



# HAÏTI

XIème FORUM DES MINISTRES DE LA CULTURE

ET DES HAUTS FONCTIONNAIRES CHARGÉS DE POLITIQUE CULTURELLE  
DES PAYS DE L'AMÉRIQUE LATINE ET DE LA CARAÏBE

## **PROPOSITIONS SUBMITTED BY PRELIMINARY INTERNATIONAL WORKSHOP SEMINARS TO THE FORUM OF MINISTERS AND OFFICIALS RESPONSIBLE FOR CULTURAL POLICY IN LATIN-AMERICA AND THE CARIBBEAN**

### **EDUCATION IN FAVOR OF HERITAGE**

**Heritage is a direct and broad expression of culture. It is the basic capital with which all communities assume their present and build their future. Training activities intending to regain recognition and valorization of heritage within a country (children, adolescents, adults, civil and clergyman authorities, financial enterprises, professionals, civil servants and the entire population) will extend economic potential heritage in areas such as territorial changes, built-in spaces, knowledge accumulation and recoverable experiences. These are the objectives that the training project in favor of heritage should aim at with the vision of strengthening inter-cultural dialogues and links between countries for a peaceful conviviality and feelings of belonging.**

At the IXth Ministerial Forum held in Cartagena in May of 1997, the Heritage Group made of Heritage Directors proposed a few recommendations to the Ministerial Forum and among which the key theme was Education in Heritage. They also organized workshops on the proposed themes and Columbia became responsible for Education in Heritage.

The work team on Education in Heritage was made of Nicaragua, Dominica, Chili, Panama, Bolivia, Costa Rica, Paraguay and Columbia. The recommendations indicated that this regional group established conceptual and practical guidelines for development of new formal and non formal educational programs through identification, analysis and systmatization of successful experiences.

The recommendations related to education in heritage were :

1. To recognize that the improvement of State policies in the region related to cultural heritage requires necessarily an educational improvement in the region.

2. To propose that the States in the region include complete curricular and extracurricular programs in the educational plans for reform in order to change the mere information distributed on heritage by inter-disciplinary technics that would include the contents on heritage and local history to all teaching levels.
3. To stimulate active and reliable communication means to sensitize the entire population and make them recognize their cultural heritage and their protagonist role in the development and preservation of this heritage.
4. To facilitate the development of informal educational programs in favor of heritage through cultural institutions and involvement of the communities.

On the basis of these considerations, the Columbian Minister of Culture proposes as key theme that the work team develops the following items :

1. Formulation of training programs in favor of heritage with institutional educational structure.
2. Inter-disciplinary and trans-disciplinary system to serve as a base to structure the training programs in heritage.
3. Extensive communication means for training programs in heritage.
4. Community-based and private institutions participation in the formulation, structuring and implementation of the training programs in heritage.
5. Participation of International organizations involved in the training programs in heritage.

The development of previous programs made possible the structuring of some overall propositions to be approved by the Forum of Ministers and Officials responsible for Cultural Policy. Most certainly, countries experiences on the teaching of heritage offer many alternatives that could be applied to Latin America and the Caribbean.

## Convention

The Columbian Minister of Culture, through the Heritage Directorate, proposes to implement the Heritage International Education Workshop Seminar, with the objective of working on the propositions submitted to the Cultural Heritage Directors' meeting within the IXth Forum of Ministers and Officials Responsible for Cultural Policy in Latin America and Caribbean linked to the reinforcement of national and regional policies for the protection and preservation of cultural heritage.

## Objective

Coordinate within the work group (Nicaragua, Dominica, Chili, Panama, Bolivia, Costa Rica, Paraguay and Columbia), identification, analysis and systematization of succesful experiences in education in favor of heritage related to the formulation of conceptual and practical guidelines that could be submitted to the Ministerial Forum.

## Development of Proposed Program

1. Formulation of training programs in favor of heritage with institutional educational structure.

During the 1960 decades, the concept of preservation of heritage-built in Columbia was definitely introduced. With the initiatives of the Columbian Association of Architects and some universities, the Institute of Esthetic Research was created to cooperate in the realization of cultural heritage inventory. The Columbian Institute, Colcultura, an entity created in 1968, implied itself, among other thing, to « Stimulate training of technicians and professionals in different cultural aspects ». In 1979, the lack of professionally trained restorers led to the creation, within Colcultura, of the School of Preservation, Restauration and Museology of the Restauration National Center. This program, through a convention, changed into an Academic program at the Studentship University of Columbia to train restorers in personal estates.

