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***21<sup>e</sup> REUNION DES ATELIERS POUR LA MISE EN ŒUVRE DE  
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***WORKSHOP 1***

**The didactic proposal: “I learn about heritage and its landscapes”**

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The great advances made in technology and the political and economic changes during the last decades have profoundly transformed the way individuals live in society and interact with the world around them. The *globalisation era* has brought important changes both culturally and environmentally, but their effects and scale are not always positive, easy to keep under control, or even known.

At a cultural level, one of the most important impacts of globalisation is the *knowledge society*. Nowadays, knowledge emerges from the collective contribution of individuals and its free dissemination. However, this phenomenon has also brought along standardisation and the prevalence of the occidental culture as a global cultural trend, in opposition to local and regional cultures, full of traditions and values. A good example of this can be found in the data contained in UNESCO report *Language Vitality and Endangerment* (2003, p. 2): about 90% of all languages may be replaced by dominant languages by the end of the 21st century.

At an environmental level, globalisation becomes apparent in many ways, for example, through the creation of national and international networks to protect natural heritage. One of these networks is Natura 2000, which offers a haven to Europe’s threatened species and habitats. However,

globalisation very often means the loss and degradation of natural and cultural landscapes, which are fundamental and witness to the identity values of its citizens. Fortunately, there are different tools nowadays to fight back these negative aspects, such as the European Landscape Convention, promoting the protection and management of the European landscapes (Council of Europe, 2000).

We may conclude from the above that there is a need to build a more active citizenship, involved in decision-making processes and in the support of local culture and identity that will not imply an outright rejection of those positive aspects of globalisation. In this sense, the education on heritage and landscape represents a powerful tool in the learning process as well as in the citizen's change in attitudes and values. Heritage and landscape help not only to see reality, but also to perceive the meanings inside that reality.

### **Heritage and landscape values: realities from which to learn**

*Heritage and landscape* are two complex and linked realities, which hold a great conceptual richness. They also share a common ground, from which three main ideas stand out:

- *Both realities stem from a society.* Heritage and landscape are a kind of palimpsest, because they enable us to identify and read the trace left by other cultures, societies and times.
- *Heritage assets can be constituent elements of landscape.* Regardless of their natural or human-induced origin, the elements of landscape can also be part of tangible or intangible heritage. These heritage assets are precisely which give real meaning, uniqueness and identity to some landscapes (UNESCO, 1972).
- *Landscape is also a basic component of the natural and cultural heritage,* as it was reflected by the European Landscape Convention, the international reference document for the protection, management and planning of landscape (Council of Europe, 2000).

Beyond this common ground shared by heritage and landscape, we should highlight its educational importance (Castiglioni, 2012; Cuenca, 2016). Both concepts allow addressing, in an integrated manner, a wide content diversity: natural resources (hydrology, flora, and fauna...), economic activities (agriculture, livestock, industry, tourism...); artistic architectural expressions (buildings), visual arts (painting, sculpture...) and music (folklore); etc.

In a globalised world, where specialisation and compartmentalisation of knowledge has reached education centres, – through separate and disconnected subjects and an overloaded curriculum–, the potential from those comprehensive concepts must be valued and seized because they will allow building bridges to achieve a holistic and integrated learning.

### **Some learning proposals and experiences**

In Spain, some Autonomous regions have designed education proposals for the joint teaching in schools of landscape and heritage. This is the case of *Proxectoterra*, an initiative launched in 2000 by the Official School of Architects and the regional government of Galicia (Xunta de Galicia). This project is aimed at preschool education (3-6 years old), primary school (6-12 years old) and secondary school (12-16 years old) students, and offers a number of didactic resources,<sup>1</sup> organised in different areas which are adapted to each learning stage. At Primary School this initiative studies the Galician

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1. Teaching materials available at: <http://proxectoterra.coag.es>

territory, starting at a very local scale during the first years (the neighbourhood where the student lives) and progressively broadening it in the following years to study the regional level. At Secondary School, the emphasis is laid on tangible cultural heritage – represented by popular and modern architecture – and territorial identity.

Another learning experience, which has also become a landscape learning reference, is the project *Ciutat, Territori i Paisatge*. It was developed in 2006 by the Territory and Sustainability Department of Catalonia, the Education Department of the Government of Catalonia, and the Landscape Observatory of Catalonia, and it was referred to as an example of good practice at the 5th Council of Europe Conference on the European Landscape Convention – Education on Landscape for Children (Council of Europe, 2009). The didactic resources<sup>2</sup> aimed at Secondary School students comprise descriptive worksheets of the different landscapes in Catalonia, and a website where students can further study these landscapes in detail.

