



UNIVERSITÀ
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SCIENZE DELLA FORMAZIONE
E PSICOLOGIA



Erasmus+

HETYA project
Heritage Training for Young Adults
n. 2015-1-IT02-KA204-015018

Heritage Mobility Manual.

Learning through museums – Methods, Experiences, Actions

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August 2018

Aknowledgement

We would like to thank all people that participated to Hetya Survey. Our special thanks go firstly to all NEETs that took part in various activities. Thanks to their willingness to overcome obstacles, doubts, problems of any kind (language, time, culture, etc.) and to their enthusiasm, in the end, in being challenged.

Thanks to both NEETs that could reach very good results in the end and NEETs that had to stop their Hetya “learning trip”. They all contributed to add useful knowledge about youngsters, their needs, their expectations and their being source of extremely valuable strengths and potentialities as well as weaknesses that need attention from an educational point of view.

We also want to thank the museum staff that was highly collaborative in all countries in approaching this specific target.

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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.

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1. Preface

Anna Roselli, Director of the Museum of Natural History of the Mediterranean, Livorno

Implementing Hetya project for the Museum of Natural History of the Mediterranean in Livorno has been a great opportunity and a big challenge. The Erasmus+ financed project allowed us to deepen the topics related to learning and to involve an important target of our public, the young people. Every year we receive on average more than 60 thousand visitors, a fourth of whom are students and young people. Education and learning activities for children, boys and girls are an important task for our operators.

Our Museum, founded in 1929 and owned by the Province of Livorno from the Eighties, promoting Hetya project had the chance to update its mission of social responsibility in front of its community and to face an important challenge for the future: enhancing the big potential of culture to link the young people to the labour market.

Together with the University of Florence and the Agency Provincia di Livorno Sviluppo we met important partners from different European countries: Jamtli Museum in Sweden, University College of South East Norway in the Vestfold Region, Bulgaria Economic Forum in Sofia.

At the first step of our project, having faced one of the most important problem in the European Union: the phenomenon of young people Not in Education, Employment or Training (NEET), we implemented a comparative analysis on this, and a research on the museum as learning place, exploring the big potential of our heritage. After that we defined the tools to develop the piloting, the Guidelines for operators, providing evaluation greed to measure the skills of the young people involved, and the training modules for them. Then we achieved a really attractive and rich experience by the piloting, developing the education paths for young people, followed by the museum operators.

Especially in this phase each partner actively contributed to develop a common knowledge, sharing experiences and bringing good practices to the others.

Jamtli (Sweden) is an extraordinary open-air museum, with farms and every age fully equipped houses, that carries on a wide range of activities for the

public. They involve many young people with difficulties, to reinforce their soft skills.

The College of Norway encouraged its students in very interesting master degree thesis on the Neet people and labour market, on the importance of heritage and on Viking Age museums, about the potential of culture in European policy. A group of students contributed also to realise and test the App Wanted, a tool to link the young people to social and educational areas related to museums, and looking for training or job opportunities.

Bulgaria Economic Forum made available its competences for the manual “From idea to business”, targeted to young people, to develop their ideas and undertake the path of self-entrepreneurship. They cooperated with the National Museum of History in Sofia, involving young people in communication and information activities for to the public.

On our side, we widely explored the possibility to favour the "active and productive participation of young people in the museum's life. Here they found the possibility to nurture and grow up a little dream of theirs, something simple that they could not realise by themselves: organise a meeting, create a public call, involving other young people, and for a certain period feeling a part of the community, addressing families, children, other young people, migrants, students. The project tested all these attempts to think or to plan a personal bridge to reach the labour market, being more conscious and self-confident, integrated in the society thanks to everyone's talent.

Hetya mobilities gave all partners – both the 35 operators and the 76 young people involved – the opportunity to be hosted in another European country, reinforcing their sense of belonging to Europe, approaching other cultures and ways of life, exchanging experiences and their expectations for the future. The project favoured the active citizenship and the social inclusion of 130 young people and NEETs in the four countries partners, and improved the skills of about 40 museums' operators.

This final product, a manual on cultural heritage edited by the University of Florence, synthesizes all these experience, gathers the contributions of three years partnership's joint work, and points out learning tools and practices useful to other European museums, operators and young people.

We wish the reader the same enrichment we received from the Hetya project experience.

2. A strategic partnership for education in the museums

Maria Giovanna Lotti, Manager of Provincia di Livorno Sviluppo, Livorno

When we conceived Hetya project with the Province of Livorno we were inspired by a practice carried on in Canada museums: we were impressed by the potential of open air museums as means of growth and by their role of actors in young people education.

Though Italy is one of the richest countries in the world for cultural heritage, many of our museums express their potential in education and learning only as a secondary mission after the honorable tasks of protection and conservation of our heritage. Being proactive to act as driving force in the society appeared to us as appropriate to the Museum of Natural History of the Mediterranean's mission, since it welcomes and includes every kind of people, with its adaptable and well skilled staff.

With the Heritage Training for Young Adults project we aimed at improving the educational values of the museums involved in the Erasmus + strategic partnership.

We trusted on partners already cooperating with us in other projects on learning and cultural topics: Jamtli Museum (Sweden), University College of South East Norway and the network of the Vestfold Region (Norway), University of Florence (Italy) and a good new inspiring partner, Bulgaria Economic Forum in Sofia (Bulgaria). With them we tried to attain the project's ambitious goal: linking the young people, especially the disadvantaged ones, to the labour market.

Thanks to the project activities we underlined the museums' important task to recall the interaction with the community and the promotion of its heritage. Only opening itself to the community the museum carries its social mission, reflecting on its own role and if is following the right path. The world of education and adult learning - schools, but also informal and non-formal education paths - plays a fundamental role in this game, in fact the mediation of museum's educators is essential to ensure that the experience at museum be homogeneous with what is studied at school and in everyday life.

Museums' educational function is a resource to promote knowledge, skills and culture, makes the cultural heritage a concrete object of research, with different targets such as adults, children, young people, the elderly, the disabled, citizens of other cultures, tourists or migrants. Then the museums' main goal is to take into account the plurality of their connotations and needs implementing differentiated actions according to the objectives and methods of performance.

This is strategic for the employment situation nowadays for the young people stalled and not starting a new education or training path, without a job or even not looking for it, so called NEET, who in the last years, in Italy, grew up to a dramatic percentage.

For them being proactive and feeling part of the society is a key factor to face the challenge of a new job or start another education path to re-direct their lives.

The museums, witnesses of the community's memory, are cornerstones of the local identity, so they have the highest potential to guide and reinforce young people's identity and self-confidence.

We performed the project activities in three years, the last one – declared by the European Commission the year of the cultural heritage – encouraged us to go on the same way: *“Cultural heritage is at the heart of the European way of life. It defines who we are and creates a sense of belonging”* synthesized the commissioner Tibor Navracsics. We were fully engaged by his message, promoting the social cohesion, the creativity and the employment of our young people, and sharing this important goal with our partners.

We all thank the project that gave us the chance to be involved in these activities, reinforcing the European relationships and our sense of belonging to a common cultural family.

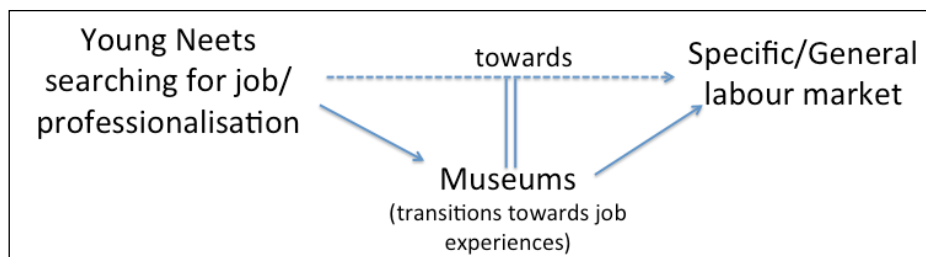
3. Hetya Methodological Learning Approach

Francesca Torlone, University of Florence

3.1. Introduction

The ratio beyond the project refers to the concept of museums seen as a tool and place that can support young NEETs in the development of specific skills, knowledge, and attitudes also towards the culture of work and in the job search process (*Figure 1*).

Figure 1 – The role museums can play in job search processes by NEETS



The questions Hetya wanted to answer are the following:

1. How can European museums be more inclusive and how can they concretely support young NEETs in being included into the – mainly local - labour market by making them experience a concrete working activities?
2. What does being part of a museum context and network mean in the NEET perspective willing to make his/her own working experience? Is the museum only an object of “contemplation”, maintenance or can it be conceived also a place where to build up a professional project and the related activity, actions, operations?
3. How can young NEETs benefit from learning experiences that take place in any forms within the museum contexts in view of their professional inclusion?
4. Which role can museums play in the definition of a professional experience and work activities for young NEETs?
5. How can museums and members of their networks support young NEETs in their job search process and plan for their professional inclusion?

Another issue refers to what labour market young NEETs look at when searching for a job or a working experience (general labour market, specific labour market). This is an issue strictly related to

- the NEET under consideration (their expectations, previous experiences, career development plans, personal ambitions, needs, personal contexts, social networks available in their private setting, etc.)
- the typology of actors that are part of the museums networks mainly on a local level (schools, tourism associations, other museums, restaurants, hotels, observatories, other culture infrastructures, companies, etc.).

3.2. Audience for the Manual

The potential audience for Hetya Manual includes museums operators, at different levels, as well as stakeholders in the provision of local productive services and activities, employers, associations, cooperatives, school system, employment and guidance services, any organisations working in cooperation with museums. Moreover, decision makers are recommended to go through the Manual in order to get familiar with a new role museums can play towards NEETs and disadvantaged population as to make their educational conditions better.

It was clear from the Hetya Comparative Reports (on EU NEETs and museums as learning places), the resources collected and analysed as well as from the learning needs analysis of the museums operators at territorial level in Bulgaria, Italy, Norway and Sweden, that there is a strong institutional commitment to addressing the challenge of providing learning support for young NEETs and that museums play an important role in that. Museums Directors and operators are aware of that as well as of the new cognitive estate that is needed for this challenge.

The kind of learning support NEETs can get from museums varies depending on the different typologies of such cluster of population. Variety is strictly related to their age, their educational attainments, their personal background, the places they live, the previous experiences they joined on a personal, educational, professional levels, their ambitions and career development plans.

On the other hand, variety in learning provision depends on the museums themselves, the kind of local and national networks or partnerships they are actively involved in, the kind of museums' operators.

However, museums must be fully aware about their educational role towards NEETs that may find museum as a new learning environment where to define and implement their learning process for a limited period of their professional life.

3.3. Aims and objectives of Hetya' experimentation

The aims of the experimentation carried out in Livorno (Italy), Jamtli (Sweden), Oslo (Norway), Sophia (Bulgaria) consist of

- identifying the kind of local and national partners museums are in contact with as they play an important role in the professional design of NEETs
- selecting the kind of activities NEETs are interested in and support them in putting them into practice
- guiding NEETs in reaching the goals and producing outputs connected to the activities agreed and assigned (i.e. budgeting, costs monitoring, events' organisation, logos design, organisation of didactics for children, design of a mobile App devoted to job searching)
- using different learning methods and tools with NEETs in order to support them in defining and implementing the activity/project for museums (i.e. Hetya mobility, modules from e-learning platforms available, informal learning).

Specifically, Hetya wanted to support museums operators in building up concrete actions or projects where groups of selected NEETs were required to

- define a sector of interest (tourism, cultural heritage, design, research, art, didactics, etc.)
- define on their own a "project" or activity to be implemented within and/or for the museums in cooperation with representatives of the local productive systems that were in connection with museums
- develop and implement the project or activity each NEET chose during the lifetime of the project.

During the project, methodological guidelines were arranged and shared as to define the theoretical frame considered for the learning arrangements. Alongside with the methodological guidelines, museums were accompanied during the ongoing and final monitoring and evaluation of NEETs' progression.

3.4. Basis of the Manual

The whole Hetya learning pathway drew on a wide range of discussion and debate, feedback from partners' activities as well as from

- Hetya comparative report on analysis on EU NEET in the partner countries (Bulgaria, Italy, Norway, Sweden);
- Hetya comparative report on the role plaid by museums contexts and organisations in the learning processes of this specific target;
- Hetya focus groups and discussion taken with the sample of NEETs selected in each of the local territories (Livorno-Italy, Bulgaria, Norway, Jamtli-Sweden);
- Learning needs analysis of different levels of museums operators in the four territories surveyed.

From a theoretical perspective, the Hetya learning pathway was based on the following, as described in the *Chapters 3.5, 3.6, 3.7*:

- museums conceived as "learning organisations" through organisational learning of their members;
- museums seen in their "social responsibility" functions (institutional social responsibility);
- museums managed in consideration of adult learning theories and approaches (socio-constructivism, social learning, experiential learning approaches, self-directed learning, transformative paradigms).

