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## APPROACHING CULTURAL HERITAGE REVITALIZATION THROUGH THE CONCEPT OF SUSTAINABILITY IN VISUAL ARTS EDUCATION

Review Article

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### Abstract

Visual arts education serves as a dynamic platform for raising awareness about the importance of preserving cultural heritage by fostering a deeper understanding of the past and encouraging creative expression in revitalization efforts. Sustainable revitalization of cultural heritage represents a holistic approach considering heritage preservation's environmental, social, and economic dimensions. By integrating sustainable practices into cultural heritage revitalization, we ensure the continued existence and creation of new values while preserving the planet and its resources for future generations. Sustainable revitalization practices reduce negative ecological impacts through environmentally friendly materials and ensure the long-term survival of cultural landscapes by controlling visitor numbers to protect the cultural and natural integrity of the site. Economic sustainability of cultural heritage sites is achieved through repurposing their original roles, with the choice of revitalization methods depending on the site's condition, significance, and national cultural policies. Education and awareness of the importance of cultural heritage include educating students and local communities about the site's significance, its history, and the importance of sustainable revitalization practices for long-term preservation. This research explores the potential of visual arts education in raising awareness about sustainable practices in cultural heritage preservation. The objectives of the study are:

(1) to investigate how visual arts education can raise awareness of sustainable practices and the value of cultural heritage revitalization, (2) to analyze the integration of sustainable development principles in the Visual Arts Curriculum in the context of cultural heritage revitalization, and (3) to explore how the issue of cultural heritage revitalization can contribute to the pillars of sustainability by connecting with the cross-curricular theme of Sustainable Development. Through qualitative content analysis, the research reveals that the Croatian Visual Arts Curriculum par-

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tially addresses sustainability challenges in cultural heritage through revitalization. However, it highlights the lack of detailed methodological guidelines for effective implementation.

**Keywords:** cultural heritage, revitalization, sustainable development, visual arts, visual art education

## Introduction

Visual arts education encompasses all aspects of art appreciation, from creative production to critical thinking. The main goal is to appreciate art and cultural heritage, such as paintings, sculptures, architecture, and urban landscapes. Art appreciation involves understanding, interpreting, and valuing art in various forms. It encourages individuals to look beyond the surface and explore the deeper meanings, techniques, and historical contexts behind the artwork.

Visual arts education became a dynamic platform for highlighting the importance of preserving cultural heritage. Like other fields, it is influenced by the concept of sustainability, where the revitalization of cultural heritage holds a significant place. Until recently, the Croatian *Curriculum for Visual Art in Elementary and Grammar schools* (VAC) focused on understanding preservation methods and recognizing heritage's stylistic and historical value. However, there is now a greater emphasis on understanding revitalization as a model of sustainability.

The role of visual arts education in fostering appreciation of sustainable cultural heritage revitalization remains underexplored, and there is a lack of clear methodological guidelines for effectively integrating these principles into the curriculum. One of the goals of this paper is to examine how visual arts education can raise awareness of sustainable practices and appreciation of cultural heritage revitalization. Another is to analyze the integration of sustainable development principles of cultural heritage revitalization in the Croatian VAC. Furthermore, the learning outcomes of the VAC will be compared with the expectations of the *Curriculum of the Cross-Curricular Theme of Sustainable Development* (CSD).

The Council of Europe (1998) outlined that heritage education must incorporate active educational methods and cross-curricular approaches and should be promoted in different school subjects at all levels and in all types

of teaching. Therefore, establishing a connection between the VAC and the CSD is of utmost importance for understanding the pillars of sustainability and the role of cultural heritage revitalization.

## Theory of heritage interpretation and appreciation

Heritage typically refers to the legacy that ancestors leave to their descendants, which suggests that heritage should be understood as a construct of culture. Marasović (2001, 9) defines cultural heritage as “a broad concept of inherited cultural assets, relating to achievements left to us by our ancestors in language and literature, architecture and fine arts, including folk art, music, theater, film, science, and other areas that together form the entirety of culture.” This close connection between heritage and culture indicates its importance in human life and identity.

