

# ACCESS TO CULTURE



**A fundamental right of all citizens**

## **WORKING GROUPS DOCUMENTS**

ACCESS TO CULTURE



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**EDUCATION & LEARNING  
WORKING GROUP POSITION PAPER**

# 1 FOREWORD

In order to implement its three strategic objectives (promotion of cultural diversity and intercultural dialogue; promotion of culture as catalyst for creativity in the framework of the Lisbon Strategy; and promotion of culture as a vital element in EU external relations), the European Agenda for Culture presented in May 2007 introduced new cooperation methods with various stakeholders: a more structured system of cooperation between the Member States and the EU institutions ('open method of coordination – OMC'), a reinforced mainstreaming of culture in all EU programmes and policies through enhanced synergies between the departments of the European Commission, as well as a structured dialogue with the cultural sector.

In order to establish such a structured dialogue with the cultural sector, a large number of cultural organisations with a European dimension were invited during spring 2007 to express their interest in participating in two new thematic civil society platforms on:

- access to culture
- creative and cultural industries.

The composition of these two platforms is wide ranging and gives a unique opportunity for organisations from the sector to work together on thematic issues of common interest. They are expected to act as the channel for cultural stakeholders to provide concrete input and recommendations and - in this way - actively contribute to the implementation and further development of the European Agenda for Culture<sup>1</sup>.

Within the 'Access to Culture' platform, 3 sub-groups were formed to address the following issues:

- Education and Learning
- Creativity and Creation
- Audience Participation

During a first meeting and through subsequent work, the Working Group on Education and Learning produced the following documents: a document with recommendations to the various stakeholders (the OMC working groups, the European Commission, the EU member states, etc) on the importance of a closer synergy between education and culture in a European context, and a first collection of case studies that would underpin these recommendations.

*The Working Group on Education and Learning, December 2008*

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1 More information on the cultural sector platforms can be found at [http://ec.europa.eu/culture/our-policy-development/doc1199\\_en.htm](http://ec.europa.eu/culture/our-policy-development/doc1199_en.htm).

## 2 MEMBERS OF THE EDUCATION & LEARNING WORKING GROUP

**ACCR - Associations des Centres Culturels de Rencontre**

Isabelle BATTIONI

**AEC - European Association of Conservatoires**

Pascale DE GROOTE and Martin PRCHAL

**AEOM - Association of European Open Air Museums**

Henrik ZIPSANE (chair)

**EAEA - European Association for the Education of Adults**

Anna MORIN and Ricarda MOTSCHILNIG

**EBLIDA - European Bureau of Library, Information & Documentation Ass.**

Bo WESTAS

**ENCATC - European Network of Cultural Administration Training Centres**

Jacques BONNIEL, Giannalia COGLIANDRO and Anne KREBS

**Europa Nostra**

Sneska QUAEDVLIEG and Astrid WEIJ

**HorsLesMurs / Circostrada Network**

Yohann FLOCH

**IDEA - European Net of the International Drama & Education Association**

Marjolijn SCHUTGENS and Peter WILD

**NEMO - The Network of European Museum Organisations**

Mechtild KRONENBERG and Julia PAGEL

**Pearle\* - Performing Arts Employers Associations League Europe**

Anita DEBAERE

**Réseau Art Nouveau Network**

Elisabeth HORTH and Anne-Sophie RIFFAUD

**RESEO - European Network for Opera and Dance Education**

Luke O'SHAUGHNESSY

### 3 Introduction to the need for a closer synergy between education and culture at European level

The Education & Learning Working Group of the Access to Culture Cultural Sector Platform has the aim to explore the benefits of a closer synergy between education and culture within the context of the developments initiated by the EU Communication “A European Agenda for Culture within a Globalised World”. In this process, the Working Group, consisting of representatives of a range of cultural networks and organisations working at the European level, has explored the various dimensions of the links between education and culture. In brief, these dimensions can be described as follows:

