

## ICOM - ECSC 2023 Report

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### Special Interest Group Museum Education and Decoloniality

**Period: November 2022 - November 2023**

The Study Group on "Museum Education and Decoloniality" is coordinated by Silvana M. Lovay -Coordinator of CECA LAC- and Paola Araiza Bolaños -Correspondent of CECA Mexico-.

This group has been systematically carrying out its activities since September 2020, with the permanent participation of 20 (twenty) museum and university professionals from Latin America, the Caribbean, the United States and Spain.

This report integrates the different work stages and the professionals involved, the methodologies designed and applied, as well as future projections. This work covers the period from November 2022 to November 2023<sup>1</sup>. During this journey, the tasks are focused on Subgroups as we have done in past years, in order to achieve the objectives and optimize the results. They are: the Reports Subgroup, the Workshop Subgroup and the Binding Relations Subgroup.

It is important to highlight the work carried out by the members of the Reports Subgroups, such as the Binding Relations Subgroup, as will be described in detail below.

Likewise, I consider it relevant to point out that in this year 2023, the Subgroup dedicated to the design, organization and delivery of the Workshop at the Annual Conference of CECA in Singapore, has not been able to carry it out in that framework, due to the great difficulties of an economic nature to attend all the members of the Interest Group of our region to an inaccessible place like the aforementioned country. Likewise, this Group has presented within the XIII Regional Meeting "Museums and Sustainable Development" of CECA LAC in the Pachacamac Museum in Lima (Peru) the work "Podcast dECOLoniales" in charge of the Subgroup "Memories" and after finishing it, the Coordinator of CECA LAC and the Correspondent of CECA Mexico, Coordinators of the SIG, traveled to the region of Lambayeque to dictate Workshops related to the thematic "education and decoloniality", invited by the Túcume Museum.

#### **Binding relationships" subgroup**

**Period:** February - November 2023

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<sup>1</sup> This Integral Report is the collaborative result of the members of the working subgroups, as promoted by the CECA LAC Coordination.

## Members

Paola Araiza (Mexico)  
Karla Ivonne Barnard (Mexico)  
Evelyn Akemi Salazar (Peru)  
Luz Carvajal (Spain)  
Rosángela Carrión (Peru)

The Special Interest Group "Museum Education and Decoloniality" set out from the beginning to study, analyze and systematize educational practices that address decoloniality and often the tense dialogue with other work and areas of the museum.

After having worked under the dialogue and reflection in which five groups answered questions and triggering concepts, it is proposed to generate an action that makes it possible to identify the possible "Linking Relationships" between the answers given by the five teams. Thus began Phase 3 of the GIE "Museum Education and Decoloniality" in the second semester of 2021.

The methodology that has been used arises from observing the Central Ideas and Key Words that are given in each of the answers to the five questions. It is from these Central Ideas and Key Words that the Binding Relationships are established. This first exercise, which gives the guideline, is generated from Question 1 by Paola Araiza, who coordinates and proposes the guiding dynamic; and is taken to the 'Miro platform' by Karla Barnard and Evelyn Salazar, who give rise to the Collective Writing from a schematic and graphic proposal.

In 2022, Questions 2 and 3 are worked on; for which two other members of the SIG are invited to lead the exercise of Binding Relationships to be executed with other colleagues. Thus, Question 2 was led by Luz Carvajal and Question 3 by Rosángela Carrión. Both experiences were referred to in the report of Phase 4 of the SIG "Museum Education and Decoloniality", at the end of 2022.

In this year 2023, the discussion and collaborative writing exercise "Binding Relationships" was completed, as it was worked with the new members who joined the SIG "Museum Education and Decoloniality". On this occasion, Questions 4 and 5 are led by Karla Barnard and Evelyn Salazar.

## Trigger questions

1. How do we understand decoloniality?
2. In what way is it possible to undertake educational activities from decoloniality in the museum?
3. What methodological guidelines allow us to recognize educational initiatives of this type?
4. What are the particularities and characteristics of these activities?
5. What are the most common conflicts, difficulties and resistance?

## Dynamics

"Binding Relationships" proposes to read and discuss the answers shared by the members, divided into five groups differentiated by color, with the indication that each answer be summarized in central ideas. Then, the set of these Central Ideas was condensed into Key Words that were joined in related pairs (hence the name "Binding Relationships") and those that remained without pairs were grouped in the category Loose Concepts.

## Objectives

Establish a common language that allows the use of the Key Concepts under the same resignification and framed in the field of Museum Education that are enunciated from Decoloniality.

On the other hand, it is also important to build from the CECA LAC community actions that allow the linking of Decolonial Education in Museums, in addition to showing the identities and attitudes taken from the reflection of the decolonial theory and practice in the personal/professional in our daily life.

