

NATIONAL EDUCATION AND HERITAGE PLAN

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1. BASIC ASPECTS

1.1. Introduction

The National Cultural Heritage Plans are instruments for the administration of cultural assets, with solid foundations in the consensus of criteria and methodology for initiatives affecting such assets, and are supported by a policy of collaboration on the part of public and private organisations and authorities in the complex task of heritage protection and promotion.

Created in the 1980s, these Plans have to date served to implement a considerable number of conservation, research, documentation and dissemination projects focusing on cultural assets, whether movable, immovable or even intangible. The National Plans thus play a role today as effective tools guaranteeing the coordinated development of Cultural Heritage protection policy.

Despite the above, it was not until 2010 that the Spanish Institute of Cultural Heritage, in collaboration with the Autonomous Regions, embarked on a project to review the conceptualisation of the Plans. This review demonstrated the need to reconsider certain operational aspects of the existing Plans, and also the fact that the emergence of new types of heritage and a more integrated and multidisciplinary concept of heritage administration highlighted the need to define new Plans. It is within the context of these new, transversal Plans that this Education and Heritage Plan takes its place.

Education and Heritage represent an emerging pairing in the sector of cultural policy, since the appropriation by the public of the cultural values inherent in heritage assets offers up the prospect of sustainability in their administration. As a result, because we only protect and conserve what we understand and value, the public authorities and institutions responsible for safeguarding Cultural Heritage are engaged in extensive programmes of activities intended to educate the public in the importance of exploring, protecting and conserving cultural assets. These activities, together with the inclusion of Heritage-related content in curriculums at the various levels of education, illustrate the existing interest among both cultural administrators and educators, in the development of strategies intended to promote Heritage education.

Taking this situation as its baseline, the key aims of this National Plan are to support research in the field of heritage education, foster innovation in the teaching of Cultural Heritage, underpin communication between cultural administrators and educators, and also develop the skills of both groups in communicating heritage values. The purpose of all the above is that the National Education and Heritage Plan should serve as an effective tool in allowing the fundamental right of access to culture and respect for cultural diversity to be exercised.

1.2. Need for the Plan

The development of teaching/learning strategies and dynamics focused on Cultural Heritage and the values inherent in this field represents one of the most effective and beneficial lines of action in order to guarantee the preservation of cultural assets. With this view in mind, alongside a desire to encourage the enjoyment of the historical, artistic, ethnographical, scientific and technical values of such assets, public institutions and authorities are engaged in numerous educational programmes with Heritage at their conceptual heart. Given this situation, why do we need to develop a National Education and Heritage Plan?

To begin with, although it is true that public authorities have progressively become more aware of the need to implement educational dynamics with a focus on Heritage, the strategic lines of such initiatives at the national, regional and local levels have not properly taken into consideration the vital establishment of coordination bodies serving to unify criteria, coordinate actions and provide bidirectional channels for reporting the outcomes obtained. This lack of inter-authority communication has on many occasions led to a dislocation between formal, non-formal and informal educational spheres, this being the second structural argument behind the need for the National Education and Heritage Plan.

Heritage education undertaken in formal, non-formal and informal spheres (for example schools, museums and the media) has been the subject of programmes and designs which rarely linked up these spheres, when in truth they are all continuously interrelated. Hence the importance of providing instruments allowing the three spheres of education to draw up programmes and implementations jointly, and which will furthermore take into consideration the reality of the media and the family itself as contexts within which Heritage is created, protected, communicated, valued, etc. All of which leads on to the need to avoid isolated, disconnected and independent designs which fail to involve the formal, non-formal and informal spheres.

Thirdly, this Plan is justified by the need to have in place an integrated administrative instrument to deal with Heritage education, establishing clear criteria and an agreed methodology for the recognition of the plurality and diversity of audiences.

The concept of *audience* corresponds to widely varying realities, although with reference to Heritage education then it is vital to incorporate connections for interrelationship serving to foster inclusion. For example, audiences could be considered in intercultural, intergenerational or interregional terms, associating different abilities and disabilities. All the above is intended to avoid thinking about the audience, and as a result producing educational designs for it, as a homogeneous group in terms of its nature, cultural references, capacities, capabilities, etc. At the same time, the diversification of audiences prevents the establishment of new structural arrangements not necessarily based on age, geopolitical location or cultural provenance, in order to seek out new, more relational, intergenerational, multicultural and plural approaches.

Following on from the above, in other words the need for administrative coordination, formal/non-formal/informal connections, the diversification of audiences and their interconnection, we then see the evident desirability of designing an instrument

which, in the form of a National Plan, will serve to fulfil these needs in a holistic manner, while further exploring the resolution of other specific problems in the different spheres of education.

In particular, within formal education the Plan will oversee the implementation of educational regulations for a progressive increase in the quality and quantity of heritage content within curriculums, along with the enhancement of the skills of teaching staff and the resources allocated to the communication of Cultural Heritage.

While it is important to emphasise the presence of Heritage within educational regulations, with its place in the classroom as an element within the objectives, basic skills and content of infant, primary, secondary, university and vocational education, this curricular base is not properly implemented in educational terms within formal teaching. This is a particularly significant fact given that the classroom is one of the spaces where children and young people spend the greatest time, and we must work here to raise awareness and to educate students in order to allow them to develop a critical and committed attitude towards cultural assets.

In order to ensure that students symbolically appropriate Heritage, educators need to expand their knowledge in other spheres connected with the dynamic and changing nature of its constituent elements, with the administrative structure and teaching methodology specific to the corresponding education.

Meanwhile, within the field of non-formal Heritage education undertaken by such public institutions as museums, libraries, archives and heritage institutions, this National Plan will work to establish a uniform and coordinated operational approach with regard to criteria, objectives, content and even methodological focuses.

Teaching materials are often not produced on the basis of appropriate psychopedagogical or didactic knowledge. Staff involved in the development of educational activities do not on occasion have the necessary skills in order to facilitate an understanding of heritage content. A great emphasis must therefore be placed on training in didactic strategies and techniques for the teaching/learning process for the benefit of heritage administrators and other professional staff members connected with Cultural Heritage and engaged in education tasks. Work must also be performed to foster the concept of Heritage as an element of sustainability and of socio-economic, sociocultural and personal development.

Another key aspect of heritage education, specifically in the informal sphere, is web-based development: the Internet is becoming a medium and content of Heritage in itself. The content which exists online reaches a very broad audience spectrum, with no physical, generational or temporal barriers, and allows in most cases for bidirectional communication processes. However, not all the information on the Internet is valid, there is a lack of quality control regarding information, and intellectual property is often not respected. Given this situation, this National Plan will ensure that responsible and sustainable use of the web is encouraged with regard to the communication of Heritage.

Meanwhile, many institutions have embarked on the use of new technologies without truly modifying their operational criteria. There is in this regard a particularly notable lack of attention to educational initiatives connected with

Heritage on Spanish websites. Such aspects are very often confused with the mere presentation of images, distribution of information or generation of virtual tours, taking it for granted that all visitors to the website will be capable of interpreting its content. Efforts must be made to develop initiatives with an educational focus, based on learning methods and contexts, giving priority to appropriate designs for teaching/learning strategies and attitudes, alongside conceptual matters. Likewise, evaluation of the teaching/learning process must become a fundamental element, and it would therefore be desirable for online platforms to be equipped with basic instruments, tools and techniques allowing evaluation to be performed at all times. The efforts dedicated to the evaluation of learning, the efficacy of procedures, the effectiveness of teaching strategies or the educational contexts themselves, serve to underpin improvement.

Within this sphere social networks have a huge capacity to expand the scope for collaborative work based on interaction and the exchange of information among participants. It would therefore be desirable to encourage the training of heritage educators in such tools in order to equip them with the skills to administer and set objectives so as to encourage debate and communication regarding cultural assets.

To conclude with the informal educational sphere, the potential of the media in the process of teaching/learning about Cultural Heritage is irrefutable. Media channels such as radio and television serve up information, cultural and entertainment programmes which bring the public into contact with the concept of Heritage. They are, however, often overly technical or intended for specialist audiences. Given that the media play a fundamental role in conveying heritage content, the National Plan will encourage the training of communicators and journalists in fields inherent in heritage protection and enjoyment, underpinning cooperation between this professional sector and heritage administrators in order to present information about cultural assets which is more attractive to all citizens.

