

# Report

on the work carried out within the framework  
of the Polish-Indonesian Dual Master's Degree in  
Landscape Architecture project.

'Landscape architecture under planetary climate change'

Acronym PanPLAN agreement no.

BPI/KAT/2024/1/00007/U/00001



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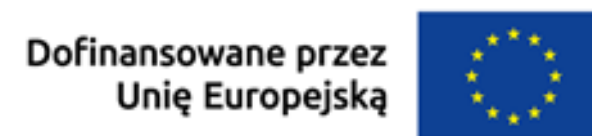


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# Timeframe

## 1st report

## 2nd report

Year	2024			2025												2026		
Month	X	XI	XII	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	I	II	III
<b>Task 1:</b> On-site workshops and online meetings to develop, in cooperation with a foreign university, a study programme with a description of learning outcomes and criteria for their verification																		
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<b>Task 6:</b> Preparation for the use of innovative, student-centred learning methods - training for teaching staff																		
<b>Task 7:</b> Preparations for a new study programme with international students - workshop on intercultural differences																		
<b>Task 8:</b> Lecturers' staff preparation - internal workshop																		
<b>Task 9:</b> Promotion of the study programme																		



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## Task 1: On-site workshops and online meetings to develop, in cooperation with a foreign university, a study programme with a description of learning outcomes and criteria for their verification

on time,  
in progress

A working team comprising teaching staff of the landscape architecture faculty at SGGW and IPB University has developed a curriculum for the double degree programme. Monthly online coordination meetings of the teaching staff and, in parallel, the officers responsible for student recruitment and curriculum excellence have been held, during which discussions focus on the common parts of the curricula of both partner universities. Consultations on the aforementioned draft curriculum and learning outcomes with IPB partners were conducted.



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on time,  
in progress

## Task 2: Development, in cooperation with a foreign university, blended learning materials to support student learning

At monthly online meetings of the teaching staff team, the principles of organising e-learning for students, complementary to the full-time classes in the newly created double degree programme, were established. The final content of the teaching materials to be developed within the 6 subjects of the new study programme and placed on the common e-learning platform e-sggw has been defined. This task is also linked to Task 4, concerning purchasing specialised literature.

In cooperation with colleagues from IPB University, teaching materials are being prepared for an e-learning platform created for the project.

The content of the 3 textbooks planned for the project was also finalised. 29 September online seminar, during which the leaders of the teams preparing three textbooks presented the progress of work on their content.



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### Task 3: Producing, with the foreign university, arrangements for the requirements for the double diploma and the graduation process

on time,  
in progress

Established working teams, with the participation of SGGW and IPB staff, produced the rules of student recruitment, rules and conditions for the issuing of the double diploma of the newly created Master's degree. The work was coordinated during monthly online meetings.

The study programme 'Landscape architecture under climate change' has been developed and published on the SGGW website (Appendix 1). A comparison of the subject content and learning outcomes in the SGGW and IPB programmes has also been conducted (Appendix 2). The final details are being agreed upon.

Under the supervision of an SGGW lawyer, work is underway on the final wording of the agreement on the double degree programme.

Preparations are underway for the Vice-Rector's trip to Indonesia, during which officers responsible for finalising the rules for awarding degrees and the final shape of the double degree programme will meet to sign an agreement and agree on the final details of the programme. The visit is planned for the second half of February 2025.



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in progress

## Task 4: Purchase of textbooks and other materials necessary for the development of the study programme

The purchase of previously selected professional literature to provide content-related support for the digital library available to teaching staff and students of the newly created degree programme, e.g., on the e-learning platform being developed. After some initial formal difficulties, the titles were collected (open-access publications) and purchased (monographs and handbooks). The list of publications is in Appendix 3.



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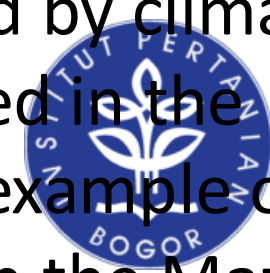
on time,  
in progress

## Task 5: Participation of project staff in study visits at home or abroad

First, discussions have already been held with field institutions that will substantively support the study visit programme, such as Masurian Landscape Park, Spychowo Forest District, and Tatra National Park. Work is underway to detail the programme and organise the study visit to Poland, which will take place from 21 June to 3 July 2025. During this time, Task 6 - Preparing for applying innovative, student-centred methods of education - training for teaching staff will also be implemented, in parts requiring participants to attend full-time classes at SGGW.

Discussions on developing a programme for a study visit to Indonesia began during monthly online meetings. During monthly online meetings of the teaching staff of both partners, the date and duration of the study visit to Poland were agreed. The composition of the participants was also decided upon, consisting of 6 academic teachers from SGGW and six academic teachers from IPB. The issues to be presented during the study tour in Poland were specified. The issue of training for academic staff, which includes Task 6, has also been developed. Work on organising the trip from Indonesia to Poland is underway, including preparations for air tickets, purchase of visas and travel insurance. Accommodation for IPB partners has been booked.

