

# FLAMENCO AS A TOOL OF EDUCATIONAL INNOVATION OF THE 21ST CENTURY: ITS IMPACT ON THE SENSE OF BELONGING AND SOCIAL COHESION IN ANDALUSIA

## EL FLAMENCO COMO HERRAMIENTA DE INNOVACIÓN EDUCATIVA DEL SIGLO XXI: SU IMPACTO EN EL SENTIDO DE PERTENENCIA Y LA COHESIÓN SOCIAL EN ANDALUCÍA

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### Abstract

This article examines the perceptions of future teachers about the inclusion of flamenco in the classroom and its impact on intergenerational relationships. Through 301 surveys carried out by university degree students related to education, the implementation of flamenco in the educational curriculum in Andalusia was evaluated. The results obtained through a descriptive statistical analysis reveal that 88.4% of the participants expressed being in favor of the inclusion of regulated flamenco teaching in the classrooms, approximately 57.5% of those surveyed stated that they had experienced an approach towards older people thanks to flamenco and 95.3% of those surveyed responded affirmatively when specifically asked if flamenco could act as a bridge between generations. In a more specific view of respondents' perceptions of the different dimensions of intergenerational interaction facilitated by flamenco, interaction between generations that share a community obtained an average of 5.05, intergenerational connection through flamenco reached an average of 4.97 and perception of the reduction of the intergenerational gap through flamenco registered an average of 4.89. The findings of this investigation clearly verify that the inclusion of flamenco in the educational curriculum effectively contributes to closing the gap between generations

**Keywords:** Flamenco, education, intergenerational gap, social cohesion, teachers' perception.

### Resumen

Este artículo examina las percepciones de los futuros docentes sobre la inclusión del flamenco en el aula y su impacto en las relaciones intergeneracionales. A través de 301 encuestas realizadas a estudiantes universitarios de grado en educación, se evaluó la implementación del flamenco en el currículo educativo andaluz. Los resultados obtenidos mediante un análisis estadístico descriptivo revelan que el 88,4% de los participantes se mostró a favor de la inclusión de la enseñanza reglada del flamenco en las aulas, aproximadamente el 57,5% de los encuestados afirmó haber experimentado un acercamiento a las personas mayores gracias al flamenco y el 95,3% respondió afirmativamente cuando se les preguntó específicamente si el flamenco podría actuar como puente entre generaciones. En una perspectiva más específica sobre las percepciones de los encuestados sobre las diferentes dimensiones de la interacción intergeneracional facilitada por el flamenco, la interacción entre generaciones que comparten una comunidad obtuvo una media de 5,05, la conexión intergeneracional a través del flamenco alcanzó una media de 4,97 y la percepción de la reducción de la brecha intergeneracional a través del flamenco registró una media de 4,89. Los resultados de esta investigación confirman claramente que la inclusión del flamenco en el currículo educativo contribuye eficazmente a cerrar la brecha intergeneracional.

**Palabras clave:** Flamenco, educación, brecha intergeneracional, cohesión social, percepción del profesorado.

## Introduction

The main objective of this article is to analyse how the inclusion of flamenco in the Andalusian educational curriculum can contribute to closing the intergenerational gap (Correa et al., 2020). Intergenerational gap refers to the differences in values, beliefs and behaviors between different generations. The hypothesis that guides this research is that flamenco teaching can act as an effective mechanism to strengthen intergenerational ties facilitating mutual understanding and promoting social cohesion (Martins et al., 2019). Social cohesion refers to the ability of a society to keep its population together promoting integration and a sense of belonging among its members (Cortellesi & Kernan, 2016). Orality, socialization and empirical experience, which are essential elements for the experience and understanding of flamenco, play a determining role in the connection between generations (Díaz-León et al., 2021; Heredia-Carroza et al., 2023).

The perception of 301 future teachers regarding flamenco teaching has been explored, which offer a key perspective on the potential impact of flamenco on education and intergenerational relationships (David et al., 2018; Highman et al., 2023). The surveys made possible to measure variables related to the disconnection between generations and the data obtained show how the teaching of flamenco can positively influence the interaction between young and older people (Cejudo & López-Delgado, 2017).

This article approaches understanding how music can also be used as an educational tool to promote understanding and interaction between generations (Bolduc & Evrard, 2017; Cabello & Fernández, 2019). Flamenco represents a musical genre and also a deeply rooted cultural manifestation in Andalusia that symbolizes the identity of the region and has been transmitted from generation to generation over the centuries. This artistic expression, recognized for its heritage value, has been formally recognized by the Andalusian Flamenco Law<sup>1</sup>, which highlights its relevance as an art and also as an educational resource. The inclusion of flamenco in classrooms through the Andalusian Flamenco Law represents a magnificent opportunity to promote the approach between generations and revitalize young people's interest in this traditional art (Dauenhauer et al., 2018). This law underlines the potential of flamenco to strengthen cultural identity and social cohesion promoting its teaching at all levels of the Andalusian educational system (Heredia-Carroza et al., 2023).

