

Marija Pandurić (Croatia)

Elementary school “Dobriša Cesarić” Osijek

mdelinger@foozos.hr

UNESCO AND INTANGIBLE CULTURAL HERITAGE IN SCIENCE AND SOCIAL STUDIES TEXTBOOKS FOR THE FOURTH GRADE OF ELEMENTARY SCHOOL

Abstract

On the occasion of the upcoming twentieth anniversary of the adoption of the UNESCO *Convention on the Safeguarding of Intangible Cultural Heritage*, it is important to emphasise the role of intangible cultural heritage in preserving the identity of an individual nation. This paper analyses the Science and Social Studies textbooks for the 4th grade of elementary school. The aim of the paper is to determine the representation of intangible cultural heritage inscribed on UNESCO's list of cultural goods by analysing textbooks and to provide guidelines for approaching this topic. The review of textbooks revealed differences in the approach to coverage relating to content related to intangible cultural heritage in textbooks by different authors and different publishing houses. It was observed that different authors approach the topics of cultural heritage differently, and intangible heritage is represented differently in different textbooks. In the majority of textbooks, intangible cultural heritage inscribed on the UNESCO list is well presented, but it is mostly mentioned as such without additional explanations and visual representations. It is necessary to approach this topic in education in a way that will encourage students to be active and participate in preserving the intangible cultural heritage that is a part of each of them, with a textbook being just one of the available tools in the teaching process.

Keywords: intangible cultural heritage, science and social studies, UNESCO

Introduction

Preservation of heritage has been an aspiration of human generations throughout history. In the modern world permeated by rapid globalisation trends, the preservation of heritage represents an additional challenge. The role of education in schools is to raise awareness of the importance and value of cultural heritage, as well as ways of preserving it. We distinguish between natural and cultural heritage, i.e. tangible and intangible cultural heritage. In order to protect cultural heritage, it is extremely important to inscribe it on the UNESCO list, which raises awareness of its importance and further preservation. In 2003, UNESCO recognised the importance of intangible cultural heritage by adopting the *Convention on Safeguarding the Intangible Cultural Heritage*. In the modern world, characterised by extremely rapid changes and in which migration of people is a daily phenomenon, it is necessary to raise additional awareness of the importance of intangible cultural heritage for the identity of an individual nation, but also a prerequisite for cultural diversity. Since the role of education is indispensable in raising awareness and the importance of preserving intangible heritage, the paper analyses the Science and Social Studies textbooks for the 4th grade of elementary school with the aim of determining the occurrence of cultural assets inscribed on the UNESCO list.

Intangible cultural heritage

Heritage, sometimes referred to as ancestral assets or patrimony, in the narrowest sense represents the “inheritance left by the ancestors to their descendants” (Marasović, 2001: 9). The concept of cultural heritage is not easy to define due to its breadth and complexity. According to Marasović (2001: 9), cultural heritage means “achievements left to us by our ancestors in language and literature, architecture and fine arts, including folk art, in music, theatre, film, science and in other areas that together make up the totality of culture.” According to the above, we can see how we distinguish between tangible and intangible cultural heritage. In combination, tangible and intangible heritage constitute the enormous wealth of every society, both of ancestors and of future generations. Tangible cultural heritage refers to physical artefacts, i.e. what is created by nature or by man, so we distinguish between natural cultural heritage and tangible cultural heritage created by man. Unlike tangible heritage, the concept of intangible cultural heritage is much more complex. Intangible cultural heritage, according to the UNESCO *Convention on the Safeguarding of the Intangible Cultural Heritage* (2003: 2), indicates: “the practices, representations, expressions, knowledge, skills – as well

as the instruments, objects, artefacts and cultural spaces associated in addition to that – that communities, groups and, in some cases, individuals recognise as part of their cultural heritage.” Intangible cultural heritage, therefore, contains all the skills and knowledge, in addition to a nation’s customs, values and norms, passed down from generation to generation. The intangible cultural heritage of a nation is not a physical artefact that we can see or touch; it is an oral heritage that is orally passed on by older generations to their descendants.

Value of intangible cultural heritage

Intangible cultural heritage gives every nation cultural diversity and the essence that distinguishes one society from another. Intangible cultural heritage occupies an important place in the preservation of national identity, and its value is indisputable in this context. At the time of all the globalisation trends of the modern world characterised by rapid changes, it is important to be aware of the importance of intangible cultural heritage for an individual, as well as for the whole society. Intangible and oral cultural heritage represents an important feature in the preservation of cultural identity since its preservation develops cultural diversity, as well as human creativity (Carek, 2004: 69-71). Therefore, it is important to recognise and promote the value of intangible cultural heritage.

