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The strategic framework for European cooperation in education and training (ET 2020): Which place for archaeological heritage in the lifelong learning context?

Marco estratégico para la cooperación europea en el ámbito de la educación y la formación (ET 2020): ¿Qué lugar debe ocupar la herencia arqueológica en el contexto del aprendizaje permanente?

KEY WORDS: Archaeological heritage, European Union, lifelong learning, school education, higher education, adult education, active citizenship, key competences.

PALABRAS CLAVES: Herencia arqueológica, Unión Europea, aprendizaje permanente, educación escolar, educación superior, educación de adultos, ciudadanía activa, competencias clave.

GAKO-HITZAK: Ondare arkeologikoa, Europar Batasuna, bizi guztiko ikaskuntza, eskola-hezkuntza, goragoko mailako hezkuntza, helduen hezkuntza, herritartasun aktiboa, gaitasun nagusiak.

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ABSTRACT

The Lisbon Strategy objective of turning Europe into a world-leading knowledge-based society, has left the way to the Europe 2020 strategy objectives of smart, sustainable and inclusive growth. The strategic framework for European cooperation in education and training (ET 2020) establishes that educational and training systems should provide the means for all citizens to realise their potentials, as well as to acquire and develop skills and competencies needed for their employability and foster further learning, active citizenship and inter-cultural dialogue; from a lifelong learning perspective, covering all levels and contexts (including non-formal and informal learning). The aim of this paper is to present the strategic objectives of EU education and training policies and discuss, accordingly, a place for archaeological heritage in school, higher and adult education.

RESUMEN

El objetivo de la Estrategia de Lisboa de convertir a Europa en el líder mundial de una sociedad basada en el conocimiento, ha dado lugar al objetivo de la estrategia denominada Europa 2020 consistente en lograr un crecimiento inteligente, sostenible e inclusivo. El marco estratégico para la cooperación europea en el ámbito de la educación y la formación (ET 2020) establece que los sistemas educativo y formativo deberían proporcionar a todos los ciudadanos y ciudadanas los medios necesarios para que tomen conciencia de sus propios potenciales, y para que adquieran y desarrolleen las aptitudes y competencias necesarias para su empleabilidad. Del mismo modo, dichos sistemas deberían fomentar un aprendizaje permanente, una ciudadanía activa, y el diálogo intercultural, todo ello desde la perspectiva del aprendizaje permanente y cubriendo todos los niveles y contextos (incluidos tanto el aprendizaje no formal como el informal). El objetivo de este documento no es otro que presentar los objetivos estratégicos de las políticas de la Unión Europea en materia de educación y formación y, en base a ello, analizar el lugar que debe ocupar la herencia arqueológica dentro de la educación escolar, superior y de adultos.

LABURPENA

Europa ezagutzen oinarritutako gizarte moduan munduko lehen tokian jartzea zen Lisboako Estrategiaren xedea, eta horrek bide egin dio Europa 2020rako hazkunde bizkorra, iraunkorra eta inklusiboa lortzeko helburu estrategikoari. Europako hezkuntza- eta prestakuntza-lankidetzarako esparru estrategikoaren arabera (ET 2020), hezkuntza- eta prestakuntza-sistemeak bitartekoak eman behar dizkiete herritar guztiiei beren ahalmenak garatzeko, hala nola beren enplegagarritasunerako beharrezko abileziak eta gaitasunak lortzeko eta garatzeko, eta gehiago ikastea, herritar aktibo gisa aritzea eta kulturarteko elkarritzeta izatea sustatzeko, bizi guztiko ikaskuntzaren ikuspuntutik, maila eta testuinguru guztiak kontuan hartuta (ikaskuntza ez-formala eta informala barne). Lan honen xedea da EBren hezkuntza- eta prestakuntza-politiken helburu estrategikoak aurkeztea, eta, horrenbestez, ondare arkeologikoak eskola-hezkuntzan, goragoko mailako hezkuntzan eta helduen hezkuntzan zer leku izan behar duen aztertzea.

