

ITP EVALUATION
REPORT TO THE BRITISH MUSEUM

SEPTEMBER 2017



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INTRODUCTION

BACKGROUND ON THE PROGRAMME

The British Museum established the International Training Programme in 2006. The programme was initiated two years previously, as a result of a contact from the Supreme Council for Antiquities of Egypt, now the Ministry of Antiquities, who then sent seven curators for six weeks in London. In the ten years that the programme has been running, there have been 253 participants from 39 countries in the Middle East, Africa, south and east Asia, Latin America and Australasia. 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:

- Bristol Museums
- Glasgow Museums
- Lincoln: The Collection & Nottingham University Museum
- Manchester Museum, Manchester Art Gallery and the Whitworth
- Tyne & Wear Archives & Museums
- Ashmolean Museum-Oxford
- Norfolk Museum Services

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 and around the UK.
- Cascaded training.
- Supported development.
- Digital resources.

Each of these are being evaluated as they come on-stream.

METHODOLOGY

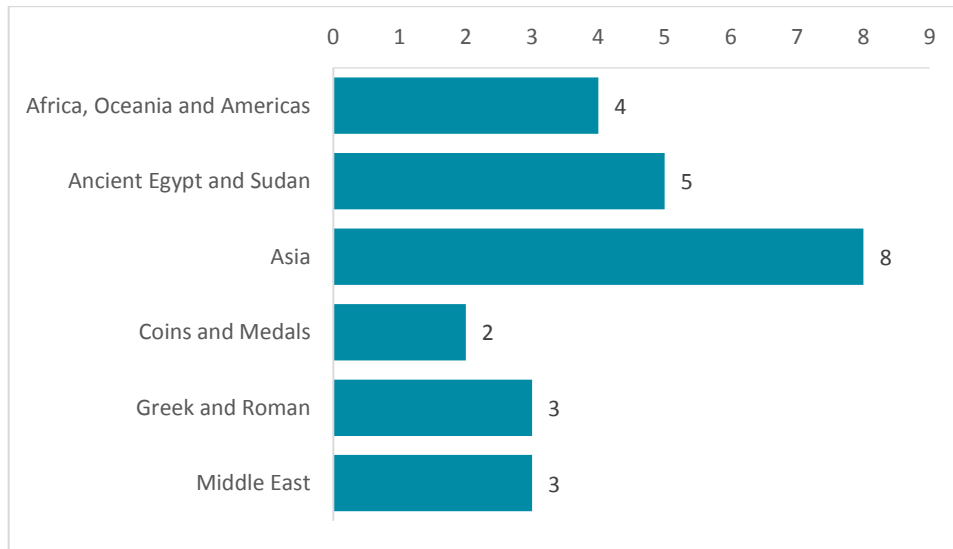
Our methodology is to analyse the feedback forms from participants, departmental representatives, UK partners and facilitators.

ANALYSIS OF PARTICIPANT FEEDBACK AFTER THE BM PROGRAMME

INTRODUCTION

We have responses from all 25 participants across six hosting departments.

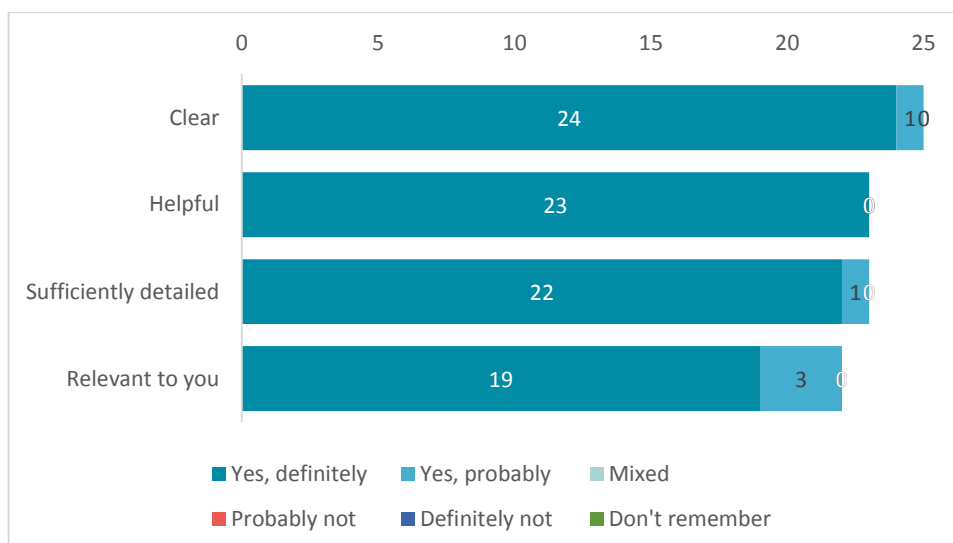
FIGURE 1: HOSTING DEPARTMENT



PREPARATION

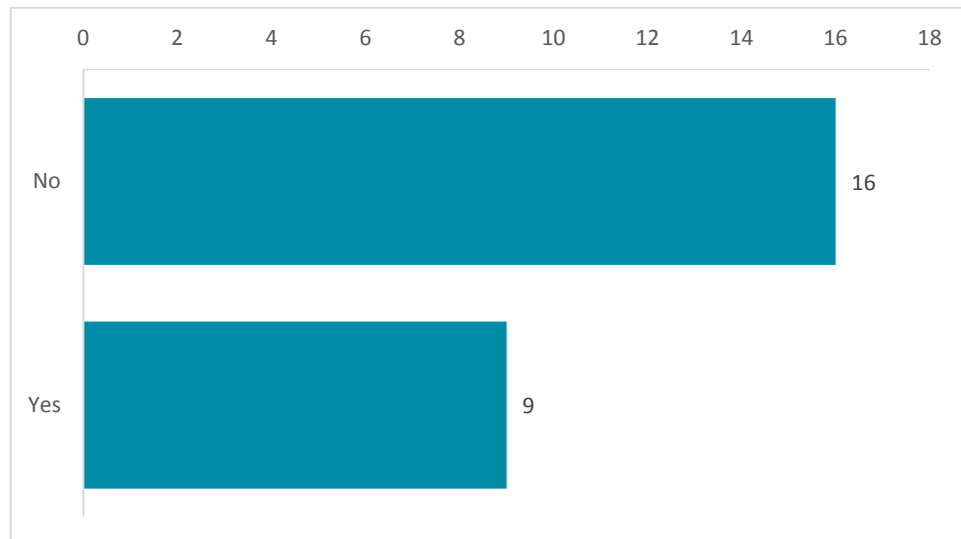
Views on BM introductory pack were positive. Respondents all said it was clear, helpful, sufficiently detailed and relevant to them. A couple of people missed out part of the question.

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



Nine respondents said there was other information they needed. Comments were that participants might have liked more information on the programme: the departmental and programmes, and the Room 3 project. They also wanted more information on living in Britain.

FIGURE 3: WAS THERE OTHER INFORMATION YOU NEEDED BEFORE YOU ARRIVED?



“I think that it might be useful to have more information on the Room 3 project before coming here, because in a way it is our final presentation and it would be nice to be prepared before. Also, I think we should have more information on the programme of our departments.”

“I felt I was well informed prior to the date leaving. We were updated and reminded frequently, providing much time to prepare whatever needed to be done before leaving. We were well aware of what we were going to be doing, and we could provide areas of interest to us.”

“At first I was overwhelmed by this amount of information, but because it was my first time to UK, I really studied the information and it helped a lot.”

“The introductory information was so helpful and sufficiently detailed. It gave me all the needed information before I arrived in the UK; I was so comfortable with that.”

“The BM Introductory information was sufficient and it told the general expectations of the programmes and living in UK as well. It was really helpful for ITP participants to plan their days at UK.”

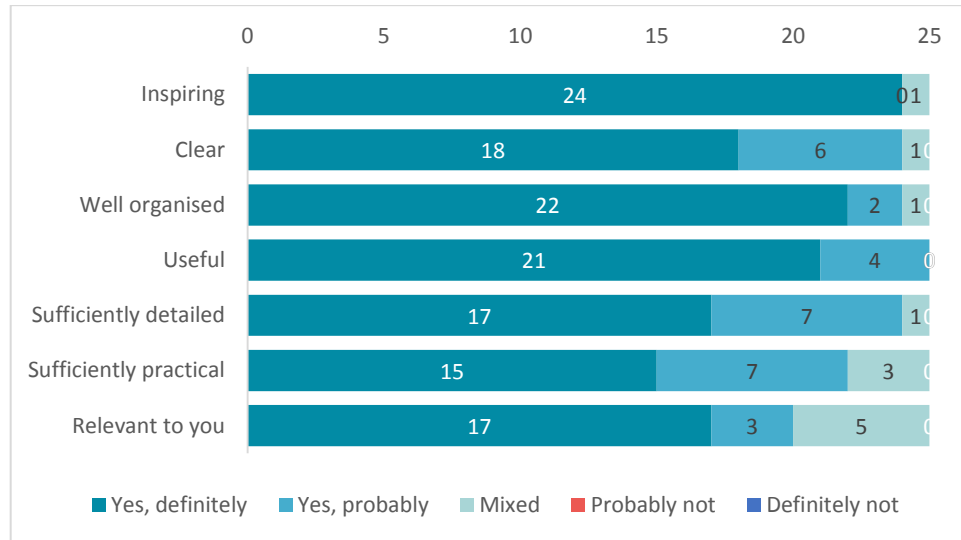
“From the beginning everything was clear and the information was available when it was needed. It helped knowing that we could ask everything freely to the emails that were given to us.”

“The information was very detailed and I could ask the BM if it was not clear.”

GROUP SESSIONS AND SEMINARS

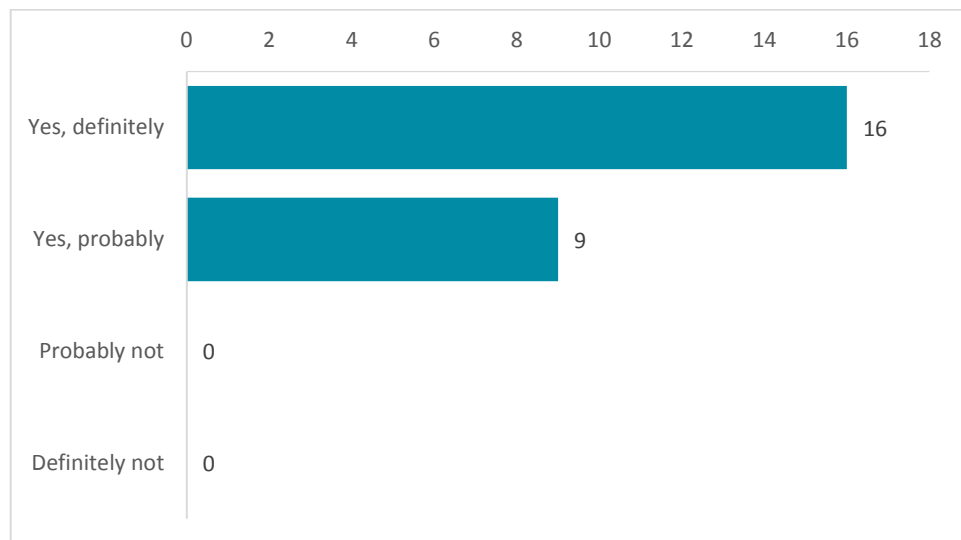
All except one respondent described the group sessions and seminars as well-organised, clear, inspiring, and sufficiently detailed. All participants described them as useful. Comments mentioned participants' individual interests, which were sometimes very specialised, although respondents also emphasised their appreciation of having a wider picture.

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?



“All seminars and sessions were indeed very useful in terms of developing your museum work background. However, for me I would like to have more practical workshops on learning and interpretation.”

“Working in a smaller museum, we tend to work beyond our job descriptions. So, it was very useful information provided in all the presentations.”

“All the group sessions and seminars were definitely inspiring and helpful, but I learnt that I had to read and get knowledge of the upcoming sessions before so that I could at least have a clue of the information.”

“Actually almost of the lectures and sessions are related to my specialties and my focus on work in my home museum, except the conservation sessions.”

“All the sessions were perfect. I also would like to hear more about the people who are working in the kitchen and in the cleaning area.”

“I gained a lot of new experiences through this sessions, even if it is not relevant to my interests, but I really enjoyed this sessions and got a lot benefits from the sessions.”

“The case studies presented by the experts gave me a good understanding of how work is carried out, which is what I was primarily expecting out of this program.”

“All group sessions and seminars at the BM were useful for us in the museum field. Some programmes might not be directly relevant to our field but they gave new perspectives to participants about international museum practices.”

“They all are really inspiring and well organised. However some sections are less practical for my country.”

“The sessions with an activity at the end were most useful because this helps you to remember the subject.”

“There were cultural differences and different institutional practices among fellows. So group discussions were a bit vague.”

“I know that it is an intensive course and that time is short but some sessions were not clear, regarding how we could apply certain procedures and information.”

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

- Exhibitions
- Learning
- Partnership
- Fund raising
- Cultural heritage
- Collection Management
- Loans

- Collection management
- Security
- Marketing, press and social media
- Employee engagement
- Visitor research
- Photography
- Conservation
- Storage

“Having worked on the heritage sites doing documentation and public gatherings, now having to care for the collections and monitor the museum project, all the subjects were a highlight to me. Although I have studied museums, I have not been practising it, so this was a revision and also a learning path to me.”

Respondents were also asked which subjects were least useful to them. Responses were: retail, conservation, and volunteers. Generally respondents emphasised the value of having a broad understanding of a museum.

“There were not any session which I can point as least useful, if those were not relevant to my job, I am going to share it with my colleagues.”

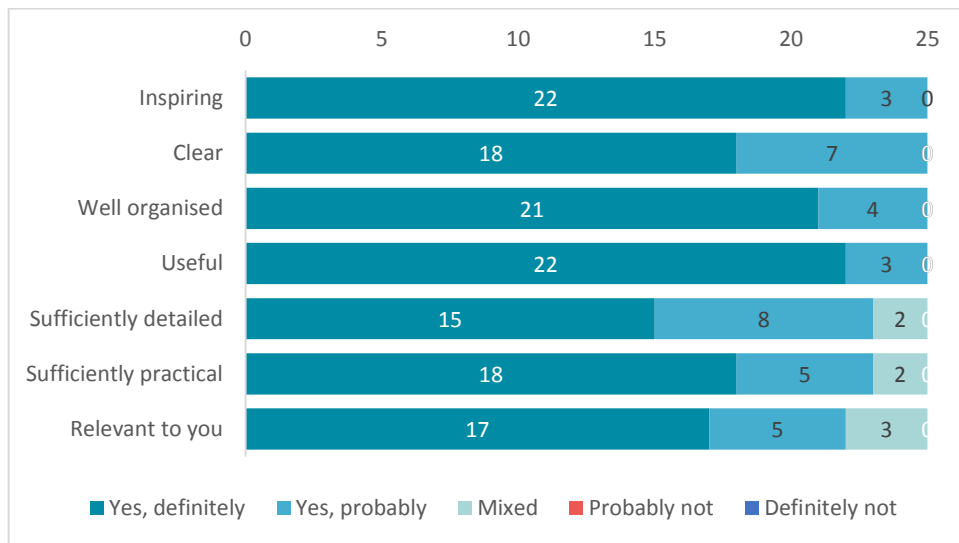
“None. Because as somebody responsible for the section I should know what my juniors are doing, so I believe having some general knowledge about museum management has helped me.”

“Some sessions like, health and wellbeing were not directly related to my work, but they were good in a way as I learnt something new.”

DAY TRIPS TO OTHER MUSEUMS

The day trips were generally described as clear, inspiring, well-organised, useful, sufficiently detailed, sufficiently practical and relevant. Comments emphasised the personal and intellectual value of the visits, although a couple of respondents wanted the visits to include more customised interactions to suit their specific interests.

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



“I equally appreciate our visits to different cultural sites in London or outside, which were important in terms of experiencing British culture and history through personal points of view. It made you to feel more inclusive.”

“The day trips to museums outside the British Museum gave an opportunity for participants to see small scale or regional museum being administered. The trips also opened different perspectives about the making of exhibitions and displaying objects in the museum.”

“I think that for the short period of time, we got a really good and complete glimpse of UK museums and sites. I think we got to understand another type of management which goes outside the museum.”

“Whilst the excursions were a lot of fun, they were learning points as well.”

DEPARTMENTAL PROGRAMME IN THE BM

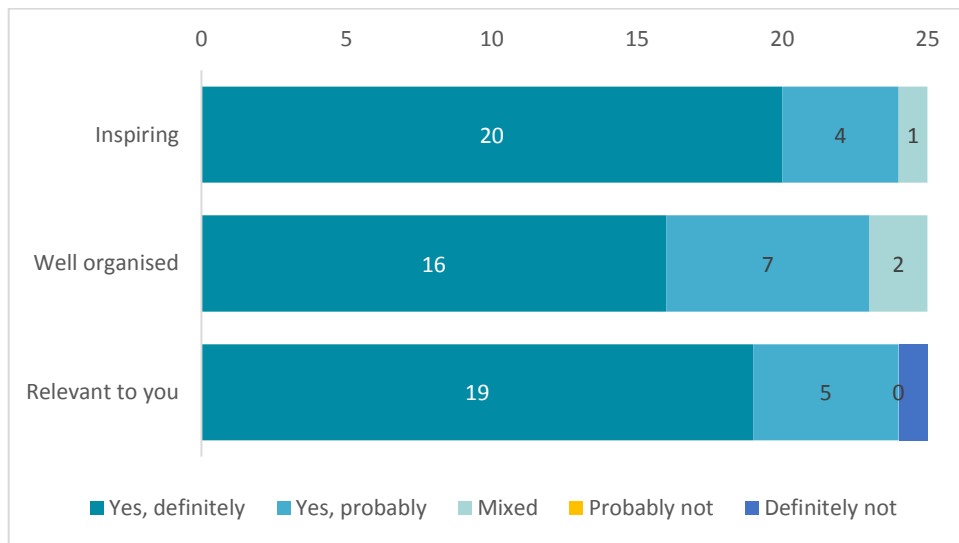
The departmental programme was described as inspiring and mainly well-organised and relevant. The only comments were about wanting more time in the department.

