



**Experiential Learning
in historical sites
and museums**



**EXPERIENTIAL LEARNING IN HISTORICAL SITES AND MUSEUMS
YEAR 2012-2014
NEEDS ANALYSIS REPORT**

**Partner: University of Oradea
Romania**

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Range of action

55 participants

5 countries



Objectives

- to establish key competences of staff working in museums that plan innovative educational paths for adults;
- to improve networking of historical sites and museums through sharing of experiences at local, national and European level;
- to stimulate the reactions and views of the project participants, engaging them in planning new educational paths within their organizations, following the common guidelines;

Argument:

A needs analysis of pedagogical competences needed by the staff engaged in historical sites/museum activities will be carried out in order to list the key competences foreseen and necessary to plan effective and engaging paths in historical sites/museums for adults, according to their needs and desires.

The assessment of target group needs-represented one of the first steps in planning and developing further steps in our project. To accomplish our goal, we used needs assessment technique: an individual technique – the questionnaire

General information

Aims

Identify the key competences of staff working in museums which plan innovative educational paths for adults.

Each partner conducted the questionnaire for its target group. All partners were involved in the process of data collection for the needs analysis report.

Applied method: on-line and paper-pencil questionnaire. Information was collected in writing.

Period: May-July 2013

Participation mode: on-line invitation (e-mail), by phone, direct contact

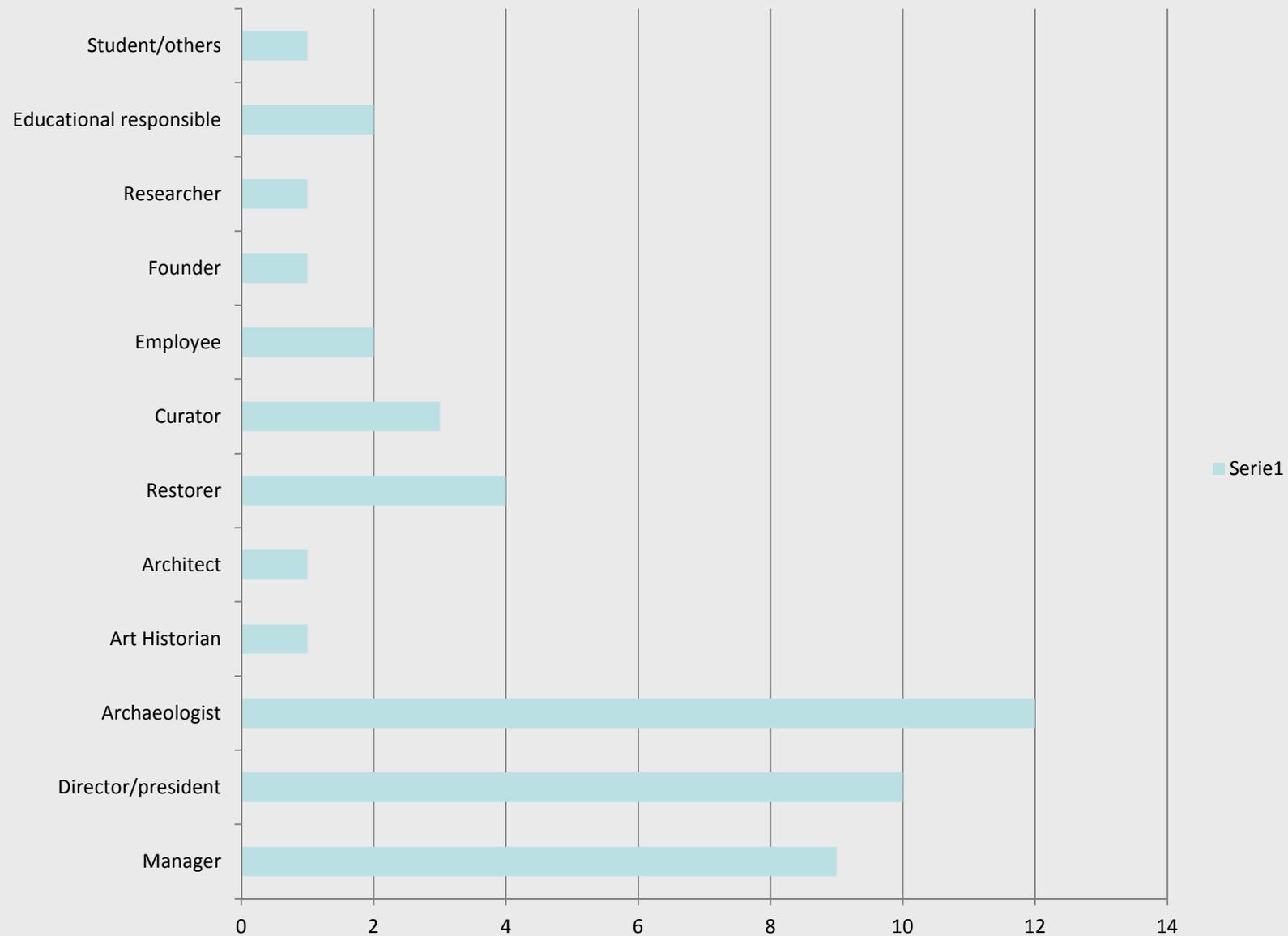
Target group: people working in cultural associations, public offices and museums that follow and manage the promotion of historical sites and trainers (director, manager, archeologists, coordinator, president of the cultural association, founder and curator, responsible for the educational sector, restorer, responsible for teaching).