1.- INTRODUCTION¹

Education and training is having an increasing importance and prominence in the context of the European Union, as its contribution to the growth strategy is considered as essential. It is not the aim of this paper to discuss the

role and function given to education by the European strategy, with which authors might or not agree, but to present its strategic objectives and how they might be addressed by archaeological heritage education.

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¹ A summary of this paper was presented in the 18th conference of the European Association of Archaeologists in Helsinki, August 2012.

We have outlined the general context in which the European Education and Training Strategy has been designed, analysing the areas in which we believe archaeological heritage might be more relevant as educational tool. As well, we have included a short description of core concepts and how they might be related to archaeological heritage education. After this general presentation, a more detailed description of a specific strategy for school, higher and adult education is provided always making reference to the case of archaeological heritage.

Finally, we discuss the importance of designing educational programs according to EU Education and Training Strategy and the benefits of doing so.

2. FROM THE LISBON STRATEGY TO THE EU 2020 STRATEGY: A CONTEXT FOR EDUCATION AND TRAINING EUROPEAN COOPERATION

2.1. European Union strategies for growth: The Lisbon Agenda and EU 2020

In March 2000, the Council of European Union approved the Lisbon agenda, a new and ambitious strategy for the Union in order to realise the most competitive knowledge economy in the world, while strengthening social cohesion, creating more and better jobs and guaranteeing sustainable growth. Education and Training cooperation policies were at the core of this strategy fostering growth and jobs.

In line with the Lisbon Strategy, aimed to turn Europe into a knowledge-based economy, the European Commission launched in 2010 (2010a) a new strategy to face the current moment of transformation as well as the challenges derived from the current crisis and new worldwide order. The short term of the EU 2020 strategy is a successful exit from the crisis, but a sustainable future for Europe passes for being able to create more jobs and better lives. The EU 2020 strategy aims “*to turn Europe into a smart, sustainable and inclusive economy delivering high levels of employment, productivity and social cohesion*”.

The Council of the European Union concluded in 2011 (2011b) that “*Education and training have a fundamental role to play in achieving the ‘Europe 2020’ objectives (...), notably by equipping citizens with the skills and competences which the European economy and European society need (...), but also by helping to promote social cohesion and inclusion*”. Delivering to all EU citizens the right skills and competences will foster people’s employability, and also help them to respond the social and cultural challenges of a globalised world.

Matching skills supply with labour market needs is both a challenge and a priority for the European Union. Education and training systems must deliver the right mix of skills, including digital and transversal key competences, media literacy, and communication in a foreign language.

The social dimension of the education and training systems is also highlighted in the context of the Strategy 2020 of smart, sustainable and inclusive growth. Equity in accessing quality education and training is crucial to combat exclusion and poverty. It is also highlighted the significant contribution of education to foster social cohesion, active citizenship and personal fulfilment in European societies (EUROPEAN COMMISSION, 2010b).

2.2. Education and Training 2020

The importance of the Education and Training for Europe's future is, thus, stressed from different perspectives. Since the Lisbon Strategy, Education and Training has been a priority field in the European Cooperation, having achieved numerous and significant goals (i.e. Bologna process²). In March 2002, the 'Education and Training 2010' work program established for the first time a solid framework for European cooperation in the field of education and training. Based on common objectives, it was aimed primarily at supporting the improvement of national education and training systems through the development of complementary EU-level tools, mutual learning and the exchange of good practice. This strategic framework was updated in 2009 by the so called "Education and Training 2020", which provides common strategic objectives for Member States, including a set of principles for achieving these objectives, as well as common working methods with priority areas for each periodic work cycle.(COUNCIL OF THE EUROPEAN UNION, 2009).

Although valuing Europe diversity and respecting the Member States' responsibility for their education systems, the Council of the European Union considers that further cooperation will support and provide benefits to national systems. In this sense, it stresses the necessity of ensuring that Education and Training strategy makes part of a broader European strategy in order to respond and meet the socio-economic, demographic, environmental and technological challenges that are common to all EU countries.