“All departmental programs were indeed very useful, and all the staff members were very welcoming, ready to help and do their best.”

“I spent an amazing time in the department. All the curators I met were so helpful and nice with us: they gave us all the information that we needed even without us asking them. They were very careful to provide us with all the experiences they have here in the BM.”

“It was not a subject I was interested in from the beginning but now I'm very interested and I enjoyed it a lot. Overall I'm very pleased with my department and I wouldn't want to be anywhere else.”

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



The strengths of the Departmental programme were described as:

- The content.** “The departmental programme was very strong and rich we had very interesting sessions such as the 3D scanning and the contemporary art session was absolutely great - the session we had on writing labels was great too.” “Allowing time to visit the collection held at Orsman Road.”
- The personal attention.** “Working in small groups.” “I was attached with experienced curators who gave guidance and advice regarding curatorial tasks. The sessions were relevant and useful for me to be applied in my institution. The staff were helpful in preparing projects assigned during the ITP period.” “They dedicated a lot of time to us.”
- Knowledge relevant to their collection.** “Taking us to the storage area was interesting to me, to see what collections they have about my country. This would build more on the projects to partner more with BM.” “The staff are familiar with the culture in my country, so we can communicate well.” “It is a relevant department to my expertise and knowledge. Easy to communicate and collaborate with the people there. Talk about issues of interest to me.”
- Conversation.** “I was really glad about the projects my department is engaging with, I liked that we got the opportunity to ask questions freely and discuss important subjects, relevant subjects.”

“I got to understand the scope of the collection and the work that the BM does in my region. The curators and everyone in the departments were helpful and took very good care of us. I especially liked that once I had chosen my object for Room 3, I did not have to worry about how it was going to be mounted, there were people to help me out.”

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

- More time, especially visiting stores and preparing the Room 3 project.
- Visiting storage before choosing the subject for the Room 3 project.
- Handouts about the learning in the sessions.

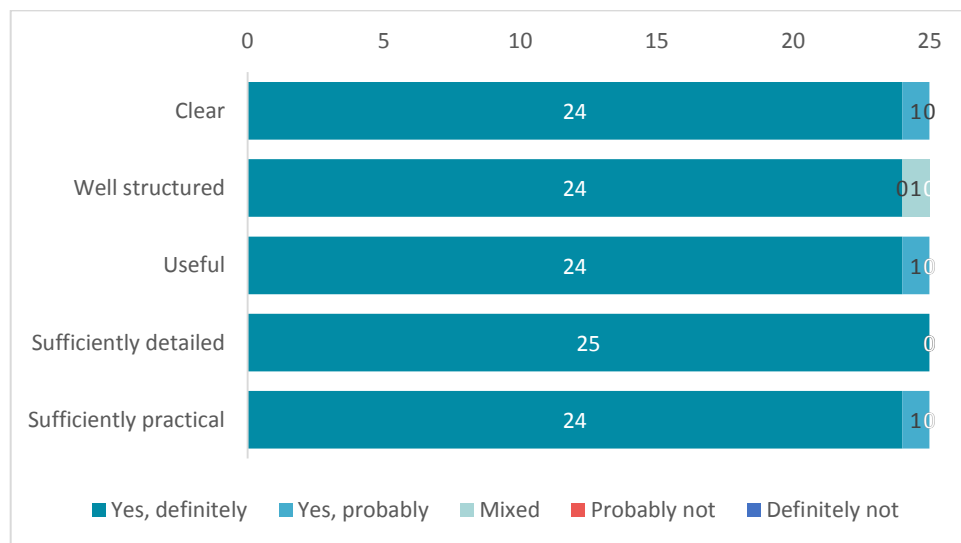
“A lot of unstructured time could have been used to learn specific skills from the curatorial team. While we did have time to interact with them, it was limited to conversations rather than actual practical application.”

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. The only responses were that the handbook should be on recycled paper and should have a notes section, which are relatively minor matters.

“It helped a lot. It was good to have every single thing written there.”

FIGURE 8: WHAT DO YOU THINK OF THE ITP COURSE BOOK?



“Everything about the sessions was so clear.”

“In general, the ITP course book provided enough information for participants and gave information on what to expect throughout the programmes.”

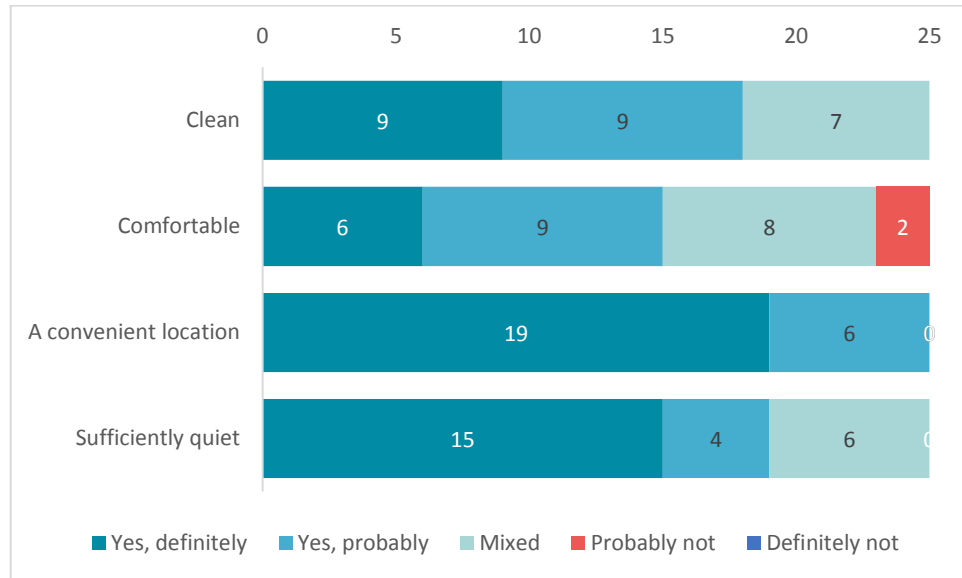
“Well... it's amazingly well organised and clear.”

“It helped a lot. It was good to have every single thing written there.”

ACCOMMODATION

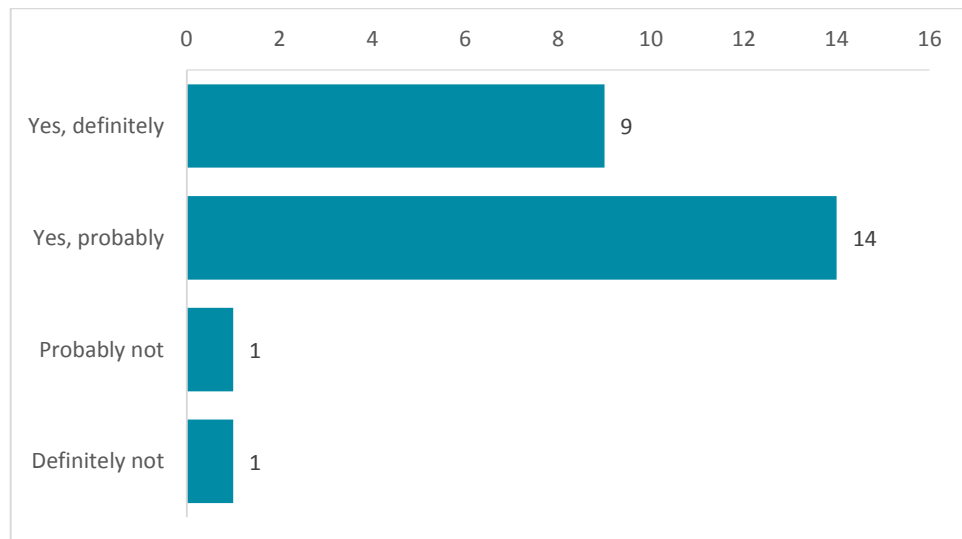
All respondents said the location was convenient. Scores for cleanliness, comfort and noise were more mixed.

FIGURE 9: WHAT DID YOU THINK OF YOUR ACCOMMODATION?



Two participants said the accommodation shouldn't be used again, which is lower than for last year.

FIGURE 10: SHOULD THE BM USE THIS ACCOMMODATION FOR FUTURE STUDENTS?

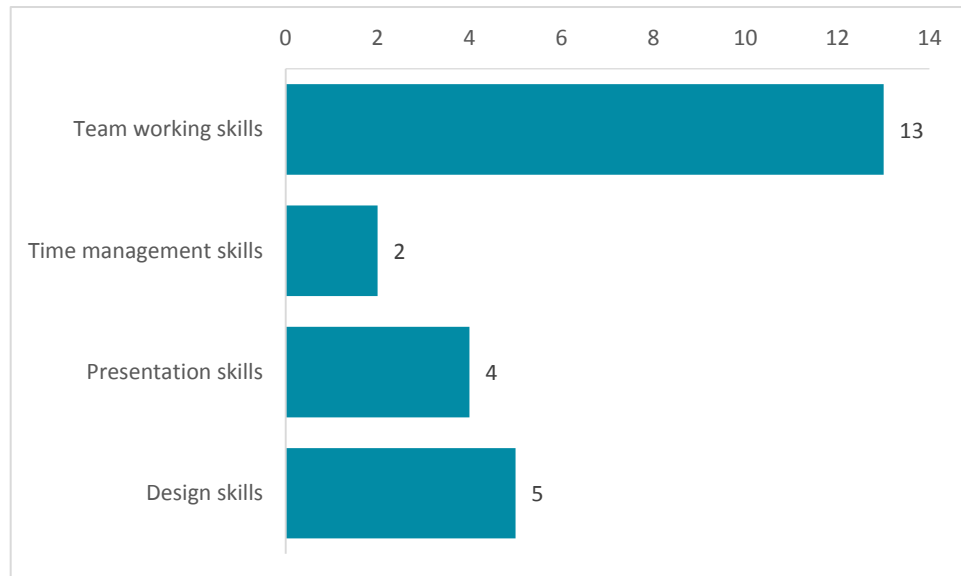


“Of course, if BM can afford better accommodation with separate bathrooms, it would be a better solution, but personally I had no problem with my flatmates.”

ROOM 3 ASAHI SHIMBUN DISPLAYS PROJECT

Respondents mainly associated the Room 3 project with developing team working skills. Note that the software restricted responses to one answer, which was an error.

FIGURE 11: WHAT SKILLS DID YOU DEVELOP FROM THE ROOM 3 ASD PROJECT?



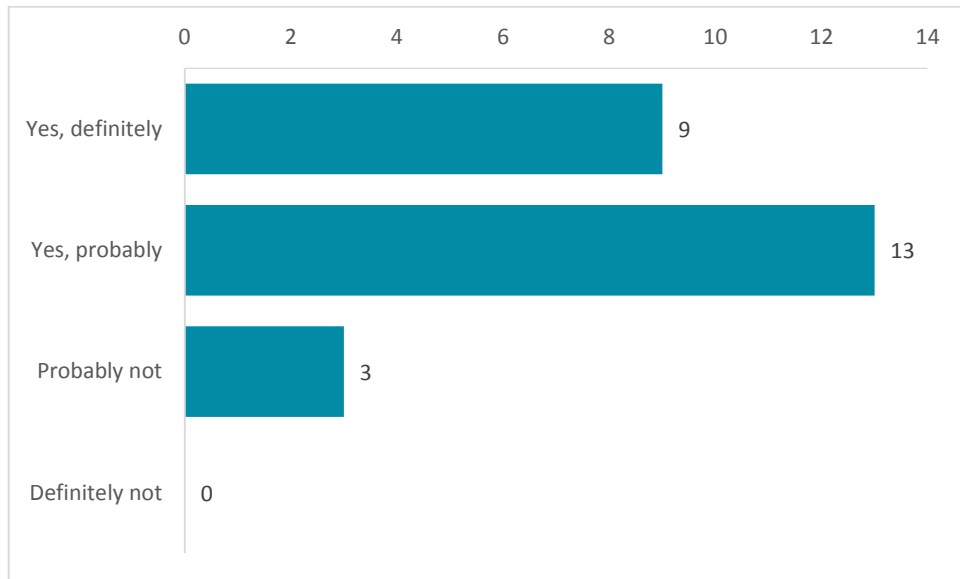
“Definitely it was a challenge for me to work with a person whose background was quite different to mine. But I like challenges, and I had a great experience working with my partner, which gave me the opportunity to see some things other than my professional or cultural experience. I really enjoyed it, however, I think while selecting partners for the upcoming years, professional background should be considered.”

“I learnt how to write a label and how to create a story for an exhibition.”

“I learnt to utilise the strength of each member in the team to produce quality work based on collective efforts.”

The majority of respondents were happy with the quality of their Room 3 project. Comments iterated challenges in organising the project: difficulty choosing the object, lack of time for the project, difficulty communicating and finding time together with their other participants who were in any department, and lack of time to perfect the presentation.

FIGURE 12: WERE YOU HAPPY WITH THE QUALITY OF YOUR ROOM 3 PROJECT?

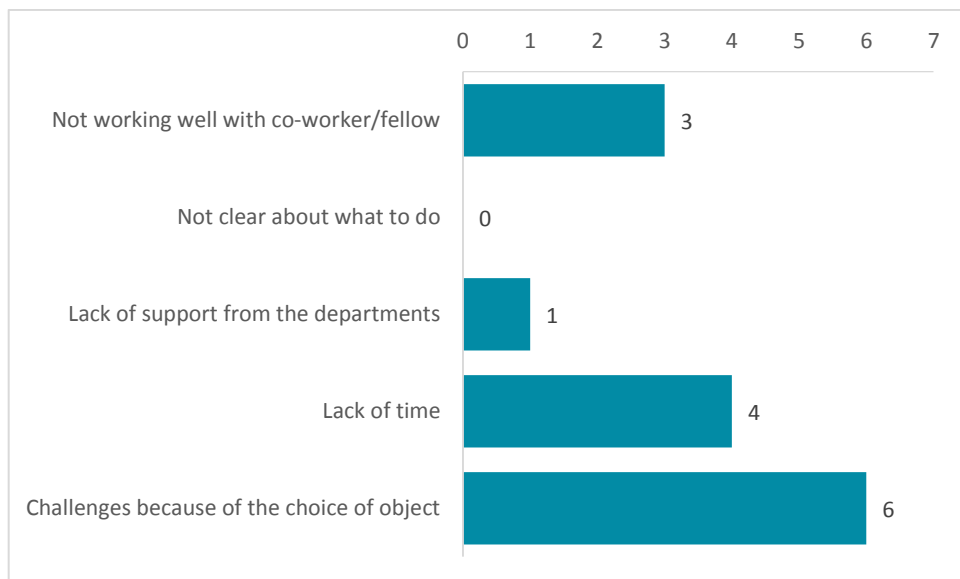


The main challenges were around collaboration and the choice of object.

“The fact that we had partners from different departments had both advantages and disadvantages. One of the disadvantages was finding time to meet. Although at the end the product seemed interesting but it was frustrating at the time.”

“I would prefer to work alone. Trying to find some common points was the hardest and most time-consuming thing. Instead, working alone from the beginning to the end of the programme would make me more focused on my subject and more creative.”

FIGURE 13: IF NOT, WHAT STOPPED YOU GIVING YOUR BEST?



Respondents were asked what advice they would you give other fellows on designing their Room 3 projects. Answers were:

- **Choosing objects.** Choose an object that you know about/from your culture, that is interesting, for instance one related to daily life, on which there is research, that is attractive, or one that is different to those you usually work with.

“They should choose objects coming with a thematic and strong historical background to educate the audience and create an environment of tolerance.”

- **Team work.** Be patient. Allow time to talk to your partner to understand their interests, including making contact before the course starts.

“I would suggest to try to discuss their Room 3 project with the fellow on the first day of the ITP, so they could understand if they are compatible with each other or not.”

“Begin and find an object in the first week of the programme. Start reading after finding the object. Create an interesting narrative, use whatever you want but be different.”

- **Planning.** Start the project early. Look for information before coming to London.

“Discuss with your partner from the start and contact the department by email or through other ways as early and as much as possible. If not, you may have to change your object at the last minute.”

OVERALL VIEWS

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

- All of it.
- The day trips.
- The Room 3 project.

“Research about new things. The idea to go out of our comfort zone is brilliant, although not everybody did it. To create a story around an object and present it was a very enjoyable process.”

- Departmental time.
- Photography.
- The final presentation.
- Afternoon sessions.
- Subject specialist sessions.
- Making contracts.