Answers / Countries

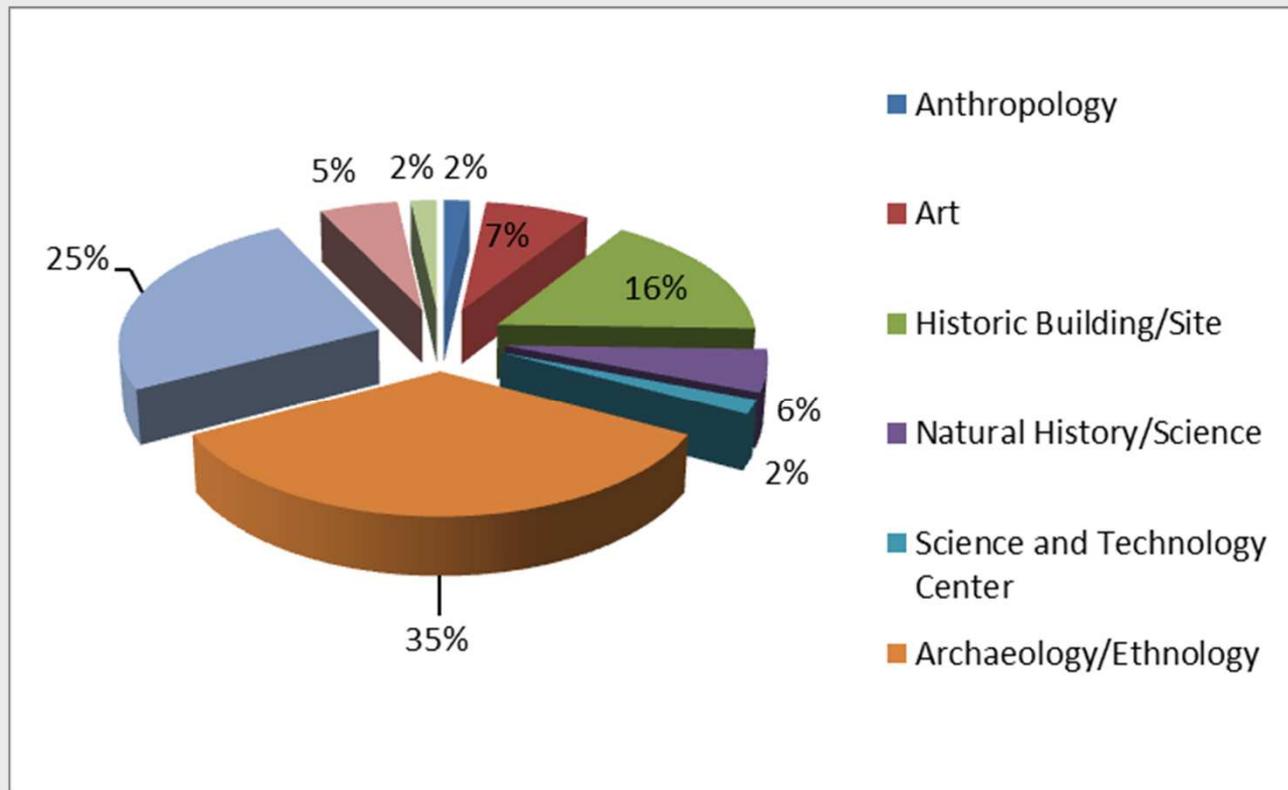
TOTAL NUMBER OF ANSWERS

Italy	10
Belgium	3
Greece	11
Turkey	19
Romania	8

Title/function of the respondents



Type of museum (profile) and collections



Graphic 2

1/3 of the museums that participated in the study stated that they have an archeology / Ethnology profile. 1/4 are historical buildings and sites. This distribution is natural given that our project aims to identify the needs of museums and sites in rural areas.

The profiles of these museums are largely tied to particular ethnological and archaeological materials.

Target audience, policies, public awareness, programs offered

Country	Type of the museum		Target audience	Is there an organization chart	Are there written personnel policies	Does the HSM have a public relations /awareness program	Does the HSM evaluate public awareness	Are there training opportunities for staff (volunteers)	Does the HSM offer programs for adults, volunteers, teachers or school groups	Are there national strategies: training strategy, communication strategy
Turkey	Public	Historic/Archeologist	80 % people, adults, students, visitors to the group, families with children, older visitors , Scientist	10 (no) of 19	9 (YES) 10 (no)	9 (yes) 9 (no)	9 (yes) 10 (no)	13 (yes) 6 (no)	9 (Yes) of 19	11 No of 19
Belgium	Public Private	Historic	General public, Adults, School children, Group visitor, Individual visitor, Senior visitor, Ship lovers	Yes (2) NO (1)	Yes (1) No (2)	Yes (2) NO (1)	Yes (1) No (2)	Yes	Yes	yes (2 of 3)
Greece	Public, Special	Folk, Agricultural and General, Folklore, History, Art, Archeology	People, adults, students, visitors to the group, families with children, Senior visitor, old visitors, families with children, older visitors , Individual visitor	Yes (4) NO (7)	Yes (4) No (7)	Yes (10) NO (1)	Yes (10) No (1)	Yes(4) No (7)	Yes (9) No (1)	Yes (4)- Leader, No - 3
Italy	Public, Special	cooperative of cultural services, Historic Building/Site, Archeology / ethnology, Ancient and rare books, Science, art-crafts-recycling	adults, visitors to the group, families with children, school children, individual visitors	Yes (4) NO (6)	Yes (5) No (5)	Yes (5) No (5)	Yes (9) No (1)	Yes (7) No (3)	Yes (7) No (2)	Yes (4) No (3) Non-a (1)
Romania	Public/private	Natural History/Science, Natural History/Science, General, History, Nature Center, Art, Archeology / ethnology	people, adults, students, visitors to the group, families with children, older visitors	Yes (4) No (2) non-a 2	Yes (4) No (4)	Yes (4) No (3) Non-a (1)	Yes (2) No (5) - non-a (1)	Yes (4) No (3), Non-a (1)	Yes(3) No (3)	Yes (1) No (4)