Unlike education, learning shifts the emphasis to the person in whom change is expected to occur. So we accept the definition of learning seen as an "act or a process by which behavioral change, knowledge, skills and attitudes are acquired. This could be either through experience, reflection, study or instruction" (Coombs and Ahmed, 1974:100-101). Looking at museums' settings we consider informal embedded learning processes that occur through the

engagement of individuals – NEETs included – in informal learning networks or “communities of practice” (Lave & Wenger, 1991). These are conceived as groups of likeminded individuals that unite to exchange information, ideas, interests, needs, skills, resources, proposals, experiences, that can provide solutions to practical problems or issues. The more complex the task to accomplish is, the more likely that community of practice evolves towards the complexity of networks. In our research experience carried out within Hetya community of practice is featured by an identified group of people whilst networks are something wider, more complex, difficult to identify and narrow. Networks are made of strong and weak connections (Granovetter, 1973) and risk to be a chaos.

In this context learning processes are seen as processes aimed at acquiring and developing knowledge that are available in a given environment (i.e. museums) through their legitimate peripheral participation. Through peripheral activities people become acquainted with simple tasks, values, rules, procedures, approaches, organisation of the community. Gradually people’s (physical and social) participation to the community makes them understand the broader context into which they operate and have their personal and professional growth strictly depending on how close they cooperate with community experts. The more they enter in the community the more they gain knowledge and see themselves as members of it. The successful progression towards the membership of a given community (it can be museums but also any partners working in cooperation with them) strictly depends on

- if and how learners take the initiative to pursue a (formal or informal) learning experience;
- learners’ responsibility for implementing and completing their learning experience;
- levels of learners’ engagement (Billet, 2001, 2004).

3.5. Museums as learning organisations

Museums seen as “*learning organisations*” (Senge, 1994) and *socially responsible organisations* can play an important role in providing appropriate responses to young NEETs’ intellectual growth ambitions and correct the social

exclusion produced by different factors that impact on the socialisation of young people (i.e. education system, university, school, etc.). “Irrespective of age, gender, socio-economic background, ethnicity or disability, all EU citizens should have the opportunity to acquire and develop the mix of knowledge, skills and aptitudes they need to succeed in the labour market” (European Commission, 2010:10). Equality in education is likely to occur informally more than formally (formal education is just for the ones who can afford it or for the ones organisations want to invest on provided that it is not given as a benefit).

Museums are “educational institutions” not only because they have collections of objects that are open to the public that can learn more about these objects (supported by museum operators or on their own going around and reading informative materials by themselves). Like the totality of organisations, they are educational by nature: museums as such need to acquire knowledge, to innovate fast enough to survive and thrive in a rapid, complex, diverse, changing environment by making use of all their own components. Museums as learning organisations need to create and support a culture that encourages continuous improvement processes of employees and people cooperating with them in any forms (volunteers, trainees, students, suppliers, users, etc.), their critical thinking by making use of any component that possess knowledge and potentiality for evolvement and learning valency. Through the research in Hetya we concluded that museums’ networks are the most relevant knowledge component that can be used for learning purposes, both on the NEETs and operators sides.

They need to risk taking new ideas, projects, activities to be developed, allow mistakes and contributions by people cooperating with them in any forms, learn from experience and experiment new activities or duplication of previous ones by different people.

Furthermore, museums need to disseminate the new knowledge throughout the organisation for incorporation into day-to-day activities and services in order to guarantee the growth of the organisation itself.

In Hetya we considered the function museums play towards any citizen being in contact with them, NEETs mainly included in their role of learning institutions in two different ways:

- museums conceived as organisations supporting learning processes of people cooperating with them (employees, volunteers, users – including NEETs, suppliers, etc.);
- museums conceived as organisations that learn themselves and supports, promotes its own learning processes.

3.6. Museums as socially responsible institutions

Museums from the adult learning perspective play an important role being, by their nature, *socially responsible institutions*. Even when performing their basic tasks (i.e. assembling and exhibit collections, transmission and preservation of goods we collectively consider valuable) they exercise social responsibility. By “social responsibility” we herein refer to the tasks museums are assigned to socialize, meet, greet each other and undertake their institutional tasks by looking at their (mostly informal) learning dimension in an open environment.

This is much more important and socially relevant when dealing with such a delicate target like NEETs. Museums work hard to know and understand their public (Dewey, 1927, including ordinary public and not ordinary one). Historically, museums believed that they knew their public, who they were, what they wanted, what was good for them. Nowadays things have changed. They want and need to serve especially not ordinary public or pre-public (Federighi, 2018; De Sanctis, 1988; De Sanctis & Federighi, 1981) being socially responsible. Such public is made of people with poor educational conditions that can benefit from encountering museums and developing with them any kind of experience with learning results.

On the other hand NEETs might be people who tend not to use museums and not to be attracted by them (not ordinary public). Being socially responsible institutions, museums need to work hard to attract them. This is a way to make museums more democratic, open, relevant, equal.

3.7. Adult learning theories and approaches within the museum settings

In this chapter we want to focus on the role adult learning plays in the museums settings. Generally speaking adults learn much on their own, based on their motivation, interests, something they are interested in and see useful for themselves in terms of coherence with their values, ambitions, future developments, social beliefs.

The main adult learning theories we considered useful for Hetya purposes and for the sense making processes that were activated in our experimentations are the following:

- constructivist approach;
- social learning approach;
- experiential learning approach;
- self-directed learning approach;
- transformative approach.

While producing services or products people involved in the service/product production learn and produce knowledge through a reflective process. Some of the adult learning theories we considered are reported below.

3.7.1. The constructivist approach (Dewey, Vygotsky)

It is a learning theory that explains how we acquire knowledge and learn based on an active and constructive learning process. This implies that learning is an active, contextualised process of constructing knowledge rather than acquiring it. So learner is an information constructor: he/she actively constructs or creates his/her own subjective representations of objective reality. Knowledge is then constructed based on personal experiences, hypotheses of the environment around, and reflection on these experiences. Learners continuously test these hypotheses through social interaction and negotiation. This leads to the different interpretations and knowledge process construction everyone has. Every learner brings his/her own experiences and cultural factors to a given situation. New information everyone creates is linked to his/her prior knowledge that interacts with the environment around via a reflection process.

3.7.2. *The social learning approach (Bandura)*

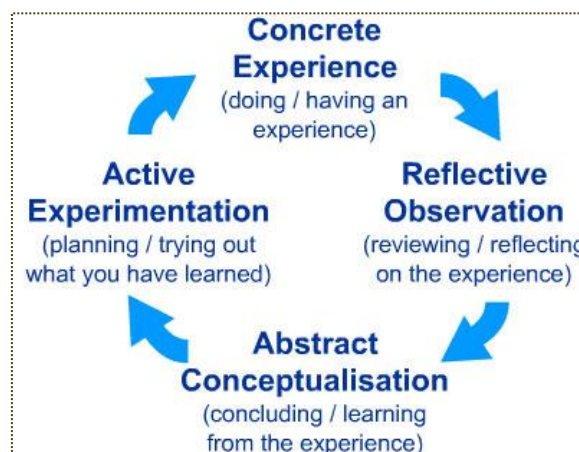
The social learning approach sees learning as a cognitive process that takes place in a social context and occurs through observation of behaviours, punishments, rewards. Learning in this case derives from a continuous reciprocal interaction between cognitive, behavioural and environmental influences. The social learning theory explains how people can learn new things and develop new behaviours by observing other people. Applied to our research it helps us in design learning components of the whole process of NEETs where they are in contact with others in the museum and outside and need to learn from them how to manage specific situations in order to put an activity in place.

3.7.3. *The experiential learning approach (Dewey, Kolb)*

According to this theory experience is the source of learning and development. The experience learning process (Kolb, 1984) is depicted below (Figure 2). Its main components are:

- knowledge (what has been acquired by formal learning and past experiences),
- activity (application and use of knowledge to the real world), and
- reflection (analysis of knowledge and activity to create new knowledge).

Figure 2 – Kolb's cycle of learning



The main components of experiential learning are:

- its process nature

- regular, constant, causal relation with experience
- coincidence of learning with conflicts' solutions
- holistic adaptive character
- transaction between individuals and contexts
- learning as being devoted to the (new) knowledge creation, both simple and complex one

3.7.4. Self-directed learning (Candy, Brookfield)

What we consider relevant for our purposes from this theory is that:

- learners/NEETs must take the initiative to pursue their learning experience
- learners/NEETs must take the responsibility for completing their learning and leading it to the end.

Once the individual initiative is taken by the NEET, he/she also assumes and takes on the whole responsibility and accountability to define the learning experience (the kind of activity he/she want to implement) and follow it till the conclusion of it.

This does not prevent from others to intervene supporting NEETs learning processes but the responsibility and decision about that stands on the NEET.

3.7.5. Transformative learning (Freire, Habermas, Mezirow)

Museums can play an active role towards disadvantaged people like NEETs if they transform themselves, their beliefs, their targets, their activities. It is a matter to change and transform not only the capabilities of museums operators (that need to be properly equipped when having to deal with a new target) but museums' beliefs and strategies that can guide museums actions. By transforming museums mission, operators will change skills, competences, attitudes, values.

3.8. The learning process for NEETs while implementing projects / activities supported by museums

For Hetya purposes we considered the variety of NEETs population as described in Eurofound (2016: 29-36). More specifically we took into consideration the following NEETs clusters (Eurofound, 2016: 32):

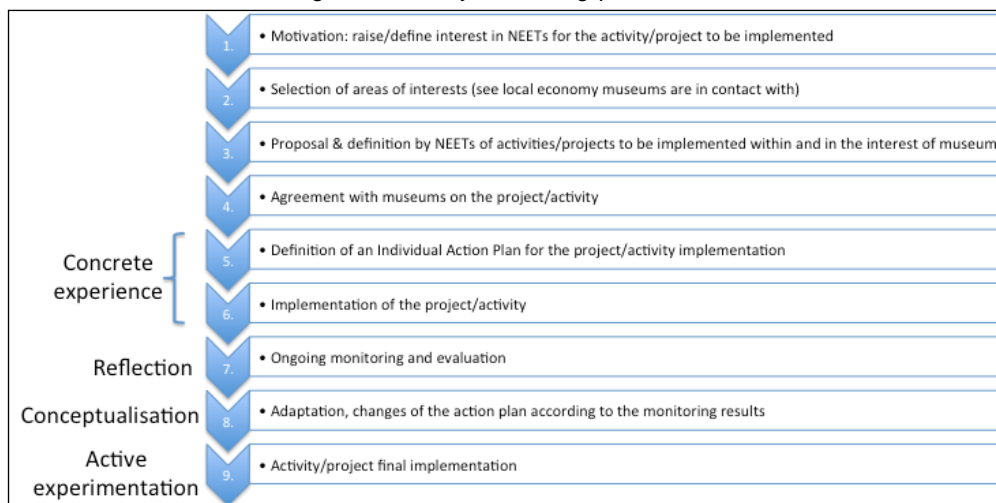
- Re-entrants;
- Short-term unemployed;
- Long-term unemployed;
- Other inactive.

The other NEETs clusters such as “Unavailable due to illness or disability”, “Unavailable due to family responsibilities” and “Discouraged workers” were not taken into consideration due to the European sample from territories in Bulgaria, Italy, Norway, Sweden that was selected for investigation.

The preliminary research question was: how can museums operators support knowledge and skills development of NEETs?

The answer we provided stems from the adult learning theories described above. More specifically, to meet Hetya purposes we proposed to manage learning processes of young adult NEETs and design a learning process that aligned with Kolb’s experiential learning cycle, the constructivist and self-directed paradigms as well as the transformative approach (Figure 3).

Figure 3 – Hetya learning process of NEETs



Although it seems to be a quite linear process we saw a variety of overlaps and parallel ongoing learning phases during the whole learning process of each of the NEETs that was involved the experiential learning activities.

3.9. The educational roles played by museum operators and adult learning experts

The Hetya approach adopted called for competences and skills museums operators are required to have in order to properly guide and support young NEETs in their learning process, along with educators and trainers guide.

Museums operators as well as experts in adult learning processes were required to play the role of *guides*, *facilitators*, *promoters* seen as people managing single learning actions that were designed by adult learning experts in order to reach the learning goals. Learning goals were different from one NEET to another (or from one group of NEETs and the others like it happened in Bulgaria and Norway). Operator as well as experts were guiding NEETs in making the best use of networks as source of learning to develop their ideas, projects (see Annex 1). To this purpose it was necessary to firstly understand the kind of networks each of the museums involved had at its disposal and the related know-how each project/activity could have benefit from.