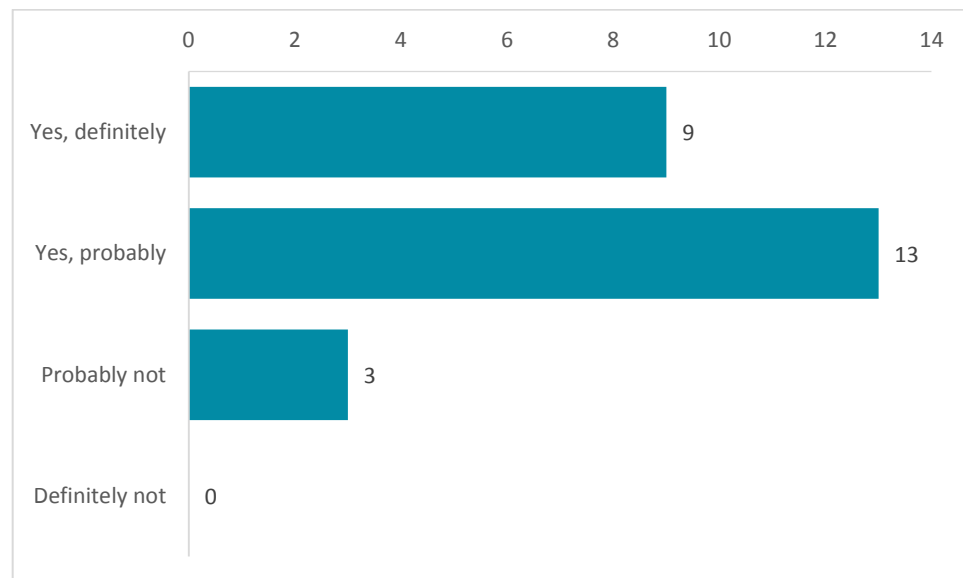
“Building long term relationships with the BM and the ITP fellows, I feel that I have an international family from all over the world, I am so thankful.”

The least enjoyable parts of the programme were described as:

- Feeling time pressure.
- Days with only talks and lectures.
- Some participants talking during sessions.
- Difficulty communicating with the partner because of language difficulties.
- Working with someone else on the Room 3 project.

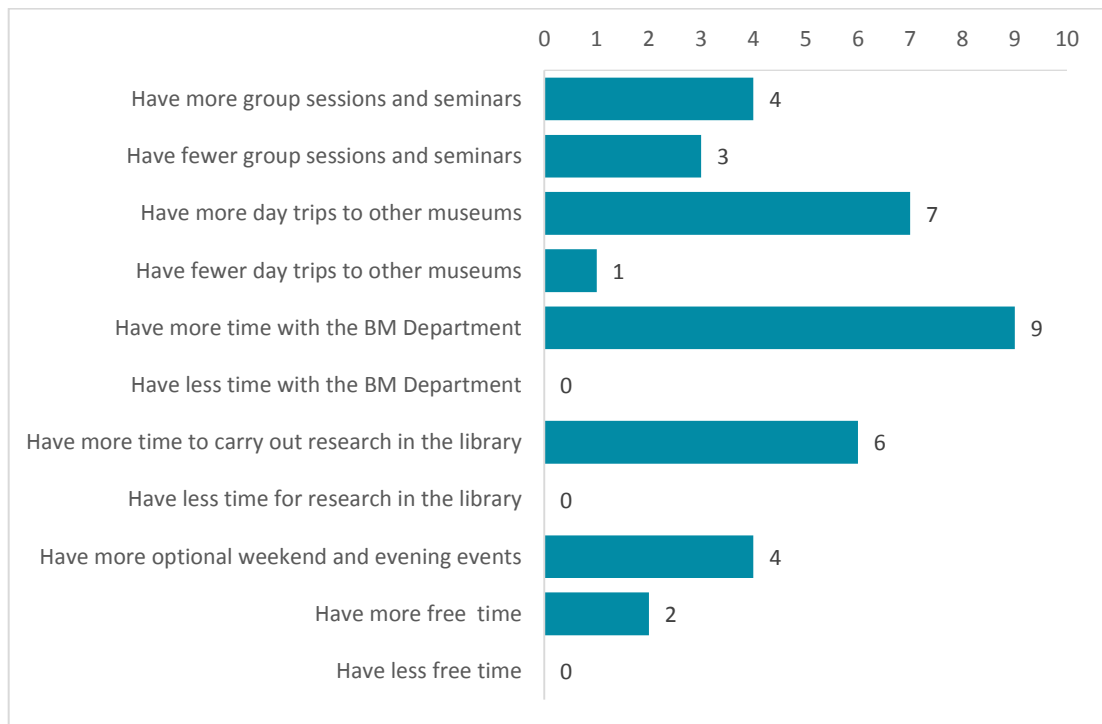
22 participants thought the overall balance on the programme was right.

FIGURE 14: 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?



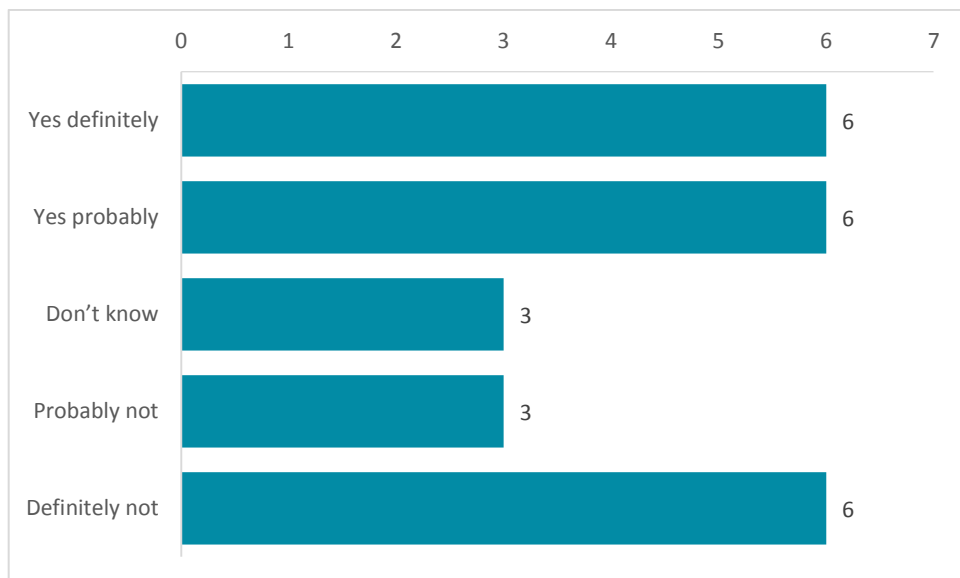
Asked specifically about possible changes, the most popular change was the same as last year: more time with the BM department. However, responses are slightly different from last time, which suggests a limit to the extent to which preferences from one year should be inform planning for the next year.

FIGURE 15: IF NOT, HOW WOULD YOU CHANGE THE BALANCE BETWEEN THE ELEMENTS?



12 respondents said that the course is too intense, which is the same percentage as last year.

FIGURE 16: PARTICIPANTS FROM PREVIOUS YEARS HAVE TOLD US THAT THE PROGRAMME IS VERY BUSY/INTENSE. SHOULD WE MAKE THE PROGRAMME LESS INTENSE?



“It is quite full on, having time to process each bit of information. But at the same time, I wouldn't really want to take anything out, only maybe add more extra time for something that is more relevant.”

“We should have more free time to enable us to do packing and shopping before we leave. It was very stressful since there was no time before we could sort these things before catching our flights back.”

“Nothing should be taken out but maybe the BM should consider extending the programme by another two weeks.”

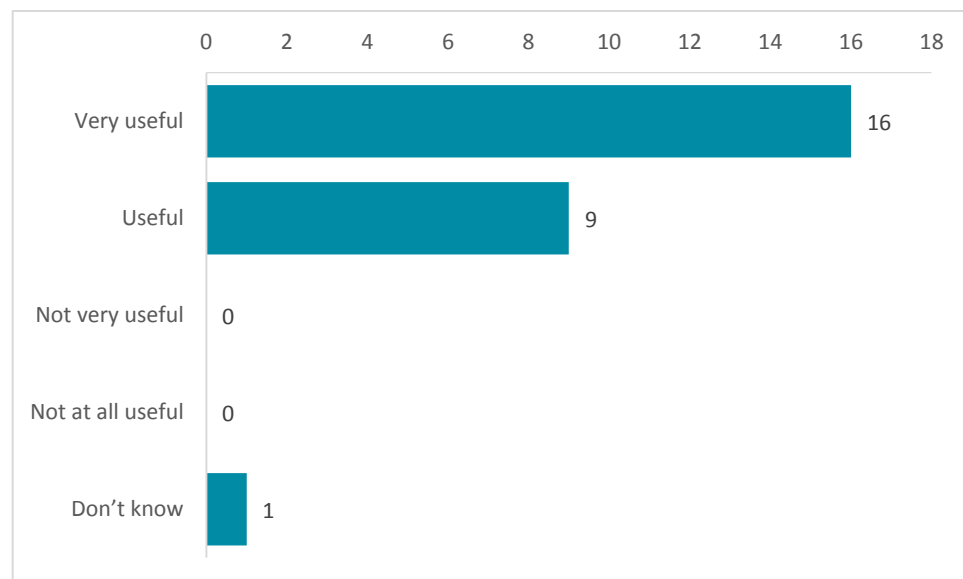
All respondents who expressed a view said the senior participant role was useful.

“I think it is a good idea to give the opportunity to previous fellows to come back for another role and be involved in the program, someone who already had the fellow experience and can orientate other fellows.”

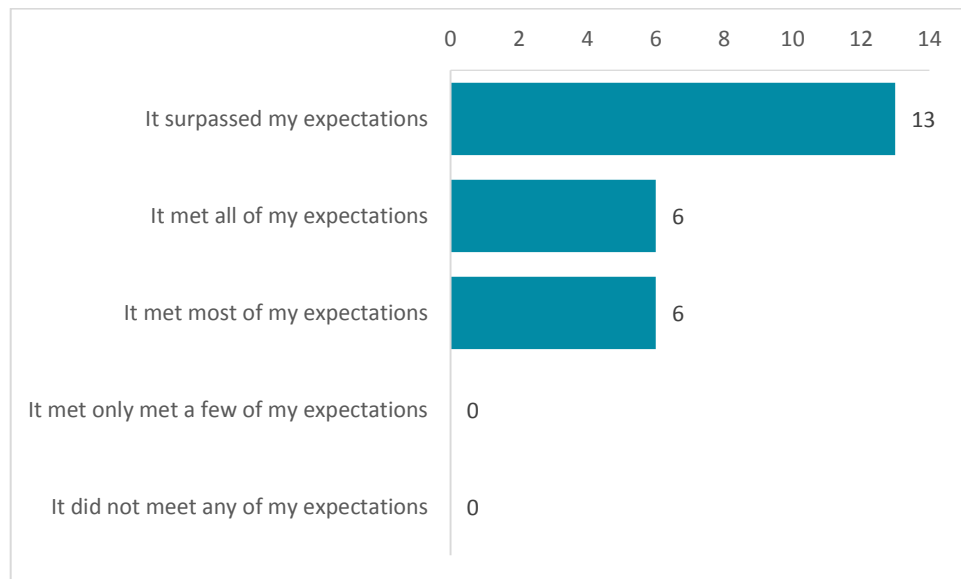
“He is very kind, helpful, patient and a nice man. He was always there when we needed him. Any other senior participant he must be like Hayk.”

“Hayk was so helpful and his existence made a difference.”

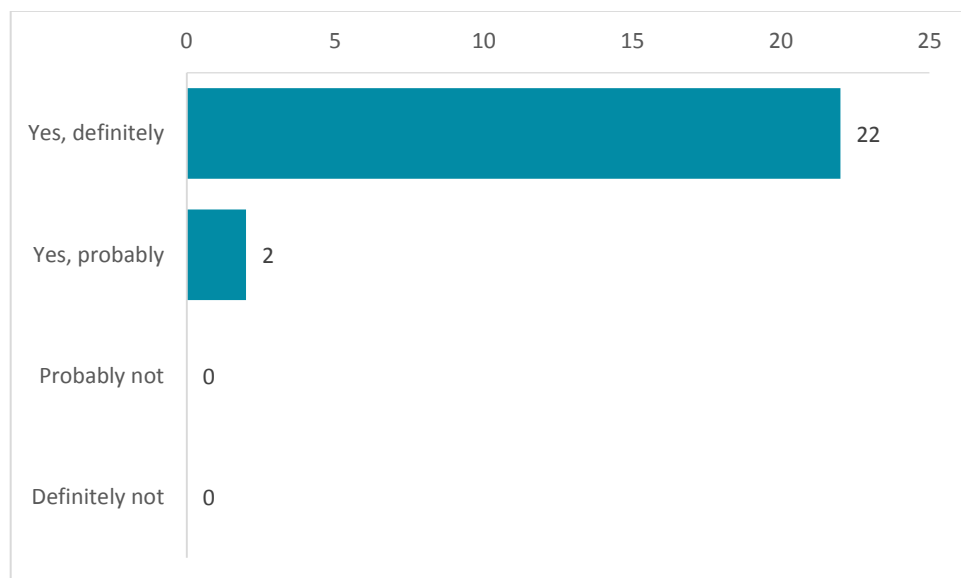
FIGURE 17: WHAT DO YOU THINK OF THE SENIOR PARTICIPANT ROLE?



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

FIGURE 18: DID THE ITP PROGRAMME MEET YOUR EXPECTATIONS?

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

FIGURE 19: DID YOU FEEL THAT THE BM GENUINELY CARED ABOUT YOU AND YOUR WELLBEING?

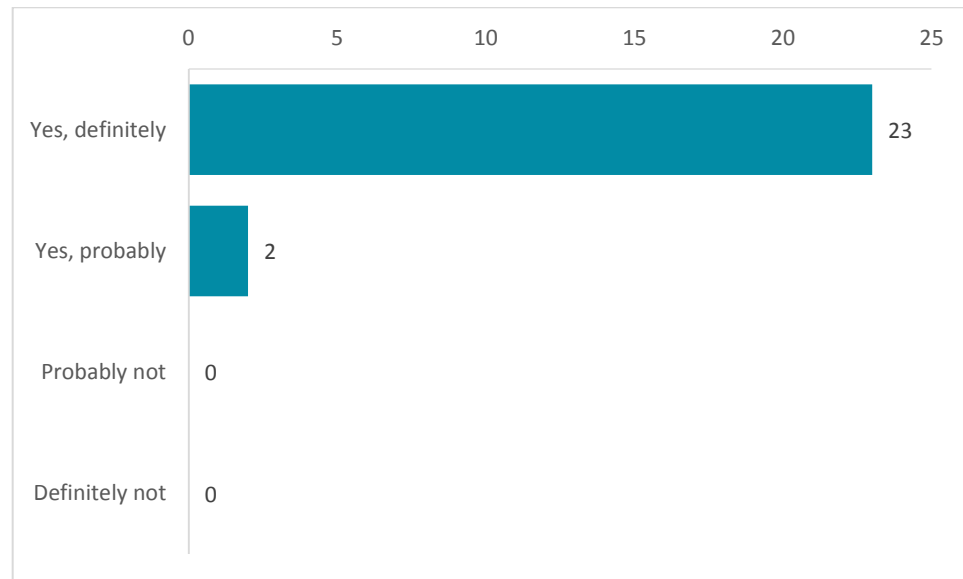
“This is my comfort zone. I feel happy, secure and I was appreciated, being heard and listened.”

“The organisation was more than perfect.”

“I spent a lot of the hard times here because I got sick a lot of times, but what made it easy for me was that the ITP team took care of me all the time. They didn’t leave me alone in my times in the UCL hospital. I really appreciated this.”

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

FIGURE 20: DO YOU FEEL THAT YOU HAVE A RELATIONSHIP WITH THE BRITISH MUSEUM?



“Within this forty days, we had access to almost all spaces of the British Museum almost equal to BM staff, and after all we get contacts from almost all departments, which gives a further opportunity to keep the relationship going. For forty days I was wearing my BM pass proudly.”

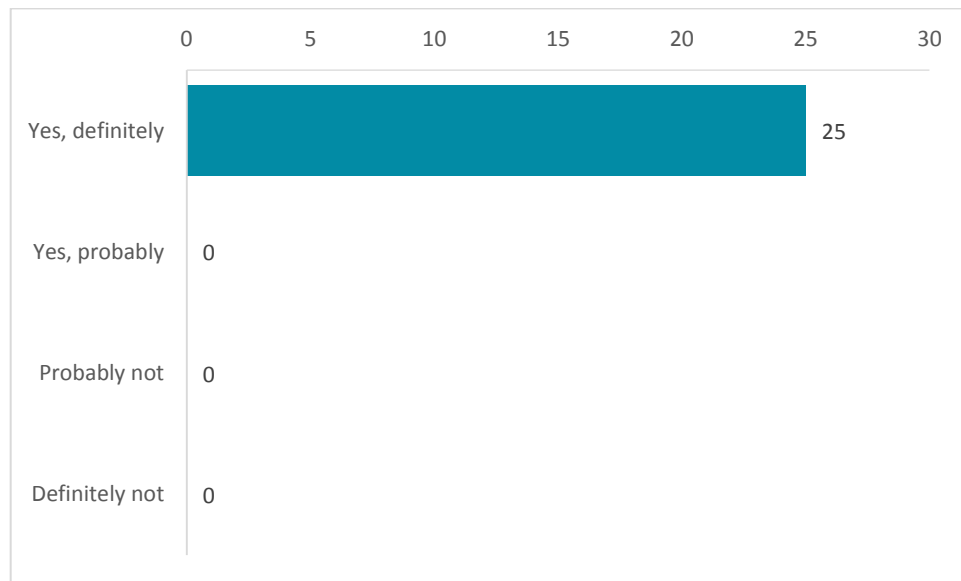
“I've worked for the BM before, and this is my second participation, hopefully it will not be the last because I really do love this great place even when I work with it from a distance without coming!”

