

INSTRUMENTS FOR EDUCATIONAL MANAGEMENT OF HERITAGE IN SPAIN

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Heritage concept has changed: from *we have heritage* to *we are heritage*

There has been a complete change in the way we understand heritage. We have gone from considering that heritage is made up of assets that have value, to considering that heritage is the relationship between people and assets. As a consequence of this attribution of values, an engagement (or a bond), is generated. When values are shared between people, we can refer to heritage communities: people who have heritage bonds in common. So, value is not an inherent quality of the asset, but is always attributed by the human being. And the ability to attribute value depends on heritage education. Today, however, there are several ways of conceiving heritage, from “we have heritage” to “we are heritage”. The difference between being and having, lies in the role that the human being adopts: in the first case, as part of the human being; and secondly as something that the human being owns. In Europe, we are closer to the first conception, as the Faro Convention describes in its preamble, that alludes to a conception of heritage centered on people: heritage is an extension of people, it is one and the same thing. Thus, heritage could be understood as an extension of cultural memory. It is an exercise in human transcendence that continues in other generations through their cultural legacy.

The National Plan for Heritage Education in Spain

There is an ecosystem by which Heritage Education management instruments are strongly interrelated in Spain: the scientific knowledge on heritage education has been incorporated into the National Plan through the commissioning of specific studies. Many of these studies were commissioned to justify the need for this Plan. Also, specific studies have been commissioned during the development of the Plan; for example, on virtual environments, on education in museums, on heritage education in schools, and many others. In addition, the National Plan for Heritage Education has had an influence on both educational and heritage legislation. In terms of educational legislation, the National Plan Commission has been consulted for the inclusion of curricular content related to heritage. Regarding heritage legislation, in the case of the Community of Madrid, the heritage law includes a specific article on heritage education for the first time in Spain.

The National Plans were created in Spain in the 1980s on the basis of the 1985 law on historical heritage. This law is still in force today. In addition, the autonomous communities have their own heritage laws. A commission was set up to draft the text of the National Plan for Heritage Education. It included members of the State and the Autonomous Communities, members of the state security forces (because they are also responsible for heritage management such as the illicit trafficking of heritage) and members from different universities in Spain. The main mission of the plan was to unify the criteria for heritage education in the country. It was also to bring heritage to schools. In short, the main objective was to improve heritage literacy in Spain.

All National Plans have the same structure: methodological criteria, objectives, programmes and lines of action. All plans must be reviewed every ten years. These are the criteria for the National Plan for Heritage Education: 1. Initial and ongoing training; 2. Professionalisation; 3. Flexibility to adapt to territories; 4. Diversity of assets and diversity of people; 5. Involvement/engagement; 6. Social, identity and cultural Profitability; 7. Interdisciplinarity; 8. Quality of designs and implementations. We develop them on the basis of the epistemology generated by scientific research and the analysis of national and international legal texts, in particular those of the Council of Europe and UNESCO. The three programmes of the plan are: 1. Research in heritage education and innovation in heritage didactics; 2. Training of educators, managers and other agents in heritage education; 3. Dissemination of heritage education.

Among the action lines, we have organised congresses, seminars and workshops. We have published proceedings, monographs in reviews and books. We have also been working with other artistic formats such as video-creations or installations. In addition, we have run competitions for people with disabilities, for creators and for educators. We have also designed didactic units and video games. And we have financed scientific studies on education in museums, schools, curriculum, analysis of legislation or digital environments, among others. After ten years of development (2013-2023), the plan needs to be reviewed and updated. At present, the monitoring committee has proposed several lines of updating (e.g., Change the name of Education and Heritage to Heritage Education to refer to the scientific discipline; incorporate sustainable development goals (SDG); include sustainability as a methodological criterion; replace the concept of “public” with “heritage communities”; substitute the educational spheres (formal, non-formal and informal) for specific spheres (e.g., school, cultural, social...); incorporate digital environments as contexts for heritage learning; change the concept of ICT for that of technological advances).

The community of Madrid has also generated its own plan as an extension of the National Plan. It is a more specific plan and it is more focused on the territory. It has the same structure as the National Plan. This plan is already much more in line with the European concept of Heritage (<https://www.comunidad.madrid/cultura/patrimonio-cultural/plan-educacion-patrimonial-comunidad-madrid>). One of the main actions of the plan was to publish a manual for teachers, museum educators and heritage managers to design, implement and evaluate heritage education

programmes. Associated with this manual, the Community organises annual training for all primary school teachers in the Autonomous Community (<https://www.comunidad.madrid/cultura/patrimonio-cultural/educar-patrimonio>)

After Madrid, other autonomous communities are tailoring their own plan or programmes to their residents such as Murcia, the Canary Islands, Galicia & Castilla y León.

Let's focus on the Observatory. It is included in the texts of the National Plan and the Madrid plan.

The Spanish Heritage Education Observatory (SHEO)

This Observatory (www.oepe.es) has a large database of heritage education programmes; more than 3 000 from all over the world. There is a team of researchers from different universities working on it. It is financed with competitive scientific research funds (National funds and European funds: (References: EDU2009-09679, EDU2012-37212, EDU2015-65716-C2-1-R, ID2019106539RBI00y PDC2022-133460-I00).

In our research method, we start with a large number of localised programmes and then apply different filters to select those that meet quality standards. The Q-Edutage scale (<https://oepe.es/escala-edutage/>) allows us to locate the best heritage education programmes. We select the best ones for case studies. In these case studies we focus on learning assessment. We are currently evaluating heritage education programmes in digital environments. Q-Herilearn scale (<https://oepe.es/escala-herilearn/>) measures learning assessment on Heritage Education

We have also developed the website *peopleandheritage* (www.personasypatrimonios.com). People upload a photograph and a text of what they consider their most important cultural assets. And we analyse these texts with text mining. For example, we can identify the most frequent grammatical structures, detect co-occurrence networks, we can analyze differences by gender or even detect clusters in the way of conceiving heritage. We have the App Aour Heritage Community, available in the APP Store and Play Store (<https://ourheritagecommunity.com>). It is free. It is a Social Network with communities about heritage elements. Users can create their own communities and they can also join others. Heritage communities can transmit, care, value and enjoy heritage with videos, texts and interactions between users. We also analyse the text and the images, and even the interactions between users, and we make discourse analysis and content analyses.

Heritage Literacy Plan on Digital Environments

“Heritage Education in Spain facing the 2030 Agenda: Heritage Literacy Plan on Digital Environments. SHE2030” (Ref: PDC2022-133460-I00) is the latest collaboration between scientific studies and the National Plan that is currently taking place between 2022 and 2024. It is financed by the Ministry of Science and Innovation, Agencia Estatal de Investigación, Plan de Recuperación, Transformación y Resiliencia and Next Generation EU. It has challenges centred on the 2030 Agenda: [1] Literacy in Primary and Secondary Education, [2] Initial and ongoing teacher training in Heritage Education, [3] Quality Heritage Education designs, [4] Educational proposals based on a critical notion of heritage, [5] Specialist knowledge on Heritage Education concerning inclusion, [6] Visibilisation of rural environments and groups for equal opportunities in Heritage Education, [7] Incorporation of Heritage Education models based on intergenerational development, [8] Incorporation of gender issues in Heritage Education studies and designs.

Those challenges are a consequence of the inclusion of the Sustainable Development Goals, especially goals 4, 5, 10 and 11. It is a national project, funded by the Ministry of Science and the Ministry of Culture disseminates this Project through the National Plan for Heritage Education. So, in this ecosystem, scientific results generated from the Observatory are also presented as results of the National Plan. And so the circle closes with this last collaboration.