

50 years 
of the **European**
Cultural Convention

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Preface by the Director General, Education, Culture and Heritage, Youth and Sport

The word "culture" brings to mind a whole variety of notions : first, perhaps, concerts, theatre, museums, books or more simply knowledge. It can also refer in a general way to the arts and traditions of other civilisations, present or past. In a narrower sense, it can be used to discriminate between people possessing refined manners and tastes received through education and others, considered by the former, to be "uncultured" precisely because they lack these attributes. One could go on lengthening the list almost indefinitely and branch off into endless disquisitions on 'the two cultures': art versus science, and so on, but enough, because one can rightly wonder what all of this has to do with an intergovernmental organisation like the Council of Europe which possesses no concert hall, no museum and has no funds for cultural performances.

The point of the matter is that "culture" is at the heart of all relations between people or between nations and so cannot be taken lightly or for granted. A lack of knowledge or appreciation of another's culture can result in ghastly blunders, a fact undenied by recent and on-going events and interventions around the world. Likewise, if co-operation is engaged merely on the basis of political or economic interests, rather than on a strong and genuine desire for mutual understanding and peaceful collaboration, it is usually short-lived - witness the rapid movements of capital and industry that unfeelingly disrupt ordinary people's lives in the new world 'order'.

So culture is not just one among many fields of administrative concern, it permeates, or should anyway, all aspects of life in society. Not surprisingly, totalitarian regimes use culture as a prop to glorify their leaders and otherwise invisible benefits; and there is always a danger, even in democracies, of attempting to demonstrate some spurious supremacy by counting the numbers of books, films or records produced in a given system. In fact, it is difficult to evaluate culture in terms of quantities or even qualities, which are of necessity always tainted with subjective judgements. It is, in that respect, very similar to freedom and democracy : very difficult to pin down with any precision but you certainly know what they are when they are missing. And just as freedom and democracy cannot be simply handed over like a fairy godmother's gift, but have to be conquered and maintained by daily efforts and vigilance, culture too relies on the joint efforts of organisations and individuals, each loyally pursuing their own task to form a harmonious living whole called civilisation.

In this sense, culture can, and often must, resist certain trends in society : on the one hand intolerance inspired by blind selfishness or, on the other, over-tolerance



of the insensitive exploitation of resources or technologies. Being concerned with what makes human life human, European society, in spite of influences from other, differently inspired, interests here and abroad, must remain watchful to preserve certain values which are specifically cultural in nature. But while vivifying and reaffirming our own outlook, must we not remain amenable to those of other cultures the image of which has sometimes become tarnished by excesses or misrepresentation? Such open-mindedness and tolerance is indeed the hallmark of our society.

Conversely, when looking more inwardly, should we not be more wary of the debilitating excesses of the so-called "good life"? There is no question of stifling progress with some puritanical ethical code, but it is our culture that enables us to see why we should remain wary of the lures of our publicity-ridden media which would have us believe in a carefree world of mobile phones, internet shopping for effort-saving appliances and miracle beauty creams. Meanwhile, almost paradoxically, our schools continue to teach our children that a successful and happy life is the fruit of hard work. How, without cultivating their minds and sensibilities, which means culture, can we help them distinguish the fake from the real? Similarly, have we not already realised that our communications technologies are in fact gradually reducing true communication between people : youngsters spending hours alone in front of an electronic screen, all of us forced to rely more and more on impersonal and ephemeral E-mails, when not being frustrated by increasingly annoying and expensive multiple choice phone devices. And will the ubiquitous fast food, whether eastern or western, ultimately smother our traditional yet still inventive European culinary art?

Superficial as some of these questions might seem, they are among the aspects of modern life that affect people directly and inspire the choices they make. Someone grown incurious of science, lacking an appetite for knowledge or sensitivity for the arts, including the culinary, will obviously not be inclined to think highly of investment in libraries, museums or research and probably even less of projects to integrate immigrants and their cultures into the host society. Political choices are to a certain extent, if not largely, determined by cultural attitudes and every single country is faced with the same problems. A change in cultural attitudes is the surest way of ensuring a change of policy, but that is not so easily obtained and clearly the details and conditions vary considerably from country to country.

Quite obviously, no one would dream of attempting to harmonise European culture. Reducing the rich diversity would spell impoverishment and ultimately death. The European Union itself, which draws up common policies, legislation and directives in so many areas, has constantly eschewed responsibility for cultural policy, a domain which remains strictly within the competence of the member States. It nevertheless provides considerable financial backing for selected cultural enterprises on the principle of subsidiarity.

Among the European organisations, cultural policy as such is dealt with solely by the Council of Europe under the terms of the European Cultural Convention which gives it the means of organising the exchange of knowledge, the pooling of experience

and co-operation on joint projects. The aim is not to improve Europe's cultural reputation or production and even less to attempt to illustrate some form of superiority; rather it is to help governments provide the requisite conditions enabling cultural life to flourish. This pragmatic, generous and anti-doctrinal approach was implicit not only in the drafting of the terms of the Convention, and let it not be forgotten that it was drawn up in the early stages of the Cold War, but also in the decision that, from the very outset, the Convention would be open to all European States willing to adhere to it whether they be democratically inclined or otherwise.

The basic method of work devised under the Convention, be it in education or more strictly cultural affairs, has proved most effective and could quite profitably be employed in other fields as well. The various stages are covered quite rapidly. Comparison of research findings and regular discussions enable ministry officials and representatives of relevant non-governmental organisations to identify wide-reaching problems affecting society in most, if not all, member States. Whenever it is agreed that these can profitably be addressed by international co-operation, which is obviously not always the case, they are proposed for inclusion in the Council of Europe's work programme, usually moreover by a resolution of one of the European ministerial conferences on education, universities or cultural affairs. Then begins the process of sifting out what amounts to successful "good practice" in the field which is welded together to build a theoretical model for action. It is then up to the individual member States to create or encourage pilot projects on their territory to try out the model in practice and in differing conditions. After a significant period, the results obtained from the network of pilot projects are examined and the initial model reshaped accordingly. The revised model is in turn tried out in the field throughout the network in order to refine the findings. These are then moulded into a series of well-trying policy guidelines adaptable by member States to their own prevailing conditions. The whole process, the costs of which are shared by the participating countries, lasts usually between three and five years. Clearly, no country on its own could possibly carry out such wide and thorough research at such low cost to itself and obtain such reliable results in such a short time.

What has been accomplished thanks to the Convention and its quite extraordinary flexible and efficient working methods is described in detail in the following pages. What should be added is the invisible element, perhaps the chief accomplishment of the Council of Europe, and that is the gradual building up of friendship, understanding and co-operation among officials and people of all walks of life throughout an entire continent and that, perhaps over and above all the treaties and conventions, valuable as they are, is the soundest guarantee of peace and democracy in Europe.

The late Marcel Hicter, a great Belgian architect of cultural co-operation in Europe, once described the Council of Europe as the place where good ideas can become ordinary ideas; that, too, is an outstanding achievement of the European Cultural Convention over the past 50 years.

Original objectives and results of the European Cultural Convention

Original objectives and results

1.1 The recognition by Europeans of their common cultural heritage

Articles 1, 2, and 5 of the Convention

Before the Convention was even signed, the first of the *European Art Exhibitions* was held in Brussels in 1954/1955. For the first time in decades, major works from national and private collections travelled to meet a new audience. The theme of humanism was chosen to illustrate the interdependence of European cultures in an age like ours of radical change, and a still precious vision of the arts and sciences in a harmonious civilisation. The success of the exhibition and its successors proved the public's demand for impermanent thematic exhibitions, which have since become regular landmarks of cultural life. The exhibition series also pioneered a model of light coordination based on an implicit contract of trust and reciprocity among the participating museums.

The later *Cultural Routes* project, started in 1987 round the mediaeval pilgrim routes to Compostella, highlighted international cultural connections embodied in works of cultural and natural heritage, where the visitor must do the travelling. Several themes have been chosen since, and visible routes implemented following the enlargement of the Organisation.

More recently, the *European Heritage Days*, one of the most important cultural events in Europe, were officially launched by our Organisation in 1991 and are at present a joint initiative with the European Union. Every year in September, the whole continent takes part in the event, with millions of visits to thousands of monuments and sites. The mere opening of the monuments and sites – especially those usually closed to the public – has given place to a real programme of cultural action which encourages access to the heritage in all its forms. It increases the public awareness of Europe's common cultural heritage, its democratic dimension and the need to protect it. By emphasising the right of every person to adhere to the cultural heritage of his or her choice, while also respecting the right of others to do so, the Days also make an important contribution to the idea of multicultural citizenship.

Given the originally narrow understanding of the physical cultural heritage as art objects, the Convention's *obligation to conserve* was not at first seen as a European issue. However, economic recovery included massive urban rebuilding. Protest against its shoddy and soulless modernism led to an early international



environmental movement, and, in the Council of Europe, the Parliamentary Assembly secured the launching of work¹ on heritage conservation. This led to the Convention on the Archaeological Heritage of 1969 (CETS 66) and 1992 (CETS 143), European Architectural Heritage Year (1975), the European Charter of the Architectural Heritage and the 1985 Granada Convention (CETS 121). Recognising the need for architecture to adapt to new uses, the programme went beyond simple protection to the seminal concept of *integrated conservation* that linked physical preservation and changes of use to the overall quality of life (especially urban life) of citizens. This approach has become standard practice. It is still being applied through monitoring and technical assistance, and extended in the Landscape Convention of 2000 (CETS 176).

The concept of the heritage has been democratised to take account of the views of citizens on the choice of what is valuable from the past, and the social context is being broadened to deal with the heritage's part in sustainable development; these are the central issues of the current work towards a Framework Convention on the Heritage.

