

Problemy oświaty dorosłych w Polsce i na świecie

Małgorzata SZPILSKA

Educational contexts of the European year for cultural heritage

Edukacyjne konteksty europejskiego roku dziedzictwa kulturowego

Key words: adult learning, European year, cultural heritage, EU's educational programmes.

Słowa kluczowe: uczenie się dorosłych, europejski rok, dziedzictwo kulturowe, programy edukacyjne UE.

Streszczenie: Z punktu widzenia prac badawczych prowadzonych w pedagogice pracy nad istotą wychowania i jego roli w kształtowaniu osobowości człowieka, obywatela, pracownika niezwykle ciekawym aspektem towarzyszącym wielokulturowym przedsięwzięciom realizowanym dzięki programom Unii Europejskiej jest budowanie otwartości i wrażliwości międzykulturowej, a także kształtowanie umiejętności adaptowania się do warunków życia i pracy w różnych krajach wspólnoty europejskiej. Aspekt ten podkreśla m.in. T. Szkudlarek¹, pisząc o grupie działań edukacyjnych na rzecz kształtowania tożsamości europejskiej, kierowanych do młodzieży różnych krajów Wspólnoty. Artykuł prezentuje wyniki analizy ilościowo-jakościowej przeprowadzonej z wykorzystaniem metody *desk research* na temat różnych aspektów i wymiarów postrzegania dziedzictwa kulturowego w Europie, uzupełnione o wyniki własnych badań jakościowych zebrane podczas pracy w wielokulturowych zespołach badawczych podczas obserwacji uczestniczącej.

Introduction. From the point of view of research carried out in the work pedagogy on the essence of education and its role in shaping the personality of a man, citizen, employee, an extremely interesting aspect accompanying multicultural

¹ T. Szkudlarek: *Pedagogika międzykulturowa*, [in:] Kwieciński Z., Śliwerski B.: *Pedagogika*, PWN, Warszawa 2003, p. 421–422.

projects implemented through European Union programmes is building openness and intercultural sensitivity, as well as shaping the ability to adapt to the living and working conditions in various countries of the European Community. This aspect emphasizes, among others T. Szkudlarek writing about a group of educational activities for shaping the European identity, addressed to the youth of various EU countries.

Methods and procedures. The article presents the results of a quantitative and qualitative analysis on various aspects and dimensions of the perception of cultural heritage in Europe.

The paper attempts to answer the following research problems:

- *What are the European educational initiatives aimed at supporting the cultural heritage?*
- *What is a personal involvement in cultural heritage in Europe?*

The first phase constituted a critical analyse of documents (e.g. reports, strategic European Commission papers) using a desk research method on various aspects and dimensions on the perception of cultural heritage in Europe. The existing quantitative data available from various sources were analysed and peer reviewed to synthesize the feedback.

The feedback for the first phase were verified with the assumptions and then supplemented by own experience from international cooperation with multicultural research teams as well as the results from own studies collected during a long-term work in multicultural research teams, with the use of a participant observation method.

Educational contexts of cultural heritage. Over the decades, a number of normative acts i.e. conventions and recommendations have been created to strengthen the protection of cultural heritage at the national, European and world level. The understanding of cultural heritage is wide and consider tangible and intangible heritage. According to UNESCO, intangible cultural heritage is:

- *Traditional, contemporary and living at the same time: intangible cultural heritage does not only represent inherited traditions from the past but also contemporary rural and urban practices in which diverse cultural groups take part;*
- *Inclusive: we may share expressions of intangible cultural heritage that are similar to those practised by others. Whether they are from the neighbouring village, from a city on the opposite side of the world, or have been adapted by peoples who have migrated and settled in a different region, they all are intangible cultural heritage: they have been passed from one generation to another, have evolved in response to their environments and they contribute to giving us a sense of identity and continuity, providing a link from our past, through the present, and into our future. Intangible cultural heritage does not give rise to questions of whether or not certain practices are specific to a culture. It contributes to social cohesion, encouraging a sense of identity and responsibility which helps individuals to feel part of one or different communities and to feel part of society at large;*

