

ITP EVALUATION
REPORT TO THE BRITISH MUSEUM

SEPTEMBER 2016



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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 previous, as a result of a contact from the Supreme Council for Antiquities of Egypt, now the Ministry of State for Antiquities, who then sent seven curators for six weeks in London. In the nine years that the programme has been running, there have been 183 participants from 27 countries in the Middle East, Africa, south and east Asia and Latin America. 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 ten day placement at a partner museum. The partner museums are:

- Birmingham Museums and Art Gallery
- Bristol Museum
- Glasgow Museums
- Lincoln: The Collection
- Manchester Museum and Art Gallery
- Tyne & Wear Archives & Museums.
- Ashmolean Museum-Oxford.

In 2015 the Marie-Louise von Motesiczky Charitable Trust pledged a challenge fund to support the continued development and delivery of the ITP. The gift was made in honour of the directorship of Neil MacGregor (2002–2015) and recognised the tenth anniversary of programme. Through additional 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 has been able to develop further post-fellowship opportunities for its global network. The extended programme includes:

- ITP+ short courses.
- ITP collaborative awards.
- Temporary displays at the British Museum.
- Research fellowships.

Each of these will be evaluated as they come onstream.

METHODOLOGY

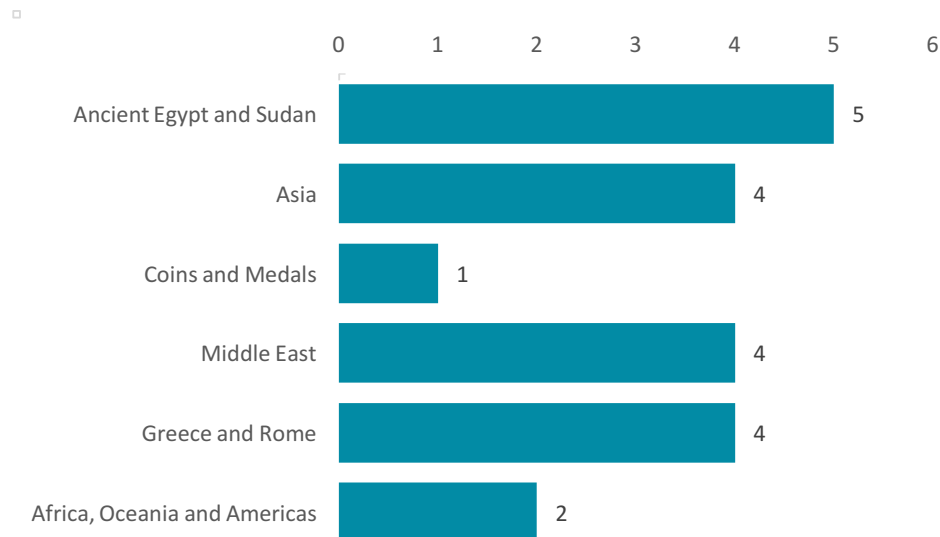
Our methodology is to analyse the feedback forms from participants, departmental representatives and partners.

ANALYSIS OF PARTICIPANT FEEDBACK AFTER THE BM PROGRAMME

INTRODUCTION

We have responses from all 21 participants across six hosting departments.

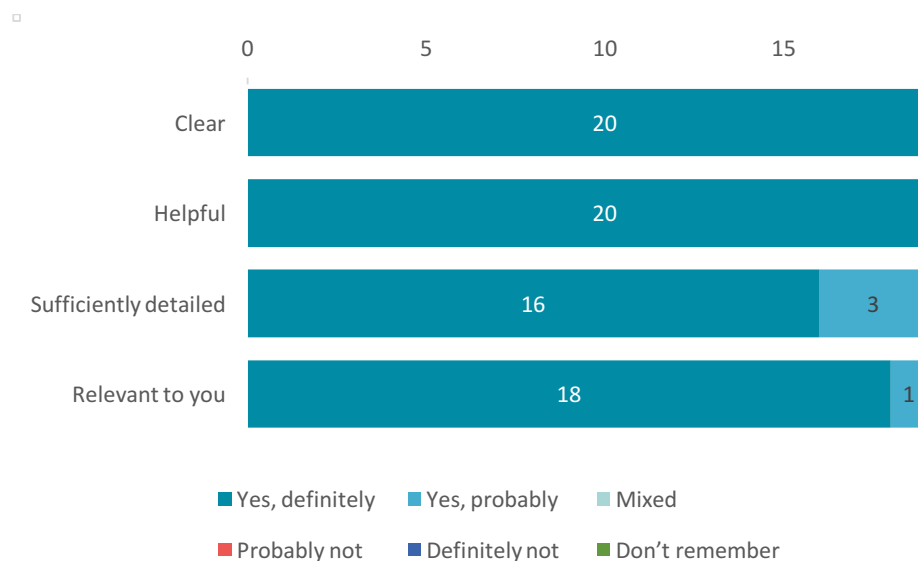
FIGURE 1: HOSTING DEPARTMENT



PREPARATION

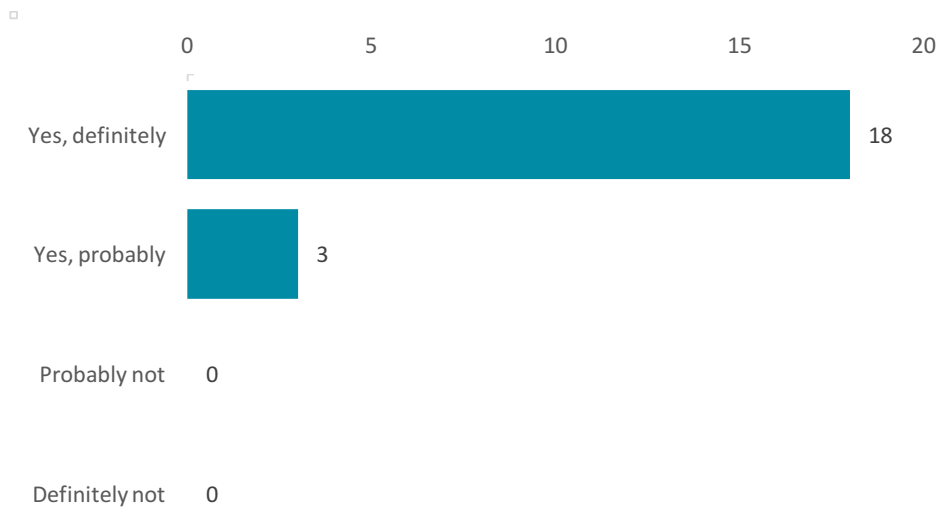
Views on BM introductory pack were positive. Respondents all said it was clear and helpful; and all but one said it was sufficiently detailed and relevant to them.

FIGURE 2: WHAT DID YOU THINK OF THE BM INTRODUCTORY PACK, SENT BEFORE YOU TRAVELLED TO THE UK?



All respondents said the introductory pack contained the information they needed.

FIGURE 3: DID THE INTRODUCTORY PACK CONTAIN ALL THE INFORMATION YOU NEEDED BEFORE YOU ARRIVED?



"A tentative schedule would have been helpful so that we would have a better sense of what to expect. If there were particular areas we were interested in that weren't covered, we could have let the ITP team know so that it could have maybe been included."

"All the data are clear and paved the way for us to work with the program, especially the detailed data to daily work program."

GROUP SESSIONS AND SEMINARS

All respondents described the group sessions and seminars as well-organised, clear, inspiring, and useful. There were mixed scores for whether sessions were sufficiently detailed, sufficiently practical and relevant.

"Most of them weren't relevant to me, but they were very interesting and I can see their benefits on me, now."

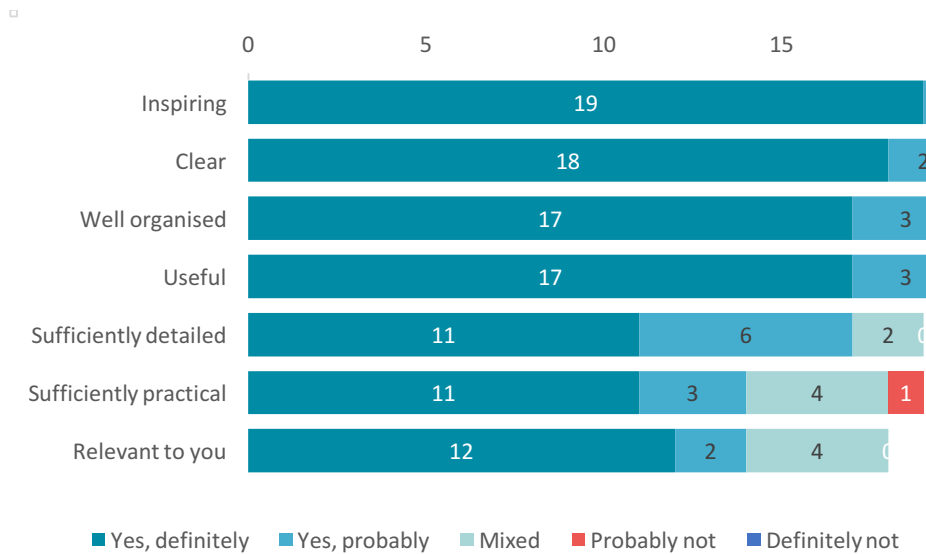
"They were great and challenged us to think quicker and be more creative."

"It was a good opportunity to know and hear more about different museums challenges and we exchanged varied experiences."

"Some of the sessions were excellent, especially those with an interactive workshop element. It made the content that was being shared that much more relevant. Some of the sessions tended to be too general and as most participants do have experience working in the field, the content could have been a little more specific."

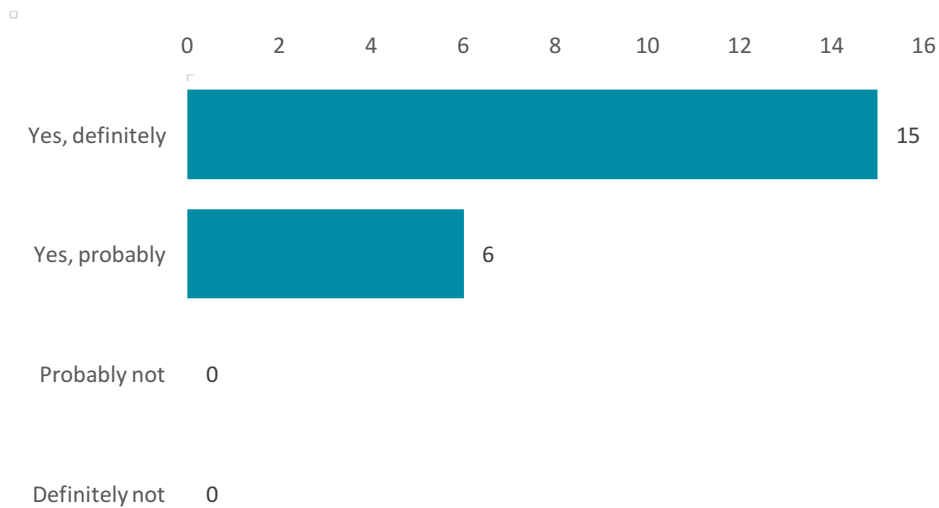
“Smaller group discussions with experienced BM staff on specific subjects as requested earlier by ITP participants will benefit the participants more.”

FIGURE 4: WHAT DID YOU THINK OF THE GROUP SESSIONS AND SEMINARS IN THE BM?



All participants said there was enough time for questions and discussions.

FIGURE 5: WAS THERE ENOUGH TIME FOR QUESTIONS AND DISCUSSIONS?



Respondents were asked what subjects were most useful to them. The responses were:

- Exhibitions planning.
- Health and wellbeing.
- Education.
- Community engagement.

- Interpretation.
- Partnerships.
- Peacebuilding.
- Museum management and planning.
- Research.
- International engagement.
- Fund raising.

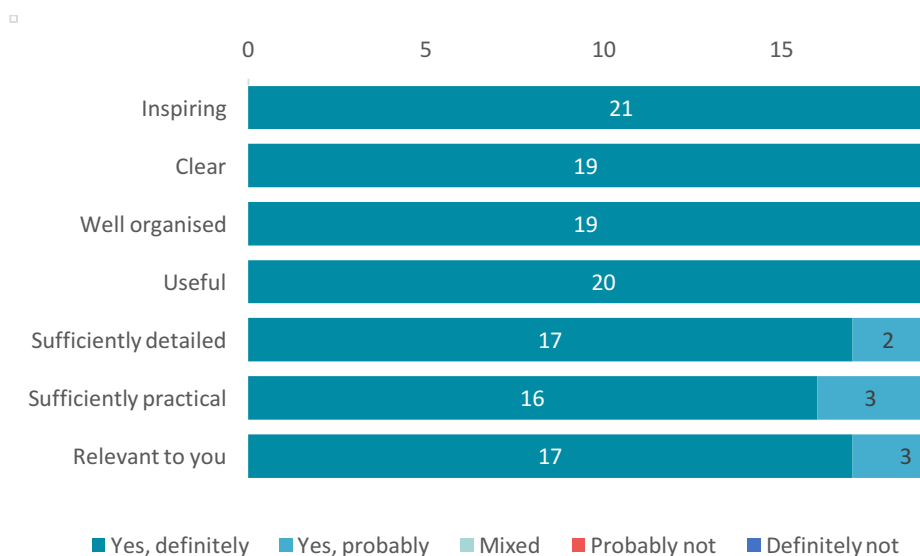
Respondents were also asked which subjects were least useful to them. Responses were: visits to the science labs, documentation, archives.

“The whole program was useful to me, not even one thing was a waste of time. I enjoyed every moment even the subjects that were not part of my profession.”

DAY TRIPS TO OTHER MUSEUMS

The day trips were described as clear, inspiring, well-organised, useful, sufficiently detailed, sufficiently practical and relevant. Comments emphasised the value in seeing different practices, and the pleasure in making these visits together.

FIGURE 6: WHAT DID YOU THINK OF THE DAY TRIPS TO THE OTHER MUSEUMS?



“I loved them!”

“It was excellent experience to see different museum and displays and gain a lot of ideas to benefit my museums.”

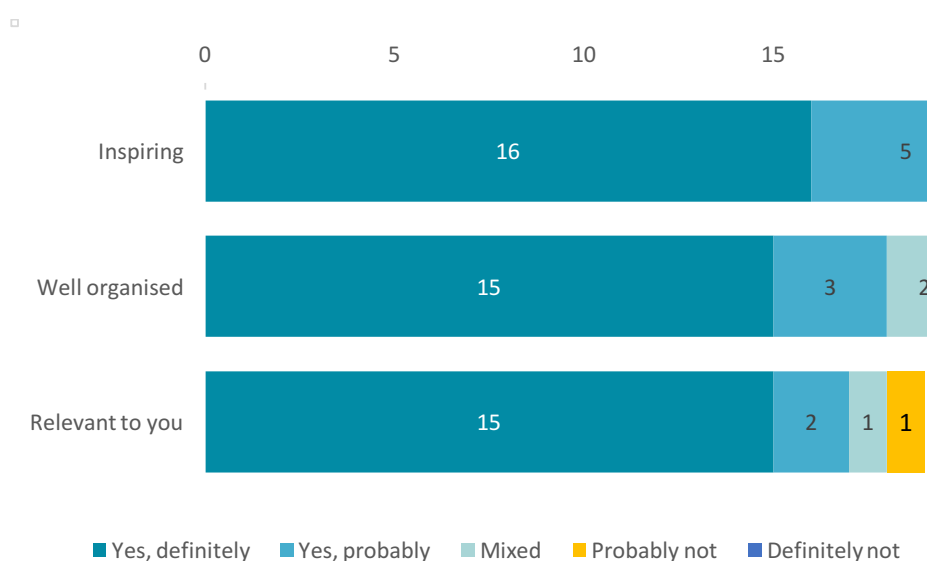
"The day trips were very well organised. They covered various types of museums, all involved in varied programmes that was extremely interesting to learn about. Much of what these museums do are areas we could work in."

"I want to go there again. Should spend more time on the gallery development, research of objects and conservation part of it."

DEPARTMENTAL PROGRAMME IN THE BM

The departmental programme was described as inspiring and mainly well-organised and relevant. The only comments were about wanting more time in the department.

FIGURE 7: WHAT DID YOU THINK ABOUT YOUR DEPARTMENTAL PROGRAMME?



"My Departmental programme wasn't relevant to my professional interests. Nevertheless, I had the chance to meet some wonderful and important people and I had a very pleasant time with them."

"I only wish that there was opportunity to spend more time at the Department."

"It was the best. The colleagues in the BM Department were very supportive, helpful and patient. I would have loved to spend time more time in the library."

"It was very useful most of the department but I think we wanted more details about documentations and object research."

"Too little time spend on Department programme"

"Some of the sessions were interesting and relevant especially when the curators took time out to share their visions and strategies with us."

The strengths of the Departmental programme were described as:

- **Insight.** “Gain better understanding of department work, which is beneficial for mutual collaboration in the future.”
- **Customisation.** “The department time is quite tailored-made to me.”
- **Welcome.** “Participants feels like "home." ‘Experienced staff were willing to assist participants in all aspects at any time.”
- **Expertise.** “Work with extraordinary experts, insight into gorgeous collection.”
- **Practicality.** “Storage and packaging sessions which were also practical.”
- **Contribution.** “Giving us an opportunity to discuss and contribute to provenances of objects both in storage and for the South African exhibition. It felt like we were part of the team.”