The European Cultural Convention recognises the intangible heritage of "language, literature and civilisation". An early educational task was to undo the nationalist appropriation and distortion of *history*. Later, textbook revision and teacher retraining became crucial parts of assistance to post-communist countries, especially in the conflict regions of the Balkans and the Caucasus. The principles of an unbiased history education, developing empathy through multiple perspectives, were consolidated in Recommendation Rec(2001)15. This text also entrusted the Council of Europe with a coordinating role on education about the most sensitive issue of all, the teaching of remembrance of the Holocaust and education for the prevention of crimes against humanity.

The languages of Europe are a central part of its cultural heritage. The language industries were studied in the 1970s as part of the economic aspect of cultural policy, leading to the Tours Declaration of 1986. The extensive effort on modern language learning is discussed in the next section under the mobility objective, to which it also contributes. The work for intercultural education and understanding is described in Section 6.

1.2 Mobility and exchange for mutual understanding

Articles 2 and 4 of the Convention

This objective has been tackled through targeted projects, primarily for students and other young people.

Even before the Convention was signed, the first Convention on Mutual Recognition of School-leaving Qualifications for University Entrance was signed in 1953 (CETS 15). A sustained effort to develop both standards and good practice in

1. The environment sector was not integrated organisationally with the culture sector until 2001.

this area has now led to the consolidated Lisbon Recognition Convention of 1997 (CETS 165), a joint standard with UNESCO, replacing several previous conventions. This new Convention represents the current standard in the area, codifies the move from equivalence to recognition and, for the first time, makes fair recognition a basic right of students in higher education. It has aroused much interest also from other parts of the world, both for its contents and as a unique example of inter-institutional cooperation. The Council of Europe also contributed in the 1980s to the model of inter-university cooperation as the privileged framework for student and staff mobility, a model that was adopted by the European Union. It is now playing a major role in the Bologna Process for the coordination of the policies and standards needed for the establishment by 2010 of a transparent, mobility-friendly European Higher Education Area.

Youth mobility was first addressed in the 1970s when the youth sector was created, with aims combining mobility, participation and non-formal learning. Since their inception, the European Youth Centres (Strasbourg from 1972, Budapest from 1995) have brought together over 50,000 young people for sessions in an intercultural and international environment with trained support. The European Youth Foundation and Solidarity Fund has supported international events organised by youth NGOs involving over 200,000 young people. Other measures for youth mobility have been developed, including the Youth Card Partial Agreement.

Starting in 1969, the *in-service training programme* for educational staff allowed member States to exchange training places for teachers. Over 10,000 teachers have taken advantage of these opportunities, which spread good classroom practice on issues related to the Council of Europe's goals. Also, for more than 25 years, four European seminars on priority education themes are organised each year at the Akademie of Donaueschingen, thanks to the generous funding of the German authorities. A pilot project for intercultural school-based exchanges, European Secondary School Student Exchange (ESSSE), funded by Norway, was successful but funding for continuation could unfortunately not be secured.

Language learning is recognised by the Convention as a critical pathway to mutual understanding. International cooperation, which began in a modest way in the late 1950s, expanded through the 1960s leading to highly influential work in the 1970s, focused on the development of a genuine competence in communication with others. A model of realistic learning objectives (the Threshold Levels elaborated for a wide range of national and regional languages) was instrumental in ensuring that language learning was no longer the preserve of an elite, but possible and rewarding for all according to their motivation and capacities. These learner-centred communicative objectives have more recently evolved into proficiency standards described in the Common European Framework of Reference for Languages, and which have been widely adopted in member States and by the European Union (eg Europass). The European Centre for Modern Languages in Graz, set up as an Enlarged Partial Agreement, has, since 1994, offered workshops and support for networks of teacher trainers and multipliers.



Governments have also encouraged mobility for cultural purposes by bilateral and other multilateral programmes and general measures for freedom of movement. However, the successful work the Council of Europe has been asked to do in organising human contacts around its goals in specific sectors strongly suggests that there remains a much wider and unfulfilled demand. In particular, the reunification of Europe within the Convention has not been followed by a corresponding expansion of opportunities for mobility for the new member States to the level now habitual in the older member States.

1.3 A broad current of pan-European cultural cooperation

Articles 3 and 6 of the Convention

The Convention's authors recognised that the political division of Europe did not destroy its cultural unity. The boundary of this *cultural identity* was never defined, and like its essence was left to emerge through practice. The Committee of Ministers systematically used the open character of the Convention to encourage movement towards full membership: first by Spain and Portugal in the senescence of their dictatorships, later by democratic Finland, and finally by the ex-communist countries of central, eastern and south-eastern Europe in their transition to democracy. For 28 states, accession to the Convention preceded full membership, by an average of 2^{1/2} years (see Appendix 2). The Convention now seems to have reached a geographical limit, and the new agenda lies in developing dialogue with regions outside Europe.

The *scope of cooperation* underwent an equally striking extension, driven by the recognition of wider needs. The first landmark was the absorption in 1961 of the broad education sector of the Western European Union, adding broad issues of school and out-of-school educational policy. Out-of-school education moved into sport and pilot youth exchanges. The shock of the student insurgency of 1968 led to the creation of the European Youth Centre and the Youth Foundation in 1972. Sport became a full-fledged sector in 1977. The heritage area, curiously developed outside the Convention, but was brought within it in 1990; the natural and landscape heritages are being integrated today.

Innovative *working methods* were, for a long time, a hallmark of cultural cooperation, respecting the creative autonomy of its individual subjects and the reduced role of government. The European Cultural Foundation was an important partner of the Council for Cultural Cooperation. The culture sector especially pioneered networking for innovatory projects with practitioners: Culturelink, CIRCLE (Cultural Information and Research Centres Liaison in Europe), ENCATC (European Network of Cultural Administration Training Centres) and the Forum of European Cultural Networks are among the legacy of networks created. The Higher Education Committee, from its inception in 1953, brought in university representatives as equal partners and have since included representatives of European students in an observer role. The youth and sports sectors followed similar models of partnership with civil society. Later, the pattern swung back towards classic

intergovernmental standard-setting – see paragraph 1.5 below. From 1990, the sectors joined fully in the Council of Europe's new assistance mission to help new member States and conflict regions come up to European standards.

The *implementing body* of the Convention – the “committee of cultural experts” was a convention committee including all states parties and the Parliamentary Assembly; but also placed under the financial and political authority of the Committee of Ministers. This compromise reflected a tension between a position stressing the autonomy of cultural cooperation and its specific values, partners and methods, and another underlining its accountability and contribution to the values and goals of the Council of Europe as a whole. The first view led to the setting up of the Cultural Fund (Resolution (58) 13), managed by the Council for Cultural Cooperation. The second led over time to a questioning of the relevance of a special organisational status and, in the end, its abolition in 2000. Cultural cooperation is now managed by several steering committees, administratively similar to those in other sectors except for the voting membership of the two non-member States parties and of the Parliamentary Assembly. Greater accountability has not brought with it greater resources – indeed, these have recently stagnated in relative and absolute terms.

Throughout these 50 years, the implementing bodies have striven to maintain the Convention's *unified vision*. The Parliamentary Assembly, a long line of ministerial conferences in the four sectors, and finally the 1993 Vienna Summit of Heads of State and Government of the Council of Europe's member States have steadfastly supported these efforts. The complementary concepts of cultural democracy and lifelong learning, developed to a considerable extent here, still serve as strategic guidelines for all the Convention's areas of concern. The effort has often been difficult, as it cut across conventional policy boundaries, but overall stimulated a uniquely creative and humanistic viewpoint. Its results have had a substantial impact not only on policy agendas and measures, but on the action of the European Union.

This *flexible and dynamic implementation* in fact took cooperation in the Convention's spirit well beyond its declared objectives. The initial focus was primarily on the enrichment of society through specific cultural values, such as the fundamental human and social rights of education and cultural expression. An evolving European society generated new concerns about the ways in which each sector supports and enables the political framework of democracy, human rights and the rule of law. *De facto*, the original commitments were thus joined by the major new objectives presented below.

New objectives and results

1.4 Creating conditions for full participation in democratic life

The first of the grand integrating concepts to emerge was that of *permanent education*, in Resolution No.1 of a ministerial conference in 1975 on recurrent



education. The principle is now under the less threatening name of *lifelong learning*, a commonplace of national and international policy. Our approach has always gone beyond the workaday need for continuous retraining in a changing economy, and tries to democratise, within a mass education system, an ideal of personal development adumbrated in Ancient Greece, the Renaissance and the Romantic era for a small élite. Thus, the Council of Europe's activities in education and culture continue to have a double focus: contribution to the Council of Europe's overall values and political objectives, as well as meeting the concerns of policy makers and practitioners in the areas of education and culture. The huge practical implications for educational delivery and access have been addressed in many projects, for instance on broader access to higher education, learner-driven language learning aims and assessment (eg Threshold Level specifications, non-formal learning for young people (Recommendation Rec(2003)8), and affirmative action for minorities such as Roma (Recommendation Rec(2000)4).

The Convention's implicit definition of culture was traditional, an artistic and intellectual heritage that should be transmitted, interpreted, enriched, and enjoyed by as many as possible. In the ferment of the late 1960s, these ideas were challenged. The Council of Europe's response was to broaden the idea of culture to "all of the values that give human beings their reasons for living and doing". Accordingly, it shifted the focus of state cultural policy to *cultural democracy*, cultural development and the right of all to cultural expression – thus making a crucial link to the Council of Europe's human rights principles. Again, much of the subsequent programme has lain in working out the implications of these ideas, for instance in the training of cultural administrators (programme developed in the 1990s), standards for public participation in heritage (Verona Charter on the Use of Ancient Places of Performance in 1997, Committee of Ministers' Recommendation No. R(98)5 concerning heritage education and Resolution (98) 4 on Cultural Routes, the European Heritage Days' Vademecum, etc.) and landscape policies (Recommendation No. R(95)9 on the integrated conservation of cultural landscape areas as part of landscape policies and the European Landscape Convention in 2000).