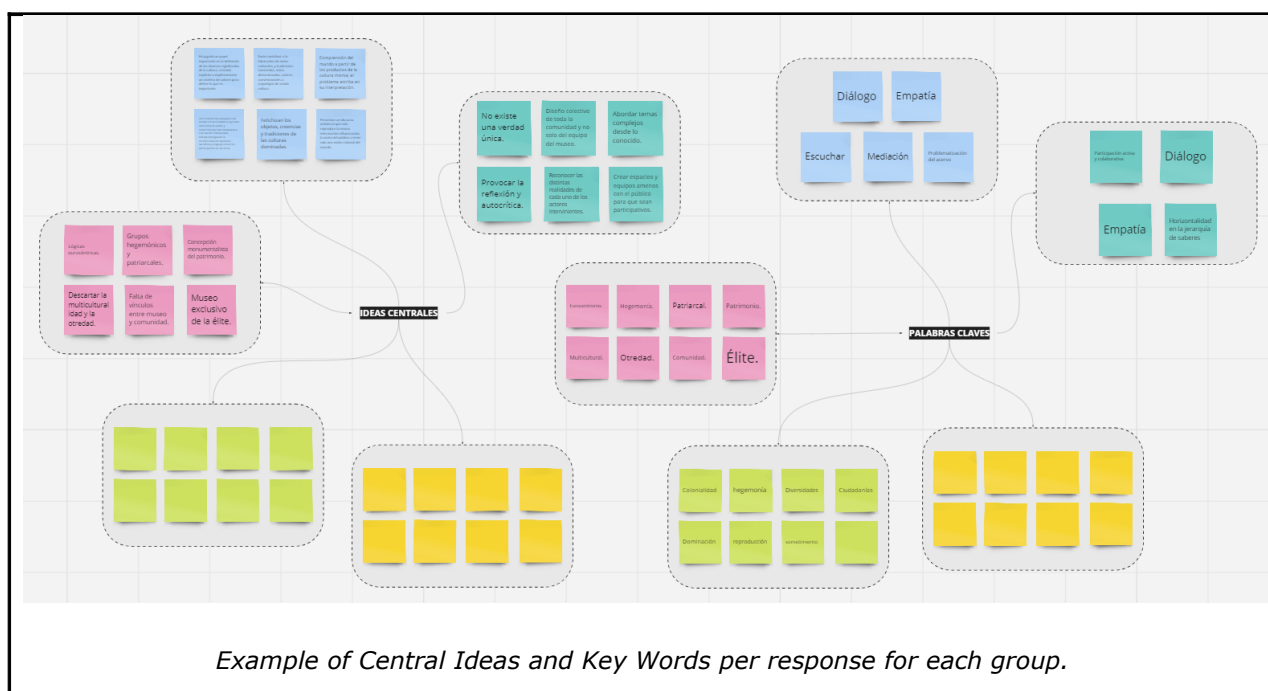
## Process

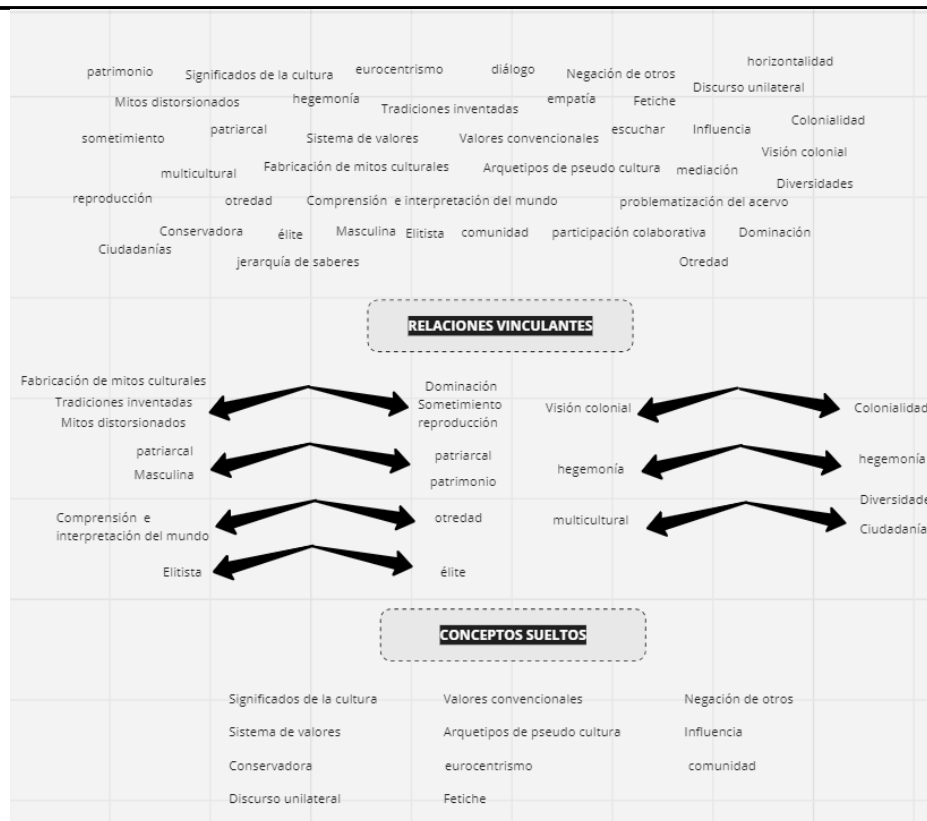
Ten general meetings were held with the GIEEMD for the development of questions 1, 2 and 3, in addition to three extra meetings with two subgroups for questions 4 and 5, respectively. All meetings were carried out using the Zoom platform from March to August 2023.