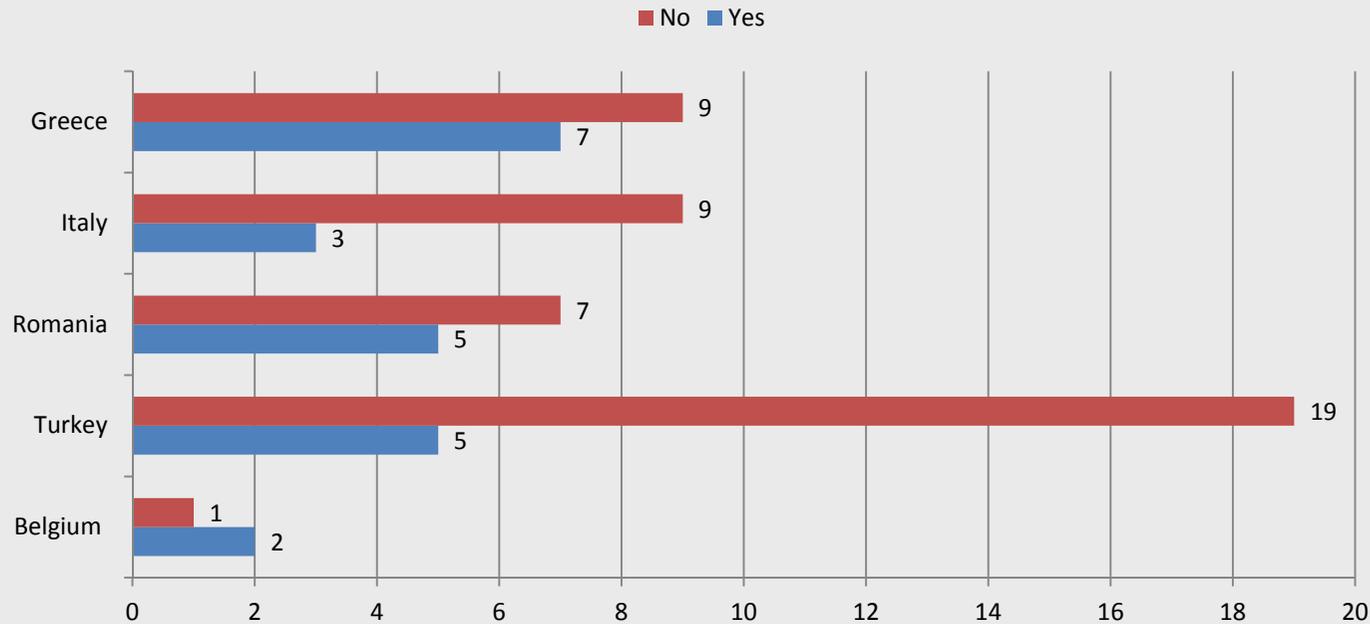
Does the HSM provide opportunities for staff training and development?

56% of respondents answered affirmatively

Examples of staff training are:

- Guiding, model building, restoration, traditional ship building;
- Information about antiquities finds which emerged with excavation and buildings every year;
- These areas are given people who want to do science the possibility of development;
- Ministry seminars, symposium of museums, excavations
- Educational seminars, symposium of museum excavations
- All kinds of technical unit, laboratory and written sources, experimental students
- Participation in education, symposium and seminars
- Seminars, participation of European projects, cooperation with other institutions
- Education of priests
- Scientific development through participation in conferences, workshops, study material , conducting training programs in collaboration with primary or secondary education
- Briefing on new activities, training on guarding, safety issues and fire prevention
- Training courses for security, updating courses and vocational training

Does the HSM offer specific programs for the community?



Graphic 3

Declared need for specific programs is very high in Turkey and Italy. Romania and Greece apparently have a better situation. It's very likely that at institutional level, these needs are not acknowledged.

Does the HSM offer specific programs for the community?

Educational

- trips
- activities

Inform the public

- Mass-media
- Social network, Website

Events for the community

- cultural (fairs, art and photography exhibitions, folk activities, musical evenings, theatre performances for children)
- Scientific - conferences

Most of respondents report emphasized theoretical activities. Some of the subjects refer to interactive educational activities and various forms of collaboration with local communities.

What forms of dissemination would be needed so that rural heritage values contribute to the education of adults as well?

- Exchange experience between specialists
- Communication
- Publishing, social media, presentations, publicity
- Museum fair, festival, events to raise awareness, presentations for the public, sightseeing tour, entrance fees to museum
- By interactive educational programs

To this question, respondents, regardless of their country of origin, identified a need for enhanced exchange of experience between practitioners and policy transfer models.

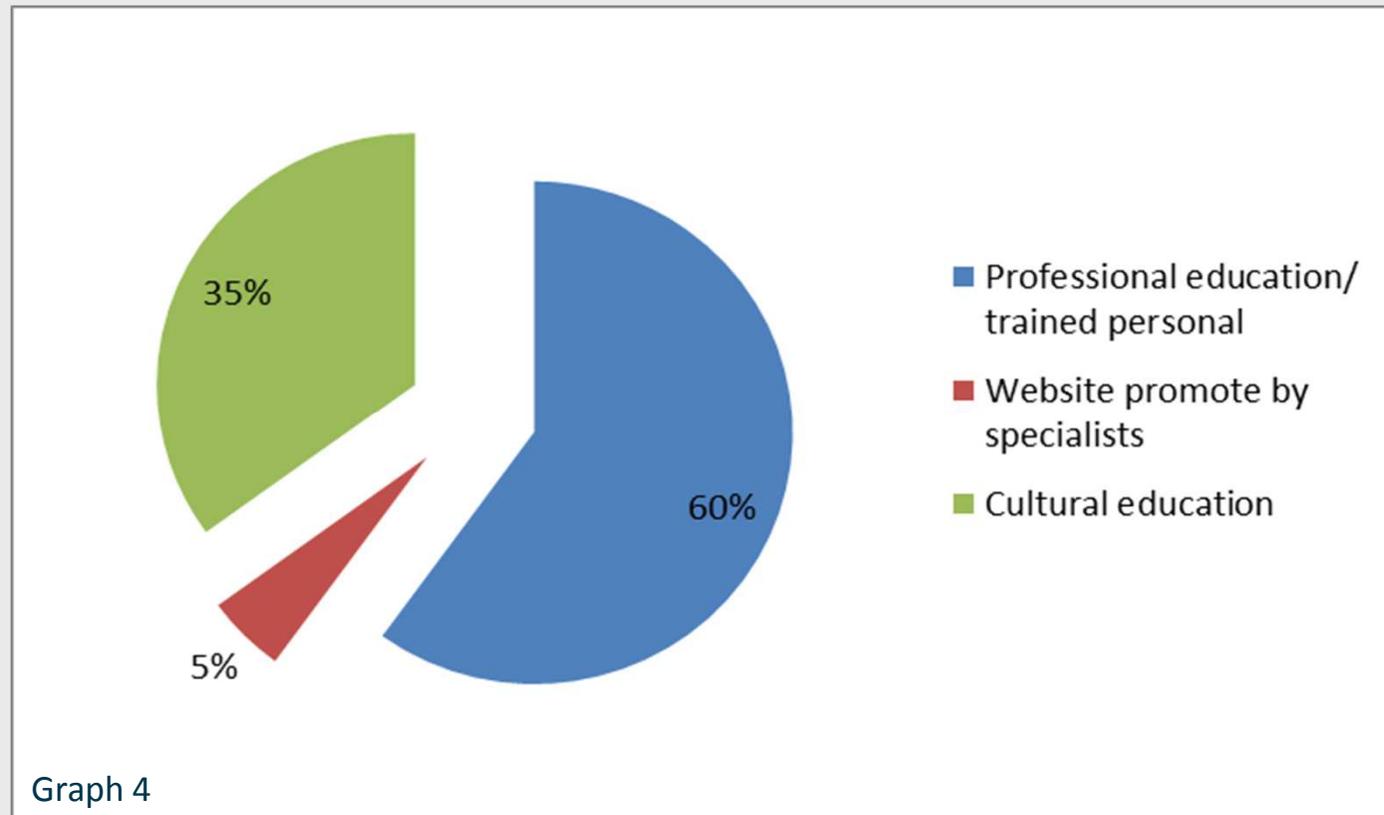
It was revealed the need for appropriate strategies and effective public relations.

