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INNOVATION AND TEACHING: MUSEUMS AS EDUCATIONAL RESOURCES FOR TEACHING SUSTAINABLE DEVELOPMENT OF ENVIRONMENT

Summary: Modernization of education after 2000 is mainly aimed at standardization in the so-called European cultural space and takes place, in parallel, in different dimensions concerning the organization of education at different levels, financing education and redesigning of immanent internal processes of education by establishing a new curriculum, whose ultimate intent is to provide knowledge to the "beneficiaries" that will enable them better preparation for performing numerous social roles. An innovative approach to teaching, from basic to higher education, is one of the ways to bring educational practice closer to the demands of a "society of knowledge" – the requirement for an individual to possess specific knowledge, skills and abilities that are in the function of personal and social development. In that sense, it is necessary to realize a kind of symbiosis between institutionalized education and other institutions with educational capacities, such as museums, to achieve better results in the presentation of certain educational contents to different participants' categories in the educational process in their synergy. This would enable, in addition to the primary effect, a comprehensive and high-quality presentation of educational content, and other effects such as *efficiency* and *equity* in education. The subject of this study is a connection between the teaching contents of the course *Sustainable Development of the Environment* in the study program Teacher at the Faculty of Education in Jagodina with permanent exhibitions of similar contents in museums in Serbia in order to determine the possibility of their connection and joint engagement in presentation and processing of the course curriculum contents. Descriptive-analytical methods were used in this study.

Keywords: education, innovation, museums, sustainable development, environment.

INTRODUCTION

In this paper, the authors start from the premise that culture and education are linked, that, in fact, education is a form of cultural reproduction as well and participates in the distribution of cultural capital (Bourdieu, 1986; Koković, 2009), that is, only by linking educational institutions (called micro-society), education

can fully accomplish its complex role in the wider society (Mialaret, 1989). At the same time, it is pointed out that the possibility of linking educational institutions with museums and the prerequisites for learning in the museum arise from the strategic determination of “using” culture for educational purposes and resources it provides in the so-called “European Agenda for Culture” – the original act for all cultural and educational activities of the European Union (EU) member states.

Culture is a kind of communication through space and time in which we share knowledge with others: “The challenge is how to place our knowledge in the live context in which the problem arises. And this live context in the field of education is a classroom – classroom located in a wider culture” (Bruner, 2000: 57). This classroom, in the broadest sense, is located wherever learning is possible, therefore in the museums, which are known as places of entertainment and enjoyment, as well as places of discovery that strengthen curiosity (Gob & Druge, 2009).

The distribution of cultural capital is connected with social reproduction, with the transfer of values, and with the identity issues, but also with the remembrance and transfer of knowledge to the new generations. “In a new meaning, cultural capital represents something that has been accumulated over several generations in the form of performances, knowledge and abilities, interpretations and recognition of meaningful layers of reality, and which is transferred to new generations by social heritage” (Koković, 2009: 156). Access to cultural capital within the educational system is limited to the social aims of education and the ruling ideas on how it should be distributed among members of different groups (Trifunović, 2015). A “more equitable distribution” of cultural capital would imply a systemic approach to the young by expanding the list of sources of cultural formation that includes cultural institutions, therefore, museums. Using the museum as an educational resource would contribute to the culturalization of new generations. However, not all cultural workers observe the general participation in the consumption of culture in the same way. There are those who consider that museums actually introduce “new spaces, exhibitions, educational initiatives and spending options, but in essence they remain elitist institutions[...] they seek to unify their ‘audience’ rather than accept their multiple and variable identities” (Marstine, 2013: 47). However, the flows of culture testify to the fact that museums become one of the central places of cultural policy – museums deal with the cultural production of collections and their collection and mobility, in order to make them accessible to the public (Svanberg, 2012). On the other hand, museums are also viewed as “contradictory space for negotiating in difficult relations between knowledge and politics, ethics and aesthetics, power and participation” (Aronsson, 2012: 35–36). Reflecting on the ways in which museums are used for educational purposes, as it becomes a place of complex learning, socialization and significantly contributes to the quality of learning at different educational levels,

basically comes from the view that: Learning in general and learning in a museum can: (a) build an individual, deepening his knowledge, and (b) build a society in which we will live better, a society “in which every person can enjoy resources that will gradually build him up as a person” (Zask, 2004: 81).

