

INTERNATIONAL TRAINING PROGRAMME
EVALUATION OF ONSITE PROGRAMME

JULY 2022



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INTRODUCTION

BACKGROUND ON THE PROGRAMME

The British Museum established the International Training Programme in 2006. The programme was initiated two years previously, as a result of a contact from the Supreme Council for Antiquities of Egypt, now the Ministry of Tourism and Antiquities, who then sent seven curators for six weeks in London. Recruitment is through government bodies, individual museums and academic bodies, or sometimes from other collaborative programmes. In 2006 the programme was funded by the British Museum, and, from 2007 to date, has been funded externally through donations and sponsorship.

There are three elements to the main programme: a training programme at the BM which includes presentations, workshops and visits; a placement in a BM department based on participants' specific area of interest; and a placement at a UK partner museum. The partner museums for the ITP 2021 onsite visit were:

- The Collection: Art and Archaeology in Lincolnshire & Nottingham University Museum
- Glasgow Museums
- Manchester Museum and Manchester Art Gallery
- National Museums Northern Ireland
- Norfolk Museums Service
- Tyne & Wear Archives & Museums, Newcastle.

In 2020 the Marie-Louise von Motesiczky Charitable Trust pledged a further fund to support the continued development and delivery of the ITP until 2025. Additionally, through successful appeals to the British Museum Members and Patrons, and with gifts from the American Friends of the British Museum, as well as legacies and renewed grants from trusts and foundations, the ITP is now able to continue to plan and develop further post-fellowship opportunities for its global network. The extended programme includes:

- ITP+ short courses
- ITP Senior Fellowships
- Research Fellowships
- Research and conference grants
- Digital engagement
- ITP Futures
- Collaboration with the Museums Association Conference
- Temporary displays in the UK
- Other professional and personal development.

In 2021-2022, the programme was restructured to reflect the constraints of the pandemic and the opportunities to develop online teaching. Changes included:

- Introducing nine online learning modules.
- Condensing the UK programme.
- Introducing new formats into the UK programme: small group sessions, Fellow-led sessions, a social media day and a museum project day.

The 2021 onsite programme didn't have a Senior Fellow.

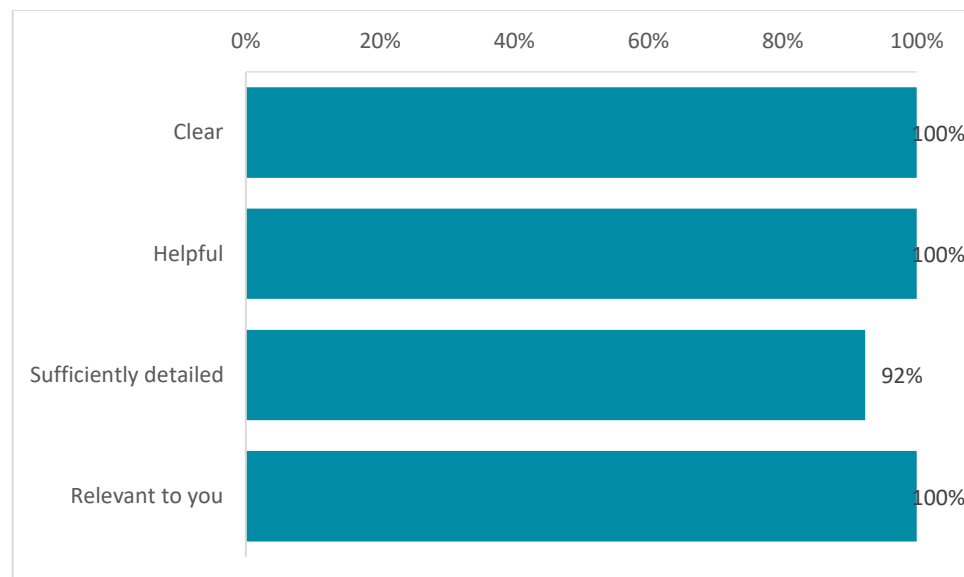
ANALYSIS OF FEEDBACK FROM PARTICIPANT AFTER THE UK VISIT RESPONSES

All 16 Fellows filled in the survey.

INTRODUCTORY INFORMATION

Views of the Introductory Information are extremely positive. Comments were that the information was accessible, interesting, useful and well-structured; and that the effect was to increase their confidence about what they needed to do for the trip.

FIGURE 1: WHAT DID YOU THINK OF THE BM INTRODUCTORY INFORMATION ABOUT THE UK PROGRAMME? (AGGREGATION OF “YES DEFINITELY” AND “YES PROBABLY” RESPONSES)



“The introductory notes and emails sent to us were very well structured and gave directive information.”

“As we had already done most of the work online, the programme team knew what we wanted to do and what we were interested in doing.”

“All information was well listed in the handy guide and other documents including the Visa applications.”

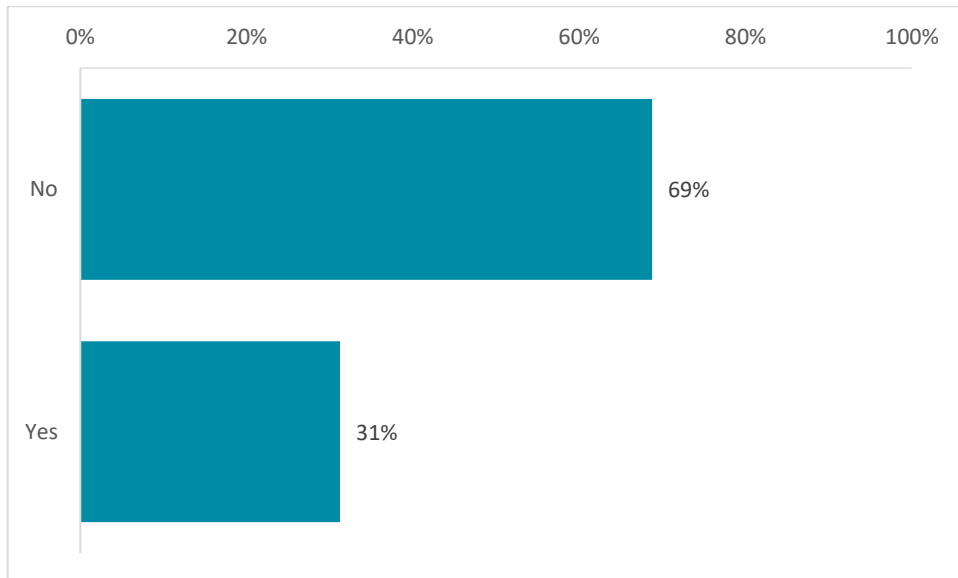
Five Fellows mentioned additional information they would have appreciated, which was:

- Background on the Fellows and Hosts.

“Some of the social or cultural profile of the cohort but also of the Hosts. General information could have been useful to get a better idea about engaging and dealing with other cultures during the experience.

- Practical information: that most museums in the UK are free except special exhibitions; that most shops don't accept cash; and that tax for shopping is refunded at the airport.

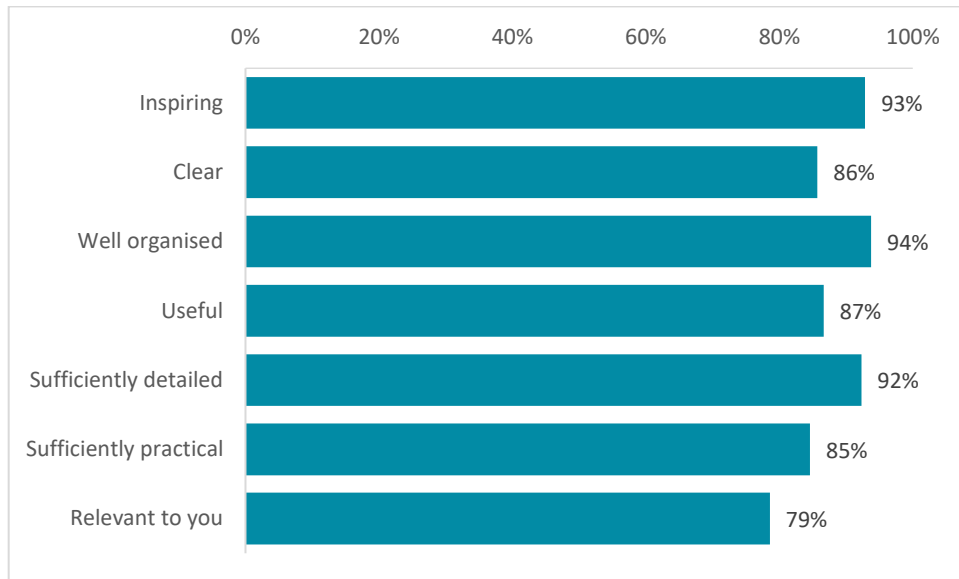
FIGURE 2: WAS THERE ANY OTHER INFORMATION YOU WISH YOU HAD KNOWN BEFORE YOU CAME TO THE UK?



SUBJECT SPECIALIST SESSIONS

Subject Specialist Sessions are rated as very well organised, inspiring, sufficiently detailed, useful, clear, sufficiently practical and mainly relevant. All the other answers are “mixed”: there are no negative responses.

FIGURE 3: WHAT DID YOU THINK OF THE SUBJECT SPECIALIST SESSIONS? (AGGREGATION OF “YES DEFINITELY” AND “YES PROBABLY” RESPONSES)



Fellows commented positive on the:

- Depth of learning.

“The Subject Specialists were clear in their presentation and the contents were sufficiently detailed and relevant to what I do back home as well as my professional research interest areas. The Subject Specialists were enthusiastic, inspiring and I gained some professional relations that will improve my approach to specific project demands.”

“I learn a lot about exhibition planning and management system, exhibition development and design, touring exhibitions, and many, many more useful facts which are very important for my professional development.”

- Authoritative teachers.

“Most people I met were experts in their fields so they were very good.”

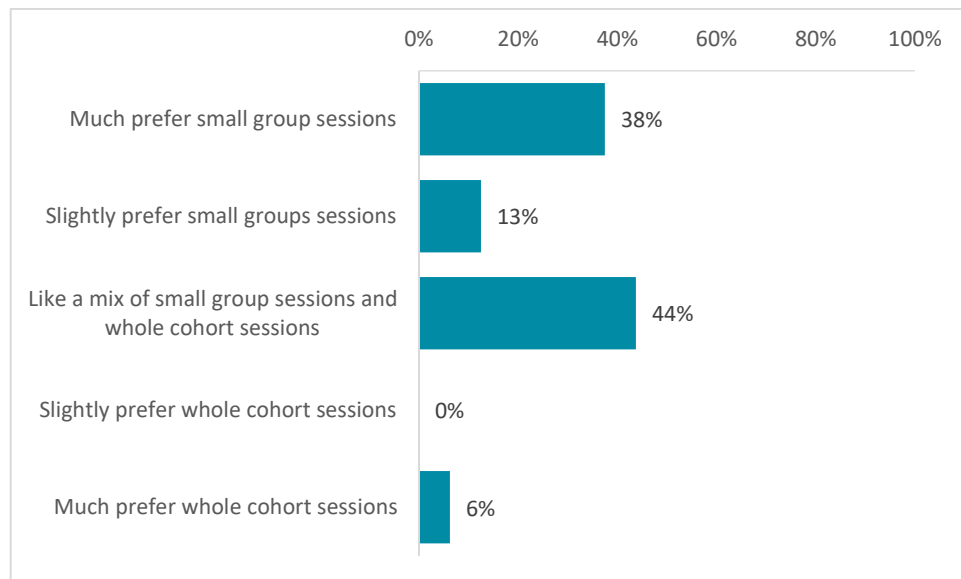
- Hunger for more.

“I wish there was more space to me to focus and train more about topics related to interpretation, PR, publications, podcasts, website content and to see more artworks in the storage room.”

“The sessions were very detailed and practical when the need presented itself, we had different sessions from almost all the different departments in the BM, but it was a lot to be done in the space of four weeks regardless of our e-Learning sessions. I wish there was more space and time for me to focus more on my departmental time because that was where I had more interests.”

51% of Fellows expressed a preference for small group sessions, with 44% endorsing a mix.

FIGURE 4: WHAT IS YOUR PREFERENCE BETWEEN SMALL GROUP AND WHOLE COHORT SESSIONS?



Comments described strengths in small group and whole cohort sessions: small group sessions are more easily adaptable to individual interests (especially if these are similar) and so allow greater depth on specific issues; whole cohort sessions allow greater sharing of information and broader discussion and give a greater sense of community.

“With the whole group, it is more interesting to share thoughts, everyone has their own interests. In small groups, the advantage is that the teacher understands what your goals are and adjusts the session to them.”

“Smaller group sessions give room for more detailed and broader connection and conversations with the facilitators.”

“Small group sessions work well to spend more time discussing and learning about a subject specialisation and have more intimate discussions with the BM Reps about that. When subject experts meet together, they use words which others may not understand and this could virtually exclude them from the groups. 30% of the time with the whole cohort is important as one should have a global discourse of themes and topics that connect with a wider group of people and are universal across the museum sector.”

“I liked the mix because I am a good listener and I enjoyed the diverse views that came up during the whole cohort discussion from different Fellows based on their previous experiences. But in all, it worked and I personally and professionally enjoyed both kinds of sessions.”

“In some cases, sessions with a group with the same background is more interesting. You can ask more questions.”

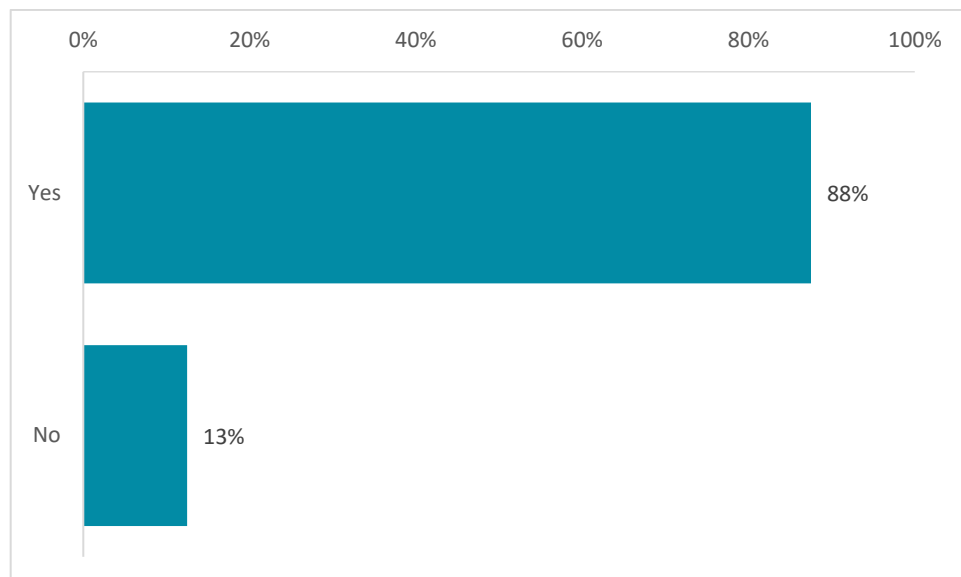
“All participants had time for Q&A.”

“Whole group sessions were quite useful for me in terms of hearing different ideas etc., from each member of the cohort.”

14 of the 16 said they understood why the sessions had been chosen for them. One Fellow commented that they initially thought the sessions were not relevant to them, but then found them useful. This broadening of perspective is, of course, one of the aims of the ITP.

“I initially thought most sessions would not be of interest to me or directly impact my field, but they turned out to be very insightful and gave me a broader view of things and made me see more possibilities and different avenues of approaching things. Like I will always say, no knowledge is lost.”

FIGURE 5: WAS IT CLEAR WHY THESE SESSIONS HAD BEEN CHOSEN FOR YOU?



We asked which sessions were most useful. Fellows tended to have different answers and many mentioned the Departmental Programme, which is not what we were asking about at this stage.

- 7: Object in Focus
- 5: Special exhibitions at the BM
- 6: Communities and audience engagement/ Access and inclusion
- 3: Storage
- 3: International Engagement and international touring exhibitions
- 2: Photography at the British Museum
- 2: Museum Project Day
- 2: Everything

- 2: Collection management
- Textiles
- Social Media introduction
- Retail and Commercial Income
- Planning the Exhibition
- Permanent Galleries at the British Museum
- Modern and Contemporary Middle Eastern Art
- Marketing and press at the British Museum
- Leadership and management
- Funding
- Documentation
- Curatorship
- Conservation
- Acquisition and loans.

We also asked which sessions were least useful. We only had a few responses:

- Everything was useful.

“I would say all were useful but most were not really my biggest interests.”

- 3: The Samsung Digital Learning Programme

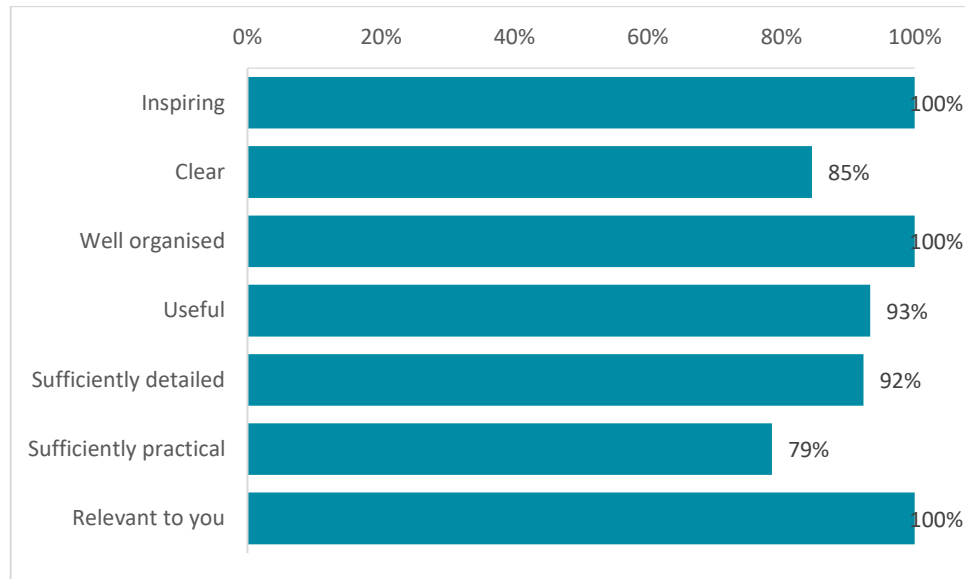
“The introduction to the Samsung Digital Learning Programme was of less interest as we did not have the opportunity to see the programme. We had only a brief description of it.”

- 2: Presentation on 19th Century China Project & Chinese Glasses
- 2: Digital work
- Fundraising and Internship.
- The Iraq Scheme
- Audience Development.

DAY TRIPS TO MUSEUMS

The day trips to museums were rated as entirely well-organised, inspiring, relevant, and also strongly useful and sufficiently detailed. Comments emphasised the value of seeing different practices, having time to reflect and absorb the context.

FIGURE 6: WHAT DID YOU THINK OF THE DAY TRIPS TO THE MUSEUMS OUTSIDE THE BRITISH MUSEUM? (AGGREGATION OF “YES DEFINITELY” AND “YES PROBABLY” RESPONSES)



“We saw many museums, each museum is unique in its own way, and each museum brings new knowledge, new ideas.”

“Visiting archaeological sites was exciting because it gave us knowledge about the legacy in the UK.”

“We or I needed time to just breathe away from going to the museum and having sessions. I would say it created some sort of balance.”

“They gave us a sense of how infrastructure, school environments and communities are structured in the UK.”

