



United Nations
Educational, Scientific and
Cultural Organization

With the support of the UNESCO Office in Moscow
for Armenia, Azerbaijan, Belarus,
the Republic of Moldova and the Russian Federation



ROLE OF MUSEUMS IN EDUCATION AND CULTURAL TOURISM DEVELOPMENT POLICY BRIEF

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UDC 069.1
LBC 79.1
R68

Published with the financial support of the UNESCO Moscow Office and the Intergovernmental Foundation for Educational, Scientific and Cultural Cooperation for CIS countries (IFESCO).

Role of Museums in Education and Cultural Tourism Development: Policy Brief. / Authors-
compilers: Maryna Skyrda, Kateryna Chuieva (Ukraine), Aleksei Boiko, Boris Stolyarov, Sophia
Kudriavtseva, Evgeniy Lunyaev (Russia), Alla Stashkevich (Belarus). Project coordinators:
Liubava Moreva (UNESCO),
Olga Barakaeva (IFESCO). – Kiev, 2012. – 48 p.: il.

The publication is prepared by the Ukrainian Committee of ICOM with participation of the experts from CIS countries as a part of a Pilot UNESCO and IFESCO Project «Running a Museum – XXI century» (2011-2014) on regional trainings for museum professionals from CIS countries. The publication includes a policy brief and DVD disk with materials of the training.

The authors are responsible for the choice and the presentation of the facts contained in this publication and for the opinions expressed therein, which are not necessarily those of UNESCO and IFESCO and do not commit the Organizations.

This is a gift publication and its distribution shall be free.

ISBN 978-966-1568-72-2 (eng.)

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↑ «Хранительницы», проект по развитию музеев Центральной Азии «MUSEUMстан», Казахстан
↑ 'Custodians', the development project of museums in Central Asia "MUSEUMstan", Kazakhstan

CONTEXT AND SIGNIFICANCE OF THE ISSUE

Education is one of the key activities of museums, together with keeping, research and presentation of museum objects. Today, with the permanently growing information flow, society needs, more than ever before, to get targeted, verified and comprehensible information. Museums, which have, have been accumulating civilization experience of the humankind for centuries along with universities and scientific and research institutions, represent valuable sources of such information. As a unique intermediary between the object of historical and cultural heritage and recipient of cultural codes – the visitor – museums offer almost unlimited possibilities in the area of education. The social mission of museums in the educational sphere can be defined as follows:

Keeping and transferring to the following generations the cultural experience and humanitarian traditions of humanmankind, developing axiological, moral and philosophical prin-

ciples regarding tolerance for natural, ethnical, cultural and religious diversity, as well as developing the creative potential of personality (including communication skills) through specific forms of educational work and use of museums as a unique carrier of historical and cultural memory of the humankind coded in authentic objects of its heritage.

In addition to educational activity, museums have a significant, though not always fully developed, role in cultural tourism. The role of cultural tourism is closely related to educational, although it varies among museums with different work profiles. Art, history, and local lore museums are traditionally attractive for both local and foreign tourists, whereas most natural history and technical museums are oriented towards the local visitors as well as students. This is especially true of university museums. Museums identified as “world” museums; for example, the National Air and Space Museum of the Smithsonian Institution in Washington D.C. are usually popular with foreign tourists. The same trend is typical for various memorial, literature or music museums most of which, except for museums related to the world renowned personalities, mainly interest local community and domestic tourists.

◆ Context and significance of the issue

With these considerations in mind, priority tasks for UNESCO and ICOM are:

→ Enhancing of the role of museums as centers of knowledge and education; improving the practice of preservation and protection of cultural heritage;

→ Developing cooperation in the area of museum work; establishing a framework of partner interactions and international cooperation;

→ Improving the qualification of museum professionals in the area of museum management and the preservation of cultural heritage, mainly on the basis of UNESCO manuals and publications, such as the Program of Regional and National UNESCO/ICOM trainings for museum specialists "Running a Museum – XXI Century".

On 18-22 October 2011, a Regional Thematic UNESCO/ICOM Training and the First Expert Meeting of CIS countries "Role of Museums in Education and Cultural Tourism Development" was held in Kiev (Ukraine), within the framework of the joint project of UNESCO and the Intergovernmental Foundation for Educational, Scientific and Cultural Cooperation (IFESCCO) "Running a Museum – XXI Century: Thematic Regional Capacity-building UNESCO/ICOM Trainings and Expert Meetings

for CIS countries" (2011-2014)" The program was devoted to the following issues:

→ The educational role of museums in the context of modern culture;

→ The efficient use of museum resources for stable and balanced tourism development (including ICT)

→ Issues of upgrading of museum knowledge and collections for visitors of different age and social groups;

→ Innovative forms of working with visitors to provide opportunities for creative involvement in knowledge and inter-cultural dialogue expansion.