“I feel like I am at my home.”

“The BM became the most inspired museum in the world for me. It represents another home here in UK, and I will be so careful to keep and develop this relationship with it.”

All participants said it was useful to have curators from other countries on the ITP programme. Comments emphasised the emotional, intellectual benefits from this diversity.

FIGURE 21: WAS IT USEFUL FOR YOU TO HAVE CURATORS FROM OTHER COUNTRIES ON THE BM ITP PROGRAMME?



“I think one of the greatest advantages of ITP is its international network. For me personally this was my first group of international coverage from all over the world, and it was a great experience to work with them, to learn their cultural traditions, and in the end feel empowered.”

“There was also great learning from our pairs. That, I felt was a very good thing about the exhibition proposal project, getting to know another culture and its history and how maybe you can connect with their practises.”

“They became my new family, building long term relationships and friendships is one of the ITP legacies.”

“Different experiences and cultural diversities are very interesting to see and learn about.”

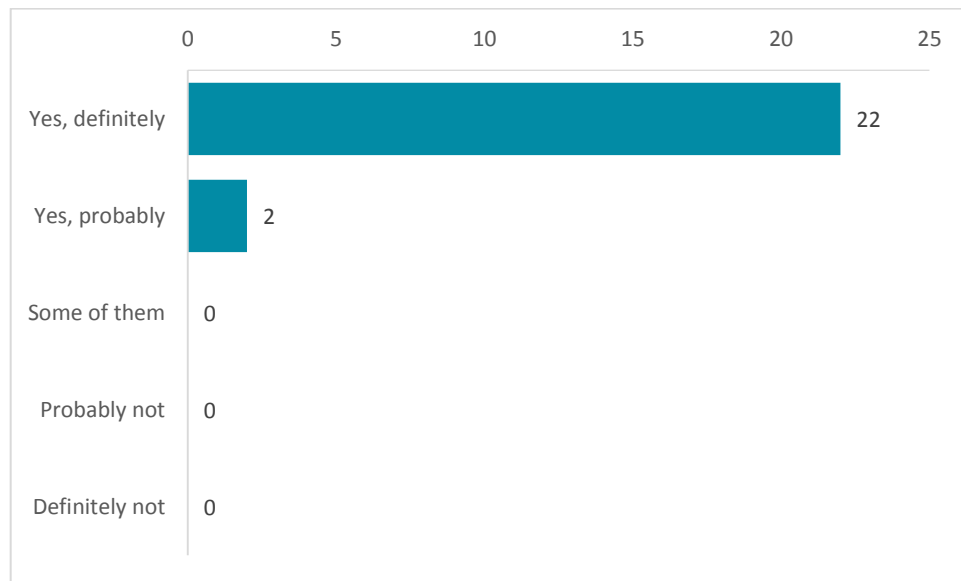
“I learnt about different museums - what they are, the way they work, the challenges faced by them through my ITP colleagues.”

“Networking with different countries around the world is really an amazing thing.”

“Diversity is great and it gives you a sense of belonging, of camaraderie. I feel that I am not the only crazy person that loves museums and are fighting for a cause, caring for the future and teaching the present.”

“I will try to adapt and adopt the lessons in my museum.”

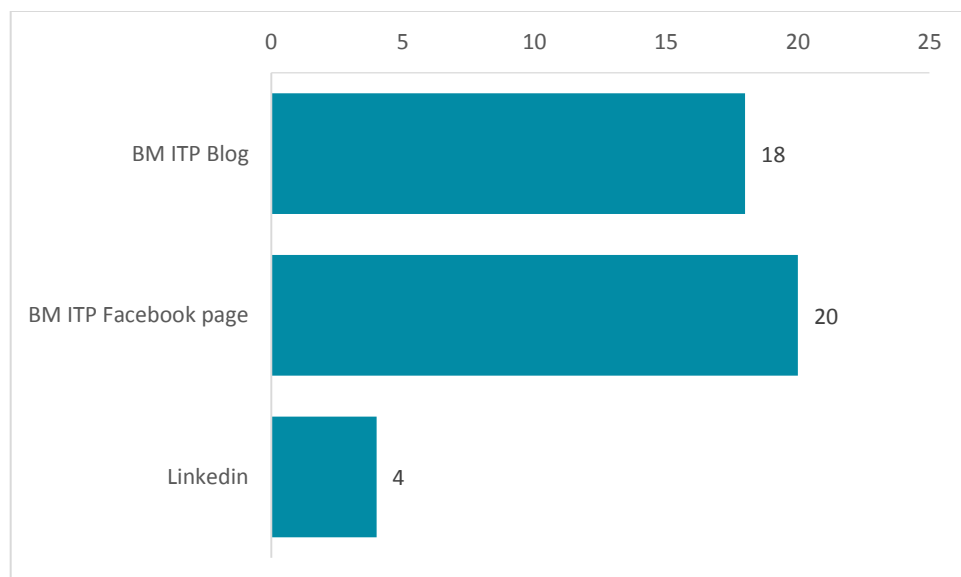
All respondents plan to keep in touch with other participants.

FIGURE 22: DO YOU PLAN TO KEEP IN CONTACT WITH OTHER PARTICIPANTS?

“They are my new family now.”

The most popular methods of contact were the blog and Facebook page. Comments were that participants understood they had to be proactive.

“It is up to us to keep on looking to maintain these connections. BM can only be a mediator.”

FIGURE 23: 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

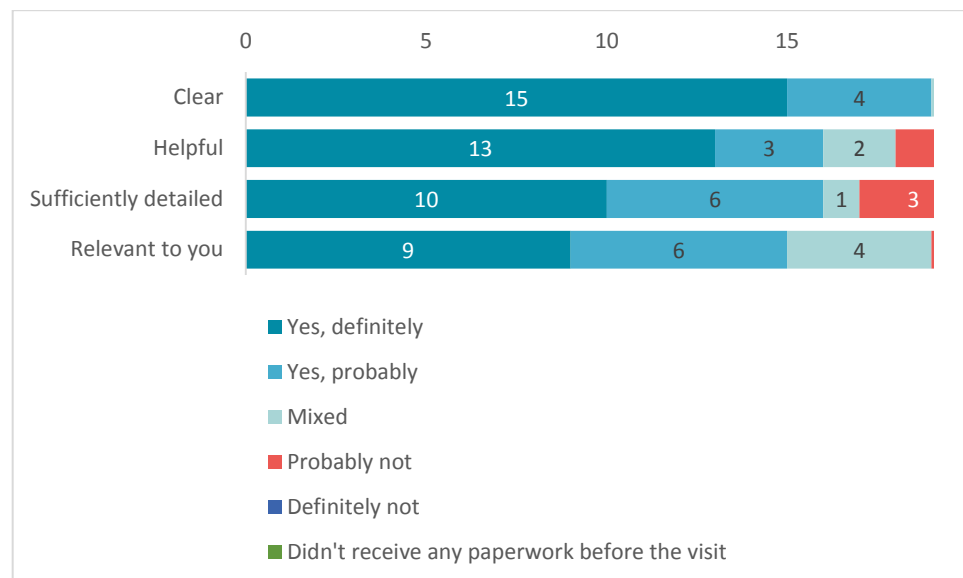
INTRODUCTION

We have replies from all 25 participants.

PREPARATION

Respondents mainly said the paperwork was clear, helpful, sufficiently detailed, and relevant to them. Comments asked for more detail on the programme, the background of the museum and why the museum had been selected.

FIGURE 24: WHAT DID YOU THINK OF THE PAPERWORK ABOUT YOUR UK PARTNER MUSEUM SENT BEFORE YOU TRAVELLED TO THE UK?



“I can't recall receiving any paperwork about the UK Partner Museum. I am aware however, that we were told in advance and had the option to visit the UK Partner Museum placement and make contact with them through email.”

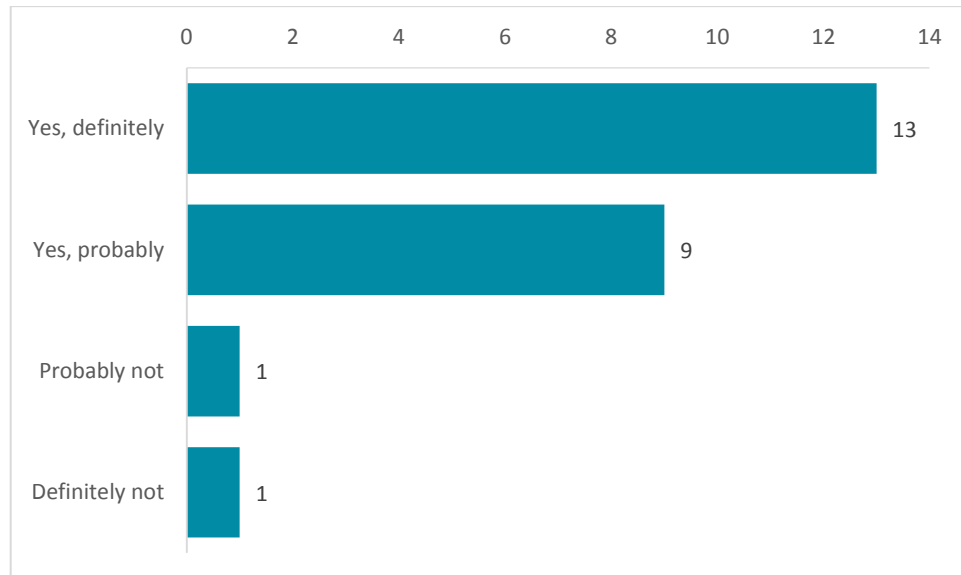
“I explained everything about what I want to learn and my passion, so when I am in the UK Partner I think that is a proper place for me.”

“The paperwork sent contains general information about UK Partner Museum; it might not be totally relevant to my specialities but it is still useful for my field.”

“Even after reading the paperwork I wasn't exactly sure what to expect from the museum collection. In my opinion, maybe it would be much better if the UK Partner museum would send a brief introduction before arrival.”

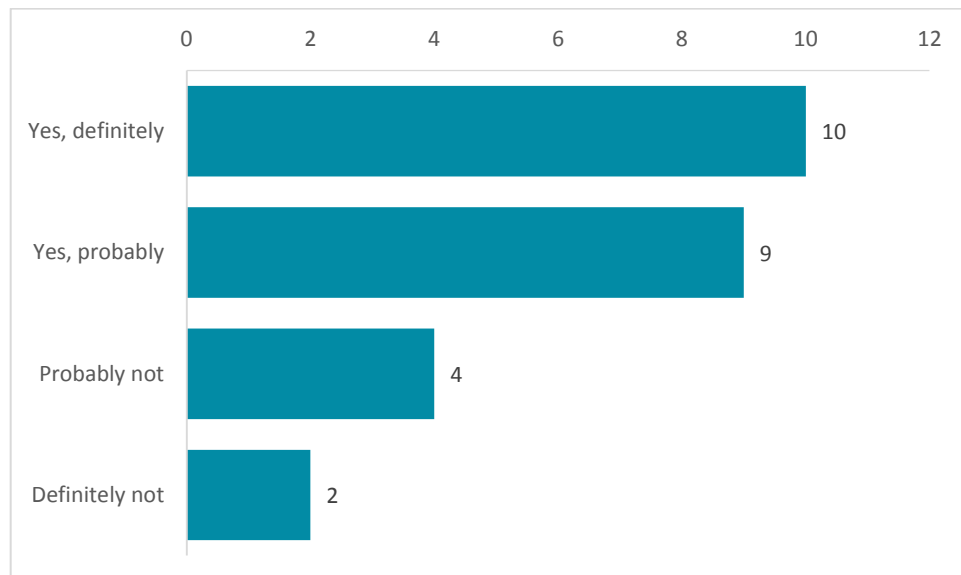
Overall, the pack contained the information the participants needed. Two participants expected the programme to be more closely tailored to their specific interests.

FIGURE 25: DID THE INTRODUCTORY PACK CONTAIN ALL THE INFORMATION YOU NEEDED BEFORE YOU ARRIVED?



Six participants did not understand why this museum had been selected for them.

FIGURE 266: WAS IT CLEAR TO YOU WHY THIS MUSEUM HAD BEEN SELECTED FOR YOU?



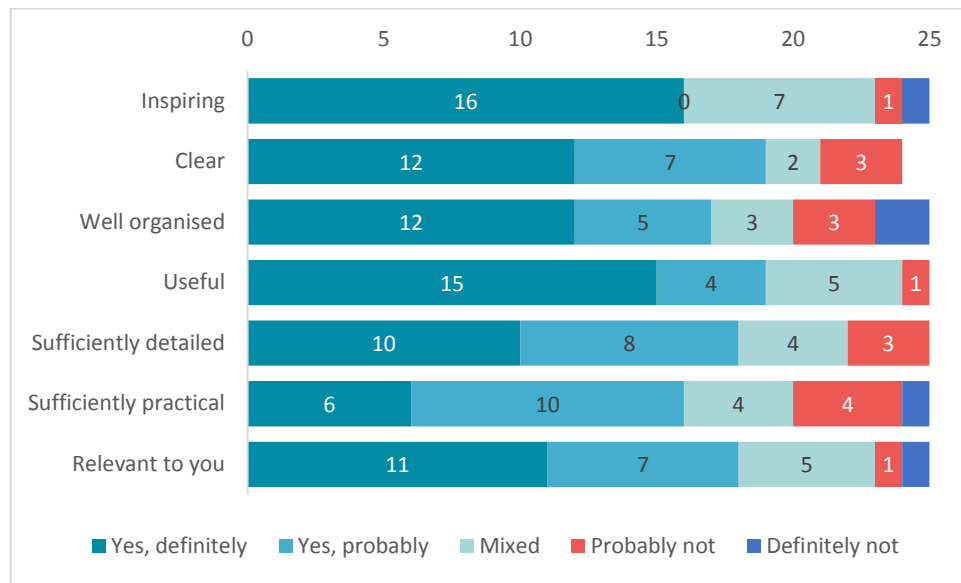
“Although it was not my first choice, this museum gave me fulfilling experiences on regional museum practice at UK in general. I've got opportunity to involve in programmes relevant to my field.”

“The Ashmolean has one of the best ancient Egyptian collections I have ever seen, I was so excited by their collection.”

TRAINING PROGRAMME AT THE UK PARTNER MUSEUM

16-19 participants described the partner museums' training programmes as inspiring, clear, well-organised and useful, sufficiently detailed, with scope for improvement on practicality and relevance.

FIGURE 277: WHAT DID YOU THINK OF THE TRAINING PROGRAMME AT THE UK PARTNER MUSEUM?



"If I have time I want to go back and learn deeply in the museum. I am still curious how they manage well public programmes and allow the different ideas on museums."

"It gave the chance for me to learn about regional museum operation at UK. With a small group, we had quality time spent on each programme where everyone could engage well with activities and discussions."

"It was well inspiring and relevant to me. However, we couldn't meet with all the curators as they were on their holidays."

"I cannot say not everybody was prepared for us. Some people that we met in museums gave me an impression that they didn't have enough information about us. I would prefer to do proper presentation to the people who are going to deal with us."

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

- Education.
- Storage.
- Exhibitions.

- Interpretation.
- Marketing.
- Conservation.
- Security.
- The local visits.

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

- Sessions could be more focused.
- Participants could carry out practical work like cataloguing.
- Learning objectives should be clearer and more detailed.
- Museums should have more detailed information on the participants.
- The participants should have more detailed information on the museum.

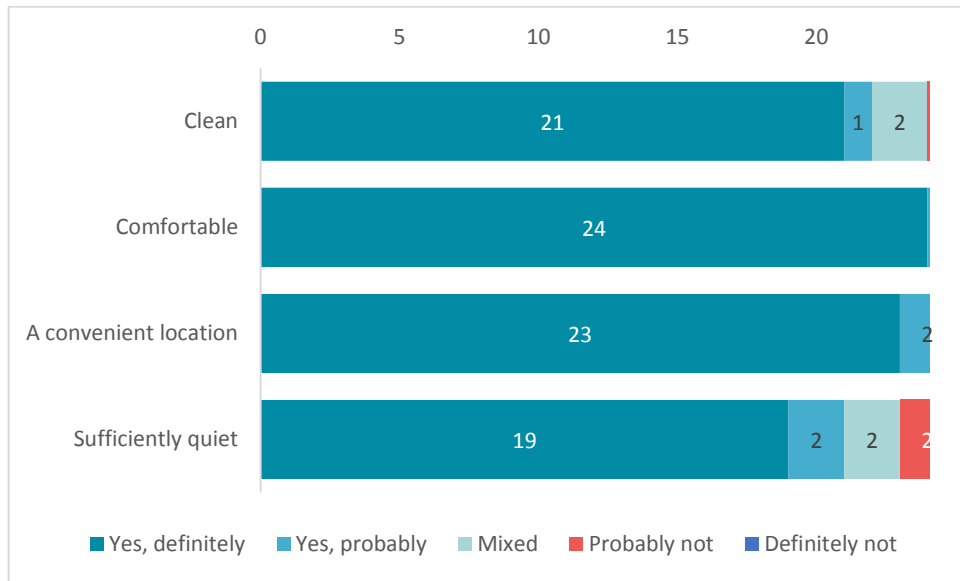
“I felt that the time at the partner museum wasn't long enough. I would have liked to spend another two days focusing on areas of specific interest to my collection.”

“The matching of the background and interests of the fellows with the programme should reflect the various interests of the participants, and they should include practical workshops.”