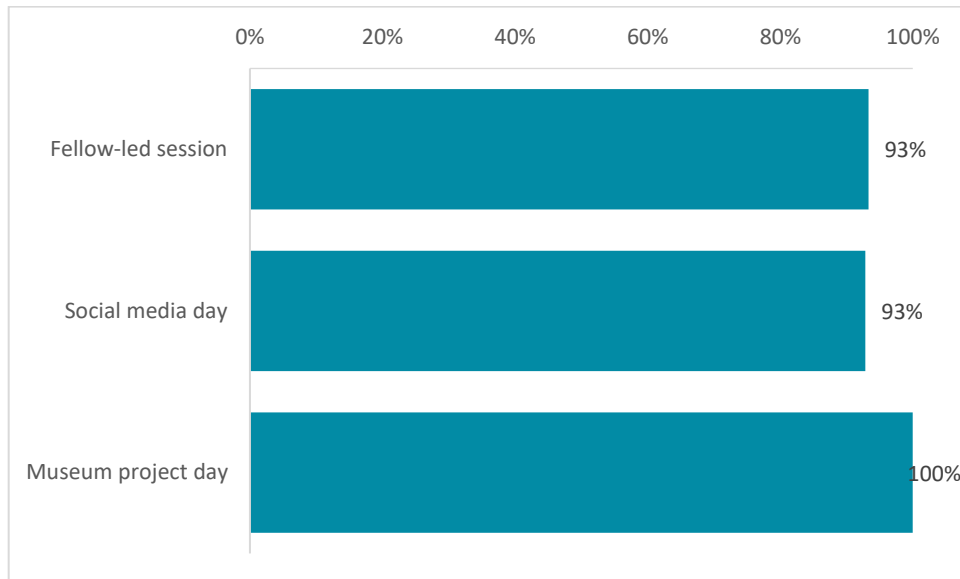
“I would have loved to have more. They were fantastic. Going to Oxford was a dream.”

“The whole organization of the day trips was excellent.”

“Visiting archaeological sites is always very exciting and educative especially when you have the chance to visit Stonehenge in this case. Thank you very much, it was fantastic and we also had a chance to see the exhibition space at the site which was very useful as well.”

“We got to see places outside London, and meet other museums and people and learn many new things.”

The new elements, introduced this year, were strongly appreciated. Comments were that these formats gave detailed insights and helped build relationships between Fellows.

FIGURE 7: WERE THESE ELEMENTS OF THE PROGRAMME USEFUL TO YOU?

“Though I didn't give a presentation on the Fellow-led session, after listening to some of my colleagues who did I wish I had too because it was basically just giving context to your background and what is entailed in your field or institution. I loved listening to the presentation about how the Beirut bombing affected their museum in Lebanon which gave context to restoration of objects and collaborations in carrying out conservation and restoration work. I wished I had given a presentation on my body of work that is based on research work on the Benin cultural heritage and history while highlighting modern day issues. But I know other opportunities will present themselves.”

“The Fellow-led day was particularly useful to know about Fellows' work and see how we could collaborate and share knowledge.”

“Going to the Wellcome collection was very well chosen for me particularly to see their approach to access and disability inclusion in services as well as museum curation.”

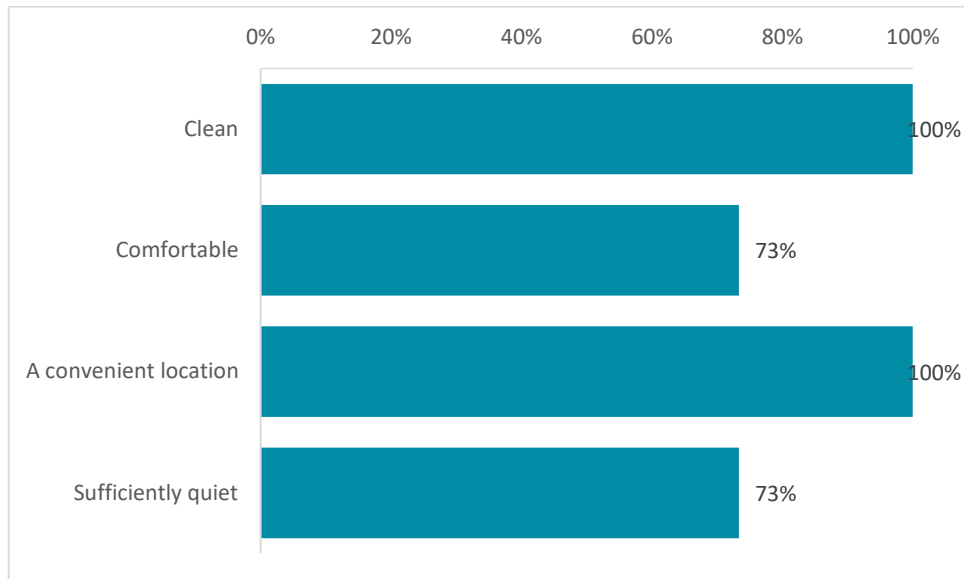
“The visit to a museum, the evaluation of an exhibition, and collaboration with ITP Fellows, was very useful to me probably because they related to my specialisation and job.”

“The museum project day was an inspiring and challenging activity and I enjoyed working with another Fellow.”

“They gave us a chance to bond better with our Fellows and network with them.”

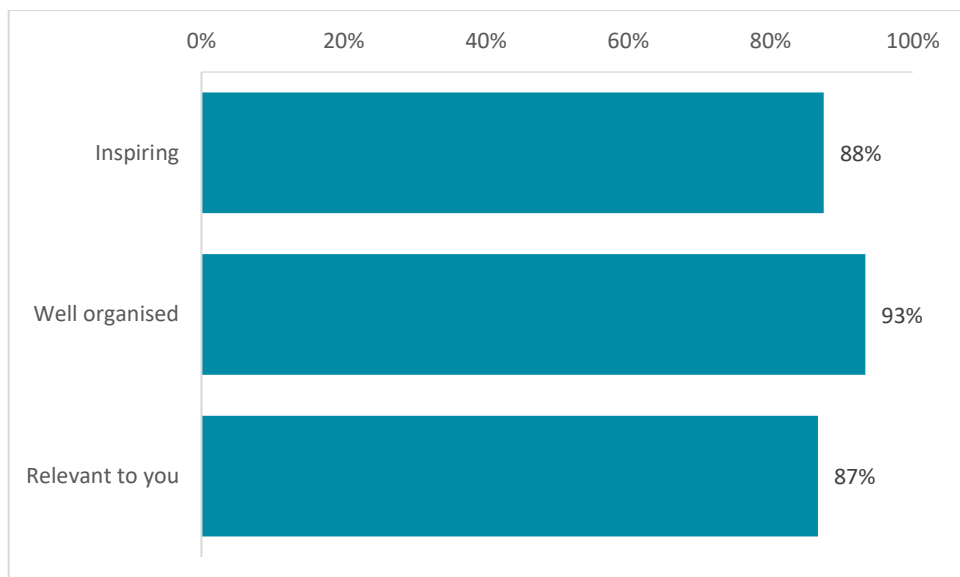
ACCOMMODATION

Accommodation was rated as clean and convenient, but not entirely comfortable or quiet. The only comments were that a couple of Fellows would have liked cooking facilities adjoining to the room and not to be on a busy road.

FIGURE 8: WHAT DID YOU THINK OF YOUR ACCOMMODATION? WAS IT:

DEPARTMENTAL PROGRAMME

Views of the Departmental Programme are consistent with previous years: around 90% positive.

FIGURE 9: WHAT DID YOU THINK ABOUT YOUR DEPARTMENTAL PROGRAMME? (AGGREGATION OF “YES DEFINITELY” AND “YES PROBABLY” RESPONSES)

Comments mentioned the attention to detail in preparing work especially for the Fellows the kindness in supporting the Fellow and the value of the special knowledge in the departments. Several mentioned a desire to have more time in BM departments. One Fellow queried the department choice: “I understand why I was placed in the Asia department sessions, but it would have worked better for me to be in the non-collection-based

department, although what I was able to do here was extremely helpful and gave me a peer from the same field.”

- Relevance.

“The programme references the real tasks of the museum.”

“The opportunity to meet and discuss with departmental staff about projects, to see what is happening behind the scenes, to visit exhibitions and storerooms, was a great experience.”

“It was exactly what I expected and everyone was very receptive and sessions with the department were always very detailed.”

“I got the opportunity to work on the collections and cultures I am most familiar with. It made it easy to share ideas with the curators on some of the labels to improve the context of the exhibits.”

“It was directly related to my interests and expertise and helped to build up professional skills in the direct context of my field of work.”

“We had the opportunity to see material related to our special interests and discuss them with the curators.”

- Practicality,

“Detailed work could be done.”

“It was very practical when it came to learning about storage systems, seeing the objects in collections of interest to me and learning on handling, documenting and photographing objects.”

- Support.

“I had constant support from the curator.”

“They were approachable! I felt safe and comfortable in their company as they didn't look down upon me, and were eager to share.”

- Bespoke preparation.

“The curators had prepared and organised the objects in their collections particularly for me. I also had a rare opportunity to review the African Gallery and make suggestions to them. Their visits to other Museums such as the Wellcome Museum organised by the Department provided an avenue for possible collaborative projects.”

“The programme was developed according to our professional and personal interests.”

- Organisation.

"Well-organised, structured, useful and inspiring."

- Inspiration.

"I feel that my soul is here and now I am full of energy to do my best."

- Need for longer.

"I think each Fellow should spend more time in the Departmental Programme because we gain more experience and skills about our country."

"I could say the time wasn't enough for the departmental section."

We asked if there was anything that should be changed in the Departmental Programme. 11 said no. Comments were that the Fellows should spend more time in the department and continue or deepen the focus on their special interests.

"Maybe have separate departmental time for those who work with collections and those who work in museum services - access, marketing etc."

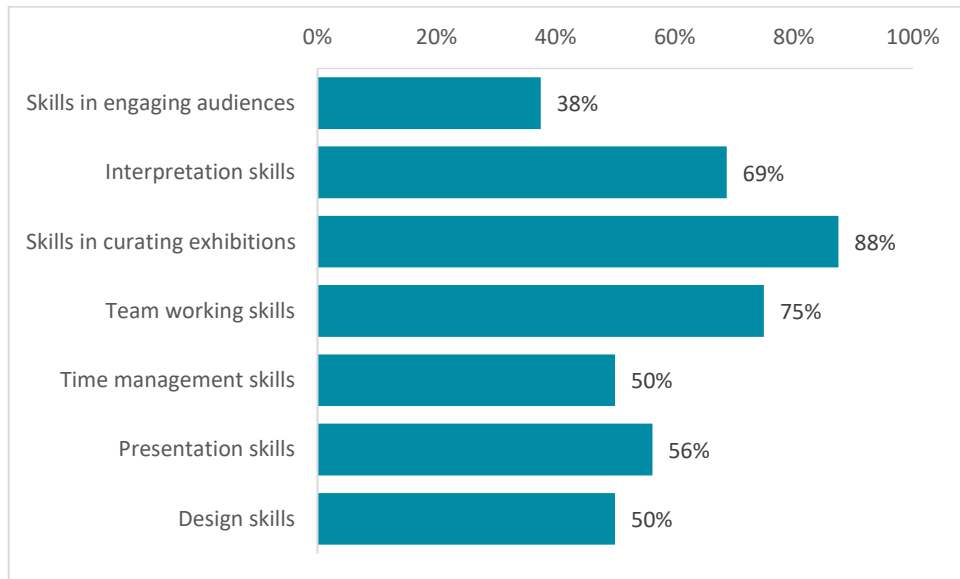
"I think it would be good if we had more time working specifically on what the Fellows really need to know and reach their wishes to develop their careers."

"Keep it tailored to Fellows' area of performance."

OBJECT IN FOCUS PROJECT

All Fellows said the Object in Focus project developed skills, especially skills in curating exhibitions and team-working skills. Comments emphasised how new some of the experiences were.

FIGURE 10: WHAT SKILLS DID YOU DEVELOP FROM THE OBJECT IN FOCUS PROJECT?



“I designed my very first exhibition poster!”

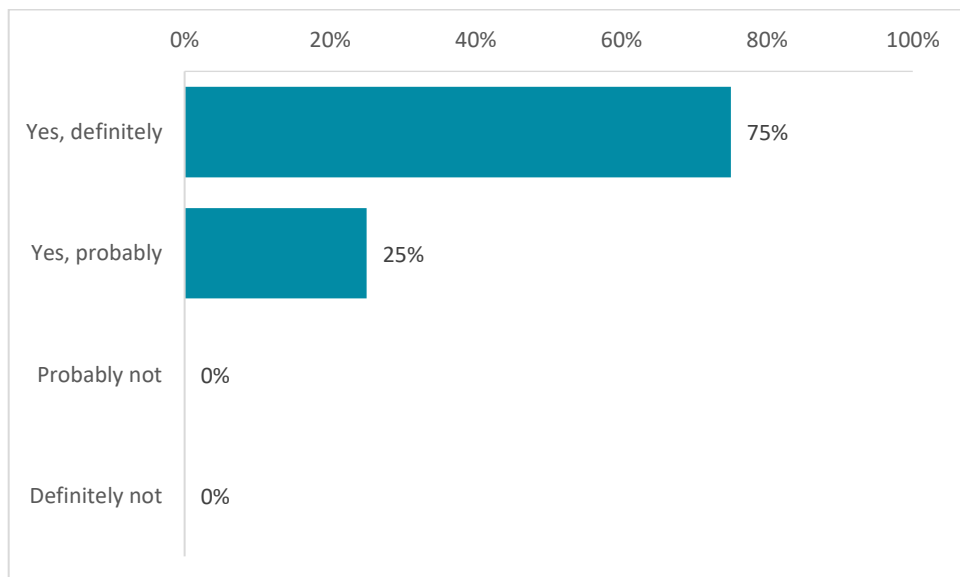
“We learnt that we all came from different backgrounds, varied experiences and together with our mentor we were able to put up a fantastic display on the concept of the journey for an object that came from a completely different country from the three ITP Fellows.”

“I got to learn about a completely new object which I would have not done if it wasn't for this session.”

“This is the first time I prepared an exhibition.”

All Fellows were happy with the quality of their Object in Focus project.

FIGURE 11: WERE YOU HAPPY WITH THE QUALITY OF YOUR OBJECT IN FOCUS PROJECT?



Fellows commented positively on the process, in particular on the level of support and learning.

“It was something new I wasn't familiar with and gave room for research on the object.”

“The mentor was always available and ready to help with the difficulties of the project. The difficulties of collaboration came out because of the differences in experience and specialisation of the members of the team which I understand is probably part of the project based on collaboration. A big issue though was the level of the knowledge of the language especially for writing the texts.”

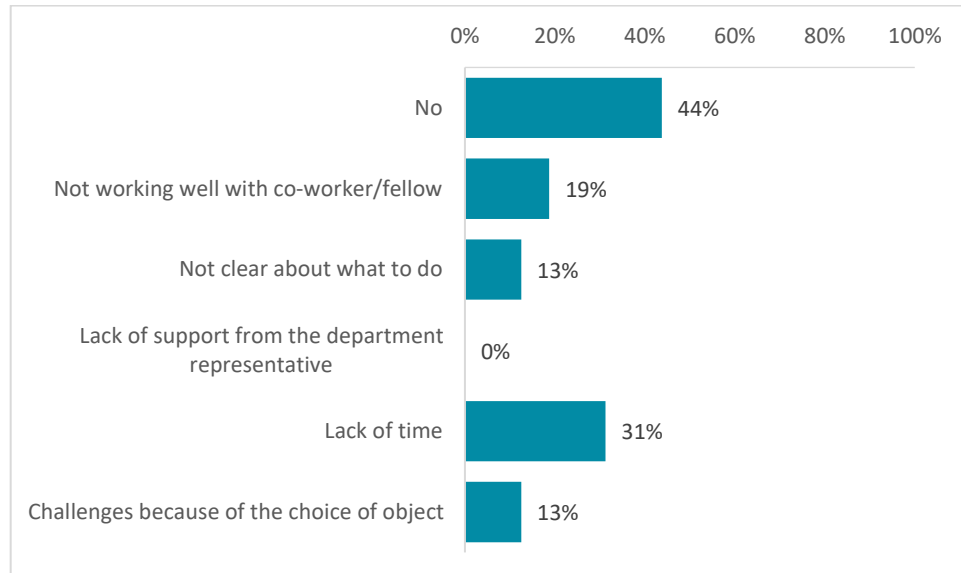
“I found focusing on the object fascinating.”

“The whole ITP team worked closely with us, to discuss and some had even bought objects from their country to add for this project. It was a very good team building session.”

“I worked on an object which was completely different to my background. It was very enjoyable to work with colleagues from different areas on such an object.”

Nine Fellows referenced challenges in the process, especially lack of time.

FIGURE 12: DID ANYTHING STOP YOU GIVING YOUR BEST IN THE OBJECT IN FOCUS PROJECT?



“I didn't get the chance to work with my co-workers. I tried to find a way to communicate with and spend quality time with my team but it didn't happen. I am very grateful to our mentor, who helped me with everything.”

“Even though time was short and I felt the pressure of preparing everything on time.”

“At the beginning of the project and because I missed the first meeting of the Object in Focus, I did not understand enough about what form the presentation would take, who would work on the design and why we would work on this object. I was a bit worried.”

“I had a wonderful time working with my Fellow and our mentor, who was the most helpful and supportive person.”

Fellows were asked what advice they would give other Fellows on designing their projects. Answers were:

- Preparation.

“Download some references about poster design.”

“Read well about the object.”

“Practice on the design programmes before coming here.”

“Do the research about the object before coming here, and if possible have at least two meetings online with the mentor.”

- Choice of objects.

“Do not select an object from your country.”

“Take this opportunity to learn from an object that is alien to you and you will be amazed to see how somehow it finds a link with you, your country. Quite an experience!”

“Choose something you don't know about or work with on a daily basis. Working on something new is very interesting and requires research so you get to learn a lot more.”

“This is a great chance to show your skills and professionalism, I think you should choose an object you particularly want to work with.”

“It would be good if we could know the object before because that would give us more time for ideas.”

“Make notes about the concept before coming here.”

“Select a remarkable object that is more attractive for audiences.”

- Collaboration.

“Be open to team-work.”

“Don’t lose time, share the work from the very first moment in order to have time to correct and support each other in case your partners do not come from the same experience and level of expertise. It is team work after all!”

“Engage positively with the team. Harmonize the information so it is the same for all. Work by parts and step by step. Be creative.”

“Clearly divide the tasks between the team from the beginning.”

- Confidence.

“Stay calm, express yourself and everything will be fine.”

“Be happy and positive.”

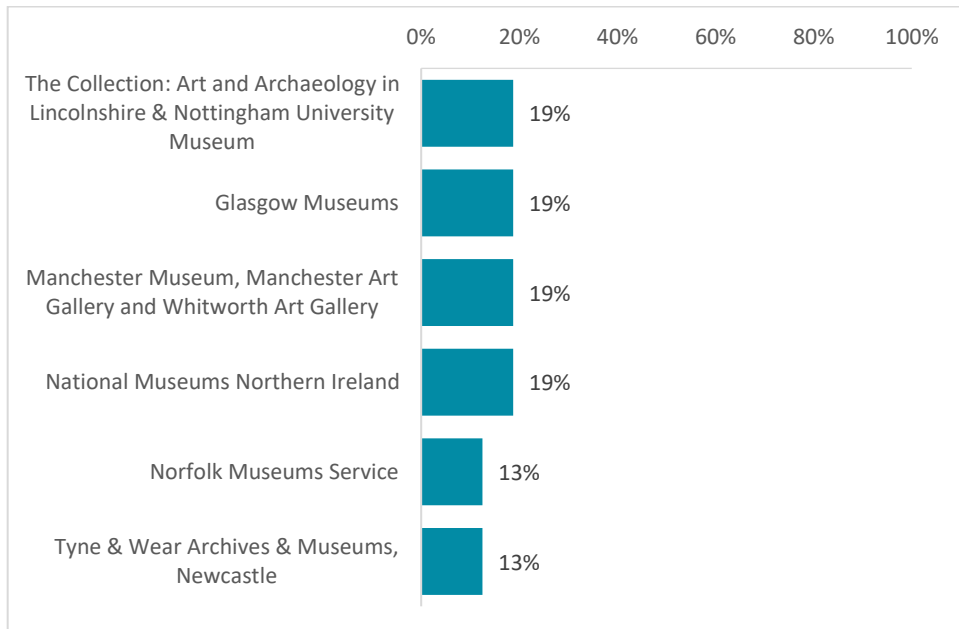
- Learning.