In a society that faces a growing distance between generations, where the transmission of knowledge and experiences between generations is increasingly scarce, the implementation of strategies that promote interaction between different age groups becomes urgent (Bayne et al., 2024; Sixsmith et al., 2024). Acting as a cultural bridge, flamenco emerges as an effective means to reduce this gap connecting young and old members through an artistic language that encompasses music, dance, literature and rituals (Gajardo & Tilleria, 2019). The results reflect a positive trend towards the inclusion of flamenco in the educational field underlining its capacity to strengthen links between different age groups (Barrett et al., 2019).

## Literature Review

### Cultural Heritage Assessment

Flamenco has been recognized as Intangible Cultural Heritage of Humanity by UNESCO in 2010 underlining its importance as one of the most emblematic cultural expressions of Andalusia and Spain (Florido & Reigada, 2015; Heredia-Carroza et al., 2019). This art form, which includes music, singing and dancing has its roots in the interaction of various cultures such as Roman, Arab and Jewish giving it a rich cultural diversity. Although its origin is traditionally placed in the 18th century, some studies argue that flamenco could have developed earlier reflecting the struggle of the Andalusian people against injustice and oppression (Dirkx, 2021). Flamenco is a symbol of Andalusian identity (Calahorro, 2019) and also plays a crucial role in creating a more inclusive and cohesive society (Debarbieux et al., 2021; Periañez, 2019).

### Flamenco Legislative Framework

The 4/2023 Andalusian Flamenco Law, from April 18<sup>th</sup>, establishes a regulatory framework for the protection, dissemination and teaching of flamenco recognizing its cultural and historical value. According to this law, Andalusia has exclusive

competence in the promotion and preservation of flamenco in line with its status as the cradle of this artistic manifestation<sup>2</sup>. In the educational field, the law establishes the incorporation of flamenco in all stages of non-university teaching and in academic research in collaboration with universities and conservatories. This legislation is also inspired by the UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage<sup>3</sup>, which seeks to protect and promote cultural manifestations essential to people's identity (Cirvini, 2019).

### Educational Context

Flamenco has been shown to have a significant impact on cognitive and emotional development facilitating concentration, listening ability and emotional expression (Pastor-Arnau et al., 2018). Numerous investigations indicate that flamenco improves academic engagement among young people and also reduces school absenteeism, violence and drug use (Sánchez-Álvarez et al., 2020). In addition, studies have shown that flamenco has emotional and mental benefits (Lopera-Auñón et al., 2021) helping to improve psychological well-being and self-esteem (Detmer et al., 2019; Faros, 2017). In this sense, flamenco emerges as an artistic manifestation and also as a therapeutic instrument for personal development (Oriola et al., 2021).

Pierre Bourdieu's theory of cultural capital is fundamental to understanding how differences in access to culture influence social dynamics. Bourdieu defines cultural capital as the knowledge, skills and education that a person possesses, which can be used to obtain advantages in society. It is crucial to understand that not everyone has the same opportunities to acquire this type of capital, which generates significant inequalities in society (Bourdieu, 2023).

Paulo Freire's transformative education is an approach that challenges traditional educational practices and promotes critical and participatory learning. It advocates an education that is a dynamic process in which both educators and learners are actively involved in the construction of knowledge. By encouraging critical thinking and reflection, students can become agents of change in their communities (Kilag et al., 2023).

Contemporary models of social-emotional learning and arts education stand out for their holistic, integrative and student-centered approach. Social-emotional learning (SEL) is based on five key competencies: self-awareness, self-control, social awareness, interpersonal skills and responsible decision-making (Subramaniam, 2023). The models propose integrating activities and strategies that promote emotional development into daily school life allowing students to manage stress, resolve conflicts, empathize with others and act ethically (Barbeau & Mantie, 2019).

Flamenco can also be used as a tool for social inclusion within the classroom promoting the participation of all students regardless of their origin, abilities or educational needs (House & Widerholt, 2020). The incorporation of flamenco in an inclusive education framework enriches students' learning and also reinforces fundamental values such as respect, empathy and acceptance of diversity (Gabrielsson et al., 2016).

### Intergenerational Relationships

The aging of the population (Latorre, 2019) and the contact decrease between generations have caused a distance between the experiences and values of young and old members (Bergman et al., 2024; Porta, 2019), which has widened the intergenerational gap. Modern societies have relegated the transmission of experiences between generations to the background negatively affecting intergenerational relationships (Bowman, 2020). To address this challenge, it is essential to develop structures of solidarity and collaboration that foster dialogue and mutual understanding between generations (Connolly, 2019).

Flamenco is presented as a possible bridge to reduce this intergenerational gap (Pieris, 2020). Traditionally, through its practice, flamenco has acted as a link between different generations fostering mutual understanding and social cohesion (Andreolletti & Howard, 2018; Heredia-Carroza et al., 2021). This art allows the creation of meeting spaces where people of different ages can connect with their shared cultural heritage reinforcing social integration and mutual respect (Conde, 2019).

In the case of older people, the social contact generated by the practice of flamenco contributes significantly to their emotional well-being (Rizvi et al., 2021) fostering quality relationships based on mutual support and trust (Canedo-García et al., 2017). Furthermore, flamenco by expressing the suffering and struggles of historically marginalized groups such as the

Roman, black and Jewish people deeply connects with those in vulnerable situations, reinforcing their capacity to generate spaces of empathy and solidarity (Heredia-Carroza et al., 2021).