The younger youth and sport sectors built on these two great ideas. The youth programme in the first European Youth Centre and the Youth Foundation was established in 1972 (Resolution (72)17) as a practical model of *youth participation* in public life. International youth organisations are co-managers with government representatives of all activities. Study sessions are examples of non-formal learning, with professional educators "on tap" rather than "on top". The two Centres (the second was opened in Budapest in 1995) also provide an effective platform for a contribution by youth to issues of European concern, for example in the 1994 European Youth Campaign against racism, xenophobia, anti-semitism and intolerance.

The sport sector inherited the traditional values of sport, a culture of physical health, voluntary organisation, and fair play in competition. These remain valid, and have guided the Conventions against Spectator Violence (CETS 120) – which

became an international issue after the Heysel Stadium tragedy – and against Doping in Sport (CETS 135), an unhealthy form of cheating. The profound innovation was again the democratisation of these older values. The *Sport for All* Charter of 1976 declares that participation in sport is a right of everybody. The continuous monitoring of these instruments has generated many practical standards for decision-makers.

Education for democratic citizenship has become a major priority of the youth and education sectors. The principles and content of a policy on this have been worked out for schools, higher education and for young people (Recommendation (2002)12 of the Committee of Ministers to member States on Education for Democratic Citizenship). *Education for democracy* cannot be limited to transmission of skills or even values, but requires a demanding practice of participation. In addition, we have made a forceful case that this education is not a marginal addition to "useful" knowledge but lies at the centre of any worthy concept of quality in education. The Council of Europe has declared 2005 the European Year of Citizenship through Education.

Together, these large new ideas have reshaped the Convention's vision into an inclusive model of a *democratic culture* underpinning law and institutions. In this way, the Convention has moved into closer harmony with the Council of Europe's other core values of democracy, human rights and the rule of law.

1.5 A European dimension in standards, policy and practice

In 1954, cultural cooperation had barely outgrown the perspectives of cultural diplomacy, with a divide between a few international issues and national practice. This division was gradually eroded by practice, as governments and civil society realised that there is no natural limit to mutual learning on the increasingly complex issues they face, and that informed and honest criticism is invaluable. The Convention became a system for *exchanging good practice* at political and professional levels, and added a European dimension to national policy and practice in several ways.

From the 1970s onwards, the distinctive network approach of early cooperation was joined by the intergovernmental *standard-setting* typical of other broad areas in the Council of Europe. The 19 conventions adopted as well as the numerous policy recommendations to governments and resolutions of ministerial conferences can be found on the Council of Europe's website (<http://conventions.coe.int/>) or can be made available. As elsewhere, the *monitoring* of standards, in most cases by the regular intergovernmental committees, has been recognised as important not only for credibility but for mutual learning. After 1989, technical assistance or targeted cooperation for newer member States became another way of applying standards more effectively on the ground, and testing them against a harsh reality.

Borrowing a good model from the OECD education programme, *national policy reviews* have exposed many national policies to international comparison and



benchmarking: 26 reviews in culture, nine in youth, 10 in sport, and six in languages. Electronic information systems and networks such as the Compendium of Cultural Policies and the European Heritage Network (HEREIN) facilitate mutual reference and comparative research on policy.

Another way of reinforcing the European dimension in national practice has been through work on school and higher education policies and curricula, and training programmes for teachers, trainers, youth leaders and other key multipliers.

The Cultural Convention was, in 1954, the only European intergovernmental framework in this area. Since then, others have become active: the European Union in all four areas, OECD in education, and the global dimension dealt with by UNESCO has become much more important. This list is not exhaustive: the Council of Europe is called on to work with the Bologna Process in higher education, the World Anti-Doping Agency, and other international structures.

Successful action increasingly requires *partnerships*. Joint projects with the European Union have included the European Years of Music (1985) and Languages (2001), the "Europe; a Common Heritage Campaign" (1999-2000), the European Heritage Days, and agreements on youth training and research. With UNESCO, an intensive dialogue is taking place currently on standards for cultural heritage and diversity, and anti-doping in sport. The 1997 Joint Lisbon Convention on the Recognition of Qualifications concerning Higher Education in the European Region (CETS 165) leveraged the resources of both organisations most effectively around ground-breaking new standards.

1.6 Respecting cultural diversity and building up shared values

The Convention set the goal of the peaceful harmony of diverse cultures against a background of apparently stable and distinct national identities, and of political division along a left-right axis. Neither presumption holds today. The first has been challenged by the resurgence of old regional identities, the emergence of new ethnic and religious communities born from large-scale migration from within and outside Europe, and the break-up of three federal states after the fall of communism. Globalisation in the audiovisual, scientific, and telecommunications domains threatens, as many think, to level and homogenise our traditions. The end of the Cold War was both result and cause of the "end of ideology". Cultural identity has emerged as the main divisive force in politics. It has lain at the heart of serious intercommunity tensions, hooliganism, and racism in many countries. Worse, it has fed at least nine conflicts in Europe over the last decade that have spilled over into armed violence, terrorism, war, and even – at Srebrenica – genocide. Not surprisingly, the 1993 Vienna Summit of Heads of State and Government identified *democratic security* as the top priority for the Council of Europe.

The *management of diversity* and the prevention of conflict have thus become critical political issues, for which all the cultural sectors are in the front line. The

Council of Europe's programmes have sought to affirm the Convention's value of diversity in practical ways in this challenging new context.

The first aspect has been the development of policies to *safeguard the diversity* of European cultures and heritages. Building on the professional networks and expertise built up on language learning, the education sector developed policy initiatives and actions to support multilingualism in our societies. This supports the Council of Europe's Charter for Regional or Minority Languages (CETS 148) and the Framework Convention for the Protection of National Minorities (CETS 157). Globalisation is moving the agenda again to the safeguard of languages as part of cultural diversity.

In culture, the *Eurimages* fund was set up in 1988 as a partial agreement (by Resolution (88) 15 of the Committee of Ministers). Its 30 member States have granted over € 300m in grant aid to European cinema production, distribution and co-operation between professionals. Recently, work has been launched to draft a new Framework Convention on the Value of Cultural Heritage for Society. This is nearly completed, and will act as a pan-European complement to UNESCO's efforts to adopt worldwide standards on cultural diversity.

Cultural diversity can only survive if it is accompanied by *mutual respect and dialogue*. This is only possible on the basis not only of knowledge of differences, but of common values such as human rights and genuine acceptance of the other. In conflict situations, it even requires willingness for reconciliation.

All four sectors - culture, education, youth and sport - are committed to this effort. The *values of sport* - especially the idea of fair play, which also applies in non-sporting contests and argument - are defended against abuses through monitored standards against violence and doping. The sector encourages the positive contribution of sport to democratic societies through work on participation, the Ambassadors for Fair Play, and the "ballons rouges" project to bring sport to refugee and displaced children (Recommendation Rec(2003)7).

The culture sector has adopted framework texts for *cultural policy for intercultural dialogue and conflict prevention* (the Opatija Declaration of Ministers of Culture) and launched field projects such as "shared cities" to work out practical models of implementation. Numerous youth activities have focused on the need for a culture of peace and the fight against intolerance, xenophobia and Islamophobia, for instance the "All different, all equal" *European Youth Campaign against racism, xenophobia, anti-semitism and intolerance* organised in 1994 in cooperation with the European Commission against Racism and Intolerance (ECRI).

The education programme studied intercultural education from the 1980s: The Athens Declaration of Ministers of Education of 2003 (MED 21-7) sets out parallel principles for an *intercultural education* policy, which is being transposed into practical models for teaching in a context of religious and other cultural diversity. The educational work of the youth sector has been intercultural from the outset, and has also developed practical guides for wider use. All this work links up with



that on *education for democratic citizenship* described above, especially the part on education in human rights.

Heritage education, of which the Council of Europe was an initiator and promoter, is an *active cross-curricular teaching based on learning through the cultural heritage*, incorporating a partnership between education and culture. It brings together young people - as in the European heritage classes and recently in the "Europe, from one street to the other" project - and makes them aware of their common cultural identity and the cultural variety in Europe. It is a privileged means for conflict prevention, for tolerance, education for democratic citizenship and social integration.

This major objective is the most recent to emerge, and the challenge remains huge. Not surprisingly, much of the work described above is still in progress, though substantial results have already been attained. A current priority in the programme is to reinforce the cooperation between sectors and develop *a comprehensive intercultural policy* for managing diversity.

Perspectives

2.1 Overall framework

General background

The future direction of the Convention will be determined not only by the reflection triggered by its 50th Anniversary, but even more by the Third Summit of Heads of State and Government of the Council of Europe. The result will probably be an even closer alignment of the Organisation's cultural and social mission with its other core values of human rights, pluralist democracy and the rule of law.

Accordingly, cultural co-operation cannot be viewed as a random collection of support activities but must rather remain a coherent strategy for anchoring, preserving and developing these values in a changing society. Cohesion and social integration, full participation by all in the life of the community, including migrants, ethnic minorities and vulnerable groups in general, and intercultural dialogue, including the religious angle, will probably be major concerns of the Third Summit. These challenges will be taken up in the four sectors of education, culture, youth and sport, with stronger complementarity between them and cross-disciplinary co-operation on a daily basis.

