



Heritage and Development

The Heritage Forum of Central Europe is a series of peer-reviewed volumes addressing contemporary matters of cultural heritage, with a special emphasis on Central Europe. Each volume encompasses articles written by renowned scholars and specialists in the field, as well as emerging researchers and heritage practitioners. Leading themes of the books coincide with biennial conferences organised under the auspices of the Visegrad 4 Cultural Heritage Experts' Working Group and held in the International Cultural Centre in Kraków.

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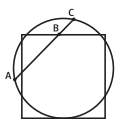


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of Central Europe

Heritage and Development

Edited by Agata Wąsowska-Pawlik and Jacek Purchla

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Foreword

Agata Wąsowska-Pawlik

The present volume is the outcome of the 6th Heritage Forum of Central Europe: Heritage and Development, which took place on 16–18 June 2021. Heritage Forums of Central Europe constitute a platform for exchanging ideas by experts, academics, and practitioners engaged in a broad reflection on cultural heritage philosophy, protection, and management, as well as its relationships with various aspects of social and economic life. The conferences stem from the collaboration between four partner institutions in the Visegrad Group countries, which together select Forums' themes. Biannual conferences are held at the International Cultural Centre in its headquarters in Krakow's Main Square.

The 6th Forum was organised during the difficult time of the COVID-19 pandemic; hence, it was decided that it should be an online event. It was a tough call to make, since face-to-face meetings and free discussions between sessions unquestionably constitute the essence of any conference. Exchanging views and opinions via computer screens, in constant danger of connection breakdowns due to technical difficulties, is much more difficult. Nevertheless, many participants were willing to adapt and the conference brought together nearly a hundred speakers, with several hundred participants listening to presentations over three consecutive days. Apart from thematic sessions, keynote lectures were delivered by: Sneška Quaedvlieg-Mihailović, Secretary General of Europa Nostra; Professor Jerzy Hausner, Chairman of the Open Eyes Economy Summit Program Council; Professor David Throsby from Macquarie University, Sydney, Australia; and Dr Laimonas Briedis, Lithuanian cultural geographer based in Canada. There were also panel discussions. The debate on the future of mega-events in historic cities presented the results of the HOME project that scrutinised the relation between mega-events

and cultural heritage protection policy. Another discussion referred to ILUCIDARE project addressing the question: What innovation can bring to heritage and how heritage can inspire innovation? Since both projects have now been completed, their results can be found on the icc website. As mentioned earlier, the Forums are the result of long lasting cooperation with partners from the Czech Republic, Slovakia, and Hungary. The 6th Forum coincided with the 30th anniversary of the Visegrad cooperation; consequently, one of the panels focused on evaluating the effects of this partnership with regard to cultural heritage. Finally, the conference involved a discussion on the predicted consequences of the pandemic and its various challenges.

The main goal of the 6th Forum was to survey the relationship between cultural heritage and growth. The aim of such juxtaposition was not merely to state that heritage can have a direct impact on development. Rather, we asked several questions on the nature of development and its components. The period of political and economic transformation in Central European countries has given rise to a vast utilisation of heritage assets, both tangible and intangible, for the purpose of economic development. However, among others, the current global context highlights the importance of understanding heritage resources as means of a deeper and more sustainable development – not merely material, but also socio-cultural, transgressing the hitherto prevalent economy-oriented viewpoint. By means of addressing such issues as, for example, the role of heritage in sustainable development, civic engagement, and social integrity, the Forum's objective was to demonstrate new implementable approaches required by the unprecedented challenges Europe is currently facing.

The book consists of thirty-one articles addressing many significant challenges faced by the cultural heritage sector. Their topics include: considering the importance and role of cultural heritage in spatial planning and urban renovation, exploring the potential of tangible and intangible heritage in achieving the goals of sustainable growth, the New European Bauhaus, the necessity – but also inevitability – of cooperation with civic society representatives, acknowledging grassroots initiatives and social participation with a view to reclaim and revive historic monuments, opening up to new interpretations of heritage. It is my great hope that the insights, conclusions, and recommendations presented in these contributions will prove instrumental in addressing further research topics.

I would like to use this opportunity to express gratitude to our Visegrad partners for such a long cooperation which, we hope, has contributed to

building and maintaining friendly regional relations between our respective countries. Our partners are: the Ministry of Culture of the Czech Republic, Prime Minister's Office, Hungary, The Monuments Board of the Slovak Republic, and Ministry of Culture of Slovakia. The strategic partner of the Forum was Europa Nostra. My gratitude also goes to the Polish Ministry of Culture and National Heritage for supporting our activity.

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Heritage Awareness and Sustainability of Built Environment between Theory and Practice: An Insight from ERASMUS+ Project

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Introduction

Research context: introducing the HERSUS project

The Erasmus+ project titled Enhancing of Heritage Awareness and Sustainability of Built Environment in Architectural and Urban Design Higher Education (HERSUS) is being realised within the Strategic Partnerships for higher education action type. Its realisation started in 2020 and ever since the project has been gradually implementing and proposing numerous activities in cooperation between the research, private, and public sector, hence targeting both local and regional support towards higher education and practical arena cooperation. The intention of this article is to present the results of the first six months of the project implementation and to highlight specific conclusions which can contribute to threefold perspectives – educational, practical, and policy framework and contextual conditions.