Museums operators' main tasks were:

1. To support NEETs in the definition of areas of interests (biology, public events' management, graphics, research, fund raising, arts, IT

- development, marketing, etc.);
2. To define the kinds of activities/projects to be implemented within the museum context or in close cooperation with them, like
 - a. guided tour in the museum for school students,
 - b. thematic seminars with local stakeholders, youth associations, etc.,
 - c. design of graphics like logos,
 - d. definition of mobile app for youth,
 - e. organisation of public events
 3. To pose questions, problems to NEETs to make them reflect on how to do things, with whom, for what, in how much time;
 4. To set boundaries to NEETs to make their project/activity project concrete, feasible, realistic: they must be realistic and work at the concrete implementation of the activity (with no delay), concrete objectives and results (arranged in order for them to be measurable and promptly, easily valuable in order to check any changes that were needed to make the project concrete and realistic on a short term);
 5. To support learners/NEETs in any kind of help they needed in relation to the activity planning and implementation, like
 - a. provide contact persons of local organisations (schools, universities, public services, etc.),
 - b. explain procedures to make a formal invitation,
 - c. share rules for appointments, calendars, written communications, etc.,
 - d. share financial rules for budgeting and costs management
 6. To ensure physical and emotional safety and encouragement;
 7. To facilitate NEETs' learning process supported by adult learning experts;
 8. To recognise and encourage opportunities for learning (reading, participation to meetings, organisation of existing events, networking, classrooms);
 9. To engage NEETs in challenging activities, people and situations;
 10. To discover, test, experiment new things (i.e. preparation of a university classroom, preparation and management of public events, arrangement of mobile apps);
 11. To help NEETs notice and be aware of connections and/or thematic

interrelations between one context and another (museums, university, companies, schools, employment centres, etc.);

12. To manage the methodological dimension of doing things;
13. To manage the reflective dimension of doing and improving things;
14. To plan the whole learning process by including different kinds of learning events like
 - a. Involvement in Hetya mobilities out of the country of origin aimed at implementing the activity/project, networking with other NEETs, museums, services;
 - b. E-learning modules available for NEETs (i.e. Trio platform) and chosen in connection with knowledge NEETs needed to implement the tasks assigned for the project/activity (i.e. modules on budgeting);
 - c. Informal meetings with museum operators and others where to learn processes, procedures, notions, etc.;
15. To encourage NEETs in making an analysis of the learning events they got and managed on their own (self-directed learning) and/or supported by museums operators and adult learning experts;
16. To assess the learning events and outcomes reaching soon after the implementation of the projects/activities chosen to be undertaken (how did I perform? Who is it useful for? How can it be improved? Can I reach additional targets with the project/activity?).

3.10. The NEETs value proposition of museums

Nowadays every organisation is committed in value creation for any person involved in any kind of activity within the organisation itself. The aim is to contribute to their performances and professional growth.

In Hetya research we used the Learning Value Proposition (LVP) paradigm to investigate on the learning value museums can offer to NEETs by looking at the experimentation undertaken in Livorno (Italy), Sophia (Bulgaria), Jamtli (Sweden), Oslo (Norway). Creation gained by NEETs supported them in their professional growth in different (soft/hard) areas.

Value proposition provided for by museums consisted of a collection of the opportunities, challenges, reasons why NEETs chose to be in museums instead

of other organisations or institutions before entering the labour market. It could be seen as a sort of “NEETs deal” that characterised museums for NEETs and differentiated them from other institutions and organisations.

Museums role towards them was then pivotal.

Specifically value proposition museums needed to create for NEETs in order to be attractive and useful for them has any forms of learning and professional growth as its object. The kind of learning museums can provide (Figure 3) is of a wide variety due to their institutional social responsibility, to the institutional goals museums have, to the variety of partners museums have in the local economy.

4. Learning supply: experiences developed by young Neets

International group of research

4.1. Introduction

Francesca Torlone, Glenda Galeotti, University of Florence

This chapter intends to present in detail projects and activities that NEETs have been proposing and implementing with the educational support of museum operators as well as adult learning experts. Experts were also the ones supporting NEETs in making their learning demands expressed and explicit in relation to the activity they were interested in implementing. Learning NEETs were involved in during the lifetime of the experimentation consisted primarily by learning actions planned by the University of Florence and implemented by the museum operators supported by the University staff. The aim of the series of learning actions was to support NEETs in developing specific skills and competences related to the activity they chose to implement and identifying some gaps that still remained to be overcome (i.e. see Chapter 4.2.5).

Tools to monitor and evaluate skills and competences that were needed to each of the activities NEETs decided to undertake were defined and arranged by the University of Florence staff.

The aim is to show the wide variety of ideas that came by NEETs, their interests, inspirations. They all were the basis for the development of activities of different kinds that were somehow connected to the sector and territory where Hetya museums are located and actively working.

4.2. Livorno-Italy

Federica Lessi, Provincia di Livorno Sviluppo, Glenda Galeotti, University of Florence

4.2.1. Introduction

For the Hetya project learning paths were recruited by 5 public calls 72 young people from 18 to 35 years (June 2016-March 2018), in total 5 groups. They

accepted to be involved in research and training activities related to museums, in seminars and workshops, in mobility in the country partners.

In the Table below we provide the overview of the public competitions that served to collect and select NEETs on the territory of Livorno along with the related information about participation in training, mobility abroad, drop out, early leavers (Table 1).

CALLS ISSUE	Number of candidates	HETYA TRAINING			Number of participants in HETYA MOBILITY	Number of project drop out
		Total number of participants	Number of participants in some training activities	Number of participants who concluded training		
First call (2016)	30	10	3	8	4	16
Second call (May 2017)	16	5	1	3	1	10
Third and fourth calls (October and November 2017)	16	5	3	1	4	7
Fifth call (March 2018)	10	4	1	4	3	3
Total	72	24	8	16	12	36

Table 1 – Overview of public calls by the Provincia di Livorno Sviluppo

Each group has been involved in the introduction meeting at the Museum of Natural History of the Mediterranean in Livorno, held by the project staff of the Province of Livorno, of Provincia di Livorno Sviluppo and University of Florence. They had a presentation of the project, the main idea of the learning path as a personal project tailor-made which someone should implement in the museum, the main areas of activities of the museum itself and the features of the host museums for the mobility abroad.

The main areas of the MusMed in Livorno:

- **Technical area:** museology, conservation of the collections, study and cataloguing, archival and management of documents
- **Communication and Promotion area:** welcoming, general information on the museum, marketing and promotion of different activities targeted

to the public (meetings and seminars, and so on), also using website and social networks

- **Education Area:** didactics for schools and children, adult's education and training
- **Management and personnel area:** general planning and management of the activities and of the staff, planning of innovative tools and projects

Every young people have been invited to think and develop an idea to realise as a personal path.

Their ideas were related to:

- didactics at the museum for different targets
- contribute to develop the communication of museum (social networks, image, merchandising, etc)
- develop some specific services of the technical area (botanical garden, bank of seeds, library, research by funding activities)
- Involve specific targets of public (young people, migrants, children, families, etc).

Every idea has been proposed to the museum and to Provincia di Livorno Sviluppo, and after the approval they learned the tools to develop a project from an idea and to fill in a form (by PCM methodology). They were involved in face to face meeting with a "tutor", the museum operator, or the staff of Provincia di Livorno Sviluppo, to write down a project.

Each learning agreement included the project to be carried out at the museum.

In brief, the phases of the training process were:

- presentation of participants' first proposal;
- assignment of a museum operator in his/her role of "facilitator" assigned to each participant;
- activities design supported by the "facilitator";
- activities implementation with support of the "facilitator";
- monitoring and evaluation of the learning and learning promotion processes.

4.2.2. Type of activities developed by NEETs in the course of their own "project"

Planning a project: the young people wrote a short project following their ideas, developing a form based on the PCM rules, detailing shortly: title, acronym, name of the person, partners of the network to involve, short description, target, local context and problem to solve, objectives, steps/activities, human and technical resources, financing.

Organisation of public events: live painting for young artists in Livorno on 29th July 2017 (see Annex 4), public event “Cultural migrations through the Mediterranean” at the museum on 28th November 2017 with the journalist Saverio Tommasi.

Teaching/education activities: presentation of the teaching activities in the museum and workshop for students at University of Florence (on 16th April and 18th April 2018); creating a laboratory for children concerning the horse and the hawk, whose image is kept in the museum, to be introduced by images and explanation, and to be reproduced on paper with colors, or with other natural material (seeds, clay, etc.) and presentation in a public event; didactics on the stone age and the ancient jobs; education for refugees on cultural heritage of the host country, in order to develop the sense of belonging to the society, training of museum operators by lessons on English language for welcoming services

Communication and promotion activities: proposals of logo for the museum for the 90 years from the foundation, photo contest with frames to involve the public in the looking at artifacts and objects shown at the museum, communication by social network of the events promoted by the museum such as "Verdescambio 2018", developing merchandising using a 3D printer to realise prototypes of gadgets related to the museum.

Technical area: Implementing the database of the bank of seeds, implementing the museum's networks with partnerships in the area of Campania and Sicily.

4.2.3. Outputs delivered by NEETs

Events/Seminars: live painting for young artists (Livorno, Venice quarter during the summer festival “Venice effect” on 29th July 2017), public event “Cultural migrations through the Mediterranean” at the museum (28th November 2017).

Marketing outputs: logo for the MusMed, prototypes of gadgets for merchandising, frames for the photo contest and virtual exhibition on the MusMed Facebook page¹ both related to the museum and to the temporary exhibition “Felini, eleganza letale” (December 2017- May 2018).

Teaching/education outputs: workshop for students at University of Florence (April 2018), laboratory for children concerning the horse and the hawk, producing models or images of the animals on paper with colors, or with other natural material, presentation of the same laboratory to the public in the event “Harborea” at the Museum (October 2017); 3 sessions of training for refugees on cultural heritage of the host country, in order to develop the sense of belonging to the society, 6 hours of training to museum operators by lessons on English language for welcoming services, introduction and workshop for students at University of Florence (on 16th April and 18th April 2018).

Technical outputs: Surveys implemented on the database of the bank of seeds, 2 PTT presentations on a proposal of the network among the MusMed and science museums in Campania region and similar museums in Sicily region.

4.2.4. Networks supporting NEETs in Hetya projects development

Museum staff: the operators involved in the paths implementation were n. 7 for the museum (Marco Leone, Antonio Borzatti, Emanuela Silvi, Ambra Fiorini, Barbara Raimondi, Valerio Lazzeri, Anna Roselli), working on the didactics, services to the public, research, collections’ management and general manager.

¹ Photos available at https://www.facebook.com/pg/MuseoMedLivorno/photos/?ref=page_internal (09.2018).

Provincia di Livorno Sviluppo staff: 3 people involved (Federica Lessi, Omar Franconi, and Maria Giovanna Lotti) for the support of young people for the project planning, administration and organisation.

Museum networks: Botanical Group of the Museum in Livorno, Itinera cooperative of cultural services, associations on social field (Arci Solidarietà in Livorno, Caritas), Secondary Schools of the city, institutions (Municipality, Provincia di Livorno, etc.).

In the Tables below we provide information about the projects and activities that were planned and implemented by NEETs supported by museum operators.

Table 2 - List of the projects planned by NEETs and the Museum located in Livorno

N.	Gender, Year of birth	NEET' City of origin	Idea/Project - Summary
1	Male, 1989	Livorno	Encouraging the scientific research by finding funds with the European projects: participating in Life Programme's design and implementing
2	Female, 1986	Livorno	Favouring the networking among young people in Livorno, also by carrying out specific activities like workshops or short films festival
3	Female, 1991	Firenze	Museum didactics and education for different targets of people - children, especially 6-10-year-old, elders and disadvantaged people - in order to explore the possibilities of the museum's values
4	Female, 1983	Pisa	Project related to audience development for the Museum enhancing the Museum visibility on the web channels, especially social networks
5	Female, 1990	Pistoia	Project for the enhancement of the botanical garden: research on the uses of various herbs in history, especially in antiquity, which could be included in a Guide of the garden. Integration: creating and archeobotanical project to realise a new specific section of the garden with the remains of plants contained on archaeological finds
6	Female, 1991	Firenze	Enhancing the library of the Museum, also by the digitalization of the ancient books funds and heritage. In practice: checking the status of digital cataloging of the library; checking the on line catalogue of the antique funds contained in the historic hall and, if necessary, promote their valorisation and access to scholars; implementing the services offered by the library (for example, creating a library site reserved for the library)

N.	Gender, Year of birth	NEET' City of origin	Idea/Project - Summary
7	Female, 1989	Livorno	Photo Contest for young people (20-35 years old) on the Museum, in order to involve and develop a target underrepresented at the museum, the photos could be published on Facebook and Instagram of the museum, and awarded by the public with likes
8	Female, 1994	Volterra (Pi)	Education project for museum/cultural operators with practical applications

Table 3 - List of the projects that were implemented by NEETs in cooperation with Museum located in Livorno

