



**Vamos ao Museu? (Shall we go to the Museum?) Education and Culture** is a program characterized by a series of educational and cultural actions with the aim to provoke reflection about the Museological Heritage of the places where it is held.

Based on identification, appropriation and preservation actions of the Heritage manifestations, the educational process is carried out through the proximity and collaboration among Educational Institutions (schools, universities), Museums and the Civil Society. The Program engages students, Education professionals and organized social groups in meetings that have the Museological Heritage as their main focus, and seeks to contribute to the comprehensive qualification of those involved, with a view to cohesion and social development.

Organized in three distinct moments: BEFORE, DURING and AFTER the visits to the partner museum institutions, **Vamos ao Museu?** invests in the qualification of teachers as multipliers, aiming at the sustainability and continuity of the project after the closure of the team's activities.

**Vamos ao Museu?** is a program that promotes **Cultural Democracy**, advocating equal opportunities of access and enjoyment of cultural goods, products and services. It invests in the aesthetic and critical qualification of people who have never been to cultural institutions and who do not consider their own communities' manifestations, either traditional or contemporary, as Culture.

Thus, the **theoretical framework** which guides the development of strategies and approaches of **Vamos ao Museu?** has the **Right to Culture, Cultural Diversity and Accessibility** as its main guidelines, **focusing on the Universal Declaration of Human Rights, the Brazilian legal framework of which Brazil is a signatory, as well as on letters ratified by the United Nations Educational, Scientific and Cultural Organization / UNESCO.**

Besides such references, the following authors and texts guide the research and work of the **Vamos ao Museu?** project's team:

**FREIRE**, P. *Ação cultural para a liberdade e outros escritos*. Rio de Janeiro, Paz e Terra, 1978.

**CANCLINI**, N. G. *O Patrimônio Cultural e a Construção do Nacional* – Tradução Maurício Santana Dias. In.: HOLANDA, H.B. (org.) *Revista do Patrimônio Histórico e Artístico Nacional*, Brasília, IPHAN, n.º23, 1994.

**KREMER**, N. *Deslocamentos – Experiências de Arte - educação na Periferia de São Paulo*. São Paulo: Edusp, Imprensa Oficial, Vitae.

**MANTECÓN**, A. R. *Usos y desusos del patrimonio cultural: retos para la inclusión social en la ciudad de México*. Anais do Museu Paulista. São Paulo. N. Sér. v.13. n.2. p. 235-256. jul.-dez. 2005.

**MORIN**, E. *Os Sete Saberes necessários à Educação do Futuro*. Trad. Catarina Eleonora F. da Silva e Jeanne Sawaya. Ed. 5. São Paulo: Cortez; Brasília, DF: UNESCO, 2002.

**SANTOS**, M. C. T. M. *Repensando a ação cultural e educativa dos museus*. 2. ed. Ampliada. Salvador: UFBA, Centro Editorial e Didático, 1993. 136 p.

**Vamos ao Museu?** respects the identity of the participating groups and promotes meetings with other cultural manifestations, **privileging dialogue and knowledge exchange**. The process intends to potentiate the notion of citizenship in those involved through the appropriation of spaces of cultural production and diffusion, the critical reading of the world, the building of a new way of seeing and apprehending reality, transforming it. It has developed its own methodology in which actions occur in three distinct moments: **BEFORE**, **DURING** and **AFTER** the visits to the Museum.

Each public involved, **STUDENTS**, **TEACHERS** and **COMMUNITIES**, take part in the three moments, each kind of qualification being planned according to the age group, profile and demand from the groups themselves, that is, each edition of the Program fits the context and characteristics of the place where it is developed. The qualification meetings prior to the visit to the Museum and the workshops after the visit take place at alternative spaces at the school (patio, multimedia rooms, gardens), or spaces in the town like plazas, community centers and other places that may embrace the project's actions and, at the same time, provide participants with new experiences with and in the town.

Teaching-pedagogical materials are specially developed to stimulate reflection and the participants' intervention, having the Museological Heritage as starting point. They are Mediation Notebooks designed for teachers, students and communities, developed according to the characteristics of each edition of the Program.

Each action is carefully planned and assessed. Questionnaires for teachers and team members are developed as assessment tools. The content of the questionnaires that are responded are indicators of the participants' level of satisfaction, but it is the Program's educators who, in direct contact with those involved, observe the changes in attitude and the growing interest in the proposed activities. Another monitoring and assessment tool of the actions with the students is

the teaching-pedagogical material. The Mediation Notebooks are specially developed to act as spaces of interference and communication with the team.

Most of the times, the **Vamos ao Museu?** Program is held with resources from private companies incentives through the Brazilian Laws of Incentive to Culture. Based on the **Vamos ao Museu?** experience, policies are created, but they are not sufficient to meet the communities' demand concerning the cultural goods in a comprehensive and qualified way. From this perspective, the **Vamos ao Museu?** Program has qualified in all its editions Education professionals in the places where it has been held, aiming at promoting the project's technical sustainability, that is, to qualify teachers and social educators so that they can replicate the project's proposals. In its last edition held in Pains, MG, in the second semester of 2013, both the teaching-pedagogical material and the content of the teachers' qualification program covered, in theory and practice, the theme "Writing and the Development of Heritage Education Projects". This improved even further the qualification of teachers for the implementation of projects, which creates, in the medium term, horizons of financial, institutional and technical sustainability for the **Vamos ao Museu?** proposals.

In the second semester of 2013, **Akala**, the nonprofit cultural association proponent of the project, held the seventh edition of the Program. Entitled **Nature, Education and Culture**, the edition held in Pains – a town with 8 thousand inhabitants in the interior of the state of Minas Gerais, Brazil - had the **MAC/Pains – Museu Arqueológico do Carste do Alto São Francisco** as partner, and worked with three different public schools, involving Education professionals, students and community representatives in actions that aimed at raising in the population awareness about the region's Archeological Heritage, one of the most representative in the state. Teaching-pedagogical material was specially developed for the *Nature, Education and Culture* edition: the **Teacher's Notebook**, through which aspects of the Museological and Archeological Heritage of the Carstica Province of Alto São Francisco (upstream river São Francisco) were highlighted, and the game **Heritage Letters**, which stimulates the teacher, the students and their families to recognize the dimensions of the Natural and Cultural Heritage – both Material and Immaterial – of Pains in a playful and intriguing way.

On the site's main page, it is possible to watch a video produced along the project's last edition. To learn more, surf the site [www.vamosaomuseu.com](http://www.vamosaomuseu.com) and don't hesitate to write to us: falecom@vamosaomuseu.com.

In addition to its sponsorship, Akala, the association that develops **Vamos ao Museu?** May receive donations from both natural persons and legal entities, support from governmental bodies (city halls and governments) and direct resources from corporations and entities in Brazil and overseas. To learn more about the association, visit [www.akala.org.br](http://www.akala.org.br)



Qualifications meeting of teachers and social educators



Qualification meeting of students



Visit to the Museum with a group of teachers



Visit to the Museum with a group of students



Action with the community



Teaching-learning materials developed



Exhibition of work results in the Nature, Education and Culture edition, 2013