

INTERNATIONAL TRAINING PROGRAMME
EVALUATION OF AUTUMN PROGRAMME

NOVEMBER 2022



Annabel Jackson Associates Ltd
Evaluators
The Priory
54 Lyncombe Hill
Bath BA2 4PJ
Somerset
Tel: 01225-446614

Email: ajataja@aol.com

Website: www.AnnabelJacksonAssociates.com

Contents

INTRODUCTION	3
Background on the programme	3
ANALYSIS OF FEEDBACK FROM FELLOWS	5
Responses.....	5
Elearning.....	5
Introductory information	9
Subject specialist sessions and visits	10
Accommodation	15
Object in Focus trail.....	15
UK Partner museum programme	18
Overall views	24
ANALYSIS OF FEEDBACK FROM PARTNERS	32
Responses.....	32
Organisation	32
Engagement.....	36
Overall views	38
ANALYSIS OF FEEDBACK FROM FACILITATORS AND SPEAKERS.....	44
Responses.....	44
Organisation	44
Potential changes	47
Overall views	48
SENIOR FELLOW INTERVIEW	50
Introduction.....	50
Was it difficult to get the agreement of the organisation to attend?	50
Was your role clear?.....	50
Was your role appropriate?	50
Did the fellows treat you with appropriate respect?	50
Did you get enough support?	50
Was being a senior fellow a useful experience for you?	51
What did you gain from attending the ITP a second time?.....	51
Did the experience help you develop skills as a trainer?.....	51
Did the experience use your time well?	51
Did your role as a senior fellow give you insights into how ITP or the role of the Senior Fellow should be changed?	52
CONCLUSION	53

Copyright © Annabel Jackson Associates Ltd. November 2022.
Not to be reproduced in part or whole without prior permission

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 were three core elements to the programme: a training programme at the BM which includes presentations, workshops and visits; time 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 2022 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.

The 2022 autumn programme was split into two parts:

- In August, the 2022 cohort completed their own online distance e-learning course - a more streamlined version of the 2021 e-Learning.
- In September, fellows came to the BM for the on-site programme, which continued the structure of allowing greater choice in following individual interests. The format included small group sessions and a museum project day as well as a Senior Fellow and a Senior Fellow workshop.

There were 15 fellows for this programme.

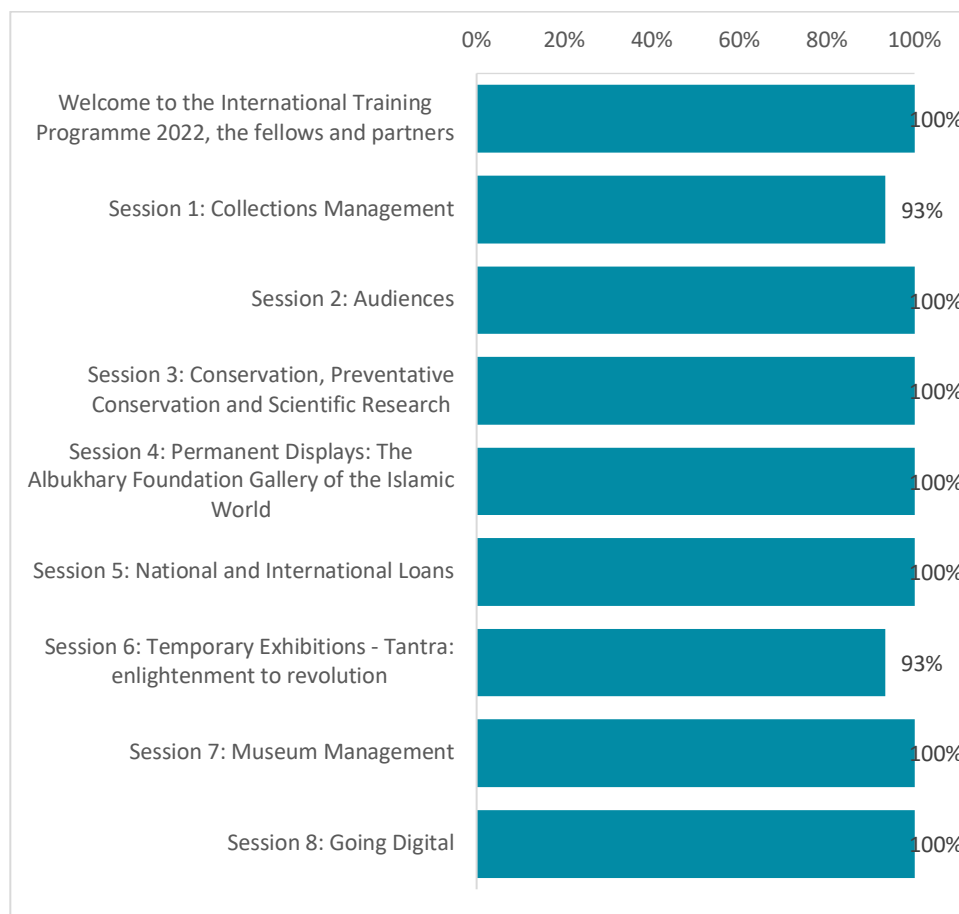
ANALYSIS OF FEEDBACK FROM FELLOWS RESPONSES

All 15 fellows filled in the survey.

ELEARNING

Almost all the fellows rated all the units as useful.

FIGURE 1: WHICH OF THESE UNITS WAS USEFUL TO YOU? (AGGREGATION OF “USEFUL” AND “VERY USEFUL” RESPONSES)



“The e-learning session is well-designed for understanding the collection and departments of the British Museum. The sessions were beneficial because they provided an exposure to know about specific institutions, departments, people, their works, and how they can add value to my practice.”

“They gave a very insightful and holistic introduction- appreciated the e-learning very much thank you! In conversation sessions were very engaging.”

We then asked which sessions they particularly enjoyed. Answers were:

- Everything.

“The entire experience of ITP is absolutely amazing. I have learned a lot from the sessions especially on community engagement, interpretation, digital outreach, Object in Focus Trail, access and Inclusion, risk management and sustainability, the Museum database, marketing and the museum visits.”

- Audiences.

“I enjoyed the session on audiences particularly because I got a chance to learn more about interpretation and engaging with different groups of audiences, thinking about the promotional aspects, supplementary content and merchandising. It got me thinking about a more holistic approach when planning exhibitions rather than thinking about only certain aspects like curating or the research alone.”

“Collections management and audiences.”

- Conversational sessions.

“I particularly enjoy the in-conversation sessions and interpretation.”

- Exhibitions.

“I enjoyed the permanent display and temporary exhibition sessions because we were able to observe the whole process of an exhibition design/development. Most of the museum departments were involved in one process.”

- Lists of sessions:

“Conservation, preventive conservation and scientific research, collection management, the permanent display: the gallery of the Islamic world, audiences and collection management.”

“Activities sessions, sessions about collection management, risk management, strategy development.”

‘Know about repatriation’, is one of the major highlights of my ITP experiences.”

“Collections management, conservation, preventative conservation and scientific research, museum management, cultural heritage, archives, collection storage, museum documentation, temporary exhibitions – Tantra.”

“Samsung and modern technology collection management and conservation.”

“Welcome session, Go digital.”

“Collections management; Museum audiences and Conservation & Scientific Research..”

We then asked which sessions the fellow did not enjoy. Answers were:

- None.

“Every session was relevant to me in its own way. Many things were very new to me, but I enjoyed all the sessions.”

“I enjoyed learning from it all, but I would have loved to know more and maybe spend some time with conservation to actually practice what I had heard about through the e-learning section.”

“I enjoyed all sections.”

“I think that all sessions brought some learning, but in some there was perhaps an excess of information, making it difficult to absorb the content.”

“I enjoyed all the sessions. But some of them made more sense when we had one-on-one. Because that gave us scope to ask questions and interact.”

- Only three fellows identified sessions they didn't enjoy.

“Session 3: Conservation, Preventative Conservation and Scientific Research.”

“Museum management.”

“Libraries: the session was very informative but it's just out of my work field.”

- Two (one above) expressed a preference for face-to-face learning.

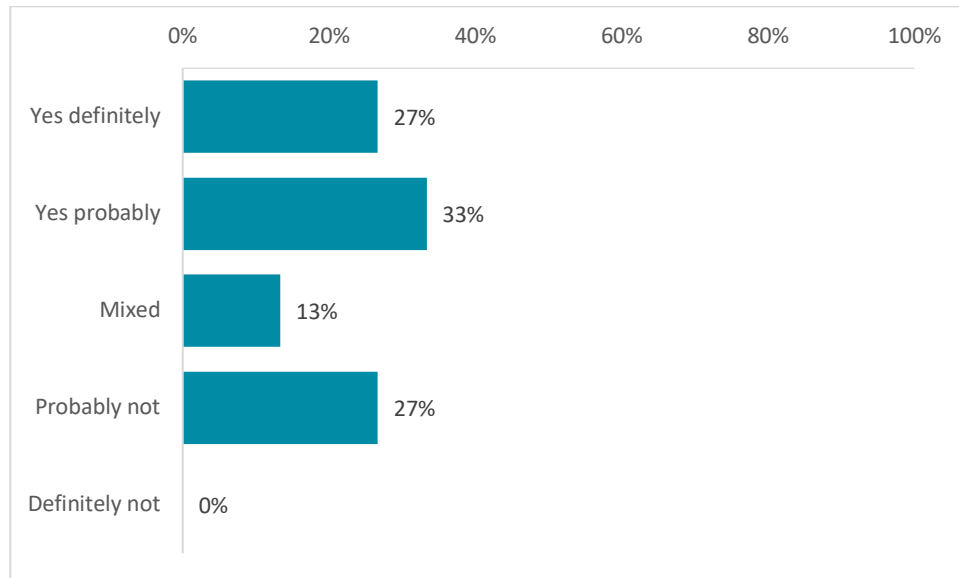
“I think online events and exhibitions are not so impressive as on-site. “

We asked if there were other core subjects that the ITP team should include in the elearning course in the future. Eight people gave suggestions, all different:

- More on accessibility and inclusion.
- The in-conversation sessions should be live, enabling interaction with the interviewees via chat.
- Technicality of designing and setting up exhibitions.
- New technologies in museums (extending the Going Digital session).
- Label writing.
- The BM and collections.
- Fieldwork and excavations.
- Copyrights and Commercial rights.

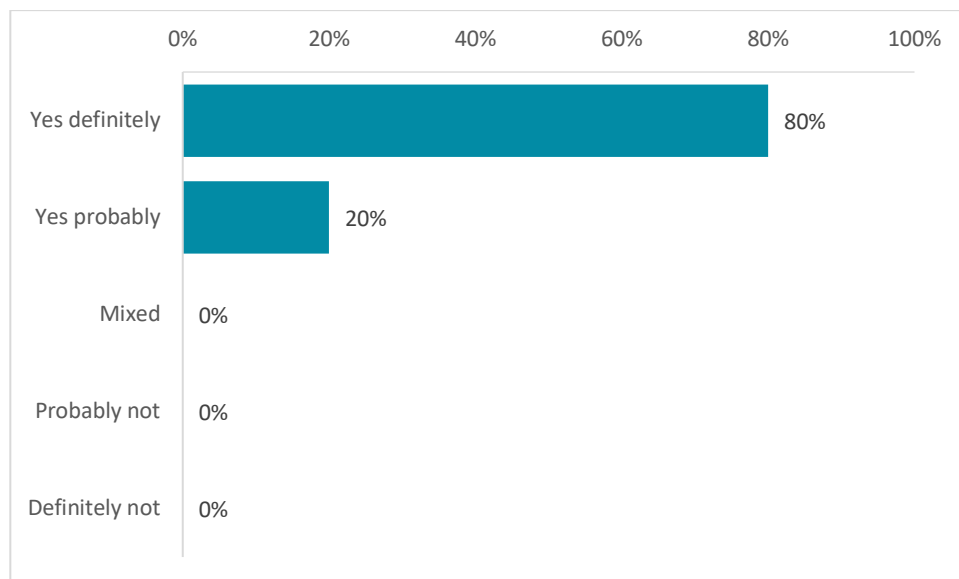
60% of fellows said they had sufficient time to complete the elearning sessions. Comments were that they needed more time because of other work or studying commitments, or because of language or concentration issues which meant they needed to watch the videos slowly and/or more than once.

FIGURE 2: DID YOU HAVE SUFFICIENT TIME TO COMPLETE THE ELEARNING SESSIONS?



All fellows said the elearning enhanced their BM visit. Comments are that the elearning deepened their understanding of the BM, increased their excitement about ITP, helped them understand the breadth of the programme and gave them early learning, which they could start to apply.

FIGURE 3: DID THE ELEARNING SESSIONS ENHANCE YOUR BM VISIT?



“It was as if I knew BM's collection, their different projects and the institutional structure. It raised my expectations and enthusiasm for joining ITP. Before beginning the onsite

programme, I was already incorporating some elements, which I learned from ITP e-learning into my work as a museum professional.”

“After learning more about it I could understand better what was being shared by the speakers in the in-person sessions.”

“It gave a clue of what lies ahead of me at the onsite training, the photography department was a big deal for me.”

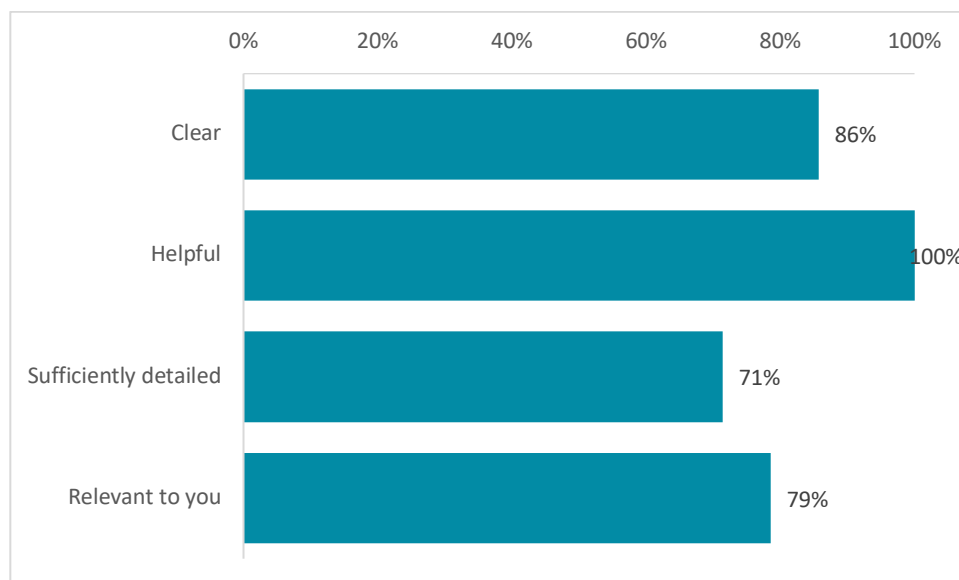
“It gave me an overview of the BM and helped me understand its structure and knowledge areas.”

“It is very useful for teamwork because we knew all the people before we come, but for lectures no - I like to stay face-to-face.”

INTRODUCTORY INFORMATION

Views of the Introductory Information are relatively positive. Comments were that the information was helpful, mainly, clear, relevant and sufficiently detailed. The rest of the responses are almost entirely “mixed”, not negative.

FIGURE 4: WHAT DID YOU THINK OF THE BM INTRODUCTORY INFORMATION ABOUT THE UK PROGRAMME? (AGGREGATION OF “YES DEFINITELY” AND “YES PROBABLY” RESPONSES)



“It helped me to settle into the UK – this being my first time. It gave details of what I should expect at the BM environs, what some signs meant and an overview of the UK programme.”

“Overall, it was really clear. There are particularities that each of us would love to know about the city, relation with other museums workers... but that is something that we could

all have asked once we reached the museum or due to our previous research about the place, activities and specialists.”

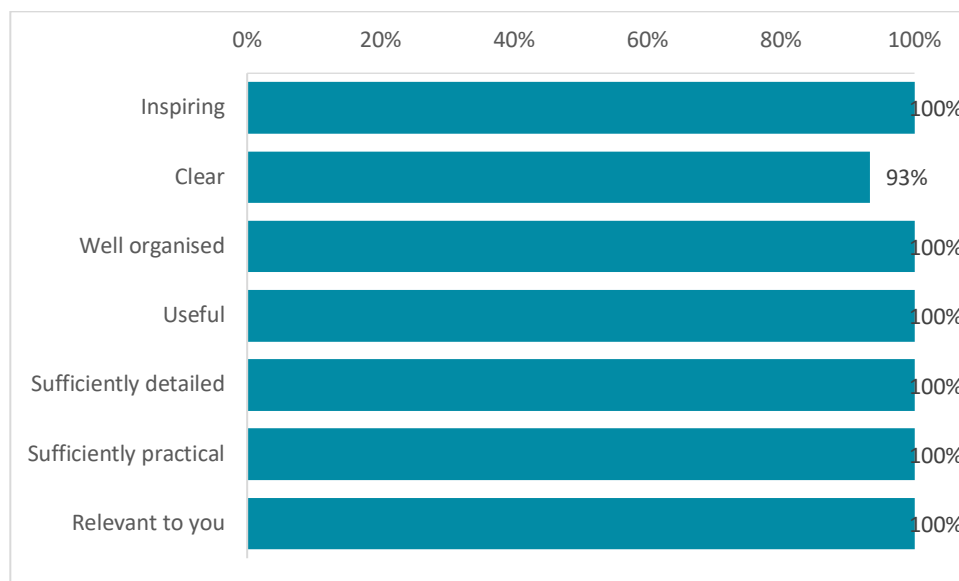
Five fellows mentioned additional information they would have appreciated, which were:

- Not being able to get to the photography unit.
- The experience of a previous fellow.
- The annual programme of ITP.
- The history and culture of the UK.
- Special exhibition opening during the stay.