ACCOMMODATION

Participants thought the accommodation was clean, comfortable, and convenient. Scores were higher than for London.

FIGURE 28: WHAT DID YOU THINK OF YOUR ACCOMMODATION?

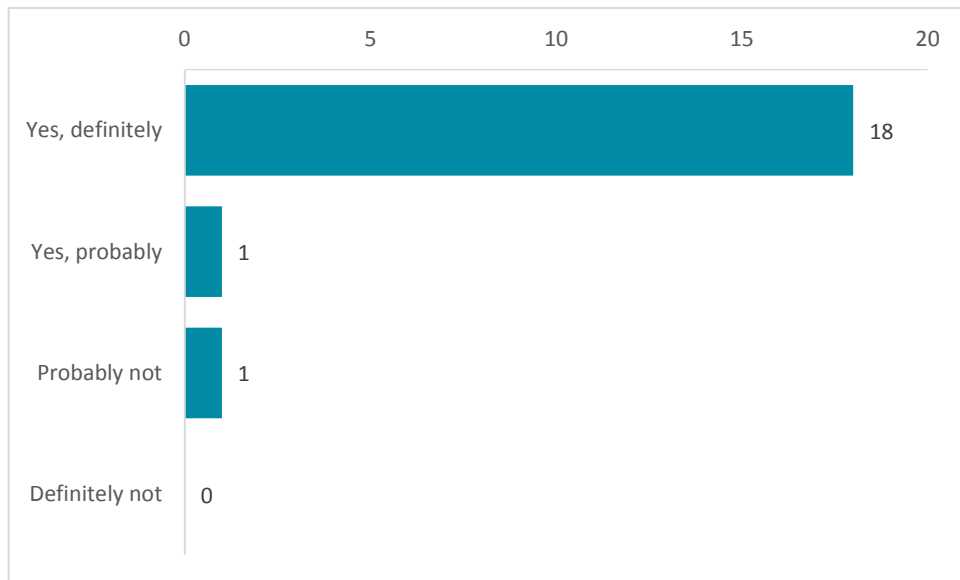


“It was the best accommodation during the ITP period.”

“The apartment was so elegant, comfortable and so near to the museum.”

23 participants thought the accommodation should be used again.

FIGURE 29: SHOULD THE PARTNER MUSEUM USE THIS ACCOMMODATION FOR FUTURE STUDENTS?

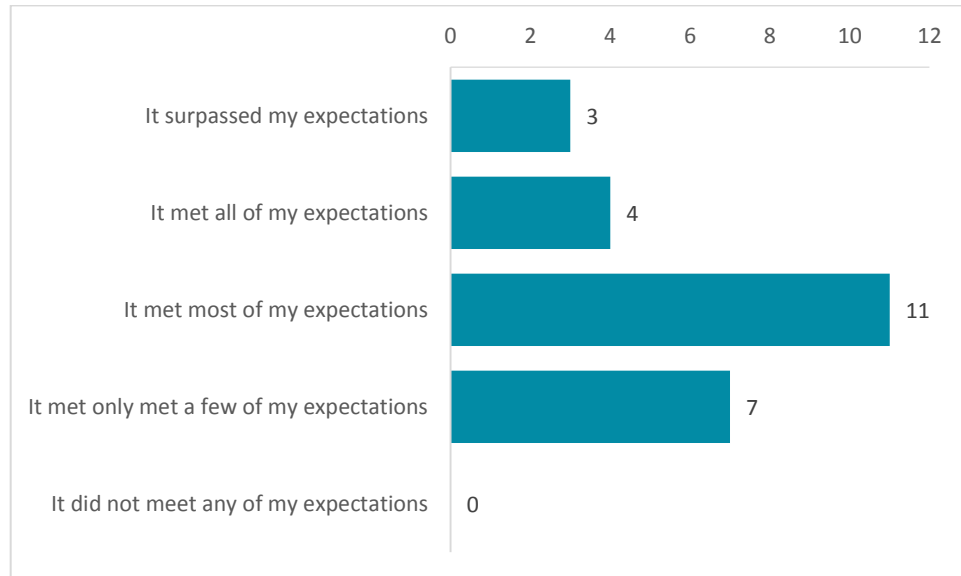


“It was very close to the partner museum. Therefore any new student visitor won't lose their way in a new place. It reduces travel time and the stress of not getting ready for classes on time.”

OVERALL VIEWS

The partner museum programme met or exceeded the expectations of seven participants, and met most of the expectations of 11 participants.

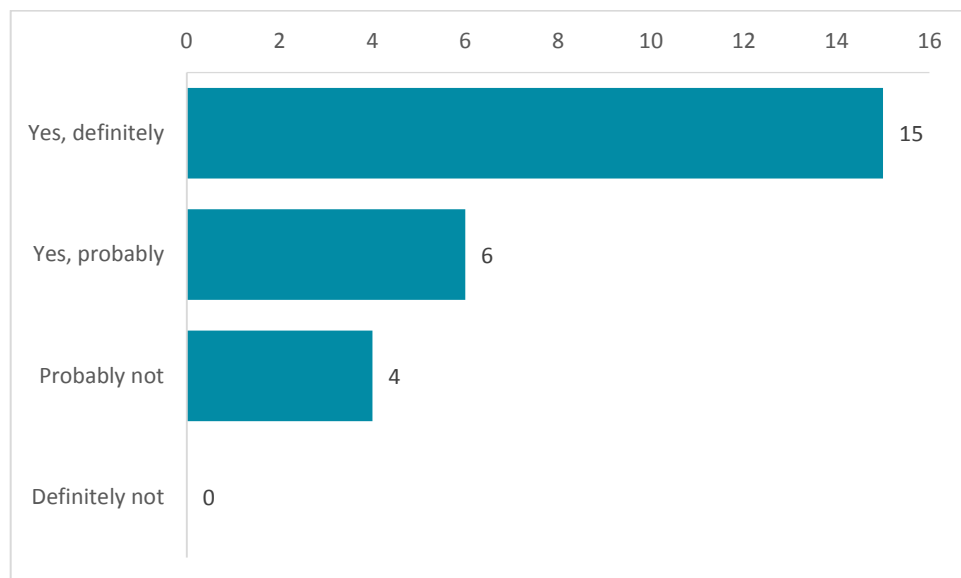
FIGURE 30: DID THE PROGRAMME AT THE PARTNER MUSEUM MEET YOUR EXPECTATIONS?



“It offered new perspectives. It gave the opportunity for me to meet, discuss and exchange experiences with museum's staffs from different departments.”

21 of the 25 participants felt they have a relationship with the partner museum.

FIGURE 31: DO YOU FEEL THAT YOU HAVE A RELATIONSHIP WITH THE PARTNER MUSEUM?



"I feel I have built a relationship with the partner museums, and look forward to future networking and exploring more of the collection there."

"Learning and sharing with them like finally I found my world."

"I would like to contribute with research of Islamic arts and artefact collection at the museum. This museum is lacking with this aspect."

"I understand that they are planning an exhibition on African fashion and I've asked if there is anything they would like for me to do for them. They have promised to get in touch when the time comes."

"We will stay in touch because we have a lot of projects in common."

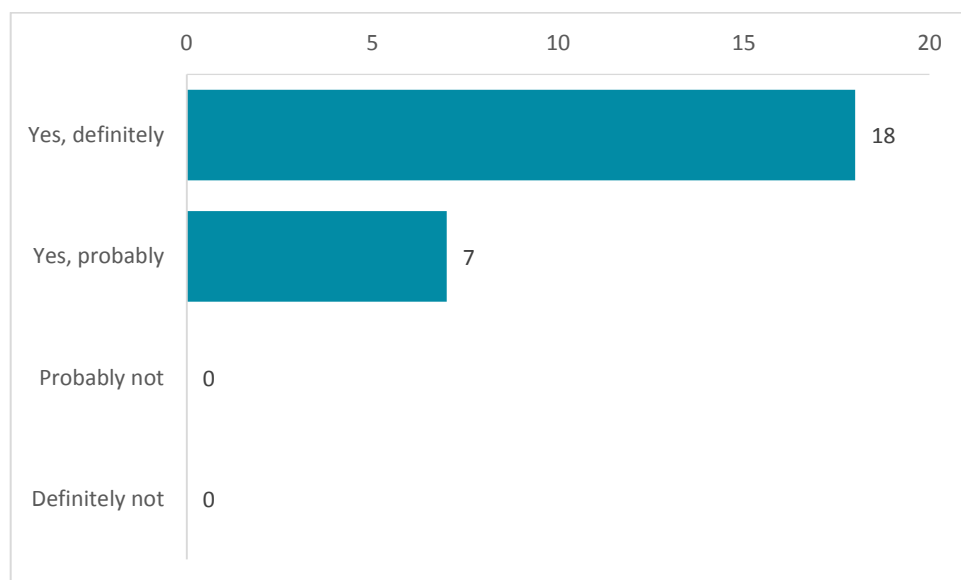
"It is a very quiet place not like the place in my museum."

"The people were so nice and kind that they invited us to have the dinner two days in their homes."

"I will always refer to the information they have given me, and where possible partner with them."

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

FIGURE 32: DID YOU FEEL THAT THE PARTNER MUSEUM GENUINELY CARED ABOUT YOU AND YOUR WELLBEING?



ANALYSIS OF FEEDBACK FROM PARTNERS

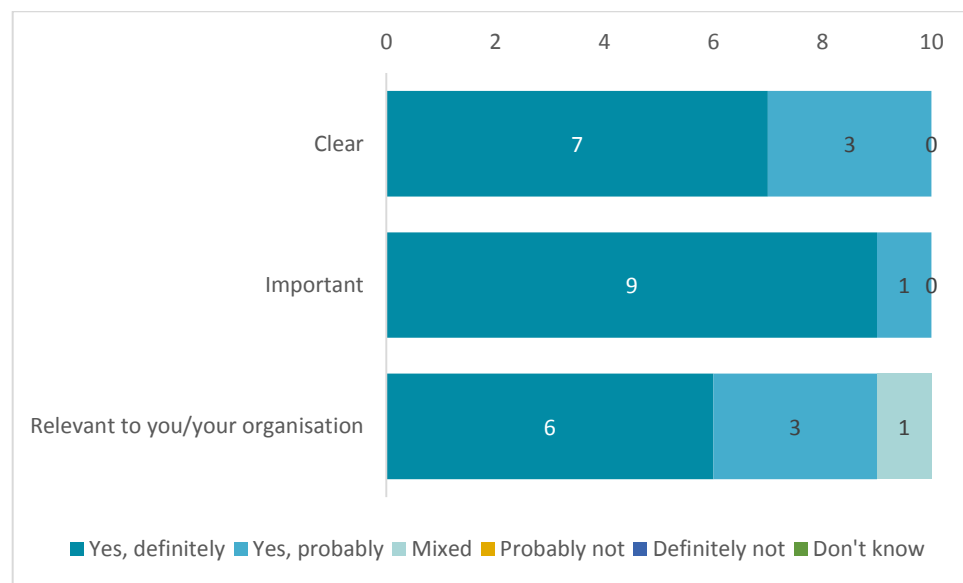
INTRODUCTION

We had ten responses.

ORGANISATION

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

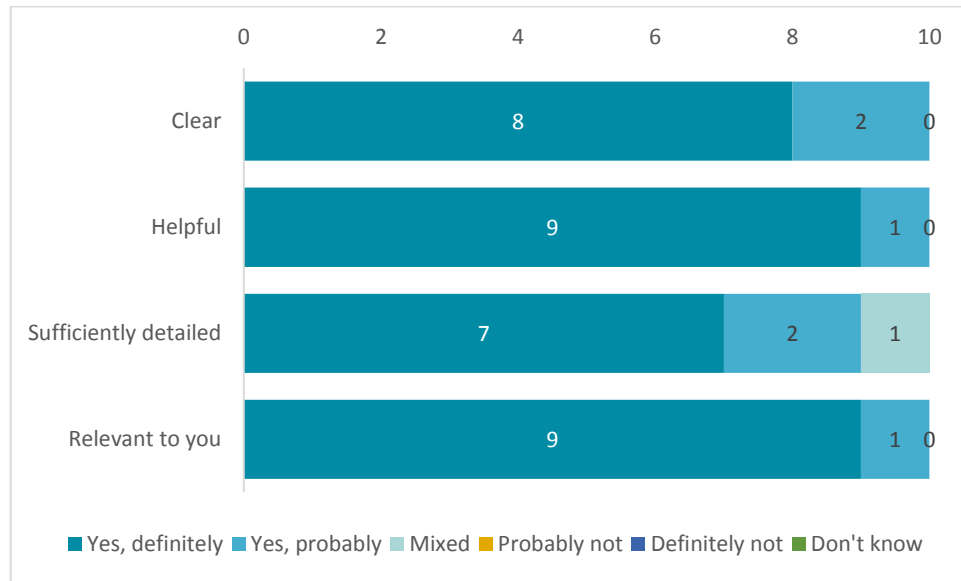
FIGURE 33: WHAT DO YOU THINK ABOUT THE OBJECTIVES OF ITP?



“ITP has always been important to Manchester Museum, but it has become increasingly important as Manchester embarks on a major partnership gallery project due to open in 2020.”

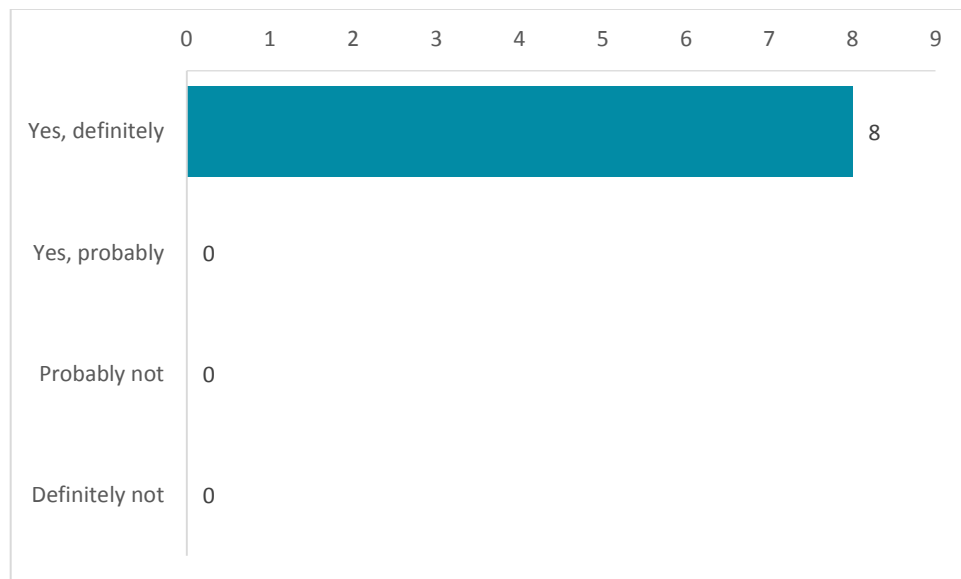
All respondent said the paperwork was clear, helpful and relevant. One respondent said the paperwork was not sufficiently detailed: that they should have been told that two participants had health problems.

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



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

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

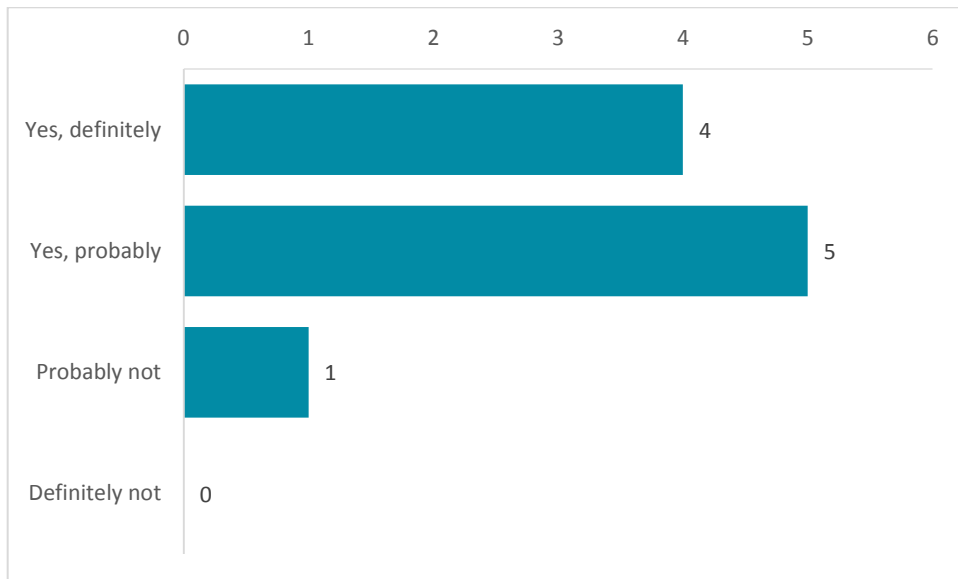


The rationale for the choice was clear in nine of the ten cases. Comments were emphasised the limits to matching.

"I'm not sure how targeted it was. Realistically it's not possible to meet everyone's needs and we didn't have a particular agenda as to who we should have. I guess if we had been allocated people who worked in areas with no crossover with our collections/area of activity it would have been odd. The group we had had a range of interests which represented a good fit with us."

