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Arařtırma Makalesi (Research Article)

EDUCATION PROJECTS IN MUSEUMS AND IMPACT IN TOURISM

Müzelerde Eğitim Projeleri ve Turizme Etkisi

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ABSTRACT

Purpose – This study examines educational projects in museums and their impact on tourism. The effect of educational projects in promoting cultural heritage is crucial for society. Cultural heritage has gained increasing support in the context of social development, and as a result, the findings of these efforts are significant. Over the past year, not only schools but also numerous institutions have been involved in cultural heritage education projects. Cultural institutions with a focus on cultural heritage are prepared to implement educational activities and open their doors to educate future generations – museums being one of them.

Design/methodology/approach – The author used a formal survey to collect data for this topic. The sample consisted of 400 students from various schools in Kosovo and tourists visiting museums. The questionnaires were completed during the educational activities conducted in schools and museums across Kosovo.

Findings – The results show that the impact of museums' educational work on cultural heritage education is significant. In line with the findings of this study, museum and school managers should recognize the influence of museums on cultural heritage education, which could lead to improved outcomes. The development of educational projects in museums will promote tourism, as more tourists would visit Kosovo if they were aware of the educational activities available at museums in advance.

Originality/value – This study extends the current literature on Cultural Heritage, Education, and the impact of museums' activity on tourism.

Keywords-Education, Cultural Heritage, Museums and Tourism

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ÖZ

Amaç - Bu çalışma müzelerdeki eğitim projelerini ve bunların turizm üzerindeki etkilerini incelemektedir. Kültürel mirasın tanıtılmasında eğitim projelerinin etkisi toplum için çok önemlidir. Kültürel miras, toplumsal kalkınma bağlamında giderek artan bir destek kazanmıştır ve bu çabaların sonuçları önemlidir. Geçtiğimiz yıl sadece okullar değil, çok sayıda kurum da kültürel miras eğitimi projelerine dahil oldu. Kültürel mirasa odaklanan kültür kurumları, eğitim faaliyetlerini hayata geçirmeye ve gelecek nesilleri eğitmek için kapılarını açmaya hazırlanıyor; müzeler de bunlardan biri.

Tasarım/metodoloji/yaklaşım - Yazar bu konuda veri toplamak için resmi bir anket kullanmıştır. Örneklem, Kosova'daki çeşitli okullardan 400 öğrenci ve müzeleri ziyaret eden turistlerden oluşmuştur. Anketler, Kosova genelindeki okullarda ve müzelerde gerçekleştirilen eğitim faaliyetleri sırasında doldurulmuştur.

Bulgular - Sonuçlar, müzelerin eğitim çalışmalarının kültürel miras eğitimi üzerindeki etkisinin önemli olduğunu göstermektedir. Bu çalışmanın bulguları doğrultusunda, müze ve okul yöneticileri, müzelerin kültürel miras eğitimi üzerindeki etkisinin farkına varmalı ve bu da daha iyi sonuçlar elde edilmesini sağlayabilir. Müzelerde eğitim projelerinin geliştirilmesi turizmi teşvik edecektir, çünkü müzelerdeki eğitim faaliyetlerinden önceden haberdar olmaları halinde daha fazla turist Kosova'yı ziyaret edecektir.

Özgünlük/değer - Bu çalışma, Kültürel Miras, Eğitim ve müzelerin faaliyetlerinin turizm üzerindeki etkisine ilişkin mevcut literatürü genişletmektedir.

Anahtar Kelimeler-Eğitim, Kültürel Miras, Müzeler ve Turizm

1. Introduction

Recent global developments following COVID-19 have also impacted cultural heritage institutions. The importance of museums, from a long-term perspective, is gradually shifting toward modernization. The range of program activities in museums now includes not only the collection, restoration, conservation, inventory, exhibition, and promotion of objects with material and non-material cultural heritage values but also a broader focus. Generally, national museums are cultural, public, and research-scientific institutions that are independent of political parties, political organizations, and religious institutions or organizations. Museum activities are essential to the public interest in fields such as archaeology, epigraphy, numismatics, ethnology, history, and nature. In carrying out their activities, museums are responsible for implementing policies and strategies related to movable cultural heritage. This includes adhering to scientific and professional standards for research, collection, inventory, study, protection and preservation, conservation and restoration, as well as the exposure and promotion of objects with material and non-material cultural heritage values (Ministry of Culture, 2020).