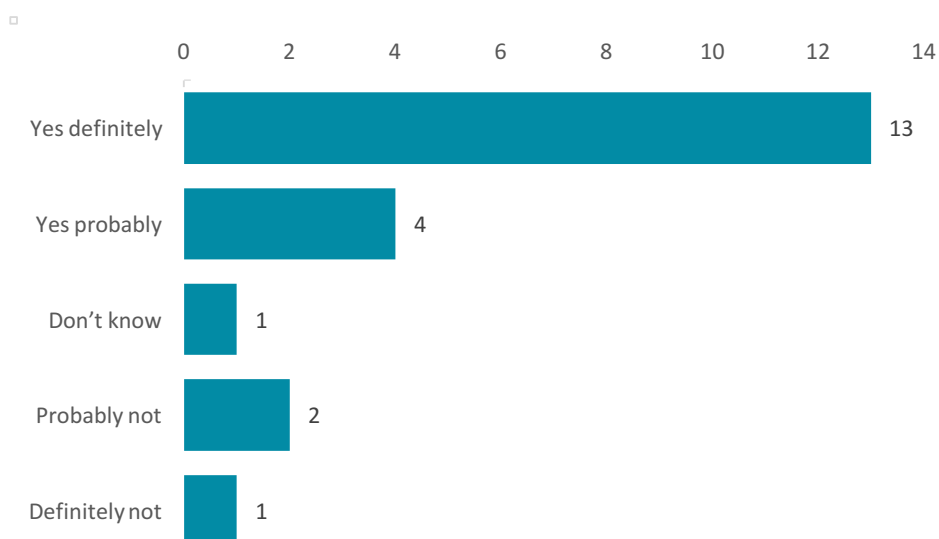
Participants were asked if ITP should change anything in the Departmental programme. Answers were that participants would have liked:

- More time.
- More focus on the practical details.

“A lot of unstructured time that could have been used to learn specific skills from the curatorial team. While we did have time to interact with them, it was limited to conversations rather than actual practical application.”

17 respondents said that it was important for them to have time to carry out research in the library.

FIGURE 8: WAS IT IMPORTANT TO YOU TO HAVE TIME TO CARRY OUT RESEARCH IN THE LIBRARY?

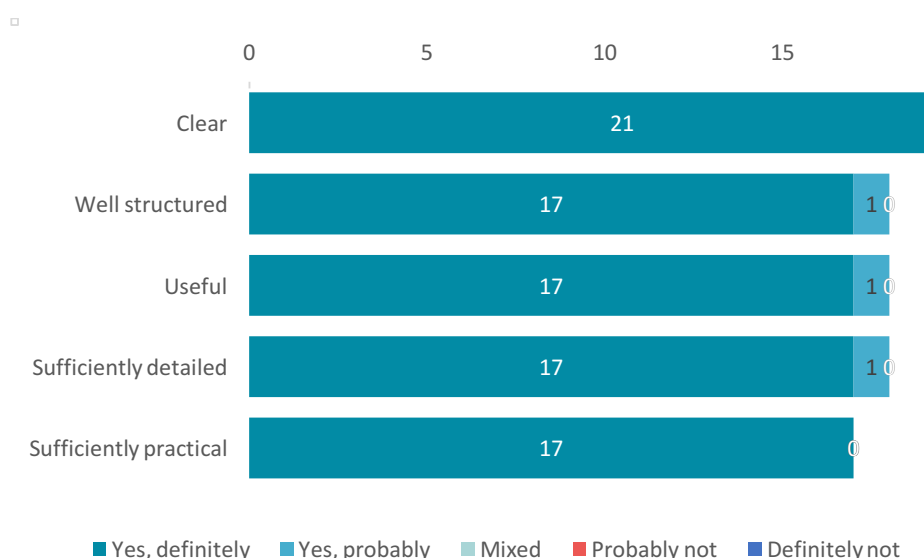


“There are books that the anthropology library houses which I've been struggling to get hold of for my research papers. However, I never got the opportunity to access them as the departmental time did not accomodate that.”

THE COURSE BOOK

As with previous years, participants had very positive views of the course book. All thought it was clear, well structured, useful and sufficiently practical. Respondents were also asked how the course book could be improved. None respondents could think of any ways to improve it other than having more background information outside the BM, which is arguably not its purpose.

FIGURE 9: WHAT DO YOU THINK OF THE ITP COURSE BOOK?



“The course book included all the needed information in details and it was so helpful to add information about the staff members and their contact details.”

“Undoubtedly, it is a brilliant course book.”

“Very well put together. Glad to have it to take back with me.”

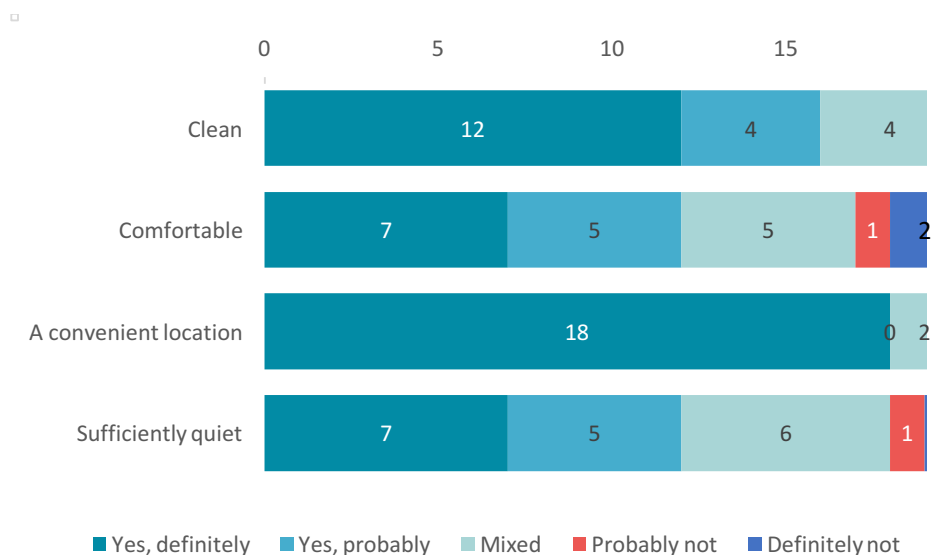
ACCOMMODATION

As with previous years, some participants found the accommodation uncomfortable. Comments were that participants couldn't sleep because the mattress was old and that the Internet signal was weak, the cleaning infrequent, and the room too hot.

“Having read the feedback from earlier ITP groups, I was prepared for something not too great but the accommodation was just fine. Conveniently located. It was especially nice living with the other participants which is something I missed during our accommodation at

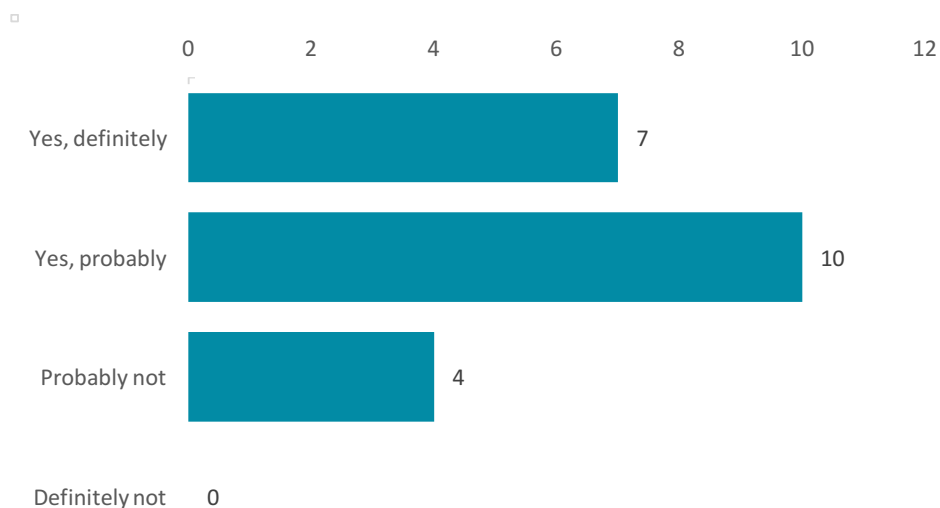
the partner museums (excellent accommodation there though, can't complain at all really!) It was like being back at university. Wish there was more ventilation in the rooms though, it got quite hot, no fans and the windows opened only an inch."

FIGURE 10: WHAT DID YOU THINK OF YOUR ACCOMMODATION?



Four participants said the accommodation shouldn't be used again.

FIGURE 11: SHOULD THE BM USE THIS ACCOMMODATION FOR FUTURE STUDENTS?



OVERALL VIEWS

Respondents were asked about the most enjoyable parts of the programme. Answers were:

- Everything.
- Reception at the exhibition hall.

- The opera.
- Working in the department.
- The chance to present.
- Visits.
- Learning something new each day.

“With this perspective, three weeks after the programme has finished, I can say they were all (almost) equally enjoyable. It is so hard to choose: the moment when began our programme, our group all alone with Ian Jenkins, discovering the permanent exhibitions; going to see the Phantom of the Opera; going to the various parts of the museum to learn from the finest experts; sharing a meal with colleagues and friends in our free time; day trips. My experience is formed of most various and exciting facets, and it is impossible to point out the most enjoyable.”

The least enjoyable parts of the programme were described as:

- The early start.
- Some poor presenters.
- The science presentations.

“Some presentations were not engaging at all and the presenter was not a good presenter some times and it gets hard to follow the person talking.”

“The session on sciences while being interesting didn't make much sense because of lack of knowledge on my part.”

All participants thought the overall balance on the programme was right. As with previous evaluations, a small number of respondents wanted more specialisation.

“Despite the differences of the participants in many ways (culture, religion, customs), the programme was very well balanced”

“I think it will be better to give general training about all museum sections then give separated lectures and sections according to participants’ interests.”

“Based on all the participants' needs, if a list of areas were drawn up that were a priority and these sessions conducted towards the beginning of the programme, it would have given us a chance to connect with the relevant staff members over the next few weeks to learn more about certain areas. Also many of the sessions including those at the partner museums tended to be too learning and collection centric. Would have liked more about the management side of things as most of us juggle various roles.”

“I wanted to know more about how to protect coins but I didn’t have time to do that.”

FIGURE 12: 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?



Asked specifically about possible changes, the most popular changes were about more of the same: more group sessions, more day trips, more time in the BM department, more time in the library, more week end and evening events. Only two people asked for more free time, which has been a feature of previous surveys.

FIGURE 13: IF NOT, HOW WOULD YOU CHANGE THE BALANCE BETWEEN THE ELEMENTS?



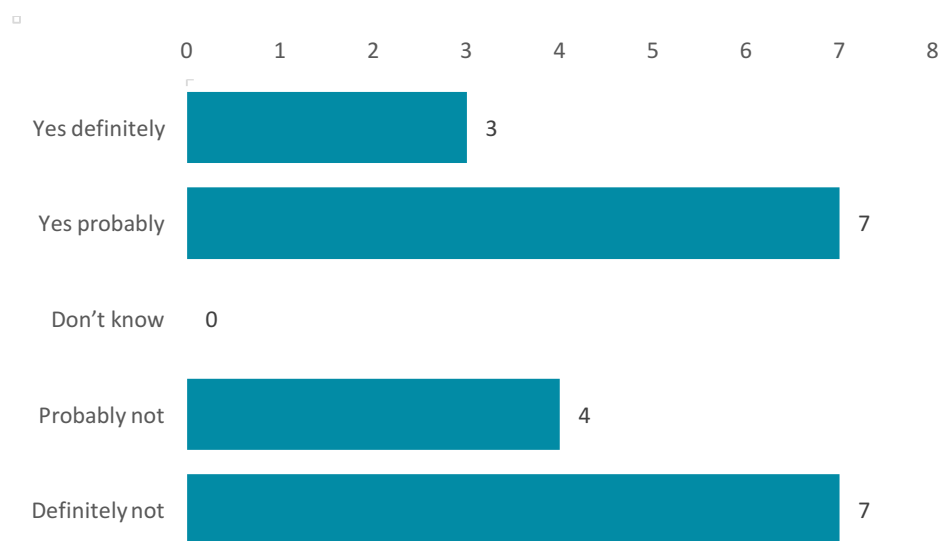
"In six weeks I think that it is not possible to have more time with the BM Department, and have more free time, so I think that longer programme (7-8 weeks) could be the solution."

“If we could have more sessions where we split up into groups based on our areas of interest as is being done on the last day of the programme. Maybe one such session a week so that we have more specific learnings. Also if one daytime segment is left free every once in a while, it would give us a chance to explore other cultural institutes and museums.”

“I think the most important is to study the whole system, not just some knowledge in a few fields.”

Nearly half of the respondents said that the course is too intense.

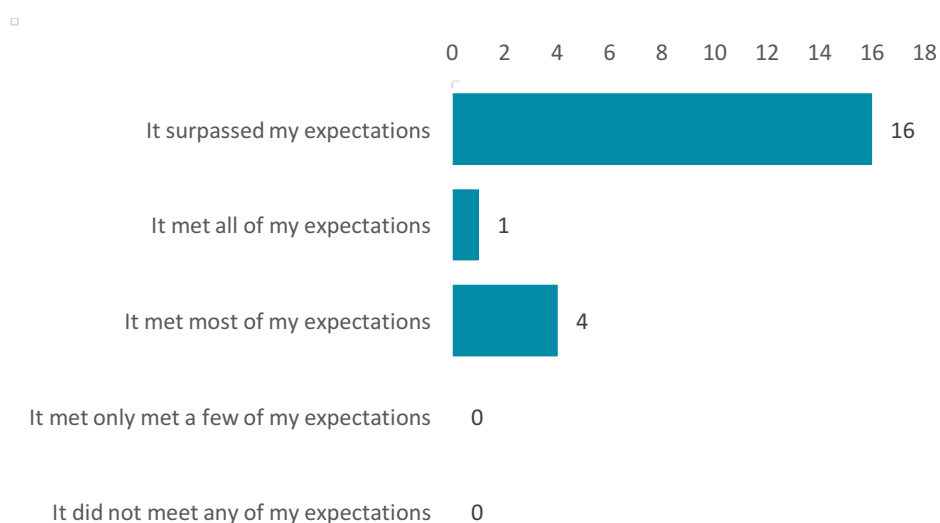
FIGURE 14: PARTICIPANTS FROM PREVIOUS YEARS HAVE TOLD US THAT THE PROGRAMME IS VERY BUSY/INTENSE. SHOULD WE MAKE THE PROGRAMME LESS INTENSE?



“I loved how it pushed me to push myself. Keep it as intense.”

“It does not necessarily need to be less intense, rather days should each include some interaction, so that are not in the same setting for a whole day.”

16 respondents said the ITP surpassed their expectations, which is very high.

FIGURE 15: DID THE ITP PROGRAMME MEET YOUR EXPECTATIONS?

All respondents said they definitely felt that the BM genuinely cared for their wellbeing.

FIGURE 16: DID YOU FEEL THAT THE BM GENUINELY CARED ABOUT YOU AND YOUR WELLBEING?

"I was really impressed and moved by your thoughtful arrangement."

"Everything was very well organised and there were no bad surprises."

"You did your utmost best to ensure that we feel comfortable, answered all the questions you were able to and were at all times patient with us."

"First because the BM selected wonderful staff could read participants interests, then the museum provided the participants with ways of gaining knowledge with entertainment."

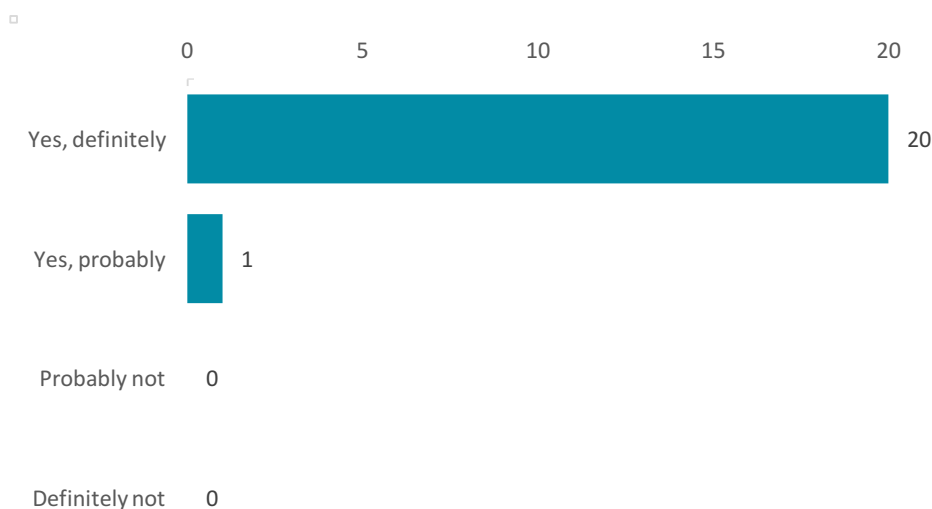
"I felt very well looked after. Such a lovely ITP team, wonderful BM staff, everyone was very helpful and made us feel at home."