“A curator came and suggested that she would like to expand this project and look at other collections through this lens of how we worked with our object!”

UK PARTNER MUSEUM PROGRAMME

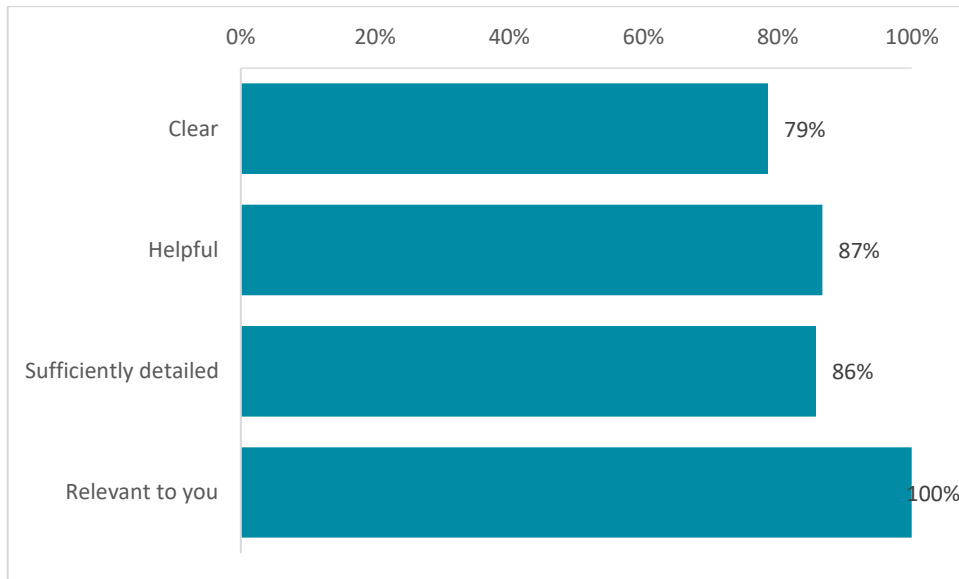
The partner museums are as in this chart.

FIGURE 13: WHICH UK PARTNER MUSEUM DID YOU GO TO?



The advance information was judged to be entirely relevant, very helpful and sufficiently detailed and mainly clear. A couple of Fellows wanted more information on the sessions ahead of time.

FIGURE 14: WHAT DID YOU THINK OF THE INFORMATION YOU WERE GIVEN ABOUT YOUR UK PARTNER MUSEUM PLACEMENT? (AGGREGATION OF “YES DEFINITELY” AND “YES PROBABLY” RESPONSES)



“The information was new and surprising.”

“I did not encounter a different situation other than the information provided. Frankly, the information was so useful.”

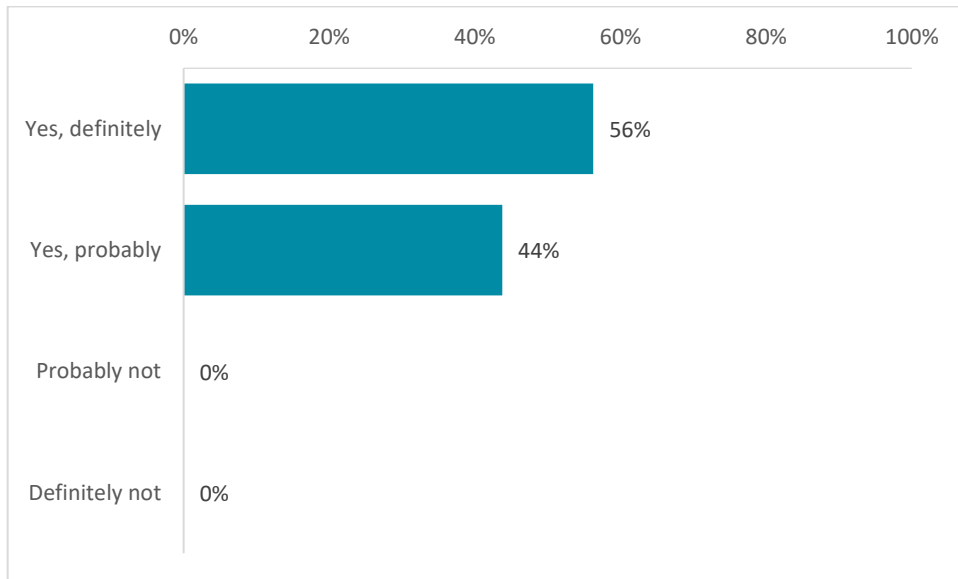
“The focal person was mentioned with her details. Transportation and hotel were all well prepared and shared with us before the trip.”

“I think we need more planning about the sessions.”

“I didn't realise the museum was closed because of Covid.”

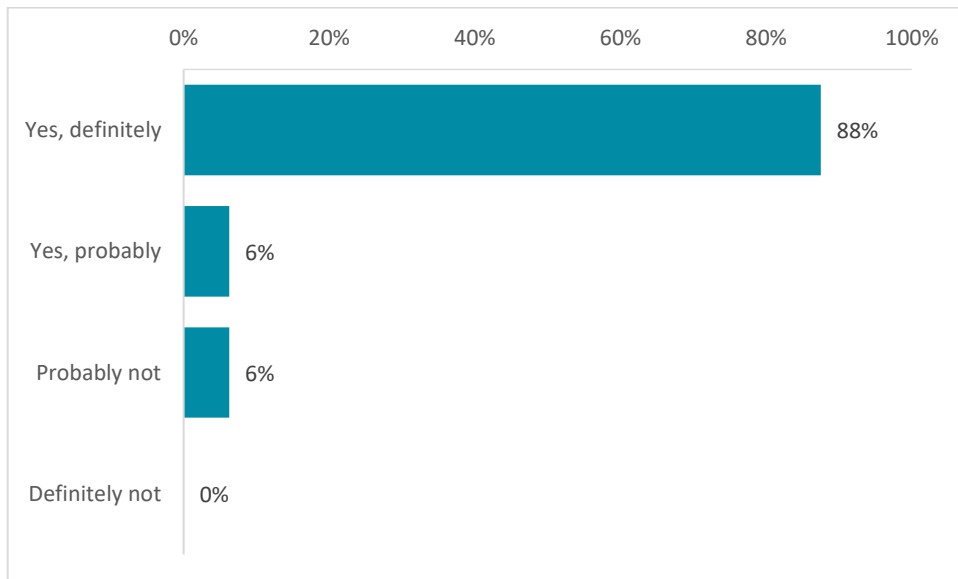
All Fellows said they were given all the information they needed.

FIGURE 15: DID THE INTRODUCTORY INFORMATION TELL YOU EVERYTHING YOU NEEDED TO KNOW?



All except one of the Fellows was happy with their UK Partner Museum.

FIGURE 16: WERE YOU HAPPY WITH THE UK PARTNER MUSEUM WE ALLOCATED TO YOU?



“I was extremely happy.”

“They were very kind and positive.”

“I was hosted very well and the programme that was made for me was so informative and enjoyable.

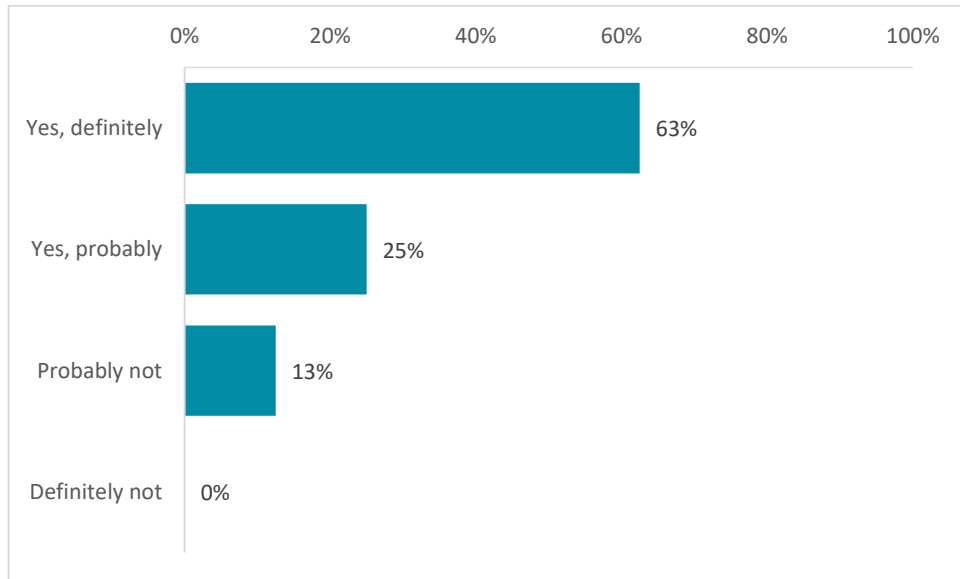
“If fulfilled what I had mentioned online before I came to the UK.”

“I would have preferred to go to Manchester Museum, knowing that they are doing some amazing work on community development, inclusion and access.”

“I would probably have preferred to be allocated to a bigger city with a larger institution closer to my own in order to have the opportunity to gain more experience in my field.”

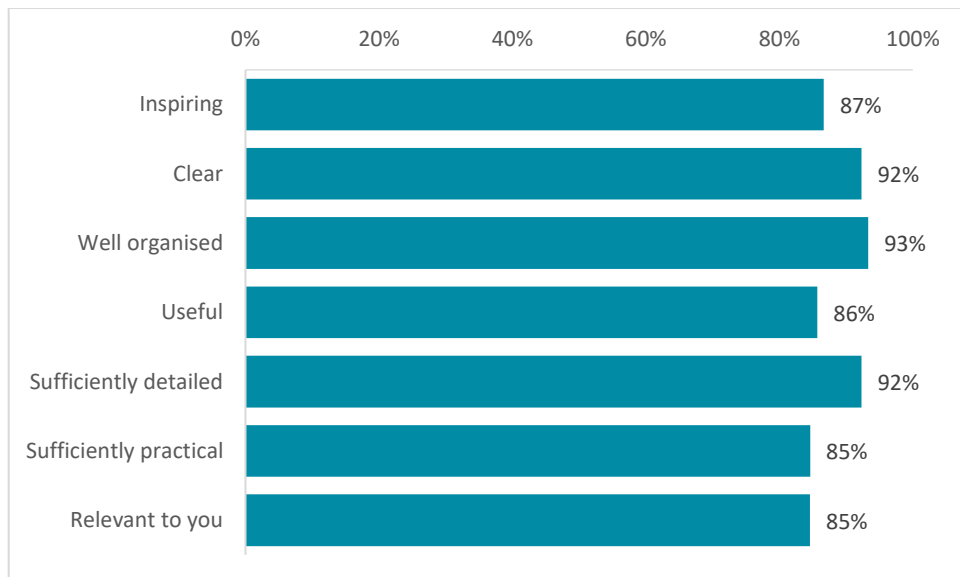
All except two said it was clear why this museum had been selected for them.

FIGURE 17: WAS IT CLEAR TO YOU WHY THIS MUSEUM HAD BEEN SELECTED FOR YOU?



Fellows judged the Partnership Programme to be well-organised, clear, sufficiently detailed, inspiring, useful, sufficiently practical, and relevant. A couple commented that the programme was very crowded.

FIGURE 18: WHAT DID YOU THINK OF THE TRAINING PROGRAMME AT THE UK PARTNER MUSEUM? (AGGREGATION OF “YES DEFINITELY” AND “YES PROBABLY” RESPONSES)



We asked if there is any way the UK Partner Museum should change its programme for next year. Answers were:

- No.

“I wouldn't change anything: I think their programme was well organised.”

- More time for the programme.

“I think the time is short for such a big programme like this.”

“The days spent in Belfast are not enough. The National Museum of Northern Ireland comprises five Museums and it takes an average of 1.5hours travel time from the city centre to each. The travel time cumulatively, reduces the contact hours between Fellows and Partners in the end. There is therefore no opportunity to meet the management of the National Museum of Ireland as a team. You are therefore shifted between contacts at each sub museum.”

“There should be time to see other museums and galleries in the city.”

“It could be a longer stay with fewer numbers of meetings per day.”

“We only saw and listened. I think we need some real practical work.”

“We need more time to plan sessions.”

- Less time in one museum.

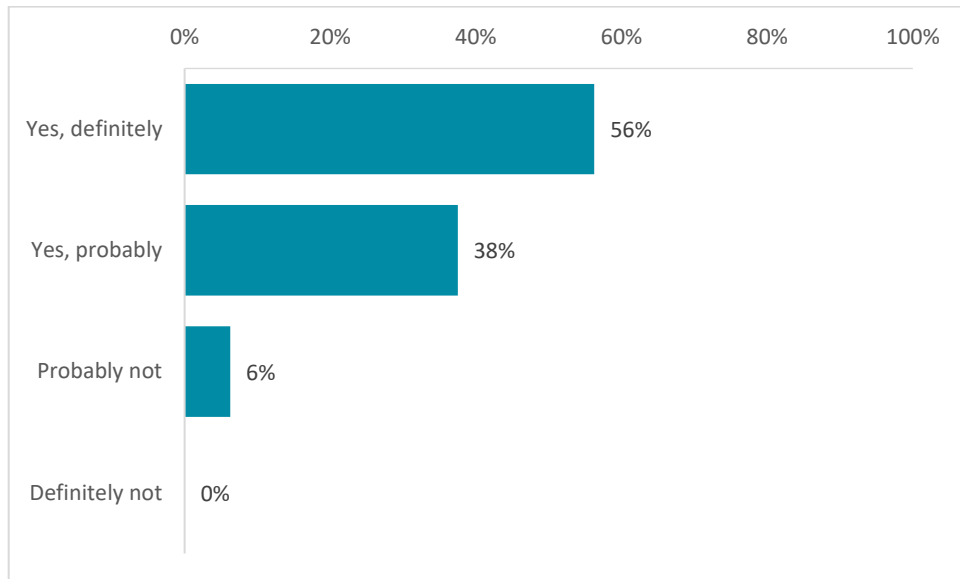
“Their programme was good but one week was a bit too long, so maybe it would be better to visit two partner museums.”

- Not go to a museum that is closed.

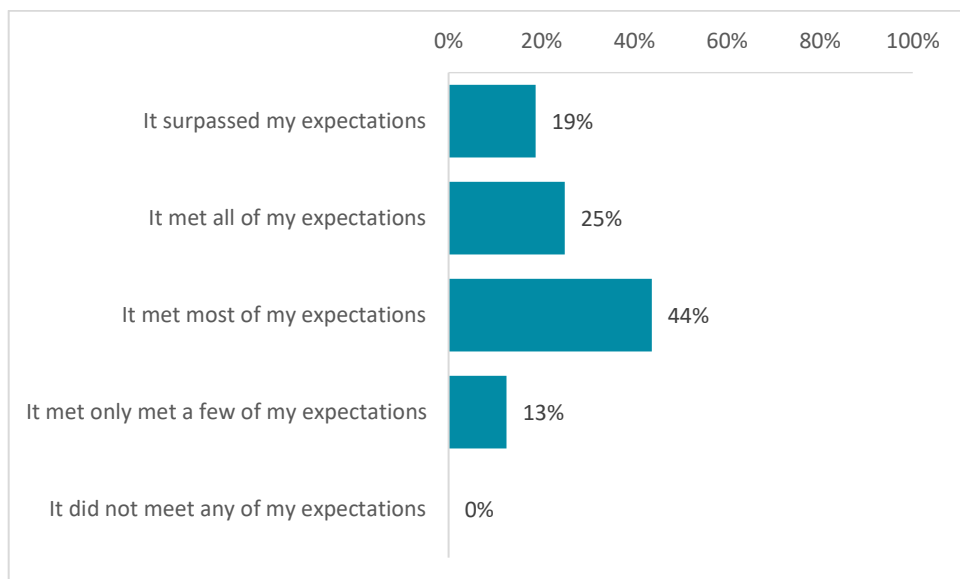
All except one of the Fellows said the Partner Museum used their time well.

“The schedule was very flexible.”

“The sessions were full days, starting early and going on until 17:00. It would be nice if one day was free so that the Fellows could visit the place.”

FIGURE 19: DID THE PROGRAMME AT THE PARTNER MUSEUM USE YOUR TIME WELL?

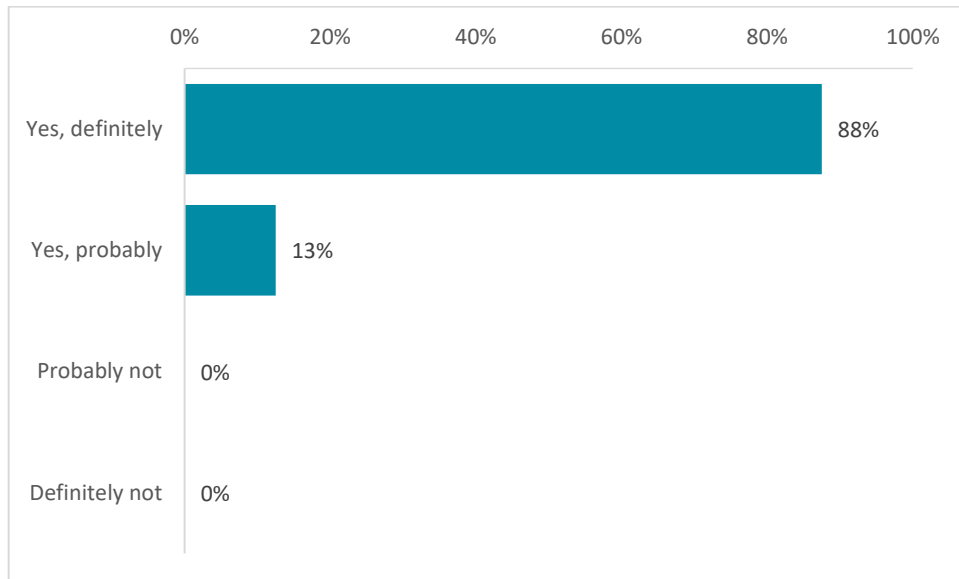
It looks as if Fellows had some different expectations about the Partner Museum Programme.

FIGURE 20: OVERALL, DID THE PROGRAMME AT THE PARTNER MUSEUM MEET YOUR EXPECTATIONS?

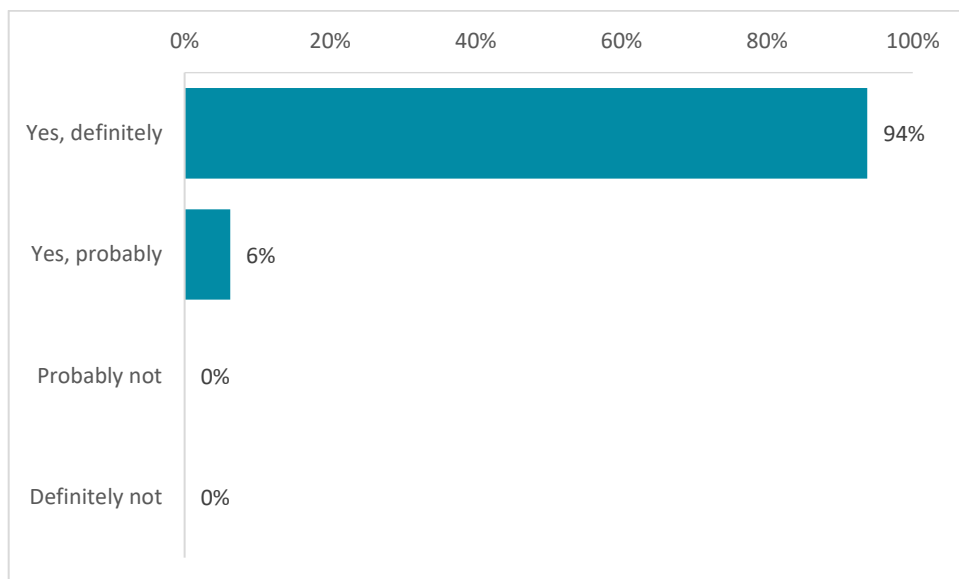
All Fellows feel they have a relationship with the Partner Museum.

