

## **Evaluación de programas de educación patrimonial en museos para personas con TEA**

*Evaluation of heritage education programs in museums for people with  
ASD*

*Avaliação de programas de educação patrimonial em museus para  
pessoas com ASD*

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### **Resumen**

El presente artículo recoge el proceso de investigación desarrollado en torno a un estudio vinculado con el Observatorio de Educación Patrimonial en España (OEPE). Tomando como referencia las fuentes documentales que avalan el desarrollo de las disciplinas que fundamentan nuestro trabajo — la educación patrimonial, los museos y el trastorno de espectro autista (TEA) —, se observa la necesidad de incidir en la visibilización de propuestas de educación patrimonial desarrolladas en museos para personas con diversidad funcional, así como de fomentar la conversión de otros espacios en entornos inclusivos. En este sentido, el objetivo de este trabajo ha sido buscar, analizar e inventariar los programas de educación patrimonial existentes en España y destinados a personas con TEA. Para ello, y con base en el modelo SAEPEP-OEPE (Secuencia de Análisis y Evaluación de Programas de Educación Patrimonial) (Fontal, 2016), se han empleado una serie de instrumentos que han permitido no solo profundizar en el conocimiento de las experiencias analizadas, sino también determinar qué estándares de calidad suelen contener las propuestas de este tipo. Tras el proceso de recogida de información, se procedió a la selección de los instrumentos de análisis e interpretación, para lo cual se contó con una muestra de 27 programas desarrollados en museos para el colectivo objeto de

estudio, de una población total de 1159 museos. De los datos extraídos en la citada muestra, se ha podido comprobar la necesidad de conocer las características del colectivo para poder adaptar tanto los métodos como los espacios, así como la prioridad de implicar a agentes externos y difundir el trabajo realizado. Entre las conclusiones clave para esta investigación destacan la escasez de propuestas existentes y la importancia del valor humano en todas las iniciativas analizadas.

**Palabras clave:** educación patrimonial, inclusión, museos, OEPE, TEA.

## **Abstract**

This article presents the research program carried out for a study linked with the Spanish Heritage Education Observatory (SHEO). Based on source documents that corroborate the development of disciplines that sustain our work, heritage education, museums and Autism Spectrum Disorder (ASD), there is a need to foment the dissemination of heritage education proposals carried out in museums for people with functional diversity, as well as the conversion of other spaces into inclusive environments.

The aim of this work was to search for, analyze and inventory heritage education programs existing in Spain, designed for people with Autism Spectrum Disorder. To do this, and using the SAEPEP-OEPE (Sequence of Analysis and Evaluation of Heritage Programs (Fontal, 2016) as a model, a series of instruments were used, which, apart from broadening our knowledge of the experiences analysed, enabled us to determine which quality standards usually contain this type of proposal. After gathering information, the instruments used to analyse and interpret it were selected, for which a sample of  $n=27$  programs developed in museums for the population segment being studied, of a total population of  $N=1159$  museums, were considered.

From the data extracted from the aforementioned sample it has been possible to verify the need to know the characteristics of the group in order to adapt both the methods and the spaces, and the need to involve external agents and disseminate the work done. Among the key conclusions for this research are the scarcity of existing proposals and the importance of human value in all of the analysed initiatives.

**Keywords:** Heritage Education, museums, SHEO, ASD.

## Resumo

Este artigo inclui o processo de pesquisa desenvolvido em torno de um estudo vinculado ao Observatório de Educação Patrimonial na Espanha (OEPE). Tomando como referência as fontes documentais que apoiam o desenvolvimento das disciplinas que fundamentam nossa educação sobre o patrimônio, museus e transtornos do espectro do autismo (TEA), observamos a necessidade de influenciar a visibilidade das propostas de educação do patrimônio desenvolvidas em museus para pessoas com diversidade funcional, bem como para incentivar a conversão de outros espaços em ambientes inclusivos. Nesse sentido, o objetivo deste trabalho foi pesquisar, analisar e inventariar os programas de educação patrimonial existentes na Espanha e destinados a pessoas com ASD. Para tanto, e com base no modelo SAEPEP-OEPE (Sequência de Análise e Avaliação de Programas de Educação do Patrimônio) (Fontal, 2016), uma série de instrumentos tem sido utilizada, o que permitiu não apenas aprofundar o conhecimento das experiências analisadas, mas também determinar quais padrões de qualidade geralmente contêm propostas desse tipo. Após o processo de coleta de informações, procedeu-se à seleção dos instrumentos de análise e interpretação, para os quais tivemos uma amostra de 27 programas desenvolvidos em museus para o grupo-alvo de estudo, de uma população total de 1159 museus. A partir dos dados extraídos na amostra citada, foi possível verificar a necessidade de conhecer as características do grupo, a fim de adaptar tanto os métodos quanto os espaços, bem como a prioridade de envolver agentes externos e disseminar o trabalho realizado. Entre as principais conclusões desta pesquisa estão a escassez de propostas existentes e a importância do valor humano em todas as iniciativas analisadas.