1.3. Scope of the Plan

Although heritage education is a discipline focusing on the appropriation by the general populace of the values inherent in the assets which make up our Cultural Heritage, it was not until around a decade ago that actions developed in this field gradually broadened their audience range. As a result, with children having been the only audience addressed by educational initiatives dealing with cultural assets, the institutions administering educational programmes linked with Cultural Heritage have begun to generate operational approaches focusing on a youth and adult audience. In other words, the target audience for such initiatives undertaken in the field of cultural assets has been broadened to encompass all spheres of society.

This National Plan, in response to this trend and with the aim of establishing effective criteria and methodologies for the development of strategic approaches focusing on the teaching of heritage values to all members of Spanish society, includes within its operational scope the full range of constituent social sectors with no age limits. All individuals have the constitutionally acknowledged right to access culture, and the assets of our Heritage are a significant exponent of this. The National Education and Heritage Plan will promote the development of research and tools as required in order to achieve this goal, and will do so in accordance with educational parameters appropriate to the various spheres involved.

As a result, the objectives of the Plan and Programmes to encourage the implementation of projects within its operational sphere will be undertaken in the following areas:

- Formal education. This educational context comprises activities which comply with learning structures, levels and content governed by legal standards and delivered by institutions which are given the corresponding legal responsibility for educational tasks. The National Plan will in this regard address Cultural Heritage education delivered at primary and secondary schools, universities and vocational training institutions. The main challenges faced by the Plan in the formal education sphere will be the following:
 - Delivery of content connected with Cultural Heritage through educational curriculums.
 - Improvement of teaching materials connected with the development of student skills in the field of Cultural Heritage.
 - Support for the training of educators in the social, cultural, economic and existential value of cultural assets.
- Non-formal education. This sector would include educational initiatives structured and governed not by legal standards but in accordance with the implementation of the cultural responsibilities of various types of institutions which would, in the case of Cultural Heritage, include archives, libraries, museums, heritage institutions, associations, sociocultural entertainment centres, informal universities, etc. Within this sector the priority goals of the National Plan will be:

- The establishment of educational plans and/or programmes dealing with Cultural Heritage based on sound educational principles.
- Development of the skills of cultural administrators in the disciplines inherent in education in the field of the humanities.
- Informal education. This sphere covers all educational initiatives undertaken by individuals or groups in an unregulated manner, allowing the target audience to acquire knowledge and/or attitudes, in this case with regard to Cultural Heritage. Knowledge of the concept and characteristics of cultural assets conveyed through the media, social networks or within the family will be the elements to be studied and addressed by this Plan in the sphere of informal education.

Given all the above, the developmental framework of National Education and Heritage Plan applies to the range of educational strategies in the formal, non-formal and informal spheres focusing on the appropriation by the general populace of the values of Cultural Heritage, viewed from this holistic perspective.

1.4. Plan objectives

The key aim of this Plan is to establish an effective tool for coordination among public authorities and administrative institutions responsible for educational programmes connected with the communication of Cultural Heritage. The following specific objectives have also been established:

- **The definition of the theoretical principles and criteria for the discipline of heritage education in Spain.**

In this regard, on the basis of the concepts of *Cultural Heritage* and *Education* established in the regulations in force and agreed by an academic consensus, the Plan will establish at the theoretical level the operational framework within which its projects are to be developed.

- **Support for research into heritage education.**

The National Plan will, through the development of economic resources drawn from public and private co-funding (state, regional and local authorities) establish a platform for the development of research programmes and projects focused on the achievement of two goals:

- Ongoing research and monitoring of project approaches and initiatives developed in the field of heritage education, at both the national and international levels. This line of research will be undertaken by means of the Spanish Heritage Education Observatory, thereby serving to consolidate its status.
- The development of educational research and innovation projects focused on the knowledge, understanding, appreciation and reputation of Cultural Heritage.

- **The incorporation of Heritage education as a priority developmental strand within the context of the strategic plans of the Ministry of Education, Culture and Sport, and of the Autonomous Regions.**

This inclusion will involve among other aspects:

- The design of tools for coordination between regional and national authorities, guaranteeing the joint management of operational approaches developed in the field of heritage education.
- The promotion of programmes and the development of training actions focusing on the acquisition of concepts, techniques and attitudes connected with Cultural Heritage, its conservation and social function.

- **The implementation of educational regulations in order to foster the inclusion within curriculums of content connected with Cultural Heritage, its preservation, appreciation and public enjoyment.**

- **The creation of coordination instruments to guarantee collaboration among Cultural Heritage administrators and educators in the field of Heritage education.**

Fulfilment of this objective demands that staff involved in the development of educational activities at cultural institutions be trained in the disciplines required in order to guarantee that heritage content is properly conveyed: didactics, educational theory, etc. An emphasis must also be placed on the ongoing training of teaching staff in order to enhance the understanding, and hence appreciation, of Cultural Heritage.

- **Support for the generation of educational materials focused on the communication of heritage values and concepts.**

Criteria and parameters will be established for the design of educational materials of a structural nature which can be linked to various forms of heritage content, along with the underlying principles of implementation. This type of material will be open to adaptation to different contexts and specific needs, thereby moving beyond a closed and linear model in materials development.

- **The integration of operational approaches focusing on heritage asset education within the administrative tools for Cultural Heritage**, such as the National Plans, Special Plans, Safeguarding Plans, etc. Support will be given to the development of strategies to underpin the teaching and learning of Cultural Heritage, integrating Heritage education within all plans to be undertaken by public authorities. This initiative must cover all aspects from appropriate signage to different formats of publication: brochures, teaching materials, audiovisual content and online information.

- **The dissemination of educational actions and programmes connected with Cultural Heritage undertaken throughout Spain.**

This involves participation at international events, whether scientific or governmental, along with others connected with the administration and presentation of Heritage.

- **The promotion of Spanish cooperation in international heritage education initiatives and programmes, supporting incorporation of this aspect within supranational networks and policies.**

Incentives will be given for a role by our country in those networks which are now actively involved in the presentation and communication of Heritage, with a particular emphasis on those directly associated with established international bodies.

1.5. Heritage education: concepts

Bearing in mind the great variety of initiatives undertaken in Spain within the context of the discipline known as Heritage Education, the Authoring Committee for this Plan considers the definition of the conceptual parameters of the expression to be of particular significance, and sets out below the nature of the relationship which exists among them.

Education is in this regard understood as the set of content teaching and learning processes in formal, non-formal and informal spheres within which a great many variables and elements interact (situations, teachers, monitors, students, audience, context, etc.), with the aim of achieving the training and skills of individuals as part of a group and as active members of society.

Within this context, *educators* are understood as individuals who in any educational sphere have the role of training and teaching citizens.

Heritage is meanwhile understood as the set of tangible and intangible assets which convey cultural values, explicitly defined as such in the regulations in force. This is thus a concept of Heritage which has, as a result of the evolution which has occurred since the term first originated in the 19th century, moved on from consideration solely of the historical and artistic facets of its constituent assets to consider such aspects as the knowledge stored in them, their ethnological value, etc. We have thus moved on from Historical Heritage to Cultural Heritage, presenting a systemic, integrated and complex perspective, with the reference points of heritage being structured as one single sociocultural reality, established on a holistic basis through various forms of expression (historical, artistic, ethnological, scientific, technological and natural), and which as a whole allow us to comprehend the various societies of both the past and present.

The relationship between the two concepts, Education and Heritage, is a multifaceted one, with substantial differences and nuances between differing approaches. Below the possible combinations of the terms are set out, with an explanation of the distinctive aspects or facets of each type of association.

- **Education *with* Heritage.** This relationship implies the use of cultural assets (movable, immovable or intangible) as didactic resources. This partially employs the potential of Cultural Heritage not only to convey knowledge but also procedural dynamics and attitudes connected with conservation and enjoyment.
- **Education *in* Heritage.** The use of the preposition "in" in this case reflects a concept of education about content connected with heritage elements or assets comprising simply academic materials or other curricular content.
- **Education *for* Heritage.** This didactic approach focuses on achieving teaching and learning regarding concepts connected with Heritage as the inherent objective of the educational process.

