

VITAL LANDSCAPES

Adressing young professionals



EUROPEAN UNION
EUROPEAN REGIONAL
DEVELOPMENT FUND



**VITAL
LANDSCAPES**
CENTRAL EUROPE Project

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Valorisation and Sustainable Development of Cultural Landscapes
using innovative Participation and Visualisation Techniques

Work package 5

5.2.3: Communication strategy for students and young professionals

Project partners:

Lead Partner Land Company Saxony-Anhalt, Germany (PP1)
Association of Cultural Heritage Saxony-Anhalt, Germany (PP2)
University of Natural Resources and Life Sciences Vienna, Austria (PP3)
Institute of Geography of the Slovak Academy of Sciences, Slovak Republic (PP4)
Faculty of Agriculture, University of South Bohemia in České Budejovice,
Czech Republic (PP5)
Corvinus University of Budapest, Hungary (PP6)
University of Agriculture in Krakow, Poland (PP7)
LUZ d.d., Slovenia (PP8)

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Further information on the project is available on www.vital-landscapes.eu.



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1. Computer technology in landscape management

It was a successful element to combine computer technology applications with real life procedures in Vital Landscapes project at PP6 (Corvinus University of Budapest). Many elements of landscape management and development were modelled by computers. Various tools (maps, diagrams, images) were used to present landscape characteristics and the transformation of these. A digital “community based knowledge management system”, a digital photo exhibition, a digital “landscape transformation modeller” (decision support system) **involved the activities of younger generation using skills and experience in the field of information technology.**

Advantages were:

- that digital tools, surveys were prepared and designed by young professionals, students testing and developing their skills and experiences in practical use in a sample area,
- that activities of digital landscape management, digital modelling of landscape changes, digital photo management were involved in the studies of younger generation. The aim was to develop IT based tools for graduated or PhD students, bachelor students filled it up with data, photos, values, and students from middle school tested the use, applied for the competitions of the system,
- that young professionals had the experience that they became part of the development of an IT tool very much understood by them, and additionally their work was in real use,
- that final results could be presented digitally by students' ppt presentations digitally to responsible local stakeholders, and were used in the lakeshore vitalisation planning process,

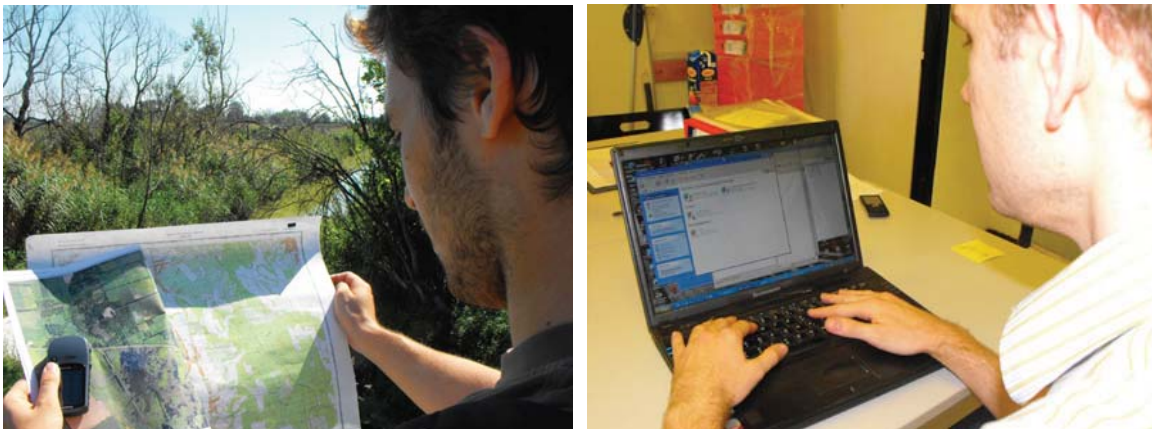


Figure 1. Young professionals in the field with GPS and in the office processing field work results on computers.