SUBJECT SPECIALIST SESSIONS AND VISITS

Subject Specialist Sessions are rated as inspiring, well organised, useful, sufficiently detailed, sufficiently practical, relevant and mainly clear.

FIGURE 5: WHAT DID YOU THINK OF THE SUBJECT SPECIALIST SESSIONS? (AGGREGATION OF “YES DEFINITELY” AND “YES PROBABLY” RESPONSES)



Fellows commented positively on the:

- Broad approach.

“Subject Specialist sessions were helpful to expand my perspective about the museum and heritage profession.”

“The sessions gave us the opportunities to understand how the other departments work as a unit and how to coordinate with others units.”

“As the director of a museum, I learned a lot of things about the management of museums, but also about exhibitions and conservation.”

- Visit to the stores.

“I appreciated being able to see the stores! I do hope there will be a dedicated exhibition space one day. There was a bit of overlap on the two days we met with the curators, but that worked for me because I was able to ask questions that I hadn’t had time for, or hadn’t thought of, in the previous session.”

“Exploring the stores was an experience as it not only exposed me to the part of a museum I have never visited before, but also hearing about the collection (both on display and the stores) from the curators themselves has inspired me to learn more.”

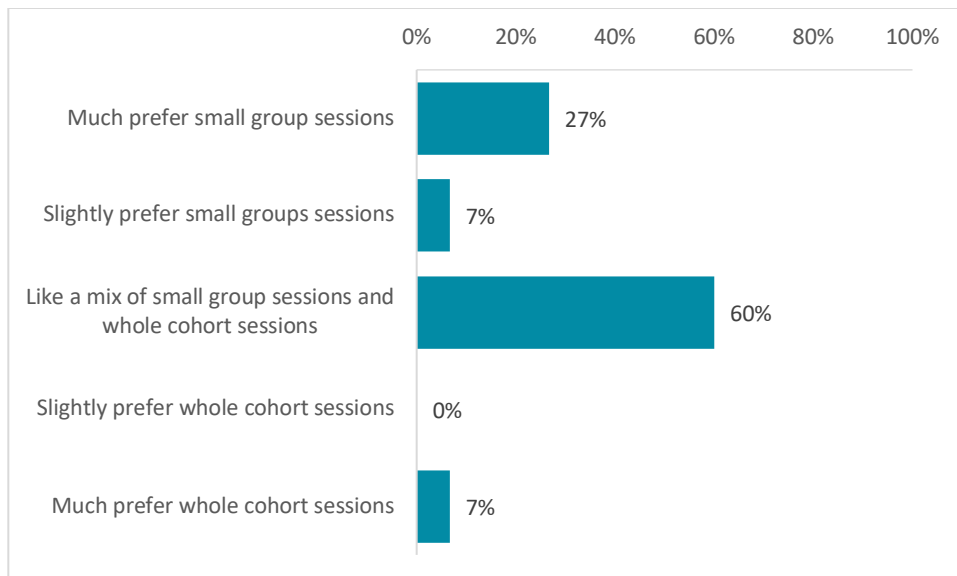
- Documentation.

“Of course, every session was clear, with an outline supported by written text and photos.”

One fellow said that presenters should speak more slowly and loudly to support people with lower levels of English.

60% like a mix of small group and whole cohort sessions. The percentage that prefers small group sessions is much more than the percentage that prefers whole cohort sessions.

FIGURE 6: WHAT IS YOUR PREFERENCE BETWEEN SMALL GROUP AND WHOLE COHORT SESSIONS?



Comments were that small group sessions are good for:

- Getting to know the other fellows.
- Having deeper and more focused discussions.

- Being able to sustain concentration.
- Being able to see objects.
- Specialist subjects, where you are likely to have more questions.
- Ensuring the content is relevant to all.
- Ensuring everyone has a say.

Whole cohort sessions are good for:

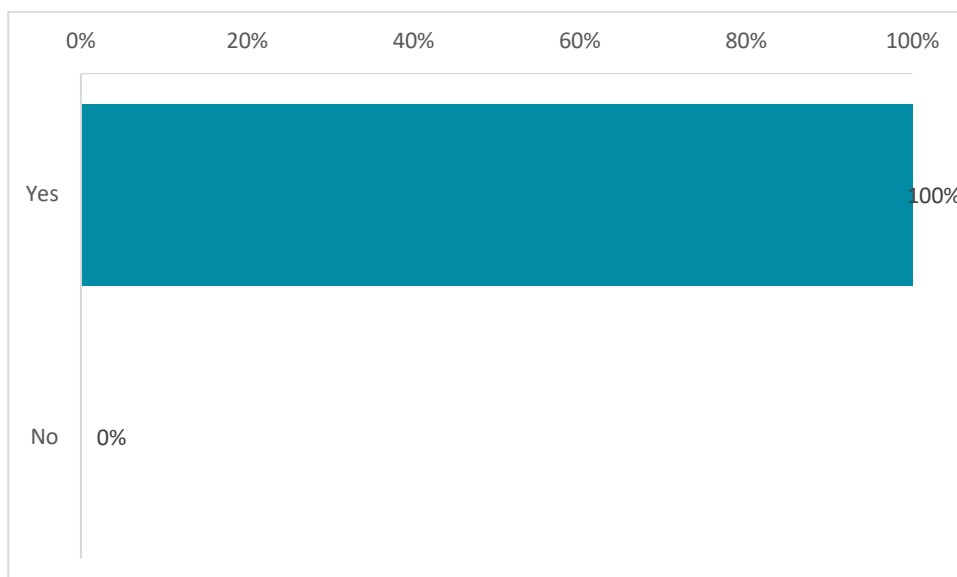
- Learning from other professions.
- Getting different perspectives on a subject.
- Having wider and more rounded discussions.
- Brainstorming.

“I find it easier to ask questions and be more active in smaller groups, but having sessions with the whole cohort definitely helped me to see various perspectives and I enjoyed listening to different opinions on a topic from different expertise.”

“The big groups were very good for brainstorming and learning from other people’s questions on the subject. The small groups were good in being tailored to our personal preference.”

All fellows said they understood why the sessions had been chosen for them.

FIGURE 7: WAS IT CLEAR WHY THESE SESSIONS HAD BEEN CHOSEN FOR YOU?



We asked which sessions were most useful. Answers were (not all of which were relevant to the question):

- Community engagement, interpretation, education, digital outreach, access and Inclusion.
- Risk management and sustainability.
- Hearing about the Museum database.
- A session on marketing campaigns.
- Visits (to the Bank of England Museum, V&A).
- Repatriation.
- Strategic foresight and social media.
- Brainstorming about ways to promote the trail without a budget.
- Small cases sessions like the Beirut exhibit.
- The Reimagining session.

“Reimagining was really important because it showed me how to approach to a change of narrative in big institutions. I will definitely keep an eye on their next steps. My institution is working on that currently so I think it was an eye-opening session and will be very useful.”

- Object in Focus.
- Intellectual property.
- Retail.
- Special exhibitions (Feminine Power & Hieroglyphs).
- Collection management, storage. documentation. archive and exhibitions.
- Temporary exhibitions.
- Partner museum's visit.
- Conservation sessions

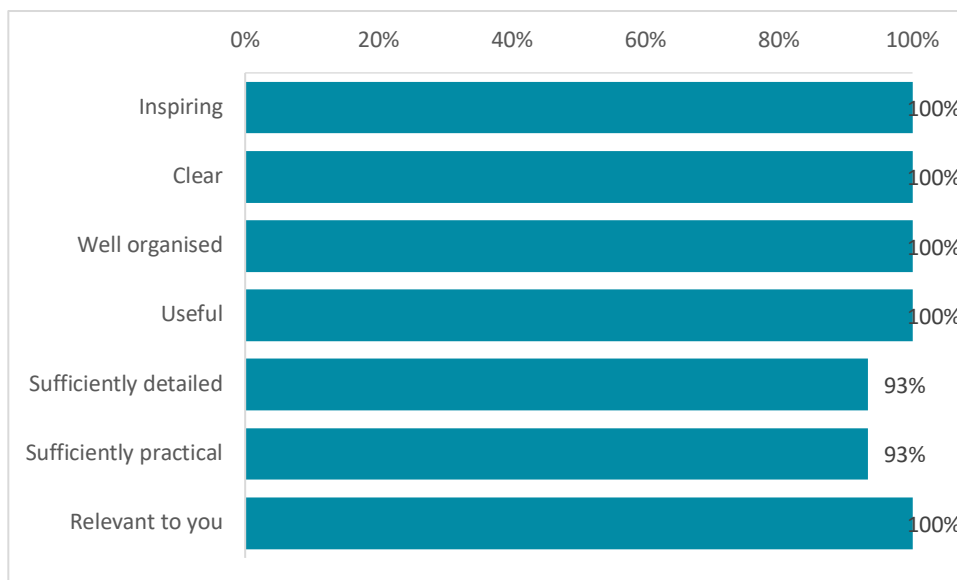
We also asked which sessions were least useful. Ten said that all sessions were useful. One said that the modern art session wasn't useful.

“Every session was relevant to me in its own way. Many things were very new to me, but I enjoyed all the sessions.”

“I learned something from each and every one of it and had a chance to attend extra ones sometimes if I had time so everything was useful to me in one way or another, with some being more relevant than others.”

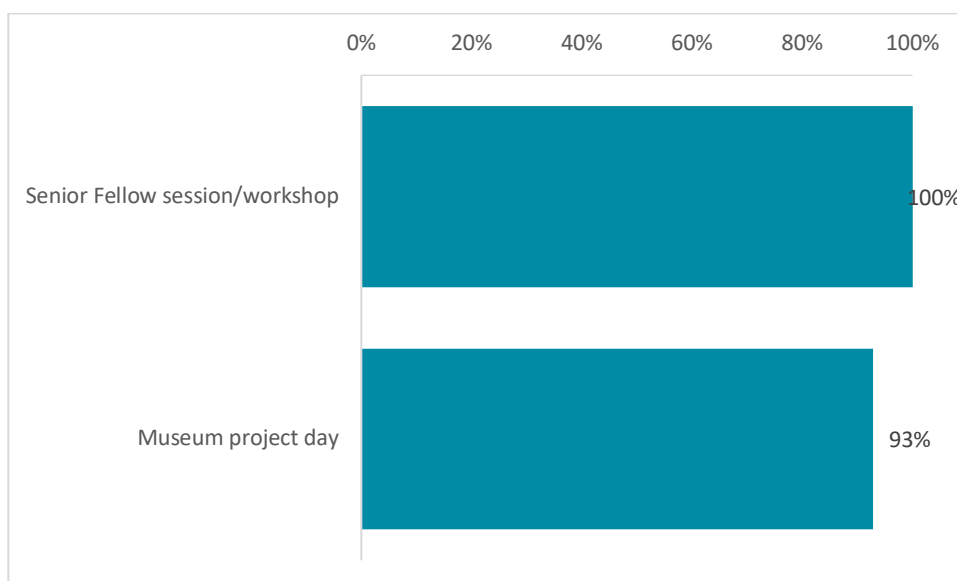
The day trips to museums were rated as entirely inspiring, clear, well-organised, useful, relevant, and mainly sufficiently detailed and sufficiently practical. Comments were about the value in seeing different ways of doing things, especially practice in smaller museums and the enjoyment of seeing heritage sites like Stonehenge.

FIGURE 8: WHAT DID YOU THINK OF THE DAY TRIPS TO THE MUSEUMS OUTSIDE THE BRITISH MUSEUM? (AGGREGATION OF “YES DEFINITELY” AND “YES PROBABLY” RESPONSES)



The Senior Fellow workshop and Museum project day were strongly appreciated. Comments were that the Museum project day was enjoyable, creative, enriching and practical; and the Senior Fellow workshop was useful for understanding the role.

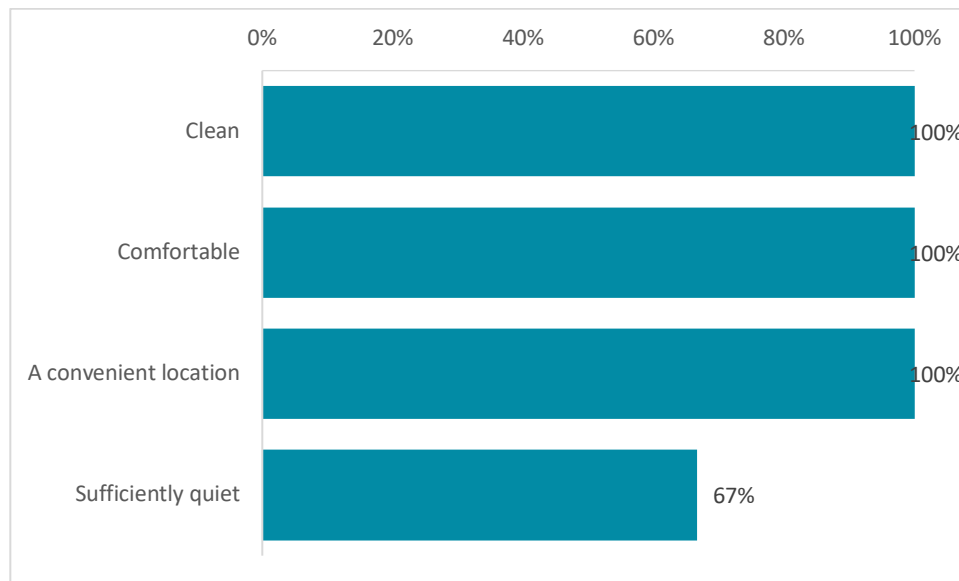
FIGURE 9: WERE THESE ELEMENTS OF THE PROGRAMME USEFUL TO YOU? (AGGREGATION OF “YES DEFINITELY” AND “YES PROBABLY” RESPONSES)



ACCOMMODATION

Accommodation was rated as clean, comfortable and convenient, but not particularly quiet. One fellow asked for a “do not disturb” sign so that staff do not enter the room when they are there.

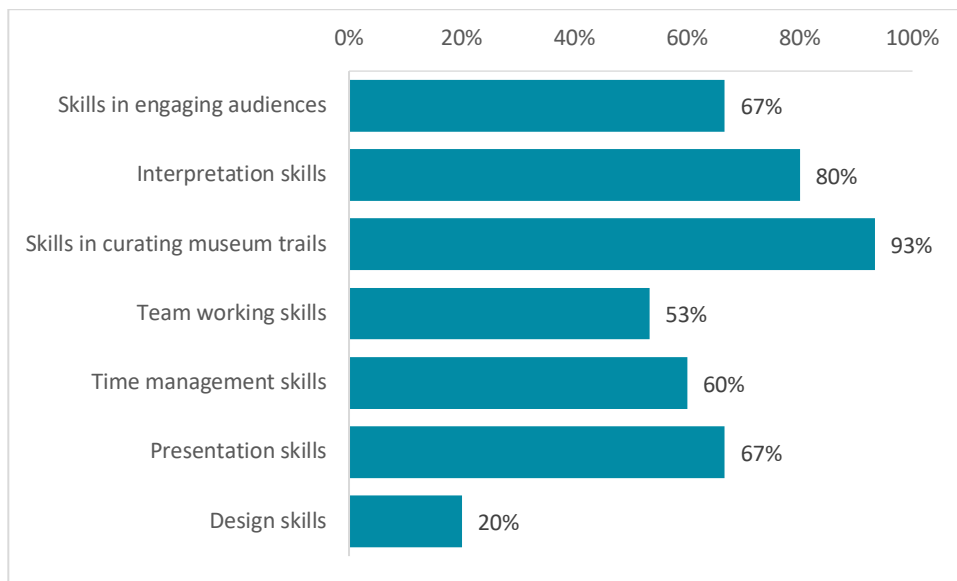
FIGURE 10: WHAT DID YOU THINK OF YOUR ACCOMMODATION? WAS IT: (AGGREGATION OF “YES DEFINITELY” AND “YES PROBABLY” RESPONSES)



OBJECT IN FOCUS TRAIL

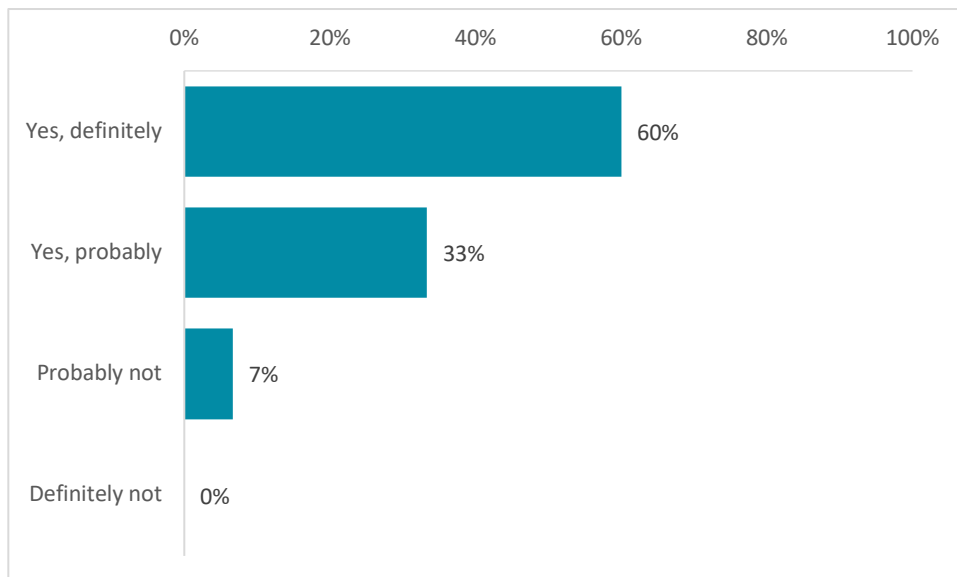
All fellows said the Object in Focus trail developed their skills, especially skills in curating museum trails and their interpretation skills. Teamworking skills were less prominent than in previous evaluations. Comments were that more time could be spent working in a group, including working together on interpretation to make the trail more unified and cohesive.