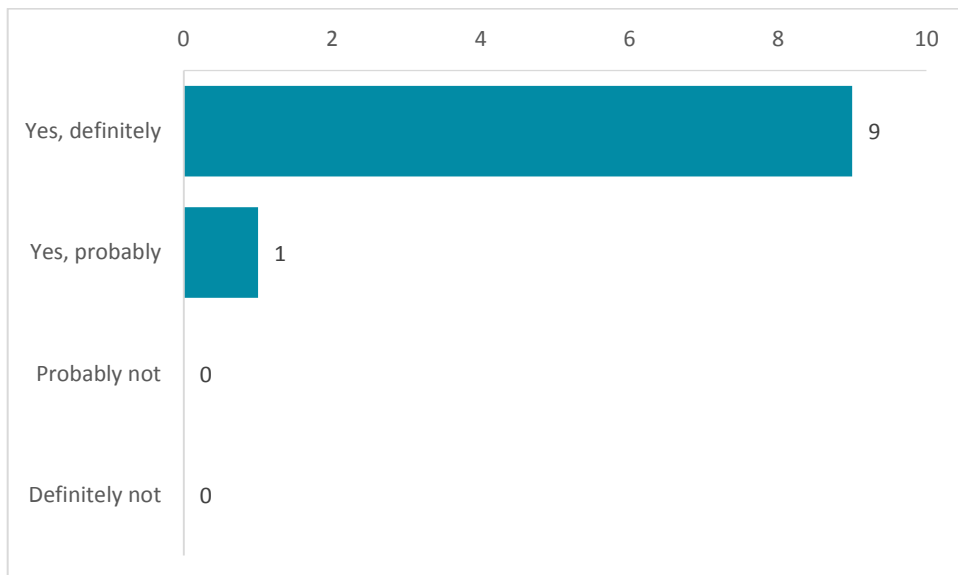
“Only one had a background in art, so potentially they were more interested in Manchester Museum than the two galleries. But this was not a problem.”

FIGURE 36: WAS IT CLEAR TO YOU WHY THIS PARTICIPANT HAD BEEN SELECTED FOR YOU?



All respondents said the BM gave them enough support.

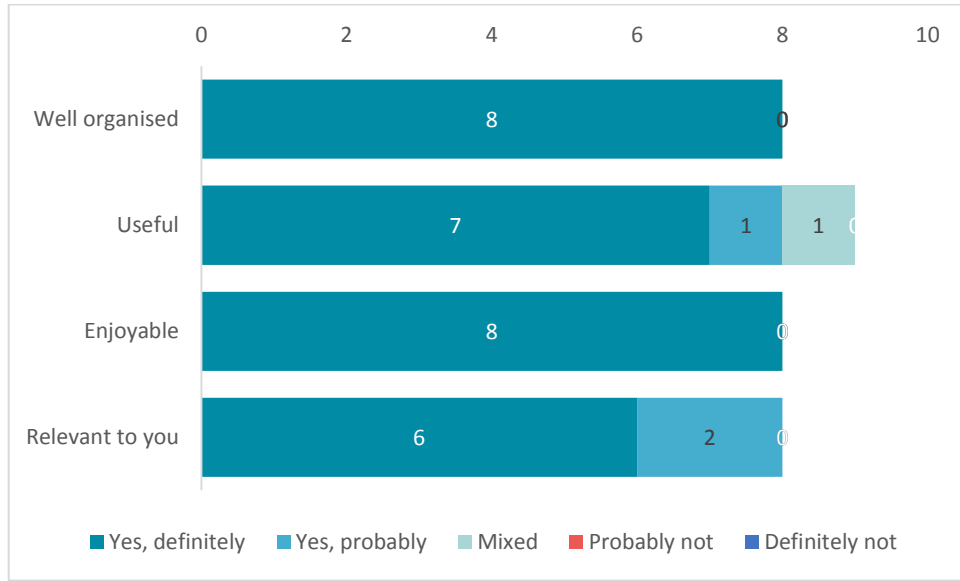
FIGURE 37: DID YOU THINK THAT THE SUPPORT THE BM GAVE YOUR ORGANISATION TO PREPARE THE PARTNER PROGRAMME WAS SUFFICIENT?



All respondents said the introductory day was well organised, useful, enjoyable and relevant.

“It was an incredible day which was inspirational.”

FIGURE 38: WHAT DID YOU THINK OF THE INTRODUCTORY DAY AT THE BM, WHERE YOU MET THE PARTICIPANTS?

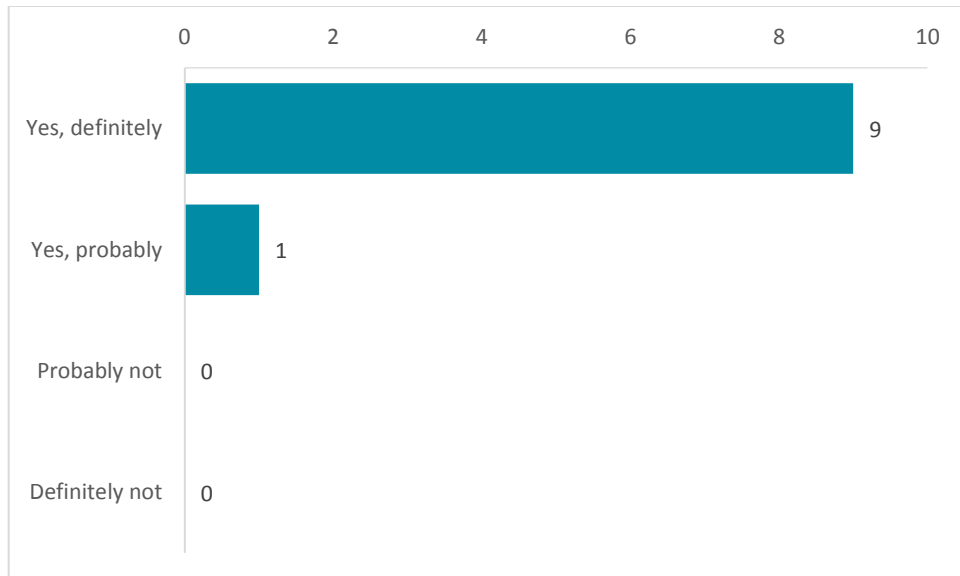


ENGAGEMENT

Eight respondents said the participants contacted them before coming to the partner museum.

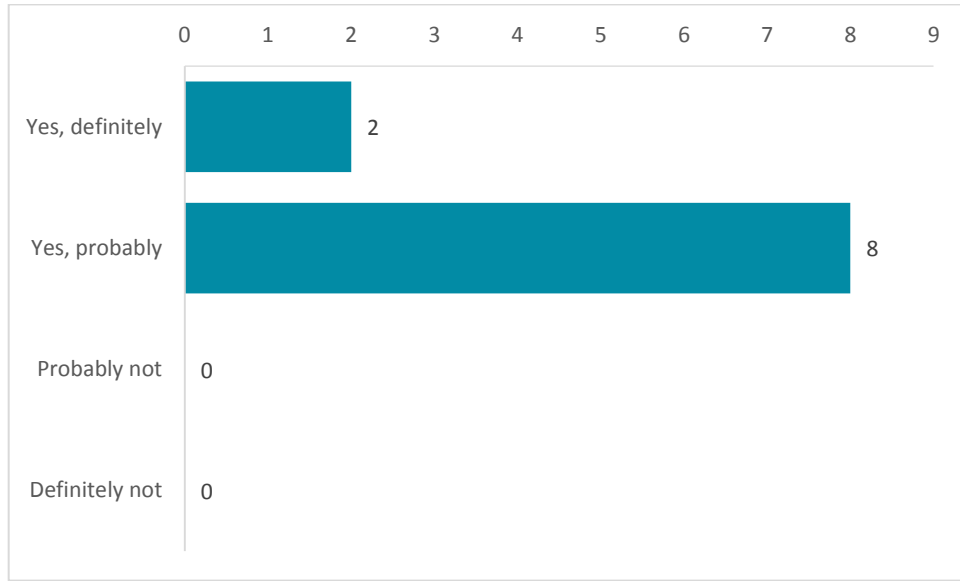
All respondents said the participants engaged fully with the programme.

FIGURE 39: DID PARTICIPANTS ENGAGE FULLY WITH THE PROGRAMME?



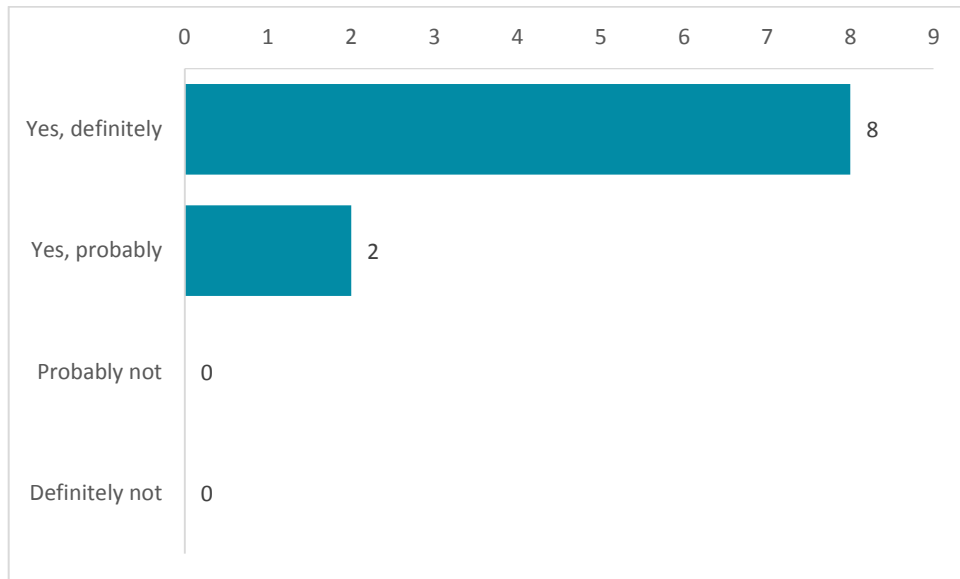
All respondents said that participants seemed able to absorb the information given, although there was some concern about participants' English skills.

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?



ACCOMMODATION

All respondents they were happy with arrangements for accommodation this year.

OVERALL VIEWS

Respondents said the strengths of the ITP this year were:

- The enthusiasm, group feeling and interest from the participants.

“Good group whose connections developed over the time they were with us. They engaged well with all staff and were very communicative and the conversations and questions that ensued allowed for a great deal of sharing and exchange of experiences and knowledge both within our museum work but also in a wider more general context which helped give background to their roles and the wider museum communities in their respective countries.”

“A real sense of independence and adventure at the weekend - so our fellows went to Liverpool and Scotland, and a keen interest in noting the content of sessions - in previous years there has been less engagement in the content.”

- The introductory session.

“Attending the introduction session at the beginning was just amazing – it was thought provoking and inspirational.”

- The strong organisation.

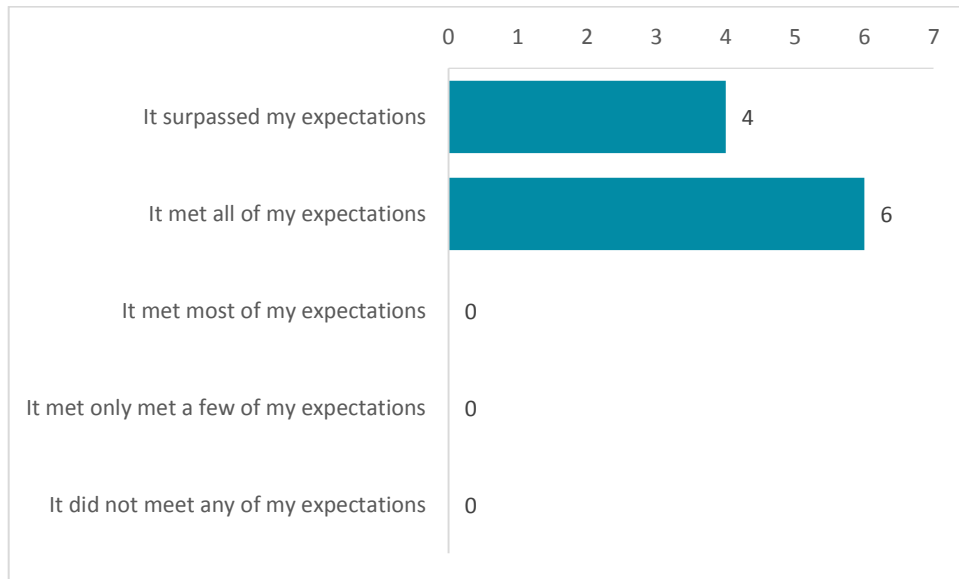
“The programme is clearly well led by people full of energy and sympathy. They do a great job of engaging their colleagues at the BM. There is an impressive level of buy-in from the Director and curators, which gives the whole thing weight. That is what impressed me most and it is the sort of thing that only happens by dint of hard work, charm, smiling a lot, nothing being too much trouble, tenacity etc.”

The only weakness mentioned was the timing.

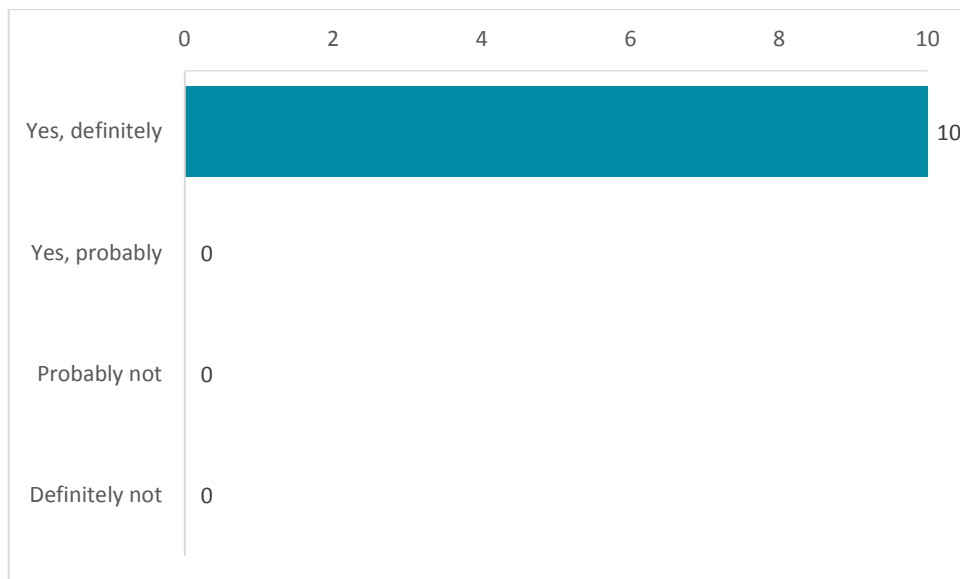
“As usual, there was a lot of content to feed into the sessions and a limited amount of time. This is not a weakness - but a strength, I suppose! Because of the Summer timing, several members of staff tend to be on holiday, which is could be remedied by shifting the programme significantly.”

“The visit fell at the time of the Glasgow Fair when almost everyone goes on leave.”

All partners said ITP exceeded or met all their expectations.

FIGURE 42: DID THE ITP PROGRAMME MEET YOUR EXPECTATIONS?

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

FIGURE 43: DO YOU FEEL THAT YOU AND YOUR INSTITUTION HAVE A RELATIONSHIP WITH THE BRITISH MUSEUM?

Partners were asked about the meaning of ITP for their organisation. Answers emphasise the personal and organisational learning and international networks development.

“ITP enables exchange and skill sharing, giving, ideas, knowledge across all partners both those that come as part of the ITP and the network of museums in this country. This exchange/sharing allows us to bring back new and best practice to our own sites and to develop our own programmes. It allows the opportunity to look at the wider global voice and not become too insular in our outlook.”

“ITP is an ongoing and enlarging programme involving a group of museums professionals in the UK and across the world, with access to learning opportunities and developing projects with a more global context. As the ITP programme is expanding and changing all the time new strands are developing and new different opportunities and links for the future occur.

“Coordinating ITP helps me to maintain relationships with colleagues across the service and understand better what they do. It enables me to bring an additional dimension to the programme I run. It is good for personal contacts. It is fun and interesting and stimulating.”

“ITP gives us the opportunity to build up a network of museum contacts in other countries and hear about the range of museum work in those countries. It puts us in touch with specific curatorial expertise.”

“ITP gives us the chance to broaden our horizons and build a network.”

“It is great to be connected in this wonderful network. It is a thoroughly positive connection with the BM and via the BM to range a of different museum cultures throughout the world. We all learn something from this relationship.”

“A chance for genuine dialogue with colleagues around the world. This is definitely a two-way street: a chance to compare ideas on similar projects. Several colleagues remarked this year and previously what a pleasure it is to chat, even if only for an hour, with such interested people.”

“My role as representing a partner is one of my favourite aspects of my work. I'd love to be even more involved in this programme.”

“The ITP is superbly organised and a highlight of our year.”

