



Report 3 Winsome definition phase educational program (Activity 2)

24 October 2023

This report deals with the so-called definition phase of the Winsome project. It follows Reports 1 and 2 (best practices and research target group) and includes the first design phase of the educational program (Report 3). Its purpose is to outline the principles for the educational program and give an overview of how the program will look like.

It was previously agreed to follow the usual sequence for designing and implementing an educational program in a museum:

Initiation (Activity 1): target group and objectives (see Reports 1 and 2, final version to be issued september 2023)

Definition (Activity 2): techniques, methods (this document)

Design (Activity 2): development (leading to Report 3, scheduled for October 2023) and production (leading to Report 4, scheduled for December 2023)

Implementation (Activity 3): trying out (January to March 2024)

Evaluation (Activity 4): review whether objectives have been met (April to June 2024)

A definition-part of the making of an educational program consists of the following elements:

- Information about the two museums
- Reasons for organizing educational activities
- Target audience
- Resources
- Didactic principles

With this in mind the two museums will make a first step in designing the educational program

1. Information about the two museums

The project involves the National Museum of Education in Dordrecht (The Netherlands) and the School Life and Education Museum in Athens (Greece). Both can be considered medium-sized museums with an annual number of visitors of 10,000 to 25,000. Each museum has about 10 employees and a group of volunteers to work on the collection, reception and educational activities. The annual income (grants and own generated income) is about 100,000 euros for Athens and 1,400,000 euros for Dordrecht.

The collections of both museums consist of objects that relate in some way to the history of education and school life. Incidentally, the collection in Dordrecht is considerably larger (about 325,000 objects) than that in Athens (about 5,000 objects). This includes exhibition space (permanent and temporary) and, spaces for receiving groups and facilities such as a restaurant and a museum shop. In the museums we find exhibits on such topics as education of the past and present, furnishings of school rooms and materials as they were used.

In terms of target groups, we can generally talk about families, active seniors, students (from elementary to university), industry teachers and other professionals. The museums both have extensive national and international networks and collaborate with other museums, cultural institutions, schools and media.

2. Reasons for organizing educational activities

The museums are partners in the Winsome project because of its alignment with their vision and mission.

For the museum in Athens: *The museum's vision is to promote the values of culture and education. The museum's mission is to the preservation and research of school material as well as the design and development of educational and cultural programs for schools, municipalities, cultural institutions, companies and foundations. The museum as a multifaceted organization carries out a variety of activities with different themes that are addressed to a wide audience.*

For the museum in Dordrecht: *The National Museum of Education follows and interprets current educational developments, looks ahead and reflects on the past. We are known for being a reliable knowledge institution, source of knowledge and attractive exhibitions. We place, together with educational partners, current issues in a historical perspective. Always in an appropriate form which attracts a broad group of visitors to Dordrecht.*

For some visitors a school- or education museum is the first museum they ever visit. Museums can be intimidating with its many rules and breakable things. As a heritage museum they try to be as accessible as possible. Children (as well as their accompanying adults) are usually mesmerized by all the different objects on display. These same objects trigger memories that are recognizable for many generations.

They try to empower participants to share those stories in our educational programs. The museums try to show how easy it can be to learn and experience new things. Interaction and 'having a fun time in the museum' are two main goals for each program. Educational activities also give the museum some sort of financial stability and political and societal backing.

The museums collaborate in Winsome because they want to develop as an organization, collaborate and network with similar museums from Europe, enhance our ability to create new programs and reach more target audiences. Both museums have been experimenting with attracting non-conventional target groups. Different pilot's, programs and initiatives have been started and completed. Participating in the Winsome gives them an opportunity to do diligent research regarding the needs and interests of the target audience. This helps them to create something that fits the target audience, making it a sustainable and long-lasting product that can be integrated within the museum's educational infrastructure.

3. Target audience

In accordance with the approved Erasmus+ proposal, the project focuses on adult migrants in non-formal groups of people of all ages, who have recently come to live in the country in question, whether temporarily or not. These can be refugees but also migrants with other backgrounds or objectives. The experiences that the migrants have in their area of origin will be taken as an explicit starting point in order to seek connection. The project partners realize that the target population is extremely diverse. Migration is the movement of (groups of) people from one place to another. The reason for migration can vary. For example, asylum migration occurs when people are looking for a safe place. for example, they have to flee war and misery. Most people migrate for other reasons, to work in another country (labor migration) or to study (knowledge migration). But also, to be with their families (family migration). For this project, there is deliberately no choice. Whether people have fled or arrived in the country for other reasons, there will be some form of displacement and insecurity.

The visit to the museum should take place in a kind of familiar situation, with people you more or less know and with whom you may enjoy doing something together. We want them to feel welcome in places like museums where they usually feel isolated, to spend quality time together as members of society and connect with locals and develop relationships of acceptance and mutual respect.

After the focus group meetings, the partners have decided to focus on welcoming newcomers. We define newcomers as: people who were forced to flee their own country due to war, prosecution, or natural disaster.

In focus groups we have investigated the characteristics of this group. We can summarize the results as follows:

- **Experience.** Some of them visited museums or cultural heritage places more or less regularly in their home country. Most of them did that during school trips and since they were mandatory, not all of them had good memories.
- **Group.** The members of the target group have children and plan their trips with them in mind.

- **Goal.** They want to learn about the local culture and history. It is important for them to be seen and feel respected. Language is an important aspect of feeling welcome. The target group sees a visit to the museum as a good opportunity to learn the language.
- **Interest.** They are interested in exhibits that reflect cultural diversity. The target group is interested in doing activities, particularly in their 'new' language since they want to learn the language. They want to meet new people.

