



The Relevance of Citizenship, Sustainability and Heritage Education in Early Childhood and Primary Education in Spain¹

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Abstract. This article presents the results from a study on the way of addressing, the education of active and global citizens. In this case, there has been an analysis of the different Spanish legal texts that put the early childhood and primary education curriculum into practice at the national level, with its particular implementation on Andalusia. From the results obtained we are able to conclude that there is a need for the integral reconstruction of the curriculum, structuring it on relevant socio-environmental problems.

Keywords: *Heritage education, environmental education, citizen education, educational legislation, early childhood education, primary education.*

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Introduction

Despite the fact that the Council of Europe uses the expression “education for democratic citizenship”, whereas the European Union prefers to speak about “active citizenship”, we find that in the Eurydice study (European Commission/EACEA/Eurydice, 2005), the expression used is “responsible citizenship”.

We understand that the notion of “responsible citizenship” connects with the problems of knowledge and awareness of rights and responsibilities, and with an idea of third and fourth generation citizenship (Bobbio, 1990), which involves the subjects of citizenship, environment, heritage, cosmopolitanism, movement and quality of information. Furthermore, the concept of responsible citizenship is intrinsic to democracy itself, which brings with it informed and participative public opinion as a necessary condition (Zagrebelsky, 2007).

Education for responsible citizenship is closely linked to civic values such as democracy and human rights, equality, participation, collaboration, social cohesion, solidarity and social justice. In addition, education for citizenship cannot be disregarded by a school that is an “environment of open and democratic learning” (Losito, 2009, 3). Conceiving the school in the territory permits us to understand the complexity of relationships between nature and human activity, including heritage resources, which must be preserved and transmitted, and the dynamics of production, consumption and solidarity.

As teachers, we must educate critical citizens from school, able to make decisions and act in the most appropriate way for resolving socioenvironmental conflicts, be they at a local or global scale (Moreno-Fernández & García-Pérez, 2015; Moreno-Fernández, Rodríguez-Marín & Puig-Gutiérrez, 2015). In this regard, an Erasmus Plus project is being developed under the name “Pedagogia della cittadinanza e formazione degli insegnanti: un'alleanza tra scuola e territorio” (Citizenship pedagogy and teacher education: an alliance between school, territory, community) STEP (School Territory Environment Pedagogy) (reference 2015-1-IT02-KA201-015190) and funded by the European Union. This project was developed in the 2016-2018 academic years, and boasts the participation of five universities: the University of Milan-Bicocca (Italy); University of Bologna (Italy), University of Aix-Marseille (France); and the “Scuola universitaria professionale della Svizzera italiana (SUPSI)” (Switzerland).

At the heart of this project is the realization of an investigation regarding the possibilities presented by current educational legislation in terms of education for citizenship, education for sustainability and heritage education. In this case, state education regulations for early childhood and primary stages have been analysed, with particular focus on its implementation in Andalusia.

Moreover, the understanding and approaching of these three questions (citizenship, sustainability and heritage) should allow us to reach a greater knowledge of ourselves, our environment and others, that is, our society. According to García-Pérez (2016, 152),

“understanding others brings us to the awareness that all human beings constitute a single species that has the same, unique home, the Earth”. In contrast, traditional education has ignored this fundamental reality, the human being as a planetary element, and in turn an agent that participates in its decline or proliferation. This idea is developed by García-Pérez (2016), who indicates to us that contributing to humanity finding “a path towards a better future” should be a fundamental objective of education. For this to take place, there must be a development of caring and responsible attitudes at the planetary level, achieving global or planetary citizenship.

Theoretical background

The social and political context in which we live leads us to consider the true meaning of education, and its contribution towards the preparation of citizens who are critical and able to face up to today’s socioenvironmental problems.

The commitment to equality, defence of rights and the figure of the human being as an active citizen are not an invention of our time, but it is possible that the dominant characteristics in modern society have brought many to rethink the meaning of education as an agent for socialisation and an inexhaustible channel of resources in the face of the changing situations of societies.

We are also living in a time of planetary emergency, where climate change and depletion of resources is leading us towards a period of degrowth, making it necessary to educate citizens in new strategies and skills that enable them to face a different world (Rodríguez-Marín, Fernández-Arroyo, Puig-Gutiérrez & García-Díaz, 2017).

We therefore understand that the education received by today’s children must respond to these situations, integrating three dimensions that are relevant for configuring the concept of responsible citizen. These three dimensions are citizenship education, sustainability education and heritage education. That is, if we want responsible citizens who are critical, committed and resilient, we must put our efforts into an integral education in which the aforementioned dimensions are constituted as fundamental bases on which responsible citizenship is to be built.

Educational legislation is the fundamental element by which the educational intentions of a country are set out. Although it is a text that is declarative in nature, it remains true that it must be regulated and guide the subsequent practice in the classroom.