- *Representative: intangible cultural heritage is not merely valued as a cultural good, on a comparative basis, for its exclusivity or its exceptional value. It thrives on its basis in communities and depends on those whose knowledge of traditions, skills and customs are passed on to the rest of the community, from generation to generation, or to other communities;*
- *Community-based: intangible cultural heritage can only be heritage when it is recognized as such by the communities, groups or individuals that create, maintain and transmit it – without their recognition, nobody else can decide for them that a given expression or practice is their heritage.²*

UNESCO's *Convention for the Safeguarding of the Intangible Cultural Heritage* (2003) proposes five broad domains in which intangible cultural heritage is manifested:

- Oral traditions and expressions, including language as a vehicle of the intangible cultural heritage;
- Performing arts;
- Social practices, rituals and festive events;
- Knowledge and practices concerning nature and the universe;
- Traditional craftsmanship.

It is emphasized that the boundaries between domains are extremely fluid and often vary from community to community. While one community might view their chanted verse as a form of ritual, another would interpret it as song. Similarly, what one community defines as 'theatre' might be interpreted as 'dance' in a different cultural context. There are also differences in scale and scope: one community might make minute distinctions between variations of expression while another group considers them all diverse parts of a single form.³ As it is said, this shows rather inclusive not exclusive nature of the defined domains and gives a lot of space for national, regional and local specific interpretations. It is crucial to remind that over 150 countries all over the world have joined the Convention. It means that all these countries accept and implement the goals and policy of the Convention in their national contexts.

In line with the general goal of UNESCO activity in a global scale, the European Commission offers a wide range of educational programmes, as well as cooperates with international associations, networks and labour organisations to promote and support education and training, including intercultural learning.

One of the strategic documents at EU level is *The Strategic framework – Education & Training 2020* which defines four common objectives to address the challenges of adult education by 2020:

- Making lifelong learning and mobility a reality;
- Improving the quality and efficiency of education and training;
- Promoting equity, social cohesion, and active citizenship;

² What is intangible cultural heritage, <https://ich.unesco.org/doc/src/01851-EN.pdf> UNESCO Infokit 2011, p. 4–5.

³ <https://ich.unesco.org/en/intangible-heritage-domains-00052> [access: 04/10/2018]

- Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training.

These priorities are addressed by the European Commission, by European member States, by education institutions, education stakeholders, networks, associations by working on the following topics: Awareness-raising; Financing adult learning; Higher education: access to adults; Monitoring the adult learning sector; Quality; Reaching out to specific target groups; Validation of non-formal and informal learning.⁴

Supporting multicultural education is especially important when we speak about living, learning and working in one ‘global village’ or at least European community. At the same time it constitutes a great European added value to the educational projects financed by the EU programmes since 90s. European added value is understood as a common, transnational dimension of an international project indicating its additional significance for the European Union, institutions or countries participating in it, that would be impossible to be achieved in the actions taken in each of the participating countries separately. The added value of European cooperation, and thus the development of the European perspective, has been recognized as an important result of all European educational programs of the European Union in evaluation studies carried out so far in EU programmes, i.e. *Leonardo da Vinci*, *eLearning*, *Youth*, *Jean Monnet* and *Socrates* (2000–2006); *Lifelong Learning Programme*, *Youth in Action*, *Culture* (2007–2013) and finally in the current *Erasmus+* programme (2014–2020) supporting education, training, youth and sport in Europe. The main aim of Erasmus+ is to contribute to the *Europe 2020 strategy* for growth, jobs, social equity and inclusion, as well as the aims of *Education and Training ET2020*, the EU's strategic framework for education and training.⁵ There is a strong continuation of strategic areas of support referring to intercultural dimension, among others: opportunities to study, train, gain work experience or volunteer abroad; learning languages; Strategic Partnerships among educational institutions and youth organisations with peers in other countries in both their own sector and other sectors, in order to foster quality improvements and innovation; teaching and research on European integration.

