



PASCAL International Observatory

Briefing Paper 22

Harnessing Museums, Heritage and Education (HMHE)

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PASCAL's Learning Cities Network (LCN) on *Harnessing Museums, Heritage and Education* builds upon our prior Special Interest Group in cultural heritage and literacy inclusion, to now combine rich museum theory with innovative field-based practices. We engage with diverse stakeholders, including universities, world-leading museum and heritage sites, and governmental stakeholders, to address increasing needs for more informed, strategic and entrepreneurial professionals within the cultural heritage sector, and dialogical spaces for knowledge exchange on inclusive cultural literacy and practice.

Background

The PASCAL Special Interest Group (SIG) in Cultural Heritage and Cultural Literacy for Inclusive Societies was launched in 2017, and developed into a Learning Cities Network (LCN) in *Harnessing Museums, Heritage and Education* its own right in 2021. Both the original SIG work, and the LCN, have centred on developing partnerships, particularly educational and research partnerships, in the areas of cultural heritage and cultural literacy and inclusion for impactful projects and outputs for diverse stakeholders- educationalists, policymakers and heritage organisations alike. The LCN space was developed, as the field of cultural heritage, policy and practice requires interdisciplinary, multi-stakeholder engagement, which must be participatory at the core, allowing for cross-cultural engagement and knowledge exchange. Through developing this diverse community of practice, we have begun to engage in more open dialogue, and amplifying voices of both local cultural practitioners alongside more national governmental and cross-country stakeholders. This is evidenced in our three-pronged approach to delivering successful internationally-funded research partnerships, educational

partnerships, practice partnerships (e.g. [NEMO Science Museum](#) in Amsterdam, [European Museum Academy](#) (EMA)) and public-facing workshops, events and written outputs (e.g. papers and blogs).

Museums and cultural heritage in a broader sense was for a long time not regarded as any formal asset in financial or social meaning, but was merely seen as an important tool for shaping a feeling of belonging to a particular place. This was why school children were brought by teachers to visit the museum and why children were taught their nation's history in school. Today the situation has changed considerably. Not only have museums and historical sites been recognised as important attractions for tourism and thereby of substantial economic value, but also museums and heritage are today tools for shaping meaning of the world and for individuals and groups to find their place and potentials. Hence, museums and heritage are important for city development. Museums and cultural heritage are today exploited not only in schools and in other parts of formal education, but in all kinds of informal learning activities that stimulate creativity, discussions, and knowledge of the past and present for all kinds of target group. Migrants, dementia care, and early school leavers are all just some examples of the target groups alongside traditional museum visitors.

HMHE LCN objectives

1. Offer an integrated, international, and coherent platform that explores the **social, historical, cultural and physical contexts of museums as sites and sources**, as well as critical methodologies through which to evaluate and critique the corpus of Museums, Heritage, and Education literature, research and policy.
2. **Examine and discuss the political challenges that museums face when cultivating their resources for knowledge development/exchange and identity formation**, based on the meeting between regional/national, European, and global values.
3. **Share, examine, and discuss the practical and ethical implications of new business models for museums** through hands-on experiences of organisations learning to respond, adapt, gain influence, and remain relevant in a rapidly evolving world.
4. Share, examine and discuss the practical and political implications and challenges that surface when **a museum exploits its potential for sustainable engagement, social cohesion, intercultural dialogue, social change, and the impact this has on public engagement and learning in cities and their environs**.
5. **Contribute to the reflection on commonalities and differences** in terms of location, audiences, organisational structure, funding, values, and priorities, across a broad range of museum types and in different countries.
6. Broaden and deepen the critical understanding of the implications when **using different collections and spaces for exhibition work and the relation to access, lifelong learning, and participatory governance**.
7. Broaden and deepen critical understanding of the implications of **making collections accessible through digital means and the impact on accessibility to learning and engagement**.

HMHE Network Overview

In 2021 the HMHE LCN was founded to explore the theoretical, policy and practice intersections between museums, heritage and education. The founding members of the group: Henrik Zipsane, Catherine Lido and Maggie McColl initially came together to form the network through their shared professional interests in these three areas and were keen to encourage connections between international museum and heritage stakeholders.