UNESCO

The United Nations Educational, Scientific and Cultural Organization (UNESCO¹) plays an important role in safeguarding cultural heritage. UNESCO, as a specialised agency of the United Nations responsible for matters in the fields of science, education and culture, was founded in 1945 as a need to build lasting peace. After two world wars, there was an urgent need in society to build lasting peace, and the contemporary political and economic agreements were insufficient to achieve such a goal. It was necessary to strengthen solidarity, mutual understanding, tolerance and dialogue between different cultures. UNESCO’s mission is to provide quality education to every individual and ensure the equality of dignity for all cultures by promoting cultural heritage. By preserving and promoting cultural heritage, UNESCO strives to strengthen ties between peoples, primarily by advocating for freedom of expression, representing the starting point of democratic development. The aim and mission of fostering peace through international cooperation is achieved through education, science,

1 <https://whc.unesco.org/en/convention/> (accessed on: 1 July 2023).

culture and communication, and information (UNESCO). Realising that cultural heritage is increasingly threatened and subject to deterioration, the *Convention Concerning the Protection of the World Cultural and Natural Heritage* was adopted at the UNESCO session in 1972 to identify, protect, preserve and present cultural heritage as a cultural asset (UNESCO, 1972: 1-16).

UNESCO Convention on the Safeguarding of the Intangible Cultural Heritage

Intangible cultural heritage is not physical, but it leaves a big mark on a particular culture, enabling cultural diversity. It has been observed in UNESCO bodies that globalisation processes leave an unfavourable mark on intangible cultural heritage and that there is a risk of loss of value. Since there was an awareness of the need to protect intangible cultural heritage, but there was no binding document for its protection, the *Convention on the Safeguarding of Intangible Cultural Heritage* was drafted. It was adopted on October 17, 2003. The purpose of this convention is primarily to protect the intangible cultural heritage, to guarantee respect for the intangible cultural heritage of all communities, groups and individuals, and to raise awareness of its importance and appreciation (UNESCO, 2003: 3-9). Safeguarding aims to enable the sustainability of intangible cultural heritage, primarily through education.

Intangible heritage in the Republic of Croatia inscribed on UNESCO list

In order to protect cultural heritage, it is extremely important to inscribe it on the UNESCO list, which raises awareness of its importance and further preservation. In the Republic of Croatia, a total of 21 assets are inscribed on three UNESCO lists. As many as 18 assets are inscribed on the *UNESCO Representative List of the Intangible Cultural Heritage of Humanity*. One asset is inscribed on the *UNESCO List of Intangible Cultural Heritage in Need of Urgent Safeguarding*. Two cultural assets are inscribed on the third *List of Intangible Cultural Heritage inscribed on the UNESCO Register of Good Safeguarding Practices*. Heritage inscribed on the *UNESCO Representative List of the Intangible Cultural Heritage of Humanity* includes (Ministry of Culture and Media of the Republic of Croatia²):

2 <https://min-kulture.gov.hr/izdvojeno/kulturna-bastina/kulturna-bastina-na-unesco-ovim-popisima/nematerijalna-kulturna-bastina-upisana-na-unesco-ove-popise-21192/21192> (accessed on: July, 1 2023).

- Lacemaking in Croatia,
- Two-part Singing and Playing in the Istrian Scale,
- Festivity of St. Blaise, Patron Saint of Dubrovnik,
- Spring procession of Kraljice/Ljelje (Queens) from Gorjani,
- Annual Carnival Bell Ringers' Pageant from the Kastav Area,
- Procession Za Križen (Following the Cross) on the Island of Hvar,
- Traditional Manufacturing of Children's Wooden Toys in Hrvatsko Zagorje,
- The Sinjska Alka, a Knights' Tournament in Sinj,
- Gingerbread Craft from Northern Croatia,
- Bečarac Singing and Playing from the area of Slavonia, Baranja and Srijem,
- Nijemo Kolo, Silent Circle Dance of the Dalmatian Hinterland,
- Klapa Multipart Singing of Dalmatia,
- Mediterranean diet on the Croatian Adriatic, its Coast, Islands and Part of the Hinterland,
- Međimurska popevka, a folksong from Međimurje,
- Art of dry stone walling, knowledge and techniques,
- Falconry,
- Festivity of Saint Tryphon and the Kolo (chain dance) of Saint Tryphon, traditions of Croats from Boka Kotorska (Bay of Kotor) who live in the Republic of Croatia,
- Lipizzan horse breeding traditions.