Personal involvement in cultural heritage in Europe. Every year, since 1983 (Table 1), the European Commission together with the European Parliament sets up a leading topic to be promoted and supported by various initiatives all over Europe to increase people's awareness and involvement in particular issues important for our common sake, i.e. innovations, social exclusion, environment, safety, art, entrepreneurship, ageing society, solidarity between generations, safety, mobility at labour market, sport, learning languages, tourism, development, disabilities, lifelong learning and many others.

The actions are undertaken and measured in short and long-term dimensions within additional call opportunities under various European programmes: Erasmus+, Horizon 2020, Europe for Citizens and others.

⁴ <http://www.eaea.org/en/policy-advocacy/european-agenda-for-adult-learning.html> [access: 04/10/2018].

⁵ Erasmus+ programme: http://ec.europa.eu/programmes/erasmus-plus/about_en [access: 04/10/2018].

Table 1. Themes of European Years in 1983–2018

No.	Year	Theme of European Year
1	2018	European year for cultural heritage
2	2016–2017	No European years
3	2015	European year for Development
4	2013–2014	European year of citizens
5	2012	European year for active ageing
6	2011	European year of volunteering
7	2010	European year for combating poverty & social exclusion
8	2009	European year of creativity & innovation
9	2008	European year of intercultural dialogue
10	2007	European year of equal opportunities for all
11	2006	European year of workers' mobility
12	2005	European year of citizenship through education
13	2004	European year of education through sport
14	2003	European year of people with disabilities
15	2001	European year of languages
16	1999	European year of action to combat violence against women
17	1998	European year of local & regional democracy
18	1997	European year against racism & xenophobia
19	1996	European year of lifelong learning
20	1995	European year of road safety & young drivers
21	1994	European year of nutrition & health
22	1993	European year of the elderly & solidarity between generations
23	1992	European year of safety, hygiene & health protection at work
24	1990	European year of tourism
25	1989	European year of information on cancer
26	1988	European year of cinema & television
27	1987	European year of the environment
28	1986	European year of road safety
29	1985	European year of music
30	1984	European year for a people's Europe
31	1983	European year of SMEs & the craft industry

Source: *Own elaboration based on https://europa.eu/european-union/about-eu/european-years_en [access: 04/10/2018].*

As the official EU portal says: the aim of the European Year of Cultural Heritage is to encourage more people to discover and engage with Europe's cultural heritage, and to reinforce a sense of belonging to a common European space. The slogan for the year is: *Our heritage: where the past meets the future.*⁶

Within the whole year there is a series of initiatives and events across Europe to enable people to become closer to and more involved with our cultural heritage which is seen to play a big role in building the future of Europe.

The key findings by the Eurobarometer commissioned by the Directorate-General for Education, Youth, Sport and Culture to assess the attitudes and opinions of Europeans about cultural heritage shows two important feedback referring to job creation and employment:

- The majority of the respondents (79%) agrees Europe's cultural heritage or cultural heritage-related activities create jobs in the EU;

⁶ <https://europa.eu/cultural-heritage> [access: 04.10.2018].

the EU (% - EU)		
	Total 'Agree'	Total 'Disagree'
EU28	79	13
Gender		
Man	79	14
Woman	78	13
Age		
15-24	77	14
25-39	82	12
40-54	80	14
55 +	75	15
Education (End of)		
15-	69	17
16-19	77	15
20+	85	10
Still studying	82	11
Socio-professional category		
Self-employed	82	13
Managers	86	10
Other white collars	84	11
Manual workers	77	15
House persons	77	13
Unemployed	71	20
Retired	73	15
Students	82	11
Difficulties paying bills		
Most of the time	71	19
From time to time	76	15
Almost never/ Never	81	12
Subjective urbanisation		
Rural village	76	15
Small/ mid size town	79	13
Large town	82	11
Close to cultural heritage		
Total 'Yes'	83	11
No	69	20
Involvement in cultural heritage		
At least one way	85	10
None	72	17
Interest in cultural heritage		
Total 'Yes'	87	9
Total 'No'	61	24

Fig. 1. Europe's cultural heritage or cultural heritage-related activities create jobs in the EU (%- EU; Total number of respondents = 27.881)

Source: Special Eurobarometer 466, the European Commission Directorate-General for Education, Youth, Sport and Culture, December 2017, p. 67.