The museums vary in their level of experience with the target audience. In Dordrecht, their expertise lies in developing multiple educational programs that foster a connection between young people and adults with their new home. They have adapted existing educational initiatives to better suit the comprehension and interests of this particular group, which often includes first-time museum visitors. Similarly, in Athens, the museum has engaged with the target audience through a variety of means, including educational programs, workshops, books, projects, and more.

4. Resources

In the last three months of 2023 we will develop the educational program. A relatively long period of time has been set aside for this based on the partners' experience of how long such development takes. Three things will need extra attention, as far as we can see now: implementation, modular design, and guidance.

The material, because of the expected language problems, will be mainly visual and a lot of work will be done with objects. These can be real museum objects but also specially made materials. The design of the educational activities will be modular. There will be a kind of fixed basis supplemented by elements that will depend on the age, background, and level of the groups visiting. In addition, due to the specific nature of the target group, training the facilitators will receive a lot of attention.

The staff that was active in the previous phase will be involved in the actual elaboration as much as possible. Where necessary, the team will be supplemented with experts in the field of creating educational materials and experts with pedagogical and educational backgrounds.

Upon completion, the educational materials will be ready, facilitators will have been instructed and contacts will have been made with adult migrant groups who will enjoy our product.

Specifically, this phase produces the following products:

- All the educational materials that will be used in the test phase.
- A complete instruction for those who will carry out the activities. These are further trained if necessary.
- Agreements with migrant groups about their visit.
- A fully working digital platform where experiences are actively exchanged, and discussion takes place among many involved and interested people from all sectors and from all over Europe. The digital platform can be used as a tool for the project to communicate

with each other (forum mode), to communicate and disseminate the project, post our educational program (booklet with the theoretical background, methodology, description of activities used), photos videos of the implementation in different countries etc.

The allocated grant amount of 20.000 euros will be used to write, design, and produce the educational materials that will be used in the test phase, together with complete instruction for those who will carry out the activities.

During the three-month period of the test phase (Activity 3, January to March 2024), around 200 people from the target group visit the museum in Athens and 200 in Dordrecht. At the moment, a minimum of 5 and a maximum of 15 people per group is envisaged. In principle, there will be one supervisor, but larger groups may have two supervisors. This will certainly be the case in the beginning.

5. Didactic principles

With the results of the research during Activity 1 in mind, and the already existing experiences of the museums, we will use the following principles in designing the educational activities:

- We typically employ participatory and interdisciplinary methods that engage various senses, including sight, touch, and hearing. Whenever feasible, we incorporate active elements like play and artistic expressions, such as drama techniques and music.
- Our assignments are designed to be accessible, featuring activities like mix and match, identifying what belongs where, and encouraging creative expression.
- Photography serves as a potent medium for visual storytelling.
- Our approach begins with authentic and personal storytelling, often rooted in the experiences of individuals.
- We initiate discussions around objects that are familiar to people, often drawn from their homes or schools.
- We allocate space in our program for personal experiences, addressing trauma and fostering active involvement.
- While we consider collaboration with translators, we also encourage the target group to practice their 'new' language.
- The target group actively participates in the program through discussions and the supervision of activities, as we value their expertise within their own domains.
- Our program maintains flexibility, adapting to varying circumstances as needed.
- Ultimately, the program aims to cultivate meaningful relationships, both within the target group and between museums and other relevant organizations.

6. Educational program (overview)

The above reflections and principles have led to the framework for the educational program below (see next page). This will be worked out in detail in the next phase.

Time	Location	Activity	Description	Objective	Required	Remarks
	Home	Preparation	All members of the group receive information about the museum and the visit in advance, without fully revealing the program.	Making people feel welcome and curious	Preparatory material, booklet or digital	With a small assignment with questions or photos to help them to think about the upcoming visit ('What do you expect?' etc.)
0.00	Museum room	Welcome	The group is welcomed by the guide. Participants write their names on tags (also in language of the host country)	To comfort. Exchange names.	Quiet area for reception. Name tags. Drinks	This can be a little awkward for everyone. Good preparation is necessary.
0.10	Museum exhibitions	Short guided tour	The guide takes the group through the museum for a quick tour and explains what can be found where. What is a school museum?	Remove feeling of uncertainty. Introduction. Encouragement for discovery.	A map (with or without a route or with symbolic objects)	The part should not take too long. No elaborate stories.
0.25	Museum room	Feedback and short games	What did everyone see? What stood out (in general)? What did everyone find most interesting? Why? Link to personal stories. The guide showing objects or photos.	Think about what you have seen and link it to your own experiences	Quiet area for reception. Some museum objects and photos.	Different forms can be used for this activity per museum/target group
0.35	Museum exhibitions	Choose your object	Make a drawing of an object of your choice in the museum. May also have a different form (story, poem...).	Take a closer look. Link to own person	Paper, pencils, clipboards	Each museum can have its own interpretation. It is important to emphasize that there is no quality requirement. Everything is beautiful/good.
0.50	Museum room	Present your artwork	One by one, everyone (or those who want) presents their artwork. If necessary, a small exhibition can be made of it. Participants are asked to respond to each other. Also with just looking, not presenting.	Reflection, feeling of pride	A room or quiet area in the museum	Content depends very much on the group/What happens to the material afterwards? Will it remain in the museum or will the participants take it home?
1.10	Museum room	Closing	What did people think of the visit? What did they 'learn'? Will they come back again? Handing out vouchers.	Good ending, satisfied feeling, return	A room or quiet area in the museum. Vouchers	This can be given a certain form per museum, such as a visualization of the discoveries.
1.15	Museum room	End				
	Home		Everyone will receive a message thanking them for their visit, etc.	Ongoing attention	Closing email	