**Palavras-chave:** educação patrimonial, inclusão, museus, OEPE, CHÁ.

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## Introduction

Research about the potential that non-formal contexts can have in the integral development of the person is a topic that, although it begins to develop (Delgado López, 2016, Soto González, 2015), still does not have an important theoretical tradition and practice that grounds it.

However, there is an increasingly rooted current, which has been initiated by Fontal (2003) and continued by other authors such as Pérez López (2011), Gómez Redondo (2013), Marín Cepeda (2014), Sánchez Ferri (2016). ) or Rico Rico (2017), which has served to open the way to the understanding of diversity both from the perspective of the human being and the heritage. This conception, together with the work of the National Heritage Education Observatory in Spain (Fontal, 2010) -available by various doctoral theses (De Castro, 2016, Maldonado, 2016, Marín Cepeda, 2014, Sánchez Ferri, 2016) and by the scientific dissemination of the mentioned observatory (Fontal, 2016, Fontal and Juanola, 2015, Marín Cepeda, García Ceballos, Vicent, Gillate and Gómez Redondo, 2017, among others) - have forged the foundations for a framework of action that together with the proposals of the National Plan for Education and Heritage (Domingo, Fontal and Ballesteros, 2013) and the Museums + Social Plan (Secretariat of State for Culture of Spain [SEC], 2015) has developed fully inclusive work proposals.

Having explained the above, it can be indicated that the objective of the present investigation is to take a step further along the line initiated by Marín Cepeda (2014) towards the creation of a universal model based on the appreciation of diversity and the attempt to highlight the skills that each person has to "achieve the necessary progress and achievements in the fulfillment of his personal life plan" (López, Marín and De la Parte, 2004, p.2).

## Heritage education for people with autism spectrum disorder (ASD)

After reviewing the literature available, it can be stated that until the moment of this investigation, no study has been found that directly links heritage education with the TEA collective, although it is fair to mention that different publications linking the accessibility constructs have been found. and inclusion (Espinosa and Bonmatí, 2013, Espinosa and Guijarro, 2005, Gómez del Águila, 2012, Juncá, 2008) and even rigorous studies that interrelate patrimonial education and concrete groups with functional diversity (Pérez López, 2011), as well as others that conceive the museum as an inclusive space (Delgado López, 2016), and

some that address heritage education and diversity as components of the same reality (Marín Cepeda, 2014).

For this reason, to develop the theoretical foundation of the theme of the present inquiry was the need to raise, first, an approach to heritage education, so that later, the role that museums play in the development of inclusive initiatives, which has allowed to accentuate the main characteristics of the group in which this work is focused, as well as the proposals that are outside our borders are being developed.

However, to facilitate a better understanding of the work developed, it is necessary to refer to the theoretical position from which we started. In this sense, it is necessary to highlight, as already mentioned, the humanistic approach initiated by Dr. Fontal and continued by other authors, since it is an integral model that places the person at the center of its actions (Fontal, 2013) and It promotes patrimonialization processes (Gómez Redondo, 2013).

Before continuing, however, it is necessary to ask where the aforementioned processes take place, for which it would be a mistake to state that they only occur in the museum environment, since the links that each person freely establishes with the goods can not be limited to a physical space, although it does represent what it represents (Calaf, Fontal and Valle, 2007). In fact, it can not be considered that the museum should replace educational institutions, although as indicated in the Museums + Social Plan (SEC, 2015), perhaps it should be taken care of and strengthened, since it is "one of the last Shelters that exist, in short, where to preserve human frailty, whatever the type "(SEC, 2015, p.3). Therefore, in our search process of heritage education programs for people with ASD, we focus our efforts on museums, since they "have a social prestige that provides them with a strong anti-stigma capability" (SEC, 2015, P. 634). In other words, these are potentially inclusive and capacitating educational institutions thanks to the linking processes that take place in them.