## Evidence

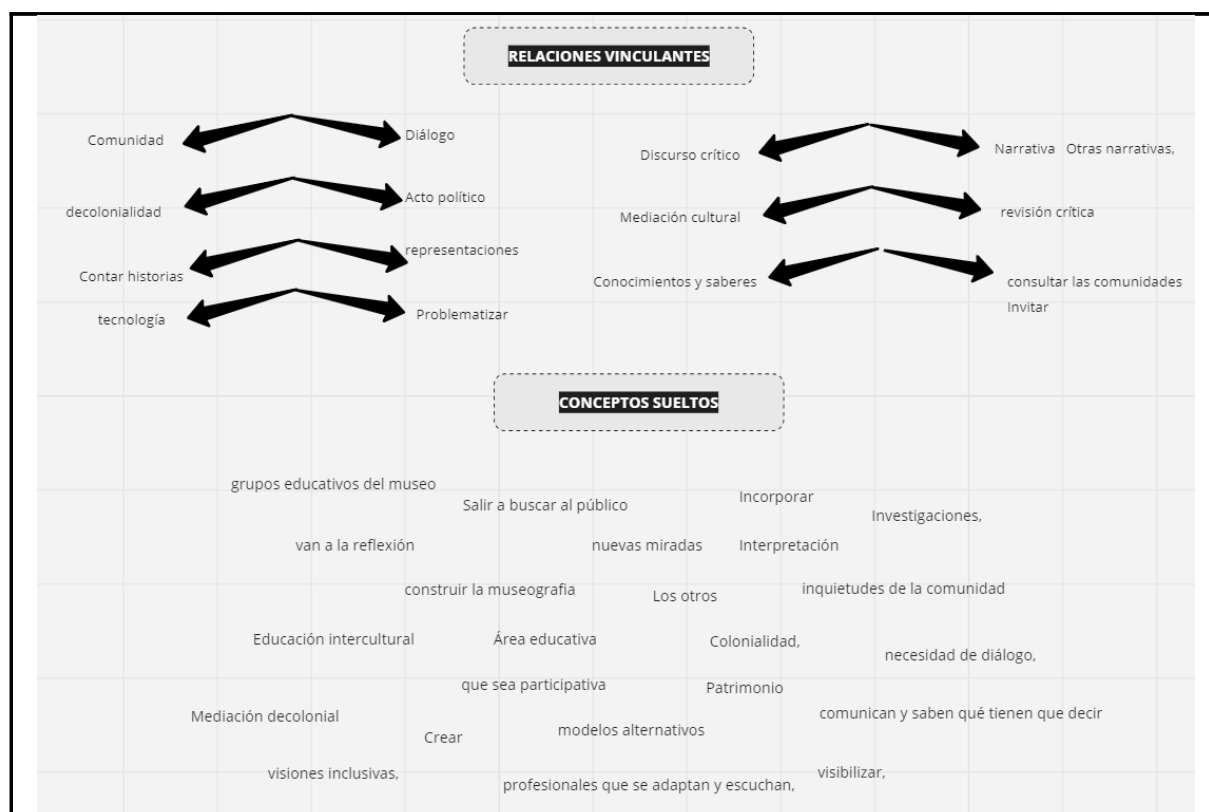
The development of the collaborative writing exercise "Binding Relationships" was worked on remotely on the intelligent design platform Miro, which allowed for real-time discussion with the members of the GIEEMD.

Below are some screenshots of the "Binding Relationships" exercises on Miro's shared dashboard, as an example.