The strategic framework considers as primary goal to develop education and training systems aimed at ensuring: (a) the personal, social and professional fulfilment of all citizens; (b) sustainable economic prosperity and employability, whilst promoting democratic values, social cohesion, active citizenship, and inter-cultural dialogue. If the first set of objectives corresponds to the traditional role and understanding of education, the second one is the confirmation of the pre-eminence given by the European Union to the Education and Training's contribution to economical and social development.

Together with the above, the cooperation framework addresses four strategic objectives:

1. *Making lifelong learning and mobility a reality*: Lifelong learning comprises learning at all ages (from pre-primary to post-retirement) and in all contexts, i.e. including for-

²The Bologna Process launched the European Higher Education Area in 2010 making European Higher Education more compatible and comparable.

mal, non-formal or informal settings. Despite the progress achieved, it is still to do in areas such as flexible learning pathways, validation of non-formal learning, education and training systems' attractiveness and access for all. As regards of the mobility, it is considered as an essential part of the learning process and an effective way of building the European citizenship.

2. *Improving the quality and efficiency of education and training:* The major challenge is to ensure the acquisition of key competences by everyone, while developing the excellence and attractiveness at all levels of education and training. Learning outcomes have to be relevant for professional and private life. This strategic objective also includes references to the governance and leadership of education and training institutions, as well as the efficient and sustainable use of the resources.
3. *Promoting equity, social cohesion and active citizenship:* Education and training systems should guarantee to all citizens, irrespective of their personal, social or economic circumstances the acquisition, update and development over a lifetime both job-specific skills and the key competences. Equally, education should promote inter-cultural competences, democratic values and respect for fundamental rights and the environment, as well as combat all forms of discrimination.
4. *Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training:* Two challenges are presented regarding the creativity and innovation, first, the acquisition by all citizens of transversal key competences such as digital competence, learning to learn, a sense of initiative and entrepreneurship, and cultural awareness; and secondly, the challenge is the fully functioning knowledge triangle of education-research-innovation (fostering partnership between the world of enterprise and different levels and sectors of education, broader learning communities, involvement of civil society and other stakeholders).

3. A PLACE FOR ARCHAEOLOGICAL HERITAGE IN THE EUROPEAN COOPERATION IN EDUCATION AND TRAINING

Although there is no direct reference to cultural and archaeological heritage in the Education and Training 2020 strategy, this does not mean that there is not a place for archaeological heritage in it. From our point of view, this should play an important role in the objectives related to social cohesion and active citizenship. This opinion is shared by the Working Group on developing synergies with education, especially arts education, set up in the framework of European Agenda for Culture³.

Social cohesion of a modern society is the ability to secure the long term well-being of all its members. This definition provided by the Council of Europe (2004) is based in the four dimensions of "citizen well-being" that are essential for the functioning of societies that recognise human rights and democracy: equity/non-discrimination; autonomy/personal development, dignity/recognition and participation/commitment. Other definitions stress the meaning of community bonds, shared values and sense of belonging or the ability to work together as key element of social cohesion, nevertheless the approach the all these concepts are connected with an active citizenship, being at the same time the goal and the personal requirements for being an active citizen.

Active citizenship might be understood as the "Participation in civil society, community and/or political life, characterised by mutual respect and non-violence and in accordance with human rights and democracy" (HOSKINS and VAN NIJLEN, 2007).

If we understand this definition, from an archaeological heritage point of view, active citizens would participate in community life through archaeological organizations (as member, donating money or doing voluntary work); but also they will be active in the civil society dimension by signing a petition and taking part in lawful demonstrations related to archaeological heritage; as well as participating in consultation process on development plans.

But active citizenship is not only about public participation, it has also to do with personal values, attitudes, awareness and knowledge, that include everyday life actions and positions (DG EDUCATION AND CULTURE, 2007); for example physically respecting a monument or site when visiting it. These personal assets are in the basis of the participation in political, social or community life. Only if we are aware of the risk, problems or situation of an issue; if we know what the possible solutions are, what we can do for changing things; and finally we consider it important enough to invest our time and energies on, we will get involved with.

