

GLOSSARY

1. Heritage Interpretation: according to the AIP (Association for Heritage Interpretation), which promotes the professional and technical development of this discipline and its dissemination, it is *“the art of revealing on the spot, the meaning of our natural and cultural legacy to people who visit those places in their leisure time”*.

2. Location with heritage value: this term is used to refer to any location which contains elements with historical, architectonic, archaeological, ethnographic, scientific, cultural or natural value and which, due to its singularity, uniqueness and importance, deserves to be drawn attention to and conserved.

3. Heritage: the United Nations Educational, Scientific and Cultural Organization (UNESCO) is the highest institution responsible for identifying all those elements which, by their uniqueness or relevance, have an exceptional value for Humanity and deserve to be protected and conserved. This list of elements is constantly being updated; all the elements included represent our Heritage.

Currently, our heritage includes different classifications, the most global ones are **cultural and natural heritage** and **material and immaterial heritage**. All of them are included under the name: **World Heritage**.

4. Cultural identity: as a whole, values, pride, traditions, symbols, beliefs and behaviours which work as elements within a social group and act on individuals who compose that group, such as signs of identity or belonging because they feel identified with shared codes, rules and rituals.

The fact that a common identity exists also urges the preservation of this identity and, therefore, contributes to the preservation of culture.

5. Intangible heritage: the Convention for the Safeguarding of the Intangible Cultural Heritage, 2003, establishes this term to refer to the representations, expressions, knowledge and skills which communities, groups and, in some cases, individuals recognize as part of our cultural heritage for their singularity, uniqueness and importance.

6. Natural protected areas: are those areas of a country, including maritime waters under national sovereignty, which contain representative elements of the natural environment that are rare, fragile, threatened or have special ecological and landscape interest, as well as those which must be protected and maintained for their relevant natural and cultural resources and biological diversity.

7. Interpretive potential: term used to qualify the value of an element depending on the opportunities that this element offers for interpretation. In order to know the heritage potential of a resource, we must use different criteria, all of them integrated into the “interpretive potential matrix”: uniqueness, attractiveness, impact resistance, access for a diverse public, seasonality, current flow of visitors, ease of explanation, relevance of contents, information availability, visitor safety and ease of installation.

After the application of this matrix, we obtain the “interpretive potential index” for each element. The ones which have obtained the highest interpretive potential will be the ones we should choose to develop, with more possibilities of success, our interpretive programmes.

8. Sustainable development: words to define development which is able to satisfy current needs without compromising resources and the possibilities of future generations.

9. Interpretive equipment: the physical infrastructure used to pass on a message to our public or audience.

10. Interpretive media: vehicle through which the message is sent to the audience. Could be classified as **personal**, when there exists an interaction between audience and interpreter, and **non personal**, when the accompaniment of an interpreter is not required.

11. Universal accessibility: accessibility is a basic characteristic of the built environment that allows people to participate in social and economic activities. Universal design is the design of appropriate products and environments available to as many people as possible without adaptations or specialized designs. So, when we include universal design in our products, we obtain universal accessibility, defined as the observation of techniques which allow a product, service or environment to be useful and negotiable by everyone regardless of their physical, intellectual or sensory abilities.

12. Interpretive plan: is the document used to establish the objectives, identify potential interpretive resources, to characterize visitors and to select the most appropriate way to send the message and its evaluation. The result is a complete interpretive plan.

13. Guide-interpreter: is a professional trained in the discipline of Heritage Interpretation, who knows the resource and the location with heritage value, as well as the profile of the audience, and has the skills needed to communicate the message properly to visitors in a guided visit.

14. EROT model: according to *Sam Ham*, is a model used in heritage interpretation to describe the four essential qualities of this discipline, and which make it different to other kinds of communication. The mentioned qualities are: **Enjoyable, Relevant, Organised and Thematic**.

15. Topic and Theme: **Topic** is a word adopted in heritage interpretation to refer in general terms to the issue that is going to be developed in an interpretive activity. We must always answer the question: "What do I want to talk to my audience about?"

On the other hand, *Sam Ham* defines the **Theme** as a simple, complete and brief sentence containing subject, verb and predicate showing, in a single idea, the main and overall objective of the activity to develop. It is the construction of a central message that must be specific, interesting and motivating for those who receive it. Our audience must remember this message after one guided tour or after reading an interpretive panel. This is the objective: stick to the essence.

16. Interpretive message: the final idea we want to convey to the audience. Previously we should have analyzed the information about the resource and have applied the specific techniques used by Heritage Interpretation. This should be attractive, brief and clear.

17. Captive and non-captive audience: **captive audience** refers to a group of people who know that they must pay attention and stay for the whole development of a concrete activity, regardless of their interest in it, because they will later receive a certificate as compensation. This kind of audience knows that the information received must be understood and remembered because they will use it and there will be a result for their efforts. The most common example of this audience is a group of students who will later be assessed through an exam.

On the other hand, a **non-captive audience** is comprised of a group of people who decide voluntarily to do an activity and don't expect any external reward beyond their own enjoyment of it. This is a group in their leisure time that only expects to have fun while learning something new. Our message must be interesting enough to capture their attention.

18. Tangible, intangible and universal concepts: Tangible concepts are those that represent and define physical characteristics of the element with heritage value (feature) which can be perceived through the senses.

Intangible concepts are abstract ideas, which emerge from the tangible attributes of the resource with heritage value. They are processes, relations, feelings, values and beliefs which come from the tangible concepts.

Universal concepts emerge from intangible concepts and they have a greater significance and relevance for visitors.

19. Competence units of the heritage interpreter: competence units define the capacities required to implement different knowledge, skills and values, in an integrated way, in the different interactions that professionals will have in their workplace. The heritage interpreter must be prepared to use the discipline of heritage interpretation as a useful tool of communication with those people who visit places with heritage value, so it will be important to have important theoretical knowledge about the discipline for the adequate development of his professional activity. He must also know communication techniques, concerning both visitors and the resource, to be able to structure the activities properly. He must also have the ability to evaluate different basic issues in the different interpretive activities developed. He should be able to construct a message to connect with the audience and arouse appreciation and attitudes of custodianship which will contribute to the final objective of heritage interpretation: conservation.

20. Functional diversity: new term to refer to those people who have sensory and communication difficulties, or mobility problems, replacing others like "disability" "handicap" or "disabled people", this last one is accepted by the World Health Organization but nowadays is considered, in different sectors of society, a bit pejorative.