N.	Gender, year of birth	NEET' City of origin	Idea/Project - Summary
1	Female, 1987	Livorno	Creating a frame to put in the museum-artwork: the visitors can use the frame and shoot the artworks with the smartphone to take pictures; these photos are put on line and voted by the public. Finally an exhibition is planned of the printed photos. A possible integration is to create works of art as well as photographs with the same method, inspired by pieces exhibited at the museum
2	Male, 1994	Livorno	Favouring the integration among people belonging to different cultures. Awareness rising in secondary schools on migrants integration and cultural differences, organising a public event in the Museum of Natural History for the Mediterranean with students, migrants and operators. He shares the project with a colleague
3	Female, 1994	Livorno	Creating the logo for the 90 years from the foundation of the Museum of Natural History of the Mediterranean and ideating the coordinated communication for the event. The logo created within the project is now the official logo of the museum
4	Female, 1990	Roma	Project idea: to create a laboratory for children that concerns the horse or the hawk, whose image is kept in the museum, and realise it drawing or creating small sculptures, in an educational trail including the iconic and literary sources. Introducing it in a public event to other targets of public, to integrate the offer of the museum
5	Female, 1992	Livorno	Project idea: to create a laboratory for children that concerns the horse or the hawk, whose image is kept in the museum, and realise it drawing or creating small sculptures, in an educational trail including the iconic and literary sources. Introducing it in a public event to other targets of public, to integrate the offer of the museum. She shares the project with a colleague

N.	Gender, year of birth	NEET' City of origin	Idea/Project - Summary
6	Female, 1994	Livorno	Enhancing the talent of young artists and get them more visibility. Creating exhibitions with different themes, for example, based on street art, live painting etc. a Live painting has been organised during "The Venice Effect" held in Livorno on 29 July in the evening. In practice a group of young people has been selected by a public call and involved in live painting and exhibitions (Harborea, October 2017, at the museum)
7	Female, 1992	Bagno di Gavorrano (GR)	A project to raise awareness of the diversity of Mediterranean cultures, the coexistence that existed in the ancient world between peoples aimed at reaching today's problems and the sense of integration. Target: high school boys and girls, migrants and asylum seekers in our area. Preparatory meetings should be implemented with schools and a day of follow up will be planned at the museum, with the speech of a journalist expert in international cooperation and on cultural differences. She shares the project with a colleague
8	Male, 1997	Livorno	Supporting organisation and communication by social network of the events promoted by the Museum of Natural History of the Mediterranean "Verdescambio 2018"
9	Female, 1994	Livorno	She planned a project on didactics based on the stone age. She introduced a project of scientific dissemination to the students of the Florence University, Faculty of Education and training, and a workshop aimed at developing the students' skills in the education of different targets of museum's public
10	Female, 1985	Livorno	The project is aimed at educating the refugees in Livorno supported by Arci Solidarietà association on cultural heritage of the host country, in order to develop the sense of belonging to the society (3 lessons implemented)
11	Female, 1990	Cecina (Li)	The project was on the training of museum operators by lessons on English language for welcoming services, targeted to the museum personnel and drop out students supported by the museum (6 hours provided)
12	Male, 1994	Livorno	Project on museum merchandising using a 3D printer to realise prototypes of gadgets related to the museum and the local network, not yet in the current market
13	Male, 1985	Livorno	Implementing the database of the bank of seeds, integrating and updating the surveys with new details, also in cooperation with the Botanical Group of the Museum in Livorno

N.	Gender, year of birth	NEET' City of origin	Idea/Project – Summary
14	Female, 1985	Benevento	Developing a proposal of partnership among the science museums in Campania region and the Museum of Natural History of the Mediterranean, also aimed at sharing the safety plan following the ICOM guidelines and standards
15	Female, 1988	Catania	Developing a proposal of partnership among the museums in Sicily and her local area and the Museum of Natural History of the Mediterranean, in order to organise activities (events, researches, projects, etc.) among similar institutions. She shares the project with a colleague
16	Male, 1993	Catania	Developing a proposal of partnership among the museums in Sicily and her local area and the Museum of Natural History of the Mediterranean, in order to organise activities (events, researches, projects, etc.) among similar institutions. He shares the project with a colleague

4.2.5. Neets' Learning Outcomes (Livorno, IT)

Glenda Galeotti, University of Florence

Monitoring and evaluation activities carried out by the University of Florence had two main goals:

- supporting the museum operators in their role of “facilitators” in the different phase of the learning pathway;
- analysing the learning process and the related outcomes.

Moreover, monitoring also enabled us to highlight NEETs' training needs in relation to:

- the training supply for the NEET group;
- the priorities in terms of areas on which to intervene with learning actions aimed at developing the project idea;
- the learning needs of each NEET in terms of areas of improvement on which to intervene through accompanying actions aimed at completing their project/activity.

During the Hetya project, the monitoring and evaluation activities consisted of:

- regular meetings with Hetya operators to monitor the development of the learning activities;

- initial and final interviews aimed at monitoring the learning process of each individual NEETs as well as supporting museum operators in having a better and deeper knowledge of NEETs expectations, needs;
- initial and final self-assessment of NEETs.

Table below shows the results of self-evaluation by group of participant that refers to the skills achieved through learning activities carried out (Table 4).

Table 4 – Averages and differential achieved for each skill through entry and exit self-evaluation of training/learning pathway

Area of skills	Competences	Entry average	Exit average	Differential
Relational, managerial, organisational skills	Result-orientation	3,7	3,5	-0,2
	Time management	3,7	3,33	-0,37
	Stress management	3,70	3	-0,7
	Understanding institutional or organisational dynamics	3,40	3,17	-0,23
	Appropriate communication behaviour	3,80	3,42	-0,38
	Decision making	3,50	3,25	-0,25
	Authoritative	3,90	3,33	-0,57
	Self-marketing	3,60	3,17	-0,43
	Problem evaluation	3,40	3	-0,4
	Self-esteem	4,00	3,83	-0,17
	Reading of territorial or sectorial market	3,50	3,25	-0,25
	Intercultural awareness	3,40	3,42	0,02
	Leadership	3,50	3,5	0
	Analysis, synthesis, targeted communications	3,40	3,5	0,1
	Problem analysis	3,00	3,5	0,5
	Self-improvement	3,90	3,5	-0,4
	Professional networking	3,40	3,5	0,1
Ethic	3,90	3,5	-0,4	
Technical skills	Beware costs	3,40	3,5	0,1
	Reading, analysis, interpretation of data and documents	3,10	3,5	0,4
	Reporting	2,60	3,5	0,9
	Understanding informal dynamics of organisations	3,30	3,5	0,2
	Understanding of local/sectoral market	2,80	3,5	0,7
	Valorization of prior knowledge	3,70	3,5	-0,2
	Value creation	3,70	3,5	-0,2
Methodological skills	Visioning	3,30	3,5	0,2
	Working in group	3,20	3,5	0,3
	Risk assessment	3,40	3,5	0,1
	Self-positioning	3,80	3,5	-0,3
	Problem setting and problem analysis	3,10	3,5	0,4
	Project management	3,50	3,5	0
	Forecasting, evaluation and planning of improvement actions	3,30	3,5	0,2

A total of 20 interviews to the museum operators were carried out (10 in the planning phase of the activity and 10 at the end of the operational phase) and 20 self-evaluation questionnaires were collected (10 in the planning phase of the activity and 10 at the end of the operational phase).

The object of evaluation were the learning outcomes achieved with the NEETs participating in Hetya training activities, divided into three macro areas of skills:

- Relational, managerial, organisational skills;

- Technical skills;
- Methodological skills.

The interview trail and the self-assessment questionnaire were constructed in a mirrored way to make the data comparable and using a scale from 1 to 4 (absent, basic, intermediate, advanced).

Table 5 shows the results achieved by the group of Hetya NEETs.

Table 5 - Averages and differential achieved for each skill through entry and exit interviews to museum operators

Area of skills	Skills	Entry average	Exit average	
Relational, managerial, organizational skills	Result-orientation	3	3,9	0,9
	Time management	2,7	3,6	0,9
	Stress management	2,2	3,1	0,9
	Understanding institutional or organizational dynamics	2,1	3	0,9
	Authoritative	2,9	3,3	0,4
	Self-marketing	2,5	3	0,5
	Problem evaluation	2,7	3,4	0,7
	Self-esteem	3,3	3,3	0
	reading territorial or sectorial market	2,6	3,1	0,5
	Intercultural awareness	2,8	3,1	0,3
	Leadership	2,4	2,7	0,3
	Analysis, synthesis, targeted communications	2,6	3,5	0,9
	Problem analysis	2,3	2,8	0,5
	Self-improvement	3,5	3,8	0,3
	Professional networking	2,7	3	0,3
	Ethic	2,9	3,2	0,3
Technical skills	Beware costs	2,2	2,5	0,3
	Reading, analysis, interpretation of data and documents	2,7	2,4	-0,3
	Reporting	2,6	2,9	0,3
	Understanding informal dynamics of organizations	2,9	3,1	0,2
	Understanding of local/sectorial market	2,5	2,8	0,3
	Valorization of prior knowledge	3	3,2	0,2
Methodological skills	Value creation	3,4	3,3	-0,1
	Visioning	3	3,4	0,4
	Working in group	3,3	3,4	0,1
	Risk assessment	2,4	2,4	0
	Self-positioning	2,8	2,8	0
	Problem setting and problem analysis	2,4	2,8	0,4
	Project management	3,3	3,2	-0,1
Forecasting, evaluation and planning of improvement actions	2,5	3	0,5	

Table 6 highlights the results of evaluation that operators from Livorno museum made for each of the NEETs considered in two distinct moments of the

survey: soon after the beginning of the project/activity each NEET decided to go on with and the end of the project/activity.

Table 6 - Averages and differential achieved for each skill through entry and exit interviews to museum operators

Area of skills	Skills	Female 1987	Female, 1990	Female 1992	Male 1994	Male 1994	Female, 1992	Female, 1994	Female, 1994	Female, 1987
Relational, managerial, organizational skills	Result-orientation	0,5	1	1	1	0	0	0	0,5	0,5
	Time management	1	-0,5	0,5	0	1	0	1	1	-0,5
	Stress management	1	1	0,5	0	1	-0,5	0	-0,5	0,5
	Understanding institutional or organizational dynamics	-1	0,5	0,5	1	1	-1,5	1	0	1,5
	Authoritative	-0,5	0	0,5	0	-0,5	0	-0,5	0	0,5
	Self-marketing	-0,5	0	1	0,5	1	0,5	0,5	-1	0,5
	Problem evaluation	0,5	0,5	1	0,5	0	0	0	0	-0,5
	Self-esteem	-1	0	0	-0,5	0	-1	0	0,5	0,5
	Understanding territorial or sectorial market	-0,5	1	0	-0,5	0,5	0	1	0	0
	Intercultural awareness	0,5	-0,5	0,5	0,5	0,5	0	0	-1	0,5
	Leadership	-1,5	0,5	0	0	-1	-0,5	0,5	-0,5	0,5
	Analysis, synthesis, targeted communications	0	1	2	0	0,5	0,5	0	0,5	0,5
	Problem analysis	0	-0,5	0,5	1	0,5	0	0,5	0	0
	Self-improvement	1	0,5	0	-0,5	-0,5	-0,5	0,5	0	0,5
	Professional networking	-1	-0,5	0	2	0	0	0,5	0	0,5
	Ethic	-0,5	0,5	-1	0,5	0,5	-1	0,5	0,5	0

Technical skills	Beware costs	0	0,5	1	0	0,5	-0,5	1	-0,5	1
	Reading, analysis, interpretation of data and documents	0	-0,5	-0,5	0	0	0,5	-0,5	0,5	0
	Reporting	-0,5	0,5	0,5	0	1,5	-0,5	0,5	0	0,5
	Understanding of the informal dynamics of organizations	-1	0	1	-0,5	0,5	0,5	0,5	0	0
	Understanding local/sector markets	1,5	0	1,5	-0,5	0,5	-1	0,5	0	0,5
	Valorization of prior knowledge	0	-0,5	1	0	0,5	0	-0,5	0,5	0,5
	Value creation	0	-0,5	1	0	0	-1,5	0	0	0,5
	Methodological skills	0	0,5	0,5	0	-1	0,5	0	0	1
Visioning	-0,5	1	-0,5	0,5	0,5	-1,5	0,5	-0,5	0	
Working in group	0	0	1	0	0,5	-1	0,5	0	0,5	
Risk assessment	0,5	0,5	0	-1	0,5	0	-0,5	-1	0,5	
Self-positioning	0,5	1,5	0,5	0	0,5	-0,5	0	-0,5	0,5	
Problem setting and problem analysis	-0,5	0	0	0,5	0	0	0	0	0	
Project management	1	-0,5	0,5	0	0	-0,5	0	-0,5	1	
Forecasting, evaluation and planning of improvement actions										

4.3. Oslo-Norway

Lasse Sonne, University of South-Eastern Norway

4.3.1. Introduction

The University of South-Eastern Norway (USN) received four groups with NEETs and operators during year 2017 and 2018 (4 operators and 6 NEETs from Bulgaria; 2 operators and 2 NEETs from Italy, 3 operators and 6 NEETs from Sweden; 1 operator and 4 NEETs from Italy). The training developed by the USN had the following learning development goals:

Knowledge, skills and competence to be acquired:

- Knowledge of the host institution and the local cultural heritage
- Knowledge of local actors, territorial networks and opportunities
- Knowledge of the world of local work and services in the area of interest
- Knowledge of other EU museums/cultural contexts
- Knowledge of how to work with visual communication and ICT related to heritage and the target group.
- Communicative, relational and soft skills
- Technical and professional skills related to the chosen area in heritage, visual communication and ICT
- Ability to support a path with goals, targets, activities
- Ability to organise activities to be implemented with the local bodies/stakeholders
- Ability to attract new target of audience/public
- Ability to work with visual communication and ICT related to heritage and the target group
- Ability to enhance the museum's resources and the cultural context

A concrete learning path was developed in relation with the development of a mobile application to be used in museums for the target group NEETs. The purpose of the mobile application was to develop a digital arena specialized for museums with NEETS as the target group where they can socialize and be in contact with possible employers, possible learning environments and gain information about event and other issues of relevance for the target group.