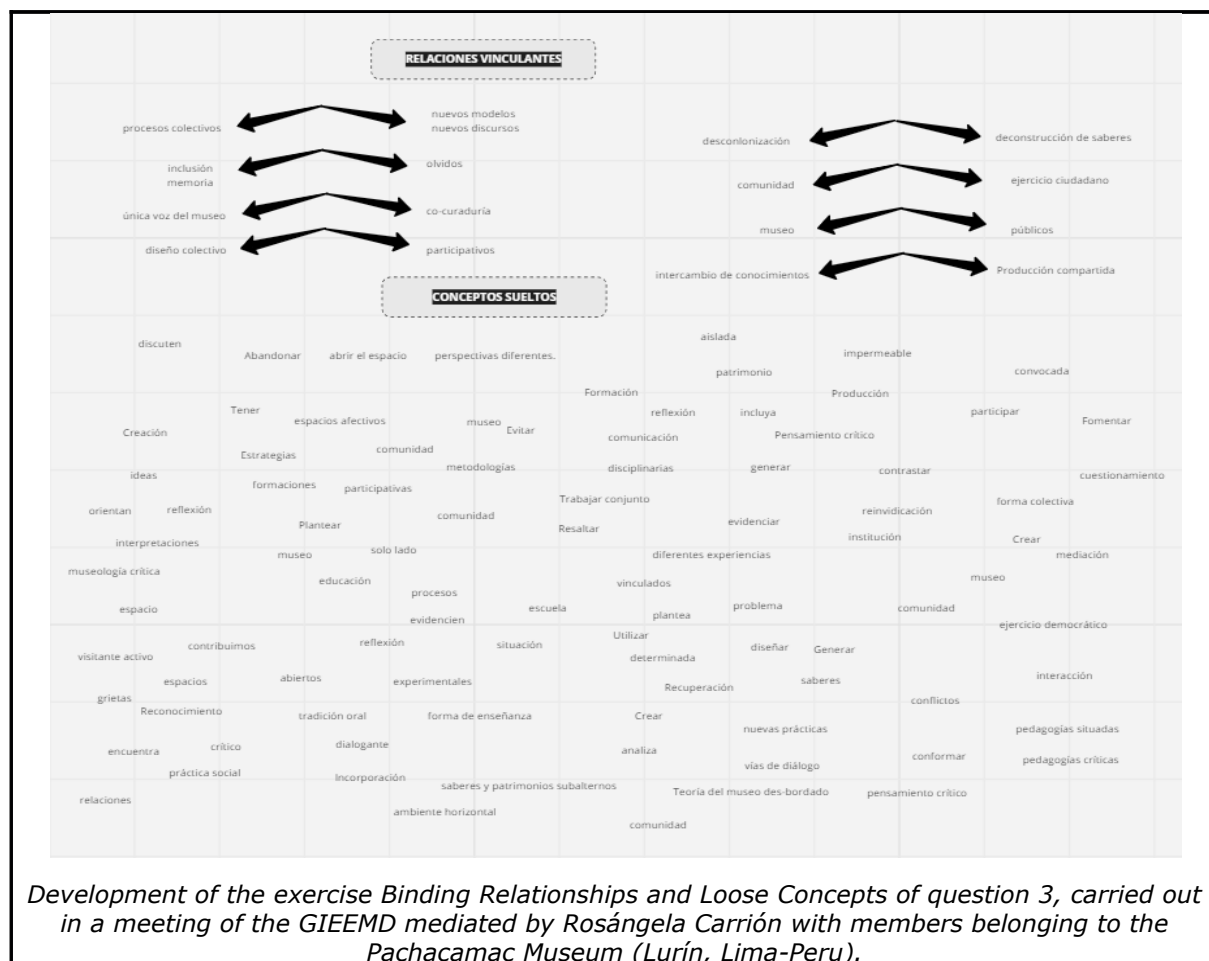




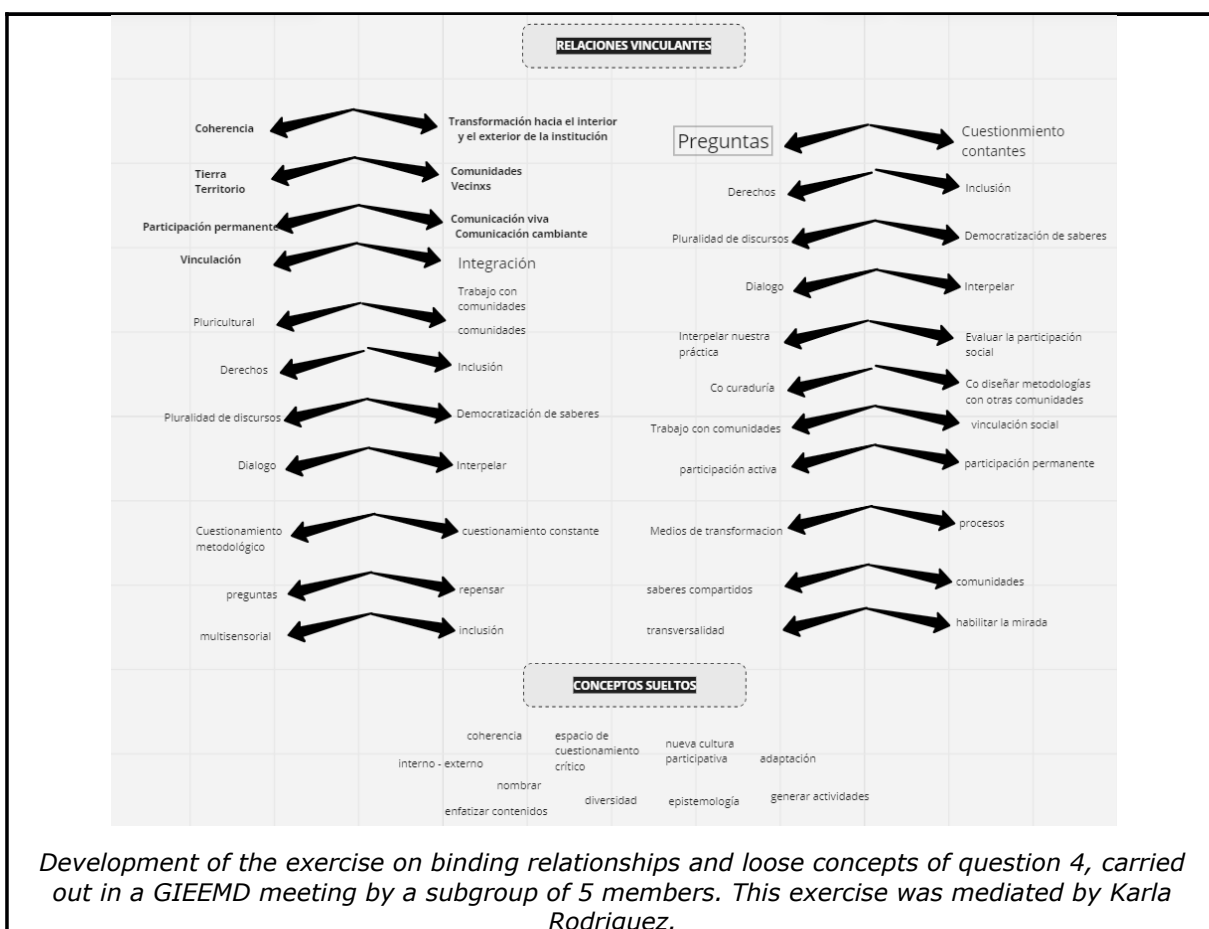
*Development of the exercise Binding Relationships and Loose Concepts of question 1, carried out in a general meeting of the GIEEMD mediated by Paola Araiza.*