ANALYSIS OF FEEDBACK FROM DEPARTMENTAL REPRESENTATIVES

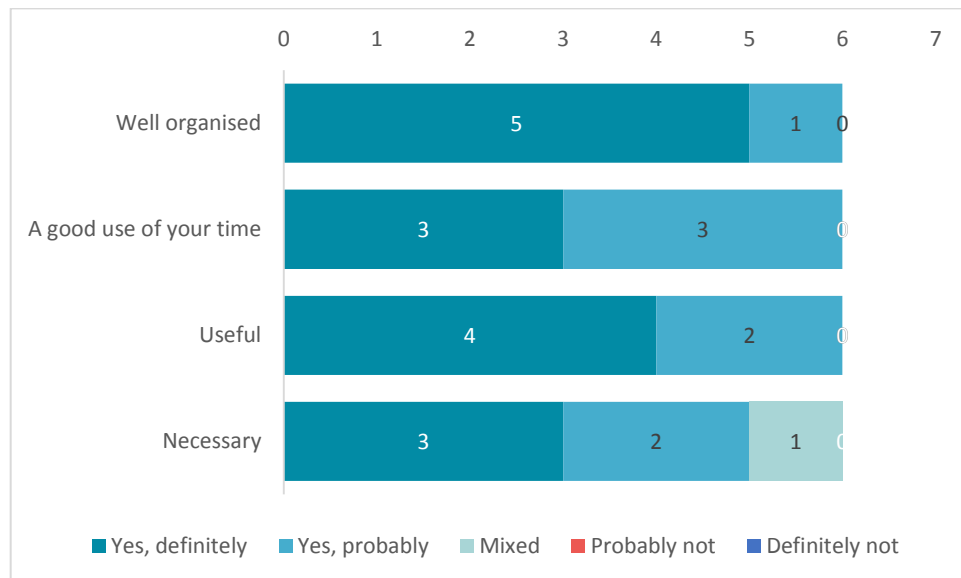
INTRODUCTION

There were 9 representatives, seven of whom responded to our survey: three from Asia, one from AES, two from Greece and Rome, one from the Coins and Medals department.

MONTHLY MEETINGS

Scores were as positive as for last year. All respondents said monthly meetings were well-organised, useful, and a good use of their time.

FIGURE 44: WHAT DO YOU THINK OF THE MONTHLY MEETINGS?

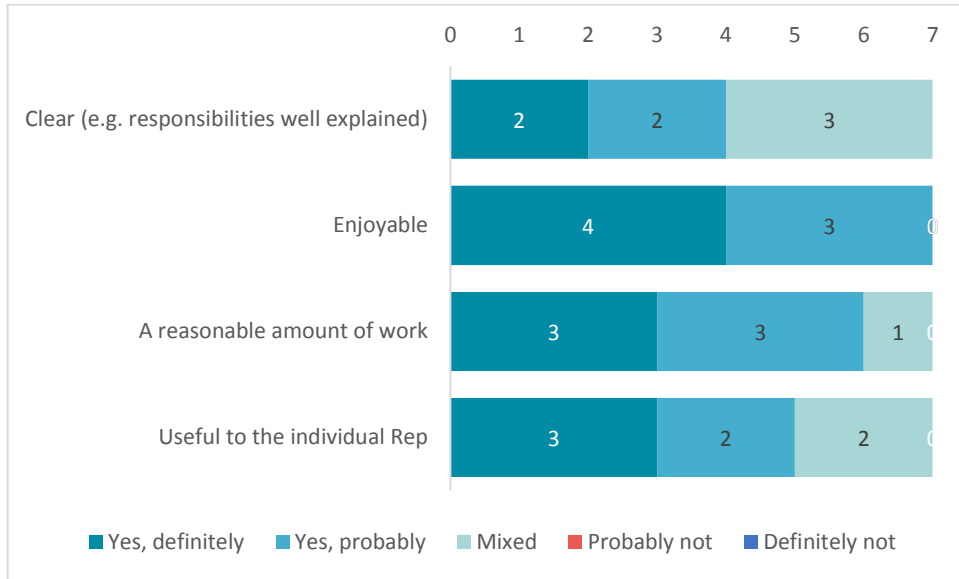


“It is good to be updated where everything is and what still has to be done.”

ROLE

Scores on the role were positive or mixed. 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 45: WHAT DO YOU THINK OF THE ROLE OF DEPARTMENTAL REP?



“I enjoyed the experience but different demands by delegates from different countries meant that it was unclear to ITP delegates when it was appropriate to request (or demand) the Rep's time.”

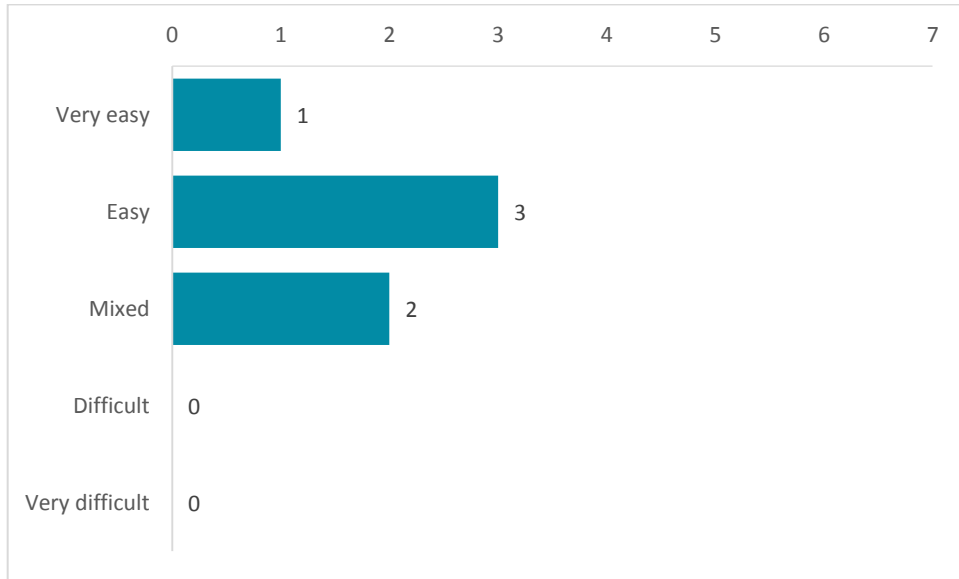
“It was quite clear to me as I knew from the previous year what happens. Maybe it would be good to give a short "what is it all about" to new representatives, so that they know that they need to get the object out for the room-3-show etc. One improvement could be to circulate the introduction pdfs that the fellows get (layout of room 3 show, label templates etc.) to the Reps as well and let us know when they have to hand in stuff like the book lists as they ask us about it and I didn't know about it beforehand.”

The responses on ease of getting people involved were more positive than last year, with no one saying it was difficult.

“Mostly easy as most colleagues are happy to give sessions. It's quite difficult to find the right time slot that suits within the departmental days, but it mostly worked out well.”

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 be told exactly what they needed to do by when.

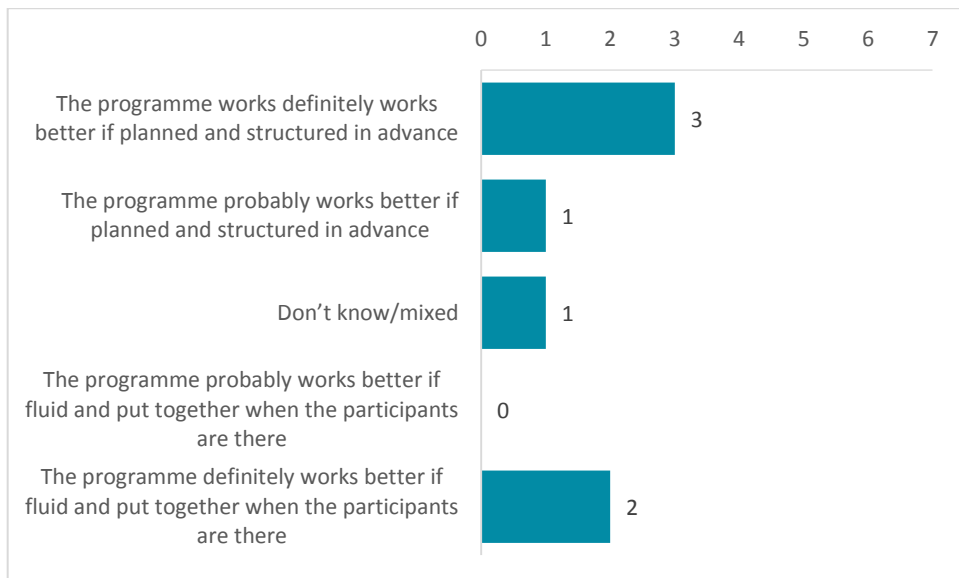
FIGURE 46: IS IT EASY OR DIFFICULT TO GET OTHER PEOPLE TO HELP DELIVER THE PARTICIPANT’S PLACEMENT IN THE DEPARTMENT?



STRUCTURE

This year slightly more respondents said the programme should be fluid, which is consistent with the comments above of participants expecting their specific interests to be reflected. Comments were that the schedule needs to include time for participants to work on their room 3 projects, and also that the pace can be different to the first part of the course.

FIGURE 47: DO YOU THINK THE DEPARTMENTAL PROGRAMMES WORK BETTER IF THEY ARE TIGHTLY OR LOOSELY STRUCTURED?



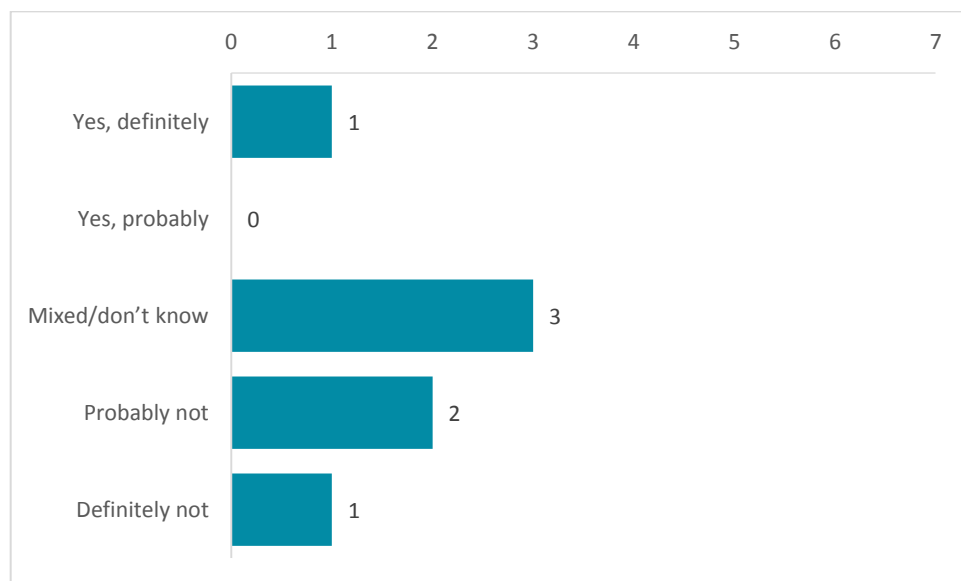
“Departmental time should be different in pace and tone from the general programme (more relaxed with more space and more choice).”

“The ITP programme was far too dense, so any structured departmental time would have been too much for the delegates. All said they would have preferred more departmental time (which would have enabled more departmental events to be scheduled).”

“If it’s not planned beforehand it would be chaos and half wouldn’t happen. I think it would be useful though to block the necessary room 3 time slots if the fellows are to partner up with other departments again. Also they might need a bit more departmental time at the beginning to discuss the proposal and choose the object when partnered up.”

Reps said the arrangements for room 3 projects didn’t entirely work, with most of the comments being about personal conflicts.

FIGURE 48: DID THE FORMAT FOR ROOM 3 PROJECTS WORK FOR YOU?



“I think this year it was very hard for the participants and would be better to select an object for them if they are to work in random twos again. However, I did like the fact that they had to work together and some produced great projects.”

“It was rather difficult to get both fellows together at the same time. Times which had been set aside for Room 3 work were not always adhered to with other events organised. If Room 3 time was explicitly denoted this would certainly help.”

“In principle this was a great idea, but in practice it was difficult to deliver and caused friction between delegates.”

“For those delegates who were paired, a lot of my time was wasted coordinating and diplomatically persuading delegates who were poorly matched. Otherwise Room 3 was very positive.”

“I think it was really good for them to work with material they are not used to. Also it was great to find something that links both of them. Even though it was quite a bit of work at the

beginning, I think it was worth it. For most of them it worked really well, when they managed to meet their partner.”

“Some groups worked well and others did not.”

OUTCOMES

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

- *A History of the World in 100 Objects* in Shanghai at the moment and contacts with Shanghai Museum are very important through ITP for that. Lots of other projects too including a future project for training with Nanjing Museum.
- Barbara Vujanovic from Croatia is curating the National spotlight tour for Rodin. We have kept in touch with previous Turkish and Libyan delegates concerning various matters. As I write Costas Vasiliadis, is in the Museum working on a project with his employer.
- General research on objects in Museums in Egypt and Sudan, so for Amara West in Khartoum Museum and for my own research in Cairo Museums.

Respondents were asked whether the experience of being a Departmental Rep had been of any use to them in any other way. Comments were about networking, learning, contact across the BM and visits.

“Building a contact base, sharing information across the BM.”

“The visit to India was unforgettable and important.”

“It has been more enjoyable than useful. I could see previous delegates being more relevant to my research interests than those this year. I see this has great value for the museum although it is expensive (resource wise) from the department’s perspective.”

“Definitely very good experience in organising skills, definitely in learning and also in terms of understanding the museum organisation better.”

THE FUTURE

All seven said they would consider being a Departmental Rep next year, although one asked for stronger expectations management of participants.

“There do, however, need to be some boundaries set up to make it clear that delegates cannot interrupt the Reps meetings out of ITP departmental time.”

ANALYSIS OF FEEDBACK FROM SPEAKERS AND FACILITATORS

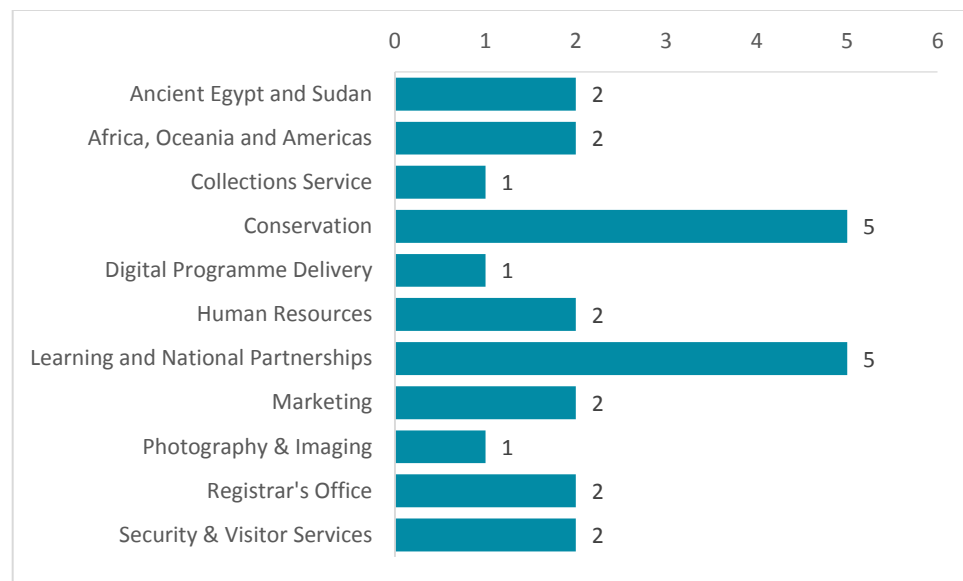
INTRODUCTION

We had 27 respondents, which is roughly half of the speakers/facilitators.

BACKGROUND

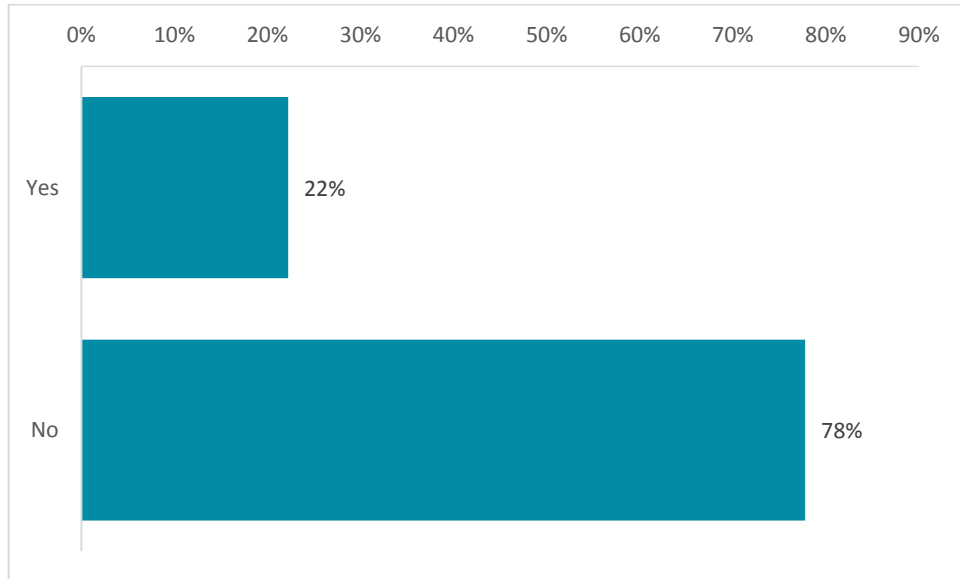
Respondents come from 18 departments.