The Summit and the Anniversary will thus be able to draw conclusions from the new political and institutional landscape in Europe and the world. For 50 years, the European Cultural Convention was the democratic ante-chamber to the Council of Europe, becoming an important instrument in the joining of the former Eastern and Western blocs. This role is now completed in Europe. Opening up to other parties is something different today, in two main ways:

First of all, preventing a new divide within the greater Europe requires closer co-operation with the European Union. The question of the European Union's possible accession to the Convention is complicated not only by the need for a protocol to make the necessary amendment but also by the Union's general lack of legal power in the areas concerned, making the Council of Europe's work in the field of European culture all the more essential. An alternative course could be to highlight the pan-European vocation of the Convention and negotiate an inter-institution agreement under which the Council of Europe would manage cultural policy programmes accessible to all the countries of Europe.

Secondly, European culture and society are faced with the challenge of "living together" with cultural neighbours in the four corners of the world, from south of the Mediterranean to the other side of the Atlantic. It is therefore important that Europe engages, with its neighbours and with those organisations interested, in a systematic, focused dialogue marked by mutual respect and based on a number of



common principles. This does not mean replacing the worldwide framework of UNESCO, with which cooperation must be strengthened at the same time, or dissolving Europe's identity in an incoherent space; instead, it means opening up aspects of our regional cultural cooperation which, while not perfect, offer our partners a highly interesting pan-European "acquis" to build on.

The lacunae in the Convention in this respect have become flagrant: it makes no mention at all of the world outside Europe! At present, there is no suitable institutional framework for extra-European cultural dialogue. In 2005, therefore, serious thought should rapidly be given to an appropriate instrument. An additional Protocol (not an amendment) would be an interesting solution because of its solemn, binding nature, its link with the European Cultural Convention and the possibility it would offer of defining common values, principles and means of cooperating with partners not specified in advance.

2.2 Education

Education for core values

Equal access to high quality learning opportunities is a fundamental human right for all and a cornerstone of social cohesion. Education programmes under the European Cultural Convention are increasingly required to address the challenges of social inclusion for vulnerable groups and of building together democratic, prosperous, stable, tolerant and cohesive societies. The primary aim of future education programmes in both formal and non-formal learning contexts will be the development of education policies, standards and practices for quality life-long learning, with a particular focus on the values, as well as the attitudes, knowledge and skills necessary for socially inclusive, responsible, active citizenship imbued with a democratic culture.

In furtherance of the fundamental values of the Council of Europe, and the renewed impetus and special focus which the Third Summit will undoubtedly give to its mission, education programmes under the European Cultural Convention will need to address at least three inter-related domains of action dealing with democratic values and social cohesion, the management of diversity and the European dimension of education.

New synergies and enhanced methods

In developing these domains, the current effective work on common principles and policies, good governance, European standards and best practice in multilateral and targeted cooperation activities will be intensified. At the same time, new forms of synergy will be developed to ensure coherence and maximal use of resources concerning the social dimension and citizenship/human rights aspects of the education programme - particularly in relation to the youth sector concerning training in human rights, and with the social cohesion sector for vulnerable or disadvantaged groups such as the Roma. In addition, consideration could be given

to the enhancement of established working methods through possible initiatives concerning new conventions and a new structure for teacher education.

Education for democratic citizenship and social cohesion

Future programmes for school, out-of-school and higher education to help construct a Europe of democratic values and respect for human rights will build on the dynamic created by the European Year of Citizenship through Education. The development of common European standards might form the basis of a framework convention on education for democratic citizenship in a follow-up to the Year. This initiative, along with the development of a new concept of the European dimension of education, would serve to strengthen the core values of the Council of Europe through educational action.

In order to promote social inclusion in increasingly diverse and often fragmented societies, future education policies and practices will need to take account of the growing diversity of learning groups, and the special education and specific language needs of new minorities and vulnerable groups, in particular migrants and Roma children.

Managing diversity through education

Education must play to the full its unique role in helping to prepare young people for living together in our multicultural societies. Intercultural education, taking into account the inter-religious dimension, will continue to grow in importance as a transversal dimension in education programmes, linking coherently with related actions in the fields of culture and youth. In addition to teacher training in this area, school-based exchanges of young people should be further developed, and the possibility of a new convention in this area might be examined.

In keeping with Article 2 of the European Cultural Convention, linguistic diversity, and in particular greater diversity in the choice of languages offered in education, will remain a priority. Programmes will need to focus on common policy planning tools, cooperation with authorities in reviewing and planning national policies, and teacher training.

Projects on language learning, along with history teaching (also included in Article 2), should be viewed within the wider framework of intercultural dialogue as they offer a special opportunity to promote understanding and acceptance of different practices and multiperspectivity, leading to a more objective view of one's own culture and history. The Council of Europe's effective work on history teaching, and the initiatives on teaching remembrance and education for the prevention of crimes against humanity, will continue to play a key role in reinforcing a culture of peace and tolerance. Cooperation with ALECSO, ISESCO and other appropriate partners will be developed.



European dimension of education

Programmes in higher education will continue to facilitate the fair recognition of qualifications and the establishment of a European Higher Education Area in support of student, graduate and staff mobility. The Council of Europe is centrally concerned with the implementation of a flexible qualifications framework in accordance with the provisions of the Council of Europe/UNESCO Convention, and will sustain its specific contribution to the Bologna Process.

The common European foreign language standards developed by the Council of Europe, and used by the European Union, will be implemented in order to enhance quality in language learning, and facilitate the mutual recognition of language competences and consequently European mobility. Moreover, as successful learning in all school disciplines depends on adequate competence in the language of instruction, it is necessary to develop European cooperation and standards concerning the teaching of the official languages of member states.

Cooperation with the European Union, UNESCO, and OECD will be strengthened in specific activities with a European dimension, and with the OSCE in particular bilateral contexts. Partnership with (I)NGOs has been growing and will be further developed.

Common core

Policy, standards and good practice for quality and equity in education will continue to be core elements of the education programme, with a strong social and democratic citizenship/human rights dimension. The quality of the teaching profession impacts greatly on the quality of learning and consequently teacher training will be common to all programme elements, and the Council of Europe In-service Training Programme for Educational Staff will link to the programme's priorities. Consideration might be given to setting up a dedicated centre for teacher training in education for democratic citizenship, human rights, history teaching, and the management of cultural and religious diversity. Targeted cooperation and support activities, particularly concerning policy, legislative reform and curriculum, as well as dissemination of results, will be a feature of all projects.

2.3 Culture and Heritage

Beyond its historical value, the European Cultural Convention maintains its political significance and its ethical message. Article 1 calls on each Contracting Party to "take appropriate measures to safeguard and to encourage the development of its national contribution to the common cultural heritage of Europe". This initial objective establishes the principle of preservation of the common memory and calls for an on-going creative process. It still applies today. The means of action of the Parties and their cooperation instruments need to develop, however, to adjust to the sweeping social changes in Europe over the past 50 years and in particular in recent years.

This is why the Council of Europe's work in the culture and heritage fields will revolve around a dual axis in the next few years:

The first is constituted by the cultural foundation of European identity, based on shared values and developing with due respect for cultural diversity at the national, regional and local levels. And, secondly, there is a specifically European conception of sustainable development, considering culture as its fourth pillar, alongside the economic, social and environmental pillars. The result is an integrated approach to culture, encouraging innovative interministerial cooperation in the field.

Alongside these two thrusts, work on intercultural and interreligious projects retains all its relevance. The concepts of art exhibitions and cultural routes must adjust to a cultural world that has changed considerably since their creation, so as to become, for the general public, the visible expression of the values defended in the political programmes.

As regards methods, the prospects may be envisaged from two angles, it being understood that the decisions lie with the Committee of Ministers.

Updating the content and implementing the principles of the Convention

As the text of the Convention merely sets a general framework, updating its contents doubtless means working on the derived legal instruments (conventions and recommendations) in the sectors concerned. This means continuing along the road opened up by the Convention:

- On the one hand, by effectively monitoring the related sectoral instruments (eg monitoring the Granada and Valetta Conventions by developing a common service for exchanging data and good practice). Article 3 of the Convention (on consultation and concerted action) is implemented through tools such as HEREIN and the Compendium of Cultural Policies, which combine to form a tool for monitoring all the Council of Europe's cultural legal instruments, including the Landscape Convention;
- On the other hand, the progress of the common standards in filling the gaps and responding to new needs (eg the work on the Framework Convention on the value of cultural heritage for society) 50 years after the signing of the Convention, supplements Article 5 under which "Each Contracting Party shall regard the objects of European cultural value placed under its control as integral parts of the common cultural heritage of Europe".

Promotion of intercultural dialogue and of a multiple European cultural identity

Better use should be made of the considerable "acquis" of the Organisation as regards cultural dialogue and exchange. A coherent and dynamic programme should be developed bringing to the fore the richness of multiple European cultural identities resulting from the crossing and interrelationship of all the cultures



present on the European continent. Emphasis should be placed on the dialogue between Europe and other continents, in particular in the Euro-Mediterranean area. This programme should also show the extent to which mutual recognition of different cultural traditions and the fact that Europeans may belong simultaneously to several cultural and linguistic systems, can create a feeling of belonging and a way of living together constituting the basis of their European citizenship.

The future programme will integrate, confirm and re-orient a group of activities launched or to be launched by the Council of Europe such as: the European Cultural Routes, the Council of Europe Art Exhibitions, the European Heritage Days, the projects resulting from the intercultural and interreligious dialogue and the initiative "heritage from elsewhere, heritage from others".

This programme which could, in some cases, be carried out with the support of the European Union, will try to illustrate the pan-European dimension of the activities of the Council of Europe.

Sustainable use and development of the cultural resources of the land

By implementing the Conventions of Granada (CETS 121), Valletta (CETS 143) and the European Landscape Convention of Florence (CETS 176), the programme of activities will contribute to defining the criteria for the sustainable use of the cultural capital of the land by elaborating, for the decision-makers and professionals of the member States, the principles for intervention and management. In harmony and in complementarity with the work followed by UNESCO on the question of cultural diversity, the Council of Europe will contribute, through its exchanges of good practice and the use of case studies, to define better the human dimension of a sustainable European model of development.