Graham (2002) stated that objects are chosen to be cultural heritage for contemporary purposes by their economic, cultural, political, or social value. Šola (2014, 118) approaches heritage through a system of values, considering heritage “a part of a culture that consists of a set of values, recognized, researched, protected, and mediated as identity.” Thus, our relationship with heritage in everyday life can also be interpreted as a relationship with our identity. Identity is seen as the core of heritage and an established system of values that recognizes our distinctiveness from other cultures and nations.

The role of heritage in contemporary life has not only scientific but also educational value, arising from the realization “of the message that heritage can provide to today’s generations, often related to patriotism and other ethical qualities” (Marasović, 2001, 11). According to Šola (2014, 51), heritage operates in two aspects of quality: one is static, supporting traditional inherited values through research and protection, while the other is dynamic, fostering the creation of new values based on heritage and identity. This dynamic quality aspect is essential for actively considering heritage in educational systems, which will remain a lasting value for future citizens. Awareness of its vulnerability can stimulate development in the long term because only those small communities and cultures survive whose past is preserved (Šola, 2014).

Today, the value of creating new perspectives on heritage arising in the present rather than solely based on the past is recognized. It is crucial to fight against destruction and raise understanding and approach through education, schooling, and public action (Maroević, 1986). For education and public opinion, cultural heritage interpretation is crucial for developing appreciation and critical thinking about revitalizing interventions.

Through interpretation, students can understand a place's character better and explore and acquire knowledge about heritage independently (Nowacki, 2012). Interpretation's practical aim is to raise awareness about the significance of the natural and cultural environment and instill friendly behavior models toward these resources. It encourages attitudes and behaviors supporting sustainable resource management and heritage protection and effectively communicates information to a broad audience. Nowacki (2012) emphasized that interpreting cultural heritage is not a neutral presentation of facts but a communication process to stimulate new perceptions and understanding.

Tilden (1997) viewed interpretation as an educational activity aimed at helping participants discover meaning and create personal significance, as interpretation is a revelation based on information. He quoted a message from the National Park Service administrative manual that has remained a guiding principle to this day: "Through interpretation, understanding; through understanding, appreciation; through appreciation, protection" (Tilden, 1997, 38). Interpreting heritage is essential for fostering understanding, appreciation, and protection, as these form a continuous cycle. Quality interpretation helps us recognize the value of heritage for local identity, leading to greater appreciation and acknowledgment of its sustainable economic, environmental, and social benefits.

To understand and appreciate cultural heritage, literacy had to be developed. Heritage literacy affirms that every community has the right to define and manage its heritage to support its progress best and contribute to the common good (Babić *et al.*, 2019). The three-dimensional model of heritage literacy includes a critical approach to heritage, eco-museological experiences, and heritage interpretation. Heritage management should be democratic and participatory, with expertise focused on benefiting the local community. Eco-museums serve as tools for sustainable heritage management, empowering communities to shape their development. Practical

heritage interpretation is vital to implementing community-driven activities (Babić *et al.*, 2019).

## **Appreciation of cultural heritage in education**

Interest in protecting cultural heritage increased in the 20th century due to the loss of identity in small communities caused by globalization. UNESCO played a key role by protecting numerous world heritage sites. Education on heritage values from an early age is now recognized as a crucial way to raise awareness about its vulnerability and shape conscious citizens.

Involving young people in world heritage preservation and promotion came as a response to the World Heritage Convention (UNESCO, 1972). The convention highlights the need to preserve cultural and natural heritage of exceptional importance as part of humanity's world heritage. Article 27 in Educational Programmes states that countries should use educational and informational programs to promote public appreciation and respect for heritage and inform the public about threats and preservation efforts (UNESCO, 1972).

In the *European Framework for Action on Cultural Heritage* (EC, 2019), cultural heritage is vital for increasing social capital, driving economic growth, and ensuring environmental sustainability under the Cultural Heritage for a Sustainable Europe pillar. To harness this potential, three sets of measures are proposed: (a) urban and regional regeneration through cultural heritage, (b) promoting adaptive reuse of heritage buildings, and (c) aligning cultural heritage with sustainable tourism and natural heritage. The fifth set of measures also emphasizes supporting heritage buildings' brilliant restoration and adaptive reuse. *The Leeuwarden Declaration* (ACE, 2018) highlights the benefits of adaptive reuse and presents quality principles for balancing heritage values with modern architecture.