"The people are all very kind and nice."

"At any time, regarding every question or need, the BM colleagues were at my disposal, and very kind and helpful."

All participants said they felt they have a relationship with the BM. This view is expressed strongly.

FIGURE 17: DO YOU FEEL THAT YOU HAVE A RELATIONSHIP WITH THE BRITISH MUSEUM?



"I felt very welcome in the BM and I made new friends. In these six weeks programme, I often recognised and shared with other people, the same passion and devotion for our job and our vision."

"I see future collaborations in the Africa Department and also feel that I can contact any of the professionals any time on any inquiry."

"It's like a home away from home. I'll always feel welcome here. Happy that my museum and the BM are working so closely together and look forward to the future."

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

"Certainly the most important characteristic of the international training program is the participants from different countries to share experiences and to open the prospects of joint cooperation between our different museums in the future."

"it feels great to be part of something big, sharing the experience and the ideas was very useful beside making new friends."

"It is definitely useful to exchange ideas and experiences with colleagues from other countries with different culture, religion, customs etc. This is a precious lesson of life!"

"It was a fantastic opportunity to share skills and experiences, and plan our future work together."

"We were able to exchange ideas and share challenges and we'll definitely be working together in future."

"I was searching for what is common between people but I learned also to respect the human difference and I think we can complete the ideas of each other."

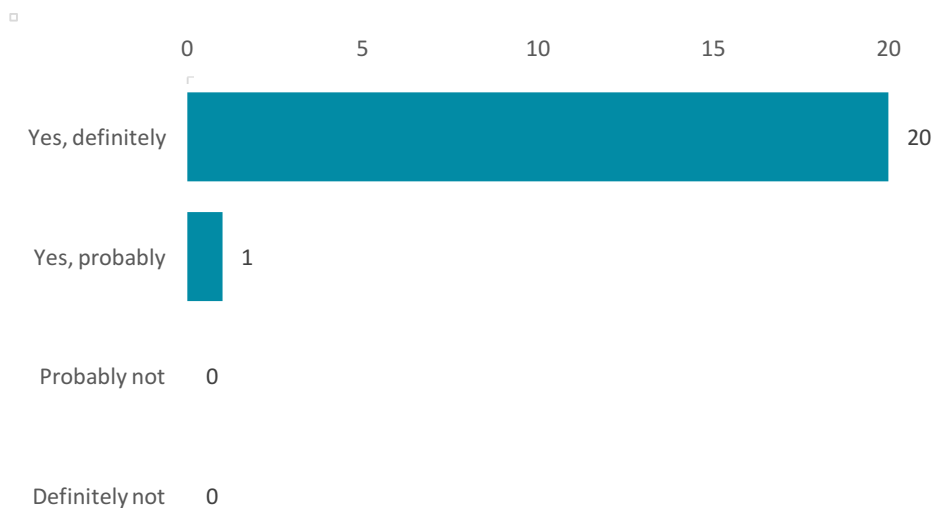
"Sharing experiences is what we really need."

"New perspectives, New insights. New ideas. Lots of fun!"

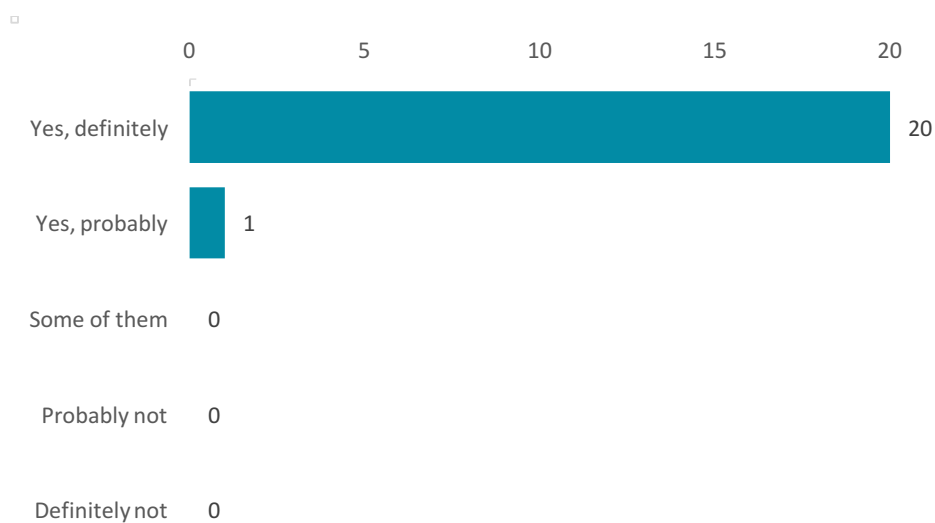
"Networking is the most useful thing in the programme!"

"We are friends and we can exchange ideas."

FIGURE 18: WAS IT USEFUL FOR YOU TO HAVE CURATORS FROM OTHER COUNTRIES ON THE BM ITP PROGRAMME?



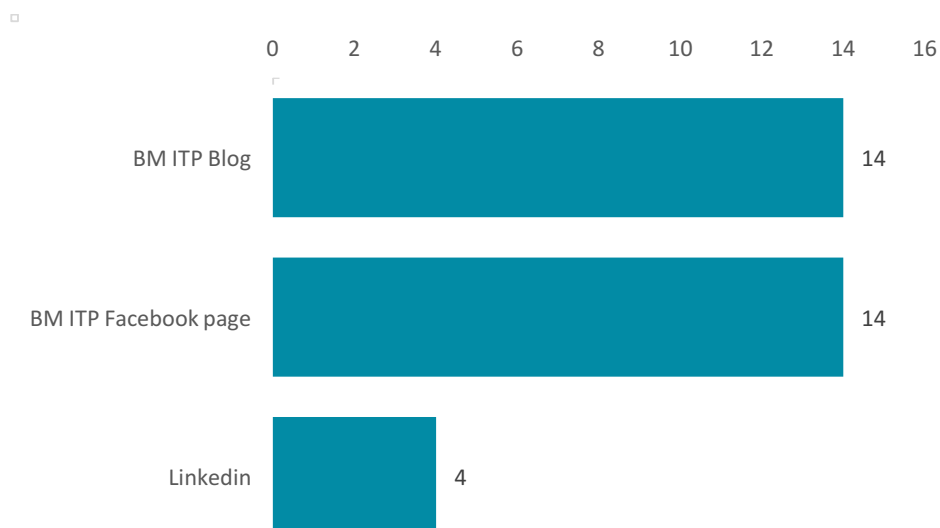
All respondents plan to keep in touch with other participants.

FIGURE 19: DO YOU PLAN TO KEEP IN CONTACT WITH OTHER PARTICIPANTS?

“Friendship is a priceless treasure. So keeping in contact will be ITP’s legacy.”

“They were all wonderful and I think we are all part of something important.”

The most popular methods of contact were the blog and Facebook page, although Facebook is banned in China. Comments were that participants had already taking the initiative in making connections and planning projects.

FIGURE 20: HOW 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 PARTICIPANT FEEDBACK AFTER THE PARTNER MUSEUM PROGRAMME

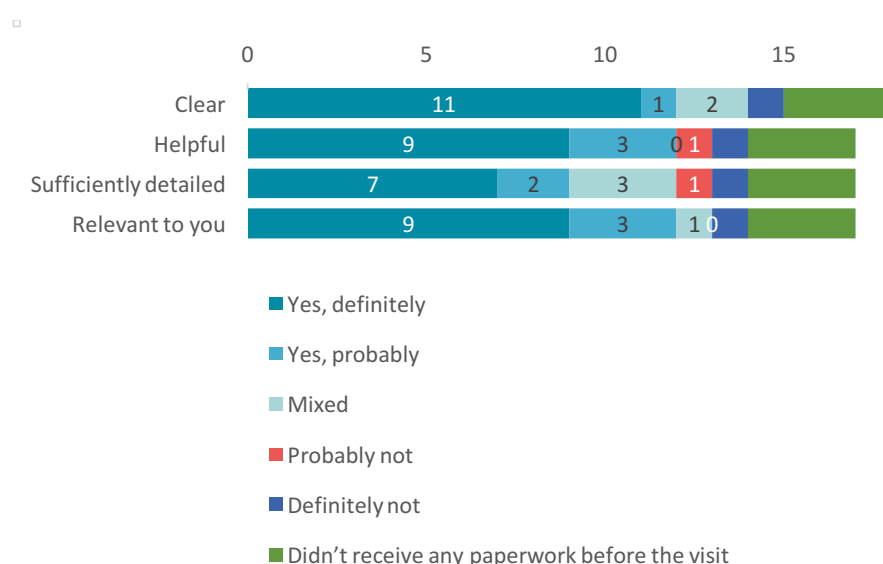
INTRODUCTION

We have replies from 20 participants.

PREPARATION

Respondents mainly said the paperwork was clear, helpful, sufficiently detailed, and relevant to them. The number giving very positive scores was higher than for last year. However, comments pointed out that referring participants to the partner websites meant that their briefing was partly dependent on the quality of these websites, which varied.

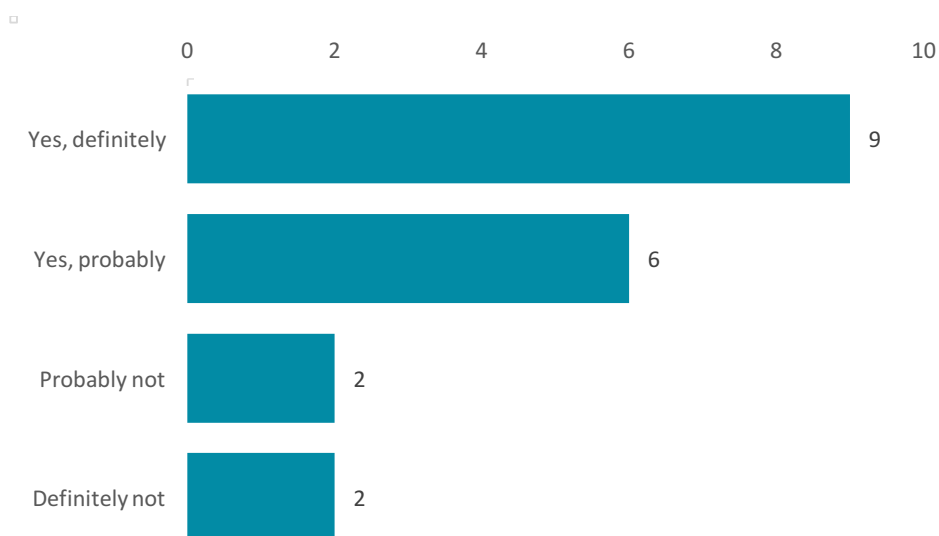
FIGURE 21: WHAT DID YOU THINK OF THE PAPERWORK ABOUT YOUR UK PARTNER MUSEUM SENT BEFORE YOU TRAVELLED TO THE UK?



“While the links to the website of the Museums provided an orientation, it would have been useful if we had been given a 'what to expect' document based on what had been organised at the partner museums in the previous years. As most of the schedule turned out to be quite loosely planned, we could have made suggestions earlier on about areas of our interest, giving the partner museum time to plan sessions to cater to our interests.”

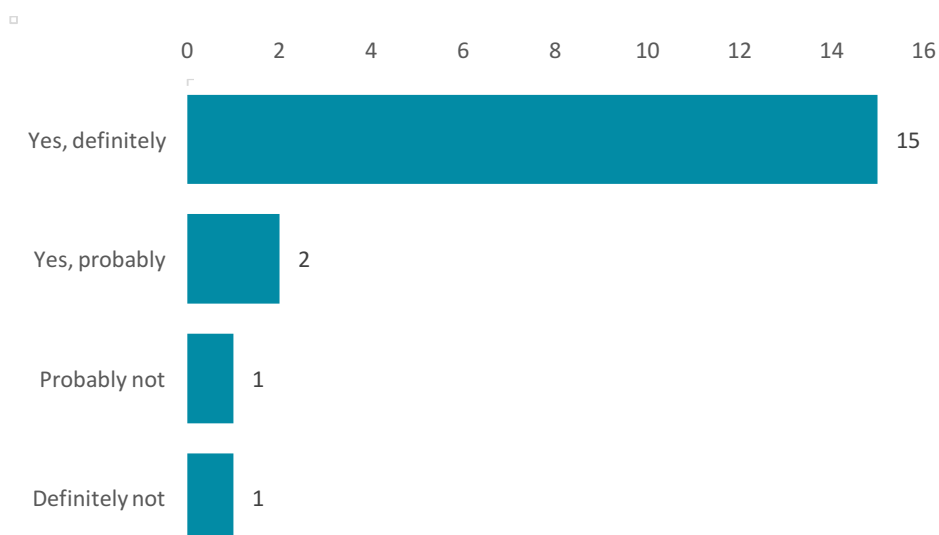
Overall, the pack contained the information the participants needed.

FIGURE 22: DID THE INTRODUCTORY PACK CONTAIN ALL THE INFORMATION YOU NEEDED BEFORE YOU ARRIVED?



Two participants were not happy with the UK partner museum allocated to them. The issue with the first was a lack of structure and instruction, and poor match with the trainees' specific interests. The issue with the second was apparent lack of planning and unwelcoming impression, but also perhaps because they had asked to go somewhere else and might have started with an assumption that it wouldn't be good (cognitive dissonance heuristic).

FIGURE 23: WERE YOU HAPPY WITH THE UK PARTNER MUSEUM WE ALLOCATED TO YOU?



"While the experience was interesting at a personal level, not many of the sessions complemented the areas I work in professionally. We spent a lot of time visiting many of the site museums but were mostly left free to explore them ourselves rather than having a member of staff interact with us about its workings. Also (maybe due to lack of availability of

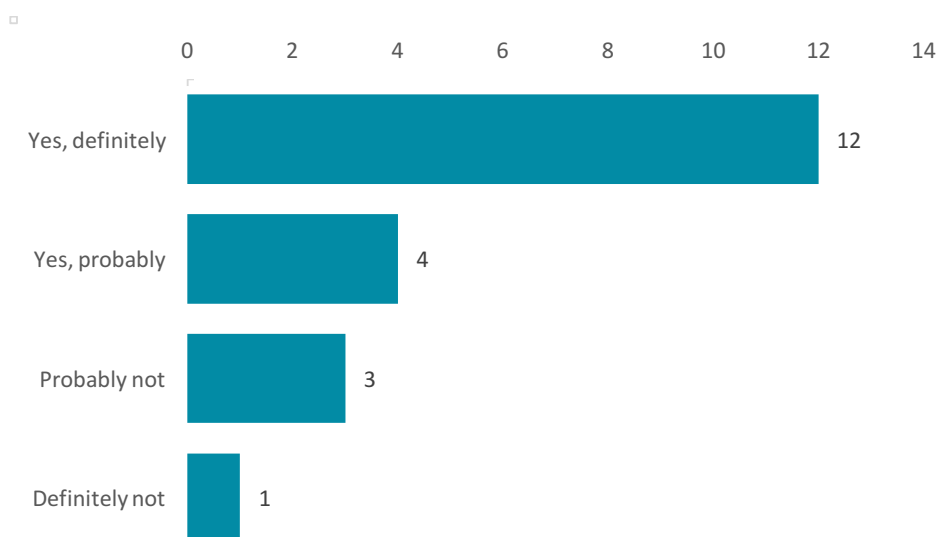
other staff) a lot of the focus was on education and public programmes and not so much in areas I would have found useful.”

“At the museum we were even told that we can come for the sessions the next day but we really don't have to. Could someone explain me what that means?”

“The museum was a good opportunity to learn especially after renovation and I learnt from designers how to prepare for new exhibition and also the education department provided me with all details about education programs.”

Four participants did not understand why this museum had been selected for them, which is lower than for last year.

FIGURE 24: WAS IT CLEAR TO YOU WHY THIS MUSEUM HAD BEEN SELECTED FOR YOU?



“I would like to thanks the ITP staff for selecting this museum. The museum was very useful for my research topic and the idea of museum themes close to my museum.”

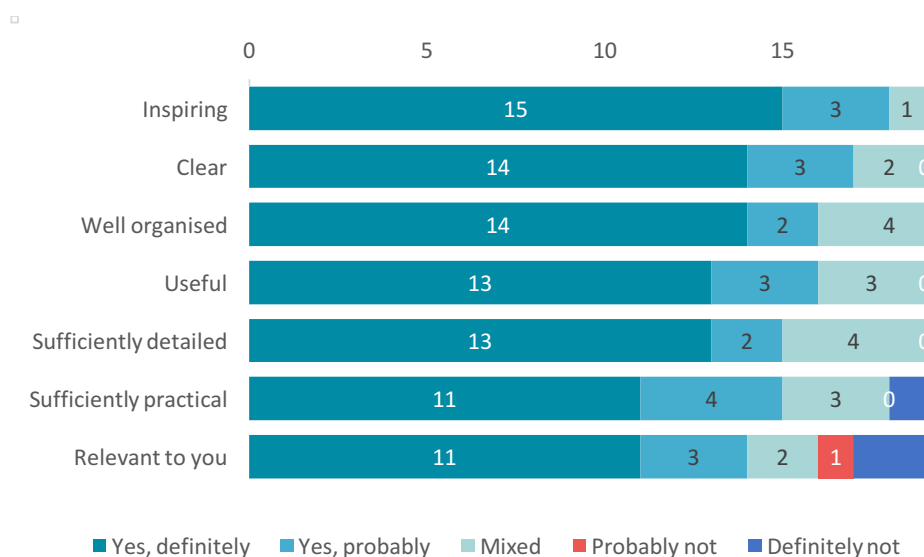
“I am a heritage professional: my masters is about local museums’ impact in Egypt and the UK partner museum met my needs and interests.”