Teaching flamenco in educational contexts (Orozco, 2021) shares with other artistic expressions in different regions of the world a unique capacity to connect generations promoting social cohesion and the transmission of cultural values (Garrido & Davidson, 2019). The similarities of Folk music from countries such as Mexico, Argentina and Peru (Maldonado, 2021) with flamenco are that both genres include dance and singing as key components and act as transmitters of cultural identity. The similarities of community theatre in the United Kingdom with flamenco are that both allow to express deep emotions and tell personal or collective stories. The similarities of the traditional dance-theatre Noh and Kabuki in Japan with flamenco are that these dances include a strong ritual component and a master-apprentice relationship that encourages the transmission of cultural heritage. The similarities of community muralism in Mexico and Chile with flamenco are that they value the active participation of all those involved regardless of their age or experience. River Plate tango in Argentina and Uruguay also combines music, singing and dance to tell stories of passion, heartbreak and struggle.

Ultimately, as a tool to combat social exclusion and the intergenerational gap, flamenco offers a path towards strengthening ties between generations promoting dialogue, understanding and mutual respect (Rodríguez-Martín, 2017). Its flexibility and ability to adapt to the needs of each generation make it a valuable resource to face current social challenges (Lovell et al., 2018).

## Methodology

### Sample

The study sample was made up of 301 university students from the Osuna University School (University of Seville) and the Osuna Professional Conservatory of Music. The sample selection was representative within the group of future education professionals in Andalusia, who will play a relevant role in the implementation of educational methodologies that include flamenco as a pedagogical resource in their future profession. This sample was diverse in terms of age, gender and educational level to obtain a comprehensive vision of perceptions about the impact of flamenco by reducing the intergenerational gap. 72.09% of the sample are women and 27.91% are men, and the participants' average age is 21.39 years.

The participants were studying in programs related to education such as the Bachelor Degree in Primary Education, Bachelor Degree in Early Childhood Education, Double Bachelor Degree in Primary and Early Childhood Education, the Master's Degree in Teaching (CSE, Baccalaureate, Vocational Training and Language Teaching), Professional Music Studies and Bachelor Degree in Physical Activity and Sports Sciences (see Table 1).

**Table 1**

*Sample Composition by Type of Studies*

Studies Carried out	Number of Respondents (301)
Primary Education Bachelor Degree	130 (43.10%)
Early Childhood Education Bachelor Degree	75 (25.00%)
Primary and Early Childhood Education Double Bachelor Degree	16 (5.30%)
Professional Music Studies	25 (8.30%)
Master's Degree in CSE, Baccalaureate, Vocational Training and Language Teaching	40 (13.30%)
Physical Activity and Sports Sciences Bachelor Degree	15 (5.00%)

Source. Own Elaboration.

### Instruments

The questionnaire was based on previous studies carried out by Heredia-Carroza et al. (2023) and consisted of three main sections<sup>4</sup>:

1. Relationship with flamenco: this section included questions to measure the degree of interest, knowledge and participation of the respondents regarding flamenco. The perception of flamenco's ability to reduce the intergenerational gap and facilitate interaction between generations was also evaluated.

2. Impact of flamenco on intergenerational skills: in this section, questions were raised about how flamenco can influence the interaction between young and old. The responses were collected using a 7-point Likert scale ranging from "totally disagree" to "totally agree" with an option of "does not know/does not answer" (Hernando & Campo, 2017a; Hernando & Campo, 2017b). This scale allowed to capture the respondents' perception regarding flamenco as a tool of social cohesion.

3. Sociodemographic data: in this section, information on the age, gender, educational level of the students and of their parents or guardians was collected.

### Procedure

Data collection was carried out between february and june 2024 using a questionnaire in digital format distributed through the Google Forms platform.

This format was chosen for its accessibility facilitating student participation from different environments (Heredia-Carroza et al., 2021; Heredia-Carroza et al., 2023) and minimizing biases derived from face-to-face interaction.