FIGURE 11: WHAT SKILLS DID YOU DEVELOP FROM THE OBJECT IN FOCUS TRAIL?

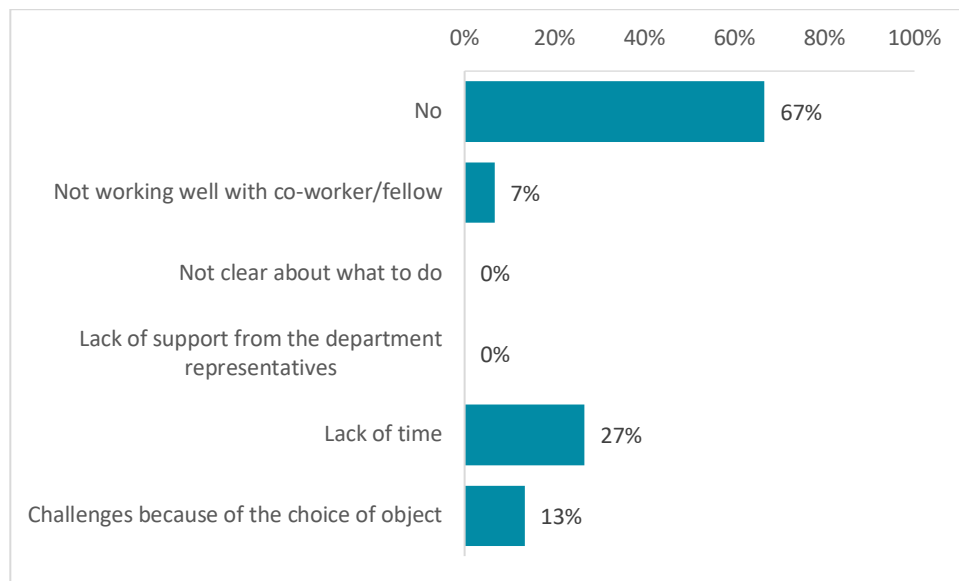


93% of fellows were happy with the quality of their Object in Focus trail. Comments were that fellows were happy with their choice of object, but would have liked more time to clarify their concept, hear about other fellows’ object, and polish the result, including producing a leaflet.

FIGURE 12: WERE YOU HAPPY WITH THE QUALITY OF YOUR OBJECT IN FOCUS TRAIL?



33% of fellows referenced challenges in the process, especially lack of time.

FIGURE 13: DID ANYTHING STOP YOU GIVING YOUR BEST IN THE OBJECT IN FOCUS TRAIL?

“I think we needed more time to work as a group. We could have printed our objects and discussed them in a workshop. Maybe the content of our objects could have been co-created by the whole team. Or we could have at least gathered together in order to brainstorm.”

“There wasn't enough time to discuss the details of the audience and because I wanted to choose an object from my own country that is on display, matching it with the big theme was a bit challenging and it limited my options.”

“We didn't have time to talk within the group about our choice, the sequence of the trail, and how to avoid any repetition.”

Fellows were asked what advice they would give other Fellows on designing their trails. I have aggregated answers to give these suggestions:

- Choose a topic of interest to a wider audience. Take time to discuss the target audience rather than being bound by your own preferences.
- Create a precise text as an introduction together.
- Create tag labels - sub-themes to work with.
- Then go and find your objects and explore the galleries and collections online.
- Choose objects carefully: choose an object you can relate to; If it is too small, too hidden in the back or in the upper part of a case, change your object.

“Something that the fellow feels connected to, views as engaging or interesting and can relay that in their trail would be great. Maybe choose objects that are visible or have complementary resources like pictures of all sides or video footage.”

“Take the time to research online and go to the galleries to choose the object. Think about the story you want to tell. It will help the choice.”

“Try and chose an object that is not from your region. It gives you the chance to learn about another culture.”

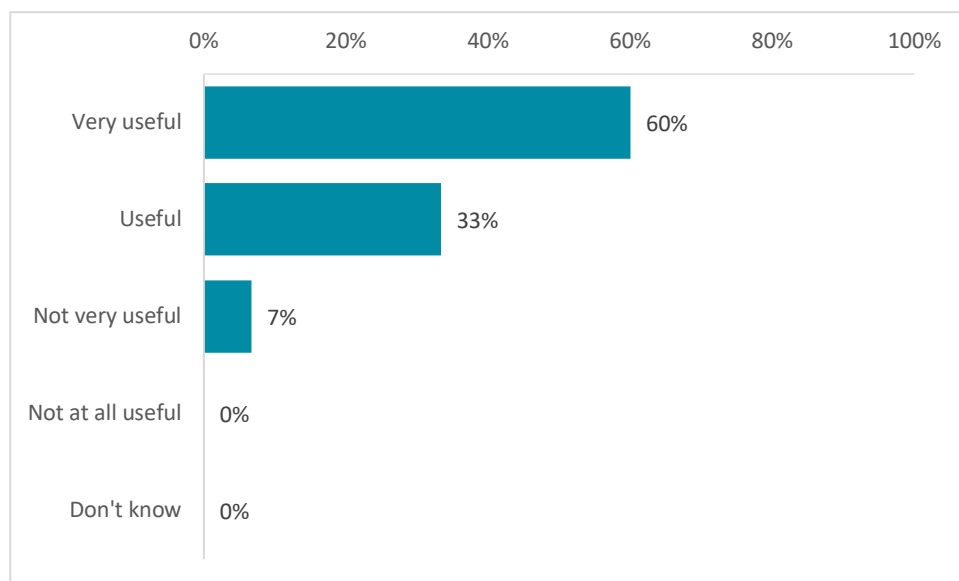
- Think about the object chronology carefully.
- Have flexibility so that different people can come up with personal stories.

“Add a personal edge so that way the audience can relate to you as well as the object.”

- Keep the narrative simple.

93% of fellows said the Senior Fellow role was useful. Comments referenced his wisdom, guidance, practical help, perspective as a former participant, friendly manner, and importance in connecting people.

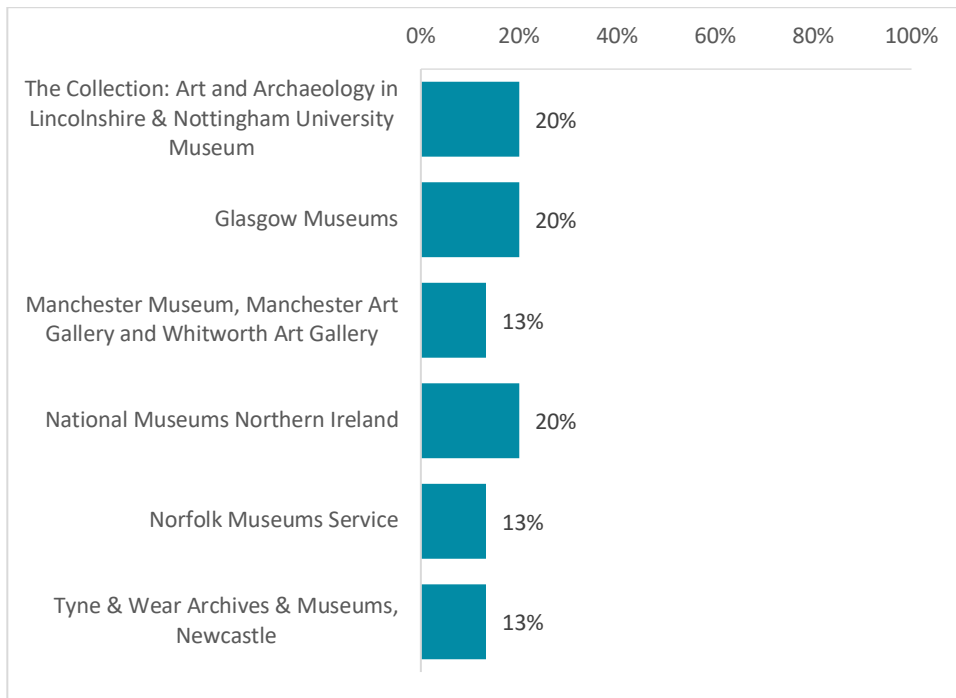
FIGURE 14: WHAT DO YOU THINK OF THE SENIOR FELLOW ROLE?



UK PARTNER MUSEUM PROGRAMME

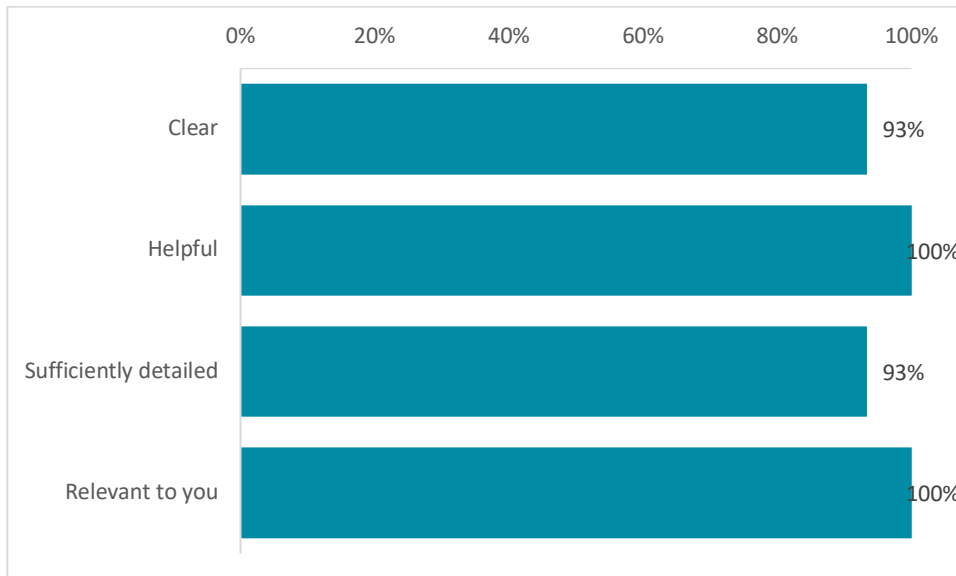
The partner museums are as in this chart.

FIGURE 15: WHICH UK PARTNER MUSEUM DID YOU GO TO?



The advance information was judged to be helpful, relevant and mainly sufficiently detailed and clear. A couple of fellows wanted more information on the plan for the visit.

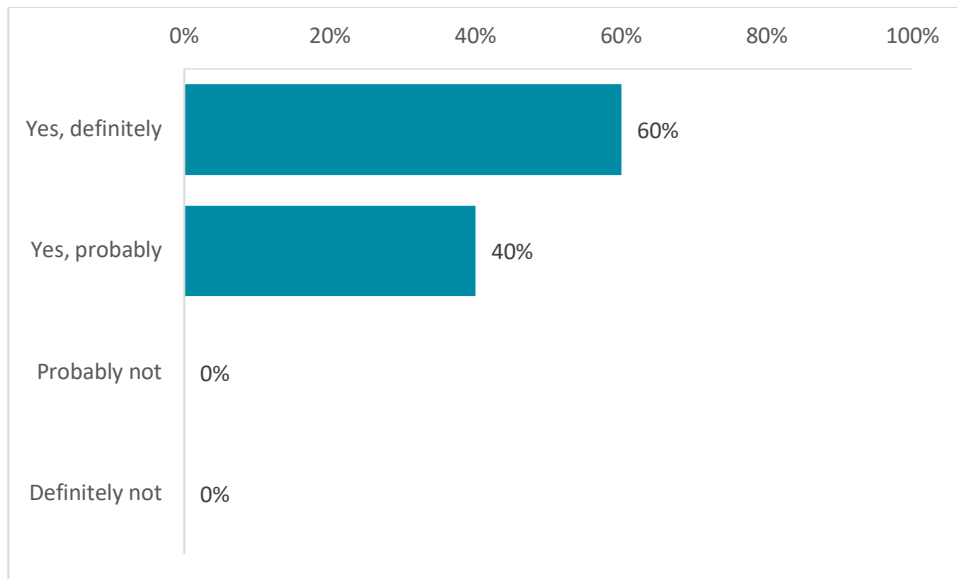
FIGURE 16: WHAT DID YOU THINK OF THE INFORMATION YOU WERE GIVEN ABOUT YOUR UK PARTNER MUSEUM PLACEMENT? (AGGREGATION OF “YES DEFINITELY” AND “YES PROBABLY” RESPONSES)



“I would have loved to have a designated time and/or meeting with the manager for her to give a more detailed explanation of what to expect in the placement.”

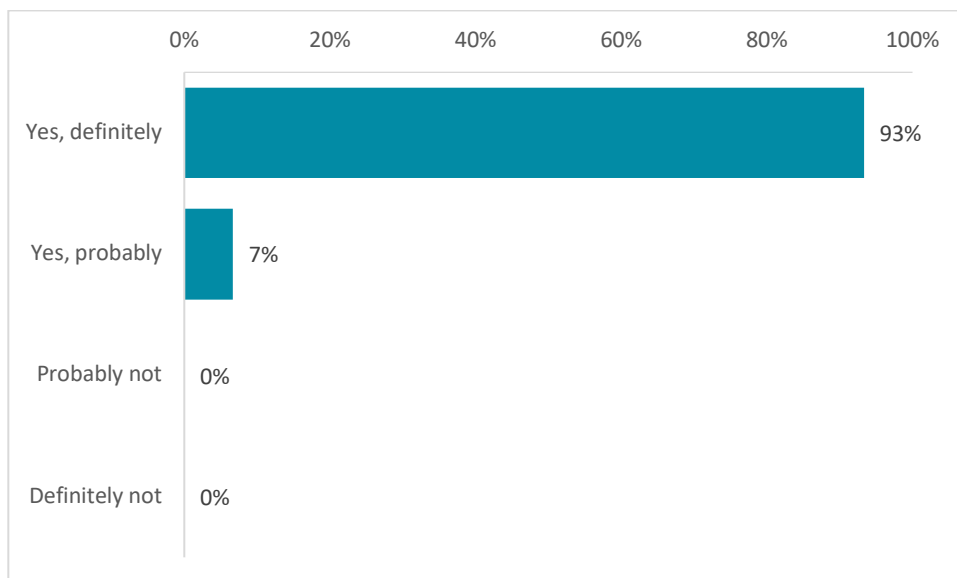
On the other hand, all fellows said they were given all the information they needed.

FIGURE 17: DID THE INTRODUCTORY INFORMATION TELL YOU EVERYTHING YOU NEEDED TO KNOW?



Fellows were very happy with the choice of their UK Partner Museum. Comments were that the museum was relevant, friendly, inspiring, practical and informative.

FIGURE 18: WERE YOU HAPPY WITH THE UK PARTNER MUSEUM WE ALLOCATED TO YOU?



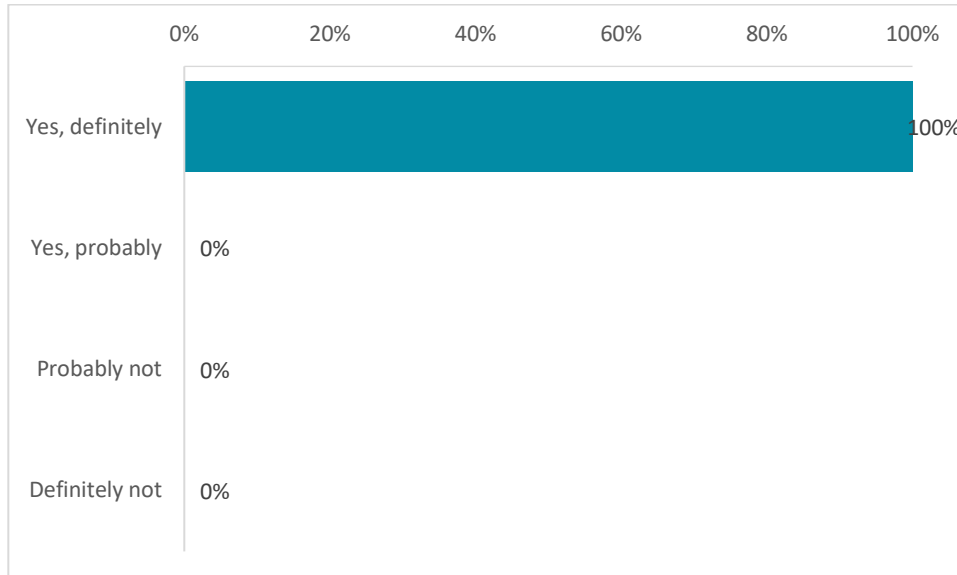
“It was particularly important to see the form of interpretation they have developed, always with a very relevant social connection.”

