



STEERING COMMITTEE FOR CULTURE, HERITAGE AND LANDSCAPE (CDCPP)

CDCPP(2014)11

Strasbourg, 5 March 2014

3rd meeting
Strasbourg, 19-21 March 2014

PREPARATION OF DRAFT RECOMMENDATIONS FOSTERING THE IMPLEMENTATION OF THE CULTURAL HERITAGE AND LANDSCAPE CONVENTIONS, AND THE USE OF NEW CULTURAL POLICY TOOLS AND GUIDELINES (FOR ADOPTION BY THE COMMITTEE OF MINISTERS)

DOCUMENT FOR INFORMATION AND DECISION

Item 6.4 of the draft Agenda

The Committee is invited to note the information provided by the Secretariat on the preparation of a number of recommendations and in particular:

- I. Concerning a draft recommendation fostering the implementation of the **cultural heritage conventions**, to agree to pursue the approach suggested on page 2 and appoint a working group to start the process;
- II. Concerning the draft recommendation fostering the implementation of the **Landscape Convention**, to note that a revised draft recommendation on promoting landscape awareness through education has been drawn up by the Secretariat in the light of the comments made by the CDPPE Bureau (see Appendix). It will be considered by the CDPPE at its next plenary session (26 March 2014) and the draft as approved by the CDPPE will be circulated to all CDCPP members for written approval thereafter;
- III. Concerning a draft recommendation on the **use of new cultural policy tools and guidelines** for evidence based policy making, to welcome the possibility of a draft recommendation based on the follow-up to the 2013 Moscow Ministerial Conference, i.e. a new indicator framework on culture's contribution to democracy and policy orientations on digitisation and culture, and to instruct the Secretariat, with the assistance of a group of experts, to prepare a draft for consideration in the course of 2015 .

I. Cultural heritage

The aim is to present a draft recommendation to the CDCPP plenary in 2015. Three main tracks could be explored:

a. Capitalise on the work carried out in the context of monitoring the Faro framework Convention (the Faro walks). Following the Marseilles Forum in September 2013 on the social value of heritage, two other Forums are being planned for 2014 on the economic value of heritage and the cultural value of heritage. The various tools that could be identified and implemented following these Forums, as well as potential partnerships established in these contexts, may provide useful elements for the drafting of a recommendation.

b. Based on the analysis of information gathered in the framework of the HEREIN system, themes and subjects could be identified, directly related to the political priorities of the Council of Europe. The HEREIN correspondents could seek their authorities' opinion whether to present a draft recommendation on one of these topics in order to echo the main challenges facing member States in the implementation of the conventions.

A working group could be established at the present meeting, with the participation of the HEREIN correspondents, in order to identify priority areas. The report of the working group could be presented to the Bureau at its next meeting in 2014 for consideration and decision on the preparation of a draft recommendation.

c. An assessment of the pilot projects carried out in the framework of the Technical Co-operation and Consultancy Programme related to the integrated conservation of the cultural heritage [document CDCPP(2014)14] could identify important topics for which the Council of Europe and its partners have obtained results and on which a draft recommendation could be based.

II. European Landscape Convention

The Steering Committee for Culture, Heritage and Landscape (CDCPP) at its 2nd meeting (Strasbourg, 27-29 May 2013), adopted the Draft recommendation on landscape and education at primary and secondary school and submitted it for adoption to the Committee of Ministers (CDCPP(2013)29, item 3.6, iii).

The Rapporteur Group on Culture (GR-C) of the Committee of Ministers agreed to request the opinion of the Steering Committee for Education Policy and Practice.

The Bureau of the CDPPE at its meeting held on 5 December 2013 (item 13) was of the opinion that the scope of the recommendation should be around the role that education should play in raising awareness on landscape, and that the title therefore ought to be changed. It further recommended that the text be reviewed by the CDCPP, in close cooperation with the CDPPE.

The draft recommendation has accordingly been revised in consultation with the Secretariat of the CDPPE (see Appendix). The latter committee will examine it at its next plenary meeting (26 March 2014).