- **Education *from* and *towards* Heritage.** This relational focus conceptualises the educational process on the basis of the idea of Heritage itself, with a focus on heritage education as the primary purpose.
- **Education and Heritage, or Heritage Education.** This holistic, integrated and symbiotic approach places the emphasis on the existing relational dimensional, not only between the two terms but among all the inherent or constituent elements of each. Viewed from this perspective, if the cultural assets which comprise Heritage are seen as such by virtue of the act granting them Heritage status on the part of the group or society which owns them, in other words by virtue of the existing relationship between these assets and the individuals who imbue them with cultural values, then heritage education is doubly relational, since the education is concerned with the relationships between individuals and learnings. Heritage is thus the content of the learning and the forms of relationship referring to identity, ownership, care, enjoyment, presentation, etc.

The expression Education *and* Heritage which gives this National Plan its structure covers, in the light of the above, a broad spectrum of forms of relationship between both terms (with, in, for, from and towards), assuming in an integrated and symbiotic manner the spirit of the concept of heritage education.

Having defined the relational parameters between the variables which make up the discipline of heritage education, it is appropriate to address, if only briefly, the didactic models derived from them. A distinction can be made between various models depending on the priority given to the elements involved in the teaching/learning processes (teacher, learner, content and context), along with the various relationships which may be established among them.

In the heritage didactic model which focuses on the educator, he or she is set up as an expert familiar with the subject matter and is the protagonist of a teaching process by means of which, in general, didactic strategies are based on the communication of his or her knowledge to those being educated, employing transmission-based methodologies. If the interest of the **heritage didactic is focused on the learner**, then the task of the educator is to facilitate learning, by linking up the content of the individuals' prior knowledge, requiring an understanding of how they learn, the level of their cognitive skills, curriculum circumstances, etc. This focus is closest to a constructivist concept of the teaching/learning process regarding Heritage, although it likewise allows for proposals which focus on attitudes and values, incorporating the experience which individuals have of Heritage. When the **heritage didactic focuses on the content**, the teaching/learning process revolves around the content which is to be taught, with a priority typically being given to conceptual aspects and heritage elements viewed as specific, which will change depending on the educational level and context, while less consideration is given to techniques and attitudes, content less attuned with a student-centred model. The next step would be to establish how to make such content accessible and comprehensible, a question which has been given extensive consideration in terms of the interpretation of Heritage. From the **perspective of the context-centred heritage didactic model**, what matters is where the teaching/learning processes take place, along with the elements and factors

involved in these processes, the levels and capabilities of the recipient, the situation and social requirements, and also the resources offered by the setting itself.

There are more complex models which place an emphasis on the relationship among different agents, such as a **heritage didactic model centred on the relationship between teacher and student**. In this case the stress is on the relationships established in the teaching/learning processes between the two, with the teacher focusing efforts on arousing interest and enthusiasm, and on making Heritage accessible. Meanwhile, in the **heritage didactic model based on the relationship between student and content**, the core didactic variables are the individuals learning and the relationship with the new knowledge, without overlooking the actual life history and experiences of those who are learning. Lastly, a **heritage didactic model focused on the relationship between learner, content and context** requires that teaching/learning strategies adapt to the needs and interests of the recipients and their relationship with the content in the context where the whole process takes on meaning.

Despite the proven efficacy on different occasions of each of the didactic models listed, the National Education and Heritage Plan proposes a new framework for interaction, a framework which could be referred to as relational, in that it focuses its attention on the connection between cultural assets and people: knowledge, understanding, care, enjoyment, communication, ownership, belonging and identity. This is a didactic approach which aims to link up the different models set out above (teacher, student, content and context), taking into consideration the characteristics, distinctive features, needs and expectations impacting on all these variables and their relationships. This will serve to facilitate a critical and reflective knowledge of Heritage, promoting values connected with the defence of cultural diversity, biodiversity and geodiversity, fostering sociocultural empathy and working towards the socialisation of Heritage.

2. METHODOLOGICAL ASPECTS

Operational criteria

One of the key objectives of the Education and Heritage Plan is to establish a set of criteria for the development of educational projects which fulfil the needs and expectations of their target audience, along with theoretical and methodological approaches for cultural administrators and educators.

Below is set out a list of the criteria which must be present in actions developed within the context of this Plan.

- **Training and specialisation**

The sphere of heritage education has, following many years of increasingly specialised research, acquired the status of a discipline in its own right. A theoretical corpus has thus gradually been built up, a powerful methodological array through the didactics of Heritage and a high degree of specialisation and diversification in terms of focuses, models, designs and implementations. Heritage education has been given a place within undergraduate and postgraduate study programmes, with an increasing specialisation on the didactics of Heritage, didactic museography and the presentation of Heritage, as well as scientific events and publications boasting highly qualified personnel in this country.

This Plan will support those initiatives which represent an improvement on the academic training of education professionals, administrators and other cultural agents.

- **Interdisciplinarity**

Heritage is a multidisciplinary reality, and all aspects of Heritage education must necessarily therefore also be so. There are numerous constituent focuses which as a whole make up the plural vision of Heritage, and as a result any attempt to define heritage education, and in particular the didactics of Heritage, must be based on the need to combine numerous perspectives, or interdisciplinarity. This is easy to understand when one bears in mind how many diverse values need to be projected onto Heritage: historical, social, ideological, existential, emotional, etc.

- **Flexibility**

The capacity to adapt to the learning context, to the situation of the individuals on whom educational initiatives connected with Heritage will focus, along with the working contexts for education, demands the capability to devise flexible didactic strategies which can generate processes for an understanding, appreciation and sensitivity towards Heritage. The living and shifting nature of Heritage combines with the changing condition of teaching/learning contexts and the subjects and groups involved themselves, making it essential to be alive to any change in real time, and to be capable of integrating this within educational designs.

- **Diversity**

Heritage varies in terms of its nature (tangible and intangible), qualities (archaeological, historical, documentary, artistic...), while the values projected onto it likewise change (existential, social, political, historical, economic, emotional, etc.). A third component must also be added in to this equation - the human element which includes the diversity of Heritage and the associated values, but also plays a central role in any Heritage initiative: conservation, protection, dissemination, appreciation, etc. As a result, the essence of diversity in Heritage lies in the very diversity of the human race. If we also place ourselves within the context of educational processes, then this diversity establishes itself as a core element: if there is no diversity in the educational design and concept connected with Heritage, then we will be unable to guarantee the diversity of learning. It is vital to distinguish by means of the same educational concept in order to avoid designs which focus on audiences in general, while achieving a learning outcome in nobody in particular.

- **Participation and social commitment**

The actions of society with regard to Heritage do not represent the final phase of an educational process, but the outset. Heritage is not simply presented in order for people to become familiar with it. The purpose of heritage education is that citizens should feel the Heritage to be theirs, to assimilate the idea that their identity, at its different constituent levels, is derived from reference points in our Heritage which explain who we are, how we are, why we have become so, and how we relate to others. If we separate Heritage out from people then we are splitting asunder an inseparable pairing: Heritage is what it is because it has been created by people, who have cared for it, transmitted it and embellished it.

- **Awareness-raising**

Awareness-raising is vital with regard to Heritage as it marks the dividing line between those who do not recognise its value, and will therefore see no motives to care for or transmit it, and those who, aware of its existence, will tend to care for it, to enjoy it and take decisions which support its dissemination and legacy. However, the process of awareness-raising demands educational attention and a differentiation between the various phases before and after this stage at which Heritage becomes important to us, elicits our concern regarding its fate and prompts us to take care of it, through dedicated economic and human resources.

Neither knowledge nor comprehension and presentation in any way come spontaneously into being in the human mind. They are acquired through educational processes, they demand appropriate strategies to help us understand Heritage, whether through the senses, through emotion, through thought or through action itself. For the same reason didactic strategies help us understand, encourage us to seek out meaning, to imbue values through processes of research, experimentation, deduction, reflection, etc. All this tells us that the form of mediation is essential in the process of knowledge, comprehension and appreciation of Heritage and therefore requires appropriate technical understanding in order to be effective, diverse, suited to each context and individual, at different levels of competence in terms of cognition, curriculum, emotions, relations, society, etc. It ultimately demands specialist knowledge in the didactics of Heritage.

- **Know so as to understand, understand so as to value**

We cannot value anything in which we find no meaning. Understanding Heritage means acknowledging that it has a historical, social, political and existential meaning, precisely what we then refer to as heritage values. However, in order to be able to give meaning or explain the whys and wherefores, we typically need first to acquire sound knowledge not only regarding the concepts, but also ways of doing and being.