An important factor as a starting point for research into any aspect regarding the improvement of teaching-learning processes in classrooms at any educational level is the analysis of educational decrees, as they lay down the bases (from the legal sphere) for the development of this activity. The revision of official curricula permits an interpretation of the criteria put forward by the competent administrations, and the general vision they hold on a more or less specific educational reality (Ferreras-Listán, 2011). It should not be

forgotten that these documents are presented as the first level of curricular realisation, the second level of curricular realisation thus being the consolidation of the bases for their subsequent treatment in educational centres, and the third level involving the particular implementation of the curriculum in classrooms on the part of teachers and students.

The examination of these curricular designs, set out from a critical perspective, indicates to us the function and value afforded to the content analysed in our teaching system and its following translation into our society (Domínguez, Estepa & Cuenca, 1999).

It is common to find studies focused on the analysis of educational legislation; therefore, we found studies referring to heritage and its teaching and learning, such as the cases of Cuenca (2004), Estepa (2009), and Reyes-Leoz & Méndez-Andrés (2016). In the first case, Cuenca (2004) carries out an analysis under the legislative framework promoted by the now abolished Organic Law on the General Order of the Education System of Spain (Ley Orgánica de Ordenación General del Sistema Educativo de España – LOGSE). In the second case Estepa (2009) undertakes a study via Royal Decree 1513/2006 of 7 December, which establishes the minimum teaching requirements for primary education; and the Regulation of 10 August 2007, which develops the curriculum corresponding to primary education in Andalusia. The first at state level, and the second specific to the autonomous region of Andalusia. The third case presents a journey through a number of educational laws, from 1812 to the Organic Law for Improvement in Educational Quality (Ley Orgánica para la Mejora de la Calidad Educativa – LOMCE, 2013). In this sense, these authors analyse the function granted to Social Sciences in curricula, in general and in terms of heritage education in particular, above all regarding the Organic Law on Education [Ley Orgánica de Educación – LOE] and the LOMCE.

In the same vein, we find studies on the curriculum regarding education for citizenship such as that by Bolivar (2008), who analyses through the LOE the role of citizenship from another four dimensions: as a subject, as a basic competence, throughout school and in the community. Likewise, Moreno-Fernández, Rodríguez-Marín, & Puig-Gutiérrez (2015) carry out an analysis on how education for citizenship is included in the LOE curriculum in the different Spanish autonomous regions. In addition, studies are undertaken on educational regulations that contemplate sustainability as a dimension for study, although at the level of education-related university degrees (Rodríguez-Marín & Moreno-Fernández, 2015; García-Luque, 2016). Thus, Rodríguez-Marín & Moreno-Fernández (2015) analyse how sustainability is comprised within official documents, in relation to degrees in teaching and social education in Andalusia, whereas García-Luque examines the objectives, contents and competencies related to environmental education in the Spanish education system, with a general focus on the LOE and the LOMCE.

Notwithstanding, despite the existence of individual studies related to the curriculum on these matters, no investigations are found that contemplate the three dimensions of study in a combined manner. This work employs a curricular analysis from an integrated

perspective on these three elements (citizenship, heritage and sustainability), which we consider go hand in hand, analysing their strengths and weaknesses.

Objectives

The aim of this investigation is to determine whether the Spanish curriculum in general, as well as its particular implementation in the autonomous region of Andalusia, addresses the teaching of citizenship education, sustainability education and heritage education and, if this is the case, to define to what extent and with which parameters. It should be pointed out that Andalusia has been selected because it has the highest population of any autonomous region in Spain, the most public school centres and units, and the second highest number of private school centres (INE, 2016).

In order to characterise the treatment and possibilities that the curriculum affords citizenship, sustainability and heritage education, we have in turn established three specific objectives that adjust to the three study dimensions analysed:

1. Knowing to what extent or in what proportion the curriculum deals with aspects and contents referring to citizenship, sustainability and heritage education.
2. Establishing to what level of complexity and/or depth the current educational curriculum is situated at state and autonomous regional (Andalusia) level when building knowledge relating to citizenship, sustainability and heritage education.
3. Analysing the type of content that predominate in these selected subject areas, in such a way that it allows us to indicate whether they are addressed from knowledge (conceptual content), know-how (procedural content) or know-how-to-be (attitudinal-behavioural content).

Method

A cross-sectional, structured methodology has been used, developing a descriptive and interpretive analysis. This allows us to know what is occurring or can occur with the legal documents analysed, from a simple vision to another more complex one (Álvarez-Gayou, 2003; Flick, 2004). In order to carry out our study we have employed the research technique of documentary analysis, characterised by Bisquerra (2009) as a systematic activity that examines documents that have already been written. The study design is grounded on a progression hypothesis (Porlán & Rivero, 1998), giving us a systematic vision of our study object, and allowing the planning of the research and analysis of results, according to a system of categories. For the treatment of the data captured in the responses to the questionnaires we have followed a procedure based on content analysis (Bardin, 1986; Krippendorff, 2003). The discursive fragments have been

coded using the Atlas.Ti 7 program to convert them into information units, following the system of categories and the hypothesis of progression. The quantitative analysis has been completed with Excel 2013.