What kind of institutional support is necessary to develop a network of education on the history and rural heritage values?

- Cooperation with local authorities and cultural organizations
- Communication, network
- Financial support
- Training programs
- Educational events
- Publication, promotion
- Scientific
- Ministry, government agencies
- Legislative

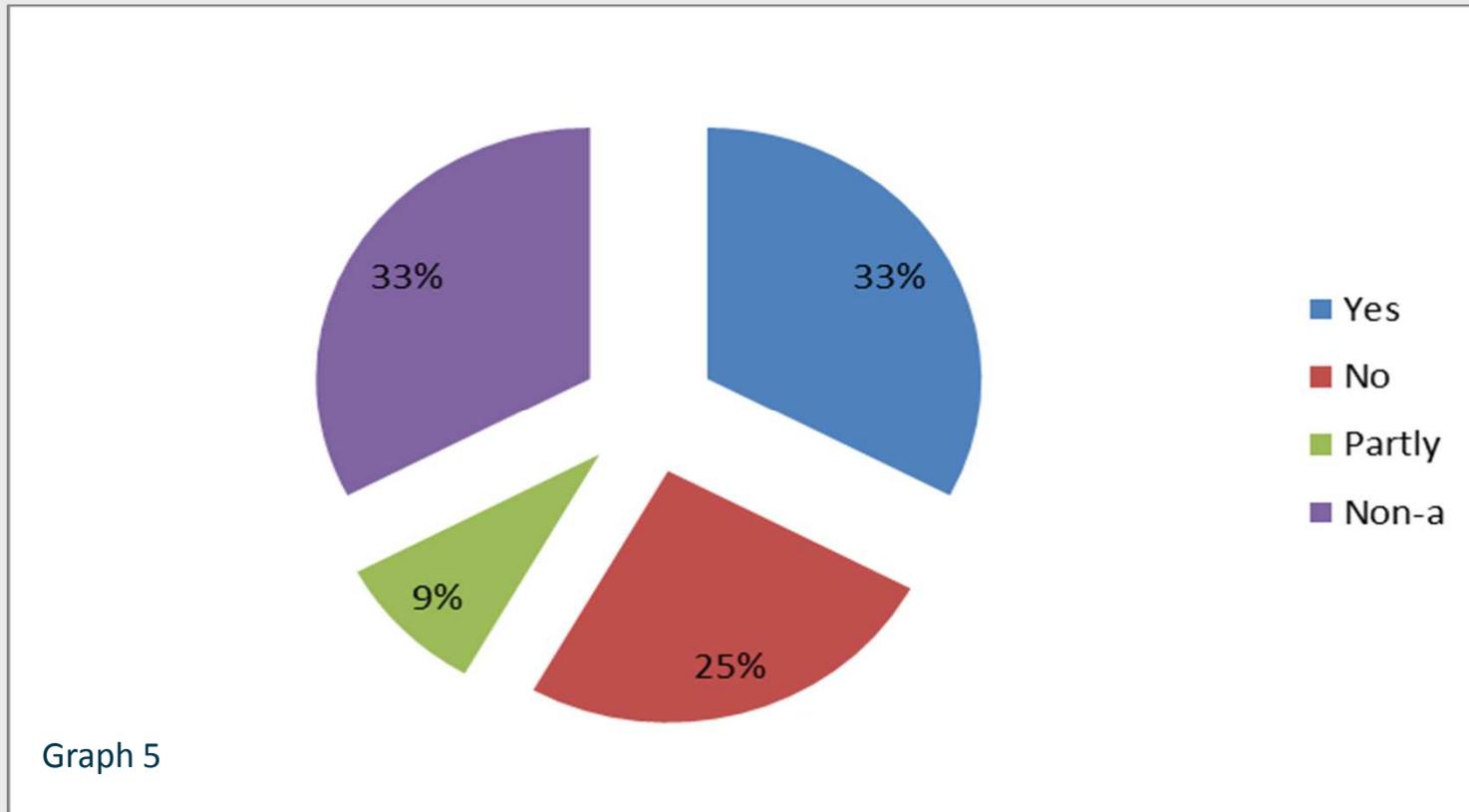
Most of the responses refer to the need to promote cooperation with the local authority and cultural organizations. It also identified the need to promote cultural exchange and network implementation.

What kind of institutional support is necessary to develop a network of education on the history and rural heritage values?



