



IFLA ASIA-PACIFIC
INTERNATIONAL FEDERATION
OF LANDSCAPE ARCHITECTS

IFLA ASIA PACIFIC REGION REPORT
NOV. 5, 2024

AGENDA ITEM No.:

TITLE OF THE REPORT: Education and Academic Affair Report

OFFICER NAME AND IFLA POSITION: Wen-Shan Huang/ Chair of APR EAA

SUMMARY TO THE REPORT:

The IFLA-APR EAA is focused on enhancing landscape education in the Asia-Pacific region through initiatives such as establishing volunteer profiles, conducting regular meetings, and maintaining the IFLA APR Landscape Program Census. Notable progress includes provisional accreditation for IPB University and the initiation of accreditation for Chinese Culture University. The Taipei Student Charrette successfully engaged 84 students globally in sustainable urban design. Additionally, academic exchanges, such as Dr. Rajana's visit, foster collaboration and cultural understanding, while strategies for 2024/2025 include organizing conferences, creating online platforms, and developing scholarships to enhance academic exchange.

REPORT:

In late June 2023, Mr. Alessandro Martinelli, the former Chair of IFLA APR EAA, accepted the position of IFLA EAA Chair following the resignation of Mr. Julian Raxworthy. Consequently, I was appointed as the interim Chair to succeed Alessandro Martinelli until the next round of elections scheduled for end-2024. Building upon the work and efforts of Alessandro Martinelli, the following detailed information provides a comprehensive overview of the initiatives, achievements, and ongoing efforts in the field of landscape education in the Asia-Pacific region during the period from 2023 to 2024.

The task of IFLA-APR EAA is fully committed to IFLA 's core mission, it strives to foster a culturally expansive and inclusive global community of landscape architects. These efforts, though incremental, aim to set universal standards for education, academia, and the profession, promoting global growth and facilitating the exchange of knowledge and expertise. I am honored to take over the position of IFLA-APR EAA interim chair, and I am obliged to play an important role in actively achieving the tasks and missions. Below are the key highlights of the IFLA APR EAA Committee's initiatives for 2023/2024.

I. - Status of IFLA-APR EAA Working Group:

1. Establish the IFLA-APR EAA Volunteer Profiles: Profiles for IFLA-APR EAA

volunteers were developed to provide comprehensive information about working group members. This initiative aimed to foster better understanding and collaboration among volunteers. As of now, there are 16 volunteers and about 10 active members who attend online discussions at EAA work meetings.

2. Held regularly EAA Working Group Meetings: The EAA Working Group held regular online meetings every two months throughout the year, totaling six meetings. These meetings facilitated discussions and decisions regarding educational initiatives and collaborations within the Asia-Pacific region.

3. IFLA APR Landscape Program Census: The "IFLA APR Landscape Program Census" database was actively maintained and expanded. It now includes information from 120 departments across the Asia-Pacific region, serving as a valuable resource for educational planning and benchmarking. The regional survey of landscape architecture education programs is coordinated with the global survey, highlighting the significant diversity and relevance of the Asia-Pacific region.

Their primary responsibilities include gathering information to finalize, enhance, and refine the regional survey of Landscape Architecture Education Programs, and acting as a liaison between IFLA APR EAA and these programs. Additionally, they will be tasked with communicating and promoting the Regional 'Education Policy and Standards + Accreditation Procedure' within the programs, aiming to attract applicants for regional recognition or accreditation.

II. Progress of Program Accreditation:

In 2018, IFLA APR adopted version 2 of the "Education Policy and Standards + Accreditation Procedure" for the APR region. This document was edited by Mike Bartelmeh, who is also the current chair of the IFLA World Education Programme Recognition and Accreditation. Previously, the program at IPB (Institute Pertanian Bogor) in Bogor, Indonesia, received conditional accreditation. However, significant changes have been made to the program, leading to the expectation that full accreditation will now be granted. IFLA APR EAA has established a commission and procedure for the program's re-evaluation, following the accreditation guidelines. This process is currently underway in collaboration with ISLA (the Indonesian Society of Landscape Architects), which has nominated local reviewers to assist the external assessor in the evaluation.