The sample analyzed in the study consisted of 11 documents comprising the educational stages of early childhood education (in its second cycle, 3–6 years) and primary education (6–12 years), both at national and autonomous regional level. The set of legal texts we have considered for the curriculum analysis are presented in table 1.

Table 1
Set of Legal Texts analyzed in the Study Source

Organic Laws
Organic Law 2/2006, of 3 May, on Education (LOE).
Organic Law 8/2013, of 9 December, for improvement in educational quality (LOMCE)
Legal Texts - Early Childhood Education Curriculum
Royal Decree 1630/2006, of 29 December, which establishes minimum teaching in the second cycle of early childhood education.
Decree 428/2008, of 29 July, establishing the regulations and content of early childhood education in Andalusia.
Order of 5 August 2008, which implements the curriculum corresponding to early childhood education in Andalusia.
Legal Texts - Primary Education Curriculum
Royal Decree 1513/2006, of 7 December, which establishes minimum teaching in the second cycle of primary education.
Decree 230/2007, of 31 July, establishing the regulations and content of primary education in Andalusia.
Order of 10 August 2007, which implements the curriculum corresponding to primary education in Andalusia.
Royal Decree 126/2014, of 28 December, which establishes minimum teaching in the second cycle of primary education.
Decree 97/2015, of 3 July, establishing the regulations and content of primary education in Andalusia.
Order of 17 March 2015, which implements the curriculum corresponding to primary education in Andalusia.

The analysis has been carried out in two phases, the first involving a frequency analysis to discover the presence or absence of certain key words relating to our study object, along with their semantic fields (see table 2). The idea with this sampling is to provide a response to the first of the specific objectives set, counting the number of information units related to the established semantic fields in a quantitative manner.

Table 2

Families of Words Assigned to Each of the Semantic Fields of the Study

Main Term	Semantic Field
Citizenship	Civic, social coexistence; politics; participation; democracy; coexistence; rights; duties; respect.
Sustainability	Environment; nature; environmental education; environment; natural; sustainable.
Heritage	Heritage; festivity; identity; identity; monument; natural heritage (biodiversity); tradition; customs; culture.

A second phase of the investigation involves a more detailed analysis of the information units (qualitative analysis) located in the previous stage. In this phase a response is given to specific objectives two and three. Specifically, to achieve the second of the objectives set out, a system of categories with three levels of complexity has been established by way of a progression hypothesis, with the intention of determining whether the national and regional curriculum are situated in a merely descriptive perspective, an analytical perspective, or whether they are capable of reaching a complex perspective, which would be the level of reference, or maximum development (table 3).

Table 3

System of Categories on the Level of Complexity of the Treatment of the Subjects Addressed

	Level I Descriptive perspective	Level II Analytical perspective	Level III Complex perspective
CITIZENSHIP // CITIZENSHIP EDUCATION	Knowledge of social and civic institutions, as well as personal rights and duties, affording little relevance to participation.	Knowledge of social and civic institutions, as well as the rights and duties of citizens, becoming aware of the causes and consequences of acts. Civic participation in formal contexts, but without sufficient critical awareness and without an attitude of social commitment.	Knowledge of social and civic institutions, as well as the rights and duties of citizens, becoming aware of the causes and consequences of acts and with committed participation in society with critical awareness. Civic action carried out from local and global perspectives (glocal).

SUSTAINABILITY // SUSTAINABILITY EDUCATION	<p>Knowledge of the natural reality, with an anthropocentric perspective on the use, enjoyment and conservation of the environment.</p> <p>Initial development of environmental awareness (contact with environmental values). Understanding of territory as the stage for human activity.</p>	<p>Knowledge of natural and social reality, with analysis of the causes and consequences of the intervention of humans in the environment, from a “technological” perspective (trust in technology for solving environmental problems). A relevant role is given to political-ideological currents (for example, to sustainable development), but at a level of declaration of intent, not active implication. Understanding of territory as the result of human action, in the form of landscapes.</p>	<p>Knowledge of natural and social reality understood as a system, with analysis of the causes and consequences from a perspective of interaction. Committed participation in the environment, understanding that local social and environmental problems occur at local and global level, with a connection existing between both scales. Understanding of territory as the result of the interaction between human communities and the environment, with a focus on the identity of such communities.</p>
HERITAGE // HERITAGE EDUCATION	<p>Knowledge of historical-artistic and/or natural heritage, as something “exceptional” and/or relating to monuments, with a perspective centred above all on the local sphere. The purpose of heritage education is closer to “general culture”</p>	<p>Knowledge of the different types of heritage (historical-artistic, natural, ethnographic, scientific-technological, etc.), although without arriving at an integrated vision thereof. Deals with a scale that is wider than local, but without yet reaching a global scale. The purpose of heritage education is fundamentally related to conservation.</p>	<p>Knowledge of the different types of heritage from a holistic perspective (global and integrated understanding of all heritage manifestations). Dealt with, interactively, at a local and global scale (glocal). The purpose of heritage education is critical analysis and committed civic action.</p>