“We exchanged emails and made connections and they were welcoming for future work if any arises.”

“We became one family.”

FIGURE 21: DO YOU FEEL THAT YOU HAVE A RELATIONSHIP WITH THE PARTNER MUSEUM?

All Fellows said they felt that the Partner Museum genuinely cared about them and their wellbeing.

FIGURE 22: DID YOU FEEL THAT THE PARTNER MUSEUM GENUINELY CARED ABOUT YOU AND YOUR WELLBEING?

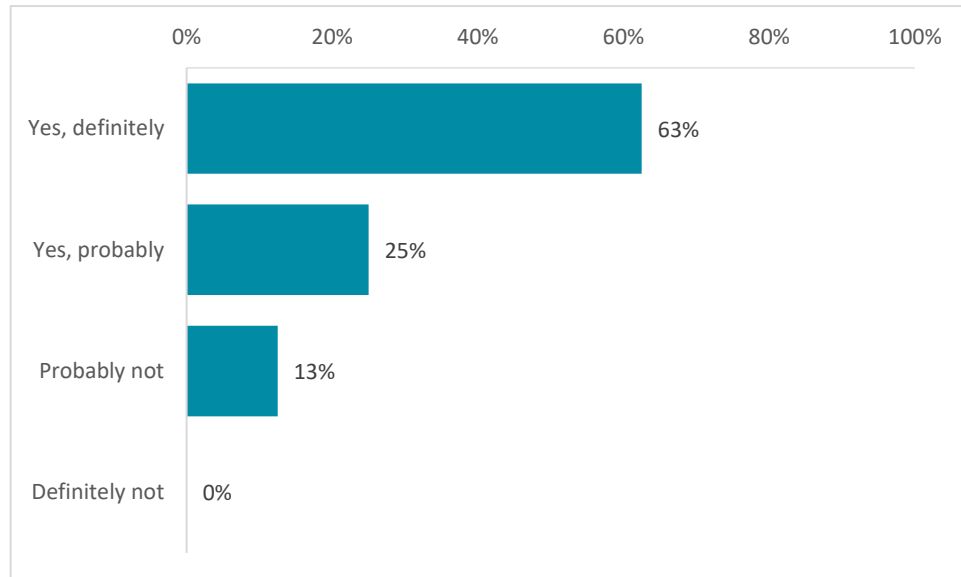
“The programme was designed for each of us. It was clearly designed to develop my skills and learning.”

“Our focal person even cooked and welcomed us to her home for an English home cooked dinner. She was a very supportive and helpful person.”

OVERALL VIEWS

14 of the 16 Fellows said the overall balance of the programme was right.

FIGURE 23: WE TRY AND MEET THE NEEDS OF INDIVIDUAL PARTICIPANTS AS FAR AS IS PRACTICAL ON A GROUP PROGRAMME. WAS THE OVERALL BALANCE BETWEEN THE DIFFERENT ELEMENTS OF THE PROGRAMME RIGHT?

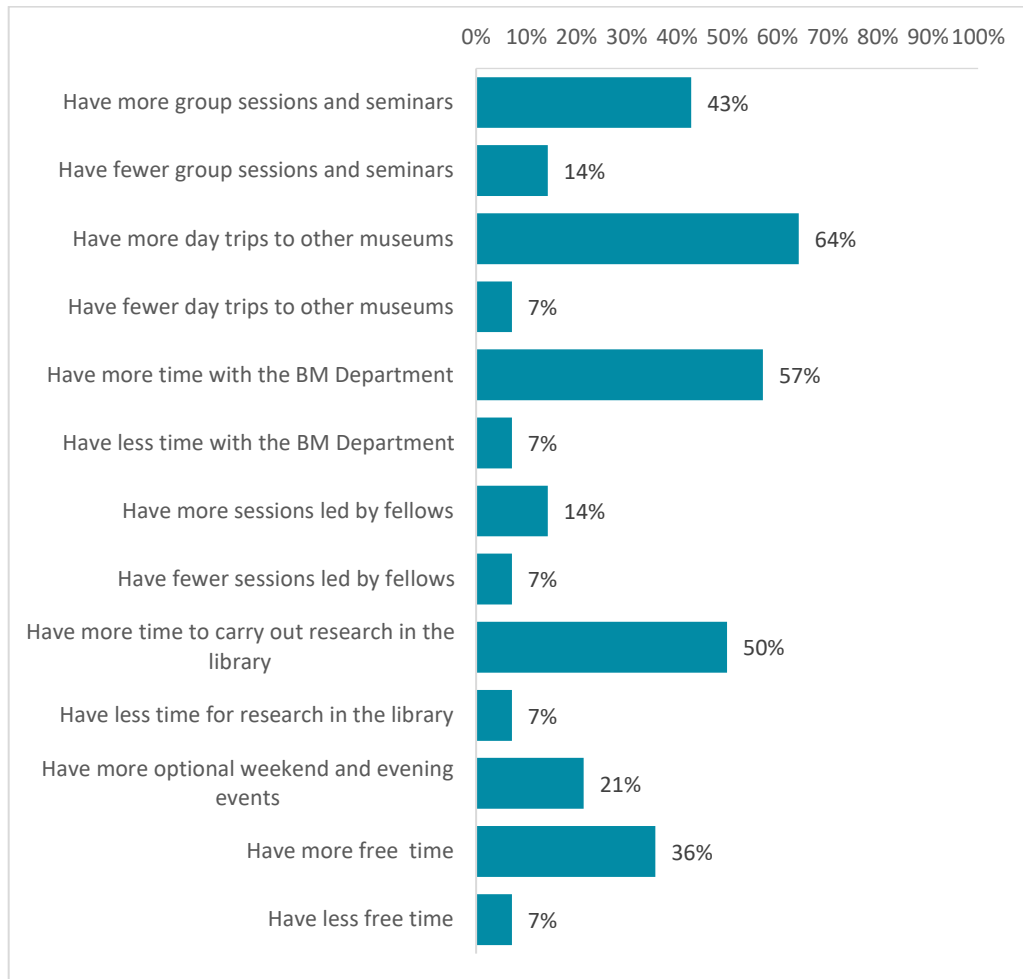


“Even though I encountered issues that I had no interest in, I interpret the differences as a chance to be able to touch on the issues that I may encounter in the future.”

“It all depended on how well we had expressed our interest online. Depending on it, everything here was arranged.”

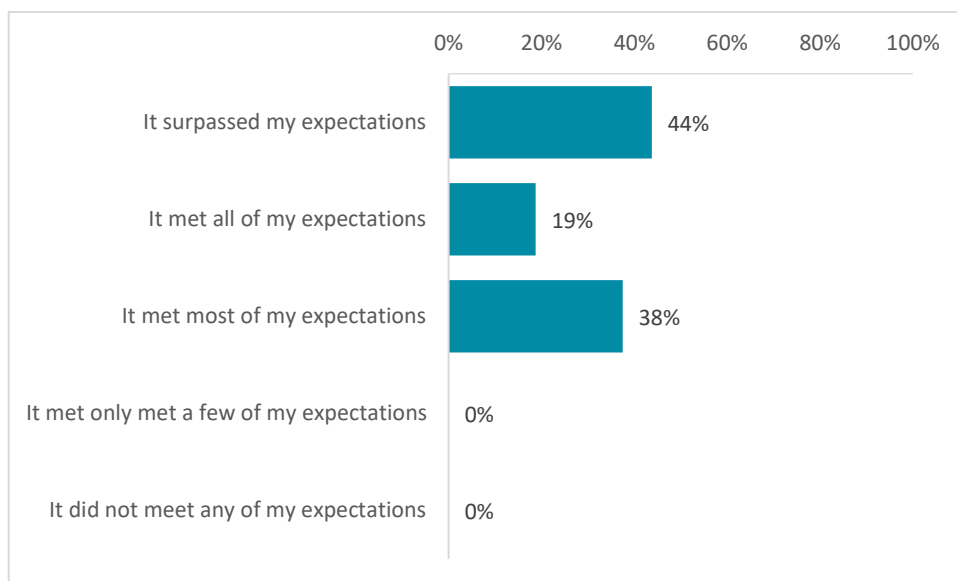
12 Fellows commented on possible changes in balance. The most popular changes were to have more day trips to other museums, more time in the BM department and more time in the BM library.

FIGURE 24: IF NOT, HOW WOULD YOU CHANGE THE BALANCE BETWEEN THE ELEMENTS?



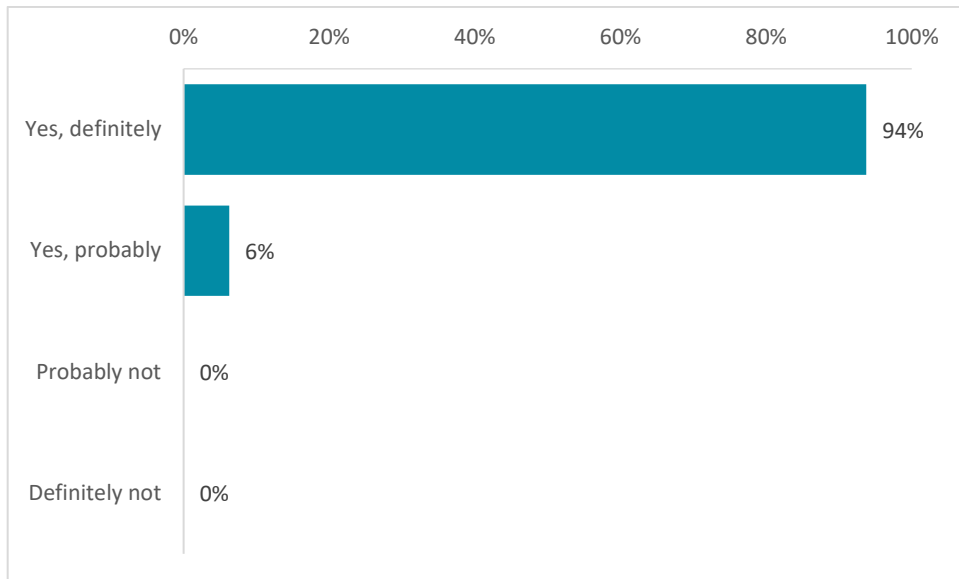
All Fellows said overall the UK programme surpassed, met most or all of their expectations.

FIGURE 25: OVERALL DID THE UK PROGRAMME MEET YOUR EXPECTATIONS?



All Fellows felt that the BM genuinely cared about them and their wellbeing.

FIGURE 26: DID YOU FEEL THAT THE BM GENUINELY CARED ABOUT YOU AND YOUR WELLBEING?



“Everyone was very kind, caring, supportive.”

“You did your best.”

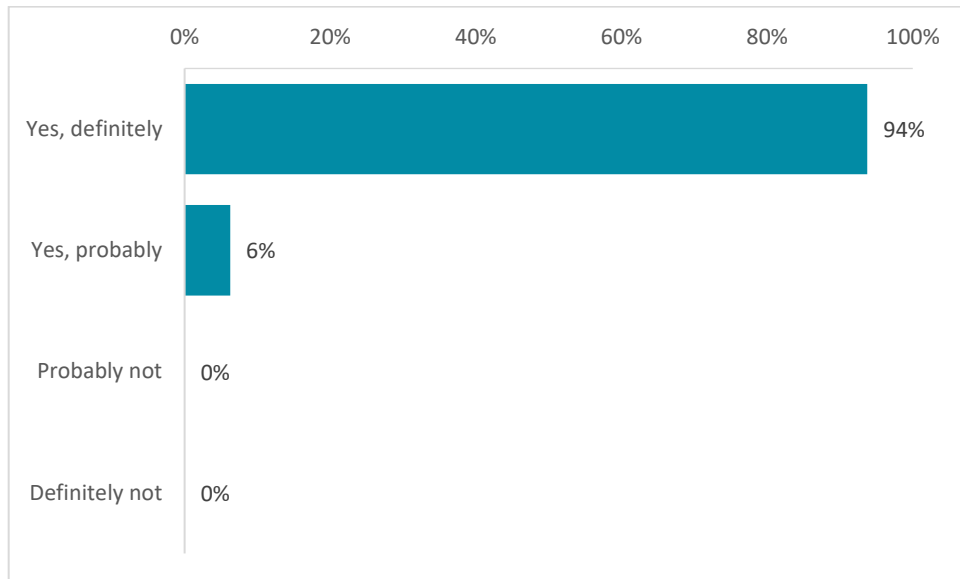
“The BM ITP team has been absolutely wonderful in making sure all the facilities were provided and even aided me with my train fare to go to Wales to meet the Deaf Artists group that I am working with for a project on the Accessible Arts Festival.”

“Friendly and supporting.”

“First of all, it was unbelievable that the relevant BM personnel worked in such detail for each of us. Frankly, I did not estimate such an effort.”

“Every small detail was well taken care of. I was very happy with the BM team.”

All Fellows feel that they have a relationship with the BM.

FIGURE 27: DO YOU FEEL THAT YOU HAVE A RELATIONSHIP WITH THE BRITISH MUSEUM?

“This is one of my dreams,”

“I already had a good a relationship with the BM and some programmes like the Iraq scheme.”

“I will definitely follow the BM more closely from now on even though I am far away. I believe we will be in touch in all possible and relevant situations.”

“It is a huge institution with so many experts and also connected with all other museums and experts, very useful for me and my organisation.”

“I already have plans to work with three people.”

All Fellows said it was useful to have curators from other countries on the programme.

“Networking was one of the best things about this programme.”

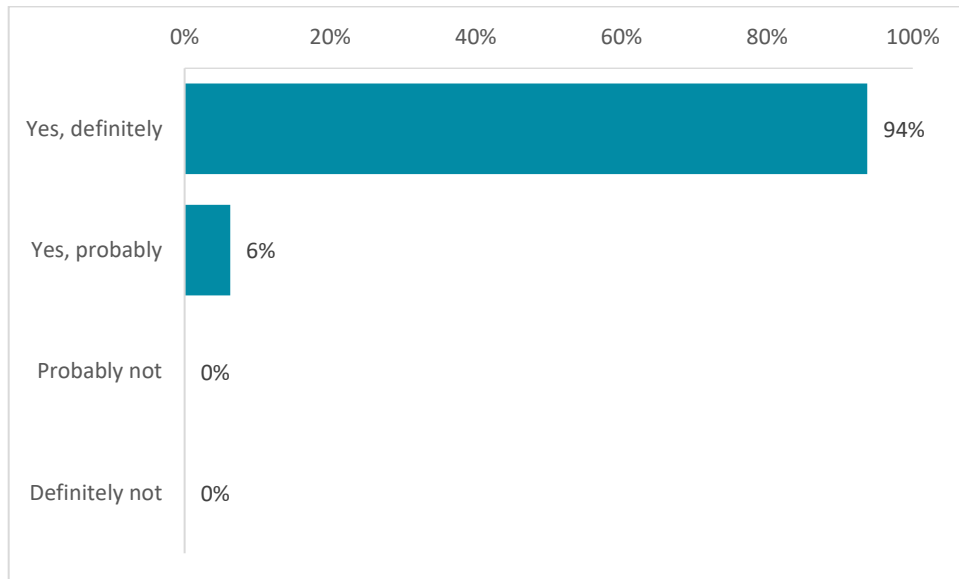
“I find this very valuable in terms of establishing an international network.”

“It gave room for collaborations and a large network base, getting familiarized with other museum practices in different countries.”

“Yes, because we can collaborate with them when the ITP finishes.”

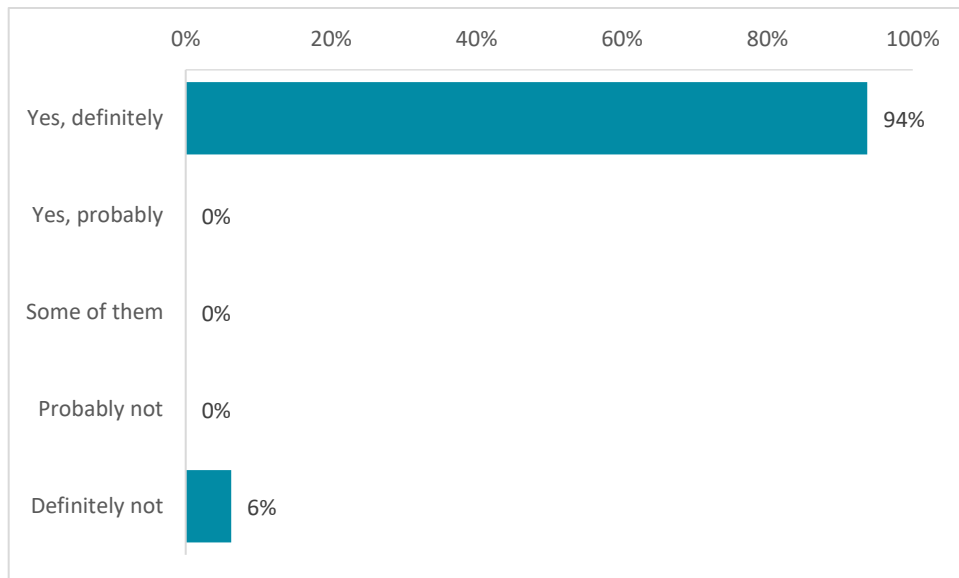
“It was so useful to exchange experiences.”

FIGURE 28: WAS IT USEFUL FOR YOU TO HAVE CURATORS FROM OTHER COUNTRIES ON THE BM ITP PROGRAMME?



All except one plan to keep in contact with other participants. I wonder if this negative response was a mistake as the respondent added a comment that: “I am delighted to know them.”

FIGURE 29: DO YOU PLAN TO KEEP IN CONTACT WITH OTHER PARTICIPANTS?



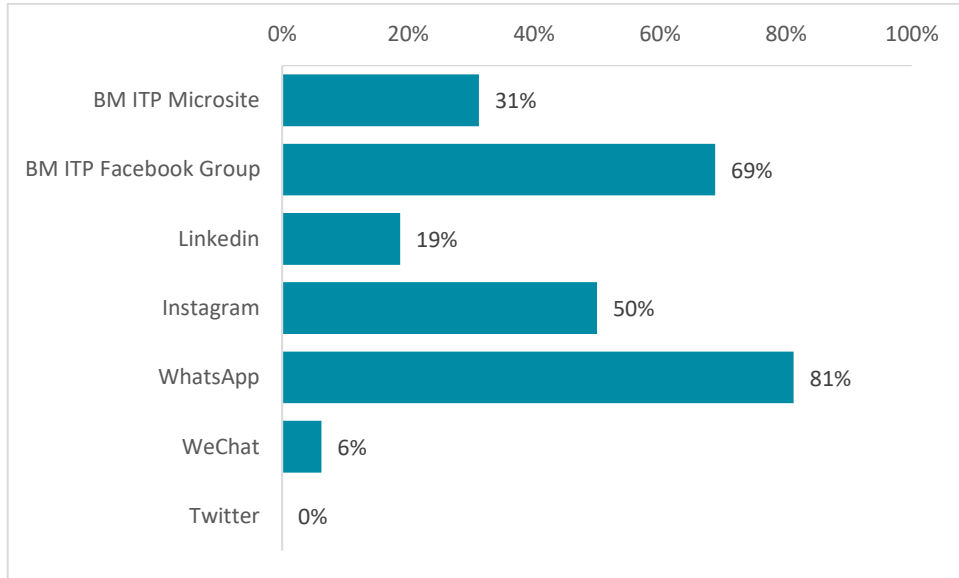
“For doing research projects together, visiting their country, sharing ideas and working experiences.

“We are as a network so I will be in touch with most of them.”

“There is so much future work that we can do with each other.”

Fellows particularly use WhatsApp and Facebook.

FIGURE 30: WHAT SHOULD THE BM DO TO HELP YOU STAY IN CONTACT WITH YOUR ITP COLLEAGUES AND DIALOGUE WITH PREVIOUS YEARS' PARTICIPANTS? WHICH OF THESE WOULD YOU USE?