A good example of the work that can be developed in these entities are the experiences carried out in North America and collected by Tyler (2015), who states that over the years museums have created programs that encourage the interest of their visitors, although ignoring, unintentionally, the needs of certain groups, such as people with ASD. In this sense, this author explains that due to the increase of people with this type of disorder the programs of the museums have begun to create specific activities or workshops for these people and their families.

However, and although it is worth recognizing the value of these initiatives, we consider that the proposal of activities developed apart from the rest of the individuals is not the best

way to achieve effective inclusion, so our commitment is not focused on the generation of accessibility programs, but in the conversion of accessible spaces.

Based on these considerations, the experimental framework of this study has arisen, which arises from the attempt to answer the following questions:

- Are there educational programs for people with ASD that meet the quality standards established by the organizations, regulations and models of heritage education?
- What quality standards define these programs?

For this, the following hypotheses have been formulated:

- Hypothesis 1: In Spain there are no standards or evaluation tools for specific heritage education programs for people with ASD.
- Hypothesis 2: The realization, at a national level, of projects in the non-formal educational environment is perceived more satisfactorily than those developed in the formal context.
- Hypothesis 3: The programs developed in Spain for people with functional diversity are scarce and most do not meet the quality standards established by the patrimonial education models.

The relevant consideration of each of the hypotheses, as well as the attempt to answer the research questions posed are addressed in the empirical part of the study, which is explained below.

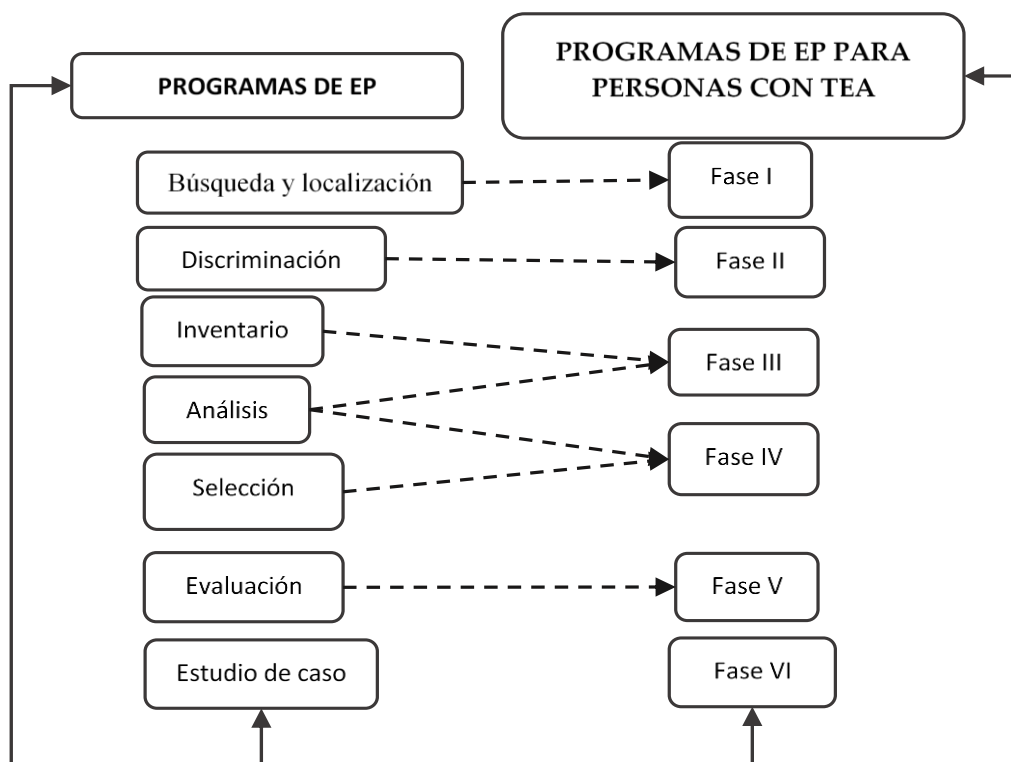
## **Method**

This work has been based on the paradigm of scientific-social research, for which the method of evaluation of programs developed by the Heritage Education Observatory in Spain (OEPE) has been used, which is made up of a multidisciplinary international team headed by Dr. Fontal, and has two different profiles: an external one, oriented to the dissemination and dissemination of heritage education in Spain, and an internal one, which serves as a source of consultation for researchers (Marín Cepeda et al., 2017) .