With respect to Navarra, during the last two decades some heritage and landscape teaching proposals have been developed in this region, but none of them studied these subjects in a joint manner. Regarding heritage, there are two recent initiatives that should be highlighted. The first one has produced some teaching materials for Preschool and the first years of Primary School, designed by the Intangible heritage Archive in Navarra, where this heritage is treated through readings, poems, songs, folklore, etc.<sup>3</sup> The second initiative aims to bring the intangible cultural heritage found in the different museums of Navarra closer to both teachers and citizens in general.<sup>4</sup> Eventually, in relation to landscape, the authors designed a learning proposal aimed at 5th and 6th grade Primary students, which was implemented at four different schools in Navarra in 2016. The different constituent elements of Navarrian landscapes are addressed through an entertaining and co-operative learning methodology.<sup>5</sup>

### **The joint learning of heritage and landscape: A proposal for Navarra**

On the occasion of the European Heritage Days (29–30 September and 1 October 2017), the Department of Culture and the *Institución Príncipe de Viana* of the Government of Navarra fostered the development of the following teaching guides: *I learn through heritage and landscape!*<sup>6</sup> (Primary School) and *Discover heritage and landscape!*<sup>7</sup> (Secondary School). These teaching guides aim to bring the heritage and landscapes of Navarra closer to its citizens, represented in this particular case by the learning community. Complementarily, they aim to accomplish a more integrated and cohesive education through the interaction of different learning subjects at school, achieving a meaningful learning experience.

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2. Teaching materials available: [www.catpaisatge.net/esp/materials\\_ctp.php#!prettyPhoto](http://www.catpaisatge.net/esp/materials_ctp.php#!prettyPhoto)

3. Teaching materials available: [www.navarchivo.com/es/ahozko-literatura-literatura-oral](http://www.navarchivo.com/es/ahozko-literatura-literatura-oral); [www.navarchivo.com/es/cancionero-kantutegia](http://www.navarchivo.com/es/cancionero-kantutegia)

4. Teaching materials available: [www.educacion.navarra.es/documents/27590/27720/Navarra+territorio+creativo.pdf/cc016635-6e20-4768-986b-5f1bc2a6c203](http://www.educacion.navarra.es/documents/27590/27720/Navarra+territorio+creativo.pdf/cc016635-6e20-4768-986b-5f1bc2a6c203)

5. Teaching materials available: <http://hdl.handle.net/10171/43100> (English version); <http://hdl.handle.net/10171/43099> (Spanish version).

6. Original titles: *¡Aprendo con el patrimonio y sus paisajes!* (Spanish); *Ondarea eta bere paisaekin ikasi egiten dut!* (Basque).

7. Original titles: *¡Descubre el patrimonio y sus paisajes!* (Spanish); *Ondarea eta bere paisaiak ezagutu itzazu!* (Basque).

This project consists of the first teaching material specifically designed in Navarra from an integrated learning perspective of heritage and landscape, and, as a pioneering experience, it is subject to future improvement. Nevertheless, the value of the guides lies in the fact that they represent a starting point for future learning proposals and experiences.

The above-mentioned learning experiences, and other aspects related to heritage and landscape diversity in Navarra, the school curriculum, and the learning methods have been taken into account when drafting these teaching guides. The learning project has eight guides, four in Spanish and four in Basque (Figure 1).



Figure 1. Detail of the eight teaching guides that make up the learning proposal.

There is a specific proposal for 5th and 6th grade primary students in each linguistic model (Spanish and Basque) and a different one for the full secondary education stage. In this last one there are two different activity difficulty levels (first and second courses and third and fourth courses). Likewise, in each learning level there is a teacher's book (including theory on heritage and landscape, and all activities with their key) and a student's book where both theory and exercises are combined.

Given that heritage and landscape request an interdisciplinary approach in both their teaching and learning (Council of Europe, 2009), there is a range of activities that can be used in different subjects: from Social Science or Geography and History – subjects where these matters are usually treated – to Biology and Geology, Music, Maths or Physical Education. At the same time, all activities aim to develop, in an integrated manner, the key competences. Different methodologies and resources have been used for this purpose (photographs, videos, maps, online multimedia repositories...), as shown in the graph annex.