“It was my wish to visit the museum - and it fulfilled all my expectations.”

TRAINING PROGRAMME AT THE UK PARTNER MUSEUM

Apart from the two respondents mentioned above, participants mainly described the partner museums’ training programmes as generally inspiring, clear, well-organised and useful, sufficiently detailed, with scope for improvement on practicality and relevance.

FIGURE 25: WHAT DID YOU THINK OF THE TRAINING PROGRAMME AT THE UK PARTNER MUSEUM?



“The programme was not as intensive as London's, however there was a lot of free time during the day which I felt could have been better utilised with maybe a practical session.”

“While some sessions that were conducted by staff who may have worked with the ITP in the past were informative and well structured, some of the sessions were not planned properly and the staff didn't seem prepared to meet us and conduct sessions.”

“Colleagues from museum have a similar approach to this programme as The British Museum, so it was great opportunity to compare it in a different context.”

“Very useful and dynamic programme they gave me all information and more that I wanted, improved my knowledge about museum working and staff responsibility. They shared with me the problems that the museum face and how they deal with them.”

Participants were asked which parts of the programme were most useful to them. Responses were:

- All.
- Storage.
- Fund raising.
- Education.
- Exhibitions.
- Sessions of catering for disabled visitors.
- Marketing.
- Visits to other exhibitions.

“All of the sessions were amazing, especially the library time.”

Participants were asked which parts of the programme were least useful to them. Eleven said nothing. Answers were:

- Collections documentation.
- Conversation.
- Photographic studio.

Respondents were asked how, if at all, the UK Partner Museum should change its programme for next year. Responses were (minimal):

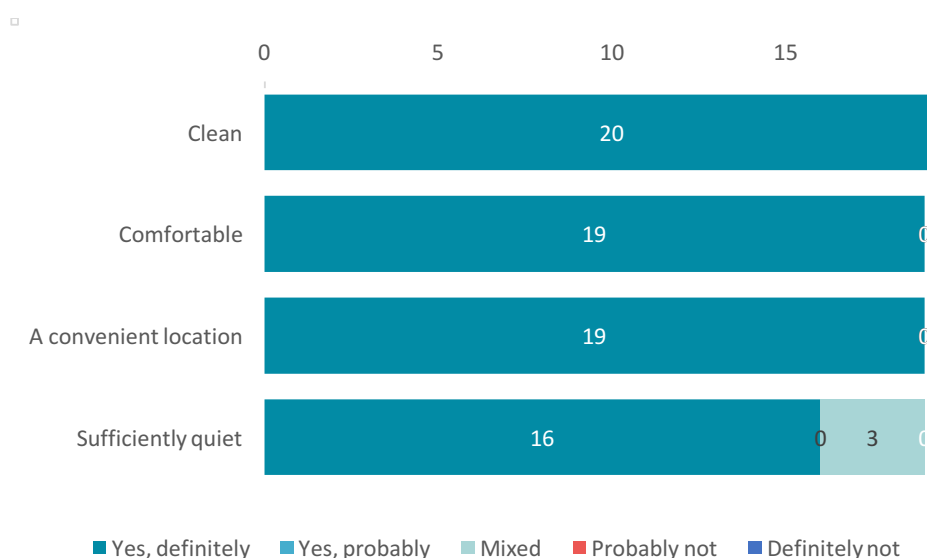
- Visiting more different museums.
- A longer placement.
- Travel by train rather than car.
- More practical and customised sessions.

‘If the Partner Museum could take into account the specific areas of interest of the ITP participants and arrange sessions accordingly. The participants group could always split up and attend different sessions if the schedule is too tight to accommodate all the sessions.’

ACCOMMODATION

Participants thought the accommodation was clean and comfortable, convenient quiet. Scores were higher than previous years.

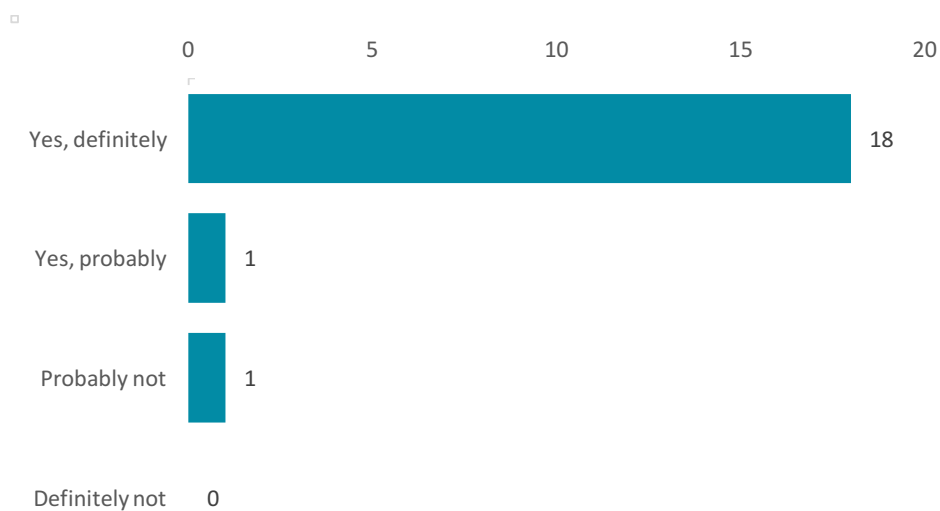
FIGURE 26: WHAT DID YOU THINK OF YOUR ACCOMMODATION?



“It was very near the museum and very comfortable.”

19 participants thought the accommodation should be used again.

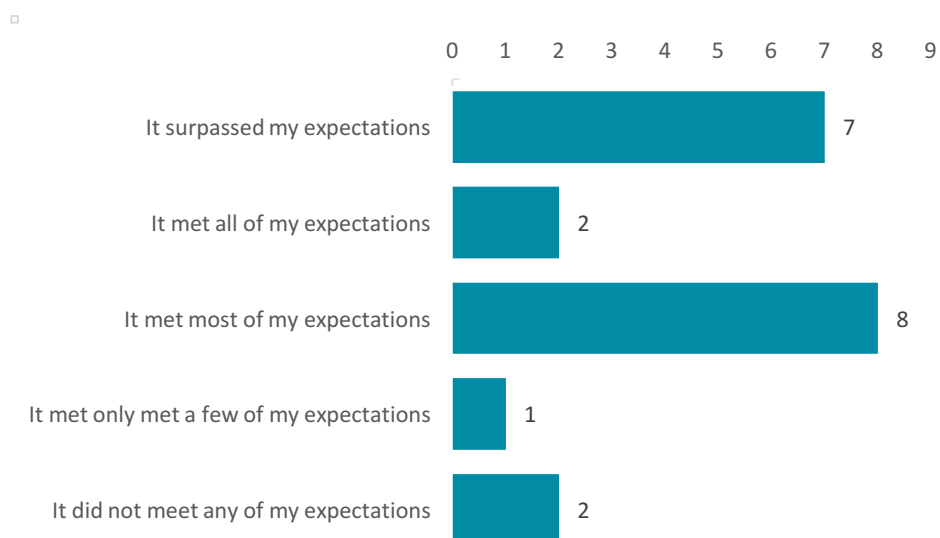
FIGURE 27: SHOULD THE PARTNER MUSEUM USE THIS ACCOMMODATION FOR FUTURE STUDENTS?



OVERALL VIEWS

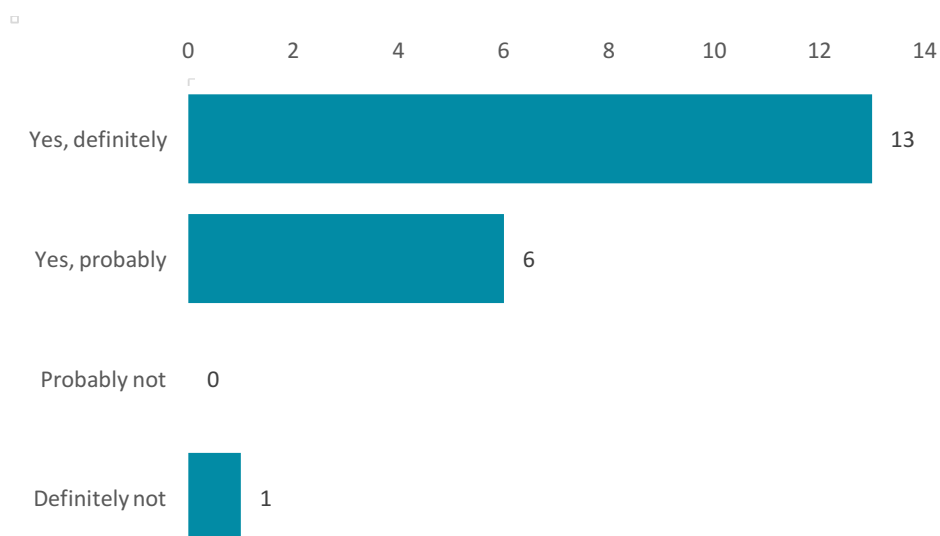
The partner museum programme met or exceeded the expectations of nine participants, and met most of the expectations of eight participants.

FIGURE 28: DID THE PROGRAMME AT THE PARTNER MUSEUM MEET YOUR EXPECTATIONS?



All except one of the respondents said the programme used their time well.

FIGURE 29: OVERALL, DID THE PROGRAMME AT THE PARTNER MUSEUM USE YOUR TIME WELL?

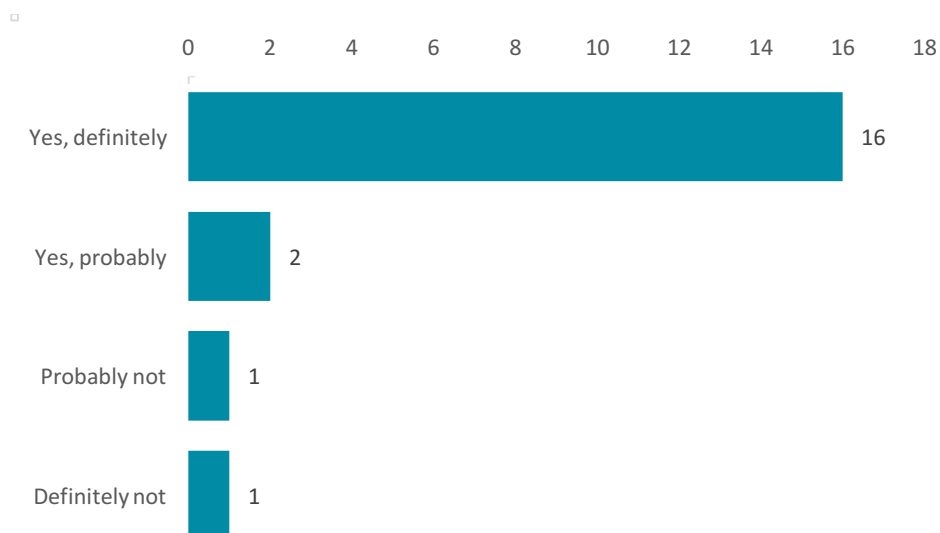


“Yes, we have 20 sessions, but also enough time to visit Museum and explore the city.”

“Yes, they divided the time: part for my research, and part for display discussion and seeing and part for visiting archive and store rooms and also visiting other museums.”

18 of the 20 participants felt they have a relationship with the partner museum.

FIGURE 30: DO YOU FEEL THAT YOU HAVE A RELATIONSHIP WITH THE PARTNER MUSEUM?

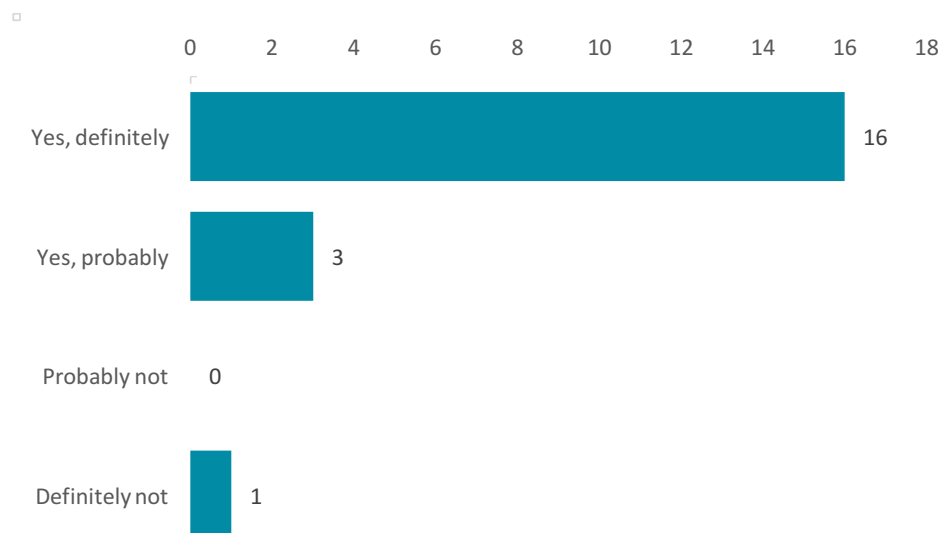


“I am sure that we will continue our contact, and hopefully collaborate in the future.”

“Our museum wants to build a museum system about coins and my Partner Museum is a good example.”

All except one of the participants felt that the partner museum genuinely cared about them and their wellbeing.

FIGURE 31: DID YOU FEEL THAT THE PARTNER MUSEUM GENUINELY CARED ABOUT YOU AND YOUR WELLBEING?



"Everywhere we go in the museum, we had someone with us giving information and transferring knowledge."

"No words can express my feelings they are a nice people indeed."

"My Partner Museum provided me and my team with the right facilitator, the perfect accommodation and flexible schedule."

"I felt like a member of this Museum."

ANALYSIS OF FEEDBACK FROM PARTNERS

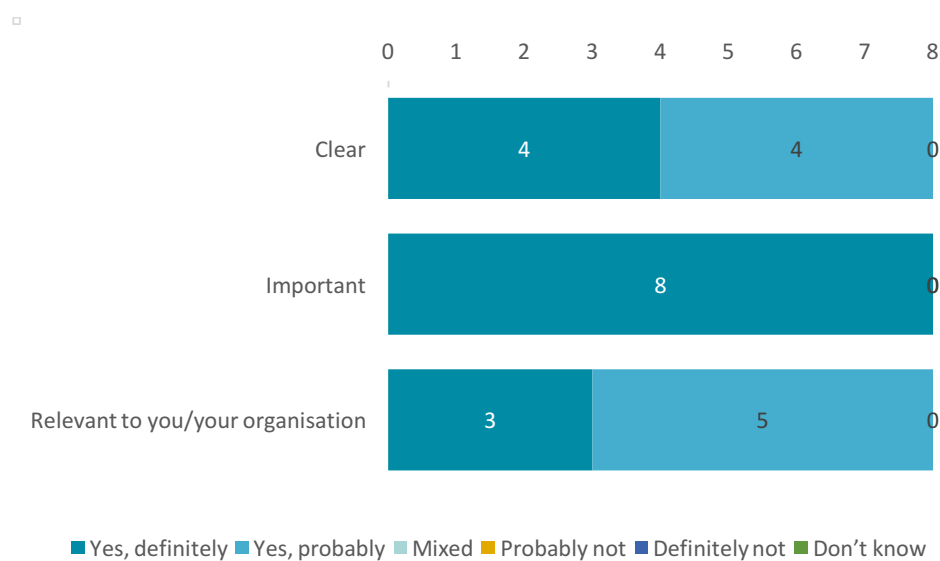
INTRODUCTION

We had eight responses.

ORGANISATION

All respondents said the objectives of ITP are clear, important and relevant.

FIGURE 32: WHAT DO YOU THINK ABOUT THE OBJECTIVES OF ITP?