Museums also host professional and scientific debates within the professional and academic communities, as well as with the public, on topics related to the past, present, and future. This is achieved through the development of education, research, and scientific publications based on museum studies. On a daily basis, museums also organize exhibitions both within the country and internationally, using available resources and materials. Annual plans are made for workshops, roundtables, debates, training, seminars, and national and international conferences aimed at the continuous professional development of museum staff and

promoting the exchange of experiences in the field of museology. The program topics should be examined, as there is increasing competition within the framework of museum development due to rising interest in entertainment attractions. Museums are increasingly recognized as one of the most attractive places for tourists, and their importance is growing daily (Ministry of Culture, 2020; MacDonald & Alsford, 1995; Graburn, 1998).

Also, tourism development has significantly increased in recent years, becoming a key economic and industrial activity worldwide. Given that educational programs are vital to museums and their overall objectives, the connection between museums and tourism offers essential benefits to the country (Stepchenkova & Shichkova, 2017; UNESCO Digital Library, 2012).

2. Review of Literature

The daily activities of museums are of essential importance for the public interest, as they encourage dialogue and debates within the professional community. These activities not only foster discussions among citizens about the past but also address the present and future, contributing to the development of education, research, and scientific publications based on the study of museum materials (Ministry of Culture, 2020; Ang, 2005).

Authors Acuff and Evans (2014) reaffirm that modern museums should not only showcase their efforts in various and appropriate spaces and platforms that promote curiosity, debate, education, and entertainment but also create opportunities for interaction by opening their doors to a wider range of multicultural participants, including involvement in educational programs. Through the development of educational components, museums provide both theoretical introductions and practical activities to engage visitors, stimulate aesthetic and historical cultural sensitivities, foster creativity, and support educational initiatives (Chin, 2013; Skolnick et al., 2004). Education for the tourism sector is a relatively recent addition to the education system. It is not solely focused on the recognition of the link between an educated workforce and economic prosperity but also involves the development of educational projects (Ayikoru et al., 2009).

According to Hein (2005) states in his study that museums are educational institutions that operate through constructivism theory (Progressive Education), which is an essential component of education. The progressive education or "modern" movement in education, developed in the early 20th century (p. 64), is based on objects and promotes active learning through inquiry and problem-solving. Museum education is a form of lifelong learning. In recent years, museums have started to be used as spaces not only for contemporary museology but also for multifaceted learning and the effective use of living spaces (Alpagut, 2009; Karakus, 2012). Museums have also embraced the digital realm, offering education through virtual platforms and presenting virtual exhibitions during the COVID-19 pandemic (Chaliakopoulos, 2020). Museums can adapt their spaces for educational activities by organizing educational sessions and practical work to increase engagement and enhance their role in the social context (Crowley et al., 2014). Museum activities can be engaging for everyone, including visitors.

2. The Aim of the Research

Many organizations develop educational projects, but they are often limited by the level of cooperation between them in cultural heritage plans. The aim of this research has two components: first, to assess the current situation regarding the development of educational

projects and the potential for cooperation between organizations; and second, to determine whether educational projects in cultural heritage plans can increase the number of tourists.

It is assumed that cooperation between actors involved in educational projects, with an emphasis on schools and museums, will contribute to the growth of tourism in the country.

Research Questions:

The cooperation between museums and schools at the desired level?

Can museums implement educational projects effectively?

Can the number of visitors be increased through educational programs in museums?

Educational projects in museums will affect tourism growth?