- **Value so as to care, care so as to conserve, and serve so as to pass on**

Anything which has value, which ultimately matters to us, will receive attention from the general public, heritage administrators, public authorities and researchers. One vital first step is thus that the value of a particular heritage asset be recognised, although this must be an inherent rather than an imposed recognition. People must have experienced processes and situations which lead them themselves to imbue the Heritage in question with value. Having reached this point, then the human inclination is to care for that which has value, to ensure it is not damaged, restoring it if necessary, presenting it to others and engaging them in its safekeeping. However, human beings must also be educated in care and dissemination, since there are criteria and guidelines, specific techniques, specialist mechanisms and technological resources which allow us to achieve an effective and lasting impact.

• **Cost-effectiveness**

If we view heritage education as a discipline which fosters and promotes the conservation of Heritage, we will be valuing the returns which consistent, cohesive and stable educational action can achieve with regard to cultural assets. That is why the National Education and Heritage Plan is an instrument guaranteeing the development of generations with the capacities and skills to want to conserve their Heritage, to be able to present it under optimum conditions and to dedicate human and economic resources to its safekeeping, aware that the "chain of transmission" must continue with other generations who must furthermore also be guaranteed training in this field. Given all the above, heritage education offers considerable returns on the efforts made in the short, medium and long terms, as the only mechanism capable of guaranteeing that an interest in Heritage will be integrated within the way of being and learning of whole generations.

On the basis of this principle, the initiatives developed within the context of the National Education and Heritage Plan must consider the concept of returns interpreted in social, existential and cultural terms:

- Social returns: A society with sensitivity towards its Cultural Heritage is made up of citizens who understand the need to care for all that which has general value, dedicating the corresponding efforts to conservation, administration, dissemination and education. A society which is sensitive towards its Heritage is made up of sensitive professionals, politicians, administrators and citizens who view Heritage as being imbued with social, historical and existential values. A society which is sensitive towards its Heritage will be aware of the need to preserve it and also continuously to strengthen its integration within all educational spheres, allocating resources to training. In short, a society

which is sensitive towards its Heritage is the guarantee of its safeguarding, safekeeping and bequest to future generations.

- Existential returns: Heritage provides the foundations for the existential identity of individuals and groups, explaining our cultural essence and how we have become who we are. If these reference points are clear and solid, are valued and cherished, then we provide guarantees for the need to take care of our Heritage and to pass it on to future generations. If you know who you are, where you come from, why you have become who you are and how you relate to others, then this avoids fruitless quests for the defining features of an individual's existential identity, as well as insecurity and cultural disorientation, while also allowing one to view others as equivalent, to the extent that they are assumed to have the same existential capacities. Education not only informs us of these reference points, but allows us to understand their historical context and to value them. If you feel that something is your own, then you will tend to care for, preserve and pass it on, and heritage education thus serves to underpin our existential identity.
- Cultural returns: Culture is a continuum which is passed on but is not always associated with the necessary artistic, aesthetic, social or historical values. History is full of examples in which different cultural expressions have gradually changed their value, losing it completely in some extreme circumstances, and ultimately disappearing, even in physical terms, but also losing their interest in terms of research, conservation or transmission. And so a society which has received heritage education has all the tools required in order to understand the needs and broader spectrum of values of its Heritage. In short, a society educated in Heritage will have a broad spectrum of cultural interests with numerous viewpoints, with a historical perspective and a considerable capacity to manage resources in order to safeguard, conserve and bequeath its Cultural Heritage.

- **Quality**

The different initiatives derived from the programmes under this Plan must stand out for their quality, based on sound psycho-pedagogical, didactic and academic principles. The quality of the initiatives associated with the Plan must be confirmed through the development of a systematic and rigorous evaluation process. To this end a number of evaluation phases are established, from design up to implementation, with a series of criteria establishing the defined quality parameters and instruments and techniques serving to ascertain the level of efficacy of the programmes.

In the processes evaluating the quality of a didactic programme, the fundamental parameter comprises an assessment of the coherence of the design, with the objectives of the programme fully and directly aligned with the content being processed, and with both aspects being clearly handled in the educational strategies and proposed activities, with appropriate resources and materials in place in order to achieve the established purposes.

- **Quality of the designs**

Parameters must be established (quality indicators) serving to determine whether a design is suited to its context, corresponds to the proposed objectives, if they are didactic in nature, if they are achievable in the short and medium terms, whether applicable didactic strategies are defined, if there is a flexible structure capable of covering all variables inherent in the intrinsically changing nature of any teaching/learning process, and whether they are consistent with the latest advances in the field of Heritage management, along with many other variables. All the above will allow us to evaluate the quality of an educational design.

- **Quality of implementation**

The practical implementation of an educational design incorporates new variables which must be measured, such as the degree of compliance and alignment in planning, achievement of the objectives set, the emergence and incorporation of new objectives, monitoring of the processes themselves by the implementer, etc. This, in short, involves observing and gathering indicators of the whole application process, based on an understanding that particularly important data can be gathered in order to understand the potential outcomes and effects of the programme, and even to suggest aspects for redefinition if necessary.

- **Quality of outcomes**

Outcomes and processes cannot be separated, in that the former are explained by the latter, or to put it another way, processes explain the causes of particular outcomes. Meanwhile, outcomes can be measured and compared with the initially proposed objectives in order to establish their efficacy or any change which has occurred in a particular didactic initiative addressing Heritage. These outcomes can be measured quantitatively, through frequency and relational analyses, or through qualitative methods drawing on accounts, words, explanations and narratives of learners, educators and even external observers. Both dimensions serve to reconstruct not only the results obtained, but key features, suggestions, ideas or proposals to devise new designs. This also serves to establish a process of continuous feedback, with the data obtained through the evaluation being rapidly implemented, allowing for an adaptation of the design in order to enhance the outcomes with regard to the target audience for the educational proposal.

In order to develop an evaluation of the programmes at these different points and phases, it is essential to establish the criteria on the basis of which the evaluation is to be planned and the quality indicators gathered. As mentioned earlier, the criteria will depend on the purposes and objectives of each specific programme, although it would seem necessary to consider certain basic parameters which would need to be

taken into account in all cases. It is therefore important to evaluate in the different programmes the vision or concept of Heritage which is to be conveyed, the degree of interdisciplinarity which is developed, the extent and nature of content integration within the design of the educational programme, how contextualisation is provided in order to facilitate interpretation by the audience, the degree of interaction among the administrators, the heritage institution, the public and the Heritage itself, and the model of activities developed, along with the resources employed.

It is considered worthwhile to evaluate the designs themselves, the implementations and outcomes of the heritage education programmes, although in order to analyse the quality of the process then consideration must also be given to the evaluations, attitudes, practical experiences and expectations fulfilled in the (school and non-school) audience addressed by the programme, and also those of the administrators and agents themselves involved in the Heritage education processes. One must not, of course, overlook an analysis of the quality and quantity of the learnings which it has proved possible to develop in the programmes.

Lastly, all the evaluation processes must be developed on the basis of the design and application of various techniques and instruments to facilitate an evaluation programme. One can in a basic sense design on a specific basis for each programme instruments serving to obtain the information required so as to assess the quality of the (formal, non-formal and informal) educational processes. One could for this purpose cite the use of surveys, interviews, systematic observations and discussion groups, among other techniques. The implementation and use of Information and Communication Technologies (ICT) could undoubtedly facilitate and give greater dynamism to data gathering and processing functions, and it is therefore held appropriate to implement such technologies in the evaluation processes, combined with more traditional techniques.

3. PLAN PROGRAMMES AND LINES OF ACTION

The structure of the National Education and Heritage Programme is based on three programmes the execution of which, in the form of projects, will support work towards the achievement of the objectives referred to in section 1.4 of this document. Research and innovation in the didactics of Heritage, the training of educators and administrators of cultural assets and the dissemination of educational proposals will be the main thematic cornerstones of the National Plan programmes.

3.1 Programme of research into heritage education and innovation in Heritage didactics.

Heritage education is a discipline the purpose of which is to build bridges between Heritage and the society which generates, owns and safeguards it. These bridges are possible only if one can arouse an interest among the public in learning about Heritage.

The initiatives which institutions have undertaken in the field of Education and heritage in Spain, in their different operational spheres, demand the creation of a research programme with an interdisciplinary, interterritorial and intergenerational approach impacting on the active participation of society. The purpose of this programme is to underpin educational research and innovation in the field of Cultural Heritage didactics, stocktaking and evaluating the initiatives being undertaken in the formal, non-formal and informal spheres.