Through the Ministry to National Education contacts were made to introduce the heritage theme as a corner stone for programs at the primary and secondary levels.

2. Inter-disciplinary and trans-system as a base to structure training programs in favor of heritage. The different types of heritage (archeology, documentation, bibliography, movie-making, museology, etc.) established by the Law of Culture in Columbia have identified distinctive institutional institutions for its management. More regulations are being established in order to push the work on heritage forward. On the other hand, universities are changing various courses into academical programs for studies and research on heritage.
3. The participation of intensive means of communication in the training programs in favor of heritage.

On the occasion of the National Day of Cultural Heritage, Columbia organizes every year events for the second Sunday of September, and has used intensive communication means such as radio, television and the press to cover the heritage theme during an awareness campaign for the population in general and doing the promotion and recognition of the Columbian Cultural Heritage.

4. Community-based and private institutions participation in the formulation, structuring and implementation of training programs in favor of heritage.

The structuring of the Management Territorial Plans established in the Columbian Law (388 of 1997) help to focus on cultural, economic, political, environmental and social dimensions having a basic component: heritage. The opportunity givent to the communities to participate in those Plans led to the inclusion of the heritage theme in the formation process of a new citizen in matters of planning of geographical and social spaces.

The Cultural Heritage Control Program has identified many citizens having different ideas and different interests and wishing to work on the preservation of heritage. We will find a common denominator and assist in the development of non formal training sessions to maximize their actions and bring more weight to the project of the Ministry to Culture.

5. Participation of international organizations involved in the educational program on heritage.

The creation of the School of Preservation, Restauration and Museology of Colcultura, was supported by the Restauration Central Institute of Rome and by other international institutions involved in the training work in favor of heritage in Columbia, such as UNESCO (PNUD), ICCROM, ILAI (Italo-LatinoAmerican Institute), Andres Bello Convention, OAS and Getty. The programs covered different training modules in different practical and theoretical aspects of heritage in Columbia. A particular case is the establishment of Workshop Schools for the training of young people in traditional arts. The program has three head offices in Columbia and has been supported by the Spanish Cooperation Agency.

#### Participants

International. Representatives of Nicaragua, Dominica, Chili, Panama, Bolivia, Costa Rica and Paraguay will be invited in accordance with what was established in May of 1997 in Carthagená.

National. Representatives of entities or institutions developing training programs mostly in heritage will be invited. Among others, it is planned to invite :

- The Ministry to National Education, Learning Research Office
- The Andres Bello Convention , ABC (Experiences identified in Columbia)
- The Ecclesiastic Javeriana University, Post-Graduate Architectural Monuments Restauration Program.
- The University of Columbia, Restauration and Property and Real Estates Preservation Program.
- Workshop Schools (Carthagená, Santa Cruz of Mompox and Popayan).

General Coordination : Ministry to Culture Heritage Management.

## COLUMBIAN CONTEXT

The Colombian Constitution of 1991 and the Culture Law (397 of 1997) concede to heritage a fundamental role in the building of national identity. The Ministry to Culture is responsible for the development of policies, plans, projects and training programs in heritage with the cooperation of the Ministry to National Education and other institutions of the educational sector.

The Political Constitution of Columbia (1991) in order to reach a new country and a new citizen applies itself to the building of a new democratic and pluralist society in the ethnic, regional, religious and ideological areas, and this requires new types of institutional, group and individual organizations. Articles 68 and 69 talk about the relationship between family, State and Society in the delivery and participation in the decision making on school education.

The General Education Law (115 of 1994) defines education as a permanent, personal, cultural, social process, based on a humanity concept and on fundamental rights as basis for all teaching instances to build their project. Among others, the following objectives are to be reached :

- Communication to facilitate participation from everyone in decisions affecting the nation's economic, political, administrative and cultural life.
- Training in the area of legitimate education and in the law, national culture and the history of Columbia.
- Study of understanding of national culture, ethnical diversity and culture of country as a base for national unity and identity.
- Development of teaching abilities
- Access to knowledge, technic, science and valorization of cultural products, promotion for research and different arts creation. Awareness on preservation, protection and improvement of the environment, quality of life, use of natural resources, prevention of disasters and risk and protection of national cultural heritage.