Cultural heritage is emphasized as a fifth goal of the Croatian Visual Arts Curriculum (MZO, 2019), along with participation in artistic activities and fostering a responsible attitude toward heritage. Students are encouraged to develop a critical stance on heritage preservation through fieldwork and school projects aligned with UNESCO guidelines. Fieldwork *in situ* is recommended for examples of local heritage and modern teaching

strategies to explore the subject through small school projects that could engage the broader local community.

Heritage has gained an essential place in Education for Sustainable Development (ESD), defined as development that meets the needs of the present without compromising the ability of future generations to meet their own needs. Sustainable development aims to enhance the quality of life for all community members and citizens of a nation and the world while safeguarding the essential life-support systems that sustain human and non-human life (UNESCO, 2010).

ESD emphasizes knowledge, skills, values, and actions for balancing the pillars of sustainable development: society, environment, economy, and culture. Society is concerned with understanding social institutions, democratic systems, social justice, and inclusion. Environment includes respect for ecological systems, resource sustainability, and integrating environmental issues into policies. Economy encompasses skills for a sustainable economy with awareness of the impact of growth on society and the environment. Culture improves understanding of the values that shape societies, including religions, philosophies, and relationships with nature (UNESCO, 2010).

Some of the cognitive learning objectives of ESD include that the learner understands the historical reasons for settlement patterns and recognizes the need for compromises to develop better sustainable systems, as well as that the learner knows the basic principles of sustainable planning and building and can identify opportunities to make their area more sustainable and inclusive (UNESCO, 2017). Two socio-emotional learning objectives relate to the appreciation of built heritage. They state that the learner can reflect on their region in the context of developing their own identity, understanding the roles that natural, social, and technical environments have played in shaping their identity and culture and that the learner can contextualize their needs within the needs of the broader surrounding ecosystem for more sustainable human settlements. From the behavioral learning objectives, it is highlighted that the learner can co-create an inclusive, safe, resilient, and sustainable community and can promote low-carbon approaches at the local level (UNESCO, 2017).

## Importance of cultural heritage revitalization

The adaptive reuse of cultural heritage fosters cultural and social innovation, creating productive networks and contributing to sustainable development. Architectural practices increasingly prioritize reusing existing buildings due to sustainability, cost-effectiveness, and heritage preservation. Adaptive reuse, which involves changing a building's function and adapting it to new needs while preserving old structures, has become increasingly important (Maha Shree *et al.*, 2024).

Adaptive reuse of cultural heritage refers to repurposing historic or culturally significant buildings, sites, or structures for contemporary uses while maintaining cultural, historical, or architectural value. This approach balances the preservation of cultural heritage with sustainable development, ensuring that historical landmarks remain relevant and functional in the present-day context. It is often seen as a solution for urban regeneration, sustainable architecture, and cultural preservation, allowing communities to retain their identity while evolving with modern demands. Key benefits of this approach are the preservation of cultural identity, sustainability (reducing the need for new construction materials and contributing to environmental sustainability by reusing existing structures), economic revitalization, and community engagement.

There is a worldwide recognition of the need for repurposing heritage. Thus, several documents highlight the value of revitalizing cultural heritage and provide guidelines for enabling economic, social, and environmental sustainability. *The Paris Declaration on Heritage as a Driver of Development* (ICOMOS, 2011) recommends integrating heritage into sustainable regional development plans, tourism, and the economy.

Heritage urbanism (HERU), a new paradigm for revitalizing and enhancing cultural heritage, was explained in the book *Cultural Urban Heritage: Development, learning and Landscape Strategies* (Obad Šćitaroci *et al.*, 2019). The goals for enhancing built and other types of heritage include: Identifying heritage's value and potential as a driver of social, cultural, economic, and tourism development; Assessing its condition, causes of deterioration, and improvement opportunities; Promoting heritage continuity and excellence in modern interventions that may become future

heritage; Proposing criteria for the creative use of heritage; Viewing heritage as an active part of contemporary life.