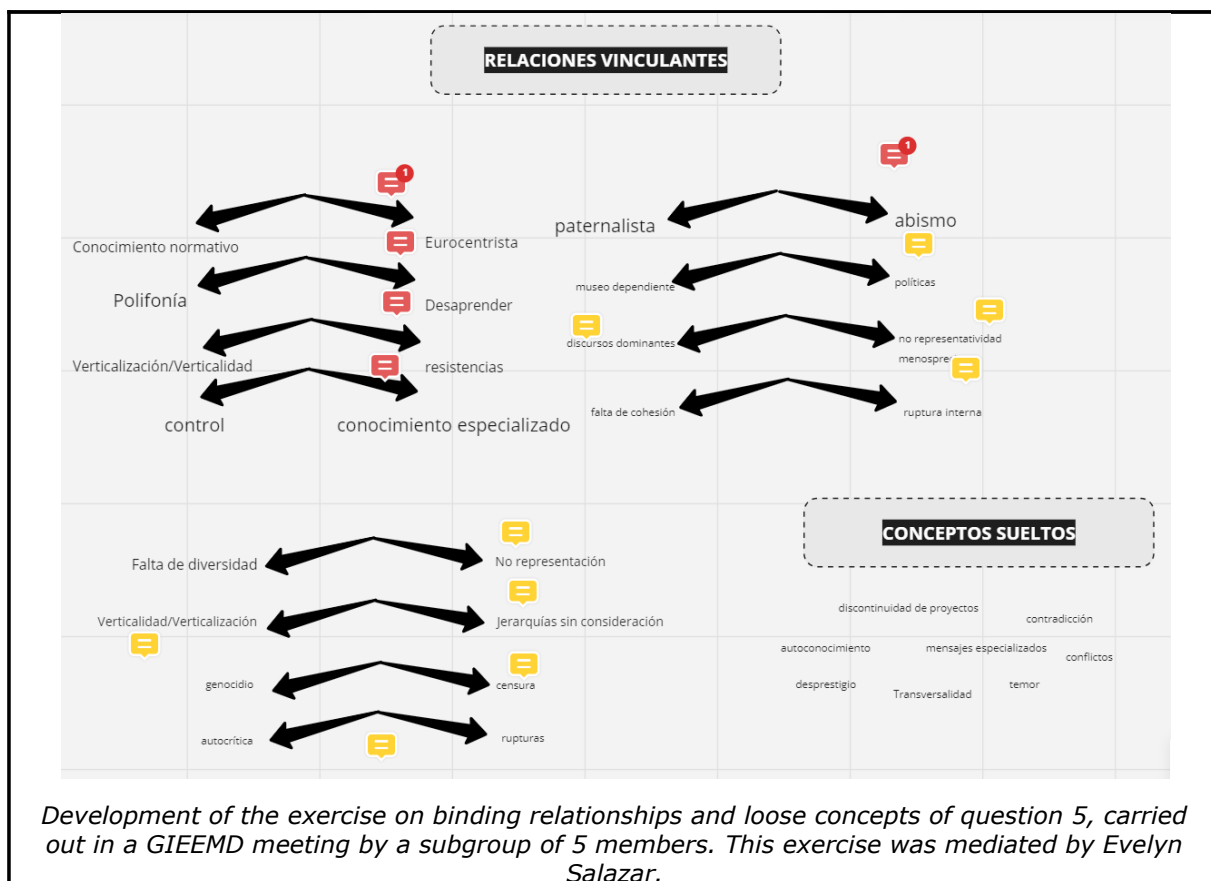
*Development of the exercise on binding relationships and loose concepts of question 2 carried out at the GIEEMD meeting, mediated by Paola Araiza and Luz Carvajal, who also gave order to the exercise in the Miro.*