The Regional Thematic Training continues the cycle of national and regional UNESCO/ICOM trainings conducted with UNESCO and IFESCCO support for CIS countries in 2008-2010. The Training is prepared on the basis of UNESCO/ICOM Museum Studies Training Package issued within the UNESCO and IFESCCO projects for museum specialists in 2010.

The most important results of the training and expert meeting were 1) the opportunity to analyze the status of museum education and cultural tourism, 2) exploring possibilities for further cooperation, and 3) the development of recommendations.





ANALYSIS OF THE STATUS OF MUSEUM EDUCATION AND CULTURAL TOURISM IN CIS COUNTRIES

Educational activity: In majority of CIS countries, museums have several essential features, which to a great extent developed under the state museum polity of the USSR times. These include:

- The educational activity of museums is mainly seen as a continuation of the study process in age categories from primary school pupils to university students). The educational programs of museums of a number of countries (Russia, Tajikistan and other) are developed primarily with consideration of school programs.
- There is a strong emphasis on pedagogical and upbringing components;
- In the majority of museums, the priority is still given to the most traditional form of working with audiences – guided tours in different versions – while alternative forms of work are rather limited;
- The educational activity is often focused on quantity indicators; quality and the efficiency of educational programs play a secondary role in contrast to the meeting the mandatory performance targets of number of visitors and number of guided tours / lectures, etc.



↑ Многоуровневая музейно-педагогическая программа «Здравствуй, музей!», Российский центр музейной педагогики и детского творчества Русского музея, Россия.

↑ Multi-level museum and educational program «Hello, museum!», Russian center of museum pedagogy and children's art of the Russian Museum, Russia.



↑ Туристический маршрут «Opern Reisen» («Оперные путешествия») для немецкоязычных туристов, Музыкально-мемориальный музей Соломии Крушельницкой во Львове, Украина.

↑ Tourist route «Opern Reisen» («Opera Journey») for the German-speaking tourists, Solomia Krushelnytska Musical and Memorial Museum in Lviv, Ukraine.

During last 20 years, CIS countries museums have managed to achieve substantial success in implementation modern standards and innovative forms of museum educational work. One of the most significant results is the development and implementation of a number of in-house interactive museum educational projects, including in the framework of governmental programs, taking into consideration the best international experience in this area while at the same time meeting the peculiarities of a specific country and the needs of certain target groups. Illustrious examples in this area are the programs “Hello, Museum!” developed by the Russian Center of Museum Pedagogy and Children Crafts of the Russian Museum (Russia), “Museum as a class for study, protection and preservation of biological and cultural variability of Narynsk Oblast of Kyrgyz Republic” (Narynsk State Oblast K.Mambetalieva History and Ethnography Museum, Kyrgyzstan), “In Search of Fern Flower” (State Yanka Kupala Museum of Literature, Belarus).

In light of the modern vision of museums as full-scope scientific, cultural and educational centers, museums generally focus on creating opportunities for visitors to develop and realize their creative potential as well as easy and entertaining ways for visitors to gain new knowledge and skills. One of the most popular forms of such work, typical of museums in all CIS countries (both large and small – district, school), is offering various craft workshops and master classes for children and adults. Specialized programs are also being developed to allow the museums to contribute to integrating people with limited abilities into the active cultural life of the community (for example, in the National Art Museum of Moldova, etc.).

Cultural tourism and museum projects related to cultural tourism are being developed in each of the CIS countries rather intensively but unevenly. Large cities (mainly, capital cities and histori-



cal centers) strongly attract tourists. Museums-reserves make an essential contribution to the development of cultural and educational tourism; for example, State History and Architecture and Ethnography Museum-Reserve “Kizhi” (Russian Federation); Gissar History and Architecture Reserve (Tajikistan); National Historical and Cultural Reserve “Kyiv-Pechersk Lavra” (Ukraine); and others. In the regions where there are no monuments included in the list of UNESCO world cultural heritage sites or well-known objects of historical and cultural heritage of national (federal) significance, tourist flow is much weaker and is formed mainly from internal tourists. Cultural and educational tourism in all the CIS countries is one of the main sources of income for museums (primarily large museums and museums-reserves).

