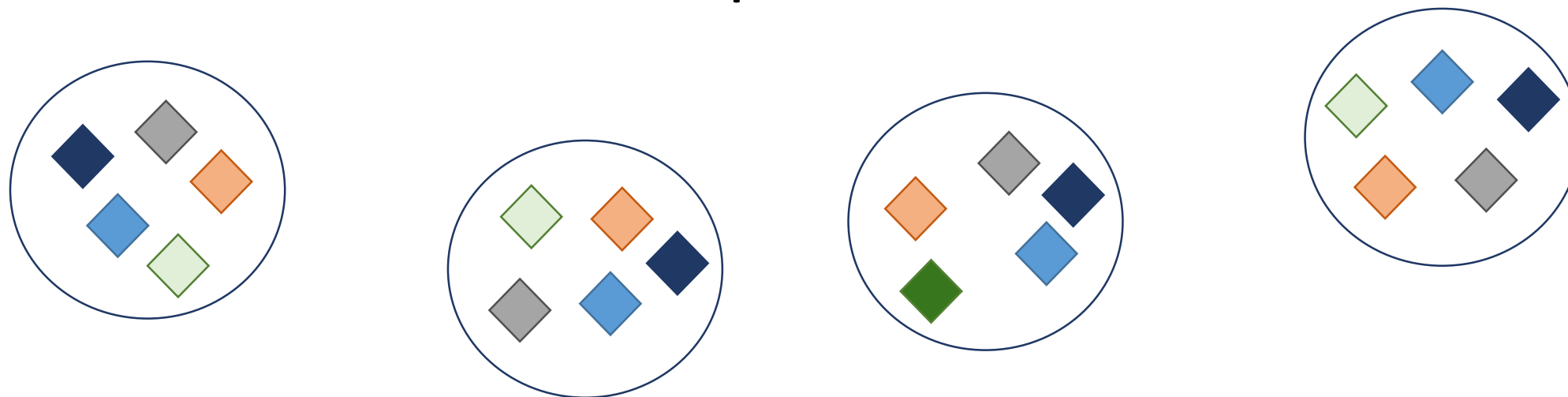
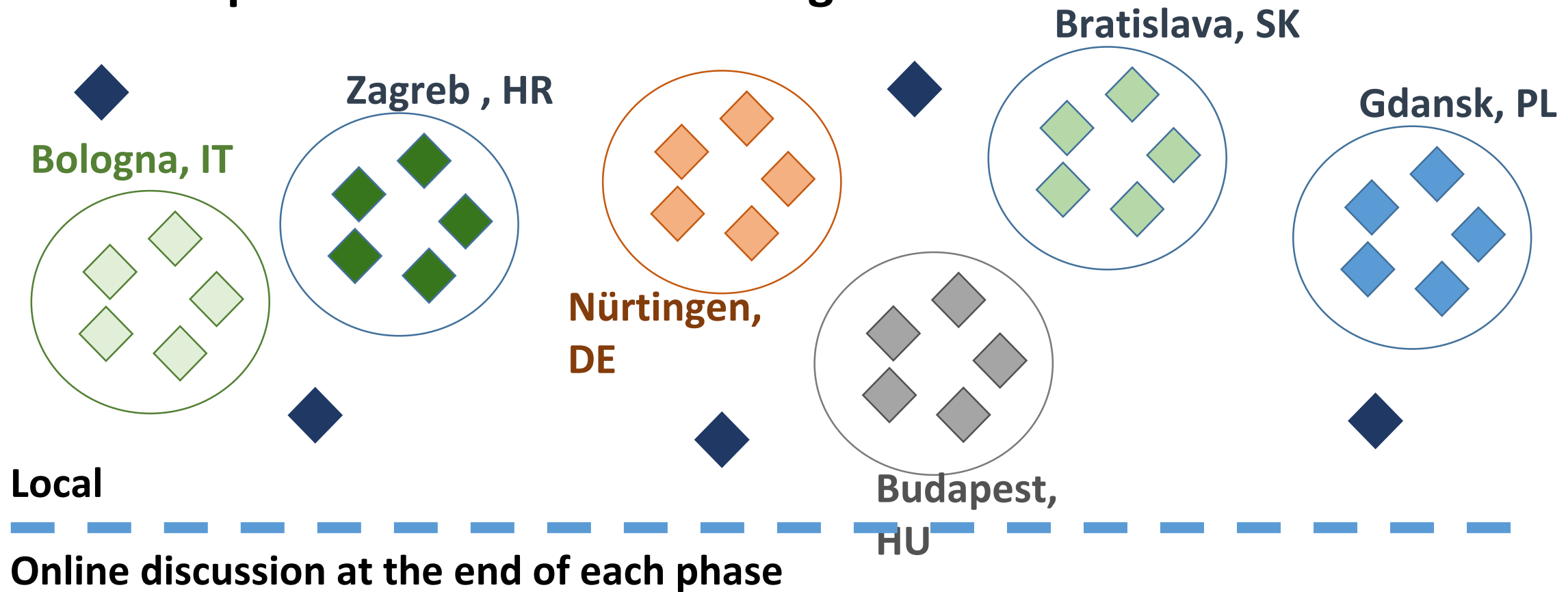
You want to learn more about the LED programme? Please have a look at the video documentation of our online seminar and intensive study programme 2016.

<http://www.led-project.org>

How are the teams working?



Local Groups around LED2LEAP Living Labs



PHASE A



What are the next steps?



- Team composition needs to be finalised by April 7
- First assignment: Mapping your Community
 - You will receive a PPT + a WIKI template
- First team presentation: April 21 or 22 (to be defined)

>>> Please use the Q & A box for upcoming questions
>>> Everything else will be send by email

Your support team



Amelie & Nick

The Help Group on SLACK - https://join.slack.com/t/led2leap2021help/shared_invite/zt-od6vymkl-1MWhMmnoZB~xhjZ5CP2BJg

The Wiki Editing Tutorial - https://ledwiki.hfwu.de/index.php?title=Editing_Help

Readings for phase “A”



European Landscape Convention:

https://www.coe.int/en/web/landscape/text_of-the-european-landscape-convention

Schneidewindt, Uwe; et al: A Pledge for Transformative Science:

<https://epub.wupperinst.org/frontdoor/deliver/index/docId/6414/file/WP191.pdf>

Special Issue: Landscape Education for Democracy (Chapters 13)

<https://in-bo.unibo.it/issue/view/816>

Good practice examples from 2020

https://ledwiki.hfwu.de/index.php?title=LED2LEAP_2020_-_Freising_Team_1

https://ledwiki.hfwu.de/index.php?title=LED2LEAP_2020_-_Nuertingen_Team_3

https://ledwiki.hfwu.de/index.php?title=LED2LEAP_2020_-_Parc_Regional_Aubrac

LED2LEAP Seminar Learning Objectives

https://ledwiki.hfwu.de/index.php?title=LED2LEAP_Learning_Objectives

When we meet next



April 7, 2021 @17:00 CET

Democracy and Landscape
Definitions and Connections