During the training, educators at the USN such as history professors, professors of visual communication and professors of ICT participated. In addition, research assistants with the purpose of developing the mobile application and teaching the NEETs also participated.

4.3.2. Type of activities developed by NEETs in the course of their own "project"

During the mobilities to USN in Norway, the target group of NEETs developed different types of projects:

1. Organising field trips to historical and cultural sites and build learners' knowledge about the host country - Norway. Through narrations, learners talked about what they had encountered during the trip. Through simple sentences, they developed language skills. They compared what they had seen to what they had in their homeland. It was one way they could talk about what they had done and what they had enjoyed. Historical and cultural heritage places act as places where they meet other people from the receiving country and enhance both social and language skills
2. The USN led the development of the mobile application. Both the NEETs and the operators were involved in the development of the app. For example, the NEETs contributed to the development as focus group, in this way they contributed to how the design should be developed, in order to make the app as user friendly as possible. The NEETs also tested the app and gave feedback to the app-developers.

In Norway, the NEETs and the operators participated in the project "know your city". The project idea is to go out into a city that the participant has never visited before and take pictures based on specific themes. In that way, the participant is introduced to a new city and a new country. After the pictures have been shot the NEETs and the operators presented the result and explained the reasons why they had taken exactly the pictures they had decided to take.

4.3.3. Outputs delivered by NEETs

- The NEETs participated as focus group in the development of the mobile application by USN. The NEETs gave important feedback to the product development group.

- The NEETs delivered outputs in relation to the many activities they participated in at USN. These activities were for example participating in discussing with staff, students and stakeholders in the Vestfold region in Norway.
- The NEETs also delivered output such as pictures in the exercise called “connect to a new place”. The NEETs, through pictures, made interpretations of how it is to be a foreigner in Norway, how Norway is perceived by a foreigner and so forth.
- The NEETs participate in a number of excursions to heritage sites in Norway, where heritage learning was conducted and discussed, for example at the Midgard Viking Centre, the Slottfjellet area in Tønsberg (Middle Ages) and at schools where history teaching and heritage learning were discussed.
- The NEETs also visited heritage sites in the city of Larvik and visited the USN campus in Drammen where the mobile application was developed.
- Finally, the NEETs from Italy had an evening where they taught the Norwegian partner about Italian cooking and Italian culture. It meant that also NEETs had the experience to teach Norwegians in Norway.

4.3.4. Networks supporting NEETs in Hetya projects development

In Norway, the USN had a close collaboration with the county museum called The Vestfold Museums. The NEETs were introduced to many activities at the museum such as heritage learning in the areas of Viking Age history, History of the Middle Ages, open air history, city history and so forth. The NEETs visiting were in addition introduced to the local history association building models of Viking ships.

4.4. Jamtli and Navigatorcentrum-Sweden

Lowissa Wallgren Frånberg, Jamtli

4.4.1. Introduction

Jamtli had two different visits with four NEETs and one operator in every group, eight in total. The first visit was on April 10 to April 16, 2018 and the

second visit was on July 25 to July 30. Most of the NEETs were students who studied history, art and culture.

Jamtli was established in 1912, it is a foundation with a turnover of 70 millions sek per annum (7,000,000 euro). Jamtli has 130 staff, 190 volunteers and attracts 200,000 visitors a year.

Jamtli is an open-air museum with a large park and over 60 historic buildings as well as a historical farm with fields and farm animals. Jamtli's permanent exhibitions show the region's history. We also display temporary exhibitions and art exhibitions. In addition to the museum, Jamtli also operates a hostel, restaurant, café and shop. In June 2018 the National Museum opened at Jamtli, a museum of classical art.

Jamtli's collections consist of about 10 million photos, 60,000 items, 35,000 books, archives including 4000 ethnological records and 2000 works of art. Jamtli performs archaeological missions and building maintenance tasks. We also manage a number of residential buildings in the area that are rented by the Östersund municipality to newcomers and others in need of housing.

Jamtli communicates history through many events during the year. On History Land, the story is featured through role-playing throughout the summer season. During the rest of the year, other events such as Christmas Market and Spring Market are often organised.

Jamtli performs approximately 500 school shows per year and performs school plays such as "On the run" and "The energy struggle" about 100 times a year. In addition, approximately 40 visits to schools per year are made by Jamtli's educators.

At Jamtli there is also open preschool, memory training for dementia, lectures, volunteer training programmes, activities for people with mental health problems and activities for new arrivals as well as education with cultural heritage for SFI.

Jamtli's mission

- Work with local stakeholders
- Engage in international projects
- Work with learning
- Work with social inclusion

- Work with sustainability
- Exit the collections using them in new ways
- Attract tourists

Jamtli is a county museum with a special mission in the region. We offer lectures and courses in the county. Also working to preserve cultural landscapes and often co-operating with local heritage associations and other cultural associations in the county.

At the visit in Jamtli the Neets experienced the collections and learned about how Jamtli works with didactics in many ways. At Jamtli the pedagogies is mostly grounded on acting. Many actors show different times in history and show the life on different farms or houses. The visitor is able to go in to the history.

4.4.2. Type of activities developed by NEETs in the course of their own "project"

The mobility at Jamtli started with an information meeting about the week where we served breakfast and a short presentation to get to know each other.

The second group was on the first day introduced to a photo exercise that they would bring along during the week, when they were given the task to take photos of different things in Jamtli. For example take a photo of a local person on Jamtli, a workplace, something that reminds me of home and so on.

On the first day, both of the groups the group visited Havremagasinet where most of Jamtli's collections are kept. Jamtli has about 60 000 items in the collections. Havremagasinet is a large building with several floors with everything from an old farm and kitchen tools to old church ornaments and statues. In Havremagasinet the items are registered and conserved for the future. One of the staff in the magazine showed the group everything and could answer any question.

Later there was a guided tour of Ellen's house. In this building Jamtli makes, restores and stores all the clothing supplies that are used in Jamtli history land in the summer. In this house there are also dressing rooms for the actors. Jamtli

has people working all year around to make historical correct clothes for the actors in the summer. It was kind of “behind the scenes” of Jamtli. Because Havremagasinet and Ellen’s House is where Jamtli Historyland starts and everything that is used in Historyland is held there.

Learning how to make and taste historical food is also an important way to understand history at Jamtli. Both groups had a session where they cooked together. It is also a very nice and tasty way to get to know each other. They used one of the 60 historical buildings in the Jamtli area and cooked Swedish traditional food together. The first group made a stew with moose meat, mushrooms and cream with potatoes and lingonberry jam and for dessert they had strawberry and rhubarb crumble pie with vanilla sauce. Their workshop was situated in Café Slalom which is a legendary café from Östersund, originally placed in the end of the big ski slope on Frösön in the town centre. The Café Slalom was an important meeting place for the people in Östersund from 1932 to 1996 and it was been run by the same lady ever since. The original owner is still alive 106 years old.

The second group had also a food workshop in historical surroundings. They cooked vegetable soup with dumpling, baked bread and made a rhubarb cream. The house was an old farm from Brunflo 20 km outside Östersund. The house is from the late 1600 but the time showed is 1824. The house was used as a guesthouse and a temporary court house. The museum operators from Jamtli, Lowissa and Märta, had 1824 fashioned clothes on and guided the group to do the food. The group talked and compared our cultures times, what is the same and what is not, and so on.

Both groups experienced the indoor exhibitions and the outdoor area, “History Land”.

The first group was at Jamtli in April so there was still a lot of snow in the park and the activities in the houses had not opened yet. They had the whole area for themselves so they could take their time and see all the houses and go where they wanted to. For example they stayed the 1975 house for a long time and talked about the history and compared Swedish and Italian cultures, much

is the same and some is different. This group also participated on a volunteer event named “bonus day”, which was a theatre lesson with Jamtli's volunteers.

The second group used two days to experience Jamtli together with History Land which is open 23 June-19 August. In this period, the open air museum comes alive as actors and animals move into farms and other historical areas. Every day, visitors are invited to participate in a number of exiting activities. A few steps could take the visitor between the 18th, 19th and 20th century. Role-playing is used to show how people lived and worked how they cooked, looked after their animals or ran businesses. They also participated in “History Walk”, a guided walk through history with role-playing actors, which departs from the Market Square at 14:00. The group visited all the farms, participated in “Drama of the day” and other shows. They also visited the National Museum and the indoor exhibitions and much more. It was a very good thing that Historyland was open; everything at Jamtli was open so they could see Jamtli at its best.

The first group visited Navigator Centre one day. They had breakfast with Unga I Huset, “Young People In the House”, which is managed by Navigatorcentrum and is for young people who don't work or have a school to go to. They got information about Navigatorcentrums work and meet with staff and youth group. Together with the Swedish Neets they did an interactive workshop, painting and presenting the meaning of the paintings. The group also participated in Navigatorcentrums international café, sharing culture and language with different nationalities.

The first group also baked bread in the baking house of Jamtli. The participants learnt how to make the typical Swedish flatbread and after that they had a “fika” moment, when they talked about different things. The museum operator from Jamtli, Märta, prepared some special Swedish delights for the group to taste like “Messmör” which is made out of whey when you are making cheese; Messmör is very typical for the region of Jämtland in Sweden. To cook it you need a lot of wood because you need to boil it for many hours, and historically the region of Jämtland had a lot of wood. The group also got to taste mustard herring and smoked caviar. The baking house is located in Jamtli

Historyland and on the same day the group took another walk in the park and visited the church in Jamtli. This building is a copy of a timber church from Håsjö in the east part of the region. The building looks like the 1767 version.

On the last day both groups ate lunch at the restaurant Hov and had evaluation of the week together. Restaurant Hov is located in Jamtli Historyland and serves typical Swedish food. It is one of the original buildings in the park and was originally the home to a rich farmer. On the upper floor of the building there is a typical nationalistic “Viking hall” built in 1920.

The second group also presented the results of the photo exercise. The participant’s choose two pictures each and told the others about how and why they took the picture and how they related it to their life at home.

4.4.3. Outputs delivered by NEETs

During the first meeting with the group we discussed the overall goal with Hetya and each person also answered to their individual goal with Hetya in Italy.

They also filled in a self-assessment (written in Swedish) at the beginning of their Hetya experience and by the end of their participation (Annex 7). Their goal and self-assessment worked as a method to identify the individual learning and development from their participation in the project.

During Hetya in Italy we worked with the method ELD: Experience – Learning – Description, or ELD, is a dialogue and documentation process to identify valuable skills, talents and character traits shown in real life experiences. The process results in a summary – the Letter of Skills - of specific experiences accompanied by key words that describe areas of competence (see Annex 3).

ELD is operated under the guidance and support of a facilitator. The Facilitator and the participant meet regularly during the project and have ELD dialogues regarding learning. They discuss specific situations and translate actions into competence (using the List of Competences). In the end, the participant gets a Letter of Skills (Annex 3).

The overall ELD system is managed by Aprendi (www.aprendi.se) of Stockholm. The method is used internationally as a valuable tool to provide

evidence of experiential learning. For a complete overview of the ELD process, visit the ELD web site at <http://eldkompetens.se>

The participant collected funny, exiting or difficult situations during Hetya. Together in the group we were discussing our learning each day with the help of this method. After returning home each participant had an individual meeting with the leader to look back and summaries their personal learning and received a Letter of Skills (Annex 3).

The Letter of Skills is a summary of specific experiences accompanied by key words that describe areas of competence. The process ELD (Experience – Learning – Description) was used to identify valuable skills, talents and character traits shown through real experiences.

4.4.4. Networks supporting NEETs in Hetya projects development

From Jamtli there were several staff members supporting the Neets in their development.

Responsible for the Italian groups in Sweden was Lowissa Wallgren Frånberg, 1st antiquarian and director of volunteer management and Märta Lindberg, volunteer assistant.

