



**Museums: Places of Adult
and Youth Education**
Luz Maceira Ochoa

The amount, diversity and scope of museums today are outstanding. This article reviews the features and functions that museums fulfill as institutions within specific societies, and which thus respond to an array of specific social needs ranging from the imposition of a single point of view, to those which aim at transforming culture through diverse contents and dialogue with the public. Taking the type and scope of the museums into account, the author analyzes their potential to generate educational processes, and specifically their pertinence for the education of adults and youths.

**The Conveyance of
Knowledge in Museums**
Angélica Núñez

This article introduces basic and general aspects of museums such as the language specific to museums (the objects, texts, lighting, games...) as well as the types of museums that exist (those dealing with art, archeology and history, science, traditions and economuseums). The author includes several examples of educational programs from different Latin-American museums and a list of museums that have an educational program. A web page address is included for every example.

**Youths Voice their
Opinions:
The 'Teen Talks' Program of
the Photographers' Gallery
Museum of London**
Brenda Valdés Rosas

In this article the author reflects upon The Photographers' Gallery of London's experience with groups of youths aged between 14 and 19. The museum selects a small number of youths for each exhibition who later analyze what is on display and prepare a talk which they later present in front of those who visit the museum. When selecting the participants, a wide range of social and cultural diversity is sought and those with fewer means or less opportunities to visit museums are given priority. This program aims at establishing ties between the museum and the community, in which free speech and group work is encouraged for youths with different cultural backgrounds.

**The Gernika Peace Museum
and its Educational Project**
Idoia Orbe Narbaiza

The Gernika Peace Museum was created in 2003 with the purpose of promoting a culture of peace and refusal of vengeance. In this article the author describes the way in which an outline of the history of the Spanish Civil War and the review of several possible definitions of the word "peace" incite the public to reflect upon war and peace, human rights and democratic coexistence. The museum strives to maintain close bonds with the people of Gernika of all ages. The museum organizes a number of workshops for youths and adults related to the topics of Peace and Human Rights. It has also designed didactic materials for professors and virtual games to aid and assist history classes for youths.

**Museums, Ways of
Learning and Information
and Communication
Technologies**
Germán Krebs

Information and communication technologies (ICT) in today's world aid the population's access to museums of every kind. The author develops a didactic example in which, through a series of questions that initiate a process of group research -that may occur exclusively through virtual visits to museums-, adults and youths develop a series of abilities concerning reading, writing, research and organization of information and group work. Through this proposal, the participants are expected to understand an event from its historical, geographical, economic, social and cultural context.

**Museography with a
Migrant Community**

Georgia Melville

The focus of this article is the author's experience of educational work with youths and adults from the indigenous locality of San Miguel Cuevas, Oaxaca, Mexico, in which museography was used to create ties and encourage dialogue between the population that resides in the United States (mainly in Fresno, California) and that which lives in their place of origin. The project consisted on forming two groups of youths, one in Oaxaca and another in California, which created a photographic record that was later organized and exhibited in both places along with written aid in Spanish, English and Mixtec and audio in Mixtec. Both exhibitions include 36 trilingual texts and 188 photographs. Along with the physical exhibitions themselves, a film was created in DVD format and played on large screens in both places.

**Reflections on the Didactic
Capacity of Museums and
Objects**

Beatriz Moral Ledesma

The author analyzes, from a critical posture, the potential that objects exhibited in anthropological and ethnographic museums have to transmit information that is significant for non-specialized public. The author revises what museums communicate and how that is done from the point of view of an ordinary visitor and states that, in order to be significant, the pedagogical application of museums must be accompanied by other educational actions.

**The Transvestite
Museum of Peru**

Guiseppe Campuzano

The Transvestite Museum of Peru is the name under which an ample array of activities are grouped, some of these include the research and recovery of the history of transvestitism in Peru, the itinerant exhibition of objects and images and the mobilization in favor of homosexual and transvestite rights. What the author describes questions the traditional concept of "museum" and underscores the potential of a museum or museum-like space for the struggles against social prejudice created by gender discrimination.

**The Evaluation
of Exhibitions:
A Brazilian Experience**

Sandra Murriello

The evaluation of museum educational programs is the focus of this article. The topic is dealt with using the museography of a nanoscience and nanotechnology exhibition in the Universidade Estadual de Campinas, in Brazil as an example. The resources used in the exhibition (principally electronic videos and games) and the moments of evaluation (preliminary, corrective and cumulative) are described in the article. The research indicates that differences exist in the way in which people of different ages approach and interact with the games and amongst themselves.

**"Women, Museums
and Wallets"
Women for the Right
to Enjoy the Arts**

Bessna Raquel Alva Mendoza

The author describes a non-formal working experience concerning education that was carried out thanks to the initiative of the Mexican non-governmental organization, Territorios de Cultura para la Equidad (*Cultural Territories for Equality*). The workshop was attended by a very heterogeneous group of women who, in three groups of activities, reflected upon the arts and how women relate to them and the right women have to artistic creation and enjoyment. Also, within the Museum of Economics, a discussion on how gender differences and inequalities are experienced in relation to money was carried out. The final activity was an exhibition entitled "The Hidden Sex of Money", organized by the participants and put on display in the *Museum of Economics in Mexico City*.

Esthetic Education for
Alumnae Youths and
Adults:
Cultural Tours
Sonia Carbonell

The author reflects upon the importance of esthetic education for youths and adults drawing from her experience as a professor in the Supletivo Santa Cruz (Colegio Santa Cruz, Sao Paulo, Brazil), attended by poor students enrolled in literacy and basic education programs. The article shows how education can enable marginalized youths and adults to discover the means to develop their sensitivity and creativity and how esthetic education can improve general learning. In this experience group visits to and the reflection around art museums constitute a main didactic resource.

The National University of
San Martin's Children and
Youth Visual Arts Museum
(MIJAV)
Ester Suaya

The MIJAV was created in 2006 with the aim of preserving, disseminating and researching the artistic production of children and youths in the district of San Martin (Buenos Aires, Argentina) and of stimulating the population's interest in art and their artistic sensitivity whilst creating a record of the cultural characteristics of that group from the point of view of the participants. In order to accomplish these goals the museum carries out several activities such as *The Form and Color Party*, an outdoor event in which all of the community participates, the *Children and Youth Art Contest* and the *Professor's Workshop of Work and Reflection "Art and Action"*.

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