### Statistical Analysis

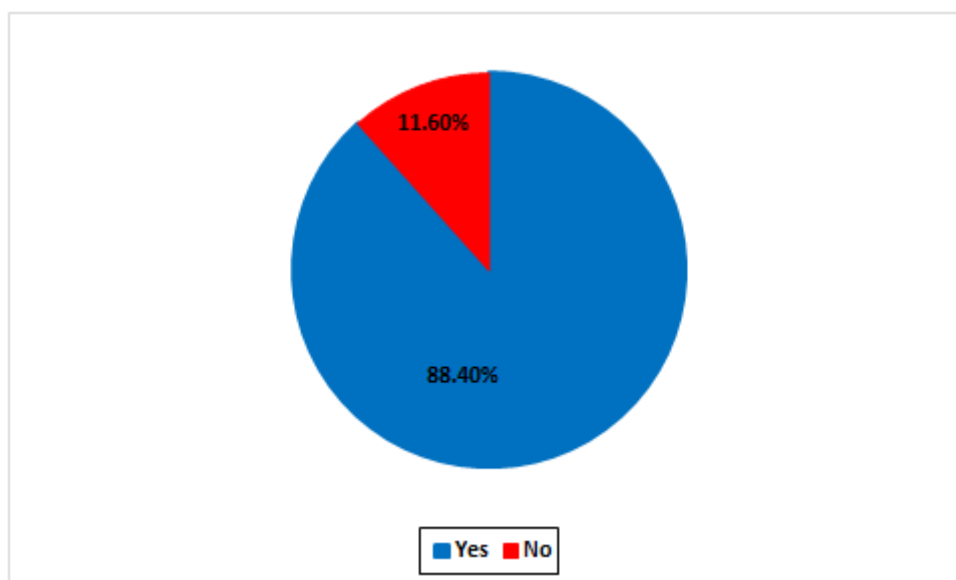
The analysis of the data collected was carried out using Stata 16 statistical software, which allowed a rigorous processing of the information and the application of descriptive statistical analyses such as the calculation of frequencies, means and standard deviations to obtain reliable results and an overview of the respondents' perceptions of the ability of flamenco to reduce the intergenerational gap and promote interaction between young and old.

## Results

As shown in Figure 1, 88.4% of the participants expressed being in favor of the inclusion of regulated flamenco teaching in the classrooms while only 11.6% expressed disagreement. This high level of acceptance underlines the widespread interest and recognition of flamenco as a significant cultural element with the potential to enrich the academic curriculum (Rodríguez, 2021).

**Figure 1**

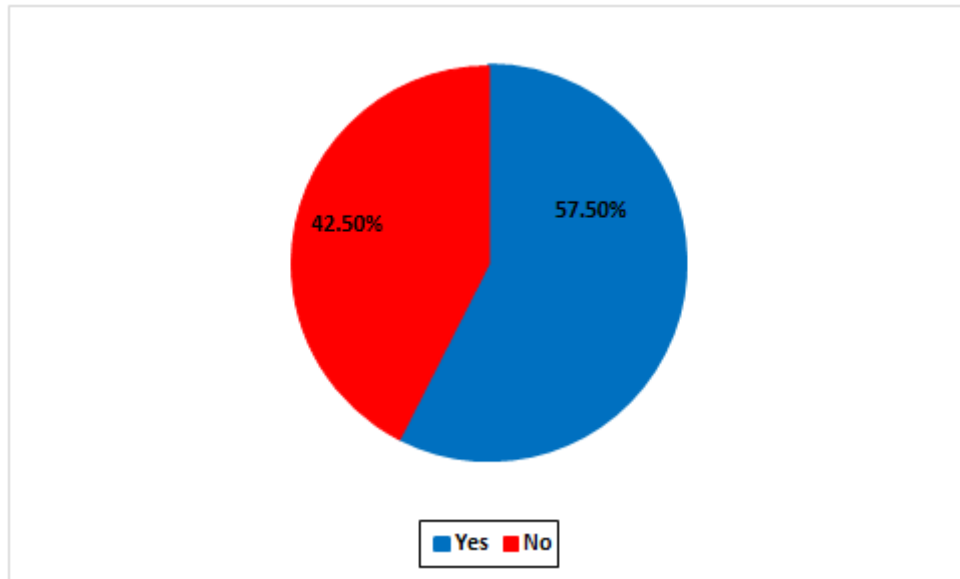
*Assessment of the Positivity of Including Flamenco in the Classroom*



Source. Own Elaboration

One of the key aspects of the study was to evaluate whether flamenco can act as a facilitator of intergenerational relationships. As Figure 2 shows, approximately 57.5% of those surveyed stated that they had experienced an approach towards older people thanks to flamenco. This result suggests that a considerable part of the participants perceive flamenco as an effective means to facilitate interaction and understanding between different generations.

**Figure 2**  
*Approach With Older People Through Flamenco*



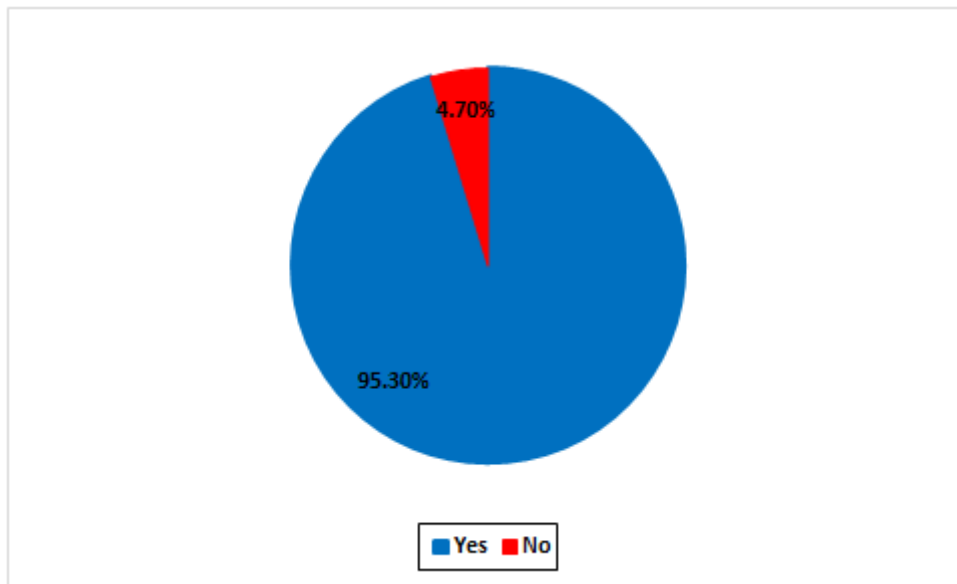
Source. Own Elaboration

These data significantly show the perception of those surveyed about whether flamenco has facilitated a closer relationship with people from older generations. According to the results, 173 respondents answered affirmatively to this question. This moderately high percentage of positive responses suggests that a considerable fraction of respondents have experienced an intergenerational bond through flamenco. These data demonstrate flamenco's ability to promote interaction and understanding between people of different age categories.

When specifically asked if flamenco could act as a bridge between generations, 95.3% of those surveyed responded affirmatively as reflected in Figure 3. This result demonstrates a general consensus on the potential of flamenco to promote intergenerational cohesion and cultural exchange. These results underline the relevance of flamenco as an artistic expression and also as a tool to strengthen social bonds between people of different ages (Aouteda, 2021).

**Figure 3**

*Opinion About the Intergenerational Approach Through Flamenco*



Source. Own Elaboration

This high percentage of positive responses indicates that there is a general perception among respondents that learning flamenco can act as a cultural link that fosters interaction and understanding between different age categories. Flamenco, with its abundant tradition and emotionality, seems to be perceived as an effective link that can connect generations. Figure 3 highlights how flamenco is an artistic manifestation that brings together an audience of all ages and from different places. Intergenerational practice through flamenco benefits the individuals directly involved and also professionals, participants, families and the community in general since the implementation of these relationships has both a direct and indirect positive effect on all those involved. This indicates that, although not everyone has experienced this directly, there is a general perception that flamenco promotes understanding and connection between people of different ages.

Table 2 presents key information on five variables related to the sample of 301 participants. The "Level of flamenco taste" shows an average of 5.15 within a range between 1 and 7, which indicates a positive trend towards taste for flamenco. Regarding "Learning through flamenco", 62.79% of those surveyed have had some learning experience related to flamenco. "Flamenco listening" reveals that 74.09% of the participants listen to flamenco regularly.

**Table 2**

*General Sample Composition*

Variable	Obs.	Mean	Standard Deviation	Min.	Max.
Level of flamenco taste	301	5.152824	1.580053	1	7
Learning through flamenco	301	0.627907	0.484168	0	1
Flamenco listening	301	0.740864	0.43889	0	1
Sex	301	0.72093	0.449289	0	1
Age	301	21.39535	4.396193	14	48

Source. Own Elaboration

Data detailed in Table 3 provide a more specific view of respondents' perceptions of the different dimensions of intergenerational interaction facilitated by flamenco. Interaction between generations that share a community obtained an average of 5.05, intergenerational connection through flamenco reached an average of 4.97 and perception of the reduction of the intergenerational gap through flamenco registered an average of 4.89. Other relevant aspects include

intergenerational socialization (average of 4.99), the creation of new forums for flamenco (average of 4.83) and the fight against loneliness in older people (average of 4.93).

**Table 3**  
*Descriptive Statistics on Promoted Skills*

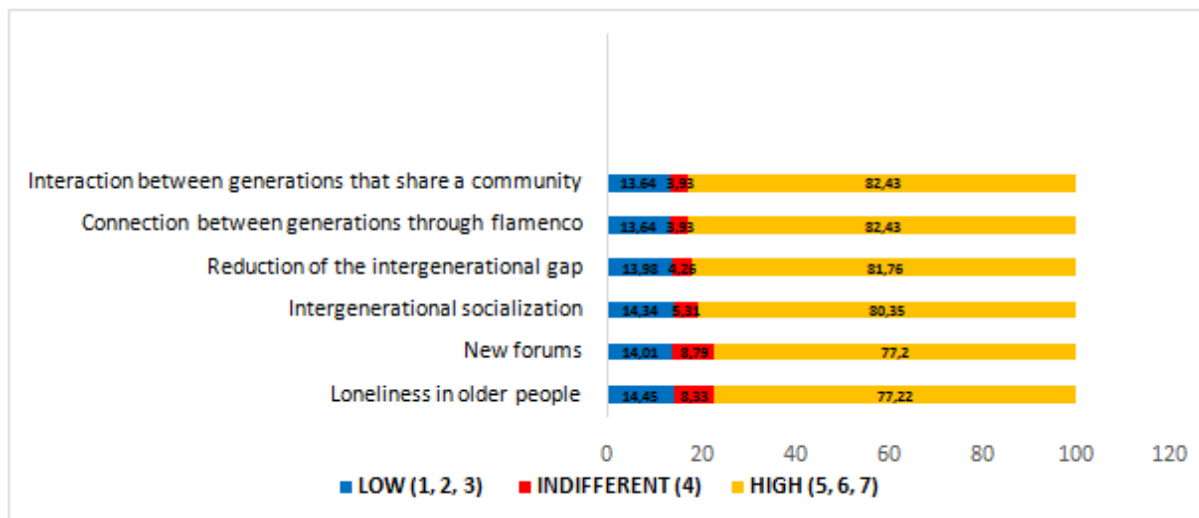
Variable	Obs.	Mean	Standard Deviation	Min.	Max.
Interaction between generations that share a community	301	5.046	1.826	1	7
Connection between generations through flamenco	301	4.973	1.852	1	7
Reduction of the intergenerational gap	301	4.887	1.883	1	7
Intergenerational socialization	301	4.993	1.807	1	7
New forums	301	4.827	1.819	1	7
Loneliness in older people	301	4.930	1.877	1	7

