



Doc. 16208
23 June 2025

Multiperspectivity in remembrance and history education for democratic citizenship

Reply to Recommendation¹: Recommendation 2290 (2025)
Committee of Ministers

1. The Committee of Ministers has carefully examined Parliamentary Assembly Recommendation [2290 \(2025\)](#) "Multiperspectivity in remembrance and history education for democratic citizenship", and forwarded it to the Steering Committee for Education (CDEDU) and to the Governing Board of the Council of Europe's Observatory for the Teaching of History in Europe (OHTE) for their information and possible comment.
2. The Committee of Ministers agrees with the Parliamentary Assembly's view that history education is essential for fostering democratic debate and strengthening pluralism and democratic values in society. It welcomes the recognition that multiperspectivity, along with appropriate handling of controversial and sensitive issues in history lessons, can serve as powerful tools for promoting peace and reconciliation in societies. By encouraging critical engagement with the past, historical literacy, and dialogue-based learning, multiperspective history education and remembrance policies play a key role to uphold democratic values, deepen historical awareness and counter the political instrumentalisation of history.
3. The Committee of Ministers underlines that the Council of Europe is uniquely positioned to support these objectives through its several activities and programmes, including within the framework of the OHTE and its HISTOLAB co-operation activities. In this context, the Committee also acknowledges the potential for the Council of Europe to further support co-operation among member States through engagement and synergies with other international initiatives pursuing similar objectives, such as the European Network Remembrance and Solidarity (ENRS) and the European Observatory on Memories (EUROM).
4. The Committee notes that the recommendation's emphasis on multiperspectivity through a human rights and democracy lens aligns with the Council of Europe's work in history education. Promoting a nuanced understanding of the past, grounded in critical thinking, dialogue and evidence-based narratives, empowers learners to navigate historical complexities and recognise attempts to distort the past for political ends. In this context, the Committee highlights the role of the two intergovernmental programmes – on Guiding Principles for Quality of History Education and on Remembrance of the Holocaust and Prevention of Crimes Against Humanity – which provide member States with valuable frameworks for reflection and action on history education, enhancing diversity and democracy. The Reference Framework of Competences for Democratic Culture (RFCDC) also provides a solid foundation for ensuring the teaching of history in ways that foster democratic engagement and social cohesion. Finally, part of the OHTE core mission is to provide support and assistance to member States in reviewing their education policies. By supplying reliable data through its general and thematic reports, the Observatory helps member States make informed decisions regarding their educational approaches. The Committee encourages member States to make full use of these tools in developing their history education and remembrance policies.

1. Adopted at the 1532nd meeting of the Ministers' Deputies (18 June 2025).



5. The Committee also informs the Parliamentary Assembly that co-operation on history education and remembrance exists across the Council of Europe's culture, heritage, education and youth sectors. For example, the OHTE actively contributes to this objective through its annual conferences, which include the active participation of young people and foster co-operation with other Council of Europe education sector's initiatives.

6. The Committee welcomes the Assembly's call for partnerships between formal and non-formal education actors, such as museums, archives and remembrance sites, and it draws particular attention to the findings of the first OHTE General Report on the State of History Teaching in Europe (2023). The report notes that, although non-formal education methods, including place-based learning and project-based learning, are generally permitted and encouraged in history teaching across member States, they remain under-integrated in many teaching practices despite their proven benefits. The Committee encourages member States to take further steps to promote and embed these methods.

7. The Committee of Ministers reaffirms its strong support for the central role of history education and remembrance policies in fostering democratic culture, critical thinking and historical awareness, including through an upcoming Recommendation on History education in the digital age. Furthermore, it encourages member States to consider joining the OHTE which would contribute to providing comprehensive data and insights on history education across Europe.