- Henrik Zipsane is the Director of the European Museum Academy and a past Director of Jamtli Open Air Museum in Sweden. He is an expert on culture and adult education for the European Commission and Swedish Government and guest professor at Linköping University in Sweden.
- Maggie McColl is the Programme Lead of the MSc Museum Education and the Programme Director of the International Master of Education in Museums and Heritage at the University of Glasgow. She is in the pool of experts for the European Museum Academy, has organised several museum symposiums and conferences, and has written extensively on museum and heritage education.
- Catherine Lido is Associate Director at the Urban Big Data Centre, leading novel research in Educational Disadvantage and Place, which includes expertise in capturing lifewide learning within the framework UNESCO's Learning Cities metrics. Catherine is a holds a Chair in Psychology and Adult Learning at The University of Glasgow. She is Deputy Director of PASCAL Europe

HMHE Case Study- Educational Partnership Development:

As stated, the SIG & LCN outcomes can be broadly classified as impact in the areas of educational, research, policy and practice partnership outputs. For instance, in terms of educational partnership success, PASCAL contributed to the 2020 Zipsane and McColl development of a new International Master of Education in Museums and Heritage (Int M EDUMaH), based on an existing MSc in Museum Education programme at the University of Glasgow, written and developed by McColl in 2016. Harnessing their museum and heritage contacts they began to identify potential international programme partners. In 2020 an international museum and heritage education consortium of academic and practice-based professionals was formed and in 2021 McColl led the consortium to a successful EACEA funding bid for 5.4 million euros, thus establishing the first [Erasmus Mundus Joint Master degree \(EMJMD\) in Museum and Heritage Education](#). The programme funds four intakes (90+) Post Graduate Taught students to study the programme between September 2023 and August 2027. The first cohort of funded students began their studies in September 2023. The group is comprised of 23 students from 20 international countries: Pakistan, France, Israel, China, Scotland, Iran, Israel, Africa and many others. The EMJMD offers these students a unique opportunity to learn with a diverse group of peers, sharing ideas, cultures and experience while discussing and debating the big issues affecting museum and heritage education today. Students undertake formal qualifications with the University of Glasgow (Museum and Heritage Education), the University of Tartu (Intangible Cultural Heritage), the University of Cork (Digital Cultural Heritage), Radboud University (Art Histories & Tourism and Cultural Heritage) and the University of Malta (Museum and Heritage Education). Additionally, students have the opportunity to attend an EDUMaH Summer School with the European Museum Academy or with the University of Iberoamericano in Mexico City. The International Master draws on the expertise of international partners such as the Smithsonian

Institute in Washington, the Van Gogh Museum in Amsterdam, Heritage Malta, Glasgow Museums and many others.

HMHE Case Study- Research Partnerships

Another example of the LCN's successes, has been how the HMHE Network collaborated together on several Horizon research bids and writing projects.

For example, EMA were recently successful collaborators on a Horizon Europe bid with a project titled 'META MUSEUM' *Moving Emotions Towards Confidence in the Transformative Appropriation for a Meaningful Understanding of a Cultural Heritage*. EMA will act as the critical museological voice when developing the methodology in educational programmes.

Outputs have included Jago (McColl), M. and Zipsane, H. (2020) TPTI Research Project 2020: *Museums and the Web in the Time of Covid-19 – 'The Challenge of Live Access and Distance Experiences in Museums'* TPTI Research Project 2020 (Anthology publication, University of Padua and European Museum Education).

McColl, M. 'Transporting the Museum to a Place of Innovative, Immersive and Inclusive Educational Engagement: Where are we now?' and Zipsane have contributed to a new European Museum Academy publication due for publication in Spring/Summer 2024: Murr, K. B. (ed) *The Museum of the Future: Between Physical Place and Virtual Space* (V&R Academic Press).

McColl and Zipsane are also co-editors on a major new Routledge International Handbook of Museum and Heritage education. McColl, Zipsane and their other co-editors have tapped into their collective international museum and heritage networks to produce a 40-chapter handbook addressing current and emerging issues affecting the international museum and heritage education. The book offers discussion and debate from 50+ museum and heritage experts based in countries around the world (Africa, India, USA, France, Italy, Denmark, UK etc.). The expertise apparent in the list of authors offers ample material for future HMHE LCN discussions.

International, Interdisciplinary, Out-ward Facing Impact

In September 2023 the EMJMD programme launched with an International Symposium on Museum and Heritage Education Futures at The University of Glasgow. International guest speakers were invited from Greece, the Netherlands and the West Indies to share and discuss their museum and heritage education research and projects: postcolonialism, mental health in young adults, contemporary collaboration in museum spaces etc. The event drew two hundred attendees from University of Glasgow students and staff but significantly, also from city institutions and organisations across Scotland: City of Glasgow College, Heritage Environment Scotland, Glasgow Museums and many others.