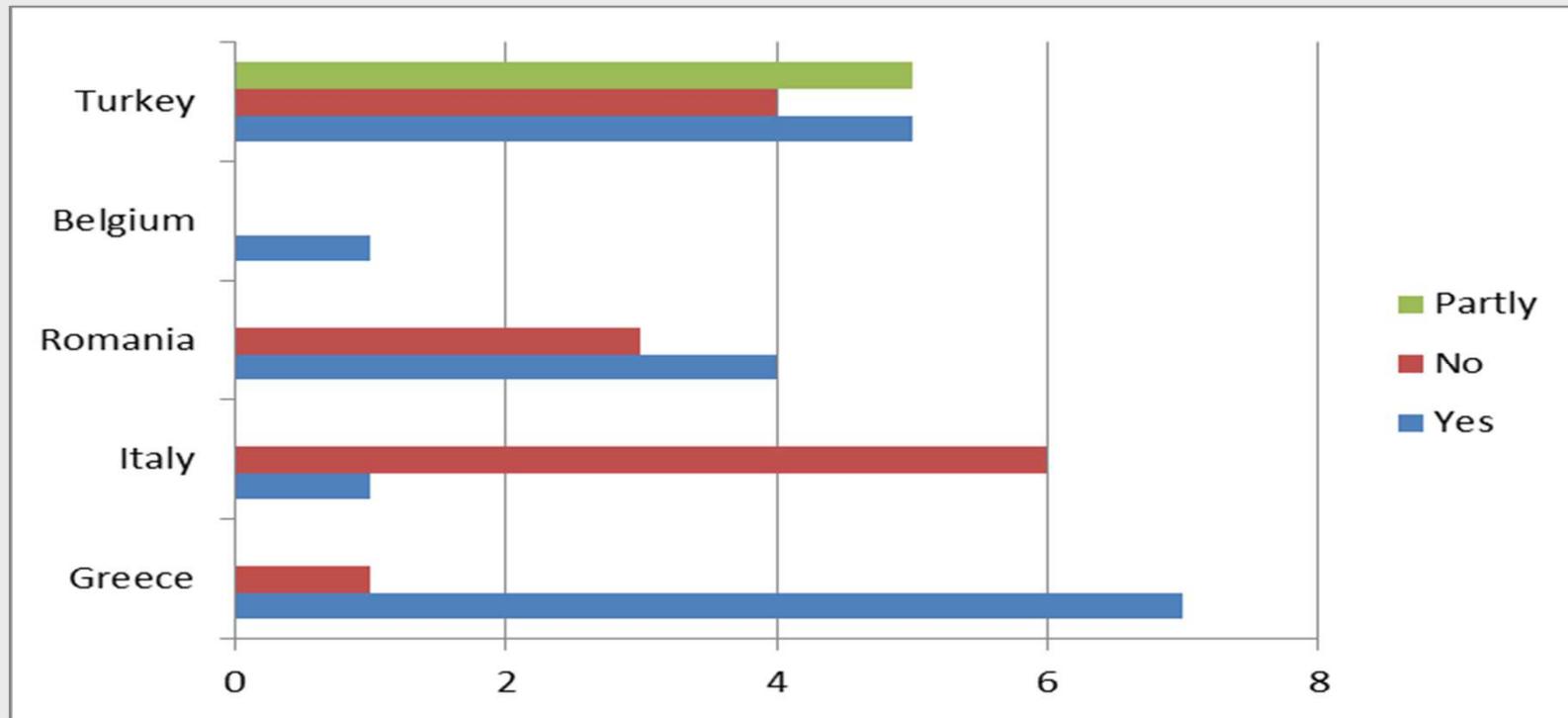
Professional education and specialized training have been identified as key needs. Cultural education supported by institutional means is considered more important than promoting through specialized websites. This seems significant for the museums involved in our study.

Are there local community members willing to contribute (donations, various contributions in objects) to the establishment of "rural centers of local heritage preservation"?



Our results reveal a natural interest for common heritage and community values. It would be interesting to investigate the motivations that were the basis of these contributions.

Are there local community members willing to contribute (donations, various contributions in objects) to the establishment of "rural centers of local heritage preservation"?



Graph 6

At comparative level, it appears obvious the interest of local communities in showing the appreciation for the past and historical traditions - managing a valorization of vestiges at tourism level.

Achieving economic benefits and integrate local historical objectives of interest as arguments of regional development projects increase the availability of community members to make donations or contributions.