The staff from the Department of Collections and heritage was Mikael Andersson, section leader, Ted Andersson assistant, Bente Benediktsson Lejonhufvud, textile assistant and Viktoria Andersson, Textile assistant.

From the department of Public and experience was Malin Bäckström, section leader for the pedagogics and Marina Andersson section leader of History Land. The Italian Neets also met a lot of different staff and volunteers working as actors and pedagogues'.

To follow the Swedish Neets in the mobility's to other countries was except for Lowissa and Märta also Anna Wersén, Business development manager at Jamtli and Annabell Rahm archaeologist at Jamtli.

To support the Neets development Jamtli also cooperated with the municipal organisation Navigatorcentrum which works with Neets from Östersund. From Navigatorcentrum were Liv Robén, Ilaria Monchietto, Lovisa Jonasson Dagher and Malte Fernlund. All educated and experienced in youths and psychological development. This cooperation was very useful for the museum operators from Jamtli.

4.5. Sofia-Bulgaria

Bulgaria Economic Forum

4.5.1. Introduction

Bulgaria Economic Forum (BEF) is a non-profit legal entity founded in 1998 with the main objectives to promote the business environment of Bulgaria and Southeast Europe to potential foreign investors and to facilitate the dialogue between government and business.

BEF organises various local, national and international forums dedicated to important economic issues. Those forums are venues where business representatives meet, exchange opinions and create useful contacts.

In the last 20 years BEF has organised more than 80 events among which are:

- The Annual Southeast Europe Business Forum;
- Bulgaria Economic Forum;
- Regional economic forums, dedicated to the economic development of different regions of Bulgaria: Economic Forum Maritsa (for South Central Region of Bulgaria); Economic Forum Danube (for North West Region of Bulgaria); Economic Forum Struma (for South West Region of Bulgaria), Yambol Economic Forum;
- Forums, covering different business sectors: Environment and waste management; Food and beverages;
- Annual Exhibition "Mission Health".

Besides the economic forums, BEF organises also promotional and information campaigns for companies, social events, seminars and trainings.

Among the main activities of BEF is implementation of EU and other donors financed projects. All projects, implemented by BEF, are in different ways related to improving business conditions as well as building and enhancing business capacities.

For the Hetya Project Bulgaria Economic Forum works in close cooperation and partnership with the *Sofia History Museum*. Within the project, representatives of the following groups visited Bulgaria:

- from Sweden: 23 - 28 November 2017, 5 NEETs and 2 museum operators;
- from Italy: 10 - 16 December 2017, 2 NEETs;
- from Norway: 10 - 16 December 2017, 15 NEETs and 6 operators.

4.5.2. Type of activities developed by NEETs in the course of their own "project"

During the mobilities in Bulgaria, the target group of NEETs developed different types of projects:

1. Together with Museum of Sofia, the participants had the opportunity to spend one day at the museum building and on other days to be accompanied by museum operators and Bulgarian NEETs at the various walking tours and meetings organised in the capital and in the country. Trips to historical and cultural sites helped in building learners' knowledge about the host country. They had the opportunity to compare what they saw with the information they had about Bulgaria as a former Communist state as well as to draw parallels with the lives and mores of the people here with that of the population in their own country. Historical and cultural heritage places act as meeting places with other people and enhance both social and language skills.
2. In Bulgaria, the NEETs and operators participated in the adventure project "The Escape Room". Divided into small mixed groups (5 to 7 men and women, operators and NEETs), participants chose between the various challenges - "The Curse of Thracians", "Escape from Prison" and "SWAT". The main idea was focused on teamwork and entrepreneurship competencies. After 60 minutes of experience in an attempt to escape from the chosen room, the participants shared their experiences, fears, unexpected ideas and insights they had received for themselves.
3. Meeting at the Sofia University with lecturers and students from the Department of Scandinavian Studies was more an experiment than a project. The main provocation was for young NEETs to meet their peers who, despite living in a poorer country, actively pursue their big dreams and who, to their surprise, freely speak their native language (Swedish or Norwegian). This meeting has become a strong impulse for some participants.

4.5.3. Outputs delivered by NEETs

- The NEETs delivered outputs in relation to the many activities they participated such as participating in discussing with lecturers and students from Sofia University, teamwork in "Escape rooms" etc.

- The NEETs participate in a number of excursions to heritage sites in Bulgaria, where heritage learning was conducted and discussed, for example: the Old Town of Plovdiv, the Ethnographic Museum and the Amphitheater, the Bachkovo Monastery (IX century) in the magnificent Rhodope Mountains and the Koprivshtitsa Museum, located in the Old Town of Koprivshtitsa.
- The NEETs also visited heritage sites in the city of Sofia and Sofia History Museum.

4.5.4. Networks supporting NEETs in Hetya projects development

Bulgaria Economic Forum had a close collaboration with the Sofia History Museum. The NEETs were introduced to many activities at the museum such as heritage learning in the areas of Antiquity, The Strength of the Spirit, Links with European Dynasties, A Sofia Street, State and Municipal Institutions, Sofia Home and Clothing, Culture and Leisure, open air history, city history and so forth.

5. Hetya Mobility experiences by NEETs and museums operators

Provincia di Livorno Sviluppo, Jamtli Museum, Bulgaria Economic Forum

5.1. Introduction

Provincia di Livorno Sviluppo

The blended mobility of adult learners (C1) were conceived as part of the learning path for the young people enrolled in the project. Mobilities were introduced as an experience of learning abroad, an approach to other countries' culture and to discover the activities of museums and their learning opportunities.

The museum/operators involved in the short term joint staff events (C2) followed the same programme of the young people, aimed at observing their learning experience in the host country, at encouraging them and at supporting the group in all the activities abroad.

In the main part of mobilities the young people and operators were introduced to the host museum/partner, to discover the collections and the activities provided to different targets of public were involved in the activities themselves, in order to have full immersion in the museum/host institution. Moreover they had a comparison with the other young people of the host country involved in the project, and they had the opportunity to share their specific projects of learning plans carried on in the sending country.

The mobilities were prepared by contacts among the sending and the receiving organisation.

A day by day programme was agreed with the host museum, including the visit to the host museum, the presentation of the participants to the host group of young people and operators, meetings with them aimed at exchanging the experiences and the different background, learning and job paths, etc. Workshops and meetings with local groups of stakeholders or people involved in the museums (local networks, volunteers, schools, etc.) were included. In the last day some hours were saved for a feedback of the experience and to fill in the evaluation questionnaire.

- The programme has been included in the individual “Agreement for participant to EDA mobility”, signed by the sending organisation, the receiving organisation and the participant.
- A register provided by the receiving organisation has been signed day by day by the participants.
- A certificate of mobility has been provided to each participant too.
- The programme mobilities for young people C1 and for staff C2 were shared; the knowledge, skills and competencies to be acquired were different.
- The mobilities C1 implemented in total were 75 on the 80 planned, among which: 20 by SE, 20 by BG, 19 by NO and 16 by IT.

The Short term joint staff events (C2) for operators and staff were conceived as paths for museum operators to improve their knowledge in other cultural institutions and to support the young people in facing the experience abroad. Sharing their professional skills with the colleagues of other museums and knowing other collections and organisations was also a good chance for their professional path as cultural workers.

The mobilities C2 implemented in total were 34 on the 50 planned, among which: 8 by SE, 10 by BG, 11 by NO and 5 by IT.

5.2. Mobilities by NEETs from Livorno (Italy)

Provincia di Livorno Sviluppo

The young people participating to the mobilities were the same involved in the learning paths (18-35 years old). After the enrollment in the project, during the first meeting, they were requested to give their availability to go abroad in another country/museum.

Most of them were attracted by the Swedish Jamtli Museum, other by the Norwegian networks of cultural and educational institutions in the Vestfold region.

The people travelling from Italy to these countries were requested to give their formal availability to the mobility, to prepare a CV in English and/or a draft

presentation of the project they're implementing at the Museum of Natural History of the Mediterranean, and short speech of self presentation in English, or to talk about their experience and their aims.

The day by day programme has been included in the individual "Agreement for participant to EDA mobility", signed by the sending organisation, the receiving organisation and the participant. The mobility agreement is attached to the Learning agreement at the museum, as it is conceived as a part of the learning path.

The Agreement produced by the two-year research activities followed the sample given in Annex 8.²

All the participants reported a strong experience related to their stay abroad. The most important are related to the group activities, to the new experiences and to the challenge to stay and interact with people in other countries. Among them also a disadvantaged person, who has been accompanied in the mobility by an interpreter of signs language and reported a unique experience, wishing to look for a job abroad.

From the quantitative point of view finally a reduced number of persons - 12 among the 72 involved initially and exactly the half of the 24 who planned a project – had an experience abroad (4 people repeated the mobility in another country). Most of the mobilities were implemented while the people were caring on their project at the Museum of Natural History of the Mediterranean, only some people anticipated them and few renounced to pick this opportunity, being involved in the meanwhile in other learning or training programmes.

² The Agreements are: Agreement of Italian young people mobility to Bulgaria (a mixed group with Norwegians has been hosted in that week) – December 2017.
Agreement of Italian young people mobility to Norway – October 2017.
Agreement of Italian young people mobility to Sweden – July 2018.
Agreement of Italian operators mobility to Sweden - July 2018.

5.3. Mobilities by NEETs from Jamtli & Navigatorcentrum (Sweden) to Livorno (Italy)

Jamtli Museum

Neet Märta's experience

In late September 2017 I've got the chance to go on a Hetya trip to Italy along with Jamtli and Navigatorcentrum. I found the trip through my coach at Navigatorcenter. We were a group of nine participants with very different backgrounds and interests. Thanks to the leaders of the group Liv, Ilaria and Lowissa, they managed to put together the group very well before the trip.

We had five meetings before the trip which was very good. We got the chance to get to know each other and we talked a lot about our expectations about the trip so in the end, we all had the same vision of what we wanted to do during the trip. Which was very good and something I will bring with me in the future if I'm going to travel in a big group. As I understood, the purpose of the trip was to use museum and cultural heritage to inspire young adults outside the labour market to take new steps in their life.

I think the journey was very smooth and easy. We rented cars so we could easily get around when we were in Italy. We rented a large house in the countryside in Tuscany, it was very beautiful.

When we were in the museum, we were all very ready to experience the museum and what was planned for us and also produce some kinds of projects during the week. Unfortunately, there was a lot of waiting in the beginning and we did not really understand if there was even someone at the museum that would receive us. But it settled quite fast and we got a tour of the museum and we got a schedule for the days we would be there.

Already at the meetings in Östersund, everyone had gone through Jamtli museum and taken pictures of things that interested us and brought with us to Livorno. These pictures were then used during the days of Livorno. A common conversation topic that we often had was that we compared Jamtli museum with Livorno's museum. Why did Jamtli/Livorno chose to exhibit this item in their museums? We saw similarities and differences between the museums and

noticed that the museum in Livorno was very informative and the exhibition was more logical and practical. At Jamtli we thought the exhibitions were more mysterious and playful.

These comparisons then became our project work which became a film. In the film, all participants have chosen a picture from Jamtli museum and a picture from the Museum in Livorno and see similarities / differences. One participant composed a song on his guitar for the film. The film can be found at the website of Livorno's Museum.

We chose to invite staff and students at the museum at the end of the week to Swedish "fika" we made apple pie with vanilla sauce and chocolate balls and made coffee and tea. We showed the film, ate together and played Swedish music.

What I learned on the trip was all the important work done around the museum. It's not just about preserve and telling about old things, but rather using these things to be inspired for the future. We met a man who worked with plants and biodiversity in Italy and conserved species that were threatened. That was unexpected to me to see at a museum.

5.4. Mobilities by NEETs from Oslo (Norway) and Livorno (Italy) to Sofia (Bulgaria)

Jamtli, Provincia di Livorno Sviluppo, Bulgaria Economic Forum

5.4.1. From Norway and Italy to Sofia-Bulgaria

Mousa, Yousef, Alklouk (NEETs)

These girls escaped with their families from the horrors of the war in Syria and Iraq, and for three years they have been granted Norwegian status. The Red Cross organisation works with them and helps in the process of integration into their new lives. The Current training is their first challenge to travel alone in an EU country. They said that they did not expect to meet such a friendly environment in Bulgaria that is tolerant towards migrants, and in particular women of Arab origin. They are impressed by the historical and cultural heritage and the intense and rich social life in the capital, but the greatest surprise was from Bulgarian cuisine, which is very close to the Arabic. These NEETs have

dealt with their fears and experiences with irony and in Escape rooms they chose to “Escape from Prison” - they put prison suits, made a lot of pictures and they had a lot of fun. In conclusion, the girls shared that during their stay they felt happy, free and safe.