Exploiting the network dynamic

One important achievement of the cultural cooperation born of the Convention has been the building by the Council of Europe of co-operation networks. Whether in the form of steering committees, intergovernmental committees or much wider professional networks, this is certainly one of the most important contributions the Council of Europe has made. In modern-day society, these networks develop spontaneously, thanks to the new information and communication technologies, and the Council of Europe no longer needs to show the way. However, in view of the importance of networks in developing democracy in the field and the vitality of civil society and democratic practices, the Council of Europe remains close to these powerful representatives of the people of Europe.

2.4 Youth and Sport

Youth

The European Cultural Convention aims to provide a framework for "living together" at every level, from local to European. 50 years after its signature, at a

time when the fires of the Second World War were still smouldering and the iron curtain had come into being, there is no denying that, today more than ever, "living together" is an on-going construction project.

This is particularly true for young people, who are too often considered as the builders of the future. This tends to blind us to their role here and now. In the future, as our populations grow older, burdening the younger generations with increasing responsibility towards society, particularly the generations who preceded them, it will be essential to acknowledge the role of young people as fully-fledged partners in the rewriting of the social contract. In this field, the unique experiment in joint management by young people and the public authorities which the Council of Europe has been conducting for more than 30 years in the Youth sector must be promoted, extended and understood at the national level. Joint management has demonstrated its ability to open up to new partners, to adapt to new situations, without abandoning the underlying philosophy of considering young people as partners, as responsible citizens.

To acknowledge young people, in all their diversity, as essential actors of the social cohesion and cultural development of every society, is to make the most of their potential instead of viewing them as a "social problem", to quote the lyrics of the song sung by the gangs in the musical "West Side Story". This means attaching renewed importance to youth policy. The European Union's White Paper process, the analysis of national youth policies by the Council of Europe, the revised European Charter on the Participation of Young People in Local and Regional Life and the Council of Europe's "Young active citizens" Award all contribute, along with other Council of Europe activities, to this effort.

It is important to highlight the major role played in this regard by youth associations, as vectors of social, political and cultural involvement. They are an area of freedom and responsibility, constantly adapting to the new realities facing young people, thanks to the practice of non-formal education so specific to youth policy and youth work. What is needed here, then, is to find the means of acknowledging and making the most of this specific contribution and thereby contributing to the debate on the future of education in all European societies and revitalising democracy at a time when too many young people are increasingly critical of its workings and its institutions.

Reflections on the quality of youth work, the development of instruments for recognising the experience and skills acquired through non-formal education, and work on validating these skills all help here, even if the effort should not focus solely on the youth field but more generally on the role of knowledge in our societies and on living together in such a way that everybody, young and old alike, are able, by developing their abilities, to contribute fully to the development of society. Needless to say, this does not apply only at the local and national levels but is central to the future of Europe.



Inequality, discrimination against minorities, persecution of religious groups and practices, inequality between women and men, insufficient integration of people with disabilities, persecution of homosexuals, racism and intolerance, ethnic arrogance and the rejection of immigrants and refugees are all realities that continue to afflict too many young people today

Once again, the challenge is that enshrined in the Universal Declaration of Human Rights, in the words "All human beings are born free and equal in dignity and rights". We must promote human rights as the basis of our living together, and educate people in human rights, in both the formal and the non-formal education contexts. At the national and European levels, we could set up human rights resource and training centres, using the work already done by the Directorate of Youth and Sport, and in particular publications such as the "Compass" manual on human rights education and the "Teaching pack against racism, anti-semitism, xenophobia and intolerance", as well as the work done by the European Youth Foundation through its support for pilot projects in the field of human rights education.

Unfortunately, human rights are denied even today by racism, hate and the image of the "enemy", which continue to dot Europe with conflict zones and pockets of hatred, where young people bear the brunt of situations over which they have no control. The task is so enormous that it requires a long-term effort and a great deal of modesty on our part. Without fostering intercultural dialogue, and without putting it into practice in our respective countries, there will be no end to these conflicts. For the Council of Europe's youth sector, this means the everyday multilateral activities of the European Youth Centres, the training courses for young people from minority groups or the focus on the intercultural dimension, and the support given by the European Youth Foundation to projects of national and international networks of youth organisations.

The intercultural process alone will not heal all the wounds or immediately reconcile societies with their multicultural dimension, all too often seen as a danger when it is in fact a golden opportunity. It alone will not reconcile Europe with itself, with its past of "sound and fury". However, without it, to quote Stig Dagerman, "our need for consolation will be impossible to satisfy". We must help as many young people as possible to experience contacts with Others, to build projects together, to dream a future together and, in so doing, to draw the face of the Europe of tomorrow: a face that expresses receptiveness and openness to dialogue with other continents, a face of dialogue with the Other, both virtual, using the new technologies, and through real meetings and joint projects.

In this age of globalisation, this dialogue cannot be limited to the "old world". Europe must open up to the rest of the world, without shirking its historical responsibilities and its present economic role, but without complacency in the face of so many human rights violations. Here again, it is essential that young people should have meeting places, places where they can put their heads together, for it is they who are building their lives in this age of globalisation. The "youth and

globalisation" event organised by the Youth Directorate in 2004 contributed in its modest way to letting young people have their say concerning globalisation and reflect on new paths to good governance in the world.

Living together is not limited to the shadow of a belfry or a minaret. "The universal is the local without the walls", Torga wrote. Young people must have the means to explore this field, the tools to find their bearings, the capacity to create new compasses for this world of ours which is "blue like an orange" and which it is the people's role to explore. Young people must have their place in this common quest. The Council of Europe, through the European Cultural Convention and more specifically through its youth sector, can and must help them.

Sport

The trends identified in Europe's sports policies in recent years and the changes in international co-operation in the field of sport point to certain prospects for the Council of Europe's sport sector.

First, the activity of the sport sector ties in with the Organisation's mission. The fundamental values of the Council of Europe (democracy, human rights and the rule of law) must be defended in the sporting world, which is always caught in a tug-of-war between the constraints to which associations are subjected and the considerable economic interests at stake. Promoting the principles of good governance, fighting corruption and eliminating discrimination in sport are some of the directions this action is bound to take.

Sport is a sector with potential and should continue to be used as a vector for promoting the Council of Europe's principles. Practised in the proper spirit, sport participates in the education process by developing skills and attitudes of value to both the individual and society as a whole. It can make an essential contribution to the dissemination of the Council of Europe's values in civil society, for example by fostering active participation by young people in democratic association settings and teaching them to live in a group and abide by rules accepted by all.

The role of sport as a vector of social cohesion should also be developed. Our modern societies are characterised by the diversity of their peoples and cultures. Sport, which is acknowledged as a universal language, can contribute to social cohesion. Displaced children and young people in conflict zones, migrants in search of reference marks and integration, and people with disabilities who are often excluded from the professional world are all target groups likely to benefit from social integration through sport. Sport thus has a more important role to play in combating intolerance and racism.

Concerning monitoring work on the conventions, the role of the Anti-Doping Convention and its additional Protocol should be redefined and the emphasis placed on the qualitative aspects. The World Anti-Doping Code today provides a common basis for sports organisations and governments in their anti-doping efforts. On a worldwide level, the convention in preparation at UNESCO should



enable a large number of states to take on commitments in this field. This will make the Council of Europe's Convention a mark of excellence for governments determined to do more than the minimum required by the worldwide instruments. It will need to present high standards to give it added value in relation to the other instruments, and strengthen its already effective monitoring system by including, if possible, the monitoring of the World Anti-Doping Code and the UNESCO Convention.

Finally, the Council of Europe will have to define new forms of partnership with the European Union. The European Union's new Constitutional Treaty provides for increased cooperation between the European Union and the Council of Europe on matters concerning sports policy. The enlargement of the Union also calls for greater coordination of our activities. The Council of Europe is therefore poised to rise to the challenge by establishing new partnerships with the European Union in the field of sport.

Appendices

Appendix 1

List of conventions

Conventions in the cultural field

CETS 18	European Cultural Convention (1954)
CETS 15	European Convention on the Equivalence of Diplomas leading to Admission to Universities (1953)* - adopted before the European Cultural Convention
CETS 21	European Convention on the Equivalence of Periods of University Study (1956)*
CETS 32	European Convention on the Academic Recognition of University Qualifications (1959)*
CETS 37	European Agreement on Travel by Young Persons on Collective Passports between the Member Countries of the Council of Europe
CETS 49	Protocol to the European Convention on the Equivalence of Diplomas leading to Admission to Universities (1964)*
CETS 66	European Convention on the Protection of the Archaeological Heritage (1969) (replaced by CETS 143)
CETS 69	European Agreement on continued Payment of Scholarships to students studying abroad (1969)
CETS 119	European Convention on Offences relating to Cultural Property (1985) (not entered into force)
CETS 120	European Convention on Spectator Violence and Misbehaviour at Sports Events and in particular at Football Matches (1985)
CETS 121	Convention for the Protection of the Architectural Heritage of Europe (1985)
CETS 135	Anti-Doping Convention (1989)
CETS 138	European Convention on the General Equivalence of Periods of University Study (1990)*



- CETS 143 European Convention on the Protection of the Archaeological Heritage (Revised) (1992)
- CETS 147 European Convention on Cinematographic Co-Production (1992)
- CETS 165 Convention on the Recognition of Qualifications concerning Higher Education in the European Region ("Lisbon Recognition Convention") (1997)
- CETS 175 Convention on the Promotion of a Transnational Long-term Voluntary Service for Young People
- CETS 183 European Convention for the protection of the Audiovisual Heritage (2001) (not yet entered into force)
- CETS 184 Protocol to the European Convention on the protection of the Audiovisual Heritage, on the protection of Television Productions (2001) (not yet entered into force)
- CETS 188 Additional Protocol to the Anti-Doping Convention (2002)

CETS 148, European Charter for Regional or Minority Languages (1992), and the eleven conventions and protocols on the mass media (CETS 27, 34, 53, 54, 81, 113, 131, 132, 153, 171, and 178) are not considered as deriving from cultural cooperation and are not looked after by DGIV.

