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“Promoting education for awareness of cultural heritage at risk by climate change in a democratic culture”

Background paper

by the Hellenic Ministry of Education and Religious Affairs



Ελληνική Προεδρία του
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Background paper for conclusions on:

“Promoting education for raising awareness on the preservation of cultural heritage at risk by climate change in a democratic culture by the Hellenic Ministry of Education and Religious Affairs ”

Topics:

- Cultural Heritage Protection
- Climate Change
- Education

Main axes:

- Educating young people to envisage appreciation of cultural heritage in a democratic culture.
- Educating young people, educational professionals, and the wider public about the effects of climate change on cultural heritage, and broadening the understanding of the role of cultural heritage in a democratic culture.
- Developing digital competencies through education, with a view to reinforcing cultural rights and the rule of law, in a context of democratic citizenship.

Acknowledging:

- The Council of Europe Reference Framework of Competences for Democratic Culture (RFCDC) which constitutes the basis on which our education systems and institutions, will continue to develop these competences at all levels and in all strands of education. The RFCDC provides a systematic approach to designing the teaching, learning and assessment of competences for democratic culture, and introducing them into education systems in a way that is coherent, comprehensive and transparent.
- The **European Cultural Heritage Strategy for the 21st century (Strategy 21)**, which was officially launched in Cyprus in April 2017, and offers recommendations, challenges and concrete courses of action as part of its three components: Social component; Territorial and economic development; **Knowledge and education**. It gathers good practices related to heritage interventions, together with relevant reference texts and factsheets. The knowledge and education component focuses

on the relationship between heritage and shared knowledge, covering awareness raising, training and research. The associated eleven recommendations range from incorporating heritage education more effectively in school curricula, **to exploring heritage as a source of knowledge, inspiration and creativity.**

- The European Heritage Days, a joint action of the Council of Europe and the European Commission, are the most widely celebrated participatory cultural events shared by people living in Europe. With over 70 000 events organised every year in the 50 States parties to the European Cultural Convention and more than 30 million visitors, the EHD programme represents a unique example of a grass-roots initiative organised and shared by millions of Europeans. Every year, from August to late October, the events are organised under a common theme. In 2020, the EHD are dedicated to **celebrating education under the theme “Heritage Education: Learning for life”**.

- Five Conventions prepared by the Council of Europe in the field of cultural heritage, **overseen** by the Steering Committee for Culture, Heritage and Landscape (CDCPP), namely:
 - The Convention for the Protection of the **Architectural Heritage** of Europe (Granada, 1985);
 - The European Convention on the Protection of the **Archaeological Heritage** (revised) (Valletta, 1992);
 - The European Convention on the Protection of the **Audiovisual Heritage** and its Protocol (Strasbourg, 2001/2014);
 - The Framework Convention on the **Value of Cultural Heritage for Society** (Faro, 2005);
 - The Council of Europe Convention on **Offences relating to Cultural Property** (Nicosia, 2017).

- Recommendation 1884 (2009) of the Parliamentary Assembly on Cultural education: the promotion of culture, creativity and intercultural understanding through education;

- Recommendation No.R (98)5 of the Committee of Ministers to member States concerning heritage education, which recommends *inter alia* that governments adopt appropriate legislative, regulatory, administrative, financial and other measures to initiate and develop heritage education activities and to promote heritage awareness among the youth.

- The Faro Convention on the Value of Cultural Heritage for Society (2005), which aims to involve citizens in the democratic management of their heritage. *Dedicated education activities aim at ensuring that new generations are aware of the importance and diversity of cultural heritage, not only from a historical/aesthetical point of view, but also regarding its potential contribution to their day-by-day lives.* Developing an understanding of cultural heritage is only possible if actual policies ensure its integration in the processes of education and training. The Convention emphasises the importance of the interface between cultural heritage and education and training, where cultural heritage can act as a factor for peace, in inter-personal and inter-cultural dialogue and to promote mutual understanding and conflict prevention. *Consequently, it is desirable and advisable to include the cultural heritage dimension at all levels of education.*

- The Declaration adopted by the 25th session of the Council of Europe Standing Conference of Ministers of Education, held in Brussels on 11 – 12 April 2016, which states that the preparation of students to live as active citizens in democratic societies is one of the main purposes of education¹. As underlined in the same declaration, one of the fundamental goals of all education for democratic citizenship and human rights education is not just equipping learners with knowledge, understanding and skills, but also empowering them with the readiness to take action in society in the defence and promotion of human rights, democracy and the rule of law².

