

**MUSEUM
VOLUNTEERING...**

Museums, Education and Resilience

Some questions:

- * How have museums changed?
- * How has the purpose of museums changed?
- * How have museum staff changed?
- * How and why do we need to continue to change and become more professional?

Definition of a museum (1946)

The word "museums" includes all collections open to the public, of artistic, technical, scientific, historical or archaeological material, including zoos and botanical gardens, but excluding libraries, except in so far as they maintain permanent exhibition rooms.

International Council for Museums (ICOM)

Definition of a museum (2016)

A museum is a non-profit, permanent institution **in the service of society and its development**, open to the public, which acquires, conserves, researches, communicates and exhibits the tangible and intangible heritage of humanity and its environment for the purposes of education, study and enjoyment.

International Council for Museums (ICOM)





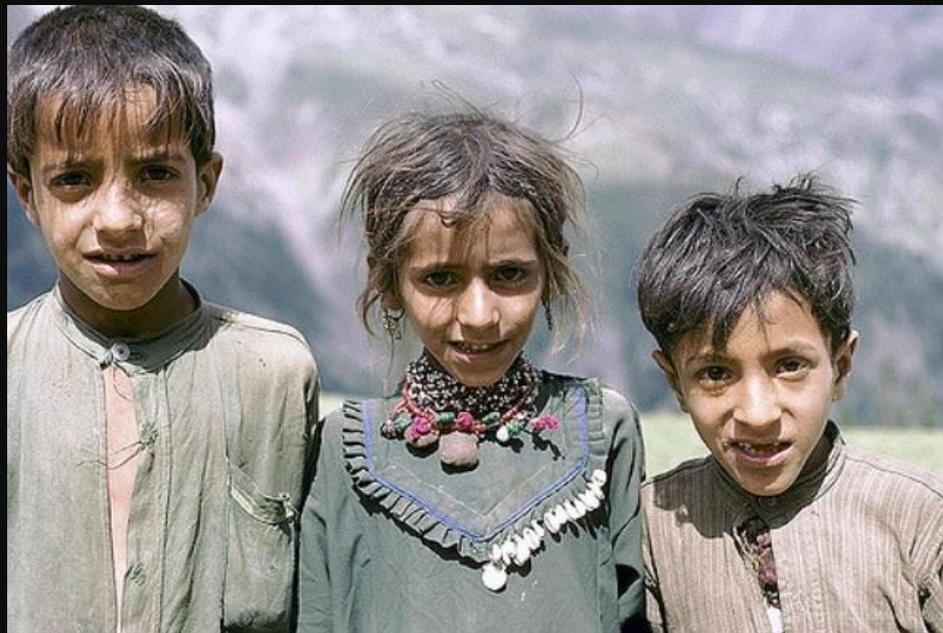


“Those who cannot
remember the past
are condemned
to repeat it.”

George Santayana, *The Life of Reason*, 1905

Population of the world: about 7 billion

About one in nine do not have enough to eat - about 795 million.



1,000 children die each day due to preventable water and sanitation-related diarrhoeal diseases.

United Nations

INEQUALITY

the haves and the have-nots

- The richest 1% of the people in the world now own more than the rest of us put together.
- 62 people own the same as half the world's population put together.
- 21.6 trillion Turkish Lira of individual wealth currently held offshore.

Museums in the “service of society” need to address issues such as:

- **Conflict**
- **Poverty**
- **Inequality**
- **Social Injustice**

and foster:

- **Health and well-being**

Museums on Prescription

- * Doctors “prescribe” museum visits instead of drugs for people with depression.
- * For many people this “treatment” is not only more effective but much cheaper.

Arts and Humanities Research Council

Political and economic factors

The museums sector in England:

- * generates £2.64 billion in income (10.6 billion Turkish Lira);
- * contributes £1.45 billion in economic output to the national economy (5.8 billion Turkish Lira);
- * employs a minimum of 38,165 people.

*“If you think
learning is expensive,
try ignorance.”*

Derek Bok

About a survey of museum education:

- * 79% expected to do more work for same or less money
- * 39% of organisations had fewer education staff
- * 40% of organisations have increased number of volunteers doing education work previously done by paid staff.

Main changes to the Museums' workforce:

- * Fewer permanent staff
- * More short-term contracts
- * More part-time staff
- * More self-employed contractors
- * More volunteers
- * More multi-skilled staff

WHAT ABOUT VOLUNTEERING...