Intangible assets inscribed on the UNESCO List of Intangible Cultural Heritage in Need of Urgent Safeguarding (Ministry of Culture and Media of the Republic of Croatia):

- Ojkanje Singing.

Intangible Cultural Heritage inscribed on the UNESCO Register of Good Safeguarding Practices (Ministry of Culture and Media of the Republic of Croatia):

- The Batana Ecomuseum
- Tocati, a shared programme for the safeguarding of traditional games and sports – a traditional folk game pljočkanje.

Methodology

The aim of the research was to determine the frequency of occurrence of intangible cultural heritage inscribed on the UNESCO list in Science and Social Studies textbooks for the 4th grade of elementary school. Qualitative and quantitative research methodology was used. Textbooks approved by the Ministry of Science and Education and used in classes, depending on the teacher's choice, were used for the analysis. The research was conducted in order to, after determining the frequency of occurrence of intangible cultural heritage, provide guidelines for further research and approaches in teaching topics related to cultural heritage, raising awareness of the importance of intangible cultural heritage that is at the level of importance of natural and tangible heritage. The tables in the paper show only those intangible assets represented in the central part of the textbook, and the appendices of the textbook are descriptively analysed. An analysis of five textbooks from three publishing houses was conducted. For each textbook, the intangible cultural goods inscribed on the UNESCO list are selected, and the occurrence of the accompanying visual representations for a certain intangible cultural good is indicated.

Publishing house	Textbook title	Textbook label
Školska knjiga	Istražujem naš svijet 4	1a
Školska knjiga	Eureka 4	1b
Alfa	Priroda, društvo i ja 4	2
PROFIL Klett	Pogled u svijet 4	3a
PROFIL Klett	Nina i Tino 4 – priroda i društvo	3b

Table 1. Analysed textbooks.

In the paper, an analysis of the textbooks of three publishing houses was conducted, and the textbooks were assigned labels based on this criterion. The textbooks published by Školska knjiga are labelled 1a and 1b, the textbooks published by Alfa are labelled 2, and the textbooks published by PROFIL Klett are labelled 3a and 3b. It is important to note that the textbooks published by PROFIL Klett (3a and 3b) come in two parts and do not have a workbook that would come as a set, but revision exercises are integrated into the textbook. In this paper, although these textbooks come in two parts, they are analysed as one since both are used during one academic year in such a way that the first

part is used in the first semester, and the second part is used during the second semester.

Analysis of the occurrence of intangible cultural goods in Science and Social Studies textbooks for the fourth grade of elementary school

The textbooks were analysed in such a way that the occurrence of a certain intangible cultural good inscribed on the UNESCO list was recorded in a table. In addition, the occurrence of visual representations (photographs or illustrations) alongside the said intangible cultural heritage was analysed.

Intangible heritage inscribed on the UNESCO list depicted in the textbook	Representation of visual representations of intangible cultural heritage from the UNESCO list
Traditional Manufacturing of Children's Wooden Toys in Hrvatsko Zagorje	Yes
Art of Dry Stone Walling in Istria	Yes
Bell Ringers' Pageant from the Kastav Area	Yes
Festivity of St. Blaise in Dubrovnik	Yes
Knights' Tournament the Sinjska Alka	Yes
Međimurska popevka folksong	No
Bećarac Singing and Playing	No
Klapa Multipart Singing	No
Procession <i>Za Križen</i> (Following the Cross) on the Island of Hvar	Yes
Lacemaking on the Islands of Pag, Hvar and Lepoglava	Yes
Annual procession of <i>Kraljice/Ljelje</i> (Queens) from Gorjani	Yes

Table 2. Analysis of the representation of intangible cultural heritage in Science and Social Studies textbook for the fourth grade of elementary school – Istražujem naš svijet 4.

