

Olaia Fontal Merillas

Biographical note

Olaia Fontal Merillas (Barakaldo, 1975) has a degree in Fine Arts from the UPV / EHU, a degree in Art History and a PhD in Educational Sciences from the University of Oviedo, where she received an extraordinary doctorate award in 2003. She leads from Spain a line of research in Heritage Education, a reference in the international field. She directs the Heritage Education Observatory in Spain, the National Education and Heritage Plan and the International Patrimonial Education Network. She has directed 14 PhD theses. She oversees the National Education and Heritage Plan in the Ministry of Education, Culture and Sports (General Subdirectorate of the IPCE) from 2011 to the present. She directs the Heritage Education Observatory in Spain (OEPE), as well as the International Patrimonial Education Network (RIEP-INHE). She has directed four International Conferences in Heritage Education in Madrid (2012-2014-2016-2018), as well as three International Heritage Education Conferences in Spain and Portugal (2013-2015-2017). She is the author of one book, co-author of four books, coordinator of six books, and has written 34 book chapters, 24 articles with an impact index and 22 indexed articles.

Title

Heritage, Education and Citizenship: The National Education and Heritage Plan of Spain

Abstract

Heritage education in Spain is at a time that allows us to position ourselves as a benchmark country in the international arena. For this we have two powerful unique instruments, for the time being: the National Education and Heritage Plan, on the one hand, and the Heritage Education Observatory in Spain, on the other. Both instruments are managed and financed by two Ministries of the Government of Spain. To these two instruments must be added the educational legislation of our country in the field of education and heritage, which deals extensively with the cultural heritage at all educational levels, in various types, from updated approaches and at all levels of concretion. All of them are configured as instruments of educational management of the heritage, which, articulated from the central administration of the state, allow coordinating the different educational and social agents involved, based in unified criteria and common standards.