Conventions in the environment field

(not legally linked to the European Cultural Convention but managed by DGIV)

- CETS 104 Convention on the Conservation of European Wildlife and Natural Habitats ("Bern[e] Wildlife Convention") (1979)
- CETS 176 European Landscape Convention (2000)

* conventions now obsolete and being replaced by CETS 165

Appendix 2

Ratifications of the European Cultural Convention

Ratifications by member states in December 1954

by order of ratification (1)

Ireland	11-03-1955	1	Netherlands	08-02-1956	8
France	19-03-1955	2	Iceland	01-03-1956	9
United Kingdom	05-05-1955	3	Luxembourg	30-07-1956	10
Denmark	07-05-1955	4	Italy	16-05-1957	11
Belgium	11-05-1955	5	Turkey	10-10-1957	13
Germany	17-11-1955	6	Sweden	16-06-1958	15
Norway	24-01-1956	7	Greece	10-01-1962	16

Ratifications by member states joining after December 1954

by order of ratification (1)

Austria	04-03-1958	14	Liechtenstein	13-06-1979	23
Malta	12-12-1966	19	"the former Yugoslav Republic of Macedonia"	24-11-1995	43
Cyprus	23-09-1969	20	Andorra	22-01-1996	44

Accessions by non-member states

by order of accession (1) and with number of months before full membership

Spain	04-07-1957	12	245	Lithuania	07-05-1992	33	12
Switzerland	13-07-1962	17	10	Latvia	07-05-1992	34	33
Holy See (2)	10-12-1962	18	<i>n.a.</i>	Albania	25-06-1992	35	37
Finland	23-01-1970	21	231	Slovenia	02-07-1992	36	10



Portugal	16-02-1976	22	7	Croatia	27-01-1993	37	45
San Marino	13-02-1986	24	33	Belarus (2)	18-10-1993	38	n.a.
Hungary	16-11-1989	25	12	Moldova	24-05-1994	39	14
Poland	16-11-1989	26	24	Ukraine	13-06-1994	40	17
Czech Republic	10-05-1990 (3)	27	38	Monaco	06-07-1994	41	123
Slovakia	10-05-1990 (3)	28	38	Bosnia and Herzegovina	29-12-1994	42	88
Russia	21-02-1991 (4)	29	60	Georgia	25-04-1997	45	24
Bulgaria	02-09-1991	30	8	Armenia	25-04-1997	46	45
Romania	19-12-1991	31	22	Azerbaijan	25-04-1997	47	45
Estonia	07-05-1992	32	12	Serbia and Montenegro	28-02-2001	48	25

- (1) The number in italics is the rank in the overall order of joining the Convention, whether by ratification or accession
- (2) Non-member state today
- (3) Accession by former Czechoslovakia
- (4) Accession by former USSR

Former Yugoslavia acceded to the ECC on 07-10-1987. It had ceased to exist by mid-1992. Its successor states were deemed to accede on the different dates shown.

Appendix 3

Text of the European Cultural Convention

The governments signatory hereto, being members of the Council of Europe,

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

Considering that the achievement of this aim would be furthered by a greater understanding of one another among the peoples of Europe;

Considering that for these purposes it is desirable not only to conclude bilateral cultural conventions between members of the Council of Europe but also to pursue a policy of common action designed to safeguard and encourage the development of European culture;

Having resolved to conclude a general European Cultural Convention designed to foster among the nationals of all members, and of such other European States as may accede thereto, the study of the languages, history and civilisation of the others and of the civilisation which is common to them all,

Have agreed as follows:

Article 1

Each Contracting Party shall take appropriate measures to safeguard and to encourage the development of its national contribution to the common cultural heritage of Europe.

Article 2

Each Contracting Party shall, insofar as may be possible,

a encourage the study by its own nationals of the languages, history and civilisation of the other Contracting Parties and grant facilities to those Parties to promote such studies in its territory, and

b endeavour to promote the study of its language or languages, history and civilisation in the territory of the other Contracting Parties and grant facilities to the nationals of those Parties to pursue such studies in its territory.



Article 3

The Contracting Parties shall consult with one another within the framework of the Council of Europe with a view to concerted action in promoting cultural activities of European interest.

Article 4

Each Contracting Party shall, insofar as may be possible, facilitate the movement and exchange of persons as well as of objects of cultural value so that Articles 2 and 3 may be implemented.

Article 5

Each Contracting Party shall regard the objects of European cultural value placed under its control as integral parts of the common cultural heritage of Europe, shall take appropriate measures to safeguard them and shall ensure reasonable access thereto.

Article 6

1 Proposals for the application of the provisions of the present Convention and questions relating to the interpretation thereof shall be considered at meetings of the Committee of Cultural Experts of the Council of Europe.

2 Any State not a member of the Council of Europe which has acceded to the present Convention in accordance with the provisions of paragraph 4 of Article 9 may appoint a representative or representatives to participate in the meetings provided for in the preceding paragraph.

3 The conclusions reached at the meetings provided for in paragraph 1 of this article shall be submitted in the form of recommendations to the Committee of Ministers of the Council of Europe, unless they are decisions which are within the competence of the Committee of Cultural Experts as relating to matters of an administrative nature which do not entail additional expenditure.

4 The Secretary General of the Council of Europe shall communicate to the members of the Council and to the government of any State which has acceded to the present Convention any decisions relevant thereto which may be taken by the Committee of Ministers or by the Committee of Cultural Experts.

5 Each Contracting Party shall notify the Secretary General of the Council of Europe in due course of any action which may be taken by it for the application of the provisions of the present Convention consequent on the decisions of the Committee of Ministers or of the Committee of Cultural Experts.

6 In the event of certain proposals for the application of the present Convention being found to interest only a limited number of the Contracting

Parties, such proposals may be further considered in accordance with the provisions of Article 7, provided that their implementation entails no expenditure by the Council of Europe.

Article 7

If, in order to further the aims of the present Convention, two or more Contracting Parties desire to arrange meetings at the seat of the Council of Europe other than those specified in paragraph 1 of Article 6, the Secretary General of the Council shall afford them such administrative assistance as they may require.

Article 8

Nothing in the present Convention shall be deemed to affect

- a the provisions of any existing bilateral cultural convention to which any of the Contracting Parties may be signatory or to render less desirable the conclusion of any further such convention by any of the Contracting Parties, or
- b the obligation of any person to comply with the laws and regulations in force in the territory of any Contracting Party concerning the entry, residence and departure of foreigners.

Article 9

1 The present Convention shall be open to the signature of the members of the Council of Europe. It shall be ratified, and the instruments of ratification shall be deposited with the Secretary General of the Council of Europe.

2 As soon as three signatory governments have deposited their instruments of ratification, the present Convention shall enter into force as between those governments.

3 With respect to each signatory government ratifying subsequently, the Convention shall enter into force on the date of deposit of its instrument of ratification.

4 The Committee of Ministers of the Council of Europe may decide, by a unanimous vote, to invite, upon such terms and conditions as it deems appropriate, any European State which is not a member of the Council to accede to the present Convention. Any State so invited may accede by depositing its instrument of accession with the Secretary General of the Council of Europe. Such accession shall take effect on the date of receipt of the said instrument.

5 The Secretary General of the Council of Europe shall notify all members of the Council and any acceding States of the deposit of all instruments of ratification and accession.



Article 10

Any Contracting Party may specify the territories to which the provisions of the present Convention shall apply by addressing to the Secretary General of the Council of Europe a declaration which shall be communicated by the latter to all the other Contracting Parties.

Article 11

1 Any Contracting Party may denounce the present Convention at any time after it has been in force for a period of five years by means of a notification in writing addressed to the Secretary General of the Council of Europe, who shall inform the other Contracting Parties.

2 Such denunciation shall take effect for the Contracting Party concerned six months after the date on which it is received by the Secretary General of the Council of Europe.

In witness whereof the undersigned, duly authorised thereto by their respective governments, have signed the present Convention.

Done at Paris this 19th day of December 1954, in the English and French languages, both texts being equally authoritative, in a single copy which shall remain deposited in the archives of the Council of Europe. The Secretary General shall transmit certified copies to each of the signatory and acceding governments.

The Convention entered into force on 5 May 1955 with the deposit of the third instrument of ratification by the United Kingdom, on the 6th anniversary of the founding of the Council of Europe. The *travaux préparatoires* are described on the anniversary website.

Appendix 4

Wrocław Declaration on fifty years of European Cultural Cooperation

(Preamble)

We, MINISTERS responsible for culture, education, youth and sport from the States parties to the European Cultural Convention, assembled in Wrocław, on 9-10 December 2004:

We CELEBRATE the 50th anniversary of the opening to signature of the Convention in Paris on 19 December 1954;

We AFFIRM that the values and principles of the Convention that has brought our countries together in peaceful cooperation under the Council of Europe for 50 years remain as valid as ever, and represent a precious resource for an undivided, democratic Europe in the 21st Century;

We ADOPT this Declaration and commend it to the Council of Europe and its member States for their future action.

I. Achievements of 50 years of the European Cultural Convention

Less than 10 years after the end of World War II, the adoption of the European Cultural Convention within the framework of the Council of Europe reflected the hope of future unity and a belief in the power of the humanistic spirit of education and culture to heal old and new divisions, prevent conflicts, and cement the democratic order.