But still, we need a reason, a motivation. According to Ichilov (1998) citizenship provides citizens with rights and obligations, a sense of identity and social bonds. These elements are determinant in how important we perceive an issue as regards as our own interest: if we accept our responsibility towards it, we feel identified with it and consider it as part of what bonds us to the rest of society, it is more likely we feel inclined to participate. Thus, the most citizens become aware of their responsibilities towards heritage; they feel identified with their heritage and they perceive heritage as tool to create social bonds between different social groups; the most they will become active citizens regarding archaeological heritage.

³ In order to implement the European Agenda for culture, the European Union's Council of Ministers of Culture decided to establish in May 2008, 5 expert groups, one of them with a mission to develop synergies between education and culture, notably through arts education. The working group consisted of experts appointed by 27 EU countries. The objective of the education group was to identify, share and validate best practice, making recommendations for specific measures and their implementation in each Member State and proposing initiatives for cooperation between Member States, and at the European level, providing methodological tools for evaluating progress and formulating policy recommendations.

The role of the Education regarding active citizenship is mainly equipping citizens with values, attitudes and knowledge, as well as with the necessary competences: if one wants to participate, one has to be able to do so (DG EDUCATION AND CULTURE, 2007). Apart from the specific objective of promoting a heritage active citizenship, archaeological heritage education has a major role to fulfil in contributing to the identity building and social cohesion; both required to an active citizenship. Furthermore, it is to highlight the specific contribution of archaeological heritage education to quality of life (social cohesion), landscape awareness (identity) and sustainable development (social cohesion and EU 2020 strategy).

Heritage education is aimed to make known our own heritage helping to build a feeling of belonging to a local, national (whether or not this is associated with a nation state) and European community. This identity building, at any level, should be based on an approach opened to the heritage of others, underlining the exchanges in this heritage's construction processes, will facilitate the adoption and acceptance of others' heritage as equal. Heritage education is also about underlining shared identity based on common heritage, which is relevant from a local, regional, national or European identity building perspective (LAURET and MARIE, 2010). Doubtless, this will contribute to create bonds among different social groups, fostering the social cohesion.

In the lines above we have described how the education on archaeological heritage could contribute to the European and Training strategy according to its own nature and content. But, European goals are not only about which topics or disciplines should be included in education and training systems, but how different contents are delivered and the objectives to achieve by means of this delivery. In this sense, we have to make reference to some concepts that are, at the same time, objectives and meanings of the European education strategy. By making them a reality, education and training systems are expected to fulfil their role in social and economic development.

Lifelong learning, learning contexts, key competences and creativity, innovation and entrepreneurship are some of the concepts that underpin the European cooperation and policy in education and training since the Lisbon strategy. If we take them into account when designing the archaeological heritage educational programs, we will be contributing to the European strategy of education and training, and accordingly, being active agents of the social and economic development of European society, as the European Commission (2008, 2010b) and the Council of the European Union (2009, 2011a) have stated in their documents for the horizon 2020.

a) *Lifelong learning:* This approach stresses the right of all citizens to access to education and training systems in order acquire the necessary competences and skills that

they might need throughout life. This is especially relevant in our current society, where change pace has speeded up and citizens needs to continuously adapt themselves to new conditions and requirements in personal, social and professional life. Not many areas of knowledge have this lifelong approach in education as the archaeological heritage has. Current education on archaeological heritage is aimed to all targets. Museums, archaeological sites, heritage institutions develop different materials and programs for all ages and education stages: children, youngsters, university students, adults and also professional training. This experience in educating different target groups is something to be exploited and is to be considered as an advantage over other disciplines which traditionally have had a more scholar or academic approach in their educational programs.