In order to provide a multicontextual research platform, HERSUS brings together five Higher Education Institutions (HEIs) from five different European countries: (1) the University of Belgrade, Faculty of Architecture (Serbia) as the Lead organisation; (2) Iuav University of Venice (Italy); (3) the University of Cyprus, Department of Architecture (Cyprus); (4) the Aristotle University of Thessaloniki, School of Architecture (Greece); and (5) the University of Seville, UNESCO Chair on Built Urban Heritage CREHAR in the digital era (Spain). The consortium partners follow the geographical line of the Southern European Schools of architecture, but still allow the provision of different reflections and contextual knowledge that derives from unique socio-economic characteristics and cultural backgrounds. Through establishing high-level expert groups, the project aims to analyse critical topics for the modernisation and

development of higher education in the field of architectural and urban design across Europe, with special focus on the social and educational value of European cultural heritage.

The main objective of the project is to contribute towards creating and piloting new innovative courses and extracurricular activities within existing study programmes of participating schools, which can contribute to bridging the gap between sustainability and heritage. In that order, HERSUS aims: (1) to enhance existing study programmes at the postgraduate/master level, and (2) to achieve a stable and sustainable education framework complementary to the globally established goals in the field of architectural and urban studies education.

A key innovative value of the HERSUS project is perceived in a multi-conceptual framework that includes three main pillars to achieve an integrated and sustainable architectural and urban heritage. These 3 “RE” pillars were recognised within the initial project survey and are further strategically defined in order to create educational tracks in the form of courses through which knowledge and design skills are acquired: (1) RE-construction in the sense of urban heritage redevelopment applied to address urban decay in cities; (2) REuse in the sense of the process of reusing an existing architectural heritage for a purpose other than that which it was originally built or designed for; (3) RESilience in the sense of designing flexible structures that can learn from their environments and create transformable and sustainable space frameworks.

Research motivation: theoretical background

The project motivation derives from the recognition that the practice and education related to the awareness with reference to the sustainability of the built environment and heritage face numerous challenges such as social transformation, climate change, globalisation, urbanisation, and different social infrastructure and housing issues. Consequently, in order to cope with these challenges, teachers, trainers, tutors, and students in the field of architecture and urbanism need specific training and teaching activities within the framework of heritage sustainability. On the one hand, there is a need for a new profile of an architect/urban designer trained in the broad architectural domain who possesses technical, technological, socio-humanistic, and artistic skills; on the other hand, a new profile of the architectural educator is searched for – one who would be capable of accepting the responsibility for the improvement of education and training of future architects, enabling them to meet the expectations

of 21st-century societies worldwide for sustainable human settlements in every cultural milieu.

Heritage higher education is, first, an interdisciplinary approach directed towards learning the historical and cultural values of heritage on a multiscale level – from artifacts to landscapes; second, it includes a spectrum of knowledge fields performed within a range of heritage-based disciplines, which in addition to architecture and urbanism also include archaeology, art history, anthropology, history, legal studies, and environmental studies. In this educational framework, architectural higher education requires connection and dialogue with other disciplines since “architectural research therefore is fertile for trans- and inter-disciplinary endeavours.”¹

The new era for architectural heritage education has been in effective development in the last two decades under the significant influence of (1) ICT, through reflecting on the pedagogical impact that may derive from exploiting ICT potentialities;² (2) new academic experiments in the digital perspective of education and emerging technologies such as architectural photogrammetry,³ augmented reality,⁴ and serious games;⁵ as well as (3) bottom-up initiatives based on involvement and empowerment of communities in recognising and creating cultural values.⁶

In addition to the introduction of thematic innovations in the curricula, special attention in the examination of heritage education in

1 EAAE, *Principles and Practices of Architectural Education: A Position Paper of the EAAE Education Academy*, Porto 2018.

2 Michaela Ott and Francesca Pozzi, “Towards a New Era for Cultural Heritage Education: Discussing the Role of ICT,” [in:] *Computers in Human Behavior*, vol. 27, no. 4 (2011), pp. 1365–1371.

3 Ahmad Baik and A. Alitany, “From Architectural Photogrammetry toward Digital Architectural Heritage Education,” [in:] *International Archives of the Photogrammetry, Remote Sensing & Spatial Information Sciences*, vol. 42, no. 2 (2018), pp. 49–54.

4 Raynel Mendoza, Silvia Baldiris, and Ramón Fabregat, “Framework to Heritage Education Using Emerging Technologies,” [in:] *Procedia Computer Science*, vol. 75 (2015), pp. 239–249.

5 Michela Mortara et al., “Learning Cultural Heritage by Serious Games,” [in:] *Journal of Cultural Heritage*, vol. 15, no. 3 (2014), pp. 318–325.