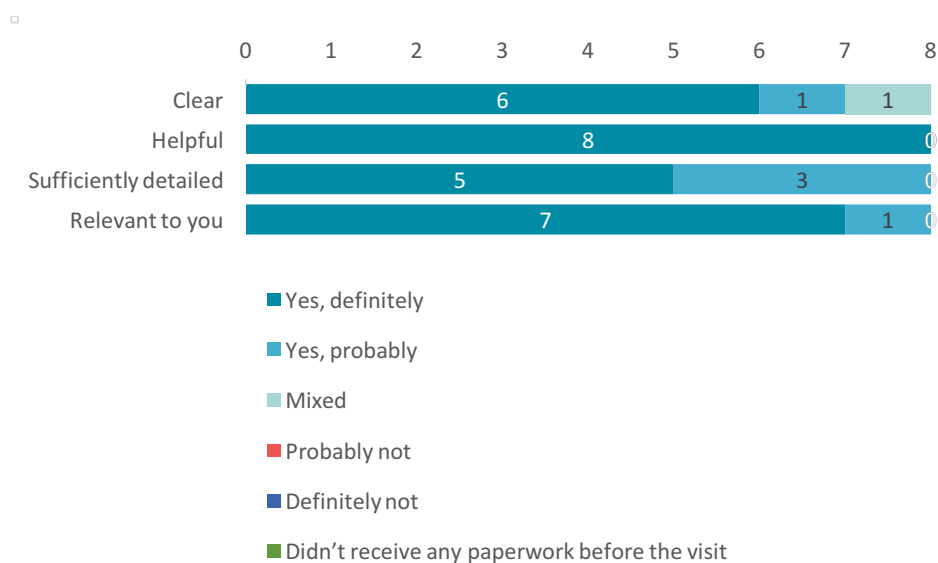
"In terms of broadly engaging with the sector, partnerships and learning objectives it fits perfectly, but would be wrong to say that it is absolutely critical to us as a local authority organisation that primarily focuses on local delivery."

"Especially as Manchester Museum is working closely with the BM on a new South Asia gallery, the ITP has increased in relevance for us."

"It is a very important programme, and we gain a lot from it each year."

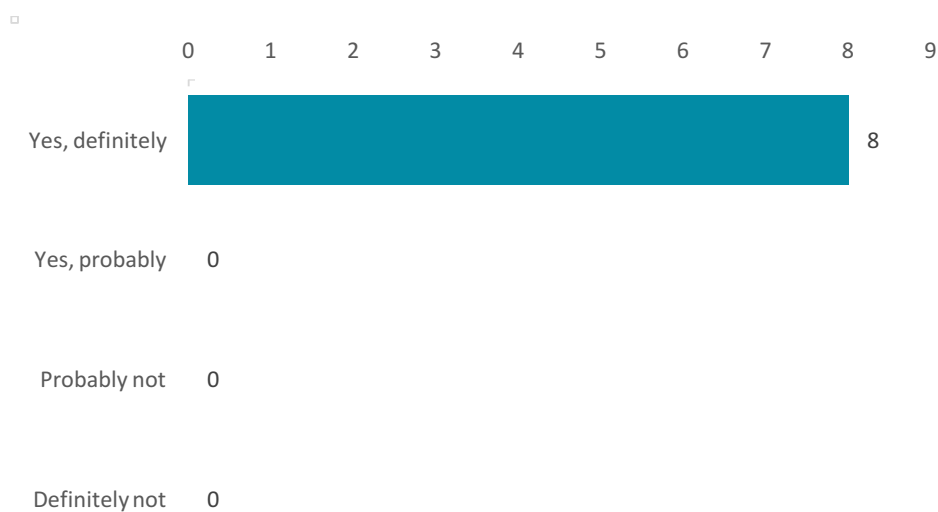
All respondent said the paperwork was helpful, sufficiently detailed and relevant. One respondent said the paperwork was not entirely clear, but they didn't explain what they meant.

FIGURE 33: WHAT DID YOU THINK OF THE PAPERWORK SENT BY ITC BEFORE YOUR PARTICIPANT ARRIVED: WAS IT:



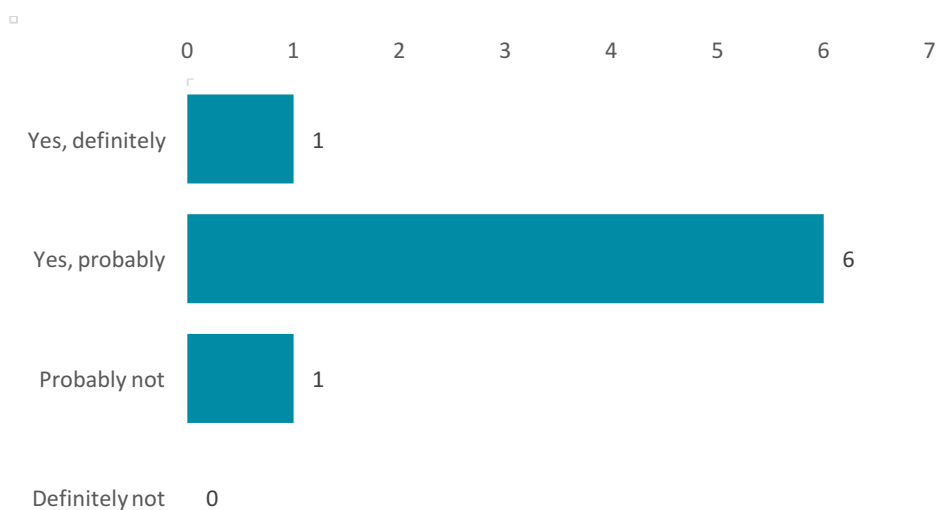
All respondents said they were happy with the choice of participant.

FIGURE 34: WERE YOU HAPPY WITH THE CHOICE OF PARTICIPANT?



“They were a very good team who worked well together and got on well, and did things together outside formal training without being tied to each other - so they saw a lot in the area, together or individually. All very self-sufficient and well organised.”

The rationale for the choice was clear in seven of the eight cases.

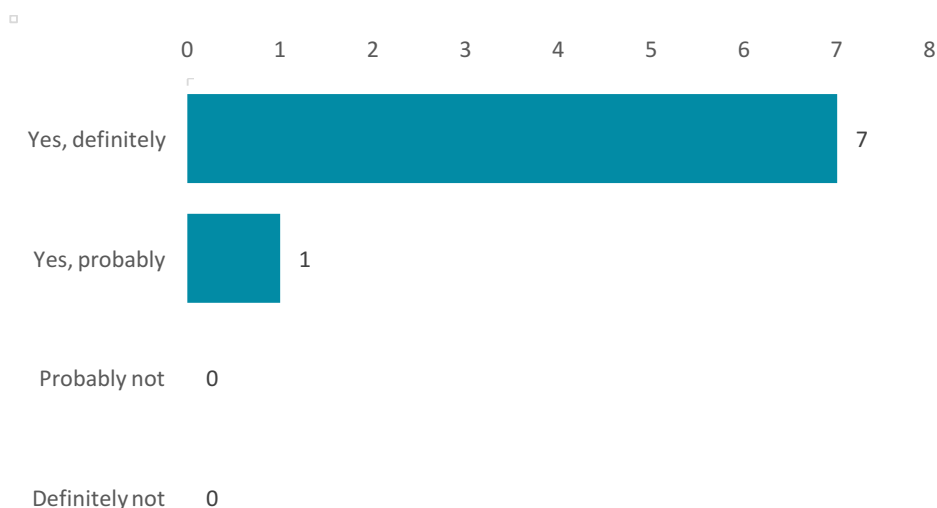
FIGURE 35: WAS IT CLEAR TO YOU WHY THIS PARTICIPANT HAD BEEN SELECTED FOR YOU?

“The participant's interests were a very good fit for us.”

“All the participants were a good fit. But it was not entirely clear why they had chosen us.”

“We are a little unclear on the selection process, although there were no issues with it this year.”

All respondents said the BM gave them enough support.

FIGURE 36: DID YOU THINK THAT THE SUPPORT THE BM GAVE YOUR ORGANISATION TO PREPARE THE PARTNER PROGRAMME WAS SUFFICIENT?

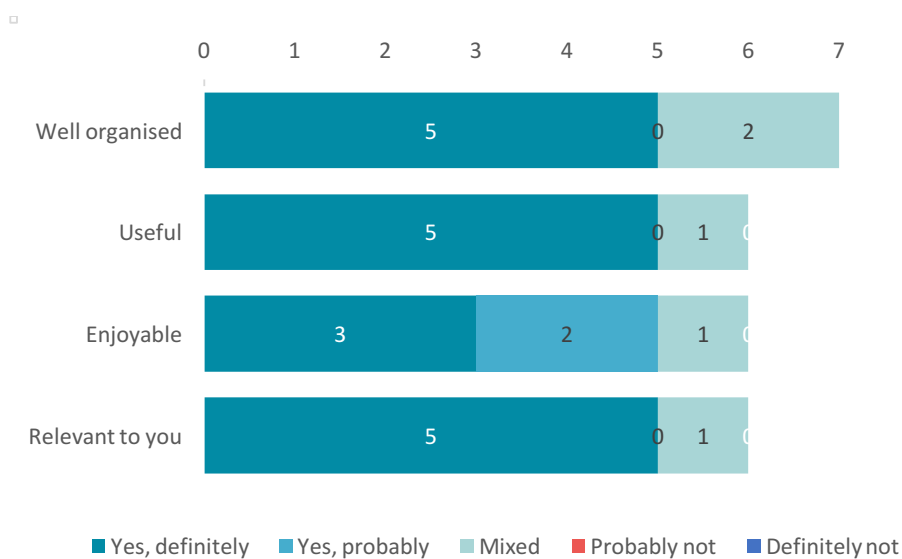
“We really just need to know who's coming, when and what any specific interests might be.”

"It worked really well having someone from the BM with the participants."

"I think now it is semi-automatic, with tweaks each year. The main thing we need is the profile and any information on the participants to set the programme, plus knowing what trips the whole group will be taken on so we don't duplicate."

There were mixed views on the introductory day. One comment was that a partner didn't realise they could attend the presentations and so got less out of the day than might otherwise have been the case.

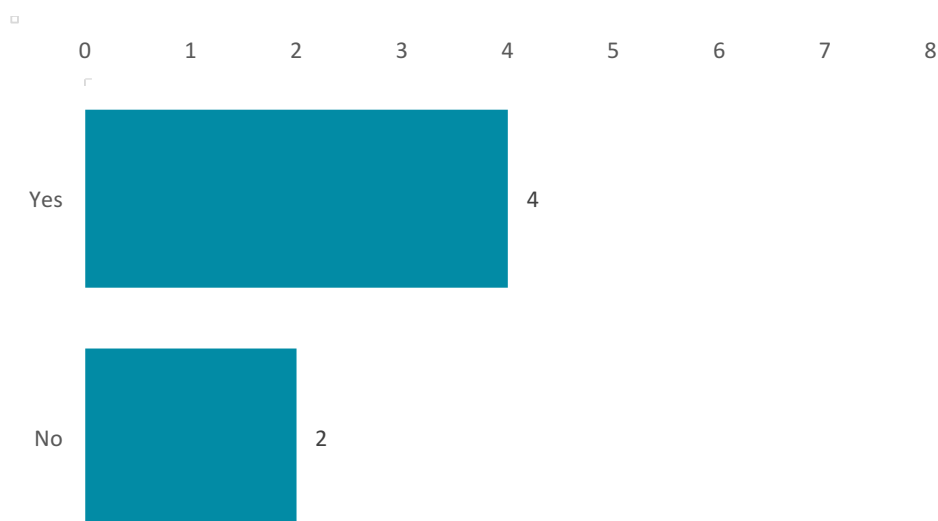
FIGURE 37: WHAT DID YOU THINK OF THE INTRODUCTORY DAY AT THE BM, WHERE YOU MET THE PARTICIPANTS? WAS IT:



ENGAGEMENT

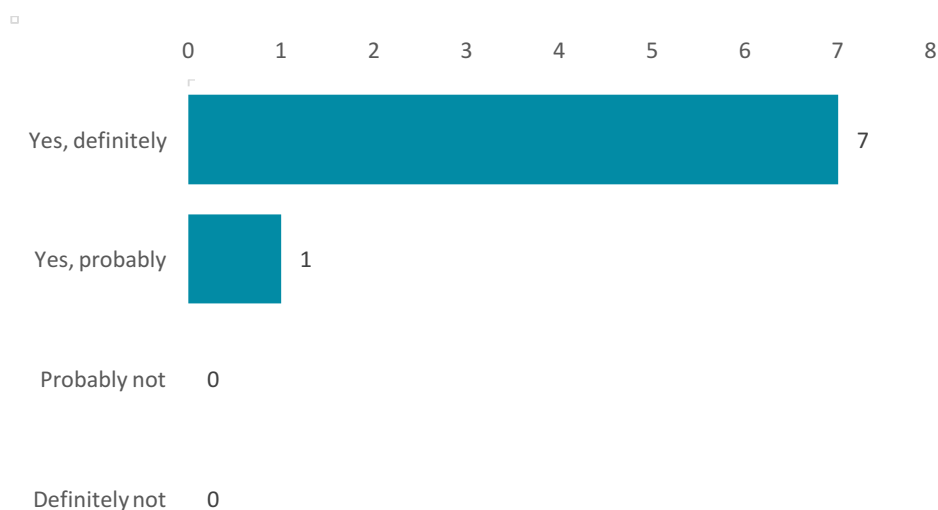
Four of the participants contacted the museum before the placement. Two respondents missed out the question, presumably because they don't know.

FIGURE 38: DID PARTICIPANTS CONTACT YOU BEFORE COMING TO THE PARTNER MUSEUM?



All respondents said the participants fully engaged with the programme.

FIGURE 39: DID PARTICIPANTS ENGAGE FULLY WITH THE PROGRAMME?



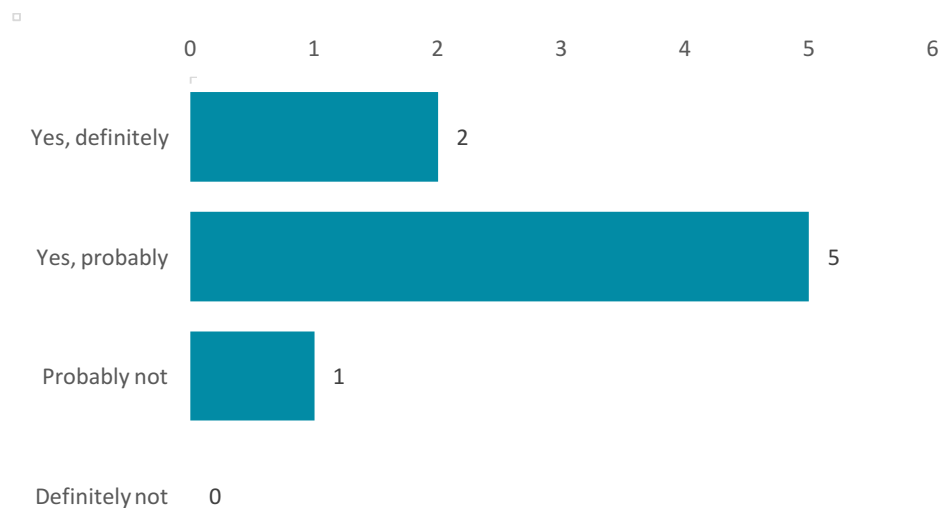
Seven of the eight respondents said that participants seemed able to absorb the information given. The caveats are that participants are tired, especially if their English language skills are weak.

“We show and tell a lot, they can't possibly retain it all.”

“Participants are tired when they arrive at the partner museum following a very busy programme in London, and sometimes find it difficult especially when using a second language.”

“Learning from past years, we built in more free time were they could either work or visit other museums. We cut the number of sessions with staff and many were informal rather than a lecture. This is an ongoing experiment about what works for the participants.”

FIGURE 40: DID YOU FEEL PARTICIPANTS WERE ABLE TO ABSORB ALL THE INFORMATION GIVEN?



All respondents said there was a good working relationship between participants and staff.

FIGURE 41: WAS THERE A GOOD WORKING RELATIONSHIP BETWEEN PARTICIPANTS AND STAFF?



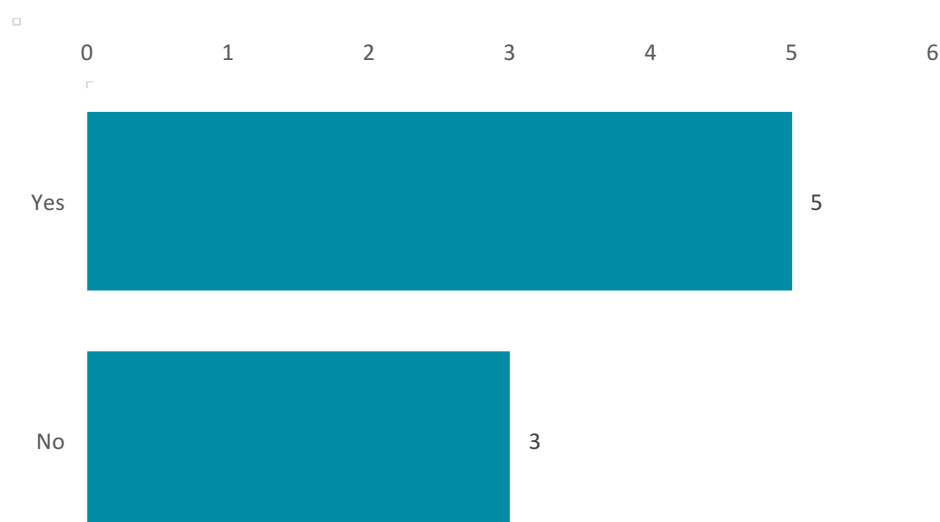
“Everyone got on well and some genuine friendships were made.”

ACCOMMODATION

None of the respondents had booked participant's accommodation.

Five would be willing to do so next year.

