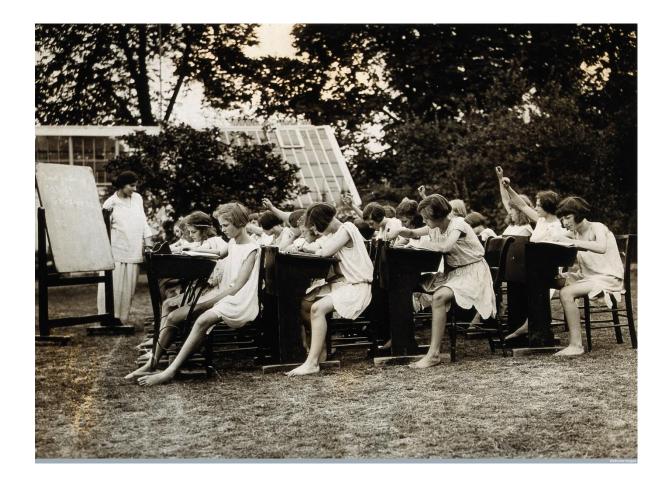# Europeana for Education and Learning

Policy Recommendations

Europeana Foundation
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1. Summary

Purpose and scope of this document

This document proposes a set of policy recommendations and identifies action points for the (re-)use of European digital cultural heritage, collated under Europeana, in education and learning. It concerns all forms and levels of education and learning, from formal classroom teaching in schools and universities to adult education and informal learning in, for instance, the context of associations or at home.

Authors

These recommendations are the work of policymakers from European Ministries of Culture and Education and experts in the field of education from 21 different countries.[1] They were created at strategy meetings under the Italian and Latvian Presidencies (2014/2015), facilitated by the Europeana Foundation, European Schoolnet and EUROCLIO - European Association of History Educators.[2]

Our vision

Digital European cultural heritage may be widely used for high-quality education and learning for the mutual benefit of all stakeholders.

The stakeholders

Cultural heritage institutions, (communities and professional associations of) educators, students, policymakers on national and European levels, civil society structures concerned with learning and education (such as educational and cultural networks and organisations concerned with learning, culture and heritage),[3] developers of educational resources, the European Commission and European Union, the Europeana Foundation.

Key recommendations

→ Set up a Europe-wide structured dialogue between policymakers, cultural heritage institutions and educators to improve access and reduce duplication of effort,

→ Prioritise the provision of 'Fit for Education and Learning' content by cultural heritage institutions and ministries,

→ Emphasise the development of inclusive and accessible digital learning resources,

→ Promote open licences and improve access and re-use conditions that underpin education and learning.

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[1] Austria, Belgium, Bosnia and Herzegovina, Cyprus, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Hungary, Israel, Italy, Latvia, Lithuania, the Netherlands, Poland, Portugal, Romania, Spain and the United Kingdom.
[2] http://www.europeana.eu/portal/, http://www.eun.org/ and http://www.euroclio.eu/new/index.php.
[3] See, for instance, the organisations and initiatives supported under the *Civil Society Cooperation: Education and Training* programme: https://eacea.ec.europa.eu/sites/eacea-site/files/results-civil-ka3-eacea0514-education-training_140703.pdf.

2. The Context: Europeana for Education and Learning

The changing nature of learning

The nature of learning is changing. Increasingly, learning takes place outside of the classroom or formal institutions. Digital learning is becoming more important,[4] and as the number of visual learners rises, the demand for visuals and moving images grows. More attention is given to the development of transversal competencies such as cultural awareness and digital, social and civic competences. As a result, educators need innovative educational resources that are engaging, reliable and of high quality, that help students to acquire competences, and are easy to use, adapt and develop. Moreover, educational systems are traditionally focused on the history and culture of the individual nations, rather than on the links between them. A transnational approach would be better suited to the current reality and diverse background of students.