6 Caterina Valiante and Annunziata Maria Oteri, “The Role of Heritage Communities in Local Development Processes through the Reuse of Architectural Heritage: Some Examples in Italian Rural Areas,” [in:] *HERITAGE 2022 – International Conference on Vernacular Heritage: Culture, People and Sustainability*, conference papers, Valencia 2022, pp. 687–694.

the postmodern curriculum is also paid to the examination of different learning formats and learning environments that are adequate for the perception and consideration of various aspects of heritage. The leading position in this context is occupied by the development and critical evaluation of educational methodologies for design studios as a central format of contemporary architectural study programmes.⁷ Having in mind that the heritage as a construct is not only considered as the general research object but it is also perceived as a pedagogical resource and platform for dealing with important aspects such as “the consideration of cultural and symbolic dimensions, training in the built environment and its technical, constructional, programmatic and methodological offshoots,”⁸ the study of heritage values should be engaged in both problem- and inquiry-based context, which is provided within design studio and other formats with a high level of interactivity and variability of learning modes (group work, field work, laboratory work, etc.).

This new era for architectural heritage education corresponds to the emerging umbrella initiatives such as New European Bauhaus,⁹ which highlights the importance of high-quality adaptive reuse of built heritage within the proposals for focus areas and actions in the coming period. The notion of high-quality built environment directly corresponds to the vision of high-quality *Baukultur* as an “aspect of cultural identity and diversity, [which] holistically embraces every human activity that changes the built environment” highlighted within Davos Declaration.¹⁰ Moreover, within the vision section of NEB Concept Paper,

7 Mohga E. Embaby, “Heritage Conservation and Architectural Education: An Educational Methodology for Design Studios,” [in:] *HBRC Journal*, vol. 10, no. 3 (2014), pp. 339–350; Nicholas Clarke, Marieke Kuipers, and Sara Stroux, “Embedding Built Heritage Values in Architectural Design Education,” [in:] *International Journal of Technology and Design Education*, vol. 30, no. 5 (2020), pp. 867–883.

8 María Inés Lapadula and Carolina Quirogab, “Heritage as a Pedagogical Resource and Platform for Exploration in Architectural Design Education,” [in:] *The Journal of Architecture*, vol. 17, no. 4 (2012), pp. 591–607.

9 *The NEB High-Level Round Table: New European Bauhaus Concept Paper*, https://europa.eu/new-european-bauhaus/system/files/2021-07/2021-06-30_New_European_Bauhaus_Concept_Paper_HLRT_FINAL.pdf#:~:text=The%20goal%20of%20the%20New,of%20the%20European%20Green%20Deal [access: 3 May 2022].

10 Conference of Ministers of Culture, Davos Declaration 2018: Towards a High-Quality *Baukultur* for Europe, Davos 2018, <https://baukultur-production-storage.s3.amazonaws.com/baukultur/2022-06-09-081317-davos-declaration.pdf> [access: 3 May 2022].

education is recognised as the key to both social and environmental sustainability. These notions indicate the need for further enhancement of heritage within education processes, as well as fostering the relationship between heritage and sustainability.

Article outline

Based on the presented research motivation (theoretical background) derived from the perspectives on umbrella EU initiatives (New European Bauhaus and *Baukultur* concept) and current research, two main gaps which correspond to current HERSUS insights were identified: (1) lack of evidence-based studies which provide a review of representative practices and role models in the field of architectural heritage education, and (2) the necessity of need analysis implementation for understanding the actual condition of student and expert perception of the current state-of-the-art techniques of teaching and learning heritage within the scope of architectural and urban design. In order to reflect on these issues, the article presents ongoing process of the HERSUS project through two completed intellectual outputs which pinpoint the aforementioned gaps: (1) *Review: Best Practices on Educating Sustainability and Heritage* and insights from the first Learning/Training/Teaching Activity Seminar on Teaching through Design for Sustainability of the Built Environment and Heritage Awareness (HERSUS Webinar), and (2) *STUDY: Questionnaire for the State of the Art*.

The first part of the article presents the research context. It provides insight into the Erasmus+ Strategic Partnership – Enhancing of Heritage Awareness and Sustainability of Built Environment in Architectural and Urban Design Higher Education (HERSUS). The second part presents the Intellectual Outputs and Activities in order to demonstrate the innovative approach of the HERSUS project. This part presents Intellectual Outputs 1 and 2 of the HERSUS project, as well as completed learning and teaching training activity. The third part of the article aims to provide a synthesis based on HERSUS six-month completed outputs. The Conclusion summarises the findings and highlights essential aspects for addressing sustainability and heritage in architectural higher education.

Intellectual outputs and activities: between general and innovative approach

The project is structured around five types of activities: (1) design and development of intellectual outputs (IO) – activities that result in tangible and meaningful outcomes, specifically publications, a book of courses,

an interactive platform and handbook; (2) learning, training, and teaching activities (LTT) – one seminar for teachers, three student workshops, and one training for teachers; (3) multiplier events (ME) – activities for the dissemination of intellectual outputs and overall results in the form of public presentations, open houses at participating HEIs, and launching a prize for modern heritage; (4) transnational project meeting (TPM) – design and development meetings of consortium members; and (5) project management and implementation activities (PMI) – communication, dissemination, and creating a sustainable framework for implementing results.