Finally, to achieve the third and last of the specific objectives, an analysis grid has been created, which summarises in a simultaneous manner the type of knowledge presented in the curriculum, and the level of complexity in which this knowledge is situated, according to the system of categories generated for this purpose, in this study (table 4).

Table 4

System of Categories on the Level of Complexity of the Treatment of the Subjects Addressed

Legislative document analysed:	School level:		
	Descriptive	Analytical	Complex
CITIZENSHIP // CITIZENSHIP EDUCATION			
Knowledge(knowledge)			
Know-how (action)			
Know-how-to-be (attitudes)			
SUSTAINABILITY // SUSTAINABILITY EDUCATION			
Knowledge (knowledge)			
Know-how (action)			
Know-how-to-be (attitudes)			
HERITAGE // HERITAGE EDUCATION			
Knowledge (knowledge)			
Know-how (action)			
Know-how-to-be (attitudes)			

Results and Discussion

First phase of the study

The results of the first part of the study are presented in the form of tables, which reflect the frequency of the units of information found for each of the three semantic fields defined in the different legal documents analysed.

For General Laws, as can be appreciated in table 5, the semantic field related to the subject citizenship or life in society is that which appears most frequently, represented by 85.53% of the sample. This is followed by sustainability, with a representation of 10.53%. Heritage is practically non-existent in the educational laws analysed.

Table 5

Frequency of Units of Information in General Laws

Keywords	Frequency (f)	Percentage (%)
Sustainability	8	10.53
Citizenship/life in Society	65	85.53
Heritage	3	3.95

If we focus on the legal texts that implement the early childhood education curriculum at both national and regional level (Andalusia), we find a number of differences regarding the total number of units of information localised in the General Laws. The citizenship or life in society semantic field remains dominant, with a representation of 56.60%. For the semantic field related to sustainability, the degree of representation stands at 17.93%, with the field relating to heritage being 17.93%. In autonomous regional laws heritage plays a more important part than for general laws, according to the analysis. More references also appear in relation to the semantic field of sustainability, as can be appreciated in table 6.

Table 6

Frequency of units of information in legal texts that regulate the early childhood education curriculum

Keywords	Frequency (f)	Percentage (%)
Sustainability	19	17.93
Citizenship/life in Society	60	56.60
Heritage	27	25.47

In the case of the legal texts that regulate the primary education curriculum both at national and autonomous regional level (Andalusia), the semantic field of citizenship or life in society remains at the forefront with 39.74% of references, closely followed by heritage (36.68%), with that relating to sustainability producing fewer references (23.58%) (table 7).

Table 7

Frequency of units of information in legal texts that regulate the early primary education curriculum

Keywords	Frequency (f)	Percentage (%)
Sustainability	54	23.58
Citizenship/life in Society	91	39.74
Heritage	84	36.68

From this initial study phase we can determine that the questions related to citizenship and life in society are especially relevant in general laws, however, questions relating to sustainability and heritage are anecdotal references with a barely noticeable presence. Nevertheless, in the legal texts that regulate the curriculum for the early childhood and primary education stages, these two questions begin to play an important role. For both early childhood and primary education the questions related to citizenship and life in society continue to have a strong presence, and are above the topics of sustainability

and heritage. However, and in contrast to the general laws, in these educational stages heritage has an important role, which is reflected in the frequency at which it appears. Sustainability, although relevant for both stages, is relegated to having the least relevance as regards these three topics.

Second phase of the study

The data collected in the first part of the study have allowed us to carry out an approximation of the value of each of them within the education regulations. In this section we show the most relevant data in terms of the creation of the key terms, the type of contents that predominate and the curricular elements these are linked to. To aid reading, we describe the results for each of the two educational stages studied regarding each one of the three terms studied.

Early Childhood Education

Citizenship/Life in Society

In the regulations concerning early childhood education, the conceiving of the category Life in Society / Education for life in society corresponds to the description in level 3 of the system of categories: “complex perspective” due to the many references found offering a wide vision of citizenship, from which the goal is, for students at these ages, to guarantee coexistence, favour social development, strengthen active participation in society, and educate for the peaceful resolution of conflicts. In the various documents analysed, the “socialising” role of the school is emphasised, along with its importance for the educating of “active citizens”. The fragments that are detailed below are an example of this:

Complex Perspective/Knowledge: *Identify and know the most significant social groups in their environment, some characteristics of their organisation and the main community services offered. Give examples of their characteristics and cultural manifestations, and appreciate their importance. This criterion evaluates the knowledge of the closest social groups (family, school...), the community services offered by these (market, healthcare, transport), and their role in society [...]* (Royal Decree 1630/2006.Evaluation Criteria. Sphere of Knowledge of environment).