In the majority of CIS countries there are a number of problems that impede the development of cultural and educational tourism. These mainly relate to insufficient funding and excessive regulations, which make it extremely difficult to create a comprehensive museum tourism product that includes the necessary infrastructure (cafes, parking, hotels) and its promotion on

the tourist market. Services offered by museums are generally unable to compete with commercial agencies; they have limited advertising budgets, etc). In this respect museums-reserves currently have the advantage as they are supported by UNESCO recommendations, management plans, physical structure and land-use planning, functional zoning, necessary utilities, etc. It is easier for museum-reserves to obtain necessary permits, sanitary and epidemiological inspections, and other governmental services. However, municipal museums usually face substantial problems with infrastructure and the high cost of land and property is a main obstacle for the expansion and development of museum complexes. This problem is greater in limited capacity of museums, especially the oldest museums located in the 19th century buildings, cathedrals, and other architectural monuments.

Museum visits for groups of tourists are normally planned in advance and are conducted by travel agencies that work either independently or under an agreement with a museum. Inter-museum tourist routes and



programs development developed by museums in conjunction governmental services are uncommon.

The most important partners of museums in the area of educational programs in CIS countries are:

- educational institutions of all types and categories
- profile ministries and authorities
- pre-school institutions
- children charity funds
- various clubs and workshops
- family visitors

How these partners work together is peculiar to each country. In Russia the cooperation between schools and museums is often supported at the governmental level. In Moldova and Ukraine the partnerships with educational institutions are set and maintained by museums on their own initiative. On one hand, there are no longer directive methods of managing the museum educational process and no ideological requirements regarding the contents. On the other hand, the lack of coordination between the system of education and museums does not allow museums to develop to their full potential and it makes it difficult to implement educational projects; for example, museums can be visited by school groups only after classes or on the weekend. In some instances, cooperation between museums

and educational institutions is limited to Welcome Days on the 1 of September (Knowledge Day) or days of free entrance for school pupils and students (for example, weekly in municipal museums of Kyiv), following instructions from local authorities and ministries of culture.

Museum programs for children have been developed both by museums and specialized centers of children crafts in close cooperation with professionals in the area of pedagogy and psychology, as well as with governmental authorities and educational system administrators. Examples include the Russian Center of Museum Pedagogy and Children Crafts of the Russian Museum (Saint-Petersburg) and the republican children museum center in "Kizhi" reserve in Karelia), "Fairy Tale Journey to the East" for children with Buddhist monk Gele (National Khanenko Art Museum, Ukraine), trivia games "Museum Hide-and-Seek" (literature museums of Minsk, Belarus).

In general, museums are paying increasing attention to the needs of individual visitors, which is directly reflected in their educational activities. Museum expositions provide extensive printed or electronic support materials in different languages, audio guides and other gadgets, recreation zones and indicators (in large museums) oriented towards a person who wants to walk along the museum in a convenient rhythm, receive the information in a convenient form and at the same time have a rest.



Museum programs that accommodate visits by families with children are still not very common in post-soviet republics. Various quizzes and guide-books with puzzles for children are widely used, and many museums offer programs such as children birthdays in museums and many forms of work with families that combine entertaining elements with learning activity. Such educational programs always increase the attractiveness of museums, however museums often lack trained staff to develop such programs for children (especially pre-school children).

Main partners of CIS countries museums in the area of cultural tourism are:

- local and international commercial travel companies;
- profile ministries and authorities
- secondary and higher educational institutions

Travel agents have a large effect on the flow of tourism and how museums work with tourist groups. Travel companies can work independently or under a written agreement with a museum. However, museums are not able to influence directly the programs of commercial travel agencies. Even if the museum is on the “must see” list (e.g.,

visiting the museum makes the tour more popular and, therefore, more profitable for travel agent), in most cases the tour must be limited to a brief review and in some cases (especially in the case with large museums) only a licensed company guide has the right of work with the tourist group. Nevertheless, partnerships between museums and travel agents are usually mutually beneficial. Large museums, such as State Hermitage (Saint-Petersburg, Russia), have specialized tourist programs that include managers and art researchers with experience in museum work; Hermitage Club friends who engage the employees of other departments of the museum for their programs; guides from scientific and educational department, restorers, custodians. The Youth Center of Hermitage is creating special programs for international youth tourism. In partnership with the largest Russian and international travel agencies, tourist groups are offered exclusive programs.

Small museums usually do not have separate specialists who work only with tourists. They also prepare specialized tourist oriented programs; for example, the project “Opfern Reisen” for German speaking groups in Musical Memorial Museum of Solomia Krushelnytska, Lvov, Ukraine.