Eric (Short term joint Staff) – As a history and religion lecturer, Eric is extremely impressed with what he has learned about Bulgarian history and culture as part of the European cultural heritage. According to him, the information he had in Norway was very partial and in another context. His most sacral experience is at the visit of the Bachkovo Monastery and Eric is convinced that he should plan a future visit with a longer stay to see other Orthodox monasteries. The real challenge for him is the Adventure Escape Room, where he participated in the Curse of Thracians. The interior of the room resembles a hall from a museum exposition in which part of a Thracian tomb with replicas of various artifacts is exposed. After solving a series of logic puzzles for a limited amount of time, the participants managed to leave the room. Eric sees this idea as a great potential. According to him, it is in line with the new policies of secondary schools in Norway and could be an innovation in the presentation of the material, involved both students and developing and furnishing rooms with historical themes, become an attractive possibility to organise team building for different classes, teachers and school guests. Eric is sure that many of the museums could make a similar Escape Room that would further attract people from different social and age groups and be used in projects such as Hetya. After he discussed his idea with his colleagues who also participated in the training, the work on the concept and design of the room was launched. According to initial information, it will be called "Escape from School" and its completion is expected to come in a few months.

5.4.2. From Sweden to Sofia-Bulgaria

Anna, Swedish supervisor

We were a group of seven participants and two supervisors. There were three meetings before the trip with practical information, group exercises, preparation and planning. The trip lasted for six days. Before the trip, we received a solid and well prepared programme from our contact person at Bulgaria Economic Forum.

The participants were a bit reserved of each other at the meetings at home but already at the airport, the atmosphere was eased and we had a good group dynamic, thanks to different group exercises, among other things!

The programme in Sofia was very good and we could see how our participants grew along the trip and with the task. None of the participants had any real expectations for the visit but on the first day of the visit to Sofia History Museum we were able to see how the participants' interest in history and culture grew.

Our guide and contact from Bulgaria Economic Forum, Radostina, was absolutely amazing. Radostina made sure that we experienced Sofia and Bulgaria from an inhabitant perspective. On day four we got to meet students from Sofia University who studied Swedish. This meeting between the Swedish participants and youngsters from Sofia was very successful and gave our participants good contacts for the future, but it also awoken an interest in studying.

Summation

Our supervisors could see a big change on our participants during the trip. All young people opened and showed interest in learning and discovering new things. All travelled home with an intention to find a job or to start studying again. Thanks to the nice response and the experiences they shared, all participants built a better self-esteem and gained a little more faith in the future.

Good with the trip

To provide the participants with an introduction to cultural heritage education and through meetings with other cultures, give the participants an opportunity for a better self-esteem.

Less good

That we failed to get more participants and the long journey.

NEET 1 – In recent weeks, NEET 1 has unsuccessfully applied for work through different e-platforms and with different employers. She arrived in Sofia quite desperate because not only did she not receive any invitations to job

interviews but no feedback as well. For the 5 days of training she received 3 phone calls for interview invitations, one from it for work abroad. NEET 1 is convinced that her desire for change, including the travel to Bulgaria, is a reason why new and good things started happening to her. She returned to Sweden excited about upcoming meetings and hoping that at least one of them will end up in a real proposal for good work.

NEET 2 – NEET 2 looks like a member of a heavy metal band. He has long hair, long beard and dresses with leather jacket and metal accessories. His characteristic vision has often been a reason to be rejected in job interviews. He hardly befriends and restricts his personal contacts to people who look like him and show similar musical preferences. To his surprise, no one of the Swedish group and even less of the Bulgarians he met within the training treated him with prejudice or rejection. Exactly the opposite. During the 5 days of training, provoked by his curiosity NEET 2 was first who established contact with Bulgarians he met, held conversations, demonstrated interest in different areas and gladly gave access to his profiles on social networks by accepting new friendships. At the meeting with students from the Scandinavian Department, he was impressed by a student who despite his modern and elegant style of dressing proved to be a great fan of NEET 2's beloved Swedish metal band. At the end of his story, NEET 2 described himself as a sociopath. There was an awkward silence. Everyone in the group had perceived him as its PR and for everyone he was the heart of the company. A rather personal and unexpected confession followed. It turns out that for years NEET 2, who is in principle a clever, deeper and sensitive young man, has chosen the mask of the rocker to keep him from getting hurt. So he avoided the superficial and tendentious contacts and relationships, but at the same time he was self-insolvent and changed significantly. For the 5 days in Sofia, he sensed that people here are interested in him and accept him according to what he is saying and doing at the moment. NEET 2 said he will reconsider the need to continue to hide behind the mask. Regardless of what decision he will make for his appearance, he is inspired by his new experiences and friendships and is firmly convinced that he needs new people in his life.

NEET 3 – NEET 3 is 19 years old. She stopped attending school before finishing her secondary education in Sweden. At the date of her departure for Bulgaria she did not study or work. During the first meeting in Sofia she said she saw a black wall in front of her - she had no ideas or stable future plans. During the days of training, she slowly participated in the group's activities. NEET 3 was curious and smiling but without visible indications of what she was experiencing. That was until day 4, when the group met with lecturers and students from Scandinavian Studies Department at Sofia University. They accepted and loved NEET 3 from the first minute. She excitedly talked to several people at the same time turning into an unstoppable element. As if these peers, although from another country but speaking in her native language, had infected her with their dreams and dragged her to a new reality she had not even imagined. Nobody knows exactly what they were talking about (because the conversation was in Swedish) but at the end of the meeting, NEET 3 said that as soon as she returned to Sweden, she would check out what was needed to complete her education so that she could enroll as a Scandinavian student next year at the Sofia University. NEET 3 was provoked by Sofia - her new passion for the Bulgarian language, student life and tasty food but mostly by the sense of friendship and boundless dreams

6. Hetya seen from the perspective of NEETs

Marina Meliveo Esteban³

This chapter is made to collect inputs we got from one of the young beneficiaries of Hetya that got the opportunity to know about the research and the learning activities that were going on. Specifically she approached one of the Hetya NEETs and went more into her learning process in order to better understand the way it was working, the outcomes, and the way museum operators were supporting the whole learning process under the supervision of the University of Florence.

“I personally got to know the Hetya project through my Erasmus+ programme. Back at home I study Restoration and Conservation of Art but due to my personal interests in Education and museums I took a Social Pedagogy module at the University of Florence. Here, I came across one of the NEETs that was supported by the museum in Livorno and her personal Hetya journey. Our class worked together with her, as equals, creating educational activities that could be implemented in the Natural History Museum of Livorno, she provided her knowledge on the scientific field and we provided the pedagogical aspects. It was a wonderful experience, for once, to be treated as if your ideas mattered. In my opinion, this is one of the project’s fundamental points: making you, and your ideas, feel worthy.

I became interested in Hetya learning approach because it represented everything I was looking for: an international project that worked directly with young adults that had an idea to develop and museums gave them all their resources and support to do so. As a young adult myself, being somewhere in between a potential operator and a potential NEET I found myself in the middle of the project and luckily got the chance to see both sides of it.

³ Marina Meliveo Esteban is one of the youngsters that were involved in the study. She has been monitoring and testing some of the Hetya outputs developed in the frame of Hetya projects developed by NEETs.

In general I can say I have seen how motivation and good will can take any idea very far. It has been very inspiring to see so many young adults with so many ideas to create a better community and society and use museums to do so, as well as seeing museums use younger generation to renovate themselves and make them participant. I would recommend Hetya learning approach to anyone with an initiative they want to take forward and to all museums willing to be socially active. It is, however, imperative to have the will to change.

Museums nowadays can sometimes still be anchored in tradition and sadly lack this impetus to develop and embrace change. Clearly, the participant museums in Hetya were all decided upon this change and took the first baby steps towards their goal: involve *all* age groups in cultural activities, within the museums walls, but also bearing in mind culture is all around us; and precisely, they encouraged this idea which still, not all museums are fond of. This change is imperative both from museums and from society: to see museums as a living, dynamic tool for lifelong learning, developing and growing both in the museum as well as, with the museum. Being able to take that knowledge outside the museums walls and as individuals, extend it over again into society.

Understanding museums as a tool, a place that you must leave transformed, different how you walked in.

Hetya project is the living prove that society could use so much out of young adults and museums, working together and creating thrilling and inspiring projects for the growth and transformation of society. It is still a slow process which will take time, but thanks to projects like this, change is possible”.

6.1. The evaluation of one of the Hetya learning outcomes (the App)

Here we report the evaluation by one of the young Hetya young beneficiaries about the App produced by the Swedish NEETs.

“Personally, I think the App will help lots of young adults who currently struggle to keep updated with the ever-changing cultural panorama. Whether they are searching for a job, an internship or simply to participate in cultural activities, this app holds both aspects together in a simple yet very practical interface, that is very intuitive and certainly useful. It fills a market-gap in the world of

professional apps and websites, gathering all interests together - personal and professional- in one single space, even allowing you to create your professional CV from the app. However, the app will only be truly useful if a wide range of museums throughout different countries use the platform to promote vacancies and activities and if they have a dedicated team working on replying to private users, keeping information updated, etc. which will require an extensive marketing process to make it visible. Otherwise, it will be restricted to those areas with engaged museums leaving, yet again, a huge market gap”.

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Annexes

Annex 1 – Questionnaire on Museums Networks in use for NEETs projects

Guidelines for Adults' Educators and Trainers

(University of Florence)
(IO4-A2)

Local, National Networks of Hetya museums to be used for NEETs learning activities/projects

*To be compiled by museums in Livorno, Jamtli,
Bulgaria Economic Forum, Norwegian museum*

0. Introduction

In order to support NEETs in the definition of their project/activity to be implemented within and/or for the four Hetya museums (Bulgaria, Italy, Norway, Sweden), each museum is required to describe the kind of networks and partners it is involved in.

Partners and networks will be then “offered” to NEETs pushing them in using one or more of these contacts in order to develop a project idea and implement it in the lifetime of the project, supported by the museums operators as well as by the representatives of the local / national networks each museum identified.

1. Learning activities as part of the social responsibility of Museums

From the adult learning perspective **museums** play an important role being, by their nature, **socially responsible institutions**. Even when performing their basic tasks (i.e. assembling and exhibit collections, preservation of cultural and natural heritage, placing collections available for research) *they exercise a strong social responsibility in terms of*

- *participating to the local and regional development (i.e. in the tourism sector)*
- *performing tasks that are society- and citizens- oriented*
- *participating in the development of the learning society*
- *contributing to the local and sustainable development*
- *being more inclusive and attractive for broader groups in society*

To play this role and responsibility museums need to identify their audiences, and address them. They can no longer be satisfied by opening their doors to people who pay them a visit. They want more and need to do more having the social responsibility they have and are aware of.

Social responsibility is also in terms of being integral parts in learning activities at the museum, outside the museum, in partnerships with many local stakeholders. This role is strong especially as regards informal learning towards young users to be designed and implemented a wide range of actors, inside and outside the museum.

2. Social responsibility towards young adult NEETs

Museums are also evolving organisations and involved in social issues. They do not only take care of collections, past histories and memories but they also look at the present and the future of society and individuals, they look to people, their stories, their ideas.

Much more socially relevant is the way museums deal with young NEETs. These are a new target group for museums and museum would need to be properly equipped to

arrange an organisational strategies and approaches in dealing with them in order for them to be included in society.

From an adult learning perspective NEETs learn much on their own, based on their motivation, interests, something they are interested in and see useful for themselves in terms of coherence with their values, ambitions, future developments, social beliefs.

Generally speaking NEETs can be people who tend not to use museums and not to be attracted by them. Being socially responsible institutions, museums need to work hard to attract them. This is a way to make museums “more democratic and less elitist, more open and less insular, more relevant and less peripheral” (David Fleming, Director, National Museums Liverpool).

3. Description of the networks and partners Hetya museums are part of

3.1. In which territory does your museum work?

- a. Local
- b. National
- c. International
- d. Please specify:

3.2. What is the typology of organisations your museums is in contact and cooperate with?

- a. Public institutions. Please specify:

- b. Private organisations. Please specify:

- c. NGOs. Please specify:

- d. Other. Please specify:

3.3. In relation to Q2, which kind of cooperation did your museum established with the selected stakeholders?

- 3.4. Could you please mention few examples of activities, events, projects you have been working at in cooperation with the museum partners?
- 3.5. Which are the local / national sectors your museum is interested in working in cooperation with relevant stakeholders?
- e. Tourism
 - f. Marketing
 - g. Restaurants
 - h. Hotels
 - i. Food suppliers
 - j. Other museums
 - i. At local level
 - ii. At national level
 - iii. At international level
 - k. Nature organisations
 - l. Schools
 - m. Employment centres
 - n. Guidance centres
 - o. Youth organisations
 - p. Libraries
 - q. Associations (please specify)
 - r. Public authorities (please specify)
 - s. Disabled associations/organisations
 - t. Other. Please specify:
- 3.6. Is there any ongoing activity/project your museum is part of, that you would propose as being relevant and useful for young NEETs to be involved in?
Please specify:

Annex 2 – Visits/Mobilities taken by NEETs and museum operators

LEARNING VISITS by NEETs and Museum Operators		
Organisations supporting mobility & visits	Mobilities planned for NEETs and museum operators for learning purposes	Mobilities carried out in two years of research activities
Provincia di Livorno (IT)	5 Operators	5 (to NO & SE)
Provincia di Livorno Sviluppo (IT)	20 NEET	16 (to NO, BG & SE)
Jamtli (SE)	20 NEET	20 (to IT, BG & NO)
Jamtli (SE)	10 Operators	8 (to IT, BG & NO)
HBV (NO)	20 NEET	19 (to IT & BG)
HBV (NO)	10 Operators	11 (to IT & BG)
Bulgarian Economic Forum (BG)	20 NEET	20 (to IT & NO)
Bulgarian Economic Forum (BG)	10 Operators	10 (to IT & NO)

Annex 3 – Letter of Skills by Navigatorcentrum (Sweden)

Letter of Skills



Ellen Andersson

19850505

Internship at the Rättvik County Highways Department

2009.09.21 - 2010.03.21

More information on the next side

The Letter of Skills is a summary of specific experiences accompanied by key words that describe areas of competence. The process ELD (Experience – Learning – Description) was used to identify valuable skills, talents and character traits shown through real experiences.

