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Innovativeness of the museum offer in the cultural education of children and youth: The example of selected museum facilities in Krakow

Key words: museums, cultural education of children and youth, innovativeness

S u m m a r y: The museum in the modern world meets many needs of the youth, such as the need of aesthetic experience, deepening knowledge, need of pleasant and quality spending of free time. For this reason, the objective of this paper was analysing the educational offer in the context of its attractiveness and innovativeness, proposed by several selected museum facilities in Krakow. The largest facility was selected for the analysis, that is the National Museum and the units that have specialised exhibition, like for example the Historical Museum, the Natural History Museum, the Salt Mine Museum in Wieliczka, and the “Manggha” Museum of Japanese Art and Technology. From the point of view of tourism and young visitors, the highest significance comes from making the collections available, as well as from their professional explanations and offering interesting educational enterprises based on own collections.

To enable museum facilities to change their image from the so-called sanctuaries of culture to modern facilities, attractive for a young tourist, changes in the way their collections are presented are necessary. Using computer technology and knowledge is most important here, which means offering the multimedia aspects of the museum exhibition, making the collections available online, offering museum meetings on the principle of active participation strategy, offering high degree of interactivity and the “hands-on” experience. The museums in question fully meet the above criteria and may be regarded as modern museum facilities which present their collections at a high European level. The characteristic feature of museum tourism is a high share of single-day trips in the specialised offer.

The activities of the museums suffer from poor promotion and advertising of their educational products and the resulting local reach and limited knowledge of the offer by tourists coming from outside of the region.

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1. Introduction

Museums have long been regarded as the “temples” of high culture, and the method of presentation of their collections did not encourage to visiting them frequently. Visiting museums was associated with boredom, especially for young people, and staying in them resulted from the necessity of executing the obligatory agenda of many school trips. The low number of young people visiting museums is confirmed with the research on tourist activities of the youth run for many years by the Institute of Tourism in Warsaw. They show that visiting museums and objects of historical value in the years 2002–2009 was practised by less than one fifth of the young tourists (1, p. 38, 47; 2, p. 38, 47; 3, p. 38, 47; 4, p. 38, 47; 5, p. 38, 47; 6, p. 38, 47; 7, p. 99–117).

Due to low interest of the youth in the cultural heritage, as well as awareness of the fact that this situation should be changed, this paper is aimed at the analysis of some aspects of the museum offer addressed to children and youth by the selected museums in Krakow. Children and youth constitute one of the more important segments of tourism, thus the habits of participation in culture should be developed from the early years. Change is thus necessary, or modification in the approach of the museums to presentation of their own collections by introducing modern, innovative and attractive educational offers and their presentation adjusted to the expectations of young visitors. Introduction of product and technological innovations will certainly improve low attendance of children and youth in museum tourism.

2. Definitions and terms

The first step in the analysis of attractiveness and innovativeness of educational programmes included in museum offers addressed to children and youth should consist in defining such terms as “museum”, “museum tourism”, innovations and innovations in tourism. According to the Polish act (8), “a museum is an organisational unit not dedicated to achieving profit, whose objective is taking care of the objects of historical value, informing about the values and content of the collections, popularisation of the basic values of the Polish and world history, science and culture, developing learning and aesthetical sensitivity and enabling contact with collections.” Moreover, important objectives of museums come in the form of *managing educational activities, making the collections available for educational purposes, ensuring the appropriate conditions for touring and using the collections*, and managing publishing activities.

The heritage of culture and tourism are the factors which are mutually supportive. Tourism would have never evolve to such a scale without cultural heritage. The same is with the cultural heritage which could not reach wide circles of recipients without

tourist travels. Thus, according to Armin Mikos von Rohrscheidt (9, p. 61), “museum tourism is an undertaking of tourist nature, where the main reason for a travel and its objective is visiting one or several museum facilities.” To enable museum facilities to change their image from the so-called sanctuaries of culture to modern facilities, attractive for a young tourist, changes in the way their collections are presented are necessary.

Innovation means introduction into the practice of a company of a new or significantly improved solution in reference to a product (goods or services), a process, marketing, as well as in the scope of organisation and management (10; 11, p. 25 et seqq.). Innovativeness in tourism as an area of services is defined very extensively and refers to products and the process of providing services, management over a company, logistics or creating relationships with the environment. The features which are specific for tourist services make the innovative process differ under many respects from that in production activities. The tourist product is an important subject of innovation in the intangible area, which allows facing the increasing requirements and expectations of tourists, and its high quality prevents loss in popularity in individual travel destinations. In tourism, contact of the client with the service provider is sometimes more important than the product (which is not always recognised), along with mutual relationships resulting from the time of providing the service (12, p. 469).