Complex perspective/Know-how-to-be/Attitudes: *Early childhood education is, then, the stage at which the foundations are laid for children’s development, in terms of both a personal and social dimension. Values that make life in society possible are laid down in it, habits of democratic coexistence and mutual respect are acquired, and children are worked with so that, in the future, they participate responsibly in social life and citizenship. To contribute to these competencies there shall be a transversal integration of the development of democratic, civic and ethical*

values of our society, reflecting the principles of equal rights between sexes, rejecting any type of negative discrimination and highlighting the contribution of women to the progress of humanity. Furthermore, respect for cultural diversity, sustainable development, the culture of peace, healthy consumption habits, and the use of leisure time, shall all be present in the areas of the curriculum (Andalusia Regulation 5/8/2008. Introduction to the spheres of Early Childhood Education).

Complex Perspective/Know-how/actions: *Relating to others and progressively acquiring elemental guidelines for coexistence and social relationships, as well as practicing the peaceful resolution of conflicts.*(Royal Decree 1630/2006. General objectives of Early Childhood Education).

Thus, Early Childhood Education is defined as a stage of introduction to social relationships, functioning of society, learning of rules, values and behaviour that guarantee coexistence. In any event, the explicit aim is “socialisation”, with the aim of civic education not, therefore, always explicitly stated. Regarding the type of content promoted, particular attention may be drawn to those related to “know-how-to-be” (attitudes) and “know-how” (procedures, action) on content of the conceptual type (“knowledge”).

Thus, there is an insistence on the need to teach children to collaborate with others, and begin to form part of social groups. Likewise, reference is made to the development of autonomy, initiative, decision making capacity and cooperation as elements that favour citizenship from childhood. This category is considered a general objective of early childhood education, appearing in the three curricular spheres of this educational stage. However, it is only implemented in all elements of the curriculum (objectives, content and evaluation criteria) in the case of the sphere of Knowledge of Environment sphere, which contains the Life in society and culture content block, focused on this topic.

Sustainability

The vision of the sustainability category corresponds to level 2 of the category system: “analytical perspective”, given that the basic objective expressed in the curriculum is produced amongst them, also insisting on care and respect for the environment. Regarding the content, we can observe a predominance of those procedural in nature (“know how”), and behavioural (“Know-how-to-be”) compared to conceptual ones (“knowledge”). The fragments that are detailed below are an example of this:

Analytical Perspective/Knowledge: *Knowing and appreciating the basic components of the natural environment and some of its relationships, changes and transformations [...] (Royal Decree 1630/2006. Objective of the Knowledge of Environment sphere).*

Analytical Perspective/Know-how-to-be/attitudes: *Knowing the basic components of the natural environment and some of the relations produced between them, appreciating their importance and influence on the lives of people, developing attitudes of care and respect towards the environment and acquiring awareness of*

the responsibility we all have in their conservation and improvement. (Andalusia Regulation 5/8/2008. Objectives of the Knowledge of Environment sphere).

Analytical Perspective/Know-how/actions: *Throughout the early childhood education stage, children observe animals, plants, elements and natural phenomena with interest and curiosity, interact with them and progressively formulate conjectures around their presence in the environment, around some of their characteristics, manifestations, functions and relationships [...] Also strengthened will be the observation of natural elements and materials that condition life, such as water, the sun, clouds..., and some phenomena that take place in nature: the succession of days and nights, rain, snow, wind, etc.* (Andalusia Regulation 5/8/2008. Description of the Knowledge of Environment sphere).

There are references to the promotion of interest in the natural environment, the identification and naming of elements of the environment, as well as care and respect towards nature. Sustainability and consumption habits are considered as transversal topics for the different curriculum spheres. Nevertheless, we only find allusions to this topic in the Knowledge of Environment sphere (not in the other two spheres).

Heritage

The vision of the Heritage, culture, territory / Education for heritage, culture, territory is situated at level 2 of the category system: “analytical perspective”, given that it emphasises the need for knowledge and introduction to natural and cultural heritage as a contribution to the development of identity and sense of belonging. At the same time, there is an insistence on the benefits of active participation in the different cultural manifestations, as well as on respect and appreciation thereof. It deals with a scale that is larger than local, fundamentally centred on the autonomous region itself (Andalusia), without reaching a global scale. Regarding the types of content that are set out in the curriculum, we can observe a certain equilibrium between concepts (“knowledge”), procedures (“know-how”) and attitudes (“know-how-to-be”). The fragments that are detailed below are an example of this:

Analytical Perspective/Knowledge: *Knowledge of the cultural heritage of the society they belong to contributes to children’s construction of their personal identity, increasing and defining their sense of belonging to a specific society and culture. This sphere will bring them closer to recognising a number of signs of cultural identity, to the knowledge of significant cultural production of our environment [...].* (Andalusia Regulation 5/8/2008, Description of the Knowledge of Environment sphere).