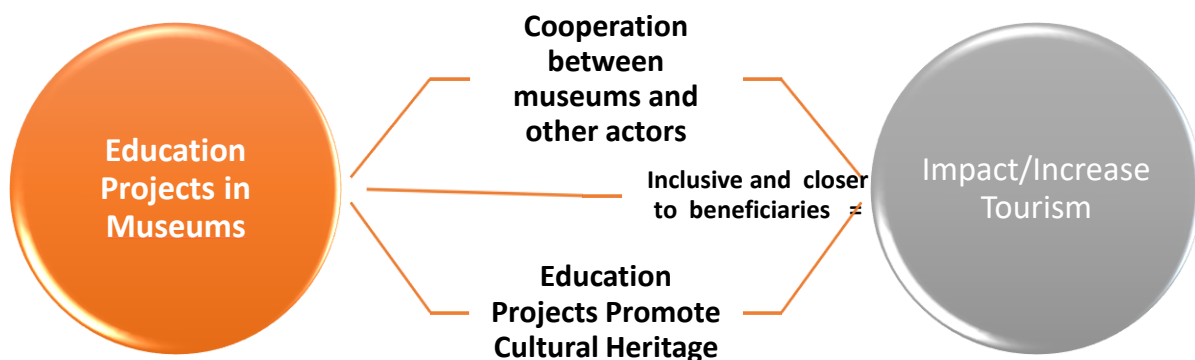
3. Methodology

This study investigates whether educational projects are an impact factor in tourism. To examine this, a quantitative model is used through the preparation of a questionnaire. The questionnaire is divided into three parts: the first section focuses on educational projects, the second addresses the impact on tourism, and the third covers demographic information. The questions were compiled from papers by Weber (2022), Hui-Ying & Chao-Chien (2008), as well as some original questions created by the author.

3.1. The Research Model

To interpret the idea Figure 1 presents the research model. The research model describes the study variables that have been prepared based on the initial idea. This model figure reflects the visualization of this study and helps the descriptive interpretation

Figure 1: Model of the study



Source: The author model design

Hypothesis:

Hypothesis 1. The cooperation between museums and schools is at the desired level?

Hypothesis 2: Education programs in museums are attractive for everyone?

Hypothesis 3: Education programs can also be developed outside of schools, example in museum?

Hypothesis 4: The development of educational programs in Museum have an impact in cultural heritage promote and have effects to increasing of tourism?

3.2. Participants in the study

The data for this survey were collected between 2019 and 2021 in schools and museums in Kosovo. A total of 400 responses were received, yielding a highly acceptable response rate of 81 percent. Participants were from two different groups: the first group consisted of students who participated in museum educational activities, and the second group included museum visitors. Table 1 shows the profile of the participants in the study.

Table 1: Participants in the study

	Characteristics	N (400)	%
Gender	Male	230	57.5
	Female	170	42.5
Age	14-18	331	82.8
	19-34	48	12
	35-50	21	5.3
	51+	-	-
Education	High school	335	83.8
	Faculty	54	13.5
	MA or PHD	11	2.8
	1 st	377	94.3
Visit free	2 more	23	5.8
Nationality	Local visitor	335	84
	Foreign visitor	65	16
Income	0-299 €	329	82.3
	300-600€	32	8
	601-1000€	39	9.8
	1001+€	-	-

Table 1 presents demographic data from the survey. A total of 400 participants were surveyed at 10 schools and museums in Kosovo. Participants were from two different groups: the first

group consisted of students who participated in the Museum Mobile education activity, and the second group included museum visitors. The demographic characteristics of the respondents reveal that 57.5% were male and 42.5% were female. A large number of the respondents were between 14-18 years old (82.8%), followed by those aged 19-34 years (12%), and finally, those aged 35-50 years (5.3%). There were no respondents over 51 years old. The data on education indicate that 83.8% were in high school, as the young age group was the target, while 16% of the respondents had completed undergraduate or postgraduate education. Local visitors were the majority, but there were also some foreign visitors.

3.3. Data analysis

The results of this study were collected through a questionnaire. The sample consisted of 400 students from different schools in Kosovo and tourists who were present in museums. The questionnaires were completed during the implementation of educational activities in schools and museums in Kosovo. Before distribution, all questions were reviewed and coded. The responses were sorted into categories using the SPSS program, which was also used for data analysis. Initially, all data were entered into an Excel spreadsheet to facilitate their use. The analysis involved elements of descriptive statistics through the SPSS statistical program, according to the respective samples and the time of administration.

