



**LIVING HERITAGE**  
Strategies for Innovative Education of the European Cultural Heritage



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## PREVIOUS ANALYSIS

# ANALYSIS OF THE REGULATIONS OF OFFICIAL CURRICULUM IN EACH OF THE COUNTRIES AND DIAGNOSIS OF NEEDS BASED ON SURVEYS CARRIED OUT TO EDUCATORS (FORMAL AND NON-FORMAL)

## JOINT CONCLUSIONS REPORT (SPAIN, SLOVAKIA, ESTONIA, GREECE and PORTUGAL)

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### Proyecto ERASMUS+ LIVING HERITAGE

LIVING HERITAGE: STRATEGIES FOR INNOVATIVE EDUCATION ON EUROPEAN CULTURAL HERITAGE

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## MAIN CONCLUSIONS OF PREVIOUS ANALYSIS carried out in the countries participating in the LIVING HERITAGE project

In each of the 5 countries (Spain, Slovakia, Greece, Estonia and Portugal) that form part of the project, a previous analysis has been carried out, laying the foundations for the innovative proposals and strategies that the project intends to bring. We have analyzed the regulations that regulate the Official Curriculum of Primary and Secondary to extract curricular contents related to cultural heritage and established methodology. In addition, a survey has been carried out through surveys of educators, mainly teachers in the formal field, with the objective of deepening the analysis and diagnosis of needs in the teaching of cultural heritage.

We summarize the main joint conclusions of the previous analysis after comparing the resulting reports from the different participating countries:

- 1) In most countries, as in Spain, the official curriculum includes two levels of official regulation (national and regional). The State Curriculum, called "State Education Program" in some countries, is the document that determines the general objectives of education, the key competences and the frame of reference of educational contents. It represents the first reference level of the two, the starting point for the development of educational programs which also takes into account the specific conditions of each region.
- 2) The Curriculum proposes an action-oriented learning in which students put into play a wide set of **knowledge, skills and personal attitudes**, the elements that integrate the different **competencies** that will enable the student / personal autonomy and the ethical and critical intervention in the collective life:
  - understand the world in which they live.
  - develop the ability to operate autonomously, entrepreneurial, creative and flexible (in a particular area of activity or in a general field).
  - to acquire a series of fundamental values, among which we can highlight some such as solidarity, respect for other cultures, tolerance, freedom or the practice of democratic ideas.
  - in a more direct relation with the cultural heritage acquire attitudes of respect for the historical legacy and its conservation





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- 3) There are small differences in the organizational structure and ages of the educational levels of the different countries that make up Europe. (See comparative table of educational levels of the countries participating in the Living Heritage project) but we can say that according to the **International Standard Classification of Education (ISCED)** levels at which the LIVING HERITAGE project is to be centered **are levels 1 and 2, namely, Primary Education or primary education or first stage of basic education and lower secondary education or second stage of basic education** (Lower secondary education or second stage of basic education).

Given these organizational differences in school education in the different EU countries, the Curriculum developed by the project has finally addressed the school stage from 6 to 16 years of age, which generally coincides, as in the case of Spain, with the period of **Basic Education or Compulsory** (Primary and compulsory part of Secondary), although as we say, there are differences of ages of beginning and ending in some countries.

- 4) Cultural heritage topics are included in the curriculum and used in the different basic subjects, but especially they are concentrated in some specific subjects, being not very common its treatment of transverse form in the school curriculum.

SPAIN: The official curriculum includes contents related to Cultural Heritage mainly in the following subjects:

- Primary Education: **Social Sciences**
- Secondary Education: **Geography and History**

Having less presence in the programming of other subjects, although logically we can not fail to mention **Artistic Education (Plastic and Musical)** in Primary or subjects such as **Literature, Latin, Classical Culture or Visual, Visual and Audiovisual Education** in High School.