- IPB University: Successfully completed stages of program certification, demonstrating commitment to meeting international standards in landscape education. The EAA committee has received the accreditation panel report. According to the August 2023 of "**Accreditation Report: IPB Bachelor of Landscape Architecture**" by Mr. Mike Barthelmeh (Chair, IFLA EAA Working Group on Accreditation and Recognition), the recommendation is: The Bachelors degree in Landscape Architecture offered by IPB university in Indonesia is granted PROVISIONAL ACCREDITATION in accordance with the IFLA APR Accreditation Procedures 2018, for a two year period from 2023, subject to satisfactory self-evaluation through the annual IFLA APR reporting process. The Faculty and Department hosting the programme may not refer to the status of the

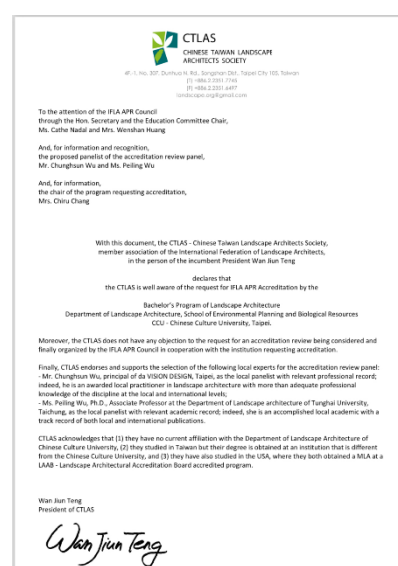
programme as being Accredited during this period; it must always refer to the programme as having Provisional Accreditation. Under this premise, IPB have already made to their program, so they have made a positive start towards meeting the panel's recommendations. The accreditation panel will arrange one-day visit by the Indonesian panelists to formally review progress sometime in August 2025.

- CCU - Chinese Culture University, Taipei: Officially initiated the Program Accreditation process this year, involving the formation of a committee to oversee accreditation efforts and ensure quality assurance. Mr. Bartelmeh serves as the chair of the working group on accreditation and he has developed the system as well. The Chinese Taiwan Landscape Architects Society (CTLAS), also confirms its commitment to cooperating with CCU. CTLAS will support the request for IFLA APR Accreditation submitted by the Bachelor's Program in the Department of Landscape Architecture in CCU.

Since the start of the work in May, the IFLA document regarding the required standards is the copy of "Education Policy and Standards + Accreditation Procedure (VERSION 2.0)" has not yet been compiled. An outline timetable follows as below:

- May - disclosure statement generated by the school and received by IFLA APR EAA chair. (Requirements have been met satisfactorily)
- January, 2025 - school generating their self-review
- Feb. - accreditation panel appointed
- March - self-review document completed and circulated to the panel members
- April - panel reviews school document and seeks any clarification
- May - panel visit to the school
- June - panel report generated and sent to IFLA APR EAA chair
- July- final decision communicated to the school

It is crucial for IFLA APR EAA to carefully formulate IFLA education standards and supervise the accreditation renewal of IPB University's pilot assessment in Bogor, Indonesia, as well as provide necessary assistance to the course accreditation review mechanism of Chinese Culture University in Taipei, and smoothly promote program accreditation.

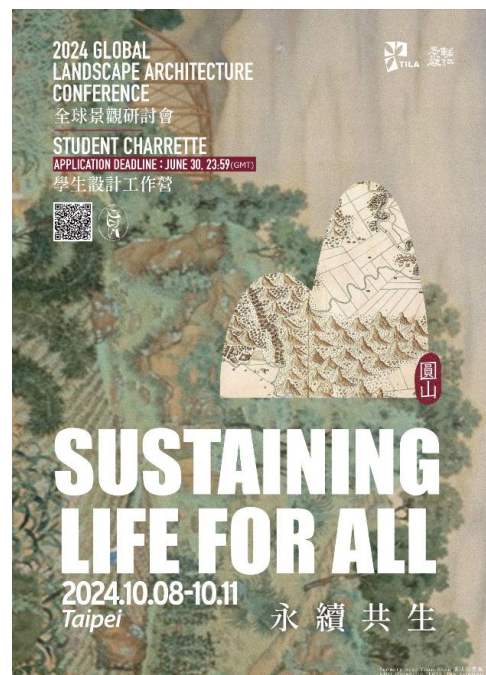


III. Organize the Taipei Student Charrette (IFLA Global Studio Program):

The Student Charrette at the Global Landscape Conference Taipei is an intensive workshop open to students of Landscape Architecture Programs from around the world, it is one of IFLA GSP (Global Studio Program) organized by the IFLA EAA Working Group. In alignment with the constitutional goals of IFLA World, the main purpose of the program is to encourage global involvement in student charrettes and to enhance their appeal to students and schools. IFLA EAA Chair, Mr. Alessandro Martinelli is the main organizer of the GSP: *" In the medium to long term, it is hoped that this will bolster IFLA's ability and elevate its relevance to students, tutors/young academics, and institutional members. The purpose of the secondary objective is to generate educational interest in participating in multiple charrettes and to stimulate debate and communication among various landscape event organizers. This aims to spread knowledge about different regional approaches and foster educational interests that may lead to participation in each charrette. "* It can be seen that IFLA's Global Perspectives Programme aims to promote mutual understanding among scholars from different regions, thereby enhancing the academic capacity of landscape education and promoting international connections.