Development of the exercise Binding Relationships and Loose Concepts of question 3, carried out in a meeting of the GIEEMD mediated by Rosángela Carrión with members belonging to the Pachacamac Museum (Lurín, Lima-Peru).



Development of the exercise on binding relationships and loose concepts of question 4, carried out in a GIEEMD meeting by a subgroup of 5 members. This exercise was mediated by Karla Rodriguez.



## **Projection 2024**

In 2024, Phase 6 will begin, focused on generating the Categories of Key Concepts, and the Collective Writing of the process that led to the creation of the Binding Relationships will be finalized.

In addition, the Binding Relations subgroup plans to become a laboratory for GIEEMD members to design and produce editable products of at least three types:

1. Training experiences
2. Didactic materials
3. Collaborative dissemination experiences

In the first place, we propose to socialize the results of the exercise with the same group so that they can know the perception of decoloniality that we have as a community of professionals in museum education. One of the advantages of this exercise is precisely to build community and collaborative voices, but not individual ones, being that one of the main characteristics of this special interest group: network construction.

Based on this, two courses of action are suggested. The first is to conduct an updated reading on how decoloniality acts in museums and their educational areas, at the same time that we can contrast with the Binding Relations of this exercise. The second is to organize a community roadmap to create editable products from the concepts produced with the exercise; an initial example for the approach for members to design is the following:

1. What would I like to achieve with the GIE Education in museums and decoloniality?
2. How would you describe the editable product to someone else?
3. How long would it take you to develop this editable product?
4. What resources do you need?
5. What skills or profiles do you think are needed?
6. Which communities would benefit from the editable product?
7. Can you think of a name for the editable product?

One of the editable products of the type of didactic materials that we wish to generate are "Decolonial Playing Cards", as a set of cards with icons, meanings and questions built collaboratively that function to carry out a self-evaluation of the educational action in our museums and identify colonial practices on which to reflect and act.

Finally, another product (of the dissemination experience type) that can be generated is an exchange with the Podcast "dECOLoniales" so that the team can produce capsules focused on some Binding Relationships or loose concepts of this exercise. In this way it is possible to reflect and open the discussion on decoloniality in museum education through the digital audio format.

### **Subgroup "Memories".**

**Period:** February - November 2023

**Names:**

Karla Ivonne Barnard Rodríguez (Mexico)  
Ana María Sánchez Lesmes (Colombia)  
Adriana Palafox Argais (Mexico)  
Karen Lizbeth Pastrana Arce (Mexico)



Pablo Andrés Convers Hilarión (Colombia)

Jaime Arturo Sánchez Nieves (Mexico)

The activities carried out by the "Reports" subgroup during the period November 2022 and November 2023 focused mainly on the creation, production and publication of the *dECOLoniales* Podcast. This was done as one of the strategies to fulfill the purposes and goals established in this year's work plan:

- To know and identify the decolonial educational practices of the members of the *Special Interest Group: Education in Museums and Decoloniality* - GIEEMD.
- To present the experiences and concepts developed in the GIEEMD, as part of our theoretical-practical contributions in Museum Education and Decoloniality.
- To make CECA LAC known to the world through written and spoken narrative.

The construction of the podcast "dECOLoniales" consisted of different moments, with the participation of 1 producer (Pablo Convers), 3 museum educators (Karla Barnard, Ana Sánchez, Lizbeth Pastrana), 1 restorer (Adriana Palafox) and 1 music technician-producer (Jaime Sánchez), who participated in the roles of documentary studies, script creation, editing, musical composition and graphic design.