- The Council of Europe Reference Framework of Competences for Democratic Culture (RFCDC), which constitutes the basis on which our education systems and

¹Recommendation CM/Rec(2007)6 of the Committee of Ministers to member states on the public responsibility for higher education and research, paragraph 5.

² Recommendation CM/Rec(2010)7 of the Committee of Ministers to member states on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education, paragraph 5.g.

institutions will continue to develop these competences at all levels and in all strands of education.

- Council conclusions on risk management in the area of cultural heritage³
- **cultural heritage** in all its diversity (whether tangible - including sites and landscapes, artefacts and monuments - or intangible, encompassing knowledge, skills and practices, oral traditions and performing arts) represents an important source of identity, innovation and creativity for individuals and society and, apart from its inestimable intrinsic value for the development and well-being of European society, it also makes an important contribution to economic growth, social inclusion and sustainable development;
- **cultural heritage can be at risk** in manifold ways, whether as a result of unintended or deliberate human activity, natural hazards, one-off occurrences or recurring events, or even as a result of slow decay, depopulation or sudden disasters;
- **the protection of cultural heritage** against a variety of threats is one of the goals of a dedicated set of actions, which fall under the third pillar of the European Framework for Action on Cultural Heritage, namely '*Cultural heritage for a resilient Europe*'.
- **climate change** is a global phenomenon and a colossal challenge that has a major influence on cultural and natural heritage; it is necessary, as far as possible, to undertake measures to prevent, mitigate, adapt to and, where possible, reverse its negative impacts;
- in these times of growing uncertainty at the international level, including an increasing number of emergencies and disasters, **the safeguarding and sustainable management of cultural heritage is an important source of societal resilience and an asset in climate action**, and, in that regard, the Council of Europe and its member

³ Council conclusions on risk management in the area of cultural heritage 26.05.2020

States can play an important role as global actors in mitigating the risk of climate change on cultural heritage;

- **Education for sustainable development** as fostered in Europe since the *Aarhus Convention*⁴, remains crucial. However, education also has an additional role beyond education for sustainable development in the cognitive sense, access to information etc. Increasingly a major challenge for education will be to provide tools for students, in all subjects, to co-create and adapt their lives to practical eco-solutions globally and locally, including in their own community.
- **The inclusion of risk management in education**, both in professional training and as part of life-long learning, is essential to ensuring that communities are risk-informed and better able to engage more with safeguarding and conservation measures;
- **Cultural Heritage as Human Right**: The recognition of the right to a safe, healthy and ecologically balanced environment, will be a significant step in fostering a cultural paradigm shift addressing climate change and depletion of natural resources.

GOALS

- **Seek synergies** with relevant international (governmental, intergovernmental and non-governmental) organisations in order to educate present and future generations in sustainable preservation and protection of cultural heritage;
- **Formulate educational strategies** to ensure that future generations will be able to enjoy cultural heritage, not only from a historical/aesthetic point of view but also as a factor for mutual understanding and peace ;

⁴ The Aarhus Convention is a new kind of environmental agreement. The Convention:

- links environmental rights and human rights
- acknowledges that we owe an obligation to future generations
- establishes that sustainable development can be achieved only through the involvement of all stakeholders
- links government accountability and environmental protection
- focuses on interactions between the public and public authorities in a democratic context.

- **Include risk management in education**, both in professional training and as part of life-long learning, to ensure that communities are risk-informed and better able to engage more with safeguarding and conservation measures;
- **Encourage research** which can play an important role in understanding the nature and the impact of threats, such as climate change, and in developing innovative and efficient methodologies for risk management in the area of cultural heritage;
- **Increase awareness** and make use of the emerging digital technology - especially advances in 3D technologies - which can provide a basis for innovative research, documentation and interpretation of cultural heritage, as well as for the application of appropriate safeguarding methods;
- **Utilise**, as appropriate, available data provided by satellite programmes, such as Copernicus, and other sources, in order to monitor cultural heritage. Products obtained from Earth observation technologies, such as risk assessment maps and climate change indicators, may be used in this respect;
- **Promote the Council of Europe Reference Framework of Competences for Democratic Culture (RFCDC)** as a set of materials that can be used by education systems to equip young people with all of the competences needed to take action, not only to defend and promote human rights, democracy and the rule of law, but also to participate effectively in a culture of democracy with increased awareness of cultural heritage and the need to protect it from climate change;
- **Support the Council of Europe** in its efforts to help member states to put into practice and successfully realize the above-mentioned goals.