The observatory emerged in 2010 to give rise to four projects I+D+i<sup>1</sup> Differentiated, consecutive and financed first by the Ministry of Science and Innovation, and later by the Ministry of Economy and Competitiveness.

Although currently this work is immersed in the third and fourth of the projects cited, we have used the first two to establish the action plan. In this way, and following the process of sequential evaluation proposed by Fontal and Juanola (2015) and Fontal (2016), it has proceeded to establish its correspondence with the phases of the present inquiry (figure 1):

**Figura 1.** Relación entre las fases del método OEPE y las de nuestra investigación



Fuente: Elaboración propia

This sequential method of analysis and evaluation of patrimonial education programs - SAEPEP-OEPE method (Fontal, 2016) - highlights not only by providing the necessary procedural framework to develop an investigation that, as we will see later, combines the benefits of quantitative methods and qualitative, but also because it allows us to carry out a

<sup>1</sup> *Observatorio de educación patrimonial en España. Análisis integral del estado de la educación patrimonial en España* (EDU2009-09679), *La educación en España: consolidación, evaluación de programas e internacionalización del OEPE* (EDU2012-37212), *Evaluación de los aprendizajes en programas de educación patrimonial centrados en los procesos de sensibilización, valoración y socialización del patrimonio cultural* (EDU2015-65716-C2-1-R) y *Observatorio europeo de educación y patrimonio* (EUIN2017-84639).

thorough evaluation that starts from the discipline itself (heritage education) and even serves to provide important conclusions to improve existing practices or determine others as referents.

## **Goals**

The objectives set out in this research have focused on locating and inventing heritage education programs for people with ASD or programs for people with functional diversity that serve this group, as well as evaluating the instruments of analysis of heritage education programs existing and design an evaluation tool that meets the needs of the population with ASD. Also, analyze descriptively the selected programs to check if they meet the defined quality standards, and identify which proposals are more in line with the quality standards to determine the most relevant programs for the target group of our research.

## **Population and sample**

Within the process followed to specify the methodological framework of this research, one of the aspects that undoubtedly has caused greater difficulties has been the realization of the sample due to the scarcity of existing proposals in our country and the lack of dissemination of these. For this reason, and in order to adequately understand the passage of the population ( $N = 1159$ ) to the sample ( $n = 27$ ), it is necessary to know the data collection instruments used in the study, since thanks to these it has been possible to define the latter .

## **Instrument**

In research, we differentiate between two types of instruments: data collection (IR) and data analysis (IA). For the former, the use of five different tools was determined: the first was the interview (IR1), although, as already mentioned, one of the main difficulties has been the lack of accessibility to the data. Consequently, it was decided to contact all the museums included in the Directory of Museums of Spain. The initial population ( $N1 = 1159$ ) was constituted by all the museum institutions, that is to say, of any type, place or character that appeared in the aforementioned directory. An interview was sent to all of them via e-mail and they were asked if they existed or knew about a heritage education program for people with



ASD or functional diversity.

The second instrument used was the inventory file of the OEPE (IR2), a tool created by the researchers of the observatory to organize the data coming from the projects found around different categories. This provides not only a common structure that serves to give systematization and coherence to the information found, but also a source of information so that the work associated with heritage education can be made visible. In our specific case, including the programs found in the base of the OEPE serves so that these can be known by other users, since these programs have been collected using the descriptors functional diversity, ASD and autism.

The third instrument was the basic standards file EBEB-OEPE (IR3), which is based on the standard-based evaluation of Stake (2006) and seeks the quantitative assessment of the programs found through fifteen items organized around two dimensions (quality of information about the program and degree of specificity of the educational design), which are assessed according to a series of indicators (Marín Cepeda et al., 2017).