Analytical Perspective/Know-how-to-be/attitudes: *Know and participate in some cultural and artistic manifestations in their environment, taking into account their diversity and developing attitudes of interest, appreciation and respect towards Andalusian culture and cultural plurality.* (Decree of Andalusia 428/2008. Objectives of the Knowledge of Environment sphere).

Analytical Perspective/Know-how/actions: *The necessary connection of children to the cultural environment will be carried out via their active participation in cultural situations and manifestations specific to our environment [...].* (Andalusia Regulation 5/8/2008, Contents of the Knowledge of Environment sphere, Life in Society and Culture thematic core).

There are references to the knowledge of cultural manifestations in the environment, to the recognition of some signs of cultural identity, to the promotion of active participation in the most significant cultural manifestations of the region and to attitudes of interest, appreciation and respect towards own culture (Andalusia), and towards cultural diversity. Heritage is considered a transversal topic regarding the different spheres of the curriculum. However, although there are references to heritage in the general objectives of early childhood education, it does not appear in all areas of the curriculum, only fundamentally in the Knowledge of Environment sphere; in the Languages: Communication and Representation sphere there are some references relating to the different literary manifestations, and with artistic language, mainly music and plastic arts.

Primary Education

Citizenship/Life in Society

In the Primary Education curriculum the semantic field relative to citizenship appears with a greater frequency. In this regard, it must be taken into account that “basic competencies” are referred to, one of which is concerned with citizenship. In relation to life in society, a number of dominant “trends” are observed, which can be situated between an “analytical perspective” (level 2 of the category system) and a “complex and critical perspective” (level 3). The fragments that are detailed below are an example of this:

Analytical Perspective/Knowledge: *[...] living in society, understanding the social reality of the world in which they live and carrying out democratic citizenship.* (Royal Decree 1513/2006. Basic competencies).

Analytical Perspective/Know-how-to-be/attitudes: *Strengthen respect for human rights and fundamental freedoms and values that prepare students for assuming a responsible life in a free and democratic society, as transversal elements.* (Andalusia Regulation 5/8/2008. Introduction).

Complex perspective/Know-how-to-be/Attitudes: *[...] using moral judgement for choosing and taking decisions, and actively and responsibly exercising the rights and duties of citizenship. [...] Entails resorting to the multi-causal and systemic analysis to judge social and historical events and problems, and to reflect on them in a global and critical manner, as well as realising critical, logically valid reasoning on real situations, and dialogue to collectively improve understanding of reality.* (Royal Decree 1513/2006. Basic competencies).

Complex Perspective/Know-how/actions: *Knowing and appreciating the values and norms of coexistence, learning to reach agreement with them, preparing for active participation in citizenship and respecting human rights, as well as the pluralism of a democratic society* (Royal Decree 1513/2006. Objectives of the Education for Citizenship and Human Rights sphere).

Particular attention is paid to knowledge of social and civil institutions, along with civic rights and duties, with awareness of the causes and consequences of events that occur in the surroundings, as extracted from the fragment included in Royal Decree 1513/2006. Evaluation criteria “Knowing the general functioning of the bodies of some nearby organisations, the role of the administrations as guarantors of the most important public services for improving the lives of citizens”.

Participation in formal democratic contexts seldom appears. In any event, we can observe a trend towards a more critical and complex understanding of citizenship, in which citizens would commit to build a more just society (responsibility as regards future generations, the environment, technological progress, etc.). The role of citizenship in the general education regulations is set out in the diverse curricular elements that comprise this law (competencies, objectives, contents, evaluation criteria, etc.), but without the establishment of solid relationships between these elements. In terms of the dimensions of the knowledge (wisdom and beliefs, know-how-to-be, know-how), at a level of general declarations there are guidelines to approach them in an interrelated manner; however, as the curriculum is finalised in diverse regulations this interrelation is gradually diluted, in a way that the content that ends up dominating is conceptual (“knowledge”) and attitudinal (“know-how-to-be”), and there is little connection between them.

Sustainability

In relation to sustainability the general education law tackles it from a “descriptive perspective” (level 1), that is, the knowledge basically refers to the natural reality, with an anthropocentric perspective of the environment, centred around its use and enjoyment.