**The Columbian Ministry to Culture**, in conformity with the law 397 of 1997, establishing the National System of Arts and Cultural Training (Article 64) and encompassing all the organic structures :

Article 3. The Ministry will coordinate the action of the State for the training of a new citizen according to what has been established in articles 1 to 18 of 1995 of the National Development Plan.

TITLE III. Promotion and incentives for creation, research and arts and cultural creativity.

Article 18. Incentives

... « will give incentives and special credits (...) for the integration of local communities in the creation, execution, experimentation, training and research areas to individuals and groups for each of the following cultural expressions :... F. Heritage....

Article 29. Arts and Cultural Training

The State, through the Ministry to Culture and the country institutions, will promote the technical and cultural training and teaching of managers and cultural administrators to ensure specialized administrative and cultural coordination. In this regard, it will host conventions with universities and cultural centers for the same purpose.

The Ministry to Culture will host conventions with state and private universities for the training and teaching of all types of creators in as per article 16 of said Law.

The Ministry to Culture, in coordination with the Ministry to National Education, will promote in the State Universities, in conformity with Law 30 of 1992, the creation of advanced academic programs in Arts including dancing - ballet and other theatrical arts.

Article 64. National System of Arts and Cultural Training.

The Ministry to Culture is responsible for guiding, coordinating and promoting the development of non formal education in arts and culture as a basic social element and is also responsible for identifying policies, plans and technics for its development.

As such, it will create the National System of Arts and Cultural Training that will have for objectives to promote the creation, research, development, teaching and passing of arts and cultural knowledge.

Article 65. Mandatory Cultural Training

Number 3 of Article 23 of Law 115 of 1994 (Education) will read as follows :

1. Arts and Cultural Education

The Colombian Heritage Directorate of the Ministry to Culture has the Training Group Department, in conformity with resolution 0088 of December 31<sup>st</sup> of 1997, that undertakes, among others, the following tasks :

- Advise the Management (of Heritage) for the development, formulation, coordination and implementation of training programs in conformity with the policies established by the Directorate and the Ministry.
- Bring legal elements for decision making related to adoption, implementation and control of training programs according to Management;
- Propose to the Directorate of Heritage policies and projects for the development, training and updating of preservation, conservation and restauration of estates that are of cultural interest;
- Identify the needs for training in developing and formulating procedures and technics in order to maximize the use of available resources;
- Undertake teaching activities mandatory in the training and teaching Management programs and others established through conventions.

In order to implement these works, the Training Group has defined the needs for the development of the Colombian population in matters of heritage in order to propose to Management the policies for development, formulation, coordination and implementation of updating and development programs. In relation of training, the Heritage Directorate policies are :

- To act on the formation of a Colombian society that, while aware of implication of heritage in his existence, will recognize it, maximixe it and protect it for future generation.
- To formulate the establishment of training in heritage within the National System of Arts and Cultural Training.
- To include the development of its programs in the education programs of Columba.
- To coordinate the implementation of its projects and programs with the public and private institutions involved in education.
- To involve the civil society in the formulation, structuring and execution of its programs and projects.

To develop these policies it is necessary to define with clarity and depth the areas of institutiona labor with the heritage to establish the types of training that the Colombian society needs.

## TRAINING IN FAVOR OF HERITAGE

### Background

Not knowing the value of cultural heritage caused by the crisis of values in the country on one hand and the legal obligation on the other hand make it imperative to develop broad activities with ample coverage and specific emphasis that recover through training

programs the awareness and knowledge on the economic, social and cultural importance of the Colombian heritage.

In the last decades, the heritage understood as the cultural heritage that a community receives in a territory has been little by little recognized by the Colombian population. An example is that the discussion was changed from how valid it was to preserve it to what is the best way to do it. In spite of this, this discussion does not go beyond civil servants and experts groups and small groups of citizens when they see the handling of their heritage being affected.