SLOVAKIA. The official curriculum includes contents in the following subjects:

- Primary Education: **Local History**
- Lower Secondary Education: **History** (less in **Geography** but this subject develops contents on places declared patrimony of the humanity by the UNESCO)
- Higher Secondary Education: **History** (less in **Geography** but this subject develops contents





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on places declared patrimony of the humanity by the UNESCO) and **Art and Culture** (where they include subjects like Cultural Tradition, Cultural Identity, Cultural Consciousness, etc.)

GREECE. The official curriculum includes contents in the following subjects:  
- Primary Education: **Religious Studies, History, Art and Social and Political Education** (with a significant predominance of **Religious Studies** since an important part of the local cultural heritage and of Greece is related to religion)

This Structured Curriculum can be complemented through what they call the "**Flexible Zone**" within the subjects, for creative activities (suitable for exploring cultural heritage issues)

- Lower Secondary Education: **Religious Studies, Household Economy, History, Art and Cultural Activities and Social and Political Education** (again with a significant predominance of **religious Studies** which according to the Constitution and its main laws has among its main aims to inspire respect and protection of the local cultural heritage, investigating the role that religion has played in the tradition and history of Greece). In the subject of **Household Economy** have a vision of the Greek tradition and popular folklore and traditions.

ESTONIA: Cultural heritage topics are included in the curriculum and used in the different basic subjects.

PORTUGAL. The official curriculum includes contents in the following subjects:

-Education Primary: **Geography and History of Portugal** (in the first and second cycle) and in the third cycle in the subject of **History** (although also some aspects related to cultural diversity in Geography).

-Education Secondary: Mainly in the subject of **History**, subject present in all courses and common to the different specialties (Scientific-Humanistic, Languages and Humanities, Socio-Economic Sciences and Visual Arts).

- 5) Although the European context is obviously studied, special attention is given to both universal and specific knowledge of each country and within them bringing students closer to that knowledge from the nearest regional environment. In curricula, **the European cultural heritage concept is lacking or there is little present in general.**

The previous analysis has served to reaffirm the interest of the project at the level of the EU, given the need for a common curriculum and common strategies for the development of





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educational projects that promote the common European heritage. Precisely **the enhancement of the European cultural heritage** and the promotion of collective feeling is one of the main innovations that the LIVING HERITAGE project can detect.

- 6) As we have seen in the official curricula of the different countries, cultural heritage plays a major role in **History** subjects, and there are, of course, common curricular **contents between different countries, albeit with the cultural specificities of each country**; another common aspect is the **local focus for the first courses of primary education** and the progress by the contents of the different stages of history in each of the stage cycles.

These subjects try to generate **increasingly structured ideas** that allow an interpretation of history, cultural legacy and reality in an increasingly complex way as school education progresses.

- 7) The most developed thematic area in the official curriculum (and which most frequently deal with educational activities developed both inside and outside the classroom) in most countries is the **historical-artistic and archaeological heritage**, with fewer references to traditional subjects (popular knowledge, intangible heritage, ethnography, popular architecture, etc.), although there are exceptions such as Estonia where these themes are very present in school education.

Therefore this is another aspect that will try to improve the Living Heritage project, proposing **a Curriculum with greater presence of traditional cultural, ethnographic and immaterial aspects.**

- 8) In addition, the Living Heritage project will contribute to the development of a broader cultural heritage concept and landscape that has traditionally been addressed in school education by promoting: connecting education with heritage management and conservation; aspects of the use, enjoyment and enjoyment of the cultural heritage and its importance from the economic point of view.
- 9) The Official Curriculum establishes **active methodologies**, oriented to promote learning by competences, in general and in the subjects related to cultural heritage in particular:

- The methodological design has to favor interaction and collaboration among students, project-based and problem-based learning, the development of autonomous and group projects, dialogue as a means and method of conflict resolution; demand oral and written





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exposure of acquired learning, stimulating the interest and habit of oral expression and communication, reflection on the process followed to reach it and the intention to include creativity, entrepreneurship and effort as common elements.