Most regional museums, which are remote from traditional tourist routes, face even bigger challenges. First, they must develop their attractiveness for tourists (and, respectively, for potential partners – travel agents who can “pave” a tourist path to the museum), usually with scarce financial and staff resources.



↑ Выставочный просветительский проект для детей «На языке живописи», Национальный художественный музей Украины, Украина.

↑ Exhibition and educational project for children «In the Language of Paintings», The National Art Museum of Ukraine, Ukraine.

Government authorities usually have an indirect influence on tourist flows in museums of the majority of CIS countries. The ministries in charge of the tourist industry (for example, Ministry of Sport, Tourism and Youth Policy in Russia) do not affect museums directly, but aim more generally to increase tourist attractions in the country. The focus is often on different newsbreaks and events (international sport competitions, etc.) unrelated to museums. The issue of attracting tourists to museums is generally handled at the regional and municipal level by special committees and departments of culture. However, even these committees and departments do not always provide support to museums. In a number of countries, museums face not just unaffordable costs for advertising or outside indicators, but also the general impossibility of developing the necessary infrastructure.

We shall separately note the experience of museum development support from business structures. For example, in Russian Federation V. Potanin Charity Fund holds an annual competition of museum programs “Changing Museum in a Changing World” on a regular basis which in grant form supports in-

novative programs of Russian museums, including in the areas of education and cultural tourism.

In general, for developing museum educational programs and enhancing of the position of museums in the tourist market, museums need to cooperate closely with:

- representatives of local government
- representatives of large and medium businesses in the region
- museums and cultural institutions in other cities and countries for purpose of joint programs development
- scientific and methodological, research institutions and authorities in the area of education and tourism
- grantors financing cultural and educational projects
- representatives of mass media.





PROFESSIONAL LEVEL AND IMPROVEMENT OF SKILLS OF SPECIALISTS IN THE AREA OF MUSEUM EDUCATION AND CULTURAL TOURISM

Presently, institutions of higher education in each of CIS countries have special departments and sub-departments of museum work and monument protection, museum and archive work, etc. However, in most cases, the University education system is far removed from the real situation in museums and their needs. Young museum professionals start to learn the profession when they begin working in a museum. Today the majority of museum staff dealing with the main types of work – scientific and research, preservation and accounting, exhibition and education – have educational backgrounds in history, history of art, technology, etc.; not museum work. One way to solve this problem is for universities to cooperate with museums in developing educational programs, including cooperation between university and museum staff. Museum employees invited to teach at a university can actively help students enter the museum world by explaining the practical peculiarities of museum work.



↑ Выставочный просветительский проект для детей «На языке живописи», Национальный художественный музей Украины, Украина.

↑ Exhibition and educational project for children «In the Language of Painting», The National Art Museum of Ukraine, Ukraine.

Examples of such cooperation between universities and museums include: the sub-department of museum work and monument protection established in the Philosophy Department of Saint-Petersburg State University. The head of the Sub-Department is a Director of State Hermitage, Professor

M.B. Piotrovsky. The Sub-Department was established in 2004 and many graduates already work successfully in Hermitage, Russian Museum and other museums of the city. We can also note some museum projects initiated by the Sub-Department and implemented together with Saint-Petersburg museums, for instance, the project “Museum Quarter”.

The sub-department of fine-art education and museum pedagogy at the Russian State A.I. Hertsen Pedagogy University, established under the Cooperation Agreement in the area of education between the State Russian Museum and the Russian State A.I.Hertsen Pedagogy University, offers professional training in museum pedagogy. The History Department of Belarus State University offers a similar program, as do other universities. However, in most universities the training of museum specialists is limited to brief teaching (as a part of general course) about the main forms of cultural and educational museum work and, in particular, the basics of excursion work.

Training specialists in the field of tourism occurs in the whole range of universities in CIS countries, however most programs focus on managing tourism. Training programs for tourism managers includes learning the tourism potential of the country, in particular, monuments of architecture and most important museums. Yet, except for “mandatory” acquaintance with one to two museums in tourist programs, cultural education that includes cooperation with museums is often almost the last item in the list of interests of tourist managers prepared by universities.

Apart from tourism, post-graduate training and other forms of museum staff education and skill enhancement play an extremely important role in strengthening the role of museums. In CIS countries some state academies (institutes) offer post-graduate education, often directly related to ministries of culture, and intended to train specialists in the area of culture and art, and only some courses – for museum professionals.