“I got a chance to do some hands-on activities like cleaning mould and packing artefacts for the freezer which were great experiences for me. I got a chance to learn alongside other trainees, which was great because I learned more by discussing with them too.”

“Very very happy, the sessions felt like they were tailored for me who had no experience in a museum before. I kind of wished it had been longer, though.”

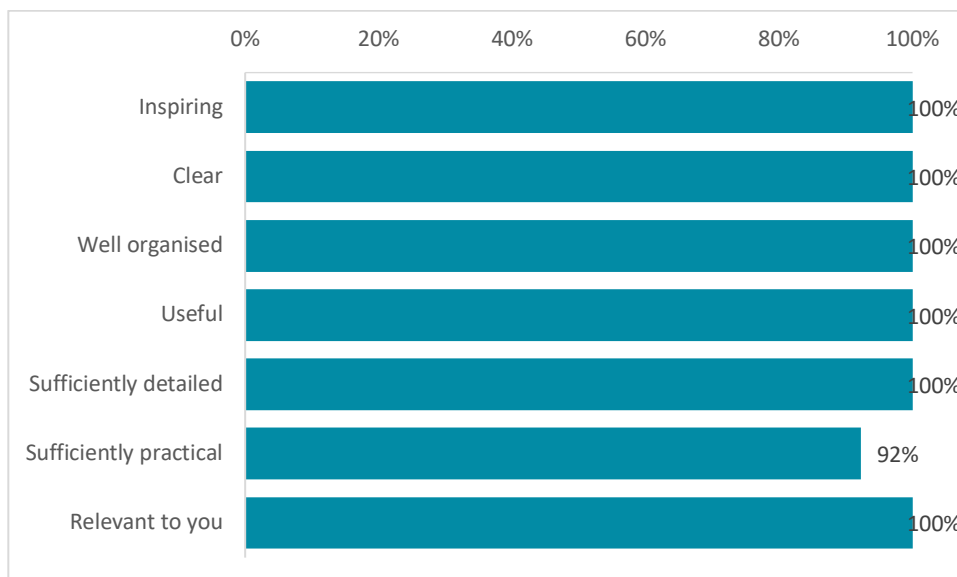
All fellows said it was definitely clear why this museum had been selected for them.

FIGURE 19: WAS IT CLEAR TO YOU WHY THIS MUSEUM HAD BEEN SELECTED FOR YOU?



Fellows judged the Partnership Programme to be inspiring, clear, well-organised, useful, sufficiently detailed, relevant and mainly sufficiently practical.

FIGURE 20: WHAT DID YOU THINK OF THE TRAINING PROGRAMME AT THE UK PARTNER MUSEUM? (AGGREGATION OF “YES DEFINITELY” AND “YES PROBABLY” RESPONSES)



“It was an experience which I can implement at my working place.”

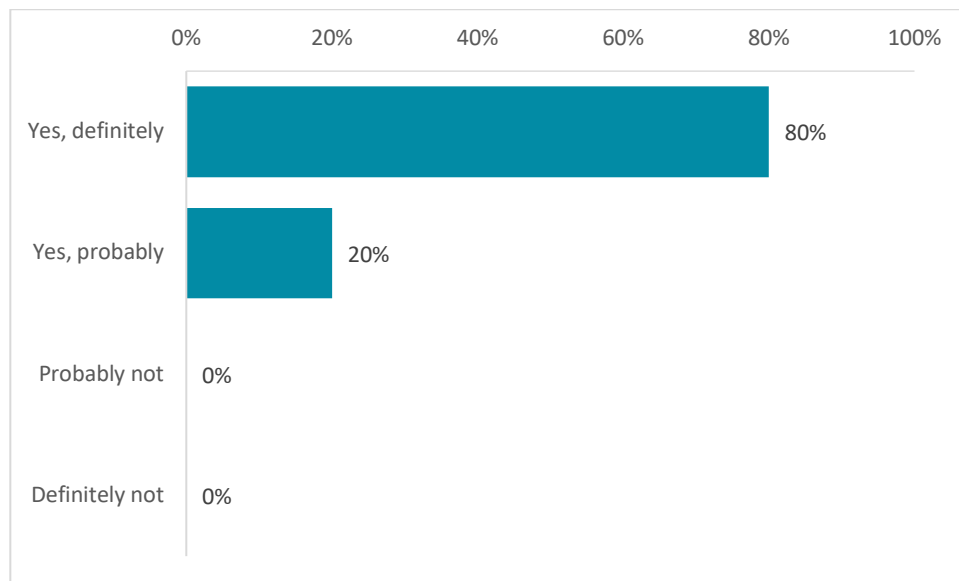
“It was tailored to our interests and were able to spend a good amount of time to get answers for all our questions.”

We asked if there is any way the UK Partner Museum should change its programme for next year. The only suggestion was to have more time.

“Giving time to actually visit the museums mentioned in the sessions, most of my time there the museums were closed by the time we finished the sessions.”

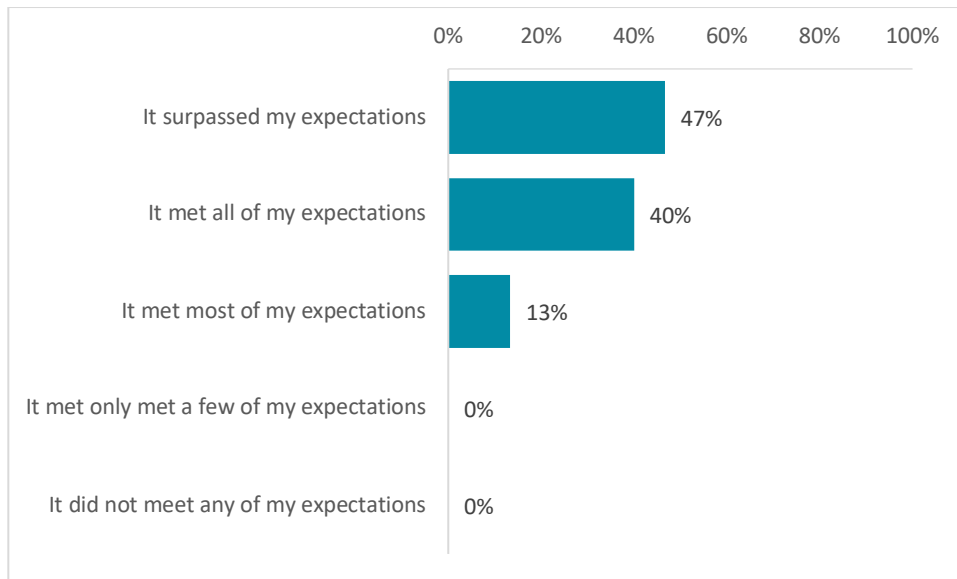
All Fellows said the Partner Museum used their time well.

FIGURE 21: DID THE PROGRAMME AT THE PARTNER MUSEUM USE YOUR TIME WELL?



87% of fellows said the Partnership Programme exceeded or met all of their expectations.

FIGURE 22: OVERALL, DID THE PROGRAMME AT THE PARTNER MUSEUM MEET YOUR EXPECTATIONS?



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

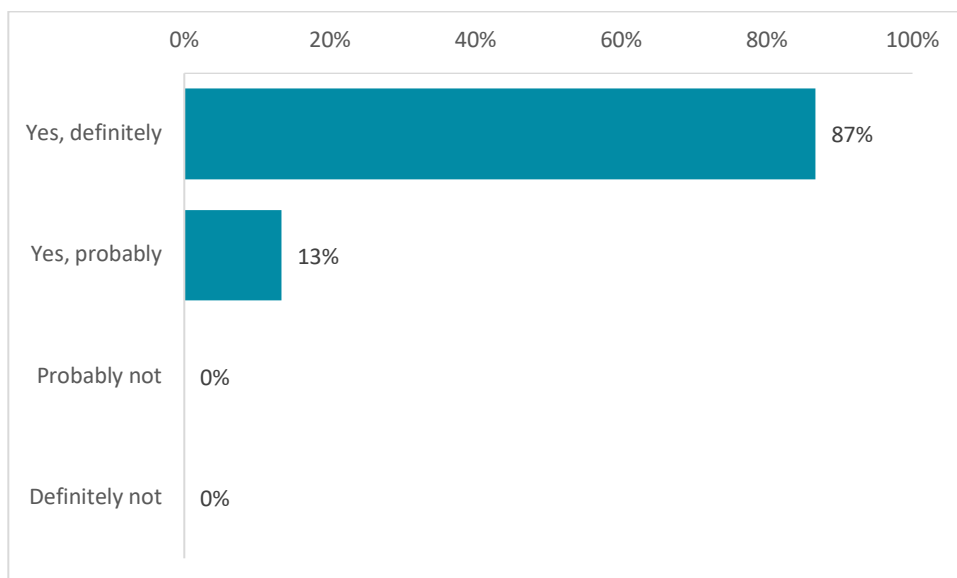
“We exchanged emails and have reached out since I got back.”

“I am hoping to continue collaborating with them.”

“We are developing a project together.”

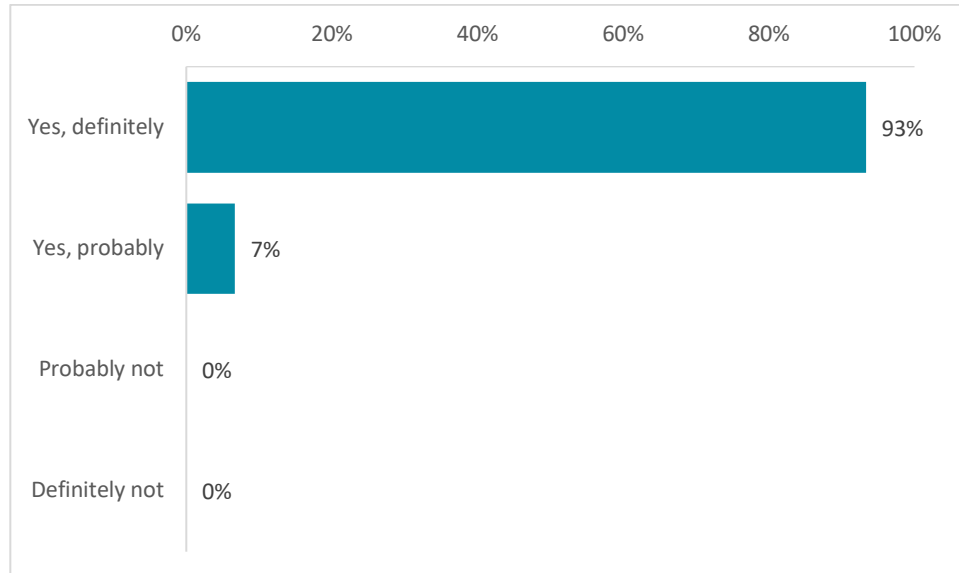
“They are good friends and we will surely stay in contact for my next visit.”

FIGURE 23: 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 24: DID YOU FEEL THAT THE PARTNER MUSEUM GENUINELY CARED ABOUT YOU AND YOUR WELLBEING?



“I received an amazing amount of care personally and professionally.”

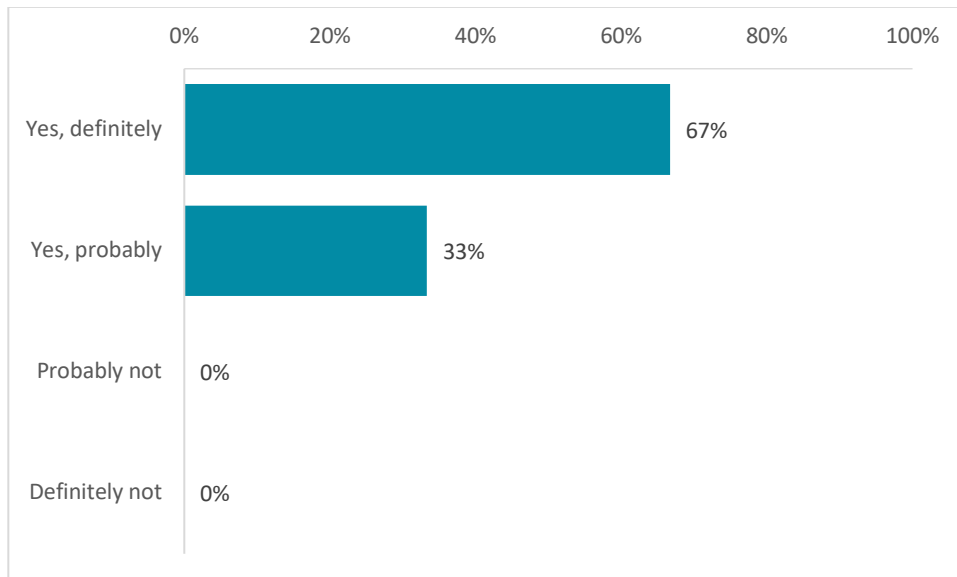
“Everyone we had contact with was very professional and, at the same time, close. We were free to talk and discuss and deepen on various topics. They were extremely responsive and kind about our demands.”

“For my prayer requirements, they went the extra mile of visiting an Islamic centre and finding out about the prayer times and requirements then sent me the prayer schedule and booked a space for me. She even reminded me of it when I lost track of time. Also, I informed her of my allergy to milk and in her welcoming pack she made sure that all the goods were milk free. To me it was a very warm welcome.”

OVERALL VIEWS

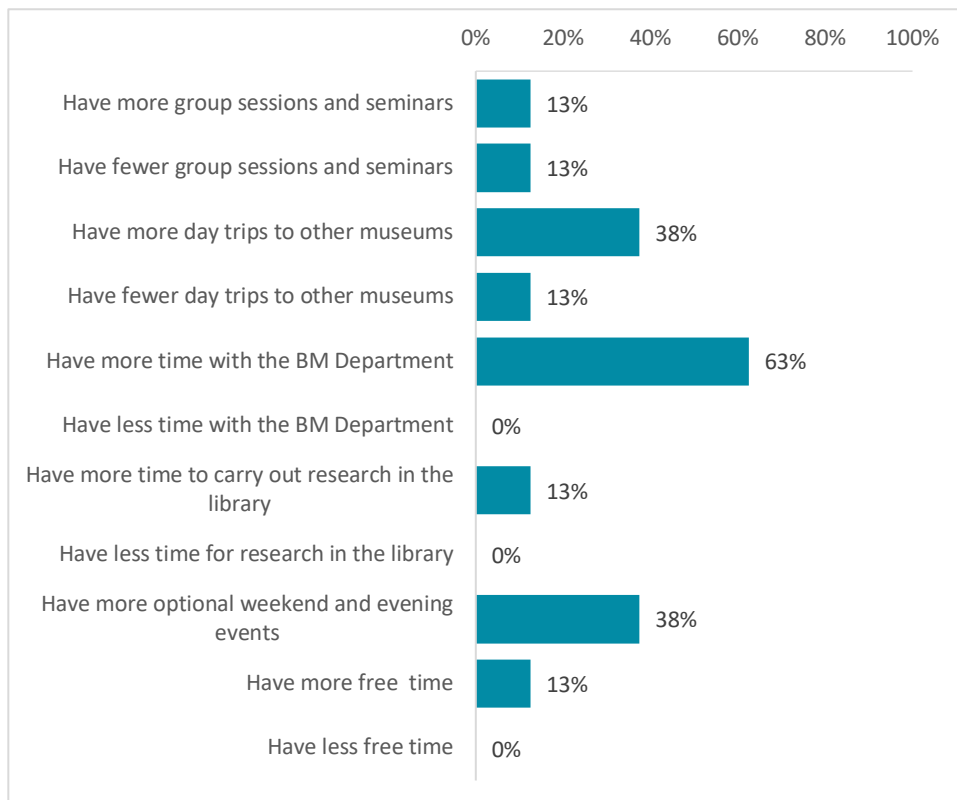
All fellows said the overall balance of the programme was right.

FIGURE 25: 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?



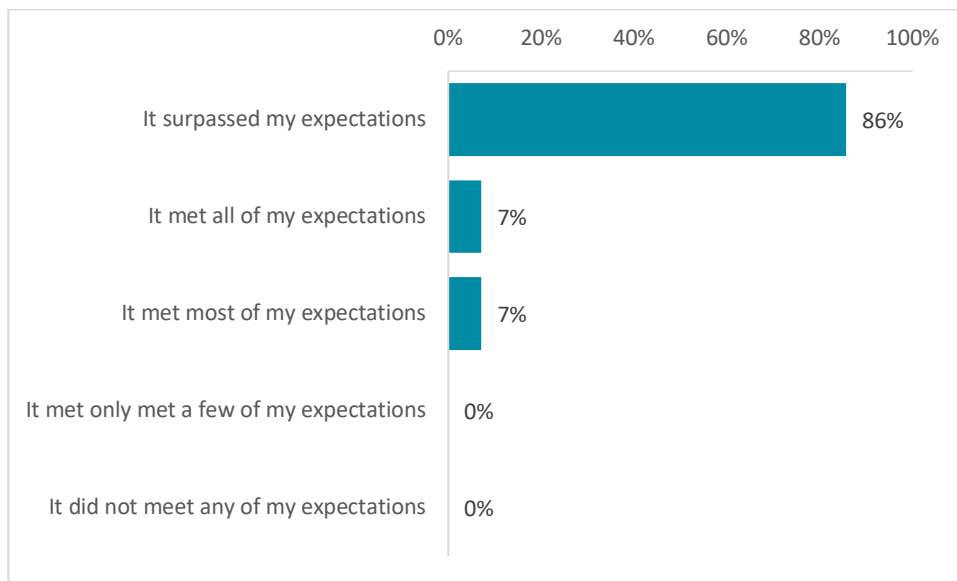
Eight fellows commented on possible changes in balance. The most popular changes were to have more time in the BM department and more optional weekend and evening events.