Table 2 shows that out of a total of 21 intangible goods inscribed on the UNESCO list, 11 are mentioned in the textbook. What gives this textbook additional value is that as many as eight of the mentioned intangible assets are depicted using visual representations, which significantly helps younger students

understand the content. As a part of a deeper analysis, it is important to mention that the textbook explains that “in addition to its natural heritage, Croatia is also diverse in terms of its cultural heritage, i.e. folk customs, costumes, languages”, but does not mention a single example of intangible cultural heritage inscribed on UNESCO’s list. In terms of intangible cultural heritage inscribed on the UNESCO list, the textbook explains in more detail what drywall is and the methods of building a drywall. In addition, in the revision section, students are asked to explain how a drywall is built. At the end of the textbook, in the appendices, the cultural heritage inscribed on the UNESCO list is listed and categorised as tangible and intangible. Regarding intangible cultural heritage inscribed on the UNESCO list, 17 assets are listed in the appendix of the textbook. Given that the first edition of the textbook was printed in May 2021, and the intangible goods that are not listed in the appendix were inscribed on the UNESCO list in years following the textbook’s publication, it is important to point out that the textbook in the appendix lists all the intangible assets of the Republic of Croatia that were inscribed on the list at the time of writing the textbook.

Intangible heritage inscribed on the UNESCO list depicted in the textbook	Representation of visual representations of intangible cultural heritage from the UNESCO list
Lacemaking in Croatia	No
Two-part Singing and Playing in the <i>Istrian Scale</i>	No
Festivity of St. Blaise, Patron Saint of Dubrovnik	No
Annual procession of <i>Kraljice/Ljelje</i> (Queens) from Gorjani	Yes
Annual Carnival Bell Ringers’ Pageant from the Kastav Area	No
Procession <i>Za Križen</i> (Following the Cross) on the Island of Hvar	No
Traditional Manufacturing of Children’s Wooden Toys in Hrvatsko Zagorje	No
The Sinjska Alka, a Knights’ Tournament in Sinj	Yes
Gingerbread Craft from Northern Croatia	No
Bećarac Singing and Playing from the area of Slavonia, Baranja and Srijem	No
Nijemo Kolo, Silent Circle Dance of the Dalmatian Hinterland	No

Klapa Multipart Singing of Dalmatia	Yes
Mediterranean diet on the Croatian Adriatic, its Coast, Islands and Part of the Hinterland	No
Međimurska popevka, a folksong from Međimurje	No
Art of dry stone walling, knowledge and techniques (mentioned for the second time)	Yes
Falconry	No

Table 3. Analysis of the representation of intangible cultural heritage in Science and Social Studies textbook for the fourth grade of elementary school – Eureka.

In contrast to the textbook labelled 1a, in which the intangible cultural heritage inscribed on the UNESCO list appears in several teaching units and extends continuously through the textbook, in this textbook, the intangible cultural heritage appears only in two places. It is first listed as tangible (10) and intangible cultural heritage (16) and marked on the map of the Republic of Croatia. The students were given the task of containing a map, and their task was to identify and mark on the map the natural and cultural heritage of their native region and the intangible cultural heritage of their native region. Three cultural goods that were inscribed on the UNESCO list after the first edition of the textbook are not included Among the listed intangible cultural heritage; thus, the Batana Ecomuseum project, which has been added to the list of *Intangible Cultural Heritage inscribed on the UNESCO Register of Good Safeguarding Practices* prior to the publishing of the textbook, has been omitted. Regarding the visual representations of intangible cultural heritage inscribed on the UNESCO list, there are four of them: The Annual Procession of *Kraljice/Ljelje* (Queens) from Gorjani, The Sinjska Alka, Klapa Multipart Singing of Dalmatia and Art of Dry Stone Walling. Natural and tangible cultural heritage predominates among the represented visual representations. In the second place in the textbook, the intangible cultural goods inscribed on the UNESCO list are only listed in the appendix of the textbook, but they are related to the research task in the textbook. It is important to point out that the intangible cultural goods in the appendix are categorised into three categories: Coastal, Highland and Pannonian Croatia. The mentioned intangible cultural heritage is related to a research task for students in which they have to research natural and cultural heritage in groups depending on the region their group is researching. Such a task is stimulating for students, promotes additional research, and deepens their understanding of a topic. What is certainly missing in the textbook are

more visual representations of the intangible cultural heritage inscribed on the UNESCO list in order for the principle of clarity to be satisfied.

Intangible heritage inscribed on the UNESCO list depicted in the textbook	Representation of visual representations of intangible cultural heritage from the UNESCO list
Klapa Multipart Singing	No
Bećarac Singing and Playing	No

Table 4. Analysis of the representation of intangible cultural heritage in Science and Social Studies textbook for the fourth grade of elementary school – *Priroda, društvo i ja 4*.