ANALYSIS OF FEEDBACK FROM PARTNERS RESPONSES

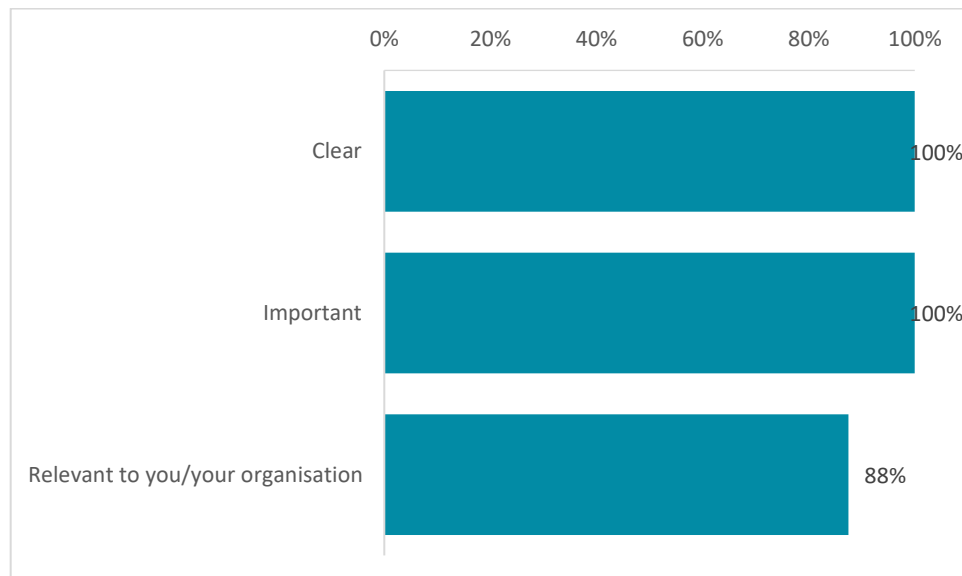
We received nine responses from:

- University of Nottingham
- The Collection Museum and Usher Gallery, Lincoln
- Norfolk Museums
- Tyne & Wear Archives & Museums
- National Museums NI
- Glasgow Life Museums (two)
- Manchester Art Gallery
- Manchester Museum.

ORGANISATION

All partners said ITP objectives were clear and important. Seven of eight responses to the question said the objectives are relevant to them/their organisation. One respondent commented that the understanding of the programme varies across their organisation.

FIGURE 31: WHAT DO YOU THINK ABOUT THE OBJECTIVES OF ITP?



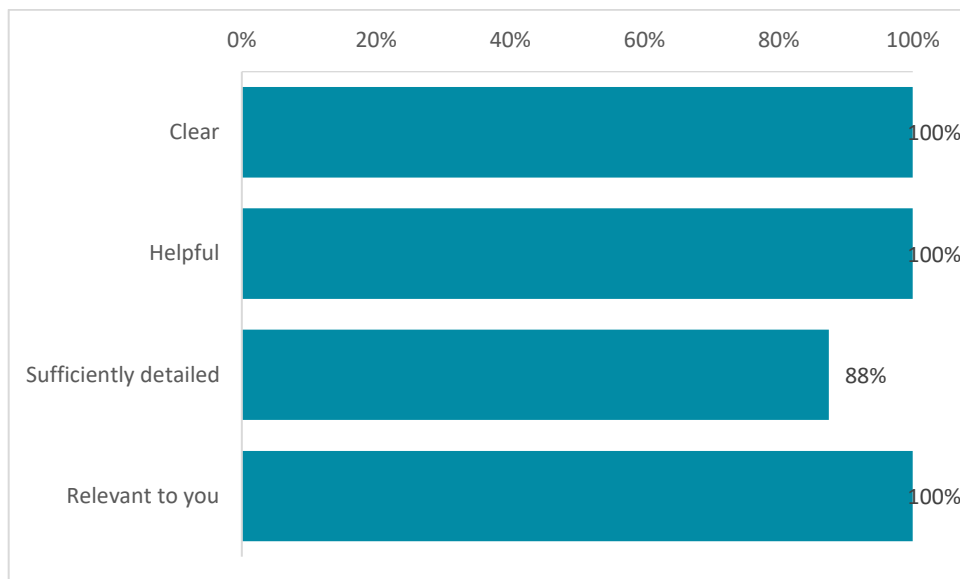
“The ITP is supported by a wealth of professional information provided both online and by the enthusiastic staff. The professional and personal connections that the programme helps build are of great benefit to our museum and staff, and we are grateful for our inclusion in the project.”

“We are very happy to support the ITP over the years, especially now as we prepare to open new dedicated galleries on South Asia and China.”

“There is a mixed response to understanding of the ITP and wider objectives within the organisation, but this is a work in progress to address internally within the organisation.”

All partners said the paperwork sent by the ITP before their participant arrived was clear, helpful and relevant to them. Eight of nine respondents said the paperwork was also sufficiently detailed.

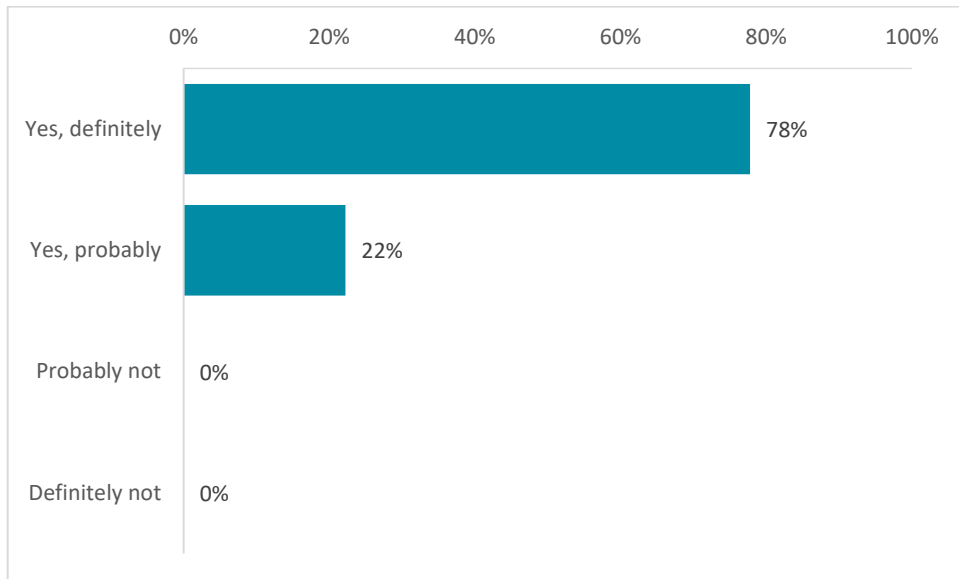
FIGURE 32: WHAT DID YOU THINK OF THE PAPERWORK SENT BY ITP BEFORE YOUR PARTICIPANT ARRIVED?



“There was a micro confusion about my availability on the Sunday of arrival but nothing serious.”

“The bio was good, especially with the inclusion of the video. Useful to have the detail on the Object in Focus. Difficult to receive some of the more practical paperwork elements so late in the day (flight times etc.) but I appreciate the ongoing impact Covid has had on planning/ delivering the programme.”

All partners were happy with the choice of Fellows. Two commented that the English language skills of Fellows affected their experience and one that the Fellow was a good match for the museum although they might have thought the museum wasn't a good match for them.

FIGURE 33: WERE YOU HAPPY WITH THE CHOICE OF FELLOWS?

“This year’s group worked really well together, supported one another and seemed to have created a good friendship before arriving.”

“Our Fellows were enthusiastic, professional and personable. They appeared to get on well and enjoyed each other’s company. They were all interested in finding out more about the museum as well as exploring the city, and seemed to thoroughly enjoy their time with us here.”

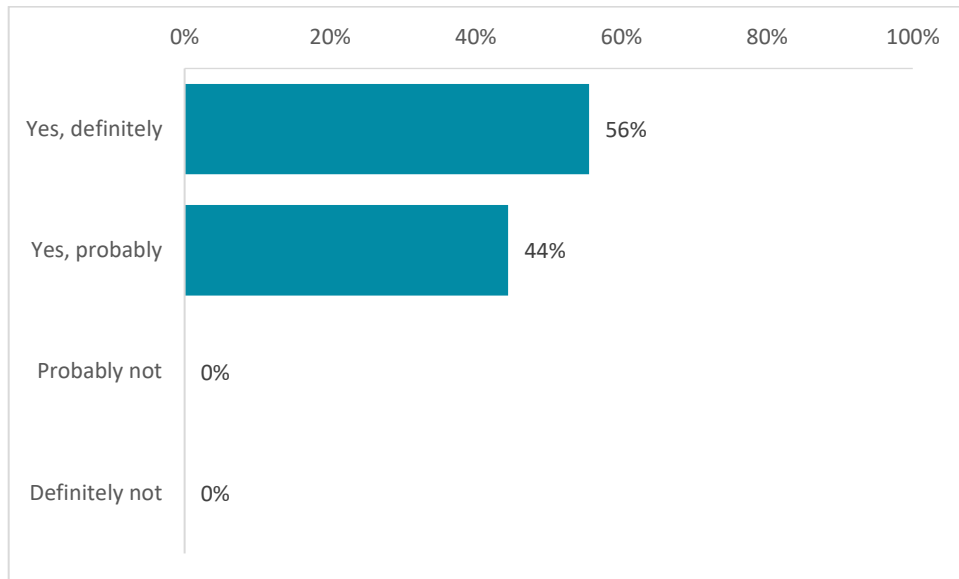
“I think their interests were either general enough or could fairly easily be met by what we have to offer. There was a big discrepancy in standard of English which is always tricky to negotiate but they were lovely and enthusiastic about what we had arranged.”

“We are happy to welcome any Fellows to our organisation, but were able to draw parallels and areas of interest with the Fellows this year.”

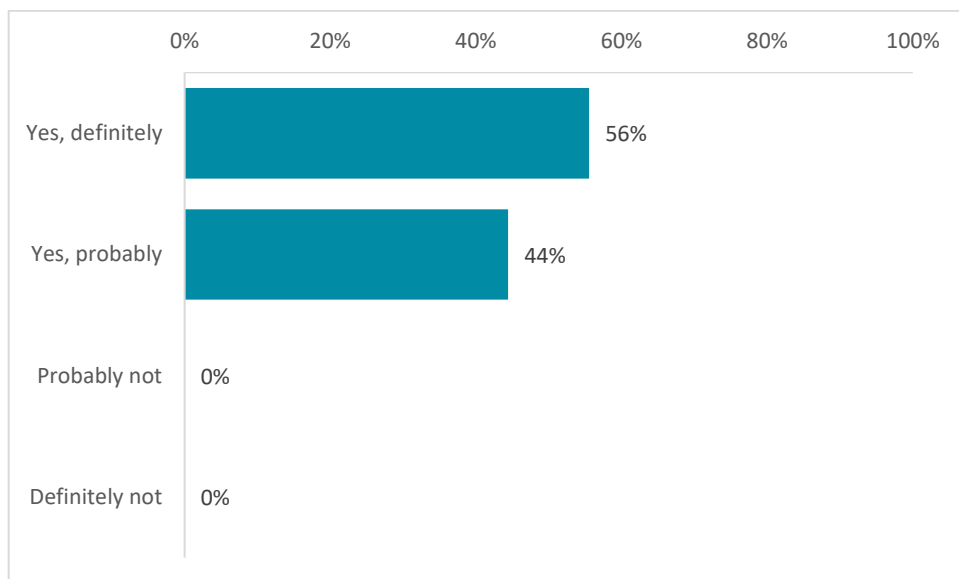
“This year's group were fantastic, and we got a lot out of the visits. While English was more of a problem for one of the Fellows, on balance I don't think that was an issue.”

“Not completely sure that the Fellows found us to be the most relevant Host.”

All partners said it was clear why the Fellow had been selected for them. One commented that the choice was less clear than for previous years, but this was not a problem.

FIGURE 34: WAS IT CLEAR TO YOU WHY THESE FELLOWS HAD BEEN SELECTED FOR YOU?

All partners said the BM support was sufficient. Two commented that Covid-19 complicated planning.

FIGURE 35: DID YOU THINK THAT THE SUPPORT THE BM GAVE YOUR ORGANISATION TO PREPARE THE PARTNER PROGRAMME WAS SUFFICIENT?

“Paper work and briefings were good. I missed the introduction day at the BM. But realise that this was difficult given post Covid-19 circumstances.”

“As always, the team were on-hand when we needed them and willing to help whenever they could.”

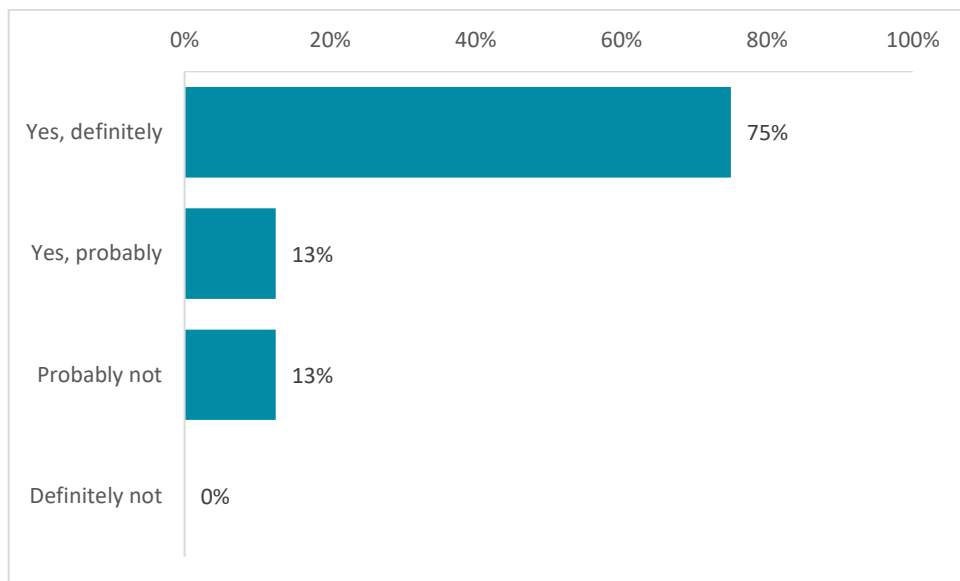
“I think we were impacted with the timeline of the programme and associated notifications this year because of ongoing Covid-19 implications. This caused some confusion/uncertainty

with us, but I think the ITP Team did the best they could in the changing Covid environment.”

Three partners said the introductory videos from the BM were useful. Three said they didn't watch them.

Seven of the eight respondents said the online communication with the Fellows was useful. One said they didn't communicate with the Fellow ahead of the visit. A couple commented on the value of virtual meetings.

FIGURE 36: WAS YOUR ONLINE COMMUNICATION WITH THE FELLOW USEFUL IN PREPARING THE PROGRAMME FOR THEM?



“It was great to meet on Teams before the visit.”

“I think this was one of the great changes to this year’s placement and I think it would be great to continue with online video meetings in advance of the placements in the future.”

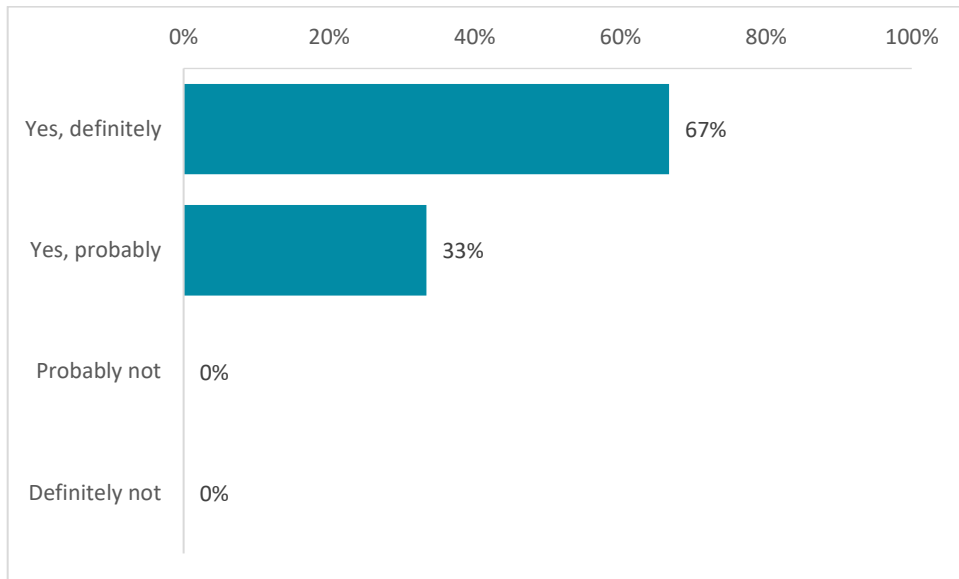
“A couple of things got lost in translation but it didn't really matter. We had made contact which is the main thing.”

“Were circumstances different (i.e., a more confirmed timeline) this is something we would have liked to have organised better from our side to increase contact and share information.”

“It was very useful to have an introductory Zoom!”

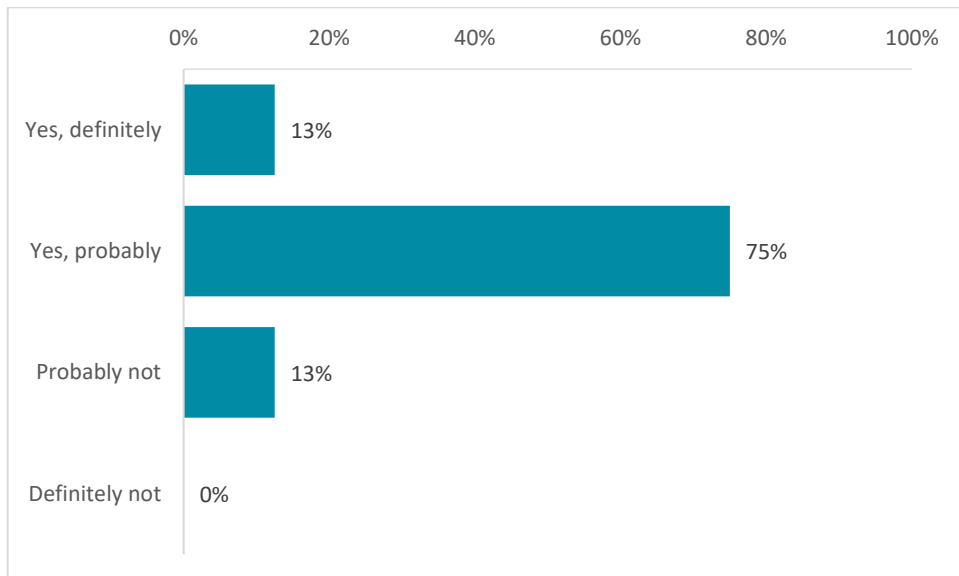
ENGAGEMENT

All partners said the Fellows engaged fully with the programme.

FIGURE 37: DID FELLOWS ENGAGE FULLY WITH THE PROGRAMME?

“There was more questioning of the programming choices this year but all Fellows definitely engaged in most aspects of the arranged visits.”

Seven of eight respondents said the Fellows were able to absorb all the information given.

FIGURE 38: DID YOU FEEL FELLOWS WERE ABLE TO ABSORB ALL THE INFORMATION GIVEN?

“I hope so. All sessions were met with enthusiastic responses. While I was in attendance, I saw lots of interesting discussions and questions being asked by the group.”