b) *All learning contexts:* The European Strategy for education and training started, since the Lisbon strategy, to acknowledge other learning process that, more and more, are taking place out of the formal learning (typically provided by education or training institutions, with structured learning objectives, learning time and learning support). These are non-formal learning (embedded in planned activities not explicitly designated as learning) and informal learning (which results from daily activities related to work, family or leisure). Again, archaeological heritage education is offered in the three contexts: it is, of course, included in the curricula at all levels of formal education; non-formal context is widely supported by activities of museums and heritage institutions offered to general public, as well as planning process or landscape; and finally the informal education takes place in excavations, volunteer works, tourist visits, documentaries, books, etc. In this sense, the advances in transparency and recognition of the learning outcomes acquired in non-formal and informal contexts⁴ is an advantage that archaeological heritage should exploit.

c) *Key competences:* They are the sum of skills needed to live in contemporary knowledge society and are at the core of the European education cooperation. The European reference framework of Key Competences for lifelong learning (EUROPEAN PARLIAMENT, COUNCIL OF THE EUROPEAN UNION, 2006) established eight key competences from which the most relevant for archaeological heritage education are: cultural awareness, which explicitly includes a reference on "an awareness of local, national and European cultural heritage and their place in the world"; and social and civic competences which refer to the aspects that regulate the relation of individuals with society such as: identity, diversity, shared values, participation. Both of them refer to identity and attitudes towards cultural and social diversity. A wide approach of heritage education will contribute not only to the own identity building, but to respect and value other identities which is in the basis of the social cohesion.

⁴ Such as the *European guidelines on the validation of non-formal and informal learning* published by CEDEFOP in 2009 and the *European Inventory for validation of non-formal and informal learning* (available at <http://www.uk.ecorys.com/europeaninventory/>).

d) *Creativity, innovation and entrepreneurship:* Although the framework strategy for Education and Training acknowledges creativity and innovation as “crucial to enterprise development and to Europe’s ability to compete internationally” we like to consider that “the ability to turn [creative] ideas into action [producing something new]” (EUROPEAN PARLIAMENT, COUNCIL OF THE EUROPEAN UNION, 2006) is necessary in all spheres of life and not only referred to business. Promoting creativity and innovation in education and training systems requires of new didactic and pedagogic student-centered approaches, in which learner is an active agent of the learning process: making decisions, developing thinking and analytical skills, proposing solutions, taking risks and learning from mistakes. Learners are empowered and they assume ownership of their learning (FERRARI et al, 2009) Models as Problem Based Learning, Place Based Learning or Project Orientated Learning are some examples of active and innovative learning approaches. Their use in archaeological heritage education will allow to offer an added value to our educational programs by developing key and transversal competences, such as creativity and innovation, as well as and thinking and cognitive skills but also critical thinking.

4. SCHOOL EDUCATION, HIGHER EDUCATION AND ADULT EDUCATION: DIFFERENT APPROACHES OF THE SAME OBJECTIVES

4.1. School education

The school cooperation for 21st Century was defined by the European Commission in 2008, which divided such cooperation in three areas: focus on competences; high quality learning for every student; teachers and school staff. In 2010 the Council of the European Union stressed the importance of implementing key competences and especially highlighted the necessity of improving the achievement in literacy and numeracy, “as building blocks of the learning to learn competence”.

Key competences are being progressively included in national school curricula, and in many European countries we might find curricula fully competency-based. At this point, it is important to stress the convenience of designing educational programs targeted to schools according to curricula contents and objectives. In the framework of the *Sharing European Memories at School European project*⁵, led by Aranzadi Society of Sciences and aimed to develop a methodology to make students aware of historical memory, authors have piloted from April to June 2012 an experimental competency-based and student-centered curricular unit in a school of the Basque Country (Spain). Teachers’ project assessment was very positive as it addressed the major didactic and curricula challenges they

had: innovative learning approaches and competency development. Teachers’ feedback from other participant countries confirmed that the wide range of educational offer that schools have today (in all fields: environmental, cultural, scientific, etc.), the time limitations derived from the curricula obligations and the scarce resources schools usually have for extra-curricular activities are the main reasons because teachers appreciate to have curricula-adapted educational programs.