FIGURE 26: IF NOT, HOW WOULD YOU CHANGE THE BALANCE BETWEEN THE ELEMENTS?



93% fellows said overall the UK programme surpassed, or met all of, their expectations.

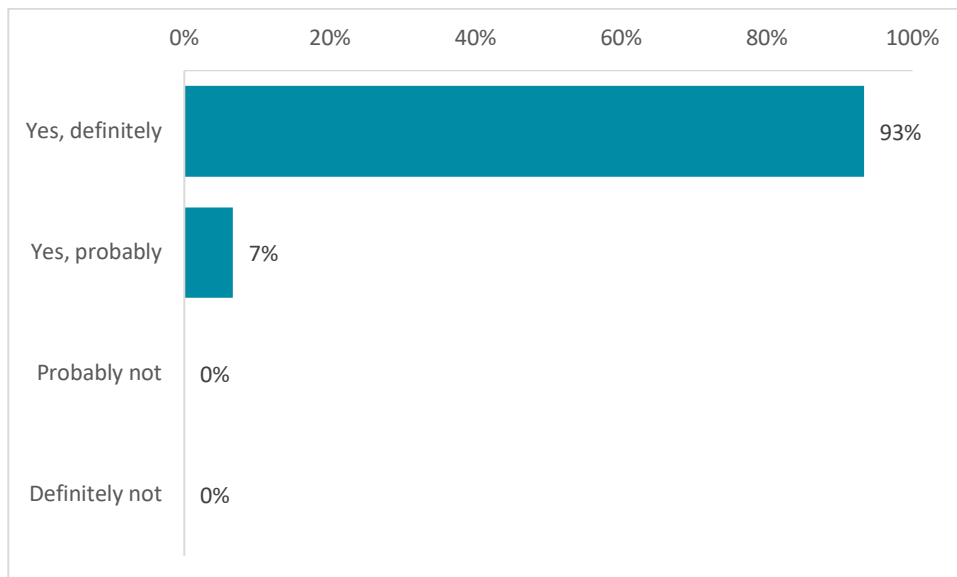
FIGURE 27: OVERALL DID THE UK PROGRAMME MEET YOUR EXPECTATIONS?



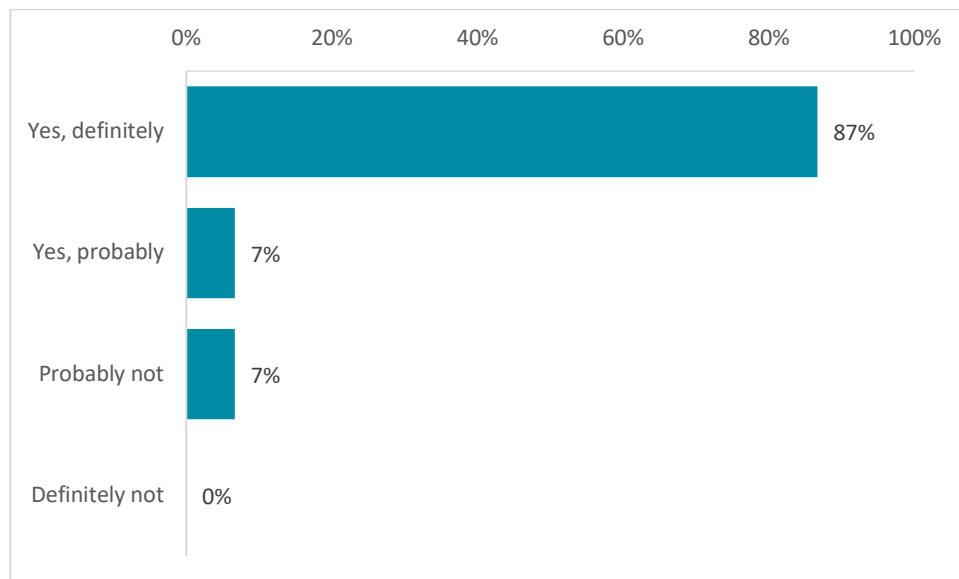
“It is an amazing experience to be a part of ITP. Memories for life.”

All fellows said they felt that the BM genuinely cared about them and their wellbeing.

FIGURE 28: DID YOU FEEL THAT THE BM GENUINELY CARED ABOUT YOU AND YOUR WELLBEING?



94% of fellows said they feel that they have a relationship with the BM.

FIGURE 29: DO YOU FEEL THAT YOU HAVE A RELATIONSHIP WITH THE BRITISH MUSEUM?

“Not only with the BM, but also fellows from other parts of the world.”

“I have a global network with fellow ITP colleagues and can ask questions from BM staff that held sessions with us because we shared emails.”

“We are part of the same team now. So, I am happy to continue my link with the different areas in the institution.”

“In addition to the exceptional ITP team, we had the opportunity to establish an internal relationship network that we will be able to interact with in the future.”

“I would say mine would probably be mainly with the ITP team and fellows. but if I were to work on a project and need to reach out to someone in the BM at least I might know who after the ITP.”

“ITP is very important for me. I need to connect with BM in all life. I need help from BM to organise training in my museum. I hope to be back many times to attend courses and conferences, to learn and learn.”

“I feel myself a citizen of the BM world!”

We asked about learning and changes in practice from the ITP. This is the answers (with further detail in the appendix).

- Connecting to audiences and communities.

“Freedom of expression and freedom of thinking. Different possibilities to curate a collection, public engagement, curation with care, care for the object and the visitor, and

visitors' involvement with the space. How to be empathetic, to know about a museum's responsibility. A new perspective that I have developed during the programme.”

“I think community engagement, education for different age groups and different abled groups' needs to ensure their time in a museum is good are aspects I would love to apply and work on. I have gained so much knowledge through the ITP in so many aspects, so I do hope to be able to apply them and stay in touch with the fellows, continue to learn more and contribute to whatever institute I end up working in.”

“I will change our learning and education programmes and think more about how to engage students, families and children, and people with disabilities.”

“I learned the importance of enhancing accessibility to different groups and introducing large scripts and Sensory maps.”

“I work at a conventional museum that houses classical art and archaeology objects. As a curator we are often tempted to display our knowledge rather than engage the audience. For the future exhibitions and galleries, I would try to keep the people (visitor) first (before the object) while writing (my exhibition proposal and) labels.”

“From the partner museum, I learned the importance of listening to the audience, everyone there was saying “a cup of tea and a slice of cake goes a long way”. I want to apply that concept with representatives of different community groups.”

- Collections.

“I have got knowledge about collection management and exhibitions and storage and documentation databases.”

“I took new skills about how to organise exhibitions, exhibition design, auditory research.”

- Producing Object in Focus trails.

“The Object in Focus is a take home. I hope to work with my curator to create more excitement for tourists by creating an Object in Focus trail. I am planning a train the trainer session with them.”

“The Object in Focus trail was very beneficial to me as now I can apply this concept in my home institutions. We usually have very simple trails for children and rarely any trails for adults. I also came to know that trails and activities should be tailored to different children's ages.”

- Collaborating.

“I definitely learn to work in a group with a variety of backgrounds. I met people that I will be in constant contact with and I am sure we will find a way to collaborate with each other.”

- Disseminating.

“There are some skills that I will share in my institution back home so they can feel inspired to pursue more training programs, but also I can apply some engagement, sustainability, and other learning in my projects. I have plenty of ideas that I want to start developing with my colleagues.”

“In the next couple of weeks, I will give a presentation to my museum department to let them know about my experience. I will try to prepare a mini workshop of some of the main session to replicate my experience.”

“I will transfer all my experience and all I have learned to my colleagues.”

- Career planning

“ITP helped me re-evaluate my career plans, and I have new goals to achieve. One of them is working in a specific museum in my city and putting into practice all the knowledge from ITP.”

“I will change a lot of things, not just in my work, but in my life.”

All fellows said it was definitely useful to have curators from other countries on the ITP.

FIGURE 30: WAS IT USEFUL FOR YOU TO HAVE CURATORS FROM OTHER COUNTRIES ON THE BM ITP PROGRAMME?



“I think that’s one of the biggest points of the ITP program. I made new friends from all over the world. We had a great time together as a group and made close links because of similar job activities, hobbies, or just more personal talks. The only issue now is to try to arrange and save for travels... We want to know each other’s museums and cities!”

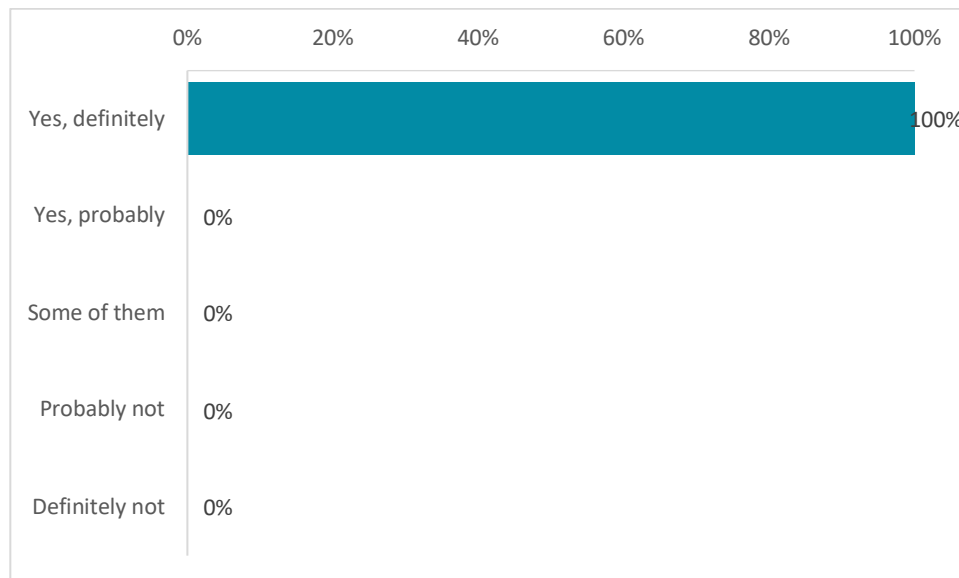
“Not only did I learn so much about other countries in general, I am now also interested in visiting those countries and actually seeing for myself of the collections that they have. I have learnt so much from these people, from their background expertise to their culture and how it affected them in their daily lives. I feel like my horizons have been expanded so much just by spending time with them.”

“I have a global perspective of what is done and how things are carried out. I learned about different programmes at different institutes. They come with different experiences as well so to learn from them about their backgrounds and work has been very enlightening for me.”

“The most important part of ITP was meeting people from other countries. One is aware of the reach and work of bigger museums like the British Museum. But when I met the fellows from museums (big and small) who are doing such amazing work in their sector. Their passion, devotion and understanding was infectious and inspiring. They are my biggest learning.”

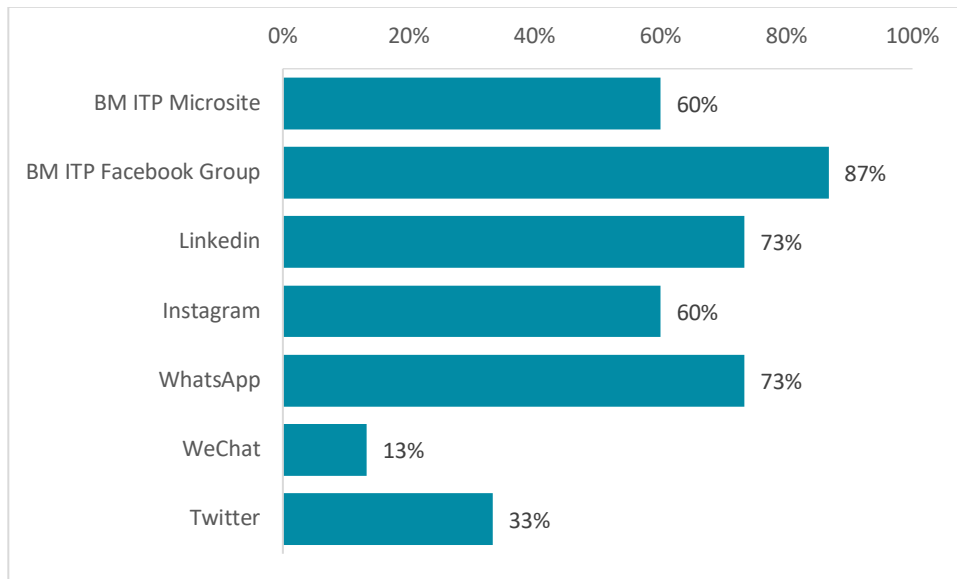
All fellows plan to keep in contact with other participants. Comments suggested that fellows have already made plans to keep in contact, collaborate or visit each other.

FIGURE 31: DO YOU PLAN TO KEEP IN CONTACT WITH OTHER PARTICIPANTS?



Fellows particularly use WhatsApp and Facebook.

FIGURE 32: 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

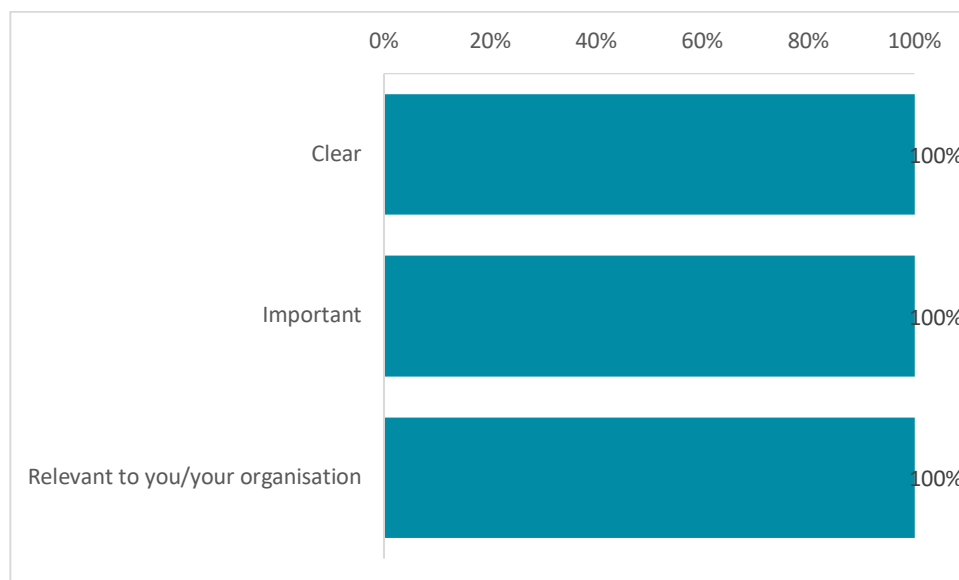
We received seven responses from:

- Tyne & Wear Archives & Museums
- Glasgow Museums
- The Collection Museum and Usher Gallery, Lincoln
- Norfolk Museums
- National Museums NI
- Manchester Art Gallery
- Manchester Museum.

ORGANISATION

All partners said ITP objectives were clear, important and relevant to them/their organisation. One respondent commented that the understanding of the programme varies across their organisation. Comments emphasise the strong congruence in values with the ITP.

FIGURE 33: WHAT DO YOU THINK ABOUT THE OBJECTIVES OF ITP?



“The programme is key to our aims to foster lasting relations with international colleagues. The placement offers us a great opportunity to review our practices and learn from the free exchange of knowledge and skills with our fellows.”

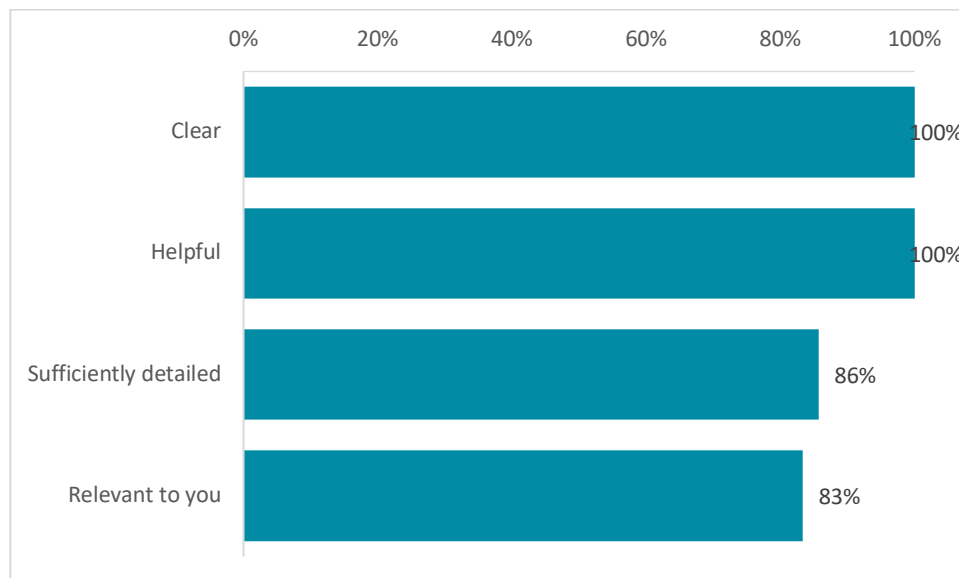
“I think we participate more because it is thought to be good and useful for us to maintain good relations with the BM as much as internationally. We do also have a training remit which is a good fit with ITP.”