To a certain extent museums themselves can provide services in the area of specialized museum education. For this purpose, the issue of licensing of educational activity should be resolved and the lists of paid educational and cultural programs for different categories of the public shall be extended to include, in particular, improving the skills of pedagogues and museum professionals within the structure of museum educational programs. The State Hermitage has held a training seminar for museum guides for many years. Additional programs in professional museum education could be developed along these lines, similar to the Louvre School. However, today there is no legislation allowing for the establishment of such courses in CIS countries museums.

Professional events are also important vehicles for museum staff development – international and regional seminars, training, conferences and round tables, especially events that occur regularly to build-up a community of museum professionals. For example, since 2002 the State Hermitage has hosted an annual round table on “Museum and Problems of Cultural Tourism” which is attended by representatives of Russian and foreign museums, employees of cultural institutions, travel agencies, state authorities, and university teachers.



↑ Праздник Навруз, Национальный музей Республики Таджикистан им. К.Бехзода, Таджикистан.

↑ Nowruz Holyday, National Museum by name K.Behzod, Tajikistan.

Several large international projects offer professional education for museum professionals. Programs arranged by the specialists of leading international organizations (UNESCO, ICOM and others) and international charity organizations have been particularly effective and have great long term prospects. With respective governmental support such organizations could become the basis for regular international programs. It should be noted that museums of CIS countries have a wide range of similar needs and problems, including in the area of museum staff training. Being in a similar situation allows CIS countries to share experiences and work together to find optimal solutions based on individual experience of each of CIS country gained during the past twenty years.



TASKS AND PROSPECTS OF MUSEUM COMMUNITY DEVELOPMENT

International events in the area of professional education make a stable basis for further inter-museum contacts, including at the international level. Involving specialists from several countries in developing recommendations regarding the standards for museum education as well as museum educational and tourist programs and planning for their implementation could improve the quality of museum products.

One prospect for international cooperation is sharing, analyzing, and adapting best practices for museum educational programs, plus launching joint educational programs which would involve the participation of audiences from several countries at the same time. These initiatives could be implemented directly in museums and as Internet-projects.

Notable museum educational programs that have received social and professional recognition for their work with different categories of visitors and youth include the following:

The program "Hello, Museum!" (developed by Russian center of museum pedagogy and children crafts of Russian Museum in Saint-Petersburg) has been implemented in museums of more than 40 regions of Russia as well as in museums of Belarus, Kazakhstan and some other CIS

countries.

The Youth Center of the State Hermitage has developing educational programs, including media art contests, and the cycle "Hermitage Professions", which involves meetings with specialists-custodians, restorers, etc..

The annual "Children Museum Days" in Saint-Petersburg is a joint event initiated by several museums and supported by the major of the city; and organized by representatives of museums, universities and other authorities of educational system as well as artists, designers, publishers, etc.

"Contemporary art in traditional museums", a program developed by the Petersburg charity fund PRO ARTE, involves small museums – professional, memorial, local lore and others – in cultural events of the city.

The project "Museum Spectrum", initiated by ICOM Russia, provides game guide books for primary, middle and senior school children. The project unites 7 natural history museums of Moscow.

The program "Strategies of Visual Thinking", developed by National Art Museum of Ukraine and the Kyrgyzstan National Museum of fine arts named after G.Aitiev, teaches art appreciation to children and adults.

"We learn and experiment outside school", a cycle of educational programs developed by the National Art Museum of Moldova.

The program "Visiting Blobs", developed by the National Art Museum of Republic of Belarus, provides a creative club where several generations meet.



“Kupalinka”, a program at State Literature Museum of Y.Kupala in Belarus, and evenings in the Kharkov Literature Museum (Ukraine) bring together school teachers and budding school-age poets and writers.

It is very important to study how different profile museums use information technology in educational activity and to consider the prospects for distant learning programs in museum education programs and staff development.



↑ Интерактивные занятия в рамках программы «Живое искусство», Национальный художественный музей Украины, Украина.

↑ Interactive pastime in the program «Living Art», National Art Museum of Ukraine, Ukraine.

In the recent years, through government support and assistance from sponsors, many museums have received modern multi-media equipment which has allowed them to modernize and extend their programs. Large museums now offer computer classes, Internet café and studios. Special virtual museum programs are being developed for Internet users. A very interesting example of the use of digital technologies is the “Information and Educational Center “Russian Museum: Virtual Branch” of the Russian Museum, which is a big success both in other regions of the Russian Federation and abroad. Museum web-sites host social networks, blogs and other information media allowing large numbers of visitors to visit become involved.

To enhance and extend the use of digital technology it is necessary to study and implement practices that ensure the fulfillment of the

educational mission of the museum.