Source. Own Elaboration

These results suggest that future educators show an optimistic perspective on the incorporation of flamenco in the educational curriculum. Table 3 highlights how this inclusion favours students’ personal and cultural development and also plays a key role in promoting social cohesion and reducing the intergenerational gap (Lema-Blanco et al., 2016). Flamenco is presented as a valuable tool to promote greater interaction and understanding between people of different ages thus contributing to a more cohesive and culturally enriched society.

To deepen and adjust the data collected in section 2 of the survey, the low values (values 1, 2 and 3), indifferent (4) and high (5, 6 and 7) have been grouped in figure 4 to offer the results in a more precise way. The analysed variables specifically focus on intergenerational relationships allowing a more detailed evaluation of the impact of flamenco in this area.

**Figure 4**  
*Variables Belonging to the Group of Intergenerational Relations*



Source. Own Elaboration

Results in Figure 4 allow to analyse how respondents perceive the impact of flamenco on intergenerational relationships through several key dimensions. Each of the variables is distributed into three levels of assessment such as low, indifferent

and high, which offers a more complete vision of the perceptions of flamenco as a tool to promote dialogue and interaction between generations.

Regarding the interaction between generations that share a community, 82.43% of those surveyed valued it highly, which suggests that a majority perceives that flamenco has a significant impact on promoting coexistence between young and old in a community environment. This result reinforces the idea that flamenco, due to its communal nature and its strong cultural roots, provides a space where both generations can interact more closely. 13.64% valued this variable at a low level, which indicates that a minority does not perceive such a strong effect and 3.93% were indifferent, which may suggest that for some respondents the intergenerational relationship through flamenco is not a relevant or directly experienced aspect.

In the connection between generations through flamenco, 82.43% of those surveyed also gave a high rating. This indicates that flamenco facilitates physical interaction in the community and also acts as a cultural and emotional link between generations. The symbolic connection that flamenco offers seems to be recognized by a large majority of participants, who see in this art a way to unite generations around a shared cultural identity. 13.64% rated this variable low while 3.93% expressed an indifferent evaluation.

Regarding the reduction of the intergenerational gap, 81.76% of those surveyed rated it at a high level, which suggests that the majority recognizes flamenco as an effective means of closing the distance between generations. However, this percentage could indicate that completely reducing the intergenerational gap is a more complex challenge. 13.98% of respondents valued this variable at a low level, which suggests that some do not perceive a significant effect in this aspect and 4.26% remained indifferent.

Intergenerational socialization was valued highly by 80.35% of those surveyed, which indicates that flamenco is perceived as a facilitator of meetings and relationships between young people and adults. This data underlines the role of flamenco in creating spaces for mutual socialization where generations can interact and also build deeper relationships. 14.34% of respondents valued this variable at a low level, which could indicate that some participants do not significantly experience this socialization and 5.31% remained indifferent.

The creation of new forums for flamenco was valued at a high level by 77.20% of those surveyed, which reflects a positive perception although slightly lower than in the previous variables. This could indicate that although flamenco is perceived as a vehicle to generate new spaces for interaction, there is still room to improve the creation of structured opportunities where young and old can interact through flamenco. 14.01% valued this variable at a low level while 8.79% expressed an indifferent assessment, which could reflect a lack of formal and accessible forums that fully take advantage of the potential of flamenco for this purpose.

Regarding the reduction of loneliness in older people, 77.22% of those surveyed rated it highly. This result indicates that a significant majority perceives flamenco as a means to reduce the isolation of older people integrating them into activities where they can interact with younger generations. 14.45% of those surveyed rated it at a low level, which suggests that some do not perceive this effect in such a marked way and 8.33% were indifferent, which could indicate that they have not had direct experiences that allow them to assess the impact of flamenco in this aspect.

## Discussion

The analysis of the data reflects a predominantly positive attitude among future teachers towards the inclusion of flamenco in the educational curriculum. They perceive flamenco as an art form and as a pedagogical tool capable of promoting interaction between different age groups (Neils-Strunjas et al., 2020; Puertas et al., 2020). This finding highlights the potential impact that such incorporation could have on students' personal and cultural development and also on social cohesion both within the educational community and in society in general (De las Heras-Fernández, 2020). The majority of respondents consider that flamenco has the potential to strengthen intergenerational relationships, which could contribute to improving the well-being of older people and preserving the collective cultural memory of Andalusia (June & Andreoletti, 2018).