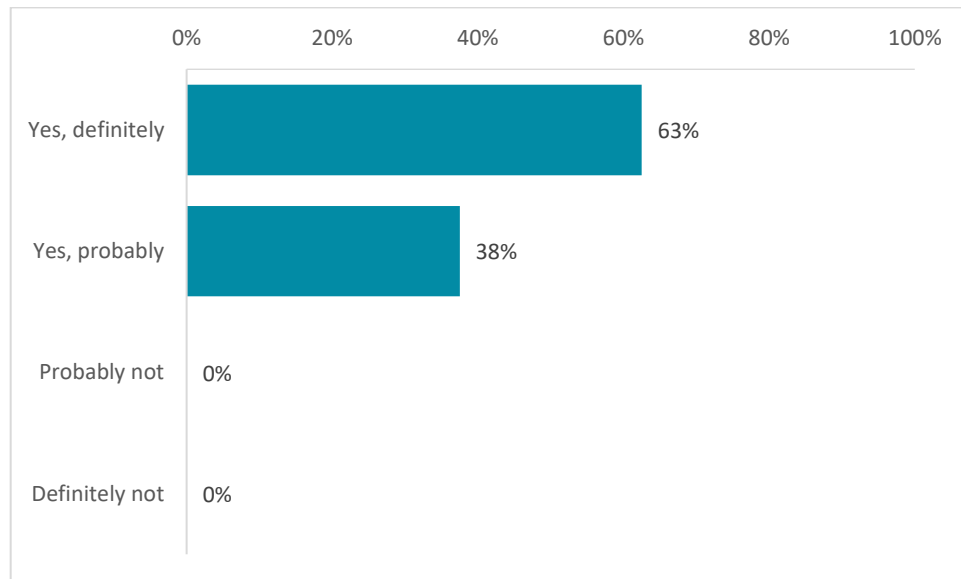
“I am not sure in the case of one of our Fellows. I would have liked them to come with really specific questions, but they seemed happy to experience the general over-view of activities

that we had laid on. I have no doubt it was useful and enjoyable, but as for future application, possibly limited.”

“They seemed able to take in the information they received and reflect on it in relation to their own work and countries.”

All partners said there was a good working relationship between Fellows and staff.

FIGURE 39: WAS THERE A GOOD WORKING RELATIONSHIP BETWEEN FELLOWS AND STAFF?



“Some interesting dynamics. Nothing very problematic.”

“Yes, always as far as I am aware, my colleagues always throw themselves into this kind of thing.”

“I think we can do better internally with connecting staff to the 'bigger picture' of the ITP and expectations, but in general yes, they seemed to connect well during their interactions.”

“We struck up a very nice rapport and that was reflected in the good humour when things went a bit wrong (not enough time, delays etc).”

OVERALL VIEWS

We asked about the overall strengths of the ITP. Answers:

- The context in the pandemic.

“It has been extra special to welcome ITP Fellows after the previous two years. The Programme provides the incredible opportunity, space and support to meet with, discuss

and share with international colleagues. It was so wonderful to meet the Fellows. As always, it is great to build our partnership with colleagues at The Collection in Lincoln too.”

“That the ITP was even possible in such changing times was a strength!”

“The delivery in spite of restrictions.”

“Good to get going again.”

- Calibre of Fellows.

“Excellent group who worked well together and were keen and interested to share expertise and knowledge with us from their workplace and take part in everything in the programme.”

- Communication with Fellows.

“Meeting the Fellows early on over Zoom, though my IT was not good, did help in planning the programme and thinking about what we would do.”

“The video calls in advance of their arrival in the UK, were a wonderful opportunity to get to know them and their interests more fully, which helped shape some aspects of the placement.”

“The rounded picture of Fellows (bio; video; chat) was a strength.”

“A real willingness to engage in the programme, especially as it had been some years since some Fellows had applied.”

- Engagement of Fellows.

“The Fellows were very personable and got on very well throughout their placement. They appeared to enjoy their time with us, and all stated a desire to return.”

“The Fellows got on very well together and both seemed generally interested in our operation and how we work with our stakeholders.”

“One particular Fellow was interested in a variety of areas and took a real interest in the site visits and store tours. I felt the venues I had selected matched a lot of their interests.”

- Learning from Fellows.

“I ran a session about recruitment and it was so interesting to hear about how different the process is in the Fellow’s countries.”

- The programme.

“The programme hung together really well which felt a little more thanks to good luck than great design. It was great to integrate the trainee and the ITP programme including taking part in a participative project.”

We asked about the weaknesses of the ITP. Answers were:

- None.
- Lack of face-to-face introductory meetings.

“The introductory process we found alright but not as easy as meeting in person, though saying this having spoken with them it was very helpful in planning the programme.”

“I missed not meeting all of the Fellows in London and hearing their presentations at the beginning of the visit. It is always wonderful to meet them again before they leave. However, it was wonderful to meet the Fellows who were visiting us on Teams before they arrived. I wonder if moving forward, and when we can meet again at the beginning in London, if we could still meet the Fellows visiting us on line before they arrive.”

- Restrictions of the pandemic.

“We were still very much operating under the restrictions imposed by COVID. This did mean that some of the more interactive, visitor-focused aspects that we usually like to include in our placement were not possible this time. Certain departments and members of staff were unavailable as they continued to work from home.”

“The timeline was impacted with Covid and associated uncertainties. It was February before we felt confident the Fellows would be coming. From our side: Covid guidelines and sickness meant Fellows couldn't share cars with our staff and so had to take taxis places; they didn't get to experience as many non-museum elements of the city; programme might have seemed disjointed to them as a result.”

“Fellows felt that the museum being closed was a particular challenge in terms of programming, suggesting less time might have been spent here.”

- Shorter programme.

“We all felt that we would have liked to have a little more time with them to do justice to their visit and the programme. We didn't have time to adjust the programme in any way in light of the interests of the Fellows as we have done previously, but we completely understand the restrictions and difficulties in place due to the pandemic and the effort required to get the programme to this point.”

- Timing.

“It was about the worst week it could have been for me - final week of the financial year and the week that one cohort of my trainees left and a new cohort started, which meant I was

not prepared for my new team and I don't feel I've had a chance to properly recover. I knew that when I said yes though and would rather do it and have to be in several places at once, than miss out."

"Timing: it was difficult to plan a programme/ engage with some staff at financial year end."

- Staffing

"One Fellow did not have strong language skills and it may be useful in the future to have a translator or other colleague present who can act as a mediator."

"Lack of accompanying person from the BM. But realise that this is a stretch."

- Understanding of ITP across the programme.

"Help me help the Senior Team/ staff understand the benefits further. When asked, they will say it's a good thing to do/ be a part of but I'm not sure how much (some) understand the bigger picture."

We asked if the new structure of ITP this year changed the value of the programme to them. All said the value was the same. Comments suggested that partners responded positively to the challenges.

"The value was still the same. It focused attention on planning to meet the needs of the Fellows and ensure we were able to adapt to the circumstances."

"It was just good to start again."

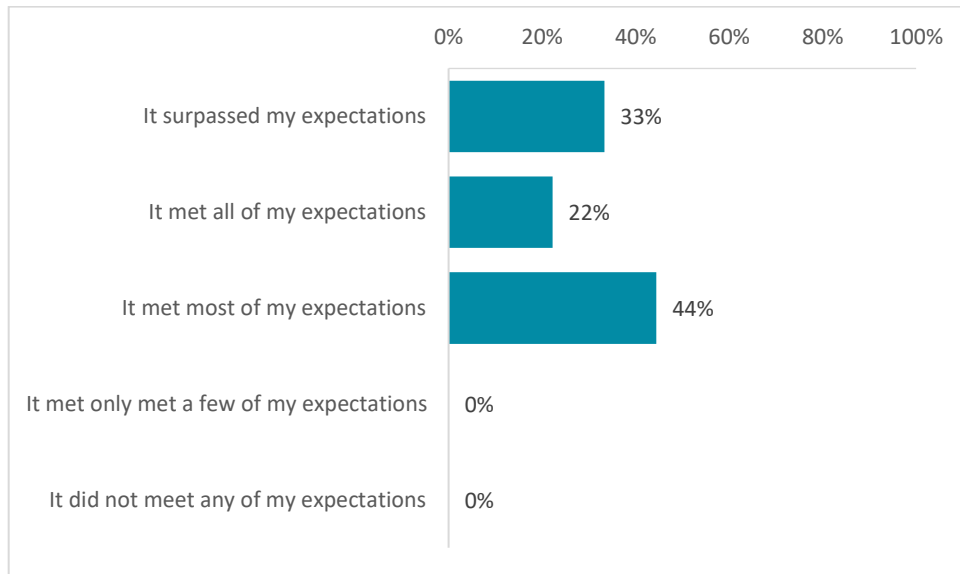
"A week felt like a squeeze, there wasn't much time for Fellows to get to know the city independently although having it done and dusted in a single working week was simpler than extending it over a weekend."

"If anything, it encourages us to think of the new structure as an opportunity for us to see how we can add value in different ways."

"I think the value of the programme remained the same, and some logistical changes did not affect things. Not being in August meant slightly more people were potentially available, although Covid managed to claim some casualties too!"

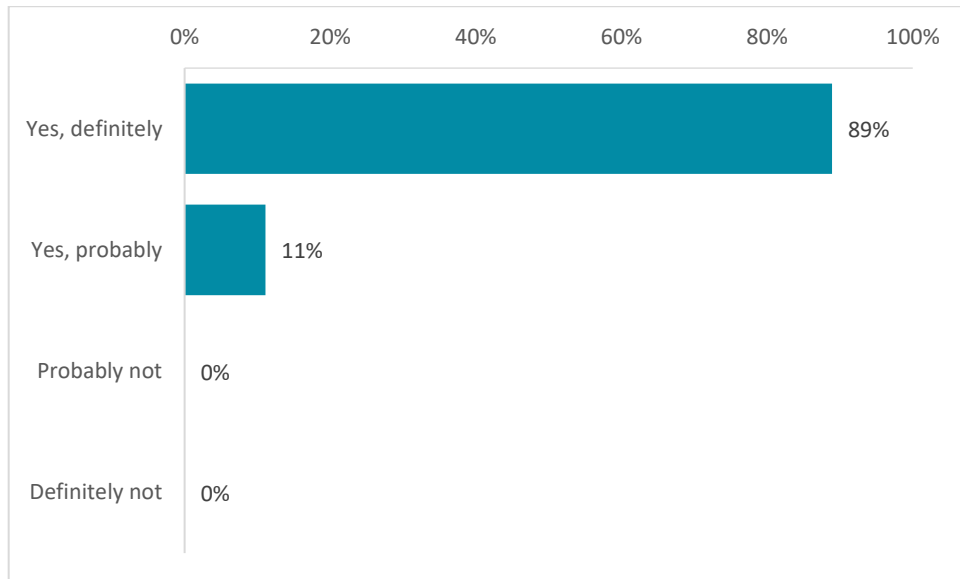
All Hosts said the programme surpassed, met all or more of their expectations.

FIGURE 40: DID THE ITP PROGRAMME MEET YOUR EXPECTATIONS?



All Hosts feel that they and their institution have a relationship with the BM.

FIGURE 41: DO YOU FEEL THAT YOU AND YOUR INSTITUTION HAVE A RELATIONSHIP WITH THE BRITISH MUSEUM?



We asked what the ITP means to them and their organisation. Answers were:

- Inspiration.

“This is a special, inspiring and important partnership”

- Learning.

“It is an opportunity for sharing skills and knowledge, it provides an opportunity for self-evaluation when putting together a programme for the Fellows and looking at or discovering potential opportunities for future work when discussing current and past projects. It is good to share the same common problems that beset us all and see how others have found solutions and can be a space for the growth of ideas and new opportunities.”

“On a personal level, it's insightful conversations; engagement with others; continuous professional development; being a part of a bigger picture. As an example, this year, I shared dinner with the Fellows on the last night. We shared similar and different opinions and experiences. It was enlightening, engaging, collegiate.”

“It is a chance to bring in a critical friend to our own activities.”

- Network.

“The ITP offers us the opportunity to hear from a range of voices and perspectives from our international colleagues. It is a wonderful opportunity to be involved in a worldwide network and benefit from the expertise and experiences of a diverse range of voices.”

“Great opportunity for networking and partnership not always taken full advantage of by the museum.”

“It means a lot in terms of connection, of setting up a two-way dialogue that may lead to further collaboration.”

- Relationship with the BM.

“Our director thinks it's an important part of our relationship with the BM and is keen for us to continue. For me it is a highlight of my calendar and a chance to do something different. For my colleagues, they are always happy to talk about their work and to meet international visitors. I'd like to develop something deeper whereby we have a Fellow who can do some work on some aspect of our collections - I do talk about that with my colleagues but it's proved difficult to get that going so far.”

- Strategic value.

“The ITP is another way we can live our vision to celebrate who we are: tell the stories of our past; challenge our present and shape our future - by inviting & encouraging the Fellows we meet to do likewise alongside us.”

We asked if the pandemic affected their organisation's interest in ITP going forward. Answers were:

- No (four).

“We are as enthusiastic as ever!”

“No, there has been nothing to suggest that interest has changed since the pandemic.”

- It has drawn attention to the need to have flexible plans.

“It hasn't affected our want or will to be involved. The affect is more in us as an organisation rethinking/ planning how we go about doing the things we want in a more considered way (with contingency plans)!”

“I don't think my organisation has a take on this aspect. For me it was just another layer of stress and uncertainty. I felt very unsure that it was all going to come to pass but I didn't experience any resistance to going along with the plans and there was general optimism/fatalism that it would happen and if the pandemic got in the way it would just be the latest in a long line of inconveniences which, perhaps, we have all got a little better at taking in our strides.”

- It has increased the need for ITP (three respondents).

“If anything, the pandemic brings a greater interest to connect with museum professionals.”

“It almost feels that there is rebuilding to do. And we need to get back to person-to-person contact, where possible. We can't continue to live in the digital only. Digital is a great enabler but it needs to stem from personal contact.”

“I think it has strengthened our interest in the work of the ITP, right across the organisation, members of staff were delighted to be involved and share our experiences of the pandemic - what has and has not worked across the sector, and to hear how other organisations navigated the past two years.”

We asked if they have been in contact with any of the ITP alumni (2006 – 2019) outside of the Summer Programme.

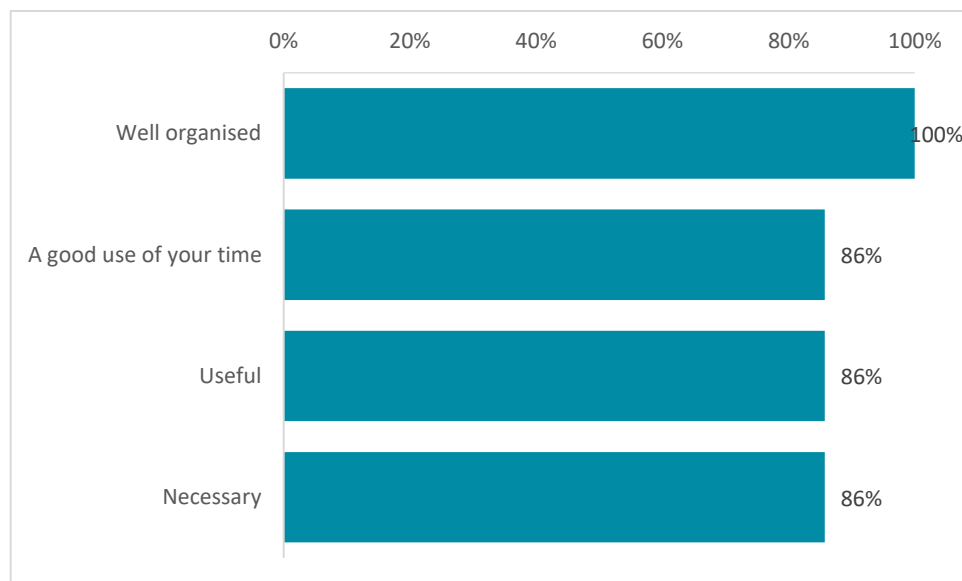
ANALYSIS OF FEEDBACK FROM DEPARTMENTAL REPRESENTATIVES RESPONSES

We have seven responses, one from each of AOA, Greece and Rome, Coins and Medals, Asia and Middle East, and two from Egypt & Sudan

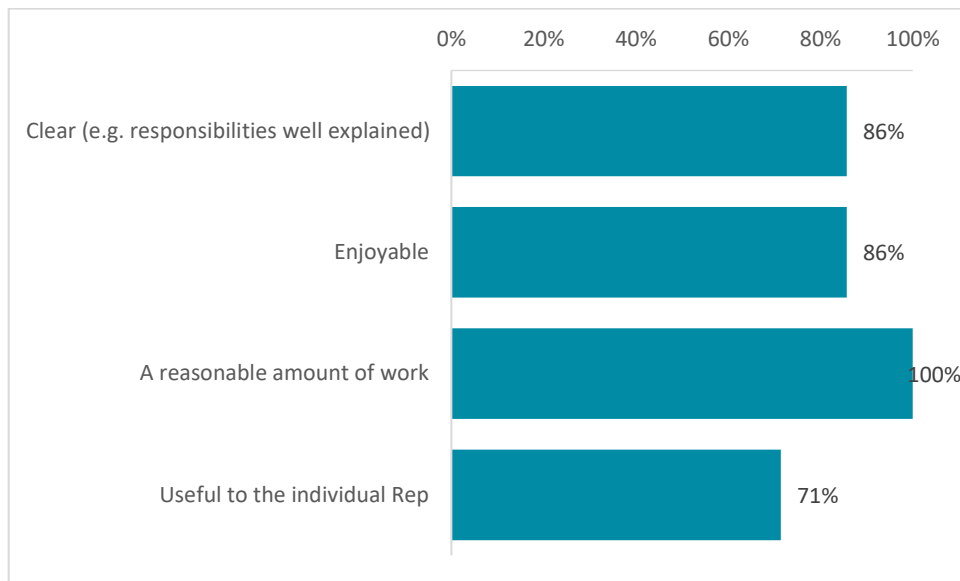
PROCESS

All Departmental Reps said the monthly meetings were well organised. Six of the seven said the meetings were a good use of their time, useful and necessary. One said they didn't attend the meetings. Two comments were that some of the information could have been communicated one-to-one; and that a meeting just before the Fellows arrived would have been useful (but was not possible because of COVID-19).

FIGURE 42: WHAT DO YOU THINK OF THE MONTHLY MEETINGS? ARE THEY:



All of the Departmental Reps said the role was a reasonable amount of work. Six of the seven said it was clear and enjoyable. Five of the seven said it was useful to the individual rep. Comments were that meeting the participants was enjoyable and that the role was demanding, in part because of the pressures of COVID-19 and conflicting workloads.

FIGURE 43: WHAT DO YOU THINK OF THE ROLE OF DEPARTMENTAL REP? IS IT:

“I found it challenging to stay in touch when on fieldwork or hosting visiting researchers on a separate programme.”

“Departmental Reps require support from the department as well as the ITP team. It is a lot of work and there has to be enough resource available within the department to enable the rep to undertake their role successfully. COVID added additional strains to the system this past year in addition to staffing issues which had not been experienced in previous years.”

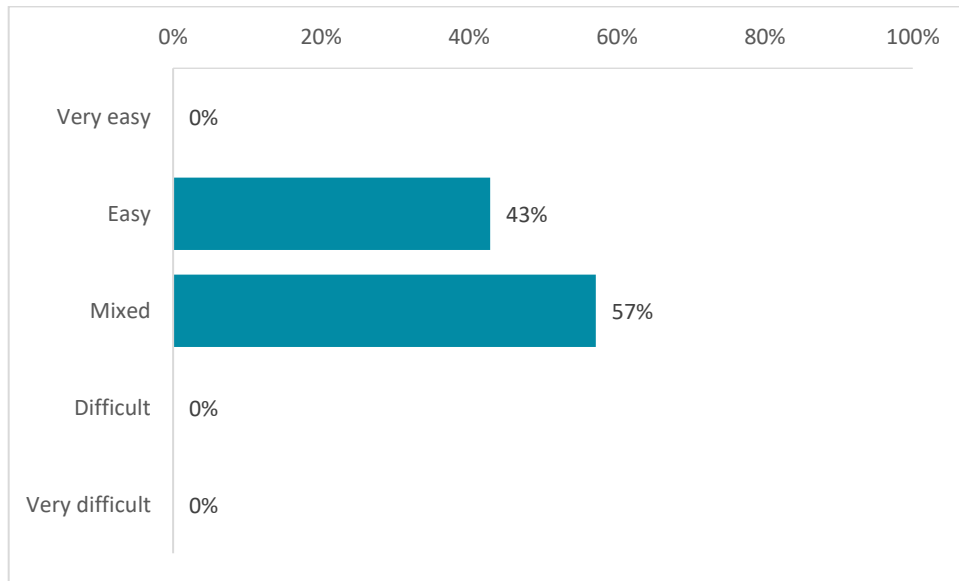
“It is very enjoyable getting to know the participants.”