This is where Europeana can make a difference. Europeana makes culture available to everyone online, illuminating a diverse Europe. Its platform provides access to the digital collections of over 3,300 cultural heritage institutions across Europe, representing a great variety in media type, language and theme.

Our vision: the use of digital cultural heritage in education and learning

Europeana and cultural heritage institutions – archives, museums, and libraries – can provide unique added value to education and learning by facilitating and encouraging the open access and (re-)use of digital cultural heritage by students and educators.[5] Engaging with digital cultural heritage in meaningful and critical ways can enhance the European dimension in learning, stimulate reflection and debate, and actively contribute to a sense of belonging to a common cultural space shared across Europe.[6]

In this vision, cultural heritage institutions provide content meeting the needs of educators and learners to Europeana. Individuals and organisations within the educational sector can access this material via one access point – the Europeana platform – and search, use and combine these collections to implement high-quality education. Europeana raises awareness of the availability of digital resources, provides information about the proper use of the material, and encourages the development and sharing of digital learning resources. Europeana works closely together with educational communities, policymakers and cultural heritage institutions to identify needs, agree on (metadata) standards, and share information and practice. Educators share, discuss and adapt the educational resources they develop.

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[4] Digital learning is one of the key competences recognised by the *European Reference Framework for Key Competences in Lifelong Learning*: http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/c11090_en.htm.

[5] This vision is in line with and supports key transformative actions proposed by the European Commission in its communication *Opening up Education: Innovative teaching and learning for all through new Technologies and Open Educational Resources*, 2013: http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:52013DC0654.

[6] The European Union's vision on digital learning is set out in the *Horizon Report Europe: 2014 Schools Edition*: https://ec.europa.eu/jrc/sites/default/files/2014-nmc-horizon-report-eu-en_online.pdf.

The challenges

There are some challenges in realising this vision. There is no instrument in place yet for structured dialogue between all stakeholders. Such a dialogue is needed given the relative lack of awareness among cultural heritage institutions about the needs of education and learning, and the insufficient knowledge amongst educators of the digital cultural heritage that is available. Furthermore, the collections available in Europeana do not yet represent the full diversity of Europe's cultural heritage, while their suitability for learning is reduced by language barriers, the quality of the data provided and the licenses used. There is a lack of open digital learning resources that help students acquire transversal and subject-specific competences through the use of digital heritage. Moreover, there are insufficient funding mechanisms for the digitisation of collections specifically for educational purposes, as well as for the development of open digital learning resources.

3. Policy Recommendations and Proposed Actions

Considering the above, we propose four key policy recommendations, alongside several action points, to help realise the outlined vision.

I. Set up a Europe-wide structured dialogue between policymakers, cultural heritage institutions and educators to improve access and reduce duplication of effort

A structured dialogue should be facilitated between policymakers on national and European levels, cultural heritage institutions, educational practitioners and civil society structures concerned with learning and education, regarding the availability and use of digital cultural heritage resources in education and learning.

→ The **European Commission, in cooperation with Europeana**, should help stimulate and facilitate structured dialogue and strategy development by providing initial support for the creation of a multi-stakeholder forum or exchange platform.[7]

→ **Europeana, with help from data providers,** should demonstrate the added value of using digital cultural heritage content in different educational and learning environments (e.g. in educational and cultural institutes, such as schools, universities, libraries, archives and museums), through the collection of case studies, videos, best practices, lessons learned and visibility statistics.

→ Using this evidence, **all stakeholders** should promote Europeana and its collections to existing communities of educators as well as to policymakers and working groups on national and European levels.

→ **Europeana, in cooperation with educational communities**, should explore how the creation of online professional development resources, including MOOCs (Massive Open Online Courses), could provide a cost-effective part of a large-scale outreach programme.

→ **All stakeholders** should work in accordance with the *European Framework Convention on the Value of Cultural Heritage for Society* developed by the Council of Europe (2005).[8]

II. Prioritise the provision of 'Fit for Education and Learning' content by cultural heritage institutions and ministries

Europeana, cultural heritage institutions and educational communities should work together to make digital cultural heritage available based on educational needs.