Another important dimension of the archaeological heritage education for children and young people is the one related to the promotion of the active citizenship. As explained above, education plays a major role in educating active citizens. It is not only about providing knowledge, skills and attitudes, but also about values, beliefs, convictions, awareness and citizenship. This cultural role of education contributes to preserve and renew the common cultural background of society, which is the prerequisite for social cohesion (COUNCIL OF THE EUROPEAN UNION, 2004). Facilitating the understanding of the build environment and the landscape, as material representation of the cultural processes of a given society, is the most specific contribution of archaeological heritage to the cultural education.

The given changes in European society in the last century are the challenges of the 21st Century education: the social and cultural diversity, as results of globalization and migrations; individualism; ICT and mass media role; and the changing role of family in the transmission of cultural, ethical and social values. In this context, the role of the school as socialization agent gains importance and relevance, as well as provider of values, attitudes, awareness, sense of citizenship responsibility and identity, pillars of the active citizenship.

As far as the identity is concerned, the evolutionary psychology states that it is during the adolescence when a person starts to build up its identity. Thus, approaching social and national identity from an inclusive and constructive point of view in educational programs for students between 14-17 years old seems quite appropriated.

As conclusion, archaeological heritage education for initial and secondary education will be relevant to the target group if it focuses on shared values, attitudes and cultural elements of society, as part of an active citizenship education, and also approaching the identity building through common heritage underlining cultural exchanges and interrelations that connect the diversity of European heritage.

4.2. Higher education

The Europe 2020 strategy for achieving smart, sustainable and inclusive growth; considers education, and in particular higher education and its links with research and

⁵ *Sharing European Memories at School* is a Comenius project (510410-LLP-1-2010-1) in which students from 14 to 17 years old worked on the historical memory of a historical event, resulting in a creative output (such as a film, an exhibition, a digital story). The approach was piloted in different schools of Italy, Poland, Norway, Slovenia, Spain and United Kingdom. Final outputs are available at www.memoriesatschool.aranzadi-zientziak.org

innovation, a crucial element in providing the highly skilled human capital and the articulate citizens that Europe needs to create jobs, economic growth and prosperity. This is naturally stressed for higher and vocational education, as they are the mainly providers of professional skills. Therefore, national higher education systems must be able to respond effectively to the requirements of the knowledge economy. As a very high-qualified sector, education in archaeological heritage needs to ensure their professionals with the right skills and competences in order to facilitate their integration in the labour market and to face challenges derived from the consequences of the economical crisis.

The modernization of the higher education systems is seen, thus, as a priority for not losing out the global competition in the fields of education, research and innovation. In this sense, five areas of improvement have been identified for the higher education systems contribute to the Europa 2020 strategy: To increase the number of higher education graduates; to improve the quality and relevance of teaching and researcher training, to encourage cross-border co-operation to boost higher education performance; to strengthen the "knowledge triangle", linking education, research and business and to create effective governance and funding mechanisms in support of excellence (EUROPEAN COMMISSION, 2011).

Obviously, some of these goals greatly depend on a more general strategy and educational policy. Nevertheless, the ones referring to the relevance of teaching and the knowledge triangle should be taken into account when designing archaeological heritage studies and programs in the context of higher education.

Quality and relevance of training is understood as equipping graduates with the knowledge and core transferable competences they need to succeed in high-skill occupations. The need for flexible, innovative learning approaches and delivery methods are to be improved in order to increase the number of graduates and improve the quality of education. Besides, quick curricula adaptation for responding the market needs and trends is a must. The participation of labour market institutions and employers in study programs is proposed as a solution, as well as including practical experience in the curricula (EUROPEAN COMMISSION, 2011).

This point is especially relevant for archaeological heritage education, where initial training in the field of practical archaeology teaching is often of an extracurricular nature. Generally, and depending on the national education systems, excavations offered to students respond to research objectives, lacking of a didactic and learning approach. In this sense, QUIROS, BENGOETXEA and IBAÑEZ (2008) propose a competence-based programme implemented in a school-site project, as a way to improve and reshape practical archaeology studies integrating them in a more stable curricular framework.