The HERSUS project is designed to have the intellectual outputs at the core of implementation, while all other activities support and supplement their design and development. To this end, LTTs provide a platform for testing principles and methodologies derived from all intellectual outputs and MEs serve as a platform for dissemination and public presentation of intellectual outputs, while TPMs are used for discussion, creative development, and critical reflection on the intellectual outputs.

The first intellectual output of HERSUS is *Review: Best Practices on Educating Sustainability and Heritage* envisioned to present data collected from each of the participating schools of architecture, listing the best examples of courses, best examples of built projects in participating countries, as well as a critical review of current policies. The second intellectual output of HERSUS is a study based on the Questionnaire for the State of the Art, aimed at creating an argumentative and critically analysed state-of-the-art solutions in the field of learning of sustainability and heritage, specifically in the domain of urban and architectural design of higher education. The purpose of the results of the questionnaire is to support the participating architectural schools in establishing high-quality standards connected to teaching in the field of built heritage sustainability, thorough understanding of specific standpoints (both of international experts and students) and creating an evidence-based platform for further design and development of courses. The third intellectual output of HERSUS is *Statements on Teaching through Design for Sustainability of the Built Environment and Heritage Awareness*. The fourth HERSUS intellectual output is the Sharing Platform designed as an open repository of educational resources. The fifth intellectual output is the *Book of Courses*, which will include new, competence-based courses, while the final, sixth intellectual output is the *International Handbook for Students on Research and Design for*

the Sustainability of Heritage that will be developed in the later phase of the project.

During the initial six months of the project, two intellectual outputs were developed: the review and the study, as well as one booklet as a result of the seminar for teachers (as a first LTR activity). These results are discussed in more detail in the remainder of this article.

Intellectual Output 1: Review: Best Practices on Educating Sustainability and Heritage

The Intellectual Output 1 titled *Review: Best Practices on Educating Sustainability and Heritage*¹¹ presents data collected from each of the participating HEIS. The leading institution for this IO was the University of Cyprus. The purpose of the Review was to support the participating architectural schools in establishing high-quality standards in terms of built heritage sustainability through cross-cultural communication and solving problems in an international environment. The output was designed and developed to encourage (1) teaching possibilities on the sustainability of the built environment, and (2) teaching possibilities on raising heritage awareness.

The Intellectual Output 1 consists of three parts: the analysis of built projects, educational courses, and policy reviews; it includes a number of examples illustrating the best practices in the domain of architectural and urban design, discussing various curricula for educating professionals of the highest quality educational profile, and documents (policies, laws, and strategies) that provide the general framework for interventions regarding heritage and direct actions in accordance with the principles of sustainability. This multilevel analysis has a fundamental importance in establishing a shared value framework on how heritage should be treated in practice, thought in academic institutions, and regulated in policy environment.

The presented cases of built projects can be classified according to the scale they imply: (1) landscape design, (2) urban design and planning, and (3) architecture, construction, and interior design.

11 Vladan Djokić et al. (eds.), *REVIEW: Best Practices in Educating Sustainability and Heritage*, Belgrade 2021, <https://hersus.org/io1-review-best-practices-in-educating-sustainability-and-heritage/> [access: 3 May 2023].

- ▶ The University of Belgrade analysed the detailed plan for a historical city centre (Zemun, Belgrade), a project that deals with industrial heritage within the mining industry (Senjski Rudnik), a design and adaptive reuse project done for one part of the Kalemegdan Fortress (Nebojša Tower), and one project focusing on the way a façade wall was improved while increasing energy efficiency standards (Office building – Bulevar 79).
- ▶ The University of Venice presented an intensive city reconstruction after the earthquake (Venezia), one redevelopment of a rural property (H-Farm and H-Campus), and two reconstructions of listed buildings within the city core (Ex-Panificio Santa Marta Area, Punta della Dogana).
- ▶ The University of Cyprus presented the project of retrofitting façades on a townscape level (Lefkara) and three built projects dealing with historical (Lefkara HYBUILD Multifunctional Centre), modernist (Alexandrou Demetriou Tower), and vernacular heritage (a house in Kapedes).
- ▶ The Aristotle University of Thessaloniki presented a project of city square reconstruction (Area of Hrimatistiriou Square), one urban block (a building block defined by Adrianou, Vrissakiou, Kladou, and Areos streets, Athens), an ex-military campus (historic barracks in the Pavlos Melas metropolitan park), and the project of reconstruction of a vernacular building (Kleious 24, Thessaloniki's Upper City).
- ▶ The University of Seville presented two projects on landscape scale: the rehabilitation of a wall (Nasrid Wall, Upper Albayzin) and walkways pinned along the steep walls of a narrow canyon (El Caminito del Rey, Malaga), adaptive reuse of old ceramic factory (Antigua Fábrica de Cerámica, Sevilla), and a house with historical values (Casa Diáñez, Alcalá de los Gazules).

All of the cases were analysed in detail, regarding general information, main values, state before the intervention, general design idea, and specificities regarding tools, techniques, and references that were used during implementation.