The CDCPP is invited to agree to examine and approve the draft recommendation as approved/revised by the CDPPE by the written procedure. In case major (not linguistic) objections are raised by CDCPP members, the draft will be examined by the CDCPP Bureau.

III. New cultural policy tools and guidelines to enhance the evidence-base for policy making

Drawing from the new work on culture's contribution to democracy that is carried out as a follow-up to the 2013 Council of Europe Conference of Ministers of Culture, a draft recommendation may be prepared in 2015. It would suggest a) the use of the indicator framework on culture's contribution to democracy and the economic efficiency of financing culture to provide governments with an effective tool for cultural policy making and b) the use of guidelines and policy orientations - possibly in the form of a toolkit - for managing the impact of digitisation on cultural institutions, infrastructures and cultural creation and production.

Both activities are meant to enhance the evidence base for cultural policy and a more targeted allocation of resources to the sector, thus revitalising cultural participation across the social spectrum for the promotion of democracy and active citizenship.

The draft Recommendation would also suggest broad use by policy makers of the Compendium information system, which will offer a dedicated feature to present newly available national data and indicators -including on digitisation- and highlight significant developments.

The draft Recommendation would be prepared by the group of experts that is currently involved in the implementation of the activities derived from the 2013 Ministerial Conference on culture. A draft text may be expected by the end of 2015.

APPENDIX**COUNCIL OF EUROPE
COMMITTEE OF MINISTERS****Draft Recommendation CM/Rec(2014)... of the Committee of Ministers to member States
on promoting landscape awareness through education**

(Adopted by the Committee of Ministers on ... 2014 at the ... meeting of the Ministers' Deputies)

The Committee of Ministers of the Council of Europe, under the terms of Article 15.b of the Statute of the Council of Europe,

Considering that the aim of the Council of Europe is to achieve greater unity between its members for the purpose of safeguarding and realising the ideals and principles which are their common heritage;

Having regard to the European Landscape Convention (ETS No. 176), adopted by the Committee of Ministers of the Council of Europe on 19 July 2000, opened to member States for signature in Florence on 20 October 2000 and entered into force on 1 March 2004;

Concerned to achieve sustainable development based on a balanced and harmonious relationship between environment, social needs, culture and economic activity, for a better quality of life;

Noting that landscape has an important public interest role in the cultural, ecological, environmental and social fields, and that it constitutes a resource favourable to economic activity whose protection, management and planning can contribute to job creation;

Aware that landscape contributes to the formation of local and regional cultures and that it is a basic component of European natural and cultural heritage, contributing to human well-being and consolidation of the European identity;

Acknowledging that landscape is an important part of the quality of life for people everywhere: both in urban and rural areas, in high quality or in degraded areas, in areas recognised as being of outstanding beauty and in everyday areas;

Noting that developments in agriculture, forestry, industrial and mineral production techniques, the expansion of urban areas and of infrastructure networks, the increase in transport, tourism and recreation activities and, at a more general level, changes in the world economy are in many cases accelerating the transformation of landscapes;

Wishing to respond to the public's demand to enjoy high-quality landscapes and to play an active part in the management of landscapes;

Believing that the landscape is a key element of individual and social well-being and that its protection, management and planning entail rights and responsibilities for everyone;

Acknowledging that the quality and diversity of European landscapes constitute a common resource, and that it is important to co-operate towards its protection, management and planning;

Considering the aims of the European Landscape Convention and wishing to encourage its implementation;

Referring to Article 6.B of the European Landscape Convention on specific measures for training and education, which states that "Each Party undertakes to promote: ... school ... courses which, in the relevant subject areas, address the values attaching to landscapes and the issues raised by their protection, management and planning";

Recalling the principles laid out in CM/Rec(2008)3 of the Committee of Ministers to Member States on the guidelines for the implementation of the European Landscape Convention, regarding how school curricula should foster children's awareness of and sensitivity to landscape;

Having regard to its previous recommendations:

- concerning the promotion of an awareness of Europe in secondary schools (Recommendation No. R (83) 4);
- on the role of the secondary school in preparing young people for life (Recommendation No. R (83) 13);
- on aid for artistic creation (Recommendation No. R (85) 6);
- on teaching and learning about human rights in schools (Recommendation No. R (85) 7);
- on the role of museums in environmental education, information and training (Recommendation No. R (90) 18);
- concerning heritage education (Recommendation No. R (98) 5);
- on ensuring quality education (Recommendation CM/Rec(2012)13).