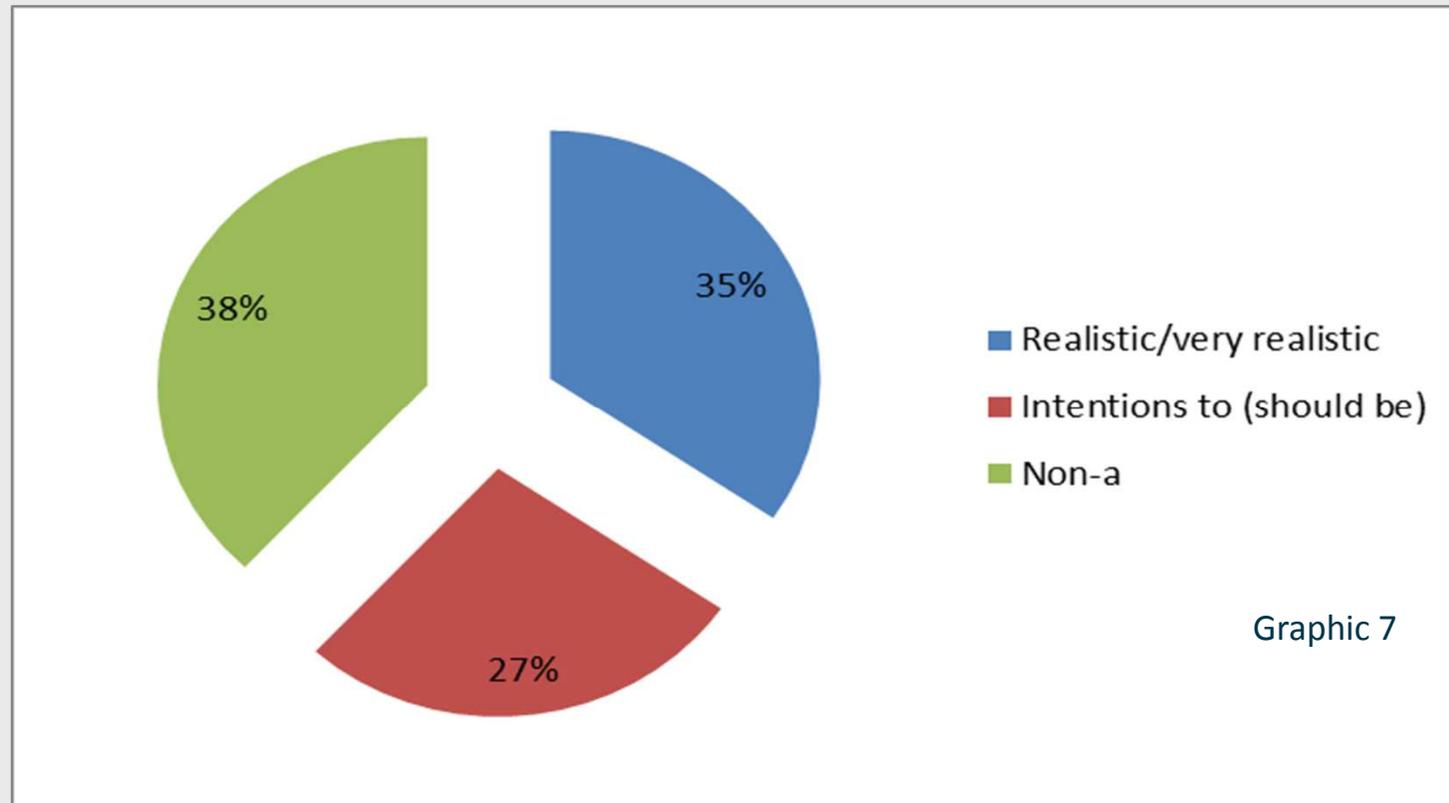
Please prioritize your HSM's training needs in the following subjects, specifying the degree of priority from 1 to 12 (1 = most wanted)

Hierarchy	Training priorities	Frequencies
1	Fundraising	23
2	Cultural Tourism	19
3	Documentation/Inventories	18
4	Museum Management	18
5	Museology	18
6	Communication (including public relations and marketing)	13
7	Preventive Conservation	13
8	Visitor Studies	13
9	Museum Security and Emergency Planning	11
10	Exhibitions	8

What are the reasons that can cause someone to be interested in knowing some elements of history and culture in rural areas?

- 90% reasons are focused on the personal interest: local identity, to be informed, self-awareness, know the tradition, cultural values
- Economic

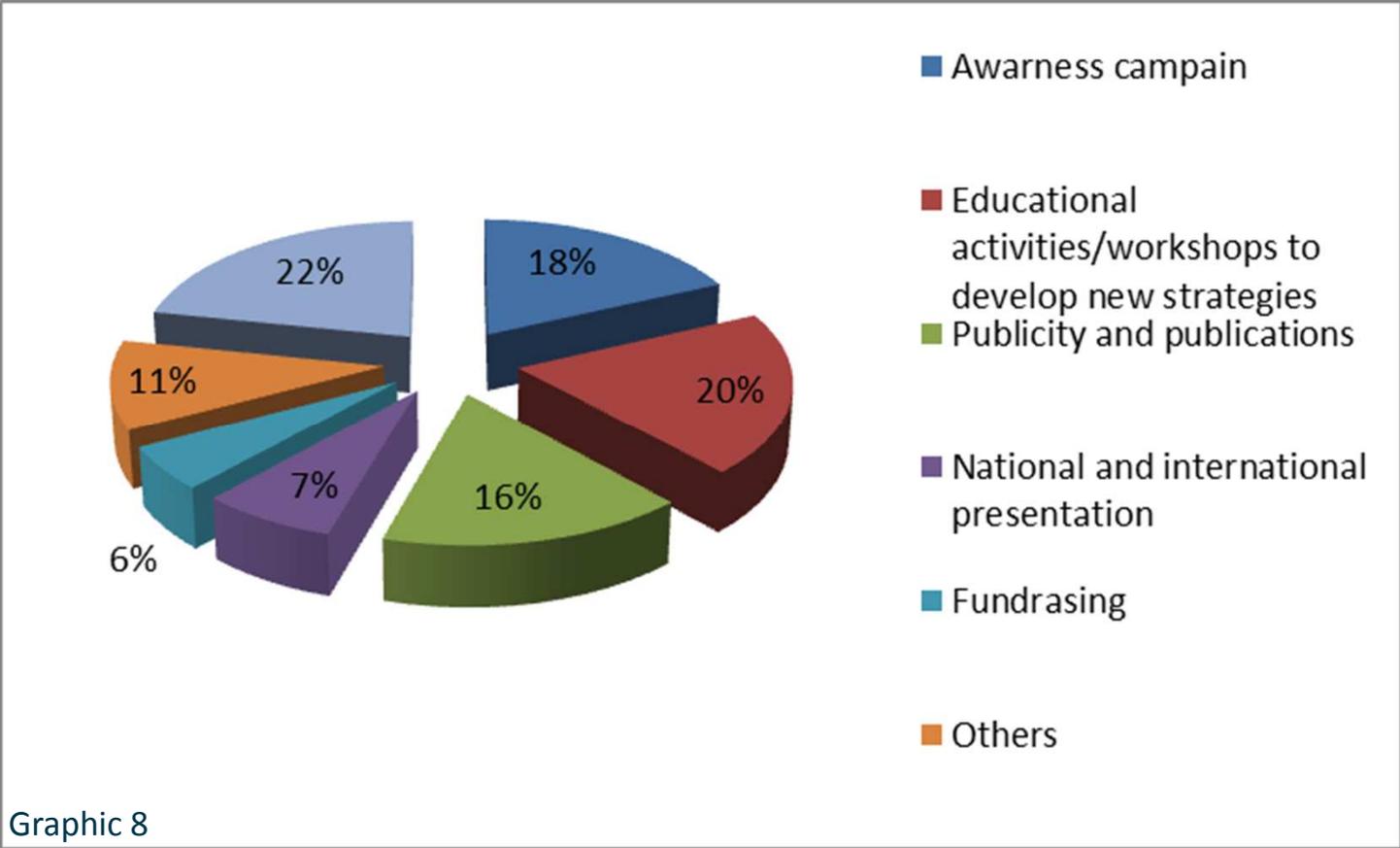
How realistic is to live the HSM actively rather than passively?