Regarding the educational courses, it is possible to recognise that:

- ▶ The University of Belgrade selected two studio designs courses (*Design Studio 06U* on master level and *Energy Rehabilitation and Certification of Existing Buildings* offered as part of specialist academic studies), one theoretical subject (*Green Construction: Lessons of the Past*) and one Workshop (*Among Scales: Programming the New Modernity of Belgrade*).
- ▶ The University of Venice presented one studio (*Studio 2 Sustainable City Project*), two theoretical subjects (*Restoration Theories and Techniques* and *Applied Petrography: Deterioration of Stone and Lithoid Building Materials*),

and one design lab (*Integrated Design Lab: Focus 3 – Regeneration and Conservation of Historic Buildings and Environments*).

- ▶ The University of Cyprus presented one design studio (*Capstone Design Project: Advanced Team Project*), two theoretical subjects (*Architecture and the Critical History of Ecology* and *History and Critical Theory of Conservation*), and one specialised course (*Special Topics on Recording and Documenting Buildings and Sites*).
- ▶ The Aristotle University of Thessaloniki presented four studio designs (*Architectural Design Studio II*, *Extended Design Studio 7: Architectural Design in Historical Context*, *Interdisciplinary Studio*, and *Urban Design Studio I and II*), realised within different study programmes and years.
- ▶ The University of Seville presented two theoretical projects (*Architectural History, Theory and Composition 3*, *Architectural History, Theory and Composition 4: City*) and two specialised courses (*Landscape, City and Architecture in Andalusia* and *Architecture and Heritage*).

Each of the presented courses was analysed regarding their relation to the overall study programme, staff and collaborators, content, methods, outcomes, references, and the relation to sustainability pillars. The publication showed that there are great differences among schools regarding teaching methods, scales, and tools, which enabled all consortium partners to identify the strengths of each school and to learn from one another's experience. The publication was also illustrated by selected examples of student projects.

Regarding the policy reports, all of the faculties reflected on the chronological aspects of the enactment of different laws and provided the reflection regarding regulations at the EU level in relation to the local ones. The reviews enabled the consortium to identify the terms that are used at the local level, including the existing laws and strategies, and also to observe and comment on the tradition of documents that regulate both sustainability and heritage.

Innovative elements that the Review produced consist of contemporary approaches to curricula development, with respect to the different cultural environments. These elements are combined in the analysis of three groups of architectural and urban design courses: (1) Sustainable Reconstruction in Urban Areas, (2) Adaptive Reuse, and (3) Resilience and Climate Change. In a long-term impact, it is expected that the Review will serve as a guide and offer new strategies for the future development of higher education courses, based on the experience of the universities involved in the HERSUS project, as well as on the overall experience of

practicing architects and offices that are recognised by the consortium members as examples of good practice.

Intellectual Output 2: STUDY: Questionnaire for the State of the Art in Educating Sustainability and Heritage

The second intellectual output is *STUDY: Questionnaire for the State of the Art*,¹² designed with the aim to create an argumentative and critically analysed state of learning of sustainability and heritage in the field of the urban and architectural design of higher education. The output lead HEI was the Aristotle University of Thessaloniki.

The study consists of two parts: student questionnaire and expert questionnaire. Jointly, these two parts were designed to answer the following research questions:

- To what degree have students and experts developed an awareness of the importance of enhancing issues of the sustainability of the built environment and heritage in education and practice?
- What is the level of understanding the concepts of sustainability and heritage in the field of urban architectural design and where they are used?
- What would be the most effective way to include sustainability and heritage knowledge in the existing curricula?

The student questionnaire was intended for higher education students (fourth/fifth year integrated studies, master studies, specialist and doctoral studies), as well as young professionals who have recently completed their studies (alumni) at faculties in the countries participating in the HERSUS project. The questionnaire was developed in order to create a basis for argumentative and critical analysis of the state of education in the field of sustainability and heritage.

Student questionnaire resulted in (1) 174 collected responses from Serbia, 206 from Italy, 79 from Cyprus, 120 from Greece, and 187 from Spain, as well as (2) five individual analyses of collected data from each country and one analysis at the consortium level. Results were prepared for online publication which illustrates the findings related to the self-evaluation of skills and knowledge, perception on the importance of various skills and knowledge for the practice, applicability of different concepts

12 Vladan Djokić et al. (eds.), *STUDY: Questionnaire for the State of the Art in Educating Sustainability and Heritage*, Belgrade 2021, <https://hersus.org/io2-questionnaire-for-the-state-of-art/> [access: 3 May 2023].

regarding different scales, and applicability and usefulness of various types of learning.

The expert questionnaire, designed as a semi-structured one, aimed at providing specific views that come from specific expert fields: Academics, Practitioners, Policy-makers, Decision Makers in Public administration, and Decision-makers in non-governmental organisations or Professional Associations. The initial goal was to have two experts from each of the categories, but some of the experts recognised themselves as belonging to other groups, while in other cases it was hard to find a knowledgeable expert in a specific area. Expert questionnaire resulted in (1) 12 collected responses from Serbia, 9 from Italy, 12 from Cyprus, 10 from Greece, and 13 from Spain, as well as (2) five individual analyses of collected data from each country and one analysis on consortium level.

