



**PROJECT FOR THE COUNCIL OF EUROPE'S CULTURAL ROUTES
BASED AROUND THE GREAT PEDAGOGUES
Héloïse Route**

**Pedagogical Voices and Pathways in Europe
Heritage, Continuity, Emancipation**

Theoretical Framework

Reasons for a Council of Europe Cultural Route

The Council of Europe's Cultural Routes aim, through a better knowledge of the culture and common history of the member countries, to understand why the values promoted by Europe are essential and must be defended, how they contribute to the construction of a shared citizenship and how they act as a lever to strengthen the democratic dimension and allow the development of cultural tourism (exchanges and dialogues, work with associations and local authorities). Finally, these routes help to value the diversity of cultural heritage by encouraging the emergence of alternative projects.

The programme of cultural routes launched in 1987 by the Council of Europe demonstrates in a tangible way, through journeys in space and time, how cultural heritage develops beyond borders. Cultural routes can illustrate and implement the Council's fundamental principles in the field of culture: human rights, cultural democracy, respect for diversity. They are also a vehicle for intercultural dialogue and they foster a better understanding of European history.

The aim of these cultural routes is to safeguard and enhance cultural and natural heritage as a means of improving the living environment and as a source of social, economic and cultural development. They give a prime position to cultural tourism.

In December 2010, the Committee of Ministers of the Council of Europe adopted the resolution establishing an Enlarged Partial Agreement on Cultural Routes in order to facilitate enhanced cooperation between the countries concerned by the development of this programme. Another resolution highlights the objectives and criteria for awarding the distinction "Cultural Route of the Council of Europe".

The Enlarged Partial Agreement on Cultural Routes now has 25 member countries. Twenty-five routes run across Europe, some twenty of which cross France (for example Transromanica, Via Regia and the iconic Camino de Santiago de Compostela).

The Council of Europe thus demonstrates its will to strengthen cultural co-operation among European countries through greater recognition of projects that are part of a process of sustainable regional development, strengthening social cohesion around European unity.

Reasons for a new Cultural Route based around the Great Pedagogues

From the Renaissance pedagogues to the new education pedagogues, through the philosophy of the Enlightenment, the European educational model is part of the construction of a humanistic utopia which allows children to discover and treasure their own singularity, but also to become a responsible citizen able to engage in a collective adventure.

Our societies have become knowledge societies, where the mastery of knowledge is decisive, whether in the development of individuals or in the struggle for a satisfactory place in the globalized economy. If it is difficult for us to predict its evolution but we know that it will depend on the development of areas of knowledge and the greater or lesser ability to take hold of them and to produce them.

This has not always been the case.

The Age of the Enlightenment established throughout Europe the necessary development of the foundations of "public education", as if it was making a bet on the future. In the 19th century, in the wake of industrialization, the rural exodus and the emergence of nation-states throughout the continent, education became one of the prerogatives of temporal power to the detriment of that of the Church. The 20th century, by linking education, democracy and progress for all, has tended to make it "the" great political and economic cause. Justice, equality, fulfilment and happiness are live questions today, with quality and accessibility to education for all remaining decisive factors in this regard. A decline in efficiency is immediately identified as an indicator of decline (see the effects induced by the successive results of the PISA surveys). Moreover, in the irreversible context of globalization, the success or failure of different individuals is envisaged in terms of the whole, of which Europe has become a major player, but one under threat.

Education is a fundamental reality, but a reality that raises questions. Of course, it is about structures, finances, institutions, organizations, reforms. But it is also a matter of history at the heart of a network inhabited by men. Education is our heritage. We cannot disown or neglect our heritage, if only because it must bring us together. Especially when faced with an uncertain future.

As far as education is concerned, we are the products of a long and great history. Yet this history has been largely conceived, shaped and written by remarkable figures: the pedagogues. It is they who, over the centuries and in the European space, have taken on the task of reducing the gap between the world of ideas and that of realities:

Teaching? Why? When? What? How? Who? Whom?

These questions which mark the construction of Europe have given rise to so many contradictory debates, questionings, implementations, breaks, failures, innovations, which historic figures, recognised in the past, have made their own. But what about today?

How can we understand what our education has become without recalling how this edifice was built; what the foundations were; what the ideas were; what the human wills that drove them were? This is what we have inherited and, because of this, we must engage in memory work. "Creating memory" is researching and recognising the paths that have been taken at certain times, in a certain country, when influenced in a certain way, and that has led to what makes sense for us today, to what our system of education is, in its successes and failures, in its apparent truths and the questions it raises. But creating memory is also being aware of the paths that others have tried to take, without necessarily having become the common path; it is therefore to find a vast reservoir of possibilities still at our disposal ... provided that we give ourselves the resources to deal with that kind of history and to re-read it wisely.