Considering that one of the aims of education is to train young people and equip them with a set of skills necessary for citizenship and democracy;

Asserting that educational activities in the landscape field are an excellent way of giving meaning to the future;

Recommends that the governments of member states Parties to the convention adopt legislative, regulatory, administrative, financial and other appropriate measures to initiate or to develop landscape education activities and to promote landscape awareness among the young in accordance with the principles set out in the appendix to this recommendation.

Appendix to Recommendation CM/Rec(2013) ...

I. Principles and proposals

a. General principles on teaching and learning processes

The subject of landscape as defined by the European Landscape Convention¹ provides many advantages for the pupils' education and is an important means for them to become familiar with their surroundings considered as their living space and to understand them. It should provide an opportunity for pupils to discover the role of each individual in his or her role as an inhabitant of the landscape surrounding them, as a guardian of its identity and its culture and as a protagonist aware of its future development.

Children, the citizens of tomorrow, should be able to develop the knowledge and understanding necessary to take care of this source and resource and understand the best ways to contribute to landscape protection, management and planning for present and future generations.

It is therefore necessary to gradually provide pupils with a basic knowledge of the landscape at all school levels in order to show them that the landscape is not just the visual aspect of a place, but a territorial entity where numerous natural and human factors interact. The landscape should consequently be studied in all its complexity through the developmental processes that modify it.

Educational methods should be primarily based on direct observation and on active participation involving pupils' research into, and discovery of, the landscape. It should encourage school outings to enable pupils to understand, through direct observation, that the landscape is much more than only the nature.

Pupils at all levels of education should be offered education opportunities in landscape related themes adapted to their age and experience.

¹ Article 1. a. of the European Landscape Convention gives the following definition of landscape: "Landscape' means an area, as perceived by people, whose character is the result of the action and interaction of natural and/or human factors".

b. Proposals to public authorities for the implementation of the European Landscape Convention through the promotion of landscape education

The competent authorities are invited:

- to introduce landscape education into primary and secondary school curricula to enable school pupils to acquire a knowledge of the landscape and an understanding of its values, features, importance and role with regard to the quality of life of people surroundings;
- to promote school teaching that involves activities which will foster understanding and knowledge of the landscape;
- to encourage school pupils to acquire knowledge and understanding not only of the landscape in which they live, but also of other landscapes with different characteristics and features;
- to encourage school pupils, as early as secondary school, to participate and get involved with proposals for projects and plans for the protection, management and planning of the landscape in which they live;
- to promote capacity-building training for teachers in order to develop their capacity to transmit to school pupils the basic knowledge they need to understand the landscape.

II. Implementing landscape awareness through education

Landscape education, which is interdisciplinary by its very nature, should be promoted and integrated into different school subjects at all levels and in all types of teaching, be it formal, non-formal or informal, considering the following provisions:

- encouragement should be given to the setting up of educational departments in organisations responsible for landscape;
- workshops and practical training courses should, wherever possible, be organised for both teachers and professionals;
- a partnership for landscape education activities should be set up on an official basis between the relevant ministries, if possible within existing structures;
- initiatives taken by schools, landscape professionals and associations should be encouraged and facilitated, in so far as they correspond to the definitions and goals of the European Landscape Convention;
- assessment of landscape education actions or initiatives should be undertaken by the relevant ministries and/or partners, especially considering the educational results.

III. Documentation and material

The relevant authorities and ministries in each State should be encouraged to produce or commission teaching material relating to landscape if it does not exist already. It would be useful for landscape specialists to produce a handbook of teaching methods that would be helpful to teachers in this particular field.

The most up-to-date information and communication should be available for landscape education activities. It would be useful to provide schools with materials and audiovisual equipment to help them develop and update their knowledge of landscapes.

Exchange of experience and a better multilateral dissemination of information on landscape education should be ensured through the European Landscape Convention Information System of the Council of Europe.