In order to strengthen the European architectural education area throughout the HERSUS project, it is highly important to familiarise the participants with the variety of different approaches both academically and pedagogically, but also to facilitate the exchange of practical and educational arena. Accordingly, the added value of IO2 is reflected in its recognised ability to help in identifying the key educational problems and perspectives that have the potential to assist architectural educators when developing their courses. It is expected that the impact of this study would create a connection between academia and the current professional needs through a tendency towards up-to-date learning possibilities. The added value of the study is the comprehensively designed questionnaire conducted in five languages (English, Italian, Spanish, Greek, and Serbian), providing a wider scope of respondents involved in the study. Regarding the experts' questionnaire, it is worth mentioning that the semi-structured interview is one of the ways of establishing contact with the professional arena and encouraging other ways of idea sharing and knowledge transfer in the further activities within the HERSUS project. Additionally, data visualisation in the form of diagrams and schemes demonstrated valuable methodological capacity in an analysis process.

Learning and teaching training activities: Seminar on Teaching through Design for Sustainability of the Built Environment and Heritage Awareness

As a parallel activity to the design and development of Intellectual Outputs 1 and 2, the first learning, training, teaching activity (LTT) entitled Seminar on Teaching through Design for Sustainability of the Built

Environment and Heritage Awareness¹³ was realised as a platform for the discussion and presentation of teaching methodologies, learning perspectives, and relevant topics. The main objective for organising a seminar for teachers is reflected in the need to (1) exchange different professional expertise, methodologies, and approaches between the partner organisations, and (2) discuss the direction of their development and implementation in the following project activities and existing study programmes.

In accordance with the Covid-19 restrictions, the LTT was organised online by the University of Belgrade – Faculty of Architecture, in the form of a two-day HERSUS Webinar, and consisted of two sessions:

(1) Teaching Methodologies session – five presentations of HERSUS participating HEIS, which highlighted elective subjects or studio designs as an important part of HEIS study programmes, interviews with representatives and management of the HEI, as well as general perspectives and learning methods that are employed in the existing study programmes.

(2) RE Lecture session – six invited lectures dealing with the topics of the relation of urban morphology and change, reuse of modernist heritage, the meaning of reconstruction, environmental conservation of vernacular buildings, the experience of two built projects, and the interrelation of education and sustainable future regarding the role of modern heritage.

A total of 191 unique viewers attended the seminar on the first day and 135 on the second day. Over two days, the event gathered participants from 26 countries, thus enabling the project to reach a wider international audience.

The seminar provided an opportunity for educators to share their unique views and advance towards a common approach to interdisciplinary teaching in the field of sustainability and heritage. According to their profile, teachers acquired an active role in developing their educational resources using different teaching methodologies and learning formats. The comprehensive agenda of the seminar (Teaching Methodologies and RE Lectures) followed by the round table discussion generated a platform for developing and adopting new theoretical methods and guidelines through an innovative and cross-disciplinary body of

13 Vladan Djokić and Ana Nikezić (eds.), *BOOKLET: Seminar for Teachers: Teaching through Design for Sustainability of the Built Environment and Heritage Awareness*, Belgrade 2021, <https://hersus.org/booklet-seminar-for-teachers-teaching-through-design-for-sustainability-of-the-built-environment-and-heritage-awareness/> [access: 3 May 2023].

knowledge shared by HERSUS partners. In terms of the long-term impact, the seminar – which is documented in two forms: as recorded videos and a unique booklet – is expected to increase the capacity of trained teachers from the faculties of architectural and urban design to use the potential of sustainability and heritage-oriented perspectives for a more attractive education approach to students, enhancing their capacities for designing inclusive, safe, resilient, and sustainable cities and human settlements. Following this kind of actions, teachers will be trained to develop their own education approaches with the aim to increase their students’ interest, capacity for studio-based work, and critical thinking related to the current issue from the largest importance of sustainability – the challenges of urbanisation, climate change, and social transformation.

Synthesis

The previously mentioned activities can be organised in the matrix that enables the understanding of the “backend” process and to draw out conclusions. Illustration 1 shows the matrix of the first six months’ results that can be read on two axes. The horizontal axis allows reading about specific elements of the 101 – Review (policy, scale of built projects, and type of educational courses), Seminar (important international figures, and titles of methodological lectures from partner countries), and 102 – Study (students sample from each country and type of experts included in the Study – academics, professionals, policymakers, decisionmakers and NGO representatives from each country). When reading on the vertical axis, it is possible to perceive the connections and dependencies present in the conducted analysis. Having this in mind, it is possible to trace the relationship between different activities and understand how the conclusions in specific domains were developed: (1) the integration of the knowledge derived from the analysis of local policies from five consortium partners, combined with international experts’ views and local teaching methods, enabled the identification of conditions, both contextual and international; (2) the integration of the analysis of built case studies with experts’ views enabled the consortium to gain important insight from practice; while (3) the analysis of specific courses and curricula in relation to the results from student questionnaires enabled both the insight into the student perspective regarding the issue of heritage and sustainability, and teachers’ endeavours in this domain.