4. Results

The results for each of the variables related to educational projects in museums and their impact on tourism are presented in the following tables. For each question, the mean, standard deviation, and Cronbach's Alpha internal reliability were calculated. In general, there were five levels of response (1. Strongly Disagree, 2. Disagree, 3. Undecided, 4. Agree, and 5. Strongly Agree). Based on the answers, it can be seen that the variables indicating that educational projects in museums influence the growth of tourism have been confirmed.

Table 2 shows the mean score of respondents for the question "The cooperation between museums and schools at the desired level?" The scale ranged between two levels, from "No" to "Yes," with mean scores from respondents ranging from 1.30 to 1.92 across the two levels. The mean score for the question regarding awareness of activities developed by museums was ($M = 1.34$).

Table 2. Mean score of respondents- The cooperation between museums and schools at the desired level?

Measures	Mean	Min- Max	Number of responses
You are informed about activities the museums develop?	1.34	1 -2	400
Participated in activities between the museum and the school?	1.30	1 -2	400
Cooperation between museums and other actors should be increased?	1.92	1 -2	400

Regarding participation in activities between museums and schools ($M = 1.30$), the cooperation between museums and other actors should be increased ($M = 1.92$). The results show that there was a lack of information about the development of activities in the museum, and the majority of respondents did not participate in these activities. However, regarding the need for cooperation between museums and other institutions, the respondents indicated that such cooperation is necessary.

Table 3 shows the mean score and standard deviation of respondents to the question, "Education programs in museums are attractive to everyone?" The scale ranged from Strongly Disagree (1) to Strongly Agree (5). The mean score from respondents regarding the attractiveness of educational programs in museums ranged from the lowest value of 3.27 to the highest score of 3.81, with the standard deviation ranging from 1.00 to 1.18.

Table 3. Mean score and standard deviation of respondents Education programs in museums are attractive to everyone?

Measures	Mean	SD	Number of responses
Are museums able to prepare educational projects?	3.27	1.18	400
In implementing education programs in Museum, can possible the community engagement?	3.81	1.0	400
Education programs in Museum, can encourage the Multiculturalism?	3.76	1.0	400

The Cronbach's Alpha internal reliability measure was good at 0.86. Regarding the question "Education programs in museums are attractive to everyone?", the mean score was ($M = 3.27$, $SD = 1.18$). For the question "Are museums able to prepare educational projects?", the mean score was ($M = 3.27$, $SD = 1.18$). In terms of implementing educational programs in museums, the community engagement was rated ($M = 3.81$, $SD = 1.0$), and the ability of educational programs in museums to encourage multiculturalism was rated ($M = 3.76$, $SD = 1.0$).

Table 4 shows the mean score and standard deviation of respondents. The statement Education programs can also be developed outside of schools in museum? received a mean score ranging from the lowest of 3.78 to the highest score of 3.99, with the standard deviation ranging between 1.00 and 1.10.

Table 4. Mean score and standard deviation of respondents 'Education programs can also be developed outside of schools in museum?'

Measures	Mean	SD	Number of responses
Education programs in Museum, can possible the active learning:	3.98	1.0	400
Education programs in Museum, can make	3.78	1.0	400

possible the authentic learning:

Education programs in Museum, can possible the Informal learning	3.99	1.1	400
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The Cronbach’s Alpha internal reliability measure was good 0.78. The Education programs can also be developed outside of schools in museum with three questions - Education programs in Museum, can possible the active learning (M=3.98, SD=1.0), Education programs in Museum, can make possible the authentic learning (M=3.78, SD=1.0) and Education programs in Museum, can possible the Informal learning (M=3.99, SD=1.1).

Table 5 shows the mean score and standard deviation of respondents. The development of educational programs in museums has an impact on promoting cultural heritage and increasing tourism. The mean scores for this statement range from the lowest of 3.00 to the highest of 3.70, with the standard deviation ranging between 1.00 and 1.10."