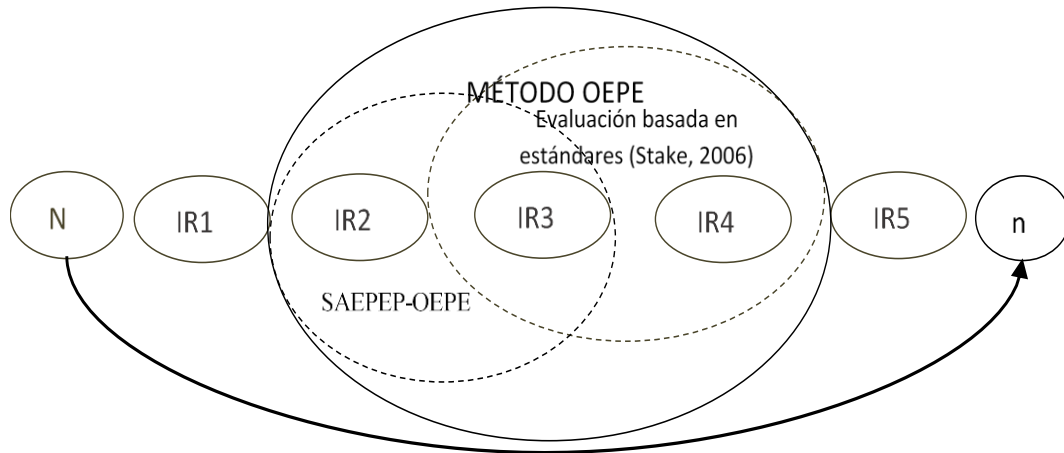
Although the SAEPEP-OEPE also proposes the evaluation based on extended standards (EBEE-OEPE) (Fontal, 2016), in our case it has not been taken into account; instead, and given the specificity of the study, we opted to create a table that, based on the methodological principles of the previous one, would serve us to assess the quality of the heritage education programs developed for people with ASD.

The fourth instrument, therefore, was the table of specific standards EP-TEA (IR4), which is valued using the same indicators established in the previous tool, through eighteen items distributed in the following dimensions: degree of attention and knowledge of the collective, quality of the context, quality of the methods, degree of implication of agents, and degree of diffusion of the programs and the results.

The last instrument was the questionnaire (IR5), which was elaborated in a structured, electronic and monothematic way addressed to those responsible for the programs that made up the sample of the research. Through this we were able to collect data that were later treated with information analysis tools, and interpreted to proceed with the extraction of conclusions from the study.

In order to proceed to a better understanding of the described tools, we present below a synthesis of these (figure 2):

**Figura 2.** Relación entre los instrumentos de recogida de información



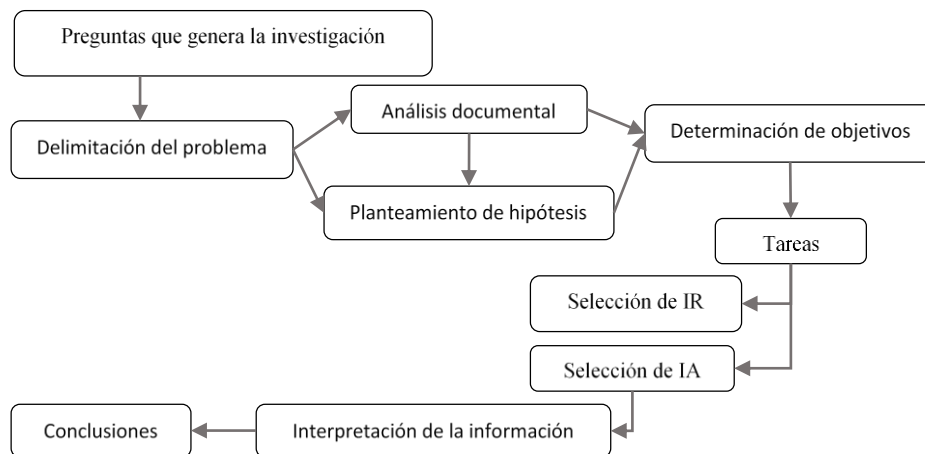
Fuente: Elaboración propia

As for the instruments for data analysis, the Google form tools (IA1), the SPSS 24 data processing programs and Microsoft Excel (IA2), as well as the Atlas.ti 8 (IA3) program were used. The first of them served to provide the information that was later treated with the other programs, while with the last of them a qualitative evaluation of the information was made.