2. Visualisation and illustration of development processes

Visualisations and illustrations of landscape, or landscape development processes bring everyone closer to landscape than simple words, but this fact is even more true in case of the younger generation. Students and young professionals use visualisation tools and illustrations in their free time and during their studies more frequently than older colleagues. They become more capable to prepare, manage these tools in a landscape development process as well. As soon as younger generation recognised their possibly outstanding role in the landscape development process in visualisation applications, they enthusiastically work for the common goals. This was the case in preparation of “visualisation channel tool” application when an exemplary adaptation was done in Pilot Area Nagyberek by PP6, where more than 20 students and additional 5 young professionals were integrated in the visualisation process.

Advantages were:

- that visualisations of landscape elements were prepared and designed by young professionals, students testing and developing their skills and experiences in practical use in the sample area.
- that young professionals had the experience that they became part of the management and development process and they believed that their work is useful even during the economic and social crisis.
- that their final results could be presented digitally by student presentations to teachers, other students, and responsible local stakeholders, and the results were used in real landscape management process

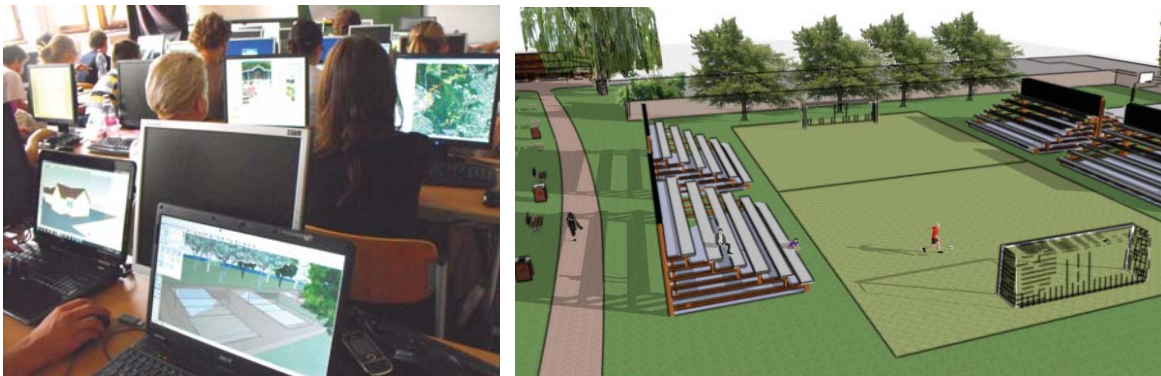


Figure 2. Students working on landscape and site visualisations.

3. Application of web-technology in landscape management

Web-technology brings younger generation closer to any related work in their profession in case the profession finds the “link” to the internet. In case of PP6 activities the applications work on landscape management topics on a website. It resulted that enthusiastic young professional developers dealt with the user interface and the GIS platform of the website. The applications of Vital Berek website integrating the results of pilot landscape surveys and visualisation activities needed fresh minds, new viewpoints and website-developing skills. Younger generation is extremely strong in this and enjoys working with, web-pages, international sites, integrating knowledge, and GIS tools in a web-site, and in site design. The tools developed by PP6 (Visualisation channel tools, GIS-based decision support system, Community based knowledge management of landscape values and intangible heritage) were adapted to web-technology and integrated in Vital Berek website with the help of four young professionals.

Advantages were:

- that web-pages were prepared and designed by young professionals, students using their web-site developer skills in practice for a sample area.
- that young professionals had the experience that they became part of the landscape management and development process.
- their final results could be presented online to teachers, students, and responsible local stakeholders, and the results were used in landscape management process.
- that activities of community based knowledge management about landscape values and intangible heritage were easily involved in the studies of younger generation via the application integrated to the web-site.