Technological innovations in tourist services are equally important as non-technological innovations (12, pp. 468–469). However, to achieve satisfactory results in this area of innovation, tourist companies should have the appropriate technological facilities, which facilitates application of new marketing and organisational strategies (e.g. multimedia support, interactivity, making the offer available online and the possibility of online booking, etc.). This applies also to the introduction of modern, innovative museum products, which is one of the conditions of a higher interest in museum tourism which constitutes an important area of cultural tourism, where the main objective is presentation of the material and intangible cultural and national heritage.

3. Museum education in current research

The report “Museums in Poland 1989–2008” is one of more important documents diagnosing the situation of museums in Poland. It follows from it, contrary to common belief, that educational activities in the Polish museum facilities is executed at the respectable level, and almost 717 museum institutions have active websites with information about the offered educational programmes (13, p. 30). Common access to the educational activities conducted by museums is also confirmed with the research conducted by the National Museum in Poznań. However, many inadequacies have been found out during this research, lowering quality of the activities of

the museums (e.g. lack of a separate space for educational activities, a workshop area, a computer room, a laboratory, a sound library or a media/ audio library).

4. Museums and tourism

The important strategic objective, as the Ministry of Culture emphasises, is including museums in the network of tourist services, that is the so-called cultural tourism. The execution of the above objective forces museums to initiate a series of changes related to making their collections available as well as to organisation of education for the region (13, p. 42). From the point of view of tourism and the youth visiting museums, the highest importance is assigned to attractive presentation of the collections, their professional explanations and offering educational enterprises based on own collections (9, p. 61). Unfortunately, only local reach and limited knowledge of the offer by tourists coming from outside of the region are a major shortcoming of the educational offers of the museums, although it results from the lack of organisational skills of effective promotion and advertising (9, p. 62; 14, p. 10).

The museum exhibition should be built not only on scientific premises, but should also take into account regularities which govern sightseeing and perception. In its organisation, the needs of the didactic process should be taken into consideration, and the presented contents should be set up according to a pre-defined order (chronological, historical, problem-related), should have a clear structure, should maintain the conditions of communicative presentation with various means (art, science, technology), should aim at creating interesting art forms and accurate information, and should evoke specific learning and emotional results in the group of young visitors.

An additional factor which increases interest in museum tourism in the group of young tourists may come in the form of, for example, application of the active participation strategy (15, p. 23 et seqq.) or use of the multimedia aspects of the museum exhibition. The “glass cabinet” museums are long gone. A modern museum is an interactive place which does not allow the young visitor to be a passive spectator only, draws him/ her into a dialogue, stimulates inquiry or individual search for the answers. The exhibition should affect all the senses of the young human being (hearing, vision, smell, touch). If the museum intends to be successful, it must take into account the expectations of the young human being of the 21st century, who lives in the civilisation of information and knowledge. It is noteworthy that the breakthrough moment in the presentation of the exhibition was the application of the computer technology in the Warsaw Uprising Museum, which is one of the most modern multimedia facilities in the country (16). Musée d’Orsay in Paris is also a good example of innovativeness, as it was the first facility to make its collections available online (17, p. 39). At present, virtual trips in museum collections are possible in many modern facilities.

5. The educational offer of the selected Krakow museum facilities

Krakow is perceived as a city unique both nationally and in Europe (it has been entered in the UNESCO World Heritage directory). Museums are an important element of its cultural heritage. For this reason, the authors have decided to analyse attractiveness of the museum offer addressed to young visitors in several selected museum facilities in the context of innovativeness and versatility of the educational programmes. There are 26 museums and 62 galleries and exhibition halls in Krakow, so several facilities characteristic of the city were selected for the analysis, such as the National Museum (which is the largest museum facility) and several museums with specialised activities: the Historical Museum, the Natural History Museum, the “Manggha” Museum of Japanese Art and Technology, and the Salt Mine Museum in Wieliczka.

The National Museum in Krakow

This is the largest museum facility in Krakow, established in 1879 as the first national museum institution of the Poles during the partitions period. At present, the Museum offers various forms of educational activities addressed to children of school and nursery school age and the disabled. The museum lessons are dedicated to the issues close to the school curricula, and it also supplements and expands their information resources. The proposed classes include creative workshops executed in the form of interactive classes with the associated art activities or museum lessons which stimulate creative thinking (18). The scope and variety of the offered subjects is very rich, adjusted to the age and interests of young participants. Some of the proposals are “The Legends of Krakow” (the programme prepared the stories of the history of Krakow, based on the sculpture by Waclaw Szymanowski), “Shapes and geometric figures in art” (explaining the term “cubism”), “Adventure with art. The first visit in the museum”. How did museums come into existence? Can every single artist paint? What is art? These are only a few proposals from among the very rich museum offer.