The possibility to use museums as an educational resource in terms of integrating them into a unified learning system is recognized in the societies that have built an effective management system of learning process that takes place in an environment of uninterrupted changes and recommendations for the unification of education and culture and where all available resources that can contribute to better learning are used. Museums have the capacity to develop as a “place of learning”, and in the process of dialogue with other actors of cultural and educational policies it can be defined how to become that: precisely by designing and redesigning the existing exhibitions and aligning them with the educational needs. In addition to museums, teaching that enables studying phenomena and processes in an integrated form, with the perception of cause-and-effect relationships, the interdependence and conditionality of a man from natural phenomena and vice versa, can be organized in various natural and social environments, such as zoos, parks, on farms or at different locations in the city (Mladenović, Golubović-Ilić & Koprivica, 2015).

Museums have the following functions: exhibition, collection, research and entertainment (Gob & Druge, 2009: 63). The educational function can be added to the listed functions since museums are learning places too: “Museums also redefine their mission; instead of the focus on collecting and classifying, the significance is now attached to the design of the exhibition and on the museum as a place of communication and learning[...].” (Insulander & Selander, 2010: 39). Learning in the museum, according to Stamenković (2012), takes place through: “Teaching process – interactive and cooperative methods, active learning, and student participation; Context for learning – interdisciplinarity in approach (pacified environment, cooperation of various actors in the local community, clearly defined needs and learning objectives); Linkage of learning with current social issues and everyday experiences of students (relevance of learning, applicability of learning)” (Stamenković, 2012: 211).

The new museum theory and practice point to “the tendency and desire to link the local cultural offer with the educational policy of educational institutions” (Bloas-Gonen, 2005: 79). Cooperation with educational institutions would involve additional engagement both museum professional staff (museum educators and curators) as well as employees in educational institutions, primarily in the dimension of the calendar activities correlation, harmonization of organizational activities and realization of concrete micro-projects – creation of prerequisites for learning in the museum. The use of a museum as an educational resource would

open the perspective of 1) a museum to become a “living organism that develops, having its own identity, living in mutual cooperation with its environment, thanks to the audience and for the audience” (Joly, 2005: 99) and 2) the educational institution to free itself from a rigid approach in the organization of teaching.

The assumptions for the future of using museums as an educational resource and learning in our education system are given in the document *Education Strategy in Serbia until 2020 (Strategija obrazovanja u Srbiji do 2020 godine)*:

1) In the first part of this document, it is emphasized that the educational system faces a host of challenges, in terms of globalization and changes that accompany education, and even the change in the way of learning. It is considered that institutionalized education needs to be “open” and to function in cooperation with other subsystems of the society, in interaction with them, including culture, in a way that “strengthens the contribution of culture to the overall quality of life of the population” (Education Strategy in Serbia until 2020, pp. 8).

2) In the second part of this document, which deals with the *Strategy for the Development of Pre-university Education*, it is especially emphasized the necessity of establishing two-way cooperation with the local environment for “improving the quality of teaching/learning (especially extra-curricular activities, involving school in the life of the local community,...)” (pp. 17). The *Strategy* states that “with the adequate use of its existing capacities, the system also uses the capacities of other institutions or areas of other resources in the local community (educational, health, social, cultural) in which special and/or specialized programs for children and families are carried out” (pp. 23). Then, in the section dedicated to *elementary education*, at the very beginning it is emphasized that the function is to create all the preconditions for “the formation of national and cultural identity, and basic cultural needs and habits” (pp. 37). Considering the current quality of elementary education, as well as other levels of education, the *Strategy* indicates that the participants in the education system do not develop “cultural literacy (which is the goal of education under the *Law on the Foundations of the Education System, Article 4*) nor basic cultural needs and habits that are important for the formation of values necessary for life and work in a modern society, and for the private and professional life of every citizen” (pp. 43). The use of a museum as an educational resource would, however, contribute to the formation and cultivation of cultural needs and habits and the recognition of the importance of using significant so-called extracurricular sources of knowledge.