The knowledge-triangle, understood as the contribution of higher education to the knowledge-based economy helps to understand the interrelation between education, research and innovation working together. However, the Peer Learning Activity organised in 2008 by the Cluster on "Modernisation of Higher Education" within the framework of the implementation of Education & Training 2010 concluded that: "(...) paths back from research, and particularly from innovation, into curriculum development and educational practice were much more difficult to trace. In practice, it would seem that the knowledge triangle is largely being implemented in a linear progression or continuum: education leading to research, which in turn fosters innovation" (DG EDUCATION AND CULTURE, 2008).

Applied to archaeological heritage education, this means that, for instance, cutting-edge research technologies and innovative management approaches have to find a place in the educational programs and/or curricula in order to ensure the right qualification and employability of their graduates.

So far, we have referred to the relation education-research-innovation exclusively related to the field of archaeological heritage, but we should discuss where it is placed in the general knowledge triangle. In other words, how archaeological heritage discipline can contribute to the goals of a knowledge-based economy and smart growth stated by Lisbon and EU 2020 strategies respectively.⁶ It is not the aim of this paper to discuss this question. Nevertheless, the current contribution of archaeological heritage to social and economic development should give to our educational programs the right dimension from a strategic European point of view.

4.3. Adult education

Adult learning covers the entire range of formal, non-formal and informal learning activities, general and vocational, undertaken by adults after leaving initial education and training. It is no aimed only at up-skilling or re-skilling for employment but also at promoting personal development, empowerment, adaptability, and active participation in society. (COUNCIL OF THE EUROPEAN UNION, 2011b).

The variety of the target groups, as well as learning providers is part of the characteristics of adult education and also part of its value. Contents, methodology and objectives of adult education greatly vary depending on the characteristics of the target group they are aimed to: low or high skilled learners; age (young people or seniors); cultural background (ethnic minorities, migrants); special needs or situations of exclusion (disabilities or prison), etc.

Adult education might take place in educational institutions, leading or not to an official certification; but the role of other kind of organizations is essential to cover the edu-

⁶ One of the challenges in circling the Knowledge Triangle is to define "the role of HE fields such as humanities and social sciences – how is it ensured that these areas also contribute to the fullest in the Knowledge Triangle?" (DG EDUCATION AND CULTURE, 2008)

cational needs of all adult population. Cultural, environmental or social organizations, civil society organizations, social partners or local authorities, are some of the institutions that offer adult education in formal, non-formal and also informal context.

Other particularity of adult education is its voluntary nature. In order to obtain a qualification giving access to labour market, the compulsory education if followed by an additional education or training period. But after this initial training, the rate of the adults participating in lifelong learning is very low⁷. Together with willingness, time is another constraint for adults' participation in learning activities. Therefore, archaeological heritage education programs addressed to adults have first to identified learners' needs; and secondly offer an added value that, not only motivates adults to participate in learning activities but also make them to choose archaeological heritage as option to continue lifelong education.

In this sense, the strategic objectives of the Education and Training Strategy 2020 might help to keep in mind what is being fostered and supported not only by European cooperation but also by national systems. The European agenda for adult education has adopted four priority areas in line with these general strategic objectives, stressing specific aims for the adult education⁸. Accordingly, we consider it is worth to highlight some of them that might be relevant for archaeological heritage education:

- The contribution of education to social cohesion is enhanced for adult education. Fostering the access to learning of disadvantaged groups is a priority for strengthening social inclusion. Special attention is paid to senior citizens in the framework of an active ageing and intergenerational dialogue.
- As for the contents, it is essential that adult learning helps people to adapt to the new requirements of a changing environment, developing the basic skills and forms of literacy needed for actively participating in the community and society (such as economic and financial literacy, civic, cultural, political and environmental awareness, learning for healthy living, consumer and media awareness).
- Finally, the role of cultural organisations (such as museums, libraries, etc.) is enhanced as creative and innovative settings for non-formal and informal adult learning. By this, we should understand that learning provided in such context is an excellent opportunity to address educational objectives as the acquisition of key competences and the promotion of creativity and innovation. In this sense, the validation and accreditation of learning outcomes is an added value we can easily incorporate to our educational programmes for adults.