Three of the Departmental Reps said that getting help within the department was easy. Four said it was mixed, which one explained was due to lack of capacity in the department.

“There was a greater willingness by individuals to help this year, but this was by far outweighed by a staffing crisis within the department. This has halved the curatorial resource available to help significantly limiting the departmental programme and adding increased demands on the departmental delegate.”

Everyone was very willing to meet and chat with the Fellows, and the Fellows really enjoyed the diversity of sessions they had within the department.”

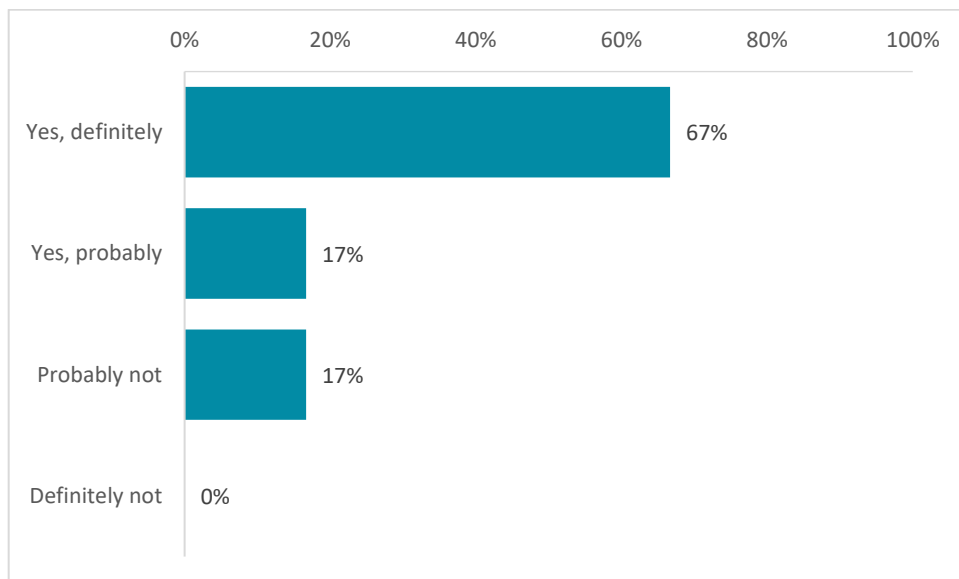
FIGURE 44: IS IT EASY OR DIFFICULT TO GET OTHER PEOPLE TO HELP DELIVER THE PARTICIPANT'S PLACEMENT IN THE DEPARTMENT?



We asked if the ITP team could do anything to make it easier to get other people in the department to help deliver the placement. Responses were about having more than one rep in the department, passing on feedback on whether participants enjoyed the sessions and “presenting a step-by-step process for first time reps, including before and after arrival deliverables for reps.”

Five of the six departments said the online communication with the Fellow was useful.

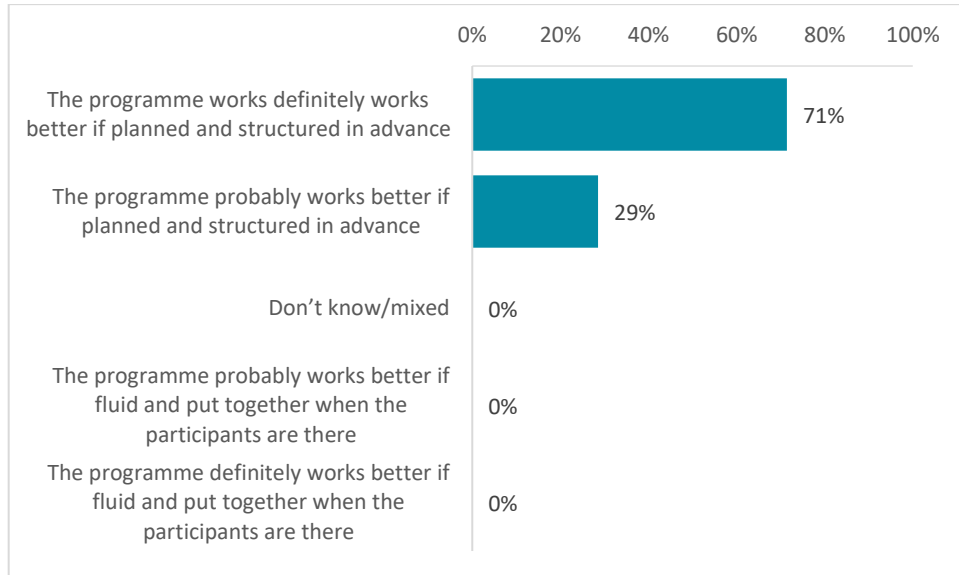
FIGURE 45: WAS YOUR ONLINE COMMUNICATION WITH THE FELLOW USEFUL IN PREPARING THE PROGRAMME FOR THEM?



All Departmental Reps said the departmental programme works better if planned and structured in advance. Two comments explained the kind of structure that is useful; two

comments were about the need to have enough flexibility/open sessions to allow content to be tailored to Fellows' interests.

FIGURE 46: DO YOU THINK THE DEPARTMENTAL PROGRAMMES WORK BETTER IF THEY ARE TIGHTLY OR LOOSELY STRUCTURED?



“For departmental events/commitments I suggest sending calendar outlooks to block those slots on people's calendars.”

“I find it simplest for all involved if each day is divided into two halves with a clear point of contact for each session (rather than having too many short presentations in quick succession).”

“But with a caveat - we had some more 'open' sessions planned in that were empty, so we could fill them with sessions 'on the fly' depending on what the participants' interests ended up being. We found this very useful.”

“Great balance in my view as things were well organised but obviously change/come up unexpectedly, but to me it was dealt with effectively. Having a balance of structure/ability to be fluid essential.”

We asked if the new structure of ITP changed the value of the programme to them. Four said no, and one said they didn't know as this was their first time in a Departmental Rep. Comments were that respondents had different experiences of how the online programme affected communication with Fellows.

“Front loading some training by putting it online was positive. It also allowed us to have more time with the delegates.”

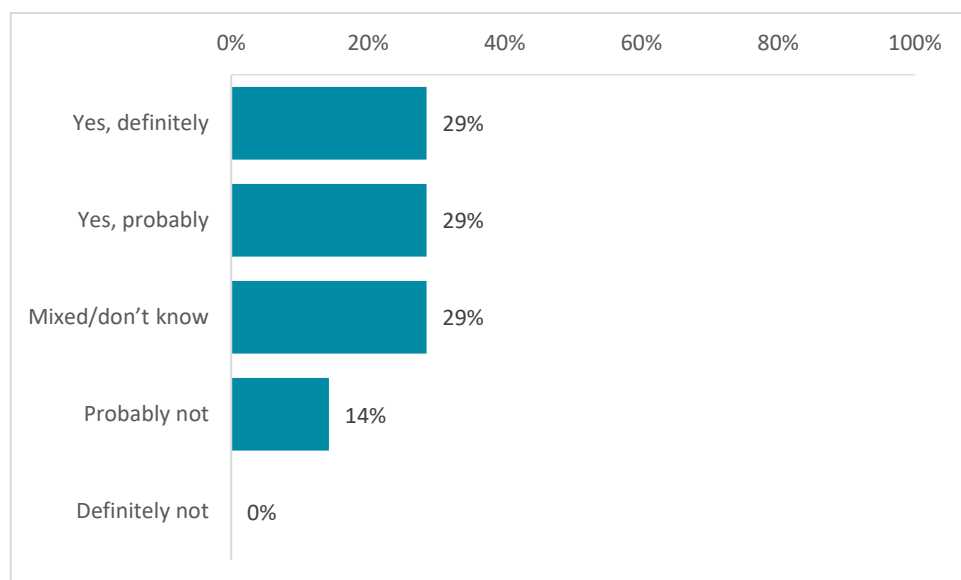
“Object in Focus seemed less clear and not as well-resourced as previous years. I would recommend a dedicated poster and label text session with a specialist and with suitable software.”

“I felt the interaction with the participants was practically non-existent prior to their arrival in London.”

“I think the online sessions were a useful addition and added a lot. It felt like we knew our participants already.”

Four of the Departmental Reps said the format for Object in Focus projects worked for them. One said that it was less clear, and one said that poor English language skills affected two Fellows.

FIGURE 47: DID THE FORMAT FOR OBJECT IN FOCUS PROJECTS WORK FOR YOU?

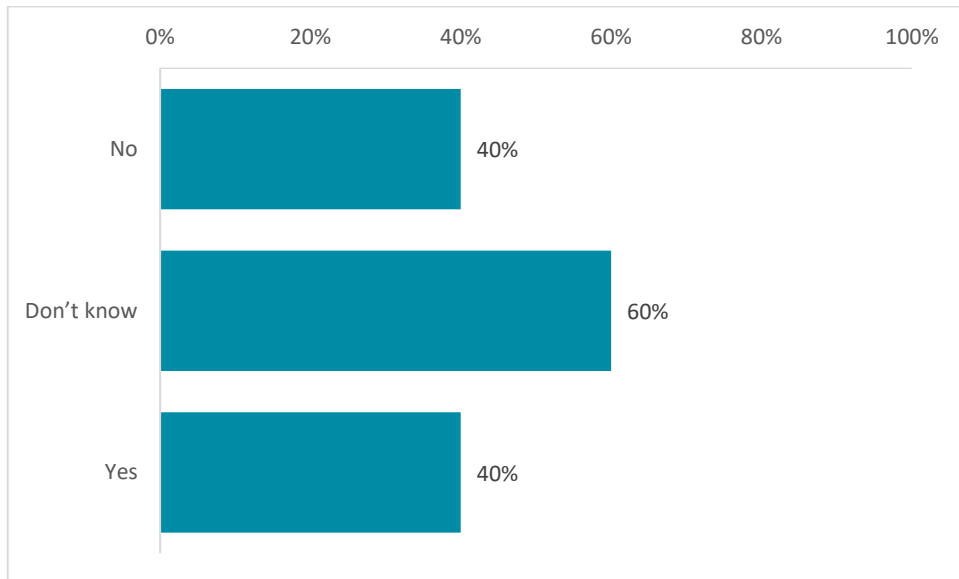


“It was less clear than previous years, which was understandable considering the impact of COVID and the compressed duration of the London section of the programme. Any problems with this could be averted by having two dedicated sessions. One on label and panel texts and another on posters (with specialists in design and interpretation).”

OVERALL VIEWS

Two Departmental Reps said they have plans for future projects/contact with former ITP participants.

FIGURE 48: DO YOU OR YOUR DEPARTMENT HAVE ANY PLANS FOR FUTURE PROJECTS OR CONTACT WITH FORMER ITP PARTICIPANTS?



We asked if the experience of being a Departmental Rep had been of use to them. Five said yes, Answers were: it was been enjoyable, it used to inform research projects, it provides learning and strengthens networks. One said it was not useful because of other time commitments.

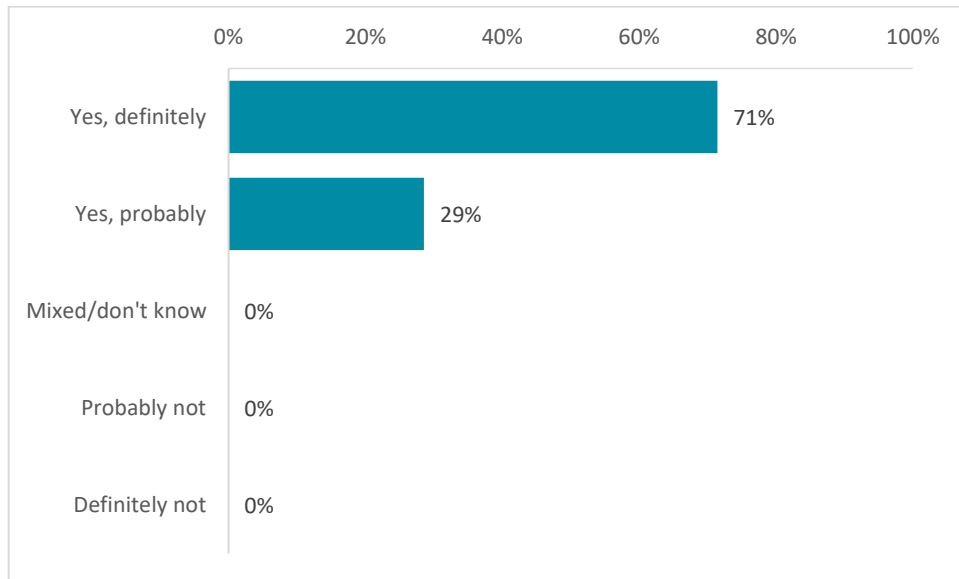
“Previously it has informed research projects in other countries. At the moment significantly reduced staffing levels and increased workload are such that I feel the museum cannot benefit fully from this potentially, going forward.”

“Always learning new things and how to deal with challenges.”

“It was useful for meeting new work contacts, but also in methods of presenting material to different audiences.”

We asked if respondents would consider being a Departmental Rep next year. Three said yes and four said no: one because they are not the main Rep, one because they think younger staff members should be involved and two because of low staff capacity.

All Departmental Reps said the ITP is beneficial to their department.

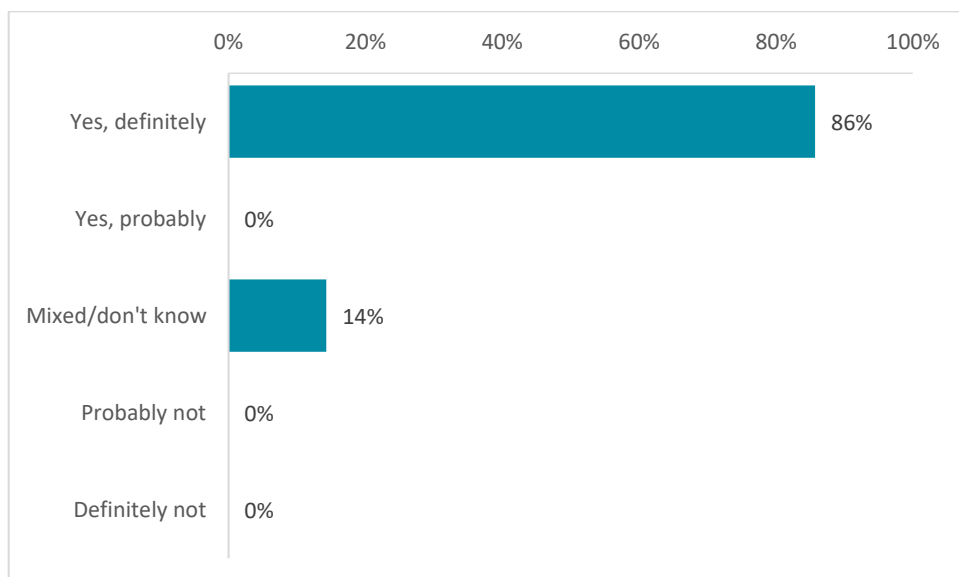
FIGURE 49: IS THE ITP BENEFICIAL TO YOUR DEPARTMENT?

“The ITP is a hugely important part of what the Museum does, it is very interesting and has huge potential for developing collaborations, exhibitions and research. However, the museum has to decide whether or not it wishes to resource it properly at a departmental level as well as the ITP core team (who all do a fantastic job).”

“It is beneficial as we can draw attention to the importance of our objects - coins and medals and tokens - in our department.”

“Engaging with new colleagues is always important, and I feel it should be an essential part of our department.”

Six of the seven Departmental Reps said they feel proud the BM has the ITP.

FIGURE 50: DO YOU FEEL PROUD THAT THE BRITISH MUSEUM HAS THE ITP?

“ITP is one of the best projects in the BM.”

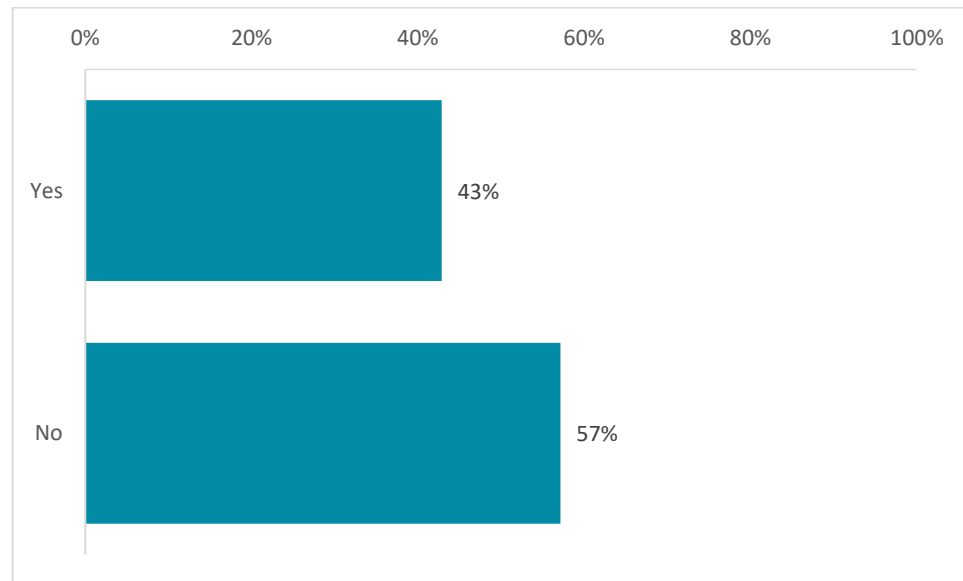
“It's a great programme!”

We asked if Departmental Reps have been in contact with any of the ITP alumni (2006 – 2019) outside of the Summer Programme. Four have.

ANALYSIS OF FEEDBACK FROM FACILITATORS AND SPEAKERS RESPONSES

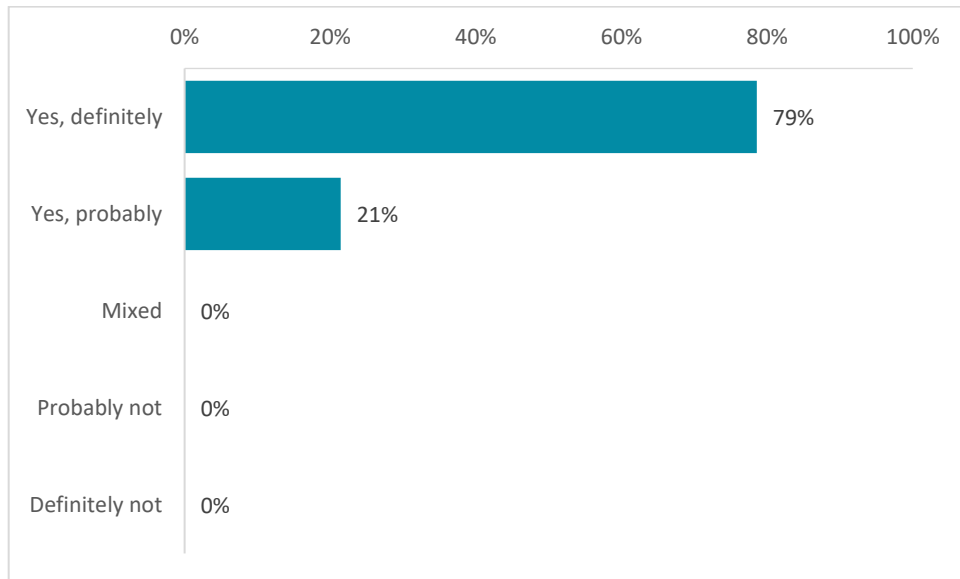
We have 14 replies from the 21 speakers, a good response rate. Six were running the session for the first time, which is higher than for previous years and illustrates the refreshing of the programme.