Descriptive Perspective/Knowledge: *Knowing the general functioning of the bodies of some nearby organisations, the role of the administrations as guarantors of the most important public services for improving the lives of citizens. [...] Checking whether they recognise and know how explain, orally and in writing, the importance of specific public services (education, health, water supply, transport, etc.) for the well-being of citizens.* (Royal Decree 1513/2006. Evaluation criteria for the Knowledge of the Environment sphere).

In coherence with the above, environmental education responds to a “practical/conservational” goal. The curricular elements (objectives, content, etc.) appear in an isolated and independent form, without relationships being established between them. This is especially visible in the case of contents. There is a predominance of procedural

type (“know-how”) and attitudinal (“know-how-to-be”) content, and there is no clear relationship between these and conceptual (“knowledge”) content.

Analytical Perspective/Knowledge: *Ability to understand events, the prediction of consequences and activity on the state of people’s health and environmental sustainability.* (Decree of Andalusia 230/2007. Basic competencies).

Analytical Perspective/Know-how-to-be/attitudes: Acquisition of healthy lifestyle and sports habits, capacity to decide between options that favour physical, mental and social well-being for themselves and others. (Decree of Andalusia 230/2007. Introduction).

As the general regulations are implemented in the Autonomous Regional sphere (Andalusia), it is observed that natural perspectives cross over into territorial and affective ones (level 2: “analytical perspective”), with a leaning towards knowledge of the natural and social reality, with analysis of the causes and consequences of the intervention of humans in the environment; there is also emphasis on an initial development of environmental and social awareness in relation to conservation of surroundings.

Analytical Perspective/Know-how/actions: *School must educate to responsibly use the resources we have available as human communities. This educational goal would be framed around a more general perspective of environmental education that should be a part of any educational project, and which is essential for contributing to a sustainable future.* (Andalusia Regulation 5/8/2008. Contents, thematic core “Responsible use of resources”).

Therefore, specifically the autonomous regional curriculum of Andalusia can be situated at level 2 (“analytical perspective”) and in some aspects, at level 3 (“complex perspective”).

Complex perspective/Know-how-to-be/Attitudes: *[...] responsible use of natural resources, care for the environment, rational and responsible consumption, and the protection of individual and collective health as key elements in people’s quality of life.* (Royal Decree 1513/2006. Basic competencies).

Complex perspective/Know-how-to-be/Attitudes: *It would be necessary to educate, then, not just for the analysis of these problems (depletion of resources) but, above all, to raise awareness and change behaviours, in order to make a sustainable future for humanity, and a fairer distribution of the planet’s resources, possible.* (Andalusia Regulation 5/8/2008. Contents, thematic core “Responsible use of resources”).

Heritage

Regarding this category, in the general education law questions related to heritage education manifest both the “descriptive” (level 1) and “analytical” (level 2) perspectives. These perspectives are fundamentally linked to the know-how-to-be/attitude content, which is represented in fragments such as:

Descriptive Perspective/Know-How-To-Be/Attitudes: *Knowledge, appreciation and respect for significant manifestations of historical and cultural heritage.* (Royal Decree 1513/2006. Content blocks in the Knowledge of Environment sphere).

Descriptive Perspective/Know-How-To-Be/Attitudes: *Critically assess different cultural and artistic manifestations, use them as a source of enjoyment and personal enrichment and consider them as part of the cultural heritage of societies.* (Royal Decree 1513/2006. Content blocks from the Knowledge of Environment sphere).

At the level of Andalusia we find references linked to Knowledge in the three level of complexity. From this, we can affirm that there is an addressing of simpler questions and more complex ones. An example of this is extracted from the fragments:

Descriptive Perspective/Knowledge: *The curriculum specific to Andalusia includes aspects related to the natural environment, history, culture, the economy and other differentiating facts, in order that they be known and respected as own heritage, within the Spanish cultural framework.* (Andalusia Regulation 5/8/2008. Contents, Introduction to the Spheres).

Analytical Perspective/Knowledge: *Knowing and appreciating natural and cultural heritage and actively contributing to its conservation and improvement, understanding linguistic and cultural diversity as a value of the people and individuals, and developing an attitude of interest and respect towards this.* (Decree of Andalusia 230/2007. Objectives of the Knowledge of Environment sphere).

Complex Perspective/Knowledge: *The curriculum specific to Andalusia includes aspects related to the natural environment, history, culture, the economy and other differentiating facts, in order that they be known and respected as own heritage, within the Spanish cultural framework.* (Andalusia Regulation 5/8/2008. Contents, Introduction to the Spheres).

There is an occasional extraction of fragments in which heritage education is procedural in nature (know-how/actions). When this occurs it is at an analytical level of complexity. It is possible to extract a significant fragment from Andalusia Regulation 5/8/2008, specifically, within the “Heritage in Andalusia” thematic core, in which reference is made to the fact that “in heritage, as a reflection of culture, people are recognised as members of a community. Heritage is thus, for a time, a shared origin and embryo of future projects, recognising and appreciating, in its diverse aspects, that which, from the perspective of our society, is considered as heritage of the peoples of Andalusia”.