Table 4 shows that significantly less intangible cultural heritage inscribed on the UNESCO list is represented in this textbook compared to other textbooks. There is not a single visual representation of intangible cultural heritage in the textbook; only visual representations of natural and cultural tangible heritage are represented. On the other hand, the textbook mentions the UNESCO organisation and explains the meaning of the term, as well as the explanation of cultural heritage. However, the mentioned examples, as well as visual representations of cultural heritage, refer exclusively to natural and tangible cultural heritage. The list of intangible heritage is not even included in the appendix of the textbook, as is the case in the previously analysed textbooks.

Intangible heritage inscribed on the UNESCO list depicted in the textbook	Representation of visual representations of intangible cultural heritage from the UNESCO list
Wooden toys in Hrvatsko Zagorje	No
Lace in Lepoglava	No
Spring procession of Kraljice/Ljelje (Queens)	No
Slavonian bećarac	No
Ojkanje singing	No
Klapa Multipart Singing	Yes
The Sinjska Alka	Yes

Table 5. Analysis of the representation of intangible cultural heritage in Science and Social Studies textbook for the fourth grade of elementary school – *Pogled u svijet 4*.

Table 5 shows that seven assets inscribed on the UNESCO list of intangible heritage are represented in textbook 3a. Of these, only two of the mentioned intangible assets are accompanied by visual representations. Textbook 3a states that in addition to cultural-historical monuments and landmarks in the Republic of Croatia, “national heritage (folk customs) also has special value: music, dance, customs, national costumes, artefacts.” UNESCO is also mentioned as an international organisation that safeguards heritage. It is important to point out that in the textbook, as a part of revision tasks, Bečarac appears again, and the students have to circle the region from which it originates. The textbook also mentions some folk customs and emphasises that some are protected by UNESCO. Ojkanje singing is listed among the mentioned examples of folk customs inscribed on the UNESCO List of intangible heritage. However, the textbook does not specifically emphasise that this custom is inscribed on the UNESCO list. Klapa multipart singing is further described, and it is stated that it is under the protection of UNESCO due to the beauty of polyphony, and it is accompanied by visual representations. The textbook also contains a research task in which the students are instructed to research further the heritage of the coastal region, which is under the protection of UNESCO, and perhaps the students could have a chance to encounter other intangible cultural heritage while conducting this research, thus expanding their knowledge. In one of the revision tasks in the textbook, Bečarac, Klapa Multipart Singing and Wooden Toys are also mentioned, and the students should connect them with the parts of Croatia from which they originate. A special task in the textbook gives a more detailed description of the knight’s game, the Sinjska Alka, but it does not emphasise that the Sinjska Alka is protected by UNESCO. In a revision task using a crossword, the term “Ojkanje” is among the terms to be written. In the textbook under the unit *Hrvatska baština* (in English – Croatian Heritage), it is explained what heritage is, as well as the significance of UNESCO and what its role is, but only tangible heritage is listed among the examples, and not a single example of intangible cultural heritage. It is also not stated that UNESCO safeguards intangible cultural heritage in addition to tangible heritage. The appendices also do not include a list of intangible heritage, unlike the previously analysed textbooks, which contain a complete list in appendices. It should be emphasised that this textbook comes in two parts, and it includes a workbook that does not come separately from the textbook set. For this reason, this textbook contains several revision tasks in which intangible cultural heritage inscribed on the UNESCO list appears, unlike other textbooks that come with workbooks that were not analysed in this research.

Intangible heritage inscribed on the UNESCO list depicted in the textbook	Representation of visual representations of intangible cultural heritage from the UNESCO list
Traditional toys from Hrvatsko Zagorje	Yes
Drywall	Yes
Bećarac – singing and playing	No
Ljelje from Gorjani	No
Ojkanje singing	No
The Sinjska Alkka, a Knights' game	Yes
Klapa multipart singing	Yes
Two-part Singing and Playing in the Istrian Scale	No
Mediterranean diet of the Croatian Adriatic	No

Table 6. Analysis of the representation of intangible cultural heritage in Science and Social Studies textbook for the fourth grade of elementary school – Nina i Tino 4 – priroda i društvo.