A very important prospect is developing international educational museum Internet projects in the form of distant training programs for museum audiences in different countries, as well as establishing virtual online office methodologies.

Distance learning programs constitute a necessary component of museum educational work that is relevant not only for those who live in remote regions of the country or abroad but also for people with limited abilities. Distance training programs make it possible to conduct master classes and online workshops with leading museum specialists from different regions and countries.

A notable example of a successful and highly innovative distance learning programs is the “Digital Lawn of Culture”, implemented within the framework of the project “Museum. Technology. Creativity” developed by the Union of Russian Museums and Russian Center of Museum Pedagogy and children crafts of Russian Museum with support of B.N.Yeltsin Fund. This program is being implemented in museums of Petrozavodsk, Kalinin-



↑ Культурно-образовательные проекты
Национального художественного музея
Республики Беларусь.
↑ Cultural and educational projects of the National Art
Museum of Belarus Republic.

grad, Yoshkar-Ola, Kazan, Tula and Kostoma, where resource centers to support the creative development of children and teenagers with different social and physical abilities were established in 2011.

If funding allows, the Russian Museum with the assistance of the Union of Russian Museums will unite oblast art museums at the resource centers of creative development for children and teenagers in a single network. This will allow the implementation of distance training courses, competitions and other training events developed for different age audiences on the basis of information and communication technologies. The idea of distance museum training is being developed by the Resource Center of the National Museum of the Republic of Tajikistan named after K. Bekhzod.

All these programs provide a background for consideration and implementation of similar projects in CIS countries, with participation of the specialists who developed the programs.

Virtual office methodology is presently being developed by the Russian Museum as part of the “Museum, Technologies, Creativity” project. This virtual office will provide museum education, including tourism and management, for museum staff in CIS

countries, plus it will provide the following opportunities:

- Access to the results of the latest research, specialized publications, methodological guides and recommendations;
- On-line consultancies and video conferences both for specialists (not only from CIS countries) and representatives of mass media or public;
- Thematic and methodological support for the implementation of museum educational programs in the institutions of culture, education and tourism and families;
- Search for partner museum and the possibility to make respective applications;
- Personal pages for specialists, with descriptions of their areas of specialization and analytical materials;
- Collection, analysis, generalization, and publication of the most valuable achievements in museum practice from around the world.

Implementation of this project will provide a basis for systematic professional communication and a platform for developing further international projects, first of all, with participation of CIS countries museums.



The following recommendations are based on the results of the expert discussion in the course of preparing and conduct of the Regional Thematic UNESCO/ICOM Training and the First Expert Meeting of CIS countries “Role of Museums in Education and Cultural Tourism Development” that took place on 18-22 October 2011 in Kiev (Ukraine) in the framework of the joint project of UNESCO and the Intergovernmental Foundation for Educational, Scientific and Cultural Cooperation (IFESCO) “Running a Museum – XXI Century: Thematic Regional Capacity-building UNESCO/ICOM Trainings and Expert Meetings for CIS countries” (2011-2014)”.

Recommendations for museum capacity-building in CIS countries focused on the areas of education and cultural tourism development. The recommendations were developed with the participation of leading specialists in the area of museum management and museum education in the capacity of trainers and experts, as well as representatives of museums from the target countries of the project: Azerbaijan, Armenia, Belarus, Kazakhstan, Kyrgyzstan, the Republic of Moldova, the Russian Federation, Tajikistan, Uzbekistan, and Ukraine.

RECOMMENDATIONS

The recommendations are being forwarded to the respective representatives in the Ministries of Culture, Education and Tourism, museum communities, and non-governmental organizations in the CIS countries.

The participants of the Regional Thematic UNESCO/ICOM Training and the First Expert Meeting of CIS countries “Role of Museums in Education and Cultural Tourism Development”

Noting the increasing role of museums in society and their responsibility for the safe-keeping of collections and their enrichment, as well as for transferring knowledge of historical and cultural heritage kept in museums and ensuring wide access to museum collections;

Understanding the importance of fixing and developing a positive image of the role of museums in the modern social environment;

Realizing that a museum shall occupy a central position in cultural and moral life of local, national and international community;

Emphasizing the importance and significance of museum education in the upbringing of the young generation, in the creation of national identity, in fostering patriotism and openness to mutual understanding and dialogue between different cultures;

Considering the need for and the efficiency of a systems approach to museum education that allows museums to develop advanced forms of cultural and educational activities, innovative models for working with visitors to allow creative participation in knowledge and inter-cultural dialogue expansion, improve museum services, and develop partnership relations between the museums;

Indicating the efficient use of museum resources in stable and balanced tourism development.