“Possibly a bit tight on relevance, but organisations are going through such a period of change. Relevance is something that undergoes scrutiny and change.”

“The ITP remains very much central to our ethos of international collaboration and skills-sharing.”

All partners said the paperwork sent by the ITP before their participant arrived was clear and helpful. One museum commented that they didn't realise that one fellow was joining part the way through the programme, another two referenced issues around understanding fellows’ expectations.

FIGURE 34: WHAT DID YOU THINK OF THE PAPERWORK SENT BY ITP BEFORE YOUR PARTICIPANT ARRIVED?

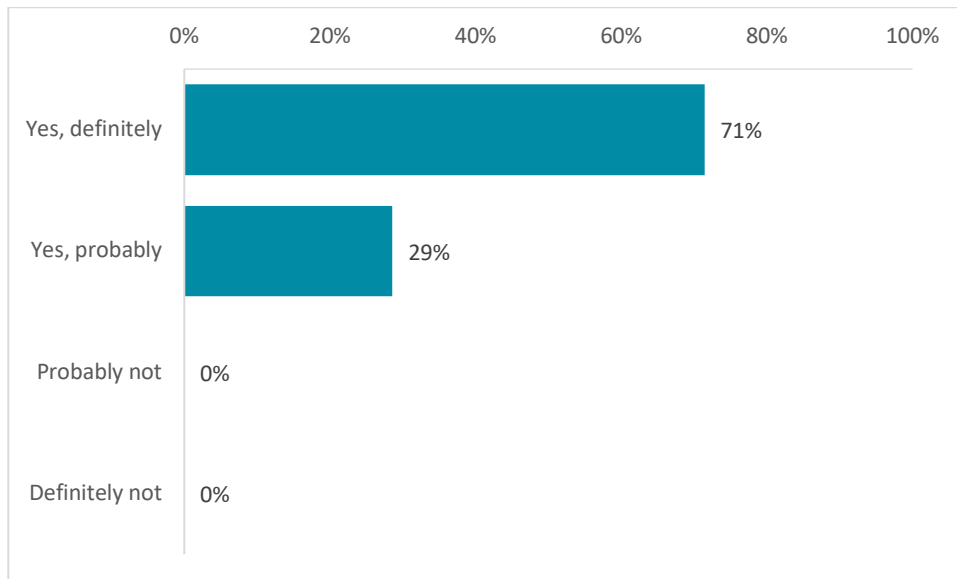


“As always, I felt we had a clear idea of who our fellows were in advance of the visit.”

“Fellows don't always indicate specific interests/objectives from their visit, but we realise this can't always be controlled by the BM.”

“Relevance is difficult to pin down. We don't hold collections that were relevant to this year's fellows. Though one of them remarked that this fact made their visit even more interesting”

All partners were happy with the choice of Fellows. Comments emphasised the positive experience of hosting the fellows.

FIGURE 35: WERE YOU HAPPY WITH THE CHOICE OF FELLOWS?

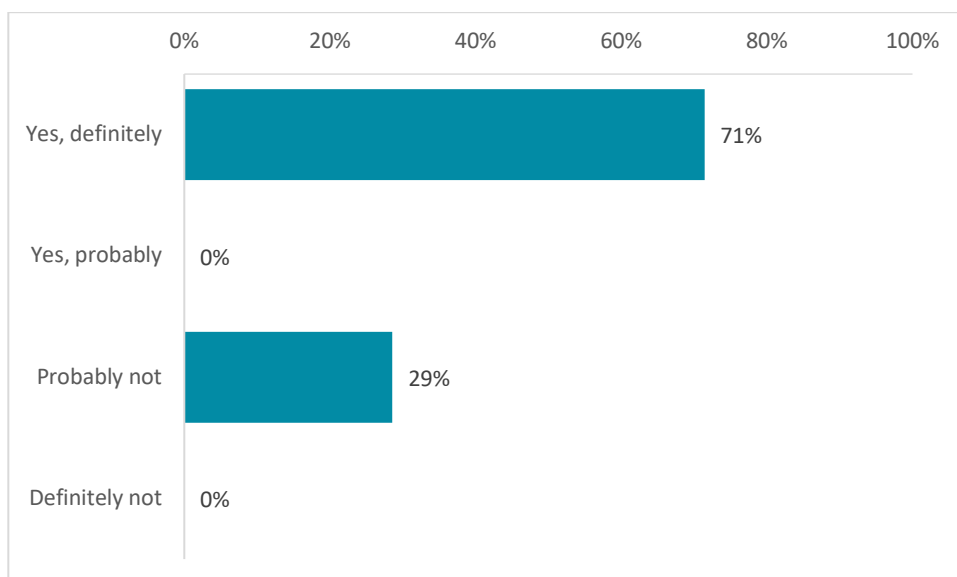
“A wonderful group who got on well throughout the placement and worked together to reach their objectives.”

“They were all interested in getting the most out of their partner placement.”

“They were a perfect fit for us which offered an opportunity for benefit to our trainees beyond what is usually the case when the ITP do their national partner placement.”

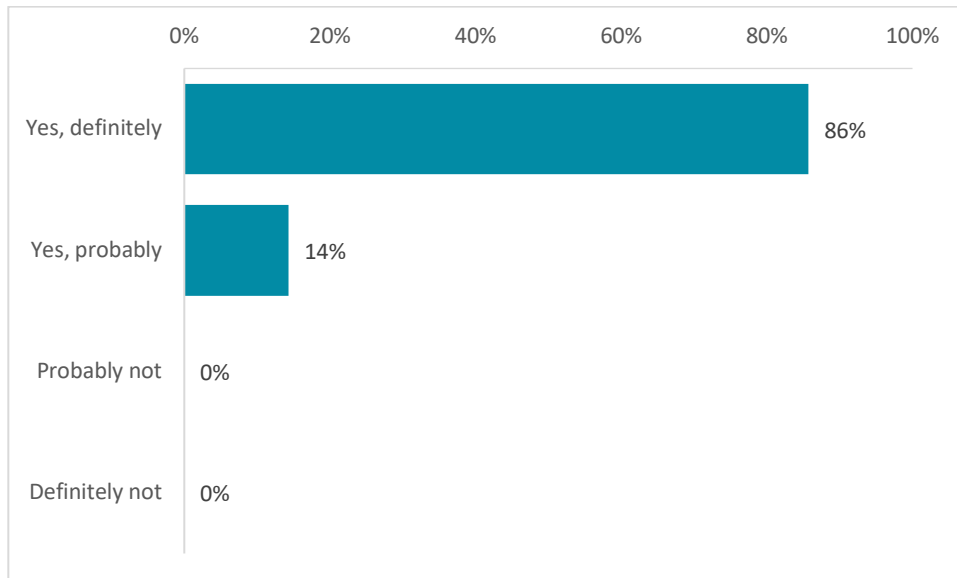
“Both were interesting and really easy to host. Though one always looks at the other fellows and thinks that they would also be wonderful to spend more time with.”

Five of the seven partners said it was clear why the fellow had been selected for them.

FIGURE 36: WAS IT CLEAR TO YOU WHY THESE FELLOWS HAD BEEN SELECTED FOR YOU?

All partners said the BM support was sufficient.

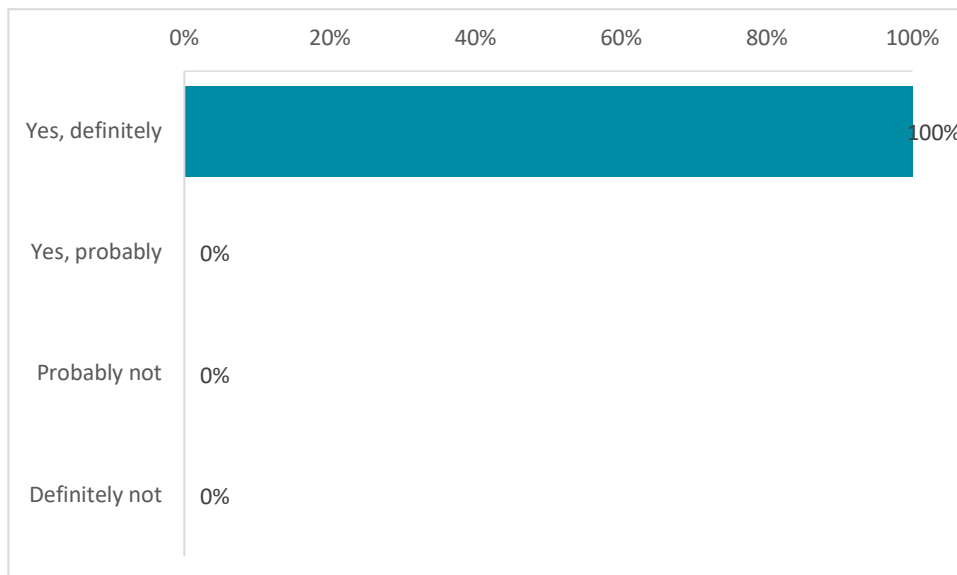
FIGURE 37: DID YOU THINK THAT THE SUPPORT THE BM GAVE YOUR ORGANISATION TO PREPARE THE PARTNER PROGRAMME WAS SUFFICIENT?



“The group meetings online were a good inclusion this year. It was helpful to see a face and hear a soundbite or two. I think it made people feel more at ease and connected.”

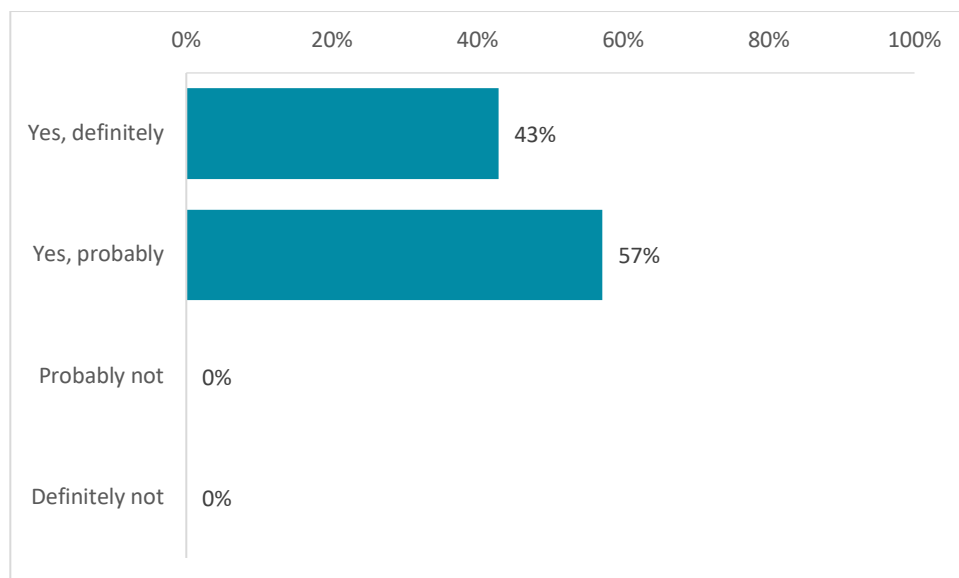
The five respondents who replied all said the fellows’ presentation day was useful.

FIGURE 38: WAS THE FELLOWS' PRESENTATION DAY USEFUL?



All respondents said the online communication with the fellows was useful. The value seems to have varied from putting a face to a name, to discussing and refining plans for the visit.

FIGURE 39: WAS YOUR ONLINE COMMUNICATION WITH THE FELLOW USEFUL IN PREPARING THE PROGRAMME FOR THEM?



“Having not always been able to travel to the BM myself, I have found the online element extremely useful and would like to see this continue.”

“To be honest, probably not beyond putting a face to the name but that's useful in itself. I can't remember whether both fellows were able to come to the online meeting but we did exchange independently before the programme started.”

“The inclusion of the online group get together was useful as a means to connect to the fellows. The fellows this year who were placed with us were also responsive in terms of ongoing email communications - following the group Zoom - before they arrived.”

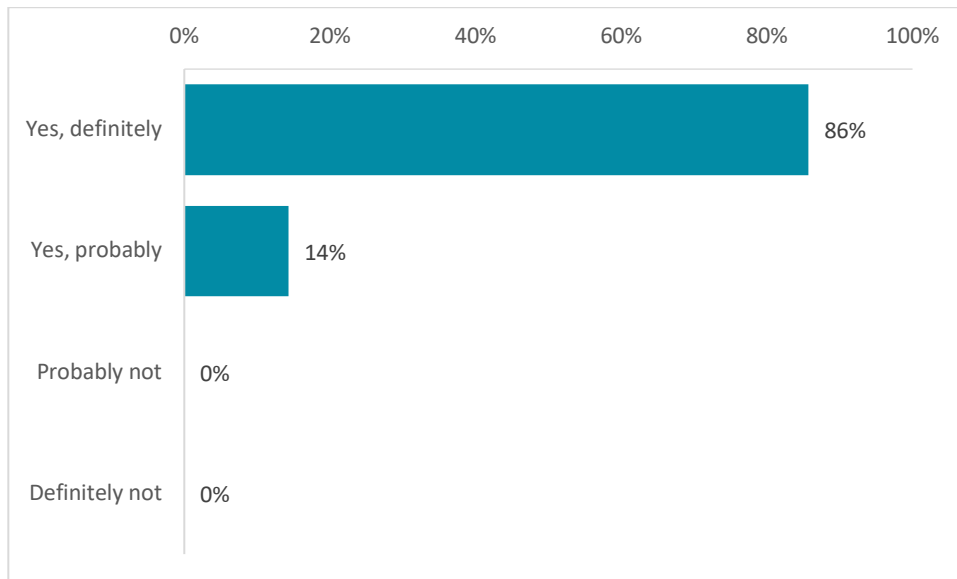
ENGAGEMENT

All partners said the fellows engaged fully with the programme.

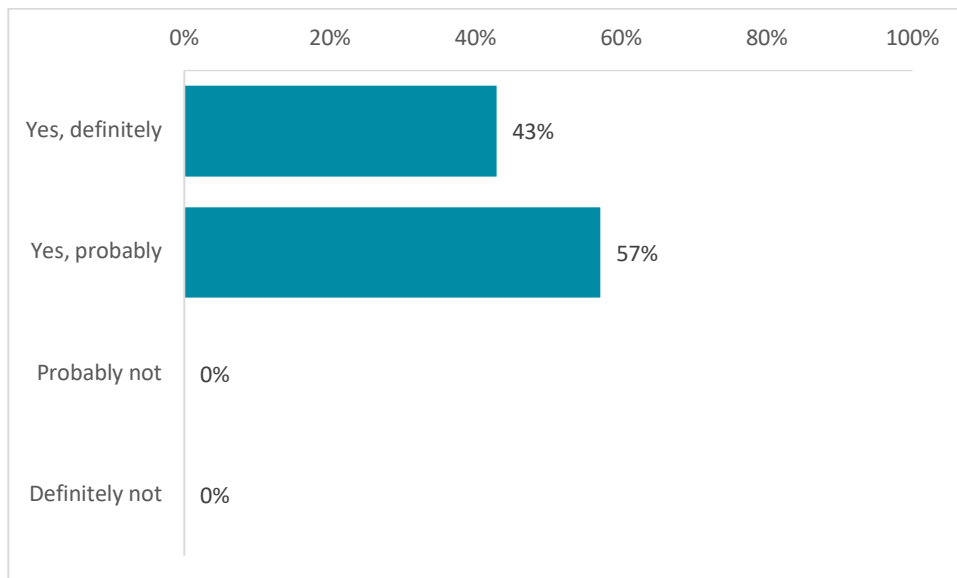
“We were introducing a very different programme this year and finding our own feet throughout. The fellows were enthusiastic and driven participants in the new programme and successfully developed an interesting and engaging idea for a travelling community display case while working to tight deadlines. The success of the programme needed their full engagement and they certainly delivered.”

“Participants had lots of questions in every area of the programme this year, and they were happy to attend all sessions.”

“The fellows fully engaged and participated in the programme. It was a collaborative knowledge exchange, with learning and discussion from all involved.”

FIGURE 40: DID FELLOWS ENGAGE FULLY WITH THE PROGRAMME?

All respondents said the fellows were able to absorb all the information given. There is one interesting comment that fellows seemed less tired than usual, presumably because the BM programme was shorter.

FIGURE 41: DID YOU FEEL FELLOWS WERE ABLE TO ABSORB ALL THE INFORMATION GIVEN?

“We don't think they were as tired as usual, given the whole programme at the BM is shorter this year!”