Young people perceive flamenco as a facilitator of meaningful social encounters. Flamenco facilitates interaction between generations within the community, which reinforces the idea that its teaching can promote intergenerational coexistence (Gualano et al., 2018). This finding indicates that flamenco can act as a vehicle for transmitting values and traditions beyond its artistic dimension fostering emotional and cultural connection between young and old (DeMichelis et al., 2015). However,

there are still challenges in implementing strategies that maximize the interaction, which highlights the need to create formal forums that better integrate both generations (Hahn et al., 2018). Its overall effectiveness will depend on the quality of the interactions facilitated and the active participation of both groups.

It is crucial to highlight that flamenco can play a key role in the fight against loneliness in older people, recognizing that flamenco has the potential to integrate older people into activities where they can interact with younger generations. This result reinforces the idea that flamenco is an art form and also a social instrument that can improve the emotional and social well-being of the elderly contributing to a more cohesive and supportive community (Kotsou et al., 2019).

Furthermore, the data reflect that those surveyed perceive the creation of new forums for flamenco as a necessity. This indicates that there are still limitations in creating opportunities for flamenco to act as an intergenerational connector, which raises the need to expand initiatives that generate these formal meeting spaces between generations.

Modernization and access to a diversity of musical genres through digital platforms have weakened the traditional transmission process creating a significant disconnection between young people and flamenco. This disconnection puts the preservation of this artistic form at risk and also reflects a deeper intergenerational gap marked by the lack of common spaces where young and old can exchange knowledge and experiences. The results suggest that the inclusion of flamenco in formal education could act as a mechanism to mitigate this disconnection and reconnect young people with their cultural roots and with older generations (Berrios et al., 2020b).

In an increasingly digitally connected world (Montoya, 2024), digital platforms can be a bridge between tradition and modernity where flamenco can continue to evolve and expand its cultural legacy (Atkins, 2018). Online courses, webinars and applications dedicated to learning flamenco allow people from anywhere in the world to get started in this art. The potential of digital platforms is also manifested in collaboration between musical genres and dance styles (Belgrave & Keown, 2018). By reaching global audiences and connecting with young generations on their own terms, flamenco has the opportunity to stay alive, relevant and constantly renewing itself (De Benito-Castanedo, 2017).

Only with adequate educational policies that promote teacher training and the formal inclusion of flamenco in the curriculum can its potential be maximized (Purcell & Randall, 2016). This includes ways to integrate flamenco into subjects (Eiguren et al., 2022) such as Music (teaching flamenco rhythms, dances and learning instruments), Art and Plastic Arts (creation of designs related to flamenco), History and Literature (analysis of the historical roots of flamenco and its cultural influence), languages (use of flamenco to explore Spanish language) and Physical Education (use of flamenco dance to work on coordination, rhythm and body expression). Some proposals in Andalusian educational environments could include a specific subject on flamenco, thematic school projects, collaborations with local artists and creation of school choirs and flamenco dance workshops, singing and playing sessions, percussion with claps and cajon, talks and conferences, and performances and shows.

However, in certain contexts flamenco can be perceived as a regional manifestation or even as an art associated with stereotypes that do not represent all of Spain's cultural diversity. This perception can generate reluctance to include it in the academic curriculum especially in regions where other cultural traditions have a greater presence. Teaching this art requires specific knowledge in music, dance and singing and a deep understanding of its history and cultural context (Pinazo-Hernandis & Pinazo-Clapés, 2018). Also, the implementation of flamenco in schools requires adequate infrastructure and resources such as musical instruments, adequate spaces for practicing dance and teaching materials that include recordings, scores and texts about its history (Bonnin-Arias et al., 2021).

By basing the implementation of flamenco in the Andalusian educational curriculum on the findings obtained in this investigation, it is guaranteed that the initiatives are sustainable and effective aligning with the objectives of the Andalusian Flamenco Law (The 4/2023 Andalusian Flamenco Law, from April 18<sup>th</sup>).

Ultimately, flamenco is also an engine of social, economic (Haro & García, 2022; Millán et al., 2016; Santini et al., 2020) and cultural transformation. Its influence extends beyond the stage generating impact in key areas such as tourism (attracts millions of tourists every year especially to regions like Andalusia), social psychology and the economic development (energizes local communities creating employment opportunities and sustainable development) of regions, which makes it a powerful tool for the progress of communities while preserving their essence as living heritage (Ruiz, 2019).

## Conclusions

The research carried out confirms the cultural and educational value of flamenco as an effective tool to reduce the intergenerational gap in Andalusia. The results reveal that future teachers consider the inclusion of flamenco in the educational curriculum as cultural enrichment and also as an effective means to promote social cohesion (Orte et al., 2018), acting as a bridge between generations and facilitating dialogue and interaction between young and old.

The analysis of the data shows an optimistic attitude on the part of future teachers, who see flamenco as a valuable academic resource and also as an instrument that can contribute to the creation of intergenerational meeting spaces (Moreno et al., 2018). The high percentages of positive assessment in variables related to interaction, emotional connection and reduction of loneliness in older people highlight the importance of flamenco to foster a more cohesive educational community aware of its cultural heritage (Delgado-Villalobos & López-Riquelme, 2022).