RECOMMEND:

To acknowledge as necessary and efficient the further development of partnership relations and cooperation between museums at the international level, including CIS region, in the framework of the joint project of UNESCO and the Intergovernmental Foundation for Educational, Scientific and Cultural Cooperation (IFESCCO) “Running a Museum – XXI Century: Thematic Regional Capacity-building UNESCO/ICOM Trainings”.

To facilitate the development of interdisciplinary contacts among museum specialists from other areas, including cultural heritage preservation, tourism and education, with involvement of representatives of governmental and private institutions in the above areas.

To facilitate expanded audience participation in thematic trainings actively engaging representatives of different profile museums, senior and middle management, junior employees into the system of professional training.

To use the materials of thematic trainings as a tool for analysis and diagnostics existing situations in the museum field at the national and regional levels. Information obtained from the training participants shall be regarded as a reference point to set priorities and make decisions in planning for national museum development.

To draw attention of the governmental authorities of CIS countries to the possibilities of professional and career growth for museum specialists trained in the course of museum trainings in the framework of the long-term joint project of UNESCO and the Intergovernmental Foundation for Educational, Scientific and Cultural Cooperation (IFESCCO) “Running a Museum – XXI Century”.

To submit for consideration to the ministries of culture, tourism, and education of CIS countries the necessity of developing a system to support the whole-scope interaction at the level of joint preparation and implementation of museum educational programs and training specialists for museum educational services.

To establish a system for exchanging information regarding regional inter-museum projects, mutual support and participation for the purpose of experience sharing, developing models of museum educational programs and establishing of inter-cultural interaction.

To develop a system of cultural and informative tourist routes in CIS countries based on national and regional museums.

To establish a working group to develop the concept of museum tourism in CIS countries.

To facilitate the establishment of educational and methodological centers and Virtual Methodological Room for CIS countries on museum education, tourism and management at the national museums of CIS countries for the purpose of developing and implementing projects and programs, concentrating and expanding national, regional and international experience, creating a discussion space using modern information technologies and with possible methodological and organizational support from the Russian Center of Museum Pedagogy and Children Crafts of Russian Museum (Saint Petersburg, Russia).

The participants of the International Thematic UNESCO/ICOM training “Role of Museums in Education and Cultural Tourism Development”:

note the high level of organization and conduct of the Regional Thematic UNESCO/ICOM Training and the First Expert Meeting of CIS countries “Role of Museums in Education and Cultural Tourism Development” (18-22 October 2011, Kiev),

express confidence in the continuation and development of the program of international thematic trainings in the area of museum work in CIS countries,

propose the wide usage of materials and developments of the International Thematic Training in Kiev for different programs in the ongoing professional education of museum specialists in CIS countries, the main tasks of which are:

improve museum work in compliance with the international standards;

develop cooperation in the area of museum work in CIS countries;

improve professional capacity of museum specialists from CIS countries;

enhance the role of museums as the centers of knowledge, education and self-education, entertainment and creative communication;

establish internal and international cultural tourism in CIS countries.



MAIN OBJECTIVES OF THE PILOT UNESCO AND IFESCCO PROJECT “RUNNING A MUSEUM – XXI CENTURY”:

A new Global Partnership for Museums aimed at involving museums and related institutions as vital partners in the implementation of cultural policies for sustainable development is promoted through best experience sharing and reinforcing of networking and effective management of museums in the CIS countries. The activity will contribute to mobilizing major stakeholders in heritage fields in order to promote and strengthen the role of museums as social, educational and economic actors.

Referring to the new UNESCO programme “Heritage and Dialogue”, the activity is contributing to developing new approaches to complex issues in heritage management through the creation of regional expert group working for promotion of museum educational capacities, in particular for intercultural dialogue and social cohesion. The participants will exchange information and experiences on heritage policies and museum management and address issues that may arise from practices of protection and promotion of cultural heritage on regional and national levels.

The implementation of the Project is strongly contributing to:

- Enhancing of the role of museums in social, educational and economic activity;
- Expansion of opportunities of museum professionals in CIS countries on protection of cultural heritage, improvement of awareness of the society on cultural variety and entrepreneur activity in the area of local folk crafts, culture and cultural tourism;
- Provision of necessary knowledge and skills to trainers for conduction of national trainings on the basis of publications of UNESCO/ICOM on museum work in their countries;
- Enhancing of the work of museum network and partner relations between museums in CIS countries;
- Facilitation to development of museum industry in CIS countries according to the international experience.