Rational and accurate

Ellen was responsible for providing tools and vehicles in the morning to her colleagues. She prioritized who would get their machines first and kept the logbook over the handling of work tools. In the afternoon, when the machines came back, she thoroughly inspected them in order to estimate if there was a need for maintenance.

Consistent and precise

During the winter Ellen was responsible for plowing at her workplace. She has self-discipline to continuously remove the snow, even though it can often be interference. With her technical skills she navigates the machine in a satisfactory manner.

Systematic and creative

Ellen is responsible for maintenance on the machines she uses. She has created a troubleshooting checklist, which she follows, in order to detect the need for service and repair.

Flexible and observant

Ellens working tasks could vary a lot from day to day. On short notice she for example needed to serve different municipal authorities with carpentry jobs. She took on new tasks in an attentive and efficient way.

Ellen Andersson
Participant

Margareta Karlsson
ELD Facilitator

More about ELD at <http://eldkompetens.se>

Letter of Skills



Ellen Andersson

19850505

Internship at the Rättvik County Highways Department

Ellen Andersson has spent half a year of internship at the Rättvik County Highways Department. Her main duties were to assist with the maintenance of city roads and municipality park areas. During the internship Ellen also received a wheel loader training. When ever needed, Ellen took part of the caretaker group that attended the Rättvik /Gärdsjö senior service. The work tasks at the caretaker group were mainly to plow and gritting the surroundings of the senior Service. Ellen also took care of the distribution of tools and machines in the morning and was responsible for the logistics regarding the technical maintenance of utilities.

Turn your experiences into competence with the ELD method

Experience – Learning – Description, or ELD, is a dialogue and documentation process to identify valuable skills, talents and character traits shown in real life experiences. The process results in a summary – the Letter of Skills - of specific experiences accompanied by key words that describe areas of competence. ELD is operated under the guidance and support of a facilitator. The Facilitator and the participant meet regularly during the project and have ELD dialogues regarding learning. They discuss specific situations and translate actions into competence (using the List of Competences). In the end the participants gets a **Letter of Skills**.

The overall ELD system is managed by Apendi (www.apendi.se) of Stockholm. The method is used internationally as a valuable tool to provide evidence of experiential learning. For a complete overview of the ELD process, visit the ELD web site at <http://eldkompetens.se>

Annex 4 – Preparation and implementation of the exhibitions “Effetto Venezia” (Livorno, July 2017) and “Harborea” (Livorno, October 2017) by one of the NEETs involved in Hetya experiential pathway⁴

Here below readers can find some of the pictures taken during the events in Livorno that were prepared, organised and implemented by Elisa Del Taglia, one of the NEETs that was actively involved in the Hetya experiential pathway supported and guided by museum operators. Youngsters that participated in the first event have been selected by a public competition on a provincial level.



⁴ Both events involved the same wide group of youngsters under one call by the Province of Livorno.













Annex 5 – Some pictures about the Hetya visits carried out



The whole group on the first day after our guided tour at Havremagasinet.



Our guide ted looking for an answer to a question one of the participants had during the guided tour in Havremagasinet.



Dinner at café Slalom!



We had stew with moose meat, mushrooms and vegetables, potatoes and lingonberry jam.



On a guided tour of the "eye to eye" exhibition Jamtli had in the winter of 2018. The exhibition showed how people in the history used different symbols in a painting to tell a story. Giacomo has chosen a key and the color red in his "painting".



Marco with keys, a lion and the color yellow in his "painting".



The whole group!



Visit at Navigatorcentrum! Zrinka, Ludvig and Johanna who are all EVS volunteers from Europe tells about EVS and how to become a volunteer.



The whole group in a "samekåta", which is a common home of some people in the olden days.



Beatrice and Giacomo on the last evening. They made an Italian dinner with pasta and tiramisu.





Alice playing in the wolves cave in Jamtli exhibitions.



Rafting Water Park, playground for kids were they can play and learn about rafting.



Visit in the wood workers house in 1942.



In the summer farm 1895. We are about to taste some whey cheese and thin bread.





This is from a visit on a school in 1895. On this time, children got to learn to write on sand instead of on paper. Practical since you easily can blur the sand if you happened to do a mistake when you practice all the letters.



Vegetable soup with "klimp" which is flour and egg mixed together and then boiled in the soup. Similar to pasta, we noticed.



Food workshop in the courthouse from 1824.



Thin bread that we made, cheese and butter from the summer farm at Jamtl and redcurrants.



Rhubarb cream!



Bread in the making!



The second Hetya group having a Fika moment in Jamtli Kafé.

Annex 6 – Questionnaire on “Your goal with Hetya, Jamtli, Navigatoricentrum, Sweden”

Which are your main motivation for taking part in HETYA?

(Fill in the dots with 1, 2,3 where 1 is the most important for you)

- Learn or improve a foreign language
 - Personal development
 - Professional development
 - Improve my CV
 - Increase my change to find a job in the future
 - Learn or deepen my knowledge on a topic
 - Establish an international network
 - Engage in society, due something for others
 - Visit another country,
 - Discover new cultures and lifestyles
 - Feel more European
 - Make new friends
 - Fill a waiting time/gap
 - Other
-
-

What do I want to learn?

In what area do you expect to learn most from?

- Communication in your mother tongue: communication in the mother tongue, which is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts.

- o Communication in foreign language: communication in foreign languages, which involves, in addition to the main skill dimensions of communication in the mother tongue, mediation and intercultural understanding. The level of proficiency depends on several factors and the capacity for listening, speaking, reading and writing.
- o Digital competences: digital competence involves the confident and critical use of information society technology (IST) and thus basic skills in information and communication technology (ICT).
- o Social and civic competences: social and civic competences. Social competence refers to personal, interpersonal and intercultural competence and all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life. It is linked to personal and social well-being. An understanding of codes of conduct and customs in the different environments in which individuals operate is essential. Civic competence, and particularly knowledge of social and political concepts and structures (democracy, justice, equality, citizenship and civil rights), equips individuals to engage in active and democratic participation.
- o Cultural awareness and expressions: cultural awareness and expression, which involves appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media (music, performing arts, literature and the visual arts)
- o Mathematical competence and basic competences in science and technology: mathematical competence and basic competences in science and technology. Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations, with the emphasis being placed on process, activity and knowledge. Basic competences in science and technology refer to the mastery, use and application of knowledge and methodologies that explain the natural world. These involve an understanding of the changes caused by human activity and the responsibility of each individual as a citizen (Ex. Budget, handla med Euro).
- o Learning to learn: learning to learn is related to learning, the ability to pursue and organise one's own learning, either individually or in groups, in accordance with one's own needs, and awareness of methods and opportunities.

o Entrepreneurship: sense of initiative and entrepreneurship is the ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. The individual is aware of the context of his/her work and is able to seize opportunities that arise. It is the foundation for acquiring more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.

Annex 7 – Self assessment, Självskattning – Hetya in Swedish, Navigatörcentrum

Namn:

Genom att ta ställning till följande påståenden får du en uppfattning av hur din livssituation och personlig utveckling ser ut just nu, vilka områden som fungerar bra och vilka som du upplever behöver utvecklas.

Välj ett av följande val utifrån hur du upplever din situation just nu: helt överens, ganska överens, varken överens eller oense, ganska oense, starkt oense. Tänk inte så länge på varje påstående utan välj det alternativ som du först tycker stämmer. Om det är svårt att veta så får du välja efter vad du tror stämmer bäst med hur det är just nu för dig.

	<i>Helt överens</i>	<i>Ganska överens</i>	<i>Varken överens eller oense</i>	<i>Ganska oense</i>	<i>Starkt oense</i>
Jag tycker om att resa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jag slutför det jag påbörjat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jag förstår mina egna styrkor och svagheter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jag är tålmodig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jag visar andra vad jag känner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jag är värdefull	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jag är ok med att dela mitt utrymme med andra	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jag tar ansvar för mig själv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jag vågar prova nya saker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jag har förmåga att acceptera och lära mig av mina misstag	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jag har en uppfattning om vad jag vill göra med mitt liv	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jag känner mig trygg i att prata på engelska	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jag har förmåga att acceptera andras olikheter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jag har uthållighet och självdisciplin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jag känner hopp inför min framtid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jag är spontan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jag kan samarbeta med andra	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jag är intresserad av kulturhistoria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Jag är nyfiken och har respekt för nya idéer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jag kan kommunicera med andra människor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jag är flexibel och kan anpassa mig till andras förväntningar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jag kan uttrycka mig med kreativitet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jag har lätt för att be om hjälp	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jag känner ansvar för andra människor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jag har tolerans för min omgivning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jag har förmåga att ta på mig roller och uppgifter som jag är ovan vid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jag är nyfiken på andra människor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jag är intresserad att lära mig mer om museiverksamhet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jag har ett mål för min framtid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jag har lätt för att umgås med andra människor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jag har förmåga att planera och organisera uppgifter och aktiviteter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jag är öppen för andra kulturer och livsstilar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jag är redo att börja en praktik	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jag är redo att börja studera	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jag är redo att börja arbeta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Annex 8 – Sample of Learning Agreement used for the learning mobilities/visits



HETYA - Heritage Training for Young Adults
n. 2015-1-IT02-KA204-015018

ERASMUS + LEARNING AGREEMENT FOR PARTICIPANT TO EDA MOBILITY

C1: Blended mobility of Adult Learners

C2: Short term joint Staff events

I. DETAILS ON THE PARTICIPANT

Name of the participant:

Field of education/Museum activity/role:

Sending institution (name, address):

Contact person (name, function, e-mail, tel):

II. DETAILS OF THE PROPOSED TRAINING PROGRAMME ABROAD

Receiving organisation (name address):

Contact Person (name, function, e-mail, tel):

Planned dates of start and end of the placement period:

Knowledge, skills and competence to be acquired:

- Knowledge of the museum context and the local cultural heritage
- Knowledge of local actors, territorial networks and opportunities
- Knowledge of the world of local work and services in the area of interest
- Knowledge of the museum and of the cultural context
- Knowledge of other EU museums/cultural contexts
- Communicative, relational and soft skills
- Technical and professional skills related to the chosen area
- Ability to design a path with goals, targets, activities
- Ability to organise activities with local/stakeholders
- Creative ability to relate unpublished activities and contexts
- Ability to commit to completing activities and producing concrete results

- Knowledge about projects NEETs are developing supported by Museum operators

Tasks of the trainee:

Day 1 - Sunday:

- Introduction to the learning path
- Presentation of the Museum
- Visit to the collections/explaining of the section/activities of interest

Day 2 - Monday:

- Introduction to the museums' communication activities
- Presentation of the project and activities implemented by the IT group (ongoing learning activities for NEETs and Museum Operators)
- Sharing practices/goals

Day 3 - Tuesday:

- Learning session: projects implementation (morning)
- Comparison of tools and practices among NEET/young people

Day 4: Wednesday

- Learning session: projects implementation
- Sharing practices and mutual learning

Day 5: Thursday

- Presentation of the common results/products or lessons learned
- Evaluation of the mobility – final test
- Conclusion and attendance certificate

III. COMMITMENT OF THE PARTIES INVOLVED

By signing this document, the participant, the sending institution and the receiving organisation (and the intermediary organisation if applicable)* confirm that they will comply with the Erasmus+ 2014-2020 Programme rules.

**please add a box below for the signature of the intermediary organisation – if applicable*

THE PARTICIPANT

Participant's signature

..... Date:

THE SENDING INSTITUTION

We confirm that this proposed training programme is approved.

Coordinator's signature

..... Date:

THE RECEIVING ORGANISATION

We confirm that this proposed training programme is approved.

Coordinator's signature

..... Date: