

revista de
EDUCACIÓN
Nº 375 ENERO-MARZO 2017



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DOI: 10.4438/1988-592X-RE-2016-375-337

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Abstract

In this article, we present results from our research on heritage education and inclusion, performed within the framework of the Spanish Heritage Education Observatory (SHEO). Our objective is to study and analyse the state of affairs of inclusion in heritage education, to discover the educational quality of existing projects. We achieve this through quantitative and qualitative analyses of all programs held in the SHEO database tagged as inclusive or quasi-inclusive (accessibility experiences, inviting new audiences, and adaptation to different capacities).

The paper opens by discussing the concepts and key axes that underlie this research, inclusion and heritage education, and exploring the knowledge held in the SHEO. We employ a cross-discipline, prospective research design, which draws on the SHEO method. There is an exhaustive descriptive statistical analysis of the study sample, performed using SPSS software, which we use to analyse variables and their subtypes. Using the list of data obtained, we draw conclusions to close this research phase. We detect low levels in the scope of educational

quality, with key absences regarding degree of design precision, taking a holistic approach, evaluation, and project visibility. The paper closes by opening the way to the next stages of inquiry: program evaluation through extended standards, and benchmark case studies.

Key words: Education, Heritage, Inclusion, Heritage Education, Accessibility, Research, Evaluation.

Resumen

En el presente artículo recogemos los resultados de la investigación realizada en torno a la educación patrimonial y la inclusión, en el marco del Observatorio de Educación Patrimonial en España (OEPE). El objetivo que impulsa nuestros esfuerzos es el estudio y análisis del estado de la cuestión en materia de inclusión en la educación patrimonial, para conocer la calidad educativa de los proyectos existentes, a través del análisis cuantitativo y cualitativo de los programas inventariados en la base de datos del OEPE, etiquetados como inclusivos o cuasi-inclusivos (experiencias de accesibilidad, apertura a nuevos públicos, adaptaciones a capacidades diferentes). Para ello, nos aproximamos, en primer lugar, a los conceptos y ejes clave que sustentan esta investigación, inclusión y educación patrimonial, además de profundizar en el conocimiento del OEPE.

Seguimos un diseño de investigación transversal y prospectivo que toma como referencia el método OEPE y efectuamos análisis exhaustivos de corte estadístico-descriptivo a través del software SPSS, a partir de los cuales analizamos las variables y sus subtipos aplicados a la muestra de estudio. De la relación de datos obtenidos, inferimos las conclusiones clave que cierran esta fase de investigación detectando un bajo nivel de alcance de la calidad educativa y presentando ausencias clave en el grado de concreción del diseño, como su concepción holística, evaluación o visibilidad de los proyectos; para finalmente abrir el camino a las siguientes etapas de indagación: evaluación de programas a través de estándares extendidos, y estudio de casos referentes.

Palabras clave: Educación Patrimonial, Inclusión, OEPE, accesibilidad, calidad educativa.

Introduction

This article presents research based on heritage education and the inclusion of different audiences. Despite legislative advances¹ and efforts by professionals and institutions to achieve inclusion in the educational sphere, we are still far from fully reaching this goal. The research presented here aims to discover the extent to which heritage education is inclusive, by analysing the quantity and quality of the educational range available in Spain designed to include everybody, which means people with different abilities. To this end, a program sample has been extracted from the database (SHEO). Using this sample, we perform descriptive statistical analyses, and investigate the type and quality of the programs, based on a series of predefined standards. The data generated allow us to discover the state of affairs. By studying them, we are able to obtain the key information needed to progress towards truly inclusive heritage education.

Spain has two key tools related to heritage education, and they have become international points of reference: the National Education and Heritage Plan (PNEyP) (Fontal, Ibáñez-Etxeberria, Cuenca, and Martín, 2015), and the SHEO (Fontal, 2015). A major contribution of the latter is the creation of a database that includes an extensive sample of heritage education programs, for the primary purpose of inventorying, analysing and evaluating educational programs and actions. The inventory process has assisted and invigorated research in the area, and there have been various studies, encompassing topics like the heritage education range available to educate Spanish citizens (Ibáñez-Etxeberria, Fontal, Vicent, and Gillate, 2014); inclusion through heritage recognition processes (Marín-Cepeda, 2014); the evaluation of heritage education programs in Madrid (Sánchez, 2016); and the analysis and evaluation of heritage education activities in social communication media (Maldonado, 2016), among others.

The research presented here is of an exploratory nature. It is designed to be a stepping stone towards more extensive research based on the SHEO. Our objective is to study and analyse the state of affairs of

⁽¹⁾ Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993), World Conference on Education for All (1994), Convention on the Rights of Persons with Disabilities (2006), National Accessibility Plan (2004–2014), among others.

inclusion in heritage education, through quantitative and qualitative analyses of all programs held in the SHEO database tagged as inclusive or quasi-inclusive (accessibility experiences, inviting new audiences, and adaptation to different capacities).

Education, heritage and inclusion

By taking ownership of the discourse that defends the holistic nature of heritage (Cuenca, 2002), over the last decade, the educational perspective has contributed to humanising the concept of heritage, and moved beyond the traditional viewpoint, which understood it as an economic and monumental asset or object. More recent interpretations from heritage education seek to probe the mechanisms that generate heritage, from the perspective of identity and social symbolism, where heritage is understood as the relationships people establish with objects (Fontal, 2003; 2013). The person-object bond is at the root of this heritage.

Under this premise, heritage education will be oriented towards understanding, and developing relationships between the subject (the individual and society) and the heritage, the two concepts being understood to include diversity, by definition.

In this regard, we consider the shaping of identity (Gómez-Redondo, 2013) to be a necessary part of heritage education, and share the opinion of Marín-Cepeda (2013; 2014), who claims that diversity has two facets within this field, given that people –diverse by definition– are the ones to construct it.

Consequently, heritage education is profiled as a discipline that favours inclusion processes, and offers the ideal framework to justify, understand and promote the effective inclusion of all citizens in our institutions and cultural heritage. If what we seek is education that meets the current needs of society, we must implement complex, pluridimensional pedagogy, open to diversity, and coherent with the principles of inclusive education and equal opportunities.

Particularly in recent years, inclusion is becoming a priority axis in educational policies. This relates to formal education spaces (Spanish Organic Law 8/2013 of 9 December), and non-formal ones (UNESCO 1960, 1994, 2003, 2005, 2008; Domingo, Fontal, and Ballesteros, 2013). This sensitization process is essential to progress towards true inclusion in heritage spaces.

A bibliographical review of scientific publications enables us to explore the state of affairs, through articles that discuss equality and inclusion in the educational system (Vila, 2002; Blanco, 2006; Echeita, 2008; Sapon, 2013; and Lawrence-Brown and Sapon-Shevin, 2013). Furthermore, interesting research has taken place, primarily at an international level, based on the topic under study (Tlili, 2008; Panelli and Oliveira, 2013; Lynn, 2015; Moore, 2015; and Lisney, Bowen, Hearn and Zedda, 2016). Based on this research, progress can be made to enable the development of new attitudes regarding social cohesion and educational inclusion (Flecha, García, Sordé and Redondo, 2007), and offer keys that enable heritage spaces to be made accessible and inclusive (Espinosa and Bonmatí, 2013).

The Spanish Heritage Education Observatory (SHEO)

The SHEO has a permanent, stable database², with two profiles, one for internal and another for external use. Its external profile is oriented towards disseminating and sharing heritage education in Spain, through the SHEO website³. The internal profile, called the SHEO database, is accessible only to researchers. The programs included are inventoried through standardised, multidimensional registration forms, organised based on five general fields: location, description, relation to other entries, educational design, and appendices. This database aims to define quality standards for heritage education in Spain that can be exported to other cross-border contexts.

At present, SHEO is being developed through a third project, which encompasses the research: “Evaluation of learning in heritage education programs focused on the processes of sensitisation, valorisation and socialisation of cultural heritage”, which operates in coordination with the project “Program and learning evaluation in non-formal and informal spheres of heritage education”⁴. Both projects contribute to consolidating SHEO, which is currently being oriented towards internationalisation:

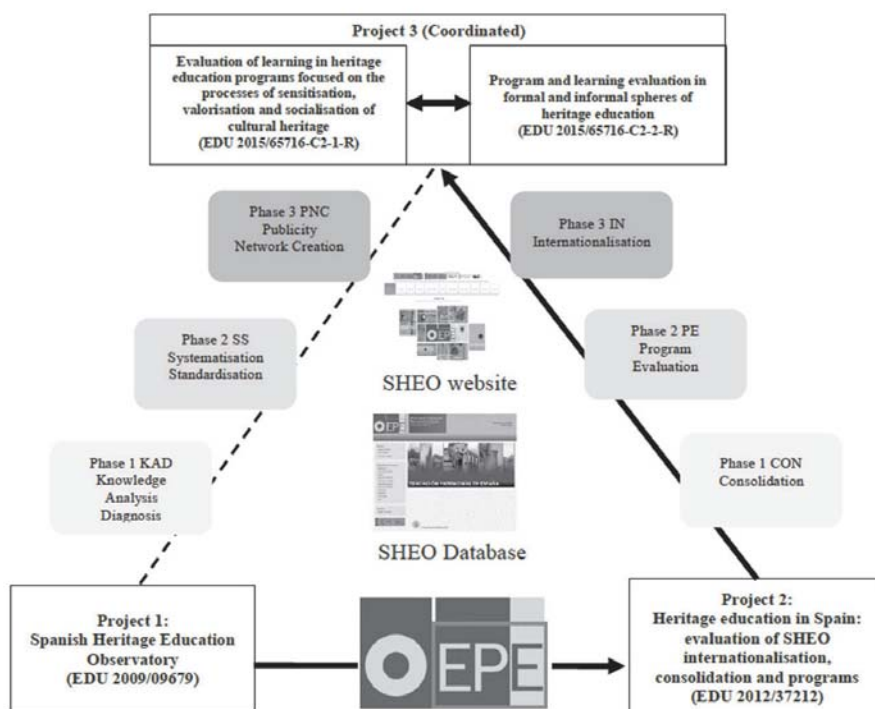
⁽²⁾ The database, which is in continual growth, allows educational projects, educational programs, activities, actions, courses, conferences and numerous other educational initiatives related to heritage education to be observed, studied and categorised.

⁽³⁾ www.oepe.es

⁽⁴⁾ Ref. EDU2015-65716-C2-1-R and Ref. EDU2015-65716-C2-2-R

collaboration axes extending outside Europe are being set up, to promote deeper, more globalized scientific knowledge.

GRAPH I. Structural phases that comprise the Observatory projects.



Source: Produced by author.

In addition to creating the database, the scientific progression of SHEO has been structured through different work phases (GRAPH I). All of these are active and they are currently being developed simultaneously, in accordance with the researcher's interests. This study involves a program evaluation (project 2, phase 2, EP) that is directly connected to project 3, making use of the database.

Method and procedure

As mentioned earlier, the study presented here is part of more extensive research originating from the SHEO. Since 2010, these activities have been generating an inventory of projects that enable qualitative and quantitative research, to obtain descriptive statistical results that provide data about projects developed in the field of heritage education.

The objectives of this research have two dimensions –the quality of the information about the program and the degree of precision of the educational design– and they can be broken down as follows:

- to discover the current state of affairs in the field of heritage education from an inclusive perspective, where it is adapted to all audiences;
- to evaluate the different heritage education programs that include adaptation to different audiences within their design;
- to identify the dimensions of financing, heritage category, project type and target audience;
- to obtain detailed knowledge of the quality of inclusive heritage education projects, based on standards;
- to analyse the available range of heritage education programs that meet inclusive and accessible criteria and objectives;
- to obtain results that make it possible to reflect on heritage education and take new approaches to it, with inclusive purposes that extend beyond adaptation;
- to provide data that contribute to success in educational inclusion, from the perspective of heritage.

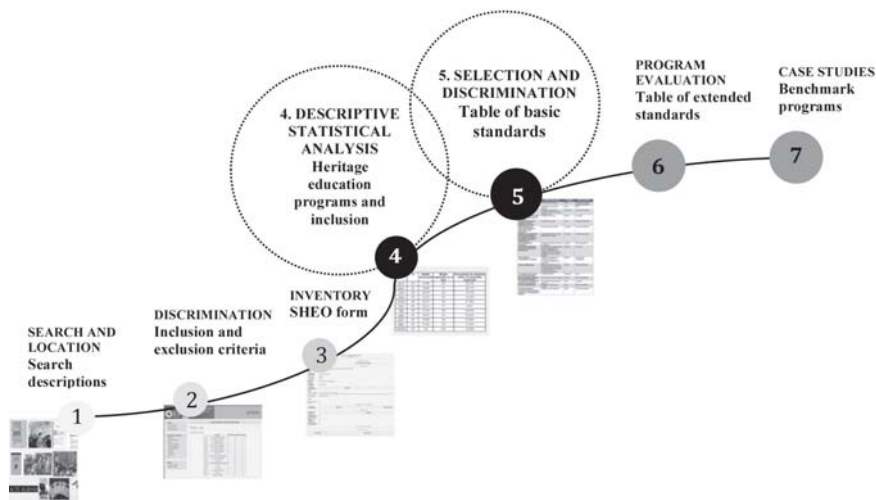
To achieve our objectives, we have used a cross-disciplinary, prospective research design, based on the SHEO method (Fontal and Marín-Cepeda, 2016). This method is based on sampling analysis (Rodríguez, 2001) and evaluating the results the research team produced in the first two projects (Ibáñez-Etxeberria, Fontal and Rivero, 2015). The methodological description is a sequence of seven separate phases (GRAPH II). These phases involve analysing the scope of the objectives of the framework R&D projects in the study. They also include a series of variables and analytical tools based on standards for their implementation, designed by experts (Stake, 2004; 2006). This makes it possible for the researchers to systematically obtain data that aid discovery and diagnosis

of the quality of educational designs, based on the parameters they have defined.

The phases established follow guidelines set out in the SHEO manual, defined by the research team, in collaboration with 12 international experts. Specifically, for the study presented here, we have directly addressed phases 4 and 5 of the ones set out below.

Phase 1, search and location, is the starting point, which involves gathering programs from a hypothetical directory, to be filtered in phase 2. The discrimination criteria will define the finite directory, which will be the source of the analysis sample extracted in phase 3. This will involve an exhaustive inventory procedure using a data registration form, to permit systematisation of the programs found. These data will be used to perform descriptive statistical analyses and content analyses of educational designs (phase 4).

GRAPH II. Sequential procedure for Program Evaluation.



Source: Produced by author.

Phase 5 is defined as a discrimination filter based on specific standards using three types of statistical analysis, where analyses were performed

on samples of 350, 644 and 1,120 programs, respectively; these analyses included criteria extracted from the PNEyP (Domingo, Fontal, and Ballesteros, 2013), regarding the quality of information about the program, and the degree of precision in the educational design (Fontal and Ibáñez-Etxeberria, 2015). These standards comprise a total of 15 items and 2 empirically verified theoretical dimensions. Programs obtaining a favourable result will be evaluated in phase 6, which corresponds to a program evaluation using a table of extended standards, comprising a total of 29 items, with 4 dimensions:

- quality of program design;
- quality of implementation;
- quality of results;
- degree of dissemination of the program and results.

Finally, phase 7 provides more detailed knowledge about the programs previously set apart, by performing case and multi-case studies. These are performed solely in relation to programs highlighted because of their excellent score in the dimensions mentioned above (Fontal and Juanola, 2015).

Sample

The different heritage education proposals, projects and actions from the formal, non-formal and informal spheres (Cuadrado, 2008) inventoried in the SHEO comprise the sample for our research. This virtual container and organiser provides an extensive database to discover and analyse the situation. It can be used –on a continual basis and with up-to-date information– to identify currently existing specifications and needs in the area of study. For these reasons, the SHEO database is the directory for our research. It provides us with a conceptual reference framework, and the filter needed to obtain the study sample, where selections can be made as convenient; consequently, the sampling used is purposive or selective (Latorre, Del Rincón and Arnal, 2005, p. 82).

The sample comprises 85 heritage education and inclusion programs held in the SHEO database, which were included in the sample after applying a microfilter, through the search descriptions.

Variables, data analysis and recording tools

To achieve the research objectives, the SHEO has a standard series of variables with subtypes, which assist information organisation and data categorisation (SHEO form), to manage the sample. In this study, the variables used were: type of managing organisation (V1), heritage category (V2), project type (V3) and target audience (V4) (Table I).

TABLE I. Definition of variables for the sample.

Variable	Variable 1. Type of managing organisation	Variable 2. Heritage category	Variable 3. Project type	Variable 4. Target audience
Variable levels	V1.1 Public V1.2 Private V1.3 Public and private	V2.1 Cultural heritage V2.2 Natural and cultural heritage V2.3 Monuments: architectural works V2.4 Places created by humans and nature V2.5 Places created by humans V2.6 Intangible heritage V2.7 Archaeological places V2.8 Other V2.9 Industrial heritage V2.10 Monuments: pictorial works V2.11 Digital heritage V2.12 Complexes: isolated constructions V2.13 Complexes: interlinked constructions V2.14 Special places V2.15 Monuments: cave drawings V2.16 Monuments: archaeology V2.17 Monuments: group of important elements V2.18 Monuments: sculptural works	V3.1 Educational program V3.2 Improvement project V3.3 Plan V3.4 Network V3.5 Educational action/educational activity V3.6 Scientific event V3.7 Isolated activity V3.8 Course V3.9 Educational tool V3.10 Workshop V3.11 Research project V3.12 Educational resource V3.13 Educational itinerary/route/visit V3.14 Activity on social networks V3.15 Educational design V3.16 Competition V3.17 Educational project	Qualitative description of the variable

Source: Produced by author.

Furthermore, to address the quality of the programs, we used the 15 items from the basic standards table (Table II), which are added together to obtain the variable we have called “Quality level in program formulation”, which determines the quality level of the programs evaluated. This variable gives rise to 2 different dimensions: the first is linked to the quality of the information about the program, and the second to the degree of precision in the educational design.

TABLE II. Table of dimensions and basic standards (Tool IV).

Items	DIMENSIONS AND STANDARDS	A	B	C	D
	1. Quality of the information about the program (metadata)				
i01	1.1 Design identification and location data				
i02	1.2 Contact data for the manager and/or design, planning and implementation team.				
i03	1.3 Descriptors that define the program.				
i04	1.4 Holistic approach to the nature (tangible or intangible) of the heritage, and its qualities (archaeological, historic, documentary, artistic, etc.).				
i05	1.5 Specification of the type/typology of the project developed (educational program, educational project, educational design, educational action, isolated activity, etc.).				
i06	1.6 Description of the bases, principles and criteria on which the program is established.				
i07	1.7 Specification of the target audience.				
i08	1.8 Inclusion of appendices (report, images, videos, teaching materials used, etc.).				
	2. degree of precision in the educational design				
i09	2.1 Project justification.				
i10	2.2 Description of the objectives to be achieved when the program is developed.				
i11	2.3 List of contents included in the program.				
i12	2.4 Methodological orientation and teaching-learning strategies.				
i13	2.5 Definition of resources, formats, media and technology used.				
i14	2.6 Identification of assessment tools and systems.				
i15	2.7 Measurement of impact and repercussions of the proposal.				
(A Achieved with quality; B Achieved; C Achieved with conditions; D Not achieved).					

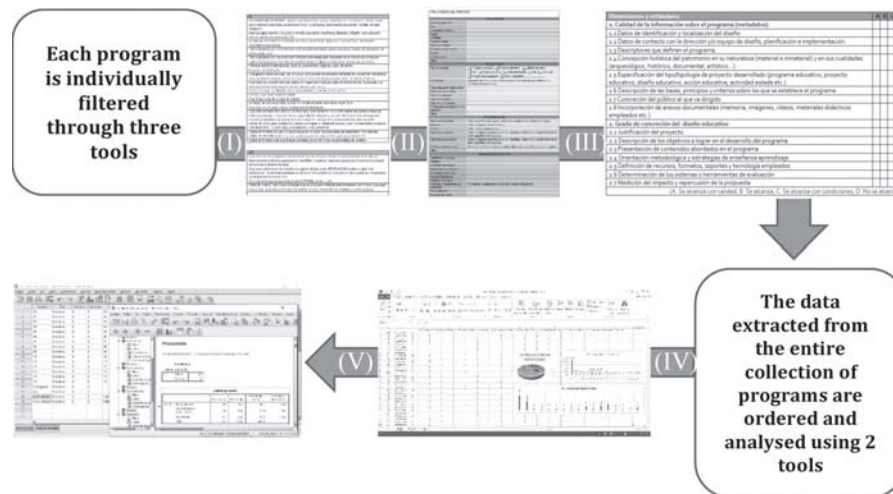
Source: Produced by author.

The tools used to collect and analyse data have different designs depending on the phase in the methodology. In phase 2, a form is used with criteria to include and exclude programs (Tool I). Once programs susceptible to being inventoried have been filtered, they pass to phase 3, where the data is recorded using an inventory form that is digitally systematized in the database, for detailed data collection based on 5 broad fields: location, relation to other forms in the inventory, description, educational design, and appendix, if one exists (Tool II).

Tool III, which is used in phase 4 and corresponds to the table of dimensions and basic standards (Table II), was defined based on rubrics that help establish quality level, via a Likert scale.

After obtaining the data, two software programs were used to perform the analysis (phase 5). Firstly, the data collected in the SHEO database were exported to Tool IV, an Excel sheet—defined in the SHEO for data reporting. This made it possible to obtain the first frequency lists. Subsequently, the data were entered into the Statistical Package for the Social Sciences (SPSS) (Tool V), a descriptive statistical analysis program, where they were thoroughly analysed.

GRAPH III. Data analysis and recording tools



Source: Produced by author.

The statistical analyses performed were structured into two dimensions: frequency for categorical variables (V1, V2, V3, V4) and descriptive for scalable variables (quality standards). Considering the categorical, ordinal nature of the variables in question, non-parametric statistical tests were performed.

Results

After selecting the sample, the database allowed us to extract the necessary fields to commence exploratory analysis to discover: the type of managing organisation that primarily advocates establishing accessible proposals (V1); the heritage category that receives most attention, from the perspective of inclusive practices (V2); the project types that are best serving diversity (V3); and the target audience most frequently addressed in proposals (V4). The following frequency tables show the results obtained.

Table III, which relates to V1, shows a clear leadership position among public institutions in backing projects that include adaptations for different abilities, since they represent 1/3 of the total percentage of the sample (n = 64; 75.3 %), added to which are the 8 programs (9.4 %) that receive public support through mixed financing models.

TABLE III. Frequencies obtained according to the type of organisation managing the program (V1).

TYPE OF MANAGING ORGANISATION	Frequency	Percentage
Public body	64	75.3%
Private entity	13	15.3%
Public-private	8	9.4%
Total	85	100%

Source: Produced by author.

Table IV, which relates to V2, shows that cultural heritage stands out in the sample (n = 36; 42.4 %), which is a significant percentage in view

of the 18 subtypes into which the variable is divided. In this case, certain absences are noteworthy, since the sample responds to 12 of the 18 subtypes (Table I).

TABLE IV. Frequencies obtained based on heritage category (V2).

HERITAGE CATEGORY	Frequency	Percentage
Cultural heritage	36	42.4%
Natural and cultural heritage	5	5.9%
Monuments: architectural works	8	9.4%
Places created by humans and nature	2	2.4%
Places created by humans	3	3.5%
Intangible heritage	8	9.4%
Archaeological places	5	5.9%
Other	11	12.9%
Industrial heritage	1	1.2%
Monuments: pictorial works	3	3.5%
Digital heritage	1	1.2%
Monuments: archaeology	2	2.4%
Total	85	100%

Source: produced by author.

V3 is the one with the most homogeneous results (Table V), with the greatest frequency occurring for educational programs (n = 15; 26.60 %), improvement projects (n = 15; 16.00 %), educational itineraries/routes/visits (n = 10; 11 %), educational resources (n = 8; 8.51 %) and workshops (n = 7; 7.44 %). In this case, competitions and social network activity are absent.

TABLE V. Frequencies obtained based on project type (V3).

PROJECT TYPE	Frequency	Percentage
Educational program	27	31.8%
Improvement project	14	16.5%
Plan	3	3.5%
Network	2	2.4%
Educational action/educational activity	3	3.5%
Scientific event	4	4.7%
Isolated activity	1	1.2%
Course	2	2.4%
Educational tool	2	2.4%
Workshop	7	8.2%
Research Project	2	2.4%
Educational resource	8	9.4%
Educational itinerary/route/visit	5	5.9%
Educational design	1	1.2%
Educational project	4	4.7%
Total	85	100%

Source: produced by author.

Finally, regarding V4 (Table VI) the most favourable results are obtained for the category “specific groups”, where there are programs with adaptations for sensory, physical and intellectual disabilities (n = 25; 29.4 %), followed by services for all members of the public (n = 19; 22.4 %) and school groups (n = 17; 20.0 %). Unfortunately, no specific target audience is defined in the design of a representative percentage of the sample (n = 14; 16.5 %).

TABLE VI. Frequencies obtained based on the target audience of the program (V4).

TARGET AUDIENCE	Frequency	Percentage
All audiences	19	22.4%
Services sector	2	2.4%
School groups	17	20%
Specific groups	25	29.4%
Not specified	14	16.5%
Other	8	9.4%
Total	85	100%

Source: Produced by author.

Following an exploratory analysis of the categorical variables in the sample, an exhaustive descriptive statistical analysis was performed, to discover the degree to which the programs approach an optimal quality level in their educational design.

The following tables show the analyses performed through the SPSS, having separated the dimension “information quality” (Table VII) from the dimension “degree of precision in the educational design” (Table VIII). Data interpretation was in accordance with the 4 ratings suggested in the basic quality standards table (Table II).

In the first dimension, related to information quality, a favourable response is extracted for items i01 and i03, which replicate “provision of design identification and location data” and “specificity and clarity of the descriptors that define the program”, respectively. The items attained with conditions, were i02, i05, i06 and i07, but with differences between the two former and the two latter, since the variables “contact data for the manager and/or design, planning and implementation team” (i02) and “specification of the type/typology of the project developed” (i05) reflect a design that borders on achieving an outstanding level, which means, in the majority of cases, almost all contact and location data for the program are available (i02), and the type of project proposed is specified, though not explained extensively (i05).

In the case of the latter two variables (i06 and i07), they are positioned nearer the level of “sufficient”, since the data provided are superficial, or there are significant absences regarding the “description of the bases,

principles and criteria on which the program is established” (i06). Finally, with regards to i07 “specification of the target audience”, in the majority of cases, the programs allude to a general public.

TABLEVII. Program information quality dimension (metadata).

n = 85	i01	i02	i03	i04	i05	i06	i07	i08	Dimension
Mean	3.27	2.94	3.21	1.74	2.94	2.39	2.11	1.40	2.11
Median	3.00	3.00	3.00	2.00	3.00	2.00	2.00	1.00	2
Mode	4	4	4	1	4	2	2	1	2
Standard deviation	.808	.943	.818	.819	.956	.977	.708	.727	.673
Variance	.652	.889	.669	.670	.913	.955	.501	.529	.453

Source: Produced by author.

Finally, items i04 and i08 are situated with $M_O = 1$, which means there is no holistic concept of the heritage in its tangible and intangible facets, or regarding its archaeological, historic, documentary, artistic, etc. qualities (i04), and appendices are not included (i08). While procuring to be objective in the tests, we cannot ignore the low level obtained for i04, given that, while they seek to achieve a comprehensive concept of heritage, the majority of the programs present a one-dimensional concept, which does not interact with the other features and qualities; in many cases, they take an open approach, but one that is superficial or greatly lacking substance.

After analysing the data extracted separately, a group variable was created called “information quality”, to discover the overall quality level, with regards to the information the programs make public. The results obtained were $251658240 = 2.11$, $M_O = 2$ and $\sigma = .673$, implying that the programs as a whole failed to reach an optimal level, although they achieve it with conditions. According to the evaluation scale, 17.6 % do not reach the standards, 54.1 % obtain them with conditions, and 28.2 % of the programs achieve them. There are no results where a quality range is attained.

In a second dimension (table VIII) regarding the degree of design precision, it can be observed that none of the items achieve the desired

quality. Specifically, the first 5 items—which relate to “project justification” (i09), “description of objectives to achieve” (i10), “content presentation” (i11), “methodological orientation and teaching-learning strategies” (i12), and “definition of resources, formats, media and technology used” (i13)—achieve the standards only with conditions. This means the approaches are superficial and lacking depth, presenting absences in fundamental elements of design, such as objectives, content and methodology.

TABLE VIII. Dimension regarding the degree of precision in the educational design.

n=85	i09	i10	i11	i12	i13	i14	i15	Dimensión
Media	2,32	2,19	2,36	2,13	2,19	1,26	1,64	1,64
Median	2,00	2,00	2,00	2,00	2,00	1,00	1,00	1
Mode	2	3	1	1	1	1	1	1
Standard deviation	,903	,880	1,122	1,089	1,160	,657	,857	,784
Variance	,815	,774	1,258	1,185	1,345	,432	,734	,615

Source: Produced by author.

The items “identification of assessment tools and systems” (i14) and “measurement of impact and repercussions of the proposal” (i15) are placed at level 1, which means, in the majority of cases, assessment tools and systems are not described and the projects contain no dissemination measures or media repercussions for the proposals.

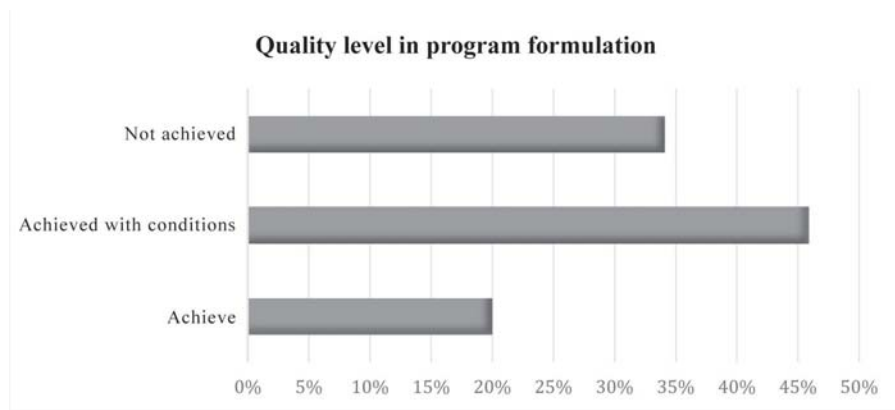
Regarding the σ of the items, there is a high dispersion score for items: i11, $\sigma = 1.258$; i12, $\sigma = 1.185$; and i13, $\sigma = 1.345$. This reveals the variation in the results compared to the homogeneity of i14, $\sigma = .432$, corresponding to assessment. Since the variable i14 is one of the ones that provides a lower 251658240, this means that, on one hand, it is a point unanimously excluded when producing educational designs and, on the other, it would have a negative impact on the sum of the data grouped together in the analysis.

If the two tables are compared, it can be observed that the M_O in the results for information quality shows that the majority present level 4, unlike in degree of precision in the educational design, which presents $M_O = 1$. This means the projects provide information about the programs, but do not provide a very high degree of design precision.

Furthermore, after grouping the variables from the second dimension into a new one identified as “specificity of the educational design”, the values $251658240 = 1.64$, $M_o = 1$ and $\sigma = .784$ are obtained. In this case, a high percentage of programs ($n = 46$; 54.1 %) do not achieve the standards; $n = 25$, 29.4 %, achieve them with conditions; $n = 13$, 15.3 %, achieve them; and just $n = 1$, 1.2 %, achieve them with quality.

To conclude the descriptive analysis, a final grouped variable was created, called “quality level in program formulation”, derived from the sum of all the basic standards. Based on this, it has been confirmed that 29 of the 85 programs (34.1 %) do not achieve a minimum level; nearly half the programs achieve it with conditions ($n = 39$; 45.9 %), and just a fifth ($n = 17$; 20 %) achieve the standards. None of them are significant due to achieving the desired quality level since, in this case, there are no results for the maximum degree of quality.

GRAPH IV. Quality level in program formulation.



Source: Produced by author.

Before drawing conclusions and in view of the results obtained with regard to V1, which reflect clear predominance of publicly managed programs over private and mixed offerings, we compared measures related to program quality for each of these three categories. To this end,

and in view of the specifications of the variables involved, the non-parametric Kruskal Wallis test was used. No significant differences were found between the quality of programs of public, private, and mixed origin ($H(2) = 1.079$; $p = .583$).

Conclusions

Following analysis of the descriptive statistical data, having defined the main parameters, based on the programs from the selected sample, and having compared the items evaluated and discovered the state of affairs regarding heritage education and inclusion, we now draw conclusions, which are the fundamental result of the research phase completed, and the basis to continue with the next stage of our study.

Inclusion remains a challenge to be overcome, and one that is segmented into different aspects that require attention, to achieve quality inclusive heritage education, produced by and for people. Among these dimensions, we consider the most vitally important to be caring for diversity, support and financing, training, skills and aptitude for work, evaluation, visibility and project dissemination.

The first of the conclusions is that while society is heading towards inclusion, it has still not reached it. This means that, while the legislative sphere is contributing to fostering the achievement of inclusion, this does not correspond to practice, since just 5.36 % of the programs inventoried in the SHEO make mention of adaptations to different groups in their description. This raises the question as to whether, at present, criteria related to quantity are acting to the detriment of the inclusive quality of education.

This first piece of data leads us to question the lack of educational projects that aim to be inclusive. Specific actions and projects for certain groups are essential, since serving diversity must always be present within the framework of an inclusive program that contemplates this type of measure for all audiences, and in stable, general educational programming proposals that offer equality.

Support and financing for developing inclusive proposals is fundamental if the objective is to create benchmark projects that reach the desired level of educational quality, based on a specialist service available globally.

Training, skills and a dedicated team would be indispensable qualities to adequately formulate a project, as regards its design and implementation. The project would have to advocate multidisciplinary groups that work cooperatively on projects, to ensure quality and diversity, since one of the conclusions derived from the analysis of content and the degree of precision in the educational design is that the majority of the projects lack exhaustive, deep, contextualised justification. What is more, few objectives are set and they fail to fully address the different learning spheres (comprehension, application and assessment), comprehensive development (emotional, intellectual and moral), and the pillars established by UNESCO (learning to know, to do, to be and to live), Delors (1996). As regards contents, they do not always correspond to the established objectives, or the programs lack contents regarding the selected topic, and they are not described or detailed, nor do they operate in other knowledge areas. With respect to methodology and teaching-learning strategies, there is a failure to provide a detailed description of certain parts, and some are left out. Finally, resources are limited and a description of their use and design is omitted.

The qualitative analysis shows specific actions to promote the inclusion of people with special educational needs –which could mean a first step towards effective inclusion– within stable educational programs. To achieve this, it is necessary to train staff, raise awareness and reprogram to create a more flexible teaching-learning process.

Evaluating practices, process knowledge, functioning during implementation and user satisfaction is necessary to investigate progress in inclusive education. The item related to evaluation presented a lower average than the other standards, making it clear that program evaluation is significantly absent in the projects. This suggests a lack of knowledge about how implementation functions, and prevents modification and subsequent improvements.

Closely related to this item is the need to give visibility and publicity to experiences, which is an area that can be optimised. The depth of the data that institutions make available to citizens and the absence of supplementary documentation in appendices makes it impossible to thoroughly understand the educational proposals. This is also reflected in the unavailability of research data, which complicates understanding and analysis of projects that could provide “benchmark practices” for use as we continue along the road to improvement, this time with inclusive practice as the main theme.

Future lines of research

Based on the conclusions drawn, we believe the data obtained, review given and theoretical positioning set out with regard to heritage education and inclusion, are in and of themselves an open door for reflection and research continuity within the extensive, necessary and motivating field of inclusion. Consequently, to close, we would like to offer some possible lines of research.

Cuenca and Estepa (2013) highlight that research should identify the obstacles still preventing a large sector of the population from going to museums and heritage spaces, or becoming interested in their activities. It is therefore necessary to explore educational practices and analyse the interactions established between people and heritage. Resultantly, the lines of continuity we describe are based on the research performed, which is configured as a starting point to extend the spectrum of action.

The results of this study provide keys that make it possible to continue working, to achieve deeper knowledge of the paradigm. The first line of continuity is the next phase in the SHEO method, which involves evaluating programs aimed at serving diversity, based on an extended scale of multidimensional standards. This scale will be defined based on the results extracted from this analysis and applied through a previously validated tool, which will make it possible to extract the examples that come closest to an optimal degree of educational quality within the area of study.

Subsequently, we will address the last phase of the method through case studies based on the most significant programs, to develop a profound, specific, qualitative analysis, as a result of observing praxis. This is how we will obtain knowledge of the pedagogical models and foci on which work is being performed, in addition to the types of proposals being developed, and the approaches taken, in short, what is being done and how. This will empower “benchmark practices” that could contribute to the discipline and help define optimal models as a starting point for future designs, establishing a clear measure of specifications and what is needed to ensure inclusive education functions satisfactorily.

It is easy to see the benefits of this systematisation or standardisation, which would enable us to organise and understand practical, effective conditions. This would benefit everyone on the path towards a single curriculum or program based on successful criteria and standards.

The design opens the way to numerous lines for continuity, such as

implementation at local, national and international levels, and its application to a broad scale of samples, which would enable deeper exploration of evaluations of benchmark programs and case studies in other geographic areas.

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