Through reflecting on the identified research gaps related to architectural heritage education, it could be recognised that the six months’

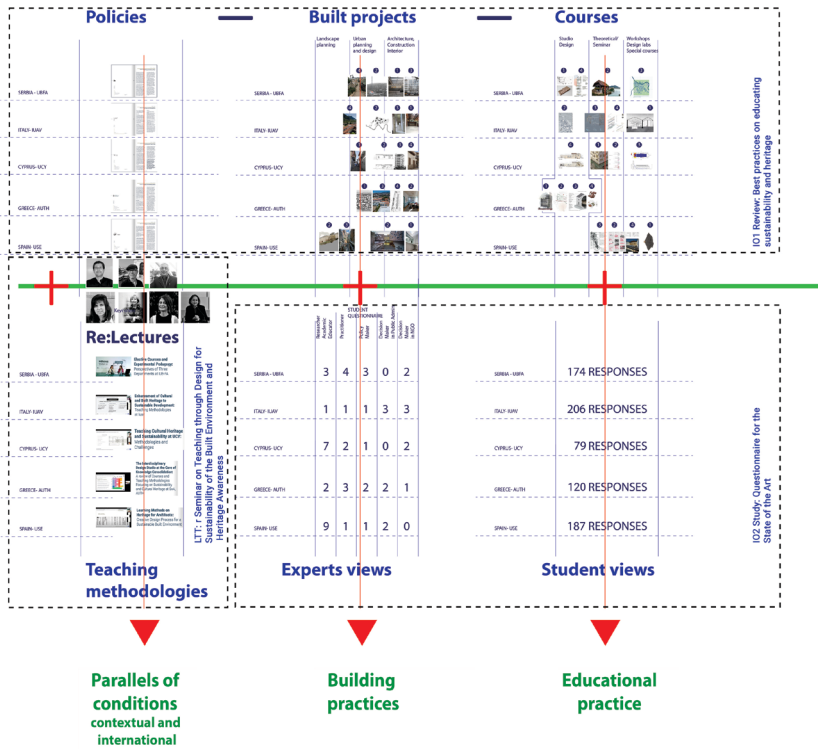


Figure 1. HERSUS: the first six months' results matrix © Authors

HERSUS results contributed to bridging these gaps as follows: (1) the Review of Best Practices provided strong evidence-based insights with representative practices and role models from all domains of architectural discipline – practice, education, and policy, and (2) the Questionnaire provided insights¹⁴ for understanding the real condition of both student and expert perception of the current state-of-the-art solutions in teaching and learning heritage within the scope of architectural and urban design. The Review of Best Practices indicated that the domain of education

14 For more information, see Konstantinos Sakantamis et al. (eds.), “The Role of Education on the Enhancement of Heritage Awareness and Sustainability of the Built Environment: Learning from Experts and Students,” *Proceedings of the IOp Conference Series*, vol. 899: Earth and Environmental Science, 2nd International Conference on Environmental Design, Athens 2021, <https://iopscience.iop.org/issue/1755-1315/899/1> [access: 3 May 2023].

largely follows the trends in the practical scope, although the presented courses do not include specialised knowledge (tools and methods) that correspond to the effective development of technologies and community-centred practices. The Questionnaire indicated evident mismatching between (1) students' self-evaluation regarding the skills and knowledge obtained through educational programmes, and (2) experts' perception of those skills – particularly higher rates from students' perspective on awareness-raising, specialist conservation skills, practical experience, analytic tools and methods, local and international context.

Conclusion

The first six months of HERSUS implementation, which included the realisation of Intellectual Outputs 1 and 2: *Review: Best Practices on Educating Sustainability and Heritage* (IO1) and *Questionnaire for the State of Art* (IO2), as well as one LTT activity – *Seminar on Teaching through Design for Sustainability of the Built Environment and Heritage Awareness* (LTT 1) provided a framework for deriving conclusions and challenges on three main levels: (1) Conditions, (2) Practice, and (3) Education.

Regarding the conditions that mostly relate to the regulatory framework of the country, there is a notable difference among countries in (1) jurisdictions in heritage management at different spatial levels (Ministries, Departments, etc.); (2) terminological inconsistency as a result of language barriers rather than incomprehension; (3) identification and degrees of protection of heritage depending on the spatial scale and type; and (4) level of applicability and control of enacting international policies, charters, and declarations. In relation to practice, analyses reveal variations in (1) the scale and interpretation of what heritage is and how it can be sustainably treated; (2) the degree of application and prevalence of contemporary concepts that interrelate sustainability and heritage; and (3) differences in funding methods and available resources. When dealing with education, the project so far has been reflecting on the differences in (1) leading aspects of sustainability – social, economic, and environmental;¹⁵ (2) interpretations of what sustainability is;

15 A detailed analysis of twenty pedagogical and educational models/courses in relation to sustainability, specifically mapping the leading aspects in each school, is presented in the conference paper: Vladan Djokić, Milica P. Milojević, and Aleksandra Milovanović, "Enhancing of Heritage Awareness and Sustainability of Built Environment in Architectural and Urban Design Higher Education: Review of Best Practices,"

(3) the availability of existing study programmes that focus on heritage and sustainability; and (4) the presence and applicability of various tools and techniques for documenting, recording, designing, and evaluating heritage and sustainable use of heritage.