We can see in Table 6 that Textbook 3b mentions nine assets inscribed on UNESCO's list of intangible cultural heritage. Of those nine, visual representations are provided for only two cultural intangible assets. It is important to point out that traditional toys from the Hrvatsko Zagorje region are integrated into the teaching unit titled *Čemu me društvo uči* (in English – What Society Teaches Me), which deals with rights and duties and emphasises the need to preserve cultural heritage. The traditional manufacturing of toys in Hrvatsko Zagorje is described in detail, and it is stated that this custom is inscribed on UNESCO's list of intangible cultural heritage. It is the only textbook that integrated intangible cultural heritage into a teaching unit of this type. Furthermore, the textbook also contains a research assignment that directs students to additional research on UNESCO, and revision tasks ask the students to reflect on why it is important to safeguard cultural heritage and preserve it. In a teaching unit titled *Naša baština* (in English – Our Heritage), the concept of cultural heritage is explained, and customs, dances, music and songs are also listed as part of the heritage, but no concrete examples of intangible cultural heritage are listed. The textbook also features a research task in which the students should compare the cultural heritage of one's region with the cultural heritage of another region. It is interesting to point out that among the stated student outcomes listed at the

start of a unit titled *Iz naše prošlosti* (in English – From our Past), it is stated that the students will be proud of their cultural and historical heritage. However, only tangible cultural heritage is listed among the heritage from the past.

Intangible cultural heritage inscribed on the UNESCO list	Number of occurrences in different textbooks	Percentage of occurrences in different textbooks	Visual representations	Percentage of occurrences of visual representations
Lacemaking in Croatia	3	60%	1	20%
Two-part Singing and Playing in the Istrian Scale	2	40%	0	0%
Festivity of St. Blaise, Patron Saint of Dubrovnik	2	40%	1	20%
Annual procession of Kraljice/Ljelje (Queens) from Gorjani	4	80%	2	40%
Annual Carnival Bell Ringers' Pageant from the Kastav Area	2	40%	1	20%
Procession Za Križen (Following the Cross) on the Island of Hvar	2	40%	1	20%
Traditional Manufacturing of Children's Wooden Toys in Hrvatsko Zagorje	4	80%	2	40%
The Sinjska Alka, a Knights' Tournament in Sinj	4	80%	4	80%
Gingerbread Craft from Northern Croatia	1	20%	0	0%
Bećarac Singing and Playing from the area of Slavonia, Baranja and Srijem	5	100%	0	0%
Nijemo Kolo, Silent Circle Dance of the Dalmatian Hinterland	1	20%	0	0%
Klapa Multipart Singing of Dalmatia	5	100%	3	60%
Mediterranean diet on the Croatian Adriatic, its Coast, Islands and Part of the Hinterland	2	40%	0	0%

Medimurska popevka, a folksong from Medimurje	2	40%	0	0%
Art of dry stone walling, knowledge and techniques	3	60%	3	60%
Falconry	1	20%	0	0%
Festivity of Saint Tryphon and the Kolo (chain dance) of Saint Tryphon, traditions of Croats from Boka Kotorska (Bay of Kotor) who live in the Republic of Croatia	0	0%	0	0%
Lipizzan horse breeding traditions	0	0%	0	0%
Ojkanje Singing	2	40%	0	0%
The Batana Ecomuseum	0	0%	0	0%
Tocatì, a shared programme for the safeguarding of traditional games and sports – a traditional folk game pljočkanje	0	0%	0	0%

Table 7. Occurrence of terms referring to intangible cultural heritage inscribed on the UNESCO list in Science and Social Studies textbooks for the fourth grade of elementary school.

We can observe from Table 7 that among the intangible assets inscribed on the UNESCO list, the highest occurrence (100%) is seen for Bečarac and Klapa Singing, which are mentioned in all the analysed textbooks. A high occurrence (80%) is seen for the Art of Making Traditional Toys from Hrvatsko Zagorje, the Annual Procession of Kraljice/Ljelje (Queens) from Gorjani and the Sinjska Alka. Intangible cultural assets that are often mentioned in different textbooks (60%) are Lacemaking and the Art of Dry Stone Walling. The following intangible heritage is mentioned in only one of the analysed textbooks, i.e., it has a lower occurrence in different textbooks (20%): Gingerbread Craft from Northern Croatia, Nijemo Kolo, Silent Circle Dance of the Dalmatian Hinterland and Falconry. Not a single textbook mentions the Festivity of Saint Tryphon, Lipizzan horse-breeding traditions, the Batana Ecomuseum and Tocatì, a shared programme for safeguarding traditional games and sports – a traditional folk