The study visit to Poland is to cover the topics: "Transformation of the cultural landscape caused by climate change. Environmental, social and economic impacts. Remedial actions." These will be presented in the landscape of three different cultural regions of the country: the mountain landscape using the example of the Tatra Mountains, the lowland river valley landscape using the example of the Vistula River in the Mazovia region and the lakeside landscape of the Masuria region.



on time,  
in progress

## Task 6: Preparation for the use of innovative, student-centred learning methods - training for teaching staff

Szkolenie, w którym wzięło udział 12 nauczycieli (po 6 z SGGW i IPB University), zarówno spotkania online jak i warsztat onsite zostało przeprowadzone w okresie from 20 May to 21 October 2025. Remote classes via the Teams platform will be held on Fridays from 11 a.m. until the end of the working day. Contact classes were provided 2 and 3 July 2025 at SGGW, during the IPB partners' study visit to Poland.

Canva Teams software licences were purchased for a team of 12 teaching staff. The software was used in e-learning training on 1 July 2025.



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## Task 7: Preparations for a new study programme with international students - workshop on intercultural differences

finished

On 8 March 2025, a training course was conducted on the intercultural differences between the Polish and Indonesian communities from which the future students of the newly created degree programme will be drawn. The training took the form of a 1-day practical online workshop, which proved effective and prompted reflection on the differences between the cultures of the two countries and the diversity within each cultural group.

Six participants from IPB and six from SGGW attended the workshop. The training ended with a test to confirm the achievement of the planned learning outcomes. All participants passed the test and obtained certificates of completion of the training.



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on time,  
in progress

## Task 9: Promotion of the study programme

A design for door plates with project branding in Polish and English has been developed. The placards have been printed and posted on the project participants' workplaces. A logo design for the studies has been developed.

Promotional materials have been produced for the team participating in the project, including sweatshirts, tourist caps, mugs, stationery, roll-ups, and an advertising wall. They were used during study tours in Poland and Indonesia.

Preparations are underway to shoot promotional films. Scripts have been developed , and a company responsible for the recording has been selected.



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We manage the project website's content, posting information and documentation on the project's progress.  
<https://katamaran-indonesia.sggw.edu.pl/pl/o-wydziale/>.

SGGW Promotion Office Pracuje nad promocją newly created studies on Facebook.



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# Appendix 1: The study programme 'Landscape architecture under climate change' SGGW and IPB

## Profile of the graduate

LAuCC graduate...

Is a specialist in landscape design in different climatic zones. Knowing the interrelationships between geographical, natural, social and cultural conditions, he is able to solve design problems resulting from climate change at local and regional scales.

Is an expert in the theories and causes of climate change, as well as the adaptation and mitigation of climate change, who identifies threats to the environment resulting from climate change. Recognises and understands the threats posed by plant and animal migration to the state of the natural environment in different climatic zones. He/She is prepared to deal with emergencies resulting from climate change by using appropriate sustainable materials and technologies, including nature-based solutions.



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Recognises climate trends and changes. Knows and consciously applies nature-based solutions as tools for environmental change adaptation and mitigation, considering site-specificity in the design process concerning biodiversity and species migration. Uses plants and building materials as tools to anticipate the potential consequences of change (e.g. changing ranges of plant species, changing thermal and hydrological conditions). Is prepared to work in interdisciplinary design and research teams developing complex design and expert tasks in landscape architecture, planning and strategic documents (landscape conservation plans, climate change adaptation strategies, etc.) and social dialogue (project communication). Collaborates in interdisciplinary teams. Carries out design and planning studies in multicultural teams with representatives of other sectors involved in the design process, taking into account the specific socio-cultural foundations of landscape design in different corners of the world.

Proficiently navigates in the environment of digital tools used in the investment process. Is familiar with the tools necessary to perform spatial and landscape analyses (e.g. GIS, SCALGO, etc.). Uses 2D and 3D imaging to visualise his/her projects.



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## Concept of education

The course Landscape Architecture under climatic changes is embedded in the disciplines of Environmental Engineering, Mining and Energy, and Architecture and Urban Planning. The degree programme at LAuCC lasts four semesters. The range of topics covered in the study corresponds with the contemporary challenges landscape architects face. It is a response to the global climate challenge involving not only an understanding of the general trends of the changes taking place but is also a study of the search for interregional solutions (through the borrowing of ideas and international partnerships). The educational concept involves learning 'about' and 'in' different geographical and cultural areas, both in a traditional form and in a 'physical way' (4-week student exchanges between partner research centres, study trips carried out by home units, student participation in a summer school) and deepening it through modern forms of blended learning (mainly CBT), supported by a MOOC platform, where the student can access lecture content and teaching materials at any time. An essential element of education is the provision of international lecturers - Visiting Professors representing different parts of the world and, thus, landscapes of different climate zones.



