

E-VOKED PROJECT

European museums for Vocational Education



2018-1-HU01-KA202-047753

E_VOKED Project Information

- **Erasmus+** Programme, call 2018
- **Key Action 2:** Cooperation for innovation and the exchange of good practices
- Action Type: **Strategic Partnerships in the field of education, training and youth**
... to support the development, transfer and/or implementation of innovative practices as well as the implementation of joint initiatives promoting cooperation, peer learning and exchanges of experience at European level
- Field: **Vocational Education and Training (VET)**
- **Duration:** 36 months, Sept. 2018 - Aug. 2021

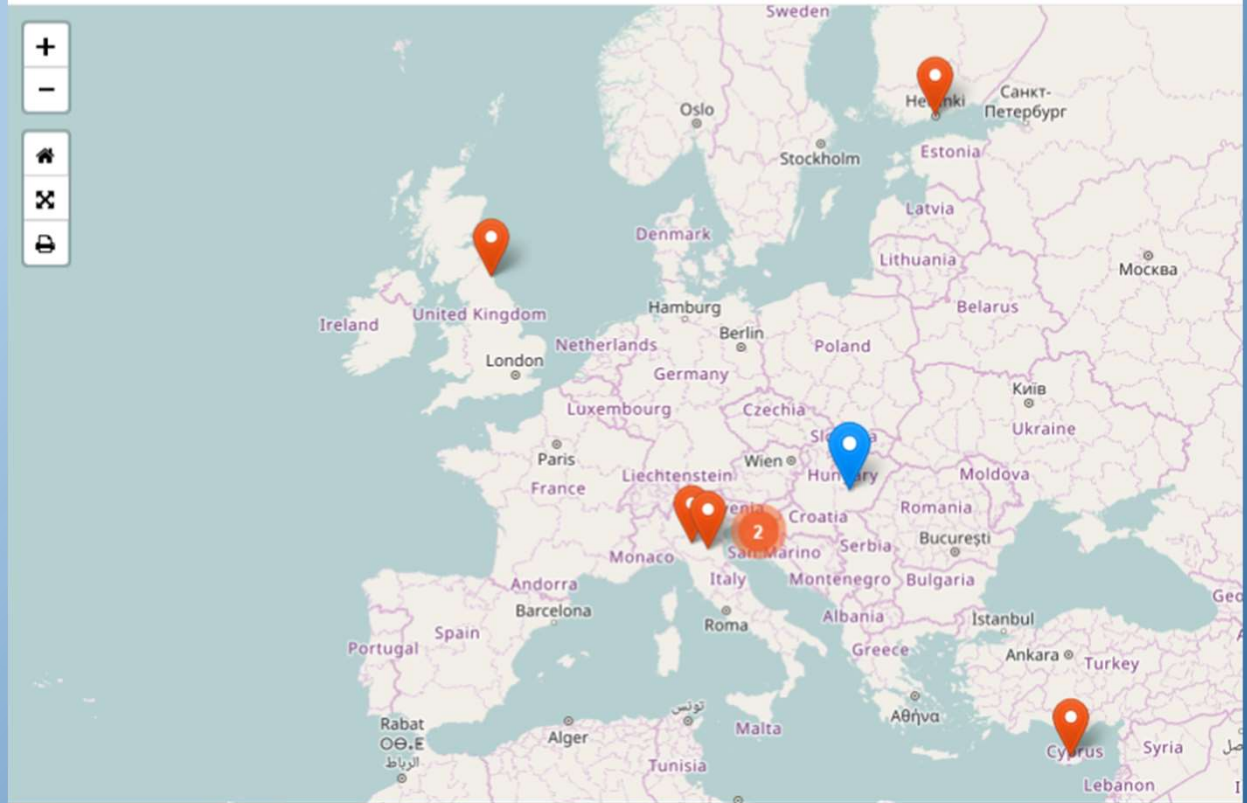
Partners

7 Museums specialized in tourism,
trade and gastronomy

+

1 Vocational Education Center

PROJECT COORDINATOR AND PARTNERS MAP



Hungarian Museum of Trade and Tourism,
Budapest - **Hungary**

Maritime and History Museum of
Croatian Littoral,
Rijeka - **Croatia**



COORDINATO
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Hotel and Restaurant Museum,
Helsinki - **Finland**