The opinion that the action of the institutions must be proactive it is widely shared.

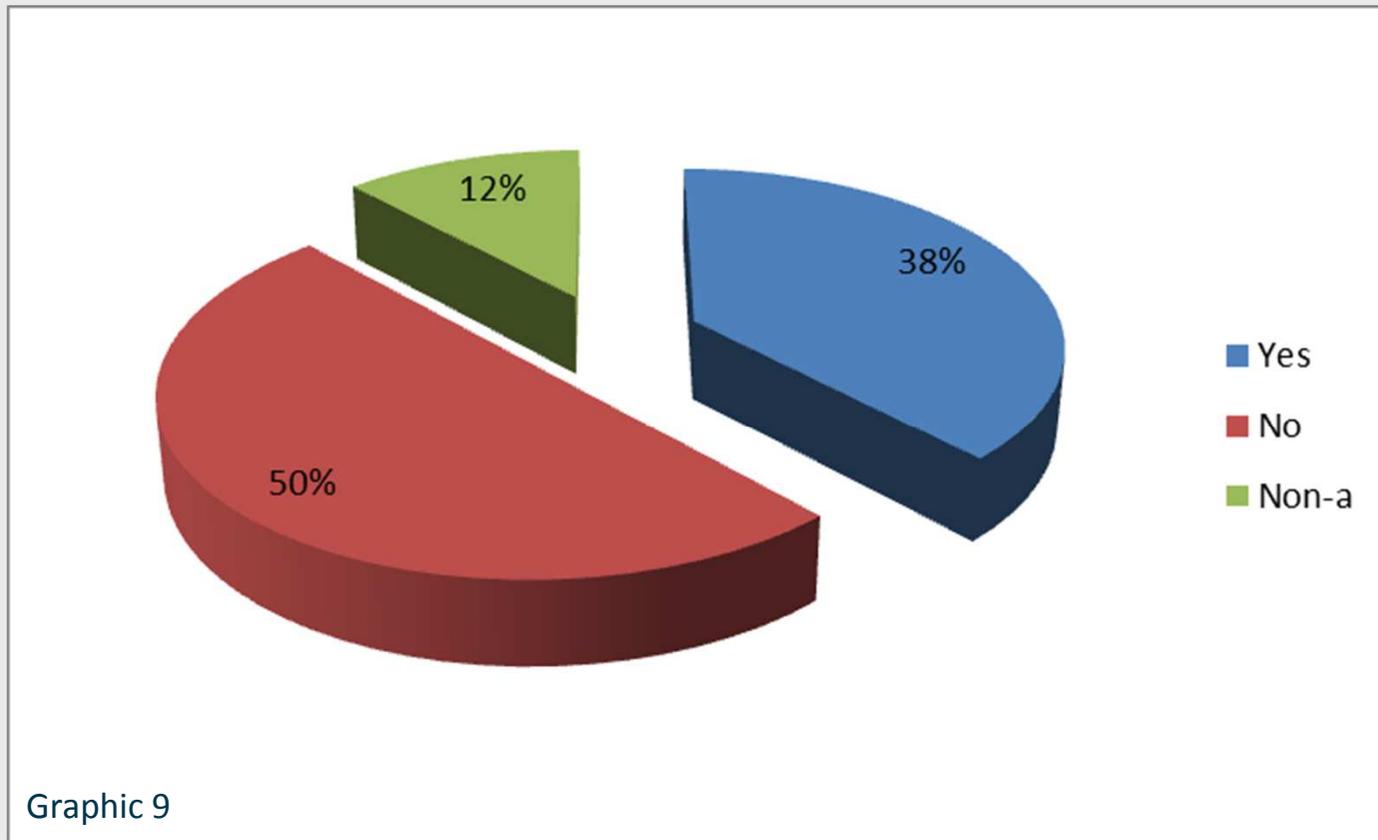
Even where there are reservations regarding the realism of such choices, the opinion that this is how the issue should be handled, dominates.

What do you have to do in order to experience the HSM more actively?



It is strongly underlined the need for substantial funding, but with almost the same intensity, it is necessary to develop new advertising strategies and expansion of educational activities, namely of activities and actions of training.

How new technologies (ICT) could help the staff (volunteers included) assigned to the educational functions of the HSM?



Under statistical report is visible a preference for direct communication (classical) face to face. New ICT technologies are likely perceived as slightly adapted formulas to fit particular needs of communication.

Other suggestions

- Increasing the number of staff working
- in close cooperation with the local community
- a round table on the topic of value and evaluation of HSM
- space should be built for employees



**Experiential Learning
in historical sites
and museums**

Annex to the report

Experiential Learning in historical sites and museums YEAR 2012-2014 Needs analysis report – Lithuanian results

General information:

Aims

identify the key competences of staff working in museums which plan innovative educational paths for adults.

Lithuanian partner conducted the questionnaire for its target group.

Applied method: paper-pencil questionnaire. Information were collected by filling in the questionnaire.

