

auri research brief

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Lee, Sangmin
Research Fellow

A Study on the Education Program Development for Raising Recognition of Landscape Value

Active involvement of residents is critical for creating distinctive local landscapes and for their continuous management. Accordingly, the first national Landscape Policy Basic Plan, established by the Ministry of Land, Infrastructure, and Transport (MLIT) in 2015, emphasized the necessity of forming a public consensus on national landscapes and of increasing recognition for their inherent value. However, there are few opportunities for the public to be educated on this issue or to participate in landscape management projects or to experience the positive effects of landscape management. Hence, the concept of landscape management has failed to take root among the general public and even for interested individuals, as educational and experiential opportunities are too sparse for them to pursue this topic in a meaningful way.

This study was developed alongside a plan to implement landscape education for diverse groups of the general public (e.g. professionals, citizens, children, etc.) for the sustainable management of Korean national landscape. To this end, the study examined landscape value perception of each participatory group and utilized the results to tailor recommendations for the purpose, direction, and implementation of landscape education. Furthermore, a pilot project was developed and tested in the course of the study, a landscape education program for children – a relatively overlooked group in the discussion on landscape

education. To develop and verify the applicability of the pilot project, researchers collaborated with Suwon Research Institute under a research agreement.

The study evaluated the perception level of landscapes in the general public and amongst civil servants. A public survey was conducted online from August 23 to 28, 2018. It was completed by 1,000 persons over the age of 20. The contents of the survey were largely divided along two themes: the general perceptions of Korean landscapes and the efforts to create beautiful landscapes. Additionally, 71 civil servants in local governments were also surveyed to ascertain the general awareness of landscapes and landscape-related policies, any difficulties in their administrative work as well as recommendations for improving their work environment.

Next, the researchers conducted case studies on the current status of landscape education programs and their related fields. In the central government, a separate organization under the MLIT was responsible for landscape education of public officials. Learning modules related to landscape in the NCS (National Competency Standards), developed by the Ministry of Employment and Labor, were utilized. Landscape departments of local governments carried out one-time or annual educational programs while the Korea Landscape Council has held landscape academies three times since 2008.

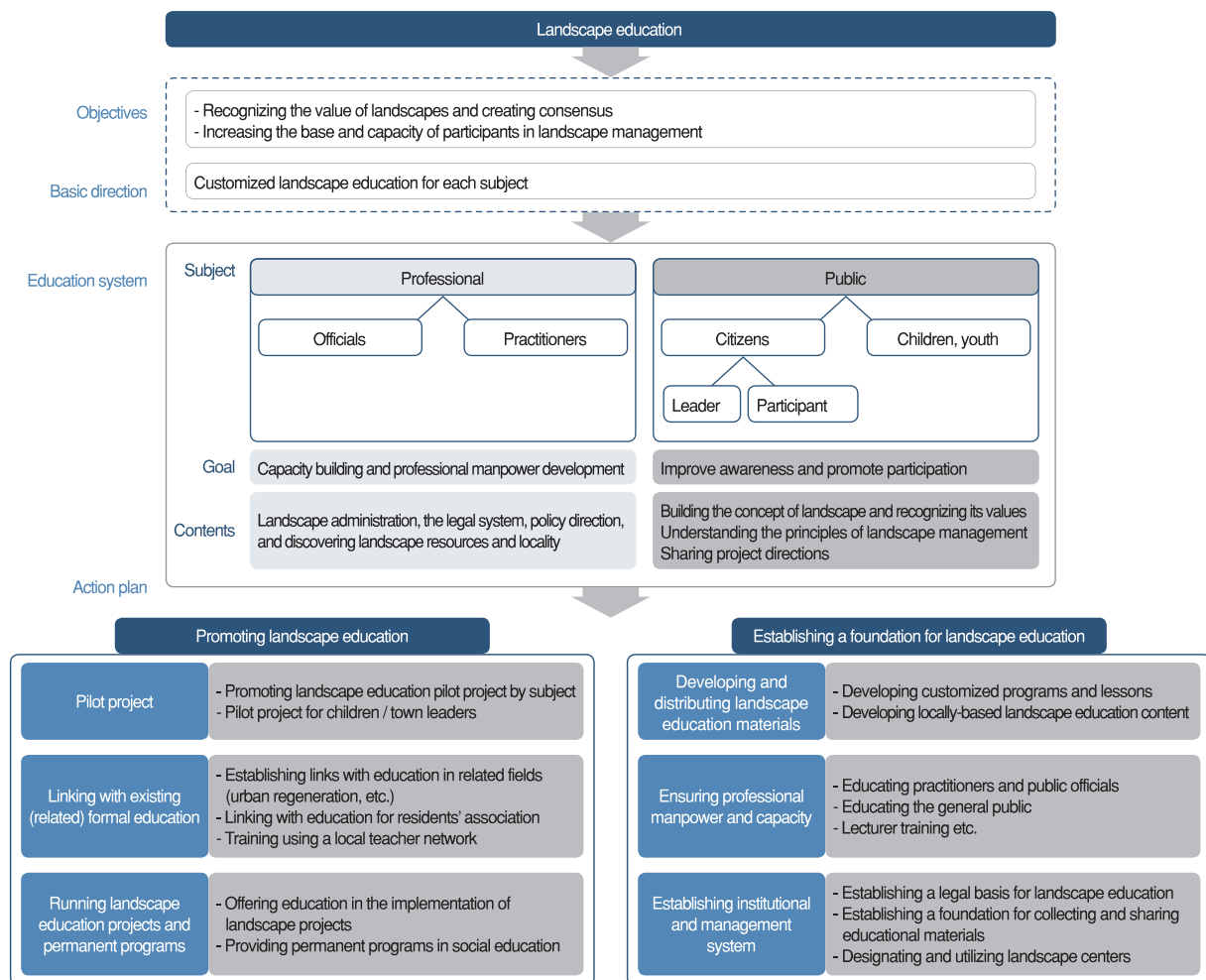
For comparison, Japan's Ministry of Land, Infrastructure, Transport, and Tourism has been actively supporting landscape education through publishing of guidelines and lecture case studies especially tailored for public officials, schools, and general citizens as well as developing textbooks as part of this educational endeavor. This is in stark contrast to landscape education in Korea which has largely focused on administrative staff or professionals with the educational content centered on the related legalities (i.e. policies, operational systems) of the Landscape Act. Public education was often a one-off initiative to encourage participation in local landscape project planning or implementation, and there were nearly zero opportunities for children or youths to get involved. Hence, the researchers found it necessary to expand the target audience for landscape education through development of separate, age-appropriate programs and methods for the administrative staff, the general adult public, and children while aiming to increase the overall awareness of landscape management across a wider social spectrum.