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The educational content includes enhancing the quality of life and promoting human well-being using blue-green infrastructure,, building and plant materials characteristic of different climate zones; advanced analytical methods for design work with a particular focus on identifying cultural values and heritage in various countries of the world, and the application of nature-based solutions in solving problems resulting from climate change. In addition, they consider the topics of circular economy and designing inclusive, environmentally resilient, biodiverse habitation.

Multicultural staff and student groups will help to acquire soft skills in, e.g. interpersonal communication.



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## Appendix 2: Comparison of the subject content and learning outcomes in the SGGW and IPB programmes )

code	Learning outcomes	PRK
W1	The graduate knows and understands the landscape conditions of different climate zones, having regard to the local flora and fauna.	P7S_WG
W2	The graduate knows and understands geographical, natural, social and cultural conditions and the relationships between them in the context of landscape design.	P7S_WG
W3	The graduate knows and understands the theories and causes of global climate change, including the risks posed by the phenomenon of plant and animal migration.	P7S_WG P7S_WK
W4	The graduate knows and understands nature-based solutions as environmental change adaptation and mitigation tools.	P7S_WG
W5	The graduate knows and understands the principles of creating expert studies, planning and strategic documents (e.g. landscape protection plans and climate change adaptation strategies).	P7S_WG
W6	The graduate knows and understands the capabilities and limitations of the tools required to perform spatial and landscape analyses.	P7S_WG
W7	The graduate knows and understands advanced, diverse landscape design methods and processes in different climatic zones and the implications of their application.	P7S_WG P7S_WK
W8	The graduate knows and understands the role of the landscape architect in shaping legal space on a global scale and the principles of functioning in an environment responsible for spatial order.	P7S_WK
W9	The graduate knows and understands landscape research methods and principles of research, lying within the area of assigned scientific disciplines.	P7S_WG
W10	The graduate knows and understands the current problems of civilisation that build the methodological basis of the landscape architect's work. He/she knows the economic, legal, ethical and other bases of professional activity.	P7S_WK
W11	The graduate knows and understands the requirements related to the protection of intellectual property in design and research activities in the field of landscape architecture.	
W12	The graduate knows and understands the basic principles of setting up and developing different forms of entrepreneurship.	



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<b>U1</b>	The graduate can solve design problems arising from climate change on a local and global scale.	P7S_UW
<b>U2</b>	The graduate can support the resolution of disaster emergencies by applying appropriate landscape architecture tools.	P7S_UW
<b>U3</b>	The graduate can apply sustainable technologies and materials, including those based on nature, in their design work as tools to anticipate the potential consequences of climate change.	P7S_UW
<b>U4</b>	The graduate is able to lead and interact in multicultural, interdisciplinary design and research teams developing complex design and expertise tasks in the field of landscape architecture.	P7S_UO
<b>U2</b>	The graduate can carry out planning projects and studies, taking into account the specificity of the socio-cultural foundations of landscape design.	P7S_UW
<b>U6</b>	The graduate can collect and analyse information on aspects of the natural, social, cultural, economic and legal environment in the design work of a landscape architect using scientific methods.	P7S_UW
<b>U7</b>	The graduate can select scientific methods and formulate problems and test hypotheses related to the topic of landscape design.	P7S_UW
<b>U8</b>	The graduate can communicate on specialised topics, including debating in a foreign language at B2+ level using specialised terminology in the area of study.	P7S_UK
<b>U9</b>	The graduate is able to consider site specificity, biodiversity and species migration in the design process.	P7S_UW
<b>U10</b>	The graduate can plan further professional and scientific development independently and to inspire others to do so.	P7S_UU



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<b>K1</b>	The graduate is ready to evaluate the knowledge they possess critically and the content they receive, recognises the importance of knowledge in the professional life of a landscape architect and are prepared to consult experts.	P7S_KK
<b>K2</b>	The graduate is ready to act in an entrepreneurial and responsible manner, to initiate actions in the public interest and to fulfil social obligations.	P7S_KO P7S_KR
<b>K3</b>	The graduate is ready to contribute to the development of the profession and to uphold professional ethics within their role.	P7S_KR



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## Appendix 4: Incurred and planned costs

Reporting period	Deadline for submission of the report	Amount of expenditure	status
		in PLN	
October 2024 - March 2025	30 April 2025	24882,57	realised
April - June 2025	14 July 2025	311920	in progress
July - December 2025	14 January 2026	224245	planned
January - March 2025	14 March 2025	72287,43	planned
	<b>IN TOTAL</b>	<b>633335</b>	



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