5. CONCLUSIONS

Education and Training Strategy 2020 establishes the framework in which the European cooperation in this field will be developed during the coming years. From the Lisbon Agenda (2000) the education and training systems have gained relevance and importance as responsible for generating the human resources needed to accomplish the successive economic and social growth strategies. The continuous references to labour market and terms such as professional skills, employability, workforce, etc. in the EU education documents make think on a prevalence of an economic and utilitarian vision of the education. The social and cultural role of the education is also recognised: active citizenship and social cohesion are the concepts under which the European Commission stresses the importance of education in transmitting values and attitudes, as well as building identities and social bonds. It is in this social and cultural role of education where archaeological heritage education might contribute the most.

Nevertheless, educational contents and objectives are not the only aspects to take into account when talking of the European strategy. The characteristics of each target group should be taken into account, as well as the priorities detected for each one: Competencies development and innovative didactic approaches are the most relevant issues if we are thinking on programs addressed to school. In Higher Education, we have to think in including cutting the edge technologies, innovations and last trends in research and management. And finally, focusing on disadvantaged groups and developing skills for an active participation in society are the priorities for adult education.

In our opinion, it is essential to know the European strategy for education, to find a place for archaeological heritage education in such context and to design educational activities and programs accordingly. Firstly, it influences and determines national educational systems: not only the curricula design, but also budget priorities, definition and recognition of qualifications, funding programs, etc. Competency-based curricula or Bologna process are good examples on how European educational cooperation objectives are now integrated in national systems.

If we opt for adapting our programs to education and training systems needs and objectives, it would be highly advisable to include an educational expert in our teams. As we count on experts from other disciplines in our research projects, educational programmes should assign a person who could improve our projects and contents in terms of didactic approach, scholar curricular adaptation, key competencies or any other aspect at the core of the education policies and systems.

⁷ Average participation in EU countries was 8.9% in 2011, with a significant variation between countries: from 1.2% - 32.3%. Source: http://ec.europa.eu/education/lifelong-learning-policy/adult_en.htm (consulted on 7th August).

⁸ The European agenda for Adult education recognises as priority areas for 2012-2014: Making lifelong learning and mobility a reality; Improving the quality and efficiency of education and training; Promoting equity, social cohesion and active citizenship through adult learning; Enhancing the creativity and innovation of adults and their learning environments and Improving the knowledge base on adult learning and monitoring the adult-learning sector (COUNCIL OF THE EUROPEAN UNION, 2011b).

Indeed, the great concurrence of educational programs and activities in all contexts and for all target groups; as well as the limitation of time and resources in both sides (heritage institutions and learners) should make us aware of addressing public's needs as regards of their social and professional education and training, as well of the importance of offering further added value than the mere knowledge of past societies. By making archaeological heritage a transversal educational tool, we are somehow increasing its social value as it goes beyond academic and scientific interest and meets society's needs.

Archaeological heritage education has a choice to make here: being part of the European education and training system or remaining on a side offering contents without any added value which could make it more attractive for a broader audience. We may, of course, consider that this is not relevant for our objectives or not useful for our project; but in any case it should be an informed choice.

Finally, we would like to make an appeal to European archaeologists to get actively involved in the discussion on how to integrate archaeological heritage education into the European Education and Training strategy. It is necessary to set up a European agenda including educational and training goals for each of the target groups. A clear and logical roadmap for archaeological heritage education would help to make educational community aware of the potential of archaeological heritage as suitable and powerful educational tool for addressing not only education European strategic objectives such as lifelong learning, key competences acquisition, social cohesion or active citizenship; but also to tackle key challenging topics such as: identity building, social and cultural values transmission, sustainable development or landscape awareness.

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