### Data collection and analysis procedure

The procedure followed in our research is directly related to the phases established in the evaluation method of programs proposed by the OEPE. However, it is necessary to indicate that previously there was a decision-making process that gave rise to the work presented here (figure 3):

**Figura 3.** Esquema del proceso de investigación seguido



Fuente: Elaboración propia

As can be seen, our study began with the presentation of a series of questions (problems) to which we try to respond through documentary analysis and the subsequent hypothesis. The combination of these two aspects gave rise to the determination of the objectives of this research, which, although it had a series of general and specific objectives, was structured for a purpose: to inventory, analyze and evaluate the heritage education programs developed in museums for people with ASD. In this way the tasks that would be carried out were raised, among which the selection and application of the information collection (IR) and information analysis (IA) instruments stand out. Then, and from the examination and interpretation of the data, the conclusions that have served to corroborate the initial hypotheses were generated.

## Results

The results obtained have been categorized around the standards created for the IR4 (table 1) and have been treated and analyzed from a quantitative and qualitative perspective.

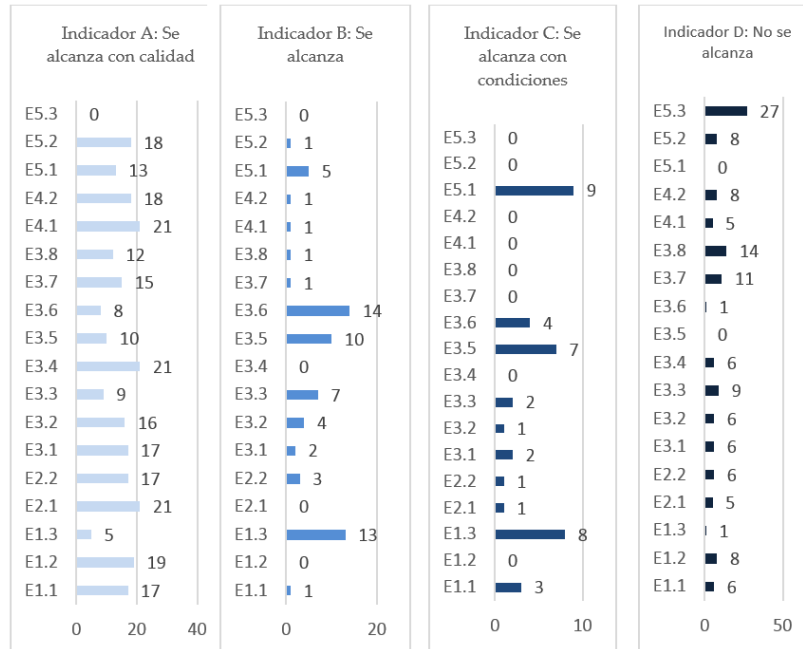
**Tabla 1.** Correspondencia entre dimensión, estándares y factores de evaluación

Dimensión	Estándar	Factor de evaluación
Dimensión I	1.1	Sistema clasificatorio DSM 5
	1.2	Grados de severidad del trastorno
	1.3	Características del colectivo
Dimensión II	2.1	Contexto
	2.2	Recursos
Dimensión III	3.1	Accesibilidad
	3.2	Grado de competencia
	3.3	Métodos
	3.4	Estructuración
	3.5	Diversidad de aprendizajes
	3.6	Flexibilidad
	3.7	Mecanismos de evaluación
	3.8	Mecanismos de redefinición
Dimensión IV	4.1	Participación social
	4.2	Implicación social
Dimensión V	5.1	Estabilidad temporal
	5.2	Repercusión pública
	5.3	Repercusión académica

Fuente: Elaboración propia

Considering these aspects, and taking into account the indicators that allow assessing each of the standards (A, B, C, D), the results obtained at a quantitative level show the following perspective (figure 4):

**Figura 4.** Resumen cuantitativo de la evaluación por estándares



Fuente: Elaboración propia

Considering the first of the dimensions approached from the instrument -referred to the degree of attention and knowledge of the collective-, it is observed that 63% of the proposals valued properly denominates the collective, following the nomenclature established in the DSM 5 (E1.1) , and that in 70% of the cases the degrees of severity (E1.2) exposed in the aforementioned manual are addressed, which would partially contradict the information collected in the 1.1 standard.