- Education provides access to culture for European citizens with the aim to develop participation in and the understanding of culture and the arts, which will enrich their daily lives. **Access to culture through education** can take place in various contexts: from formal education (ranging from cultural education in primary and secondary education to higher arts education), and non-formal education (organised educational activities outside a formal educational setting) to informal learning (in a ‘real life’ context, where learning can also take place in an implicit way).
- Another important dimension is the **access to education through culture**. Learning through cultural experiences can develop creative, personal and interpersonal skills that can be essential transferable skills for workers in a knowledge-based society.
- An increased exchange and cooperation in the fields of education and culture will lead to enhanced intercultural understanding and social cohesion at the European level. These are essential elements for a Europe built on cultural diversity and intercultural dialogue.
- A closer synergy between education and culture will support the development of the creative and cultural industries, which show an enormous potential for employment and growth within the overall EU economy.
- A closer synergy between education and culture will also support the implementation of the Key Competences for Lifelong Learning: not only Key Competence nr. 8 (Cultural Expression and Awareness) will be reached by offering access to culture through education, but in addition other Key Competences can be achieved by providing access to education through culture, such as Learning to Learn (Key Competence nr. 5), Social and Civic Competences (nr. 6), Sense of initiative and entrepreneurship (nr. 7) and Digital Competence (nr. 4.).
- Finally, the working group would like to remind that ‘free movement of knowledge and innovation’ is of utmost importance within the European Union, and that access to culture contributes to the knowledge economy through education and lifelong learning. In this context, the working group underlines there should be a fair balance between the protection of intellectual property and the access to creative works in the context of learning practices.

To underpin these views, the Working Group has started with the collection of short case studies, which will be presented in a comparable format. The overview of case studies will serve as an annex to this document.

## **4 Our recommendations to increase synergies between education and culture at the European level**

Based on the above-mentioned views, the working group would like to suggest the following initial recommendations for further exploration by the member states and European regions, the European Commission, the Open Method of Coordination (OMC) Working Group on education and culture, and the Cultural Sector Platforms.

### **4.1 Recommendations to the EU member states and European regions**

- To acknowledge the importance of a closer synergy between education and culture to the personal development of the citizens, the further development of the European integration process and economic growth of the EU, by supporting an active role of culture and the arts in formal, informal and non-formal educational contexts, and by giving sufficient support to the professional training of artists, managers, teachers, facilitators and other professionals engaged in these contexts.
- To implement the Key Competences for Lifelong Learning and knowledge the role culture could play in achieving these competences.
- To encourage the European Institutions to declare the close synergy between education and culture a priority in the EU education and culture programmes.
- To improve provision for the professional training of professionals in the cultural sector by recognising higher arts education in all 3 levels as outlined by the Bologna Declaration process (Bachelor, Master, 3<sup>rd</sup> cycle).
- To develop policies that balance protection of intellectual property rights and the access to culture as instruments for lifelong learning.

### **4.2 Recommendations to the European Commission:**

- To declare the synergy between education and culture a priority in the future EU programme for education.
- To introduce into the future EU cultural programme a specific strand to support cultural projects with an educational dimension.
- To mainstream the synergy between education and culture as a priority also in other EU programmes and initiatives, in particular in the fields of external relations, research and regional development.
- To improve the mobility of professionals in the cultural sector through an increased attention to the recognition of qualifications, in particular for those artists that include educational activities in their portfolio of professional obligations.
- To improve the mobility in the cultural sector by offering mobility grants to recently graduated professionals supporting their efforts to establish a European-level professional practice that may include educational activities.
- To take into consideration in relation to the development and promotion of the fifth freedom 'knowledge and innovation' that admission to cultural heritage (in a broad sense) is essential for the support of education, research, and access to culture.

### **4.3 Recommendations to the OMC Working Group on education and culture:**

- To discuss the benefits of and actions for a closer synergy between education and culture by taking into account the role of culture and the arts in various educational contexts (formal [including all levels from pre-primary to and beyond higher education], informal and non-formal) and not just limit the discussion to one particular context.
- To connect the discussion on the synergies between education and culture in the OMC for culture to the follow-up programme of the 'Education and Training Agenda 2010' and the OMC in the field of education.
- To share information on the results of qualitative research on the impact of arts education and cultural learning, and to support this process by an active approach towards translation of relevant texts.
- To exchange information on the cultural participation of not only young people but also adults, including issues related to mobility.
- To engage in a regular exchange of views and information with the Access to Culture Cultural Platform Working Group on education and culture.

### **4.4 Recommendations to the Cultural Sector Platforms:**

- To take into account the synergy between education and culture as a horizontal issue in all areas of discussion in the framework of the cultural sector platforms, including the cultural industry platform and the 'Rainbow' platform for intercultural dialogue.
- To suggest the synergy between education and culture as a central topic at the next Cultural Forum in 2009.
- To engage in an evidence-based argumentation based on research literature and successful case studies.
- To explore with the Commission a structured dialogue with the relevant OMC working groups.