Aquarium and the Natural History Museum in Krakow

The museum stores live specimen of fauna and flora from the farthest corners of the world, thus forming the most exotic place in Krakow and the only facility of this type in Poland. The best advantage of the activities of the museum comes with its interactivity and openness to the individual needs of the visitor. It is a modern, multimedia-focused museum which enables the visitors to actively participate in the life of exotic animals, not seen in daily life here. The only zoo is located here where all the visitors may see the secrets of the exhibition (19). The museum has a rich educational programme dedicated for kindergartens, primary schools, gymnasia (junior

high schools), and secondary schools. The visitors will not find here dust-covered display cases, uninterested guides or boring and “school” approach to the classes. What makes the classes attractive is the possibility of direct interaction with some animals, running “hands on learning” activities, a network of multimedia information kiosks with touchscreens where additional information about the presented animals may be learned, and new enterprises executed in the scope of the educational offer, that is the virtual trip online around the museum.

The Salt Mine Museum in Wieliczka

The Salt Mine in Wieliczka is the only mining place in the world open and active uninterruptedly from the Middle Ages to this moment. Its original headings (drifts, ramps, mining chambers, lakes, shafts, and small shafts) with the total length of about 300 kilometres are located in 9 levels down to 327 metres, and illustrate all the stages of development in the mining technology in particular historical ages. Due to its historical value, the mine was entered in the UNESCO World Heritage List in 1978 (20).

With a view on little tourists, the mine has prepared unique touring programmes addressed to school and kindergarten groups. The extraordinary lesson in the salt underground gives the young explorers the possibility of active learning about one of the most known Polish historical objects. Participation in the offered classes develops imagination, sensitivity to the beauty of the surroundings and creativity by way of active participation in the offered plays and tasks. The offer for school groups includes the proposals within which the following aspects are covered: “Discover the Salt Land” (the offer dedicated for children of 5–10, was proclaimed to be the “best tourist product” in the 4th edition of the Polish Tourism Organisation competition), “Following the legends of the Wieliczka mine”, “Become the explorer of the mine depths”, where the programmes have been prepared with a view on supplementation of the curriculum executed in gymnasia and secondary schools in the field of geography and history of Poland (21).

The “Manggha” Museum of Japanese Art and Technology

The museum was established in 1994 as a branch of the National Museum in Krakow. With the status of independent unit, it has been the European centre of Far Eastern culture since 2007. In terms of forms and results, the activities of the museum are consistent with the understanding of the role of a modern institution of culture which introduces new, non-museum forms of activities, extending beyond the traditional activities related to collecting, preparing and making the collections available. In popularisation of the things Japanese since many years, it has been using varied methods, means and forms of work, including multimedia and modern audio-visual means. All this is done to help the recipient brought up in the European culture understand the specific nature of the Asian culture (22).

The educational offer for kindergartens, primary and other schools includes unconventional learning about the Japanese culture by children and youth. With a special programme “Japan then and now”, the visitors may enjoy an attractive and interesting form of presentation of art and technology of the Cherry Blossom Country. The used forms of communication include a movie presenting Japan at the background of changing seasons of the year and a multimedia presentation adjusted to the age of viewers, presenting selected issues from the culture, art and daily life in Japan. Moreover, the museum offers to the youth interesting workshops such as origami (the Japanese art of paper folding), calligraphy (writing the basic Japanese characters with a brush), the tea ceremony (the Japanese-style ceremony of tea preparation), kimono (presentation of the traditional Japanese clothing and additions to it), ikebana (the Japanese art of arranging flowers), the Zen garden (learning the principles of establishing traditional Japanese gardens), furoshiki (tying a scarf traditionally used in Japan for packing and handling various objects) (23).

The Historical Museum of the City of Krakow

The Historical Museum of the City of Krakow was established in 1899. Nowadays, one of the more important actions which it has undertaken to execute is the jubilee project on the commemoration of 750 years passing from the location of Krakow with the Magdeburg law, completed in the years 2005–2007, including a series of exhibitions on *Legends and secrets of Krakow* (24). The museum manages broad education for children and youth, with its interesting “Spring with Museum-Mania” or “Academy of Little Explorers”, “Krakow really for everyone”, “Play Krakow”, “The most beautiful building structures in Krakow”, “Parchment and pen: The office of the city scribe”, “Knights’ tournaments”, “The history of Nowa Huta” and many others (25). Within the Historical Museum, the PRL Museum (People’s Republic of Poland Museum) is also active, established in 2008, and offering the project “Put your shoes on, come to Huta” (26). It is the first multimedia educational path with street game elements in Poland (27).