Period: November 2013

Participation mode: on-line invitation (e-mail), by phone, direct contact

Target group: people working in cultural associations, public offices and museums that follow and manage the promotion of historical sites and trainers: Curator , Chair in community

Total number of answers	
Italy	10
Belgium	3
Greece	11
Turkey	19
Romania	8

Lithuania

5

Type of museum (profile) and collections included in study

Anthropology, Archaeology
Ethnology, History

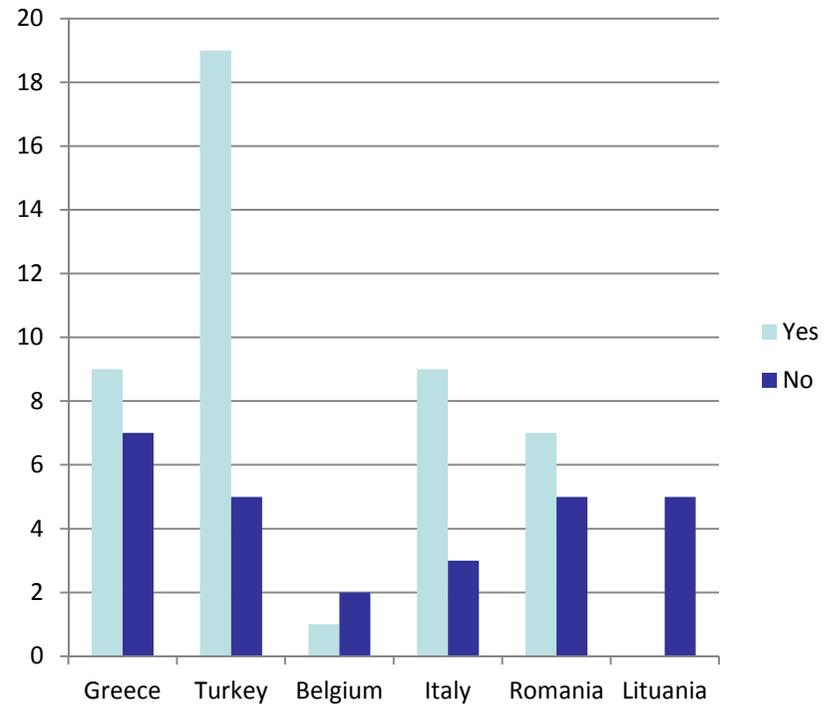
Target audience, policies, public awareness, programs offered

Country	Type of the museum		Target audience	Is there an organization chart	Are there written personnel policies	Does the HSM have a public relations/awareness program		Does the HSM evaluate public awareness	Are there training opportunities for staff (volunteers included) assigned to the educational functions of the HSM	Does the HSM offer programs for adults, volunteers, teachers or school groups (i.e. tours, teacher workshops, in-school presentations, museum school, hands-on	Are there national strategies : training strategy, communication strategy
Turkey	Public	Historic/Archeologist	80 % people, adults, students, visitors to the group, families with children, older visitors , Scientist	10 (no) of 19	9 (YES) 10 (no)	9 (yes) 9 (no)	Guidance	9 (yes) 10 (no)	13 (yes) 6 (no)	9 (Yes) of 19	11 No of 19
Belgium	Public (2)/ Private (1)	Historic	General public, Adults, School children, Group visitor, Individual visitor, Senior visitor, Ship lovers	Yes (2) NO (1)	Yes (1) No (2)	Yes (2) NO (1)		Yes (1) No (2)	Yes	Yes	yes (2 of 3)
Greece	Public, Special	Folk, Agricultural and General, Folklore, History, Art, Archeology	People, adults, students, visitors to the group, families with children, Senior visitor, old visitors, families with children, older visitors , Individual visitor	Yes (4) NO (7)	Yes (4) No (7)	Yes (10) NO (1)		Yes (10) No (1)	Yes(4) No (7)	Yes (9) No (1)	Yes (4)- Leader, No -3
Italy	Public, Special	cooperative of cultural services, Historic Building/Site, Archeology / ethnology, Ancient and rare books, Science, art-crafts-recycling	adults, visitors to the group, families with children, school children, individual visitors	Yes (4) NO (6)	Yes (5) No (5)	Yes (5) No (5)		Yes (9) No (1)	Yes (7) No (3)	Yes (7) No (2)	Yes (4) No (3) Non-a (1)
Romania	Public/private	Natural History/Science, Natural History/Science, General, History, Nature Center, Art, Archeology / ethnology	people, adults, students, visitors to the group, families with children, older visitors	Yes (4) No (2) non-a 2	Yes (4) No (4)	Yes (4) No (3) Non-a (1)		Yes (2) No (5) - non-a (1)	Yes (4) No (3), Non-a (1)	Yes(3) No (3)	Yes (1) No (4)
Lithuania	Public	Anthropology, Archaeology/Ethnology, History	Adults, School children	Yes 4 (5)	Yes	Yes (4) NO (1)	publications, articles in the newspaper, internet	Yes (3) No (2)	No	Yes	Yes

Does the HSM provide opportunities for staff training and development?

Yes: in seminars, probationary and trainings – (5 of 5)

Does the HSM offer specific programs for the community?



Forms of dissemination

Visual aids, communication technologies, internet games for kids

Are there local community members willing to contribute (donations, various contributions in objects) to the establishment of "rural centers of local heritage preservation"?

Yes 100%

What kind of institutional support is necessary to develop a network of education on the history and rural heritage values?

- financial and scientific help, information technologies
- information technologies

Please prioritize your HSM's training needs in the following subjects, specifying the degree of priority from 1 to 12 (1 = most wanted)

<u>Hierarchy</u>	<u>Training priorities</u>	<u>Frequencies</u>
1	<u>Fundraising</u>	23
2	<u>Cultural Tourism</u>	19 +4
3	<u>Documentation/Inventories</u>	18
4	<u>Museum Management</u>	18 +4
5	<u>Museology</u>	18
6	<u>Communication (including public relations and marketing)</u>	13
7	<u>Preventive Conservation</u>	13
8	<u>Visitor Studies</u>	13 +4
9	<u>Museum Security and Emergency Planning</u>	11
10	<u>Exhibitions</u>	8

(+ 4) Lithuanian respondents consider that the most important needs are: Cultural tourism, Museum management and Visitors Studies

How realistic is live the HSM actively rather than passively?

4 of 5 answered affirmative: “it is possible to do the museum actively, but it depends on financial situations and resources”

Does the HSM evaluate public awareness?

“it makes the possibility to spread the regional culture: education, program, excursions”

How new technologies (ICT) could help the staff (volunteers included) assigned to the educational functions of the HSM?

The respondents considered that new technologies can not help the HSM staff

Are there national strategies: training strategy, communication strategy (possibly a set of public policy) on the history and local culture in rural areas?

- exhibitions of local authors and artists
- Rural heritage