The production process of the dECOLoniales podcast consisted of:

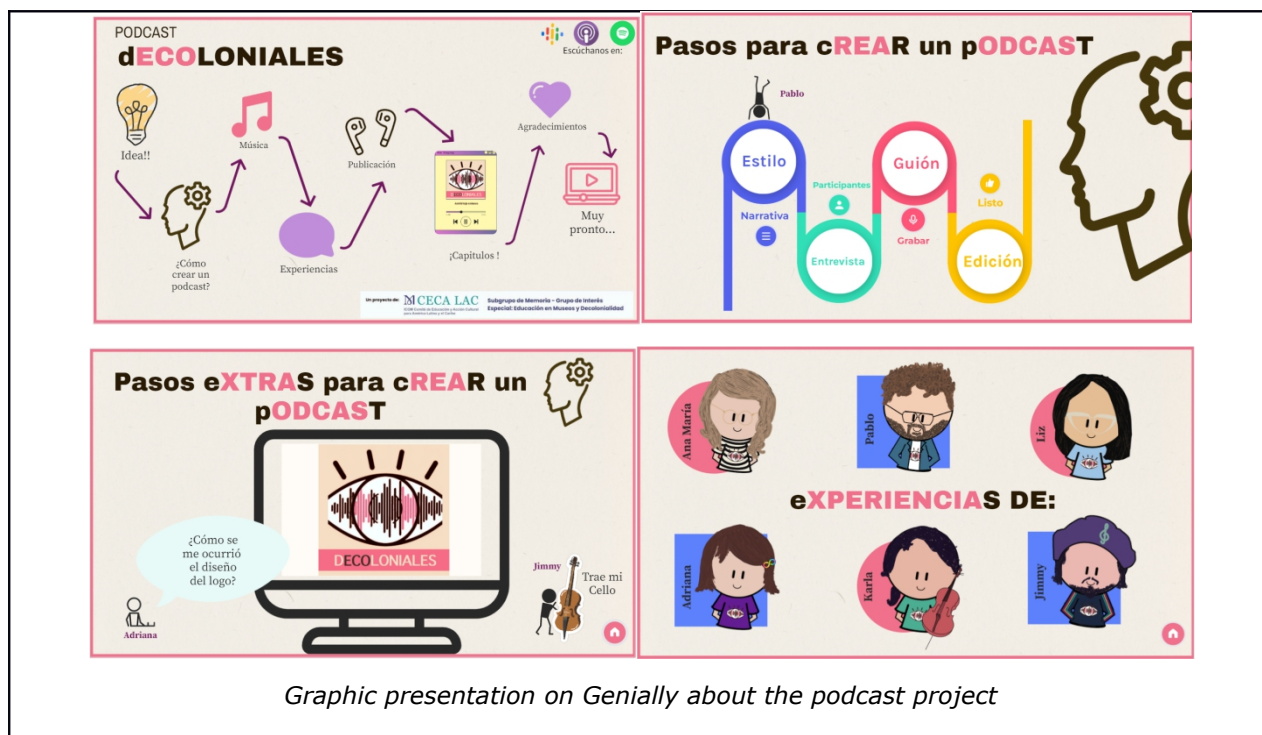
- 1) **Study** what a podcast is and how it is made.
- 2) To **choose** a theme and style for its production, which was narrative, through the application of an interview.
- 3) **Conduct** a pilot chapter to apply the interview format, create the music, edit the chapter and present it to the members of GIEEMD for collective enrichment.
- 4) **Interview** 6 members of GIEEMD, through Zoom, asking the interviewee to record her voice during the interview so that it would be legible for the production.
- 5) **Production** of script, audio and music for each chapter with GIEEMD members from Argentina, Peru, Mexico and Spain, based on a metaphor identified in the conversations of each interviewee.
- 6) **Publication** in various streaming applications: Spotify, Google Podcast and Apple Podcast, as well as dissemination through social networks.

Some images illustrate part of the process carried out:



*Presentación del podcast dECOLoniales al Grupo de Interés Especial Educación en Museos y Decolonialidad.*



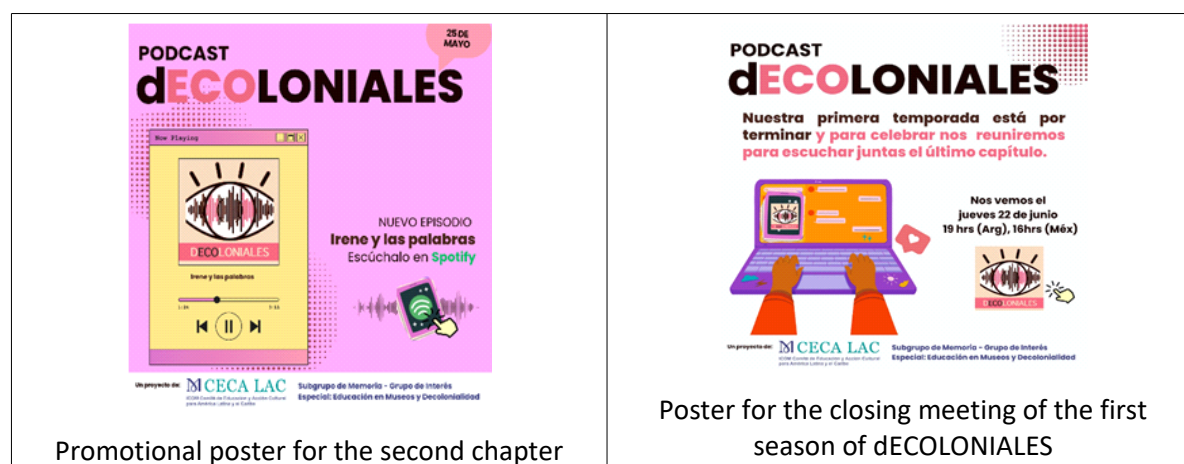


To achieve these actions, we required the support of a producer (Pablo Convers), who explained to us the production process of a podcast, proposed a way of working and thus we defined the launch date, which was May 18, 2023, on the occasion of the celebration of World Museum Day. Previously we had a preview with members of GIEEMD. We also held weekly meetings to present our progress and define our roles (interviewer, script, music, editing, graphic design) for the creation of each chapter. Thanks to this work and perseverance, we were able to present 6 chapters.