FIGURE 42: WOULD YOU BE WILLING TO BOOK PARTICIPANTS' ACCOMMODATION NEXT YEAR?



Everyone said they were happy with arrangements for accommodation this year. Two partners said having the BM make the booking was easier because of the complications of their administrative procedures.

OVERALL VIEWS

Respondents said the strengths of the ITP this year were:

- Strong organisation from the BM.
- Having a BM rep to help with pastoral care and also to pay for costs like travel cards.
- Having sufficient information from the BM to tailor the programme to the participant's specific interests.
- The strong English speaking/listening skills of participants.
- Having a BM photographer to capture the experience.
- The commitment of the participants, who seemed to have a clear idea of how the programme could help them.

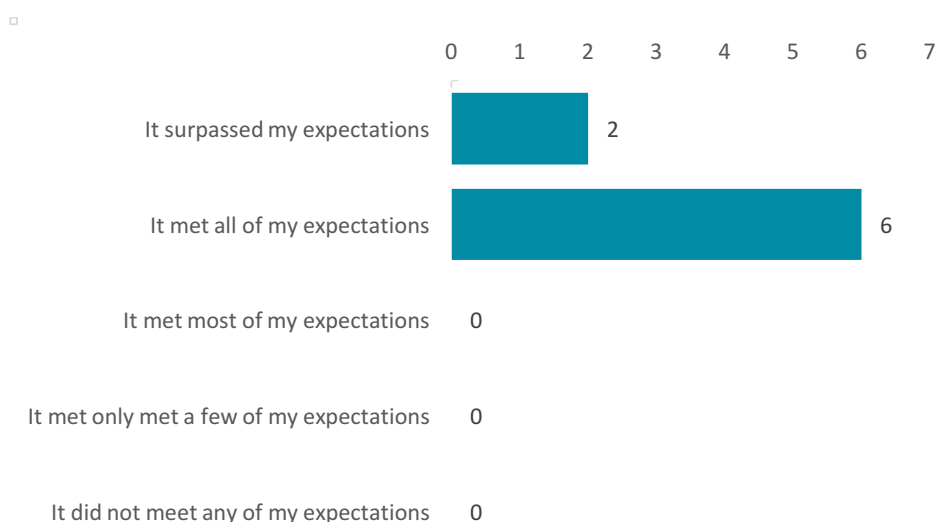
“The strength is wonderful and interested participants who are eager to find out about hosts and happy to share their own backgrounds and practices.”

The weaknesses of the ITP this year were:

- Communication about the introductory event.
- Only having one participant because of visa problems.
- Limitations on the staff members who could be involved, in part because of the timing in August.
- That participants are tired when they arrive.
- That participants were working on Room 3 projects during their free time instead of sightseeing.

All partners said ITP exceeded or met all their expectations.

FIGURE 43: DID THE ITP PROGRAMME MEET YOUR EXPECTATIONS?



All partners definitely feel they have a relationship with the BM.

FIGURE 44: DO YOU FEEL THAT YOU AND YOUR INSTITUTION HAVE A RELATIONSHIP WITH THE BRITISH MUSEUM?



Partners were asked what the ITP means to their organisation. Answers emphasised the value of working with the BM for international learning, connectivity and friendship as part of understanding specific collections, comparing practices and reinforcing the values of the museums.

“An opportunity to meet and share practice with museum professionals from around the world.”

“The museum is delighted to be part of a developing network of colleagues around the world who are engaged in all aspects of museum work, especially in places such as Egypt where the museum is active in fieldwork and research.”

“It is a way for us to develop international contacts and share skills (and make friends!).”

“We value the opportunity to meet colleagues from around the world in a way that allows us to get to know them and compare and contrast our working practices so mutually enhance our experience.”

“It's a great opportunity to be connected to world-wide network of emerging museum professionals who are honing their practices in relation to their own backgrounds. It's great to be linked to the BM and to be part of the development of the programme, particularly ITP plus.”

“We view the ITP as an important event in the museum's calendar. It is an opportunity to engage with international colleagues and worldwide heritage issues whilst reaffirming our relationship with the British Museum which is very important to us.”

“An international dimension that reminds us why we do what we do. The spirit of cooperation is felt particularly strongly in the current political climate.”

“It's an opportunity to network with a wide range of colleagues, more than we could set up ourselves, and an important partnership with the BM. It creates ongoing links that we can tap into for advice from colleagues (e.g. I'll be asking Ntombi about our South African collection) and I hope our groups feel they can come back to us if needed.”

“I believe that the ITP programme is growing in importance and relevance. In a world that is increasingly dominated by division, it is increasingly vital that museums and cultural organisations look for ways to connect, share practices and extend dialogue. The ITP was created to stimulate international understanding via cultural connections. This is even more important now.”

ANALYSIS OF FEEDBACK FROM DEPARTMENTAL REPRESENTATIVES

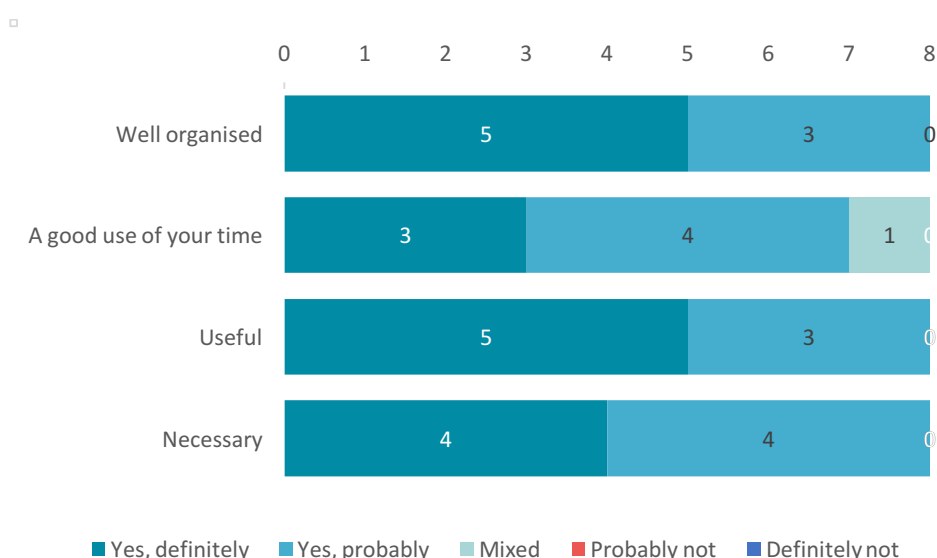
INTRODUCTION

There were 13 representatives, seven of whom responded to our survey: two from Asia, one from AES, one from Greece and Rome, one from Middle East and two from the Coins and Medals department.

MONTHLY MEETINGS

Scores were higher than for last year. All respondents said monthly meetings were well-organised, useful, necessary and necessary. There was one comment about attendance being poor, which is lower than for last year.

FIGURE 45: WHAT DO YOU THINK OF THE MONTHLY MEETINGS?



“Unfortunately I was not able to attend many of the monthly meetings as they coincided with other commitments that I could not reschedule. But I had a colleague attend and report back so I could be aware of what was discussed.”

“The monthly meetings are both necessary and useful but not, unfortunately, as well attended as they should be.”

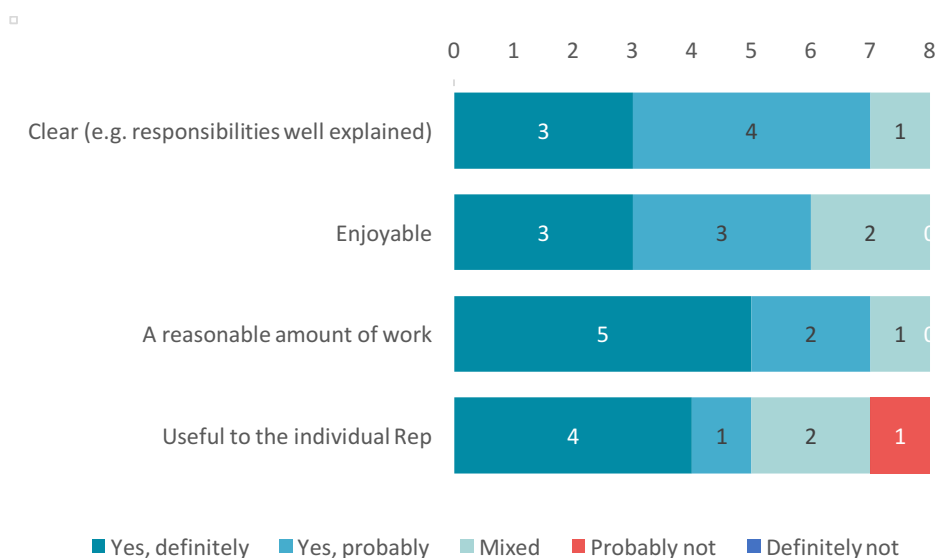
“It was my first time, so they were essential.”

“Perhaps the minutes could be sent around a week or so before the meetings, just so that we can better prepare for them?”

ROLE

Scores on the role were also broadly positive. Comments were that the timing concentrates the burden and that some of the guidance should be written down in a handbook. There was also a suggestion that departmental reps should have even more control over participant selection than they already have.

FIGURE 46: WHAT DO YOU THINK OF THE ROLE OF DEPARTMENTAL REP?



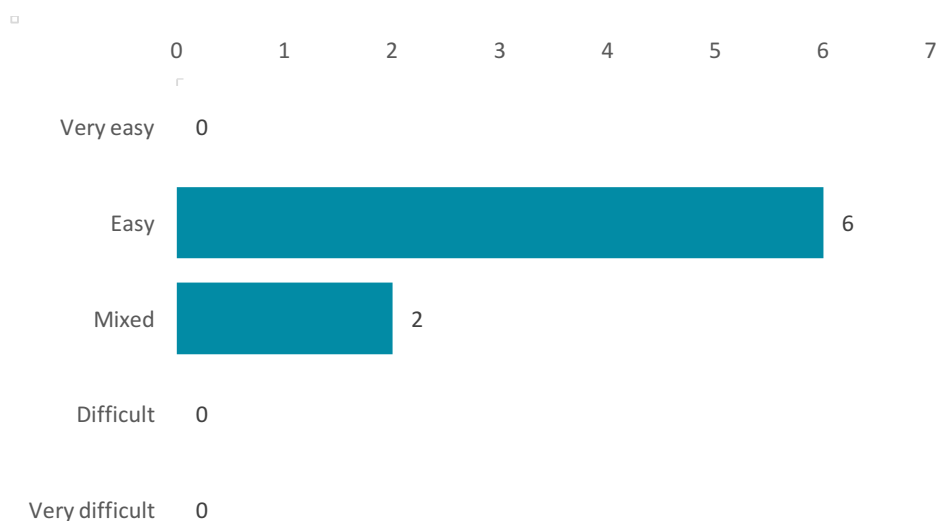
"It is a bit frustrating that the dept. rep does not have any say in who is coming, yet we have to do all the work."

"While everybody is willing to participate in sharing the hosting of our departmental delegates, the unavoidable timing of the ITP event over July and August, inevitably takes place where there is a lot of staff leave. Therefore the ITP facilitation falls upon the shoulders of a smaller number of staff than might otherwise be the case."

"Perhaps it might be useful to design some kind of Dept Rep Handbook for new starters - nothing too complicated, but just something to help them find their feet and to say what's expected of them?"

The responses on ease of getting people involved were roughly as positive as last year, although no one said it was very easy. Comments were that no one volunteers, but when asked they help; and that there is plenty of time to plan.

FIGURE 47: IS IT EASY OR DIFFICULT TO GET OTHER PEOPLE TO HELP DELIVER THE PARTICIPANT'S PLACEMENT IN THE DEPARTMENT?

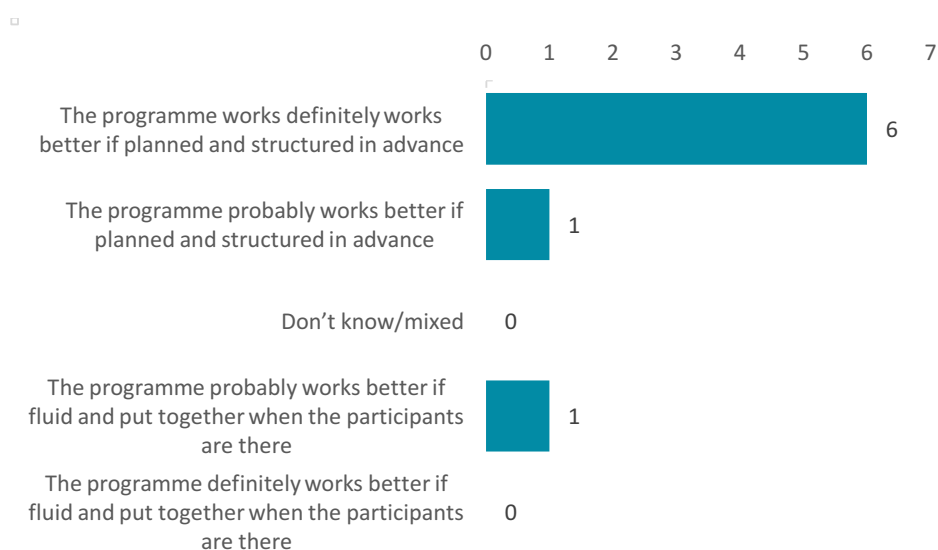


Respondents were asked whether ITP could do anything to make it easier to get other people in the department to help deliver the placement. The only comment was that they should see the positive responses from participants.

STRUCTURE

As with last year, all but one respondent said the departmental programmes work better if tightly structured in advance. Comments were structure was essential to help the departments plan.

FIGURE 48: DO YOU THINK THE DEPARTMENTAL PROGRAMMES WORK BETTER IF THEY ARE TIGHTLY OR LOOSELY STRUCTURED?



"Staff members have to book sessions in advance."

"We still need to allow a certain level of flexibility to allow for participants' personal interests."

"It is my experience that the IPT delegates prefer a loose programme and indeed when the events are high quality, such as Celeste's accompanying the delegates to Greenwich or the annual expedition to Buckingham Palace. Fewer events is better because it provides opportunity for discovering London"

"I think it is VERY helpful to have the structure."

"it is always better if structured in advance - each year the participants have different expectations (with the library etc.) and so it's impossible to meet their precise needs every year."

OUTCOMES

Respondents were asked if they or their department had any plans for future projects or contact with former ITP participants.

"A couple of research proposals for collaborations are in the planning, but too early to comment upon yet."

"We have not had good luck in this respect and our planning of participation in two separate projects with the Koc foundation have, for different reasons, fallen through. Nevertheless, overall our friendships made through the ITP are long-lasting and substantial."

"I have a long-term relationship with China Numismatic Museum. ITP should enhance it."

"I'd like to organise an ITP+ project for a Ceramics Workshop in Sudan."

Respondents were asked whether the experience of being a Departmental Rep had been of any use to them in any other way. Respondents mentioned learning, skills and contacts.

"It's a great way of building relationship with other museums and learn how the institutions work differently. Also it promotes the future cooperation."

"I find the experience very useful in many ways: contacts, exchange of information, collaboration."

"We are committed to legacy in our ITP friendships and continue with several of our delegates to maintain creative contact"

"Meeting wonderful people and being involved in a truly global project."

“Absolutely yes - making important international contacts and developing my time management skills especially.”

THE FUTURE

Six of the eight would consider being a Departmental Rep next year. One said they would be away next summer and another said they would be leaving the BM.

“I hold the ITP in such high regard that I am reluctant to delegate it except to the most energetic and trusted colleagues.”

ANALYSIS OF FEEDBACK FROM SPEAKERS AND FACILITATORS

INTRODUCTION

We had 30 respondents, which is roughly half of the speakers/facilitators.

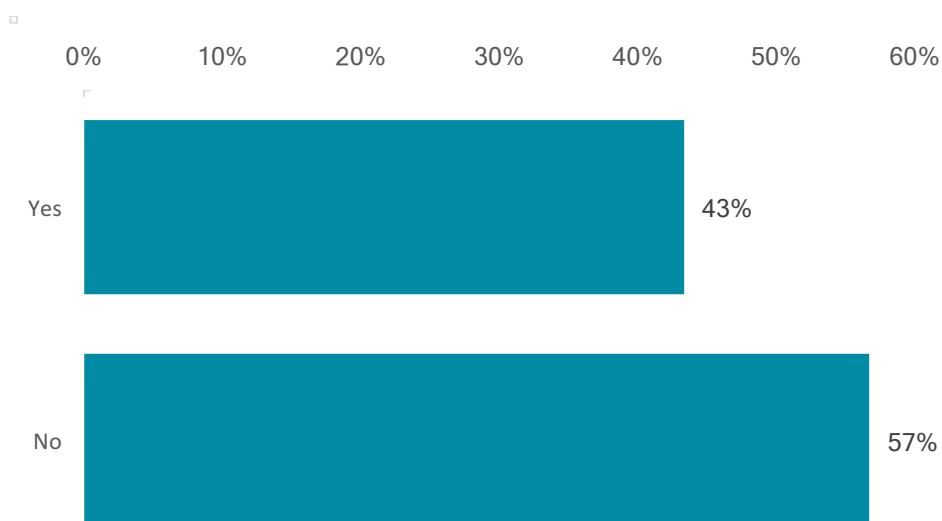
BACKGROUND

Respondents come from 18 departments.