Museum and Heritage Education Symposium
Community, Collaboration and Care
13th September 2023

Through a series of interactive presentations and round table discussions, renowned academics and field practitioners will explore the impact of social, political, cultural, and technological influences on museum and heritage education. The key themes of Community, Collaboration and Care will characterise the day.
 Sign up via Eventbrite using the QR code below.

Organised by The International Master of Education in Museums and Heritage Consortium

SCAN ME



Organized by The International Master of Education in Museums and Heritage Consortium

Tawona Sithole
 UNESCO Artist-in-Residence at the University of Glasgow

Gundy Van Dijk
 Head of Education & Interpretation at the Van Gogh Museum

Natalie McGuire
 Curator of Social History and Community Engagement at the Barbican Museum & Historical Society

Lisa Heints
 Curator of Education for Museum Boijmans Van Beuningen

Alexandra Bounia
 Professor of Museology at the University of the Aegean

13th September 2023 9.30-14.30
 Room 1115 - Adam Smith Lecture Theatre, Adam Smith Building, University of Glasgow, Bute Gardens, Glasgow, G12 8RT
 www.edmah-erasmumundis.eu
 hsoo-chang.wong@glasgow.ac.uk

University of Glasgow
 Co-funded by the European Union

The positive response to the symposium inspired the HMHE Network to agree a need for further such symposium events, involving a wider group of stakeholders involved in museum and heritage education policy. The group is currently focussed on exploring museum and heritage policy across a set of international cities that address the educational provision and programming considering a post-pandemic economic climate and the current economic crisis being impacting provision and programming on global scale. Plans are currently underway to develop projects around this focus, for instance the Rereeti Foundations' work, extending from their digital exhibition 'Un.Divided Identities: Lesser-Known Stories of Partition' on:

- reshaping cultural engagement and fostering greater inclusivity for diverse local communities in India
- using innovative strategies for sustained impact on India's cultural heritage

MUSEUM EDUCATION SEMINARS — Sharing Knowledge & Practice

REREETI FOUNDATION:
 Enhancing accessibility, equity, and sustainability in India's museums for local communities

In this presentation, Tujshvi Jain and Bhannu Ghalot of ReReeti Foundation, India, will discuss their work to promote accessibility, equity, and sustainability within India's museums. Content from their digital exhibition 'Un.Divided Identities: Lesser-Known Stories of Partition', will be used to show how ReReeti is:

- reshaping cultural engagement and fostering greater inclusivity for diverse local communities in India
- using innovative strategies for sustained impact on India's cultural heritage

The exhibition is a British Council-partnered initiative between ReReeti Foundation and Glasgow Life Museums under the Our Shared Cultural Heritage program. Using illustration, sound, and storytelling, the exhibition transports participants into the lives of Partition refugees in 1947, enabling an educational tool. The presentation aims to illuminate the curatorial process, addressing the intricacies of presenting contested and sensitive histories for public consumption.



Tujshvi Jain
 Founder-Director of ReReeti Foundation

Bhannu Ghalot
 Project head of digital exhibition

Time: 10:00-11:15 AM Tuesday 20th February, 2024
Venue: TBC St Andrews Building, School of Education, University of Glasgow
Sign up: <https://www.eventbrite.com/>

To learn more about this event and sign up, scan the QR code!

University of Glasgow School of Education

What's Next for the network?

The early successes of the LCN demonstrated in the case studies presented above, show we are open to new and impactful collaborations, with strengths in delivering educational partnerships, successful research bids, public-facing international and interdisciplinary events and written outputs (peer reviewed and publicly accessible). We propose that culture overlaps with all PASCAL LCNs, and look forward to cross-network collaborations in our work on sustainability, peace-building and wider areas of social inclusion. We have demonstrated a significant need for capacity-building and networking for cultural learning practitioners, particularly for novel, innovative and cost-saving policies and practice in a post-Covid landscape. We continue to work with communities, educationalists, researchers and policy-makers to better meet the needs of citizens, and cultural participants in communities, to innovate future conceptions and designs of museum and heritage spaces, and their role and purpose in expanding cultural literacy and knowledge exchange in Learning Cities and regions.