Heritage is not isolated but part of a broader living space and local community. The environment shapes heritage revitalization, while new uses of heritage stimulate development in the surroundings. If heritage is seen only through preservation, it becomes static, but the goal is to make it dynamic and active. This includes living within the heritage and repurposing abandoned sites as resources for community sustainability (Obad Šćitaroci *et al.*, 2019).

New interventions for enhancement or revitalization are based on the heritage's identity and value. Enhancement is applied when heritage is in good condition, preserving its core features while adapting it to modern needs. Revitalization occurs when heritage is deteriorating and needs a fresh purpose, ideally balancing authenticity with contemporary interventions that revive and reinterpret the past (Obad Šćitaroci *et al.*, 2019). The main difference between enhancement and revitalization is that enhancement is a static model that turns the heritage element into a passive object. In contrast, revitalization is a dynamic process in which heritage becomes an active subject, open to change and interpretation (Obad Šćitaroci *et al.*, 2019).

## Research

### *Research Methodology*

Research methodology employs qualitative methodology to explore how visual arts education can promote sustainable cultural heritage revitalization and how sustainability principles are integrated into the curriculum. A content analysis of the Croatian *Visual Arts Curriculum for Elementary and Grammar Schools* (VAC) and *Curriculum of the Cross-Curricular Topic of Sustainable Development* (CSD) is conducted to examine how it addresses the themes of cultural heritage revitalization as a part of the sustainability concept. This method would involve reviewing curriculum documents to identify relevant content and gaps related to sustainable development.

The research problem is that the role of visual arts education in fostering an appreciation of sustainable cultural heritage revitalization remains



underexplored. There is a lack of clear methodological guidelines for effectively integrating principles and expectations of CSD into visual arts education to promote the sustainable revitalization of cultural heritage.

The following objectives are set based on the stated research problem:

1. To examine how visual arts education can raise awareness of sustainable practices and appreciation of cultural heritage revitalization
2. To analyze the integration of sustainable development principles in the Croatian VAC, specifically in the context of cultural heritage revitalization.
3. To determine whether the CSD recognizes the potential of visual arts education in fostering the pillars of sustainability.

#### Research Questions

1. How can visual arts education raise awareness about the importance of cultural heritage preservation and sustainable revitalization practices?
2. Does the current Croatian VAC address sustainability's social, environmental, cultural and economic dimensions in cultural heritage revitalization?
3. Do the methodological recommendations of CSD consider connections with the subject Visual Arts??

#### *Results*

Content analysis of the Croatian VAC (MZOb, 2019) revealed that cultural heritage appreciation is significant in grammar school visual arts education. In the section on Educational Goals, goal 5 is dedicated to developing an appreciation of cultural heritage:

“5. Student will participate in artistic events and activities organized by cultural and scientific institutions; develop a responsible attitude towards the contemporary cultural environment and artistic heritage.”(MZOb, 2019, section B)

The document pointed out that teaching visual arts significantly contributes to students' holistic development through three main areas:

psychomotor (activity), affective (emotions), and cognitive (understanding). These areas are reflected in the three domains (MZOb, 2019, section C):

1. *Creativity and Productivity* encompasses the development of sensory, expressive, and intellectual abilities through artistic expression and exploration of creative processes. The goal is to foster creative thinking and innovation.
2. *Appreciation and Critical Attitude* develops students' analytical and critical thinking, encouraging them to observe and discuss artworks while being open to different ideas and artistic approaches. Students form well-argued opinions about artworks, the visual environment, artistic creation, and cultural heritage, which serve as a foundation for forming value judgments. They are encouraged to participate actively in cultural and artistic events.
3. *Art in Context* teaches students to understand visual arts as an essential part of human history and cultures, encouraging them to connect artworks with their own creative and life experiences.