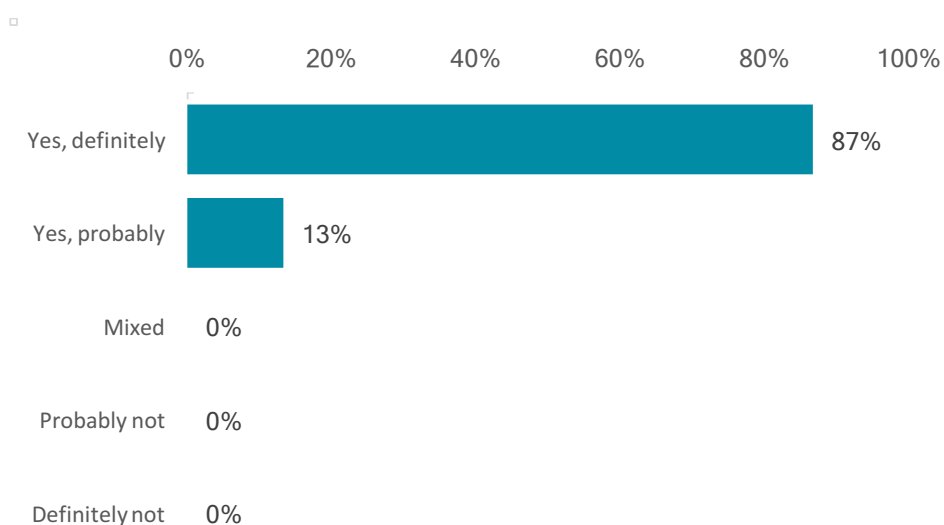
FIGURE 49: DEPARTMENT



43% have not previously run a session for ITP.

FIGURE 50: IS THIS THE FIRST TIME YOU HAVE RUN THIS SESSION FOR ITP PARTICIPANTS?

All respondents said they enjoyed running the session.

FIGURE 51: DID YOU ENJOY RUNNING THIS SESSION?

ORGANISATION

All except one person said they knew enough about participants and ITP in advance. A couple commented that they couldn't tailor the content to the participants, and so didn't need information on their specific interests.

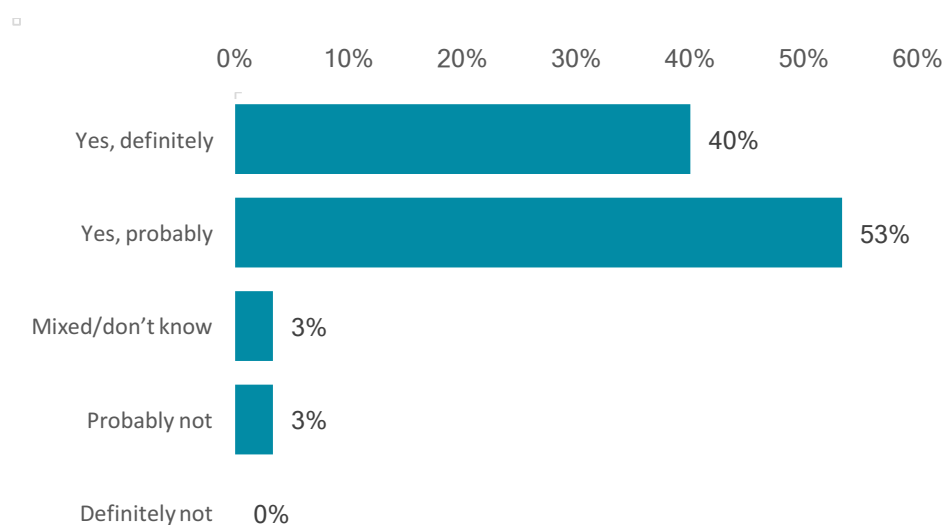
"I received some information from Emma on the morning of the 18th. It would have been great to be able to access a summary of the participant's background and which department they are based with."

"I'm sorry I missed the reception - it would have been good to meet them there - my fault that I didn't"!

"We run a general session and discussion, but we do not have time to tailor it to their particular interests. Some participants ask to come again which is useful to exchange information and further discussion."

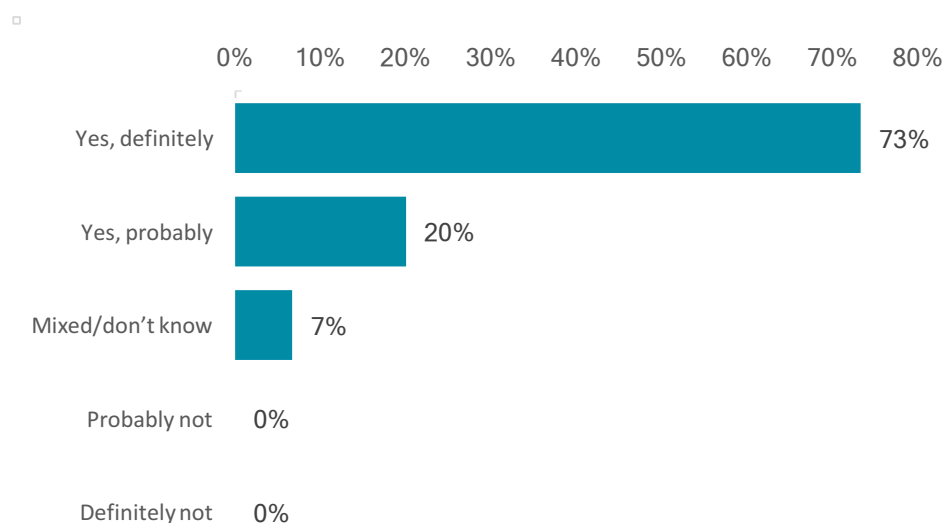
"For what I was doing, I didn't need to know much about them."

FIGURE 52: DID YOU KNOW ENOUGH ABOUT THE PARTICIPANTS AND THE ITP IN ADVANCE?



28 of the 30 respondents said they knew what was expected of them. The gap was in understanding what other speakers would be saying.

FIGURE 53: DID YOU KNOW WHAT WAS EXPECTED OF YOU AND YOUR SESSION?

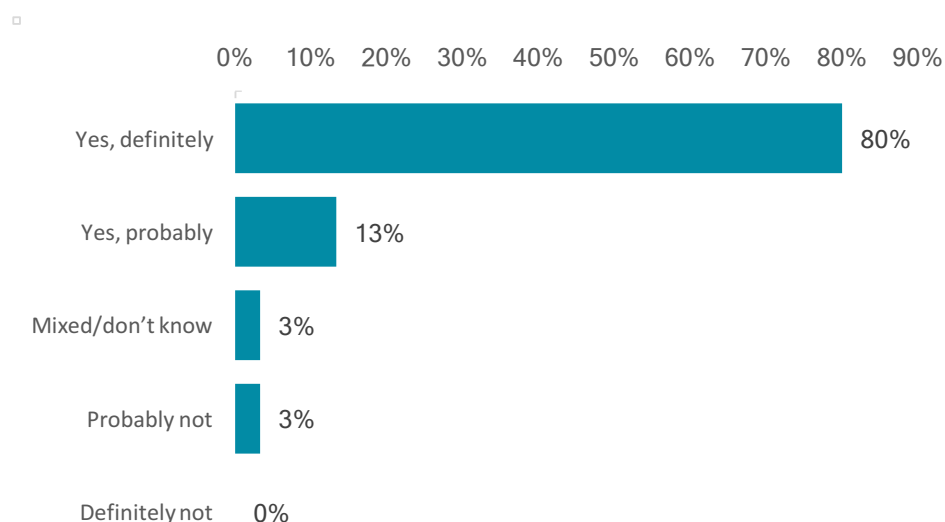


“I understood what was expected for my session, however I would have like more details about what the other trainer on the panel was going to deliver, as there ended up being some overlap in content.”

“Guidance on how to make it appropriate for different cultures might be useful.”

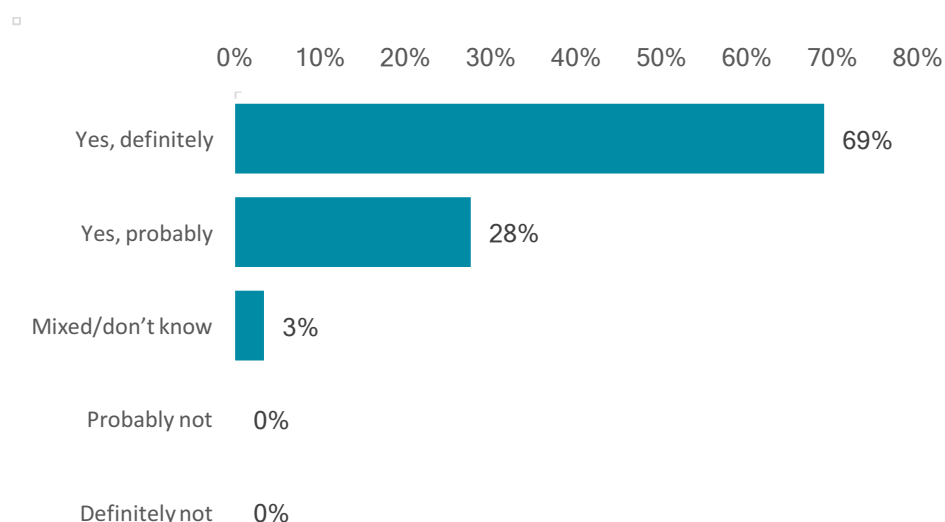
28 of the 30 respondents said the location worked.

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



All except one of the respondents said the participants seemed easy to engage.

FIGURE 55: WERE THE PARTICIPANTS EASY TO ENGAGE?

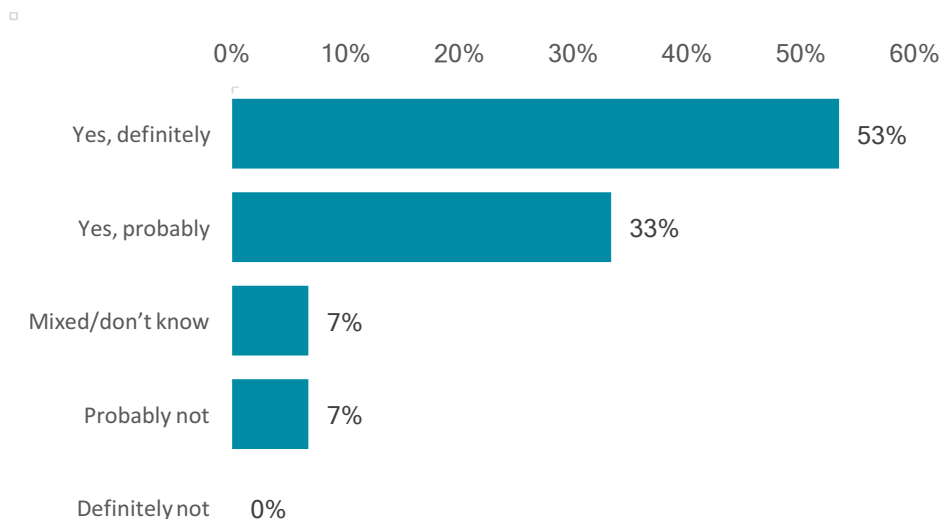


“They seemed very interested and asked relevant questions.”

“We spent too little time with the delegates as a whole to be able to judge but our relationship with the departmental guest delegates was everything that it should be.”

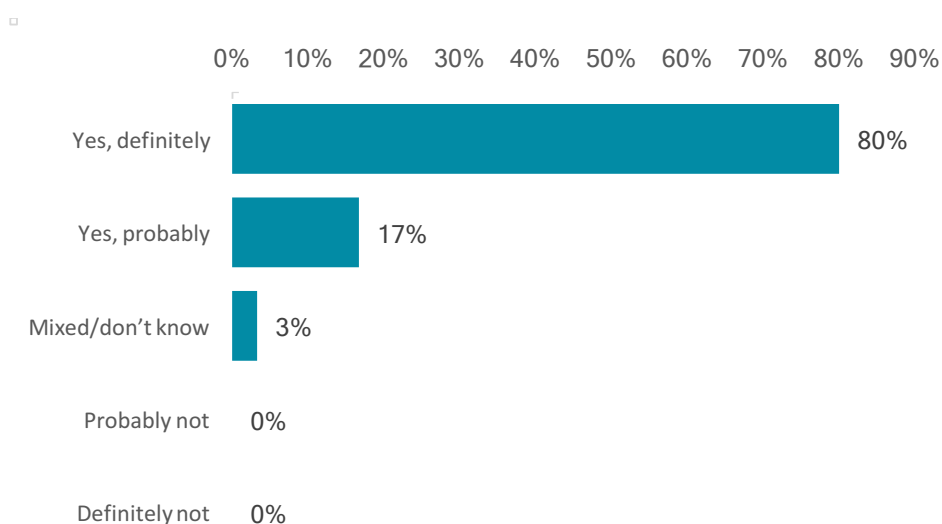
“One participant had to be asked twice not to touch objects.”

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



All respondents who expressed an opinion said that ITP provided everything they needed.

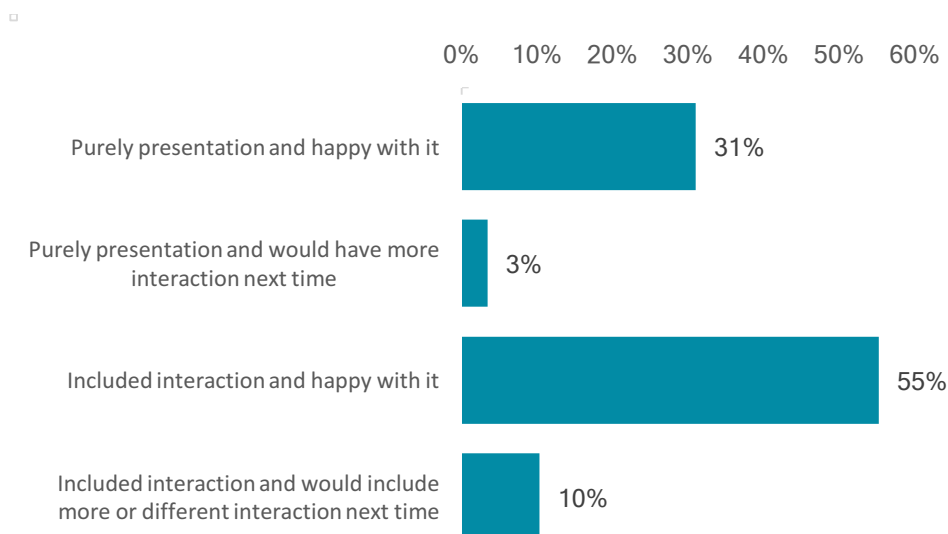
FIGURE 57: DID THE ITP PROVIDE YOU WITH EVERYTHING YOU NEEDED TO RUN THIS SESSION?



POTENTIAL CHANGES

90% of respondents were happy with the level of interaction they were able to provide in their session. 65% described the session as including interaction.

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?



"I was happy with a presentation but something could be added - a visit to a hands on desk. This could be hard with a large group though."

"But if you want me to do more interaction I can (the interaction I did was to ask them questions)."

Speakers were asked what they would do differently. Comments were:

- **Relate more to the participants' countries.** "I think the Modern World Workshop went perfectly; I would like to develop it further. Perhaps dedicate more time away from British Museum objects so they can spend more time on the second challenge - "what stories from your home country would you like the BM to tell?"
- **More information on the other speakers.** "It would have been useful to have more detailed information about the content of the other presenter/s for the session, to avoid overlap and repetition."
- **More information on the participants.** "A summary of the delegates (with essential info only) would be helpful at the very beginning of the course to circulate amongst colleagues so that they better know how to 'pitch' their tours. In the end I ended up sending a link to the ITP participants folder and will gladly do this again if that's the most efficient way." "It would be useful to know in advance how many of the participants work in museums/organisations that need to fundraise. It would also be useful to know from the participants if the session should look at how to fundraise more generally rather than how the British Museum fundraises - e.g. do they want practical advice on how to approach fundraising in their own organisations."
- **Change the order.** "As the topic of my presentation was 'preparation and delivery of an exhibition at the BM' and as the participants had to work on an exhibition proposal, it

would have been good and useful for them to have this session at the beginning of the training rather than at the end.”

- **Have more whole group sessions.** “Larger groups allow for more of a discussion.”
- **Feedback.** “It would be helpful to know what the participants found useful, and what less so, to ensure any future sessions are adapted accordingly.”
- **Nothing.** “We've been doing lab tours for this for so long I think it is pretty streamlined now.”
- **Longer session.** “More time for my session as there was a lot to get through and most people's first language was not English.”