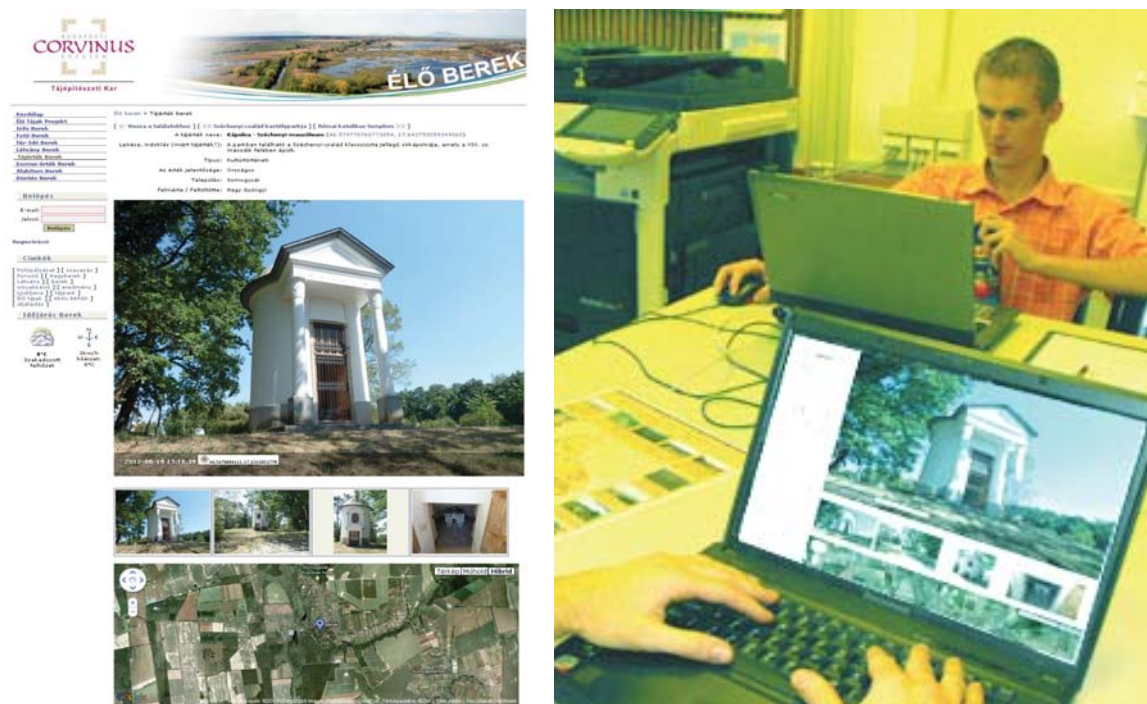


Figure 3. Community based knowledge management application in web-site development

4. Demonstration of fair play, demonstration of equal chances

Young people at the beginning of their career definitely appreciate when the partner, the head, the manager of the office / factory, or any kind of superior demonstrates the fair relations / fair play in work and opens choices for younger generations and respects their work.

Advantages are:

- that young professionals indent to express their opinion free, and relation with colleagues becomes
- that young professionals students can accept increased workload in case they are aware of chances.



Figure 4. Chances in fair co-operation and in healthy competition during discussions and work

5. Best practice, best methods, best results, best solutions

Analysing good examples, learning from failures and studying key elements of success are useful activities for young professionals at the start of their career. At this age people especially enjoy successful moments and try to avoid failures, and they like to co-operate if techniques and methods can be innovated.

Advantages:

- Young professionals love to participate if the old systems, methods, practices can be changed or renewed based on their work.



Figure 5. Young scientists on a guided tour in the inner court of the environment-friendly building of Umweltbundesamt in Dessau, Germany,

6. Communication and advertising vocational trainings in landscape management

PP6 experienced that younger people like to become specialized on any landscape-related field. They like to go in detail and to co-operate, co-work with professionals even in a tiny segment of landscape management. This means that they are often involved in practical work, field work combined with trips and specialised vocational training activities.

Advantages are:

- that this case students can co-operate with professionals working in practice in real landscape management processes



Figure 6. Students and young professionals on vocational training in a National Park and in a wine cellar (Hungary)

7. Presentation of more landscape scenarios, work-plan options, open choices

Showing more than a single solution or presenting alternatives in a planning process can be a key element in increasing students' activities for brainstorming, creating new ideas, conceptualising. It is necessary to present that there is not only one single good solution in many development situation, but there are options from luxurious variations to inexpensive solutions and there should be a sustainable smart growth scenario that can provide realistic solution to most of the stakeholders. This concept helps the contribution in case of many younger people as PP6 experiences in teaching and in practice.



Figure 7. Students in conceptualising workplan and presenting more scenarios in a pilot area

8. Landscape planning process as academic student education

It is necessary to integrate useful, practical knowledge in scientific, academic education concerning landscape management, to achieve student contribution to planning and management projects and to integrate practical work in teaching process. Landscape planning process has a basic schedule from field survey to plan via landscape analysis and assessment. This work-plan is integrated in the education of PP6, thanks to Vital Landscapes project especially in case of pilot area applications concerning visualisation channel tools, and GIS based decision-support system.