The content is organized by themes that change each year and become more complex. The themes for the first grade include the appreciation of cultural heritage but are unsuitable for revitalizing architectural and urban heritage activities. The second-grade theme, *Man and Space*, is much more open to revitalization issues and an active approach to protecting and presenting cultural heritage. Table 1 highlights the outcomes and sub-outcomes from each grade that are open to the issue of cultural heritage revitalization and indicates the sustainability pillars with which they can be associated.

*Table 1. Connection of Visual Arts Curriculum (VAC)  
learning outcomes with sustainability pillars*

Second grade theme: <i>Man and Space</i>		
LEARNING OUTCOMES	LEARNING SUB OUTCOMES	SUSTAINABILITY PILLARS
SŠ LU B.2.2. “The student discusses the content and issues of contemporary housing and urban design.”	“The student discusses the issue of interpolation in urban space.”	ENVIRONMENTAL CULTURAL
SŠ LU B.2.3. “The student explains the importance and social responsibility of preserving national residential and urban heritage and sculptures in public spaces.”	“The student identifies and explains contemporary forms of protection and criteria for evaluating national architectural heritage.”	ENVIRONMENTAL SOCIAL CULTURAL
	“The student assesses the importance and level of national architectural and urban heritage preservation and presents their ideas for protecting and/or promoting it.”	ECONOMIC
SŠ LU C.2.1. “The student assesses the relationship between context and the artwork/style.”	“The student connects and explains the impact of new technologies on forms, construction, and new uses in architecture and urban design from prehistory to the present.”	ECONOMIC ENVIRONMENTAL
Third grade themes: <i>Art and Spirituality and Art and Science.</i>		
SŠ LU B.3.1. “The student analyzes an artwork that fits into the themes of “Art and Spirituality” and “Art and Science”.	“The student analyzes the materials, techniques, and processes that enable new constructive and design solutions (architecture, urbanism, painting, sculpture, photography, film, and new media).”	ENVIRONMENTAL ECONOMIC

<p>SŠ LU B.3.3.</p> <p>"The student explains the importance and social responsibility of preserving artistic national heritage through the themes of "Art and Spirituality" and "Art and Science".</p>	<p>"The student critically observes the relationship between the individual and the community regarding national heritage."</p>	<p>SOCIAL CULTURAL</p>
	<p>"The students explain the value and level of heritage preservation and present their ideas for protecting and/or promoting it."</p>	<p>ENVIRONMENTAL ECONOMIC</p>
<p>SŠ LU B.3.3.</p> <p>"The student explains the importance and social responsibility of preserving the national artistic heritage, according to themes "Art and Spirituality" and "Art and Science".</p>	<p>"The student critically observes the relationship between the individual and the community toward national heritage."</p>	<p>SOCIAL CULTURAL</p>
	<p>"The student explains the heritage's value and preservation status and presents their ideas for protecting and/or presenting/ promoting it."</p>	<p>ENVIRONMENTAL ECONOMIC</p>
<p>Fourth grade themes: <i>Art and Power</i> and <i>Art and the Creative Process</i></p>		
<p>SŠ LU B.4.3.</p> <p>"The student evaluates the importance and social responsibility of preserving national cultural/artistic heritage, according to themes "Art and Power" and "Art and the Creative Process".</p>	<p>"The student explains the importance of national urban, architectural, and artistic heritage."</p>	<p>CULTURAL SOCIAL</p>
	<p>"The student critically evaluates the relationship between the individual and society toward specific works of artistic heritage."</p>	<p>SOCIAL CULTURAL</p>
	<p>"The student critically assesses the promotional and economic role of monumental and artistic heritage and proposes solutions for the presentation and cultural promotion of specific works of art."</p>	<p>ECONOMIC ENVIRONMENTAL</p>

The research also explored how cultural heritage revitalization can contribute to the pillars of sustainability by connecting with the educational expectations of CSD. The CSD (MZO, 2019a) contributes to developing personal identity, recognition, and respect for national natural and cultural heritage while appreciating diversity and different ways of thinking and living. Three domains are set to organize knowledge and skills: Connection, Action, and Well-being (MZO, 2019a, Section C). Connection (What?) encompasses the fundamental principles of sustainability and ecosystem interdependence. Action (How?) involves actively disseminating and applying appropriate knowledge and skills for sustainable living. Well-being (Why?) involves the responsibilities and rights in achieving the desired goal: well-being for all people, the environment, and future generations.