Contemporary debates on education cannot claim absolute novelty. History stutters. Of course, contexts evolve but understanding a contemporary question in a different context makes it possible to move away from agreed discourses. What is admitted when it comes to comparing different spaces is more easily forgotten when it comes to different temporalities. This is especially true since, in this matter, Europe has been the global context of these histories. This is precisely what must be valued.

Education and the European consciousness

This European consciousness has always been a characteristic of the pedagogues from different countries at different periods. Even if they have not all traveled to visit one another, they have all exchanged writings within a vast network and have taken into account their predecessors and contemporaries in relation to their thought and actions. So much so that the history of pedagogy, through its dominant figures, is from the outset a European history, a history filtered through its agents which must not, however, obscure the history which results from the deep forces in which they are enveloped and in which they move. This aspect, however, is rarely emphasized, because politicians tend to box pedagogue in their nations, as proof of the national genius. There is a pressing and necessary need to trace the strengths of these European educational networks, if only to realise what has been at stake in the past and what continues to be at stake today.

We can rightly speak of heritage (albeit immaterial heritage) concerning the history of the pedagogues. But what is the nature of the heritage and in what state does it reach us? It was very present at certain times in the past. Ferdinand Buisson's *Dictionary of Pedagogy and Primary Education*, written from the 1880s onwards, is proof of this: in the course of the articles contained in the work, the reader discovers the traces of a European route of pedagogues. The New Education Movement between the two world wars is another example: the whole of Europe's pedagogy is active there, as it had already been at earlier times, for example in the period of the Modern Pedagogues, direct heirs of the Enlightenment, at the turn of the nineteenth century. We have forgotten these moments and yet they continue to structure us.

Recognition requires prior knowledge. At the risk of things being forgotten forever, it is becoming urgent to explain this European educational heritage which is still implicit, and above all to make visible the other networks, the other moments which have made our history. History is built and rebuilt. It involves taking into account several processes:

- Recognition, since we can rely on research which has already been done.
- Knowledge, since we have to advance our knowledge in the area.
- Preservation, since all possible memory work is necessary for the future.
- Appreciation, since we believe that this history deserves greater recognition, which will allow a better understanding of what is at stake in contemporary education.

Can one rely on a corpus constituted in the field?

It is indeed possible to take up the research carried out in recent years on European pedagogues, in particular in theses or monographs. But a horizontal reading between the different countries in Europe is necessary in order to make available to the public the results of these in-depth studies as well as those of comparative research. Numerous other kinds of publications on pedagogues are also available. The Council of Europe has just undertaken a long-term project in the field of educational history by launching its *Shared History* programme, now available online. But here again, a more exhaustive work is undoubtedly desirable in order to show the full value of such achievements, both in their biographical aspects as in the way they shine a light on the networks. Moreover, it would be useful to create a European data bank on such a topic, in order to enrich past, present and future resources, while making them available to the public.

Fortunately, another resource is available. Starting now, we can identify significant places linked to pedagogues in different European countries. They are most often dedicated to a major figure. It would be a question of creating a network of such places in order to make them real places of memory, that is to say to give a concrete form, for the general public, to the places where the great European pedagogies are embodied through the agents and the currents in which they find their expression. In this way there will be mutual enrichment. As this movement will also be the opportunity to promote other initiatives in other places, the objective will then be to allow these places to be built around three dimensions: educational, cultural and scientific. The first network launched at the origin of the European Cultural Route of Pedagogy will thus be the promoter and the guarantor, on the one hand, of a wider body of research and work on pedagogues and, on the other hand, of the very network of the places where the life and the work of the pedagogues are anchored: busy places, places somewhat forgotten, places to be brought to life again.

This project may be ambitious but its credibility stems from what has already been achieved in various European countries. Bringing together, mobilizing, developing... the history of pedagogy, built upon the European consciousness, needs to rediscover its momentum. So that this heritage will remain a legacy that opens up a better-informed common future to which people will wholeheartedly aspire.

Objectives and approach

The Cultural Route of the Council of Europe on Pedagogues proposes the following objectives:

- to create an awareness of the essential European dimension in pedagogy, through the figures who have written its history;
- to advance the scientific knowledge of the Europe of pedagogues;
- to build and make publicly available a European network of knowledge and places.

This project assumes that a site will be created:

- which makes it possible to make the knowledge available on pedagogues in the different countries of Europe progressively visible: works by pedagogues, works on pedagogues, works on groups of pedagogues, works on currents in pedagogy;
- which links the different places in Europe currently dedicated to pedagogues, enabling them to become better known;
- which allows anyone to plan a route in order to visit the different places of their choice

This project primarily entails the construction of a network of specific places dedicated to educators in the countries of greater Europe. It involves a survey of these places, an analysis of their interest, a programme of meetings between the leaders of these structures or institutions, between researchers, inhabitants and young people.