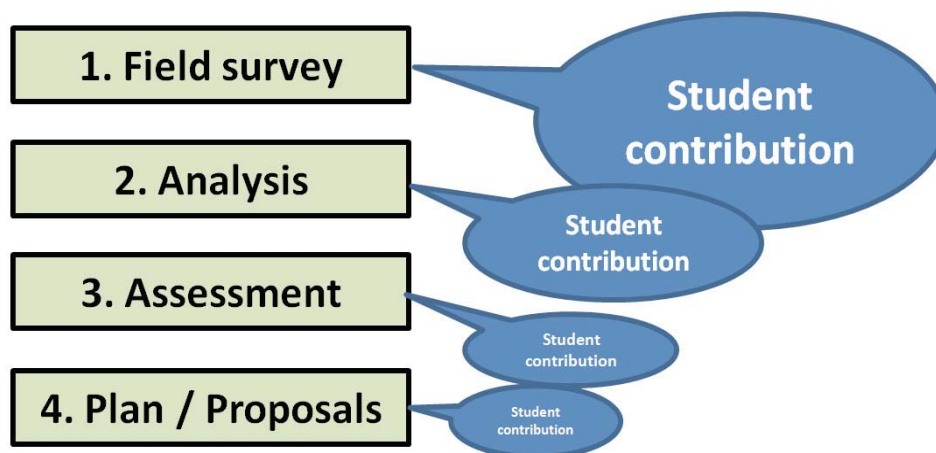


Figure 8. Ratio of young generation contribution to a landscape planning process integrated in academic research and education

9. Trans-national knowledge exchange and best practice interpretation

International atmosphere attracts younger generation. Every international events in abroad or at the home institution strengthens student intensions to participate in workshops or conferences. Knowledge exchange offers to create international relations, to receive foreign aspects in landscape management, to listen to interpretations about best practice in abroad. Young professionals do easily travel and do love to participate in international events as PP6 experienced in Vital Landscape project too.

Advantages were:

- that younger people become interested in knowledge exchange,
- that working groups got new intention to work thanks to intensive knowledge exchange and international relations,
- that the option to present own ideas, concepts or experiences makes younger generation even more capable to express their knowledge and to adapt others experiences to their home landscape,
- that in international context the success of best practice (among many other applications) is usually convincing,



Figure 9. Students and young professionals presenting in international workshop and conference.

10. Establishing direct contact with schools, and students

Dealing with photos, images, pictures is a charming activity for kids. PP6 experienced that the younger generation (elementary school students) can be convinced to participate or even work for their environment e.g.: in case of a photo competition. The photo competition organised by PP6 in pilot area Nagyberek used the method of direct promotion at the end of school year, right before vacation to promote the photo competition organised in Vital Landscape project. As the teachers see the activeness and interest of students they become even more handy and supporting in cooperation activities.

Advantages were:

- that even small kids, pupils participated in the photo competition.
- that young people had the experience that they are addressed, and invited in a landscape analysis process.
- that their final results could be awarded with prizes and thus the activity for landscape could strengthen the feeling that acting for landscape scenery does worth it in other means too.



Figure 10. Direct promotion of photo competition “My Nagyberek” in elementary school.

11. Participation options in site-development process

It was successful to offer participation options for young professionals in an on-going planning process, where the result of their work was used, implemented or further developed. The most obvious case was with “Vital Lakeshore field work” where landscape architect students could participate in a lakeshore vitalisation and site renewal planning procedure.

Advantages were:

- that final results were presented to responsible local stakeholders, and were used in the lakeshore vitalisation planning process
- that young professionals could have the feeling that they became part of the development, and their work is used.
- that a promotion film was prepared about the planning process, and young scientists were actors, interviewed participants and some way also directors of the film.



Figure 11. Participation in development process in pilot area Nagyberek at PP6,

12. Ideas how to reach and motivate younger generation at the start of the career

- Give the chance to young people for voting, to express own ideas
- Give the chance to young professionals for directing a process
- Give the chance for participation in competitions and applications for projects
- Give the chance for organisation information campaigns, and participation in communication.
- Prepare films about students' activity, work and solutions
- Motivate young people to work in small focus areas, sample areas in the pilot landscape in exemplary projects