With regard to the dissemination of these teaching materials, a complete printed set was sent to each Primary education and Secondary education centre in Navarra. The full project can be downloaded for free at the European Heritage Days website: <http://jep.fcpatrimoniodenavarra.com/descargas>

Concurrently and working together with the Education Department of the Government of Navarra, different seminars have been imparted at a teacher training centre. These sessions aimed to explain the guides to all those teachers interested in exploring new curricular approaches.





11. jarduera

Monumentu Naturalak naturako toki edo elementuak dira zeintzuk babestutak egotea merezi duten haien berezitasuna, interes zientifikoa, bitxitasuna ala edertasunarengatik.

Gaur egun Nafarroan honelako ondasun bakarrak zuhaitz singularrak dira. Orokorrean, zuhaitz oso zaharrak dira, oso haundiak edo itxura berezia daukatenak, historio eta bitxikerien protagonistak.

Hurrengo webgunean Nafarroan dauden Monumentu Naturala figurarekin babestutako aparteko zuhaitzak ikus ditzakegu (gaztelaniaz):

[https://www.navarra.es/home\\_es/Temas/Medio+Ambiente/Patrimonio+natural/Monumentos+naturales.htm](https://www.navarra.es/home_es/Temas/Medio+Ambiente/Patrimonio+natural/Monumentos+naturales.htm)



Lizarragako Haritza hautatu ezazu. Ondoren, hurrengo galderak erantzun itzazu:

A. Osatu ezazu hurrengo fitxa ondasun honen informazioarekin.

| Monumento Naturala    | Lizarragako Haritza  |
|-----------------------|--|
| Kokapena              | Lizarraga, (Izagondoa ibarra)                                    |
| Izen zientifikoa      | <i>Quercus humilis</i> Mill.                                     |
| Izen arrunta          | Haritza  |
| Altuera               | 21 m   |
| Behaketak/bitxikeriak | Frantzisko Xabierkoaren familiarena zen baso batean aurkitzen da |

B. Izen zientifikoa dakizunez, bilatu ezazu informazioa zuhaitz honi buruz. Ondoren, egin ezazu zuhaitz honen hostoaren eta fruituaren marrazki bat.

Hostoa



Fruitua



Figure 4. Natural heritage: Natural monuments in Navarra (monumental trees). Source: Teacher's book for 5th and 6th grade of primary education

17. jarduera

Bertsolaritza buruzko ondorengo testua irakurri ezazu. Ondoren, galderak erantzun itzazu:

- A. Nor da bertsolaria? Idatzi ezazu definizio bat zure hitzekin.  
.....
- B. ¿Bertsolaritza gizonezko gauza bat al da? Beti izan da horrela?  
.....
- C. Zer ondare mota da Bertsolaritza? Nola babestu dezakegu denboran mantentzeko?  
.....



Bertsolaritza bat-batean egindako abesti burutuak euskaraz sortzea da, metrika zehatz batekin eta, sarritan, ezarritako gai batekin. Lehiaketa bat da non bertsolariek, bata bestearen aurka edo bakarrik, jende multzo baten aurrean hizkuntzaren trebetasuna eta originaltasuna erakutsi behar duten.

Bertsolaritzaren ikerketan erreferentzia den Xabier Amurizaren hitzetan, edo hobeto esanda bertsoetan:

*Hizketan lerratzen da  
gizonen bizitza,  
jolas edo jokoan  
pozago gabiltza.  
Neurriz eta errimaz  
kantatzea hitza,  
horra zer kirol mota  
den bertsolaritza*

Bertsolariak aurretik prestatutako bertsoak abestu ditzake (bertso jarriak), edo bertan bat-batean bota ditzake. Lehenengo kasuan, gai serio edo poetikoak lantzen dira; bigarren kasuan, ordea, eguneroko gaiak lantzen dira ironiaz edo trufaz, entzuleak ondo pasa dezan.

Ohituraz, bertsolaritza gizonekin erlazionatu da, herrien plazetan eta tabernetan gertatzen zena. Halare, emakumeek ere lantzen zuten bertsolaritza, baina etxe barruan egiten zuten. Horregatik, emakume bertsolarien ikusgaitasuna txikiagoa izan da. Gaur egun desagertu da ezberdintasun hau eta bertsolaritzak ez du sexuz edo adinaz ulertzen. Bertsogintza da garrantzitsua soilik.