The Taipei Student Charrette was successfully held in Taipei from 8 to 11 October 2024, as part of IFLA's Global Studio Program (GSP), this event actively promoted exchange and development in landscape education within the Asia-Pacific region, encouraging innovative thinking and collaboration among students and educators. This Student Charrette is planned by the 2024 Global Landscape Conference Taipei Committee and organized by the Chinese Taiwan Landscape Architects Society (CTLAS) and Fu Jen Catholic University, Dept. of Landscape Architecture. Mrs. Wen Shan Haung serves as the chair of Taipei Student Charrette Organize Committee. The Committee is responsible for assembling a panel of educators to provide tutors and students proposal the landscape design concepts and schemes under the theme: **"Sustaining Life for All"**.

The Taipei Student Charrette includes a 2-week online seminars followed by a 4-day in-person workshop in Taipei. A total of 84 students from 20 countries around the world (including 60 physical and 24 online students) and 20 international lecturers participated in the landscape workshop event. Participants will explore the historical and cultural dimensions of Taipei's Yuanshan area and develop proposals for sustainable and livable urban blue and green infrastructure. The outcomes



publicly presented and exhibited at the 2024 Global Landscape Conference in Taipei. Through this process, students had the great opportunity to explore design topics and interact with educators from various geographical and cultural backgrounds. More significantly, they encountered a range of contemporary design philosophies and were able to relate these to the socio-natural diversity fundamental to the landscape architecture discipline, all within the context of today's global environment.

Objectives:

- Landscape Patterns and Processes
- Environmental and Waterfront Mitigation
- Biodiversity and Ecosystem Services
- Climate Change adaptation and Resilient landscapes
- Collective Memory, Heritage Planning & Conservation
- Diversity, Equity, Inclusion, and Cultural Sustainability Landscapes



IV. Promote Academic Exchanges and Events:

- Visit of Dr. Parisutha Rajan: Indian scholar Dr. Rajana from Chennai participated in a two-week academic exchange at Fu Jen Catholic University, New Taipei city in March 2024. This exchange facilitated knowledge sharing and cultural understanding between Indian and Taiwanese academic communities.



Academic Visiting Program
Professor Parisutha Rajan, 2024/3/16-30
At the department of landscape architecture,
Fu Jen Catholic university

輔仁大學國際學術交流會

印度景觀建築專業的過去、現在與未來

Landscape Architecture in India - Past, Present and Future.

講者: Dr. PARISUTHA RAJAN

演講時間: 03.20 (三) 13:40-15:10

演講地點: AL114 視聽教室

Dr. M.G.R. EDUCATIONAL AND RESEARCH INSTITUTE

輔仁大學 Fu Jen Catholic University



The diverse cultural and natural backgrounds in Asia provide rich resources and unique perspectives for academic exchange in landscape architecture. Academic exchange not only facilitates the sharing of knowledge and experiences across different regions but also promotes regional cooperation and development. The importance of academic exchange is highlighted in the following aspects:

1. Promotes Knowledge Sharing: Each region's landscape education programs have their unique characteristics. Through academic exchange, best practices, teaching methods, and research outcomes can be shared, improving overall education quality.

2. **Enhances Cross-Cultural Understanding:** Academic exchange helps students and scholars understand landscape design concepts and methods within different cultural and social contexts, fostering a global perspective and cross-cultural adaptability.

3. **Drives Innovation and Development:** Exposure to new research ideas and technologies through exchange can stimulate innovation and propel the development of landscape architecture.

4. **Builds Collaborative Networks:** Academic exchange provides a platform for establishing lasting academic and professional networks, promoting cooperation and resource sharing among institutions.

To promote academic exchange among landscape architecture higher education institutions in Asia Pacific region, the following proposed strategies can be implemented:

➤ **Organize Regional Academic Conferences and Workshops:**

- Regularly hold regional academic conferences and workshops, inviting scholars and students from different countries and regions to share the latest research findings and teaching experiences.

- For example, host an "Asian Landscape Education Forum" annually, rotating among different countries to discuss key issues in regional landscape education.

➤ **Establish Cross-National Educational Cooperation Projects:**

- Promote cross-national educational cooperation projects, such as joint degree programs, exchange programs, and joint research projects, facilitating cross-border mobility for students and faculty.

- Build partnerships with renowned universities in the region to jointly develop courses and teaching resources.

➤ **Create an Online Exchange Platform:**

- Establish a regional online platform for scholars and students to share resources, exchange research and teaching experiences, and organize online seminars and lectures.

- Set up discussion areas on the platform for various themes, such as "Landscape Design Pedagogy" and "Sustainable Landscapes."