Historically, flamenco has been transmitted orally serving as a cultural link between generations through practice and coexistence. However, current social and technological changes have compromised this process increasing the gap between young and old members. Despite these challenges, research suggests that flamenco has a renewing potential to reestablish contact between both groups. Respondents perceive flamenco as an opportunity for young people attracted to this art to approach older generations in search of knowledge, thus creating a reverse flow that strengthens intergenerational ties (Kaplan et al., 2020).

Incorporating flamenco in the classroom allows to address multiple areas of learning such as cultural development, creativity and artistic expression, and interdisciplinary enrichment (Reyes, 2024). Flamenco can play a crucial role in building a sense of identity and community belonging among Andalusian students through connection with cultural roots, spaces for intergenerational coexistence and promoting cultural pride (Lee & Kim, 2017). Also, flamenco impacts the cultural sphere and reinforces key values in education such as diversity and inclusion, teamwork and emotional development (Kaplan et al., 2017). However, the inclusion of flamenco in educational programs requires specialized training for teachers (Martín & Arriaga, 2019) and the creation of formal forums that facilitate interaction between young and old. Flamenco education must be integrated as a musical component and also as a vehicle for intergenerational dialogue.

In summary, the high degree of acceptance reflected in all the variables studied in this investigation demonstrates that flamenco is perceived as a significant artistic expression and also as an effective tool to revitalize relationships between generations. The results confirm that flamenco teaching can reduce intergenerational disconnection by generating spaces where dialogue and interaction between young and old become more fluid and meaningful (Montepare & Farah, 2018). The positive assessment by future teachers underlines the crucial role that flamenco can play in the transmission of cultural values and social cohesion. These findings clearly verify the initial hypothesis confirming that the inclusion of flamenco in the educational curriculum effectively contributes to closing the gap between generations.

## Limitations of the Study and Future Lines of Research

This study presents some limitations. The sample is exclusively composed of students from educational areas of a specific region, which could limit the generalization of the results to other geographical and cultural contexts. As the findings are likely to reflect the cultural and socioeconomic particularities of the specific area, extrapolating these results to other regions or countries with different contexts runs the risk of implementing solutions that do not adequately address local needs and may affect the external validity of the study (Copano & Ventura, 2020). Ultimately, promoting geographic diversity in this research improves the quality of the results obtained and also contributes to a more complete and nuanced understanding of the phenomenon studied.

As for future lines of research, it would be interesting to explore the longitudinal impact of flamenco teaching on students' cultural attitudes in schools. It cultivates values such as cultural pride, openness to diversity and commitment to the preservation of heritage. This effect manifests throughout their lives shaping their perception of identity, diversity and their connection to local and global traditions. Also, teaching flamenco shapes interpersonal and emotional skills with lasting effects such as collaborative work, emotional expression, self-esteem and confidence (León-Rubio et al., 2020).

It would also be useful to carry out a comparative analysis of flamenco with other regional art forms in Europe and Latin America to foster intergenerational cohesion in similar educational contexts.

Ultimately, it would be valuable to investigate the long-term impact of flamenco education on intergenerational relationships and explore its possible replication in other cultural contexts with abundant musical traditions. Furthermore, given the growing use of digital platforms among young people, it would be interesting to examine further how these tools can be used to promote interest and participation in flamenco (Chavarría-Ortiz et al., 2023), thus strengthening its relevance among younger generations and contributing to closing the intergenerational gap.

### Ethics Committee Statement

It is not applicable to this investigation.

### Conflict of Interest Statement

The authors declare that there is no conflict of interest in this research.

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### Authors' Contribution

Jesús Heredia-Carroza designed the survey, established the methodology, analyzed the results, supervised the research process, and drafted the final document. Carlos Chavarría-Ortiz was responsible for the research design and development of the conceptual framework. Ángeles Carrosa-Zayas conducted the fieldwork, performed the preliminary analysis of the results, and wrote the first draft of the article. Carmen López-Ruiz conducted the literature review, analyzed the results, and drafted the final document. Luis Palma reviewed the final version of the document and made the necessary adjustments.

### Data Availability Statement

The data are freely available upon request to the corresponding author.

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#### Notes

- 1 See in: The 4/2023 Andalusian Flamenco Law, from April 18<sup>th</sup>, published in BOJA (Official Gazette of the Andalusian Government) number 75, from April 2<sup>nd</sup>, 2023.
- 2 See in: The 4/2023 Andalusian Flamenco Law, from April 18<sup>th</sup>, published in BOE (Official Gazette of the Andalusian Government) number 107, from May 5<sup>th</sup>, 2023. Retrieved from: <https://www.boe.es/eli/es-an/l/2023/04/18/4>
- 3 See in: *Convention for the Safeguarding of the Intangible Cultural Heritage*. General Conference of the United Nations Educational, Scientific and Cultural Organization. UNESCO (2003). Retrieved from: <https://ich.unesco.org/es/conveni%C3%B3n>
- 4 Annex I shows the complete questionnaire