game Pljočkanje. It is important to take into account that the textbooks printed in 2021 are available, and the intangible heritage, the Festivity of Saint Tryphon, Lipizzan Horse Breeding traditions and Tocati were inscribed on the UNESCO list in 2022, i.e. after the first editions of the textbooks. The only intangible heritage inscribed on the UNESCO list that is not mentioned in any of the analysed textbooks and was inscribed on the UNESCO list before the first editions is the Batana Ecomuseum. According to the analysis mentioned above, it is necessary to include the intangible heritage inscribed on the UNESCO list when creating new textbooks in the future. It is also important to note that a textbook is not the only teaching tool, and teachers should definitely use other teaching resources when preparing for classes. From the analysis above, we can see how different intangible cultural heritage is mentioned in different textbooks. For this reason, it is necessary to use other teaching sources and to primarily introduce students to the intangible cultural heritage of their homeland, even if they are not in their textbooks, due to the important principle of indigeneity in the subject of Science and Social Studies. In addition, students should be encouraged to do research tasks, which would allow them to get to know the intangible cultural heritage of other regions in more detail and compare them with the intangible heritage of their own region. From Table 7, we can also see that the occurrence of visual representations depicting intangible cultural heritage inscribed on the UNESCO list is extremely low. The following visual representations that appear in the textbooks most often (80%) are the Sinj Alka and then (60 %) the Art of dry stone walling and Klapa singing. Other intangible cultural heritage inscribed on the UNESCO list are rarely depicted in textbooks. Most often, intangible cultural heritage is only listed in the textbooks, and there are few visual representations that could show the students more clearly the intangible cultural heritage. In addition to visual representations, it is also encouraged to include more research tasks that would allow the students to compare their region's intangible cultural heritage with other Croatian regions.

The analysis mentioned above can be useful to teachers when choosing a textbook set for students, but also in planning the teaching process, in which one should certainly not leave out the fact that a textbook is only one of the teaching tools, and teachers should also use other teaching sources in their teaching and make students aware of the importance of intangible cultural heritage through various project and research activities. It is also important to point out the limitations of the research and the fact that only textbooks were analysed, while workbooks and supplementary digital content that comes with

the textbook were omitted. In order to get a complete idea of the occurrence of intangible cultural heritage inscribed on the UNESCO list in certain textbook sets, it is necessary to analyse workbooks and supplementary digital content.

Conclusion

Intangible cultural heritage, which is inscribed on the UNESCO list, is represented in different proportions in Science and Social Studies textbooks for the fourth grade of elementary school. Representation is generally good in most textbooks, and the textbooks touch on concepts such as cultural heritage, UNESCO and even identity to a certain extent. Compared to the other analysed textbooks, when dealing with teaching content related to cultural heritage, textbook 3 ignores intangible cultural heritage, which is only sparsely mentioned in that textbook since all the emphasis on cultural heritage is placed on natural and tangible cultural heritage. The explanations in all textbooks are not detailed, and the intangible heritage inscribed on the UNESCO list is mostly simply listed or mentioned in some context but without additional explanations. In addition, there is an extremely low occurrence of visual representations of intangible cultural heritage that would allow a better understanding of the said intangible heritage. With the aim of deepening students' knowledge and additional awareness of the importance of intangible cultural heritage for the individual and society as a whole, it is recommended that the number of projects, problems, and research tasks be increased. It is also desirable to move tasks related to intangible cultural heritage to higher levels of cognitive processes and to ask students to think better about cause-and-effect relationships. Tasks that would enable students to think about their own actions and their opportunities, as well as ways to preserve cultural heritage, are recommended. However, such tasks are not represented in the analysed textbooks. It is definitely necessary to encourage students to actively work and participate in preserving intangible cultural heritage that is a part of each of them. Textbooks 3a and 3b stand out compared to other textbooks due to their more detailed descriptions of intangible cultural heritage inscribed on the UNESCO list, as well as additional tasks related to intangible cultural heritage, but it is important to take into account that these are textbooks that come in two parts and they do not have a workbook in their textbook set. For this reason, it is necessary to conduct additional research that would include workbooks and supplemental digital content of a certain textbook set. The conducted research can serve as additional reflection for textbook authors

when writing the next textbooks and for teachers when choosing textbooks and planning the teaching process. As the teaching process itself is unique for each class, so is the selection of teaching aids specific to each teacher; however, subject curricula provide each teacher with sufficient openness and space to choose ways and methods to achieve educational outcomes.