FIGURE 51: IS THIS THE FIRST TIME YOU HAVE RUN THIS SESSION FOR ITP PARTICIPANTS?

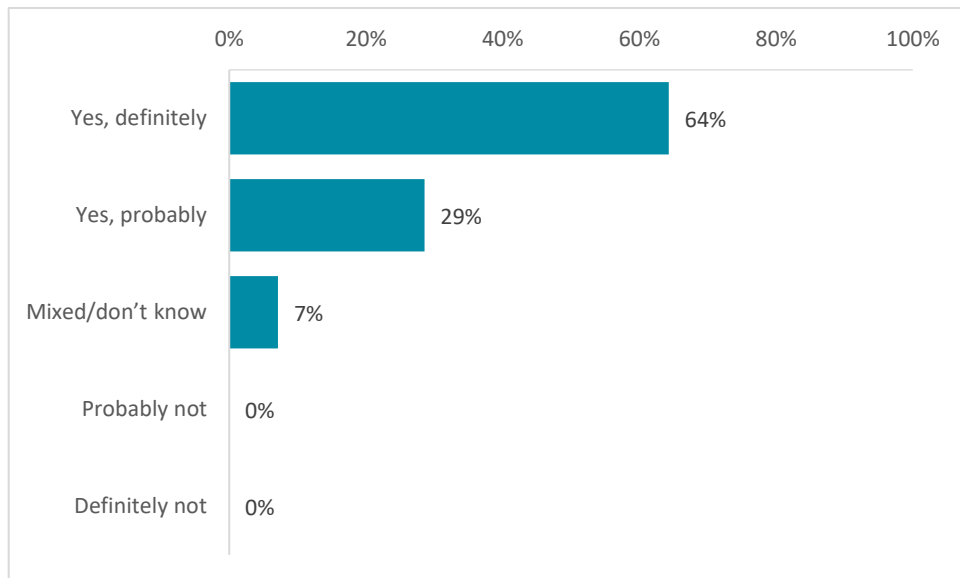


ORGANISATION

All speakers/facilitators said they knew what was expected of them and their session.

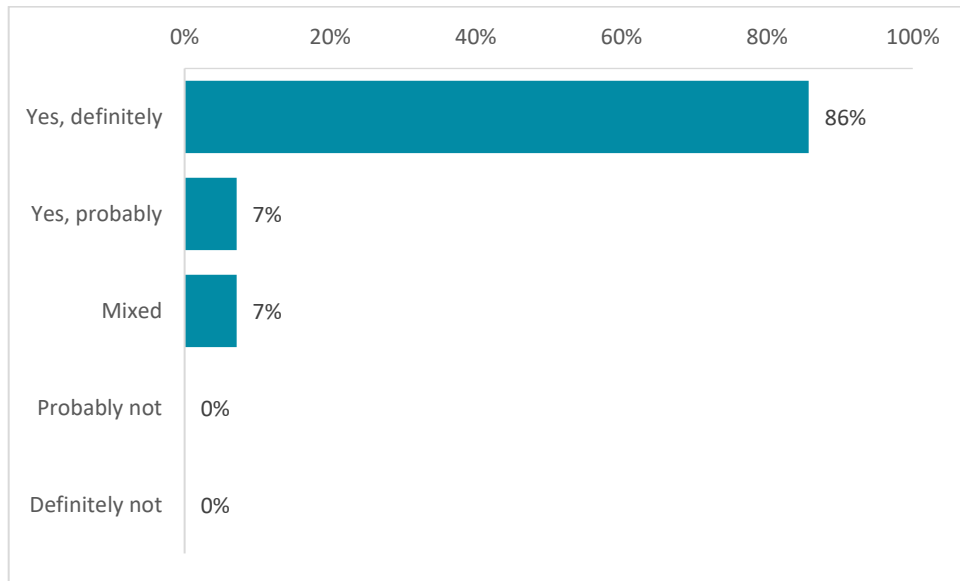
FIGURE 52: DID YOU KNOW WHAT WAS EXPECTED OF YOU AND YOUR SESSION?

All speakers/facilitators said they knew enough about participants and ITP in advance. One commented that they had not thought enough about the English level of Fellows, and had provided a lot of reading.

FIGURE 53: DID YOU KNOW ENOUGH ABOUT THE PARTICIPANTS AND THE ITP IN ADVANCE?

All speakers/facilitators said the location for their session worked for them.

FIGURE 54: DID THE LOCATION OF YOUR SESSION WORK FOR YOU?



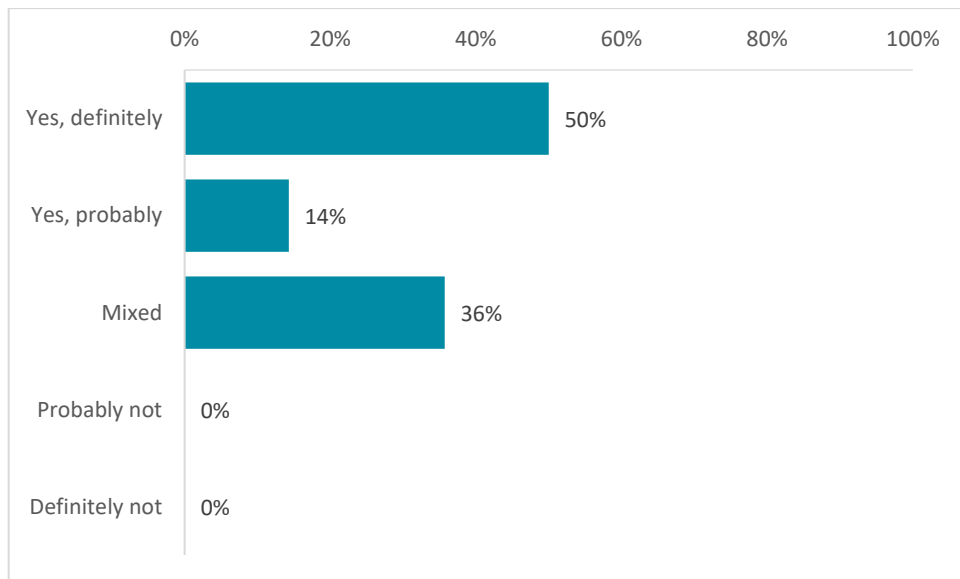
“Sloane Room was spacious enough to accommodate participants and wireless display was useful.”

“The session was held in one of the meeting rooms at the BM, so was equipped with the AV facilities we needed to deliver our PowerPoint presentation.”

“It would have been fine, but was better for the session that we moved around the galleries.”

Nine of the respondents said the participants were easy to engage. Four commented that some Fellows were more active than others.

FIGURE 55: WERE THE PARTICIPANTS EASY TO ENGAGE?



“Overall, the participants were easy to engage. Some participants asked more questions than others, but this helped to build more discussion within the group.”

“Some were keener to show active participation than others.”

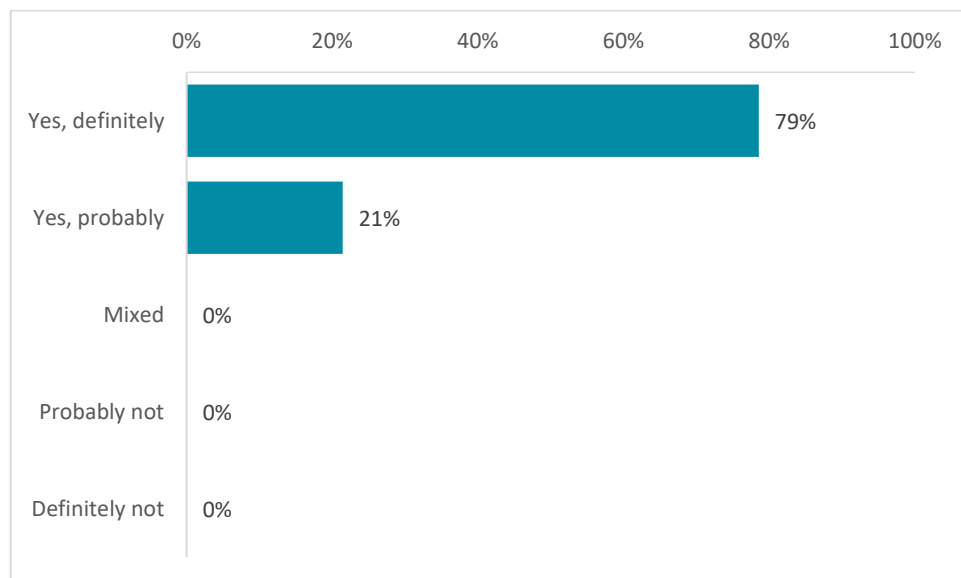
“Some were very willing to engage and discuss, others were much quieter and didn’t want to participate in group discussions.”

“The participants were very engaged and easy to talk to.”

“The participants warmed up as the session went on, but some were definitely more engaged than others.”

All speakers/facilitators said they had enough time for the session.

FIGURE 56: DID YOU HAVE ENOUGH TIME FOR THE SESSION?



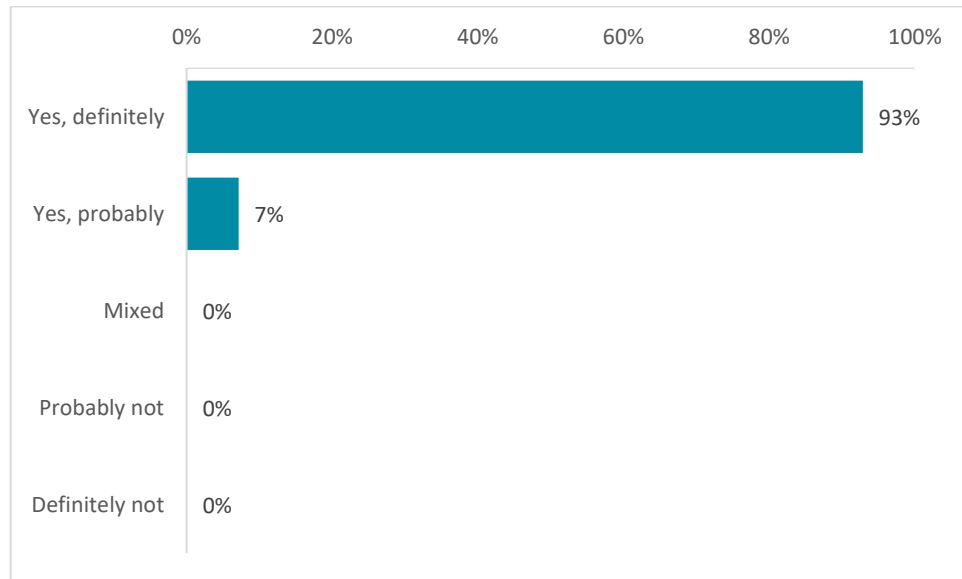
“The session ran to time, and there was plenty of time for questions and informal discussion outside of the formal PowerPoint presentation.”

“I found the timing about right, just at the time we were slowing down.”

All speakers/facilitators said ITP gave them everything they needed to run the session.

“In advance of the session we met with the ITP team, which was very helpful in understanding what was expected from us in delivering the session. It was also really helpful to receive in advance specific points that participants were likely to be interested in or wanted to discuss so we could focus the content of our presentation so it was as useful as possible. We also received details of the participants in advance, which was very helpful in understanding what their previous experience was, and in particular their previous experience in fundraising.”

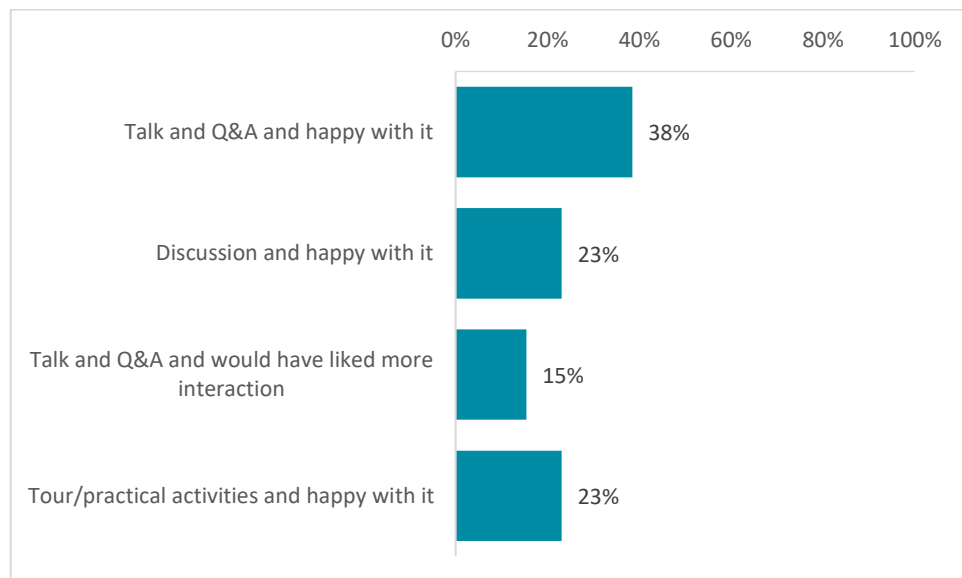
FIGURE 57: DID THE ITP PROVIDE YOU WITH EVERYTHING YOU NEEDED TO RUN THIS SESSION?



POTENTIAL CHANGES

We asked about the style of the session and whether they were happy with it.

FIGURE 58: WAS YOUR SESSION PURELY A PRESENTATION, OR WERE THERE INTERACTIVE ELEMENTS I.E., TOURS, PRACTICALS, GROUP SESSIONS? WERE YOU HAPPY WITH HOW THIS WORKED?



“Our session included a PowerPoint presentation. We paused at several points during the presentation so that participants could ask questions, and there was time at the end of the presentation for more informal discussion and queries. If delivering the session again I would consider how more interactive elements could be incorporated to provide a more practical insight into fundraising.”

“I did fewer interactive bits than I had planned due to mixed ability English but do feel they all participated well- some just took longer to express themselves than others! The bits I cut were not critical.”

Speakers/facilitators were asked if there is anything they would do differently if asked to present the session again. Comments were:

- Give Fellows the option to submit questions by email in advance.
- Include more practical elements if the session were longer.
- Include more handouts.

“I'm not sure there is anything I would do differently - other than be more confident in the information I was sharing and perhaps have some samples of literature to hand out.”

“It would be helpful to also involve colleagues from other teams from our department. It might also be beneficial to explore how participants could gain more practical experience, perhaps through attendance at an event. Some of the participants requested follow up information and documents. However, if doing the session again we might explore putting together a pack in advance of useful information.”

- Structure discussion in groups.

“I would like to try doing some thinking pairs work. If they could be paired in advance for English ability that might work or a slightly longer session.”

- Reflect the English ability of Fellows.

“We would create fewer written activities and more verbal activities.”

- Preparation.

“I would ensure audio-visual elements were working.”

OVERALL VIEWS

We asked what, if anything, is special about presenting to ITP. Answers were:

- The diverse international group.

“The variety of backgrounds from which delegates come.”

“Engaging with people from museums around the world which may have different structures or approaches.”

“It is a true international audience.”

- The sense of a shared mission.

“It’s so wonderful to be in the room with people coming from such different backgrounds but all united by their desire to learn and improve the work they do back home. Hearing their perspectives broadens mine and I value the opportunity to share my experience with such inspiring people.

- Learning from others’ experience.

“Fantastic opportunity to meet colleagues and hear about their museums and, hopefully, offer some useful information that can be of benefit to their activities.”

“I found it fantastic to talk to colleagues working at different institutions and countries. It was a really useful conversation to have.”

“The diversity of experience that the Fellows bring to the sessions. I always learn something new myself.”

“Hearing about the participants experience of the sector is as much a learning opportunity for me as it is them.”

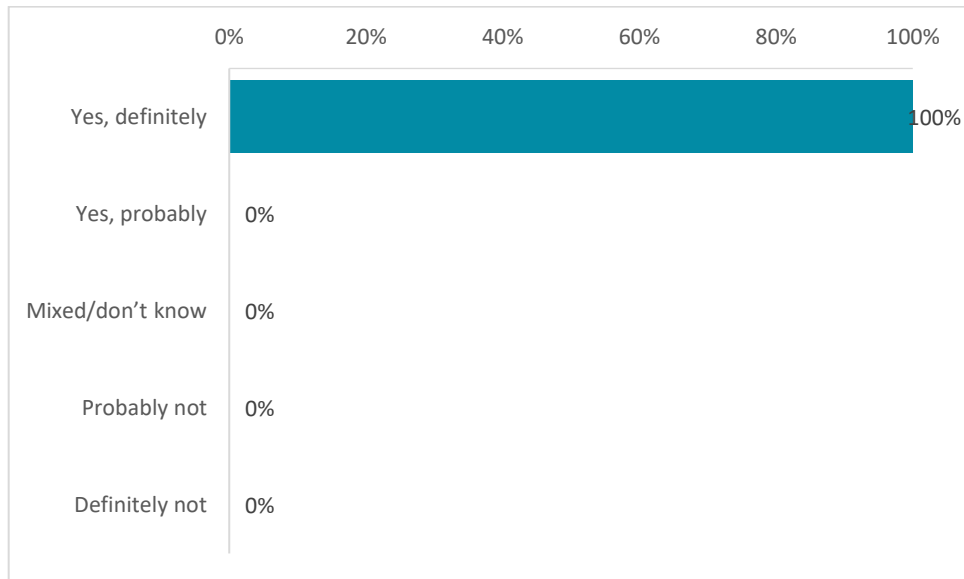
“It’s great to hear the participants experiences of our jobs from their home museums.”

- The enthusiasm of the Fellows.

“Their level of engagement and opportunity to interact with colleagues from across the world and learn more about what they do at their institutions.”

“Their enthusiasm. They are always keen to ask loads of questions relating to their needs.”

All speakers/facilitators said they definitely feel proud that the BM has the ITP.

FIGURE 59: DO YOU FEEL PROUD THAT THE BRITISH MUSEUM HAS THE ITP?

“I feel proud that the BM has the ITP as it is such a wonderful example of the ways in which the BM shares staff expertise and convenes an international network of museum colleagues.”

“I think this is an important and unique programme that reaches into places and organisations others don't. It brings together people from countries not always in good relations with each other and in a small but genuine way helps build trust and cultural links across borders.”

“When engaging with institutions in South Asia it is a very attractive element to speak about. Good soft power for the Museum.”

CONCLUSION

The pandemic presented particular challenges for the ITP because of the pandemic, which restricted travel as well as reducing the capacity at many museums. Even after formal restrictions were over, many staff were working from home. All stakeholders responded positively to the challenges the pandemic provided.

The BM developed the programme to include an online element, virtual communication between Fellows and Hosts before the visit, small group sessions, Fellow-led sessions, a social media day and a museum project day in the BM programme. These changes were more than remedial. They provided important additions that strengthened the programme's already strong ability to provide customised and practical learning for Fellows. All this was achieved without noticeably narrowing the focus of the programme. The journey some Fellows go on, from initially thinking broader management subjects were not relevant to them, to understanding the value of context and connection, is one of the particular benefits of the programme.

The main changes Fellows suggest simply underline the value of the programme: they would like the Departmental Programme to be longer and to have more day trips to museums.

None of the Host museums said that the pandemic reduced their interest in ITP. Three said that the pandemic increased the need for the ITP because of the isolation (internationally, but also locally), but also because of the need for an inspiring programme that helps create positive feeling after a difficult couple of years.

As with previous years, ITP was successful in creating a network of international contacts who have extremely positive relationships with the BM. These connections, which run between Fellows, between BM Departments and Fellows, and between Host museums, and between Host museums and the BM, provide a fertile resource that supports the BM in its international work. Overall, the ITP has created a vast network of mutually supportive museumologists who share a positive vision, with the BM at its heart, fuelling the community through its exceptional expertise and generosity.