### Publication of the podcast - First season - Six chapters

#	Release date	Chapter name
1	May 18, 2023	Paola between seas
2	May 25, 2023	Irene and the words
3	June 1, 2023	Migrant recipes with Alejandra
4	June 8, 2023	Silvana's travels
5	June 15, 2023	Evelyn's case
6	June 22, 2023	Astrid weaves links

Posters prepared by María Mónica Fuentes Leal (CECA Colombia Correspondent), a fellow member of GIEEMD.



each on the Spotify platform (date taken: June 21, 2023).

Followers	146
Reproductions	600
Reproductions per episode	
Paola between seas	167
Irene and the words	130
Alejandra's migrant recipes	83
Silvana's travels	53
Evelyn's case	58
Astrid weaves links	109



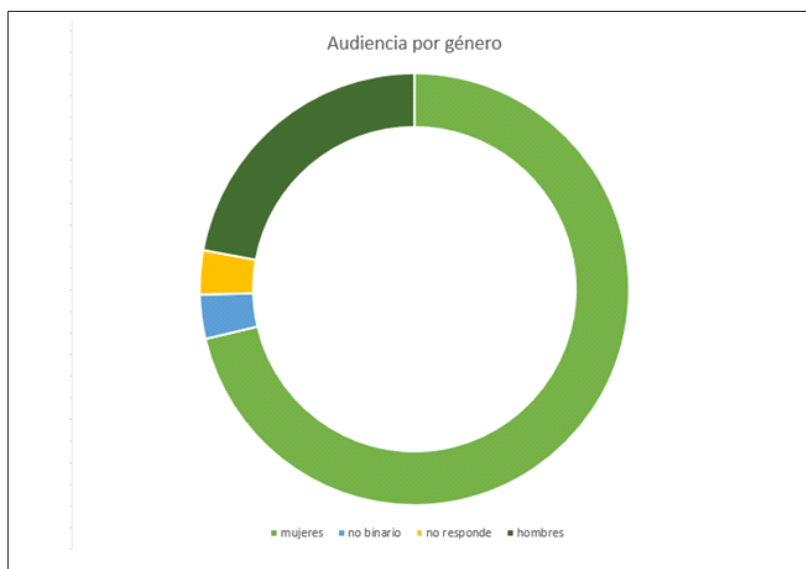
Countries that have listened to the podcast:



Audience by gender:

- Women: 71.3% Women: 71.3% Women: 71.3% Women: 71.3% Women: 71.3%
- Males: 21.1% Males: 21.1% Males: 21.1% Males: 21.1%
- Non-binary: 3.3%.

- No answer 3.3 % No answer 3.3



## Achievements

Each month, the number of followers on the different streaming platforms increases, as do the stages for the presentation of the project and conversations about its impact and process.

We were speakers at the XIII Regional Meeting of CECA LAC "Museums and sustainable development", where we talked about the decolonial theoretical-practical approach and the production process of the podcast, in order to invite more audiences and participants for the next season, but mainly to show the relevance of the role of educators in museums and their museographic and museological practices for the different audiences that visit them and integrate them to the participation of each theme or objective that museums develop, in this case, *sustainable care*.



*Karla Rodríguez and Ana María Sánchez participated as speakers, at the XIII Regional Meeting of CECA LAC*

## Projection 2024

For the next period, in the Memoirs Subgroup, we expect to publish 3 capsules on the XIII Regional Meeting of CECA LAC "Museums and Sustainable Development", which will be addressed as *sound postcards*. Likewise, the second season of the podcast dECOLoniales will be published, with the participation of Latin American museum educators from outside GIEEMD. It is also expected to cover the event of the XIV Regional Meeting of CECA LAC with a closed circuit to interview museum educators who wish to participate in the podcast for the third season, but this time with a mixed format, since we will continue working in narrative format as we already do, and we will explore the conformation of a table, which is expected to be presented in 2025.

Finally, it is expected the publication of a written article that reveals the relevance of *Memories* as part of the decolonial educational and pedagogical narrative exercise in museums carried out by the educators of the Special Interest Group: Education in Museums and Decoloniality, which is in production written by a Pedagogue (Karla Barnard) and an Anthropologist (José Luis Ramos), who during the period 2023 conducted a documentary and conceptual research on the subject.