It is vital to link up the tasks of research and innovation under this Plan with those undertaken by universities and national and international groups, in order to provide a plural vision, while at all times maintaining a principle of internal consistency.

Support must likewise be given to the integration of Spain within international heritage education research projects and programmes. This integration must strengthen the design of research and innovation projects in which Spanish researchers and professionals take part in studies and initiatives being undertaken in other countries.

Another of the key objectives of this programme is to create tools focusing on the didactics of Heritage through the creation of a research forum to be shared by teaching professionals and the administrators of cultural assets, allowing them to exchange information.

The operational approaches of this Programme will therefore include:

- The permanent observation of heritage education in Spain. The development of new lines of research.
- The integration of Information and Communication Technologies (ICT) in new teaching/learning models.
- Innovation in resources and tools for the interpretation of Heritage. Research into evaluation models.
- Encouragement and creation of heritage education research groups.

- Consolidation and development of the scientific community associated with Heritage education in Spain.

- **Permanent observation of heritage education in Spain**

In order to achieve the objectives raised by the Plan, continuous analysis is required of the state of heritage education in this country. This analysis, undertaken across a range of educational spheres, will provide updated knowledge:

- In the formal sphere:
 - Regarding the handling of and approach to Cultural Heritage, protection and conservation, in educational legislation.
 - Concerning the fulfilment of the regulatory requirements through programmes and actions undertaken at educational institutions, and through the didactic resources and materials employed.
- In the non-formal sphere:
 - Regarding the typology, characteristics and administrative models of face-to-face educational activities undertaken at the various institutions, in accordance with the target audience.
 - Concerning the offering of training for professionals connected with Cultural Heritage (seminars, courses, workshops, postgraduate qualifications, conventions, university outreach courses, etc.).
 - Regarding the characterisation of the websites of heritage centres and institutions, with the aim of establishing the basic criteria of non-formal education proposals and the quality parameters applied to this type of resource.
- In the informal sphere:
 - With regard to the reach and impact of the media, social networks and other virtual media in providing society with teaching about Heritage, further exploring the possibilities of localisation, exchange, debate and dissemination permitted by information and communication technologies.

This operational strand, which began within the context of the National Plan with the studies set out in Annexes II and III of this document, will continue to be developed through the consolidation of the *Spanish Heritage Education Observatory*. The Observatory will thus allow for continuous research and monitoring of any project approaches or initiatives developed in the field for which it is responsible both in Spain and within the context of the European Union. The Observatory will also gather information regarding activities, programmes, projects, plans, networks, seminars, courses, competitions, etc. taking place in Spain, and will also provide a tool to showcase the most significant programmes, acting as a meeting point for those wishing to gain a deeper insight into heritage education.

The programmes and activities covered by the Observatory will be subjected to a systematic evaluation of their theoretical focus, goals, design quality, planning of actions, degree of fulfilment and suitability of planning (implementation), along with the quality of the results and impacts generated. Meanwhile, the most significant actions will be subject to an in-depth case study, serving to establish national and international flagship projects which could provide a model with a view to generating new educational designs.

- **Development of new lines of research**

Support will be given to the creation of new lines of research in the following fields:

- Research into the epistemology of heritage education. Analysis and conceptual reflection regarding the meaning of heritage education in the different fields covered, in order to advance the development and updating of the theoretical foundations on which heritage education is based.
- Research into emerging education models. Study of innovative educational processes which could represent in theory, but above all in practice, a paradigm shift in the development of educational processes, with Heritage at the core of the project.
- Research into didactic applications and designs. Analysis of the processes of teaching and learning about Heritage in formal spheres and the communication of Heritage in non-formal and informal spheres, taking into consideration all aspects connected with this: the agents involved (teachers, administrators, monitors, etc.), the intended audience (students, visitors, diverse groups, etc.), the activities undertaken (methodologies and education strategies employed, exhibition and museum designs, etc.), the resources employed (traditional or technology-based), among other significant fields of work.

- **The integration of Information and Communication Technologies (ICT) in new teaching/learning models**

Taking as the baseline an open approach to ICT, the various ways in which such technology can manifest itself reveal a host of educational opportunities: blogs, wikis, social networks and data warehouses represent a vast platform for the dissemination of heritage values, to be used to publish documents, videos, presentations, photos, to generate forums for opinion and debate, etc.

The incorporation of ICT in education is a matter of vital analysis in addressing the construction of new teaching/learning models, given the educational potential here set out, and their rapid integration within everyday communication dynamics. However, the approach does not view technology as an end in itself, but rather as means, as a tool for the administration of new educational models.

This ultimately involves the application of all opportunities offered by the web 2.0 and 3.0 to the sphere of heritage education, creating an educational landscape which can supplement face-to-face learning, promoting both in students and teachers the generation of new forms of organising and accessing information knowledge. This will thus involve the modification of links to knowledge either through processes for simulation, alteration or production (virtual learning environments, augmented reality, geolocation, etc.).

In order to guarantee the effective value and sound applicability of such new teaching/learning models, a particular emphasis must be placed on the clarity of ideas, programmes and content, along with tools and platforms delivering usability and functionality.

Consideration would need to be given to projects undertaken within the context of the current strand of educational innovation:

- The desirability of defining resources and activities intended for different groups in accordance with age and skills (infant, primary, secondary, university, etc.).
- The heterogeneity of the groups represented within social education networks, given that they favour intergenerational, interregional and multicultural exchange in the building of knowledge.

Given all the above, there is a need to provide technical resources and stimulation for the use of these on the part of agents involved in heritage education so as to foster pedagogical integration of such tools, along with the design of programmes to train teachers (at both the technical and methodological levels) in the use of these technologies. Heritage education agents, in any sphere of education, should examine in depth the characteristics and potential opportunities of new resources, and create content in accordance with their goals. Meanwhile, such technologies allow for narratives which, when integrated within the discourse, easily capture a user's attention.

Given the above, the following operational approaches have been established:

- Training focused on heritage agents (teachers, technicians, monitors...) and also on students and the general public. Campaigns focusing on the knowledge and responsible use of such technology for heritage education in the different operational spheres.
- Provision of infrastructure. Hardware resources need to be provided for the projects developed within the context of this programme, in order to ensure that they have access to the basic infrastructure required for implementation, both in formal and also in non-formal/informal education.
- Software development. Agreements or partnerships with technology enterprises will be used to strengthen the design of materials, games and activities corresponding to the heritage education criteria established in this Plan. These will be interactive tools fostering dynamic participation, along with diversified and versatile instruments for different educational areas and fields. It is vital to develop cutting-edge software which will facilitate the interpretation of phenomena associated with Heritage and allow this to be contextualised in terms of time, space and function, along with virtual interaction, aspects which currently represent the greatest obstacles in providing all audiences with an insight into an understanding of Heritage.

The design of such software must allow it to be downloaded by the increasingly widespread next-generation mobile devices when visiting museums and heritage centres. This will mean that such institutions will no longer need to provide visitors with hardware, as the public themselves will provide the platform, requiring only that the software be made available to those wishing to download it and make use of such resources.

- Analysis of the impact of ICT on education in formal, non-formal and informal spheres. Such research projects must be developed at the quantitative and qualitative level in order to ascertain the effectiveness of the programme strategies and the new needs requiring consideration at the technical level (hardware and software) and in terms of didactics (practical application of these resources in teaching/learning and communication processes).
- Design of a web portal to serve as a resource bank, storing the resources available in various spheres and contexts in order to make this available to all agents connected with Heritage Education.

- **Innovation in resources and tools for the interpretation of Heritage.**

Alongside strategies based on the application of ICT, it is important to address other models employed in educational tasks, with a focus on generating innovative proposals through interaction and multidirectional communication.

The innovative nature of such resources and tools for the interpretation of Heritage, viewed as the intellectual process intended to understand the meaning and value of the heritage asset, must focus on the basic elements of the communication process: who (intended audiences), what (selected content), where, when, how (technological resources strategies), and why.

Prior to an analysis of innovative operational approaches to be underpinned by the National Plan in the field of the interpretation of cultural assets, it should be indicated that all actions of this type must comply with the following objectives, in order to guarantee their educational quality:

- Highlight the emotional and sensory aspects of Heritage, underlining its symbolic and existential value.
- Provide criteria in order to generate opinion, fostering the development of critical attitudes.
- Encourage the appropriation of knowledge on the basis of real life experience.
- Promote links between self and other.
- Foster contextualisation.
- Provide elements inspiring curiosity and the quest for knowledge (teaching people to see).
- Facilitate insight into an understanding of specialist knowledge.