In society, museums play the role of collecting and caring for objects of scientific, artistic or historical importance and making them available to the public.

Museums are generally nonprofits funded by government grants and private donations. Typically, they rely heavily on volunteers, who do everything from handing out tickets to leading tours and cataloging inventory.

- how volunteers could benefit from the opportunity of working in a museum;
- which methods should be used to ensure that the volunteers are managed and work effectively to support the museum's objectives, and gain from the experience
- which areas of the museum could benefit from volunteer assistance

The American Association of Museum Volunteers (AAMV)
World Federation of Friends of Museums (WFFM)



A sample museum volunteering



GEM is:

- A vibrant membership organisation for 68 years with 2,000 members.
- “The voice for heritage learning”.
- The champion of excellence in museum and cultural learning to improve the education, health and well-being of the public - of all ages, abilities and backgrounds.



GEM produces:

- An annual *Journal of Education in Museums*.
- *Case Studies* publication twice a year.
- A monthly eNews.
- Online resources.
- A programme of professional development events.



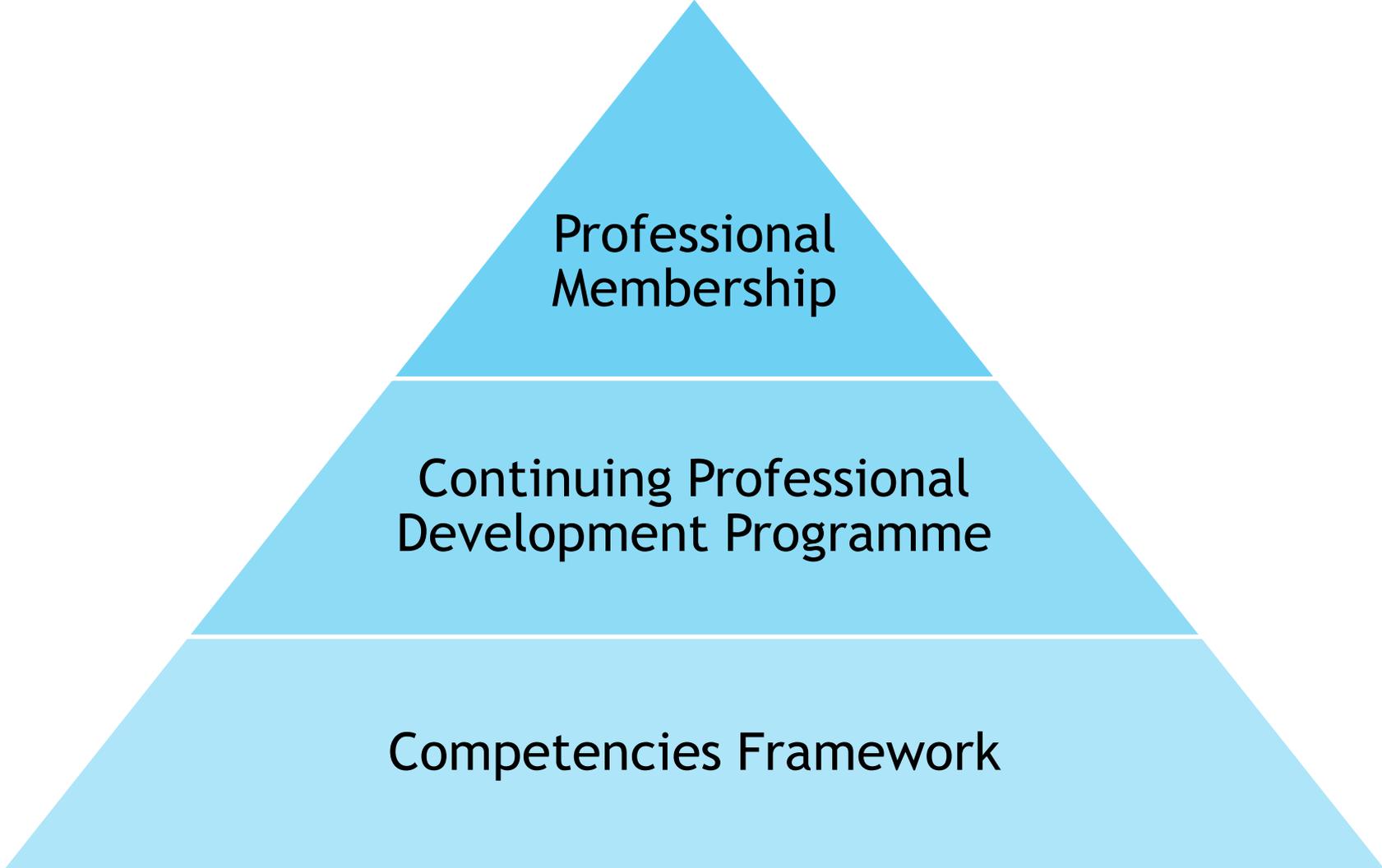


GEM is about:

- Being **passionate** about the value of museum education.
- **Sharing** skills and expertise.
- **Networking** with like-minded individuals.
- **Reflecting** on what we as museum educators do and how effective we are.
- Approaching the **professional development** of museum educators in an **integrated** way.

GEM's three-fold strategy is:

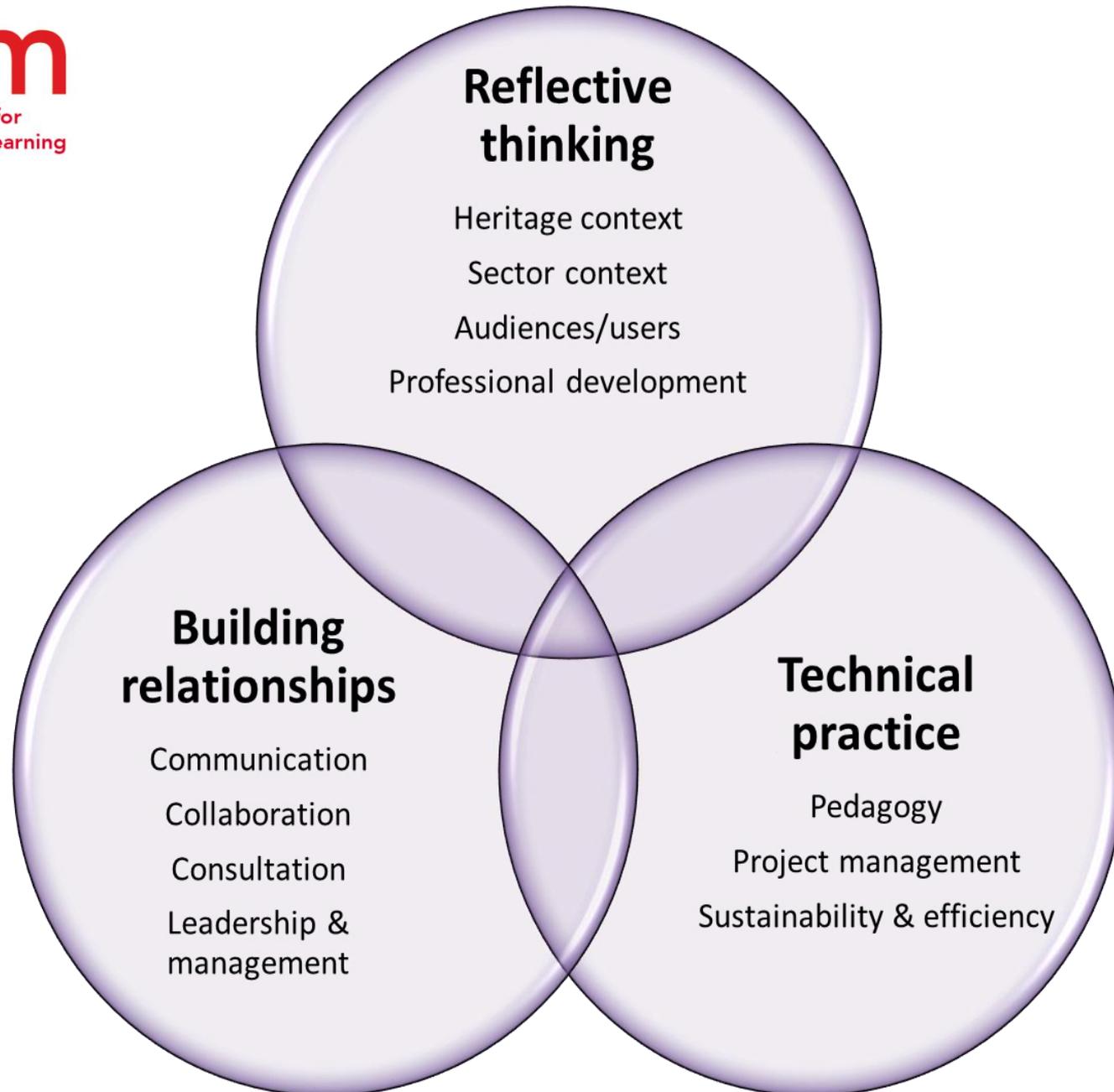
- **Identifying the core competencies** - the essential knowledge, skills, behaviours and expertise - expected of the heritage education workforce.
- **Developing core training provision** for the workforce at foundation, intermediate and advanced levels.
- **Developing a peer-reviewed professional membership scheme** that will formally recognise the professional knowledge, skills and expertise of GEM members, provide a focus and incentive for members' CPD, as well as provide evidence to employers of an individual's competence.