Regarding the didactic understanding of heritage, there is no clear establishment of relationships between the curricular elements. Only occasionally can a certain integration of elements be appreciated; in this case, there is in some way a simple integration of the dimensions of knowledge (knowledge, know-how-to-be, know-how).

Conclusions

As mentioned beforehand, the objective of this study was to determine whether the Spanish education curriculum in force, and its particular implementation in Andalusia, addresses citizenship education, sustainability education, and heritage education. As set out in the results, it is observed how there are significant differences regarding the relevance afforded to each of these three aspects, depending on the legal texts we analyse. The three terms appear in the general regulations, but as these become fixed, sustainability and heritage are diluted. That is, importance is given to these aspects in the plan of general declarations (aims and objectives), but as the content becomes specified, there is a reduction in methodology and evaluation. This therefore makes it difficult to include them in school teaching. González-Gaudio (2012) indicates that the inclusion of these aspects is a challenge for school systems and particularly for the official curriculum, becoming a mechanism of social control, given that it is selective, emphasising or undervaluing determined social practices, and our analysis coincides with this author.

A further step has been taken to discover from what vision these aspects are worked with, that is, from a simple or complex vision thereof, given that depending on from which perspective they are presented, it will be possible to educate more active and responsible citizenship. In this case we have also detected significant differences in the analysis of the two educational stages chosen.

In the Early Childhood Education stage, citizenship is approached from the complex perspective; however, sustainability and heritage are more closely related to the analytical perspective, to which we can conclude that in this stage the socialisation of children is a priority, as it appears in the regulations. Sustainability and heritage are presented from an analytical perspective, and we underline the contradictory nature of the proposal being transversal and then linking it to specific and not all spheres.

A greater variability is observed in the Primary Education stage, due to the fact that depending on where the terms appear and how they are detailed, in some cases they are positioned more in one perspective than another, it being possible to identify the three aspects in the three perspectives presented. This indicates to us the lack of a global vision of these concepts, again making it complicated to reach the desired point of their teaching in the classroom, as in this manner all actions, from the simplest to the most complex, would be fitting, but we know that not all of these practices can result in the production of active and responsible citizens.

We therefore consider, as a result of this study and as a key element for the incorporation of citizenship, sustainability, heritage and other transversal topics into habitual teaching in schools, the creation of an integrated curriculum structured not only on the foundation of “academic themes” but also on “relevant social and environmental problems”. The structure of the curriculum and the uncertain interaction between

the disciplines that comprise it are the cause and consequence of such as situation (González-Gaudiano, 2012, 17).

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Pilietiškumo, aplinkos tvarumo ir paveldo ugdymo aktualumas vaikų ankstyvajame bei pradiniam ugdyme Ispanijoje

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Santrauka

Nuo pat mokyklos pradžios mokytojai turi ugdyti kritiškai mąstančius piliečius, kurie geba priimti sprendimus ir tinkamiausiu būdu spręsti socialinės aplinkos konfliktus. Straipsnyje pateikiami sprendimo būdų, taikomų Ispanijos aktyvių ir globalių piliečių švietimo mokymo programose, tyrimo rezultatai. Šiuo atveju buvo atlikta teisinių tekstų, įgyvendinančių ankstyvojo ir pradinio ugdymo programas nacionaliniu lygmeniu Andalūzijos regione, analizė. Taikyta kokybinė, aprašomoji ir interpretacinė metodika. Tyrimo imtį sudarė 11 dokumentų, kurie apėmė ankstyvojo (3–6 metų amžiaus vaikų) ir pradinio (6–12 metų amžiaus mokinių) ugdymo pakopas tiek nacionaliniu, tiek autonominio regiono lygiu.

Remiantis gautais rezultatais daroma išvada, kad reikalinga nuo ugdymo programos neatsiejama pertvarka, kuri suformuojama pagal „svarbias socialinės aplinkos problemas“, o ne remiantis „tradiciniais akademiniais klausimais“. Taip pat reikia skatinti su mokykla susijusių tyrimų metodologiją ir vertinimą, skirtą procesų analizei. Be to, ankstyvojo vaikystės ugdymo pakopoje į pilietiškumą žvelgiama kompleksiskai, tačiau aplinkos tvarumo ir paveldo ugdymas yra labiau susijęs su analitine perspektyva. Kita vertus, pradinio ugdymo pakopoje galima išskirti tris aspektus iš pateiktų trijų perspektyvų.

Esminiai žodžiai: *paveldo ugdymas, aplinkosauginis ugdymas, pilietiškumo ugdymas, švietimo įstatymų leidyba, ankstyvasis ugdymas, pradinis ugdymas.*

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