→ **Educators and developers of educational resources** should clarify what 'Fit for Education and Learning' means in practice (e.g. with regard to metadata standards and requirements of multilingualism) in different sectors and for different kinds of learning, providing examples of how the content is used.

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[7] A good example of structured dialogue is the civil dialogue group of the *Europe for Citizens* programme:
http://ec.europa.eu/citizenship/europe-for-citizens-programme/civil-dialogue/index_en.htm.
[8] http://conventions.coe.int/Treaty/en/Treaties/Html/199.htm.

→ **Europeana, with the support of Ministries of Education and Culture, and in cooperation with local educational partners**, should encourage cultural heritage institutions to deliver high-quality 'Fit for Education and Learning' content and, even more importantly, to curate and contextualise content on the basis of identified needs.

→ **Cultural heritage institutions and policymakers** should prioritise the digitisation of content that is 'Fit for Education and Learning' and improve existing assets and metadata where needed, making sure the content is inclusive and diverse.

→ **All stakeholders** should make the case for public and private funding to digitise and provide access to 'Fit for Education and Learning' content.

→ **Europeana** should engage with educational users' communities to develop and improve Europeana's ability, together with the cultural heritage institutions, to meet the needs of developers of online educational resources, making it easier to source subject-specific content.[9]

→ **Europeana** should work harder with communities of educators, publishers and civil society structures for learning and education to promote the use Europeana as a resource.

III. Emphasise the development of inclusive and accessible digital learning resources

Cultural heritage institutions, communities of educators, developers of educational resources and Ministries of Education should work together, and with the help of Europeana, to develop and stimulate the development of inclusive and accessible digital learning tools, resources and services that make use of digital cultural heritage, thus helping students acquire competences (such as creativity and critical thinking) more difficult to acquire with analogue alternatives.

→ **Education and culture policymakers, with help from Europeana,** should implement policies to support the development of multilingual, cross-border and innovative online tools and services that educators and learners can use to make best use of digital cultural heritage in their language of choice.

→ The **European Commission** should support initiatives that contribute to the development of these online learning resources.

→ **Developers of educational resources** should develop, facilitate, promote and evaluate future learning scenarios, tools and services that can be used in all languages and could support cultural heritage institutions in their translation efforts.

→ Other stakeholders (**cultural heritage institutions and educational practitioners**) should contribute to the improvement of online learning through the collection of best practices and the development and testing of these online educational tools and services.

→ **National governments and the European Union** should make funds available for the development and maintenance of high quality open educational resources that can be shared and adapted.

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[9] In accordance with the Europeana Publication Policy and Licensing Framework:
http://pro.europeana.eu/files/Europeana_Professional/Aggregation/Europeana%20-%20Publication%20Policy.pdf and
http://pro.europeana.eu/files/Europeana_Professional/Publications/Europeana%20Licensing%20Framework.pdf.

IV. Promote open licences and improve access and re-use conditions to underpin education and learning

Cultural heritage institutions, communities of educators, developers of educational resources, national authorities and the European Commission should support and promote the use of open licences and advocate for the strengthening of copyright exceptions to allow for educational use of digital cultural heritage.[10]

→ **Cultural heritage institutions and policymakers on a national level** should advocate for the broadening and strengthening of copyright exceptions and limitations so that they better allow for educational use and re-use, are cross-border and harmonised on a European level, as well as fit for a digital world (to facilitate and encourage the sharing of Open Educational Resources).

→ **All stakeholders** should ensure that public domain works are available for educational uses by clearly labelling them as such. Cultural heritage institutions must ensure that what is in the public domain in analogue form stays in the public domain in digital form.

→ **Europeana** should consider how best to share rights and licensing information on educational use and re-use based on the Europeana Licensing Framework.

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[10] Open licenses are PDM (Public Domain Mark), CC0, CC BY, and CC BY-SA.