

COUNCIL OF EUROPE

COMMITTEE OF MINISTERS

RECOMMENDATION No. R (98) 5

OF THE COMMITTEE OF MINISTERS TO MEMBER STATES CONCERNING HERITAGE EDUCATION

*(Adopted by the Committee of Ministers on 17 March 1998
at the 623rd meeting of the Ministers' Deputies)*

The Committee of Ministers, pursuant to Article 15.b of the Statute of the Council of Europe,
Considering that the aim of the Council of Europe is to achieve a greater unity between its members ;
Having regard to the European Cultural Convention signed in Paris on 19 December 1954;

Having regard to the Convention for the Protection of the Architectural Heritage of Europe signed in Granada on 3 October 1985;

Having regard to the European Convention on the Protection of the Archaeological Heritage (revised) signed in Malta on 16 January 1992;

Having regard to the declaration of the heads of state and government of the Council of Europe member states signed in Vienna on 9 October 1993;

Having regard to its previous recommendations :

– on the specialised training of architects, town planners, civil engineers and landscape designers (Recommendation No. R (80) 16);

– on modern languages (Recommendation No. R (82) 18);

- 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 the training of teachers in education for intercultural understanding, notably in a context of migration (Recommendation No. R (84) 18);

– 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);

Having regard to Resolution No. 2 of the 2nd European Conference of Ministers responsible for Architectural Heritage on the promotion of architectural heritage in socio-cultural life as a factor in the quality of life (Granada, 3-4 October 1985);

Having regard to the Helsinki Declaration of the 4th European Conference of Ministers responsible for the Cultural Heritage on the political dimension of cultural heritage conservation in Europe (30-31 May 1996);

Having regard to the resolution of the 18th Session of the Standing Conference of European Ministers of Education on the promotion of school links and exchanges in Europe (Madrid, 23-24 March 1994);

Having regard to Recommendation 1111 (1989) of the Parliamentary Assembly of the Council of Europe on the European dimension of education;

Considering that one of the aims of education is to train young people to have respect for diverse cultures, citizenship and democracy;

Bearing in mind that cultural heritage is comprised of cultural contributions and interactions from many sources and periods;

In the light of heritage-based activities already carried out, *inter alia* European heritage classes;

Being convinced that the development of European heritage-based activities requires investment, mobility and appropriate training for teachers and cultural officers;

Taking into account the conclusions of the Brussels seminar (28-30 August 1995) on “Cultural heritage and its educational implications: a factor for tolerance, good citizenship and social integration”;

Asserting that educational activities in the heritage field are an ideal way of giving meaning to the future by providing a better understanding of the past,

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

Instructs the Secretary General to transmit the text of this recommendation to the non-member states which are parties to the European Cultural Convention.

Appendix to Recommendation No. R (98) 5

I. Scope and definitions

For the purpose of this recommendation:

- i. “cultural heritage” includes any material or non-material vestige of human endeavour and any trace of human activities in the natural environment;
- ii. “heritage education” means a teaching approach based on cultural heritage, incorporating active educational methods, cross-curricular approaches, a partnership between the fields of education and culture and employing the widest variety of modes of communication and expression;
- iii. “cultural” professionals, associations or organisations are recognised professionals, associations or organisations working in the cultural and environmental field, from the heritage to contemporary creation;
- iv. “European heritage classes” consist of an approach to heritage education, including international school exchanges based on a common project and themes related to cultural heritage; they form part of the curriculum but involve fieldwork outside the school; they allow young people at all levels and types of education to discover the richness of heritage in its context and to grasp its European dimension.

II. Implementing heritage education

Heritage education, which is cross-curricular by its very nature, should be promoted through the medium of different school subjects at all levels and in all types of teaching.

a. Organisation

Initiatives taken by schools, universities, cultural heritage professionals and associations and their governing bodies should be encouraged and facilitated, in so far as they fit into the definitions outlined in section I.

Efforts of associations and cultural organisations should be supported, *inter alia* in the establishment of centres which host heritage classes, and the participation of cultural professionals should be encouraged.

Evaluation of the results of each action should be undertaken by the partners and/or the relevant ministries, especially that taken at educational, cultural, organisational and financial levels.

b. Training

Heritage education presupposes a link with school programmes and appropriate training for teachers.

Theoretical and practical training courses should, wherever possible, be organised for both teachers and cultural professionals.

Heritage staff, at all levels, should be made aware of questions relating to heritage education and, if possible be given training in catering for young visitors.

c. Administrative measures

Steps should be taken at the appropriate administrative level to allow and facilitate pupil and teacher travel.

Favourable administrative measures should be adopted for teachers and cultural personnel to enable them to prepare, implement and follow up, in the best possible conditions, educational projects relating to heritage, and in particular heritage classes.

Encouragement should be given to the setting up of educational departments in cultural organisations.

d. Finance

All young people, irrespective of their family or financial background, should be able to take part in heritage education activities.

A partnership, which also may cover financial aspects, should be set up on an official basis between the relevant ministries, if possible within existing structures.

The costs incurred in organising European heritage classes (travel, accommodation, preparation) should be borne, wherever possible, at least in part by the relevant authorities.

The organisers of heritage education activities should, if necessary, be assisted in the preparation of a financial plan, as this is not an area for which they are specifically qualified.

III. Documentation

The relevant authorities and ministries in each country should be encouraged to produce or commission teaching material relating to cultural heritage.

Heritage education activities should be able to employ the most up-to-date information and communication technologies.

Exchange of material and experience and a better multilateral dissemination of information concerning heritage sites and associated teaching approaches should be ensured. The setting up and a co-ordination of networks in this field would be desirable.