6. Conclusions

The museum in the modern world meets many needs of the youth, such as the need of aesthetic experience, satisfying curiosity, deepening knowledge, developing an outlook on life, finding life patterns and ideals, the need of pleasant and quality spending of free time (17, pp. 36–37). To develop their activities or maintain important position, museums have to actively respond to the challenges and needs of the modern youth. To enable museum facilities to change their image from the so-called sanctuaries of culture to modern facilities, attractive for a young tourist, changes in the way their collections are presented are necessary, which is possible with intro-

duction of innovative products, offering museum meetings on the principle of active participation strategy in the creative and learning process, offering “hands-on” activities, providing technological innovations or using computer-based techniques and IT knowledge (the multimedia nature of the museum exhibition, high interactivity, making the collections available online). The proposed changes should be, obviously, safe for the youngest visitors (28). The offer of the selected Krakow museum facilities, such as the National Museum, the Historical Museum, the Natural History Museum, the Salt Mine Museum in Wieliczka, where the exhibition concerns also health tourism (29), the “Manggha” Museum of Japanese Art and Technology, one may notice that these are modern museums offering many interesting, attractive and innovative solutions in presentation of the educational offer of the facility. These are:

- interesting museum classes and workshops with multimedia and interactive computer-based techniques (the National Museum, the Historical Museum, the Natural History Museum, the Salt Mine Museum in Wieliczka, the “Manggha” Museum of Japanese Art and Technology, the Natural History Museum);
- making the collections available online with the so-called e-museums (the National Museum, the Natural History Museum, the Historical Museum);
- offering “hands-on” activities (the National Museum, the Natural History Museum, the Salt Mine Museum in Wieliczka);
- offering museum meetings on the principle of active participation strategy (the National Museum, the Salt Mine Museum in Wieliczka, the Natural History Museum);
- offering to children and youth “active” classes with participation in the creative and learning process (the National Museum, the “Manggha” Museum of Japanese Art and Technology, the Salt Mine Museum in Wieliczka);
- the offer for the disabled children and youth (the National Museum, the “Manggha” Museum of Japanese Art and Technology).

This analysis has proved that despite a popular belief about museum facilities as units of low flexibility, where a rigid and unattractive touring programmes are offered, the museums described here feature a noticeable change in the approach to young visitors. The Krakow museums presented in this paper have introduced many interesting educational offers (creative workshops, museum classes, special events) and apply modern techniques of communication to encourage children and youth to frequent visiting.

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Innowacyjność oferty muzealnej w edukacji kulturowej dzieci i młodzieży. Na przykładzie wybranych obiektów muzealnych w Krakowie

Streszczenie: We współczesnym świecie muzeum spełnia wiele potrzeb młodzieży, takich jak: potrzeba doznań estetycznych, pogłębiania wiedzy, potrzeba przyjemnego i wartościowego spędzania wolnego czasu. Z tego względu celem niniejszego artykułu było przeanalizowanie oferty edukacyjnej w kontekście jej atrakcyjności i innowacyjności, proponowanej przez kilka wybranych placówek muzealnych w Krakowie. Do analizy wybrano największą jednostkę, jaką jest Muzeum Narodowe, oraz jednostki posiadające specjalistyczną ekspozycję, do których zaliczyć można Muzeum Historyczne, Muzeum Przyrodnicze, Kopalnię Soli „Wieliczka” Trasa Turystyczna, Muzeum Sztuki i Techniki Japońskiej „Manggha”. Z punktu widzenia turystyki oraz młodych zwiedzających największe znaczenie ma atrakcyjne udostępnianie zbiorów, ich fachowe objaśnienie oraz oferowanie ciekawych przedsięwzięć edukacyjnych w oparciu o własną kolekcję.

Aby obiekty muzealne zmieniały swój wizerunek z tak zwanych sanktuariów kultury na obiekty nowoczesne i atrakcyjne dla młodego turysty, konieczne jest wprowadzanie zmian w sposobie prezentacji ekspozycji. Najważniejsze znaczenie ma tutaj wykorzystanie technik komputerowych oraz wiedzy informatycznej, czyli proponowanie multimedialnego charakteru ekspozycji muzealnej, udostępnianie zbiorów w sieci, proponowanie spotkań muzealnych na zasadzie strategii aktywnego uczestnictwa, proponowanie wysokiego stopnia interaktywności oraz zasady „hands-on”. Analizowane muzea w pełni spełniają powyższe kryteria i można je uznać za nowoczesne placówki muzealne, prezentujące swoją ekspozycję na wysokim poziomie europejskim. Charakterystyczną cechą turystyki muzealnej jest duży udział w ofercie tematycznych wycieczek jednodniowych.

Dużym mankamentem działalności muzeów jest słaba promocja i reklama posiadanych produktów edukacyjnych i wynikający z tego ich lokalny zasięg oraz mała znajomość posiadanej oferty przez turystów spoza regionu.

S ł o w a k l u c z o w e: muzea, edukacja kulturowa dzieci i młodzieży, innowacyjność