This study proposes a landscape education plan based on these current societal needs and projected goals. Here, this study also proposes the conceptual definition of landscape education as "education for differentiated subjects (experts, the general public, etc.) to create, preserve, and manage beautiful and pleasant landscapes." The purpose of landscape education is first, to create a consensus on the value of landscape and second, to expand the base of participants and strengthen their capacities for better management of the nation's landscapes. In order to achieve this, the overall educational trajectory was set as "customized landscape education by different participatory subjects."

The participatory subjects are divided into experts and the general public. Experts are further differentiated into administrators (civil servants, public institutions, etc.) and practitioners. The general public is differentiated into adults, children and youths. Adults are further divided into participants and town leaders. The purpose of education differs according to the participatory subject: for experts, it is focused on cultivating professional manpower and increasing management capacity while for the general public it is to improve awareness of landscaping and promote participation in landscaping activities. Educational contents will naturally differ according to varying educational purposes.

The objectives for the implementation of this system were firstly to establish the foundation for landscape education and secondly to promote landscape education. This study proposes an implementation strategy, action tasks, and projects.

[Table] Landscape education system and action plan



Lastly, the researchers have developed a landscape education program for children and examined its applicability. The objective of this program was to educate on the tremendous value of cultivating local landscapes and participating in local landscape management activities. The program is designed to be age-appropriate, filled with fun field experiences, and flexible so that it could be adapted to suit diverse learning conditions. The program is divided into two periods over the course of two weeks. The first week consists of learning the basic concept of landscapes and understanding the local landscape. These ideas are developed further to learning the local neighborhood landscapes and presenting them in the second week.

This pilot program was administered in Suwon's Sanui primary school, Hongsung's Jang-gok primary school, and Nonsan's Sungduk primary school in collaboration with Suwon Research Institute. In the application of the pilot program, the plausibility of landscape education with young school-age children, in conjunction with formal primary school curriculum, was confirmed.

[Figure] The pilot program in Suwon's Sanui primary school



For successful implementation of a landscape education plan, the implementation strategy and action tasks recommended in this study need to be included not only in the first Landscape Policy Basic Plan but carried into the second as well. A continuous flow of discussion among the MLIT, the Ministry of Education, and the local offices of Education is necessary to ensure that children's landscape education can be included in the formal curriculum and to secure training for teachers who will lead these classes.

Additionally, it is necessary to specify the participatory subjects of landscape education and provide appropriate and diverse educational content. In particular, education for experts should be reviewed with consideration to how learning goals contents may connect to the qualification system of landscape professionals.

Furthermore, issues related to creating sufficient educational demand must be considered; ideas may include, for instance, linking it to projects related to urban regeneration, architecture, the environment, or the development of after-school programs.

Keywords : Landscape Recognition, Landscape Education, Landscape Education Program, Children's Landscape Education