When talking about the *quality of the curricula*, the significance of the diversity of extracurricular programs is emphasized and their design should be set interdisciplinary. Teachers should receive training sessions for implementation of extra-curricular activities in professional training. The “School Work Plan” should implement the active learning program (at least once a year) with a “reference

institution” in the country, but “according to a pre-developed program”. *The quality of the teaching and learning process* also “predicts the use of a variety of forms and methods of teaching/learning focused on learning and students (creative and cultural activities, independent work of students, project method of teaching, working in a laboratory and in the field, etc.)”, according to “School Work Plan” (pp. 56). In defining the *development of the school as a public service*, the “extended cooperation of the elementary school with cultural, educational, scientific, sports, ecological and other institutions and organizations” is emphasized (pp. 60), which serve as “resources for educational work”. The last paragraph states that schools should create conditions for “testing and introducing educational innovations” by engaging in projects and being trained in some forms of research and reflection in order to improve their own practice. All of the above norms concerning the functioning of the school can become useful instructions for the functioning of higher education institutions, especially the need for cooperation with other institutions in order to improve the quality of education – introducing innovations in order to improve their own practice.

In the first appendix of the *Strategy*, in the section that presents *the expected changes in the labor market requirements in other sectors*, among other things culture is also listed. At this point, at the very end of the *Strategy*, the essence of the uniqueness of education and culture area with common starting points for meeting the needs of an individual and society in learning about culture, cultural identity, values, creating a culture from the perspective of diversity in society, improved communications, interdisciplinary connectivity and multidisciplinary, the connection between educational institutions and cultural institutions (for the first time the museum is mentioned (pp. 253)), the promotion of creativity, and the increase of the cultural capital of the individual and the community, is clearly expressed.

There is a clear commitment to linking education institutions with culture institutions, i.e. co-operation of education systems with other social subsystems: therefore, there are no obstacles for educational institutions to implement learning in reference to cultural institutions as part of a school curriculum and study programs.

The museum is an “institution designed to make the cultural heritage available to the public” (Gob & Druge, 2009: 83), but the question remains how this cultural heritage is made available to consumers, to what extent, by which choice and whose choice it is. The audience passes through a process, designed by experts, in which each exhibit has a special place and role in providing information and forming narratives. Museums “place objects and the audience in certain frameworks to provide control over the sightseeing process” (Marstine, 2013: 17), i.e. to lead the audience through the multidimensional meaning of the exhibitions

to essential cognition. Formally, museum exhibitions provide certain information and messages, however, the question of the possibility of their monitoring and understanding by the visitors arises, because by accessing them, visitors create a certain personal experience. Visitors have the role of observers and listeners, but they also interact with exhibits (Barker & Smiden, 2013: 127), i.e. in a complex way they consume and create the exhibition itself.

It is this creative aspect of visitors' experiences that make museums a stimulating "environment" for learning. Likewise, the new museum theory and practice point to "the inclination and desire to link the local cultural offer with the educational policy in schools" (Bloas-Gonen, 2005: 79). The educational role of the museum is reflected in the possibility of displaying huge accumulated knowledge and artifacts that testify about different world achievements to all categories of population, especially to young people involved in the educational process at different levels. Various museum exhibitions can help the student population to acquire new knowledge more easily and more quickly, in interaction with material resources and interaction with the narrator (curator, etc.). It is, however, known as a phenomenon that local populations do not come spontaneously into the museum (Lor Alma, 2005). This kind of behavior is observed among students as well. Therefore, it is necessary to initiate a kind of cultural dialogue between educational institutions and museums in order to put educational capacities of museums into the function of their fuller and more comprehensive presentation to young people, pupils and students. Different initial exhibitions, which would have a direct or additional educational function in order to present contents predicted in the curricula for certain levels of education, could contribute to efficiency and better learning outcomes. It is therefore necessary that museums and educational institutions constantly "listen to one another" and to gain insight into mutual needs and possibilities. Establishing such a special cooperative relationship would be, at the same time, an active inclusion of museums as institutions of culture in the process of creating educational policies, on the level of achieving educational goals. In this context, museums would have a social responsibility to design projects that implement educational goals. Museum projects should then reflect the broad participation of participants in the education process, such as teachers and students. This would satisfy the condition of the existence of a museum to which Joly (2005) draws attention: *it is not enough that the museum exists, but that its activity becomes coherent and efficient and fully targeted to the audience*. This implies a full use of their own resources – depots, collections, human resources, audience needs, the need of educational institutions as an element of the local environment, etc. By fully perceiving its own possibilities, the museum, as a cultural entity, but now also an educational factor, can cooperate with educational institutions through joint meetings and cooperation on the organization of various projects, which would be in function of achieving educational goals.