The majority (56%) disagree that Europe's cultural heritage is more for visitors from outside the EU than for EU citizens, but almost four in ten (38%) respondents agree.⁷

The figure shows (fig. 1) that respondents aged 25–39 and 40–54 agree on positive dimension of Europe's cultural heritage or cultural heritage-related activities for job creation, when compared to the youngest (15–24) and the group of 55+. Also those living in large towns are the most likely to agree (82%), compared to 76% of respondents living in rural areas. What is particularly interesting, the more likely to agree they are those staying longer in education: 85% who completed education aged 20 or after do so, compared to 69% of those who completed education before the age of 16.

The figure 2 shows that almost 90% of respondents consider Europe's cultural heritage should be taught in schools, as it tells us about our history and culture. The majority constitutes those who has finished the formal education (25–39; 40–54), as well as the group of 55+.

The majority of respondents in each EU Member State agree public authorities should allocate more resources to Europe's cultural

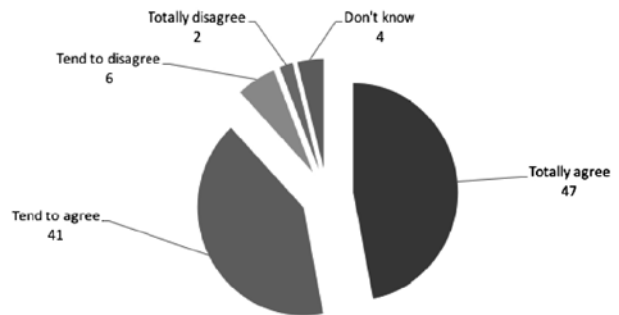


Fig. 2. Europe's cultural heritage should be taught in schools (%- EU; Total number of respondents = 27.881)

Source: Special Eurobarometer 466, the European Commission Directorate-General for Education, Youth, Sport and Culture, December 2017, p. 68.

⁷ Special Eurobarometer 466, Report Cultural Heritage, the European Commission Directorate-General for Education, Youth, Sport and Culture, December 2017, doi:10.2766/576064.

heritage. Respondents in Malta and Greece (both 89%), Cyprus (87%) and Bulgaria (85%) are the most likely to agree with this idea, compared to 58% of those in Denmark, 60% in the Netherlands and 64% in the United Kingdom.⁸

In addition, the research revealed that the respondents who live close to cultural heritage (e.g. such as monuments, museums, festivals, concerts and so on), who are personally involved or who are interested in knowing more about Europe's cultural heritage (e.g. search for general information related to the accessibility, facilities and main features of a museum, historical monument, or traditional event in preparation for a visit or a holiday) are more likely to support various initiatives promoting cultural heritage in general.

Summary. The wider discussion on cultural diversity has been started on the occasion of considering feedback on the negative and positive effects of globalization. Protection of diversity in a global context means that there should be protected the cultures of individual nations, as well as minorities' cultures. The principle of protection of cultural diversity is to initiate and support activities aimed at protecting high culture in times of mass culture domination. The analysis has shown that the issue of cultural heritage is considered in strategical EU papers, the priorities of educational-research programmes having their impact among others the educational practice, social cohesion, economic development, as well as fostering the creativity of individuals.

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dr Małgorzata SZPILSKA – Instytut Technologii Eksploatacji – PIB w Radomiu,
e-mail: malgorzata.szpilska@itec.radom.pl

⁸ Special Eurobarometer 466, the European Commission Directorate-General for Education, Youth, Sport and Culture, December 2017, p.72–72.