Learning expectations encourage creativity and social responsibility and foster the development of critical and creative thinking in problem-solving. These expectations are elaborated through corresponding knowledge, skills, and attitudes (MZO, 2019a, Section D). Table 2 represents only the learning outcomes relevant to the sustainable practice of revitalizing cultural heritage.

*Table 2. Educational Outcomes and Recommendations  
within the Curriculum of the Cross-Curricular  
Theme Sustainable Development (CSD)*

CONNECTION		
<b>A.4.1: The student distinguishes between personal and collective identities and has a sense of belonging to humanity.</b>		
knowledge	skills	attitudes
"Identifies personal and collective identities and explains the interconnectedness of communities and humanity."	"Critically discusses the challenges and benefits of diversity."	"They value their own identity and respect the identity of others."
<b>Recommendation:</b> Politics, Economics, and History, Homeroom class, Croatian Language and Foreign Languages, Ethics		

<b>A.5.1. The student critically reflects on the connection between one's lifestyle and its impact on the environment and people.</b>		
<b>knowledge</b>	<b>skills</b>	<b>attitudes</b>
"Anticipates the effects of their lifestyle on the environment and people and understands sustainable solutions."	"Applies sustainable solutions in their own life to reduce negative impacts on the environment and people."	"Reevaluate the connection between their life and its impact on the environment and others."
<b>Recommendation:</b> Integrated Teaching (Politics and Economics, Croatian Language, Sociology, Geography, Biology, Homeroom, and cross-curricular themes in Civic Education and Health Education)		
<b>A.5.2. The student analyzes the principles of sustainable production and consumption.</b>		
<b>knowledge</b>	<b>skills</b>	<b>attitudes</b>
"Understands the principles of sustainable production and consumption."	"Recognizes and uses products made without harmful impacts on the environment."	"Is aware of the importance of sustainable production and consumption."
<b>Recommendation:</b> Integrated Teaching (Politics and Economics, Geography, Homeroom, Sociology, cross-curricular themes in Civic Education, Health, and Entrepreneurship), Chemistry, Mathematics, Physics		
<b>A.5.3. The student analyzes power relations at different levels of governance and explains their impact on sustainable development</b>		
<b>knowledge</b>	<b>skills</b>	<b>attitudes</b>
"Analyzes the roles and responsibilities of various stakeholders (politics, the business sector, and citizens) in shaping and implementing policies at both local and global levels."	"Explores opportunities for involvement in creating and implementing sustainable development policies based on an understanding of the roles and responsibilities of different stakeholders."	"Promotes the importance of citizen participation in creating and implementing public policies."
<b>Recommendation:</b> Integrated Teaching (Politics and Economics, Geography, Homeroom, Sociology, cross-curricular theme Civic Education)		
<b>ACTION</b>		
<b>B.4.1. The student acts by the principles of sustainable development to protect nature and the environment.</b>		
<b>knowledge</b>	<b>skills</b>	<b>attitudes</b>