METHODOLOGY

The subject of this study is the connection between the teaching contents of the course Sustainable Development of the Environment in the Study program Teacher, at the Faculty of Education in Jagodina, with permanent exhibition settings in museums in Serbia dealing with the presentation of similar contents. The aim of the research is to determine the possibilities of linking learning within the educational institution with learning in the museum from the aspect of joint engagement in the presentation and processing of the curriculum content.

Tasks of the research are:

1. to analyze the contents of the course Sustainable development of the Environment in the Study program Teacher at the Faculty of Education in Jagodina;
2. to determine which permanent exhibition in museums on the territory of Serbia coincide with the contents of the course Sustainable Development of the Environment;
3. to highlight the effectiveness of learning in the museum and give recommendations for the teaching subjects such as Sustainable Development of the Environment.

The basic hypothesis of the research is: Museums are not sufficiently used as an educational resource – there is no correlation in the presentation and processing of various educational contents between educational institutions and museums.

The special hypothesis is: Museum exhibitions, to a great extent can contribute to a more comprehensive presentation and processing of educational content related to the issues of sustainable development of the environment.

In this study the descriptive-analytical method was used: 1) study program teacher at the Faculty of Education in Jagodina, and the teaching contents of the course Sustainable Development of Environment (an elective course in the first year of master studies) were studied; 2) exhibitions of “live” museums on the territory of Serbia were analyzed, and museums which, according to the resources they possess, can achieve direct or additional educational function in the presentation and processing of the curriculum content were presented.

RESULTS AND DISCUSSION

The course Sustainable Development of the Environment belongs to a group of elective courses in master’s studies of the study program Teacher at the Faculty

of Education in Jagodina, and is being taught since the 2009/2010 academic year. It belongs to a group of subjects whose outcomes are the “ecologization of education” and the preparation of future teachers to actively participate in strengthening the ecological paradigm of society’s development. Based on the analysis of the mentioned course contents and the analysis of exhibits in the so-called live or active museums in Serbia (of which there are 150, classified into different categories (Krivošejev & Damjanović, 2014)), it was found that 10 of them, with their resources, can enable the realization of certain teaching units within the analyzed subject (Table 1).

Table 1. Correlation between museum exhibitions and teaching units of the course Sustainable Development of Environment

Museums suitable for the realization of teaching units	Museum of Science and Technology, Belgrade	Natural History Museum, Belgrade	Natural Science Center of Serbia, Svilajnac	Open-air museum “Staro selo”, Sirogojno	Lepenski Vir Museum	Ethnographic Museum, Belgrade	Museum of Mining and Metallurgy, Bor	NIS Museum, Novi Sad	Coal Mining Museum, Senjski Rudnik	Zoo; Botanical Garden; Public aquarium; Park of the Faculty of Education in Jagodina
Ecology as an economics of nature		+	+	+	+	+				+
Ecological factors		+	+	+				+		+
Ecological niche		+	+	+						+
Population		+	+	+		+				+
Ecosystem and biosphere	+	+	+	+	+			+		+
Conventional forms of energy production (coal, oil, natural gas, nuclear energy)		+	+				+	+	+	
Renewable energy (solar, wind, geothermal energy, water power, energy of biomass)	+			+			+	+	+	+
Global warming		+	+				+	+	+	+
Acid rains		+					+	+	+	+

The greenhouse effect and the ozone hole			+			+	+	+	+
Air pollution, effects and prevention measures			+			+	+	+	+
Water pollution, effects and prevention measures			+		+	+	+	+	+
Land pollution			+			+	+	+	+
Deforestation and erosion				+	+				+
Effects of soil contamination and prevention measures					+	+	+	+	+
Toxicity					+			+	+
Concept of sustainable environmental development		+	+		+			+	
Rational use of energy and resources		+	+		+		+	+	+
Ecological principles in regulating cities							+		+
Bioremediation					+				+
Humid habitats		+	+		+				+
Biodiversity		+	+	+					+
Concept and types of protected areas			+		+				

The permanent exhibition of the *Museum of Science and Technology* (Belgrade), with over four hundred exhibits presents technological developments and its impact on people's lives, among others, the development of electrification in Serbia. Environmental protection is one of the sections of this museum as well.