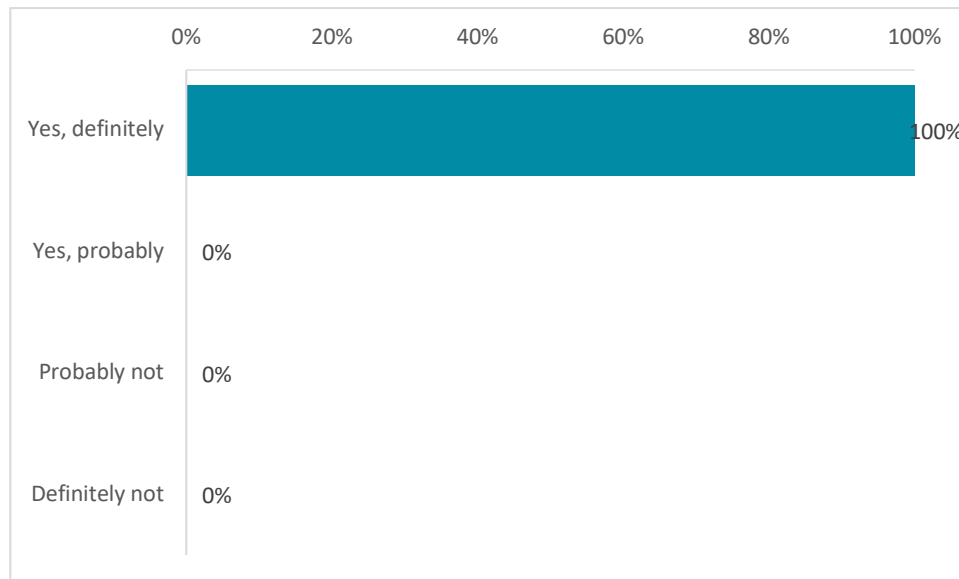
“There was a lot in such a busy week, but the training we did certainly seemed to make an impression.”

“The fellows were attentive and reflective. One of the tours they participated in was very dense in information and given the choice, wouldn't be repeated, but even from this the fellows gleaned key facts and context.”

“Some linguistic barriers, but fine overall.”

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

FIGURE 42: WAS THERE A GOOD WORKING RELATIONSHIP BETWEEN FELLOWS AND STAFF?



“On this occasion we worked with key staff members and focused much of the placement on a key piece of work. The team developed a professional and friendly working relationship with this team which we hope we can take forward.”

“They were very pleased to speak with a wide range of staff and colleagues in other services, and we've been able to connect people with emails and further points of contact.”

“The relationship between the fellows and the range of staff they met was positive and, at times, also special. The programme was collaborative and was a peer-to-peer sharing experience.”

OVERALL VIEWS

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

- The skills and engagement of the fellows.

“They were a confident and engaged group, who were willing to share their thoughts, questions and ideas throughout the process. All three members got on well, spending time

in each other's company both in and out of work. Their friendly and easy-going nature made the whole visit a joy."

"The choice of fellows was a great match this year."

"Hosting two fellows who were right at the start of their careers was a perfect fit for our trainees which enabled me to put together a week of activities for six rather than just two. It really couldn't have worked out better and being able to include our trainees made it more efficient for me. I organised something like 13 separate training events so to do this for six rather than two was ideal and of benefit for all participants."

- Inclusion of online elements.

"Opportunity to meet them virtually before their visit, which helped prepare the programme."

"As ever, I don't understand how it's all put together in such challenging circumstances but the programme team do a great job. Other programme-wide strengths were the ability to have in-person elements, the selection of fellows and also the commitment of fellows to the programme - online and in person."

- The quality of experience the hosts were able to offer.

"Just wonderful to be fully engaged again. Plus, I think from our (the host's) end, we were better prepared and offered a better programme."

"The fellows who came to us were particularly grateful to see the Museum in Transition - compared with the spring session, when fellows expressed disappointment about not witnessing sessions/galleries in action."

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

- Length of the placement.

"As with both placements this year, the curtailed placement meant we could not quite give the full experience."

"The reduction in length of programme made it harder to give them as much of an insight into our organisation as we would have liked, but it was still worthwhile."

"Time! It was challenging to fit the programme into five days - not undoable but I appreciate this is a COVID legacy we are dealing with. Staff and the fellows alike would have liked and also benefitted from being able to spend longer together and/ or have follow up meetings in situ."

- Time input from staff.

“Perhaps having fellows for the second time in six months stretched the availability of some staff, but I was pleased to involve colleagues across the partnership to cover this.”

“I think it's a lot of work for just two fellows, or would have been if I hadn't been able to maximise the work put in.”

- None.

We asked if the new structure of ITP this year changed the value of the programme to the hosts. Answers were:

- Having an online element adds value.

“We found that the fellows had still derived a huge amount from the digital and in-person element of the BM visit and also from the partner placement.”

- Having two programmes in a year naturally increases the time input.

“I think putting two programmes together is a tall order. The timings were really tricky, particularly the spring ITP. A week is OK, takes the pressure off from organising weekend activities but I never mind when it spans a weekend. I think generally having two a year feels like quite a big ask - I almost expect colleagues to think they've already done it for this year but I rarely get any push back so wouldn't want to make too much of that.”

- The value justifies the time input.

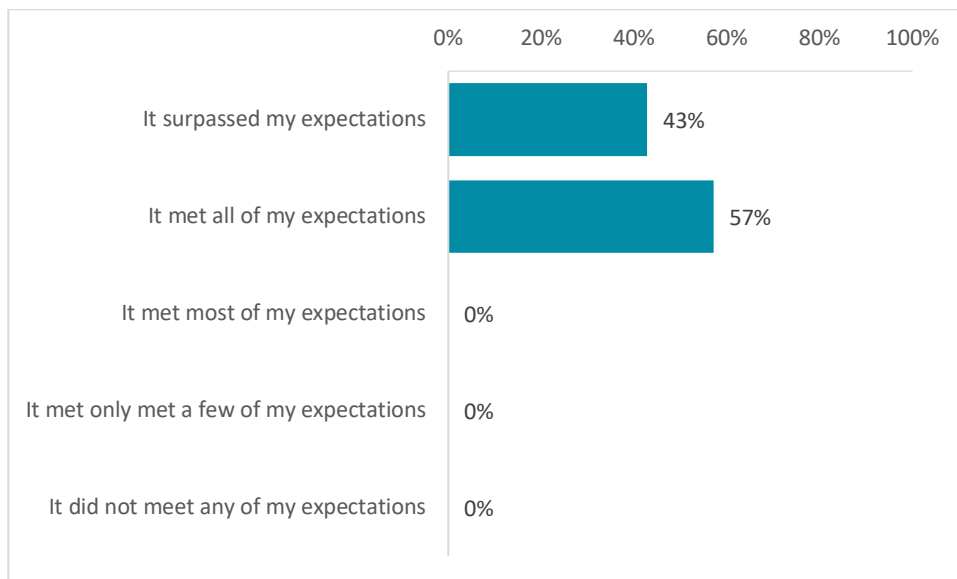
“As the years continue with the ITP, so too does the increased sense of value. The structure this year reaffirmed the value of the programme - that it can be done in whatever fashion, but with a layering of mediums that it is a much richer and likely more accessible programme for the fellows and partners alike.”

“The new structure seemed to support continuity.”

“I got a lot out of both sets of visits, although I suspect the time commitment wouldn't suit other colleagues. Other than this, the structure seemed as effective as always - no mean feat given all the train strikes!”

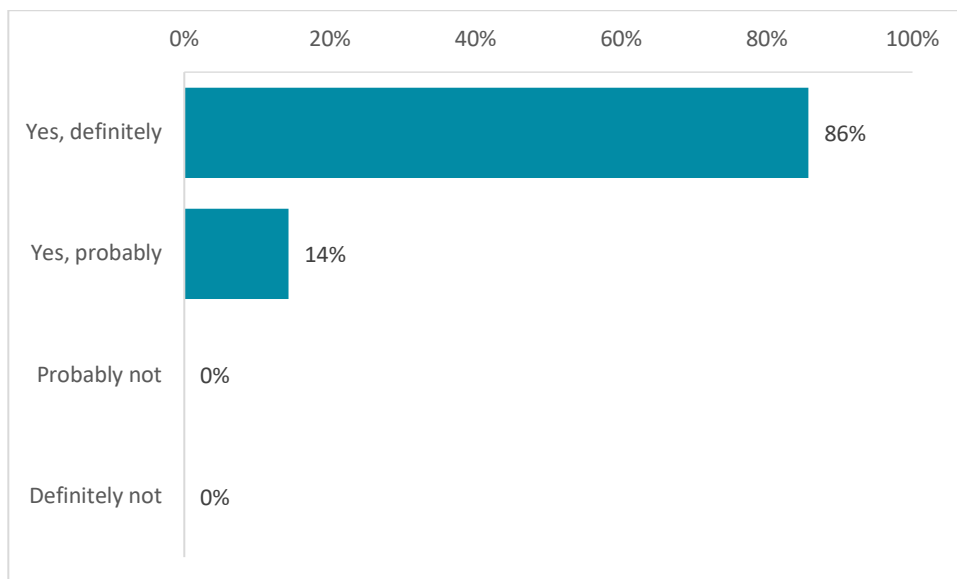
All hosts said the programme surpassed or met all of their expectations. The percentage that said the programme surpassed their expectations is particularly positive given that this is a long-established programme. It speaks to the sense of continual renewal.

FIGURE 43: DID THE ITP PROGRAMME MEET YOUR EXPECTATIONS?



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

FIGURE 44: 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. Comments reference the value of learning from colleagues from abroad, the chance for reflection, the pride from being part of the programme, the pleasure in communicating leading projects, the sense of an international community and the practical benefits of networking and collaboration.

- International learning.

“The ITP is a great opportunity to welcome new ideas and exchange knowledge and expertise with professionals from all over the world. We always gain so much from our

fellows, not only through their expertise and insight into certain collections, but through their approach to the work and insight into their working practices.”

“It is always an enriching experience, met with enthusiasm from staff members from across the service who embrace the opportunity to share the work we they do, particularly on this occasion, the community and engagement work in which they are justifiably proud.

“We are proud to be affiliated with the programme and we realise how fortunate we are to be given the opportunity to work and learn from such a diverse group of colleagues. It also gives us an invaluable opportunity to reflect on and evaluate some aspects of own work and benefit from the observations of external museum staff.”

“The ITP provides an opportunity to be part of the global network the BM has created, which enables us to engage with and learn from different people, organisations, and cultures, about the sector we work in. Museums across the world face similar challenges and opportunities, and we are always interested, surprised, humbled to hear these stories. It gives our organisation, and the museum team, a wider perspective so we are not only focusing on a small part of the country, but absorbing knowledge and ideas from a worldwide source. On a personal level it offers new contacts and professional relationships, a wonderful opportunity to be reminded what museums mean to all those who love them and work in them.”

“ITP is part of our training remit and an important strand of our relationship with the BM. An opportunity potentially to share our professional practice more widely as exemplified by presentation given to colleagues from ITP alumni and possible future participation in international training events such as that in Mumbai.”

“The ITP is significant to me personally in terms of connecting with the wider arts/ cultural heritage sector in the UK and internationally. It's a means by which to share skills; knowledge and experience; undertake CPD and look critically and/ or curiously at 'for what purpose?' around collections; spaces; work. For the organisation, the ITP is an opportunity to participate in a global network: to share, connect and learn. The ITP aids us in answering and asking questions.”

“It's a wonderful partnership, full of shared experiences and enactments of cultural diplomacy.”

“This year, as everyone is really very busy preparing for reopening, it was an especially welcome chance to stop and reflect on our journey with some very nice colleagues!”

We asked if respondents had been in contact with any of the ITP alumni (2006 – 2022) outside of the Programme. Six of the seven mentioned some level of collaboration:

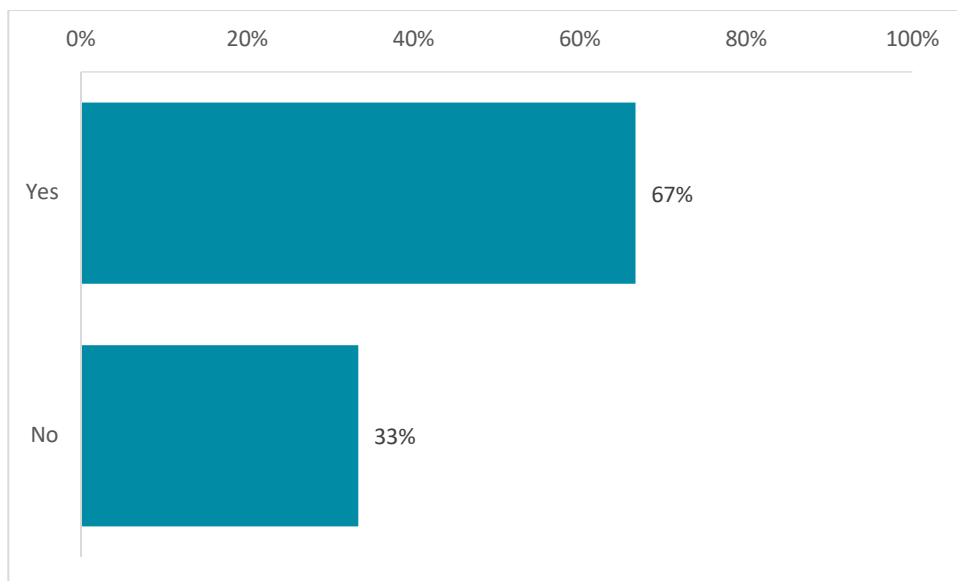
- Developing a travelling exhibition.
- Being involved in a learning project with Armenia.

- Presenting learning– and making introductions - to wider colleagues in their organisation.
- Communication around particular collections (Egyptian, Sudanese).
- General comments about ongoing communication and planned trips or collaborations.

ANALYSIS OF FEEDBACK FROM FACILITATORS AND SPEAKERS RESPONSES

We have seven replies from the 22 speakers. Four were running the session for the first time.

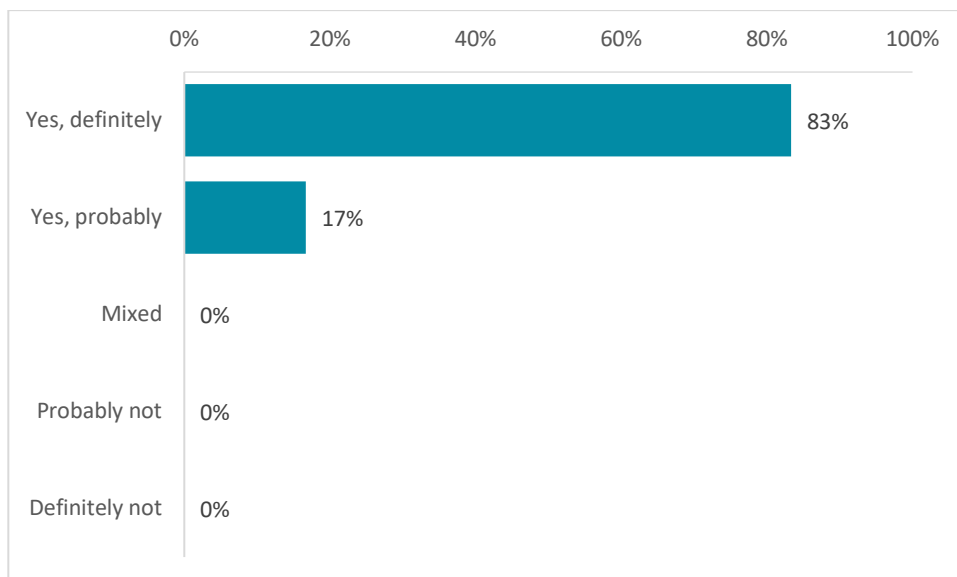
FIGURE 45: IS THIS THE FIRST TIME YOU HAVE RUN THIS SESSION FOR ITP PARTICIPANTS?



ORGANISATION

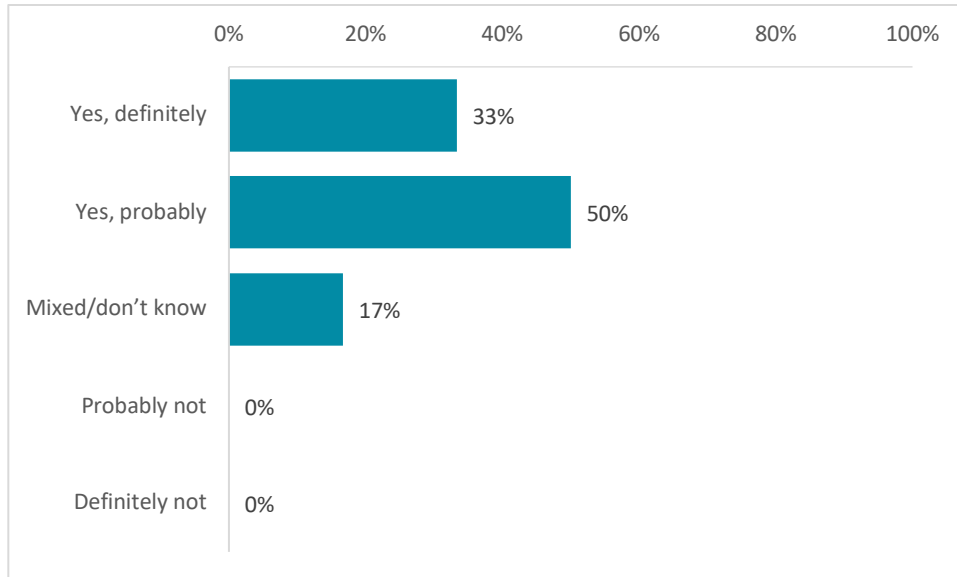
All speakers/facilitators said they knew what was expected of them and their session.