By interrelating all three concluding levels – Conditions, Practice, and Education – it can be highlighted that the horizons of research and experimentation in the field of architecture and urbanism are expanding rapidly, which steers the understanding, explanation, and prediction of the impact and consequences of these changes. It is also important to highlight the need for the effective and continuous improvement of courses and methodologies towards (1) perceiving teaching, learning, and practice of urban and architectural design as a crucial element of social innovation, and (2) building mechanisms for achieving sustainable use of heritage in different EU cultural contexts. In that order, lessons learned from completed results will be used as an input for the rendering of all remaining intellectual outputs, while also contributing to producing sustainable and transferable outputs that will directly enhance the existing study programmes within HERSUS scope, as the following:

- ▶ Intellectual Output 3: *Statements: Teaching through Design for Sustainability of the Built Environment and Heritage Awareness*¹⁶ aims to identify all the dilemmas and gaps from completed intellectual outputs as problem-based questions for defining statements, while all identified mismatched terms and concepts will be demystified in order to establish a consensus within the consortium and accordingly EU educational landscape.
- ▶ Intellectual Output 4: HERSUS Sharing Platform is envisioned as an open repository of ideas that uses both the Review and the Study as its initial database¹⁷ and invites other authors and researchers to share best case examples in a systematic, open, and interactive manner, thus enabling visibility and discussion on views, documents, and best case studies at a local, regional, and global level.
- ▶ Intellectual Output 5: *Book of Courses* will be based on (1) the SWOT analysis of the Seminar, (2) a multiple perspective of the Review (101) through crosscutting education, practice, and policy aspects, (3) on the views of

[in:] *Proceedings of the 11th International Scientific and Professional Conference: Architectural Heritage and Urban Planning*, ed. Rade Mrlješ, Belgrade 2021, pp. 20–30.

16 The publication is available at www.hersus.org [access: 3 May 2023].

17 For more information see www.hersus-sharingplatform.org.

students and experts from the Study (102) towards defining guidelines and perspectives for creating new courses.

- ▶ Intellectual Output 6: The *International Handbook for Students on Research and Design for the Sustainability of Heritage* will aim to provide a synthesis and framework for the development of operational knowledge for students and educators.

Having in mind the main goal of the HERSUS project reflected in the production of new courses that will intertwine sustainability with heritage, it is crucial to understand the importance of creating Strategic Partnerships for higher education within the ERASMUS+ project and to appreciate the conclusions arising from a series of methodologically complex intellectual outcomes and carefully planned learning, teaching, and training activities that relate theory and practice of architecture and urban design.

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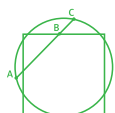
The Ravens House
**the seat of the International Cultural Centre
in the Main Square in Kraków**

The work of the International Cultural Centre focuses on a multi-dimensional approach to cultural heritage. Its interests include: the cumulative legacy of European civilisation, Central Europe's multiculturalism, memory and identity, dialogue between cultures and societies, the preservation of historic sites and artefacts, cultural policies, the phenomenon of the historical city, and also the origins and development of modern art.

The ICC commenced its work in 1991 during the Conference on Security and Cooperation in Europe (CSCE) held in Kraków, when representatives of West European and former Eastern Bloc countries met to discuss matters of culture and heritage for the first time since the fall of the Iron Curtain. The ICC was the first cultural institution established in Poland on the initiative of the first non-communist government, headed by Tadeusz Mazowiecki, and Kraków was selected as its base. The choice was not accidental as for many centuries Kraków has been both a laboratory of heritage-related thought and an important European metropolis. Ever since its foundation, the ICC has been located in The Ravens House, a historic building dating back to the Middle Ages. It is situated in the Main Market Square, at the very heart of Kraków's Old Town. This location in both Kraków and Central Europe facilitates the ongoing implementation of our mission to support the cultural integration of Europe and preserve its cultural heritage. Through its active membership in a number of cultural networks, organisations, and associations, the ICC is a Polish voice in the international debate on cultural heritage issues, and at the same time it prepares the local public for, and involves them in, this debate. The ICC works to accomplish its mission in Kraków and for Kraków, but also across borders, for Poland and Central Europe.

The present volume is the outcome of the 6th Heritage Forum of Central Europe: Heritage and Development, which took place on 16–18 June 2021. The main goal of the 6th Forum was to survey the relationship between cultural heritage and growth. The aim of such juxtaposition was not merely to state that heritage can have a direct impact on development. Rather, we asked several questions on the nature of development and its components.

The book consists of articles addressing many significant challenges faced by the cultural heritage sector. Their topics include: considering the importance and role of cultural heritage in spatial planning and urban renovation, exploring the potential of tangible and intangible heritage in achieving the goals of sustainable growth, the New European Bauhaus, the necessity – but also inevitability – of cooperation with civic society representatives, acknowledging grassroots initiatives and social participation with a view to reclaim and revive historic monuments, opening up to new interpretations of heritage.



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