In accordance with the above, the projects or initiatives to be developed will be based on:

- The design of proposals intended to capture audiences not normally involved in activities connected with heritage education, aligned with their interests and expectations. It could prove innovative in this regard to link up different types of audience who are not normally connected, so as to underpin the development of intergenerational, intercultural and other ties.
- The use of interpretive formats which encourage interaction, such as proposals for dramatisation, simulation, living, etc., allowing the audience to take part and interact with Heritage and cultural institutions themselves. Generate specific interpretative proposals for a non-visiting audience, in other words for local residents, seeking to achieve greater involvement and active participation from them.
- The design of activities not dealing solely with the presentation of conceptual matters connected with the heritage asset, but focusing on the issue of values and the potential which the asset has in forging identity, aiming for the symbolic appropriation of Heritage by those involved in interpretation process.
- The activation of didactic strategies allowing people to live and experience Heritage, providing opportunities for knowledge allowing for the enjoyment and appreciation of cultural assets.
- The incorporation of interpretation proposals addressing awareness-raising among the public, dealing with content of an attitudinal nature, and developing a sense of the interest and responsibility that we as members of the public, whether local citizens or tourists, have with regard to Heritage.
- Encouragement of a spirit of critique and reflection among the users of Heritage, giving them an active role in conservation, dissemination and appreciation through dynamics in which they do not simply adopt passive attitudes.
- The incorporation of designs for interpretation through up-to-date technological resources, taking advantage of communication platforms, social networks, digital technology, etc., in order to ensure that interpretation strategies make use of the benefits which new channels for communication are now offering, through integration within these.

It must always be borne in mind that innovation must be sustainable, and that the ultimate goal is to educate.

- **Research into evaluation models**

Given the status of heritage education as an emerging field, numerous and widely varied designs are being generated, in terms of their theoretical focuses, the way in which they specify their objectives, structure didactic designs of differing formats and types and the planning strategies adopted. In all cases, designs the ultimate validity of which

depends on the quality and usefulness of the outcomes and impacts they generate. It is therefore vital to define evaluation models which are capable of analysing the impact of all measures and initiatives undertaken within the context of heritage education. These models must be systematic, comprehensive and rigorous, and may combine studies of a quantitative and qualitative nature so as to interpret the current position in this field, to suggest future prospects, avoid overlaps and recurrent errors in design or implementation, and ultimately to achieve a convergence of educational interests across spheres, institutions and cultural agents. Such instruments must serve to establish a system for the classification of programmes based on quality indicators which provide a structural framework.

- **Support and creation of heritage education research groups**

In particular over the past decade, a growing number of focal points has emerged in Spain for research into heritage education, mainly at the university level. These groups are generating research, scientific output, doctoral theses, and organising specialist events which indicate the growing interest and effort dedicated to heritage education in this country.

The National Education and Heritage Plan sees the need to foster the creation of new interdisciplinary and institutional groups serving to open up lines of research not yet explored in heritage education, while also consolidating those with an extensive track record. Alongside the research generated by these different focal points, with their diverse interests, made up of heritage education professionals in all spheres, there is a need for interrelationship and the pooling of many such approaches, either in order to share objectives or to establish new research goals.

Meanwhile, this country has an excellent track record in terms of Heritage research groups, generally multidisciplinary teams, with the emphasis here being on their progressive incorporation of the educational dimension, in order to offer a more comprehensive vision of heritage administration and research which takes into consideration the intended users.

- **Consolidation and development of the scientific community focusing on heritage education in Spain**

The development of heritage education in this country, and hence this National Plan, is dependent on the requirement for a group of specialists researching this field. So as to guarantee sustainable development of this group, the first action to be embarked upon will be the design and development of postgraduate educational resources to train those with an interest (students and professionals in the fields of education and/or Heritage) in the priority lines of research and a mastery of appropriate analytical techniques and methodology.

Over recent years the generation of research projects, doctoral theses and scientific output associated with the field of heritage education has registered a substantial increase, in both quantitative and quantitative terms. However, heritage education

as a discipline has only very recently established itself, and its track record and presence in the scientific sphere have not yet achieved their due impact.

To date 31 doctoral theses have been presented in this discipline, a tiny fraction of overall scientific output in Spain, although bearing in mind how recently established the field is, this is a clear indication of its academic potential in the present and immediate future. The evolution of doctoral thesis output in heritage education in Spain is thus self-evident. Following the first work produced in 1995, there were then a further 4 between 1985 and 1999, 7 between 2000 and 2004, 11 between 2005 and 2009, and 9 between 2010 and 2011, thereby demonstrating the upward curve plotted by this growing community.

The National Plan must therefore support the consolidation of this scientific community, thereby drawing on all results which the development of new research could generate in the theoretical and methodological field of heritage education.

One fundamental aim of this programme is to foster the design and implementation of educational activities in order to support the training of researchers into heritage education. There will therefore be encouragement for the generation of partnerships or agreements among the public authorities responsible for heritage administration and educational overseers for the development of doctorate and masters courses.

An emphasis must also be placed on the international promotion of the scientific community so as to disseminate the results of the various research programmes and reflect the latest advances at the international level.

3.2. Training programme for educators, managers and other cultural agents and researchers in heritage education

The training of educators in Cultural Heritage (concept, characteristics, systems of protection and conservation, etc.), of cultural asset administrators in terms of education (educational models, didactics of Heritage, learning theories...), and of other cultural agents regarding various educational and heritage-related aspects, along with their adaptation to the modifications taking place within these fields, is one of the cornerstones of the National Plan.

This programme thus includes the following priority strands:

- **Training of educators**

The training of educators in the field of Cultural Heritage has over recent years proved itself to be one of the activities which is in greatest demand and is most highly valued by the educational community. As a result, the competent authorities, in the cultural and educational spheres must focus and coordinate the planning of such training in terms both of content and the methodology and resources employed. This will thus serve to underpin the professional skills of teachers in the sphere of Heritage and access by them to training which must be permanent and continuous. Work will also be needed to develop other skills, such as those inherent in new methodologies and didactic instruments, such as ICT. Providing teachers with the latest scientific advances in this field will improve their skills levels, with a direct impact on the didactic effectiveness of their work by offering not only new knowledge but also new pedagogical strategies with an impact on the teaching/learning process. New technologies support the role of the teacher not only now simply as a communicator and organiser of information, but as a guide or tutor leading students through activities. Given all the above, support must be given to the training of educators in new technologies, and above all their didactic potential.

In order to achieve these objectives the following operational strand is proposed:

- Design and development of training programmes

This training will need to follow a progressive plan including as the general objectives key didactic focuses:

- Plan teaching/learning processes by skill.
- Programme heritage activities within the corresponding area, subject and/or module.
- Perform tasks suited to the group of students, in accordance with their cognitive and curricular skills levels.
- Respond to diversity by making provision for specific educational needs.
- Employ innovative and functional methodologies in order to achieve the established goals.
- Diversify the strategies, methods and materials of learning.
- Administer the progression of learning.
- Evaluate the components of the educational process and lessons learnt.

These must be activities tailored to the training needs of teachers and the educational potential of Heritage self, not simply activities to reinforce or expand knowledge, thereby assisting teachers in the planning of skills-based teaching/learning processes.

As a result, when devising such activities it would be advisable to ascertain the initial shortcomings and expectations registered by teachers (through the implementation of prior studies), using surveys and other primary research instruments to establish the contextual situation. Meanwhile, the resources made available to educators must be open to application inside and outside the classroom.

One initial aspect in which educators will need training comprises the concept and characteristics of Cultural Heritage, providing elements for evaluation which will appropriately lead on to an understanding of the diverse nature of cultural assets. It is vital to train teachers in legal requirements regarding Heritage in Spain, in order to allow them directly to apply the corresponding concepts and categories. Specialist courses will therefore need to be organised, along with the facilitation of multidisciplinary teamwork involving administrators and teachers.

Another perceived need is that the competent educational bodies should define which teaching staff are responsible for Cultural Heritage content, in terms both of the subjects delivered and the levels involved, in accordance with the need to raise awareness from the earliest stages of education, so that student learning forms a part of holistic, physical and intellectual growth, within which Heritage forms an integral part, the appreciation and conservation of such assets becoming intertwined within daily life.