"Explains models of active engagement for the preservation of nature and the environment."	"Applies acquired knowledge and suggests activities for protecting nature and the environment."	"Promotes the importance of active participation in protecting nature and the environment."
<b>Recommendation:</b> Integrated Teaching (Politics and Economics, Croatian Language, History, Geography, Homeroom, projects)		
<b>B.5.1. The student critically reflects on the impact of our actions on the Earth and humanity.</b>		
<b>knowledge</b>	<b>skills</b>	<b>attitudes</b>
"Explain and compare how we affect the planet and other people."	"Analyzes examples of the complex relationship between our actions and their effects on the Earth and others."	"Promotes actions that do not endanger the planet or other people."
<b>Recommendation:</b> Integrated Teaching (Politics and Economics, Geography, Homeroom, Sociology, cross-curricular themes in Civic Education and the Use of Information and Communication Technology), Chemistry		
<b>B.5.2. The student conceives and utilizes innovative and creative action aimed at sustainability.</b>		
<b>knowledge</b>	<b>skills</b>	<b>attitudes</b>
"Explains actions that contribute to sustainable development."	"Design and apply innovative and creative solutions using ICT with the goal of sustainability."	"Is convinced of the necessity of implementing solutions contributing to sustainability."
<b>Recommendation:</b> Integrated Teaching (Politics and Economics, Croatian Language, Sociology, Geography, Homeroom, and the cross-curricular theme of Civic Education)		
<b>WELL-BEING</b>		
<b>C.4.1. The student assesses the significance of sustainable development for the common good.</b>		
<b>knowledge</b>	<b>skills</b>	<b>attitudes</b>
"Analyzes the impact of sustainability's environmental, social, and economic dimensions on personal and collective well-being."	"Investigates and presents positive and negative processes in their environment that affect the environment's vulnerability and people."	"Promotes awareness of balancing economic development with environmental care for personal and collective well-being."
<b>Recommendation:</b> Integrated Teaching (Politics and Economics, Geography, Biology, Religious Education, Ethics, cross-curricular themes in Health, Civic Education, and Entrepreneurship)		

C.5.2. The student proposes ways to enhance personal and collective well-being.		
knowledge	skills	attitudes
"Analyzes approaches to fostering good relationships with the environment and others to achieve personal and communal well-being."	"Applies recommendations from global organizations and suggests methods for improving personal and collective well-being."	"Promotes community and societal well-being through their work on projects that are important for the community."
<b>Recommendation:</b> Projects, Integrated Teaching (Politics and Economics, Croatian Language, Sociology, Geography, Homeroom, cross-curricular themes in Civic Education, Personal and Social Development, Health, and Entrepreneurship):		

Discussion and Conclusion

The subject of Visual Arts, taught in grammar schools, is an ideal platform for raising awareness about the importance of cultural heritage preservation and revitalization. While cultural heritage is a component of most humanities subjects, Visual Arts uniquely focuses on heritage with artistic value, covering architecture, urbanism, and cultural landscapes. The VAC for grammar schools includes a specific outcome to develop critical thinking around preserving, appreciating, and revitalizing cultural heritage. Sub-outcomes guide achieving this, suggesting that students become familiar with preservation and presentation methods and actively propose solutions for various revitalization challenges. Teachers are encouraged to introduce heritage topics through small local projects, allowing students to observe firsthand the impact of revitalization on their community.

Content analysis has determined that the VAC has responded to the challenges of cultural heritage’s social, environmental, cultural and economic sustainability through heritage revitalization to a certain extent. It addresses the social, cultural, environmental, and economic dimensions of sustainability in cultural heritage revitalization through various learning outcomes across grades, focusing on fostering critical thinking, social responsibility, and practical engagement in heritage preservation.

In the second grade, students are encouraged to explore the social responsibility of preserving architectural and urban heritage (MZO, 2019a,



Section D). Learning outcomes emphasize understanding the role of heritage in the community and promoting civic engagement. For instance, students analyze the impact of heritage on local identity and reflect on the relationship between individuals and the community, fostering a sense of shared responsibility for cultural preservation (MZO, 2019a, Section D). Visual arts can promote social inclusion through heritage themes that engage local communities and create a sense of identity and belonging. This pillar connects students with cultural heritage and encourages them to preserve collective memory.

Environmental awareness is integrated through discussions on sustainable urban design and preservation. For example, second-grade outcomes prompt students to discuss urban spaces and contemporary housing while considering environmental impacts. Furthermore, students analyze architectural forms, construction, and materials, emphasizing the environmental benefits of revitalizing existing structures instead of new developments (MZO, 2019a, Section D). This approach encourages students to recognize the environmental advantages of adaptive reuse in architecture. Revitalizing cultural heritage contributes to environmental sustainability by promoting adaptive reuse, energy efficiency, preservation of green spaces, adoption of sustainable practices, reduction of urban sprawl, preservation of cultural landscapes, and promotion of sustainable mobility options.