- It should provide the student with a solid knowledge of the contents, while at the same time fostering the development of intellectual habits typical of abstract thinking, such as observation, analysis, interpretation, research, creative ability, comprehension and expression and critical sense, and the ability to solve problems and apply the knowledge acquired in a diversity of contexts, both inside and outside the classroom, to ensure the acquisition of competencies and the effectiveness of learning.

- These methodological principles require the involvement of the teacher in the teaching and learning processes, assuming the role of creator of learning situations that stimulate and motivate the students to be able to achieve the adequate development of the skills that will be required at the end of the stage and train him functionally for active participation in real life.

- For this, the official curriculum establishes that teachers can mobilize a variety of resources and activities, both inside and outside the classroom; scheduling contacts with the surrounding reality; scheduling tasks that stimulate critical intervention skills and creativity development, providing conditions for student participation in activities that require ethical positioning; scheduling critical works from sources, etc.

- In some countries, such as Portugal, the institutionalization of 90-minute classes has been approved precisely to favor the possibility of developing, in the classroom itself, these more demanding strategies in time, such as individual research and teamwork.

- It is the mission of the teacher to adapt the educational offer to the particular needs of each student, adapting to the diversity in the classroom, guiding and orienting him towards the excellence of his abilities. It is very important the coordination and the group work among the teachers to develop concrete educational activities and proposals appropriate to this methodology.

- All this from the combination of tradition with innovation proposals that generate learning environments that facilitate and enrich learning, taking into account, in addition, the possibilities offered by information and communication technologies.





**In practice, it is not easy to use all these methodological principles in the usual way in classrooms.** According to the surveys, teachers consider that the principles that are being applied are: active and participatory methodology, which enhances the critical spirit, promotes research by students and the use of ICTs. In the opinion of teachers, it is necessary to improve the student's role in the teaching-learning process and to increase learning in direct contact with the environment and based on the personal experience of the students.

10) Cultural heritage **activities developed outside the classroom are interesting.** In some countries, this type of educational program has increased significantly, which has made it possible for students to become more familiar with museums, archaeological sites and other places of cultural interest, as well as architectural complexes and historical cities, among others.

In spite of this, it has been detected that these are usually exits and specific visits, without adequate planning and prior planning, often fragmented in their design and application, not related to the school subjects, not responding to the needs of the students and lacking evaluation at the end, so necessary to evaluate results and to improve future programs.

There is no adequate offer of awareness campaigns or training on cultural heritage for the school community carried out by public administrations, except in exceptional cases.

The extent of the curricula is the main difficulty noted in spending more time on this type of extracurricular activities, but they also point out: the lack of resources and economic resources (travel and tickets for visits are expensive) and the lack of coordination among teachers.

In the activities developed outside the classroom the teacher is in charge of the development of the activity with the support of tourist guides in the cultural visits and educators, guides, monitors or technicians in the case of other type of facilities.

Again the case of Estonia is highlighted by the interest and participation of the school community in educational programs on local ethnographic, oral and immaterial heritage, with the existence of clubs and folk groups that promote the preservation of traditional and folk heritage in the involving students and teachers.





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## SURVEY 1

### Schools/Educational centres - FORMAL EDUCATION

LIVING HERITAGE is a European cooperation project. The partnership, formed by 7 partners of 5 countries, is led by the Deputation of Palencia (Spain) and aims to create an innovative methodology applicable to the teaching and learning of Cultural Heritage in formal school education.

Your collaboration is very important to make a preliminary diagnosis, that's why we would thank you for answering to this brief survey form. If more than one person wants to collaborate with their opinions, from your school, you can repeat this form as many times as you need.

SCHOOL NAME : \_\_\_\_\_

LOCALITY-CITY: \_\_\_\_\_ COUNTRY: \_\_\_\_\_

TYPE OF SCHOOL (PUBLIC, PRIVATE): \_\_\_\_\_

EDUCATIONAL LEVEL: Primary  Secondary  “LIVING HERITAGE” PROJECT STAKEHOLDER: YES  NO

1) Is Cultural Heritage transversally present in **educational programs** at your school? Can you give any example from the last two years?