Professional
Membership

Continuing Professional
Development Programme

Competencies Framework



Foundation Course is for those:

- in their first year or so of their museum education career;
- working in a different part of the museum or heritage sector but who wish to take up an education position;
- who have taken on managerial responsibility for education, but who have had little or no experience of education.

Elements of Foundation Course

- Students are encouraged to work together and form a self-help group throughout the three months of the course.
- Each person is assigned a mentor and is required to maintain a work-based reflective journal.
- There are six full days of seminars, workshops and site visits over a three-month period.
- Students complete a work-based assignment.
- Participants receive a certificate of satisfactory completion at a final celebratory event.

Intermediate Short Courses aim to:

- support the professional development of mid-career museum educators;
- address the core competencies identified by GEM;
- help to raise professional standards in the sector;
- sharpen and broaden skills of museum education professionals.

Intermediate Short Course elements

- Each course begins two weeks before a one-day workshop with a training needs analysis, some reading and a few short activities to be completed prior to the workshop.
- The workshop includes time for reflection, networking and the building of a peer support group.
- After the workshop there are follow-up activities and support to reinforce and embed learning.
- On satisfactory completion of each course, participants are awarded a certificate.

GEM Professional Membership - Why?

- Responds to the increasing professionalisation of workforces today.
- Essential that we have a highly skilled and respected museum education workforce that:
 - is inspired, motivated and innovative;
 - has the highest standard of best professional practice in improving the education, health and well-being of the general public;
 - puts CPD at its heart.

Professional Membership - Elements

- New category of membership that formally recognises a specified level of professional knowledge, skills and behaviours within the museum education workforce.
- Obtained through completion of an application process and peer review.
- Application is about providing evidence of having reached the “Experienced level” in at least eight of the eleven core competencies in competency framework.
- No particular qualifications are required.
- Can apply regardless of whether you are employed, self-employed or a volunteer.

Professional Membership is for:

- Full range of practitioners, co-ordinators and managers working or volunteering in museum education.
- Independent of route into the profession ...
 - be it as a teacher, artist, archaeologist, historian, and environmentalist,
 - or as a youth, family, health and community worker,
 - or have trained as a museum educator,
 - or moved into education from another role either within the heritage sector or without.

Professional Membership - Why?

- Your progress and achievements in reaching a level of expertise and competency in heritage education, and your commitment to CPD and reflective practice, will be formally recognised.
- Professional membership will become the standard to work towards, recognised by employers, clients, visitors and funders.
- Opportunity for members wishing to give “something back” to GEM and to colleagues within the sector.
- Professional members will form a special cadre to provide advice and guidance to GEM trustees on strategic and key operational matters.

“Education is not the filling of a bucket, but the lighting of a fire.”

William Butler Yeats

*“It’s a miracle that
curiosity survives
formal education”*

Albert Einstein

*“In times of change, learners
inherit the Earth*

...

*while the learned find
themselves beautifully
equipped to deal with a world
that no longer exists.”*

Eric Hoffer



MUSEUM

INTERESTING
LOCAL AND
NATURAL HISTORY
EXHIBITS.

PEASANT ARTS

REFERENCE
LIBRARY.

Preferences

Goodland, S. (1998). Museum Volunteers: Good Practice in the Management of Volunteers (Heritage). UK: Routledge.

GEM The Voice of Heritage Learning.

<https://gem.org.uk/resource/useful-volunteer-management-resources-for-heritage-professionals/>

**Thank you for
your attention**