Table 5. Mean score and standard deviation of respondents ‘The development of educational programs in Museum has an impact in cultural heritage promote and have effects to increasing of tourism

Measures	Mean	SD	Number of responses
The displayed products in museums are educational and attract the interest of visitors	3.38	1.0	400
Mobile application and show are interesting and promote cultural heritage and tourism	3.62	1.0	400
Education activity in museums promote cultural heritage and Truism	3.61	1.1	400
If museums prepare educational programs, do you participate in them	3.00	1.0	400
The tourism can increase through educational programs in the Museum?	3.70	1.0	400

The Cronbach’s Alpha internal reliability measure was good 0.87. The displayed products in museums are educational and attract the interest of visitors, show results (M=3.38, SD =1.0), Mobile application and show are interesting and promote cultural heritage and tourism (M=3.62, SD=1.0), Education activity in museums promote cultural heritage and Truism (M=3.61, SD=1.0), If museums prepare educational programs, do you participate in them (M=3.0,SD=1.0) and The tourism can increased through educational programs in the Museum (M=3.70, SD=1.0).

5. Conclusions

In the historical aspect the Museum is the institution of cultural heritage for the purpose of researching, collecting, preserving, restoring conserving and presenting the movable cultural-

historical heritage since prehistoric times up to the present. However, modern museums should not only showcase their efforts in diverse and appropriate spaces and platforms that promote curiosity, debate, education, and entertainment, but also create opportunities for interaction by opening their doors to a broader range of multicultural participants, including through involvement in educational programs (Acuff and Evans, 2014).

First conclusion, the results indicate that the cooperation between museums and schools is not at the desired level. The respondents' perception shows a low level of cooperation, which should be continuously increased to achieve concrete results. From this point of view, there is a low level of information sharing about activities in the museum between both parties, and there is also low participation in joint activities. Therefore, cooperation between museums and other stakeholders needs to be increased. According author King (1998), the partnerships are cooperation in a high degree of interdependence among the collaborating institutions, a real partnership are cooperation between school and museum about museum schools, a new vision to building learning environments that deserve greater study.

On the other hand, in the second recommendation, there is a growing demand for the development of educational programs in museums, which should be created in collaboration with the community. This approach would encourage multiculturalism and increase participation. According to Zbucha et al. (2022), museums' functions are diversifying, considering their dynamic relationships with the present-day economy, society, and communities.

Based on the results, for conclusion three, educational programs can also be developed outside of schools in museums, where active learning can enable authentic and informal learning. The progressive education or "modern" movement in education, developed in the early 20th century, is based on objects and promotes active learning through inquiry and problem-solving (Hein, 2005).

Lastly, the results show that the displayed products in museums are educational and attract the interest of visitors. Mobile applications and shows are interesting and promote cultural heritage and tourism. Educational activities in museums promote cultural heritage and tourism and tourism can be increased through educational programs in museums. Educational components in museums provide both theoretical introductions and practical activities to engage visitors, stimulate aesthetic and historical cultural sensitivities, foster creativity, and support educational initiatives (Chin, 2013; Skolnick et al., 2004).

Many tourists expressed interest in visiting Kosovo if they had advance knowledge of educational activities in museums. Museums can adapt their spaces for educational activities by organizing educational sessions and practical work to increase engagement and enhance their role in the social context (Crowley et al., 2014).

The educational work of museums has a significant impact on cultural heritage education. Museum and school managers should recognize the influence of museums on cultural heritage education and work towards enhancing their collaboration. This can be achieved by:

- Increasing cooperation between museums and schools.
- Involving professional staff from museums as part of curriculum development teams, as museums are well-equipped to implement educational projects effectively.

- Good cooperation between museums and schools in implementing educational projects can also lead to an increase in museum visitors.
- Additionally, these educational projects in museums contribute to the growth of tourism.

This study contributes to the understanding of the impact of educational projects in museums on tourism in Kosovo.

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