2) Did you organize any other **complementary activity** about Cultural Heritage at your school in the last two years? (Description and participating levels)

3) Are the usual teachers the ones in charge of the educational activities outside the classroom?

Always  Usually  Ocasionally  Hardly ever  Never

4) What other kind of educator is responsible for this activities outside the classroom?

5) Has your school participated in any **awareness campaigns or training regarding Cultural Heritage**, organized by public administrations in the last two years? Which?

6) Please indicate which of the following thematic areas are about the educational programs and activities your school students have participated (inside and outside classroom) in the last two years:

ARCHAEOLOGICAL HERITAGE

ETHNOGRAPHICAL HERITAGE

HISTORIC-ARTISTIC HERITAGE

IMMATERIAL HERITAGE

POPULAR ARCHITECTURE

7) Which methodological principals do you think teachers are usually applying in learning-teaching method on Cultural Heritage:

An active and participated teaching

That improves the student's critical spirit

Teaching based on direct contact with heritage

The students are main protagonists

Teaching based on the students own experiences and home environment

To promote the student's investigation capability

Using new ICT

Others: \_\_\_\_\_

8) What are the problems or limitations when teaching with these methodological principals at school?

9) Have you been able to participate in any training course concerning new and innovative educational methodology in the last two years? Please, write down examples:

If you like, you can write any suggestion to improve the school Curriculum on Cultural Heritage (contents, methodology, evaluation criteria,...)

**THANK YOU VERY MUCH FOR YOUR HELP.**

You can print or copy this form and fill it in, then scan it (jpg o pdf) and send it by email (**email address**) or FAX (**phone number**)



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## SURVEY 2

### Educational Activities - NON FORMAL EDUCATION

LIVING HERITAGE is a project of cooperation for innovation of a partnership strategy for the school education among 7 partners from 5 countries, led by Diputation of Palencia (Spain) that aims to create an innovative methodology applicable to the teaching and learning of cultural heritage at school.

Your collaboration is very important to make a preliminary diagnosis, that’s why we would thank you for answering to this brief survey form. If more than one person wants to collaborate with their opinions, from your school, you can repeat this form as times as you need.

ORGANIZATION NAME: \_\_\_\_\_

LOCALITY-CITY: \_\_\_\_\_ COUNTRY: \_\_\_\_\_

TYPE OF ORGANIZATION (Association, company,...): \_\_\_\_\_

“LIVING HERITAGE” PROJECT STAKEHOLDER :    YES     NO

1) Has your organization developed any educational activity or program regarding Cultural Heritage in the last two years? Could you describe them succinctly?

2) Which are the main age groups in the Cultural Heritage activities in your organization?

- 6 - 12 years old (Primary Education)
- 13 -17 years old (Secondary Education)
- Another age

Most usual age group in your activities: \_\_\_\_\_

3) What’s the profile of your educators or person in charge of developing those activities?

4) What’s the average time spent on educational activities in your organization?

5) Do you use any additional didactic material for developing educational activities? Could you describe succinctly, please?

6) Do you use another complementary didactic material?

Before the activity       After the activity       Before and after the activity

7) Please, indicate which thematic areas correspond to the programs and activities your organization has developed in the last two years:

ARCHAEOLOGICAL HERITAGE       ETNOGRAPHICAL HERITAGE  
 HISTORIC-ARTISTIC HERITAGE       INMATERIAL HERITAGE  
 POPULAR ARCHITECTURE

8) Which methodological principals do you think educators are usually applying in learning-teaching method on Cultural Heritage:

- An active and participant teaching
- To improve student's critical spirit
- Teaching based on direct contact with heritage.
- The students are the main protagonists
- Teaching based on students own experiences and home environment
- To promote the student's investigation capability
- Using new ICT
- Others: \_\_\_\_\_

9) What are the problems or limitations you think exist to usually applying these methodological principals in your organization?

If you like, you can write any suggestions (contents, methodology, evaluation criteria,...) that in your opinion will improve non-formal Education on Cultural Heritage of students (of Primary and Secondary levels).