USEFUL SOURCES

1. UNESCO/ICOM Museum Studies Training Package:
<http://www.unesco.org/new/en/moscow/culture/the-unescoifescoco-project-running-a-museum-21st-century/>
2. The ICOM Committee for Education and Cultural Action (CECA):
<http://ceca.icom.museum/>
3. Museum Education and New Media: <https://docs.google.com/file/d/0B8yHu7SudP4kTXg2b1NpVlBNbkk/edit?pli=1>
4. Российский центр музейной педагогики и детского творчества:
<http://muzped.net/?main=books>
5. Бойко А.Г. Информационно-коммуникационные технологии в музейно-педагогической деятельности: Учебное пособие. — СПб.: РГПУ им. А.И. Герцена, 2007.
6. Столяров Б. А. Музейная педагогика. История, теория, практика. — М.: Высшая школа, 2004.
7. Музей и проблемы «Культурного туризма». Материалы круглого стола. — СПб.: Изд-во Государственного Эрмитажа, 2011.





United Nations
Educational, Scientific and
Cultural Organization

With the support of the UNESCO Office in Moscow
for Armenia, Azerbaijan, Belarus,
the Republic of Moldova and the Russian Federation



Координаторы проекта: Любава Морева (ЮНЕСКО), Ольга Баракаева (МФГС).

Авторы-составители: Марина Скирда, Катерина Чуева (Украина),

Алексей Бойко, Борис Столяров, Софья Кудрявцева,
Евгений Луняев (Россия), Алла Сташкевич (Беларусь)

Перевод: Инга Шевчук

Редактор английского текста: Скай Берн

Дизайн: Маричка Рубан

Тираж – 500 экз.

Project coordinators: Liubava Moreva (UNESCO), Olga Barakaeva (IFESCO).

Executor: Ukrainian Committee of ICOM

Authors-compilers: Maryna Skyrda, Kateryna Chuieva (Ukraine),

Aleksei Boiko, Boris Stolyarov, Sophia Kudriavtseva, Evgeniy Lunyaev (Russia),
Alla Stashkevich (Belarus)

Translation: Inga Shevchuk

English Editor: Skye Burn

Design: Marichka Ruban

Edition – 500 copies



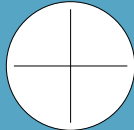
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Проект ЮНЕСКО/МФГС
«Управление музеем — XXI век»
(2011-2014)

Региональный тематический
тренинг ЮНЕСКО/ИКОМ и первая
экспертная встреча

«РОЛЬ МУЗЕЕВ В ОБРАЗОВАНИИ И РАЗВИТИИ КУЛЬТУРНО- ПОЗНАВАТЕЛЬНОГО ТУРИЗМА»



UNESCO/IFESCCO Project
«Running a Museum — XXI Century»
(2011-2014)

Regional Thematic UNESCO/ICOM
Training and the First Expert Meeting
“**ROLE OF MUSEUMS IN EDUCATION
AND CULTURAL TOURISM
DEVELOPMENT**”

Приложение

Материалы тренинга на DVD

Презентационные и учебные материалы Регионального тематического тренинга ЮНЕСКО/ИКОМ и Первой экспертной встречи
«РОЛЬ МУЗЕЕВ В ОБРАЗОВАНИИ И РАЗВИТИИ КУЛЬТУРНО-ПОЗНАВАТЕЛЬНОГО ТУРИЗМА»

Рекомендации по использованию DVD диска:

1. Системные требования: любой Интернет-совместимый компьютер, 1,5GHz, 265Mb RAM, Windows 2000/XP/Vista, Internet Explorer 6.0, Adobe Reader 7.0, MS PowerPoint 2003 или более поздние версии данных программ.
2. Существует возможность сохранения отдельных PDF документов с диска на персональном компьютере.
3. Для демонстрации презентаций, содержащихся на диске, рекомендуется сохранить нужные презентации на компьютере, с которого будет осуществляться демонстрация.

Annex

Materials of the training on DVD

Presentational and Educational Materials of the Regional Thematic UNESCO/ICOM Training and the First Expert Meeting
“ROLE OF MUSEUMS IN EDUCATION AND CULTURAL TOURISM DEVELOPMENT”

Recommendations and software requirements:

Minimum System Requirements: Any Internet-compatible PC, 1,5GHz, 265Mb RAM, Windows 2000/XP/Vista, Internet Explorer 6.0 or higher, Adobe Reader 7.0 or higher, MS PowerPoint 2003 or higher.

If necessary, separate documents in PDF format can be saved locally.

To demonstrate the presentations contained on the DVD, it is recommended to save them locally on your computer.