FIGURE 49: DEPARTMENT



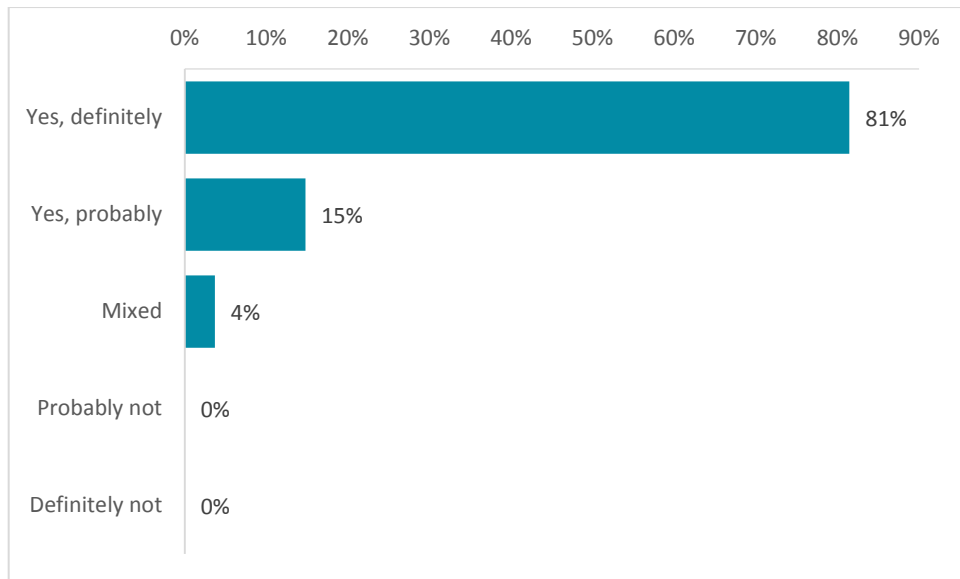
Only 22% have not previously run a session for ITP.

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



All except one respondent said they enjoyed running the session.

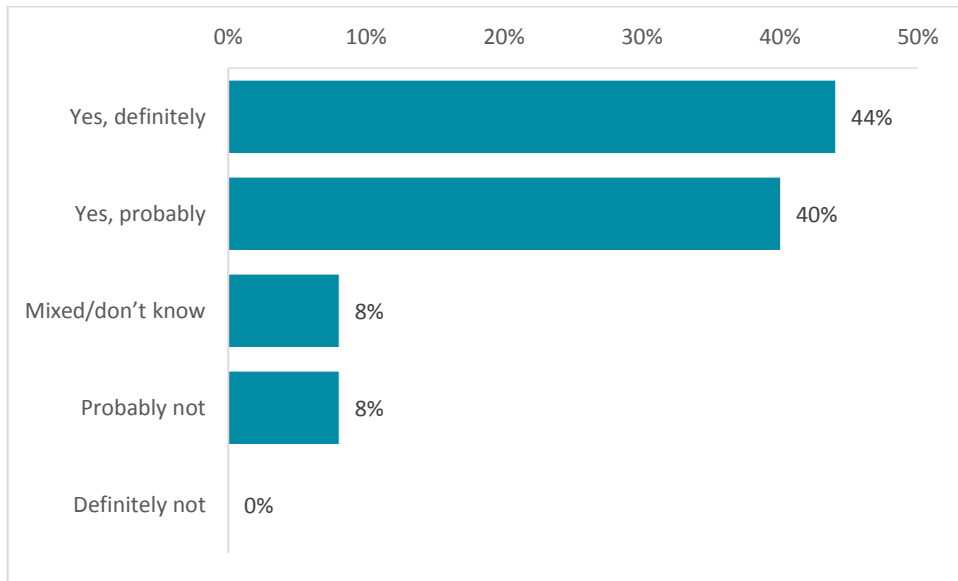
FIGURE 51: DID YOU ENJOY RUNNING THIS SESSION?



ORGANISATION

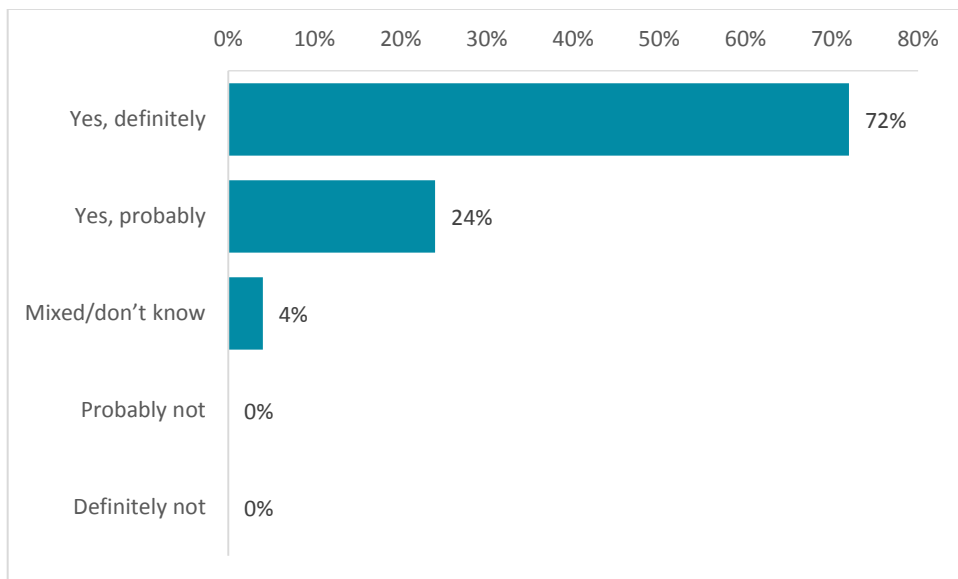
All except two people said they knew enough about participants and ITP in advance. A couple commented that they would have liked to know participants' job titles and previous experience of their subject.

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



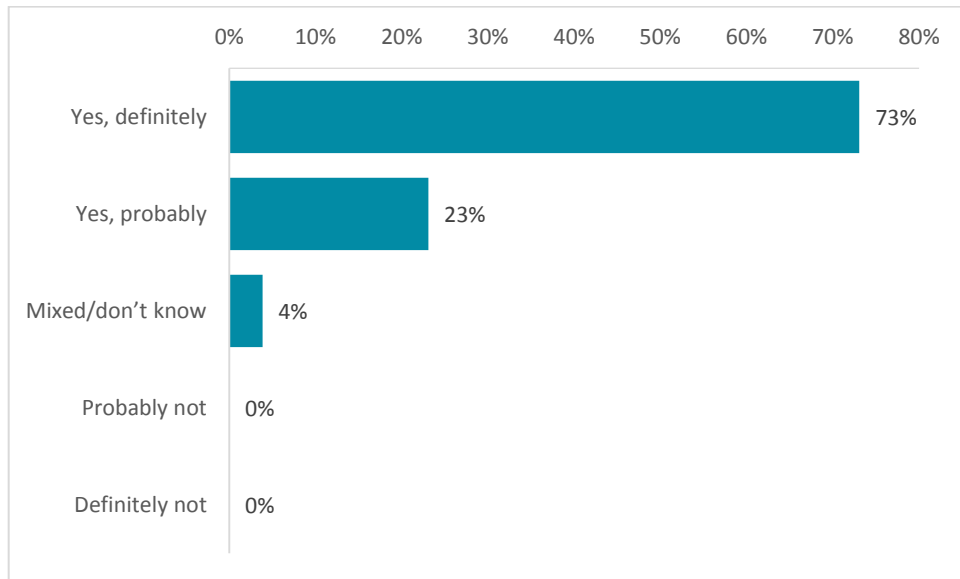
All except one of the respondents said they knew what was expected of them.

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

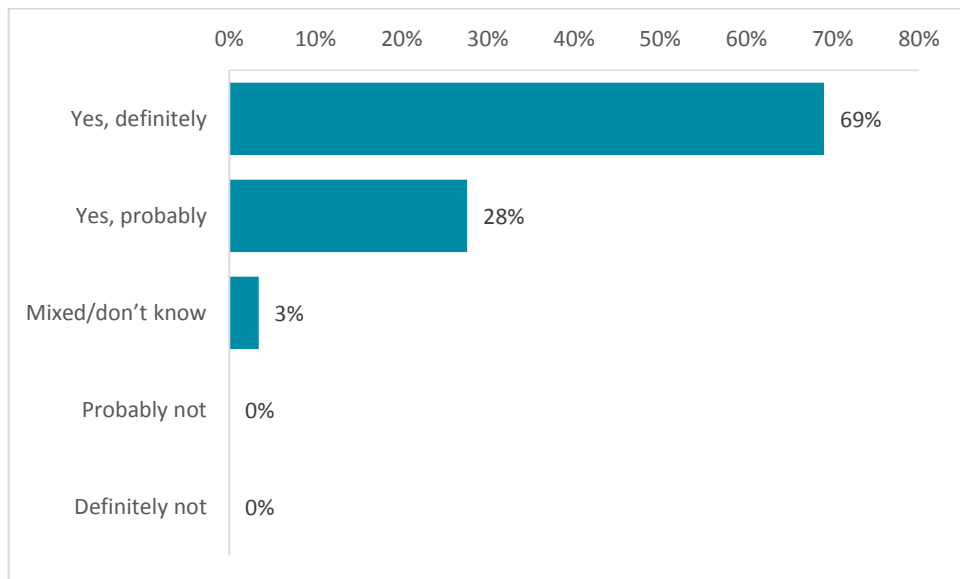


"I found this year's participants had very different interests to last year's. This year participants wanted to know about volunteering. Last year were more interested in public programmes that volunteers could do. It is hard to know going in where to pitch it."

All except one of the respondents said the location worked.

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

25 of the 27 respondents said the participants seemed easy to engage. Comments were that, although participants seemed interested, some were more willing to enter a discussion than others.

FIGURE 55: WERE THE PARTICIPANTS EASY TO ENGAGE?

“All the participants engaged with the session, however, they had very different level of prior knowledge of the subject matter and different levels of English.”

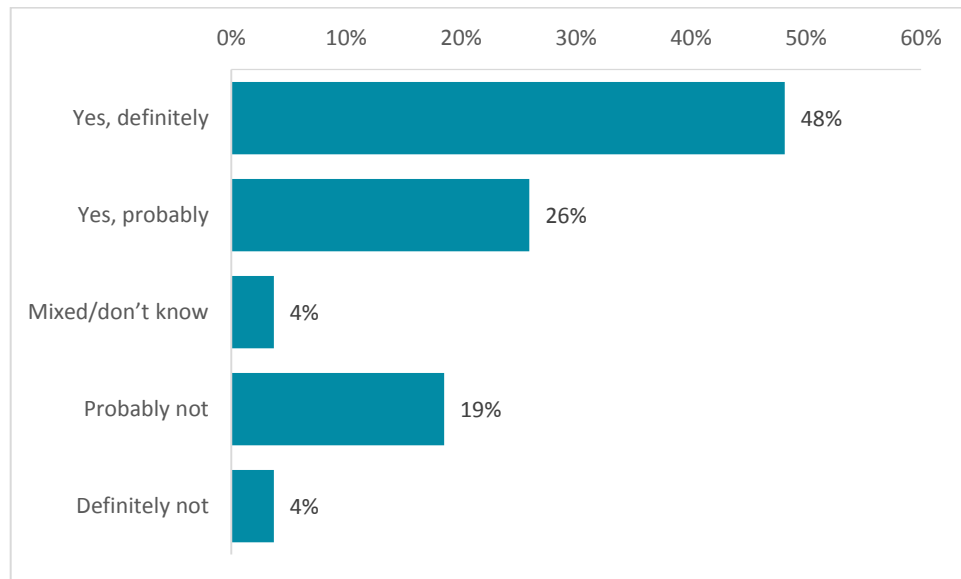
“I knew that they had been over here for a while so hoped English levels were quite good. They are very polite and I would be happy if they interrupted to check something I say but they may not want to in front of the others.”

“It was quite hard work drawing them into a discussion or getting them to share their ideas / experiences / challenges. I think we pitched the session at a level that was slightly beyond their current usage of social media.”

“Some were much more engaged than others.”

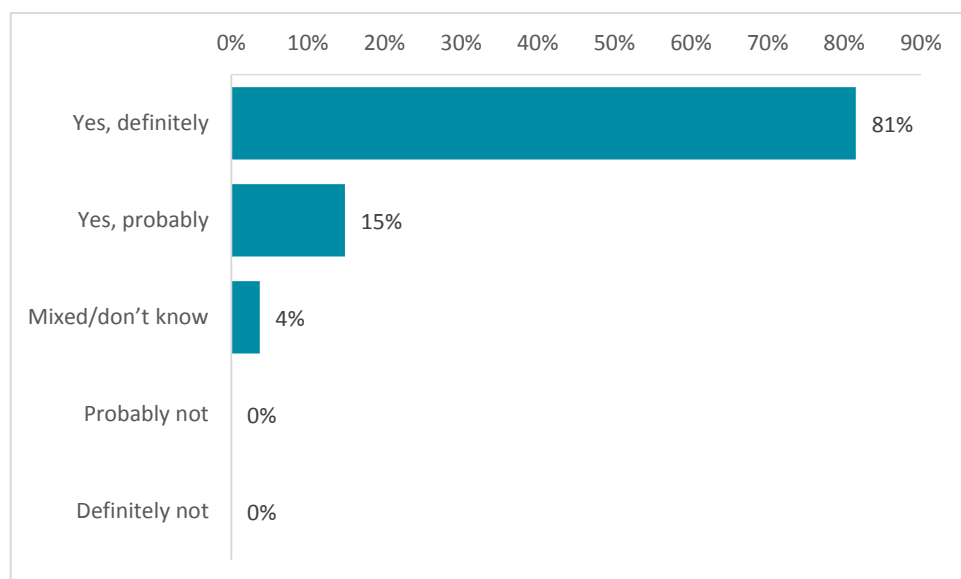
18 of the 27 said they had enough time for the session.

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



All respondents except one said that ITP provided everything they needed.

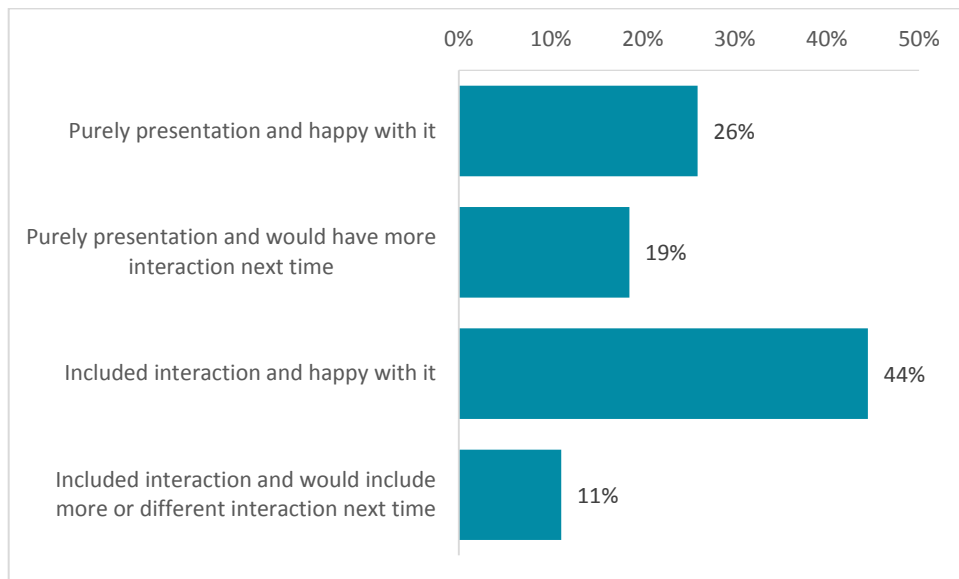
FIGURE 57: DID THE ITP PROVIDE YOU WITH EVERYTHING YOU NEEDED TO RUN THIS SESSION?



POTENTIAL CHANGES

70% of respondents were happy with the level of interaction they were able to provide in their session. 55% described the session as including interaction. Interaction was partly limited by the available time, the space and the willingness of the participants to engage.

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?



“It was far too noisy because too much was going on at once and this conflicted with their ability to learn in a conducive environment.”

“There was a Q&A at the end. I think there would be more questions and interaction if we had more time. Maybe a morning of roundtable session with the participants would be better next time rather an hour including three presentations.”

“It would be good for the participants to be able to see a volunteer-led activity (e.g. hands on desk) in action. This doesn't necessary have to be part of the session, but perhaps could be a recommended activity during their time at the Museum.”

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

- Attend the introductory session.
- Change the structure or length of the session to have more interaction.
- Give more practical examples.
- Focus more on skill development.

“I would do not much differently. Would rather like to comment that allowing us to give presentations of our work coupled with a visit to studios appears to have engaged everyone very well. I feel this would be a good model to continue with.”

- Break up the group.

“The participants all had very different levels of prior knowledge. There was one participant in the group with a post grad level qualification in marketing, whilst others had never had any involvement with marketing or came from smaller institutions who didn't have anyone responsible for marketing. It may therefore be good to break down into beginners and something more advanced for people already working in marketing.”

- Make the session optional.
- Give reading materials in advance.
- Coordinate with other departments and presenters.
- Tailor content to the specific interests of the participants.

CONCLUSION

This year's evaluation shows the British Museum's ability to consistently deliver a high quality course with a strong attention to participants' wellbeing that has created an international British Museum family. Participants have very favourable impressions of the BM course. Speakers have a list of possible improvements to make the presentations more interactive and responsive, which should be encouraged, ideally in a group format so that ideas can be shared.

There were fewer complaints about the departmental programme than for last year but more criticisms of the partnership programme - a move towards more practical workshops or shadowing activity might be beneficial to participant and host.

The Room 3 project is clearly an important learning element, if sometimes an uncomfortable one. Fellows articulated advice that they would give to future participants, about choosing objectives and scheduling the time, which could be communicated in guidelines, where new or useful.

This is the first year that we have evaluated the Senior Fellow and the feedback is strongly positive. This is an important element of the programme, which embodies the high standard of care and the dedication to fostering long-term relationships with and between fellows.