The key achievements of our predecessors and ourselves² must be judged by the principles of the Convention itself and of its later developments in *European cultural cooperation*. The three *original political objectives* of the Convention were:

- *The recognition by Europeans of their common cultural heritage*

Our governments undertook in the Convention to treat our national heritages of civilisation as a common patrimony and trust. We have developed a broad range of measures to safeguard the heritage, tangible or intangible, broadened the scope of the concept, and illustrated its sharing imaginatively.

2. Summarised in the appendix to this Declaration.



- *Mobility and exchange for mutual understanding*

Our governments undertook in the Convention to promote mobility of persons as well as of cultural objects for the mutual learning of our peoples about each other's culture and heritage. We have mainly targeted our action for mobility on students and other young people, and our governments have also encouraged it by bilateral and multilateral programmes and general measures for freedom of movement.

- *A broad current of pan-European cultural cooperation*

Our governments undertook in the Convention to join in an open and holistic process of cultural cooperation. We have striven, with the active support of the Parliamentary Assembly, to maintain the Convention's unified vision in its flexible and dynamic implementation. We have built up a broad programme of cooperation at both political and professional levels, and extended it from culture, heritage and education to youth and sport.

We have realised the importance of the contribution which the Convention can make to the basic values defended by the Council of Europe and accordingly we have re-shaped the cooperation carried out under the Convention.

The original commitments were thus joined by three *major new objectives*:

- *Creating conditions for full participation in democratic life*

Whilst seeking effective implementation of the Council of Europe's core values in European societies, we have worked for the promotion of a model of a democratic culture underpinning law and institutions. In particular, we defined the guidelines for cultural democracy, lifelong learning and sport for all; set up a youth programme as a laboratory for participation; made universities and non-governmental youth and sports organisations full partners in the relevant programmes; and placed education for democratic citizenship and equal opportunity at the heart of our idea of educational quality.

In this context, we are looking forward to celebrating 2005 as the European Year of Citizenship through Education and we are convinced that it will be a major event in the implementation of our policies for education for democracy.

- *A European dimension in standards, policy and practice*

We recognised the need to implement the Convention's broad principles more effectively on the ground. We complemented the sharing of good practice through networks with the intergovernmental setting and monitoring of numerous standards in all the major fields. This policy has strengthened ties to and between national policymakers in each sector, but calls for vigilance to maintain the common vision. We have also acted on our recognition that successful action also relies on partnerships with other international institutions and organisations, in particular the European Union and UNESCO.

- *Promoting cultural diversity and building up shared values*

We understood that the Convention's goal of the peaceful harmony of diverse cultures is a key to democratic stability. Accordingly, we have developed policies to ensure that the diversity of our heritages and artistic creations is not only accepted but actively promoted, as well as ways of fostering dialogue and preventing conflicts both by knowledge and understanding of difference, and by common values.

We have also been active in seeking the same international recognition for cultural rights as for civil, political, economic and social rights, and acknowledgement of cultural rights as integral to the core fundamental rights codified in the Council of Europe's legal instruments. In that connection, we welcome the fact that many cultural rights or rights with a cultural dimension are included in the European Convention on Human Rights, the Revised Social Charter, the Framework Convention for the Protection of National Minorities and the European Charter for Regional or Minority Languages.

Impressive progress has been made since 1954. However, major challenges still lie ahead. We therefore call on the Council of Europe to further develop its action based on principles, in the same way as 50 years ago the Council and the Convention brought to the forefront values overshadowed by extremism and conflict.

II. Challenges facing European cultural cooperation in today's Europe

The European Cultural Convention enters its second half-century in a Europe transformed by history. These transformations are political as well as economic and technological. The quality of life must be judged by the higher test of the values of the Council of Europe. A lot has been achieved, but similarly a lot remains to be done:

- wider access to education and cultural rights, but too often continued exclusion of minorities and the poor;
- considerable progress in equality between women and men, but important efforts still needed to consolidate recent evolutions and anchor them in people's minds;
- wider personal freedom, but much social disconnection;
- greater protection of the heritage and the environment but their targeting in the course of conflicts, and a realisation of how far our economies are from sustainability;
- access to a flood of information, but scarcely greater wisdom; the end of the tyranny of ideology, but the revival of racism, antisemitism, extreme nationalism, xenophobia, intolerance, exclusion, terrorism, extremism and even warfare.

In the coming years, the Council of Europe will encounter many new challenges for its cultural cooperation. We have begun a debate to identify these to guide our strategy. This debate should be continued throughout the celebrations of the Convention's 50th anniversary, with contributions from our partners.



At this stage, we therefore formulate our provisional conclusions as *hypotheses* for further consideration in the coming months:

- *European identity and democratic citizenship*³

We should deepen a sense of our *shared history and common future* among the peoples of our 48 states, within their diversity, so as to avoid the emergence of a sense of division within greater Europe. We should therefore encourage a balanced vision of the identities which make up "Greater Europe". We should also encourage and preserve links and dialogue with European diasporas throughout the world.

This would call for measures to combat trends towards stratification and a retreat into closed community identities encouraging a balanced concept of multiple identities; to support the emergence of a common European memory based on recognition both of achievements and of the common heritage of suffering; and to ensure greater mobility of young people, students, artists, creators and professionals throughout the continent within the framework of existing legislation.

- *Cultural diversity and cohesion of society*

We should ensure *cultural freedom* and promote cultural diversity so that each person can develop from his or her own heritage and that of others in respect of common values. In this respect, current initiatives aimed at defending and recognising the specificity of cultural assets and the right of states to carry out national public policies in cultural fields, in particular the draft convention drawn up by UNESCO, deserve our support.

This would call for measures to manage diversity in all its manifestations; to deepen common civic values as the basis for social cohesion; and to foster the dialogue in and between our peoples.

We should build *intercultural dialogue* – including its inter-religious dimension – into European policy in full respect of the principles on which our societies are founded.

This would call for measures to develop this dialogue as an instrument for the prevention of conflicts and for reconciliation. To reinforce our openness towards neighbouring regions – in particular the southern shore of the Mediterranean – and towards the rest of the world, we should seek for the fuller use of existing instruments and the creation of new ones as appropriate.

- *A Europe of knowledge and information*

We should affirm *European democratic values and identity* in the transition to a global information society shaped by knowledge, cultural expression and communication.

3. Democratic citizenship implies that all citizens should have full enjoyment of human rights and feel protected by democratic society. It also implies that everyone needs to participate in matters in society and act as active and responsible citizens respectful of the rights of others.

This would call for measures of educational, cultural, youth and sports policy to ensure further development of cultural industries, access and participation by all, overcoming digital divides and exclusion; creative, discerning and responsible use of information technologies expanding the intellectual horizons of individuals; ensure the active presence of European cultures in global cultural exchanges, while using our cultural and natural heritage for sustainable socio-economic development.

- *Changing actors and partners*

Our cooperation should build on a "network Europe" of multiple organisations and on a vibrant civil society, in the framework of *partnerships* based on the Convention's goals. These partnerships would be based on projects in the field and the development of flexible and efficient ways of working with civil society, broadening and adapting our unique practice which we have established in the areas of youth and sport and in our relations with universities.

We should track the emergence of major new patterns in European societies focusing on the *role of the public authorities* in the fields of culture, education, heritage, youth and sport in ensuring individual rights and maintaining democratic values.

Such prospect would call in particular for reinforced cooperation with the European Union and UNESCO. This would also enable us to reaffirm the importance of national cultural and educational policies in a multilateral context.

III. Lines of action for a Europe without dividing lines

We propose the following strategic guidelines for the further development by the Council of Europe of its work of cultural cooperation. They apply equally to all its sectors, school, out-of-school and higher education, culture, natural and cultural heritage, youth and sport, and build on their achievements and on-going programmes. The Council of Europe should continue to play an essential role in Europe as a forum for the drawing up of standards and cultural policies.

The general focus should be on responding to the needs and aspirations of the peoples of all the States parties to the Convention and, in particular, young people as regards their vision of Europe⁴ and on promoting dialogue and harmony between Europe and its global environment. The Council of Europe and our governments should take action in the following areas:

- *European identity and democratic citizenship*

In order to empower individuals to act as responsible citizens in their daily lives both individually and collectively, the Council of Europe should strengthen its role as a centre of excellence for policies to equip people with the knowledge, skills and

4. As expressed in particular at the Youth Summit to be held in parallel to the Third Summit of Heads of State and Government (Warsaw, May 2005)



attitudes for life in democratic societies fully respecting human rights and to combat structural obstacles to democratic participation. To this end, consideration should be given to the setting of European standards by means of appropriate conventional mechanisms as well as the expansion of European opportunities for the training of educators through the creation of a centre of excellence for the training of teacher trainers.

- *Cultural diversity and cohesion of society*

Intercultural and inter-religious dialogue, based on the primacy of common values, should be organised and systematically encouraged as a means of promoting awareness and understanding of each other, preventing conflicts, promoting reconciliation and ensuring the cohesion of society. This should be done in particular through formal and non-formal education, the dimensions of remembrance and common heritage, cultural action and participation in the community. To this end, the Council of Europe should continue to develop strategic policy frameworks for the management of cultural diversity and models of good practice based on its fundamental values.

Cultural diversity manifests itself today especially through the exchange and consumption of culturally different goods and services. The Council of Europe should, therefore, continue to implement its measures in favour of cultural industries, in particular Eurimages and the Convention on Cinematographic Co-productions, and assess the need for any other appropriate measures.

- *Intercultural and inter-religious dialogue*

Going beyond the action carried out to develop intercultural dialogue in European societies, the Council of Europe should promote an intercultural and inter-religious dialogue between Europe and the neighbouring regions, in particular the southern shore of the Mediterranean, with a view to ensuring stability and cohesion and to enhancing mutual understanding and respect.