References

1. Carek, R. (2004) Nematerijalna kulturna baština: UNESCO i njegova uloga. *Informatica museologica*, vol. 35, no. 3-4, p. 69-71.
2. Ćorić Grgić, S., Bakarić Palička S., Križanac, I., Lukša, Ž. (2023) *Eureka 4: udžbenik prirode i društva u četvrtom razredu osnovne škole*. Zagreb: Školska knjiga.
3. Kisovar Ivanda, T., Letina, A., Braičić, Z. (2023) *Istražujemo naš svijet 4: udžbenik prirode i društva u četvrtom razredu osnovne škole*. Zagreb: Školska knjiga.
4. Marasović, T. (2001) *Kulturna baština 1*. Split: Veleučilište u Splitu.
5. Piškulić Marjanović, A., Pizzitola, J., Prpić, L., Zagorac, Ž. (2021a) *NINA I TINO 4: radni udžbenik prirode i društva za četvrti razred osnovne škole, 1. dio*. Zagreb: Profil Klett.
6. Piškulić Marjanović, A., Pizzitola, J., Prpić, L., Zagorac, Ž. (2021b) *NINA I TINO 4: radni udžbenik prirode i društva za četvrti razred osnovne škole, 2. dio*. Zagreb: Profil Klett.
7. Svoboda Arnautov, N., Basta, S., Škreblić, S., Jelić Kolar, M. (2021a) *Pogled u svijet 4: radni udžbenik iz prirode i društva za 4. razred osnovne škole, 1. dio*. Zagreb: Profil Klett.
8. Svoboda Arnautov, N., Basta, S., Škreblić, S., Jelić Kolar, M. (2021b) *Pogled u svijet 4: radni udžbenik iz prirode i društva za 4. razred osnovne škole, 2. dio*. Zagreb: Profil Klett.
9. Štambak, N., Šarlija, T., Mamić, D., Kralj, G., Bulić, M. (2022) *Priroda, društvo i ja 4: radni udžbenik iz prirode i društva za 4. razred osnovne škole*. Zagreb: Alfa.
10. UNESCO. *The World Heritage Convention*. Downloaded on July 1, 2023, from: <https://whc.unesco.org/en/convention/>.

11. UNESCO (1972) *Convention concerning the Protection of the World Cultural and Natural Heritage*. Downloaded on July 1 2023 from: <https://www.unesco.org/en/legal-affairs/convention-concerning-protection-world-cultural-and-natural-heritage>
12. UNESCO (2003) *Convention for the Safeguarding of the Intangible Cultural Heritage*. Downloaded on July 1 2023 from: <https://ich.unesco.org/en/convention>
13. Ministry of Culture and Media of the Republic of Croatia. Nematerijalna kulturna baština upisana na UNESCO-ove popise. Downloaded on 1 July 2023 from: <https://min-kulture.gov.hr/izdvojeno/kulturna-bastina/kulturna-bastina-na-unesco-ovim-popisima/nematerijalna-kulturna-bastina-upisana-na-unesco-ove-popise-21192/21192>

Izvorni znanstveni članak

UDK: 930.85:061.2

<https://doi.org/10.32903/p.7.1.3>

Marija Pandurić (Hrvatska)

Osnovna škola "Dobriša Cesarić" Osijek

mdelinger@foozos.hr

UNESCO I NEMATERIJALNA KULTURNA BAŠTINA U UDŽBENICIMA PRIRODE I DRUŠTVA ZA 4. RAZRED OSNOVNE ŠKOLE

Sažetak

Povodom dolazeće dvadesete obljetnice donošenja UNESCO-ove Konvencije o zaštiti nematerijalne kulturne baštine važno je istaknuti ulogu nematerijalne kulturne baštine za očuvanje identiteta pojedinoga naroda. U radu je napravljena analiza udžbenika iz Prirode i društva za 4. razred osnovne škole. Cilj je rada bio analizom udžbenika utvrditi zastupljenost nematerijalne kulturne baštine koja je upisana na UNESCO-ov popis kulturnih dobara te dati smjernice za pristup ovoj temi. Pregledom udžbenika utvrđene su razlike u pristupu obrade sadržaja koji se odnose na nematerijalnu kulturnu baštinu u udžbenicima različitih autora i različitih izdavačkih kuća. Uočeno je kako različiti autori različito pristupaju temama kulturne baštine te je nematerijalna baština različito zastupljena u različitim udžbenicima. U većini je udžbenika dobra pojavnost nematerijalne kulturne baštine s UNESCO-ova popisa, ali se ona kao takva uglavnom spominje bez dodatnih objašnjenja i slikovnih prikaza. Potrebno je ovoj temi u odgoju i obrazovanju svakako pristupati na način koji će poticati učenike na aktivno djelovanje i njihovo sudjelovanje u očuvanju nematerijalne kulturne baštine koja je dijelom svakoga od njih, a udžbenik je pri tome samo jedno od sredstava u nastavnom procesu.

■ Ključne riječi: Nematerijalna kulturna baština, priroda i društvo, UNESCO