The collections of the *Natural History Museum* (Belgrade) include the biological sector (General Herbarium of the Balkan Peninsula, Entomological collection, Bird collection, Mammals collection and others) and the geological sector (Paleobotanical collection, Fossil invertebrate and vertebrate collections, and others). In addition to the permanent exhibition, this museum also organizes numerous thematic exhibitions: Minerals of Trepča, Biodiversity, Ice Age, Indigenous and Traditional Fruits of Serbia, and others.

The museum *Natural History Center of Serbia* (Svilajnac), consists of 8 thematic exhibitions among which are Geodiversity of Serbia, Biodiversity of Serbia, Ice Age Geo-archaeology of the Djerdap, Minerals and rocks, Geological time machine, with depictions of Earth's geological history and key events in the evolution of the living world. Exhibitions in a picturesque manner show, among other things, the diversity of flora and fauna as well as the mineral wealth of Serbia.

The permanent museum exhibition of the *Open-air museum "Staro selo"* (Sirogojno) shows the architecture and development of the culture of living in the Zlatibor region, and at the same time social and economic relations in the 19th century village.

Also, although not classified as museums, the collections presented in botanical gardens, zoos and aquariums correlate with the teaching contents of this analyzed subject (Simic, Simić, Tošić, Milošević & Anđelković 2001).

The results of this research served to define *a set of recommendations* for the teaching classes in subjects such as Sustainable Development of the Environment and efficiency of learning in the museum, as indicated further:

1. Forming a team of experts within or under the jurisdiction of the National Education Council to develop the normative and program framework for cooperation between higher education institutions and museums, which would include the issue of learning in museums (means, methods, techniques), especially on topics that belong to the field of sustainable development and sustainable development of the environment.
2. Since it is possible to understand the issue of sustainable development of the environment by its placement in the wider framework of the problem area *education for sustainable development*, it is necessary to include the *course Education for Sustainable Development* in the list of subjects within the study program Teacher (Trifunovic, 2011). This course deals with the issues of relations between developed and underdeveloped countries in the world, the problem of relations in the sphere of labor at the global level that induces the occurrence of poverty and exploiting relationship towards nature, the issue of preserving identity but also the ecological aspect of society's development, that is, creates the basis for understanding the connection between society and environment and, in general, the opportunities for sustainable development of the environment in the existing social circumstances.
3. Organize different types of professional training for subject professors, where they will be introduced to the recommendations, guidelines and ways of learning in the museum.
4. Organize different types of professional training for employees in museums for the implementations of new forms of pedagogical work and their participation in joint learning projects.

5. Develop standards and outcomes in establishing cooperation between higher education institutions and museums in the field of learning in museums, as well as appropriate statistics to evaluate its quality (and based on which further decisions to improve the practice of learning in museums could be made).

CONCLUSION

Research presented in this paper show that:

1. the general research hypothesis: *Museums are not sufficiently used as an educational resource – there is no correlation in the presentation and processing of different educational content between educational institutions and museums* – is confirmed. The museum as an educational resource in the educational policy of the Republic of Serbia is not used to the extent that it could be used for teaching subjects such as Sustainable Development.
2. the special research hypothesis: *The museum exhibitions in Serbia can greatly contribute to a more comprehensive presentation and processing of educational contents related to the issues of sustainable development of the environment* – is confirmed.

The analysis of exhibits and artifacts of the 10 museums in Serbia correlate with the teaching contents of the specified study subject and can significantly contribute to the achievement of its goals and outcomes. Museums as educational resources can contribute to a better understanding of sustainable environmental development issues, and it is up to teachers to create and develop cooperation with them in a way that would be in the best interests of pupils and students.

The cooperation between educational institutions and museums as institutions of culture in terms of achieving the goals and outcomes of various study subjects is a form of “networking” of resources that can contribute to the quality of education. Relocation of “learning” from the classroom into a new space that includes the architectural ensemble of the museum, the richness of the museum items, displayed through numerous exhibition settings, and interaction with employees, who are kind of specific knowledge keepers, together provide incentives for young (pupils and students) to approach the unknown in a more complex way and to gain knowledge of it. An innovative approach in this multi-member interaction is reflected in the opportunity provided to its participants that in direct contact with the subject of knowledge, knowledge mediators and knowledge recipients can replace their positions and encourage each other to observe new dimensions of the subject of knowledge or to observe it from new and different perspectives. Both processes, in the end, lead to the desired goal – more complete knowledge and creating habits to get to it outside the classroom.

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