Another key element in order for such training activities to prove successful among education professionals is their relational nature. This aspect must be present both in the attitude of speakers and the nature of the didactic materials themselves. Teacher training must adopt a methodological approach which takes into consideration variables such as the profile of the participants, the subject matter of the course, etc.

Characteristics of training initiatives focusing on teachers

The courses must have a careful design drawn from and intended for teaching practice, and must have a participatory and interactive structure. They will also need to adapt to the curricular pathway followed by students depending on the different levels and educational cycles involved.

Bearing in mind that teachers spend much of their working life within the classroom, the courses must be capable of going beyond the formal and institutional framework of the class, in order to bring teachers into direct contact with the cultural asset in question, with the presenter serving as mediator. The training of teachers thus represents the ideal opportunity to allow those institutions responsible for the conservation, research, presentation and dissemination of Cultural Heritage to become "learning classrooms", where contact between

teacher/student and the heritage asset/object of study is as direct and immediate as possible, thereby serving to set in motion different levels of interpretation.

Likewise, in order for teachers to develop an interest in training activities, so as to enhance their professional skills and achieve a useful outcome in the development of curriculums and classroom methodology, these initiatives must be designed with a particular focus on the richness of both scientific and methodological content.

- **Training of cultural administrators**

Heritage is a sector which is increasingly present in the planning of cultural policy, and as such demands specific skills on the part of educators specialising in cultural presentation and administration.

The training of cultural administrators acquires even greater social importance given their role in transmitting concepts, values and attitudes which will be decisive for the future of Cultural Heritage and its role within society.

The economic value with which Cultural Heritage is imbued, associated with phenomena such as the cultural industries and tourism, generates the risk of commercialisation and superficial consumption. It is therefore important to train cultural administrators with the sensitivity and educational background required to integrate economic dynamics and to take into consideration in their actions the multiple dimensions of Cultural Heritage and the role which it is capable of playing for the benefit of community development.

Training in Cultural Heritage must focus on cohesive education, with individuals actively living out their experiences with cultural assets, with their level of knowledge and participation, but with a focus on their actions in order to ensure that their experiences are satisfying and enjoyable, as well as educational.

In order to achieve these goals the following operational strand is proposed:

- Design and development of training programmes

Cultural administrators must strengthen their knowledge with regard to heritage education, the starting point being the initial shortcomings dictated by training in other subjects.

To this end, when designing such programmes it is advisable to analyse the initial shortcomings and the existing offering and to establish what the demands of administrators are by generating prior studies which would use surveys and other research instruments to establish the contextual situation.

Training programmes for cultural administrators will therefore need to address the learning of:

- Concepts and educational theory regarding communication, the psychology of learning, the study of educational and social diversity, the different educational spheres and their interrelationship, and the legal/educational framework.

- Types and examples of didactic designs, educational resources, teaching/learning techniques and didactic, communicative and interpretive strategies connected with heritage education.
- Structures, models and examples of the implementation of educational designs in different contexts, with different social groups, over differing timeframes, through a range of methods and educational channels.
- Models, strategies and resources for evaluation serving to gauge the degree of effectiveness of the designs, the processes and the learning outcomes of education proposals connected with Cultural Heritage.

Over recent decades, administrators have had access to an increasingly broad training spectrum, ranging from a general overview of Cultural Heritage to more specific strategies aligned with particular groups or contexts.

Cultural administrators must be the agents and facilitators of knowledge, the promoters of learning, and must be open to the social context. In accordance with these principles, training activities focusing on this group will address the development of the following strategies:

- Planning strategies:
 - Providing guidelines for the implementation of educational projects.
 - Offer tactics for the planning of the human and economic resources available, and involve different groups for the benefit of such heritage education.
 - Teach how to value and encourage active participation by the different organisations involved in the initiatives to be undertaken.
- Social communication strategies:
 - Establish the different social sectors addressed by the heritage education proposals: their needs, interests, habits, relationship with their context, etc.
 - Adapt heritage content to the different spheres and levels of education.
 - Raise the awareness of citizens regarding local Heritage, with those cultural expressions closest to them, not only by observing, but also by involving this within heritage education. This thus becomes an instrument for inclusion and for sustainable development.
 - Appreciate different types of Heritage representing a range of regions and cultures.
 - Establish the theoretical foundations for training activities in learning based on discovery, on communicative situations which employ both individual and group work, encouraging creativity and autonomy.

- Strategies for the continuous training of administrators:
 - Build up educational proposals regarding Heritage and its value in education which are aligned with the changes gradually occurring both in the field of Cultural Heritage and in didactic strategy.
 - Generate spaces for continuous training which comply with the needs to update scientific knowledge and didactic innovation.
 - Established interdisciplinary working groups to generate innovative educational proposals regarding Cultural Heritage.
 - Foster the creation of transversal networks of partnerships among groups of teachers and cultural administrators focusing on heritage education, so as to facilitate the exchange of experiences.

In order to achieve these strategies, the following initiatives will be developed:

- Generation of teaching materials to provide training in educational techniques for heritage administrators involved in teaching tasks.
- Design of working seminars and communication strategies focusing on criteria for training in the sphere of heritage education.
- Support for training in ICT, in the sense of didactic resources and teaching/learning media. This will require the acquisition of skills in:
 - The capabilities of such technologies, their advantages and disadvantages, logistical knowledge, design of teaching/learning strategies, effective use of ICT, etc.
 - Cooperative work, through strategies to foster collaboration among the participants. This will thus serve to underpin the generation of knowledge both individually and collectively. It will likewise facilitate the relationship among the different agents, whose diversity will provide the potential for mutual enrichment, with their specialist areas becoming complementary.
 - Questioning strategies: it is vital to know how to phrase questions in order to promote reflection, critique and research.
- **Training of other agents associated with Cultural Heritage**

This Programme needs not only to address initiatives involving cultural administrators and educators, but also to dedicate due attention to other agents involved in the protection and presentation of Heritage. This is a highly active field involving numerous professionals with varying functions and profiles, and work is therefore required to expand the theoretical, methodological and technical field with the aim of thereby generating proposals for the action, planning and implementation of education projects.

These professionals must be familiar with the multidisciplinary nature of Heritage, and also aware of the diverse nature of its constituent assets.

This therefore requires specific training in the presentation and teaching of Heritage which, through transversal initiatives, will supplement their main functions and serve to improve their skills and the quality of the actions they take in order to guarantee the conservation and appreciation of Heritage. The skills to be developed would include those regarding new methodologies and didactic instruments, such as ICT.

The agents involved in Cultural Heritage within this operational sphere would include:

- Tourism sector professionals.
- Media professionals.
- The personnel of Law Enforcement Agencies at the national, regional and local levels.

- Tourism sector professionals

Cultural tourism is a broadly established sector in Spain requiring support for actions intended to make sustainable development and heritage conservation compatible, as a source for the generation of wealth and employment. In this regard, the economic value acquired by Cultural Heritage must be considered in parallel with other dimensions comprising not only purely economic and commercial viewpoints.

Conditions must be fostered in order to establish tourism projects in which visitors do not simply passively gaze at the cultural asset, as the mere recipients of information, but are motivated to take an interest in the cultural reality they are visiting. This will involve support for the training of tourism development agents regarding good practice and criteria in terms of tourism operations involving Cultural Heritage.

Skills development projects for tourism professionals will need to provide this group with the techniques and resources allowing them to offer not only leisure but also knowledge and appreciation of Cultural Heritage.

The objectives proposed within these projects are:

- Foster the appreciation and appropriation of Cultural Heritage within the group of tourism sector professionals, through knowledge and understanding.
- Understand Heritage in a direct manner, focusing attention on the different types of cultural asset, their local distinctiveness and their social interrelationship.
- Understand the most appropriate didactic resources for each type of Heritage.

- Media professionals

As those responsible, among other aspects, for the transmission of knowledge about Cultural Heritage to a considerable sector of society, media professionals require training in order to provide objective, rigorous, attractive and accessible information, in order to raise awareness and sensitivity among the public with regard to Cultural Heritage.

Given these aspects it is desirable to develop specific training projects for them, which would among others fulfil the following goals:

- Provide sufficient technical knowledge about Heritage and heritage education in order to allow them to present objective, rigorous and accessible information.
- Encourage the generation of tools for continuous and updated training in Cultural Heritage and heritage education.
- Foster contact and cooperation between all professionals associated with Cultural Heritage and the media, in order to present the public with more attractive information.