FIGURE 46: DID YOU KNOW WHAT WAS EXPECTED OF YOU AND YOUR SESSION?



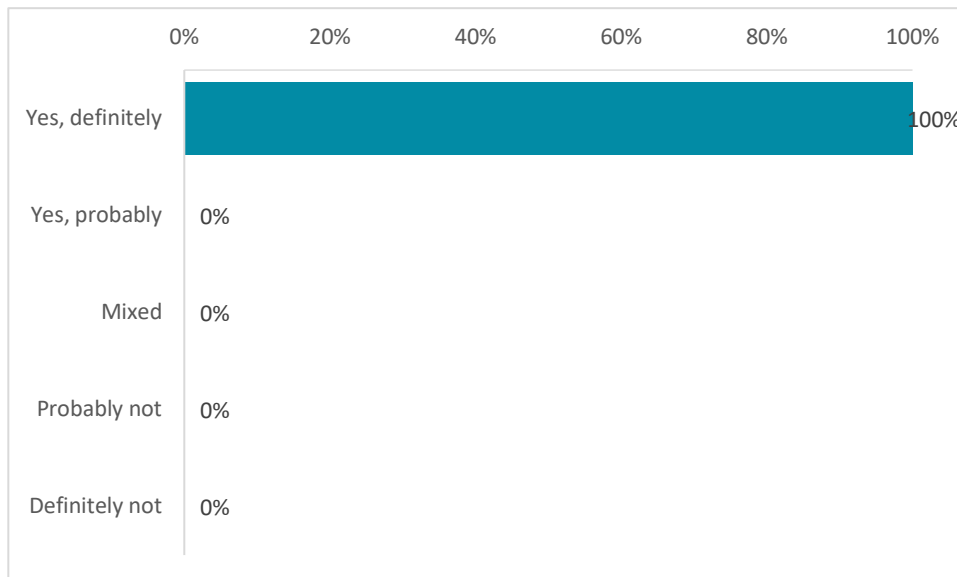
88% of speakers/facilitators said they knew enough about participants and ITP in advance. One said they would have liked to know the names, roles and places of work well in advance so the content could have been tailored to their background.

FIGURE 47: DID YOU KNOW ENOUGH ABOUT THE PARTICIPANTS AND THE ITP IN ADVANCE?



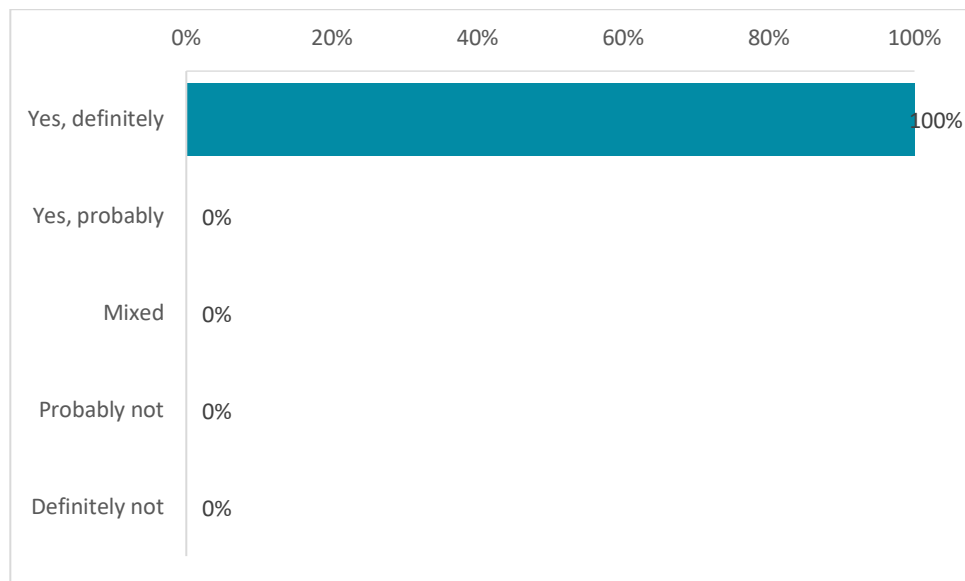
All speakers/facilitators said the location for their session definitely worked for them.

FIGURE 48: DID THE LOCATION OF YOUR SESSION WORK FOR YOU?

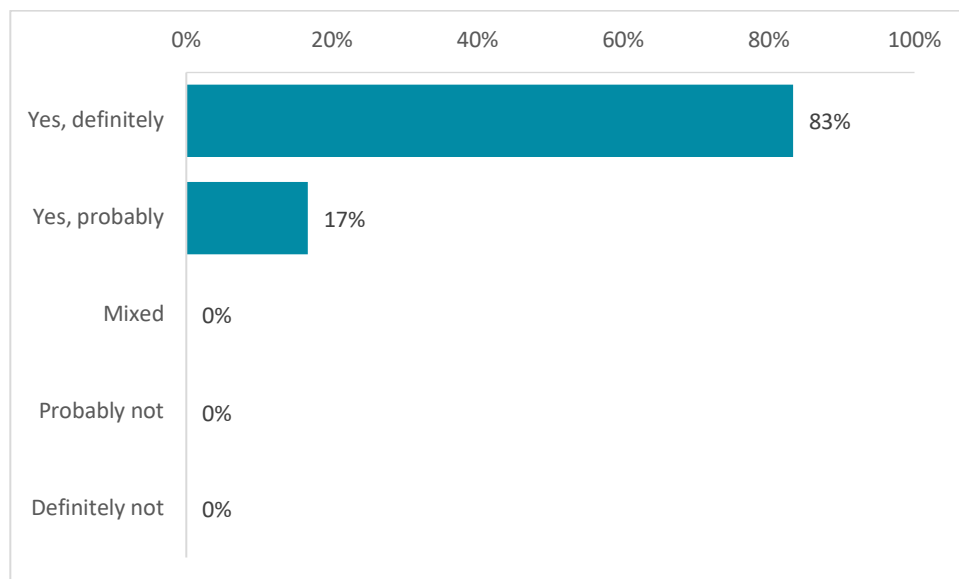


“A small board room was perfect for encouraging discussion and engagement.”

All the respondents said the participants were easy to engage.

FIGURE 49: WERE THE PARTICIPANTS EASY TO ENGAGE?

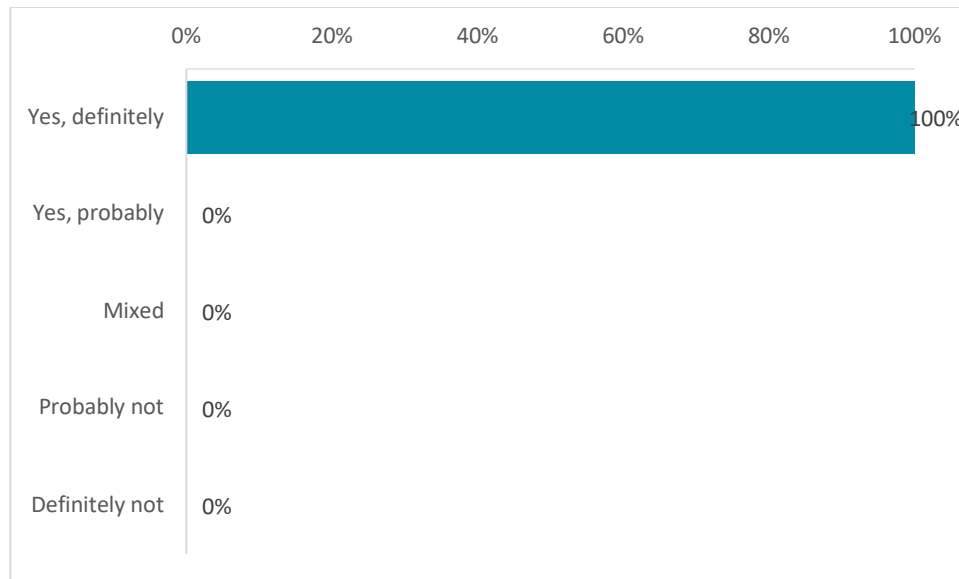
All speakers/facilitators said they had enough time for the session. One asked for more time for questions.

FIGURE 50: DID YOU HAVE ENOUGH TIME FOR THE SESSION?

“Some delegates were still keen to ask questions at the end so perhaps an hour and 20 minutes would be good - 20 minutes for 2 x 10 minute presentations on information compliance and copyright/permissions, then 50 mins to 1 hour for questions/discussion.”

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

FIGURE 51: 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. Six of the seven said their sessions had interactive elements: Q&A, discussion or tours.

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

- Nothing (two).
- Having key terms written down.

“I think it would have been useful to give a short 5/10 minute Powerpoint presentation and then have open discussion. The standard of English amongst the ITP delegates was excellent but it did vary obviously. Reading the names of laws/terms they may not have heard of would have been easier for some of them and they could have been given the presentation slides with contact details afterwards if they wished.”

- Asking for questions in advance.

“I'm happy to respond to participants' needs and ITP has done well to solicit their specific areas of interest for discussion. If participants don't want to speak up in the group, they could be offered an option to submit questions in advance.”

- Ensuring the speaker learns from participants.

“I would like more info from ITP overseas colleagues on their risk management issues and methodology.”

OVERALL VIEWS

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

- Learning about practice in other countries.

“The opportunity to learn about how different countries and cultural institutions approach my area of expertise.”

“Fantastic opportunity to share and exchange knowledge with colleagues from across the world.”

“Learning about museum operations around the world.”

- Networking.

“Networking with like-minded engaged professionals from other institutions.”

- Internal relationships in the BM.

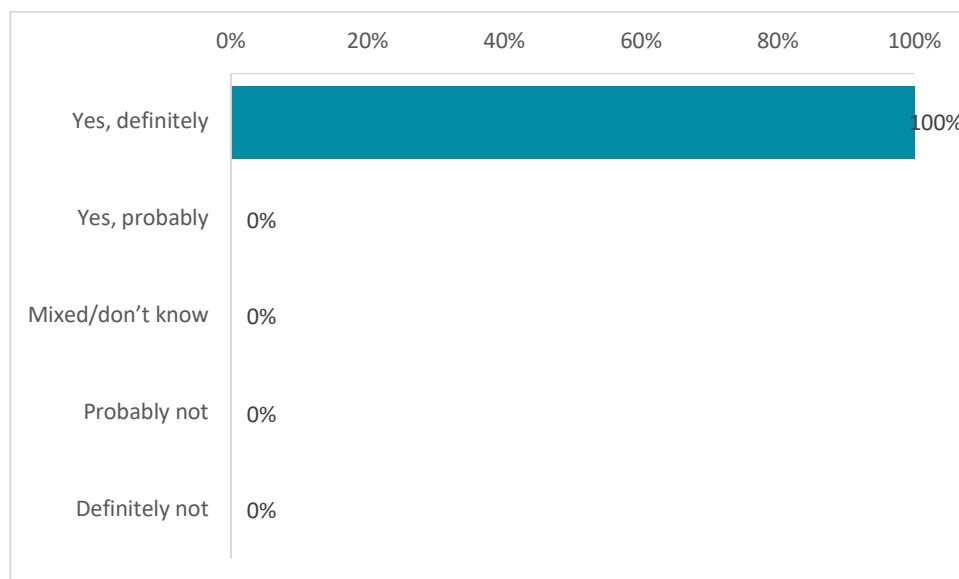
“Working with dedicated BM ITP colleagues.”

- Dissemination of BM work.

“As well as sharing BM work, it provides an incredible opportunity to learn from colleagues from around the world.”

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

FIGURE 52: DO YOU FEEL PROUD THAT THE BRITISH MUSEUM HAS THE ITP?



“Developing links with our partners in cultural organisations throughout the world is so important for the future of scholarship and our collection. I don't want the BM to be perceived as the relic (and symbol) of a problematic historical past (which is a risk due to the constant publicity about some of our contested objects), but as an evolving organisation which still has an important part to play in the advancement of current scholarship. By holding the ITP, we are extending the hand of friendship out to the world, and as equal partners forging the future together.”

“ITP is a unique programme for mid-career museum professionals which enables sharing of knowledge and ideas that benefit not only direct participants but also their organisations and colleagues. it can help advance their career.”

SENIOR FELLOW INTERVIEW

INTRODUCTION

The interview was carried out by Zoom rather than face-to-face as usual. Both the Zoom and face-to-face interview have the same advantages of being interactive and so allowing the evaluator to probe to obtain detail, rather than a simple “yes” or “no”, for each question.

WAS IT DIFFICULT TO GET THE AGREEMENT OF THE ORGANISATION TO ATTEND?

No. The Senior Fellow is the Director of a Museum, so he has the authority to make the decision himself and the respect that the decision was justified.

WAS YOUR ROLE CLEAR?

The role was clear because he could read the previous Senior Fellow’s blog and sections in the newsletter. There were no surprises in the role.

WAS YOUR ROLE APPROPRIATE?

He had observed the role of the Senior Fellow when he was on the ITP in 2018, which is why he was keen to take on the role. He felt that it was a leadership role, which built on your ability to work with and help direct people you don't know.

DID THE FELLOWS TREAT YOU WITH APPROPRIATE RESPECT?

The fellows treated him with appropriate respect from the very first session. This was helped by having Zoom meetings before the fellows came to the UK.

DID YOU GET ENOUGH SUPPORT?

He got enough support before the ITP, especially through email and the Zoom meetings. He was aware of everything that was being planned. He got enough support during the ITP, helped by the duration of his role, eight weeks, including two weeks before and two weeks after the ITP.

“The advance time was structured in such a way that I became a part of the core team, assisting with day-to-day tasks.”

He had enough support after the ITP, especially since this allowed time for him to pursue his own interests, including meeting people from other departments and museums.

WAS BEING A SENIOR FELLOW A USEFUL EXPERIENCE FOR YOU?

Being a Senior Fellow was a useful learning experience. He was interested to learn how a programme could continue running for so many years and how the BM could create such an effective programme with such a small team. Seeing behind the scenes he understood the work that was necessary to head off potential problems so that everything runs smoothly. In particular, he understood how ITP evolved each year to ensure the content is relevant and the style responsive. This takes a lot of skill given the large size of the BM.

WHAT DID YOU GAIN FROM ATTENDING THE ITP A SECOND TIME?

Coming back a second time, he was particularly interested in building new connections. This gave him a completely different perception and experience compared to 2018, when he was more concerned with the content and less with networking. He was also interested in the perspective of the funder, what would motivate them to continue to support the programme and how to build that relationship. He would like to unlock something similar in his institution.

He emphasises that ITP is not like other programmes. It is unique because it is not about a one-off interaction. It is a collaboration in which he can contribute ideas as well as ask for support.

“You become an alumnus for life. That is a very meaningful thing. It is so important for us to make this long-lasting relationship with the BM.”

DID THE EXPERIENCE HELP YOU DEVELOP SKILLS AS A TRAINER?

He has training programmes in his institution but the style in ITP is very different. He learnt about more interactive approaches including warm ups. These help participants to feel more comfortable with each other so they are more engaged.

DID THE EXPERIENCE USE YOUR TIME WELL?

The programme was well structured to use his time well. He knew he would be away for two months and was prepared for that.

DID YOUR ROLE AS A SENIOR FELLOW GIVE YOU INSIGHTS INTO HOW ITP OR THE ROLE OF THE SENIOR FELLOW SHOULD BE CHANGED?

The programme has evolved every year. He is particularly interested in finding ways to help fellows implement their learning when they return to their institutions. This could include supporting pilot projects so that fellows who are not managers can illustrate the value of change to their bosses.

CONCLUSION

The ITP team pays close attention to the evaluation and is committed to continually improving the programme. Many elements seem to have reached perfection with this cohort:

- Structure and content of the elearning course and its connection to the BM visit.
- Organisation and delivery of Subject Specialist sessions.
- Choice and experience of the day trips.
- Role of the Senior Fellow and their delivery of a workshop
- Concept and learning from the Object in Focus trail
- Choice of partner museum and clarity around the decision-making process.
- Incorporate of online elements to the introduction/planning process of the Partner Museum Programme.
- Design and delivery of the Partner Museum Programme.
- Briefing of speakers/facilitators.
- Communication and demonstration of care for the fellows by the BM and partner museums.
- Development of relationships with the BM.
- Learning, mutual support and progress on planning collaborations between fellows.

Of course, perfection changes over time and with new fellows.

The experience might have been enhanced by these special features:

- The smaller size of the ITP group.
- The ITP team's continued dedication to improving the programme.
- Fellows' excitement about being able to travel following from the restrictions of the pandemic.
- Partner museums investing more time in designing the part of the programme.

The main changes the fellows wanted were about more time for each element of the programme:

- More time to complete the elearning course.
- More time for the Object in Focus trail.
- More time with the BM department.
- More time with the partner museum.

The partner museum issues also related to time:

- How to help hosts include other trainees in the sessions so that the planning is spread over more people.