**THANK YOU VERY MUCH FOR YOUR HELP.**

You can print or copy this form and fill it in, then to scan it (jpg o pdf) to send it by email (email address) or FAX (phone number)

<b>ISCED</b> <small>Levels relevant to LH project</small> *	<b>School system level-Description</b>	<b>Slovak school system</b>	<b>Spanish school system</b>	<b>Estonian school system</b>	<b>Greek school system</b>	<b>Portuguese school system</b>
ISCED 0	Pre-primary education	Education in kindergartens.	Kindergarten (3 to 6 years old) not mandatory			Kindergarten (3 to 6 years) (Optional)
*	<b>PRIMARY EDUCATION or FIRST STAGE OF BASIC EDUCATION</b>	<b>Elementary School</b> 1 <sup>st</sup> level (1 <sup>st</sup> – 4 <sup>th</sup> grade): 7-8-9-10 years	<b>Primary School:</b> <b>1<sup>st</sup> – 6<sup>th</sup> grade: 6 -12 years</b>  1 <sup>st</sup> level (1 <sup>st</sup> – 3 <sup>th</sup> grade): 6-9 years. 2 <sup>nd</sup> level (4 <sup>th</sup> – 6 <sup>th</sup> grade) 9-12 years	<b>Primary school:</b> <b>1<sup>st</sup> – 6<sup>th</sup> grade: 7 -13 years</b>  Stage I: 1 <sup>st</sup> – 3 <sup>th</sup> grade: 7-10 years Stage II: 4 <sup>th</sup> – 6 <sup>th</sup> grade: 10-13 years	<b>Primary Schools:</b> <b>1<sup>st</sup> – 6<sup>th</sup> grade: 6 -12 years</b>	<b>Basic education:</b> <b>1<sup>st</sup> – 9<sup>th</sup> grade: 6 -15 years</b>  1 <sup>st</sup> level: 1 <sup>st</sup> – 4 <sup>th</sup> : 6-10 years 2 <sup>nd</sup> level: 5 <sup>th</sup> – 6 <sup>th</sup> : 10-12 years
ISCED 2 ISCED 2A ISCED 2B ISCED 2C *	<b>LOWER SECONDARY EDUCATION or SECOND STAGE OF BASIC EDUCATION</b>	<b>Elementary school</b> 2 <sup>nd</sup> level (5 <sup>th</sup> – 9 <sup>th</sup> grade): 11-16 years. And lower grades of 5 <sup>th</sup> to 8 <sup>th</sup> years <b>Grammar schools and conservatories</b> (until the grade that corresponds to the 9 <sup>th</sup> grade of the elementary school).	<b>Secondary Centers:</b> <b>1<sup>st</sup> – 4<sup>th</sup> grade: 12-16 years</b>	<b>Primary School:</b> <b>Stage III: 7<sup>th</sup> – 9<sup>th</sup> grade: 13-16 years</b>	<b>Junior High School:</b> <b>1<sup>st</sup> – 3<sup>th</sup> grade: 12-15 years.</b>	3 <sup>rd</sup> level: 7 <sup>th</sup> – 9 <sup>th</sup> : 12-15 years
ISCED 3 ISCED 3A ISCED 3B ISCED 3C	Upper secondary education	Upper secondary level includes four-year grammar schools and higher grades of 5 to 8-year grammar schools (general education), <b>secondary vocational schools</b> (including higher grades of conservatoires) and secondary	<b>Secondary Centers:</b> Bachillerato (a two-year level: 16-18 years) or Vocational education.	<b>Secondary education (3 grades): 16-19 years</b> General secondary education ( <b>Upper secondary schools</b> ) or vocational secondary education ( <b>Vocational institutions</b> ).	<b>Senior High School:</b> 1 <sup>st</sup> – 3 <sup>th</sup> grade: 15-18 years	<b>Secondary education:</b> 10 <sup>th</sup> to 12 <sup>th</sup> grade: 15-18 years

		vocational schools (vocational education).				
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