➤ **Set Up Regional Scholarships and Funding Programs:**

- Establish scholarships and research funding programs specifically for landscape architecture students and scholars in Asia Pacific region, encouraging their participation in international exchanges and cooperation.

- For instance, create an "Asian Landscape Research Scholarship" to fund outstanding students to study and conduct research in other countries.

➤ **Promote Policy Support and Standard Development:**

- Seek support from governments and relevant organizations to formulate policies and standards that promote academic exchange, ensuring the regulation and sustainability of exchange activities.
- Through coordination by IFLA, promote the unification of educational standards and certification within the region to lay the foundation for academic exchange.

Implementing these strategies can effectively promote academic exchange among landscape architecture higher education institutions in Asia Pacific region, enhancing education quality and advancing the development of landscape architecture.

V. Continue to achieve the Goals & Missions of IFLA-APR EAA

IFLA APR currently represents Asia national associations with over 150 corporate members and 14 country members. The IFLA APR EAA Regional Committee is a diverse team of landscape architects and professors of landscape architecture; our goals and missions include:

- Support the landscape profession;
- Develop and promote the profession and discipline;
- Train a new generation of landscape architects;
- Contribute in identifying and preserving landscape sustainability;
- Establish high standards of education and professional practice;
- Promote educational and professional international exchange.

APPENDIXES:**Volunteers list of IFLA-APR EAA Working Group**

	Name	Region	Current position	Education
1	Cathe Desiree S. Nadal	PALA	Head and PALA Representative, National Committee on Architecture and Allied Arts	University of Edinburgh,, United Kingdom Doctor of Philosophy in Landscape Architecture
2	L. Ar. Klarissa Joy Bejasa	PALA	Junior Landscape Architect, Megaworld Corporation	University of the Philippines Quezon City, Philippines School of Archaeology Graduate Diploma in Archaeology
3	Darrell McLean RLA	AILA	Owner / Design Director, McLean Design Pty Ltd	Canberra University Canberra, Australia Bachelor of Applied Science Environmental Design Bachelor of Landscape Architecture
4	Janelee Li	AILA	Director, CSED studio Australia Founder, Living streets association Australia Advisory Board, WCA Planning Group	University of Canberra, Australia, PhD of Environmental Planning
5	LAr. Juita Wan Hashim	ILAM	Founder / Director / Landscape Architect / Researcher Verona Design Sdn. Bhd	University Putra Malaysia (UPM) Masters of Sustainable Landscape Management (MSLM), UPM
6	Lee Yoke Lai	ILAM	Director, Landscape Architecture Program, Faculty of Built Environment & Surveying, Universiti Teknologi Malaysia (UTM)	The University of Tokyo, Japan. Graduate School of Engineering, Department of Urban Engineering, Doctorate of Philosophy
7	Parisutha Rajan	ISOLA	Chairman, Indian Society of Landscape Architects, Tamil Nadu and Pondicherry Chapter	School of Planning and Architecture, Vijayawada, India Dept. of Architecture, Doctor of Philosophy
8	Radha Waykool.	SILA	Researcher, National University of Singapore	National University of Singapore, Singapore, Master of Landscape Architecture
9	Youngmin Kim	KILA	Executive Director of Foreign Affair, Korean Institute of Landscape Architecture	Harvard University Cambridge, MA Graduate School of Design Master of Landscape Architecture
10	Yuta Masakane	JLAU	Researcher, Faculty of Agriculture, Shinshu University, Janpan	Louisiana State University Baton Rouge, LA, USA Master of Landscape Architecture
11	Akhmad Arifin Hadi	ISLA	Ascosiate Professor - Department of Landscape Architecture IPB University, Indonesia	Graduate School of Horticulture Chiba Unviersity, Japan Doctor, Environmental Science and Landscape Architecture
12	Pranisa Boonkham	TALA	Instructor in Landscape Architecture Program, Faulty of Architecture and Planning, Thammasat University, Bangkok, Thailand	Harvard University Cambridge, MA Graduate School of Design Master of Landscape Architecture

13	Astrid Pilar Burden	YLAA	Co-lead, Humanitarian Landscape Collective	Stockholm University Dept. of Human Geography MSc Urban and Regional Planning
14	Yilei Wang	CHSLA	Young Committee Member, CHSLA Theoretical and Historical Specialization Committee	Huazhong Agricultural University, Wuhan Ph.D student in Landscape Architecture
15	Benni Yu-ling Pong	HKILA	Deputy Chair, Continuing Professional Development (CPD) Committee, HKILA	Harvard University, Graduate School of Design Master in Design Studies
16	BoHuai Huang	CTLAS	Fu Jen Catholic University, New Taipei city graduate student in Landscape Architecture	Fu Jen Catholic University, New Taipei city graduate student in Landscape Architecture