Economic aspects could be addressed by helping students understand the economic value of heritage in tourism and community development. For example, students can evaluate the economic role of public sculptures and national architectural heritage. By proposing methods for promoting heritage and recognizing its value as an economic asset, the curriculum aims to instill an understanding of how cultural heritage can contribute to sustainable economic growth. This integrated approach ensures that students learn about cultural heritage and engage with it as a multidimensional asset that can drive social, environmental, and economic sustainability through informed revitalization practices.

A comparison of the VAC outcomes with the expectations of the CSD revealed a lack of CSD didactic guidelines for connecting. Although the learning expectations are broadly defined and can include activities to foster appreciation for cultural heritage revitalization, the methodological recommendations do not mention the possibility of correlating with the

subject of Visual Arts. From this, we can conclude that from the standpoint of the CSD, the importance and role of Visual Arts and the issue of cultural heritage revitalization are not recognized as drivers of critical thinking about sustainability.

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## PRISTUP REVITALIZACIJI KULTURNE BAŠTINE KROZ KONCEPT ODRŽIVOSTI U OBRAZOVANJU VIZUALNIH UMJETNOSTI

### Sažetak

Vizualno umjetničko obrazovanje je dinamična platforma za razvijanje svjesnosti o važnosti očuvanja kulturne baštine poticanjem dubljeg razumijevanja prošlosti te stvaralačkog izraza u revitalizaciji. Održiva revitalizacija kulturne baštine predstavlja holistički pristup koji uzima u obzir okolišne, društvene i ekonomske dimenzije očuvanja baštine. Integriranjem održivih praksi u revitalizaciju kulturne baštine osiguravamo kontinuirano postojanje i stvaranje novih vrijednosti čuvajući planet i njegove resurse za budućnost. Održive prakse revitalizacije smanjuju negativni ekološki utjecaj korištenjem ekološki prihvatljivih materijala te osiguravaju dugoročni opstanak kulturnog krajolika kontrolom broja posjetitelja koji ne ugrožava kulturnu i prirodnu cjelovitost mjesta. Ekonomska održivost objekta kulturne baštine postiže se prenamjenom izvorne uloge, a odabir metoda revitalizacije ovisi o stanju i važnosti lokaliteta, ali i o nacionalnim kulturnim politikama. Obrazovanje i svijest o važnosti kulturne baštine uključuju educiranje učenika i lokalnih zajednica o značaju lokaliteta, njegove povijesti te o važnosti održivih praksi revitalizacije za dugoročno preživljavanje. Istraživanje se bavi ispitivanjem potencijala vizualnog umjetničkog obrazovanja u podizanju svijesti o održivim praksama očuvanja kulturne baštine. Ciljevi istraživanja su: (1) istražiti kako vizualno umjetničko obrazovanje može podići svijest o održivim praksama i vrijednostima revitalizacije kulturne baštine, (2) analizirati integraciju principa održivog razvoja u Kurikulum nastavnog predmeta Likovna kultura za osnovne škole i Likovna umjetnost za gimnazije u kontekstu revitalizacije kulturne baštine, te (3) istražiti kako problem revitalizacije kulturne baštine može doprinijeti stupovima održivosti povezivanjem s međupredmetnom temom Održivi razvoj. Istraživanje kvalitativnom sadržajnom analizom pokazuje da hrvatski Kurikulum nastavnog predmeta Likovna kultura za osnovne škole i Likovna umjetnost za gimnazije (Visual Arts Curriculum for Elementary and Grammar Schools) djelomično odgovara na izazove održivosti u kulturnoj baštini kroz temu revitalizacije, ali nedostaje metodoloških smjernica za učinkovito povezivanje s Kurikulumom međupredmetne teme Održivi razvoj za osnovne i srednje škole (Curriculum for the Cross-Curricular Topic of Sustainable Development for Primary and Secondary Schools).

**Ključne riječi:** kulturna baština, likovna umjetnost, likovna kultura, održivi razvoj, revitalizacija