Bertsolaritza aho-tradizio bat da eta, ondasun materiala ez bezala, desagertzeko kaltea haundiagoa da. Horregatik, honen babesmena erronka sendoa da ondarearen kudeaketarengatik. Azken hamarkada hauetan, honen babesmena bultzatzeko, zenbait estrategia ezberdinak sortu dira, honakoak bezala: artxibo bat sortzea non bertsoen grabazioak eta transkripzioak gordetzen diren (Bertsotzale Elkarketa), hezkuntza programak "Bertsolaritza ikastolan" bezala, edo urteroko lehiaketak.

Figure 5. Intangible cultural heritage: Bertsolarism. Source: Student's workbook for secondary education

## Teaching guides and references

### *5<sup>th</sup> and 6<sup>th</sup> grade of Primary Education*

#### *Teacher's books:*

Casas M, Erneta L, Otegui J (2017) *¡Aprendo con el patrimonio y sus paisajes! Guía didáctica 5º y 6º de E.P. Cuaderno del docente*. Pamplona: Servicio de Patrimonio Histórico, Dirección General de Cultura – Institución Príncipe de Viana (Gobierno de Navarra). ISBN: 978-84-235-3460-9. (Spanish)

Casas M, Erneta L, Otegui J (2017) *Ondarea eta bere paisaiekin ikasi egiten dut! Gidaliburu didaktikoa, L.H.ko 5. eta 6. Mailak. Irakaslearen koaderno*. Iruña: Ondare Historikoaren Zerbitzua. Kultura Zuzendaritza Nagusia - Vianako Printzea Erakundea (Nafarroako Gobernua). ISBN: 978-84-235-3461-6. (Basque)

#### *Student workbooks:*

Casas M, Erneta L, Otegui J (2017) *¡Aprendo con el patrimonio y sus paisajes! Guía didáctica 5º y 6º de E.P. Cuaderno del estudiante*. Pamplona: Servicio de Patrimonio Histórico, Dirección General de Cultura – Institución Príncipe de Viana (Gobierno de Navarra). ISBN: 978-84-235-3460-9. (Spanish)

Casas M, Erneta L, Otegui J (2017) *Ondarea eta bere paisaiekin ikasi egiten dut! Gidaliburu didaktikoa, L.H.ko 5. eta 6. Mailak. Ikaslearen koaderno*. Iruña: Ondare Historikoaren Zerbitzua. Kultura Zuzendaritza Nagusia - Vianako Printzea Erakundea (Nafarroako Gobernua). ISBN: 978-84-235-3462-3. (Basque)

### *Secondary Education*

#### *Teacher's books:*

Erneta L, Casas M, Otegui J (2017) *¡Descubre el patrimonio y sus paisajes! Guía didáctica de E.S.O. Cuaderno del docente*. Pamplona: Servicio de Patrimonio Histórico, Dirección General de Cultura – Institución Príncipe de Viana (Gobierno de Navarra). ISBN: 978-84-235-3456-2. (Spanish)

Erneta L, Casas M, Otegui J (2017) *Ondarra eta bere paisaiak ezagutu itzazu! D.B.H. Gidaliburu didaktikoa. Irakaslearen koaderno*. Iruña: Ondare Historikoaren Zerbitzua. Kultura Zuzendaritza Nagusia - Vianako Printzea Erakundea (Nafarroako Gobernua). ISBN: 978-84-235-3457-9. (Basque)

#### *Student workbooks:*

Erneta L, Casas M, Otegui J (2017) *¡Descubre el patrimonio y sus paisajes! Guía didáctica de E.S.O. Cuaderno del estudiante*. Pamplona: Servicio de Patrimonio Histórico, Dirección General de Cultura – Institución Príncipe de Viana (Gobierno de Navarra). ISBN: 978-84-235-3455-5. (Spanish)

Erneta L, Casas M, Otegui J (2017) *Ondarra eta bere paisaiak ezagutu itzazu! D.B.H. Gidaliburu didaktikoa. Ikaslearen koaderno*. Iruña: Ondare Historikoaren Zerbitzua. Kultura Zuzendaritza Nagusia - Vianako Printzea Erakundea (Nafarroako Gobernua). ISBN: 978-84-235-3458-6. (Basque)

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- Castiglioni B, (2012) Il paesaggio come strumento educativo. *Educacion y futuro*, 27, pp. 51–65.  
[https://cesdonbosco.com/documentos/revistaeyf/EYF\\_27.pdf](https://cesdonbosco.com/documentos/revistaeyf/EYF_27.pdf)
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- UNESCO (2003) *Language Vitality and Endangerment*. Paris: UNESCO.  
<http://unesdoc.unesco.org/images/0018/001836/183699E.pdf>