- The personnel of Law Enforcement Agencies at the national, regional and local levels

The aim of this Plan is progressively to expand and enrich collaboration and teamwork involving the different public authorities and law enforcement agencies, without overlooking links with other institutional, administrative and social agents, depending on the sphere of responsibility or working area.

The need is to develop training for these agents, as their work is heavily involved in and has a major impact on the protection of Cultural Heritage in various operational spheres: combating unlawful activities which cause damage, undertaking monitoring and security tasks to protect cultural assets, legal proceedings for national and international courts with a range of functions: seizure of objects, applications for international requests to embark on reclamation proceedings or the recovery of lost, stolen or plundered assets, among others.

All the above explains the inclusion within the National Education and Heritage Plan of initiatives intended to train and raise awareness in the field of Heritage addressing the personnel of the various law enforcement agencies, with a particular emphasis on the pursuit of the following operational strands:

- Train law enforcement agencies in the field of Cultural Heritage, including continuous training in terms of concepts, content, etc.

- Foster the appreciation of Cultural Heritage amongst the personnel of law enforcement agencies, through knowledge, understanding and awareness.
- Encourage the involvement of cultural administrators in the training programmes developed for the law enforcement agencies.

- **Training of researchers into heritage education**

Development of the National Education and Heritage Plan will be underpinned by the existence of a group of specialist researchers into heritage education, requiring as an initial step their training in priority lines of research, along with mastery of analytical techniques and methodology. This dimension of the training of heritage education researchers is analysed in section 3.1 of this document, given the links with the development of scientific knowledge in the field of heritage education and with innovation in heritage didactics.

In accordance with the established ministerial guidelines, the training of researchers is based on the establishment of postgraduate masters and doctorate programmes, having first ascertained the needs and requirements of the students who could potentially be addressed by this operational strand, within formal, non-formal and informal spheres of interest.

- **Coordination and communication among educators, heritage administrators, other cultural agents and researchers**

The various agents involved in the communicative and educational handling of Heritage all share the aim of connecting with the public. This makes it particularly important to ensure that all initiatives pursuing this purpose are coordinated, in order to achieve economy in the educational administration of Heritage and thereby avoid overlaps, to link up projects with associated purposes, achieve cost-effective investment in initiatives or generate more soundly based projects involving all these agents.

The various professionals and the operational contexts (formal, non-formal and informal) reveal a wide range of educational possibilities which, if they are properly combined, will serve to establish a comprehensive heritage education structure. Mechanisms for coordination thus serve to guarantee consistency, complementarity, administrative economy and educational effectiveness.

The National Education and Heritage Plan will promote the generation of coordination tools guaranteeing collaboration among educators, administrators and other Cultural Heritage agents. This will involve support for the creation of coordination mechanisms assisting in the design, implementation and monitoring of activities, such as:

- Creation of interinstitutional units including educators, cultural administrators, researchers and other associated agents, the main objective of which will be to generate training proposals serving to share specific knowledge and disseminate educational projects.

- Establishment of educational innovation groups with the aim of fostering projects in which formal education at every stage and the Heritage sphere generate joint projects to integrate curricular content with time spent on the ground at Heritage sites, demonstrating the potential for the design and implementation of novel proposals which encourage learning in both contexts.
- Establishment of public funding rounds for school-Heritage educational initiative projects within which infant, primary and secondary teachers on the one hand, and Heritage education administrators on the other, pursue collaborative aims.
- Staging of forums for reflection and debate. The aim is to share perspectives, focuses, examples of good practice and outstanding initiatives so as to generate a mass of educational proposals focusing on heritage education, while also providing a forum for discussion and dissemination.

4. DISSEMINATION OF THE PLAN

This Plan establishes a raft of proposals which will allow for the implementation of projects intended to convey, promote and disseminate the activities undertaken within the field of heritage education. Public authorities and institutions need to provide information about the tools and initiatives undertaken in this field, in order to allow citizens and the agents involved in heritage education to access such content.

This operational strand will address:

- The generation of a web forum for the dissemination of all projects, programmes, initiatives and educational designs generated in Spain in the field of education and Heritage. This is proposed as an online meeting point for the consultation of processes of creation, development, implementation and evaluation of education and Heritage projects. It will also be established as a resource centre for the initiatives undertaken within the context of this Plan.

The website will have different levels of access, serving to cover actions undertaken in the formal, non-formal and informal spheres. This will involve the definition of different profiles allowing the autonomous regions to upload the desired information.

- Dissemination of the National Education and Heritage Plan
 - Design of an image serving to identify the range of actions undertaken within the context of the National Plan.
 - Design of a publicity campaign to raise awareness among employees and managers at public authorities responsible for the field of education and Cultural Heritage.

Support will also be required for the dissemination of this Plan within the pre-existing public institutional structure (embassies, Cervantes Institute, etc.) along with the other working lines developed by other ministerial departments.

- The various public authorities responsible for Heritage will need to address the active presentation of the meaning and value of the National Education and Heritage Plan, through publications, exhibitions, the media, the Internet, etc.

All resources available for dissemination and communication must be employed, and this will require continuous updating and refreshment, as social demands require different speeds and channels for the presentation of information. The presence of the National Education and Heritage Plan within the leading social networks will therefore be encouraged, along with appropriate integration of any tools and resources available online, through the creation of debate forums, working groups and proposals for reflection.

- Incentivise the involvement of the field of enterprise through sponsorship and patronage formulae. The involvement of the private sector in initiatives undertaken within the context of this Plan must be encouraged.

5. EXECUTION AND FOLLOW-UP

5.1. Economic study

Funding for implementation of the Education and Heritage Plan will be drawn from various sources. The plan is for both the Ministry of Education, Culture and Sport, through the Spanish Cultural Heritage Institute (IPCE), and other national and regional government bodies, within the context of their responsibilities, to contribute to the implementation of the various initiatives covered by this National Plan.

Local authority bodies, foundations, associations and other institutions may also undertake actions within the context of heritage education which could be included within the National Plan.

The plans for the distribution of investment by programme will be as set out in the following table:

PROGRAMME	PERCENTAGE	ANNUAL	PLAN TOTAL
Research into heritage education and innovation in heritage didactics	30 %	27,000 EUR	270,000 EUR
Training of educators, administrators and other cultural agents and researchers into heritage education	50 %	45,000 EUR	450,000 EUR
Dissemination	20 %	EUR 18,000	180,000 EUR
TOTAL	100%	90,000 EUR	900,000 EUR

5.2. Oversight and monitoring

Following approval of the National Education Heritage Plan by the Historical Heritage Council, the Monitoring Committee will be established, to be made up of technical staff from central government authorities, those appointed by the autonomous regions and independent experts.

The Monitoring Committee will be given the following tasks:

- Establishment of the basic operational strands.
- Oversight of fulfilment of objectives and, where applicable, proposed revisions of the National Education and Heritage Plan.
- Oversight of fulfilment of each operational strand.
- Generation of an annual report into the achievements of the National Plan.

The working dynamic, meetings and communications of this committee will be established once it has been formally convened.

5.3. Validity and Reviews of the Plan

The National Education and Heritage Plan will remain in force for ten years, with a review performed after five years.

ANNEX: Composition of the Authorial Team for the Plan

COORDINATORS

- BALLESTEROS VALLADARES, PALOMA (Culture Department, IPCE)
- DOMINGO FOMINAYA, MARÍA (Culture Department, IPCE)
- FONTAL MERILLAS, OLAIA (University of Valladolid)
- CIRUJANO, CONCEPCIÓN. (National Plans Coordinator, Culture Department, IPCE)

COMMITTEE MEMBERS

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- FERNANDEZ SANCHEZ, ROBERTO CARLOS (Directorate-General for Cultural Heritage of the Department of Education and Culture of the Regional Government of Extremadura)
- GALVEZ CARAVACA, MANUEL
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- IBAÑEZ MONTOYA, JOAQUIN (Heritage Cluster/Madrid Technical University) LÓPEZ CAMPOS, LUISA IRAZÚ (Primary school teacher and doctor and in Communication and Cultural Presentation) University of Paris III - Sorbonne Nouvelle)
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- RAVÉ PRIETO, JUAN LUIS (Regional Government of Andalusia)
- RODRIGUEZ FONTEBOA, MARA (Department of Education, Technical Director, Sub-Directorate-General for Regional Cooperation)
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