The totality of the Colombian population develops its existence within a territorial space and through the use of a collection of heritage ; both are ways through which culture of each population is expressed. The Constitution of 1991, the Education Law and The Cultural Law frame the formulation of a training proposition in favor of heritage where law and existence are only perceptible in the constant definition of cultural territories and the production of concrete and unconcrete heritage.

### General Proposition

Education is based on social, legal and cultural concepts and looks for the building of the integral citizen : skilled, critical, ethical, scientific, actual and dynamic. However, it is seldom based on the acknowledgment of a memory and the use of the physical environment as mechanisms of linkage with its word, with its daily, with its existence within a territory where one can be guided thanks to tangible or non tangible references : its heritage.

Relation of Columbians with its heritage is essential existential. To be born with an architectural space, he sets himself in the world through its relationship with objects and spaces, establishes through memory references to return to culture. In brief, his life develops within the heritage environment. From there to request Columbia to address the training task in favor of heritage to create awareness in the communities and school groups, to recover in other sectors and to develop leader groups, guidelines or executives for its management.

### TRAINING OBJECTIVES IN FAVOR OF HERITAGE

Training in favor of heritage is structured as a function of the Heritage Directorate of the Ministry to Culture from the definition of the type of relationship that individuals in the Colombian society establish with this said heritage and aims at :

1. Recognize, with the community in general its heritage to establish bounds through awareness of belonging to a culture.
2. With the population at school at all levels create impact in the formulation of strategies so that it will be present in all areas and at all levels the notion of heritage, in particular with the professionals directly involved, to propose



- thematic areas and focus in the already existing ones that engage the heritage as a fundamental heritage in the contents.
3. With the professionals involved in heritage, to recover awareness of the meaning of cultural heritage to establish ethic agreements for its management.
  4. With the directors, civil servants and custodian of estate heritage and .....to relocate the heritage norm with the broad context of a joining management of heritage with the community and other defined actors with the idea of economic, political and cultural management.

## Projection

Working with the community is a long term task that needs to be planned through the participation of civil and community-based organizations and with the financial support of entities of the private sector.

The work with the groups at school will rely firstly on the Ministry to National Education, and in the public and private education institutions and finally and in an informal way on the different trainers groups at medium term.

For the professionals engaged in the heritage area et the civil servants in charge of its management, the training will be offered as an on-going activity of inducing and teaching to reinforce communication and inter-institutional agreements.

From these general propositions, an educational project to implement in a more precise way the expectations and propositions of the general training project. The teaching project encompasses four fundamental objectives :

1. To define the needs in the Teaching Area to develop and formulate procedures and technical systems with the idea of maximizing projects and programs.

The Training Area must count on multiple alternatives to address the diversity of training areas in heritage. In general, the propositions offers alternatives in overall teaching orientation, in understanding implications of heritage and culture in the teaching area, in leads and topics on understanding and valorization of heritage and evaluation criterias for auto-assessment.

2. To precise different audiences and scenarios in which the training in heritage propositions must be directed to.

The project started with the audiences and scenarios implemented by the Training Group (general population, population at school, specialized professionals in the area and civil servants responsible of the area) and added others to enhance clarity of approximation in each case, that define themselves by the differentiation in the audiences according to the the levels of cognitive development of the people, generational groups, different types of intelligence of the people, different regional audiences and finally gender.

3. Develop and stimulate a project data base for the development of training programs in heritage.

The proposition presented by the project in one of Multi database that includes information, considerations, orientations and suggestions that in a network way allows cross-building of teachings propositions adequate to each case. The multi database structure offers a system similar to filing system organized and interconnected to punctual and compatible suggestions that are grouped in sections on different aspects that must be considered for the development of teaching programs in valorization of the heritage.

4. To define teaching guidelines for the development of teaching in heritage technics.

In this regard, the greater in its development, in general lines one sets on one hand un system organizing the dimensions (conceptual networks, methodes, praxis, communication ways) and the elements (leads, generative topics, understanding measures, understanding functions and on-going assessment) necessary for the understanding). The goal of the final approach of aforesaid proposition is for that both teachers and students understand what they are doing : understanding and valorization of heritage.