CONCLUSION

Training is an inherently difficult activity to organise because:

- The value of the training depends on the recruitment of people with the appropriate language skills, motivation and knowledge to match the learning offer.
- People differ in their learning styles and preferences. Training could be described as a group activity for an individual and highly personal activity. Sometimes trainees have unreasonable expectations about the extent to which training can meet their specific needs.
- Some aspects of delivery are outside the control of the training provider. This is especially the case for placements, such as the partner programme. It is also true for presenters. Sometimes a speaker will agree to talk on one subject and then decide to speak on another, which can result in duplication between speakers.
- Delivering training requires a mix of different skills. Highly expert people differ in their presentation skills and it is not easy to ask a very senior person to attend a public speaking course.
- Other aspects of delivery are dependent on good will and capacity. This could be said to apply to the departmental programme.
- As with other programmes, satisfaction is relative to expectations. ITP has a potential challenge that the BM programme is so well organised that it might set up unreasonable expectations for the partner museums.
- Each year is different because the special qualities of individual trainees. Vigilance and responsiveness are necessary to maintain high standards.
- Trainees might not be the best judge of what is useful. Understanding the relevance of subject such as community engagement is a learning objective in itself.
- Enjoyment is not the same as effectiveness. Some training is tiring and difficult, with its value only clear in the medium to long time.

This evaluation suggests that ITP has reached a level where organisational issues are as well managed as possible. Particularly impressive is the warm relationship the ITP team develops with the participants. This has important benefits in helping trainees to trust the value of the training, and also in building long term relationships.

Participants express a need to spend more time in BM departments, but responses from BM representatives suggests this would not be welcomed.

Previous challenges – poor English skills in trainee - did not happen this year, which is confirmation of the team's skill in recruitment, and also of the importance of having the training team in charge of recruitment (which is not the case in other projects in the BM). Problems of poor organisation in a BM department, which happened last year, weren't

mentioned this year. However, one partner seemed to have struggled with managing the placement.

We mentioned possible changes last year, which are still relevant. In addition, from our observation, we suggested organising courses in public speaking for BM staff.

APPENDIX ONE: PARTICIPANTS' COMMENTS ON LEARNING

Evaluators don't usually provide raw data in an unanalysed form, however, questions on learning are useful to the ITP team in their individual form. I have included the full responses this year, as these are better than previous years.

BM SURVEY

For our ITP annual report, we would like to include some of your thoughts in your own words. Please write a paragraph on ONE of the following for us: Highlights... If there is one highlight of the ITP for you, what would it be and why? It could be an ITP or departmental session, a day or evening trip, a conversation with an ITP colleague or staff member, a piece of information you were given that you will always remember or a friend you have made with whom you will always want to stay in contact. Your fellow participants... What was it like sharing your ITP experience with people from different countries and professional backgrounds? What did you learn from each other? What qualities do you hope you brought to the group?

i liked the well-come party arranged by BM staff very much because of it introduction to all the participants and BM staff take place. The way the well come us and give us a feeling like we are their fellows is amazing.

Actually, I spent a good time with colleges from about 14 countries. this was the first time for me meet this numbers from different countries. we spent 42 days eat and drink with each other. It was the first time for me to cook in this course, also cook with college from Pakistan. also I cooked for the ladies who were with me in the partner museum in Manchester. also It was a good thing for me to come to my country holding the title of Selfie King.

Since 2012 when I found the link of the ITP at the British Museum website, I started to keep contact with ITP staff by email and every year I found positive reply. Those Past ITP international participants who I knew them gave me clear information about this programme and how I can benefit from this training. After hard contact and at the end of 2015 a positive email asked to send my resume and short expression then I realized that my dream comes true. In spite all circumstances that our country Yemen is faced. Then I started the process of Visa with great support and help from ITP staff, eventually I joined to the programme and came to UK. In this programme I am getting new experiences that allow me to go beyond museum field, my core responsibility, and shared our knowledge between participant and to understand our museums better as well as build good relations with our fellow.

The most important thing in a partnership between the participants in the program to give a good impression and useful information about your community and your country's culture also your organization and most importantly we exchanged experiences and both of us spoke largely about his work, which gave us the opportunity to open up prospects for the exchange of experiences between us

I would like to highlight the session about The culture heritage and peace building which I believe it covers one of the most important challenge for all of us . I think keeping the human cultural resources away from the conflicts should be on the top of our goals for the future.

As I have mentioned, it is so difficult for me to choose only one highlight. Perhaps it would be conversations with Ian Jenkins regarding my Room 3 project and his upcoming exhibition, and having a possibility to have an insight in the behind the scene development of the project. For me this is invaluable experience.

I learned from my fellow participants that there are no limits to our possibilities, regardless of all practical obstacles. The enthusiasm, knowledge, will to expand it constantly, hard work.. can bring the best out of every member of our museum communities. Our power lies also in our contacts and connections and in our readiness to share information and knowledge.

It was a pleasure meeting and working with fellow museum professionals from around the world and learning

from them. The bond that I developed with other participants, colleagues at British Museum, and Manchester Museums has been very enriching and I look forward to building up on this relationship in future. ITP affords us the opportunity to constantly learn from each other and widen our horizon.

ITP is quite meaningful to me since it's my first time to stay with a group of foreign friends in a foreign country for 6 weeks. 6 weeks is quite a long period for a new mom. However, due to ITP's intense arrangement and all the lovely participants, I didn't suffer a lot because I didn't have time to feel so sorrowful or every evening I had dinner with my adorable friends and chatted with each other on food, culture, religion, society, families, etc. Within us, nothing seemed to be sensitive. We were free to share our ideas and make comments. It was the first time that I saw my beautiful Egyptian friends without scarf. It was my first time that I touched my South African friends' braid. It was the first time that my Greek friend did a make-up for me for exhibition shows and farewell dinner. So many first times. All of these contributed to better understanding of each other. We are different, but we indeed respect and value each other. Thanks to ITP.

I have very strong feelings and thoughts about this amazing programme. While I was there, I was very busy to understand the meaning and the influence of this experience into my life.

Not just the programme itself but also BM's people and wonderful participants from 12 different countries are also responsible for that.

I made some very good friends and all together, we shared our personal and professional experiences with no feeling of conscience.

My professional experiences and my positive way of thinking and acting, is what I hope to brought with me in this programme.

Thank u!!

The highlight of the ITP was the energy of the group. This was probably because of the perfect organization and the warm friendship. Events and attractions were beautiful. Friends from different countries and culture were mixed and together agreed on least common to have a fruitful training.

The ITP experience in the British Museum was for me a once-in-a-lifetime experience. As researcher into the history of architecture, I always wonder and endeavour to find out what my topic might be moving towards – I am interested in the future of the research and see in the transformation of scholarly investigation into exhibition the finest way in which to fulfil my objectives.

Scholarly research is a search for truth and beauty in the past that helps us understand and to live the present better, to plan for a better future.

Sharing the results of research with the academic community is exceptionally valuable and worthwhile, but to succeed in the right way in presenting research to the wider audience for cultural matters is a complex matter and a still greater challenge.

The experience in the British Museum, in which I had the opportunity to become acquainted with every phase of this complex process of the transformation of scholarly research into exhibition, including conversation and interpretation, legal and economic issues, design and dialogue with the audience, the educational role of an exhibition and many other phases afforded me a foundation for being able to devote myself to participation in this splendid mission.

I was particularly glad about and grateful for the ability to work so closely together with international experts dedicated to the historical heritage, for I believe that connectedness via the history of art and culture, via joint exhibitions and projects is a way in which the world can be intertwined with the finest of all links.

The highlight of my stay was work in the Greek and Roman Department, understanding the importance of the interpretation of research and the possibility of international collaboration and, above all, the sense of belonging to a family of scholars dedicated to the cultural heritage and its presentation.

Beside that the program was useful to me, it forced me to face my fears, time and again. I always get nervous and scared of presenting but ITP had forced me to do this on regular terms. I liked that I became more confident as the time goes.

Highlights...

A discussion with Ian Jenkins during the Room 3 presentation and at the barbeque evening. I was astonished by his knowledge on various topics across different fields after I mentioned that I'm planning a sculpture exhibition in the next three years. He gave me pointers and literature reference I never thought of, he also mentioned some international sponsorships I could make applications to for research funding. I did not have to be based in the Greek section for him to share his knowledge, he just did. Had it not have been for ITP I wouldn't have met the great expert. I would definitely stay in contact with Barbara.

Fellow Participants....

It was such an amazing experience and I feel privileged to have had the opportunity. I've learned so much from these participants and just to mention a few that stand out: The Children's Museum which is directed by Shreen from Egypt. Although I knew of such museums, it was my first time getting to understand what they really are about and how they are structured. I've had late night discussions over biscuits and coffee with Shreen whereby she shared her educational programmes which I intend to share with my colleague in the education department. Barbara is another one I've had a wide range of discussions with but I found her love for art amazing which has made me want to read more on art. Since I'm planning a sculpture exhibition in the near future I will be using her expertise which she's very excited about. Through this I've also discovered that Shi from China works for an institution that was in talks with my institution over a South African exhibition which had to go China but did not due to broken communication and change in leadership. Through discussions with her and after I have met with my superiors, I hope for the talks to resume. I've also had academic discussions with Ana and we hope to have collaborations in the future. Other participants have been amazing in their own rights and all that would have not been possible had it not been for the ITP.

I hope I've brought analytical, scholarly and creative qualities to the group.

I will never forget the ideal temporary exhibition of storms, war, and shipwrecks, and hope to stay in contact and learn from exhibition designer Clair as I learned from her to share all departments in the collective decision

Not everyday in our working life we are able to meet knowledgeable people who research, curate, discuss, present and write on specific topics that we deal daily. If more time can be spent together with them, more knowledge, experience and skills will be acquired from them.

the ITP programme was useful for me to meet all the participant from different country was a big experience to me, I learn a lot of things personnel and professional, the time I spend it in UK / BM / ITP / ME is unforgettable. All people want to help you, to share with you ideas skills professional and personnel. I will be in contact with all participants thank you ITP

highlights

I am very happy to have worked with so many participants from all over the world, many of whom I count as good friends as well as colleagues.

Newcastle, North east London, a new adventure to experience

In new castle I have Started my new adventure by enjoying an internal building tour, learning about the building, especially its design and seeing behind the scene wonders. ; Then strapping me in for a climb like no other. It was such a nice time with my ITP friends. We explored one of Newcastle Gateshead's most iconic buildings. Once I reached the top I have further opportunity to learn more about the structure as I walk across

the 3,043 stainless steel and 250 glass panels that make up its unique curved roof. Standing tall and admire the spectacular views across Newcastle Gates head Quayside and beyond – seeing the famous bridges like never before. In Newcastle, you can figure out the Britain's urban heritage that is one of the main symbols of human evolution through history that reflects the capacity of man to overcome surrounding environment; as it is listed in (WASHINGTON CHARTER 1987. All urban communities, whether they have developed gradually over time or have been created deliberately, are an expression of the diversity of societies throughout history. These areas embody the values of traditional urban cultures.

Quite easily, the best part of the ITP was our interaction with our fellow participants. Through our conversations with each other and insights that we gained through sessions like 'Cultural Heritage and Peace Building', the one thing that struck me was how privileged we are in India. Security, resources, the freedom to express ourselves, all things that we take for granted are not so for many others. It led to a deep introspection about how effectively we are actually using what is available to us and how much more we can do if we apply ourselves.

The diversity of the participants also proved to enhance our learning. Not just through our interaction but also questions that the participants would ask during sessions. They were things that we wouldn't have thought of given our different backgrounds and listening to the conversations during these sessions was quite informative and though provoking.

Meeting people from India, Yemen, China, Turkey, Croatia, Greece, Egypt, Sudan, South Africa, Britain, Scotland, Malaysia, Lebanon, and more is great. I love that I got this opportunity, and the diversity of the group was just great. I learned that many museums globally face the same issues, and even saw how similar we all are, yet different.

I think the best for me is to have chance to see many different museum in the UK, so I can know how they work.

No matter where we are, we just need to do something first important, have a nice time and keep health.

Highlights:

There are so many highlights but I will always remember Beamish museum sharing on their community work with dementia people; 2nd, visit to Horniman museum and its garden. Museum is an open space for public to enjoy and create happy society.

Participants...

I am going to miss all of the participants. Each one of us has their uniqueness, strengths and humour. We are from different parts of the world but the differences have changed into sweet memories and sharing of knowledge and friendship.

PARTNER SURVEY

What did you learn from the partner museum placement that you could apply to your home institution upon your return? Please explain in detail what you would like to change and any barriers to you being able to apply your learning

Definitely the selfie points at Manchester Museums to increase engagement that visitors have with the collections is something I feel can be applied to National Museum in Delhi.

Fund raising, educational programmes and interactive family oriented interpretation are the areas that could be applied to the CSMVS. The Boxes of Delight and Sensory packs are ideas that would work well. Also the interactive elements used in display, especially at the site museums make for interesting family oriented exercises. The barriers to implementing these would mainly be funding as we would need to look for external

funding.
first,I learned to put education department strategy for long term and also how I can evaluate the work according to the strategy , they also provided me with the job description that will help me and my colleagues to know more about our duties
Trying to get young people to have fun in the museums while learning at the same time, push open doors in the galleries and the fact that anyone can come up with the exhibition proposal, team spirit and their ongoing exhibition on line, while it is completed in the museums. be able to get catalogues online.
Learning and Community Outreach especially the usage of the Learning Kit. Schoolchildren have an access to culture and history, and the museum objects is a good resource to start with.
Open Museum; Curators Forum; Volunteers in Museum; music in museum), people can eat and drink in museum (such as in Riverside Museum). Not many family could afford to buy food at the museum cafeteria; install stool/chairs/sofa inside the gallery for visitors to enjoy the exhibition; Kelvin Hall concept - museum as one stop center for community well-being (health centre, court, resource center, cafe etc); kids under 5 friendly; handicapped people friendly.
I have whole new insight to the approach to the organization and delivery of exhibition - from the research phase to the final output. I felt very strong connection between the programme of the Bristol Museums and The British Museum - so I feel this as a continuation of the same experience.
they learned me the how to put strategies for education programmes - how to deal with all museum departments to achieve two aspects of museum's work for community learning programmes and successful exhibition .
1- they have good displaying otherwise in museums or galleries
2- they have good preserving for their collections in the storerooms.
3- they have a good programs to engage their communities to the museums and galleries.
4- they have aims and messages that they need to reach to their community.
I found quite interesting and clever that in some texts in the gallery, they mention that u can find a relevant object in the gift shop.Usually, next to some famous paintings.
Online galleries and catalogues for temporary exhibitions are really amazing. I really hope it can be applied to my future job. But the major barriers may lies in the copyright.
For exhibitions, they let audience make their own decisions and get involved in it. And they use multi-sensory approaches to finish display. Those methods I will try to use to my future exhibitions.
the biggest barrier is always funding. If we had funding to create displays as amazing as riverside museum with interactive videos, and talk about people's social history in that very engaging way, I would definitely attempt to do it.
I would also attempt to apply something that wouldn't cost much, that is social media advice from John Ferry, and place a social media policy and strategy with the communications department at our museum. (as I am not in the communications department I think that would be a barrier as I doubt they would listen to me...)
we spend a greatful time at the UK partner museum, specific we did a lot of contact with a lovely personnes and colleagues.The programme was interesting. in the National Museum of Beirut where i work, we had a project to renew all the storerooms. and another project to built a new building for the learning programme, an auditorium.... In the 2UK partner museums we visited all the storerooms for different artefacts, and we saw a lot of storage and conservation methods, all this exempel can helpme to apply and to do the best in my country. an other thing i learn in the museum how they do the contact with the audience, specilly with the family and

kids
well, the BMG the main museum in the city there is a section of the Birmingham and its people History this idea is god to me may we reflecting to our institution and discuss with our board.
I learned so many ideas that could be applied in Egypt such as encouraging people in Egypt to donate to the museum by applying the batter fly wall for them and I think this idea could be applied easily where every detonator could write his name in a butterfly at the entrance of the Egyptian Museum ,Museum's Boxes of delight is very good idea to engage the schools to the museum and I have many Replicas in the Children Museum I could Begin with one Box and go to schools . one of good ideas I have ever seen was to engage community by presenting their opinion in the current cultural landscape and how they cloud shape it in the future by presenting activity called shape your cultural landscape and analyzing their opinions concerning the importance of museum in protecting and presenting the cultural landscape. among the programs of community engagement in the UK partner museum was engaging people who just have recovered from addiction, it is not easy to target those people in Egypt but I will try to contact one of the Egyptian health organizations that dealing with such cases and present lectures for them at the Egyptian museum. at the children museum my institution I will apply the idea of family table with many educational resources to engage more families to the Children museum , dress as roman is a nice activity I experienced in the UK partner museum that aim to engage the children and could by applied at the children museum with different name like dress as pharaohs. concerning barriers , they are two main barriers , the first one is getting the approval to apply these activities and the second one is the supported materials needed for these activities , i think i could able to apply some of these ideas after getting the approval of the head of museum sector in Egypt .
The important thing they are very small staff but the organizing their work very well and of course they have wonderful program in museum education and learning
Collection management and exhibition practices
Community involvement projects are at the forefront and that I found to be impressive. I will definitely apply all the things learned and keep in touch for advise on future projects. The only barrier would be not getting sufficient funding but a lot of programmes can still be delivered with the resources my institution currently have. I will most definitely encourage other colleagues to source out sponsors for their projects and not rely entirely on the museum's funding.
I want to open more objects to the public, and i want to encourage more people to the museum. But first we need to educate people understand more about museum and the history.