In addition to the fuller use of existing instruments for dialogue with Europe's neighbours, the Council of Europe should actively consider the possibility of adopting an instrument which could serve such a purpose.

- *Participation in the knowledge and information society*

Respect for and access to cultural rights – and in particular the right to education – should be promoted to fight exclusion and to build equitable societies, with particular attention being paid to vulnerable groups. A policy for inclusion should be developed for young people to facilitate access to cultural freedom and education. Efforts should also be made to promote knowledge by the Europeans of their respective cultural works, for example literature, with the aim of promoting cultural diversity.

The Council of Europe, as a pan-European organisation dealing with human rights and the democratic dimension of communication, should emphasise the role and

responsibility of the independent media as well as the right of freedom of expression in the knowledge and information society – especially in times of crisis.

- *Mobility*

The Council of Europe should build on its work on youth participation and mobility, language learning, recognition of qualifications, and the European Higher Education Area as possible models for creating policy frameworks in other areas in particular mobility across borders. The possibility of launching a major programme for secondary school-based educational and intercultural exchanges should be pursued both within Europe and with neighbouring countries. Attention should also be paid to developing mobility for artists, cultural professionals and works of art. All these measures should take account of existing legislation.

- *Sustainable development*

In order to respond to the aspirations of citizens for a higher quality of life, now and for the future, the Council of Europe is committed to developing integrated policies for intergenerational equity in access to economic, social, cultural and natural resources under the principle of sustainable development. Policies for the sensitive management of these resources would enhance their contribution to wider economic opportunity, to personal and community development and to the expression of cultural identity and diversity. The Council of Europe should, therefore, develop programmes of activities which demonstrate and emphasise:

- the need for an integrated policies approach and strategy;
- the links between conservation and sustainability of the heritage and of natural and cultural aspects of landscapes and the environment;
- the role of risk prevention and management of natural or technological disasters in sustainable development policies;
- the essential role of formal and non-formal education for sustainable development;
- cultural diversity as a basis of sustainable development.

- *Partnerships*

In the context of the European Union's enlargement and with a view to its new Constitution, the Council of Europe should seek for full and complementary cooperation with the Union, creating the conditions of real partnership.

The level and content of cooperation with UNESCO should also be reinforced in all areas of cultural cooperation.

Cooperation with other international organisations and with organisations from the private sector in furthering cultural cooperation should be reinforced.



The Council of Europe should continue to focus on the contribution of non-governmental organisations and voluntary activities in cultural life and society and should pursue its action in building cultural networks.

- *In conclusion,*

We therefore SUBMIT this Declaration to the Committee of Ministers of the Council of Europe. We ask that the Declaration be further considered by all relevant Council of Europe bodies and submitted to the other events to be organised within the framework of the celebrations of the 50th anniversary of the European Cultural Convention.

We also INVITE the Committee of Ministers to transmit the Declaration to the Third Summit of Heads of State and Government of the Council of Europe's member States (Warsaw, 16-17 May 2005), stressing the vital importance of cultural cooperation in promoting the core values of our Organisation.

Appendix to the Declaration

Key achievements of 50 years of the European Cultural Convention

The original political objectives of the Convention:

1. The recognition by Europeans of their common cultural heritage

(Articles 1 and 5 of the Convention)

- The illustration of the interdependence of European art by the cooperative organisation of 27 major art exhibitions and 12 cultural routes.
- The development of the concept and standards of integrated conservation of the architectural and archaeological heritage⁵.
- The widening of the protection of the heritage to the audiovisual and landscape domains⁶, to archives, and to the intellectual heritage of European universities.
- Revised textbooks and curricula in history education to remove bias and promote empathy between groups (cf Recommendation Rec(2001)15 on History Teaching in 21st Century Europe of the Committee of Ministers); and the inauguration of a Day of Remembrance of the Holocaust and for the prevention of crimes against humanity.
- Research-based models for safeguarding the European linguistic heritage through the language industries.
- Concepts and practice for intercultural education in formal and non-formal settings.

2. Mobility and exchange for mutual understanding

(Articles 2 and 4 of the Convention)

- Standards of fair mutual recognition of qualifications⁷ to enable the mobility of students; contributions to pioneering the model of inter-university cooperation, and to the coordination of policy and standards for the establishment of a European Higher Education Area by 2010.

5. CETS conventions 121, 143. Full titles are given in the Secretary General's report.

6. CETS 66, 143, 176, 183, 184

7. CETS 15, 32, 49, subsumed in the Lisbon Convention 165



- Over 300,000 young people enabled to come together for their international activities through the European Youth Centres, European Youth Foundation and Solidarity Fund, and development of wider policies for youth mobility including the Partial Agreement on the Youth Card⁸.
- Over 10,000 in-service training places shared with teachers from other countries, and a pilot for intercultural school-based exchanges.
- European language learning standards for effective communication (Common European Framework of Reference for Languages and the Language Portfolio).

3. A broad current of pan-European cultural cooperation

(Articles 3 and 6 of the Convention)

- The inclusion of all European states in the Convention, one by one, for 29 of them as a doorway to the Council of Europe.
- The complementary concepts of cultural democracy and life-long education as strategic guidelines for all the Convention's areas of concern.
- The inclusion of youth and sport as major sectors of cultural cooperation and vectors of its values.
- Pioneer methods of networking for innovatory projects with practitioners and regional and local authorities as well as governments, and a legacy of networks created.
- A unique level of participation by universities, youth organisations, and sports federations in decisions on policies and projects concerning them.
- Wide-ranging practical assistance through thousands of missions to help new member states and conflict regions come up to European standards in our sectors.
- Substantial impacts on policy agendas and measures both nationally and in the European Union achieved with limited resources.

The major new objectives:

4. Creating conditions for full participation in democratic life

- A shift in the guiding notion of state cultural policy from the democratisation of an élite culture to cultural democracy and the right of all to cultural expression; and the embodiment of these principles in standards for public participation in heritage and landscape policies.
- The youth programme in the two European Youth Centres and the Youth Foundation established as a practical model, not only of non-formal learning, but also of youth participation in public life, providing an effective platform for a contribution by youth to issues of European concern.

8. CETS 37 and 175

- The principles and content of a policy of sport for all.
- The concept of permanent (later lifelong) education and learner empowerment, and the working out of its implications for access for all to good education in different contexts.
- Contributions to transversal projects for affirmative action to secure the rights of women, and people belonging to minorities and vulnerable groups.
- The principles and content of a policy of education for democratic citizenship as a key aspect of educational quality, in schools and for young people.

5. A European dimension in standards, policy and practice

- The promulgation of standards of good practice in 19 conventions⁹ and numerous recommendations to governments adopted by the Council's Committee of Ministers, and their application through convention monitoring, intergovernmental committees, and technical cooperation and assistance.
- The exposure of many national policies to international comparison and benchmarking, through national policy reviews in culture, youth, sport, and languages; and information networks for mutual reference and policy research such as the Compendium of cultural policies and the European Heritage Network (HEREIN).
- A stronger European dimension in national practice, based on our common standards and goals, through work on school and higher education policies and curricula, and training programmes for teachers, trainers, youth leaders and other key multipliers.
- Partnership through joint projects with the European Union, including the European years of music and languages, the European Heritage Days, the European Cultural Routes and agreements on youth training and research; with UNESCO, such as the Lisbon recognition convention; and with other international structures including the Bologna process and the World Anti-Doping Agency.

6. Respecting cultural diversity and building up shared values

- The launch of the forthcoming instrument on the value of cultural heritage for society, which will complement at pan-European level UNESCO's efforts on cultural diversity.
- Support to diversity in European film-making through the *Eurimages* fund.
- A policy framework for multilingualism, based on the relevant Council of Europe conventions; and work with the Congress of Local and Regional Authorities of the Council of Europe on cultural action in regions and communities.

⁹ The full list of conventions and a selection of recommendations are given in the Secretary General's report.



- Theoretical and practical development of inter-cultural education, both in school and out-of-school contexts.
- A practical scheme of education on human rights as part of citizenship, and joint action against intolerance in cooperation with young people and ECRI, in particular through the "All different, all equal" campaign.
- Instruments to protect the values of sport against abuses, through standards against violence and doping¹⁰ and to develop the positive contribution of sport to healthy, integrated democratic societies.
- The first results of a commitment of all four sectors – culture, education, youth and sport – to help our societies meet the challenge of conflict prevention, reconciliation and dialogue: framework texts for cultural policy for intercultural dialogue and conflict prevention (Opatija Declaration) and for intercultural education (Athens Declaration), youth activities for a culture of peace, and the "ballons rouges" project to bring sport to refugee children.

10. CETS 120, 135, 188

Appendix 5

Selective Bibliography

I. Statutory texts of the Council of Europe

A. Conventions and Charters

Conventions¹¹

Additional Protocol to the Anti-Doping Convention. Entered into force on 1st April 2004 (CETS N° 188)

European Convention for the Protection of the Audiovisual Heritage. Opened for signature on 8 November 2001. (CETS No. 183)

European Convention on the Promotion of a Transnational Long-term Voluntary Service for Young People. Opened for signature on 11 May 2000 (ETS 175)

European Landscape Convention. Opened for signature on 20 October 2000 (CETS No.176)

Framework Convention for the Protection of National Minorities. Entered into force on 1 February 1998 (CETS N° 157)

Convention on the Recognition of Qualifications concerning Higher Education in the European Region (1997, ETS 165)

The Convention was preceded by several other conventions dealing with recognition of qualifications or similar matters, which will in due time all be replaced by the Lisbon Recognition Convention. These conventions are:

- European Convention on the General Equivalence of Periods of University Study (1990, ETS No. 138).

- Convention on the Recognition of Studies, Diplomas and Degrees concerning Higher Education in the States belonging to the Europe Region (1979),

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