Regarding the degree of knowledge that the institutions show of the TEA collective (E1.3), it can be seen that this standard is achieved with quality in 18.5% of the cases, it is achieved in 48% of the proposals, and is achieved with conditions in 29.6 % of the programs. Only one of the institutions shows that they do not know the characteristics of the group, despite developing a program aimed at this.

In relation to the second dimension -referred to the quality of the context and the adaptation of the proposals to the social, cultural and educational context-, adaptations to the context are proposed in 77.7% of the cases, while the adaptation of resources, spaces and supports for the development of the design can only be achieved with quality in 63% of the

programs.

Attention to the quality of the methods, addressed through the third dimension, is considered in 15% of the institutions, and 33.3% of the cases show knowledge of intervention methodologies aimed at the group, while another 33.3% does not meet this standard .

On the other hand, the structuring and didactic sequence of actions (E3.4) is considered in 77.7% of the proposals, and attention to the diversity of learning in its form, dimension and style (E3.5) is achieved with quality in only ten of the museums.

The adaptation of the design to the conditions of implementation is contemplated (E3.6) in 66.6% of the museums included in the sample, and there are evaluation instruments for their initiatives (E3.7) in 59.3% of the cases, while only 48.1% of them seek improvement of their work through the incorporation of redefinition tools.

Regarding the inclusion of external agents in the proposals (aspect included in dimension IV and evaluated through standards 4.1 and 4.2), 77.8% of the institutions coordinate with them, while 66.7% affirm that they are involved in their work.

The last of the dimensions assessed with the instrument was that related to the degree of dissemination of the programs and their results. In this regard, the continuity of the constitutive projects of our sample was assessed (E5.1), where it was observed that 48.1% have an annual temporary stability, 18.5% monthly or weekly and 33.3% of the cases punctually.

Finally, and regarding the diffusion of the programs (E5.2 and E5.3), it is observed that 29.6% of the institutions do not carry out a dissemination of their work, while 70.4% of the cases do so in social media. In contrast, none of the museums surveyed develop a scientific dissemination of their work through articles in specific journals, books or book chapters.

Now, after having described the results obtained at the quantitative level, the data presented is commented on below by means of the qualitative evaluation, which was carried out through the Atlas.ti program 8.

The process followed was based on the analysis of coding cycles (Saldaña, 2014). In this way, work was structured around the following stages: analysis of prospective content, coding analysis -comprised by two differentiated moments: the initial manual impressionist coding (Saldaña, 2014) and the initial theoretical manual coding (Charmaz, 2006). ) -, recoding of the data -which included the grouping of codes and the elaboration of possible categories-, categorization of the information (Saldaña, 2014) and definition of the theoretical model of this process.

The extracted data, again organized around dimensions, describe the following

perspective: regarding the first dimension, the correct denomination of the collective was found, which is derived from the knowledge of the current classification system and that the levels of severity are considered thanks to the work of external agents, since they are the ones who previously informed about the characteristics of the group in general and the individuals in particular in previous meetings that facilitate the creation of interprofessional designs adapted to the requirements of the people involved.

On the second dimension (adaptation of the sociocultural and educational context, as well as resources, spaces and supports), it can be pointed out that it is valued as necessary and considered as a fundamental criterion of action, hence the need to adopt universal design proposals such as measure of democratization of space.

The third of the dimensions discussed shows that it is essential that the proposals are accessible and that the work is developed in small groups, so that the personalization and modification of the dynamics are facilitated according to the requirements of the group or subject. It also points to the request to carry out a prior didactic design to avoid improvisation, which would allow to promote a conscious reflection on what is being done and what is to be achieved with it.

With regard to the fourth dimension, referred to the degree of involvement of agents, it can be indicated that it is usual the presence of these in the design and development of patrimonial education proposals in museums for people with ASD. In fact, the coordination with them is taken into account as the advice or support that these institutions need to be able to offer a response more adjusted to the characteristics and needs of people with ASD. It is also conceived that the shared design benefits the coordination between agents who do not have to belong to different educational fields, since they also allude to collaborations between museums.