Partners



Food Museums of
Parma province,
Parma - **Italy**

Tyne & Wear
Archives & Museums,
Newcastle – **United Kingdom**



Association of Emilia Romagna
Vocational Education Centers,
Bologna - **Italy**



Cyprus Food and
Nutrition Museum,
Lefkosia - **Cyprus**



Croatian Museum of Tourism,
Opatija - **Croatia**

Museums and VET

- 2018: **European Year of Cultural Heritage**, time to highlight the many social and economic benefits of heritage learning.
- Cultural Heritage is not only means to understand our past, it is also an **asset for our future**.
- Museums have increased their **social impact** in the recent years by passing on skills, rather than just knowledge and information.
- For young people, museums are places providing a **friendly encounter** for exploring diverse **cultural and social topics**. They can develop **artistic and critical thinking skills**, creativity and cooperation as well; they can also support young people in **choosing career** options.
- However, there is **no official training** for museum professionals for working with VET schools and students and background literature is scarce.
- The project wants to find **how our museums can contribute to VET**

VET and Museums

- The VET systems in Europe need to **restore their quality and prestige**. There are several government initiatives all over Europe on this issue.
- The number of students of VET schools in many European Countries **is decreasing** and the **dropping out in VET** is highest as compared to the others educational systems.
- In a society where the significance of education and qualification is highlighted, young people without such attainments have **less choice of available jobs** and they end up with low paying jobs with little educational demands and poor prospects for career advancement.
- VET students **need opportunities** for further strengthening their key skills in motivating and inspiring environments through problem-solving and work-based activities.
- **Museums** can be **key actors** in administering these to them.

Objectives of the project

- to explore **best practices** of museums working with VET;
- to encourage museums to engage in a permanent and structural **form of collaboration with VET** institutions;
- to build museum/heritage professionals capacity to identify the **learning potential of cultural objects** in a VET context;
- to **widen** their educational offer;
- to increase and diversify their audience by working out **new education sessions** or other activities;
- to strengthen student's **professional identities** through historical examples.

Objectives of the project

It also targets

- to build **VET teachers capacity** for competence oriented education in a museum/heritage context;
- to provide VET students with opportunities of discovering the **cultural heritage of their region** and acquiring key competences in an innovative and creative way thus increasing **learning satisfaction**.

This project also proposes

- to promote **heritage education** as an ideal resource to acquire the competences required by VET curricula by disseminating collected best practices and experiences learnt from the pilot sessions and other activities;
- to examine the use of **IT tools** in museums to support VET because this age group is the most skillful in using IT devices and it seems a “special language” in which they communicate, therefore museums should also learn and use this language;
- to form a **network of specialized museums**.

Target groups

- **Primary:** museum professionals who work with adult audiences/teenagers in VET
- **Secondary:** teachers of VET institutions
- **Tertiary:** students of VET institutions



Expected Outputs

Partners plan to achieve the goals by sharing best practices and specific methods used at VET heritage education at 8 staff training sessions.

During these training sessions:

- museum professionals will **increase their awareness about VET** and related problems, such as dropping-out;
- VET professionals will be **informed about opportunities** in cooperating with heritage sites and the vast amount of resources they can provide for formal VET programs;
- participants will experience an **increase in their professional confidence and language skills**;
- participants will receive **different European perspectives** on shared challenges and can even **change attitudes** on specific issues in vocational education or on museums' social role.

The **training materials** will be produced in English and will be **widely distributed** and shared through professional networks.

Training sessions Schedule

- November 7th-9th 2018 - Budapest
- April 3rd-5th 2019 - Helsinki
- August 2019 - Opatija
- February 2020 - Bologna
- June 2020 - Rijeka
- November 2020 - Parma
- March 2021 - Newcastle
- August 2021 - Cyprus



Expected Outputs

Participating museums will also design **museum education sessions** and **other activities** in their native languages for VET students (a min. of 3/museum) and test these with at least two groups. These sessions will become part of their regular educational offer.



Another outcome of the project will be the **collection of best practices** shared in a **digital publication**.

Teachers involvement

The project needs to **involve teachers** from the cities where the partners museums are located, especially in the **countryside areas** in order to help VET teachers who have less opportunity for participating in International projects.

Their travel and subsistence at the transnational training events will be **fully covered by the grant**.

The teachers will be involved mainly in **learning and training events** either locally or internationally. Their input during the **design process of the education sessions** will be appreciated greatly and they will also be offered **to bring their students for free to test** the education sessions designed by partners in this project.

They can give their **remarks and advice** on how to improve these sessions.