Finally, and with regard to the fifth dimension, the influence that the periodicity of the programs has on the involvement of external agents can be highlighted. In this sense, the existence of agreements established between institutions favors the survival of this type of proposal, while when these are sporadic they can not always be carried out with the desired rigor. This aspect affects the dissemination of initiatives, since those that have a temporary continuity tend to be publicly disseminated.

## Discussion and Conclusions

This qualitative study has revealed the interest of a small group of institutions to create a real democratization of patrimonial education proposals in museums. Although there are difficulties such as the scarcity of personal and material resources, as well as the need to have more specific training to facilitate work with people with functional diversity, inclusion is considered as an obligation that is part of the need for evolution that society demands and which museums have to face according to their particularities. In this sense, you can find proposals that understand this objective as part of a generalized universal design approach, while there are institutions that consider essential the development of specific initiatives for the collective.

The analysis of the information provided by those responsible for the programs has shown, without the participants knowing the standards used in the evaluation, that there is an interrelation between their experiences and the standards, and even among the latter. Through their affirmations the contribution that each of them contributes to the creation of a coherent, inclusive project has been evidenced, in which the center of all educational action is the person.

Also, and thanks to the study of the proposals, it can be concluded that the indicators used as evaluation standards should be used as quality criteria that can be considered in the design or redesign of heritage education programs for people with functional diversity (in this case concrete, of the TEA collective). In this way, and following the ideas of Martos-Pérez and Llorente-Comí (2013), the basic principles of quality that should guide an intervention program would be the following: any intervention program must be individualized and the design of the objectives and Intervention strategies should be supported in a prior and exhaustive evaluation of the specific skills and difficulties of each person. The intervention program must ensure the generalization of learning through the design of activities in natural environments and the family should be considered as an active agent in the teaching process. On the other hand, the intervention model must respect the need for order, structure, anticipation and predictability shown by people with ASD and the program should encourage the acquisition of functional learning. In addition, the interests of the person with ASD should be used in the design of tasks and activities.

All these principles must be complemented by the following precepts (fruit of the research work developed): the intervention program must include specific objectives that are easily measurable and susceptible to assessment. In this sense, the programs must show knowledge of the group with which they work and handle the terminology that comes from the

moment they are developed. The proposals must consider the degrees of severity established in the current diagnostic manual (DSM 5) in order to propose designs tailored to the needs of each person. In addition, it is considered that the adequacy of resources, spaces and supports, as well as the adjustment to the social, cultural and educational context are necessary criteria to ensure the quality of the environment.

On the other hand, the designs have to be adjusted to the degree of cognitive, curricular and social competence of the users. For this, it is necessary that the proposals are accessible from the consideration of different intervention methodologies aimed at the collective, the careful and flexible didactic structuring of the approaches, the consideration of the diversity of learning and the incorporation of evaluation mechanisms that allow to redefine the proposal if necessary. For this, the coordination and involvement of educational agents in the projects is essential, since this will ensure the necessary multidisciplinary vision in this type of designs. Finally, it must be considered that the initiatives must be disseminated in order to give visibility to their work and the results obtained. This will contribute to the analysis and development of similar proposals in the same institution or in similar ones.



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Rol de Contribución	Autor (es)
Conceptualización	Laura Pablos
Metodología	Olaia Fontal
Software	NO APLICA
Validación	Laura Pablos y Olaia Fontal (Grado de contribución: igual)
Análisis Formal	Laura Pablos y Olaia Fontal (Grado de contribución: igual)
Investigación	Laura Pablos y Olaia Fontal (Grado de contribución: igual)
Recursos	NO APLICA
Curación de datos	NO APLICA
Escritura - Preparación del borrador original	Laura Pablos y Olaia Fontal (Grado de contribución: igual)
Escritura - Revisión y edición	Laura Pablos y Olaia Fontal (Grado de contribución: igual)
Visualización	Laura Pablos y Olaia Fontal (Grado de contribución: igual)
Supervisión	Olaia Fontal
Administración de Proyectos	Olaia Fontal
Adquisición de fondos	Laura Pablos y Olaia Fontal (Grado de contribución: igual)